

School Improvement MICIP - Continuous Improvement



School Improvement Plan Comprehensive Needs Assessment Program Evaluations Continuous Data Analysis



District Improvement Team Members and Role	
John Albrecht	Board of Education member
John Besek	Director, Student Services
Kate Brohl	Exec. Director Elementary Curr/Instruction
Brandon Cox	Elementary Principal
Jennifer Curry	Assistant Superintendent, CIA
John Dignan	Superintendent, WWCSD
Amanda Dybus	Supervisor, Family/Community Engagement
Sheri Grove	Exec Director, Secondary C&I
Don Harris	WWEA President
Nick James	Middle School Teacher
Amanda Laidlaw	HS Instructional Coach
Kim Markey	Supervisor, Grants
Heather Martinez-Varieur	Supervisor, Special Education
Joe Orban	Director of Assessment
Tera Shamey	Director, CIA
Lisa Sheppard	Assistant Principal, Adams Middle School
Mark Watson	Elementary Principal
Seth Wenzel	Exec Director of IT



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

[LINK TO CNA]





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. [Add link here]

- I. What is the connection to the district Framework? (MTSS Graphic)
- 2. What personnel are involved in the implementation?
- 3. What is the expected outcome?
- 4. What evidence for outcomes are there thus far?
- 5. What is the financial commitment and source of funding?
- 6. What professional development exists including coaches and performance feedback?



Assess Needs - Literacy

Data Story #1

Data Sets

• <u>LITERACY data</u>

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

Kindergarten - In the fall of 2019, WWCSD kindergarteners were tested on reading NWEA. According to district averages, students at almost every school are comparable in their scores at the beginning of Kindergarten, and the Mean RIT for the district was 135.5. The National norm for beginning kindergarten is 141, which places WWCSD kids on the lower side of the expected achievement, which translates to our students placing in the 20th percentile for reading, indicating that 80% of kindergarteners across the nation are outperforming our students. The concern is that by the winter test, Kindergarteners fell into the 14th percentile nationwide. Less than half of K students met their RIT projections (46%). These data sets are separated by race.

When divided by race, the implications for instruction are significant, and will have an impact on students as they progress to first and second grade.

- → The mean RIT for AA students is 135.7, for caucasian students it is 136. The two groups are comparable. By the winter of 2020, African American students are achieving in the 9th percentile, while white children remain at the 23rd percentile.
- → The Conditional Growth Index for Black students is -2.04, which is a significantly low number, and indicative of a potential problem. The CGI for white students is exactly where it is supposed to be, close to 0.0, which is meeting the growth targets. The CGP rates the growth of each grade level, and AA students are in the 14th percentile for growth, while white students are at the 47th percentile.
- → Six elementary schools have CGI's for AA students that are dramatic and



alarming.

FIRST GRADE

The mean RIT for first graders in WWCSD was 154.63 in the fall of 2019, placing them at approximately the 18th percentile nationwide. The overall Conditional Growth Index for 1st grade was -0.72, which is of concern, the CGP was 31 and 46% of first grade students across the district met their RIT projections. The percentile for achievement dropped two points, overall, from fall to winter.

When this data is divided by race, it tells a much different story about our first grade students. The mean RIT for African American students was 151.7 (Mid-year Kinder target), while the mean RIT for white students was 155.7. Across the district, 42% of African American first graders met their RIT projections, and 48% of white children met their projected growth.

The stark difference is in the percentile rankings of African American and White students. The winter testing results show that Black children are performing at the 7th percentile, which translates to 93% of 1st graders outperforming WW 1st graders. Caucasian students, however, are presenting in the 30th percentile in the Winter (a 4-point drop) still placing them in the low/average category for achievement based on NWEA norms. 4/11 schools had significantly low growth for Black students, while 5 schools had significantly low growth for caucasian students.

This trend continues throughout elementary school, and by 5th grade, only 12% of African American students test proficient on MSTEP, while 27% of Caucasian students test in the proficient realm for ELA.

Middle school students in WWCSD are performing below what we would expect. Sixth grade students were, on average, in the 13th percentile in reading at the beginning of 6th grade during the 2020-21 school year. 7th graders tested at the 12th percentile in the fall, and 8th graders in the 22nd percentile nationwide. The number of students proficient is decreasing each year as they enter middle school.

Current ninth graders were in the 1st percentile for growth in the 20-21 school year. 11th grade reading was a highlight in the literacy data, as over half reached their



goals on NWEA, and there were no significant losses for juniors.

Gap Analysis - Literacy

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

ALL - Increase proficiency in literacy at all grade levels by 5%.

Fifth grade - 21% of 5th grade students tested in the proficient band for reading. Our desired state is to see 40% proficient by the end of 2024.

Eighth Grade - The average percentile for 8th grade reading in the fall of 2020 was 22. 78% of 8th grade students, nationwide, began 8th grade at a higher academic level than WWCS 8th graders.

11th Grade - 15% of WWCS juniors were proficient in reading on SAT in 19-20;. 17% were proficient in writing. The desired state is to see 30% of students meeting or exceeding benchmarks in reading and writing on SAT by 2024.

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



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.

□ Five Whys (make a copy of the document)

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



<u>Example</u>: 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 Statements - Literacy:

If the district commits to providing culturally competent, standards-based instruction, then the gap in growth between Black and White students will not be so pronounced.



If the district utilizes the MTSS process, while strengthening tier one instruction, with a specific focus on the "bubble kids," the number of students in the proficiency band will increase substantially.

Plan - Literacy

ELA Goal:

Define Evaluation Impact Measures for ELA Goal

The goal of Wayne Westland Community Schools is to increase proficiency in ELA by at least 10 percentage points on MSTEP and PSAT/SAT by 2025.

ELA 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: _____
- □ Measure Explanation (optional)

Assess Needs - Math

Data Story #2

Data Sets

<u>MATH DATA</u>

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

Math scores are low across the board, but African American students show less than



5% as proficient in math by 5th grade. Additionally, although NOT cohort data, from year-to-year, the numbers trend downward from grade to grade, except for a jump from 6th to 7th which is also evident in the cohort data for mathematics. The grade level trends mirror the cohort data in many ways.

There is a pattern in math proficiency from 3rd to 6th grade on MSTEP. Multiple cohorts of students have dropped significantly each year, 2018-19 MSTEP data shows only 4% of WWCSD students are proficient in mathematics. The data is similar from year to year, and there is very little, if any, recovery in middle and high school.

Less than 5% of African American students were proficient on MSTEP math in 2018-19 in grades 5, 6 and 7.

19% of WWCSD juniors met or exceeded the benchmarks on SAT in 2018-19. Broken down by race, only 9% of African American students met or exceeded the benchmarks, and 26% of Caucasian students met or exceeded the benchmarks.

<u>Gap Analysis</u>

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

Fifth grade students moving on to middle school should be proficient in mathematics, but approximately one out of ten students are able to complete math tasks at the appropriate grade level. Our desired state is to see 6h graders begin middle school with the grade level skills they need to be successful and confident in math.

Roughly 13% of students leaving 8th grade, and beginning high school, were proficient in math. If trends continue on the same path, that number will decrease. Our desired state is for 8th graders to begin high school with the necessary skills and confidence to be successful in mathematics.

Trends are moving in the wrong direction, our desired state in WWCSD is to see the percentage of students that are proficient in math increase each year.

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?
- 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?



MICIP Collaboration and Planning Guide 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.

□ Five Whys (make a copy of the document)

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 - 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.

<u>Example</u>: 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 analyze the growing needs of our students, and adjust mathematics instruction to meet student needs in order to improve Math MSTEP scores by 10% at all grade levels by 2025.

Define Evaluation Impact Measures for your MATH Goal:

Math 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:



Assess Needs - College and Career Readiness

Data Story (College and Career Readiness)

Data Sets

• <u>WWCSD Data Set for College and Career Readiness Goal</u>

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

The vast majority of WWCSD students are not completing high school prepared for college and/or a career. Based on SAT data, 62% of students did not meet or exceed benchmarks in reading and writing, and 82% did not meet or exceed benchmarks in mathematics. Furthermore, among the students that did attend college after high school, many required remediation. Students that require remediation have to pay for college courses, but they do not count as credit toward a degree. Across the state 18% of college students require remediation in college, among WWCSD students, 27% were required to take remedial courses in mathematics. The state average for reading is 6%, among WWCSD students taking college courses, 11% required remediation. 7% in the state require remediation in writing, among WWCSD students, 12% had to take remedial writing courses in college. A total of 343 out of 725 graduates enrolled in college after graduation. 93 students required remediation in math, 37 in reading, and 41 in writing. Preparing students for college and/or careers is necessary, and the story the data is telling is that WWCSD has much work to do to ensure all students have access to opportunities post graduation.

Initiative Inventory (CCR)

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.

- **1.** List or include a link of all initiatives in your building below then answer the following questions.
- **2.** What is the connection to the district mission? (<u>MTSS Graphic</u>)
- 3. What personnel are involved in the implementation? a.
- 4. What is the expected outcome?
- 5. What evidence for outcomes are there thus far?
- 6. What is the financial commitment and source of funding?
- 7. What fidelity measures exist?
- 8. What professional development exists including coaches and performance feedback?

K-5: exposure to firemen, police officers,

Capstone trip to EMU

We have a college and career advisory team (Brickey)

Parents need opportunities to know what opportunities are available to students

Field Trips: Manufacturing day, Just Build It, MUST Road Show (taking staff to the trade schools

Fafsa completion in High school

College application days

March Madness - staff will participate in wearing college gear, career gear, entire week of celebrations around colleges and careers

College and career signing day

Scholarships - November (EMU and Lawrence Tech)



K-8 STEM Programs

Build your future day (day and evening program for kids and parents)

EDPs on Xello

Inspire (Junior Achievement)

<u>Gap Analysis</u>

Identify and List any gaps in **College and Career Readiness** between your current reality and desired state.

College and Career Readiness:

Among the students that attend community colleges and/or four-year universities, far too many require remediation. Students in college, that have to take remedial courses must do so at their own expense, yet the courses do not qualify for college credit.

<u>Reflect on the identified learning gaps</u> and answer the following questions (for <u>CCR</u>)

- 1. What strengths have been uncovered? What growth edges have been identified? What learner needs are going unmet or not being met adequately/sufficiently?
- 2. What district programs, supports, and services are designated to meet student, classroom, leadership and support priority growth targets needs?
- 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?
- 5. Are there duplicative services, programs, and supports attempting to address the same problem? If so, which are more effective, and which are less so?



Analyze the Root Cause

Select a Root Cause tool to analyze your overall Reading Data .

- Five Whys
- $\hfill \Box$ Add your own

<u>5 Whys (include the link to your "5 whys" sheet here with your team's responses.</u>

Why? We have the students and community failed them at some level. Leave poverty out of this, we get a lot of money as a high poverty district, services supplement, there is a lack of language acquisition, and training for language acquisition, lack of exposure

Why? Lack of systematic programming, there has to be systems of support or child study team, no programs for language acquisition. Lack of intervention for students that are behind academically

Why? Assumptions and attitudes that staff have about "those kids" for example when Inkster closed, they became the scapegoats for what is the reason of failures

Why? Low expectations linked to poverty and race. Teacher expectations are the most important piece of education. What is the goal of this district? And is there buy-in from staff to make those things happen. Enrollment and academics.

Why? There are a lot of programs that we are not taking advantage of: Personal Curriculum, things that we could utilize that

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

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.



Plan - College and Career Readiness

Define CCR 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 ELA M-Step scores by 5% by 2022.

CCR Goal:

Define Evaluation Impact Measures for ELA and Math Goal

ELA 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: _____
 - □ Measure Explanation (optional)

ELA 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:



Math 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:

🛛 Task

- □ What is the task?
- □ What is the Due Date? _____
- □ Who is the owner? _____