



Student Enrollment:

Economically Disadvantaged:

High Needs:

The school wide plan is based on the District Strategic Plan and the School Strategic Plan.

Grade and Subject	Meeting or Exceeding Expectations		Exceeding Expectations		Meeting Expectations		Partially Meeting Expectations		Not Meeting Expectations		No. of Students Included	Avg. Scaled Score	Avg.SGP	Included in Avg.SGP	Ach.Pctl
	School	State	School	State	School	State	School	State	School	State					
GRADE 05 - ENGLISH LANGUAGE ARTS	42	52	2	7	40	45	48	39	10	9	401	495.1	39.7	381	25
GRADE 05 - MATHEMATICS	40	48	2	6	38	43	49	42	11	10	402	494.3	40.2	382	33
GRADE 05 - SCIENCE	43	49	4	8	39	40	45	39	12	12	402	495.0	N/A	N/A	33
GRADE 06 - ENGLISH LANGUAGE ARTS	41	53	5	13	37	41	40	33	18	13	374	493.7	35.3	352	27
GRADE 06 - MATHEMATICS	48	52	7	10	41	41	44	38	8	10	376	498.9	42.1	353	43
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	42	52	3	10	38	42	44	37	14	11	775	494.4	37.6	733	22
GRADES 03 - 08 - MATHEMATICS	44	49	5	9	39	40	47	39	9	12	778	496.5	41.1	735	38
GRADES 05 & 08 - SCIENCE	43	48	4	8	39	39	45	40	12	12	402	495.0	N/A	N/A	34

1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).

- The instructional and student needs are assessed annually through the Conditions of School Effectiveness Survey. Staff and Parent Needs Assessment Survey are completed annually.

Documentation

Conditions of School Effectiveness Self-Assessment

Climate Staff and Student Surveys

Parent Needs Assessment Survey- Title I

2. School-wide Reform

Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement

- Student intervention services- mentoring
- Sustain Read 180 and System 44,
- STAT Team
- FASTT Math and ALEKS
- Faculty Advisory Board
- Department Data Teams
- Focus on school culture and climate
- Using data for students in intervention programs
- Differentiated Instruction in Special Education and General Education classrooms
- Expanding inclusive practice and push-in services for students with disabilities
- Created Focus block for targeted student enrichment and remediation

Effective methods and instructional strategies that are based on scientifically based research

- Read 180 Universal a Tier 2 reading program for students.
- Continue the use of Systems 44 to increase reading comprehension for special education students

Strengthen core instruction:

- Beginning Universal Design for Learning practices

- Teacher table, whole group and station work in ELA, Math, and extended blocks

Include strategies for meeting the educational needs of historically underserved populations:

Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school-wide program, which may include —

- a. Counseling, pupil services, mentoring
 - A program for students with executive functioning and social pragmatic needs. (Quest)
 - Three adjustment counselors on staff
 - Mentoring program
- b. College and career awareness and preparation, personal financial educations, innovative teaching methods
 - College awareness month – March madness
 - Bank accounts for students through Westfield Bank
 - Google trained staff

3. Instruction by Highly Qualified Teachers

- Asking Essential Questions
- Scaffolded instruction
- Text Complexity
- Student Choice
- Implementation of Big Ideas for mathematics
- Understanding by Design (UbD)
- Math – centers, whole group and teacher table
- Peer Observation Model and Learning Walkthroughs
- Use of Focus block for student enrichment and remediation
- Set rigorous student learning objectives that apply to all students in their target area of instruction

4. Ongoing Professional Development In accordance with section (1119) and sub section (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate pupil services personnel, parents, and other staff to enable all children to meet the State’s student academic achievement standards.

- Staff meetings will be used for professional development opportunities and professional dialogue
- Professional Development focused on area of improvement of inclusionary practices with Lisa Dieker
- Utilize monthly Department meeting to assess student data and additional time for staff to meet and work in content areas (professional development)
- Grade level meetings with school administration
- Faculty Advisory Board and Data Teams guide the direction our school must go in order to increase student achievement, develop professional develop needs and strategies, solve instructional issues, and create a positive school culture.
- Introduce additional instructional technology in our building and provide the necessary training so technology will become more a part of the instructional process.
- UbD
- Close Reading
- Higher Cognitive Questioning
- CCSS

Documentation:

Early Release and In-service Days Professional Development Schedule
Faculty Advisory Board Minutes

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

- Continued use of School Spring as our application tracking/recruiting vendor.
- District Mentorship program for new teachers
- Student Teaching Forums
- Westfield State University partnership

6. Strategies to increase parental involvement in accordance with section 1118

- Opportunities for parental involvement are provided through Title I Family Nights. The Title I Office creates a list of family nights available to all Title I Schools. These family nights include a variety of programs and parent workshop for families, such as Bingo for Books, Family Math Nights and Library Scavenger Hunts. The choice of programs and workshops are determined by the principal, staff, parents and the Title I Parent Coordinator.
- Westfield Intermediate School Student and Family Evening Events
- Westfield Intermediate School Council
- Parent Teacher Organization

Documentation:

Westfield Intermediate School Calendar

School Website (Including Family Newsletters)

School Council meeting notes

PTO meeting notes

7. Plans for assisting preschool children transitioning from early childhood programs

Not Applicable

8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

- Collaborating to develop benchmark and formative assessments to measure student growth
- iReady Assessment- used to determine placement for interventions as well as teacher recommendation and other assessment data
- Implement a district wide benchmarking system at all levels.
- Math data meetings with math coach
- Using spring data, analyze and adjust the pacing calendars.
- Implement our teacher evaluation program. Use the SMART goal process to guide our instructional staff and development continuity in evaluations. Teachers write rigorous, measurable, skill-based goals to improve student performance for all students.
- Create useable benchmark testing in math and ELA that will inform instruction and enhance student learning.

Documentation:

Assessment Calendar

Meeting agendas and minutes

9. Students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

- Title I- Read 180 Universal: technology, data analyses, content, and resources designed to maximize student engagement, teacher effectiveness, and leader empowerment. Read 180 Universal represents the best of what is known about how to raise reading achievement for struggling adolescent readers. The Goal: College & Career Readiness for all students.
- Title I System 44: foundational reading and phonics intervention technology program for our most challenged readers in grades 9 and 10. System 44 delivers direct, explicit foundational reading and phonics instruction as well as engaging, high-interest print materials for student practice in reading, writing, and spelling.
- FASTT Math

10. Integration of Federal, State, and local services and programs

Violence Prevention Programs: The school utilizes peer mediation, role modeling, school resource officer, guidance, and administration to support students. The school also uses the District Bullying Form and submits completed forms to Central Office.

Nutrition Programs: Parents who meet the income eligibility requirement for free and reduced lunch participate in the breakfast and lunch programs.

Homelessness: Through community service programs such as the Clean Kids Backpack program, Link to libraries, and United Way, students receive school supplies, backpacks, sanitary supplies, educational activities, and books. The students receive appropriate counseling services within the school day. Collaboration between the district's Homeless Liaison and Transportation Office to coordinate transportation services.