



North River Elementary School / Plan summary

## 2018-2020 plan summary

### Team

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### Team meetings

Date	Participants	Topic
02/07/2018	CIWP/ILT	Gather Evidence for School Excellence Framework

02/21/2018	CIWP/ILT	SEF - Team share our & progress monitor
03/07/2018	CIWP/ILT	Goal Setting - School Priority Areas
03/21/2018	CIWP/ILT	School Priority Areas - Strategies & Action Steps
04/04/2018	CIWP/ILT	Fund Compliance & Parent Involvement
04/18/2018	CIWP/ILT	Draft of CIWP for Network Feedback
05/09/2018	CIWP/ILT	Final 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.

1 2 **3** 4

This year, North River 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 led and directed by both teachers and administration. North River's collectively developed professional development focus area include, EL strategies (MPI), 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 (Elementary School Summit). The results of the 5 Essentials survey indicate a positive shift in the view of administration, Effective Leaders is rated "Strong."

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.
  - Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
  - Build shared leadership structures and opportunities for job-embedded leadership training and development.
  - Capitalize on the leadership skills of others.
  - Constantly listen and synthesize what is heard, and learn from all sources.

- **Employ the skills to effectively manage change.**
  - Master skills associated with large-scale strategic planning processes and implementation of such plans.
  - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
  - Model ambitious goals for teaching and learning for all students, including priority groups.
  - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
  - Buffer staff from external distractions to the school's priorities and goals.
  - Limit school improvement goals to a few high leverage activities.
  - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

## Evidence, Measures, and Standards

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	✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<a href="#">4d. Growing and Developing Professionally</a> <a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>A1. Assesses the Current State of School Performance and Develops a CIWP</li> <li>A2. Implements Data Driven Decision Making and Data Driven Instruction</li> <li>A5. School Vision and Mission Drive Decision-Making</li> <li>D4. Demonstrates Change Management</li> </ul>

### Instructional Leadership Team:

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

### Score

1 2 **3** 4

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 led professional developments for our staff during staff development days. 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.

Network walk throughs have been held and looking at how our school-wide focuses (balanced literacy and classroom environment) are being implemented throughout the building. We reflected on the the feedback that was given from the walk-throughs (wonderings and suggestions for improvement) and the growth of the school from the past couple of years. That feedback was given back to the staff during PLC meetings and the ILT plans to have some in house walk-throughs in the spring to see all the growth we've made as a school.

The ILT uses time and data effectively to get conversations about MTSS going. Progress monitoring for Tier 1 instruction was a focus of the ILT. Several progress monitoring tools and programs were introduced and discussed. Then the ILT members brought it back to their PLCs. Sundance Kits (Spotlight on Comprehension & Accelerated Reader) were recommended and purchased for grades K - 6.

In the Five Essentials survey "Effective Leaders" is rated strong.

## 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
MTSS Framework	Shared Leadership, Evaluation of MTSS
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Instructional Leadership Team Planning Tools</a></li> <li>✓ <a href="#">PLC and Mentoring Coaching Resources</a></li> </ul>

### Professional Learning:

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

### Score

1 2 **3** 4

North River is a small school, teachers from grade-clusters will attend professional development and other Professional Learning to bring back new methods and resources to Professional Learning Communities (PLC)s. This past year teachers participated in the district's Elementary School Summits on a quarterly basis. Teachers brought back the information and presented to staff in Teacher Institute Days and PLCs.

North River has PLCs on a weekly basis where grade cluster teams meet and collaborate. Administration meets twice a month with all PLCs. PLC agendas consist of some informational time but focus is on data, student work, instructional strategies and planning. Teachers collaborate and offer recommendations on how teaching approaches can be modified to improve the quality of student work. Also, teachers analyze student data at grade-clusters to identify trends and collaboratively develop proactive teaching to support students academically.

Professional development days at the school and PLCs are aligned to the CIWP priorities. Teachers present during PLCs and school improvement days. REACH observations are conducted to provide coaching and feedback.

In the Five Essentials survey "Effective Leaders" is rated strong.

## 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	Effective Leaders Collaborative Teachers
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction</a>
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	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Teaching the Teachers</a></li> <li>✓ <a href="#">Making Better Use of Research</a></li> <li>✓ <a href="#">Upcoming Professional Learning Opportunities</a></li> <li>✓ <a href="#">Framework for Teaching PD Modules</a></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

1 2 **3** 4

All schedules are designed to maximize teacher/student engagement and to foster professional collaboration via PLC and other committee meetings. Paraprofessional schedules are prioritized to student learning time. 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. Teacher and staff resources are used to increase student achievement.

Community partnerships have positively impacted our ability to provide our students a wide range of learning opportunities. Community partnerships include literacy enrichment (Open Books), tutoring (WITS), arts integration (Art Encounter), health and wellness (Urban Initiatives), culturally diverse experiences, and social/emotional supports for students 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. Resources are allocated to support student learning. Budget funds are used appropriately to purchase materials needed for instruction.

All teachers have been retained over the last two years. Only one teacher relocated out of state. In the Five Essentials survey, Effective Leaders was rated strong.

## 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 dollars 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	
	<ul style="list-style-type: none"> <li>✓ Schedules</li> <li>✓ Teacher retention rates</li> <li>✓ Staff exit interviews/surveys (data on reasons for leaving school or district)</li> </ul>
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Candidate interview protocol documents</li> <li>✓ List of community-based organizations that partner with the school and description of services</li> <li>✓ Evidence of effectiveness of the services that community-based organizations provide</li> <li>✓ Budget analysis and CIWP</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction, Family &amp; Community Engagement</a>
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Aligning Resources with Priorities: Focusing on What Matters Most</a></li> <li>✓ <a href="#">Instructional Supports</a></li> <li>✓ <a href="#">Strategic Source Vendor List</a></li> <li>✓ <a href="#">CPS Instructional Time Guidelines: Elementary School Overview</a></li> <li>✓ <a href="#">CPS Instructional Time Guidelines: High School Overview</a></li> <li>✓ <a href="#">CPS Instructional Block Guidance: K-2 Literacy</a></li> <li>✓ <a href="#">CPS Instructional Block Toolkits: Math</a></li> </ul>

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Score

1 2 3 4

#### Literacy:

Primary Grades - Daily 5 implemented daily (CAFE menu), Pam Allyn writing curriculum

Grades K - 4 implementing Balanced Literacy Model, small group instruction, targeted instructional groups,

Grades 5 - 8 implementing Perspectives Curriculum

#### Math:

Curriculum vertically aligned with a year-long scope and sequence that maps out the CCSS throughout the year:

Grades K - 5 implementing Envision curriculum

Grades 6 - 8 implementing Connected Math curriculum

All teachers have created their own curriculum through UBD units and posted in the drive. Grades 3-8 have developed common units of instruction aligned to the standards and collaboration with teachers of diverse learners (DL).

All teachers are putting language objectives within their UBD units for English Learner students (EL).

Differentiation is our school-wide focus, so EL and DL 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.

SEL curriculum with Second Step is school-wide.

In the Five Essentials survey "Ambitious Instruction" and "Effective Leaders" are rated strong.

### Guide for Curriculum

- - **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
  - Focus so units can be adequately addressed in the time available.
  - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
  - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
  - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
  - Diverse learners to demonstrate core knowledge and skills.
  - English Learners to develop academic language to demonstrate mastery.
    - Use English and native language development standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
  - Provide opportunities for meaningful project-based learning.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
- - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
  - Curriculum is tailored to the strengths, needs, and interests of each student.

### Evidence, Measures, and Standards

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>✓ SGRP 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>
MTSS Framework	<a href="#">Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<a href="#">3a. Communicating with Students</a> <a href="#">3c. Engaging Students in Learning</a> <a href="#">1a. Demonstrating knowledge of content and pedagogy</a> <a href="#">1d. Designing Coherent Instruction</a>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> <li>✓ CPS Content Frameworks: <a href="#">Math</a>, <a href="#">Science</a>, <a href="#">Social Science</a>, and <a href="#">Literacy</a></li> <li>✓ <a href="#">CPS Literacy Scope and Sequence</a></li> <li>✓ <a href="#">CPS Math Scope and Sequence Guidance</a></li> <li>✓ <a href="#">Digital Citizenship Curriculum</a></li> <li>✓ <a href="#">K-12 Financial Literacy Guide</a></li> <li>✓ <a href="#">Personal Finance 3.0 Course</a></li> <li>✓ <a href="#">Physical Education Scope &amp; Sequence</a></li> <li>✓ <a href="#">Health Education Scope &amp; Sequence</a></li> <li>✓ <a href="#">Interdisciplinary African &amp; African American Studies Curriculum</a></li> <li>✓ <a href="#">Interdisciplinary Latino and Latin American Studies Curriculum</a></li> </ul>	

### Instructional Materials:

Score

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)

1 2 **3** 4

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 sessions. 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:

Literacy:

Primary Grades K-2 - Daily 5 implemented daily (Cafe menu), Pam Allyn writing curriculum

Grades K - 4 implementing Balanced Literacy Model, small group instruction, targeted instructional groups,

Grades 5 - 8 implementing Perspectives Curriculum

Math:

Curriculum vertically aligned with a year-long scope and sequence that maps out the CCSS throughout the year:

Grades K - 5 implementing Envision curriculum

Grades 6 - 8 implementing Connected Math curriculum

SEL curriculum with Second Step is school-wide.

Social Sciences and Science (Grades 2-5) - Scholastic Subscriptions

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

Software: MobyMax, Learning A-Z, Khan Academy

Scholastic Subscriptions: Social Sciences and Science (Grades 2-5)

Teacher resource bookroom - leveled reader texts, Spanish texts

Sundance & Fountas & Pinnell assessment kits

In the Five Essentials survey "Ambitious Instruction" and "Supportive Environment" are rated strong.

### 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	✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>1a. Demonstrating Knowledge of Content and Pedagogy</li> <li>1b. Demonstrating Knowledge of Students</li> <li>1c. Selecting Learning Objectives</li> <li>1d. Designing Coherent Instruction</li> </ul>
CPS Performance Standards for School	A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ Universal Design for Learning Guidelines 2.0</li> <li>✓ UDL PD Modules</li> <li>✓ CPS Integrated Library System (S.O.A.R.)</li> </ul>

### Rigorous Student Tasks:

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

### Score

1 2 **3** 4

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. Teachers examine student work to identify areas of student needs and showcase student strengths. PLC teams have aligned instructional planning to the CCSS which has increased the rigorous demands in instruction and planning. Teachers are utilizing multiple data information to guide their instruction and to challenge their students. Teachers have student conferences to provide feedback and monitor their progress, by looking at grades, attendance, and setting goals.

There is a vertical aligned rigorous math curriculum in all of the grade levels. Students solve problems in various ways and are given the opportunity to express their thinking processes in math talks and small groups.

Classroom instruction is based on Bloom's questioning in order to provide students with rigorous tasks. Teachers use a variety of questions or prompts to challenge students cognitively. Students challenge one another's thinking. Students cite evidence from text to support their thinking.

Instructional tasks are EL driven based on the various levels. For example: implementing language objectives, using WIDA standards and I can statements, MPIs.

Teachers provide opportunities for students to create authentic work: project based, lab work, group work, writing pieces, presentations.

In the Five Essentials survey "Ambitious Instruction" is rated strong.

## Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
  - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
  - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
  - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
  - Tasks are Integrative to draw on multiple standards.
  - Teach for Robust Understanding in Mathematics (TRU Math). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
  - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
  - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
  - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
  - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
  - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
  - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

## Evidence, Measures, and Standards

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
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction</a>
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	<a href="#">Teaching for Robust Understanding in Mathematics (TRU Math)</a>
✓	<a href="#">Math Practices: What to Look For Observation Tool</a>
✓	<a href="#">Checking In: Do Classroom Assignments Reflect Today's Higher Standards?</a>
✓	<a href="#">Student Work Protocol 2020/21</a>
✓	<a href="#">Sisc Protocol - Looking at Student Work</a>

## Transitions, College & Career Access & Persistence:

Score

1 2 3 4

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)

North River strives to create a community that helps student transition through grades at both the elementary and high school level. The Administration Team welcomes new students and parents to the school by giving tours of the school and checking in with the student on a daily basis during the first two weeks of their enrollment. North River has started utilizing the school mint website to track incoming applications and to help manage the student waitlist.

The 8th grade team takes a very proactive approach in helping their students through the high school application process. An optional parent workshop is held at the end of the school year for 7th grade students and parents to outline the high school application process and different high school programs. During their 8th grade school year, students and parents are required to attend an 8th grade parent meeting which goes into further detail the high school application process for selective enrollment and non selective enrollment schools. Students will meet individually with the school counselor to review their high school applications to ensure that they they are maximizing their high school options. The school counselor is readily available to meet with parents by appointment to discuss the high school application process.

This current school year North River collaborated with other nearby neighborhood elementary schools to host a High School Fair. The High School Fair was held after school and had over 30 high school representatives. North River had a 95 percent attendance rate for students and parents. North River will continue collaborating with Cleveland, Bateman, and Murphy Elementary schools in the future to host the high school fair together.

The North River community brings awareness by providing opportunities to professional worlds. This includes outside speakers coming into classrooms and school wide assemblies. Students in grades 6-8 are required to complete Individual Learning Tasks in Naviance that focus on vocation and secondary education. The School Counselor supplements the Naviance tasks through guidance lessons that furthers the students individual reflections.

North River School community emphasizes on college and career readiness throughout all grade bands. The School developed a school-wide college initiative where each grade chooses a university to represent as their own. The North River goes to college initiative culminates in a Fight Song competition for grades K-8. Students are taught their school's college fight song in music and present to the school along with three facts about their college. Teachers and staff also wear college gear to promote college pride and awareness.

In the Five Essentials survey "Ambitious Instruction" and "Supportive Environment" are rated strong.

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

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, CTE recruitment fairs, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
  - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
    - Use student data and best practices research to develop focused programs.
    - Expand access beyond students who are struggling academically.
    - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
  - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. Expose students to CTE Pathways around career options
  - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
  - Start the conversation about college in primary grades.
  - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
  - Provide access to 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.
- Provide opportunities for Dual Credit/Dual Enrollment
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
  - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
  - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
  - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
  - Applying to multiple colleges—generally three or more.
  - Navigating financial aid and capitalizing on grant and scholarship opportunities.
  - Equipping students and families with persistence strategies. (College Persistence Toolkit)
  - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

## Evidence, Measures, and Standards

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 awarded</li> <li>✓ Announcements, 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	Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> <li>✓ Everything College</li> <li>✓ CPS Authority Framework</li> <li>✓ Preventing college plans from melting away</li> <li>✓ To &amp; Through Project</li> <li>✓ Redefining College &amp; Career Readiness</li> <li>✓ College Scorecard</li> </ul>	<ul style="list-style-type: none"> <li>✓ CPS College Persistence Toolkit</li> <li>✓ Meaningful Linkages Between Summer Programs, Schools, and Community</li> <li>✓ From HS to the Future (CCSB, 2006)</li> </ul>
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

## 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

Teachers align standards-based objectives to build towards the unit's essential questions, enduring understandings, and mastery of standards. 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. Confering with students using one on one to discuss data and personal goals. Classroom instruction consists of small group instruction with whole group mini-lessons. Instruction has a scope and sequence and it is scaffolded for all student success.

School wide use of Bloom's taxonomy to develop various levels of questioning. 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. Classroom instruction allows students to discuss their learning within peer discussions such as turn & talk and small groups. Students are given the opportunity to take ownership of their learning in various ways. Primary grades are implementing Balanced Literacy.

Formative assessments are used during instruction and summative assessments throughout the unit to monitor student progress and check for understanding of student learning. PLC teams are analyzing NWEA data to guide their instruction and planning. PLC teams are analyzing student work samples to show differentiation, scaffolded instruction, and mastery of standards. NRS teachers use NWEA assessment and student work data to inform intervention and scaffolded small group instruction to help all students grow. Schoolwide RTI program for Reading (binders).

In the Five Essentials survey "Ambitious Instruction, Effective Leaders, and Supportive Environment" are rated strong.

## Guide for Instruction

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<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>✓ SQRP 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>
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>3a. Communicating with Students</li> <li>3b. Using Questioning and Discussion Techniques</li> <li>3c. Engaging Students in Learning</li> <li>3d. Using Assessment in Instruction</li> <li>3e. Demonstrating Flexibility and Responsiveness</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>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> <li>✓ <a href="#">CPS Framework for Teaching with Critical Attributes</a></li> <li>✓ <a href="#">CPS Framework for Teaching Professional Learning Modules</a></li> <li>✓ <a href="#">CPS Framework for Teaching Professional Learning Opportunities</a></li> <li>✓ <a href="#">Special Education Addendum</a></li> <li>✓ <a href="#">English Language Learner Addendum</a></li> </ul>	

### 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

Formative

Summative

Project Based

SES-Dive Cards

Antecedent Behavior and Consequence-Assessments

Running records/logs

Unit Assessments/Interim Assessments

Fountas & Pinnell assessment kits

MTSS

Screening and diagnostic: DIBELS, TRC, NWEA

Progress Monitoring: primary teachers use TRC progress monitoring, Sundance Kits (Spotlight on Comprehension & Accelerated Reader) K-6 intervention and progress monitoring resource

Accessible Assessments

SpEd: Accommodations for curriculum and district

EL: Assessments in native language, MPI, WIDA standards embedded in unit plans

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"

-Teacher-Student conferences are held to give student feedback and discuss personal goals

In the Five Essentials survey "Ambitious Instruction" is rated strong.

## Guide for Balanced Assessment & Grading

- **Use multiple measures** (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS* and *Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications.**
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
  - Work together on building common assessments within a department, course, or grade level team.
  - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit.
  - Use common protocols and calibrate on scoring and grading in teacher teams.
  - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
  - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
  - Measure, report, and document student progress and proficiency:
    - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
    - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
  - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.

- Ensure grades are not used as a form of punishment, control, or compliance.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
Measures	✓ Grade distribution reports (course success rates)
	✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives
	1e. Designing Student Assessment
	2d. Using Assessment in Instruction
	4b. Reflecting on Teaching & Learning
CPS Performance Standards for School Leaders	4b. Maintaining Accurate Records
	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
✓	<a href="#">CPS Balanced Assessment Framework &amp; Assessment Models</a>
✓	<a href="#">Assessment Design Toolkit</a>
✓	<a href="#">Teacher Made Assessment Basics</a>
✓	<a href="#">Grading principals and guidelines</a>
✓	<a href="#">Great Schools Partnership –Grading + Reporting</a>

### Multi-Tiered System of Supports:

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

### Score

1 2 **3** 4

North River's MTSS team meets on a bi-weekly basis and information is filtered through weekly PLC meetings. The MTSS school wide supports include the MTSS data binder, interventions chart, and team teacher protocols. Staff members utilize a tiered packet approach to document and record all intervention support and metrics. The MTSS/ ILT and each PLC team review attendance, standardized assessments, and grades on a monthly basis. Teachers are required to document all interventions into the MTSS gradebook tool in addition to documenting the individual data points in their data binder. Students who are identified in promotional grades for needing additional support are assigned to either the Principal, Assistant Principal or School Counselor to further support both their academic and social emotional needs.

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. All North River staff members have been trained in the CHAMPS behavior management program. Students in grades Pre-K through 8th grade are supported through the Second Step curriculum.

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 research based 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.

In the Five Essentials survey "Ambitious Instruction" and "Supportive Environment" are rated strong.

## Guide for Multi-Tiered System of Supports

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.



- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.
  - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
  - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
  - Monitor students requiring and receiving targeted and intensive instruction/interventions.
  - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
  - Determine appropriate interventions for students or groups of students not making adequate progress.
  - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use)
	✓ Evidence of Personal Learning Plan (PLP) implementation
	✓ Integrated data system that informs instructional choices
	✓ Flexible learning environments
	✓ Use of student learning plans
	✓ Use of competency-based assessments
Measures	✓ Use of personalized learning rubric
	✓ Evidence of On Track monitoring and supports
	✓ SQRP Attainment and Growth
	✓ Attendance Rates
Five Essentials	✓ Course success rates (e.g. grade distributions, pass/failure rates)
CPS Framework for Teaching	Ambitious Instruction
	Collaborative Teachers
	Supportive Environment
	<a href="#">1a. Demonstrating knowledge of content and pedagogy</a>
	<a href="#">1b. Demonstrating Knowledge of Students</a>
	<a href="#">1d. Designing Coherent Instruction</a>
	<a href="#">2d. Managing Student Behavior</a>
CPS Performance Standards for School Leaders	<a href="#">3d. Using Assessment in Instruction</a>
	<a href="#">3e. Demonstrating Flexibility and Responsiveness</a>
	<a href="#">4b. Maintaining Accurate Records</a>
B3. MTSS Implemented Effectively in School	

## Expectations for Quality & Character of School Life

6 of 6 complete

### Culture for Learning:

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

### Score

1 2 3 4



The North River School atmosphere of learning is reflected through students, teachers, staff members, and the community. The school community strives to inspire and celebrate students with school and classroom-wide expectations of academics and behavior. Students are recognized on a weekly basis for their good behavior through the positive behavior intervention system or Dolphin program. Students are recognized for their outstanding achievements on a monthly basis by being nominated by their general education and diverse learner teacher for student of the months. Students, staff, and parents come together to praise the student's achievements through the Student of the Month Celebration. Each quarter an Awards Assembly is held for students, parents, and staff to recognize students with perfect attendance, A/B honor roll, A honor roll, outstanding citizenship, and their accomplishments in fine arts and P.E. Individual teacher achievements are celebrated through professional development meetings and the teacher nominated Inspirational Award.

The staff has established different teams to convey information throughout the school and further support the students both academically and social emotionally. Currently North River has a combined ILT/ MTSS team. The team members are represented by each PLC to help funnel information through the grade bands. North River also has parent involvement through the LSC, PAC, and BAC committees. North River school also has a bilingual team and social committee. Staff members utilize google classroom and google drive to share documents for different teams and committees.

Students are encouraged to participate in educational, sports related, and fine arts after school opportunities. The North River School has multi academic after school programs for students in grades K-8. The school hosts fine arts programs like Joffrey ballet, Art Club, Videography club, Rock Band, WITS, Youth Choir, Open Books, and Art Encounter. There are several different clubs and teams that focus on soccer, cross country and track & field. Girls are given the opportunity to participate in Girls on the Run during the spring quarter. Students in grades 5-8 elect two student council representatives to reflect their voice in the school community.

The School Clerk and Assistant Principal make North River physically inviting by decorating the Main Office and cafeteria for each month and holidays. Staff and students are encouraged to participate in holiday themed door decorating competitions and dress days.

Teachers and staff have worked diligently to create an environment for continuing academic growth. Teachers have embraced creating a classroom setting around differentiated/flexible seating. North River school utilizes specials teachers and paraprofessionals as interventionists to support MTSS. Staff members serve as "Checkers" for students enrolled in the Check In/ Check Out program. North River currently has 12 staff members identified as Checkers and approximately 35 student as checkees.

In the Five Essentials survey "Ambitious Instruction" and "Supportive Environment" are rated strong.

## 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>✓ SGP 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>
<a href="#">MTSS Framework Curriculum &amp; Instruction</a>	
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
<ul style="list-style-type: none"> <li>✓ <a href="#">Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance</a></li> <li>✓ <a href="#">Framework for Teaching Companion Guide is 30</a></li> <li>✓ <a href="#">Social Emotional Learning Supports (cas.edu/sep)</a></li> <li>✓ <a href="#">ASCA Mindsets &amp; Behaviors</a></li> </ul>	

## 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

North River maintains a strong inclusive academic program, that integrates instructional programming which includes an integrated Diverse Learner program, an early childhood program with intensive supports and an early childhood blended program that is supported by certified staff and paraprofessionals. In addition, English Learners (EL) needs are met through North River’s bilingual program. North River is 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 MTSS program that is centered at identifying 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. Throughout the school year, many staff members request peer observations as an outside perspective of their teaching methods.

North River school has continued to support different interventions to foster a community based on relational trust. During professional development time, staff partake in a talking circle as a way to share staff successes and challenges throughout the school year. In addition, the Reparations Won Curriculum was introduced this year by the 8th grade Social Studies teacher and the School Counselor. The curriculum explores socially emotional content which requires trust between the staff and with the students. Relational trust is continuously fostered through the tier two Check In/ Check out intervention system. Staff members are assigned student checkers whom they meet with at the start and end of the school day.

In the Five Essentials survey, "Supportive Environment" is rated strong.

## 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>
MTSS Framework	<a href="#">Shared Leadership, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>1b. Demonstrating Knowledge of Students</li> <li>2a. Creating an Environment of Respect and Rapport</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>
Now WHAT? Materials to Support Improvement Planning	
✓	<a href="#">Social Emotional Learning Supports (cps.edu/set)</a>
✓	<a href="#">Trust in Schools: A Core Resource for School Reform (ASCD)</a>
✓	<a href="#">Creating a School Community (ASCD)</a>

## 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 in grades 5-8. Student representatives are elected by their peers at the beginning of every school year. 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. 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. During the last school year, 7th and 8th grade students were given the opportunity to present their soap box speech to the Albany Park Community. The School Counselor and 8th grade Social Studies teacher implement the Reparations Won curriculum with 8th grade students. The curriculum explores the history of police brutality in Chicago. During the past two school years, the 8th grade classroom in partnership with Open Books have created an anthology where students are able to express their stories in writing and publication. The student council and upper grade students have also led the various food drives within the school twice a throughout the school year. 8th grade students have also volunteered with the North River Commission to do service projects throughout the Albany Park community.

In the Five Essentials survey, "Supportive Environment" is rated strong.

## Guide for Student Voice, Engagement, & Civic Life

### Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- **Become informed voters and participants in the electoral process**
  - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
  - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
  - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- **Engage in discussions about current and controversial issues.**
  - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
  - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
  - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
- **Explore their identities and beliefs**
  - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
  - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
  - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
- **Exercise student voice**
  - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
  - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
  - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
  - Authentically **interact with civics leaders**
  - Students learn about community, city, state, and national civic leaders and their roles in civil society.
  - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
- **Engage with their community**
  - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause

- **Take informed action** where they work together to propose and advocate for solutions.
  - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
  - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
- Experience a **Schoolwide civics cultur**
  - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
  - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
  - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
  - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> <li>• IVCNS Student Survey completion rates and results</li> <li>• Artifacts from student-run organizations and events (including SVCs)</li> <li>• Meeting minutes/agendas that include student participation</li> <li>• Policies regarding student engagement in decision making</li> <li>• Service learning reports and/or reflections of SL projects</li> <li>• Unit and curriculum maps, rubrics, assessment artifacts</li> <li>• Evidence of student work</li> <li>• Democracy School recognition</li> </ul>
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D2. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HST Standards

## Safety & Order:

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

## Score

1 2 **3** 4

North River 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, North River'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. Restorative practices are conducted with students, staff, and administration when needed. All guests are required to sign when entering and exiting the building. North River has a full time security guard who manages the Security Desk at the entrance of the school. When Mr. Towns is absent a staff member is assigned to cover the security desk. The school community practices regular fire and lock in place drills. Staff, parents, and administration are assigned to monitor student safety throughout the day. During student arrival and dismissal times, staff and 8th grade students are assigned to monitor specific locations inside and outside the school. Supervision is routinely conducted across all school programming. Throughout the school day there is adequate student supervision by school staff in all common areas, and during transitions. Some additional school disciplinary interventions include individual safety plans, individual behavior plans, and the Crisis Team.

In the Five Essentials survey, "Supportive Environment" is rated strong.

## Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
  - Manage classroom routines and procedures to maximize instructional time.
  - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
  - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
  - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
  - All adults use active supervision (move, scan, and interact) in all settings.
- **Have a voice and take informed action.**
  - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
  - Students initiate and lead some school improvement initiatives.
  - Students participate in democratic decision-making at the school level.
  - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
  - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ MVMS score – "Safety"
	✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?
	✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.
Measures	✓ School Climate Standards Rubric/Assessment
	✓ Five Essentials – Supportive Environment score
Five Essentials	✓ My Voice, My School Survey "Safety" score
	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport
	2c. Managing Classroom Procedures
	2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ <a href="https://cps.edu/SEL">Social Emotional Learning Supports (cps.edu/SEL)</a>	

### Restorative Approaches to Discipline:

Score

1 2 **3** 4

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.

North River 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, North River's counseling and crisis intervention team provide students with behavioral interventions as needed. The counseling program utilizes a solution focused approach and implements restorative interventions as needed. These interventions include talking circles, mediation circles, solution-focused individual counseling, restorative teacher and parent conferences and referrals to a network of counseling resources located in Albany Park. Restorative practices are conducted with students, staff, and administration when needed.

In the Five Essentials survey, "Supportive Environment" is rated strong.

### Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
  - Well-managed routines and transitions maximize instructional time.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
  - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
  - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
    - Use data to determine which behaviors should be retaught or more heavily reinforced.
  - Explicitly teach expected behavior and positively reinforce consistently school-wide.
  - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
  - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
  - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
  - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors. Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
  - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
  - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
  - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
  - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard)
Measures	✓ My Voice, My School survey responses
Five Essentials	✓ Five Essentials – Supportive Environment
MTSS Framework	Supportive Environment
CPS Framework for Teaching	<a href="#">Curriculum &amp; Instruction, Family &amp; Community Engagement</a> <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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	<a href="#">CPS Restorative Practice Guide &amp; Toolkit</a>
✓	<a href="#">Guideline for Effective Discipline</a>

## Parent and Family Partnership:

Score

1 2 3 4

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

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. Bi-monthly school calendars are sent home indicating school events and programming for students and parents.

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. North River wants 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. North River 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. During the first month of school in September, the school hosts an Open House where parents can meet their child's teacher/s and learn the expectations for the school year. 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 North River Commission, CPS FACE department, and parent field trips offer 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, stations will be staffed with personnel to register parents for the parent portal and show them how to access their accounts. This is also scheduled throughout the school year with office staff assistance. The North River's website also is an effective method of communication with stakeholders.

Communication: Staff stays in constant communication with parents through written communication (letter & email) and via phone. Parents are encouraged to contact the office to schedule a parent/teacher conference during teachers' daily preparation periods or before or after school. All parent communication, resources, meetings, and workshops are available in Spanish. Translators are available on a daily basis at the school.

In the Five Essentials survey, "Involved Families" is rated strong.



## Guide for Parent and Family Partnership

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Examples of communication methods and content</li> <li>✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.</li> <li>✓ Outreach efforts</li> <li>✓ Documentation of responsiveness to Parent Support Center concerns raised</li> <li>✓ Event agendas, flyers</li> <li>✓ Fundraising activities and amounts (if applicable)</li> <li>✓ How does the school honor and reflect the diversity of families including language and culture?</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials Score – Involved Families</li> <li>✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust</li> </ul>
Five Essentials	Involved Families
MTSS Framework	Family & Community Engagement
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engage Families
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	<a href="#">Parent Support Centers</a>
✓	<a href="#">Parent University</a>
✓	<a href="#">Parent Portal</a>

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus 0= Not of focus
3	Culture of & Structure for Continuous Improvement: Aligned Resources	<div>1 2 3 4 5 0</div>
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	<div>1 2 3 4 5 0</div>
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	<div>1 2 3 4 5 0</div>
3	Culture of & Structure for Continuous Improvement: Professional Learning	<div>1 2 3 4 5 0</div>

3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1	2	3	4	5	⊗
3	Expectations for depth & breadth of Quality Teaching: Instruction	1	2	3	4	5	⊗
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1	2	3	4	5	⊗
3	Expectations for depth & breadth of Student Learning: Curriculum	1	2	3	4	5	⊗
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	⊗
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1	2	3	4	5	⊗
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊗
4	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊗
4	Expectations for Quality & Character of School Life: Parent and Family Partnership	1	2	3	4	5	⊗

## Goals

### Required metrics (Elementary)

18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
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#### National School Growth Percentile - Reading

Based on our 2016/17 Spring NWEA reading data analysis, and the adoption of new curricular goals, students in grades 3-8 met 85% of their growth goals. We anticipate that in the 2018-19 school year, students will continue their upward growth progression and students will realistically meet 83% of their targeted growth goals. There will be an increase in adaptive instructional resources aligned to student RiT goals. Teachers will continue to provide targeted instructional supports via a balanced literacy approach to measure and monitor student progress. Teachers will be aligning and integrating results of students' performance assessment data into their unit planning and instructional goals. Results of progress monitoring will direct and guide instructional planning.

64.00

85.00

80.00

89.00

93.00

#### National School Growth Percentile - Math

Based on our Spring 2016/17 NWEA math data analysis, students in grades 3 - 8 met 85% of their growth goals. We anticipate that in the 2018-19 school year, students will continue their upward growth progression and students will realistically meet 83% of their targeted growth goals. Instructional math "blocks" will be scheduled across all grade levels to ensure targeted supports. 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.

39.00

85.00

80.00

89.00

93.00

### % of Students Meeting/Exceeding National Ave Growth Norms



Based on EOY 2016/17 results, 68% of our students met/exceeded national growth norms. Based on our 2017/18 MOY data, we predict students will realistically meet/exceed 58% of the national growth norms. Please see above for the instructional strategies and supports that will be provided to meet our 2018/19 goal.

53.50

68.00

55.00

72.00

75.00

#### African-American Growth Percentile - Reading

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

(Blank)

(Blank)

0.00

0.00

0.00

#### Hispanic Growth Percentile - Reading

Based on our 2016/17 Spring NWEA data analysis, and the adoption of new curricular goals, Hispanic students in grades 3 - 8 met 82% of their growth goals. We anticipate that in the 2017-18 school year, students will continue their upward growth progression and students will realistically meet 79% of their targeted growth goals. There will be an increase in adaptive instructional resources aligned to student RiT goals. Teachers will continue to provide targeted instructional supports via a balanced literacy approach to measure and monitor student progress. Teachers will be aligning and integrating results of students' performance assessment data into their unit planning and instructional goals. Results of progress monitoring will direct and guide instructional planning.

66.00

82.00

75.00

85.00

89.00

#### English Learner Growth Percentile - Reading

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 continue 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. Teachers will provide targeted instructional supports to measure and monitor student progress. Teachers will be including EL groupings, levels, and instructional modifications to address intervention and growth areas. WIDA Performance Criteria and MPI's (Model Performance Indicators) will be included into their unit planning. Results of progress monitoring cycles will direct and guide instructional planning.

(Blank)

(Blank)

0.00

0.00

0.00

#### 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)

0.00

0.00

0.00

#### 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)

0.00

0.00

0.00

#### Hispanic Growth Percentile - Math

Based on our Spring 2016/17 NWEA math data analysis, students in grades 3 - 8 met 83% of their growth goals. We anticipate that in the 2018-19 school year, students will continue their upward growth progression and students will realistically meet 76% of their targeted growth goals. Instructional math "blocks" will be scheduled across all grade levels to ensure targeted supports. 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.

39.00

83.00

72.00

86.00

90.00

#### English Learner Growth Percentile - Math

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.) Teachers will provide targeted instructional supports to measure and monitor student progress. Teachers will be including EL groupings, levels, and instructional modifications to address intervention and growth areas. WIDA Performance Criteria and MPI's (Model Performance Indicators) will be included into their unit planning. Results of progress monitoring cycles will direct and guide instructional planning.

(Blank)

(Blank)

0.00

0.00

0.00

#### 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)

0.00

0.00

0.00

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

Based on our EOY 2016/17 Spring NWEA data analysis, and the adoption of new curricular goals, students in grades 2-8 were able to meet 66% of their attainment goals. We anticipate that in the EOY 2017/18 school year, students will continue their upward growth progression and students will realistically meet 69% of their EOY 2017/18 targeted growth goals.

51.00

66.00

69.00

69.00

72.00

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

Based on our EOY 2016/17 Spring NWEA data analysis, and the adoption of new curricular goals, students in grades 2-8 were able to meet 74% of their attainment goals. We anticipate that in the EOY 2017/18 school year, students will continue their upward growth progression and students will realistically meet 74% of their EOY 2017/18 targeted growth goals.

62.00

74.00

72.00

78.00

82.00

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

Based on the our 2017/18 2nd Grade DIBELS TRC data, we feel students will perform and show incremental growth.

50.00

46.00

52.00

50.00

54.00

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

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

31.00

44.00

44.00

48.00

52.00

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

Teachers will be including EL groupings, levels, and instructional modifications to address intervention and growth areas. WIDA Performance Criteria and MPI's (Model Performance Indicators) will be included into their unit planning. Results of progress monitoring cycles will direct and guide instructional planning. 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. Teachers will provide targeted instructional supports to measure and monitor student progress.

35.70

(Blank)

60.00

62.00

64.00

#### Average Daily Attendance Rate

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 daily. 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. Based on current attendance data, we realistically anticipate our 2017/18 Attendance Goal will be 96.5%

97.20

96.30

97.50

96.50

97.00

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

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)

(Blank)

Custom metrics

0 of 0 complete

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

Strategies

Strategy 1

If we do...

Ensure school wide and systemic implementation of the academic and behavioral MTSS protocol within all tiers.

...then we see...

Teachers teams (PLC teams) review subsequent 5 week progress monitoring to determine effectiveness of strategy in place. Teams will adjust interventions as needed for students based on the success of the 5 week intervention cycle.

...which leads to...

PLC teams implementing MTSS interventions with fidelity which will be evident by decreasing the overall number of students in tiers 2 and 3.

Tags:  
MTSS

Area(s) of focus:  
2

Action step

Responsible

Timeframe

Status

Continue to build on MTSS team that is represented by a team member in each PLC grade band for full representation across all programs.

Administrative Team

Jul 1, 2018 to  
Aug 31, 2018

On-Track

MTSS

Continue to more effectively operationalize and schedule PLC meetings to address the status of students who are receiving MTSS interventions. Systems will monitor and ensure all interventions are monitored and recorded in the MTSS Grade Book tool.

Administrative Team,  
MTSS Team

Jul 1, 2018 to  
Jun 7, 2019

Not started

MTSS

MTSS Team will continue to progress monitor tier 1, 2 and 3 interventions in addition to attendance, mandated district assessments (NWEA, Dibels, TRC), failure reports and on track reports.

Administrative Team  
MTSS Team

Sep 4, 2018 to  
Jun 7, 2019

Not started

MTSS

MTSS team will develop a comprehensive year round professional development plan. All teachers and staff will receive tiered packets and MTSS expectations and responsibilities. Continuing professional development support will be modified as needed utilizing professional development days and PLC times.	MTSS Team	Sep 3, 2018 to Jun 7, 2019	Not started
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#### MTSS, Professional development

ILT will have a designated meeting on a monthly basis to review MTSS student tracking sheet.	MTSS Team ILT Team	Sep 4, 2018 to Jun 7, 2019	On-Track
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#### MTSS, ILT

### Strategy 2

If we do...

Continued support to promote consistent teaching across grade k-5 levels and grade clusters around a balanced literacy approach.

...then we see...

Via a continued 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, including diverse learners and English Language Learners, and proficiency levels will see an increase in literacy academic performance.

...which leads to...

Increased reading proficiency measured by Fountas and Pinnell Leveled Assessment, Dibels, TRC, NWEA, ACCESS and PARCC assessment.

Tags:  
Professional Learning

Area(s) of focus:  
1

Action step	Responsible	Timeframe	Status
Continuous incorporation of balanced literacy in instructional practice.	Teachers, Administrative Team, Paraprofessionals, ILT	select	Not started

#### Balanced literacy

Continuous educational support introduced in back to school professional development sessions with additional support provided by network and ILT team throughout the school year. The PLC lead will collaborative with the ILT about continued needs and evidence of success.	ILT, Administrative Team, PLC	Sep 4, 2018 to Jun 7, 2019	Not started
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#### Balanced literacy

During designated PLC and ILT times teachers will analyze components of balanced literacy, results and identify areas of clear and measurable improvement in teaching practices. I	PLC teams, teachers, ILT, Administrative Teams	Sep 4, 2018 to Jun 7, 2019	Not started
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#### Balanced literacy

### Strategy 3

If we do...

All EL students will be clearly identified. Bilingual supports and services for each students will be included in students' instructional bilingual plan. Special attention will

...then we see...

Teacher's instructional planning will integrate students specific data results (MPI, ACCESS, NWEA, DIBELS and Can Do Descriptors) to more accurately deliver services specific to

...which leads to...

Increase proficiency is measured by ACCESS, NWEA, Dibels, TRC, and the PARCC assessment.

be given to students' performance on their ACCESS test scores, grades and program years. Based on data analysis, students will be grouped and targeted instructions will be delivered based on their MPI (Model Performance Indicators) NWEA, DIBELS and grade performance. Balanced Literacy strategies will support literacy and math instruction in the native language.

each student's instructional needs. Instructional planning will focus on a balance between native language supports and the general education curriculum.

Tags:  
Instruction

Area(s) of focus:  
3

Action step

Responsible

Timeframe

Status

A fully integrated Bilingual committee will be established to ensure all program requirements and students needs are met. Committee team members will be charged to communicate and provide supports to all teachers in Pre-K-8. Bilingual committee will play an active role in the the school's ILT and PLC teams.

Bilingual PLC Team,  
Administrative Team,  
& ILT

Apr 6, 2018 to  
Apr 6, 2018

Not started

#### Instruction, Bilingual education, Leadership of grade levels

Beginning of the year PD time will be used to analyze EL data and introduce and reinforce EL best practice learning strategies.

Administrative Team,  
Bilingual Committee,  
MTSS, ILT

select

Behind

#### Instruction, Professional development

Unit plans template will identifying native language instructional , MPI, and ESL instructional area. Teachers will use template and ensure EL leaning strategies are incorporated.

Teacher, Bilingual  
Team, ILT and  
Admin Team.

select

Behind

#### Scheduling, Planning, Administrative team

The master school schedule will designate and identify blocked ESL instructional times for all EL students

Bilingual Committee,  
ILT and Admin

select

Behind

#### Scheduling, Planning, Administrative team

Blocked native language instruction will be identified in the master schedule for EL students in program year 0-3. Student scoring below 3.5 on the ACCESS test will also receive native language instruction.

Administrative Team,  
Bilingual Committee,  
MTSS, ILT

select

Behind

Inventory and acquire additional instructional materials and resource in the students native language. Materials will follow our balanced literacy focus. Students will have access to leveled native language instructional materials.

Administrative Team,  
Bilingual Committee,  
MTSS, ILT

select

Behind

#### Instructional material, Resources, Physical environment

#### Strategy 4

If we do...

provide tiered social emotional interventions for all students.

...then we see...

Students feeling emotionally supported while attending North River Elementary School.

...which leads to...

sustained or improved current rate of attendance (96%).

Tags:

Area(s) of focus:  
2

Action step	Responsible	Timeframe	Status
Create a behavior health team that identifies aligned tiered interventions and addresses specific student social emotional needs.	Administration Team, Social Worker, School Counselor, Psychologist and staff	Sep 4, 2018 to Jun 7, 2019	Not started

#### Behavior health team

Provide professional development as needed around social emotional interventions that expands bank of tiered two and three interventions.	Administration Team and Behavior Health Team	Sep 4, 2018 to Jun 7, 2019	Not started
Ensure that teachers are utilizing the SEL weekly period with second step or other restorative practices.	Administration Team and Behavior Health Team	Sep 4, 2018 to Jun 7, 2019	Behind
Research restorative practices and introduce new practices that align with student needs through the Behavior Health Team.	Behavior Health Team	Sep 4, 2018 to Jun 21, 2019	Behind

#### Action Plan

##### Strategy 1

ON-TRACK

Continue to build on MTSS team that is represented by a team member in each PLC grade band for full representation across all programs."

Jul 01, 2018 to Aug 31, 2018 - Administrative Team

#### Status history



ON-TRACK

May 01, 2018

##### Evidence

Established calendar with MTSS dates and BOY agendas. MTSS team members will be identified and be made aware of aligned duties and responsibilities.

NOT STARTED

Continue to more effectively operationalize and schedule PLC meetings to address the status of students who are receiving MTSS interventions. Systems will monitor and ensure all interventions are monitored and recorded in the MTSS Grade Book tool."

Jul 01, 2018 to Jun 07, 2019 - Administrative Team, MTSS Team

#### Status history



NOT STARTED

May 01, 2018

##### Evidence

MTSS PLC Leads will ensure that their PLC team is discussing the status of students receiving MTSS interventions on a bi-weekly basis. These discussions will occur during the aligned team PLC time.

NOT STARTED

MTSS Team will continue to progress monitor tier 1, 2 and 3 interventions in addition to attendance, mandated district assessments (NWEA, Dibels, TRC), failure reports and on track reports."

Sep 04, 2018 to Jun 07, 2019 - Administrative Team MTSS Team

## Status history



NOT STARTED

May 01, 2018

### Evidence

MTSS team will complete student tracking sheet that addresses students metrics and the different data being analyzed during MTSS team time on a monthly basis.

NOT STARTED

MTSS team will develop a comprehensive year round professional development plan. All teachers and staff will receive tiered packets and MTSS expectations and responsibilities. Continuing professional development support will be modified as needed utilizing professional development days and PLC times."

Sep 03, 2018 to Jun 07, 2019 - MTSS Team

## Status history



NOT STARTED

May 01, 2018

### Evidence

Professional development will reintroduce MTSS grade book tool and tiered MTSS packets. The professional development will also introduce both academic and behavioral interventions that can be implemented in the classroom.

ON-TRACK

ILT will have a designated meeting on a monthly basis to review MTSS student tracking sheet."

Sep 04, 2018 to Jun 07, 2019 - MTSS Team ILT Team

## Status history



ON-TRACK

May 01, 2018

### Evidence

The first ILT meeting of every month will include designated time to review the MTSS student tracking sheet.

## Strategy 2

NOT STARTED

Continuous incorporation of balanced literacy in instructional practice."

- Teachers, Administrative Team, Paraprofessionals, ILT

## Status history



NOT STARTED

May 01, 2018

### Evidence

Literacy approach Included in teachers five unit plans. Evidence in ILT and PLC agendas.

NOT STARTED

Continuous educational support introduced in back to school professional development sessions with additional support provided by network and ILT team throughout the school year. The PLC lead will collaborative with the ILT about continued needs and evidence of success."

## Status history

May 1

NOT STARTED

May 01, 2018

### Evidence

Aligned literacy professional development will be introduced for all staff members during the beginning of the year professional developments. Staff observations and learning walks will be conducted throughout the school year showing best practices and continuous support.

NOT STARTED

During designated PLC and ILT times teachers will analyze components of balanced literacy, results and identify areas of clear and measurable improvement in teaching practices. "

Sep 04, 2018 to Jun 07, 2019 - PLC teams, teachers, ILT, Administrative Teams

## Status history

May 1

NOT STARTED

May 01, 2018

### Evidence

Balanced literacy will be addressed through PLC agendas which will be shared on the google drive and peer observations.

### Strategy 3

NOT STARTED

A fully integrated Bilingual committee will be established to ensure all program requirements and students needs are met. Committee team members will be charged to communicate and provide supports to all teachers in Pre-K-8. Bilingual committee will play an active role in the the school's ILT and PLC teams."

Apr 06, 2018 to Apr 06, 2018 - Bilingual PLC Team, Administrative Team, & ILT

## Status history

May 1

NOT STARTED

May 01, 2018

### Evidence

Established calendar with Bilingual meeting dates with identified staff committee members. The team will identify benchmark dates that demonstrate English Learner standards. All PD meeting will include a portion dedicated to school wide bilingual education needs and will be included in the PLC and lesson planning protocols.

BEHIND

Beginning of the year PD time will be used to analyze EL data and introduce and reinforce EL best practice learning strategies."

- Administrative Team, Bilingual Committee, MTSS, ILT

## Status history

May 1

BEHIND

May 01, 2018

### Problem

EL strategies evident in peer observations and learning walks. Teachers will include EL strategies in their unit plans. Professional development time will be defined at the beginning of the school year and provided on an on going basis as needed.

### Root Cause

### Next steps



BEHIND

Unit plans template will identifying native language instructional , MPI, and ESL instructional area. Teachers will use template and ensure EL leaning strategies are incorporated."

- Teacher, Bilingual Team, ILT and Admin Team.

## Status history



May 1

BEHIND

May 01, 2018

**Problem**

**Root Cause**

**Next steps**

BEHIND

The master school schedule will designate and identify blocked ESL instructional times for all EL students"

- Bilingual Committee, ILT and Admin

## Status history



May 1

BEHIND

May 01, 2018

**Problem**

**Root Cause**

**Next steps**

BEHIND

Blocked native language instruction will be identified in the master schedule for EL students in program year 0-3. Student scoring below 3.5 on the ACCESS test will also receive native language instruction."

- Administrative Team, Bilingual Committee, MTSS, ILT

## Status history



May 1

BEHIND

May 01, 2018

**Problem**

**Root Cause**

**Next steps**

BEHIND

Inventory and acquire additional instructional materials and resource in the students native language. Materials will follow our balanced literacy focus. Students will have access to leveled native language instructional materials."

- Administrative Team, Bilingual Committee, MTSS, ILT

## Status history



May 1

BEHIND

May 01, 2018

**Problem**

**Root Cause**

**Next steps**

### Strategy 4

NOT STARTED

Create a behavior health team that identifies aligned tiered interventions and addresses specific student social emotional needs."

Sep 04, 2018 to Jun 07, 2019 - Administration Team, Social Worker, School Counselor, Psychologist and staff

## Status history

May 1

NOT STARTED

May 01, 2018

### **Evidence**

Behavior Health team will meet on a bi-weekly basis

NOT STARTED

Provide professional development as needed around social emotional interventions that expands bank of tiered two and three interventions."

Sep 04, 2018 to Jun 07, 2019 - Administration Team and Behavior Health Team

## Status history

May 1

NOT STARTED

May 01, 2018

### **Evidence**

Provide as needed during professional development days and network/ district professional developments.

BEHIND

Ensure that teachers are utilizing the SEL weekly period with second step or other restorative practices."

Sep 04, 2018 to Jun 07, 2019 - Administration Team and Behavior Health Team

## Status history

May 1

BEHIND

May 01, 2018

### **Problem**

Address within PLC teams and the Behavior Health Team.

### **Root Cause**

### **Next steps**

BEHIND

Research restorative practices and introduce new practices that align with student needs through the Behavior Health Team."

Sep 04, 2018 to Jun 21, 2019 - Behavior Health Team

## Status history

May 1

BEHIND

May 01, 2018

### **Problem**

Introduces new interventions as needed.

### **Root Cause**

### **Next steps**

## 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.

## ESSA Program

### ESSA Schoolwide Program

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

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

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

 Non-title school that does not receive any Title funds

## Parent Involvement in Targeted Assistance and Schoolwide Programs

☒ I verify that the statement below is correct

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

### Parent and Family Plan

#### Parent and Family Engagement Policy

Complete

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

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 calendar and board/doors 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. All literature is available in Spanish. Translators are available on a daily basis at the school.

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

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 calendar and board/doors, 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 19, 2018 at 8:00am. The Title 1 Parent Advisory Organizational Meeting will be held on September 19, 2018, at 9:00am. All literature is available in Spanish. Translators are available on a daily basis at the school.

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

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. All literature is available in Spanish. Translators are available on a daily basis at the school.

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 2017/2018, 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 ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

In addition to sending written notification in both English and Spanish too, 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. All literature is available in Spanish. Translators are available on a daily basis at the school.

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

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. All literature is available in Spanish. Translators are available on a daily basis at the school.

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

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. One of our school goals is to increase better communication through technology and social media. All literature is available in Spanish. Translators are available on a daily basis at the school.

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

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. All literature is available in Spanish. Translators are available on a daily basis at the school.

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

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. Translators are available on a daily basis at the school.

#### Policy Implementation Activities

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



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



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



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

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

n/a

## School-Parent Compact

Complete

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

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. Parents are encouraged to request a conference with the administration and/or teacher to discuss child's progress. Translators are available on a daily basis at the school.

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. Reports are available in Spanish and translators are available on a daily basis at the school.

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. Translators are available on a daily basis at the school.

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

Parents 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 2018-19, 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 and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

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 and Family Engagement Funds to support your Parent and Family Engagement 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.	\$	279	.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.	\$	348	.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)	\$	500	.00

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

\$	Amount	.00
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<p>54205</p>**Travel**  
Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.

\$	600	.00
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<p>54565</p>**Reimbursements**  
Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.

\$	0	.00
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<p>53510</p>**Postage**  
Must be used for parent and family engagement programs only.

\$	0	.00
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53306      **Software**  
Must be educational and for parent use only.

\$	0	.00
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55005      **Furniture and Equipment**  
Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.

\$	0	.00
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