

MICIP Portfolio Report

Wayne-Westland Community School District

Goals Included

Active

- CIA Tier I Literacy
- Districtwide Attendance Monitoring System with Emb...

Buildings Included

Open-Active

- Adams Middle School
- Adlai Stevenson Middle School
- Albert Schweitzer Elementary School
- Alexander Hamilton Elementary School
- Benjamin Franklin Middle School
- David Hicks School
- Eugene B. Elliott Elem. School
- John Glenn High School
- P.D. Graham Elementary School
- Roosevelt/McGrath Elem. School
- Taft-Galloway Elementary School
- Thomas A. Edison Elem. School
- Walker-Winter Elementary School
- Wayne Memorial High School
- Wayne-Westland Innovative Academy
- Wildwood Elementary School

Plan Components Included

Goal Summary

Data

 Data Story

Strategy

 Summary

 Implementation Plan

 Buildings

 Activities

 Activity Text

 Activity Buildings

MICIP Portfolio Report

Wayne-Westland Community School District

CIA Tier I Literacy

Status: ACTIVE

Statement: By June 2024 all teachers will provide evidence of competency and implementation of MDE's Literacy Essentials (PreK-5) and Disciplinary Literacy (6-12) as measured by surveys, classroom observation, and data conversations.

Created Date: 06/08/2021

Target Completion Date: 06/30/2024

Data Story Name: Tier I Instruction: Literacy K-12

Initial Data Analysis: Kindergarten - In the fall of 2019, WWCSK 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 WWCSK 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%).

All of the data shared above suggests that Wayne Westland hovers around the 25% proficient mark, give or take. The data is clear that we are not hitting the mark when it comes to preparing our students to become proficient readers.

Middle school students in WWCSK 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.

Initial Initiative Inventory and Analysis: Instructional Coaches were hired in 18-19 for all K-12 schools to support teachers with Tier I Instruction. The goal is to increase student achievement and support the K-5 Literacy Essential Practices and the 6-12 Disciplinary Literacy Practices. At the K-5 level, Wonders curriculum was adopted to support Literacy Instruction while focusing on the Literacy Essentials as key instructional practices. Instructional Coaches are funded through Title I, Title II and 31a. Since the inception of the role, a variety of professional learning has been provided to the Instructional Coaches, including: Coaching Practices, Formative Assessment and learning around the K-5 Literacy Essential Practices and the 6-12 Disciplinary Literacy Practices.

MTSS Interventionists were hired to begin in the 21-22 school year for all K-5 schools to support the most at-risk students through small group instruction. The goal is to increase student achievement. MTSS Interventionists will be funded through 31a as part of our 5 year plan. There will be a Lead MTSS Interventionist that will collaborate with the Executive Director of Elementary Curriculum and Instruction to provide professional development. Secondary schools have historically taught "Foundations" classes, in hopes of providing an opportunity for struggling readers to make significant gains in ELA. These classes are currently using the program Read/Math 180.

In the spring and summer of 2023 a group of educators answered a call to collective action to build a Tier I, Standard of Care, for Literacy Instruction for all. These educators represented all roles and buildings within the Wayne-Westland Community School District (WWCSD). The vision of work centered around supporting all PreK-5 educators in their understanding of the continuum of literacy development and the district sponsored tools selected to support the implementation of aligned and intentional literacy instruction. All of the work aligned to the research behind MDE's Top 10 Strategic Plan as well as GELNs Literacy Essentials. The mission was rooted in the belief that all students deserve access to a high quality early learning experience around foundational skills in order to exit second grade proficient in reading grade-level text. In addition, 3-5 students develop the stamina and comprehension strategies in order to make meaning of increasingly complex texts. The team developed and operated with the following core values:

- Have active, ongoing, difficult conversations to complete the mission
- Advocate for: All task force work, all students, and all PreK-5 educators
- Commitment to design a system for aligned implementation of high quality instruction with research-based tools across all roles and tiers
- Create and uphold a safe space by being open minded and allow for grace and new learning.

The 80-person task force included teachers, administrators, paraprofessionals, central office, multilingual educators, special education, coaches, interventionists, and speech and language pathologists. The group began to identify:

- the timeline of the roll out for the next four years
- what Tier I instruction should look like across every classroom in Wayne-Westland
- which tools to adopt to best meet those instructional initiatives via the Literacy Essentials

The work was arduous and the conversations were brave. The team developed:

- professional development plan and timeline
- success criteria with dates to ensure instructional staff are aware of the plan as well as the timeline for expected implementation
- the coaching role during the alignment process including how to measure outcomes and identify areas of need throughout this work while upholding professional trust in the coach/teacher relationship
- embedded accountability with supports to ensure this work is sustainable for the years to come

Every decision is driven by research-based best practice. Alignment across every WWCSD PreK-5 classroom is essential to producing measurable and replicable outcomes for our students. Alignment requires that some instructional practices and tools need to be eliminated. If we follow research-based methods then we can expect the research-based outcomes that educators and students deserve!

Gap Analysis: 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.

District Data Story Summary: The story told by our literacy data is clear, fewer students are proficient in ELA each year. Wayne Westland hovers around the 25% proficient mark, give or take. The data is clear that we are not hitting the mark when it comes to preparing our students to become proficient readers. But overall, the trends are moving in the wrong direction. This data caused us to begin the process of rebuilding and aligning our instructional practices starting at the K-5 level.

The goals and strategies addressed in our MICIP plan align to the work of the above mentioned literacy task force and are embedded within our district strategic plan. With our new assessment structure and accountability measures we as a district will be better prepared to comment on how our curriculum is meeting the needs of our learners from classroom level data through state required testing. Outside of that immediate impact, the long term impact of the thoroughly designed standard of care for reading instruction will be measureable due to fidelity measures we are putting into place. Without an align approach and proper assessments as previously the case we are unable to see where our deficits lay and where to improve our efforts.

Strategies:

(1/5): Essential Instructional Practices Grades K-3

Owner: Nancy Schulz

Start Date: 05/19/2023

Due Date: 06/30/2024

Summary: Identifies a set of research-supported literacy instructional practices (10) that can be employed as a mode of professional development and aim to increase teacher effectiveness and in turn, student literacy. The 10 Practices are: 1) Deliberate, research-informed efforts to foster literacy motivation and engagement within and across lessons 2) Read alouds of age-appropriate books and other materials, print or digital 3) Small group and individual instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children's observed and assessed needs in specific aspects of literacy development 4) Activities that build phonological awareness (grades K and 1 and as needed thereafter) 5) Explicit instruction in letter-sound relationships 6) Research- and standards-aligned writing instruction 7) Intentional and ambitious efforts to build vocabulary and content knowledge 8) Abundant reading material and reading opportunities in the classroom 9) Ongoing observation and assessment of children's language and literacy development that informs their education 10) Collaboration with families in promoting literacy

Buildings

- Adlai Stevenson Middle School
- Albert Schweitzer Elementary School
- Alexander Hamilton Elementary School
- David Hicks School
- Eugene B. Elliott Elem. School
- P.D. Graham Elementary School
- Roosevelt/McGrath Elem. School
- Taft-Galloway Elementary School
- Thomas A. Edison Elem. School
- Walker-Winter Elementary School
- Wildwood Elementary School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Instructional Coaching	Nancy Schulz	05/19/2023	06/30/2024	ON TARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Literacy Task Force	Nancy Schulz	05/19/2023	06/30/2023	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional Development	Nancy Schulz	05/19/2023	06/30/2024	ON TARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
As a result of the resource allocation review Hicks	Nancy Schulz	05/19/2023	06/30/2024	ON TARGET

Activity	Owner	Start Date	Due Date	Status
identified an inequity is the experience of their instructional staff due to high turn over. To provide more support for this one of our two county sponsored coaches will be assigned to support Hicks staff.				
<i>Activity Buildings:</i> <ul style="list-style-type: none"> David Hicks School 				

(2/5): Essential Instructional Practices Grades 4-5

Owner: Nancy Schulz

Start Date: 05/19/2023

Due Date: 06/30/2024

Summary: "The purpose is to improve children's literacy in Michigan. Professional development throughout the state can focus on this set (10) of research-supported literacy instructional practices for daily use in the classroom. The Essential Practices are: 1) Deliberate, research-informed efforts to foster motivation and engagement within and across lessons 2) Intentional, research-informed instruction using increasingly complex texts and tasks that build comprehension, knowledge, and strategic reading activity 3) Small group instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children's observed and assessed needs in specific aspects of literacy development 4) Activities that build reading fluency and stamina with increasingly complex text 5) Discussion of the ideas in texts and how to construct text meaning across texts and disciplines 6) Research-informed and standards-aligned writing instruction 7) Intentional and ambitious efforts to build vocabulary, academic language, and content knowledge 8) Abundant and diverse reading material, including digital texts, and opportunities to read in the classroom 9) Ongoing observation of children's language and literacy development that informs small group and individual instruction 10) Collaboration with families in promoting literacy "

Buildings

- Adlai Stevenson Middle School
- Albert Schweitzer Elementary School
- Alexander Hamilton Elementary School
- David Hicks School
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- Taft-Galloway Elementary School
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- Wildwood Elementary School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Instructional Coaching	Nancy Schulz	05/19/2023	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Professional Development	Nancy Schulz	05/19/2023	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/5): Sheltered Instruction Observation Protocol (SIOP)

Owner: Nancy Schulz

Start Date: 06/27/2023

Due Date: 06/30/2024

Summary: The media resources were developed by a partnership involving the Success for All Foundation and world class children's television producers Sesame Workshop and Sirius Thinking. The games and activities are fun and engaging as well as effective. In a 2017 Johns Hopkins University study, students in Lightning Squad doubled student's rate of growth in reading compared to similar students who did not receive tutoring.

Buildings

- Adams Middle School
- Adlai Stevenson Middle School
- Benjamin Franklin Middle School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
SIOP Training and Coaching	Nancy Schulz	06/27/2023	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(4/5): READ 180®

Owner: Kim Pawlukiewicz

Start Date: 06/29/2023

Due Date: 06/30/2024

Summary: READ 180® is a reading program designed for struggling readers who are reading 2 or more years below grade level. It combines online and direct instruction, student assessment, and teacher professional development. READ 180® is delivered in 90-minute sessions that include whole-group instruction, three small-group rotations, and whole-class wrap-up. Small-group rotations include individualized instruction using an adaptive computer application, small-group instruction, and independent reading. READ 180® is designed for students in elementary through high school.

Buildings

- Adams Middle School
- Adlai Stevenson Middle School
- Benjamin Franklin Middle School
- John Glenn High School
- Wayne Memorial High School
- Wayne-Westland Innovative Academy

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Read 180 Training and Implementation	Kim Pawlukiewicz	06/29/2023	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
As a result of the resource allocation review Franklin identified a gap in access to enrichment programs due to involvement in acceleration coursework. They plan to ensure priority scheduling for those in foundational courses as well as embedded enrichment opportunities outside of instructional time.	Nancy Schulz	06/29/2023	06/30/2024	ONTARGET
Activity Buildings:				
<ul style="list-style-type: none"> • Benjamin Franklin Middle School 				

(5/5): 23g Expanded Learning Time

Owner: Nancy Schulz

Start Date: 10/20/2023

Due Date: 06/30/2024

Summary: EdTrust defines expanded learning time (ELT) as programs or strategies implemented to increase the amount of instruction and learning students experience. ELT strategies include afterschool, summer, and in-school programs. The evidence suggests that extended learning time programs, including extended school day (ESD), extended school year (ESY), and expanded learning opportunities (ELO) programs that provide academic services during out-of-school time hours, can be effective in improving a range of educational outcomes for students. Findings also suggest that extended learning time programs may be more advantageous for low-income, low-performing, ethnic minority or otherwise disadvantaged students.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Summer School for K-8 ELA and STEM camp providing opportunities for students to close reading gaps and enrichment for science and math related activities, Kindergarten Literacy Gear Up which provides incoming and current kindergarten students with the opportunity to practice developmentally appropriate skills in an academic setting, 9-12 credit recovery to provide credit deficient students with access to courses that are needed to graduate, and our Community Summer Lit Bus which provides literacy and stem materials and activities over the summer right in their neighborhood. Supplies for Early Literacy Intervention (LLI: Leveled Literacy Intervention) for all ten K-5 schools.	Kim Pawlukiewicz	06/01/2024	06/29/2024	UPCOMING

Activity	Owner	Start Date	Due Date	Status
Decodable books for small group interventions for every school for all grade levels. One set per grade per school . Supplies for Supplemental Classroom Libraries for all ten K-5 schools.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Kim Pawlukiewicz, our Director of State and Federal Programs and Executive Director of 9-12 Curriculum will provide implementation support as an expert in the expanded learning time activities pertaining to 23g. Kim Pawlukiewicz will oversee the programming connected with our grant.	Kim Pawlukiewicz	10/20/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Implementation of summer program will take place in the summer of 24 and 25 will be extended to all WWCS D families. Students who are performing below grade level or not on track to graduate in time will receive invitations to our program.	Kim Pawlukiewicz	10/20/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
These programs will be monitored for impact via state and local assessments, participate rates, and perception surveys.	Kim Pawlukiewicz	10/20/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
These programs will be evaluated via local and state assessment data, participation rates, completion rates, and perception data. In addition a screening tool will be used to determine Tier II and Tier III literacy needs for incoming Kindergarten students. 3 teachers times 6 hours times 10 schools	Kim Pawlukiewicz	10/20/2023	06/30/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Districtwide Attendance Monitoring System with Emb...

Status: ACTIVE

Statement: Develop and implement a districtwide attendance monitoring system with embedded accountability measures for key staff members in order to better identify root causes of absenteeism and improve attendance districtwide by January 2024.

Created Date: 07/12/2021

Target Completion Date: 01/01/2024

Data Story Name: School Culture and Climate 2023-24

Initial Data Analysis: The "risk ratio" is a measure of the risk of a certain event happening in one group, compared to the risk of the same event happening in another.

Overall, African American students are 2.7 times more likely to be suspended than their counterparts.

When Special Education students are removed, the likelihood of being suspended for African American students is 3.5 times the likelihood of a white student being suspended. Black students are far more likely to be suspended based on the risk ratio.

October was clearly the biggest month for office referrals, with a total across the district of 1456. There are stark differences among different schools when it comes to office referrals.

Demographics are different at each school, but there is a clear trend when it comes to whether or not Black students are referred to the office disproportionately. Across the district, there were substantially more referrals to the office for African American students each month. Overall, African American students make up roughly 40% of the population of WWCS, but far more referrals to the office.

In January, 1083 suspensions were attributed to Black students, while 463 suspensions were Caucasian students. Depending on the population of the school, the numbers are disproportionate across the board.

Initial Initiative Inventory and Analysis: PBIS

Gap Analysis: African American students are 3.5 times more likely to be suspended than their White counterparts. African American students are more likely to be referred to the office than their white counterparts. The desired state for WWCS is to see data that is proportional to the population. If 50% of the population is Caucasian, it stands to reason that roughly 50% of suspensions would be attributed to this subgroup.

District Data Story Summary: Disproportionality emerges from the discipline data, and it is present at almost every school K-12. Black students are far more likely to be sent to the office, and subsequently suspended than their white counterparts. This trend exists across buildings and grade levels. The story this data tells may be one of the root causes of the increasing academic gap for African American learners.

Strategies:

(1/2): MTSS - PBIS (Behavior)

Owner: Nancy Schulz

Start Date: 08/27/2021

Due Date: 01/01/2024

Summary: The behavior components of a Multi-Tiered System of Supports (PBIS) is a three-tiered framework that integrates data, systems and practices to improve outcomes. The data, systems and practices necessary to implement the behavior components of MTSS are defined by the PBIS Tiered Fidelity Inventory and aligned to MDE's five essential components of MTSS.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Culture and Climate Focus Talks	Daryl Beebe	08/24/2023	01/01/2024	OVERDUE

Activity Buildings:

- Adams Middle School
- Adlai Stevenson Middle School
- Albert Schweitzer Elementary School
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(2/2): Restorative Practice/Restorative Justice

Owner: Nancy Schulz

Start Date: 06/29/2023

Due Date: 01/01/2024

Summary: "Restorative Practices is a framework that centers around positive relationships for community building and restoring relationships when harm has occurred.

Restorative Practices are processes that proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing.

Restorative practice is a whole school teaching and learning approach that encourages behavior that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behavior and to repair any harm caused to others as a result of their actions. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur. "

Buildings

- Adams Middle School
- Adlai Stevenson Middle School
- Benjamin Franklin Middle School
- Wayne-Westland Innovative Academy

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Full Training to become trainers within buildings	Daryl Beebe	07/25/2023	07/29/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				