Oscar DePriest Elementary School (/school-plans/119) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
02/02/2016	Watson, Geverola, Anderson, Perry, Lyons	SEF review and breakdown
05/03/2016	Watson, Lyons, Perry, Geverola, McReynolds	SEF

05/06/2016	Watson, Lyons, Garfield, Perry, Geverola	Review of strategies and goals
05/09/2016	Watson, Perry, Lyons, Geverola	Strategies
04/18/2016	Watson, Perry, Lyons, Geverola, White, WIlliams, Nunn, Thomas, Crockett	Framework
04/25/2016	Watson, Perry, Geverola, Lyons, White, Williams, Nunn, Thomas,	
05/31/2016	Watson, Perry, Geverola	Review Action Items
10/03/2016	Watson, Perry, Geverola, Nunn, White, Williams, Bateson, Autry, Garfield	Communicate and update ILT on final action items

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

Leadership & Collective Responsibility is characterized by an unwavering commitment to fulfilling a shared vision of success. There is a clear focus and high expectations for staff and students, motivating the entire school community to continue striving for success for every student.

Score

1   2   **3**   4

According to the 2016 5 Essentials Oscar De Priest is organized for improvement overall, Under Performance: we received a Neutral) with a score of 59 on effective leaders, representing its aggregate performance across four key indicators of this essential: Program Coherence (63-Strong), Teacher-Principal Trust (64 -Strong, Teacher Influence (41 -Neutral and Instructional Leadership (68 -Strong). This indicates that we have room for improvement in the area of Teacher Influence and as such we have and will continue to have a shared vision for success where our school vision was developed collaboratively with the school community. This included administration, teachers, non-professional staff, parents and community members. We share our vision in our website, in school newsletters, during parent meetings, such as our articulation meetings, open house, report card pick up, at our LSC and PAC meetings. We have the vision in the student/parent handbook and we have a school pamphlet that we use as a branding tool for our school. Our school vision is aligned with a working strategic plan with measurable priorities which include short and long term goals. Leadership provides opportunities for teachers to enhance professionally. Our ILT and specialized team of teachers and staff are working together to organize professional learning activities and provide feedback to colleagues. Throughout the learning process, we would like to involve more teachers to become leaders. The ILT work together to monitor and provide feedback on implementation with leadership supervision. Leadership works with teachers to analyze the data and work with grade level teams to improve teaching and learning. The ILT continually monitors and reflect on data in order to gauge its effectiveness towards reaching school-wide goals. Teachers attend regular professional development around how to analyze and use data to drive instruction. Teachers share their findings with leadership at weekly grade level meetings. Leadership and teacher developed a year long plan addressing various topics and are working toward reflecting on it effectiveness. Our teams meet regularly during the workday to engage in collaborative professional learning to strengthen our practice and increase student results. They are accountable to one another to and share collective responsibility for the learning of all students with the school.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
    - Consider the demographics of the school community in developing a shared vision.
    - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
    - Consistently use informal and formal opportunities to champion and articulate the vision.
    - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
    - Ensure the school's identity, vision, and mission drive school decisions.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
    - Build shared leadership structures and opportunities for job-embedded leadership training and development.
    - Capitalize on the leadership skills of others.
    - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
    - Master skills associated with large-scale strategic planning processes and implementation of such plans.
    - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
    - Model ambitious goals for teaching and learning for all students, including priority groups.
    - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**

- Buffer staff from external distractions to the school's priorities and goals.
- Limit school improvement goals to a few high leverage activities.
- Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

Score

1 2 **3** 4

The ILT is characterized by having a consistent structure for teacher leadership that is focused on creating and implementing the theories of action that improve teaching and learning. ILT meetings are a productive forum to identify challenges, collect and review evidence, exchange ideas, and propose and implement solutions to challenges to school improvement.

According to the 2016 5 Essentials Oscar De Priest received under Instructional Leadership (68 -Strong), which indicated an above average level of performance. The DePriest ILT is driven by group of administrative and teacher leaders that is focused on creating and implementing the theories of action that improve teaching and learning, this includes the Principal, Resident Principal, Assistant Principals, Math, Science and Literacy leads, counselor and case manager. The support from the ILT team allows for representation from every grade band to monitor data using Dashboard and other metrics in reviewing school-wide data and using this data to present professional development at the school-wide level and to improve instructional practice.. We use ILT Effectiveness Rubric to score our performance as a team and the work of the ILT is critiqued using ILT Effectiveness Rubric, we align our work to the rubric and use the rubric to monitor the effectiveness of our meetings and action items. We also measure our effectiveness by using ILT artifacts as evidence that we actually have a functioning ILT. This evidence includes, agendas, a calendar, protocol and minutes. These are also used to make sure that we are actually meeting the needs of our teachers and students. We consistently reinforce the message of our vision that all children are capable of academic success and it is the responsibility of the adults of the DePriest community to help them achieve. All of the action items that are developed by ILT are data driven and relate to teaching and learning, and are shared with all teachers during grade level meetings. The evidence that these grade level meetings are taking place include teacher team agendas, and minutes that are reflective of the ILT focused action items. The ILT is responsible for implementing instructional programming and modeling those expectations to gain school-wide momentum. The ILT meets monthly to review student formative and summative data and use this data to drive decision making and to help implement data driven instruction, to identify trends and discuss strategies for intervention and re-teaching. The ILT is striving to build the capacity of the teacher leaders at De Priest in order for the teachers to take ownership of the work identified as being to be completed. The ILT meetings should be a place for teacher leaders to emerge and essentially run the ILT meetings, a place that supports teacher teams and where ultimately, their leadership would be transferable to grade level meetings and throughout the school, We believe that we are having success and will continue with these practices, because according to the 2015 5 Essentials under Collaborative Teachers, De Priest received a score of 71 which shows a school with strong collaborative teachers, where all teachers collaborate to promoter professional growth and the in such schools, teachers are active partners in school improvement, committed to the school and focused on professional development.

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
  - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
  - Relentlessly ask, "**Is it working?**" about every program, initiative, and strategy in the school.
  - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
  - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "**If not, why not?**"
- **Share leadership for improving teaching and learning with representative school members.**
  - Organize the team around a common understanding of team's purpose and instructional priorities.
  - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
  - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
  - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
  - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
  - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
  - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data

formatively to review and revise school and classroom practices as needed.
- Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
  - Meet regularly (2-4 times per month).
  - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
  - All team members have equity of voice and are actively engaged in asking questions.
  - Celebrate small wins and improvements.
  - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

Professional Learning:

Professional Learning includes sufficient time, support, and 'safe practice' space to internalize new knowledge to change practice and beliefs. Adults persevere in collaboration with their colleagues to innovate and improve implementation of new practices.

Score

1 **2** 3 4

> According to the 2016 5 Essentials De Priest received a score of 59 on collaborative teachers, which is neutral, this indicated that in our school we have collaborative teachers, who collaborate to promote professional growth and that our teachers are active partners in school improvement, committed to the school and focused on professional growth, but that we have opportunities for growth. As such De Priest has a year long school professional development plan that was developed and created in collaboration with our teachers and administrative staff to ensure proper alignment of CIWP goals and professional learning, this plan is used for review for goal alignment and to advance the school improvement agenda. The school improvement plan was shared in a Google Drive for access by all teachers. The teachers agreed to Flex days where the school has monthly professional development, that is data driven and focused on student achievement and growth. The evidence used that we actually have these professional development opportunities at the school are the PD agendas, and PD feedback surveys. Through REACH observations we have an opportunity to see teacher practice improving on the Framework for Teaching from Basic to Proficient, and Proficient to Distinguished. This is accomplished through the implementation of the strategies that are introduced at the PD's in the classroom setting by the teachers. We also have professional learning taking place during grade level meeting which include horizontal and vertical planning which are on a weekly basis and is led by a teacher leader, IB coordinator, and/or Erickson Institute coach, Evidence of these grade level meetings taking place include the grade level agendas, and the feedback surveys teachers complete each week. De Priest teachers also have opportunities for professional learning through partnerships with Loyola, DePaul, and Erikson Institute which allow for an instructional exchange of strategies between De Priest teachers and other teachers across the district under the guidance of university instructors. Through these partnerships some of the teachers on PDP plans have sought guidance and support to strengthen their instructional practices from our teacher leaders. . Evidence of these professional learning opportunities include agendas, evaluations and sign in sheets. Structured time needs to be allocated to allow for teachers to participate in peer observations, and coaching. New teachers will be given opportunities to have a skilled colleague assigned to mentor and collaborate with. It is the goal of the leadership team to provide differentiated professional learning to individual teacher.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
  - Use data to identify performance and practice gaps to inform PL plan.
  - Use research about best practices to identify potential learning and subject matter experts to support.
  - Solicit feedback from staff to inform selection of PL opportunities.
  - Provide PL relevant to the cultural and linguistic needs of students.
  - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
  - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.

- Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
- Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
  - **Structure time for teachers to collaborate and learn together.**
    - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
    - Teachers provide and accept collegial support and feedback to/from colleagues.
    - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
  - **Make 'safe practice' an integral part of professional learning.**
    - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
    - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
  - **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
    - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
  - **Provide induction and support for new teachers.**
    - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
    - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

Aligned Resources:

Resources (e.g. time, budget, staff, and community resources) are aligned to school priorities. Improving achievement guides resource allocation. Making the most of student time and staffing is a priority. The school organizes resources school-wide through schedules and staffing plans that target additional time and individual attention to those students who need it most and to highest priority subject areas.

Score

1   2   **3**   4

According to the 2016 5 Essentials De Priest scored a 59 on Effective Leaders which was rated average. This indicated an area for growth and as such, at De Priest we align resources (time, talent, and technology) based on the needs of our students. During the scheduling process we schedule our Diverse Learners first to make sure that we are using the most of our resources. Our teachers are scheduled and staffed according to their certifications making sure that we include opportunities in our schedules for daily intervention to target additional time and individual attention to those students who need it most and to highest priority subject areas, such as math and reading.

Through the use of MTSS we empowers the staff to collaborate to help students. Professional Learning Communities, or PLCs, in which staff meet to learn from one another, are a good example of how MTSS can be implemented within the school building. The ideal scenario is that the PLC looks at student achievement data, and then examines how the budget enhances – or falls short – of bolstering student achievement. A team of staff have received training in innovative thinking about scheduling through a partnership with the Public Trust to enhance the instructional program based on the time, talent, and technology within the building. The schedules provide time for core academics, specials, interventions and enrichment, SEL, and collaboration.

At De Priest we have a of 98%. retention rate. We had two teacher leave to go to other school districts, this past school year, and during their exit interview the reasons for leaving were personal and had to do with the fact that both were moving to suburban communities for family reasons. Through the use of the District Job Fair we were able to interview pre-screened candidates using the district candidate interview protocol documents and hired two highly qualified candidates to replace these teachers. We utilize a Human Capital spreadsheet that details licensures, teacher certifications, endorsements, years of service, and special recognition (such as NBTS and Golden Apple) to strategically organize staff; ensuring that they are highly qualified. It is essential to continue creating opportunities for growth and leadership opportunities for staff. There is a need to develop a hiring team and a retention strategy ict). Lastly, we will update our list of strategic partners, which include the Public Trust, Chicago Communities and Schools, Austin Coming Together, Erickson Institute, De Paul University, Loyola University, World Vision, FORES, Dominican University,The Black Star Project to name a view to ensure that they are aligned with our SEF and monitor community partners activity impact.

We align our budget to our CIWP in order to allocate resources to support student learning, and prioritize time.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
  - Use CPS Instructional Time Guidelines to maximize instructional time.
  - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
  - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
  - Leverage strategic source vendors to maximize dollars.
  - Seek and obtain grants to support articulated needs.
  - Use grant funds strategically to support areas of highest need.
  - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
  - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
  - Use an interview process including a protocol for questioning and select highly qualified candidates.
  - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
  - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
  - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
  - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
  - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
  - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
  - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
  - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district) ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

The curriculum – what students should know and be able to do - makes standards come alive for students. All students have access to an academically rigorous curriculum that inspires students to think and contribute high quality work to authentic audiences beyond the classroom. The curriculum fully integrates academic and social emotional learning opportunities for all students, including diverse learners, English learners, and advanced learners. The school regularly examines the curriculum to check alignment to standards and opportunities for all students to meet those standards.

Score

1   2   **3**   4

According to the SQRP Attainment and Growth for 2015-2016, De Priest NWEA National Growth Percentile for Reading was 36th Percentile, the NWEA National Growth Percentile for Math was 53rd Percentile and the 5 of Students Meeting/Exceeding National Growth Average Norms was 57.4 percent. Our Diverse Learners Growth Percentile in Reading was 1 percentile and for Math was 31st Percentile. Our NWEA MAP Attainment Indicators showed Reading (Grades 3-8) at the 8th percentile, Math (Grades 3-8) at the 3rd percentile, Reading for (Grade 2) at the 8th percentile and Math for (Grade 2) at the 20th percentile. We see this an opportunity for growth and with guidance from Erikson Institute and the IB department at CPS and our IB Coordinator, De Priest has created curriculum maps, vertical and horizontal, aligned thematic units of study aligned to CCSS. These unit plans include assessment and cover multiple disciplines. Teachers participate in ongoing professional development led by both the Network and teacher leaders. Units of study were developed and influenced by the CPS Content Framework and acts as living documents and are adjusted as needed. Science leads have drafted units of study that address the NGSS, in partnership with Loyola. In partnership with DePaul, our Math team receives additional professional development and units of study have been drafted from this new learning. Most recently in the middle school department, teachers have been trained on units of study using IB scoring rubrics which will enhance instructional tasks and products.

Since Go Math is our new mathematics curriculum teachers need additional training on high quality implementation. Continuous professional development is needed for teachers in order to ensure quality hands-on approaches to implementation of NGSS. More complex text are needed to support the implementation of the balanced literacy model to promote relevancy and more rigorous tasks. Analyze EOY data to determine the effectiveness of instructional practices and implementation of units of study. Through ongoing monitoring and professional development and during REACH observations we expect to see teacher growth from Basic to Proficient and from Proficient to Distinguished in CPS Framework for Teaching in 3a. Communicating with Students, 3c. Engaging Students in Learning, 1a. Demonstrating Knowledge of content and pedagogy and 1d. Designing Coherent Instruction. Feedback will be ongoing and data driven. We also see this as an opportunity for professional development around targeted data driven needs for teacher groups.

According to the 2016 5 Essentials De Priest received a score of 59 on Effective Leaders, with Program Coherence (63-Strong), Teacher Principal Trust (64-Strong), Teacher Influence (41-Neutral), and Instructional Leadership (68-Strong). We see this as an area of growth under Teacher Influence and want to develop more opportunities for teacher to influence programs and implementation of our vision and resources through the ILT, Professional Development opportunities, and leadership opportunities within the school. We see happening through developing the practice of shared leadership, setting collaborative and high goals for quality instruction, maintaining mutually trusting and respectful relationships, supporting professional advancement for faculty and staff and managing resources for sustained program improvement.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks (**Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library), Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework), Social Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0), and Literacy (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0)) **to ensure alignment of scope and text and task complexity.**
    - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
    - Focus so units can be adequately addressed in the time available.
    - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
    - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
    - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
    - Diverse learners to demonstrate core knowledge and skills.
    - English Learners to develop academic language to demonstrate mastery.
        - Use English and native language development in addition to content standards to differentiate for English learners.
        - Understand research and implement programs to develop native language literacy for English learners.
    - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (http://apcentral.collegeboard.com/home), gifted (https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjIlNGI4MmY3YTIxYTgz), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
    - Incorporate web capabilities for interactivity and information sharing.
    - Integrate field-based learning through partnerships with city institutions (e.g. museums (https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Instructional Materials:

Materials to present learning content and what the learner uses to demonstrate are characterized by variability and flexibility. Materials are identified and adapted to increase access to learning for all students. Materials include multimedia and embedded, just-in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL Guidelines 2.0)

Score

1   2   **3**   4

According to the 2016 5 Essentials De Priest received a score of 74 (Strong) on a supportive environment, this indicates that our students feel safe in and around the school, they find teachers trust worthy and responsive to their academic needs, that all students value hard work and teachers push all students, toward high academic performance. De Priest received a score of 78 (Strong) on Ambitious Instruction, which indicates that we have well defined clear expectations for student success, our teachers are interactive and encourage students to build and apply knowledge, that instruction is well paced and aligned across grades. We strive to have a cross section of materials from a variety of content areas and grade levels so that these instructional materials more closely align with the rigor required by the implementation of the Common Core State Standards, The evidence of differentiation for students can be seen throughout the school during not only classroom time, but also during intervention time, when the teacher is leading guided instruction, but also have centers and groups where students are working independently and with leveled groups to access content and skills. through blended learning. We have acquired more informational text and non-fiction to supplement our reading in the content area especially Social Studies. Acquired more novel sets and guided reading sets in order to ensure that there is differentiation in instruction in literacy. Purchased math and science texts and science laboratory kits for science exploration and inquiry at all grade levels, that are approved by nationally recognized professional organizations. We have purchased the latest technology such as iPads, Chromebooks, Document Cameras, SmartBoards and online resources such as Compass Learning, Mastery Connect, ThinkCerca, Achieve 3000, STMath, to support blended learning and personal learning plans, in order to better differentiate our instruction for all of our students. We have provided ongoing professional development for all our teachers on all of the online systems and new academic series and we paid for these services when needed so that our teachers can better prepare themselves on how to use these materials in their classrooms.

Guide for Instructional Materials

Instructional materials (including technology) are…..

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
  - Are selected and adapted based on learning objectives and learner needs.
  - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
  - Student outcomes and developmental appropriateness determine when and who will use the materials.
  - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
  - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
  - Materials are in English and native language for English learners.
  - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
  - Students interact with instructional materials to engage all modalities in the learning process.
  - Technology is integral to students learning experiences.
  - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
  - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
  - The teacher models effective use of various materials.
  - Students understand that materials are a means to acquire language, knowledge, and competencies.
  - Technology enhances students' higher order, creative thinking and problem solving.

- Materials connect subject area content to real life applications.
  - **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
    - Students make choices about instructional materials as part of learning.
    - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
    - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

The school regularly examines student work - what students are being asked to do on in their classrooms - across grades or courses in all content areas. Examining the texts and tasks students experience provides the necessary insight to gauge rigor and illuminate how the standards are actualized prompting the question whether or not approaches support the true spirit of college and career readiness. (adapted from The Education Trust – Equity in Motion Series)

Score

1 **2** 3 4

According to the 2016 5 Essentials under Ambitious Instruction, De Priest received a score of 78 (Strong) on Ambitious Instruction, which states that it is well defined with clear expectations for student success, interactive and encourages students to build and apply knowledge, is well paced and aligned across grades, this would indicate high achievement by students, however according to the SQRP the National School Growth Percentile for Reading is 36th percentile, for Math it is at the 53rd percentile and the % of Students Meeting/Exceeding National Average Growth Norms is 57.4 percent. Our Diverse Learners Growth Percentile in Reading is 1 percentile and for Math it is at the 31st percentile. Our NWEA MAP Attainment for Reading (Grades 3-8) is at the 8th percentile, for Math it is at the 3rd percentile for (Grades 3-8) and for Reading for (Grade 2) it is at the 8th percentile and for Math for (Grade 2) it is at the 20th percentile. This indicates that this is an area needing improvement and growth. Classroom display a cross section of student work from a variety of content areas however we need to increase the rigor. During formal and informal REACH observations, walkthroughs and learning walks, student learning is observed, but there is still to much teacher directed learning. We need all teacher to convey high expectations for all students and develop structures that enable them to attain the goal. Within each classroom, the environment must allow more students to assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers. In mathematics, teachers embed math talks to increase students' abilities to construct mathematical reasoning and problem solving. This can only be accomplished through high quality professional development opportunities for our teachers and continuing our work around curriculum mapping, unit planning and pacing. We are fortunate to have outside partners and access to professional development through our network and district. REACH observations should be targeting the CPS Framework for Teaching: 1d. Designing Coherent Instruction, 2b. Establishing a Culture for Learning, 3b. Using Questioning and Discussion Techniques and 3c. Engaging Students in learning, through the ongoing observation and monitoring with feedback by the administrative staff will help to accomplish these goals of moving teachers from Basic to Proficient, and from Proficient to Distinguished. which will ultimately lead to student growth and achievement. There is a need to increase the number of complex texts that offer appropriate challenges to increase student literacy, and to work with our math and science lead, making sure that they have opportunities to share with staff best practices and opportunities for peer observation and feedback.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
  - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
  - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
  - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
  - Tasks are Integrative to draw on multiple standards.
  - Teach for Robust Understanding in Mathematics (TRU Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-

dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1)). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.

- **Tasks reflect the key shifts in literacy.**
    - **Complexity**: Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
    - **Evidence**: Cite evidence from text and write to sources, not decontextualized prompts.
    - **Knowledge (non-fiction)**: Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
    - **Focus**: Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
    - **Coherence**: Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
    - **Rigor**: Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
    - Analyze models with students to build a vision of quality.
    - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
    - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

The school creates pathways to success built on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination, whether in apprenticeship training, work, or college. All students have equal access to college preparatory curriculum to be successful. The school is characterized by structures for developing early postsecondary awareness and the knowledge and skills that lay the foundation for the academic rigor and social development necessary for college and career success. Students are equipped with the confidence in their ability to implement and adapt their plan throughout their lives as they and the world around them change. This vision sees students as the architects of their own lives.(adapted from Creating Pathways to Success, Ontario)

Score

1   2   **3**   4

At De Priest we have a partner with University of Chicago in the Success for All project, through this project all DePriest students in grades 6 - 8 are enrolled in a success course that is offered at the school in conjunction with the University of Chicago and are taught by a full time Success Coordinator.. These courses offer curriculum on goal setting, study habits and HS/College readiness. The goal of these courses is to ensure that students understand the on-track metric and the evidence that this is working is the data form Dashboard that shows that for the 30 week we have 57% of our student in grades 6-8 on track, this school year, where the previous school year we only had 49% of our students on track in grades 6-8. This on track metric is an indicator of high school and college success rates. Throughout the year, students in grades 5 through 8 visit high schools and colleges where they are familiarized with various learning paths and career choices. 100 % of eighth grade students participate in a 1-on-1 match and fit session with the school counselor, Success Coordinator and a parent/guardian. During these sessions students are matched to schools that are equal to their interests and needs. The Alumni Chat has been an ongoing event where students have the opportunity to listen and engage in conversations with past graduates from DePriest to help mitigate the transition from elementary to high school. Guest speakers were scheduled throughout the year to expose students to various careers and educational expectations. College and Career week was implemented to expose students to various careers culminating with a Decision Day event where students acknowledged to the school, parents, and community their HS selections with their HS representatives in attendance supplying HS paraphernalia. In the fall, we plan to provide access to 8th grade Algebra to all eligible 8th grade students.
Students have had the opportunities to go on College Tours, visiting the following schools; University of Chicago, Northwestern University, Chicago State University, Dominican University, De Paul University, Northern Illinois University and Loyola University. The visits included tours of classrooms, dorms, cafeteria, and main campus and sporting events.s

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school,**

- Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
- Monitor the progress of English learners after transition from services.
- Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
- Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
  - Use student data and best practices research to develop focused programs.
  - Expand access beyond students who are struggling academically.
  - Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
  - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
  - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
  - Start the conversation about college in primary grades.
  - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
  - Provide access to 8th Grade Algebra to all eligible 8th grade students.
  - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
  - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
  - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
  - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
  - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
  - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
  - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
  - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
  - Applying to multiple colleges—generally three or more.
  - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching   3 of 3 complete

Instruction:

Score

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They promote the emergence of self-directed learners.

1   2   **3**   4

According to the SQRP the National School Growth Percentile for Reading is in the 36th percentile. Math is in the 53rd percentile and the % of Student Meeting/Exceeding National Average Growth Norms is 57.2 percent. The Diverse Learn Growth Percentile for Reading is 1 percentile and for Math 31st percentile. The National School Attainment Percentile for Reading in (Grades 3-8) is 8th percentile, for Math in (Grades 3-8) is the 3rd percentile, for Reading (Grade 2) is 8t percentile and for Math (Grade 2) is the 20th percentile. This is a growth opportunity for De Priest and we have made sure that all Teachers in grades K-5 have been trained in Balanced Literacy using the Fountas and Pinnell model. This training was a yearlong and included the purchase of the Leveled Literacy Instruction Kits for grades K-5. The Balanced Literacy model, includes a daily mini-lesson, guided reading, independent reading, shared reading and a writing lesson. Using this model you will see evidence of flexible grouping, best practices in literacy and cognitively demanding tasks. This model allows the teacher to differentiate instruction to meet the individual needs of all students. The text during the Balanced Literacy time, includes, fiction, informational text, poetry, folk tales, fables, speeches and narrative. The writing includes, Narrative, Persuasive, and Informative models. The teachers have the support of a Literacy Coach from Erickson Institute and the administrative staff who have also been trained on the Fountas and Pinnell Balanced Literacy Model. Teachers create assessment using Mastery Connect to align it to the Common Core State Standards for each grade level. Teachers also use teacher conferences as a method of assessment.

Middle School teachers use a version of the Balanced Literacy model, as they do not have the same minutes in the day. They also use Literature Circles and Close Reading activities in order to have students master a text. There is a heavier influence on the writing process at this grade band. At these grade levels the students are introduced to a greater number of non fiction and informational text and they have more reading in the content areas to support their instruction.

At both levels, there is blended instruction with the teachers having access to Think Cera and Achieve 3000 and Compass Learning to support individualized instruction for each student.

Math instruction follows the workshop model, where you have a Math Talk, a mini lesson, whole group instruction with the teacher and then grouping for independent practice and guided math instruction with groups of students or individually with the teacher. The blended learning model is also used during math as the students have access to Compass Learning in grades 3-8 and to ST Math in grades K-2. Teachers work together in grade bands at grade level meetings to develop curriculum maps and unit and lesson plans that are aligned with the Common Core State Standards for Reading and Math. The teachers have developed grading scales that was specific to the academic and developmental needs of the population of students they taught. Through the use of technological programs such as ThinkCerca and Compass Learning, students are able to receive remediation and support in their areas of deficit. Additionally, with teacher created formative assessments teachers are able to track and monitor student progress. When necessary, re-teaching lessons are designed to increase student proficiency.

In Science our teachers are being introduced to the Next Generation Science training through the train the trainer model, where a Science lead in middle school and one in primary and intermediate go to professional development at either Loyola or De Paul to learn the use of the science kits and materials that we have at the school. We also have all teachers in K-5 attend yearlong professional development around the usage and implementation of FOSS Kits. We have teacher leaders in reading,math and science who attend monthly professional development in reading and math at the district, network and university who follow the train the trainer models and go to the professional development workshops and bring back the information in order to share it with all of the teachers. These teacher leaders have used the opportunities during the monthly professional development at the school due to the Flex time adjustment to share out with their peers by facilitating professional development around reading and math and science.

We realize the importance of differentiation and the teacher's ability to reach all students. Through the increased implementation of small group instruction and the development of higher order thinking thinking skills student performance will increase even more.

Administration will use REACH observations focusing on CPS Framework for Teaching Domans 3a. Communicating with Students; 3b. Using Questioning and Discussion Techniques; 3c. Engaging Students in Learning; 3d. Using Assessment in Instruction and 3e. Demonstrating Flexibility and Responsiveness.to help improve instruction, through monitoring actionable feedback so that teachers can go from Basic to Proficient and from Proficient to Distinguished, all in the hopes of increasing student achievement, because of better instructional practices.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
  - Guide students to articulate the relevance of the objective(s) to learning.
  - Anticipate possible student misunderstanding.
  - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
  - Enable students to contribute to extending the content by explaining concepts to their classmates.
  - Build on students' language development and understanding of content.
  - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
  - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
  - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
  - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
  - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
  - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
  - Provide targeted supports to individual students or groups of students based on their identified needs.
  - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**

- Monitor progress and check for understanding for individual students.
- Change instructional practice based on analysis of current data.
- Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s.
- Also see *Balanced Assessment*.
  - **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
    - Intervene in a timely and effective way to help students who are struggling.
    - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
    - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

Multi-Tiered System of Support:

The school is characterized by full implementation a system of academic and social emotional (SEL) supports for all students. Every day, in all classrooms, all teachers provide: Universal instruction in the core curriculum - academic & SEL (Tier 1) to all students; additional targeted academic and SEL supports (Tier 2) where needed; and deep and intense supports (Tier 3) based on individual and small group needs. The school also monitors On Track data (grades/GPA and attendance (ES), and course credits (HS)) to provide interventions/supports for students at risk for failure and/or truancy.

Score

1   2   **3**   4

According to the SQRP for National School Attainment Percentile in Reading (Grades 3-8), we are in the 8th percentile, for Math for
(Grade 3-8) we are in the 3rd percentile and for Reading (Grade 2) we are in the 8th percentile and for Math (Grade 2) we are in the 20th percentile. This shows a need for growth and that is why we are committed to Tier 1 instruction, which is research based instruction provided to all students in the general education and diverse learning populations. All teachers have ongoing assessment in Tier 1 where mastery is 80% , those students who did not reach this mastery are given Tier II instruction which includes more focused instruction with the teacher on the skills that have not been mastered. This could be through the use of guided mini lesson directed by the teacher of through the use of blended instruction with tools such as Think Cera, Compass Learning, ST Math or Achieve 3000, A to Z reading or RAZ Kids. This blended instruction is individualized for the student by the teacher who adapts the tools to meet the instructional needs of the students, students are assessed and then those who have not meet the standards for proficiency are then placed into Tier 3 instruction. Tier 3 instruction is small group daily instruction that is with the teacher in order to re-mediate a deficit. It is usually 20-30 minutes daily and is used for the neediest students. These students and those in Tier 2 are progressed monitored on a schedule developed by the teacher in order to see if they are meeting proficiency with the intensive instructional support. Students who have been identified by the district to need additional supports receive 1-on-1 goal setting conferences that lead to the development of a personal learning plan (PLP). Every five weeks the PLPs are monitored alongside students that allows for celebrations, adjustments and modifications as needed. Using Dashboard, students who off track due to low attendance and poor course performance are provided intensive supports to address root causes of why students have low grades and poor attendance. Progress monitoring is used to track effectiveness of interventions and student response. After school programming affords students with additional practice and teaching to address their learning needs.
As formative assessments are given and analyzed, most teachers make necessary re-teaching plans to ensure student mastery increases this is for all students who have not achieved mastery the first time.
There are many data metrics that are used in order to track student success, these include on track rates, attendance rates, failure rates, SQRP Attainment and Growth.
MTSS is not only academic we have metrics such as the Misconduct Reports from Dashboard for social and emotional behavior. Our teachers have been trained in Second Step and also in CHAMPS in order to provide daily SEL lessons in the classroom in order to support the needs of all of our students. The school counselor has been professional trained to monitor these programs and she reports directly to the principal who monitors not only academic on track in Dashboard, but also SEL on track in Dashboard and also Student Logger and Verify. We have access to not only a School Counselor, but a Dean of Students who has also been trained along with the counselor in Restorative Conversations and Peer Resolutions. The school has three highly trained security officers who support SEL and a school case manager, social work, psychologist, school nurse and physical and occupational therapist. The school has a great relationship and partnership with the 15th district police department, the Alderman's office, and Pleasant Ridge Baptist Church. The school also has great relationships with the Girls and Boys Scouts of American, By the Hand Club, Family Focus, FORES, and Chicago d Communites and Schools and with the Chicago Public School Office of Diverse Learners and the Department of STLS, who all work with De Priest to support the diverse needs of our varied school population around SEL needs.

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.
  - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
  - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
  - Monitor students requiring and receiving targeted and intensive instruction/interventions.
  - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
  - Determine appropriate interventions for students or groups of students not making adequate progress.
  - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use) ✓ Evidence of Personal Learning Plan (PLP) implementation ✓ Integrated data system that informs instructional choices ✓ Flexible learning environments ✓ Use of student learning plans ✓ Use of competency-based assessments ✓ Use of personalized learning rubric ✓ Evidence of On Track monitoring and supports
Measures	✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating Knowledge of Students 1d. Designing Coherent Instruction 2d. Managing Student Behavior 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

Balanced Assessment & Grading:

A balanced assessment system effectively measures the depth and breadth of student learning and monitors student progress towards college and career readiness. It also produces actionable data to inform planning for instruction, academic supports, and resource allocation. To meet these goals, a balanced assessment system must include multiple measures and be responsive to the needs of all students, including diverse learners and English learners.

Score

1 **2** 3 4

According to the 2016 5 Essentials Survey De Priest received a score of 78 (Strong) on Ambitious Instruction, this indicated that the instruction was well-defined with clear expectations for student success, interactive and encourages students to build and apply knowledge, is well paced and aligned across grades, our SQRP showed different results where according to the Nattional School Growth Percentile for Reading was 36th percentile and for Math was 53rd percentile, and the % of Students Meeting/Exceeding National Average Growth Norms was 57.4 percent. The Diverse Learner Growth Percentile for Reading was 1 percentile and for math was the 31st percentile. Our National School Attainment Percentile in Reading for (Grades 3-8) was 8th percentile and for Math for (Grades 3-8) was the 3rd percentile and for Reading for (Grade 2) was the 8th percentile and for Math for Grade (2) was the 20th percentile. This shows evidence of opportunities for growth for our teachers and we will have our teachers work together to create a scope and sequence or use the publisher scope in sequence in the case of Go Math, in order to ensure yearlong instructional practice, pacing and focus. Our teachers use Mastery Connect to create Common Core State Standard aligned assessment. They also use publisher and teacher created assessment in order to assess their students. The teachers create their assessment first before they complete the lesson or unit plans so they know what to teach in order to meet proficiency for a standard. The data from these assessments are analyzed and used to drive the teachers instructional practice. Assessments of student learning should provide students with a variety of opportunities to demonstrate their achievement and authentic contexts to apply their learning. Examples could include portfolios, exit slips, teacher conferencing, project based learning to name a few, beside the traditional examples of multiple choice and comprehension assessment. Allowing for multiple types of assessments allows for more differentiation and individualized opportunities for learning. All leading toward a body of assessment evidence that will be used to measure student performance growth toward subject area standards. We will schedule collaborative work time so that teachers can work together to build common assessments within grade levels and across subjects. Grade Level/Subject Area action plans will be drafted to include the steps teachers will take to improve student performance on these assessments. A component of all action plans will include looking at student work together to refine assessments and provide feedback to students and the instructional process.

Teachers worked together to create common grading systems and created a grading policy that was shared with students and parents. This grading policy is included in the Student Handbook. The grading protocols provided consistency with grading including built in opportunities for retakes to achieve mastery.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS* and *Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of** universal design (http://www.udlcenter.org/aboutudl/udlcurriculum) **and use of accommodations and, where needed, modifications.**
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).

- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
  - Work together on building common assessments within a department, course, or grade level team.
  - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (http://www.csai-online.org/spotlight/assessment-design-toolkit).
  - Use common protocols and calibrate on scoring and grading in teacher teams.
  - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
  - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
  - Measure, report, and document student progress and proficiency:
    - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
    - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
  - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
  - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

Culture for Learning:

A culture for learning is characterized by a school atmosphere that reflects the educational importance of the work undertaken by both students and staff. It describes the norms that govern the interactions among individuals about the mindsets (e.g. ability/confidence to grow with effort), academic behaviors (e.g. attending classes, completing assignments), the learning strategies and skills, the value of perseverance despite challenges and obstacles, and the general tone of the school. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to "get it right." There are high expectations for all students. The classroom is a place where teachers and students value learning and hard work, and students take visible delight in accomplishing their work. Staff believe they can make a difference, that their hard work is the fundamental cause of student achievement, and are invested in student outcomes.

Score

1   2   **3**   4

According the 2016 5 Essentials De Priest received a score of 78 on Ambitious Instruction which states that the instruction is well defined with clear expectations for student success, interactive and encourages students to build and apply knowledge, well paced and aligned across grades. The evidence from our SQRP shows a need for growth in this area as, according to this data the National School Growth Percentile for Reading is 36th percentile, for Math it is the 53rd percentile and for the % of students Meeting/Exceeding National Average Growth Norms is 57.4 percent. Our Diverse Learners for Reading Growth Percentile is 1 per cent and for Math it is at the 31st percentile. The NWEA MAP Attainment Percentile for Reading (Grades 3-8) is the 8th percentile, for Math (Grade 3-8) it is the 3rd percentile and for Reading in (Grade 2) it is the 8th percentile and for Math it is for (Grade 2), it is the 20th percentile. We see this as an area of continued growth and through a positive school culture of learning by assuring that instruction is aligned to state academic content standard, maintain continuous improvement in the building, design instruction for student success, develop partnerships with parents and community and nurture a school community where each individual feel valued we will see incremental growth and student achievement.. In order to instill confidence in our teachers as they prepared our students for academic and achievement testing we have encourage them to attend ongoing professional development, given them freed common planning during school and afterschool in order to collaborate with fellow teachers around best practices, grading student work, looking at data, creating unit and lesson plans aligned with common core state standards or IB units. .
We have sought the help of community partners such as Erickson Institute, and Loyola University, DePaul University and Dominican University to supply not only Student Teachers, but also Academic Coaches who work in our classrooms and at grade level meetings supporting our teachers around unit and lesson plans, implementing instructional strategies within the classrooms and working to help improve student behavior and classroom management strategies, all which help lead to improved student achievement..
Our teacher suggestions are valued and often help to develop action plans that are implemented in order to improve student achievement. Our culture is one where our teachers feel their opinions matter and feel comfortable taking risks and trying new instructional methods.

We believe that in order to have successful students you must have students who have relationships with the adults in the building. Teachers were trained on Second Step and CHAMPS in order to learn how to build these positive trusting relationships with their students. 85 % of our teachers and non instructional staff have attended CHAMPS training, and we are hoping that building these positive relationships will transfer into higher academic achievement as the students build trust with the teachers and staff. We provide opportunities for these relationships to be built through teacher student basketball games, teacher student mentoring and ongoing team building within the classroom. After school tutoring and being mentors and coaches for the Special Olympics and for the IB Middle School Service Learning Projects.. We also partnered with University of Chicago with the Success Project 6 to 16, who mission is to help prepare middle school students to successful make the transition to high school and graduate college. The Success Coordinator, Counselor and Dean of Students have developed close relationship with the middle school students as they guide them through this process. The end result of all of this is increase academic achievement and better social skills for each student.
All of our students in grade 2 through 8 are taught how to set realistic academic goals, chart progress and develop their own action plans on how they can successfully reach their goals.

Our parents are well informed about what and how their children are doing in school, we have parent logs with the teachers, data folders and information that goes home twice a year at report card pick up, and for general information to reach parents we use phone call, websites, Facebook and robo calls, to get our current school information that is important to our parents.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
  - Use strategies to reinforce and cultivate student curiosity.
  - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
  - Consistently communicate the expectation that all students can achieve at high levels.
  - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
  - Clearly display school-wide expectations for academic and personal success throughout the building.
  - Set high expectations according to grade-appropriate learning objectives.
  - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
  - Recognize high levels of student achievement. All students receive recognition.
  - Encourage student resilience and hard work.
  - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
  - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
  - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
  - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
  - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
  - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
  - Employ strategies including ongoing monitoring and support of students' academic behaviors.
  - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

Relational Trust:

The school is characterized by high levels of relational trust between all school participants - the "glue" or the essential element that coordinates and supports the processes essential to effective school improvement. Interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

Score

1   2   **3**   4

> According to the 2016 5 Essentials De Priest received a score of 74 (Strong) for Supportive Environment, this indicates that the students feel safe in and around the school, they find teachers trust-worthy and responsive to their academic needs, all students value hard work, and teachers push all student toward high academic performance. It also a score of 78 (Strong) for Ambitious Instruction which indicates that instruction is well defined with clear expectations for student success, interactive and encourages students to build and apply knowledge it is well paced and aligned across grades.
>
> Teachers, staff, administrators, parents, students and community members share in the responsibility for providing a supportive learning environment within our school. The students are served by teachers, counselors, administrators and staff, who, by their training and concerns, are attuned to the unique needs of the student body. They stand ready to guide and advise the students in the areas of academics, social adjustments, and problem solving. Teachers, through teams and daily homeroom (advisor/advisee) formats, monitor students' progress in school, and provide support and encouragement.
>
> All teachers have been trained in Second Step and CHAMPS and implement these strategies in their classrooms.

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
  - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
  - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
  - Create opportunities for students to build positive relationships with peers.
  - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
  - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
  - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
  - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
  - Respect other teachers who take the lead in school improvement efforts.
  - Respect colleagues who are experts at their craft.
  - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
  - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

Student Voice, Engagement, & Civic Life:

Students are interested and engaged in learning, invested in their school, and contributing to their community. The school provides early and ongoing exposure to a wide range of extracurricular activities and rigorous courses and programming.

Score

1   2   **3**   4

According to the 2016 5 Essentials De Priest scored 74 (Strong) in Supportive Environment, this indicates that our students feel safe in and around the school, they find teachers are trustworthy and responsive to their academic needs, all students value hard work and teachers push all students toward high academic performance. The completion rate for students on the MVMS survey 56.9% for students. Our students are annually provided the opportunity to participate not only in academic activities throughout the school day, but they involved in the Chicago History Fair, International Day, Science Fair, We Day, Chicago Run, Small Bite Cooking Classes, The Learning Garden, Girls and Boys Scouts, Art Club,Chicago Communities and School, FORES, Family Focus, The By the Hand Club and other academic, physical and recreational extra curricular activities, which are provided in order to give each student a well rounded educational experience. The student voice is represented by an active Student Council that is democratically elected by all members of the student body in grades five through eight. The Student Council sponsors the school Recycling Club and sponsors all of the school dances and school after school parties.

Guide for Student Voice, Engagement, & Civic Life

Students…

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
    - Student needs, interest, and input are solicited for student programming.
    - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
    - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
    - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
    - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **Have a voice and take informed action.**
    - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
    - Students initiate and lead some school improvement initiatives.
    - Students participate in democratic decision-making at the school level.
    - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Connect to decision-makers.**
    - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
    - Students learn about issues and candidates, prepare voter education materials and get involved.
    - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
    - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
    - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
    - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

Evidence, Measures, and Standards

Suggested Evidence	✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data)
	✓ Student interest surveys (and/or other avenue for student input)
	✓ Policies regarding student engagement in decision making
	✓ Student government or committee charter and responsibilities
	✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Social Science 3.0 Social Emotional Learning Standards

Safety & Order:

The school is characterized by high levels of safety and order. Students feel physically and emotionally safe from harm, and adults work to actively maintain a safe, orderly school environment.

Score

1   2   **3**   4

> According to the 2016 5Essentials Survey, De Priest received a score of 74 (Strong) on Supportive Environment, this indicates that students feel safe in and around the school, they find teachers trust-worthy and responsive tot their academic needs, all students value hard work and teachers push all students toward high academic performance, 56.9% of the students completed the survey. 85% of DePriest staff (teachers and paraprofessionals) have been trained on CHAMPS classroom management procedures, but school wide implementation is inconsistent. Implementation of the CHAMPS program with fidelity will increase the levels of safety and order school wide and increase the percentage of teachers at the proficient and distinguished area of the CPS Framework for Teaching's 2a. Creating an Environment of Respect and Rapport, 2c. Managing Classroom Procedures, and 2d. Managing Student Behavior. CHAMPS trains adults to correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning. The Second Step curriculum provides students and teachers with the tools to ensure a physically, socially, intellectually, and emotionally safe school. Continued monitoring and a dedicated time on the daily schedules will ensure that the Second Step curriculum is implemented with fidelity.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
    - Manage classroom routines and procedures to maximize instructional time.
    - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning.
    - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
    - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
    - All adults use active supervision (move, scan, and interact) in all settings.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
    - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

	EVIDENCE, MEASURES, AND STANDARDS
Suggested Evidence	✓ MVMS score – "Safety" ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

Restorative Approaches to Discipline:

Score

1   2   **3**   4

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to misbehaviors in calm, respectful, and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning. When misbehavior occurs, the school seeks to understand the underlying reasons (root cause) in order to design a response that effectively changes student behavior using a menu of instructive, corrective and restorative responses.

According to the 2016 5Essentials, De Priest received a score of 74 (Strong) for Supportive Environment, this indicates that our students feel safe in and around the school, they find teachers trust-worthy and responsive to their academic needs, all students value hard work and teachers push all students toward high academic performance, another data point we used is according to the Misconduct data (Dashboard) we have a 8.9 % misconduct rate, which total 37 students out of 665. Of this total: 1 is a Level 5 infraction; 9 are Level 2 infractions; and 27 are Level 1 infractions. In an effort to reduce disciplinary infractions, the entire school staff has been trained in CHAMPS, Second Step and restorative practices. Through this work we are at a 84% referral rate of infractions that have been resolved through restorative practices. The Erikson Institute provides ongoing support to our teachers during grade level meetings on how to engage parents in restorative conversations. A weekly Parent Café is held to give strategies to improve parenting and communication skills. Teachers contact and log calls to families around positive student behavior and progress. All teachers have been trained on Student Logger and implementation is ongoing. The ILT meets and analyzes behavior logs to identify students with chronic behavioral infractions. This information is used to schedule parent meetings with teachers, students, parents and administration. The school Dean provides 1-on-1 and small group to address any and all potential situations in hopes of deterring the negative situation. The 15th district of CPD provided a town hall meeting with the school community to discuss ways to disengage from negative peer pressures. In school suspension is offered two days a week (Tuesdays and Thursdays) where students complete a restorative protocol to repair relationships, maintain classroom work and connect to behavioral intervention services as necessary.
Our teachers have been trained on Student Logger and also keep Phone Logs in order to document ongoing communication between school and home which helps to increase school/home relations.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - Post and refer to clear, positively stated expectations and model expected behaviors.
  - Create routines and procedures central to the learning environment.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
  - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
  - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
    - Use data to determine which behaviors should be retaught or more heavily reinforced.
  - Explicitly teach expected behavior and positively reinforce consistently school-wide.
  - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**
  - Ensure classroom instruction continues when problem behavior occurs.
  - Prefer responses that do not remove students from regular instructional setting or after school activities.
  - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
  - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
  - Support teachers to engage in restorative conversations or respond to behavior incidents.
  - Provide opportunities for students to take responsibility for repairing harm caused by their actions.

- Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
    - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
    - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
    - Designate space and consistent staff to support implementation of ISS.
  - (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard) ✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c. Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
Content Standards	Social Emotional Learning Standards

Parent Partnership:

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging expectations, fostering a better connection between the school and home, and inspiring participation and high levels of collaboration with families. The school provides opportunities for families to volunteer, build its parent community, and support the school's operations through activities including but not limited to participation on parent councils (e.g. PACs, BACs and PLNs). There are high levels of communication between schools and families is mutual and two-way. Families have a way to voice concerns and schools address and respond to input.

Score

1　2　**3**　4

Through the establishment of a welcoming school environment, parents feel comfortable scheduling meetings with administrators and/or teachers to discuss their concerns and request for information on an as needed basis. Various school events such as Open House and grade level parent meetings help communicate to the parents school and classroom expectations for behavior, grading, and district policies. For personal growth and development, in partnership with Erikson Institute, a Parent Cafe is held weekly to provide workshops on parenting skills and strategies to help their child(ren) at home. Yearly, the school handbook is distributed to every family notating any updates from the prior year. The utilization of robocalls and the school website informs parents and the community of school-related activities. Further, teachers maintain consistent communication with parents informing them of their child's progress. When necessary, home visits are given to families who need intensive outreach and supports in addressing attendance and other social issues.

Currently, we have roughly 30% of our families signed up for Parent Portal. With an increase in sign ups parents would be better informed of their child's performance and progress instantaneously and be proactive in obtaining additional assistance if necessary.

During both Report Card pick up days, we set up a table where our parents can sign up for Parent Portal.

We have a user friendly website that is in both English and Spanish and all of our communications go home in both English an Spanish.

Our parents participate in the Parent University events at Spencer School on a monthly basis.

Guide for Parent Partnership
- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
    - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
    - Host events for parents to share with other parents how home and school complement each other.
    - Share best practices around learning and development with parents to support students at home.
    - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
    - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
    - Assist parents to volunteer in the school and/or participate on teams/committees.
    - Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**
    - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.

- Send regular, positive, personalized communication from a staff member.
- Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
  - ○ **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
    - School responses to student excessive absences and/or tardiness includes outreach to families.
  - ○ **Provide proactive communication (e.g. parent handbook and resources).**
  - ○ **Partner equitably with parents speaking languages other than English.**
    - Information is provided to parents in their native language.
    - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of communication methods and content ✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc. ✓ Outreach efforts ✓ Documentation of responsiveness to Parent Support Center concerns raised ✓ Event agendas, flyers ✓ Fundraising activities and amounts (if applicable) ✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	✓ Five Essentials Score – Involved Families ✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
Five Essentials	Involved Families
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus
2	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 **5** ⊘
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 **2** 3 4 5 ⊘
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 **4** 5 ⊘
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 **⊘**
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 **3** 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Quality Teaching: Instruction	**1** 2 3 4 5 ⊘
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 **⊘**

| 3 | Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence | 1 | 2 | 3 | 4 | 5 | ⊘ |

| 3 | Expectations for Quality & Character of School Life: Culture for Learning | 1 | 2 | 3 | 4 | 5 | ⊘ |

| 3 | Expectations for Quality & Character of School Life: Parent Partnership | 1 | 2 | 3 | 4 | 5 | ⊘ |

| 3 | Expectations for Quality & Character of School Life: Relational Trust | 1 | 2 | 3 | 4 | 5 | ⊘ |

| 3 | Expectations for Quality & Character of School Life: Restorative Approaches to Discipline | 1 | 2 | 3 | 4 | 5 | ⊘ |

| 3 | Expectations for Quality & Character of School Life: Safety & Order | 1 | 2 | 3 | 4 | 5 | ⊘ |

| 3 | Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life | 1 | 2 | 3 | 4 | 5 | ⊘ |

Goals

Required metrics (Elementary)   13 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
Rationale: 36% of students in grades 3-8 are at the National Growth Percentile in Reading. Rationale: 1% of students in grade 2 are at the National Attainment Percentile in Reading. MOY TRC at MOY: Kindergarten 18% Proficient, First Grade 74%, and Second Grade 54%.	7.00	36.00	85.00	51.00
National School Growth Percentile - Math				
Rationale: 53% of students in grades 3-8 are at the National Growth Percentile in Math. Rationale: 20% of students in grade 2 are at the National Attainment Percentile in Math.	1.00	53.00	50.00	63.00
% of Students Meeting/Exceeding National Ave Growth Norms				
Rationale: 36.70% of students in grades 3-8 are at the National Growth Percentile . Rationale: 20% of students in grade 2 are at the National Attainment Percentile in Math. MOY TRC at MOY: Kindergarten 18% Proficient, First Grade 74%, and Second Grade 54%..	36.70	(Blank)	56.00	46.00
African-American Growth Percentile - Reading				
Rationale: 41% of students in grades 3-8 are at the National Growth Percentile in Reading. Rationale: 1% of students in grade 2 are at the National Attainment Percentile in Reading. MOY TRC at MOY: Kindergarten 18% Proficient, First Grade 74%, and Second Grade 54%.	7.00	36.00	41.00	46.00
Hispanic Growth Percentile - Reading				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
English Learner Growth Percentile - Reading				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
Diverse Learner Growth Percentile - Reading				
Rationale: 1% of diverse learners students had growth in NWEA Reading.	1.00	1.00	6.00	11.00
African-American Growth Percentile - Math				

Rationale: 52% of students in grades 2-8 are at the National Attainment Percentile in Math. Rationale: 20% of students in grade 2 are at the National Attainment Percentile in Math.	1.00	52.00	57.00	62.00

Hispanic Growth Percentile - Math

(Blank)	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*

English Learner Growth Percentile - Math

(Blank)	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*

Diverse Learner Growth Percentile - Math

Rationale: 31% of students in grades 2-8 are at the National Attainment Percentile in Math. Rationale: 20% of students in grade 2 are at the National Attainment Percentile in Math.	1.00	31.00	36.00	41.00

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

Rationale: 8% of students in grades 2-8 are at the National Attainment Percentile in Reading, this is up from 3% the previous year	5.00	8.00	30.00	15.00

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

Rationale:3% of students in grades 2-8 are at the National Attainment Percentile in Math. Rationale: 20% of students in grade 2 are at the National Attainment Percentile in Math.	1.00	3.00	18.00	13.00

National School Attainment Percentile - Reading (Grade 2)

Rationale: 8% of students in grade 2 are at the National Attainment Percentile in Reading, this is up from 7% in 2014-2015	1.00	8.00	14.00	18.00

National School Attainment Percentile - Math (Grade 2)

Rationale: 20% of students in grade 2 are at the National Attainment Percentile in Math.	1.00	20.00	17.00	30.00

% of Students Making Sufficient Annual Progress on ACCESS

(Blank)	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*

Average Daily Attendance Rate

We want our Average Daily Attendance Rate to be 96%. We have had a struggle with the students and parents of students in the primary grades around their attendance and tardies. Many students in our low incidence diverse learning programs have chronic illnesses and are absent because of them. At De Priest we have a school-wide attendance action plan that will target these primary grades, and diverse learners because they have the lowest attendance rates in the school and will provide interventions for students who are chronically absent or tardy.	94.10	95.60	97.00	96.00

My Voice, My School 5 Essentials Survey

The My Voice, My School 5 Essentials Survey reflected that De Priest Elementary School was well organized.	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*

Custom metrics   1 of 1 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
3-8 on track metric				

We have selected the 3-8 on tract metric because research shows that if these students are on track they have a greater chance to complete high school and college.

| 41.44 | 52.53 | 65.00 | 75.00 |

Strategies

Strategy 1

If we do...

Tier I instruction aligned with the Common Core State standards for reading, math, science and social studies.

...then we see...

Should expect to see both child-guided and adult guided rigorous educational experiences. Where the intentional learning experiences are planned and spontaneous. An increase in teachers scoring proficient and/ or distinguished in domain 1

...which leads to...

This should lead to improved academic achievement that will be reflected by more students in grades 3-8 on track and with higher growth and attainment on NWEA.

Tags:
Instruction, Ccss literacy, Ccss math

Area(s) of focus:
1, 4

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
We collect and review unit plans from all grade levels ensuring that they are aligned to the CCSS.	Administration	Jul 1, 2016 to Jul 1, 2017	Teachers turned in unit plans for literacy and mathematics aligned to the CCSS. Teachers created scope and sequence documents to demonstrate the pacing of the unit for assessment purposes. Teachers in grades K - 3 are reworking literacy units to include the new reading series, Reading Streets.	Behind

Instruction, Professional development, Lesson plans

Strategy 2

If we do...

Conduct ongoing classroom observations with timely and actionable feedback.

...then we see...

in the REACH Report from Reflect and Learn,an increase percentage of teachers scoring a proficient or distinguished in domain 1, domain 2, and domain 3 . Then we will see individualized professional development for teachers that will address the gaps in instructional practice

...which leads to...

a gradual release of responsiblity, where teacher will model or explain the strategy, demonstrate, then have guided practice, where the teacher and students practice together, which will lead to independent practice, where the student will try to apply the strategy on their own, and then finally to the application of the strategy in real situations, where the student clearly understands the strategy and is able to effectively demonstrate the use of the strategy in a more difficult conduct.

Tags:
Rigorous tasks, Academic expectations

Area(s) of focus:
1, 4

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Dividing teachers evenly among administrators. Schedule goal setting meetings with teachers for feedback sessions around their observation data	Administrators	Aug 1, 2016 to Jul 1, 2018	Teachers evenly divided among administrators, Goal setting meetings held using the tool from CPS Knowledge center	On-Track

Reach, Observations, Teacher feedback

| Using the REACH report, identify the needs of the staff. Identify the time and talent for the professional development. | Administrators | Aug 1, 2016 to Jul 1, 2018 | REACH reports have been generated to identify Domains to focus on for grade level and flex day professional development. | On-Track |

Accountability, Artifacts, Professional developoment

Strategy 3

If we do...	...then we see...	...which leads to...
Implement with fidelity the balanced grading that teachers and administration created in the 2015-2016 school year and if administration and teachers create standards base assessment during the 2016-2018 school years.	Teachers and students understanding what the value of the grade is and are able to document and explain how to get the grade an alignment with the common core standards, ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels ..	Increase in the number of students in grades 3-8 on track. Increase the number of passing grades in grades K-2. Specific grade level data to use for guidance of instruction

Tags:
Gradebook, Academic expectations, Grading policy, Asessment, Gradebook monitoring, Academic achievement

Area(s) of focus:
2, 1, 4

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Monitor Gradebook, for timely and accurate input of grades and retake options.	Administrators	Jul 1, 2016 to Jul 1, 2018	Gradbook statistics	Behind

Gradebook, Grading policy, Grades

| Monitor creation and implementation of the formative and sumative assessments, and the student data collected from these assessments.Provide training for all ILT members on creation of assessments using Mastery Connect & the NWEA Learning Continuum. Provide training to the rest of the classroom teachers on the creation of pre and post assessments using Mastery Connect & the NWEA Learning Continuum. Use DIBELS/TRC, LLI (Leveled Literacy Intervention), and NWEA MPG (Math Primary Grades) to progress monitor primary instruction and plan instruction. | Mastery Connect Consultants, administrators | Jul 1, 2018 to Jul 1, 2018 | Mastery Connect Data Binders weekly assessments, and school - wide assessments as pre and post tests, School wide assessment calendar MOY and EOY NWEA (BOY, MOY,EOY) DIBELS, TRC, (EOY) MAP | On-Track |

Assessments, Assessment policy, Artifacts, Assessment data

Strategy 4

If we do...	...then we see...	...which leads to...
as a team use protocols and ask probing questions, and the team identifies root causes and follow ILT Effectiveness Rubric.	An ILT team that will be productive and meeting results will bring about actions.	the facilitation of teacher team learning cycles.

Tags:
ILT, Accountable talk, Leadership and collective responsibility, Actions, Grade level team meetings, Analyze data, Academic achievement

Area(s) of focus:
1

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
ILT will meet monthly and follow the protocol for the ILT using the ILT Effectiveness Rubric as a guide for effective meetings	ILT	Jul 1, 2016 to Jul 1, 2018	ILT agendas	On-Track

ILT, Accountability

Action step	Responsible	Timeframe	Evidence for status	Status
ILT members will meet at grade level meetings to share and work with teachers on completion of action items from ILT meetings,	ILT	Jul 1, 2018 to Jul 1, 2018	Grade Level Agendas Completed action items	On-Track

ILT, Accountability, Grade level teams, Instructional leadership team, Collaborative teachers, Actions

Strategy 5

If we do...	...then we see...	...which leads to...
create a professional learning community, focusing on learning rather than teaching, work collaboratively and hold each other accountable for results.	Ensure that students are learning and teachers ensure the success of each student.	A school moving forward and every profession in the building engaging with colleagues in the ongoing exploration of the following

Tags:
Leadership and collective responsibility, High quality instruction/professional development, Distributive leadership

Area(s) of focus:
5

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Build grade level chair representatives capacity to lead grade level meetings and report out to ILT on a bi weekly basis	Administartors	Sep 13, 2016 to Nov 8, 2016	Grade level agendas data reports for ILT	On-Track

Action Plan

District priority and action step	Responsible	Start	End	Status
➕ We collect and review unit plans from all grade levels ensuring that they are aligned to the CCSS. Tags: Instruction, Ccss literacy, Ccss math, Instruction, Professional development, Lesson plans	Administration	Jul 1, 2016	Jul 1, 2017	Behind
➕ Dividing teachers evenly among administrators. Schedule goal setting meetings with teachers for feedback sessions around their observation data Tags: Rigorous tasks, Academic expectations, Reach, Observations, Teacher feedback	Administrators	Aug 1, 2016	Jul 1, 2018	On-Track
➕ Using the REACH report, identify the needs of the staff. Identify the time and talent for the professional development. Tags: Rigorous tasks, Academic expectations, Accountability, Artifacts, Professional developoment	Administrators	Aug 1, 2016	Jul 1, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
✚ Monitor Gradebook, for timely and accurate input of grades and retake options. Tags: Gradebook, Academic expectations, Grading policy, Asessment, Gradebook monitoring, Academic achievement, Gradebook, Grading policy, Grades	Administrators	Jul 1, 2016	Jul 1, 2018	Behind
✚ Monitor creation and implementation of the formative and sumative assessments, and the student data collected from these assessments.Provide training for all ILT members on creation of assessments using Mastery Connect & the NWEA Learning Continuum. Provide training to the rest of the classroom teachers on the creation of pre and post assessments using Mastery Connect & the NWEA Learning Continuum. Use DIBELS/TRC, LLI (Leveled Literacy Intervention), and NWEA MPG (Math Primary Grades) to progress monitor primary instruction and plan instruction. Tags: Gradebook, Academic expectations, Grading policy, Asessment, Gradebook monitoring, Academic achievement, Assessments, Assessment policy, Artifacts, Assessment data	Mastery Connect Consultants, administrators	Jul 1, 2018	Jul 1, 2018	On-Track
✚ ILT will meet monthly and follow the protocol for the ILT using the ILT Effectiveness Rubric as a guide for effective meetings Tags: ILT, Accountable talk, Leadership and collective responsibility, Actions, Grade level team meetings, Analyze data, Academic achievement, ILT, Accountability	ILT	Jul 1, 2016	Jul 1, 2018	On-Track
✚ ILT members will meet at grade level meetings to share and work with teachers on completion of action items from ILT meetings, Tags: ILT, Accountable talk, Leadership and collective responsibility, Actions, Grade level team meetings, Analyze data, Academic achievement, ILT, Accountability, Grade level teams, Instructional leadership team, Collaborative teachers, Actions	ILT	Jul 1, 2018	Jul 1, 2018	On-Track
✚ Build grade level chair representatives capacity to lead grade level meetings and report out to ILT on a bi weekly basis Tags: Leadership and collective responsibility, High quality instruction/professional development, Distributive leadership	Administartors	Sep 13, 2016	Nov 8, 2016	On-Track

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

By checking the above box, the school is verifying that the attendance center complies with the statement regarding the use of SGSA funds:

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approced plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of thes tudents attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the illinois state board of education.
5. SGSA Funds supplement and do not suppland non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

NCLB Program

◉ NCLB Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title 1/SW].

The school annually reviews the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand.

○ NCLB Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

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

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

No Child Left Behind (NCLB), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the NCLB reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent Plan

Parent Involvement Policy   Complete

Schools must involve parents in the joint development and periodic review and revision of the NCLB, Title I school parental involvement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.

During the CIWP process parents are invited to join the CIWP team, once on the team, meetings are scheduled and parents participate in the development of the school improvement plan and school review and revision of the NCLB and Title I school parental involvement plan and policy. There is a sign in sheet and meeting dates to document the parent involvement.

The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

De Priest Elementary School holds the annual meeting during the first month of school to inform parent of the school's participation in NCLB, Title I programs and to explain the Title I . at the requirements and their right to be involved in the Title I programs. The school has monthly PAC meeting where all parents are invited, parents are notified of these meeting through parent flyers and ROBO calls and these dates are shared on the school website and put into the monthly newsletters.

Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

De Priest Elementary has several methods of getting information to parents about its Title I program, explanation of the curriculum, the academic assessment tools used to measure children's progress and the proficiency levels students are expected to meet. These include monthly newsletters, individual student data reports from NWEA and Dibels, which include the profeiency levels students are expected to meet which are sent home twice a year, student school progress report sent home every five weeks and student report cards sent home every ten weeks., which are the academic assessment tools used to measure chidren progress during the academic school year.

At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

De Priest Elementary School provides information on monthly School Parent Advisory Council meetings so that parents can participate in decisions about education of their children. This information will be shared by monthly newsletters, flyers and school website. The school will respond to suggestions from parents at the next monthly Title I parent meeting.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

De Priest Elementary School administers the MOY and EOY NWEA each academic school year in reading and math. Once these assessments are completed, NWEA generates individual student data reports, which are sent home after MOY and after EOY to each parent of a student at De Priest School in grades 2-8.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

De Priest Elementary School has no teachers that are not "highly qualified". In the case where there are teachers that are not "highly qualified" the district provided letters to the parents as needed. School will make sure that these letters are sent out at least four (4) consecutive weeks.

Schools will assist parents of participating NCLB Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

De Priest Elementary will provide parents of our students quality information about the state academic content standards, the state student academic achievement standards, the state and local academic assessments including alternate assessments, the requirements of Title I, Part A and how to monitor their child's progress at meetings during report card pick up and during at least two Title I parent meetings at various times of the year to ensure the option of attendance of working parents and guardians.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

> De Priest Elementary School provides about the district parent university program which provides literacy and technology training free of charge at a parent university site. De Priest Elementary School through its PAC provides training at the school on literacy, math and technology to assist parent in working with their children to improve their academic achievement and encourage increased parental involvement.

Schools will educate all staff in the value and utility of contributions by parents and in how to reach out to, communicate and work with, parents as equal partners in the education of their children and in how to implement and coordinate parent programs and build ties with parents. Please describe how this will be accomplished.

> De Priest Elementary School has provided training staff on student logger,,weekly phone logs and parent portal. in order to be able to communicate and work with the parents as equal partners in the education of their students. and build ties with parents. These systems are monitored by administration in order to make sure that staff are regularly using these systems and communicating with parents.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents in more fully participating in their children's education. Please describe how this will be accomplished.

> De Priest Elementary School works with the district Head Start program to intergrate parent programs provided by Head Start/Early Childhood department so that the early childhood parents are able to take advantage of all of their programs and to make sure that they fully participate in the education of their children.

Schools will ensure that information related to the school and parent programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

> De Priest Elementary school sends home all information related to the school and parent programs, meetings and other activities are sent to the parents in both English and Spanish. This information is sent home through newsletters, flyers, posted on the school website, posted on the school bulleting boards and front door windows, and sent out through the school Robo call system.

Policy Implementation Activities

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

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

☑ The school will coordinate the parent involvement programs identified in the CIWP.

☑ The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)

> There were no boxes that were unchecked.

Parent Compact   Complete

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

> Our Mission:
> We are a school community that envisions a school climate that promotes global awareness, international thinking, and the utmost appreciation for learning. We strive to develop caring individuals that will be reflective and inquisitive. We envision a school climate that fosters high-quality education for all De Priest students. We foresee creating an environment which promotes mutual respect and communication between school, home and community. We are committed to enhancing learning through the integration of technology across the curriculum. Oscar DePriest Elementary School is committed to developing lifelong learners who respect themselves and others, while contributing to their learning community, and the world.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

> De Priest Elementary School will hold two parent-teacher conferences during the school year so that parents can pick up report cards, learn the progress of their students, learn about the standard state assessment and how to help to educate their child.

The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents.

De Priest Elementary School will provide five week progress reports on their children's progress and will provide ten week report cards on their children's progress. week At the report card pick up their will be teacher parent conferences concerning remediation for students who are failing, these students are provided individual student remediation plans, parents also have access to the Parent Portal provided by CPS.

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

De Priest Elementary School is available for consultations with parents by appointment before or after school.

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents may volunteer, participate, and observe classroom activities.

De Priest Elementary School parents have opportunites to volunteer during the school day as chaperones on field trips, during classroom activities, as recess monitors, and during after school extra-curricular activities.

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

De Priest Elementary School parents will support their children' learning through monitoring Parent Portal to check classroom grades, homework and classroom assignments. Making sure that they are sending their students to school each and everyday and on time, and that they send cause of absence notes when the student is absent.

The parents will participate in decisions relating to the education of their children. Describe when, where and how parents will consult with the school.

De Priest Elementary School parents have opportunities at the annual monthly Title I meetings to review our school improvement plan and their suggestions will be honored as we work together to improve the education of our children. Information regarding our decisions and improvement plan will be share at Title I parent meetings. Parents will communicate with teachers through the use of the Parent Portal and the Teacher/Parent Phone logs.

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

De Priest Elementary School students will share the responsiblity for improved student academic achievement by attending school each and everyday and on time. They assure academic achievement by being fully engaged in the classroom, completing classroom and homework assignments. They will track their on track status and be aware of what they need to do to stay on track. They will be good citizens, of their school community, neighborhood, city, country, and the world.

Parent Budget   Complete

Goals: Indicate goals, timeline of activities and training topics that are designed to assist Parents with increasing their students' academic achievement. The overarching goal is to increast student academic achievement through parental involvement; specify your goals.

Our goal to increase student academic achievement, increase parent involvement around student achievement, decrease negative behavior by students and increase primary grade level attendance. Throughout the school year we will have various Title I meetings that will have a workshop or training focusing on one of the above mentioned goals designed to assist parents with increasing their student's academic achievement..

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement Program.

Account(s)	Description	Allocation	
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$ Amount	.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$ 1210	.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 344	.00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$ 900	.00

54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$	1418	.00

54205	**Travel** Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$	Amount	.00

54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$	Amount	.00

53510	**Postage** Must be used for parent involvement programs only.	$	Amount	.00

53306	**Software** Must be educational and for parent use only.	$	Amount	.00

55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$	Amount	.00