



North River Elementary School (/school-plans/326) / Plan summary

## 2016-2018 plan summary

### Team

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### Team meetings

Date	Participants	Topic
02/04/2016	CIWP/ILT Team	CIWP-Team Organization and Calendar Dates
02/18/2016	CIWP/ILT Team	Gather Evidence for School Excellence Framework
03/03/2016	CIWP/ILT Team	SEF-Team Share out and progress monitor
03/17/2016	CIWP/ILT Team	SEF-Finalize evidence gathering/SEF Analysis
04/07/2016	CIWP/ILT Team	SEF-Analysis (Cont.) Evaluation and determination of School Priority Areas

05/05/2016

CIWP/ILT Team

Priority Areas and Funds Compliance/Identifying milestones and strategies

05/19/2016

CIWP/ILT Team

Final Evaluation of CIWP-Completion and submission of CIWP

### School Excellence Framework

#### Culture of & Structure for Continuous Improvement

4 of 4 complete

#### Leadership & Collective Responsibility:

Score

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

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This year, NR has continued to focus professional development based on the continuation of an effective Professional Learning Community that is designed to support teacher collaboration, increase instructional competencies, use data decision-making strategies, align programs and priorities to meet our school mission of college and career readiness.

Through a collaborative process, teacher, staff, and stakeholders participated in the development of our school's mission and vision with a specific focus on ensuring our students are college and career bound by the end of 8th grade. Continual efforts will be made this year to better align curricular goals across all grade levels to ensure a common understanding of grade level performance that is coherent and understood across all grade levels and grade clusters.

Professional development has been lead and directed by both teachers and administration. North Rivers collectively developed professional development focus area include, Language Matters Initiative, response to interventions strategies and supports, aligned unit plan development, and differentiated instruction via the learning environment. Teacher leaders integrate professional development through our Network 1 Math and Literacy partnership.

To ensure effective conversations and feedback provided to teachers and staff, school administrators have established a system utilizing an observational protocol for the purpose of coaching and providing critical feedback to teachers. The REACH observational goals are to provide teachers in-depth communication and feedback to increase instructional performance in the classroom and facilitate interscholastic dialogue. The result of our REACH observational protocol will assist administration and teachers by reflecting on instructional outcomes and identifying clear processes to build on instructional strengths while simultaneously addressing growth area .

#### Guide for Leadership & Collective Responsibility

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

#### Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials)</li> <li>✓ Five Essentials – Program Coherence</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<a href="#">4d. Growing and Developing Professionally</a> <a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

### Instructional Leadership Team:

Score

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

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The NRS ILT meets biweekly and focuses on improving teaching and learning with our school-wide focuses (differentiation and classroom environment). Our members' expertise in Primary, Intermediate, Middle School, Special, and Bilingual Education teams are represented along with administration, so all voices and lenses within the school are heard and taken into consideration in our school-wide decision making process. The ILT members chair and facilitate Professional Learning Committees in order to engage our school focuses and provide teacher lead professional developments for our staff during staff development days. We had a winter walk-through to look at how our school-wide focuses (differentiation and classroom environment) are being implemented throughout the building. We reflected on the growth of our school within the past few years, what we saw during the walk-through, our wonderings, and suggestions for improvement. That feedback was given back to the staff during PLC meetings and the ILT plan complete our other school-wide walk-through in the Spring to see all the growth we've made as a school based off our reflections. Our ILT members work to draft action plans for differentiation, strategic priorities that focus on the CCSS, and our CIWP as we continue to move the school forward.

### Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
  - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
  - Relentlessly ask, "Is it working?" about every program, initiative, and strategy in the school.
  - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
  - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "If not, why not?"
- **Share leadership for improving teaching and learning with representative school members.**
  - Organize the team around a common understanding of team's purpose and instructional priorities.
  - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
  - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
  - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
  - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
  - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
  - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
  - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
  - Meet regularly (2-4 times per month).
  - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
  - All team members have equity of voice and are actively engaged in asking questions.
  - Celebrate small wins and improvements.
  - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

### Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ ILT Effectiveness Rubric Score</li> <li>✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)</li> <li>✓ Evidence that work of ILT has contributed to positive outcomes for students and staff</li> <li>✓ Teacher team agendas/minutes reflective of ILT focus</li> </ul>
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4d. Growing and Developing Professionally</a> <a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

**Professional Learning:**

Score

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

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Because North River is a small school, teachers from grade-cluster will attend PDs and other Professional Learning to bring back new methods and resources to PLCs  
 Teachers will look at examples of student or teacher work to then offer recommendations on how teaching approaches can be modified to improve the quality of student work  
 Analyzing student data at grade-clusters to identify trends and collaboratively develop proactive teaching to support students academically

**Guide for Professional Learning**

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
  - Use data to identify performance and practice gaps to inform PL plan.
  - Use research about best practices to identify potential learning and subject matter experts to support.
  - Solicit feedback from staff to inform selection of PL opportunities.
  - Provide PL relevant to the cultural and linguistic needs of students.
  - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
  - Recommend and/or provide PL opportunities directly related to individuals’ specific areas of need and professional growth goals.
  - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
  - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
  - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
  - Teachers provide and accept collegial support and feedback to/from colleagues.
  - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make ‘safe practice’ an integral part of professional learning.**
  - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
  - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
  - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
  - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
  - Schedule a series of ‘learning experiences’ for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

**Evidence, Measures, and Standards**

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda?</li> <li>✓ PD agendas, PD feedback surveys</li> <li>✓ Teacher practice improving on the Framework for Teaching (e.g. Basic&gt;Proficient, Proficient&gt;Distinguished)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Five Essentials: Collaborative Teachers</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">4a. Reflecting on Teaching &amp; Learning</a></li> <li><a href="#">4d. Growing and Developing Professionally</a></li> <li><a href="#">4e. Demonstrating Professionalism</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B2. Observes and Evaluates Staff and Gives Feedback to Staff</li> <li>B6. Professional Development Provided for Staff</li> </ul>

#### Aligned Resources:

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

Score

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All schedules are designed to maximize teacher/student engagement and to foster professional collaboration via PLC and other committee meetings. Teachers and staff play an active leadership role and have the decision-making authority to guide and direct committee meetings for the benefit of the school. In the 2015/16 school resources and funding were maximized to maintain the integrity the teaching staff. Teachers and staff that were hired in 2015 have integrated well and have adapted their teaching practice to the new learning environment. Community partnerships have positively impacted our ability to provide our students a wide range of learning opportunities. Committee partnerships include tutoring, arts integration, health and wellness, culturally diverse experiences and social/emotional supports for student and families. Teachers, staff, parents and community members have provided feedback and guidance on the use of school systems to support our instructional and improvement goals. Teachers and staff will play an active role in the distribution of resources during the CIWP planning process.

#### Guide for Aligned Resources

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

Evidence, Measures, and Standards

## EVIDENCE, MEASURES, AND STANDARDS

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

### Curriculum:

Score

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

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Math curriculum vertically aligned with a year-long scope and sequence that maps out the CCSS throughout the year  
Daily 5 implemented daily with our Primary teachers  
All teachers have created their own curriculum through UBD units and some are posted in the drive with no year-long scope and sequence school-wide alignment, but 3-8 have developed common units of instruction aligned to the standards and collaborated with SPED teachers  
All teachers are putting language objectives within their UBD units  
Reading K-6 will be using Pam Allyn's curriculum the last quarter of this year and next year.  
Differentiation is our school-wide focus, so ELLs and SPED students are ensured that they are gaining core content knowledge and skills  
NRS teachers develop his/her own units of instruction and planning materials are differentiated in varying degrees.

### Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
  - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
  - Focus so units can be adequately addressed in the time available.
  - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
  - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
  - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
  - Diverse learners to demonstrate core knowledge and skills.
  - English Learners to develop academic language to demonstrate mastery.
    - Use English and native language development in addition to content standards to differentiate for English learners.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.

- Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&scid=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTlxYTgz>), etc.)
- Integrate academic and social emotional learning.
- Reach outside of the classroom for real world (or simulated) application. For example,
  - Incorporate web capabilities for interactivity and information sharing.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Curriculum maps, vertical/horizontal</li> <li>✓ Sequencing and pacing guides</li> <li>✓ Thematic units which cover multiple disciplines</li> <li>✓ Comprehensive unit plans including assessments</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> </ul>

### Instructional Materials:

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

Score

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Teachers currently use core text materials, pacing charts, and unit plans to set forth instruction aligned to the CCSS. PLC teams collaboratively develop aligned units of study. Instructional materials needs are addressed during the planning session. Courses have a scope and sequence designed to foster more efficient and collaborative instruction. PLC teams will continue to participate in professional development sessions designed to increase the effectiveness of planning sessions. PLC teams identify instructional resources needed and work collaboratively with school administration to support the instructional materials needs of our students.

PLC Curriculums:

School Wide Technologies and Multimedia:

UDL: [http://accessproject.colostate.edu/udl/documents/how\\_do\\_you\\_teach\\_checklist.pdf](http://accessproject.colostate.edu/udl/documents/how_do_you_teach_checklist.pdf)

Engagement  
Representation  
Expression

## Guide for Instructional Materials

Instructional materials (including technology) are.....

- Aligned to curricular plans and expectations of the standards.
- Varied and flexible.
  - Are selected and adapted based on learning objectives and learner needs.
  - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.
  - Student outcomes and developmental appropriateness determine when and who will use the materials.
  - Materials are updated/upgraded in response to new information and understandings.
- Equitably available and accessible to all teachers and students.
  - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
  - Materials are in English and native language for English learners.
  - Reference and resource materials are readily available and circulated throughout the school.
- Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.

- Students interact with instructional materials to engage all modalities in the learning process.
- Technology is integral to students learning experiences.
- Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
  - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
  - The teacher models effective use of various materials.
  - Students understand that materials are a means to acquire language, knowledge, and competencies.
  - Technology enhances students' higher order, creative thinking and problem solving.
  - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
  - Students make choices about instructional materials as part of learning.
  - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
  - Consumables are often non-print supplies that promote active, hands-on learning.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Cross-section of materials from a variety of content areas and grade levels</li> <li>✓ Evidence of scaffolding and differentiation for all students to access the content/skills</li> <li>✓ Description of materials in curriculum and/or lesson plans</li> <li>✓ Presence of varied texts, supplementary media (e.g. videos)</li> </ul>
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	<a href="#">1a. Demonstrating Knowledge of Content and Pedagogy</a> <a href="#">1b. Demonstrating Knowledge of Students</a> <a href="#">1c. Selecting Learning Objectives</a> <a href="#">1d. Designing Coherent Instruction</a>
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

### Rigorous Student Tasks:

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

### Score

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Vital improvements have been made to increase rigorous instructional planning. Teacher PLC teams meet on a weekly basis to collaboratively plan instruction that is designed to foster greater alignment within grade levels expectations and common learning standards. PLC teams have aligned instructional planning to the CCSS which has increased the rigorous demands in instruction and planning. Teachers are utilizing multiple data

## Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
  - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
  - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
  - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
  - Tasks are Integrative to draw on multiple standards.
  - Teach for Robust Understanding in Mathematics (TRU Math ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
  - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
  - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
  - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
  - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).



- **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
- **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Cross-section of student work from a variety of content areas</li> <li>✓ Observation of student learning (e.g. learning walks/walkthroughs)</li> <li>✓ Focus group(s) and discussions with students</li> </ul>
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	<a href="#">1.d. Designing Coherent Instruction</a> <a href="#">2b. Establishing a Culture for Learning</a> <a href="#">3b. Using Questioning and Discussion Techniques</a> <a href="#">3c. Engaging Students in Learning</a>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

### Transitions, College & Career Access & Persistence:

Score

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

1 2 3 4

Transitions: Grade-to-grade, school-to-school, and school to post-secondary  
 8th Grade parent/student/8thTeam meeting and contract  
 8th Grade application and transitional support  
 Individual meetings with every 8th-grade student to support the application process and confirmation of eligible high schools

Awareness: Opportunities and exposure to professional worlds

Readiness: HS and College/Career Readiness  
 College Assembly and Grades assigned University  
 Naviance exploration by middle school students

Success: Providing direct assistance to all students and families through HS process.

North River School community emphasizes on college and career readiness throughout all grade bands. We've developed a school-wide college initiative where each grade chooses a university to represent as their own.

## Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
  - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
    - Use student data and best practices research to develop focused programs.
    - Expand access beyond students who are struggling academically.
    - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**

- Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
- Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
- Start the conversation about college in primary grades.
- Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
  - Provide access to 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> grade students.
  - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
  - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
  - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
  - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
  - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
  - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
  - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
  - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
  - Applying to multiple colleges—generally three or more.
  - Navigating financial aid and capitalizing on grant and scholarship opportunities.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Data on college visits and college fair information</li> <li>✓ Naviance Monthly Data</li> <li>✓ Scholarships earned</li> <li>✓ Artifacts, plans, or timelines related to successful transitions structures</li> <li>✓ To &amp; Through data</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ College Enrollment, Persistence, Drop Out, and Attendance Rates</li> <li>✓ Early College and Career Credentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>2b. <a href="#">Establishing a Culture for Learning</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> <li>C2. Builds a culture of high aspirations and achievement for every student.</li> </ul>

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

### Instruction:

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

Score

1 2 **3** 4

Objectives, essential questions, and assignment expectations are posted on the board for students to refer to throughout the day, as well as rubrics in their possession so they know how they will be graded on the assignments given

Differentiation and intervention time is being implemented within the instruction for all students to succeed.

Various levels of Bloom's questioning is used to promote students understanding, thinking, and engagement.

Students are creating all levels of Bloom's questions throughout their literature circles or book clubs

Formative assessments are used during instruction and summative assessments throughout the unit to monitor student progress and check for understanding of student learning.

Instruction has a scope and sequence and it is scaffolded for all student success.

Teacher aligns standards-based objectives to build towards the unit's essential questions, enduring understandings, and mastery of standards.

PLC teams are analyzing NWEA data to guide their instruction

PLC teams are analyzing student work samples to show differentiation, scaffolded instruction, and mastery of standards

Schoolwide RTI program for Reading (binders)

NRS teachers use NWEA assessment and student work data to inform intervention and scaffolded small group instruction to help all students grow.

## Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
  - Guide students to articulate the relevance of the objective(s) to learning.
  - Anticipate possible student misunderstanding.
  - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
  - Enable students to contribute to extending the content by explaining concepts to their classmates.
  - Build on students' language development and understanding of content.
  - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
  - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
  - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
  - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
  - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
  - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
  - Provide targeted supports to individual students or groups of students based on their identified needs.
  - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
  - Monitor progress and check for understanding for individual students.
  - Change instructional practice based on analysis of current data.
  - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
  - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions)</li> <li>✓ Informational observations, peer observations, learning walks</li> <li>✓ Lesson studies</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGRP Attainment and Growth</li> <li>✓ REACH observation trends (de-identified)</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3b. Using Questioning and Discussion Techniques</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">3d. Using Assessment in Instruction</a></li> <li><a href="#">3e. Demonstrating Flexibility and Responsiveness</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>B2. Observes and Evaluates Staff and Gives Feedback to Staff</li> </ul>

### Multi-Tiered System of Support:

Score

1 2 3 4

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

MTSS School Wide supports: MTSS Binders, Drive, Interventions Chart, Team/Teacher protocols, PLC MTSS team leads

Programs/Supports:

Academic

Academic RtI Tier 3 (binders/interventions)

Tier 1 UDL

Tier 2 Differentiation

Individual Learning Plans (promotional years)

EL after school program

Homework club (don't the upper grades do this?)

2nd grade academic after school interventions (I don't know if this is academic- I just know that some 2nd graders meet after school once a week with Ms. Salgado)

Open Book Reading Buddies (volunteers read one-to-one with struggling readers)

Behavior

NRS Values; school-wide behavior expectations (be courageous, show good character, model good behavior, be motivated)

Second Step

Classroom management - Teacher selected strategies from CHAMPS

Tier 2 CICO

Tier 3 Behavior Plans

Mediation circles

Student safety plans

Social Work

Individual counseling

Psych

Counseling group works

Targeted guidance lessons

2nd-grade friendship circle- Tier 2 intervention

Tier 1- Mind Up social emotional learning curriculum led by school psychologist and social worker once a week in 1st grade

\*School-wide blocked intervention schedule

\*Baseline and Benchmark

North River School is implementing a school-wide system of academic and social-emotional (SEL) supports through an MTSS team of support and development. The SEL supports implemented within the North River school community is dependent on classroom and student needs. North River School follows a structure of four defined behavior expectations that are supported with classroom behavior management in all domains. Level two low incident students are supported through a Check in Check out intervention that supports behavior objectives that are aligned with behavior expectations throughout the school day. The students' daily data is tracked through the Youth Service Management System and analyzed on a bi-quarterly basis. Tier 3 students are provided additional supports and remediations through individualized behavior plans and individual counseling supports. Our school social worker, psychologist, and counselor provide individual to small group interventions and supports for our students, support our PLC teachers and staff with resources and collaborations, as well as, provide our families within school and out of school options of resources for overall family/community support.

Academic systems include a school-wide response to intervention (RTI) system that includes a specific protocol for individualized interventions. Academic tiers 1 and 2 are supported with PLC and school-wide goals within the use of universal design for learning (UDL), scaffolding and differentiation. Students in these tiers are given individual to whole group resources, instruction, and support as determined by PLC groups and data analysis (NWEA, DIBELS/TRC, formative/summative assessments). Within the academic tier 3, students are given a specific and individualized smart goal based upon their NWEA or DIBELS/TRC data. Students within tier 3 are provided with interventions at least 3 times a week by an interventionist and progress monitored weekly.

### Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.

- Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below “C” or chronic absenteeism. (On Track)**
  - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
  - Monitor students requiring and receiving targeted and intensive instruction/interventions.
  - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
  - Determine appropriate interventions for students or groups of students not making adequate progress.
  - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use)</li> <li>✓ Evidence of Personal Learning Plan (PLP) implementation</li> <li>✓ Integrated data system that informs instructional choices</li> <li>✓ Flexible learning environments</li> <li>✓ Use of student learning plans</li> <li>✓ Use of competency-based assessments</li> <li>✓ Use of personalized learning rubric</li> <li>✓ Evidence of On Track monitoring and supports</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Attendance Rates</li> <li>✓ Course success rates (e.g. grade distributions, pass/failure rates)</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1b. Demonstrating Knowledge of Students</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> <li><a href="#">2d. Managing Student Behavior</a></li> <li><a href="#">3d. Using Assessment in Instruction</a></li> <li><a href="#">3e. Demonstrating Flexibility and Responsiveness</a></li> <li><a href="#">4b. Maintaining Accurate Records</a></li> </ul>
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

### Balanced Assessment & Grading:

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

Score

1 2 3 4

Multiple Measures and range of assessments used:

NWEA

DIBELS/TRC

mClass Math

WIDA/ACCESS

PARCC

Formation

Summative

Project Based

SES-Dive Cards

Antecedent Behavior and Consequence-Assessments

MTSS

Screening and diagnostic: DIBELS, TRC, NWEA

Progress Monitoring: none at this time/teacher created intervention and monitoring tools

Accessible Assessments

SpEd: Accommod/Mod Assessments for curriculum and district

ESL:

Instruction:

-Unit Based Assessment

-Running Records/Portfolios

-Diagnostic Assessments

-Psychological Assessments

Grading System:

-Conventional grading scale (Grade Book)

-Rubric and performance based grades

-Modified Grading Scale (ELL, DL, and other special areas)?

-Common meaning/understanding of "Rigorous Assessments?"

## Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see *MTSS* and *Instruction*)**
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design (<http://www.udlcenter.org/aboutudl/udlcurriculum>) and use of accommodations and, where needed, modifications.**
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
  - Work together on building common assessments within a department, course, or grade level team.
  - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).
  - Use common protocols and calibrate on scoring and grading in teacher teams.
  - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
  - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
  - Measure, report, and document student progress and proficiency:
    - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
    - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CSR).
  - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
  - Ensure grades are not used as a form of punishment, control, or compliance.

## Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

**Culture for Learning:**

Score

1 2 3 4

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

MTSS Team  
 ILT Team  
 PLC Teams  
 Bilingual Team  
 Juntos Team  
 Arts Integration-Little Kids Rock, Joffrey Ballet, visual art.  
 After school Programs ~ homework club, Girls on the Run, Art club, Rock Band, Comic club, Female Empowerment, Soccer, ELL Support  
 Social Committee  
 Student Council  
 LSC  
 PAC  
 7th-grade boys getting help/tutoring from Mr. Towns  
 Check-in-check out system  
 Intervention specialists & special teachers working with all students in content areas  
 Student engagement  
 Not severe discipline issues and small amount of suspensions (from what I have heard, but I could be wrong with all the issues that are going on in 7th & 6th grade, so correct me if I'm wrong & add to the list)  
 College initiatives  
 School-wide google classroom  
 PLC google classrooms that people are invited to be a part of  
 Buddy activities  
 Door Decorations  
 Counselor & leadership is involved and supportive  
 Office Decoration Team

The North River School atmosphere of learning is reflected through students, teachers, staff members, and the community. We strive to inspire and celebrate students with school and classroom-wide expectations of academics and behavior that can be found within our North River Core Values, unit and lesson plan learning objectives, quarterly awards ceremonies, the student of the month ceremonies, and MTSS/RtI implementation.

**Guide for Culture for Learning**

- Create a culture that reflects a shared belief in the importance of learning and hard work.
  - Use strategies to reinforce and cultivate student curiosity.

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

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Sample of individual student learning goals from a cross-section of teachers</li> <li>✓ Also review student work evidence from Rigorous Student Tasks</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Ambitious Instruction</li> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<a href="#">2b. Establishing a Culture for Learning</a>
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

### Relational Trust:

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

Score

1 2 3 4

NRS maintains a strong inclusive academic program, that integrates instructional programming which include an integrated Diver Learner program and an early childhood blended program that is supported by certified staff and paraprofessionals. In addition, English Language Learners (ELL) needs are met through NRS's bilingual program. We are currently working to provide additional native language support for ELs and find ways to include cluster students in some general education programming aside from specials classes. North River is developing a comprehensive RtI program that is centered at identify students academic needs, providing scaffolded learning strategies designed to remediate and accelerate student performance. Teacher teams meet weekly to discuss and plan collaborative interventions, evaluate and analyze student data and student work, collaboratively plan for interventions. All PLC teams work in a collaborative manner to address students academic and social needs.

### Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
  - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
  - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
  - Create opportunities for students to build positive relationships with peers.
  - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse**



community.

- Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
- Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
- Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
  - Respect other teachers who take the lead in school improvement efforts.
  - Respect colleagues who are experts at their craft.
  - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
  - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Five Essentials/My Voice, My School Survey</li> <li>✓ School Climate Standards Self-Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1b. Demonstrating Knowledge of Students</a></li> <li><a href="#">2a. Creating an Environment of Respect and Rapport</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>D2. Creates, develops and sustains relationships that result in active student engagement in the learning process</li> <li>E1. Creates a Culturally Responsiveness Climate</li> </ul>

Student Voice, Engagement, & Civic Life:

Score

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

1 2 3 4

There is an active and dynamic student council that includes representation from members the entire student body. Teachers, staff, and students meet and plan key events designed to increase school spirit and recognize student achievement. Monthly "Student of the Month" sessions are held to celebrate our student contributions. North River has regularly scheduled assemblies that parents and community members attend. Assemblies and cultural celebrations are designed to recognize student cultural contributions, artistic expressions, and community building events. Parents and community members are always invited and encouraged to attend school-wide celebrations. College awareness assemblies are held to encourage college and university exploration. In 2015/16, North River has increased the opportunities for integration by adding a full-time visual art teacher. Students are able to routinely take part in music and visual arts programming throughout the year.

Guide for Student Voice, Engagement, & Civic Life

Students...

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
  - Student needs, interest, and input are solicited for student programming.
  - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
  - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
  - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
  - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **Have a voice and take informed action.**
  - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
  - Students initiate and lead some school improvement initiatives.
  - Students participate in democratic decision-making at the school level.
  - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Connect to decision-makers.**
  - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
  - Students learn about issues and candidates, prepare voter education materials and get involved.
  - All eligible students are asked to register to vote.

- **Make positive contributions to the school and community.**
  - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
  - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
  - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data)</li> <li>✓ Student interest surveys (and/or other avenue for student input)</li> <li>✓ Policies regarding student engagement in decision making</li> <li>✓ Student government or committee charter and responsibilities</li> <li>✓ MVMS Student Survey completion rates and results</li> </ul>
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">1b. Demonstrating Knowledge of Students</a> <a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">3c. Engaging Students in Learning</a>
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	<a href="#">Social Science 3.0</a> Social Emotional Learning Standards

### Safety & Order:

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

### Score

1 2 3 4

NRS has maintained a safe environment through implementing a balanced approach to the CPS Uniform Discipline Code. As a result, disciplinary issues have remained dramatically low in comparison to CPS normative data. In addition, NRS's counseling and crisis intervention team provide students with behavioral interventions as needed. Level 4-6 behavioral incidents have been cut by 2/3 since last year. All guests are required to sign and before entering and exiting the building. Staff, parents, and administration are assigned to monitor student safety throughout the day. Via our recess partnership with Urban Initiatives, our recess program has been designed to actively engage students in healthy and active physical activities. Supervision is routinely conducted across all school programming.

Some Disciplinary Interventions Include:  
 Individual Safety Plan  
 Individual Behavior Plans  
 Crisis Team

### Guide for Safety & Order

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ MVMS score – “Safety”</li> <li>✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?</li> <li>✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.</li> <li>✓ School Climate Standards Rubric/Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Supportive Environment score</li> <li>✓ My Voice, My School Survey “Safety” score</li> </ul>
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">2c. Managing Classroom Procedures</a> <a href="#">2d. Managing Student Behavior</a>
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

**Restorative Approaches to Discipline:**

Score

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

1 2 3 4

NRS has maintained a safe environment through implementing a balanced approach to the CPS Uniform Discipline Code. As a result, disciplinary issues have remained dramatically low in comparison to CPS normative data. In addition, NRS’s counseling and crisis intervention team provide students with behavioral interventions as needed. Level 4-6 behavioral incidents have been cut by 2/3 since last year.

- Some Restorative Practices Include:
- Friendship circles
  - Restorative Teacher/Parent/Admin Conferences
  - Mediation circles
  - Individualized counseling
  - Network of Albany Park counseling resources

**Guide for Restorative Approaches to Discipline**

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

## Evidence, Measures, and Standards

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

### Parent Partnership:

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

Score

1 2 3 4

**Parent Participation:** Parents will be invited to join the school Parent Advisory Council (PAC); meetings will be held monthly throughout the year. Notification of PAC meetings will be posted on the school website and morning board, and sent home with the students. During the meetings if the PAC deems that that current plan needs to be reviewed, re-developed or improved upon then a meeting will be called for that purpose.

The school will make a copy of the Continuous Improvement Work Plan for the current school year available for review and inspection in the main office. Parents will be given notification and explanation of the Elementary School Promotion Policy. Parents will also be provided information on the standardized testing tools employed to assess academic progress and dates on when the assessments will be distributed. Parents will also be given information on the school's curriculum and grading scale.

Oral responses by the Principal will be given regarding any concerns at Local School Council Meetings, Parent Advisory Council meetings, or other meetings with parents, as appropriate.

**Parent Involvement:** The school will continue to work on developing strategies and develop new ones to increase parental involvement in supporting their children's academic progress. We want parents involved and working with our educators and to do so parents are encouraged to volunteer at school, serve on and attend the LSC meetings, PAC meetings, and BAC meetings. We will share information with parents about professional development workshops, conferences, or classes that may benefit them as stakeholders. Information will be on the school website, in parent packets, newsletters, and informational handouts distributed at PAC meetings, BAC meetings, LSC meetings, open houses and parent-teacher conferences.

At the beginning of every school year, parents are invited to join the school Parent Advisory Council (PAC) or Bilingual Advisory Council (BAC); meetings are held monthly throughout the year. The LSC (Local School Council) and other parent councils also invite parents and other stakeholders to the monthly meetings in order to keep informed of events happening within the school. Throughout the year, the school communicates expectations to parents via parent newsletters and student progress reports and grade reports. There are two parent-teacher conferences in which the parent is given an opportunity to visit all their child's teachers and provide feedback to their child's progress.

**Celebration Events:** North River has regular assemblies that parents and community members attend. In addition, the Albany Park Coalition and the National Museum of Mexican Fine Arts (Juntos mtgs., Frida Kahlo) offers opportunities for parents and community members to become involved in and participate in NRS related events.

**Academic Performance:** Parents/Guardians receive regular feedback on student achievement, progress or grade reports are sent home every five weeks and teachers are encouraged to call home and involve parents. With each progress report, the principal sends home a newsletter keeping the parent abreast of any new developments and updating the parents on school business. All teachers are required to use Impact parent portal to post grades. At report card pick up, the computer lab will be staffed with personnel to register parents for the parent portal and show them how to access their accounts. North River's website also is an effective method of communication with stakeholders.

**Communication:** Staff stays in constant communication with parents through the weekly Wednesday Newsletter, The Morning Board, and written communication (letter & email). Parents are encouraged to contact the office to schedule a parent/teacher conference during teachers' daily preparation periods or before or after school.

5 Essentials Survey -North River is NOT YET ORGANIZED for improvement  
Teacher-Parent Trust is rated "Weak"

## Guide for Parent Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
  - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
  - Host events for parents to share with other parents how home and school complement each other.
  - Share best practices around learning and development with parents to support students at home.
  - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
  - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
  - Assist parents to volunteer in the school and/or participate on teams/committees.
  - Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**
  - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
  - Send regular, positive, personalized communication from a staff member.
  - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
  - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**

- Information is provided to parents in their native language.
- Parent meetings scheduled with interpreters present to facilitate participation.

## Evidence, Measures, and Standards

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

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus $\emptyset$ = Not of focus
2	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 $\emptyset$
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 $\emptyset$
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 $\emptyset$
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 $\emptyset$
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 $\emptyset$
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 $\emptyset$
4	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 $\emptyset$
4	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 4 5 $\emptyset$

4	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊗
4	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊗
4	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊗
4	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊗

Goals

Required metrics (Elementary)

12 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
<b>National School Growth Percentile - Reading</b>				
Based on our 2015/16 Winter NWEA data analysis, and the adoption of new curricular goals, we feel that students in grades 3-8 will be able to meet 67% of their growth goals. We also anticipate that in the 2017 school year, students will continue their upward growth progression and students will realistically meet 72% of their targeted growth goals. There will be an increase in adaptive instructional resources aligned to student RiT goals. Teachers will provide targeted instructional supports to measure and monitor student progress. Teachers will also be integrating results of students' performance into their unit planning and instructional goals. Results of progress monitoring will direct and guide instructional planning.	64.00	80.00	67.00	72.00
<b>National School Growth Percentile - Math</b>				
Based on our 2015/16 Winter NWEA math data analysis, and the adoption of new curricular goals, we feel that students in grades 3 - 8 will be able to meet 67% of their growth goals. We also anticipate that in the 2017 school year, students will continue their upward growth progression and students will realistically meet 65% of their targeted growth goals. There will be an increase in adaptive instructional resources aligned to student RiT goals. Teachers will provide targeted instructional supports to measure and monitor student progress. Teachers will also be integrating results of students' performance into their unit planning and instructional goals. Results of progress monitoring will direct and guide instructional planning.	48.00	97.00	60.00	72.00
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>				
At North River, students have not been identified as a subgroup due to low numbers of students actively enrolled.	52.40	(Blank)	55.00	59.00
<b>African-American Growth Percentile - Reading</b>				
At North River, students have not been identified as a subgroup due to low numbers of students actively enrolled.	(Blank)	(Blank)	(Blank)	(Blank)
<b>Hispanic Growth Percentile - Reading</b>				
Based on our 2015/16 Winter NWEA data analysis, and the adoption of new curricular goals, we feel that our Hispanic students in grades 3 - 8 will be able to meet 67% of their growth goals. We also anticipate that in the 2017 school year, students will continue their upward growth progression and students will realistically meet 72% of their targeted growth goals. There will be an increase in adaptive instructional resources aligned to student RiT goals. Teachers will provide targeted instructional supports to measure and monitor student progress. Teachers will also be integrating results of student's performance into their unit planning and instructional goals. Results of progress monitoring will direct and guide instructional planning.	62.00	77.00	67.00	72.00
<b>English Learner Growth Percentile - Reading</b>				

NWEA and ACCESS assessment data suggests that a significant percentage of EL students are not making anticipated growth. Evidence suggests that not all EL students have access to appropriate reading and math resources in their native language. Other issues are also likely impacting EL performance (i.e. lack of native language support, lack of understanding of students' academic and language needs, SES needs of ELLs, and a need for more differentiation.) North River will be investing in culturally-relevant materials needed to enrich the learning environment in classrooms and the library including texts and resources that reflect the students' home cultures and/or are in the students' native language.

(Blank)

(Blank)

(Blank)

(Blank)

**Diverse Learner Growth Percentile - Reading**

At North River, students have not been identified as a subgroup due to low numbers of students actively enrolled.

(Blank)

(Blank)

(Blank)

(Blank)

**African-American Growth Percentile - Math**

At North River, students have not been identified as a subgroup due to low numbers of students actively enrolled.

(Blank)

(Blank)

(Blank)

(Blank)

**Hispanic Growth Percentile - Math**

Based on our 2015/16 Winter NWEA math data analysis, and the adoption of new curricular goals, we feel that our Hispanic students in grades 3 - 8 will be able to meet 60% of their growth goals. We also anticipate that in the 2017 school year, students will continue their upward growth progression and students will realistically meet 72% of their targeted growth goals. There will be an increase in adaptive instructional resources aligned to student RiT goals. Teachers will provide targeted instructional supports to measure and monitor student progress. Teachers will also be integrating results of students' performance into their unit planning and instructional goals. Results of progress monitoring will direct and guide instructional planning.

48.00

97.00

60.00

72.00

**English Learner Growth Percentile - Math**

At North River, students have not been identified as a subgroup due to low numbers of students actively enrolled.

(Blank)

(Blank)

(Blank)

(Blank)

**Diverse Learner Growth Percentile - Math**

At North River, students have not been identified as a subgroup due to low numbers of students actively enrolled.

(Blank)

(Blank)

(Blank)

(Blank)

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

Based on our 2015/16 Winter NWEA data analysis, and the adoption of new curricular goals, we feel that students in grades 3-8 will be able to meet 62% of their attainment goals. We also anticipate that in the 2017 school year, students will continue their upward growth progression and students will realistically meet 72% of their targeted growth goals by 2018.

64.00

60.00

62.00

72.00

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

Based on our 2015/16 Winter NWEA data analysis, and the adoption of new curricular goals, we feel that students in grades 3-8 will be able to meet 60% of their attainment goals. We also anticipate that in the 2017 school year, students will continue their upward growth progression and students will realistically meet 72% of their targeted growth goals by 2018.

67.00

87.00

60.00

72.00

**National School Attainment Percentile - Reading (Grade 2)**

Based on the winter 2nd Grade DIBELS TRC data, we feel students will perform and show incremental growth.

62.00

66.00

69.00

72.00

**National School Attainment Percentile - Math (Grade 2)**

Based on the winter 2nd Grade mClass data, we feel students will perform and show incremental growth.

80.00

74.00

76.00

81.00

**% of Students Making Sufficient Annual Progress on ACCESS**



All professional development meetings will include a portion dedicated to school-wide bilingual education needs and will be included in PLC and lesson planning protocols, with consideration given to the ways that teachers of non-core subjects can serve their bilingual students. Identify culturally-relevant materials needed to enrich the learning environment in classrooms and the library including texts and resources that reflect the students' home cultures and/or are in the students' native language. PD will be provided to build teacher knowledge and skills in differentiating for language proficiency and standards-based instruction with a focus on speaking, listening, reading, and writing.

59.20

52.30

57.00

60.00

#### Average Daily Attendance Rate

As of March 2016, North River continues to increase attendance rates. Via a combination of consistent communications to parents and student incentives, attendance has increased. North River will continue applying successful strategies to promote the importance of daily attendance. Communications by school staff will be done on a daily basis. Students who have been identified as chronic will meet with administration and school counselor to develop an attendance plan to address causes and promote better supports and communication.

96.90

96.80

97.00

97.20

#### My Voice, My School 5 Essentials Survey

As a result of a new administration and based on the positive feedback received from all stake holders, North River will be identified as being "Well Organized." Feedback which has been received from formal and informal surveys indicate an upward growth across all categories.

(Blank)

(Blank)

(Blank)

(Blank)

Custom metrics

0 of 0 complete

2014-2015	2015-2016	2016-2017	2017-2018
Actual	Actual	Goal	Goal

#### Strategies

##### Strategy 1

If we do...

Target support to promote consistent teaching across grade levels and grade clusters around a balanced literacy approach.

...then we see...

Via a collaborative planning process around a balanced literacy approach, students will have consistent access to rigorous texts via whole group, small group, and one-on-one instruction. Students across all instructional programming (Diverse Learners and English Language Learners) and proficiency levels will see dramatic gains in performance.

...which leads to...

Increase reading proficiency will increase as measured by Fountas and Pinnell Leveled Assessment, Dibels TRC, NWEA, ACCESS and PARCC assessments

Tags:  
Professional Learning

Area(s) of focus:  
1

Action step

Responsible

Timeframe

Evidence for status

Status

Define components of the Balance Literacy Framework

ILT, Teachers, ESP and Administration

Aug 29, 2016 to Sep 2, 2016

Initial Meeting and PD training

Not started

#### Professional Learning

During professional development days, define and develop beliefs around literacy instruction that includes all students (DL and ELL) as it relates to a balance literacy approach.

All teachers and staff

Aug 29, 2016 to Sep 30, 2016

PD Sessions in August and September

Not started

#### Professional Learning, Approaches to teaching and learning, Academic learning



Strategy 3

If we do...

Evaluate relevant curricula and purchase additional leveled instructional materials to support our Balanced Literacy Approach.

...then we see...

Teachers utilizing a wide variety of leveled instructional materials with students to support whole group, small group, and one-on-one instruction.

...which leads to...

Increased achievement as measured via formative and summative assessments. (NWEA, DIBELS, Grades, and School-wide Assessments)

Tags:

Differentiated instruction, Instructional materials, Balanced literacy, Guided reading, Close reading

Area(s) of focus:

1, 3

Action step

Responsible

Timeframe

Evidence for status

Status

In order to foster greater literacy independence aligned to a leveled reading approach, North River will purchase leveled non-fiction text to reach our goal of 50% Non-fiction & 50% fiction ratio in the K-5th grades and 70% non-fiction & 30% fiction ratio.

ILT, Teacher and ESP

Jul 25, 2016 to Sep 2, 2016

Purchasing instructional materials during summer session

Not started

**Instructional material**

Instructional materials will be aligned grouped and leveled according to the Fountas and Pinnel Leveled Reading scale. Teachers will incorporate leveled texts to support our targeted small group instructional model. The goal is to purchase additional non-fiction and fiction text to expand and create a robust leveled reading resource room for K-8th. North River will purchase Literacy and Mathematics supplemental curriculum material for our English Learners in their native language.

ILT, Teachers and ESP

Jul 25, 2016 to Sep 2, 2016

Teachers and staff will work collaboratively to align and level instructional

Behind

**Instructional material, Planning**

Fountas and Pinnel Leveled Assessments will be administered to students in grades K-4 a minimum of four times during the school year. Student who have been identified as needing Tier 2 and Tier 3 interventions will receive more support and be progress monitored. Teachers will be required to use the results of the assessment to guide instruction.

ILT, Teachers and ESP

Sep 12, 2016 to Jun 9, 2017

Teachers will engage in the administration of scheduled guided reading leveled assessments.

Not started

**Assessments, Instructional planning, Guided reading**

Teachers at North River will engage in a thoughtful analysis of the classroom environment in order to create learning spaces conducive to authentic student centered learning. Classroom configuration and layout will be researched based and designed for greater interactions between teacher and student and student to student. Classroom environments will be designed to maximize process based learning via learning centers and stations. Over the coming years, furniture purchasing will be initiated to support the "Small Group Instructional Model" approach.

ILT, Teachers, and ESP

Aug 29, 2016 to Sep 9, 2016

Classrooms configurations will be designed to support small group/differentiated instructional model

Not started

### Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ Define components of the Balance Literacy Framework Tags: Professional Learning, Professional Learning</p>	ILT, Teachers, ESP and Administration	Aug 29, 2016	Sep 2, 2016	Not started
<p>✚ During professional development days, define and develop beliefs around literacy instruction that includes all students (DL and ELL) as it relates to a balance literacy approach. Tags: Professional Learning, Professional Learning, Approaches to teaching and learning, Academic learning</p>	All teachers and staff	Aug 29, 2016	Sep 30, 2016	Not started
<p>✚ During professional development sessions and PLC (grade level meetings), teachers will compare and analyze components of our current reading curriculum. Results of school wide analysis will result in combining strategies and resources to fully evaluate and support our Balance Literacy Approach and to identify areas of clear and measurable improvement in teaching practices. Tags: Professional Learning</p>	All teachers and staff, admin and Network ISL support team member	Aug 29, 2016	Sep 30, 2016	Not started
<p>✚ Progress monitoring of Tier 3 interventions are completed and shared school wide. Tags: MTSS, Academic gain, Tier 2 &amp; 3, Academic supports, Tier 1, MTSS, Tier 2 &amp; 3, Progress monitoring</p>	All teachers and staff	Aug 29, 2016	Jun 16, 2017	Behind
<p>✚ Scheduled times for tier 3 intervention implementation/instruction is scheduled. Schedules must be frequent (at least 3 times a week). Tags: MTSS, Academic gain, Tier 2 &amp; 3, Academic supports, Tier 1, MTSS, Tier 2 &amp; 3</p>	Administration and MTSS Team	Aug 29, 2016	Aug 29, 2016	Behind
<p>✚ Communicate to parents/guardians about the additional supports/interventions provided for their child to bridge home and school environments. Tags: MTSS, Academic gain, Tier 2 &amp; 3, Academic supports, Tier 1, MTSS, Parent engagement</p>	MTSS Team and all teachers and staff	Sep 26, 2016	Sep 30, 2016	Behind
<p>✚ Data Day: Once every 2 - 3 months PLC teams will meet with an MTSS team member and administrator to complete a data check. Teams will look at their student's progress monitoring and make data driven decisions based upon the student's level of progress. Tags: MTSS, Academic gain, Tier 2 &amp; 3, Academic supports, Tier 1, MTSS</p>	MTSS Team, administration, all teachers and staff	Aug 29, 2016	Jun 19, 2017	Behind
<p>✚ In order to foster greater literacy independence aligned to a leveled reading approach, North River will purchase leveled non-fiction text to reach our goal of 50% Non-fiction &amp; 50% fiction ratio in the K-5th grades and 70% non-fiction &amp; 30% fiction ratio. Tags: Differentiated instruction, Instructional materials, Balanced literacy, Guided reading, Close reading, Instructional material</p>	ILT, Teacher and ESP	Jul 25, 2016	Sep 2, 2016	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Instructional materials will be aligned grouped and leveled according to the Fountas and Pinnel Leveled Reading scale. Teachers will incorporate leveled texts to support our targeted small group instructional model. The goal is to purchase additional non-fiction and fiction text to expand and create a robust leveled reading resource room for K-8th. North River will purchase Literacy and Mathematics supplemental curriculum material for our English Learners in their native language.</p> <p>Tags: Differentiated instruction, Instructional materials, Balanced literacy, Guided reading, Close reading, Instructional material, Planning</p>	ILT, Teachers and ESP	Jul 25, 2016	Sep 2, 2016	Behind
<p>✦ Fountas and Pinnel Leveled Assessments will be administered to students in grades K-4 a minimum of four times during the school year. Student who have been identified as needing Tier 2 and Tier 3 interventions will receive more support and be progress monitored. Teachers will be required to use the results of the assessment to guide instruction.</p> <p>Tags: Differentiated instruction, Instructional materials, Balanced literacy, Guided reading, Close reading, Assessments, Instructional planning, Guided reading</p>	ILT, Teachers and ESP	Sep 12, 2016	Jun 9, 2017	Not started
<p>✦ Teachers at North River will engage in a thoughtful analysis of the classroom environment in order to create learning spaces conducive to authentic student centered learning. Classroom configuration and layout will be researched based and designed for greater interactions between teacher and student and student to student. Classroom environments will be designed to maximize process based learning via learning centers and stations. Over the coming years, furniture purchasing will be initiated to support the "Small Group Instructional Model" approach.</p> <p>Tags: Differentiated instruction, Instructional materials, Balanced literacy, Guided reading, Close reading</p>	ILT, Teachers, and ESP	Aug 29, 2016	Sep 9, 2016	Not started

## Fund Compliance

## Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

## NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

## Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

## Parent Plan

### Parent Involvement Policy

Complete

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

Parents will be invited to join the school Parent Advisory Council (PAC); meetings will be held monthly throughout the year. Notification of PAC meetings will be posted on the school website and morning board, and sent home with the students. During the meetings if the PAC deems that that current plan needs to be reviewed, re-developed or improved upon then a meeting will be called for that purpose.

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

We will inform North River parents of participation in the NCLB programs and requirements of Title 1. We will review the school's agenda in which we will have listed times and dates of additional parental involvement meetings including PAC, BAC, and LSC. Parents will be invited to join the school Parent Advisory Council (PAC); meetings will be held monthly throughout the year. Notification of PAC meetings will be posted on the school website and morning board, and sent home with the students. During the meetings if the PAC deems that that current plan needs to be reviewed, re-developed or improved upon then a meeting will be called for that purpose. The Title 1 Annual PAC meeting date is September 21, 2016 at 8:00am. The Title 1 Parent Advisory Organizational Meeting will be held on September 21, 2016, at 9:00am.

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

The school will make a copy of the Continuous Improvement Work Plan for the current school year available for review and inspection in the main office. Parents will be given notification and explanation of the Elementary School Promotion Policy. Parents will also be provided information on the standardized testing tools employed to assess academic progress and dates on when the assessments will be distributed. Parents will also be given information on the school's curriculum and grading scale.

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

During the various PAC, BAC, and LSC meetings, the Principal will conduct report out to the community to share on updates and important relevant information to all parents. The principal will also provide opportunities for parents to voice any concerns at Local School Council Meetings, Parent Advisory Council meetings, or other meetings with parents, as appropriate.

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.

North River will present state assessments information given each year. These assessments reports are the PARCC tests and the ACCESS tests. Students in grades 3-8 will also take the NWEA tests three times a year in the fall, winter, and spring. NWEA scores will be used as part of the promotion policy in grade 3, 6, & 8. Students will set goals and have growth targets identified for them in areas of reading and math. Parents will receive the growth results three times a year. Parents/students will receive individual results for state assessments as soon as provided by the state. This is given to students by their teacher and sent home with students.

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

Parents notification will be shared with parents that inform them of their teacher's qualifications. For the 2015/2016 a, all teachers at the school have been identified as "highly qualified." Safeguards, by The Chicago Public Schools, ensure that all teaching seeking teaching positions meet all necessary requirements of all teaching positions. Parents can submit a request to obtain the status of any of their child's teachers regarding qualifications. Those parents will receive written confirmation as soon as the information is available.

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

In addition to sending written notification in both English and Spanish to, North River will provide several opportunities for parents to confer with the teachers. Our mission and goal is to form a cohesive team with teachers and administration as to educational well-being of their child. Parents are encouraged to come to the school and pick up report cards for the first and third marking periods. Parents who need more time for detailed discussions can make appointments with the teachers in that subject area. The students' progress reports are sent home every 5 weeks. The principal also reviews grades with teachers and ensure that teachers are meeting with parents regularly of students who are not achieving at grade level. The school will continue to work on developing strategies and develop new ones to increase parental involvement in supporting their children's academic progress. We want parents involved and working with our educators and to do so parents are encouraged to volunteer at school, serve on and attend the LSC meetings, PAC meetings, and BAC meetings. We will share information with parents about professional development workshops, conferences, or classes that may benefit them as stakeholders. Information will be on the school website, in parent packets, newsletters, and informational handouts distributed at PAC meetings, BAC meetings, LSC meetings, open houses and parent-teacher conferences.

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

Monthly PAC meeting well be held to inform and empower our North River parents. PAC funds are, and will continue to be used, to hire consultants to provide training, classes, or workshops. Funds will also be used to purchase supplies that parents need throughout the year. Sessions are offered for all parents at each parent-teacher conference regarding the use of Gradebook and Parent Portal. Each parent will receive a login to access students grades and attendance and establish better communications with their child's teachers.

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

North River will provide professional development to staff on effective strategies to engage and work with families from diverse backgrounds. Our staff development program will also focus on developing greater involvement of families in home learning activities. Family reading and math nights will be used to promote greater involvement of families in home learning activities. partners. One of our school goals is to increase better communication through technology and social media.

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

There is a strong literacy curriculum in the primary grades beginning in preschool that relies heavily on parent participation and involvement. This includes using home reading logs and opportunities for parents to volunteer. For incoming primary students, parents are given an orientation of the curriculum during the registration process. Suggestions are given to parents on how to fully participate in their children's' education.

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

Reminder letters and flyers are sent to parents informing and/or reminding them of meeting times. Letters are written in English and Spanish and are easily understood. This information is also written on the school monthly calendar and school website.

#### Policy Implementation Activities

- The LSC will approve the school improvement plan and monitor the CIWP.
- In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.
- The school will coordinate the parent involvement programs identified in the CIWP.
- The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

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

none

#### 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.)

High-quality curriculum and instruction in a supportive environment will continue to be provided in our mission statement in which we pledge "to promote the total education of all our children." We shall address the inherent needs of all students to learn to read and acquire critical thinking skills while concurrently fostering creativity across all academic endeavors. Furthermore, our vision statement indicates that we are "committed to providing a foundation for lifelong literacy and learning for all students." Our goal is to create an environment of life-long learning. This is accomplished through a variety of venues, using technology, master teachers, field trips, hands-on experiences. Through teamwork and high expectations, we will enable our students to achieve success and become productive members of their communities. We will continue to create a trust and collaboration that is focused on data- driven instruction for all students.

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.

Parent-teacher conferences will be held throughout the school year, including formal conferences at Report Card Pickup days (November and April). Parents can schedule meetings with the teacher at a time convenient for both teacher and parent to discuss the student's progress. Either a teacher or parent may request a conference.

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

Parents will be provided consistent, thorough reports on their children's progress throughout the school year. This includes 5-week progress reports via IMPACT at the half way point. Formal report cards will be issued at the four marking periods, and NWEA test results will be issued when available. Informal reports will also be given to parents via email and phone calls from teachers and administration.

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

Parents are encouraged to request a conference with the administration and/or teacher to discuss child's progress. Parents have access to staff email addresses and phone numbers, via school's website, to request a conference via the parent portal or North River website, parent-teacher conferences, parents are encouraged to make individual appointments.

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

Parents are welcomed to volunteer and participate in their child's education. Parents are encouraged to chaperone, or participate in various school events. Parents are invited to volunteer in North River classrooms or serve as crossing guards at arrival/dismissal. Parents are also invited to participate in extra-curricular activities, as long as CPS guidelines for doing so are followed. Parents can also observe his or her child's classroom during a regular school day with permission from an administrator and the teacher with prior notification.

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

In 2016-17, there will be formal parent workshops to help parents support their child's learning. Administration, teachers, and/or presenters will conduct these training sessions. Parents are provided their own access to the parent portal. Through this communication tool, parents can periodically monitor his or her own child's progress. If the child is missing assignments and/or scoring low on tests and quizzes, the parent can take the necessary actions to ensure their child will meet class standards. Parents may also use the parent portal to email the teacher with further explanation or assistance. In addition, parents are encouraged to meet their child's teachers in person either by appointment or during the teacher/parent conferences in order to develop a relationship that will benefit the child.

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

The CIWP is written with input from parents determined at meetings with school stakeholders. The school's priority goals and resources shall be allocated at these meetings. Parents will also participate in individual meetings relating to their own child's academic and social progress. Parents continue to have an opportunity to input and consult at the monthly Local School Council (LSC) and Parent Advisory Committee (PAC) meetings. At the beginning of every school year, parents are invited to join the school Parent Advisory Council (PAC) or Bilingual Advisory Council (BAC); meetings are held monthly throughout the year. The LSC (Local School Council) and other parent councils also invite parents and other stakeholders to the monthly meetings in order to keep informed of events happening within the school. Throughout the year, the school communicates expectations to parents via parent newsletters and student progress reports and grade reports. There are two parent-teacher conferences in which the parent is given an opportunity to visit all their child's teachers and provide feedback to their child's progress.

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).

Improved academic achievement is recognized by the school with awards, assemblies and other monthly incentives encouraging students to continue to do their best. Students will participate in parent-teacher conferences so that the responsibility of improved academics is shared. The school climate promotes student's responsibility and active participation in their own academic achievement with a gradual release model. Students are expected to maintain good attendance in order to learn good work and study habits. Upper grades students are expected to monitor their own progress by using Gradebook and by developing a positive relationship with their classroom teachers. If a student needs additional assistance, they have the opportunity to attend after-school tutoring and/or meet with the counselor. In addition, students are encouraged to join various academic clubs and activities the school has to offer.

Parent Budget

Complete

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



North River will present state assessments information given each year. These assessments reports are the PARCC tests and the ACCESS tests. Students in grades K-2 will take mClass Math and DIBELS assessments three times a year. Students in grades 3-8 will also take the NWEA tests three times a year in the fall, winter, and spring. NWEA scores will be used as part of the promotion policy in grade 3, 6, & 8. Students and teachers will set goals and have growth targets identified for them in areas of reading and math. Parents will receive the growth results three times a year. Parents/students will receive individual results for state assessments as soon as provided by the state. This is given to students by their teacher and sent home with students.

Additional strategies for providing opportunities for parents to be involved and informed as to how students will meet proficient and advanced levels are listed below.

- Leveling assessment program that targets individual student leveled results for students in K-8 using Fountas and Pinnell Assessments, ISEL, and school developed interim and leveled assessments
- Differentiated instruction using the Balance Literacy Approach Framework, learning center model, and an overall emphasis on small group individualized instruction
- Before and After School programs for all proficiency levels
- Additional teaching positions for reduced class size
  
- All community, professional, mentoring and university partnership programs will be aligned to the school's social, emotional and curricular goals and objectives

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

Account(s)	Description	Allocation
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 0 .00
53405	<b>Supplies</b> 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.	\$ 204 .00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 468 .00
54125	<b>Consultants</b> 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)	\$ 700 .00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$ 0 .00
54205	<b>Travel</b> 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.	\$ 500 .00
54565	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ Amount .00
53510	<b>Postage</b> Must be used for parent involvement programs only.	\$ 0 .00
53306	<b>Software</b> Must be educational and for parent use only.	\$ 0 .00
55005	<b>Furniture and Equipment</b> 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

