



MICIP Collaboration and Planning Guide

School Improvement MICIP Plan



Wayne Memorial High School



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Updated Data and Important Information 2022

[WMHS NWEA Data 2021-22](#)

[WWCSD CNA - UPDATED April 2022](#)



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School Name: Wayne Memorial High School

School Address: 3001 4th St Wayne MI 48184

School Improvement Team Members and Role	
Jim Anderson	SI Team Member/Principal
Stacie Bukosky	Team Chair/Assistant Principal
Diane Green	Team Member/Assistant Principal
Don Loomis	Team Member/Assistant Principal
Nicole Vasiloff-Ebbitt	Team Chair/Instructional Coach
Stephanie Niedermeyer	Team Chair/Instructional Coach
Liz Bocks	SI Team Member/ELA
David Daigneau	SI Team Member/SE
Leanne Fichtner	SI Team Member/Social Worker
Erika Hanna	SI Team Member/Fine Arts
Matt Howton	SI Team Member/PE
Kerry Hritz	SI Team Member/SS
Jaime Kubik	SI Team Member/SE
Katherin Lawson-Rhodes	SI Team Member/Consumer Science
Laura Malcolm	SI Team Member/Forgein Language
June Mitchell	SI Team Member/SE



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Andrew Raisanen	SI Team Member/Math
John Ross	SI Team Member/Math
Lisa Stack	SI Team Member/Counseling
Katie Sullivan	SI Team Member/Fine Arts
TaKeisha Webster	SI Team Member/SSI

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

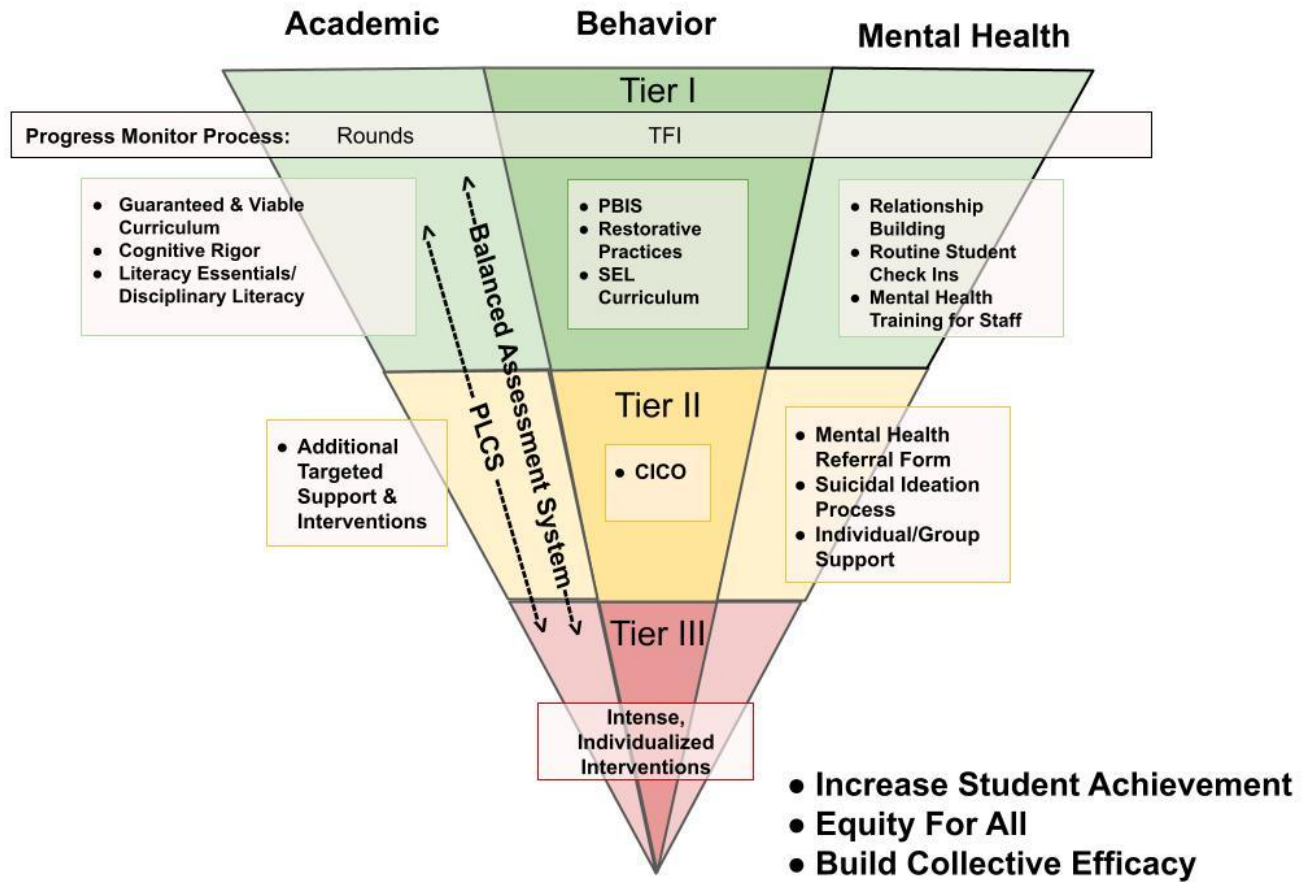
[WMHS CNA](#)

[UPDATED DATA APRIL 2022](#)

[WWCSD CNA - UPDATED APRIL 2022](#)

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Multi-Tiered System of Supports





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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.

Champions

RA

PBiS

Disciplinary Literacy (2022/2023)

Khan Academy

NWEA focus and training

MTSS

Foundational Courses (ELA and Math)

Instructional Coaching

Student Support Interventionists

Beaumont Health Center and Social Worker

WMHS Five Whys Activity

1. What is the connection to the district Framework? ([MTSS Graphic](#)) Aligning curriculum, Literacy Essentials, Relationship Building, Routine Student Check-Ins, Mental Health Training, Supports and Interventions for Tier II and Tier III, Suicide Awareness/Prevention.
2. What personnel are involved in the implementation? [MTSS Team](#), [PBiS Team](#) and [SIT](#).
3. What is the expected outcome? [More engagement and resources for our students](#).
4. What evidence for outcomes are there thus far? [Lack of Tier II and Tier III interventions](#).
5. What is the financial commitment and source of funding? [Currently our Tier II and Tier III interventions are funded through district funds. High Schools](#)



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in Wayne Westland do not receive direct Title I funding, but do receive funding through 31A funds. These funds help support foundation classes in both ELA and Math. The school remains committed to new program implementations and will look to the district and building budgets to support this work.

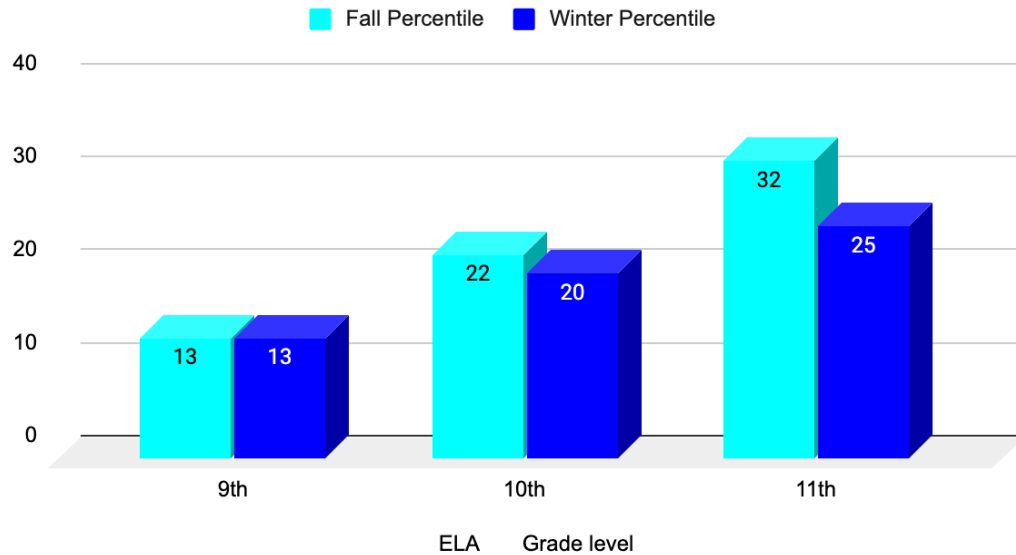
6. What professional development exists including coaches and performance feedback? RA Training, Coaching sessions with our IC's, utilizing 5D, Hess Matrix.

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Assess Needs - Literacy

Data Story #1

WMHS ELA 2021-22



ELA Grade level	Fall Percentile	Winter Percentile	Conditional Growth Percentile	Percent of students meeting growth goals	# tested
9	13	13	49	51	214
10	22	20	27	45	171
11	32	25	7	42	142
African American					
9	5	3	4	45	74
10	9	11	85	56	63
11	19	14	5	42	55
Caucasian					
9	20	23	73	53	116
10	34	27	3	36	87
11	37	29	6	40	62

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

- 2021-22: This data shows that our fall 10th grade scores are substantially lower than our fall 11th grade scores. Also, we see that in the fall of 2021, 221 is the benchmark for 10th graders, but our mean score is below that at 214. We see from this collective data at all grade levels that our culture for the NWEA tests needs to change.
- 2020-21: Less than $\frac{1}{3}$ of the students in the data set above performed above the 60th %. Close to $\frac{1}{5}$ th of the population scored at 20% or less. (NWEA data)

Gap Analysis - Literacy

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

- 2021-22: A gap that we have is we are missing data that tracks a cohort. We also see that there is a decrease in percentage of students meeting growth goals and total number of students tested as we progress from 9th to 10th to 11th grades.
- 2020-21: 70% of our students are scoring below 60%. We would like to see more of our students in the 61-99%.

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?
2021-22: For the most part, there is pretty consistent growth from fall to winter and from one grade level to the next. Also, the kids seem familiar with the test. Lastly, we have staff member buy-in who are brainstorming ways to increase student motivation and who are using NWEA data in the classroom.
2020-21: Strengths: More than $\frac{1}{2}$ of the population is scoring over 40%.
2. What learner needs are not being met?
2021-22: Sub-populations aren't always showing growth per the data. Additionally, up to this point this year, we haven't had support positions in place for ELL.
2020-21: Besides a one semester foundational class, our students are not offered further interventions in reading.

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

2021-22: Reading Apprenticeship training is being offered again this year. The district has 40 spots available for interested teachers and administrators to be trained. We also provide Academic Support for special education students. WMHS has a Reading Strategies class that uses Reading Plus. We utilize Khan Academy Training for both teachers and administrators. Teacher-selected and district-purchased literature circles are used in English classes in order to differentiate for students who are at different reading levels, who have different backgrounds, and different interests. Heterogenous text sets are used in multiple classes, including English and Social Studies, as well as the use of modeling close reading and reading strategies across contents.

2020-21: NWEA practice, focus on vertical alignment, Tiered instructional practices and interventions, differentiated instruction across grade levels and across subjects.

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

2021-22: Staff members are not provided enough time for follow-up and follow-through after initial training sessions and support systems such as Khan Academy or Xello training. Also, related to students, we have transportation and attendance issues, such as a continual bus cancellation.

2020-21: Yes, we are not meeting our Tier II and Tier III student needs.

5. Are learners at the greatest risk receiving prevention programs, services, and supports?

2021-22: There are some systems in place, but there are some issues with these systems:

- They are too cumbersome for teachers to access or to even know how to refer kids.
- Although the systems “exist,” they haven’t been consistently running (such as ELL)
- Students don’t attend them or parents refuse them. How do we embed these programs into the school day without pulling students from instruction time?

2020-21: We need to identify programs and interventions that will help our students become readers. Currently staff are being trained in RA. Next school year the staff will be introduced to Disciplinary Literacy, which will be a district-wide intervention for our struggling readers.

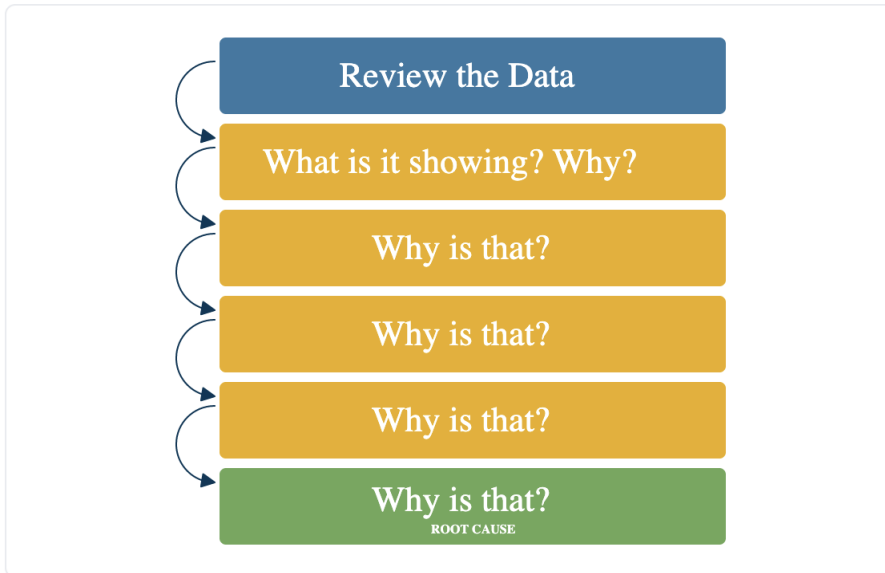
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Analyze the Root Cause - Literacy

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.

- ☐ [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.
2021-22: Students don't take the NWEA seriously, and it therefore isn't reliable data.
2020-21: Students lack the understanding and comprehension of more complex texts.
- 2) Looking at your response to the previous question, explain why that is.
2021-22: Students have other issues that are priorities for them.
2020-21: Students are not exposed to reading at a young enough age, supports at a young age may not be put into place and aligned K-12.

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- 3) Looking at your response to the previous question, explain why that is.
2021-22: Our students have other issues that are priorities for them because we have poor attendance issues, so when they are in class, students are focused on getting caught up rather than wanting to invest a lot of time on the NWEA.
2020-21: Students do not have appropriate resources available to them; school does not have appropriate resources available for student access.
- 4) Looking at your response to the above question, explain why that is.
2021-22: Our students have poor attendance issues because of many conflicts, such as transportation, home obligations, and jobs. This causes them to see other class work as a priority over the NWEA because the testing conditions are not serious or consistent.
2020-21: Students live in a household where education is not taken very seriously; Schools need to come together to put more interventions.
- 5) Looking at your response to the previous question, explain why that is. (This represents the root cause)
2021-22: Our testing conditions aren't consistent because the test is given during class instruction time.
2020-21: Previous generations do not value education as much as necessary; The focus on SAT in the school is at the 11th grade level versus meeting students where they are at.

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."

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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:

2021-22: If we implement school-wide NWEA testing, then we expect to see an increase in student scores.

2020-21: The district needs to allocate resources and supply households with appropriate resources to read outside of the classroom.

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:

2021-22 By using Visual Thinking Strategies tied to the 5D Indicator of SE.4 Meaning Making at WMHS, our goal is to see an increase of at least 10 percentage points, at all grade levels, on the M-Step and PSAT/SAT by 2025.

Because NWEA is a predictor of SAT, our goal is to have 50% of students meet their literacy growth goals and 50% of students meet their literacy growth goals on our school wide NWEA by spring of 2023.

2020-21: Decrease the amount of students in the 1-60 percentile

- Our goal is to provide opportunities for students to be exposed to a multitude of literacy activities, helping to improve their NWEA scores by 10% by 2022.

ELA Targets:



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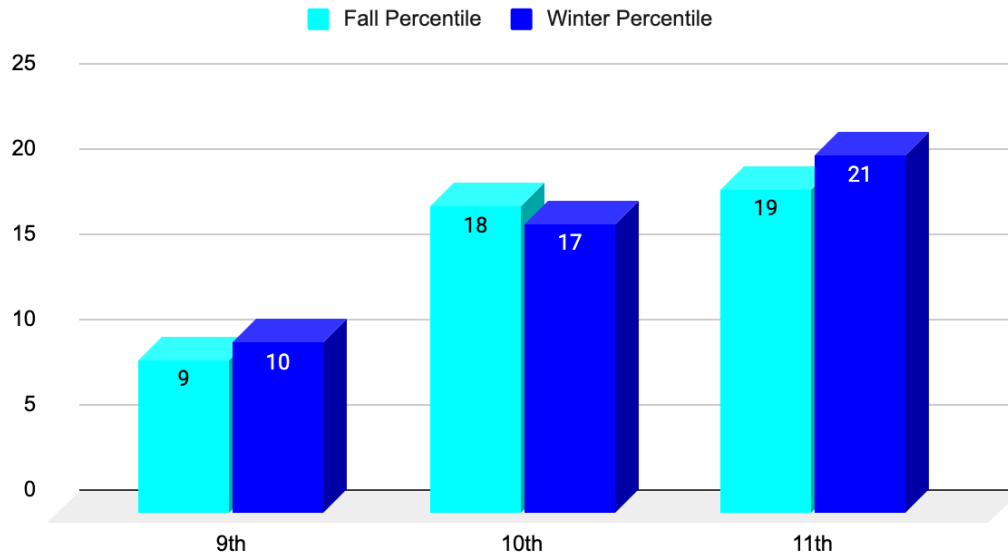
- ☐ **Quantitative Data**
- ☐ Select which data from your story you would like to track.
 - 2021-22: NWEA
 - ☐ How will the data change? ☒ Increase in Value Decrease in Value
 - ☐ 75% Change
 - ☐ Measure Due Date: After fall 2022-23 NWEA test.
 - ☐ Measure Explanation (optional)

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Assess Needs - Math

Data Story #2

WMHS MATH NWEA 2021-22



Math Grade level	Fall Percentile	Winter Percentile	Conditional Growth Percentile	Percent of students meeting growth goals	# tested
9	9	10	60	54	254
10	18	17	39	54	200
11	19	21	73	50	140
African American					
9	3	3	37	49	101
10	8	8	47	53	123
11	7	11	99	53	62
Caucasian					
9	19	22	83	59	123
10	31	29	26	51	89
11	33	30	17	49	53

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

Overall we are below the national RIT score average, and growth is apparent. The averages increase from 9th to 10th to 11th. There is an increase this year from Fall to winter.

Less than 50% of students scored above 40% on the NWEA WI 21 assessment. 1/3 of the students scored at 20% or below.

Gap Analysis

Identify and List any gaps in **MATH** between your current reality and desired state. Overall, we are below the national RIT score average, and growth is apparent. The averages increase from 9th to 10th to 11th. There is an increase this year from Fall to Winter. There is also inconsistency with testing procedures.

Obviously we would like to see our students shift into those higher percentile groups. One key challenge identified in our root cause analysis was automatic promotion from middle school, which unfortunately is not entirely something we can control from the high school level.

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.

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

A strength is we are still able to show growth during pandemic times.

Avg RIT score went up from Fall to Winter by 10 points.

Overall increase in absences, partly due to COVID-19, leads to significant learning loss.

Strengths: WMHS is only 2 RIT scores below the district average.

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

Things that we do currently: Khan Academy, geo and alg Foundations, math skills, pre-algebra (WM only), academic support, standards based and ownership of learning



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and grades, leadership, care solace to meet mental health of students and families, college and career readiness initiatives.

Foundations (support) classes for Algebra 1 and Geometry. Pre-Algebra is being offered beginning in 21-22. Math Skills classes exist as an intervention for rising juniors who are not yet read to be successful in an Algebra 2 class. Beginning in 20-21, the district became 1-to-1 with technology, so all students now have a web-enabled device for school or home use.

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

Some challenges are: Transportation and, students complain about not having nutritious and good-tasting options

In 20-21 and prior, the lowest level course a student could be enrolled in was Algebra 1. With a population coming to us from middle school that may not have ever had success in math in grades 6-8, it has proved challenging for those students to find success in math grade. One thing we are doing to address this challenge is to offer Pre-Algebra for 9th graders beginning 21-22.

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

Programs are in place. Sometimes the supportive measures needed to support the success of those programs is not (ex. No transportation for 7th hrs.)

Some students/families refuse services or programming.

We have multiple support options in place and continue to refine our processes for making sure students find the support that makes the most sense for their needs.

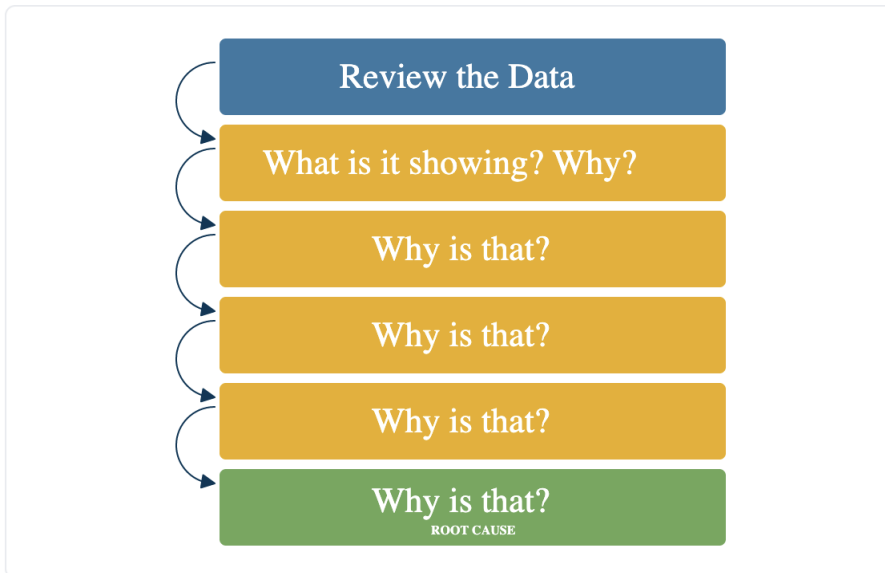
Analyze the Root Cause

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- ❑ [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.
[Students don't take the NWEA seriously, and it therefore isn't reliable data.](#)

[Students lack the foundational knowledge to accurately compete educationally in the field of Mathematics](#)

- 2) Looking at your response to the previous question, explain why that is.
[Students have other issues that are priorities for them.](#)

[Students do not take math seriously.](#)

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

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Our students have other issues that are priorities for them because we have high attendance issues, so when they are in class, students are focused on getting caught up rather than wanting to invest a lot of time on the NWEA.

Students feel that math is too difficult to understand.

4) Looking at your response to the above question, explain why that is. Our students have high attendance issues because of many conflicts, such as transportation, home obligations, and jobs and they see other class work as a priority over the NWEA because the testing conditions are not serious or consistent.

Students have persons in their household who were not good at math and didn't put much emphasis on it.

5) Looking at your response to the previous question, explain why that is. (This represents the root cause)
Our testing conditions aren't consistent because the test is given during class instruction time.

Students live in households where education is not valued enough and have not seen success in their own lives, therefore, they struggle to provide the necessary support needed to get their children the best chance-they can't do it either!

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

If we implement schoolwide NWEA testing, then we expect to see an increase in student scores.

Continue to push students to see and demonstrate value in their mathematical education. Provide the supports necessary for students to be successful. Students will demonstrate their success through standardized testing data such as NWEA.

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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:

2021-22 By using Visual Thinking Strategies tied to the 5D Indicator of SE.4 Meaning Making at WMHS, our goal is to see an increase of at least 10 percentage points, at all grade levels, on the M-Step and PSAT/SAT by 2025.

Because NWEA is a predictor of SAT, our goal is to have 50% of students meet their literacy growth goals and 50% of students meet their math growth goals on our school wide NWEA by spring of 2023.

2020-21 Our goal is to increase the percentage of students in the following percentile ranges for NWEA by the Winter 2022 test; 81-99 at/above 10% (up from 9%), 61-89 at/above 15% (up from 12%), 41-60 at/above 30% (up from 24%), 21-40 at/above 30% (up from 19%)

Define Evaluation Impact Measures for your MATH Goal:

Math Targets:

☒ Quantitative Data

☐ Select which data from your story you would like to track.

2021-22: NWEA

☐ How will the data change? X Increase in Value Decrease in Value

☐ 75% Change



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- ☐ Measure Due Date: [After fall 2022-23 NWEA test.](#)
- ☐ Measure Explanation (optional)

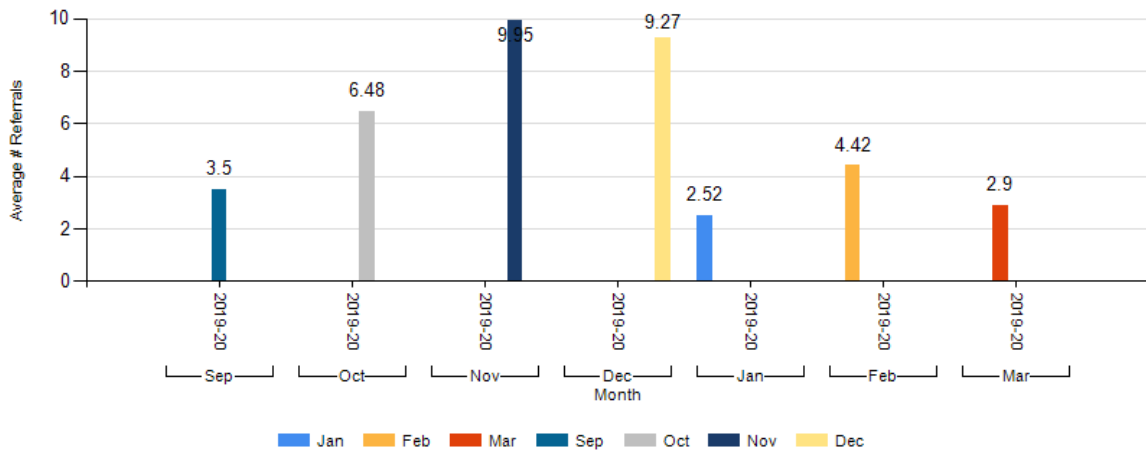
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Assess Needs - Behavior

Data Story #3

Data Sets

<u>School/Track</u>	<u>Month</u>	<u>School Year</u>	<u>Average #ODRs/Day</u>
WMHS	Jan (2020)	2019-2020	2.52
WMHS	Feb (2020)	2019-2020	4.42
WMHS	Mar (2020)	2019-2020	2.90
WMHS	Sep (2019)	2019-2020	3.50
WMHS	Oct (2019)	2019-2020	6.48
WMHS	Nov (2019)	2019-2020	9.95
WMHS	Dec (2019)	2019-2020	9.97



Incident	Grand Total
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Failure to Cooperate	35
Sexual Harassment	2
Violation of Building Rules	16
Detention Violation	5
Excessive Tardies	16
Bullying and Hazing	1
Dress (unsafe/disruptive)	1
Smoking/Tobacco	18
Trespass/Loitering	1
Out of Assigned Area	282
Suspended Student on Property	1
Electronic Communication Device	4
Larceny/Robbery/Theft	2
Vandalism/Property Damage	3
Fireworks/Chemicals/Explosives	1
Alcohol/Chemical Substances	2
Weapon/Knife	1
Drug/Narcotic/Paraphernalia	21
Fighting/Assault	24

Intimidation/Personal Threat	10
Failure to Comply with Personal	52
Acceptable Use Policy Violation	2
Falsification of Records	2
Improper Communication/Verbal/Gesture	40
Indecency	1
Disruption of School	35



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Aggressive Behavior	2
Improper Communication	1
Grand Total	581

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

As the school year started suspensions were relatively low as students, staff, and admin were adjusting to the new school year. There was an increase in suspensions in October and November of this year. However, the data shows our ODRs by month are less than both the 2018/2019 and the 2019/2020 school year.

Although we started the year with smoking as our most prevalent ODR it quickly changed to Out of Assigned Area.

Other than a disproportionate suspension in November, all other months have shown a relatively equal suspension rate between races. Our risk ratio for December are the lowest yet. Administration and teachers utilized our Student Support Interventionists to run restorative circles and develop plans of action for students to improve their behaviors.

A new Administration started in the Fall of 2019. Suspensions were relatively low as students, staff and Admin were adjusting to the new school year. We saw an increase in suspensions in October, November, and December. Our biggest student offense is Out of Assigned Area. There were 282 referrals written for OAA. When discussing OAA's with students, we heard numerous reasons as to why students were skipping their classes. A lack of student engagement in the lessons or a weak teacher/student relationship were the root causes of students skipping. The Admin team worked hard to keep students in school, rather than suspending them. Our risk ratio went from over 3.0 to 1.3 during the 2019-2020 school year. Admin and teachers utilized our behavior coaches to run restorative circles with our students. This was deemed beneficial to our students and their repeated behaviors. Looking forward we recognize that strong relationships between students and staff will lend to more engagement in the classroom. Also, a focus on student engagement in the classrooms.

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Gap Analysis

We see a larger suspension discrepancy between grade levels as opposed to racial discrepancies. Our 9th grade students have more suspensions compared to the rest of the student population in regards to suspensions.

We still see a disparity between our African American population and our Caucasian population in regards to suspensions. Although our risk ratio numbers decreased from the 2018-2019 school year, to the 2019-2020 school year, there is still important work to be done here. The use of restorative circles, utilizing our social workers, and counseling staff will help decrease the number of suspensions.

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?

After analyzing Wayne Memorial's behavioral data, we have determined that our suspension rates have decreased from 2019 even though we have a larger enrollment. The data shows 95% of our population is not being suspended. We have a low risk ratio when it comes to suspension by race in our building. We have implemented many strategies to help build relationships. Restorative practice is implemented in classrooms, with the support of building Student Support Interventionists, and with administration. Golden Tickets, Positive Postcards home, and nominating a Student of the Month highlight positive student behavior too.

There is a strong connection between relationships and suspensions. What growth has been identified? Admin works hard to keep students in school. We seek alternatives to suspensions, and try to get to the root of the problem. What learner needs are not being met? Some students struggle to stay engaged in lessons and have consistent attendance.

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

Our school Social Workers and our Student Support Interventionists are strong support systems for our students. Bright Futures, Student Senate, Upward Bound, Leadership class are just a few clubs and classes that help

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with student growth and leadership. There are many other clubs, classes, and sports offered at Wayne Memorial that also lend a helping hand in student growth and leadership. We implemented a College and Career Readiness program in our building to help students plan for life after high school.

Our school Social Workers and our Student Interventionist are strong support systems for our students. Bright Futures, our clubs/activities, and sports also lend a helping hand in student growth. Teachers are asked to join district and building level committees. Such as MTSS, PBiS, SIT. Many of our teachers who want to lead, volunteer to be a PLC leader for their grade levels/departments.

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

The major challenges we face this year are exhausted staff members. Lack of teachers and substitute shortages have led to teacher frustration and exhaustion. Staff also would like more training on safety measures as well and dealing with student/staff trauma. To address these concerns, the district is discussing Alice Training for all staff in the future. Finally, attendance for some of our students is an issue as well. To help with this, Wwe will be implementing Link Crew in the future. For now, our student senators will act as ambassadors to mentor students, especially the freshmen.

We need strong SEL programs. However next school year we will have a mental health task force, as well as a peer-to-peer program for suicide prevention and awareness. We also have a need for a student mentorship program. We are exploring Link Crew to fulfill this need. In the meantime, student senators will act as ambassadors next year to help mentor underclassmen.

4. Are learners at the greatest risk receiving prevention programs, services, and supports?

Currently our district secondary programs are in the beginning stages of MTSS implementation. Focus on Tier I academic and behavior supports are just being addressed. Our Tier II and Tier III are in line to be addressed.

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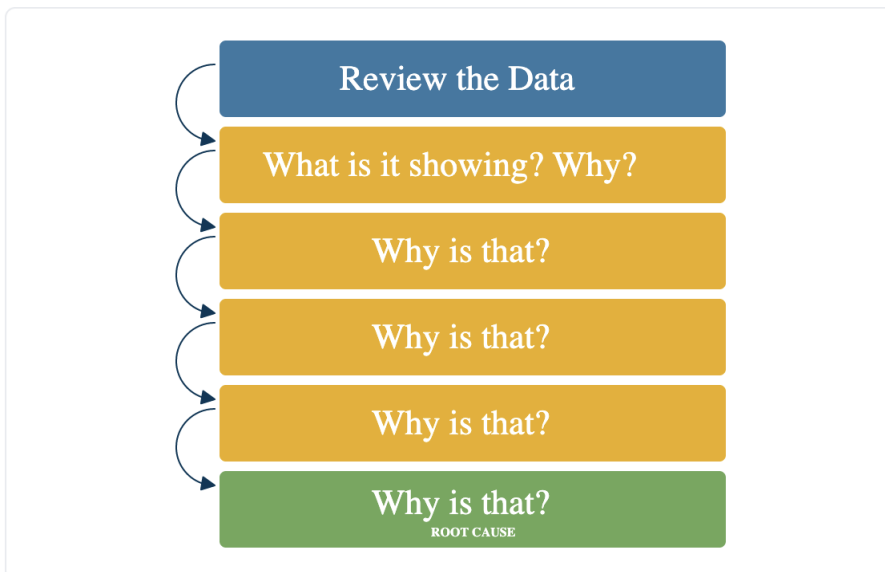
No, we have a weak Tier II and Tier III system in place. However, we are relatively new to PBiS and MTSS. We are in the beginning stages of addressing these needs. We understand this is an area of growth and we are working on implementing some new systems.

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.

- ☐ [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.

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9th grade students are our highest offenders because they are the most immature of all of the student levels

The entire Admin was new to WMHS.

- 2) Looking at your response to the previous question, explain why that is.
These 9th grade students have not been in a school building since they were in 6th grade. They missed their entire middle school years before coming to high school

There was a shift in behavior because the students were aware of a new team and were testing the waters.

- 3) Looking at your response to the previous question, explain why that is.
Our 9th grade students are not used to a structured environment and have not had the learning from older peer opportunities they could have in the past.

The Admin team shared a vision that out of school suspensions did not correct negative behavior.

With a lack of structure our 9th grade students are not experiencing the consistency needed to form good habits. Along with this consistency they have not encountered the high academic or behavioral expectations needed to be successful.

- 4) Looking at your response to the above question, explain why that is.
Lack of connections and relationships with staff and other peers who can model the expected behaviors have caused our 9th grade students to not understand rules or consequences.

We spent a lot of time meeting with students about behavior.

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



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Lack of consistency in routines, academic and behavioral expectations, and relationship building have caused our youngest population to be our highest behavioral offenders.

It was important to get to the root cause of why a child was acting out.

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:

If we increase the consistency of academic and behavioral expectations, as well as build relationships with our 9th-grade students, then we will see a reduction in our suspension rates.

Admin has a goal to continue to decrease suspensions, work on getting students to come to school and be excited to learn.

Plan - Behavior

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

2021/2022 Behavior Goal

Our ninth grade population makes up 70% of our overall ODRs and suspensions. Our goal is to decrease our ninth grade ODR and suspension rates by 5% by spring 2023. We will obtain this goal by focusing on the 5D dimension of Classroom Culture and Environment building wide. We will specifically focus on building positive student-teacher and student-student relationships by utilizing the Champions program. We will also develop common learning routines as laid out in the district strategic plan.

2019/2020 Behavior Goal: Listening to students and their story and helping them see the importance of earning an education. Providing students with support socially, emotionally, and academically. We are hoping that this engagement in self and school will decrease our number of OAA's

Define Evaluation Impact Measures for your Behavior Goal:



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Behavior Targets:

☐ Quantitative Data

- ☐ Select which data from your story you would like to track.
 - ☐ We will look at the MiStar reports on grade level suspensions
 - ☐ We will look at our Behavior Analysis Report
- ☐ How will the data change?
 - ☐ The data should show a decrease in ODR and suspension rates for 9th grade.
 - ☐ Decrease in Value
- ☐ Change
 - ☐ ODR and suspension decrease for 9th grade by 5%
 - ☐ OAA's decrease 10 %
- ☐ Measure Due Date:
 - ☐ End of school year
 - ☐ End of first semester