

## Westland Middle School: Sharing Our SIP Journey

Part of SIP	What does it mean?	School's Summary
<p><b>Data Story</b></p>	<p>Data storytelling is a way to effectively synthesize and communicate what was learned from data analysis using narratives and visuals.</p>	<p>What was the data we looked at:</p> <ul style="list-style-type: none"> <li>● Disaggregated Audit data on questions 5, 6, 7, 8, 1, 16, 17 and 18 related to student experiences with teachers and other students due to skin color, race, ethnicity or culture..</li> <li>● Student surveys</li> <li>● Student academic results (growth data for MAP and EOL data)</li> </ul> <p>What we learned about our students and their school experiences based on the data?</p> <ul style="list-style-type: none"> <li>● A significant percentage of students have either seen or been the victim of bullying based on their skin color, race, ethnicity or culture.</li> <li>● Our data show that a segment of the population does not feel equally included in the community, and we know that a lack of belonging hinders learning</li> <li>● Our EML students and special education students of color were not as successful as their white counterparts based on EOL data.</li> <li>● Engaging in our data analysis through a student-centered lens (looking at satellite, map, and street data together instead of in isolation) made it possible for us to see patterns of inequities and better identify the conditions/structures that have kept them.</li> <li>● It will be essential to include different groups of stakeholders to advise us about anti-bias anti-racist instruction and practices.</li> </ul>
<p><b>SMARTIE Goals</b></p>	<p>SMARTIE goals are a way to drive results, with an explicit equity and inclusion component, in order to produce better outcomes for marginalized communities, address disparities, or support belonging. We use SMARTIE goals to elevate our commitment to racial equity and inclusion.</p>	<p><b>Achievement Goals</b> for Literacy and Math is the overall achievement of a specific group(s) of students that the school needs to focus on. Achieving this goal is important so that the school can accomplish the District goal for <u>all</u> students</p> <p><b>Literacy:</b> By the end of 2023-2024, <b>at least</b> 22% of EML students will exceed their individual growth projection on the Measures of Academic Progress in Reading (MAP-R) assessment (from 12% to 22%)</p> <p><b>Math:</b> By the end of 2023-2024, at least 35% of Black/African American and Hispanic students who are receiving Special Education services will exceed their individual growth projection on the Measures of Academic Progress in math (MAP-M) assessment (from 15% to 20%)</p> <p><b>Culture and Climate:</b> Westland will promote a culture and maintain a climate where the Westland community feels a sense of belonging by elevating inclusive language, providing experiences and interactions with diverse representation, offering opportunities for student and staff voice, and ensuring safe learning spaces. Shifting this aspect of our school's culture will result in a 5% increase in belonging for African American/Black students as reported on questions 17 (from 59%-64%) and 18 (from 36%-41%) in our anti-racist audit, and a 5% increase in parents feeling</p>

		<p>heard and supported as reported on questions 12-14 in our anti-racist audit</p> <p><b>School Well Being Goal:</b> Educate students about the qualities of healthy friendships and relationships, emphasizing respect, communication, and empathy. Provide opportunities for students to develop social skills such as active listening, empathy, and effective communication. Includes the behaviors that are manifestations of the school's cultural challenge identified above.</p>
<p><b>Action Planning for Success</b></p>	<p>An action plan outlines the tasks needed to achieve a goal. It communicates the necessary steps to achieve the goal and ensures we are addressing our needs with intention and timeliness.</p>	<p><b>Summarize:</b> A few high level actions the school will take to address the needs of the focus group(s). <b>Be sure to include any action specifically intended to improve family engagement.</b></p> <p><b>ELA:</b></p> <ul style="list-style-type: none"> <li>● <b>Teachers will frontload academic vocabulary in all subject areas. PD will be provided.</b></li> <li>● <b>English classes will include affirming stories</b></li> <li>● <b>English classes will teach reading strategies on inferences in English classes.</b></li> <li>● <b>Teachers will explicitly teach text features and cause and effect</b></li> </ul> <p><b>Math:</b></p> <ul style="list-style-type: none"> <li>● Teachers will assign and students will complete a minimum of 2 concepts per week on the IXL platform.</li> <li>● IXL software will provide individualized assignments based on MAP-M performance and subsequent IXL performance</li> <li>● Training will be September 18 after school</li> <li>● PLCs will review data together</li> <li>● Math CS to complete data chats with PLC and department as a whole</li> </ul> <p><b>Climate/Culture:</b></p> <ul style="list-style-type: none"> <li>● We will launch a student advisory group to help design and provide feedback on STAR lessons and activities.</li> <li>● We will launch a diversity parent council to advise about and support anti-bias, anti-racist instruction and practices.</li> </ul> <p><b>Well-being:</b></p> <ul style="list-style-type: none"> <li>● Teachers will implement two STAR lessons a month that focus on SEL and have a dialectical behavior therapy (DBT). Teachers will provide targeted and evidence-based instruction to students. These skills include <ul style="list-style-type: none"> <li>● Mindfulness</li> <li>● Distress Tolerance</li> <li>● Interpersonal Effectiveness</li> <li>● Emotion Regulation</li> </ul> </li> </ul>