

**Revere School Committee Meeting Agenda**  
**October 17, 2023**

A Regular Meeting of the Revere School Committee will be held on **Tuesday, October 17, 2023 at 6:00 PM in the Ferrante School Committee Room at Revere High School and via Zoom Webinar.**

Join from a PC, Mac, iPad, iPhone or Android device:

Please click this URL to join.

<https://us02web.zoom.us/j/81960536681?pwd=ZzVmUCtRZXlFOENKN01GWDC5S2JHdz09>

Passcode: 705880

Watch on Revere School Committee YouTube

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

**REGULAR MEETING:**

1. Pledge of Allegiance/Call to Order
2. Recognition
3. Consent Calendar (Vote Required)
4. Student Representative Report (Attached)
5. Public Speak
6. Superintendent Report
  - a. Susan B. Anthony Middle School – Smart Pass
  - b. CityLab High School Presentation
  - c. MCAS
  - d. Learning Commons Strategic Plan
  - e. Exit Survey Data
7. HEARINGS (None)
8. Report of the Sub-Committees
  - a. Ways and Means Sub-Committee
  - b. Policies and Procedures Sub-Committee
    - File: KJA – Relations with Booster Organizations
    - File: DD – Funding Proposals and Applications
    - Faculty Handbooks
    - Cell Phone Policy – Next Steps
9. Motions
10. Unfinished Business
  - a. Honors Programs and Designation:
    - Which particular classes allow for the designation
    - How many students availed themselves of honors program last semester
    - Request to have this information spelled out in the student handbook
11. New Business

- a. Communication Director
  - b. MASC Delegate Assembly
- 12. Executive Session
  - 13. Adjournment

**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.**

Respectfully submitted,

Dianne K. Kelly, Ed.D  
Superintendent of Schools

DK/rp

File: BEDH

### **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

A spiral-bound notebook with a white cover and lined pages is set against a green background. The notebook is open to a page with horizontal lines. A red vertical line is on the left side of the page. There are several yellow sticky notes: one at the top left, one at the bottom left, and one at the bottom right. The top right corner of the page is curled up. The main title is written in large, bold, red letters. Two yellow horizontal bars are positioned on either side of the word 'Passes' in the title.

# SmartPass: Meet Your New Hall Passes

The Future  
of Hall  
Monitoring!

An SBA  
Presentation

A graphic of a spiral-bound notebook with a white page and a red cover. The spiral binding is at the top. On the left side, there are two horizontal tabs: a yellow one on top and a pink one below it. In the center of the page, the number '01' is displayed in a large, bold, black font, enclosed within a light green circular arrow icon that suggests a cycle or a starting point.

01

**How will  
this help?**

## How it Helps!



### Creates Limits

By setting school-wide or student specific limits, it will ensure students are not misusing their hallway privileges

### Tracks Time OUT OF CLASS

Our previous system only tracked time in bathrooms - not effective data to determine how long a student is out of class



### Supports Classroom Instruction

By creating a line in the classroom, students are not missing instruction

### “Encounter Prevention”

We have the ability to create barriers to prevent student “meet-ups”

**But wait....  
There's more!**

### **Fire Drills**

No more trying to figure out where a student is during a fire drill! We can check the app and see where a student is / should be at any given time!

### **Hall Monitoring Made Easy**

Easily report an off program student right on the app with just a couple clicks



### **Specific Locations**

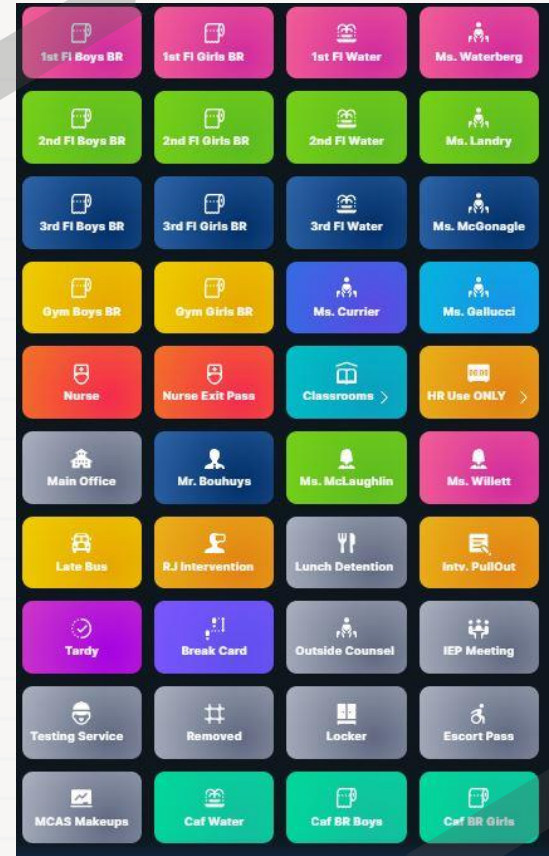
Students will have access only to the locations where their classes are (i.e. 8th graders use the 3rd floor bathrooms while 6th graders use the 1st)

### **Contact Tracing**

Hopefully we will never need this, but it keeps track of it for us!

02

# What Does it Look Like?





1  
today

3  
this week

10  
this month



Encounter Prevention ?

+Add



Pass Limit ?  
3 passes/day



Status

Active v

Last active ?

Today, 9:16 AM

PASSES CREATED

27 passes

TIME SPENT OUT OF CLASS

2hr 49 min

PASSES OVER TIME LIMIT

13 passes

PASSES AUTO-ENDED

2 passes

### Scheduled Passes



No passes have been created yet.



2  
today

6  
this week

22  
this month



Encounter Prevention ?

+Add



Pass Limit ?  
3 passes/day



PASSES CREATED

83 passes

TIME SPENT OUT OF CLASS

10hr 34 min

PASSES OVER TIME LIMIT

44 passes

PASSES AUTO-ENDED

5 passes

### Scheduled Passes

03

# How is It Going?



## **What does the SBA Staff think of SmartPass?**

- **“SmartPass has effectively and efficiently managed the need for students to leave class, keeping them in the classroom and engaged rather than waiting in lines at the bathroom or roaming the halls.” - Gr 8 Teacher**
- **“Heaven-sent. I talk to my spouse about it all the time and how much help it has been in helping to triage kids in and out of the office.” - School Nurse**
- **“Love it!! Definitely see a decrease in the amount of time students spend out of class” - Grade 6 Teacher**
- **“Makes it easier to hold kids accountable with the data being right there!” - Grade 7 Teacher**
- **“It helps tremendously with classroom management. It’s no longer a battle and students know they can no longer take advantage of just leaving class when they feel like it.” - Grade 7 Teacher**

## **What do the SBA Students think of SmartPass?**

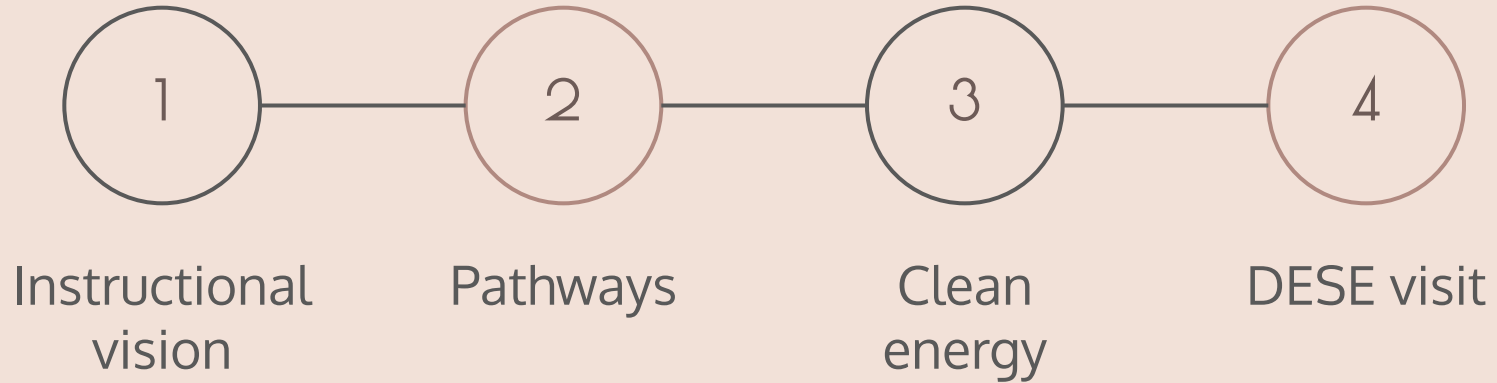
- **“I mean, I hated it last year but I like that I can still go when I need to and I don't need to wait in a long line in the hall and I don't miss class time while waiting for my turn.” - Grade 8 Student**
- **“I think it's going good. The only thing I don't like is that when I'm in Band, I need to go up to the 3rd floor for the bathroom but it's good to limit people from being in the bathroom for a while and letting the next person go.” - Grade 8 Student**
- **“This is better, way better, than what we did in elementary school.” - Grade 6 Student**
- **“We used to have to wait in line outside the class and if someone was in there we would have to go back to wait. Now we can wait in the class and go when it's our turn” - Grade 6 Student**



CITYLAB  
SCHOOL  
COMMITTEE  
PRESENTATION

10/17/23

# AGENDA



# INSTRUCTIONAL VISION

At CityLab, instruction is **student centered** by affirming students' identities and engaging their curiosity. We prioritize **rigorous inquiry-based learning**, where students engage in **collaborative discussions** which incorporate reflection, feedback, and revisions. They **take risks, pose questions, and answer them using evidence** to support their claims.

Teachers guide students' creative and critical reasoning to build **independent thinkers** with a deep understanding of course material.

# PATHWAYS

Currently in Quarter 1, there are 21 students who are involved in a variety of pathways. This is a 320% increase from the 5 students who participated last year. These pathway opportunities include:

- Engineering; *Roxbury Community College*
- Biotech; *Roxbury Community College*
- Architecture; *UMass Amherst*
- Artists for Humanity (AFH)



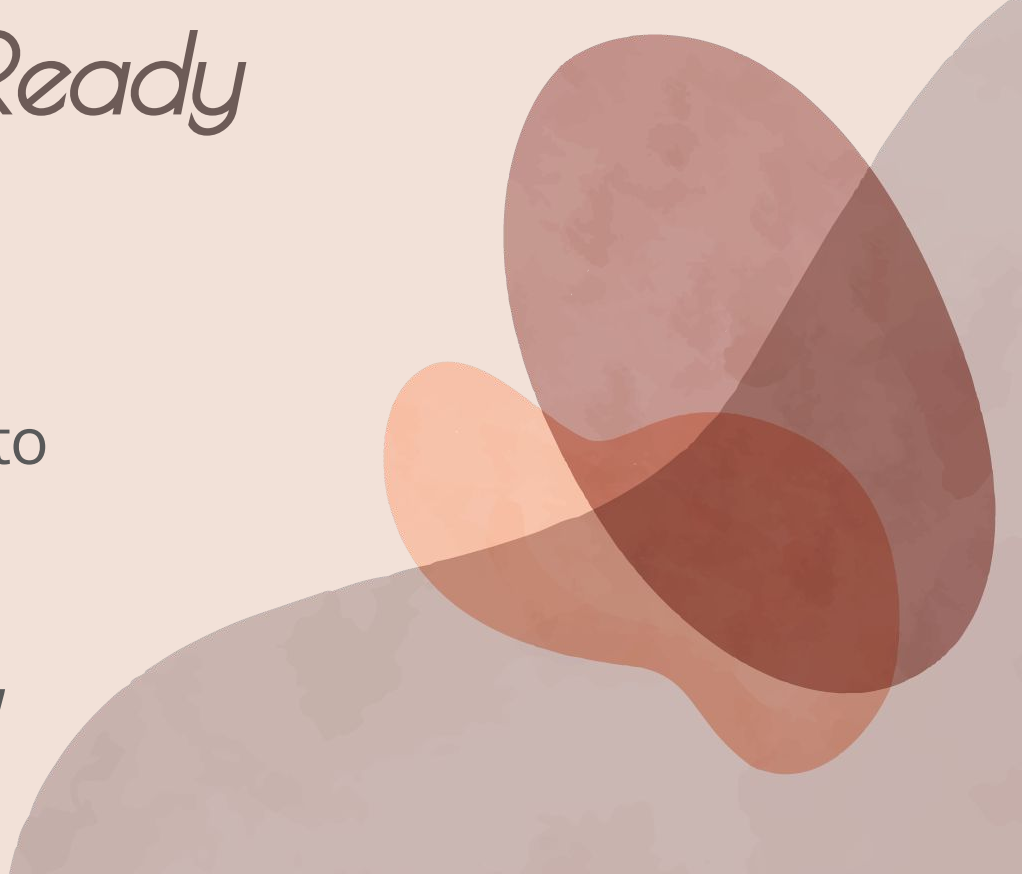
# CLEAN ENERGY PATHWAY

*Digital Ready*

Green Tech

CityLab is one of **six** high schools selected **statewide** to pilot a new Clean Energy Pathway

*LAUNCHING IN FALL 2024!*



The **demand for labor trained in smart building technology** is anticipated to significantly increase with **2,123 workers needed *per year* for the next 30 years.**

Since 2010, Massachusetts has seen an **89% increase** in the clean energy industry or approximately **54,000 jobs.**

Graduates from the academy will be placed in the following occupations:

- Solar Sales Representatives and Assessors
- Solar Energy Installation Managers
- Energy Auditors
- Solar Energy Systems Engineers
- Solar Thermal Installers and Technicians
- Solar Photovoltaic Installers
- Wind Energy Operations Managers
- Wind Energy Engineers

# DESE VISIT

On Thursday  
October 19

Commissioner Jeff  
Riley and Secretary  
of Education Dr.  
Patrick Tutwiler will  
visit our BioTech  
pathway to see  
CityLab students in  
action!





Thank you!

**Revere High School  
Learning Commons  
Five Year Strategic Plan**

**Fall 2023 - Spring 2028**

**Prepared by Mia Morgan, Librarian**

**(School Board and MBLC Approvals go  
here.....)**

**Contents**

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Student Survey

Staff Survey

Poster Prompts

Interviews

## **Environmental Scan**

### **School Demographics, Trends, and Overview**

Revere High School, a Title I school (DESE School and District Profiles, RHS), is located at 101 School Street in Revere, MA. The current school building was built in 1974. There are plans in the works for a new high school and the superintendent has been working diligently toward seeing the new school become a reality.

Revere is part of an ongoing partnership with Chelsea, Malden, Everett, and Winthrop. The 5 District Partnership, 5DP, is a collaborative entity that shares expertise, resources, curriculum, assessments, and professional development opportunities. Administrators noticed families often moved in and out of these towns, and realized it was in the best interest of students for districts to share ideas for improving instruction and academics (<https://5districts.wordpress.com/>).

The high school serves 2,094 students in grades 9-12. Of the students, 63.4% are Hispanic, 27.2% are White, 4.% are Asian, 3.8% are African American, 0.3% Native American, and 1.2% Multi Race. The school assistance trends include 20.20% ELL students, 73.3% of the RHS students are considered high needs students, 64.3% come from low income families, 12.5% are students with disabilities (Bowen, Principal's Meeting Presentation, 3/15/23). MCAS data trends include 50% meeting expectations in 10th Grade ELA SAT, and 39% meeting expectations in 10th grade Math SAT.

On Monday and Tuesday, the class day runs from 8:18 AM - 2:20 PM. On Wednesday-Friday, the class day runs from 7:50 AM - 2:20 PM. The early start days create space for student advisory 3 days per week, and the later start days create space for teacher Professional Learning Groups to meet before classes begin for the day. The class day consists of 4 eighty minute periods, and four 30 minute lunch blocks. Students take core ELA, mathematics, social studies, and science courses. Electives include foreign language, art, music, and elective courses in each of the core subject areas, such as The History of Revere, Statistics, and Creative Writing.

**Learning Commons Mission Statement**

Our mission is to promote information and digital literacy and to foster a love of reading among all students and staff. Through collaboration, inquiry, and research, students will learn how to access and evaluate information in a variety of formats.

**Learning Commons Vision Statement**

Develop a meaningful library collection with services that support academic needs and independent reading interests and promote continuous growth in RHS students.

The RHS Learning Commons' mission and vision align with the RHS District Mission and Vision by providing equitable access to information and resources, fostering an inclusive and safe environment, and ensuring rigorous and continued learning opportunities for all members of our community.

**Planning Methodology Description**

The long range planning process started in September of the 2022-2023 school year, coinciding with the new LMS' hire date. Throughout September and October she gathered documents written by the former LMS: mission statement, collection development policy, challenge policy, and weeding policy to review for inclusion in the final strategic plan. According to notes left behind by the former LMS, the policies were not to her knowledge shared with the school committee for approval. The current LMS plans to review/revise those policies along with the support of a library council, and submit the documents to the school committee for approval at the end of the 2023-2024 school year along with the strategic plan.

In October 2022, the LMS began drafting new documents: vision statement, 5 year plan, strategic plan, a student survey, and a staff survey. The surveys were shared with students during their advisory period and in their Google Classroom. Every student who completed the survey was entered into a drawing to win a \$25 Target gift card as an incentive. The survey was open for one month, from November 28th until December 21st. 251 students, about 12% of our student population, completed the survey. To



reach additional students, the library intern conducted interviews using a shortened version of the survey, starting in January 2023 and continuing through the end of the year. The intern was able to reach 33 students via the interviews. The staff survey was shared via email, and every staff member who completed the survey was entered into a separate drawing for a \$25 Target gift card. 26 staff members, about 17% of the teaching staff, completed the survey.

In November 2022, the LMS met twice informally with an administrator to discuss developing a library council, strategic planning, surveys, and interviews.

- 11/1/22 planned meeting with Dr. Rockwood to discuss strategic plan and what I hope to accomplish;
- 11/14/22 Informal meeting with Dr. Rockwood to discuss interns, survey, and focus groups.

In January 2023, the LMS began reaching out to library stakeholders: students and teachers who expressed interest in participating in the library council in response to a question on student and staff surveys, administrators, and also to community members and parents. To reach parents, the LMS posted announcements in the RHS newsletter, the Patriot Voice. There were five library council meetings planned for the school year. The meetings were held in the learning commons, after school on the following dates, and each meeting focused on a specific topic:

- 2/15/23: Student and Staff Survey Data Analysis
- 3/8/23: Mission Statement, Vision Statement, Collection Development Policy, Weeding Policy, Challenge Policy
- 4/5/23: Five Year Plan, Programming in light of survey data
- 5/10/23: Strategic Plan
- 6/14/23: SOAR Discussion in light of survey data

Library council members used data from student and staff surveys to first identify themes expressed in open ended survey feedback. The council analyzed the [themes](#) ultimately clustering themes into six larger buckets with potential action items or

relevant defining points included. An analysis of the buckets highlighted challenges, or areas where students/staff had conflicting wants, needs, or expectations for the Learning Commons, as well as opportunities for growth.

Library council members received pre-work before each meeting, giving them an opportunity to review documents and respond to prompts. Council members came to meetings with ideas and input. In addition to analyzing data from the two surveys, the library council reviewed, edited, and revised the following documents: RHS library mission statement, RHS library vision statement, collection development policy, the weeding policy, and the book challenge policy. The library council provided input and feedback on the library five year plan and ultimately the strategic plan. Using both institutional knowledge and data from the surveys, the council performed a SWOT analysis and a SOAR analysis and used the results of these analyses to define objectives and plan programming for the next five years. The policies and the strategic plan will be presented to the school committee for approval during the 2023 summer meeting. This strategic plan was written using Goal-Based Strategic Planning methodology (<https://breakthroughos.com/the-top-5-strategic-planning-methodologies>).

### **Library Council Members**

Hiba Kheloufi, student member  
Biane Gesek, student member  
Krystee Maniscalco, community member from RPL  
Dr. Lena Rockwood, administrative member  
Fatima Bassouh, student member  
Ivana Ngueyn, student member  
Dayna Phan, student member  
Caroline Roche, student member  
Ethan Costello, teacher member  
Mia Morgan, librarian  
Chris Bowen, administrative member

### **Needs Assessment**

Online surveys were made available to the school community in November and December of 2022. The surveys were distributed via email and Google Classroom.

Reminders were sent via email, Google Classroom, and on the morning announcements. Advisory teachers were encouraged to ask students to complete the surveys during their scheduled advisory classes. Students and staff were incentivized to participate with a raffle. 26 of the faculty (17%) and 251 students (12%) completed surveys. The surveys showed a need for improved communication about the availability of library resources, increased access to library resources, additional library resources (specifically books to satisfy personal reading interests), and the need for quiet space for students to complete assignments.

Students using the Learning Commons during lunch were asked whether they completed the survey, and if not, they were asked to participate in a brief interview. 33 students participated in the interviews. The interviews showed that most students come to the library to relax, borrow books, or make use of the STEM Center, the Writing Center, or to check in for Dual Enrollment or Internship. There were not a lot of students coming to the library to get help from the librarian which presents an opportunity. Looking at this information alongside the survey data that demonstrated a need for increased communication about library resources, the librarian needs to do a better job of promoting the library as a place to get research help.

Further, students had the opportunity to respond to poster prompts in the library that asked about book interests, and what types of services they would like to see in the library.

Data from the surveys, interviews, and poster prompts provided the basis for developing the library objectives.

### **Multiyear Objectives**

- Objective One: Develop a collection that supports students' continued learning of both academic and personal interest topics.
- Objective Two: Ensure equitable access to resources and space.
- Objective Three: Develop library services that meet the needs of the RHS community.
- Objective Four: Develop partnerships/build community.

## Year One Action Plan

| Objective 1: Grow the library collection so it supports students' continued learning of academic and personal interest topics.   |          |
|--|----------|
| Action   | Timeline |
| Analyze Collection: Titlewave analysis <ul style="list-style-type: none"> <li>Assess age of collection</li> <li>Identify gaps in collection by dewey category</li> <li>Diversity Analysis (Free Mackin Resource)</li> </ul>  | Year 1   |
| Analyze Curriculum: Analyze RHS Program of Studies and Mass Curriculum Frameworks <ul style="list-style-type: none"> <li>Identify gaps in collection to support curriculum</li> </ul>  | Year 1   |
| Survey Stakeholders: Google surveys distributed to all staff and students <ul style="list-style-type: none"> <li>identify gaps in collection based on staff needs &amp; interests</li> <li>identify gaps in collection based on student needs &amp; interests</li> </ul>   | Year 1   |
| Analyze other RHS data sources ( <a href="#">VOG data</a> ) and other available information sources ( <a href="#">NEASC recommendations for HS LC</a> , <a href="#">DESE School Profiles</a> ) to learn more about the RHS community and the expectations for a HS library collection  | Year 1   |
| Using data from surveys, collection analysis, and other data sources, prioritize collection needs and develop plan for filling gaps in the collection <ul style="list-style-type: none"> <li>Grow the collection with the new library space in mind to ensure making best use of the space.</li> <li>View plans for new space and participate in the layout and design.</li> </ul> | Year 1   |
| Using data from collection analysis, identify materials to be weeded such as outdated, inaccurate, damaged, or unused items.   | Year 1   |

|  |        |
|--|--------|
| <ul style="list-style-type: none"> <li>Purge unused, unnecessary, and unwanted items from the collection in preparation for moving to a new space when the new high school opens.</li> </ul>   |        |
| Purchase hi-priority gap items: Career, college, and Financial Resources   | Year 1 |
| Purchase popular and current reading materials to support independent reading  | Year 1 |
| <p>Provide equitable access to resources</p> <p>Provide access to eBooks, audiobooks, and print books that represent diverse interests, developmental, cultural, social, linguistic, and community needs and values, and supports the curriculum</p> | Year 1 |
| Identify funding options for growing the library collection and services   | Year 1 |
| <p>Write budget</p> <ul style="list-style-type: none"> <li>Supplies</li> <li>Independent Reading</li> <li>Curriculum Resources</li> </ul>  | Year 1 |
| <p>Explore both in district and out of district funding options</p> <ul style="list-style-type: none"> <li>Assistance from guidance to fund purchase of career, college, and financial books</li> </ul>  | Year 1 |

| <b>Objective 2: Ensure Equitable Access to Resources and Space</b> |                 |
|--|-----------------|
| <b>Actions</b>   | <b>Timeline</b> |
| Establish Pass System  | Year 1          |
| Establish Lunchtime Sign Up  | Year 1          |
| Design Choose Your Own Approach Modules                            | Year 1          |

| <b>Objective 3: Develop library services that meet the needs of the RHS community.</b>   |                 |
|--|-----------------|
| <b>Actions</b>   | <b>Timeline</b> |
| Introduce the LMS as a potential collaboration teaching partner  | Year 1          |
| Teach informal and formal library lessons as needed  | Year 1          |
| Write research guides/pathfinders as needed  | Year 1          |
| Provide equitable access to spaces <ul style="list-style-type: none"> <li>● Space planning now and for new school</li> <li>● Access to and assistance with technology</li> </ul> | Year 1          |
|  |                 |

| <b>Objective 4: Develop Partnerships/Build community</b>  |                 |
|---|-----------------|
| <b>Actions</b>  | <b>Timeline</b> |
| Organize a library council of stakeholders and interested parties that respects the time and commitments of the community.                              | Year 1          |
| Students <ul style="list-style-type: none"> <li>● Communicate</li> <li>● Survey</li> <li>● Displays</li> <li>● Activities</li> <li>● Interns</li> </ul> | Year 1          |
| Teachers <ul style="list-style-type: none"> <li>● PD of technology, apps, and library resources</li> </ul>  | Year 1          |

|  |        |
|--|--------|
| <ul style="list-style-type: none"> <li>• Communicate</li> </ul>  |        |
| <p>School/District</p> <ul style="list-style-type: none"> <li>• Collection Development Policy</li> <li>• Collection Challenge Policy (Reconsideration Policy)</li> <li>• Weeding Policy</li> <li>• Strategic Plan</li> </ul>   | Year 1 |
| <p>Community</p> <ul style="list-style-type: none"> <li>• Reach out: RPL</li> <li>• Reach out: Revere Museum</li> <li>• Reach out: DE/Early College: Collaborate with BHCC Librarians (Andrew McCarthy, Andrew Mclaughlin, Oscar Lanza-Galindo, Gregory Dachille) NSCC librarians (Torrey Dukes, Bethany Croteau, Jillian LaRosa) and SSU librarian (Jason Soohoo) on a library orientation program for our students enrolled in college courses.</li> </ul>                         | Year 1 |
| <ul style="list-style-type: none"> <li>• Update library catalog so that it is available off-campus, new version of Destiny</li> <li>• Promote collection and library services to staff by writing regular newsletters</li> <li>• Promote collection and library services to students by creating displays, activities, and signage</li> <li>• Offer professional development opportunities to teachers and school staff introducing them to new technology and resources.</li> </ul> | Year 1 |

**Appendices****Student Survey Questions**

[https://drive.google.com/file/d/1LDE0vECy2SInmXpccN3ATJEYd1U2P9pM/view?usp=share\\_link](https://drive.google.com/file/d/1LDE0vECy2SInmXpccN3ATJEYd1U2P9pM/view?usp=share_link)

**Staff Survey Questions**

[https://drive.google.com/file/d/14MxasWoVrxWDtQGikBPpOuqtg\\_v3AMvz/view?usp=share\\_link](https://drive.google.com/file/d/14MxasWoVrxWDtQGikBPpOuqtg_v3AMvz/view?usp=share_link)

**Student Interview Questions**

[https://docs.google.com/document/d/19ZEyMrfF2R\\_REQwUSfN0QH1JWi\\_I7LwY6MnmASWvcKg/edit?usp=sharing](https://docs.google.com/document/d/19ZEyMrfF2R_REQwUSfN0QH1JWi_I7LwY6MnmASWvcKg/edit?usp=sharing)

**Poster Prompts**



## Five Year Plan for Achieving Goals

# Year One (2022-2023)

| Objective 1: Grow the library collection so it supports students' continued learning of academic and personal interest topics.  |          |
|---|----------|
| Action  | Timeline |
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| Analyze Curriculum: Analyze RHS Program of Studies and Mass Curriculum Frameworks <ul style="list-style-type: none"><li>Identify gaps in collection to support curriculum</li></ul>   | Year 1   |
| Survey Stakeholders: Google surveys distributed to all staff and students <ul style="list-style-type: none"><li>identify gaps in collection based on staff needs &amp; interests</li><li>identify gaps in collection based on student needs &amp; interests</li></ul>   | Year 1   |
| Analyze other RHS data sources ( <a href="#">VOG data</a> ) and other available information sources ( <a href="#">NEASC recommendations for HS LC</a> , <a href="#">DESE School Profiles</a> ) to learn more about the RHS community and the expectations for a HS library collection   | Year 1   |
| Using data from surveys, collection analysis, and other data sources, prioritize collection needs and develop plan for filling gaps in the collection <ul style="list-style-type: none"><li>Grow the collection with the new library space in mind to ensure making best use of the space.</li><li>View plans for new space and participate in the layout and design.</li></ul> | Year 1   |

|  |        |
|--|--------|
| <p>Using data from collection analysis, identify materials to be weeded such as outdated, inaccurate, damaged, or unused items.</p> <ul style="list-style-type: none"> <li>• Purge unused, unnecessary, and unwanted items from the collection in preparation for moving to a new space when the new high school opens.</li> </ul> | Year 1 |
| Purchase hi-priority gap items: Career, college, and Financial Resources   | Year 1 |
| Purchase popular and current reading materials to support independent reading  | Year 1 |
| <p>Provide equitable access to resources</p> <p>Provide access to eBooks, audiobooks, and print books that represent diverse interests, developmental, cultural, social, linguistic, and community needs and values, and supports the curriculum</p>   | Year 1 |
| Identify funding options for growing the library collection and services   | Year 1 |
| <p>Write budget</p> <ul style="list-style-type: none"> <li>• Supplies</li> <li>• Independent Reading</li> <li>• Curriculum Resources</li> </ul>  | Year 1 |
| <p>Explore both in district and out of district funding options</p> <ul style="list-style-type: none"> <li>• Assistance from guidance to fund purchase of career, college, and financial books</li> </ul>  | Year 1 |

| <b>Objective 2: Ensure Equitable Access to Resources and Space</b> |                 |
|--|-----------------|
| <b>Actions</b>   | <b>Timeline</b> |
| Establish Pass System  | Year 1          |
| Establish Lunchtime Sign Up  | Year 1          |

|   |        |
|---|--------|
| Design Choose Your Own Approach Modules | Year 1 |
|---|--------|

| <b>Objective 3: Develop library services that meet the needs of the RHS community.</b>   |                 |
|--|-----------------|
| <b>Actions</b>   | <b>Timeline</b> |
| Introduce the LMS as a potential collaboration teaching partner  | Year 1          |
| Teach informal and formal library lessons as needed  | Year 1          |
| Write research guides/pathfinders as needed  | Year 1          |
| Provide equitable access to spaces <ul style="list-style-type: none"> <li>● Space planning now and for new school</li> <li>● Access to and assistance with technology</li> </ul> | Year 1          |
|  |                 |

| <b>Objective 4: Develop Partnerships/Build community</b>   |                 |
|--|-----------------|
| <b>Actions</b>   | <b>Timeline</b> |
| Organize a library council of stakeholders and interested parties that respects the time and commitments of the community. | Year 1          |

|  |               |
|--|---------------|
| <p>Students</p> <ul style="list-style-type: none"> <li>● Communicate</li> <li>● Survey</li> <li>● Displays</li> <li>● Activities</li> <li>● Interns</li> </ul>   | <p>Year 1</p> |
| <p>Teachers</p> <ul style="list-style-type: none"> <li>● PD of technology, apps, and library resources</li> <li>● Communicate</li> </ul>   | <p>Year 1</p> |
| <p>School/District</p> <ul style="list-style-type: none"> <li>● Collection Development Policy</li> <li>● Collection Challenge Policy (Reconsideration Policy)</li> <li>● Weeding Policy</li> <li>● Strategic Plan</li> </ul>   | <p>Year 1</p> |
| <p>Community</p> <ul style="list-style-type: none"> <li>● Reach out: RPL</li> <li>● Reach out: Revere Museum</li> <li>● Reach out: DE/Early College: Collaborate with BHCC Librarians (Andrew McCarthy, Andrew Mclaughlin, Oscar Lanza-Galindo, Gregory Dachille) NSCC librarians (Torrey Dukes, Bethany Croteau, Jillian LaRosa) and SSU librarian (Jason Soohoo) on a library orientation program for our students enrolled in college courses.</li> </ul>                         | <p>Year 1</p> |
| <ul style="list-style-type: none"> <li>● Update library catalog so that it is available off-campus, new version of Destiny</li> <li>● Promote collection and library services to staff by writing regular newsletters</li> <li>● Promote collection and library services to students by creating displays, activities, and signage</li> <li>● Offer professional development opportunities to teachers and school staff introducing them to new technology and resources.</li> </ul> | <p>Year 1</p> |

# Year Two 2023-2024

| <b>Objective 1: Grow the library collection so it supports students' continued learning of academic and personal interest topics.</b>                       |                 |
|---|-----------------|
| <b>Actions</b>  | <b>Timeline</b> |
| Analyze collection  | Year 2          |
| Fill year 2 priority gaps in the nonfiction collection <ul style="list-style-type: none"> <li>• Human Rights</li> <li>• Arts &amp; Entertainment</li> </ul> | Year 2          |
| Purchase popular and current reading materials to support independent reading   | Year 2          |
| Weed 5% of the library collection and replace with new titles.  | Year 2          |
|   |                 |

| <b>Objective 2: Ensure Equitable Access to Resources and Space</b>                              |                 |
|---|-----------------|
| <b>Actions</b>  | <b>Timeline</b> |
| Continue Pass System <ul style="list-style-type: none"> <li>• Revise as needed</li> </ul>       | Year 2          |
| Continue Lunchtime Sign Up <ul style="list-style-type: none"> <li>• Revise as needed</li> </ul> | Year 2          |
| Run Equity Analysis of Realistic Fiction Collection   | Year 2          |
| Translate Text of Choose Your Own Approach Library Modules into Spanish and Portuguese          | Year 2          |
| Translate Videos in Choose Your Own Approach Library Modules into Spanish                       | Year 2          |

**Objective 3: Develop library services that meet the needs of the RHS community.**

| <b>Actions</b>                                      | <b>Timeline</b> |
|---|-----------------|
| Explore collaborative teaching opportunities        | Year 2          |
| Teach informal and formal library lessons as needed | Year 2          |
| Write research guides/pathfinders as needed         | Year 2          |
| Implement Choose Your Own Approach Modules          | Year 2          |

| <b>Objective 4: Develop Partnerships/Build community</b>                                     |                 |
|--|-----------------|
| <b>Actions</b>   | <b>Timeline</b> |
| Look for opportunities to invite students to the LC for fun activities                       | Year 2          |
| Continue to create new book displays, featured resource displays, and notable event displays | Year 2          |
| Increase use of Library Interns  | Year 2          |
| Create Displays that Address Community Interests and Needs                                   | Year 2          |

### **Year Three**

| <b>Objective 1: Grow the library collection so it supports students' continued learning of academic and personal interest topics.</b> |                 |
|---|-----------------|
| <b>Actions</b>  | <b>Timeline</b> |
| Analyze collection  | Year 3          |
| Survey stakeholders   | Year 3          |
| Reassess needs based on updated survey results  | Year 3          |
| Fill year 3 gaps, revise as needed  | Year 3          |
| Purchase popular and current reading materials to support independent reading   | Year 3          |
| Weed 5% of the library collection and replace with new titles.  | Year 3          |

|                                     |        |
|-------------------------------------|--------|
| Identify additional funding sources | Year 3 |
|-------------------------------------|--------|

| <b>Objective 2: Ensure Equitable Access to Resources and Space</b>                              |                 |
|---|-----------------|
| <b>Actions</b>  | <b>Timeline</b> |
| Continue Pass System <ul style="list-style-type: none"> <li>• Revise as needed</li> </ul>       | Year 3          |
| Continue Lunchtime Sign Up <ul style="list-style-type: none"> <li>• Revise as needed</li> </ul> | Year 3          |
| Run Equity Analysis of Romantic Fiction Collection  | Year 3          |
| Translate Videos in Choose Your Own Approach Library Modules into Portuguese                    | Year 3          |

| <b>Objective 3: Develop library services that meet the needs of the RHS community.</b> |                 |
|--|-----------------|
| <b>Actions</b>   | <b>Timeline</b> |
| Build collaborative relationships  | Year 3          |
| Teach informal and formal library lessons as needed                                    | Year 3          |
| Write research guides/pathfinders as needed  | Year 3          |
| Promote Choose Your Own Approach Modules   | Year 3          |

| <b>Objective 4: Develop Partnerships/Build community</b> |                 |
|--|-----------------|
| <b>Actions</b>   | <b>Timeline</b> |
| Activities   | Year 3          |
| Displays   | Year 3          |

|                 |        |
|-----------------|--------|
| Library Interns | Year 3 |
|-----------------|--------|

# Year Four 2024-2025

| <b>Objective 1: Grow the library collection so it supports students' continued learning of academic and personal interest topics.</b> |                 |
|---|-----------------|
| <b>Actions</b>  | <b>Timeline</b> |
| Analyze collection  | Year 4          |
| Fill year 4 gaps, revise as needed  | Year 4          |
| Purchase popular and current reading materials to support independent reading   | Year 4          |
| Weed 5% of the library collection and replace with new titles.  | Year 4          |
| Identify additional funding sources   | Year 4          |

| <b>Objective 2: Ensure Equitable Access to Resources and Space</b>                              |                 |
|---|-----------------|
| <b>Actions</b>  | <b>Timeline</b> |
| Continue Pass System <ul style="list-style-type: none"> <li>• Revise as needed</li> </ul>       | Year 4          |
| Continue Lunchtime Sign Up <ul style="list-style-type: none"> <li>• Revise as needed</li> </ul> | Year 4          |
| Run Equity Analysis of Mystery Fiction Collection   | Year 4          |

| <b>Objective 3: Develop library services that meet the needs of the RHS community.</b> |                 |
|--|-----------------|
| <b>Actions</b>   | <b>Timeline</b> |
| Continue to build collaborative relationships  | Year 4          |
| Teach informal and formal library lessons as needed                                    | Year 4          |



|  |        |
|--|--------|
| Write research guides/pathfinders as needed          | Year 4 |
| Evaluate and Review Library Research Fellows Program | Year 4 |

| <b>Objective 4: Develop Partnerships/Build community</b>  |                 |
|---|-----------------|
| <b>Actions</b>  | <b>Timeline</b> |
| Displays  | Year 4          |
| Public Library  | Year 4          |
| Evaluate and Review use of Library Interns                | Year 4          |
| Continue to offer fun LC activities to invite students to | Year 4          |

## Year Five 2025-2026

| <b>Objective 1: Develop a collection that supports continued learning of both academic and personal interest.</b> |                 |
|---|-----------------|
| <b>Actions</b>  | <b>Timeline</b> |
| Analyze collection  | Year 5          |
| Survey stakeholders   | Year 5          |
| Reassess needs based on updated survey results<br>Fill year 5 gaps, revise as needed                              | Year 5          |
| Purchase popular and current reading materials to support independent reading                                     | Year 5          |
| Weed 5% of the library collection and replace with new titles.  | Year 5          |
| Identify additional funding sources   | Year 5          |

| <b>Objective 2: Ensure Equitable Access to Resources and Space</b>                              |                 |
|---|-----------------|
| <b>Actions</b>  | <b>Timeline</b> |
| Continue Pass System <ul style="list-style-type: none"> <li>• Revise as needed</li> </ul>       | Year 5          |
| Continue Lunchtime Sign Up <ul style="list-style-type: none"> <li>• Revise as needed</li> </ul> | Year 5          |
| Run Equity Analysis of Fantasy Fiction Collection   | Year 5          |

| <b>Objective 3: Develop library services that meet the needs of the RHS community.</b> |                 |
|--|-----------------|
| <b>Actions</b>   | <b>Timeline</b> |
| Continue to build collaborative relationships  | Year 5          |
| Teach informal and formal library lessons as needed                                    | Year 5          |
| Write research guides/pathfinders as needed  | Year 5          |

| <b>Objective 4: Develop Partnerships/Build community</b> |                 |
|--|-----------------|
| <b>Actions</b>   | <b>Timeline</b> |
| Displays   | Year 5          |
| Public Library   | Year 5          |
| Families   | Year 5          |
| Continue Library to Include Student Interns              | Year 5          |