

MICIP Portfolio Report

Waverly Community Schools

Goals Included

Active

- Implement SEL supports
 - WMS Instructional Goal
 - Waverly Community Schools MTSS Goal
-

Buildings Included

Open-Active

- Colt Elementary
 - East Intermediate School
 - Elmwood Elementary
 - Waverly Middle School
 - Waverly Senior High School
 - Winans Elementary
-

Plan Components Included

Goal Summary

Data

 Data Story

Strategy

 Summary

 Implementation Plan

 Buildings

 Activities

 Activity Text

 Activity Buildings

MICIP Portfolio Report

Waverly Community Schools

Implement SEL supports

Status: ACTIVE

Statement: With the implementation of SEL supports, our goal is to have fewer than 5 percent of students missing 10 percent or more of instructional time by June 2026.

Created Date: 06/29/2021

Target Completion Date: 06/28/2026

Data Story Name: SEL - District

Initial Data Analysis: There are factors impeding students' abilities to engage in school, including poor attendance and mental health issues.

Initial Initiative Inventory and Analysis: PBIS

Youth Mental Health First Aid

SEL lessons, preK-12

Restorative practices (MS, HS)

Behavior para-educators

Communities in Schools (Elmwood, East)

"Wellness Wing" (HS)

Additional mental health providers - MS, E3 (whole district)

Gap Analysis: Increase safe supports and healthy behaviors for all students, including: less than 5% of students missing 10% or more of instructional time; provide targeted mental health support for students.

District Data Story Summary: A concerning number of Waverly students are missing instruction each year, due in part to social and emotional health issues. 612 students (20%) were chronically absent during the 2019-20 school year. There were 61 mental health referrals to the district's E3 clinic during the 2020-21 school year. The percentage of students who felt so sad or hopeless almost every day for two weeks or more in a row that they stopped doing some usual activities during the past 12 months (symptoms of depression) has increased from 2012 to 2018 for all three grade levels that were surveyed (7th, 9th, 11th).

Strategies:

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

Owner: Christopher Huff

Start Date: 06/29/2021

Due Date: 07/06/2021

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

WMS Instructional Goal

Status: ACTIVE

Statement: All WMS Staff will implement universal instructional strategies to bridge the achievement gap by 12-15% within three years in ELA and Math

Created Date: 10/03/2023

Target Completion Date: 06/06/2026

Data Story Name: WCS- Middle School TSI Plan

Initial Data Analysis: Waverly Middle School has been identified as needing Targeted Support and Improvement by the Michigan Department of Education. Students in the Black/African American and Economically Disadvantaged sub groups scored within the 25th percentile in four index realms. These realms include proficiency, growth, attendance, and participation on state assessments.

Math achievement has been impacted by inconsistency in staffing.

Perception data from students, parents, staff indicate that healthy boundaries, clear expectations and consistent follow through are desired. However, students are also seeking a proper balance with choice and opportunities for interaction.

Initial Initiative Inventory and Analysis: Initiatives currently in place include Standards-Based Assessment to ensure equitable grading from classroom to classroom and building to building at the secondary level. All teachers in the building are involved in the transition with support of Instructional Coaches and building and district Administrators. A staff-led Steering Committee has also been formed. Fidelity checklists have been created to monitor progress and express expectations. Professional Development and workshop sessions have been planned to support this initiative.

Gap Analysis: A gap exists in the achievement of students of color and economically disadvantaged students in comparison to their white peers, particularly in the area of mathematics.

A gap exists in the attendance of students of color and economically disadvantaged students in comparison to their white peers

A gap exists in the goal for student autonomy and efforts to maintain the orderly function of the school.

A gap exists in the instructional practices and classroom management approaches employed among the teaching staff.

A gap exists in the desire for a core Social-Emotional Learning curricula and the actual execution of that goal.

District Data Story Summary: As one of the most diverse student bodies in the state of Michigan, Waverly Middle School has an excellent opportunity to improve the achievement and growth among students of color, economically disadvantaged students, and students with IEP's. Efforts such as embracing the Unified program demonstrate support for inclusion within a diverse community and initiatives for equity such as Standards-Based Assessment demonstrate focus of ensure school works for all students.

Strategies:

(1/2): MTSS Framework (General)

Owner: Christopher Huff

Start Date: 10/03/2023

Due Date: 10/10/2023

Summary: "A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all achievement levels. MTSS intentionally interconnects the education, health, and human service systems in support of learners, schools, centers, and community outcomes. The five essential components of MTSS are inter-related and complementary. Implementation of the essential components as intended provides educational settings with a framework to organize the strategies and processes needed to support successful learner outcomes. The five essential components include the following: Team-Based Leadership; Tiered Delivery System; Selection and Implementation of Instruction, Interventions and Supports; Comprehensive Screening & Assessment System; Continuous Data-Based Decision Making."

Buildings

- Waverly Middle School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Math and ELA Interventionists to serve off-grade-level students	Christopher Huff	10/03/2023	10/10/2023	COMPLETE
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/2): Guaranteed and Viable Curriculum

Owner: Christopher Huff

Start Date: 10/03/2023

Due Date: 10/10/2023

Summary: A “guaranteed” curriculum is often defined as a mechanism through which all students have an equal opportunity (time and access) to learn rigorous content. This requires a school-wide (or district-wide) agreement and common understanding of the essential content that all students need to know, understand, and be able to do. The word “all” needs emphasis; a guaranteed curriculum promotes equity, giving all children equal opportunity to learn essential content, and to provide this opportunity, curricular materials and instructional approaches must be grounded in research, implemented with fidelity, and must include vertical as well as horizontal alignment. For a curriculum to be “viable,” there must be adequate time for teachers to teach the content and for students to learn the content. A viable curriculum eliminates the supplementary or “nice to know” content. Teachers must have the flexibility to meet student needs through different methods of content delivery, helping students dive deeper into their passions. At its essence, a GVC represents the core non-negotiables of student learning. It’s what schools and teachers commit to providing for all students.

Buildings

- Waverly Middle School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Adoption of EL Education in 7th and 8th Grade as core ELA program	Christopher Huff	10/03/2023	10/10/2023	COMPLETE

Activity Buildings: All Buildings in Implementation Plan

Waverly Community Schools MTSS Goal

Status: ACTIVE

Statement: Our goal is to refine our MTSS system K-8 to improve achievement in the areas of literacy and mathematics by 5% each year.

Created Date: 10/15/2023

Target Completion Date: 06/06/2026

Data Story Name: Waverly Community Schools MTSS

Initial Data Analysis: State assessment scores reveal that WCS students achieve below their peers in all subject areas. Specifically, African American and Economically Disadvantaged students scored within the bottom 25th percentile at Waverly Middle School which caused it to be placed on the Targeted for Supports and Intervention list. High absenteeism and low participation in state testing were also factors.

Local assessments administered through the FastBridge platform reflect these trends, demonstrating students achieving below the 50th percentile in Reading and Mathematics. Behavior data shows that the student conflicts occur most often in the realms of skipping/tardiness, defiance/distraction, and physically aggressive behavior/fighting.

Initial Initiative Inventory and Analysis: Waverly Community Schools is currently undergoing efforts to:

- Establish a Comprehensive District Literacy Plan within K-4 schools to increase reading abilities
- Adopt a new Math core curriculum K-12 to increase achievement in Math
- Begin an early childhood learning program (GSRP) to improve readiness for Kindergarten
- Reinforce PBIS systems among all school buildings to build more consistency in student behavior expectations
- Incorporate Social-Emotional Learning direct instruction at each grade level to teach appropriate coping mechanisms
- Improve outcomes at Waverly Middle School to move it off the Targeted for Support and Improvement list

Gap Analysis: MSTEP scores reveal that WCS students are achieving lower than the state average in all core subject areas.

PSAT and SAT scores reveal that WCS students are achieving lower than the state average in Mathematics and English.

FastBridge scores reveal that the majority of WCS students score below the 50th percentile on adaptive assessments in Reading and Mathematics.

District Data Story Summary: Waverly Community Schools have some efforts in place to address the student needs that are demonstrated in the data. The District Literacy Plan will concentrate on fidelity in the core and targeted supports in Tier 2 and Tier 3. The adoption of a new Math Curriculum will upgrade the core curriculum in that subject area as well. Intervention and Mental Health resources have been added after the Covid-19 pandemic. All these efforts need to be applied with fidelity and progress-monitored for success or adaptation if needed

Strategies:

(1/10): 23g Expanded Learning Time

Owner: Christopher Huff

Start Date: 10/15/2023

Due Date: 06/08/2024

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
23g- Expanded Learning Time: Teachers hired to expand learning time through Tier 2 and Tier 3 intervention sessions serve students experiencing unfinished learning due to the Covid-19 pandemic. Those within the bottom 30th percentile K-12 in the area of literacy and mathematics qualify for these services. Improvement is monitored bi-weekly and assessed three times a year by district interventionists, classroom teachers, and building administrators.	Christopher Huff	10/15/2023	06/08/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
23g- EWIMS: Building Leadership Teams will be trained on Early Warning Signs and Monitoring Systems to analyze and	Christopher Huff	10/15/2023	06/08/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
respond to trends in Attendance, Behavior, and course failure data. Principals and Building Level Leadership teams will meet to review data and action-plan accordingly on a monthly basis/				
<i>Activity Buildings:</i> <ul style="list-style-type: none"> • Waverly Middle School 				

(2/10): Collaboration

Owner: Christopher Huff

Start Date: 10/15/2023

Due Date: 06/08/2024

Summary: Collaboration is a vital way of enhancing academic learning and makes the working and learning environment pleasant and productive. It allows us to reflect on our own thinking while expanding our knowledge base. It increases opportunities for the bodybrain partnership to play an active role rather than a passive one in learning.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Compensated teacher extra-duty collaborative time is allocated to instructional staff for after-school meetings. 4,000 extra-duty compensated hours have been allocated to grade-level teams to work towards curriculum implementation, training, problem-solving around student needs, and instructional improvement. Activities are reported to the Building Principals and Director of Teaching for approval and monitoring	Christopher Huff	10/15/2023	06/08/2024	ONTARGET

Activity Buildings: All Buildings in Implementation Plan

(3/10): Essential Coaching Practices for Elementary Literacy

Owner: Christopher Huff

Start Date: 10/15/2023

Due Date: 06/08/2024

Summary: Increase Michigan's capacity to improve children's literacy by identifying a small set of research-supported literacy coaching practices that should be a focus of professional development across the state...through improving teacher expertise and the quality of core instruction, student achievement increases. Seven essentials are important to literacy coaching that results in increased student literacy

- 1) Coaches have specialized literacy knowledge and skills beyond initial teacher preparation
- 2) Effective literacy coaches apply adult learning principles.
- 3) effective literacy coaches demonstrate specific skills and dispositions in order to engage teachers and build collaborative relationships
- 4) Literacy coaching is most effective when it is done within a multi-year school-wide initiative focused on student learning and is supported by administrators.
- 5) Spend most of their time working with teachers to enhance teacher practice and improve student learning by using multi-faceted approaches to learning.
- 6) When coaching individual teachers, effective literacy coaches employ a core set of coaching activities that are predictors of student literacy growth at one or more grade levels
- 7) Effective literacy coaches are integral members of literacy district and building leadership teams.

Buildings

- Colt Elementary
- Elmwood Elementary
- Winans Elementary

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Development of a Comprehensive District Literacy Plan: Instructional Coaches have received training in Literacy Essentials and are responsible for coaching building staff in these areas. This occurs at staff meetings and Professional Development sessions.	Christopher Huff	10/15/2023	06/08/2024	ONTARGET

Activity Buildings: All Buildings in Implementation Plan

(4/10): Guaranteed and Viable Curriculum

Owner: Christopher Huff

Start Date: 10/15/2023

Due Date: 06/08/2024

Summary: A “guaranteed” curriculum is often defined as a mechanism through which all students have an equal opportunity (time and access) to learn rigorous content. This requires a school-wide (or district-wide) agreement and common understanding of the essential content that all students need to know, understand, and be able to do. The word “all” needs emphasis; a guaranteed curriculum promotes equity, giving all children equal opportunity to learn essential content, and to provide this opportunity, curricular materials and instructional approaches must be grounded in research, implemented with fidelity, and must include vertical as well as horizontal alignment. For a curriculum to be “viable,” there must be adequate time for teachers to teach the content and for students to learn the content. A viable curriculum eliminates the supplementary or “nice to know” content. Teachers must have the flexibility to meet student needs through different methods of content delivery, helping students dive deeper into their passions. At its essence, a GVC represents the core non-negotiables of student learning. It’s what schools and teachers commit to providing for all students.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Development of a Comprehensive District Literacy Plan: Adoption of a new core ELA Curriculum, EL Education. A phased-in implementation plan has been developed by building instructional coaches, interventionists, principals, the intermediate school district, and district administrators over three years to add each component of EL Education. A checklist of "Look-For's" has been developed to ensure fidelity.	Christopher Huff	10/15/2023	06/08/2024	ONTARGET
<p>Activity Buildings:</p> <ul style="list-style-type: none"> • Colt Elementary • East Intermediate School • Elmwood Elementary • Waverly Middle School 				

Activity	Owner	Start Date	Due Date	Status
<ul style="list-style-type: none"> Winans Elementary 				
<p>A new Mathematics curriculum will be adopted for the 25-26 School Year. A Steering Committee with direct the adoption process under the supervision of the Director of Teaching and Learning.</p>	<p>Christopher Huff</p>	<p>10/15/2023</p>	<p>06/08/2024</p>	<p>ONTARGET</p>
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> Colt Elementary East Intermediate School Elmwood Elementary Waverly Middle School Winans Elementary 				

(5/10): Early Warning Intervention and Monitoring System (EWIMS)

Owner: Christopher Huff

Start Date: 10/15/2023

Due Date: 06/08/2024

Summary: EWIMS is a systematic approach to using data to identify students who are at risk of not graduating on time, assign students flagged as at risk to interventions, and monitor at-risk students' response to intervention. The EWIMS model provides schools with guidance to implement a seven-step process, supported by the use of an early warning data tool. The tool uses validated indicators, based on prior research, to flag students who are at risk of not graduating on time (Heppen & Therriault, 2008; Therriault, Heppen, O'Cummings, Fryer, & Johnson, 2010) and allows schools to assign students to interventions and monitor their progress. The indicators used to flag at-risk students in the tool are chronic absence (missed 10 percent of instructional time or more), course performance (failed any course, grade point average [GPA] below 2.0), behavioral problems (suspended once or more), and an off-track indicator (failed two or more semester-long or three or more trimester-long core courses or accumulated fewer credits than required for promotion to the next grade). The EWIMS model is intended to help schools efficiently use data to identify at-risk students and provide targeted supports.

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
All school are tracking Early Warning data (Attendance, Behavior referrals, and Course Failures). Data is reviewed at monthly meetings between building leaders and the Central Office team. A point-administrator has been tasked with managing Attendance. On-going responsiveness to these data points are discussed.	Christopher Huff	10/15/2023	06/08/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(6/10): Data-Based, Decision Making

Owner: Christopher Huff

Start Date: 10/15/2023

Due Date: 06/08/2024

Summary: Performance management is the process used to guide all levels of teams (district, building, and teacher teams) within the district in data collection to monitor, make decisions, communicate, and, if needed, problem-solve (using district-identified problem-solving protocol) to increase student academic and non-academic performance.

Buildings

- Colt Elementary
- Elmwood Elementary
- Winans Elementary

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Development of a Comprehensive District Literacy Plan: Data meetings are held at the building level, grade level, and individually. Staff reviews FastBridge assessment results and plans instruction for Core and Small groups.	Christopher Huff	10/15/2023	06/08/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(7/10): Literacy Essentials

Owner: Christopher Huff

Start Date: 10/15/2023

Due Date: 06/08/2024

Summary: All of us want children throughout Michigan to be successful. An important part of student success centers around proficiency in reading. That’s why a group of education experts developed new approaches for teachers to use in the classroom.

Literacy Essentials are free documents designed for Michigan educators to improve childhood literacy development. The Literacy Essentials provide research-proven, effective approaches to markedly improve literacy skills among Michigan’s youngest students.

Using the Literacy Essentials with every child, in every classroom, every day will help improve literacy among our youngest learners.

Buildings

- Colt Elementary
- Elmwood Elementary
- Winans Elementary

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Development of a Comprehensive District Literacy Plan: Teachers receive training on Literacy Essentials during staff meetings and professional development sessions	Christopher Huff	10/15/2023	06/08/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(8/10): MTSS Framework (General)

Owner: Christopher Huff

Start Date: 10/15/2023

Due Date: 06/08/2024

Summary: "A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all achievement levels. MTSS intentionally interconnects the education, health, and human service systems in support of learners, schools, centers, and community outcomes. The five essential components of MTSS are inter-related and complementary. Implementation of the essential components as intended provides educational settings with a framework to organize the strategies and processes needed to support successful learner outcomes. The five essential components include the following: Team-Based Leadership; Tiered Delivery System; Selection and Implementation of Instruction, Interventions and Supports; Comprehensive Screening & Assessment System; Continuous Data-Based Decision Making

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Development of a Comprehensive District Literacy Plan: All schools have hired interventionists to address learning loss during the Covid-19 Pandemic. Students are organized into small groups and given additional practice tailored to their skill needs. Progress is monitored through FastBridge, NWEA, and local assessments	Christopher Huff	10/15/2023	06/08/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Math Intervention: All schools have hired interventionists to address learning loss during the Covid-19 Pandemic. Students are organized into small groups and given additional practice tailored to their skill needs. Progress is monitored	Christopher Huff	10/15/2023	06/08/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
through FastBridge, NWEA, and local assessments				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(9/10): Positive Behavioral Intervention and Support (PBIS)

Owner: Christopher Huff

Start Date: 10/15/2023

Due Date: 06/08/2024

Summary: PBIS is a three-tiered framework for improving and integrating systems, data and practices to improve student outcomes, to reduce exclusionary disciplinary practices and to support teacher outcomes. Implementation addresses systems, data and practices to increase student academic, social and emotional outcomes. Student support is provided according to three tiers based on student needs. It's a schoolwide approach that addresses the needs of all students with disabilities

Buildings: All Active Buildings

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
All buildings will establish PBIS committees to develop and implement a PBIS system. Progress-monitoring will be conducted through montly examination of SWIS Core Reports	Christopher Huff	10/15/2023	06/08/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(10/10): Kagan Learning Structures

Owner: Christopher Huff

Start Date: 10/17/2023

Due Date: 06/06/2026

Summary: Kagan Structures integrate the most powerful principles from decades of research. Among the many positive findings of this field or research are improved academic achievement, improved ethnic and race relations, improved social skills and social relations, and increased liking for self, others, and school. The Kagan Structures have proven themselves effective teaching and learning tools for cooperative learning, multiple intelligences, character education, language learning, and emotional intelligence.

Buildings

- Waverly Middle School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Staff will be trained on Kagan Cooperative Learning Structures. Teacher, student, and parent input suggested that students need a higher level of engagement in the classroom. Kagan Structures provide protocols for engaging students in discussion and higher order thinking activities. All staff will be trained on Kagan Structures in the fall of 23-24 and a "practice of the month" will be implemented over the course of the year	Christopher Huff	10/17/2023	06/06/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				