

MICIP Portfolio Report

Wayne-Westland Community School District

Goals Included

Active

- CIA Tier I Literacy
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Buildings Included

Plan Components Included

Goal Summary

Data

Data Set

Data Story

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 Set Name: Literacy K-12

Name	Data Source
Grades 3-8 Assessments: Performance Level	MI School Data
Student Assessment: Student Growth	MI School Data
NWEA Reading Trends 2017-2023	Illuminate DNA

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 WWCS 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 measurable 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.