

Westland Middle School
School Improvement Plan
2008-2009

STUDENT AND STAKEHOLDER FOCUS

An analysis of the disaggregated MSA data for Spring 2008 found the following:

- FARMS subgroup met AYP in math by the confidence interval
- LEP subgroup made AMO in reading by less than 1 percentage point
- FARMS, Limited English Proficient, and Special Education subgroups are not projected to meet the AMO in math for the 2009 school year
- FARMS, Limited English Proficient, and Special Education and Hispanic subgroups are not projected to meet the AMO in reading for the 2009 school year

HUMAN RESOURCES

- Equitable Classroom Practices
- Strategies to include students with disabilities in the general education environment
- Rigorous Instruction
- Knowledge of Adolescent Learner
- Instructional and Assessment Accommodations
- Instructional strategies to meet the needs of Limited English Proficient students in their content area classes
- Reading strategies across the curriculum
- Range finding / Looking at student work
- Data analysis and data driven decision making

LEADERSHIP

Vision

The vision of Westland Middle School is to develop students who are prepared for high school and are independent, responsible and productive global citizens.

Mission

The mission of Westland Middle School, in conjunction with the aims and objectives of the International Baccalaureate Organization, is to engage all students in a challenging educational program in an environment where all students are supported academically, socially and emotionally.

STRATEGIC PLANNING

Reading Goal

Each subgroup will meet the 2009 Annual Measurable Objective of 75.9% scoring proficient/advanced on the 2009 MSA in reading. Additionally, American Indian, Asian, and White students will increase their advance performance by 5% of its current score. African American and Hispanic students will increase their advance performance by 10% of the current score.

Math Goal

Each subgroup will meet the 2009 Annual Measurable Objective of 64.3% scoring proficient/advanced on the 2009 MSA in math. Additionally, American Indian, Asian, and White students will increase their advance performance by 5% of its current score. African American and Hispanic students will increase their advance performance by 10% of the current score.

Climate/Environmental Goal

All stakeholders, students, staff and parents, will develop and nurture positive relationships by continuing to promote a school climate where the needs of the whole school community guide decision making. Strategies to improve the school climate will focus on:

- Increasing positive peer interactions (bullying and teasing)
- Promoting positive relationships among all stakeholders (behavior management, relationship building, multiculturalism, and equity)

MYP Goal

All stakeholders will increase participation in the MYP by:

- Increasing the number of MYP components in unit planning and instruction (strategies, language, connections, assessments)
- Increasing the number of teachers trained on MYP and follow-up

PROCESS MANAGEMENT

List all key processes needed to support SIP goals such as:

1. Communication of the SIP and key processes to all stakeholders.
2. Data gathering, analysis, and monitoring process for student academic performance data in reading and math
3. Data gathering, analysis, and monitoring process for student, staff, and parent school climate information
4. Data gathering, analysis, and monitoring of the effectiveness of staff development to the student level
5. Data gathering, analysis, and monitoring of the identification, participation and academic success of all students in GT classes with a focus on increasing the participation of African American, Hispanic, and FARMS students where possible.

PERFORMANCE RESULTS

2008 MSA Results

	Math AMO Target - 57.2%	Reading AMO Target - 71.1%
All Students	87.8%	92.7%
American Indian	100%	100%
African American	66.7%	81.5%
Asian	91.7%	94.4%
Hispanic	70.8%	77.9%
White	95.1%	97.7%
FARMS	63.6%	69.4%
SPED	59%	76.7%
LEP	64.5%	71.9%

MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

English / Reading

1. English/Reading 6, 7, & 8 data points
 2. English/Reading 6, 7, & 8 Pre-test and End of Unit Assessments
 3. READ 180 quarterly SRIs if applicable
 4. Fall, Winter, and Spring MAP-R data
 5. Interims
 6. Quarterly grades
 7. Quarterly GPA
- Math

1. Unit Pre-Assessments and End of Unit Assessments
 2. Interims
 3. Quarterly grades
 4. Quarterly GPA
- MYP
1. Student and parent surveys
 2. Audit of student schedules
 3. MYP evaluation-self study questions