

# Westland Middle School School Improvement Plan 2016-17

*"We have the people, small and tall, to close the gap. All means all."*

## **LEADERSHIP**

**Westland Vision:** Our vision is to develop students who are independent, responsible and productive global citizens.

**Westland Mission:** Our mission, 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.

**International Baccalaureate Organisation Mission:** To develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect...encourage students across the world to be active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## **STUDENT AND STAKEHOLDER FOCUS**

Root cause analyses were conducted in school years 2014-15 and 2015-16 by collecting walk through and classroom observation data, analyzing assessment data, surveying the total student population, surveying subsets of students needing high levels of support, hosting student focus groups about instructional practices and race, and collecting teacher self reports. It was revealed that Hispanic/Latino and African American/Black students are overrepresented in groups of students not meeting academic targets. Further, these students expressed a desire for a greater sense of inclusion in the school community. In addition, underperforming students of all backgrounds needed greater clarity in instruction and directions. It was revealed that teachers needed a deeper understanding of Universal Design for Learning as most teachers focused on the choice aspects of UDL in 2015-16. Therefore, all staff will work to build a more culturally inclusive and responsive school and all teachers will incorporate clarity and accessibility strategies in their classrooms.

## **STRATEGIC PLANNING**

**Westland Middle School will close the racial achievement gap by:**

- I. Ensuring that 100% of our 64 African American and Latino sixth grade students who met only zero or one literacy milestones achieve success as measured by their meeting two or three of the literacy milestones. **(Literacy Goal)**
- II. Ensuring that 100% of our 74 African American and Latino seventh graders enrolled in Investigations in Mathematics and Algebra courses are successful as measured by grades of A, B or C. **(Math Goal)**
- III. Providing access to culturally relevant instruction that enables each student to relate to course content. Students will have access to quality curriculum, programs and materials regardless of achievement level. Staff will participate in professional learning opportunities with a focus on awareness building and the examination of attitudes and beliefs to develop culturally relevant pedagogy. **(Cultural Proficiency Focus)**

## **FACULTY AND STAFF FOCUS**

- Teachers will continue to develop instructional materials and assignments that are clear and accessible to students according to Universal Design for Learning principles.
- Teachers will collaboratively plan lesson sequences and assessments based on student performance data and mastery of curricular standards.
- Teachers will increase their awareness of and action regarding race, progressing along the cultural competence continuum, and develop culturally responsive approaches to students.
- Leaders will coach for individual and team growth, guided by the Planning for Powerful Instruction framework.
- Leaders will work to uncover unjust practices/policies at Westland and replace them with fair, culturally-inclusive practices/policies.

## **PROCESS MANAGEMENT**

- 1) Offer **academic literacy courses** in addition to digital literacy and Read 180 courses to solidify students' reading fluency, comprehension and metacognitive skills.

- 2) Offer an **ESOL bridge science class** to reinforce academic vocabulary skills for ESOL 1 and 2 students.
- 3) Tailor the **Wildcat Workgroup**, a bi-weekly organizational and academic skills session, to specific needs of students with diminishing scaffolds as students move toward high school.
- 4) Offer **resource classes during STAR** (advisory period) for special education and ESOL students to provide differentiated supports without impacting elective courses.
- 5) Utilize the **Accelerated and Enriched Instructional Support Teachers** to support and monitor 7th grade math students enrolled in IM courses.
- 6) Consistently observe and support **collaborative planning** of course-alike teams using the planning for powerful instruction framework as our guide. Observe and support lesson delivery and the analysis of student work.
- 7) Form a **student advisory council and parent advisory council** to study and address issues of race and isolation at Westland.
- 8) Expand **Westland Scholars** to include 6th and 7th grade Latino and African American students to develop leadership skills and take action to close the achievement gap.
- 9) Expand **Study Circles** to include not only leaders and students/staff but parents/staff as well to build community and problem solve in a unified manner.
- 10) Operate within **instructional action teams** within the Instructional Leadership Team to maintain constant focus and study of our professional learning, student data sources and focus students (those needing our highest levels of support.)

## **MEASUREMENT, ANALYSIS AND KNOWLEDGE MANAGEMENT**

- 1) Analyze student work samples with protocolled discussions.
- 2) Observe classroom instruction regularly. Structure walk-throughs and peer visits.
- 3) Monitor students earning Ds and Es during the marking period and track student eligibility.
- 4) Administer surveys to students regarding instructional practices and cultural responsiveness.
- 5) Administer surveys to teachers regarding instructional practices and cultural responsiveness.
- 6) Collect teacher samples of instructional materials that demonstrate UDL, cultural responsiveness and Middle Years Programme (MYP).
- 7) Observe teacher planning and lesson delivery for evidence of Universal Design for Learning, cultural-responsiveness and/or MYP practices.

8) Conduct focus group discussions with students, staff and parents.

**PERFORMANCE RESULTS**

STUDENTS MEETING LITERACY MILESTONES

5th Grade (2015-16) Literacy Readiness (current 6th 2016-17)									
	Total	Met 3		Met 2		Met 1		Met 0	
All	307	233	76%	31	10%	25	8%	22	7%
Asian	21	12	57%	7	33%	0	0%	2	10%
Afr Amer	31	17	55%	4	13%	6	19%	4	13%
Hispanic	53	27	51%	7	13%	10	19%	9	17%
White	187	163	87%	9	5%	9	5%	6	3%
Multi	15	13	87%	2	13%	0	0%	0	0%
FARMS	45	17	38%	12	27%	9	20%	7	16%
SpEd	37	16	43%	5	14%	8	22%	8	22%
Lim Eng Prof	58	17	29%	11	19%	16	28%	14	24%

6th Grade 2015-16 Literacy (current 7th 2016-17)

WMS + Chases	Total	Met 3		Met 2		Met 1		Met 0	
All	516	470	91%	46	9%	0	0%	0	0%
Asian	25	21	84%	4	16%	0	0%	0	0%
Afr Amer	66	51	77%	13	20%	1	2%	1	2%
Hispanic	65	48	74%	17	26%	0	0%	0	0%
White	337	324	96%	10	3%	0	0%	0	0%
Multi	23	22	96%	1	4%	0	0%	0	0%
FARMS	47	27	57%	18	38%	1	2%	1	2%
Spec Ed	49	30	61%	19	39%	0	0%	0	0%
Lim Eng Prof	47	26	55%	21	45%	0	0%	0	0%

LITERACY TREND DATA

MEASURES OF ACADEMIC PROGRESS IN READING (MAP-R)

Grade 8	Met	Met	Met	Not Met N
	2013-14	2014-15	2015-16	2014-15
All	93%	91%	92%	37
Afr Am	76%	76%	76%	13
Asian	93%	91%	88%	3

Hispanic	87%	78%	80%	14
White	98%	97%	98%	7
Multi	97%	97%	100%	0
FARMS	71%	62%	65%	21
SpEd	74%	64%	66%	13
LEP	57%	53%	54%	21

MAP-R Met Met Met Not Met  
N

Grade 7 2013-14 2014-15 2015-16 2014-15

All	92%	92%	94%	31
Afr Am	83%	72%	85%	8
Asian	96%	88%	91%	2
Hispanic	77%	80%	80%	15
White	97%	98%	99%	4
Multi	97%	89%	97%	1
FARMS	66%	65%	71%	16
SpEd	66%	74%	76%	12
LEP	64%	54%	55%	20

Grade 6 Met Met Met Not Met  
N

2013-14 2014-15 2015-16 2014-15

All	94%	92%	94%	18
Afr Am	82%	85%	86%	5

Asian	93%	86%	89%	2
Hispanic	88%	75%	82%	7
White	98%	97%	98%	4
Multi	82%	100%	100%	0
FARMS	67%	61%	52%	10
SpEd	81%	95%	62%	11
LEP	76%	46%	61%	12

## MATHEMATICS TREND DATA

### Advanced Math Enrollment 7th Grade

	Total 15-16	Enrolled 15-16		Total 16-17	Enrolled 16-17	
All	485	394	81%	526	403	77%
Asian	23	16	70%	25	20	80%
Afr Amer	52	29	56%	64	32	50%
Hispanic	74	47	64%	69	40	58%
White	305	277	91%	346	295	85%
Multi	29	24	83%	20	16	80%
Spec Ed	48	20	42%	48	13	27%
Lim Eng Prof	93	56	60%	79	46	58%

Enrolled in AOH by Grade 8	Enrolled AOH 13-14	Enrolled AOH 14-15	Enrolled AOH 15-16	NOT Enroll / AOH Enroll 16-17
All	70%	67%	73%	127/477
Afr Am	35%	42%	40%	33/55
Asian	82%	77%	80%	5/25
Hispanic	46%	43%	44%	39/70
White	81%	76%	85%	47/309
Multi	78%	85%	88%	2/17
FARMs	29%	26%	35%	39/60
SpEd	35%	17%	21%	30/38
LEP	39%	29%	35%	30/46

AOH Success	Success by subgrp 13-14	Success by subgrp 14-15	C or higher Final Grade 15-16	Success AOH
All	94%	95%	99%	347/350
Afr Am	85%	89%	95%	21/22
Asian	100%	100%	100%	20/20
Hispanic	89%	100%	100%	31/31
White	95%	95%	99%	260/262
Multi	93%	97%	100%	15/15
FARMs	75%	84%	95%	20/21
SpEd	100%	100%	100%	8/8



LEP

100%

81%

94%

15/16