

Revere School Committee Meeting Agenda
October 21, 2025

A Regular Meeting of the Revere School Committee will be held on **Tuesday, October 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/85884594269?pwd=uRtc3K6GVlrIPw2VbIGFfw6ZGVEPd6.1>

Passcode:649126

Watch on Revere School Committee YouTube

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

REGULAR MEETING:

1. Pledge of Allegiance/Call to Order
2. Recognition
 - a. MASS Certificate of Academic Excellence
3. Consent Calendar (Vote Required)
4. Student Representative Report (Attached)
5. Public Speak
6. Superintendent Report
 - a. School Improvement Plans
 - b. MCAS Results & Attendance Data
7. Report of the Sub-Committees
 - a. Ways & Means Subcommittee
8. Motions
 - a. Allocation of FY25 into FY26 CFWD
 - b. Amend 403b Plan Document
9. Hearings (None)
10. Unfinished Business (None)
11. New Business (None)
12. Executive Session (None)
13. Adjournment

Respectfully submitted,

Dianne K. Kelly, Ed.D
Superintendent of Schools

DK/rp

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.

File: BEDH - PUBLIC Comment 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 and encourages community members of the district to attend and/or participate 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 from the public on issues that affect the school district and are within the scope of the Committee's responsibilities. 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. Therefore, the Committee has set aside a period of time at each regular School Committee meeting to hear from the public. This time shall be available at every School Committee meeting whether held in person, online, or hybrid (both in person and online).

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. Members of the public can sign up for public comment starting 15 minutes before each regularly scheduled School Committee meeting and up until the end of the public comment period. Individuals or group representatives can sign up using the sign-in sheet provided by the School Committee and located in the back of the School Committee room. Members of the public who attend the meeting online/remotely can sign up by entering their name into the Zoom chat box. The sign-up sheet and/or online list will be provided to an officer of the Committee just prior to the meeting being called to order and any additional entries will be provided to the officer conducting the roll call for public comment on a rolling basis, until the end of the public comment period.
2. 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.

3. All speakers are encouraged to present their remarks in a respectful manner.
4. 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.
5. Public Speak shall concern items that are not on the School Committee's agenda, but which are within 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.
6. 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.
7. Large groups addressing the same topic are encouraged to consolidate their remarks and/ or select a spokesperson to comment at Public Speak.
8. Copies of public comments shared during the public comment period may be presented in writing to the Committee before the meeting for Committee members to review and for inclusion in the meeting minutes.
9. 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.
10. 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.

Public Comment During Remote or Online Meetings

Should the School Committee hold its public meetings remotely, the process for participating in public comment shall replicate the above as much as possible. The only difference will be the manner in which those wishing to speak sign up. Members of the public wishing to speak can sign up for public comment at the beginning of the meeting via the chat feature and up until the end of public comment.

Participating in Public Comment Remotely During In-Person Meetings

As the School Committee expands its capacity to utilize online meeting tools that facilitate remote participation in meetings, it aims to identify new ways to expand public participation via remote or online technology, even when a meeting is held in person. This would entail the opportunity to view meetings in a “live stream” mode and submit public comment electronically, to be read aloud during the public comment period, following the procedures outlined above.

State law also provides that: No person shall address a public meeting of a public body without permission of the chair of the meeting, and all persons shall, at the request of the chair, be silent. No person shall disrupt the proceedings of a meeting of a public body. If after clear warning from the Chair, a person continues to disrupt the proceedings, the Chair may order the person to withdraw from the meeting and if the person does not withdraw, the Chair may authorize a constable or other officer to remove the person from the meeting.

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: July 2024



REVERE
Public Schools

RIGOR, RELEVANCE, RELATIONSHIPS, RESILIENCE

Beachmont Veterans Memorial School Improvement Plan 2025-2026

CONTACT INFORMATION

15 Everard St
Revere, MA 02151
781-286-8316

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The Mission Statement

The **Mission Statement** explains who we are and highlights our fundamental reason for existing. When others read the mission statement, they should understand what our core role is as a school district. The mission creates fundamental questions for all organizations to ask:

- What is it that we do?
- Who benefits from our work?
- What are the results of our work?

The Strategic Planning Committee reviewed all collected data from parents/guardians, community members, and staff, and then engaged in a great deal of conversation regarding the aforementioned questions and developed the following mission statement:

Together, as students, staff, families, and a multicultural community, we uphold high academic expectations, implement student-centered classroom practices, create equitable opportunities, and cultivate a shared sense of belonging that honors diverse perspectives so that all students of Revere Public Schools grow, thrive, and achieve.

Core Values

The Revere Public Schools' **Core Values** should remain constant in an ever-changing world. These values provide the foundation for our work and influence how we conduct ourselves and engage with others. The following set of core values was established:

- *Student Agency and Ownership*
- *High Expectations and Productive Struggle with Personalized Support*
- *Authentic Connections and Belonging*
- *Innovation, Collaboration, and Growth*

The Vision Statement

A **Vision Statement** represents an aspirational description of what an organization would like to achieve or accomplish in the mid-term or long-term future. It is intended to serve as a clear guide for choosing current and future courses of action. It is intended to be our compass – our North Star. The vision statement should be a brief, but concise statement that clearly exemplifies the district’s vision for those it serves.

In Revere Public Schools, everyone strives for academic excellence, takes ownership of their growth, and engages fully in learning and in life.

Theory of Action

An organization’s theory of action represents a set of actions that will be implemented in order to improve the organization and help it reach its mission. The theory of action is closely related to the strategic objectives and how their implementation will lead to organizational improvement.

IF our district:

- *Advances comprehensive multi-tiered systems of support, ensuring all classrooms deliver effective, student-centered deeper learning experiences, developing robust teacher capacity across all career stages, and increasing the diversity of our educator workforce to better serve all students;*
- *Cultivates a comprehensive school community culture by strengthening family partnerships, establishing supportive structures, implementing positive behavioral frameworks that promote student accountability and ownership, enhancing cultural competency training, and expanding opportunities for students. and*
- *Strengthens our district's community connections through delivery of cohesive information to families, increased volunteer and internship opportunities for students, and establishing an organic multilingual, two-way communication system that bridges cultural and linguistic barriers to foster meaningful engagement across all stakeholders.*

THEN, we will uphold high academic expectations in student-centered classrooms, provide equitable opportunities, and experience a shared sense of belonging that honors diverse perspectives so that all students of Revere Public Schools grow, thrive, and achieve.

Beachmont Veterans Memorial School

Focus Areas and Strategic Objectives

2025 - 2026

Focus Area #1: Teaching, Learning, and Leading				
Objective: Advance comprehensive multi-tiered systems of support, ensuring all classrooms deliver effective, deeper learning experiences, developing robust teacher capacity across all career stages, and increasing the diversity of our educator workforce to better serve all students.				
Initiative	Action Steps	Timeline	Led By	Measure of Success
Advance the district's implementation of a multi-tiered system of supports	Ensure that general education students, English Learners, and students with disabilities (all students) have access to grade-level, rigorous, deeper learning opportunities.	SY 25-26	Curriculum Directors Building Administration MTSS Planning Team Teacher Leaders (coaches, PGT facilitators, SPED coordinators, etc.)	- All students have access to HQIM in all of their courses - Classroom instruction involves strong Tier I and strategic Tier II. - All schools use a system for ongoing academic, behavioral, and socio-emotional progress monitoring and collaboratively responding to student data. - Improved daily attendance data - Improved grades and MCAS scores. Increasing percentage of students meeting ACCESS targets. Increasing number of students making strong growth as measured by ACCESS and MCAS SGP. - Students demonstrate content mastery - Closed learning gaps - Student achievement increases
	Allocate Professional Growth Time (PGT) to develop educators' skills in data collection, progress monitoring, and data-informed instruction to meet all students' needs. (i.e. mCLASS, Flashlight, STAR, etc.)	SY 25-26		
	Engage educators in routinely examining student work to inform future planning and instructional potential using protocols.	SY 25-26		
	Dedicated PGT to develop educator capacity for data collection, progress monitoring, and using data-informed instruction to meet all students' academic, behavioral, and socio-emotional needs.	SY 25-26		
	Administrators provide continuous feedback to educators through the educator growth system in response to meeting all students' needs (i.e. classroom implementation of MTSS),	SY 25-26		

Develop educator capacity across all career stages	Expand opportunities that allow students to have voice and choice in their learning	SY 25-26	Curriculum Directors Building Administration Teacher Leaders	- MCIEA survey results indicate strengthened educator voice and efficacy - Increase in the number of highly qualified and diverse educators - An increase in the number of opportunities for self-directed professional growth
Ensure teaching practices across classrooms focus on effective, student-centered, deeper learning experiences.	Ongoing PGT, Principals Meetings, professional development, and staff feedback centered on MTSS effective student-centered instruction and deeper learning experiences,	SY 25-26	Building Administration Coaches Teacher Leaders	- Student work products reflect evidence of student voice and choice - The district and schools regularly provide opportunities for students to showcase their academic work - Student learning is assessed through rigorous performance-based assessments. - All students will engage in pre-planned, daily opportunities for authentic speaking interactions using target academic language with appropriate scaffolds, while experiencing productive struggle that fosters perseverance and deeper learning

Focus Area #2: Safety, Belonging, and Well-being

Objective: To cultivate a comprehensive school community culture by strengthening family partnerships, establishing supportive structures, implementing positive behavioral frameworks that promote student accountability and ownership, enhancing cultural competency training, and expanding opportunities for students.

Initiative	Action Steps	Timeline	Led By	Measure of Success
Create stronger family and school partnerships	Utilize surveys, focus groups, and/or storytelling activities to gain insight into the needs and desires of families and caregivers.	SY 25-26	Building Administration School-based Committees Family Liaison	- Strengthened family and school partnerships as measured by surveys, focus groups, etc. - Measurable increase in student belonging and well-being as indicated by surveys, focus groups, etc. - Improved daily attendance data
	Create and implement a parent meeting protocol that focuses on the review of student assessment data (ACCESS, MCAS, DIBELS, etc) to increase parent understanding and capacity with current student performance levels.	SY 25-26	Building Administration Coaches	
	Implement monthly family coffees that allow families to engage with school faculty in an informal manner and to understand resources available during and outside of the school day.	SY 25-26	Building Administration Family Liaison	

Ensure students feel welcomed, engaged, and have an active role in the decision-making process	Review and analyze MCIEA School Quality Measures Dashboard data to inform instructional practices, strengthen family engagement, and guide schoolwide improvement efforts. Embed data discussions and analysis into Beachmont Leadership Council, PGT meetings to ensure shared ownership of outcomes.	SY25-26	Building Administration Beachmont Leadership Council	- Measurable increase in student belonging and well-being - Membership on School Improvement Councils is representative of the student population, including students from historically underserved backgrounds - Improved daily attendance data
Implement positive behavioral approaches that reinforce accountability and ownership	Expand Beachmont Buzz Days on early release days to include school-wide community meetings to recognize students and staff that are Respectful, Responsible, Safe and Kind.	SY25-26	Building Administration Teacher Leaders	- Communication protocols to families to relay behavioral approaches with students - Decrease in overall discipline referrals - A decrease in the Youth Risk behaviors, as demonstrated by the results of the student risk survey or a similar metric
Increase the collective cultural competency among all members of the school community	All staff receive bias training to assure the curriculum is appropriate for students.	SY25-26	Building Administration Directors	- Greater empathy and a sense of belonging among all members of the school community - Measurable increase in student and adult belonging and well-being as indicated by surveys, focus groups, etc.

Focus Area #3: Community Engagement and Communication

Objective: To strengthen our school's community connections through the delivery of cohesive information to families, increased volunteer and internship opportunities for students, and establishing an organic multilingual, two-way communication system that bridges cultural and linguistic barriers to foster meaningful engagement across all stakeholders.

Initiative	Action Steps	Timeline	Led By	Measure of Success
Increase family engagement	Enhance awareness of and engagement in school events	SY25-26	Family Liaison	Strengthened family and school partnerships as measured by surveys, focus groups, etc.
	Provide staff with structures and strategies to successfully implement student led conferences	SY25-26	Building Administration	
Develop a clear, comprehensive communication plan	Ensure monthly communication of events and student successes to all families.	SY25-26	Family Liaison	- Increased visibility of the excellence of RPS and to highlight upcoming events - A published District-Wide Communication Plan - Streamlined and consistent communication from the schools and the District
	Work with staff and stakeholders to develop a clear communication plan that enhances family engagement by creating consistent structures for sharing student data beyond traditional methods (progress reports, report cards, conferences), ensuring two-way dialogue and informed partnerships that positively impact student learning and growth.	SY25-26	Building Administration All Elementary Principals	
Increase opportunities for district and community partnerships	Embrace all available opportunities to welcome interns, volunteers and community members to contribute to our school.	SY25-26	Building Administration	- Increased partnership between schools, home, and businesses within the community - Increased opportunities for students to engage in experiential learning



REVERE
Public Schools

RIGOR, RELEVANCE, RELATIONSHIPS, RESILIENCE

Garfield Elementary School Improvement Plan 2025-2026

176 Garfield Ave
Revere, MA 02151
781-286-8296

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THEN, we will uphold high academic expectations in student-centered classrooms, provide equitable opportunities, and experience a shared sense of belonging that honors diverse perspectives so that all students of Revere Public Schools grow, thrive, and achieve.

Garfield Elementary

Focus Areas and Strategic Objectives

2025 - 2026

Focus Area #1: Teaching, Learning, and Leading				
Objective: Advance comprehensive multi-tiered systems of support, ensuring all classrooms deliver effective, deeper learning experiences, developing robust teacher capacity across all career stages, and increasing the diversity of our educator workforce to better serve all students.				
Initiative	Action Steps	Timeline	Led By	Measure of Success
Advance the district's implementation of a multi-tiered system of supports	- Establish monthly benchmark assessments to support data collection and progress monitoring. - Engage educators in routinely examining student assessments to inform future planning and instructional potential using protocols. - Establish dedicated PGT to develop educator capacity for data collection, progress monitoring, and using data-informed instruction to meet all students' academic, behavioral, and socio-emotional needs.	November 2025 December 2025 December 2025	Admin and Instructional Coaches Admin and Instructional Coaches Admin and Instructional Coaches	- Assessment schedule is created and implemented - Educators are using formative and summative data to support instructional decision making.

Develop educator capacity across all career stages	● Increase opportunities for peer observations and learning walks to observe effective teaching practices ● Increase opportunities for highly effective teachers/teams to present instructional strategies at PGT's and principal meetings. ● Provide formal structure for teachers on self directed plans to present their routines of their self study plans	February 2026 June 2026 March 2026	Instructional Coaches Admin Admin	● Peer observations and learning walks are a consistent component of teachers' professional learning ● Teachers share best practices with colleagues within and across grade levels in PGT's and principal meetings
Ensure teaching practices across classrooms focus on effective, student-centered, deeper learning experiences.	● Implement rigorous, deeper learning experiences that are interdisciplinary and have a knowledge building focus for all students. ● Include Criteria for Success Checklists as a regular component of instruction in all subjects and for deeper learning projects. ● Implement GES rigor framework schoolwide ● Implement common math problem solving framework	June 2026 December 2025 October 2025 October 2025	Principals and Instructional Coaches Principals and Instructional Coaches Principal And ILT Principal And ILT	● Deeper learning is consistently integrated into students' learning experience. ● Knowledge building is a regular strategy for supporting student comprehension ● Student learning is assessed through rigorous performance-based assessments. ● All student activities and tasks demonstrate an appropriate level of rigor.

Focus Area #2: Safety, Belonging, and Well-being

Objective: To cultivate a comprehensive school community culture by strengthening family partnerships, establishing supportive structures, implementing positive behavioral frameworks that promote student accountability and ownership, enhancing cultural competency training, and expanding opportunities for students.

Initiative	Action Steps	Timeline	Led By	Measure of Success
Ensure students feel welcomed, engaged, and have an active role in the decision-making process	- Once a year, each grade level will display students' deeper learning projects on a lobby bulletin board created with their input. - Implement student welcome ambassador program based on feedback from recent newcomers - Develop peer leader service project opportunities that align with grade standards	February 2026 January 2026 January 2026	Teachers Parent Liaison/SAC Peer Leader Sponsor	- Student work is consistently highlighted. - There are multiple opportunities for students to engage in activities that benefit the school.

Focus Area #3: Community Engagement and Communication

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Initiative	Action Steps	Timeline	Led By	Measure of Success
Increase family engagement	Refine and expand community engagement events	June 2026	Equity Team	Increased engagement during family events
	All grade levels will continue to implement at least one parent engagement event and at least one additional opportunity for families to visit classrooms (guest reader, special project).	June 2026	Teachers	Increased family awareness of classroom expectations and available supports.
	Implement weekly teacher post with curriculum updates, student expectations, and family resources	September 2025	Teachers	Increased family awareness and requests for supports
	Expand parent coffees to provide information on community supports and resources.	November 2025	Family Liaison	



REVERE
Public Schools

RIGOR, RELEVANCE, RELATIONSHIPS, RESILIENCE

Staff Sergeant James J. Hill Elementary School Improvement Plan 2025-2026

CONTACT INFORMATION

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Revere, MA 02151
781-286-8284

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Staff Sergeant James J. Hill Elementary School

Focus Areas and Strategic Objectives

2025 - 2026

Focus Area #1: Teaching, Learning, and Leading				
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Initiative	Action Steps	Timeline	Led By	Measure of Success
Advance the district's implementation of a multi-tiered system of supports	Ensure that general education students, English Learners, and students with disabilities (all students) have access to grade-level, rigorous, deeper learning opportunities.	SY 25-26	Curriculum Directors Building Administration MTSS Planning Team Teacher Leaders (coaches, PGT facilitators, SPED coordinators, etc.)	- All students have access to HQIM in all of their courses - Classroom instruction involves strong Tier I and strategic Tier II. - All schools use a system for ongoing academic, behavioral, and socio-emotional progress monitoring and collaboratively responding to student data. - Improved daily attendance data - Improved grades and MCAS scores. Increasing percentage of students meeting ACCESS targets. Increasing number of students making strong growth as measured by ACCESS and MCAS SGP.
	Engage educators in routinely examining student work to inform future planning and instructional potential using protocols.	SY 25-26		
	Work with Great Schools Partnership to create a year-long professional development plan around MTSS.	SY 25-26		
	Administrators provide continuous feedback to educators through the educator growth system in response to meeting all students' needs (i.e. classroom implementation of MTSS).	SY 25-26		

				● Students demonstrate content mastery ● Closed learning gaps ● Student achievement increases
Develop educator capacity across all career stages	● Dedicate monthly ILT to ongoing training with Professional Growth Time (PGT) facilitators focused on effective implementation of MTSS protocols. ● Dedicated PGT to develop educator capacity for data collection, progress monitoring, and using data-informed instruction to meet all students' academic, behavioral, and socio-emotional needs.	SY 25-26	Curriculum Directors Building Administration Teacher Leaders	● MCIEA survey results indicate strengthened educator voice and efficacy ● Increase in the number of highly qualified and diverse educators ● An increase in the number of opportunities for self-directed professional growth
Ensure teaching practices across classrooms focus on effective, student-centered, deeper learning experiences.	● Ongoing teacher PGT with academic coaches is centered on student discourse	SY 25-26	Building Administration	● All students will engage in pre-planned, daily opportunities for authentic speaking interactions using target academic language with appropriate scaffolds, while experiencing productive struggle that fosters perseverance and deeper learning
	● Engage in peer observations/learning walks to share and observe best practices.	SY 25-26	Coaches Teacher Leaders	

Focus Area #2: Safety, Belonging, and Well-being

Objective: To cultivate a comprehensive school community culture by strengthening family partnerships, establishing supportive structures, implementing positive behavioral frameworks that promote student accountability and ownership, enhancing cultural competency training, and expanding opportunities for students.

Initiative	Action Steps	Timeline	Led By	Measure of Success
Create stronger family and school partnerships	Work with Great Schools Partnership to utilize surveys and focus groups, to gain insight into the needs and desires of families and caregivers.	SY 25-26	Building Administration School-based Committees Family Liaison	- Strengthened family and school partnerships as measured by surveys, focus groups, etc. - Measurable increase in student belonging and well-being as indicated by surveys, focus groups, etc. - Improved daily attendance data
	Work with families to give them strategies to support their children at home with literacy.	SY 25-26	Building Administration Classroom Teachers Family Liaison	

Ensure students feel welcomed, engaged, and have an active role in the decision-making process	Review and analyze MCIEA School Quality Measures Dashboard data to inform instructional practices, strengthen family engagement, and guide schoolwide improvement efforts. Embed data discussions and analysis into Instructional Leadership Team (ILT) and School Improvement Council meetings to ensure shared ownership of outcomes.	SY25-26	Building Administration ILT School Improvement Councils	- Measurable increase in student belonging and well-being - Membership on School Improvement Councils is representative of the student population, including students from historically underserved backgrounds - Improved daily attendance data - Student engagement with High Five helpers, Student Council, etc
Increase the collective cultural competency among all members of the school community	All staff receive bias training to assure the curriculum is appropriate for students.	SY25-26	Building Administration Classroom Teachers Directors	- Greater empathy and a sense of belonging among all members of the school community - Measurable increase in student and adult belonging and well-being as indicated by surveys, focus groups, etc. - Increased use of asset-based language when speaking to and about students, families and colleagues.

Focus Area #3: Community Engagement and Communication

Objective: To strengthen our school's community connections through the delivery of cohesive information to families, increased volunteer and internship opportunities for students, and establishing an organic multilingual, two-way communication system that bridges cultural and linguistic barriers to foster meaningful engagement across all stakeholders.

Initiative	Action Steps	Timeline	Led By	Measure of Success
Increase family engagement	Enhance awareness of and engagement in school events	SY25-26	Family Liaison	Strengthened family and school partnerships as measured by surveys, focus groups, etc.
	Monthly family coffee hours to informally meet with administration and other stakeholders.	SY25-26	Building Administration	
Develop a clear, comprehensive communication plan	Ensure monthly communication of events and student successes to all families.	SY25-26	Family Liaison	- Increased visibility of the excellence of RPS and highlight upcoming events - Streamlined and consistent communication from the schools and the District
	Work with staff and stakeholders to develop a clear communication plan that enhances family engagement by creating consistent structures for sharing student data beyond traditional methods (progress reports, report cards, conferences), ensuring two-way dialogue and informed partnerships that positively impact student learning and growth.	SY25-26	Building Administration All Elementary Principals	
Increase opportunities for district and community partnerships	Embrace all available opportunities to welcome interns, volunteers and community members to contribute to our school.	SY25-26	Building Administration	- Increased partnership between schools, home, and businesses within the community - Increased opportunities for students to engage in experiential learning



Abraham Lincoln School Improvement Plan 2025-2026

CONTACT INFORMATION

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The Revere Public Schools' **Core Values** should remain constant in an ever-changing world. These values provide the foundation for our work and influence how we conduct ourselves and engage with others. The following set of core values was established:

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- *High Expectations and Productive Struggle with Personalized Support*
- *Authentic Connections and Belonging*
- *Innovation, Collaboration, and Growth*

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A **Vision Statement** represents an aspirational description of what an organization would like to achieve or accomplish in the mid-term or long-term future. It is intended to serve as a clear guide for choosing current and future courses of action. It is intended to be our compass – our North Star. The vision statement should be a brief, but concise statement that clearly exemplifies the district’s vision for those it serves.

In Revere Public Schools, everyone strives for academic excellence, takes ownership of their growth, and engages fully in learning and in life.

Theory of Action

An organization’s theory of action represents a set of actions that will be implemented in order to improve the organization and help it reach its mission. The theory of action is closely related to the strategic objectives and how their implementation will lead to organizational improvement.

IF our district:

- *Advances comprehensive multi-tiered systems of support, ensuring all classrooms deliver effective, student-centered deeper learning experiences, developing robust teacher capacity across all career stages, and increasing the diversity of our educator workforce to better serve all students;*
- *Cultivates a comprehensive school community culture by strengthening family partnerships, establishing supportive structures, implementing positive behavioral frameworks that promote student accountability and ownership, enhancing cultural competency training, and expanding opportunities for students. and*
- *Strengthens our district's community connections through delivery of cohesive information to families, increased volunteer and internship opportunities for students, and establishing an organic multilingual, two-way communication system that bridges cultural and linguistic barriers to foster meaningful engagement across all stakeholders.*

THEN, we will uphold high academic expectations in student-centered classrooms, provide equitable opportunities, and experience a shared sense of belonging that honors diverse perspectives so that all students of Revere Public Schools grow, thrive, and achieve.

Abraham Lincoln School

Focus Areas and Strategic Objectives

2025 - 2026

Focus Area #1: Teaching, Learning, and Leading				
Objective: Advance comprehensive multi-tiered systems of support, ensuring all classrooms deliver effective, deeper learning experiences, developing robust teacher capacity across all career stages, and increasing the diversity of our educator workforce to better serve all students.				
Initiative	Action Steps	Timeline	Led By	Measure of Success
Advance the district's implementation of a multi-tiered system of supports	- Ensure that general education students, English Learners, and students with disabilities (all students) have access to grade-level, rigorous, deeper learning opportunities. - Dedicated Professional Growth Time (PGT) to develop educator capacity for data collection, progress monitoring, using data-informed instruction, and examining student work to meet all students' academic, behavioral, and socio-emotional needs. - Engage educators in routinely examining student work to inform future planning and instructional potential using protocols. - Conduct monthly leadership meetings with PGT facilitators to drive effective implementation of MTSS supports and protocols.	2025-26	All Staff Curriculum Directors Teacher Leaders (coaches, PGT facilitators, SPED coordinators, etc.) Lincoln Admin	- All students have access to HQIM in all of their courses - Classroom instruction involves strong Tier I and strategic Tier II. - All schools use a system for ongoing academic, behavioral, and socio-emotional progress monitoring and collaboratively responding to student data. - Improved daily attendance data - Increasing number of students making strong growth as measured by ACCESS and MCAS SGP. - Students demonstrate content mastery - Closed learning gaps

Develop educator capacity across all career stages	Facilitate intentional connections between MTSS and Deeper Learning when supporting students identified as needing intervention by project-based learning and incorporating social-emotional learning strategies within Tier 2 interventions to promote deeper understanding and student well-being.	2025-26	Curriculum Directors School Admins Teacher Leaders	- MCIEA survey results indicate strengthened educator voice and efficacy - Increase in the number of highly qualified and diverse educators - An increase in the number of opportunities for self-directed professional growth
Ensure teaching practices across classrooms focus on effective, student-centered, deeper learning experiences.	- Expand opportunities that allow students to have voice and choice in their learning. - Create diverse opportunities and target various audiences for students to demonstrate their learning through student presentations. - Provide each grade level the opportunity to select the weekly quote and word of the week.		Lincoln Admin Curriculum Directors Teachers	- Student work products reflect evidence of student voice and choice - The district and schools regularly provide opportunities for students to showcase their academic work - Student learning is assessed through rigorous performance-based assessments. - All students engage in pre-planned, daily opportunities for authentic speaking interactions using target academic language with appropriate scaffolds.

Focus Area #2: Safety, Belonging, and Well-being

Objective: To cultivate a comprehensive school community culture by strengthening family partnerships, establishing supportive structures, implementing positive behavioral frameworks that promote student accountability and ownership, enhancing cultural competency training, and expanding opportunities for students.

Initiative	Action Steps	Timeline	Led By	Measure of Success
Create stronger family and school partnerships	- Utilize surveys, focus groups, or storytelling activities to gain insight into the needs and desires of families and caregivers. - Utilize the Parent Square platform to communicate daily school happenings and messages with students and families. - Review of student assessment data (ACCESS, MCAS, DIBELS, etc) to increase parent understanding and capacity with current student performance levels.	2025-26	Admin All Staff Family Liaison	- Strengthened family and school partnerships as measured by surveys, focus groups, etc. - Measurable increase in student belonging and well-being as indicated by surveys, focus groups, etc. - Improved daily attendance data

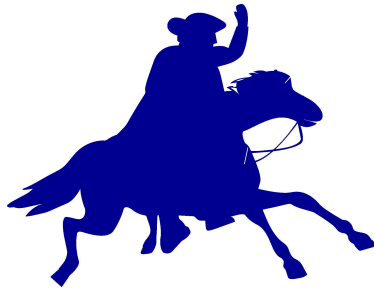
Implement positive behavioral approaches that reinforce accountability and ownership	Implement the R.O.A.R. positive incentive program to recognize students who demonstrate respect, ownership, acceptance, or the ability to rise to challenges.	2025-26	All Staff	- Communication protocols to families to relay behavioral approaches with students - Decrease in overall discipline referrals - A decrease in the Youth Risk behaviors, as demonstrated by the results of the student risk survey or a similar metric - Data collection of filled out ROARs
Increase the collective cultural competency among all members of the school community	Conduct bias training for staff to ensure the curriculum is appropriate for students.	2025-26	Coaches	- Greater empathy and a sense of belonging among all members of the school community - Measurable increase in student and adult belonging and well-being as indicated by surveys, focus groups, etc.

Focus Area #3: Community Engagement and Communication

Objective: To strengthen our school's community connections through the delivery of cohesive information to families, increased volunteer and internship opportunities for students, and establishing an organic multilingual, two-way communication system that bridges cultural and linguistic barriers to foster meaningful engagement across all stakeholders.

Initiative	Action Steps	Timeline	Led By	Measure of Success
Increase family engagement	- Enhance awareness of and engagement in PTA. - Boost family engagement at Community Math, Literacy night, and STEM night, Multicultural night. - Enhance PTA sponsored events-holiday shopping,craft fair show, school field day.	2025-26	All Staff Coaches & Staff PTA Admin / Family Liaison	Strengthened family and school partnerships as measured by surveys, focus groups, etc.
Develop a clear, comprehensive communication plan	- Incorporate monthly communication of events and student success via Parent Square. - Create a school year plan for monthly communications of events and student successes	2025-26	Principal All Staff Admin	- Increased visibility of the excellence of RPS and to highlight upcoming events - Streamlined and consistent communication from the schools and the District

Increase opportunities for district and community partnerships	• Invite community members to participate in the annual Women's Forum in March. • Invite community members to be part of various school events such as multicultural night.		Admin	• Increased partnership between schools, home, and community members within the community • Increased opportunities for students to engage in experiential learning
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REVERE
Public Schools

RIGOR, RELEVANCE, RELATIONSHIPS, RESILIENCE

Paul Revere Innovation School Improvement Plan 2025-2026

CONTACT INFORMATION

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IF our district:

- *Advances comprehensive multi-tiered systems of support, ensuring all classrooms deliver effective, student-centered deeper learning experiences, developing robust teacher capacity across all career stages, and increasing the diversity of our educator workforce to better serve all students;*
- *Cultivates a comprehensive school community culture by strengthening family partnerships, establishing supportive structures, implementing positive behavioral frameworks that promote student accountability and ownership, enhancing cultural competency training, and expanding opportunities for students. and*
- *Strengthens our district's community connections through delivery of cohesive information to families, increased volunteer and internship opportunities for students, and establishing an organic multilingual, two-way communication system that bridges cultural and linguistic barriers to foster meaningful engagement across all stakeholders.*

THEN, we will uphold high academic expectations in student-centered classrooms, provide equitable opportunities, and experience a shared sense of belonging that honors diverse perspectives so that all students of Revere Public Schools grow, thrive, and achieve.

Paul Revere Innovation School

Focus Areas and Strategic Objectives

2025 - 2026

Focus Area #1: Teaching, Learning, and Leading				
Objective: Advance comprehensive multi-tiered systems of support, ensuring all classrooms deliver effective, deeper learning experiences, developing robust teacher capacity across all career stages, and increasing the diversity of our educator workforce to better serve all students.				
Initiative	Action Steps	Timeline	Led By	Measure of Success
Advance the district's implementation of a multi-tiered system of supports	Ensure that general education students, English Learners, and students with disabilities (all students) have access to grade-level, rigorous, deeper learning opportunities.	SY 25-26	Curriculum Directors Building Administration MTSS Planning Team Teacher Leaders (coaches, PGT facilitators, SPED coordinators, etc.)	- All students have access to HQIM in all of their courses - Classroom instruction involves strong Tier I and strategic Tier II - All schools use a system for ongoing academic, behavioral, and socio-emotional progress monitoring and collaboratively responding to student data - Improved daily attendance data - Improved grades and MCAS scores. Increasing percentage of students meeting ACCESS targets. Increasing number of students making strong growth as measured by ACCESS and MCAS SGP
	Allocate Professional Growth Time (PGT) to develop educators' skills in data collection, progress monitoring, and data-informed instruction to meet all students' needs. (i.e. mCLASS, Flashlight, STAR, etc.)	SY 25-26		
	Engage educators in routinely examining student work to inform future planning and instructional potential using protocols.	SY 25-26		
	Dedicated PGT to develop educator capacity for data collection, progress monitoring, and using data-informed instruction to meet all students' academic, behavioral, and socio-emotional needs.	SY 25-26		

	Administrators provide continuous feedback to educators through the educator growth system in response to meeting all students' needs	SY 25-26		- Students demonstrate content mastery - Closed learning gaps - Student achievement increases
	Meet monthly with Professional Growth Time (PGT) facilitators for ongoing training focused on effective implementation of MTSS protocols.	SY 25-26		
Develop educator capacity across all career stages	Teachers make intentional connections between MTSS and The Learning Pit, applying all skills learned through professional development when supporting students identified as needing intervention.	SY 25-26	Curriculum Directors Building Administration Teacher Leaders	- MCIEA survey results indicate strengthened educator voice and efficacy - An increase in the number of opportunities for self-directed professional growth
Ensure teaching practices across classrooms focus on effective, student-centered, deeper learning experiences.	Expand opportunities that allow students to have voice and choice in their learning	SY 25-26		Student work products reflect evidence of voice and choice
	Ongoing teacher PGT with academic coaches is centered on MTSS and the Learning Pit.	SY 25-26	Building Administration	Regularly provide opportunities for students to showcase their academic work
	Develop and implement a uniform instructional framework with intentionally planned opportunities for students to consistently engage with productive struggle.	SY 25-26	Coaches Teacher Leaders	- Student learning is assessed through rigorous performance-based assessments - All students will engage daily in opportunities for authentic speaking interactions using target academic language, while experiencing productive struggle that fosters perseverance and deeper learning

Focus Area #2: Safety, Belonging, and Well-being

Objective: To cultivate a comprehensive school community culture by strengthening family partnerships, establishing supportive structures, implementing positive behavioral frameworks that promote student accountability and ownership, enhancing cultural competency training, and expanding opportunities for students.

Initiative	Action Steps	Timeline	Led By	Measure of Success
Create stronger family and school partnerships	Utilize surveys, focus groups, and/or storytelling activities to gain insight into the needs and desires of families and caregivers.	SY 25-26	Building Administration School-based Committees Family Liaison	- Strengthened family and school partnerships as measured by surveys, focus groups, etc. - Measurable increase in student belonging and well-being as indicated by surveys, focus groups, etc. - Improved daily attendance data
	Create and implement a parent meeting protocol that focuses on the review of student assessment data (ACCESS, MCAS, DIBELS, etc) to increase parent understanding and capacity with current student performance levels.	SY 25-26	Building Administration Coaches	
	Implement monthly grade-level specific parent coffee hours that allow families to engage with school faculty in an informal manner.	SY 25-26	Building Administration Family Liaison	

Ensure students feel welcomed, engaged, and have an active role in the decision-making process	Review and analyze MCIEA School Quality Measures Dashboard data to inform instructional practices, strengthen family engagement, and guide schoolwide improvement efforts. Embed data discussions and analysis into Instructional Leadership Team (ILT) and School Improvement Council meetings to ensure shared ownership of outcomes.	SY25-26	Building Administration ILT Governing Board	- Measurable increase in student belonging and well-being - Membership on School Improvement Councils is representative of the student population, including students from historically underserved backgrounds - Improved daily attendance data
Implement positive behavioral approaches that reinforce accountability and ownership	All classrooms will begin implementing the Zones of Regulation as a standardized, consistent method to increase ability to self-monitor their behavior and identify strategies that promote behavioral regulation.	SY25-26	Building Administration SEL / Student Incentives Committee Teacher Leaders	- Communication protocols to families to relay behavioral approaches with students - Decrease in overall discipline referrals - A decrease in the Youth Risk behaviors, as demonstrated by the results of the student risk survey or a similar metric
Increase the collective cultural competency among all members of the school community	All staff receive bias training to assure the curriculum is appropriate for students.	SY25-26	Building Administration Directors	- Greater empathy and a sense of belonging among all members of the school community - Measurable increase in student and adult belonging and well-being as indicated by surveys, focus groups, etc.

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Objective: To strengthen our school's community connections through the delivery of cohesive information to families, increased volunteer and internship opportunities for students, and establishing an organic multilingual, two-way communication system that bridges cultural and linguistic barriers to foster meaningful engagement across all stakeholders.

Initiative	Action Steps	Timeline	Led By	Measure of Success
Increase family engagement	Enhance awareness of and engagement in school events	SY25-26	Family Liaison Building Administration	Strengthened family and school partnerships as measured by surveys, focus groups, etc.
	Create a format and implement student-led conferences in Grade 5 and gather parent feedback to continually improve upon the process.	SY25-26	Family Engagement and Support Committee	
Develop a clear, comprehensive communication plan	Ensure monthly communication of events and student successes to all families.	SY25-26	Family Liaison	- Increased visibility of the excellence of RPS and to highlight upcoming events - A published District-Wide Communication Plan - Streamlined and consistent communication from the schools and the District
	Develop a clear communication plan that enhances family engagement by creating consistent structures for sharing student data beyond traditional methods (progress reports, report cards, conferences), ensuring two-way dialogue and informed partnerships that positively impact student learning and growth.	SY25-26	Building Administration All Elementary Principals	
Increase opportunities for district and community partnerships	Embrace all available opportunities to welcome interns, volunteers and community members to contribute to our school.	SY25-26	Building Administration	- Increased partnership with community and stakeholders - Increased opportunities for student experiential learning



REVERE
Public Schools

RIGOR, RELEVANCE, RELATIONSHIPS, RESILIENCE

A. C. Whelan Elementary School Improvement Plan 2025-2026

CONTACT INFORMATION

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A.C. Whelan Elementary School

Focus Areas and Strategic Objectives

2025 - 2026

Focus Area #1: Teaching, Learning, and Leading				
Objective: Advance comprehensive multi-tiered systems of support, ensuring all classrooms deliver effective, deeper learning experiences, developing robust teacher capacity across all career stages, and increasing the diversity of our educator workforce to better serve all students.				
Initiative	Action Steps	Timeline	Led By	Measure of Success
Advance the district's implementation of a multi-tiered system of supports	Ensure that general education students, English Learners, and students with disabilities (all students) have access to grade-level, rigorous, deeper learning opportunities.	SY 25-26	Curriculum Directors Building Administration MTSS Planning Team Teacher Leaders (coaches, PGT facilitators, SPED coordinators, etc.)	- All students have access to HQIM in all of their courses - Classroom instruction involves strong Tier I and strategic Tier II. - All schools use a system for ongoing academic, behavioral, and socio-emotional progress monitoring and collaboratively responding to student data. - Improved daily attendance data - Improved grades and MCAS scores. Increasing percentage of students meeting ACCESS targets. Increasing number of students making strong growth as measured by ACCESS and MCAS SGP. - Students demonstrate content
	Allocate Professional Growth Time (PGT) to develop educators' skills in data collection, progress monitoring, and data-informed instruction to meet all students' needs. (i.e. mCLASS, Flashlight, STAR, etc.)	SY 25-26		
	Engage educators in routinely examining student work to inform future planning and instructional potential using protocols.	SY 25-26		
	Dedicated PGT to develop educator capacity for data collection, progress monitoring, and using data-informed instruction to meet all students' academic, behavioral, and socio-emotional needs.	SY 25-26		
	Administrators provide continuous feedback to educators through the educator growth system in response to meeting all students' needs (i.e. classroom implementation of MTSS),	SY 25-26		

	• Meet monthly with Professional Growth Time (PGT) facilitators for ongoing training focused on effective implementation of MTSS protocols	SY 25-26		mastery • Closed learning gaps • Student achievement increases
Develop educator capacity across all career stages	• Teachers intentionally connect MTSS with the Learning Pit framework, applying strategies from professional development to effectively support students identified for intervention	SY 25-26	Curriculum Directors Building Administration Teacher Leaders	• MCIEA survey results indicate strengthened educator voice and efficacy • Increase in the number of highly qualified and diverse educators • An increase in the number of opportunities for self-directed professional growth

Ensure teaching practices across classrooms focus on effective, student-centered, deeper learning experiences.	Expand opportunities that allow students to have voice and choice in their learning	SY 25-26	Building Administration Coaches Teacher Leaders	- Student work products reflect evidence of student voice and choice - The district and schools regularly provide opportunities for students to showcase their academic work - Student learning is assessed through rigorous performance-based assessments. - All students will engage in pre-planned, daily opportunities for authentic speaking interactions using target academic language with appropriate scaffolds, while experiencing productive struggle that fosters perseverance and deeper learning
	Ongoing teacher PGT with academic coaches is focused on deepening understanding of MTSS and the Learning Pit to enhance instructional support for all learners	SY 25-26		
	- Fourth and Fifth grade English language arts teams participate in the MCIEA Pilot to assess power standards through deeper learning tasks - Host a Deeper Learning showcase that will highlight student work that embodies our deeper learning vision and/or productive struggle through The Learning Pit focus	SY 25-26		

Focus Area #2: Safety, Belonging, and Well-being

Objective: To cultivate a comprehensive school community culture by strengthening family partnerships, establishing supportive structures, implementing positive behavioral frameworks that promote student accountability and ownership, enhancing cultural competency training, and expanding opportunities for students.

Initiative	Action Steps	Timeline	Led By	Measure of Success
Create stronger family and school partnerships	Utilize surveys, focus groups, and/or storytelling activities to gain insight into the needs and desires of families and caregivers.	SY 25-26	Building Administration School-based Committees Family Liaison	- Strengthened family and school partnerships as measured by surveys, focus groups, etc. - Measurable increase in student belonging and well-being as indicated by surveys, focus groups, etc. - Improved daily attendance data
	Create and implement a parent meeting protocol that focuses on the review of student assessment data (ACCESS, MCAS, DIBELS, etc) to increase parent understanding and capacity with current student performance levels.	SY 25-26	Building Administration Coaches	
	Implement monthly family coffee hours that encourage families to engage with school faculty in learning about school specific topics and helpful tips. i.e. The Learning Pit, Building Strong Routines, etc.	SY 25-26	Building Administration Family Liaison	

Ensure students feel welcomed, engaged, and have an active role in the decision-making process	Review and analyze MCIEA School Quality Measures Dashboard data to inform instructional practices, strengthen family engagement, and guide schoolwide improvement efforts. Embed data discussions and analysis into Instructional Leadership Team (ILT) and School Improvement Council meetings to ensure shared ownership of outcomes.	SY25-26	Building Administration ILT School Improvement Councils	- Measurable increase in student belonging and well-being - Membership on School Improvement Councils is representative of the student population, including students from historically underserved backgrounds - Improved daily attendance data
Implement positive behavioral approaches that reinforce accountability and ownership	Celebrate and reinforce positive behavioral expectations, accountability, and ownership during our Monthly Morning Meetings (MMM). Each month, students are recognized via their teachers for modeling core values such as kindness, respect, empathy, and growth mindset. Each student nominated receives recognition and a special activity celebration.	SY25-26	Building Administration Teacher Leaders	- Communication protocols to families to relay behavioral approaches with students - Decrease in overall discipline referrals - A decrease in the Youth Risk behaviors, as demonstrated by the results of the student risk survey or a similar metric
Increase the collective cultural competency among all members of the school community	All staff receive bias training to assure the curriculum is appropriate for students.	SY25-26	Building Administration Directors	- Greater empathy and a sense of belonging among all members of the school community - Measurable increase in student and adult belonging and well-being as indicated by surveys, focus groups, etc.

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Objective: To strengthen our school's community connections through the delivery of cohesive information to families, increased volunteer and internship opportunities for students, and establishing an organic multilingual, two-way communication system that bridges cultural and linguistic barriers to foster meaningful engagement across all stakeholders.

Initiative	Action Steps	Timeline	Led By	Measure of Success
Increase family engagement	Enhance awareness of and engagement in school events	SY25-26	Family Liaison Building Administration	Strengthened family and school partnerships as measured by surveys, focus groups, etc.
Develop a clear, comprehensive communication plan	Ensure monthly communication of events and student successes to all families.	SY25-26	Family Liaison	- Increased visibility of the excellence of RPS and to highlight upcoming events - A published District-Wide Communication Plan - Streamlined and consistent communication from the schools and the District
	Work with staff and stakeholders to develop a clear communication plan that enhances family engagement by creating consistent structures for sharing student data beyond traditional methods (progress reports, report cards, conferences), ensuring two-way dialogue and informed partnerships that positively impact student learning and growth.	SY25-26	Building Administration All Elementary Principals	
Increase opportunities for district and community partnerships	Embrace all available opportunities to welcome interns, volunteers and community members to contribute to our school.	SY25-26	Building Administration	- Increased partnership between schools, home, and businesses within the community - Increased opportunities for students to engage in experiential learning



REVERE
Public Schools

RIGOR, RELEVANCE, RELATIONSHIPS, RESILIENCE

Garfield Middle School Improvement Plan 2025-2026

CONTACT INFORMATION

176 Garfield Ave.
Revere, MA 02151
781-286-8298

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The Mission Statement

The **Mission Statement** explains who we are and highlights our fundamental reason for existing. When others read the mission statement, they should understand what our core role is as a school district. The mission creates fundamental questions for all organizations to ask:

- What is it that we do?
- Who benefits from our work?
- What are the results of our work?

The Strategic Planning Committee reviewed all collected data from parents/guardians, community members, and staff, and then engaged in a great deal of conversation regarding the aforementioned questions and developed the following mission statement:

Together, as students, staff, families, and a multicultural community, we uphold high academic expectations, implement student-centered classroom practices, create equitable opportunities, and cultivate a shared sense of belonging that honors diverse perspectives so that all students of the Garfield Middle School grow, thrive, and achieve.

Core Values

The Garfield Middle School's **Core Values** should remain constant in an ever-changing world. These values provide the foundation for our work and influence how we conduct ourselves and engage with others. The following set of core values was established:

- *Student Agency and Ownership*
- *High Expectations and Productive Struggle with Personalized Support*
- *Authentic Connections and Belonging*
- *Innovation, Collaboration, and Growth*

The Vision Statement

A **Vision Statement** represents an aspirational description of what an organization would like to achieve or accomplish in the mid-term or long-term future. It is intended to serve as a clear guide for choosing current and future courses of action. It is intended to be our compass – our North Star. The vision statement should be a brief, but concise statement that clearly exemplifies the district’s vision for those it serves.

In Garfield Middle School, everyone strives for academic excellence, takes ownership of their growth, and engages fully in learning and in life.

Theory of Action

An organization’s theory of action represents a set of actions that will be implemented in order to improve the organization and help it reach its mission. The theory of action is closely related to the strategic objectives and how their implementation will lead to organizational improvement.

IF our school:

- *Advances comprehensive multi-tiered systems of support, ensuring all classrooms deliver effective, student-centered deeper learning experiences, developing robust teacher capacity across all career stages, and increasing the diversity of our educator workforce to better serve all students;*
- *Cultivates a comprehensive school community culture by strengthening family partnerships, establishing supportive structures, implementing positive behavioral frameworks that promote student accountability and ownership, enhancing cultural competency training, and expanding opportunities for students. and*
- *Strengthens our district's community connections through delivery of cohesive information to families, increased volunteer and internship opportunities for students, and establishing an organic multilingual, two-way communication system that bridges cultural and linguistic barriers to foster meaningful engagement across all stakeholders.*

THEN, we will uphold high academic expectations in student-centered classrooms, provide equitable opportunities, and experience a shared sense of belonging that honors diverse perspectives so that all students of Garfield Middle School grow, thrive, and achieve.

Garfield Middle School

Focus Areas and Strategic Objectives

2025 - 2026

Focus Area #1: Teaching, Learning, and Leading				
Objective: Advance comprehensive multi-tiered systems of support, ensuring all classrooms deliver effective, deeper learning experiences, developing robust teacher capacity across all career stages, and increasing the diversity of our educator workforce to better serve all students.				
Initiative	Action Steps	Timeline	Led By	Measure of Success
Advance the district's implementation of a multi-tiered system of supports	- Administrators provide continuous feedback to educators through the educator growth system in response to meeting all students' needs (i.e. classroom implementation of MTSS), - We will utilize STAR data 3 times annually to inform intervention placement and groupings for each student and utilize 1 PGT meeting/6 day cycle for data review and ongoing progress monitoring of students to track proper placement within intervention groupings. - We will utilize available reading assessments to identify our most at risk students in need of phonics and/or fluency instruction. - We will identify and/or create materials to address opportunities for growth for each intervention grouping.	Beginning 2025/ongoing	Teacher Leaders (coaches, PGT facilitators, SPED coordinators, etc.) Building administrators Reading Specialists Grade level teachers Special Education teachers ML teachers	- All schools use a system for ongoing academic, behavioral, and socio-emotional progress monitoring and collaboratively responding to student data. - Improved grades and MCAS scores. Increasing percentage of students meeting ACCESS targets. Increasing number of students making strong growth as measured by ACCESS and MCAS SGP. - Closed learning gaps - Student achievement increases

Ensure teaching practices across classrooms focus on effective, student-centered, deeper learning experiences.	• Expand opportunities that allow students to have voice and choice in their learning • Provide different opportunities and audiences for students to demonstrate their learning • Establish an ILT responsible for reviewing schoolwide student data and subsequently implement schoolwide strategies and best practices to advance student learning	Beginning 2025/ongoing	GMS administration ILT Instructional and math coaches Teacher Leaders	• Student work products reflect evidence of student voice and choice • Student surveys • Student achievement increases
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Focus Area #2: Safety, Belonging, and Well-being

Objective: To cultivate a comprehensive school community culture by strengthening family partnerships, establishing supportive structures, implementing positive behavioral frameworks that promote student accountability and ownership, enhancing cultural competency training, and expanding opportunities for students.

Initiative	Action Steps	Timeline	Led By	Measure of Success
Ensure students feel welcomed, engaged, and have an active role in the decision-making process	- We will provide students choice in scheduling electives at each grade level. - We will provide opportunities for students to create additional/desired after-school opportunities/clubs.	Beginning 2025/ongoing	GMS administration Guidance Counselor	- Measurable increase in student belonging and well-being as reflected in appropriate surveys. - Improved daily attendance data
Implement positive behavioral approaches that reinforce accountability and ownership	- Enhance two-way communication strategies with families and caregivers by employing positive behavioral strategies that inform them not only when their child faces challenges but also when they are experiencing success. - Increase opportunities for students to engage in developmentally appropriate social-emotional circles and restorative practices	Beginning 2025/ongoing	Principals RJ Coach and Interventionists Director of Health and Wellness	- Communication protocols to families to relay behavioral approaches with students - Decrease in overall discipline referrals - Improved MCIEA outcomes for Student Sense of Belonging

Focus Area #3: Community Engagement and Communication

Objective: To strengthen our school’s community connections through the delivery of cohesive information to families, increased volunteer and internship opportunities for students, and establishing an organic multilingual, two-way communication system that bridges cultural and linguistic barriers to foster meaningful engagement across all stakeholders.

Initiative	Action Steps	Timeline	Led By	Measure of Success
Increase family engagement	- We will offer PTO recruitment events to increase family engagement. - We will provide a virtual PTO option for regular meetings. - We will offer Informational/engagement events at least once per trimester to facilitate caregiver understanding of school processes and initiatives (i.e. WIN, MCAS results, report card interpretation, etc.). - We will offer ParentSquare training opportunities at least once per trimester	Beginning 2025/ongoing	GMS administration PTO leadership Parent liaison Instructional and math coaches	- Strengthened family and school partnerships as measured by surveys. - Increased student attendance

Develop a clear, comprehensive communication plan	• Increase social media presence and external celebrations • Consistent model of announcements, two-way communication (ie, Parent Square) • Provide training to staff as needed on the platforms and software utilized	Beginning 2025/ongoing	GMS administration Family Liaison Principals	• Increased visibility of the excellence of GMS and to highlight upcoming events • Streamlined and consistent communication
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Rumney Marsh Academy School Improvement Plan 2025-2026

CONTACT INFORMATION

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The Mission Statement

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, three 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.

Core Values

Rumney Marsh Academy's **Core Values** should remain constant in an ever-changing world. These values provide the foundation for our work and influence how we conduct ourselves and engage with others. The following set of core values was established:

- *Respect*
- *Motivation*
- *Achievement*

The Vision Statement

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

An organization's theory of action represents a set of actions that will be implemented in order to improve the organization and help it reach its mission. The theory of action is closely related to the strategic objectives and how their implementation will lead to organizational improvement.

IF our school:

- Advances comprehensive multi-tiered systems of support, ensuring all classrooms deliver effective, student-centered deeper learning experiences, developing robust teacher capacity across all career stages, and increasing the diversity of our educator workforce to better serve all students;
- Cultivates a comprehensive school community culture by strengthening family partnerships, establishing supportive structures, implementing positive behavioral frameworks that promote student accountability and ownership, enhancing cultural competency training, and expanding opportunities for students. and
- Strengthens our school's community connections in alignment with our district values through delivery of cohesive information to families, increased volunteer and internship opportunities for students, and establishing an organic multilingual, two-way communication system that bridges cultural and linguistic barriers to foster meaningful engagement across all stakeholders.

THEN, we will uphold high academic expectations in student-centered classrooms, provide equitable opportunities, and experience a shared sense of belonging that honors diverse perspectives so that all students of the Rumney Marsh Academy grow, thrive, and achieve.

Rumney Marsh Academy

Focus Areas and Strategic Objectives

2025 - 2026

Focus Area #1: Teaching, Learning, and Leading				
Objective: Advance comprehensive multi-tiered systems of support, ensuring all classrooms deliver effective deeper learning experiences, developing robust teacher capacity across all career stages, and increasing the diversity of our educator workforce to better serve all students.				
Initiative	Action Steps	Timeline	Led By	Measure of Success
Advance the school's implementation of a multi-tiered system of supports	- Implement and monitor High Quality Instructional Materials (HQIM) across all content areas. - Use data teams and PGT cycles to analyze student work and refine instruction. - Provide differentiated professional learning, coaching, and peer observation opportunities. - Align lesson planning and assessments to deeper learning outcomes and student voice/choice.	June 2026	MTSS Planning Team RMA Administrative Team Curriculum Directors Teacher Leaders (coaches, PGT facilitators, SPED coordinators, etc.)	- Classroom observation data shows grade-level, rigorous, deeper learning opportunities with strong Tier I and strategic Tier II instruction - Have a system for ongoing academic, behavioral, and socio-emotional progress monitoring and response. - Improved achievement on STAR, ACCESS meeting targets, and grades in general. - Student survey data indicates awareness of their progress and the connection of the curriculum to their daily lives

Focus Area #2: Safety, Belonging, and Well-being

Objective: To cultivate a comprehensive school community culture by strengthening family partnerships, establishing supportive structures, implementing positive behavioral frameworks that promote student accountability and ownership, enhancing cultural competency training, and expanding opportunities for students.

Initiative	Action Steps	Timeline	Led By	Measure of Success
Cultivate a positive and inclusive school culture through family partnerships, supportive structures, culturally responsive practices, and opportunities for student voice and leadership.	- Strengthen family engagement through accessible events, surveys, and flexible meeting formats. - Expand advisory, restorative justice, and peer leadership opportunities. - Increase access to extracurricular, arts, and enrichment programs. - Provide ongoing staff and student cultural competency learning. - Improve communication protocols around student progress and behavior.	June 2026	RMA Administrative Team RJ Interventionist Teacher Leaders (coaches, PGT facilitators, SPED coordinators, etc.) Administrators Family Liaison Guidance Counselor	- Increased student belonging and attendance. - Decrease in discipline incidents. - Family survey data reflects stronger partnerships. - More diverse student representation in leadership and extracurricular roles.

Focus Area #3: Community Engagement and Communication

Objective: To strengthen our school’s community connections through the delivery of cohesive information to families, increased volunteer and internship opportunities for students, and establishing an organic multilingual, two-way communication system that bridges cultural and linguistic barriers to foster meaningful engagement across all stakeholders.

Initiative	Action Steps	Timeline	Led By	Measure of Success
Strengthen Rumney Marsh Academy’s relationships with families and the local community by enhancing communication, increasing visibility of school successes, and expanding authentic opportunities for students and families to connect with the school.	• Develop and implement a school-level communication plan using ParentSquare, social media, and newsletters for consistent two-way updates. Include QR codes. • Host regular family engagement events such as Curriculum Nights, Culture Celebrations, and Student Showcase Evenings. • Increase volunteer and mentorship opportunities for parents and community partners within the school. • Highlight student achievements and school activities through regular digital and in-person outreach.	June 2026	Administrators Family Liaison Teachers Staff	• Increased family participation in school events and surveys. • More consistent communication across platforms. • Positive family feedback on accessibility and transparency. • Growth in community partnerships and student experiential learning opportunities.

	• Create opportunities for local partnerships that enhance student learning and community connection (e.g., guest speakers, service projects, career spotlights).			
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RIGOR, RELEVANCE, RELATIONSHIPS, RESILIENCE

Susan B. Anthony Middle School Improvement Plan 2025-2026

CONTACT INFORMATION

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The Mission Statement

The **Mission Statement** explains who we are and highlights our fundamental reason for existing. When others read the mission statement, they should understand what our core role is as a school district. The mission creates fundamental questions for all organizations to ask:

- What is it that we do?
- Who benefits from our work?
- What are the results of our work?

The Strategic Planning Committee reviewed all collected data from parents/guardians, community members, and staff, and then engaged in a great deal of conversation regarding the aforementioned questions and developed the following mission statement:

Together, as students, staff, families, and a multicultural community, we uphold high academic expectations, implement student-centered classroom practices, create equitable opportunities, and cultivate a shared sense of belonging that honors diverse perspectives so that all students of Revere Public Schools grow, thrive, and achieve.

Core Values

The Revere Public Schools' **Core Values** should remain constant in an ever-changing world. These values provide the foundation for our work and influence how we conduct ourselves and engage with others. The following set of core values was established:

- *Student Agency and Ownership*
- *High Expectations and Productive Struggle with Personalized Support*
- *Authentic Connections and Belonging*
- *Innovation, Collaboration, and Growth*

The Vision Statement

A **Vision Statement** represents an aspirational description of what an organization would like to achieve or accomplish in the mid-term or long-term future. It is intended to serve as a clear guide for choosing current and future courses of action. It is intended to be our compass – our North Star. The vision statement should be a brief, but concise statement that clearly exemplifies the district’s vision for those it serves.

In Revere Public Schools, everyone strives for academic excellence, takes ownership of their growth, and engages fully in learning and in life.

Theory of Action

An organization’s theory of action represents a set of actions that will be implemented in order to improve the organization and help it reach its mission. The theory of action is closely related to the strategic objectives and how their implementation will lead to organizational improvement.

IF our district:

- *Advances comprehensive multi-tiered systems of support, ensuring all classrooms deliver effective, student-centered deeper learning experiences, developing robust teacher capacity across all career stages, and increasing the diversity of our educator workforce to better serve all students;*
- *Cultivates a comprehensive school community culture by strengthening family partnerships, establishing supportive structures, implementing positive behavioral frameworks that promote student accountability and ownership, enhancing cultural competency training, and expanding opportunities for students. and*
- *Strengthens our district's community connections through delivery of cohesive information to families, increased volunteer and internship opportunities for students, and establishing an organic multilingual, two-way communication system that bridges cultural and linguistic barriers to foster meaningful engagement across all stakeholders.*

THEN, we will uphold high academic expectations in student-centered classrooms, provide equitable opportunities, and experience a shared sense of belonging that honors diverse perspectives so that all students of Revere Public Schools grow, thrive, and achieve.

Susan B. Anthony Middle School

Focus Areas and Strategic Objectives

2025 - 2026

Focus Area #1: Teaching, Learning, and Leading				
Objective: Advance comprehensive multi-tiered systems of support, ensuring all classrooms deliver effective, deeper learning experiences, developing robust teacher capacity across all career stages, and increasing the diversity of our educator workforce to better serve all students.				
Initiative	Action Steps	Timeline	Led By	Measure of Success
Advance the district's implementation of a multi-tiered system of supports	Ensure Building Based PGT meetings are focused on data-driven instruction and supporting all students (MTSS) on a consistent basis	June 2026	Admin, Coaches, and PGT Facilitators	PGT observation data
	Ensure that general education students, English Learners, and students with disabilities all students have access to grade-level, rigorous, deeper learning opportunities	June 2026	SBA Staff & Curriculum Directors	- PGT agenda reviews - All students have access to HQIM in all of their courses
	Implement an action plan to address student academic progress through Support Staff PGT	Ongoing beg. 25-26	CODA and Guidance Counselor	Classroom instruction involves strong Tier I and strategic Tier II.
	Provide professional development to support educators' successful implementation of Tier 1 differentiation and small group instruction in the classroom.	June 2026	Teacher Leaders (coaches, PGT facilitators, SPED coordinators, etc.)	All schools use a system for ongoing academic, behavioral, and socio-emotional progress monitoring and collaboratively responding to student data.
	Engage educators in routinely examining student work to inform future planning and instructional potential using protocols.	June 2026	Instructional Leadership Team	
	Administrators provide continuous feedback to educators through the educator growth system in response to meeting all students' needs (i.e.	Ongoing beg. 25-26	SBA Admin,	Improved grades and MCAS scores. Increasing percentage of students meeting ACCESS targets.

	classroom implementation of MTSS),		Directors	Increasing number of students making strong growth as measured by ACCESS and MCAS SGP. • Students demonstrate content mastery • Shrink learning gaps based off of an increase of student achievement (STAR assessment data, etc.)
Develop educator capacity across all career stages	• Bi-monthly meetings with new and developing educators to support integration into the SBA community • Provide specific and targeted Professional Development on Executive Functioning, Student Discourse, and Belonging through Building Based PGT	2025-2026 Starting 09/18	SBA Admin & Curriculum Directors	• MCIEA survey results indicate strengthened sense of belonging • Increase in new teacher retention

Ensure teaching practices across classrooms focus on effective, student-centered, deeper learning experiences.	• Expand opportunities that allow students to have voice and choice in their learning • Provide different opportunities and audiences for students to demonstrate their learning	Ongoing beginning 25-26 Starting 10/23	SBA Admin Curriculum Directors Teacher Leaders (ILT)	• Student work products reflect evidence of student voice and choice • The district and schools regularly provide opportunities for students to showcase their academic work • Student learning is assessed through rigorous performance-based assessments. • All students engage in pre-planned, daily opportunities for authentic speaking interactions using target academic language with appropriate scaffolds.
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Focus Area #2: Safety, Belonging, and Well-being

Objective: To cultivate a comprehensive school community culture by strengthening family partnerships, establishing supportive structures, implementing positive behavioral frameworks that promote student accountability and ownership, enhancing cultural competency training, and expanding opportunities for students.

Initiative	Action Steps	Timeline	Led By	Measure of Success
Create stronger family and school partnerships	- Break barriers by engaging with families and caregivers in non-traditional settings, such as home visits, virtual meetings, libraries, and other community spaces. - Host 3-5 Family/community events. - Hold Monthly PTO meetings with increasing attendance	Beginning 2025/ongoing	Family Liaison SBA Admin	- Strengthened family and school partnerships as measured by surveys, focus groups, etc. - Measurable increase in student belonging and well-being as indicated by surveys, focus groups, etc. - Improved daily attendance data
Ensure students feel welcomed, engaged, and have an active role in the decision-making process	- Utilize surveys and focus groups with students to explore their interests, dreams, and aspirations. - Create and maintain systems/structures such as welcome clubs, advisory, restorative justice practices, student councils, student senate, advisory boards, etc. - Increase after-school opportunities, including intramural sports, music, and theater etc.	Beginning 2025/ongoing	SBA Admin RJ Coach and Interventionists RHS Partnership with Student Senate Social Workers Curriculum Directors	- Measurable increase in student belonging and well-being - Improved daily attendance data

Implement positive behavioral approaches that reinforce accountability and ownership	● Enhance two-way communication strategies with families and caregivers by employing positive behavioral strategies that inform them not only when their child faces challenges but also when they are experiencing success. ● Increase opportunities for students to engage in developmentally appropriate social-emotional circles and restorative practices	Beginning 2025/ongoing	SBA Admin RJ Coach and Interventionists Director of Health and Wellness	● Communication protocols to families to relay behavioral approaches with students ● Decrease in overall discipline referrals ● Based on MCIEA data dashboard moving closer to the ideal the following categories: Student Sense of Belonging, and Social & Emotional Health
Increase the collective cultural competency among all members of the school community	● Provide cultural competency training for staff	Beginning 2025/ongoing	SBA Admin Directors	● Greater empathy and a sense of belonging among all members of the school community ● Measurable increase in student and adult belonging and well-being as indicated by trusted adult surveys, MCAS Vocal data, and MCIEA data

Focus Area #3: Community Engagement and Communication

Objective: To strengthen our school's community connections through the delivery of cohesive information to families, increased volunteer and internship opportunities for students, and establishing an organic multilingual, two-way communication system that bridges cultural and linguistic barriers to foster meaningful engagement across all stakeholders.

Initiative	Action Steps	Timeline	Led By	Measure of Success
Increase family engagement	- Enhance awareness of and engagement in PTO and other groups, and school events - Community engagement nights - Training/navigation opportunities for parents	Beginning 2025/ongoing	SBA Admin Family Liaison	- Strengthened family and school partnerships as measured by attendance data at PTO meetings, and event - Increased number of families utilizing Parent Square - Increased engagement on #185DaysofElevatingExcellence posts including likes and comments
Develop a clear, comprehensive communication plan	- Increase social media presence and external celebrations - Consistent model of announcements, two-way communication (ie, Parent Square) - Provide training to staff as needed on the platforms and software utilized	Beginning 2025/ongoing	SBA Admin Family Liaison	- Increased visibility of the excellence of RPS and to highlight upcoming events - Increased number of teacher posts on Parent Square - Streamlined and consistent communication from the schools



REVERE
Public Schools

RIGOR, RELEVANCE, RELATIONSHIPS, RESILIENCE

Revere High School Improvement Plan 2025-2026

CONTACT INFORMATION

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The Mission Statement

Providing access to quality education and expanding learning opportunities for our increasingly diverse population is an attainable and sustainable mission. Taking ownership of this includes shifting educational paradigms in addition to exploring, improving, and refining innovative approaches focused on student-centered learning. Revere High School will offer and sustain high-leverage student-centered learning that results in college and career readiness as well as cultural competence, which will further develop responsible citizenship among all of its students.

Core Values

Relationships: RHS community members rely on personal relationships to create a school environment that is not only physically, psychologically, and emotionally safe but also supportive and inclusive of our diverse community. Ensuring positive relationships among all members of the school community is paramount.

Relevance: RHS educators ensure relevance by connecting learning to real-world experiences and utilizing educational practices that reflect the needs and interests of our students. RHS community members experience relevance when norms of the community are collaboratively developed, when the principles of fair process are evident in our policies, and when the value of empathy for others' perspectives is recognized as both a choice and a teachable skill. We aspire for curricular experiences to be highly relevant to students' lives

Rigor: RHS educators are committed to ensuring rigor in every aspect of our curriculum and upholding high standards of excellence. RHS community members experience rigor when standards of behavior and academic expectations are consistently upheld and grounded in respect for self, respect for others, and respect for individual differences.

Resilience: Creating an environment that fosters resilience is essential to our approach, enabling students to overcome challenges and thrive. RHS community members demonstrate resilience by taking responsibility for their actions, especially in the face of adversity. They achieve this by setting and meeting goals that drive social, emotional, behavioral, academic, and professional progress.

The Vision Statement

Through the *Instructional Program* we offer, the *School Culture* we build, the *Systems of Support* we design and the *Family & Community Partnerships* we form, Revere High School aspires to be an inclusive, multicultural community of continuous learners that prepares students to realize our **Vision for them as Graduates**. This vision, collaboratively developed during SY2023, is that the RHS experience will prepare students

- to **Innovate** to solve complex problems;
- to **Engage** with their community;
- to **Lead** across difference;
- to **Thrive**, mentally, physically and financially;
- and to **Succeed** in meaningful post-secondary experiences.

Revere High School students have opportunities to work towards this vision across their *curricular, co-curricular and extra-curricular* school experiences. The RHS Core Competencies are designed to create a universal language for teaching and learning that students, educators and other stakeholders can use to discuss the transferable skills students acquire. This work is inspired by our shared belief that

- In an increasingly “globalized” world, the capacity for people to operate successfully across diverse belief systems & cultures is critically important.
- The diverse nature of RHS’ student body is a strength that brings with it RHS’ responsibility to develop and implement personalized approaches that support all students.
- Integrating innovative student- centered learning approaches with existing instructional approaches will engage and challenge students in valuable ways.
- Implementing competency-based learning at RHS will ensure that students acquire the most essential knowledge and skills needed to succeed in school, higher education, the modern workplace, and adult life.
- By regularly engaging students in relevant & rigorous tasks in all learning environments, students will be prepared with the critical thinking, communication, and collaboration skills necessary for success in the 21st century workforce.
- Students who utilize post-secondary education and training experiences will be better prepared to succeed.

Theory of Action

If the Revere High School Community clearly defines, teaches, and assesses the RHS Core Competencies outlined in our Vision of the Graduate, and if we ensure that students have access to personalized, real-world learning experiences across our curricular, co-curricular and extra-curricular opportunities, then Revere High students will graduate prepared for meaningful post-secondary opportunities and ready to engage in community life.

If Revere High School establishes inclusive, restorative, and relationship-driven systems that support students to feel safe, seen, and challenged to grow, and if these systems are reinforced by strong partnerships with families and clear structures for voice and leadership, then attendance, engagement, and community connection will improve, laying the foundation students to engage in the processes of acquiring the RHS Core Competencies.

If Revere High School faculty and instructional leaders develop and implement a consistent, standards-aligned curriculum and adopt instructional practices rooted in creating deeper learning experiences, then students will engage in rigorous, and relevant coursework that prepares them for success in post-secondary success and engages them in the processes of acquiring the RHS Core Competencies.

If Revere High School equips educators and student support teams with clear systems, time, and tools to implement personalized academic, social-emotional, physical health and community-based supports, and if these supports are embedded in instruction, school systems and family partnerships, then students will stay on track toward graduation, feel connected to school, and be better prepared to meet the demands of post-secondary success because they have been supported to acquire the RHS Core Competencies.

Revere High School

Focus Areas and Strategic Objectives

2025 - 2026

Focus Area #1: Teaching, Learning, and Leading				
Objective: Advance comprehensive multi-tiered systems of support, ensuring all classrooms deliver effective, deeper learning experiences, developing robust teacher capacity across all career stages, and increasing the diversity of our educator workforce to better serve all students.				
Initiative	Action Steps	Timeline	Led By	Measure of Success
Multi-Tiered Systems of Supports	Establish and codify a shared understanding of the MTSS model, including Tier 1, Tier 2, and Tier 3 definitions across academic, behavioral, and SEL domains.	Quarter 1	BLT	RHS MTSS Handbook with Community
	Implement a schoolwide Instructional Support Protocol that helps teachers plan differentiated Tier 1 instruction and identify when Tier 2 interventions are needed.	Ongoingly	Principal/Deputy & PGT Facilitators	Teachers complete ISP at least monthly
	Refine the SST referral system to include clear intake processes, goal-setting protocols, progress monitoring, and exit criteria.	Quarter 2	Student Support Teams (APs)	Teacher referrals to SST result in creation of impactful support plans
	Dedicate professional learning time to build educator capacity for data collection, progress monitoring, and using data-informed instruction, implementing targeted supports and sharing successful interventions to meet all students' academic, behavioral, and socio-emotional needs.	Principal's Meeting	BLT & Coaches	Teachers experience personalized professional learning

Curriculum & Instructional Practices	Evaluate each department's current state of curriculum documentation and outline clear next steps to support educators in advancing this essential work	September	Deputy/Directors	Audit Shared with Superintendent and School Committee
	Complete written curriculum maps for all courses, using a consistent format that includes essential questions, content and skill outcomes.	June	Directors	RHS Website Displays Curriculum for All Courses
	Develop a Plan to embed the vision of the graduate into curriculum, instruction, and assessment practices	March	Principal/Deputy/Director/Coaches	PGT Plan SY27 Shared
	Develop and implement an evidence-based Instructional Framework that defines evidence-based instructional strategies proven to enhance student learning, utilizing the existing instructional leadership structure	June	Instructional Coaches	Instructional Look-fors Guide Coaching and Evaluation
	Expand professional learning on deeper learning pedagogy and equity-driven instructional design.	Director's Meetings & Principal's Meetings	Principal/Deputy/redesign/National Capstone Consortium	Early adopters experience reDesign & Capstone PD

Focus Area #2: Safety, Belonging, and Well-being

Objective: To cultivate a comprehensive school community culture by strengthening family partnerships, establishing supportive structures, implementing positive behavioral frameworks that promote student accountability and ownership, enhancing cultural competency training, and expanding opportunities for students.

Initiative	Action Steps	Timeline	Led By	Measure of Success
Advisory Redesign	Evaluate and strengthen the Advisory program to ensure consistent implementation aligned frameworks for RHS Core Competencies, MyCAP and MTSS.	Summer 2026	BLT	Summer Audit Guides Planning
	Build advisory curricula that help students understand and navigate the school ecosystem, connect with peers, practice leadership and set personal goals.	Ongoingly	BLT/PGT Facilitators	Advisory Look Fors Guide Advisory Experience
	Build staff knowledge of the school's full support ecosystem, including academic, social-emotional, and extracurricular supports.	Weekly	Advisory PGT Facilitators	Observations of Advisory Consistently Show Student Engagement

Student Voice and Leadership	Establish inclusive systems for student leadership, including advisory boards, student councils, and opportunities for student agency across curricular, co-curricular and extracurricular spaces	Beginning Fall 2026	Principal	Senate E-Board, Equity Officers and Class Presidents Meet bi-weekly with BLT
	Create student pathways to contribute to school improvement by participating in governance, feedback cycles, and community gatherings.	Monthly	Principal/Student Senate/ Senate Advisors	Students and Staff Attend Monthly School Improvement Meetings

Focus Area #3: Community Engagement and Communication

Objective: To strengthen our school's community connections through the delivery of cohesive information to families, increased volunteer and internship opportunities for students, and establishing an organic multilingual, two-way communication system that bridges cultural and linguistic barriers to foster meaningful engagement across all stakeholders.

Initiative	Action Steps	Timeline	Led By	Measure of Success
Competency Based Learning	Codify External Learning Opportunities' (ELOs) practices, roles, processes, systems and support structures into a Guide for the Revere High School Community	Semester 1	School Counseling Director	RHS Website, Community Messaging and Advisory Resources point to
	Align External Learning Opportunities to the RHS Core Competencies, explicitly to academic credit to the Core Competencies	Ongoingly	Principal/School Counseling Director/ELO Leaders	ELO Leaders use reDesign CBE Catalyst to connect ELO experiences to Core Competencies
	Align the Program of Studies to reflect Personalized Learning Pathways and the RHS Core Competencies, MyCAP Outcomes.	October	Deputy Principal/School Counseling Director	Interactive Program of Studies Drives Course Registration

	Engage the wider Revere Community in a series to help understand our Vision of the Graduate and our work towards achieving that vision Communicate clearly and consistently with families about opportunities available to students at Revere High School, including Competency-based learning, External Learning Opportunities and Post-secondary Planning Opportunities.	Quarterly Quarterly	Principal Principal/Director of School Counseling/ Family Liaisons	RHS Community Members Families have multiple opportunities to engage with RHS faculty about programing available to their students
Multi-Tiered Systems of Supports	Develop a common understanding among caregivers, faculty and students of the supports that are available to student	Monthly	Assistant Principals, Student Support Teams, Advisors	Caregivers, Students and Family Increasingly Report Knowing How to Access Student Supports at RHS



School Improvement Plan 2025-2026

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The Mission Statement

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, who will impact their communities through design and technology.

The Strategic Planning Committee reviewed all collected data from parents/guardians, community members, and staff, and then engaged in a great deal of conversation regarding the aforementioned questions and developed the following mission statement:

Together, as students, staff, families, and a multicultural community, we uphold high academic expectations, implement student-centered classroom practices, create equitable opportunities, and cultivate a shared sense of belonging that honors diverse perspectives so that all students of Revere Public Schools grow, thrive, and achieve.

Core Values

The Revere Public Schools' **Core Values** should remain constant in an ever-changing world. These values provide the foundation for our work and influence how we conduct ourselves and engage with others. The following set of core values was established:

- *Student Agency and Ownership*
- *High Expectations and Productive Struggle with Personalized Support*
- *Authentic Connections and Belonging*
- *Innovation, Collaboration, and Growth*

The Vision Statement

CityLab sets 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.

In Revere Public Schools, everyone strives for academic excellence, takes ownership of their growth, and engages fully in learning and in life.

Theory of Action

An organization's theory of action represents a set of actions that will be implemented in order to improve the organization and help it reach its mission. The theory of action is closely related to the strategic objectives and how their implementation will lead to organizational improvement.

IF our district:

- *Advances comprehensive multi-tiered systems of support, ensuring all classrooms deliver effective, student-centered deeper learning experiences, developing robust teacher capacity across all career stages, and increasing the diversity of our educator workforce to better serve all students;*
- *Cultivates a comprehensive school community culture by strengthening family partnerships, establishing supportive structures, implementing positive behavioral frameworks that promote student accountability and ownership, enhancing cultural competency training, and expanding opportunities for students. and*
- *Strengthens our district's community connections through delivery of cohesive information to families, increased volunteer and internship opportunities for students, and establishing an organic multilingual, two-way communication system that bridges cultural and linguistic barriers to foster meaningful engagement across all stakeholders.*

THEN, we will uphold high academic expectations in student-centered classrooms, provide equitable opportunities, and experience a shared sense of belonging that honors diverse perspectives so that all students of Revere Public Schools grow, thrive, and achieve.

Citylab High School

Focus Areas and Strategic Objectives

2025 - 2026

Focus Area #1: Teaching, Learning, and Leading

Objective: Advance comprehensive multi-tiered systems of support, ensuring all classrooms deliver effective, deeper learning experiences, developing robust teacher capacity across all career stages, and increasing the diversity of our educator workforce to better serve all students.

Initiative	Action Steps	Timeline	Led By	Measure of Success
1. Advance the district's implementation of a multi-tiered system of supports	Ensure that general education students, English Learners, and students with disabilities have access to grade-level, rigorous, deeper learning opportunities.	Ongoing	Principal, Assistant Principal, PGT Facilitators	All students have access to rigorous instruction as established by CL's definition of rigor. Students are college ready for more rigorous dual enrollment opportunities.
	Create clear progress-monitoring processes and data collection.	September 2025	Assistant Principal	All PGTs use established ISP, Tuning, and LASW Notes to log ongoing progress monitoring and respond instructionally to student data.
	Engage educators in routinely examining student work to inform future planning and instructional potential using protocols.	Ongoing	Principal, Assistant Principal, PGT Facilitators	
	Implement an action plan to address student academic progress.	Ongoing	Principal, Assistant Principal, PGT Facilitators	Improved grades, MCAS scores, ACCESS targets met, and SGPs (ACCESS, MCAS, and STAR)
	Provide professional development to support educators' successful implementation.	Ongoing	Principal, Assistant Principal, PGT Facilitators, Teacher Cabinet	We have implemented new systems and strategies within grade level teams and as a school.
	Administrators provide continuous feedback to educators through the educator growth system in response to meeting all students' needs (i.e. classroom implementation of MTSS).	Ongoing	Principal, Assistant Principal	Classroom instruction involves strong Tier I and strategic Tier II.

Focus Area #1: Teaching, Learning, and Leading *continued*

Objective: Advance comprehensive multi-tiered systems of support, ensuring all classrooms deliver effective, deeper learning experiences, developing robust teacher capacity across all career stages, and increasing the diversity of our educator workforce to better serve all students.

Initiative	Action Steps	Timeline	Led By	Measure of Success
2. Develop educator capacity across all career stages	Create intentional leadership pathways for educators	Ongoing	Principal, Assistant Principal	MCIEA survey results indicate strengthened educator voice and efficacy
3. Ensure teaching practices across classrooms focus on effective, student-centered, deeper learning, and experiential learning.	Expand opportunities that allow students to have voice and choice in their learning.	Ongoing	Teacher Cabinet, PGT Facilitators	Student work products reflect evidence of student voice and choice. MCIEA survey results indicate strengthened student voice and choice.
	Provide different student-centered, deeper learning, and experiential learning opportunities for students.	Ongoing	Principal, Assistant Principal, Teacher Cabinet, PGT Facilitators	Student learning is assessed through rigorous performance-based assessments. All students experience at least 2 experiential learning activities a month in each course.
	Increase opportunities to use protocols to calibrate school-wide understanding of rigor and opportunities to advance student learning.	Ongoing	Principal, Assistant Principal	Consistent use of ISP, Tuning, and LASW protocols throughout the year, resulting in an improvement in grades and performance on MCAS and/or STAR assessments.
	Engage stakeholders in developing guidelines for the appropriate use of AI in the classroom and work environment.	January 2026	Teacher Cabinet	Created a school-wide guide for AI use in the classroom.

Focus Area #2: Safety, Belonging, and Well-being

Objective: To cultivate a comprehensive school community culture by strengthening family partnerships, establishing supportive structures, implementing positive behavioral frameworks that promote student accountability and ownership, enhancing cultural competency training, and expanding opportunities for students.

Initiative	Action Steps	Timeline	Led By	Measure of Success
1. Create stronger family and school partnerships	Utilize surveys and focus groups to gain insight into the needs and desires of families and caregivers.	Ongoing	Principal, Assistant Principal, Family Liaison	Strengthened family and school partnerships as measured by surveys, focus groups, etc.
	Establish a PTA	June 2026		Improved daily attendance data
2. Ensure students feel welcomed, engaged, and have an active role in the decision-making process	Utilize surveys and focus groups to gain insight into the needs and desires of families and caregivers.	Ongoing	Principal, Assistant Principal, Family Liaison, Guidance Counselor, Social Workers	Measurable increase in student belonging and well-being as indicated by surveys, focus groups, etc.
	Designate a schedule of clubs that can operate during the school day	June 2026		Membership on Governing Board is representative of the student population, including students from historically underserved backgrounds Improved daily attendance data
3. Implement positive behavioral approaches that reinforce accountability and ownership	Enhance two-way communication strategies with families and caregivers by employing positive behavioral strategies that inform them not only when their child faces challenges but also when they are experiencing success.	Ongoing	Principal, Assistant Principal, Family Liaison, Guidance Counselor, Social Workers	Communication protocols to families to relay behavioral approaches with students Decrease in overall discipline referrals A decrease in the Youth Risk behaviors, as demonstrated by the results of the student risk survey or a similar metric

Focus Area #3: Community Engagement and Communication

Objective: To strengthen our school's community connections through the delivery of cohesive information to families, increased volunteer and internship opportunities for students, and establishing an organic multilingual, two-way communication system that bridges cultural and linguistic barriers to foster meaningful engagement across all stakeholders.

Initiative	Action Steps	Timeline	Led By	Measure of Success
1. Increase family engagement	Enhance awareness of and engagement in PTO and other groups, and school events	Ongoing	Principal, Assistant Principal, Family Liaison, Guidance Counselors	Strengthened family and school partnerships as measured by surveys, focus groups, etc.
	Community engagement nights			Improved family attendance to events, showcases, parent-teacher nights
	Informational sessions regarding early college pathways			
2. Develop a clear, comprehensive communication plan	Gather feedback from parents/families	Ongoing	Principal, Assistant Principal, Family Liaison, Guidance Counselor, Social Workers, Teachers	Increased visibility of the excellence of CL and to highlight upcoming events
	Increase social media presence and external celebrations			Streamlined and consistent communication from the school
	Consistent model of announcements, two-way communication (ie, Parent Square)			
	Create a yearlong plan for monthly communications of events and student successes			
3. Increase opportunities for district and community partnerships	Identify community leaders willing to host student interns	Ongoing	Principal, Assistant Principal, Guidance Counselor,	Increased partnership between schools, home, and businesses within the community Increased opportunities for students to engage in experiential learning



REVERE
Public Schools

RIGOR, RELEVANCE, RELATIONSHIPS, RESILIENCE

School Counseling District Improvement Plan 2025-2026

Lillian Parker
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The Mission Statement

The **Mission Statement** explains who we are and highlights our fundamental reason for existing. When others read the mission statement, they should understand what our core role is as a school district. The mission creates fundamental questions for all organizations to ask:

- What is it that we do?
- Who benefits from our work?
- What are the results of our work?

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A **Vision Statement** represents an aspirational description of what an organization would like to achieve or accomplish in the mid-term or long-term future. It is intended to serve as a clear guide for choosing current and future courses of action. It is intended to be our compass – our North Star. The vision statement should be a brief, but concise statement that clearly exemplifies the district’s vision for those it serves.

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Theory of Action

An organization’s theory of action represents a set of actions that will be implemented in order to improve the organization and help it reach its mission. The theory of action is closely related to the strategic objectives and how their implementation will lead to organizational improvement.

IF our district:

- *Advances comprehensive multi-tiered systems of support, ensuring all classrooms deliver effective, student-centered deeper learning experiences, developing robust teacher capacity across all career stages, and increasing the diversity of our educator workforce to better serve all students;*
- *Cultivates a comprehensive school community culture by strengthening family partnerships, establishing supportive structures, implementing positive behavioral frameworks that promote student accountability and ownership, enhancing cultural competency training, and expanding opportunities for students. and*
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THEN, we will uphold high academic expectations in student-centered classrooms, provide equitable opportunities, and experience a shared sense of belonging that honors diverse perspectives so that all students of Revere Public Schools grow, thrive, and achieve.

School Counseling Focus Areas and Strategic Objectives 2025 - 2026

Focus Area #1: Teaching, Learning, and Leading				
Objective: Advance comprehensive multi-tiered systems of support, ensuring all classrooms deliver effective, deeper learning experiences, developing robust teacher capacity across all career stages, and increasing the diversity of our educator workforce to better serve all students.				
Initiative	Action Steps	Timeline	Led By	Measure of Success
Advance the district's implementation of a multi-tiered system of supports	- Equip school counselors with strategies and tools to coach and support students in using progress monitoring and data collection effectively to inform student self-advocacy, decision-making and problem-solving skills - Collaborate with counselors to identify and implement various protocols to support different aspects of the MTSS process. - Engage counselors in routinely examining student academic progress to inform future planning. - Provide at least two pieces of feedback through the Educator Growth System in regards to implementation of MTSS.	June 2026	Director, Counselors	- Improved grades and MCAS scores. - An increasing percentage of students actively engaged in meaningful work during advisory lessons - Counselors identify an understanding of their role in the integration of SEL, positive behavioral supports, and relationship-building practices that promote student engagement and a safe, inclusive classroom climate.

Develop educator capacity across all career stages	• Use PGT and director meeting PD to provide on-going support to counselors at all career stages with the implementation of MyCAP and MEFA pathways.	June, 2026	Director of Comprehensive Counseling & Student Success	• MCIEA survey results indicate strengthened counselor voice and efficacy • Observations of PGTs and director meetings include evidence of effective strategies to support adult learning and collaboration
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Focus Area #2: Safety, Belonging, and Well-being

Objective: To cultivate a comprehensive school community culture by strengthening family partnerships, establishing supportive structures, implementing positive behavioral frameworks that promote student accountability and ownership, enhancing cultural competency training, and expanding opportunities for students.

Initiative	Action Steps	Timeline	Led By	Measure of Success
Create stronger family and school partnerships	Break barriers by engaging with families and caregivers in non-traditional settings, such as virtual meetings, community events, caregiver coffee hour and other community spaces.	June 2026	Directors, ELO Counselors	Strengthened family and school partnerships as measured by surveys, focus groups, etc.
Ensure students feel welcomed, engaged, and have an active role in the decision-making process	Utilize surveys, focus groups, and External Learning Opportunity activities to gain insight into the needs and desires of families and caregivers.	June 2026	Directors, ELO counselors	Measurable increase in student belonging and well-being as indicated by surveys, focus groups, etc.

Focus Area #3: Community Engagement and Communication

Objective: To strengthen our school's community connections through the delivery of cohesive information to families, increased volunteer and internship opportunities for students, and establishing an organic multilingual, two-way communication system that bridges cultural and linguistic barriers to foster meaningful engagement across all stakeholders.

Initiative	Action Steps	Timeline	Led By	Measure of Success
Increase family engagement	• Training/navigation opportunities for parents including special education/ESL	May 2026	Director, Counselors	• Strengthened family and school partnerships as measured by attendance, surveys, focus groups, etc.
Develop a clear, comprehensive communication plan	• Gather feedback from parents/families • Increase social media presence and external celebrations • Consistent model of announcements, two-way communication (ie, Parent Square) • Provide training to staff as needed on the platforms and software utilized (MEFA Pathways) • Create a School Counseling newsletter	June 2026	Director, Counselors	• Follow-up communication shared with families summarizing key takeaways and actions taken • Increase in family/community participation in events promoted via social media • Positive anecdotal feedback from stakeholders (students, families, admin) • Regular cadence of announcements
Increase opportunities for district and community partnerships	• Work on collaborating with outside agencies to provide an increased number of internships to students	June 2026	ELO Counselors	• Increased number of internships • Increased number of student working with community partnerships



Revere Public Schools Early Childhood Department



REVERE
Public Schools

RIGOR, RELEVANCE, RELATIONSHIPS, RESILIENCE

Early Childhood Programming Department Improvement Plan 2025-2026

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- *Strengthens our district's community connections through delivery of cohesive information to families, increased volunteer and internship opportunities for students, and establishing an organic multilingual, two-way communication system that bridges cultural and linguistic barriers to foster meaningful engagement across all stakeholders.*

THEN, we will uphold high academic expectations in student-centered classrooms, provide equitable opportunities, and experience a shared sense of belonging that honors diverse perspectives so that all students of Revere Public Schools grow, thrive, and achieve.

Early Childhood Department

Focus Areas and Strategic Objectives

2025 - 2026

Focus Area #1: Teaching, Learning, and Leading				
Objective: Advance comprehensive multi-tiered systems of support, ensuring all classrooms deliver effective, deeper learning experiences, developing robust teacher capacity across all career stages, and increasing the diversity of our educator workforce to better serve all students.				
Initiative	Action Steps	Timeline	Led By	Measure of Success
Advance the district's implementation of a multi-tiered system of supports	- Strengthen Tier 1 instruction by examining and unpacking the Social Emotional Learning and Approaches to Play Standards, the MA Curriculum Frameworks for PreK, and the Guidelines for Preschool and Kindergarten Learning experiences in order to identify power standards for PreK. - Use these unpacked standards to develop a new report card based on the discrete skills of the standards, that more accurately captures a student's progress towards PreK learning standards. - Identify more effective methods for assessment of learning in PreK and how to best collect and analyze data in center, whole group, and small group learning opportunities. - Develop strategic Tier 2 instruction using existing	Ongoing during the 2025-2026 School Year	Director of Early Childhood Programming, PreK Teachers	- Development of a new, more aligned PreK report card. - Flexible and efficient data collection methods and materials are developed and used in each PreK classroom. - Family conferences are centered around growth towards PreK learning targets. - Student progress is monitored and the MTSS process is followed with integrity ensuring appropriate intervention as necessary.

	and supplemental curriculum materials. ● Engage with the ISP consistently and with fidelity. ● Develop consistent progress monitoring measures and engage with these measures regularly during the ISP process.			
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Ensure teaching practices across classrooms focus on effective, student-centered, deeper learning experiences.	● Identify elements of existing curriculum that showcase student centered, deeper learning experiences. ● Engage during PGT in sharing practice across classrooms to bolster existing and identify new student centered, deeper learning experiences. ● Continue professional learning centered on playful learning practices to support student centered and driven learning opportunities. ● Engage two classrooms in the Playful Learning Institute and share learnings from the Institute. ● Engage in the first step of accreditation from the National Association for the Education of Young Children (NAEYC) at both the classroom and program level.	Ongoing during the 2025-2026 School Year	Director of Early Childhood Programming, PreK Teachers, PreK Paraprofessional Team	● Student work products reflect evidence of student voice and choice. ● Student centered learning activities are modeled for families during monthly Parent and Child Time. ● Students share their learning with families during monthly Parent and Child Time. ● All students engage in pre-planned, daily opportunities for authentic speaking interactions using target academic language with appropriate scaffolds. ● Practices learned through the Playful Learning Institute are consistently shared to the entire PreK team. ● The NAEYC accreditation process is started and the classroom and program self assessments are complete.
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Focus Area #2: Safety, Belonging, and Well-being

Objective: To cultivate a comprehensive school community culture by strengthening family partnerships, establishing supportive structures, implementing positive behavioral frameworks that promote student accountability and ownership, enhancing cultural competency training, and expanding opportunities for students.

Initiative	Action Steps	Timeline	Led By	Measure of Success
Create stronger family and school partnerships	- Enhance existing Parent and Child Time practices to include modeling of student centered learning opportunities. - Provide at least 3 pop-up opportunities for families to gain knowledge regarding PreK specific topics (childhood nutrition, speech and language milestones, PreK milestones, etc.)	Ongoing during the 2025-2026 School Year	Director of Early Childhood Programming, EC Family Liaison, PreK Teachers	- Strengthened family and school partnerships as measured by surveys, focus groups, etc. - Improved daily attendance data.

Ensure students feel welcomed, engaged, and have an active role in the decision-making process	• Expand the current system for students enrolling throughout the year to become familiar with the school and classroom prior to their start date. • Finalize the redesign of the screening and orientation process to ensure teachers have as much information as possible about incoming PreK students. • Highlight, discuss, and model student directed learning opportunities raised in the Playful Learning Institute and our department study of the MA Frameworks for PreK, Guidelines for Preschool and Kindergarten Learning Experiences, and the Social Emotional Learning and Approaches to Play Standards.	Ongoing during the 2025-2026 School Year	Director of Early Childhood Programming, EC Family Liaison, PreK Teachers, PreK Paraprofessional Team	• Measurable increase in student belonging and well-being. • Improved daily attendance data
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Focus Area #3: Community Engagement and Communication

Objective: To strengthen our school’s community connections through the delivery of cohesive information to families, increased volunteer and internship opportunities for students, and establishing an organic multilingual, two-way communication system that bridges cultural and linguistic barriers to foster meaningful engagement across all stakeholders.

Initiative	Action Steps	Timeline	Led By	Measure of Success
Increase family engagement	• Increase awareness of monthly Parent and Child Time. • Enhance effectiveness of monthly Parent and Child Time. • Codify classroom visit and orientation processes for students enrolling throughout the school year to enhance family connection to the school from the very beginning of the student’s school experience. • Finalize spring enrollment screening plans to enhance family connection to the school from the very beginning of the student’s school experience.	Ongoing during the 2025-2026 School Year	Director of Early Childhood Programming, PreK Teachers, PreK Paraprofessional Team	• Strengthened family and school partnerships as measured by surveys, focus groups, etc.

Increase opportunities for district and community partnerships	● Identify and engage PreK programs throughout the City of Revere for eventual professional development partnerships. ● Engage in the Chelsea/Revere Early Childhood Network bi-monthly meetings to enhance existing partnership and gain knowledge to share with our families. ● Identify NAEYC accredited programs local to Revere for connections, observations, and support through the accreditation process.	Ongoing during the 2025-2026 School Year	Director of Early Childhood Programming, EC Family Liaison	● Increased partnership between schools, home, and organizations within the community. ● Increased opportunities for families to engage in learning opportunities outside of our school. ● At least three partnerships between local preschools and the RPS PreK program have been established.
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Fine Arts Department Improvement Plan 2025-2026

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- *High Expectations and Productive Struggle with Personalized Support*
- *Authentic Connections and Belonging*
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Theory of Action

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IF our district:

- *Advances comprehensive multi-tiered systems of support, ensuring all classrooms deliver effective, student-centered deeper learning experiences, developing robust teacher capacity across all career stages, and increasing the diversity of our educator workforce to better serve all students;*
- *Cultivates a comprehensive school community culture by strengthening family partnerships, establishing supportive structures, implementing positive behavioral frameworks that promote student accountability and ownership, enhancing cultural competency training, and expanding opportunities for students. and*
- *Strengthens our district's community connections through delivery of cohesive information to families, increased volunteer and internship opportunities for students, and establishing an organic multilingual, two-way communication system that bridges cultural and linguistic barriers to foster meaningful engagement across all stakeholders.*

THEN, we will uphold high academic expectations in student-centered classrooms, provide equitable opportunities, and experience a shared sense of belonging that honors diverse perspectives so that all students of Revere Public Schools grow, thrive, and achieve.

Fine Arts Department

Focus Areas and Strategic Objectives

2025 - 2026

Focus Area #1: Teaching, Learning, and Leading				
Objective: Advance comprehensive multi-tiered systems of support, ensuring all classrooms deliver effective, deeper learning experiences, developing robust teacher capacity across all career stages, and increasing the diversity of our educator workforce to better serve all students.				
Initiative	Action Steps	Timeline	Led By	Measure of Success
Advance the district's implementation of a multi-tiered system of supports	Ensure that general education students, English Learners, and students with disabilities all have access to grade-level, rigorous, deeper learning opportunities through the arts.	Ongoing 2026-2028	Fine Arts Director	- Classroom instruction involves strong Tier I and strategic Tier II. - Arts educators are part of MTSS team meetings and protocols. - Students demonstrate content mastery in arts classes/courses.
	Implement an action plan to address student academic progress for students enrolled in the arts.	Ongoing 2026 - 2028	Principals	
	Provide professional development to support educators' successful implementation. Using the Art of Ed for Visual Art teacher.	June 2026	Teachers	
	Provide PD in curriculum alignment in theater and music, K-12.	Ongoing Beginning 2026		

Ensure teaching practices across classrooms focus on effective, student-centered, deeper learning experiences.	● Expand opportunities that allow students to have voice and choice in their learning in the arts classrooms ● Enhance different opportunities and audiences for students to demonstrate their learning in the arts	Ongoing beginning 25-26 Ongoing beginning 25-26	Principals Teacher Leaders Fine Arts Director	● Student work products reflect evidence of student voice and choice ● The district and schools regularly provide opportunities for students to showcase their academic work ● All students engage in pre-planned, daily opportunities for authentic speaking interactions using target academic language with appropriate scaffolds.
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Focus Area #2: Safety, Belonging, and Well-being

Objective: To cultivate a comprehensive school community culture by strengthening family partnerships, establishing supportive structures, implementing positive behavioral frameworks that promote student accountability and ownership, enhancing cultural competency training, and expanding opportunities for students.

Initiative	Action Steps	Timeline	Led By	Measure of Success
Create stronger family and school partnerships	- Engage with families and caregivers through arts events. - Encourage arts teachers to utilize ParentSquare for communication of arts happening in their buildings - Strengthen these partnerships through increased arts events and theater productions.	Beginning 2026/ongoing Ongoing beginning 25-26 Ongoing beginning 25-26	Arts teachers Fine Arts Director Principals Communications Coordinator	- Strengthened family and school partnerships as measured by surveys, focus groups, and attendance at add arts events. - Measurable increase in student belonging and well-being as indicated by surveys, focus groups, etc.
Ensure students feel welcomed, engaged, and have an active role in the decision-making process	Increase after-school opportunities, including art, music, and theater etc.across grade levels	2026/ongoing	Principals Teacher Leaders Fine Arts Director	Measurable increase in student belonging and well-being through student surveys and number of participants in our arts programs.

Implement positive behavioral approaches that reinforce accountability and ownership	Enhance two-way communication strategies with families and caregivers by employing positive behavioral strategies that inform them not only when their child faces challenges but also when they are experiencing success in fine and performing arts classes.	2026/ongoing	Principals Fine Arts Director Teachers	- Communication protocols to families to relay behavioral approaches with students that are aligned with building protocols. - Decrease in overall discipline referrals from the arts classrooms
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Focus Area #3: Community Engagement and Communication

Objective: To strengthen our school's community connections through the delivery of cohesive information to families, increased volunteer and internship opportunities for students, and establishing an organic multilingual, two-way communication system that bridges cultural and linguistic barriers to foster meaningful engagement across all stakeholders.

Initiative	Action Steps	Timeline	Led By	Measure of Success
Increase family engagement	- Enhance connections with school arts and community events - Add a fall play at RHS - Begin growth in theater towards Revere students competing in the state Drama Festivals - District Arts Show - Increase Music Ensembles performance in the community	2026/ongoing	Fine Arts Director Principals Teachers	- Strengthened family and school partnerships as measured by having families attend arts events - Increase the amount of performance opportunities .
Develop a clear, comprehensive communication plan	- Increase social media presence and external celebrations - Consistent model of announcements, two-way communication (ie, Parent Square) - Create a yearlong plan for monthly communications of events and student successes	2026/ongoing 2026/ongoing 2026/ongoing	Comms Coordinator Fine Arts Director	- Increased visibility of the excellence of RPS and to highlight upcoming events - Streamlined and consistent communication from the schools and the District

Increase opportunities for district and community partnerships	• Increase the number of performances with out music and theater students • Bring community partners into our programming for support and collaboration.	Ongoing beginning 2026	Director of Fine Arts Teachers Community Partners	• Increased partnership between schools, home, and businesses within the community • Increased opportunities for students to engage in experiential learning and performance opportunities in the community
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Health & Wellness Department Improvement Plan 2025-2026

Jill Foley
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Focus Areas and Strategic Objectives 2025 - 2026

Focus Area #1: Teaching, Learning, and Leading				
Objective: Advance comprehensive multi-tiered systems of support, ensuring all classrooms deliver effective, deeper learning experiences, developing robust teacher capacity across all career stages, and increasing the diversity of our educator workforce to better serve all students.				
Initiative	Action Steps	Timeline	Led By	Measure of Success
Advance the district's implementation of a multi-tiered system of supports	 Health Education - Finalize K–12 Health Education course maps and common assessment rubrics. - Use Director's Meetings, PGT sessions, and administrator walkthroughs to analyze student work and performance data.	June 2026 Ongoing beginning 25-26	Director of Health & Wellness Health Educators School Adjustment Counselors/Social Workers	 Health Education Team - K–12 Health Education course maps and common assessment rubrics are completed across all grades. - Student work and performance data are reviewed in Director's Meetings/PGT sessions at least three times during the year, resulting in documented instructional adjustments.
	 School Adjustment Counselor/Social Work Create and pilot new tools to identify students in need of Tier 2 and Tier 3 supports, ensuring accessibility for ELs and students with disabilities.	June 2026	Dept. PGT Facilitators	 School Adjustment Counselor/Social Work By June 2026, 100% of social workers use at least one common screening/progress-monitoring tool to guide student placement into Tier 2 or Tier

Advance the district's implementation of a multi-tiered system of supports (cont.)	Collect and analyze student progress data to inform interventions, share outcomes during PGT/SST meetings, and engage in feedback cycles through supervision and the educator growth system.	June 2026	School Nurses	3 supports. Progress data from Tier 2/3 interventions is presented in PGT/SST meetings, with each social worker receiving at least two documented feedback cycles on intervention planning and data use.
	 School Nursing Collect and analyze nursing office visit data, with attention to ELs and students with disabilities, and produce quarterly reports to build staff capacity and identify barriers impacting academic access.	June 2026		 School Nursing Produce and review quarterly nursing, each highlighting barriers to learning and strategies for improved student support.
	Design and implement districtwide health campaigns (e.g., hydration, sleep, stress management) based on identified trends to reduce barriers for all students.	June 2026		At least two districtwide Tier 1 health campaigns are implemented during SY25–26, with evidence of participation in ≥75% of schools.



Ensure teaching practices across classrooms focus on effective, student-centered, deeper learning experiences.	 Health Education Embed project-based assessments in new units where students select health topics of personal relevance and demonstrate mastery through their choice of presentations, digital media, or performance tasks.	June 2026	Director of Health & Wellness	 Health Education Each grade level between 6th and 12th grades will complete at least one project-based assessment where students choose both the health topic and format to demonstrate mastery of unit objectives.
	 School Adjustment Counselor/Social Work Use advisory and small-group SEL sessions to incorporate student-led circles, peer mediation, and reflection activities where students choose discussion topics and coping strategies.	June 2026	Health Educators School Adjustment Counselors/ Social Workers PGT Facilitators	 School Adjustment Counselor/Social Work At least 75% of social work-led groups include a student-led circle or peer mediation, with $\geq 70\%$ of participating students reporting they had a voice in shaping discussions and strategies.

Focus Area #2: Safety, Belonging, and Well-being

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Initiative	Action Steps	Timeline	Led By	Measure of Success
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Ensure students feel welcomed, engaged, and have an active role in the decision-making process	 Health Education Facilitate student focus groups at the middle and high school level to guide curriculum refinement and identify new unit topics.	June 2026	Director of Health & Wellness	 Health Education Student focus groups conducted in all middle and high schools by Spring 2026.
	 School Adjustment Counselor/Social Work Administer SEL/engagement surveys during advisory or small-group sessions to learn more about student goals, stressors, and aspirations.	June 2026	School Adjustment Counselors/ Social Workers	 School Adjustment Counselor/Social Work SEL/engagement surveys completed by at least 75% of students in advisory/small groups.
	 School Nursing Collect anonymous feedback from students on health office services and health education needs (e.g., managing chronic conditions, stress supports).	June 2026		 School Nursing ≥70% of students complete anonymous feedback on health office services and health needs.
Implement positive behavioral approaches that reinforce accountability and ownership	 School Adjustment Counselor/Social Work Facilitate regular small-group and advisory restorative circles where students set discussion topics and co-lead sessions.	June 2026	Director of Health & Wellness School Adjustment Counselors/ Social Workers	 School Adjustment Counselor/Social Work 75% of social workers/adjustment counselors facilitate monthly restorative circles, with at 50% incorporating student-generated discussion topics.



Increase the collective cultural competency among all members of the school community	 Health Education Team ● Build student choice projects/activities that allow learners to explore health practices and beliefs from their own culture or global perspectives.  School Adjustment Counselor/Social Work ● Develop culturally informed SEL goals and small-group interventions that reflect student identities and backgrounds.  School Nursing ● Incorporate cultural competency modules into Nursing Department meetings, including training on cultural beliefs about health, wellness, and caregiving.	June 2026 Ongoing beginning 25-26 Ongoing beginning 25-26	Director of Health & Wellness Health Educators School Adjustment Counselors/ Social Workers PGT Facilitators School Nurses	 Health Education Team ● ≥80% of health units include at least one student choice project/activity with a cultural/global health lens.  School Adjustment Counselor/Social Work ● Intervention monitoring tools show ≥75% of small-group SEL interventions include culturally relevant materials, examples, or practices.  School Nursing ● 100% of nurses participate in at least two cultural competency training sessions during department meetings.
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Initiative	Action Steps	Timeline	Led By	Measure of Success
Increase family engagement	- Engage with families and caregivers through hosted Health & Wellness engagement events. - Continue to survey caregivers and collaborate with school leaders and department staff on identifying family needs and areas of support.	Ongoing beginning 25-26	Director of Health & Wellness Health Educators School Adjustment Counselors/ Social Workers School Nurses	- Host at least three Health & Wellness engagement events are hosted with a combined attendance of 60+ caregivers. - Survey data from at least 100 caregivers is collected and shared with school leaders and department staff to inform supports and programming.
Develop a clear, comprehensive communication plan	Support the implementation of the Language Access Plan to ensure strong district and school systems for interpretation and translation.	Ongoing beginning 25-26	Director of Health & Wellness Health Educators School Adjustment Counselors/ Social Workers School Nurses	- Streamlined and consistent communication from the schools and the District - Strengthened communication with all families - Increased family outreach and connection via district tools





REVERE
Public Schools

RIGOR, RELEVANCE, RELATIONSHIPS, RESILIENCE

Humanities Improvement Plan 2025-2026

Christina Porter
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Humanities Focus Areas and Strategic Objectives 2025 - 2026

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Initiative	Action Steps	Timeline	Led By	Measure of Success
Advance the district's implementation of a multi-tiered system of supports	• Provide professional development for coaches on supporting educators with progress monitoring and data collection. • Ensure that general education students, English Learners, and students with disabilities all students have access to grade-level, rigorous, deeper learning opportunities • Use mCLASS effectively to identify at risk students, provide appropriate interventions and monitor progress • Dedicate PGT to develop educator capacity for data collection, progress monitoring, and using data-informed instruction to meet all students' needs. • Engage educators in routinely examining student work to inform future planning and instructional potential using protocols. • Provide professional development for coaches on supporting educators with progress monitoring and data collection.	June, 2026	Humanities Directors, Literacy coaches, PGT Facilitators	• Improved grades and MCAS scores. • All students have access to HQIM in all of their courses • An increasing percentage of students actively engaged in meaningful work during classroom observations. • Improved grades and MCAS scores. Increasing percentage of students meeting ACCESS targets. Increasing number of students making strong growth as measured by ACCESS and MCAS SGP. • Classroom instruction

	• Support coaches and teachers on unpacking the connections between our HQIM and MTSS practices. • Collaborate with coaches and PGT facilitators to identify and implement various protocols to support different aspects of the MTSS process. • Engage educators in routinely examining student work to inform future planning and instructional potential using protocols. • Provide at least two pieces of feedback through the Educator Growth System in regards to classroom implementation of MTSS.			involves strong Tier I and strategic Tier II. • Students demonstrate content mastery • Closed learning gaps • Student achievement increases
Develop educator capacity across all career stages	• Provide differentiated new teacher meeting options on supporting MLs and Special Education students • Use PGT and Humanities Director meeting PD to provide on-going support to educators at all career stages with the implementation of HQIM. • Provide supports to educators taking on teacher leadership responsibilities (i.e., PGT facilitators, facilitating PD, etc.)	June, 2026	NTO Planning committee, Humanities Directors, PGT facilitators, Humanities Director meeting facilitators	• MCIEA survey results indicate strengthened educator voice and efficacy • Observations of PGTs and Humanities Director meetings include evidence of effective strategies to support adult learning and collaboration

Ensure teaching practices across classrooms focus on effective, student-centered, deeper learning experiences.	● Conduct learning walks to collect data on deeper learning, including student engagement with HQIM. ● Provide monthly professional development for mathematics, literacy, Special Education, and language development coaches in order to support alignment of effective practice. ● Increase opportunities to use protocols to calibrate district-wide understanding of rigor and opportunities to advance student learning ● Engage stakeholders in developing guidelines for the appropriate use of AI in the classroom and work environment.		Humanities Directors, Literacy coaches, PGT Facilitators	● Coaches/teachers/admin see evidence from classroom visits that align with HQIM expectations and deeper learning indicators ● Students actively engaged during classroom visits with different opportunities to communicate their thinking and reasoning ● The learning walk process becomes a routine and trusted tool for reflection and improvement
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Focus Area #2: Safety, Belonging, and Well-being

Objective: To cultivate a comprehensive school community culture by strengthening family partnerships, establishing supportive structures, implementing positive behavioral frameworks that promote student accountability and ownership, enhancing cultural competency training, and expanding opportunities for students.

Initiative	Action Steps	Timeline	Led By	Measure of Success
Create stronger family and school partnerships	- Support literacy coaches with the design and implementation of Family literacy events. - Provide at least one piece of feedback through the Educator Growth System regarding caregiver communication and family partnerships.	May 2026	Humanities Directors, Literacy Coaches	Strengthened family and school partnerships as measured by surveys, focus groups, etc.
Ensure students feel welcomed, engaged, and have an active role in the decision-making process	- Collaborate with coaches and teacher leaders on the design, implementation and response to student feedback on classroom practice. - Involve students in curriculum review work.	June 2026	Humanities Directors, Literacy Coaches, Teacher Leaders	Measurable increase in student belonging and well-being
Implement positive behavioral approaches that reinforce accountability and ownership	Collaborate with coaches and teacher leaders to identify and share a variety of approaches to support next steps with students' Habits of Work.	June 2026	Humanities Directors, Literacy Coaches, Teacher Leaders	An increase in student engagement during all grouping arrangements is observed during classroom observations and learning walks.

Increase the collective cultural competency among all members of the school community	• Develop and provide Anti-Bias in the Curriculum Training for all educators			• Educators are routinely using tools during PGT to reduce instances of bias with our curriculum and instructional practices.
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Objective: To strengthen our school's community connections through the delivery of cohesive information to families, increased volunteer and internship opportunities for students, and establishing an organic multilingual, two-way communication system that bridges cultural and linguistic barriers to foster meaningful engagement across all stakeholders.

Initiative	Action Steps	Timeline	Led By	Measure of Success
Increase family engagement	Elementary schools hosting Literacy Nights to provide information to families about our screening process and engage in literacy based activities.	May 2026	Curriculum office	Caregivers report an increased level of understanding with our curriculum and approaches to support their students
Develop a clear, comprehensive communication plan	- Send home communication to families about students' reading performance on DIBELS at the beginning and end of year. - Provide professional development for coaches on effectively communicating student progress using the STAR reports. Turnkey this information to educators during PGT. - Send home communication to families about students' progress through STAR data.	October 2025 June 2026	Curriculum Office	- Caregivers receive data from their child's STAR and/or DIBELS assessment/s and are informed on next steps - Coaches are proficient in communicating student data on our various tests.
Increase opportunities for district and community partnerships	- Invite members of the community to communicate with students designing action civics projects in grade 8 and 10 - Invite members of the community to support Read Across America Day in grades K-5	Fall 2025 Spring 2026	Humanities Directors and coaches	- Increased partnership between schools, home, and businesses within the community - Increased opportunities for students to engage in experiential learning



Physical Education & Athletics Department Improvement Plan 2025-2026

Frank Shea

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Physical Education & Athletics Department

Focus Areas and Strategic Objectives

2025 - 2026

Focus Area #1: Teaching, Learning, and Leading				
Objective: Advance comprehensive multi-tiered systems of support, ensuring all classrooms deliver effective, deeper learning experiences, developing robust teacher capacity across all career stages, and increasing the diversity of our educator workforce to better serve all students.				
Initiative	Action Steps	Timeline	Led By	Measure of Success
Advance the district's implementation of a multi-tiered system of supports	- Finalize K–12 Physical Education course maps and at least one full skills-based unit per grade k–12, with scaffolds to support English Learners and students with IEPs/504s. - Embed culturally responsive instructional strategies and UDL principles into unit design to ensure access for all students. - Use PGT sessions to deepen teacher capacity in data collection, course mapping, and using evidence of student learning to adjust instruction.	2025/2026 2025/2026 2025/26	Physical Education Educators Physical Education Director Principals Teacher Leaders (coaches, PGT facilitators, SPED coordinators, etc.)	- Classroom instruction involves strong Tier I and strategic Tier II. - Improved daily attendance data - Students demonstrate content mastery - Closed learning gaps - Student achievement increases

Develop educator capacity across all career stages	Expand communication, share curriculum mapping documents, and encourage peer observations among new staff	2025/26	Director of Physical Education School Admins Teacher Leaders	Increase in the number of highly qualified and diverse educators
Ensure teaching practices across classrooms focus on effective, student-centered, deeper learning experiences.	Expand opportunities that allow students to have voice and choice in their learning by using student surveys to help develop and design elective courses	Ongoing beginning 25-26	Principals Assistant Principals Physical Education Director Teacher Leaders	Student work products reflect evidence of student voice and choice

Focus Area #2: Safety, Belonging, and Well-being

Objective: To cultivate a comprehensive school community culture by strengthening family partnerships, establishing supportive structures, implementing positive behavioral frameworks that promote student accountability and ownership, enhancing cultural competency training, and expanding opportunities for students.

Initiative	Action Steps	Timeline	Led By	Measure of Success
Create stronger family and school partnerships	- Each Head coach will hold seasonal parent meetings to introduce coaching staff and speak of student expectations. - Utilize twitter, parent square, and MIAA web to promote teams and accomplishments - Each teacher will use parent square regularly to promote student successes and monitor student progress and upcoming events	2025/26 2025/26 2025/26	Team Head Coaches Communication s Coordinator Physical Education Educators Athletic Director	- Strengthened family and school partnerships as measured by surveys, focus groups, etc. - Measurable increase in student interest and participation. - Improved daily attendance data
Ensure students feel welcomed, engaged, and have an active role in the decision-making process	- Utilize surveys with students to explore their interests, dreams, and aspirations to help design courses and content. - Increase after-school opportunities, including intramural sports, to help build programs and advance healthy opportunities.	2025/26 2025/26	Physical Education Educators Athletic Director/ Principals	- Measurable increase in student participation - Improved daily attendance data

Implement positive behavioral approaches that reinforce accountability and ownership	● Increase opportunities for students to engage in developmentally appropriate social-emotional circles and restorative practices in both Physical Education and Athletics	2025/26	RJ Coach and Interventionists Director of Physical education and Athletics Physical Education Teachers and Athletic Coaches	● Communication protocols to families to relay behavioral approaches with students ● Decrease in overall discipline referrals
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Focus Area #3: Community Engagement and Communication

Objective: To strengthen our school's community connections through the delivery of cohesive information to families, increased volunteer and internship opportunities for students, and establishing an organic multilingual, two-way communication system that bridges cultural and linguistic barriers to foster meaningful engagement across all stakeholders.

Initiative	Action Steps	Timeline	Led By	Measure of Success
Increase family engagement	● Increase coach/parent communication. ● Engage parents to attend sports events and join parent and booster organizations to enhance support for athletes.	2025/26	Director of Athletics and Physical Education Comms Coordinator Principals	● Strengthened family and school partnerships as measured by surveys, focus groups, etc. ● Increased attendance at home sporting events
Develop a clear, comprehensive communication plan	● Continue and increase communications through Twitter, parent square, and media to publicize upcoming athletic events and celebrate team and individual accomplishments ● Consistent model of announcements, two-way communication (ie, Parent Square)	2025/26 2025/26	Director of Athletics Coaches Physical Education Educators	● Increased visibility of the excellence of RPS and to highlight upcoming events ● Increased athletic visibility in local media and on social media
Increase opportunities for district and community partnerships	● Identify community members willing to volunteer with our sports programs	2025/2026	Director of Athletics Coaches	● Increased partnership between schools, home, and businesses within the community

**Multilingual Learner and
World Language
Department**



REVERE
Public Schools

RIGOR, RELEVANCE, RELATIONSHIPS, RESILIENCE

**Multilingual Learner and World Language
Department Improvement Plan
2025-2026**

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Chelsey Bencks, Assistant Director
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In Revere Public Schools, everyone strives for academic excellence, takes ownership of their growth, and engages fully in learning and in life.

Theory of Action

An organization’s theory of action represents a set of actions that will be implemented in order to improve the organization and help it reach its mission. The theory of action is closely related to the strategic objectives and how their implementation will lead to organizational improvement.

IF our district:

- *Advances comprehensive multi-tiered systems of support, ensuring all classrooms deliver effective, student-centered deeper learning experiences, developing robust teacher capacity across all career stages, and increasing the diversity of our educator workforce to better serve all students;*
- *Cultivates a comprehensive school community culture by strengthening family partnerships, establishing supportive structures, implementing positive behavioral frameworks that promote student accountability and ownership, enhancing cultural competency training, and expanding opportunities for students. and*
- *Strengthens our district's community connections through delivery of cohesive information to families, increased volunteer and internship opportunities for students, and establishing an organic multilingual, two-way communication system that bridges cultural and linguistic barriers to foster meaningful engagement across all stakeholders.*

THEN, we will uphold high academic expectations in student-centered classrooms, provide equitable opportunities, and experience a shared sense of belonging that honors diverse perspectives so that all students of Revere Public Schools grow, thrive, and achieve.

Multilingual Learner and World Language Department

Focus Areas and Strategic Objectives

2025 - 2026

Focus Area #1: Teaching, Learning, and Leading		
Objective: Advance comprehensive multi-tiered systems of support, ensuring all classrooms deliver effective, deeper learning experiences, developing robust teacher capacity across all career stages, and increasing the diversity of our educator workforce to better serve all students.		
Initiative	Action Steps	Measure of Success
1A: Advance the district's implementation of a multi-tiered system of supports 1C: Ensure teaching practices across classrooms focus on effective, student-centered, deeper learning experiences.	- To ensure our Multilingual students have access to high quality curriculum and strong Tier I instruction, we will continue to develop and revise ESL curriculum K-12 and World Language 9-12 - Provide professional development on Features of High Quality ESL Instruction for educators and administrators - Conduct Multilingual Learning Walks in all schools with a focus on academic language and differentiated scaffolds and supports - Collaborate with Curriculum Directors around professional development and supports for coaches and teachers across all content areas in meeting the needs of multilingual students - Deepen efficacy and support for Flashlight 360 as a tool for data collection and monitoring student progress - Support coaches and teachers in developing and implementing English Learner Support Plans, SLIFE Plans, and ISPs to outline targeted interventions and monitor student progress	- All Multilingual students have access to HQIM in all of their courses - Student learning is assessed through rigorous performance-based assessments. - Classroom instruction incorporates strong Tier I and strategic Tier II supports. - All students engage in pre-planned, daily opportunities for authentic speaking interactions using target academic language with appropriate scaffolds. - All schools use a system for ongoing academic, behavioral, and socio-emotional progress monitoring and collaboratively responding to student data. Data sources include: - Flashlight 360 Progress monitoring - EL report card grades, dropout and graduation rates - MCAS scores for EL and FEL subgroups (making progress and SGPA) - ACCESS (Making Progress and SGPA) - Learning Walk data collection tools

1B: Develop educator capacity across all career stages	● Implement CREATE Partnership with UMASS Boston-17 educators will receive 50% of a Master's Degree in Applied Linguistics and most will pursue ESL licensure ● Design language development coaching structures to provide ML support in each building ● ML department support for PGT planning and implementation K-12 ● Provide Educator Growth and instructional look-for support for evaluators and educators as needed to ensure all staff have a shared vision and capacity to deliver high quality instruction to ML students	● Increase in the number of highly qualified, licensed, and diverse educators working with ML students ● An increase in the number of opportunities for self-directed professional growth ● An increase in educators reporting they feel prepared to meet the needs of their ML students
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Focus Area #2: Safety, Belonging, and Well-being

Objective: To cultivate a comprehensive school community culture by strengthening family partnerships, establishing supportive structures, implementing positive behavioral frameworks that promote student accountability and ownership, enhancing cultural competency training, and expanding opportunities for students.

Initiative	Action Steps	Measure of Success
2A: Create stronger family and school partnerships	Please see 3A below	
2B: Ensure students feel welcomed, engaged, and have an active role in the decision-making process	- Support structures such as the Welcome Club to engage with our newest students and families - Collaborate with schools to support afterschool, vacation, and summer programming as feasible	Measurable increase in school surveys of student belonging and well-being
2D: Increase the collective cultural competency among all members of the school community	Collaborate with all stakeholders to provide professional development and support regarding Multilingual Learners and their families via district, school, and individual coaching	Staff report feeling more prepared to teach and support the growth of ML students

Focus Area #3: Community Engagement and Communication

Objective: To strengthen our school's community connections through the delivery of cohesive information to families, increased volunteer and internship opportunities for students, and establishing an organic multilingual, two-way communication system that bridges cultural and linguistic barriers to foster meaningful engagement across all stakeholders.

Initiative	Action Steps	Measure of Success
3A: Increase family engagement	- Engage with ML families and caregivers through the ELPAC - Continue to survey the ELPAC and collaborate with school leaders and educators about family needs and areas of support	- Strengthened family and school partnerships as measured by surveys, focus groups, etc. - Increased and strengthened ELPAC leadership and attendance
3B: Develop a clear, comprehensive communication plan	Support the implementation of the Language Access Plan to ensure strong district and school systems for Interpretation and Translation	- Streamlined and consistent communication from the schools and the District - Strengthened communication with all families - Increased family outreach and connection via district tools



Office of Special Education
and Student Support



REVERE
Public Schools

RIGOR, RELEVANCE, RELATIONSHIPS, RESILIENCE

Office of Special Education & Student Services Department Improvement Plan 2025-2026

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Special Education Department

Focus Areas and Strategic Objectives

2025 - 2026

Focus Area #1: Teaching, Learning, and Leading/				
Objective: Advance comprehensive multi-tiered systems of support, ensuring all classrooms deliver effective, deeper learning experiences, developing robust teacher capacity across all career stages, and increasing the diversity of our educator workforce to better serve all students.				
Initiative	Action Steps	Timeline	Led By	Measure of Success
Advance the district's implementation of a multi-tiered system of supports	Collaborate with general education and intervention staff to define what Tier 1, Tier 2, and Tier 3 supports look like for SWD.	ongoing/ June 2026	MTSS Planning Team	100% of staff trained in MTSS tiers, progress monitoring, and interventions
	Monitor fidelity of Tier 1 implementation for SWD and support adjustments as needed.	ongoing/ June 2026	Special Education Directors	Conduct three classroom walkthroughs around tier 1 instruction for
	Use MTSS data to inform goal areas progress monitor.	ongoing/ June 2026		IEPs will include baseline data collected through the MTSS framework
	Support coaches and teachers in developing and implementing ISPs and BBST plans to outline targeted interventions and monitor student progress		Teacher Leaders/Special Education Coordinators	

Develop educator capacity across all career stages	Targeted PD focusing on supporting SWD in the classroom, through the IEP process, and related services Provide target director's meeting and training for paraprofessionals. Monthly Shore Collaborative Special Education Coordinator meetings to support with Professional development provided to educators working with the CAPTURE program	ongoing/ June 2026 ongoing/ June 2026	Special Education Coordinators Special education Service Providers Special Education Directors	Establish at least 3 Directors Meetings for SPED staff 100% of Special Education Coordinators attend shore meetings Increased Language-based practices are implemented in CAPTURE programing
Ensure teaching practices across classrooms focus on effective, student-centered, deeper learning experiences.	Curate a bank of interventions and strategies for teachers to access which will be used in the Hoonit platform Peer observations of exemplar classroom instruction/models for SWD.	ongoing/ June 2026 ongoing/ June 2026	Special Education Directors Principals Assistant Principals Curriculum Directors Teacher Leaders	ISP and BBST Referral data will include strategies from Hoonit platform All students engage in /pre-planned, daily opportunities for authentic speaking interactions using target academic language with appropriate scaffolds.

Focus Area #2: Safety, Belonging, and Well-being

Objective: To cultivate a comprehensive school community culture by strengthening family partnerships, establishing supportive structures, implementing positive behavioral frameworks that promote student accountability and ownership, enhancing cultural competency training, and expanding opportunities for students.

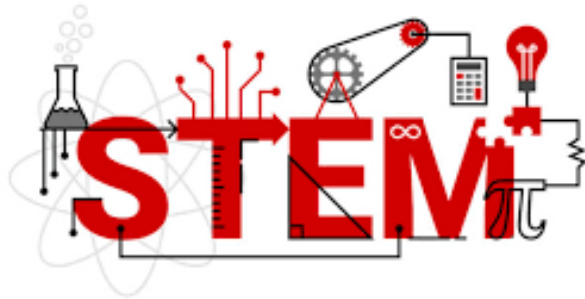
Initiative	Action Steps	Timeline	Led By	Measure of Success
Create stronger family and school partnerships	Recruit caregivers to participate in SEPAC by actively promoting on multiple platforms Offer training and workshops for caregivers in multiple modalities (virtual/hybrid) with interpreters on Parent Rights, IEP process, etc.	ongoing/ June 2026	Family Liaisons Special Education Directors	A 10% increase in caregiver participation at SEPAC or Special education workshops At least 3 events planned with multiple modalities
Ensure students feel welcomed, engaged, and have an active role in the decision-making process	Increase opportunities for inclusion Recruit students and expand Unified Sports Ensure all schools have systems/structures such as welcome clubs, advisory, restorative justice practices, student councils, student senate, advisory boards, etc.	ongoing/ June 2026	Special Education Directors Transition Coordinator RJ Coach	LEA determination placement data with an increase of students placed in inclusion Measurable increase in student belonging and well-being as reported on surveys.

Implement positive behavioral approaches that reinforce accountability and ownership	Consult with behavioral specialists such as Kathy Quill for behavior intervention supports, Enhance two-way communication strategies with families and caregivers by employing positive behavioral strategies that inform them not only when their child faces challenges but also when they are experiencing success. Increase opportunities for SWD to engage in developmentally appropriate social-emotional circles and restorative practices.	ongoing/ June 2026	Special Education Directors Principals RJ Coach and Interventionist	Decrease in the number of out of district referrals/placements. Communication protocols to families to relay behavioral approaches with students. Decrease in overall discipline referrals as reflected in LEA Determination data.
Increase the collective cultural competency among all members of the school community	Collaborate with all stakeholders to provide professional development and support regarding SWD and their families via district, school, and individual coaching.	ongoing/ June 2026	Special Education Directors	Staff report feeling more prepared to teach and support the growth of SWD.

Focus Area #3: Community Engagement and Communication

Objective: To strengthen our school's community connections through the delivery of cohesive information to families, increased volunteer and internship opportunities for students, and establishing an organic multilingual, two-way communication system that bridges cultural and linguistic barriers to foster meaningful engagement across all stakeholders.

Initiative	Action Steps	Timeline	Led By	Measure of Success
Increase family engagement	Enhance awareness of and engagement in SEPAC. Bimonthly workshops/informational sessions regarding special education, IEP supports, parents rights, etc.	ongoing/ June 2026 ongoing/ June 2026	Special Education Directors	100% of Special Education families receive quarterly progress updates At least 3 family engagement events per year with $\geq 50\%$ participation rate from SPED families Create a family resource hub of (FAQ)
Develop a clear, comprehensive communication plan	Bi-monthly office hours for caregivers to ask questions, etc. Standardized model of announcements, two-way communication (ie, Parent Square)	ongoing/ June 2026	Special Education Directors	Attendance at virtual office hours Quarterly special education Parent Square update
Increase opportunities for district and community partnerships	Partner with surrounding districts to hold events and bring community members into schools. Increase transition planning opportunities such as job coaching and internships.	ongoing/ June 2026	Special Education Directors Guidance department Transition Coordinator	At least 2 planned events yearly, between department, home, and the community



REVERE
Public Schools

RIGOR, RELEVANCE, RELATIONSHIPS, RESILIENCE

STEM Improvement Plan 2025-2026

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STEM Focus Areas and Strategic Objectives 2025 - 2026

Focus Area #1: Teaching, Learning, and Leading				
Objective: Advance comprehensive multi-tiered systems of support, ensuring all classrooms deliver effective, deeper learning experiences, developing robust teacher capacity across all career stages, and increasing the diversity of our educator workforce to better serve all students.				
Initiative	Action Steps	Timeline	Led By	Measure of Success
Advance the district's implementation of a multi-tiered system of supports	• Provide professional development for coaches on supporting educators with progress monitoring and data collection. • Support coaches and teachers on unpacking the connections between our HQIM and MTSS practices. • Collaborate with coaches and PGT facilitators to identify and implement various protocols to support different aspects of the MTSS process. • Engage educators in routinely examining student work to inform future planning and instructional potential using protocols. • Provide at least two pieces of feedback through the Educator Growth System in regards to classroom implementation of MTSS.	June 2026	STEM Director, Math Coaches, PGT facilitators	• Improved grades and MCAS scores. • An increasing percentage of students actively engaged in meaningful work during classroom observations. • Classroom instruction involves strong Tier I and strategic Tier II.

Develop educator capacity across all career stages	● Provide differentiated new teacher meeting options on supporting MLs and Special Education students ● Use PGT and director meeting PD to provide on-going support to educators at all career stages with the implementation of HQIM. ● Provide supports to educators taking on teacher leadership responsibilities (i.e., PGT facilitators, facilitating PD, etc.)	June, 2026	NTO Planning committee, STEM Director, PGT facilitators, director meeting facilitators	● MCIEA survey results indicate strengthened educator voice and efficacy ● Observations of PGTs and director meetings include evidence of effective strategies to support adult learning and collaboration
Ensure teaching practices across classrooms focus on effective, student-centered, deeper learning experiences.	● Conduct learning walks to collect data on deeper learning, including student engagement with HQIM. ● Provide monthly professional development for mathematics and language development coaches in order to support alignment of effective practice. ● Increase opportunities to use protocols to calibrate district-wide understanding of rigor and opportunities to advance student learning ● Engage stakeholders in developing guidelines for the appropriate use of AI in the classroom and work environment.	June 2026	STEM Director, Coaches, Teacher Leaders	● Coaches/teachers/admin see evidence from classroom visits that align with HQIM expectations and deeper learning indicators ● Students actively engaged during classroom visits with different opportunities to communicate their thinking and reasoning ● The learning walk process becomes a routine and trusted tool for reflection and improvement

Focus Area #2: Safety, Belonging, and Well-being

Objective: To cultivate a comprehensive school community culture by strengthening family partnerships, establishing supportive structures, implementing positive behavioral frameworks that promote student accountability and ownership, enhancing cultural competency training, and expanding opportunities for students.

Initiative	Action Steps	Timeline	Led By	Measure of Success
Create stronger family and school partnerships	- Support mathematics coaches with the design and implementation of Family Math events. - Provide at least one piece of feedback through the Educator Growth System regarding caregiver communication and family partnerships.	May 2026	STEM Director, Math Coaches	Strengthened family and school partnerships as measured by surveys, focus groups, etc.
Ensure students feel welcomed, engaged, and have an active role in the decision-making process	Collaborate with coaches and teacher leaders on the design, implementation and response to student feedback on classroom practice.	June 2026	STEM Director, Coaches, Teacher Leaders	Students report feeling an increased sense of belonging in their schools and classrooms.
Implement positive behavioral approaches that reinforce accountability and ownership	Collaborate with coaches and teacher leaders to identify and share a variety of approaches to support next steps with students' Habits of Work.	June 2026	STEM Director, Coaches, Teacher Leaders	An increase in student engagement during all grouping arrangements is observed during classroom observations and learning walks.

Increase the collective cultural competency among all members of the school community	• Develop and provide Anti-Bias in the Curriculum Training for all educators	June 2026	STEM Director, Coaches	• Educators are routinely using tools during PGT to reduce instances of bias with our curriculum and instructional practices.
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Focus Area #3: Community Engagement and Communication

Objective: To strengthen our school's community connections through the delivery of cohesive information to families, increased volunteer and internship opportunities for students, and establishing an organic multilingual, two-way communication system that bridges cultural and linguistic barriers to foster meaningful engagement across all stakeholders.

Initiative	Action Steps	Timeline	Led By	Measure of Success
Increase family engagement	Support math coaches with the planning of Math Nights to provide information to families about our mathematics and home activities to support students' next steps.	May 2026	STEM Director, Coaches	Caregivers report an increased level of understanding with our curriculum and approaches to support their students
Develop a clear, comprehensive communication plan	- Provide professional development for coaches on effectively communicating student progress using the STAR reports. Share this information to educators during PGT. - Send home communication to families about students' progress through STAR data.	October 2025 June 2026	STEM Director, Coaches	Caregivers receive data from their child's STAR assessment and are informed
Increase opportunities for district and community partnerships	Identify and continue to refine STEM partnerships to support experiential learning for students at all grade-levels.	June 2026	STEM Director	Students report an increased understanding of the relevance of STEM content

MCAS & Accountability Presentation

October 21, 2025



REVERE
Public Schools

RIGOR, RELEVANCE, RELATIONSHIPS, RESILIENCE

Accountability

- District made ***moderate progress*** toward improvement targets.
- 5 schools (Lincoln, Beachmont, SBA, RHS, and Citylab) made ***moderate progress***; 6 (Whelan, Garfield elem, GMS, Paul Revere, Hill, and RMA) made ***Substantial progress***
- RMA continues “Requiring Assistance or Intervention”.
- District wide improvements in
 - Reducing chronic absenteeism
 - Meeting or exceeding DESE targets.
 - Meeting or exceeding targets on ACCESS

A Closer Look at RMA - Year 2 requiring assistance

- Accountability rating is a combination of two school years
- RMA showed **considerable** improvement from 2023-2024 to 2024-2025

2024 Points awarded

40%

Indicator		All Students (Non-high school grades)			Lowest Performing Students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	0	4	-	2	4	-
	Mathematics achievement	0	4	-	2	4	-
	Science achievement	0	4	-	-	-	-
	Achievement total	0	12	60.0	4	8	67.5
Growth	English language arts growth	2	4	-	2	4	-
	Mathematics growth	1	4	-	2	4	-
	Growth total	3	8	20.0	4	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	3	4	10.0	-	-	-
Additional indicators	Chronic absenteeism	0	4	-	0	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	0	4	10.0	0	4	10.0
Weighted total		0.9	9.6	-	3.6	7.6	-
Percentage of possible points		9%			47%		
2024 Annual criterion-referenced target percentage					28%		

2025 Points awarded

60%

Indicator		All Students (Non-high school grades)			Lowest Performing Students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	3	4	-	3	4	-
	Mathematics achievement	1	4	-	2	4	-
	Science achievement	4	4	-	-	-	-
	Achievement total	8	12	60.0	5	8	67.5
Growth	English language arts growth	3	4	-	2	4	-
	Mathematics growth	2	4	-	2	4	-
	Growth total	5	8	20.0	4	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	3	4	10.0	-	-	-
Additional indicators	Chronic absenteeism	4	4	-	4	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	4	4	10.0	4	4	10.0
Weighted total		6.5	9.6	-	4.7	7.6	-
Percentage of possible points		68%			62%		
2025 Annual criterion-referenced target percentage					65%		

A Closer Look at RMA

Highlights

- Improved in ELA – Both reducing failures and increasing the percentage of students who met or exceeded expectations.
- Civics test results were promising
- All students and subgroups exceeded targets for chronic absenteeism.
- Met targets for progress towards attaining English Language Proficiency.

Areas for Continued Improvement

- Math with a particular emphasis on gr 8 math.
- The achievement and growth of students with disabilities has shown slight improvement but continues to require attention.
- Gr 8 Science

Highlights

- 4% increase in gr 5 Science
- 11% increase in Gr 7 ELA with all middle schools showing improvement
- Garfield Elementary showed significant improvement overall. Specific highlights include gr 4 math which outperformed the state in % meeting or exceeding and had an SGP of 79!
- GMS reduced failures significantly in ELA
- Gr 5 ELA and Science at PRE
- Gr 3 & 4 at BEA in both ELA & Math

Areas for Growth

- Math particularly at the middle school level
- Gr 8 science
- Continued emphasis on decreasing chronic absenteeism and learning from successful models in district
- Students identified in the lowest performing subgroup are not meeting targets. Continued attention required at all grade levels.
- Gr 10 testing motivation & expectations

Trends at the High School Level in Revere & Statewide

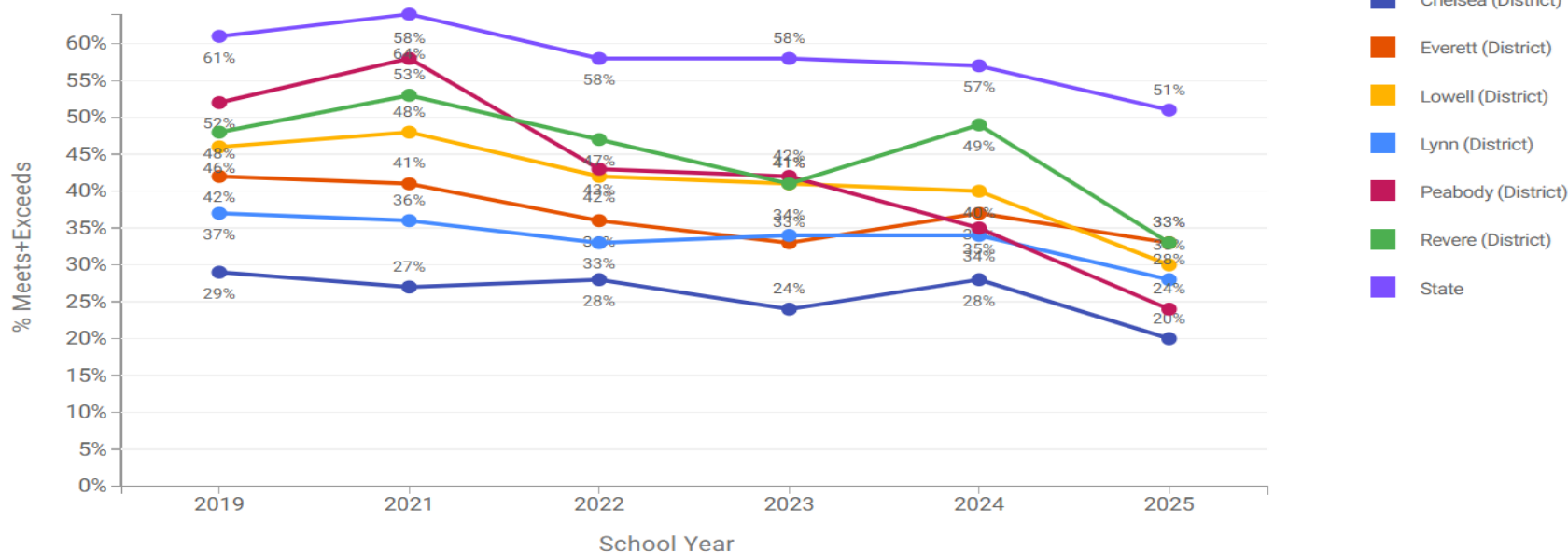
- Overall, the state results were flat.
- RHS/CityLab achievement decreased.
- Chronic absenteeism negatively impacts performance statewide
 - 19 points less for an average scaled score in ELA and Math
 - Grade 10 ELA: 27% of CA students meet/exceed compared to 56% of peers
 - Grade 10 math: 18% of CA students meet/exceed compared to 51% of peers

Sources: DESE USN presentation; Massachusetts E2C Research and Data Hub; <https://educationtocareer.data.mass.gov/>

District Comparisons-Gr 10 Trends in ELA

MCAS Results by School

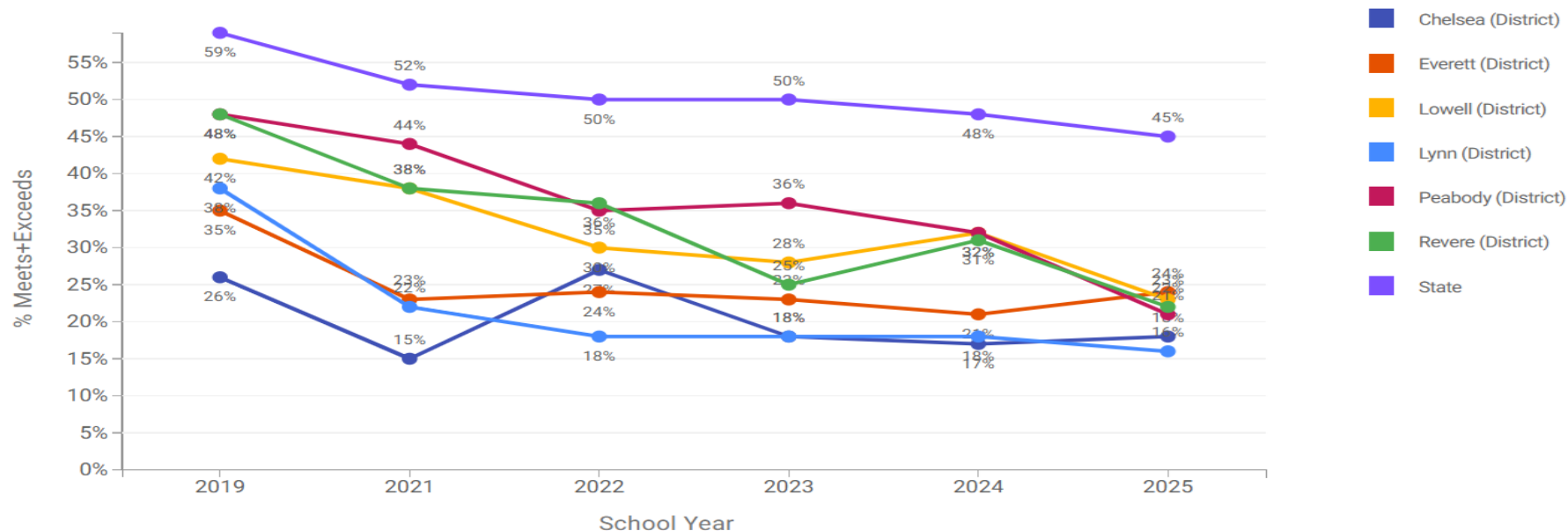
Percent of students Meeting or Exceeding Expectations by school and year



District Comparisons-Gr 10 Trends in Math

MCAS Results by School

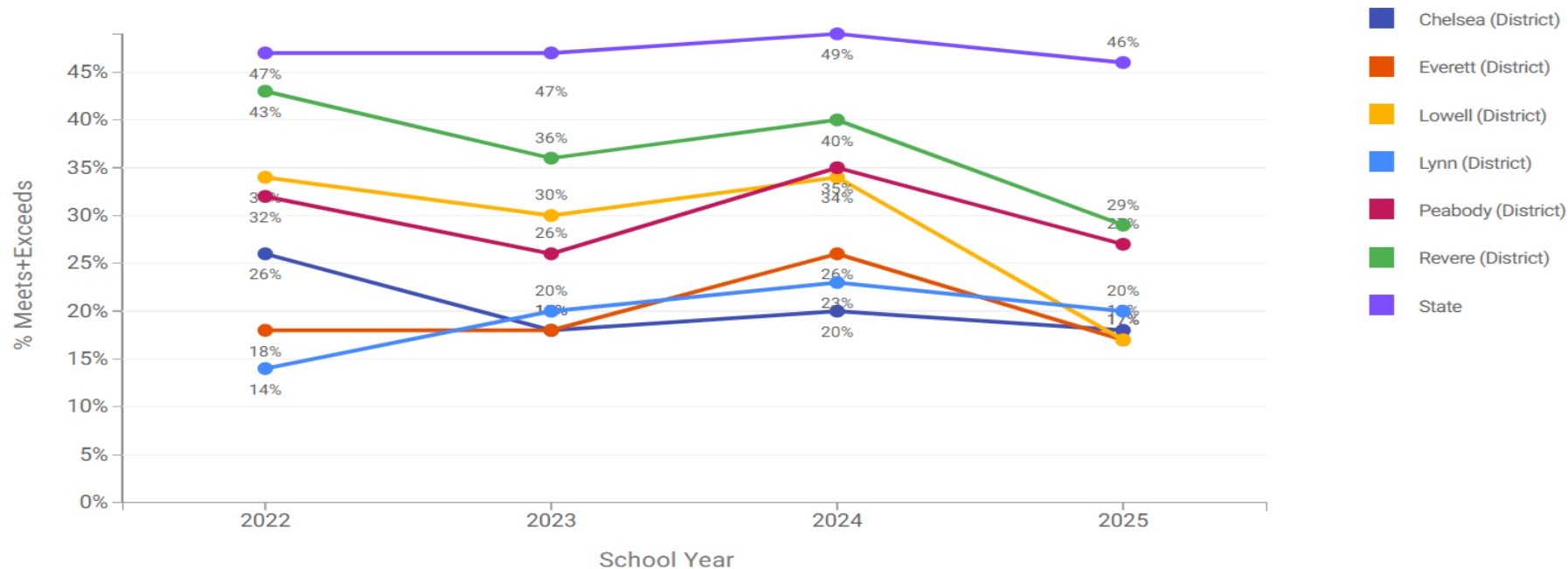
Percent of students Meeting or Exceeding Expectations by school and year



District Comparisons-Trends in Science

MCAS Results by School

Percent of students Meeting or Exceeding Expectations by school and year



Next Steps

- Principals and their teams are digging into their school data. This includes both individual student data as well as performance data as it relates to grade level curriculum standards.
- School & Department improvement plans have been crafted to reflect this work.
- We will continue to monitor RMA progress through their ongoing work with Great Schools Partnership and DESE.