

**Revere School Committee Meeting Agenda
January 21, 2025**

A Regular Meeting of the Revere School Committee will be held on **Tuesday, January 21, 2025, at 6:00 PM in the Ferrante School Committee Room at Revere High School and via Zoom Webinar.**

Join from PC, Mac, iPad, or Android:

<https://us02web.zoom.us/j/82266564033?pwd=YlOOLD0u8CMiManCNAC39ZW18YGSL4.1>

Passcode:233447

Watch on Revere School Committee YouTube

<https://www.youtube.com/c/revereschoolcommittee>

REGULAR MEETING:

1. Pledge of Allegiance/Call to Order
2. Recognition
 - a. Heroes and Helpers – Revere Police Capt. Amy O’Hara and Revere Fire Lt. Erin Leary
3. Consent Calendar (Vote Required)
4. Student Representative Report (None)
5. Public Speak
6. Superintendent Report
 - a. Beachmont Veterans Memorial School – “Student Supports at the Beachmont School”
 - b. Multilingual and World Language Dept. – “Updates from the Multilingual Learner and World Language Dept.”
 - c. Reminder – Joint meeting with School Building Committee 1/22/25 at 5:30
 - d. Update to parents and students on MCAS implications for graduation
7. HEARINGS (None)
8. Report of the Sub-Committees (None)
9. Motions
 - a. Motion to vote on location for School Committee meetings
 - b. Motion to vote to accept the School Improvement Plans
10. Unfinished Business
11. New Business
12. Executive Session

EXECUTIVE SESSION AGENDA:

1. Meeting in executive session pursuant to Massachusetts General Laws chapter 30A, section 21(a) for the following purpose:

- a. Purpose (2) to conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel.

The Committee will not return to Open Session

13. Adjournment

Respectfully submitted,

Dianne K. Kelly, Ed.D
Superintendent of Schools

DK/rp

File: BEDH

Note: The listed agenda items are those that are reasonably anticipated by the School Committee to be discussed at the meeting. Not all items, in fact, may be discussed, and other items not listed also may be brought up for discussion to the extent permitted by law.

PUBLIC PARTICIPATION AT SCHOOL COMMITTEE MEETINGS

All regular and special meetings of the School Committee shall be open to the public. Executive sessions will be held only as prescribed by the Statutes of the commonwealth of Massachusetts.

The Revere School Committee desires citizens of the District to attend its meetings so that they may become better acquainted with the operations and the programs of Revere Public Schools. In addition, the Committee would like the opportunity to hear the wishes and ideas of the Revere school community on matters within the scope of their authority. These matters include the budget for the Revere Public Schools, the performance of the Superintendent, and the educational goals and policies of the Revere Public Schools.

In order that all citizens who wish to be heard before the Committee have a chance and to ensure the ability of the Committee to conduct the District's business in an orderly manner, the following rules and procedures are adopted consistent with state and federal free speech laws:

1. At the start of each regularly scheduled School Committee meeting, individuals or group representatives who have signed up to speak will be invited to address the Committee during its 15-minute public comment period, which shall be known as Public Speak. Public Speak shall occur prior to discussion of Agenda items, unless the Chair determines that there is a good reason for rearranging the order at a public meeting that is unrelated to deterring participation in Public Speak.
2. All speakers are encouraged to present their remarks in a respectful manner.

3. Speakers must begin their remarks by stating their name, town or city of residence, and affiliation. All remarks will be addressed through the Chair of the meeting.
4. Public Speak shall concern items that are not on the School Committee's agenda, but which are the scope of the School Committee's authority. Therefore, any comments involving staff members or students must concern the educational goals, policies, or budget of the Revere Public Schools, or the performance of the Superintendent.
5. Assuming that four (4) or fewer speakers sign up to engage in public comment, each speaker will be allowed three (3) minutes each to present their material. If five (5) or more speakers sign up to engage in public comment, then each speaker will be allowed two (2) minutes each to present their material. No more than six (6) speakers will be accommodated at any individual meeting.
6. Large groups addressing the same topic are encouraged to consolidate their remarks and/or select a spokesperson to comment at Public Speak.
7. Speakers may not assign their time to another speaker, and in general, extensions of time will not be permitted. However, speakers who require reasonable accommodations on the basis Revere Public Schools of a speech-related disability or who require language interpretation services may be allotted a total of five (5) minutes to present their material. Speakers must notify the School Committee by telephone or email at least 48 hours in advance of the meeting if they wish to request an extension of time for one of these reasons.
8. The Chair of the meeting may not interrupt speakers who have been recognized to speak, except that the Chair reserves the right to terminate speech which is not Constitutionally protected because it constitutes true threats, incitement to imminent lawless conduct, comments that were found by a court of law to be defamatory, and/or sexually explicit comments made to appeal to prurient interests. Verbal comments will also be curtailed once they exceed the time limits outlined in paragraphs 5 and 7 of this policy and/or to the extent, they exceed the scope of the School Committee's authority.

Disclaimer: Public Speak is not a time for debate or response to comments by the School Committee. Comments made at Public Speak do not reflect the views or the positions of the School Committee. Because of constitutional free speech principles, the School Committee does not have the authority to prevent all speech that may be upsetting and/or offensive at Public Speak.

SOURCE: MASC
Amended by Revere School Committee: March 2019

Student Supports at Beachmont

Chris Freisen - Principal
Janelle Kruszewski - Assistant Principal
Keila Stoffel M. Vieira - School Adj. Counselor
Vanessa Hogu- School Social Worker

January 21, 2025

This year a common goal as a staff will
be to “find the good” and help our
students meet and/or exceed
expectations

District/School Improvement Plan

Promoting Social and Emotional Health

- ❑ By 2025, 80% of students will report feeling supported socially and emotionally in the Revere Public Schools.
- ❑ By 2025, 80% of students will report feeling in control of their academic progress and capable of managing and thriving through social and emotional challenges.

Using Data to Inform Practice

Student Surveys- MCIEA Data and School Counselors' Connectedness Student Survey

Family Surveys- District and School Based

Staff Surveys- Each Principal's Meeting and End of Year Survey

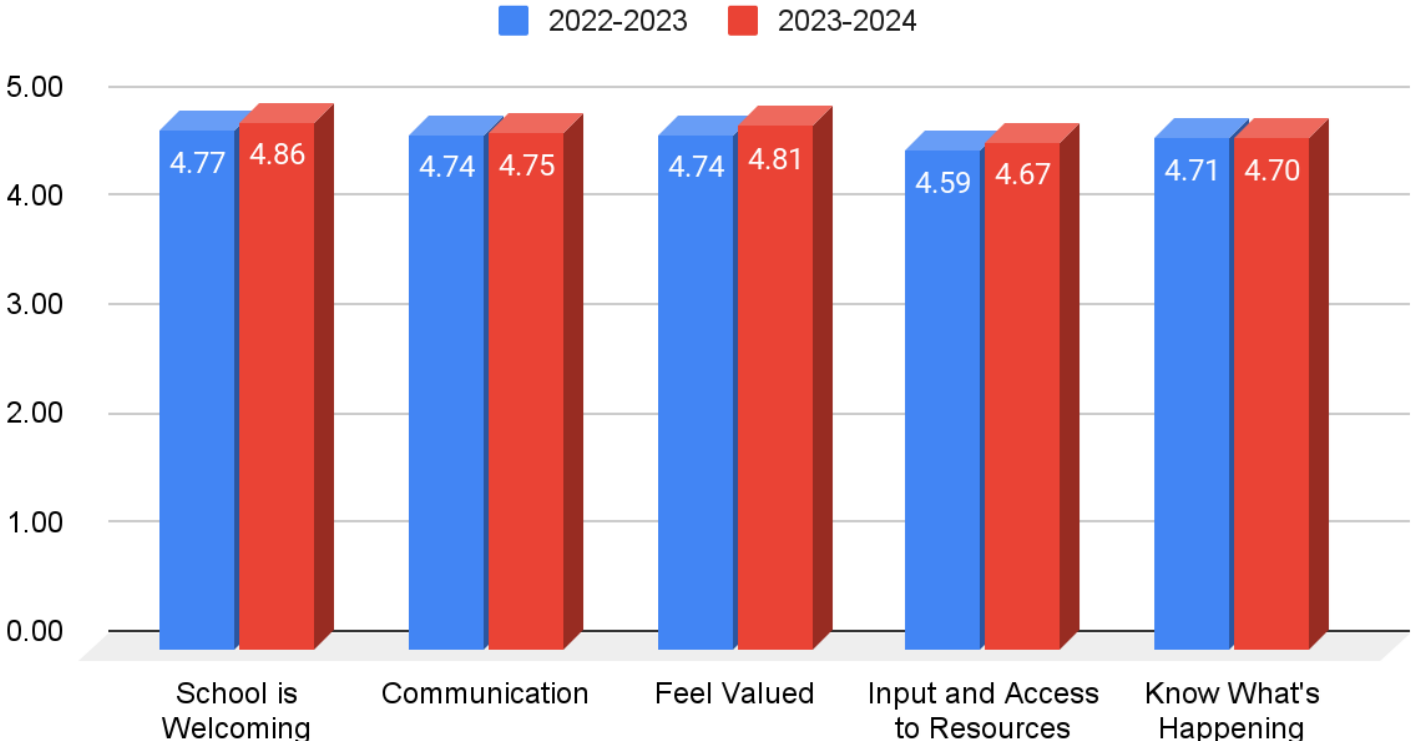


MCIEA Data(Students and Staff)



Beachmont Parent Survey Results

Year to Year Comparison



5	Strongly Agree
4	Agree
3	Neutral
2	Disagree
1	Strongly Disagree

Revamp Student Support Team

Current Team Members: Beachmont Administration and Counselors

Keila- Grades- 1, 3,5, and Portuguese speakers

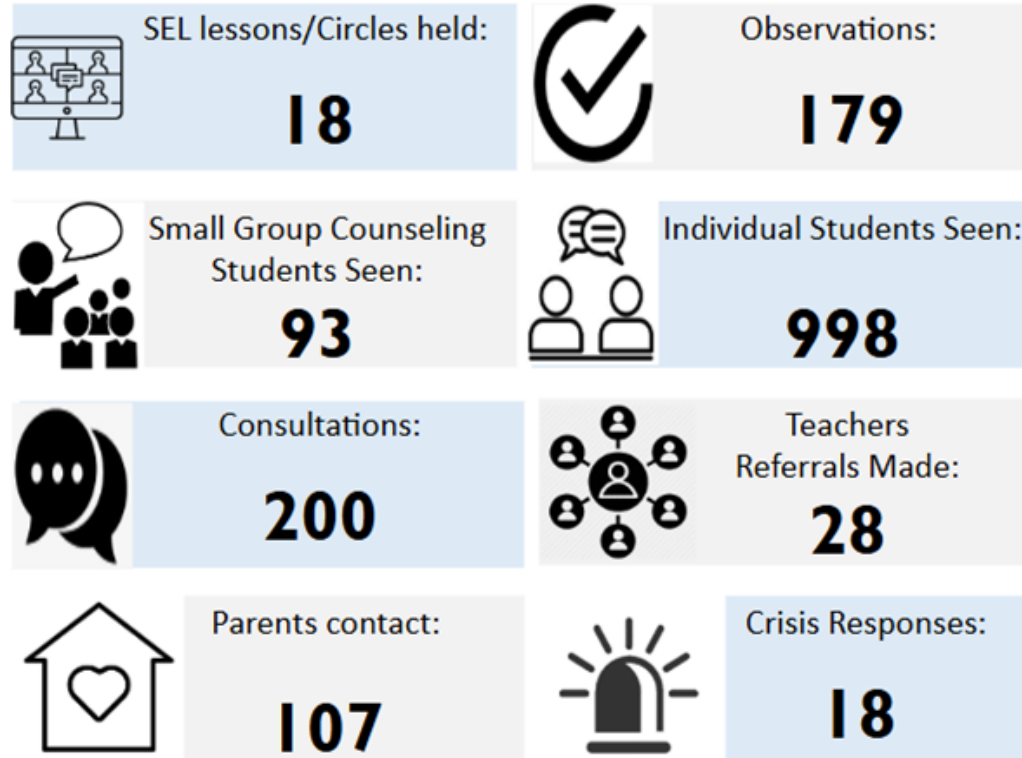
Vanessa Grades- K, 2, 4, and Spanish speakers

What happens at our weekly meetings

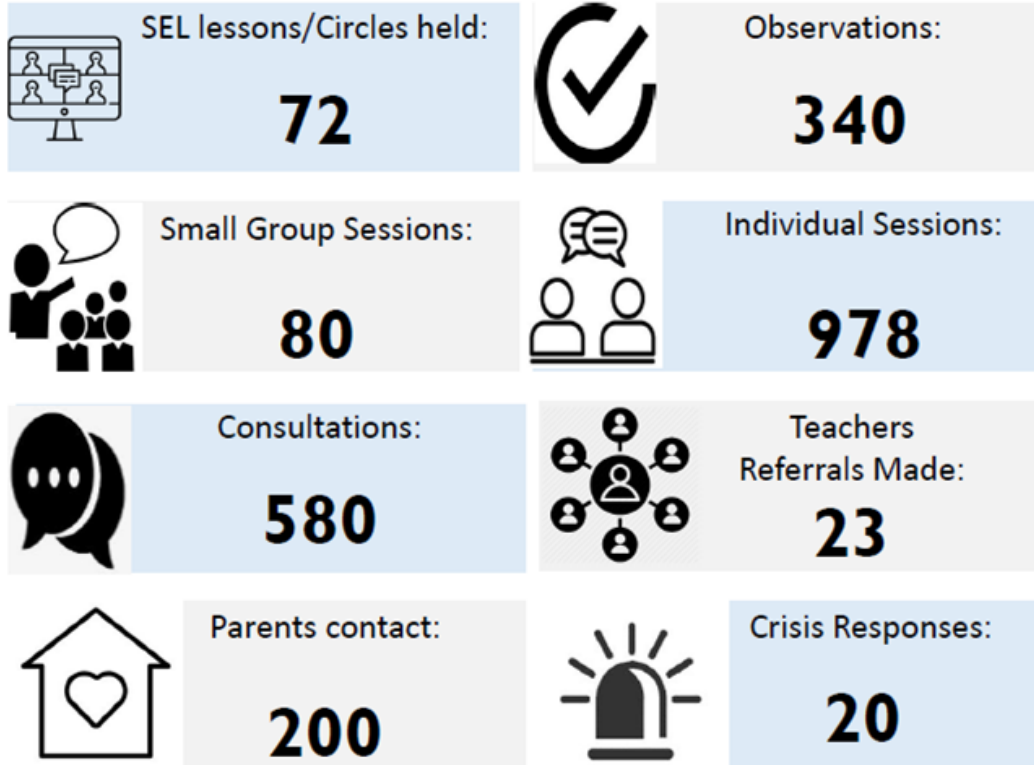
- Ensure that the SEL needs of all students are being met
- Weekly Meeting to identify students requiring additional “supports.” Examples: Behavior, DCF updates, Homeless, families in need, new students, students that are moving
- Opportunity for counselors to bring individual student concerns to admin and for admin to bring attention to counselors
- Counselors become the liaison between grade level teams and admin
- Identify appropriate next steps-ex. interventions, parent meeting, restorative approaches
- Opportunity to identify trends across building and where additional SFL support is needed



Counselors Data from 2022 -23



Counselors Data from 2023 -24



Schoolwide SEL Supports at The Hive

Tier 1:

- Building a Safe and Welcoming Learning environment in all classrooms
- Daily Buzz Abouts
- Monthly Buzz Days
- Daily Greeting Families and Students at Door
- Monthly Community Meetings
- Grade-level or Homeroom “Circles”

Family Supports


- Ongoing ParentSquare Communication
- Family Meetings(ex. Conferences, Meet the Teacher, IEP, etc.)
- Monthly Parent Coffee
- Collaboration with School Nurse
- Community Events(ex. Culture Night, Trunk or Treat, Cookie Decorating Night, PTO BBQ)

Tier 2/Tier 3

- Check In/Check Out for Students
- Push In/Pull Out Support from Counselors
- Equity Coordinator Check In
- Home for Little Wanderers
- Consistent Check Ins with Homeless Liaison and Truancy Officer



Buzz Abouts



Beachmont is Buzzing About

Because They

Are Respectful Are Responsible Are Safe

Are Kind Are a Problem Solver Are a Class Leader

Worked Well with Classmates Went Above and Beyond

Staff Member _____

Beachmont Students are:

- Respectful
- Responsible
- Safe
- Kind

Buzz Abouts





Buzz Days

Over the past several years, we have altered the schedule on half days.

Each student engages in:

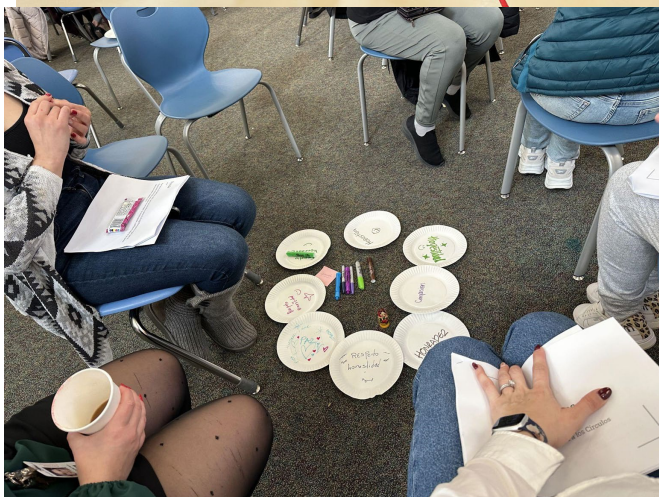
- 30 Minutes of “Joy”- Special themed activities
- 90 minute Academic Support(ex. Deeper Learning, Focused Academic Support)
- 60 min SEL and Community Building Needs(ex. Circles, Addressing Grade Level SEL needs, work with counselors, etc.)





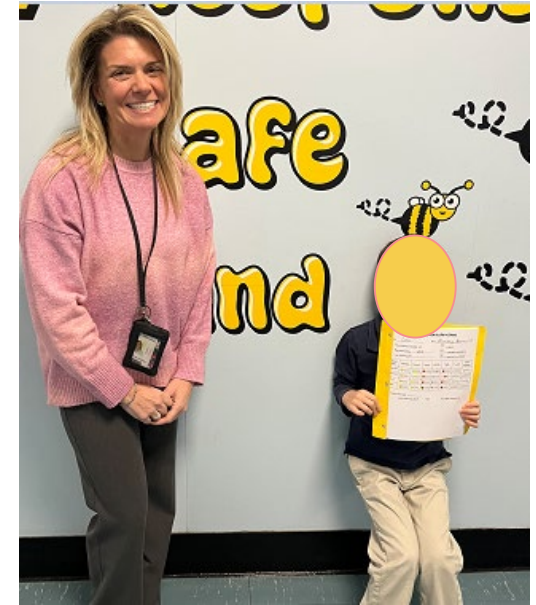
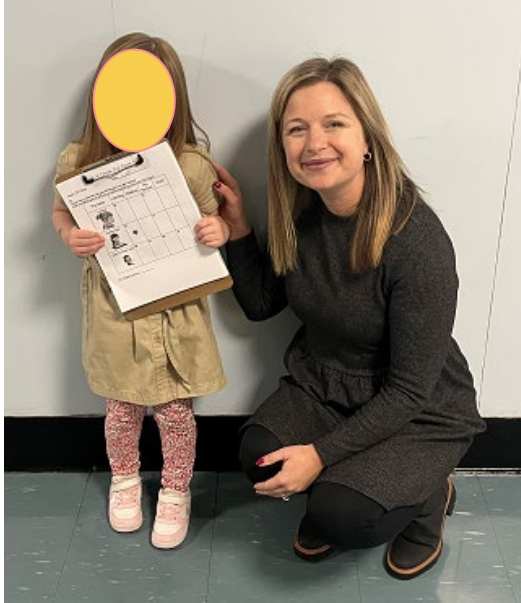
Restorative Circles





Check In/Check Out

- Tier II Intervention
 - Supports students struggling to meet 4 Bees expectations
 - Teachers refer students, and SST connects students with a staff member
 - Fosters trusting relationships
 - Creates individualized goals and encourages the implementation of strategies
 - Provides consistent positive reinforcement and feedback



After a situation occurs...

Beachmont Administration: Communicate with families and take the lead on “consequences” and next steps of different situations with a restorative approach

Counselors: Utilize counselors for the restorative, culturally responsive, and trauma-informed support of the process

Staff: Engage students in continued restorative practices in the classrooms to address situations when they are not meeting our 4 Bees (Respectful, Responsible, Safe, and Kind)

Responding To UNEXPECTED BEHAVIORS

Teacher Managed

What does this look like?

- ★ Not completing work
- ★ Not staying in seat
- ★ Classroom disruption
- ★ Not following directions
- ★ Misuse of materials
- ★ Not paying attention
- ★ Peer conflict
- ★ Cell phone use
- ★ Misuse of technology
- ★ Profanity
- ★ Out of area
- ★ Recess problems

What interventions could be used?

- ★ Review behavior/task expectations - phrase positively
- ★ Give Student Choices
- ★ Use the calming corner inside classroom
- ★ Review procedures and routines
- ★ Redirection
- ★ Proximity
- ★ Behavior Specific Praise
- ★ Buddy Teacher
- ★ Call, email or message the child's guardian
- ★ Take a lap or movement break
- ★ Student + Teacher reset conversation
- ★ Restorative Circle to discuss situation and solutions
- ★ Remove technology
- ★ Teach/Model replacement behavior
- ★ Limit access to class rewards

Teacher Managed:

For repeated behaviors, reach out to Admin

School Counseling (Regulation)

What does this look like?

- ★ Self-Harm Behaviors/Statements
Call or email counselor and admin immediately
- ★ Social Emotional Support - **BIG Emotions**
Anger, Frustration, Grief, Anxiety for an ongoing issue

Student Services extensions:

1. 52216
ksmvieira@reverek12.org
2. 52238
vhogu@reverek12.org

Call or email, if no answer then call the front office.

What does this look like?

- ★ Aggressive conflict
- ★ Repeated defiance (teacher problem-solving)
- ★ Inappropriate content
- ★ Vandalism
- ★ Elopement
- ★ Bullying
- ★ Verbal threats

****These behaviors should result in an office referral.**

Administration (Discipline)

How do I contact them?

Text Admin Or Call the office.


Secretary's extensions:

1. 52001 (Principal)
2. 52002 (AP)
3. 52010 (Main Office)

Example of Restorative Practice Reflection

THINK SHEET

Name: _____
Date: _____



What happened? Think about my actions. **What did I do?**

Why did I act that way? Think about how I felt and what affected my actions. How was I feeling? **What happened before?**

Who did this affect my teachers or classmates?
Did this cause any harm?

What could I have done differently? Could I have used a strategy?

How can I fix things? How can I repair any harm?

How can I get back on track? What strategy can I use?

Any more thoughts about this?

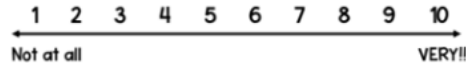
Do I need any support?

Signature: _____
Date: _____

Total Emotional Workshop © 2017

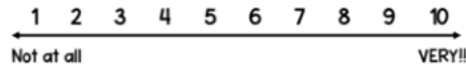
SAC Check-in

On a scale of 1 - 10 how positive are your feelings today?



What is one action you can take to move yourself up the scale by 0.5 or 1 point?

On a scale of 1 - 10 how safe do you feel at school today?



In case you need to talk - Plan

Trusted Adult: In class Out of class _____

Trusted Adult: In class Out of class _____

Trusted Adult: In class Out of class _____

Is there anything you'd like me to share with your teachers/admin today to better support you?

No Yes _____



**Beachmont Veterans
Memorial School**

Chris Primm
Principal
Janelle Brucardi
Assistant Principal

_____ has received _____ after school/lunch/recess detentions.

Your child has received detentions due to _____

If you have any questions regarding this consequence, please contact Janelle Kruszewski.

X _____
parent signature and return to school

Use this time to reflect on your behavior and your impact on others.

Day 1: What was your role in the situation that resulted in detention? What was your impact on the other student, the class, staff, etc?

Day 2: What would you do differently next time?

Day 3: What do you think needs to be done to make things right?

Maslow's

HIERARCHY OF NEEDS

Optimal level for learning ----->



Self-Actualisation

Now your students can meet their full potential.

Esteem



How is your students self-esteem, do they have the confidence to face challenges?

Love/Belonging



Do your students feel a sense of belonging to their family, friends, class, school and community?

Safety

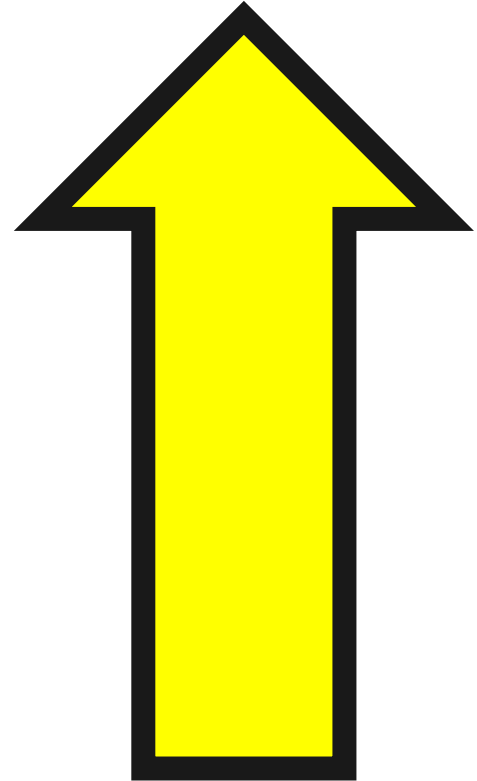


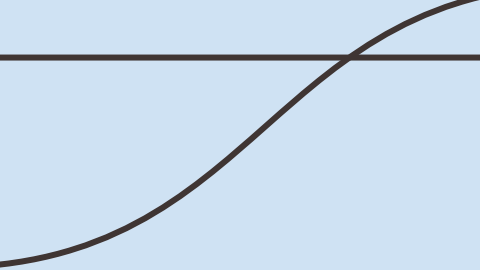
Do your students and their families feel safe and secure?

Physiological



Are your students basic needs being met; such as food, water and sleep?





Updates from the Multilingual Learner and World Language Department

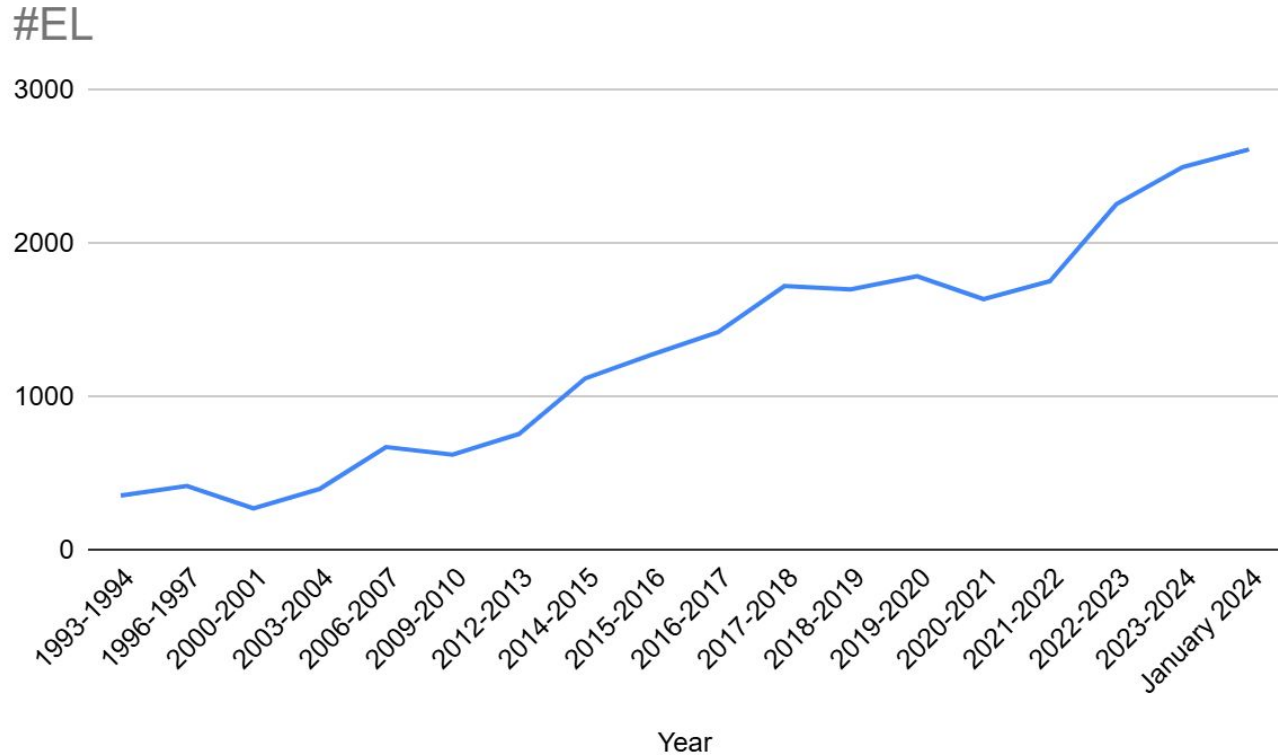
January 2025

Jennifer LaBollita & Chelsey Bencks



Multilingual Student Data

Number of English Learners District-Wide



2,615

36%
of district
up from
22.9%
in Oct 2020

World Language Enrollment

RHS:

- Spanish - 621
- French - 188
- Italian - 135
- Arabic - 15 (Year 1)

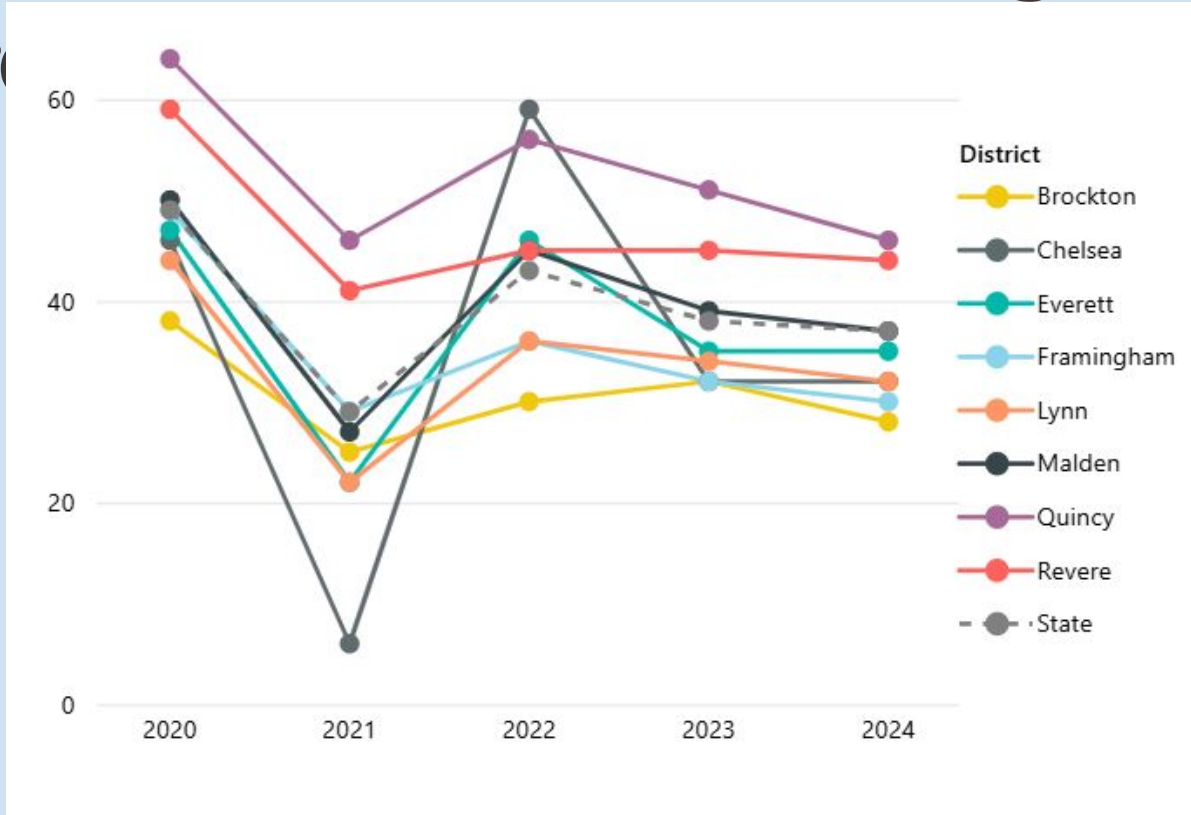
CityLab: Japanese - 43



ACCESS 2024

Data

Percent of Students Making Progress

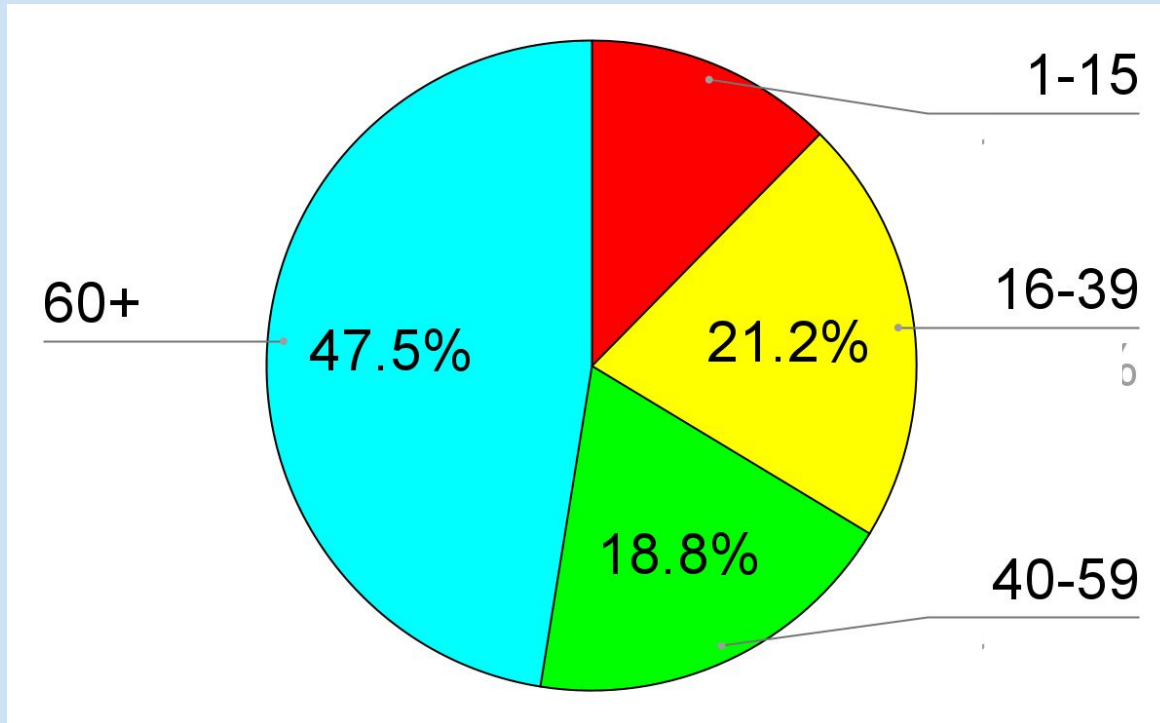


**RPS:
44%**

**State:
37%**

Student Growth (SGPA)

High



Minimal

Low

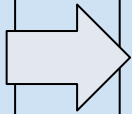
Average

Department Priorities and Initiatives

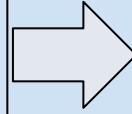
Multilingual Learning Walks

All students engage in **pre-planned, daily** opportunities for **authentic** speaking interactions using **target academic language** with **appropriate scaffolds**.

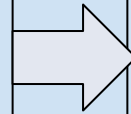
Fall
Round 1
Baseline



**Early
Spring**
Implement
PD and
share
resources



**Late
Spring**
Round 2
Measure
growth



**End of
Year**
Identify
2025-2026
priorities

Language Development Coaching Vision

District	School	Classroom
<ul style="list-style-type: none">- Lead PD- Collaborate with Directors & Coaches to support all content areas- Facilitate curriculum development	<ul style="list-style-type: none">- Lead PD for teams/whole school- Collaborate with admin and school-based coaches- Student support & compliance processes	<ul style="list-style-type: none">- Coaching cycles and direct modeling/instructional support with teachers of ESL, World Language, core content, & electives

World Language Updates

Expanded Arabic Offerings

- Arabic Language and Culture elective (Year 2)
- Arabic 1 - new in 2024-2025 (Arabic 2 next year)

Spanish for Heritage Speakers

- Spanish Literature and Culture 1, 2, 3
- 9th graders can start at Culture 2 for accelerated path

[Foundations of Translation and Interpretation](#)

- Year 2 of partnership with UMass Amherst

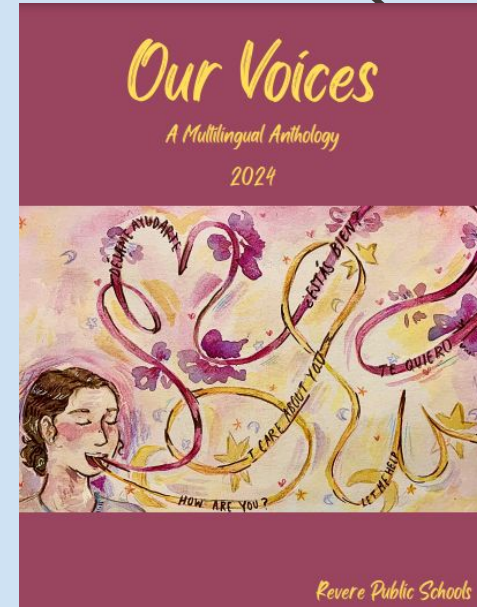
RPS Seal of Biliteracy Highlights

June 2024 recipients:

- **14 Seal of Biliteracy with Distinction**
- **59 Seal of Biliteracy**
- **7 LOC Bilingual Achievement**
- **20 RPS Bilingual Attainment**

This year, we have **over 115 students** pursuing the Seal - and there's still time for seniors to sign up!

Bilingual Awards coming in May!



[2024 Multilingual Anthology](#)

Other Projects

- **ESL Curriculum Development** - Coach/teacher-led curriculum development teams
- **High Quality Instructional Materials for Multilingual Learners ELA** (Middle School)-Partnership with DESE and ELSF
- **Language Access Planning Institute**-Two-Year Partnership with UMass Amherst Translation Center and DESE
- **Multilingual Newcomers and Homeless Support Competitive Grant**

FY 26 Department Staffing Requests

- Two additional Elementary Language Development coach positions so each coach would work with two schools and be able to facilitate some classroom/teacher level support
 - Possible additional ESL positions needed depending on continued enrollment
-



RIGOR, RELEVANCE, RELATIONSHIPS, RESILIENCE

Dianne K. Kelly, Ed.D.
Superintendent of Schools

dkelly@reverek12.org
@rps_super

P: 781-286-8226
F: 781-286-8221
101 School Street, Revere MA 02151

January 28, 2025

Dear Students, Parents/Guardians,

I hope this letter finds you and your family well. We are writing to inform you of an important update regarding high school graduation requirements and the Massachusetts Comprehensive Assessment System (MCAS) in light of recent changes in state law.

As you may be aware, Massachusetts has recently enacted a new law that **excludes the MCAS exams as a requirement for high school graduation**. We want to ensure that you are fully informed about these changes and how they will affect your child's graduation path.

Many people share a misconception that the new law "eliminated the MCAS". However, federal law still requires students to take the MCAS exam, but a passing result will no longer be a requirement for their high school graduation. Further, high school MCAS results are still used to determine whether or not students qualify for some scholarships and academic distinctions including the [John and Abigail Adams Scholarship](#) and the [Seal of Biliteracy](#). In summary, MCAS remains an important part of your child's educational program, but will no longer have any impact on whether they receive a high school diploma.

Key Changes to Graduation Requirements:

- MCAS Exclusion from Graduation Requirement:** Under the new law, the MCAS is no longer a mandatory requirement for students to graduate from high school in Massachusetts. This change applies to all students, including those currently in their senior year and future cohorts.
 - While the MCAS will continue to be administered, it will no longer serve as a **competency determination** for graduation. This means students will no longer need to achieve a passing score on the MCAS exams in English Language Arts, Mathematics, and Science to receive their high school diploma.
 - Students will still need to complete the required coursework defined on page 17 of the [Guide to Revere Public Schools for Students and Parents/Caregivers](#) to earn their diploma.
- Competency Determination:** Although passing scores on the Math, ELA, and Science MCAS is no longer required for graduation, students will still need to demonstrate competency in these three key academic areas for Massachusetts state reporting requirements. For most students, this will occur seamlessly as part of the required course progression to graduation.

Students will be determined to have met the competency when they have successfully completed the following five courses:

- Integrated Math 1 and Integrated Math 2
- English 9 and English 10
- One of the following: Biology, Chemistry, or Physics
- Students that receive their IEP services within the Excel Program may substitute the following courses to earn the Competency Determination:
 - Concepts of Math 1 and Concepts of Math 2
 - Concepts in English 9 and Concepts in English 10
 - One of the following: Concepts in Biology or Concepts in Physics
- English Learner students may substitute any two of the following courses for the English 9 and English 10 requirements to earn the Competency Determination:
 - ESL 1, ESL 2, ESL 3, ESL 4, ESL Advanced 9, ESL Advanced 10, ESL Advanced 11, or ESL Advanced 12
 - Like all other students, they must also complete Integrated Math, Integrated Math 2, and one of Biology, Chemistry, or Physics
- Students who transfer into the Revere Public Schools after having started high school elsewhere may substitute coursework accepted as equivalents by the Guidance Department. These substitutions will be determined on a case-by-case basis.
- Note that achieving the Competency Determination is not the same as meeting all graduation requirements. Rather, the Competency Determination is a subset of the courses required for graduation.

3. **Certificates of Completion (Non-Diploma):**

- This certificate acknowledges student achievements and progress, but it is not a high school diploma.
- Students who are not eligible for a diploma due to academic reasons will still have opportunities to continue their education and receive additional support as needed.

Next Steps for Students and Families:

While this change offers more flexibility in graduation requirements, we want to emphasize that **academic success and readiness for post-graduation opportunities** remain our top priorities. Our school will continue to provide support to ensure that each student is prepared for their next steps, whether that's higher education, vocational training, or entering the workforce.

If you have any questions about how this change may affect your child's graduation status, or if you would like more information about the new competency standards and supports, please feel free to contact your child's guidance counselor. Although we do not anticipate much change to our past practices, we are here to help you navigate this transition and to ensure your child's continued success.

Thank you for your ongoing support and partnership. We look forward to working with you to help your child achieve their goals and successfully complete their high school education.

Sincerely,





Beachmont Veterans Memorial School
 15 Everard St. Revere, MA 02151
 Phone: 781-286-8316 Fax 781-286-8225
 Christopher Freisen, Principal cfreisen@reverek12.org
 Janelle Kruszewski, Assistant Principal jkruszewski@reverek12.org

Beachmont Veterans Memorial School Improvement Plan
RPS District Improvement Plan 2020-2025

Mission		
<p>The Revere Public Schools is committed to providing personalized and meaningful education to all students so that they individually experience superior personal development by:</p> <ul style="list-style-type: none"> • Engaging all members of our educational community in the decision-making process • Ensuring rigor and relevance throughout all curricular areas • Ensuring positive relationships among all members of the school community • Fostering resilience within all members of the school community • Fostering and celebrating innovation throughout our system 		
Vision		
<p>To be an inclusive community of continuous learners in which all stakeholder voices are valued and contribute meaningfully to district-level decision making.</p>		
Theory of Action		
<p>If we focus on, provide educator professional development in, and provision adequately in the following four areas</p> <ul style="list-style-type: none"> • Rigorous Curricula • Relevant Curricula • Relationships • Resilience <p>then all students will receive a personalized and meaningful education so that they individually experience superior personal development.</p>		
Strategic Objectives		
<p style="text-align: center;"><i>Building an Antiracist Community</i></p> <p><i>We believe that creating an equitable and inclusive school community requires deliberate work. All aspects of teaching and learning should celebrate the uniqueness and diversity of staff, students, and families and leverage our understanding of our community as a scaffold to support deeper, more meaningful learning. All community members should be honored and respected; their voices and membership should be valued.</i></p>	<p style="text-align: center;"><i>Promoting Social and Emotional Health</i></p> <p><i>We believe that student social and emotional wellbeing and effective instruction are equally important to each student's academic success. This requires fostering strong, respectful relationships and making schoolwork relevant to students' lives and learning preferences.</i></p>	<p style="text-align: center;"><i>Meeting the Needs of All Students</i></p> <p><i>We believe that structures, practices, and policies must be grounded in the collective learning needs of current students and shaped by our evolving knowledge of educational best practices. No school or district structure, policy, or practice should inhibit access to high quality instruction or needlessly infringe on the ability to participate in any aspect of the school community.</i></p>
<p>1. Build a strong, diverse school community that is representative of our students</p>		
<p>2. Foster an environment that fully integrates anti-racist, culturally responsive teaching practices and efforts to pro-actively support student needs</p>		
<p>3. Foster an inclusive and equitable community where all members are valued and</p>	<p>4. Foster strong emotional health and wellbeing for all students</p>	<p>6. Establish structures and policies that support the growth of all students without bias.</p>



**Beachmont Veterans Memorial School
School Improvement Plan
2024-2025**

empowered to contribute to our ongoing improvement.	5. Provide authentic learning experiences with real-world applications of content to better engage students.	
Strategic Initiatives	Strategic Initiatives	Strategic Initiatives
1.1 Increase gender and racial diversity of staff, particularly among teachers and administrators	3.1 Create, adopt, and apply equitable practices across the district	5.1 Provide more internship and early college/dual enrollment opportunities so more students can participate
1.2 Ensure all staff members feel supported and included in our diverse community	3.2 Create opportunities for parent engagement and input in school and district decision making	5.2 Increase opportunities for students to have voice and choice in their academic programs
1.3 Ensure all students feel supported and included in our diverse community	3.3 Ensure services that foster equity, such as translation and interpreter services, are readily available	5.3 Enable students to exercise choice in how they demonstrate their knowledge and learning
1.4 Ensure all families feel supported and included in our diverse community	3.4 Ensure parent groups like PTO, SEPAC, and ELPAC are representative of the racial diversity of our school community	6.1 Review existing school committee policies critically through the lens of equity and identify areas needing improvement
2.1 Provide training and learning experiences on antiracism, restorative practices and equity for all staff members and students	4.1 Increase the districts capacity to provide social/emotional and mental/behavioral health interventions	6.2 Review handbooks critically through the lens of equity and identify areas needing improvement
2.2 Review existing/create new student support practices to ensure alignment with student needs and make changes where necessary	4.2 Provide SEL professional development for staff	6.3 Work to build a new Revere High School that supports modern educational practices
		6.4 Ensure teaching practices across classrooms focus on effective, student centered, deeper learning experiences
Outcomes		
<p>1. Building an Antiracist Community</p> <p>a. By June 2025, 90% of parents will report feeling welcomed in their child’s school(s) and that information about the schools and their child’s progress is readily accessible to them.</p> <p>b. By June 2025, 90% of parents, students, and staff will report feeling welcomed and included in the Revere Public Schools. This metric will stand when data are disaggregated by race, El status, special education status, poverty level, and gender identification.</p> <p>2. Promoting Social and Emotional Health</p> <p>. By 2025, 80% of students will report feeling supported socially and emotionally in the Revere Public schools.</p>		



**Beachmont Veterans Memorial School
School Improvement Plan
2024-2025**

- a. By 2025, 80% of students will report feeling in control of their academic progress and capable of managing and thriving through social and emotional challenges.
- b. By 2025, 75% of high school seniors will complete an internship or a college credit granting class.
3. Meeting the Needs of All Students
 - . By 2025, 80% of classroom observations will evidence a focus on student centered, deeper learning experiences.
 - a. By 2025, 100% of policies and procedures will be grounded in equitable practices.
 - b. By June 2025, disaggregated data will show achievement levels among different subgroups will be within 10 percentage points of each other.



**Beachmont Veterans Memorial School
School Improvement Plan
2024-2025**

Strategic Initiative/Objective 1.2 Ensure all staff members feel supported and included in our diverse community

Process Benchmark	Person Responsible	Date	Status
Create welcoming events to check in with new staff quarterly. Invite veteran staff to participate	Principals and Directors	November 2024	keep
Coordinate monthly, voluntary social events for staff to build relationships beyond the work environment	All staff	October 2024	keep

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Administrators regularly engage with staff outside of evaluative meetings and observations	Administrators	June 2025	
Staff surveys show an increase in teachers reporting a sense of belonging and a sense of administrative support	All staff	June 2025	
Staff report ease in their ability to engage in two-way communication with administrators	Administrators	August 2025	
Monthly ILT meetings where members will present best practices as it pertains to Grading Practices, Deeper Learning, and SEL focused strategies	ILT	June 2025	



Strategic Initiative/Objective 1.3 Ensure all students feel supported and included in our diverse community

Process Benchmark	Person Responsible	Date	Status
Increase teacher and administrator diversity to better reflect our student population	Administrators	June 2025	
Increase opportunities for students to contribute to decision making	Principals	October 2024	
Provide increased support services for all students including those outside of special education programs	Principals, Student Support Team members	October 2024	
Non-traditional learning opportunities are available to students	Administrators	October 2024	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Students indicate higher rates of belonging and support on VOCAL/MCIEA surveys	All Staff	June 2025	
Student attendance improves	All staff	June 2025	
Increase student/teacher access to bilingual literature and cultural books representative of our student population.	Principals, Literacy Coaches	June 2025	
Monthly Buzz Days where students engage in “30 minutes of joy”, restorative circles, and targeted academic support school-wide	Admin, 4 Bees	June 2025	
Revamped Student Support Team(SST)and process to identify students that require additional social-emotional support and implement appropriate intervention plans	Admin, SST	November 2024	



Strategic Initiative/Objective 3.4 Ensure parent groups like PTO, SEPAC, and ELPAC are representative of the racial diversity of our school community.

Process Benchmark	Person Responsible	Date	Status
Create more opportunities for all parents to engage in dialogue with school and district administrators	Principals, Directors	October 2024	
Communicate more clearly and widely the opportunities for parents to participate in decision making	Lynds, Principals	October 2024	
Increase opportunities and formalize structures through which parents can communicate TO schools	Principals	October 2024	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Implement Parent Square as a universal, district-wide communication platform	Principals, Lynds, Flynn	September 2024	
Engage family liaisons in direct outreach and invitation to parents for meetings and gatherings	Principals, Parent Liaisons	September 2024	
Create consistent meeting schedules so meeting times become predictable. Post all meetings on the district calendar	Principals, Directors	September 2024	
Engage parents in the creation of meeting agendas to ensure their concerns are addressed	Principals, Directors	October 2024	
Engage families in Restorative Circles to better understand Restorative Practices taking place across the building	Administrators, RJ Coach	December 2024	
Create and implement bimonthly family activities that are open to all and bolster school-level community building. (ex. Literacy Night, PTO events, Culture Night)	Administrators, Family Engagement Committees, Family Liaisons	June 2025	



Strategic Initiative/Objective 4.1 Increase the district’s capacity to provide social/emotional and mental/behavioral health interventions

Process Benchmark	Person Responsible	Date	Status
All community members understand the need for MH/SEL services and available resources	District and Revere PHC	June 2025	
School community members are able to provide initial de-escalation services while connections are made to trained staff	District and Revere PHC	June 2025	
Services are available within the district and community for individuals with MH/SEL needs	District and Revere PHC	June 2025	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Use community events to leverage communication on MH/SEL for caregivers	Administrators	June 2025	
Provide training for staff to increase their MH/SEL knowledge	Principals, Herwig	June 2025	
Utilize SST to identify and support students in need of Tier 2 behavioral interventions.	Principals, Counselors, BCBA	June 2025	
Provide full CPI training to special education staff and share de-escalation strategies across staff school-wide.	Principals	June 2025	
Staff will lead monthly restorative circles with students to focus on building community and ensuring all voices are heard	Admin, Equity Team, PGT Facilitators	January 2025	



Strategic Initiative/Objective 6.4 Ensure teaching practices across classrooms focus on effective, student centered, deeper learning experiences.

Process Benchmark	Person Responsible	Date	Status
Student work consistently reflects critical thinking and problem solving skills, effective and efficient communication	Principals, Directors	June 2025	
Classroom instruction requires students to demonstrate knowledge through tasks of high cognitive demand	Administrators, teachers	June 2025	
Classroom practice will show an increase in the incidence of students engaging in deeper learning or students-centered activities	Administrators, teachers	June 2025	
School-based DLTs support the growth of their colleagues in Deeper Learning	Administrators, DLTs	June 2025	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
All teachers are able to define deeper learning and apply the concepts of deeper learning in their lesson planning	Administrators, teachers	June 2025	
DLT members have time during PGTs and Principal/Director meetings to provide PD to colleagues	Administrators, DLT	June 2025	
Performance Based Assessments are increasingly being developed during professional development and administered as part of school assessment systems	Directors, Principals, Coaches and PGT facilitators	June 2025	
Student work at school and district showcases will celebrate the established deeper learning vision and student centered practices.	Administrators, Teachers	June 2025	
Students understand their grades as a reflection of their mastery of learning outcomes and use grades as feedback to continue to grow.	Administrators, Teachers	June 2025	
Student work products illustrate agency and multiple means of action and expression (voice, choice, etc.)	Administrators, Teachers	June 2025	
Teachers receive additional professional development through Principal Meetings and/or PGT's to continue to build teacher capacity to implement deeper learning as part of their every day practice.	Principals, Coaches, DLT representatives for each school	June 2025	



Garfield Elementary School

Percy Napier, PhD
Principal

Adriana DelGreco
Lisa Cusumano
Assistant Principals

School Improvement Plan 2020 – 2025 School Year 2024-2025

<i>Mission</i>		
<p>The Revere Public Schools is committed to providing personalized and meaningful education to all students so that they individually experience superior personal development by:</p> <ul style="list-style-type: none"> • Engaging all members of our educational community in the decision-making process • Ensuring rigor and relevance throughout all curricular areas • Ensuring positive relationships among all members of the school community • Fostering resilience within all members of the school community • Fostering and celebrating innovation throughout our system 		
<i>Vision</i>		
<p>To be an inclusive community of continuous learners in which all stakeholder voices are valued and contribute meaningfully to district-level decision making.</p>		
<i>Theory of Action</i>		
<p>If we focus on, provide educator professional development in, and provision adequately in the following four areas</p> <ul style="list-style-type: none"> • Rigorous Curricula • Relevant Curricula • Relationships • Resilience <p>then all students will receive a personalized and meaningful education so that they individually experience superior personal development.</p>		
<i>Strategic Objectives</i>		
<p><i>Building an Antiracist Community</i> <i>We believe that creating an equitable and inclusive school community requires deliberate work. All aspects of teaching and learning should celebrate the uniqueness and diversity of staff, students, and families and leverage our understanding of our community as a scaffold to support deeper, more meaningful learning. All community members should be honored and respected; their voices and membership should be valued.</i></p>	<p><i>Promoting Social and Emotional Health</i> <i>We believe that student social and emotional wellbeing and effective instruction are equally important to each student’s academic success. This requires fostering strong, respectful relationships and making schoolwork relevant to students’ lives and learning preferences.</i></p>	<p><i>Meeting the Needs of All Students</i> <i>We believe that structures, practices, and policies must be grounded in the collective learning needs of current students and shaped by our evolving knowledge of educational best practices. No school or district structure, policy, or practice should inhibit access to high quality instruction or needlessly infringe on the ability to participate in any aspect of the school community.</i></p>
<p>1. Build a strong, diverse school community that is representative of our students</p>		
<p>2. Foster an environment that fully integrates anti-racist, culturally responsive teaching practices and efforts to pro-actively support student needs</p>		
<p>3. Foster an inclusive and equitable community where all members are valued and empowered to</p>	<p>4. Foster strong emotional health and wellbeing for all students</p>	<p>6. Establish structures and policies that support the growth of all students without bias.</p>

contribute to our ongoing improvement.	5. Provide authentic learning experiences with real-world applications of content to better engage students.	
Strategic Initiatives	Strategic Initiatives	Strategic Initiatives
1.1 Increase gender and racial diversity of staff, particularly among teachers and administrators	3.1 Create, adopt, and apply equitable practices across the district	5.1 Provide more internship and early college/dual enrollment opportunities so more students can participate
1.2 Ensure all staff members feel supported and included in our diverse community	3.2 Create opportunities for parent engagement and input in school and district decision making	5.2 Increase opportunities for students to have voice and choice in their academic programs
1.3 Ensure all students feel supported and included in our diverse community	3.3 Ensure services that foster equity, such as translation and interpreter services, are readily available	5.3 Enable students to exercise choice in how they demonstrate their knowledge and learning
1.4 Ensure all families feel supported and included in our diverse community	3.4 Ensure parent groups like PTO, SEPAC, and ELPAC are representative of the racial diversity of our school community	6.1 Review existing school committee policies critically through the lens of equity and identify areas needing improvement
2.1 Provide training and learning experiences on antiracism, restorative practices and equity for all staff members and students	4.1 Increase the districts capacity to provide social/emotional and mental/behavioral health interventions	6.2 Review handbooks critically through the lens of equity and identify areas needing improvement
2.2 Review existing/create new student support practices to ensure alignment with student needs and make changes where necessary	4.2 Provide SEL professional development for staff	6.3 Work to build a new Revere High School that supports modern educational practices
		6.4 Ensure teaching practices across classrooms focus on effective, student centered, deeper learning experiences
Outcomes		
<p>1. Building an Antiracist Community</p> <ul style="list-style-type: none"> a. By June 2025, 90% of parents will report feeling welcomed in their child’s school(s) and that information about the schools and their child’s progress is readily accessible to them. b. By June 2025, 90% of parents, students, and staff will report feeling welcomed and included in the Revere Public Schools. This metric will stand when data are disaggregated by race, El status, special education status, poverty level, and gender identification. <p>2. Promoting Social and Emotional Health</p> <ul style="list-style-type: none"> a. By 2025, 80% of students will report feeling supported socially and emotionally in the Revere Public schools. b. By 2025, 80% of students will report feeling in control of their academic progress and capable of managing and thriving through social and emotional challenges. c. By 2025, 75% of high school seniors will complete an internship or a college credit granting class. <p>3. Meeting the Needs of All Students</p> <ul style="list-style-type: none"> a. By 2025, 80% of classroom observations will evidence a focus on student centered, deeper learning experiences. b. By 2025, 100% of policies and procedures will be grounded in equitable practices. c. By June 2025, disaggregated data will show achievement levels among different subgroups will be within 10 percentage points of each other. 		



Garfield Elementary School Improvement Plan Action Plan 2024-2025

Strategic Initiative/Objective 1.2 Ensure all staff members feel supported and included in our diverse community

Process Benchmark	Person Responsible	Date	Status
Create welcoming events to check in with new staff quarterly. Invite veteran staff to participate	Principals and Directors	November 2024	
Coordinate monthly, voluntary social events for staff to build relationships beyond the work environment	All staff	October 2024	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Administrators regularly engage with staff outside of evaluative meetings and observations	Administrators	June 2025	
Staff surveys show an increase in teachers reporting a sense of belonging and a sense of administrative support	All staff	June 2025	
Monthly social events are coordinated and well attended	School Teams	June 2025	
Retention of staff is consistent across demographic sub groups and by staffing groups	Administrators	August 2025	
Staff report ease in their ability to engage in two-way communication with administrators	Administrators	August 2025	
Staff are recognized at principal's meetings for professional accomplishments and contribution to positive school culture.	Administrators	June 2025	



Garfield Elementary School Improvement Plan Action Plan 2024-2025

Strategic Initiative/Objective 1.3 Ensure all students feel supported and included in our diverse community

Process Benchmark	Person Responsible	Date	Status
Increase teacher and administrator diversity to better reflect our student population	Administrators	June 2025	
Increase opportunities for students to contribute to decision making	Principals	October 2024	
Provide increased support services for all students including those outside of special education programs	Principals, Student Support Team members	October 2024	
Non-traditional learning opportunities are available to students	Administrators	October 2024	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Students indicate higher rates of belonging and support on VOCAL/MCIEA surveys	All Staff	June 2025	
Student attendance improves	All staff	June 2025	
Increase student/teacher access to bilingual literature and cultural books representative of our student population.	Principals, Literacy Coaches	June 2025	
There is a formalized process for onboarding new families.	Principals, Family Liaison	January 2025	
Create service opportunities for students as and recognize students for positive behavior.	Administrators, Teachers, SAC	January 2025	



Garfield Elementary School Improvement Plan Action Plan 2024-2025

Strategic Initiative/Objective 3.4 Ensure parent groups like PTO, SEPAC, and ELPAC are representative of the racial diversity of our school community.

Process Benchmark	Person Responsible	Date	Status
Create more opportunities for all parents to engage in dialogue with school and district administrators	Principals, Directors	October 2024	
Communicate more clearly and widely the opportunities for parents to participate in decision making	Lynds, Principals	October 2024	
Increase opportunities and formalize structures through which parents can communicate TO schools	Principals	October 2024	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Implement Parent Square as a universal, district-wide communication platform	Principals, Lynds, Flynn	September 2024	
Engage family liaisons in direct outreach and invitation to parents for meetings and gatherings	Principals, Parent Liaisons	September 2024	
Create consistent meeting schedules so meeting times become predictable. Post all meetings on the district calendar, and provide each family with paper calendar to supplement electronic communication	Principals, Directors	September 2024	
Engage parents in the creation of meeting agendas to ensure their concerns are addressed	Principals, Directors	October 2024	
Identify best practices in family engagement from all schools and implement across the district	Administrators	November 2024	
Create and implement bimonthly after school family activities that are open to all and bolster school-level community building.	Administrators, Family Engagement Committees, Family Liaisons	June 2025	



Garfield Elementary School Improvement Plan Action Plan 2024-2025

Strategic Initiative/Objective 4.1 Increase the district’s capacity to provide social/emotional and mental/behavioral health interventions

Process Benchmark	Person Responsible	Date	Status
All community members understand the need for MH/SEL services and available resources	District and Revere PHC	June 2025	
School community members are able to provide initial de-escalation services while connections are made to trained staff	District and Revere PHC	June 2025	
Services are available within the district and community for individuals with MH/SEL needs	District and Revere PHC	June 2025	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Use community events to leverage communication on MH/SEL for caregivers	Administrators	June 2025	
Provide training for staff to increase their MH/SEL knowledge	Principals, Herwig	June 2025	
Utilize SST to identify and support students in need of Tier 2 behavioral interventions.	Principals, Counselors, BCBA	June 2025	
Provide full CPI training to special education staff and share deescalation strategies across staff school-wide.	Principals	June 2025	
Implement school-wide positive behavior system.	Principals, Teachers, SAC	September 2024	



Garfield Elementary School Improvement Plan Action Plan 2024-2025

Strategic Initiative/Objective 6.4 Ensure teaching practices across classrooms focus on effective, student centered, deeper learning experiences.

Process Benchmark	Person Responsible	Date	Status
Student work consistently reflects critical thinking and problem solving skills, effective and efficient communication	Principals, Directors	June 2025	
Classroom instruction requires students to demonstrate knowledge through tasks of high cognitive demand	Administrators, teachers	June 2025	
Classroom practice will show an increase in the incidence of students engaging in deeper learning or students-centered activities	Administrators, teachers	June 2025	
School-based DLTs support the growth of their colleagues in Deeper Learning	Administrators, DLTs	June 2025	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
All teachers are able to define deeper learning and apply the concepts of deeper learning in their lesson planning	Administrators, teachers	June 2025	
Performance Based Assessments are increasingly being developed during professional development and administered as part of school assessment systems	Directors, Principals, Coaches and PGT facilitators	June 2025	
Student work products illustrate agency and multiple means of action and expression (voice, choice, etc.)	Administrators, Teachers	June 2025	
Teachers receive additional professional development through Principal Meetings and/or PGT's to continue to build teacher capacity to implement deeper learning.	Principals, Coaches, DLT representatives for each school	June 2025	
Expand deeper learning focus to include interdisciplinary learning experiences.	Admin, Coaches, Teachers	November 2024	
Make adjustments to math instructional practices to address learning issues identified by data and to increase clarity and rigor.	Admin, Coaches, Teachers	October 2024	



51 Park Ave
Revere, MA 02151

Staff Sergeant James J. Hill Elementary School

Phone: (781) 286-8284
Fax: (781) 233-2108

Hill Elementary School Improvement Plan Key Background Information RPS District Improvement Plan 2020 – 2025

Mission		
<p>The Revere Public Schools is committed to providing personalized and meaningful education to all students so that they individually experience superior personal development by:</p> <ul style="list-style-type: none"> • Engaging all members of our educational community in the decision-making process • Ensuring rigor and relevance throughout all curricular areas • Ensuring positive relationships among all members of the school community • Fostering resilience within all members of the school community • Fostering and celebrating innovation throughout our system 		
Vision		
<p>To be an inclusive community of continuous learners in which all stakeholder voices are valued and contribute meaningfully to district-level decision making.</p>		
Theory of Action		
<p>If we focus on, provide educator professional development in, and provision adequately in the following four areas</p> <ul style="list-style-type: none"> ● Rigorous Curricula ● Relevant Curricula ● Relationships ● Resilience <p>then all students will receive a personalized and meaningful education so that they individually experience superior personal development.</p>		
Strategic Objectives		
<p><i>Building an Anti Racist Community</i> <i>We believe that creating an equitable and inclusive school community requires deliberate work. All aspects of teaching and learning should celebrate the uniqueness and diversity of staff, students, and families and leverage our understanding of our community as a scaffold to support deeper, more meaningful learning. All community members should be honored and respected; their voices and membership should be valued.</i></p>	<p><i>Promoting Social and Emotional Health</i> <i>We believe that student social and emotional wellbeing and effective instruction are equally important to each student's academic success. This requires fostering strong, respectful relationships and making school work relevant to students' lives and learning preferences.</i></p>	<p><i>Meeting the Needs of All Students</i> <i>We believe that structures, practices, and policies must be grounded in the collective learning needs of current students and shaped by our evolving knowledge of educational best practices. No school or district structure, policy, or practice should inhibit access to high quality instruction or needlessly infringe on the ability to participate in any aspect of the school community.</i></p>
<p>1. Build a strong, diverse school community that is representative of our students</p>		
<p>2. Foster an environment that fully integrates anti-racist, culturally responsive teaching practices and efforts to proactively support student needs</p>		
<p>3. Foster an inclusive and equitable community where all members are valued and empowered to contribute to our ongoing improvement.</p>	<p>4. Foster strong emotional health and wellbeing for all students 5. Provide authentic learning experiences with real-world applications of content to better engage students.</p>	<p>6. Establish structures and policies that support the growth of all students without bias.</p>



Staff Sergeant James J. Hill Elementary School

51 Park Ave
Revere, MA 02151

Phone: (781) 286-8284
Fax: (781) 233-2108

Hill Elementary School Improvement Plan Key Background Information RPS District Improvement Plan 2020 – 2025		
<i>Strategic Initiatives</i>	<i>Strategic Initiatives</i>	<i>Strategic Initiatives</i>
1.1 Increase gender and racial diversity of staff, particularly among teachers and administrators	3.1 Create, adopt, and apply equitable practices across the district	5.1 Provide more internship and early college/dual enrollment opportunities so more students can participate
1.2 Ensure all staff members feel supported and included in our diverse community	3.2 Create opportunities for parent engagement and input in school and district decision making	5.2 Increase opportunities for students to have voice and choice in their academic programs
1.3 Ensure all students feel supported and included in our diverse community	3.3 Ensure services that foster equity, such as translation and interpreter services, are readily available	5.3 Enable students to exercise choice in how they demonstrate their knowledge and learning
1.4 Ensure all families feel supported and included in our diverse community	3.4 Ensure parent groups like PTO, SEPAC, and ELPAC are representative of the racial diversity of our school community	6.1 Review existing school committee policies critically through the lens of equity and identify areas needing improvement
2.1 Provide training and learning experiences on antiracism, restorative practices and equity for all staff members and students	4.1 Increase the districts capacity to provide social/emotional and mental/behavioral health interventions	6.2 Review handbooks critically through the lens of equity and identify areas needing improvement
2.2 Review existing/create new student support practices to ensure alignment with student needs and make changes where necessary	4.2 Provide SEL professional development for staff	6.3 Work to build a new Revere High School that supports modern educational practices
		6.4 Ensure teaching practices across classrooms focus on effective, student centered, deeper learning experiences
Outcomes		
<ol style="list-style-type: none"> 1. Building an Anti Racist Community <ol style="list-style-type: none"> a. By June 2025, 90% of parents will report feeling welcomed in their child’s school(s) and that information about the schools and their child’s progress is readily accessible to them. b. By June 2025, 90% of parents, students, and staff will report feeling welcomed and included in the Revere Public Schools. This metric will stand when data are disaggregated by race, EI status, special education status, poverty level, and gender identification. 2. Promoting Social and Emotional Health <ol style="list-style-type: none"> a. By 2025, 80% of students will report feeling supported socially and emotionally in the Revere Public schools. b. By 2025, 80% of students will report feeling in control of their academic progress and capable of managing and thriving through social and emotional challenges. c. By 2025, 75% of high school seniors will complete an internship or a college credit granting class. 3. Meeting the Needs of All Students <ol style="list-style-type: none"> a. By 2025, 80% of classroom observations will evidence a focus on student centered, deeper learning experiences. b. By 2025, 100% of policies and procedures will be grounded in equitable practices. c. By June 2025, disaggregated data will show achievement levels among different subgroups will be within 10 percentage points of each other. 		



Staff Sergeant James J. Hill Elementary School

51 Park Ave
Revere, MA 02151

Phone: (781) 286-8284
Fax: (781) 233-2108

Hill Elementary School Improvement Plan 2024-2025

Strategic Initiative/Objective 1.2 Ensure all staff members feel supported and included in our diverse community

Process Benchmark	Person Responsible	Date	Status
Create welcoming events to check in with new staff quarterly. Invite veteran staff to participate	Principals and Directors	November 2024	
Coordinate monthly, voluntary social events for staff to build relationships beyond the work environment	All staff	Start October 2024	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Administrators regularly engage with staff outside of evaluative meetings and observations	Administrators	June 2025	
Staff surveys show an increase in teachers reporting a sense of belonging and a sense of administrative support	All staff	June 2025	
Monthly social events are coordinated and well attended	School Teams	June 2025	
Retention of staff is consistent across demographic subgroups and by staffing groups	Administrators	August 2025	
Staff report ease in their ability to engage in two-way communication with administrators	Administrators	June 2025	



Staff Sergeant James J. Hill Elementary School

51 Park Ave
Revere, MA 02151

Phone: (781) 286-8284

Fax: (781) 233-2108

Strategic Initiative/Objective 1.3 Ensure all students feel supported and included in our diverse community

Process Benchmark	Person Responsible	Date	Status
Increase teacher and administrator diversity to better reflect our student population	Administrators	June 2025	
Increase opportunities for students to contribute to decision making	Principals	June 2025	
Provide increased support services for all students including those outside of special education programs	Principals, Student Support Team members	October 2024	
Non-traditional learning opportunities are available to students	Administrators	October 2024	
Students will participate in deeper learning that is centered around culture, community, and belonging.	Administrators , Teachers, Equity Team	June 2025	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Students indicate higher rates of belonging and support on VOCAL/MCIEA surveys	All Staff	June 2025	
Student attendance improves	All staff	June 2025	
Increase participation in Culture Night.	Administrators, Equity Team	May 2025	
Utilize monthly community meetings to highlight diverse cultures and traditions.	Administrators, Equity Team, Teachers	June 2025	



Staff Sergeant James J. Hill Elementary School

51 Park Ave
Revere, MA 02151

Phone: (781) 286-8284
Fax: (781) 233-2108

Strategic Initiative/Objective 3.4 Ensure parent groups like PTO, SEPAC, and ELPAC are representative of the racial diversity of our school community.

Process Benchmark	Person Responsible	Date	Status
Create more opportunities for all parents to engage in dialogue with school and district administrators	Principals, Directors	June 2025	
Communicate more clearly and widely the opportunities for parents to participate in decision making	Lynds, Principals, Family Liaison	October 2024	
Increase opportunities and formalize structures through which parents can communicate TO schools	Principals	October 2024	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Implement Parent Square as a universal, district-wide communication platform	Principals, Lynds, Flynn	September 2024	
Engage family liaisons in direct outreach and invitation to parents for meetings and gatherings	Principals, Parent Liaison	September 2024	
Create consistent meeting schedules so meeting times become predictable. Post all meetings on the district calendar	Principals, Directors	September 2024	
Engage parents in the creation of meeting agendas to ensure their concerns are addressed	Administrators, Family Liaison	June 2025	
Identify best practices in family engagement from all schools and implement across the district	Administrators	June 2025	
Create and implement bimonthly afterschool family activities that are open to all and bolster school-level community building.	Administrators, Family Liaisons	June 2025	
Hill School families will report a deeper understanding of the educational jargon used in our public education system as a result of a glossary of terms that the equity team will create.	Administrators, Committees, Family Liaisons, Equity Team	June 2025	



Staff Sergeant James J. Hill Elementary School

51 Park Ave
Revere, MA 02151

Phone: (781) 286-8284

Fax: (781) 233-2108

Strategic Initiative/Objective 4.1 Increase the district's capacity to provide social/emotional and mental/behavioral health interventions

Process Benchmark	Person Responsible	Date	Status
All community members understand the need for MH/SEL services and available resources	District and Revere PHC	June 2025	
School community members are able to provide initial de-escalation services while connections are made to trained staff	District and Revere PHC	June 2025	
Services are available within the district and community for individuals with MH/SEL needs	District and Revere PHC	June 2025	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Use community events to leverage communication on MH/SEL for caregivers	Administrators	June 2025	
Utilize SST to identify and support students in need of Tier 2 behavioral interventions.	Principals, Counselors, BCBA	June 2025	
Provide full CPI training to special education staff and share deescalation strategies across staff school-wide.	Principals	June 2025	
Implement newly created behavior support flowchart to identify and support students exhibiting high risk behaviors.	Administrators, BCBA, All Staff	June 2025	



Staff Sergeant James J. Hill Elementary School

51 Park Ave
Revere, MA 02151

Phone: (781) 286-8284
Fax: (781) 233-2108

Strategic Initiative/Objective 6.4 Ensure teaching practices across classrooms focus on effective, student centered, deeper learning experiences.

Process Benchmark	Person Responsible	Date	Status
Student work consistently reflects critical thinking and problem solving skills, effective and efficient communication	Principals, Directors	June 2025	
Classroom instruction requires students to demonstrate knowledge through tasks of high cognitive demand	Administrators, Teachers	June 2025	
Classroom practice will show an increase in the incidence of students engaging in deeper learning or students-centered activities	Administrators, Teachers	June 2025	
School-based DLTs support the growth of their colleagues in Deeper Learning	Administrators, DLTs	June 2025	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
All teachers are able to define deeper learning and apply the concepts of deeper learning in their lesson planning	Administrators, Teachers	June 2025	
Performance Based Assessments are increasingly being developed during professional development and administered as part of school assessment systems	Directors, Principals, Coaches and PGT facilitators	June 2025	
Student work at school and district showcases will celebrate the established deeper learning vision and student centered practices.	Administrators, Teachers	June 2025	
Student work products illustrate agency and multiple means of action and expression (voice, choice, etc.)	Administrators, Teachers	June 2025	
Teachers receive additional professional development through Principal Meetings and/or PGT's to continue to build teacher capacity to implement deeper learning.	Principals, Coaches, DLT representatives for each school	June 2025	



Lincoln Improvement Plan 2020 – 2025
School Year 2024-2025

Mission

The Revere Public Schools is committed to providing personalized and meaningful education to all students so that they individually experience superior personal development by:

- Engaging all members of our educational community in the decision-making process
- Ensuring rigor and relevance throughout all curricular areas
- Ensuring positive relationships among all members of the school community
- Fostering resilience within all members of the school community
- Fostering and celebrating innovation throughout our system

Vision

To be an inclusive community of continuous learners in which all stakeholder voices are valued and contribute meaningfully to district-level decision making.

Theory of Action

If we focus on, provide educator professional development in, and provision adequately in the following four areas

- Rigorous Curricula
- Relevant Curricula
- Relationships
- Resilience

then all students will receive a personalized and meaningful education so that they individually experience superior personal development.

Strategic Objectives

<p><i>Building an Anti Racist Community</i> <i>We believe that creating an equitable and inclusive school community requires deliberate work. All aspects of teaching and learning should celebrate the uniqueness and diversity of staff, students, and families and leverage our understanding of our community as a scaffold to support deeper, more meaningful learning. All community members should be honored and respected; their voices and membership should be valued.</i></p>	<p><i>Promoting Social and Emotional Health</i> <i>We believe that student social and emotional wellbeing and effective instruction are equally important to each student’s academic success. This requires fostering strong, respectful relationships and making schoolwork relevant to students’ lives and learning preferences.</i></p>	<p><i>Meeting the Needs of All Students</i> <i>We believe that structures, practices, and policies must be grounded in the collective learning needs of current students and shaped by our evolving knowledge of educational best practices. No school or district structure, policy, or practice should inhibit access to high quality instruction or needlessly infringe on the ability to participate in any aspect of the school community.</i></p>
---	--	---

1. Build a strong, diverse school community that is representative of our students

2. Foster an environment that fully integrates anti-racist, culturally responsive teaching practices and efforts to proactively support student needs

<p>3. Foster an inclusive and equitable community where all members are valued and empowered to contribute to our ongoing improvement.</p>	<p>4. Foster strong emotional health and wellbeing for all students</p> <p>5. Provide authentic learning experiences with real-world applications of content to better engage students.</p>	<p>6. Establish structures and policies that support the growth of all students without bias.</p>
--	---	---

Strategic Initiatives

Strategic Initiatives

Strategic Initiatives



Lincoln Improvement Plan 2020 – 2025
School Year 2024-2025

1.1 Increase gender and racial diversity of staff, particularly among teachers and administrators	3.1 Create, adopt, and apply equitable practices across the district	5.1 Provide more internship and early college/dual enrollment opportunities so more students can participate
1.2 Ensure all staff members feel supported and included in our diverse community	3.2 Create opportunities for parent engagement and input in school and district decision making	5.2 Increase opportunities for students to have voice and choice in their academic programs
1.3 Ensure all students feel supported and included in our diverse community	3.3 Ensure services that foster equity, such as translation and interpreter services, are readily available	5.3 Enable students to exercise choice in how they demonstrate their knowledge and learning
1.4 Ensure all families feel supported and included in our diverse community	3.4 Ensure parent groups like PTO, SEPAC, and ELPAC are representative of the racial diversity of our school community	6.1 Review existing school committee policies critically through the lens of equity and identify areas needing improvement
2.1 Provide training and learning experiences on antiracism, restorative practices and equity for all staff members and students	4.1 Increase the districts capacity to provide social/emotional and mental/behavioral health interventions	6.2 Review handbooks critically through the lens of equity and identify areas needing improvement
2.2 Review existing/create new student support practices to ensure alignment with student needs and make changes where necessary	4.2 Provide SEL professional development for staff	6.3 Work to build a new Revere High School that supports modern educational practices
		6.4 Ensure teaching practices across classrooms focus on effective, student centered, deeper learning experiences

Outcomes

1. Building an Antiracist Community
 - a. By June 2025, 90% of parents will report feeling welcomed in their child’s school(s) and that information about the schools and their child’s progress is readily accessible to them.
 - b. By June 2025, 90% of parents, students, and staff will report feeling welcomed and included in the Revere Public Schools. This metric will stand when data are disaggregated by race, EI status, special education status, poverty level, and gender identification.
2. Promoting Social and Emotional Health
 - a. By 2025, 80% of students will report feeling supported socially and emotionally in the Revere Public schools.
 - b. By 2025, 80% of students will report feeling in control of their academic progress and capable of managing and thriving through social and emotional challenges.
 - c. By 2025, 75% of high school seniors will complete an internship or a college credit granting class.
3. Meeting the Needs of All Students
 - a. By 2025, 80% of classroom observations will evidence a focus on student centered, deeper learning experiences.
 - b. By 2025, 100% of policies and procedures will be grounded in equitable practices.
 - c. By June 2025, disaggregated data will show achievement levels among different subgroups will be within 10 percentage points of each other.



Lincoln Improvement Plan 2020 – 2025
School Year 2024-2025

Strategic Initiative/Objective 1.2 Ensure all staff members feel supported and included in our diverse community

Process Benchmark	Person Responsible	Date	Status
Create welcoming events to check in with new staff quarterly. Invite veteran staff to participate	Principals and Directors	November 2024	
Coordinate monthly, voluntary social events for staff to build relationships beyond the work environment	All staff	October 2024	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	
Administrators regularly engage with staff outside of evaluative meetings and observations	Administrators	June 2025	
Staff surveys show an increase in teachers reporting a sense of belonging and a sense of administrative support	All staff	June 2025	
Monthly social events are coordinated and well attended	School Teams	June 2025	
Staff report ease in their ability to engage in two-way communication with administrators	Administrators	August 2025	
Increase opportunities for staff to get together with administration and each other to support collegiality and a sense of community and belonging	All staff		



Lincoln Improvement Plan 2020 – 2025
School Year 2024-2025

Strategic Initiative/Objective 1.3 Ensure all students feel supported and included in our diverse community

Process Benchmark	Person Responsible	Date	Status
Increase teacher and administrator diversity to better reflect our student population	All Staff	June 2025	
Increase opportunities for students to contribute to decision making	All Staff	October 2024	
Provide increased support services for all students including those outside of special education programs	Principals, Student Support Team members	October 2024	
Increase Partnerships with different organizations to provide more resources and opportunities for students	All Staff	December 2024	
Increase Afterschool Club opportunities for students	All Staff	December 2024	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Students indicate higher rates of belonging and support on VOCAL/MCIEA surveys	All Staff	June 2025	
Student attendance improves	All staff	June 2025	
Increase student/teacher access to bilingual literature and cultural books representative of our student population.	Principals, Literacy Coaches	June 2025	



Lincoln Improvement Plan 2020 – 2025
School Year 2024-2025

Strategic Initiative/Objective 3.4 Ensure parent groups like PTO, SEPAC, and ELPAC are representative of the racial diversity of our school community.

Process Benchmark	Person Responsible	Date	Status
Create more opportunities for all parents to engage in dialogue with school and district administrators	Principal	October 2024	
Communicate more clearly and widely the opportunities for parents to participate in decision making	Principal	October 2024	
Increase opportunities and formalize structures through which parents can communicate TO schools	Principal	October 2024	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Implement Parent Square as a universal, district-wide communication platform	Principals, Lynds, Flynn	September 2024	
Engage family liaisons in direct outreach and invitation to parents for meetings and gatherings	Principals, Parent Liaisons	September 2024	
Create consistent meeting schedules so meeting times become predictable. Post all meetings on the district calendar	Principals, Directors	September 2024	
Engage parents in the creation of meeting agendas to ensure their concerns are addressed	Principals, Directors	October 2024	
Identify best practices in family engagement from all schools and implement across the district	Administrators	November 2024	
Create and implement bimonthly afterschool family activities that are open to all and bolster school-level community building.	Administrators, Family Engagement Committees, Family Liaisons	June 2025	



Lincoln Improvement Plan 2020 – 2025
School Year 2024-2025

Strategic Initiative/Objective 4.1 Increase the district’s capacity to provide social/emotional and mental/behavioral health interventions

Process Benchmark	Person Responsible	Date	Status
All community members understand the need for MH/SEL services and available resources	District and Revere PHC	June 2025	
School community members are able to provide initial de-escalation services while connections are made to trained staff	District and Revere PHC	June 2025	
Services are available within the district and community for individuals with MH/SEL needs	District and Revere PHC	June 2025	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Use community events to leverage communication on MH/SEL for caregivers	Administrators	June 2025	
Provide training for staff to increase their MH/SEL knowledge	Principals, Herwig	June 2025	
Utilize SST to identify and support students in need of Tier 2 behavioral interventions.	Principals, Counselors, BCBA	June 2025	
Provide full CPI training to special education staff and share de-escalation strategies across staff school-wide.	Principals	June 2025	



Lincoln Improvement Plan 2020 – 2025
School Year 2024-2025

Strategic Initiative/Objective 6.4 Ensure teaching practices across classrooms focus on effective, student centered, deeper learning experiences.

Process Benchmark	Person Responsible	Date	Status
Student work consistently reflects critical thinking and problem solving skills, effective and efficient communication	Principals, Directors	June 2025	
Classroom instruction requires students to demonstrate knowledge through tasks of high cognitive demand	Administrators, teachers	June 2025	
Classroom practice will show an increase in the incidence of students engaging in deeper learning or students-centered activities	Administrators, teachers	June 2025	
School-based DLTs support the growth of their colleagues in Deeper Learning	Administrators, DLTs	June 2025	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
All teachers are able to define deeper learning and apply the concepts of deeper learning in their lesson planning	Administrators, teachers	June 2025	
DLT members have time during PGTs and Principal/Director meetings to provide PD to colleagues	Administrators	June 2025	
Performance Based Assessments are increasingly being developed during professional development and administered as part of school assessment systems	Directors, Principals, Coaches and PGT facilitators	June 2025	
Student work at school and district showcases will celebrate the established deeper learning vision and student centered practices.	Administrators, Teachers	June 2025	
Students understand their grades as a reflection of their mastery of learning outcomes and use grades as feedback to continue to grow.	Administrators, Teachers	June 2025	
Student work products illustrate agency and multiple means of action and expression (voice, choice, etc.)	Administrators, Teachers	June 2025	
Teachers receive additional professional development through Principal Meetings and/or PGT's to continue to build teacher capacity to implement deeper learning.	Principals, Coaches, DLT representatives for each school	June 2025	



Paul Revere Innovation School

395 Revere Street, Revere, MA 02151
 Phone: 781-286-8278 Fax: 781-286-8279
 pre.reverek12.org

Maurice Coyle, Principal
mcoyle@reverek12.org

Bianca Quirk, Assistant Principal
bquirk@reverek12.org

Paul Revere School Improvement Plan Key Background Information RPS District Improvement Plan 2020 – 2025

Mission		
<p>The Revere Public Schools is committed to providing personalized and meaningful education to all students so that they individually experience superior personal development by:</p> <ul style="list-style-type: none"> • Engaging all members of our educational community in the decision-making process • Ensuring rigor and relevance throughout all curricular areas • Ensuring positive relationships among all members of the school community • Fostering resilience within all members of the school community • Fostering and celebrating innovation throughout our system 		
Vision		
<p>To be an inclusive community of continuous learners in which all stakeholder voices are valued and contribute meaningfully to district-level decision making.</p>		
Theory of Action		
<p>If we focus on, provide educator professional development in, and provision adequately in the following four areas</p> <ul style="list-style-type: none"> • Rigorous Curricula • Relevant Curricula • Relationships • Resilience <p>then all students will receive a personalized and meaningful education so that they individually experience superior personal development.</p>		
Strategic Objectives		
<p><i>Building an Antiracist Community</i> <i>We believe that creating an equitable and inclusive school community requires deliberate work. All aspects of teaching and learning should celebrate the uniqueness and diversity of staff, students, and families and leverage our understanding of our community as a scaffold to support deeper, more meaningful learning. All community members should be honored and respected; their voices and membership should be valued.</i></p>	<p><i>Promoting Social and Emotional Health</i> <i>We believe that student social and emotional wellbeing and effective instruction are equally important to each student’s academic success. This requires fostering strong, respectful relationships and making schoolwork relevant to students’ lives and learning preferences.</i></p>	<p><i>Meeting the Needs of All Students</i> <i>We believe that structures, practices, and policies must be grounded in the collective learning needs of current students and shaped by our evolving knowledge of educational best practices. No school or district structure, policy, or practice should inhibit access to high quality instruction or needlessly infringe on the ability to participate in any aspect of the school community.</i></p>
<p>1. Build a strong, diverse school community that is representative of our students</p>		
<p>2. Foster an environment that fully integrates anti-racist, culturally responsive teaching practices and efforts to pro-actively support student needs</p>		
<p>3. Foster an inclusive and equitable community where all members are valued and empowered to contribute to our ongoing improvement.</p>	<p>4. Foster strong emotional health and wellbeing for all students</p> <p>5. Provide authentic learning experiences with real-world applications of content to better engage students.</p>	<p>6. Establish structures and policies that support the growth of all students without bias.</p>

**Paul Revere School Improvement Plan
Key Background Information
RPS District Improvement Plan 2020 – 2025**

<i>Strategic Initiatives</i>	<i>Strategic Initiatives</i>	<i>Strategic Initiatives</i>
1.1 Increase gender and racial diversity of staff, particularly among teachers and administrators	3.1 Create, adopt, and apply equitable practices across the district	5.1 Provide more internship and early college/dual enrollment opportunities so more students can participate
1.2 Ensure all staff members feel supported and included in our diverse community	3.2 Create opportunities for parent engagement and input in school and district decision making	5.2 Increase opportunities for students to have voice and choice in their academic programs
1.3 Ensure all students feel supported and included in our diverse community	3.3 Ensure services that foster equity, such as translation and interpreter services, are readily available	5.3 Enable students to exercise choice in how they demonstrate their knowledge and learning
1.4 Ensure all families feel supported and included in our diverse community	3.4 Ensure parent groups like PTO, SEPAC, and ELPAC are representative of the racial diversity of our school community	6.1 Review existing school committee policies critically through the lens of equity and identify areas needing improvement
2.1 Provide training and learning experiences on antiracism, restorative practices and equity for all staff members and students	4.1 Increase the districts capacity to provide social/emotional and mental/behavioral health interventions	6.2 Review handbooks critically through the lens of equity and identify areas needing improvement
2.2 Review existing/create new student support practices to ensure alignment with student needs and make changes where necessary	4.2 Provide SEL professional development for staff	6.3 Work to build a new Revere High School that supports modern educational practices
		6.4 Ensure teaching practices across classrooms focus on effective, student centered, deeper learning experiences

Outcomes

1. Building an Antiracist Community
 - a. By June 2025, 90% of parents will report feeling welcomed in their child’s school(s) and that information about the schools and their child’s progress is readily accessible to them.
 - b. By June 2025, 90% of parents, students, and staff will report feeling welcomed and included in the Revere Public Schools. This metric will stand when data are disaggregated by race, EI status, special education status, poverty level, and gender identification.
2. Promoting Social and Emotional Health
 - a. By 2025, 80% of students will report feeling supported socially and emotionally in the Revere Public schools.
 - b. By 2025, 80% of students will report feeling in control of their academic progress and capable of managing and thriving through social and emotional challenges.
 - c. By 2025, 75% of high school seniors will complete an internship or a college credit granting class.
3. Meeting the Needs of All Students
 - a. By 2025, 80% of classroom observations will evidence a focus on student centered, deeper learning experiences.
 - b. By 2025, 100% of policies and procedures will be grounded in equitable practices.
 - c. By June 2025, disaggregated data will show achievement levels among different subgroups will be within 10 percentage points of each other.

**Paul Revere Innovation School
School Improvement Plan 2024 – 2025**

Strategic Initiative/Objective 1.2 Ensure all staff members feel supported and included in our diverse community

Process Benchmark	Person Responsible	Date	Status
Create welcoming events to check in with new staff quarterly. Invite veteran staff to participate	Principals and Directors	November 2024	keep
Coordinate monthly, voluntary social events for staff to build relationships beyond the work environment	All staff	October 2024	keep

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Administrators regularly engage with staff outside of evaluative meetings and observations	Administrators	June 2025	
Staff surveys show an increase in teachers reporting a sense of belonging and a sense of administrative support	All staff	June 2025	
Staff report ease in their ability to engage in two-way communication with administrators	Administrators	August 2025	
Create and share a new teacher document/folder that includes important details about our school and staff members to support onboarding.	ILT	May 2025	

Strategic Initiative/Objective 1.3 Ensure all students feel supported and included in our diverse community

Process Benchmark	Person Responsible	Date	Status
Increase teacher and administrator diversity to better reflect our student population	Administrators	June 2025	
Increase opportunities for students to contribute to decision making	Principals	October 2024	
Provide increased support services for all students including those outside of special education programs	Principals, Student Support Team members	October 2024	
Non-traditional learning opportunities are available to students	Administrators	October 2024	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Students indicate higher rates of belonging and support on VOCAL/MCIEA surveys	All Staff	June 2025	
Student attendance improves	All staff	June 2025	
Increase student/teacher access to bilingual literature and cultural books representative of our student population.	Principals, Literacy Coaches	June 2025	
Partner with the RHS JROTC to implement the Service Learning Project with subsets of our Grade 3, 4, and 5 students on five of our district early release days.	Administration	April 2025	
Grade 5 Leadership Team plays a larger role in school decision making including club offerings, special activities, field trips, and bimonthly PRE community building events.	Administration	June 2025	

Strategic Initiative/Objective 3.4 Ensure parent groups like PTO, SEPAC, and ELPAC are representative of the racial diversity of our school community.

Process Benchmark	Person Responsible	Date	Status
Create more opportunities for all parents to engage in dialogue with school and district administrators	Principals, Directors	October 2024	
Communicate more clearly and widely the opportunities for parents to participate in decision making	Lynds, Principals	October 2024	
Increase opportunities and formalize structures through which parents can communicate TO schools	Principals	October 2024	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Implement Parent Square as a universal, district-wide communication platform	Principals, Lynds, Flynn	September 2024	
Engage family liaisons in direct outreach and invitation to parents for meetings and gatherings	Principals, Parent Liaisons	September 2024	
Create consistent meeting schedules so meeting times become predictable. Post all meetings on the district calendar	Principals, Directors	September 2024	
Engage parents in the creation of meeting agendas to ensure their concerns are addressed	Principals, Directors	October 2024	
Create and implement bimonthly afterschool family activities that are open to all and bolster school-level community building.	Administrators, Family Engagement Team, Family Liaisons	June 2025	
Implement Monthly Parent Coffee Meetings that include PTO representation and recruitment efforts.	Administration, Family Liaison	October 2024	
Create and implement a Family Science Night that includes multilingual support for families to access the activities.	Administration, ILT	June 2025	

Strategic Initiative/Objective 4.1 Increase the district’s capacity to provide social/emotional and mental/behavioral health interventions

Process Benchmark	Person Responsible	Date	Status
All community members understand the need for MH/SEL services and available resources	District and Revere PHC	June 2025	
School community members are able to provide initial de-escalation services while connections are made to trained staff	District and Revere PHC	June 2025	
Services are available within the district and community for individuals with MH/SEL needs	District and Revere PHC	June 2025	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Use community events to leverage communication on MH/SEL for caregivers	Administrators	June 2025	
Provide training for staff to increase their MH/SEL knowledge	Principals, Herwig	June 2025	
Utilize SST to identify and support students in need of Tier 2 behavioral interventions.	Principals, Counselors, BCBA	June 2025	
Provide full CPI training to special education staff and share deescalation strategies across staff school-wide.	Principals	June 2025	
Teachers will be trained in ways to support productive struggle amongst students while building connections to the Zones of Regulation for self monitoring and emotional regulation.	Administration, Counselors, ILT	June 2025	
Implement newly created restorative circle resources with all grade levels using mixed grouping at least monthly to allow students to integrate with peers and staff that are not a member of their homeroom classroom.	Administration, SEL/Student Incentives Committee, PGT Facilitators	June 2025	

Strategic Initiative/Objective 6.4 Ensure teaching practices across classrooms focus on effective, student centered, deeper learning experiences.

Process Benchmark	Person Responsible	Date	Status
Student work consistently reflects critical thinking and problem solving skills, effective and efficient communication	Principals, Directors	June 2025	
Classroom instruction requires students to demonstrate knowledge through tasks of high cognitive demand	Administrators, teachers	June 2025	
Classroom practice will show an increase in the incidence of students engaging in deeper learning or students-centered activities	Administrators, teachers	June 2025	
School-based DLTs support the growth of their colleagues in Deeper Learning	Administrators, DLTs	June 2025	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
All teachers are able to define deeper learning and apply the concepts of deeper learning in their lesson planning	Administrators, teachers	June 2025	
DLT members have time during PGTs and Principal/Director meetings to provide PD to colleagues	Administrators	June 2025	
Students understand their grades as a reflection of their mastery of learning outcomes and use grades as feedback to continue to grow.	Administrators, Teachers	June 2025	
Student work products illustrate agency and multiple means of action and expression (voice, choice, etc.)	Administrators, Teachers	June 2025	
Teachers receive professional development through Principal Meetings and/or PGT's while exploring the connection between Deeper Learning and Productive Struggle.	Principals, Coaches, DLT representatives for each school	June 2025	
Expand Year 2 of MCIEA Portfolios of Performance to all students in Grades 3 through 5 and both literacy and mathematics content areas.	Administration, MCIEA Team Lead	June 2025	



A.C. Whelan Elementary School

Rigor, Relevance, Relationships, Resilience

107 Newhall Street
 Revere, MA 02151
 Phone: 781.388.7510
 Fax: 781.333.2074
<http://whe.reverek12.org/>

A.C. Whelan School Improvement Plan 2024-2025

District Improvement Plan 2020 – 2025

Mission		
<p>The Revere Public Schools is committed to providing personalized and meaningful education to all students so that they individually experience superior personal development by:</p> <ul style="list-style-type: none"> • Engaging all members of our educational community in the decision-making process • Ensuring rigor and relevance throughout all curricular areas • Ensuring positive relationships among all members of the school community • Fostering resilience within all members of the school community • Fostering and celebrating innovation throughout our system 		
Vision		
<p>To be an inclusive community of continuous learners in which all stakeholder voices are valued and contribute meaningfully to district-level decision making.</p>		
Theory of Action		
<p>If we focus on, provide educator professional development in, and provision adequately in the following four areas</p> <ul style="list-style-type: none"> ● Rigorous Curricula ● Relevant Curricula ● Relationships ● Resilience <p>then all students will receive a personalized and meaningful education so that they individually experience superior personal development.</p>		
Strategic Objectives		
<p>Building an Antiracist Community <i>We believe that creating an equitable and inclusive school community requires deliberate work. All aspects of teaching and learning should celebrate the uniqueness and diversity of staff, students, and families and leverage our understanding of our community as a scaffold to support deeper, more meaningful learning. All community members should be honored and respected; their voices and membership should be valued.</i></p>	<p>Promoting Social and Emotional Health <i>We believe that student social and emotional wellbeing and effective instruction are equally important to each student’s academic success. This requires fostering strong, respectful relationships and making schoolwork relevant to students’ lives and learning preferences.</i></p>	<p>Meeting the Needs of All Students <i>We believe that structures, practices, and policies must be grounded in the collective learning needs of current students and shaped by our evolving knowledge of educational best practices. No school or district structure, policy, or practice should inhibit access to high quality instruction or needlessly infringe on the ability to participate in any aspect of the school community.</i></p>
<p>1. Build a strong, diverse school community that is representative of our students</p>		
<p>2. Foster an environment that fully integrates anti-racist, culturally responsive teaching practices and efforts to proactively support student needs</p>		
<p>3. Foster an inclusive and equitable community where all members are valued and empowered to</p>	<p>4. Foster strong emotional health and wellbeing for all students</p> <p>5. Provide authentic learning experiences with real-world</p>	<p>6. Establish structures and policies that support the growth of all students without bias.</p>



A.C. Whelan Elementary School

Rigor, Relevance, Relationships, Resilience

107 Newhall Street
 Revere, MA 02151
 Phone: 781.388.7510
 Fax: 781.333.2074
<http://whe.reverek12.org/>

contribute to our ongoing improvement.	applications of content to better engage students.	
Strategic Initiatives	Strategic Initiatives	Strategic Initiatives
1.1 Increase gender and racial diversity of staff, particularly among teachers and administrators	3.1 Create, adopt, and apply equitable practices across the district	5.1 Provide more internship and early college/dual enrollment opportunities so more students can participate
1.2 Ensure all staff members feel supported and included in our diverse community	3.2 Create opportunities for parent engagement and input in school and district decision making	5.2 Increase opportunities for students to have voice and choice in their academic programs
1.3 Ensure all students feel supported and included in our diverse community	3.3 Ensure services that foster equity, such as translation and interpreter services, are readily available	5.3 Enable students to exercise choice in how they demonstrate their knowledge and learning
1.4 Ensure all families feel supported and included in our diverse community	3.4 Ensure parent groups like PTO, SEPAC, and ELPAC are representative of the racial diversity of our school community	6.1 Review existing school committee policies critically through the lens of equity and identify areas needing improvement
2.1 Provide training and learning experiences on antiracism, restorative practices and equity for all staff members and students	4.1 Increase the districts capacity to provide social/emotional and mental/behavioral health interventions	6.2 Review handbooks critically through the lens of equity and identify areas needing improvement
2.2 Review existing/create new student support practices to ensure alignment with student needs and make changes where necessary	4.2 Provide SEL professional development for staff	6.3 Work to build a new Revere High School that supports modern educational practices
		6.4 Ensure teaching practices across classrooms focus on effective, student centered, deeper learning experiences

Outcomes

1. Building an Antiracist Community
 - a. By June 2025, 90% of parents will report feeling welcomed in their child’s school(s) and that information about the schools and their child’s progress is readily accessible to them.
 - b. By June 2025, 90% of parents, students, and staff will report feeling welcomed and included in the Revere Public Schools. This metric will stand when data are disaggregated by race, EI status, special education status, poverty level, and gender identification.
2. Promoting Social and Emotional Health
 - a. By 2025, 80% of students will report feeling supported socially and emotionally in the Revere Public schools.
 - b. By 2025, 80% of students will report feeling in control of their academic progress and capable of managing and thriving through social and emotional challenges.
 - c. By 2025, 75% of high school seniors will complete an internship or a college credit granting class.
3. Meeting the Needs of All Students
 - a. By 2025, 80% of classroom observations will evidence a focus on student centered, deeper learning experiences.
 - b. By 2025, 100% of policies and procedures will be grounded in equitable practices.
 - c. By June 2025, disaggregated data will show achievement levels among different subgroups will be within 10 percentage points of each other.



A.C. Whelan Elementary School

Rigor, Relevance, Relationships, Resilience

107 Newhall Street
Revere, MA 02151
Phone: 781.388.7510
Fax: 781.333.2074
<http://whe.reverek12.org/>

Strategic Initiative/Objective 1.2 Ensure all staff members feel supported and included in our diverse community

Process Benchmark	Person Responsible	Date	Status
Create welcoming events to check in with new staff quarterly. Invite veteran staff to participate	Principals and Directors	November 2024	
Coordinate monthly, voluntary social events for staff to build relationships beyond the work environment	All staff	October 2024	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Administrators regularly engage with staff outside of evaluative meetings and observations	Administrators	June 2025	
Staff surveys show an increase in teachers reporting a sense of belonging and a sense of administrative support	All staff	June 2025	
Monthly social events are coordinated and well attended	School Teams	June 2025	
Overall retention of staff increases	Administrators	June 2025	
Retention of staff is consistent across demographic subgroups and by staffing groups	Administrators	August 2025	
Staff report ease in their ability to engage in two-way communication with administrators	Administrators	August 2025	
Create a welcoming foyer to provide staff, families and visitors with a sense of belonging	Administration, Security/Translator, Family Liaison	June 2025	



A.C. Whelan Elementary School

Rigor, Relevance, Relationships, Resilience

107 Newhall Street
Revere, MA 02151
Phone: 781.388.7510
Fax: 781.333.2074
<http://whe.reverek12.org/>

Strategic Initiative/Objective 1.3 Ensure all students feel supported and included in our diverse community

Process Benchmark	Person Responsible	Date	Status
Increase teacher and administrator diversity to better reflect our student population	Administrators	June 2025	
Increase opportunities for students to contribute to decision making	Principals	October 2024	
Provide increased support services for all students including those outside of special education programs	Principals, Student Support Team members	October 2024	
Non-traditional learning opportunities are available to students (i.e. small group targeted instruction, student literacy and math centers)	Administrators	October 2024	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Students indicate higher rates of belonging and support on VOCAL/MCIEA surveys	All Staff	June 2025	
Student attendance improves	All staff	June 2025	
Increase student/teacher access to bilingual literature and cultural books representative of our student population.	Principals, Literacy Coaches	June 2025	
Expanding upon our Monthly Morning Meetings to build school-wide community and provide a sense of belonging and inclusivity through incentivized student celebrations.	All Staff, Monthly Morning Meeting Committee	June 2025	
Create and implement a structure for new incoming students and families to Whelan.	Family Liaison	June 2025	
Partner with the RHS JROTC to implement the Service Learning Project with subsets of our Grade 3, 4, and 5 students on five of our district early release days.	Administration	April 2025	



A.C. Whelan Elementary School

Rigor, Relevance, Relationships, Resilience

107 Newhall Street
Revere, MA 02151
Phone: 781.388.7510
Fax: 781.333.2074
<http://whe.reverek12.org/>

Strategic Initiative/Objective 3.4 Ensure parent groups like PTO, SEPAC, and ELPAC are representative of the racial diversity of our school community.

Process Benchmark	Person Responsible	Date	Status
Create more opportunities for all parents to engage in dialogue with school and district administrators	Principals, Directors	October 2024	
Communicate more clearly and widely the opportunities for parents to participate in decision making	Lynds, Principals	October 2024	
Increase opportunities and formalize structures through which parents can communicate TO schools	Principals	October 2024	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Implement Parent Square as a universal, district-wide communication platform	Principals, Lynds, Flynn	September 2024	
Engage family liaisons in direct outreach and invitation to parents for meetings and gatherings	Principals, Parent Liaisons	September 2024	
Create consistent meeting schedules so meeting times become predictable. Post all meetings on the district calendar	Principals, Directors	September 2024	
Engage parents in the creation of meeting agendas to ensure their concerns are addressed	Principals, Directors	October 2024	
Identify best practices in family engagement from all schools and implement across the district	Administrators	November 2024	
Organize bimonthly afterschool family activities that are inclusive and reflect the racial diversity of our school community.	Administrators, Family Engagement Committees, Family Liaisons	June 2025	
Organize monthly Coffee Hours to engage caregivers in school-related topics and build community, informed by input from counselors, coaches, PTA, and parents, etc. to ensure relevant and meaningful discussions.	Principal, Assistant Principals, Family Liaison	June 2005	



A.C. Whelan Elementary School

Rigor, Relevance, Relationships, Resilience

107 Newhall Street
Revere, MA 02151
Phone: 781.388.7510
Fax: 781.333.2074
<http://whe.reverek12.org/>

Strategic Initiative/Objective 4.1 Increase the district’s capacity to provide social/emotional and mental/behavioral health interventions

Process Benchmark	Person Responsible	Date	Status
All community members understand the need for MH/SEL services and available resources	District and Revere PHC	June 2025	
School community members are able to provide initial de-escalation services while connections are made to trained staff	District and Revere PHC	June 2025	
Services are available within the district and community for individuals with MH/SEL needs	District and Revere PHC	June 2025	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Use community events to leverage communication on MH/SEL for caregivers	Administrators	June 2025	
Utilize SST to identify and support students in need of Tier 2 behavioral interventions.	Principals, Counselors, BCBA	June 2025	
Keynote speaker Carrie Stack presents on the Power of Positivity to enhance a growth mindset amongst staff	Principal	June 2025	
Increase number of staff trained in Open Circle to build staff capacity to support students’ MH/SEL	Principal	June 2025	
Create a Whelan Crisis Team to respond effectively to emergencies, support students and staff during critical incidents, and develop proactive plans for maintaining a safe and supportive school environment.	Administrators, Counselors, BCBA	June 2025	



A.C. Whelan Elementary School

Rigor, Relevance, Relationships, Resilience

107 Newhall Street
Revere, MA 02151
Phone: 781.388.7510
Fax: 781.333.2074
<http://whe.reverek12.org/>

Strategic Initiative/Objective 6.4 Ensure teaching practices across classrooms focus on effective, student centered, deeper learning experiences.

Process Benchmark	Person Responsible	Date	Status
Student work consistently reflects critical thinking and problem solving skills, effective and efficient communication	Principals, Directors	June 2025	
Classroom instruction requires students to demonstrate knowledge through tasks of high cognitive demand	Administrators, teachers	June 2025	
Classroom practice will show an increase in the incidence of students engaging in deeper learning or students-centered activities	Administrators, teachers	June 2025	
School-based DLTs support the growth of their colleagues in Deeper Learning	Administrators, DLTs	June 2025	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
All teachers are able to define deeper learning and apply the concepts of deeper learning in their lesson planning	Administrators, teachers	June 2025	
DLT members have time during PGTs and Principal/Director meetings to provide PD to colleagues	Administrators	June 2025	
Student work products illustrate agency and multiple means of action and expression (voice, choice, etc.)	Administrators, Teachers	June 2025	
Teachers receive additional professional development through Principal Meetings and/or PGT's to continue to build teacher capacity to implement deeper learning.	Principals, Coaches, DLT representatives for each school	June 2025	
Fourth grade teams participates in the MCIEA Pilot to assess power standards through deeper learning tasks	Teachers, Literacy Coach, Administrators	June 2025	
Host a Deeper Learning showcase that will highlight student work that embodies our deeper learning vision and illustrates student-centered practices.	Administrators, Teachers	June 2025	
Monthly equity-focused professional development sessions to build staff capacity and promote inclusive, equitable, and culturally responsive practices.	Equity Advisors	June 2025	



GARFIELD MIDDLE SCHOOL

School Improvement Plan

School Year 2024-2025

Mission		
<p>The Revere Public Schools is committed to providing personalized and meaningful education to all students so that they individually experience superior personal development by:</p> <ul style="list-style-type: none"> •Engaging all members of our educational community in the decision-making process •Ensuring rigor and relevance throughout all curricular areas •Ensuring positive relationships among all members of the school community •Fostering resilience within all members of the school community •Fostering and celebrating innovation throughout our system 		
Vision		
<p>To be an inclusive community of continuous learners in which all stakeholder voices are valued and contribute meaningfully to district-level decision making.</p>		
Theory of Action		
<p>If we focus on, provide educator professional development in, and provision adequately in the following four areas</p> <ul style="list-style-type: none"> • Rigorous Curricula • Relevant Curricula • Relationships • Resilience <p>then all students will receive a personalized and meaningful education so that they individually experience superior personal development.</p>		
Strategic Objectives		
<p><i>Building an Antiracist Community</i> <i>We believe that creating an equitable and inclusive school community requires deliberate work. All aspects of teaching and learning should celebrate the uniqueness and diversity of staff, students, and families and leverage our understanding of our community as a scaffold to support deeper, more meaningful learning. All community members should be honored and respected; their voices and membership should be valued.</i></p>	<p><i>Promoting Social and Emotional Health</i> <i>We believe that student social and emotional wellbeing and effective instruction are equally important to each student’s academic success. This requires fostering strong, respectful relationships and making schoolwork relevant to students’ lives and learning preferences.</i></p>	<p><i>Meeting the Needs of All Students</i> <i>We believe that structures, practices, and policies must be grounded in the collective learning needs of current students and shaped by our evolving knowledge of educational best practices. No school or district structure, policy, or practice should inhibit access to high quality instruction or needlessly infringe on the ability to participate in any aspect of the school community.</i></p>
1. Build a strong, diverse school community that is representative of our students		
2. Foster an environment that fully integrates anti-racist, culturally responsive teaching practices and efforts to pro-actively support student needs		
3. Foster an inclusive and equitable community where all members are valued and empowered to contribute to our ongoing improvement.	4. Foster strong emotional health and wellbeing for all students 5. Provide authentic learning experiences with real-world applications of content to better engage students.	6. Establish structures and policies that support the growth of all students without bias.

<i>Strategic Initiatives</i>	<i>Strategic Initiatives</i>	<i>Strategic Initiatives</i>
1.1 Increase gender and racial diversity of staff, particularly among teachers and administrators	3.1 Create, adopt, and apply equitable practices across the district	5.1 Provide more internship and early college/dual enrollment opportunities so more students can participate
1.2 Ensure all staff members feel supported and included in our diverse community	3.2 Create opportunities for parent engagement and input in school and district decision making	5.2 Increase opportunities for students to have voice and choice in their academic programs
1.3 Ensure all students feel supported and included in our diverse community	3.3 Ensure services that foster equity, such as translation and interpreter services, are readily available	5.3 Enable students to exercise choice in how they demonstrate their knowledge and learning
1.4 Ensure all families feel supported and included in our diverse community	3.4 Ensure parent groups like PTO, SEPAC, and ELPAC are representative of the racial diversity of our school community	6.1 Review existing school committee policies critically through the lens of equity and identify areas needing improvement
2.1 Provide training and learning experiences on antiracism, restorative practices and equity for all staff members and students	4.1 Increase the districts capacity to provide social/emotional and mental/behavioral health interventions	6.2 Review handbooks critically through the lens of equity and identify areas needing improvement
2.2 Review existing/create new student support practices to ensure alignment with student needs and make changes where necessary	4.2 Provide SEL professional development for staff	6.3 Work to build a new Revere High School that supports modern educational practices
		6.4 Ensure teaching practices across classrooms focus on effective, student centered, deeper learning experiences

Outcomes

1. Building an Antiracist Community
 - a. By June 2025, 90% of parents will report feeling welcomed in their child’s school(s) and that information about the schools and their child’s progress is readily accessible to them.
 - b. By June 2025, 90% of parents, students, and staff will report feeling welcomed and included in the Revere Public Schools. This metric will stand when data are disaggregated by race, EI status, special education status, poverty level, and gender identification.
2. Promoting Social and Emotional Health
 - a. By 2025, 80% of students will report feeling supported socially and emotionally in the Revere Public schools.
 - b. By 2025, 80% of students will report feeling in control of their academic progress and capable of managing and thriving through social and emotional challenges.
 - c. By 2025, 75% of high school seniors will complete an internship or a college credit granting class.
3. Meeting the Needs of All Students
 - a. By 2025, 80% of classroom observations will evidence a focus on student centered, deeper learning experiences.
 - b. By 2025, 100% of policies and procedures will be grounded in equitable practices.
 - c. By June 2025, disaggregated data will show achievement levels among different subgroups will be within 10 percentage points of each other.



GARFIELD MIDDLE SCHOOL
 School Improvement Plan
 School Year 2024-2025

Strategic Initiative/Objective 1.2 Ensure all staff members feel supported and included in our diverse community.

Process Benchmark	Person Responsible	Date	Status
Create welcoming events to check in with new staff quarterly. Invite veteran staff to participate	Principals and Directors	November 2024	keep
Coordinate monthly, voluntary social events for staff to build relationships beyond the work environment	All staff	October 2024	keep

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Administrators regularly engage with staff outside of evaluative meetings and observations	Administrators	June 2025	
Staff surveys show an increase in teachers reporting a sense of belonging and a sense of administrative support	All staff	June 2025	
Monthly social events are coordinated and well attended	School Teams	June 2025	
Overall retention of staff increases	Administrators	June 2025	
Retention of staff is consistent across demographic sub groups and by staffing groups	Administrators	August 2025	
Staff report ease in their ability to engage in two-way communication with administrators	Administrators	August 2025	
Create a more welcoming main office environment through staffing and physical appearance.	Admin.	September 2025	
Increased staff attendance at school based events designed to increase sense of belonging and collegiality.	Admin.	July 2025	



GARFIELD MIDDLE SCHOOL

School Improvement Plan

School Year 2024-2025

Strategic Initiative/Objective 1.3 Ensure all students feel supported and included in our diverse community

Process Benchmark	Person Responsible	Date	Status
Increase teacher and administrator diversity to better reflect our student population	Administrators	June 2025	
Increase opportunities for students to contribute to decision making	Principals	October 2024	
Provide increased support services for all students including those outside of special education programs	Principals, Student Support Team members	October 2024	
Non-traditional learning opportunities are available to students	Administrators	October 2024	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Students indicate higher rates of belonging and support on VOCAL/MCIEA surveys	All Staff	June 2025	
Student attendance improves	All staff	June 2025	
Increase student/teacher access to bilingual literature and cultural books representative of our student population.	Principals, Literacy Coaches	June 2025	
Establish a student based Principal Advisory Committee to facilitate student agency.	Principal	June 2025	
Ensure inclusion of students in the newly acquired Ascend program into mainstream classes where appropriate.	Admin./Special Education Coordinator	June 2025	



GARFIELD MIDDLE SCHOOL
 School Improvement Plan
 School Year 2024-2025

Strategic Initiative/Objective 3.4 Ensure parent groups like PTO, SEPAC, and ELPAC are representative of the racial diversity of our school community.

Process Benchmark	Person Responsible	Date	Status
Create more opportunities for all parents to engage in dialogue with school and district administrators	Principals, Directors	October 2024	
Communicate more clearly and widely the opportunities for parents to participate in decision making	Lynds, Principals	October 2024	
Increase opportunities and formalize structures through which parents can communicate TO schools	Principals	October 2024	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Implement Parent Square as a universal, district-wide communication platform	Principals, Lynds, Flynn	September 2024	
Engage family liaisons in direct outreach and invitation to parents for meetings and gatherings	Principals, Parent Liaisons	September 2024	
Create consistent meeting schedules so meeting times become predictable. Post all meetings on the district calendar	Principals, Directors	September 2024	
Engage parents in the creation of meeting agendas to ensure their concerns are addressed	Principals, Directors	October 2024	
Re-establish a GMS PTO inclusive of families and staff with regular meetings.	Admin./Staff/Family Liaison	June 2025	



GARFIELD MIDDLE SCHOOL

School Improvement Plan

School Year 2024-2025

Strategic Initiative/Objective 4.1 Increase the district’s capacity to provide social/emotional and mental/behavioral health interventions

Process Benchmark	Person Responsible	Date	Status
All community members understand the need for MH/SEL services and available resources	District and Revere PHC	June 2025	
School community members are able to provide initial de-escalation services while connections are made to trained staff	District and Revere PHC	June 2025	
Services are available within the district and community for individuals with MH/SEL needs	District and Revere PHC	June 2025	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Use community events to leverage communication on MH/SEL for caregivers	Administrators	June 2025	
Provide training for staff to increase their MH/SEL knowledge	Principals, Herwig	June 2025	
Utilize SST to identify and support students in need of Tier 2 behavioral interventions.	Principals, Counselors, BCBA	June 2025	
Provide full CPI training to special education staff and share deescalation strategies across staff school-wide.	Principals	June 2025	
Establish monthly RJ Circles for staff during PGT.	Admin./RJ Coach/RJ Interventionist	June 2025	
Ensure staff access to RJ Interventionist for in class RJ Circles.	Admin./RJ Interventionist	June 2025	
Establish RJ Leadership class across all grade levels to facilitate student led RJ practices	Admin./RJ Coach/RJ Interventionist	June 2025	



GARFIELD MIDDLE SCHOOL

School Improvement Plan

School Year 2024-2025

Strategic

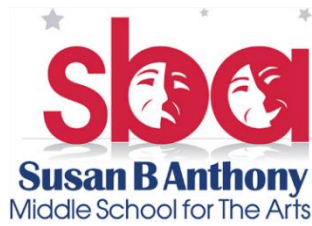
Initiative/Objective 6.4 Ensure teaching practices across classrooms focus on effective, student centered, deeper learning experiences.

Process Benchmark	Person Responsible	Date	Status
Student work consistently reflects critical thinking and problem solving skills, effective and efficient communication	Principals, Directors	June 2025	
Classroom instruction requires students to demonstrate knowledge through tasks of high cognitive demand	Administrators, teachers	June 2025	
Classroom practice will show an increase in the incidence of students engaging in deeper learning or students-centered activities	Administrators, teachers	June 2025	
School-based DLTs support the growth of their colleagues in Deeper Learning	Administrators, DLTs	June 2025	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
All teachers are able to define deeper learning and apply the concepts of deeper learning in their lesson planning	Administrators, teachers	June 2025	
DLT members have time during PGTs and Principal/Director meetings to provide PD to colleagues	Administrators	June 2025	
Performance Based Assessments are increasingly being developed during professional development and administered as part of school assessment systems	Directors, Principals, Coaches and PGT facilitators	June 2025	
Student work at school and district showcases will celebrate the established deeper learning vision and student centered practices.	Administrators, Teachers	June 2025	
Students understand their grades as a reflection of their mastery of learning outcomes and use grades as feedback to continue to grow.	Administrators, Teachers	June 2025	
Student work products illustrate agency and multiple means of action and expression (voice, choice, etc.)	Administrators, Teachers	June 2025	

Teachers receive additional professional development through Principal Meetings and/or PGT's to continue to build teacher capacity to implement deeper learning.	Principals, Coaches, DLT representatives for each school	June 2025	
Establish "Spotlight on Practice" during Principal meetings to highlight and emphasize strong pedagogy.	Admin./Instructional and Math Coaches	June 2025	
Strengthen the departmental knowledge of the demands of their grade level's standards through PGT planning and alignment with DESE standards	Admin./Instructional Coach/Learning Leader Consulting	June 2025	
Reinforce and standardize literacy practices across all content areas through use of Keys to Literacy or equivalent.	Admin./Instructional Coach/Consultant	June 2025	



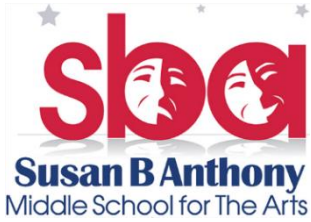
School Improvement Plan 2020 – 2025
School Year 2024-2025

Mission		
<p>At Susan B. Anthony Middle School we believe that students, families, and faculty who feel supported and connected creates an environment that strengthens individuals. We are <i>committed</i> to building relationships with students and their families. We <i>pledge</i> to provide relevant, rigorous, and engaging learning opportunities by challenging the current standards of delivering instruction and creating new ways to meet our students' needs. We believe all students are resilient, creative, and resourceful learners who will become productive members of society.</p>		
Vision		
<p>At Susan B. Anthony Middle School we are a community dedicated to fostering individuals who see themselves as global citizens empowered to follow their passions.</p>		
Theory of Action		
<p>If we focus on, provide educator professional development in, and provision adequately in the following four areas</p> <ul style="list-style-type: none"> ● Rigorous Curricula ● Relevant Curricula ● Relationships ● Resilience <p>then all students will receive a personalized and meaningful education so that they individually experience superior personal development.</p>		
Strategic Objectives		
<p><i>Building an Antiracist Community</i> <i>We believe that creating an equitable and inclusive school community requires deliberate work. All aspects of teaching and learning should celebrate the uniqueness and diversity of staff, students, and families and leverage our understanding of our community as a scaffold to support deeper, more meaningful learning. All community members should be honored and respected; their voices and membership should be valued.</i></p>	<p><i>Promoting Social and Emotional Health</i> <i>We believe that student social and emotional wellbeing and effective instruction are equally important to each student's academic success. This requires fostering strong, respectful relationships and making schoolwork relevant to students' lives and learning preferences.</i></p>	<p><i>Meeting the Needs of All Students</i> <i>We believe that structures, practices, and policies must be grounded in the collective learning needs of current students and shaped by our evolving knowledge of educational best practices. No school or district structure, policy, or practice should inhibit access to high quality instruction or needlessly infringe on the ability to participate in any aspect of the school community.</i></p>
1. Build a strong, diverse school community that is representative of our students		
2. Foster an environment that fully integrates anti-racist, culturally responsive teaching practices and efforts to pro-actively support student needs		
3. Foster an inclusive and equitable community where all members are valued and empowered to contribute to our ongoing improvement.	4. Foster strong emotional health and wellbeing for all students 5. Provide authentic learning experiences with real-world applications of content to better engage students.	6. Establish structures and policies that support the growth of all students without bias.

<i>Strategic Initiatives</i>	<i>Strategic Initiatives</i>	<i>Strategic Initiatives</i>
1.1 Increase gender and racial diversity of staff, particularly among teachers and administrators	3.1 Create, adopt, and apply equitable practices across the district	5.1 Provide more internship and early college/dual enrollment opportunities so more students can participate
1.2 Ensure all staff members feel supported and included in our diverse community	3.2 Create opportunities for parent engagement and input in school and district decision making	5.2 Increase opportunities for students to have voice and choice in their academic programs
1.3 Ensure all students feel supported and included in our diverse community	3.3 Ensure services that foster equity, such as translation and interpreter services, are readily available	5.3 Enable students to exercise choice in how they demonstrate their knowledge and learning
1.4 Ensure all families feel supported and included in our diverse community	3.4 Ensure parent groups like PTO, SEPAC, and ELPAC are representative of the racial diversity of our school community	6.1 Review existing school committee policies critically through the lens of equity and identify areas needing improvement
2.1 Provide training and learning experiences on antiracism, restorative practices and equity for all staff members and students	4.1 Increase the districts capacity to provide social/emotional and mental/behavioral health interventions	6.2 Review handbooks critically through the lens of equity and identify areas needing improvement
2.2 Review existing/create new student support practices to ensure alignment with student needs and make changes where necessary	4.2 Provide SEL professional development for staff	6.3 Work to build a new Revere High School that supports modern educational practices
		6.4 Ensure teaching practices across classrooms focus on effective, student centered, deeper learning experiences

Outcomes

1. Building an Antiracist Community
 - a. By June 2025, 90% of parents will report feeling welcomed in their child’s school(s) and that information about the schools and their child’s progress is readily accessible to them.
 - b. By June 2025, 90% of parents, students, and staff will report feeling welcomed and included in the Revere Public Schools. This metric will stand when data are disaggregated by race, El status, special education status, poverty level, and gender identification.
2. Promoting Social and Emotional Health
 - a. By 2025, 80% of students will report feeling supported socially and emotionally in the Revere Public schools.
 - b. By 2025, 80% of students will report feeling in control of their academic progress and capable of managing and thriving through social and emotional challenges.
 - c. By 2025, 75% of high school seniors will complete an internship or a college credit granting class.
3. Meeting the Needs of All Students
 - a. By 2025, 80% of classroom observations will evidence a focus on student centered, deeper learning experiences.
 - b. By 2025, 100% of policies and procedures will be grounded in equitable practices.
 - c. By June 2025, disaggregated data will show achievement levels among different subgroups will be within 10 percentage points of each other.



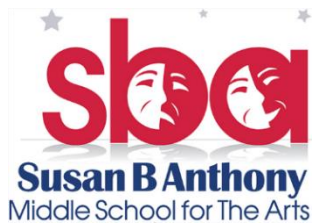
**School Improvement Plan
Action Plan 2024-2025**

Strategic Initiative/Objective 1.2: Ensure all staff members feel supported and included in our diverse community

Process Benchmark	Person Responsible	Date	Status
Create welcoming events to check in with new staff quarterly. Invite veteran staff to participate	Office Staff and Admin, Family Liaison	June 2025	
Administrators will conduct regular, informal check-ins with staff outside of evaluative meetings and observations to build rapport and address concerns.	SBA Admin	November 2024	Ongoing
Establish and promote monthly social events for staff to foster community and connection outside of the classroom. These events will be coordinated by school culture team and administration and advertised.	SBA Admin, Staff	September 2024	Ongoing
Develop and maintain clear, accessible communication channels (e.g., regular open office hours, virtual suggestion boxes, etc.) to ensure two-way communication between staff and administration.	SBA Admin, Staff	November 2024	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Staff surveys show an increase in teachers reporting a sense of belonging and a sense of administrative support	All staff	June 2025	
Monthly social events are coordinated and well attended	School Teams	June 2025	
Overall retention of staff increases	Administrators	June 2025	
Retention of staff is consistent across demographic subgroups and by staffing groups	Administrators	August 2025	
Staff report ease in their ability to engage in two-way communication with administrators	Administrators	August 2025	



**School Improvement Plan
Action Plan 2024-2025**

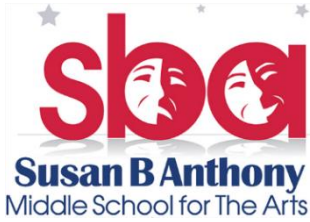
Strategic Initiative/Objective 1.3: Ensure all students feel supported and included in our diverse community

Process Benchmark	Person Responsible	Date	Status
Work to increase the diversity of staff to better reflect the student population through recruitment, hiring, and retention practices.	Teachers, Administrators	June 2025	
Create additional opportunities for student input in school decisions, including the use of SBA Ambassadors, Community Club members, advisory panels, and suggestion boxes.	Administrators	September 2024	
Establish systems to support newcomers in order to ensure students feel welcome and included (including student led tours for newcomers, newcomer luncheons)	Administrators, family liaison, community club advisors, counselors	June 2025	
Offer more non-traditional and experiential learning opportunities, such as project-based learning, and partnerships with community organizations, to engage diverse student interests. (PBL STEM Course and Independent Research Class)	Administrators	September 2024	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Student attendance rates increase	Administration, Support Staff, Teachers	June 2025	
Student engagement in restorative practices increases	Administration, Support Staff, RJ Staff	January 2025	
Professional development for staff includes increasing student engagement levels, deeper learning experiences, and culturally competent instructional methods	Administrators	June 2025	
BBST restructuring demonstrates decreased special education referrals.	Principals, Student Support Directors	June 2025	
School Climate data on the MCIEA survey show increased positivity in student replies	Administrators	June 2025	
RJ Interventionist on staff to work with students and staff to implement Tier I, II and III RJ practices	RJ Staff, Administration, Staff, Students	June 2025	
Math Intervention provided at Tier I, II and III to address identified needs	Math Interventionists, Math Coach, Administration, Math Teachers	June 2025	

Reading Intervention provided at Tier I, II and III (MTSS) to address identified skill deficits in reading to increase percent of students reading at grade level.	Reading Interventionists, Literacy Coach, ELA teachers, Administration	June 2025	
Introduction of Writing Center to improve student writing providing peer coaching (modeled after RHS Writing Center)	Writing Center Coach, RHS Writing Center Coach, Humanities Director, Staff, Administration, Students	June 2025	



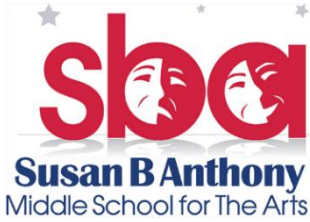
School Improvement Plan
Action Plan 2024-2025

Strategic Initiative/Objective 3.4: Ensure parent groups like PTO, SEPAC, and ELPAC are representative of the racial diversity of our school community (SIC at SBA)

Process Benchmark	Person Responsible	Date	Status
Develop structured opportunities (e.g., forums, town halls) for all parents to engage directly with school and district administrators, promoting open communication and partnership.	Family Liaison, Administration	September 2024	
Ensure that opportunities for parent participation in decision-making processes are clearly communicated across various platforms (ParentSquare, newsletters, school website) to reach all families.	Support Staff Team, RJ Interventionist, School Nurse, Administration	September 2024	
Develop additional and formalized structures for parents to provide feedback and communicate their needs and concerns to school leadership (e.g., parent surveys, suggestion boxes, regular feedback loops).	Family Liaison, Administration	January 2025	
Launch the #185DaysOfElevatingExcellence - Social Media campaign to help emphasize the importance of community engagement and parent representation by making families feel they are part of the journey toward excellence. It will also serve as a communication tool to celebrate student and school wide success.	Administration	June 2025	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Parent forums and town halls show increased and more racially diverse attendance compared to prior years, with participation data reflecting the school community's demographics.	Administration, Staff	June 2025	
ParentSquare, newsletters, and the school website consistently feature clear, multilingual information about opportunities for parent participation in decision-making processes.	Administration, Staff, Communication Director Staff	June 2025	
Participation in school events and campaigns increases, with families from a wider range of racial backgrounds actively engaging in activities.	Administration, Staff	June 2025	
#185DaysOfElevatingExcellence campaign posts are regularly shared, highlighting the sba community and receiving increased engagement (likes, shares, and comments)	Administration, staff	June 2025	



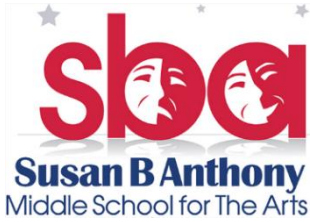
**School Improvement Plan
Action Plan 2024-2025**

Strategic Initiative/Objective 4.1: Increase the district's capacity to provide social/emotional and mental/behavioral health interventions

Process Benchmark	Person Responsible	Date	Status
Ensure that all community members (staff, students, and families) understand the importance of mental health and social-emotional support services, and are aware of the available resources both within the district and the wider community.	Administration, Staff, Director of Health and Wellness, RJ Staff, Wellness	June 2025	
Train school community members to provide initial de-escalation and crisis management services, ensuring that support is available while connecting individuals with trained staff for further intervention.	Administration, Staff, Director of Health and Wellness, RJ Staff, Wellness	June 2025	
Ensure that mental health and social-emotional services are readily available within the school district and the local community for those who need support.	Administration, Staff, Director of Health and Wellness, RJ Staff, Wellness	June 2025	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Increase student attendance rates - survey students to determine if they have a trusted adult	Administration, Guidance Counselor	October 2024	
Identify high-needs students who have chronic absenteeism and no trusted adult to be part of the "SBA Starfish" program	Administration, Guidance Counselor	November 2024	
Staff completing survey showing intentional connections with high risk students and families and providing resources around social and emotional learning and mental health.	Administration, Guidance Counselor	November 2024	



School Improvement Plan

Action Plan 2024-2025

Strategic Initiative/Objective 6.4: Ensure teaching practices across classrooms focus on effective, student-centered, deeper learning experiences

Process Benchmark	Person Responsible	Date	Status
Ensure that student work demonstrates critical thinking, problem-solving, and effective communication skills, aligning with high standards for deeper learning.	Administrators, Teachers	June 2025	
Teachers design and implement instructional practices that require students to demonstrate their knowledge and skills through tasks of high cognitive demand.	Administrators, Teachers	June 2025	
School-based Deeper Learning Teams (DLTs) will support the professional growth of colleagues by modeling and sharing deeper learning strategies.	Administrators, Deeper Learning Team	June 2025	
Provide professional development to teachers so they may feel confident in implementing opportunities for Peer to Peer discussions.	Administrators, Coaches, PGT Facilitators	June 2025	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Assess classroom practices based on the presence and effectiveness of universal design for learning and deeper learning implementation and degree to which students are centered in the lesson	Administrators	June 2025	
Use data from classroom observations on universal design for learning and deeper learning and student centered practices to monitor progress	Administrators	October, December, February, April, June	
Classroom instruction is guided by the tenets of Universal Design for Learning including defined programs like Deeper Learning, Student Centered instruction, and Culturally Competent Instruction and MSTV to ensure access and choice for all students (Project Based Learning opportunities, Independent Learning Research Class offered)	Asst Sup for CIA, Administrators, Teachers	June 2025	

Coaches and Consulting Teachers work with colleagues to develop lessons that are student centered and focus on Universal Design and deeper learning practices and are differentiated to meet the needs of all students	Administration, Coaches, Consulting Teachers, Directors	June 2025	
School Leaders will engage in Deeper Learning through goal setting and choice of professional development	Principal, Asst. Principals, Coaches, Teachers	June 2025	
Classroom observations and walkthroughs will show an increase in the number of students engaged in deeper learning, student-centered activities and in a talk environment of robust student-to-student discourse.	Administrators, Coaches, PGT Facilitators, Staff	June 2025	



School Improvement Plan 2020 – 2025
School Year 2024-2025

Mission

At the Rumney Marsh Academy, we aim to educate the whole student, empowering our kids to grow both academically and socially during their crucial middle school tenure. Driven by a *Growth Mindset*, we recognize that mistakes and setbacks can often serve as the most valuable aspects of the learning process. As such, our teachers work with each student personally in developing resilience in the face of academic or social adversity.

On a daily basis, our students are supported and encouraged to take risks during the learning process. Using best practices for academic and social development, educators create lessons that ask students to explore and expand their knowledge, take responsible risks, and develop solutions to challenges. Students are given voice and choice in using various forms of technology, including PCs, iPads, IMacs, video, and audio in order to advance and demonstrate their learning.

At the RMA, we engage each and every student in their learning experience and provide opportunities to engage in collaborative and independent work. Our Support Staff, comprised of a guidance counselor, two social workers, and school nurse, regularly communicate with our teaching staff to ensure that our students receive unwavering social and emotional support. With our staff's guidance, encouragement, and support, RMA students are able to gain confidence, build skills, and develop characteristics that will enable them to grow into leaders of our community.

We firmly believe that family engagement is a crucial component of the learning process. As such, we communicate with families on a regular basis and often host workshops that provide helpful support in working with adolescent students. The bridge between home and school serves as a critical aspect of our program, particularly in terms of promoting students' academic and personal growth. The core values developed at the RMA aim to have a lasting impact on students' work in their secondary schooling, careers, and community.

Vision

Rumney Marsh Academy strives to provide a learning environment that encourages and fosters academic excellence and positive social and emotional development for our students. With high learning expectations for all, we celebrate hard work, academic achievement, and social contributions made by our students benefiting their community and society.

Theory of Action

If we focus on, provide educator professional development in, and provision adequately in the following four areas

- Rigorous Curricula
- Relevant Curricula
- Relationships
- Resilience

then all students will receive a personalized and meaningful education so that they individually experience superior personal development.

Strategic Objectives

<p>Building an Antiracist Community <i>We believe that creating an equitable and inclusive school community requires deliberate work. All aspects of teaching and learning should celebrate the uniqueness and diversity of staff, students, and families and leverage our understanding of our community as a scaffold to support deeper, more meaningful learning. All community members should be honored and respected; their voices and membership should be valued.</i></p>	<p>Promoting Social and Emotional Health <i>We believe that student social and emotional wellbeing and effective instruction are equally important to each student’s academic success. This requires fostering strong, respectful relationships and making schoolwork relevant to students’ lives and learning preferences.</i></p>	<p>Meeting the Needs of All Students <i>We believe that structures, practices, and policies must be grounded in the collective learning needs of current students and shaped by our evolving knowledge of educational best practices. No school or district structure, policy, or practice should inhibit access to high quality instruction or needlessly infringe on the ability to participate in any aspect of the school community.</i></p>
---	---	--

1. Build a strong, diverse school community that is representative of our students

2. Foster an environment that fully integrates anti-racist, culturally responsive teaching practices and efforts to pro-actively support student needs

<p>3. Foster an inclusive and equitable community where all members are valued and empowered to contribute to our ongoing improvement.</p>	<p>4. Foster strong emotional health and wellbeing for all students 5. Provide authentic learning experiences with real-world applications of content to better engage students.</p>	<p>6. Establish structures and policies that support the growth of all students without bias.</p>
--	--	---

Strategic Initiatives

Strategic Initiatives

Strategic Initiatives

<p>1.1 Increase gender and racial diversity of staff, particularly among teachers and administrators</p>	<p>3.1 Create, adopt, and apply equitable practices across the district</p>	<p>5.1 Provide more internship and early college/dual enrollment opportunities so more students can participate</p>
<p>1.2 Ensure all staff members feel supported and included in our diverse community</p>	<p>3.2 Create opportunities for parent engagement and input in school and district decision making</p>	<p>5.2 Increase opportunities for students to have voice and choice in their academic programs</p>
<p>1.3 Ensure all students feel supported and included in our diverse community</p>	<p>3.3 Ensure services that foster equity, such as translation and interpreter services, are readily available</p>	<p>5.3 Enable students to exercise choice in how they demonstrate their knowledge and learning</p>
<p>1.4 Ensure all families feel supported and included in our diverse community</p>	<p>3.4 Ensure parent groups like PTO, SEPAC, and ELPAC are representative of the racial diversity of our school community</p>	<p>6.1 Review existing school committee policies critically through the lens of equity and identify areas needing improvement</p>
<p>2.1 Provide training and learning experiences on antiracism, restorative practices and equity for all staff members and students</p>	<p>4.1 Increase the districts capacity to provide social/emotional and mental/behavioral health interventions</p>	<p>6.2 Review handbooks critically through the lens of equity and identify areas needing improvement</p>
<p>2.2 Review existing/create new student support practices to ensure alignment with student needs and make changes where necessary</p>	<p>4.2 Provide SEL professional development for staff</p>	<p>6.3 Work to build a new Revere High School that supports modern educational practices</p>

6.4 Ensure teaching practices across classrooms focus on effective, student centered, deeper learning experiences

Outcomes

1. Building an Antiracist Community
 - a. By June 2025, 90% of parents will report feeling welcomed in their child’s school(s) and that information about the schools and their child’s progress is readily accessible to them.
 - b. By June 2025, 90% of parents, students, and staff will report feeling welcomed and included in the Revere Public Schools. This metric will stand when data are disaggregated by race, EL status, special education status, poverty level, and gender identification.
2. Promoting Social and Emotional Health
 - a. By 2025, 80% of students will report feeling supported socially and emotionally in the Revere Public schools.
 - b. By 2025, 80% of students will report feeling in control of their academic progress and capable of managing and thriving through social and emotional challenges.
 - c. By 2025, 75% of high school seniors will complete an internship or a college credit granting class.
3. Meeting the Needs of All Students
 - a. By 2025, 80% of classroom observations will evidence a focus on student centered, deeper learning experiences.
 - b. By 2025, 100% of policies and procedures will be grounded in equitable practices.
 - c. By June 2025, disaggregated data will show achievement levels among different subgroups will be within 10 percentage points of each other.



**RMA School Improvement Plan
Action Plan 2024-2025**

Strategic Initiative/Objective 1.2 Ensure all staff members feel supported and included in our diverse community

Process Benchmark	Person Responsible	Date	Status
Professional development focused on adult SEL and Equity.	Administration	January 2025	Ongoing
Create structures that support new educators to ensure they feel supported and included	Administration/ Staff	June 2025	Ongoing
Create and implement professional development to support educators in meeting the needs of our diverse student community (MLL, RJ, and Literacy PD during PGT focused on data and instruction).	Administration/ Coaches	June 2025	Ongoing

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Utilize MCIEA Data to track staff feelings of safety and belonging	Admin/DESE	June 2025	
Utilize Vocal Data to track staff feelings around support and vision	District/ Admin	June 2025	
Increased observations and feedback on application of supports given in PGTs	Admin	June 2025	
Increased participation in staff RJ circle opportunities	Admin/ Staff	June 2025	
Increase staff participation in structured opportunities to engage with administrators and instructional leadership (RMA Office Hours/ After School Educator Workshops)	Admin/Staff	June 2025	



**RMA School Improvement Plan
Action Plan 2024-2025**

Strategic Initiative/Objective 1.4 Ensure all families feel supported and included in our diverse community

Process Benchmark	Person Responsible	Date	Status
Engage with new families in monthly Parent/ Caregiver Coffees	Office Staff and Admin, Family Liaison, Guidance Counselor	June 2025	
Ensure front office staff, security/translators, and other family-facing staff are able to foster a welcoming, collaborative climate for students and families	Asst. Sup DEI	June 2025	
Use of Parent Square for 2 way communication with stakeholders and school community	School Staff/ Families/ Family Liaison	June 2025	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Engage parents/caregivers in the hiring process of various positions within the school community	Administrators	Ongoing	
Utilize MCEIA Survey 2024 data and compare data collected at the end of the 2024-2025 school year	School Improvement Council, administration, student support staff	June 2025	
Provide learning opportunities for parents around equity and inclusion	Administrators	June 2025	
All PTA/O meetings include review of and are guided by the RPS Family Engagement Policy, which will increase parent/caregiver involvement on the PTO and the activities	Principals, PTA/O presidents	June 2025	
Increased family engagement at school and district events	Principals/admin	June 2025	



**RMA School Improvement Plan
Action Plan 2024-2025**

Strategic Initiative/Objective 2.2 Review existing/create new student support practices to ensure alignment with student needs and make changes where necessary

Process Benchmark	Person Responsible	Date	Status
Student chronic absenteeism will decrease by 10% of students	Administration, Support Staff, Students, Caregivers	June 2025	
All staff will be trained to utilize district data dashboard to create lessons and support students in the classroom.	Administrators, Teachers, Coaches, Directors, PGT Facilitators	January 2025	
Increase opportunities for students, staff, and stakeholders to engage in Restorative Practices	Administrators, Restorative Justice Coach, Restorative Justice Interventionist	June 2025	
Provide professional development on MTSS best practices to support student engagement and success	Teachers, Administrators, Content Directors	October 2024- June 2025	
Increase opportunities for students to take a more active role for change in the school community (Equity Team, Hawk Helpers, Student Council)	Administrators, Teachers, Students	September 2024- June 2025	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Student attendance rates increase due to new systems of support	Principals, Support Staff, Teachers	June 2025	
Continued implementation of Restorative Practices in Advisory, classroom lessons, and increase in enrollment in RJ course	Administration, RJ Staff, Teachers, Students	January 2025	
Increase in MTSS Tier 1 and Tier 2 supports in the classroom based upon data collected through DESE visits	Principals, Curriculum Directors, DESE, Central Office, Teachers, Coaches	October 2024 - June 2025	
Professional development for staff regarding lesson planning and	Administrators, coaches, MTSS partners, DESE	June 2025	

implementation of MTSS Tier 1 and Tier 2 practices during PGT	partners, PGT Facilitators		
Data collection through walkthroughs and lesson plans shows increased focus on MTSS strategies and effective lesson planning	Administrators, coaches, MTSS partners, DESE partners	June 2025	
Increase in participation on boards and teams that contribute student voice	Equity Team, Teachers, Administrators, Students	September 2024- June 2025	



**RMA School Improvement Plan
Action Plan 2024-2025**

Strategic Initiative/Objective 3.2 Create opportunities for parent engagement and input in school and district decision making

Process Benchmark	Person Responsible	Date	Status
Communicate opportunities for parent involvement with a consistent and detailed approach	Administrators, Family Liaison	November 2024	
Engage more parents to take part in PTO	Administrators, Family Liaison	November 2024	
Increase modes of communication for families to reach out to our school, ie Parent Square	Administrators	November 2024	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Engage family liaison for outreach to families when meetings, events or gatherings are scheduled	Family Liaison, Administration	September 2025	
Have a parent representative take part on interview panel for new coordinator of operations position	Administrators	November 2024	
Increased parent/caregiver attendance at PTO meetings	Administrators, Teachers, Family Liaison	September 2024- June 2025	
Increased parent/caregiver attendance at school and district-wide events	Administrators, Family Liaison, Support Staff	September 2024- June 2025	
Implement Parent Square as a school-wide communication platform	Administrators	September 2024- June 2025	
Create and share year long calendar of events with staff and families	Administrators	September 2024	



**RMA School Improvement Plan
Action Plan 2024-2025**

Strategic Initiative/Objective 6.4 Ensure teaching practices across classrooms focus on effective, student centered, deeper learning experiences

Process Benchmark	Person Responsible	Date	Status
Establish a clear vision of expectations for classroom instructional practices across the school, aligned with priorities and centering practices to support all students	Administration	October 2024	
Establish consistent planning routines to build instructional decision-making habits	Administration, ILT, PGT Facilitators, Coaches	September 2024- June 2025	
Establish a shared system of observation and support that is aligned to goals for classroom instruction and to the evaluation system	Administration, Coaches	October 2024	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact.

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Teachers are increasingly embedding deeper learning experiences across content areas and demonstrating shifts in instructional practice that priorities student engagement	Administration, Deeper Learning Team, PGT Facilitators	September 2024- June 2025	
Create observation and data collection form to focus classroom observations and feedback	Administrators, coaches, DESE Partners, MTSS partner	September 2024- June 2025	
Provide professional development opportunities in PGT to protocol and plan opportunities for student focused planning and learning	Administrators, coaches, DESE partners, MTSS partner, Directors, PGT Facilitators	September 2024- June 2025	
Teachers will take part in coaching cycles that are focused on clear purpose, grade level learning targets, and student engagement	Administrators, coaches, Directors	September 2024- June 2025	
All students have access EC opportunities for appropriate standards on coursework in each content area to demonstrate an increased focus on individual learning paths	Asst Sup for CIA, Administrators, Teachers	September 2024- June 2025	

<p>Classroom instruction is guided by the tenets of Deeper Learning including defined programs like Universal Design for Learning, Student Centered instruction, and Culturally Competent Instruction to ensure access and choice for all students</p>	<p>Asst Sup for CIA, Administrators, Teachers</p>	<p>September 2024- June 2025</p>	
<p>Coaches and Consulting Teachers work with colleagues to develop lessons that are student centered and focus on deeper learning practices and are differentiated to meet the needs of all students</p>	<p>Coaches, Consulting Teachers, Administrators</p>	<p>September 2024- June 2025</p>	



Mission		
<p>The Revere Public Schools is committed to providing personalized and meaningful education to all students so that they individually experience superior personal development by:</p> <ul style="list-style-type: none"> • Engaging all members of our educational community in the decision-making process • Ensuring rigor and relevance throughout all curricular areas • Ensuring positive relationships among all members of the school community • Fostering resilience within all members of the school community • Fostering and celebrating innovation throughout our system 		
Vision		
<p>To be an inclusive community of continuous learners in which all stakeholder voices are valued and contribute meaningfully to district-level decision making.</p>		
Theory of Action		
<p>If we focus on, provide educator professional development in, and provision adequately in the following four areas</p> <ul style="list-style-type: none"> • Rigorous Curricula • Relevant Curricula • Relationships • Resilience <p>then all students will receive a personalized and meaningful education so that they individually experience superior personal development.</p>		
Strategic Objectives		
<p><i>Building an Antiracist Community</i> <i>We believe that creating an equitable and inclusive school community requires deliberate work. All aspects of teaching and learning should celebrate the uniqueness and diversity of staff, students, and families and leverage our understanding of our community as a scaffold to support deeper, more meaningful learning. All community members should be honored and respected; their voices and membership should be valued.</i></p>	<p><i>Promoting Social and Emotional Health</i> <i>We believe that student social and emotional wellbeing and effective instruction are equally important to each student's academic success. This requires fostering strong, respectful relationships and making schoolwork relevant to students' lives and learning preferences.</i></p>	<p><i>Meeting the Needs of All Students</i> <i>We believe that structures, practices, and policies must be grounded in the collective learning needs of current students and shaped by our evolving knowledge of educational best practices. No school or district structure, policy, or practice should inhibit access to high quality instruction or needlessly infringe on the ability to participate in any aspect of the school community.</i></p>
1. Build a strong, diverse school community that is representative of our students		
2. Foster an environment that fully integrates anti-racist, culturally responsive teaching practices and efforts to proactively support student needs		
3. Foster an inclusive and equitable community where all members are valued and empowered to contribute to our ongoing improvement.	4. Foster strong emotional health and wellbeing for all students 5. Provide authentic learning experiences with real-world applications of content to better engage students.	6. Establish structures and policies that support the growth of all students without bias.

<i>Strategic Initiatives</i>	<i>Strategic Initiatives</i>	<i>Strategic Initiatives</i>
1.1 Increase gender and racial diversity of staff, particularly among teachers and administrators	3.1 Create, adopt, and apply equitable practices across the district	5.1 Provide more internship and early college/dual enrollment opportunities so more students can participate
1.2 Ensure all staff members feel supported and included in our diverse community	3.2 Create opportunities for parent engagement and input in school and district decision making	5.2 Increase opportunities for students to have voice and choice in their academic programs
1.3 Ensure all students feel supported and included in our diverse community	3.3 Ensure services that foster equity, such as translation and interpreter services, are readily available	5.3 Enable students to exercise choice in how they demonstrate their knowledge and learning
1.4 Ensure all families feel supported and included in our diverse community	3.4 Ensure parent groups like PTO, SEPAC, and ELPAC are representative of the racial diversity of our school community	6.1 Review existing school committee policies critically through the lens of equity and identify areas needing improvement
2.1 Provide training and learning experiences on antiracism, restorative practices and equity for all staff members and students	4.1 Increase the districts capacity to provide social/emotional and mental/behavioral health interventions	6.2 Review handbooks critically through the lens of equity and identify areas needing improvement
2.2 Review existing/create new student support practices to ensure alignment with student needs and make changes where necessary	4.2 Provide SEL professional development for staff	6.3 Work to build a new Revere High School that supports modern educational practices
		6.4 Ensure teaching practices across classrooms focus on effective, student centered, deeper learning experiences

Outcomes

1. Building an Antiracist Community
 - a. By June 2025, 90% of parents will report feeling welcomed in their child’s school(s) and that information about the schools and their child’s progress is readily accessible to them.
 - b. By June 2025, 90% of parents, students, and staff will report feeling welcomed and included in the Revere Public Schools. This metric will stand when data are disaggregated by race, El status, special education status, poverty level, and gender identification.
2. Promoting Social and Emotional Health
 - a. By 2025, 80% of students will report feeling supported socially and emotionally in the Revere Public schools.
 - b. By 2025, 80% of students will report feeling in control of their academic progress and capable of managing and thriving through social and emotional challenges.
 - c. By 2025, 75% of high school seniors will complete an internship or a college credit granting class.
3. Meeting the Needs of All Students
 - a. By 2025, 80% of classroom observations will evidence a focus on student centered, deeper learning experiences.
 - b. By 2025, 100% of policies and procedures will be grounded in equitable practices.
 - c. By June 2025, disaggregated data will show achievement levels among different subgroups will be within 10 percentage points of each other.



Strategic Initiative/Objective 1.2 Ensure all staff members feel supported and included in our diverse community

Process Benchmark	Person Responsible	Date	Status
Create welcoming events to check in with new staff quarterly. Invite veteran staff to participate	Principals and Directors	November 2024	
Provide opportunities for instructional and support team faculty to implement recommendations of faculty working groups to improve ensure smoother communication between teachers and assistant principals regarding behavior support, attendance support and student engagement.	RTA Building Representatives, BLT and Working Group Members	Principal's Meetings & Building-Based PGT	
Restructure PGT to provide for interdisciplinary Building Based PGT Sessions	Building Leadership Team	Fall 2024	
Create opportunities for faculty "listening sessions" with Principal and Deputy Principal	Principal & Deputy Principal	Ongoing	
Engage support team members in professional development to improve support of students	Principal and BC Center for Thriving Children	December 2024	
Establish faculty working groups to support school-wide initiatives and to discuss problems of practice relevant to educators	Principal, Directors, Coaches	January 2025	
Celebrate student success more formally, more consistently, and more publicly	VOG Working Group	Ongoing	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Social events are coordinated and well attended	School Teams	June 2025	
Staff report ease in their ability to engage in two-way communication with administrators	Administrators	August 2025	
Instructional faculty increasingly report positive and productive collaboration with administrators and student support team members on RTA Survey	BLT	January 2025; June 2025	
Faculty report increased opportunities to engage with colleagues outside of their department	BLT	January 2025; June 2025	
Faculty School Culture Committee implements staff morale initiatives	Principal & RTA Building Reps	Semester 2	



Strategic Initiative/Objective 1.3 Ensure all students feel supported and included in our diverse community

Process Benchmark	Person Responsible	Date	Status
Increase opportunities for students to contribute to decision making	BLT & Student Senate	October 2024	
Provide increased support services for all students including those outside of special education programs	Principals, Student Support Team members	October 2024	
Collaborate with reDesign to develop an alternative program that provides RHS students with Personalized Learning Pathways towards Graduation	Bowen, RHS Staff	December 2024	
Pilot the role of “Equity Lead” to ensure student activities are consistently inclusive of all types of students	Senior Class Advisor	Ongoing	
Establish “Welcome Club” to better support the transition of new students to RHS (especially MLLs).	MLL Advisor and Teacher Team	October 2024 and ongoing	
Form committees to begin planning Career Concentrations Program, aligned to our Vision of the Graduate	Principal/School Counseling Director	January 2025	
Expand opportunities for students to engage in Career & Technical Education (Vocational Partnerships; Franklin Cummings, Edmentum CTE Pathways)	Principal, Guidance Director and College Counselor	September 2024	
Provide more structured opportunities for Community Building and Community Service	Senate, Class Officers & Community Service Coordinator	Ongoing	
Develop Athlete Support Program to engage student-athletes who are at risk of becoming ineligible to play based on course performance.	Athletic Director and Assistant Principal Falzarano	November 2024	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Student Support Teams regularly meet to design support plans <i>with</i> not <i>for</i> at-risk students.	Assistant Principals	Weekly; Ongoing	
Utilize Kiva Panels to understand student perspectives and school experiences.	Principals	January 2025	
Students indicate higher rates of belonging and support on VOCAL/MCIEA surveys	All Staff	June 2025	
Student attendance improves	All staff	June 2025	
More students engage in dual enrollment and early college programs with partner higher learning institutions	BLT, Counseling Director, School Counselors	October 2024	
Career and Technical programming is expanded through partnerships with the NE Voke, BHCC, and local trade unions	Principal, Director of Counseling, Career Development Coordinator	October 2024	

Data shows SSTs have a positive impact on student achievement and engagement using needed Tier 2 Interventions in the domains of Academics, Attendance and Social- Emotional Support	Assistant Principals	June 2025	
Student Senate, Equity Advisory Board and Teacher Leaders design community opportunities that support equity and cultural responsiveness for all	BLT, Senate Advisors, Garcia	June 2025	
Personalized Learning Pathways allow for expanded use of Blended Learning, competency-based progression and personalized Learning plans.	Principal, Career Development Program Coordinator, Faculty	June 2025	
RHS hosts events each semester to showcase student success	VOG Committee; Director of Fine Arts, Faculty	Ongoing	
More educators implement restorative practices and Collaborative Problem Solving based on resources created by RP Interventionist, Support Specialists and Assistant Principals	RP Interventionist, Support Specialists, Assistant Principals	SY 2025	
RHS experiences decrease in number of and intensity of physical altercations between students in conflict compared to SY2024.	School Community	June 2025	



Strategic Initiative/Objective 3.4 Ensure parent groups like PTO, SEPAC, and ELPAC are representative of the racial diversity of our school community

Process Benchmark	Person Responsible	Date	Status
Create more opportunities for all parents to engage in dialogue with school administrators	BLT, Family Liaisons	October 2024	
Communicate more clearly and widely the opportunities for parents to participate in decision making	Bowen	October 2024	
Increase opportunities and formalize structures through which parents can communicate TO schools	BLT	October 2024	
Improve regular communication with families at the whole-school level by providing families with more timely information about school events, student activities and opportunities for family engagement	Principal, Assistant Principals, Family Liaisons	Ongoing	
Ensure families know the supports available to their students and the ways they can access these supports.	Principal, Assistant Principals, Faculty and Family Liaisons	SY2025	
Increase two-directional communication between teacher and families on academic performance, attendance and engagement via Parent Square	Classroom Teachers	SY2025	
Tailor themes of monthly “Caregiver Coffee” hours around topics families pick	Principal/Family Liaisons/Revere Cares	Monthly	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Implement Parent Square as a universal, district-wide communication platform	All Staff	September 2024	
Engage family liaisons in direct outreach and invitation to parents for meetings and gatherings	Principals, Parent Liaisons	Ongoing	
Create consistent meeting schedules so meeting times become predictable. Post all meetings on the school calendar	Principals	September 2024	
Caregivers report improved understanding of the systems within the school, specifically Student Support Teams, Course Registration, and Student Opportunities	Assistant Principals, Family Liaisons, School Counseling Director	SY 2025	



Strategic Initiative/Objective 4.1 Increase the district’s capacity to provide social/emotional and mental/behavioral health interventions

Process Benchmark	Person Responsible	Date	Status
Collaborate with BC Center for Thriving Children to create a Revere Resource Map on which SSTs can rely when referring students	Principal, BC	September 2024	
Provide educators with structured Quarterly Agendas for use of Wayfinder in Advisory	Assistant Principal Dean	Quarterly	
Partner with MGH Revere Cares to expand student, caregiver and faculty understanding of mental health	Bowen, Herwig, Revere Cares	Monthly	
Increase partnerships with local MH/SEL providers to increase capacity of services within the schools	RHS Social Workers	Ongoing	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Partner with MGH Revere Cares to host an information night for families and community members	Herwig, Bowen and Family Liaisons	November 2024	
Advisory is used at the secondary level to teach students about the basics of MH/SEL.	Principals and teachers	September 2025	
Offer “Mental Health First Aide” to RHS Faculty	Principals, Herwig	November 2024	
More students access outside counseling services through structured partnerships	RHS Social Workers	June 2025	
Student Support Team members report having more interventions to draw on to support students	Assistant Principals	June 2025	



Strategic Initiative/Objective 6.4 Ensure teaching practices across classrooms focus on effective, student centered, deeper learning experiences.

Process Benchmark	Person Responsible	Date	Status
Classroom instruction requires students to demonstrate knowledge through tasks of high cognitive demand	Administrators, teachers	June 2025	
Classroom practice will show an increase in the incidence of students engaging in deeper learning or students-centered activities	Administrators, teachers	June 2025	
RHS Deeper Learning Team use PGT to survey teachers and align existing Deeper Learning Practices to VOG (Vision of a Graduate) Competencies	RHS DLT Members	December 2025	
RHS Deeper Learning Team engages in inquiry cycles to understand and support DL in high school classrooms	RHS DLT Members	June 2025	
Principal's Meetings and PGT time are increasingly used to discuss student differentiation.	RHS Building Leadership Team	June 2025	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
All teachers are able to define deeper learning and apply the concepts of deeper learning in their lesson planning	Administrators, teachers	June 2025	
Performance Based Assessments are increasingly being developed during professional development and administered as part of school assessment systems	Directors, Principals, Coaches and PGT facilitators	June 2025	
Student work at school and district showcases will celebrate the established deeper learning vision, student centered practices, and VOG Competencies	Administrators, Teachers	June 2025	
Students understand their grades as a reflection of their mastery of learning outcomes and use grades as feedback to continue to grow.	Administrators, Teachers	June 2025	
Student work products illustrate agency and multiple means of action and expression (voice, choice, etc.)	Administrators, Teachers, VOG Committee	January & June Showcase	



Mission		
<p>CityLab aims to reimagine the high school experience by utilizing the city as a lab for learning. This bold new model of learning seeks to ignite students’ passions, equip them with the skills and competencies necessary to navigate a complex, technology-driven world, and support students to find their purpose and passions. Together, in partnership with the community, we aspire to empower the next generation of young innovators in Revere, who will impact their communities and the world through art, design and technology. Through access to high-quality early college and career pathways, CityLab students will design their own pathways to economic mobility in Massachusetts’ economy.</p>		
Vision		
<p>CityLab set out to reimagine the high school experience, especially for students whom the traditional high school learning model does not support. By activating our community as a lab for learning, we aim to prepare students for the future of work and fuel the engine of Massachusetts’ economy.</p> <p>Our high school model seeks to ignite students’ passions, equip them with the skills and competencies necessary to navigate a complex, technology-driven world, and connect students to college and career pathways, where students can reach their full potential without barriers. In particular, we want to develop a secondary school model that is poised to prepare the next generation of leaders to advance in high-growth industries related to manufacturing, design, biotechnology, engineering, computer and information technologies, architecture, and construction technology.</p> <p>Using cutting-edge technology – artificial intelligence, virtual reality, digital fabrication, robotics – students will practice the habits of creative problem solving in a safe and supportive environment, where they can take risks to learn, ask difficult questions, and have the opportunity to design their own pathways based on their passions + purpose.</p>		
Theory of Action		
<p>If we focus on, provide educator professional development in, and provision adequately in the following four areas then all students will receive a personalized and meaningful education so that they individually experience exemplary personal development and grow as learners.</p> <ul style="list-style-type: none"> • Teaching & Learning A RIGOROUS Curricula • Building & Developing Positive and Healthy RELATIONSHIPS • Learning & Acquiring the Skills Needed To Become RESILIENT Learners <p style="text-align: center;">Understanding & Applying the RELEVANCE Of The Curricula To Real Life & 21st Century Skills</p>		
Strategic Objectives		
<p><i>Building an Antiracist Community</i> <i>We believe that creating an equitable and inclusive school community requires deliberate work. All aspects of teaching and learning should celebrate the uniqueness and diversity of staff, students, and families and leverage our understanding of our community as a scaffold to support deeper, more meaningful learning. All community members should be honored and respected; their voices and membership should be valued.</i></p>	<p><i>Promoting Social and Emotional Health</i> <i>We believe that student social and emotional wellbeing and effective instruction are equally important to each student’s academic success. This requires fostering strong, respectful relationships and making schoolwork relevant to students’ lives and learning preferences.</i></p>	<p><i>Meeting the Needs of All Students</i> <i>We believe that structures, practices, and policies must be grounded in the collective learning needs of current students and shaped by our evolving knowledge of educational best practices. No school or district structure, policy, or practice should inhibit access to high quality instruction or needlessly infringe on the ability to participate in any aspect of the school community.</i></p>

1. Build a strong, diverse school community that is representative of our students		
2. Foster an environment that fully integrates anti-racist, culturally responsive teaching practices and efforts to proactively support student needs		
3. Foster an inclusive and equitable community where all members are valued and empowered to contribute to our ongoing improvement.	4. Foster strong emotional health and wellbeing for all students 5. Provide authentic learning experiences with real-world applications of content to better engage students.	6. Establish structures and policies that support the growth of all students without bias.
Strategic Initiatives	Strategic Initiatives	Strategic Initiatives
1.1 Increase gender and racial diversity of staff, particularly among teachers and administrators	3.1 Create, adopt, and apply equitable practices across the district	5.1 Provide more internship and early college/dual enrollment opportunities so more students can participate
1.2 Ensure all staff members feel supported and included in our diverse community	3.2 Create opportunities for parent engagement and input in school and district decision making	5.2 Increase opportunities for students to have voice and choice in their academic programs
1.3 Ensure all students feel supported and included in our diverse community	3.3 Ensure services that foster equity, such as translation and interpreter services, are readily available	5.3 Enable students to exercise choice in how they demonstrate their knowledge and learning
1.4 Ensure all families feel supported and included in our diverse community	3.4 Ensure parent groups like PTO, SEPAC, and ELPAC are representative of the racial diversity of our school community	6.1 Review existing school committee policies critically through the lens of equity and identify areas needing improvement
2.1 Provide training and learning experiences on antiracism, restorative practices and equity for all staff members and students	4.1 Increase the districts capacity to provide social/emotional and mental/behavioral health interventions	6.2 Review handbooks critically through the lens of equity and identify areas needing improvement
2.2 Review existing/create new student support practices to ensure alignment with student needs and make changes where necessary	4.2 Provide SEL professional development for staff	6.3 Work to build a new Revere High School that supports modern educational practices
		6.4 Ensure teaching practices across classrooms focus on effective, student centered, deeper learning experiences
Outcomes		
1. Building an Antiracist Community <ul style="list-style-type: none"> a. By June 2025, 90% of parents will report feeling welcomed in their child’s school(s) and that information about the schools and their child’s progress is readily accessible to them. b. By June 2025, 90% of parents, students, and staff will report feeling welcomed and included in the Revere Public Schools. This metric will stand when data are disaggregated by race, EI status, special education status, poverty level, and gender identification. 2. Promoting Social and Emotional Health <ul style="list-style-type: none"> a. By 2025, 80% of students will report feeling supported socially and emotionally in the Revere Public schools. b. By 2025, 80% of students will report feeling in control of their academic progress and capable of managing and thriving through social and emotional challenges. c. By 2025, 75% of high school seniors will complete an internship or a college credit granting class. 		

3. Meeting the Needs of All Students

- a. By 2025, 80% of classroom observations will evidence a focus on student centered, deeper learning experiences.
- b. By 2025, 100% of policies and procedures will be grounded in equitable practices.
- c. By June 2025, disaggregated data will show achievement levels among different subgroups will be within 10 percentage points of each other.



Strategic Initiative/Objective 1.2 Ensure all staff members feel supported and included in our diverse community

Process Benchmark	Person Responsible	Date	Status
Engage Dr. Karlise Wornum to lead Principal Meetings throughout the school year, focusing on building teachers' capacity to understand and implement culturally responsive practices.	Principals	August 2024	Meetings 9/15 and 11/13
Provide staff with a comprehensive school calendar to ensure awareness of all upcoming events, including Extended Learning Opportunities (ELOs), fostering better preparation and participation.	Principals	Ongoing	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Increased use of culturally inclusive instructional strategies observed during classroom walkthroughs.	Administrators	June 2025	
Staff surveys show an increase in teachers reporting a sense of belonging and a sense of administrative support	All staff	June 2025	
Positive feedback from staff and students regarding inclusivity and representation in the school environment, as gathered through surveys.	School Teams	June 2025	
Principals improved facilitation of discussions on race, equity, and culture during staff meetings.	Administrators	June 2025	
Staff report ease in their ability to engage in two-way communication with administrators	Administrators	August 2025	
Increased alignment between instructional planning and scheduled ELO activities.	All Staff	August 2025	
Enhanced student participation and outcomes in ELOs due to improved staff readiness and support.	All Staff	August 2025	



Strategic Initiative/Objective 1.3 Ensure all students feel supported and included in our diverse community

Process Benchmark	Person Responsible	Date	Status
Increase teacher and administrator diversity to better reflect our student population	Administrators	June 2025	
Facilitate dual enrollment opportunities for upperclassmen through partnerships with institutions such as FC Tech and Mass College of Art, providing advanced coursework that fosters college readiness and early credit acquisition	Admin team and guidance counselor	June 2025	
Expand and diversify student access to Career and Technical Education (CTE) PATHWAY programs, including Green Technology, Biotechnology, Computer Science, Engineering, Architecture, and Digital & Visual Communication, enabling students to explore fields aligned with their interests and career aspirations.	Admin team and guidance counselor	June 2025	
Implement the use of MYCAP and Naviance during Advisory periods to enhance students' college and career readiness by equipping them with critical planning tools and personalized guidance.	MYCAP team including guidance counselor	June 2035	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Utilize Kiva Panels to understand student perspectives and school experiences.	Principals	January 2025	
Students indicate higher rates of belonging and support on MCIEA surveys	All Staff	June 2025	
More students engage in dual enrollment and early college programs with partner higher learning institutions. Documented completion rates and performance data from partner institutions	Principals, Guidance Counselor	October 2024	
Increased student enrollment in diverse PATHWAY programs. Completion of	Principals, Guidance Counselor	October 2024	

PATHWAY-specific projects, certifications, or internships by students.			
Consistent use of MYCAP and Naviance during Advisory sessions, tracked through usage reports.	Principals, MYCAP Team	June 2025	
Students completing career inventories, college applications, or personalized action plans within Naviance.	Teachers, SIP staff	June 2025	



Strategic Initiative/Objective 3.4 Ensure parent groups like PTO, SEPAC, and ELPAC are representative of the racial diversity of our school community

Process Benchmark	Person Responsible	Date	Status
Create more opportunities for all parents to engage in dialogue with school and district administrators	Principals, Directors	October 2024	
Ensure parent representation on the Governing Board to foster meaningful collaboration, amplify parent voices in decision-making, and strengthen the connection between the school and its community.	Principals, governing board members	September 2024	
Leverage social media platforms and ParentSquare to enhance communication with families, ensuring timely and transparent updates about upcoming events and opportunities.	Social media tech, Principal	Ongoing	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Implement Parent Square as a universal, district-wide communication platform	Principals, Lynds, Flynn	September 2024	
Inclusion of parents in Governing Board meetings, with attendance and participation documented. Increased parent contributions to discussions and decisions, as reflected in meeting minutes.	Principals	Ongoing	
Create a team of high school students to watch children/help them with homework during evening ELPAC and SEPAC meetings	SPED/EL Directors	October 2024	



Strategic Initiative/Objective 4.1 Increase the district’s capacity to provide social/emotional and mental/behavioral health interventions

Process Benchmark	Person Responsible	Date	Status
All community members understand the need for MH/SEL services and available resources	Principals	June 2025	
Maintain and strengthen collaboration between Specialized Instructional Support Personnel (SISP) staff and external agencies to provide comprehensive support for students with social-emotional and mental health needs, ensuring regular and effective communication.	SIP staff and Principals	June 2025	
Establish and enhance partnerships with external agencies to provide in-school therapy services, ensuring timely and accessible mental health support for students within the school setting.	SIP staff, Assistant Principals	June 2025	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Advisory is used at the secondary level to teach students about the basics of MH/SEL.	Principals and teachers	September 2025	
Organize and host a Mental Health Fair, ensuring robust attendance and engagement from students, families, and staff to promote awareness and access to mental health resources.	SIP staff	June 2025	
Provide training for staff to increase their MH/SEL knowledge	Principals, Herwig	June 2025	
Increased number of students accessing in-school therapy services. Reduced wait times for students to begin therapy after referral.	SIP staff	June 2025	
Strengthened relationships with partnering agencies, leading to sustained or expanded therapy programs.	Principals, SIP staff	June 2025	
Documented progress in students’ mental health and emotional well-being, as reported by therapists or school counselors.	Principals, SIP staff	June 2025	



Strategic Initiative/Objective 6.4 Ensure teaching practices across classrooms focus on effective, student centered, deeper learning experiences.

Process Benchmark	Person Responsible	Date	Status
Distribute and discuss the Deeper Learning Definition document with all staff, ensuring intentional lesson planning that aligns with the principles of deeper learning.	Principals, Directors	June 2025	
Incorporate the Culturally Responsive Teaching Look For document into lesson planning and use it as a guide during administrative observations and evaluations to foster equitable and inclusive teaching practices.	Administrators, teachers	June 2025	
Collaborate with colleagues to calibrate “write-ups” to ensure feedback to staff is consistent, meaningful, and includes statements on student impact.	Administrators, Directors	June 2025	

Measuring Impact: Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
All teachers are able to define deeper learning and apply the concepts of deeper learning in their lesson planning. Feedback from staff indicating clarity and relevance of the definition document for their practice.	Administrators, teachers	June 2025	
Observational data indicating greater implementation of culturally responsive teaching practices in classrooms.	Administrators	June 2025	
Observable changes in teaching practices directly tied to actionable feedback from evaluations	Directors, Principals	June 2025	
Student work at school and district showcases will celebrate the established deeper learning vision and student centered practices.	Administrators, Teachers	June 2025	
Feedback from staff indicating greater clarity and action ability of evaluation comments.	Administrators, Teachers	June 2025	