

Oscar DePriest Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Latasha Geverola	Principal	lmgeverola@cps.edu	Has access
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Sana Ansari	Network Instructional Support Lead	sansari@cps.edu	Has access
Morris Shanyah	Middle School Student		No Access

Team Meetings

Date	Participants	Topic
01/07/2020	Geverola, Billups, Neuman, Burns, Chavis, Box, Johnson, Vinson, Holt, Mauk, H. Patterson	Math Vision: Leadership for Continuous Improvement (GLT)
01/13/2020	Geverola, Perry, Ansari, Bateson, Nunn, Tillman	Leadership for Continuous Improvement (ILT)
01/17/2020	Geverola, Yolich, McBroom, A. Patterson, Bateson, Reynolds, P. Patterson, 8th Grade student body	Town Hall: Curriculum & Instruction

Date	Participants	Topic
01/21/2020	Geverola, Billups, Neuman, Burns, Chavis, Johnson, Salach, Marshall, Nunn, Watkins	Math Vision: Leadership for Continuous Improvement (GLT)
02/03/2020	Geverola, Perry, Tillman, Williams	Data Review to identify critical areas of need
02/04/2020	Geverola, Perry, Chavis, Berry, Billups, Burns, Callen, Biedron, Marshall, Watkins, Nunn, P. Patterson	Critical Areas of Need
02/10/2020	Geverola, Perry, Yolich, Bateson, Tillman, Nunn	Critical Areas of Need Synthesis/ Data Review
02/24/2020	Perry, Nunn, Ansari, Tillman	Root Cause Analysis Part 1
03/09/2020	Geverola, Perry, Tillman, Bateson, Ansari, Nunn, Mcbroom	% Why Protocol: Primary grades K-2nd literacy low attainment
03/24/2020	Geverola, Perry, GLT (teachers)	Theory of Action (Attendance)
03/02/2020	Geverola, Perry, Anasari	Theory of Action (Math Attainment)
03/09/2020	Geverola, Perry, Anasari	Theory of Action (Primary Literacy)
03/23/2020	Geverola, Perry, Anasari, Yolich, Bateson, Tillman, Williams, Nunn	Finalized Theories of Action
04/26/2020	Geverola, Wade, Pittman, Velazquez, Walker, Coulter	Parent and Family Planning
05/04/2020	Geverola, Wade, Walker, Coulter	Draft Goals and budget Allocations
05/06/2020	Geverola, Perry, Wade, Coulter, Pittman, Walker	Final goals and budget allocations
05/13/2020	Geverola, Mrs. Green (LSC Chair), Ms. Johnson (LSC Parent), Ms. Ford (LSC Parent), Mr. Jones (LSC Non - Teacher Rep.), Mrs. Billups (LSC Teacher Rep), Ms. Holmes (LSC Teacher Rep), Ms. Saldana (LSC Community Rep)	Presentation of the final ciwp and the FY21 Budget alignment

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

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

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language

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

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

- 1 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:**
- 3 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:**

Quality and Character of School Life

- 3 - Relational Trust
 - 2 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:**
- 1 - Student Voice, Engagement, and Civic Life
 - 2 Study politics
 - 1 Become informed voters and participants in the electoral process
 - 2 Engage in discussions about current and controversial issues
 - 2 Explore their identities and beliefs (REQUIRED: OSEL)

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

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

Goals

Areas of critical need and root cause analysis

Area of Critical Need 1	Primary grades K-2nd literacy low attainment
Root Cause 1	Lack of shared understanding of balanced literacy and resistance to change; vertical planning is not valued or practiced
Area of Critical Need 2	Math attainment in grades 3-5
Root Cause 2	There is lack of vertical planning and is not a focus in ILT or PPLC
Area of Critical Need 3	Literacy growth among students who are identified as diverse learners
Root Cause 3	Lack of a variety of co-teaching methods utilized in classrooms. Lack of access of Diverse Learners to differentiated grade level instruction.

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

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

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Attainment G2 (Reading) We chose primary literacy because it is the foundation for learning and critical to overall success in the later grades. There is a 20 point gap between the male and female students as well.	Overall		33.00	40.00
	Female		18.00	27.00
Vision: NWEA Attainment G2-8 (Math) Students must master the standards and math foundations at each level in order to achieve success in the current grade level. We must increase the number of students achieving attainment at the primary levels through middle school.	Male		28.00	35.00
	Students with IEPs		9.00	15.00
Vision: Attendance Rate We chose the attendance metric because student attendance is below the 95% goal, especially amongst students with IEPs and our male students.	Students with IEPs		94.00	95.00
	Male		94.50	95.00
Vision: NWEA Growth G3-8 (Math) It is vital that students attain a year or more growth in instruction to close the achievement gap and increase attainment.	Overall		52.00	57.00
	Male			
	Overall		57.00	60.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
<p>Vision: NWEA Growth G3-8 (Reading)</p> <p>It is vital that students attain a year or more growth in instruction to close the achievement gap and increase attainment. There is also a significant gap between Gen Ed and Students with IEPs in achieving the expected levels of growth, the goal is to lower that gap.</p>	Students with IEPs		46.00	51.00

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<p>My Voice, My School 5 Essentials Survey The goal is to maintain the rating of Well Organized for improvement, by increasing Involved Families from Neutral to Strong, increasing Effective Leaders, Collaborative Teachers and Supportive Environment from Strong to Very Strong, and maintaining the area of Ambitious Instruction at Very Strong.</p>				5.00	5.00

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	Provide job embedded professional learning to teachers on common core aligned math instruction for remote and in- person learning to build shared understanding of best practice and effective planning which includes systems and structures for collaboration and progress monitoring of math instruction
Then we see...	Instructional plans that address the major components of the math instructional block (virtual and in - person), math instruction that reflect best practices and higher levels of student engagement, and deepened collaboration among teachers around math instruction

which leads to...	Higher levels of student engagement (remote and in - person) in math and an increase of math attainment in grades 3-5 by 10 points from the 10th percentile to the 20th percentile.
Budget Description	<p>In order to successfully embed professional learning with fidelity, we must secure strong substitute teachers that will be flexible and in regular attendance. This will require creating a bucket to pay substitute teachers. The use of the substitute teachers would allow the teams to plan during the day, observe one another and provide feedback, and essentially create an environment where we demonstrate our ability to develop a professional learning community. We will enact learning cycles where teachers will video one another and use the videos to discuss instructional strategies and implementation of those strategies as well as how the translation of the teaching impacts student learning. Creating a substitute bucket funded from 115 (local) funds will allow me to secure substitutes to cover for teachers when they attend training outside of the school as well as inside. I plan to add funds to the professional development line for teachers to attend co - teaching training and more robust training on math instructional practices. The creation of an extended - day teacher bucket will be needed to allow for regular planning sessions outside of the mandated once a week grade level meeting.</p>
Tags	Instruction, Teacher Leader Development & Innovation: Distributed Leadership
Action steps	<ul style="list-style-type: none"> • (Not started) Review Math data for SY20 (MOY and EOY) and 3 years of historical data with admin team and ILT to identify trends and inform PD plan Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness • (Not started) Engage in math classroom observations with ILT to identify teacher needs Tags:Instruction • (Not started) Identify teacher needs Tags:Instruction, Teacher Leader Development & Innovation: Distributed Leadership • (Not started) Develop PD plan for SY 21 with ILT Tags:Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams • (Not started) Identify Grade Level Leads Tags:Teacher Leader Development & Innovation: Distributed Leadership • (Not started) Implement a cycle of learning in Grade level Teams that includes analyzing assessments, planning, and looking at student work Tags:Instruction, Teacher Leader Development & Innovation: Teacher Teams

	<ul style="list-style-type: none"> • (Not started) Implement peer observation cycles Tags:Instruction, Teacher Leader Development & Innovation: Teacher Teams • (Not started) Visit classrooms bi-weekly and provide feedback to teachers on their progress Tags:Instruction • (Not started) Develop coaching plan for teachers with ILT Tags:Instruction
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Strategy 2

If we do...	We build the capacity of teacher leaders to lead teams, and implement cycles of learning
Then we see...	Increased collaboration with instructional planning, peer observation and problem solving and stronger instructional coherence within and across grade levels.
which leads to...	More effective instructional practice, higher levels of student engagement in math and increase of math attainment in grades 3-5 by 10 points from the 10th percentile to the 20th percentile
Budget Description	Development of teacher leaders require a combination of professional development and coaching. The professional development will consist of Administrator led and outside vendor led opportunities. Through the creation of a budget line for teachers to attend training (fund 115) to leverage their leadership capacities, administrators will be able to better coach and continue to diversify leadership capabilities across the school. Utilizing professional readings and training's such as: Data Wise, Leading in Sync, and a school level membership to ASCD will enable the leadership team to strengthen their abilities to share the workload and commitment to increasing student outcomes. When planning to build teacher capacity, professional readings lend an avenue that communicates the expectations of the role that teachers will have. Also, creating small stipends of \$500 per semester, per teacher leader, as an offering to teacher leaders while they develop professionally, plan from data, and lead grade levels and/or professional development will offer an incentive for quality work.
Tags	Instruction, Teacher Leader Development & Innovation: Distributed Leadership
Action steps	<ul style="list-style-type: none"> • (Not started) Identify potential teacher leaders based on classroom observations Tags:Teacher Leader Development & Innovation: Distributed Leadership • (Not started) Create 2 year PD plan for teacher leaders (to build capacity to lead teams in SY21) Tags:Instruction, Teacher Leader Development & Innovation: Teacher Teams

	<ul style="list-style-type: none"> (Not started) Implement Quarterly Professional development on teacher leadership, adult learning, and coaching practices <p>Tags: Instruction, Teacher Leader Development & Innovation: Distributed Leadership</p>
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Strategy 3

If we do...	Identify a common set of curricular resources, and provide job embedded professional learning on balanced literacy which includes cycles of learning and workshop professional development, and structures for progress monitoring instruction
Then we see...	Instructional plans that address the major components of the balanced literacy framework, stronger fidelity of implementation and progress monitoring of P-2 assessments, literacy instruction that reflects best practices and higher levels of student engagement, and deepened collaboration among teachers around literacy instruction
which leads to...	Higher levels of student engagement in literacy and resulting in 50% of K-2 students meeting or exceeding the Amplify Reading TRC literacy performance levels (increasing by 10%-20% in each grade level).
Budget Description	With the support of the Literacy department at CPS, and our partner vendor, Erikson, we have identified a new reading and writing curriculum that we would like to launch in grades K - 5. This alignment of instructional resources and materials will allow for a common understanding of what our balanced literacy block looks like. It will allow all students in primary and intermediate to engage with the same format for all of the balanced literacy components. Ordering and securing the teaching materials would require funds from 332. Professional development for teachers on the new curriculum would be paid for out of a budget line in 115. Utilizing our partnership with the Erikson Institute, we will create a joint progress monitoring tool that will be used between administrators and the partner, Erikson. The partnership provides two on - site coaches that work with teachers in primary grades PK- 2. We will continue to pay for this partnership utilizing our funds from the IL Empowered Grant (367). Teachers will continue to collaborate during grade level meetings and meetings after school twice a month with our the Erikson coaches. This professional learning would require a bucket for extended day. twice a month for six months (October, November, January, February, March, and May.
Tags	Instruction, CIDL: Curriculum, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction
Action steps	<ul style="list-style-type: none"> (Not started) Review Literacy data for SY20 (MOY and EOY) and 3 years of historical data (includes observation data from Erikson) with admin team and ILT to identify trends and inform PD plan <p>Tags: Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</p>

- (Not started) Engage in primary literacy observations with ILT to identify teacher needs

Tags:Instruction, Literacy: Key Practice #4-Authentic Learning Experiences

- (Not started) Develop and administer P-2 teacher survey to assess needs and current state of P-2 instruction

Tags:Curriculum, Instruction, Teacher Leader Development & Innovation: Distributed Leadership

- (Not started) Identify common P-2 curriculum

Tags:Curriculum, Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction

- (Not started) Identify teacher needs

Tags:Curriculum, Instruction, Teacher Leader Development & Innovation: Teacher Teams

- (Not started) Develop PD plan for SY 21 with ILT

Tags:Curriculum, Instruction, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams

- (Not started) Identify Primary Grade Level Leads

Tags:Teacher Leader Development & Innovation: Distributed Leadership

- (Not started) Implement a cycle of learning in Grade level Teams that includes analyzing assessments, planning, and looking at student work

Tags:Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Literacy: Shift 2-Leveraging Data to Close Gaps

- (Not started) Implement peer observation cycles

Tags:Instruction

- (Not started) Visit classrooms bi-weekly and provide feedback to teachers on their progress

Tags:Instruction, Teacher Leader Development & Innovation: Distributed Leadership

- (Not started) Develop coaching plan for P-2 teachers with ILT and teacher leaders

Tags:Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: New Teachers

Strategy 4

If we do...	Develop systems and structures (remote and in - person) to engage students and increase parent engagement and communication
Then we see...	Increased parent engagement, stronger collaboration with parents, stronger relationships between teachers and students, and positive classroom environments with higher levels of student engagement
which leads to...	Increased average daily attendance rates by 1% from 94.5% to 95.5%.
Budget Description	An attendance coordinator to manage the day to day functions (calls home, logging daily tardies, logging attendance for absent teachers, logging attendance notes, and home visits). The attendance coordinator will also hold truancy meetings with families in need, to identify potential supports. Additional needs are for signage and messaging school wide expectations, student attendance incentives (including field trips and school wide activities). Printing and postage costs for parent communications for families without electronic access. A bucket established for the Student Engagement/Attendance team to meet regularly to support the needs of students and families that are chronically absent, truant, or tardy, as well as developing quarterly attendance incentives.
Tags	Student Voice, Engagement, and Civic Life, FACE2: Parent Engagement
Action steps	<ul style="list-style-type: none"> • (Not started) ILT will review attendance trends, data from SY20 and feedback from teachers to develop an attendance plan in four major areas (classroom environment, parent engagement, student engagement, and school wide systems and structures). Tags:OSSE: Attendance & Truancy • (Not started) Develop parent communication plan Tags:FACE2: Parent Engagement, OSSE: Attendance & Truancy • (Not started) Develop Extended Learning Plan for Parents (which includes wrap around services) Tags:FACE2: Parent Engagement, ODLSS: Parent Involvement Specialists, OSSE: Attendance & Truancy • (Not started) Pre-K parent orientation: includes importance of ADA for student academic development Tags:FACE2: Parent Engagement

	<ul style="list-style-type: none"> (Not started) Parent orientation: includes importance of ADA for student academic development Tags:FACE2: Parent Engagement, Teacher Leader Development & Innovation: Distributed Leadership (Not started) Develop plan to create morning routine and develop executive functioning for students Tags:Instruction, MTSS, OSCPA: Postsecondary Pathway Advising & Planning (Not started) Stoplighting attendance data in ILT and plan for next steps Tags:OSSE: Attendance & Truancy (On-Track) Develop a document to share best practices for classrooms to support attendance Tags:OSSE: Attendance & Truancy, Teacher Leader Development & Innovation: Distributed Leadership (Not started) Create a Student Voice Committee (roles, meeting dates, expectations, representative of student body) Tags:Student Voice, Engagement, and Civic Life
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Strategy 5

If we do...	Create structures and systems for stronger collaboration and planning between DL teachers and General Ed teachers with a strong emphasis on access to grade level instruction and differentiation
Then we see...	Varied co-teaching models, use of goal book in IEP writing and reflected in instructional plans, stronger collaboration and co-planning among teachers, deeper student engagement with grade level work, and appropriately differentiated instruction
which leads to...	Increase in the percentage of Diverse Learners achieving their expected growth targets from 25% to 37% in literacy.
Budget Description	Our current structures allow for teachers in the general education classes meet with diverse learner teachers once a week during grade level meetings. Meeting once a week with multiple grades does not allow for deep discussion on specific grade level content for each grade level. Summer planning is needed for teachers to be able to meet and engage with one another around unit and lesson plans (\$43.39/hr x 4/hr a month= 173.56 x 5 months= 867.80pp x 11 people= \$9,545.80. Teacher teams will enhance their co - teaching abilities by attending professional development offered by the Bureau of Education and Research (\$330 per teacher x 11 teachers = \$3,630).
Tags	Instruction, Teacher Leader Development & Innovation: Teacher Teams

Action steps	<ul style="list-style-type: none"> • (Not started) Facilitate Professional development on models of co-teaching Tags:Curriculum, Instruction, Teacher Leader Development & Innovation: New Teachers, Teacher Leader Development & Innovation: Teacher Teams • (Not started) Ongoing feedback on lesson plans Tags:Curriculum, ODLSS: Instructional Quality, Teacher Leader Development & Innovation: Distributed Leadership • (Not started) Provide structured time for co-planning Tags:Curriculum, Instruction, Teacher Leader Development & Innovation: Teacher Teams • (Not started) Visit classrooms bi-weekly and provide feedback to teachers on their progress Tags:Curriculum, Instruction, Teacher Leader Development & Innovation: Distributed Leadership
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Action Plan

Strategy 1

Review Math data for SY20 (MOY and EOY) and 3 years of historical data with admin team and ILT to identify trends and inform PD plan

Jun 01, 2020 to Jun 19, 2020 - ILT

Engage in math classroom observations with ILT to identify teacher needs

Apr 01, 2020 to May 29, 2020 - ILT

Identify teacher needs

Jun 01, 2020 to Jun 19, 2020 - ILT

Develop PD plan for SY 21 with ILT

Jun 01, 2020 to Jun 30, 2020 - ILT

Identify Grade Level Leads

Jun 19, 2020 to Jun 22, 2020 - Admin

Implement a cycle of learning in Grade level Teams that includes analyzing assessments, planning, and looking at student work

Sep 01, 2020 to Sep 08, 2020 - Grade Level Leads

Implement peer observation cycles

Nov 02, 2020 to Jun 02, 2021 - Teachers

Visit classrooms bi-weekly and provide feedback to teachers on their progress

Oct 05, 2020 to May 25, 2021 - Admin and ILT

Develop coaching plan for teachers with ILT

Oct 05, 2020 to Oct 19, 2020 - Admin and ILT

Strategy 2

Identify potential teacher leaders based on classroom observations

Jun 01, 2020 to Jun 19, 2020 - Admin Team

Create 2 year PD plan for teacher leaders (to build capacity to lead teams in SY21)

Jun 01, 2020 to Jun 19, 2020 - Admin Team

Implement Quarterly Professional development on teacher leadership, adult learning, and coaching practices

Sep 21, 2020 to Jun 18, 2021 - Admin and ILT

Strategy 3

Review Literacy data for SY20 (MOY and EOY) and 3 years of historical data (includes observation data from Erikson) with admin team and ILT to identify trends and inform PD plan

Jun 15, 2020 to Jun 22, 2020 - ILT

Engage in primary literacy observations with ILT to identify teacher needs

Apr 21, 2020 to Jun 19, 2020 - ILT, Admin Team, Erikson

Develop and administer P-2 teacher survey to assess needs and current state of P-2 instruction

Feb 18, 2020 to Mar 18, 2020 - ILT

Identify common P-2 curriculum

Jun 01, 2020 to Jun 19, 2020 - Admin, ILT, P-2 Team, Erikson

Identify teacher needs

Jun 01, 2020 to Jun 19, 2020 - ILT

Develop PD plan for SY 21 with ILT

Jun 01, 2020 to Jun 22, 2020 - ILT and Admin Team

Identify Primary Grade Level Leads

Jun 01, 2020 to Jun 23, 2020 - Admin team

Implement a cycle of learning in Grade level Teams that includes analyzing assessments, planning, and looking at student work

Sep 15, 2020 to Jun 15, 2021 - Grade Level Leads

Implement peer observation cycles

Oct 06, 2020 to May 25, 2021 - Teachers

Visit classrooms bi-weekly and provide feedback to teachers on their progress

Oct 13, 2020 to May 25, 2021 - Admin and ILT

Develop coaching plan for P-2 teachers with ILT and teacher leaders

Jul 01, 2020 to Jul 17, 2020 - Admin, ILT

Strategy 4

ILT will review attendance trends, data from SY20 and feedback from teachers to develop an attendance plan in four major areas (classroom environment, parent engagement, student engagement, and school wide systems and structures).

Jun 01, 2020 to Jun 23, 2020 - Admin and ILT

Develop parent communication plan

Jul 01, 2020 to Jul 17, 2020 - Admin and ILT

Develop Extended Learning Plan for Parents (which includes wrap around services)

Jun 22, 2020 to Jul 17, 2020 - Admin and ILT

Pre-K parent orientation: includes importance of ADA for student academic development

Jun 25, 2020 to Aug 25, 2020 - Admin

Parent orientation: includes importance of ADA for student academic development

Sep 02, 2020 to Sep 09, 2020 - Admin/Teacher Leads

Develop plan to create morning routine and develop executive functioning for students

Jun 01, 2020 to Jun 23, 2020 - Middle School Team

Stoplighting attendance data in ILT and plan for next steps

Sep 08, 2020 to Jun 18, 2021 - ILT

On-Track Nov 16, 2020

Develop a document to share best practices for classrooms to support attendance

Jun 01, 2020 to Jun 23, 2020 - ILT and GLT

Create a Student Voice Committee (roles, meeting dates, expectations, representative of student body)

Sep 06, 2020 to Oct 30, 2020 - Admin and Teachers

Strategy 5

Facilitate Professional development on models of co-teaching

Feb 03, 2020 to Feb 28, 2020 - Admin and Teachers

Ongoing feedback on lesson plans

Sep 14, 2020 to Jun 18, 2021 - Grade Level Leads

Provide structured time for co-planning

Sep 14, 2020 to Jun 18, 2021 - Admin

Visit classrooms bi-weekly and provide feedback to teachers on their progress

Sep 15, 2020 to Jun 18, 2021 - ILT and Grade Level Leads

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

The school must annually review the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

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

ESSA Schoolwide Program

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

Students take the NWEA assessment at every grade level in reading and math. Student data is shared with the Instructional Leadership Team and that team takes the data and looks for trends across the school. Students in grades 3 - 8 take the IAR assessment online and those results are provided to the school the following school year in print and digital form.

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

Classroom teachers have been trained in the small groups model for both reading and math. In reading, the teachers are addressing students according to their reading levels and planning for those small groups using templates called Ladders. The "ladders" are organized around the data from the NWEA assessment and progress monitored using the online assessment system called Otus. For math, teachers have aligned their math blocks to include; fluency time and small group engagement. The Social and Emotional Learning aspect of school has bubbled to the top and we have begun developing our SEL time to include Calm Classroom and in the near future, The Sandford curriculum. The combination of the two pieces will develop assist our students with developing their skills to manage their emotions, resolve conflict nonviolently, and making responsible decisions. Teacher Development is also on the forefront of our planning for instruction. Investing in the professional development of our teachers ensures that our teaching staff has the latest information and implements best practices.

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

The master schedule has been reviewed and when purchasing new curriculum, alignment of those curricular resources have been laid out so that teachers are aware of the impact on time for the use of the resources. Comprehensive formative and summative assessments are being built using the Otus online resource that allows students to show mastery on standards out of familiar context. Utilizing this online tool,, the teams are able to identify and isolate strands where students are struggling and independent learning plans are generated to assist those students. WILSON has been purchased and used for tier II and tier III for struggling readers. The integration of studies are starting to take off in the middle grades. Allowing teachers to build unit plans that combine two or more disciplines allows for students to build a better understanding of the content.

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

There is a Behavioral Health Team that assist teachers in identifying those students that are in need of more social and emotional support. The team attach students that are in need of mentoring with older students in the building, teachers, counselors, social works, or organizational partnerships with the school. Together, these groups assist students and their families with planning out goals for the student and sets benchmarks to progress monitor growth.

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

Starting with building an environment where teachers feel supported and heard. This allows new hires to feel a part of the school community. Ensuring that there are opportunities to lead various initiatives at the school to increase student learning. Providing teachers with mentors who can assist with the instructional aspect as well as the managerial. Budgetting to

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

A year - long professional development calendar is generated after reviewing the data and surveying the staff. The calendar allows for the teaching staff to increase their teaching capacity while enhancing their instructional practices for students.

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

To increase parent involvement, we plan to create a yearlong calendar with events placed strategically to allow for families to engage. Utilizing our Parent Liaison to mobilize and gather families form their homes to come into the school to learn how to help students increase their learning and grow.

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

Early Childhood teachers meet on a weekly basis with kindergarten teachers to discuss benchmarks met and those that students are struggling with. Th teams discuss ways to map out benchmarks that are communicated to families for assistance. There are various parent meetings held where families come together with teaching staff to better understand the Teaching Strategies that students are introduced to and expected to learn.

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

Teachers vote on Assessments to be used at the school level. Teachers also collaborate and build common assessments using online assessment building tools.

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional

assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

The school has a MTSS team that follows students that are in danger of not meeting proficiency levels. The MTSS team pulls students for interventions and track and monitor their growth.

Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.

DePriest has community partnerships that allow for violence prevention programs (BUILD), nutrition programs (University of Chicago), Head Start (Chicago Public Schools), adult education (Family Focus Organization), and job training (Family Focus) to bring in resources for the community.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

DePriest has a Parent Mentoring program with twelve parents. The twelve Parent mentors have created a space and brought a voice to the school that we have never had before. The parent mentors, led by the Parent Liaison, hosted virtual meetings to gather a better understanding of what the acronym ESSA stands for and how it affects our student population. During the CIWP process, parents from the LSC, PAC, and Mentoring program held discussions around the school improvement process. The team assisted with developing of the school improvement plan and school review and revision of the ESSA and Title I school parental involvement policy. Those meetings are documented in the meeting space within the ciwp.

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

DePriest school holds the annual meeting during the first month of school to inform parents of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their rights to be involved in the Title I programs. The school has monthly PAC meetings where all parents are invited, parents are notified through flyers, the weekly Parent newsletter, and postings on the school doors. There is a page on the website that hosts the dates for PAC meetings, LSC meetings, parent workshops, and parent involvement opportunities.

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.

DePriest provides information on monthly PAC meetings so that parents can participate in decisions about education of their children. There are also monthly coffee meetings with the Principal where families engage in conversations around enhancing the school culture, educational experience, or social and emotional health of their children. The information that is generated in these meetings will be shared out to the Local School Council and parent Mentoring groups at the school. The families will also find updated information on 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.

DePriest receives the reports from the State of Illinois in September. The reports are sent home with letters explaining them and offering times to come to the school and discuss the various components of the report. Parents are also in receipt of the report on report card pick up when they have an opportunity to conference with teachers.

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.

DePriest school has no teachers that are not "highly qualified." In the case where there are teachers that are not qualified, CPS generates a letter that goes home with students that communicates this to parents. If this is to happen at DePriest, the letters will be generated and sent home within the first four weeks of school.

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.

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

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents 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.

DePriest has parent computer classes that run once a week to train parents on navigating the various online resources that students use. Teachers also offer virtual meetings (using google meets) to model for families how to support their children while assisting their children with engaging remotely or in - person assignments that are online. DePriest also shares with families the option of attending the CPS parent University at Michele Clark High School for hours outside of the normal school hours. DePriest has a Parent Liaison that runs and operates the Parent room with eight computers for parents to access and utilize throughout the school day if needed.

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.

Teachers at Depriest have attended a virtual training on engaging families through remote learning and the use of the web page, depriestschool.org. Parents have been encouraged to activate their Parent Portal accounts to track and monitor grades for their children. Teachers track contact with families using the Aspen Student Contact Log. The Parent Liaison reaches out to parents in a weekly digital newsletter to share overall learning opportunities that students and parents have, share resources, and be the in between contact for working parents and the school. The Parent Liaison coordinates with community partners to bring workshops to the school so that families can gather a better understanding of how schools operate, classrooms run, and classwork is disseminated.

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 works with the Early Childhood department in CPS to integrate parent programs provided by Head Start so that the Early Childhood Parents are able to take advantage of all of their programs. This Parent participation will leverage Parental guidance on how they can support their children as they learn while also strengthening their parenting practices and the connection between home and school.

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.

DePriest School sends home all information related to the school and parent programs, meetings and other activities in two languages, English and Spanish. this information is also posted on our school website, in digital weekly newsletters, on the front doors of the school, and via robo call for parents that have opted into the robo call system.

Policy Implementation Activities

<input checked="" type="checkbox"/> The LSC will approve the school improvement plan and monitor the CIWP.
<input checked="" type="checkbox"/> <p>In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.</p>
<input checked="" type="checkbox"/> <p>The school will coordinate the parent and family engagement programs identified in the CIWP.</p>
<input checked="" type="checkbox"/> <p>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.</p>
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.) We are a school community that envisions a school climate that promotes global awareness, international thinking, and the utmost appreciation for learning. We strive to develop caring individuals that will be reflective and inquisitive.
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 will hold the mandatory 2- Parent - Teacher conferences in November, 2020 and February 2021. In addition, DePriest will hold one Curriculum night where students will get to demonstrate mastery on various projects and assignments. All Middle School students will be assigned a teacher high school engagement coach to assist with planning for high school and beyond. These teachers, along with the school counselor will hold one - on - one conferences with parents to guide them through the high school selection 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. Staff will communicate with families on a regular basis regarding students academic achievement via notes, letters, emails, telephone calls, parent portal, parent meetings, and parent - teacher conferences. Teachers will provide families with assessment reports, mid - quarter reports, and report cards. Teachers will log communication with parents in the notes section in Aspen throughout the school year.
The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents.

Parents will be able to schedule meetings with teachers by contacting the main office during school hours. Teachers will be expected to meet with parents during preparation times. Parents can also email teachers, send teacher questions using the remind app, or virtually over google meets.

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.

DePriest has a Parent mentoring program that allows parents to volunteer on a daily basis at the school. These parents work inside of classrooms with teachers and students. If parents would like to volunteer on a varied schedule, they would be expected to apply using the CPS volunteers portal and be approved prior to volunteering. Parents will experience a short twenty minute orientation on expectations for volunteers and teachers would welcome parents into classrooms and/or on field trips.

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

Parents will monitor homework assignments, classwork assigned and graded in Parent Portal. Parents will communicate any assistance needed with homework to the teacher and assist students. Parents will sign students up for Chicago Public Library Cards.

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 will participate in decisions related to the education of their children via our parent groups (Parent Mentor program, PAC, and LSC) during monthly meetings or on an individual basis with faculty and the administration. Parents on the LSC will continue to collaborate with the administration, community members, and faculty regarding policies regarding student academic progress and achievement.

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 IB Learner Profile that will be studied school - wide across the year. Students will maintain above 95% attendance rate while making education their number one priority.

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.

Our goal to increase student academic achievement while simultaneously increasing parent involvement around student achievement will be achieved by: (1) hosting various parent workshops on ways that they can create an optimal learning and studying space within the home so that students can practice new skills learned at school completing homework tasks; (2) hosting workshops on the NWEA RIT scores and a break down of what RIT scores mean; (3) allowing parents to visit classrooms specifically looking for ways that the teacher engages the students in independent reading or independent math work time; (4) holding

workshops for families to better understand how to log onto learning websites to access content; (5) Curriculum night where families are exposed to the actual texts, rituals, and routines will remove the barriers and clear up any unknown.

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

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$1034.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$500.00
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)	\$500.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$1500.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$300.00
53306	Software Must be educational and for parent use only.	\$0.00

55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00
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