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MICIP Collaboration and Planning Guide

School Improvement

MICIP - Continuous Improvement

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School Improvement Plan
Comprehensive Needs Assessment
Program Evaluations
Continuous Data Analysis

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Updated Data and Important Information 2022

Walker-Winter NWEA Data 2021-22

Walker narrative for NWEA data 2021-2022

WWCSD CNA - UPDATED April 2022

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School Name: Walker-Winter Elementary School

School Address: 39932 Michigan Ave., Canton, MI 48188

School Improvement Team Members and Role	
Julie Mytych	Principal, Lead
Janine Owen	Instructional Coach
Kerri Krafft	K/1 TAG Teacher
Cheryl Valdahl	1st Grade Teacher
Shannon Gantchar	2nd Grade Teacher
Michelle Briese	3rd Grade TAG Teacher
Quanisha Thomas	4/5 Grade Teacher
Lisa Rachwitz	3rd Grade Teacher

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

CNA

Walker's Program Evaluation Tool: Positivity Project (P2)

Walker's School Improvement Plan: At a Glance for 2021-2022 (update after we change goals add in IC)

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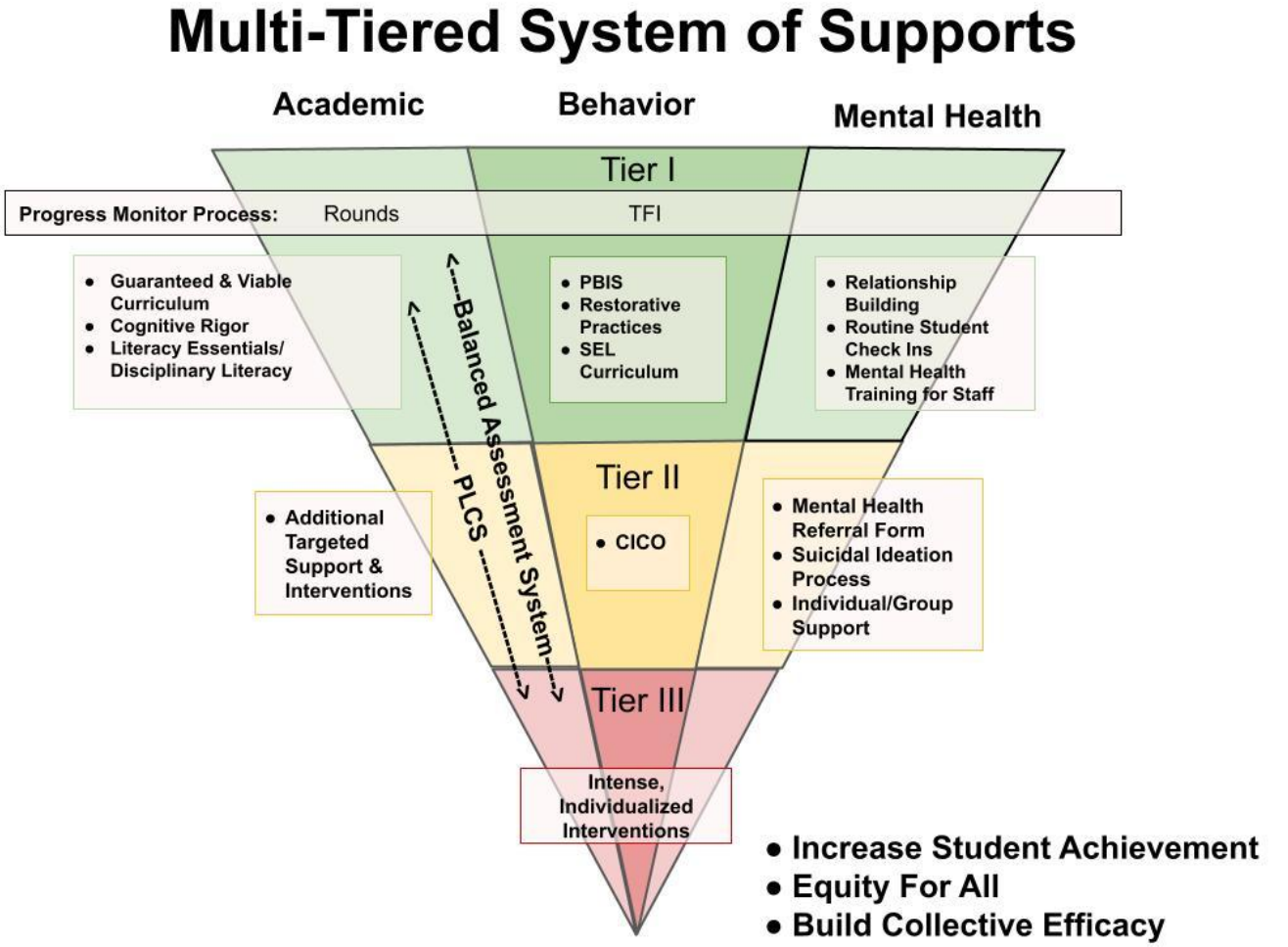

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Initiative Inventory

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.

- Wonders
- Engage NY Math
- Pearson Science
- Social Studies Weekly
- Fountas and Pinnell Classroom Guided Reading and Phonics (K-3)
- LLI reading intervention (Kindergarten, First Grade, 2nd/3rd Grade, and 4-6th grade kits)
- Technology: Compass Learning, Reflex, eSpark, Raz Kids, Freckle, Generation Genius, online components for Fountas and Pinnell Classroom, LLI
- Positivity Project
- Lifelong Guidelines and Life Skills
- PBIS
- Instructional Coaching

1. What is the connection to the district Framework? (MTSS Graphic)
    a. Our guaranteed and viable curriculum pieces for each content area are essential for implementing Tier I best practice instruction. We also have a lot of resources to implement Tier II guided reading instruction in the classroom and with intervention providers. Our technology platforms allow us to reteach tier I instruction for those that need it, provide interventions and/or accelerated learning for students who are in need of that. Our SEL curriculum is made up of Positivity Project

and LLG and supported by the framework of PBIS for tiered supports for all students. Instructional coaching supports tier I best practices in the classroom. The IC also provides intervention half time for the students most at risk in reading.

2. What personnel are involved in the implementation? All Walker staff participate in the implementation of these initiatives
3. What is the expected outcome? Student success academically and behaviorally
4. What evidence for outcomes are there thus far? Our students tend to outperform their district peers academically and we have areas of high needs behaviorally.
5. What is the financial commitment and source of funding? We receive funds from Title I, Title II and the general fund.
6. What professional development exists including coaches and performance feedback? Our Instructional Coach, Principal, and Teacher Leaders can and do provide job-embedded professional development as needed each year. Next year our focus will be on CP3, Discipline-specific teaching approaches which include formative assessment and math tasks, SE1, Quality of Questioning and P3: Design of Performance Tasks, PLC realignment and Cultural Proficiency.

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Assess Needs - Literacy

Data Story #1

Data Sets

Data: 19-20 NWEA

- K: subgroup gap; C outperforming AA, and reading showed significant DROP (fall to winter NWEA)
- 1st: No subgroup gap; reading showed growth
- 2nd: no gap; showed drop from fall to winter NWEA
- 3rd: subgroup gap; drop from fall to winter
- 4th/5th: No ELA NWEA reading data given

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

There is a drop off in all areas between 2nd and 3rd grade for 19/20. Overall we see a drop each fall to winter each year in RDG. 2nd grade had a positive CGI for both groups, with African American similar to Caucasion. AA had a lower CGI over C in 3rd grade.

Gap Analysis - Literacy

K-2 Test vs. 2-5 Test given starting in 3rd grade. Turnover in teachers (school wide over last 3 years, K, 2nd, 4th, 5th. No Special Ed trained teachers, No Interventions (Spec Ed, Tier II support, or Soc Work), Is everyone using our common curriculum with fidelity, Is our curriculum culturally responsive? Our teachers do not have culturally responsive training

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? MSTEP data shows that Walker students consistently outperform district

averages in reading. Also, the number of proficient students increases from 3rd to 4th grade for the past three cohorts. NWEA data shows that Walker students consistently outperform district average RIT scores in all grade levels.

2. What learner needs are not being met? Only 5% of African American students in kindergarten met their RIT projection compared to 55% of their caucasian peers. In first grade, 56% of African American students met their RIT projection compared to 39% of their caucasian peers. From Winter 2020 to Winter 2021, second grade and third grade students had significantly less than projected growth based on NWEA RIT scores with CGI of -1.76 and -4.51 respectively.
3. What district programs, supports, and services are designated to meet student, classroom, and leadership growth? District provided curriculum, Wonders, is research-based and a guaranteed and viable curriculum. Instructional Coaches are at every building to support teacher growth and tier I best practices in ELA. Many schools utilize paraprofessionals and student teachers to support small group instruction in the classroom for reteaching or interventions.
4. Are there any major challenges not being addressed by a service, program, or activity? The Wonders Writing component is not rigorous enough to improve writing proficiency of students on its own.
5. Are learners at the greatest risk receiving prevention programs, services, and supports? If not, why? The Instructional Coach provided additional intervention support in reading for the most at-risk in all of the kindergarten, first, second and third grade classrooms. However, fourth and fifth grade classes did not have this opportunity.

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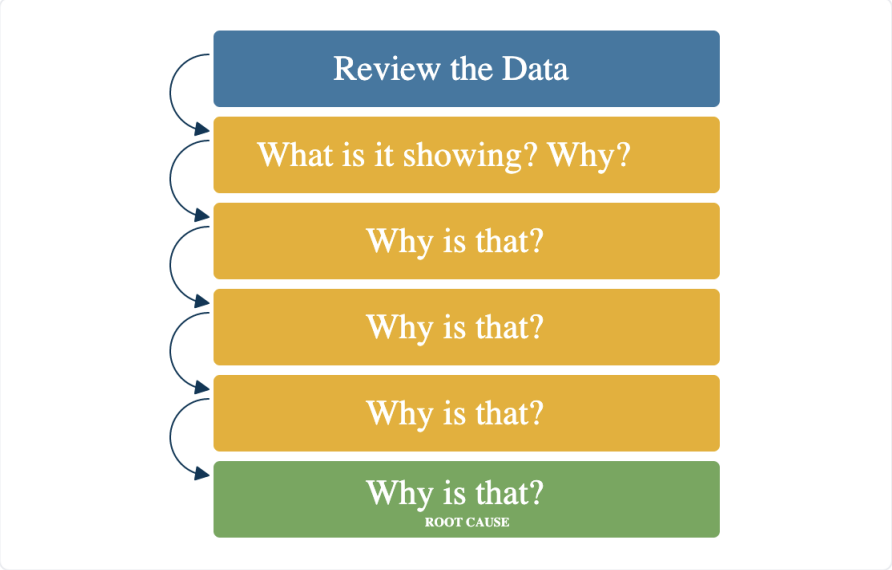
Analyze the Root Cause - Literacy

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.

- ❏ See data in CNA
- ❏ Walker's 5 Whys and Root Cause Analysis
- ❏ Five Whys (blank)
- ❏ Root Cause Analysis (blank)

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.

There is a drop off in all areas between 2nd and 3rd grade for 19/20. Overall we see a drop each fall to winter each year.n RDG 2nd grade had a positive CGI for both groups, with AA similar C. AA had a lower CGI over C in 3rd grade.

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

K-2 Test vs. 2-5 Test given starting in 3rd grade. Turnover in teachers (school wide over last 3 years, K, 2nd, 4th, 5th. No Special Ed trained teachers, No Interventions (Spec Ed, Tier II support, or Soc Work), Is everyone using our common curriculum with fidelity, Is our curriculum culturally responsive? Our teachers do not have culturally responsive training

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

4) Part of it is due to pandemic, part of it is due to teachers not following curriculum, part due to retirements of teachers,

Pandemic slowed down our timeline for getting to know Wonders therefore curriculum not taught with fidelity or consistency

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

We as a staff are not doing all we need to do with implementing the curriculum with fidelity and consistency. We need to sit down and all agree to teach the same curriculum to ensure standards are met.

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

As a whole school we sit down and have the hard talk on curriculum and consistency. Decide on one phonics program to use K-5 (eventually we see a decrease of focus if used with fidelity by 4th grade) implement a minimum time spent on it within our ELA block.
ELA/Math we set the minimum to use in common curriculum (NY Engage/Wonders)
MTSS/Special Ed kids still meet with teachers in small groups as well- as it is an additional time, not in place of. Set blocks of time for math and ELA- set the minimum

K-3 should use in Wonders: Phonics (agree for F/P or Wonders),
should use: Phonics, vocab, shared read, anthology, paired read, guided reading, pick 2 response page
K-1 Being a Writer
2-5: Grammar from Wonders Practice workbook
4-5 should use: Phonics based on need, Vocabulary,grammar, shared reading, stories
Writing: As a grade level team, decide on writing

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?

Challenge Statement - Literacy:
If the entire staff implements Wonders with fidelity and consistency, and receives more professional development around using formative assessment data to inform reading instruction, then student achievement in reading will increase.

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Plan - Literacy

Define Literacy (ELA) 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 engage in differentiated literacy activities, in order to improve ELA M-Step scores by 5% by 2022.

ELA Goal: Our goal is to implement Wonders with fidelity and consistency in every classroom in order to improve Reading NWEA RIT growth by 5% by 2022.
Define Evaluation Impact Measures for ELA Goal

ELA Targets:

- ☑ ~~Quantitative Data~~
- ❑ Select which data from your story you would like to track.
  - ❑ How will the data change? X Increase in Value 0 Decrease in Value
  - ❑ ___5__ % Change
  - ❑ Measure Due Date: _____Winter 2022_____
  - ❑ Measure Explanation (optional)

Assess Needs - Math

Data Story #2

Data Sets

- No subgroup data given
- NWEA growth or gap? 19-20 data
  - K: showed growth from fall to winter
  - 1st: showed growth

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- 2nd: drop
- 3rd: significant drop
- 4th: drop
- 5th: slight growth

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

M STEP data shows that the number of proficient students in fourth grade has decreased four years in a row. However, third and fourth graders continue to outperform the district averages for math. Math Fall 2020 to Winter 2021 scores across all grade levels K-1 show significantly less growth than projected according to Math RIT scores, CGI and CGP. According to the most recent MSTEP Math Data (2018-2019), third grade African American students outperformed their caucasian peers with 71% proficient versus 54.5% proficient respectively. In fourth grade, African American students underperformed their caucasian peers, however. 42.6% of caucasian students were proficient compared to 31% of African American students on the 4th grade Math MSTEP.

Gap Analysis

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

It is very concerning that fourth grade students continue to decline in math year after year on the state test. In the content area of math, many teachers are not following the guidelines set by the district math team for best practices, pacing, and formative assessments.

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? What learner needs are not being met? While we continue to outperform district averages in math, our students' proficiency percentages have steadily declined.
2. What district programs, supports, and services are designated to meet student, classroom, and leadership growth? A guaranteed and viable curriculum using the customized Eureka Math modules, common benchmark assessments, common formative assessment tools, professional development from

instructional coach, Engage NY and grade level leaders were offered this year several times.

3. Are there any major challenges not being addressed by a service, program, or activity? We need to allocate resources and time to tier II and tier III support in the area of math.
4. Are learners at the greatest risk receiving prevention programs, services, and supports? If not, why? No. We did not have personnel to offer intervention services in Math during this school year. Most tier II interventions were done using websites such as Freckle, In Sync, espark and Reflex.

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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.

- ❏ See data in CNA
- ❏ Walker's 5 Whys and Root Cause Analysis
- ❏ Five Whys (blank)
- ❏ Root Cause Analysis (blank)

Reference the District Data Story to answer the following questions. The last "why" will be the Root Cause of the District Data Story.

- Explain why the above data story is in the state it currently is.
  - Noted: When looking at our 5th grade NWEA scores, this is a cohort who had significant SEL needs were significant since kindergarten
  -
  - Concerns with math curriculum

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

- PBIS tiers were still in development
- The focus is more on problem solving skills instead of basic foundational computation skills

- Looking at your response to the previous question, explain why that is.
  - We were still identifying the needs along with a district restructuring and teacher turnover.

- Looking at your response to the above question, explain why that is.
  - Staff needs more clarification of how to best effectively deliver Eureka and the expectations of what is the end goal

- Looking at your response to the previous question, explain why that is. (This represents the root cause)
  - If we continue to develop our TIER I and TIER II process and best practice implementation, using our core Eureka math consistently, then we feel we will see improvements in student math academic success.
  - Strategies to support our root cause: If we have strategies in place to address computational deficiencies in conjunction with Eureka Math we will see some improvement in student academic achievement.
  - Strategies to support our root cause: If we get more training from our instructional coach or other PD on how best to implement Eureka math instruction, math tasks and number talks, we will see improvement in math scores.

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 we continue to develop our TIER I and TIER II process and best practice implementation, using our core Eureka math consistently, then we feel we will see improvements in student math academic success.
- If we have strategies in place to address computational deficiencies in conjunction with Eureka Math we will see some improvement in student academic achievement.
- If we get more training from our instructional coach or other PD on how best to implement Eureka math instruction, math tasks and number talks, we will see improvement in math scores.

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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 2022.*

MATH Goal:
Our goal is to implement NY Engage customized math modules with fidelity in every classroom, work with the instructional coach on embedded professional development around math tasks and/or number talks at every grade level, and begin to provide math interventions for the students most at risk of failure in math, in order to improve Math RIT scores by 5% by 2022.

Define Evaluation Impact Measures for your MATH Goal:

Math Targets:

- ❑ **XQuantitative Data**
  - ❑ Select which data from your story you would like to track.
  - ❑ How will the data change? X Increase in Value 0 Decrease in Value
  - ❑ __5__ % Change
  - ❑ Measure Due Date: Winter 2022

Assess Needs - Behavior

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Data Story #3- We did not complete this data story in 20-21 due to a lack of data for this school year.

Data Sets

- [insert links or summarize the math data you will explore from your CNA]

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

Gap Analysis

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

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? What learner needs are not being met?
2. What district programs, supports, and services are designated to meet student, classroom, and leadership growth?
3. Are there any major challenges not being addressed by a service, program, or activity?
4. Are learners at the greatest risk receiving prevention programs, services, and supports? If not, why?

Analyze the Root Cause

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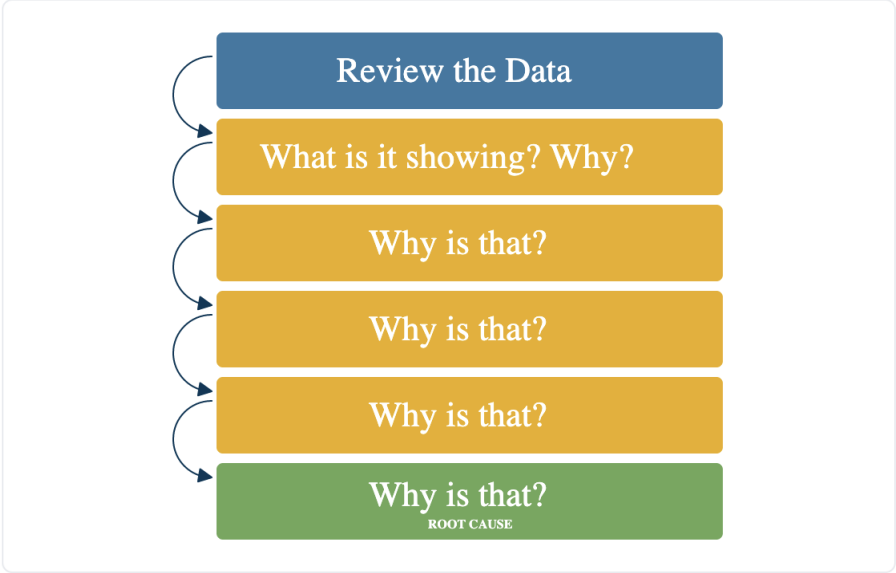
Using the Five Whys tool to analyze your overall Literacy Data, identify the root cause of the data you are analyzing. You can complete this directly on the template provided, and link it to this document, or answer the five whys below.

- ❏ [LINK TO DATA YOU WILL EXPLORE]
- ❏ Five Whys (make a copy of the document)
- ❏ 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.

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

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

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

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

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.

Create a Challenge Statement

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:

Define Evaluation Impact Measures for your Behavior Goal:

Behavior Targets:

- ❑ **Quantitative Data**
  - ❑ Select which data from your story you would like to track.
  - ❑ How will the data change? 0 Increase in Value 0 Decrease in Value
  - ❑ _____ % Change
  - ❑ Measure Due Date: