

Cleveland NJROTC Academy Schoolwide Program Plan 2010-2012

Schoolwide Program Plan-

CLEVELAND NJROTC ACADEMY

SCHOOL YEAR: 2010 - 2012

School Mission: Cleveland Jr. Naval Academy will develop responsible citizens prepared for leadership in their schools, communities, and careers through a comprehensive education within a military environment.

School Vision: All Cleveland Jr. Naval Academy graduates will demonstrate the highest levels of self-discipline, self-esteem, and academic achievement necessary to succeed in college, careers, and military service.

Cleveland Collective Commitments:

- Be consistent in expectations, practices, and modeling self-discipline
- Create an environment where everyone can learn and experience success with proper support
- Provide a rigorous curriculum, high academic standards, and implement "best practices"

Needs Assessment: To determine needs for 2011, school staff reviewed and analyzed a variety of sources/types of data including: MAP EOC scores, district benchmarks, reading (SRI/STAR), math (STAR), writing, ACT scores, AP participation/scores, graduation/attendance rates, discipline, and parent/student/teacher surveys.

Communication Arts: Achieve AYP (Safe Harbor) increasing from 62.5 to 66.5% prof/adv with all subgroups meeting. Most significant weaknesses include: vocabulary, reading comprehension, writing.

Mathematics: Achieve AYP (Safe Harbor) increasing from 29.6 to 36.7% prof/adv with all subgroups meeting. Most significant weaknesses include: content vocabulary, computational fluency, data/probability, algebraic relationships.

Biology: Increase from 49 to 54.1% prof/adv

GOVT: Increase from 29.6 to 36.1% prof/adv

Additional AYP Indicators: **Graduation** rate-increase from 83.6-86%; **Attendance** rate-increase from 92.8-93% or above.

AP-increase the number of students completing a course by 20% (from 22 to 27)

ACT- increase the composite average from 16.0 to 17.0; increase the # of students scoring 17-20, 21+

Professional development:

- Vocabulary/reading comp/writing and writing assessment strategies
- Research-based strategies including technology integration/interactive technologies
- Grading/assessment practices
- Teaching-Learning Faciliator for job-embedded PD in differentiated strategies/data analysis

Parent/Community Involvement:

- Parent/School/Community Specialist to promote/improve parent/community involvement
- Increase communication about MAP EOC, curriculum, and family resources
- Increase engagement in school events, PTO, and SIP planning.

Other IdentifiedNeeds:

- Social Worker to provide support for physical, mental, emotional well-being of students, and needed school/community resources (FRL = 85%)
- Nursing services to ensure student/family physical needs are met, promote health/wellness, health screenings/events to support families
- Improve student availability/use of technology

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1. Goal:

Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.

1. Objective: By the end of the 2011 school year, at least 36.7% of students in 9th grade Algebra 1 will achieve Proficient/Advanced on the MAP EOC Test to meet the annual Safe Harbor performance target for AYP.

Progress Measure:

School Year	Baseline	Progress	Target	Target Met
2008 - 2009	24.2	35.9	33	Yes
2009 - 2010	35.9	29.6	41	No
2010 - 2011	29.6		36.7	N/A

1. Strategy: The Mathematics Department will administer baseline/diagnostic assessments and analyze data to identify problem areas for instructional planning.

Persons Responsible: teachers, students, TLF, administrators

1.Action Step: Math teachers will monitor progress, and track skills mastered using Renaissance Math, ongoing formative assessments, and district benchmark assessments.

2.Action Step: Teachers will group students by performance on mastery of essential skills/concepts (prof/close to prof/far to go-likely, far to go-unlikely)and monitor progress by objective with 3-week status meetings.

3.Action Step: Teaching-Learning facilitator will provide job embedded PD in differentiated strategies and data analysis.

4.Action Step: Teachers will meet regularly to collaborate and share practices, modify strategies, and adapt curriculum.

2. Strategy: Implement intervention programs, practices, and use of supplemental materials/software and interactive technology (computers/student response systems/Promethean).

Persons Responsible: teachers, students, coaches, administration

1.Action Step: Implement Renaissance Math for 9-10th students.

2.Action Step: Provide additional instruction through double dose course for identified Alg 1 students.

3.Action Step: Provide AVID/Study Hall and during/after school tutoring.

4.Action Step: Continue grade level team interventions, individual student conferences/contracts with goals.

3. Strategy: Students will: 1. apply statistical concepts in problem-solving, 2. use advance/graphic organizers, cooperative learning, projects/games, interpret and solve equations/word problems, 3. organize, analyze and display data in charts and graphs, and 4. Take district Benchmark Assessments

Persons Responsible: teachers, students, coaches, administrators

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2. Objective: By the end of the 2011 school year, at least 66.5% of students in 10th grade English will achieve Advanced/Proficient on the MAP EOC Test to meet the state annual Safe Harbor performance target for AYP.

Progress Measure:

School Year	Baseline	Progress	Target	Target Met
2008 - 2009	19.8	59.4	28	Yes
2009 - 2010	59.4	62.5	61	Yes
2010 - 2011	62.5		66.5	N/A

1. Strategy: The Communications Arts Dept will administer baseline/diagnostic assessments in the areas of reading comprehension/writing performance and analyze data to identify areas for instructional planning.

Persons Responsible: teachers, students, coaches, administrators

1.Action Step: Teachers will monitor progress and track skills mastered using ongoing formative assessments, teacher made tests, and Renaissance Reading.

2.Action Step: Teachers will group students by performance on mastery of essential skills/concepts (prof/close to prof/far to go-likely/far to go-unlikely) and monitor progress by objective with 3-week status meetings.

3.Action Step: Instructional facilitator will provide job embedded PD in differentiated strategies and data analysis.

4.Action Step: Teachers will meet regularly to collaborate and share practices, modify strategies, and adapt curriculum.

2. Strategy: Implement intervention programs, practices, and the use of supplemental materials/software and interactive technology (computers/student response systems/Promethean).

Persons Responsible: teachers, students, coaches, administrators

1.Action Step: Implement Renaissance Reading for 9-10th students.

2.Action Step: Provide additional instruction through double dose course for identified 9-10th students.

3.Action Step: Provide AVID/Study Hall and during/after school tutoring.

4.Action Step: Continue grade level team interventions, individual student conferences/contracts with goals.

3. Strategy: Students will: Use advance/graphic organizers/study guides, Cornell notes, cooperative learning, cloze/choral reading to increase comprehension; Participate in daily writing practices (journal entries, notetaking, learning logs, reflections, summarizing, essays, and learning to self-assess writing skills and basic conventions of text with rubrics); Participate in Socratic seminars/literature circles/debate, respond/ask questions/discuss and share knowledge to increase oral language and fluency skills; use technology, supplemental materials and take district Benchmark Assessments.

Persons Responsible: teachers, students, coaches, administrators

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3.. Objective: By the end of the 2011 school year, the graduation rate will increase from 83.6% to 86%; the student attendance rate will increase from 91.8 to at least 93%.

Progress Measure:

School Year	Baseline	Progress	Target	Target Met
2007 - 2008		83.8		N/A
2008 - 2009	68.9		80	Yes
2009 - 2010	82.8	83.6	85	No
2010 - 2011	83.6		86	N/A

Comments: --Continue annual increase in graduation rate to attain the MSIP standard of 94% --Continue annual increase to attain 95% ADA

1. Strategy: Attain A+ Schools Program Designation

Persons Responsible: teachers, students, administrators, TLFs, counselors, PLC leaders, parents

1.Action Step: 1. Recruitment: The A+ coordinator, principal, counselors, and teachers will implement a recruitment plan that includes providing information and promoting the A+ Program to students and parents. 2. Increased graduation rate: The school administrative team and staff will create a school culture that supports the A+ Program including announcements, meetings, mentoring opportunities, and incentives for students who enroll. 3. Curriculum approval: Teachers will create lesson plans and assessments aligned to state standards for DESE approval.

2. Strategy: Provide individualized assistance to students/families in career paths, post-secondary education/training, the college application process/FAFSA/scholarship opportunities as evidenced by counselor activity logs/student post-secondary plans.

Persons Responsible: counselor, CTE teacher

3. Strategy: Implement the following programs: AVID for identified students; ACT Prep for 11th/identified 12th grade students; and College Summit for all 12th grade students.

Persons Responsible: administration, teachers

4. Strategy: Increase the number of students completing an AP course by 2%.

Persons Responsible: administration, teachers

5. Strategy: Offer during school/after school tutoring.

Persons Responsible: principal, teachers

6. Strategy: Monitor attendance daily. Parents of students who are absent one or more periods during the school day will receive a phone call or if chronic will receive STEP letters/telephone calls.

Persons Responsible: administration, teachers, social worker, parent specialist

7. Strategy: Implement recognition/award program for students with perfect attendance and grade level incentives.

Persons Responsible: principal, teachers

8. Strategy: Increase student enrollment in Career/Tech courses.

Persons Responsible: counselor, CTE teacher, principal

9. Strategy: Increase the integration of academics and career/tech ed through AVID, College Summit, partnerships, and guidance four year student plans.

Persons Responsible: principal, teachers

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4. Objective: By the end of the 2011 school year, at least 54% of students in Biology will achieve Proficient/Advanced on the MAP EOC Test to meet the state annual performance target.

Progress Measure:

School Year	Baseline	Progress Target	Target Met
2008 - 2009	37.7	37.7	Yes
2009 - 2010	37.7	49.0	44
2010 - 2011	49.0	54.1	N/A

1. **Strategy:** The Science Department will administer baseline/diagnostic assessments and analyze data to identify areas of need for instructional planning.

Persons Responsible: Science teachers

1.Action Step: Teachers will monitor progress and track skills mastered using ongoing formative assessments, teacher made tests and labs.

2.Action Step: Teachers will group students by performance on mastery of essential skills/concepts (prof/close to prof/far to go-likely/far to go-unlikely) and monitor progress by objective with 3-week status meetings.

3.Action Step: Teaching-Learning facilitator will provide job embedded PD in differentiated strategies and data analysis.

4.Action Step: Teachers will meet regularly to collaborate and share practices, modify strategies, and adapt curriculum.

2. **Strategy:** Students will use advance/graphic organizers/study guides, cooperative learning, lab reports/learning logs/notetaking; perform mini labs/projects/presentations; Use the scoring rubric for Biology EOCT performance event items; Take district Benchmark Assessments.

Persons Responsible: teachers, students, coaches, administrators

3. **Strategy:** Implement intervention programs, practices, and use of supplemental materials/software and interactive technology (computers/student response systems/Promethean).

Persons Responsible: teachers, students, coaches, administrators

1.Action Step: Provide additional instruction through double dose course/Study Hall/AVID, and during/after school tutoring.

2.Action Step: Continue grade level team interventions, individual student conferences/goal setting.

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5. Objective: By the end of the 2011 school year decrease the average number of classroom disruptions/referrals per student.

Progress Measure:

School Year	Baseline	Progress	Target	Target Met
2008 - 2009	6/student	decrease monthly	decrease monthly	Yes
2009 - 2010	3.5/student	decrease monthly	decrease monthly	Yes
2010 - 2011	3.2/student	decrease monthly	decrease monthly	N/A

1. **Strategy:** Consistently enforce the district/school discipline policies and process as evidenced by discipline data and parent/student/teacher surveys.

Persons Responsible: teachers, administrators

1.Action Step: Communicate daily with parents regarding discipline incidents and the district/school behavior expectations. Implement individualized interventions for specific students where needed.

2.Action Step: Maintain supervisory presence in the halls and cafeteria.

3.Action Step: Use consistent classroom management routines, procedures, and expectations including the Black Board Configuration (BBC).

2. **Strategy:** Maintain a school culture that is consistent and clear about behavioral expectations through communication/implementation of district policies as evidenced by discipline data (referrals, ISS/OSS, tradies to school).

Persons Responsible: Principal/AP, teachers

1.Action Step: Principal/AP conduct quarterly grade level class meetings to clarify expectations.

2.Action Step: Implement lunch detention and ISS program.

6. Objective: By 1/30/2011, at least 36% of students in 9th grade American Government will achieve Prof/Advanced on the MAP EOC Test.

Progress Measure:

School Year	Baseline	Progress	Target	Target Met
2009 - 2010	28.9	28.9		N/A
2010 - 2011	28.9		36	N/A

1. **Strategy:** The Social Studies Department will administer baseline/diagnostic assessments and analyze data to identify areas for instructional planning.

Persons Responsible: teachers, students, coaches, administrators

1.Action Step: Teachers will monitor progress and track skills mastered using ongoing formative assessments, teacher made tests, and benchmark assessments.

2.Action Step: Teachers will group students by performance on mastery of essential skills/concepts (prof/close to prof/far to go-likely/far to go-unlikely) and monitor progress by objective with 3-week status meetings.

3.Action Step: The instructional facilitator will provide job embedded PD in differentiated strategies and data analysis.

4.Action Step: Teachers will meet regularly to collaborate and share practices, modify strategies, and adapt curriculum.

2. **Strategy:** Implement intervention programs, practices, and the use of supplemental materials/software and interactive technology (computers/student response systems/Promethean).

Persons Responsible: teachers, students, coaches, administrators

1.Action Step: Provide additional instruction through Naval Science in areas of curriculum overlap such as structure of the government (checks and balances, separation of powers)and the concept of democracy (in documents such as the Declaration of Independence).

2.Action Step: Reinforce content vocabulary development in Freshman English through prefix/suffix/root work, Frayer model, non-linguistic representations.

3.Action Step: Provide AVID/Study Hall and during/after school tutoring.

4.Action Step: Continue grade level team interventions, individual student conferences and goal setting.

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2. Goal:

Recruit, attract, develop, and retain highly qualified staff to carry out the LEA (local educational agency)/District mission, goals, and objectives.

1. **Objective: Annually 100% of teachers will participate in at least 30 hours of professional development as evidenced by contact logs and individual PD plans.**

Progress Measures

School Year	Baseline	Progress	Target	Target Met
2009 - 2010	100	100	100	Yes
2010 - 2011	100		100	N/A

1. **Strategy:** Focus on vocabulary strategies, reading comprehension, and writing across the curriculum.

Persons Responsible: Principal, teachers, facilitators

1.Action Step: Provide online PD opportunities through PD 360.

2.Action Step: Attend conferences/seminars such as The Writing Institute (Leadership and Learning Center), NCTM, and others in line with focus areas.

2. **Strategy:** Actively participate staff meetings, grade level, and department meetings/activities.

Persons Responsible: Principal, teachers, facilitators

3. **Strategy:** Continue to implement the PLC process to foster an environment of peer collaboration/learning by participation in the MO PLC Project (2009-2011).

Persons Responsible: PLC lead team, department chairs

1.Action Step: The principal, 3 teachers, teaching-learning and instructional facilitators will attend all PLC training sessions and provide leadership in implementing the process.

4. **Strategy:** Focus on research based/interactive strategies (cooperative learning, presentations/projects, modeling/guided practice, advance/graphic organizers, similarities/differences, summarizing/notetaking), Socratic Seminars, and using technology.

Persons Responsible: principal, teachers, facilitators

5. **Strategy:** Focus on learning grading/assessment practices and to improve differentiation and more clearly communicate student learning.

Persons Responsible: department chairs

1.Action Step: The teaching-learning facilitator will provide training in implementing the five point grading scale and setting up grade books.

2.Action Step: Teachers will help each other learn and set up electronic tracking of mastery by objectives.

2. **Objective: By 2010, employ/retain 100% certified teachers in core content areas.**

Progress Measure:

School Year	Baseline	Progress	Target	Target Met
2009 - 2010	100%	100%	100%	Yes
2010 - 2011	100%		100%	N/A

1. **Strategy:** Recruit qualified candidates through district sponsored job fairs, TFA, college placement offices, and faculty referrals.

Persons Responsible: principal/AP, all faculty

2. **Strategy:** The Teaching-Learning Facilitator will provide job-embedded professional development in differentiated instructional strategies as evidenced by TLF logs.

Persons Responsible: Principal, Teaching-Learning Facilitator, Instructional Coordinator

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3. Goal:**Promote, facilitate, and enhance parent, student, and community involvement in LEA/District educational programs.**

1. **Objective:** Increase parent and community involvement during the 2011 school year as evidenced by parent/community attendance at school events and parent-teacher conferences.

Progress Measure:

Comments: 2011 will serve as a baseline

1. **Strategy:** Employ a Parent/School/Community Specialist to promote and improve parent/community involvement as evidenced by the P/S/C Specialist log and school/community events.

Persons Responsible: P/S/C Specialist, administration

2. **Strategy:** P/S/C Specialist will develop and implement parent involvement activities as indicated in the PSC activity log.

Persons Responsible: P/S/C Specialist, administration

1.Action Step: Actively recruit parents/teachers to establish a PTO.

2.Action Step: Work collaboratively with parents to plan parent/family activities.

3.Action Step: Establish relationships with community agencies/groups that can provide needed services/resources to parents/families/students.

3. **Strategy:** Improve communication with parents (phone, email, mail, in person, newsletter, surveys as evidenced by contact logs/SIS records and survey data).

Persons Responsible: P/S/C Specialist, administration, teachers

1.Action Step: P/S/C Specialist will serve as an active member of the Care/Student Support Team to develop intervention plans for identified students.

2.Action Step: P/S/C Specialist will conduct focus groups and survey parents on needs and perceptions of school.

3.Action Step: Use the automated dialing system to inform parents of school activities.

4.Action Step: Use the school website and email to inform parents of school/parent activities.

4. **Strategy:** Employ a Social Worker to ensure family and student support in identifying needed school/community resources as indicated by social worker log and Student Support/Care Team records.

Persons Responsible: administration

5. **Strategy:** Provide nursing services by a qualified nurse to ensure physical needs of families and students are met resulting in student achievement as evidenced by Nurse's log, attendance, and student achievement of identified students.

Persons Responsible: administration, nurse

6. **Strategy:** Implement a Student Support/Care team that meets weekly.

Persons Responsible: administrators, counselor, social worker, nurse

2. **Objective:** By June, 2011, implement A+ Schools Partnership as an integral component of our High Schools and the districts's plan for school improvement, including the following performance standards: A. All students graduate from high school; B. All students complete a selection of high school studies that is challenging and for which there are identified learning expectations; C. All students proceed from high school graduation to a college, or post secondary career-technical school or high wage job with workplace skill development opportunities.

Progress Measure:

School Year	Baseline	Progress	Target	Target Met
2008 - 2009		22	20	Yes
2009 - 2010	22	25	25	Yes
2010 - 2011	25		30	N/A

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1. **Strategy:** The annual graduation rate will increase by 2% annually until the MSIP Standard of 94% is exceeded; ADA rate will increase until a rate of 95% is attained; All courses will be placed in career pathways and measurable learning expectations aligned to the Show Me Standards; 75% of students will complete an AP course or a career technical course; 75% of students will attend a 2 or 4 year college, career/technical school or a high wage job with workplace skill development opportunities; Seniors Success Groups showing academic progress; Monthly attendance reports will show improvement and if not department chairs, attendance monitors, counselors, and principals will devise an attendance improvement plan; counselors are working with students to complete four-year plans based on Career Interest Survey results; Curriculum Guides are available online; the number of students taking AP and career education courses will increase.

Persons Responsible: A+ Coordinator, principal, administrative team, counselors, teachers, central office administrators

3. Objective: Strengthen/expand existing partnerships as evidenced by records of partnership activities, outcomes/future plans.

Progress Measure:

School Year	Baseline	Progress	Target	Target Met
2008 - 2009	5	5	5	Yes
2009 - 2010	5	6	6	Yes
2010 - 2011	6		6	N/A

Comments: Working on strengthening and expanding existing relationships more than adding.

1. **Strategy:** Strengthen partnership relationships: 1. Navy, 2. UM-St. Louis--GEAR UP, 3. St. Louis Community College Forest Park--Upward Bound, 4. Cardinal Glennon Partnership, 5. Better Family Life, 6. World of Difference/Anti-Defamation League.

Persons Responsible: teachers, coaches, administrators

Additional Elements:

The No Child Left Behind Act of 2001 (NCLB) states any eligible school that desires to operate a schoolwide program shall first develop, in consultation with the local educational agency (LEA) and its school support team or other technical assistance provider, a comprehensive plan to be reviewed by DESE for reforming the total instructional program in the school that shall include the following components.

1. The school is meeting the requirement regarding instruction to highly qualified teachers by (check all that apply):

X Teachers are highly qualified with documentation on file

Other(explain): plan is in place to ensure all staff are HQ by end of 2010-2011 school year

2. Identify measures to include teachers in the decisions regarding the use of MAP and other assessments in order to provide information on and to improve the achievement of individual students and the overall instructional program.

X Data analysis and review are standing agenda items for department and PLC meetings.

3. Individual student MAP results will be provided in a language parents can understand through:

A translated version or through a translator

X Parent teacher conferences

Parent meetings/trainings to understand MAP and interpret results

X A detailed explanation sent home to parents

Other(explain):