School Improvement
MICIP - Continuous Improvement

Wayne-Westland
COMMUNITY SCHOOLS

School Improvement Plan
Comprehensive Needs Assessment
Program Evaluations
Continuous Data Analysis

Updated Data and Important Information 2022

[Adams NWEA Data 2021-22](#)

[WWCSD CNA - UPDATED April 2022](#)

School Name: Adams Middle School

School Address: 33475 Palmer Road Westland, MI 48186

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

Adams CNA Link

MTSS
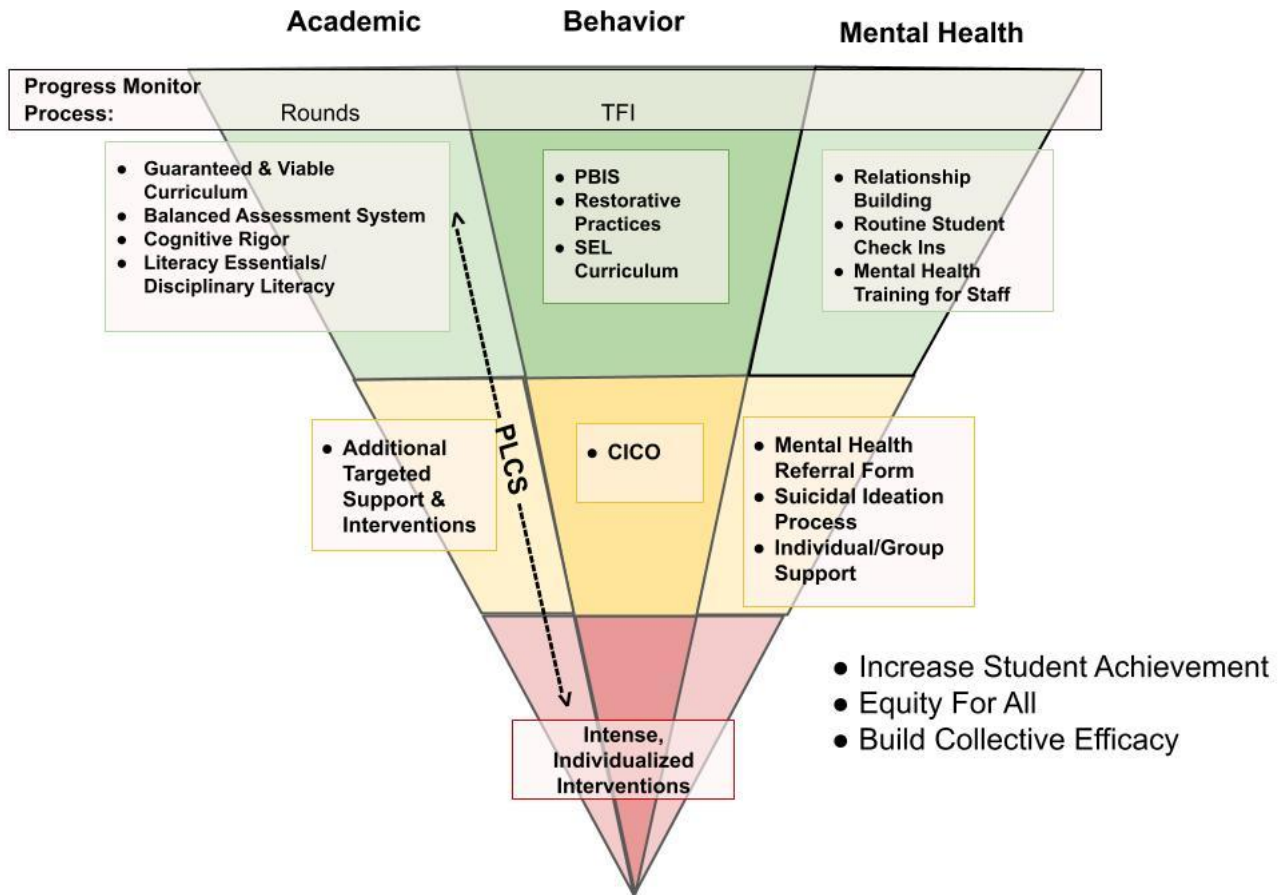
Initiative Inventory

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. MS Curriculum and Supplemental Resource Inventory

I. What is the connection to the district Framework? (MTSS Graphic)

Our curriculum and resources align with the district framework in the following ways:

- - We have a guaranteed and viable curriculum in all core content areas for students in grade 6-8 with the exception of 6th grade ELA. We are also in process of adopting a new science curriculum
  - The board adopted curriculum offers students an opportunity to engage in higher level cognitive tasks.
  - Staff have access to a variety of supplemental resources that allow us to strengthen tier one instruction and provide tier two academic interventions to provide targeted support that include but are not limited to IXL for all content areas, Reading Plus for 7th/8th grade ELA students and Math 180 for 7th and 8th grade students
  - We have a daily/weekly PBIS and SEL focus as well as utilize restorative practices to ensure tier one behavior instruction is in place - we have adopted Second Step and will launch this in the fall
  - Tier Two academic and behavioral supports are in place - we have the NEST (Needs Essential Support Time) led by our behavior specialist, an academic and behavioral support room, the ZAP (Zeros Aren't Permitted) room to provide a lunchtime workspace and foundations classes for ELA/Math
  - Care Solace Referrals are available for all students and families to support mental health needs
  - We partner with Westland Youth Assistance to provide life skills groups based on various SEL needs
2. What personnel are involved in the implementation?
   - Classroom teachers, special education teachers and ancillary staff implement the curriculum and tier 2 and 3 supports and interventions. The instructional coach provides teacher support for implementation. We are currently working on filling our vacant coach position
3. What is the expected outcome?
   - Student growth
   - Meet school and district goals
4. What evidence for outcomes are there thus far?

NWEA

Grade (Fall to Spring)	Reading				Math				Science			
	Number of Students w/ Proj	Number of Students That Met Proj	% of Students that Met Proj	Rating	Number of Students w/ Proj	Number of Students That Met Proj	% of Students that Met Proj	Rating	Number of Students w/ Proj	Number of Students That Met Proj	% of Students that Met Proj	Rating
6	147	50	34.01%	3	152	52	34.21%	3	162	87	53.70%	3
7	161	53	32.92%	3	160	81	50.63%	3	177	87	49.15%	3
8	150	61	40.67%	3	138	61	44.20%	3	151	71	47.02%	3

5. What is the financial commitment and source of funding?

- ○ The district funds the tier one curriculum resources and we pay for supplemental resources to provide tier 2 and 3 intervention with Title 1 funds.
6. What professional development exists including coaches and performance feedback?
    - ○ PD is often provided from the publishing company of the tier one curriculum. The administration, district and instructional coach provide additional PD for these resources as well as PD around the supplemental materials we purchase for tier 2 and 3 interventions and classroom instructional strategies.

Assess Needs - Literacy

Data Story #1

Data Sets

- **MIDDLE SCHOOL ELA**

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

A significantly large number of students are below proficiency in ELA. The following number of students met their projected goals from fall to spring.

6th Grade - 34.01% of students
7th Grade - 32.9% of students
8th Grade - 40.67% of students

Gap Analysis - Literacy

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

We are not performing at our desired state. We would like to see increased achievement year after year as we work towards achieving proficiency.

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?
   - When analyzing the data from fall 2021 to winter we have exceeded our school improvement plan goal of ensuring 50% students have met growth goals in 6th and 8th grade.

2. What learner needs are not being met?

   There are several learner needs not being met. According to the data, we still have over half our learners not meeting their growth projections.

3. What district programs, supports, and services are designated to meet student, classroom, and leadership growth?

   - The following are in place to meet all areas of growth at AMS:
     - MTSS restructuring
     - Instructional Coaches to help support staff growth
     - ELA Foundations course using Reading Plus is transitioning to ELA Builder class using System 44 for students performing at grade 3 or lower
     - Resource Room Support and FLEX room classes
     - Various after-school and summer academic support available
     - PD opportunities for staff development
     - IXL, Leveled Library, ZAP Room, Small Group Support and the NEST are specific to AMS

4. Are there any major challenges not being addressed by a service, program, or activity?
   - PD on how to provide effective classroom interventions is not part of the new curriculum training
   - We do not have a 6th grade ELA curriculum
   - Our current Foundation class structure is not meeting the needs of those students performing below proficiency prompting the restructuring of the class

5. Are learners at the greatest risk receiving prevention programs, services, and supports? If not, why?
   - We do have supports in place for at-risk students as outlined in answer three.

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.

- ❏ MIDDLE SCHOOL ELA
- ❏ Five Whys (make a copy of the document)
- ❏ Root Cause Analysis

Reference the District Data Story to answer the following questions. The last "why" will be the Root Cause of the District Data Story.
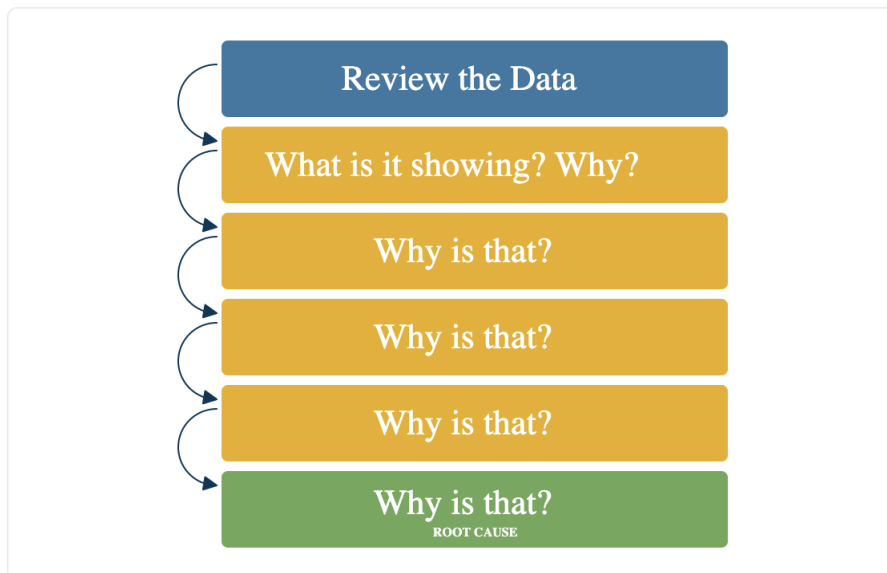
1) Explain why the above data story is in the state it currently is.

    Students are failing at high rates, making little progress towards achieving proficiency.

2) Looking at your response to the previous question, explain why that is.

    Students are entering middle school below proficiency, have various academic needs, performing at various academic levels making it difficult to meet the needs of all learners during our school day to close achievement gaps and increase proficiency with our current resources.

3) Looking at your response to the previous question, explain why that is.

This could possibly be a result of the lack of utilizing our adopted resources starting in elementary school with fidelity so that there is a continuum of learning from one grade level to the next. It could also be that the curriculum is not designed to meet the needs of our learners, not providing enough opportunity for us to meet the needs of learners in tier one instruction.

4) Looking at your response to the above question, explain why that is.

Teachers may feel that there are better resources available that they use resulting in inconsistency for learners that takes away the opportunity for all to access a guaranteed and viable curriculum. Teachers also do not know how to provide intervention/enrichment as part of tier one instruction.

5) Looking at your response to the previous question, explain why that is. (This represents the root cause)

Teachers have never had the proper training on how to provide interventions within tier 1 instruction and do not have the necessary resources ot do it effectively.

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. Define the results of your Root Cause Analysis in one sentence. This challenge statement describes the need, challenge, or opportunity for growth that the continuous improvement plan will address. You might consider using an "If..., then..." statement such as, "If we establish a shared equitable mindset and a coordinated systemic process to guide students toward higher-level learning opportunities, then student enrollment in Advanced Placement, CTE, or Dual-enrollment courses will increase, and postsecondary programs will reflect the district demographic make-up."

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.*

Challenge Statement -

If we are able to provide students with a viable curriculum and provide effective interventions within our tier 1 instruction daily and ensure teachers have proper PD to do this effectively, students will achieve at higher levels and show greater growth over the course of the year at Adams.

Plan - Literacy

Define Literacy (ELA) 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 engage in differentiated literacy activities, in order to improve ELA M-Step scores by 5% by 2022.

ELA Goal:

Our goal is to provide opportunities for students to engage in differentiated literacy activities daily in all content areas during tier one instruction in order to improve NWEA growth from fall 2022 to spring 2023. We expect 50% of all learners to meet their projected NWEA goal by spring of 2023, and MSTEP scores to increase 10 % by 2025.

ELA Targets:

- ❏ Quantitative Data
- ❏ Select which data from your story you would like to track.
    - ❏ How will the data change?   Increase in Value
    - ❏ __10___ % Change
    - ❏ Measure Due Date: _____2025_____
    - ❏ Measure Explanation (optional)
        - ❏ As noted above we will measure progress towards our ELA goal using both NWEA and MSTEP scores.

Assess Needs - Math

Data Story #2

Data Sets
Math Data Set
<u>Data Story Response:</u> (Summarize the story the data above is telling).

A significantly large number of students are below proficiency in Math. The following met their math growth goals.

6th Grade - 34.21% of students
7th Grade - 50.63% of students
8th Grade - 44.20% of students

<u>Gap Analysis</u>
Identify and List any gaps in **MATH** between your current reality and desired state.

We are not performing at our desired state. We would like to see increased achievement year after year as we work towards achieving proficiency.

<u>Reflect on the identified learning gaps and answer the following questions - MATH</u>

1. What strengths have been uncovered? What growth has been identified? What learner needs are not being met?

    7th Grade math students have met our goal. Over 50% of our learners have met their projected proficiency. This is an increase of 5% from winter to spring.

2. What district programs, supports, and services are designated to meet student, classroom, and leadership growth?

    a. The following are in place to meet all areas of growth at AMS:
        - MTSS restructure (Math 180 for all learners in the fall)
        - Instructional Coaches to help support staff growth
        - Math Foundations course being changed to a Builder class using math 180 for those performing at grade 3 level or lower
        - Resource Room Support and FLEX room classes
        - Various after-school and summer academic support available
        - PD opportunities for staff development
        - IXL, Xtra Math, Khan Academy, ZAP Room, Small Group Support and the NEST are specific to AMS

3. Are there any major challenges not being addressed by a service, program, or activity?

- PD on how to provide effective classroom interventions is not part of the new curriculum training
- We have attendance issues that need to be addressed
- Our Foundations classes are not working the way they are supposed to using the current structure

4. Are learners at the greatest risk receiving prevention programs, services, and supports? If not, why?

- We do have supports in place for at-risk students as outlined in answer three.

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.

- ❏ The data we explored can be found in our CNA
- ❏ Five Whys (make a copy of the document)
- ❏ Root Cause Analysis

Reference the District Data Story to answer the following questions. The last "why" will be the Root Cause of the District Data Story.
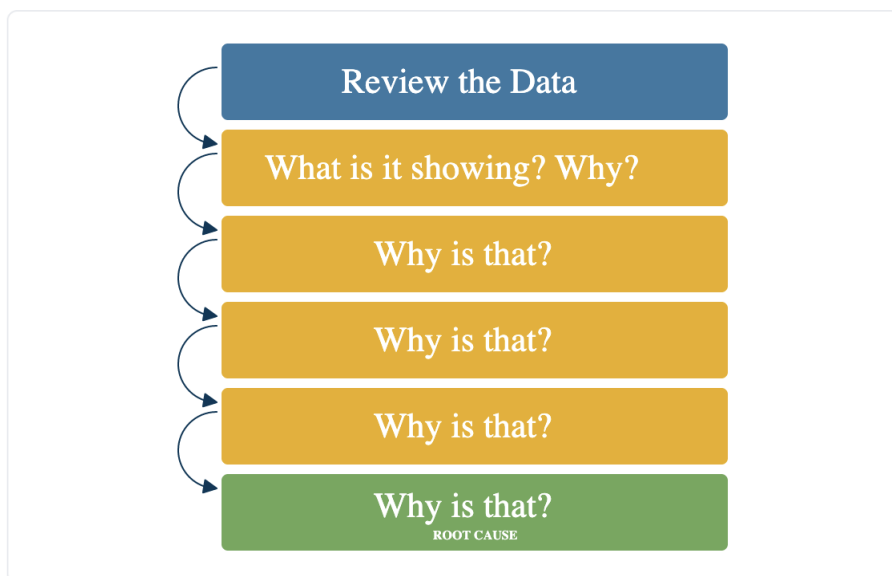
1) Explain why the above data story is in the state it currently is.
   Students are making minimal progress in math across all grade levels.

2) Looking at your response to the previous question, explain why that is.
   Students are entering middle school below proficiency, have various academic needs, performing at various academic levels making it difficult to meet the needs of all learners during our school day to close achievement gaps and increase proficiency with our current resources.

3) Looking at your response to the previous question, explain why that is.
   This could possibly be a result of the lack of utilizing our adopted resources starting in elementary school with fidelity so that there is a continuum of learning from one grade level to the next. It could also be that the curriculum is not designed to meet the needs of our learners, not providing enough opportunity for us to meet the needs of learners in tier one instruction.

4) Looking at your response to the above question, explain why that is.
   Teachers may feel that there are better resources available that they use resulting in inconsistency for learners that takes away the opportunity for all to access a guaranteed and viable curriculum. Teachers also do not know how to provide intervention/enrichment as part of tier one instruction.

5) Looking at your response to the previous question, explain why that is. (This represents the root cause)

Teachers have not had the proper training on how to provide interventions within tier 1 instruction and do not have the necessary resources to do it effectively within a 58 minute period..

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

If we are able to provide students with a viable curriculum and provide effective interventions within our tier 1 instruction daily and ensure teachers have proper PD to do this effectively, students will achieve at higher levels and show greater growth over the course of the year at Adams.

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.

Example: _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 provide opportunities for students to engage in differentiated math activities daily during tier one instruction in order to improve NWEA growth from fall 2022 to spring 2023. We expect 50% of all learners to meet their projected NWEA goal by spring of 2023, and MSTEP scores to increase 10 % by 2025.

Math Targets:
- ❏ Quantitative Data
    - ❏ Select which data from your story you would like to track.
    - ❏ How will the data change? ==Increase in Value==   Decrease in Value
    - ❏ __10___ % Change
    - ❏ Measure Due Date:
        - ❏ As noted above we will measure progress towards our ELA goal using both NWEA and MSTEP scores.

Assess Needs - Behavior

Data Story #3

Data Sets

- The data we have analyzed is our discipline data in Educlimber

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

Our top five incidents this year were:

1. Out of Assigned Area (222)
2. Aggressive Behavior (148)
3. Fights (138)
4. Disruptive to learning environment (116)
5. Refusal to comply (72)

March and May were the months with the most incidents. The majority of incidents occured in the afternoon and over half of all incidents were in the classrooms (684 of 1,144 incidents).

Risk Ratio:

Multi Ethnic	African American	Caucasian	Native American	Hispanic	Middle East	Asian
1.4 to 1	**1 to 1**	**0.8 to 1**	**0.8 to 1**	**0.7 to 1**	**0.6 to 1**	**0.3 to 1**
18 / 33 Students	126 / 316 Students	107 / 327 Students	4 / 12 Students	16 / 60 Students	2 / 9 Students	1 / 9 Students

Gap Analysis
Identify and List any gaps in **Behavior** between your current reality and desired state.

Reflect on the identified learning gaps and answer the following questions - Behavior

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?

Our risk-ratio calculation shows that multi-ethnic students are at a 50% higher risk. With over 1,000 referrals, we are not meeting the social-emotional needs of our learners.

2. What district programs, supports, and services are designated to meet student, classroom, and leadership growth?
   PBIS, Second Step, Counseling, Social Work, Youth Assistance, NEST

3. Are there any major challenges not being addressed by a service, program, or activity?

   We no longer offer training and our SRO, behavior coordinator and teachers need additional training in restorative practices and in some cases classroom management.

   Second Step is an SEL program. It however is not being implemented with fidelity and we are limited as to how much time we can require it.

4. Are learners at the greatest risk receiving prevention programs, services, and supports? If not, why?

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.

❏ [LINK TO DATA YOU WILL EXPLORE]
❏ Five Whys (make a copy of the document)
❏ Root Cause Analysis

Reference the District Data Story to answer the following questions. The last "why" will be the Root Cause of the District Data Story.
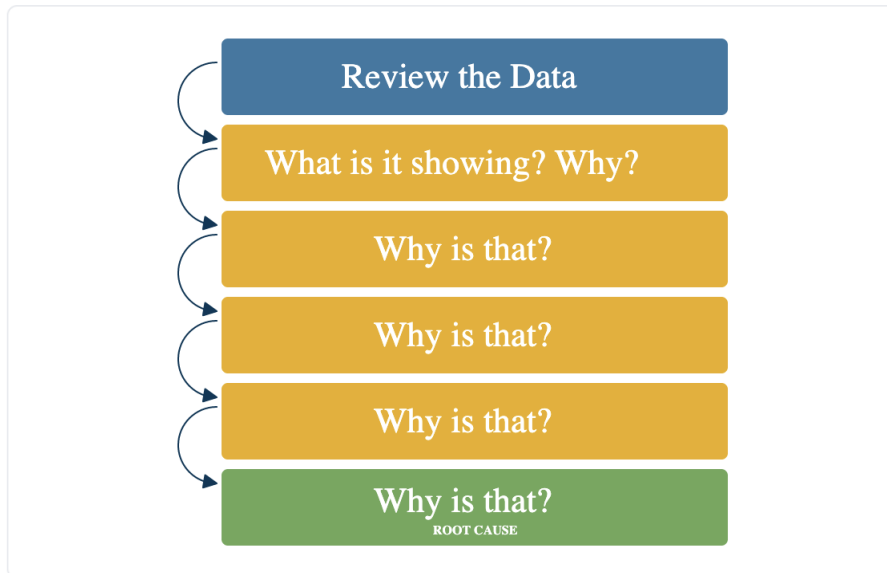
1) Explain why the above data story is in the state it currently is.

This year is the first full year back to in-person school since the COVID-19 pandemic and students are re-learning school expectations and how to behave in a social setting. We lack the time, training and resources to fully support the social-emotional needs of students.

2) Looking at your response to the previous question, explain why that is.

Not all staff have been trained properly and we don't have enough human resources to handle the large volume of unexpected behaviors that have developed this year. The amount of referrals we have on a daily basis is hard to manage while focusing on instruction and academics.

3) Looking at your response to the previous question, explain why that is.

Many teachers do an excellent job of following the staff vs office flowchart as well as the NEST procedures, but some skip intervention steps and automatically write a referral.

4) Looking at your response to the above question, explain why that is.

5) Looking at your response to the previous question, explain why that is. (This represents the root cause)

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.

<u>Create a Challenge Statement</u>

If we can provide all staff with restorative practice or PBIS training and add additional support personnel to our staff, then we will see a decrease in behaviors as well as free up academic time that is often spent managing behaviors.

Plan - Behavior

Define Behavior 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.*

Behavior Goal:

During the course of the 2022/2023 school year, Adams will work to ensure that our suspension data is not disproportionate by race and the amount of referrals decreases by 10%. This data will be analyzed monthly.

Define Evaluation Impact Measures for your Behavior Goal:

Behavior Targets:

- ❏ **Quantitative Data**
  - ❏ Select which data from your story you would like to track.
  - ❏ How will the data change?   Increase in Value   <mark>Decrease in Value</mark>
  - ❏ _____ % Change
  - ❏ Measure Due Date:
    - ❏ We will monitor this monthly and revise and revise our goal based on PBIS data collected.