



Oliver S Westcott Elementary School / Plan summary

## 2018-2020 plan summary

### Team

Name	Role	Email	Access
Monique Dockery	Principal	mndockery@cps.edu	Has access
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### Team meetings

Date	Participants	Topic
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03/12/2018	Moses, Sanderson, Watson, Keen, Dockery, C. Davis	SEF
04/09/2018	Watson, Sanderson, Harris-Williams, Dockery	Goals and Strategies
04/23/2018	Pearson, Sanderson, Watson	Goals and Strategies-Action Items
04/26/2018	Watson, Sanderson, Dockery	Goals and Strategies-Action Items
04/30/2018	Sanderson, Watson, Giles	Review Comprehensive Plan

### 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.

1 2 3 4

According to the 2016-1017 5 Essentials Report, Westcott is organized. We scored a (71) in ambitious instructions, (50) in effective leaders, (54) in collaborative teachers, (57) in involve families and a (60) in supportive environment. Since then Westcott has continued to set high expectations for teaching and learning. Based off of the current data Westcott was strategic in creating the current mission/vision. As we continued to move forward we are able to look deeper into individual measure and responses. Teachers are committed to weekly grade level meetings ran by their grade band chairs where teachers are able to collaborate horizontally; however, there is still a great need for vertical planning. The schools leadership team is committed to meeting bi-weekly, focusing on internal professional growth, student academic data and attendance to focus on student needs. As a whole, the schools leadership is committed to identifying 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 CPS.

ILT (Shared Leadership) (Bi-weekly)  
Grade Level Team (weekly)  
Parent Meetings (monthly)  
LSC/PAC (monthly)  
After-School Programs  
PBIS Team (monthly)  
Attendance Team (monthly)  
MTSS Team (Monthly)

### 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.
  - Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- **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"> <li>✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials)</li> <li>✓ Five Essentials – Program Coherence</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">4d. Growing and Developing Professionally</a></li> <li><a href="#">4e. Demonstrating Professionalism</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>A1. Assesses the Current State of School Performance and Develops a CIWP</li> <li>A2. Implements Data Driven Decision Making and Data Driven Instruction</li> <li>A5. School Vision and Mission Drive Decision-Making</li> <li>D4. Demonstrates Change Management</li> </ul>

### Instructional Leadership Team:

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.

### Score

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Instructional leadership team meets bi-weekly throughout the school year. When we meet we focus on analyzing data for trends and identifying next steps as a team.

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"> <li>✓ ILT Effectiveness Rubric Score</li> <li>✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)</li> <li>✓ Evidence that work of ILT has contributed to positive outcomes for students and staff</li> <li>✓ Teacher team agendas/minutes reflective of ILT focus</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials: Instructional Leadership</li> </ul>
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	<a href="#">Shared Leadership, Evaluation of MTSS</a>
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4d. Growing and Developing Professionally</a> <a href="#">4e. Demonstrating Professionalism</a>
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Instructional Leadership Team Planning Tools</a></li> <li>✓ <a href="#">PLC and Mentoring Coaching Resources</a></li> </ul>

### 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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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.; Summit Work, implementation of AAI). Our school's Professional Development plans addresses our academic priority areas (Literacy, Mathematics). 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.

Network 11 Summit  
 ASCD Training and Resources  
 Network 11 P-5 Math  
 RAAD

## 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"> <li>✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda?</li> <li>✓ PD agendas, PD feedback surveys</li> <li>✓ Teacher practice improving on the Framework for Teaching (e.g. Basic&gt;Proficient, Proficient&gt;Distinguished)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Five Essentials: Collaborative Teachers</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">4a. Reflecting on Teaching &amp; Learning</a></li> <li><a href="#">4d. Growing and Developing Professionally</a></li> <li><a href="#">4e. Demonstrating Professionalism</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>82. Observes and Evaluates Staff and Gives Feedback to Staff</li> <li>86. Professional Development Provided for Staff</li> </ul>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Teaching the Teachers</a></li> <li>✓ <a href="#">Making Better Use of Research</a></li> <li>✓ <a href="#">Upcoming Professional Learning Opportunities</a></li> <li>✓ <a href="#">Framework for Teaching PD Modules</a></li> </ul>

### 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

1 2 3 4

Resources are aligned to the schools identified priorities and focused on student achievement. Westcott's bell schedule was created to allow students substantial amount of minutes in reading, math and science. Students also have minutes in social science and writing. This scheduling similarly allows teacher collaboration on a weekly basis with time designated for auxiliary personnel to provide instructional support in the primary classrooms. Funds are allocated for students to receive after school enrichment, Saturday school intervention, extended day extra curricular programs such as All-Stars, all to help advance academic achievement. 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.

Improving achievement guides resource allocation. Administrators and teachers spent time organizing the schools leveled book room. To ensure teacher were able to fully utilize the variety of authentic high quality culturally relevant books to inspire our students to think, question and make connections. This investment into the leveled library allows teachers to differentiate reading instruction by matching readers to a wide variety of books at each child's individual instructional level.

As technology becomes an increasingly invaluable tool in today's classrooms, Westcott is working to provide all students with high-quality learning options through technology, exploring the role of laptops and other mobile computing devices. We are funding upgrades to technology to support one to one learning. Also, helping teachers and auxiliary incorporate technology in ways that engage and excite 21st century learners through professional developments and co-teaching experiences.

## 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	
	<ul style="list-style-type: none"> <li>✓ Schedules</li> <li>✓ Teacher retention rates</li> <li>✓ Staff exit interviews/surveys (data on reasons for leaving school or district)</li> </ul>
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Candidate interview protocol documents</li> <li>✓ List of community-based organizations that partner with the school and description of services</li> <li>✓ Evidence of effectiveness of the services that community-based organizations provide</li> <li>✓ Budget analysis and CIWP</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Aligning Resources with Priorities: Focusing on What Matters Most</a></li> <li>✓ <a href="#">Instructional Supports</a></li> <li>✓ <a href="#">Strategic Source Vendor List</a></li> <li>✓ <a href="#">CPS Instructional Time Guidelines: Elementary School Overview</a></li> <li>✓ <a href="#">CPS Instructional Time Guidelines: High School Overview</a></li> <li>✓ <a href="#">CPS Instructional Block Guidance: K-2 Literacy</a></li> <li>✓ <a href="#">CPS Instructional Block Toolkits: Math</a></li> </ul>

Expectations for depth & breadth of Student Learning

4 of 4 complete

### Curriculum:

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.

Score

1 **2** 3 4

According to the 2017 5Essentials Report indicates that Westcott is organized for instruction receiving an average implementation rating for Collaborative Teachers, Ambitious Instruction and Effective leaders. However, the School Quality Performance Rating noted that students are not meeting grade level expectations and are below average in both student growth and attainment. As a school, we must focus on our inconsistencies across grade levels by engaging in vertical planning, strategic preparation and on-going specific individualized professional development based on teachers area of need.

Consequently, many steps have been taken to address the disconnect with teachers regarding both mathematics instruction and balanced literacy: resources, support and implementation.

In Literacy, teachers reported that more time was spent searching for resources to support student learning, that was addressed by creating and organizing an extensive book room with a variety of leveled text. The book room gives teachers an opportunity to physically see a bigger picture of what's happening throughout the grade levels, it sparks professional conversations about reading instruction and assessment, and it deepens our school-wide vision of reading development. Having and using a wide variety of leveled readers is a best practice that aligns with Common Core standards calling for reading across a wide range of increasingly complex texts.

In mathematics, teachers will use the Guided Math model. This practice closely resembles that of balanced literacy. With guided math, teachers put students directly into small groups based on NWEA data and give them the opportunity to work on specific math skills, strategies & concepts guided by the teacher. Students receive targeted, standards-based, rigorous instruction where they can develop as confident, proficient, flexible mathematicians in a supportive, scaffolded environment. Teachers get an opportunity to tailor instruction to the individual needs of their students and focus in on specific content, strategies and skill sets with small groups.

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 and in small group to adhere to each student's personal learning requirement where they'll have ample opportunity to revisit challenging subject matter, use new strategies for accurately conceptualizing and comprehending these topics and prepare for the advance into related and more complex materials.

All grade levels (K-8) are using the Network Scope and Sequence for Literacy, Math, and Science. Lessons are structured to address all learning styles and high quality lessons for optimal student engagement. Teachers use but are not limited to: Compass Learning, Kahn Academy, Prodigy Math and Blue Streak to more readily develop assessments as well as data from NWEA to provide students with learning opportunities that are common core aligned.

CCSS  
Network 11 Scope and Sequence  
Leading Educators Partnership

## Guide for Curriculum

- - **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 standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
  - Provide opportunities for meaningful project-based learning.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
- - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
  - Curriculum is tailored to the strengths, needs, and interests of each student.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Curriculum maps, vertical/horizontal</li> <li>✓ Sequencing and pacing guides</li> <li>✓ Thematic units which cover multiple disciplines</li> <li>✓ Comprehensive unit plans including assessments</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
MTSS Framework	<a href="#">Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> </ul>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">CPS Content Frameworks: Math, Science, Social Science, and Literacy</a></li> <li>✓ <a href="#">CPS Literacy Scope and Sequence</a></li> <li>✓ <a href="#">CPS Math Scope and Sequence Guidance</a></li> <li>✓ <a href="#">Digital Citizenship Curriculum</a></li> <li>✓ <a href="#">K-12 Financial Literacy Guide</a></li> <li>✓ <a href="#">Personal Finance 3.0 Course</a></li> <li>✓ <a href="#">Physical Education Scope &amp; Sequence</a></li> <li>✓ <a href="#">Health Education Scope &amp; Sequence</a></li> <li>✓ <a href="#">Interdisciplinary African &amp; African American Studies Curriculum</a></li> <li>✓ <a href="#">Interdisciplinary Latino and Latin American Studies Curriculum</a></li> </ul>

### 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, Westcott is approaching 1:1 student technology. Students have access to IPAD's in the kindergarten classes and all classes in grade 1-8 have Chromebook carts for their designated grade bands. This technology offers differentiated student instruction where students can each receive individual math problems to solve, e-books to read, or websites/topics to research. 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.

Middle school implements the Reading Apprenticeship Framework where teachers work with students to create classrooms where students feel safe to share reading processes, problems, and solutions.

### 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"> <li>✓ Cross-section of materials from a variety of content areas and grade levels</li> <li>✓ Evidence of scaffolding and differentiation for all students to access the content/skills</li> <li>✓ Description of materials in curriculum and/or lesson plans</li> <li>✓ Presence of varied texts, supplementary media (e.g. videos)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
MTSS Framework	<ul style="list-style-type: none"> <li>Curriculum &amp; Instruction</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>1a. Demonstrating Knowledge of Content and Pedagogy</li> <li>1b. Demonstrating Knowledge of Students</li> <li>1c. Selecting Learning Objectives</li> <li>1d. Designing Coherent Instruction</li> </ul>
CPS Performance Standards for School	<ul style="list-style-type: none"> <li>A3. Allocates Resources to Support Student Learning, Prioritizing Time</li> </ul>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Universal Design for Learning Guidelines 2.0</a></li> <li>✓ <a href="#">UDL PD Modules</a></li> <li>✓ <a href="#">CPS Integrated Library System (S.O.A.R.)</a></li> </ul>

**Rigorous Student Tasks:**

Score

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

1 2 3 4

When examining rigorous student task, as a school, teachers regularly examine student work, however they require more follow-through to advice and suggestions given during feedback session. The process of looking at student work in a collaborative manner helps teachers take a closer look at how they teach. We fall short with follow-up to the session and often times move on to the next teacher and their student work. Moving forward, teachers will participate in more vertical planning and peer observations to ensure the level of rigor in the class is evident and gauge rigor in a safe place.

On a weekly basis, teacher bring student work to grade level team meetings, using LASW protocols, they rate their rigor and analyze their level of complexity. Teachers prepare higher order thinking questions for each assignment and lesson being taught. All teachers have a blackboard configuration that includes the standard, lesson objective and essential question for each lesson taught.

Teachers post authentic student work in the hallways, engage class in student-to-student discourse, science fairs, literacy and math academic competitions. Lessons are systematically scaffolded from one to the next. Materials are consistently organized to clearly provide instructions and demonstration of task. Intervention tasks or instructions are regularly utilized to ensure no students are left behind. Content is made relevant and relatable to student background information and interest.

**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). 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"> <li>✓ Cross-section of student work from a variety of content areas</li> <li>✓ Observation of student learning (e.g. learning walks/walkthroughs)</li> <li>✓ Focus group(s) and discussions with students</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRIP Attainment and Growth</li> </ul>
Five Essentials	Ambitious Instruction
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1.d. Designing Coherent Instruction</a></li> <li><a href="#">2b. Establishing a Culture for Learning</a></li> <li><a href="#">3b. Using Questioning and Discussion Techniques</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> </ul>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Teaching for Robust Understanding in Mathematics (TRU Math)</a></li> <li>✓ <a href="#">Math Practices: What to Look for Observation Tool</a></li> <li>✓ <a href="#">Checking In: Do Classroom Antecedents Reflect Today's Higher Standards?</a></li> <li>✓ <a href="#">Student Work Protocol (SQRIP)</a></li> <li>✓ <a href="#">SQRIP Protocol - Looking at Student Work</a></li> </ul>

### Transitions, College & Career Access & Persistence:

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)

Score

1 2 **3** 4

Throughout the school year, speakers affiliated with various careers as well as college students are invited to speak about college readiness and career choices. Our school promotes preparation, participation, and performance in college and career readiness assessments.

Our students are required to log into Naviance for CPS, which allow them to conduct comprehensive college and career planning. Naviance is also a beneficial data collection and analysis tool for school staff and administrators.

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. 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.

- **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, CTE recruitment fairs, 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 CTE Pathways around career options
  - 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 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> 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.
  - Provide opportunities for Dual Credit/Dual Enrollment
- **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.
  - Equipping students and families with persistence strategies. (College Persistence Toolkit)
  - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Data on college visits and college fair information</li> <li>✓ Naviance Monthly Data</li> <li>✓ Scholarships earned</li> <li>✓ Artifacts, plans, or timelines related to successful transitions structures</li> <li>✓ To &amp; Through data</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ College Enrollment, Persistence, Drop Out, and Attendance Rates</li> <li>✓ Early College and Career Credentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
MTSS Framework	<a href="#">Curriculum &amp; Instruction, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<a href="#">2b. Establishing a Culture for Learning</a>
CPS Performance Standards for	<a href="#">C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</a>
<b>NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING</b>	
<ul style="list-style-type: none"> <li>✓ <a href="#">Everything College</a></li> <li>✓ <a href="#">CPS Advisory Framework</a></li> <li>✓ <a href="#">Presenting college plans from middle school</a></li> <li>✓ <a href="#">To &amp; Through Project</a></li> <li>✓ <a href="#">Redefining College &amp; Career Readiness</a></li> <li>✓ <a href="#">College Scorecard</a></li> </ul>	<ul style="list-style-type: none"> <li>✓ <a href="#">CPS College Persistence Toolkit</a></li> <li>✓ <a href="#">Meaningful Linkages Between Summer Programs, Schools, and Community</a></li> <li>✓ <a href="#">From HS to the Future (CCSR, 2006)</a></li> </ul>
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

**Instruction:**

Score

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.

1 2 3 4

Teachers attempt to differentiate instruction for students. More modeling and support needed around small group instruction and aligning instruction to data results. General education and DL teachers began collaborating more, however there is more of a need to plan with specific groups of students in mind. 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.

Network 11 Summit PD  
Grade Level Teams  
MClass Quarterly Trainings  
Math TLI

**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.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

**Evidence, Measures, and Standards**

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions)</li> <li>✓ Informational observations, peer observations, learning walks</li> <li>✓ Lesson studies</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGRF Attainment and Growth</li> <li>✓ REACH observation trends (de-identified)</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Supportive Environment</li> </ul>
MTSS Framework	<ul style="list-style-type: none"> <li>Curriculum &amp; Instruction</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>3a. Communicating with Students</li> <li>3b. Using Questioning and Discussion Techniques</li> <li>3c. Engaging Students in Learning</li> <li>3d. Using Assessment in Instruction</li> <li>3e. Demonstrating Flexibility and Responsiveness</li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>B2. Observes and Evaluates Staff and Gives Feedback to Staff</li> </ul>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">CPS Framework for Teaching with Critical Attributes</a></li> <li>✓ <a href="#">CPS Framework for Teaching Professional Learning Modules</a></li> <li>✓ <a href="#">CPS Framework for Teaching Professional Learning Opportunities</a></li> <li>✓ <a href="#">Special Education Addendum</a></li> <li>✓ <a href="#">English Language Learner Addendum</a></li> </ul>

### 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

Westcott has created a grading protocol for Primary and 3-8. Teachers have committed to looking deeper into assessment data. Graded assessments are turned in on Friday's. More work is need on the next steps of classroom assessments. Administrators check Gradebook

weekly for evidence of lessons being re-taught and evidence of student mastery.

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. Teachers need additional support around effectively monitoring student progress toward specific goals and how to effectively use data that is responsive to the needs of all students.

Network Interim Assessments  
 Teacher Created Assessments  
 NWEA Assessments

### 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 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.
  - 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	✓ 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
Measures	✓ School's grading policy
	✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1.c. Selecting Learning Objectives
	1.e. Designing Student Assessment
	3.d. Using Assessment in Instruction
	4.a. Reflecting on Teaching & Learning
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
	4b. Maintaining Accurate Records
Now What? Materials to Support Improvement Planning	
✓	CPS Balanced Assessment Framework & Assessment Models
✓	Assessment Design Toolkit
✓	Teacher Made Assessment Basics
✓	Grading principals and guidelines
✓	Great Schools Partnership –Grading + Reporting

### Multi-Tiered System of Supports:

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

MTSS framework has been created to identify school-wide resources and supports for TIER 1, 2, and 3 students as well as clear expectation and qualifications for students who move throughout the tiers. Westcott is developing a system of identifying, tracking and supporting target students is a work in progress. Target students will also be cohorted to track student outcomes. 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 interventionist, case manager, and school supports team provide additional reading instructional support to small groups of students in K-3 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. More support is needed on tracking students results. MTSS TEAM  
SEL/Trauma Team

### Guide for Multi-Tiered System of Supports

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

## 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

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.

In an effort to increase the rigor of instructional activities, teachers attend various instructional Network level professional developments in ELA, Math and Science.

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.

Reach Evaluation  
 Formal/Informal Observation  
 Pop-ins  
 Peer Feedback  
 Parent/Teacher Conferences  
 Student/Teacher Conferences

## 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	<ul style="list-style-type: none"> <li>✓ Sample of individual student learning goals from a cross-section of teachers</li> <li>✓ Also review student work: evidence from Rigorous Student Tasks</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Ambitious Instruction</li> <li>✓ SQR* Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
<a href="#">MTSS Framework Curriculum &amp; Instruction</a>	
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
<ul style="list-style-type: none"> <li>✓ <a href="#">Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance</a></li> <li>✓ <a href="#">Framework for Teaching Companion Guide p. 50</a></li> <li>✓ <a href="#">Social Emotional Learning Supports (cps.edu/te)</a></li> <li>✓ <a href="#">ASCA Mindsets &amp; Behaviors</a></li> </ul>	

### Relational Trust:

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.

Score

1 2 3 4

Our student check-in/check-out system allows a level of staff-student trust that builds positive, caring and respectful relationships.

Teacher-Student Mentoring  
 Student Check-in  
 Peer Observation  
 Restorative practices

## 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	<ul style="list-style-type: none"> <li>✓ Five Essentials/My Voice, My School Survey</li> <li>✓ School Climate Standards Self-Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
MTSS Framework	<a href="#">Shared Leadership, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>1b. Demonstrating Knowledge of Students</li> <li>2a. Creating an Environment of Respect and Rapport</li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>D2. Creates, develops and sustains relationships that result in active student engagement in the learning process</li> <li>E1. Creates a Culturally Responsiveness Climate</li> </ul>
Now WHAT? Materials to Support Improvement Planning	
✓	<a href="#">Social Emotional Learning Supports (cps.edu/SEL)</a>
✓	<a href="#">Trust in Schools: A Core Resource for School Reform (ASCD)</a>
✓	<a href="#">Creating a School Community (ASCD)</a>

### 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.

Family Fun Night  
 National Honor Society  
 Student Voice Committee  
 After-School Programs  
 Community Projects: Food Drive

## Guide for Student Voice, Engagement, & Civic Life

### Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- **Become informed voters and participants in the electoral process**
  - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
  - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
  - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- **Engage in discussions about current and controversial issues.**
  - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
  - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
  - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.

- **Explore their identities and beliefs**
  - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
  - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
  - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
- **Exercise student voice**
  - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
  - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
  - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
  - Authentically **interact with civics leaders**
  - Students learn about community, city, state, and national civic leaders and their roles in civil society.
  - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
- **Engage with their community**
  - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause
- **Take informed action** where they work together to propose and advocate for solutions.
  - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
  - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
- Experience a **Schoolwide civics cultur**
  - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
  - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
  - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
  - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> <li>▪ INVNS Student Survey completion rates and results</li> <li>▪ Artifacts from student-run organizations and events (including SVIC)</li> <li>▪ Meeting minutes/agendas that include student participation</li> <li>▪ Policies regarding student engagement in decision making</li> <li>▪ Service learning reports and/or reflections of SL projects</li> <li>▪ Unit and curriculum maps, rubrics, assessment artifacts</li> <li>▪ Evidence of student work</li> <li>▪ Democracy School recognition</li> </ul>
Measure	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Encouraging Students to Learn
CPS Performance Standards for School Leaders	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA, NET Standards

### Safety & Order:

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.

### Score

1 2 **3** 4

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.

After-School

Safety Plans

Safety Drills

Safety Trainings

PBIS/Restorative Practices/SEL Support

Five Essential Surveys

## 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.
- **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.
- **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"> <li>✓ MVMS score – “Safety”</li> <li>✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching<sup>1</sup></li> <li>✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.</li> <li>✓ School Climate Standards Rubric/Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Supportive Environment score</li> <li>✓ My Voice, My School Survey “Safety” score</li> </ul>
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>2a. Creating an Environment of Respect and Rapport</li> <li>2c. Managing Classroom Procedures</li> <li>2d. Managing Student Behavior</li> </ul>
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Social Emotional Learning Supports (cps.edu/sel)</a></li> </ul>

### 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. 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 touse at school PBIS store and celebrations) When recognized by a staff member for adhering to expectations, students 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.

PBIS  
Restorative Practices  
Race to 10

## 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.
  - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
  - Well-managed routines and transitions maximize instructional time.
  - 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 discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
  - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
  - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.

- Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors. Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
- Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
- Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
- Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
- Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	CPS Restorative Practice Guide & Toolkit
✓	Guideline for Effective Discipline

### Parent and Family Partnership:

All schools have authentic partnerships with parents or family members that lead to a sense of shared responsibility for the academic, physical, and social emotional development of their students. Through meaningful consultation with parents, these partnerships include creating an intentional process to foster and sustain school-wide procedures, programs, and activities which involve and empower parents or family members and are responsive to student and family's needs. Schools provide a variety of parent volunteer opportunities (both in and out of school) and leadership opportunities (ie - PACs, BACs and PLNs), which support school operations, instructional programs and community partnerships. Research shows that when families, schools and communities partner in promoting learning and healthy development for all students schools thrive and student outcomes increase. The development and implementation of effective outreach and communication strategies will be inclusive of all families and school staff, creating a two-way feedback loop process which will lead to an increase in the home-school connection to identify, problem-solve and design actions which target instructional and student programs.

Score

1 2 3 4

We continue to work on building and maintaining a strong partnership with our parents. Parents are invited to attend quarterly Recognition Assemblies, field trips, and conferences to develop and monitor attendance plans, academic 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. We host monthly PAC and LSC meetings; we continue to explore ways to increase parent participation in these monthly meetings

- Parent Portal
- Family Fun Night
- Parent Volunteers
- Open-Door Policy
- State of the School Address
- Newsletters
- Parent Handbook
- Benchmark Meetings

### Guide for Parent and Family 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**

✓ 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?

Suggested Evidence

Measures

- ✓ Five Essentials Score – Involved Families
- ✓ My Voice, My School Survey scores – outreach to parents, parent-teacher trust

Five Essentials Involved Families

MTSS Framework: [Family & Community Engagement](#)

CPS Framework for Teaching: [2c. Managing Classroom Procedures](#)  
[4c. Communicating with Families](#)

CPS Performance Standards for School Leaders: [D1. Engages Families](#)

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**NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING**

- ✓ [Parent Support Centers](#)
- ✓ [Parent University](#)
- ✓ [Parent Portal](#)

## 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: Balanced Assessment & Grading	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 Quality Teaching: Multi-Tiered System of Supports	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: 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 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 and Family Partnership	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	⊖
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1	2	3	4	5	⊖
4	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊖

Goals

Required metrics (Elementary)

18 of 18 complete

2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
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**National School Growth Percentile - Reading**

Westcott's team continuously uses data to determine the current state of the school and student achievement. Students are receiving high quality instruction on a daily basis. Teachers will follow a Balanced Literacy Framework that will provide explicit reading instruction to students daily. Students are working in small groups for intervention and enrichment in order to meet them at their instructional level. All lessons will include evidence of the Gradual Release of Responsibility. Daily schedules are an uninterrupted reading block of ELA; 120 minutes for K-5 and 90 minutes for grades 6 - 8.

70.00	22.00	63.00	82.00	70.00
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**National School Growth Percentile - Math**

Westcott has chosen Go Math for middle school and Envisions Math 2.0 for grades K-3. Teachers are implementing small group instruction using the Guided Math Model 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.

68.00	15.00	65.00	68.00	71.00
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**% of Students Meeting/Exceeding National Ave Growth Norms**

Teachers will continue anticipate seeing growth in this are by analyzing their NWEA Reading and Math data, differentiating lessons using the learning continuum, and lastly teaching RIT band instruction in both reading and math daily to focus on the area of needs for the students. Teachers will use supplemental programs such as Blue Sreak, Compass Learning, and Reading A-Z. We will build our MTSS program to help close the attainment gap. Each classroom is setting a goal to have at least 70% of students meet or exceed their growth target. Focus is on individual students exceeding growth targets.

58.50	40.30	70.00	63.00	48.00
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**African-American Growth Percentile - Reading**

From the results of the data, we know that we have to evaluate our level of rigor in the curriculum so that it mirrors the level of complexity in NWEA and CCSS. We have taken necessary action steps to address areas of improvement. Teachers are targeting specific skills through RIT band instruction aligned with student's goals. Students below grade level have been identified and are being progress monitored through MTSS. Westcott continues to develop teacher capacity through professional development. Teachers review data regularly to assess student's progress and modify instruction and assessments. We follow the networks scope and sequence.

73.00

24.00

70.00

82.00

70.00

**Hispanic Growth Percentile - Reading**

N/A

(Blank)

(Blank)

0.00

0.00

0.00

**English Learner Growth Percentile - Reading**

N/A

(Blank)

(Blank)

0.00

0.00

0.00

**Diverse Learner Growth Percentile - Reading**

Diverse learners are receiving high quality support in the LRE from all teachers and SECA's. This goal can be achieved due to ensuring that student interventions remain as specific, formalized steps to address a particular need a student may have. It is achievable due to more applicable professional development to close achievement gaps and assessments that meet students' needs and promote perseverance. Students also engage in instruction in the general education classroom.

85.00

3.00

38.00

78.00

45.00

**African-American Growth Percentile - Math**

Due to the teacher placement structures (One content area teacher per grade band in grades 5-8), the data reveals an increased need to incorporate vertical planning in math. Vertical planning will build the instructional capacity in our building. This is very important in the quest to improve student learning. Staff collaborates on a weekly basis to discuss student performance data. However, there are no teachers from the same content area. Careful review of pre and post interim assessment data and peer observations 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.

68.00

15.00

60.00

65.00

65.00

**Hispanic Growth Percentile - Math**

N/A

(Blank)

(Blank)

0.00

0.00

0.00

**English Learner Growth Percentile - Math**

N/A

(Blank)

(Blank)

0.00

0.00

0.00

**Diverse Learner Growth Percentile - Math**

With the use and implementation of modeled instruction, co-teaching, direct instruction, small group instruction, peer tutoring, and effective MTSS strategies, we are anticipating a higher level of growth for DL students in both reading & math.

97.00

3.00

54.00

57.00

60.00

**National School Attainment Percentile - Reading (Grades 3-8)**

To increase attainment, we will implement and utilize interim assessment cycles, small group instruction, differentiation, technology, and effective MTSS strategies, Robert Morris tutoring, after school/Saturday intervention and enrichment programs. With these strategies in place, we anticipate a higher level of attainment for all students in both reading & math.

24.00

11.00

30.00

35.00

36.00

**National School Attainment Percentile - Math (Grades 3-8)**

To increase attainment, we will implement and utilize interim assessment cycles, small group instruction, differentiation, technology, and effective MTSS strategies, Robert Morris tutoring, after school/Saturday intervention and enrichment programs. With these strategies in place, we anticipate a higher level of attainment for all students in both reading & math.

22.00	9.00	35.00	37.00	39.00
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**National School Attainment Percentile - Reading (Grade 2)**

To increase attainment, we will implement and utilize interim assessment cycles, small group instruction, progress monitoring, differentiation, technology, and effective MTSS strategies, Robert Morris tutoring, after school/Saturday intervention and enrichment programs. With these strategies in place, we anticipate a higher level of attainment for all students in both reading & math.

12.00	9.00	27.00	33.00	40.00
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**National School Attainment Percentile - Math (Grade 2)**

To increase attainment, we will implement and utilize interim assessment cycles, small group instruction, progress monitoring, differentiation, technology, and effective MTSS strategies, Robert Morris tutoring, after school/Saturday intervention and enrichment programs. With these strategies in place, we anticipate a higher level of attainment for all students in both reading & math.

6.00	11.00	25.00	34.00	40.00
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**% of Students Making Sufficient Annual Progress on ACCESS**

N/A

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

Westcott has implemented an attendance team with formal incentives and structures. Attendance is monitored/celebrated on a daily basis by classroom, grade band and school wide. 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 as well as conferences with specific students and parents.

95.10	94.00	97.00	95.50	98.00
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**My Voice, My School 5 Essentials Survey**

The goal for the My Voice, My School Survey is Well Organized. According to the survey, collaborative teachers was significantly low. As a school, we have made efforts to support vertical planning and safe practice time. Most responses demonstrated concern for quality professional development and collective responsibility. All staff members are committed to student achievement and teachers express the desire to have the opportunity to share with content area teachers. We are striving for an increase in strong sense of responsibility for student development, school improvement, and professional growth with our teachers. We believe that a positive school climate is associated with academic achievement, effective risk prevention efforts and positive student development.

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

2016-2017	2017-2018	2017-2018	2018-2019	2019-2020
Actual	Actual	SQRP	SQRP	SQRP
		Goal	Goal	Goal

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

Support teacher development with PLC's to enhance their knowledge of CCSS aligned ELA and math as it relates to instruction and

Teachers using their curricular resources to teach ELA/Math instruction aligned to the Common Core Standards and effectively

Increased percentage of students On-Track quarterly to at least 70% in grades 3rd-8th; increase percentage of students who meet



assessments in grades K-8.

analyzing CCSS aligned assessments to drive their instruction.

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:  
Instruction, Instructional alignment

Area(s) of focus:  
1

Action step	Responsible	Timeframe	Status
Teacher leaders will facilitate CCSS aligned cycles of professional learning based on teacher content knowledge in Math and ELA and student data. Teachers will engage in ELA content cycles/job embedded professional development with the support of Leading Educators and the DePaul Math Collaborative	Teacher Leaders	Sep 4, 2018 to Jun 12, 2020	On-Track

**Instructional Coaching, Lesson plans, Teacher leads, Instrucion**

Teachers will design and implement high quality CCSS aligned lessons in literacy and math, as well as formal and informal assessment instruments.	Teacher	Sep 4, 2018 to Jun 12, 2020	On-Track
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**Instructional strategy, Aligned assessments**

Engage in common planning opportunities where math and ELA assessments can be analyzed for CCSS alignment.	Teacher Teams	Sep 10, 2018 to Jun 3, 2019	On-Track
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**Instructional Coaching, Instructional grouping**

**Strategy 2**

If we do...

...then we see...

...which leads to...

yearly planning, we would work together to build a Common Assessment Protocol for Westcott Elementary.

teachers setting assessment dates, using assessment data to analyze growth

75% or more of our 3rd-8th grade students are On-Track at designated 5 week intervals and 75% or more of our primary students (K-2) at Proficient and Above on BOY, MOY and EOY (Amplify/Mclass Assessment)

Tags:  
Assessment, Grade system, Balanced assessment and grading

Area(s) of focus:  
2

Action step	Responsible	Timeframe	Status
Establish common grading categories, weights and tools (i.e., rubrics, checklists) across all grade levels	Administrators Teacher Team	Aug 27, 2018 to Aug 31, 2018	Completed

**Grade system**

Teacher/Student conferences every 5-weeks (progress reporting period) to communicate and reflect on their learning progress.	Teacher Administrators ILT	Aug 27, 2018 to Jun 7, 2019	On-Track
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**Teacher-student conference**

Create opportunities for students to analyze their own progress and set goals, lead student led conferences with teachers and parents and keep track of their learning once a quarter.	Teacher Students	Sep 3, 2018 to Jun 7, 2019	On-Track
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**Grades, Student accountability**

Continue to collect analyze school wide classroom assessment data and rubrics weekly to improve instructional effectiveness and differentiation for ALL learners.	ILT Administrators	Aug 27, 2018 to Jun 7, 2019	On-Track
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**Assessment, Instruction**

Provide teacher-teams the opportunity to calibrate on scoring and grading, and create a system of progress monitoring and assessment schedules	ILT Administration Teacher-Teams	Aug 27, 2018 to Jun 7, 2019	Not started
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**Progress monitoring, Assessment schedules**

**Strategy 3**

<b>If we do...</b>	<b>...then we see...</b>	<b>...which leads to...</b>
Engage in 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 agency, authority and identity	Increased percentage of students On-Track quarterly to at least 70% 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;

Tags: Professional Learning  
Area(s) of focus: 1, 2, 3, 4, 5

Action step	Responsible	Timeframe	Status
Create professional development calendar for SY18-19 in response to teacher interest and add strategy-based PD into calendar	Administrators ILT	Aug 27, 2018 to Jun 7, 2019	On-Track

**Professional Learning, Professional learning calendar**

Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.	ILT Teacher Teams Administrators	Aug 27, 2018 to Jun 7, 2019	Not started
Schedule quarterly internal walk-throughs for teachers to observe, share best practices and identify problems of practices and allow time for instructional implementation	ILT Teacher Teams Administrators	Aug 27, 2018 to Jun 7, 2019	Not started

**Strategy 4**

<b>If we do...</b>	<b>...then we see...</b>	<b>...which leads to...</b>
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	grade level learning opportunities and have access to academically rigorous curriculum; build school-wide systems and structures and adopt proactive and positive behavior management strategies, use classroom, network, and district data to plan for differentiated instruction and addressing students' preferred learning styles.	75% or more of our 3-8th grade students at attainment on NWEA; 75% or more of our primary students at Proficient and Above on BOY, MOY, and EOY (Amplified/MClass)

Tags:  
Area(s) of focus:

Action step	Responsible	Timeframe	Status
On-going collaborative meetings between general education and Diverse Learner teachers focused on IEP goals, students's strengths, and areas of growth;	Administrator teachers, counselor, partners, clinicians	Aug 27, 2018 to Jun 7, 2019	Not started

**Mtss tiers 1, 2, and, Mtss plann**

Create BHT Team/SEL Team; develop protocol and procedures to service students. Create a schedule for BHT Team to analyze data, gather resources, plan and collaborate with all staff.	BHT Administration	Aug 27, 2018 to Jun 7, 2019	Not started
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**SEL, Bht**

Strategy 5

If we do...

...then we see...

...which leads to...

Plan and implement lessons that reflect the key CCSS shifts in ELA and Math	Teachers engaging all students in math instruction aligned to the Common Core Standards to read complex texts, students engaging in reading, writing and speaking and listening tasks that require students to use evidence from the text and students building their content knowledge through strategic selection/use of texts	the incorporation of a more aligned curriculum resource that fits our student learning needs across content areas.  Increased students mastery on CCSS aligned assessments  Increased teacher knowledge as demonstrated by REACH
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Tags:

Curriculum Design, Curriculum, Lesson planning

Area(s) of focus:

1, 2, 3, 4, 5

Action step	Responsible	Timeframe	Status
Collaborate with Leading Educators to support us on choosing a curriculum that is more aligned to common core shifts in teaching and learning.	Administrators Teacher Leads Leading Educators	Aug 27, 2018 to Jun 1, 2020	Not started

**Curriculum map**

Consistently analyze ELA/math assessments to ensure that they are aligned to CCSS  Administer CCSS aligned interim math/ELA assessments  Analyze student data to determine progression of mastery to the full depth of the math/ELA standards.	Teachers	Aug 27, 2018 to Jun 7, 2019	Not started
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Action Plan

Strategy 1

ON-TRACK

Teacher leaders will facilitate CCSS aligned cycles of professional learning based on teacher content knowledge in Math and ELA and student data. Teachers

will engage in ELA content cycles/job embedded professional development with the support of Leading Educators and the DePaul Math Collaborative"

Sep 04, 2018 to Jun 12, 2020 - Teacher Leaders

## Status history



Sep 3

ON-TRACK

Sep 03, 2018

**Evidence**

Cycles of professional learning session plans Student Data Teacher Lesson Plans

ON-TRACK

Teachers will design and implement high quality CCSS aligned lessons in literacy and math, as well as formal and informal assessment instruments."

Sep 04, 2018 to Jun 12, 2020 - Teacher

## Status history



Sep 3

ON-TRACK

Sep 03, 2018

**Evidence**

Lesson plans student artifacts classroom observations

ON-TRACK

Engage in common planning opportunities where math and ELA assessments can be analyzed for CCSS alignment."

Sep 10, 2018 to Jun 03, 2019 - Teacher Teams

## Status history



Sep 3

ON-TRACK

Sep 03, 2018

**Evidence**

Teacher and Student Artifact Teacher Lesson Plans Student Data

### Strategy 2

COMPLETED

Establish common grading categories, weights and tools (i.e., rubrics, checklists) across all grade levels"

Aug 27, 2018 to Aug 31, 2018 - Administrators Teacher Team

## Status history



Sep 3

COMPLETED

Sep 03, 2018

**Evidence**

Grade book review

ON-TRACK

Teacher/Student conferences every 5-weeks (progress reporting period) to communicate and reflect on their learning progress."

Aug 27, 2018 to Jun 07, 2019 - Teacher Administrators ILT

## Status history



Sep 3

ON-TRACK

Sep 03, 2018

**Evidence**

Meeting agendas

ON-TRACK

Create opportunities for students to analyze their own progress and set goals, lead student led conferences with teachers and parents and keep track of their learning once a quarter."

Sep 03, 2018 to Jun 07, 2019 - Teacher Students

### Status history



ON-TRACK

Sep 03, 2018  
**Evidence**  
Student portfolios

ON-TRACK

Continue to collect analyze school wide classroom assessment data and rubrics weekly to improve instructional effectiveness and differentiation for ALL learners."

Aug 27, 2018 to Jun 07, 2019 - ILT Administrators

### Status history



ON-TRACK

Sep 03, 2018  
**Evidence**  
Assessment data profiles

NOT STARTED

Provide teacher-teams the opportunity to calibrate on scoring and grading, and create a system of progress monitoring and assessment schedules"

Aug 27, 2018 to Jun 07, 2019 - ILT Administration Teacher-Teams

### Status history



NOT STARTED

Sep 03, 2018  
**Evidence**  
Assessment/Progress Monitoring Schedules Grading System

### Strategy 3

ON-TRACK

Create professional development calendar for SY18-19 in response to teacher interest and add strategy-based PD into calendar"

Aug 27, 2018 to Jun 07, 2019 - Administrators ILT

### Status history



ON-TRACK

Sep 03, 2018  
**Evidence**  
PD Calendar

NOT STARTED

Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience."

Aug 27, 2018 to Jun 07, 2019 - ILT Teacher Teams Administrators

### Status history

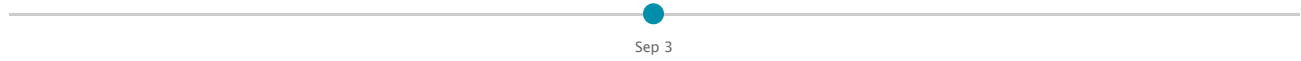


**NOT STARTED** Sep 03, 2018  
**Evidence**  
Classroom Artifacts

**NOT STARTED**  
Schedule quarterly internal walk-throughs for teachers to observe, share best practices and identify problems of practices and allow time for instructional implementation"

Aug 27, 2018 to Jun 07, 2019 - ILT Teacher Teams Administrators

### Status history



**NOT STARTED** Sep 03, 2018  
**Evidence**  
observation logs classroom artifacts

### Strategy 4

**NOT STARTED**  
On-going collaborative meetings between general education and Diverse Learner teachers focused on IEP goals, students's strengths, and areas of growth;"

Aug 27, 2018 to Jun 07, 2019 - Administrator teachers, counselor, partners, clinicians

### Status history

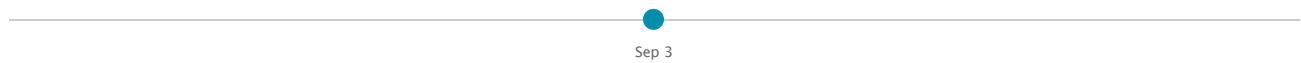


**NOT STARTED** Sep 03, 2018  
**Evidence**  
Formal/informal classroom observation and Pop-In feedback DDI action plans; Lesson Plans; anecdotal records

**NOT STARTED**  
Create BHT Team/SEL Team; develop protocol and procedures to service students. Create a schedule for BHT Team to analyze data, gather resources, plan and collaborate with all staff."

Aug 27, 2018 to Jun 07, 2019 - BHT Administration

### Status history



**NOT STARTED** Sep 03, 2018  
**Evidence**  
BHT Plan and Expectations

### Strategy 5

**NOT STARTED**  
Collaborate with Leading Educators to support us on choosing a curriculum that is more aligned to common core shifts in teaching and learning."

Aug 27, 2018 to Jun 01, 2020 - Administrators Teacher Leads Leading Educators

### Status history



**NOT STARTED** Sep 03, 2018  
**Evidence**  
Professional Learning sessions and student data

**NOT STARTED**  
Consistently analyze ELA/math assessments to ensure that they are aligned to CCSS Administer CCSS aligned interim math/ELA assessments Analyze student data to determine progression of mastery to the full depth of the math/ELA standards."

Aug 27, 2018 to Jun 07, 2019 - Teachers

## Status history

Sep 3

**NOT STARTED** Sep 03, 2018  
**Evidence**  
Teacher and student artifacts

## 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.

## ESSA Program

ESSA Schoolwide Program

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

ESSA 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

Every Student Succeeds Act (ESSA), 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 ESSA 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 and Family Plan

Parent and Family Engagement Policy

Complete

Schools must involve parents and family in the joint development and periodic review and revision of the ESSA, Title I school parental and family engagement

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 ESSA/PAC meetings that will be aligned specifically to the goals for improving student achievement. Parents will be given the opportunity to review the compact on a monthly basis and make adjustments to measure the success of specific initiatives and alignment with student, teacher and parent expectations. Information gathered will be shared with the school's LSC in order to strategize to address concerns and develop strategies that will lead to overall school improvement.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, 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 and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, 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 distributed notices to parents inviting them to attend the school's Annual Meeting and PAC Organizational Meeting on September 20, 2018. The meetings were held on September 27, 2018 at 4:00 p.m. and 5:00 p.m. respectively. We will engage our community partners to make personal calls to families as well as use the school's marquee and the 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.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members 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.

ESSA 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 ESSA 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 and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

During ESSA/ 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 to the extent possible. 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, the website will have the necessary information 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 family and in how to reach out to, communicate and work with, parents and



family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.

Classroom teachers meet weekly; however, every otherweek, 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, STEM night, 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 and family 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 and families 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 and family 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 on the school's intercom, website, and advertised on the school's marquee. The school's calendar will also be posted on the website and visible throughout the school. Weekly memos will be provided for staff and the school community as deemed necessary.

#### Policy Implementation Activities

The LSC will approve the school improvement plan and monitor the CIWP.

In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.

The school will coordinate the parent and family engagement programs identified in the CIWP.

The school will evaluate the Parent and Family Engagement 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

#### School-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 and family members may volunteer, participate, and observe classroom activities.

Parents may volunteer in the classrooms to support student learning after completing the CPS Volunteer paperwork. 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 and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

September: Organization Meeting For Parent Advisory Council, The Importance of Attendance, Student Safety and Social Media as a tool for Teaching and Learning  
October: Student assessment data, Compass Learning: How to Monitor Progress Session I  
November: Parent Portal Overview, Literacy and High School selection  
December: CCSS-Math and Reading  
January: Supports for DL and Social/Emotional Activities  
February: NWEA MOY Data Session I  
March: NWEA Session II and Compass Learning: How to Identify what support students still need.Session II  
April: MTSS  
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 and Family Engagement Funds to support your Parent and Family Engagement Program.

Account(s) Description

Allocation

51130, **Teacher Presenter/ESP Extended Day**

\$	Amount	.00
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52130 For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.

53405 **Supplies**

\$	506	.00
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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.

53205 **Refreshments**

\$	400	.00
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Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.

54125 **Consultants**

\$	700	.00
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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)

54505 **Admission and Registration Fees, Subscriptions and memberships**

\$	1000	.00
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For Parents use only.

<p>54205</p>**Travel**

\$	Amount	.00
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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.

<p>54565</p>**Reimbursements**

\$	Amount	.00
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Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.

<p>53510</p>**Postage**

\$	Amount	.00
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Must be used for parent and family engagement programs only.

53306 **Software**

\$	Amount	.00
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Must be educational and for parent use only.

55005 **Furniture and Equipment**

\$	Amount	.00
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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 by used only by parents.