

**Westland Middle School  
School Improvement Plan  
2017-2018**

**Student and Stakeholder Focus**

As a result of equity-focused professional learning, data collected through observations, walk-throughs, and stakeholder feedback, it was shown that Latino and African American students and students receiving special education services are overrepresented in groups of students not meeting academic targets.

It has been determined that students need increased access to culturally responsive, rigorous teaching. Therefore, teachers need time, resources and coaching to plan for this type of instruction. Planning should be data-driven, aligned, anticipated backwards from assessments and inclusive of Middle Years Programme philosophy and practices.

**Equity focus:** Students need teachers to be increasingly culturally responsive in their daily practices and have an equitable lens when planning for aligned and purposeful planning.

**Faculty and Staff Focus**

- 1) Teachers will use elements of the MYP and planning for powerful instruction frameworks that leverage culturally responsive practices and equity in their content areas.
- 2) Teachers will collaboratively plan lesson sequences and assessments based on student performance data and mastery of curricular standards.
- 3) Leaders will coach for individual and team growth, guided by the Planning for Powerful Instruction framework.
- 4) Teachers will increase their awareness of and action regarding race, progressing along the cultural competence continuum, and develop culturally responsive approaches to students.
- 5) Leaders will work to uncover unjust practices/policies at Westland and replace them with fair, culturally-inclusive practices/policies.
- 6) Teachers will continue to develop materials that are clear and accessible to students according to Universal Design for Learning principles.

**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.

**Core Values: Academic Excellence ~ Kindness ~ Growth  
Engagement ~ Equity ~ Global-mindedness**

**Strategic Planning**

Westland Middle School will close the racial achievement gap by:

- I. Ensuring that 100% of our 63 African American and Latino students who did not meet reading benchmarks in 2016-17 will demonstrate substantial progress as measured by meeting or exceeding the benchmark for proficiency on the Measures of Academic Progress in Reading and earning a grade of A, B or C in their English or ESOL course. 10 sixth graders, 19 seventh graders, and 31 eighth graders (**Literacy**)
- II. Ensuring that 100% of our 112 African American and Latino students who did not meet math benchmarks in 2016-17 will demonstrate substantial progress as measured by meeting or exceeding the benchmark for proficiency on the Measures of Academic Progress in Math and earning a grade of A, B or C in their math course. 20 sixth graders, 28 seventh graders, and 63 eighth graders (**Math**)
- III. Employing community-building circles and other restorative practices to enhance students' sense of belonging and trust with peers and adults within the school as measured by 15% growth on responses to positive measures within a climate survey. (**Climate**)

**Process Management**

- 1) 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.
- 2) 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.)
- 3) Utilize the **Accelerated and Enriched Instructional Support Teachers** to support and monitor 6th grade math students relative to their preparation for IM enrollment in 7th grade.
- 4) Offer **ESOL reading** in addition to academic literacy, digital literacy and Read 180 **academic** courses to solidify fluency, comprehension and metacognitive skills.
- 5) Schedule **math 7** students with highly skilled math teachers to accelerate learning and monitor for movement to IM during school year.
- 6) 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.
- 7) Offer **resource classes during STAR** (advisory period) for special education and ESOL students to provide differentiated supports without impacting elective course opportunities.
- 8) Continue work of **Parent Advisory Committee** to guide culturally responsive and inclusive practices. Form a **student advisory council** to address achievement gap and feelings of isolation at Westland.
- 9) Expand **Westland Scholars** to include all grades of Latino and African American students to develop leadership skills and take action to close the achievement gap.

**Performance Results**

**See attached.**

**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.