

Westland Middle School
 School Improvement Plan
 School Climate
 2010-2011

Student and Stakeholder Focus

An analysis of the 2010 climate survey indicates there is a need to help students build positive relationships with their peers. Special attention needs to be paid to the various forms of bullying of which we are experiencing.

Faculty and Staff Focus

The needs of the staff will be met by providing professional development which focuses on the following:

- Equitable Classroom Practices
- Relationship Building
- Classroom management
- Bullying prevention

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

Climate/Environmental Goal

As measured by improved results on the annual climate survey, 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 (respect, helping, caring)
- Promoting positive relationships among all stakeholders (behavior management, relationship building, multiculturalism, and equity)

Process Management

To reach our goals the staff will work cooperatively in departments, teams, and cohort groups to:

- Match professional development to assist teachers in meeting the needs of their students.
- Continuing bullying lessons through STAR (Westland's advisory period).
- Using MYP Smart Cards to reward students for positive behavior.
- Select Students of the Month as a reward for students demonstrating the IB Learner Profile.
- Develop specific plans for students who are not experiencing success in reading.

Performance Results

2009 Environment Survey

Area of Concern	Student	Staff	Parents
Teasing	59%	59%	15.9%
Bullying	49.1%	58.3%	38.1%

2010 Environment Survey

Area of Concern	Student	Staff	Parents
Teasing	56.3%	57.8%	18.1%
Bullying	46.8%	48%	29.9%

Suspension Data

	FY2008	FY2009	FY2010
All	78	40	26
AA	20	15	8
Asian	4	3	0
Hisp.	20	17	5
White	34	5	13
FARMS	33	14	7
SPED	24	9	13
LEP	1	3	2

Measurement, Analysis, and Knowledge Management

- Referral and suspension group by race and grade level
- Results from Westland Climate Survey
- Results from MCPS School Environment Survey
- Staff Training Evaluations

Westland Middle School
School Improvement Plan
Reading
2010 - 2011

Student and Stakeholder Focus

An analysis of the disaggregated data on the 2010 Reading MSA indicates there is a need to continue to move students from basic to proficient and advanced levels with a special emphasis on the FARMS, Special Education, African American and Hispanic subgroups.

Faculty and Staff Focus

The needs of the staff will be met by providing professional development which focuses on the following:

- Equitable Classroom Practices
- Higher Order Questioning
- Cooperative Learning Strategies
- Relevancy
- Relationship Building
- Strategic and Interactive Use of Technology

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

Reading Goal

Each subgroup will meet the 2011 Annual Measurable Objective of 85.6% scoring proficient/advanced on the 2011 MSA in reading. Additionally, all races will experience a 5% change from students scoring in the basic/proficient range to students scoring in the advanced range.

Process Management

To reach our goals the staff will work cooperatively in departments, teams, and cohort groups to:

- Utilize specific feed back from assessment and instruction from multiple sources (Student Data, Administration, SDT, English RT, AEIST, MyMCPS, and Read 180).
- Identify students for GT classes with an emphasis on African American, Hispanic, and FARMS students.
- Match professional development to assist teachers in meeting the needs of their students.
- Effectively program for student needs through specific reading intervention and advanced level courses
- Develop specific plans for students who are not experiencing success in reading.

Performance Results

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

Reading MSA Results					
	2011 AMO = 85.6%				
	2006	2007	2008	2009	2010
All	87.3	88.9	92.7	94.3	95.2
AA	73.9	75.0	81.5	87.3	85.2
Asian	77.9	86.1	94.4	98.8	96.0
Hisp.	62.2	66.4	77.9	83.1	90.2
White	96.4	96.3	97.7	97.9	98.3
FARMS	51.2	54.7	69.4	74.8	79.1
SPED	58.9	67.1	76.7	78.7	83.0
LEP	45.3	53.6	71.9	79.0	90.4

Measurement, Analysis, and Knowledge Management

- MAP-R Scores (Fall, Winter, and Spring)
- English and Reading data points
- READ 180 quarterly SRIs
- Interims
- Quarterly grades
- Quarterly GPA
- Enrollment in advanced level classes
- MSA scores
- Corrective Reading data

Westland Middle School
 School Improvement Plan
 Math
 2010 - 2011

Student and Stakeholder Focus

An analysis of the disaggregated data on the 2010 Math MSA indicates there is a need to continue to move students from basic to proficient and advanced levels with a special emphasis on the FARMS, Limited English Proficient, Special Education, African American and Hispanic subgroups.

Faculty and Staff Focus

The needs of the staff will be met by providing professional development which focuses on the following:

- Equitable Classroom Practices
- Higher Order Questioning
- Cooperative Learning Strategies
- Relevancy
- Relationship Building
- Strategic and Interactive Use of Technology

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

Each subgroup will meet the 2011 Annual Measurable Objective of 78.6% scoring proficient/advanced on the 2010 MSA in math. Additionally, all races will experience a 5% change from students scoring in the basic/proficient range to students scoring in the advanced range.

Process Management

To reach our goals the staff will work cooperatively in departments, teams, and cohort groups to:

- Utilize specific feed back from assessment and instruction from multiple sources (Student Data, Administration, SDT, Math RT, AEIST, MyMCPS, Achievement Series).
- Identify students for GT classes with an emphasis on African American, Hispanic, and FARMS students.
- Match professional development to assist teachers in meeting the needs of their students.
- Effectively program for student needs through specific math intervention and advanced level courses
- Develop specific plans for students who are not experiencing success in math.

Performance Results

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

Math MSA Results					
	2011 AMO = 78.6%				
	2006	2007	2008	2009	2010
All	82.5	85.6	87.8	89.2	91.8
AA	63.0	67.8	66.7	76.8	79.3
Asian	80.9	91.7	91.7	89.6	93.3
Hisp.	55.5	61.5	70.8	70.1	81.8
White	92.2	93.3	95.1	96.6	96.5
FARMS	45.2	51.9	63.6	67.2	72.7
SPED	46.7	56.1	59.0	56.0	68.8
LEP	43.8	51.8	64.5	66.2	80.8

Measurement, Analysis, and Knowledge Management

- Quarterly grades
- Quarterly GPA
- Enrollment in advanced level classes
- MSA scores
- Formative and summative assessments
- Pinnacle reports
- Study Island reports
- FASST Math reports