

## **Ypsilanti Community Schools**

**2018-2019**

### **PK – 12 Comprehensive Needs Assessment**

#### **Comprehensive Needs Assessment**

The comprehensive needs assessment is a culmination of multiple types of data that is collected over time. **Ypsilanti Community Schools** uses the most recent years of data as the benchmark to conduct trend data comparisons on an annual basis. Data will be collected, the results will be analyzed and summarized, and conclusions will be drawn for identifying successes/challenges and strategies to improve all areas.

The system used to design, implement, and evaluate the comprehensive needs assessment is the district school improvement process. The district school improvement team meets a minimum of four times a year. Dates are established at the beginning of each school year. Sign-in sheets, agendas, minutes, and all relevant resources and materials are kept on file in the Superintendent's office. Agendas and minutes are shared with all stakeholders via email.

#### **Stakeholder Involvement**

The stakeholders involved in the comprehensive needs assessment include members from a diverse group of experiences, background and expertise to include leadership, instruction, assessment, state and federal programs, and the continuous school improvement process. Representative groups include:

- School Board Member(s)
- School Administrators
- Certified Staff
- Support Staff
- Parents
- Student(s)
- Community Members
- ISD and MDE Consultants as needed

At some point throughout the school year, each of the stakeholder groups participate in the comprehensive needs assessment process by being on the district or school level improvement teams, designing and completing surveys, participating at school/district events, providing feedback regarding programs and processes, analyzing and summarizing data, etc...

## Conclusions and Recommendations

Once the data is reviewed by the stakeholder groups, conclusions are drawn and plans are made to improve areas of challenge, both at the district and school levels. Areas included but not limited to formal recommendations include:

- Student needs
- Staffing needs
- Parent needs
- Curriculum needs
- Professional development needs
- Communication needs
- Facility/Technology needs
- Transportation/Food Service/Health Care needs
- Other needs as determined by the data

## Data Collection - Links to CLC Documents for Building and District Level Data Review

The comprehensive needs assessment is conducted annually. Prior to the formal analysis of the multiple types of data, the following data points are collected.

### 1. Demographic Data

[District](#) - [District CNA Data](#)

Beatty

[Ford Demographic Data](#)

Perry [Demographic Data](#)

[Erickson Demographics- ERI Attendance Data CLC](#), [ERI Discipline Data CLC](#)

[Estabrook 2018/19 Demographics](#)

[Holmes 2018-19 Demographics](#)

<https://docs.google.com/document/d/1otb61YtKCJlLqI-LG8yo63MFKjOxbDhGDP9DmgsutKo/edit?usp=sharing>

YIES [2018 - 2019 YIES Demographics](#)

WIMA

YCMS- [CLC Student Demographic Data -YCMS 4/30/18](#)

ACCE [2018-2019 ACCE Demographic Data](#)

[ACTech](#)

[STEMM](#)

### 2. Perception Data

#### a. Student

[District](#) -

Beatty

Ford - No student data (student survey not used at K-1)

Perry Student survey not used

Erickson - [ERI 18-19 Student Survey CLC](#)

Estabrook (No student survey completed)  
[Holmes 2018-19 Student Survey- Causal Theory](#)  
[YIES 2018-2019 Perception Data - Students](#)  
WIMA  
YCMS- [CLC- Student Survey Data -YCMS 4/30/18](#)  
ACCE [2018-19 CLC Students](#)  
[ACTech](#)  
[STEMM](#)

b. **Parents**

[District](#)

Beatty

Ford- [Parent Survey CLC](#)

Perry - [Perry Parent Survey](#)

Erickson - [ERI 18-19 Parent Survey CLC](#)

Estabrook (No parent survey completed)

[Holmes 2018-19 Parent Survey- Causal Theory](#)

[YIES 2018-2019 YIES Perception Data - Parents](#)

WIMA

YCMS- [CLC- Parent Survey Data -YCMS 4/30/18](#)

ACCE [18-19 ACCE CLC](#)

ACTech [Parent CLC](#) (*Most Recent*)

STEMM [Parent CLC](#) (*Most Recent*)

c. **Staff**

[District](#)

Beatty

Ford [2018-2019 Staff Survey](#)

Perry [Staff Survey](#)

Erickson - [ERI 18-19 Staff Survey CLC](#)

Estabrook - (in progress)

[Holmes 2018-19 Staff Survey- Professional Development and Resources](#)

[YIES2018-2019 YIES Perception Data - Staff](#)

WIMA

YCMS- [CLC Staff Survey Data -YCMS 4/30/18](#)

ACCE [Staff 18-19 CLC Relationship Perception Data](#)

ACTech [Staff CLC](#) (*Most Recent*)

STEMM [Staff CLC](#) (*Most Recent*)

### **3. Programs and Process Data**

[District Building](#)

#### **Ford**

[Interim Self Assessment Report](#)

[CLC Document for Data Review](#)

#### **Perry**

Interim Self Assessment Report

[CLC Document for Data Review](#)

[Perry CLC Absence Data](#)

#### **Erickson**

[Interim Self Assessment Report](#)

CLC Document for Data Review

#### **Estabrook**

Interim Self Assessment Report

CLC Document for Data Review

#### **Holmes**

[Interim Self Assessment Report](#)

[CLC Document for Data Review](#)

#### **YIES**

Interim Self Assessment Report

[2018-2019 YIES Interim Self-Assessment](#)

[2018-19 YIES CLC Interim Self-Assessment](#)

CLC Document for Data Review

#### **WIMA**

Interim Self Assessment Report

CLC Document for Data Review

#### **YCMS**

[Interim Self Assessment Report YCMS 4/30/18](#)

[Interim Assessment Report- YCMS CCL 5/19](#)

#### **ACCE**

[Interim Self Assessment Report](#)

[CLC Document for Data Review](#)

#### **ACTech** (Most Recent)

[Interim Self Assessment Report](#)

CLC 2018-2019 [Discipline](#) Data

#### **STEMM** (Most Recent)

[Interim Self Assessment Report](#)

CLC 2018-2019 [Discipline](#) Data

### **4. Student Achievement Data**

#### **a. Aggregate State Data**

[District](#)

Beatty

Ford- [Fall NWEA CLC](#), [Winter NWEA CLC](#)

Perry [Fall NWEA 18-19 Collaborative Perry Learning Cycles Document with Causal Theory](#) [Winter NWEA Collaborative Perry Learning Cycles Document with Causal Theory](#)

Erickson - [ERI 18-19 NWEA Math CLC](#), [ERI 18-19 NWEA Reading CLC](#),  
[ERI 2018 MSTEP Data CLC](#)

Estabrook

Holmes- [5th grade NWEA/M-Step \(Math\)](#), [4th grade NWEA/M-Step \(ELA-CLC\) & Causal Theory](#), [4th grade M-Step Math CLC](#), [3rd grade NWEA CLC & Causal Theory](#), [2nd grade NWEA CLC](#)

YIES [YIES NWEA Spring NWEA Literacy Spring NWEA Math](#)

WIMA

YCMS- [CLC 6th Grade Achievement Data -YCMS 5/8/18](#) , [CLC 7th Grade Achievement Data -YCMS 5/8/18](#) , [CLC 8th Grade Achievement Data -YCMS 5/8/18](#)

ACCE [2018-2019 NWEA Math - MS](#)

ACTech- CLC Document for ACCUPLACER [Data](#) Review

STEMM- CLC Document for ACCUPLACER [Data](#) Review

### **b. Local Data**

District

Beatty

Ford

Perry - No CLCs were complete with local data in the 18-19 school year

Erickson - No CLCs were completed with Local Data in the 18-19 school year

Estabrook - No CLCs were completed with Local Data in the 18-19 school year

Holmes- [5th grade Informational Reading](#), [5th grade EDM Practice Test Routines](#), [5th grade Lexia Usage](#), [4th grade Subtraction CLC & Causal Theory](#), [4th grade evidence using ACE & Causal Theory](#), [3rd grade text dependent answers & Causal Theory](#), [3rd grade rounding & Causal Theory](#),

WIMA

YCMS- No CLCs were completed with local data in the 2018-19 year

ACCE [Reading Accuplacer 2019](#)

ACTech

[NWEA Winter 2018](#)

[ACCUPLACER Winter 2019](#)

STEMM

[NWEA Winter 2018](#)

[ACCUPLACER Winter 2019](#)

## School/District Vision

**District** - 1.) YCS is academically strong and committed to transforming in ways that help students thrive. 2.) YCS is the choice for a trusted, reliable and social just district. 3.) YCS is a sense of connection for families and students in a district where each and everyone is valued and belongs. 4.) YCS is your consistent well-managed and organized school district.

**Beatty**- We inspire curiosity, independence and a life-long love of learning to help our children become contributing members of our community and world.

**Ford**- We are readers, writers, mathematicians and scientists

**Perry** - A community of learners actively pursuing our personal best

**Erickson** - Excellence at Erickson: Youth Cultivating Success

**Estabrook** - We are **Youngsters Cultivating Synergy** at the ELC!

**Holmes**- Holmes School, where Young Confident Scholars learn and excel

### **YIES**

Ypsilanti International Elementary School facilitates the development of lifelong learners who:

- Are creative problem solvers with a broad perspective of the world around them
- Are respectful, moral individuals who take pride in their national heritage
- Are equipped to participate in the community as team players and effective leaders

### **WIMA-**

**YCMS-** YCMS is committed to

- A safe, orderly and supportive school
- A school and classroom culture where students feel a strong sense of membership and belonging
- Respect for each student's values, beliefs, individual backgrounds, and identity
- Engaging and culturally responsive curricula aligned with the Michigan Standards
- Daily instruction meeting individual student needs
- Programs and activities that enhance academic achievement, as well as each student's social and emotional growth
- Parent involvement and collaboration

**ACCE** ACCE is a family oriented, stable, innovative program that fulfills the needs of its students by providing multiple social, emotional and academic

supports as well as individualized paths to graduation, so that they are prepared for their choice of post high school options.

**ACTech** Vision: Build student achievement, career, and college readiness through 5 interconnected spheres of influence:

(1) Students who:

- (a) show ownership,
- (b) perform above grade level,
- (c) earn college credit,
- (d) engage in co-curriculars,
- (e) create, exhibit, and perform,
- (f) practice Interdependence,
- (g) value Stewardship,
- (h) celebrate Cultural Backgrounds,
- (i) engage in **Advocacy**, and
- (j) **Transform** their **Community**

(2) Families who:

- (a) celebrate achievement,
- (b) attend classes and school functions,
- (c) raise funds,
- (d) maintain a PTO,
- (e) encourage participation, and
- (f) facilitate involvement

(3) Administrators who:

- (a) empower teachers,
- (b) enable families,
- (c) facilitate communication,
- (d) honor all stakeholders,
- (e) create sustainable and just systems, and
- (f) provide effective supports

(4) Teachers who:

- (a) use Culturally responsive, arts-integrated, social justice infused, Interdisciplinary units,
- (b) use Collaboration to analyze data
- (c) engage families,
- (d) honor valued behaviors,
- (e) provide special activities

(5) Community who:

- (a) support school projects,
- (b) provide activities,
- (c) welcome students/families,
- (d) participate in special events,

(e) advertise our school

**STEMM**- Vision- The Ypsilanti STEMM (Science, Technology, Engineering, Mathematics and Manufacturing) Middle College offers a rigorous, relevant and technologically advanced learning experience for all students. Businesses, community partnerships, and STEMM-based electives are used to create and incorporate real-world experiences in the learning process. Inquiry and project-based instructional best practices are implemented to ensure every student accomplishes their goals. In order to create a meaningful educational experience, we have established a system of shared responsibilities and collaboration, supported by the trust and respect of students, staff, and the community. The culminating learning experience for STEMM will be a Senior Capstone project.

### **School/District Mission**

**District** - The purpose of YCS is to develop mindful, engaged students with the skill set, work ethic, and attitude to contribute to a community that honors diversity, equality and justice.

**Beatty**-In a nurturing and play-based environment, our curriculum and staff interactions build children's self esteem and problem solving skills, while fostering respect for themselves and others.

**Ford**- Our mission is to provide a safe, nurturing, child centered, educational environment that creates lifelong learners and problem solvers.

**Perry** - Believes that all children can learn and is committed to providing an innovative environment that maximizes the development of every child through school, family, and community partnerships.

**Erickson** - We are a community of leaders. We recognize and honor the leaders within us. We: **Love learning. Excel in all we do. Achieve goals together. Do what is right.**

**Estabrook** - The Estabrook Learning Community, in partnership with the community, will establish positive relationships and sustain a safe, caring and engaging environment while promoting an appreciation for our diverse community as an integral part of school life. High expectations for both students and educators will be the standard to create lifelong learners and promote career readiness. At Estabrook we will embrace the gifts of the individual student while providing a rigorous curriculum. An Estabrook graduate will exhibit good citizenship and character while achieving their full potential.

**Holmes**- Our school provides a safe, comfortable environment affording students the opportunity to engage, learn and achieve.



**YIES-** The mission of Ypsilanti International Elementary School is to strive to create a peaceful world by empowering students to be compassionate, innovative and reflective lifelong learners. We are a community that promotes, respects and values cultural diversity and open-mindedness. Through exemplary International Baccalaureate instruction we ensure that every YIES student becomes a culturally literate, inquirer and knowledgeable citizen.

### **WIMA**

**YCMS-** to develop mindful, engaged students with the skill set, work ethic, and attitude to contribute to a community that honors diversity, equality and justice.

**ACCE** To support our students and help them gain the skills, attitude, and work ethic to be successful students and community members.

**ACTech Mission Statement:** Students, teachers, administrators, families, and the community will collaborate to improve student learning by using the arts and a focus on bettering the world to enhance core content while having agency over student outcomes, and maintaining clear communication.

**STEMM Mission:** The mission of Ypsilanti STEMM Middle College is to prepare students to excel in a diverse, information-based technologically advanced and ever changing society.

## **District Belief Statements**

### CORE VALUES LANGUAGE

High Expectations (including hope, optimism for future, high quality education)

Fiscal Responsibility

Community (local and global)

Resilient and Courageous

Creative Problem-Solving

Nurturing Climate and Culture

Equity and Justice

## **HOLMES**

### [Seven Correlates of Effective Schools](#)

## **YIES**

### Core Values

Two essential concepts support core values and beliefs: the Learner Profile and the IB Attitudes.

The IB-PYP Attitudes are a vital focus in the development of positive attitudes towards people, the environment, and learning. These are the core values ascribed in the day to day IB attitudes we use:

\*Appreciation \*Commitment \*Confidence \*Cooperation \*Creativity

\*Curiosity \*Empathy \*Enthusiasm \*Independence \*Integrity \*Respect  
 \*Tolerance

**Core Beliefs**

YIES believes that learning is an endless journey and focuses on making students lifelong learners. Students are engaged meaningfully to develop thinking, research, communication, social and self management skills to build themselves as independent learners.

\*Inquirers \*Knowledgeable \*Thinkers \*Communicators \*Principled  
 \*Open-Minded \*Caring \*Risk-Takers \*Balanced \*Reflective

**Erickson: Purpose Statement and Beliefs-** Our school’s purpose is to cultivate success through establishing a positive school culture with high expectations for all. All students can learn and be equipped to become leaders.

- We believe that ALL students can and will learn and cultivate success.
- We believe that ALL students must have equal access to high quality curriculum, instruction and standards.
- We believe that ALL students must be prepared for postsecondary opportunities.
- We believe the active involvement of the community within the educational process is critical to the development of lifelong learners who are equipped to become leaders in our changing world.
- We believe that a safe and supportive teaching and learning environment is imperative.
- We believe that a positive school culture of high expectations is key

**Leadership Values: The Habits**

1) Be Proactive	2) Begin with the End in Mind	3) Put 1st Things 1st	4) Think Win-Win
5) Seek 1st to Understand, Then to be Understood	6) Synergize	7) Sharpen the Saw	8) Find Your Voice

**ACCE Creed**

We are the Community of ACCE.  
 We are exceptional-not because we say it, but because we work hard at it.  
 We are dedicated, committed, and focused.  
 We choose to live honestly, nonviolently, and honorably.  
 We respect ourselves and, in doing so, respect all people.  
 We have a future for which we are accountable.  
 We have a responsibility to our community and world.  
 We believe in ourselves.

We believe in each other.  
We believe in ACCE.