



Paul Revere Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
01/16/2018	Thompson, Harmon, S Butler	Climate SWOT
02/26/2018	Sherman Butler	Climate SEF
03/01/2018	LSC-Curry Edwards Stutts Gipson	SEF and Priorities Overview
03/03/2018	Thompson, Xernona Woods	Peaceful Resolution Guidance Planning
03/03/2018	Thompson, Xernona Woods	Peaceful Resolutions Teacher PD Next Steps
04/05/2018	ESSA PAC, Thompson, Harmon	Parent Involvement and Policy
04/19/2018	CIWP Committee, Stakeholders	CIWP Draft Feedback
04/26/2018	Revere Staff -Kimbrough Curry Edwards Williams Boykin Wesley McClain Butler Clark Johnson	FY19 Budget Review and Priority Spending for Personnel and Non-Personnel
04/24/2018	Thompson Wash Boykin L Jones (AIR)	Math professional PD and support for SY19

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1 2 **3** 4

The school's vision and beliefs were shared at the Fall State of the School Address. In addition, the school counselor redesigned morning announcements to be delivered by middle school students. The school's mission and core values are shared daily during the morning exercises. Revere's 2017 5 Essentials score for program coherence scored 64 (strong), as goals are consistent and monitored for effectiveness with the implementation of 5th- and 10th-week data cycle meetings and small group accountability meetings. Other related measures for effectiveness include the consistency and evaluation of programs, coordinated curriculum and materials across grade levels and diverse populations, and the representation and capacity of the leadership team. The mission and programming goals for instruction, climate, attendance and diverse learner priorities are regularly communicated via the weekly bulletin and ILT and common planning meetings.

We reflected on the 2016 Collective Responsibility score and increased the score from very weak to strong on the 2017 5 Essentials. Examples of collective responsibility show in collaborative efforts of the diverse learner and general education teachers. Specifically, the DL team leadership successfully met LRE1 requirements through active engagement on various committees (ILT, Climate, attendance, etc). As a school, the collective voice maintains a focus on literacy, math, attendance and climate priorities to support balanced literacy, gradual release, restorative practices, and a culture for attendance. During the start of the 2017-18 school year, collective responsibility has become more evident in the DL team leadership for co-teaching, differentiated instruction PD, K-2 peer coaching and observation practices, internal learning rounds, GRR demo lessons, and the coordination and monitoring of Second Step, Calm Classroom, Naviance, and Student of the Month.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1 2 **3** 4

Because we are a small staff, the ILT is a flexible body of teachers and staff that participate in monthly meetings to address academic challenges and next steps to improve the quality of teaching and learning. The ILT leads general, common planning and small group accountability meetings. The 2017-18 meeting schedule shows a consistent and balanced menu of topics that include reading, math and writing student work analysis, 5th/10th-week data sessions, diverse learner progress and small group accountability. Agendas, task assessment, observation and DOK protocols will show a consistent focus on effective practices and root causes and intervention plans to improve teaching and learning.

The 5 Essentials measures for effectiveness include effective leaders and collaborative teachers. According to the 2017 survey the following received STRONG ratings: Effective Leaders, Program Coherence, Teacher-Principal Trust and Instructional Leadership. An area of focus is the neutral rating for Collaborative Teachers, as this is an area needing stronger structures, coordination, and monitoring.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	<ul style="list-style-type: none"> ✓ Five Essentials: Instructional Leadership
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
MTSS Framework	<ul style="list-style-type: none"> Shared Leadership, Evaluation of MTSS
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Instructional Leadership Team Planning Tools ✓ PLC and Mentoring Coaching Resources

Professional Learning:

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

Score

1 2 3 4

Professional development increased from very weak to very strong on the 2017 5E survey. Eighty-six percent of the teachers surveyed either agreed or strongly agreed that they had opportunities to work productively with teachers from other schools. This year's ES Summits and N12 PDs have also received favorable reviews. More than 80% either agree or strongly agree that teachers have sufficient time to think about, try and evaluate new ideas. The summit teacher leadership has led the development of the action plan with a focus on supporting and demonstrating math talk strategies, student discourse, writing and social science and science phenomena. The District Balanced Literacy initiative of which Revere is a pilot and second-year participant probably influenced the 92% who agreed/strongly agreed on sustained and coherently focused PD, as K-2 has had the most consistent growth trends with 70% meeting EOY TRC benchmarks for two consecutive years. Most impressive, 100% of those survey indicated that they have an opportunity to work productively with colleagues within the school. Additional evidence of internal professional development productivity and impact include the GRR demo lesson, peer math observations, DL leadership differentiation PD, Measuring Up assessment development and analysis, 2017-18 N12 summit PD and the February 2 internal summit workshop. Finally, 100% agree/strongly agree that PD is closely associated with the school's professional development plan.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.
 - Solicit feedback from staff to inform selection of PL opportunities.
 - Provide PL relevant to the cultural and linguistic needs of students.
 - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
 - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
 - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
 - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
 - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
 - Teachers provide and accept collegial support and feedback to/from colleagues.

- Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
 - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
 - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
 - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basics>Proficient, Proficient>Distinguished)
Measures	<ul style="list-style-type: none"> ✓ SQR Alignment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
MTSS Framework	<ul style="list-style-type: none"> Shared Leadership, Curriculum & Instruction 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Framework for Teaching	<ul style="list-style-type: none"> 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> 82. Observes and Evaluates Staff and Gives Feedback to Staff 84. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Teaching the Teachers ✓ Making Better Use of Research ✓ Upcoming Professional Learning Opportunities ✓ Framework for Teaching PD Modules

Aligned Resources:

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

Score

1 2 3 4

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Budget Committee, Professional Development, Climate and Culture Extended Day

Objective: Provide transparency and collaboration on budget actions to positively impact instruction, climate and culture.

Rationale for Budget Committee

? Give voice to staff regarding mid-year 2017 budget cuts.

? The committee represents teachers and staff across grade levels, specialization and special programs for equity of voice to ensure distribution of funds based on priorities and alignment to the CIWP.

Revere's 2017 retention rate was 83%, as 10 out of 12 general/diverse learner teachers returned for the current year. In addition, the school retained 100% of its instructional support and SECA personnel. The 5 Essentials measures for effectiveness include effective leaders and collaborative teachers. According to the 2017 survey the following received STRONG ratings: Effective Leaders, Program Coherence, Teacher-Principal Trust and Instructional Leadership. An area of focus is the neutral rating for Collaborative Teachers, as this is an area needing stronger structures, coordination and monitoring.

All personnel received invites to share their input on the FY18 budget and organizational chart in June 2017. In addition, administration coordinated open budget meetings on July 20, September 20 and October 5, 2017, as it is a practice to receive staff input on additional funds exceeding 10K. Pending budget, the team reached consensus re-allocate personnel for 4th-8th departmental math; however, insufficient funding prevented this change. As the school received budget updates, the principal coordinated a follow-up meeting to notify staff of the lack of adequate funding for departmental math. The staff agreed, however, on funding for a teacher assistant, as Revere does not meet requirements for an assistant principal, and there were insufficient funds for a dean. The budget committee reconvened to negotiate the additional 20th day funds. As teachers led the contract negotiations to pilot the Measuring Up assessment system in spring 2017, their direct engagement with the Insight consultant informed the final decision to allocate some of the 20th day funds for the final proposal. The committee also approved the purchase of Blue Streak to support 80 DL/Tier 3 across grades 1-8 on the mastery of basic facts. The availability of comparability funds provided another opportunity for staff input on the use of funding to support aligned resources.

During the January 18, 2018 meeting, administration presented the fund 225 carryover and NCLB Title 1 Comparability analysis. The clerk created transparency by creating a Google request doc for instructional materials. In addition, the meeting agenda included an open discussion on curriculum needs for writing and guided reading. A Zaner-Bloser sales representative met with a team of teachers represented by the K-2,3-5 and 6-8 clusters. This group of teachers agreed on the purchase of writing curriculum to support the writing focus of daily instruction and ES Summit goals.

Other resources used to support culture and climate include the free Second Step curriculum and Calm Classroom training and materials. Time is allocated daily to embed techniques from these programs. In addition to time and research materials for executive function skills, the school invested in supplies such as composition books and binders to promote the EF skills for organization, task initiation and planning and prioritizing. The 6-8 cohort of teachers and selected females also participate in the school-funded Peaceful Resolutions workshops.

The school also allocates funding for extended day tutoring and enrichment programs to supplement the OST grant. Extended day programming serves 125 students and compensates 12 classroom and nonclassroom personnel.

The evidence presented show a transparent and collective responsibility to ensure equal access and informed decision-making for adopting aligned resources to support the school's Theory of Action and CIWP priorities.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**

- Use CPS Instructional Time Guidelines to maximize instructional time.
 - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
 - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
 - Leverage strategic source vendors to maximize dollars.
 - Seek and obtain grants to support articulated needs.
 - Use grant funds strategically to support areas of highest need.
 - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
 - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
 - Use an interview process including a protocol for questioning and select highly qualified candidates.
 - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
 - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
 - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
 - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
 - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
 - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
 - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
 - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
	<ul style="list-style-type: none"> ✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
Suggested Evidence	<ul style="list-style-type: none"> ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Aligning Resources with Priorities: Focusing on What Matters Most ✓ Instructional Supports ✓ Strategic Source Vendor List ✓ CPS Instructional Time Guidelines: Elementary School Overview ✓ CPS Instructional Time Guidelines: High School Overview ✓ CPS Instructional Block Guidance: K-2 Literacy ✓ CPS Instructional Block Toolkit: Math

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Score

1 2 **3** 4

The school's SQRP goals for growth and attainment were unmet with less than 50% of the student population meeting NWEA benchmarks; however, K-2 TRC and math outcomes continued to show growth trends over time with approximately 72% students meeting EOY benchmarks in 2017. Attendance also increased two points to 94%, but below the 95% goal. With an overall rating of well-organized, the school also showed strengths in Ambitious Instruction at 71%. Measures for Ambitious Instruction ratings included English at 87% and Math 88%. Academic Press, 59 and Quality of Student Discussion, 49 represent areas growth, as these are neutral ratings. While 71% is strong, it falls below similar school ratings. Three of four measures for Effective Leaders were strong. Teacher influence was neutral. Another area of focus continues to be the neutral rating for Collaborative Teachers and its measures, collaborative practices, teacher commitment and teacher-teacher trust.

The curriculum is driven by the Common Core Standards and Revere follows N12's pacing map for implementation of standards-based instruction for literacy, writing, and math. The method of instruction or brand is the Gradual Release of Responsibility which requires teachers to articulate standards and aligned objectives, text, strategies and learning activities in REACH Domain 1a,c,d and 3a and 3c. Engagement must show evidence of the 3c components alignment, task differentiation, rigor, pacing, and grouping. Components 3a and 3c are monitored on N12s instructional protocols. All students receive core instruction based on N12's Scope and Sequence. Teacher hold the responsibility for differentiating tasks and learning foci by implementing small group instruction based on DWA EOY and interim data. Areas of growth include interdisciplinary science and social studies, and writing. The ES Summit action plan will be used to inform planning and instruction in these areas to build teacher capacity in 3b student discourse. The purchase of the Zaner-Bloser writing curriculum will be implemented to support process writing.

Social-emotional learning and physical education are aligned to SEL standards and the 8 Key Executive Function Skills. To support SEL instruction, the school implements Second Step, Calm Classroom, and the counselor integrates art therapy for students identified with Tier 2 and 3 behavioral needs.

Guide for Curriculum

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	<ul style="list-style-type: none"> Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy ✓ CPS Literacy Scope and Sequence ✓ CPS Math Scope and Sequence Guidance ✓ Digital Citizenship Curriculum ✓ K-12 Financial Literacy Guide ✓ Personal Finance 3.0 Course ✓ Physical Education Scope & Sequence ✓ Health Education Scope & Sequence ✓ Interdisciplinary African & African American Studies Curriculum ✓ Interdisciplinary Latino and Latin American Studies Curriculum

Instructional Materials:

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

Score

1 2 3 4

The school's SQRP goals for growth and attainment were unmet with less than 50% of the student population meeting NWEA benchmarks; however, K-2 TRC and math outcomes continued to show growth trends overtime with approximately 72% students meeting EOY benchmarks in 2017. With the NWEA goals unmet, the school dropped from a 2+ to a 2. Attendance also increased two points to 94%, but below the 95% goal. With an overall rating of well-organized, the school also showed strengths in Ambitious Instruction at 71%. Measures for Ambitious Instruction ratings included English at 87% and Math 88%. Academic Press, 59 and Quality of Student Discussion, 49 represent areas growth, as these are neutral ratings. While 71% is strong, it falls below similar school ratings. The Supportive Environment score rated neutral with a score of 40. Academic personalism ranked as the strongest supportive environment measure with a score of 70 to affirm teacher connecting to students in the classroom and helping them achieve academic goals. The areas of growth for neutral or weak ratings include peer support, safety and student-teacher trust.

The MTSS Framework is partially implemented with the identification of problems; however, full cycles of the problem solving process remain a challenge, as general education teachers continue to struggle with changes in practices to show differentiation and the growth mindset for Tier 3 and Diverse Learners. Teachers across grade levels need to show varied pedagogy and content knowledge in math and science to meet the cognitive demands of TRU and STEM principles and learning activities. REACH 1b needs to define the varied abilities of students and the implementation of Universal Design for Learning principles to meet their needs with multiple forms of expression, engagement and representation to show flexibility and responsiveness. The selection of objectives need to be tiered in terms of vertical alignment to show evidence of addressing unmastered prerequisite objectives or differentiating for accelerating students. Finally, designing coherent instruction needs to show implementation of backward mapping as evidence of valuing assessment to inform instruction and to plan around big ideas and essential questions that increase cognitive demand.

The school's adoption of Measuring Up has promoted a sense of urgency and ongoing evaluation of rigor. The continued practice of student work analysis for daily instruction shows a greater need for alignment with the more rigorous DOK 3 and 4 Measuring Up items. Envision 2.0 math supports grades 4 and 5, and most grade levels supplement math and literacy with online Eureka resources. Teachers also use other online resources from Teachers Pay Teachers; however, the DOK level is most likely level 2. By mid-March the school will receive Zaner-Bloser print curriculum for writing. The teachers partially implement Knowledge Center interdisciplinary units for science and social studies. ur students are most responsive to technology and show proficiency with Google Doc and Google Classroom applications. The primary source of instructional materials for math continues to be Engage New York for 4-8 and/or Go Math for grades K-4. Teachers also obtain instructional materials for reading from free online Pearson and Harcourt resources and newela.com for informational text. K-5 continue to use Interactive Science and Fusion Science and the 6-8 grade science teacher subscribes to science Science World and uses the NGSS as a basis for designing class science experiments and projects.

It is urgent for Revere to adopt rigorous curriculum sources and instructional materials to increase student growth and attainment rate and its SQRP from Level 2 to 1.

Guide for Instructional Materials

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	<ul style="list-style-type: none"> Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School	<ul style="list-style-type: none"> A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Universal Design for Learning Guidelines 2.0 ✓ UDL PD Modules ✓ CPS Integrated Library System (S.O.A.R.)

Rigorous Student Tasks:

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

Score

1 2 3 4

The school's SGRP goals for growth and attainment were unmet with less than 50% of the student population meeting NWEA benchmarks; however, K-2 TRC and math outcomes continued to show growth trends over time with approximately 72% students meeting EOY benchmarks in 2017. With the NWEA goals unmet, the school dropped from a 2+ to a 2. Attendance also increased two points to 94%, but below the 95% goal. With an overall rating of well-organized, the school also showed strengths in Ambitious Instruction at 71%. Measures for Ambitious Instruction ratings included English at 87% and Math 88%. Academic Press, 59 and Quality of Student Discussion, 49 represent areas growth, as these are neutral ratings. While 71% is strong, it falls below similar school ratings. The Supportive Environment score rated neutral with a score of 40. Academic personalism ranked as the strongest supportive environment measure with a score of 70 to affirm teacher connecting with students in the classroom and helping them achieve academic goals. The areas of growth for neutral or weak ratings include peer support, safety, and student-teacher trust.

Overall, 3c observation results indicate strengths in alignment, pacing, and grouping; however, differentiation remains an area of growth. Teacher capacity to differentiate task and implement accommodations and modifications for diverse learners as only 42% or 5 out of 12 teachers consistently differentiate daily tasks or assessments to meet the varied abilities. Most differentiation for literacy is based on Lexile and not mastery or deficit skills. The same holds true for math in regards to the dominance of procedural fluency versus applied and conceptual item types. The absence of unit plans and backward mapping also impact the quality and promotion of phenomena in content areas such as social science and science, as teachers predominantly teach the academic vocabulary and packaged labs versus inquiry-based STEM science principles and content.

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Frameworks	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 1.d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	Teaching for Robust Understanding in Mathematics (TRU Math)
✓	Math Practices: What to Look For (Observation Tool)
✓	Checking in: Do Classroom Assignments Reflect Today's Higher Standards?
✓	Student Work Protocol (SWP)
✓	Slice Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

Score

1 2 3 4

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

Students in grades 6-8 regularly engage in activities regarding college and career exploration through network high school fair, high school and college exploration through visitations of various campuses. High school exploration was additionally delivered to students through a virtual tour as well as introduction to high school sessions which educated students on the following; how to calculate your GPA, the differences between high school and elementary school, study habits, high school vocabulary, high school graduation requirements, and ways parents can support students. Students have also engaged in activities via Naviance with a focus on career exploration and goal setting delivered by the teacher, district personnel as well as peer to peer . Parents and students were in-serviced both individually as well as in a group around the Go CPS application process and invited to meet with various high school representatives who engaged students on their particular schools. Former CPS graduates served as mentors to students as peer supports regarding their high school experiences. Students were registered with summer programs in their area of interest and matched with high schools that reflected their individual career, personal/social and academic skills. Students are also exposed to MTSS interventions, Second Step and Clam classroom in support of their mental support and stability. The staff has been formally trained in these practices. Our Diverse learners are provided with additional resources and supports by way of inclusion as well as academic supports through pull out supports with both small and individual group settings. A personal reflection of themselves as a productive member of society is implemented through our word of the Month designed to enhance vocabulary as well as promote a reflective mentality in support of them as school community members. Our Vision and Mission statements are reflected upon daily to enhance student and teaching practices.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, CTE recruitment fairs, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. Expose students to CTE Pathways around career options
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
 - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
 - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
 - Provide opportunities for Dual Credit/Dual Enrollment
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.

- Navigating financial aid and capitalizing on grant and scholarship opportunities.
- Equipping students and families with persistence strategies. (College Persistence Toolkit)
- Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Persistence Attributy Data ✓ Scholarship earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Create a Culture that Supports Social Emotional Learning and Effective Effort
HOW MANY? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> ✓ EveryBody College ✓ CPS Advisory Framework ✓ Presenting college plans from middle school ✓ To & Through Project ✓ Redefining College & Career Readiness ✓ College Scorecard 	<ul style="list-style-type: none"> ✓ CPS College Persistence Toolkit ✓ Meaningful Linkages Between Summer Programs, Schools, and Community ✓ From HS to the Future (CCCP, 2006)
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 2 3 4

The school's SQRP goals for growth and attainment were unmet with less than 50% of the student population meeting NWEA benchmarks; however, K-2 TRC and math outcomes continued to show growth trends overtime with approximately 72% students meeting EOY benchmarks in 2017. With the NWEA goals unmet, the school dropped from a 2+ to a 2. Attendance also increased two points to 94%, but below the 95% goal. With an overall rating of well-organized, the school also showed strengths in Ambitious Instruction at 71%. Measures for Ambitious Instruction ratings included English at 87% and Math 88%,. Academic Press, 59 and Quality of Student Discussion, 49 represent areas growth, as these are neutral ratings. While 71% is strong, it falls below similar school ratings. The Supportive Environment score rated neutral with a score of 40. Academic personalism ranked as the strongest supportive environment measure with a score of 70 to affirm teacher connecting to students in the classroom and helping them achieve academic goals. The areas of growth for neutral or weak ratings include peer support, safety and student-teacher trust.

The ILT and lead teachers of the common planning teams use the Hess Depth of Knowledge and a task assessment protocol to analyze student work samples and interim Measuring Up assessments. The purpose of this activity supports the school's work in raising rigor which stems from the gradual release of responsibility fishbowl exercise facilitated by the ILT in November. In addition, ILT members participated in peer observations and internal learning rounds to assess the quality of instruction for 3a and 3c. Results of the ILT walkthroughs and peer observation findings mirror administration's observation results in the classrooms of novice or developing teachers needing to demonstrate GRR fluency and in-depth planning in REACH Domain 1 and component 3a. The current focus on Component 3b is student to student discourse on higher level questions across content areas. In addition, a review of the summit action plan focus on agency, authority and identify for student discourse, writing and articulating science phenomena indicate that 5 out of 9 classrooms show higher levels of evidence, as measured on the revised N12 AAI instructional protocol. REACH components 3d and 3e are also areas of growth on REACH observations. Specific to 3d, trends indicate that less than 80% of the teacher embed frequent checks for understanding and use relevant exit slips to measure the student's understanding of the objective or learning target. While 3e trends shows significant growth for flexibility and responsiveness during math talks, more evidence is needed in terms of teachers using various pedagogy or the UDL principles during planning or real-time instruction.

Scope and sequence is monitored through Gradebook and an instructional tool for timely pacing of the weekly standards, evidence of progression and assessment. Trends also show strengths in the alignment of task and objectives; however, teacher improvement is needed in locating text and task for complexity. School team members have begun the work of collaborating on the selection of assessment items from Measuring Up to help colleagues struggling to navigate the application.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
 - Guide students to articulate the relevance of the objective(s) to learning.
 - Anticipate possible student misunderstanding.
 - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
 - Enable students to contribute to extending the content by explaining concepts to their classmates.
 - Build on students' language development and understanding of content.
 - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
 - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
 - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
 - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
 - Require students to cite textual evidence to support/develop a claim.

- **Engage students in learning.**
 - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
 - Provide targeted supports to individual students or groups of students based on their identified needs.
 - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
 - Monitor progress and check for understanding for individual students.
 - Change instructional practice based on analysis of current data.
 - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
 - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

Score

1 2 3 4

Measures for Ambitious Instruction ratings included English at 87% and Math 88%. Academic Press, 59 and Quality of Student Discussion, 49 represent areas growth, as these are neutral ratings. While 71% is strong, it falls below similar school ratings. The Supportive Environment score rated neutral with a score of 40. Academic personalism ranked as the strongest supportive environment measure with a score of 70 to affirm teacher connecting to students in the classroom and helping them achieve academic goals. The areas of growth for neutral or weak ratings include peer support, safety and student-teacher trust.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS* and *Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications.**
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit.
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
 - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students.

teachers, assessments, learning experiences, content areas, and time.

- Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
	<ul style="list-style-type: none"> ✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
	<ul style="list-style-type: none"> 1c. Selecting Learning Objectives 1a. Designing Student Assessment
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
	<ul style="list-style-type: none"> ✓ CPS Balanced Assessment Framework & Assessment Models ✓ Assessment Design Toolkit ✓ Teacher-Made Assessment Basics ✓ Grading principals and guidelines ✓ Great Schools Partnership –Grading + Reporting

Multi-Tiered System of Supports:

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

Score

1 2 3 4

The 5 Essentials measures for effectiveness include effective leaders and collaborative teachers. According to the 2017 survey the following received STRONG ratings: Effective Leaders, Program Coherence, Teacher-Principal Trust and Instructional Leadership. An area of focus is the neutral rating for Collaborative Teachers, as this is an area needing stronger structures, coordination, and monitoring. The school's SQRP goals for growth and attainment were unmet with less than 50% of the student population meeting NWEA benchmarks; however, K-2 TRC and math outcomes continued to show growth trends over time with approximately 72% students meeting EOY benchmarks in 2017. With the NWEA goals unmet, the school dropped from a 2+ to a 2.

Revere's continues to struggle with the coordination of MTSS roles and shared responsibility for data collection, interventions and evaluation. Although the case manager provided binders and protocols for MTSS, teachers rely on her team to assume primary responsibility for data collection and supports. Currently, the case manager assumes responsibility for interventions for general education students in the primary grades. In addition, the second-grade teacher includes Tier 3 third graders as part of her Heggerty literacy instruction.

The problem-solving process was mainly used to address behavioral issues for SY17. While teachers use data to identify student skill deficits, transparency and the identification of root causes need to be acknowledged to shift practice and pedagogy to show evidence of the fidelity of 3e shifts and responsiveness in instruction and the application of UDL to acquire true indicators of MTSS implementation and effectiveness so that recommendations for evaluations and interventions to address skills deficits are accurate and measurable. The MTSS monitoring tool, individual learning plans and evidence of a full cycle of the PSP need to be evident to show greater progress in this area. Effective and shared MTSS practices and monitoring need to be reconciled to support SQRP metrics for growth and attainment.

Guide for Multi-Tiered System of Supports

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

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

Score

1 2 3 4

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

With the NWEA goals unmet, the school dropped from a 2+ to a 2. Attendance also increased two points to 94%, but below the 95% goal. With an overall rating of well-organized, the school also showed strengths in Ambitious Instruction at 71%. Measures for Ambitious Instruction ratings included English at 87% and Math 88%. Academic Press, 59 and Quality of Student Discussion, 49 represent areas growth, as these are neutral ratings. While 71% is strong, it falls below similar school ratings. In reference to collaborative teachers, the 55% rating reflects the neutral (Collaborative Practices and Teacher – Teacher Trust) and weak (School Commitment) measures in these areas which are critical to sustaining a productive teaching and learning environment. The Supportive Environment neutral rating reflects student concerns about safety (very weak), student-teacher trust (weak) and peer support for academic work (neutral). In contrast to these scores, students rated academic personalism as strong.

A small staff increases the burden of responsibility for collaboration and collective responsibility for academic and social-emotional leadership. Specifically, a supportive environment directly impacts teaching and learning. Because of the high levels of systemic trauma and associated problems of the community, the school needs to continue the implementation and monitoring of Second Step and Calm Classroom. In addition, the school initiated Peaceful Resolutions PD to support shifts in beliefs and practices of a cohort of teachers experiencing relational trust and classroom management challenges as noted in REACH Domain 2 observation results. Overall, with few exceptions and the direct support of Diverse Learner leadership, teachers need continued supports on culturally responsive and emotionally safe practices that create a safe environment for student thrive academically and socially, and emotionally. The ultimate goal is to shift teachers to the growth mindset and for them to take ownership in creating the culture for learning.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.
 - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
 - Consistently communicate the expectation that all students can achieve at high levels.
 - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
 - Clearly display school-wide expectations for academic and personal success throughout the building.
 - Set high expectations according to grade-appropriate learning objectives.
 - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
 - Recognize high levels of student achievement. All students receive recognition.
 - Encourage student resilience and hard work.
 - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
 - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
 - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.

- Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
 - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
 - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
 - Employ strategies including ongoing monitoring and support of students' academic behaviors.
 - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SGP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
MTSS Framework: Curriculum & Instruction	
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
<ul style="list-style-type: none"> ✓ Teaching Addressing: The Role of Non-cognitive Factors in Student School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (cas.edu/sgl) ✓ ASCA Mindsets & Behaviors 	

Relational Trust:

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

Score

1 2 3 4

In reference to collaborative teachers, the 55% rating reflects the neutral (Collaborative Practices and Teacher – Teacher Trust) and weak (School Commitment) measures in these areas which are critical to sustaining a productive teaching and learning environment. The Supportive Environment neutral rating reflects student concerns about safety (very weak), student-teacher trust (weak) and peer support for academic work (neutral). In contrast to these scores, students rated academic personalism and teacher-principal trust as strong. Teacher-student relationships in grades HS-5 are respectful and supportive, as teachers in these grade levels provide a holistic and age-appropriate approach to support both social-emotional and academic needs of students. In addition, teachers in these grades collaborate consistently to support MTSS. The evidence is the implementation of Heggerty instruction in second grade for third grade tier 3 students and the diverse learner resource teacher's support of tier 3 students in grades K-2. These teachers also show evidence of clear expectations through the implementation of CHAMPS and Power of 3. The classrooms also celebrate student achievement and quartile performance is owned by the students. The K-5 special education assistant shares a primary and secondary role in instruction, interventions and progress monitoring, as an impact on student achievement is one of her goals. All grades require direct supports from the DL staff to support differentiation, as it is currently limited to Lexile levels. Relational trust continues to be a challenge for 6-8 and major concern for administration and families. Teachers in grades 6-8 lack evidence for consistent collaboration and ownership of learning for tier 3 and diverse learners, requiring consistent monitoring for compliance and implementation of IEPs and Gradebook versus coaching to improve practice. This team is also least likely to be present or have representation for leadership meetings. Interventions for MTSS and diverse learner progress monitoring are primarily designed and delivered by DL staff. DL students in this grade level also engage in elopement and/or express stressful and/or negative feelings from their teachers. My hypothesis for weak student-teacher trust and respect and rapport is based on the following factors: low teacher attendance, poor communications for instructional priorities and schedules, no evidence of collaboration for interdisciplinary projects, shared classroom norms and no evidence of instructive practices for discipline, executive functions and a culture for middle school transition to high school.

These shared perceptions correlate to the student survey results.

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
 - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
 - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
 - Create opportunities for students to build positive relationships with peers.
 - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
 - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
 - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
 - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
 - Respect other teachers who take the lead in school improvement efforts.
 - Respect colleagues who are experts at their craft.
 - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
 - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Collaborative Teachers Supportive Environment
MTSS Framework	Shared Leadership, Family & Community Engagement
CPS Framework for Teaching	<ul style="list-style-type: none"> 1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate
Now WHAT? Materials to Support Improvement Planning	
✓	Social Emotional Learning Supports (cps.edu/SEL)
✓	Trust in Schools: A Core Resource for School Reform (ASCD)
✓	Creating a School Community (ASCD)

Student Voice, Engagement, & Civic Life:

Score

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

1 2 3 4

Students in grades K- 8 are exposed to various extracurricular activities designed to promote and support the whole child. Students participate in basketball, volleyball, drill team, fine arts which include dance, art and music all during regular school hours as well as after school which also includes partnerships with Gary Comer Youth Center, Revere C.A.R.E. and the University of Chicago and University of Illinois Hospitals. Students also have the opportunity to participate in afterschool tutoring designed to support each child's educational need. Students who are achieving success through above average scores and grades are provided with the opportunity to rotate to the next grade as a means to enhance rigor. Students are given leadership opportunities in the school community as student ambassadors for SEL supports. Students are continuously recognized for their leadership in their classrooms as the student of the month as well as on track recognition. Students also build themselves as community stakeholders as Reading Buddies where older students motivate younger students regarding the importance of reading.

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- **Become informed voters and participants in the electoral process**
 - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
 - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
 - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- **Engage in discussions about current and controversial issues.**
 - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
 - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
 - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
- **Explore their identities and beliefs**
 - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
 - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
 - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
- **Exercise student voice**
 - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
 - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
 - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
 - Authentically **interact with civics leaders**
 - Students learn about community, city, state, and national civic leaders and their roles in civil society.
 - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
- **Engage with their community**
 - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause
- **Take informed action** where they work together to propose and advocate for solutions.
 - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
 - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
- Experience a **Schoolwide civics cultur**
 - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
 - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
 - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
 - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> • MVMS Student Survey completion rates and results • Artifacts from student-run organizations and events (including SVCA) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision-making • Service learning reports and/or reflections of SL projects • Unit and curriculum maps, rubrics, assessment artifacts • Evidence of student work • Democracy School recognition
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HS Standards

Safety & Order:

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

Score

1 2 **3** 4

The school is characterized by high levels of safety and order. Students feel physically and emotionally safe from harm, and adults work to actively maintain a safe, orderly school environment. The school has a Climate team which meets monthly to discuss the overall climate, school safety, and the orderly process of the school. We receive an internal bi-monthly Disciplinary Report. In the last report, the data shows the overall school violent and disruptive behavior issues have decreased by forty-five (45%) percent. This dramatic decrease can be attributed to several initiatives' implemented by the school leadership and climate teams. Examples of these initiatives' include the academic and sports programs, i.e. boys' and girls' basketball, girls volleyball and the afterschool program. In order for the students to participate in these programs, they must demonstrate and show knowledge of the schools five core values. Another key component has been the insertion of several Safe passage employees who have been given clearance to ensure orderly hallway, lunch and recess transitions. These initiatives', and implementations have helped to create a school of safety and order.

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

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

Score

1 2 **3** 4

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing. The most recent bi-monthly Discipline Report shows that restorative approaches may have a greater impact, than punishing the student with out-of-school suspensions, and detentions. Out-of-school suspensions have decreased by sixty-five (65%). Students involved in a conflict are given the opportunity to conference with other students and received positive and constructive feedback, and advice for their conflict. Students involved in a conflict are also required to interview the other student to find common ground. The school has a proactive program which brings into the school fathers, big brothers, uncles, and men in leadership roles, to workshop with the students giving them tools to avoid conflict, and better resolutions to their problems.

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c. Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	CPS Restorative Practice Guide & Toolkit
✓	Guideline for Effective Discipline

Parent and Family Partnership:

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

Score

1 2 **3** 4

The overall rating for involved families on the 5 Essentials was strong. Related measures received the following ratings: 1) Teacher-Parent Trust (Neutral); 2) Parent Involvement (Strong); and 3) Parent Influence on Decision-Making (Strong). Like teacher-parent trust, teacher influence appears to be an area of growth, as the survey suggests greater parent empowerment and influence when compared to teachers. Parents are welcomed by the administration and office personnel, and provide positive feedback on the quality of service and interactions. Revere's families also enjoy positive and productive relationships with the newly hired counselor and climate team officer, which allows the principal to prioritize instructional responsibilities. There's also been an increased daily presence for ESSA PAC meetings and volunteerism as a result of parent recruitment and hiring with Safe Passage. In their dual roles as parents and SP staff, parents support school events such as literacy night, Real Men Read, book fairs, sports, the Revere Alumni Family and Friends and Stop the Violence Dance, and daily literacy interventions. Individual families also contribute to the attendance incentive program as they have become more engaged with the school's vision to create a culture for attendance. As a result, the school gained two points to acquire a 94% attendance rate in 2017 and is on track for 95% in SY18. The school began the 2015-16 school year by promoting Keep Calm: Get Engaged. Messaging to parents was also revisited after parent input during the 2016 CIWP planning. Specifically, parents urged the use of electronic modes of communication and the school responded with the implementation of Class Dojo and more use of Robo calls and email. In addition, the integration of technology in daily instruction using email, Google Docs and Google Classroom gives parents access to student assignments. Parents are encouraged to use the parent portal; however, a campaign needs to be coordinated to increase the rate. The results of the November report card pick up indicated an 70% rate. Parents are also active on the NCLB and Local School Council. To support them in their leadership roles, the principal provides transparency with budget and other items related to the principal competencies for LSC evaluation of the principal. In addition, parent leadership is evident in Head Start and kindergarten. Specifically, the Head Start teacher continues to train parents and community to work effectively in the classroom. Parents are also in the fourth year of coordinating the annual kindergarten transition ceremony. While the school embraces parent and community volunteers, protocols must be followed. To support understanding and adherence to school visitor norms and policies, the principal provided an orientation on climate expectations and instructional supports for parent volunteers. The consider various modes of communication including the new school website, www.wearerevere.org, the R.I.G.H.T (Revere Information Goes Home Thursday) letter, grade level parent meetings and a beginning and mid-year State of the School Address.

Guide for Parent and Family Partnership

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Examples of communication methods and content ✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc. ✓ Outreach efforts ✓ Documentation of responsiveness to Parent Support Center concerns raised ✓ Event agendas, flyers ✓ Fundraising activities and amounts (if applicable) ✓ How does the school honor and reflect the diversity of families including language and cultural?
Measures	<ul style="list-style-type: none"> ✓ Five Essentials Score – Involved Families ✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
Five Essentials	Involved Families
MTSS Framework	Family & Community Engagement
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Parent Support Centers ✓ Parent University ✓ Parent Portal

School Excellence Framework Priorities

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

Goals

Required metrics (Elementary)

18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
The 2017 growth percentile was 99. The school needs to be on track to maintain 75% or above. Supported by the balanced literacy project and an experienced and trained K-5 team, students are more prepared for 6-8.	99.00	56.00	60.00	65.00	70.00
National School Growth Percentile - Math					
The 2017 growth percentile was 77. The school wants to revisit the 2018 plan to restructure for departmentalized math. Currently, the school has a teacher participating in the 3-5 math certification initiative.	77.00	24.00	50.00	55.00	60.00
% of Students Meeting/Exceeding National Ave Growth Norms					
Revere will continue to pursue a minimum of 50% meeting/exceeding average growth norms. The use of academic interventions such as vocabulary workshop and Blue Streak and the adoption of rigorous Common Core assessments such as Measuring Up will support this goal.	58.50	46.80	50.00	55.00	60.00

African-American Growth Percentile - Reading

Revere will continue to pursue a minimum of 50% meeting/exceeding average growth norms. The use of academic interventions such as vocabulary workshop and Blue Streak and the adoption of rigorous Common Core assessments such as Measuring Up will support this goal.

99.00

56.00

60.00

65.00

70.00

Hispanic Growth Percentile - Reading

Not applicable

(Blank)

(Blank)

0.00

0.00

0.00

English Learner Growth Percentile - Reading

Not applicable

(Blank)

(Blank)

0.00

0.00

0.00

Diverse Learner Growth Percentile - Reading

The school's LRE 1 is 55% or better. Currently, inclusion is successful in grades 1-5, but requires more supports and training in grades 6-8. The school plans to move to the co-teaching model in Fall 18 providing budget and personnel.

(Blank)

(Blank)

50.00

55.00

60.00

African-American Growth Percentile - Math

Improved mathematical practices and coaching support needed. If funding is available, the school will purchase Envision 2.0 math for K-8 and continue with the use of Measuring Up to create Common Core and rigorous interim assessments to monitor core and small group instruction. In addition, the school would like to continue professional development opportunities to create a math PLC for grades 4-8. These actions should build teacher capacity and yield more effectiveness practices of providing quality instruction and interventions.

77.00

24.00

50.00

55.00

60.00

Hispanic Growth Percentile - Math

N/A

(Blank)

(Blank)

0.00

0.00

0.00

English Learner Growth Percentile - Math

N/A

(Blank)

(Blank)

0.00

0.00

0.00

Diverse Learner Growth Percentile - Math

Diverse learner growth in math is not comparable to general education peers. The school's LRE 1 is 55% or better. Currently, inclusion is successful in grades 1-5, but requires more supports and training in grades 6-8. The school plans to move to the co-teaching model in Fall 18 providing budget and personnel.

(Blank)

(Blank)

25.00

30.00

35.00

National School Attainment Percentile - Reading (Grades 3-8)

The Balanced literacy initiative and Head Start provides adequate preparation for 3rd grade. The level of rigor from the adopted Measuring Up Common Core assessments and the Zaner-Bloser writing curriculum will support sustainable growth trends.

36.00

43.00

48.00

53.00

58.00

National School Attainment Percentile - Math (Grades 3-8)

Envision 2.0 and Eureka math support foundational skills and rigor; however, school needs to build a math leadership team and look for additional math talent for grades 4 and 6-8. The adopted Measuring Up Common Core assessments and the focus on AAI in math talk and problem solving identified in the school's ES Summit action plan have a positive impact on critical thinking in questioning and discussion. Overall, the school is approaching or showing evidence on the N12 protocol in 6 out of 9 grade levels. If budget allows, the school will revisit the intended 2018 plan to organize departmental math for grades 3-8.

20.00

21.00

28.00

33.00

38.00

National School Attainment Percentile - Reading (Grade 2)

Seek comparable outcomes to TRC. K-2 has shown the most consistent upward data trends. The experience and talent of the teacher has better informed NWEA assessment readiness.

7.00

19.00

50.00

50.00

50.00

National School Attainment Percentile - Math (Grade 2)

Seek comparable outcomes to mCLASS Math. The experience and talent of the teacher has better informed NWEA assessment readiness.

8.00

21.00

50.00

50.00

50.00

% of Students Making Sufficient Annual Progress on ACCESS

Not applicable

(Blank)

(Blank)

0.00

0.00

0.00

Average Daily Attendance Rate

Attendance gained 2 points to reach 94% in 2017. Attendance committee strategies for culture effectively and consistently communicated.	92.90	94.40	95.99	95.00	95.00
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My Voice, My School 5 Essentials Survey

The coordinator for MVMS uses incentives and family events to support response rates.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

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

Strategy 1

If we do...	...then we see...	...which leads to...
If we provide standards-based curriculum resources	the ILT will see effective pacing, alignment, rigor and standard-based teaching practices	80% proficiency as measured by REACH 3a and 3c.

Tags:
Curriculum, Standards based instruction

Area(s) of focus:
2, 5

Action step	Responsible	Timeframe	Status
Monitor implementation of writing curriculum	Thompson	Sep 7, 2018 to Jun 7, 2019	Not started

Writing workshop

Provide Zaner Bloser PD	Zaner-Bloser Rep	Aug 27, 2018 to Aug 27, 2018	Not started
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Writing workshop

Monitor implementation of Envision 2.0 math curriculum	Pearson Envision 2.0	Sep 17, 2018 to Sep 17, 2018	Not started
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Agency, authority and identity, Envision math

Strategy 2

If we do...	...then we see...	...which leads to...
If the ILT engages in quarterly internal learning rounds focused on evidence of Gradual Release and questioning techniques	teachers demonstrating effective teaching practices and questioning strategies	80% of the teachers achieving proficient or distinguished as measured by REACH Domain 3

Tags:
Collective responsibility, Agency, authority and identity

Area(s) of focus:
3, 4

Action step	Responsible	Timeframe	Status
Schedule quarterly internal learning rounds for K-2 3-5 and 6-8 clusters	Revere ILT	Oct 22, 2018 to Apr 25, 2019	Not started

Professional learning cycles, Instructional practice

Continue to collaborate with American Institute for Research (AIR) on the development of a 4-8 math PLC	Revere ILT	Sep 12, 2018 to Oct 8, 2018	Not started
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Strategy 3

If we do...	...then we see...	...which leads to...
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If we use Measuring Up to design instructional tasks and assessments

then we will have quality tasks for progress monitoring and formative assessments

.that will lead to an increase in students meeting individual and schoolwide goals for growth and attainment as measured by SY19 district assessments.

Tags:
Growth measures, Balanced assessment and grading

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
Provide professional development and working session on data analysis and SMART goal-setting	Principal Thompson Cortez Wash	Aug 20, 2018 to Aug 20, 2018	Not started

Analyze data

Provide protocols for Measuring Up pre-assessment task assessment analysis and student and teacher SMART goal-setting	Cortez Wash	Aug 20, 2018 to Aug 20, 2018	On-Track
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Assessment and grading, Academic achievement, Aligned assessment

Conduct 5th and 10th week assessment analysis meetings and provide ILT feedback	K-8 teachers ILT	Oct 11, 2018 to May 23, 2019	Not started
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Assessment, data-driven instruction

Facilitate two professional development sessions on Measuring Up report analysis	Principal Thompson Sabrina Curry Betsy Lichner	Jun 5, 2018 to Jul 12, 2018	Completed
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Data analysis, Data driven instruction

Provide Measuring Up professional development for differentiated instruction best practices and creating meaningful assessments	Betsy Lichner Principal Thompson	Aug 27, 2018 to Aug 30, 2018	Not started
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Professional learning plan, Professional learning calendar

Analyze 3rd and 7th week Gradebook on-track rates for tier 3 and DLs	Counselor Harmon MTSS/ILT	Sep 20, 2018 to Apr 25, 2019	Not started
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On-track, Assessment analyss

Develop summer academic program for students transitioning to 1st, 5th and 6th	Latonya Boykin Cortez Wash Rachisha Williams	Jul 2, 2018 to Aug 9, 2018	On-Track
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Interventions and supports

Strategy 4

If we do...

If we train teachers to deliver SEL embedded instructional techniques from CASEL, Second Step and the Strengthening SEL Through Instructional Practices

...then we see...

an increase in agency, authority and identify and executive functioning skill competencies in students

...which leads to...

a decrease in removal from the classroom and ISS/OSS suspension rates, chronic absenteeism and a 95% attendance rate.

Tags:
Attendance, Casel curriculum, Classroom managment, Behavior management

Area(s) of focus:
4

Action step	Responsible	Timeframe	Status
Coordinate second SEL PD	Jean Harmon, Counselor	Aug 27, 2018 to Aug 31, 2018	Not started

SEL

Submit application for the Trauma Responsiveness Education Project	Sherman Butler	Jul 6, 2018 to Jul 20, 2018	On-Track
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Social emotional learning

Systems for Office Effectiveness...PD

Carmen McClain

Aug 2, 2018 to Aug 2, 2018

Not started

School climate and culture

Action Plan

Strategy 1

NOT STARTED

Monitor implementation of writing curriculum"

Sep 07, 2018 to Jun 07, 2019 - Thompson

Status history



NOT STARTED

Jul 03, 2018

Evidence

Student artifacts Internal walk-through protocols

NOT STARTED

Provide Zaner Bloser PD"

Aug 27, 2018 to Aug 27, 2018 - Zaner-Bloser Rep

Status history



NOT STARTED

Jul 03, 2018

Evidence

Workshop Agenda and Sign-In sheet

NOT STARTED

Monitor implementation of Envision 2.0 math curriculum"

Sep 17, 2018 to Sep 17, 2018 - Pearson Envision 2.0

Status history



NOT STARTED

Jul 03, 2018

Evidence

Instructional protocols

Strategy 2

NOT STARTED

Schedule quarterly internal learning rounds for K-2 3-5 and 6-8 clusters"

Oct 22, 2018 to Apr 25, 2019 - Revere ILT

Status history



NOT STARTED

Jul 03, 2018

Evidence

Peer Observation Feedback

NOT STARTED

Continue to collaborate with American Institute for Research (AIR) on the the development of a 4-8 math PLC"

Sep 12, 2018 to Oct 08, 2018 - Revere ILT

Status history



Jul 3

NOT STARTED

Jul 03, 2018

Evidence

4-8 AIR and peer math observation feedback

Strategy 3

NOT STARTED

Provide professional development and working session on data analysis and SMART goal-setting"

Aug 20, 2018 to Aug 20, 2018 - Principal Thompson Cortez Wash

Status history



NOT STARTED

Jul 03, 2018

Evidence

Quarter 1 SMART Goals

ON-TRACK

Provide protocols for Measuring Up pre-assessment task assessment analysis and student and teacher SMART goal-setting"

Aug 20, 2018 to Aug 20, 2018 - Cortez Wash

Status history



ON-TRACK

Jul 03, 2018

Evidence

Measuring Up reports and analysis for 4th grade math summer intervention program

NOT STARTED

Conduct 5th and 10th week assessment analysis meetings and provide ILT feedback"

Oct 11, 2018 to May 23, 2019 - K-8 teachers ILT

Status history



NOT STARTED

Jul 03, 2018

Evidence

Completed task assessment analysis

COMPLETED

Facilitate two professional development sessions on Measuring Up report analysis"

Jun 05, 2018 to Jul 12, 2018 - Principal Thompson Sabrina Curry Betsy Lichner

Status history



COMPLETED

Jul 03, 2018

Evidence

agenda, sign-in sheet, notes, SY19 assessment plan

NOT STARTED

Provide Measuring Up professional development for differentiated instruction best practices and creating meaningful assessments"

Aug 27, 2018 to Aug 30, 2018 - Betsy Lichner Principal Thompson

Status history



NOT STARTED

Jul 03, 2018

Evidence

agenda, sign-in sheet, notes

NOT STARTED

Analyze 3rd and 7th week Gradebook on-track rates for tier 3 and DLs"

Sep 20, 2018 to Apr 25, 2019 - Counselor Harmon MTSS/ILT

Status history



NOT STARTED

Jul 03, 2018

Evidence

MTSS PSP on-track analysis

ON-TRACK

Develop summer academic program for students transitioning to 1st, 5th and 6th"

Jul 02, 2018 to Aug 09, 2018 - Latonya Boykin Cortez Wash Rachisha Williams

Status history



ON-TRACK

Jul 03, 2018

Evidence

Measuring Up tasks and assessments Kindergarten baseline assessments for phonemic awareness, fluency, comprehension and number sense

Strategy 4

NOT STARTED

Coordinate second SEL PD"

Aug 27, 2018 to Aug 31, 2018 - Jean Harmon, Counselor

Status history



NOT STARTED

Jul 03, 2018

Evidence

Confirmation

ON-TRACK

Submit application for the Trauma Responsiveness Education Project"

Jul 06, 2018 to Jul 20, 2018 - Sherman Butler

Status history



ON-TRACK

Jul 03, 2018

Evidence

Acceptance as a focus school, SEL leadership PD, classroom observations

NOT STARTED

Systems for Office Effectiveness...PD"

Aug 02, 2018 to Aug 02, 2018 - Carmen McClain

Status history



NOT STARTED

Jul 03, 2018

Evidence

Student Data, Teacher celebration, Climate goal-setting and growth mindset affirmations.

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

ESSA Program

ESSA Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy

Complete

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

Principal Thompson and Counselor Harmon met with parents for ESSA April 2, 2018 meeting to discuss ways to review the parental plan and family engagement plan and policy. Parents noted that events such as the Open House, State of the School Address, Mid-Year State of the School, family nights and Local School Council goal-setting and monitoring meetings are opportunities for review. Attendees noted that information from these meetings helped them to understand the school's needs and how they could engage more parents and the community. Parents also suggested that the school continue to use various forms of electronic communication, including social media, to promote school improvement goals for attendance, on track and school performance. The events and family nights will be used as opportunities for parents to review the plan and offer input via school website or hard copy surveys.

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

"The annual principal's meeting will be held on September 28, 2018 and the PAC organizational meeting will be held on October 12, 2018. Monthly meeting dates will be determined at the PAC organizational meeting. Monthly ESSA agendas will include a presentation on attendance, school data, the growth mindset, reading at home and instructional classroom walkthroughs. Additional topics will include Gradebook Parent Portal, NWEA and TRC/mclass readiness, promotion policies, health and wellness for chronic conditions, SEL, including Calm Classroom, restorative practices and Executive Function Skills. Parents also need more support advocating for diverse learners. Revere will use both hard copy and electronic forms of communication to invite parents. Seeking to reach the younger parents (30 years <), parents suggested continued use of Class Dojo, and putting the school's website link, www.wearerevere.org, on the school's Facebook and Instagram account.

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

Paul Revere will immediately respond to suggestions by following up with meeting invites with the principal or designee. The regularly schedules meetings for ESSA will include suggestions for improvement and the Local School Council meetings include public comments. In addition, we will enhance the school's website to engage parents in online surveys and suggestions for improvement.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

The school will issue PARCC NWEA Student Progress/Goal-Setting and TRC/DIBELS Home Connection parent reports for the beginning, middle and end of year. Reports will be announced on the school's website and Facebook page and available for open house, individual parent conferences, grade level parent meeting and report card conferences.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

"Revere will follow the Right to Ask (RTA) policy and guidelines set forth by the Certification Compliance team and file letters of NHQ teachers and copy for distribution upon request."

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

The principal or designee will generate reports for parents and invite them to participate in NWEA and Amplify workshops and parent conferences and workshops. The school's website will also include parent links for the local and state assessments. Gradebook Parent Portal training will be ongoing and used as a primary resource for parents to monitor their student's academic progress. In addition, parents and students will participate in goal-setting meetings twice a year. The school will also provide parents with reports on their children's progress at the 5th, 15th, 25th and 35th week through the 5-week progress reports. Parents will also receive notice at the 10th, 20th, 30th and 40th weeks through report cards. Retention warnings will go out with the second quarter report card conferences will be scheduled for benchmark grade 3, 6 and 8 for students with failing grades and below the 24th percentile on MOY assessments. ESSA and Local School Council meetings will also include a beginning and mid-year report on assessment outcomes.

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

Revere has a walk-in policy for Gradebook Parent Portal training and parents and students have access to the computers before and after school. To further support parent literacy and technology training, literacy workshops are offered during Family Literacy and Math nights. In addition, a community partner and human resource specialist shares his publication "Putting Chicago to Work". This electronic publication shares information on job training, various certification programs, GED locations and more. The publication will be shared on the website and Facebook page.

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

Revere's April 2 ESSA meeting focused on the CIWP parent plan and compact. During this meeting, parents shared that relationships, professional credentials/professionalism and communications support trusting relationships and parent involvement. They also want to learn more about solutions for academic and behavioral needs. Based on the parent and community input, the MTSS climate committee will collaborate on a plan to improve communications to parents using the Knowledge Center SEL resource for conducting parent conferences. Focusing on Domain 2, the discipline school assessment tool and My Voice, My School parent and teacher survey responses on parent involvement, the committee will design an opening professional development session on SEL, discipline, REACH Domain 2 and parent engagement strategies. The committee will support teachers and staff in having difficult conversations, de-escalation practices and Class Dojo. The school is also partnering Dr. Gwendolyn Kinard, co-author of "Engaging Learners in Building Cognitive Functions that Achieve Mathematical Academic Standards" to support a cohort of eight parents with students in grades 4th and 5th on how to support conceptual understanding of whole numbers and operations. Parents will be recruited during the April 18, 2018 report card pick-up.

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

The Head Start teacher participates in primary and ILT meetings to increase her knowledge and engagement in school wide achievement goals. This participation provides insight on parent programs and activities and allows for Head Start inclusion. The Head Start teacher will provide a resources and information on the school's website and Facebook page to inform them of school activities and events. Head Start will also participate in school assemblies and family nights.

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

As a result of the April 2 ESSA CIWP meeting, parents suggested continued use of the green RIGHT (Revere Information Goes Home Thursday) and Class Dojo. In addition, they suggested use of www.wearerever.org, Revere Facebook and Instagram to engage the millennials. The arm of the CIWP committee also suggested organizing more social events such as 2018's successful Revere Family and Friends basketball game, dances and fitness events. These events will be an opportunity to make face-to-face contact with parents, staff and community.

Policy Implementation Activities

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

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

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

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

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

n/a

School-Parent Compact

Complete

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student

academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

Paul Revere is a community stakeholders dedicated to creating learning opportunities tailored for each child to grow academically, socially and emotionally to prepare them to be college- and career-ready.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

CPS Parent Teacher Conference Days - 11/14/18 (ES), 11/15/18 (HS), 4/10/19 (ES), 4/11/19 (HS)
In addition to CPS conference days, Paul Revere will hold benchmark parent conferences during the second and third quarters to discuss promotion eligibility. The dates are TBD.

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

Frequent reports on their children's progress will be available through Class Dojo, 3rd and 7th week on-track reports and the quarterly 5th week progress reports.

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

The school will continue implementation of Class Dojo and teachers will be able to post on the school's website. The school hours are 8:30a.m. to 4:00 p.m. Parents may schedule conferences with teachers before or after school and during teacher preparation periods. The school will also implement a parent-teacher conference protocol to provide guidance to teachers and staff on effective practices that promote collaboration and cooperation to resolve problems and to support the academic and social needs of students. Conferences will be held in a place that ensures confidentiality and safety for all parties.

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

"The Local School Council and NCLB/PAC coordinate two walk-throughs for community and parents in the fall and spring. The walk-throughs give parents an opportunity to see real-time instruction and participate in the process of completing the observation checklist. After the walk-through, parents and community members debrief with the administration, staff and students in response to foci questions including: Are the children learning, and how do we know? Who's talking?
Parents can volunteer once they complete the CPS volunteer application and receive approval.

Parents may observe instruction and/or serve as an academic support to struggling learners. Specific classroom activities to engage parents include read-alouds, web-based programs, small group/individualized instruction and special onsite/offsite events."

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

Revere will follow the CPS homework policy and use frequent communications and incentives to promote a culture for attendance. The school will also adopt a standardized homework schedule daily reading and parent logs, web-based RIT practice, Blue Streak math for tier 3 students, handwriting practice in response to the new state policy, and service learning and informed action projects for grades 6-8. Homework assignments will be posted on the teacher's page of the school website and Class Dojo.

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

As a result of the April 2 ESSA CIWP meeting, parents suggested continued use of the green RIGHT (Revere Information Goes Home Thursday) and Class Dojo. In addition, they suggested use of www.wearerevere.org, Revere Facebook and Instagram to engage the millennials. Parents may walk-in or schedule appointments with administration, the counselor or teachers during school hours 8:30 a.m. to 4:00 p.m. or by appointment. The school will also invite parents to engage in 3rd and 7th week on track check-ins and 2nd and 3rd quarter promotion eligibility meetings for students in benchmark grades 3,6 and 8.

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

Teachers will promote the Growth Mindset through practice, book study and environmental displays. In addition, students will continue to access the student portal to monitor their GPA and on-track status. Various attendance campaigns and incentives will be used to support student grading outcomes. The school's CALM Squad is student led and responsible for facilitating Calm Classroom 2x daily. In addition, the pom pom squad and spirit committee will coordinate NWEA rallies.

Parent Budget

Complete

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

Target parents in grades 4-5 to participate in math workshops based on the book Engaging Learners in Building Cognitive Functions that Achieve Mathematical Academic Standards April-June 2018. The cohort will share their learning by October 2018. One of the co-authors will conduct at least two additional sessions during PAC or math night.

By October 2018, Paul Revere will develop a book study focused on the diverse learner genre to promote parent awareness of the benefits of inclusive settings and practices that address the needs of all students.

By November 2018, parents will be provided a healthy lifestyle workshop to promote awareness of physical and mental health connections.

By December 2018, Parents will be offered and provided funding for GED classes through CPS Parent University.

By January 2019, Head Start - 2nd grade parents will be offered a workshop on how to promote literacy and numeracy in the home.

By February 2019, parents will receive training on how to monitor responsible use of technology and explore educational sites to support NWEA and Amplify practice using various devices.

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

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ Amount .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 241 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 300 .00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ 800 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 400 .00
<p>54205</p>	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ Amount .00
<p>54565</p>	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ Amount .00
<p>53510</p>	Postage Must be used for parent and family engagement programs only.	\$ Amount .00
53306	Software Must be educational and for parent use only.	\$ Amount .00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$ Amount .00