



*Culture of  
Academic Achievement,  
Support and Accountability*

# DePaul Prep Culture of Academic Achievement, Support and Accountability

Our primary role at DePaul Prep is to ensure students are academically, emotionally and socially prepared for a successful transition into college. To do this, we have developed a culture of academic achievement at DePaul Prep that provides students with appropriate levels of support so that they can move from their freshman year through to the senior year, growing in their academic skill and ability to be an independent learner. Our goal is to facilitate the development of a student's academic mindset, which is defined as "the beliefs, attitudes, or ways of perceiving oneself in relation to learning and intellectual work." (University of Chicago Consortium "Teaching Adolescents to Become Learners: The Role of Noncognitive Factors in Shaping School Performance. 2012). This mindset is what motivates students to engage in rigorous and purposeful learning.

Included below are essential components of our academic culture, including clear expectations for ALL DePaul Prep students, as well as ways in which we provide support for students as they move through the developmental stages of adolescence. We understand that there are times when a student may need specialized support for a limited timeframe. However, it is our expectation that students will adhere to the expectations for academic behavior that are outlined below.

## Culture of Academic Achievement

We believe that it is necessary to hold a set of shared beliefs and expectations among students, staff, parents, and alumni, that communicate the following:

- Positive academic performance in school is both valuable and important
- Students themselves have a significant amount of control over their academic success
- Students should take responsibility for the academic effort they put forth
- Students should be able and willing to advocate for themselves so that their academic and social emotional needs are known and met

**This shared belief is made visible through everyday actions that are rooted in essential social emotional learning competencies necessary for success now and into the future.. Students must learn a set of skills that prepare them to use the knowledge they gain to problem-solve, think critically, make connections, raise questions and make decisions based on inquiry and careful consideration.** These skills, paired with the developmental maturity of students, will lead to students becoming more and more responsible for their own success as they grow older and will prepare them for the independence of life after high school.

Social Emotional Competency	Expected Academic Behaviors of a DePaul College Prep Student
<p><b>Self-Management</b></p> <p><i>What does self-management look like?</i></p>	<p><b>Students who understand how to self-manage well:</b></p> <ul style="list-style-type: none"> <li>● Arrive at school and class <b>on time and prepared</b> with necessary materials</li> <li>● Are dressed in <b>proper uniform attire</b> every day</li> <li>● Devote <b>significant time each day</b> to their schoolwork, and <b>plan to engage</b> in reading, writing and studying, outside of class time</li> <li>● Understand that planning includes <b>breaking down assignments into meaningful chunks</b> ahead of time, <b>frequently looking ahead</b> one to two weeks in advance to plan time needed for upcoming assignments</li> <li>● Maintain an <b>organized note-taking system</b> in each class and don't rely solely on the teacher to provide a system of note taking</li> <li>● <b>Use a personal planning/calendar system</b></li> <li>● <b>Prioritize and complete school work</b> well while maintaining other responsibilities such as sports, clubs, part time jobs, or family commitments</li> <li>● <b>Stay informed and read Schoology messages and emails</b> on a daily basis and respond in a timely manner</li> <li>● <b>Check their own gradebook</b> in each class daily</li> </ul>
<p><b>Self-Awareness</b></p> <p><i>What does self-awareness look like?</i></p>	<p><b>Students with self-awareness work to develop an academic mindset and take the following steps:</b></p> <ul style="list-style-type: none"> <li>● <b>Exhibit a belief in their abilities</b></li> <li>● <b>Ask for help</b> when they don't understand something</li> <li>● <b>Ask questions and seek feedback</b> during a lesson instead of via email before a deadline for an assignment</li> <li>● <b>Use tools provided in class to study and prepare for assessments</b>, putting time and effort into this process</li> </ul>

	<ul style="list-style-type: none"> <li>● <b>Re-read material or instructions</b> they don't fully understand to give themselves a second opportunity to digest content</li> </ul>
<p><b>Responsible Decision Making</b></p> <p><i>What does <b>responsible decision making</b> look like?</i></p>	<p><b>Students who make responsible decisions:</b></p> <ul style="list-style-type: none"> <li>● <b>Use school spaces to study and work.</b></li> <li>● <b>Use devices during class only for school work and turn off device notifications</b> during class and designated work time to limit distractions.</li> <li>● <b>Practice self-care</b>, including getting at least 8-10 hours of sleep per night in order to be mentally awake for school</li> <li>● Elect to <b>seek additional help</b> when needed</li> <li>● <b>Accept consequences</b> for late and missing work and learn from these mistakes.</li> </ul>
<p><b>Communicate</b></p> <p><i>What does <b>communication</b> look like?</i></p>	<p><b>Students who communicate well:</b></p> <ul style="list-style-type: none"> <li>● Use verbal, written and digital methods of communication to <b>convey their ideas clearly and concisely and manage communications proactively with teachers and parents</b></li> <li>● <b>Independently reach out</b> to teachers for help when this is needed</li> <li>● <b>Communicate with teachers in advance of a deadline</b> to ask for an extension if an emergency situation arises.</li> <li>● <b>Actively listen</b> to those speaking in class</li> <li>● Consider <b>what they are communicating AND how others will perceive</b> what they communicate</li> <li>● Are able to <b>display appropriate social skills and interactions</b></li> <li>● <b>Ask for feedback</b> on their performance</li> </ul>

## DePaul Prep Faculty Common Behaviors and Practices

Adult behaviors are as important as student behaviors and are a critical component of a school system. The following are common behaviors and practices that students and parents can expect from DePaul Prep teachers.

DePaul Prep Faculty Common Behaviors and Practices	Teachers Will:
<p><b>Maintain Standards-Based Curriculum Map</b> that is updated and adjusted over time</p>	<ul style="list-style-type: none"> <li>● In course teams, <b>collaboratively plan units of study based on clear learning targets</b> appropriate to a rigorous college prep curriculum</li> <li>● Teachers will post learning targets for students to see in the classroom</li> <li>● <b>Plan units backwards from Summative unit assessments</b> so all learning activities in a unit are purposeful</li> <li>● <b>Make adjustments to daily instruction based on student learning needs</b>, including accommodations for diverse learners</li> </ul>
<p><b>Communicate frequently and consistently with students</b> regarding details and expectations for class work and independent assignments, work due dates and assessments dates</p>	<ul style="list-style-type: none"> <li>● Communicate <b>expected standards for performance</b> through the use of rubrics or other methods of sharing performance expectations</li> <li>● <b>Regularly be available to throughout the week before and after school (limited hours) so that</b> students can seek one-on-one help outside of class</li> <li>● <b>Maintain an organized Schoology page</b> that is easy for students to use independently</li> <li>● <b>Provide checkpoints and steps for large assignments and long term assessments</b> to support students in planning ahead</li> <li>● <b>Provide verbal and written feedback to students on performance</b> that is specific and actionable before a summative assessment is given, including feedback notes on Schoology for other involved staff to see and read</li> </ul>

	<ul style="list-style-type: none"> <li>● <b>Post and preview major assignment and assessment deadlines</b> several weeks ahead of time. If assignment or assessment dates shift due to pacing of instruction, students are notified as early as possible.</li> <li>● Provide <b>examples and samples</b> along with instructions so students understand assignment expectations</li> <li>● <b>Communicate consistently with Counselors and/or Deans</b> of a student who demonstrates the need for additional support.</li> </ul>
<p><b>Use a Variety of Instructional Strategies</b></p>	<ul style="list-style-type: none"> <li>● <b>Use different teaching methods</b> so students practice and apply their learning in different ways</li> <li>● Use instructional strategies that result in <b>high student engagement</b> and limit those that do not</li> <li>● <b>Know (Learner profiles, articulation notes) and implement accommodations</b> for Diverse Learners</li> <li>● Provide opportunities for students to regularly <b>collaborate</b> and learn from one another</li> <li>● <b>Incorporate student choice</b> into instruction as often as possible to increase student engagement</li> <li>● <b>Use instructional time in developmentally appropriate ways</b></li> </ul>
<p><b>Work to Build Trusting Relationships with Students that lead to feelings of positive self-efficacy and an academic mindset</b></p>	<ul style="list-style-type: none"> <li>● <b>Develop alliances</b> with students that help students develop confidence in their abilities</li> <li>● <b>Validate and honor student experiences</b> brought in to the classroom</li> <li>● <b>Regularly provide specific, actionable feedback</b> on a student's performance</li> <li>● <b>Celebrate and acknowledge student accomplishments</b> by displaying student</li> </ul>

	work in the classroom
<b>Maintain Accountability to High Standards for Academic Performance</b>	<ul style="list-style-type: none"> <li>• Provide <b>written expectations for assignments and policies</b> in course syllabus and refer to these often</li> <li>• Hold students accountable to <b>school policies on late work and missing assignments</b></li> <li>• Maintain high standards for what is expected in student work so all students are prepared for college</li> </ul>

## Student Support

### **Resource Hub in DePaul Prep Library**

All students, at some point in their academic careers, find themselves in need of support in navigating new or challenging concepts, skills or processes presented in their coursework. To assist students, our Resource Hub is available. This resource, housed in our Library, offers the following:

- Before School Tutoring and Support - 7:00 a.m. -7:40 a.m. (By appointment)
- Lunch Time Tutoring and Support - 10:45-11:50 a.m. (By appointment)
- Period by Period Tutoring
- After School - Space for Student-Teacher Meetings, Small group project work, and homework

Throughout the school day, the Resource Hub is staffed by the Academic Support Manager as well as teachers from each content area who are available to work side by side with students to address current academic challenges.

### **Teacher One on One Support**

All teachers will ensure students have opportunities to meet with them to review concepts, retake tests, or discuss concerns. Teachers will be available by appointment throughout the week and students should take responsibility for solidifying an appointment with their teacher.

### **Counselor Support**

Students are encouraged to visit their counselor during lunch time or in the hour before and after school. Visits to the Counseling Center during class are reserved solely for crisis situations or counselor-initiated meetings.

### **Academic Support**

When a student is carrying one or Fs and at least 2 Ds, they will be assigned to attend Academic Support for a period of time to help strengthen their ability to complete work consistently and on time. These habits are critical to the success of students at DePaul Prep and at the college level

as well. While Underclassmen may still be developing their study habits and academic behaviors, *it is expected that all students will develop strong executive functioning skills by the end of their freshmen year.* Sophomores, Juniors and Seniors who persist in exhibiting issues with consistent and on-time completion of work may be required to participate in Academic Support as needed or if a student does not comply with interventions such as Academic Support, they may face losing their placement at DePaul Prep.

*Participation in Academic Support takes precedence over all extra-curricular activities.* Academic Support will not be held on Vincentian Day Wednesdays.

Academic Support Hours: 7:00 - 7:40 a.m.

### **EDGE Title 1 Support**

Eligible students receive math and literacy support through our EDGE program, staffed by three full time teachers trained in strategies for ensuring students remain in track academically and in how to intervene when students get off track. This program allows students to be scheduled into EDGE daily and also acts as a Study Hall time period for a portion of the 80 minute time frame.

### **Diverse Learner Support**

DePaul College Prep is committed to providing curricular support to students with diagnosed learning differences throughout the school. Learning specialists are able to offer targeted strategy support in reading comprehension, written expression, math, and executive functioning. Instructional support is provided inside and outside the classroom. Learning specialists also manage classroom and testing accommodations, ensuring that students receive what they need in order to meet their potential. Learning specialists maintain close communication with teachers, parents, and outside professionals, as well. In addition, learning specialists work with students to help them become independent learners by supporting their understanding of the success attributes: self-awareness, proactivity, perseverance, goal setting, use of support systems, and emotional coping strategies.

Our [Extended Time Policy](#) outlines for students and parents our policy for when and how diverse learners can access extended time for long term projects and assignments as well as assessments. Please note that extended time is NOT provided for homework beyond the two days that normally passes between class meetings on a Block Schedule.

### **Academic Accountability**

Each week, student grades are reviewed through our **Eligibility data** list. When we notice a pattern of lagging performance, evidenced by a grade of a D or F, the following steps will be taken to intervene and redirect a student's academic behaviors:

### Academic Intervention Process Overview

Academic Accountability Process	Process Timeline	Student's Academic Achievement as measured by Grades	DePaul College Prep's Intervention/Response
Step 1	Weeks 1-4 of monitoring progress	Student is on the Eligibility List for 3 consecutive weeks with either an F or two Ds (in the same content area or new content area).	On the 4th week, student is required to attend Academic Support from 7 a.m. until 7:40 a.m. for 1 week.
Step 2	Weeks 5-8 of monitoring progress	Student with 2 or more Ds and/or an F (in the same content area or new content area) remains on eligibility list for 5th week and after having attended Academic Support for 1 week.	<p>Student is placed on <b>Academic Warning*</b> and notified by their Counselor.</p> <p>Staffing held in week 5 or 6 to create a four week academic improvement plan scheduled with the following individuals: Student, Parent, Counselor, teacher of failing courses, &amp; Academic Success Coordinator (Case Manager to be included if applicable).</p> <p>The Academic Plan is customized to the needs of individual students and may include additional time in Academic Support or school day tutoring in the Resource Hub with teachers/tutors.</p> <p>*Student has 4 weeks to improve work performance to be removed from Academic Probation.</p>
Step 3	Weeks 9-13 of Progress monitoring	Students who carry two Ds, one or more Fs, or have a GPA that falls under a 2.0 at a quarter grading period for 9th week	<p>Student placed on <b>Academic Probation*</b> and notified of this by their Counselor.</p> <p>Second staffing to create 4 week academic improvement plan scheduled with the following individuals: Academic Success Coordinator, Counselor, Assistant</p>

			Principal, Parent & Student  *Student has 4 weeks to improve work performance to be removed from Academic Probation.
Step 4	14+ weeks of progress monitoring	Student continues to carry an F and/or two or Ds for 13 consecutive weeks	Principal, Assistant Principal, Academic Success Coordinator/Case Manager & Counselor makes determination about whether or not to move forward with exit from DePaul Prep*

If a student's academic achievement does not improve, and there are no other mitigating factors affecting a student's performance, a decision will be made about whether or not this student may continue with enrollment at DePaul Prep. In short, a student will be considered for dismissal if the following conditions are in place:

- Student has transitioned from Academic Warning to Academic Probation and has been on the Eligibility list for 8 weeks (equivalent of 1 quarter)
- A student, despite support provided, continues to carry multiple Ds and Fs

*Each individual case will be carefully considered and reviewed before a decision to exit a student is made. Freshmen and diverse learners may present different challenges that will be considered when examining the root of academic issues.*

### **Late Work**

Students are expected to turn in all work at the due date and time set by a teacher and communicated to students in advance. On a Block schedule, students have two nights to complete an assignment. As a result, students who do not turn in homework on time are given a zero for that assignment.

- **Homework** is due the following class period unless a later date is specified by the instructor.

### **Assessment Retake opportunities**

Students are able to retake a summative assessment if they earn a grade below a C on a prior assessment. Retakes are allowed for a limited time period DURING a unit of study and in the two week window from the end of the unit. Students are expected to follow teacher directions for preparing for an assessment retake, which may include participation in a review session, completion of a review packet or one on one reteaching during teacher office hours. Steps for how to arrange an Assessment retake will be found in the teachers course syllabus.

A student may only take an assessment over once. The student may earn a grade no higher than a C on the re-take opportunity.

NOTE: For AP and Honors level courses, only one assessment retake is allowed per semester.

If a student is absent on the day of an assessment, the absence must be excused in order for the student to have the opportunity to take the assessment.