



Oliver S Westcott Elementary School (/school-plans/467) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
04/29/2016	Giles, Bibbie, Dockery	Review of CIWP Draft
04/26/2016	Bibbie, Moses, Giles, Sanderson, Pearson	Evaluation of Student supports and effectiveness

04/07/2016	Williams, Moore, Guyton, Dockery	Attendance Strategies: Evaluation of Effectiveness
03/24/2016	Sanderson, Preyar, Elam, Jones, Watkins, Dockery	SEF and Priorities and Action Plan Review
02/25/2016	Sanderson, Elam, Dockery, Bibbie, Grant, Watkins, Giles	Review of 5 Essentials
02/16/2016	Sanderson, Dockery, Bibbie, Moses, Pearson, Arnall, Williams, Grant	SEF, School-Wide Vision/Mission

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

Leadership & Collective Responsibility is characterized by an unwavering commitment to fulfilling a shared vision of success. There is a clear focus and high expectations for staff and students, motivating the entire school community to continue striving for success for every student.

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According to the 2015 5Essentials Report, Westcott is organized for instruction. Effective Leaders (52), Collaborative Teachers (64) and Program Coherence (40). Program Coherence is significantly lower than the district average. This is definitely an area of concern. Westcott has a set culture of achievement that is consistently reviewed for effectiveness as well as the need to make improvements. All expectations are outlined and visible throughout the school. Teachers are committed to weekly grade level collaboration horizontally; however, there is a great need for more vertical planning. The school's leadership team is also committed to regular reviews of student attendance and academic data to identify areas in which students require supports. Based off of school wide data, the school's leadership is committed to identifying professional development opportunities and ensuring that teachers are participating and engaging in professional development opportunities to support teaching and learning. In addition, the principal and assistant principal attend and engage in professional development opportunities within and outside of the district. Our vision includes the importance of implementation of instructional best practices and that there is regular communication and clarification among the staff.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
 - Consider the demographics of the school community in developing a shared vision.
 - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
 - Consistently use informal and formal opportunities to champion and articulate the vision.
 - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
 - Ensure the school's identity, vision, and mission drive school decisions.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
 - Build shared leadership structures and opportunities for job-embedded leadership training and development.
 - Capitalize on the leadership skills of others.
 - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
 - Master skills associated with large-scale strategic planning processes and implementation of such plans.
 - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
 - Model ambitious goals for teaching and learning for all students, including priority groups.
 - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
 - Buffer staff from external distractions to the school's priorities and goals.
 - Limit school improvement goals to a few high leverage activities.
 - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

Score

The ILT is characterized by having a consistent structure for teacher leadership that is focused on creating and implementing the theories of action that improve teaching and learning. ILT meetings are a productive forum to identify challenges, collect and review evidence, exchange ideas, and propose and implement solutions to challenges to school improvement.

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According to the 2015 5 Essentials Report Westcott is organized for instruction receiving an average implementation rating of 64 for Collaborative Teachers. Our lowest area(although there is a strong rating) is collective responsibility. 22% of the teachers completing the survey feel that they are not responsible when students do not learn. The ILT Effectiveness Rubric Score is 22 which is effective, indicates that there is some room for improvement. Review of ILT artifacts such as agendas, minutes and action items suggest that a more consistent system of monitoring has to be implemented to ensure that there is marked follow through on all generated action items. The schools ILT is comprised of a diverse population of teachers which include primary,intermediate, upper, DL representatives and the school's success coach. Teacher experts in the areas of Literacy and Math are also team members. Moving forward, we will add a member to represent PSRP staff. All staff are invited to attend meetings; however, there is little to no response. Teacher leadership is encouraged school-wide and each teacher has equity of voice in staff meetings (i.e.; grade band, teacher teams, faculty, ILT, CIWP, etc.). Each teacher is invested in the forward progress and success of the school as demonstrated by ownership of leadership roles within their grades, grade bands, and school wide initiatives. In addition, all teachers are invited to present professional development.

The ILT in collaboration with the network staff completed the ILT Effectiveness rubric. Agendas are prepared in advance so that team members are aware of the goals for each session. Teacher team meeting are also aligned with the common planning rhythm and information from ILT meetings drive the focus of teacher team meetings. The commitment to active engagement in ILT meetings and the opportunities for teacher leaders to present and identify necessary school-wide practices has proven to be successful Teachers are committed to identifying root causes and strategies to support student learning outcomes.

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
 - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
 - Relentlessly ask, "Is it working?" about every program, initiative, and strategy in the school.
 - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
 - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "If not, why not?"
- **Share leadership for improving teaching and learning with representative school members.**
 - Organize the team around a common understanding of team's purpose and instructional priorities.
 - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
 - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
 - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
 - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
 - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
 - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
 - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
 - Meet regularly (2-4 times per month).
 - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
 - All team members have equity of voice and are actively engaged in asking questions.
 - Celebrate small wins and improvements.
 - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

Professional Learning:

Score

Professional Learning includes sufficient time, support, and 'safe practice' space to internalize new knowledge to change practice and beliefs. Adults persevere in collaboration with their colleagues to innovate and improve implementation of new practices.

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According to our data, student attainment and student growth as measured by the SQRP indicated that literacy and/or mathematics instruction did not sufficiently support students in meeting their attainment and/or their growth goals. In Literacy, student growth decreased to 43% which is significantly lower than the previous year. While attainment levels increased, it is still significantly lower. According to the 2015 5 Essentials Report, Westcott is organized for instruction receiving an average implementation rating for Collaborative Teachers of 64, within that, Collaborative Practice is rated at 67. This data suggests that measures must be taken to ensure that all teachers fully involved, informed and invested in collaboratively working together to promote student learning and student success. More time is warranted for teachers to observe each others practice more readily and make adjustments as needed. Teachers desire more opportunities to provide and receive feedback from peers as it relates to best practices.

School leadership fosters a professional learning environment. Our school-wide vision for instructional best practices is regularly clarified and opportunities for growth in content knowledge and leadership are extended to the staff. Resources are allocated for teachers to attend internal/external professional development focused on various aspects of the CCSS shifts (i.e.; CLOSE reading, writing, rigorous academic vocabulary, Webb's Depth of Knowledge etc.).

Our school's Professional Development plans addresses our academic priority areas (Literacy, Mathematics, and Science). In some cases, teachers indicate that their is a need for differentiated professional development. Some professional development has been job embedded and presented during grade level team meetings. Teachers also indicate that they would like more opportunities for internal walks. This is a major focus moving forward to support teaching and learning.

As a result of classroom observations and pop in visits, professional learning opportunities are identified to meet the needs of the teachers. Teachers engage in school level, network level and district level professional development. Professional development is also made available for primary teachers through Children's Literacy Initiative. Model classrooms are selected and opportunities are available for teachers to observe and provide feedback. School-wide professional learning is also supported by Strategic Learning Initiative (SLI). There is a need to develop a schedule and adhere to it so that the time is set aside on a more regular basis and teachers have time to practice. Peer coaching has improved greatly and teachers have become more open to feedback and take action as needed.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.
 - Solicit feedback from staff to inform selection of PL opportunities.
 - Provide PL relevant to the cultural and linguistic needs of students.
 - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
 - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
 - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
 - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
 - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
 - Teachers provide and accept collegial support and feedback to/from colleagues.
 - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
 - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
 - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**

- Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

Aligned Resources:

Resources (e.g. time, budget, staff, and community resources) are aligned to school priorities. Improving achievement guides resource allocation. Making the most of student time and staffing is a priority. The school organizes resources school-wide through schedules and staffing plans that target additional time and individual attention to those students who need it most and to highest priority subject areas.

Score

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A review of the current budget and the CIWP, funds were being used to support teaching and learning in the identified priority areas. The schedule was designed to allow designated time for auxiliary personnel to provide instructional support in the primary classrooms.

NCLB funds were used to provide supplementary instructional materials for all classrooms. Specifically, Literacy and Math which provided teachers with additional leveled texts to support student during reading instruction. Discretionary funds were used to support school goals including on line programs, after school intervention and enrichment programs designed to help boost the academic achievement level of 2-8 students in reading, math, and science content areas. In addition to the extended day programming, funds were earmarked to support a full time Librarian and an Art teacher who serviced all students. Our school has implemented a schedule based on student needs and school-wide growth goals. The school schedule allows for regularly scheduled, data-driven collaboration in teacher teams and grade level teams. Students receiving specialized services receive structured intervention in dedicated blocks.

Schedules are carefully developed with input from all grade levels that will maximize learning for students. Community based organizations: One Church, One School, Robert Morris, Communities in Schools and Greater Auburn Gresham offer support for school wide for intervention, enrichment attendance and professional development. The school budget is developed to provide funding for extended day opportunities: after school programming, after school allstars, and some Saturday opportunities. All funding is properly aligned to the CIWP goals.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
 - Use CPS Instructional Time Guidelines to maximize instructional time.
 - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
 - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
 - Leverage strategic source vendors to maximize dollars.
 - Seek and obtain grants to support articulated needs.
 - Use grant funds strategically to support areas of highest need.
 - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
 - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
 - Use an interview process including a protocol for questioning and select highly qualified candidates.
 - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
 - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**

- Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
 - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
 - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
 - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
 - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
 - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules
	✓ Teacher retention rates
	✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
	✓ Candidate interview protocol documents
	✓ List of community-based organizations that partner with the school and description of services
	✓ Evidence of effectiveness of the services that community-based organizations provide
	✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

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The curriculum – what students should know and be able to do - makes standards come alive for students. All students have access to an academically rigorous curriculum that inspires students to think and contribute high quality work to authentic audiences beyond the classroom. The curriculum fully integrates academic and social emotional learning opportunities for all students, including diverse learners, English learners, and advanced learners. The school regularly examines the curriculum to check alignment to standards and opportunities for all students to meet those standards.

According to the 2015 5Essentials Report indicates that Westcott is organized for instruction receiving an average implementation rating for Collaborative Teachers, Ambitious Instruction and Effective leaders. The School Quality Performance Rating noted that students are not meeting grade level expectations. This suggests that measures must be taken to ensure teachers both individually, as well as, collectively become more familiar with the school's curriculum and balanced literacy framework. Teachers indicate that more time is spent searching for resources to support student learning. Although there is a network pacing guide, teachers must strategically planning and preparing for daily instruction to promote student learning and student success.

All grade levels (K-8) are using the Network Scope and Sequence for Literacy, Math, and Science. As a school, we have diminished any inconsistencies that previously existed across grade levels by engaging in on-going professional development regarding vertical articulation of the standards, targeted objectives, and student expectations. Our DL teachers collaborate weekly to ensure that students are exposed to grade level instruction and they are able to provide supports within the classroom. Lessons are structured to address all student learning styles and high quality lessons for optimal student engagement. Teachers use Compass Learning and Study Island more readily to develop assessments as well as data from NWEA to provide students with learning opportunities that are common core aligned.

In an effort to facilitate continuous improvement, grade bands and individual classroom teachers need support increasing their professional capacity with respect to developing units. In the primary grades, teachers require supports for identifying teaching points as well as independent work time for students. Students also need more time to incorporate more opportunities to integrate writing within their daily practices. Teachers are encouraged to submit assessments with lesson plans so that they can consistently make certain that what they are asking students to do is aligned to what they will be assessed on. With continued professional development, opportunities for safe practice, intentional planning and implementation, we would expect to see improved teaching and increases achievement school wide.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework--virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
 - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development in addition to content standards to differentiate for English learners.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP** (<http://apcentral.collegeboard.com/home>), **gifted** (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTlxYTgz>), etc.)
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Instructional Materials:

Materials to present learning content and what the learner uses to demonstrate are characterized by variability and flexibility. Materials are identified and adapted to increase access to learning for all students. Materials include multimedia and embedded, just-in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL Guidelines 2.0)

Score

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In order to provide instructional materials to support our 21st century learners, students have access to 2 Mac Labs as well as chrome books and an IPAD cart. The technology is used on a daily basis to ensure that students are familiar with technology as well as practice for district level assessments. To ensure that all students receive instructional support to access the content/skills through scaffolding and/or differentiation, teachers created small group intervention blocks. In addition, schedules are aligned to students' performance levels (NWEA).

Our curriculum includes: Balanced Literacy materials from Scholastic, Compass Learning, Interactive Science for grades K-5, Envisions Math 2.0 in grades K-5, and Go Math for grades 6th-8th. Westcott implements the network pacing guide for Literacy, Math and Science to develop lessons that are aligned to CCSS. All grade levels follow the identified pacing guide in order to ensure that students are exposed to all of the necessary standards prior to district wide assessments. Lesson plans include specific differentiated learning activities based on NWEA testing data as well as teacher created assessments. Specific modifications and accommodations for diverse learners are also included.

Guide for Instructional Materials

Instructional materials (including technology) are.....

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
 - Are selected and adapted based on learning objectives and learner needs.
 - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
 - Student outcomes and developmental appropriateness determine when and who will use the materials.
 - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
 - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
 - Materials are in English and native language for English learners.
 - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
 - Students interact with instructional materials to engage all modalities in the learning process.
 - Technology is integral to students learning experiences.
 - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
 - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
 - The teacher models effective use of various materials.
 - Students understand that materials are a means to acquire language, knowledge, and competencies.
 - Technology enhances students' higher order, creative thinking and problem solving.
 - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
 - Students make choices about instructional materials as part of learning.
 - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
 - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious instruction Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1.a. Demonstrating Knowledge of Content and Pedagogy 1.b. Demonstrating Knowledge of Students 1.c. Selecting Learning Objectives 1.d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

The school regularly examines student work - what students are being asked to do on in their classrooms - across grades or courses

Score

in all content areas. Examining the texts and tasks students experience provides the necessary insight to gauge rigor and illuminate how the standards are actualized prompting the question whether or not approaches support the true spirit of college and career readiness. (adapted from The Education Trust – Equity in Motion Series)

According to the 2015 5 Essentials Report, Westcott is organized for instruction receiving an average implementation rating for Supportive Environment (Score 39) and Ambitious Instruction (Score 57). Our SQRP Attainment and Growth measures indicates that it is necessary to all teachers ensuring that instruction is challenging and engaging. Both indicators are lower than the district. Student Safety is the lowest area while students feel that there is a high level of support as students attempt to achieve their goals,

As a school we are making strides in designing coherent instruction that is aligned to CCSS as well as developing learning task that are aligned to the learning objective. According to data on informal and formal observations, 3B-Questioning and Discussion Techniques and 3D-Assessment of the framework for teaching are areas that need improvement. There is a need for students to be exposed to more rigorous learning tasks to challenge their thinking. Educators must consistently use the DOK (Depth of Knowledge) level of rigor rubric to measure student task and assessments. Also, identify questions within their lesson plans so that they are more intentional and data based. During grade level meetings and ILT meetings, there must be more opportunities to review student learning task and evaluate them to ensure that what is being asked of the student will challenge their thinking and lead to mastery of the skills.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
 - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
 - Tasks are Integrative to draw on multiple standards.
 - Teach for Robust Understanding in Mathematics (TRU Math ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction 1.d. Designing Coherent Instruction
CPS Framework for Teaching	2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

Score

The school creates pathways to success built on a vision in which all students leave secondary school with a clear plan for their initial

postsecondary destination, whether in apprenticeship training, work, or college. All students have equal access to college preparatory curriculum to be successful. The school is characterized by structures for developing early postsecondary awareness and the knowledge and skills that lay the foundation for the academic rigor and social development necessary for college and career success. Students are equipped with the confidence in their ability to implement and adapt their plan throughout their lives as they and the world around them change. This vision sees students as the architects of their own lives.(adapted from Creating Pathways to Success, Ontario)

Our school community nurtures a culture of college and career readiness by engaging in our annual room dedication ceremony. Throughout the school year, speakers affiliated with various careers as well as college students are invited to speak about college readiness and career choices. Students engage in virtual college visits as well as college tours with our partners at Robert Morris University. Our school promotes preparation, participation, and performance in college and career readiness assessments. Students are made aware of their progress and are afforded opportunities to set goals. Students complete REACH performance tasks, and other assessments, are geared towards college and career-readiness.

All staff members reinforce high expectations for all students to aspire to reach college and career readiness standards. The Guidance Counselor scheduled a High School Fair to prepare students to think about their future. In addition, students explore high schools and colleges virtually. My Voice, My School student surveys were completed by students in order to receive feedback from our students as to how they feel when they come to school as well as what supports they may need to be more successful. Transition plans were completed for all 8th grade diverse learners whose age made them eligible for transitional planning. All 8th grade specialized transition plans include secondary academic goals and post-secondary education, employment, and independent living goals. Parents and students were invited to 1-on-1 and small group meetings to explore high schools and completed high school applications alongside their students. Transition plans were completed for all 8th graders diverse learners whose age made them eligible for transitional planning.

Our pre-kindergarten staff works with families and kindergarten teachers to provide an effective transition to kindergarten. Through supports from Greater Auburn Gresham Development Corporation, Westcott offers a summer Enrichment Camp to support students at the primary level.

Westcott School Counselor and principal has engaged in professional development to support this area for students in the middle school. Topics related to college and career choices are discussed within college and career class period as well as with the student success coach from the University of Chicago 6 to 16 Success Project. Students review gradebook weekly and develop a plan to complete any incomplete assignments. Teachers and students work in collaboration for the best solution to support student learning outcomes. Students continuously review NWEA data through BAGs reports and compass learning folders. Students use college readiness correlation and to set new goals. Middle school students are provided with agenda books and binders to help them organize and keep track of assignments, projects and due dates. Select students also participate in Capitol 1 Inspire U program to investigate various professions. Students engage monthly with a mentor to explore career opportunities and develop strategies to meet career goals. Students also engage in projects that require research and presentations both individually and as a group.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
 - **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
 - **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B’s or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
 - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.

- In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They promote the emergence of self-directed learners.

Score

1 2 3 4

One hundred percent of the teachers use the CCSS to plan for rigorous instruction. In addition to students gaining understanding of standards in written and verbal form, teachers are expected to refer to lessons purpose throughout instruction. Teachers discuss essential questions and enduring understanding of units and lessons with students. Use of Critical Thinking for Life CCSS flip chart strategies and New Bloom's Taxonomy and Depths of Knowledge as units of study and lessons are planned. Questions should be stated in lesson plans to so that they invoke well thought out and logical answers. Teachers use task analysis techniques to ensure mastery by presenting instruction incrementally to diverse learners and others who will benefit. Lessons where there is evidence of marginal mastery (below 80%) are re-taught and students are re-assessed. Administrators check Gradebook weekly for evidence of lessons being re-taught and evidence of student mastery. Network 11 interim assessments, CIM assessments are available to teachers as well as Compass Learning and Study Island. Use of these resources provides a mechanism for teachers to check for understanding of learning and delivers extensive reports to monitor student performance and progress.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
 - Guide students to articulate the relevance of the objective(s) to learning.
 - Anticipate possible student misunderstanding.
 - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
 - Enable students to contribute to extending the content by explaining concepts to their classmates.
 - Build on students' language development and understanding of content.
 - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
 - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
 - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.

- Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
- Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
 - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
 - Provide targeted supports to individual students or groups of students based on their identified needs.
 - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
 - Monitor progress and check for understanding for individual students.
 - Change instructional practice based on analysis of current data.
 - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
 - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

Multi-Tiered System of Support:

The school is characterized by full implementation a system of academic and social emotional (SEL) supports for all students. Every day, in all classrooms, all teachers provide: Universal instruction in the core curriculum - academic & SEL (Tier 1) to all students; additional targeted academic and SEL supports (Tier 2) where needed; and deep and intense supports (Tier 3) based on individual and small group needs. The school also monitors On Track data (grades/GPA and attendance (ES), and course credits (HS)) to provide interventions/supports for students at risk for failure and/or truancy.

Score

1 2 **3** 4

School-wide implementation of “push-in” and “pull-out” model for students needing additional instructional support is in place. Students engage in RIT Band Instruction at least 3 times per week. The school librarian, case manager, and school supports specialist provide additional reading instructional support to small groups of students in primary and middle school grades. Westcott has an on-going partnership with Robert Morris Talent Search; 6th, 7th and 8th grade students in this program receive additional academic support. Teachers are expected to prepare common assessments, analyze student data and student work, and prepare strategies to implement in their classrooms that will address the learning needs of their students. Primary teachers work closely with the Children's Literacy Initiative coaches and Principal to design coherent instruction and receive immediate feedback and coaching for continuous improvement. Substitute coverage is provided when necessary and common planning periods are embedded into the schedule.

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
 - Empower student to advance their learning.
 - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
 - Classrooms are student-centered with student agency.
 - Each student has the opportunity to advance upon demonstrating mastery.

- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below “C” or chronic absenteeism. (On Track)**
 - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
 - Monitor students requiring and receiving targeted and intensive instruction/interventions.
 - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
 - Determine appropriate interventions for students or groups of students not making adequate progress.
 - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use) ✓ Evidence of Personal Learning Plan (PLP) implementation ✓ Integrated data system that informs instructional choices ✓ Flexible learning environments ✓ Use of student learning plans ✓ Use of competency-based assessments ✓ Use of personalized learning rubric ✓ Evidence of On Track monitoring and supports
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating Knowledge of Students 1d. Designing Coherent Instruction 2d. Managing Student Behavior 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B3. MTSS Implemented Effectively in School

Balanced Assessment & Grading:

Score

A balanced assessment system effectively measures the depth and breadth of student learning and monitors student progress towards college and career readiness. It also produces actionable data to inform planning for instruction, academic supports, and resource allocation. To meet these goals, a balanced assessment system must include multiple measures and be responsive to the needs of all students, including diverse learners and English learners.

1 2 **3** 4

Teachers by grade level (where there are multiple teachers) create common assessments for students. In addition, teachers use evidence from network created common quarterly assessments to drive instruction. Teachers make informed decisions as to whether students require enrichment or intervention supports. Teachers participate in DDI cycles to identify areas of strengths and areas that require reteaching. Gradebook is monitored weekly for the minimal number of grades as well as student success on assignments and assessments. Also, there is a laser like focus on reteaching and multiple opportunities for students to demonstrate mastery of standards.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see MTSS and Instruction)**
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design (<http://www.udlcenter.org/aboutudl/udlcurriculum>) and use of accommodations and, where needed, modifications.**
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their

- answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
 - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
 - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

A culture for learning is characterized by a school atmosphere that reflects the educational importance of the work undertaken by both students and staff. It describes the norms that govern the interactions among individuals about the mindsets (e.g. ability/confidence to grow with effort), academic behaviors (e.g. attending classes, completing assignments), the learning strategies and skills, the value of perseverance despite challenges and obstacles, and the general tone of the school. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to "get it right." There are high expectations for all students. The classroom is a place where teachers and students value learning and hard work, and students take visible delight in accomplishing their work. Staff believe they can make a difference, that their hard work is the fundamental cause of student achievement, and are invested in student outcomes.

Score

1 2 3 4

According to the SY '15 My Voice My School Survey, Westcott's rating for Academic Personlism is Strong-63 (teachers connect with students in the classroom and support them in achieving academic). Students have opportunities to monitor their progress and have scheduled Progress Monitoring conferences with teachers regarding NWEA data as well as course grades. A partnership with U of C's Success Project has afforded Westcott an opportunity to have a full time Success Coordinator who supports middle school students with matters related to college/career, high school applications, calculating, monitoring and maintaining GPA, as well as academic support. The coordinator also supports the principal's efforts in increasing school-wide attendance and consistent monitoring of On-Track rates.

Each quarter, students who are on the Principal's Honor Roll, Honor Roll, as well as students who have perfect attendance are recognized at an assembly; principal/honor roll students' parents have an opportunity to write a Parent Reflection whereby they describe why they are proud of their high achieving children.

This school year, the students participated in a Historically Black College and University (HBCU) fair. Each classroom bears the name of an HBCU and the students were given criteria that outlined expectations for research of their particular college/university. Each classroom participated, designed a project board bearing all expected components, and marketed their HBCU during the fair. Based on the information the students in grades 5th-8th received after hearing their peers' presentations, each student had an opportunity to apply to the college of their choice.

In an effort to increase the rigor of instructional activities, four of Westcott's teacher leaders offered Professional Development to their colleagues related to Webb's Depth of Knowledge (DOK) the teacher leaders discussed and shared levels of complexity and examples of evidence that aligns to each of the four DOK levels: Recall, Skill/Concept, Strategic Thinking, and Extended Thinking. We recognize students for academic and behavioral achievements; however, we will work to improve means for celebrating student work (e.g., post accomplished assignments and projects in corridor so that students realize that perseverance, editing/making revisions, and correcting drafts of assignments lead to higher levels of achievement). This will help to strengthen our culture of achievement.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.
 - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
 - Consistently communicate the expectation that all students can achieve at high levels.
 - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
 - Clearly display school-wide expectations for academic and personal success throughout the building.
 - Set high expectations according to grade-appropriate learning objectives.
 - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
 - Recognize high levels of student achievement. All students receive recognition.
 - Encourage student resilience and hard work.
 - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
 - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
 - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
 - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
 - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
 - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
 - Employ strategies including ongoing monitoring and support of students' academic behaviors.
 - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers
	✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction
	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
	Collaborative Teachers
	Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Relational Trust:

Score

The school is characterized by high levels of relational trust between all school participants - the “glue” or the essential element that coordinates and supports the processes essential to effective school improvement. Interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

1 2 3 4

Classroom teachers, security, administrators, case manager, school supports specialist and school counselor meets with students to discuss data from district level assessments, state assessments and classroom assessments as needed. The school counselor hosts an annual High School Fair and assists students with high school applications. Annual Career Awareness Week organized by counselor and career committee. Case Manager develops transition plans with input from parents and students with disabilities. Diverse participate in all extra-curricular and after school programs. Teachers use updated information about student achievement and proficiency levels to plan for instruction. More emphasis will be placed on general education teachers regularly monitoring the progress of Diverse Learners' IEPs so that necessary adjustments to instruction can be made to address students' needs.

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
 - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
 - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
 - Create opportunities for students to build positive relationships with peers.
 - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
 - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
 - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
 - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
 - Respect other teachers who take the lead in school improvement efforts.
 - Respect colleagues who are experts at their craft.
 - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
 - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

Student Voice, Engagement, & Civic Life:

Score

Students are interested and engaged in learning, invested in their school, and contributing to their community. The school provides early and ongoing exposure to a wide range of extracurricular activities and rigorous courses and programming.

1 2 3 4

Westcott has improved in this area. Topics related to college and career choices are discussed within college and career class period as well as with Illinois State University mentors. A group of ten 7th and 8th grade students participate in a partnership developed with Capital One Bank, Inspire U. These students attend a mentoring session once a month at Capital One Bank; each has his/her own mentor who works in some capacity at the bank (e.g., marketing, finance, etc.). The students in the Inspire U program experience a wealth of opportunities whereby they discuss and explore career opportunities, college exposure, and having someone in which they can discuss academic aspirations.

Students continuously review NWEA data and college readiness correlation and set goals. Middle school students are provided with agenda books and binders to help them organize and keep track of assignments, projects and due dates. Students also engage in projects that require research and presentations both individually and as a group.

According to our SY '15 My Voice My School Survey, 71% of all students who responded that they try hard to get good grades, and our rating for Academic Personalism (teachers connect with students in the classroom and support them in achieving academic goals) was Strong. This reflects the beliefs that our students trust that their teachers are interested in helping them to excel and grow socially and academically.

Guide for Student Voice, Engagement, & Civic Life

Students...

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
 - Student needs, interest, and input are solicited for student programming.
 - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
 - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
 - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
 - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **Have a voice and take informed action.**
 - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
 - Students initiate and lead some school improvement initiatives.
 - Students participate in democratic decision-making at the school level.
 - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Connect to decision-makers.**
 - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
 - Students learn about issues and candidates, prepare voter education materials and get involved.
 - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
 - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
 - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
 - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data)
	✓ Student interest surveys (and/or other avenue for student input)
	✓ Policies regarding student engagement in decision making
	✓ Student government or committee charter and responsibilities
	✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Social Science 3.0 Social Emotional Learning Standards

Safety & Order:

Score

The school is characterized by high levels of safety and order. Students feel physically and emotionally safe from harm, and adults work to actively maintain a safe, orderly school environment.

1 2 3 4

According to SY '16 My Voice My School Survey, 89% of the students surveyed report feeling Mostly Safe/Very Safe in their classrooms; however, there are concerns regarding how safe they feel outside around the school and traveling between home and school. Westcott received a score of 39 on the 2015 My Voice My School Survey; this is an indication that improvements are needed in the following areas: Peer Support for Academics-42/Neutral; Safety-15/Very Weak; and Student-Teacher Trust-37/Weak.

Students continue to work toward recognition inside the building by adhering to the school's PBIS expectations; the decrease in the number of out-of-school suspensions over the past year (SY '15-46 suspensions; SY '16--Sept.-April 25 suspensions) indicates that the result of student discipline is less punitive and more instructive/restorative. Seventy-six percent of all SCC misconducts, Groups 3 through 6 for SY '16 have been routed to restorative or instructive practices.

Many of our teachers have worked at Westcott for 20 plus years, and have established strong relationships with parents and members of the community. Many of the teachers have taught multi-generations; therefore, parents feel comfortable with entrusting their children to us. Patterns of interaction between staff members, teacher/student, and student/student are highly respectful; the strong relationships have a positive impact on the students' emotional and academic well-being.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
 - Manage classroom routines and procedures to maximize instructional time.
 - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
 - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
 - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
 - All adults use active supervision (move, scan, and interact) in all settings.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
 - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ MVMS score – "Safety" ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.
Measures	<ul style="list-style-type: none"> ✓ School Climate Standards Rubric/Assessment ✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

Restorative Approaches to Discipline:

Score

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to misbehaviors in calm, respectful, and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning. When misbehavior occurs, the school seeks to understand the underlying reasons (root cause) in order to design a response that effectively changes student behavior using a menu of instructive, corrective and restorative responses.

1 2 3 4

Westcott's staff and student body are keenly aware of our PBIS expectations: (CARR) C-caring, A-academically engaged, R-responsible, R-respectful. The total number of out-of-school suspensions have been markedly reduced every year since SY '13. Seventy-six percent of all SCC misconducts, Groups 3-6 have been routed to restorative or instructive practices. Students have opportunities to review expectations as they relate to various areas (i.e., classroom, corridors, cafeteria, playground, restroom, computer lab, etc.) of the building, and when recognized by a staff member for adhering to expectations, they are rewarded with a CARR ticket. At the end of every 2 weeks, students who have accumulated at least 20 CARRS visit the school's CARR store and make purchases with their CARRS.

Primary students who experience episodes of anger and on-going frustrations are chosen to participate in SS Grin; our school counselor and Communities in Schools, School Based Social Worker oversee this group. Students in grades 5-8 who are challenged with peer pressure outside of school (e.g., gang affiliation, lack of supervision, participation in criminal acts, etc.) are referred and supported by counselors from the Chicago Youth Advocate Program (YAP) who come into the school and offer group counseling.

The assistant principal trains a select group of 10 middle school students annually to learn to the practice of peer mediation; these students receive approximately 17 hours of training regarding the steps of effective peer mediation. They are well-respected by their peers and schedule peer mediation sessions when the need arises. Students and staff members make referrals for students who could benefit from peer mediation.

Westcott has school-wide PBIS expectations; these expectations are displayed throughout the building and in classrooms. Students recite the expectations every morning after saying the Pledge of Allegiance. Teachers and staff use positive framing to model and reinforce positive behavior; students respond to verbal praise and out token economy (e.g., receiving CARR tickets to use at school PBIS store and tokens for primary students to get a prize from school's "Treasure Tower").

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
 - A team meets regularly to organize systems that support a restorative environment.
 - Post and refer to clear, positively stated expectations and model expected behaviors.
 - Create routines and procedures central to the learning environment.
 - Engage families as partners.
 - Contact families frequently to inform them of positive student behavior and progress.
 - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
 - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
 - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
 - Use data to determine which behaviors should be retaught or more heavily reinforced.
 - Explicitly teach expected behavior and positively reinforce consistently school-wide.
 - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**
 - Ensure classroom instruction continues when problem behavior occurs.
 - Prefer responses that do not remove students from regular instructional setting or after school activities.
 - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
 - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
 - Support teachers to engage in restorative conversations or respond to behavior incidents.
 - Provide opportunities for students to take responsibility for repairing harm caused by their actions.
 - Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
 - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
 - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
 - Designate space and consistent staff to support implementation of ISS.
 - (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c. Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
Content Standards	Social Emotional Learning Standards

Parent Partnership:

Score

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging expectations, fostering a better connection between the school and home, and inspiring participation and high levels of collaboration with families. The school provides opportunities for families to volunteer, build its parent community, and support the school's operations through activities including but not limited to participation on parent councils (e.g. PACs, BACs and PLNs). There are high levels of communication between schools and families is mutual and two-way. Families have a way to voice concerns and schools address and respond to input.

1 2 **3** 4

According to Westcott's SY '15 My Voice My School, 5 Essentials, we received a score of 67 across three key indicators of Involved Families: Teacher-Parent Trust/66-Strong; Parent Involvement in School/64-Strong; Parent Influence on Decision Making In Schools/71-Strong. In order to maintain and improve in this area, we continue to work on building and maintaining a strong partnership with our parents. Westcott believes that transparency with parents is a must; during the Fall of each school year, parents are invited to the Principal's State of the School Address whereby they receive information regarding the SQRP Rating, current state of student attainment and growth on NWEA, and the school's expectations, vision and mission. Parents are invited to attend quarterly Recognition Assemblies, field trips, and conferences to develop and monitor attendance plans, academi goals, and review Personal Learning Plans (when applicable). A strong partnership with Greater Auburn Gresham Development Corporation (GAGDC) has afforded Westcott parents the opportunity to participate in a training that prepares them to become pharmacy technicians; to date four parents have completed the program. Plans for a second cohort are in the works; parents are currently enrolling for the program. GADGC also hosts Family Nights whereby students and their parents enjoy games and activities while; students are practicing reading and math skills and learning the art of socialization at the same time. Families have an opportunity to engage in structured recreational activities. A monthly calendar, informational flyers, and the outgoing calling system are means for sharing pertinent and current information regarding school activities and updates with our parents. Ninety percent of Westcott's parents came to the school to pick-up their children's Report Cards during 2016 3rd Quarter Report Card Pick-up. Eighty-one percent of our parents have active Parent Portal accounts. We host monthly PAC and LSC meetings; we continue to explore ways to increase parent participation in these monthly meetings.

Guide for Parent Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
 - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
 - Host events for parents to share with other parents how home and school complement each other.
 - Share best practices around learning and development with parents to support students at home.
 - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
 - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
 - Assist parents to volunteer in the school and/or participate on teams/committees.
 - Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**
 - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
 - Send regular, positive, personalized communication from a staff member.
 - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
 - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
 - Information is provided to parents in their native language.
 - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Event agendas, flyers
	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	✓ Five Essentials Score – Involved Families
	✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
Five Essentials	Involved Families
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐= Not of focus
2	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 ☐
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ☐
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ☐
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 ☐
3	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 ☐
3	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 4 5 ☐
3	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 ☐
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 ☐

3 Expectations for Quality & Character of School Life: Safety & Order

1 2 3 4 5

3 Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life

1 2 3 4 5

Goals

Required metrics (Elementary)

18 of 18 complete

2014-2015 Actual 2015-2016 Actual 2016-2017 Goal 2017-2018 Goal

National School Growth Percentile - Reading

Students are receiving high quality instruction on a daily basis. Students are working in small groups for intervention and enrichment in order to meet them at their instructional level. Students in grades 3-5 are instructed using the balanced literacy approach. On-going professional development and structured progress monitoring is a focus for the school's leadership. Students are also receiving instruction at grade level in order to expose them to rigorous task to push their thinking. Careful review of middle of the year data as well as trend data, Westcott is structured to meet or exceed the set goals.

71.00

43.00

65.00

75.00

National School Growth Percentile - Math

Westcott has chosen Go Math for middle school and Envisions Math 2.0 for grades K-3. Although there is implementation of two new math curricula, teachers are implementing small group instruction to support student learning. Students have access to computer based intervention and enrichment programs. Interim assessment data is used to make adjustments to instruction so that students meet and/or exceed their goals. Progress Monitoring of student goals as well as data reviews of interim assessments will ensure increases in student performance.

36.00

39.00

55.00

65.00

% of Students Meeting/Exceeding National Ave Growth Norms

Student learning expectations are conveyed throughout the school year. Students goal set alongside their teachers by grade and subject area. On going progress monitoring of skill mastery as well as reteaching skills will support student growth goals.

61.20

(Blank)

65.00

70.00

African-American Growth Percentile - Reading

Students are receiving high quality instruction on a daily basis. Students are working in small groups for intervention and enrichment in order to meet them at their instructional level. Students in grades 3-5 are instructed using the balanced literacy approach. On-going professional development and structured progress monitoring is a focus for the school's leadership. Students are also receiving instruction at grade level in order to expose them to rigorous task to push their thinking. Careful review of middle of the year data as well as trend data, Westcott is structured to meet or exceed the set goals.

69.00

43.00

65.00

70.00

Hispanic Growth Percentile - Reading

n/a

(Blank)

(Blank)

0.00

0.00

English Learner Growth Percentile - Reading

n/a

(Blank)

(Blank)

0.00

0.00

Diverse Learner Growth Percentile - Reading

Diverse learners are receiving high quality support from all teachers and SECA's. Students are exposed to instruction that is tailored to their present level of performance. Students also engage in instruction in the general education classroom. On-going teacher planning, collaboration and goal setting is critical. In addition, students engage in goal setting conferences so that they are aware of the expectations.

9.00

15.00

30.00

38.00

African-American Growth Percentile - Math

Westcott has chosen Go Math for middle school and Envisions Math 2.0 for grades K-3. Although there is implementation of two new math curricula, teachers are implementing small group instruction to support student learning. Students have access to computer based intervention and enrichment programs. Interim assessment data is used to make adjustments to instruction so that students meet and/or exceed their goals. Progress Monitoring of student goals as well as data reviews of interim assessments will ensure increases in student performance.

37.00	39.00	55.00	60.00
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Hispanic Growth Percentile - Math

n/a

(Blank)	(Blank)	0.00	0.00
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English Learner Growth Percentile - Math

n/a

(Blank)	(Blank)	0.00	0.00
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Diverse Learner Growth Percentile - Math

Diverse learners are receiving high quality support from all teachers and SECA's. Students are exposed to instruction that is tailored to their present level of performance. Students also engage in instruction in the general education classroom. On-going teacher planning, collaboration and goal setting is critical. In addition, students engage in goal setting conferences so that they are aware of the expectations.

23.00	61.00	67.00	70.00
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National School Attainment Percentile - Reading (Grades 3-8)

Westcott staff collaborates on a weekly basis regarding grade specific student data. As we implement strategies to close the achievement gap, more students are moving toward grade level performance. Within the Literacy instructional block, students are exposed to grade level text and engage in specific instructional task to assess progress toward mastery of the strategies. Students are supported through the implementation of guided reading. Literacy Coaching and support as well as professional development through Children's Literacy Initiative is key. On-going goal setting conversations and progress monitoring is necessary to achieve the said goals.

6.00	9.00	20.00	30.00
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National School Attainment Percentile - Math (Grades 3-8)

Staff collaborates on a weekly basis to discuss student performance data. Careful review of pre and post interim assessment data will support the efforts for math instruction. Teachers will make necessary adjustments for instruction as well as use data for re-teaching and small group instruction.

6.00	13.00	23.00	35.00
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National School Attainment Percentile - Reading (Grade 2)

Teachers collaborate regularly in order to review student assessment data as well as the quality of student work. Careful review of classroom tasks and the opportunity for students to work in small groups is key. Progress monitoring as well as making adjustment to instruction based off of pre and post test interim assessment data will yield positive results. Implementation of balanced literacy and teacher attendance and engagement in professional development opportunities will yield positive results. Administrative support, opportunities for safe practice and implementation of learned strategies within the classroom and frequent feedback will yield positive results.

6.00	14.00	20.00	27.00
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National School Attainment Percentile - Math (Grade 2)

Teachers collaborate regularly in order to review student assessment data as well as the quality of student work. Careful review of classroom tasks and the opportunity for students to work in small groups is key. Progress monitoring as well as making adjustment to instruction based off of pre and post test interim assessment data will yield positive results. Implementation of balanced literacy and teacher attendance and engagement in professional development opportunities will yield positive results. Administrative support, opportunities for safe practice and implementation of learned strategies within the classroom and frequent feedback will yield positive results.

9.00	6.00	12.00	25.00
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% of Students Making Sufficient Annual Progress on ACCESS

Not Applicable

(Blank)	(Blank)	0.00	0.00
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Average Daily Attendance Rate

Attendance is monitored on a weekly basis by classroom, grade level and grade band. Students with a history of poor attendance are identified and partnered with a team leader. Students are celebrated for improved attendance as well as perfect attendance. Weekly attendance team meetings are held and conferences with specific students are conducted and goals are set.

93.90

94.50

96.00

97.00

My Voice, My School 5 Essentials Survey

The goal for the My Voice, My School Survey is Well Organized. According to the survey, supportive environment was significantly low. As a school, we have made efforts to support a climate where students feel safe and supported. Most responses demonstrated concern for safety around the school. As a district, safe passage staff is in place. In addition, more school staff is visible for students as they walk to and from school. Student-Teacher trust was the next area where the response is weak. All staff has committed to working to support teams of students with academics as well as attendance in order to forge positive relationships and build trust.

(Blank)

(Blank)

(Blank)

(Blank)

Custom metrics

0 of 0 complete

2014-2015	2015-2016	2016-2017	2017-2018
Actual	Actual	Goal	Goal

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

Engage in frequent cycles of improvement as it relates to current classroom and district assessment data, schedule quarterly internal walk-throughs, and establish professional learning communities lead by teacher leaders based on research-based practices

Improved culture of achievement, instructional activities aligned to Webb's Depth of Knowledge (DOK)-levels 3 and 4, and improvements in data driven decision making and data driven instruction

80% or more of our 3rd-8th grade students are On-Track at designated 5 week intervals and 75% or more of our primary students at Proficient and Above on BOY, MOY and EOY (Amplify/Mclass Assessment)

Tags:

Professional Learning, Professional development, Assessments, Instructional planning

Area(s) of focus:

1, 2, 3, 4

Action step

Responsible

Timeframe

Evidence for status

Status

Schedule quarterly internal walk-throughs for teachers to observe and share best practices. Internal walks will be specific to identified problems of practice and allow time for instructional implementation.

Principal, Assistant Principal, ILT members, Grade Level Chairs, Teachers

Aug 24, 2016 to Jun 22, 2018

Weekly grade level meeting agendas, Bi monthly ILT agendas and minutes, action timelines, Weekly Gradebook reviews, 5 week On-Track data, 5 week Progress Reports, and Student Report Cards

Not started

Diverse Learners, Academic gain, Differentiated instruction, Cognitive demand, Distributed leadership

Identify Grade Level charis and ILT members-share expectations and roles/responsibilities.

Principal, ILT, Grade Level Chairs

Aug 24, 2016 to Sep 2, 2016

Agendas/Sign-In sheets/written descriptors of roles/responsibilities,

Not started

Leadership

Distribute teacher interest survey and collect the data to establish professional learning communities.

Administrators

Aug 24, 2016 to Sep 2, 2016

Surveys/Professional Learning CommunitiesTopics

Not started

Professional development

Schedule Data Driven Instruction meetings (administrators/teachers) within 48 hours of posting of student assessment results.

Administrators, Teachers, Counselor

Sep 5, 2016 to Jun 30, 2018

Teacher created action plans/Small Group Instruction Plan and weekly plans for monitoring student mastery.

Not started

Data analysis

Strategy 2

If we do...

Ensure that all students, including Diverse Learners, have access to grade level learning opportunities and have access to academically rigorous curriculum; use classroom, network, and district data to plan for differentiated instruction and addressing students' preferred learning styles; provide necessary supports for students whose academics are impacted by familial issues, trauma, temporary emotional setbacks, etc.

...then we see...

daily and on-going differentiated instruction in Reading and Mathematics classes; learning activities that incorporate all students' preferred learning styles; students interacting with grade appropriate levels of text complexity in all content areas; students applying strategies, interventions, and coping techniques to deal with emotional and stressful issues related to family, trauma, etc.

...which leads to...

75% or more of our 3rd-8th grade students at attainment on NWEA; 75% or more of our primary students at Proficient and Above on BOY, MOY, and EOY (Amplify/Mclass);

Tags:

Assessment, SEL, Academic expectations, Data analysis

Area(s) of focus:

2, 3, 1, 4, 5

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

On-going collaborative meetings between general education and Diverse Learner teachers focused on IEP goals, students' strengths, and areas of growth;

Administrators, teachers, counselor, partners, clinicians

Aug 29, 2016 to Jun 22, 2018

Formal/informal classroom observation and Pop-In feedback; DDI action plans; Lesson Plans; anecdotal records

Not started

Academic gain, Academic expectations, Data analysis, Behavior supports, Academic rigor

Instructional Leadership Team meets regularly (bi-monthly at a minimum) to look at student data, discuss instructional practices, and identify supports tailored to the needs of students who are Off-Track.

Administrators, teachers, ILT, and Grade Level Teams

Sep 6, 2016 to Jun 22, 2018

Agendas/minutes/sign-ins; 5 week On-Track Reports

Not started

ILT, Data analysis

Provide after school interventions geared to increase NWEA and PARCC scores.

Teachers

Oct 3, 2016 to Jun 1, 2018

Student data; after school schedules; small group instruction templates

Not started

Curriculum Design, Data analysis

Integrate an intervention period during the day to provide Tier II and III literacy interventions for all grades.

Administrators, Teachers

Sep 6, 2016 to Jun 22, 2018

Classroom schedules/Time Distribution

Not started

Scheduling, Reading

Schedule time, space and money in the budget for Professional Development calendar to be implemented	Administrators	Jul 1, 2016 to Jun 23, 2017	School-wide calendar	Not started
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Professional development, Scheduling

Schools will integrate Heggerty and Sing, Spell, Read and Write into their K-2 Literacy strategy. The implementation of the programs will be monitored by admin every 5 weeks.	Administrators, Primary Teachers	Sep 5, 2016 to Jun 23, 2017	Formal/informal/Pop-In observation feedback; Teachers' Lesson Plans	Not started
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Reading, Dibel

Informal and Formal observations of science lessons to ensure implementation of NGSS.	Administrators	Sep 12, 2016 to Jun 15, 2018	Reflect and Learn	Not started
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Instructional practices, Science instruction

Monthly collaborative science team meetings to ensure vertical and horizontal planning so that students are exposed to inquiry based hands on learning experiences that scaffold as students progress from one grade level to the next.	Administrators, Middle School Science teacher/Science Chairperson, grade level rep from other grade bands	Sep 12, 2016 to Jun 15, 2018	Sign-In sheets and agendas from monthly collaboration meetings Classroom Observations	Not started
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Science instruction, Next generation science standards

Preparation and inventory of all necessary science materials needed for each unit prior to each quarter.	Science Chairperson; Administrators/Teachers	Aug 30, 2016 to Apr 13, 2018	Materials listed in lesson plans; orders/invoices for science materials; students using appropriate materials during observations	Not started
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Materials, Science lab, Equipment

Prepare students for school-wide Science Fair and participation in Network Science Fair.	Science Chair; teachers	Oct 3, 2016 to Feb 24, 2017	Formal/Informal observations/visibility at Science Fair (rep from all grade levels)	Not started
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Science, Science fair

Engage middle school students in Reading Apprenticeship framework in order to support student engagement in cross curricular rigorous learning tasks.	Middle School Teachers	Sep 5, 2016 to Jun 30, 2018	Weekly Informal/Formal observations, Bi-Weekly Grade Level Meetings dedicated to reviewing student work samples	Not started
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Teacher-teacher trust & support, Tier 1, Student work, Vocabulary, Unit planning, Rigorous task

Purchase necessary Science text for Middle grade students and replenish materials for grade K-5	Administrators	Jul 1, 2016 to Aug 31, 2016	Appropriate Science text distributed within the classroom during the first week of classes	Not started
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Instructional materials, Science instruction, Textbook

Order replenishment materials for Go Math and Envision Math 2.0

Administrators

Jul 1, 2016 to Aug 31, 2016

Appropriate Math consumables distributed within the classroom during the first week of classes

Not started

Instructional materials, Math curriculum

Strategy 3

If we do...

Engage our students continuously in on-going activities related to college access and persistence, assign classrooms projects, research, and host school fair and activities related to their classroom HBCU; maintain partnerships with Robert Morris, Communities In Schools Inspire U Program, and U of C 6 to 16 Success Project; provide students with college tours, host high school fairs, support students in monitoring grades in Gradebook, their GPAs, and provide support with completing high school applications

...then we see...

High level of student energy focused on academic tasks; students helping their peers to improve work and reach higher levels of achievement; teachers facilitating student learning with students exhibiting commitment to understanding work and taking responsibility for their learning as opposed to simply completing a task.

...which leads to...

100% of our 8th grade students participating in June graduation; 75% of all 8th graders eligible for Selective Enrollment high schools

Tags:

College Access and Persistence, Community, Academic expectations, Gpa, Career

Area(s) of focus:

4, 2

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

Schedule dates and identify committees for the implementation of the High School Fair, Robert Morris Trio, Youth Empowerment Week and HBCU Fair.

Administrators, teachers, students, and parents

Jul 1, 2016 to Jun 30, 2017

School-wide planning calendar; agendas/sign-in sheets for meetings

Not started

College Access and Persistence, Benchmark progress monitoring, Career

Schedule Gradebook training and outline expectations (e.g., weights, retakes, categories, etc.)

Administrators

Aug 25, 2016 to Sep 9, 2016

Gradebook Manual; sign-in sheets

Not started

Grading, Gradebook, Grade system

Review On-Track metrics and identify students with history of Off-Track and develop plan for support

Administrators, teachers, counselor

Sep 30, 2016 to Jun 23, 2017

Action Plan/Personal Learning Plans

Not started

Attendance, Grading, Academic expectations

Weekly monitoring of Gradebook, Failure Report and Missing Assignment Report

Administrators, teachers

Sep 9, 2016 to Jun 23, 2017

Gradebook Reports

Not started

Assessments, Grade system

Create schedule for the 6 to 16 Success Project course for middle school students.

Administrators, Counselor, Success Coach, Middle School Teachers

Jul 1, 2016 to Jun 30, 2017

Classroom Instruction, Quarterly Review of Completed Goal Student Setting forms

Not started

College Access and Persistence, College and career

Strategy 4

If we do...

...then we see...

...which leads to...

Increase attendance rate by establishing school-wide attendance team

Improved attendance and academics rates on 5 week BAGS Report and On-Track status

97% attendance rate; 5 points on SQRP

Tags:
Attendance, Academic

Area(s) of focus:
3

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

Provide 8th graders and parents a detailed list of graduation requirements

Administrators,
Teachers, Counselor

Sep 6, 2016 to
Jun 30, 2017

Agenda; date of school-wide calendar; promotion guidelines, Agenda for mandatory parent meeting, Sign in sheets from school counselor or 6to16 success coach.

Not started

Academic expectations

Conduct routine home visits for chronically absent students; call absent students' homes by 10:00 a.m daily

Counselor,
Attendance Clerk,
Security

Sep 5, 2016 to
Jun 22, 2018

HomeVisit Logs/Call logs

Not started

Attendance

Conduct weekly attendance team meetings to assess specific students as it relates to targets and review the success of implementing strategies.

Attendance Clerk,
Administrators,
Counselor, Security

Sep 5, 2016 to
Jun 18, 2018

Agendas/Sign-Ins

Not started

Attendance

Create a calendar of identified "hot days" and offer incentives to increase attendance on these days

Administrators,
counselor,
attendance clerk

Sep 6, 2016 to
Jun 23, 2017

School-wide calendar

Not started

Attendance, Scheduling, School culture climate

Identify students with attendance between 80-90% and identify mentors to increase attendance.

Attendance Clerk,
Administrators

Sep 6, 2016 to
Jun 23, 2017

Attendance Teams; call logs

Not started

Attendance

School counselor will facilitate the creation of attendance plans for students who are below 92% and monitor plans every 5 weeks

Counselor

Sep 6, 2016 to
Jun 23, 2017

Action Plans; parent sign-ins

Not started

Attendance, Scheduling

Continue to partner with One Church One School and GAGDC to support outreach and awareness of importance of attendance.

Administrators

Sep 6, 2016 to
Jun 23, 2017

Community flyers; parent call logs

Not started

Attendance, Family and Community Engagement

Strategy 5

If we do...

Have high expectations for all students and focus on improving higher order thinking skills required for all academic tasks that are aligned with Webb's DOK, with an emphasis on levels 3 and 4

...then we see...

Authentic student work that require students to demonstrate their ability to construct meaning, make conjectures, and analyze/synthesize information to make sound and critical judgments.

...which leads to...

Increase in percentage of students On-Track quarterly to at least 80% in grades 3rd-8th; increase percentage of students who meet attainment on NWEA to at least 75% in grades 3rd-8th and at least 75% at proficient on Amplify in grades Kdg.-2nd. 100% of our 8th grade students participating in June graduation; 75% of all 8th graders eligible for Selective Enrollment high schools.

Tags:

Rigorous tasks, Instruction, Student learning, Mathematics, Reading

Area(s) of focus:

3, 4, 5

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

Provide ongoing professional development to explore the four levels of Webb's Depth of Knowledge

Administrators, ILT

Jul 1, 2016 to Jun 30, 2018

Meeting Agendas, Increased scores on Reach teacher observations, student work artifacts

Not started

Professional development, Effective instruction

Use Looking at Student Work protocols to evaluate student work samples by grade level.

Teachers, ILT

Jul 1, 2016 to Jun 30, 2018

Student work samples, Grade level sign on sheets

Not started

Student engagement, Rubrics, Student achievement

Weekly review of classroom teacher lesson plans and provide feedback in a timely manner

Administrators, ILT, Teachers

Jul 1, 2016 to Jun 30, 2018

Completed weekly lesson plan feedback forms, Meeting Agendas and Collaboration Logs

Not started

Feedback, Gradebook, Lesson plans

Align grade book, lesson plans and Network scope and sequence to ensure that student learning tasks have evidence of Levels 3 and 4 on Webb's DOK

Teachers, ILT

Jul 1, 2016 to Jun 30, 2018

Completed Grade book Monitoring Tools, Lesson Plan Self Evaluations, Student work Samples

Not started

Rigorous tasks, Gradebook, Lesson planning

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ Schedule quarterly internal walk-throughs for teachers to observe and share best practices. Internal walks will be specific to identified problems of practice and allow time for instructional implementation.</p> <p>Tags: Professional Learning, Professional development, Assessments, Instructional planning, Diverse Learners, Academic gain, Differentiated instruction, Cognitive demand, Distributed leadership</p>	Principal, Assistant Principal, ILT members, Grade Level Chairs, Teachers	Aug 24, 2016	Jun 22, 2018	Not started

District priority and action step	Responsible	Start	End	Status
<p>✚ Identify Grade Level charis and ILT members-share expectations and roles/responsibilities. Tags: Professional Learning, Professional development, Assessments, Instructional planning, Leadership</p>	Principal, ILT, Grade Level Chairs	Aug 24, 2016	Sep 2, 2016	Not started
<p>✚ Distribute teacher interest survey and collect the data to establish professional learning communities. Tags: Professional Learning, Professional development, Assessments, Instructional planning, Professional development</p>	Administrators	Aug 24, 2016	Sep 2, 2016	Not started
<p>✚ Schedule Data Driven Instruction meetings (administrators/teachers) within 48 hours of posting of student assessment results. Tags: Professional Learning, Professional development, Assessments, Instructional planning, Data analysis</p>	Administrators, Teachers, Counselor	Sep 5, 2016	Jun 30, 2018	Not started
<p>✚ On-going collaborative meetings between general education and Diverse Learner teachers focused on IEP goals, students's strengths, and areas of growth; Tags: Assessment, SEL, Academic expectations, Data analysis, Academic gain, Academic expectations, Data analysis, Behavior supports, Academic rigor</p>	Administrators, teachers, counselor, partners, clinicians	Aug 29, 2016	Jun 22, 2018	Not started
<p>✚ Instructional Leadership Team meets regularly (bi-monthly at a minimum) to look at student data, discuss instructional practices, and identify supports tailored to the needs of students who are Off-Track. Tags: Assessment, SEL, Academic expectations, Data analysis, ILT, Data analysis</p>	Administrators, teachers, ILT, and Grade Level Teams	Sep 6, 2016	Jun 22, 2018	Not started
<p>✚ Provide after school interventions geared to increase NWEA and PARCC scores. Tags: Assessment, SEL, Academic expectations, Data analysis, Curriculum Design, Data analysis</p>	Teachers	Oct 3, 2016	Jun 1, 2018	Not started
<p>✚ Integrate an intervention period during the day to provide Tier II and III literacy interventions for all grades. Tags: Assessment, SEL, Academic expectations, Data analysis, Scheduling, Reading</p>	Administrators, Teachers	Sep 6, 2016	Jun 22, 2018	Not started
<p>✚ Schedule time, space and money in the budget for Professional Development calendar to be implemented Tags: Assessment, SEL, Academic expectations, Data analysis, Professional development, Scheduling</p>	Administrators	Jul 1, 2016	Jun 23, 2017	Not started
<p>✚ Schools will integrate Heggerty and Sing, Spell, Read and Write into their K-2 Literacy strategy. The implementation of the programs will be monitored by admin every 5 weeks. Tags: Assessment, SEL, Academic expectations, Data analysis, Reading, Dibel</p>	Administrators, Primary Teachers	Sep 5, 2016	Jun 23, 2017	Not started
<p>✚ Informal and Formal observations of science lessons to ensure implementation of NGSS. Tags: Assessment, SEL, Academic expectations, Data analysis, Instructional practices, Science instruction</p>	Administrators	Sep 12, 2016	Jun 15, 2018	Not started
<p>✚ Monthly collaborative science team meetings to ensure vertical and horizontal planning so that students are exposed to inquiry based hands on learning experiences that scaffold as students progress from one grade level to the next. Tags: Assessment, SEL, Academic expectations, Data analysis, Science instruction, Next generation science standards</p>	Administrators, Middle School Science teacher/Science Chairperson, grade level rep from other grade bands	Sep 12, 2016	Jun 15, 2018	Not started
<p>✚ Preparation and inventory of all necessary science materials needed for each unit prior to each quarter. Tags: Assessment, SEL, Academic expectations, Data analysis, Materials, Science lab, Equipment</p>	Science Chairperson; AdministratorsTeachers	Aug 30, 2016	Apr 13, 2018	Not started
<p>✚ Prepare students for school-wide Science Fair and participation in Network Science Fair. Tags: Assessment, SEL, Academic expectations, Data analysis, Science, Science fair</p>	Science Chair; teachers	Oct 3, 2016	Feb 24, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Engage middle school students in Reading Apprenticeship framework in order to support student engagement in cross curricular rigorous learning tasks. Tags: Assessment, SEL, Academic expectations, Data analysis, Teacher-teacher trust & support, Tier 1, Student work, Vocabulary, Unit planning, Rigorous task</p>	Middle School Teachers	Sep 5, 2016	Jun 30, 2018	Not started
<p>✦ Purchase necessary Science text for Middle grade students and replenish materials for grade K-5 Tags: Assessment, SEL, Academic expectations, Data analysis, Instructional materials, Science instruction, Textbook</p>	Administrators	Jul 1, 2016	Aug 31, 2016	Not started
<p>✦ Order replenishment materials for Go Math and Envision Math 2.0 Tags: Assessment, SEL, Academic expectations, Data analysis, Instructional materials, Math curriculum</p>	Administrators	Jul 1, 2016	Aug 31, 2016	Not started
<p>✦ Schedule dates and identify committees for the implementation of the High School Fair, Robert Morris Trio, Youth Empowerment Week and HBCU Fair. Tags: College Access and Persistence, Community, Academic expectations, Gpa, Career, College Access and Persistence, Benchmark progress monitoring, Career</p>	Administrators, teachers, students, and parents	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Schedule Gradebook training and outline expectations (e.g., weights, retakes, categories, etc.) Tags: College Access and Persistence, Community, Academic expectations, Gpa, Career, Grading, Gradebook, Grade system</p>	Administrators	Aug 25, 2016	Sep 9, 2016	Not started
<p>✦ Review On-Track metrics and identify students with history of Off-Track and develop plan for support Tags: College Access and Persistence, Community, Academic expectations, Gpa, Career, Attendance, Grading, Academic expectations</p>	Administrators, teachers, counselor	Sep 30, 2016	Jun 23, 2017	Not started
<p>✦ Weekly monitoring of Gradebook, Failure Report and Missing Assignment Report Tags: College Access and Persistence, Community, Academic expectations, Gpa, Career, Assessments, Grade system</p>	Administrators, teachers	Sep 9, 2016	Jun 23, 2017	Not started
<p>✦ Create schedule for the 6to 16 Success Project course for middle school students. Tags: College Access and Persistence, Community, Academic expectations, Gpa, Career, College Access and Persistence, College and career</p>	Administrators, Counselor, Success Coach, Middle School Teachers	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Provide 8th graders and parents a detailed list of graduation requirements Tags: Attendance, Academic, Academic expectations</p>	Administrators, Teachers, Counselor	Sep 6, 2016	Jun 30, 2017	Not started
<p>✦ Conduct routine home visits for chronically absent students; call absent students' homes by 10:00 a.m daily Tags: Attendance, Academic, Attendance</p>	Counselor, Attendance Clerk, Security	Sep 5, 2016	Jun 22, 2018	Not started
<p>✦ Conduct weekly attendance team meetings to assess specific students as it relates to targets and review the success of implementing strategies. Tags: Attendance, Academic, Attendance</p>	Attendance Clerk, Administrators, Counselor, Security	Sep 5, 2016	Jun 18, 2018	Not started
<p>✦ Create a calendar of identified "hot days" and offer incentives to increase attendance on these days Tags: Attendance, Academic, Attendance, Scheduling, School culture climate</p>	Administrators, counselor, attendance clerk	Sep 6, 2016	Jun 23, 2017	Not started
<p>✦ Identify students with attendance between 80-90% and identify mentors to increase attendance. Tags: Attendance, Academic, Attendance</p>	Attendance Clerk, Administrators	Sep 6, 2016	Jun 23, 2017	Not started
<p>✦ School counselor will facilitate the creation of attendance plans for students who are below 92% and monitor plans every 5 weeks Tags: Attendance, Academic, Attendance, Scheduling</p>	Counselor	Sep 6, 2016	Jun 23, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Continue to partner with One Church One School and GAGDC to support outreach and awareness of importance of attendance.</p> <p>Tags: Attendance, Academic, Attendance, Family and Community Engagement</p>	Administrators	Sep 6, 2016	Jun 23, 2017	Not started
<p>✦ Provide ongoing professional development to explore the four levels of Webb's Depth of Knowledge</p> <p>Tags: Rigorous tasks, Instruction, Student learning, Mathematics, Reading, Professional development, Effective instruction</p>	Administrators, ILT	Jul 1, 2016	Jun 30, 2018	Not started
<p>✦ Use Looking at Student Work protocols to evaluate student work samples by grade level.</p> <p>Tags: Rigorous tasks, Instruction, Student learning, Mathematics, Reading, Student engagement, Rubrics, Student achievement</p>	Teachers, ILT	Jul 1, 2016	Jun 30, 2018	Not started
<p>✦ Weekly review of classroom teacher lesson plans and provide feedback in a timely manner</p> <p>Tags: Rigorous tasks, Instruction, Student learning, Mathematics, Reading, Feedback, Gradebook, Lesson plans</p>	Administrators, ILT, Teachers	Jul 1, 2016	Jun 30, 2018	Not started
<p>✦ Align grade book, lesson plans and Network scope and sequence to ensure that student learning tasks have evidence of Levels 3 and 4 on Webb's DOK</p> <p>Tags: Rigorous tasks, Instruction, Student learning, Mathematics, Reading, Rigorous tasks, Gradebook, Lesson planning</p>	Teachers, ILT	Jul 1, 2016	Jun 30, 2018	Not started

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

By checking the above box, the school is verifying that the attendance center complies with the statement regarding the use of SGSA funds:

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of these students attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the Illinois state board of education.
5. SGSA Funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

NCLB Program

NCLB Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title 1/SW].

The school annually reviews the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand.

NCLB Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

No Child Left Behind (NCLB), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the NCLB reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing

parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent Plan

Parent Involvement Policy

Complete

Schools must involve parents in the joint development and periodic review and revision of the NCLB, Title I school parental involvement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.

Westcott parents will engage in activities to plan monthly NCLB/PAC meetings that will be aligned to the goals impacting student achievement. Parents will be given the opportunity to review the compact on a monthly basis and make adjustments to set measure the success of all initiatives and alignment with student, teacher and parent expectations. Information gathered will be shared with the school's LSC in order to bridge concerns and develop strategies that will lead to school improvement.

The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

Westcott will distribute notices to parents inviting them to attend the school's Annual Meeting. We will use the automated system to call families as well as use the school's marquee and website as a way to communicate. Teachers will be required to include notification in their grade level weekly bulletin. The principal will also include information in the monthly newsletter. Teachers and staff will also host parent meetings by grade level to support the home school connection, on a quarterly basis. Flyers will be posted in high traffic areas outlining the agenda and specific information related to the goals of the meeting. The Title 1 Principal Annual Meeting and the Title 1 PAC Organizational Meeting was held on September 28, 2016.

Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

Parents will receive information regarding the school wide curriculum as well as grade specific curriculum for their child. Parents will also receive passwords and an invitation for training and access for the Parent Portal to monitor student progress. Classroom teachers will outline goals, objectives, assessment schedules and participation requirements specific to their grade level. Parents will receive information regarding Spring assessment data, goal setting sheets and an overview of student specific goals and objectives that need to be met in an effort to help them assist their student at home. The school's open house will be scheduled within the first 2 weeks of school to inform parents and the school community of school-wide initiatives. During monthly meetings, parents will receive training on how to interpret student data reports as well as instructional strategies that can be used at home to support the school's effort in increasing student achievement. Parents will also be able to engage in an assimilation of various technology programs that their student engages in on a daily basis.

At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

NCLB PAC meetings will take place once per month and if necessary at the parent's request. During these meetings, parents will collaborate in order to provide the school's administration with ideas that they feel may improve student achievement. During the meetings, parents will also be provided with development activities in Literacy, Math, Next Generation Science Standards and Writing that will assist them in supporting their student at home. Opportunities to review parent portal and identify standards that have been covered within the classroom and how their child specifically is progressing toward mastery of the goals. Notices for meetings will be sent home in advance as well as communicated via the out calling system. Regular communication in the teacher's weekly classroom bulletin and on the school's website will also be a means used to encourage more parental involvement.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

Upon receipt of the state assessment scores, parents will receive individualized reports from the school. These reports will be available during report card pick up and administrators will be available to support parents as needed to interpret the meaning of the performance information. Parents who require a more in depth interpretation and alignment of necessary supports will be able to schedule appointments with school leadership as well as the school counselor.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

Parents will receive notification in a timely manner once the teacher is deemed not highly qualified. These letters will be sent home via USPS and via the student.

Schools will assist parents of participating NCLB Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

Monthly parent meetings will be scheduled to focus on providing parents with an understanding of academic progress for their student. There will be opportunities provided for parents to engage in conversation about the CCSS as well as the NGSS and the expectations for student learning. Parents will be afforded the opportunity to collaborate with school and network level experts as well as community partners that could potentially provide them with additional resources. Parents will be equipped with questions that they expect their child's teacher to answer as it relates to student progress and achievement as well as strategies to support students in their quest to accomplish their learning goals.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

During NCLB PAC meetings, parents will engage in various activities that focus on strategies and resources to assist their child at home. All activities designed and implemented will mirror what may take place in their child's classroom. Parents will also be invited to engage in school-wide learning walks to observe instruction in an effort to give a better insight into the expectations for student learning. Parents will be offered opportunities to participate in technology classes to enhance their computer literacy skills and it will help support their efforts in reviewing the parent portal, provide them with websites that will help students complete projects, reports, etc. Notifications will be sent home, robo calls sent as well as personal phone calls by teachers, support staff and administrators.

Schools will educate all staff in the value and utility of contributions by parents and in how to reach out to, communicate and work with, parents as equal partners in the education of their children and in how to implement and coordinate parent programs and build ties with parents. Please describe how this will be accomplished.

During bi-weekly staff meetings, teachers and staff will discuss and share ideas on strategies to share with parents that will help increase student achievement. We will work closely with our community partners to engage parents in activities such as curriculum nights, Dad's in the classroom, Family Math Night and investigation nights by content area. Teachers will work in vertical, horizontal and subject area teams.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents in more fully participating in their children's education. Please describe how this will be accomplished.

Programs will be developed to support school initiatives in the early childhood programs. Parents of blended classrooms and general education early learning programs will engage in activities during the school day. Activities include acting as reading partners, Dads in the classroom, and Parents: the first Teacher.

Schools will ensure that information related to the school and parent programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

All communications for parent activities will be sent home via backpack. Announcements will be made by the out calling system and advertised on the school's marquee. The school's website will be updated regularly. The school's calendar will also be posted on the website and visible throughout the school. Weekly memos will be available as necessary.

Policy Implementation Activities

- The LSC will approve the school improvement plan and monitor the CIWP.
- In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.
- The school will coordinate the parent involvement programs identified in the CIWP.
- The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)

N/A

Parent Compact

Complete

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

Westcott School in partnership with our school community is committed to creating a culture that maximizes learning through high expectations and providing optimal learning in a nurturing and safe environment. We will challenge our students by implementing a curriculum that is rigorous, promotes critical thinking and differentiated to meet individual learning needs. We also endeavor to meet the social and emotional needs of our students by providing the necessary supports and resources. Students will become self-directed lifelong learners who are prepared for high school, college, and careers in the 21st century.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

Parent teacher conferences will be an opportunity to partner and forge relationships that would lead to student success and improvement. Parents and teachers will discuss student progress as well as set goals. The time will also be used to develop interventions as necessary to support improvement. Conferences will be held on district designated report pick up days. Additional days will be designated during the 2nd and 4th quarters for students that are considered "off-track" and/or at risk. Conferences will be led by school personnel and teachers will collaborate to identify supports for students.

The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents.

Parents will receive progress reports at the end of the the following weeks: 5, 15, 25, and 35.. Parents will also receive available BAGS reports in an effort to support students academically, socially and emotionally. The BAGS reports include student assessment data for parent reference. These reports will be discussed with students and then sent home by the students. Additional detailed progress reports will be sent home for at risk students. Parents of off-track students will be invited to a face to face conference with the school's administrators and classroom teacher in an effort to offer suggestions for improvement as well as creating action plans.

The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents.

Teachers will be available by appointment during preparation periods. Parents will also be provided with pertinent email addresses as a means to increase the home-school connection. The school's website will have links that will connect parents to classroom teachers as well as school administrators. Parents will be given the option and encouraged to communicate via the parent portal.

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents may volunteer, participate, and observe classroom activities.

Parents may volunteer in the classrooms to support student learning. Parents will be encouraged to work with small literacy and guided math groups. Parents can act as recess monitors, hall monitors and lunchroom support as well. Parents are also invited to accompany students on curriculum related field experiences.

The parents will support their children's learning. Describe how the parents will assist learning (i.e. monitoring attendance, homework completion).

Parents can support learning by ensuring that their student is in school daily and on time. Tardy students will receive personal telephone calls to offer support when necessary. Absent students will also receive telephone calls by 9:30 am informing parents of the absence and offer support in getting their student(s) to school on time. Truant students will be placed on an attendance improvement plan that is created jointly with the parent, student, attendance coordinator and counselor. The plan is reviewed and monitored bi-monthly by the school counselor and the attendance team. Teachers are encouraged to assign homework that requires some participation by parents. Parents will be encouraged and expected to sign homework assignments to acknowledge completion on a daily basis.

The parents will participate in decisions relating to the education of their children. Describe when, where and how parents will consult with the school.

Parents will consult with teachers and administrative staff during scheduled appointments as well as conferences requested by the parent or classroom teacher or school counselor. Parents are invited to attend PAC and LSC monthly meetings as well as grade level community meetings. Parents will also be invited to "Juice and Java" with the school's leadership once per quarter.

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

Students will attend school wide age appropriate assemblies that outline expectations both academic and behavior. Students will sign contracts as necessary and will be held accountable for its contents. Students will be encouraged to form peer relationships that support positive student behavior. PBiS, Peer Jury, Junior Beta Club, Grade level Councils, Calm Classroom Ambassadors, Pretty In Pink, Pretty Brown Girls and Men Building Men. Academically, students are afforded opportunities to become members of the Academic Success Clubs, Mount Everest, Bulls Eye, Silly Putty, Eagle Club and the Exceeds Club. Students will also be recognized for improvements, Student of the Month and Student of the Week(selected by peers).

Parent Budget

Complete

Goals: Indicate goals, timeline of activities and training topics that are designed to assist Parents with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental involvement; specify your goals.

September: Organization Meeting For Parent Advisory Council and The Importance of Attendance
October: Support parents by providing a session focused on understanding student assessment data, Compass Learning: How to Monitor Progress
November: Parent Portal Overview, Literacy and High School selection
December: CCSS-Math and Reading
January: Supports for DL and Social/Emotional Activities
February: NGSS and supporting project based learning
March: Student Safety and Social Media as a tool for teaching and learning
April: NWEA and Compass Learning: How to Identify what support students still need.
May: Evaluation and Overview of Program Effectiveness and ideas for new school year.
June: Celebration for student progress and how to avoid summer learning loss.

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement Program.

Account(s) Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$	Amount	.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$	1210	.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	500	.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$	1000	.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$	660	.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	Amount	.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	Amount	.00
53510	Postage Must be used for parent involvement programs only.	\$	Amount	.00
53306	Software Must be educational and for parent use only.	\$	Amount	.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$	Amount	.00