

# WESTFIELD MIDDLE SCHOOL IMPROVEMENT PLAN

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## 2007-2008 SCHOOL IMPROVEMENT TEAM

Westfield Middle School

149 Fairfield Way

Bloomington, IL 60108

Laurie Spejcher-Parent Representative

Elaine Alex-Seventh Grade Resource Teacher

Diane Glen-Spanish Teacher

Dawn Hubbard-Guidance Counselor

Karl Volkman-Sixth Grade Science Teacher

Heidi Weeks-Eighth Grade Math Teacher

Al Sparks-Seventh Grade Social Studies Teacher

Teddie Torney-Supportive Reading Teacher

Mary Ann Fennell-Associate Principal

Dr. Debbie Kling-Principal

### **NO CHILD LEFT BEHIND (NCLB)-Current School Status:**

Is this school making adequate yearly progress (AYP)?

**YES**

Is this school making adequate yearly progress (AYP) in reading?

**YES**

Is this school making adequate yearly program (AYP) in math?

**YES**

AYP results are listed in the Westfield Middle School Illinois State Report Card for 2006)

**KEY ACTION 1****EXAMINE RESEARCH-BASED FACTORS RELATED TO STUDENT PERFORMANCE**

Research-based Practices and Organizational Conditions	
<i>Examples at our school:</i>	<i>Questions for further examination:</i>
<p>Balanced Literacy and Reading workshops.</p> <p>4 Book studies for school year 2007-2008 that ultimately impact the culture and climate of the school:  <i>Keys to Curriculum Mapping</i>  <i>1,2,3 Teacher Magic</i> (for discipline)  <i>The Reading Zone</i>  <i>Classroom Management that Works</i>  (culture and climate)</p> <p>Differentiation Strategies</p> <p>Quality-Based Instruction</p> <p>Supportive Services are provided for a variety of students at several levels depending on student needs including but not limited to Study Skills classes, Peer Mediation, a Mentoring Program, Homework Club and implementation of the Quiet Lunch/Study program.</p> <p>Measures of Academic Progress (M.A.P.) testing</p> <p>Curriculum Mapping; a framework used for solid curriculum and instruction design</p> <p>Code of Conduct implementation and monitoring to improve overall culture and climate</p> <p>TAT – (Teacher Assistance Team) that supports initial RtI (Response to Intervention) intervention strategies</p>	<p>How can we be certain that enough time is allotted for teachers to collaborate and articulate across subject areas and grade levels?</p> <p>How will we monitor increased differentiation strategies being implemented within the classrooms?</p> <p>How will M.A.P. testing impact our instruction and student achievement?  How will we most effectively utilize MAP results and reports?</p> <p>How will Curriculum Mapping impact our instruction and student achievement?</p> <p>How will RTI impact instruction and student achievement?</p>

## KEY ACTION 2 DETERMINE BELIEFS

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### Our School's Beliefs

Students learn best when they are actively engaged in the learning process.

A successful student links new information with existing knowledge in meaningful ways.

Students learn best when our staff maintains high expectations for learning.

Curriculum needs to incorporate a variety of learning activities to accommodate differences in student learning.

Effective school leaders engage in practices that support the ongoing improvement of teaching and student performance.

Teachers, administrators, parents, and the community share the responsibility for helping students learn.

A student's performance is enhanced by mutual respect among students and staff.

### Vision for Student Learning and Support Beliefs

The vision of Westfield Middle School is to create a safe and productive learning environment that offers a wide variety of classroom experiences, enrichment opportunities and extracurricular activities.

Westfield Middle School will:

- provide a challenging curriculum
- establish high student and teacher expectations
- encourage the qualities of honesty, respect and responsibility
- empower students to become lifelong learners
- promote a bond among staff, students, parents and community.

**“Committed to Children.....Committed to Excellence”**

*Learning Areas and High-Priority Expectations for Student Learning*

Math: Differences in programs from elementary to middle may create inconsistencies and instructional gaps.

- All Westfield students are expected to be proficient in pre-algebra, with a sizable percentage mastering algebra.
- Students are expected to show improved achievement on the 07-08 ISAT Math scores.
- Students are expected to show increased growth on MAP fall to MAP spring testing results.
- Students are expected to show proficiency in the Connected Math Program.

Reading/Social Studies/Science/Language Arts:

- All Westfield students are expected to show increased growth on MAP fall to MAP Spring testing results.
- Students are expected to show improved achievement on ISAT test scores.

Building Goals for 2007-08 included increase literacy across all content areas.

Using informed data driven decisions, operational procedures and cross curricular instruction will be developed to impact overall student achievement.

**Profile Section One**

Students and Their Performance at the Onset of the School Improvement Process

Student Characteristics

**WESTFIELD MIDDLE SCHOOL  
ALL STUDENT ENROLLMENT  
2002-03 to 2006-07**

	2002-03	2003-04	2004-05	2005-06	2006-07
<b><u>Percent by Ethnicity</u></b>					
White	86.2	85.6	84.2	81.3	80.6
Black	0.7	1.5	2.1	2.5	1.9
Hispanic	5.1	4.8	5.0	6.6	6.2
Asian/Pacific Islander	8.0	8.2	8.5	8.9	9.7
Native American	0.0	0.0	0.2	.2	.2
<b><u>Percent of Low Income</u></b>					
Low Income	1.5	1.1	1.8	2.1	2.6
<b><u>Enrollment Count</u></b>					
Total Enrollment	550	547	565	529	536

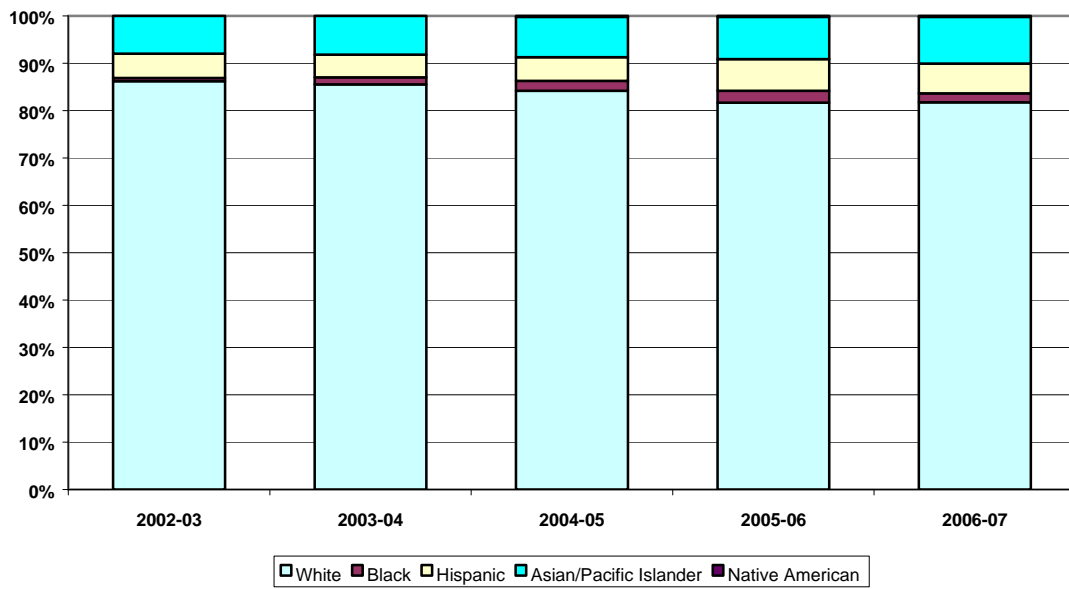
Source: Illinois State Report Card 2002-03 to 2006-07

Low Income students have increased minimally through the 5 year graph. Enrollment by ethnicity appears to remain relatively stable while the school population shows minimal declines in numbers of students attending Westfield. Current trends to the future indicate that Westfield will see overall declining enrollments.

**KEY ACTION 5** DESCRIBE STUDENTS AND THEIR PERFORMANCE

Profile Section One, continued...  
 Students and Their Performance at the Onset of the School Improvement Process

**WESTFIELD MIDDLE SCHOOL ALL STUDENTS  
 PERCENT ENROLLMENT BY ETHNICITY  
 2002-03 to 2006-07**



Note: N = 565  
 Source: Illinois State Report Card 2002-03 to 2006-07

Ethnicity has remained relatively stable.

**Profile Section One, continued...****Students and Their Performance at the Onset of the School Improvement Process****Student Participation in Special Programs**

	Percent of Limited English				
	2002-03	2003-04	2004-05	2005-06	2006-07
Limited-English	0.9	0.4	0.4	0.0	0.2
Enrollment Count					
Total Enrollment	550	547	565	529	536

Source: Illinois State Report Card 2002-03 to 2006-07

Limited English enrollment remains stable, and not an issue at this time. District 13's ELL Program appears to be more prominent at the elementary schools.

**Trends and Patterns for Student Characteristics and Participation**

Participation numbers in the beyond the school day curriculum including athletics, clubs, and activities show consistent active enrollments.

Shown on the next table.

## 2007-2008 WESTFIELD EXTRACURRICULAR PARTICIPATION

<i>Extracurriculars</i>	<i>Sponsors</i>	<i>Student Participation Numbers</i>
<b>Cross Country 6-7-8</b>	Mr. Gernand, Mr. Volkman and Mrs. Vreeland	80
<b>Girls 8 Basketball</b>	Erv Gernand	12
<b>Girls 7 Basketball</b>	Tom Buchholz	12
<b>Girls 6 Basketball</b>	Jeremy Gabriel	11
<b>Boys 8 Basketball</b>	Erv Gernand	13
<b>Boys 7 Basketball</b>	Mike Ryan	13
<b>Boys 6 Basketball</b>	Jeremy Gabriel	11
<b>Cheerleading</b>	Elaine Alex Georgia Karonis	19
<b>Pom-Pon</b>	Elaine Alex Georgia Karonis	16
<b>Boys 6-7-8 Volleyball</b>	Erv Gernand	21
<b>Girls 8 Volleyball</b>	Jeremy Gabriel	11
<b>Girls 6-7 Volleyball</b>	Amaris Zelinske	14
<b>Track 6-7-8</b>	Mr. Gernand, Mr. Volkman Ms. Zelinske and Mr. Buchholz	90
<b>Band, Concert and Cadet</b>	Sue Metzger	57 concert, 36 cadet, 21 Jazz, 60 Beginner
<b>Chorus</b>	Karma Krzysiak	34
<b>Yearbook</b>	Ms. Stavnem and Ms. Selsky	6
<b>Drama Fall</b>	Cyndi Bringer	23 actors
	Patti Edwards	18 stage crew
	Jon Perry	10 tech
<b>Talent Show</b>	Cyndi Bringer	72
<b>Drama Spring</b>	Cyndi Bringer	54 actors
	Patti Edwards	32 stage crew
	Jon Perry	11 tech
<b>Homework/Computer Club</b>	Carri Mueller	15 to 35+ (2 times each week)
<b>Cultural Arts Club</b>	Deyana Matt	25+
<b>Chess Club</b>	Mr. Stamatakos	8 to 15 (every Thursday all year)
<b>Crafts Club I</b>	Mrs. Scharaga, Ms. Denning	20
<b>Crafts Club II</b>	Ms. Denning and Ms. Matt	20
<b>Student Council</b>	Mrs. Vreeland, Mr. Kastory and Ms. Matt	10 sixth grade 10 seventh grade 10 eighth grade
<b>Quiet Lunch 8th</b>	Mark Stamatakos	10 – 25+ students daily all year
<b>Quiet Lunch 6th and 7th</b>	Elaine Alex	5 – 25 + students daily
<b>Student Ambassadors</b>	Donna Marino	25

**Profile Section One, continued...**

Students and Their Performance at the Onset of the School Improvement Process

**Student Performance: Overall Performance**

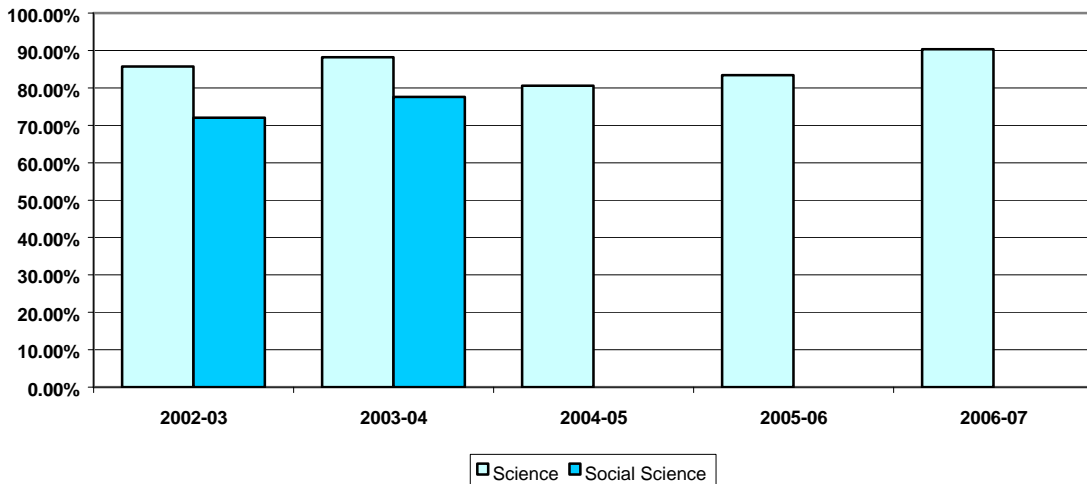
**Illinois Standards Achievement Test (ISAT)** – In spring 2005, students in grade 8 took the ISAT in reading and mathematics. Students in grade 7 took the ISAT in science.

**WESTFIELD MIDDLE SCHOOL  
ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)  
2002-03 to 2006-07**

**ISAT Results, Percent Meeting or Exceeding Standards - Grade 7**

	2002-03	2003-04	2004-05	2005-06	2006-07
<b>Science</b>					
Westfield	85.7	88.2	80.6	83.4	90.3
State	73.7	74.4	74.6	80.9	79.3
<b>Social Science</b>					
Westfield	72.0	77.6	NA	NA	NA
State	60.4	59.0	NA	NA	NA

Source: Illinois State Report Card 2002-03 to 2006-07



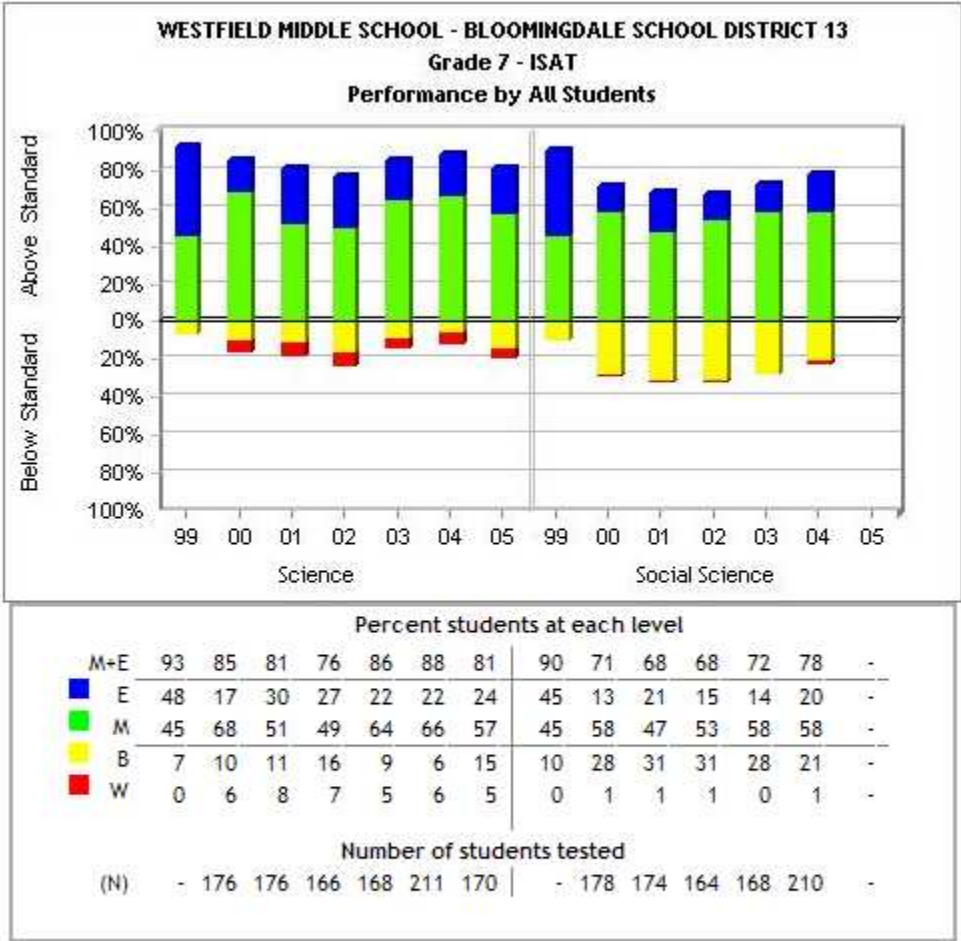
Source: Illinois State Report Card 2002-03 to 2006-07

Science is consistently exhibited as a high score for Westfield, however, sometimes there is a slight drop from fourth grade to seventh grade in Science. *(Speculation and discussion occurred on questioning whether Social Science would return as a state-tested subject?)*

**KEY ACTION 5**

**DESCRIBE STUDENTS AND THEIR PERFORMANCE**

Profile Section One, continued...  
 Students and Their Performance at the Onset of the School Improvement Process



Source: Interactive Illinois Report Card – <http://irc.niu.edu>

**KEY ACTION 5**

**DESCRIBE STUDENTS AND THEIR PERFORMANCE**

Profile Section One, continued...

Students and Their Performance at the Onset of the School Improvement Process

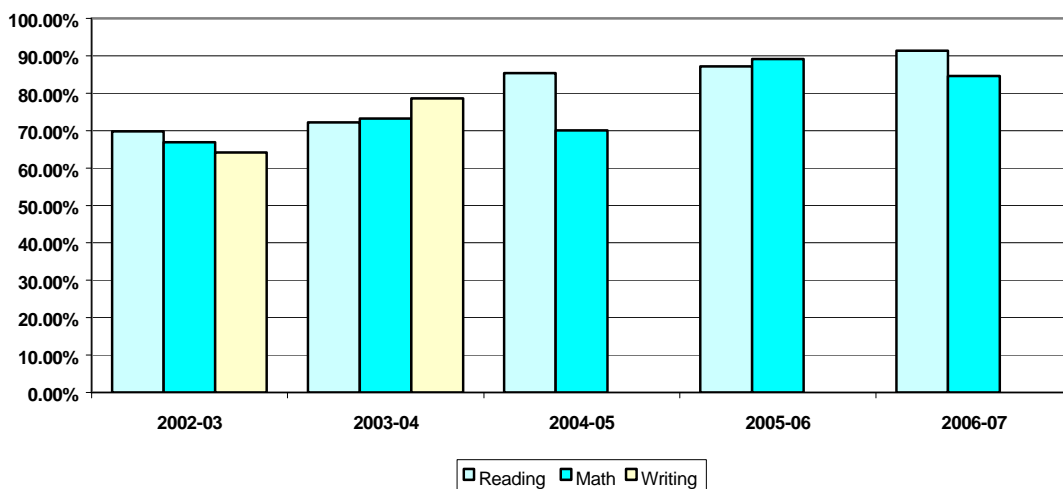
**WESTFIELD MIDDLE SCHOOL GRADE 8  
ISAT – READING, MATH, AND WRITING**  
*Percent Meeting or Exceeding Standards  
2002-03 to 2006-07*

**ISAT Results, % Meeting or Exceeding - Grade 8**

	2002-03	2003-04	2004-05	2005-06	2006-07
<b>Reading</b>					
Westfield	69.8	72.2	85.4	87.2	91.4
State	63.7	67.1	72.7	79.2	81.8
<b>Math</b>					
Westfield	66.9	73.2	70.1	89.1	84.6
State	53.1	54.4	54.3	78.2	81.3
<b>Writing</b>					
Westfield	64.2	78.6	NA	NA	NA
State	59.0	63.6	NA	NA	NA

Source: Illinois State Report Card 2002-03 to 2006-07

**WESTFIELD MIDDLE SCHOOL GRADE 8  
ISAT – READING, MATH, AND WRITING**  
*Percent Meeting or Exceeding Standards  
2002-03 to 2006-07*



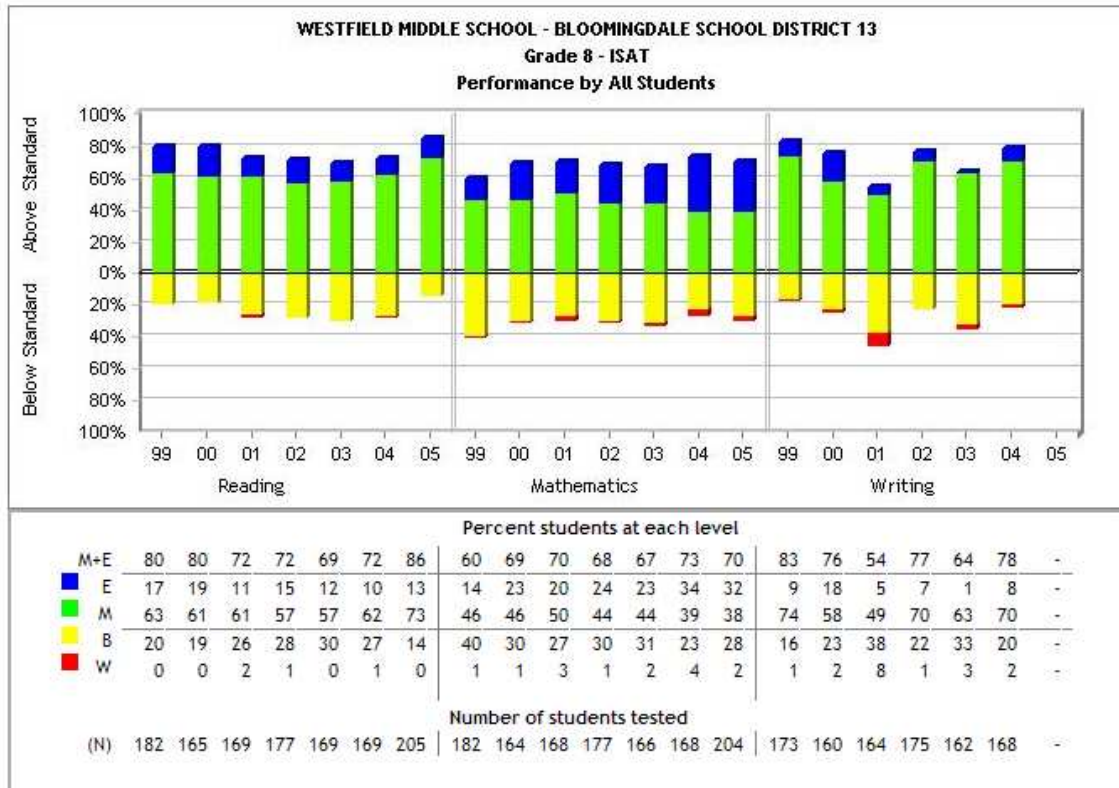
Source: Illinois State Report Card 2002-03 to 2006-07

**KEY ACTION 5**

**DESCRIBE STUDENTS AND THEIR PERFORMANCE**

Profile Section One, continued...

Students and Their Performance at the Onset of the School Improvement Process



Source: Interactive Illinois Report Card – <http://iirc.niu.edu>

**Profile Section One, continued...****Students and Their Performance at the Onset of the School Improvement Process**

Learning Area –

Using ISAT and M.A.P. Data to determine successful results . . .

*Reading:*

*Students will read with fluency across all content areas.*

- MAP and ISAT breakdowns will help determine overall strengths and weaknesses.
- Teachers focusing on reading strategies across content areas should strengthen reading achievement.
- MAP training sessions next year (for staff) will help us use test results to determine strong and weak areas related to literacy development.

*Math:*

*Students will demonstrate a proficiency in pre-Algebra, with a sizable percentage mastering Algebra.*

- MAP training sessions next year (for staff) will help us use test results to determine strong and weak areas.
- Teachers will focus on reading strategies within this content area to strengthen overall reading comprehension and achievement in the area of Math.

*Science:*

*Students will demonstrate increased literacy with regards to concepts and processes and overall general science.*

- MAP testing will provide specific breakdowns of concepts and processes and general science.
- MAP training sessions next year (for staff) will help us use test results to determine strong and weak areas.
- Teachers will focus on reading strategies within this content area to strengthen overall reading comprehension and achievement in the area of science.

**Strengths and Weaknesses of Student Performance**

ISAT Data Results

Reading:

- Meets and Exceeds Standards: 86% - 91%
- All grade levels are at or above the state average on all subtests

Math:

- Meets and Exceeds Standards: 85% - 92%
- All grade levels are at or above the state average on all subtests (except grade 8 Geometry)
- Weakness could be perceived as a limited number of students take Algebra in grade 8.

Science:

- Meets and Exceeds Standards: 90%
- Above the state average on all subtests

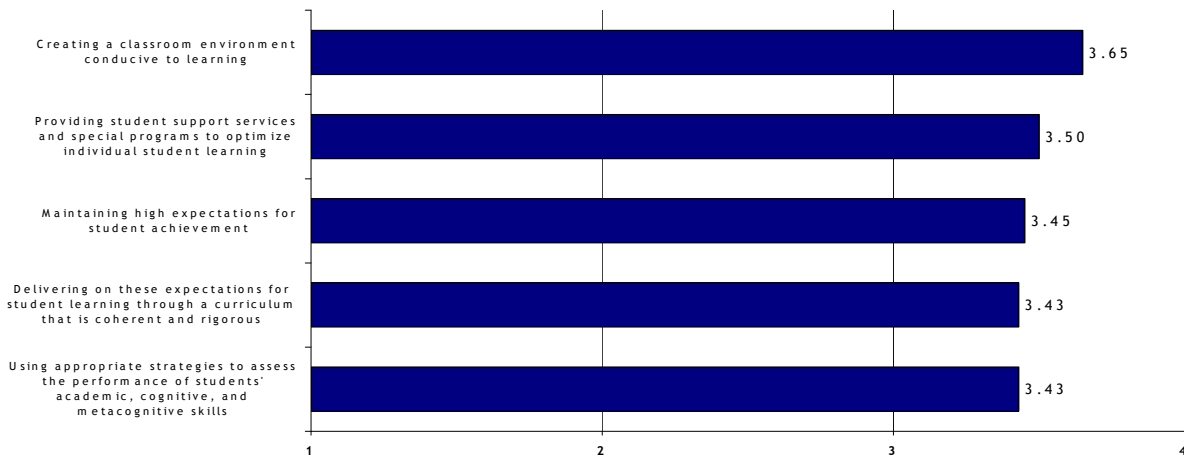
**Profile Section Two**

**School Effectiveness at the Onset of the School Improvement Process**

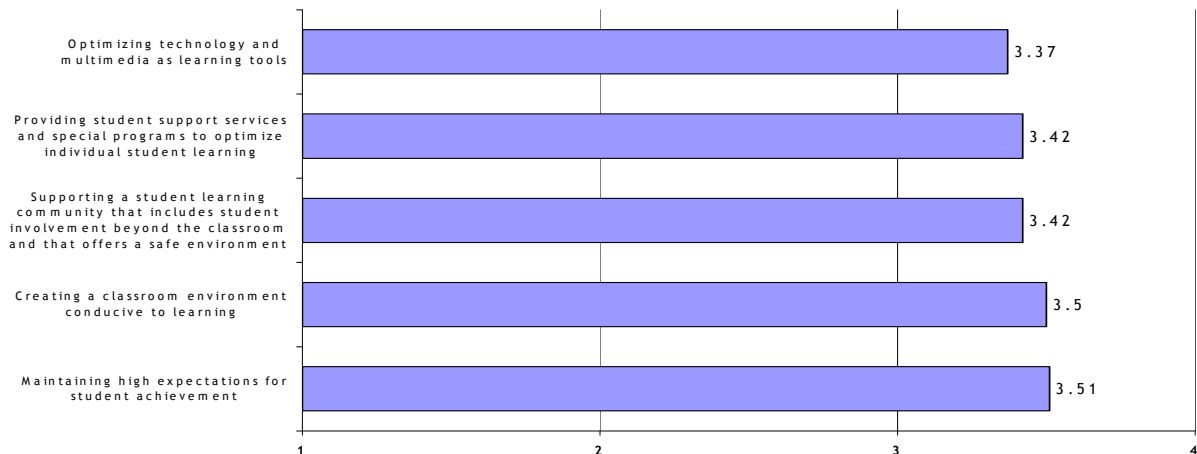
Westfield Middle School administered the Inventory of School Effectiveness with the online NSSE surveys in March 2006 to 39 respondents, and again in March 2008 to 40 respondents. The data for each survey was analyzed by ranking the top-5 rated items by average.

**Westfield Middle School  
NSSE Inventory of School Effectiveness  
Pre Post Comparison of Top-5 Rated Items**

**March 2008**



**March 2006**



The following three items ranked in the top 5 in both the 2006 and 2008 surveys:

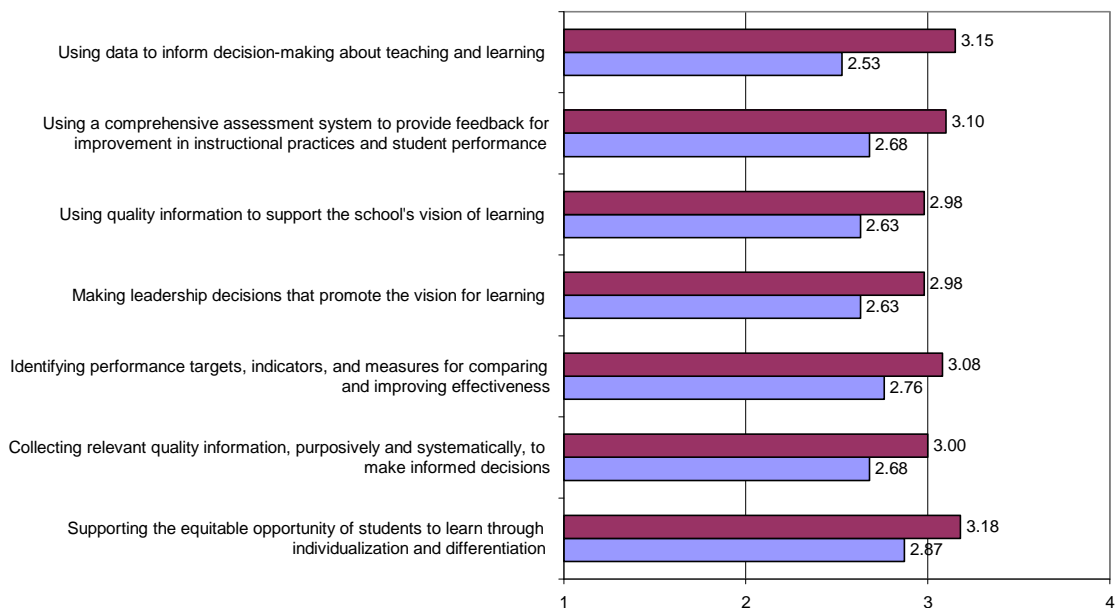
- Maintaining high expectations for student achievement
- Creating a classroom environment conducive to learning
- Providing student support services and special programs to optimize individual learning

**Profile Section Two**

**School Effectiveness at the Onset of the School Improvement Process**

Westfield Middle School administered the second round of the Inventory of School Effectiveness with the online NSSE surveys in March 2008 to 40 certified staff respondents. The data was analyzed by measuring growth.

**Westfield Middle School  
Inventory of School Effectiveness Pre Post Comparison of Administrations  
Average Percent  
March 2006 and 2008**



Note: N = 40  
Source: NSSE Surveys

The survey indicated the areas of most growth occurred in

- data collecting,
- differentiation, and
- leadership support for student learning.

**KEY ACTION 7 DESCRIBE SCHOOL AND COMMUNITY CONTEXTS**

**Profile Section Three**

School and Community Context at the Onset of the School Improvement Process

**WESTFIELD MIDDLE SCHOOL  
SCHOOL CONTEXTS  
2002-03 to 2006-07**

**Attendance Measures**

	Percent				
	2002-03	2003-04	2004-05	2005-06	2006-07
Chronic Truancy	0.2	0.0	0.0	1.1	0.2
Mobility	3.4	6.7	13.4	5.5	12.2
Attendance	95.7	95.1	95.1	95.6	95.3
Enrollment Count					
Total Enrollment	550	547	565	529	536

Source: Illinois State Report Card 2002-03 to 2006-07

**Parent Contact\***

	Percent				
	2002-03	2003-04	2004-05	2005-06	2006-07
Westfield	97.0	100.0	90.0	75	75
District	98.8	100.0	95.9		
State	95.9	96.3	95.7		

\*Note: Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations and written correspondence

Source: Illinois State Report Card 2002-03 to 2006-07

The SIP members had some speculation and discussion on why the increase in student mobility in school year 2004-05.

*The 2007 State Report Card listed Westfield with a 75% Parental Contact rating. This was reported incorrectly. The state average is 96%. An informal survey was taken of all teachers in September of 2007 asking for clarity and accuracy with regards to Parental Contact for school year 2006-07. All content area teachers reported a remarkable 95% to 100% overall rating for Parental Contact while Special Education teachers all reported 100% contact in this informal survey.*

## Target Areas for Improvement

### Learning Areas

**Reading** - *(based on D13 Goal of improving student achievement in the area of literacy and building goal of increasing reading achievement across all content area)*

Expectations for Student Learning and Westfield's priorities for improvement:

- 6<sup>th</sup> through 8<sup>th</sup> grade students will demonstrate improved reading skills across all content areas.
- Increased inferential reading skills achievement as measured by ISAT and other appropriate future local assessments.

### Overall Rationale:

The target goal area had been determined based on the ISAT test results and data research from those scores. When the 2007-08 SIP Team reviewed the data, scores exhibited lower score ratings on non-fiction reading skills across the curriculum. The SIP Team further determined that there was a need to increase and improve literacy achievement as measured by ISAT and other appropriate local assessments such as the newly implemented Measurements of Academic Progress (M.A.P. testing).

Reading is one of the areas valued by our parents, community members, staff and students. Literacy has been a District and Building level goal for the last few years.

### Math Rationale:

Difference in programs from Trail Blazers coverage to CMP, from elementary to middle school, may create inconsistencies and instructional gaps. Students should show reading proficiency in comprehension of story problems and problem solving documents. All Westfield students are expected to be proficient in pre-Algebra, with approximately 25% of the 8th grade class mastering Algebra. Further, when the SIP team reviewed the data, it was observed that students overall have demonstrated consistent growth as measured on the ISAT but that further growth could still be expected.

### Social Studies and Science Rationale:

Instructional strategies for Westfield students will include improved literacy skills across the curriculum including non-fiction reading. Further, when the SIP team reviewed the data, it was observed that students overall have demonstrated consistent growth as measured on the ISAT but that further growth could still be expected.

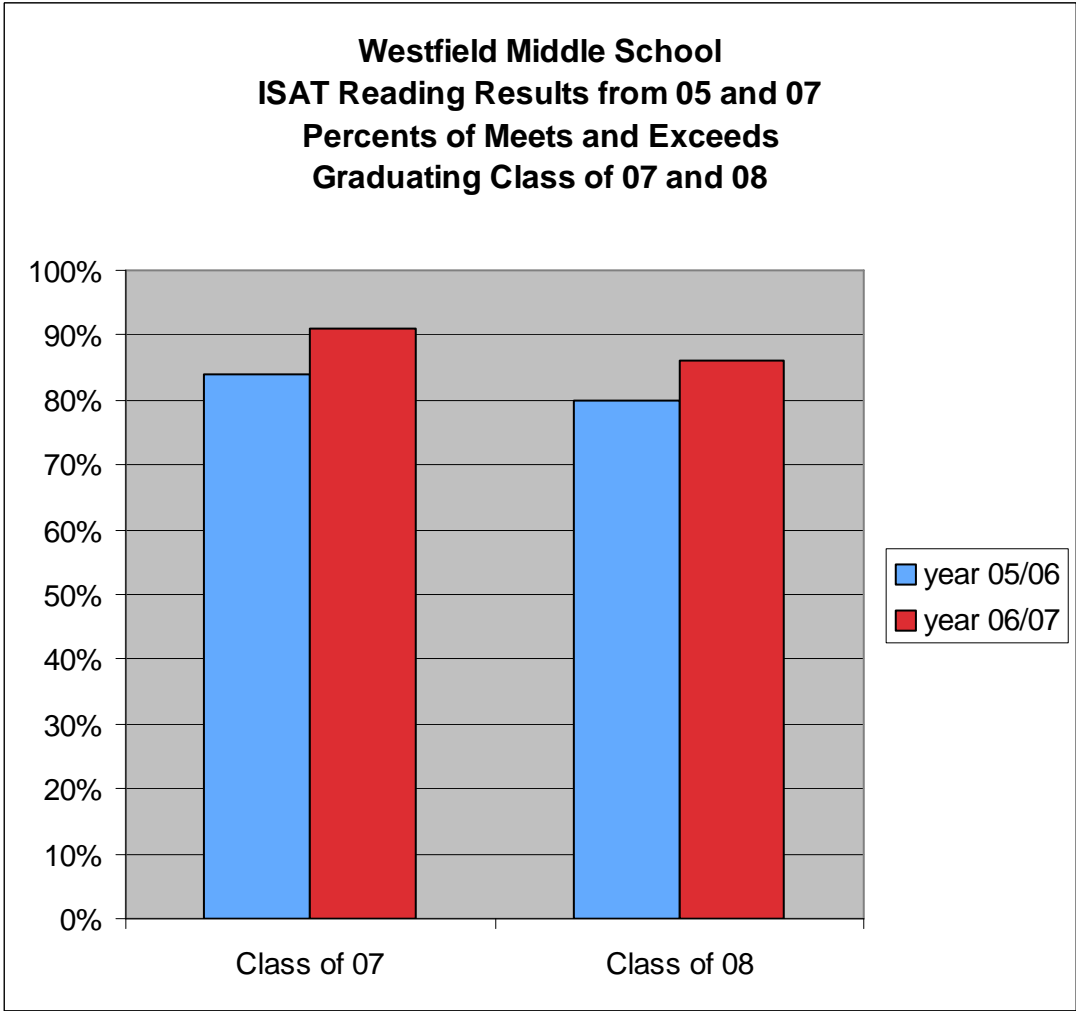
### Cross Curriculum Rationale:

Use of valid assessment data for informed decision-making regarding programming and instructional delivery seen as a major driver in implementation of this process. The examination of the Exploratory and Specials program indicated that students were required to do technical reading of a number of non-fiction texts. We are beginning coaching to help teachers in all subject areas improve reading instruction to ultimately impact overall student reading achievement.

**KEY ACTION 9**

**IDENTIFY GAPS BETWEEN CURRENT AND EXPECTED STUDENT PERFORMANCE**

	Class of 07	Class of 08
year 05/06	84%	80%
year 06/07	91%	86%

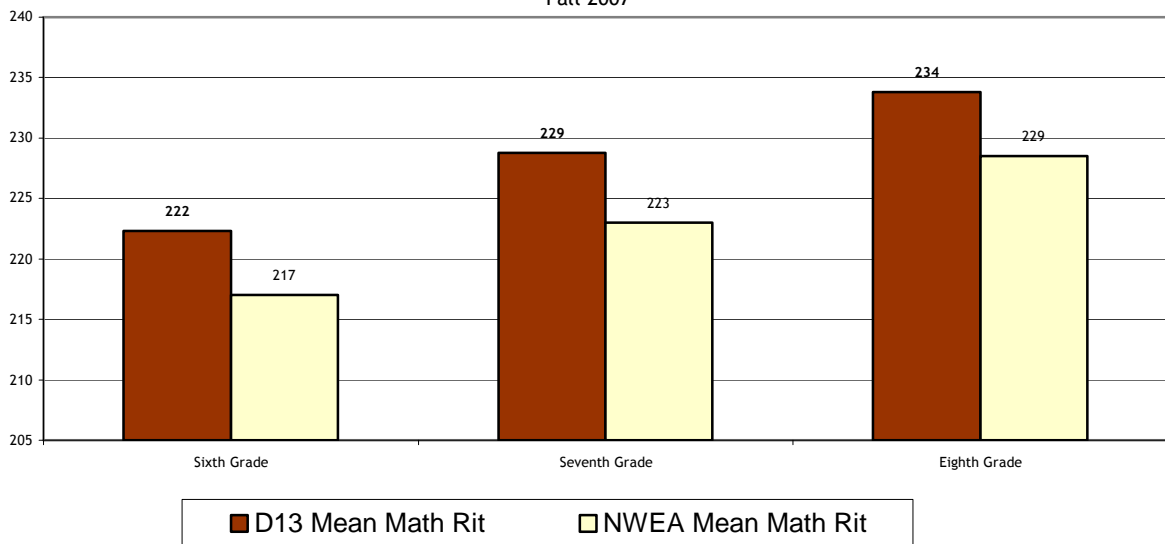


## KEY ACTION 9

## IDENTIFY GAPS BETWEEN CURRENT AND EXPECTED STUDENT PERFORMANCE

Bloomingdale School District 13 Math Achievement 2007-08																				
	OLSAT		MAP FALL			MAP SPRING		ISAT				EXPLORE								
	D13 N	D13 Math (Mean SAI = 100)	D13 N	D13 Mean Math Rit	NWEA Mean Math Rit	D13 Mean Math Rit	NWEA Mean Math Rit	D13 % Meet and Exceeds in Math	D13 N	Benchmark District % Meets and Exceeds in Math	Benchmark N	State % Meets and Exceeds in Math	D13 Math Score	D13 N	National Math Score					
Sixth Grade			155	222	217			Results Expected in August 2008												
Seventh Grade			171	229	223															
Eighth Grade			170	234	229													17.6	156	15.1
Bloomingdale School District 13 Math Achievement 2006-07																				
	OLSAT		MAP FALL			MAP SPRING		ISAT				EXPLORE								
	D13 N	D13 Math (Mean SAI = 100)	D13 N	D13 Mean Math Rit	NWEA Mean Math Rit	D13 Mean Math Rit	NWEA Mean Math Rit	D13 % Meet and Exceeds in Math	D13 N	Benchmark District % Meets and Exceeds in Math	Benchmark N	State % Meets and Exceeds in Math	D13 Math Score	D13 N	National Math Score					
Sixth Grade	160	112						92%	172	90%	94	81%								
Seventh Grade	152	112						89%	176	96%	83	76%								
Eighth Grade								85%	175	88%	91	81%	16.7	158	15.1					
Bloomingdale School District 13 Math Achievement 2005-06																				
	OLSAT		MAP FALL			MAP SPRING		ISAT				EXPLORE								
	D13 N	D13 Math (Mean SAI = 100)	D13 N	D13 Mean Math Rit	NWEA Mean Math Rit	D13 Mean Math Rit	NWEA Mean Math Rit	D13 % Meet and Exceeds in Math	D13 N	Benchmark District % Meets and Exceeds in Math	Benchmark N	State % Meets and Exceeds in Math	D13 Math Score	D13 N	National Math Score					
Sixth Grade	150	110						92%	169	96%	86	79%								
Seventh Grade	167	106						83%	179	87%	84	76%								
Eighth Grade								89%	165	88%	104	78%								

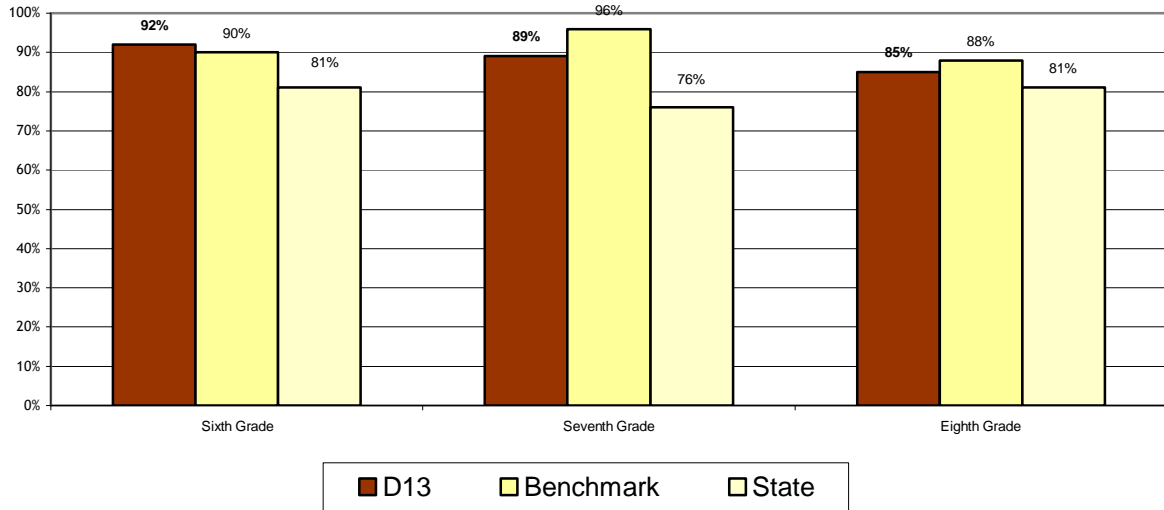
Comparison of Bloomingdale School District and NWEA  
Mean Math RIT Scores  
Fall 2007



**KEY ACTION 9**

**IDENTIFY GAPS BETWEEN CURRENT AND EXPECTED STUDENT PERFORMANCE**

Comparison of Bloomingdale School District, Benchmark School District, and the State  
 ISAT Math  
 Percent Meets and Exceeds Standards  
 2006-07



**NWEA MAP -Reading**

	D13 Mean Reading Rit	NWEA Mean Reading Rit
Sixth Grade	216	211
Seventh Grade	222	215
Eighth Grade	225	218

ISAT 2007	Reading		
	D13	Benchmark	State
Sixth Grade	89%	93%	73%
Seventh Grade	86%	92%	73%
Eighth Grade	91%	90%	82%

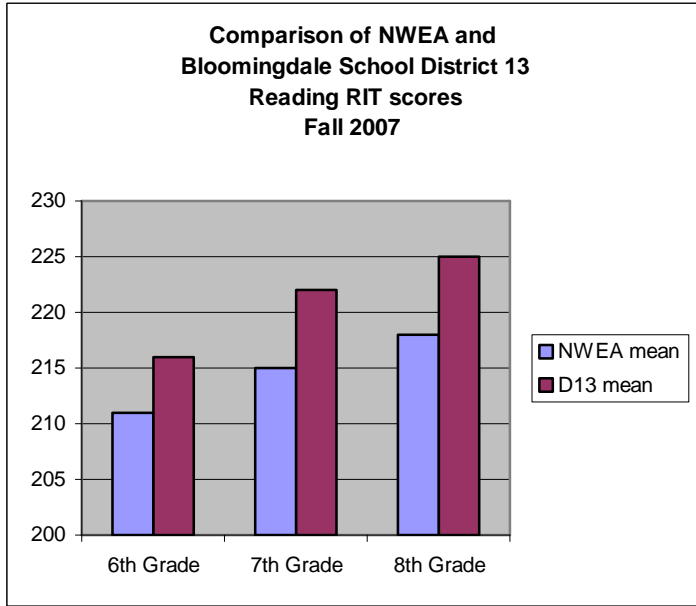
**NWEA MAP - Math**

	D13 Mean Math Rit	NWEA Mean Math Rit
Sixth Grade	222	217
Seventh Grade	229	223
Eighth Grade	234	229

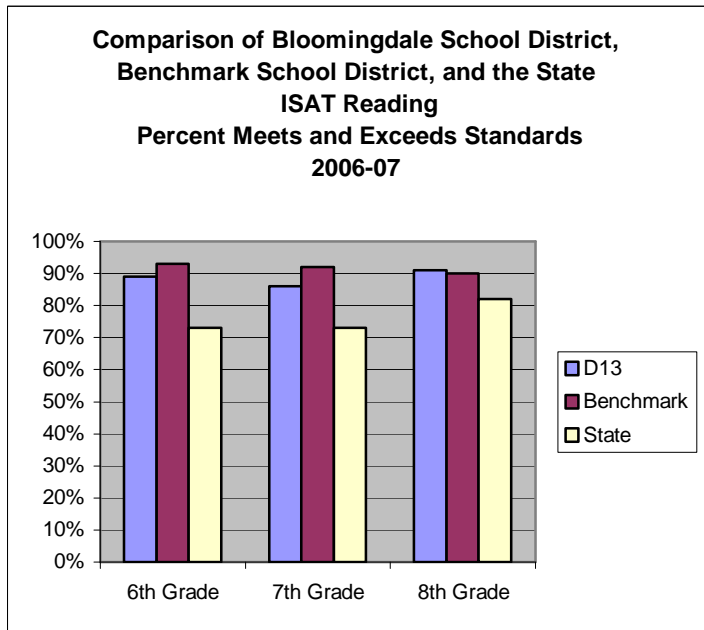
**KEY ACTION 9**

**IDENTIFY GAPS BETWEEN CURRENT AND EXPECTED STUDENT PERFORMANCE**

	6th Grade	7th Grade	8th Grade
NWEA mean	211	215	218
D13 mean	216	222	225



	6th Grade	7th Grade	8th Grade
D13	89%	86%	91%
Benchmark	93%	92%	90%
State	73%	73%	82%



## KEY ACTION 9

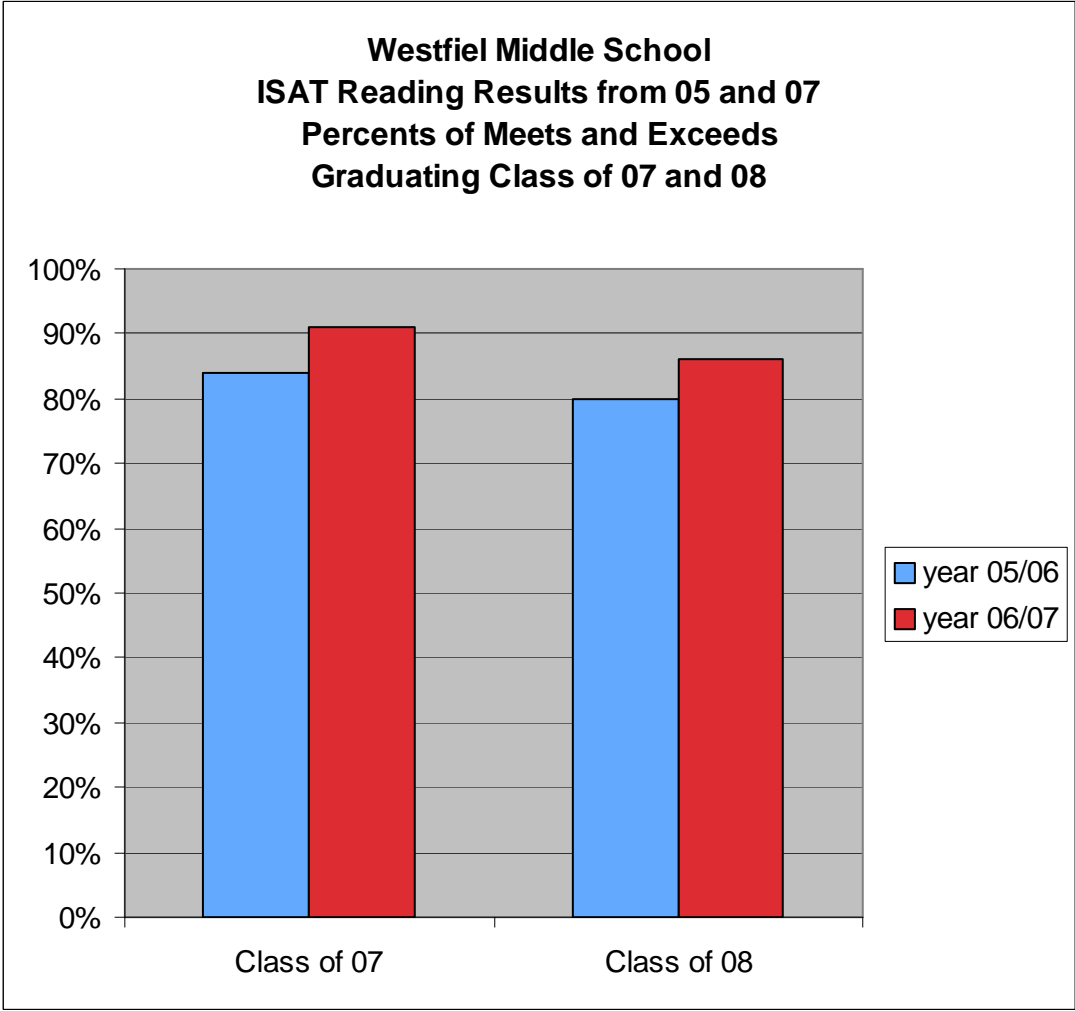
## IDENTIFY GAPS BETWEEN CURRENT AND EXPECTED STUDENT PERFORMANCE

	OLSAT		MAP Fall		MAP Spring		ISAT			EXPLORE				
	D13 Students	D13 Verbal	D13 N	D13 Mean Reading RIT	NWEA Mean Reading RIT	D13 % M/E in Read	D13 N	Benchmark% M/E Read	Benchmark N	State % M/E Read	D13 Mean Scale 1-25	D13 N	National Mean Read Scale Score 1-25	
6th Grade	148	107	155	216	211									
7th Grade	163	115	171	222	215									
8th Grade			170	225	218									
Results Expected in August 2008												16	156	14.2
Bloomington School District 13 Literacy Achievement 2006-07														
	OLSAT							ISAT			EXPLORE			
6th Grade	160	113				89%	172	93%	94	73%				
7th Grade	152	114				86%	175	92%	83	73%				
8th Grade				MAP Fall	MAP Spring	91%	175	90%	91	82%	15.8	158%	14.2	
Bloomington School District 13 Literacy Achievement 2005-06														
	OLSAT							ISAT			EXPLORE			
6th Grade	150	113				80%	170	95%	86	73%				
7th Grade	167	106				84%	178	83%	84	72%				
8th Grade				MAP Fall	MAP Spring	87%	164	85%	104	79%			Not Available	

**KEY ACTION 9**

**IDENTIFY GAPS BETWEEN CURRENT AND EXPECTED STUDENT PERFORMANCE**

	Class of 07	Class of 08
year 05/06	84%	80%
year 06/07	91%	86%



**KEY ACTION 10**    **SET IMPROVEMENT GOALS**

**Target Area for Improvement: Increased literacy across all content areas** (based on D13 Literacy Goal and Westfield Building for 2006 through 2008.)

Improvement Goal	Expectations for Student Learning	Targeted Participants
<p>All Westfield students will demonstrate increased proficiency in reading across the content areas.</p>	<p>Students will read with fluency across all content areas.</p> <p>Students will demonstrate improved proficiency in comprehension with regards to problem solving text and non-fiction text.</p>	<p>Westfield students and teaching staff</p>

**Target Area for Improvement: Increased literacy across all content areas**  
**Improvement Goal: Improved literacy and reading skills across the curriculum**

**Rationale**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Staff development</li> <br/> <li>• Design a uniform and structured program that is both consistent and grade level appropriate so that it can ultimately impact overall student literacy growth</li> <br/> <li>• Develop common assessments that generate data to be used to measure consistent growth</li> <br/> <li>• Increase communication between fifth and sixth grade teaching teams particularly with regards to transitioning overall</li> </ul> | <ul style="list-style-type: none"> <li>• increased staff awareness and knowledge base through workshops, conferences and informal instructional settings.</li> <li>• training time - Math, Science, Social Studies teachers need additional training in reading instruction</li> <li>• Funding and resources are focused on these areas of school improvement with regards to targeting building and districtwide goals</li> <br/> <li>• time to design the program</li> <li>• competing priorities and building goals need to be factored into planning</li> <li>• the need to develop consistent strategy to be administered in a controlled environment</li> <li>• lack of the overall emphasis on non-fiction reading in exploratory and specials areas</li> <li>• materials to use for the math, science and social studies non-fiction reading programs overall need to be interfaced with reading instructional strategies to increase reading comprehension</li> <br/> <li>• time needs to be set aside for teams to plan common reading instructional strategies</li> <li>• reliable and consistent data and specific training has been lacking in the past</li> <li>• currently, teachers create assessments that align with textbooks and content taught, not the SIP goal for the building. This will need to change and include common classroom assessments</li> <br/> <li>• Lack of successful transitioning strategies and programming to help teachers correlate what non-fiction reading instruction has previously occurred</li> </ul> |
|--|---|

## KEY ACTION 12 DEVELOP ACTION PLANS

### Action Plan Template

#### Target Area for Improvement: Literacy

<b>Improvement Goal:</b>  All Westfield students will demonstrate increased proficiency in reading across the content areas.	<b>Expectations for student learning:</b>  Students will read with fluency across all content areas.  Students will demonstrate improved proficiency in comprehension with regards to problem solving text and non-fiction text.	<b>Targeted participants:</b>  Westfield students and teaching staff
<b>Interventions:</b> <ul style="list-style-type: none"> <li>• Staff Development</li> <li>• Adjusting curriculum across all content areas</li> <li>• Create an intervention program targeting the <i>Below to Meets and Meets to Exceeds</i> students in the ISAT reading results from 2006 and <i>Below to Meets</i> in ISAT Math results</li> </ul>		<b>Evaluation:</b>  Examination and analysis of 2007 and 2008 ISAT test results

#### Timeframe for implementation:

September 2006 -----Oct.-----Nov.-----Dec.-----June 2007-----summer work on curriculum maps with inferencing noted-----August 2007 – refocus due to ISAT results -----September 2007-----ongoing-----Jan. 2008-----May 2008

Actions	Schedule	Responsibilities	Monitoring	Resources
1. Heighten awareness of need to work on literacy across the curriculum including ROE Best Practices in Reading Workshops	On-going throughout the school year	SIP Team and key teacher leaders from each grade level present faculty meetings on workshop instructional strategies to implement in the classroom	SIP Team and Building Leadership Team members along with key grade level LA/SS teachers	Debriefs in team meetings  ADA monies assigned to support professional development on literacy goal
2. Reporting out reading instructional strategies currently used in subject areas	On-going throughout the school year	SIP Team guides With key teacher leaders (LA/SS) report out	SIP Team	
3. Chart a state report card summary matrix to identify gaps	August Think Tank 2007 December SIP workday	identification of gaps	SIP Team and Asst. Supt.	
4. develop a program of test taking skills to target students in order to improve overall ISAT results	Ongoing from December through January 2007 and 2008	SIP Team sub-committee and paraprofessional network of Westfield	SIP Team	Release time for paraprofessionals to work with the target groups
5. introduce test taking skills into the target audience of students	Jan. 2007 to March 2007 and Jan. 2008 to March 2008	Curriculum and instruction for paraprofessionals to implement test taking strategies	SIP subcommittee	Time allotted to develop curriculum

**ISAT “Bubble” Groups - for Spring of 2007** (initially only included the borderline of the Below to Meets students in Reading)

**ISAT “Bubble” Groups - for Spring of 2008**  
(Below to Meets and Meets to Exceeds students from the 2007 ISAT reading results and Below to Meets from the 2007 ISAT Math results)

1. Choosing groups
  - a. Students that were on the borderline- ranged from 2 above and 2 below meets standards as well as 5 above and 5 below exceeds standards.
  - b. Students were grouped according to schedule- reading groups were pulled from their LA/Read class 1 period a week. Math students were pulled from their exploratory class 1 period a week.
  - c. Students receiving special services not included in study groups.
  - d. There was a meets reading group, meets math group, and a exceeds reading group in 2008.
2. Designing curriculum
  - a. The students in the groups MAP scores were examined for gaps in sub categories.
  - b. Lessons were directed based on lack of literature and mathematical skills.
  - c. Lessons were chosen from the ISAT Coach Reading and Math books. (Based on state standards)
  - d. Lessons were also chosen based on levels.
  - e. Lessons were then copied.
  - f. Paraprofessionals were trained to teach the lessons to the small support groups during the school day.
  - g. Paraprofessionals included extra material to help support the lesson for the week.
  - h. Testing strategies were also taught by the Paraprofessionals.
  - i. The last session was dedicated to providing a practice ISAT test taken from the ISAT Reading Test Rehearsal Booklet.
3. Outcome
  - a. Very few behavior incidents: if there were any, teachers (SIP member) would be notified and students had the choice of leaving the group but they all chose to stay.
  - b. Students expressed wanting the sessions to last longer.
  - c. Students expressed how sessions supported work done in their classrooms.
  - d. Students not involved wanted to be a part of the groups.
  - e. There was constant communication between the Paraprofessionals and the teachers(SIP members)

Starting this past school year, 2007-08, the school improvement initiative was expanded to include literacy across the curriculum. Having moved from improving inferential reading, school years 2004, 2005, and 2006, to a broader range of increasing literacy in all content areas seemed more inclusive to all staff members and was readily accepted by Westfield staff as a step forward in working collaboratively across the board to improve student achievement.

The rationale of the target goals of increasing literacy across the curriculum came in part from the recommendations from the spring Jan Skowron, *2007 Literacy Program Evaluation Report*. When the SIP members reviewed the new ISAT data, scores exhibited higher ratings overall but it was decided more differentiation work could still be done to target even more students. The SIP Team further determined that there was a need to increase student test taking skills in these borderline categories. Later, using diagnostic assessment measures with MAP, teacher would then be able to differentiate instruction in order to meet the needs of all students.

The SIP members encouraged grade level teams to focus on specific reading, interventions with students that were borderline in the “Below” and “Meets” categories initially when looking at the 2007 ISAT scores overall. The results had been so significant in raising the achievement levels across the board on the ISAT results for 2007 that the team felt it was necessary to expand and adjust the intervention program to include more students with further attempts to impact achievement scores for the 2008 spring ISAT.

Embracing the concepts of differentiation, Westfield targeted more students for more intervention in *Below to Meets* and *Meets to Exceeds* borderline categories in reading for the spring ISAT test of 2008. Additionally, the target group was expanded even further to include the *Below to Meets* borderline students in the area of mathematics on the ISAT scores from 2007.

## KEY ACTION 14

## IDENTIFY MEASURES TO DETERMINE RESULTS

Reading							
6th Grade Below						6th Grade Exceeds	
06 to 07	8 Students	5th to 6th: 88%/ 19.25pt inc.	6th to 7th:	7th to 8th:	N/A		
07 to 08	10 Students	5th to 6th:	6th to 7th:	7th to 8th:	15 Students	5th to 6th	6th to 7th
7th Grade Below						7th Grade Exceeds	
06 to 07	13 Students	5th to 6th	6th to 7th: 77%/16.92pt. inc	7th to 8th	N/A		
07 to 08	9 Students	5th to 6th: 2.28 pt. inc no group support	6th to 7th:	7th to 8th	6 Students	5th to 6th: 11pt. Inc no group support	
8th Grade Below						8th Grade Exceeds	
06 to 07	10 Students	6th to 7th	7th to 8th: 90%/15.6pt. inc	N/A			
07 to 08	7 Students	6th to 7th: 1.6pt inc no group support	7th to 8th	9 Students	6th to 7th: 11pt inc no group support		
MATH							
6th Grade Below							
07 to 08	15 Students	5th to 6th					
7th Grade Below							
07 to 08	14 Students	6th to 7th					
8th Grade Below							
07 to 08	15 Students	7th to 8th					

Examination of the 2007 ISAT data led the SIP team to expand the target groups.

## **KEY ACTION 15** ANALYZE AND DOCUMENT STUDENT PERFORMANCE RESULTS

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The ISAT 2007 scores showed that the “Bubble” groups at each grade level improved in ISAT Reading scores, consequently, the need to expand the program became evident. Specifically, using the 2007 ISAT results, at 6<sup>th</sup> grade, 7 of 8 students, or 88% had higher ISAT Reading scores after participating in the Bubble Kid Test Preparation program. At seventh grade, 10 out of 13 students, or 77%, showed improvement. At 8<sup>th</sup> grade, 9 of 10, or 90%, improved.

### **Interventions exhibited remarkable results:**

- At grade 6, the average gain was 19.25 scale score points.
- At grade 7, the average gain was also 16.92 scale score points.
- At grade 8, the average gain was 15.6 scale score points.

**KEY ACTION 16 EVALUATE THE SUCCESS OF THE INTERVENTIONS**

Based on the results, the SIP members determined the Bubble Kid Test Preparation Program was successful in helping the vast majority of kids who participated raise their scores on ISAT Reading.

SIP team members felt these results merited considering on expansion of the Bubble Kid Test Preparation Program for the 2008 ISAT.

Grade 6 2007 Results			Grade 7 Results			Grade 8 Results		
Student #	Grade 5 ISAT	Grade 6 ISAT	Student #	Grade 6 ISAT	Grade 7 ISAT	Student #	Grade 7 ISAT	Grade 8 ISAT
1	215 M	225M	1	218B	241M	1	226M	232M
2	215M	245M	2	213B	236M	2	222B	245M
3	218M	248M	3	222B	241M	3	222B	257M
4	215M	245M	4	215B	223B	4	209B	223B
5	215M	214B	5	218B	253M	5	229M	237M
6	213B	232M	6	213B	194B	6	226M	254M
7	215M	234M	7	220M	236M	7	226M	232M
8	204B	220M	8	241M	241M	8	229M	257M
			9	218B	230M	9	229M	237M
			10	222M	230M	10	215B	212B
			11	213B	211B			
			12	202B	238M			
			13	220M	260M			

## **KEY ACTION 17** **COMMUNICATE AND USE RESULTS FOR FURTHER IMPROVEMENT**

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After analyzing and evaluating the Bubble Kid intervention, it was decided to expand the program. A “low” Reading group was again selected – students who were just below or just above “Meets Standards”. We also selected a “high” Reading group, made up of students just below or just above “Exceeds Standards”.

Due to the success of the intervention, the team decided to include preparation for the ISAT Math Test.

As stated earlier, expanding the program for 2008 ISAT testing brought about more target students. A “Low” Math group was assembled, made up of students just below or just above “Meets Standards”.

Results will be analyzed and evaluated after ISAT results arrive in August 2008.

We will broaden the involvement of our students in working to understand test results and what that means to them as learners. While our SIP team included representatives from each learning area, grade level, administration and parents, we recognize that involving students in their learning growth process is a key factor to improving student achievement overall.

The Westfield staff has committed to moving forward with data driven decision making. This will ensure more and better quality data on student performance. While we have common standardized testing instruments to determine overall consistent student achievement (ISAT and Measure of Academic Progress – M.A.P.), we have found through the curriculum mapping process that we have numerous informal student assessments occurring in classrooms which indicate the informal data is inconsistent and currently unreliable.

We plan to use the same school improvement goals over the course of the next few years to help us gather consistent and reliable data. We will seek greater participation among teachers who will be affected by the interventions as we work to also develop common assessment to measure student growth in classroom settings as well as our standardized testing instruments. As a school, we will have to work harder at data mining and make better use of the Data Coach resources along with the new Reading Specialist and Coach resources within our school district to ultimately impact teacher instruction that will then impact student learning.

Limiting the main focus of the SIP Team to the cognitive goal within this literacy framework supports not only our building goals but the district level goal of increased literacy.