



MICIP Collaboration and Planning Guide

School Improvement

MICIP - Continuous Improvement



School Improvement Plan
Comprehensive Needs Assessment
Program Evaluations
Continuous Data Analysis



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Updated Data and Important Information 2022

[Franklin NWEA Data 2021-22](#)

[WWCSD CNA - UPDATED April 2022](#)



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School Name: Franklin Middle School

School Address: 33555 Annapolis

Wayne, MI 48184

School Improvement Team Members and Role	
Kente Rosser Dr. Mary Jenkins-Williams	Principal Assistant Principal
Amy Smith	Math Department Chair
Jacqueline St. Antoine	Special Education Teacher
Jennifer Williams	Instructional Coach
Michelle Tackett	ELA Department Chair
Jason Windes	Social Studies Department Chair
Sarah Tyler	Science Department Chair
Sharon Kerr	Special Education Department Chair
Patricia Ringe	6th grade Content Leader
Scott Cabble	Physical Education Department Chair
Samuel Millett	Fine Arts Department Chair
Danielle Nosakowski	Practical Arts Department Chair

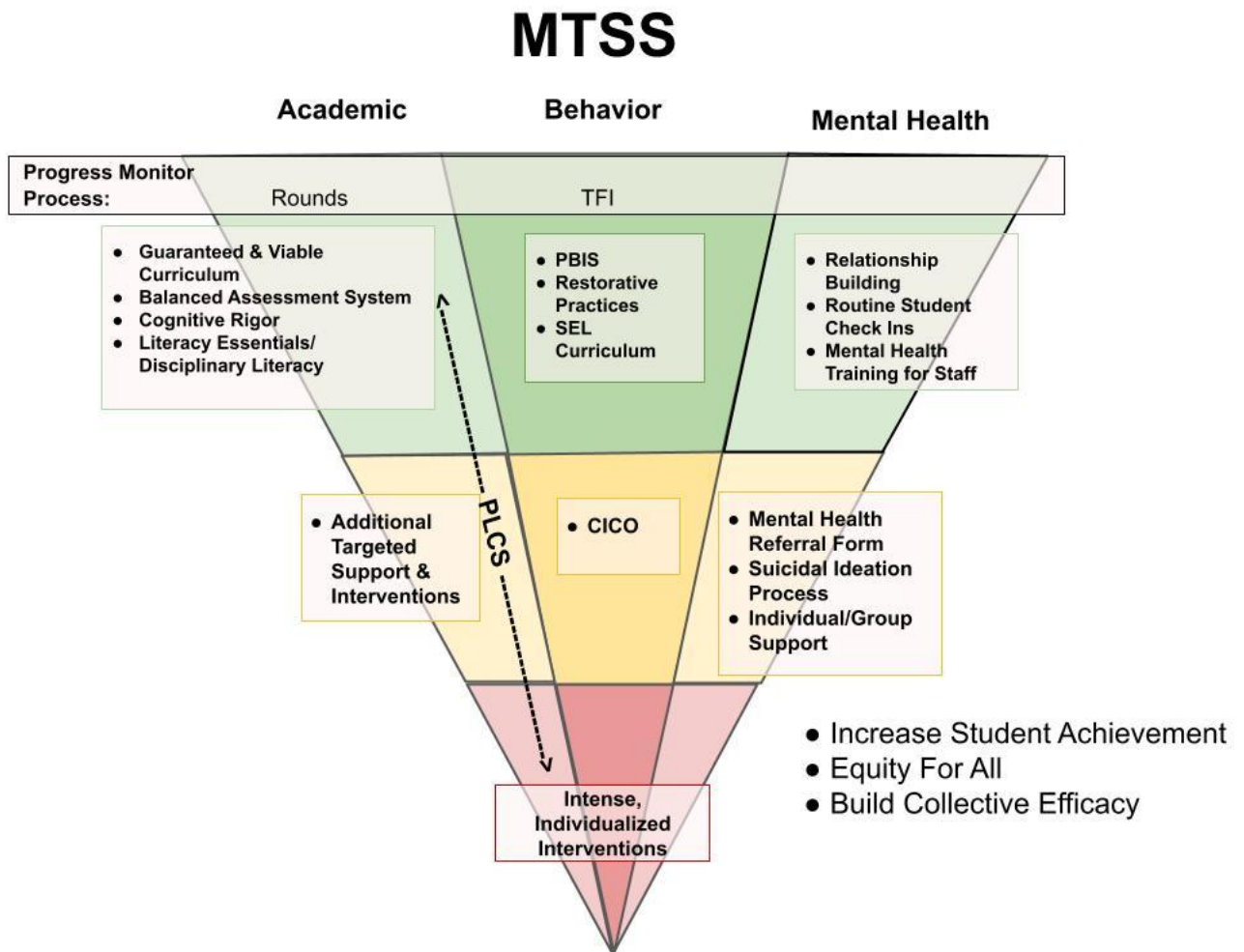
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Laurie Alexie

Counseling Department Chair

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

[LINK TO CNA](#)





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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. [List of Initiatives](#)

1. What is the connection to the district Framework? ([MTSS Graphic](#))
2. What personnel are involved in the implementation?
3. What is the expected outcome?
4. What evidence for outcomes are there thus far?
5. What is the financial commitment and source of funding?
6. What professional development exists including coaches and performance feedback?

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Data Story #1

Data Sets

Assess Needs - Literacy

ELA	Fall Percentile	Winter Percentile	Conditional Growth Percentile	Percent of students meeting growth goals	# tested
6th	4	2	7	44	163
7th	5	4	7	39	170
8th	5	6	55	48	189

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

The data story is telling us that there is a significant decrease in the percentage of 7th grade students that met their projected growth. In comparison to the percentage of 6th grade students and 8th grade students, our 7th grade performance lags by at least 20%. Our 8th grade performance does improve from 24% of the students tested meeting their growth projections to 47%. This is a significant increase. However, this is still lower than the overall expected growth.

Gap Analysis - Literacy

Identify and list any gaps found in literacy (ELA) data between your current reality and desired state. According to our NWEA scores, a portion of our middle school students are not reading on grade level. Their abilities vary from being one grade level- one grade level behind- multiple grade levels behind.

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

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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? We have identified our ability to overcome challenges and obstacles that were presented by the pandemic. Testing students in a remote environment was not ideal. However, it was a major accomplishment to facilitate Fall and Winter NWEA Exams in a remote environment.
2. What learner needs are not being met? We are currently failing to meet the learning needs of our diverse population. Our African American students are performing at a significantly lower rate than their Caucasian peers.
3. What district programs, supports, and services are designated to meet student, classroom, and leadership growth? We have an ELA Foundation course that is designed to address the needs of students who are one or more grade levels behind in regards to reading ability. Next year, we are planning to implement at least one section of a Student Leadership Course. This course is designed to address the needs of students who are identified as being "at risk" with the hopes of building their leadership skills and making them an overall better and more well-rounded student.
4. Are there any major challenges not being addressed by a service, program, or activity? We are currently not adequately servicing the needs of our African American students, in regards to academic achievement.
5. Are learners at the greatest risk receiving prevention programs, services, and supports? If not, why? Yes, our learners who are identified as being "most in need of services" are receiving the interventions and services that are designed to support and remediate their academic needs. Students are placed into the Foundation Courses/ Supplemental Courses, based on a specified criteria.

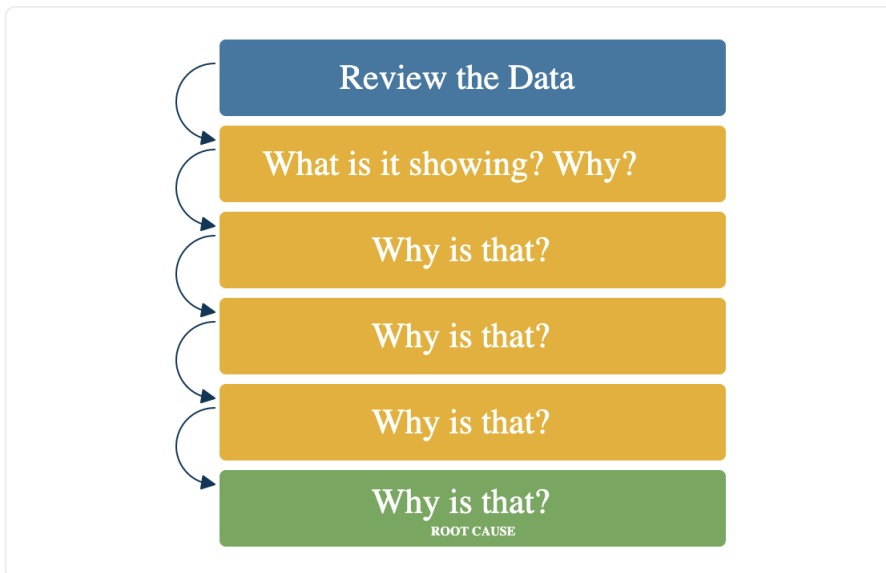
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Analyze the Root Cause - Literacy

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.

- [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.

The data shows that students have failed to meet their expected growth target for ELA. It also shows a significant gap between the performance of our African American students in comparison to our Caucasian students. The impact of being in a virtual environment for several consecutive months has had an adverse effect on our students' performance.

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

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Perhaps there needs to be more emphasis placed on the curricular materials that are incorporated into the subject area. In order to meet the needs of our diverse learners, the curriculum should reflect their interest. Additionally, teaching strategies that are used in our classes should incorporate aspects that appeal to the social and emotional needs of our learners. Incorporating frequent reviews of the data will allow our teachers to make the necessary adjustments to meet the needs of our students. Looking forward to next school year, we will be in a position to better address the needs of our students, as they will be face to face, and not in a virtual setting.

- 3) Looking at your response to the previous question, explain why that is. The current needs of our diverse learners are not adequately being met within the curricular materials. Additionally, adding specific electives that will address the needs of our learners such as Journalism, Mythology, and a Leadership Class will assist us with adding a variety of supplemental subjects that can benefit our student's success. Lastly, being in a face to face environment will allow us to assess and address the learning needs of our students.

- 4) Looking at your response to the above question, explain why that is. The remote/hybrid environment has had an adverse impact on our students' performance. Not focusing on literacy in ALL classes has also adversely impacted our students' performance.

- 5) Looking at your response to the previous question, explain why that is. By focusing on reading strategies in ALL subject areas and adding diverse selections to our curriculum, we will be in a position to address the needs of our learners. Lack of these materials has had an impact on the performance of our students. Additionally, being in a remote environment for a significant portion of the school year has impacted our overall performance.

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



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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.”

Challenge Statement - Literacy: Franklin Middle School needs to focus on literacy integration in ALL subject areas. The reading of informational text should be incorporated in ALL subjects. Enhancing the electives that are offered through ELA will increase our students’ opportunities to gain exposure to diverse reading selections. Funds and resources should be allocated to supporting these goals.

Plan - Literacy

ELA Goal:

To involve all departments in reading informational and narrative texts, on a weekly basis, to improve the literacy rates of our students on the Winter NWEA of the 2021/2022 school year so the percentage of students meeting/exceeding their goals increases so that at least 51% of the students will meet their growth target. Additionally, we will see at least 5% growth on the M-Step, in regards to the percentage of students that are proficient. The gap in performance between our African American Students and our Caucasian students will decrease by at least 10%.

ELA Targets:



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- Quantitative Data**
- Select which data from your story you would like to track.
 - We will track the NWEA Data and the M-Step Data - 0 The Data Will Increase in Value as the student performance improves.
 - 5% increase for M-Step and we will reach a level of 51% of students meeting/exceeding their NWEA Goals.
 - Measure Due Date: _____ Winter of the 2021/2022 school year for NWEA and Spring of the 2021/2022 school year for the M-Step increase.
 - Measure Explanation (optional)

Assess Needs - Math

Data Story #2

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Data Sets

Math	Fall Percentile	Winter Percentile	Conditional Growth Percentile	Percent of students meeting growth goals	# tested
6th	1	1	74	54	165
7th	3	3	29	42	181
8th	3	4	83	56	154

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

The data is indicating there is a significant decrease in CGI in the 7th grade. The CGI does increase by almost 1 point from 7th to 8th grade. However, it does not increase enough to be under the -1.0 mark.

The data also indicates the largest percentage of students meeting their projection is in 6th grade with 43%. 8th grade students follow closely behind with 41% of students meeting their projections.

Gap Analysis

Identify and List any gaps in **MATH** between your current reality and desired state.

Many of our 6th - 8th grade students are 1 or more years behind in their math skills. We have a large portion of our students that are at the 4th-5th grade level. It is our desire to have all students below grade level move to a grade and a half closer to grade level by the end of year.

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

The following questions can be helpful in guiding your team's discussions around the data and goals you will set.

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

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2. What district programs, supports, and services are designated to meet student, classroom, and leadership growth?
 - Math Foundations
 - After school programs such as STEM and Bright Futures
3. Are there any major challenges not being addressed by a service, program, or activity?
 - One challenge we have in math is that students who have difficulty with reading and comprehension, have difficulty solving word problems. Often, services and programs are geared toward the basics of how to solve problems and increasing skills, but we don't focus on reading and interpreting word problems.
4. Are learners at the greatest risk receiving prevention programs, services, and supports? If not, why?

Students enrolled in the math Foundations class are those students who have tested in the lowest RIT score range. These students are targeted to take the class in hopes of increasing their math computation skills which will not only help them in their core math classes, but will also help them achieve higher RIT scores.

Although all students are offered the opportunity to attend after school programs, those students who are struggling in their core math class are encouraged to attend after school to get one-on one / small group help.

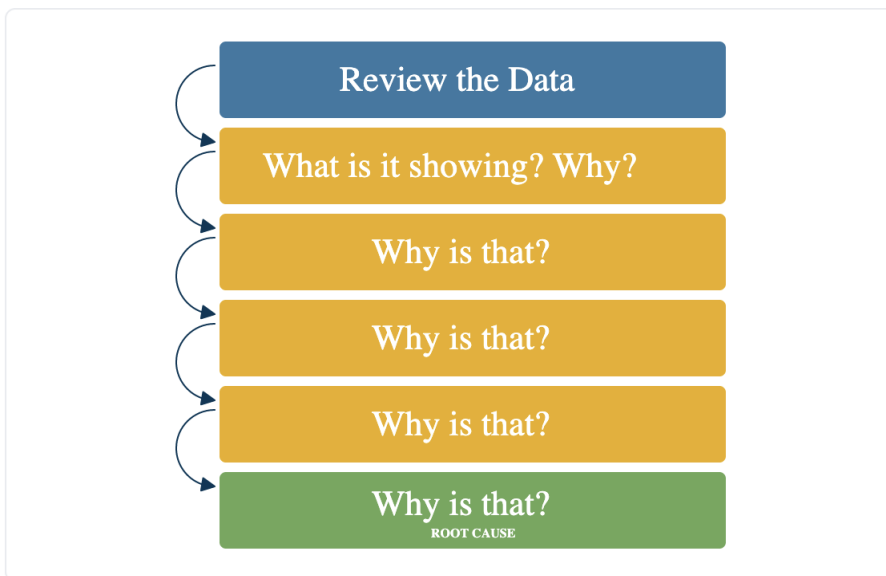
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Analyze the Root Cause

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.
The data story is in its current state due to an inconsistent teaching school year and inconsistent testing situations.
- 2) Looking at your response to the previous question, explain why that is.
The first part of this school year students were learning from home due to COVID. Learning from home meant that each student had a different learning environment / situation. This also meant that students had to test from their homes.

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- 3) Looking at your response to the previous question, explain why that is. Students' learning situations were dependent on space in their homes, parent involvement, and students' taking responsibility for their own learning. Students testing from home meant that teachers were unable to verify the validity of their testing situation.

- 4) Looking at your response to the above question, explain why that is. Not all families had the means to purchase desks for their child/children. Not all students lived in a home with adequate space for students to have a quiet learning area or stable internet access. Not all students had parents at home to make sure they were online during scheduled class times or parents who check on their online progress.

Students testing had the ability to use calculators, online resources, phones (apps), and other students or adults to assist them on the test without teachers being able to know.

- 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.

Create a Challenge Statement

If our students were provided an adequate learning space with the proper motivation from parents and within themselves, then students would be more focused on their academics and would be more successful on their assessments.

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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 6th and 7th grade students opportunities to work in smaller groups in order to improve their Math M-Step scores by 5% by 2022.

Our goal is to provide 8th grade students opportunities to work in smaller groups in order to improve their Math PSAT scores by 5% by 2022.

Our goal is to provide 6th - 8th grade students opportunities to work in smaller groups in order to show 100% observed growth on the NWEA from fall to spring by 2022.

Define Evaluation Impact Measures for your MATH Goal:

Math Targets:

Quantitative Data

- Select which data from your story you would like to track.
 - % of students who Met or Exceeded the Projection on NWEA
- How will the data change? 0 Increase in Value 0 Decrease in Value
 - The data will increase in value
- 5 % Change
- Measure Due Date:
 - June 2022

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Assess Needs - Behavior

Data Story #3

Data Sets

PRIL 24, 2020

FRANKLIN MS PBIS

Data Snapshots Sep 2019- Mar 2020 vs Sep 2018- Mar 2019	ODRS 2019-2020: 638 2018-2019: 1,015	SUSPENSIONS 2019-2020 313 2018-2019: 366	2019-2020 1,573 total visits to the HRC
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	Number of Students Enrolled	Total ODR's	Total Suspensions	ODR's per Student	Suspensions per Student
2018 - 2019	763	1,015	366	1.33	.5
2019 - 2020	766	638	313	.83	.41
2020 - 2021	625				

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

Because of the unusual nature of this school year, the data on suspensions and office discipline referrals is inconclusive. However, during last school year, we reduced our



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ODR's by 37% from the previous year and our suspensions by 14% from the previous year.

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 PBIS program went from 2-3 people in 2018-2019 to 13 people in 2020-2021.
 - Office Discipline Referrals went down 37% from September 2018 - March 2019 to September 2019 - March 2020. Suspensions went down 14% in this same period.
 - No structured MTSS program existed this year. Tier II behavior supports were not offered in a systematic way.
2. What district programs, supports, and services are designated to meet student, classroom, and leadership growth?
 - a. Sports and extracurricular activities such as drama club, student council, STEM club, and NJHS allow students to form supportive relationships inside and outside of school
 - b. PBIS teaches kids behavior expectations and helps teachers with strategies to reinforce the expectations.
 - c. Our Hornet Responsibility Center gives students a place to go when they become dysregulated so they can focus on self-regulation and correcting their behavior.
3. Are there any major challenges not being addressed by a service, program, or activity?
 - a. Support for students with behavioral challenges was not offered in a structured way this year.

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- b. A program to encourage regular school attendance was not offered this year.
 - c. A method for screening students for mental health issues and connecting them with supportive services in the school and community does not exist.
4. Are learners at the greatest risk receiving prevention programs, services, and supports? If not, why?
- a. Support for students with behavioral challenges was not offered in a structured way this year.
 - b. A program to encourage regular school attendance was not offered this year.

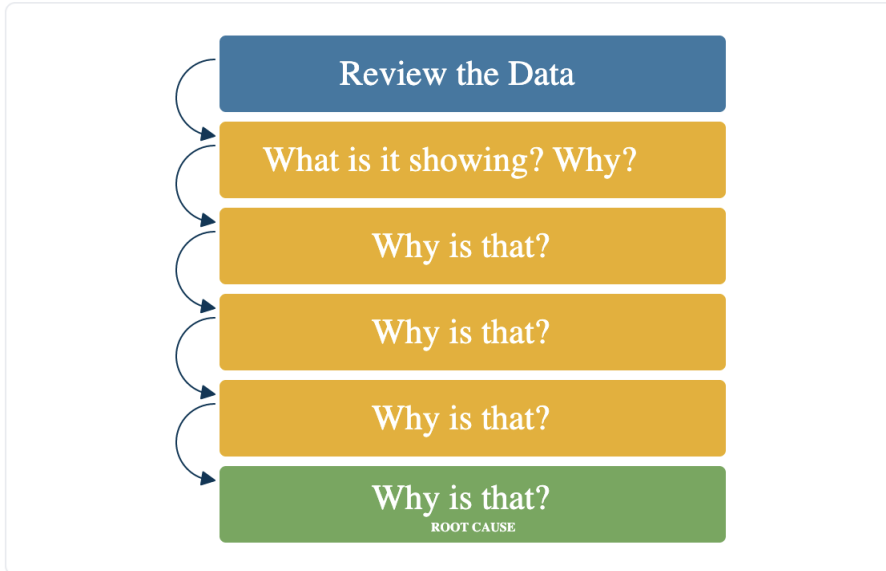
Analyze the Root Cause

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

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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. Currently do not have any behavioral data from this year to do this with.
- 2) Looking at your response to the previous question, explain why that is.
- 3) Looking at your response to the previous question, explain why that is.
- 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.

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Create a Challenge Statement

If we continue to support teachers with PBIS classroom strategies and develop a system to support students with behavioral or attendance issues, then we will see a decrease in ODR's and suspensions from September 2019 - March 2020 to September 2021 - March 2022.

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.

***Example:** 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:

- We will create a system to support teachers in their use of PBIS classroom strategies that will include ongoing observations and coaching.
- We will create a system that offers support for students with behavioral and attendance challenges.
- These steps will lead to a decrease of .5 ODR's and .1 suspensions per student from September 2019 - March 2020 to September 2021 - March 2022.

Define Evaluation Impact Measures for your Behavior Goal:

Behavior Targets:

Quantitative Data

- Select which data from your story you would like to track.
 - Suspensions and ODR's per student
- How will the data change?
 - Decrease by .1 (suspensions) and .5 (ODR's)
- Measure Due Date:
 - March 2022