

North River Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/13/2020	ILT Team	Calendar and Implementation

Framework

Category scoring

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

Subcategory scoring

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

- 4 Practice is CONSISTENTLY evident for ALL students and/or staff.
- Not scored

Leadership and Structure for Continuous Improvement

- 4 - Leadership for Continuous Improvement
 - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 4 Enable staff to focus and prioritize what matters most
 - 4 Employ the skills to effectively manage change
 - 4 Make "safe practice" an integral part of professional learning
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** North River continues to focus professional development based on the MTSS Learning Cycles 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 tiered according to their MTSS goals as well career bound by the end of 8th grade. Continual efforts will be made this year to better align MTSS curricular goals across all grade levels to ensure a common understanding of student tiered 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), MTSS tiered interventions strategies and supports, aligned unit plan development, and balanced literacy approach via the learning environment. Teacher leaders integrate professional development through our Network 1 Balanced Literacy (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.
- 4 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 4 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school

- 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
- 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:** 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 our CIWP goals as we continue to move the school forward. Network and inter school learning walks have been held to looking at how our school-wide focuses (balanced literacy, MTSS, and SEL) are being implemented throughout the building. We reflect on the results and feedback that was given from the learning walks (wonderings and suggestions for improvement) and the growth of the school from the past couple of years. That feedback is given back to the staff during faculty and staff meeting, PLC meetings. The ILT will continue to integrate learning walks throughout the year to monitor growth and adjust learning outcomes. The ILT uses time and data effectively to get conversations about MTSS going. MTSS tiered instruction is a focus of the ILT. Systems for progress monitoring have been developed to ensure target tiered instruction is delivered on daily basis.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 3 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
 - 3 Curriculum connects to real world, authentic application of learning
 - 4 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 4 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** 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.

- 3 - Instruction
 - 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:** 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.
- 3 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning

- 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
- 4 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
- 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 3 Utilize assessments that measure the development of academic language for English learners
- 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 3 Improve and promote assessment literacy
- 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** Multiple Measures and range of assessments used: NWEA DIBELS/TRC mClass Math WIDA/ACCESS MTSS Tiered Assessments and progress monitoring results. 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: Accommod/Mod Assessments 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.
- 3 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
 - 4 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)

- 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 4 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)

- 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** North River's MTSS team meets on a bi-weekly basis and information is filtered through weekly PLC meetings. The master organizational schedule reflects daily blocked time for MTSS interventions and progress monitoring. The MTSS school wide supports include the MTSS data folders, 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 and individual data points in students data folder. 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. 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 daily blocked scheduled time, the MTSS data folders, interventions chart, and team teacher protocols. Staff members utilize a tiered 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 weekly basis. Teachers are required to document all interventions and progress monitoring individual student data points in their running data folders. 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 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) framework, scaffolding, and differentiation. Students in these tiers are given individual to whole group resources,

- 3 - Transitions, College & Career Access, & Persistence
 - 4 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:**

Quality and Character of School Life

- 4 - Relational Trust
 - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** 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 continuing to develop 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. 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.

- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 3 Take informed action where they work together to propose and advocate for solutions
 - 3 Experience a schoolwide civics culture
 - **Evidence:** 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
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)

- 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
- **Evidence:** 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 security 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.
- 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 4 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** 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.
- 4 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 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).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback

- 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
- 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
- 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 4 Partner equitably with parents speaking languages other than English
- 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
- **Evidence:** 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, PAC, Community Schools Initiative, 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, CSI, BAC, and 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, 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.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	2
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	5
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	0
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Quality and Character of School Life: Physical and Emotional Safety	3
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	4
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
4	Quality and Character of School Life: Family & Community Engagement	0
4	Quality and Character of School Life: Relational Trust	0

Goals

Areas of critical need and root cause analysis

Area of Critical Need 1	MTSS
Root Cause 1	Teachers working in whole group instruction, not identifying students with needs or areas of growth, no continual progress monitoring in order to ensure student growth.
Area of Critical Need 2	Balanced Literacy
Root Cause 2	Teachers in grades 3-5 are still not proficient in all areas of Balanced Literacy. Multiple grade level K-2 need help with continues

	implementation of the guided reading section and independent writing section of Balanced Literacy.
Area of Critical Need 3	SEL
Root Cause 3	Students need to be able to self regulate when noticing high level of stress needs. Students need to learn how to work out their differences amongst themselves with effective communication strategies. Students in higher grades will be able to be involved in college and career readiness strategies. Counselor will continue to develop counseling programs to increase behavior and SEL strategies in whole class and group dynamics.

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

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

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: National School Attainment Percentile - Reading (Grade 2) Based on our NWEA EOY and SQRP results, 2nd Grade attainment percentile in reading was significantly lower than grades 3-8. Grades 3-8 National School Attainment Percentile was at 78% and 2nd grade was a 14%.	Latinx		50.00	55.00
	EL		40.00	45.00
SQRP: National School Attainment Percentile - Math (Grade 2)	Latinx		50.00	55.00
	EL		45.00	50.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Based on our NWEA EOY and SQRP results, 2nd Grade attainment percentile in math was significantly lower than grades 3-8. Grades 3-8 National School Attainment Percentile was at 70% and 2nd grade was a 27%.				
SQRP: % of Students Making Sufficient Annual Progress on ACCESS	EL		50.00	53.00
Based on our SQRP results, the % of Students Making Sufficient Annual Progress on ACCESS is 42%. Our data analysis indicates that the majority EL students in grades 3-8 are making/meeting their NWEA growth and attainment goal. Active EL students are lagging significantly on their ACCESS performance as a result of inconsistent support and curricular alignment to the WIDA Standards	Latinx		50.00	53.00
(Blank)				
(Blank)				

Required metrics (Elementary) (133% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Since 2015/16 to the present, School Year North River has continually been rated as Well Organized. Based on the positive feedback received from all stake holders, North River will continue to be identified as being "Well Organized." Feedback which has been received from formal and informal surveys indicate an upward growth across all categories.			10.00	10.00	10.00

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	continue to develop and reinforce school wide MTSS systems such as structured PLC meetings, universal scheduled intervention time, targeted tiered strategies and robust progress monitoring and assessment cycles.
Then we see...	will ensure that targeted instruction will be delivered to all students according to their tiered needs in a dynamic approach. Systems will ensure that data driven instruction is integrated in our progress monitoring cycles of learning.
which leads to...	allow students with all tiered needs to have equitable access to the grade level material at their tiered needs. Growth targets should reflect annual growth in Kindergarten to 50%, 1st grade to 70% and 2nd grade to 90% at grade level using TRC performance data. 85% of students in Grades 2-5 will reach and exceed their growth target goals on NWEA.
Budget Description	We will continue to fund instructional materials such as leveled libraries and on line resources for differentiation. Funds will also be allocated for teachers to participate in PLC focused professional development once a quarter. Funds will also be available for furniture and equipment to promote an adaptive learning environment.
Tags	MTSS: Curriculum & Instruction
Action steps	<ul style="list-style-type: none"> (Not started) NR will continue to expand its MTSS efforts to ensure cycles of learning and assessment are operationalized every 5 weeks. Development and implementation of Data Driven Intervention Cycle calendar for the school year. Tags: MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring (Not started) NR will ensure systems and schedules are designed to ensure daily interventions and accelerations times are established. Support staff will support intervention cycles after participating in professional development on MTSS systems and structures. Tags: MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, MTSS: Shared Leadership (Not started) There will be 4 quarterly professional development sessions for PLC teams, SPED teacher and EL support staff to meet to engage in student data performance analysis, instructional planning, targeted tiered interventions and assessment development. Tags: MTSS: Curriculum & Instruction

Strategy 2

If we do...	continue to expand processes and to promote consistent teaching across grade k-5 levels and grade clusters around a balanced literacy approach that targets and addresses students various reading proficiency and interest levels.
Then we see...	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. Instructional strategies will focus on Independent Reading, Student Conferring, and Guided Reading structures and processes. 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 tiered intervention assessment cycles, end of unity assessments, Dibels, TRC, NWEA, ACCESS and IAR assessment. Growth targets should reflect annual growth in Kindergarten to 50%, 1st grade to 70% and 2nd grade to 90% at grade level using TRC performance data. 85% of students in Grades 2-5 will reach and exceed their growth target goals on NWEA.
Budget Description	funds will be made available purchase instructional materials that support a balance literacy approach such as leveled libraries, technology based learning platforms such as Moby Max, Reading A to Z, and , supplemental learning resources aligned to our reading series. Invest funds for substitute teachers to support quarterly PLC teacher professional development. Funds will also be used to purchase furniture and equipment to support an adaptive learning environment.
Tags	Literacy: Key Practice #1-Abundant Reading of Diverse Texts
Action steps	<ul style="list-style-type: none"> (Not started) Provide professional development, collaboration, and observation opportunities for teachers in grades pre-k to 5th around independent reading, conferring and guided reading strategies. <p>Tags:Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction</p> <ul style="list-style-type: none"> (Not started) Ensure materials and resources are purchased such as leveled libraries, technology and adaptive furniture to support a balanced literacy learning environment <p>Tags:Literacy: Key Practice #5-Creating Content in a Digital Environment</p>

Strategy 3

If we do...	provide tiered social emotional interventions for all students via calm classroom strategies, group discussion, and individual counseling session. Provide continued professional development training on Second Step SEL curriculum.
Then we see...	Students will feel emotionally supported while attending North River Elementary School. Teachers will engaged in research based SEL curricular strategies and process. We will see student have multiple avenue for school and staff members to address their SEL needs. North River will continue to expand opportunities for student to demonstrate our school's core value.

which leads to...	sustain or improve our current rate of attendance (96%). 100% will participate on professional development sessions multiple times a year on SEL strategies. 100% of teachers in grades K-5 will adopt and implement the Second Step: Anti-Bullying curricular series.
Budget Description	Funds will be used to purchase SEL Second Step curricular series for teachers and staff in grades pre-k to 5. Funds will be used to pay for teacher extended professional development on implementation of SEL series
Tags	OSEL: SEL Instruction, OSEL: Supportive Classroom Environment
Action steps	<ul style="list-style-type: none"> (Not started) NR will adopt a continuation of our Second Step SEL curricular program to include a focus on dialogue and bullying prevention. Tags:OSEL: SEL Instruction (Not started) Teachers will participate in professional development opportunities to integrate curricular series . Tags:OSEL: SEL Instruction, OSEL: Supportive Classroom Environment (Not started) Four parent work shops will be delivered on anti-bullying and adolescent dialogue strategies at home. Parents will take an active part in supporting our anti-bullying school culture at NR Tags:OSEL: SEL Instruction, OSEL: Supportive School Environment

Action Plan

Strategy 1

NR will continue to expand its MTSS efforts to ensure cycles of learning and assessment are operationalized every 5 weeks. Development and implementation of Data Driven Intervention Cycle calendar for the school year.

Aug 31, 2020 to Oct 09, 2020 - Principal/AP/Teachers

NR will ensure systems and schedules are designed to ensure daily interventions and accelerations times are established. Support staff will support intervention cycles after participating in professional development on MTSS systems and structures.

Aug 24, 2020 to Oct 05, 2020 - Principal/AP/ Teachers

There will be 4 quarterly professional development sessions for PLC teams, SPED teacher and EL support staff to meet to engage in student data performance analysis, instructional planning, targeted tiered interventions and assessment development.

Aug 31, 2020 to Jun 11, 2021 - Principal/AP/Teachers

Strategy 2

Provide professional development, collaboration, and observation opportunities for teachers in grades pre-k to 5th around independent reading, conferring and guided reading strategies.

Aug 24, 2020 to May 07, 2021 - AP/Teachers

Ensure materials and resources are purchased such as leveled libraries, technology and adaptive furniture to support a balanced literacy learning environment

Aug 24, 2020 to Oct 21, 2020 - Prinicpal/Teacher

Strategy 3

NR will adopt a continuation of our Second Step SEL curricular program to include a focus on dialogue and bullying prevention.

Aug 24, 2020 to Aug 28, 2020 - Principal/Counselor/Teachers and staff

Teachers will participate in professional development opportunities to integrate curricular series .

Aug 24, 2020 to Feb 19, 2021 - Principal/Counselor/Teachers and staff

Four parent work shops will be delivered on anti-bullying and adolescent dialogue strategies at home. Parents will take an active part in supporting our anti-bullying school culture at NR

Sep 24, 2020 to Jul 08, 2021 - Principal/Counselor/Parents and students

Fund Compliance

ESSA Program

ESSA Schoolwide Program

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

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

ESSA Schoolwide Program

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

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

(Blank)

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

(Blank)

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

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, 2020 at 8:00am. The Title 1 Parent Advisory Organizational Meeting will be held on September 19, 2020, 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 IAR 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 2020-2021, 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 will 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 Aspen 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.

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 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 extracurricular 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 2020-21, 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 Aspen 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 MTSS Intervention /Assessment Cycles and, DIBELS, 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	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$300.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$345.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$400.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$500.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00