

Mission		
<p>The Revere Public Schools is committed to provide personalized and meaningful education to all students so that they individually experience superior personal development by:</p> <ul style="list-style-type: none"> • Engaging all members of our educational community in the decision-making process • Ensuring rigor and relevance throughout all curricular areas • Ensuring positive relationships among all members of the school community • Fostering resilience within all members of the school community • Fostering and celebrating innovation throughout our system 		
Vision		
<p>To be an inclusive community of continuous learners in which all stakeholder voices are valued and contribute meaningfully to district-level decision making.</p>		
Theory of Action		
<p>If we focus on, provide educator professional development in, and provision adequately in the following four areas</p> <ul style="list-style-type: none"> • Rigorous Curricula • Relevant Curricula • Relationships • Resilience <p>then all students will receive a personalized and meaningful education so that they individually experience superior personal development.</p>		
Strategic Objectives		
<p style="text-align: center;">Building Community</p> <p><i>We believe that building relationships and making the work of the schools relevant to the entire Revere Community will increase support for students and their work. We want parents to see the school administration and teachers as their partners in the success of their children. We want all members of the school department to feel their voices are valued and their membership in the community is supported.</i></p> <p>1. Foster supportive partnerships with all stakeholders</p>	<p style="text-align: center;">Teaching All Students</p> <p><i>We believe that student centered learning approaches foster strong relationships, increase resilience, and make school work relevant. It is the responsibility of the district and all educators to provide high quality education that enables all students to be successful in college/career and all aspects of adult life.</i></p> <p>2a. Foster a learning environment that provides social, emotional, and academic growth for all students</p> <p>2b. Enhancing Instruction to improve student learning</p>	<p style="text-align: center;">Assessment of/for Student Learning</p> <p><i>We believe that assessment should be relevant to learning, accurately relay student competence, and inform instruction. Assessment should evidence rigorous instruction and such communication should build relationships between schools and families that foster student achievement</i></p> <p>3. Establishing structures and policies that accurately communicate student achievement</p>

<i>Strategic Initiatives</i>	<i>Strategic Initiatives</i>	<i>Strategic Initiatives</i>
1.1 Create venues for the community and families to see the great work our teachers and students are doing	2a.1 Provide professional development to teachers and administrators on effective ways to deal with various common student issues	3.1 Create a district wide Core Values statement on assessment and grading
1.2 Expand the current mentor program to include new administrators	2a.2 Increase opportunities for students to have voice and choice in their academic programs	3.2 Complete a comprehensive study of RPS assessment and grading structures
1.3 Partner with stakeholders to develop meaningful opportunities to support learning and engagement	2a.3 Provide professional development to teachers and administrators on effective SEL school wide and classroom practices	3.3 Provide ongoing professional development to teachers and administrators on effective assessment and grading
1.4 Replace Revere Public Schools website to make it more user friendly and inclusive of all school programs	2b.1 The central office will work with the ELL department to close the achievement gap between ELLs and our general student population	3.4 Develop consistency with grading practices across subject areas, classes, and schools within the district to ensure equity for all students
1.5 Work with the larger Revere community on projects and city initiatives that impact students and families	2b.2 Provide opportunities for targeted intervention to close the achievement gaps for all students	3.5 Expand the work done in the area of Growth Mindsets to help students understand behaviors
1.6 Increase the opportunities for parents, students, and educators to provide input and feedback that inform district decision making.		
Outcomes		
<p>1. Building Community</p> <ul style="list-style-type: none"> a. By 2020, 90% of parents will report feeling welcomed in their child’s school(s) and that information about the schools and their child’s progress is readily accessible to them. b. By 2020, at least ten new community partnerships will be formed at individual school levels or at the district level. <p>2. Teaching All Students</p> <ul style="list-style-type: none"> a. By 2020, 100% of educators will have completed at least 10 hours of professional development on classroom practices that support student social and emotional needs. b. By 2020, percentages of selected populations scoring at or above proficient/meeting expectations on state assessments will increase by 20%. Selected populations to include Special Education, English Learners/Former English Learners, and Economically Disadvantaged. c. By 2020, Administrators will report evidence of student centered instructional practices in at least 75% of classrooms. <p>3. Assessment of/for Student Learning</p> <ul style="list-style-type: none"> a. By 2020, 100% of educators will have completed at least 10 hours of professional development on effective grading practices, equity, and mindsets. b. By 2020, 100% of educators will have embraced the Revere Public Schools Core Beliefs Around Grading Practices as evidenced by their own grading policies. 		



RIGOR, RELEVANCE, RELATIONSHIPS, RESILIENCE

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Strategic Initiative/Objective 1.5 Building Community Work with the larger Revere community on projects and city initiatives that impact students and families.

Process Benchmark	Person Responsible	Date	Status
Engage parents, community members, and students, in proportions representative of our student population, in planning for new RHS	Superintendent	June, 2020	
Increase equity and access by creating opportunities for all parents to engage with the school department and schools	Parent Liaison, Principals	June, 2020	
Increase the number of relationships between schools and local businesses	Principals	June, 2020	
Engage with state and local agencies to create opportunities for racially and ethnically diverse Revere students and alumni to become educators	Asst. Superintendents	June, 2020	

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

Early Evidence of Change Benchmark	Person Responsible	Date	Status
At least one parent and at least five community members are named to the RHS Building Committee	Superintendent	September 30, 2019	
The 50 members of the RHS Visioning Team represent the school's diversity	Superintendent	September 30, 2019	
Active engagement in each school's PTO increases by 25%	Parent Liaison	June, 2020	
Collective participation in school-based events increases by 10%	Principals, Parent Liaison	June, 2020	
The number of RHS and Seacoast students placed in internships increases by 20	Dr. Perella, Mr. Magno,	June, 2020	
Support and collaborate with the Community School	Superintendent, Ms. Drammeh	June, 2020	
Each school engages with at least one local business or one Alum to present to students	Principals	June, 2020	
Identify up to 100 education candidates throughout the schools and community	Asst. Supt., InSPIRED Fellows	June 2020	
Identify at least one candidate for the Influence 100 Program with DESE	Asst. Superintendent	September, 2019	
Collaborate with Salem State and the 5DP to seek leadership training grants	Asst. Superintendent	January, 2020	



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Strategic Initiative/Objective 2a.2 Increase opportunities for students to have voice and choice in their academic programs

Process Benchmark	Person Responsible	Date	Status
Provide students with opportunities to decide how they will demonstrate their knowledge of new material	All	June, 2020	
Expand ideas around intervention to include extensions and explorations to meet the needs of all students	Supt., Principals, Curric. Dir.	August, 2020	
Create opportunities for more elective programming at all grade spans	Supt., Principals, Curric. Dir.	September, 2019	

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

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Every teacher will assign at least one performance task that incorporates student choice in the design process enabling students to engage their personal and cultural experiences	All educators	June, 2020	
Each evaluator will provide feedback to each primary evaluatee focused on performance tasks that include student choice	All administrators	June, 2020	
Work with RELB to redefine expectations for "intervention" blocks	RELB, Principals	June, 2020	
Collect and analyze data on number of students enrolled in enrichment, interventions, and advanced coursework – data analysis will include demographic information of participating students	Exec Dir. Or Data and Accountability, Principals	June, 2020	
Increase staffing levels of elective/encore teachers so that students have more opportunities to participate in art, physical education, financial literacy, history, and STEM coursework	Superintendent, Principals	August, 2019	
Create and implement student survey on desired course offerings to inform staffing decisions	Curriculum Directors	June, 2020	



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Strategic Initiative/Objective 2b.2 Teaching All Students Provide opportunities for targeted intervention to close the achievement gap for all student groups.

Process Benchmark	Person Responsible	Date	Status
Refine tiered intervention programs to meet the needs of all students	Principals and Curriculum Directors	June, 2020	
Decrease the performance gap between ELL students and other students	Principals, Curriculum Directors, ELL Director	June, 2020	
Decrease the performance gap between Special Education students and other students	Principals, Curriculum Directors, Directors of Student Services	June, 2020	
Create and monitor individualized programs for the 20% of students identified by DESE as at risk	Principals and Curriculum Directors	June, 2020	

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

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Use data analytics platform to create school specific monitoring systems for the identified at risk students	Ex. Dir of Data and Accountability, Principals	November, 2019	
Use Access, MCAS data and local data to identify ELL and Special Education students in need of additional support	Ex. Dir of Data and Accountability, ELL Director	November, 2019	
Meet to review assignment of students identified above on rosters for tiered intervention programs including Extended year, Generations Inc, MCAS Tutoring, Title I and Title III support services	Ex. Dir of Data and Accountability, Directors of Student Services	November, 2019 January, 2020 March, 2020	
Design, implement and assess the efficacy of individualized targeted intervention plans for identified students	Ex. Dir of Data and Accountability, Principals	November, 2019 January, 2020 March, 2020	
Evaluate the effectiveness of intervention programs used to close gaps for identified students, including Achieve 3000, Lexia, ST Math, Read 180	Ex. Dir of Data and Accountability	January, 2020	



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Strategic Initiative/Objective 3.4 Develop consistency with grading practices across subject areas, classes, and schools within the district to ensure equity for all students

Process Benchmark	Person Responsible	Date	Status
Grading practices are calibrated in alignment with the <i>Revere Public Schools Core Beliefs Around Grading Practices</i>	Principals, Directors	June, 2020	
Grading Practices Subcommittee work includes sampling and assessment of consistency of grading practices across schools and subject areas	Subcommittee Members	June, 2020	
All educators embrace a shared vision of the district's philosophy on grading practices and policies	All educators	June, 2020	
Student centered approaches to assessment are evident in all classrooms	Principals, Directors	June, 2020	

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

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Administrator review of teacher grading policies at the start of the school year shows alignment between those documents and the <i>Revere Public Schools Core Beliefs Around Grading Practices</i>	All administrators	September 15, 2019	
Feedback provided to educators throughout the year demonstrates increased alignment between grading practices/policies and the <i>Core Beliefs</i> document	All administrators	End of each marking period	
Members of the grading practices subcommittee collect sample grading policies from their colleagues and compare them to the <i>Core Beliefs</i> document to measure consistency and equity	Grading Subcommittee	June, 2020	
At least 30 minutes at each of 4 cabinet meetings will focus on grading practices and policies with a lens on equity	All administrators	June, 2020	
Principals/Assistant Principals will spend at least 30 minutes quarterly working with teacher teams on equitable grading practices	Principals/APs	June, 2020	
The district-wide student showcase exclusively features equity-based grading practices	Principals	June, 2020	