

Oliver S Westcott Elementary School

2020-2022 plan summary

Team

Name	Role	Email	Access
Terriyaka Watson	Assistant Principal	tdhale@cps.edu	Has access
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Kimberly Burgess	Parent	kimmie89lb@gmail.com	No Access
Shyla Kinhal	Community Partner	skinhal@leadingeducators.org	Has access
Jessica Fitzgerald	Resident Principal	jfitzgerald3@cps.edu	Has access

Team Meetings

Date	Participants	Topic
01/13/2020	A.Harris-Williams, T. Watson, J. Johnson, C. Davis	SEF

Framework

Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.
- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.
- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

Subcategory scoring

- 1 Practice is not consistently evident for ANY students and/or staff.
- 2 Practice is CONSISTENTLY evident for FEW students and/or staff.
- 3 Practice is CONSISTENTLY evident for SOME students and/or staff.
- 4 Practice is CONSISTENTLY evident for ALL students and/or staff.
- Not scored

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 2 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 Enable staff to focus and prioritize what matters most
 - 4 Employ the skills to effectively manage change
 - 4 Make "safe practice" an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** Professional development opportunities. Grade level team agendas and instructional leadership team. LE work
- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 2 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** Schedules, Pop in documentation and feedback, DDI Cycles

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 3 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
 - 3 Curriculum connects to real world, authentic application of learning
 - 4 Curriculum is aligned to expectations of the standards

- 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 4 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** Le Curriculum, ANET Resources, Teacher Lesson Plans,
- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:** Reteach plans, Student goal setting documents, Lesson Plans, student surveys
- 3 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 4 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
 - 4 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 4 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
 - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 2 Utilize assessments that measure the development of academic language for English learners
 - 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 4 Improve and promote assessment literacy
 - 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** TEacher created assessments, Interim assessments, grading policy, student handbooks, ILT and grade level team meetings, content team meetings
- 3 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)

- 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
- 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)

- 4 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** MTSS meetings, surveys, lesson plans, Behavior plans, IEP's,
- 2 - Transitions, College & Career Access, & Persistence
 - 2 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)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 2 READINESS ? Ensure equitable access to college preparatory curriculum
 - 2 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
 - **Evidence:** Naviance, Career Fair documentation, Counseling notes and reflections

Quality and Character of School Life

- 3 - Relational Trust
 - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** Student interest surveys, Student reflection sheets, PPC Committee, Assemblies (attendance, honor roll, perfect attendance, improved attendance, Student of the month)
- 2 - Student Voice, Engagement, and Civic Life
 - 2 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 3 Engage with their community

- 2 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:** Surveys, Meeting Agendas(SVA) Professional development, committee meetings, community partners
 - 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 2 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** PBIS Expectations visible throughout the school. School-wide Safety plan implementation, Staff participation in Bullying Awareness PD, Aspen data, student routines established and implemented, School-wide discipline plan, student handbooks.
 - 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 2 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** Behavior plans, re-entry journals, PBIS Expectations, BHT and SEL
 - 4 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 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).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 4 Partner equitably with parents speaking languages other than English
 - 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:** Classroom Newsletters, Community partner contact logs and program evaluations, Attendance Plans
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School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	3
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	2
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	4
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
4	Quality and Character of School Life: Family & Community Engagement	0

Goals

Areas of critical need and root cause analysis

[X] By checking this box, I confirm that we have recalled previous data analysis, conducted new data analysis as needed, and indicated 3-5 areas of critical need in our school's CIWP Google sheet for the Area of Critical Need component. We will now move on to the Goals component.;

[X] By checking this box, I confirm that we have completed a root cause analysis for **each** area of critical need and indicated 3-5 root causes in our school's CIWP Google sheet for the Root Cause Analysis component.

Area of Critical Need 1	To increase National School Attainment Percentile in Reading for all students in grades 2-8.
Root Cause 1	There has been a lack of students being exposed to grade level content in Literacy. Teachers also need support with understanding the standards and what the standards require of the students.
Area of Critical Need 2	To increase National School Attainment Percentile in Math for all students in grades 2-8.
Root Cause 2	Students are exposed to grade level content; however teachers are doing the heavy lifting of the content and students are able to understand procedurally and lack conceptual understanding.
Area of Critical Need 3	To increase National Growth in Reading for all grades 3-8 as well as students with IEP's
Root Cause 3	There is a lack of teacher progress monitoring of interventions for students. Gen Ed teachers and DL teachers collaborate; however, there must be a focus on the actual GOALS of students with IEP's. SECA's also need more support with understanding IEP's and what supports are required for students.
Area of Critical Need 4	To increase National Growth in Math for all grades 3-8 as well as students with IEP's
Root Cause 4	There is a lack of teacher progress monitoring of interventions for students. Gen Ed teachers and DL teachers collaborate; however, there must be a focus on the actual GOALS of students with IEP's. SECA's also need more support with understanding IEP's and what supports are required for students.
Area of Critical Need 5	To increase the school wide attendance rate for all students as well as increase attendance for students with IEP's
Root Cause 5	Attendance policies and procedures must be clearly communicated to families and staff. Students that struggle with SEL and that are hospitalized and STLS students require more targeted supports.

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
<p>SQRP: National School Attainment Percentile - Reading (Grade 2)</p> <p>Westcott School has began a journey with curricular resources that will provide students with grade appropriate content. Tier 1 instruction is a focus and teachers provide high quality engaging learning opportunities for students. The new resources are for students in grades K-8. Students schedules for literacy are aligned with the districts expectations. Literacy strategies are also used in classrooms across content areas to support students</p>	Overall		18.00	25.00
<p>SQRP: National School Attainment Percentile - Math (Grade 2)</p> <p>Students in grades K-5 are engaging with Envision Math and 6-8 are engaging with Go Math curriculum. Teachers have also began work with ANET resources so that they are able to delve deeper into the standards that are assessed. Data conversations lead to a laser like focus on student learning, misconceptions and instructional alignment and next steps for e-teaching. Students have engaged with on-line interventions and enrichment to support their learning.</p>	Overall		20.00	27.00
<p>SQRP: National School Growth Percentile - Reading (Grades 3-8)</p> <p>Based off of our data, there was a need to evaluate the level of rigor that students engage with in learning tasks. Student data has seemed to go up and down over the yeas in terms of growth. After several analyses, there has been an indication that students sometimes have difficulty applying he strategies needed to persevere through complex Reading tasks. Teachers are receiving professional development that provides protocols for reviewing learning tasks and adjusting instruction to address the needs of their students. Diverse learner teachers are demonstrating the need to support students and not releasing them to engage with difficult Reading tasks independently. Our goal is to make certain that Teachers and SECA's are well equipped with knowledge of students IEP's so that student goals are monitored consistently and adjustments are made to instruction to support</p>	Students with IEPs		20.00	25.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
students. Teachers are using interim data and student work samples to inform instructional next steps.				
<p>SQRP: National School Growth Percentile - Math (Grades 3-8)</p> <p>There is a need to close the achievement gap for students and support students meeting grade level expectations. We have identified students within our school that can meet growth expectations that will lead to meeting grade level. Students are provided with instructional resources to support their instructional needs. Small group instruction and progress monitoring will support us meeting our goal. Focused and intentional planning for Math lessons and weekly team meetings with Gen ED and DL teachers is also essential. Teachers are engaging in leaning activities that they expect students to do in order to gauge the rigor and possible questions that students may have as they access content. The planning rhythm for teachers is focused and vertically aligned so that teachers are equipped with the knowledge to fill gaps in student leaning through direct instruction.</p>	Overall		30.00	
	Students with IEPs		37.00	
<p>Vision: Attendance Rate</p> <p>Student attendance dropped significantly from prior years. Students in the primary grades seem to trend low, especially kindergarten and second grade. We also need to focus on supports for students that struggle and require SEL supports. There is also a critical need for structures and systems for recording and auditing attendance are solid and monitored for accuracy.</p>	Overall		95.00	
	Students with IEPs		94.00	

Required metrics (Elementary) (33% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey The goal for Westcott for the 2019-2020 school year is Well Organized					

Custom metrics (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
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Strategies

Strategy 1

If we do...	Continue to use high quality instructional materials in Literacy and Math that ensures alignment to CCSS that will allow teachers to utilize instructional knowledge when planning tasks and creating assessments
Then we see...	Cohesiveness within instructional learning opportunities for general education and diverse learner students
which leads to...	students who are in grades 3rd-8th would have at least 70% meeting growth targets and students at the same grade levels would increase students meeting attainment goals by 20%. Students in Grade 2 meeting attainment would be increased by 15%.
Budget Description	Materials, Extended Day Buckets, Professional Development Consultant, Substitute Bucket
Tags	Curriculum, Instruction, Balanced Assessment and Grading, Assessment: Improving Assessment Literacy, Equity: Resource Equity, Literacy: Shift 2-Leveraging Data to Close Gaps, Teacher Leader Development & Innovation: Teacher Teams
Action steps	<ul style="list-style-type: none"> (Not started) Teachers will engage in opportunities to delve into learning activities in order to streamline what students are being asked to do to demonstrate mastery of the standards. Tags:Leadership for Continuous Improvement, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Curriculum Equity Initiative (Not started) Instructional Leadership Team will review aspects of the curriculum to support teacher development of relevant lessons to support improvement and mastery of standards. Provide feedback for developed units and lesson plans that address student learning needs. Tags:Leadership for Continuous Improvement, MTSS: Progress Monitoring (Not started) Teacher teams use common planning time to create plans to implement lessons from the curriculum. Time will be used to review protocols for processes that ensure alignment for reviewing student work and progress monitoring. This will include classroom assessments and interim assessments.

	<p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, MTSS: Progress Monitoring, Math: Formative Assessment</p> <ul style="list-style-type: none"> (Not started) Continue job embedded professional development on curriculum implementation and supports for small group learning as well as supports for DL teachers and students, unit planning and data driven instruction. <p>Tags:Teacher Leader Development & Innovation: Teacher Teams</p>
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Strategy 2

If we do...	Develop and implement a clear and concise tracking process for MTSS so that all learners including diverse learners access grade level content.
Then we see...	Students receiving instruction that is high level, standards aligned and scaffolded supports to insure mastery.
which leads to...	.more accurate placement of students on MTSS Tier 2 and Tier 3 for the academic and SEL. As well as more students transitioning from Tier 2 back to Tier 1 with specific interventions.
Budget Description	Extended Day Buckets for Teachers and Secas, Materials, Supplies
Tags	MTSS: Fidelity of Implementation, MTSS: Progress Monitoring
Action steps	<ul style="list-style-type: none"> (Not started) Establish MTSS Team. Train staff on the tools and process for providing support <p>Tags:MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring</p> <ul style="list-style-type: none"> (Not started) Create a MTSS Westcott Toolbox, Tier 2/3 Interventions, Progress Monitoring Tools, Data gathering protocols, tier placements and tier monitoring. <p>Tags:MTSS: Fidelity of Implementation, MTSS: Progress Monitoring</p> <ul style="list-style-type: none"> (Not started) Create a schedule for bi-weekly meetings, check in schedules for students with Tier 2 and 3 Supports <p>Tags:MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, MTSS: Shared Leadership</p>

Strategy 3

If we do...	Engage in consistent DDI cycles using student interim assessment to get a better understanding of data and student work.
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Then we see...	stronger implementation of grade-level expectations in lesson/unit planning will allow for opportunities for small group instruction that addresses student deficits and a monitoring system that keeps track as students master standards.
which leads to...	Teachers demonstrating understanding of standards and the major components that would lead to student mastery of the standards. 75% of our students will meet their academic goals.
Budget Description	Substitute Teacher Bucket, Extended Day Bucket, Professionals Development Consultant, Supplies
Tags	Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness
Action steps	<ul style="list-style-type: none"> (Not started) Schedule Professional development with ANET. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness (Not started) Set schedule for assessment review and assessment dates Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Multiple Measures to Provide Evidence of Student Learning (Not started) Review past year data to make informed decisions and align instruction to assessment content Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth

Strategy 4

If we do...	Ensure that we have grading practices that are fair and efficient across grade levels
Then we see...	that our students that are on track will increase and students will meet their attainment goals
which leads to...	Student grade point averages increasing and students will be on track. There will also be an increase in student growth and attainment on NWEA and increases demonstrated on ANET interim Assessments as well as TRC.
Budget Description	Extended Day Bucket, Supplies, materials, Sub Bucket
Tags	Leadership for Continuous Improvement, Balanced Assessment and Grading
Action steps	<ul style="list-style-type: none"> (Not started) Create and implement a grading scale that has clearly defined weights that are consisted across all grade bands and promotes success for all students.

	<p>Tags:Assessment: Fair, Accurate and Consistent Grading Systems</p> <ul style="list-style-type: none"> • (Not started) Implement No Zero Policy <p>Tags:Assessment: Fair, Accurate and Consistent Grading Systems</p> <ul style="list-style-type: none"> • (Not started) Provide overview of on track metrics and identify students in each category to initiate supports <p>Tags:Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth</p>
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Action Plan

Strategy 1

Teachers will engage in opportunities to delve into learning activities in order to streamline what students are being asked to do to demonstrate mastery of the standards.

Jul 01, 2020 to Jun 25, 2021 - Administration and Instructional Leadership Team

Instructional Leadership Team will review aspects of the curriculum to support teacher development of relevant lessons to support improvement and mastery of standards. Provide feedback for developed units and lesson plans that address student learning needs.

Jul 01, 2020 to Jun 18, 2021 - Administration, ILT, Grade Level Teams

Teacher teams use common planning time to create plans to implement lessons from the curriculum. Time will be used to review protocols for processes that ensure alignment for reviewing student work and progress monitoring. This will include classroom assessments and interim assessments.

Jul 01, 2020 to Jun 18, 2021 - Administration, ILT Teacher Teams and Individual Teachers.

Continue job embedded professional development on curriculum implementation and supports for small group learning as well as supports for DL teachers and students, unit planning and data driven instruction.

Aug 24, 2020 to Jun 18, 2021 - Administration

Strategy 2

Establish MTSS Team. Train staff on the tools and process for providing support

Aug 24, 2020 to Sep 18, 2020 - ILT, Admin, MTSS Team

Create a MTSS Westcott Toolbox, Tier 2/3 Interventions, Progress Monitoring Tools, Data gathering protocols, tier placements and tier monitoring.

Aug 24, 2020 to Sep 18, 2020 - ILT and Admin, MTSS Team

Create a schedule for bi-weekly meetings, check in schedules for students with Tier 2 and 3 Supports

Aug 24, 2020 to Sep 18, 2020 - ILT, Admin. MTSS Team

Strategy 3

Set schedule for assessment review and assessment dates

Aug 24, 2020 to Sep 28, 2020 - Administration,ILT Team

Review past year data to make informed decisions and align instruction to assessment content

Aug 24, 2020 to Oct 30, 2020 - Administration, ILT and teacher teams

Schedule Professional development with ANET.

Aug 24, 2020 to Sep 28, 2020 - Administration

Strategy 4

Create and implement a grading scale that has clearly defined weights that are consisted across all grade bands and promotes success for all students.

Aug 24, 2020 to Sep 18, 2020 - Leadership and ILT and teachers.

Implement No Zero Policy

Aug 24, 2020 to Jun 25, 2021 - All Staff

Provide overview of on track metrics and identify students in each category to initiate supports

Aug 24, 2020 to Jun 18, 2021 - ILT and teacher teams

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

The school must annually review 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. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

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Non-title I school that does not receive any Title I funds

ESSA Schoolwide Program

A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.

During Instructional Leadership team meetings, we analyze student achievement data from NWEA and IAR Assessments. Through the analysis, we identify the instructional needs of the students and progress monitor instructional plans throughout the school year.

Schoolwide reform strategies that provide opportunities for all students to meet proficient and advanced levels of academic achievement.

During the past school year, we have engaged in work related to providing students with high quality Literacy resources aligned to the CCSS and engagement with resources that support their learning. We also worked to provide students with MTSS Supports to engage with the content.

Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.

The MTSS for Literacy have been organized based on Research based content. Our Tier 1 instruction is aligned to the standards and carefully planned so that all learners are engaged and can access content according to their ability and learning styles. There are opportunities for goal setting and learning across content areas. Students background knowledge increase as well as the vocabulary which will ultimately improve student comprehension.

Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).

For our students that are low achieving, opportunities for small group instruction and extended day learning opportunities are made available. We also encourage teachers too use strategies in the classroom that provide equity in voice and opportunities for students to choose how they demonstrate mastery of a standard, We work closely with community partners to provide students with access to college and career readiness and high school exploration.

Please describe the strategies used at your school to attract high-quality, highly-qualified teachers.

Westcott School engages in district level Talent Resource Fairs. We post opportunities in a timely manner and invite aspiring teachers to interviews and opportunities to engage students in demonstration lessons. We also are committed to taking on student teachers to expose aspiring educators to high quality education.

High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.

Teachers engage in high quality job embedded professional development that is led by teacher leaders. Topics include Planning, Close reading, Unpacking Standards for content alignment, NGSS and Math (Agency, Identity and Authority)

Strategies to increase parent involvement, such as family literacy services.

Westcott has an active PAC as well as teacher leaders who are committed to working with families to assist them with strategies to help their child at home. Engage parents in quarterly parent conferences to discuss student performance, Family Curriculum Nights and PAC Meetings. We engage with community partners that support school-wide Literacy Initiatives through providing resources and professional development.

Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings.

Pre School students are assessed throughout the school year via district level assessments as well as teacher created assessments. When students remain at Westcott, the next teacher is provided with the data to make informed instructional decisions for working with students.

Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

Teachers are included in decision making regarding the use of assessments through grade level meetings, staff meetings, MTSS meetings and the Instructional Leadership Team. Through these teams, teachers analyze assessment data (NWEA and IAR) as well as teacher created assessments and the analysis of student work. We work in collaboration with ANET to provide teachers with structured data cycles and quarterly assessments that are CCSS aligned.

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Westcott School implements MTSS for all learners. There are interventions in Literacy and Math as well as social-emotional supports that are targets for each student. Teacher teams and specialist are identified to work with classroom teachers. All interventions are monitored and adjustments are made to address any issues that are still relevant to the success of the student. We use ANET instructional resources as we work with identified teachers on improving instructional practices that would lead to student achievement increases as well as improvement of teacher practice.

Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing

programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.

Our parents engage in programs in collaboration with community partners that will assist them with mental health, technology support, job preparation and resume writing. We also participate in the Fresh Fruits and Vegetable Program that allows for families to taste healthy alternatives. Westcott also has a learning garden that is managed by students and classroom teachers. Students engage daily in structured recess before or after lunch.

ESSA Targeted Assistance Program

Parent Involvement 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 would be aligned specifically to the goals for improving student achievement. We have developed partnerships to offer training in Bullying Prevention, Grief Counseling, and Understanding how to support students Social/Emotional well being Parents will also be afforded the opportunity to gain knowledge as it relates to Healthy Eating and Financial Literacy. Meetings will be held monthly during meetings and during Open House and Report Card Pick up days.

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 School will post on the website and distribute notices to parents inviting them to attend the schools Annual Meeting and PAC Organizational Meeting on September 24, 2020. We will engage school volunteers to have them make phone calls to families in order to increase participation. ESSA PAC team members in consultation and collaboration with the school leadership will create a calendar of dates outlined to allow opportunities for engagement.

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.

Westcott School community will provide multiple opportunities to engage parents in forums where they can express concerns, ask questions and provide feedback to lead toward school improvement. During meetings, parents will collaborate and engage in all content area learning opportunities that will assist them in supporting their students academically. Parents will also engage in activities that will support virtual learning platforms offered at the school. Parents will also navigate the Aspen system for checking students grades. Teachers will communicate information within classroom Newsletters and on the school's website.

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.

Parents will use reports from prior state assessments in order to become familiar with grade level expectations. Due to the Covid-19 Pandemic, student data will not be current; however, gaps and strengths from prior years will guide conversations for supporting students' academic performance.

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.

All teachers are currently highly qualified to teach in the subject area a/or grade level of their assignment. Should there be any changes, parents will be notified within 30 days of the occurrence.

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 and understanding of academic progress for their student. There will be opportunities provided for parents to engage in conversations about CCSS as well as the NGSS and the expectations for student learning. The school will identify content experts within the school as well as at the network and district levels to provide additional resources. Opportunities will be provided during PAC Meetings, LSC Meetings, Family Curriculum Nights and

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 activities that focus on strategies and resources to support their students at home. All activities designed and implemented will mirror what takes place in the classroom and through virtual learning opportunities. Parents will be offered the opportunity to engage in classroom learning walks and virtual classroom video presentations to observe instruction gain insight into expectations for learning at a specific grade level. technology classes will be offered for parents. Phone calls and the school's website will be used to communicate the meetings to the community.

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.

Westcott is committed to developing strong trusting relationships that include involving parents in the school's instructional programming, setting and communicating expectations and making a stronger connections to school and home. It is imperative that the communication is two way and tat families are welcome to volunteer and engage in the overall operations of the school using all engagement including, PLC's, LSC, and PAC.

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 our 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. Teachers also encourage parents to engage in class room field trips.

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.

Westcott will insure this by sending home communications with students, using school video monitors to post information, school posters, out calling system and the school's website. Classroom teachers will also include relevant information within their classroom newsletters.

Policy Implementation Activities

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

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

<p>The school will coordinate the parent and family engagement programs identified in the CIWP.</p>

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 optimal learning in a nurturing and safe learning environment. Challenging students through rigorous curriculum that is adapted to meet the differentiated needs of our students is going to insure that individual learning, social and emotional needs are met. Our students will become critical thinkers that are self-directed life-long learners equipped to contribute to their community and society in a positive way.

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 academic improvement. Teachers in collaboration with parents and students will set goals and create a system for monitoring students' progress toward meeting and/or exceeding set goals. Time will be spent developing intervention and/or enrichment opportunities for the scholars. In addition to conferences being held on district-designated Report Card Pick Up days, there will be school-designated days for select students during the 2nd and 4th quarters of the school year for students at risk.

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 have access to the CPS Parent Portal System that provides immediate information about student assignments and assessments as they are completed. During weeks 5, 15, and 25 progress reports will be sent home and as needed, parents will receive weekly progress reports to support student learning needs.

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

Parents will have access to teachers' email addresses as a way to communicate with them. Teachers will also make public office hours to connect with parents.

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 will be invited to complete the online Volunteer Application and staff will be onsite to assist parents as necessary. Classroom teachers will also invite parents to engage in field experiences and in the classroom engagement opportunities.

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

Westcott parents will be asked to apply signatures on student assignments, projects and assessments acknowledging that they have reviewed and/or supported their child. Teachers will also monitor attendance and work collaboratively with the attendance clerk and community partners to provide resources when necessary.

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 have access to teachers email accounts. Some teachers have created google for numbers for parents to also access. Parents are also welcome to visit the school by appointment during preparation periods. Parents are also invited to attend LSC and PAC meetings as forums to discuss instruction.

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).

Westcott School students engage in PBIS (CARR-Caring, Academically Engaged, Responsible and Respectful). Students have an opportunity to be Student of the Week, Student of the month and Most Improved Student. Students are also acknowledged for attendance: Attendance Stars and Most improved attendance, As a school, we will engage in quarterly awards assemblies to acknowledge students, staff and parents. School support staff is identified to provide resources for students when restorative conversations are necessary.

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.

Westcott School will invite families and community partners to all Open House, Curriculum Nights, Student Led Data conferences, quarterly assemblies, etc. Teachers will communicate regularly with families via the school website, emails, telephone calls and face to face scheduled meetings. School leadership will also provide regular communication related to school-wide activities.

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$488.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$150.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$931.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$1000.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements 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.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00