



2016-2018 plan summary

Team

Name	Role	Email	Access
Kevin Kohl	LSC	kkohl@cps.edu	Has access
Meghan Taylor	Teacher	metaylor3@cps.edu	Has access
Amanda Chilenski	Teacher	acchilenski@cps.edu	Has access
Linda O'Kane	Teacher	lkokane@cps.edu	Has access
Garrett Smith	Teacher	gsmith39@cps.edu	Has access
Sarah Uebler	Teacher	suebler@cps.edu	Has access
Denise Thomas	Parent	bluglass2@yahoo.com	Has access
Michael Biela	Administrator	mjbuela@cps.edu	Has access
Jeff Myczek	Administrator	jrodriguez694@cps.edu	Has access

Team meetings

Date	Participants	Topic
03/03/2016	Whole Team	Planning
03/09/2016	Whole Team	Planning 2:30 - 4:30
03/23/2016	Whole Team	Split up Sections in pairs
04/13/2016	Whole Team 1 person absent.	Discuss Evidence given for Sections and rate according to the Scoring guide.
04/27/2016	Whole Team	Discuss Evidence given for Sections and rate according to the Scoring guide. Split up next sections based on relevance.

05/04/2016

Administration Team Review

Review the evidence provided by the CIWP team.

05/06/2016

Administration and CIWP

Review scoring guide and scores given.

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

1 2 3 4

Teachers, staff, and administration demonstrates high levels of success for each and every student, and provide high levels of rigor and support to achieve this goal by:

ROTC offers expectations for military protocol, while teachers support with our honor code, demerits, CAB, promotions, etc.

School goal GPA of 3.0 or higher with a B mastery of college and career skills posted in every classroom. Teachers update class goal posters with new GPAs every two weeks. AP pass rate of 50%.

Department Data Conferences are convened three times annually to push teachers to monitor formatives, summatives, and merge disciplines across grade levels.

Rickover has constructed guided principles for students to build leadership skills and promote rigor through a student honor code and student and staff chain of command. Our values and mission statements are shared through our website, open houses, and pamphlets that go out to community.

Rickover is a Level 1 + School, Healthy Choices School, and Creative Arts Certification.

2014-2015 Data from 5 Essentials Survey Effective Leaders:

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

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ILT continuously observes classroom practice and seeks to strengthen areas of need by providing guidance, best practices, and teacher-led professional development:

-The team meets regularly on average biweekly.

-ILT (members from different depts) works with Admin. to target areas from the Framework and REACH data for focus.

-Instructional Coach supports Admin. and ILT while working with teachers and developing Network PDs (spring 2016)

- Notes are shared with staff on Drive to ensure transparency.

- Lead monthly PDs with staff on research based best practices based on data from Admin.

-We set the goal of 65% of staff being proficient or distinguished in 3C Engaging Students in Learning. We reached 92.5%.

2014-15: Basic 2.86% to 7.5%

Proficient 80% to 72.5%

Distinguished 17.4% to 20%

-We set the goal of 80% of staff being proficient or distinguished in 3B Questioning and Discussion Techniques. We did not reach this goal, but 70.66% of staff are proficient or distinguished.

2014-15: Basic 29.41% to 29.33%

Proficient 52.94% to 57.33%

Distinguished 17.65% to 13.33%

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓	ILT Effectiveness Rubric Score
	✓	ILT artifacts (e.g. agenda, calendar, protocols, minutes)
	✓	Evidence that work of ILT has contributed to positive outcomes for students and staff
	✓	Teacher team agendas/minutes reflective of ILT focus
Measures	✓	Five Essentials: Instructional Leadership
Five Essentials		Effective Leaders
		Collaborative Teachers
CPS Framework for Teaching		4a. Reflecting on Teaching & Learning
		4d. Growing and Developing Professionally
		4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders		A1. Assesses the Current State of School Performance and Develops a CIWP
		A2. Implements Data Driven Decision Making and Data Driven Instruction
		B5. Supports Teacher Teams

Professional Learning:

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

Score

1 2 3 4

Professional learning has been a major focus in our school and is one of our areas of strength for the Call Report 2015:

- Data conferences allow departments to analyze student data, share strategies, dept. strengths and areas of need, and create action items to improve instruction
- Instructional Coach, who is National Board Certified, supports staff members in a non-evaluative manner
- Monthly (or more frequently depending on dept.) in department meetings, we share strategies, formatives, and summatives, and work vertically align our courses.
- After group PDs, staffers report out to whole staff on new strategies.
- Teachers observe other teachers in the building to increase their skill sets.
- 5 essentials we scored neutrally on teacher collaboration and working together to strive for excellence.
- Each new teacher is assigned a mentor in our mentor/mentee program which meets monthly. This program includes monthly observations and post conferences to discuss goal settings.
- All Rickover teachers have attended Champs DSC professional learning. All core department heads and nine staff members attended Wormell grading practices. Five staff members attended differentiated instruction development outside of the state. Two ELL members attended the National Association of Bilingual Education. Fine Arts department head attended the National Arts Education Association. AP teachers attend annual workshops to improve practices. Three AP teachers are AP graders.
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Guide for Professional Learning

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

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

Aligned Resources:

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

Score

1 2 3 4

Our school organize resources that is responsive to student and staff needs;

- Our unique bell schedule accommodates teachers by holding Grade Level and Department Head during lunch and formation to align school and student needs.
- A calendar is created to help assist teachers with weekly, bi-weekly, and monthly meeting schedules.
- We bank time which results in teacher/student early release days 3 Wed./month with a required meeting the other Wed. each month.
- We have an after school computer lab to allow for time with technology, printing, and teacher assistance.
- We have a shared library with a librarian who is happy to help RNA students and staff. We have the library open for lunch periods with a teacher who oversees those 2 periods.
- Teachers utilize compact time in which students who are excelling in one class can meet during class time with a teacher of a class that he or she is struggling in to get extra help.
- Teacher preferences are taken into consideration with creating a schedule for the following year.
- Area of focus is to explore and develop tutor groups for advanced students, ap courses, and students that might need more focus.
- Department Heads help in streamlining purchases with admin team and through our office staff to minimize lapses between ordering and receiving materials.
- Partnership with the Navy and Scouts in creating a strong community for our NJROTC program.
- Partnerships:
 - Stem Program
 - Contemporary Museum of the Art
 - The Art Institute
 - Chicago Yacht Club
 - After School Matters
 - Merwyn
 - Broadway Armory
 - Churchill Foundation

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
 - Use CPS Instructional Time Guidelines to maximize instructional time.
 - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
 - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
 - Leverage strategic source vendors to maximize dollars.
 - Seek and obtain grants to support articulated needs.
 - Use grant funds strategically to support areas of highest need.
 - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
 - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
 - Use an interview process including a protocol for questioning and select highly qualified candidates.
 - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.

- Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
 - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
 - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
 - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
 - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
 - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
 - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Score

1 2 3 4

- We have departmental maps that are aligned to the Common Core State Standards
- We design our Summative Assessment Plans so that they are aligned to specific standards with Administrative feedback
- Departments work on alignment when sharing formatives and summatives in team meetings
- Many classrooms have target standards posted and the language is used by teachers and students alike
- Social/emotional (in the classrooms) occurs somewhat in the Executive/Functioning lessons that departments have written and delivered
- We review curriculum maps each summer and make modifications based on the previous year's outcomes of learning objectives and gaps in vertical alignment
- AP projected pass rate is tracked throughout the year
- Dual Credit classes are offered in Pre-calculus, Calculus, and Physics
- Seven AP classes are offered, including Art, Spanish, Government, US History, Psychology, English Language, and English Literature. - Honors classes serve as tracks into AP and Dual Credit classes
- Using a formal application process students are accepted into AP and Dual Credit classes
- PSAT is offered to all students to identify those who may perform well in AP classes, but not necessarily in the honors classes
- Electives are offered in the humanities and sciences, theater and mathematics to provide a well-rounded exposure to subjects they may not experience otherwise
- Money is budgeted by the principal to encourage teachers to attend local and national PD to foster curricular knowledge
- Common assessments are used in many courses to foster alignment between teacher teams
- All freshmen complete an interdisciplinary research paper
- GPA's are tracked biweekly in regular classes and Advanced Placement classes - maybe extend to honor classes (according to scoring guide)
- Diverse learners' benchmarks and goals in their individualized education plan are based on Common Core grade standards
- English Language learners are enrolled in a separate ESL class that counts for an English credit.
- Students have an opportunity to enroll with The Chicago Police and Firefighters Training Academy
- There is a work program through the Genesys Works Program
- Online classes are offered to fill in graduation requirements as well as adding supplemental coursework.
- Partnership with Northwestern to teach Health class to Freshmen.
- The social studies department incorporates the essay portion of the annual Churchill Competition into their curriculum.
- Rickover has its first participant in the Senior Division of the Chicago History Fair Competition.
- The RNA music program plays alongside the Navy Band from Great Lakes Naval Base during our Holiday concert and Pearl Harbor memorial.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
 - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development in addition to content standards to differentiate for English learners.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer? a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjIINGI4MmY3YTlxYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

Instructional Materials:

Score

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

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Each department has their own chromecarts, updated curriculum maps, book resources and budget that allows for purchase of additional educational materials. Department members review textbook samples together to determine the best textbook for students and then attend PD's to utilize the resources for that textbook to the fullest.

Teachers use a variety of instructional tools including Google Classroom, Remind, Zaption, Kahoot, as well as the traditional ways of instructing like powerpoints, handouts, etc. Professional Development meetings have been given on how to use Google Classroom, Remind and Zaption in a meaningful way for the students.

Teachers use the district's library databases for research, current events and discussions.

Students use Photoshop and In Design to build digital literacy skills.

Teachers use a variety of free websites (like Khan Academy, Newsela, and Educator.com) to gather lessons and materials for students. Newsela is a free website used by many teachers which allow teachers to differentiate the reading levels for individual students. This allows the teacher to both challenge high learners while giving access to the same material to struggling readers

Google classroom is provided by the district. Students are able to access classroom materials such as PowerPoints and notes on Google Classroom to review work that they learned or missed in class. When using Zaption, students are able to work at their own pace. Students who are forgetful can be reminded via Remind. Tips and suggestions are also sent out through Remind. All teachers have an Elmo, projector and screen that allows them to model notes and other activities for struggling students.

Laboratory based courses like Art and Science provide experiential learning using real-world materials.

All Diverse Learners participate and have access to the regular education curriculum with their accommodations and modifications.

The school has budgeted to have a teacher available in a full functioning computer lab for students to use before and after school as well as a shared library that is available during their lunch period.

Teachers administer Learning style inventories at the beginning of the school year to all students. Teachers offer assessment menus to allow for student choice and differentiation.

Freshmen take STAR reading diagnostic test quarterly to measure student growth and set goals for both academic and pleasure reading.

Guide for Instructional Materials

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

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
 - Are selected and adapted based on learning objectives and learner needs.
 - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
 - Student outcomes and developmental appropriateness determine when and who will use the materials.
 - Materials are updated/upgraded in response to new information and understandings.

- **Equitably available and accessible to all teachers and students.**
 - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
 - Materials are in English and native language for English learners.
 - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
 - Students interact with instructional materials to engage all modalities in the learning process.
 - Technology is integral to students learning experiences.
 - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
 - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
 - The teacher models effective use of various materials.
 - Students understand that materials are a means to acquire language, knowledge, and competencies.
 - Technology enhances students' higher order, creative thinking and problem solving.
 - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
 - Students make choices about instructional materials as part of learning.
 - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
 - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

1 2 3 4

Through Data Conferences teachers share student work and learning processes for students. Curriculum is structured around standards and tracked through assessment in summatives and formatives throughout the year by departments. For example, in English department regularly discusses standards alignment, vertical alignment, rigor, and make suggestions as a team for improvement as well as adopt strong strategies across department (5-S, CEIJ, Socratic circles) ILT, Admin visits, and Mentor/Mentee program has structured walk throughs, but this an area for improvement across departments. There are opportunities for new teachers to observe Distinguished teachers and our Instructional Coach for support. Measure from 5 Essential survey has RNA at "Most Implementation" score of 83 for Instructional Leadership setting high standards for teaching and student learning. RNA scores a "Most Implementation" of 90% for Academic Press, where Teachers expect students to do their best and to meet academic demands. Tasks are aligned by standards and assessments are tracked by Administration throughout the year for each teacher. Blooms standards are tracked by grade level across the school and by department to formulate the discussion of where we need to elevate student thinking.

RNA has structured student focus groups to reflect student voice through our Teacher and Student Led Student Voice Committee and our NJROTC student staff regular meetings for student engagement and discipline through our student run Cadet Advisory Board.

Offers of dual credit courses through Truman college for a robust Mathematics and through Advanced Physics.

School wide literacy focus on annotations in each discipline and encompassing a variety of fiction and nonfiction texts. Using NEWSELA Lexile levels teachers can raise the rigor of text complexity. Students typically write a written response using language of the discipline.

Math department is purchasing new books that are vertically aligned for next year. The units include performance tasks to determine student mastery.

Rickover scores a 98% on the 5 Essential Survey for Academic Engagement where students are interested and engaged in learning, but Student Rigor is measured only at 66%.

All teachers post and review their I can statements or learning objectives to ensure students understand daily goals and work towards mastery of the particular skill.

Students participate in goal setting activities throughout the year as part of executive functioning lessons.

Attendance: Senior Snacks, poster posted regarding attendance goals based on each grade, principal budgeted an attendance clerk, positive behavior intervention strategy for hall sweeps, grade level meetings where we highlight students in attendance crisis and develop a specific plan, work with a Knock at Midnight - a partnership where a truancy officer makes home visits.

Teachers provide descriptive feedback on various formatives and allow students to retake summatives to show mastery of a particular skill.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
 - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
 - Tasks are Integrative to draw on multiple standards.
 - Teach for Robust Understanding in Mathematics (TRU Math ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

Score

1 2 3 4

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

- Rickover hosts a college fair every year for students in grades 9-12. More than 40 schools attend from different states.
- All seniors are required to apply to 5 colleges and 5 scholarships.
- Using the Naviance program Counselors track students' applications and scholarships. To date, Students have received more than 7.5 million dollars in scholarships.
- College enrollment rate is 67.9 % of graduates enrolling in college.
- College persistence rate is 82.4 % of graduates persisting in college
- 100% College acceptance rate
- Dropout rate is 0.7%
- 93.7% attendance rate
- Supportive Environment: Is the school safe and supportive with high expectations? STRONG
- Ambitious Instruction: Is instruction focused, challenging and engaging? STRONG
- Rickover provides a budgeted program called Freshmen Connection to help students transition from middle school to high school.
- NJROTC Implements a two week orientation for incoming freshmen to help the adapt to military protocols.
- Offer 7 Advanced Placement classes and 2 Dual Credit college courses in Physics and Math.
- 14 students have been slated to receive the Seal of biliteracy

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B’s or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal

- setting.
- Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
- In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 2 **3** 4

Post summative grade reflections are done by teachers and students to better enhance future lessons based on prior performance, learning modality, and knowledge acquisition.

Principal budgeted for an instructional coach to enhance teaching strategies and student engagement.

Teachers use formative assessments to determine student understanding and also to address immediate academic interventions.

More than half of teachers have been budgeted to attend off site professional development to enhance teacher practice.

Teachers utilize summative assessment menus to encourage student choice based on academic level and learning style.

-We set the goal of 65% of staff being proficient or distinguished in 3C Engaging Students in Learning. We reached 92.5%.

2014-15: Basic 2.86% to 7.5%
 Proficient 80% to 72.5%
 Distinguished 17.4% to 20%

-We set the goal of 80% of staff being proficient or distinguished in 3B Questioning and Discussion Techniques. We did not reach this goal, but 70.66% of staff are proficient or distinguished.

2014-15: Basic 29.41% to 29.33%
 Proficient 52.94% to 57.33%
 Distinguished 17.65% to 13.33%

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
 - Guide students to articulate the relevance of the objective(s) to learning.

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

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

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

Score

1 2 3 4

-Through grade level meetings, Tier 1 SEL interventions are addressed through our quarterly goal-setting lessons by department.

- Teachers meet in grade level teams to target students who need help due to various reasons within first two weeks of school. Additional support is always available through counselors, dean, and social workers.

-We have started the Behavior Health Team - comprised of counselors, dean, social workers, administration, diverse learner teacher, and mentor. This team focuses on using data (GPA, Behavior, and Attendance) to identify Tier 2 and Tier 3 interventions. Students will be assigned appropriate interventions. Team meets bi-monthly. We are student-focused, solution focused, and accountable for implementing intervention effectively. (can share spreadsheet if needed with all data)

-Students who have been identified through the Behavior Health Team are part of a mentoring program called 2 x 10, where the student is assigned a mentor. 2 X 10 is a Tier 2 intervention. The mentors touch base with the student twice a day to check in on he or she is doing. They only discuss positive/highlights of the student's day or life. The team keeps track of the check in and check out on a Google Form.

- Staff receives bi-monthly D/F reports to target students with grade concerns and provide additional supports (compact time, social work) if needed. Staff has made home visits for chronically truant students. We have senior probation to help target students who are in danger of not graduating.

-GPA's are distributed bi-monthly to departments, and teachers to update their GPA posters located in the classrooms, so students are aware of academic expectations.

-Counselors work diligently teaching in NJROTC classes to discuss course requirements, academic standings, and set up meetings for those who are behind.

-Data trackers are created by teachers and used as a way for teachers to progress monitor their students' learning.

-Rickover was just recognized for outstanding commitment to social/emotional by CPS SEL department.

-The principal has budgeted for a full-time social worker and attendance clerk to address SEL and attendance concerns. Rickover has adopted a co-teaching model for diverse learners in 24 classes and a paraprofessional who assists in elective classes .

-Rickover has monthly Empowerment days to target specific SEL goals that are split up by gender and are focused on students needs.

-Counseling and Social Workers run Tier 2 and Tier 3 small groups that focus on specific needs such as: Grief Group, Girls Group, Anger Management, Boys Group and Substance Abuse.

Guide for Multi-Tiered System of Support

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

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

Score

1 2 3 4

Each department has submitted Summative assessment plans for Assistant Principal to assess.
 Each department submits Unit plans with formative and summative assessments.
 Rickover is a standards based grading school and each teacher uses the 80% summative, 10% Executive Functioning and 10% Formative grading model.
 Each teacher is required to allow Redo Retake for students who score F on summatives.
 School GPA is calculated every two weeks and it distributed to each department and posted in each classroom.
 Freshmen team uses STAR reading program to progress monitor ELA Common Core State Standards quarterly
 Grade level teams meet every two weeks to discuss and target Tier 2 and Tier 3 interventions for students.
 Rickover Teachers and Administrators are recognized experts in this area by CPS. Teachers and Administrators are presenting PD around the city on this topic.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see MTSS and Instruction)**
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design (<http://www.udlcenter.org/aboutudl/udlcurriculum>) and use of accommodations and, where needed, modifications.**
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.

- Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
- Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
- Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 3 4

2B Establishing a Culture For Learning 3% Unsatisfactory 53% Basic 44% Proficient

SQRP Attainment Average Growth is Below Average by 2 percentile

Ambitious Instruction

English Instruction

Students interact with course material and one another to build and apply critical reading and writing skills.---Strong

Math Instruction

Students interact with course material and one another to build and apply knowledge in their math classes.---Neutral

Academic Press

Teachers expect students to do their best and to meet academic demands.---Very Strong

Students participate in classroom discussions that build their critical thinking skills.---Strong

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.
 - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
 - Consistently communicate the expectation that all students can achieve at high levels.
 - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
 - Clearly display school-wide expectations for academic and personal success throughout the building.

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Relational Trust:

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

Score

1 2 **3** 4

2A- Creating an Environment of Respect and Rapport 77% Proficient 23% Basic
 1B Demonstrating Knowledge of Students 73% Proficient 27% Basic
 Collaborative Teachers – NEUTRAL
 Teachers share a strong sense of responsibility for student development, school improvement, and professional growth.--Neutral
 Teachers are deeply committed to the school.--Neutral
 Teachers are supportive and respectful of one another, personally and professionally.--Weak

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
 - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
 - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
 - Create opportunities for students to build positive relationships with peers.
 - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
 - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
 - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
 - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
 - Respect other teachers who take the lead in school improvement efforts.
 - Respect colleagues who are experts at their craft.
 - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even

- when people disagree, individuals can still feel valued if others respect their opinions.
- Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Score

1 2 3 4

Engaging Students in Learning 3% Unsatisfactory 43% Basic 40% Proficient 14% Distinguished

2A- Creating an Environment of Respect and Rapport 77% Proficient 23% Basic

1B Demonstrating Knowledge of Students 73% Proficient 27% Basic

During the 2014-2015 school year, Student Voice Committee was a brand new organization here at Rickover, with it being Rickover's first year involved in the Global Citizenship Initiative (GCI). They worked collaboratively on a rubric for teachers to be evaluated by students when they are being interviewed for a position at Rickover. Students were participate in a mock lesson for teacher applicants. The group then took it to Mikva Challenge's Civic Action Showcase where they presented their project and action they took. The team was awarded Excellence in Action at the showcase.

During the 2015-2016 school year the Student Voice Committee has been having trouble implementing project. The project that they took on was one looking at student moral at the school. They have done a student survey and found that 77% of the student body rated moral at a 5 (out of 10) or lower, with many students rating only a 1 or a 2. Students even wrote in their comments that there were concerns over student negativity and even some racial issues with students using the "N"-Word. At this point, they have not implemented a solution, however they are now working on organizing a meeting with administration.

Drill

Aspen Challenge

Book Club

Archery

Archery - Assistants

Orienteering

Rythm of the Dragons

Glee Club

SEALs Team

Color Guard

Anti-Hibernation Club (Winter Fitness)

CARA Runners

Homecoming Committee

International Club

Gaming Club

Art/Anime

STEM Club

Gay Straight Alliance (GSA)

National Honor Society

Activities Director

Majorettes

Triathlon Club

Yearbook

Cadet Advisory Board (CAB)

JAG

Northwestern Football Crew

Student Voice Committee

Pom Pon/Dance Team

Sea Scouts

Sailing

Toastmasters

VIP

7 Advanced Placement classes and two dual credit college courses available.

All students are able to apply to college courses and get a say in the classes that they will be enrolled in.

Seniors are given the opportunity to take Civics as an elective. The state of Illinois has now made this a requirement for graduation.

Student complete service learning projects.

Student-led Drug and Substance abuse intervention Assembly created by Rickover's command staff.

Rickover is in compliance with Title 9 rules for sports.

Guide for Student Voice, Engagement, & Civic Life

Students...

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
 - Student needs, interest, and input are solicited for student programming.
 - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
 - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
 - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
 - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **Have a voice and take informed action.**
 - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).

- Students initiate and lead some school improvement initiatives.
- Students participate in democratic decision-making at the school level.
- Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Connect to decision-makers.**
 - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
 - Students learn about issues and candidates, prepare voter education materials and get involved.
 - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
 - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
 - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
 - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

1 2 3 **4**

2A- Creating an Environment of Respect and Rapport 77% Proficient 23% Basic
 2C-Managing Classroom Procedures 7% Unsatisfactory 20% Basic 40% Proficient 33% Distinguished
 2D-Managing Student Behaviors 7% Unsatisfactory 27% Basic 43% Proficient 23% Distinguished

Hall sweeps and staff at doors during passing periods engaging with students helps reduce inappropriate student behavior. A one minute bell sounds to encourage all students to get to class on time. All teachers have attended Discipline in the Secondary Classroom training to ensure staff knows how to de-escalate student misbehaviors. We employ 2 full time security guards and a full time Dean of Students.

Student Logger provides teachers the opportunity to include Dean support on egregious behaviors or to simply track concerns as well as student and staff interactions. ROTC instructors are spread throughout the school to help with compliance.

Students on Watch Duty help support staff by escorting students to the Dean if needed and work to maintain order in the halls.

We have a Dean of Uniforms who helps keep the students in compliance with their military uniform.

Security is frequently outside at dismissal and is present at all lunch periods. We employ a part-time police officer to assist with security. Students enter at one general main entrance and have bags scanned and students go through a metal detector. We have hallway security cameras in all hallways. Cameras are also located outside the main entrances. Security monitors cameras throughout the day. Through a principal directed meeting, we have a system in place for emergency drills and emergency class rosters are located in bins in all classrooms. We are in annual compliance for safety drills (Shelter in place, lock-down, and school evacuation)

EMIs and In-School suspension are given to students based on SCC infractions 1-3. Adults escort students from 9th period to EMI to avoid misbehavior or cutting.

RNA Current (4/4/16) REACH Data

2a (Creating an Environment of Respect and Rapport) - 70.9% proficient or distinguished

2c (Managing Classroom Procedures) - 61.29% proficient or distinguished

2d (Managing Student Behavior) - 67.74% proficient or distinguished

On the school report, in response to the following question, "Do Students feel safe in and around the building and traveling to and from school?" - we scored a NEUTRAL

On the 5 Essentials Survey, in response to the following question, "Is the school safe and supportive with high expectations?" We scored a STRONG

Behavior intervention team (comprised of a diverse group of staff personnel) is a new team this year meant to target extreme cases and support for students who may be in crisis.

Students lockers are grouped by grade level and floors.

Rickover employs a full-time social worker to meet with students.

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

Score

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

1 2 3 4

2A- Creating an Environment of Respect and Rapport 77% Proficient 23% Basic
2D-Managing Student Behaviors 7% Unsatisfactory 27% Basic 43% Proficient 23% Distinguished
Percentages of Misconduct

Cadet Advisory Board is used to address breaks in the school honor code.

Military protocols and expectations are in place.

Rickover employs a full-time social worker to meet with students when misbehaviors occur.

Student complete service learning projects.

Student-led Drug and Substance abuse intervention Assembly created by Rickover's command staff.

Rickover is in compliance with Title 9 rules for sports.

All teachers have attended Discipline in the Secondary Classroom training to ensure staff knows how to de-escalate student misbehaviors.

School has full time Dean of Students who follows restorative justice practices.

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

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

Parent Partnership:

Score

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

1 2 3 4

Parents are involved with Board of Governors, Friends of Rickover, access to an up to date website with calendar, Band parent organization, parent nights for FAFSA - etc.

Parents are encouraged to participate in school activities and groups through phone calls and emails. Teachers provide communication to parents through emails and phone calls for issues as well as accomplishments. Teachers are willing to meet with parents at school as requested and on Report Card Pickup days twice a year.

Parent Advisory Committee

Incoming Freshmen parents have a mandatory orientation.

Additional - shadow days, open houses are scheduled.

Teachers utilize student logger to record and log all contact with parents. (6742 contact logs)

Guide for Parent Partnership

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

School Excellence Framework Priorities

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

4 Expectations for Quality & Character of School Life: Safety & Order

1 2 3 4 5

4 Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life

1 2 3 4 5

Goals

Required metrics (Highschool)

13 of 13 complete

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

My Voice, My School 5 Essentials Survey

Our goal is to improve Teacher to teacher trust on the 5 essentials. This was an area of concentration for Rickover to improve on.

(Blank)

(Blank)

(Blank)

(Blank)

National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

We want to reduce the deficit by 10% annually.

36.00

(Blank)

42.40

48.10

African-American National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

We want to reduce the deficit by 10% annually.

29.00

(Blank)

36.10

42.50

Hispanic National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

We want to reduce the deficit by 10% annually.

36.00

(Blank)

42.40

48.10

English Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

N/A

(Blank)

(Blank)

0.00

0.00

Diverse Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

N/A

(Blank)

(Blank)

0.00

0.00

National School Attainment Percentile on the EXPLORE, PLAN and ACT Assessments

We want to reduce the deficit by 10% annually.

47.00

(Blank)

52.30

57.10

Freshmen On-Track Rate

This 94.3% is in the middle of grading. We anticipate over 95% by the end of the year. The goals are historic numbers.

99.20

94.30

98.00

99.00

4-Year Cohort Graduation Rate

This number represents a one or two student difference. There is nothing systemic going on at the school. Sometimes a student needs a 5th year. We want to reduce the deficit by 10%.

88.00

86.30

87.60

88.80

1-Year Dropout Rate

The difference in these two measures is one student. We had two students drop out the first year and three the second. We want to maintain 2 or less students dropping out.

0.40

0.70

0.40

0.40

College Enrollment Rate

Each year we make a little headway, but still encounter resistance from parents who say that school is not for their child and we have students who place into apprenticeships, trade schools and immediate jobs (military for one). These are not college enrollment so while the students have a solid plan it does not fit this category. The other piece of the puzzle for schools with small senior classes is that each student represents 1.7% to .8% depending on the class size. This means one student has a large impact one way or the other. One class may have two more enlistsments which could be a 3.4% drop and the next year 4 more go to college which could be a 3.2% increase. We want to reduce the deficit by 10%.

64.60

67.90

71.10

74.00

College Persistence Rate

Counselors are doing a better job with college match when students enter university. We want to reduce the deficit by 10%.

68.30

82.40

84.10

85.70

Average Daily Attendance Rate

The drop in attendance represents 1/2 of a student absent per school day. We did have a greater than normal set of illnesses and we had more tardies to school which results in a 1/2 day lost. We work towards 95% annually.

93.80

93.70

95.00

95.00

Custom metrics

1 of 1 complete

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

N/A

N/A

0.00

0.00

0.00

0.00

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

Create a Staff Social Committee

a rise in relational trust

an increase in the score of teacher to teacher trust.

Tags:
Social

Area(s) of focus:
1

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

Create a social club where dues is collected.

Teachers elected to chair this committee.

Aug 29, 2016 to Jun 15, 2017

Meetings with the full staff have not been established.

Not started

Social

Strategy 2

If we do...

...then we see...

...which leads to...

create common quarterly and final exams among depariments

a more balanced assessment and grading

a common educational experience for students.

Tags:
Grading, Balanced grading and assessment

Area(s) of focus:
2

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

Allow for common planning time for each department.

Principal and Assistant Principal.

Sep 12, 2016 to Nov 28, 2016

Scheduling has begun but without a school budget we cannot plan for common prep times.

Not started

Grading, Balanced grading and assessment

Strategy 3

If we do...

design assessments that allow for more student choice

...then we see...

more student engagement during teacher instruction

...which leads to...

a more authentic learning experience based on modality.

Tags:

Differentiated instruction, Grading, Learning

Area(s) of focus:

3

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

PD on assessment choices in subjects for both formatives and summatives

Instructional Leadership Team

Aug 29, 2016 to Dec 23, 2016

This will begin as the administration team and the ILT plan the Professional Development calendar.

Not started

Differentiated instruction, Grading, Learning

Add choice assessments to the summative assessment plans

All classroom teachers

Aug 29, 2016 to Dec 23, 2016

This will begin as the administration team and the ILT plan the Professional Development calendar.

Not started

Assessment

Strategy 4

If we do...

sign up 80% of parents on parent portal

...then we see...

parent accountability for students' grades and attendance

...which leads to...

higher attendance rate, improved academics and parent involvement.

Tags:

Parental involvement, Parent partnerships, Parent engagement

Area(s) of focus:

5

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

sign up parents on parent portal at freshman orientation

counselors and technology coordinator

Aug 1, 2016 to Sep 30, 2016

Freshman orientation is on hold as the school awaits a budget to plan.

Not started

Parental involvement

sign up parents on parent portal are report card pickup

counselors and technology coordinator

Nov 1, 2016 to Apr 30, 2017

(Blank)

Not started

Parental involvement

sign up parents on the parent portal on student registration days

counselors and technology coordinator

Aug 1, 2016 to Sep 30, 2016

(Blank)

Not started

Parental involvement

Strategy 5

If we do...

add higher level common core and NGSS standards to all curriculum maps

...then we see...

an increase in rigor in all course levels and all courses

...which leads to...

higher test scores, better college and career readiness

Tags:

Instruction, Common core, Ngss, Test scores

Area(s) of focus:

4

Action step ⓘ

PD in house and offsite

Responsible ⓘ

Department Chairs

Timeframe ⓘ

Aug 29, 2016 to Jun 23, 2017

Evidence for status ⓘ

Off-site PD is on hold as the school awaits a budget to plan.

Status

Not started

Instruction, Test scores

use allotted department time to enhance curriculum maps

administration

Aug 22, 2016 to Jun 23, 2017

Planning is on hold as the school awaits a budget to plan.

Not started

Test scores

Strategy 6

If we do...

Strengthen current initiatives without starting new initiatives for one year. We have had many new initiatives for the past three and believe the change process has stressed teacher relationships and trust to a new low.

...then we see...

We would expect to see positive movement in our initiatives and growth in teacher trust

...which leads to...

which should bear out in the 5 Essentials Survey and monitored outcomes in school initiatives.

Tags:

Relationships, Academic learning

Area(s) of focus:

1

Action step ⓘ

Meet in summer to review and assess current initiatives to plan for next school year.

Responsible ⓘ

Principal

Timeframe ⓘ

Jun 27, 2016 to Jul 31, 2016

Evidence for status ⓘ

Agendas are being drafted for summer work days.

Status

Not started

Professional development

Strategy 7

If we do...

For grading, we will remove choice in our SBG policy; one uniform policy will be communicated to all stakeholders on MSG, F, and retake.

...then we see...

no more variation in policies

...which leads to...

less GPA deflation, teachers and students having more support and more accurate grades.

Tags:

Standards based grading

Area(s) of focus:

2

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

Admin will meet, look at data (grades and perception survey) to make final decisions, and develop uniform policy

Administration

Jun 27, 2016 to Jul 29, 2016

Agendas are being drafted for summer work days.

Not started

Instruction, Grade system

Strategy 8

If we do...

For ILT, ILT will use this year's instructional data (REACH, GPA, Assessment, EPAS) to develop a vision and plan for next school year. They will work to create a more comprehensive team and create structures around meetings and outcome goals.

...then we see...

a concrete and sustainable ILT the develops professional development plans around data.

...which leads to...

strengthened classroom instruction and student outcomes.

Tags:
ILT, Instruction

Area(s) of focus:
3

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

ILT and Admin will meet to develop plan and structure over summer.

ILT Lead

Jun 27, 2016 to Jul 29, 2016

Agendas are being drafted for summer work days.

Not started

ILT, Instruction

ILT will lead discussion around goals (driven by data points) and PD plan for the year.

ILT

Jun 27, 2016 to Jul 29, 2016

(Blank)

Not started

ILT, Instruction

Strategy 9

If we do...

Examine student work in course and grade level teams, assess student task at each level, develop plans to support alignment and level-appropriateness

...then we see...

students engaged at grade-level tasks aligned to their assessments

...which leads to...

student work and assessment aligned to the curriculum maps

Tags:
Curriculum, Curriculum maps

Area(s) of focus:
4

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

Admin will meet to develop a semesterly looking-at-student-work sessions to review tasks for Bloom's level and alignment to map

Administration

Jun 27, 2016 to Jul 29, 2016

(Blank)

Not started

Curriculum, Curriculum maps

Strategy 10

If we do...

...then we see...

...which leads to...

Develop a clear policy on students attending out-of-classroom functions, staff will be able to support their peers in these endeavors

Staff support of students and colleagues for functions and pre-planning that allows students to be successful

an increase in student and staff trust around planning and events and an increase from neutral to Strong in this category on the 5Essentials survey

Tags:
Trust, Teacher-teacher trust & support

Area(s) of focus:
1

Action step	Responsible	Timeframe	Evidence for status	Status
Admin will meet to collaborate on a policy after feedback from staff and peers on this area.	Principal and Assistant Principals	Jun 27, 2016 to Jul 29, 2016	(Blank)	Not started

Trust, Teacher-teacher trust & support

Strategy 11

If we do...	...then we see...	...which leads to...
Conduct a parent volunteer fair at our annual open house	more parents being attached to activities they are interested in	a larger parent presence at our activities and parent meetings.

Tags:
Parental involvement, Parent engagement, Academic perfor

Area(s) of focus:

Action step	Responsible	Timeframe	Evidence for status	Status
Calendar planning meeting for 2016-2017	Principal	Jun 1, 2016 to Jun 30, 2016	(Blank)	Not started

Parental involvement, Planning

Determine volunteer needs through survey of staff	AP	Jun 27, 2016 to Jul 29, 2016	(Blank)	Not started
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Teacher Teams/Collaboration, Planning, Parents

Plan and conduct the fair	Activities Director	Aug 25, 2016 to Sep 30, 2016	(Blank)	Not started
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Planning, Parents, Teacher leadership

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ Create a social club where dues is collected.</p> <p>Tags: Social, Social</p>	Teachers elected to chair this committee.	Aug 29, 2016	Jun 15, 2017	Not started
<p>✚ Allow for common planning time for each department.</p> <p>Tags: Grading, Balanced grading and assessment, Grading, Balanced grading and assessment</p>	Principal and Assistant Principal.	Sep 12, 2016	Nov 28, 2016	Not started
<p>✚ PD on assessment choices in subjects for both formatives and summatives</p> <p>Tags: Differentiated instruction, Grading, Learning, Differentiated instruction, Grading, Learning</p>	Instructional Leadership Team	Aug 29, 2016	Dec 23, 2016	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Add choice assessments to the summative assessment plans Tags: Differentiated instruction, Grading, Learning, Assessment</p>	All classroom teachers	Aug 29, 2016	Dec 23, 2016	Not started
<p>✦ sign up parents on parent portal at freshman orientation Tags: Parental involvement, Parent partnerships, Parent engagement, Parental involvement</p>	counselors and technology coordinator	Aug 1, 2016	Sep 30, 2016	Not started
<p>✦ sign up parents on parent portal are report card pickup Tags: Parental involvement, Parent partnerships, Parent engagement, Parental involvement</p>	counselors and technology coordinator	Nov 1, 2016	Apr 30, 2017	Not started
<p>✦ sign up parents on the parent portal on student registration days Tags: Parental involvement, Parent partnerships, Parent engagement, Parental involvement</p>	counselors and technology coordinator	Aug 1, 2016	Sep 30, 2016	Not started
<p>✦ PD in house and offsite Tags: Instruction, Common core, Ngss, Test scores, Instruction, Test scores</p>	Department Chairs	Aug 29, 2016	Jun 23, 2017	Not started
<p>✦ use allotted department time to enhance curriculum maps Tags: Instruction, Common core, Ngss, Test scores, Test scores</p>	admininstration	Aug 22, 2016	Jun 23, 2017	Not started
<p>✦ Meet in summer to review and assess current initiatives to plan for next school year. Tags: Relationships, Academic learning, Professional development</p>	Principal	Jun 27, 2016	Jul 31, 2016	Not started
<p>✦ Admin will meet, look at data (grades and perception survey) to make final decisions, and develop uniform policy Tags: Standards based grading, Instruction, Grade system</p>	Administration	Jun 27, 2016	Jul 29, 2016	Not started
<p>✦ ILT and Admin will meet to develop plan and structure over summer. Tags: ILT, Instruction, ILT, Instruction</p>	ILT Lead	Jun 27, 2016	Jul 29, 2016	Not started
<p>✦ ILT will lead discussion around goals (driven by data points) and PD plan for the year. Tags: ILT, Instruction, ILT, Instruction</p>	ILT	Jun 27, 2016	Jul 29, 2016	Not started
<p>✦ Admin will meet to develop a semesterly looking-at-student-work sessions to review tasks for Bloom's level and alignment to map Tags: Curriculum, Curriculum maps, Curriculum, Curriculum maps</p>	Administration	Jun 27, 2016	Jul 29, 2016	Not started
<p>✦ Admin will meet to collaborate on a policy after feedback from staff and peers on this area. Tags: Trust, Teacher-teacher trust & support, Trust, Teacher-teacher trust & support</p>	Principal and Assistant Principals	Jun 27, 2016	Jul 29, 2016	Not started
<p>✦ Calendar planning meeting for 2016-2017 Tags: Parental involvement, Parent engagement, Academic perfor, Parental involvement, Planning</p>	Principal	Jun 1, 2016	Jun 30, 2016	Not started
<p>✦ Determine volunteer needs through survey of staff Tags: Parental involvement, Parent engagement, Academic perfor, Teacher Teams/Collaboration, Planning, Parents</p>	AP	Jun 27, 2016	Jul 29, 2016	Not started
<p>✦ Plan and conduct the fair Tags: Parental involvement, Parent engagement, Academic perfor, Planning, Parents, Teacher leadership</p>	Activities Director	Aug 25, 2016	Sep 30, 2016	Not started

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.

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

NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy

Complete

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

The school all-call system and email blast system invite parents to CIWP planning meetings. These are held during the day and in the evening to attract the most interested parents. These meetings give the parents the opportunity to provide input.

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

An annual meeting is called using the monthly newsletter and the all-call phone feature to let parents know about the meeting. The anticipated date for the annual meeting is September 27, 2016. The PAC organizational meeting will take place October 24, 2016. The PAC chair is responsible for calling PAC meetings although we will always advertise them for the PAC.

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

Counselors work with the students regarding progress for summative evaluations. For formative, parents have the opportunities to come to school twice each year to have conferences with teachers and to learn about our programs. At the beginning of each year, Rickover hosts parent orientation meetings for interested parents. These dates are listed in the materials sent to students for registration and on the school's website.

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

If parents ask for specific individual meetings, we make appointments usually within the next three working days. PAC meetings are scheduled by the PAC chair.

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.

We receive a form for each student. The counselors explain the results and the student is allowed to keep the form and bring it to their parents. We use our telephone all-call feature to let parents know when to expect information from the school so they can ask their students for it.

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.

Chicago Public Schools has a centralized system for this requirement.

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

We have many handouts delineating state standards and the assessments used. To monitor their child's progress, parents have access to Gradebook, a parent portal available with any internet connection. The school holds four to five training sessions at different times throughout the year to help parents learn how to utilize the program.

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

The counselors and technology coordinator offer different types of sessions for interested parents. Sessions include completing FAFSA forms, choosing post-secondary options, using the world wide web so parents can access school information about their students and help their students find information for their school work. Rickover will also pass along any information that we have regarding adult literacy, parenting and ELL classes and seminars. These will be passed via the PAC and we will note in our newsletters that information is available.

The school has a limitation on space due to Rickover being collocated with Senn High school so there is not designated space for parents to learn about education during the day.

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

Professional development sessions are held throughout the year to teach teachers different aspects of communication and how best to utilize parents to help student performance.

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

Professional development sessions are held throughout the year to teach teachers different aspects of communication and how best to utilize parents to help student performance.

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

Parents receive monthly newsletters, and also periodic letters regarding specific information. The letters are translated into Spanish by our native speaking Spanish teacher. We do not have other languages at homes that we are aware of at this time.

Policy Implementation Activities

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

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

N/A

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.)

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. Rickover Naval Academy will be Chicago's leading military academy, the school of choice for CPS families and one of the top performing high school academies in the nation.

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 are held formally twice a year in November and April. The school will hold one open house for parents to become acquainted with the school and meet the teachers.

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

The school will send out Report Cards 4 times a year every 10 weeks. The school will provide parents with progress reports every first 5 weeks of the quarter. Parents are also encouraged to sign up on Parent Portal to monitor their students' grades and attendance at any time. Parent Portal signups happen during Report Card Pickup as well as anytime in the main office. The school utilizes Gradebook which is near real time grade information.

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

The school will provide access to staff during their preparation periods or before and after school by appointments. The consultations will happen in the teacher's classroom or the school conference room. Staff is available openly two days each year and by appointment for almost all other school days.

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

If parents ask for access, they can make appointments to sit in classes to observe and they may volunteer for many activities each year.

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

Parents are encouraged to sign up for Parent Portal in order to monitor their child's attendance and grades. Parents are expected to ask students what homework they have. They are expected to make sure that their student completes assignments and they are to make sure that their student attends school every day.

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

Parents are able to participate in the Board Of Governors, Friends of Rickover and the Parent Advisory Committee. Parents are involved when students choose classes and for all IEP issues. For class choice parents can make an appointment or simply sign the student class election sheet. Class selection takes place in February. IEP meetings happen based on the individual student IEP.

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).

Students should come to school, prepared, each day. They are responsible for asking for make-up work after an excused absence. They should attend all classes on time. They are expected to display a positive, respectful demeanor.

Parent Budget

Complete

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

Parents will become more involved in school activities by volunteering and using the funds to host speakers and buy equipment.

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement 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.	\$ 584 .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.	\$ 200 .00

53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	650	.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)	\$	584	.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$	100	.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Tracer Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	200	.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	300	.00
53510	Postage Must be used for parent involvement 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 by used only by parents.	\$	0	.00