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2019 National Blue Ribbon School, Golden Apple Award Winner, 8 National Board Certified Teachers, 18 Google Certified Educators, Excelling Creative (Arts) Schools Certificate, Fully Healthy School

Prescott School

Emails for this newsletter were pulled from Aspen on 8/2/22. If you have an updated email, please contact Clerk Ms. Williams at clpalmer6@cps.edu.

August 5 2022

Prescott families and friends,

Greetings! Last week I wrote about the history of grading policy and practices at Prescott, and today I'm continuing by introducing one of several updates to the proposed grading policy and practices. Over the next few bulletins, I'll share the proposed changes. Thanks to the many teachers who have initiated the work, including Haley Birnbaum, Tayler Showalter, Nesity Moos, Kelly Abolt, Jennifer Phares, and to many others for their input. In June, I met with the *Student Voice Committee* to get helpful feedback from many students. At the July LSC meeting, parent and community representatives also shared helpful insights. Much of the school's grading policy and practices is founded on *Grading for Equity* by Joe Feldman. The below has been abbreviated for space considerations.

Part 2: The purpose and the three pillars of Prescott's grading policy

Purpose of Prescott School's grading policy

Prescott's grading policy is grounded in **accuracy, bias resistance, and self-determination**, so students are empowered to achieve high, holistic growth. The school expects each students' grades to represent their mastery of concepts and content. Teachers, parents, and staff engage with students to facilitate their holistic growth across disciplines, including the arts and physical education, as well as social-emotional learning (SEL). Ultimately, students are responsible for their learning.

Accuracy

First and foremost, we want grading to be accurate: We want our calculations to be mathematically correct and reflective of the feedback. We don't want to include so much information that we confuse our students who work hard and follow directions but don't know the standards or our students who know the standards but have weaker study habits and are less compliant. We want to make sure we don't include irrelevant information that makes our grade ambiguous, and we don't exclude information that renders our grade deficient or incomplete. Our assessments are based on Illinois' learning standards.

Bias Resistant

As we've seen, traditional grading promotes and reinforces a system that sorts students and replicates achievement and opportunity disparities. Our grading practices must give all students and opportunity to succeed regardless of

privilege. Our vision of grading requires grading practices that not only counteract the biases embedded in twentieth century grading but that also act as a check on those biases we bring into classrooms. We want grades to systemically promote the success of every student, but we need our grades to be “inoculated,” to resist infection by our own subjective biases, particularly when those biases are based on a student’s race, gender, family income, first language, or special needs.

Self-determination: empowering and provide agency

Grades serve as the endpoints of rich, layered, personalized feedback that motivates students to understand themselves situated in the context of a particular domain (e.g., Writing, Social Emotional Learning, Algebra). Teachers and students interact throughout the process via direct feedback, self-reflection, peer feedback, and multiple iterations, so the student knows throughout the process triangulated feedback on their progress toward mastery. With such textured feedback, grading should empower and motivate students to act on their path toward mastery and ultimately using their mastery of concepts and content to positively impact their own lives and their community. Teachers have the responsibility to ensure that the grading system grants agency and tools to individual students to act on their current knowledge status and ultimately achieve their learning goals.

Part 1 (7/29): The history of grading policy at Prescott School

Part 2 (8/5): The purpose and the three pillars of Prescott's grading policy

Part 3 (8/12): The current and proposed grading scales

Part 4 (8/19): Best practices in grading

Part 5 (8/26): Expected outcomes of the proposed grading policy

Prescott School is accepting a few students for enrollment in grades 2-7. Kindergarten and 1st grades are full). Invite families and friends to benefit from Prescott's learning and community! Send an email to Clerk Ms. Williams at clpalmer6@cps.edu to begin enrolling.

Moving forward, our 8th graders will take Algebra. They will benefit tremendously from a one or two year Algebra experience in 8th grade (and possibly 9th grade). Research shows overwhelmingly that a positive, deep Algebra foundation leads to deep high school math learning (higher GPA) as well as more math courses, high school and college completion, and even higher lifetime earnings (Consortium on Chicago School Research, various reports). At Prescott, we're eager for all our 8th graders to benefit from Teacher Ms. Page's Algebra expertise!

Erin Roche, Principal

Meghan Breyer, Assistant Principal

<https://twitter.com/PrescottCPS>

[In 2016 and 2019, Chicago Magazine ranked Prescott in the top 15 schools in the city](#)
[In 2018 and 2019, Prescott was one of few schools among 700+ to be named a fully Healthy School](#)

Supply lists can be found here

Calendar of upcoming events

August

11 Kindergarten Q&A Orientation online 9-11am

15 Teachers return officially to prepare for the school year

17 SECAs return officially to prepare for the school year

18 Popsicle party at Wrightwood Park 4:30pm

18 Scavenger hunt for Kindergarten and new students in grades 1-8 at 4pm

22 First day of classes for all K-8 students

29 Practice begins for Boys 5/6th grade soccer team, the 7/8th boys soccer team, and the

Click below for the Prescott School 2022-23 Calendar

Prescott School 2022-23 Calendar

Right At School provides before/after-school enrichment programs that are different from others in our industry. As we often say, we go the extra MILE, which is our mission statement. In other words, we are Mission-Led, meaning we are passionate about and work toward the same goal of helping children and parents, Innovation Driven, we are constantly improving our programs so children can get the most out of their time with us, Locally-Inspired, our programs are tailored to the communities where they are located, and Efficiency-Obsessed as we love to get things done!

Enroll at Right at School before and after-school care

8th grade offering of Chicago Test Prep at Prescott School

This course is designed to prepare students for the high school entrance exams requires for Selective Enrollment, Parochial and Independent High Schools. The course reviews the math, reading, language and vocabulary content on the HS Entrance Exams as well as test taking strategies. Students will complete homework assignments between sessions to reinforce the in-class topics that are covered.

The course goals are to prepare students for the high school entrance exam content as well as provide students with test taking strategies. Additionally, a goal of the course is to help students feel more confident and less nervous when testing. The end goal is for students to score well on the high school entrance exams so they have multiple high school options.

The course fee is \$535. Please see the registration link below. The school will arrange for need-based scholarships for financial-aid eligible students.

Register here for Chicago Test Prep

Click to get connected to free internet for families in need.

Counselor's Corner

Rising 8th grade families: Information about this fall's GoCPS applications was recently released by CPS. Ms. Mathews will be sending more information soon, but in case you want to do some research this summer, head to the [Prescott High School Application Website](#) for frequently updated information on all types of Chicago high schools and important dates/deadlines.

New dates of note: 9/14 - GoCPS applications open, 10/26 - 8th graders take the CPS HS Admissions exam, 12/2 - GoCPS applications close

If families are in need of additional mental health support over the summer, please consider these resources:

- CPS Student Safety & Security Hotline: 773.553.3335
- [Safe2Help](#) Illinois
- National Suicide Prevention Lifeline: 1.800.273.8255 (TALK) (English) / 1.888.628.9454 (Spanish)
- Crisis Text Line (for students and adults): Text "home" to 741-741 / www.crisistextline.org
- Trevor Project (for LGBTQ+ individuals): 866.488.7386 or text "start" to 678-678

If families are interested in eye exams this summer, Ageless Eyecare is offering exams and glasses. See the flyer for more information. [English](#) / [Spanish](#)

[Counseling Referral Form](#)

Congratulations! Thank you! Help needed!

Thanks to Sean Melnick Stephanie Eibl, and Max Averbukh for assembling the picnic tables! Students can eat outdoors comfortably starting in August!



Fall sports are just around the corner!

Boys 7/8th grade soccer will be coached by Teacher Mr. McCarthy

Boys 5/6th grade soccer will be coached by SECA Gaby Johansson

We need coaches for Girls & boys 5/6th and 7/8th cross country

Girls 5/6th grade volleyball and 7/8th grade volleyball will be coached by Teacher Tiana Farley and SECAs Diana Orozco, Mariana Ojeda, and LaDonna Love. If interested in helping or if you have questions, please email Prescott Athletic Director, SECA LaDonna Love at ldshelton@cps.edu.

The Prescott LSC will have a community representative and parent representative opening. Interested candidates can request an application from Clerk Ms. Williams in the main office. Get more information by clicking the button below.

[About LSCs in CPS](#)

Comings and goings

Welcome, **7-8th grade English Language Arts (aka, Reading & Writing) Teacher Jenny Choi!** Ms. Choi has taught middle schoolers for the past twelve years in CPS with tremendous student learning growth in reading and writing. She matches students with books that interest and inspire them while also pushing individual students beyond their literary comfort zones. Ms. Choi has worked hard to build a nurturing, risk-taking, supportive classroom and middle school community. As a colleague, she collaborates extensively. She has served as Grade Level Chair and earned Teacher of the Year in Network 10 (among roughly 500 teachers) multiple years. Ms. Choi earned her graduate degree in Education and an ESL endorsement from *Dominican University* and her undergraduate degree from the *University of Illinois at Chicago*.

Welcome, **Kindergarten Teacher Megan Austria!** Ms. Austria recently served as a stellar substitute teacher in the Spring after completing her year-long student teaching at Prescott School with 1st grade Teacher Ms. Stewart. She gets to know individual students and supports them to achieve at high levels. Ms. Austria was very highly recommended by Prescott Teachers as a career-changer from Graphic Arts to teaching. She graduated from *DePaul University* in graphic arts and recently earned her graduate degree in teaching from *Erikson Institute*.

Welcome, **SECA Brandon Meeks!** Mr. Meeks has been the *Right at School Coordinator* before and after school at Prescott for the past five years. In January, he joined Prescott as a Miscellaneous Employee during the school day and now will support student learning in collaboration with teachers and other SECAs. Mr. Meeks' boundless enthusiasm for interacting with students while holding high expectations has created a nurturing, welcoming environment for students before, during, and after school. Mr. Meeks earned his undergraduate degree from Columbia College and has worked with children and led children's programs for almost a decade with JCC, Right at School, Youth Guidance, and CCAP Big Arts Fellows Program.

Welcome, **NU Fellow Missy Aminu!** Ms. Aminu recently graduated from *Northwestern University* with an undergraduate degree in Social Policy. She has both wide and deep experiences as in intern with Adonai Child Development center in Chicago and Uganda, where she wrote grants, gathered and analyzed data, partnered with local leaders to implement Physical Education (PE) activities, and more. She has also interned with *Advocate Pediatric Development Center* to support children with development disabilities and collaborated with neurological professionals regarding the impact of BMI on spinal injuries at *Northwestern Medicine*. In March, Ms. Aminu was accepted as a Fellow of the *NU Public Interest Program (NUPIP)* and will facilitate the growth and improvement of many social-emotional learning (SEL) and academic programs to deepen student engagement, sense of belonging, and academic achievement, especially for struggling students.

Welcome, **Art Teacher Kelly Bullard!** Ms. Bullard has taught 4th graders for nine years CPS. Her students have had incredible holistic learning growth each year. Ms. Bullard originally studied graphic arts and worked in the field for almost a decade before becoming a teacher. She has worked tirelessly to foster a strong classroom community, get to know each student for their strengths and interests, and pushes students to grow tremendously from their starting point. She has helped to organize Family Reading Nights, books fairs, and more. Ms. Bullard has been a mentor teacher for the past four years for *AUSL*. She will bring her unique, professional artist expertise and deep teaching expertise to Prescott School as an Art Teacher alongside Ms. Ammons. Ms. Bullard earned her undergraduate degree in Fine Arts from the *University of Illinois at Chicago* and her graduate degree in Education from *Quincy University*.

[How to report a Covid case](#)

[CPS COVID-19 Quarantine Protocols](#)

[Find a vaccine site near you](#)

Prescott student vaccination status 2021-22

Fully vaccinated: 83.7% or 344/411 students
First shot: 1.7% or 7 students
Unvaccinated from Covid: 14.6% or 60 students

Covid testing update 2021-22

Students registered for testing: 232/411 students or 56.4%

Staff registered for testing: 51/55 or 92.7%

Student weekly Covid testing registration
