

**Mission**

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

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

**Vision**

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

**Theory of Action**

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

- Rigorous Curricula
- Relevant Curricula
- Relationships
- Resilience

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

**Strategic Objectives**

**Building an Antiracist Community**

*We believe that creating an equitable and inclusive school community requires deliberate work. All aspects of teaching and learning should celebrate the uniqueness and diversity of staff, students, and families and leverage our understanding of our community as a scaffold to support deeper, more meaningful learning. All community members should be honored and respected; their voices and membership should be valued.*

**Promoting Social and Emotional Health**

*We believe that student social and emotional wellbeing and effective instruction are equally important to each student’s academic success. This requires fostering strong, respectful relationships and making schoolwork relevant to students’ lives and learning preferences.*

**Meeting the Needs of All Students**

*We believe that structures, practices, and policies must be grounded in the collective learning needs of current students and shaped by our evolving knowledge of educational best practices. No school or district structure, policy, or practice should inhibit access to high quality instruction or needlessly infringe on the ability to participate in any aspect of the school community.*

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

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

3. Foster an inclusive and equitable community where all members are valued and empowered to contribute to our ongoing improvement.

4. Foster strong emotional health and wellbeing for all students

5. Provide authentic learning experiences with real-world applications of content to better engage students.

6. Establish structures and policies that support the growth of all students without bias.

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

**Outcomes**

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



**District Improvement Plan  
Action Plan 2020-2022**

**Strategic Initiative/Objective 1.1** Increase gender and racial diversity of staff, particularly among teachers and administrators

Process Benchmark	Person Responsible	Date	Status
Increase the percentage of staff that reflects the racial and linguistic diversity of our students	Asst. Supts, principals	June 2022	
Increase the number of partnerships between RPS and colleges, universities, and organizations that support education candidates and educators of color	Superintendent, Principals	June 2022	
Engage with state and local agencies to create opportunities for racially and ethnically diverse Revere residents, students and alumni to become educators	Asst. Supts	June 2022	

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
Openings are posted on platforms beyond SchoolSpring	Dr. Mokaba, Dr. Garcia	March 2021	
Revere is an active member district in the Mass Partnership for Diversity in Education	Dr. Garcia, Dr. Mulligan, RELB RHIP	December 2021	
Affinity groups for staff support are established and improve recruitment/retention	Central Office	June 2021	
Staff and student gender and racial balance is increased across grade spans and subject areas	Principals	June 2022	
Potential education candidates of color throughout the Revere schools and the Revere community are identified and encouraged to enter the field	Asst. Supt., InSPIRED Fellows	June 2022	
Complete the Influence 100 Program with DESE	Central Office, Dr. Napier	June 2021	
Expand the Teacher Fellowship program with Salem State to include more Revere students	Dr. Gallucci	June 2022	
Explore options to engage paraprofessionals, parent liaisons, translators, security and other staff in educator preparation programs	Dr. Gallucci, Dr. Garcia	June 2022	

**District Improvement Plan  
Action Plan 2020-2022**



**Strategic Initiative/Objective 2.1** Provide training and learning experiences on antiracism, restorative practices and equity for all staff members and students

Process Benchmark	Person Responsible	Date	Status
Provide training and learning experiences on antiracism, restorative practices and equity for all staff members.	Administrators, School Committee	June 2022	
Provide course work/learning experiences on antiracism, restorative practices and equity for all middle and high school students.	Building Administrators & Equity Advisory Board	June 2022	

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
Equitable instructional practices are implemented during classroom observations	Teachers, Administrators	September 2021	
Equity rubrics are used regularly to assess lesson plans and instructional practices	Teachers, Administrators	September 2022	
Students are able to describe strategies that are restorative	Building Administrators	January 2022	
Teachers regularly implement restorative practices to mediate classroom conflicts	Teachers	June 2022	
Grading practices and tracking structures are more equitable	Teachers, Administrators	September 2020	
Members of the school community act in antiracist ways as measured by school climate surveys	All community members	June 2021	
Practices and policies set forth by the Equity Advisory Board and school-based Equity Teams are implemented with fidelity	All community members	June 2022	



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**Strategic Initiative/Objective 3.1** Create, adopt, and apply equitable practices across the district

<b>Process Benchmark</b>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Establish a districtwide Equity Advisory Board that leads and guides equity work throughout all schools	Asst. Supt.	November 2020	
Establish or reaffirm school-based Equity Teams that coordinate with the equity Advisory Board and drive all equity work at the school level	Principals	December 2020	
Conduct a comprehensive equity audit of the school district	Central Office, Consultant	June 2021	
Identify 2 priority equity actions/practices in which all schools will engage	Equity Advisory Board, Principals, Equity Teams	January 2021	
Create an anti-racist learning plan for all administrators	Equity Advisory Board	December 2021	
Identify an accessible schedule of meetings for the Equity Advisory Board and building-based Equity Teams	Asst. Supt.	December 2021	
Use findings and recommendations from the equity audit to create a comprehensive, four year equity improvement plan	Central Office, Equity Advisory Board, School Committee	August 2021	

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

<b>Early Evidence of Change Benchmark</b>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Administrators model anti-racist behaviors and attitudes for all staff members	Administrators	September 2021	
Teachers employ anti-racist teaching strategies as evidenced by classroom observations	Administrators, teachers	June 2022	
Monitor achievement of honors distinction at the middle and high school levels by race, gender, and other metrics to assess equity	Principals, Central Office	June 2021 initial check, June 2022	
First year of the Equity Improvement Plan is implemented	All members	June 2022	



**District Improvement Plan  
Action Plan 2020-2022**

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

RIGOR, RELEVANCE, RELATIONSHIPS, RESILIENCE

Process Benchmark	Person Responsible	Date	Status
Increase equitable representation of parents in diverse school-based committees (School Improvement Councils, PTO, LPAC, SEPAC, equity teams, hiring committees, etc.)	Central Office, Administration & Parent Liaison	June 2022	
Increase communication with families of different racial and linguistic backgrounds	Teachers, admin, central office, Parent Liaison	June 2022	
Improve parent understanding of the systems within each school and the district	Principals	June 2022	

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
Dedicated employee time is available for communication with families/caregivers (preps, family liaison work, administrative reach out, etc.)	Administrators, teachers, parent liaisons	September 2020	
Provide translation services as frequently as possible for all communication with families/care givers	Central office	September 2020	
Each school identifies and works to remove systemic barriers inhibiting parent involvement across all racial and linguistic backgrounds	All stakeholders	June 2022	
Educate parents on all systems within a school through ongoing webinars, multiple parent university offerings, PTO meetings, and frequent updates to RPS website	Central office and Principals	June 2022	
Parents are invited to communicate their views, perspectives, and needs through surveys	Central Office and Principals	August 2020	



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**Strategic Initiative/Objective 5.2** Increase opportunities for students to have voice and choice in their academic programs

RIGOR, RELEVANCE, RELATIONSHIPS, RESILIENCE

Process Benchmark	Person Responsible	Date	Status
Examine current policies and gather baseline data of student voice and choice in academic programs at the different grade levels/schools.	Building Admin, Teachers, Students	June 2022	
Create opportunities for students to provide feedback on current and desired academic programs	Directors, Admin, Teachers, Students	June 2021	
Examine graduation requirements/pathways to graduation to provide flexible ways to earn credits beyond "in school" learning	Central Office, School Committee, HS Principals, Students, Caregivers	June 2022	
Create opportunities for flexibility in credits, courses, curriculum, and pathways to graduation	Central Office, School Committee, HS Principals, Students, caregivers	June 2022	
Explore remote learning/hybrid opportunities in an in-person setting, including, staffing, course opportunities, technology, etc	Central Office, School Committee, Teachers, Students, Caregivers	June 2022	

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
Survey students to identify preferred elective options	Building Leadership Teams	February 2021	
Program of Studies documents are amended to reflect student voice and opportunities	Admin, Students, Guardians	February 2021	
Two new opportunities for remote learning are defined for after we return to in-person instruction	Admin, teachers	June 2021	
Identify staffing needs and/or new positions required to fulfill student identified course needs	Principals, Central Office	May 2021	
Student surveys indicate students feel included and valued in decisions such as these	Central Office	June 2021	



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

RIGOR, RELEVANCE, RELATIONSHIPS, RESILIENCE

Process Benchmark	Person Responsible	Date	Status
Created a shared vision of what student-centered learning is and what deeper learning means.	Teaching & Learning RELB Committee	June 2022	
Develop and implement professional development for teachers and administrators to identify best practices for student-centered learning and deeper learning across schools.	Dr. Mokaba & Curriculum Directors	June 2022	
Align grading systems and language (at all grade levels) to ensure a clear measure of students' growth and mastery of content.	District, Grading Practices sub committees	June 2022	
Classroom practice will show an increase in the incidence of students engaging in deeper learning or students-centered activities			

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
“Deeper learning” vision will be defined, established, and communicated district-wide.	All stakeholders	June 2021	
Each school’s SIP includes at least one action step related to the implementation of Student-Centered and/or Deeper Learning experiences for students	Principals, School Improvement teams	June 2021	
Focus classroom observation feedback on the implementation of student-centered and deeper learning practices	Administrators, Teachers	June 2022	
Teacher and student survey data will show expanded understanding of and use of deeper learning and student-centered practices	Central Office, Administrators, Teachers	June 2022	
Performance Based Assessments are increasingly being developed during professional development and administered as part of school assessment systems	Directors, Principals, Coaches and PLG facilitators	June 2021	
Student work at school and district showcases will celebrate the established deeper learning vision and student centered practices.	Administrators, Teachers	June 2021	