

**REVERE**

**Geographic Area - South Shore**



Official School Name
Paul Revere Elementary School

Address
1010 E 72nd St
Chicago, Illinois 60619

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
319	390	82%		

School Type	Grades Served	Performance Rating	Space Use Status	Adjusted Space Use Status
Neighborhood	Pre-K-8	Level 3	Efficient	

**Mission Statement as of May 2013**

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

**School Priorities as of May 2013**

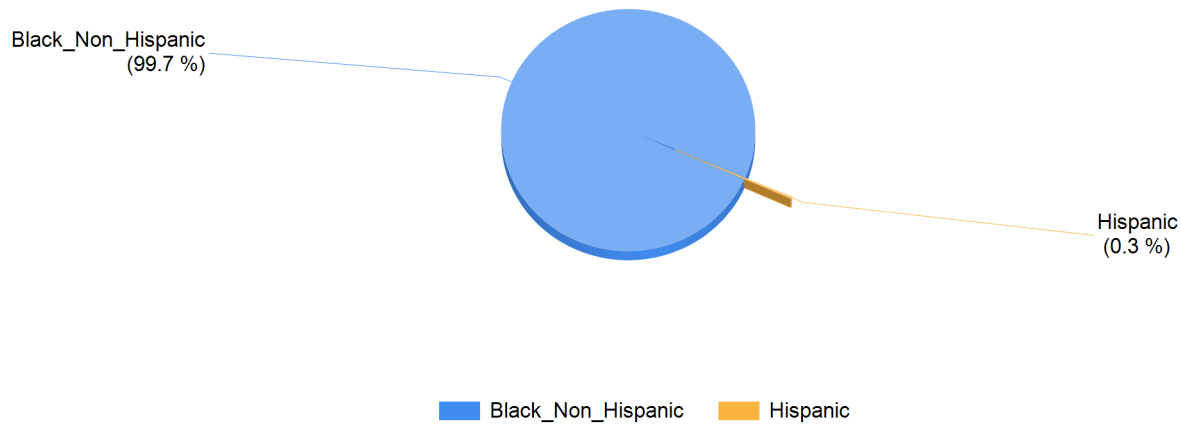
Description	Rationale
Continue implementation of Common Core Standards for Literacy and Argumentive Writing	Overtime, reading gains have been minimal and sluggish despite the implementation of various strategies or initiatives such as the Standards-Based Change Process 2004-2008, SMART goal-setting, a monthly skill focus, interim assessments such as CARS, novel studies and the purchase of Storytown. Although Revere attained a 6 point gain in reading in 2011 to increase meets/exceeds to 60.1%, teachers need to accelerate results by transitioning to the Common Core Standards to address text complexity and increase the use of nonfiction text. To increase teacher capacity, teachers require professional development and supports, including observation of reteaching action plans for standard subskills, strategies for teaching nonfiction and small group instruction.
Increase teacher capacity to use guided math as core practice and to develop math units.	In 2010, students meeting/exceeding reached 69%, including grade 3 at 90.2%; however, scores dropped 6 points to 63% in 2011. Currently, math value-add is a -2.4 . Instructional leadership was needed to support and monitor effective strategies for teaching standards and subskills, including an intensive focus on the subskills for number sense, measurement and data and probability. To increase teacher capacity, Revere hired a teaching math coach for the SY 2011-12. The math coach recommends an intensive use of the Common Core Standards for all grades despite the bridge 6-8 plan presented by the district. As part of the math Common Core transition, the coach also recommends professional development and math practices that include the implementation of guided math groups (Laney Sammon's and Marilyn Burns), Singapore math practices, MARS performance tasks, Khan Academy and UbD math units to increase the rigor and relevance in teaching and learning fractions, decimals and percents.

<p>Restructure science instruction for an emphasis on real-world application to college and careers.</p>	<p>In 2007-08 science scores dramatically increased 15 points to 54.1, then a less significant increase at 54.7 came in 2009. From the period 2007 to 2010, 7th grade scores averaged 68.3%; however, grade 4 remained below 50%. The lack of sustainable growth requires intensive support. As a result, the leadership team held monthly science common planning and data reflection meetings for grades 4 and 7 during the 2011-12 school year. To support the need to increase conceptual understanding, Revere invested in the Science Fusion 2012 curriculum for grades 3-5. As funds were limited, and the departmental 6-8 teacher had participated in an excess of 20 hours of intensive summer science professional development, she continued to use the existing SEPUP curriculum and web-based resources. Science instruction needs to improve with more in-class and field experiences that expose students to real-life applications of this subject.</p>
<p>Create a fully-integrated technology program for media arts and student collaborative projects to promote college and career readiness</p>	<p>Research supports the use of technology for increasing student motivation and as an instructional tool to share what students learned and to increase knowledge of real world applications to enhance literacy instruction. In 2010, the assistant principal introduced teachers to Web 2.0 tools and gadgets, and students from grades K-8, general and special education, became more proficient with keyboarding, Micro Soft Suite and managing various tools such as VoiceThread, Storybird, Glogster, Wordle and more. In addition, since January 2012, the middle school students, including students with IEPs, are using First Class and other collaborative tools to produce all of their work for Computer Education electronically. Revere continues to use technology for its students and teachers as a collaborative and instructional tool. In addition, students and their families adapted to receiving electronic assignments and using technology to complete and submit assignments. The use of technology as an instructional and collaborative tool, supports college and career readiness as our students have become proficient with Microsoft Suite and acclimated to the increased use of online assessments.</p>
<p>Develop a health and wellness initiative for physical fitness, prolific student health issues such as asthma, and the social emotional health of students and families.</p>	<p>Anticipated results from the Illinois Youth Survey will highlight several critical health-related activities that place our students at risk as a result of sexual activity, substance abuse and physical violence in the community and/or home. The Common Core ILT proposes making health and wellness one of the big ideas for the design of UbD units. In addition, this is a recommended topic according to the 21st Century Framework for Teaching and Learning and the Rigor and Relevance Framework provides an example of how students define a school health issue such as asthma and develop and/or campaign for asthma-friendly foods and a facility free of toxins that trigger the condition.</p> <p>As our students take alarming risks and engage in sexual activity as early as 10 years old, Revere's community activists and partners such as Access Community Health and Lakeside, initiated a campaign on STD awareness and Paul Revere's students are a primary audience.</p> <p>Revere received the Fresh Fruit and Vegetable grant for the 2011-12 school year and raised awareness on healthy snack options for students. In addition, the physical education teacher participated in health and wellness professional development programs such as Go Girls and the Presidential Active Lifestyle Award increase daily and monitor daily physical activity.</p>

## Programs & Services

<b>Advanced Placement Courses</b>	No
<b>Creative</b>	Choir/Chorus, Drama, Ethnic/Folk Dance, Guitar, Mixed Media, Rhythm Group, Student Art Club, Tap/Ballet/Jazz Dance
<b>CTE: Citywide</b>	No
<b>CTE: Other</b>	No
<b>CTE: Traditional Academy</b>	No
<b>CTE: Traditional Program</b>	No
<b>Health and Wellness</b>	Crisis Intervention Services, School-based Dental Services
<b>IB Wall-to-Wall/Programme</b>	No
<b>Parent and Community</b>	8-9th Grade Transition Workshops, Fitness Classes, Health and Well-Being Workshops, Meeting Space For Parent Groups, Parent Advisory/Group, Parenting Classes, Safety Workshops
<b>Scholastic</b>	Supplemental Educational Services (SES) Tutoring
<b>School-wide Programs and Models</b>	Community School, Early Childhood Program, Kindergarten, Supplemental Educational Services (SES) Tutoring
<b>Selective Enrollment/Gifted Program</b>	No
<b>Service Leadership</b>	No
<b>Sports and Fitness</b>	Boys' Basketball, Girls' Basketball, Girls' Tennis, Girls' Volleyball
<b>Supports And Resources</b>	Paul Revere Elementary School, an open enrollment school, offers students quality literacy and math instruction. Part of the Community Schools network, the school offers a variety of after school tutoring and enrichment clubs. Revere has a host of partners including the Gary Comer Youth Center, Revere C.A.R.E., and University of Chicago and University of Illinois Hospitals.
<b>Theme Based Magnet</b>	No

**% of students by race/ethnicity**



% Special education & students with disabilities	% English language learners	% Receiving free or reduced lunch	% Students in temporary living situations	% attending students who reside in neighborhood if boundary	% attending students who reside in neighborhood if boundary	% applicants enrolled if selective
9.79	0.00	92.28	10.68	58	70	N/A

General Information	
School Level	ES
Geographic Network	Skyway Elementary Network
Geographic Area	South Shore
School Type	District

Building(s) Inventory	
Total Campus Area (S.F.)	80,820
Year Constructed (MAIN)	1903
<b>Breakdown by Building Type (S.F.)</b>	
Building Type	Building Size
MAIN	39230
ADDITION_1	8120
ADDITION_2	33470

Schools Co-Located on Campus
<b>School Name</b>
Noble Street - Comer Campus (Middle)

Campus-wide Air Conditioning	
A/C Level	Full
Full A/C: Campuses have a centralized air conditioning/dehumidification system that provides thermal comfort to all buildings and classrooms, or the campus has a combination of spaces cooled by a centralized system and/or window A/C units in every classroom.	

Facility Assessment (for co-located schools and programs , the facility assessment represents total need of Campus)		
Latest Assessment	2013	
		<b><u>Facility Systems Assessed (by Phase)</u></b>
	\$803,860.20	<i>Exterior</i>
	\$3,444,193.61	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$741,509.34	<i>Interiors</i>
	\$103,286.04	<i>Site</i>
<b>Total Campus Need</b>	<b>\$5,092,849.19</b>	The total dollar amount of existing maintenance repairs and replacements, identified by a comprehensive facilities condition assessment of buildings, grounds, fixed equipment, and infrastructure needs. It does not include types of work such as program improvements or new construction; these items are viewed as separate capital needs

Campus Summary	
Recommended Campus Action	Renovation
Planned Capital Projects	
Fiscal Year	
Proposed Budget	
Project Type	

Current Academic Facilities Available on Campus	
ART	YES
MUSIC	0
BAND	0
CHORAL	0
COMPUTER	YES
LIBRARY	YES
SCIENCE	0
PLAYGROUND	

**Historical & Current Enrollment**

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	Other	Total
2006	38	48	65	56	78	54	62	78	51	57	0	0	0	0		549
2007	50	47	44	58	60	48	51	56	66	48	0	0	0	0		478
2008	40	58	57	40	63	58	59	52	53	68	0	0	0	0		548
2009	40	24	50	61	53	38	46	52	39	49						388
2010	40	39	27	46	53	41	34	56	30	39	0	0	0	0		405
2011	32	26	37	24	44	44	39	33	45	31	0	0	0	0		355
2012	25	30	26	34	29	35	37	30	31	42	1	0	0	0		320
2013	26	29	34	44	46	39	28	33	30	28	0	0	0	0	4	341

**Projected 10 Year Enrollment**

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	LRE2-3	Total
2014	27	30	33	35	56	43	37	22	33	26	0	0	0	0	33	346
2015	27	30	35	40	44	52	46	29	23	28	0	0	0	0	23	358
2016	27	30	34	39	50	40	52	36	30	20	0	0	0	0	30	362
2017	27	30	34	38	49	46	40	41	37	26	0	0	0	0	37	372
2018	27	30	34	39	48	45	47	31	42	32	0	0	0	0	42	379
2019	27	30	34	38	49	44	45	37	32	36	0	0	0	0	32	376
2020	27	30	34	39	48	45	44	35	38	28	0	0	0	0	38	372
2021	27	30	34	39	49	44	45	34	36	33	0	0	0	0	36	375
2022	27	30	34	39	49	45	44	35	35	31	0	0	0	0	35	373
2023	27	30	34	39	49	45	45	34	36	30	0	0	0	0	36	373