



2012-2014 Continuous Improvement Work Plan

Hyman G Rickover Naval Academy High School

North-Northwest Side High School Network

5900 N Glenwood Ave Chicago, IL 60660

ISBE ID: 150162990250828

School ID: 610390

Oracle ID: 45221



Mission Statement

The Mission of Rickover Naval Academy is to enable cadets to excel academically, develop a sense of personal responsibility, engage in meaningful leadership training and have experiences and opportunities that will prepare them for post-secondary education and provide a foundation for future success.

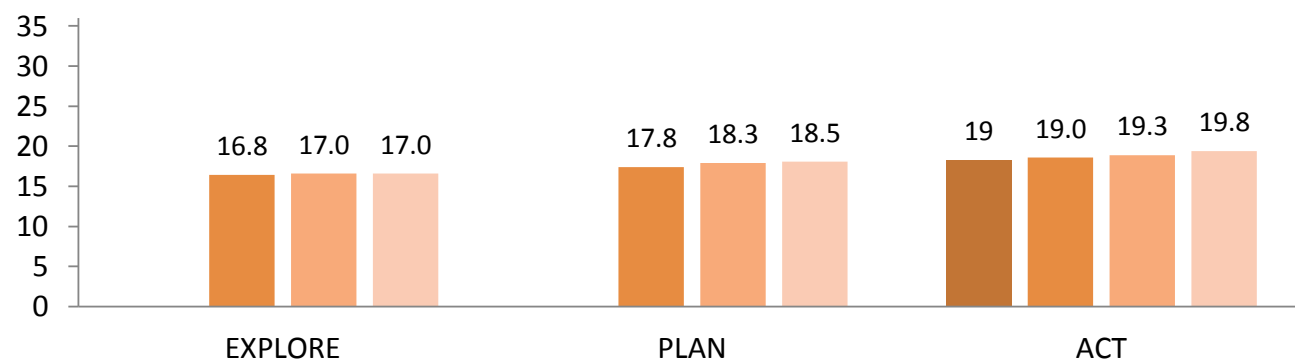
Strategic Priorities

1. Teachers will deliver science instruction aligned to the Common Core and CRS (where applicable). This will be supported by high quality texts, assessments and experiments.
2. Teachers will deliver math instruction aligned to the Common Core and CRS (where applicable) supported by high quality open ended questions as well as traditional problems.
3. Teachers will effectively use Discipline in the Secondary Classroom and Foundations techniques as part of a whole school PBIS model.

School Performance Goals

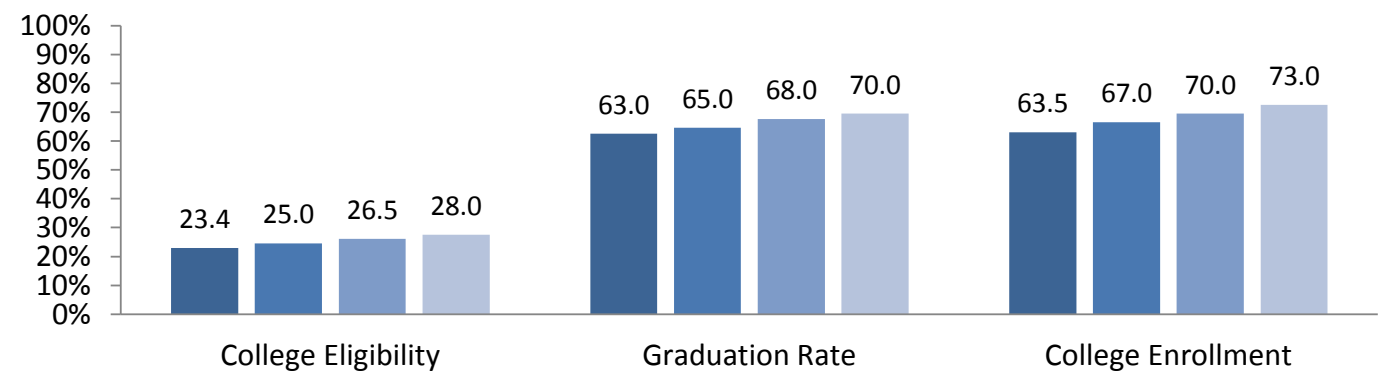
EPAS Goals

■ SY 2011 ■ SY2012 ■ SY2013 ■ SY2014



12th Grade & Graduation Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014





Continuous Improvement Work Plan 2012 - 2014



Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at www.cps.edu/CIWP for detailed instructions on completing the tool.

School Name	
To get started, please select your school's name from the drop down list:	Hyman G Rickover Naval Academy High School

Developing a CIWP Team

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team	
Name (Print)	Title/Relationship
Michael J Biela	Principal
Sophia Dubrul	Classroom Teacher
Patricia Montgomery	Classroom Teacher
Barbara Bach	Special Education Faculty
Erika Guerra	Parent/ Guardian
Wally Gorzen	Parent/ Guardian



High School Goal Setting

Instructions: Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: PSAE scores include all students in the aggregates, including English Language Learners.

Academic Achievement

EPAS - 9th, 10th, and 11th Grades	Spring SY2011 Score	Fall SY2012 Score	Spring SY2012 Goal	Spring SY2013 Goal	Spring SY2014 Goal	12th Grade & Graduates	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
9th Grade - EXPLORE Average EXPLORE score		15.3	16.8	17.0	17.0	College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	23.4	25.0	26.5	28.0
10th Grade - PLAN Average PLAN score		16.4	17.8	18.3	18.5	5-Year Graduation Rate % of students who have graduated within 5 years	63.0	65.0	68.0	70.0
11th Grade - ACT Average ACT score	18.7	16.7	19.0	19.3	19.8	College Enrollment % of graduates enrolled in college	63.5	67.0	70.0	73.0

EPAS Growth	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	1.5	1.5
PLAN to ACT Average growth from Spring PLAN to SPRING ACT	1.5	1.5

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Attendance Rate Average daily attendance rate	92.9	93.0	94.0	94.5	Misconducts Rate of Misconducts (L4-6) per 100	15.4	10.5	10.0	9.0
Freshman On-Track % of Freshman Students on-track	90.7	92.0	92.5	93.0	Sophomore On-Track % of Sophomore students on track	75.0	80.0	82.0	84.0



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Instructions: Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: PSAE scores include all students in the aggregates, including English Language Learners.

State Assessment

PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
PSAE Reading % of students meeting or exceeding state standards	43.5	48.5	50.0	51.5		PSAE Reading % of students exceeding state standards	4.7	5.0	5.0	5.0
PSAE Mathematics % of students meeting or exceeding state standards	40.0	45.0	46.5	48.0		PSAE Mathematics % of students exceeding state standards	1.2	5.0	5.0	5.0
PSAE Science % of students meeting or exceeding state standards	34.1	39.1	41.0	42.5		PSAE Science % of students exceeding state standards	1.2	5.0	5.0	5.0

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	Data analysis from EPAS testing, Academic Approach, Incentives for growth (e. g. jeans day, laser tag), too many competing goals, core teachers tend to be well aware of goals but non-core teachers tend to be less engaged with goals.	
DIMENSION 1: Leadership	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	Yearly teacher survey, agenda's on monthly PD's, visits with grade-level teams, monthly newsletter, website that provides information to families on school events, we lack an apparent outreach plan, addition of more detailed meeting agendas,	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			2
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>Spreadsheet of teacher duties, minutes in meetings, each teacher has an equity voice in meetings although there are teachers who feel disempowered.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>Department meetings and agenda, Tuesday meetings enable department chairs and ILT members to have a clear sense of the concerns of the collaborative teams.</p>	2
Monitoring and adjusting ----->			
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>CIM data analysis, Academic Approach, students expected gains are available at a moment's notice, teacher's actively use data to drive decisions.</p>	3

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	Text complexity aligns with CCSS, early adoptor participation, growth among students with special needs is exceptional relative to the rest of the system.	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	Extensive spreadsheet with exhaustive list of texts as well as lists of curricular readings, supplemental materials for students with special needs,	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			3
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>EPAS growth, syllabi, IEP's, item analyses of EPAS growth, Cambridge scores, task protocols at department level to raise awareness of standards, variety of assessments in use.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			2
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Lesson plans, curriculum maps (RUBICON), teaching sharing of assessment across departments, common assessments.</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			2
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	RtI, grade-level collaborative teams, intervention database, extensive parent contact schema, small group instruction.	
	Whole staff professional development ----->			2
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	PBIS, PD agendas, in-house PD's, Instructional Rounds.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			2
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	Well organized grade-level teams, RtI interventions, insufficient vertical alignment time especially in core areas.	
	Instructional coaching ----->			1
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	No centralized induction, exclusively informal mentoring and meetings between new teachers and more experienced teachers.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			4
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	NJROTC students have numerous opportunities to develop leadership abilities, 100% of graduating class was accepted to post-secondary program, 25% received TUITION-FREE college acceptances.	
	Relationships ----->			3
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	Seadragon Mentoring, extensive support from Naval Science Instructor for student having difficulting attaining standards, 100% of students with disabilities are engaged in the school community.	
Behavior & Safety ----->			3	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	PBIS, Start On Time, experimental Check-In/Check-Out program, bullying seminars, anger-management groups, class-level behavior and safety talks.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	Monthly newsletter, Parent Portal, intervention database, promotions and promotion ceremonies, recognition for students on posted Superintendent's and Commandants Lists, website.	
	Ongoing communication ----->			2
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	Newsletter, websites, progress reports, teacher telephone calls and emails.	
	Bonding ----->			3
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	Start On Time, open-door policy for counselors, dean, commandant, and principal, guest author/author in residence, promotion ceremonies, band performances, open houses for incoming students, active 8th-grade shadow program, open houses for all students, financial aid night/college night, AP night, school auxiliary fundraising gala (Friends of Rickover), sports events.	

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	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	Home visits, wraparound social services, third-party health clinic.	
	College & Career Exploration and election ----->			4
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	Counseling and post-secondary coaches, high FAFSA completion rate, 100% accepted to post-secondary program, What's Next Illinois.	
	Academic Planning ----->			2
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	See above.		
Enrichment & Extracurricular Engagement ----->			3	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	40 clubs and activities available throughout the year, all of which include students with special needs.		

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION	College & Career Assessments ----->			4
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	Honors and AP classes, Cambridge, curriculum is aligned to college readiness.	
	College & Career Admissions and Affordability ----->			3
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	FAFSA Night, College Night, college fairs, numerous campus visits.	
Transitions ----->			3	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	Freshman summer service learning program, NJROTC orientation, faculty involvement with assuring transition into collegiate setting.	

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			2
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	SIPAAA, SIPAAA amendments, affirmative results on discretionary fund audit.	
	Building a Team ----->			3
	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	Voluntary faculty participation in faculty selection, multi-step interview process.	
Use of Time ----->			3	
	<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	Creative scheduling of school day, student-centered approach to student programing.	

Mission & Strategic Priorities

Instructions: Write in your Mission Statement. Using your key levers from the Theory of Action, develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a Rationale using these guiding questions: What data (student achievement, school effectiveness framework, etc.) did you use to determine the priority? How does this priority impact instruction? How does this priority help you to achieve your goals? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

Mission Statement

The Mission of Rickover Naval Academy is to enable cadets to excel academically, develop a sense of personal responsibility, engage in meaningful leadership training and have experiences and opportunities that will prepare them for post-secondary education and provide a foundation for future success.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Teachers will deliver science instruction aligned to the Common Core and CRS (where applicable). This will be supported by high quality texts, assessments and experiments.	While the science ACT subscore is consistently the highest, the growth from EXPLORE to ACT is consistently the lowest. By improving the alignment and assessments, students should grow at an increased pace.
2	Teachers will deliver math instruction aligned to the Common Core and CRS (where applicable) supported by high quality open ended questions as well as traditional problems.	The math ACT subscore has consistently attained the second lowest growth from EXPLORE to ACT. By improving the alignment and assessments, students should grow at an increased pace.
3	Teachers will effectively use Discipline in the Secondary Classroom and Foundations techniques as part of a whole school PBIS model.	Anecdotally, the more consistently my teachers implement these practices, the more engaged the students become. Cuuricular pacing has increased in these classrooms and at the same time, the teachers are seeing greater achievement on student assessments. These initiatives are also positively affecting general student behavior. Student tardiness is down, negative student interaction is down. These initiatives need to be moved from pockets in the school to school-wide endeavors.
4	Optional	
5	Optional	



Strategic Priority 1

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Teachers will deliver science instruction aligned to the Common Core and CRS (where applicable). This will be supported by high quality texts, assessments and experiments.	While the science ACT subscore is consistently the highest, the growth from EXPLORE to ACT is consistently the lowest. By improving the alignment and assessments, students should grow at an increased pace.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Purchase LCD and repair mount for chemistry lab by August 2012	Equipment/Technology	Not Applicable	Principal	Summer 2012	Summer 2012		
The science department will meet with math department to better align math/science curricula to be completed by September 2013.	ILT/ Teacher Teams	All	Dept Heads	Summer 2012	Summer 2013		Set up these meetings during FSD extra time
Analyze retired ACTs to determine how questions are constructed	Other	All	Dept Head	Quarter 1	Quarter 4		Set up these meetings during FSD extra time
PD - Learn to write better aligned assessments for all science faculty. PD to be delivered by end of quarter one.	Professional Development	All	Principal	Quarter 1	Quarter 1		Need to find a proper vendor
Develop more complex, multi-step questions for use within course context and add in some earth/space science	Professional Development	All	Principal	Quarter 1	Year 2		Set up these meetings during FSD extra time
Continue rewriting course maps using CCSS. Should have 4 to 5 CCSS units written for each course completed by end of SY 2013-2014.	Instruction	All	Dept Head	Quarter 1	Year 2		Set up these meetings during FSD extra time
Introduce scholarly writings (CCSS non-fiction analysis) as a regular feature to each science class starting in September 2012	Instruction	All	Dept Head	Quarter 1	Year 2		
Students will use multiple types of sources of information to complete activities and assessments at least 2 times each quarter throughout the science courses	Instruction	All	Dept Head	Quarter 1	Year 2		These sources will include graphs, charts, images, articles, data drawn from observation, etc
Incorporate Academic Approach materials in all units to better prepare students for higher order thinking skills	Instruction	All	Dept Head	Quarter 1	Year 2		



Strategic Priority 1

Continuously use subject specific vocabulary in all lessons including the reinforcement of prefixes and suffixes as needed	Instruction	All	Dept Head	Quarter 1	On-going		
Have Gizmos (software) available for Biology use in 2012-2013	Instructional Materials	All	Principal	Summer 2012	Summer 2012		

Strategic Priority 2

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Teachers will deliver math instruction aligned to the Common Core and CRS (where applicable) supported by high quality open ended questions as well as traditional problems.	The math ACT subscore has consistently attained the second lowest growth from EXPLORE to ACT. By improving the alignment and assessments, students should grow at an increased pace.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Add student growth as a benchmark when measuring student achievement in all mastery classes by end of quarter one	Other	All	Math Dept Head	Quarter 1	Summer 2013		We will evaluate the impact of this move on student motivation.
Create an after school remediation program, working towards moving the 15% most struggling students through enough benchmarks to help them pass their course with at least 75% of the benchmarks completed.	After School/ Extended Day	All	Math Dept Head	Quarter 1	Quarter 4		
Determine positive behavior reward system for all students, adjusting as needed during the year with the goal of achieving a 95% pass rate in math courses.	Other	All	Math Dept Head	Summer 2012	Quarter 4		
Work with Academic Approach for math to imbed CRS and CCSS type questions into the everyday curriculum.	ILT/ Teacher Teams	All	Principal	Year 2	Year 2		Determine cost to determine potential of this activity happening
Work with Accelerate Learning for our 5% highest and 5% lowest achieving students to increase motivation and achievement on math benchmarks.	Instruction	Other student group	Principal	Year 2	Year 2		Determine cost to determine potential of this activity happening
Use STAR Math to determine all student growth quarterly.	Instruction	All	Math Dept Head	Quarter 1	Year 2		
Write CCSS aligned open ended questions for all math courses beginning after math department PD on the topic	Instruction	All	Math Dept Head	Quarter 1	Year 2		
Use variables other than x and y in problems to support the transference of skills and knowledge to other departments	Instruction	All	Math Dept Head	Quarter 1	On-going		
Analyze retired ACTs, noting proportions of the various strands/levels by November 2012	ILT/ Teacher Teams	All	Math Dept Head	Quarter 1	Quarter 2		



Strategic Priority 2

PD - Conduct Cooperative Learning training for 100% of teachers by end of Quarter 1, 2012	Professional Development	Not Applicable	Principal	Quarter 1	Quarter 2		Determine effective vendor
PD - Conduct tiering training for 100% of teachers by end of Quarter 2, 2012	Professional Development	Not Applicable	Principal	Quarter 2	Quarter 2		Determine effective vendor
PD - Conduct training for writing CCSS aligned open ended questions for 100% of the math department by end of Quarter 1, 2012	Professional Development	Not Applicable	Principal	Summer 2012	Quarter 1		
Aquire needed equipment (computers, Elmo, printers and calculators) by school's opening	Equipment/Technology	All	Principal	Summer 2012	Summer 2012		Approximately \$2200
Create Reference library for advanced students by end of Summer 2012	Instructional Materials	Other student group	Math Dept Head	Summer 2012	Summer 2012		Approximately \$300
Identify 4th - 8th grade deficiencies and needed vocabulary. Reteach these in context throughout the year to achieve increase in student understanding	Instruction	All	Math Dept Head	Summer 2012	Quarter 4		
PD - Conduct Accelerated Math training for 100% of the math department by end of Summer 2012	Professional Development	Not Applicable	Principal	Summer 2012	Summer 2012		Approximately \$1000
PD - Conduct training for responders and associated software training for 100% of the math department by end of Summer 2012	Professional Development	Not Applicable	Principal	Summer 2012	Summer 2012		We have the equipment; just need the time to really make them work.
Review math pacing concerns and write an action plan by end of summer 2012	Instruction	All	Math Dept Head	Summer 2012	Summer 2012		
Teachers will review the Accelerated Math library and complete transition to new library by end of Summer 2012	Instruction	All	Math Dept Head	Summer 2012	Summer 2012		Create bucket to have this work done in the summer
90% of incoming Freshmen will be tested with STAR Math in summer 2012 to help determine their scheduling needs	Other	All	Math Dept Head	Summer 2012	Summer 2012		
Upgrade STAR Math to Enterprise STAR Math	Equipment/Technology	All	Math Dept Head	Year 2	Year 2		Determine Cost
Create anchor projects for Inclusion and Honors classes to bring multi-step problems to life and to increase engagement for these groups. Once these projects prove successful as measured by math benchmarks, they will be implemented in all classes.	Instruction	All	Math Dept Head	Quarter 1	Year 2		Evaluate value and design of these projects for use in all classes.



Strategic Priority 3

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Teachers will effectively use Discipline in the Secondary Classroom and Foundations techniques as part of a whole school PBIS model.	Anecdotally, the more consistently my teachers implement these practices, the more engaged the students become. Curricular pacing has increased in these classrooms and at the same time, the teachers are seeing greater achievement on student assessments. These initiatives are also positively affecting general student behavior. Student tardiness is down, negative student interaction is down. These initiatives need to be moved

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Anti-Bullying training for all freshman students and teachers by October 31, 2012	Other	All	Counseling Dept	Quarter 1	Quarter 1		
Continue to produce a monthly newsletter and increase other communications such as all-calls and letters each month in SY 2011-2012.	Parental Involvement	All	Principal	On-going	On-going		Need to upgrade the all call software
Create Teacher PBIS Professional Library by August 31, 2012.	Professional Development	Not Applicable	ILT	Summer 2012	Summer 2012		
Create "one liners" (Foundations) for PBIS use by September 28, 2012	Other	All	ILT	Quarter 1	Quarter 1		
Create school core value posters by August 27, 2012	Other	All	Principal	Summer 2012	Summer 2012		
Create videos with teachers regarding tardy policy and behavior by end of year SY 12-13	Instruction	All	ILT	Summer 2012	Year 2		Create bucket so that some of this work can be completed in the summer
Use some of the new teacher time from FSD as debrief time for staff to share winning practices starting in September of 2012	Professional Development	Not Applicable	Dept Heads	On-going	On-going		This is a new practice we would like to implement going forward.
Data Team will disaggregate 2011-2012 write-ups by type and level to determine where new approaches to student misbehavior are called for by September 21, 2012.	Other	Not Applicable	ILT	Quarter 1	Quarter 1		
Edit demerit form to reflect PBIS practices by August 31, 2012	Other	Not Applicable	Dean	Summer 2012	Summer 2012		
Create and implement a parent anti-bullying and PBIS workshop by end of first quarter 2012	Parental Involvement	All	Principal	Quarter 1	Quarter 1		
PD Complete DSC training for all staff by August 31, 2012	Professional Development	All	Principal	Summer 2012	Quarter 1		



Strategic Priority 3

PD - Conduct a DSC one-day refresher in August 2012	Professional Development	All	Principal	Quarter 1	Quarter 1		
PD regarding Foundations supervision techniques for 100% of all teachers by August 31, 2012	Professional Development	All	Principal	Quarter 1	Quarter 1		
PD regarding the implementation of behavior plans for 100% of all staff by October 31, 2012	Professional Development	Students With Disabilities	Special Ed Dept Head	Quarter 2	Quarter 2		
Create a Politeness Policy for all staff by August 27, 2012	Other	Not Applicable	Principal	Summer 2012	Quarter 1		
Re-teach Start on Time to all teachers and students by September 7, 2012 and quarterly thereafter	Instruction	All	ILT	On-going	On-going		
Use FSD schedule to increase student connectedness with the school by implementing awards ceremonies throughout the year(at least once per month with the first event taking place by September 28, 2012). Focus on awards for passively at-risk students.	Instruction	All	Principal	Quarter 1	Year 2		
Expand Rtl implementation to include Tier III as needed. 100% of teachers will receive training on the Tier III interventions chosen	Instruction	Other student group	Rtl Coordinator	Quarter 1	Year 2		
Recruit teachers to act as DSC Mentors for all new faculty and implement monthly PD for the new faculty. Complete one cycle in year one.	Professional Development	Not Applicable	Principal	Summer 2012	Summer 2013		
Create continuum of essential skills for all subjects by October 31, 2012 and explicitly teach them across the curriculum to all students starting in November 2012.	Instruction	All	ILT	Quarter 1	On-going		
Create school-wide working definitions of question stem verbs such as discuss, explain, analyze, etc and explicitly teach them to 100% of the students	Instruction	All	ILT	Quarter 1	On-going		
Use FSD schedule to increase student leadership training to create more positive interactions between student leaders and their subordinates. Leadership training will encompass students who become Petty Officers, Chief Petty Officer and Officers. This training will begin 2nd quarter 2012.	Instruction	Other student group	Commandant	Quarter 2	On-going		



Strategic Priority 4

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps

Strategic Priority 5

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps