Chicago Public Schools

CIWP
Continuous Improvement Work Plan

Hyman G Rickover Naval Academy High School / Plan summary

2018-2020 plan summary

Team

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Team meetings

No meetings saved for this plan.

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

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.

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 two times annually to push teachers to monitor formatives, summatives, and merge disciplines across grade levels.

Rickover has constructed guiding 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.

2016-2017 Data from 5 Essentials Survey Effective Leaders: More Implementation

Math department meets bi-weekly and together develops the curriculum map that will maximize success for every student. Throughout the year results are shared to determine any necessary adjustments.

Social Studies Department:
Department worked collaboratively to create a new U.S. History curriculum map.
PSLT and volunteers from core departments offer supplemental SAT prep during the day.

Office of Diverse Learners meets for the bi-weekly meeting to discuss student celebrations, concerns, upcoming important dates, class concerns and also IEP related information and dates. Notes are typed by the department head and shared with the school administration. Relevant information is also shared with teachers, counselors and other staff in the school when necessary.

English Department meets bi-weekly to discuss student celebrations, curricular concerns, upcoming summatives, pacing, CCSS alignment, and to reflect on student progress. English department also has grade level meetings bi-weekly to discuss SAP feedback, summatives, and to create midterms and final exams. Minutes are recorded for both meetings and shared with the team and school administration, with a requirement that all team members reply when they have read the notes.

Science department developed a common Vision Statement at the start of the school year.

Grade level teams meet bi-weekly to discuss recent struggles and successes to create better collaborations across departments.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

Instructional Leadership Team:

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

Score

1   2   3   **4**

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.

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.

ILT will ask staff to identify areas of concern or address a new policy. Through research and collaboration, teachers are assisted by being provided with tools to implement in their classrooms. Observations are conducted to monitor progress and identify areas of further concern and areas of success to be shared.

Social Studies Department:
3/4 of the department has led a PD.
Each department had a volunteer to participate on the CIWP team.
Newsela PLC and ILT are composed of teachers from multiple departments.

For 2017-2018 ILT Is looking at Speaking and Listening skills in the classrooms. These skills intersect with REACH 3B Questioning and Discussion, 3C Engaging Students in Learning, and 3D Using Assessment in Instruction. The aggregate REACH data YTD is:

2017-2018 Questioning and Discussion
Unsatisfactory 0%
Basic 20%
Proficient 62%
Distinguished 18%

2017-2018 Engaging Students in Learning
Unsatisfactory 0%
Basic 15%
Proficient 67%
Distinguished 18%

2017-2018 Using Assessment in Instruction
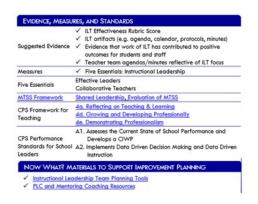Unsatisfactory 3%
Basic 10%
Proficient 52%
Distinguished 35%

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
MTSS Framework	Shared Leadership, Evaluation of MTSS
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Instructional Leadership Team Planning Tools ✓ PLC and Mentoring Coaching Resources	

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.

Data conferences allow departments to analyze student data, share strategies, dept. strengths and areas of need, and create action items to improve instruction

Monthly (or more frequently depending on dept.) in department meetings, we share strategies, formatives, and summatives, and work to 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.

5essentials 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. Five staff members attended differentiated instruction development outside of the state. AP teachers attend annual workshops to improve practices. Three teachers are AP graders.

During school-wide professional development, sufficient time is utilized for the math department to meet and collaborate on timely issues, such as Speaking and Listening Standards, group work, questioning techniques, and student-led discussions.

The English department does not currently have PLC meetings, so there isn't a dedicated space to develop/review the curriculum maps as a team, instead the maps are "handed down." English department meetings focus on what comes out of the maps, but the underlying map itself isn't discussed, which causes some confusion within the team and makes backwards design a challenge.

Social Studies:

Monthly (or more frequently depending on dept.) in department meetings, we share strategies and work collaboratively to create a new US history curriculum map.

ECS - Teachers have attended a week long PD during the 2017 summer and 3 Saturday PDs.

Teachers are given time to collaboratively create and share formative and summative assessments.

AP PDs (CPS and Summer Institute) for AP Psych and APUSH.

Reparations Won attended by whole department

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

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 use flex-time which results in teacher/student early release days 3 Fridays/month with a required meeting the other Friday each month.

We have a before and 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 tutoring 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 Boy Scouts in creating a strong community for our NJROTC program.

PARTNERSHIPS:
NRO Stem Program
Contemporary Museum of the Art
The Art Institute
Chicago Yacht Club
After School Matters
Broadway Armory
Churchill Foundation
SubVets
Bardcore
Jazz Institute of Chicago
Ravinia
Great Lakes Naval Band
University of Arkansas Pine Bluff Marching Band
University of Illinois Marching Illini
Northwestern University

Math teachers are scheduled, if possible, with the same prep periods for extra collaboration during the day. Funds are available for any necessary resources, whether it is primary tools or supplementary items. Funds are also available for professional development outside of school and for observations of other teachers in the school or other schools.

English department has some prep overlap, but not all. Money to purchase new novels is limited, and teachers are discouraged from bringing in new texts due to cost and constraints around common summatives. Students rent their novels rather than keep them.
The English Department does not currently have a scheduled/funded after school program (writing lab, etc) to support struggling readers and writers.
The English department is supported by a Diverse Learners Team.
The students' SEL is well supported by 3 counselors, Ms. Haase (not sure of her title), and the Dean.
Funds are available for PD requested by the teachers, and the Admin team and Department Chair frequently bring beneficial PD ideas to the table. School leaders encourage teachers and are supportive around PD.
For "all staff meetings" an agenda is set ahead of time and successfully implemented. Teachers are able to contribute to the direction of all staff meetings.
There is always enough paper in the copy room (hooray!)
Funds are available to take the students on a variety of enriching field trips.
Funds are available for clubs and sports.

Social Studies:
ECS - Teachers have attended a week long PD during the 2017 summer and 3 Saturday PDs (will attend 4th in upcoming months). Teachers are given time to collaboratively create and share formative and summative assessments.
Computer lab is open before and after school.

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 ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagment
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Aligning Resources with Priorities: Focusing on What Matters Most ✓ Instructional Supports ✓ Strategic Source Vendor List ✓ CPS Instructional Time Guidelines: Elementary School Overview ✓ CPS Instructional Time Guidelines: High School Overview ✓ CPS Instructional Block Guidance: K-2 Literacy ✓ CPS Instructional Block Toolkits: Math	

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

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, physics and literature

Six AP classes are offered, including art, Spanish, American government, US History, psychology, and English language.

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

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

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.

The RNA music program engages in mentorship,observation and masterclasses with the Great Lakes Naval band. The music program also has audition based scholarship relationships with the University of Arkansas Pine Bluff, Manhattan School of music and the Marching Illini

Office of Diverse Learners - Members of the diverse learners team regularly meet with subject teachers and other staff through bi-weekly grade level meetings and also in a personal individual basis to plan curriculum so that all students needs are met. Members of the diverse learners team regularly participate in planning and design of summative assessments and generally either turn in their own SAP or attach a copy of modified work to current SAP's being turned in by general education teachers.

The math department is developing an SAT-based curriculum, which also provides for alignment to Common Core. All student needs are met by using all learning styles and making appropriate modifications and accommodations with the help of the diverse learning team.

The English department meets to review summatives to ensure rigor and alignment across grade levels. Opportunities for SEL are provided in several ways. One option is through the Speaking and Listening standards via activities like socratic seminars, accountable talks, and presentations. Another is through close reading texts where students are asked to reflect on a variety of social situations.
The English department does not currently have clear goals or methods to engage students with "audiences beyond the classroom."
Student STAR data, grades, teacher feedback, and IEP (if applicable) are used to make sure that students are tracked into the best-fit classroom (inclusion/regulars/honors/AP).

Science courses are vertically aligned to scaffold reasoning and inquiry practices from freshman through junior year.

Teachers are incorporating more SAT skills into lessons. SAT incorporation is tracked on SAPs.

Social studies department collaboratively developed new US history map.

Computer Science follows the CS4all curriculum.

Computer Science has units focusing on human computer interaction and real world problems that relate to computer science.

Guide for Curriculum

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

Evidence, Measures, and Standards

Instructional Materials:

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

Score

1 **2** 3 4

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, Collegeboard.org, and Educator.com) to gather lessons and materials for students.

Newsela Pro is a paid 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.

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

Members of the Office of Diverse Learners regularly adapted to different students needs who receive services based off their documentation and also their ever changing short term needs. Materials are adapted both during the planning phase for classes but also on the fly if necessary. These changes can include modifications to activities to achieve the same purpose, such as giving sentence starters, a menu of topics for writing assignments or reading material at different reading levels. These changes could include supplemental material such as videos of chapter summaries of reading activities, graphic organizers and also additional examples for mathematics. These changes could also be giving students an alternate activity to complete that may be more in line with their needs.

Science labs are equipped with adequate equipment that include technology-based items similar to what is seen in a collegiate science course. Assessments include SAT reading-style passages to increase science literacy. Curriculum maps for all science courses included varied forms of instruction (direct instruction, lab activities, readings, and multimedia presentations) for each topic of instruction to include all learning modalities.

The math department has used the College Board website to guide the structure of their curriculum. Kuta software has allowed for the production of practice problems, with the ability to change the level of the questions.

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	✓ 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	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School	A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Universal Design for Learning Guidelines 2.0 ✓ UDL PD Modules ✓ CPS Integrated Library System (S.O.A.R.)	

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.

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. Dual credit Literature coming in 2018.

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.

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.

Attendance: 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.

Members of the Office of Diverse Learners participate with co-teachers in teaching class lessons, collaborating on class activities and materials and also participate in meetings both one one one with teachers but also grade level meetings where student concerns, curriculum and student work is discussed.
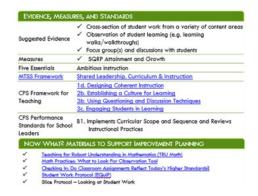
The English department shares common summatives that are aligned with CCSS. They collaborate to create shared grammar materials the are aligned to the SAT.
The English department does not currently having "norming days" to reflect on summative results across grade level. Summatives and rubrics are common, but could be enhanced by norming days while grading, to ensure that an "A" in one class would also be an "A" in another class.

Guide for Rigorous Student Tasks

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

- Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ 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	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	1d. 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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Teaching for Robust Understanding in Mathematics (TRU Math) ✓ Math Practices: What to Look For Observation Tool ✓ Checking In: Do Classroom Assignments Reflect Today's Higher Standards? ✓ Student Work Protocol (EQuIP) ✓ Slice Protocol – Looking at Student Work	

Transitions, College & Career Access & Persistence:

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)

Score

1   2   **3**   4

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 $9,545,608 in scholarships.

College enrollment rate is 62.6% of graduates enrolling in college.

College persistence rate is 61.4% of graduates persisting in college

100% College acceptance rate

Dropout rate is 0.2%

93.7% attendance rate

Supportive Environment: Is the school safe and supportive with high expectations? STRONG

Ambitious Instruction: Is instruction focused, challenging and engaging? MORE IMPLEMENTATION.

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 4 Dual Credit college courses in physics, math and English.

31 students have been slated to receive the Seal of biliteracy

Members of the Office of Diverse Learners participate with students from their caseloads in planning for the future and generally help to improve skills and develop a plan for post secondary life, weather the student, and the students parent/s, are interested in attending college, gaining post secondary training or joining the military. Service providers work closely with students on their caseload to reach goals and benchmarks which are described in their IEP's.

Students who participate and complete in all 3 Dual Credit Courses offered (Pre-Calculus, Calculus 1, and Physics 1) earn a total of 16 semester hours of college credit giving them second-semester freshman status upon matriculation at a college/university. Adding Literature can lead to 6 more hours upon graduation.

OneGoal is available to approx. 20 new Junior students per year; it could be expanded to reach all/most students

Guide for Transitions, College & Career Access & Persistence

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ 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	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING
- ✓ Everything College
- ✓ CPS Advisory Framework
- ✓ Preventing college plans from melting away
- ✓ To & Through Project
- ✓ Redefining College & Career Readiness
- ✓ College Scorecard
- ✓ CPS College Persistence Toolkit
- ✓ Meaningful Linkages Between Summer Programs, Schools, and Community
- ✓ From HS to the Future (CCSR, 2006)

CPS SCHOOL EXCELLENCE FRAMEWORK   17

Expectations for depth & breadth of Quality Teaching   3 of 3 complete

Instruction:

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

Score

1   2   **3**   4

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

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.

For 2017-2018 school has a goal of increasing students abilities in Speaking and Listening skills in the classrooms. These skills intersect with REACH 3B Questioning and Discussion, 3C Engaging Students in Learning, and 3D Using Assessment in Instruction. The aggregate REACH data YTD is:

2017-2018 Questioning and Discussion
Unsatisfactory 0%
Basic 20%
Proficient 62%
Distinguished 18%

2017-2018 Engaging Students in Learning
Unsatisfactory 0%
Basic 15%
Proficient 67%
Distinguished 18%

2017-2018 Using Assessment in Instruction
Unsatisfactory 3%
Basic 10%
Proficient 52%
Distinguished 35%

Use of Newsela to add current event news topics and interests. A PLC has been created to roll this all out.

Curriculum maps are updated every 2 to 3 years to address new issues, content and texts.

SAPS now include diverse learners accommodations and modifications sheet. Planned addition of ELL component for SAP's.

Data conference, STAR testing, SAT tracking, Khan Academy, Test Rocker, and One Goal all allow for tracking of student data.

ILT focused on speaking and listening standards and created a rubric.

Compact Time available before and after schools allows for retake for struggling students.

MTSS mentor and mentee program to help struggling students.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
  - Guide students to articulate the relevance of the objective(s) to learning.
  - Anticipate possible student misunderstanding.
  - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
  - Enable students to contribute to extending the content by explaining concepts to their classmates.
  - Build on students' language development and understanding of content.
  - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
  - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
  - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
  - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
  - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
  - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
  - Provide targeted supports to individual students or groups of students based on their identified needs.
  - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
  - Monitor progress and check for understanding for individual students.

- Change instructional practice based on analysis of current data.
- Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s.
- Also see *Balanced Assessment*.
  - **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
    - Intervene in a timely and effective way to help students who are struggling.
    - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
    - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
  - **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	Curriculum & Instruction
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	CPS Framework for Teaching with Critical Attributes
✓	CPS Framework for Teaching Professional Learning Modules
✓	CPS Framework for Teaching Professional Learning Opportunities
✓	Special Education Addendum
✓	English Language Learner Addendum

CPS SCHOOL EXCELLENCE FRAMEWORK   10

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. Summative assessment plans are given feedback by admin and are adjusted as necessary.

Each department submits Unit plans with formative and summative assessments.

Rickover is a standards based grading school and each teacher uses the 50% summative, 25% formative, 15% finals, 10% participation grading model. Addition of cumulative category allows for an emphasized importance on midterm and final assessments.

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.

All grades use 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.

English department has common assessments across teachers and levels.

Grades are standards based not behavior or reward based.

MTSS interventions are logged in gradebook.

EL flex PD given.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 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
Now What? Materials to Support Improvement Planning	
✓ CPS Balanced Assessment Framework & Assessment Models ✓ Assessment Design Toolkit ✓ Teacher Made Assessment Basics ✓ Grading principals and guidelines ✓ Great Schools Partnership –Grading + Reporting	

Multi-Tiered System of Supports:

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

Score

1   2   3   **4**

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 and staffed 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.

Staff has received multiple SEL PDs from the social worker about teacher voted topics (anxiety, drug use, stress relief, etc.)

A/B Reports are sent out biweekly.

10 Day Attendance intervention policy put in place that students and parents are notified when student has missed 5 and 10 days.

Successful ODLSS walkthrough demonstrating strengths of tiered supports.

Specialized groups are set up (Anger management, making friends group, etc.) that are set up by the social worker, counselors and outside supports to give more specialized focus on issues for targeted students.

Freshmen on track has been above 95% for the past 5 years. Sophomore on track has been above 95% as well.

Graduation rate for seniors that are at Rickover for the four years is above 95%.

Guide for Multi-Tiered System of Supports

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

- Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
    - **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
        - Monitor students requiring and receiving targeted and intensive instruction/interventions.
        - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
        - Determine appropriate interventions for students or groups of students not making adequate progress.
        - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
    - **TIER 2 & 3 – Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
        - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
    - **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

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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
Unsatisfactory 3%
Basic 0%
Proficient 43%
Distinguished 45%

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

Newsela is being used to teacher current and relatable topics.

SAT Pump up week from counseling department.

Students' interest based field trips (science, english, social studies)

Student track their own progress in many classes (STAR Reading, AP, One Goal, and SAT)

NJROTC Rank promotions require increasing grade requirements to advance to higher ranks.

Promoting student achievement by posting student artwork around the building. Art department had the most representatives at the All City Arts Exhibit.

Creation of One Goal program - There will be 3 cohorts at RNA in the 2018-19 school year

Participation rubric is tied to academic improvement

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

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
Unsatisfactory 0%
Basic 7%
Proficient 54%
Distinguished 39%

1B Demonstrating Knowledge of Students
Unsatisfactory 0%
Basic 25%
Proficient 45%
Distinguished 30%

Collaborative Teachers – LESS IMPLEMENTATION

Teachers share a strong sense of responsibility for student development, school improvement, and professional growth.--AVERAGE

Teachers are deeply committed to the school.--AVERAGE

Teachers are supportive and respectful of one another, personally and professionally.--LESS IMPLEMENTATION

Care for Real Project to benefit the community
NHS Drive
Yates trip

OneGoal students did community service at the Chicago Food Depository.

Meeting at OneGoal Office Downtown for cohort to meet with students from CICS Longwood for a lesson on Race, Class and College.

Transgender workshop and sexting workshop to increase awareness and support

Louder than a Bomb field trip- student led poetry slam about social issues.

Empowerment events

Battalion Staff trains and works with new Chiefs to show them what a "Chief" means.

Peer health exchange

DACA Group (Dreamers) led by counselor

Student organized and led gun walkout

Mentor and Mentee program for both teacher-teacher and teacher-student

Full time social worker that helps with students in crisis.

Team based intervention plans for students in need.

Teachers feel a sense on community for the school and are willing to go above and beyond to meet the needs of the school.

Sexual health workshop with parents

Senior Mentor group created by a counselor to discuss issues.

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	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
MTSS Framework	Shared Leadership, Family & Community Engagment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate
Now WHAT? Materials to Support Improvement Planning	
✓ Social Emotional Learning Supports (cps.edu/sel) ✓ Trust in Schools: A Core Resource for School Reform (ASCD) ✓ Creating a School Community (ASCD)	

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

> 2A- Creating an Environment of Respect and Rapport
> Unsatisfactory 0%
> Basic 7%
> Proficient 54%
> Distinguished 39%
>
> 2D Managing Student Behaviors
> Unsatisfactory 0%
> Basic 10%
> Proficient 33%
> Distinguished 57%
>
> 1B Demonstrating Knowledge of Students
> Unsatisfactory 0%
> Basic 25%
> Proficient 45%
> Distinguished 30%
>
> Student Voice Committee is an organization here at Rickover. They worked collaboratively on a rubric for teachers to be evaluated by students when they are being interviewed for a position at Rickover. Students 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. They most recently proposed a student recognition program to be implemented in 2018-2019.
>
> ACTIVITIES
> Drill
> Book Club
> Archery
> Archery - Assistants
> Orienteering
> Rhythm of the Dragons (Dance Club)
> Glee Club
> SEALs Team
> Color Guard
> Anti-Hibernation Club (Winter Fitness)
> Homecoming Committee
> International Club
> Gaming Club
> Art/Anime
> STEM Club

Gay Straight Alliance (GSA)
National Honor Society
Majorettes
Robotics
Yearbook
Cadet Advisory Board (CAB)
JAG
Northwestern Football Crew
Student Voice Committee
Pom Pon/Dance Team
Sea Scouts
Sailing
VIP

SPORTS
Boys/Girls Soccer
Boys/Girls Swimming
Boys/Girls Volleyball
Boys/Girls Basketball
Boys/Girls Cross Country
Boys/Girls Track
Boys/Girls Cheerleading
Boys/Girls Bowling
Boys Baseball
Girls Softball

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

All students are able to take placement tests for 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.

Rickover is in compliance with Title 9 rules for sports.

Battalion Staff is involved in the decision making process for school events, student promotions, student discipline, and student-student training.

Students can work as election judges.

Teachers utilize opposing viewpoints to facilitate an open dialogue about controversial issues.

The Battalion Staff has worked to take over the planning of student centered events (senior breakfast, camping trip, etc.)

Battalion staff help lead hall sweeps

Guide for Student Voice, Engagement, & Civic Life

Study politics

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

and impact school policy and decisions.
- Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
- Authentically **interact with civics leaders**
- Students learn about community, city, state, and national civic leaders and their roles in civil society.
- School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.

- ○ **Engage with their community**
  - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause

- ○ **Take informed action** where they work together to propose and advocate for solutions.
  - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
  - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.

- ○ Experience a **Schoolwide civics cultur**
  - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
  - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
  - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.

  - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	• MVMS Student Survey completion rates and results • Artifacts from student-run organizations and events (including SVCs) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision making • Service learning reports and/or reflections of SL projects • Unit and curriculum maps, rubrics, assessment artifacts • Evidence of student work • Democracy School recognition
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagment
CPS Framework for Teaching	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	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HST Standards

Safety & Order:

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

Score

1   2   **3**   4

2A- Creating an Environment of Respect and Rapport
Unsatisfactory 0%
Basic 7%
Proficient 54%
Distinguished 39%

2C Managing Classroom Procedures
Unsatisfactory 0%
Basic 5%
Proficient 55%
Distinguished 40%

2D Managing Student Behaviors
Unsatisfactory 0%
Basic 10%
Proficient 33%
Distinguished 57%

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 3 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. NROTC 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.

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.

Cutting class is down significantly

Student out of school suspensions are down significantly

Teachers are CHAMPS trained

We have passed all city mandated drills

Cadet Advisory Board

We do not have gang activity happening in the school.

Guide for Safety & Order
- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
  - Manage classroom routines and procedures to maximize instructional time.

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

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.

Score

1   2   3   **4**

2A- Creating an Environment of Respect and Rapport
Unsatisfactory 0%
Basic 7%
Proficient 54%
Distinguished 39%

2D Managing Student Behaviors
Unsatisfactory 0%
Basic 10%
Proficient 33%
Distinguished 57%

Percentages of Misconduct:
Group 1: 16.7%
Group 2: 45.6%
Group 3: 14.1%
Group 4: 7.9%
Group 5: 14.9%
Group 6: 1%
55% of the total write-ups are from 19 students or 4% of the student population.

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.

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.

Teachers have participated in a flex PD on how to practice restorative justice in their classroom led by the school social worker and Dean of Students

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

Parent and Family Partnership:

Score

1   2   **3**   4

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

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. (3240 contact logs)

Teachers can utilize Remind to text in a variety of languages.

Spanish translators at all major events, all correspondents sent home include a spanish version.

Parent portal sign up and information at all report card days

Parent nights that share information and help on AP, attendance, behavior, student health, etc.

Parents help chaperone field trips and dances.

Main office has communication protocols for different circumstances, including attendance.

Dean communicates with parents.

Art performances are available at night for parent attendance.

Guide for Parent and Family Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
  - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
  - Host events for parents to share with other parents how home and school complement each other.
  - Share best practices around learning and development with parents to support students at home.

- Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
- Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
- Assist parents to volunteer in the school and/or participate on teams/committees.
- Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
  - **Frequently communicate with families about class and individual activities and individual student's progress.**
    - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
    - Send regular, positive, personalized communication from a staff member.
    - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
  - **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
    - School responses to student excessive absences and/or tardiness includes outreach to families.
  - **Provide proactive communication (e.g. parent handbook and resources).**
  - **Partner equitably with parents speaking languages other than English.**
    - Information is provided to parents in their native language.
    - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus
2	Expectations for depth & breadth of Student Learning: Instructional Materials	**1** 2 3 4 5 ⊘
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 **2** 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Aligned Resources	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: Curriculum	1 2 3 4 **5** ⊘
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 **4** 5 ⊘
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 **3** 4 5 ⊘
3	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 **⊘**
3	Expectations for Quality & Character of School Life: Parent and Family Partnership	1 2 3 4 5 **⊘**

3	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 ⊘
4	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ⊘
4	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	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 Supports	1 2 3 4 5 ⊘
4	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 ⊘

Goals

Required metrics (Highschool)

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
My Voice, My School 5 Essentials Survey					
We are at the top level.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
PSAT 9 Annual Growth Measure					
Decrease the deficit by 7% in the first year and 5% for the following two years. Since this is a percentile compared to other schools, we are changing our methods which should give a bigger bump in the first year, and then it will level off to our regular rate of increase.	(Blank)	18.00	23.70	27.50	31.10
PSAT 10 Annual Growth Measure					
Decrease the deficit by 7% in the first year and 5% for the following two years. Since this is a percentile compared to other schools, we are changing our methods which should give a bigger bump in the first year, and then it will level off to our regular rate of increase.	(Blank)	30.00	34.90	38.20	41.30
SAT Annual Growth Measure					
Decrease the deficit by 7% in the first year and 5% for the following two years. Since this is a percentile compared to other schools, we are changing our methods which should give a bigger bump in the first year, and then it will level off to our regular rate of increase.	(Blank)	53.00	56.30	58.50	60.60
3 yr Cohort(SAT) Growth Measure (this will be a new metric)					
New Metric - Do not yet understand it.	(Blank)	(Blank)	50.00	50.00	50.00
African-American School Growth Percentile SAT11					
Not enough students (n number) to measure	(Blank)	(Blank)	50.00	50.00	50.00
Hispanic School Growth Percentile SAT11					

Decrease the deficit by 7% in the first year and 5% for the following two years. Since this is a percentile compared to other schools, we are changing our methods which should give a bigger bump in the first year, and then it will level off to our regular rate of increase.	*(Blank)*	50.00	53.50	55.80	58.00

English Learner School Growth Percentile SAT11

Not enough students (n number) to measure	*(Blank)*	*(Blank)*	50.00	50.00	50.00

Diverse Learner School Growth Percentile SAT11

Decrease the deficit by 7% in the first year and 5% for the following two years. Since this is a percentile compared to other schools, we are changing our methods which should give a bigger bump in the first year, and then it will level off to our regular rate of increase.	*(Blank)*	*(Blank)*	23.70	27.50	31.10

Percent Meeting College Readiness Benchmarks

Decrease the deficit by 10%	*(Blank)*	30.00	37.60	43.80	49.40

Early College and Career Credentials Rate

Decrease the deficit by 10%	89.00	87.00	88.60	89.70	90.70

Freshmen On-Track Rate

Decrease the deficit by 10%	95.00	97.00	99.00	99.00	99.00

4-Year Cohort Graduation Rate

Decrease the deficit by 10%	84.00	93.00	94.30	94.90	95.40

1-Year Dropout Rate

We would like to remain under 1%	0.00	0.00	0.20	0.20	0.20

College Enrollment Rate

While we have 100% acceptance (often with scholarship dollars) each year, actually getting the students to attend in the Fall is a challenge.	63.00	62.00	66.30	69.70	72.70

College Persistence Rate

We are working with the U of C Consortium to look at our match rates to increase persistence.	67.00	61.00	65.30	68.80	71.90

Average Daily Attendance Rate

Every year we strive for 95% and will until we achieve it.	93.00	91.00	95.00	95.00	95.00

Custom metrics   0 of 0 complete

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

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
Have a Chromebook cart in the English rooms for differentiated reading resources	targeted learning with material that is connected to student interest with more flexibility	higher level literacy comprehension and skills

Tags:
Literacy/Reading, Academic targets

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
Assess Chrome cart inventory and usage	Tech Coordinator	Apr 30, 2018 to Sep 4, 2018	Not started

Technology

Strategy 2

If we do...	...then we see...	...which leads to...
Create teacher developed reading/writing anthologies	more targeted student tasks and texts with less loss of instructional time due to student loss of materials	clear expectations with more time on task for students which leads to higher student achievement

Tags:
Reading strategies

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
Develop the anthologies	Each teacher	select	Behind

Reading

Strategy 3

If we do...	...then we see...	...which leads to...
Strengthen SVC and NHS use of social media so that students have more abilities to develop programs in the school and community.	more student participation in the initiatives	more student led initiatives and empowerment

Tags:
Student clubs

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
(Blank)	(Blank)	select	Behind

Strategy 4

If we do...	...then we see...	...which leads to...
Increase differentiation between honors and regular levels for freshman core classes	more targeted instruction and assessment that gets to individual student zones of proximal growth	higher student satisfaction and greater growth in achievement

Tags:
Student growth

Area(s) of focus:
5

Action step	Responsible	Timeframe	Status

Find PD and plan PD for teachers to attend to learn more about new techniques to determine student placement and then appropriate assessment

Principal

select

Behind

Professional development

Action Plan

Strategy 1

| NOT STARTED | Assess Chrome cart inventory and usage" |

Apr 30, 2018 to Sep 04, 2018 - Tech Coordinator

Status history

Apr 26

| NOT STARTED | Apr 26, 2018 |

Evidence
Report from Tech Coordinator leading to either purchase or reallocation of resources

Strategy 2

| BEHIND | Develop the anthologies" |

- Each teacher

Status history

Apr 26

| BEHIND | Apr 26, 2018 |

Problem
Anthologies are printed and in student hands
Root Cause
Next steps

Strategy 3

| BEHIND | " |

-

Status history

Apr 26

| BEHIND | Apr 26, 2018 |

Problem
Root Cause
Next steps

Strategy 4

BEHIND

Find PD and plan PD for teachers to attend to learn more about new techniques to determine student placement and then appropriate assessment"

- Principal

Status history

Apr 26

BEHIND | Apr 26, 2018
Problem
PD Plan and SAPs
Root Cause
Next steps

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approced plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of thes tudents 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 suppland non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

ESSA Program

◉ ESSA Schoolwide Program

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

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

○ ESSA Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I

funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

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

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy   Complete

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

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

An annual meeting is called using the all-email and all-call phone feature to let parents know about the meeting. The date for the annual meeting was September 20, 2018. The PAC organizational meeting was October 2, 2018 and due to low attendance, a second attempt was made on October 12, 2018. The PAC chair is responsible for calling PAC meetings although we will always advertise them for the PAC.

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

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. 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.

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.

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. 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.

If such happens (we have always had 100% HQ teachers), CPS has a form letter to send to the homes of all affected students.

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

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 and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

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 emails that information is available

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

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

We are a high school. This appears to not be applicable.

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

Parents receive emails, and also periodic letters regarding specific information. The letters are translated into Spanish by our native speaking Spanish teacher.

Policy Implementation Activities

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

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

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

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

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

n/a

School-Parent Compact   Complete

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

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 on November 15, 2018 and April 11, 2019. 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 and family members 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. Volunteering generally occurs by acting as a chaperone for trips, presenting about their college or work experience or helping the school fund-raise.

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

Parents are so interested in going to parent conferences and for us to bring in speakers on various topics. This budget allows for the most flexibility under those parents desires.

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.

Account(s)	Description	Allocation
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$ Amount .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.	$ Amount .00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 675 .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)	$ Amount .00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ 2638 .00
54205 Travel	Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$ Amount .00
54565 Reimbursements	Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$ Amount .00

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

$ Amount .00

53306   **Software**
Must be educational and for parent use only.

$ Amount .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.

$ Amount .00