Hyman G Rickover Naval Academy High School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
02/06/2020	Biela, Dork, Wankoff, Maresca, Chilenski, Haase, Kohl, Lanners, Raskin, Schenck	Overview of process, plans to complete the various milestones

Framework

Category scoring

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

- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 4 - Leadership for Continuous Improvement
    - o 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
    - o 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
    - o 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
    - o 3 Enable staff to focus and prioritize what matters most
    - o 3 Employ the skills to effectively manage change
    - o 4 Make ?safe practice? an integral part of professional learning
    - o 4 Collaborate, value transparency, and inform and engage stakeholders
    - o **Evidence**: Evidence 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: JROTC 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%. 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. 2018-2019 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 tri-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.

- 3 - Structure for Continuous Improvement
    - o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
    - o 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
    - o 3 Design professional learning (PL) to achieve school-wide improvement goals
    - o 3 Design and implement school day schedules that are responsive to student needs
    - o 3 Align the budget to the CIWP priorities and the mission of the school
    - o 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
    - o 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
    - o 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
    - o **Evidence**: 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. PLC and ILT are composed of teachers from multiple departments. For 2019-2020 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: 2018-2019 Questioning and Discussion Unsatisfactory 10% Basic 43% Proficient 43% Distinguished 4% 2018-2019 Engaging Students in Learning Unsatisfactory 4% Basic 28% Proficient 48% Distinguished 19% 2018-2019 Using Assessment in Instruction Unsatisfactory 10% Basic 52% Proficient 33% Distinguished 5%

Depth and Breadth of Student Learning and Quality Teaching

- 4 - Curriculum
    - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
    - o 4 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
    - o 4 Curriculum connects to real world, authentic application of learning
    - o 4 Curriculum is aligned to expectations of the standards
    - o 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)

- o 4 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
- o **Evidence**: 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. As needed, 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. 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.

- 3 - Instruction
  - o 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 3 Engage students in learning and foster student ownership
  - o 3 Use questioning and discussion as techniques to deepen student understanding
  - o 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 3 Provide students frequent, informative feedback
  - o 4 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 4 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - o **Evidence**: 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: 2018-2019 Questioning and Discussion Unsatisfactory 10% Basic 43% Proficient 43% Distinguished 4% 2018-2019 Engaging Students in Learning Unsatisfactory 4% Basic 28% Proficient 48% Distinguished 19% 2018-2019 Using Assessment in Instruction Unsatisfactory 10% Basic 52% Proficient 33% Distinguished 5%. 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.
- 3 - Balanced Assessment and Grading
  - o 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 4 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
  - o 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers

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

- o 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- o 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- o 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- o 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- o 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- o 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- o 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- o 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- o 4 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- o 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- o 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- o 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- o **Evidence**: 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.) Social worker and Freshman Seminar teacher have collaborated this school year and co-facilitate groups twice a month with all freshman focusing on SEL (healthy relationships, anxiety, school success, career options, social skills, peer relationships, etc.). A needs assessment was conducted with freshman for this group planning. Social worker and counselor have been invited to science department to facilitate interventions with Juniors on kindness, social skills, code switching and consent. The health and wellness team has collaborated with Freshman Seminar teacher on implementing a vaping and marijuani intervention with all freshman. Senior. Social worker and counselor department has been invited by Senior English to do cross curricular planning using Brave New World in regards to legalization of marijuani. School psychologist and school Intern completed small ?Jumpstart?group with students focusing on topics such as healthy relationships. Completed posted test rated this area as helpful. 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 94%.

- 3 - Transitions, College & Career Access, & Persistence
  - o 3 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)
  - o 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 4 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
  - o **Evidence**: 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 75.5% of graduates enrolling in college. College persistence rate is 72.7% of graduates persisting in college. 100% College acceptance rate. Dropout rate is 1.3%. 90.1% attendance rate.

Quality and Character of School Life

- 3 - Relational Trust
  - o 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - o 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**: 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 ? MOST IMPLEMENTATION Teachers share a strong sense of responsibility for student development, school improvement, and professional growth.-- VERY STRONG Teachers are deeply committed to the school.--STRONG Care for Real Project to benefit the community NHS Drive Yates trip OneGoal students did community service at the Chicago Food Depository. 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.
- 3 - Student Voice, Engagement, and Civic Life
  - o 4 Study politics
  - o 4 Become informed voters and participants in the electoral process
  - o 3 Engage in discussions about current and controversial issues
  - o 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 4 Exercise student voice (REQUIRED: OSEL)

- o 4 Authentically interact with community and civic leaders
- o 3 Engage with their community
- o 3 Take informed action where they work together to propose and advocate for solutions
- o 4 Experience a schoolwide civics culture
- o **Evidence**: 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
- 4 - Physical and Emotional Safety
  - o 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - o **Evidence**: 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.

- 4 - Supportive and Equitable Approaches to Discipline
  - o 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 4 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**: 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
- 3 - Family & Community Engagement

- o 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
- o 3 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).
- o 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
- o 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
- o 4 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
- o 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- o 4 Partner equitably with parents speaking languages other than English
- o 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
- o **Evidence**: 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.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	3

Score	Framework dimension and category	Area of focus
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	**4**
3	Quality and Character of School Life: Family & Community Engagement	**2**
3	Quality and Character of School Life: Relational Trust	**0**
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**0**
4	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	**0**
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	**0**
4	Quality and Character of School Life: Physical and Emotional Safety	**0**
4	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	**0**

Goals

Areas of critical need and root cause analysis

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

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

Vision metrics

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
SQRP: SAT Annual Growth Percentile-Math This allows us to measure Juniors specifically	Overall		77.50	79.00
	EL			

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
SQRP: SAT Annual Growth Percentile-Reading This allows us to measure Juniors specifically	Overall		55.00	59.00
	EL			
SQRP: PSAT10 Annual Growth Percentile-Math This allows us to measure Sophomores specifically	Overall		21.50	29.00
	EL			
SQRP: PSAT10 Annual Growth Percentile-Reading This allows us to measure Sophomores specifically	Overall		69.50	72.50
	EL			
Vision: Freshman On-Track This allows us to measure Freshmen specifically	Overall		96.00	97.00
	EL		93.00	94.00

Required metrics (Highschool) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Includes Clearinghouse College data,				5.00	5.00

Custom metrics (33% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
Set-up schedule so Improvements Teams can meet regularly during the school day. Could include CIWP, ILT, Chairs, Health and Wellness, and/or SEL					
Naviance Data					

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
College enrollment, attendance and persistence and we would like to track diverse learners specifically.					

Strategies

Strategy 1

If we do...	Key club/service group of students - increase student service presence in the community
Then we see...	more connections between community and the school
which leads to...	could bring more resources to the school from the community and students will learn many diverse skills.
Budget Description	
Tags	Family & Community Engagement
Action steps	• (Not started) Administration and social workers will research community service providers and connect to two new student social service organizations by 2022 to replace those in Edgewater (Heartland, Alternatives, etc.) Tags: • (Not started) National Honors Society Students, administration, staff will research and connect to two new local organizations of need (shelters, animal shelters, food pantry) to replace those connected to in Edgewater to serve and support Tags: • (Not started) Adminstration and student support staff will research and connect to one local organization that will provide instructional and skill development opportunities for students on-site beyond standard regular programming Tags:

Strategy 2

If we do...	Post-secondary Fridays with clothes and virtual tours, Career Fair AND College Fair (Post-Secondary planning) as well as a student researched career fair (Includes post secondary options, requirements for careers, financial needs - need not be a career that requires a four year degree)
Then we see...	more options available for our students
which leads to...	better fit in post-secondary choices
Budget Description	
Tags	OSCPA: College and Career Readiness
Action steps	

Strategy 3

If we do...	Create exemplar writing and presentations for grade levels, common rubrics for writing and presentations, executive functioning (persistence in reading)
Then we see...	common expectations which reduces student confusion
which leads to...	better writing and preparation for college courses 101
Budget Description	
Tags	Instruction, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #3-Frequent Process-based Writing
Action steps	(Not started) Gather as much student exemplar writing possible- freshman through Senior Tags: (Not started) Look over exemplars at all levels and come to an agreement (A-C) Ways to ramp work up from C to an A. (Scanned work and conversations through google) 2 week- sending out exemplar papers via google document (Label by grade level) 4 weeks- all talked through the drive- creating a packet that goes out to teachers in the department Packet date to be determined Tags: (Not started) Send out rubrics that have already been vetted to build a new rubric--- Create commonalities(language) through English and Social Studies

	(Argumentative and then analysis) Sending in what we have- by Friday (improved writing and effective tool) Start working on commonalities via google doc (what strengths each rubric had) by June 23
	Tags:

Strategy 4

If we do...	Freshman parent team - create activities for Freshmen and a Sophomore parent team - create activities for Sophomores
Then we see...	more connection to the school
which leads to...	higher GPAs, more student participation in co-curricular activities
Budget Description	
Tags	Family & Community Engagement
Action steps	

Strategy 5

If we do...	Schedule teacher teams with common preparation periods as much as possible
Then we see...	more robust community decision making
which leads to...	more buy-in and decisions that are less likely to have many negative consequences.
Budget Description	
Tags	Structure for Continuous Improvement
Action steps	(Not started) Determine Dept Heads and sections/courses they are teaching Tags:Structure for Continuous Improvement (Not started) Determine CIWP and sections/courses they are teaching Tags:Structure for Continuous Improvement (Not started) Determine Health and Wellness Team and sections/courses they are teaching Tags:Structure for Continuous Improvement

Action Plan

Strategy 1

Administration and social workers will research community service providers and connect to two new student social service organizations by 2022 to replace those in Edgewater (Heartland, Alternatives, etc.)

Sep 08, 2020 to Jun 20, 2022 - Administration, Social Worker

National Honors Society Students, administration, staff will research and connect to two new local organizations of need (shelters, animal shelters, food pantry) to replace those connected to in Edgewater to serve and support

Sep 08, 2020 to Jun 20, 2022 - Adminstration, Teachers, Students

Adminstration and student support staff will research and connect to one local organization that will provide instructional and skill development opportunities for students on-site beyond standard regular programming

Sep 08, 2020 to Jun 21, 2021 - Adminstration, School Support Staff

Strategy 2

Strategy 3

Gather as much student exemplar writing possible- freshman through Senior

Apr 13, 2020 to Apr 17, 2020 - Jennifer Narbert

Look over exemplars at all levels and come to an agreement (A-C) Ways to ramp work up from C to an A. (Scanned work and conversations through google) 2 week- sending out exemplar papers via google document (Label by grade level) 4 weeks- all talked through the drive- creating a packet that goes out to teachers in the department Packet date to be determined

Apr 13, 2020 to May 13, 2020 - Yesenia Lawrence Jordan Wankoff Leanne Dumais Tera Dunn Chris Dork

Send out rubrics that have already been vetted to build a new rubric-- Create commonalities(language) through English and Social Studies (Argumentative and then analysis) Sending in what we have- by Friday (improved writing and effective tool) Start working on commonalities via google doc (what strengths each rubric had) by June 23

Apr 13, 2020 to Jun 23, 2020 - Yesenia Lawrence Leanne Dumais

Strategy 4

Strategy 5

Determine Dept Heads and sections/courses they are teaching

May 15, 2020 to May 20, 2020 - Principal

Determine CIWP and sections/courses they are teaching

May 15, 2020 to May 20, 2020 - Principal

Determine Health and Wellness Team and sections/courses they are teaching

- Principal

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

[ ]

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

ESSA Schoolwide Program

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

Total class student achievement data for 9th, 10th and 11th graders (PSAT/SAT) is analyzed twice annually. This is done once in the fall and once in the spring. Students are compared to their peers in CPS and the State of Illinois. The students are analyzed aggregately and we also use dis-aggregated data. This allows us to look at our sub-groups and target those that need it with tier 2 interventions.

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

Student data (test scores, grades, etc) are used to schedule students into classes. This means that students are placed in leveled courses when they enter Rickover, but there is fluidity in scheduling as students move through their four years. Students sometimes have honors math, but regular English with supports and sometimes the opposite is true. The base goal for all students is proficiency and then we move as many students as possible to advanced levels of offerings and achievement.

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

Rickover spends some of the time in the student's freshman year teaching the executive functioning skills. We find this allows for less wasted time in their future classes. The school has order and predictability for students which we find allows for less time being wasted in classes. Some teachers are experimenting with the flipped classroom allowing more time in class for questions rather than simply transmitting information.

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

Each counselor has less than 200 students on his/her caseload, allowing for more one-on-one time for SEL needs, college counseling and mentoring. The school has a dedicated social worker for students with IEPs and a dedicated social worker for the other students. All students take a semester of financial literacy. Teachers are experimenting with flipped classroom. All students are in the NJROTC, which allows specialized leadership education for all students.

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

Rickover has a low-turn over rate of teachers leaving on their own. We attract high-quality teachers by being orderly and predictable, making sure students are at the center of decision making and putting our resources as close to the students as possible. We use a Service Leadership model in the organization of the school. This means we make sure teachers have the necessary PD, materials and leadership opportunities to keep a high-talent workforce engaged.

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

All professional development determined by the school is aligned to our school goals. Those goals include student centered classrooms, so PD will also encompass researched techniques also sets aside some funds for teachers to attend their own choice of PDs so that we can continue to be innovative and keep our high-quality teaching staff.

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

Rickover has recently physically moved to a new location. Being a city-wide enrollment school, we have always struggled to increase parent involvement. At our new location, we have more families who live nearer the school. We have begun to develop new partnerships with local agencies to offer parents more home-language training in financial literacy and the college process. We also have developed a parent committee to lead activities for their students. This has increased involvement.

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

NA

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

Teachers lead the analysis of the assessments. This allows them to move their lessons, units and ideas as the data dictates.

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Rickover offers three specific ways to address deficiencies. #1. All students who receive an F on work may redo that work for full credit after a period of re-instruction, re-study. #2. There is available help before and after school for this redo re-instruction, re-study. #3. If the student needs more help in a specific subject, we allow students to miss a different class if they are really achieving there to receive more instruction in the class they are struggling in.

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

Rickover has both a Health and Wellness committee and an SEL sub-committee. These groups develop a plan to coordinate the programs available to Rickover. These committees include a parent and some students. They assess our needs and coordinate the appropriate programs to meet those needs.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] 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 26, 2019. The PAC organizational meeting was also September 26, 2019 and due to low attendance, a second attempt was made on October 8, 2019.
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

[X] **The LSC will approve the school improvement plan and monitor the CIWP.**
[X] ** In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs. **
[X] ** The school will coordinate the parent and family engagement programs identified in the CIWP. **
[X] ** 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)
NA

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 based on the school district calendar. 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 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

Account(s)	Description	Allocation
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$0.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$0.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$0.00
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)	$0.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$0.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$0.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$0.00
53510	**Postage** Must be used for parent and family engagement programs only.	$0.00
53306	**Software** Must be educational and for parent use only.	$0.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$0.00