

**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

<b>Math MSA Results</b>					
	<b>2012 AMO = 85.7%</b>				
	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
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**

**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

<b>Reading MSA Results</b>					
	<b>2012 AMO = 90.4%</b>				
	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
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**