Wayne-Westland
COMMUNITY SCHOOLS

MICIP Collaboration and Planning Guide

School Improvement
MICIP - Continuous Improvement

Wayne-Westland
COMMUNITY SCHOOLS

School Improvement Plan
Comprehensive Needs Assessment
Program Evaluations
Continuous Data Analysis

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Updated Data and Important Information 2022

Schweitzer NWEA Data (CNA) 2021-22

WWCSD CNA - UPDATED April 2022

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School Name: Schweitzer Elementary

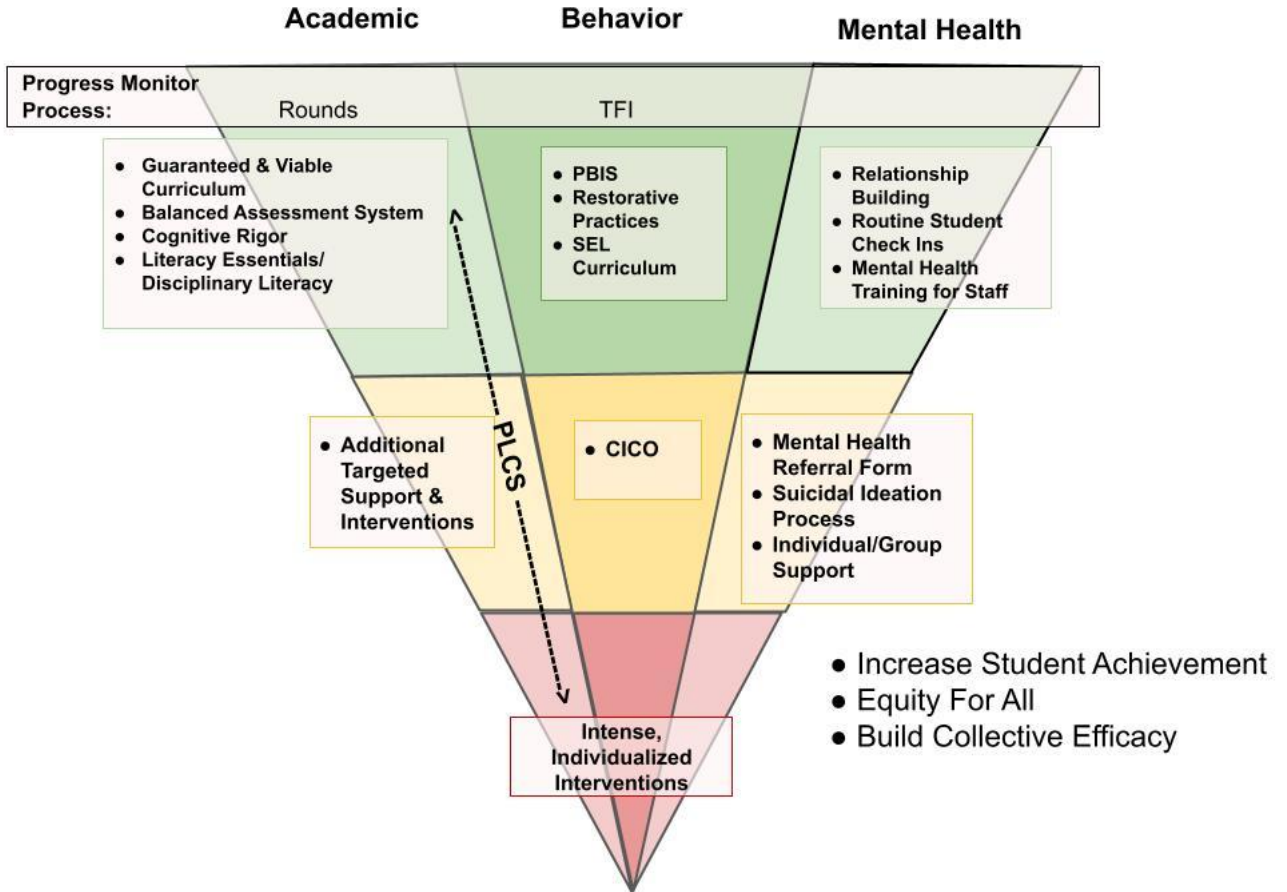School Address: 2601 Treadwell Westland, MI 48186

School Improvement Team Members and Role	
Gwen Magnan	Co-Chair/Instructional Coach
Emily Fa'asoa	Co-Chair/Instructional Coach
Anne McKolay	Kindergarten Teacher, Member
Jennifer Sulfridge	1st Grade Teacher, Member
Polly Griffin	2nd Grade Teacher, Member
Jen Largent	3rd Grade Teacher, Member
Cathy Toth	4th Grade Teacher, Member
Julie Snowden	5th Grade Teacher, Member
Katherine Bailey	Resource Teacher, Member
Kristen Brickey	Principal. Member

The School Improvement Process is guided by our commitment to a Multi-Tiered System of Supports, and our MTSS Framework.

Schweitzer CNA 2021-2022

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MTSS

Academic **Behavior** **Mental Health**

| Progress Monitor Process: | Rounds | TFI | |

Academic (Tier 1)
- Guaranteed & Viable Curriculum
- Balanced Assessment System
- Cognitive Rigor
- Literacy Essentials/ Disciplinary Literacy

Behavior (Tier 1)
- PBIS
- Restorative Practices
- SEL Curriculum

Mental Health (Tier 1)
- Relationship Building
- Routine Student Check Ins
- Mental Health Training for Staff

Academic (Tier 2)
- Additional Targeted Support & Interventions

Behavior (Tier 2)
- CICO

Mental Health (Tier 2)
- Mental Health Referral Form
- Suicidal Ideation Process
- Individual/Group Support

PLCS

Intense, Individualized Interventions

- Increase Student Achievement
- Equity For All
- Build Collective Efficacy

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Initiative Inventory

Initiative Inventories help teams get a clear picture of existing initiatives, mandates and resource commitments to help with exploring the fit of the additional initiatives with current work. It also guides decision making to make room for new work and assists with alignment of initiatives.

Reflect on all the initiatives in your building and answer the following questions.

List or include a link of all initiatives in your building below then answer the following questions. **School Improvement At a Glance**

1. What is the connection to the district Framework? (MTSS Graphic)
2. What personnel are involved in the implementation?

   Principal, Instructional Coach, COSA, All teaching staff

3. What is the expected outcome?

   All teachers will utilize Math Tasks & Number Talks as their main form of math instruction, and use Number Talks daily to increase math vocabulary and knowledge. All teachers will utilize Literacy Footprints in small group instruction and progress monitor their groups to keep current reading levels in between BAS testing times. All teachers will have implemented Interactive Read Alouds in their classrooms in connection with Wonders curriculum, as well as prioritizing Literacy Essentials within the Wonders curriculum and establishing the most effective lessons to utilize within Wonders. Teachers will utilize HESS Rigor Matrix within project based learning once per trimester to increase student engagement.

4. What evidence for outcomes are there thus far?

   Many of the teachers are already implementing Math Tasks & Number Talks at least a few lessons per week. Teachers have utilized Wonders and have gained

much experience about teaching the curriculum in connection with Social Studies/Science curriculum.

5. What is the financial commitment and source of funding?

Title I and Amendment budgets

6. What professional development exists including coaches and performance feedback?

(See School Improvement At a Glance above). Instructional Coaches & Principals have attended many Formative Assessment training, as well as Grading for Learning incorporating Standards Based Learning Standards. We also have had many hours of Coaching Conversations training. All staff have received Interactive Read Aloud and Small group instruction training utilizing Literacy Footprints at the beginning of the school year. All staff received training in equitable learning for all with our book study A Walk in Their Kicks with Aaron Johnson. Principal meets to provide performance feedback to all staff. We will have a Leader in Me reboot this 2022 summer. Staff will receive training in Success Criteria within learning targets in the fall of 2022-23. Coaching on integration of Literacy Essentials within Wonders as well as Math Tasks will continue next school year.

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Assess Needs - Literacy

Data Story #1

Data Sets

Schweitzer CNA 2021-2022

Data Story Response: (Summarize the story the data above is telling).
In Reading NWEA, our conditional growth percentile varies greatly in grade levels, however our 1st and 3rd grades are far above at 18, and 29 conditional growth percentile. All grade levels showed a decrease in percentile from fall to winter, that we would like to focus on in the upcoming year.

Gap Analysis - Literacy
Identify and list any gaps found in literacy (ELA) data between your current reality and desired state.

Reflect on the identified learning gaps and answer the following questions - Literacy

The following questions can be helpful in guiding your team's discussions around the data and goals you will set.

1. What strengths have been uncovered? What growth has been identified?
   We see a high Conditional Growth Percentile in grades 1st and 3rd. All grades have a positive growth percentile. Our percentage ofAfrican American students reaching their goals is equal to white students in third grade. The highest percentage of students meeting their growth goal is in Caucasian students in first grade.

2. What learner needs are not being met?

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There is a large discrepancy percentage of African American students not meeting their growth goals in first and second grade.

3. What district programs, supports, and services are designated to meet student, classroom, and leadership growth?
Our building utilizes either Compass Learning or Freckle at least one hour per week per classroom. We would like to utilize both Compass and Freckle reports more often next year to analyze data.

4. Are there any major challenges not being addressed by a service, program, or activity?
We have not had enough support with our Tier II and Tier III students. For the 2020-21 school year, our MTSS program focused mostly on first & second grades. Covid created a large gap particularly with our students in 2nd grade. Even with the increased support of all grades, the needs in 2nd grade are so great, along with our 4th grade student needs.

5. Are learners at the greatest risk receiving prevention programs, services, and supports? If not, why?
Yes, we are focusing our MTSS programming on our lowest 30% in all grades. Our new MTSS position is revamping many policies in our program, and addressing the Tier 3 students that were getting left behind when the switch to coaching occurred.

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Analyze the Root Cause - Literacy

Using the Five Whys tool to analyze your overall Literacy Data, identify the root cause of the data you are analyzing. You can complete this directly on the template provided, and link it to this document, or answer the five whys below.

- ❏ Schweitzer MStep and NWEA Data (CNA)
- ❏ Five Whys (make a copy of the document)
- ❏ Schweitzer Root Cause Analysis

Reference the District Data Story to answer the following questions. The last "why" will be the Root Cause of the District Data Story.
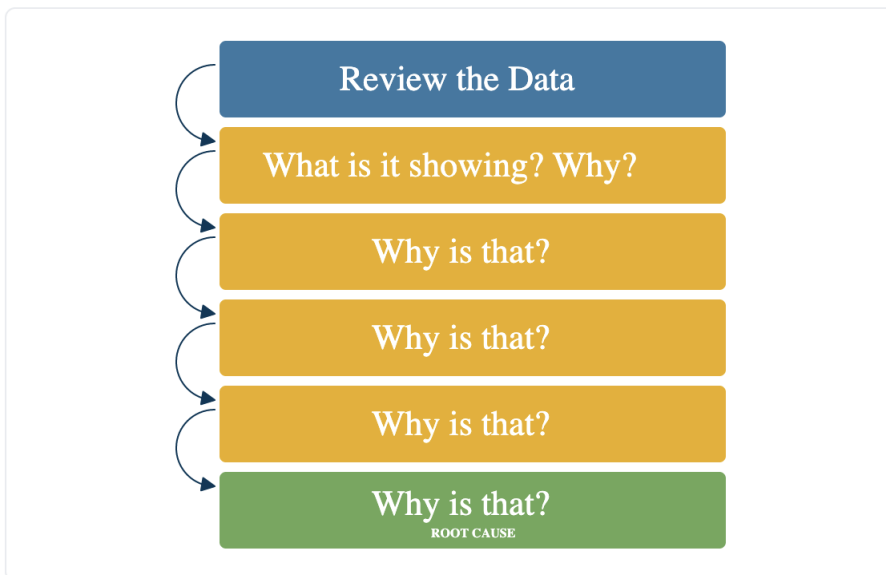
1) Explain why the above data story is in the state it currently is.

Only slightly more than a quarter of our students are proficient in reading.

2) Looking at your response to the previous question, explain why that is.

In the past, there wasn't a comprehensive district-wide curriculum. Now that there is a cohesive curriculum, it is vast and teachers need to narrow down focus areas to the literacy essentials.

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3) Looking at your response to the previous question, explain why that is.
Some teachers are teaching areas that do not need to be focused on, and not spending enough time on key areas for improvement.

4) Looking at your response to the above question, explain why that is.
Teachers have not had enough experience with Literacy Essentials due to Covid and learning Wonders curriculum at the same time.

5) Looking at your response to the previous question, explain why that is. (This represents the root cause)
Now that teachers have more experience with Wonders curriculum, they need more time to focus on how the Literacy Essentials tie into Wonders and make adjustments to unit plans.

Based on the results of the Root Cause Analysis (5 whys), is there any other data that should be added to your school data story? If no additional data is needed, continue to define a Challenge Statement. Define the results of your Root Cause Analysis in one sentence. This challenge statement describes the need, challenge, or opportunity for growth that the continuous improvement plan will address. You might consider using an "If…, then…" statement such as, "If we establish a shared equitable mindset and a coordinated systemic process to guide students toward higher-level learning opportunities, then student enrollment in Advanced Placement, CTE, or Dual-enrollment courses will increase, and postsecondary programs will reflect the district demographic make-up."

**Example:** _The district needs to allocate resources to develop a system to implement GELN Literacy Essentials at School B and maintain resources to continue implementation and progress at School A._

Challenge Statement - Literacy: If we continue to provide a consistent ELA program utilizing the Literacy Essentials as the main focus across the grade levels and district with

fidelity, then students will receive a high level of equitable ELA instruction, thus improving student achievement.

Plan - Literacy

Define Literacy (ELA) Goal: Our goal is to provide a consistent, spiraled ELA program to our students in order to improve NWEA reading scores by 2% from Spring to Spring.

Create a one-sentence goal to solve the issue defined in your Challenge Statement. The goal should include a measure and a due date.

Example: Our goal is to provide opportunities for students to engage in differentiated literacy activities, in order to improve ELA M-Step scores by 5% by 2022.

ELA Goal: Our goal is to provide a consistent ELA program driven by the Literacy Essentials incorporated into the Wonders curriculum across all grade levels to ensure students receive a high level of equitable ELA instruction to increase achievement.

ELA Targets:

- ❏ **Quantitative Data**
- ❏ Select which data from your story you would like to track.
    - ❏ How will the data change? **O Increase in Value**   O Decrease in Value
    - ❏ 3 % Change
    - ❏ Measure Due Date: June 2023
    - ❏ Measure Explanation (optional): NWEA RIT goals met: Winter to Spring, or Fall to Spring

![Wayne-Westland Community Schools logo]

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Assess Needs - Math

Data Story #2

Data Sets

[Schweitzer CNA 2021-2022](#)

Data Story Response: (Summarize the story the data above is telling).

Our students are underperforming in math across all grade levels.
There has been a consistent decline across the years. Decline was less in year 4. The most recent NWEA data indicates

Gap Analysis

Identify and List any gaps in **MATH** between your current reality and desired state.

Reflect on the identified learning gaps and answer the following questions - MATH

The following questions can be helpful in guiding your team's discussions around the data and goals you will set.

1. What strengths have been uncovered? What growth has been identified?

NWEA in 1st grade is showing tremendous growth, with a Conditional growth percentile of 76%. 4th grade is also showing a CGP of 39%. In 5th grade, our African American students are outperforming Caucasian students by 6%. The shift towards task-based math instruction, number talks, and small group interventions and more knowledge of our math curriculum is a strength held by our staff.

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2. What learner needs are not being met?

   Fourth grade scores are lower than third, and could use additional instruction and strategies. The data indicates that the needs of our African American students in 1st-3rd grade are not being met.   We need to make adjustments at Tier I to meet all of our students. Most grade levels are implementing math tasks and number talks, but we still have some grade levels not participating.

3. What district programs, supports, and services are designated to meet student, classroom, and leadership growth?

   The MTSS process Interventions at Tiers 1 ,II, and III, and we have a guaranteed and viable curriculum. Coaches, support staff, and math training from RESA. Teacher expectation is to implement math tasks and number talks daily.

4. Are there any major challenges not being addressed by a service, program, or activity?

   Student motivation and parental support is lacking. Parents may have a bias against math curriculum since they didn't learn this way. There is lack of consistency across grade levels and lack of staff buy-in for task based instruction/number talks.

5. Are learners at the greatest risk receiving prevention programs, services, and supports? If not, why?

   No, there is not a set process for our lowest achieving math students for math intervention. There is not as much small group math instruction happening in our building.

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Analyze the Root Cause

Using the Five Whys tool to analyze your overall Literacy Data, identify the root cause of the data you are analyzing. You can complete this directly on the template provided, and link it to this document, or answer the five whys below.

- ❏ [Schweitzer Math (CNA)](#)
- ❏ [Five Whys](#) (make a copy of the document)
- ❏ [Schweitzer Math Root Cause Analysis](#)

Reference the District Data Story to answer the following questions. The last "why" will be the Root Cause of the District Data Story.
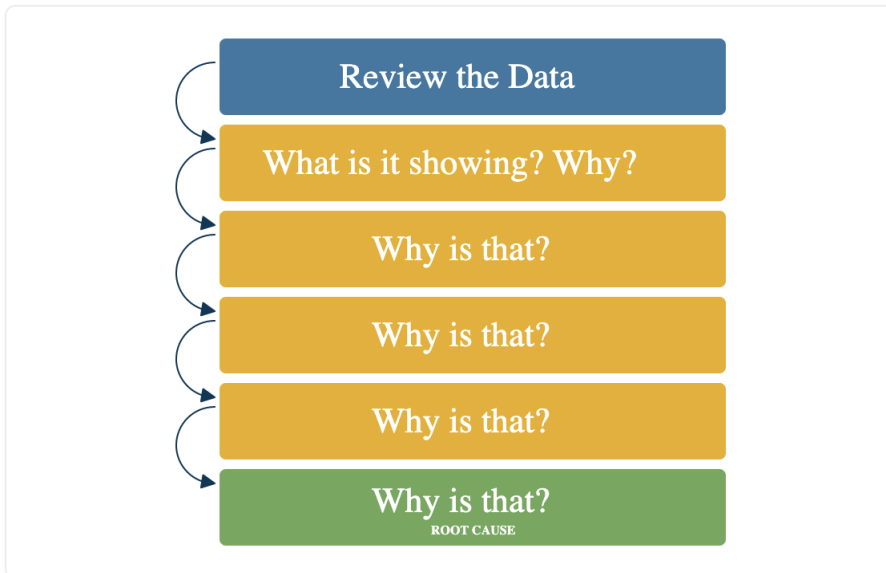
1) Explain why the above data story is in the state it currently is.

Our students are underperforming in Math across all grade levels.

2) Looking at your response to the previous question, explain why that is.

We are not meeting the needs of all of our students.

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3) Looking at your response to the previous question, explain why that is.

Efficacy: Everyone has to buy-into our current program. Our expectation is that we expect our students to have high achievement.

4) Looking at your response to the above question, explain why that is.

Not everyone is utilizing math tasks/number talks. Some teachers have the mindset that they're not teaching concepts since math tasks are a flipped approach to teaching. Students experience materials themselves first, then solution concepts are introduced.

5) Looking at your response to the previous question, explain why that is. (This represents the root cause)

Many teachers are comfortable with the "old school" way of teaching math even though the world has changed with what kids need to master on standardized tests. Many teachers are making excuses for low achievement.

Based on the results of the Root Cause Analysis (5 whys) , is there any other data that should be added to your school data Story? If no additional data is needed, continue to define a Challenge Statement.

<u>Create a Challenge Statement</u>
If teachers believe that the students can have high achievement in math through using number talks and task-based instruction, then they will seek out professional development opportunities to enhance their instruction and meet the needs of all students<u>.</u>

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Plan - Math

Define MATH Goal

Create a one-sentence goal to solve the issue defined in your Challenge Statement. The goal should include a measure and a due date.

Example: _Our goal is to provide opportunities for students to study together, in order to improve MATH M-Step scores by 5% by 2023._

MATH Goal: Our goal is to provide students with opportunities to build on their foundational skills through the use of math tasks, number talks and the targeted interventions to increase achievement scores on the Math NWEA test by 4% in total score by 2023.

Define Evaluation Impact Measures for your MATH Goal:

Math Targets:
- ❏ **Quantitative Data**
    - ❏ Select which data from your story you would like to track. NWEA
    - ❏ How will the data change?   O Increase in Value   O Decrease in Value
    - ❏ 3 % Change
    - ❏ Measure Due Date: Spring 2023

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Data Story #3

Data Sets

- [Schweitzer CNA SEL/Behavior](#)

Data Story Response: (Summarize the story the data above is telling).

34% of our ODR's this year were due to aggressive behavior. 26% were due to failure to comply with adults. Our ODR's decreased from the 2020 school year, our goal for the 2022-2023 school year is to reduce our overall ODR's by 3%.

Gap Analysis

Identify and List any gaps in SEL between your current reality and desired state. Students are exhibiting behavior that is dangerous and disrespectful to adults. Although ODR's decreased tremendously from 2020 to 2022, our goal for the 2022-2023 school year is to reduce our overall ODR's by 3%.

Reflect on the identified learning gaps and answer the following questions - Behavior

The following questions can be helpful in guiding your team's discussions around the data and goals you will set.

1. What strengths have been uncovered? What growth has been identified?

   Many teachers have created movement breaks for kids within the classroom setting. Many teachers are more willing to allow 10 minute breaks for children that need it. Picture cards to help make staff aware of situations were implemented this year. That has helped to create a positive discourse among staff about problem behaviors. Utilizing purple superstars and tracking that data has been very positive and helpful for our building.

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2. What learner needs are not being met?

   Many students that are very behind in learning are seeking out negative ways to avoid work such as avoidance and escape. Many children seem to feel a lack of sense of power or lack of choices. Following the pandemic, students are lacking interactions with others and problems that arise.

3. What district programs, supports, and services are designated to meet student, classroom, and leadership growth?

   Being a Leader in Me school is designed to help our students feel a sense of power over their own learning. Tracking progress in Leadership notebooks is also helping students to connect their accomplishments with hard work. PBIS is another positive school initiative that helps students feel in control.

4. Are there any major challenges not being addressed by a service, program, or activity?

   The lack of staff resources has been an issue when our social worker is pulled to other buildings, or leadership is pulled out of the building. Returning from the pandemic, students are lacking social skills to interact with other students.

5. Are learners at the greatest risk receiving prevention programs, services, and supports? If not, why?

Yes, our social worker has ensured that our neediest students are receiving support via social groups, special task resets, calm space to reset, movement breaks & ⅘:1 positive to negatives.

Analyze the Root Cause

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Using the Five Whys tool to analyze your overall Literacy Data, identify the root cause of the data you are analyzing. You can complete this directly on the template provided, and link it to this document, or answer the five whys below.

❏ [Schweitzer CNA](#)
❏ [Five Whys](#) (make a copy of the document)
❏ [Schweitzer SEL Root Cause Analysis](#)

Reference the District Data Story to answer the following questions. The last "why" will be the Root Cause of the District Data Story.
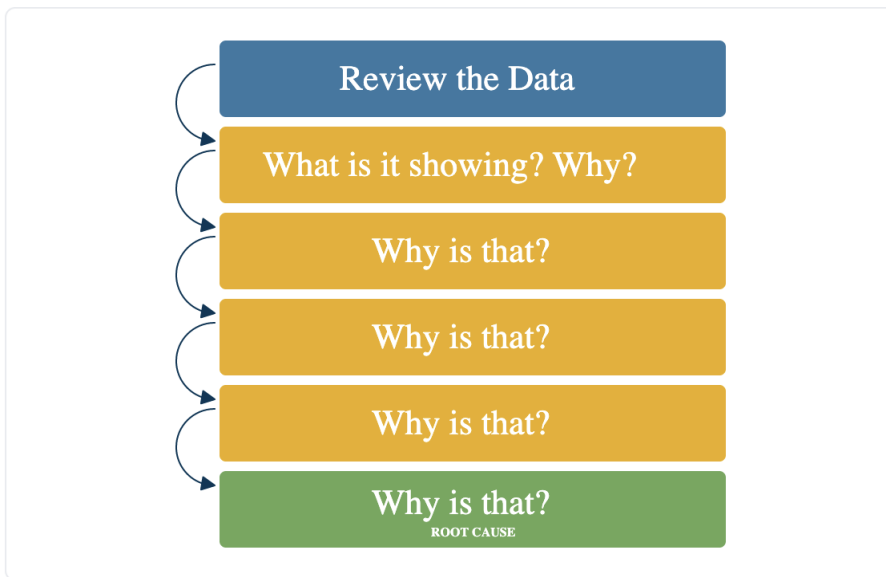
1) Explain why the above data story is in the state it currently is.

   Students lack of problem solving skills and are struggling with interactions with others as a result of lack of interactions during the pandemic.

2) Looking at your response to the previous question, explain why that is.

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All students are not finding an entry point/connection to the work given their skill level and students are lacking the social skills to correctly share their needs.

3) Looking at your response to the previous question, explain why that is.

All classrooms are not practicing social skills utilizing 2nd Steps kits and social stories.

4) Looking at your response to the above question, explain why that is.

Many teachers are not prioritizing the importance of teaching social skills and expect children to know these already.

5) Looking at your response to the previous question, explain why that is. (This represents the root cause)

Teachers need to build increased connections with students to know what social skills are necessary to be taught.

Based on the results of the Root Cause Analysis (5 whys) , is there any other data that should be added to your school data Story? If no additional data is needed, continue to define a Challenge Statement.

<u>Create a Challenge Statement</u>
All teachers will provide 2nd steps and social skills training every week to teach students skills to interact effectively with other students and staff.

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Plan - Behavior

Define Behavior Goal:

Create a one-sentence goal to solve the issue defined in your Challenge Statement. The goal should include a measure and a due date.

Example: *Our goal is to provide opportunities for students to study together, in order to improve MATH M-Step scores by 5% by 2022.*

Behavior Goal: Our goal is to provide more opportunities for students to interact effectively with other students and adults to reduce our ODRs based on aggressive behavior and failure to comply with adults by 3% by 2023.

Define Evaluation Impact Measures for your Behavior Goal:

Behavior Targets:
- ❏ **Quantitative Data**
    - ❏ Select which data from your story you would like to track. ODRs
    - ❏ How will the data change?   O Increase in Value   O <mark>Decrease in Value</mark>
    - ❏ 3% Change
    - ❏ Measure Due Date: June 2023