CIWP

2012-2014 Continuous Improvement Work Plan

Paul Revere Elementary School

Skyway Elementary Network

1010 E 72nd St Chicago, IL 60619

ISBE ID: 150162990252423

School ID: 610146

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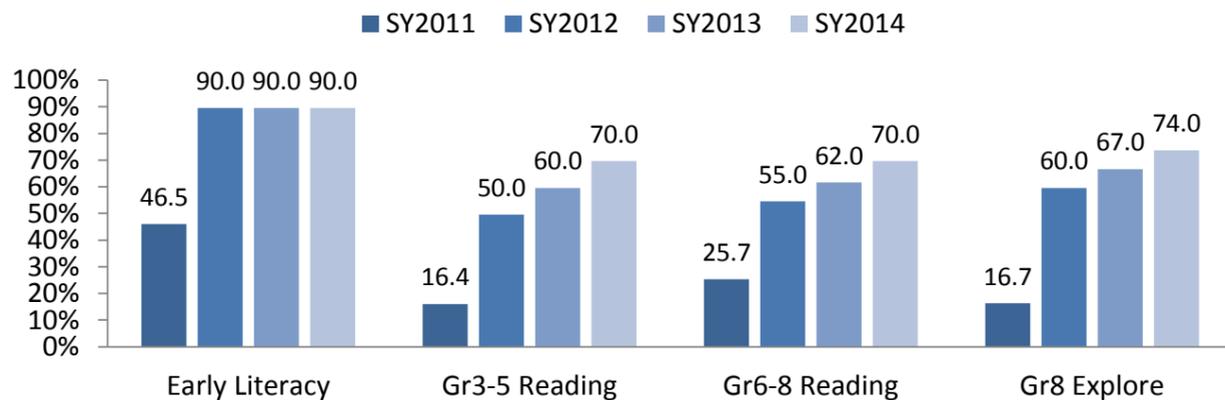
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Mission Statement

Paul Revere is a community school committed to preparing its students to contribute to their local and global communities by developing skills and providing the essential tools, information and resources needed to succeed in college and/or careers.
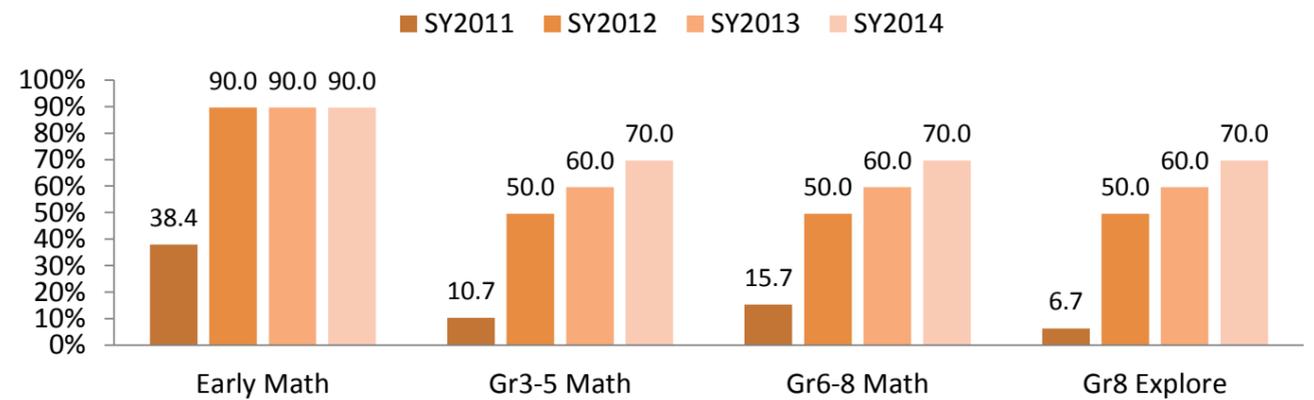
Strategic Priorities

1. Continue implementation of Common Core Standards for Literacy and Argumentive Writing

2. Increase teacher capacity to use guided math as core practice and to develop math units.

3. Restructure science instruction for an emphasis on real-world application to college and careers.

4. Create a fully-integrated technology program for media arts and student collaborative projects to promote college and career readiness

5. Develop a health and wellness initiative for physical fitness, prolific student health issues such as asthma, and the social emotional health of students and families.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	46.5	90.0	90.0	90.0
Gr3-5 Reading	16.4	50.0	60.0	70.0
Gr6-8 Reading	25.7	55.0	62.0	70.0
Gr8 Explore	16.7	60.0	67.0	74.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	38.4	90.0	90.0	90.0
Gr3-5 Math	10.7	50.0	60.0	70.0
Gr6-8 Math	15.7	50.0	60.0	70.0
Gr8 Explore	6.7	50.0	60.0	70.0

CIWP

Continuous Improvement Work Plan
2012 - 2014

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Overview

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

School Name

To get started, please select your school's name from the drop down list:	Paul Revere Elementary School

Developing a CIWP Team

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

CIWP Team

Name (Print)	Title/Relationship
Veronica Thompson	Principal
Jacqueline Cheatham	Assistant Principal
Paulette Smith	Lead/ Resource Teacher
Gretchen Hendrix	Lead/ Resource Teacher
Lorraine Handy	Special Education Faculty
Yolanda Davis	Other
Marvinetta Penn	Other
Willie Jones	Other
Ajani Porche	Parent/ Guardian
Valerie Harper	Parent/ Guardian
Sienna Turner	Parent/ Guardian
Cortez Wash	Classroom Teacher

Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	46.5	90.0	90.0	90.0	**Early Math** % of students at Benchmark on mClass	38.4	90.0	90.0	90.0

3rd - 5th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	16.4	50.0	60.0	70.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	10.7	50.0	60.0	70.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	55.0	65.0	70.0	77.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	49.1	55.0	62.0	69.0

6th - 8th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	25.7	55.0	62.0	70.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	15.7	50.0	60.0	70.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	61.1	68.0	75.0	82.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	50.6	63.0	70.0	77.0

8th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Explore - Reading % of students at college readiness benchmark	16.7	60.0	67.0	74.0	**Explore - Math** % of students at college readiness benchmark	6.7	50.0	60.0	70.0

Elementary Goal Setting

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

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	92.4	95.0	95.0	95.0	**Misconducts** Rate of Misconducts (any) per 100	33.3	29.3	20.3	10.3

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	60.1	65.0	72.0	80.0		**ISAT - Reading** % of students exceeding state standards	3.4	25.0	35.0	50.0
ISAT - Mathematics % of students meeting or exceeding state standards	63.2	74.0	81.0	87.0		**ISAT - Mathematics** % of students exceeding state standards	3.5	25.0	35.0	50.0
ISAT - Science % of students meeting or exceeding state standards	46.0	60.0	67.0	72.0		**ISAT - Science** % of students exceeding state standards	2.3	25.0	35.0	50.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1:Leadership	*Goals and theory of action*	-->		**3**
	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	Teachers develop interim and end of year SMART goals based on past and current baseline data. The school is in the process of developing Common Core Standards units based on the following frameworks: Understanding by Design and UbD Exchange, the Rigor and Relevance Framework and 21st Century Framework for designing units based on current goals and topics. Implement the Achievement Network Data Cycle with a focus on reteaching standards to mastery of 80% or more students at 70%+correct.	
	Principal Leadership	-->		**2**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	Teachers complete several self-assessments to determine proficiency and understanding of rigor, Common Core and the data cycle implementation. Staff required to develop interim and end of year SMART goals Principal provides professional readings for improving practice in the core subjects, data implementation, classroom management, school climate and culture Families receive instructional priorities and resources i.e.Khan Academy, Yaca Paca, Kid's College, etc.)via the R.I.G.H.T letters (Revere Information Goes Home Thursday) and school website The ILT differentiates and provides teachers with supports to to use web tools for instruction, intervention and progress monitoring. Restructured professional development days and common planning periods are designed for data reflection and individual and collaborative goal-setting and action planning for core subjects, including literacy, math and science.	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**2**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	In addition to administration, the ILT includes an a instructional math coach, the technology coordinator for the logistics and analytics of the school's web-based programs for instruction and assessment. RTI lead teachers for RTI classroom interventions and System 44 and READ 180 designated for grade bands K-2, 3-5 and 6-8. The Common Core Curriculum team, implemented in August 2011, consists of teachers across grade levels and subject areas Collaborative science team of general and special education teachers assembled for 4th and 7th grade ISAT action planning. Common Core ILT team responsible for providing professional development based on the district's vision School-wide data team for the implementation and monitoring of the data cycle 75% of the administrative/teacher staff members have been trained in CHAMPS. As a result, the school has a team prepared to lead and develop systems to support positive classroom and school climate and culture, as part of the P.R.I.D.E. (Paul Revere Instills Determination and Excellence) Teachers submit proposals and develop financial litercy lesson and	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**3**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	Principal leadership is seeking National Board Certification One NBCT and one seeking completion in December 2012 Assistant principal is lead teacher for middle school language arts with individual mid-year Scantron results at 100% meets and/or exceeds, Common Core 63% and a middle school Scantron The ILT leads professional development on topics including, but not limited to effective data reflection meetings, using Web 2.0 tools, Scantron, Kid's College, the Rigor and Relevance framework, developing UBD units, Common Core, RTI, and Proactive Behavior Systems All teachers participate in data action planning and reflection meetings based on the Achievement Network design and Scantron. Teachers lead and develop accelerated after school and intercession programs to increase student achievement such as the middle school lock-in and ISAT Boot Camp to support 2nd and 3rd quartile growth. The ILT meets weekly to analyze data and reports from its assessment suite, including Achievement Network, Scantron, and teacher exit slips	
Monitoring and adjusting	-->		
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	Data cycle plan with an emphasis on reteaching to mastery is used to monitor the teacher's decision making for effective practice The ILT and grade level common planning focus on reteaching results RTI schedule and supports have been identified to provide daily/weekly interventions and to develop action plans in response to progress monitoring results. Teachers and students maintain data binders Documented student data conversations in which students share	

Date Stamp November 22, 2012

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	***Curriculum***	--->		**3**
	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	Grade levels K-8 developed quarterly Common Core pacing guides based on Achievement Network priority standards and interim assessments. Sources of text complexity include Achievement Network assessments, including MCAS, Better Lesson.com, Common Core recommended/exemplary novel studies, increase of nonfiction literature and making reading selections based on a qualitative and quantitative Lexile analysis. School implements various web-based programs, including Kid's College, Khan Academy, Read 180, System 44, Learnzillion.com and daily RTI schedules. Teachers use fiction and nonfiction as the core of their literacy instruction. Teachers K-4 aligned the new *Go Math* curriculum to the Common Core Standards to support the completion of quarterly maps.	
	Instructional materials	--->		**2**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	Supplemental resources will include Khan Academy, Learnzillion, Evans- Newton Incorporated performance tasks, Teachers Pay Teachers, UBD Exchange Go Math for K-5 Researching CPS-recommended Math Thematics for 6-8 Continuing the implementation of Fusion 2012 for 3-5 and begin implementation for 6-8 in August 2012 Each grade level team receives an equitable budget for Common-Core aligned novel sets	

Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.

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Typical School	Effective School	Evidence	Evaluation
Assessment	--->		**3**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	School-wide, teacher team and classroom data is organized in data binders and on data walls. As part of the assessment cycle, teachers participate in data reflection meetings to determine which instructional practices accelerate mastery of objectives. Achievement Network, Scantron and K-3 MCLASS/DIBLES are primary sources for interim data and progress monitoring to support the development of action plans. Teachers are responsible for developing and analyzing performance task exit slips. In addition, teachers prepare mock ISATS based on standardized tests identified as more rigorous (i.e. New York, Massachusetts) Assessment methods include exit slips, Extended Response, artifacts such as digital presentations, differentiated projects and performance tasks related to novel studies or math units. 75% of the 7th and 8th graders with IEPs met Spring Scantron targets in reading.	

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Typical School	Effective School	Evidence	Evaluation
Instruction	--->		**2**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	Standards-based objectives for Common Core and the Achievement Network priority standards are posted and included in daily lesson and reteaching plans. Teachers use Scantron data reports, objectives and resources to support reteaching for individuals and subgroups. Strategies used include Blooms, KWL , Socratic Method, Philosophical Chairs Schoolwide, teachers use the PARLAP nonfiction strategy for nonfiction reading. Teachers design units to support mastery of skills (i.e. Teachers specify subskills of the the standards as part of their item analysis and use small group instruction to "deep dive" unmastered standards. Teachers are required to streamline their item analysis so that they focus on 1-3 questions over a series of minilessons (usually a 1-2 week window), in which students move from guided to independent practice with an increase of rigor. These highly	

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**2**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	The systematic approach for administering screening assessments begins with data analysis of beginning of the year and interim and formative assessments that include Fountas and Pinnell for fluency, baseline grade-level unit assessments, Scantron, DIBELS and Achievement Network. Teachers collaborate with the RtI Lead teacher and coaches to design an intervention plan that includes Tier 2 and Tier 3 instructional strategies. Resources or web-based programs offered include, Kid's College, READ 180, System 44, Read Naturally, Khan Academy, Intervention Central and Think Central. RtI coordinators collaborate with literacy and math coaches to support push-in/push-out for individual or class sizes up to 20 for READ 180 and System 44. Data reports from web-based programs and formative assessments inform next step and academic placement or
Whole staff professional development	-->		**4**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	Revere designed a theory of action based on the key lever of increasing teacher capacity around instructional action or reteaching priorities to mastery to accelerate student growth and to increase the number of exceeds to 25% or better. The theory of action also addressed the definition of rigor by unpacking UbD unit designs and the Rigor and Relevance Framework to support the transformation of planning, instruction and assessment. Professional development is monitored through bi-weekly common planning time and data reflection meetings. During these meetings, protocols are used to evaluate the effectiveness of re-teaching action plans and practices.

Professional Learning

Date Stamp November 22, 2012

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	*Grade-level and/or course teams*	-->		**2**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	Teachers collaborate during extended day common planning and data reflection meetings: 1st and 3rd quarter for Common Core Unit planning, quarterly for Common Core mapping and weekly to analyze formative assessment data. Teachers and literacy consultant meet monthly to discuss progress-monitoring data for students receiving interventions in K-3 The technology coordinator supports logistics and analytics for online testing and web-based interventions (i.e. Scantron, Achievement Network,Common Core, Kid's College)and provides resources to help teachers/teams address deficits Teachers use Achievement Network and a school-created gap analysis protocols for data analysis, reflection and action planning.	
	Instructional coaching	-->		**2**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	ILT coaching plan is driven by a teacher self-assessment survey of professional development needs, data analysis and classroom observations. New teacher feedback from surveys indicate that induction support is sufficient as a result of ILT and peer support Peer coaching and peer observations used to support 6-8 math reteaching strategies and pacing OF THE IAF Staff reports that ILT efforts for Common Core introduction and guidance with mapping increased their confidence on implementation Intensive coaching of individual teachers is informal.	

Date Stamp November 22, 2012

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	Typical School	Effective School	Evidence	Evaluation
	High expectations & College-going culture	-->		**2**
DIMENSION 4:Climate and Culture	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	The implementation of the Friday ISAT Boot Camp in January and Februay of 2012 successfully promoted and raised awareness of students to exceed, as teachers celebrated students in high quartile 3 and determined the number of students needed to reach the 2012 25% exceeds benchmark. As part of the counselor's professional growth and development, he will collaborate with A.V.I.D. to organize Revere College days and tours with local universities. In addition, the counselor will lead efforts in the design and planning of a school-based college fair in which students will be actively engaged in various aspects of the	
	Relationships	-->		**4**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	Adults advocate for students at Revere in multiple ways, including intensive support for high school transition beginning in 6th grade. As part of the high school articulation plan, a teacher assistant provides a series of workshops to help students understand selective enrollment requirements and how to complete the high school application process. In addition, all students have access to the school's social worker and partners from the Neighborhood Recovery Initiative, Global Girls and social service agencies who provide short-term and/or long-term social emotional supports in individual, small group and class settings to address issues such as bullying, healthy lifestyles and family crisises.	
	Behavior& Safety	-->		**2**
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	Staff offer and accept alternatives to suspension that include peer jury, in-school suspension, detention and community service in an effort to educate versus punish students about inapproriate behaviors. The school has a P.R.I.D.E (Paul Revere Instills Determination and Excellence) committee to assess classroom management and school wide systems for positive climate and culture. As a school, the teachers and staff receive professional development from a Neighborhood Recovery Initiative partner F.O.R.U.M. This	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
	Expectations	--->		**4**
DIMENSION 5: Family and Community Engagement	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	Upon receipt of data, the principal shares formative and summative results and hosts an annual State of Revere Address during the first quarter to share ISAT outcomes and new school year goals and action items for continous student achievement. In Fall 2011, the principal conducted Common Core workshops for parents and created a gallery walk to introduce the expectations of teaching and learning with the new standards. On May 18, 2012, parents and community will experience what Common Core instruction and student work look like during daily instruction as part of this year's spring parent/community walk-through. Grades 6-8 provide a quarterly syllabus and families receive ongoing reminders and training on Grade Book Parent Portal. Students maintain data binders aand engage in goal-setting	
	Ongoing communication	--->		**2**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	In additon to quarterly progress reports and report cards, families receive additional communications via the school's website which includes links for parent resources and online tutoring programs. NCLB-PAC also promotes Grade Book parent portal and parents have organized outreach and advocacy committees for various school campaigns, including attendance and volunteer recruitment.	
	Bonding	--->		**3**
	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	The principal empowers parents to assess their needs and develop programs to increase parent engagement. As part of the engagement process, the school openly shares information and encourages parents to join committees such as NCLB-PAC, the NCLB Compact Revision committee, parent outreach, parent patrol, adult computer education and fitness and organized sports. Parent/community organized annual Back to School Jam supports 95% first day attendance goals. Parent/community members are part of the medical compliance committee. 88% report card conference rate average for 2011-12	

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Specialized support	-->		**4**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	School partners with various organizations to address social-emotional needs and youth development In 2012, the school established a parent support group for families with students with disabilities Partners such and F.O.R.U.M and Sankofa conduct school-and home-based family counseling.	
College & Career Exploration and election	-->		**2**
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	College and career conversations and activities include passion mapping and giving parents access to the Center for Talent and Development to help students and families understand the pathway to their future aspirations. Black Men Sharing and Caring, an organization of African American male professionals and seven	
Academic Planning	-->		**3**
• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	The school will be in its second year of implementation with the A.V.I.D. program. As part of the program, students learn essential academic readiness skills to support high school transition and entry to college and career. In addition, the school will participate in the A.V.I.D tutor program to as one of the requirements for year two certification. The school uses the Common Core Standards to assist with implementing more rigor into the curriculum, including an increase of algebra into the math curriculum, the use of novels for literacy instruction, and an increase in nonfiction reading in K-8.	
Enrichment & Extracurricular Engagement	-->		**4**
• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	The school receives a 21st century grant to offer extended day math tutoring in grades K-8. Student particpation rates in tutoring and enrichment club average 95% or better and more than 70% of the participants meet/exceed on ISAT. Sustainable partnerships of	

6: College and Career Readiness Supports

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
D I M E N S I O N	*College & Career Assessments*	-->		**2**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Students in the 90th percentile/exceeds range receive information on ACT prep support through the Center for Talent and Development.	
	College & Career Admissions and Affordability	-->		
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	N/A	
	Transitions	-->		**4**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	The school uses MCLASS, Common Core, Scantron and ANet assessments to assist with transitions from K-8. Students have one-on-one data conferences with the teachers to gain understanding of what their role and steps require to move to the next level. Parents receive printed reports and ongoing communication regarding the status of their child and information on how to assist at home.	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	***Use of Discretionary Resources***	-->		**3**
	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	Priorities for discretionary spending include cost-effective selection of instructional materials that increase teacher capacity in deficient areas of the core subjects and intructional materials/programs that increase student engagement and include resources for intervention and acceleration. Some of the teaching staff actively pursue grants or sponsorships to enhance instruction and to ensure that students gain access to educational field experiences outside the classroom. Grants awarded include 21st Century, Chicago Foundation, Boundless Readers, multiple Donors Choose and recycling.	
	Building a Team	-->		**2**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	Hiring is based on an assessment of staff capacity in high need areas. School actively seeks to partner with organizations and universities such as UNITE, Teach for America and UTEP to identify teachers with diverse backgrounds. The interview process includes an administrative and team interview, questions based on classroom management and academic scenarios, a writing sample and a demonstration lesson to assess the candidate's emotional composure, flexibility and ability to shift fluently in response to behavioral and/or instuctional gaps that indicate students do not understand the objective.	
	Use of Time	-->		**2**
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	The full school day plan is restructured time to increase periods to 67 minute blocks for 6-8 in all subjects, 105 minute literacy periods for K-5 and 67 periods for other K-5 subjects. This extended time supports guided instruction and/or lab. RTI instructional minutes for pull-out set aside during literacy and math periods. READ 180 and System 44 supplement the core reading program. Teacher collaboration time is scheduled as extended day or during one of the weekly planning periods. Friday morning advisory period for grades 6-8 provides common	

Mission & Strategic Priorities

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

Mission Statement

Paul Revere is a community school committed to preparing its students to contribute to their local and global communities by developing skills and providing the essential tools, information and resources needed to succeed in college and/or careers.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Continue implementation of Common Core Standards for Literacy and Argumentive Writing	Overtime, reading gains have been minimal and sluggish despite the implementation of various strategies or initiatives such as the Standards-Based Change Process 2004-2008, SMART goal-setting, a monthly skill focus, interim assessments such as CARS, novel studies and the purchase of Storytown. Although Revere attained a 6 point gain in reading in 2011 to increase meets/exceeds to 60.1%, teachers need to accelerate results by transitioning to the Common Core Standards to address text complexity and increase the use of nonfiction text. To increase teacher capacity, teachers require professional development and supports, including observation of reteaching action plans for standard subskills, strategies for teaching nonfiction and small group instruction.

2	Increase teacher capacity to use guided math as core practice and to develop math units.	In 2010, students meeting/exceeding reached 69%, including grade 3 at 90.2%; however, scores dropped 6 points to 63% in 2011. Currently, math value-add is a -2.4 . Instructional leadership was needed to support and monitor effective strategies for teaching standards and subskills, including an intensive focus on the subskills for number sense, measurement and data and probability. To increase teacher capacity, Revere hired a teaching math coach for the SY 2011-12. The math coach recommends an intensive use of the Common Core Standards for all grades despite the bridge 6-8 plan presented by the district. As part of the math Common Core transition, the coach also recommends professional development and math practices that include the implementation of guided math groups (Laney Sammon's and Marilyn Burns), Singapore math practices, MARS performance tasks, Khan Academy and UbD math units to increase the rigor and relevance in teaching and learning fractions, decimals and percents.
3	Restructure science instruction for an emphasis on real-world application to college and careers.	In 2007-08 science scores dramatically increased 15 points to 54.1, then a less significant increase at 54.7 came in 2009. From the period 2007 to 2010, 7th grade scores averaged 68.3%; however, grade 4 remained below 50%. The lack of sustainable growth requires intensive support. As a result, the leadership team held monthly science common planning and data reflection meetings for grades 4 and 7 during the 2011-12 school year. To support the need to increase conceptual understanding, Revere invested in the Science Fusion 2012 curriculum for grades 3-5. As funds were limited, and the departmental 6-8 teacher had participated in an excess of 20 hours of intensive summer science professional development, she continued to use the existing SEPUP curriculum and web-based resources. Science instruction needs to improve with more in-class and field experiences that expose students to real-life applications of this subject.
4	Create a fully-integrated technology program for media arts and student collaborative projects to promote college and career readiness	Research supports the use of technology for increasing student motivation and as an instructional tool to share what students learned and to increase knowledge of real world applications to enhance literacy instruction. In 2010, the assistant principal introduced teachers to Web 2.0 tools and gadgets, and students from grades K-8, general and special education, became more proficient with keyboarding, Micro Soft Suite and managing various tools such as VoiceThread, Storybird, Glogster, Wordle and more. In addition, since January 2012, the middle school students, including students with IEPs, are using First Class and other collaborative tools to produce all of their work for Computer Education electronically. Revere continues to use technology for its students and teachers as a collaborative and instructional tool. In addition, students and their families adapted to receiving electronic assignments and using technology to complete and submit assignments. The use of technology as an instructional and collaborative tool, supports college and career readiness as our students have become proficient with Microsoft Suite and acclimated to the increased use of online assessments.

| 5 | Develop a health and wellness initiative for physical fitness, prolific student health issues such as asthma, and the social emotional health of students and families. | Anticipated results from the Illinois Youth Survey will highlight several critical health-related activities that place our students at risk as a result of sexual activity, substance abuse and physical violence in the community and/or home. The Common Core ILT proposes making health and wellness one of the big ideas fr the design of UbD nits. In addition, this is a recommended topic according to the 21st Century Framework for Teaching an Learning and the Rigor and Relvance Framework provides an example of how students define a school health issue such as asthma and develop and/or campaign for asthma-friendly foods and a facility free of toxins that trigger the condition.
As our students take alarming risks and engage in sexual activity as early as 10 years old, Revere's community activists and partners such as Access Community Health and Lakeside, initiated a campaign on STD awareness and Paul Revere's students are a primary audience.
Revere received the Fresh Fruit and Vegetable grant for the 2011-12 school year and raised awareness on healthy snack options for students. In addition, the physical educatio teacher particpated in health and wellness professional development programs such as Go Girls and the Presidential Active Lifestyle Award increase daily and monitor daily physical activity. |

Strategic Priority 1

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

Strategic Priority Description	Rationale
Continue implementation of Common Core Standards for Literacy and Argumentive Writing	Overtime, reading gains have been minimal and sluggish despite the implementation of various strategies or initiatives such as the Standards-Based Change Process 2004-2008, SMART goal-setting, a monthly skill focus, interim assessments such as CARS, novel studies and the purchase of Storytown. Although Revere attained a 6 point gain in reading in 2011 to increase meets/exceeds to 60.1%, teachers need to accelerate results by

Action Plan   Monitoring

Column1	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Common Core professional development for the CPS Planning guide delivered by teachers leaders in each grade band.	Professional Development	All	Common Core ILT	Summer 2012	Summer 2012	On-Track	Common Core ILT will present June 13
Conduct professional development for UbD and key features/expectations of unit plans	Professional Development	All	ILT	Summer 2012	Summer 2012	On-Track	Common Core ILT will present June 13
Common Core professional development for theme based text	Professional Development	All	Consultant	Quarter 1	Quarter 1	On-Track	Seeking district support or recommendations
Complete a classroom inventory of existing Common Core titles and allocate funds for supplemental nonfiction text.	Instructional Materials	All	Principal	Summer 2012	Summer 2012	Behind	Funds allocated, but inventory protocol needed.
Evaluate and Compare Revere's Common Core maps to the district samples	ILT/ Teacher Teams	All	Common Core ILT	Summer 2012	Summer 2012	Behind	2011-12 maps needed to be printed and/or electronically filed for ILT review the week of June 24.
Teachers and students host a fall and spring Common Core learning fair	Instruction	All	K-8 Teachers	On-going	Quarter 4	On-Track	May 18, 2012 Learning Fair will celebrate and showcase Revere's entry into Common Core instruction and student work.
Conduct teacher REACH follow-up presentation and proposed observation schedule for SY13	Instruction	All	PK-8	Summer 2012	Summer 2012	On-Track	Presented May 1 and discovered that on 4/15 or 26% of the teachers were familiar with the Charlotte Danielson Framework.
Conduct reteaching observations in grades K-8 with a focus on analyzing details and drawing conclusions	Instruction	All	K-8 Teachers	Quarter 1	On-going	Behind	Observations need to become more focused to increase teacher capacity and effectiveness.
Observe and evaluate teachers' use of Teach Like a Champion techniques for questioning, equitable participation and checking for understanding	Instruction	All	PK-8	Quarter 1	On-going	On-Track	Check for posted and stated objectives and the practice of referring to the objective a minimum of three times (before, during and after instruction as a way to check for understanding.)
Provide professional development for K-8 on argumentive writing	ILT/ Teacher Teams	All	K-8 Teachers	Quarter 1	Quarter 2	Behind	

Strategic Priority 1

Monitor reteaaching action plans	ILT/ Teacher Teams	All	K-8 Teachers	On-going	On-going	On-Track	Needs to be more consistent with protected administrative time for observations.
Develop literacy Q. 1 SMART goals for subskills connected to priority standards main idea, analyzing details and drawing conclusions and vocabulary	Instruction	All	K-8 Teachers	Summer 2012	Quarter 1	On-Track	
Analyze teacher literacy instruction self assessment data and create an aligned individual and staff professional development plan	Professional Development	All	K-8 Teachers	Summer 2012	Summer 2012	On-Track	Self-assessment administered. Need to be collected and analyzed by the ILT.
Continue to monitor liteacy gaps for students with IEPs	ILT/ Teacher Teams	Students With Disabilities	K-8 Teachers	On-going	On-going	On-Track	Teachers will continue to use the Revere-created gap analysis protocol for progress monitoring and next steps. Sped teacher or case manager needs to attend Present Level of Academic Achievement and Functional Performance Common (PLAAFP) training on the Core State Standards and learn how to design accurate Present Level of Academic Achievement and Functional Performance (PLAAFP) statements.
Continue to monitor liteacy gaps for males.	ILT/ Teacher Teams	Other student group	K-8 Teachers	On-going	On-going	Behind	Teachers will continue to use the Revere protocol for progress monitoring and next steps. In addition, we will revisit resources and tools to increase male achievement in reading.
Provide professional development for K-2 teachers on developinghigh quality reteaching action plans as defined by Achievement Network's key content features.	Professional Development	Other student group	ILT,3-4 Lead Teachers	Quarter 1	Quarter 1	On-Track	
Explore the development of a debate team.	After School/ Extended Day	Other student group	TBD	Quarter 1	Quarter 1		Common Core ILT teacher presented the idea at the May 7 Skyway Common Core meeting to support student proficiency with argumentive writing.
Initiate extended response instruction using CEIO and conduct extended response classroom observations	ILT/ Teacher Teams	All	3-8 Teachers	Quarter 1	On-going	On-Track	Adopted as a school wide common practice in 2010
Use inter-rater reliability for writing and extended response assessments	ILT/ Teacher Teams	All	K-8 Teachers	Quarter 1	On-going	Behind	Needs to be restored as an ILT or peer teacher monitoring practice
Schedule Middle School Lock-in to support promotion requirements and to increase the number of students with grade average of A or B for the second quarter.	After School/ Extended Day	All	6/8 Teachers	Quarter 2	Quarter 2	On-Track	Students will receive notices prior to winter intercession to attend the Middle School Lock-in December 17-20 from 9A-12P.

Strategic Priority 1

Strategic Priority 2

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

Strategic Priority Description	Rationale
Increase teacher capacity to use guided math as core practice and to develop math units.	In 2010, students meeting/exceeding reached 69%, including grade 3 at 90.2%; however, scores dropped 6 points to 63% in 2011. Currently, math value-add is a -2.4 . Instructional leadership was needed to support and monitor effective strategies for teaching standards and subskills, including an intensive focus on the subskills for number sense, measurement and data and probability. To increase teacher capacity, Revere hired a teaching

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Schedule Singapore Math professional development	Professional Development	All	Math Coach	Quarter 1	Quarter 1	Behind	
Common Core professional development for the CPS Planning guide delivered by teachers leaders in each grade band	Professional Development	All	ILT members	Summer 2012	Summer 2012	On-Track	Present on June 13 PD
Evaluate and compare Revere's Common Core curriculum maps to the district samples	Professional Development	All	Teachers/ ILT members	Summer 2012	Summer 2012	On-Track	Begin analysis on June 13 PD
Conduct professional development for UbD and key features/expectations of common core unit plans	ILT/ Teacher Teams	All	Teachers	Summer 2012	On-going	On-Track	Develop units using common core UbD Exchange resource
Complete a classroom inventory of existing Common Core texts and allocate funds for supplemental mathematics manipulatives and technology based resources	Instructional Materials	All	ILT members	On-going	Summer 2012	On-Track	Inventory for K-5 is up to date. Grades 6-8 will receive new texts for SY12-13.
Review, analyze, and select Common Core performance based tasks (i.e. MARS, CME, and Anet)	After School/ Extended Day	All	Math Department	On-going	On-going	On-Track	CPS professional development sessions will be help in summer of 2012.
Review, anaylyze, and select efficient Common Core technology based supplemental resources (Khan Academy, UbD Exchange, Think Central, Kids College, insidemathematics.org)	After School/ Extended Day	All	Math Department	Summer 2012	On-going	On-Track	ILT members will review feedback from technology department and research effecective resources.
Develop mathematics Q. 1 SMART goals for subskills connected to priority standards including number sense, measurement, algebra college readiness, geometry, and vocabulary	ILT/ Teacher Teams	All	K-8 Teachers	Summer 2012	On-going	Behind	Priority standards will be selected and used to implement common core curriculum maps.
Provide professional development for K-8 effective teaching teaching strategies and practices	Professional Development	All	Math Coach	Quarter 1	On-going	On-Track	Common core teaching practices will be reviewed and presented in PD.

Strategic Priority 2

Conduct reteaching observations in grades K-8 with a focus on rigor and relevance to Common Core mathematical teaching practices and instructionalstrategies	Instruction	All	Math Coach	On-going	On-going	On-Track	
Monitor reteaching mathematics action plans and data cycle	Instruction	All	ILT members	On-going	On-going	On-Track	Teacher data binders will provide evidence of on-going analysis.
Continue to monitor mathematics gaps for students with IEPs	Instruction	Students With Disabilities	Special Education Teachers	On-going	On-going	On-Track	IEPs will be closely monitored by special education department.
Provide professional development for K-2 teachers on developinghigh quality reteaching action plans using Dibels/ Mclass data as defined by Achievement Network's key content features.	Professional Development	All	K-2 Teachers	Summer 2012	Quarter 1	Behind	Integration of common core will be introduced to K-5 teachers in SY 2012-13 and full implementation will take place by the beginning of SY 2013-14.
Conduct teacher REACH follow-up presentation and proposed observation schedule for SY13	Instruction	All	Principal	Summer 2012	Quarter 1	On-Track	Adequate training will be provided by CPS.
Schedule Middle School Lock-in to support promotion requirements and to increase the number of students with grade average of A or B for the second quarter.	After School/ Extended Day	All	6-8 Teachers	Quarter 2	Quarter 2	On-Track	Students will receive notices prior to winter intercession to attend the Middle School Lock-in December 17-20 from 9A-12P.

Strategic Priority 3

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

Strategic Priority Description	Rationale
Restructure science instruction for an emphasis on real-world application to college and careers.	In 2007-08 science scores dramatically increased 15 points to 54.1, then a less significant increase at 54.7 came in 2009. From the period 2007 to 2010, 7th grade scores averaged 68.3%; however, grade 4 remained below 50%. The lack of sustainable growth requires intensive support. As a result, the leadership team held monthly science common planning and data reflection meetings for grades 4 and 7 during the 2011-12 school year. To

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Recruit members and establish a mission and priorities for the C3 student recycling club	After School/ Extended Day	Other student group	P Martin 6-8 Science	Summer 2012	Quarter 1	On-Track	Mrs. Martin attended the CPS Green School Symposium and co-facilitates the energy saving team committee with the engineer. To help students become more involved in this 21st century topic, Mrs. Martin will explore the scientific concepts and careers related to environmental studies.
Leadership Institute for Science/ Mathematics	Instruction	All	K-8 Teachers	Quarter 1	On-going	On-Track	Instructional minutes are designated for students to develop study skills in Science and/or Mathematics each day.
Schedule science field trips	Other	All	K-8 Teachers	On-going	On-going	On-Track	Aligned to curriculum units, teachers will plan field trips with specific outcomes in mind.
Allocate classrooms for science labs where integration of hands-on lessons will align to standards and units	Instruction	All	K-8 Teachers	Summer 2012	Summer 2012	On-Track	Students will have the opportunity to engage in hands-on projects within a specific classroom designed for science labs.
Develop planning guides, curriculum maps, and UbD unit plans based on IIRC priority standards	Instruction	All	K-8 Teachers	On-going	On-going	On-Track	Revised science planning guides, curriculum maps, and UbD will continue to focus on IIRC priority standards and DePaul frameworks.
Complete a classroom inventory of existing science texts and allocate funds for supplemental Fusion resources	Instructional Materials	All	ILT	On-going	Summer 2012	On-Track	Grades 6-8 will reciece new Fusion texts and materials for science labs.
Resource room for science/math will allow teachers to Integrate non-fiction science based texts in weekly UbD units.	Instruction	All	Math/ Science Coach	On-going	On-going	On-Track	Teacher resource room is avaliable for supplemental texts.
Schedule Middle School Lock-in to support promotion requirements and to increase the number of students with grade average of A or B for the second quarter.	After School/ Extended Day	All	6-8 Teachers	Quarter 2	Quarter 2	On-Track	Students will receive notices prior to winter intercession to attend the Middle School Lock-in December 17-20 from 9A-12P.

Strategic Priority 3

Strategic Priority 4

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

Strategic Priority Description	Rationale
Create a fully-integrated technology program for media arts and student collaborative projects to promote college and career readiness	Research supports the use of technology for increasing student motivation and as an instructional tool to share what students learned and to increase knowledge of real world applications to enhance literacy instruction. In 2010, the assistant principal introduced teachers to Web 2.0 tools and gadgets, and students from grades K-8, general and special education, became more proficient with keyboarding, Micro Soft Suite and managing

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Administer the Nets Assessment	Instruction	All	P Smith Media 'Arts	Quarter 1	Quarter 1	On-Track	SMART goals needed for student proficiency with Micro Soft Suite.
Allocate funds for computer upgrades in the two computer labs and classrooms	Equipment/ Technology	All	V Thompson	Summer 2012	Summer 2012	On-Track	Funds allocated during the PSB process
Collaborate with teachers in grades 3-8 on interdisciplinary units	Instruction	All	P Smith Media 'Arts	Quarter 1	On-going	On-Track	Teachers in grades 3-8, general/sped currently collaborate on projects for social studies and literacy.
Recruit a sponsor and students for media arts after school program	After School/ Extended Day	Other student group	P Smith Media 'Arts	Quarter 1	Quarter 1	Behind	Design projects that draw a connection between Afro-Centric culture and 21st C Learning topics such as bullying, financial literacy and the environment.
Assess computer memory capacity in classrooms and labs	Equipment/ Technology	Not Applicable	P Smith Media 'Arts	Summer 2012	Summer 2012	On-Track	Lab capacity needs to be a minimum 35 to support whole class instruction
Research clicker and SMART Board quotes	Equipment/ Technology	Not Applicable	P Smith Media 'Arts	Summer 2012	Quarter 1	On-Track	
Introduce integrated blended learning in computer education with an emphasis in writing and science	Instruction	Other student group	Middle School	Quarter 1	On-going	On-Track	

Strategic Priority 4

Strategic Priority 5

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

Strategic Priority Description	Rationale
Develop a health and wellness initiative for physical fitness, prolific student health issues such as asthma, and the social emotional health of students and families.	Anticipated results from the Illinois Youth Survey will highlight several critical health-related activities that place our students at risk as a result of sexual activity, substance abuse and physical violence in the community and/or home. The Common Core ILT proposes making health and wellness one of the big ideas fr the design of UbD nits. In addition, this is a recommended topic according to the 21st Century Framework for Teaching an

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Complete healthy schools campaign survey	Other	All	Helen Walker	Quarter 1	Quarter 1	Completed	
Provide professional development on using physical activity to support classroom instruction, culture and climate.	Professional Development	All	Helen Walker	On-going	On-going	Behind	
Provide recess minutes in the FSD plan	Other	All	FSD Committee	Summer 2012	Summer 2012	Completed	
Design a structured recess action plan to promote safe physical activity	Instruction	All	Helen Walker	Quarter 1	Quarter 1	Behind	
Offer choice and gender-based physical education	Instruction	All	Helen Walker	Quarter 1	On-going	On-Track	PSB position opened for diverse physical fitness programming.
Use F.O.R.U.M(Fulfilling Our Responsibility Unto Mankind) Project C.H.A.N.G.E. model for professional development on attending to the social-emotional needs of children to impact learning.	Professional Development	All	Veronica Thompson	Quarter 1	On-going	On-Track	F.O.R.U.M presented two times during the 2012 SY to Revere staff. NCLB-PAC shows high interest in participating in sessions.
Develop an action plan for safety, choice and equitable participation in physical education classes	Instruction	All	Veronica Thompson	Quarter 1	Summer 2012	Behind	
Recruit a miscellaneous fitness instructor for the expansion of phsycial education options.	Instruction	All	Veronica Thompson	Summer 2012	Summer 2012	On-Track	
Purchase additional sports and recess equipment	Instructional Materials	All	Veronica Thompson	Summer 2012	Summer 2012	On-Track	Allocated 115 College-Ready funds during the PSB process.

Strategic Priority 5