



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

[Stevenson NWEA Data 2021-22](#)

[WWCSD CNA - UPDATED April 2022](#)



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School Name: [Stevenson Middle School](#)

School Address: [38501 Palmer Road Westland, MI 48186](#)

School Improvement Team Members and Role	
Kim Doman	Principal
Annie Phillips	Assistant Principal
Stacey Barnard	Co-lead
Diane Fournier	Co-lead
Mandy Oberski	Team member
Angela Davis	Team member
Elizabeth Carlson	Team member
Ashley McDonald	Team member

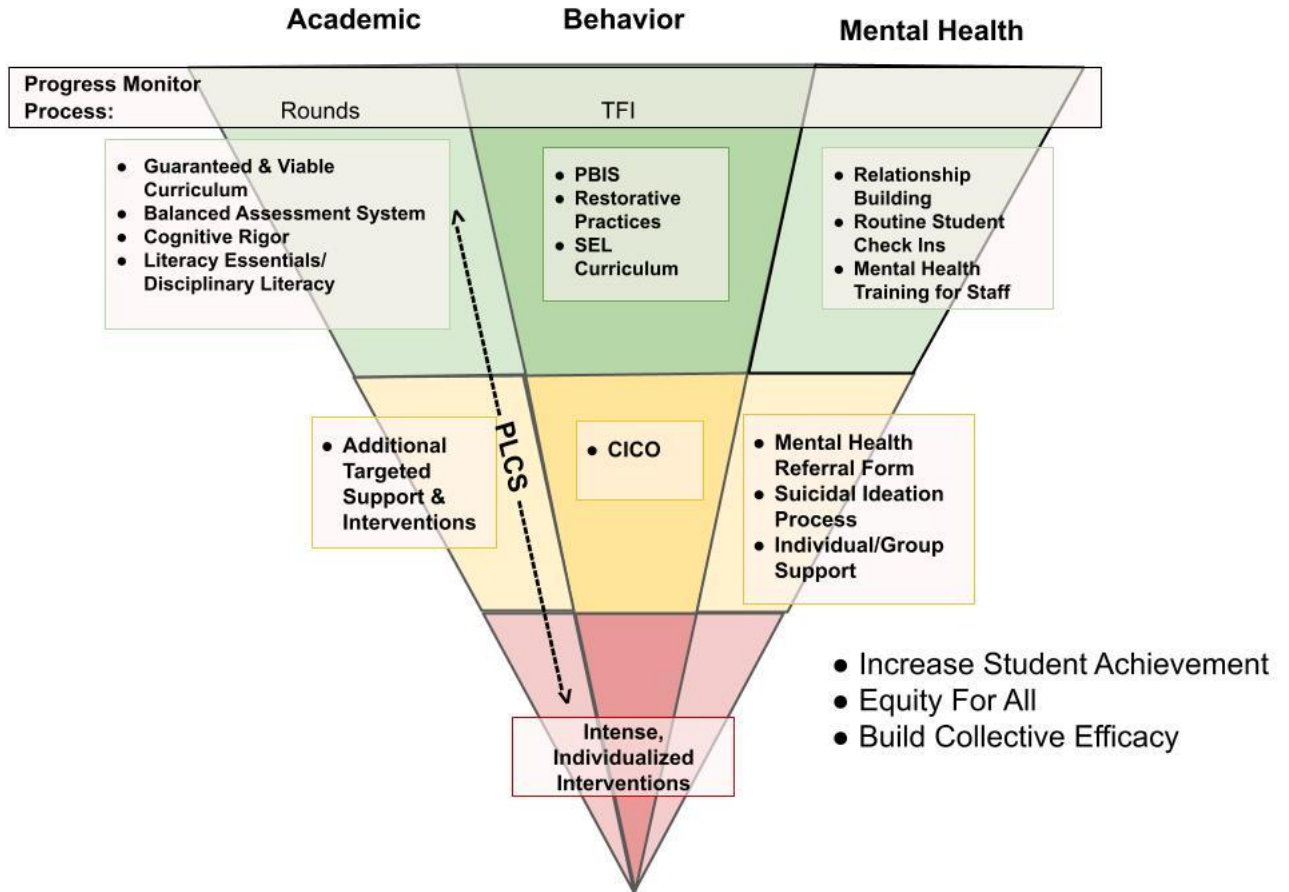
The School Improvement Process is guided by our commitment to a Multi-Tiered System of Supports, and our MTSS Framework.

[LINK TO 2020-2021 STEVENSON CNA](#)

This needs to have the updated link

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MTSS





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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.

PBIS, Reading Apprenticeship, Foundations classes, Behavior coordinator, Instructional Coach, After school tutoring, Mentoring

1. What is the connection to the district Framework? ([MTSS Graphic](#))
2. What personnel are involved in the implementation? **Stevenson Staff**
3. What is the expected outcome? **Reduction in suspensions; improvement in the areas of Reading and Mathematics**
4. What evidence for outcomes are there thus far? **Test scores improved in some areas, or did not drop significantly in other areas. Behavior data is impacted by difficulties students are having adjusting to returning to learning in person full time.**
5. What is the financial commitment and source of funding? **31A, Title funding, General**
6. What professional development exists including coaches and performance feedback? **The Instructional Coach arranges or provides professional development in needed areas. She also facilitates implementation and follows up with feedback in those areas. PBIS and School Improvement Teams collect and monitor data in other areas, including behavior. Some professional development is the result of monitoring this data.**

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Assess Needs - Literacy

Data Story #1

Data Sets Standardized test scores

[SMS MATH/ELA NWEA Data](#)

[2021 - 2022 NWEA Reading Scores](#)

[NWEA Student Growth Summary](#)

- [How to interpret Student Growth Summary report](#) - Screenshots from the info on NWEA's site.

[RIT SCORE NORMS GUIDE](#)

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

Achievement in all grade levels went down from Fall to Winter on the NWEA. The average percentile is lower than expected in each grade level. There is a very small range in the average reading score--the reading score increases should be greater as students level up one grade. Sixth graders showed increases in achievement, while 7th and 8th graders showed a slight decrease in the Winter Reading scores. A number of students moved from 61st-80th percentile into the 41st-60th percentile from Fall to Winter. There is not a significant difference between the percentage of students in each percentile when comparing Non-Economically Disadvantaged students to Economically Disadvantaged students.

Gap Analysis - Literacy

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

Our goal is to move our partially proficient students up to the proficient level, and also improve our non proficient students' foundational skills for ELA.

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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?
A high number of students completed both tests. The 6th grade cohort improved their Fall to Winter scores, while the 7th and 8th grade scores dropped a small percentage in Winter testing.
2. What learner needs are not being met?
We should see more growth in math and reading on student standardized test scores.
3. What district programs, supports, and services are designated to meet student, classroom, and leadership growth?
PBIS, Reading Apprenticeship, Foundations classes, Instructional Coach, academic support programs (i.e. IXL, Reading Plus, Edpuzzle, Flocabulary, Pear Deck, Achieve 3000- Actively Learn, Gizmos).
4. Are there any major challenges not being addressed by a service, program, or activity? Other than Foundations classes offered to 7th and 8th grade students, there are no intervention programs in place to move the students who are on the "bubble" to proficiency. For example, Intervention Specialists being reintroduced at the building level for incoming 6th graders, as well as 7th and 8th graders. Additionally, 6th grade does not have a district-adopted ELA curriculum.
5. Are learners at the greatest risk receiving prevention programs, services, and supports? If not, why? Students are assigned to Foundations classes based on their NWEA test scores. For 6th grade students, teachers pull small groups to get additional assistance. IXL is a support that is being used as an intervention.

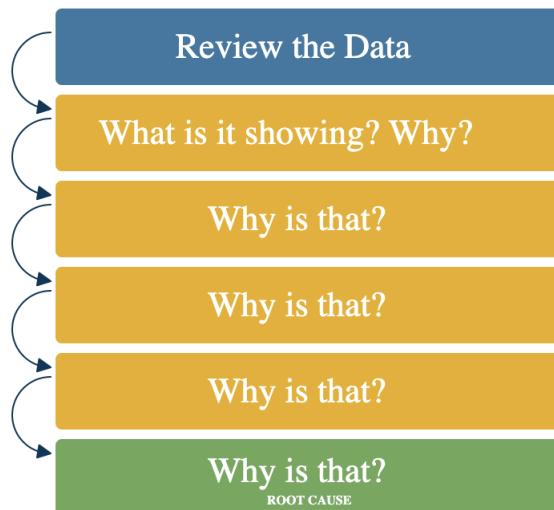
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Analyze the Root Cause - Literacy

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.

- ☐ SMS Data - 2021-2022 Test Scores (below)
- ☐ [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.



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2021 - 2022 NWEA Data

NWEA	Avg Winter 21-22 Reading RIT	81st - 99th percentile	61st - 80th percentile	41st - 60th percentile	21st - 40th percentile	1st - 20th percentile
All	206	9%	19%	19%	23%	31%
Grade 6	207	10%	15%	26%	26%	23%
Grade 7	206	8%	15%	20%	19%	38%
Grade 8	209	7%	15%	21%	17%	40%
African American	202	4%	8%	20%	22%	46%
Caucasian	209	9%	18%	23%	20%	30%
Hispanic	210	5%	12%	28%	28%	28%
Multi Ethnic	211	21%	15%	12%	18%	35%
Non-Econ Dis	210	10%	16%	23%	20%	31%
Econ Dis	205	6%	14%	22%	21%	37%
Non Spec Ed	212	10%	17%	25%	22%	26%
Spec Ed	187	1%	3%	8%	14%	74%

248 students out of 557 met their growth goal for Reading (45%).

1) **Explain why the above data story is in the state it currently is.**

Teachers must continue to move on in the curriculum before all of the students have mastered the skills. (We accelerate, not remediate.)

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

Some of our students DO need to accelerate and move on. We move ALL of our students on with them.

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

There is no time for interventions.

In addition, there are no:

- Systems
- Programs
- People
- Resources

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Additionally, we do not have many students who are independently motivated to work on their own while other students in the classroom are provided with interventions.

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

Reasons for lack of time for interventions:

- Structure of the day
- Curriculum expectations vs. student needs
- No intervention specialist positions

Reasons there are not many students who are independently motivated to work on their own:

- a) Students lack stamina
- b) Students lack academic skills
- c) Students lack social/"school" skills
- d) Students struggle with behavior

Reflection: What did you discover about the data? What next steps might you recommend?

Once adopted, it is important that we implement the 6th grade ELA curriculum. It is recommended that we keep the IXL subscription, as it is a worthwhile tool for enrichment.

In order to assist students and combat cognitive fatigue that can contribute to lower test scores, we should restructure the NWEA testing format. The testing team will be responsible for the restructure, which will involve changing the time of the test so all students will be taking the test in the morning, by 8 am. Students will test in a more structured setting as well; instead of testing with the teacher they have for that content area, they'll test with an assigned teacher in a different room. These changes will take place for the Winter and Spring testing, and effectiveness will be measured by NWEA scores and student growth.

For the 2022/23 school year, there will be an initiative for a school-wide literacy skill focus. Pre- and post-assessment will be provided to all teachers, to be implemented each quarter/card marking. It is expected that the whole staff will bear

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responsibility for carrying out the program in their classrooms. The Instructional Coach and Department Heads will be responsible for creating content and pushing out to the staff. In addition, the Reading Apprenticeship Cohort can provide assistance. This school-wide reading initiative will be driven by student choice for March (Reading month).

It is also recommended that Stevenson add an Intervention Specialist position to the building, to provide intervention materials and instruction at a variety of levels.

Plan - Literacy

Define Literacy (ELA) Goal

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. Our goal is to see more than 45% of our students meet their NWEA growth goal in Reading.

ELA Goal:

Define Evaluation Impact Measures for ELA Goal

The goal of Wayne Westland Community Schools is to increase proficiency in ELA by at least 5 percentage points on M-STEP and PSAT/SAT 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 0 Decrease in Value
 - ☐ 5 % Change
 - ☐ Measure Due Date: Spring 2025
 - ☐ Measure Explanation (optional)

Assess Needs - Math

Data Story #2

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Data Sets

- Standardized test scores

SMS NWEA DATA MATH/ELA

2021 - 2022 Math NWEA Scores

NWEA Student Growth Summary

- [How to interpret Student Growth Summary report](#) - Screenshots from the info on NWEA's site.

RIT SCORE NORMS

Data Story Response: (Summarize the story the data above is telling). A high number of students completed both tests. The 6th grade cohort improved their Fall to Winter scores, while the 7th and 8th grade scores dropped a small percentage in Winter testing. According to the data, our students are not proficient in answering NWEA test questions dealing with fractions and multiplication/division facts. It is important that our students have a strong foundation of basic math skills to be successful in future grades.

Gap Analysis

Identify and List any gaps in **MATH** between your current reality and desired state. Our students struggle with basic addition, subtraction, multiplication and division skills which affects their proficiency on the NWEA test when they reach middle school. Building on those missing skills with classes like Foundations will allow our students to make gains on the NWEA test.

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?

A strength is that the 6th grade cohort improved from the Fall to Winter. According to the average RIT scores all grades did improve by about 2 points from fall 21/22 to winter 21/22. However their starting RIT Scores in the fall are several grade levels behind.

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Although students below grade level made gains, they are still several grade levels behind. Students who are scoring in the above average range may not be as likely to show growth because they aren't being taught higher level math.

2. What district programs, supports, and services are designated to meet student, classroom, and leadership growth? Math Foundations classes (7th and 8th graders), WIN (What I Need) intervention time for 6th graders, Instructional programs (IXL, Nearpod, Edpuzzle). Academic support for students with IEPs.
3. Are there any major challenges not being addressed by a service, program, or activity? We continue to monitor data to be the best informed. The amount of students within our school that needs the Math Foundations intervention exceeds the amount of seats we have available for these courses, which then would take away from elective offerings for the students. We will continue to monitor student scores and referrals/recommendations for this intervention. We also have been looking at ways to bring intentional intervention to our students who are considered to be 'Partially Proficient'.
4. Are learners at the greatest risk receiving prevention programs, services, and supports? If not, why?
Yes, they are identified by grades, test scores and teacher observations.

There are not enough resources to support all of our at-risk students. There is a need for more Foundations classes and/or a math interventionist to address remedial skills.

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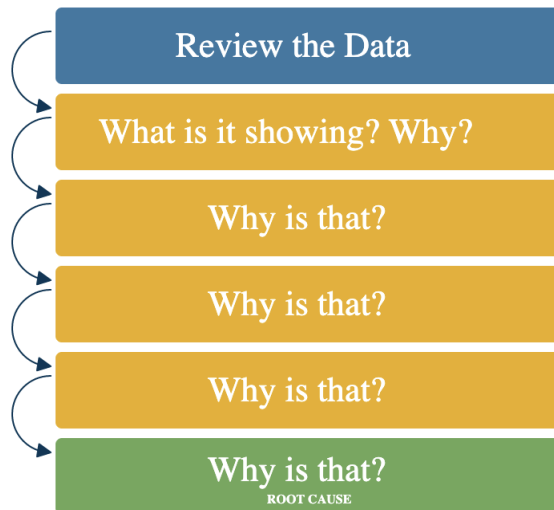
Analyze the Root Cause

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.

- ☐ SMS Data - 2021-2022 Test Scores
- ☐ [Five Whys](#) (make a copy of the document)
- ☐ [Root Cause Analysis](#)

For this section, blue is the 2020-2021 text; Purple is what Staff did on PD Day and red is the Barnard/Fournier suggested edit for that section.

Reference the District Data Story to answer the following questions. The last “why” will be the Root Cause of the District Data Story.



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2021 - 2022 NWEA Data

NWEA	Avg Winter 21-22 Math RIT	81st - 99th percentile	61st - 80th percentile	41st - 60th percentile	21st - 40th percentile	1st - 20th percentile
All	209	4%	10%	15%	26%	45%
Grade 6	207	5%	13%	18%	25%	40%
Grade 7	207	4%	9%	11%	25%	51%
Grade 8	212	3%	8%	18%	27%	45%
African American	201	2%	3%	9%	24%	63%
Caucasian	212	4%	13%	19%	26%	38%
Hispanic	210	2%	6%	19%	31%	42%
Multi Ethnic	211	9%	9%	9%	27%	45%
Non-Econ Dis	212	5%	12%	17%	29%	37%
Econ Dis	206	3%	8%	14%	22%	53%
Non Spec Ed	213	5%	12%	17%	30%	37%
Spec Ed	188	1%	0%	4%	6%	90%

229 students out of 590 met their growth goal for Mathematics (39%).

- 1) Explain why the above data story is in the state it currently is.

Looking at the Student Growth Summary Report for Fall 21/22, many students are coming to us with skills that are below grade level. 14% of our students are performing at or above grade level.

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

A substantial number of students have learning gaps.

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

Possibly due to the virtual setting of instruction during the pandemic.

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

Our school needs more support/staff to provide foundational/remedial instruction for students who are lacking in math skills.

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

We need to hire interventionists to give the support that our students need in order to be successful and increase their test scores to 50th (average) percentile or above.

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

Since a large number of our students are coming to us below grade level in math, additional math support (Foundations/Builder classes, Targeted Intervention Curriculum like Math 180, Instructional Coaches, and/or Math Interventionist) is needed to help minimize the gaps in their learning. We will have building wide expectations (non- negotiables) as to what guidelines for learning need to be in place with regards to structure and supplemental resources to bring our students up to grade level.

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 analyze the growing needs of our students, and adjust mathematics instruction to meet student needs in order to improve Math MSTEP scores

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by 5% at all grade levels by 2025. Our goal is to see more than 39% of our students meet their NWEA growth goal in math.

Define Evaluation Impact Measures for your MATH Goal:

Math Targets:

☐ Quantitative Data

- ☐ Select which data from your story you would like to track.
- ☐ How will the data change? Increase in Value 0 Decrease in Value
- ☐ 5 % Change
- ☐ Measure Due Date: **Spring 2025**

Assess Needs - Behavior

Data Story #3

Data Sets

- Behavior data
- ☐ Year-to-Date Behavior Report-PD Day 4/29/22

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

We have collected monthly data about behavior using criteria such as attendance, risk-ratio Office Discipline Referrals, and Suspensions. This year there was a large percentage of students at Stevenson that had issues with attendance and tardies, and those issues have an effect on the performance and growth of the student in the core classes and on standardized tests. However, many of those students were dealing with events out of their control, such as quarantine from Covid-19 and the unavailability of transportation from the district.

There are, once again, students who have difficulty with the use of appropriate school behaviors, and are in need of intervention to

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understand and control the negative behaviors. Having a Behavior Coordinator and a Reflection Room allowed those students to have an adult to meet with in a one-on-one capacity for assistance in being successful at school. Unfortunately, we have not had adults steadily employed in these positions for the full year, so there is not enough man-power to assist these students in the guidance they need to make better choices.

Gap Analysis

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

We have seen large gaps this year. Our students returned to school in September and attempted to pick up where they left off at the beginning of the pandemic in 2020. However, many of our students returned with a lack of social skills and pandemic fatigue, which made it more difficult for them to learn, stay focused, and use appropriate social skills in the classroom.

Our Caucasian students represent 55.56% of our school population and account for 47.82% of suspensions. Conversely, African American students make up 30.9% of our school population, but account for 42.96% of all suspensions. Our Risk Ratio for our African American students is higher than the Risk Ratio for our Caucasian students.

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?

At the beginning of this school year, we recorded fewer ODRs and suspensions compared to the 2019-2020 school year. However, the numbers have been gradually increasing during the Spring. There have been an increase in tardies this year due to the lack of interventionists to help manage and address this behavior.

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

PBIS, Behavior Coordinator, Reflection Room

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


We have not had consistent behavior coordinators in our building for much of the year, and the lack of manpower has made interventions difficult to implement on a consistent basis. Our counseling department is overloaded as well, as the student to counselor ratio has been increased from 251:1 to 330:1.

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

Not as much as in past years. We have not had consistent behavior coordinators in our building for much of the year, and the lack of manpower has made interventions difficult to implement on a consistent basis. Our counseling department is overloaded as well, as the student to counselor ratio has been increased from 251:1 to 330:1.

Analyze the Root Cause

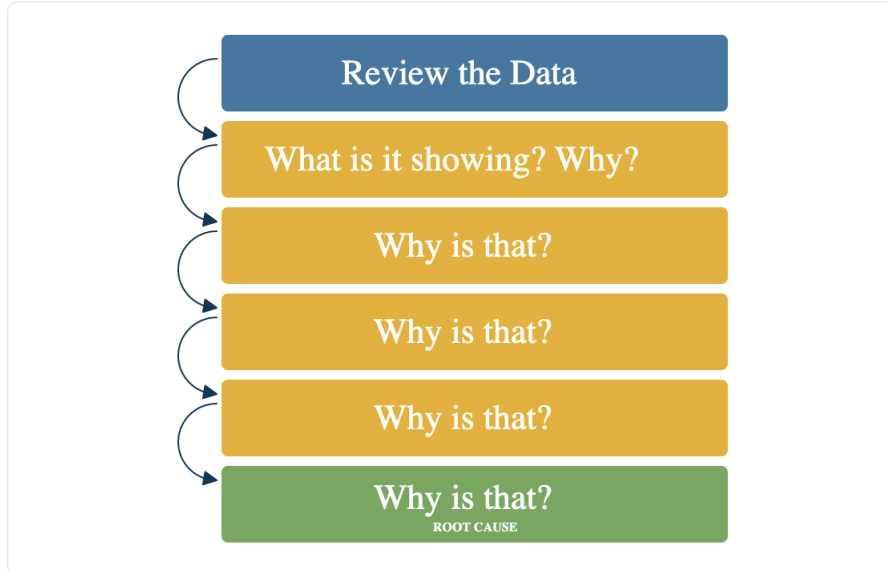
Using the Five Whys tool to analyze your overall Literacy Data, identify the root cause of the data you are analyzing. You can complete this directly on the template provided, and link it to this document, or answer the five whys below.

- ☐  Year-to-Date Behavior Report-PD Day 4/29/22
- ☐ [Five Whys](#) (make a copy of the document)
- ☐ [Root Cause Analysis](#)

Analyzing the Root Cause

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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.

We determined that the data story reflects our students' lack of social skills which were intensified from the isolation of the pandemic. Due to the isolation and difficulties of the pandemic, our students have lost their ability to use appropriate conflict resolution, social problem solving, emotional regulation, and other social skills. We need to be explicitly teaching these skills to all of our students. We have a lot of students that have traumatic backgrounds. We also have a lot of students that are receiving different messages at home versus school (ex. Fighting and defending yourself are encouraged at home in certain situations).

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

We determined that there is a lack of modeling of proper behaviors by the majority of students. In past years, the majority of our students modeled proper behaviors for the other students to follow. Having proper mentors, at grade level and in building, can help increase our students' understanding of appropriate behaviors that should be exhibited at school.

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

We determined that standardized test prep in classrooms has taken priority over SEL instruction. Schools are so content driven where it is often not connected to real-life experiences/can be applied in real-life. Because of this, it is hard to find the time to teach conflict resolution skills, coping strategies, and other skills applicable in real life. When students are not confident with the content they are learning, they often engage in behaviors to try to escape. Students also have difficult home experiences where they could be learning undesired skills or developing an unhealthy mindset. The pandemic exacerbated this problem, and it is an issue that we need to address to improve our climate and culture at Stevenson.

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

We determined that our climate and culture is suffering because there is a lack of available time during core classes to teach the SEL skills the students need. There should be a designated time to teach real life skills such as coping strategies or conflict resolution skills. Emphasis on person first, academics/student second.

Reflection: What did you discover about the data? What next steps might you recommend?

We determined that there needs to be a dedicated class to address these SEL “soft skills” in our building. Our data from the monthly records show that there has been an increase in the unacceptable social behaviors that need to be addressed with SEL education. We need a solid Tier 1 program to teach conflict resolution, social problem solving, emotional regulation, and social skills.

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

The district needs to allocate more resources to support behavior interventions, as well as implementation of programs including PBIS and those designed by the

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Behavior Coordinators. We need to implement bias training for the staff, and “The Justice Project” & “No Place for Hate” were both suggested as good training programs. We need to create strong Tier 1, 2 & 3 interventions/classes, implement district programs like “Trails”, purchase “Second Step” to be used as a building-wide intervention program (regular lessons taught, i.e. once a week), and create a dedicated class to teach the soft skills associated with SEL for tier 2/3 challenges.

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: Reduce the number of ODRs and suspensions, through equitable practices, around disciplinary procedures. WWCS Is committed to decreasing predictability of disproportionate suspensions by race.

Define Evaluation Impact Measures for your Behavior Goal:

Behavior Targets:

☐ Quantitative Data

☐ Select which data from your story you would like to track.



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- ☐ How will the data change? 0 Increase in Value 3% and %5
Decrease in Value
- ☐ _3 and 5_ % Change
- ☐ Measure Due Date: Spring 2025