

Westland Middle School
School Improvement Plan
Math
2011-2012

Student and Stakeholder Focus

As a result of the root cause analysis, it was revealed that African American and FARMS students need:

- Specific academic intervention programs
- Time to engage in academic discourse
- Regular and consistent access to and success with engaging on grade level instruction

Faculty and Staff Focus

As a result of root cause analysis, professional development will be provided on the following in order to meet students' needs:

- Student discourse
- Student discourse in mathematics
- Co-planning and Co-teaching

Leadership

Vision

The vision of Westland Middle School is to develop students who 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

Math Goal

In order to maintain AYP status for all subgroups, Westland Middle School will increase the percentages of African American and FARMS students meeting proficiency to the 2012 Math MSA AMO of 85.7%.

Process Management

As a result of root cause analysis, the following structures and processes will be implemented and monitored to address student needs:

- Master scheduling will ensure:
 - Time for departments to meet during the school day
 - Time for grade level teams to meet during the school day
 - Access to interventions during the regular school day
- Job imbedded professional development
 - Whole staff professional development on student discourse
 - Department specific professional development on student discourse in mathematics
- Focused observations around student discourse

Performance Results

Percentage of students who scored proficient or advanced on the Math MSA

Math MSA Results					
	2012 AMO = 85.7%				
	2007	2008	2009	2010	2011
All	85.6	87.8	89.2	91.8	93.0
AA	67.8	66.7	76.8	79.3	78.2
Asian	91.7	91.7	89.6	93.3	98.4
Hisp.	61.5	70.8	70.1	81.8	87.7
White	93.3	95.1	96.6	96.5	96.6
FARMS	51.9	63.6	67.2	72.7	73.1
SPED	56.1	59.0	56.0	68.8	78.6
LEP	51.8	64.5	66.2	80.8	88.5

Measurement, Analysis, and Knowledge Management

Math Goal Action Plan

School: Westland Middle School

Date: September 2011

Math Goal: In order to maintain AYP status for all subgroups, Westland Middle School will increase the percentages of Black and FARMS students meeting proficiency to the 2012 Math MSA AMO of 85.7%.

Action Steps	Person(s) Responsible	Resources Needed	Monitoring tools or data points	Monitoring: Date and by whom	Results
Implement monthly whole staff professional development on student discourse	Vogelman Kopnitsky Johnson Holmes Menke Palmer Gottlieb	Student discourse committee County resources on student discourse	Training agendas and evaluations	Monthly Kopnitsky Johnson	See monthly agendas and evaluations
Implement monthly math department professional development on student discourse in mathematics	Johnson Katz	County resources on student discourse	Training agendas and evaluations	Monthly Johnson Katz	See monthly agendas and evaluations
Analyze observations conducted by ILT	Vogelman	ILT Observation Database	Review of observations	Monthly ILT	
Implement Math 7 intervention class	Katz	?	Math data points Student grades MSA data	Quarterly Katz	
Implement double period Algebra class	Stewart Katz	?	Math data points Student grades MSA data	Quarterly Stewart Katz	
Implement 6 th grade STAR Group focusing on math	Katz	Understanding of Math Software	Math data points MSA	Quarterly Katz	

Math Goal Action Plan

School: Westland Middle School

Date: September 2011

Action Steps	Person(s) Responsible	Resources Needed	Monitoring tools or data points	Monitoring: Date and by whom	Results
basic skills					
Use STAR for MSA Mini-Review 1 month prior to MSA	All STAR teachers	Review materials	MSA data	February and March Katz	
Implement FASTT Math during STAR	Maturana	Computers	Review of Student Response Sheets to determine individual student progress	Monthly Katz Maturana	
Implement course specific data chats and adapt instruction as needed	Katz Marcou	GradeBook Data points Summative assessments Student work	Department chairs share out findings at leadership meetings Data shells for teachers to use	Monthly Katz	
Conduct Extended Day Program Math classes	Harrison Walstein	County curriculum	Pretests, post tests, MSA scores of participating students	Nov- Feb	

Westland Middle School
 School Improvement Plan
 Reading
 2011-2012

Student and Stakeholder Focus

As a result of the root cause anylsis, it was revealed that African American and FARMS students need:

- Specific academic intervention programs
- Time to engage in academic discourse
- Regular and consistent access to and success with engaging on grade level instruction

Faculty and Staff Focus

As a result of root cause analysis, professional development will be provided on the following in order to meet students' needs:

- Student discourse
- Student discourse through literacy
- Co-planning and Co-teaching

Leadership

Vision

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

Mission

The mission of Westland Middle School, in conjunction with the aims and objectives of the International Bacculaureate 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

In order to maintain AYP status for all subgroups, Westland Middle School will increase the percentages of FARMS, SPED, and LEP students meeting proficiency to the 2012 Math MSA AMO of 90.4%.

Process Management

As a result of root cause analysis, the following structures and processes will be implemented and monitored to address student needs:

- Master scheduling will ensure:
 - Time for departments to meet during the school day
 - Time for grade level teams to meet during the school day
 - Access to interventions during the regular school day
- Job imbedded professional development
 - Whole staff professional development on student discourse
 - Department specific professional development on student discourse through literacy
- Focused observations around student discourse

Performance Results

Percentage of students who scored proficient or advanced on the Reading MSA

Reading MSA Results					
	2012 AMO = 90.4%				
	2007	2008	2009	2010	2011
All	88.9	92.7	94.3	95.2	95.4
AA	75.0	81.5	87.3	85.2	87.1
Asian	86.1	94.4	98.8	96.0	95.2
Hisp.	66.4	77.9	83.1	90.2	89.7
White	96.3	97.7	97.9	98.3	98.0
FARMS	54.7	69.4	74.8	79.1	76.9
SPED	67.1	76.7	78.7	83.0	82.3
LEP	53.6	71.9	79.0	90.4	82.0

Measurement, Analysis, and Knowledge Management

Reading Goal Action Plan

School: Westland Middle School

Date: September 2011

Reading Goal: In order to maintain AYP status for all subgroups, Westland Middle School will increase the percentages of FARMS, SPED, and LEP students meeting proficiency to the 2012 Math MSA AMO of 90.4%.

Action Steps	Person(s) Responsible	Resources Needed	Monitoring tools or data points	Monitoring: Date and by whom	Results
Implement monthly whole staff professional development on student discourse	Vogelman Kopnitsky Johnson Holmes Menke Palmer Gottlieb	Student discourse committee County resources on student discourse	Training agendas and evaluations	Monthly Kopnitsky Johnson	See monthly agendas and evaluations
Implement monthly English professional development plan	Johnson Palmer	County resources on student discourse	Training agendas and evaluations	Monthly Johnson Palmer	
Analyze observations conducted by ILT	Vogelman	ILT Observation Database	Review of observations	Monthly ILT	
Implement Read 180 intervention classes	Holmes LaFlamme Eyler Daniels Palmer Kopnitsky	Computers Read 180 materials	Monthly review of Read 180 data	Monthly LaFlamme Holmes	
Implement Corrective Reading Class	Daniels Maturana	Corrective Reading materials	Monthly review of Corrective Reading data	Monthly Daniels Maturana	
Implement Soliloquy during STAR	Holmes	Computers Soliloquy software	Weekly review of Read 180 data	Weekly Maturana	

Reading Goal Action Plan

School: Westland Middle School

Date: September 2011

Action Steps	Person(s) Responsible	Resources Needed	Monitoring tools or data points	Monitoring: Date and by whom	Results
Continue course specific data chats and adapt instruction as needed	Palmer Marcou	Grade Book Data points Formative/Summative assessments Student work MyMCPS	Department chairs share out findings at leadership meetings Data shells for teachers to use	Monthly Palmer Kopnitsky	
Conduct Extended Day Program Reading classes	Harrison Walstein	County curriculum	Pretests, post tests, MSA scores of participating students	Nov- April	