

U.S. Department of Education
2022 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Dr. Christopher Brown
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Wescott Elementary School
(As it should appear in the official records)

School Mailing Address 1820 Western Avenue
(If address is P.O. Box, also include street address.)

City Northbrook State IL Zip Code+4 (9 digits total) 60062-6099

County Cook County

Telephone (847) 272-4660 Fax (847) 512-4748

Web site/URL https://www.district30.org/wescott E-mail cbrown@district30.org

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

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Brian Wegley E-mail bwegley@district30.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Northbrook/Glenview School District 30 Tel. (847) 498-4190

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

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson Mrs. Nancy Artz
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. 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.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 2 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 3 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	32	32	64
1	50	52	102
2	38	33	71
3	45	40	85
4	48	35	83
5	44	55	99
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 or higher	0	0	0
Total Students	257	247	504

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.2 % American Indian or Alaska Native
 - 40.1 % Asian
 - 1 % Black or African American
 - 4.7 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 48 % White
 - 6 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report 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.)

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: 3%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	7
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	12
(4) Total number of students in the school as of October 1, 2020	406
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

6. Specify each non-English language represented in the school (separate languages by commas):

Albanian/Tosk (Albania), Assyrian (Syriac/Aramaic), Bengali, Bulgarian, English, Farsi (Persian), Greek, Hebrew, Hindi, Hungarian, Indonesian, Japanese, Kannada (Kanarese), Korean, Malayalam, Mandarin (Chinese), Marathi, Mongolian, Pilipino (Tagalog), Polish, Romanian, Russian, Slovak, Spanish, Thai, Turkish, Ukrainian, Urdu

English Language Learners (ELL) in the school: 11 %
55 Total number ELL

7. Students eligible for free/reduced-priced meals: 4 %

Total number students who qualify: 18

8. Students receiving special education services with an IEP or 504: 4 %
18 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>8</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>8</u> Other Health Impaired |
| <u>24</u> Developmental Delay | <u>5</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>11</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 8
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	28
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	29
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	24
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 18:1

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

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	97%	97%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2021.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes No

If yes, select the year in which your school received the award. 2013

15. In a couple of sentences, provide the school’s mission or vision statement.

We exist to create a community that craves learning, fosters resiliency, and cares deeply for every student.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

<https://go.boarddocs.com/il/nglsd30/Board.nsf/goto?open&id=8MSQQJ667F14>

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SCHOOL OVERVIEW

Wescott School has a long history of sustained excellence not only in academics but in creating a safe space for all children in our community to learn and grow. Students are always at the center of all decision-making. Over the past eight years, the population at Wescott has grown from 365 students to well over 500 outstanding students. While some of this growth is due to bringing back all of our kindergarten students from the other district elementary school, the majority is from increasing interest in parents having their children come to Wescott. Our community is well-educated and affluent but increasingly includes more diversification in socioeconomic status and ethnic backgrounds. This mix has created a unique opportunity to learn about diversity and inclusion that excites our staff.

All in our community share their time with Wescott to create experiences for kids that will provide meaningful learning and lifetime memories. Our Parent Teacher Organization is heavily involved with our school, planning events large and small and raising funds to enrich school programs. This past year, our community support for a significant facility addition to our school was heartwarming. Our population growth caused a need for new spaces. During a global pandemic, our school board and community continued to support a project that added a larger gymnasium, modern art and music spaces, and eight additional classrooms, amongst other additions. Wescott continues to be a destination school.

Over the past four years, many strategies contributed to the sustained excellence of Wescott. Our Professional Learning Team structure continues to provide increased consistency and enforce a compelling and deep curriculum. Subject area experts enhance teacher knowledge weekly, and the positive result of this program shows in all-important academic indicators. These practices, from the start of the pandemic, empowered teachers to move forward with our curriculum, and maintain expectations for students. The results have been that students have continued to experience growth and minimal learning loss. Our team structure also successfully incorporated six (check number) additional teachers last year to allow us to run small in-person classes and add fully-remote classes for those who needed them.

The motto at Wescott is One Big Family, and this truly is the mindset of everyone. During the pre-pandemic years, our school was filled with events that brought the Wescott family together, celebrated students at every opportunity, and meaningful outside organizations partnered with the school to broaden student learning and expose students to new ideas. While this has been more challenging during the pandemic, the Wescott Way of being safe, caring, and here and ready has continued to be part of our fabric. Teachers consistently have pitched in to help their colleagues when the pandemic challenges have become too great. The planned school social events such as Fun Friday Breakfast or Spirit Days, as well as the day-to-day kindness shown when it is most needed all contribute to making Wescott a beautiful place to work and learn.

Innovation shows every day in our classrooms and school. Through a robust curriculum regularly updated for optimum learning, students are at the forefront of each school field. Students are often led in practices to think about their thinking, collaborate in groups, and engage in hands-on experiences. Our school schedule now supports consistent instruction in social-emotional learning. For the first thirty minutes to begin the school day, students start with a social-emotional lesson, mindfulness practices, or group discussions to ensure all students are emotionally ready for the school day.

As important is a commitment to fundamental, proven practices. One example is our commitment to fine arts and physical education. Teachers in these fields are not only master teachers but practicing artisans in their respective areas. Student access to these programs is significant, with all students in physical education five days per week and receiving art and music instruction for an hour each week. A whole child indeed!

Wescott is exceptionally proud of our work during the Coronavirus Pandemic. In March 2020, like many schools, we closed and went into remote learning. But unlike many schools, with the structures mentioned above in place, we kept students growing and feeling connected to our school and minimal learning loss. Extensive planning went into beginning day one of the 2020-2021 school year in-person for any student who wished to be in our building while also providing a sophisticated remote option. Almost 80% of students

returned to school, and with multiple layers of mitigation, we kept students safe and school open. Despite shortcomings in many schools, we have remained fully staffed and with enough substitute teachers to cover issues. This year all students have returned, and while we implement many of the recommended layers of mitigation, we have had more or less a typical school year. Students are active in their classrooms, on the sports field, in the music areas, and taking advantage of all of the options we provide. The One Big Family is back together.

The National School Blue Ribbon Award in 2013 was a significant milestone that brought acclaim to our school. In the years since Wescott has continued to advance in all aspects of schooling. The population growth since this award has shown Wescott is a place parents seek out for their children to attend. The population growth has brought on our next challenge as our demographics diversify. We stand ready for this challenge!

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:

Wescott School delivers a comprehensive curriculum of relevant and rigorous learning experiences in all areas, both academic and social/emotional. Curricula are developed from both the Common Core State Standards and the Illinois Learning Standards engaging students in critical thinking, problem-solving, and inquiry. Diverse teams of teachers collaborate to develop maps, which are housed on a curriculum warehouse website available to all staff. These maps come to life through our Professional Learning Team structure.

1b. Reading/English language arts curriculum content, instruction, and assessment:

The ELA curriculum is delivered within a 90-120 minute block using a balanced Literacy Studio framework. This structure includes the following components: phonics/word study and vocabulary, whole group direct reading and writing mini-lessons followed by small group instruction, conferring, and independent work. Primary grades lay the foundation for our emergent readers and writers as they transition into competent, critical thinkers who take on the challenges of 21st-century learning. Formative and summative assessments drive instruction as teachers differentiate to meet diverse student needs. Wescott teachers utilize various literacy resources, including mentor texts, trade books, book clubs, and leveled readers to encompass all areas of literacy. Our philosophy is to cultivate lifelong readers and writers who are intrinsically motivated to pursue literary endeavors throughout their lives.

1c. Mathematics curriculum content, instruction, and assessment:

Our mathematics curriculum emphasizes deep mathematical understanding and reasoning with problem-solving at the center of math learning. Concepts are taught utilizing a concrete, pictorial, abstract learning progression through daily lessons, hands-on activities, real-world problems, and differentiated math workshop experiences. The math workshop model, along with our common core aligned curriculum resources, support differentiation. Students have daily teacher-directed mini-lessons, daily guided small group math instruction, along with technology integration, and hands-on games and activities or independent practice opportunities. Mathematical practices, skills, and concepts connect and build across the grade levels. Students utilize Math in Focus by Houghton Mifflin Harcourt as the primary resource and Bridges and Number Corner by The Math Learning Center as support resources. These programs demand high levels of rigor in the teaching of mathematics and provide for meaningful differentiation to flexibly teach all students.

Early primary students are assessed through individual and small group student conferences with their teacher. Common assessment prompts are used by all early primary teachers. Students have the opportunity to share their mathematical learning and thinking through discussion and using models and manipulatives during the math conferences. Late primary and intermediate students engage in common unit assessments at each grade level. Assessments are comprised of different types of items, including multiple-choice, short answer, and constructed response items. Beyond the various depth of knowledge content questions, there is also an emphasis on real-world mathematical applications. Students utilize Math in Focus by Houghton Mifflin Harcourt as the primary resource and Bridges and Number Corner by The Math Learning Center as support resources. These programs demand high levels of rigor in the teaching of mathematics and provide for meaningful differentiation to flexibly teach all students.

In addition to the 60-minute daily math block, students participate in daily math talks through the implementation of Number Corner by The Math Learning Center. During this routine, students have math conversations focused on looking for patterns and making connections. Number Corner also offers additional opportunities for teachers to introduce, reinforce, and extend skills and concepts related to the

critical areas of study at each grade level. Our teachers are well-versed in the standards and have structured the order in which content is delivered to provide a logical sequence and focus, ensuring that students are given the best opportunity for success.

Mathematical thinking and fluency are embedded throughout the curriculum. Students become mathematicians engaging in mathematical practices such as making sense of problems, persevering in solving problems, modeling mathematics, and utilizing appropriate math tools. These mathematical practices are distinct from specific content students learn because the practices are characteristics of broader behavior rather than mastery of a single concept or idea.

1d. Science curriculum content, instruction, and assessment:

The Wescott elementary science curriculum engages students as scientists. K-5 teachers implement an inquiry-driven storyline curriculum that incorporates the Illinois State Standards, which are aligned with the Next Generation Science Standards. Students investigate questions relevant to their lives by conducting investigations, collecting and analyzing data, developing and using models to explain phenomena, and engaging in arguments from evidence. Students build an understanding of core ideas in science and understand and use scientific practices in earth science, life science, physical science, and engineering design. Teachers facilitate inquiry-driven lessons where phenomena are explored in a logical sequence and dictated by student inquiry. Assessing and reporting align with the NGSS practice standards.

Assessing and reporting align with the NGSS practice standards. Science assessments incorporate scenarios that provide students opportunities to go beyond recalling science facts or focusing solely on science process skills. Assessments engage students in explaining phenomena using models, analyzing data, or solving design challenges. We have developed and utilize rubrics aligned to each science practice standard we assess, including: develop and use scientific models to explain phenomena, plan and conduct investigations, analyze and interpret data from investigations and construct a scientific explanation to support a claim.

Beyond our core science curriculum, we incorporate science-focused Virtual Reality (VR) experiences to support multiple science units utilizing class VR sets. Additionally, Wescott planted and maintains two prairie gardens in collaboration with a local native plant expert. The prairie is a conservation project that maintains native prairie and butterfly gardens to provide seeds for future plants and habitats for endangered insect species such as monarch butterflies. This project engages students by incorporating student-assisted planting and student visits to the garden during science classes to enhance our life science and conservation curriculum.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

The social studies curriculum is aligned with the Illinois State Standards, based on the C3 Framework. The curriculum domains of history, civics, and economic/financial literacy are taught through the inquiry standards. Social studies content includes relevant resources that are made accessible to all students. At Wescott School, inquiry-based learning is an integral part of social studies instruction. Students learn questioning skills, strategies for investigating sources, making claims, communicating conclusions, and taking informed action.

At Wescott, students are active participants in their learning. As they ask questions and address past and present problems, they formulate solutions and take action while learning how to be a citizen. To achieve that goal, the curriculum has a strong emphasis on civics. Students are encouraged to evaluate multiple sources of information and diverse perspectives while building media literacy skills. Teachers reinforce skill instruction that is vertically aligned through the grades. As the students move through Wescott School, teachers hope to develop engaged, informed, skilled students who will be contributing citizens.

Assessments are aligned with the Illinois State Standards. Teachers utilize formative and summative assessments to evaluate student content and skill progress and achievement. These assessments are based on students' use of The Inquiry Arc to ask questions, engage with content, analyze sources, and develop claims.

In addition, the district-adopted resource, McGraw Hill IMPACT, offers a variety of assessments to evaluate student learning.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

Technology plays an essential role in the learning process for Wescott students. Digital literacy connects students to learning in new ways and also empowers learners to seek out knowledge and contribute to the world of ideas. As a school, we strive to equip students with the tools necessary to develop critical 21st-century learning skills. In this spirit, we employ a one-to-one digital learning environment that provides each Kindergarten-5th grade student with an iPad, which is used to connect students with new reading and writing opportunities, online learning resources, and personal learning tools. The device is used throughout the day to enhance the curriculum and the rigorous classroom work our students are doing. Technology Immersion Specialists prepare students for the online world with digital literacy lessons and work collaboratively with teachers to enrich instruction. During the challenge of the pandemic, all K-5 students utilized iPads, which allowed meaningful, synchronous instruction to continue.

A commitment to physical health is realized with five days per week of physical education, as well as daily recess, for every student. Our art and music program provides students enriching opportunities to all students multiple times per week. Students not only learn about these areas but perform music and create art that is presented to students, staff, and our community. Spanish language instruction begins in grade three, where students follow an immersive style of teaching. Students enter the middle school well prepared to continue Spanish or have the building blocks for other languages offered at the middle school.

3. Academic Supports

3a. Students performing below grade level:

Using a Multi-Tiered System of Supports (MTSS), grade-level teams, including classroom teachers, reading specialists, and related service providers, collaborate to review student benchmark academic and speech-language data to determine student academic or speech-language. With our high-performing population, academic qualification criteria involve performance below the 45th percentile in benchmark measures such as Measures of Academic Progress (MAP) or Achievement Improvement Monitoring System Reading Curriculum Based Measure (AIMSweb Plus -RCBM). Supplemental assessment measures also include Fountas & Pinnell and Star 360 reading assessments.

Students who qualify for MTSS receive supplemental small group or individual academic support in the areas of reading and math as well as Speech/Language. Interventions occur during Extension periods when no new instruction occurs, ensuring students do not miss meaningful classroom connections.

MTSS reading interventions include Fountas & Pinnell Leveled Literacy Intervention, Wilson Foundations, Reading Mastery, Read Naturally Live, and Rewards. MTSS math interventions include NumberWorlds and Dreambox. MTSS speech & language interventions include the Quick Artic model, Hearbuilder Intervention programs & Language for Learning/Language for Thinking programs. Staff learns to understand, deliver, and assess these interventions through professional development practices.

Students in academic interventions have progress regularly measured to monitor growth towards year-end goals. Problem-solving meetings and a systematic framework to follow to determine the intensification of support.

3b. Students performing above grade level:

Our Gifted Program (Navigate) supports those students who surpass even the rigorous and complex general education curriculum. These students are significantly above grade level and rank amongst the top peers in the state and region. Students are identified each fall through standardized test scores and specific in-house assessments. These students typically are passionate problem solvers who tend to appreciate the journey to an answer as much as the answer itself. The Navigate program provides a supplemental course of instruction in the areas of English Language Arts and Mathematics. Students engage with the specialized staff multiple times per week and are also responsible for the grade-level curriculum. Additionally, we offer enrichment courses during our summer school, which offer creative and engaging opportunities to stretch students' learning and promote intrinsic motivation within our high achieving students.

3c. Special education:

Wescott provides various services based on student needs to provide the least restrictive environment for their services, including co-teaching between general education and special education teachers, teaching assistants in classrooms, and extensive small group pull-out support. Child-centered decision-making centered on the question "What is best for this student at this time?" drives planning and decision making.

Weekly collaboration meetings occur between case managers, general education teachers, and related services, focusing on a team-based approach to supporting students' needs. Collaboration also occurs with families and private providers. Progress monitoring is based on students' individual IEP goals and with general education curriculum. Wescott also partners with TrueNorth Educational Cooperative for professional development, support for students, and this year established our first onsite classroom for students needing physical accommodations.

Expert knowledge and support are provided through professional development for many programs including Wilson FUNdations, Read Naturally Live, Heggerty Phonemic Awareness, Wilson fluency, Fountas and Pinnell Leveled Literacy Intervention, Reading Mastery, and Jen Serravallo reading strategies used during literacy instruction. In Math, there are modifications of the general education Math in Focus math program. Big Ideas is also available for alternate math programming, and TouchMath supplementary materials are the material foundations of our support.

Services are scheduled during extension (when no new instruction takes place) and prioritizing participation in general education activities to allow for success with peers and make all students a part of the Wescott classrooms. All students in the Wescott community feel at home here.

3d. English Language Learners, if a special program or intervention is offered:

Building an authentic sense of community and putting kids first, our English Learner (EL) teachers involve themselves deeply in the lives of students and families who need connections as they assimilate into Wescott. Recently, Wescott has adopted a Transitional Bilingual Education program representing the significant increase in our Asian population. We implement best practices for welcoming newcomers, including utilizing the students' prior schooling and life experiences and academic knowledge to help the students and their families transition into the new culture and new learning community.

In the best interest of students, a team-based approach makes decisions during Data Day meetings and problem-solving meetings, including the parents, classroom teachers, and all the related services specialists. This includes planning together to meet the needs of ELs and former EL students who met exit criteria during Professional Learning Teams and other times.

Various assessments and communication are accessible in the students' native language, especially for the newcomers and students from prevalent cultural backgrounds. EL teachers assist the EL students with other services like Navigate (Gifted) program and extracurricular activities, including after-school clubs, orchestra, and band, which help ELs feel included and welcomed. This also focuses on mainstreaming the EL students and supporting them via push-in and co-teaching models over the pull-out model. Students who

need MTSS interventions in reading, math, and language/ articulation have these provided to the ELs when required to close the achievement gap in addition to the EL services.

Our EL staff also supports and educates staff members through our New Teacher Academy and Teacher Assistant workshop and other resources when the needs arise.

3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:

As with all school matters, our emphasis is on student needs and child-centered decisions. We create deep connections with families that go past just one year of school, keeping in touch with students even after leaving Wescott. Transportation, lunch, and other material supports flow through various funding sources, including district, Parent Teacher Organization, outside donations, and an Angel Fund that provides necessities to families experiencing unexpected circumstances. Lastly, staff receives updates on the emerging needs of our community through both in-house professional development and from our outside agencies.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Throughout the pandemic, Northbrook Glenview School District 30 remained committed to providing students with consistent learning, whether it was remote or in person. We are proud to say that every day of the 2021-22 school year has been in person focused on continuing our march back to normalcy as safely as possible. Heroic efforts from all school staff kept the school open and available for students. During 2020-21, Students in grades K-3 attended school every day with reduced class sizes and extensive layers of mitigation. Grades 4 and 5 students attended in a hybrid format. One example of connection was continuing to hold our 5th-grade promotion ceremony holding two to accommodate students in the hybrid schedule. Thoughtful and extensive planning created a pandemic school experience that kept the Wescott family connected. All school staff was available for students, interventions and support programs were maintained, and fully remote students accomplished the same standards as in-person students.

Every year, Wescott focuses on honoring students, ensuring their emotional readiness to learn, and creating structures to develop their leadership skills. Beginning six years ago, our Wescott Wow program has recognized hundreds of students for contributions, small and large, to make Wescott an exemplary school. We recognize students at whole school Monday Meetings to start our week off with a positive message. The recognitions come from teachers and come from students broadening our scope to honor more students.

Our school schedule ensures students are emotionally ready to learn each day. Thirty minutes is set aside at the beginning of the day for every classroom to hold social and emotional lessons, discuss class issues, and take care of any lingering work. When academic time begins, students are emotionally ready to learn.

We partner older students with younger students in our reading buddy program. We involve students in our Helping Hands program to promote citizenship and philanthropy for those in need locally and globally. Students work hard to recognize essential members of our community. For example, during the pandemic, we continued to recognize our local fire department and police with cards and letters of support.

2. Engaging Families and Community:

Engaging families is through a trusted and established partnership with our parents. Parents have been an integral part of our success before and during the pandemic. In our early pandemic response, we created a committee that included multiple parents and community members in the medical field to help ensure we had the best plan possible. Not only in helping decide which students should have which mode of learning but also as a lens into the social and emotional needs of the children in our community, parents continue to play a vital and influential role.

To inform parents, numerous evening presentations are shared detailing academic programs and new initiatives. Our Parent Teacher Organization (PTO) also contributes with a Speaker Series where outside experts discuss various current events allowing parents to learn and grow. Our PTO also partners with the school for many student events, including the Walk for Wescott and the One Big Family picnic, which all parents attend for free. Parent feedback is sought out through beginning-of-the-year questionnaires, multiple parent-teacher conferences, and the expectation that proactive parent communication is best.

We have also partnered with our high school to create a student mentorship program, where high school seniors aspiring to be teachers assist in our classrooms, and we bring back all high school seniors for our end-of-the-year Senior Walk through the building. Another partnership is with the University of Illinois, where we almost exclusively receive student teachers for our classrooms. Some of them we have kept on as teachers or teacher assistants the following year.

Outside of school, we have long-standing relationships with many socially-conscious organizations. Honor Flight Chicago, a group that provides flights for veterans to Washington, D.C., is annually recognized during Veterans Day and throughout the year through donations, cards, and connections. Covenant Village

is a retirement community within walking distance of Wescott, where we have created a pen pal program and have brought music performances and other events to brighten the lives of the residents. Both of these partnerships have provided a mutually beneficial experience.

3. Creating Professional Culture:

At Wescott, we value taking responsibility for all of our students, maintaining strong relationships and collegiality, and implementing child-centric practices. The teaching staff at Wescott is the foundation of our sustained excellence, and supporting them is of the utmost importance. Their commitment to the well-being of not only the children assigned to them but giving up their time to help all is a common sight at Wescott. Our school leadership team always begins our meeting by hearing teacher voice and sharing updates and experiences so all can benefit. At Wescott, teacher connection, collaboration, and collegial relationships are highly valued.

Support for teachers is provided in many ways. New teachers receive a two-year mentoring program that prepares them for all aspects of teaching at Wescott. Classroom teachers work together in Professional Learning Teams to create and plan to deliver a consistent curriculum for all students. These meetings are led by subjects area experts in math and language arts. Our Lab Classroom program provides teachers a deep dive into a particular teaching strategy where one teacher opens their classroom to a group of colleagues. Teachers meet before going into the classroom and discussing what they observed, allowing all to learn together. Teachers all have professional growth funds and access to many outside resources. Our dynamic technology team has consistently kept all staff understanding and using the most effective technology tools available. This work allowed a smooth transition from in-person to remote learning.

4. School Leadership:

The leadership at Wescott strives to empower teachers and build leadership capacity amongst the staff, care for each child, and help navigate the needs of the parents and community. With only one building administrator for a student population that has proliferated over the past few years, the staff has ample opportunity and is always welcome to collaborate. The staff has multiple ways to provide leadership, including committee work and interviewing new staff. Providing the platform, structure, and resources for teachers to focus on their work with children is paramount.

Our District Administrative Council consists of district administrators and principals. We meet weekly, focusing on the Strategic Plan, Phased Operations, review metrics, and make data-driven decisions. Safety is the primary focus of daily operations. The Administrative Council works collaboratively to support the needs of each school. We invested an extra million dollars toward mitigation efforts to keep everyone safe at school during COVID-19. Our district office in collaboration with our village governmental officials have been instrumental in helping schedule nine vaccinations clinics for students and staff. Flexibility in everything we do has been key to our success this year.

The directives from this meeting develop the agenda for the Wescott School Leadership Team. This team, comprised of representatives from each grade level and department, shares in the application of school and district goals. Discussions from this group also make connections amongst staff to further connections amongst students.

Substitute shortages over the past two years have been a significant challenge to navigate, and we have had an “all hands on deck” approach to coverage. Often, the Wescott principal covers classrooms, lunch duties, recess supervision, and answering the phones in our office. The principal provides each staff thirty minutes plus the number of years he has been the principal, eight, of substitute time each year where he will cover whatever is needed. These thirty-eight-minute breaks have helped staff navigate their pandemic needs and provide care when needed.

5. Culturally Responsive Teaching and Learning:

Wescott School is a Character Counts! School where we believe, promote and abide by the six pillars of character: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. These pillars, along with the Wescott Way: Be Safe, Caring, and Here and Ready, are posted throughout the building and embedded in our academic and social-emotional practices. Our district started a multi-year effort in Equity, Diversity, and Inclusion (EDI). The task force generated an equity belief statement along with District 30 commitments that were reviewed, enhanced, and approved by our administrative team and Board of Education. The seeds of this essential work have been incorporated into our strategic plan, and multi-year efforts will continue systemically. Teachers involved in this task force have worked this year on individual and group projects that will directly impact and improve our practices. We have invested in this vital work by allocating the necessary time, staff, and resources to training with Dr. Regina Armour, a consultant. She provides anti-bias, anti-racist, and coaching to our Social Justice & Equity Task Force. At the elementary level, this work reflects our strategic plan when reviewing our curriculum with an equity lens, beginning with our social studies curriculum. Recent revisions touched upon more aspects of culturally responsive education. Our librarian continually and carefully modernizes our collection with excellent school and parent financial support. The book collection reflects the students in the school, and teachers are requesting books with more diverse characters more and more. Our Cultural Arts and Events committee brings multiple outside performances into school. Each performance is selected by a team of teachers and parents so that it best represents the current needs of students. Most often, these presentations are from non-Western backgrounds but have also included other minority groups amongst our school population.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Wescott School is truly One Big Family, and our success lies within its capability to think of each student as an individual academically, emotionally, and physically. Each student has their own thoughts, feelings, needs, and abilities. Wescott School goes above and beyond to accommodate each student with the necessary tools needed for success.

Academically, students work at the right level and pace for their own needs. With small class sizes, teachers have the opportunity to deeply know their students and provide tailored instruction for each child's needs. Beyond the grade-level classroom, there is a broad spectrum of support services that allow Wescott to address any learning level. Our gifted program challenges advanced students to deepen their thinking across complex topics. Students needed extra support to have a high level of one-on-one and small group support depending on their identified needs. Whatever the individual student needs, Wescott can accommodate.

All of our teachers have a great passion for the well-being of our students. Academics are important, but if the student isn't capable of learning due to stress, family issues, etc., they will not be successful. Our goal has been to help the students feel safe and happy, eventually leading to success. Teachers receive ongoing support and training from our expert staff on the latest needs shown by our students. Our Student Services Department is constantly in classrooms observing and supporting students and teachers to ensure all are ready to learn.

Lastly, we create students who have an understanding and belief in their physical health. Our commitment to physical education for all students every day of the week is crucial to the success of the whole child. Each student can learn individual practices that allow them to realize lifelong fitness. Past the classroom, our activities, including the Walk for Wescott, show that lifelong physical health is vitally important to their personal success. We offer a Running Club each spring and, in partnership with our Northbrook Park District, offer sports for all ages and abilities of children. And for twenty years, our Lew Blond 5k Run/Walk has been a community event that brings close to 1000 runners to Northbrook, many of our current and former students.

Our staff deeply cares about each other, students, and the community. Together, we do everything to make learning fun yet accessible and challenging for our students. The work that goes on behind the scenes is incredible and instrumental in our success.