

Paul Revere Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Veronica Thompson	Principal	vjthompson@cps.edu	Has access
Carmen McClain	Clerk	clmcclain@cps.edu	Has access
Sherman Butler	Student Advocate	sjbutler3@cps.edu	No Access
Patricia Baggett-Hopkins	6-8 Lit/Civics	pebaggett-hopkins@cps.edu	Has access
Stacy Williams	TREP Consultant/Coach	stacyw@uchicago.edu	No Access
Xernona Woods	Social Emotional Learning Provider	xernona@gmail.com	No Access
Violet Harper	PAC Chair	val68@yahoo.com	No Access
Lashanda Gipson	LSC Chair	cookie2010.lg@gmail.com	No Access
Christopher Watts	Community Partner	chris@cwinitiative.com	No Access
Debra Edwards	LSC member	dledwards@cps.edu	No Access
Sam Binion	Community Partner	sam3binion@gmail.com	No Access
Tina Hawkins	Teacher	tjohnson-ha@cps.edu	No Access
Jean Harmon	Counselor	jaharmon@cps.edu	No Access
Mary Long	PAC Coach	marylong9686@Yahoo.com	No Access
Linda Frye-Kerr	Science Lead	lgfrye-kerr@cps.edu	No Access
Selenda Countee	Math Lead	sdcountee@cps.edu	No Access
Allison Morgan	MTSS	amorgan28@cps.edu	No Access
Venus Stutts	LSC Member	vstutts1@gmail.com	No Access

Team Meetings

Date	Participants	Topic
01/30/2020	Grade Level Team	SEF Reflection/Evidence
02/06/2020	Grade Level Team	MTSS Deeper Reflection
02/19/2020	Revere ILT - Hopkins, Hawkins, Morgan, Harmon, S Butler	Priority and Goal-Setting
02/25/2020	Trauma Team - S Butler, J Harmon, Hopkins, Harth, Hawkins, Hawkins	School Climate and Trauma Responsive Practices
04/13/2020	Hawkins, Butler, Hopkins, S Butler, Morgan, Heard, Kerr, Wash, Shaw	CIWP Strategies for Instruction
05/07/2020	Mary Long, 2019-20 PAC Consultant, Principal Thompson	Parent Family Plan
05/12/2020	Mary Long, Violet Harper, Glendia Brown, Kimberly Robinson, E Holloway	Parent Family Plan Priorities and Strategies for Family Engagement, Physical and Emotional Safety Theory of Action and Action Steps

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 2 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision

- 2 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
- 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
- 3 Enable staff to focus and prioritize what matters most
- 3 Employ the skills to effectively manage change
- 2 Make "safe practice" an integral part of professional learning
- 2 Collaborate, value transparency, and inform and engage stakeholders
- **Evidence:** Weekly and monthly messaging of CPS vision and school's priorities are shared with Revere stakeholders Teachers engaged in budget and IL-Empower grant decisions. Principal provides budget transparency to all stakeholders. Teachers participate in N12 professional development offerings. Teachers given choice for 3b practices Weekly bulletin used to communicate instructional, climate, and assessment expectations. The leadership team provides professional development aligned to the instructional core focus area of 3b Questioning and Discussion and 3c Small Group Instruction MTSS leadership is represented for each grade cluster (K-2, 3-5 and 6-8) Each grade level cluster has designated leadership to facilitate grade-level meetings and professional development Leadership facilitated internal learning rounds for REACH 3b and first-year implementation of guided reading and independent reading to allow for safe practice Grade level team meetings consistently include data analysis (ex. grade level attendance, on-track metrics, indicators for consistent and predictable trauma-responsive practices)
- 2 - Structure for Continuous Improvement
 - 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 2 Design professional learning (PL) to achieve school-wide improvement goals
 - 3 Design and implement school day schedules that are responsive to student needs
 - 3 Align the budget to the CIWP priorities and the mission of the school
 - 2 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 2 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** MTSS leadership designated for each cluster to ensure systems and structures used to identify students and track progress monitoring Clear expectations for building cleanliness need to be fully supported by Aramark staff. Lead teachers need defined roles/topics to build capacity to create agendas for cycles of learning. Need to increase frequency of peer observation feedback opportunities with structured learning rounds and informal visits School improvement agendas balanced instructional and social-emotional learning topics to show the school's commitment to fostering relational trust and rigor in a supportive environment for all students Leadership engages teachers in the selection of SEL and instructional programs during CIWP process and budget periods for budget adjustments (ex. 20th Day budget meetings, IL-Empower teacher meetings, etc.) Lead literacy teacher assigned to provide collegial support for the school's first year of Scholastic and Guided Reading implementation The administration created an interview protocol to vet teacher

beliefs, pedagogical practices and REACH performance indicators for all four domains Parent leadership provided workshops and ongoing communication to promote school and home mindfulness and the growth mindset.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 2 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
 - 2 Curriculum connects to real world, authentic application of learning
 - 3 Curriculum is aligned to expectations of the standards
 - 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** 5E 2019 Results Program Coherence ? Neutral Used IL-Empower funding to invest in culturally responsive classroom libraries. Teacher lesson plans include essential questions or enduring understandings as part of planning feedback and indicator for rigor. Student investigation of real-world topics limited to increasing knowledge but not a meaningful path to expand the student's voice and action. Fidelity of tier 1 SEL instruction (Second Step) needs to be implemented with fidelity across grades. Teachers receive ongoing professional development for trauma-responsive educational practices. Teachers consistently use pacing guides for instruction and assessment, but data shows inconsistency with student mastery on formative and interim assessments. Teachers in grades 3-8 use complex reading materials such as CommonLit or Engage New York. K-2 teachers professional learning through the balanced literacy initiative and the funding for culturally relevant libraries launched mirrors and windows. Teachers adopted Edgenuity and IXL to integrate technology for instructional, intervention and progress monitoring.
- 2 - Instruction
 - 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 2 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 2 Provide students frequent, informative feedback
 - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 2 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:** Average REACH 3b score 2.67 Use of SEL embedded strategies need to be developed for Q&D Planning does not show evidence of UDL or the use of multi-modal instructional strategies. Growth mindset quotes and displayed in classrooms and halls. Counselor Harmon facilitates monthly student of the month recognition for grades PK-8. Teachers engaged students in SMART goal-setting for

NWEA; however, data conversations need to be more frequent for formative assessments. Naviance leadership needed to support teacher training and shared responsibility. The ILT and climate teams need to support teachers in integrating personal learning goals for academic success and the development of executive functioning skills. Summit professional learning and school-based questioning and discussion PD on school improvement days pushes teachers to be more intentional about questioning techniques and levels of questions. Teachers use Measuring Up training and content to evaluate questions for rigor using the DOK tools for all content areas. Annotating text and citing textual evidence is consistently taught and demonstrated in student responses. Summit training for agency, authority and identity makes teachers more aware of wait time and flexible responsiveness as measured by REACH 3e indicators. ILT needs to schedule more frequent peer observations to provide feedback on the instructional core priorities for questioning and discussion and small group instruction. Teacher training for formative and actionable feedback needs further support. REACH observations indicate more teachers becoming proficient with REACH 3e. Key shifts for rigor and addressing data gaps need more attention through professional learning and practice.

- 2 - Balanced Assessment and Grading
 - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 2 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
 - 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 2 Utilize assessments that measure the development of academic language for English learners
 - 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 2 Improve and promote assessment literacy
 - 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** 5E 2019 Results/Dashboard Metric 2019 On-Track 2020 YTD ? 15th week index 28% Only 31 of 220 students on-track Need to build the capacity of the ILT to monitor Aspen grading using a structured protocol to ensure balanced assessment and grading. Analysis of data focuses more on teacher perceptions of student work habits and motivation, not practice Adoption of Edgenuity common assessment needs more support for implementation and a protocol for analysis of student results ILT needs to improve the analysis of Aspen grading to inform teachers of next steps.
- 2 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)

- 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
- 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 1 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 1 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)

- 1 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 1 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 1 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** Universal supports include Edgenuity, Guided Reading, Envision 2.0 differentiated lessons. Small Group Instruction, K-2 Amplify/TRC assessments, 2-8 MOY NWEA, SEL Tier 1 (Second Step, Mindfulness, 6-8 Advisory, Naviance, PBIS rewards coordinated by the student advocate) MTSS team members participated on the CIWP committee to rate MTSS implementation MTSS teacher leadership conducts monthly meetings to provide updates and guidance on district tools and resources for MTSS implementation MTSS leadership established and active and collaborative efforts to implement MTSS structures. MTSS leadership represented across grade levels. MTSS leadership building capacity of teachers to identify and implement interventions across grade levels. Teachers use Edgenuity, IXL and guided reading to provide differentiated literacy and math instruction based on interim and district MOY assessment results. MTSS teacher leadership needs to more clearly define intervention cycles as it relates to the school's 3rd/7th week progress monitoring checks for small group instruction MTSS teacher leadership team needs to implement the problem-solving process with fidelity for academic and social-emotional supports and evaluate student progress based on named interventions MTSS provided as a principal topic for PAC and LSC meetings. MTSS team needs to use formalized structures for informing and engaging families. MTSS leadership communicates the components of the MTSS Framework Implementation Guide, but needs more follow-through with teachers on the problem-solving process. Further capacity needed to use the problem-solving process with fidelity.
- 3 - Transitions, College & Career Access, & Persistence
 - 2 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)
 - 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 1 READINESS ? Ensure equitable access to college preparatory curriculum
 - 2 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
 - **Evidence:** Need to develop a clear transition plan for transfer students and families. Create a culture for student vision mapping and goal-setting for short and long term academic and personal development School offers summer programs for primary students (Step Up to Kindergarten, teacher-created literacy and math program for transition to K-2, K-2 coding) IL-Empower funds used to

provide an after school literacy and cultural program called Cool Classics Counselor coordinates high school fairs field trips N12 SEL specialist provided refresher trainings on Second Step. Teachers provide SEL curriculum on Mondays and daily mindfulness is practices in PK-8. Principal and teachers use the Aspen BAG report to engage students in monitoring their quarterly progress and setting goals for improvement. Counselor and teachers co-teach Naviance in grades 6-8.

Quality and Character of School Life

- 2 - Relational Trust
 - 2 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** 5E 2019 Results Teacher-Principal Trust- Neutral Teacher-Teacher Trust ? Weak Teacher-Parent Trust ? Weak Teacher Influence ? Neutral School Commitment ? Weak Parent Influence on Decision-Making ? Strong Parent Portal 2.27%(5 registered) Dashboard School designated a space for students to engage in mindfulness and calming strategies outside of the classroom. Student Advocate and climate team members provide PBIS incentives and conduct peace circles as an alternative to punitive measures of discipline. Teachers receive frequent communications from the U of C Trauman Responsive Educational Practices coach and professional development on the use of de-escalation strategies. Counselor coordinates monthly student of the month recognition socials. Tier 2 and 3 students have assigned champions. Check In, Check Out supports Tier 2 and 3 students needing social-emotional supports. In addition to the counselor, related service providers (social work intern and psychologist) organized a grief counseling intervention group and provide ongoing tier 2, 3 social emotional support for individual students and small groups. The school provides two SEL courses from external providers (J-Has Heart and Peaceful Resolutions) School partners with Ring of Hope to provide counseling, mentoring and double dutch recess and prep programs. School partners with the Kindness Campaign to provide additional resources to families for the start of the school year and during the holidays.
- 1 - Student Voice, Engagement, and Civic Life
 - 1 Study politics
 - 1 Become informed voters and participants in the electoral process
 - 2 Engage in discussions about current and controversial issues
 - 1 Explore their identities and beliefs (REQUIRED: OSEL)
 - 1 Exercise student voice (REQUIRED: OSEL)
 - 1 Authentically interact with community and civic leaders
 - 1 Engage with their community
 - 1 Take informed action where they work together to propose and advocate for solutions
 - 1 Experience a schoolwide civics culture
 - **Evidence:** 5E 2019 Results Supportive Relationships ? No data Peer support ? No data 2019 social justice projects promoted student understanding of world politics, policies and laws effect on their lives Students in grades 6-8 introduced to Engage New York curriculum in SY20. The curriculum provided opportunities to

develop student skills in argumentative writing and persuasive discussion. Teacher identified for CPS social justice initiatives, but a plan for implementation is needed.

- 2 - Physical and Emotional Safety
 - 2 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 2 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** 5E 2019 Results Safety ? Low Response Student-Teacher Trust Low Response Counselor designed tiered Revere Staff Behavior Matrix Trauma Responsive Practices training focused on school expectations for personal, classroom and school safety Teachers base Power of 3 classroom expectations on care for self, others and property Teachers trained to implement pre-correction strategies for classroom, recess and hall transitions The school's weekly bulletin and school improvement PD focus on the use of Trauma Responsive Educational Practices (TREP) de-escalation strategies. Universal hall expectations posted in classrooms. Developed a restroom schedule to avoid congestion, co-mingling of students from primary and middle school. Student advocate coordinated parent volunteers to supervise lunch and recess, but needed a consistent core group of individuals to maintain a regularly scheduled presence. Student advocate supported a core group of male students from 4th-8th who needed emotional supports. Student advocate collaborated with security to monitor third floor halls during lunch and middle school classroom transitions. Student advocate provided push-in services to various classrooms (ex. teacher absences, testing) Student advocate provided immediate feedback to teachers on the implementation of mindfulness and pre-correction strategies. Room 200 was a protected space for emotional support versus punitive measures. The climate team, supported by U of C TREP coaches, held regular monthly meetings to follow-up on REACH Domain 2 observations, pre-correction strategies, mindfulness, hall expectations and transitions. Room 200, staffed by the student advocate, provided a safe place for students to communicate their feelings, issues and problems. The climate team provided parent conference forms for the staff to document issues and actions. Student advocate organized the school store to provide weekly incentives for positive behavior. Student advocate supported breaks for tier 2 and 3 students needing short break interventions.
- 3 - Supportive and Equitable Approaches to Discipline
 - 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** 5E 2019 Results/Dashboard Metrics Academic Personalism ? Low Response Instructive discipline rates higher than suspension rates. Suspension rate 8.8% Instructive/Restorative 37.7% The use of Room 200 used primarily for time out and to implement peace circles. Student advocate and other staff identified as

champions for students needing tier 2 and 3 supports. School partners, Peaceful Resolutions and J Has Heart provide universal supports on social-emotional competencies and identified individual students and families to mentor. Peaceful Resolutions provided bully awareness and feminine hygiene workshops. 5-8 students completed bully and supportive schools surveys. Student advocate supported staff in facilitating peace circles to resolve conflicts and to promote student awareness on how their actions cause harm. Student advocate routinely enters misconduct data into Aspen in a timely manner. Student advocate and counselor facilitate conferences and maintain a system for Office of Student Protection records. A diverse group of individuals represent the behavioral health team across grades and provide supports for the design of re-entry plans. Student advocate uses push-in measures to support teachers to decrease time out of the classroom for disruptive students. Room 200 provides up to 20 minute breaks for students needing trauma breaks. The behavioral health team filters attendance and discipline data to determine equity of practice and focus for interventions (ex. Team's analysis of data showed a lower attendance rate for males prior to the closure. Team needs to continue monitoring of this data.)

- 2 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 2 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).
 - 2 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 2 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 3 Partner equitably with parents speaking languages other than English
 - 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:** Parent Portal connection rate 5 or 2.27% Class Dojo 139 parents Highest Class Dojo rate 100% for kindergarten Schoolwide Avg Dojo Rate 60% Some staff (primarily nonclassroom) leverage family strengths. (ex. Parent leadership collaborates with student advocate to recruit volunteers for recess/halls and conflict resolution) Teacher initiative needs to increase for organizing and planning school events. Currently, partners such as Global Girls, N-Joy Dance and Cool Classics partners with a limited number of teachers. Class Dojo and monthly PAC/LSC meetings are the primary platforms for parent voice, but have limited reach because of low participation. Class Dojo and weekly RIGHT letters provide regular communications on attendance and parent portal usage. LSC/PAC agendas include attendance data and strategies to improve attendance. The school has partnered with the Office of Attendance and Truancy to develop strategies to increase STLS attendance and decrease chronic absenteeism. School staff is aware to access interpreters for students and families. (ex. interpreter identified for a student of deaf parents) The school has longstanding partnerships with Ring of Hope, the Kindness Campaign and the Gary Comer Youth Center.
-

Veronica Thompson (Feb 20, 2020)

Overall assessment: **2 (some practices evident)**

Student surveys will be administered by 2/21. Family engagements survey reflections will be conducted 2/21. Revere needs to take the pulse of families prior to the launch of the 5Es to ensure objective scoring based on indicators and measurable evidence.

Somewhat	Ratings are provided for all SEF categories and sub-categories.
Somewhat	Ratings can be supported by available evidence.
Not yet	Students are consulted for determining SEF ratings.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
1	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	4
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	5
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1
2	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
2	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	3
2	Quality and Character of School Life: Family & Community Engagement	0
2	Quality and Character of School Life: Physical and Emotional Safety	2
2	Quality and Character of School Life: Relational Trust	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Literacy attainment for 2nd grade
Root Cause 1	Lack of independent reading proficiency of high quality text entering 2nd grade.
Area of Critical Need 2	Literacy attainment for 3rd-8th
Root Cause 2	Lack of reading interventions for quartile 1 and 2 students.
Area of Critical Need 3	Math attainment for 2nd Grade
Root Cause 3	Lack of mastery of foundational math skills entering 2nd grade.
Area of Critical Need 4	Literacy Growth for 3-8th, including diverse learners.
Root Cause 4	Lack of high quality interventions delivered through MTSS.
Area of Critical Need 5	Math Growth for 3-8th
Root Cause 5	Lack of high quality interventions delivered through MTSS

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: National School Attainment Percentile - Math (Grade 2)	African American		32.00	42.00
I chose this metric because we want at least 50% of our second graders to transition to third on grade level.				

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
<p>SQRP: National School Attainment Percentile - Math (Grades 3-8)</p> <p>Until 2019, Revere was at least approachig the 430h perctile.in attainment. We have departmentalized math in grade 4-8 to ensure students receive high quality instruction from teachers who show proficiency with the Common Core Math Standards and an understanding of math pedagogy.</p>	African American		40.00	45.00
<p>SQRP: National School Attainment Percentile - Reading (Grade 2)</p> <p>I chose this metric because of the intensive professional learning PK-2 teachers receive in balanced literacy. We need to ensure that our primary students become proficient readers in fluency and comprehension prior to entering third grade.to sustain growth and attainment goals through 8th grade.</p>	African American		45.00	50.00
<p>SQRP: National School Growth Percentile - Reading (Grades 3-8)</p> <p>I chose this metric to support increase in SQRP as a result of the school's plan to implement cycle of learning for instructional core practices of questioning and discussion and small group instruction.</p>	African American		60.00	70.00
	Students with IEPs		30.00	40.00
<p>SQRP: National School Growth Percentile - Math (Grades 3-8)</p> <p>I chose this metric to support increase in SQRP as a result of the school's plan to implement cycle of learning for instructional core practices of questioning and discussion and small group instruction.</p>	African American		50.00	60.00
	Students with IEPs		30.00	40.00

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey We want to improve the culture for learning in the areas of collective responsibility, academic personalism, and school safety.				4.00	4.00

Custom metrics (67% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
Attendance , On Track With the implementation of tier 2 and 3 attendance barrier strategies, Revere increase the number of students in the 94< bucket for attendance to increase on-track to 50%.	93.00	94.00		95.00	

Strategies

Strategy 1

If we do...	If the instructional leadership team provides targeted professional development on the use of research-based MTSS interventions (Measuring Up, IXL, Level Literacy Intervention) and engages school teams in quarterly learning rounds to monitor the implementation and effectiveness of MTSS instructional tools and assessments for progress monitoring
Then we see...	Then we will see differentiated instructional supports and teaching practices that create a supportive learning environment that meets the academic and social-emotional needs of Quartile 1 and 2 students, including diverse learners
which leads to...	On an annual basis, we will see at least 60% of Revere's students gain at least 1.5 years of academic growth as measured by the 3-8 MAP assessment in reading and math. by Spring 2021.
Budget Description	Title 2 funded part-time teacher for K-3 tier 2, 3 interventions, 332 - Wilson Language and LLI intervention materials and professional development, 115 Engage New York for 3-8, Measuring Up Live for K-8 reading and math interventions and assessments, 332/115 extended day professional development buckets for MTSS data analysis of progress monitoring, extended day MTSS committee analysis of peer observations and next steps, 115 funding for City Year partnership to support regular and extended day tutoring, 115 funding for K-1 Reading in Motion, K-2 RAZ Plus, PK-5 Happy Numbers, 332 academic extended day funding for teacher assistants, clerk and security

<p>Tags</p>	<p>Assessment: Checkpoint Student Assessment System, Assessment: Improving Assessment Literacy, Assessment: Monitoring Student Learning to Support Growth, Assessment: PreK-3 Assessment, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, MTSS: Shared Leadership, ODLSS: Instructional Quality, OECE: P-2 Balanced Literacy, OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSSE: Out of School Time, Personalized Learning: Progression Based on Mastery, Personalized Learning: Tailored Learning/Differentiation, Math: Formative Assessment</p>
<p>Action steps</p>	<ul style="list-style-type: none"> <p>• (Not started) Collaborate with teachers to fund personalized learning platforms that address the needs of all learners.</p> <p>Tags:MTSS: Curriculum & Instruction, Personalized Learning: Progression Based on Mastery, Personalized Learning: Tailored Learning/Differentiation</p> <p>• (Not started) Fund Engage New York for grades 3-8 to implement a schoolwide literacy curriculum for core instruction.</p> <p>Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction</p> <p>• (Not started) MTSS lead delivers professional learning to teachers in grades K-8 on the use of ELL strategies for MTSS instruction</p> <p>Tags:Literacy: Shift 2-Leveraging Data to Close Gaps, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Shared Leadership, Math: Equitable Access</p> <p>• (Not started) Provide targeted professional development for funded MTSS interventions (ie Wilson Language System, Leveled Literacy Intervention and Measuring Up Live) to support tier 2, 3 general education, and diverse learners in Q1 an Q2 by August 2020.</p> <p>Tags:Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, MTSS: Curriculum & Instruction, Math: Formative Assessment</p> <p>• (Not started) Collaborate with the MTSS department to conduct a needs assessment of Revere's MTSS leadership's plan for delivering evidence-based nterventions, progress monitoring, assessments, and evaluation for effectiveness.</p> <p>Tags:Assessment: Multiple Measures to Provide Evidence of Student Learning, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership</p> <p>• (Not started) MTSS school leadership will coordinate professional learning to support the implementation of Wilson Language, Leveled Literacy Interventions, Measuring Up Live and Checkpoint</p>

Tags:Leadership for Continuous Improvement, Assessment: Checkpoint Student Assessment System, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Shared Leadership

- (Not started) MTSS school leadership will provide a teacher orientation on the structures, systems and calendar for MTSS instructional peer observations, professional learning, the problem-solving process, instructional and assessment data analysis, and the management of progress monitoring records.

Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, Literacy: Shift 2-Leveraging Data to Close Gaps, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process

- (Not started) Schedule ODLSS co-teaching PD by September 2020.

Tags:Equity: Targeted Universalism, Literacy: Shift 2-Leveraging Data to Close Gaps, ODLSS: District Representatives, ODLSS: Instructional Quality

- (Not started) On a quarterly basis, the instructional leadership team will lead content area professional learning to support vertical alignment and analysis of Common Core Standards and strategies for explicit core and small group instruction in reading and math.

Tags:Leadership for Continuous Improvement, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, MTSS: Fidelity of Implementation, MTSS: Shared Leadership, Teacher Leader Development & Innovation: Teacher Teams, Math: Rigorous Tasks, Math: Student Discourse

- (Not started) Beginning October 2020, the instructional leadership team will conduct quarterly internal learning rounds to provide feedback on assessment results and the evidence of differentiated practice and student tasks.

Tags:Assessment: Monitoring Student Learning to Support Growth, MTSS: Curriculum & Instruction, Personalized Learning: Tailored Learning/Differentiation

- (Not started) The ILT/MTSS committee will conduct quarterly peer observation walk-throughs to provide feedback on instructional and assessment practices for Wilson Language, LLI, and Measuring Up Live.

Tags:Instruction, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, MTSS: Curriculum & Instruction, Personalized Learning: Tailored Learning/Differentiation

- (Not started) School instructional and climate leadership teams will collaborate on the design of an MTSS parent workshop to introduce parents to the

	<p>instructional tools and reports that will be used by Wilson, Measuring Up, LLI, etc. to monitor student progress and provide resources for family MTSS engagement.</p> <p>Tags:Assessment: Checkpoint Student Assessment System, Assessment: Monitoring Student Learning to Support Growth, Literacy: Shift 2-Leveraging Data to Close Gaps, MTSS: Family and Community Engagement, ODLSS: Parent Involvement Specialists, Math: Formative Assessment</p>
--	--

Strategy 2

If we do...	If the leadership team uses the supportive schools survey to assess community perceptions of connectedness and understanding of data as it relates to attendance and student performance on formative, interim and summative assessments
Then we see...	shared accountability for supportive learning environments leading to a decrease in student misconducts and an increase in attendance
which leads to...	By MOY 20-21, we will improve attendance by 3% as a metric of engagement and decrease misconduct by 20% as measured by Aspen and Dashboard metrics.
Budget Description	115 recess monitor and miscellaneous positions for preparation periods, 115 or External Grants for Attendance, SEL tier 2,3 supports, 115 Trauma Responsive Practices conferences 115 City Year or Recess Works funding for a community partner or agency to support safety, instructional supports and community building,
Tags	Relational Trust, Student Voice, Engagement, and Civic Life, Supportive and Equitable Approaches to Discipline, Equity: Resource Equity, FACE2: Local School Council, FACE2: Parent Engagement, FACE2: Title 1 PAC, MTSS: Problem Solving Process, OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, Safety & Security, SSCE: Student Voice CIWP
Action steps	<ul style="list-style-type: none"> (Not started) By July 2020, allocate funding to promote school identity and core values in the physical space and through social media platforms. <p>Tags:OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSSE: Student Outreach and Re-Engagement</p> <ul style="list-style-type: none"> (Not started) By August 2020, the attendance committee will develop tier 2 and 3 attendance interventions and attendance plans for families of students with attendance rates below 92% during SY20. <p>Tags:MTSS, Student Voice, Engagement, and Civic Life, FACE2: Community Partnerships, OSEL: Supportive and Equitable Discipline Practices, OSSE: Attendance & Truancy</p> <ul style="list-style-type: none"> (Not started) Conduct PBIS professional development to support Tier 1 schoolwide systems and procedures. <p>Tags:Structure for Continuous Improvement, MTSS, Supportive and Equitable Approaches to Discipline, MTSS: Fidelity of Implementation, MTSS: Problem</p>

	<p>Solving Process, OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> (Not started) Beginning September 2020, the climate team will provide professional development and protocols to monitor Trauma Responsive Educational Practices (TREP) for the implementation of mindfulness, tiered response to behaviors and pre-corrections to support school-wide transition routines and restorative practices. <p>Tags:Equity: Resource Equity, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> (Not started) By August 2020, develop a SY21 activity calendar (i.e. monthly, quarterly recognition for academic achievement, attendance, citizenship), family engagement activities (math, literacy night, a career fair for adults and students, community service projects, school/district academic competitions, pictures, and holiday celebrations), and graduation activities, etc. <p>Tags:Family & Community Engagement, FACE2: Parent Engagement</p> <ul style="list-style-type: none"> (Not started) By August 2020, the climate team will collaborate with the Office of Health and Wellness and City Year on the design of a strategic recess plan. <p>Tags:Physical and Emotional Safety, OSCPA: Social/Emotional Support</p> <ul style="list-style-type: none"> (Not started) On a monthly basis, the climate team will conduct environmental observations to monitor Supportive Schools Certification areas of growth to be on track for exemplary status in 2022. <p>Tags:Leadership for Continuous Improvement, Relational Trust, Physical and Emotional Safety, MTSS: Problem Solving Process, OSSE: Student Outreach and Re-Engagement</p> <ul style="list-style-type: none"> (Not started) Coach the student and voice committee on the development of mission and goals statements and an action plan for a problem-based learning and service project. <p>Tags:Leadership for Continuous Improvement, Student Voice, Engagement, and Civic Life, Family & Community Engagement, OSSE: Student Outreach and Re-Engagement, SSCE: Informed Action: Project-based learning or Service Learning</p> <ul style="list-style-type: none"> (Not started) Conduct Supportive Schools parent, staff and student surveys and focus groups in September and December to assess culture and climate progress. <p>Tags:Physical and Emotional Safety, MTSS: Family and Community Engagement, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSSE: Attendance & Truancy, SSCE: Student Voice</p>
--	---

Strategy 3

If we do...	If the instructional leadership and climate teams collaborate to monitor Tier 1 SEL-embedded Core instruction, MTSS interventions, multi-level assessment systems and supportive school indicators that promote equitable practices and positive student/family school connections for classroom climate and a shared accountability for learning
Then we see...	then we see opportunities to measure the effectiveness of supportive classroom environments and core curriculum and instructional materials (Engage New York, Envision 2.0, Amplify Science, Measuring Up, IXL, CommonLit, etc) as it relates to the mastery of standards on formative and interim assessments (Checkpoint, Measuring Up, IXL)
which leads to...	Revere maintaining a quarterly on-track index of 50 as measured by the Dashboard metric of SY 2021.
Budget Description	115 and IL-Empower funds for extended day tutoring, 332 funds for extended day assessment analysis, 115 funds for extended day professional development for core and MTSS instructional materials (Amplify Science, Envision 2.0 online tools, differentiated learning plans for IXL and Measuring Up, 115 funds for extended day U of C Trauma Responsive Educational Practices and SEL-embedded instruction, ONS leadership models, 115 professional services professional development for Golden Apple SY21 professional learning, 115 for extended day Amplify Science quarterly module professional learning
Tags	Leadership for Continuous Improvement, Structure for Continuous Improvement, Instruction, Balanced Assessment and Grading, Relational Trust, Assessment: Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Multiple Measures to Provide Evidence of Student Learning, Equity: Targeted Universalism, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, Math: Student Discourse
Action steps	<ul style="list-style-type: none"> • (Not started) Collaborate with teachers to identify an assessment system for formative and interim assessments. Tags:Balanced Assessment and Grading, Assessment: Monitoring Student Learning to Support Growth • (Not started) The ILT and climate team will collaborate on instructional core professional development for evidence of SEL embedded practices, questioning and discussion techniques and rigorous instruction from core curriculum (Envision 2.0, Engage New York and Amplify Science) Tags:Leadership for Continuous Improvement, Instruction, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, MTSS: Curriculum & Instruction, Personalized Learning: Learner Agency, Science: Rigorous Tasks, Science: Student Discourse, Math: Rigorous Tasks, Math: Student Discourse • (Not started) On a quarterly basis, the Instructional leadership and climate teams will conduct root cause analyses for students needing tier 2 and 3 attendance interventions.

	<p>Tags:Leadership for Continuous Improvement, MTSS, OSSE: Attendance & Truancy</p> <ul style="list-style-type: none"> (Not started) Conduct bi-weekly Gradebook audits and teacher self-assessment to provide feedback on grading practices and the implementation of the progress monitoring tool for MTSS. <p>Tags:Balanced Assessment and Grading, Assessment: Balanced Assessment and Grading, Assessment: Monitoring Student Learning to Support Growth, MTSS: Progress Monitoring</p> <ul style="list-style-type: none"> (Not started) Facilitate a balanced assessment and grading self-assessment and use results to inform the analysis on-track metrics <p>Tags:Assessment: Balanced Assessment and Grading</p> <ul style="list-style-type: none"> (Not started) Lead science teacher will develop a plan to launch quarterly Amplify Science professional development by September 2020. <p>Tags:Leadership for Continuous Improvement, Curriculum, Science: Curriculum, Science: Rigorous Tasks, Science: Student Discourse</p> <ul style="list-style-type: none"> (Not started) Monitor student attendance and MTSS tier 2, 3 intervention plans. <p>Tags:MTSS: Problem Solving Process, MTSS: Progress Monitoring</p> <ul style="list-style-type: none"> (Not started) Lead literacy and MTSS teacher will develop a plan to launch quarterly Engage New York professional development for new users in grades 2-5. <p>Tags:Leadership for Continuous Improvement, Assessment: Improving Assessment Literacy, Assessment: Monitoring Student Learning to Support Growth, Literacy: Key Practice #3-Frequent Process-based Writing, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps</p>
--	--

Action Plan

Strategy 1

Provide targeted professional development for funded MTSS interventions (ie Wilson Language System, Leveled Literacy Intervention and Measuring Up Live) to support tier 2, 3 general education, and diverse learners in Q1 an Q2 by August 2020.

Aug 19, 2020 to Aug 31, 2020 - Thompson

On a quarterly basis, the instructional leadership team will lead content area professional learning to support vertical alignment and analysis of Common Core Standards and strategies for explicit core and small group instruction in reading and math.

Sep 30, 2020 to May 28, 2021 - ELA/MATH Lead Teachers

Beginning October 2020, the instructional leadership team will conduct quarterly internal learning rounds to provide feedback on assessment results and the evidence of differentiated practice and student tasks.

Oct 22, 2020 to May 27, 2021 - Principal Thompson

Collaborate with the MTSS department to conduct a needs assessment of Revere's MTSS leadership's plan for delivering evidence-based interventions, progress monitoring, assessments, and evaluation for effectiveness.

Aug 28, 2020 to Sep 11, 2020 - Principal Thompson

Fund Engage New York for grades 3-8 to implement a schoolwide literacy curriculum for core instruction.

Jul 30, 2020 to Jul 30, 2020 - Principal Thompson

Collaborate with teachers to fund personalized learning platforms that address the needs of all learners.

May 08, 2020 to May 08, 2020 - Instructional Leadership Team

MTSS school leadership will coordinate professional learning to support the implementation of Wilson Language, Leveled Literacy Interventions, Measuring Up Live and Checkpoint

Sep 11, 2020 to Sep 11, 2020 - MTSS Leads

MTSS school leadership will provide a teacher orientation on the structures, systems and calendar for MTSS instructional peer observations, professional learning, the problem-solving process, instructional and assessment data analysis, and the management of progress monitoring records.

Sep 18, 2020 to Sep 18, 2020 - Cluster MTSS Lead Teacher

The ILT/MTSS committee will conduct quarterly peer observation walk-throughs to provide feedback on instructional and assessment practices for Wilson Language, LLI, and Measuring Up Live.

Oct 05, 2020 to May 20, 2021 - ILT/MTSS

School instructional and climate leadership teams will collaborate on the design of an MTSS parent workshop to introduce parents to the instructional tools and reports that will be used by Wilson, Measuring Up, LLI, etc. to monitor student progress and provide resources for family MTSS engagement.

Oct 21, 2020 to Oct 21, 2020 - ILT/Climate Team

MTSS lead delivers professional learning to teachers in grades K-8 on the use of ELL strategies for MTSS instruction

Aug 31, 2020 to Aug 31, 2020 - Allison Morgan, MTSS Lead Teacher

Schedule ODLSS co-teaching PD by September 2020.

Sep 29, 2020 to Sep 29, 2020 - Principal Thompson E Boateng

Strategy 2

By August 2020, the attendance committee will develop tier 2 and 3 attendance interventions and attendance plans for families of students with attendance rates below 92% during SY20.

Aug 21, 2020 to Aug 21, 2020 - Carmen McClain

Beginning September 2020, the climate team will provide professional development and protocols to monitor Trauma Responsive Educational Practices (TREP) for the implementation of mindfulness, tiered response to behaviors and pre-corrections to support school-wide transition routines and restorative practices.

Aug 28, 2020 to Oct 23, 2020 - Sherman Butler U of C TREP Consultant

By July 2020, allocate funding to promote school identity and core values in the physical space and through social media platforms.

Jul 30, 2020 to Sep 25, 2020 - Veronica Thompson

On a monthly basis, the climate team will conduct environmental observations to monitor Supportive Schools Certification areas of growth to be on track for exemplary status in 2022.

Sep 30, 2020 to May 28, 2021 - Climate Team

By August 2020, the climate team will collaborate with the Office of Health and Wellness and City Year on the design of a strategic recess plan.

Aug 31, 2020 to Sep 04, 2020 - Principal Thompson, Sherman Butler, Jean Harmon

Coach the student and voice committee on the development of mission and goals statements and an action plan for a problem-based learning and service project.

Oct 16, 2020 to Oct 16, 2020 - Counselor Jean Harmon, Sherman Butler

By August 2020, develop a SY21 activity calendar (i.e. monthly, quarterly recognition for academic achievement, attendance, citizenship), family engagement activities (math, literacy night, a career fair for adults and students, community service projects, school/district academic competitions, pictures, and holiday celebrations), and graduation activities, etc.

Aug 31, 2020 to Aug 31, 2020 - Carmen McClain, Jean Harmon

Conduct Supportive Schools parent, staff and student surveys and focus groups in September and December to assess culture and climate progress.

Sep 25, 2020 to Dec 18, 2020 - Jean Harmon, Sherman Butler

Conduct PBIS professional development to support Tier 1 schoolwide systems and procedures.

Aug 26, 2020 to Aug 26, 2020 - Allison Morgan

Strategy 3

On a quarterly basis, the Instructional leadership and climate teams will conduct root cause analyses for students needing tier 2 and 3 attendance interventions.

Oct 07, 2020 to May 21, 2021 - Attendance Committee

Conduct bi-weekly Gradebook audits and teacher self-assessment to provide feedback on grading practices and the implementation of the progress monitoring tool for MTSS.

Sep 11, 2020 to May 21, 2021 - Veronica Thompson

Monitor student attendance and MTSS tier 2, 3 intervention plans.

Sep 11, 2020 to Jun 18, 2021 - Attendance Team

Facilitate a balanced assessment and grading self-assessment and use results to inform the analysis on-track metrics

Sep 10, 2020 to Sep 10, 2020 - Veronica Thompson

Collaborate with teachers to identify an assessment system for formative and interim assessments.

May 22, 2020 to May 22, 2020 - Veronica Thompson

The ILT and climate team will collaborate on instructional core professional development for evidence of SEL embedded practices, questioning and discussion techniques and rigorous instruction from core curriculum (Envision 2.0, Engage New York and Amplify Science)

Aug 27, 2020 to Aug 27, 2020 - Veronica Thompson

Lead science teacher will develop a plan to launch quarterly Amplify Science professional development by September 2020.

Sep 11, 2020 to Sep 11, 2020 - Linda Frye-Kerr

Lead literacy and MTSS teacher will develop a plan to launch quarterly Engage New York professional development for new users in grades 2-5.

Sep 09, 2020 to Sep 09, 2020 - Patricia Hopkins

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

[]

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

ESSA Schoolwide Program

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

Paul Revere will partner with Innovare to analyze interim and assessment data to identify the root causes and drivers of change needed to increase achievement. The results of this needs assessment will inform instructional interventions for literacy and math as it relates to using the data cycle and progress monitoring of formative and interim assessments for mastery of Common Core Standards and K-2 foundational reading and math skills as measured by end of year district assessments. The needs assessment will also consider attendance trends and the school's menu of supports in response to tier 2, 3 social-emotional needs. The needs assessment of the school will prioritize MTSS academic and social emotional needs and use the analysis for targeted groups of students between 90th-94th attendance percentile, below the 24th percentile on NWEA, and diverse learners.

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

Schoolwide reform strategies will rely on evidence-based MTSS interventions, implementation of the data cycle for formative and interim assessments, progress monitoring of targeted group differentiated instruction, student work analysis for evidence of alignment to the standards, frequent observation feedback and the implementation of high-quality instructional materials and professional development to facilitate personalized learning for all students.

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

Paul Revere will select evidence-based and district approved methods and instructional strategies that include balanced literacy, Gradual Release, Universal Design for Learning, The Teaching for Robust Understanding (TRU) Mathematics Assessment Project, guided reading and math, math talks and small group instruction. To increase the quality of learning time, the school will prescribe to district recommended instructional minutes for core subjects based on grade level. In addition, Revere will continue to provide at least 16 weeks of extended day instruction to meet the needs of target groups, including diverse learners and students needing intensive supports for reading and math.

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

Schoolwide reform strategies will focus on the implementation of MTSS interventions for core, tier 2, and tier 3 instruction. Revere will invest in digital programs such as Measuring Up, IXL and RAZ kids to increase proficiency for literacy and numeracy. Innovative teaching methods will be developed through Network 12 and district training on Google Classroom, including STEM strategies. In addition, Revere will identify new and existing partners for enrichment in the arts, personal finance and college and career readiness. Partners and programs for enrichment will include Global Girls Readers' Theater and Spoken Word, Kid Millinaire, Peaceful Resolutions, Step and sports.

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

Paul Revere's interviewing committee consists of teacher representation for every grade level. The committee uses a comprehensive protocol that deep dives the perspective candidate's beliefs about teaching and learning, professional growth, classroom/schoolwide culture, instructional and assessment practices and teacher leadership. Responses are compared to the district's REACH evaluation rubric for Domains 1-4. These elements are included in the job description and posting for vacancies. Strategies to attract candidates include referrals from high-performing principals and teachers, social media, websites, and university partnerships.

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

Revere's professional development partnerships include district-wide offices specializing in reading, math, social-emotional wellness, MTSS and balanced-assessment and grading. In addition, the diverse learner team and general education teachers will seek professional development from the Office of Specialized Services focused on co-teaching models and challenging behaviors. Revere will continue to participate in Network 12's professional development offering for guided reading and the DePaul University math project. The PK-2 team participates in the Balanced Literacy professional development. In seeking to earn exemplary supportive school certification, Revere will continue to partner with the University of Chicago's Trauma Responsive Educational Practices (TREP) program to further engage teachers in developing supportive Tier 1 classroom management and schoolwide structures. Our school climate coordinator and student service advocate also participates in the Office of Social Emotional Learning deans' professional development to help facilitate instructive and restorative practices for student behaviors.

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

Revere selected strategies to increase student attendance and parent presence and participation instructional and special programs. Strategies to increase parent involvement will be prioritized for technology training, disease management for common ethnic related health disorders, job and career readiness skills, community outreach services and the communication of a family calendar of events to provide timely communication of events and parent collaboration with various staff committees.

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

The transition from Pre-K to kindergarten focuses on teacher preparation and professional development, teacher and student engagement in schoolwide literacy and math activities and parent orientation and celebrations. Paul Revere's Pre-K teacher participates in the Balanced Literacy professional development for the implementation of sight word instruction and guided and independent reading instruction, assessment and conferencing. As recommended, the teacher supplements Teaching Strategies Gold with high quality and culturally responsive literature from the classroom's Scholastic Library. As part of the transition plan, the teacher participates in PK-2 weekly common meetings and staff development to ensure instructional practices and assessments align to core instruction. Professional development also includes trauma responsive educational practices facilitated by the University of Chicago to promote mindfulness and restorative and instructive strategies for student misconduct. The school also host family math and literacy nights to promote the home-school connection for literacy and numeracy. As part of the transition, the Pre-K teacher collaborates with the kindergarten teacher to provide an orientation and celebration, which inform families of instructional goals and resources for summer learning

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

As required, teachers collaborate on the annual assessment plan. In addition to mandated district assessments that include 2-8 NWEA and K-2 Amplify TRC and mCLASS, teachers evaluate the use of various tools to support interim and formative assessments. Teachers attend the annual assessment plan meeting and vote on assessment tools to support progress monitoring of mastery of the standards and balanced assessment and grading.

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

Revere will offer daily MTSS programs for regular and extended day hours. To support teacher implementation of interventions, volunteers and parents will receive training to provide prescriptive lessons and monitoring of student progress with one on one instruction and digital programs such as Measuring Up, IXL and RAZ kids. Student assessment results will be analyzed by teachers and shared with parents and volunteers to lead or co-facilitate student data conversations and SMART goal-setting. Students will also engage in Naviance as a way to focus on social competencies and career indicators for long-term goal-setting based on student strengths and interests. Student achievement will be celebrated with student of the month recognition, academic competitions and incentives for time on task on digital learning programs and attendance.

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

We will give primary consideration to providing extended learning time, this will be accomplished through, an extended school year, before-and afterschool, and summer programs model with a focus on providing opportunities for professional development with resources. We will provide strategies to increase parental involvement through family literacy services, job, and vocational training, and increased community outreach. Through external partnering, we will provide additional focus on violence prevention, we will seek to enhance parent and student problem-solving capabilities through conflict

resolution skills, mediation practices, as well as calming techniques. Additionally, we will provide nutrition programs to students in grades Head Start through eighth through a wellness campaign in collaboration with the districts health and wellness department, with a focus on healthy eating habits and physical growth and development. Finally, these accomplishments are led and facilitated by all school community members which include administration, parents, faculty, staff and students.

ESSA Targeted Assistance Program

Parent Involvement 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.

Each year, Principal Thompson and/or climate team members meet with ESSA PAC leadership and members to engage their voice in perceptions of school climate and supportive environment indicators for students and families. Principal Thompson met with the PAC coordinator and liaison Mary Long on May 7 and May 12 to discuss CIWP Priority 2 - Physical and Emotional Safety and ways to increase parental involvement, as it relates to increasing the school's supportive schools certification rating to exemplary for 2021. The May 7 meeting addressed the 5 essential indicator results for family involvement and parental support. In summary, teachers shared that parental involvement needs to increase to support improvement in student performance and attendance. In addition, Principal Thompson outlined the school's training in the University of Chicago's Trauma Responsive Educational Practices (TREP) framework and the need to increase school community buy-in for tier 1 SEL instruction and restorative practices. During the May 7 meeting, Ms. Long also shared concerns about the impact of remote learning and how the school can leverage supports to build stronger connections. We also looped back to the October parent surveys which showed a strong interest in job training and an appreciation for the convenience of existing home connection strategies such as Class Dojo, www.wearerevere.org, and the Revere Facebook. Families also enjoyed family nights and student performances. Mary Long coordinated the May 12 ESSA PAC meeting to further engage families in parental involvement strategies. Eight attendees, including a community partner attended the meeting.

As a result of these meetings, we reached a consensus on strategies and action steps for Priority 2. Parents and the community will be able to participate and engage in a periodic review during monthly LSC and ESSA meetings. Principal Thompson will provide monthly data reports on attendance, uniform compliance, Group 1 and 2 misconduct, Aspen remote learning, and on-track to keep parents informed on the progress of the Priority 2 Theory of Action and action step to support the metrics of attendance, student misconduct, and parent portal usage. The ESSA members will also participate in an October and December supportive school and climate-created surveys for families and students to measure the effectiveness of SY21 action steps to improve school climate and culture.

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 and PAC organizational meetings will be held by September 25, 2020. Monthly PAC meeting dates will be determined at the organizational meeting. Monthly ESSA agendas will include attendance and parent portal usage data, as we agreed to be more intentional about using quantitative sources to measure parent engagement activities as it relates to student performance and attendance to maintain a 50% on track index in Dashboard. Based on 2019-20 surveys and CIWP focus meetings, additional topics will be technology training for Google Classroom and other remote learning platforms, health and wellness, restorative practices, school-wide systems, and structures to support climate and culture, adult health and wellness and employment supports. Seeking to increase parent engagement for parents between 20 and 30 years, the committee will use various social media platforms and incentives to increase parent attendance at the meetings.

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.

In addition to monthly parent meetings, the CIWP parent committee requested to organize a focus group. The focus group will collaborate with Revere's climate and attendance leadership team to support and monitor action items related to Priority 2 (Physical and Emotional Safety) and family engagement. As a focus group, they will help conduct at least two supportive school surveys to identify and address areas of concerns related to school-wide routines, student behavior, Aspen Parent Portal, and digital learning engagement training and support for parents. The school will also measure Class Dojo usage reports for positive feedback. Class Dojo will also be used for more immediate and short-term issues specific to individual families or classrooms, and school safety concerns.

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.

Revere will use district and local assessment reports specific to MTSS, formative and summative data (ex. NWEA, IAR, MTSS family reports from Measuring Up, IXL, RAZ Kids). In addition, K-2 will provide Amplify Home-Connection and Fountas and Pinnell progress.) The availability of reports will be shared on Class Dojo, www.wearerevere.org, and during PAC/LSC meetings, open house, grade level parent meetings, 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 comply with the Right to Ask (RTA) policy and guidelines established by the Certification Compliance team. As required, the school will file letters and provide to parents 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.

Revere will host parent workshops and place state and local assessment data and reports on the agenda of its ESSA PAC and LSC meetings. Parents will be invited to one or more parent engagement meetings to explore reports, goals, and strategies to increase student performance. Individual student progress reports will be provided for the 5th, 15th, 25th, and 35th weeks. Families receive report cards for the 10th, 20th, and 40th week.

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 will build the capacity of parents to support remote/digital learning through parent tech training on Google Classroom, Google Meets, and Microsoft suite. In addition, the counselor will offer walk-in hours for Aspen Parent Portal training. In addition, a community partner and human resource specialist will collaborate with PAC leadership on employment topics, including, but not limited to 21st-century strategies for job seekers, completing electronic applications, resume and cover letters and social competencies for the workplace.

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.

The theory of action and action steps of Priority 2 (Physical and Emotional Safety) demonstrate the school's commitment to the value and utility of parent contributions as the climate team will work with parents to collect, organize and analyze data for supportive school certification and the 5 Essentials. In addition, the climate and instructional leadership teams will collaborate with parent leadership to create a family calendar for the purpose of timely communication of events and training opportunities for parents. The school will seek supports from FACE and attendance and truancy to train staff on strategies to improve relational trust and attendance metrics.

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 knowledge in and engagement in school-wide engagement goals for instruction and climate and culture. The PK-2 Balanced

Literacy initiative provides opportunities for professional learning in the areas of guided and independent reading, writing, and conferencing. As part of the climate team, the Head Start staff receive training in mindfulness and trauma-responsive practices. To support teaching and parent training, Revere's instructional and climate teams will target Head Start parents for tech, literacy and numeracy training focused on digital platforms to increase participation rates in Google Meets and Google Classroom.

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.

Revere will continue to issue the weekly backpack communications or RIGHT (Revere Information Goes Home Thursday). The letter will also be posted on Class Dojo and wearerevere.org. The Revere Facebook and Instagram will be used for parents who prefer social media platforms. The climate and PAC leadership will also collaborate on social events to promote and disseminate information.

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 of stakeholders dedicated to the academic and social-emotional growth of all learners so that they are prepared for higher learning, career, and civic leadership.

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 conferences for elementary schools - Quarter 1, November 18, 2020 Quarter 3, April 21, 2021. In addition, Revere will designate quarterly benchmark parent meetings for grades 3, 6 and 8.

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

Parents will receive the district required progress reports on October 9, 2020, December 18, 2020, March 12, 2021, and May 21, 2021. In addition, Revere will provide the BAG (Behaviors, Attendance and Grade) reports generated from Aspen to provide accumulate data on student misconduct, attendance rates, and grade point averages.

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

Teachers have the option of scheduling parent meetings before/after school or during the daily preparation periods. In addition to face to face conferences, teachers will be able to schedule Google Meets and/or post messages and responses to individual parents or families via Class Dojo.

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.

Volunteer training will be provided to parents to support the consistency and predictability of trauma-responsive training strategies and MTSS instructional supports. First, parents and family members will complete the CPS volunteer application, including background checks based on Level 1 or 2 service models. Upon approval, the climate team will facilitate an orientation focused on school-wide systems and structures for safety and order. Parents selected to provide instructional supports will also receive a teacher-led orientation and training on MTSS interventions for tier 1 and tier 2 students.

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

Revere will focus parent engagement on mindfulness/growth mindset practices, attendance, and remote learning. ESSA/PAC meeting agendas/topics will promote mindfulness and growth mindset strategies. In addition, parents will receive training to support traditional and remote learning platforms. Specifically, Revere will offer technology classes on Google Classroom, Google Meets, other digital platforms, and Microsoft Suite to assist students with the completion and posting of in-class and remote learning assignments.

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

Revere will use the tools and reports from various MTSS interventions to conference with parents. During these conferences, parents will receive guidance on how to interpret the reports and collaborate with teachers on the next steps for school-based instruction and at-home practice.

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 provide tier 1 Second Step social-emotional learning instruction and promote growth mindset to help students set SMART goals for attendance, executive functioning skills, and academic improvement. The counselor will also collaborate with teachers to implement Naviance and student advisory to engage students in frequent monitoring of their individual behavioral, attendance and GPA data. To promote student leadership and shared accountability, Revere will offer various organizations

and clubs such as student voice and attendance committees and the step team to provide a platform for students to lead and engage their peers in meeting school-wide expectations for safety and order and learning.

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.

By September 2020, parents will receive school-based on FACE training on strategies to increase parent engagement.

By September 2020, parents will receive training on Google Classroom and Google Meets.

By October 2020, parents will receive training on school-funded MTSS interventions (IXL, RAZ Kids, Measuring Up).

By October 2020, parents will receive training on how to interpret various school-based MTSS reports.

By November 2020, parents will receive a health and wellness workshop focused on the management of diabetes, asthma and other common health concerns.

By December 2020, a community partner will provide career and job readiness training.

By January 2021, parents will receive training on completing online job applications.

By February 2021, parents will receive training on bully awareness and how to monitor the responsible use of technology to support child safety.

By March 2021, parents will receive training on at-home test preparation digital programs and strategies.

By April 2021, the counselor will provide an 8th-grade parent workshop on the transition to high school.

By May 2021, the Head Start team and kindergarten teacher provide a workshop on the transition to kindergarten.

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.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$0.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00

54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$0.00