Oscar DePriest Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
01/08/2018	Watson, Geverola, Perry, Crockett, Williams, Nunn, White	SEF Review and breakdown
01/12/2018	Watson, Perry, Bateson, Geverola, Mcreynolds	SEF
01/22/2018	Watson, Perry, Geverola	SEF continued
02/05/2018	Watson, Perry, Geverola, White, Nunn, Crockett, Bateson, Tillman, Burse	SEF continued
02/09/2018	Watson, Perry, Geverola, Tillman	Review of strategies
02/26/2018	Watson, Geverola, Nunn, Perry, Crockett, Williams, White	Framework
02/28/2018	Watson, Perry, Geverola	Framework
03/12/2018	Geverola, Williams, White, Crockett, Perry	Review of data from 5 Essentials and SQRP
03/19/2018	Geverola, Perry, Watson	
04/09/2018	Perry, Patterson, Lofton, Guimon, Cox, Holt	Balance Grading and Assessment
04/30/2018	Perry, White, Williams, Geverola, Nunn	Review of Action Items
10/19/2018	Geverola, Patterson, Lofton, Tillman	MTSS Review of Strategies
10/12/2018	Bateson, Schmitz (Uof I), Geverola	MTSS Tracker Development
10/25/2018	Geverola, Perry, Bateson, Yolich, Nunn, Tillman, Kordelewski, Williams	Instructional Core Review
08/27/2018	School Staff	All School Staff Presentation for the 2018 - 2019 School Year
08/29/2018	ESP/Para Professional	All School Staff Presentation for the 2018 - 2019 School Year

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

Instead of looking to the principal alone for instructional leadership, the Instructional leadership team has worked to develop leadership capacity across the school community. This shift in mindset is one piece that attributed to the 2017 5 Essentials overall score of well developed. After spending some time unpacking the final rating, we found that DePriest received an overall score of "neutral" for Effective Leadership. This is an indicator that we have room for improvement when it comes to clear and concise conversations around teacher influence (38 - weak) and teacher and principal trust (57 - neutral). In order to continue to push towards excellence, we must help stakeholders understand the relationship between the school's vision and the initiatives and priorities of the school. To address these areas of concern, DePriest administrators applied to become a part of a collaborative with the University of Chicago. This partnership was solely focused on School Culture and Climate. The supports that are provided through the partnership focuses on; providing the leadership team with the latest educational research from the University of Chicago and across the nation while supporting the school's culture and climate through leadership coaching. Although we share our vision on our webpage, in letters home to families, during parent meetings, report card pick up, and at our LSC and PAC meetings there is still a need to enhance our branding.

Teachers collaborate horizontally and vertically during our flex time planning meetings. Teachers attend professional development around improving instructional practices for small group and individualized instruction. Grade level meetings are facilitated by a rotation of teachers at every grade level to expand leadership capacity of teachers at DePriest. This form of collaboration among teachers is how DePriest was able to gain a score of strong in the area of teacher to teacher trust (60 - strong) and a strong score in the area of collaborative practices (60 - strong). Teachers at DePriest are accountable to one another and share the collective responsibility of student learning across 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.
  - Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- **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

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:

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.

Score

1   2   **3**   4

According to the 2017 5 Essentials, Oscar DePriest received a score of 61 (strong), which indicates an above average level of performance. The ILT is comprised of representatives from every grade band and social emotional supports. Last year, the ILT was rated as "Partially Effective" according to the Effectiveness rubric. This year, the ILT has a rating of "Effective." One of the shifts that was made was opening up the ILT to the entire school community to demonstrate the work that takes place in the meetings. Teachers that had never shown interest, attended the first meeting of the year to see if there was something that they could offer the team. From that meeting, two additional members were added to the team.
The ILT celebrates all wins, whether large or small by recognizing the time and efforts of a grade level or grade band with certificates of appreciation. The administrative team meets weekly after reviewing various systems of data to build the agenda for the biweekly meetings. During the meetings, all team members have equity of voice and are actively engaged in asking questions, clarifying information, and sharing in the process of identifying the root cause of an issue. Our ILT and specialized team of teachers and staff are working together to organize professional learning opportunities and provide feedback to colleagues. The turnaround of information to be shared with the teachers is almost instant. Our meetings are held the start of every other Monday, and grade level teams meet on Tuesday and Wednesday and are instantly updated. One way that we do this work is by inviting teachers to review the agenda and notes from the meetings. There is a folder on the google drive where all staff has access to agenda, data points, and notes. There is a continuous improvement cycle taking place where we constantly ask the question, "is it working?" The ILT systematically considers root causes based on thorough review of evidence.

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

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 2017 5 Essentials, Collaborative Practice received a score of 61 (strong). The Quality of Professional Development received a score of 75 (strong). Teacher to Teacher Trust received a score of 60 (strong). These results speak to teachers participating in and facilitating professional inquiry individually or in teams to advance student learning."How does this instructional practice connect to our vision?" This is the question that leads our partnership meetings, grade level meetings, and our internal learning walks. Teachers at DePriest are encouraged to build and broaden their network by attending and leading professional development opportunities both internal and externally. Teachers and Para professional Staff have initiated opportunities for professional growth while proactively seeking opportunities to enhance content knowledge and pedagogical skills. Over the summer, teachers and administrators worked together to build a school - wide, year - long professional development schedule. The schedule would allow for a rotation to take place and all content areas to be addressed. Teachers along with administrators and partners built out a scope and sequence for Social and Emotional Learning, Next Generation State Standards, Math pacing calendars, and Literacy focus skills. This current year, teachers have attended National Conferences in the Math and Sciences.The administrative team has conducted REACH observations more frequently to provide coaching and actionable feedback. During our Flex Day time, teachers engage in professional development led by the IB coordinator and Museum Staff from the Nature Museum. 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. Evidence of these professional learning opportunities include agendas, evaluations and sign in sheets.

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

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 2017 5 Essentials results, DePriest received a rating of 55 (neutral) for Effective Leadership. This is an area for growth for administrators. Our Program coherence score was 63 (strong) and our Teacher Influence was 38 (weak). At DePriest, we have a 100% retention rate. 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. At DePriest 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. 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

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
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagment
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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING
- ✓ Aligning Resources with Priorities: Focusing on What Matters Most
- ✓ Instructional Supports
- ✓ Strategic Source Vendor List
- ✓ CPS Instructional Time Guidelines: Elementary School Overview
- ✓ CPS Instructional Time Guidelines: High School Overview
- ✓ CPS Instructional Block Guidance: K-2 Literacy
- ✓ CPS Instructional Block Toolkits: Math

Expectations for depth & breadth of Student Learning

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 2017, DePriest NWEA National Growth Percentile for Reading was 78th percentile, the NWEA National growth Percentile for Math was 88th percentile and the students Meeting/Exceeding national growth Average Norms was 58.3%. Our Diverse Learners Group Percentile in Reading was 30the percentile and for Math 91st percentile. Our NWEA MAP Attainment Indicators showed Reading (Grades 3 - 8) at the 28th percentile, math (Grades 3 - 8) at the 23rd percentile, Reading for (Grade 2) at the 4th percentile and math for (Grade 2) at the 5th percentile. We see this as an opportunity for growth and with guidance from 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. Science leads have drafted units of study that address the NGSS, in partnership with Peggy Notebaert. In partnership with the Network, our Math team receives additional supports and guidance from ISL's. In the MYP, teachers are generating tasks and scoring students work with the IB rubrics which will enhance instructional tasks and products.

Guide for Curriculum

- ○ **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 standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- ○ **Integrate academic and social emotional learning.**
- ○ **Connection to real world, authentic application of learning. For example,**
  - Provide opportunities for meaningful project-based learning.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.

- ◦
  - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
  - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

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

> DePriest received a 64 (strong) for supportive environment. Teachers have access to the materials necessary to provide Tier 1, II, and III instructions in both reading and math. In the primary grades, teachers have access to chrome books, LCD projectors, iPads, and listening centers. This year, primary received a grant for ST Math and it is not being implemented. We have purchased novel sets that recognize the various global societies that are discussed in our IB courses. Teachers in all grades have access to novel sets to check out and use within their classrooms. Math centers have manipulative to use when the teacher is modeling a lesson as well as when students move into work stations to practice a skill they have learned. Students have access to Compass Learning, KHAN academy, and Extra Math. Teachers have received the professional reading book on Math Talks as well as access to various journals from ASCD Smartbrief. For literacy, teachers utilize centers for reinforcement of skills and work with small groups of children on guided instruction using leveled text. Teachers have access to LLI Kits, Compass Learning, Thincerca, Reading streets online platform and Brainpop. Teachers have access to copies of The Guided Reading resource, Founts and Pinnell. Classroom teachers have elmos to utilize to enhance images for students. The Science team worked on organizing and cataloging all of the SEPUP (lab) kits.
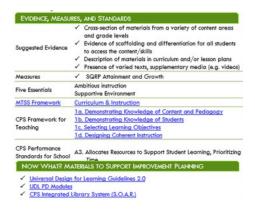
Guide for Instructional Materials

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	✓ SGRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
MTSS Framework	Curriculum & Instruction
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	A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	

✓ Universal Design for Learning Guidelines 2.0
✓ UDL PD Modules
✓ CPS Integrated Library System (S.O.A.R.)

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 2017 5 Essentials report, students received a 70 (strong) for Ambitious Instruction. Students responded that there was a strong Academic Press (80). There are regular weekly grade level meetings centered around student learning and teaching practices which involve review of multiple assessments (student work samples, end of unit assessment, MAP, TRC, IB summative assessment data). The grade level teams have been examining levels of rigor within school - wide curriculum using Depth of Knowledge criteria. In order to achieve the next level we would benefit from continued efforts on the development of teacher capacity in recognizing, writing, and implementing level 3 Depth of Knowledge tasks, as well as scaffolds and supports to enable student success.

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). 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

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

DePriest has received training through a partnership with the University of Chicago. From this partnership, a curriculum was developed and shared across all grades to start the conversation about college and career preparation. Students at DePriest have been exposed to various colleges and careers through field experiences that were organized by the counseling department and teachers. Administrators have presented to families about the on track metric and the importance of staying on track from the early grades. This year DePriest has added a Girls STEM program that exposes female students to careers in the fields of math and science while visiting workspaces and college campuses. This is the first year that we have offered Algebra to a section of our 8th grade students. Staff from DePriest organize and facilitate high school visits for current 8th grade students to expose them to various programming that is offered across the city of Chicago. Students have a one on one meeting with a parent and school counselor to talk about best fit and match schools. Parents are encourage to attend meetings and ask questions about the process of applying to high school and beyond. The school counselor provides families with access to resources. Students are exposed to long term planning for their career goal through accessing and utilizing the Naviance tool. External opportunities are offered to families of students at DePriest which include; technology camps, engineering camp, YMCA sports camp, and theater. These external experiences are occasions for our students to be exposed to various places, people, and opportunities to enhance their upbringing and expose them to the City of Chicago.

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, school to post-secondary).**
    - 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, CTE recruitment fairs, 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 CTE Pathways around career options

- 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.
  - Provide opportunities for Dual Credit/Dual Enrollment
- **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.
  - Equipping students and families with persistence strategies. (College Persistence Toolkit)
  - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

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

Instruction:

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.

Score

1   2   **3**   4

According to the SQRP Attainment and Growth for 2017, DePriest NWEA National Growth Percentile for Reading was 78th percentile, the NWEA National growth Percentile for Math was 88th percentile and the students Meeting/Exceeding national growth Average Norms was 58.3%. Our Diverse Learners Group Percentile in Reading was 30the percentile and for Math 91st percentile. Our NWEA MAP Attainment Indicators showed Reading (Grades 3 - 8) at the 28th percentile, math (Grades 3 - 8) at the 23rd percentile, Reading for (Grade 2) at the 4th percentile and math for (Grade 2) at the 5th percentile. We see this as an opportunity for growth and with guidance from 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. Science leads have drafted units of study that address the NGSS, in partnership with Peggy Notebaert. In partnership with the Network, our Math team receives additional supports and guidance from ISL's. In the MYP, teachers are generating tasks and scoring students work with the IB rubrics which will enhance instructional tasks and products.

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.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

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
MTSS Framework	Curriculum & Instruction
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ CPS Framework for Teaching with Critical Attributes ✓ CPS Framework for Teaching Professional Learning Modules ✓ CPS Framework for Teaching Professional Learning Opportunities ✓ Special Education Addendum ✓ English Language Learner Addendum	CPS SCHOOL EXCELLENCE FRAMEWORK 18

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 2017 5Essentials Survey De Priest received a rating of Strong (78 points) 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 NWEA National School Growth Percentile for Reading was the 78th (30th for the Diverse Learner subgroup) and Math was 88th percentile (91st for Diverse Learners). In, 2017, th NWEA reflected Students Meeting/Exceeding National Average Growth Norms was 58.3% of students making their targeted growth.

Our National School Attainment Percentiles increased twenty points in both reading and math from two years ago, in Reading (Grades 3-8) to the 28th percentile and for Math (Grades 3-8) to the 23rd percentile. While the results for Grade 2 Attainment were low for Reading (Grade 2) at the 4th percentile and Math (Grade 2) was at the 6th percentile. Preschool teachers utilize the GOLD Teaching Strategies for curriculum and assessments. Kindergarten through second grade use the Amplify (DIBELS and TRC Reading 3D) as the reading diagnostic and NWEA MPG as the math diagnostic. Next year, inclusion of the NWEA MPG for Reading is being considered to give teachers more results about students instructional needs. Progress Monitoring of student learning happens, but not at the expected rate.

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 year-long instructional practice, pacing and focus. 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. Collaborative work time has been scheduled daily, 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 **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.
  - 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
MTSS Framework	Curriculum & 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
Now What? Materials to Support Improvement Planning	

✓ CPS Balanced Assessment Framework & Assessment Models
✓ Assessment Design Toolkit
✓ Teacher Made Assessment Basics
✓ Grading principals and guidelines
✓ Great Schools Partnership –Grading + Reporting

Multi-Tiered System of Supports:

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

DePriest is rich in resources for the Social and emotional well being of students and staff. We have a partnership with the Erikson Institute that allows the student population access to three counselors twice a week to work with students, teachers, and families around the struggles of living and thriving in poverty. The Erikson Institute provides professional development sessions to teachers once a week to enhance their ability to manage and address some of the societal issues and concerns that children bring into the classroom. DePriest has access to various resources that can be leveraged to improve our MTSS. In classrooms, teachers provide academic and SEL (Tier I) to all students; additional targeted academic supports (TierII) need to be reviewed as well as (Tier III) based on small group and individual needs. dashboard is utilized as a data point to monitor students that are being provided Tier II and III supports. We are in need of a progress monitoring system and a team of staff with fresh perspectives to lead this work.

Guide for Multi-Tiered System of Supports

- **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) 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

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 to the 2017 5 Essentials, DePriest received a score of 70 in Ambitious Instruction. This score speaks to the relational trust that is seen in classrooms across the school. Staff consistently communicate the expectation that all students can achieve at high levels. Unit plans and classroom observations have shown that teachers frequently provide feedback to their students about the work that they do and the progress that they are making. Students are also providing feedback to one another to encourage their peers to excel. The survey did reveal that the quality of the discussions in the classroom are not as strong as they could be. The 5 Essentials report yielded a 38 (weak) for quality of student discussions. This year the administrative team implemented one on one data meetings around the MOY data. Teachers communicated their concerns for students that were tardy to class and students that were difficult to engage. Together, the teachers and administrators developed specific, class by class goals and incentives to combat the struggles that teachers spoke of. The evidence from our REACH reports from the last two years has shown that student discourse is not of quality. When we reviewed the final SQRP, we saw an increase in the reading (78%) and math (88%) growth. The teachers are working diligently to grow the students, but the students are not making the attainment marks (28% reading and 23% math). We know that energy and planning have to go into differentiating our instruction to meet students where they are and move them to where they should be. Teachers have received training and professional development on differentiation but more is needed. We believe that if we use the lens of "inquiry" when planning our unis and lessons, we will engage students and get them excited about learning and sharing their learning. Teachers are meeting with the IB coordinator to plan units of study that allow for more open learning through inquiry. This form of inquiry learning will differentiate the learning as well as allow students to connect with one another on an academic level far beyond where we are currently. Inquiry units will encourage students to become leaders and facilitators of their knowledge. This type of shift will allow for teachers to encourage student resilience and hard work while providing feedback on the task, the process used to complete the task, and on the student's ability to self regulate their own learning. This instructional shift will be a way to enhance the Agency, Authority, and Identity into our school learning community.

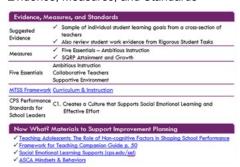## Guide for Culture for Learning

- **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

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
	✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/sel) ✓ ASCA Mindsets & Behaviors

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.
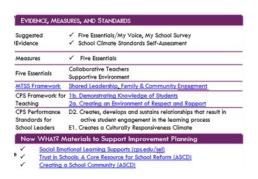
Score

1   2   **3**   4

According to the 2017 5 Essentials, DePriest received a score of 61 (Strong) for Collaborative Teachers. Teachers reported that they feel confident in supporting one another with student relationships and behavior interventions, but they did not feel that staff interactions with students are more often positive than corrective, particularly for students who are frequently referred for behavior incidents. Teachers are provided opportunities to collaborate and learn from one another. We have instituted the Instructional Walks where teachers are allowed to observe a colleague and provide feedback on a specific area that the observed teacher has asked for. That form of transparency is new to DePriest and it is a trend that we celebrate. 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 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. FORES, a community partner, provides gift incentives for perfect attendance. In previous years these gifts have consisted of bikes, and books. In addition, grade level teams developed quarterly after school activities, such as movies, games, and arts and crafts as incentives for positive behavior and academic progress. Teachers also select and indicate why a student represents chosen International Baccalaureate Profile. A description of the reason that the student was selected, and a photo of the student is posted on a bulletin board located in a high traffic area where all of the student have access to view it . Our dean provides social justice conferences with student on a regular basis, and follows up with teachers on students behavior progress afterwards.

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

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 2017 5 Essentials DePriest received a score of 64 (Strong) on Supportive Environment. Students reported that they feel as if their teachers push them towards high academic performance and have academic support from their peers. After spending more time looking at the reports and the specific questions, the ILT found that students gave a rating of 48 (neutral) when it came to Student and Teacher Trust as well as a rating of 58 (neutral) when it came to Academic Personalism. Student engagement has been one of our foci during classroom observations this year. In response to these results, the Instructional Leadership Team created a year - long professional development calendar that has scheduled sessions around strategies that deal with social- emotional issues. The sessions are led by the School Counselor and are a time where teachers utilize the root cause analysis strategy. Teachers have reported that this strategy has been beneficial and uncovered some deep rooted behaviors on their parts that they had not realized existed. These qualitative responses have allowed the ILT to be in agreement in that although students are prepared for discussions, learn about issues that matter to them, and evaluate evidence from a range of sources, they are not leveraging those skills towards civic power as an individual or as a member of the community. This is the area where the work must be more intentional. Grade level representatives have attended and participated in the district - wide summits on Agency, Authority, and Identity. In order to allow students to be more vocal we must do more than we are currently doing to support and encourage their voices. Currently, students have access to and participate in; International Day, Science Fair, Chicago Run, Girl and Boy Scouts, Chicago Communities in School, FORES, Family Focus enrichment, By the Hand recreational activities, Recycling club, and we have a Student Council. The Student Council is represented by students that ran and were selected by the student body to be the voice of the students. Selecting the Student Council was the first step in modeling the political landscape for our children.

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- **Become informed voters and participants in the electoral process**

- Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
- The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
- There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.

- ○ **Engage in discussions about current and controversial issues**.
  - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
  - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
  - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.

- ○ **Explore their identities and beliefs**
  - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
  - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
  - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.

- ○ **Exercise student voice**
  - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
  - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
  - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
  - Authentically **interact with civics leaders**
  - Students learn about community, city, state, and national civic leaders and their roles in civil society.
  - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.

- ○ **Engage with their community**
  - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause

- ○ **Take informed action** where they work together to propose and advocate for solutions.
  - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
  - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.

- ○ Experience a **Schoolwide civics cultur**
  - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
  - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
  - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.

  - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	• MVMS Student Survey completion rates and results • Artifacts from student-run organizations and events (including SVCs) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision making • Service learning reports and/or reflections of SL projects • Unit and curriculum maps, rubrics, assessment artifacts • Evidence of student work • Democracy School recognition
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HST 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 2017 5Essentials Survey, De Priest received a score of 64 (Strong) on Supportive Environment, this indicates that students feel safe in and around the school, they find teachers trustworthy and responsive to their academic needs, all students value hard work and teachers push all students toward high academic performance, 57% of the students completed the survey. The MVMS Safety score is high in the Neutral (58 points) range. 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 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. The Student Council is active and brings concerns of the students to teachers and administrators, offering suggested improvements.
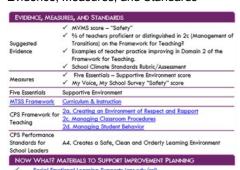
Guide for Safety & Order

- **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.
- **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.
- **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
MTSS Framework	Curriculum & Instruction
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	✓ Social Emotional Learning Supports (cps.edu/sel)

Restorative Approaches to Discipline:

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.

Score

1　2　**3**　4

According to the 2017 5Essentials survey results, DePriest received a score of 64 (Strong) for Supportive Environment, this indicating that students feel safe in and around the school, they find teachers trustworthy 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. 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. The School Counselor, Dean of Students, and School Social Worker have been trained on the various Restorative Practices and provide Tier 2 and Tier 3 SEL supports when necessary. 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. The Social Worker works with Diverse Learners and other students as they learn proper interactions. 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. Through Erikson, weekly Parent Café and a weekly Teacher Cafe are held to give strategies to improve parenting and communication skills. Three Erikson psychologists provide Tier 3 support to students referred in grades preschool - third grade (individual, small group, and family counseling). 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. Transitioning to use of the Gradebook's MTSS system for logging SEL Tier 2 and Tier 3. 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.

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.
  - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
  - Well-managed routines and transitions maximize instructional time.
  - 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 discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
  - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
  - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
  - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors.Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
  - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
  - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
  - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
  - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

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
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ CPS Restorative Practice Guide & Toolkit ✓ Guideline for Effective Discipline	

Parent and Family Partnership:

All schools have authentic partnerships with parents or family members that lead to a sense of shared responsibility for the academic, physical, and social emotional development of their students. Through meaningful consultation with parents, these partnerships include creating an intentional process to foster and sustain school-wide procedures, programs, and activities which involve and empower parents or family members and are responsive to student and family's needs. Schools provide a variety of parent volunteer opportunities (both in and out of school) and leadership opportunities (ie - PACs, BACs and PLNs), which support school operations, instructional programs and community partnerships. Research shows that when families, schools and communities partner in promoting learning and healthy development for all students schools thrive and student outcomes increase. The development and implementation of effective outreach and communication strategies will be inclusive of all families and school staff, creating a two-way feedback loop process which will lead to an increase in the home-school connection to identify, problem-solve and design actions which target instructional and student programs.

The Involved Families section of the 5Essentials survey rates Neutral (56 points, 4 points away from Strong), with the neutral areas being Teacher-Parent Trust and Parent Involvement in School. 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 the school website informs parents and the community of school-related activities. The user-friendly website is in both English and Spanish and all of our communications go home in both English and Spanish. The school's website also provides a direct link for parents to reach individual teachers via email. 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 service needs.

Currently, we have roughly 25% of our families signed up for Parent Portal, but the use of the system, by those signed, up is sporadic. The goal is to increase the sign ups, providing parents with information regarding the 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. More advertisement promoting the use and benefits of Parent Portal needs to be provided to families. Transitioning to a digital newsletter and use of social media accounts (Facebook, Twitter, etc.) will be beneficial.

Guide for Parent and Family 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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 **3** 4 5 ⊘
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	**1** 2 3 4 5 ⊘
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 **2** 3 4 5 ⊘
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	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	Culture of & Structure for Continuous Improvement: Professional Learning	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 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 and Family 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 **⊘**

Goals

Required metrics (Elementary)   13 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
Although we have consistently progressed in Reading, this remains an area of growth. Our goal is to increase by 5 percentile points each year. We believe that the missing component to leverage a significant increase in Reading is to shore up our MTSS processes and procedures while using IB rubrics that are aligned to NWEA and ATL Skills. With the steady expansion of our teachers' knowledge and application of balanced literacy, students will be able to access differentiated instruction through the MTSS process and supports. Through full implementation of MTSS, all teachers can provide universal instruction in the core curriculum - academic and social emotional (Tier1) to all students; additional targeted academic and social emotional supports (Tier2) where needed; and deep and intense supports (Tier3) based on individual and small group needs.	79.00	78.00	51.00	60.00	65.00
National School Growth Percentile - Math					
With an increase in the number of classrooms implementing all components of the math block (i.e. lesson opening,math talks, whole group, small group, wrap up/assessment), DePriest has shown significant growth in math. Our goal is to increase our growth in math by 5 percentile points each year. In order to continue to grow, we have to engage teachers in more professional development around the Five Dimensions of Powerful Classrooms. By implementing the Five Dimensions, we should see an increase in the cognitive demand on students that will leverage powerful thinkers and learners.	45.00	88.00	63.00	40.00	45.00
% of Students Meeting/Exceeding National Ave Growth Norms					
Our goal is to increase the number of students who meet or exceed the National Average Growth Norms by 5 percentile points each year. With a clear focus on small group tasks in reading and math, we can monitor and advance student learning across the school. Utilizing the MTSS processes and procedures, teachers and staff school - wide will be able to make intentional instructional plans to address individual student needs.Looking at IB summative tasks in Reading and Math with a focus on using the strands of criterion to develop the IB Learner Profile of being a communicator.	50.80	58.30	46.00	58.00	63.00
African-American Growth Percentile - Reading					
DePriest has shown low growth and low attainment in our primary TRC. In grades 3 -8, students have high growth and low attainment.Our goal is to increase by 5 percentile points in Reading in all grades. In order to achieve this goal, we will establish a system for using formative and summative assessments to track student progress in reading and math. More informal assessments will be used to evaluate the effectiveness of instruction (TRC/Dibels, running records, rubrics), students will engage in self - assessment to keep track of their progress and set goals for themselves. Assessment data will be used to organize small groups based upon instructional levels and a need to build a particular reading skill.	79.00	73.00	46.00	61.00	66.00
Hispanic Growth Percentile - Reading					
(Blank)	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*
English Learner Growth Percentile - Reading					
(Blank)	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*
Diverse Learner Growth Percentile - Reading					

Our goal is to increase the Diverse learner growth percentile 5 percentile points. This can be achieved by developing a schedule for professional development that allows for more vertical and horizontal planning time. This adjustment in scheduling will allow for more teacher collaboration across grade levels and content areas. Also, Diverse Learner Teachers will have a team to assist in creating modifications and accommodations for unit plans, tasks, and assessments.	99.00	30.00	11.00	81.00	90.00

African-American Growth Percentile - Math

African - American growth in Math has increased over the last two years, we would like to continue growing at a pace of at least 5 percentile points each year. Strengthened and streamlined teacher collaboration will support improvement for diverse learners. Using vertical and horizontal collaborative meetings, teachers can share in the student work protocol that will allow them to calibrate exemplar student work to use in classrooms as base models.	47.00	88.00	62.00	43.00	53.00

Hispanic Growth Percentile - Math

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

English Learner Growth Percentile - Math

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

Diverse Learner Growth Percentile - Math

We believe that by creating a schedule that allows for co- teaching to take place in the primary and upper grades, we will be able to have more representation of Special education teachers in grade level meetings to co-facilitate the planning and progress monitoring of students.This will support an increase our Diverse learner growth by percentile points.	50.00	91.00	41.00	43.00	48.00

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

Our goal is to move students in grades 3 - 8 by a minimum of 5 percentile points each year. We plan to meet this challenge by implementing a strong MTSS protocol, providing professional development on Balanced Literacy to a new grand band each year (3 - 5 and then 6 - 8), and continuously looking at student work using the student work protocol. Teachers will participate in Learning Walks and partake in the process of feedback cycles with their colleagues.	22.00	28.00	15.00	27.00	37.00

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

We have based this goal on the historical data of the school. We increased this goal by 5 percentile points because we anticipate this percentage of students being able to attain National Norms. There has been an increase in the number of classrooms implementing all components of the math block (i.e. lesson opening, math talks, whole group, small group, and assessment). This shift in practice will lead to improved student outcomes.	11.00	23.00	13.00	22.00	30.00

National School Attainment Percentile - Reading (Grade 2)

Our goal is to increase our level of attainment by 5 percentile points in second grade reading. In order to meet this goal, we plan to organize small based upon instructional reading levels and a need to build particular reading skills. Teachers will invest time in leveling libraries so that texts are purposefully selected by appropriate reading level for each group and lend themselves to practice of specific strategies. Teachers will spend time communicating and monitoring independent reading instruction to ensure that it involves choice, enjoyment, strategy practice, and stamina building. Students' text selection and strategy use will be monitored throughout individual conferencing. Teachers will plan word study appropriate to developmental expectations for sight word knowledge, phonics skill, and content vocabulary.	4.00	4.00	18.00	14.00	25.00

National School Attainment Percentile - Math (Grade 2)

Our goal is to increase our level of attainment by 5 percentile points in second grade math. To achieve this goal, teachers will examine the math pacing guides and identify the areas of most need. Teachers will refer to the Knowledge Center for best practices when working in small groups with students. Teachers will create a template to use to plan and execute during small group instruction to ensure that they are tracking and monitoring student progress. Teachers will build and utilize 5 week assessments to inform reteaching and regrouping of students.	7.00	6.00	30.00	10.00	20.00

% of Students Making Sufficient Annual Progress on ACCESS

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

Average Daily Attendance Rate

Our goal is to increase student attendance to 96%. Data to be reviewed by attendance committee. Establish attendance incentives and initiatives with staff and student input. We will continue to make daily attendance a priority, with emphasis on subgroups and grade levels with historically low attendance. We will provide supports for chronically truant and chronically absent students. We will continue to use the parents as partners in improving attendance rates. Our goal is to increase attendance to 96.00%.	96.40	95.60	96.00	96.00	96.00

My Voice, My School 5 Essentials Survey

Our goal is to maintain the overall rating of Well Organized. We will utilize the most current 5Essentials results to determine areas of focus.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

Custom metrics

0 of 0 complete

2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
Provide in-house professional development from our MTSS team for our teachers and ESP's that walk them through the MTSS process, data collection and documentation to help them understand the data and identify the three tiers of students, and provide examples of progress monitoring, differentiated support along with specific strategies for accommodations, differentiation and modifications within our own MTSS process. An additional focus will be placed on differentiation of instruction.	students who would benefit from specific strategies, accommodations, differentiation, and modifications that provide rigorous, individualize, data driven instruction for students in each tier which addresses their SEL needs as well as their diverse learning styles and accommodations being included in the unit/lesson plans to help teachers meet the needs of all the students.	the mainstream classrooms being more inclusive for Diverse Learners. This will be evidenced by fewer students needing to be staffed and placed in special education also by improved student achievement as evidenced by higher literacy and mathematics attainment on the NWEA in grades K - 2, and REACH data.

Tags:
MTSS, Professional development

Area(s) of focus:
1, 3

Action step	Responsible	Timeframe	Status
Develop a school wide robust system and protocols that can be shared and managed across DePriest using EOY data	Administrators Case Manager IB coordinator School Counselor	Aug 27, 2018 to Nov 2, 2018	On-Track

MTSS, Google doc

provide professional development from our MTSS team for our teachers and ESP's during teacher institute day	Administrators Case manager IB coordinator	Aug 27, 2018 to Aug 31, 2018	Not started

Professional development, Knowledge center, Google doc

Select and implement school - wide research based Tier II interventions	Grade Level chairs, Administration	Jun 1, 2018 to Jun 22, 2018	Completed

Thinkcerca, Compass learning, Khan academy, Reading a - z, Adaptedmath, Frontrow ed, A-z

Identify and build teacher leader capacity within each grade level to lead and monitor MTSS practices	Administrators, MTSS Lead, Teachers	Jun 18, 2018 to Jun 22, 2018	Completed

MTSS, Teacher leaderhsip, Monitoring tools

Create opportunities for Tier III supports before, during (MYB lunch buddy), and after school	Assistant Principal MTSS Lead	Sep 24, 2018 to May 27, 2019	On-Track

Tutoring, After school program, Before school programs

Track and monitor PLP students to decrease the number of students off track	School Counselor IB Coordinator Dean of Students	Aug 31, 2018 to Jun 14, 2019	On-Track
Create opportunities for parents to access online systems during curriculum night, open house or parent-teacher conferences.	Teachers	Sep 17, 2018 to Jun 12, 2019	Not started
Create a MTSS and BHT Team that meets regularly to look for trends in the data received.	MTSS Leads, BHT Leads	Sep 4, 2018 to Sep 24, 2018	On-Track
Develop and separate the duties of the MTSS and BHT Teams	Administrators, BHT & MTSS Team	Aug 27, 2018 to Aug 31, 2018	Completed

MTSS, Bht

Build time in the master schedule to allow for supports for tier 1 and interventions to occur during the day.	Administrators	Jul 2, 2018 to Aug 24, 2018	Completed

Scheduling, Small group instruction, Tier 1 instruction

Hire additional DL Teachers to support tier 1 instruction through inclusion.	Administrators	Aug 6, 2018 to Aug 24, 2018	Completed
Create and introduce a focused Intervention and enrichment NWEA Learning Continuum using the instructional ladders.	Administrators	Oct 22, 2018 to Oct 26, 2018	Completed

Strategy 2

If we do...	...then we see...	...which leads to...
develop a common understanding of a culture	alignment of tasks with standards-based	Higher attainment levels in literacy and

of high expectations for learning and examine student work to reflect on the level of cognitive demand asked of all students across the school including priority group students - to think strategically as speakers, listeners, readers, writers

learning objectives that reflect depth of knowledge expectations and evidence of key shifts in literacy, math and other content instruction

mathematics on the NWEA in grades 3 - 8 by 5% improvement in Five Essentials Supportive Environment (academic personalism) Increased Literacy and Math attainment and improved Five Essentials Ambitious Instruction,Collaborative Teachers, Supportive Environment (Academic Press)

Tags:
Rigorous tasks, Student attainment, Academic press

Area(s) of focus:
1, 2, 3

Action step	Responsible	Timeframe	Status
Provide professional development and ongoing feedback on critical components of reading block including: Interactive Read alouds, Math Talks, Math MIU's, Workshop model, rigorous IB tasks with scored student samples.	Administrators IB coordinator Teachers	Aug 27, 2018 to Jun 21, 2019	Not started

Instructional Coaching, Professional development, Peer observation, Classroom observations, 1 guided reading, Guided math

Create a portfolio of rigorous task and inquiry based activities.	IB coordinator Grade Level Chairs	Jun 1, 2018 to Aug 20, 2018	Not started

Rigorous tasks, Ib, Inquiry based learning

Implement "Talks" and increase the levels of questioning in math, science, and ELA classrooms where students engage in rigorous discussion around content standards.	IB coordinator Classroom Teachers	Sep 4, 2018 to Jun 19, 2019	Not started

Rigour, Ib, Student discourse, Classroom discussions

Post IB command terms in all IB MYP classrooms and engage students in discussions on different levels of rigor.	IB coordinator IB MYP Teachers	Sep 4, 2018 to Jun 21, 2019	Not started

Ib, Rigor

Introduce Cognitive Demand and Equity (Summit Resources) to all staff through professional development.	Tanya Bateson & Victoria Perry,	Oct 8, 2018 to Oct 12, 2018	Completed

Cognitive demand, Equity

Peer observations of classrooms with a focus on productive struggle	ILT, TCT	Nov 5, 2018 to Jun 10, 2019	On-Track

Strategy 3

If we do...	...then we see...	...which leads to...
Utilize multiple common assessment types (formative and summative) based on the CCSS, for grades K-8 literacy and mathematics, to measure learning progress (ex. reteaching and checking for understanding) during the instructional cycle.	teachers using assessments that measure student learning and monitor student progress toward mastery of CCSS, as well as teachers making informed instructional adjustments and academic support for all students	Increased student mastery of standards, higher literacy and mathematics attainment levels on NWEA in grades 3-8 by 5% per year (Reading 28% to 33%; Math (23% to 28%) and 60% at or above benchmark in grades K-2 TRC, as well as improved 5Essential scores in Ambitious Instruction, Collaborative Teachers, and Supportive Environment

Tags:
Assessment, Ccss, Progress monitoring, Balanced grading and assessment, Balanced assessment, Multiple measures for screening, diagnosing, and progress monitoring, Common assessment, Academic support, Ccss literacy, Ccss mathematics

Area(s) of focus:
1, 2, 3

Action step	Responsible	Timeframe	Status
Identify data and tools to inform how assessments are modified for DLs, ELs, as well as Tier 2 and Tier 3 students	All Teachers	Jun 18, 2018 to Aug 17, 2018	Not started

Assessment, Data analysis, Data driven culture, Assessment tools

Identify and use common assessments and/or rubrics used to determine mastery of learning objectives and gauge student progress. Building common assessment with grade levels or content areas	Teachers	Aug 27, 2018 to May 31, 2019	Not started

Rubrics, Backwards design, Mastery, Learning targets, Common language, Common assessment, Skill mastery, Ib myp rubrics

Develop schoolwide assessment plan that includes classroom, district, and state assessments	Teachers Administrators ILT	May 14, 2018 to Aug 18, 2018	On-Track

Assessment, Assessment plan

Utilize professional readings to learn what meaningful and effective student feedback is and how teachers and students provide feedback to improve learning	Teachers	Aug 20, 2018 to Jun 30, 2019	Not started

Professional development, Student feedback, Professional reading, Allocations of funds for purchasing materials for instruction and professional development, Effective feedback

Create and/or update units to ensure the formative learning cycle is embedded (model and explain, guided practice, performance of understanding, formative assessment and feedback) and leads to improved performance	Teachers	Jul 1, 2018 to Jun 30, 2019	Not started

Cycle of inquiry, Learning target, Student performance, Modeling, Formative assessments, benchmarks, Formative feedback, Guided practice, Cycle of learning, Student learning and achievement

Review and update school's grading policy; a grading system that accurately and consistently communicates learning progress to students and families	Teachers Administrator	Jun 10, 2018 to Aug 31, 2018	Not started

Communication, Grading policy, Common language, Parent communication

Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district assessments with other formative assessments to prove a more comprehensive picture of student learning	Teachers IB Coordinator	Aug 27, 2018 to Jun 30, 2020	Not started

Assessments, Student learning, Multi-tiered support systems, Multiple measures for screening, diagnosing, and progress monitoring, Formative assessments

Provide teacher professional development to deepen understanding and improve practice of REACH 1d and 3d	Administrators Teachers	Aug 27, 2018 to Nov 30, 2018	Not started

Professional development, Assessments, Assessment design

Conduct learning walks to observe student assessment protocols	Administrators Teachers IB Coordinator	Sep 17, 2018 to Jun 30, 2019	Not started

Teacher feedback, Learning walks, Assessment protocols

| Purchase Mastery Connect to develop and/or upload common assessments and track student mastery of standards. | Principal | Jul 1, 2018 to Aug 4, 2018 | Postponed |

Academic, Common assessment, Student mastery

| Utilize Mastery Connects immersion approach to professional development, webinars, and the virtual coaching to get the maximum use tool to create common assessments and tracking data. | Teachers | Jun 30, 2020 to Jun 30, 2020 | Not started |

Professional development, Data tracking, Common assessments, Virtual coaching, Webinars

| IB-MYP GRADING SY19 Grade Level Meetings and PD for grades 6-8 will focus on the standardization of IB summative assessment using IB rubrics. Social Studies, Reading, Math, and Science will share student samples for standardization during grade levels on a rotating basis. | IB Coordinator IB MYP teachers | Aug 27, 2018 to Jun 30, 2019 | Not started |

Summative assessment, Analyze student work, Looking at student work, Ib-myp, Ib assessment policy

Action Plan

Strategy 1

ON-TRACK   Develop a school wide robust system and protocols that can be shared and managed across DePriest using EOY data"

Aug 27, 2018 to Nov 02, 2018 - Administrators Case Manager IB coordinator School Counselor

Status history

May 14

ON-TRACK   May 14, 2018
Evidence
completed document in google drive

NOT STARTED   provide professional development from our MTSS team for our teachers and ESP's during teacher institute day"

Aug 27, 2018 to Aug 31, 2018 - Administrators Case manager IB coordinator

Status history

May 14

NOT STARTED   May 14, 2018
Evidence
Presentation, sign in sheet, Planning documents, MTSS protocols

COMPLETED   Select and implement school - wide research based Tier II interventions"

Jun 01, 2018 to Jun 22, 2018 - Grade Level chairs, Administration

Status history

May 14

COMPLETED   May 14, 2018
Evidence
Agendas, notes, and final selections

COMPLETED Identify and build teacher leader capacity within each grade level to lead and monitor MTSS practices"

Jun 18, 2018 to Jun 22, 2018 - Administrators, MTSS Lead, Teachers

Status history

May 14

COMPLETED May 14, 2018
Evidence
Meeting Agendas, notes, professional development opportunities, MTSS online tool

ON-TRACK
Create opportunities for Tier III supports before, during (MYB lunch buddy), and after school"

Sep 24, 2018 to May 27, 2019 - Assistant Principal MTSS Lead

Status history

21. May   4. Jun   18. Jun   2. Jul   16. Jul   30. Jul   13. Aug   27. Aug

ON-TRACK
Sep 05, 2018
Evidence
Staff met within the Sustainable Schools Community meeting to elicit ideas and strategies for implementing programming that is inclusive of our DL population of students.

ON-TRACK
Aug 29, 2018
Evidence
Staff met to discuss via conference call the procedures and practices to begin the "best buddies" program at DePriest. There were a total of 11 educators involved in the conference call. The staff was charged with creating a standing communicative bulletin board where the school community can go to retrieve information on the Best Buddies program.

NOT STARTED May 14, 2018
Evidence
MTSS tool, Communication to parents, Student groups, schedule

ON-TRACK
Track and monitor PLP students to decrease the number of students off track"

Aug 31, 2018 to Jun 14, 2019 - School Counselor IB Coordinator Dean of Students

Status history

21. May   4. Jun   18. Jun   2. Jul   16. Jul   30. Jul   13. Aug   27. Aug   10. Sep

ON-TRACK
Sep 11, 2018
Evidence
The Behavioral Health Team met to discuss protocols and procedures for referrals. They also met and discussed the roles and responsibilities of each member on the team. The Social Worker, Dean of Students, and School Counselor have identified and met with students PLP students.

NOT STARTED May 14, 2018
Evidence
PLP plans, dashboard data - off track

NOT STARTED Create opportunities for parents to access online systems during curriculum night, open house or parent-teacher conferences."

Sep 17, 2018 to Jun 12, 2019 - Teachers

Status history

May 14

NOT STARTED | May 14, 2018
Evidence
Parent usage reports

ON-TRACK | Create a MTSS and BHT Team that meets regularly to look for trends in the data received."

Sep 04, 2018 to Sep 24, 2018 - MTSS Leads, BHT Leads

Status history

COMPLETED | Develop and separate the duties of the MTSS and BHT Teams"

Aug 27, 2018 to Aug 31, 2018 - Administrators, BHT & MTSS Team

Status history

COMPLETED | Build time in the master schedule to allow for supports for tier 1 and interventions to occur during the day."

Jul 02, 2018 to Aug 24, 2018 - Administrators

Status history

COMPLETED | Hire additional DL Teachers to support tier 1 instruction through inclusion."

Aug 06, 2018 to Aug 24, 2018 - Administrators

Status history

COMPLETED | Create and introduce a focused Intervention and enrichment NWEA Learning Continuum using the instructional ladders."

Oct 22, 2018 to Oct 26, 2018 - Administrators

Status history

Strategy 2

NOT STARTED

Provide professional development and ongoing feedback on critical components of reading block including: Interactive Read alouds, Math Talks, Math MIU's, Workshop model, rigorous IB tasks with scored student samples."

Aug 27, 2018 to Jun 21, 2019 - Administrators IB coordinator Teachers

Status history

May 14

NOT STARTED | May 14, 2018
Evidence
Agendas, Completed Guided Reading Implementation tools, REACH Formal observations

NOT STARTED | Create a portfolio of rigorous task and inquiry based activities."

Jun 01, 2018 to Aug 20, 2018 - IB coordinator Grade Level Chairs

Status history

May 14

NOT STARTED | May 14, 2018
Evidence
Google Drive Folder with Leveled Tasks for all grade levels.

NOT STARTED

Implement "Talks" and increase the levels of questioning in math, science, and ELA classrooms where students engage in rigorous discussion around content standards."

Sep 04, 2018 to Jun 19, 2019 - IB coordinator Classroom Teachers

Status history

May 14

NOT STARTED | May 14, 2018
Evidence
Rubrics of Talks for Math, Science, & ELA

NOT STARTED | Post IB command terms in all IB MYP classrooms and engage students in discussions on different levels of rigor."

Sep 04, 2018 to Jun 21, 2019 - IB coordinator IB MYP Teachers

Status history

May 14

NOT STARTED | May 14, 2018
Evidence
Grade level Agendas, Student discourse during observations, posted command terms

COMPLETED | Introduce Cognitive Demand and Equity (Summit Resources) to all staff through professional development."

Oct 08, 2018 to Oct 12, 2018 - Tanya Bateson & Victoria Perry,

Status history

ON-TRACK | Peer observations of classrooms with a focus on productive struggle"

Nov 05, 2018 to Jun 10, 2019 - ILT, TCT

Status history

Strategy 3

NOT STARTED | Identify data and tools to inform how assessments are modified for DLs, ELs, as well as Tier 2 and Tier 3 students"

Jun 18, 2018 to Aug 17, 2018 - All Teachers

Status history

May 14

NOT STARTED	May 14, 2018

Evidence

NOT STARTED

Identify and use common assessments and/or rubrics used to determine mastery of learning objectives and gauge student progress. Building common assessment with grade levels or content areas"

Aug 27, 2018 to May 31, 2019 - Teachers

Status history

May 14

NOT STARTED	May 14, 2018

Evidence

-teacher created scope and sequence -school assessment plan

ON-TRACK

Develop schoolwide assessment plan that includes classroom, district, and state assessments"

May 14, 2018 to Aug 18, 2018 - Teachers Administrators ILT

Status history

May ... May 16   May 18   May 20   May 22   May 24   May 26   May 28   May 30   Jun 1   Jun 3   Jun 5   Jun 7   Jun 9   Jun 11   Jun 13   Jun 15   Jun 17   Jun 19

ON-TRACK

Jun 20, 2018

Evidence

Teachers met and discussed the school - wide assessment plan which will now include BOY NWEA testing. This will be the first time that DePriest will start the year with BOY NWEA testing.

NOT STARTED	May 14, 2018

Evidence

-School assessment calendar

NOT STARTED

Utilize professional readings to learn what meaningful and effective student feedback is and how teachers and students provide feedback to improve learning"

Aug 20, 2018 to Jun 30, 2019 - Teachers

Status history

May 14

NOT STARTED	May 14, 2018

Evidence

NOT STARTED

Create and/or update units to ensure the formative learning cycle is embedded (model and explain, guided practice, performance of understanding, formative assessment and feedback) and leads to improved performance"

Jul 01, 2018 to Jun 30, 2019 - Teachers

Status history

May 14

NOT STARTED	May 14, 2018

Evidence

NOT STARTED

Review and update school's grading policy; a grading system that accurately and consistently communicates learning progress to students and families"

Jun 10, 2018 to Aug 31, 2018 - Teachers Administrator

Status history

May 14

NOT STARTED

May 14, 2018
Evidence
-school's grading policy -examples of gradebooks -grade distribution reports (course success rates)

NOT STARTED

Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district assessments with other formative assessments to prove a more comprehensive picture of student learning"

Aug 27, 2018 to Jun 30, 2020 - Teachers IB Coordinator

Status history

May 14

NOT STARTED

May 14, 2018
Evidence
-variety of teacher created/selected assessments -unit and lesson plans with formative and summative assessments embedded in a long term plan -school assessment calendar -evidence of assessment data analysis for the purpose of planning -SQRP Attainment and Growth data

NOT STARTED   Provide teacher professional development to deepen understanding and improve practice of REACH 1d and 3d"

Aug 27, 2018 to Nov 30, 2018 - Administrators Teachers

Status history

May 14

NOT STARTED   May 14, 2018
Evidence
-increased REACH ratings in 1d and 3d -PD agendas -PD surveys

NOT STARTED   Conduct learning walks to observe student assessment protocols"

Sep 17, 2018 to Jun 30, 2019 - Administrators Teachers IB Coordinator

Status history

May 14

NOT STARTED   May 14, 2018
Evidence
-informal observation notes and feedback to teachers

POSTPONED

Purchase Mastery Connect to develop and/or upload common assessments and track student mastery of standards."

Jul 01, 2018 to Aug 04, 2018 - Principal

Status history

| 14. May | 21. May | 28. May | 4. Jun | 11. Jun | 18. Jun | 25. Jun | 2. Jul | 9. Jul | 16. Jul | 23. Jul | 30. Jul | 6. Aug | 13. Aug | 20. Aug |

POSTPONED
Aug 20, 2018

Problem

Assistant Principal Perry tried to generate a purchase order to pay for Mastery Connect. The PO was denied because Mastery Connect was not a vendor any longer. The board is rectifying this issue and there should be resolve soon. This has been communicated to the school community.

Root Cause

The PO was denied because Mastery Connect was not a vendor any longer.

Next steps

1. Wait for the board to approve and clear Mastery Connect as a vendor.

2. Generate a purchase order to pay for Mastery Connect

3. Roll out Mastery Connect through grade level meetings to staff.

NOT STARTED   May 14, 2018
Evidence
-purchase order

NOT STARTED

Utilize Mastery Connects immersion approach to professional development, webinars, and the virtual coaching to get the maximum use tool to create common assessments and tracking data."

Jun 30, 2020 to Jun 30, 2020 - Teachers

Status history

May 14

NOT STARTED   May 14, 2018
Evidence
-agendas -sign in sheets -common assessments

NOT STARTED

IB-MYP GRADING SY19 Grade Level Meetings and PD for grades 6-8 will focus on the standardization of IB summative assessment using IB rubrics. Social Studies, Reading, Math, and Science will share student samples for standardization during grade levels on a rotating basis."

Aug 27, 2018 to Jun 30, 2019 - IB Coordinator IB MYP teachers

Status history

May 14

NOT STARTED   May 14, 2018
Evidence
-agendas -action items -scored student work samples uploaded to google drive -learning walk feeback

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.

ESSA Program

◉ ESSA 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.

○ ESSA 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

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy   Complete

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

> The Principal holds an annual Title I Informational Meeting. After that meeting, the Parent Advisory Council hosts an Annual Organizational Meeting to select officers for the current school year and create/approve the parent involvement budget. The PAC meets regularly throughout the school year and administration attends those meetings.During the CIWP process, parents are invited to join the CIWP team, meetings are scheduled and parents participate in the drafting and development of the school improvement plan. The parents also review and revise the NCLB and Title I school parental involvement plan and policy.

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

> The Title 1 Annual meeting will be held on September 25, 2018 at 7:45 am in the Library. The Title I PAC Organizational Meeting will be held on September 25, 2018 at 8:45 am in the Library. The Title I PAC chairperson will schedule monthly NCLB Title I PAC meetings with topics of discussion and/or professional developments related to the interests/needs of parents/guardians.

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

> Parents/Guardians will be provided with information regarding DePriest's curriculum, academic assessment, and proficiency levels via school newsletters, website, parent workshops, promotion policy letter, teacher-parent conferences, quarter report cards, parental notices, parent portal, Blackboard Messaging (emails, texts), open houses, Curriculum Night and the DePriest School website.

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

> Parents/Guardians will be notified, on a regular basis, of their child(ren's) academic progress. State assessments (individual score report) and NWEA data will be distributed to parents/guardians as soon as they become available to the school. DIBELS and ACCESS reports will also be sent home for parents during quarterly report card distribution dates.

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.

> Parents/Guardians will receive letter notifications that will indicate their child(ren's) teacher(s) have/has a not "highly qualified" status of their credentials in accordance with Title I regulations.

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

All information regarding state academic standards and assessments will be disseminated to parents through scheduled meetings and workshops. The DePriest School website will link to the Chicago Public School and the Illiniois State Board of Education websites where parents will gain access to specific information regarding state standards and assessments. Parent training on the use of the Parent Portal and assessment guidelines will continue to be a focus in order to provide support for our parents/guardians in regard to the progress monitoring of their child(ren)'s academic standing. Through annual school-wide events, such as "Curriculum Night" and other family night events, parents and teachers will collaborate on how to create a culture of high academic standards and learning, both at home and school.

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

Throughout the academic year, parents/guardians will participate in workshops and training's that will provide them with information regarding our IB curriculum, how we support Diverse Learners, parent workshops as requested by the PAC and other informational sessions as needed to maintain a healthy home-school partnership. Information regarding educational resources will be readily available to parents/guardians through our school website and newsletters.

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

School staff will use the DePriest websites and newsletters to communicate with parents. In addition, we will use the Erikson Parent Cafe groups to support parent involvement as well as the PAC and LSC. Parent Cafe, Curriculum Nights, Student Led Conferences and other school events will be used as opportunities to further develop our home-school partnership. Teachers will maintain ongoing contact with parents through email, phone calls and face to face meetings.

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

DePriest School will offer two scheduled prospective parent open house events (fall, spring) for prospective parents/guardians to attend. DePriest will conduct individual parent school tours, upon request, throughout the year. Information regarding DePriest programs and registration for early childhood (prekindergarten/ kindergarten) will be disseminated to families during these events. In addition, a fall "Curriculum Night" event will be held at DePriest to inform parents of the classroom curriculum for the year. Teachers and parents will formulate a working partnership to work in tandem toward targeted student academic goals. The DePriest website will also provide parents/guardians with useful academic resources, current school information, curriculum guidelines, and enrollment procedures.

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

Our Title I Annual Meeting will be on Tuesday, September 25, 2018 at 7:45am and our Title I PAC Organizational Meeting will be on Tuesday, September 25, 2018 at 8:45am. Parents/Guardians receive monthly school newsletters with scheduled activities/events/meetings and current information (access to the school website as well). In addition, flyers with pertinent school information will be distributed, as appropriate, throughout the academic year for attendance in various events . All newsletters, flyers, and school/community information will be distributed in both English and Spanish.

Policy Implementation Activities

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

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

☑
The school will coordinate the parent and family engagement programs identified in the CIWP.

☑
The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.

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

n/a

School-Parent Compact   Complete

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

> DePriest is 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.

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.

> DePriest School will hold 2 Parent-Teacher Conferences in November, 2018 and April 2019 and again in November 2019 and April 2020. In addition, DePriest School will hold one Curriculum Night event in September 2018. All middle school students will be assigned a teacher high school engagement coach. These teachers, along with the school counselor will hold one on one conferences with parents/guardians to guide them through the highs school application process.

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

> Faculty communicates with families regarding student academic progress via notes/letters, telephone calls, email, parent portal, parent meetings, and teacher-parent conferences. Faculty frequently provides families with assessment reports, mid-quarter reports, and report cards. Teachers maintain a parent communication log to document all parental communications throughout the year.

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

> Parents/Guardians will have access to faculty members via student agendas, telephone, email, notices/letters, parent portal, school website as well as face to face meetings to maintain consistent communication regarding student performance, academic achievement, absences/tardies, concerns and/or questions, and enrichment opportunities throughout the year.

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

> Parents/Guardians are welcome to volunteer or observe in their child(ren's) classroom(s) upon request and with CPS approval. Our parent groups (PAC,LSC), offer our parents/guardians many opportunities to get involved or participate in school-sponsored activities/events and meetings throughout the academic year.

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

> Parents/Guardians will support their child(ren's) learning by monitoring their child(ren's) grades, attendance and tardies via the Parent Portal. Student agenda communication and homework folders will be utilized to ensure completion of daily homework assignments via parent signatures. Parents/Guardians will be encouraged to maintain consistent communication with faculty by viewing current school information via newsletters, school web-site, and attendance at monthly parent meetings.

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

> Parents/Guardians will participate in decisions related to the education of their child(ren) via our parent groups (PAC,LSC) during monthly meetings or on an individual basis with faculty and the administration. Parents/guardians on the Local School Council will continue to collaborate with the administration, community members, and faculty regarding policies regarding student academic progress and achievement. The Friends of Robert Emmet (FORES) group will consult with the administration, parents, and community to discuss fundraising opportunities that will help to meet the educational needs of DePriest students.

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).

> Students will share the responsibility for improved academic achievement by adhering to the school rules: Engage, Believe, Succeed. Students will exemplify the monthly International Baccalaureate Learner Profile that will be studied school-wide throughout the year. Students will maintain attendance above 95%, make education their number
> one priority, be the best that they can be, and achieve at their highest level. Student Council will support decision making as it relates to areas of focus within their work.

Parent Budget   Complete

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

> DePriest aims to empower parents with the tools needed to help their children exceed their goals.

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

Account(s)	Description	Allocation

**51130,
52130** — **Teacher Presenter/ESP Extended Day**
For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.

$ 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.

$ 200 .00

53205 — **Refreshments**
Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.

$ 900 .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)

$ Amount .00

54505 — **Admission and Registration Fees, Subscriptions and memberships**
For Parents use only.

$ 2000 .00

<p>54205</p> **Travel**
Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.

$ Amount .00

<p>54565</p> **Reimbursements**
Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.

$ 339 .00

<p>53510</p> **Postage**
Must be used for parent and family engagement 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