

SCHOOL NAME: Paul Revere Elementary

DISTRICT NAME: Cleveland Municipal

Model: Transformation

Cohort: 2

Locale: Major Urban

Grades: P,K-8

Number of Students: 500

Eligible for Free & Reduced Lunch: 86.2%

Highlights of Reform Model

Paul Revere Elementary School is utilizing the Transformation Model. The former principal was moved as the principal of a high school and replaced in 2012 by the current principal Christopher Myslenski. The 1/3, 1/3, 1/3 model was the selected instructional model selected to address the needs of the students. This instructional model focused on 1/3 of direct instruction, 1/3 of coach practice and 1/3 of independent learning.

One of the components of the Transformational Model is community and family engagement. Paul Revere throughout the school year had ongoing events for community and family engagement.

Paul Revere has had some operating flexibility to move a few teachers around into different grade levels in order to be more aligned with instruction. In addition, TBT's have been set up and meet regularly to discuss the objective for math and reading along with the data received from FAST assessments and I-Ready assessments. Paul Revere students have participated in 281 hours of extended learning time, and teachers have participated in 104 hours of professional development. Paul Revere has engaged in social agencies to provide services for students and families.

Transformation Specialist Completing Report

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Test Grade	Test Subject	2011-2012 School Year Proficient Percentage	2010-2011 School Year Proficient Percentage
3rd Grade	Reading	41.7%	35.7%
	Mathematics	38.9%	50.0%
4th Grade	Reading	55.9%	37.2%
	Mathematics	58.8%	51.2%
5th Grade	Reading	11.5%	25.9%
	Mathematics	7.7%	22.2%
6th Grade	Reading	41.9%	61.1%
	Mathematics	23.3%	22.2%
7th Grade	Reading	38.7%	42.2%
	Mathematics	9.7%	46.7%
8th Grade	Reading	52.5%	46.4%
	Mathematics	39.0%	28.6%

Evidence-Based Best Practices Observed

Principal Christopher Myslenski reports that he and his administrative team have increased their number of rounds and they are perform daily classroom rounds with immediate feedback to teachers. At the beginning of the year, classroom rounds were not done consistently however the administrative team realizes the importance of developing this best practice and are now conducting them regularly. It is equally important to provide immediate feedback in order for the teacher to continue what is working or modify /improve instruction. Extended Learning Time with the use of I-Ready has been implemented in Paul Revere to assist with differentiated instruction and more available data to drive instruction. Weekly TBT meetings take place to discuss reading and math data. Short cycle assessments have been distributed and scored. According to Myslenski, students have increased their performance since the first quarter when short cycle assessments were administered. Based on the 2011-12 preliminary data, it appears Paul Revere has shown an increase in 5th and 8th grade reading and 5th and 7th grade math.

Systemic Changes Observed

At the beginning of the year classroom rounds with feedback was limited. Currently, rounds and feedback given regularly and discussions during TBT/grade level meetings are taken place highlighting good/positive instruction during classroom rounds. Job embedded professional development at Paul

Revere is relevant and geared towards improving achievement through good instruction and data.

Current Barriers to Achievement

Administrators and teachers are moved each year and throughout the year, which causes difficulties in consistency. Professional development must be repeated to ensure fidelity to instructional models and intervention protocols. Teachers using I-Ready for Extended Learning Time need additional time to discuss the data and analyze it. This time will assist the after school program and the classroom teachers.