

WESTCOTT

Geographic Area - Auburn Gresham



Official School Name
Oliver S Westcott Elementary School

Address
409 W 80th St
Chicago, Illinois 60620

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
412	600	69%	690	60%

School Type	Grades Served	Performance Rating	Space Use Status	Adjusted Space Use Status
Neighborhood	Pre-K-8	Level 2	Underutilized	Underutilized

Mission Statement as of May 2013

Westcott School stakeholders are committed to improving teaching and learning at a rapid rate. We will challenge our students by setting high expectations, implementing curriculum that is standards based, rigorous, engaging and differentiated to meet individual learning needs. Students will become life long learners who are prepared for high school, college, and careers.

School Priorities as of May 2013

Description	Rationale
School Leadership and Instruction: Administrators will work collaboratively with the ILT and grade level teams to ensure students are receiving rigorous instruction that is based on data. Data sources will include both quantitative and qualitative data gathered from weekly assessments, ISAT, and District Level Assessments. Structures and supports will be in place to monitor student progress. In addition, opportunities for teacher collaboration to support the development of Literacy units based on the Common CoreState Standards. We will focus on improving instruction in Literacy, Math, Writing across content areas and Science.	According to the Consortium 5 school Essentials, Westcott's Instructional leadership is average. Areas of opportunity include 47% of the teachers reporting that they are pressed to implement what they have learned in professional development as well as a 50/50 result in the participation in instructional planning. There are systems in place to improve in these areas, build teacher capacity, support teaching and learning and support more job embedded professional development. There is a need to improve the level of monitoring gradebooks, lesson plans, grade level meetings, and classroom instructional practices so that students are receiving rigorous and engaging instruction that addresses the student's needs. Regular monitoring and immediate feedback will ensure that our students are prepared for high school, college and the careers that they desire.
Professional Learning: This priority will support teachers and administrators as we unpack the common core standards. Staff, community partners and parents will be afforded the opportunity to participate in professional learning communities that will support understanding the expectations of the CCSS. Training and development will be an integral part of accomplishing optimal learning opportunities.	We believe that the instructional staff needs to improve the way we develop and align units of study, lessons, and assessments with the common core state standards. In order to assure proper alignment of the aforementioned elements, the principal and assistant principal will increase the level of participation at grade level meetings. Although the principal meets regularly with teachers to discuss how data is driving instruction. There is a need for 5th thru 8th grade teachers to create individual student binders so that they can use initiative to progress monitor.

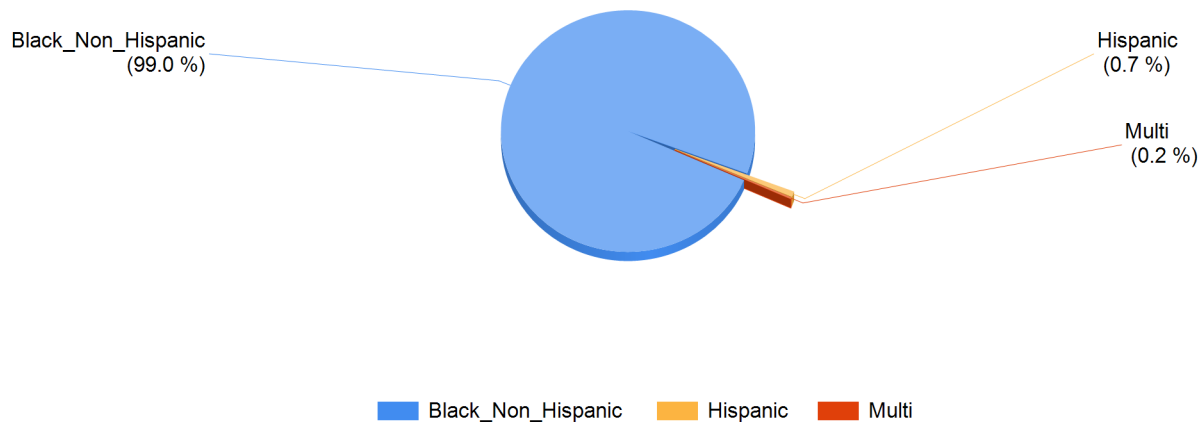
Learning Climate, Culture and Attendance: This priority will support our "Calm Classroom" Initiative. We will continue to implement the Power to Change which helps students develop strategies to address anger. The staff will work collaboratively to implement PBIS and continue to offer extra curricular activities as well as academic supports. We will continue grade level and grade band attendance competitions that will ultimately increase student attendance rates.

Based on the data extracted from the Consortium 5 Essentials, the School Progress report, and the data quality index from the CPS dashboard, students report that safety is a concern because their peers lack respect for themselves and others. The score received was 30 which indicated that we are weak in that area; however, students feel that they are in a supportive environment. It is our goal to decrease the suspension rate and foster other ideas to assist students in correcting negative behavior. There is a need to increase the attendance rate of our students, provide supports for anger and coping, character education and social and emotional supports for students. We will provide incentives, opportunities for recognition for increased attendance and academic improvements. Focusing on these areas would enhance the school culture in a positive way. It will be evidenced by an increase in student achievement, decrease in suspension rates, increased attendance rates and participation in extra curricular activities.

Programs & Services

Advanced Placement Courses	No
Creative	Choir/Chorus, Drawing, Photography, Quilting, Scrapbooking, Sewing
CTE: Citywide	No
CTE: Other	No
CTE: Traditional Academy	No
CTE: Traditional Program	No
Health and Wellness	Crisis Intervention Services, School-based Dental Services, Targeted Behavioral Health Intervention
IB Wall-to-Wall/Programme	No
Life and Leadership	Mentoring for Boys/Girls
Parent and Community	8-9th Grade Transition Workshops, Family Nights, Literacy Workshops, Math/Science Workshops, Parent Advisory/Group, Parenting Classes
Scholastic	Book/Reading Club, Expanded Library Service Hours, Homework Club/Study Group, Supplemental Educational Services (SES) Tutoring, Writers Workshop, Yearbook Club
School-wide Programs and Models	Early Childhood Program, After-School All-Stars, Kindergarten, After School All Stars, Supplemental Educational Services (SES) Tutoring
Selective Enrollment/Gifted Program	Comprehensive Gifted
Service Leadership	No
Sports and Fitness	Boys' Baseball, Boys' Basketball, Boys' Cross Country, Cheerleading, Girls' Cross Country, Girls' Tennis, Girls' Track, Girls' Volleyball, Pom-Pon
Supports And Resources	Westcott offers a Comprehensive Gifted Program where students in Grades 1-8 work at an accelerated pace with an emphasis on project-based learning. Teacher-led, job-embedded professional development enhances classroom instruction. Partnerships with Illinois State and Robert Morris Universities, and Greater Auburn Gresham Community provide quality academic supports.
Theme Based Magnet	No

% of students by race/ethnicity



% Special education & students with disabilities	% English language learners	% Receiving free or reduced lunch	% Students in temporary living situations	% attending students who reside in neighborhood if boundary	% attending students who reside in neighborhood if boundary	% applicants enrolled if selective
10.41	0.00	98.31	3.15	50.3	67.6	NEED DATA

General Information	
School Level	ES
Geographic Network	Skyway Elementary Network
Geographic Area	Auburn Gresham
School Type	District

Schools Co-Located on Campus	
School Name	

Building(s) Inventory	
Total Campus Area (S.F.)	44,167
Year Constructed (MAIN)	1969
Breakdown by Building Type (S.F.)	
Building Type	Building Size
MAIN	36269
ADDITION	7898

Campus-wide Air Conditioning	
A/C Level	Full
Full A/C: Campuses have a centralized air conditioning/dehumidification system that provides thermal comfort to all buildings and classrooms, or the campus has a combination of spaces cooled by a centralized system and/or window A/C units in every classroom.	

Facility Assessment (for co-located schools and programs , the facility assessment represents total need of Campus)		
Latest Assessment	2012	
		<u>Facility Systems Assessed (by Phase)</u>
	\$476,693.36	<i>Exterior</i>
	\$1,107,532.14	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$282,705.28	<i>Interiors</i>
	\$434,289.57	<i>Site</i>
Total Campus Need	\$2,301,220.35	The total dollar amount of existing maintenance repairs and replacements, identified by a comprehensive facilities condition assessment of buildings, grounds, fixed equipment, and infrastructure needs. It does not include types of work such as program improvements or new construction; these items are viewed as separate capital needs

Campus Summary	
Recommended Campus Action	Maintain
Planned Capital Projects	
Fiscal Year	
Proposed Budget	
Project Type	

Current Academic Facilities Available on Campus	
ART	0
MUSIC	0
BAND	0
CHORAL	0
COMPUTER	YES
LIBRARY	YES
SCIENCE	0
PLAYGROUND	

Historical & Current Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	Other	Total
2006	30	47	46	59	69	59	57	77	59	71	0	0	0	0		544
2007	31	47	62	53	75	59	54	67	67	49	0	0	0	0		533
2008	32	43	49	57	57	53	53	51	55	56	0	0	0	0		506
2009	32	42	64	64	73	49	54	63	57	49						473
2010	35	37	46	58	75	65	52	55	59	50	0	0	0	0		532
2011	40	42	41	40	55	46	52	48	53	52	0	0	0	0		469
2012	38	29	36	33	41	43	41	55	44	52	0	0	0	0		412
2013	38	38	38	36	34	30	41	50	37	47	0	0	0	0	4	393

Projected 10 Year Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	LRE2-3	Total
2014	38	38	40	35	37	31	33	42	46	35	0	0	0	0	46	378
2015	38	41	40	37	36	34	34	33	39	43	0	0	0	0	39	379
2016	38	39	39	36	38	32	37	34	31	37	0	0	0	0	31	365
2017	38	39	40	36	37	34	35	37	32	29	0	0	0	0	32	361
2018	38	39	40	36	37	33	37	35	35	30	0	0	0	0	35	364
2019	38	39	40	36	37	33	36	37	33	33	0	0	0	0	33	366
2020	38	39	40	36	37	33	36	36	35	31	0	0	0	0	35	365
2021	38	39	40	36	37	33	36	36	34	33	0	0	0	0	34	366
2022	38	39	40	36	37	33	36	36	34	32	0	0	0	0	34	365
2023	38	39	40	36	37	33	36	36	34	32	0	0	0	0	34	365