



MICIP Collaboration and Planning Guide

School Improvement

MICIP - Continuous Improvement



School Improvement Plan
Comprehensive Needs Assessment
Program Evaluations
Continuous Data Analysis



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Updated Data and Important Information 2022

[Taft NWEA Data 2021-22](#)

[WWCSD CNA - UPDATED April 2022](#)



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School Name: Taft-Galloway “The World’s Greatest Elementary School”

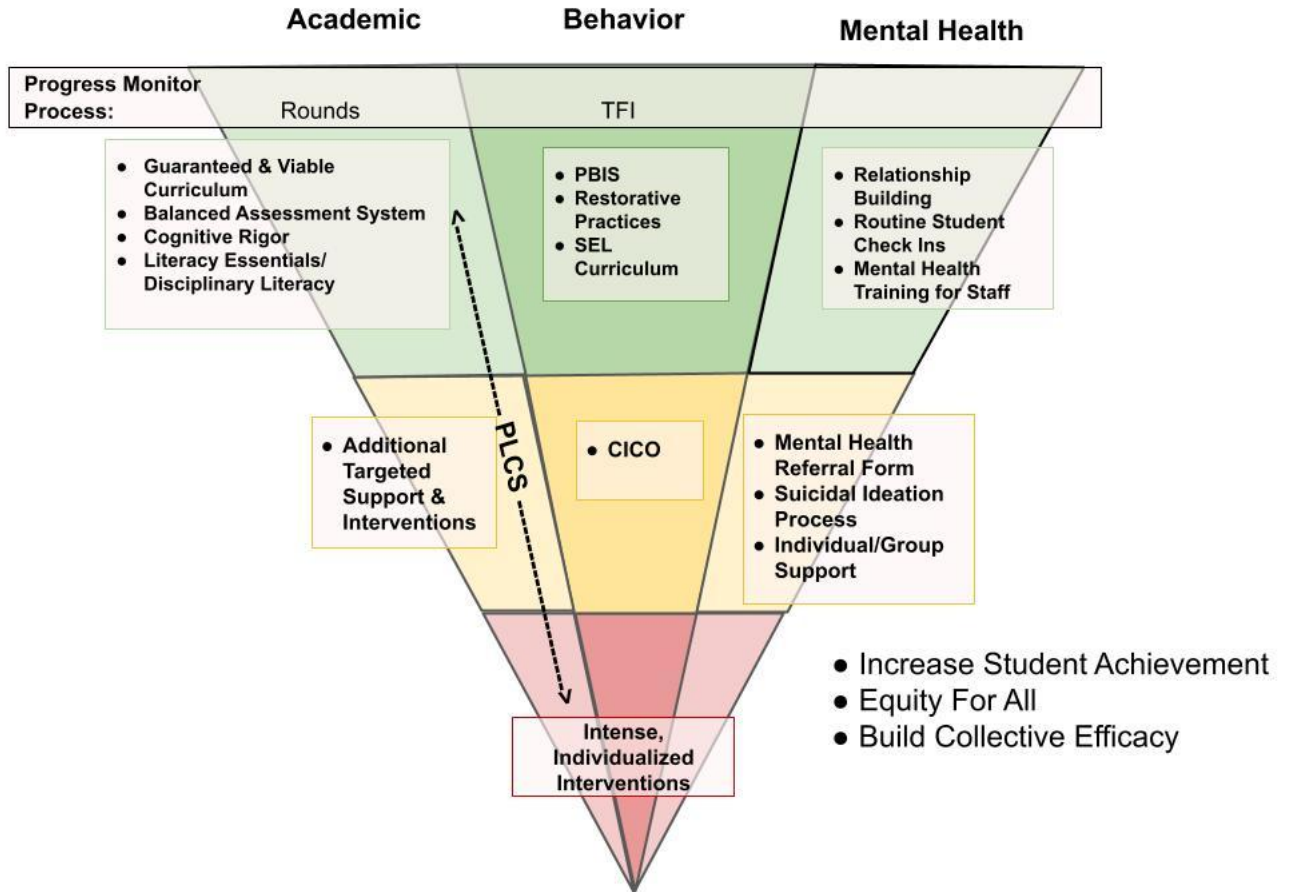
School Address: 4035 Gloria Street Wayne, MI 48184

| School Improvement Team Members and Role | |
|--|---|
| Brandon C. Cox -Principal | Toni Griffith- MTSS Interventionist |
| Rebecca DesJardins- Instructional Coach | Ashley Stacey- Resource Room Teacher |
| Amy Morse- 3rd Grade Teacher | Laurie Struve-3rd Grade Teacher |
| Amy Thorner-3rd Grade Teacher | |

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

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MTSS





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School Improvement Team Members: Brandon Cox, Principal; Toni Griffith, MTSS Interventionist; Rebecca DesJardins, Instructional Coach; Laurie Struve, 3rd Grade Teacher; Amy Thorner, 3rd Grade Teacher; Amy Morse, 3rd Grade Teacher
Ashley Stacey, Resource Room Teacher

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.

Initiative Inventory

| Name of Initiative | Coordinator | Start and End Date | Funding Source | Measures of Outcomes | Evidence of Outcomes |
|-----------------------------------|---|---------------------------|----------------------------------|-----------------------|-----------------------------------|
| Literacy Essentials 1,2,3 | Instructional Coach, MTSS Interventionist | September 2022 -June 2027 | Title I, Title II, General Fund | MStep, NWEA, BAS | Increase in all measures. |
| K-6 Math Initiative: Number Talks | District collaboration with Wayne RESA | September 2022 -June 2027 | Title I, Title II, General Fund, | MStep, NWEA, PLC data | Increase in NWEA and MStep scores |
| Instructional Coaching | Instructional Coach | September 2018 - ongoing | Title I, Title II, General Fund | MStep, NWEA | Increase in NWEA scores |
| PBIS/SEL | Social Worker | September 2017 - ongoing | Wayne RESA | Decrease in ODRs | Decrease in ODRs |
| MTSS Coordinator | MTSS Interventionist | September 2022 - ongoing | 31a | BAS, MStep, NWEA | Increase in BAS levels |
| Student Interventionists | MTSS Interventionist | September 2022 - ongoing | Title I | BAS, MStep, NWEA | Increase in BAS levels |

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1. What is the connection to the district Framework? ([MTSS Graphic](#))

All of the above initiatives fit right into, and are born from, the MTSS Framework.

2. What personnel are involved in the implementation?

All personnel have a hand in implementing the initiatives. Classroom teachers will improve instruction in all Tiers, across the Academic, Behavioral and Mental Health categories, using the PLC format, and with professional development and support from the Instructional Coach, MTSS Interventionist and School Social Worker. Staff may also seek to improve instruction by attending professional development outside of what is offered by the district.

3. What is the expected outcome?

The expected outcome of the implementation of the MTSS Framework is to have a consistent, comprehensive district plan for Academic, Behavior, and Mental Health supports, increase student achievement, provide equity for all students, and build collective efficacy among staff.

4. What evidence for outcomes are there thus far?

Data collection has been inconsistent throughout the pandemic years. Currently, Taft has used and disaggregated the following
Academic data: MLPP, BAS, NWEA, and grade-level formative assessments.
Behavioral data: number of ODRs (per incident and location), number of in-school and out-of-school suspensions, Tier II Check in and Out data, and number and frequency of alternatives to suspensions used.
SEL data: Perception survey results and Class Dojo data. Our school's population is highly at-risk due to poverty, social/emotional trauma, lack of social/emotional skills, and lack of resources at home and in the community. We need to continue to have additional personnel to provide targeted academic and behavioral support.

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

The MTSS Interventionist will be funded through 31A. Additional student interventionists are funded through Title I. All other 2022-23 initiatives at Taft will be funded through Title I, Title II and General Fund.

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

There are numerous and continuous opportunities for professional development. Instructional Coaches have monthly meetings with embedded professional development. These meetings are designed to provide networking opportunities across all elementaries with a focus on District initiatives. Instructional Coaches, in turn, act as a liaison between the district and the building, and share important information, provide professional development to building staff, and model best practice Tier I instruction for classroom teachers. They will work with teachers throughout the year to increase student achievement with a focus on Literacy Essentials 1-3 and Number Talks in the 2022-2023 school year.

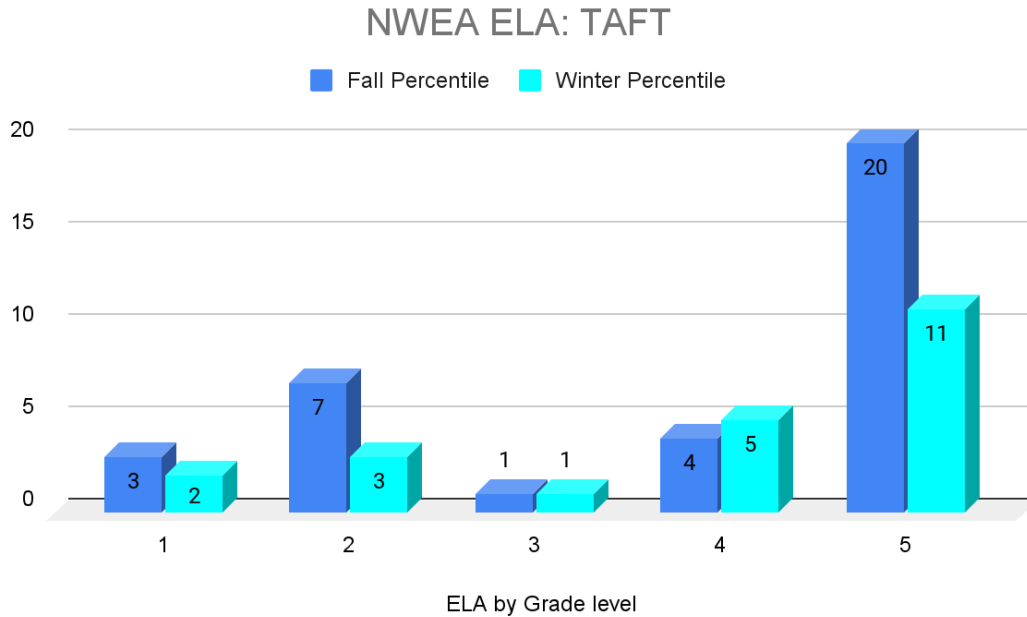
The MTSS Coordinator also has weekly meetings with embedded professional development. In addition to heading the MTSS process in the building, the MTSS Coordinator will be responsible for training any student interventionists in best practice intervention, as well as, working with teachers to strengthen Tier II interventions in the classroom. They will work with teachers in their PLCs to focus on targeted strategies that improve student achievement.

Classroom teachers will receive support and professional development for Tier I instruction from the Instructional Coach, and support and professional development for Tier II instruction from the MTSS Interventionist. The District also provides building mentors to teachers who have three or less years of experience. The District also plans 30 hours of Professional Development for all of their teachers each school year. In addition, staff may also seek to improve instruction by attending professional development outside of what is offered by the district.

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Assess Needs - Literacy

Student Achievement - Reading NWEA



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| ELA Grade level | Fall Percentile | Winter Percentile | Conditional Growth Percentile | Percent of students meeting growth goals | # tested |
|------------------|-----------------|-------------------|-------------------------------|--|----------|
| 1 | 3 | 2 | 23 | 39 | 59 |
| 2 | 7 | 3 | 3 | 36 | 64 |
| 3 | 1 | 1 | 1 | 39 | 61 |
| 4 | 4 | 5 | 63 | 53 | 47 |
| 5 | 20 | 11 | 1 | 37 | 57 |
| | | | | | |
| ELA Grade level | Fall Percentile | Winter Percentile | Conditional Growth Percentile | Percent of students meeting growth goals | # tested |
| African American | | | | | |
| 1 | 2 | 1 | 2 | 23 | 26 |
| 2 | 4 | 2 | 5 | 46 | 26 |
| 3 | 1 | 1 | 1 | 38 | 24 |
| 4 | 3 | 1 | 1 | 31 | 16 |
| 5 | 3 | 1 | 1 | 38 | 16 |
| | | | | | |
| ELA Grade level | Fall Percentile | Winter Percentile | Conditional Growth Percentile | Percent of students meeting growth goals | # tested |
| Caucasian | | | | | |
| 1 | 9 | 18 | 95 | 57 | 23 |
| 2 | 7 | 3 | 2 | 31 | 32 |
| 3 | 1 | 1 | 12 | 46 | 26 |
| 4 | 5 | 11 | 99 | 67 | 27 |
| 5 | 27 | 17 | 1 | 33 | 30 |

M-STEP - The number of 3rd, 4th, and 5th grade students proficient on the 2022 spring M-Step assessment.

| | # of students partially proficient | # of students proficient |
|-----------|------------------------------------|--------------------------|
| 3rd Grade | 3/68-4% | 5/68-7% |
| 4th Grade | 5/57-9% | 3/57-5% |
| 5th Grade | 8/60-13% | 16/60-27% |

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Data Story Response:

Gap Analysis - Literacy

All grade levels, except 4th grade, saw an overall decrease in achievement percentiles from fall to winter on the NWEA test. We obviously want to see those increasing. Our hope is that we will see an increase after spring scores.

Number of students below benchmark in Reading by grade level as of February, 2022.

K 64/77 (February Benchmark, Level B)
1st 36/61 (February Benchmark, Level G)
2nd 24/75 (February Benchmark, Level K)
3rd 22/69 (February Benchmark, Level O)

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

1. What strengths have been uncovered?

As students move up in grades, a higher percentage gets closer to BAS Benchmark.

What growth has been identified?

Using our NWEA data the following strengths have been identified.

- 53% of our 4th grade students met their growth goal, equating to a 63% conditional growth percentile.
- 46% of our African American students in 2nd grade met their growth goal.
- 57% of our Caucasian students in 1st grade met their growth goal, equating to a 95% conditional growth percentile.
- 67% of our Caucasian students in the 4th grade met their growth goal, equating to a 99% conditional growth percentile.

What learner needs are not being met? K-3 students lack basic literacy skills.

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

Instructional Coach, MTSS Interventionist, Student Interventionists, the MTSS process and PBIS.

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

There has been a 30% turnover in staff during the 2021-22 school year. This has impacted the kindergarten, first, and second grades. Taft also received approximately a hundred students from Hoover Elementary (a Priority School), which closed the previous year. Our school's population remains highly at-risk due to poverty, social/emotional trauma, lack of social/emotional skills, and lack of resources at home and in the community. In addition, more support must be provided for students who are habitually truant. We had our district personnel as well as representatives from the county conduct home visits and/or provide a warning letter for truant students, however, additional support from the district on this pervasive issue is a necessity and should be a priority. The number of students at Taft with 20 or more absences is 183 students or 42% of our population.

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

Yes, Title I funding requires that we focus our efforts on the bottom 30% of our students, who are the most at-risk. Intervention services are always based on and provided to those that are in the bottom 30% of our population. In addition, we have such a large number of students in the bottom 30%, it is imperative that we have a sufficient number of student interventionists to address the need.

Analyze the Root Cause - Literacy

Challenge Statement - Literacy:

If we address these contributing factors through our root cause analysis then we should see improvements academically.



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Plan - Literacy

ELA Goal: The goal of Taft Galloway Elementary is to increase proficiency in ELA by at least 10 percentage points, in grades 3-5, on the M-STEP assessment by 2025. We will accomplish this by implementing MTSS, using the PLC process, and having professional development around the Literacy Essentials.

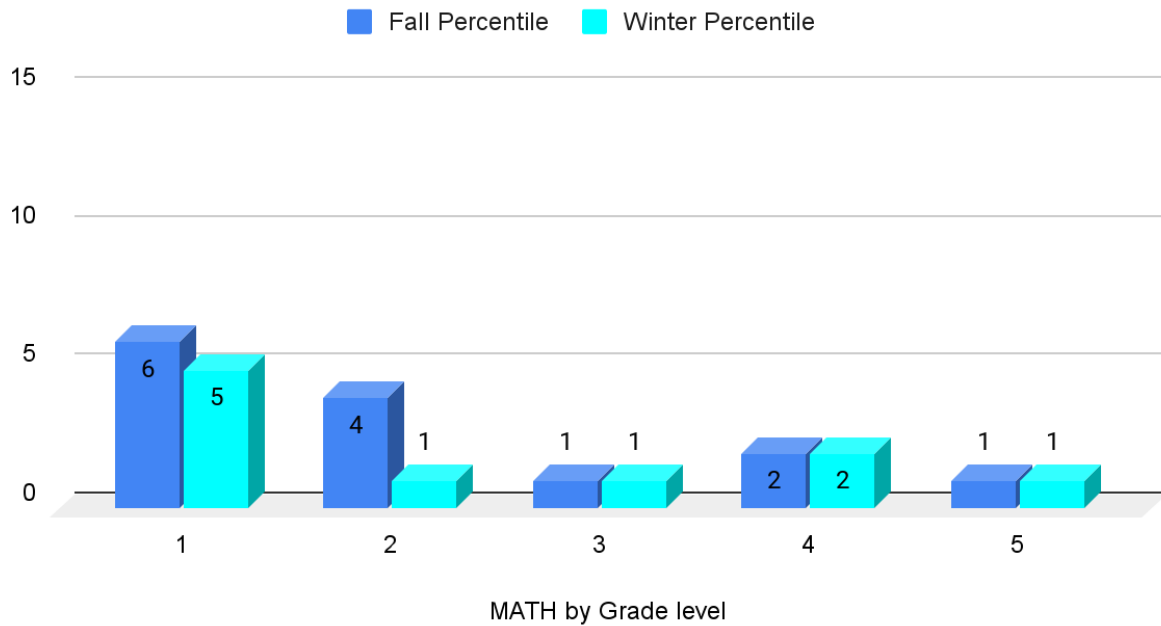
ELA Targets: TBD

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Assess Needs - Math

Student Achievement - Mathematics NWEA

Math Achievement Percentiles 2021-22



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| MATH Grade level | Fall Percentile | Winter Percentile | Conditional Growth Percentile | Percent of students meeting growth goals | # tested |
|---------------------|-----------------|----------------------|-------------------------------------|---|----------|
| 1 | 6 | 5 | 26 | 40 | 58 |
| 2 | 4 | 1 | 1 | 34 | 68 |
| 3 | 1 | 1 | 90 | 52 | 60 |
| 4 | 2 | 2 | 64 | 47 | 47 |
| 5 | 1 | 1 | 43 | 50 | 56 |
| | | | | | |
| MATH Grade level | Fall Percentile | Winter Percentile | Conditional Growth Percentile | Percent of students meeting growth goals | # tested |
| African American | | | | | |
| 1 | 3 | 2 | 27 | 42 | 26 |
| 2 | 1 | 1 | 4 | 41 | 27 |
| 3 | 1 | 1 | 70 | 46 | 24 |
| 4 | 1 | 1 | 51 | 41 | 17 |
| 5 | 1 | 1 | 26 | 53 | 17 |
| | | | | | |
| MATH Grade level | Fall Percentile | Winter Percentile | Conditional Growth Percentile | Percent of students meeting growth goals | # tested |
| Caucasian | | | | | |
| 1 | 19 | 20 | 51 | 41 | 22 |
| 2 | 5 | 2 | 1 | 31 | 35 |
| 3 | 1 | 1 | 69 | 44 | 25 |
| 4 | 3 | 5 | 91 | 58 | 26 |
| 5 | 2 | 3 | 72 | 57 | 28 |
| | | | | | |



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Data Story Response:

Gap Analysis:

All grade levels saw an overall decrease in achievement percentiles from fall to winter on the NWEA test. We obviously want to see those increasing. Our hope is that we will see an increase after spring scores.

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

1. **What strengths have been uncovered? What growth has been identified? What learner needs are not being met?**

Strengths:

52% of 3rd grade students met their NWEA growth goal equating to a 90% conditional growth percentile.

47% of 4th grade students met their NWEA growth goal equating to a 64% conditional growth percentile.

46% of 3rd grade AA students met their growth goal equating to a 70% conditional growth percentile.

58% of 4th grade Caucasian students met their growth goal equating to a 91% conditional growth percentile.

In the past, the overall trend of cohorts of students was improving over the years. As students moved up in grades, a higher percentage met their projection. This year, due in part to the pandemic, there has been little change in percentile and percent of students meeting projection. Earlier interventions are needed in order to increase student achievement in math.

2. **What district programs, supports, and services are designated to meet student, classroom, and leadership growth?** Instructional Coach, Building Para, Professional Development, Teacher led Number Talks, and Math Recovery.

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

Many of our students come from families and/or living situations that are not ideal for learning. They are living in poverty, homeless shelters, multiple-family homes and/or subsidized housing. Our students arrive already lacking the skills needed to be successful, which puts them at an academic disadvantage for many years to come. Additional personnel are needed to provide Tier 2 and Tier 3 targeted instruction in math recovery.

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

Yes, they are. Title I funding requires that we focus our efforts on the bottom 30% of our students.



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Analyze the Root Cause

Create a Challenge Statement

If we address these contributing factors through our root cause analysis then we should see improvements academically.

Plan - Math

MATH Goal:

The goal of Taft Galloway Elementary is to increase proficiency in Math by at least 10 percentage points, in grades 3-5, on the M-Step assessment by 2025.

Math Targets: TBD

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Assess Needs - Behavior

Data Story #3

Office Discipline Referrals

#1 Of your total number of ODRs, how many total students does this include?

89 Total ODRs, 12 students total = 3% of student population

#2 How many students have 5 or more ODRs?

1 student has 5 or more ODRs

#3 How many students have 10 or more ODRs?

Zero

#4 What strategies have you used to reduce ODRs?

Taft has utilized PBIS, staff and student mentors, Check-In/Check-out, Restorative Practices, alternatives to suspensions, PAWs (positive reinforcement tickets), positive Dojos/Class Dojo, and positive parent phone calls.

Student Suspensions

#1 How many students have more than 3 in-school suspensions?

Zero students

#2 How many students have more than 3 out-of-school suspensions?

6 students out of 432 or 1% of the student population has 3 or more out-of-school suspensions.

#3 How many students have more than 10 days of out-of-school suspensions?

Zero students

#4 What strategies have you used to reduce suspensions?

Taft has utilized PBIS, staff and student mentors, Check-In/Check-out, Restorative Practices, alternatives to suspensions, PAWs (positive reinforcement tickets), positive Dojos/Class Dojo, and positive parent phone calls.



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PBIS reports are utilized to analyze behavior data. The PBIS Team meets monthly to analyze behavior trends and discuss students that have repeated ODR's.

Data Story Response:

Taft has seen a decrease in the total number of ODRs thus far in the 2021/22 school year. Taft has had a total of 89 ODRs. However, only 12 students, or 3% of our student population, have received these ODRs. We believe the majority of these students are acting out to avoid academic embarrassment in the classroom setting. When identifying the students who have repeated behaviors, administration, as well as our PBIS team, look at each student's academic progress. These repeat students are on average 1.5- 2 full grade levels behind.

Gap Analysis

What strengths have been uncovered?

Taft has utilized PBIS (all Tiers), staff and student mentors, Check-in/Check-out, Restorative Practices, parent meetings, positive reinforcement (PAWS tickets), positive Class Dojo and parental calls. Even though Taft has acquired more students this year from a closing school, we have seen a decrease in overall ODRs and suspensions.

What growth has been identified?

Students are making better decisions due to the aforementioned supports.

What learner needs are not being met?

Students who are behind academically usually act out because they are embarrassed and want to be removed from the classroom environment.

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

PBIS. The other initiatives are implemented by school personnel.



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

Due to socioeconomic status and SEL deficiencies, our students would benefit greatly from a program that would teach how to interact appropriately, problem solve, and be respectful with their peers. Our data indicates that most student behavioral incidents occur during unstructured times, such as, arrival and dismissal, transitions, lunch, and recess. We are hoping to implement Playworks in the 2022/23 school year if funding and personnel are available. In addition, some type of support must be provided for students who are habitually truant.

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

Yes, they are. Title I funding requires that we focus our efforts on the bottom 30% of our students.

Analyze the Root Cause

Create a Challenge Statement

We need to address the root causes of negative behaviors, such as, academic embarrassment, and a lack of problem solving skills. We need to focus on a program or curriculum that helps students with conflict resolution strategies. In order to meet the needs of our student population, we would benefit from additional personnel to model proactive versus reactive behaviors.

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Plan - Behavior

Behavior Goal:

Taft will utilize PBIS, Restorative Practices, Check-In/Check Out and staff mentors to decrease the number of total ODR's by at least 10% in the 2022-2023 school year.

Behavior Targets:

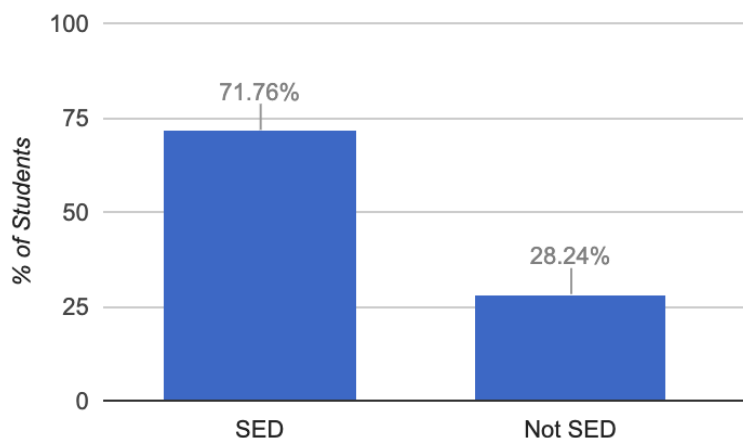
☐ Quantitative Data ☒ Decrease in Value

10 % Change

Measure Due Date: Yearly

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

In order to meet the needs of our student population, we would benefit from additional personnel to model proactive versus reactive behaviors. The Playworks program is a non-profit program that helps kids stay active and build valuable social and emotional life skills through the power of play. Our data indicates the need for such a program. Playworks will help Taft kids build community through conflict resolution, while supporting a culture of trust, positivity and inclusion.



*** SED numbers may not be as accurate as we would like, as the paperwork for FRL is less reliable since the entire district was identified to receive free lunch throughout the schools.



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We were able to obtain and provide reliable, accurate data from MDE via the Meal Magic Program. According to the information provided by the MDE program Meal Magic, our records as of 4/18/22 indicate that 384 of our students would qualify for free lunch and 24 would qualify for reduced. This data indicates that 97% of our students would fall within the state's low income socioeconomic status category, a much higher percentage than what was estimated by the district.

Lastly, Wayne-Westland is a microcosm of society. There are students who have all of their needs met at home and students living in poverty.

We cannot continue to fund buildings equally, when some have higher poverty levels and higher needs. Funding needs to be fair and equitable based on the needs of the individual building, not the district as a whole. It is impossible to expect that our students will overcome all of their personal and academic disadvantages, and achieve success in the classroom and beyond, without additional funding to support our students' specific needs and deficits.