



# **“R”EALIZING THE VISION**

## **The Strategic Plan**

2022-2027

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# INTRODUCTION

At the start of this school year, we began the process of inviting Revere's community, students and staff to develop our Vision of a Minuteman, which would serve as our focal point for putting together the new Strategic Plan. While at times it was difficult to get together due to the pandemic, we pushed through, knowing this was important work that needed to be completed.

The Strategic Plan is the result of months of assessing the district's strengths and weaknesses, exploring potential opportunities and engaging in important conversations.

This plan was strengthened by having so many different voices at the table to represent the district. The continual feedback of those involved throughout the past year was invaluable.

Our goal moving forward will be to stay focused on implementing the priorities of the Strategic Plan. We know a critical component of having a Strategic Plan is to make sure there is accountability. We look forward to putting the strategies into place to achieve our objectives.

We are truly proud of the new Strategic Plan, and hope our stakeholders are, as well.

-The Revere Local Schools Board of Education

# DISTRICT OVERVIEW

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## ***Vision***

*We, the Revere Learning Community, will provide quality educational opportunities which engage students in meaningful schoolwork to become competent, productive and responsible citizens.*

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## ***Mission***

*The Revere Learning Community shall create, support, and maintain a learning environment that empowers students to achieve their personal best through a focus on individual student achievement.*

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The Revere Local School District, with an enrollment of approximately 2,800 students across four school buildings, maintains a strong reputation with students performing well academically, artistically and athletically.

At Revere High School, the district offers 18 AP courses, a flex credit option, College Credit Plus, VEX Robotics, and World Language Options of Spanish, French and Latin. Each year, the district celebrates its National Merit Semifinalists, including the eight students who received the honor in the Fall 2020. Students have opportunities to take part in many academic-focused activities, including Speech and Debate, Ohio Math League, Robotics, and the Academic Challenge Team. Students at Revere Middle School can participate in Coding, Drone Building and STEAM Enrichment Opportunities.

In 2020, Bath Elementary, which houses grades 3, 4 and 5, was awarded the Ohio STEM Designation. It was recognized as a National Blue-Ribbon School in 2018. At Richfield Elementary for Pre-K through second grade, students utilize Wilson Foundations as their phonics and foundation skills programming and Wit & Wisdom for the English Language Arts curriculum.

The arts are highly celebrated throughout the district. Each spring, a Celebration of the Arts showcase takes place featuring artwork from students in each school building. Orchestra and band are offered, beginning in fourth grade. The district also offers choir, jazz band, Revere Players (theater), digital photography, and many additional creative options.

Athletically, Revere offers 16 different sports, including football, basketball, lacrosse, swimming and softball. In 2021, Revere celebrated its first State Champion in Wrestling in 30 years.

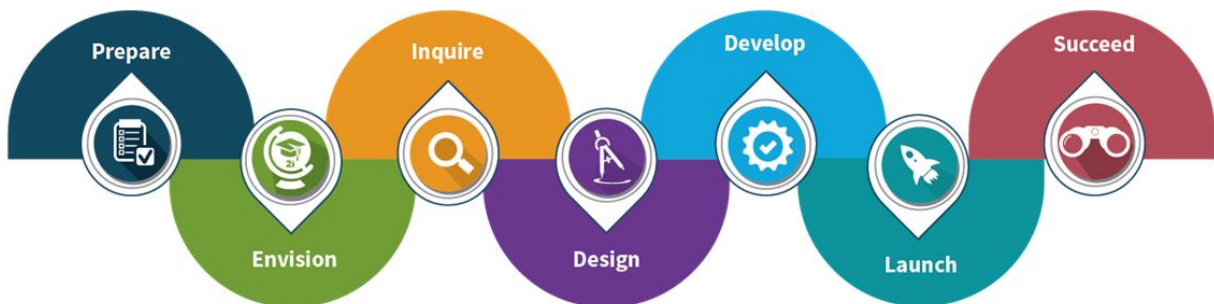
Across the district from kindergarten through 12<sup>th</sup> grade, Revere students each receive their own iPad as part of the 1:1 technology initiative. The district's two instructional coaches help teachers leverage technology to increase student engagement and focus on critical thinking, teamwork, communication, personalization of learning and real-world engagement. Revere's Innovation Team has continued to model instructional best practices with technology while supporting their peers through remote learning.

# STRATEGIC PLANNING PROCESS

To inform the strategic planning process, Revere Local Schools (Revere) engaged Battelle for Kids (BFK), a national non-profit organization committed to the power and promise of 21<sup>st</sup> century learning for every student. The goal of this partnership was to distill district information from a variety of data sources, including systems information, document reviews, surveys, and national and state data, to inform the district’s Strategic Plan.

The purpose of this document is to share key deliverables as artifacts of the Strategic Plan process. These key deliverables are the Revere Vision of a Minuteman, Priority Areas, Objectives, and Strategies. The artifact of the Vision of a Minuteman is important as it signals the end of the Envision phase of the process and serves as a focal point for the district’s hopes, dreams and aspirations for progress. In addition, it is referenced as the district creates Priority Areas. Priority Areas will anchor the Strategic Plan for five years as the district navigates education leadership and the world emerges from the COVID-19 pandemic.

The strategic planning process involved the ongoing engagement of a representative Design Team from across stakeholder groups in the Revere community. The team worked to provide diverse perspectives, responsive to student needs both by ownership and action. The work of the Design team was grounded in the Vision of a Minuteman which was locally established and represents a vision of stakeholders with authentic voice and unique insights into various aspects of the district’s approach.



## **Prepare**

The Revere Team identified Strategic Planning as one of the district’s major goals. The process began in late fall of 2019. The district engaged BFK for final discussions in December 2019 with an interview.

Once selected by the Board of Education, Battelle For Kids met face-to-face with members of the District Leadership Team for a Leadership Orientation in February 2020. A process was discussed to launch the Vision of a Minuteman process in March 2020 with the goal to finalize the Strategic Plan in August 2020. The team discussed overall hopes for the process and the desire to engage a diverse and representative group of stakeholders throughout the process to gain insights, perspectives and “pressure test” thought leadership.

## Envision

A diverse team was assembled, and discussions were held around the district’s vision for the future of learners and considerations for competencies. These discussions focused on how the workforce, economy, global impact, and human interactions have changed in the last generation. A general description for these ideas is shared below.

<b>Workforce</b>	<p><b>Routine to Non-Routine</b> Since anything that is repetitive can and will be automated, how do we prepare our students for non-routine work?</p> <p><b>Service Economy</b> How do we prepare our children for the human interactions needed to thrive at work?</p> <p><b>Gig Economy</b> How do we prepare our students to become their own boss?</p>
<b>Pace of Change</b>	<p><b>Technology</b> How do we prepare all our students to most effectively use the continually advancing technology to the benefit of themselves and the greater community?</p> <p><b>Information Explosion</b> How do we help children prioritize and navigate all the information that’s at their fingertips?</p> <p><b>Innovation</b> How do we approach the concept of failure/errors/etc. so students feel supported to take risks to innovate and so they keep pace with the acceleration of new ideas?</p>
<b>Global</b>	<p><b>Environment</b> How do we prepare our children to address the economic, health, sustainability, and cultural issues of our current and future environmental challenges?</p> <p><b>Demographics</b> In a world with more diverse sets of needs and wants—as well as an aging population—how can we ensure our youngest generation is prepared to thrive individually, communally, and nationally?</p>
<b>Human Interaction</b>	<p><b>Design for Meaning</b> How do we set up children for success in a future where people expect experiences, products, and services to be more than just functional?</p> <p><b>Empathy</b> How do we help our students develop the ability to emotionally connect with others, understand their perspectives, and act accordingly?</p> <p><b>Civic Discourse</b> How do we encourage students to value the opinions of others and the importance of effectively using disagreement as an opportunity for progress, especially in light of our changing demographics and too-often impersonal forms of communication?</p> <p><b>High Concept/High Touch</b> In a world that is so connected, yet very disconnected, how do we encourage our students to remain focused on what it means to be human?</p>

Energy was high and enthusiasm was strong throughout the global pandemic. However, as the team was able to safely gather in the new physical space at Revere High School, the ideas and planning was able to continue despite the closure of many other school districts. Leadership continued to push for authentic, safe opportunities to imagine the work. This led to the Vision of a Minuteman!

As the vision continued to be refined, the Vision Design Team became the Strategic Planning Team. The Strategic Planning Team provided initial insights and perceptions around the strengths, weaknesses, opportunities, and threats of the district. These perspectives, along with survey data and additional quantitative resources framed the Priority Areas. As Priority Areas crystalized, The Strategic Planning Team pressure tested these ideas for how they can continue to move the district forward.

The Strategic Planning Team looked for themes and developed critically held Priority Areas. Below are the Vision of a Minuteman and Priority Areas for Revere Local Schools.



# DISTRICT'S VISION



## A REVERE MINUTEMAN...

### CREATES SOLUTIONS

Embraces the world and skillfully uses critical thinking to bring creative solutions to problems. Minutemen focus on authentic tasks with a real world purpose and impact.

### DEMONSTRATES A LEARNER'S MINDSET

Stays curious to maximize opportunities and grow perspectives through a willingness to learn, unlearn and relearn information in pursuit of mastery. Minutemen apply financial, media, technical and information literacy skills to foster decision-making and intellectual growth.



### EMBODIES CONFIDENCE & EMPATHY

In groups and individual work, Minutemen demonstrate awareness, sensitivity and compassion for others' experiences while persisting to overcome obstacles and creating joint reasoning.

### PERSEVERES & ADAPTS

Works effectively in a climate of ambiguity and changing priorities. Minutemen are agile and respond productively to feedback with a focus on positive outcomes.

### ENGAGES WITH PURPOSE

Takes initiative and acts intentionally to benefit the broader community and greater good. Minutemen seek personalization in variety of tasks, make significant choices and strive for equitable access.

### COMMUNICATES TRUTH

Seeks mutual understanding through effective verbal, written and non-verbal communication while considering the audience. Minutemen actively listen, honoring diverse perspectives to create collective commitment and action.



# STRATEGIC PLAN OVERVIEW

## Goal 1: Student Agency

All Revere Minutemen deserve a broad, comprehensive learning experience whereby each can demonstrate a Learner’s Mindset, create solutions, engage with a purpose, and embody confidence, perseverance, and empathy. Minutemen take ownership of learning through critical thinking, team-work and truthful communication.

## Goal 2: Innovative Curriculum and Instruction

Learning for doing, applying, and creating is the essence of this work. It shifts the work of the student from a consumer of knowledge to a producer of relevant work. Innovative curriculum and instruction result in the production and creation of new and relevant actions and outcomes because of teaching, learning, and engagement. It provides students with personalized and real-world experiences that permit them to demonstrate their depth of learning as well as their critical thought processes.

## Goal 3: Parent, Community and Alumni Engagement

Engagement with the Revere Community allows for partnerships and insights which elevate the unique educational product and enhances the outcomes for student achievement. Creating the two-way network with critical stakeholders will serve and benefit all students as well as strengthen community ties and reinforce shared expectations.

## Goal 4: Facilities, Finances and Human Resource Stewardship

Being excellent stewards for our community by maximizing systems and resources Revere Local Schools ensures high quality operations. Students and educators excel in healthy, welcoming, well-maintained facilities and the community can take pride in the efforts of the district in carrying out their vision.

# GOAL 1: STUDENT AGENCY

All Revere Minutemen deserve a broad, comprehensive learning experience whereby each can demonstrate a Learners Mindset, create solutions, engage with a purpose and embody confidence, perseverance and empathy. Minutemen take ownership of learning through critical thinking, team-work and truthful communication.

Objectives		Strategies
<b>1A</b>	To ensure every student has access to rigorous experiences that promote intellectual growth and future readiness.	<ol style="list-style-type: none"> <li>1. Pathways to the future/Personalization of Learning               <ol style="list-style-type: none"> <li>A. Elements of Learning rubric in support of planning units of study, focusing on personalization of learning/student voice and choice and critical thinking.</li> <li>B. Expand expectations for Pathways Program with community partners and local post-secondary institutions.</li> </ol> </li> <li>2. College and Career Exploration               <ol style="list-style-type: none"> <li>A. Career Day</li> <li>B. Futures Day</li> <li>C. CVCC Tour</li> <li>D. The Minuteman Career Experience</li> </ol> </li> <li>3. Student Voice/Choice – The Student Experience 21 in curriculum and extra-curricular</li> <li>4. Consistency in Systems of Support               <ol style="list-style-type: none"> <li>A. Monitor student success in ACT, PSAT, AP and End of Course Exams. Build structure of support for achievement and district growth.</li> <li>B. Merge expectations for the Elements of Learning Rubric with the Design Thinking Framework.</li> </ol> </li> <li>5. Design Thinking/Update STEM</li> <li>6. Teamwork</li> <li>7. Communication and Creation</li> </ol>
<b>1B</b>	To identify and cultivate intellectual characteristics, qualities, and competencies in order to impact the larger community and broader world.	<ol style="list-style-type: none"> <li>1. Learners/Growth Mindset</li> <li>2. Project Based Learning</li> <li>3. Real World Engagement – Create expectations for Senior Portfolio evidence of Vision of Minuteman competencies.</li> <li>4. Mentorships/Internships and Community Partnerships- Develop Senior Internship Program.</li> <li>5. Critical Thinking</li> </ol>
<b>1C</b>	To expand local experiences into global	<ol style="list-style-type: none"> <li>1. Enrich Leadership Opportunities</li> <li>2. Reading Program through MS – Great Minds: Wit and Wisdom</li> </ol>

	education and ethical responsibilities	
<b>1D</b>	Health and Well-being essential for the Revere Learning Community.	<ol style="list-style-type: none"> <li>1. Build measurements around ADAP for graduation requirement and monitor data.</li> <li>2. Student Mediation</li> <li>3. Student Hope/Engagement <ol style="list-style-type: none"> <li>A. Second Step ELL program</li> <li>B. Develop Zones of Regulation program taught by school counselor and SLP.</li> <li>C. Integrate stress reduction strategies for each grade level.</li> </ol> </li> </ol>

## GOAL 2: INNOVATIVE CURRICULUM AND INSTRUCTION

Learning for doing, applying, and creating is the essence of this work. It shifts the work of the student from a consumer of knowledge to a producer of relevant work. Innovative curriculum and instruction result in the production and creation of new and relevant actions and outcomes because of teaching, learning, and engagement. It provides students with personalized and real-world experiences that permit them to demonstrate their depth of learning as well as their critical thought processes.

Objectives	Strategies
<p><b>2A</b> All students will graduate RHS as problem solvers with the ability to use their learning in new and productive ways.</p>	<ol style="list-style-type: none"> <li>1. Students beginning in grade K will be engaged in problem and project-based learning and production opportunities that result in their ability to demonstrate their learning in meaningful ways.</li> <li>2. All teachers will prepare and instruct students in this curriculum.</li> <li>3. Current Ohio Standards will be the basis of this work and will be represented across all disciplines.</li> <li>4. Design Thinking/STEM               <ol style="list-style-type: none"> <li>A. PBL Units</li> <li>B. Elements of Learning (4cs, real-world problem solving, authentic assessment and College and Career Connections)</li> <li>C. STEM modules                   <ol style="list-style-type: none"> <li>i. Design/build modules</li> <li>ii. Coding Module</li> </ol> </li> </ol> </li> </ol>
<p><b>2B</b> All Revere staff, K-12 will be equipped with the skills to teach in an innovative curriculum and instruction environment.</p>	<ol style="list-style-type: none"> <li>1. All staff members will receive ongoing training, resources, and coaching support in problem/project-based learning through Cleveland State University, Ohio Department of Education, in-house instructional coaches, and others.</li> <li>2. Staff will reflect on existing PBL units to strengthen and develop.</li> <li>3. Grade levels and staff meetings and district PD time for updating.</li> <li>4. Ongoing efforts with the Elements of learning Rubric</li> <li>5. All staff members will be trained in the assessment of problem/project-based curriculum utilizing many different modes of assessment styles, materials, and procedures including but not limited to making their work public and purposeful.</li> </ol>

		<p>6. Problem/Project-based learning and outcomes will be the expectation of all beginning in grade K through 12.</p> <p>A. 2-4 PBLs per year. With elements of learning rubric, 4cs, real world problem solving, authentic assessments and college and career connections.</p> <p>B. Growth of STEM modules each year.</p>
<b>2C</b>	<p>The Revere community at large will understand the tenets of this curriculum and instructional approach and recognize its positive impact on their students.</p>	<ol style="list-style-type: none"> <li>1. The work created by students will be shared and explained to the community through PTA venues, showcase opportunities, community forums, online sharing for a world audience, and others.</li> <li>2. Shift “Open House” to “Educator and Curriculum Night or PBL Showcase where HS Pathway Program etc. will be shared.</li> <li>3. Communication regarding this shift will be transparent and ongoing beginning with the students, teachers, administration, and district communications specialist.</li> </ol>

# GOAL 3: FAMILY, COMMUNITY AND ALUMNI ENGAGEMENT

Engagement with the Revere Community allows for partnerships, insights which elevate the unique educational product that enhances the outcomes for student achievement. Creating the two-way network with our alumni, community and parents will serve and benefit all stakeholder groups and strengthen expectations.

Objectives		Strategies
<b>3A</b>	Work with the Revere Alumni Association and the Revere Schools Foundation to develop a more thorough database with contact information and career information to communicate with Revere alumni.	<ol style="list-style-type: none"> <li>1. Revere Alumni Association</li> <li>2. Revere Schools Foundation</li> <li>3. Baseline creation of database</li> <li>4. Review programming for Alumni Groups and Communication (ex. Grad-u-ways)</li> </ol>
<b>3B</b>	Develop specific events to bring Revere alumni together, separate from the traditional reunions.	<ol style="list-style-type: none"> <li>1. Alumnus Recognition</li> <li>2. Alumni Hall of Fame (Academic and Athletic)</li> <li>3. NCAA Clearing House student engagements.</li> </ol>
<b>3C</b>	Utilize our extensive Revere alumni network to facilitate conversations and mentoring opportunities with current Revere students.	<ol style="list-style-type: none"> <li>1. Classroom Engagement</li> <li>2. Career Guidance (hand-in-hand with PA1) – Senior Experience in spring of students 12<sup>th</sup> grade year.</li> <li>3. Speaking Tours around community</li> </ol>
<b>3D</b>	Develop informative materials to assist new parents/students coming into the district, particularly in the elementary grades. These can help them navigate what to expect; what assessments are given and what they mean; and what opportunities are available as they progress through their years at Revere.	<ol style="list-style-type: none"> <li>1. Develop and leverage the community’s capacity to support students’ efforts to develop the attributes identified in the district’s Vision of a Minuteman               <ol style="list-style-type: none"> <li>A. Gifted parent meetings to share student data and expectations for advanced math/ELA.</li> <li>B. Provide information to parents about testing at each grade level, data that is collected and how it is used by teachers.</li> </ol> </li> <li>2. Establish a culture of support of educational excellence for all students.               <ol style="list-style-type: none"> <li>A. Continue to develop local partnerships.</li> <li>B. Invite into buildings or push out to find curricular connections.</li> </ol> </li> </ol>

		<ol style="list-style-type: none"> <li>3. Define and establish Professional Learning Communities.</li> <li>4. Begin the process of preparing the resources for communicating initiatives.</li> <li>5. Create Academic Parent Teacher Teams (APTT)</li> </ol>
<b>3E</b>	Foster additional community partnerships with local businesses to benefit our students through shared experiences, potential internships, and future job opportunities.	<ol style="list-style-type: none"> <li>1. Continue to develop partnerships with specific, predetermined meeting times and cadence.</li> <li>2. Engage educators in the conversations for intersections.</li> </ol>



# GOAL 4: FACILITIES, FINANCES AND HUMAN CAPITAL STEWARDSHIP

Being excellent stewards for our community by maximizing systems and resources Revere Local Schools ensures high quality operations. Students and educators excel in healthy, welcoming, well-maintained facilities and the community can take pride in the efforts of the district in carrying out their vision.

Objectives		Strategies
<b>4A</b>	Safe, updated and well-maintained facilities in support of learning.	<ol style="list-style-type: none"> <li>1. Providing consistency in Expectations reflective of Community               <ol style="list-style-type: none"> <li>A. HVAC/Lighting and Drop Ceiling Improvement.</li> <li>B. Parking Lot (Richfield Elementary)</li> <li>C. Technology and Roofing needs for Richfield, Revere Middle School.                   <ol style="list-style-type: none"> <li>i. 200K/Yr. for Tech</li> <li>ii. 300K/Yr. FY 23</li> </ol> </li> </ol> </li> <li>2. Repurpose Building and Grounds Committee               <ol style="list-style-type: none"> <li>A. Defining expectations (student use and staff training) for outcomes</li> <li>B. ADA Accessibility</li> <li>C. Educational Expectations</li> </ol> </li> <li>3. Refresh/Refurbish minimal expectations while continuing to develop existing spaces such as the Bath Land Lab or other outdoor learning spaces.</li> </ol>
<b>4B</b>	Professional Culture and Lifelong Learning.	<ol style="list-style-type: none"> <li>1. Connected, coherent well-communicated professional learning plan and system aligned to district goals.               <ol style="list-style-type: none"> <li>A. Align Building goals with Vision of a Minuteman</li> <li>B. Align district meetings with the Vision of a Minuteman.</li> <li>C. Capture evidence in support of the learning and build measurements to share with community.</li> </ol> </li> <li>2. Increase capacity for teacher leadership to implement, support and enhance the vision for continuous improvement.               <ol style="list-style-type: none"> <li>A. Build on PBL/STEM and Innovation Team throughout the district.</li> <li>B. Convene clusters of staff across the district to share lessons and curriculum into the community.</li> </ol> </li> <li>3. Equip all professionals with current, relevant resources.</li> </ol>
<b>4C</b>	Budgeting, Communication and Committee work.	<ol style="list-style-type: none"> <li>1. Minimize deficit spending (SY22 baseline)</li> <li>2. Identify timeline and triggers for potential new operational funding request.</li> </ol>

# THANK YOU TO OUR CONTRIBUTORS!

We want to take a moment to thank everyone who was involved in the Strategic Planning process. From community members and staff, to the administrative team and students, we are grateful to the 65+ individuals who took the time to prepare Revere's road map for the future. The collective input and participation of everyone involved was invaluable and will serve our community for years to come. Thank you for taking an active role in determining what we want for our students and our school district.

## Vision and Strategic Design Team

Eric Brown, Educator	Greg Jenke, Parent, Athletic Booster President
Elizabeth Long, School Counselor	Sandy Apidone, Local business owner
Allie McIntyre, Educator	Lara Rokatnetz, University of Akron
Jenna Repp, Educator	Mike Wheeler, Richfield Mayor
Lori Head, Administrative Assistant	Betsy Riley, Parent
Marjorie Dye, Administrative Assistant	Stephanie Denham, Parent
Joyce Pushpak, Tech Coach	Marianne Grandon, Parent and PTA Officer
Cari Gaskin, Educator	Courtney Stein, Parent and RSF
Angela Redman, Educator	Lauren Scherr, Parent and PTA Officer
Jason Cottrell, Educator	Betsy Stangel, Parent
Jen Jacoby, Educator	Ericka Lessears, Parent
Sandy Kennedy, Educator	Theresa Whyte, Tech Coach
Scott Dressler, SRO	Michelle Wargo, Gifted Services
Jen Stencil, Parent and Richfield Library Director	Tim Gage, Parent
Sharon Muhlheim, Bus Driver	Dawn Eggleston, Parent
Natalie Shenigo, Parent	Victory Vernon, Parent
Sylvia Moore, Shintech, Director of Tech Development	Paul Warnock, Custodian
Harmony Myers, Parent and NASA Safety Center	Jason DiLauro, Revere Schools Foundation
Lisa Evans, Parent and Revere Aide	Rachel Alaimo, Educator

## Revere Students

Katie Jowakowski	Jacob Diaz	Megan Riley
Avery Stein	Nathan Cronin	Jessa Randall
Kaitlyn Froelich	Ben Lazbin	AJ Hall
Merit Wagstaff	Reagan Anderson	Elisha Brinson
Anna Freeman	Luke Furukawa	Saumya Mahajan
Sierra White	Bianca Milovancev	Ibrahim Mallett

## Revere Administration and Board

Matt Montgomery	Jennifer Reece	Dan Oberhauser
Diana Sabitsch, Board Member	Abby Kassel	Dan Fry
Keith Malick, Board Member	John Schinker	Andrew Wilson
Claudia Hower, Board Member	Judy Myers	Anthony Stretar
Mike Kahoe, Board Member	Phil King	Sunaina Kelly
Hayden Hajdu, Board Member	Doug Faris	
Kathy Nolan	Bill Conley	