

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13IL5

School Type (Public Schools): **Charter** **Title 1** **Magnet** **Choice**

Name of Principal: Dr. Terri Carman

Official School Name: Wescott Elementary School

School Mailing Address: 1820 Western Avenue
 Northbrook, IL 60062-7076

County: Cook State School Code Number*: 0501603002003

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I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Edward Tivador Superintendent e-mail: etivador@district30.org

District Name: Northbrook/Glenview SD 30 District Phone: (847) 498-4190

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. James Bream

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 2 Elementary schools (includes K-8)
 1 Middle/Junior high schools
 0 High schools
 0 K-12 schools
 3 Total schools in district
2. District per-pupil expenditure: 15998

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 9
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	27	33	60
2	28	45	73
3	41	38	79
4	36	40	76
5	38	46	84
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			372

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
20 % Asian
1 % Black or African American
7 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
69 % White
3 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 4%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	12
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	4
(3)	Total of all transferred students [sum of rows (1) and (2)].	16
(4)	Total number of students in the school as of October 1, 2011	377
(5)	Total transferred students in row (3) divided by total students in row (4).	0.04
(6)	Amount in row (5) multiplied by 100.	4

8. Percent of English Language Learners in the school: 7%
Total number of ELL students in the school: 26
Number of non-English languages represented: 30
Specify non-English languages:

Korean, Mandarin, Polish, Greek, Spanish, Assyrian, Cantonese, Hindi, German, Malayalam, Pilipino, Japanese, Gujarati, Romanian, Farsi, Urdu, Arabic, Bulgarian, Portuguese, Ukranian, Cambodian, Czech, Danish, Hungarian, Khmeri, Konkani, Lao, Maathi, Serbian, and Telugu.

9. Percent of students eligible for free/reduced-priced meals: 5%
 Total number of students who qualify: 18

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 13%
 Total number of students served: 47

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>27</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>2</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>19</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>12</u>	<u>9</u>
Paraprofessionals	<u>10</u>	<u>1</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>7</u>	<u>2</u>
Total number	<u>49</u>	<u>12</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

20:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: _____

Enrolled in a 4-year college or university _____ %

Enrolled in a community college _____ %

Enrolled in vocational training _____ %

Found employment _____ %

Military service _____ %

Other _____ %

Total _____ **0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

PART III - SUMMARY

Wescott School is located in Northbrook, Illinois and is home to 381 students in first through fifth grade. It is part of Northbrook/Glenview School District 30, which is comprised of two elementary schools and a middle school.

As our mission states, we are committed to providing the highest quality of education possible while developing responsible citizens who demonstrate the qualities of CHARACTER COUNTS! These traits include trustworthiness, respect, responsibility, fairness, caring, and citizenship. We promote academic excellence, social and emotional well-being, and an appreciation of lifelong learning while creating lasting memories in a safe and nurturing environment where all students can fulfill their potential.

We have earned the Academic Excellence Award from the Illinois State Board of Education since the award's inception in 2004. Our school has repeatedly been ranked in the top ten lists of best schools in Cook County by various local media such as *Chicago Magazine* and the *Chicago Tribune*. High expectations and standards are set by the faculty and reinforced at home by a highly involved and supportive parent community. While we are very proud of the academic recognition we receive, we are equally proud of the commitment we make to educating the whole child and developing students who become caring citizens.

Wescott is celebrating its 55th year. We regularly see former students return to the community as adults so their children can have an experience similar to the one they had at Wescott. We have an active PTO headed up by 40 Upper and Lower Board Members who support our mission. Parents and teachers are partners in education and collaboratively set goals for the students. Parents are seen in the school throughout the day. They volunteer in the library, serve lunch, are 'mystery readers', participate in curriculum committees, and organize special events and fundraisers.

We honor cherished traditions while welcoming new initiatives that become part of our ongoing practices. Our motto is 'One Big Family' where everyone is included. The school day starts with our primary students cheering for the day to begin, our principal announcing then giving hugs and pencils to students and staff members celebrating birthdays, and intercom announcements led by students in which they comment on positive actions they see others doing or give suggestions how to show good character.

Classical music plays in the hallway as background to the warm and welcoming feeling that comes from our faculty and student citizens. Fifth grade students teach the younger children expected behaviors and operate the school store. Our upper grade classes are paired with lower ones as part of the Reading Buddies Program. The 'buddies' participate in reading activities and other special projects together. Every year each grade level puts on musical shows that are written by our award-winning music teacher. The shows feature speaking parts for each student. It is common to see alumni in the audience watching and singing along.

The school year starts with an Opening Ceremonies and ends with a Closing Ceremonies on the last day. Each fall we create a DVD starring students and staff which incorporates our school theme for the year. Another favorite annual event is held at a local restaurant where the staff acts as waiters/waitresses for the families. All tips received go to our PTO for projects in the school.

We take pride in teaching our students the importance of giving. We have a Helping Hands Committee made up of children, parents and staff members. This committee plans and organizes service projects for the year including Food Drives, Valentines for Veterans, care packages for soldiers, various collections for our Sister School (Burbank School in Chicago), and fundraisers for families facing hardships.

We value the lessons older community members can provide our students and incorporate intergenerational programs into our school. We partner with Covenant Village, a nearby senior living center. Residents are pen pals, guest speakers, and host visits from our school for musical performances or holiday activities. In addition, we have an “Adopt a Grandparent” Program in which senior citizens assist in the classrooms weekly.

We are fortunate to have families from many different countries move to our school community while they do research at local universities, work, or become permanent residents. We have a Korean American Parent Organization that helps acclimate new families from Korea and plans events such as a ‘Taste of Korea’ day for the school or annual Korean luncheons for the staff. When our internationally-based students return to their home countries, they continue to communicate through email, letters or Skype. As we tell families who move out of our community, once they are a part of Wescott’s ‘One Big Family’, they are always a member. Our family continues to grow as the ‘Wescott Way’ spreads to other schools in the nation and across the globe.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Wescott students have consistently scored well on standardized measures of assessment. Each year our third through fifth grade students take the Illinois Standards Achievement Test (ISAT). All children are assessed in reading and math and our fourth grade students take an additional test in the area of science. The ISAT measures how well the students learned the Illinois State Standards. The test also contains questions from the Stanford Achievement Test. The Stanford test items are nationally normed and report a child's national percentile rank. The students' scores are reported in four categories:

Exceeds standards: Student demonstrates advanced knowledge and skill in the tested subject area.

Meets standards: Student demonstrates proficient knowledge and skill in the particular subject.

Below standards: Student demonstrates basic knowledge and skill in the subject.

Academic warning: Student demonstrates limited knowledge and skill in the specific subject.

This past school year, 96% of the third grade students met or exceeded state standards in reading while 98-99% of the fourth and fifth grade children scored in this category. 100% of the fourth and fifth grade students and 99% of the third grade children met or exceeded state standards in mathematics.

Over the past eight years, 90-100% of the Wescott students have scored in the 'meets' or 'exceeds' categories for each tested subject area. Our staff and School Improvement Committee look at cohort data. Trend data shows consistency over the years. One of the reasons we believe our student learning has stayed at consistently high levels is because of the time and attention we give to using the data. We look at the test item analysis provided by the state and information gathered from all of the other assessment data we have to guide instructional practices.

Additionally, we have increased the rigor of our curriculum, the amount of differentiation of instruction and have incorporated the Common Core Standards into our academic subjects. We respond to students' academic needs through targeted intervention programs or enrichment opportunities. We use supplemental resources to ensure that the children are meeting their individual growth targets. Students who need additional help are invited to extend their school day by attending before school sessions, an after school homework partner program, or through the use of online resources that they can access from home. Small group and/or individual assistance is provided.

Our goal is to continue the rigorous learning that is taking place while focusing on moving more students into the "exceeds standards" range. We are currently working with the other schools in our district to revise/update our curriculum maps to incorporate the Common Core Standards into our daily instruction and assessments.

2. Using Assessment Results:

Wescott School follows an assessment plan to measure the results of our instructional programming, to guide instruction and to gauge student achievement. The plan has been designed to ensure that the school and district compares itself to local, state, and national norms for academic achievement. It is based on a variety of assessments including classroom assessments, formal assessments, and state-mandated tests. Together, the results from these tests provide us with valuable information that assists us in making data-based decisions about each student's educational program. Results from the Illinois Standards

Achievement Test (ISAT) give us summative data we can use to identify longitudinal trends, study cohort groups, and compare ourselves to other schools in the state.

In addition to the ISAT, we give our students the NWEA Measures of Academic Progress (MAP) assessment in the fall and spring to measure individual student growth and achievement in the areas of math, reading, and language usage. The immediacy of the results allows teachers to set individualized goals, modify instruction and provide tiered interventions or enrichment activities to identified students.

Other assessments we use are a Curriculum-Based Measurement of Fluency and a social/emotional assessment that are part of the AIMS web program. We administer these assessments a minimum of two times a year in our universal screening process. This information is used as part of our progress monitoring system for assessing fluency and social/emotional areas. Results are also used to determine which students need support through our Response to Intervention (RtI) Program.

Our first grade students are tested at the beginning of the year using the Fountas and Pinnell Benchmark Assessment System. Subsequent testing is on-going and embedded as part of our Team Read Program for first and second grade students.

In addition to assessing the academic areas, children in third and fifth grades are given the Cognitive Abilities Test (CoGat). This test measures students' verbal and nonverbal problem solving abilities.

Assessment results are reviewed during Data Days, when substitutes are hired so that grade level teaching teams and specialists (our psychologist, reading, learning, and English as a Second Language teachers) can meet with the principal. During these meetings, students who are scoring below the fiftieth percentile nationally, as well as, any students who are struggling within the regular classroom are identified. Intervention programs and RtI support is scheduled for individuals and groups of students. In order to continuously meet the changing needs of our students, we hold Data Days three times a year.

Teachers at each grade level and specialists collaborate and plan intervention or enrichment activities for groups of students. This instruction often takes place during a daily 30-minute block that is reserved for each grade level, called Extension Time. Extension Time is used to provide students with Tier 2 interventions as part of our RtI Program. Students also work in intervention programs in the morning before school. Additionally, we have an afterschool Homework Partner Program coordinated by a community volunteer who pairs high performing high school students with at-risk students in a 1:1 setting.

The intervention programs used for math and language arts are research -based and include Number Worlds, Math Facts in a Flash, Compass Learning, Wilson Reading System, Foundations, Soar to Success, Read Naturally, and Reading Mastery. Children meet in teacher-led small groups and/or work with programs on the computer. Data is reviewed weekly through progress monitoring plans. If students aren't making appropriate gains, a team consisting of specialists, parents, teachers, and administrators meet to discuss factors that might be impacting academic growth, gather additional information and consider special education eligibility.

Wescott School is fortunate to have many students who score higher than national averages on standardized assessments. Teachers work with the district's differentiation specialist to modify classroom instruction for high performing students. Additional tests such as the Degrees of Reading Power (given above grade level) or Math Exemplars are administered to high performing students as screeners. Identified children work with gifted specialists in pull-out programs for math and reading.

Parents are an integral part of the educational process and serve as partners in education. Parents complete a 'Getting to Know My Child' questionnaire at the beginning of the school year. They identify academic and social/emotional goals upon which they would like their children to focus during the year. The

classroom teachers meet with parents in October to collaborate and set goals for the students. A second parent/teacher conference is held in February to discuss the monitored status of the goals. Progress reports are sent home each trimester. Assessment results are mailed to parents shortly after results are received from the State, NWEA, or CoGat Publisher.

Information about test data is regularly shared at PTO meetings, through our district website, in our School Report Card and our local newspapers. Staff members create their own online 'teacher pages' for students and parents to learn more and to access links to educational sites for additional resources.

Students in many of the classrooms maintain portfolios in which they select noteworthy assignments to keep. They track their progress through assignments, tests or charts. The children are often seen graphing their fluency rates, math facts, number of sight words mastered and other measures of learning. The fifth grade children conduct student-led conferences to share the work and progress they have made with their parents and teachers.

3. Sharing Lessons Learned:

Wescott School staff members are encouraged to participate in professional organizations and conferences. Our staff not only attends conferences but also presents at them.

District 30 has been recognized as a leader in the area of teacher evaluation in Illinois. We created frameworks for all of our specialists in addition to the original one created by Charlotte Danielson for classroom teachers. The process and forms we developed for promoting teacher effectiveness have been shared across the state and country. One of our teachers was hired by the Danielson Group as a consultant. She teaches educators in New York, Arizona, Illinois and other states how to recognize effective practice and shares Wescott's story wherever she goes. Our principal and other members of District 30 shared the process we used at ASCD's annual conference.

Our teachers and technology specialists share how we integrate the use of technology into instruction. Presentations are made at the district level as well as at regional technology conferences and the Illinois Computing Educator's conference. Lessons learned from our newest 1:1 initiative of using iPads with 5th grade students are shared at our Board of Education meetings, through blogs and networking.

We developed a guided reading program for our primary grades called Team Read based on a program that was used and shared by another school district. In this program, instructional assistants, the classroom teacher, and reading specialist meet with leveled reading groups for 30 minutes a day as part of the language arts block. Our reading specialist shared our Team Read model and other topics at the Illinois Reading Council's annual conference. She also shares instructional practice as a member of the Reading Leadership Institute through National Louis University.

Our music teacher, a Golden Apple Winner, has shared music lessons and performances with schools in other states and countries through Skype. Additionally, he was the keynote speaker for Illinois' 'No Child Left Behind' conference where he spoke about integrating music into the schools.

Our World Language teacher shared our recently created immersion program at the Illinois Council of the Teachers of Foreign Language State conference. We are also contacted by other districts for information about our Spanish curriculum and to make classroom observations.

Wescott teachers serve as representatives on all district committees. Staff members develop curriculum maps and share best practices. Faculty has served on committees in the areas of English/Language Arts, math, social studies, science, health/wellness, World Language, staff development, mentoring, teacher evaluation and gifted education.

Veteran teachers are partnered with new teachers through our mentoring program. This program spans two years as new teachers are provided support, modeling, feedback, and engage in reflective practice. District teachers and specialists share their instructional strategies with new teachers in the district at monthly meetings.

Wescott staff members learn a lot from each other and from other leaders in the field. We welcome the opportunity to continue to share our successes with others.

4. Engaging Families and Communities:

Wescott School's parent population is as essential of a component of the school as are the students and staff. On-going, frequent communication is a key to parent involvement. Weekly flyers are sent out electronically by the school and additional electronic communications are sent out frequently by the PTO president and classroom teachers.

The school year starts in August by inviting families to pick up back-to-school information and homeroom assignments at a Packet Pick-Up Night. This evening is filled with excitement as children wait for other families to arrive to find out who is in their class. Back-to-school activities continue at a School Store run by parent volunteers. Families shop for school supplies while socializing with others. Families bring school supplies into the school the day before school starts. During this event, the parents meet the teachers with their children and can help the students to set up their desks and lockers.

The first day of school begins with an Opening Ceremony. Parents attend as the school year is kicked off with songs, introductions and remarks about the year's theme. During the second week of school, parents are invited to a Curriculum Night to learn about classroom expectations and to participate in presentations by the PTO president and principal. A school-created DVD is shown that features the students and staff and incorporates the year's school theme. The session ends with parents and staff singing the school song together.

Throughout the year, opportunities for parents and community members to be involved at Wescott School are plentiful. Parents serve on many committees at the school and district levels and are also leaders for the Junior Great Books Program. PTO meeting times rotate throughout the year so all parents can attend. Parents volunteer to help in our library, to serve lunch, to be 'mystery readers', and to organize family events. Parents also assist with our Field Day, International Walk to School Day, fundraisers for the school and service projects for local, national and international organizations.

A partnership is formed with a local senior resident community. Students and seniors are pen pals and the students perform for them during the year. Senior citizens also volunteer at Wescott as part of our 'Adopt a Grandparent' Program.

Another partnership is created with a 'Sister School' (Burbank School), a Chicago school whose students come from many low-income households. Wescott School conducts drives throughout the year collecting supplies and donations for our sister school.

In the spring, a 'Lighted School House' event is held when students take their parents and siblings around the school to show them their accomplishments. The school year ends with a Closing Ceremony on the last day. Parents attend as the fifth grade students are honored and achievements are recognized.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Wescott School implements a district curriculum that is derived from both the Common Core State Standards and the Illinois Learning Standards to ensure that all students are provided with the necessary educational experiences to attain the knowledge that will prepare them for the information-rich 21st Century. Teachers create curriculum frameworks and maps as part of their work on district curriculum committees and professional development opportunities throughout the year. Learning experiences are meaningful and coherent, following an aligned scope and sequence across all grade levels.

Reading instruction is provided through a comprehensive, research-based approach that includes an adopted series, Houghton Mifflin, and the use of other authentic literature. The series provides instruction for the development of reading strategies and skills. Whole group instruction and flexible guided reading groups are used to differentiate learning for the individual needs of all students.

Teachers have been trained in the Lucy Calkins' Units of Study, which incorporates the writer's workshop approach to writing in the different genres. The faculty models authentic writing and instructs children in the craft of writing through mini-lessons. Children maintain writing notebooks, share their work as authors and participate in peer editing. Students have individual writing conferences with their teacher where specific skills are taught based upon the student's demonstrated need.

The math curriculum is supported through the use of the Everyday Mathematics program, developed by the University of Chicago. It features a spiraling instructional approach and multiple ways to solve problems. Children apply alternate strategies and use higher level thinking skills in real-world applications. Additional emphasis is given to problem solving; therefore, supplemental resources such as Exemplars and Problem Solvers are used.

Our science curriculum is aligned to the national benchmarks for science literacy. It is grounded in inquiry-based instruction and incorporates challenging hands-on and higher level thinking activities. Grade level units explore the areas of life, earth, and physical sciences. Children work in collaborative groups to share hypotheses, observations and conclusions using the scientific process.

In social studies, essential questions are used to focus students on the big idea of the unit. The Understanding by Design curriculum model is employed which uses a backward design instruction model. Teachers develop the goals and assessments before they plan learning activities. Interactive, online resources are used to enhance students' learning.

Our character education incorporates CHARACTER COUNTS! and the Second Step Program. All students are taught core social-emotional skills such as empathy, emotion management, and problem solving. Teachers have also been trained and use materials from Rush Behavioral Center to support executive functioning skills such as organization, sustained attention, task initiation, time management, and goal-setting.

Our physical education/wellness program provides daily opportunities for the development of movement skills and physical fitness. Emphasis is placed on giving children maximum participation and activity time and allowing for individual differences by varying lessons. The physical education curriculum is a sequential educational program that teaches students how to understand and participate in physical activities that can assist in developing and maintaining physical fitness throughout their lifetime.

Wescott's music program makes cross-curricular connections with art, social studies, current events, geography, and drama. It includes original musical productions performed by each grade level. The

cultural heritages of all students are highlighted and shared. Annual song cycles based on Native America and Mexico are performed in class. An emphasis is placed on the histories of classical, jazz, rock, musical theater, and folk music. A canon of anthems and school songs are performed regularly at assemblies.

The Wescott art program follows a Discipline Based Art Education curriculum approach. Students engage in activities that merge Art Production, Art Criticism, Art History and Aesthetics into meaningful units of study. Unit themes are connected to topics and concepts in other curricular areas such as science, math and social studies as well as key concepts in visual art.

Students create art in a variety of media; analyze art (their own and masterworks) in terms of style and elements and principles of design; study the history of art and culture; and discuss aesthetic questions about the nature of art, beauty, and the artistic process.

Our Spanish curriculum is an immersion-style program that was created by district staff after extensive research and committee work. The program is organized into three thematic units based on well-known children's literature or short non-fiction pieces. Unit themes are spiraled to broaden and deepen the students' knowledge as vocabulary and concepts become more complex. Classes at all levels are taught 95% of the time in the target language.

2. Reading/English:

At Wescott we use a balanced approach to literacy. We focus on the five components of reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. All classrooms are literacy rich environments with welcoming classroom libraries, which support both fiction and nonfiction reading opportunities. Our classroom teachers model and scaffold instruction and give students opportunities to learn at their own level through differentiated activities.

Wescott teachers use the Houghton Mifflin Trophies reading series, as well as, incorporating many different opportunities for students to learn through the use of authentic literature. In addition, all of our grade levels are now focused on the Common Core Standards and incorporate complex text within their instruction. Students are learning how to answer text dependent questions. Our intermediate grade students are learning to annotate text while participating in close readings of complex texts. This is a new initiative and our classroom teachers are receiving professional development by our district reading specialists on incorporating all common core standards into the curriculum.

In the primary grades, Wescott students participate in the Team Read program. Within this program, the students are grouped based on the reading level determined by the Fountas and Pinnell Benchmark Assessment. Each class is divided into 5 leveled groups in which the students are instructed by reading specialists, the classroom teacher or instructional assistants. The groups meet 4 days a week. The first two days are focused on guided reading of a leveled text. The third day is focused on explicit teaching of phonics or word building skills and the fourth day is a supported writing day in which students are able to express their ideas about the text in journals. Every day the students who need phonemic awareness support receive 10 minutes of Michael Heggerty English Primary Curriculum. Every week the Team Read teachers meet for 30 minutes to discuss students' needs, weekly running records and plan for the following week.

Wescott also incorporates technology into our literacy program. This is done through the use of Compass Learning and Raz-Kids. These programs are available for all students; however, any student who qualifies for RtI services has a specific plan which incorporates these programs.

Students who qualify for Reading RtI support may participate within a comprehension or fluency RtI group. Our comprehension groups meet 2-3 times per week for 30 minutes, with the reading specialist,

and are instructed using either Reading Mastery or Soar to Success materials. These groups are progress monitored every 3 weeks using EasyCBM comprehension assessments. The students who qualify for fluency support participate in a fluency group daily for 5-10 minutes using Read Naturally materials. These students are progress monitored bi-monthly using Aimsweb fluency probes.

3. Mathematics:

Wescott's math curriculum focuses on concept development, fact fluency, and problem solving. Rich content and diverse mathematical experiences accommodate a variety of learning styles and math abilities. Wescott's math curriculum is built from the Illinois State Standards, NCTM's Principles and Standards, Focal Points, and the US Department of Education National Mathematics Advisory Panel Report.

Wescott's math model provides a variety of levels of service to meet the needs of all students. Wescott offers math students needing additional support differentiated math lessons, classes taught or co-taught with special education teachers, and support through our regular education math Response to Intervention (RtI) model. Assistance can be provided during the day or before/after school. Students can receive support from teachers, instructional assistants, community volunteers or through on-line resources.

Students above grade level have access to differentiated math lessons and identified gifted math students participate in a partial replacement gifted math class twice a week. A group of advanced math students are currently enrolled in a distance learning class. In addition, students in the 3rd through 5th grades are placed in a "Fast Paced" math class in which curriculum is compacted and concepts are taught at a faster pace.

Wescott teachers continue to monitor technology in regards to math and are exploring shifts in classroom structure including "flipped classrooms," utilization of online classroom spaces for homework, and video tutorials to assist students and an increase in students' ability to collaborate via Web 2.0 tools including websites and blogs.

Wescott teachers have participated in extensive professional development specifically related to the Standards for Mathematical Practice. They have worked together to develop and implement evidence templates and student friendly language within all math classes to integrate the Math Practice Standards seamlessly into daily math instruction to continue to best meet the needs of all math students.

4. Additional Curriculum Area:

Technology is integrated throughout the day and into all subject areas as we try to model 21st Century teaching strategies to develop the 21st Century Learner. We continue to explore ways to prepare our students for the future and careers, roles, and technologies that don't currently exist.

We want our students to be communicators and collaborators. Therefore, we regularly plan learning opportunities that allow children to work together, formally and informally, in person and virtually, to share ideas and contribute to the learning of others.

We want our students to be critical thinkers. We give children practice being consumers of information, asking important questions as they investigate their world and evaluate the information which they receive. This instructional method is a regular part of our language arts, social studies and science curricula. Our library media center director presents lessons on evaluating websites so that students learn they can't believe everything they read online.

We want our children to be creators of knowledge. We give students learning activities through which they can demonstrate innovate thinking and the ability to construct knowledge. Wescott students are

introduced to a variety of programs and applications. When given an assignment they can choose the method and product that best meets their need.

Carts of laptops are located throughout the school. Students can be seen working on projects in all classes, hallways, and the library media center. In addition, all of the fifth grade students have iPads as part of our 1:1 initiative. The fifth grade children regularly share their ideas and work by projecting what is on their individual screens to the screen in the classroom. Multiple students can show their work at the same time without moving from their learning space.

Interested intermediate grade students apply to be tech deputies. Selected children are trained and serve as assistants to other students and to staff members. They also do routine maintenance and make minor repairs to hardware/software.

5. Instructional Methods:

The faculty of Wescott School strongly believes in meeting the needs of all learners. Differentiation is a cornerstone of our academic program in all subjects and an important part of individual, team, and school goals. Staff has been trained to differentiate lessons, homework and assessments (both formative and summative), for all learners by District 30 specialists.

Students who need more extensive modification of instruction receive services from specialists through our English as a Second Language, Response to Intervention, Special Education, or Gifted Programs. Services are provided through co-teaching partnerships in the regular classrooms and also as pull-out programs.

Individualized academic and social/emotional goals are collaboratively written each year by the teachers and parents. The children work on their goals as part of the regular classroom work or through supplemental materials and lessons. Thirty minutes every day is used for "extension time." This is a time when no new instruction takes place and students can work in small groups with specialists, with their classroom teachers, or in grade level groups using research-based programs.

While our core curriculum is at an already high level, we recognize that there are students who need curriculum that is even more rigorous and challenging. The Navigate program meets the needs of identified students who have outstanding abilities or the capability for high performance in the areas of language arts and mathematics. Students participate in pullout groups taught by teachers trained in gifted education. All units of instruction are designed to challenge the gifted learner while eliciting higher-level thinking using a variety of modalities. Students work with material that is two years beyond their current grade level and specifically designed to meet the needs of gifted students. When back in the classroom these students are, when appropriate, working on differentiated assignments after collaboration between classroom teachers and gifted specialists. Teachers pre-assess to determine student need and curriculum is modified based on those assessments.

We create individualized plans for students who are highly gifted. These plans include "subject acceleration" and distance learning opportunities. We currently have a group of students enrolled in Northwestern University's Gifted Learning Links program for pre-algebra. We have also used Skype for our gifted students to share learning with their counterparts who attend the other elementary school in our district. In addition, Navigate teachers and students use blogs to communicate with each other and to extend work done in Navigate classes.

We strongly believe in modifying and enhancing curriculum as needed to meet the needs of all learners.

6. Professional Development:

Wescott's professional development model works in conjunction with District 30's Professional Development Committee. This committee is comprised of teachers and administrators from Wescott as well as each of the other schools in the district. The model reflects the standards of Learning Forward (formerly the National Staff Development Council), the professional teaching standards published by the Illinois State Board of Education, and the guidelines governing Illinois teaching certificate renewal.

We believe that professional development is essential to improving student learning and promoting high achievement across all learning levels. As such, we provide continuous learning for all staff. Well-known national and regional consultants are hired along with in-district specialists to work with the faculty as part of curriculum review processes and on-going, embedded staff development. Many of the staff development opportunities are provided in the district or in classrooms where the consultants are familiar with our particular students and school/district resources.

Our most recent larger-scale professional growth opportunities concentrated on Lucy Calkin's 'Units of Study' for Language Arts/Writing, Jay McTighe's 'Understanding by Design', Complex Text and Common Core Standards for English/Language Arts with Carol Jago, and Executive Functioning through Rush Neurobehavioral Center. Additionally, we hired consultants to work with our teams of specialists in the areas of wellness and World Languages to develop new curriculum maps and assessments.

All faculty members are also given individual budgets for their own professional development. They can attend conferences and purchase professional books/subscriptions to further their own knowledge in their goal areas. In addition, teams of educators are sent to seminars to learn more about topics. Recently, a group of primary teachers went to a two-day symposium to learn about the Daily Café and the Café Workshop. We also sent a team to the Seven Strategies of Assessment for Learning Conference. This team is training the rest of the staff about using formative assessments to guide instruction. Our fifth grade teachers attend regional technology conferences or make site visits to gain more knowledge to apply to their 1:1 iPad initiative.

Another aspect of the school and district's professional development model is planning learning opportunities and support for new teachers. Beginning teachers are assigned a mentor who assimilates them into the culture of the school and district community. They are given experiences to develop the essential knowledge, skills, attitudes, and values vital for a successful teaching career. Mentors also observe the new faculty members and engage in professional conversations that will help the beginning teacher to grow.

7. School Leadership:

Shared leadership is the foundation upon which the leadership structure is built at Wescott School. The principal believes in empowering all staff members and including those who have expertise in a topic who will be impacted by a decision in the decision-making process. All staff members are encouraged to take on leadership responsibilities by participating in or chairing committees or grade-level/subject area teams.

The principal meets twice a month with two teachers who are the school's team leaders. These teachers lead teams of staff members who work with students in the 1st-2nd grades and those who work with the 3rd – 5th graders. Collaboratively, they plan agendas for monthly team meetings and address topics related to student achievement or professional development.

The team leaders are also members of the School Improvement Committee. This committee consists of teachers from each grade level and representatives from the specials/specialists' teams. The committee reviews assessment data, develops goals for the year, reads and discusses professional books/journal articles, and shares practices that make for effective professional learning communities.

Another important committee at Wescott School is our Innovate Committee. All staff members are invited to submit ideas to the committee. These ideas might come from an identified problem or be an idea that improves learning. The committee is made up of a primary and intermediate grade teacher, a specials' teacher, a specialist, a member of the support staff, and the principal. One recent idea that is now being implemented is the scheduling of an extended collaboration day each trimester. On a rotating basis, students at every grade level have an entire morning or afternoon to work on a project in music, physical education, health, and/or art. While the students work with the specials' instructors, their classroom teachers collaborate with one another for the ½ day. These extended collaboration days have given teachers time to analyze data, to create units for the entire grade level based upon the data, and provide time for professional development opportunities for teachers.

At the district level, the principal meets weekly with an Administrative Council that consists of the principals from the two other schools in District 30, the Superintendent, Assistant Superintendent for Curriculum and Instruction, Director of Student Services, Director of Technology, Assistant Superintendent for Finance and the Director of Building and Grounds. Discussions at these meetings focus on school and district goals, staff development, teacher evaluation, staffing, safety and other topics related to student achievement.

Wescott teachers are also members of District 30's Teacher Evaluation Committee. The principal co-chairs this committee with one of the Wescott teachers. This committee has developed the district's evaluation system (based on Charlotte Danielson's Framework for Teaching). The committee meets monthly to discuss the evaluation process and to plan professional development opportunities to help the staff understand the process and learn more about effective practice.

Another key part of the shared leadership philosophy at Wescott School is the involvement of the students. The children are given leadership roles throughout the year. As examples, the fifth grade students kick off the year by teaching the younger children Wescott's expected behaviors through lessons they design themselves. Classes at every grade level also lead the announcements in the morning and tell others what positive actions they observed or what character trait needs to be focused upon. Additionally, intermediate grade students are selected as "Tech Deputies." These deputies assist children and staff with technology-related issues and help to make the school's integrated technology program run smoothly.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: ISAT

Edition/Publication Year: 1999

Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	99	100	100	97	99
Exceeds	77	81	71	75	73
Number of students tested	74	75	87	68	88
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	Masked			Masked	Masked
Exceeds	Masked			Masked	Masked
Number of students tested	4			1	2
2. African American Students					
Meets/Exceeds					Masked
Exceeds					Masked
Number of students tested					2
3. Hispanic or Latino Students					
Meets/Exceeds	Masked	Masked	Masked		Masked
Exceeds	Masked	Masked	Masked		Masked
Number of students tested	6	5	5		1
4. Special Education Students					
Meets/Exceeds	94	100	100	91	100
Exceeds	63	42	45	55	59
Number of students tested	16	12	11	11	22
5. English Language Learner Students					
Meets/Exceeds	Masked	Masked	100	91	Masked
Exceeds	Masked	Masked	58	45	Masked
Number of students tested	1	1	19	11	9
6. Asian					
Meets/Exceeds	100	100	100	94	100
Exceeds	83	75	77	63	88
Number of students tested	12	12	22	16	16
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. The minimum of reporting subgroup is 10.					

13IL5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: ISAT

Edition/Publication Year: 1999

Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	96	99	93	94	95
Exceeds	61	59	51	65	50
Number of students tested	74	75	85	68	88
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	Masked			Masked	Masked
Exceeds	Masked			Masked	Masked
Number of students tested	4			1	2
2. African American Students					
Meets/Exceeds					Masked
Exceeds					Masked
Number of students tested					2
3. Hispanic or Latino Students					
Meets/Exceeds	Masked	Masked	Masked		Masked
Exceeds	Masked	Masked	Masked		Masked
Number of students tested	6	5	5		1
4. Special Education Students					
Meets/Exceeds	88	92	91	82	91
Exceeds	44	33	27	45	41
Number of students tested	16	12	11	11	22
5. English Language Learner Students					
Meets/Exceeds	Masked	Masked	83	82	Masked
Exceeds	Masked	Masked	33	36	Masked
Number of students tested	1	1	18	11	9
6. Asian					
Meets/Exceeds	100	92	90	88	94
Exceeds	83	42	52	50	50
Number of students tested	12	12	21	16	16
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. The minimum of reporting subgroup is 10.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: ISAT

Edition/Publication Year: 1999

Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	100	100	97	100	99
Exceeds	76	60	63	59	71
Number of students tested	83	91	67	92	73
Percent of total students tested	100	100	99	100	99
Number of students alternatively assessed	0	0	1	0	1
Percent of students alternatively assessed	0	0	1	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds		Masked		Masked	Masked
Exceeds		Masked		Masked	Masked
Number of students tested		1		2	1
2. African American Students					
Meets/Exceeds				Masked	
Exceeds				Masked	
Number of students tested				2	
3. Hispanic or Latino Students					
Meets/Exceeds	Masked	Masked		Masked	Masked
Exceeds	Masked	Masked		Masked	Masked
Number of students tested	5	7		1	1
4. Special Education Students					
Meets/Exceeds	100	100	80	100	95
Exceeds	50	47	40	38	68
Number of students tested	14	15	10	21	19
5. English Language Learner Students					
Meets/Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	4	7	8	7
6. Asian					
Meets/Exceeds	100	100	100	100	100
Exceeds	79	68	67	69	81
Number of students tested	14	22	15	16	16
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. The minimum of reporting subgroup is 10.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: ISAT

Edition/Publication Year: 1999

Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	98	97	100	93	99
Exceeds	57	56	69	66	60
Number of students tested	82	91	67	92	72
Percent of total students tested	100	100	99	100	99
Number of students alternatively assessed	0	0	1	0	1
Percent of students alternatively assessed	0	0	1	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds		Masked		Masked	Masked
Exceeds		Masked		Masked	Masked
Number of students tested		1		2	1
2. African American Students					
Meets/Exceeds				Masked	
Exceeds				Masked	
Number of students tested				2	
3. Hispanic or Latino Students					
Meets/Exceeds	Masked	Masked		Masked	Masked
Exceeds	Masked	Masked		Masked	Masked
Number of students tested	5	7		1	1
4. Special Education Students					
Meets/Exceeds	93	100	100	76	95
Exceeds	50	33	40	38	53
Number of students tested	14	15	10	21	19
5. English Language Learner Students					
Meets/Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	4	7	8	7
6. Asian					
Meets/Exceeds	93	100	100	100	100
Exceeds	50	59	47	69	63
Number of students tested	14	22	15	16	16
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. The minimum of reporting subgroup is 10.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: ISAT

Edition/Publication Year: 1999

Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	100	99	98	99	98
Exceeds	59	62	43	56	57
Number of students tested	87	71	97	78	82
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	2	2	1	1
2. African American Students					
Meets/Exceeds			Masked		
Exceeds			Masked		
Number of students tested			2		
3. Hispanic or Latino Students					
Meets/Exceeds	Masked		Masked	Masked	Masked
Exceeds	Masked		Masked	Masked	Masked
Number of students tested	6		2	1	4
4. Special Education Students					
Meets/Exceeds	100	Masked	89	93	86
Exceeds	32	Masked	22	40	43
Number of students tested	19	7	18	15	14
5. English Language Learner Students					
Meets/Exceeds	Masked	Masked	100	Masked	Masked
Exceeds	Masked	Masked	17	Masked	Masked
Number of students tested	1	2	12	3	7
6. Asian					
Meets/Exceeds	100	100	100	100	100
Exceeds	78	75	67	58	69
Number of students tested	18	16	21	19	13
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. The minimum of reporting subgroup is 10.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: ISAT

Edition/Publication Year: 1999

Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	99	97	95	100	96
Exceeds	69	58	66	62	68
Number of students tested	86	71	95	77	80
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	2	2	1	1
2. African American Students					
Meets/Exceeds			Masked		
Exceeds			Masked		
Number of students tested			2		
3. Hispanic or Latino Students					
Meets/Exceeds	Masked		Masked	Masked	Masked
Exceeds	Masked		Masked	Masked	Masked
Number of students tested	6		2	1	4
4. Special Education Students					
Meets/Exceeds	95	Masked	78	100	86
Exceeds	42	Masked	44	33	29
Number of students tested	19	7	18	15	14
5. English Language Learner Students					
Meets/Exceeds		Masked	82	Masked	Masked
Exceeds		Masked	18	Masked	Masked
Number of students tested		2	11	2	5
6. Asian					
Meets/Exceeds	100	100	95	100	91
Exceeds	72	50	63	67	64
Number of students tested	18	16	19	18	11
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. The minimum of reporting subgroup is 10.					