

Profile Westwood Intermediate Report to the

Message from the principal

The learning community of Westwood Intermediate School welcomes you and your family to our school. Westwood strives for excellence every day and I look forward to working with you throughout the 2009 - 2010 school year.

Our school is fortunate to have staff, students, and parents working together to create partnerships for learning. Each morning I am inspired by over 700 fourth and fifth graders who eagerly arrive for a day of learning in their classrooms. It is the goal of the staff to ensure the academic success of each individual student and help foster every child's social and emotional growth.

Every day we focus on creating a learning environment that encourages Cooperation, Assertion, Responsibility, Empathy and Self-Control (C.A.R.E.S. skills). The learning targets are consistently communicated to students. Each and every child knows what they're learning each day.

We make learning come alive for our students through the use of:

- Active learning through our adopted curriculum of Houghton Mifflin, Everyday Math, 6+1 Traits of Writing, and FOSS/DELTA Science
- Technology rich classrooms with SMART boards, and LCD projectors to reach our 21st Century learners

The Westwood Intermediate School staff's commitment and dedication are evident on a daily basis in all that we do. We are committed to continually improving to achieve the Spring Lake Park purpose of being a world class school ensuring every child is college ready.

School Highlights

Gifted & Talented and Early Language Learners students are clustered into classrooms that are staffed with specially trained teachers

Accelerated math classes offered at both grades four & five to continue to challenge our gifted math students

A focus on the whole child with art, music and Phy. Ed. taught by certified teachers

An introductory Spanish program for every fifth grader

All students participate in daily morning meeting to prepare them for the day by connecting to their peers and teacher

Students are placed on teams to create small learning environments for kids

Students take pride in their school through leadership provided by student council, patrols, and service learning projects

Weekly Professional Learning Community meetings where staff engage in dialogue on improving the learning of your child

A systemic approach to meet students' needs so no child is left behind

Teacher leaders in the areas of language arts, math, social studies, and science to ensure quality instruction and curriculum every day to your child

An active PTO, committed to improving the education and family connections at Westwood, last year raising over \$20,000 to support field trips, and the purchase of books in the media center.



Principal

Tom Larson

Enrollment

718 students

School Hours

8:45 am – 3:20 pm

Office Hours

8:00 am – 4:00 pm

Website

Springlakeparkschools.org

Demographics:

Percent of students eligible for free or reduced lunch 35%

Percent of students receiving special Services

Special Education 14%

English as a Second Language 11%

Gifted/Talented 9%

Diversity of student population (by percent):

Native American: 2%

Asian 11%

Hispanic 8%

Black 11%

White 68%

Summary of 2008-2009 Westwood Intermediate School



Our vision scorecards define indicators of success within each of five strategic areas. We utilize these to measure progress and identify actions for improvement to move towards our vision. Our overarching goal and focus revolves around the strategic area of *Improving Student Learning and Development*. In addition, we measure our progress in each of our other strategic areas, and take action by identifying initiatives and projects that will directly or indirectly improve our student learning results.

The five vision scorecards:

Improving Student Learning and Development:

Raise our highest levels of learning while narrowing the gap currently predicted by race and socioeconomics

Professional Learning Community: Align the work of adults to continuously improve personalized instruction and responsiveness to meet our students' unique and varied learning needs

Equity: Develop systems and school cultures which welcome and engage all people, cultures, and beliefs

Effective operations: Improve our effective management of human, financial, and physical resources

Communications and connections: Increase the connection, engagement, and support of our families and community

On this page you will find a snapshot of student data used to measure progress on Scorecard A Improving Student Learning and Development and projects and priorities to support moving toward the vision and purpose. For the more information, please contact your building administrator.

- 85% of students met/exceeded DIBELS Oral Reading Fluency Benchmark
- 68% of students met expected growth targets in math on the MAP (Measure of Academic Progress)
- 67% of students met expected growth targets in reading on the MAP (Measure of Academic Progress)
- 66% of students met /exceeded grade level norms on the MAP in math
- 63% of students met /exceeded grade level norms on the MAP in reading
- 72% of students met /exceeded grade level standards on the MCA-II math assessment
- 73% of students met /exceeded grade level standards on the MCA-II reading assessment
- 33% of grade 5 students met /exceeded grade level standards on the MCA-II science assessment

Overarching Desired Results to Improve Student Learning

Increase the percentage of students making their growth and ready for the next year of learning in the area of literacy.

Increase the percentage of students making their growth and ready for the next year of learning in the area of math.

Priorities and Projects to move toward the purpose and vision

- Increase the effectiveness of the system of interventions through the implementation of tier 4, the problem solving protocol, and refinement of tiers 1,2, and 3.
- We will move from a 2 to a 4 in the area of Essential Learning Outcomes on the scorecard by clearly communicating daily targets to students and the success criteria.
- We will move from a 2 to a 3 in the area of Assessment for Learning on the score card by utilizing formative assessments on a daily basis to guide instruction.
- We will move from a 2 to a 3 in the area of personalization on the score card by continuing to differentiate for students, engage them in higher order thinking, and increase the amount of time students are interacting with each other at high levels.
- Improve communication and meaningful engagement with families and the community by creating opportunities for working in partnership with parents and providing important information to parents in a variety of ways and languages.