Revere School Committee Meeting Agenda
October 20, 2026

A Regular Meeting of the Revere School Committee will be held on **Tuesday, October 20, 2026, at 5:30 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/87890446261?pwd=JeWw0Dn7wAgfz9vauegiBTQuKHaPrz.1
Passcode:621791

Watch on Revere School Committee YouTube
https://www.youtube.com/c/revereschoolcommittee

REGULAR MEETING:

1. Pledge of Allegiance/Call to Order
2. Recognition
   a. M.A.S.S. Certificates
3. Consent Calendar (Vote Required)
4. Student Representative Report (Attached)
5. Public Speak
6. Superintendent Report
   a. School Improvement Plans
   b. MCAS Accountability Results
7. Report of the Subcommittees
   a. Personnel Subcommittee Update – Superintendent Evaluation
   b. Superintendent Search Ad Hoc Subcommittee
   c. School Building Committee Update
   d. Shore Collaborative Update
   e. Personnel Subcommittee Update - Superintendent Evaluation
8. Motions
   a. To Accept the School Improvement Plans
9. Hearings (None)
10. Unfinished Business
    a. PROTECT Act
11. New Business
    a. Student Absence Notification Program
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

STUDENT REP REPORT

Presented by Student Advisory Board

Report as of October 20th, 2026

General Law - Part I, Title XII, Chapter 71, Section 38M

School committees of cities, towns and regional school districts shall meet at least once every other month, during the months school is in session, with a student advisory committee to consist of five members to be composed of students elected by the student body of the high school or high schools in each city, town or regional school district.
The members of such student advisory committees shall, by majority vote prior to the first day of June in each year elect from their number a chairperson who shall serve for a term of one year. Said chairperson shall be an ex-officio, nonvoting member of the school committee, without the right to attend executive sessions unless such right is expressly granted by the individual school committee. Said chairperson shall be subject to all school committee rules and regulations and shall serve without compensation.
A school committee may designate a student outreach coordinator for the purpose of ensuring the establishment of a student advisory committee and regularly informing the advisory committee of the school committee's agenda.



Student Life

Massachusetts Association of Student Representatives Delegate Assembly:

On Saturday, October 3rd, 2026, Noor Ashour attended the Massachusetts Association of Student Representatives Delegate Assembly at Massachusetts Bay Community College. He ran for an Executive Board position by delivering a speech to the delegates and was elected to the E-Board, where he will help plan future events, hire directors, and lead workshops.



Student Life

Thrift at Revere High School

Thrift at Revere High School (RHS) is a student-led club addressing Revere's lack of thrift stores by hosting monthly pop-ups offering affordable secondhand clothing. A portion of proceeds supports charity, combining clothing accessibility with community impact. Following their June pop-up, the club plans to host more events throughout the school year.



RHS PSAT

Revere High School PSAT:
On Wednesday, October 21st, 10th- and 11th-grade students can take the PSAT at Revere High School to practice for the SAT, identify academic strengths, and prepare for college and future opportunities.

PSAT/NMSQT®

CollegeBoard

Student Life

Northeastern University Visit

We recently welcomed a representative from Northeastern University to share insights into the university's programs, opportunities, and application process. It was a valuable opportunity for prospective students to learn more about Northeastern and what it has to offer.



College Fair

RHS recently welcomed representatives from NYU, Yale University, Boston University, MCPHS, and many more colleges and universities. Students had the chance to explore academic programs, learn about admissions, and discover opportunities for their future.



Club Report

Fall Fest Booth

Student Council's Class of 2029 kicked off the year at Fall Fest with a booth featuring face painting, baked goods, and hair tinsel—all run by sophomores. Their first major event was a huge success, raising over $300 and setting the tone for an amazing year ahead!





AASA

AASA, led by Peter Nguyen, brought students together for a fun-filled karaoke night on October 7th. The event featured snacks, baked goods, games, and plenty of singing. It marked another successful major event for the club, following several bake sales, an Onigiri Night, and a game night that brought students together to connect and have fun.







Club Report

Math Team Comp

The RHS Math Team hosted its first competition, challenging students to apply their mathematical reasoning and problem-solving skills against schools across the North Shore. Our team made a strong debut, earning 46 points! We look forward to continued success throughout the competition season.



STEM Club

The RHS STEM Club recently started and has already been getting students involved with fun, hands-on activities! For their first project, students worked together to build structures using spaghetti and marshmallows, putting their creativity, teamwork, and problem-solving skills to the test.





Club Report

RHS Robotics

Over the past month, Revere High School's robotics programs have prepared for the upcoming competition season. High school students tackled engineering challenges, including mousetrap cars and bridge-building, before forming three larger teams to design robots for December's competition. Meanwhile, middle school students worked with mentors to design, build, and test LEGO robots, developing engineering, problem-solving, and teamwork skills while building a foundation for future high school robotics involvement.





Sports Round-Up

RHS Varsity Volleyball

Revere High School Volleyball is hosting a Fill My Volleyball fundraiser to support senior night and the banquet.

RHS Varsity Cheerleading

The Varsity Cheerleading team is hosting a Krispy Kreme doughnut fundraiser. You can preorder a dozen doughnuts for $15 and pick them up at RHS on 11/11.

Upcoming Senior Nights:

- Boys Soccer: October 3rd
- Girls Soccer: October 12th
- Cheerleading: October 16th
- Football: October 16th
- Volleyball: October 23rd

RHS Boys Basketball

The RHS Boys Basketball team is holding a sign-up meeting on October 7th |

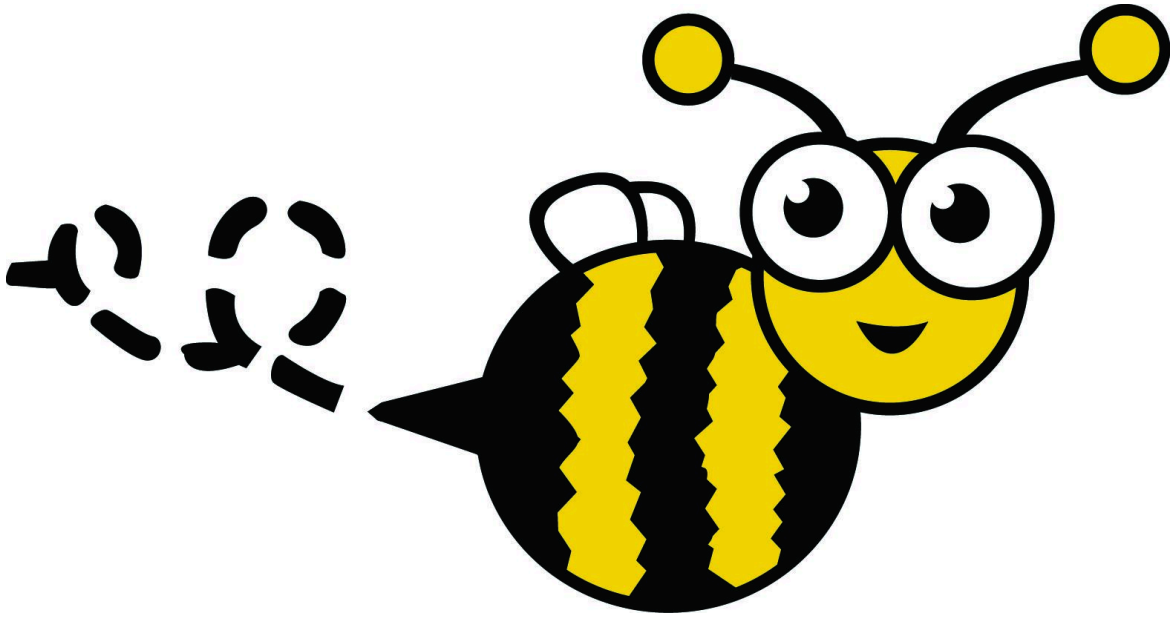
THANK YOU

REVERESTUDENTADVISORYBOARD

REVERE Public Schools

RIGOR, RELEVANCE, RELATIONSHIPS, RESILIENCE

2026-2027
School Improvement & Equity Plan
Beachmont Veterans Memorial School



REVERE Public Schools

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RPS Mission

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.

RPS Core Values

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

RPS Vision

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







RPS Theory of Action

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 serve all students better;*
- *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 delivering cohesive information to families, increasing 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 among 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.*

Guiding Beliefs:

- *All students can learn with the right structure and support.*
- *All teachers can teach with the right mindset and support.*
- *All caregivers want their children to thrive.*
- *All students want to succeed.*
- *We do not have struggling students; we have instruction, curriculum, and school cultures that are struggling to build on students' strengths and address students' academic and SEL needs.*
- *Equity is a journey, not a destination.*

REVERE Public Schools
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Equity Reflection Questions

Effective school improvement requires more than identifying goals and strategies. These Equity Reflection Questions support leadership teams in examining how decisions, practices, and outcomes impact student groups, identifying systemic barriers, elevating student and family voice, and promoting equitable outcomes for all students.

Instruction

- Are all students accessing rigorous learning opportunities?
- Which student groups may be underrepresented or underserved?
- What evidence demonstrates that all student groups are achieving at high levels?

Belonging

- Do students feel safe, valued, and connected?
- How do we know students experience a genuine sense of belonging?
- Whose voices may not yet be fully represented?

Family Engagement

- Are communication systems multilingual and accessible?
- How are families involved in shared decision-making?
- Which families are least engaged, and what barriers may be limiting participation?

Systems & Structures

- Which policies, practices, or structures may unintentionally create barriers for students or families?
- How are we addressing disparities through action?

REVERE Public Schools
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Focus Area #1 – Teaching, Learning, Equity, 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 serve all students better.

Initiative 1	Smart Goal
Strengthen and advance the district's implementation of a multi-tiered system of supports (MTSS).	**Goal:** By June 2027, our school will strengthen MTSS implementation through the consistent use of data to identify student needs, target interventions, and monitor progress, increasing the number of students accessing Tier 1 grade-level instruction and meeting grade-level learning targets. **Data reviewed/analyzed for the creation of this goal:** DIBELS, ACCESS, STAR, MCAS, 2026 DESE Accountability Report, and internal measures(formative and summative assessments), **Success Indicator:** By June 2027, at least 85% of students will meet or exceed their established "MCAS Growth to Standard" measure established by DESE.

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Indicators Of Progress

Directions: Use the **Indicators of Educational Equity** to identify specific indicators that would demonstrate progress towards achieving your school goals. Importantly, an indicator can be the perfect choice even if it may take longer than one year to achieve this indicator. Indicators are an "indication" of progress, not an accountability measurement.

Just Outcomes	The school has a system of support that identifies student learning needs and provides effective, timely interventions, both inside and outside the classroom, that impact student learning.
Marginalized Voices	Students feel a sense of safety, belonging, and ownership of their learning and connect their learning to their own lives and goals
Imbalance of Power & Privilege	Educators work with students to establish and uphold classroom and school-wide cultures that challenge imbalances of power and privilege.

Action Step	Timeline	Responsible Parties	Resources Needed	Measures of Success
Establish and monitor individual literacy and math growth targets	2026/Ongoing	Building Admin and Coaches	PGTs	Improve student outcomes on DIBELS and STAR(BOY, MOY, EOY)
Utilize WINN and intervention blocks for targeted literacy instruction	2026/ongoing	Coaches, Teachers, WINN Team	Materials for WINN block, PGT	Improved student outcomes on mClass related data

Conduct regular progress monitoring cycles and data review meetings(K-5)	2026/Ongoing	Admin, Coaches, Homeroom Teachers, EL Teachers, Interventionists	PGTs	Improved growth according to mClass data
Strengthen supervision and evaluation practices to support high-quality literacy instruction by using the district implementation essential document for grades K-5, using regular classroom observations, actionable feedback, and ongoing monitoring of instructional practices to promote consistent implementation of district literacy priorities and improve outcomes for students.	2026/Ongoing	Admin, Coaches	PGTs	Improved mcLass related data, STAR, ACCESS, and MCAS data
Partner with Ignite Reading to provide identified Grade 1 students with daily, 15-minute, one-on-one high-dose tutoring	2026/Ongoing	Admin, Coaches, Teachers, IGNITE Reading,	IGNITE Reading platform, devices, headphones, data-meeting structure	Students enrolled in program will meet attendance requirements and demonstrate growth
All teaching staff conduct multiple peer observations to observe colleagues	Fall and Spring	Admin and Beachmont Leadership Council	PGTs, Protocols. November Principals Meeting	Staff Survey at completion of Peer Observation

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Focus Area #2 – Safety, Belonging, Well-being, and Inclusive School Culture
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 2	Smart Goal
Ensure students feel welcomed, engaged, and have an active role in the decision-making process	**Goal:** By June 2027, BVM will establish and improve supportive structures (i.e. positive behavioral frameworks) that promote student accountability and ownership. **Data reviewed/analyzed for the creation of this goal:** MCIEA Survey Data, VOCAL Survey Data, School-based "Belonging" Surveys, Hoonuit Attendance Data **To measure this goal, we will:** Conduct and analyze Student and Staff Surveys(MCIEA) Weekly Student Support Meeting, BOY and EOY Connectedness Student Surveys **Success Indicator:** By June 2027, there will be an increase of 3-5% on the DESE VOCAL Survey in all four categories (School Climate, Engagement, Safety, and Environment).

Indicators Of Progress

Directions: Use the **Indicators of Educational Equity** to identify specific indicators that would demonstrate progress towards achieving your school goals. Importantly, an indicator can be the perfect choice even if it may take longer than one year to achieve this indicator. Indicators are an "indication" of progress, not an accountability measurement.

Just Outcomes	Students are taught how to integrate, practice, and apply what they have learned within and across content areas and are given opportunities to wrestle with complex and authentic problems
Marginalized Voices	Students feel a sense of safety, belonging, and ownership of their learning and connect their learning to their own lives and goals.
Imbalance of Power & Privilege	Educators ask for and act on student feedback on classroom, school, and district practices, procedures, and policies

Action Step	Timeline	Responsible Parties	Resources Needed	Measures of Success
Review 2025-2026 VOCAL Data	September 2026	Admin and Student Support Team	PGT Agenda and Planning	Team consensus on identified areas of growth
Beachmont Leadership Council to plan and implement strategies connected to Focus Area 2	2026/ongoing	Admin and Beachmont Leadership Council	Agenda, Time during monthly BLC Meetings	Positive increase in responses across grade levels while comparing BOY to EOY Survey

Weekly Student Support Meetings	2026/ongoing	Admin, Student Support Team, Teachers	Weekly Agendas	Decreased number of students being referred due to proactive structures and strategies
Principals Meeting dedicated to "Safety, Belonging and Well Being"	November 2026	Principal, BLC	Exit Ticket	Exit Survey results show staff understand role they play in Focus Area 2
Conduct Schoolwide Belonging Survey in Fall and Spring and review with SST and Staff	2026/ongoing	Counselors	PGT to Review Data	Positive increase in responses across grade levels while comparing BOY to EOY Survey

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Focus Area #3 – Family Engagement, Community Partnership, and Communication
Objective: To strengthen our district's community connections through the delivery of cohesive information to families, increase volunteer and internship opportunities for students, and establish an organic multilingual, two-way communication system that bridges cultural and linguistic barriers to foster meaningful engagement across all stakeholders.

Initiative 3	Smart Goal
Increase family engagement, community partnership, and communication	**Goal:** By June 2027, BVM will increase awareness of and engagement in ELPAC, SEPAC. PTO and other groups, and school events. **Data reviewed/analyzed for the creation of this goal:** BVM Family Survey Data(2023-2026), ParentSquare Participation, Event Attendance, Monthly Parent Coffee Conversations/Surveys **To measure this goal, we will:** Compare and contrast family survey data from 2026 to 2027. Analyze attendance at Community/School events(ex. Coffees, Workshares, Literacy Night, Culture Night) **Success Indicator:** By June 2027, 95% of families will report awareness of opportunities to participate in PTO and school/community events increasing from the , as measured by Beachmont Family/Caregiver Survey.

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Indicators Of Progress

Directions: Use the **Indicators of Educational Equity** to identify specific indicators that would demonstrate progress towards achieving your school goals. Importantly, an indicator can be the perfect choice even if it may take longer than one year to achieve this indicator. Indicators are an "indication" of progress, not an accountability measurement.

Just Outcomes	Schools and educators proactively communicate with caregivers and students about academic performance and well-being, using multiple means of communication appropriate for caregivers' culture and language.
Marginalized Voices	All educators work to design a safe, brave, and supportive learning environment by building relationships, listening to students and caregivers, and employing asset-based and restorative approaches to teaching, learning, and behavior.
Imbalance of Power & Privilege	Students, families, and caregivers participate in and contribute to collaborative planning and decision-making opportunities that are offered by the district.

Action Step	Timeline	Responsible Parties	Resources Needed	Measures of Success
Review 2026 Family Survey data to establish baseline	Fall 2026	Admin, BLC	Family Survey Data	Comparing 2026 data to previous years
Beachmont Leadership Council Focus Area 3 to meet monthly to plan and implement partnerships between	2026/Monthly	Admin, Beachmont Leadership Council	Running Agenda	Attendance at Family Events and increased partnerships with community programs

home, school, and community				
Monthly Parent Coffee	2026/Monthly	Principal, Family Liaison, Staff(as necessary)	Refreshments	Increased attendance and parent feedback
Bimonthly Community Events	2026/ongoing	Staff and Beachmont PTO	Fundraising and Volunteers	Increase attendance and parent feedback
Plan opportunities for Student Showcases across Grades	Spring 2027	Admin	PGTs, Principal Meetings to help plan	Collected attendance and survey data
Conduct End of Year Family Survey	Spring	Principal	Survey Creation	Compare 2025-26 to 2026 27 survey results

Continuous Improvement Commitment

This framework is intended to guide ongoing planning, implementation, and reflection. Schools should regularly review progress, use data to inform decision-making, and adjust strategies as needed to improve outcomes for all students.

Example

- Sample Model of a SMART Goal, Data Review and Analysis, Measurement

Potential Data Sources

- MCAS
- ACCESS
- DIBELS
- STAR
- Attendance Data
- VOCAL
- MCIEA
- Classroom Assessments
- Walkthrough Data
- Survey Data
- Climate Surveys
- Discipline Data
- Student Feedback
- Family Feedback
- MA Educator to Career Research and Data Hub



Potential Strategies

- Multilingual communication systems;
- Family listening sessions;
- Family engagement events;
- Partnerships with community organizations;
- Two-way communication structures;
- Culturally responsive outreach practices.



Potential Monitoring & Progress Review

- Leadership Team Review
- MTSS / Data Meetings
- Walkthrough Cycles
- Family Feedback Review
- Climate Review



Potential Professional Learning Priorities

- Culturally Responsive Practices
- MTSS & Intervention
- Restorative Practices
- Data-Informed Instruction
- Inclusive Practices



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2026-2027
School Improvement & Equity Plan
Garfield Elementary School



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Equity Reflection Questions

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Family Engagement

- Are communication systems multilingual and accessible?
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Systems & Structures

- Which policies, practices, or structures may unintentionally create barriers for students or families?
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Focus Area #1 – Teaching, Learning, Equity, and Leading
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Strengthen and advance the district's implementation of a multi-tiered system of supports (MTSS).	**Goal:** By June 2027, our school will strengthen MTSS implementation through the consistent use of data to identify student needs, target interventions, and monitor progress, increasing the number of students accessing Tier 1 grade-level instruction and meeting grade-level learning targets. **Data reviewed/analyzed for the creation of this goal:** MCAS, ACCESS, STAR, and DIBELS **Success Indicator:** MCAS reading and math proficiency percentages will increase by 10 percent. STAR and DIBELS growth metrics will demonstrate high growth for at least 75 percent of students.

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Indicators Of Progress

Directions: Use the **Indicators of Educational Equity** to identify specific indicators that would demonstrate progress towards achieving your school goals. Importantly, an indicator can be the perfect choice even if it may take longer than one year to achieve this indicator. Indicators are an "indication" of progress, not an accountability measurement.

Just Outcomes	• The school's program of studies is designed to ensure that all learning pathways will enable all students to meet rigorous standards. • All educators use common learning outcomes and success criteria written in student-friendly language to ensure that all students engage in cycles of complex thinking, rigorous learning, practice, feedback, revision, and re-assessment when needed. • The school has a system of support that identifies student learning needs and provides effective, timely interventions, both inside and outside the classroom, that impact student learning.
Marginalized Voices	• When talking to and about students, all educators use asset-based language and approaches.
Imbalance of Power & Privilege	• Students have opportunities to select, co-create, and design their own learning experiences.

Action Step	Timeline	Responsible Parties	Resources Needed	Measures of Success
Implement Schoolwide analysis protocol	September 2026	Admin and PGT Facilitators	Data Protocol	Regular implementation by all teacher teams

Strengthen implementation of math problem solving framework	November 2026	Admin and Instructional Coaches	Framework	Observations show consistent student use
Implemented plan to improve reading comprehension instructional practices	December 2026	Admin and Instructional Coaches	Instructional guidelines document, professional development.	Benchmark data show improved outcomes
Implement enhanced benchmark assessment system that is tracks student outcomes	February 2027	Admin and Instructional Coaches	Hoonuit, In-house data tracking platform	Assessments are administered as scheduled; data monitoring tools are utilized.

REVERE Public Schools
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Focus Area #2 – Safety, Belonging, Well-being, and Inclusive School Culture
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 2	Smart Goal
Ensure students feel welcomed, engaged, and have an active role in the decision-making process	**Goal:** Implement new and enhance previous initiatives designed to ensure students have leadership opportunities and are recognized for achievement and demonstrating schoolwide core values. **Data reviewed/analyzed for the creation of this goal:** VOCAL data **To measure this goal, we will:** Analyze VOCAL data and student surveys. **Success Indicator:** Success will be measured by the successful implementation of initiatives and survey results that show increases in feelings of student belonging and well-being.

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Indicators Of Progress

Directions: Use the **Indicators of Educational Equity** to identify specific indicators that would demonstrate progress towards achieving your school goals. Importantly, an indicator can be the perfect choice even if it may take longer than one year to achieve this indicator. Indicators are an "indication" of progress, not an accountability measurement.

Just Outcomes	• The school's program of studies is designed to ensure that all learning pathways will enable all students to meet rigorous standards.
Marginalized Voices	• All educators work to design a safe, brave, and supportive learning environment by building relationships, listening to students and caregivers, and employing asset-based and restorative approaches to teaching, learning, and behavior.
Imbalance of Power & Privilege	• Students have opportunities to select, co-create, and design their own learning experiences. • Educators act as allies to develop youth leadership, and students with marginalized identities are represented proportionally in leadership roles and student organizations.

Action Step	Timeline	Responsible Parties	Resources Needed	Measures of Success
Expand leadership program to include student ambassador program	December 2026	Assistant Principals, Family Liaison	Ambassador role descriptions; training materials	Ambassador roles and expectations are clearly defined. A representative group of students is selected and trained.

Develop and implement a schoolwide, mixed-grade community-building structure ("Gator Dens") where students engage in activities designed to build relationships, strengthen community, and further develop our school's core values.	January 2027	Principal, Assistant Principals, designated staff advisors, classroom teachers	Examples of student leadership, staff and student input	Community-building program has been implemented with a defined structure that supports program goals.

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Focus Area #3 – Family Engagement, Community Partnership, and Communication
Objective: To strengthen our district's community connections through the delivery of cohesive information to families, increase volunteer and internship opportunities for students, and establish an organic multilingual, two-way communication system that bridges cultural and linguistic barriers to foster meaningful engagement across all stakeholders.

Initiative 1	Smart Goal
Increase family engagement, community partnership, and communication	**Goal:** Enhance and implement additional family and community engagement events that support family participation and student achievement. **Data reviewed/analyzed for the creation of this goal:** Review of the number and type of family/community engagement opportunities offered as well as participation at events. **To measure this goal, we will:** Track the number and type of family/community engagement opportunities offered, monitor participation at events, and collect family feedback. **Success Indicator:** By the end of the school year, Garfield will offer at least 2-3 additional family or community engagement opportunities beyond traditional school events, with participation tracked and family feedback indicating that the events

	strengthened connections with the school and provided useful strategies or resources to support students.

Indicators Of Progress

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Just Outcomes	• Schools and educators proactively communicate with caregivers and students about academic performance and well-being, using multiple means of communication appropriate for caregivers' culture and language.
Marginalized Voices	• When designing policies and programs, educators seek out and center the feedback of marginalized voices in the school community.
Imbalance of Power & Privilege	• Students, families, and caregivers participate in and contribute to collaborative planning and decision-making opportunities that are offered by the district.

Action Step	Timeline	Responsible Parties	Resources Needed	Measures of Success
Partner with local business(es) to provide incentives for student achievement initiatives	2026-2027 school year	Principal, Assistant Principals, Family Liaison, PTO	Outreach materials; identified business/community partners; donated	At least 2–3 local business partnerships are established, incentives are secured

			incentives or recognition items	for identified student achievement initiatives
Establish a structured caregiver volunteer program to expand family participation in classrooms and other school activities.	January 2027	Principal, Assistant Principals, Family Liaison, PTO	Volunteer interest form; CORI/background check procedures; volunteer guidelines and expectations	A formal caregiver volunteer process is developed and communicated to families. Interested caregivers are screened and matched with appropriate classroom or school-based opportunities.

Focus Area
Objective:

	Smart Goal
	Goal: **Data reviewed/analyzed for the creation of this goal:**

	To measure this goal, we will: **Success Indicator:**

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Indicators Of Progress

Directions: Use the **Indicators of Educational Equity** to identify specific indicators that would demonstrate progress towards achieving your school goals. Importantly, an indicator can be the perfect choice even if it may take longer than one year to achieve this indicator. Indicators are an "indication" of progress, not an accountability measurement.

Just Outcomes	
Marginalized Voices	
Imbalance of Power & Privilege	

Action Step	Timeline	Responsible Parties	Resources Needed	Measures of Success

Continuous Improvement Commitment

This framework is intended to guide ongoing planning, implementation, and reflection. Schools should regularly review progress, use data to inform decision-making, and adjust strategies as needed to improve outcomes for all students.



Example

- Sample Model of a Smart Goal, Data Review and Analysis, Measurement

Potential Data Sources

- MCAS
- ACCESS
- DIBELS
- STAR
- Attendance Data
- VOCAL
- MCIEA
- Classroom Assessments
- Walkthrough Data
- Survey Data
- Climate Surveys
- Discipline Data
- Student Feedback
- Family Feedback
- MA Educator to Career Research and Data Hub



Potential Strategies

- Multilingual communication systems;
- Family listening sessions;
- Family engagement events;
- Partnerships with community organizations;
- Two-way communication structures;
- Culturally responsive outreach practices.



Potential Monitoring & Progress Review

- Leadership Team Review
- MTSS / Data Meetings
- Walkthrough Cycles
- Family Feedback Review
- Climate Review



Potential Professional Learning Priorities

- Culturally Responsive Practices
- MTSS & Intervention
- Restorative Practices
- Data-Informed Instruction
- Inclusive Practices



REVERE Public Schools

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2026-2027
School Improvement & Equity Plan
Hill Elementary School



REVERE Public Schools

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RPS Mission

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.

RPS Core Values

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

RPS Vision

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





RPS Theory of Action

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 serve all students better;*
- *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 delivering cohesive information to families, increasing 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 among 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.*

Guiding Beliefs:

- *All students can learn with the right structure and support.*
- *All teachers can teach with the right mindset and support.*
- *All caregivers want their children to thrive.*
- *All students want to succeed.*
- *We do not have struggling students; we have instruction, curriculum, and school cultures that are struggling to build on students' strengths and address students' academic and SEL needs.*
- *Equity is a journey, not a destination.*

Equity Reflection Questions

Effective school improvement requires more than the identification of goals and strategies. These Equity Reflection Questions support leadership teams in examining how decisions, practices, and outcomes impact student groups, identifying systemic barriers, elevating student and family voice, and promoting equitable outcomes for all students.

Instruction

- Are all students accessing rigorous learning opportunities?
- Which student groups may be underrepresented or underserved?
- What evidence demonstrates that all student groups are achieving at high levels?

Belonging

- Do students feel safe, valued, and connected?
- How do we know students experience a genuine sense of belonging?
- Whose voices may not yet be fully represented?

Family Engagement

- Are communication systems multilingual and accessible?
- How are families involved in shared decision-making?
- Which families are least engaged, and what barriers may be limiting participation?

Systems & Structures

- Which policies, practices, or structures may unintentionally create barriers for students or families?
- How are we addressing disparities through action?

Focus Area #1 – Teaching, Learning, Equity, 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 serve all students better.

Initiative 1	Smart Goal
Strengthen and advance the district's implementation of a multi-tiered system of supports (MTSS).	**Goal:** By June 2027, our school will strengthen MTSS implementation through the consistent use of data to identify student needs, target interventions, and monitor progress, increasing the number of students accessing Tier 1 grade-level instruction and meeting grade-level learning targets. **Data reviewed/analyzed for the creation of this goal:** • Star data, internal assessments, • Formative assessment evidence • MTSS and progress-monitoring data • Learning-walk observations • Staff reflection and feedback • Student engagement and discourse evidence **Success Indicator** • Growth in student achievement from beginning- to end-of-year assessments. • Increased evidence of differentiation, purposeful small-group instruction, and student discourse across classrooms.

	• Students increasingly do the thinking, talking, explaining, and problem-solving. • Students demonstrate greater independence and engagement • More students have equitable access to rigorous learning, appropriate support, and enrichment.

Indicators Of Progress

Directions: Use the **Indicators of Educational Equity** to identify specific indicators that would demonstrate progress towards achieving your school goals. Importantly, an indicator can be the perfect choice even if it may take longer than one year to achieve this indicator. Indicators are an "indication" of progress, not an accountability measurement.

Just Outcomes	The school's program of studies is designed to ensure that all learning pathways will enable all students to meet rigorous standards. The school has a system of support that identifies student learning needs and provides effective, timely interventions, both inside and outside the classroom, that impact student learning.
Marginalized Voices	All educators work to design a safe, brave, and supportive learning environment by building relationships, listening to students and caregivers, and employing asset-based and restorative approaches to teaching, learning, and behavior.
Imbalance of Power & Privilege	The school district values, provides, and requires ongoing anti-racism and anti-bias training and learning**.**

Action Step	Timeline	Responsible Parties	Resources Needed	Measures of Success
Partner with Harvard to implement a 10-week, in-person high-dose comprehension tutoring program for students in Gr 2 and 3	10-week cycle during the 2026-2027 school year	Harvard research team, administration, Grades 2-3 teachers, and tutors, Literacy Coach	Research-based assessment, tutoring materials, schedules, space, and progress-monitoring tools	Students are identified and enrolled; attendance and dosage are monitored; progress monitoring data demonstrate growth in reading comprehension.
Provide identified Grade 1 students with one-on-one Ignite Reading tutoring in foundational literacy.	Daily throughout the 2026-2027 school year	Ignite Reading, Grade 1 teachers, literacy staff, and administration	Ignite Reading platform, devices, schedule, assessment data, and data-meeting structure	Students participate consistently; data meetings occur as scheduled; progress data demonstrate growth in foundational literacy.
Use the district K-5 Implementation Essentials, regular classroom observations, actionable feedback, and ongoing monitoring to strengthen consistent, high-quality literacy instruction.	Ongoing throughout the 2026-2027 school year	Administration and literacy coaches	K-5 Implementation Essentials, observation and feedback tools, curriculum resources, and student data	Observation and feedback cycles show increased consistency with district literacy priorities; student evidence informs continued support and professional learning.

Implement district progress-monitoring cycles, including a Grade 2 PGT pilot with stakeholder data meetings.	**Throughout the school year**	**Administration, coaches, teachers, interventionists, and specialists**	**District assessments, monitoring tools, data protocols, and PGT meetings**	**Cycles and meetings occur as scheduled; instructional next steps are documented and adjusted using student data.**
Professional Development on student and engagement and participation connected to Focus Area 1	**Principal Meetings**	**Admin Team, ILT, Coaches, Teacher leaders**	**Plan and Structure for PD**	**Exit Tickets for each PD Observations of classroom teachers**

REVERE Public Schools
RIGOR, RELEVANCE, RELATIONSHIPS, RESILIENCE

Focus Area #2 – Safety, Belonging, Well-being, and Inclusive School Culture

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 2	Smart Goal
Ensure students feel welcomed, engaged, and have an active role in the decision-making process	**Goal: By June of 2027,** our school will implement positive behavioral frameworks that promote student accountability and ownership by expanding leadership opportunities for students. **Data reviewed/analyzed for the creation of this goal:** • VOCAL student survey data • Attendance and chronic absenteeism data • Tardiness data • Behavioral incident data • Classroom observations and learning-walk evidence • Student and staff feedback **To measure this goal, we will:** • Review student belonging and engagement survey results throughout the year. • Monitor attendance, tardiness, behavioral incidents, and BBST referral data. • Gather student feedback and track opportunities for student voice, choice, and leadership.

	Success Indicator: • Student survey results will show growth in the percentage of students who report feeling safe, welcomed, valued, and connected at school. • Chronic absenteeism and tardiness will decrease from the 2025–2026 baseline. • Staff will report increased confidence in supporting classroom community, student regulation, and restorative problem-solving.

Indicators Of Progress

Directions: Use the **Indicators of Educational Equity** to identify specific indicators that would demonstrate progress towards achieving your school goals. Importantly, an indicator can be the perfect choice even if it may take longer than one year to achieve this indicator. Indicators are an "indication" of progress, not an accountability measurement.

Just Outcomes	Students are taught how to integrate, practice, and apply what they have learned within and across content areas and are given opportunities to wrestle with complex and authentic problems.
Marginalized Voices	Students feel a sense of safety, belonging, and ownership of their learning and connect their learning to their own lives and goals.
Imbalance of Power & Privilege	Educators ask for and act on student feedback on classroom, school, and district practices, procedures, and policies. Students have opportunities to select, co-create, and design their own learning experiences.

Action Step	Timeline	Responsible Parties	Resources Needed	Measures of Success
Pilot SEL PGT work with grades 3,4 and 5	Throughout the school year	School Adjustment Counselors, Admin, Teachers	PGT Agendas and planning	Decreased office referrals
Redesign the current High Five Helper program to include a "Welcome Committee"	Throughout the school year	Administrators, SAC, family liaison	Reach out to schools already implementing these programs	An increased student participation rate
Expand school-wide opportunities for student council members	Throughout the school year	Administration, teachers, Student Council advisors	Determine activities/events where student support is needed	Increased number of activities attended/supported by student council
Create a 'Paws Patrol' to celebrate positive behavior models	Throughout the school year	Student council members, student leadership, SAC, teachers, administration	Identifying criteria for nominations Creating referral methods	High participation rate in our PAWS program (both students and teachers)

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RIGOR, RELEVANCE, RELATIONSHIPS, RESILIENCE

Focus Area #3 – Family Engagement, Community Partnership, and Communication
Objective: To strengthen our district's community connections through the delivery of cohesive information to families, increase volunteer and internship opportunities for students, and establish an organic multilingual, two-way communication system that bridges cultural and linguistic barriers to foster meaningful engagement across all stakeholders.

Initiative 1	Smart Goal
Increase family engagement, community partnership, and communication	**Goal:** By June 2027, Hill School will strengthen partnerships with families by establishing consistent monthly Family Coffee Hours, expanding multilingual and accessible communication, and creating more opportunities for families to share feedback, participate in school decision-making and volunteer within the school. **Data reviewed/analyzed for the creation of this goal:** • Family Coffee Hour participation & Family event attendance • ParentSquare communication and engagement data • Family surveys and feedback • Feedback from the Family Liaison, PTA, and staff • School Improvement Council participation and input **To measure this goal, we will:** • Track participation in monthly Family Coffee Hours and other family events. • Gather family feedback through surveys, conversations, and listening sessions. • Monitor the accessibility and effectiveness of multilingual communication.

	• Track opportunities for families to provide input and participate in school decisions. **Success Indicator:** • Monthly Family Coffee Hours are held consistently with topics connected to family needs and school priorities. • Family participation in Coffee Hours and other school events increases. • Families have regular opportunities to ask questions, share ideas, and provide feedback. • Family feedback is used to inform school programs, practices, and decisions. • Staff demonstrate increased understanding of authentic family partnership practices.

REVERE Public Schools
RIGOR, RELEVANCE, RELATIONSHIPS, RESILIENCE

Indicators Of Progress

Directions: Use the **Indicators of Educational Equity** to identify specific indicators that would demonstrate progress towards achieving your school goals. Importantly, an indicator can be the perfect choice even if it may take longer than one year to achieve this indicator. Indicators are an "indication" of progress, not an accountability measurement.

Just Outcomes	Schools and educators proactively communicate with caregivers and students about academic performance and well-being, using multiple means of communication appropriate for caregivers' culture and language.
Marginalized Voices	The diversity of the student population is reflected in clubs, extracurricular activities, and other groups, and students are encouraged and supported to create new groups to meet the needs of underrepresented identities.
Imbalance of Power & Privilege	Students, families, and caregivers participate in and contribute to collaborative planning and decision-making opportunities that are offered by the district.

Action Step	Timeline	Responsible Parties	Resources Needed	Measures of Success
Utilize families for a school-wide mascot redesign	**By March, 2027**	**Administration, office staff, families, teachers, students**	**Invitation to participate including criteria** **Schedule for timeline of events**	**Community unveiling of new mascot**

Work as a community to create a bank of questions that promote a strong 2-way connection between families and schools.	**By March, 2027 (Small Pilot in December, 2026)**	**Administration, ILT, SIC, families**	**Expand membership of the SIC** **Surveys for families**	**Increased parent attendance at SIC meetings** **Positive feedback about parent/teacher conferences through a survey**
Have monthly coffee hours with a different school focus each month	**Throughout the school year**	**Administration, Family Liaison**	**Guests speakers for each meeting** **Attendance Data**	**Increased attendance at coffee hours**
Engage families in sharing their own cultural experiences through a culture night	**Spring, 2027**	**Equity advisors, administration, family liaison**	**Event planning for the day**	**Increased attendance** **Family survey results report an increased number of families feeling connected to the school community.**



Continuous Improvement Commitment

This framework is intended to guide ongoing planning, implementation, and reflection. Schools should regularly review progress, use data to inform decision-making, and adjust strategies as needed to improve outcomes for all students.

Example

- Sample Model of a Smart Goal, Data Review and Analysis, Measurement



Potential Data Sources

- MCAS
- ACCESS
- DIBELS
- STAR
- Attendance Data
- VOCAL
- MCIEA
- Classroom Assessments
- Walkthrough Data
- Survey Data
- Climate Surveys
- Discipline Data
- Student Feedback
- Family Feedback
- MA Educator to Career Research and Data Hub

Potential Strategies

- Multilingual communication systems;
- Family listening sessions;
- Family engagement events;
- Partnerships with community organizations;
- Two-way communication structures;
- Culturally responsive outreach practices.

Potential Monitoring & Progress Review

- Leadership Team Review
- MTSS / Data Meetings
- Walkthrough Cycles
- Family Feedback Review
- Climate Review



Potential Professional Learning Priorities

- Culturally Responsive Practices
- MTSS & Intervention
- Restorative Practices
- Data-Informed Instruction
- Inclusive Practices



REVERE Public Schools

RIGOR, RELEVANCE, RELATIONSHIPS, RESILIENCE

2026-2027
School Improvement & Equity Plan
Lincoln Elementary School



REVERE Public Schools

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RPS Mission

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.

RPS Core Values

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

RPS Vision

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





RPS Theory of Action

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 serve all students better;*
- *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 delivering cohesive information to families, increasing 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 among 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.*

Guiding Beliefs:

- *All students can learn with the right structure and support.*
- *All teachers can teach with the right mindset and support.*
- *All caregivers want their children to thrive.*
- *All students want to succeed.*
- *We do not have struggling students; we have instruction, curriculum, and school cultures that are struggling to build on students' strengths and address students' academic and SEL needs.*
- *Equity is a journey, not a destination.*

REVERE Public Schools
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Equity Reflection Questions

Effective school improvement requires more than the identification of goals and strategies. These Equity Reflection Questions support leadership teams in examining how decisions, practices, and outcomes impact student groups, identifying systemic barriers, elevating student and family voice, and promoting equitable outcomes for all students.

Instruction

- Are all students accessing rigorous learning opportunities?
- Which student groups may be underrepresented or underserved?
- What evidence demonstrates that all student groups are achieving at high levels?

Belonging

- Do students feel safe, valued, and connected?
- How do we know students experience a genuine sense of belonging?
- Whose voices may not yet be fully represented?

Family Engagement

- Are communication systems multilingual and accessible?
- How are families involved in shared decision-making?
- Which families are least engaged, and what barriers may be limiting participation?

Systems & Structures

- Which policies, practices, or structures may unintentionally create barriers for students or families?
- How are we addressing disparities through action?

Focus Area #1 – Teaching, Learning, Equity, 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 serve all students better.

Initiative 1	Smart Goal
Strengthen and advance the district's implementation of a multi-tiered system of supports (MTSS).	**Goal:** By June 2027, our school will strengthen MTSS implementation in literacy through the consistent use of data to identify student needs, target interventions, and monitor progress, increasing the number of students accessing Tier 1 grade-level instruction and meeting grade-level learning targets. **Data reviewed/analyzed for the creation of this goal:** DIBELS, STAR and Internal Measures. **Success Indicator:** 1. **STAR Literacy** ● By June 2027, at least 90% of students in grades 3–5 will meet or exceed their projected growth in STAR literacy from fall to spring. 2. **DIBELS** ● By June 2027, at least 90% of students in grades 3–5 will meet or exceed their projected growth in DIBELS from fall to spring.

REVERE Public Schools
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Indicators Of Progress

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Just Outcomes	• Educators regularly review student work and performance data, and take action to address students' learning needs. • Schools and educators proactively communicate with caregivers and students about academic performance and well-being, using multiple means of communication appropriate for caregivers' culture and language.
Marginalized Voices	• When talking to and about students, all educators use asset-based language and approaches. • Students feel a sense of safety, belonging, and ownership of their learning and connect their learning to their own lives and goals.
Imbalance of Power & Privilege	• Educators work with students to establish and uphold classroom and school-wide cultures that challenge imbalances of power and privilege.

Action Step	Timeline	Responsible Parties	Resources Needed	Measures of Success
BRIDGES/STORIES	Fall 2026-Winter 2027	Admin, Coaches	Presented by Harvard	Pre/post Assessments Dibels
Ignite Tutoring	September 2026 - June 2027	Admin, Coaches	DESE Grant	Pre/post Assessments Dibels

Ongoing MTSS PD	Ongoing - PGT and Principal Meetings	Admin, Coaches, Teacher Leaders		Increased Tiered support in the classroom
Adopt RPS MTSS Protocols and Resources for Data Analysis	Ongoing at PGTs and Principal's Meetings	Admin, Coaches and PGT Facilitators	Protocols from the MTSS Landing page	Student growth on STAR Assessment
Implement RPS First Grade Promise	Ongoing during PGT's, Daily Instruction	Admin, Coaches and PGT Facilitators	CCC, DIBELS, SIPPS, Family Connection	DIBELS

Focus Area #2 – Safety, Belonging, Well-being, and Inclusive School Culture

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 2	Smart Goal
Ensure students feel welcomed, engaged, and have an active role in the decision-making process	**Goal: By June of 2027, our school will** establish supportive structures, implementing positive behavioral frameworks that promote student accountability and ownership.

	Data reviewed/analyzed for the creation of this goal: • VOCAL student survey data • Attendance and chronic absenteeism data • Tardiness data • Behavioral incident data • Classroom observations and learning-walk evidence • Staff feedback **To measure this goal, we will:** • Review student belonging and engagement survey results throughout the year. • Monitor attendance, tardiness, behavioral incidents, and BBST referral data. • Gather student feedback and track opportunities for student voice, choice, and leadership. **Success Indicator:** • Student survey results will show growth in the percentage of students who report feeling safe, welcomed, valued, and connected at school. • Chronic absenteeism and tardiness will decrease from the 2025–2026 baseline. • Staff will report increased confidence in supporting classroom community, student regulation, and restorative problem-solving.

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Indicators Of Progress

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Just Outcomes	• Students are taught how to integrate, practice, and apply what they have learned within and across content areas and are given opportunities to wrestle with complex and authentic problems.
Marginalized Voices	• Students feel a sense of safety, belonging, and ownership of their learning and connect their learning to their own lives and goals.
Imbalance of Power & Privilege	• Students have opportunities to select, co-create, and design their own learning experiences.

Action Step	Timeline	Responsible Parties	Resources Needed	Measures of Success
School Wide Zones of Regulation Implementation	Introduced on Nov. 3 and then ongoing in classrooms, PGT and Principal's Meetings	Jen Daigle, Ashley Tarrentino, Paisley Slattery	Posters, Zones Curriculum	Minimize Behavior referrals
RJ as universal response to behavior	Ongoing in Principal Meetings, PGT and Classrooms	Christine Sagamang, Jennifer Daigle, Paisley Slattery	Circle Forward Books	Common use of language, respectful discourse

PD on the well-regulated classroom	Principal Meeting Nov. 16	Ashley Tarentino		Build understanding of how students can regulate
Consistent School Wide Behavioral Expectations & Response	Ongoing in Principal Meetings, PGT and Classrooms	ILT		

Focus Area #3 – Family Engagement, Community Partnership, and Communication
Objective: To strengthen our district's community connections through the delivery of cohesive information to families, increase volunteer and internship opportunities for students, and establish an organic multilingual, two-way communication system that bridges cultural and linguistic barriers to foster meaningful engagement across all stakeholders.

Initiative 3	**Smart Goal**
Increase family engagement, community partnership, and communication	**Goal: By June 2027, our school will strengthen family partnerships by increasing their connection to student learning data and developing increased opportunities for caregivers' voices to be heard.**

	Data reviewed/analyzed for the creation of this goal: ● ParentSquare communication and engagement data ● Family surveys and feedback ● Feedback from the Family Liaison, PTA, and staff **To measure this goal, we will:** ● Gather family feedback through surveys, conversations, and listening sessions. ● Track opportunities for families to provide input and participate in school decisions. **Success Indicator:** ● Caregivers self-reporting that they have a better understanding of how they can support their child at home. ● Family feedback is used to inform school programs, practices and decisions. ● Families have regular opportunities to ask questions, share ideas, and provide feedback.

Indicators Of Progress

Directions: Use the **Indicators of Educational Equity** to identify specific indicators that would demonstrate progress towards achieving your school goals. Importantly, an indicator can be the perfect choice even if it may take longer than one year to achieve this indicator. Indicators are an "indication" of progress, not an accountability measurement.

Just Outcomes	Schools and educators proactively communicate with caregivers and students about academic performance and well-being, using multiple means of communication appropriate for caregivers' culture and language.
Marginalized Voices	Staff and students are supported in learning about the lives, cultures, and ways of being of their students, families, and caregivers, as well as the community where they teach, work, and live.
Imbalance of Power & Privilege	Students, families, and caregivers participate in and contribute to collaborative planning and decision-making opportunities that are offered by the school.

Action Step	Timeline	Responsible Parties	Resources Needed	Measures of Success
Restructured Parent Coffee Time	Monthly	Grade level Teachers, Family Liaison	ParentSquare	Attendance at the events and parent feedback
Individual Parent/Student Data Review Sessions	Parent Conferences (Dec/March)	Coaches, Interventionists	ParentSquare, Signup Genius	Attendance at the meetings and parent feedback

Family Connection Afternoons	At least 5 times by June 2027	Administration, Coaches, Teachers	ParentSquare, Materials	Attendance at the meetings and parent feedback
Parent Guest Speakers	At least 5 times by June 2027	Administration, Coaches, Teachers, Family Liaison	ParentSquare, Signup Genius	Parent Participation

Continuous Improvement Commitment

This framework is intended to guide ongoing planning, implementation, and reflection. Schools should regularly review progress, use data to inform decision-making, and adjust strategies as needed to improve outcomes for all students.



Example

- Sample Model of a Smart Goal, Data Review and Analysis, Measurement

Potential Data Sources

- MCAS
- ACCESS
- DIBELS
- STAR
- Attendance Data
- VOCAL
- MCIEA
- Classroom Assessments
- Walkthrough Data
- Survey Data
- Climate Surveys
- Discipline Data
- Student Feedback
- Family Feedback
- MA Educator to Career Research and Data Hub



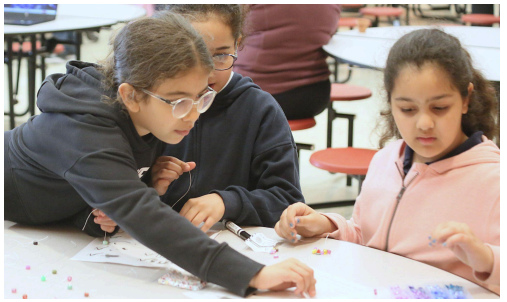
Potential Strategies

- Multilingual communication systems;
- Family listening sessions;
- Family engagement events;
- Partnerships with community organizations;
- Two-way communication structures;
- Culturally responsive outreach practices.



Potential Monitoring & Progress Review

- Leadership Team Review
- MTSS / Data Meetings
- Walkthrough Cycles
- Family Feedback Review
- Climate Review



Potential Professional Learning Priorities

- Culturally Responsive Practices
- MTSS & Intervention
- Restorative Practices
- Data-Informed Instruction
- Inclusive Practices



REVERE Public Schools

RIGOR, RELEVANCE, RELATIONSHIPS, RESILIENCE

2026-2027
School Improvement & Equity Plan
Paul Revere School

PAUL REVERE SCHOOL

REVERE Public Schools

RIGOR, RELEVANCE, RELATIONSHIPS, RESILIENCE

RPS Mission

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.

RPS Core Values

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

RPS Vision

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







RPS Theory of Action

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 serve all students better;*
- *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 delivering cohesive information to families, increasing 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 among 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.*

Guiding Beliefs:

- *All students can learn with the right structure and support.*
- *All teachers can teach with the right mindset and support.*
- *All caregivers want their children to thrive.*
- *All students want to succeed.*
- *We do not have struggling students; we have instruction, curriculum, and school cultures that are struggling to build on students' strengths and address students' academic and SEL needs.*
- *Equity is a journey, not a destination.*

REVERE Public Schools
RIGOR, RELEVANCE, RELATIONSHIPS, RESILIENCE

Equity Reflection Questions

Effective school improvement requires more than the identification of goals and strategies. These Equity Reflection Questions support leadership teams in examining how decisions, practices, and outcomes impact student groups, identifying systemic barriers, elevating student and family voice, and promoting equitable outcomes for all students.

Instruction

- Are all students accessing rigorous learning opportunities?
- Which student groups may be underrepresented or underserved?
- What evidence demonstrates that all student groups are achieving at high levels?

Belonging

- Do students feel safe, valued, and connected?
- How do we know students experience a genuine sense of belonging?
- Whose voices may not yet be fully represented?

Family Engagement

- Are communication systems multilingual and accessible?
- How are families involved in shared decision-making?
- Which families are least engaged, and what barriers may be limiting participation?

Systems & Structures

- Which policies, practices, or structures may unintentionally create barriers for students or families?
- How are we addressing disparities through action?

Focus Area #1 – Teaching, Learning, Equity, 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 serve all students better.

Initiative 1	Smart Goal
Strengthen and advance the district's implementation of a multi-tiered system of supports (MTSS).	**Goal:** By June 2027, our school will strengthen MTSS implementation in literacy through the consistent use of data to identify student needs, target interventions, and monitor progress, increasing the number of students accessing Tier 1 grade-level instruction and meeting grade-level learning targets. **Data reviewed/analyzed for the creation of this goal:** MCAS, ACCESS, STAR, DIBELS and internal data. **Success Indicator:** **1. STAR Literacy** • By June 2027, at least 90% of students in grades 3–5 will meet or exceed their projected growth in STAR literacy from fall to spring. **2. DIBELS** • By June 2027, at least 90% of students will meet or exceed their projected growth in DIBELS from fall to spring.

Indicators Of Progress

Directions: Use the **Indicators of Educational Equity** to identify specific indicators that would demonstrate progress towards achieving your school goals. Importantly, an indicator can be the perfect choice even if it may take longer than one year to achieve this indicator. Indicators are an "indication" of progress, not an accountability measurement.

Just Outcomes	• Educators regularly review student work and performance data, and take action to address students' learning needs. • Schools and educators proactively communicate with caregivers and students about academic performance and well-being, using multiple means of communication appropriate for caregivers' culture and language.
Marginalized Voices	• When talking to and about students, all educators use asset-based language and approaches. • Students feel a sense of safety, belonging, and ownership of their learning and connect their learning to their own lives and goals.
Imbalance of Power & Privilege	• Educators work with students to establish and uphold classroom and school-wide cultures that challenge imbalances of power and privilege.

Action Step	Timeline	Responsible Parties	Resources Needed	Measures of Success
BRIDGES/STORIES	Fall 2026-Winter 2027	Admin, Coaches	Presented by Harvard	Pre/post Assessments Dibels

Ignite Tutoring	September 2026 - June 2027	Admin, Coaches	DESE Grant	Pre/post Assessments Dibels
Ongoing MTSS PD	Ongoing - PGT and Principal Meetings	Admin, Coaches, Teacher Leaders		Increased Tiered support in the classroom

Focus Area #2 – Safety, Belonging, Well-being, and Inclusive School Culture

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 2	Smart Goal
Ensure students feel welcomed, engaged, and have an active role in the decision-making process	**Goal: By June of 2027, our school will** establish supportive structures, implementing positive behavioral frameworks that promote student accountability and ownership. **Data reviewed/analyzed for the creation of this goal:** • VOCAL student survey data • Attendance and chronic absenteeism data • Tardiness data • Behavioral incident data • Classroom observations and learning-walk evidence

	To measure this goal, we will: ● Review student belonging and engagement survey results throughout the year. ● Monitor attendance, tardiness, behavioral incidents, and BBST referral data. ● Gather student feedback and track opportunities for student voice, choice, and leadership. **Success Indicator:** ● Student survey results will show growth in the percentage of students who report feeling safe, welcomed, valued, and connected at school. ● Chronic absenteeism and tardiness will decrease from the 2025–2026 baseline. ● Staff will report increased confidence in supporting classroom community, student regulation, and restorative problem-solving.

REVERE Public Schools
RIGOR, RELEVANCE, RELATIONSHIPS, RESILIENCE

Indicators Of Progress

Directions: Use the **Indicators of Educational Equity** to identify specific indicators that would demonstrate progress towards achieving your school goals. Importantly, an indicator can be the perfect choice even if it may take longer than one year to achieve this indicator. Indicators are an "indication" of progress, not an accountability measurement.

Just Outcomes	• Students are taught how to integrate, practice, and apply what they have learned within and across content areas and are given opportunities to wrestle with complex and authentic problems.
Marginalized Voices	• Students feel a sense of safety, belonging, and ownership of their learning and connect their learning to their own lives and goals.
Imbalance of Power & Privilege	• Students have opportunities to select, co-create, and design their own learning experiences.

Action Step	Timeline	Responsible Parties	Resources Needed	Measures of Success
Zones of Regulation PGT	September 2026-June 2027	Grade level teams, SACs, other		Increase of student self-regulation
Zones of Regulation Classroom Lessons	September 2026-June 2027	School Adjustment Counselors		Increase of student self-regulation
PD on the well-regulated classroom	September 16, 2026	Jessica Benedosso, OT and all staff		Build understanding of how students can regulate

Focus Area #3 – Family Engagement, Community Partnership, and Communication
Objective: To strengthen our district's community connections through the delivery of cohesive information to families, increase volunteer and internship opportunities for students, and establish an organic multilingual, two-way communication system that bridges cultural and linguistic barriers to foster meaningful engagement across all stakeholders.

Initiative 3	Smart Goal
Increase family engagement, community partnership, and communication	**Goal: By June 2027, our school will strengthen family partnerships by increasing their connection to student learning data and developing increased opportunities for caregivers' voices to be heard.** **Data reviewed/analyzed for the creation of this goal:** • ParentSquare communication and engagement data • Family surveys and feedback • Feedback from the Family Liaison, PTO, and staff • Participation at assessment review conferences

	To measure this goal, we will: ● Gather family feedback through surveys, conversations, and listening sessions. ● Track opportunities for families to provide input and participate in school decisions. **Success Indicator:** ● Caregivers self-reporting that they have a better understanding of how they can support their child at home. ● Family feedback is used to inform school programs, practices and decisions. ● Families have regular opportunities to ask questions, share ideas, and provide feedback.

REVERE Public Schools
RIGOR, RELEVANCE, RELATIONSHIPS, RESILIENCE

Indicators Of Progress

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Just Outcomes	Schools and educators proactively communicate with caregivers and students about academic performance and well-being, using multiple means of communication appropriate for caregivers' culture and language.
Marginalized Voices	The diversity of the student population is reflected in clubs, extracurricular activities, and other groups, and students are encouraged and supported to create new groups to meet the needs of underrepresented identities.
Imbalance of Power & Privilege	Students, families, and caregivers participate in and contribute to collaborative planning and decision-making opportunities that are offered by the district.

Action Step	Timeline	Responsible Parties	Resources Needed	Measures of Success
Facilitate at least two caregiver data review sessions	December 2026 March 2027 Parent Conferences	Coaches Interventionists	Data reports Parent Square	Attendance at events Caregiver feedback
Family Surveys	Ongoing	Admin PRE Committees	Self-created surveys	Participation Caregiver feedback
Upgraded Parent Coffee Time	Monthly	Grade level Teachers, Family Liaison	ParentSquare Community Partners	Attendance at events Caregiver feedback

Continuous Improvement Commitment

This framework is intended to guide ongoing planning, implementation, and reflection. Schools should regularly review progress, use data to inform decision-making, and adjust strategies as needed to improve outcomes for all students.



Example

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Potential Strategies

- Multilingual communication systems;
- Family listening sessions;
- Family engagement events;
- Partnerships with community organizations;
- Two-way communication structures;
- Culturally responsive outreach practices.



Potential Monitoring & Progress Review

- Leadership Team Review
- MTSS / Data Meetings
- Walkthrough Cycles
- Family Feedback Review
- Climate Review



Potential Professional Learning Priorities

- Culturally Responsive Practices
- MTSS & Intervention
- Restorative Practices
- Data-Informed Instruction
- Inclusive Practices



REVERE Public Schools

RIGOR, RELEVANCE, RELATIONSHIPS, RESILIENCE

2026-2027
School Improvement & Equity Plan
A.C. Whelan Elementary School

RPS Mission

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.

RPS Core Values

- Student Agency and Ownership

- High Expectations and Productive Struggle with Personalized Support
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- Innovation, Collaboration, and Growth

RPS Vision

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RPS Theory of Action

IF our district:

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- *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 delivering cohesive information to families, increasing 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 among 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.*

Guiding Beliefs:

- *All students can learn with the right structure and support.*
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- *All caregivers want their children to thrive.*
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Equity Reflection Questions

Effective school improvement requires more than the identification of goals and strategies. These Equity Reflection Questions support leadership teams in examining how decisions, practices, and outcomes impact student groups, identifying systemic barriers, elevating student and family voice, and promoting equitable outcomes for all students.

Instruction

- Are all students accessing rigorous learning opportunities?
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- What evidence demonstrates that all student groups are achieving at high levels?

Belonging

- Do students feel safe, valued, and connected?
- How do we know students experience a genuine sense of belonging?
- Whose voices may not yet be fully represented?

Family Engagement

- Are communication systems multilingual and accessible?
- How are families involved in shared decision-making?
- Which families are least engaged, and what barriers may be limiting participation?

Systems & Structures

- Which policies, practices, or structures may unintentionally create barriers for students or families?
- How are we addressing disparities through action?

Focus Area #1 – Teaching, Learning, Equity, 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 serve all students better.

Initiative 1	Smart Goal
Strengthen and advance the district's implementation of a multi-tiered system of supports (MTSS).	**Goal:** By June 2027, Whelan educators will strengthen Tier 1 instruction through consistent implementation of our three Big Rocks—differentiation, purposeful small-group instruction, and student discourse. Educators will use assessment data to respond to student needs, while Learning Pit practices will support productive struggle, resilience, independence, and deeper learning. Progress will be measured through learning walks, student work, assessment data, instructional planning, and staff reflection. **Data reviewed/analyzed for the creation of this goal:** ● DIBELS, STAR, MCAS, and classroom assessment data ● Student work and formative assessment evidence ● MTSS and progress-monitoring data ● Learning-walk observations ● Staff reflection and feedback ● Student engagement and discourse evidence **Success Indicator:** ● Growth in student achievement from beginning- to end-of-year assessments. ● Increased evidence of differentiation, purposeful small-group instruction, and student discourse across classrooms. ● Students increasingly do the thinking, talking, explaining, and problem-solving. ● Flexible groups and instructional supports are based on current student needs. ● Students demonstrate greater independence, resilience, and willingness to engage in productive struggle. ● Staff consistently use formative assessment to make instructional decisions.

	• More students have equitable access to rigorous learning, appropriate support, and enrichment. A concise way to explain the connection is: MTSS provides the framework. Our three Big Rocks define strong Tier 1 instruction. The Learning Pit develops the resilience, independence, and productive struggle students need to experience success.

Indicators Of Progress

Directions: Use the **Indicators of Educational Equity** to identify specific indicators that would demonstrate progress towards achieving your school goals. Importantly, an indicator can be the perfect choice even if it may take longer than one year to achieve this indicator. Indicators are an "indication" of progress, not an accountability measurement.

Just Outcomes	**All student groups demonstrate academic growth and equitable access to rigorous Tier 1 instruction, timely intervention, and enrichment.**
Marginalized Voices	**Student work, engagement evidence, and feedback from multilingual learners, students with disabilities, and students receiving intervention are used to evaluate access and improve instruction.** **When talking to and about students, all educators use asset-based language and approaches.**
Imbalance of Power & Privilege	**Achievement, progress-monitoring, and access data are reviewed across student groups. Staffing, instructional supports, grouping, and resources are adjusted when disparities are identified.**

Action Step	Timeline	Responsible Parties	Resources Needed	Measures of Success
Book Club during PGT *Teach Brilliantly* by James Nottingham	**2x per month**	**The Learning Pit Team, PGT Facilitators, Admin**	**Books & PD Plan**	**End of year educator reflections**
Professional Development on Whelan's Big Rocks	**Principal Meetings**	**Admin Team, ILT, Coaches**	**Plan and Structure for PD**	**Exit Tickets for each PD**

connected to Focus Area 1				
Meet with PGT Facilitators	**1x per month**	**Admin. Team & PGT Facilitators**	**Agenda for meeting**	
Implement a 10-week, in-person Harvard high-dose comprehension tutoring program for identified students in Grades 2 and 3.	**10-week cycle during the 2026-2027 school year**	**Harvard research team, administration, Grades 2-3 teachers, and tutors**	**Research-based assessment, tutoring materials, schedules, space, and progress-monitoring tools**	**Students are identified and enrolled; attendance and dosage are monitored; progress data demonstrate growth in reading comprehension.**
Provide identified Grade 1 students with one-on-one Ignite Reading tutoring in foundational literacy.	**Daily throughout the 2026-2027 school year**	**Ignite Reading, Grade 1 teachers, literacy staff, and administration**	**Ignite Reading platform, devices, schedule, assessment data, and data-meeting structure**	**Students participate consistently; data meetings occur as scheduled; progress data demonstrate growth in foundational literacy.**
Implement district progress-monitoring cycles, including a Grades 1 and 2 PGT pilot with stakeholder data meetings.	**Ongoing throughout the 2026-2027 school year**	**Administration, coaches, teachers, interventionists, and specialists**	**District assessments, monitoring tools, data protocols, and PGT meetings**	**Cycles and meetings occur as scheduled; instructional next steps are documented and adjusted using student data.**
Use the district K-5 Implementation Essentials, regular classroom observations,	**Ongoing throughout the 2026-2027 school year**	**Administration and literacy coaches**	**K-5 Implementation Essentials, observation and feedback tools,**	**Observation and feedback cycles show increased consistency with district literacy priorities; student**

actionable feedback, and ongoing monitoring to strengthen consistent, high-quality literacy instruction.			**curriculum resources, and student data**	**evidence informs continued support and professional learning.**
Implement the First Grade Promise beginning in Kindergarten through assessment, progress monitoring, targeted intervention, and collaborative data review so students leave Grade 1 reading successfully.	**Beginning in Kindergarten and continuing through Grade 1**	**Kindergarten and Grade 1 teachers, literacy staff, interventionists, coaches, and administration**	**Core literacy curriculum, assessments, progress-monitoring tools, intervention resources, and collaborative data review**	**Needs are identified early; targeted supports are implemented and monitored; more students leave Grade 1 reading successfully.**

Focus Area #2 – Safety, Belonging, Well-being, and Inclusive School Culture

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 2	Smart Goal

Ensure students feel welcomed, engaged, and have an active role in the decision-making process	**Goal:** By June 2027, Whelan will strengthen schoolwide practices that promote belonging, student voice, accountability, and ownership. Through consistent implementation of Open Circle, student leadership opportunities, and targeted attendance supports, students will demonstrate increased feelings of belonging and engagement, improved readiness to learn, and greater ownership of their choices and learning. Progress will be measured through student surveys, MCIEA and VOCAL data, attendance and tardiness data, classroom observations, and student participation in leadership and decision-making opportunities. **Data reviewed/analyzed for the creation of this goal:** ● MCIEA survey data ● VOCAL student survey data ● Attendance and chronic absenteeism data ● Tardiness data ● Behavioral incident data ● Classroom observations and learning-walk evidence ● Student and staff feedback ● Implementation of Open Circle & shared language **To measure this goal, we will:** ● Review student belonging and engagement survey results throughout the year. ● Monitor attendance, tardiness, behavioral incidents, and BBST referral data. ● Use learning walks and staff reflection to monitor Open Circle and regulation practices. ● Gather student feedback and track opportunities for student voice, choice, and leadership. ● Review data across student groups to ensure equitable outcomes and opportunities. **Success Indicator:** ● Student survey results will show growth in the percentage of students who report feeling safe, welcomed, valued, and connected at school. ● Open Circle will be evident consistently across classrooms.

	• Chronic absenteeism and tardiness will decrease from the 2025–2026 baseline. • Staff will report increased confidence in supporting classroom community, student regulation, and restorative problem-solving.

Indicators Of Progress

Directions: Use the **Indicators of Educational Equity** to identify specific indicators that would demonstrate progress towards achieving your school goals. Importantly, an indicator can be the perfect choice even if it may take longer than one year to achieve this indicator. Indicators are an "indication" of progress, not an accountability measurement.

Just Outcomes	**All student groups report feeling safe, welcomed, valued, connected, and able to influence their learning and school community.**
Marginalized Voices	**The voices of students who are chronically absent, receive behavioral support, have disabilities, or may feel less connected are intentionally gathered and used to shape school practices.**
Imbalance of Power & Privilege	**Attendance, behavioral, referral, belonging, and leadership data are reviewed across student groups. Adult practices and access to decision-making opportunities are adjusted when inequities are identified.**

Action Step	Timeline	Responsible Parties	Resources Needed	Measures of Success
Monthly Morning Meetings implemented	Ongoing throughout the 2026-2027 school year	D. Gallucci & MMM Team	Slides, Data to celebrate, Supplies for student celebrations	Student & Staff Feedback
MMM monthly values shared with staff, students & families	Ongoing throughout the 2026-2027 school year	Administration Team & MMM Team	ParentSquare for posting & School Website	Monthly values consistently shared through MMM, ParentSquare, and the school website to reinforce Whelan's schoolwide values and expectations.
Student Belonging Survey	Fall & Spring	Administration Team	Student-Friendly Survey K-5	Analysis of data
Student Leadership Council created	Ongoing throughout the 2026-2027 school year	L. Conrad & A. Ross	Plan for school year	Participation and student feedback
Observation of Open Circle	1x per month	R. Shanley	Schedule of Open Circle	Students are participating in Open Circle consistently
Tier 1 Attendance Team	Weekly	Administration Team & Counseling Team	Hoonuit, PBIS	Analyze & Compare data from last school year to SY 26-27

Focus Area #3 – Family Engagement, Community Partnership, and Communication
Objective: To strengthen our district's community connections through the delivery of cohesive information to families, increase volunteer and internship opportunities for students, and establish an organic multilingual, two-way communication system that bridges cultural and linguistic barriers to foster meaningful engagement across all stakeholders.

Initiative 1	Smart Goal
Increase family engagement, community partnership, and communication	**Goal:** By June 2027, Whelan will strengthen partnerships with families by establishing consistent monthly Family Coffee Hours, expanding multilingual and accessible communication, and creating more opportunities for families to share feedback and participate in school decision-making. Progress will be measured through family participation, feedback, communication data, and evidence that family input informs school practices and decisions. **Data reviewed/analyzed for the creation of this goal:** ● Family Coffee Hour participation & Family event attendance ● ParentSquare communication and engagement data ● Family surveys and feedback ● Participation across different family groups ● Feedback from the Family Liaison, PTA, and staff ● School Improvement Council participation and input **To measure this goal, we will:** ● Track participation in monthly Family Coffee Hours and other family events. ● Gather family feedback through surveys, conversations, and listening sessions.

	• Monitor the accessibility and effectiveness of multilingual communication. • Track opportunities for families to provide input and participate in school decisions. • Review participation across family groups to identify and address barriers to engagement. **Success Indicator:** • Monthly Family Coffee Hours are held consistently with topics connected to family needs and school priorities. • Family participation in Coffee Hours and other school events increases. • More families report that school communication is clear, timely and accessible. • Families have regular opportunities to ask questions, share ideas, and provide feedback. • Family feedback is used to inform school programs, practices, and decisions. • A broader and more representative group of families participates in school activities and leadership opportunities. • Staff demonstrate increased understanding of authentic family partnership practices.

Indicators Of Progress

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Just Outcomes	**Families across language, cultural, and student groups have equitable access to information, school events, feedback opportunities, and meaningful participation in school decisions.**
Marginalized Voices	**Multilingual surveys, listening opportunities, Coffee Hours, and direct outreach are used to hear from families who have been less represented or engaged.**

Imbalance of Power & Privilege	Families share influence through two-way communication, the School Improvement Council, Coffee Hours, and other decision-making structures. Language, scheduling, technology, and access barriers are identified and addressed.

Action Step	Timeline	Responsible Parties	Resources Needed	Measures of Success
Coffee Hours	1x per month	R. Shanley (Principal) & J. Giraldo (Family Liaison)	Plan & Schedule	Feedback from caregivers
Create and share family/caregiver survey	3x per year	R. Shanley & J. Giraldo	Google Form	Analysis of data
Equity/Family Engagement Book Club *Natural Allies* by Soo Hong	Ongoing throughout the 2026-2027 school year	R. Shanley & Book Club Team	Books	Take-aways identified, connections to our work and next steps for Whelan shared with staff in June
Track number of families in attendance at all events	Ongoing throughout the 2026-2027 school year	J. Giraldo (Family Liaison)	Sign in sheets from events and spreadsheet	Analysis of data & compared to last year's attendance of caregivers at events

Continuous Improvement Commitment

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Example

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- Student Feedback
- Family Feedback
- MA Educator to Career Research and Data Hub

Potential Strategies

- Multilingual communication systems;
- Family listening sessions;
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- Partnerships with community organizations;
- Two-way communication structures;
- Culturally responsive outreach practices.



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- Leadership Team Review
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Potential Professional Learning Priorities

- Culturally Responsive Practices
- MTSS & Intervention



- Restorative Practices
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2026-2027
School Improvement & Equity Plan
Garfield Middle School



REVERE Public Schools

RIGOR, RELEVANCE, RELATIONSHIPS, RESILIENCE

RPS Mission

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.

RPS Core Values

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

RPS Vision

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





RPS Theory of Action

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 serve all students better;*
- *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 delivering cohesive information to families, increasing 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 among 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.*

Guiding Beliefs:

- *All students can learn with the right structure and support.*
- *All teachers can teach with the right mindset and support.*
- *All caregivers want their children to thrive.*
- *All students want to succeed.*
- *We do not have struggling students; we have instruction, curriculum, and school cultures that are struggling to build on students' strengths and address students' academic and SEL needs.*
- *Equity is a journey, not a destination.*

Equity Reflection Questions

Effective school improvement requires more than the identification of goals and strategies. These Equity Reflection Questions support leadership teams in examining how decisions, practices, and outcomes impact student groups, identifying systemic barriers, elevating student and family voice, and promoting equitable outcomes for all students.

Instruction

- Are all students accessing rigorous learning opportunities?
- Which student groups may be underrepresented or underserved?
- What evidence demonstrates that all student groups are achieving at high levels?

Belonging

- Do students feel safe, valued, and connected?
- How do we know students experience a genuine sense of belonging?
- Whose voices may not yet be fully represented?

Family Engagement

- Are communication systems multilingual and accessible?
- How are families involved in shared decision-making?
- Which families are least engaged, and what barriers may be limiting participation?

Systems & Structures

- Which policies, practices, or structures may unintentionally create barriers for students or families?
- How are we addressing disparities through action?

Focus Area #1 – Teaching, Learning, Equity, 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 serve all students better.

Initiative 1	Smart Goal
Strengthen and advance the district's implementation of a multi-tiered system of supports (MTSS).	**Goal:** By June 2027, our school will strengthen MTSS implementation through the consistent use of data to identify student needs, target interventions, and monitor progress, increasing the number of students accessing Tier 1 grade-level instruction and meeting grade-level learning targets. **Data reviewed/analyzed for the creation of this goal:** MCAS, DESE Accountability Rubric, ACCESS, and STAR **Success Indicator:** Improved student outcomes as measured by MCAS, ACCESS and STAR.

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Indicators Of Progress

Directions: Use the **Indicators of Educational Equity** to identify specific indicators that would demonstrate progress towards achieving your school goals. Importantly, an indicator can be the perfect choice even if it may take longer than one year to achieve this indicator. Indicators are an "indication" of progress, not an accountability measurement.

Just Outcomes	The school has a system of support that identifies student learning needs and provides effective, timely interventions, both inside and outside the classroom, that impact student learning.
Marginalized Voices	Students feel a sense of safety, belonging, and ownership of their learning and connect their learning to their own lives and goals.
Imbalance of Power & Privilege	Educators ask for and act on student feedback on classroom, school, and district practices, procedures, and policies.

Action Step	Timeline	Responsible Parties	Resources Needed	Measures of Success
Administrators provide continuous feedback to educators through the educator growth system in response to meeting all students' needs (i.e. classroom implementation of MTSS)	2026/ongoing	Building Admin		Improved student outcomes on MCAS and ACCESS

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.	2026/ongoing	Instructional and Math Coaches Grade Level Teachers ML Teachers Special Education Teachers	STAR Assessments	Improved student outcomes on MCAS and ACCESS Closed learning gaps
We will utilize available reading assessments to identify our most at risk students in need of phonics and/or fluency instruction.	2026/ongoing	Instructional Coach Reading Interventionists	Reading and STAR Assessments	Improved reading scores as measured by appropriate assessments
We will implement Adolescent Keys to Literacy across content areas to standardize writing and literacy strategies.	2026/ongoing	Instructional Coach Grade Level/Content Teachers	Keys to Literacy Modules	Consistency strategy implementation across content areas Improved MCAS writing outcomes

Focus Area #2 – Safety, Belonging, Well-being, and Inclusive School Culture
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 2	Smart Goal
Ensure students feel welcomed, engaged, and have an active role in the decision-making process	**Goal:** By June 2027, GMS will increase students' sense of belonging and connectedness, as reflected by typical attendance measures, through strengthened adult relationships and increased opportunities for student voice and self-advocacy. **Data reviewed/analyzed for the creation of this goal:** Daily attendance, Chronic absenteeism, MCIEA Survey **To measure this goal, we will:** regularly monitor and assess daily attendance and chronic absenteeism rates utilizing Hoonuit and MBA reports **Success Indicator:** Improved attendance metrics and students' self-reported sense of belonging through appropriate surveys.

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Just Outcomes	Educators regularly review discipline, attendance, achievement, and other data to combat biased policies and practices**.**
Marginalized Voices	The diversity of the student population is reflected in clubs, extracurricular activities, and other groups, and students are encouraged and supported to create new groups to meet the needs of underrepresented identities.
Imbalance of Power & Privilege	Students have opportunities to select, co-create, and design their own learning experiences**.**

Action Step	Timeline	Responsible Parties	Resources Needed	Measures of Success
We will provide students with choice in scheduling electives at grades 7 and 8.	2026/ongoing	GMS Admin Guidance	Appropriate surveys	Majority of grade 7 and 8 students scheduled into preferred electives.
We will increase club and before/after-school offerings.	2026/ongoing	GMS Admin Building staff	Appropriate space and staff	Documented increase and/or new offerings

We will increase attendance communications to families and students.	2026/ongoing	GMS Admin Guidance Adjustment Counselors Parent Liaison	Attendance reports Standardized attendance letters Interpreters	Improved attendance metrics
We will hold weekly attendance team meetings with actionable outcomes.	2026/ongoing	GMS Admin Attendance Team Parent Liaison	Attendance reports	Improved attendance metrics

Focus Area #3 – Family Engagement, Community Partnership, and Communication
Objective: To strengthen our district's community connections through the delivery of cohesive information to families, increase volunteer and internship opportunities for students, and establish an organic multilingual, two-way communication system that bridges cultural and linguistic barriers to foster meaningful engagement across all stakeholders.

Initiative 3	**Smart Goal**

Increase family engagement, community partnership, and communication	**Goal:** By June 2027, GMS will increase awareness of, and engagement in, school wide events and student progress through improved two-way communication with families. **Data reviewed/analyzed for the creation of this goal:** Parent Square, event turnout, conversations with staff, conversations with parent liaison **To measure this goal, we will:** document family communications via Parent Square and personal phone calls to establish an objective baseline of family communication to be used to quantify data going forward **Success Indicator:** Year to year, family communications regarding school wide events and students' academic progress will improve.

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Just Outcomes	Schools and educators proactively communicate with caregivers and students about academic performance and well-being, using multiple means of communication appropriate for caregivers' culture and language
Marginalized Voices	All educators work to design a safe, brave, and supportive learning environment by building relationships, listening to students and caregivers, and employing asset-based and restorative approaches to teaching, learning, and behavior.
Imbalance of Power & Privilege	Students, families, and caregivers participate in and contribute to collaborative planning and decision-making opportunities that are offered by the district.

Action Step	Timeline	Responsible Parties	Resources Needed	Measures of Success
Establish building wide expectations on Parent Square usage.	October 2026/ongoing	GMS Admin	PGT time	Completion of PGT meetings
Establish building wide expectations on phone calls to families	November 2026/ongoing	GMS Admin	November Principal's meeting	Completion of Principal m

regarding student progress.				
Establish a building wide tracking system for phone calls to families.	November 2026	GMS Admin	Google Suite	Creation of form completed
Monitoring of Parent Square metrics.	ongoing	GMS Admin	Parent Square	Teacher usage of Parent Square
Monitoring of tracking system for phone calls.	ongoing	GMS Admin	Google Suite	Teacher usage of tracking system

Focus Area
Objective:

	Smart Goal
	Goal:

	Data reviewed/analyzed for the creation of this goal: **To measure this goal, we will:** **Success Indicator:**

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Just Outcomes	
Marginalized Voices	
Imbalance of Power & Privilege	

Action Step	Timeline	Responsible Parties	Resources Needed	Measures of Success

Continuous Improvement Commitment

This framework is intended to guide ongoing planning, implementation, and reflection. Schools should regularly review progress, use data to inform decision-making, and adjust strategies as needed to improve outcomes for all students.



Example

- Sample Model of a Smart Goal, Data Review and Analysis, Measurement

Potential Data Sources

- MCAS
- ACCESS
- DIBELS
- STAR
- Attendance Data
- VOCAL
- MCIEA
- Classroom Assessments
- Walkthrough Data
- Survey Data
- Climate Surveys
- Discipline Data
- Student Feedback
- Family Feedback
- MA Educator to Career Research and Data Hub



Potential Strategies

- Multilingual communication systems;
- Family listening sessions;
- Family engagement events;
- Partnerships with community organizations;
- Two-way communication structures;
- Culturally responsive outreach practices.



Potential Monitoring & Progress Review

- Leadership Team Review
- MTSS / Data Meetings
- Walkthrough Cycles
- Family Feedback Review
- Climate Review



Potential Professional Learning Priorities

- Culturally Responsive Practices
- MTSS & Intervention
- Restorative Practices
- Data-Informed Instruction
- Inclusive Practices



REVERE Public Schools

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2026-2027
School Improvement & Equity Plan
Rumney Marsh Academy



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RPS Vision

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RPS Theory of Action

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Family Engagement

- Are communication systems multilingual and accessible?
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Focus Area #1 – Teaching, Learning, Equity, and Leading
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	Success Indicator: At least 80% of classrooms demonstrate consistent use of HQIM with grade-level, rigorous Tier 1 instruction (walkthrough data); STAR median growth percentile 50% or greater for all students and 55% or greater for lowest-performing quartile; ACCESS progress toward target rate improves, reduced percentage of students requiring Tier 2 and Tier 3 academic intervention.

Indicators Of Progress

Just Outcomes	**All students, including students with disabilities, English Learners, and historically underserved groups, access and succeed in grade-level Tier 1 instruction; achievement and growth gaps narrow on STAR, MCAS, and ACCESS.**
Marginalized Voices	**Student voice and choice are embedded in lesson design, data teams and PGTs regularly include perspectives of educators serving the most marginalized students, student feedback on learning experiences is collected and acted upon.**
Imbalance of Power & Privilege	**Decision-making about interventions, scheduling, and professional learning is shared with teacher leaders and support staff; resource allocation prioritizes classrooms and student groups with the greatest need.**

Action Step	Timeline	Responsible Parties	Resources Needed	Measures of Success
Monitor implemented HQIM with fidelity across all content areas; conduct regular instructional walkthroughs focused on Tier 1 quality and literacy integration.	**September 2026 - June 2027; monthly walkthrough cycles**	**Admin team, coaches, curriculum directors, teacher leaders**	**HQIM materials, walkthrough rubric based on our instructional priorities, coaching time, PGT time**	**At least 80% of observed lessons show grade-level HQIM use and evidence of MTSS strategies**
Use data teams and PGT cycles to analyze student	**Bi-weekly data teams; on-going PGTs**	**MTSS Planning Team, PGT Facilitators, Special**	**STAR/ACCESS data platforms, common**	**Documented instructional**

work, STAR, ACCESS, and formative data; refine Tier 1 and Tier 2 instruction and interventions in real time		Education Coordinator, Teachers	assessment protocols, intervention resources	adjustments (lesson plans); increased percentage of students meeting growth targets
Provide differentiated professional learning, coaching, peer observation, and mentoring aligned to MTSS and deeper learning principles	Ongoing; embedded in PGT and early release days (Principal's Meeting)	Admin, Coaches, District Curriculum Leaders, Teacher Leaders	PD Calendar, coaching caseloads, peer-observation protocols	Teacher feedback on PD usefulness; improved observation ratings on MTSS/deeper learning indicators
Align lesson planning and assessments to grade-level, rigorous, deeper learning outcomes that include student voice and choice.	September 2026 - June 2027	Teachers, coaches, administrators	Lesson plan feedback, UDL resources, student choice protocols	Lesson plans and student work samples reflect voice & choice as well as grade-level rigor
Maintain a coherent system for ongoing academic, behavioral and social emotional progress monitoring and response (MTSS)	Ongoing; progress reviews every 6-8 weeks	MTSS Planning Team, BBST coordinator; Special education coordinator; guidance counselor, social workers, administration	Progress monitoring tools, meeting time	Clear entry and exit criteria; timely and flexible movement of students across tiers; improved outcomes for monitored students

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Focus Area #2 – Safety, Belonging, Well-being, and Inclusive School Culture

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 2	Smart Goal
Ensure students feel welcomed, engaged, and have an active role in the decision-making process	**Goal:** By June 2027, at least 80% of RMA students will report feeling safe, welcomed, and that they have a meaningful voice in school decisions (as measured by climate/VOCAL/belonging surveys). Chronic absenteeism will decrease by at least 5 percentage points, and discipline incidents will decrease with equitable outcomes across student groups. **Data reviewed/analyzed for the creation of this goal:** Student surveys (fall/spring); attendance and chronic-absenteeism data; discipline referral data (disaggregated); student focus-group feedback; advisory and RJ participation rates. **To measure this goal, we will:** Administer surveys fall and spring; monitor attendance weekly and chronic absenteeism monthly; review discipline data monthly (disaggregated by race, EL status, SWD, gender); track student leadership and extracurricular participation; collect qualitative feedback through advisory and student council. **Success Indicator:** At least 80% of students report feeling safe and a sense of belonging; chronic absenteeism reduced by at least 5 percentage points; discipline referrals decrease and gaps narrow; increase diverse student representation in

	leadership roles and extracurriculars; positive student feedback on voice and agency on surveys.

Indicators Of Progress

Just Outcomes	All students experience a safe, supportive learning environment; belonging and attendance improve for every subgroup; discipline outcomes are equitable.
Marginalized Voices	Student voice is systematically elevated through advisory, student council, peer leadership and survey feedback loops; marginalized students are actively recruited into leadership and enrichment opportunities.
Imbalance of Power & Privilege	Restorative practices and positive behavioral frameworks are applied consistently; decision-making about school culture includes student and family input; adults examine and address adult biases that affect student experiences.

Action Step	Timeline	Responsible Parties	Resources Needed	Measures of Success
Expand advisory, restorative justice (RJ) circles, and peer leadership/mentoring opportunities so every student has structured chances to build relationships and exercise voice	**September 2026 - June 2027**	**RJ Interventionist, guidance counselor, social workers, admin team, teacher leaders**	**RJ curriculum/materials; advisory curriculum (Wayfinder); meeting time**	**Increased RJ circle participation; student survey items on voice and relationships improve; peer leaders (RJ fellows) active in all grades**

Strengthen family engagement through accessible, multilingual events, surveys, flexible meeting formats; Parent Caregiver Coffees focused on belonging and student success	**Ongoing; monthly coffee events**	**Family liaison; admin team, guidance counselor, teachers**	**ParentSquare; translation/interpretation; event supplies**	**Increased family attendance at events; positive family survey feedback on feeling welcomed**
Increase access to extracurricular, arts, athletics, and enrichment programes; actively remove barriers (cost, transportation, information, scheduling) especially for underserved students	**Ongoing recruitment; mid-year participation audit**	**Admin team, Club advisors, Athletic director, Family liaison**	**Program budgets; transportation solutions; multilingual outreach**	**Higher and more diverse participation rates; reduced cost/transport barriers reported**
Provide ongoing staff and student cultural competency and equity learning; embed equity reflection in team meetings and data reviews.	**Ongoing PD; embedded in PGT protocols and staff meetings**	**Admin team, equity coordinator, equity ambassador, teacher leaders, district DEI support**	**PD materials, time in the calendar, external facilitators as needed**	**Staff feedback on PD; observable shifts in classroom culture and adult language (asset-based) practice**
Improve communication protocols around student progress, attendance, and behavior (to include proactive, positive	**Ongoing; weekly and monthly attendance monitoring**	**Admin team, guidance counselor, social workers, family liaison, truancy officer, teachers**	**Attendance dashboard (Hoonuit), ParentSquare, PowerSchool, intervention protocols**	**Chronic absenteeism decreases by at least 5 percentage points, families report timely, clear communication;**

outreach) and continue targeted chronic absenteeism work.				**positive outreach increases**

Focus Area #3 – Family Engagement, Community Partnership, and Communication

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

Initiative 3	Smart Goal
Increase family engagement, community partnership, and communication	**Goal:** By June 2027, RMA will increase meaningful family engagement and two-way multilingual communication so that at least 75% of families report feeling informed, welcomed, and able to partner in their child's education (family survey). We will also expand community partnerships and student experiential opportunities, and increase consistent use of ParentSquare and other platforms for timely, accessible updates. **Data reviewed/analyzed for the creation of this goal:** Family climate/engagement surveys; ParentSquare engagement metrics; event participation logs; volunteer/partnership records; feedback from the school's family liaison and School Improvement Council.

	To measure this goal, we will: Administer family surveys (fall and spring); track ParentSquare rates of messages opened and responded; log attendance at Culture Nights, Curriculum Nights, Student Showcases and workshops; document new and deepened community partnerships and student service/career opportunities. **Success Indicator:** At least 75% of families report feeling informed and welcomed; increased event participation (especially among previously under-engaged families); higher ParentSquare engagement; growth in community partnerships and authentic student experiential learning opportunities.

Just Outcomes	**All families, regardless of language or background, receive timely, accessible information and have genuine opportunities to partner with the school; engagement gaps narrow.**
Marginalized Voices	**Family voice is solicited and acted upon via surveys, listening sessions (Parent Coffees); multilingual caregivers are prioritized in outreach and decision-making structures.**
Imbalance of Power & Privilege	**Communication systems and event designs intentionally remove language, schedule and culture barriers; power is shared with families in school improvement conversations, community partnerships benefit students from all backgrounds.**

Action Step	Timeline	Responsible Parties	Resources Needed	Measures of Success
Fully implement and refine school-level communication plan using ParentSquare and Instagram for consistent two-way multilingual updates.	September 2026 launch; audit monthly through June 2027	Administration team, family liaison, teachers, main office staff	ParentSquare platform, Instagram account, QR tools	Higher open/response rates; positive family feedback on clarity and accessibility; consistent multilingual messaging
Host regular family engagement events designed for accessibility and cultural relevance.	At least one major event per trimester; monthly coffee events; online webinars at least 2x per school year	Admin team, family liaison, guidance counselor, social workers, teachers	Event budget; translation/interpretation; food, multilingual flyers	Increase and more diverse family attendance; positive post-event feedback

Increase volunteer, mentorship, and partnership opportunities for parents and community members within the school.	**Ongoing recruitment; mid-year partnership review**	**Family liaison, admin team, guidance counselor, social workers**	**Background check process, schedule of events, sign-up protocols**	**Growth in active volunteers and community partnerships**
Highlight student achievement and school activities through regular digital and in-person outreach.	**Bi-weekly and monthly highlights (i.e. Hawk of the Month)**	**Admin team, teachers, students, family liaison**	**ParentSquare, Instagram, hallway displays, newsletters**	**Increased visibility of student success; family and community recognition of school strengths**
Create and expand local partnerships that enhance student learning and community connection (guest speakers, service projects, career spotlights, high school visits)	**Ongoing; at least 4 new or deepened partnerships by June 2027**	**Admin team, teacher leaders, family liaison, guidance counselor**	**Community contact list, scheduling flexibility, transportation**	**Documented partnerships and student participation in experiential learning; positive student and partner feedback**

Continuous Improvement Commitment

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Orlando





REVERE Public Schools

RIGOR, RELEVANCE, RELATIONSHIPS, RESILIENCE

2026-2027
School Improvement & Equity Plan
Susan B. Anthony Middle School

Susan B Anthony Middle School

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Family Engagement

- Are communication systems multilingual and accessible?
- How are families involved in shared decision-making?
- Which families are least engaged, and what barriers may be limiting participation?

Systems & Structures

- Which policies, practices, or structures may unintentionally create barriers for students or families?
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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 serve all students better.

Initiative 1	Smart Goal
Strengthen and advance the district's implementation of a multi-tiered system of supports (MTSS).	**Goal:** By June 2027, SBA will strengthen Tier 1 instruction and MTSS by ensuring that every instructional team consistently uses common assessment data and student work protocols to analyze student learning, refine instruction, and identify students needing intervention or enrichment, resulting in: ● Increased percentage of students meeting growth targets ● Increased percentage of students meeting competencies ● Reduction in the number of students requiring intensive intervention due to missed Tier 1 instruction **Data reviewed/analyzed for the creation of this goal:** ● Spring 2026 MCAS ● ACCESS Growth ● STAR Reading/Math ● Common assessments ● Quarterly grades ● Walkthrough data

	• Educator evaluation trends • PGT feedback • Student work protocol implementation **To measure this goal, we will utilize:** • Common assessment cycles • Student work protocols during PGT • Walkthrough data • MTSS meeting documentation • Quarterly intervention reviews **Success Indicator:** • Increased MCAS Student Growth Percentiles • Increased ACCESS growth • More students meet competencies • More students exiting intervention • Walkthroughs show consistent Tier 1 differentiation

REVERE Public Schools
RIGOR, RELEVANCE, RELATIONSHIPS, RESILIENCE

Indicators Of Progress

Directions: Use the **Indicators of Educational Equity** to identify specific indicators that would demonstrate progress towards achieving your school goals. Importantly, an indicator can be the perfect choice even if it may take longer than one year to achieve this indicator. Indicators are an "indication" of progress, not an accountability measurement.

Just Outcomes	The school has a system of support that identifies student learning needs and provides effective, timely interventions, both inside and outside the classroom, that impact student learning.
Marginalized Voices	Students feel a sense of safety, belonging, and ownership of their learning and connect their learning to their own lives and goals.
Imbalance of Power & Privilege	Educators ask for and act on student feedback on classroom, school, and district practices, procedures, and policies.

Action Step	Timeline	Responsible Parties	Resources Needed	Measures of Success
Strengthen Building PGT structures through the consistent use of common agendas and the PGT Landing Page, and implement Student Focus PGT protocols	Starting in August 2026, revisiting structure throughout the school year	SBA Administration, PGT facilitators, Directors	• Common Agendas, • PGT Landing Page • Refresher/ New PGT facilitator training	PGTs demonstrate a common understanding of MTSS and ISP protocols, consistent use of common structures, and regular review of

to ensure consistent ISP development and data review.				student data to inform instructional and intervention decisions. protocols and consistent data review
Expand student work analysis protocols	1 per Minimester, starting in August	PGT Facilitators	• Shared Protocols	Student work analysis protocols are implemented consistently at least once per minimester, and educators use findings to refine instructional practices and respond to student learning needs.
Continue instructional walkthrough cycles and sharing results with stakeholders	1 per trimester, per content	SBA Administration, Directors, Instructional Coaches	• Shared PGT Calendars	Instructional walkthrough data demonstrates increased implementation and consistency of identified instructional focus areas and high-leverage practices (e.g.,

				student discourse during MLL-focused walkthroughs), and findings are shared with stakeholders to inform professional learning and instructional improvement.
Implement instructional improvement cycles aligned to DESE Accelerated Achievement priorities, using common walkthrough look-fors, student work, and educator reflection to strengthen Tier 1 instruction.	Ongoing beginning August 2026	SBA Administration, Instructional Coaches, DESE Partnership Team	• Accelerated Achievement tools, • Walkthrough rubrics, • Coaching protocols	Walkthrough data demonstrates increased implementation of identified high-leverage instructional practices, and PGT teams regularly use evidence to refine instruction.

Develop and implement a shared instructional framework centered on high-leverage instructional practices. Support implementation through targeted coaching cycles, professional learning, collaborative planning, and instructional walkthroughs aligned to SBA and DESE Accelerated Achievement priorities.	Beginning August 2026; ongoing throughout the school year	SBA Administration, Curriculum Directors, Instructional Coaches, PGT Facilitators	• DESE Accelerated Achievement resources, • Instructional framework, • Walkthrough tools, • Coaching protocols, • Common planning materials	Walkthrough data demonstrates increased consistency in high-leverage instructional practices, coaching cycles document educator growth, and student engagement and achievement improve across all learner groups.

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Focus Area #2 – Safety, Belonging, Well-being, and Inclusive School Culture
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 2	Smart Goal
Ensure students feel welcomed, engaged, and have an active role in the decision-making process	**Goal:** By June 2027, SBA will increase students' reported sense of belonging and connectedness while reducing chronic absenteeism by expanding Advisory, strengthening trusted adult relationships, and increasing student leadership opportunities. **Data reviewed/analyzed for the creation of this goal:** ● Student Advisory Survey ● MCIEA Survey ● Trusted Adult Survey ● Attendance data ● Chronic absenteeism ● Behavior referrals ● Student focus groups

	To measure this goal, we will: ● MCIEA Belonging ● Advisory surveys ● Attendance and chronic absenteeism data ● Office referral trends ● Student participation data **Success Indicator:** ● Increase percentage of students identifying a trusted adult ● Decrease chronic absenteeism ● Increase student satisfaction with Advisory ● Decrease office discipline referrals ● Increased participation in clubs and leadership opportunities

Indicators Of Progress

Directions: Use the **Indicators of Educational Equity** to identify specific indicators that would demonstrate progress towards achieving your school goals. Importantly, an indicator can be the perfect choice even if it may take longer than one year to achieve this indicator. Indicators are an "indication" of progress, not an accountability measurement.

Just Outcomes	Each student meets regularly with advisors, counselors, and mentors who help guide their learning and help them explore post-graduation plans and goals.
Marginalized Voices	Students feel a sense of safety, belonging, and ownership of their learning and connect their learning to their own lives and goals.
Imbalance of Power & Privilege	Educators work with students to establish and uphold classroom and school-wide cultures that challenge imbalances of power and privilege.

Action Step	Timeline	Responsible Parties	Resources Needed	Measures of Success
Refine and strengthen the Interest-Based Advisory program by using student and staff feedback to improve curriculum, group structures, and student engagement while ensuring every	August 2026 with quarterly review cycles	SBA Administration, Advisory Committee, Advisory Teachers	• Advisory curriculum, • Survey data, • PGT time, • Student feedback	• Increased positive responses on Advisory surveys, • Increased percentage of students

student develops meaningful connections with peers and adults.				identifying a trusted adult, • Improved student participation in Advisory activities.
Strengthen SBA's tiered attendance intervention system by using attendance data to identify students at risk of chronic absenteeism and implementing consistent mentoring, family outreach, and individualized attendance supports through the Starfish initiative and MTSS structures	Beginning August 2026; ongoing throughout the school year with monthly data reviews	SBA Administration, Guidance, Attendance Team, Starfish Mentors	• Attendance dashboards, • Starfish mentoring protocols, • Family communication systems, • Intervention tracking tools	• Reduced chronic absenteeism; • Improved attendance among identified students; • Consistent documentation of mentor check-ins, • Family outreach and attendance interventions; • Evidence of timely adjustment of supports based

				on student attendance data.
Increase opportunities for authentic student voice by expanding student leadership opportunities and incorporating student feedback into school decision-making through Advisory, surveys, focus groups, and student leadership organizations.	Beginning September 2026; ongoing	SBA Administration, Student Leadership Advisors, Advisory Teachers	• Student surveys, • Focus group protocols, • Advisory time	• Student feedback informs school initiatives, • Increased participation in leadership opportunities, • Improved student belonging survey results.
Develop a comprehensive transition and support system for incoming and current students by strengthening orientation experiences, peer connections, and ongoing check-ins for	Summer 2026 through June 2027	SBA Administration, Guidance, Advisory Teachers, Student Ambassadors	• Orientation materials, • Transition activities, • Student mentors	• Positive transition survey data, • Increased attendance among new students, • Reduced early-year

students identified as needing additional social-emotional or academic support.				behavior referrals, and • Improved student connectedness .
Expand school-wide opportunities that foster belonging, connection, and engagement by increasing student participation in clubs, enrichment activities, celebrations, and service-learning experiences that reflect the interests and identities of the SBA community.	Throughout the school year	SBA Administration, Advisors, Club Advisors, Student Leadership	• Activity funding, • Community partnerships, • Event planning resources	• Increased student participation in extracurricular activities, • Improved student belonging survey data, • Increased attendance at school events.

Focus Area #3 – Family Engagement, Community Partnerships, and Communication
Objective: To strengthen our district's community connections through the delivery of cohesive information to families, increase volunteer and internship opportunities for students, and establish an organic multilingual, two-way communication system that bridges cultural and linguistic barriers to foster meaningful engagement across all stakeholders.

Initiative 1	Smart Goal
Increase family engagement, community partnership, and communication	**Goal:** By June 2027, SBA will increase meaningful family engagement by strengthening accessible, multilingual, two-way communication, increasing family participation in school and student learning experiences, and expanding community partnerships that support student learning, well-being, and belonging. . **Data reviewed/analyzed for the creation of this goal:** ● ParentSquare analytics ● Event attendance ● Translation requests ● Family liaison feedback

	To measure this goal, we will: ● Event and family learning experience attendance ● ParentSquare engagement data ● Multilingual communication and family response data ● Family feedback ● Number and scope of active community partnerships ● Participation in partnership-supported programs and opportunities **Success Indicator:** ● Increased family participation ● Higher ParentSquare engagement ● Increased multilingual communication ● Increased community partnerships

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Indicators Of Progress

Directions: Use the **Indicators of Educational Equity** to identify specific indicators that would demonstrate progress towards achieving your school goals. Importantly, an indicator can be the perfect choice even if it may take longer than one year to achieve this indicator. Indicators are an "indication" of progress, not an accountability measurement.

Just Outcomes	Schools and educators proactively communicate with caregivers and students about academic performance and well-being, using multiple means of communication appropriate for caregivers' culture and language.
Marginalized Voices	When designing policies and programs, educators seek out and center the feedback of marginalized voices in the school community.
Imbalance of Power & Privilege	Students, families, and caregivers participate in and contribute to collaborative planning and decision-making opportunities that are offered by the district.

Action Step	Timeline	Responsible Parties	Resources Needed	Measures of Success
Strengthen consistent, accessible multilingual communication with families through ParentSquare and other school communication	Beginning August 2026; ongoing throughout the school year	SBA Administration, Family Liaison, Teachers, Office Staff	• ParentSquare, translation and interpretation services, • Multilingual communication protocols,	• Increased ParentSquare engagement across language groups; • Increased frequency and

systems, ensuring families receive timely, relevant information and have meaningful opportunities for two-way communication.			• Family feedback tools	consistency of multilingual communication • Improved family feedback regarding access to, understanding of, and opportunities to respond to school information.
Develop a comprehensive transition framework that supports students and families entering, attending, and exiting SBA through orientation experiences, high school transition programming, and ongoing family engagement.	Throughout the school year	SBA Administration, Grade-Level Teams, Guidance, High School Partners	• Transition materials, • Collaboration time • Student ambassadors	• Positive transition survey results, • Increased participation in transition events, and • Improved student readiness for high school.

Expand and strengthen community partnerships that provide students and families with academic, enrichment, wellness, and community-based opportunities aligned with identified student and family needs.	Throughout the 2026–2027 school year	SBA Administration, Family Liaison, Guidance, Community Partners	• Community partnership network, • Student and family needs data, • Partnership outreach materials, • Collaboration time	• Increased number of active community partnerships; • Increased student and family participation in partnership-supported programs and events; and • Documented alignment of partnerships to identified student and family needs.

Focus Area: Elevating Excellence
Objective: Cultivate a culture that consistently recognizes and celebrates the accomplishments, growth, and contributions of students and staff by reestablishing #185DaysOfElevatingExcellence as a school-wide practice that strengthens belonging, pride, and community engagement.

	Smart Goal
	Goal: By June 2027, SBA will reestablish Elevating Excellence through #185DaysOfElevatingExcellence as a consistent, school-wide practice that recognizes and celebrates student learning, growth, leadership, staff excellence, school traditions, and community partnerships, resulting in increased school pride, belonging, and engagement among students, staff, and families. **Data reviewed/analyzed for the creation of this goal:** ● 2024–2025 and 2025–2026 implementation of #185DaysOfElevatingExcellence ● School climate and belonging survey data ● Student, staff, and family feedback ● ParentSquare and social media engagement analytics ● Participation rates in school events, extracurricular activities, and celebrations ● Attendance data and student engagement trends ● Administrative observations regarding consistency of implementation **To measure this goal, we will:**

	• Track the number and consistency of #185DaysOfElevatingExcellence recognitions throughout the school year. • Monitor representation across grade levels, departments, programs, and student subgroups. • Review ParentSquare and social media engagement data quarterly. • Collect student, staff, and family feedback regarding school pride, belonging, and recognition. • Monitor participation in school events, celebrations, and student leadership opportunities. • Conduct quarterly implementation reviews to ensure the initiative remains active throughout the entire school year. **Success Indicator:** • #185DaysOfElevatingExcellence is implemented consistently from August through June. • Every department, grade level, and student program is represented in recognitions throughout the year. • Increased positive responses on student, staff, and family surveys related to school pride, belonging, and recognition. • Increased engagement with school communications (ParentSquare and social media). • Increased participation in school events, extracurricular activities, and celebrations. • Staff and students actively contribute nominations and stories of excellence, demonstrating shared ownership of the initiative.

Indicators Of Progress

Directions: Use the **Indicators of Educational Equity** to identify specific indicators that would demonstrate progress towards achieving your school goals. Importantly, an indicator can be the perfect choice even if it may take longer than one year to achieve this indicator. Indicators are an "indication" of progress, not an accountability measurement.

Just Outcomes	Schools and educators proactively communicate with caregivers and students about academic performance and well-being, using multiple means of communication appropriate for caregivers' culture and language.
Marginalized Voices	When designing policies and programs, educators seek out and center the feedback of marginalized voices in the school community.
Imbalance of Power & Privilege	Educators ask for and act on student feedback on classroom, school, and district practices, procedures, and policies.

Action Step	Timeline	Responsible Parties	Resources Needed	Measures of Success
Reestablish #185DaysOfElevating Excellence as a school-wide initiative by creating a yearlong recognition calendar that intentionally highlights student achievement, educator practice, extracurricular activities, school events, and community partnerships.	August 2026 through June 2027	SBA Administration	• Annual recognition calendar, • Communication plan, • Shared tracking document	• Posts are published consistently throughout the entire school year with representation from every grade level, department, and program.
Develop a distributed leadership model by engaging staff members, department leaders, coaches, advisors, and student	Beginning September 2026	SBA Administration, Department Chairs, Coaches, Club Advisors, Student Leadership	• Shared submission form, • Recognition schedule	• Every department and student group contributes regularly,

organizations in identifying and submitting stories of excellence throughout the year.				reducing reliance on administration alone.
Intentionally celebrate growth, perseverance, belonging, and service—not only academic achievement—by recognizing diverse student and staff accomplishments that reflect SBA's PRIDE values.	Ongoing	SBA Administration, Advisory Teachers, Student Leadership	• Recognition criteria aligned to PRIDE values	• Recognition reflects the diversity of SBA students and staff, with increased representation across all student groups and programs.
Increase student voice by empowering students to create content, conduct interviews, photograph school events, and highlight learning experiences through	Beginning October 2026	SBA Administration, Student Leadership, Advisors	• Student media team, • Photography equipment, • Content guidelines	• Students regularly contribute content, increasing authenticity and student ownership of the initiative.

#185DaysOfElevating Excellence.				
Review implementation quarterly to ensure consistency, equitable representation, and alignment with school improvement priorities, using engagement data and stakeholder feedback to refine practices.	Quarterly	SBA Administration	• Social media analytics, • ParentSquare data, • Stakeholder feedback	• Quarterly reviews demonstrate sustained implementation through June, increased family engagement, and broad representation of students, staff, and school programs.

Continuous Improvement Commitment

This framework is intended to guide ongoing planning, implementation, and reflection. Schools should regularly review progress, use data to inform decision-making, and adjust strategies as needed to improve outcomes for all students.

Example

- Sample Model of a Smart Goal, Data Review and Analysis, Measurement

Potential Data Sources

- MCAS
- ACCESS
- DIBELS
- STAR
- Attendance Data
- VOCAL
- MCIEA
- Classroom Assessments
- Walkthrough Data
- Survey Data
- Climate Surveys
- Discipline Data
- Student Feedback
- Family Feedback
- MA Educator to Career Research and Data Hub



Potential Strategies

- Multilingual communication systems;
- Family listening sessions;
- Family engagement events;
- Partnerships with community organizations;
- Two-way communication structures;
- Culturally responsive outreach practices.



Potential Monitoring & Progress Review

- Leadership Team Review
- MTSS / Data Meetings
- Walkthrough Cycles
- Family Feedback Review
- Climate Review



Potential Professional Learning Priorities

- Culturally Responsive Practices
- MTSS & Intervention
- Restorative Practices
- Data-Informed Instruction
- Inclusive Practices



REVERE Public Schools

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2026-2027
School Improvement & Equity Plan
CityLab High School

CityLab HIGH SCHOOL

REVERE Public Schools

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RPS Mission

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.

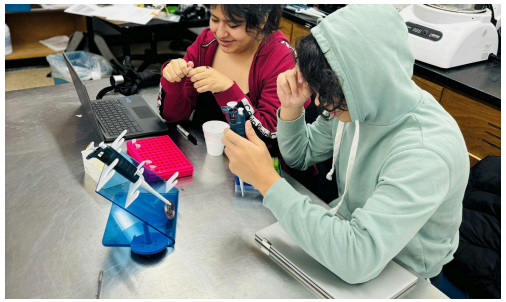
RPS Core Values

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

RPS Vision

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







RPS Theory of Action

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 serve all students better;*
- *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 delivering cohesive information to families, increasing 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 among 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.*

Guiding Beliefs:

- *All students can learn with the right structure and support.*
- *All teachers can teach with the right mindset and support.*
- *All caregivers want their children to thrive.*
- *All students want to succeed.*
- *We do not have struggling students; we have instruction, curriculum, and school cultures that are struggling to build on students' strengths and address students' academic and SEL needs.*
- *Equity is a journey, not a destination.*

Equity Reflection Questions

Effective school improvement requires more than the identification of goals and strategies. These Equity Reflection Questions support leadership teams in examining how decisions, practices, and outcomes impact student groups, identifying systemic barriers, elevating student and family voice, and promoting equitable outcomes for all students.

Instruction

- Are all students accessing rigorous learning opportunities?
- Which student groups may be underrepresented or underserved?
- What evidence demonstrates that all student groups are achieving at high levels?

Belonging

- Do students feel safe, valued, and connected?
- How do we know students experience a genuine sense of belonging?
- Whose voices may not yet be fully represented?

Family Engagement

- Are communication systems multilingual and accessible?
- How are families involved in shared decision-making?
- Which families are least engaged, and what barriers may be limiting participation?

Systems & Structures

- Which policies, practices, or structures may unintentionally create barriers for students or families?
- How are we addressing disparities through action?

Focus Area #1 – Teaching, Learning, Equity, 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 serve all students better.

Initiative 1	Smart Goal
Strengthen and advance the district's implementation of a multi-tiered system of supports (MTSS).	**Goal:** By June 2027, our school will **strengthen MTSS implementation** through the consistent use of data to identify student needs, target interventions, and monitor progress, increasing the number of students accessing Tier 1 grade-level instruction and meeting grade-level learning targets. **Data reviewed/analyzed for the creation of this goal:** MCAS, ACCESS, STAR, and DIBELS **Success Indicator:** 1. 100% of instructional teams consistently use established MTSS protocols to identify needs, implement interventions, monitor progress, and determine next steps. 2. Walkthroughs and student work demonstrate increased access to rigorous, grade-level Tier I instruction, with appropriate scaffolds and targeted Tier II support. 3. An increasing percentage of students meet identified grade-level/course learning targets, with reductions in performance disparities among student subgroups. 4. Students receiving Tier II/Tier III interventions demonstrate documented progress, and interventions are adjusted when students are not responding. 5. More students demonstrate readiness for and successful participation in rigorous Early College opportunities, with access and outcomes increasingly representative of the CityLab student population.

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INDICATORS OF PROGRESS:

Just Outcomes	All students have access to rigorous learning pathways, grade-level standards, deeper learning, and meaningful opportunities to prepare for and participate in Early College experiences. Instructional systems ensure that multilingual learners, students with disabilities, students with 504 plans, and students experiencing unfinished learning receive timely and effective support without being unnecessarily separated from rigorous Tier 1 instruction. Student success in rigorous coursework, performance-based assessment, and Early College opportunities becomes less predictable by language status, disability, prior academic performance, or other student circumstances.
Marginalized Voices	Educators consistently use asset-based language and approaches when discussing students and designing supports, particularly when working with multilingual learners, students with disabilities, and students experiencing academic difficulty. Students are regularly asked about the accessibility, relevance, challenge, support, and cultural responsiveness of their learning experiences. Students see themselves, their identities, cultures, experiences, and communities represented across curricula and learning experiences, and they are given opportunities to connect rigorous academic work to their own goals and lives.
Imbalance of Power & Privilege	CityLab examines who has access to Early College, leadership, experiential learning, and other high-prestige opportunities, and acts when participation is not representative of the school population. Educators ask for and act on student feedback about classroom practices, procedures, and policies. Students have opportunities to select, co-create, and design learning experiences rather than simply completing experiences adults have designed for them. Staff also examine how implicit bias may influence perceptions of ability, intervention decisions, grading, recommendations, and determinations of who is “ready” for advanced or Early College opportunities.

Action Step	Timeline	Responsible Parties	Resources Needed	Measures of Success
Establish a consistent schoolwide MTSS progress-monitoring cycle using ISP, Tuning, LASW, assessment and attendance data to identify needs and determine Tier I/TierII/Tier III responses.	September 2026; reviewed every 4-6 weeks	Administration, PGT Facilitators, teachers, guidance counselor, social worker	Protocols: ISP, Tuning, LASW Common tracker; meeting time; classroom data	100% of teams participate in established cycles; documentation demonstrates identified need → intervention → progress monitoring → instructional response
Use disaggregated walkthrough and student work data to examine access to rigor, not simply student performance.	Quarterly	Administration, Teacher Cabinet	CityLab definition of rigor; walkthrough tool; LASW protocol; time for calibration	Increase in classrooms demonstrating rigorous Tier I instruction, student discourse, productive struggle, differentiation and opportunities to revise/receive feedback; gaps among student groups decrease.
Build professional learning cycles through the Learning Institute model: observation, co-planning/modeling, implementation, reflection, and sharing.	Begin November 2026; two cohorts over the course of the year	Administration, Teacher Leaders, Learning Institute Residents	Release time; demonstration classrooms; coaching protocols; planning/debrief time	Teachers complete learning cycle cohort and demonstrate transfer of identified practices into their classrooms; walkthrough and LASW evidence shows increased consistency schoolwide.
Align Learning Institute to CityLab's instructional priorities: rigor, deeper learning, discourse, experiential learning, and strategic Tier II support.	Throughout school year	Administration, Learning Institute, Teacher Cabinet, Teacher Leaders	Professional Learning Calendar; instructional resources; exemplar tasks or units	Professional learning is visibly connected to classroom implementation; staff survey indicates increased instructional efficacy.

Establish an Early College readiness progression so that instruction intentionally develops the literacy, numeracy, self-advocacy, and academic habits students need for college coursework.	Implementation throughout the year	Administration, Guidance, Early College partners	Early College course expectations; college-readiness competencies; student performance data; strategy courses	Increased percentage of students meeting Early College benchmarks and successfully accessing dual-enrollment coursework.
Review Early College enrollment, persistence, course completion, and performance by subgroup and establish interventions where disparities appear.	Semester	Administration, Guidance, Early College partners	Access to college records for our students	Participation and success in Early College are not predictably lower for EL, SWD, first-generation, or historically underserved students; students requiring support receive documented intervention.

Focus Area #2 – Safety, Belonging, Well-being, and Inclusive School Culture
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 2	Smart Goal
Ensure students feel welcomed, engaged, and have an active role in the decision-making process	**Goal:** By June 2027, CityLab will increase students' reported sense of belonging, connection, and agency by establishing consistent opportunities for students, particularly students from historically underserved groups, to provide feedback, participate in school decision-making, and help shape their learning and school experience. **Data reviewed/analyzed for the creation of this goal**: MCIEA School Quality Measure responses, Attendance data **To measure this goal, we will:** conduct student focus groups and administer surveys regarding student-teacher relationships, belonging, student voice, and opportunities to participate in school decision-making, with results reviewed across student subgroups, including ELL and non-ELL populations. **Success Indicator:** At least 80% of students will report that they feel connected to at least one adult, feel their perspectives are valued, and believe they have meaningful opportunities to influence their school experience. Student leadership and decision-making groups will include representation from all major student subgroups, and student feedback will result in documented changes to school practices, programs, or experiences.

INDICATORS OF PROGRESS:

Just Outcomes	Every student experiences a safe, welcoming and supportive school environment and can identify adults who know them, care about them, and support their goals. Belonging, attendance, student-teacher relationships, discipline outcomes, participation in clubs and leadership opportunities, and student perceptions of safety are regularly disaggregated by student group. CityLab actively works to reduce disparities rather than relying solely on improvements in schoolwide averages.
Marginalized Voices	Students experience safety, belonging, and ownership of their learning and are able to connect school experiences with their identities, interests, goals and lives. When CityLab develops policies, programs, schedules, clubs, behavioral systems or other structures, educators intentionally seek out and center the experiences of students whose voices are least likely to emerge through traditional student leadership structures. Students and caregivers know how to report incidents of bias or harm and trust that the school has a clear process for responding, repairing harm, and restoring trust. Clubs, extracurricular activities and student organizations should reflect the diversity of the student population, with students supported in developing new groups when existing structures do not reflect their identities or interests.
Imbalance of Power & Privilege	Students have meaningful roles in school decision-making. They are asked for feedback on policies, practices and procedures, and adults communicate how that feedback influenced decisions. Adults work with students to establish school and classroom cultures that intentionally challenge imbalances of power and privilege rather than assuming that adult authority should automatically determine all aspects of the student experience. Student leadership structures should reflect the demographics of CityLab, with educators intentionally supporting students with marginalized identities to participate in leadership roles and organizations.

Action Step	Timeline	Responsible Parties	Resources Needed	Measures of Success
Establish a representative student voice structure that intentionally includes EL, SWD, grade-level and historically underserved student representation.	September - November 2026	Administration, Teacher Cabinet, Student Government	Recruitment process; meeting time; student leadership supports	Membership reflects CityLab demographics; meetings occur consistently; recommendations are brought to administration or Governing Board.
Administer brief belonging, relationship, agency pulse surveys and conduct targeted focus groups.	Baseline Fall; Winter; Spring	Administration, Teacher Cabinet, Student Government	Survey tool; translated and accessibility supports; focus-group protocol	Overall belonging improves and subgroup gaps narrow from baseline to spring.
Establish a student feedback → action → communication cycle so students see what happened because they spoke.	Quarterly	Administration, Teacher Cabinet, Student Government	Feedback tracker	At least one documented school or classroom response per cycle; students increasingly agree adults listen and act on their feedback.
Refine advisory / counseling structure connecting every student with an adult who monitors academic progress, belonging, and future goals.	Ongoing	Advisors, Guidance	Advisory curriculum; conferencing protocol; postsecondary planning materials	Every student has recurring documented check-ins and can identify an adult who knows their goals and progress.
Include Early College students in belonging monitoring, particularly their experience moving between CityLab and the college campus.	Semester	Guidance counselor	Joint check-ins; Early College student survey and focus groups	Students report access to support and belonging in both settings; concerns result in documented adjustments.

Focus Area #3 – Family Engagement, Community Partnership, and Communication
Objective: To strengthen our district's community connections through the delivery of cohesive information to families, increase volunteer and internship opportunities for students, and establish an organic multilingual, two-way communication system that bridges cultural and linguistic barriers to foster meaningful engagement across all stakeholders.

Initiative 1	Smart Goal
Increase family engagement, community partnership, and communication	**Goal:** By June 2027, CityLab will increase meaningful family and community engagement by strengthening multilingual, two-way communication; expanding opportunities for families to participate in school decision-making and student learning; and increasing access to community-based, experiential, and Early College opportunities for students. **Data reviewed/analyzed for the creation of this goal:** Family event attendance data, family feedback/survey data, communication engagement data, participation in Early College and experiential learning opportunities, and community partnership data. **To measure this goal, we will:** Track family participation in academic, social, and school decision-making opportunities; collect family feedback regarding communication, accessibility, and barriers to participation; monitor engagement across grade levels and demographic groups; and track student participation in Early College, internships, experiential learning, and community-based opportunities. **Success Indicator:** Family participation in school-sponsored events and engagement opportunities will increase from the 2025–26 baseline, with increased representation across grade levels and family groups. Families will report that communication is timely, accessible, multilingual, and responsive to their needs. CityLab will also increase the number of students participating in Early College, internships, experiential learning, and community-based opportunities, with participation increasingly representative of the overall student population.

INDICATORS OF PROGRESS:

Just Outcomes	All families receive timely, understandable and actionable information about academics, student well-being, Early College opportunities, postsecondary planning, school events and support systems through multiple communication methods appropriate to families' languages and cultures. Access to Early College, internships, experiential learning, mentorships and other community-based opportunities does not depend on a family's English proficiency, schedule, transportation, familiarity with school systems, prior knowledge of college, or personal/professional connections. Students regularly meet with advisors, counselors and mentors who help make pathways visible and navigable rather than expecting families to independently understand complex secondary and postsecondary systems.
Marginalized Voices	CityLab intentionally seeks feedback from families who have historically participated less often in traditional school events, including multilingual families, families of EL and SWD students, families unable to attend standard evening events, and families who may be less familiar with Early College or postsecondary systems.
Imbalance of Power & Privilege	Families and caregivers participate in and contribute to collaborative planning and decision-making rather than being positioned solely as recipients of information from the school.

Action Step	Timeline	Responsible Parties	Resources Needed	Measures of Success
Develop one consistent multilingual communication system or calendar identifying academic events, showcases, Early College milestones, family meetings and opportunities.	September 2026; ongoing	Administration; Family Liaison; Guidance	Parent Square; translation resources; yearlong calendar	Families report increased clarity and accessibility; reduction in fragmented or duplicative communication
Gather family preference data regarding communication method, preferred timing for events, and topics of interest.	Fall 2026; review midyear	Family Liaison	Multilingual survey; phone outreach	Feedback represents families across grade levels and language groups and directly informs programming.
Offer family engagement opportunities at varied times and formats rather than relying solely on evening events.	Throughout year	Administration, Family Liaison, Teachers	Virtual option where appropriate; translation; childcare and refreshments	Participation increases from 25-26 baseline and becomes more representative across student groups and grades.
Provide recurring Early College family information sessions beginning before students reach enrollment decisions.	Monthly / Quarterly	Guidance; Family Liaison	Multilingual materials; pathway maps; financial aid / credit information	Increased family understanding of eligibility, expectations, pathways and supports; increased equitable enrollment
Continue CityLab and Early College progress check-ins and support routines for students enrolled in college courses.	Monthly / Quarterly	Student Success Coach; Guidance; Administration	Meeting structures; intervention protocols	Early identification of academic / attendance concerns; improved persistence and course completion.

Expand community partnerships tied directly to curriculum, pathways and postsecondary goals.	Ongoing	Guidance and Administration	Partnership database; transportation; coordination time; curricular planning	Increased number of students completing internships.
Continue to use student showcases as a family and community engagement opportunity.	Semester	Family Liaison, Administration, Teachers, Guidance	Communication/outreach	Increased family and community participation.
Create a partnership map identifying what each external partner contributes and which students are accessing those opportunities.	Fall 2026; update each semester	Guidance	Partnership tracker	Fewer duplicated or gap areas; equitable distribution of opportunities; clear pathway from classroom → ELO → Early College internships or postsecondary experience.

Continuous Improvement Commitment

This framework is intended to guide ongoing planning, implementation, and reflection. Schools should regularly review progress, use data to inform decision-making, and adjust strategies as needed to improve outcomes for all students.



Example

- Sample Model of a SMART Goal, Data Review and Analysis, Measurement

Potential Data Sources

- MCAS
- ACCESS
- DIBELS
- STAR
- Attendance Data
- VOCAL
- MCIEA
- Classroom Assessments
- Walkthrough Data
- Survey Data
- Climate Surveys
- Discipline Data
- Student Feedback
- Family Feedback
- MA Educator to Career Research and Data Hub



Potential Strategies

- Multilingual communication systems;
- Family listening sessions;
- Family engagement events;
- Partnerships with community organizations;
- Two-way communication structures;
- Culturally responsive outreach practices.



Potential Monitoring & Progress Review



- Leadership Team Review
- MTSS / Data Meetings
- Walkthrough Cycles
- Family Feedback Review
- Climate Review

Potential Professional Learning Priorities



- Culturally Responsive Practices
- MTSS & Intervention
- Restorative Practices
- Data-Informed Instruction
- Inclusive Practices

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RIGOR, RELEVANCE, RELATIONSHIPS, RESILIENCE

2026-2027
School Improvement & Equity Plan
Revere High School



REVERE HIGH SCHOOL
VISION OF A GRADUATE

REVERE Public Schools

RIGOR, RELEVANCE, RELATIONSHIPS, RESILIENCE

RPS Mission

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.

RPS Core Values

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

RPS Vision

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







RPS Theory of Action

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 serve all students better;*
- *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 delivering cohesive information to families, increasing 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 among 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.*

Guiding Beliefs:

- *All students can learn with the right structure and support.*
- *All teachers can teach with the right mindset and support.*
- *All caregivers want their children to thrive.*
- *All students want to succeed.*
- *We do not have struggling students; we have instruction, curriculum, and school cultures that are struggling to build on students' strengths and address students' academic and SEL needs.*
- *Equity is a journey, not a destination.*

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Equity Reflection Questions

Effective school improvement requires more than the identification of goals and strategies. These Equity Reflection Questions support leadership teams in examining how decisions, practices, and outcomes impact student groups, identifying systemic barriers, elevating student and family voice, and promoting equitable outcomes for all students.

Instruction

- Are all students accessing rigorous learning opportunities?
- Which student groups may be underrepresented or underserved?
- What evidence demonstrates that all student groups are achieving at high levels?

Belonging

- Do students feel safe, valued, and connected?
- How do we know students experience a genuine sense of belonging?
- Whose voices may not yet be fully represented?

Family Engagement

- Are communication systems multilingual and accessible?
- How are families involved in shared decision-making?
- Which families are least engaged, and what barriers may be limiting participation?

Systems & Structures

- Which policies, practices, or structures may unintentionally create barriers for students or families?
- How are we addressing disparities through action?

Focus Area #1 – Teaching, Learning, Equity, 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 serve all students better.

Initiative 1	Smart Goal
Strengthen and advance the district's implementation of a multi-tiered system of supports (MTSS).	**Goal:** By June 2027, our school will strengthen MTSS implementation through the consistent use of data to identify student needs, target interventions, and monitor progress, increasing the number of students accessing Tier 1 grade-level instruction and meeting grade-level learning targets. **Data reviewed/analyzed for the creation of this goal:** Course- based Common Assessments, MCAS, ACCESS, STAR **Success Indicator:** Use the following sentence frames to develop school-based success indicators aligned with Revere's SY26–27 MTSS Goals and the work Team MTSS will support throughout the year.

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Indicators Of Progress

Directions: Use the **Indicators of Educational Equity** to identify specific indicators that would demonstrate progress towards achieving your school goals. Importantly, an indicator can be the perfect choice even if it may take longer than one year to achieve this indicator. Indicators are an "indication" of progress, not an accountability measurement.

Just Outcomes	**Students receive timely, effective academic and behavioral support based on evidence of their individual learning and engagement needs.**
Marginalized Voices	**Students, particularly those historically less connected to school, experience an increased sense of belonging, voice, and ownership of their learning.**
Imbalance of Power & Privilege	**Students increasingly participate in meaningful decision-making and have equitable access to rigorous courses, pathways, leadership, and authentic learning opportunities.**

Action Step	Timeline	Responsible Parties	Resources Needed	Measures of Success
Establish and strengthen a Lead Teacher structure that provides consistent instructional leadership, supports department-level priorities, and advances schoolwide instructional goals.	Fall 2026: Establish role expectations, decision-making structures, communication protocols, and initial department priorities. Winter/Spring 2027: Monitor	Principal, Deputy Principal, Directors, Lead Teachers, BLT	Lead Teacher job description; role/decision-rights framework; meeting structures; professional learning time; Lead Teacher planning time; shared communication tools	Lead Teachers have clearly defined roles and decision-making responsibilities; each department has identified instructional priorities; regular Lead Teacher

	implementation and refine the structure based on feedback and evidence.			collaboration occurs; evidence of department-level instructional leadership is documented; staff feedback reflects increased clarity and support
Build the capacity of Lead Teachers, Student Support Specialists, coaches, and building leaders through shared training on PGT protocols, with a focus on using data to identify needs, monitor progress, and inform instructional decision-making.	**Fall 2026:** Initial training and calibration. **Winter 2027:** Implementation and coaching. **Spring 2027:** Review impact and refine protocols.	Principal, Deputy Principal, MTSS/PGT leadership, Lead Teachers, Student Support Specialists, Coaches, Building Leaders	PGT protocols; MTSS resources; student data; training materials; common templates; professional learning time; coaching/support	Consistent PGT protocols are implemented across teams; teams regularly review student data and work samples; PGT discussions result in documented instructional responses; staff report increased clarity around the PGT process; evidence demonstrates movement from data collection toward data-informed action.

Implement and refine Grade 9 standards-based assessment and reporting practices while strengthening alignment and continuity as students transition to Grade 10.	Fall 2026: Implement Grade 9 SBG structures and establish common practices. Winter 2027: Calibrate and refine. Spring 2027: Evaluate implementation and develop Grade 9–10 transition plan.	Principal, Deputy Principal, Grade 9 Lead Teachers/teachers, Directors, PGTs, Guidance, Student Support Specialists	Priority standards; common assessment practices; SBG guidance; grading/reporting tools; calibration protocols; student work; professional learning time	Increased consistency in standards-based assessment and reporting across Grade 9 courses; common expectations for priority standards and evidence of learning; regular calibration of student work; student/parent understanding of grading practices improves; clear Grade 9–10 instructional and assessment transition practices are established.
Build an instructional database tool to provide personalized supports for staff in Tier 1, 2 and 3	Fall 2026: Identify priority instructional needs and organize existing resources. Winter 2027: Develop and pilot the database. Spring 2027: Expand, evaluate, and refine	Deputy Principal, Instructional Coaches, Lead Teachers, Student Support Specialists, MTSS/PGT leadership	Existing instructional resources; research/evidence-based strategies; shared digital platform; staff expertise; student data; time for curation and organization	A functional, searchable instructional database is available to staff; resources are organized by tier and instructional need; staff can identify and access targeted strategies; usage data

	based on staff use and feedback.			and staff feedback demonstrate that the tool is useful and accessible; resources are regularly updated based on identified student and staff needs.

Focus Area #2 – Safety, Belonging, Well-being, and Inclusive School Culture
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 2	**Smart Goal**
Ensure students feel welcomed, engaged, and have an active role in the decision-making process	**Goal:** Increase students' sense of belonging, engagement, and voice by creating consistent opportunities for students to contribute to their school experience and decision-making. **Data reviewed/analyzed for the creation of this goal:** • Student belonging and engagement survey data

	• Attendance and behavioral data • Student feedback and participation data **To measure this goal, we will:** • Review student belonging and engagement data throughout the year. • Track student participation in leadership, activities, and feedback opportunities. • Identify examples of school practices or decisions influenced by student input. **Success Indicator:** More students report feeling known, connected, and heard at school, and student voice is increasingly visible in school programs, practices, and decisions.

Indicators Of Progress

Directions: Use the **Indicators of Educational Equity** to identify specific indicators that would demonstrate progress towards achieving your school goals. Importantly, an indicator can be the perfect choice even if it may take longer than one year to achieve this indicator. Indicators are an "indication" of progress, not an accountability measurement.

Just Outcomes	**Ensure all students and families have equitable access to support, opportunities, and meaningful school experiences.**
Marginalized Voices	**Intentionally seek and incorporate the perspectives of students and families whose voices may be underrepresented in school decision-making.**
Imbalance of Power & Privilege	**Examine school structures and practices to identify and reduce barriers to participation, belonging, and success.**

Action Step	Timeline	Responsible Parties	Resources Needed	Measures of Success
Expand Access to Meaningful School Experiences: Increase student access to clubs, leadership opportunities, career pathways, Capstone experiences, and other opportunities	**Fall 2026:** Inventory current opportunities, identify gaps in access/participation, and develop priorities. **Winter–Spring 2027:** Expand and refine opportunities based on student	Principal, Deputy Principal, Directors, Counselors, Lead Teachers, Club/Activity Advisors, Pathway Leads, Student Leadership, BLT	Student participation and demographic data; student interest/voice; staff/advisor capacity; funding/stipends; partnerships with community/business organizations; scheduling and space;	Increased number and variety of meaningful student opportunities; increased student participation across grades and student groups; participation data reflects more equitable access;

connected to the Future of RHS vision.	interest and participation data.		communication/marketing	increased awareness of pathways/Capstone opportunities; student voice indicates that more students feel connected to at least one meaningful school experience.

Focus Area #3 – Family Engagement, Community Partnership, and Communication
Objective: To strengthen our district's community connections through the delivery of cohesive information to families, increase volunteer and internship opportunities for students, and establish an organic multilingual, two-way communication system that bridges cultural and linguistic barriers to foster meaningful engagement across all stakeholders.

Initiative 1	**Smart Goal**
Increase family engagement, community partnership, and communication	**Goal:** By June 2027, establish and sustain a representative Parent Advisory Board that meets regularly to strengthen two-way communication, gather family input, and inform schoolwide priorities and decisions.

	Data reviewed/analyzed for the creation of this goal: Current family engagement and participation data, family survey/feedback data, demographic and program data, attendance at existing family events, and existing structures for family communication and input. **To measure this goal, we will:** Track Parent Advisory Board membership and participation, meeting attendance, family feedback collected, and documented examples of family input informing school practices, priorities, or decisions. **Success Indicator:** A representative Parent Advisory Board is established and meets regularly, with at least 80% average member participation and at least three documented examples of family input informing schoolwide decisions or initiatives during the 2026–27 school year.

Indicators Of Progress

Directions: Use the **Indicators of Educational Equity** to identify specific indicators that would demonstrate progress towards achieving your school goals. Importantly, an indicator can be the perfect choice even if it may take longer than one year to achieve this indicator. Indicators are an "indication" of progress, not an accountability measurement.

Just Outcomes	**Ensure all families have equitable access to information, opportunities to engage, and meaningful partnerships with the school and community.**
Marginalized Voices	**Intentionally seek and elevate the perspectives of families and community members whose voices are often underrepresented or less consistently heard.**
Imbalance of Power & Privilege	**Examine communication and engagement practices to identify and reduce barriers that may prevent some families from participating, accessing information, or influencing school decisions.**

Action Step	Timeline	Responsible Parties	Resources Needed	Measures of Success
Create a Parent Advisory Board: Establish a representative group of families to provide input, strengthen two-way	Fall 2026: Develop purpose, structure, membership criteria, and recruitment plan. Winter 2027: Launch board and establish regular meeting cycle. Spring 2027: Evaluate	Principal, Deputy Principal, Family Engagement/Community Liaison, Parent Advisory Board Members, Counselors, Community Partners	Recruitment and communication materials; translation/interpretation services; meeting space and technology; family engagement resources; staff	Representative family participation across grades, programs, and backgrounds; regular meetings with consistent attendance; documented family input and feedback; evidence

communication, and inform schoolwide decisions and priorities.	participation, impact, and opportunities to strengthen family partnership.		facilitation time; childcare/transportation or other access supports as appropriate	that family recommendations inform school practices or decisions; increased two-way communication with families; family survey data reflects increased sense of partnership, voice, and connection to RHS.

Focus Area #4: Improving School-wide Systems & Structures

Objective: To strengthen schoolwide systems and structures by creating greater clarity, consistency, and alignment across organizational, operational, and instructional practices; improving coordination of student supports; clarifying roles and responsibilities; and developing sustainable systems that reduce barriers, increase efficiency, and better support teaching, learning, and student success.

Initiative 1	Smart Goal
Initiative: Improve and align key schoolwide systems and structures to increase clarity, consistency, efficiency, and support for students and staff.	**Goal:** By June 2027, strengthen key schoolwide systems and structures so that staff and students experience greater clarity, consistency, and coordination across daily operations, student support, and instructional practices. **Data reviewed/analyzed for the creation of this goal:** • Staff feedback on clarity, consistency, and effectiveness of school systems • Attendance, behavior, referral, and student support data • Review of current procedures, roles, workflows, and implementation gaps **To measure this goal, we will:** • Identify and improve priority systems that create the greatest friction for staff and students. • Establish clear expectations, roles, and procedures for each priority system.

	• Review implementation and feedback throughout the year and adjust as needed. **Success Indicator:** Staff report greater clarity and consistency in how key systems operate, and schoolwide data show improved coordination, follow-through, and effectiveness in supporting students.

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Indicators Of Progress

Directions: Use the **Indicators of Educational Equity** to identify specific indicators that would demonstrate progress towards achieving your school goals. Importantly, an indicator can be the perfect choice even if it may take longer than one year to achieve this indicator. Indicators are an "indication" of progress, not an accountability measurement.

Just Outcomes	**School systems and supports are clear, consistent, and responsive so that all students have equitable access to the resources, interventions, and opportunities they need to succeed.**
Marginalized Voices	**Students, families, and staff—especially those most affected by barriers within existing systems—have meaningful opportunities to provide feedback and inform system improvements.**
Imbalance of Power & Privilege	**School structures are designed to reduce unnecessary barriers, increase transparency, and ensure that access to support, information, opportunities, and decision-making is not dependent on individual connections or advocacy.**

Action Step	Timeline	Responsible Parties	Resources Needed	Measures of Success
Establish and Implement a Lead Teacher Structure to strengthen department-level instructional leadership,	**Fall 2026:** Establish roles, responsibilities, decision-making structures, and priorities. **Winter–Spring 2027:** Monitor	Principal, Deputy Principal, Directors, Lead Teachers, BLT	Lead Teacher job description; role/decision-making framework; meeting structures; planning time; professional	All Lead Teachers have clearly defined roles and responsibilities; departments establish shared instructional priorities; regular

collaboration, and alignment with schoolwide priorities.	implementation and refine structures based on feedback and evidence.		learning; communication tools	collaboration occurs across Lead Teachers; staff feedback reflects increased clarity around instructional leadership and support.
Calibrate Student Support Teams to strengthen attendance interventions and increase student engagement.	**Fall 2026:** Establish common protocols, language, and expectations. **Winter 2027:** Implement and monitor common practices. Spring 2027: Evaluate effectiveness and refine.	Principal, Deputy Principal, Assistant Principals/SST Leads, Student Support Specialists, Counselors, Social Workers, Attendance Team	Common SST protocols; attendance and engagement data; intervention templates; case management tools; professional learning/calibration time	SSTs consistently use shared protocols and decision-making processes; attendance data is regularly reviewed; students are connected to targeted interventions; improved consistency in attendance follow-up; measurable improvement in attendance and/or engagement among identified students.
Refine the Student Support Team Structure to clarify roles, responsibilities,	**Fall 2026:** Review current structure and identify areas for improvement. **Winter 2027:**	Principal, Deputy Principal, Assistant Principals/SST Leads, Student Support Specialists,	Current SST structure/data; referral and intervention processes; role	Clear documentation of SST roles, responsibilities, and referral pathways; staff report increased

referral pathways, and coordination of student support services.	Develop and implement revised structures/processes. Spring 2027: Evaluate and refine.	Counselors, Social Workers, District Student Services Leadership	descriptions; feedback from staff and students; district guidance; meeting time	clarity about where and how to refer students; improved coordination across support providers; reduced duplication or gaps in services.
Develop and Maintain Clear Documentation of Clinical Service Models, Scope and Sequences, and Service Delivery Expectations across student support services.	**Fall 2026:** Inventory existing models and identify gaps. **Winter 2027:** Develop and organize documentation. Spring 2027: Implement, review, and refine.	Principal, Deputy Principal, Student Support Specialists, Counselors, Social Workers, Clinical Staff, District Student Services Leadership	Existing service models; scope and sequence templates; role/service documentation; student support data; collaborative planning time; shared digital platform	Core clinical services have clearly documented models, scope and sequences, and service expectations; staff can access current documentation; increased consistency in service delivery; documentation is reviewed and updated regularly.

Continuous Improvement Commitment

This framework is intended to guide ongoing planning, implementation, and reflection. Schools should regularly review progress, use data to inform decision-making, and adjust strategies as needed to improve outcomes for all students.



Example

- Sample Model of a Smart Goal, Data Review and Analysis, Measurement

Potential Data Sources

- MCAS
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- Family Feedback
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Potential Strategies

- Multilingual communication systems;
- Family listening sessions;
- Family engagement events;
- Partnerships with community organizations;
- Two-way communication structures;
- Culturally responsive outreach practices.



Potential Monitoring & Progress Review

- Leadership Team Review
- MTSS / Data Meetings
- Walkthrough Cycles
- Family Feedback Review
- Climate Review



Potential Professional Learning Priorities

- Culturally Responsive Practices
- MTSS & Intervention
- Restorative Practices
- Data-Informed Instruction
- Inclusive Practices



MCAS & ACCOUNTABILITY PRESENTATION
OCTOBER 20, 2026

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ACCOUNTABILITY

- The district made **moderate progress** towards improvement targets.
- 6 schools made **substantial progress** (BEA, Hill, LIN,GES,GMS,RMA)
- 4 schools (PRE, WHE, SBA & CityLab) made **moderate progress**
- 1 school (RHS) made **limited or no progress**
- **RMA was named a School of Recognition based on their improvement over the last 2 years**
- SBA was named as a school "**Requiring Assistance or Intervention**"

A CLOSER LOOK AT THE RMA

2024-2025

2025 Points awarded

2025 Progress toward improvement targets							
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%					

2025-2026

2026 Points awarded

2026 Progress toward improvement targets							
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	-	4	4	-
	Mathematics achievement	4	4	-	3	4	-
	Science achievement	0	4	-	-	-	-
	Achievement total	7	12	60.0	7	8	67.5
Growth	English language arts growth	3	4	-	3	4	-
	Mathematics growth	3	4	-	2	4	-
	Growth total	6	8	20.0	5	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	-	0	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	4	4	10.0	0	4	10.0
Weighted total		6.1	9.6	-	5.9	7.6	-
Percentage of possible points		64%		-	78%		-
2026 Annual criterion-referenced target percentage		71%					

A CLOSER LOOK AT THE RMA DATA

	2023	2024	2025	2026
Annual criterion referenced target percentage	24%	28%	65%	71%
Accountability Percentile	13	7	10	21

A CLOSER LOOK AT RMA

Highlights

- Consistent improvement over 2 years
- All students group exceeded improvement targets in math with lowest performing subgroup meeting targets
- Improvement noted in student growth for both math and ELA
- RMA continues to exceed student improvement targets for decreasing chronic absenteeism in the all students group.
- Civics average scaled score was 1 point higher than the state average
- Met targets for progress towards attaining English Language Proficiency

Areas for continued improvement

- Gr 8 science achievement
- Focus on chronic absenteeism for students in the lowest performing subgroup

ACCELERATING ACHIEVEMENT PARTNERSHIP

Schools were determined to be eligible for this partnership if:

Based on 24-25 data, they performed:

- Between the 1st and 10th percentile and did not meet their targets
- Between the 11th and 25th percentile and made less than "substantial" progress towards targets

Based on 25-26 data, they have been identified as requiring assistance or intervention.

Based on this criteria the following schools are identified and included in the partnership.

- **Susan B. Anthony Middle School (24-25, 12th percentile, 10th percentile in 25-26)**
- **Lincoln Elementary School (24-25, 15th percentile, 25-26 18th percentile)**
- **Rumney Marsh Academy (24-25, 10th percentile, 25-26, 21st percentile)**
- **Revere High School (15th percentile both years, limited progress in 25-26)**

MATH HIGHLIGHTS & NEXT STEPS GR 3-8

Highlights

- Gr 6 & Gr 8 math – Gr 6 improved +8% (students meeting or exceeding expectations) and Gr 8 improved +11% (students meeting or exceeding expectations)
- Gr 3-8 math- Made great gains with our lowest performing students subgroup. Student achievement exceeded targets.
- In grades 3 and 4, our performance with fractions is comparable to the state average. This is important as fractions are a critical idea in elementary math that support success in MS/HS math.
- EL's in grades 3-5 and 8 outperform the State average for EL's at the standards level on almost every standard

Next Steps

- Math-constructed response items is an area in need of improvement. This will be an area of focus this year during PGTs, director meetings, and our continued implementation of IM.

ELA HIGHLIGHTS & NEXT STEPS
GR 3-8

Highlights

- Grade 3 demonstrated improvement: Meeting/exceeding increased from 27% in 2025 to 30% in 2026.
- Grade 4 reduced the percentage of students not meeting expectations from 29% to 25%.
- Grade 8 demonstrated the strongest achievement improvement, increasing from 26% to 31% meeting/exceeding expectations.
- Grade 6 reduced the percentage of students not meeting expectations from 37% to 33%.

Elementary Next Steps

Grades 4 and 5 are the most significant concerns. Only 18% of students met or exceeded expectations in each grade, compared with 38% statewide.

1. Prioritize Grades 4 and 5 for focused instructional support, especially strengthening core literacy instruction and addressing persistent skill gaps.
2. Analyze item-level MCAS results and student work to identify specific reading comprehension, vocabulary, and writing needs.
3. Strengthen vertical alignment between Grades 3, 4, and 5, examining how literacy demands increase across grade levels.

ELA GR 3-8 NEXT STEPS

Middle School Next Steps
At the middle school level, approximately 75% of our students are not meeting expectations.

1. Prioritize Grade 7 for a focused review of curriculum implementation, instructional practices, and student assessment performance.
2. Strengthen vertical alignment across Grades 6–8, particularly around text complexity, comprehension, analytical writing, and evidence use.
3. Use common assessments and student-work protocols to identify patterns in performance and plan targeted reteaching.

CIVICS GRADE 8

PERFORMANCE

School	2025 Meeting/Exceeding	2026 Meeting/Exceeding	Change
Garfield (GMS)	29%	38%	+9 pts
Rumney Marsh (RMA)	32%	37%	+5 pts
Susan B. Anthony (SBA)	30%	21%	−9 pts
District	29%	31%	+2 pts
State	39%	40%	+1 pt

NEXT STEPS

- Strengthen scaffolds for English learners and students with disabilities, including explicit vocabulary instruction, accessible primary sources, and structured written-response supports.
- Examine instructional strategies that supported overall growth and determine which can be sustained or expanded.

SCIENCE GR 5, 8 & 9

PERFORMANCE

Grade	District Meets/Exceeds	State Meets/Exceeds
5	24	43
8	21	39
9	26	41

NEXT STEPS

- Gr 5-working on reviewing and revising course curriculum maps
- Continue middle school implementation of Open Sci Ed.
- Complete a deeper dive into HS biology standards to identify any gaps and trends in performance.

REVERE HIGH SCHOOL

Highlight

- EL students' performance improved. Annual criterion-referenced target percentage went from 18% in 2025 to 28% in 2026. Improvement but below targets noted in HS completion rate, advanced coursework completion, chronic absenteeism and ELA achievement.

Next Steps

- **ELA –**will be looking more closely at author's craft and structure, analysis of language, and paired-text synthesis; Writing will continue to be emphasized with a focus on idea development, evidence, and reasoning.

- **Math -**have designed and are implementing common assessments aligned to course curriculum maps.

- Participation in the Accelerated Achievement Partnership will support RHS as they dive more deeply into student data and align support to improving the quality of instruction and outcomes for all students.