

Revere School Committee Meeting Agenda
August 18, 2026

A Regular Meeting of the Revere School Committee will be held on **Tuesday, August 18, 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/83570729001?pwd=wqXFsySr5oc2Gzf7tTHsKT2LdAw7uK.1>

Passcode:341005

Watch on Revere School Committee YouTube

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

REGULAR MEETING:

1. Pledge of Allegiance/Call to Order
2. Recognition
3. Consent Calendar (Vote Required)
4. Student Representative Report (None)
5. Public Speak
6. Superintendent Report
 - a. Early Literacy – Director of Title I and EC-3 Curriculum Briana Tsoupas
 - b. Beachmont Mural Project – Principal Chris Freisen
 - c. MCAS Parent Portal
 - d. Handbooks
 - e. CityLab and Paul Revere Innovation Plan updates
7. Report of the Subcommittees
 - a. Superintendent Search Ad Hoc Subcommittee
8. Motions (None)
9. Hearings (None)
10. Unfinished Business
 - a. Letter supporting Governor’s Bill for Supplemental Budget
11. New Business
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

Early Literacy in Revere: Our Work and Next Steps

Revere School Committee
August 18, 2026

Briana Tsoupas
Pre K-3 Early Literacy Director
Title I Director



Early Literacy in Revere

Building on a Strong Foundation

- Supporting every student in becoming a confident, successful reader
- Building on current district practices
- Preparing for Massachusetts' evolving early literacy expectations

Our Early Literacy System



The Goal: Identifying needs early and responding with targeted support

Building a Strong Foundation for All Students

- Collaborative Classroom-Tier I Curriculum Resource
- Evidence-based foundational literacy instruction
- Reading, writing, vocabulary, and comprehension
- Small-group instruction responsive to student need
- Early literacy screening and assessment
- Data-informed instructional decisions

Keeping Families Informed & Engaged

- Screening results are shared with families throughout the year
- Families are notified when a student is significantly below grade-level expectations in reading
- Families are informed that their child is receiving tiered reading support targeted to their identified reading needs
- Kindergarten: screening communication twice per year
- Grades 1–5: screening communication three times per year
- Family Literacy Nights held at each elementary school in November
- Resources and strategies shared to support literacy at home

A Tiered Approach to Literacy Support

When Students Need More

- **SIPPS:** Our aligned tiered phonics intervention
- Targeted support beyond Tier I instruction
- Instruction matched to identified foundational skill needs
- MTSS data cycles to guide intervention decisions
- Progress monitoring to determine student response
- District Progress Monitoring Playbook

Aligned Tiered Literacy Support

SIPPS

- Our aligned tiered phonics intervention
- Targeted foundational skills instruction
- Support beyond Tier I

Progress Monitoring

- Frequent checks on student response
- Data used to continue, adjust, or intensify support

Dyslexia Institute Partnership With DESE

- Two years of cohort participation with Crafting Minds and the DESE
- Applied for Cohort 3
- Ongoing development of a District Progress Monitoring Playbook
- Began implementing a new progress-monitoring schedule in Grades 1 and 2
- More frequent data checks to better understand and respond to student progress
- Goal for Cohort 3: finalize the Playbook and continue strengthening implementation

High Dose Tutoring through Ignite Reading

- Daily, one-to-one literacy tutoring
- Targeted foundational reading instruction
- Individualized to student need
- Progress monitored throughout instruction
- Additional intensity within our tiered system

Sustained through grant funding

Originally supported by the One8 Foundation and most recently by the Massachusetts Department of Elementary and Secondary Education

Early Literacy Begins in PreK

Preparing for the Transition to McKinley

- Upcoming grant opportunity through the Nellie Mae Education Foundation, in partnership with the Great Schools Partnership
- Supporting early literacy for our youngest learners
- Partnership with CAPIC and Raising a Reader
- Building on long-standing community partnerships
- Strengthening connections between school, families, and community
- Supporting the transition to the new McKinley building

Our Next Steps:

- Continue strengthening Tier I instruction
- Refine screening and assessment practices
- Strengthen consistency of tiered interventions
- Continue implementing the Progress Monitoring Playbook
- Provide ongoing professional learning
- Strengthen family communication and engagement
- Review and respond to state guidance as it becomes available

Comments/Questions



YOU ARE LOVED

Mural Project

Beachmont Veterans Memorial School

YOU ARE LOVED Mural Project

- Founded in 2014, the **YOU ARE LOVED Mural Project** partners with schools and community organizations
- Murals are created through inclusive, community-wide painting events
- Students, families, and neighbors collaborate to create lasting public art
- Led by artist Alex Cook, with over 240 murals created nationwide and abroad
- Each mural becomes a permanent symbol of hope, connection, and belonging

Why the mural matters:

- Sends a visible message of **belonging, safety, and welcome**
- Affirms students and families from **many cultures, languages, and backgrounds**
- Helps counter feelings of isolation or marginalization often experienced by newcomers
- Reinforces that **every student and family is valued and needed**
- Creates a shared symbol that unites the community across differences
- Supports social-emotional well-being and positive school climate
- Reflects the school's and district's commitment to **inclusion, equity, and cultural pride**

Transforming the Beachmont School entrance with a highly visible public art mural



Revere Local Cultural Council Grant



- \$4,000 grant award to support the You Are Loved Mural Project



Proposed Location of Mural

Mural Process

Pick a Date & Organize Participants

- Choose a day for the painting event.
- Plan to enlist students/staff during art class period, ½ day school-wide activity, after-school, or weekend event, etc.

Prep the Wall

- Bricks will need to be primed before artist arrives.
- The day before, Alex Cook will draw the design outline on the wall (like a big coloring book).

Paint Together

- On event day, paint will already be mixed.
- Sponges/brushes and paint cups will be set up by Alex Cook.
- Participants will be guided on which colors go where.

Final Touches

- After everyone finishes painting, Alex Cook will clean up lines and make final adjustments to ensure the mural looks beautiful and lasting.



Examples (AI Generated)



Art that celebrates the languages spoken by our students
and families and community

YOU ARE LOVED

ERES AMADO

VOCÊ É AMADO

أنت محبوب

SEI AMATO



Student Handbook

Updates for 2026-2027

StudentHandbook Updates for 26-27

[Click Here to View Complete Document](#)

Page #	Previous Language	Updated Language for 2026-2027
Cover	Guide for Families Changed Images	Student Handbook: Guide for Families 2026-2027 Changes Images
Mass Change Throughout	25-26	26-27
Mass Change Throughout	School Committee and Directory Names	Updated Names
Page 3		Added Core Values
Page 7	25-26 Calendar	26-27 Calendar
Page 30	FOOD AND NUTRITION SERVICES Revere Public Schools supports lifelong healthy eating habits and has adopted nutrition policy guidelines that apply to all foods sold or served in schools to increase access to nutritious foods in our school communities and address nutrition-related health issues.	FOOD AND NUTRITION SERVICES Revere Public Schools supports lifelong healthy eating habits and has adopted nutrition policy guidelines that apply to all foods sold or served in schools to increase access to nutritious foods in our school communities and address nutrition-related health issues.

	Our Department of Food Services offers free nutritious breakfasts and lunches to all students in preschool through high school. Where they carefully select and serve foods for the variety of dietary and religious needs of our students. For students with special dietary restrictions (e.g., food allergies), please notify your school nurse as soon as possible. Upon notification, they will add these dietary alerts into our student management system that is connected to our food services department, and easily accessed by food service staff.	Our Department of Food Services offers free nutritious breakfasts and lunches to all students in preschool through high school. Where they carefully select and serve foods for the variety of dietary and religious needs of our students. For students with special dietary restrictions (e.g., food allergies), please notify your school nurse as soon as possible. Upon notification, they will add these dietary alerts into our student management system that is connected to our food services department, and easily accessed by food service staff. MEAL MODIFICATIONS In compliance with USDA and DESE regulations, the Revere District will provide substitutions to the school food service program's regular school meals at no extra cost for children who are unable to eat meals served because of their disabilities or other special dietary reasons. 1. Our programs will ensure that school meals offered through the district meet the meal pattern requirements set by the USDA. 2. We will make substitutions to meals at no extra charge for students with disabilities or other special dietary reasons that restrict the student's diet on a case-by-case basis. 3. Families must complete the necessary request form that can be provided by the School Food
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		and Nutrition Program staff, or accessed via in the link below. (Click here for full policy)
Page 38	SAFETY WHILE FUNDRAISING There will be no door-to-door fundraising activities operated by Revere Public Schools. Our students are not participating in so-called “canning” or door-to-door canvassing to sell products endorsed by Revere Public Schools.	SAFETY WHILE FUNDRAISING There will be no door-to-door fundraising activities operated by Revere Public Schools. Our students are not participating in so-called “canning” or door-to-door canvassing to sell products endorsed by Revere Public Schools. Click here for full Student Fund-Raising Activities Policy
Page 52		APPLYING FOR SCHOOLS OUTSIDE OF REVERE PUBLIC SCHOOLS If you are interested in applying to a school outside of Revere Publics Schools, Please refer to the School Committee Policy IBHB - Alternative School Programs. Click here to view full policy
Page 113	ELECTRONIC DEVICE PROCEDURE No Link to Policy	ELECTRONIC DEVICE POLICY Click here to view the full Electronic Device Policy
Page 127	<u>MIDDLE SCHOOL ASSIGNMENTS</u> All students in the City of Revere have the same right to a seat in any of the three middle schools and neighborhood proximity does not play a role in determining the school. Our assignment plan for grades 6-8 needs to be different from that for grades PreK-5 <i>because</i> we have six Elementary Schools filtering into just three middle schools. Students, together with their	<u>MIDDLE SCHOOL ASSIGNMENTS</u> Beginning in the 2026-2027school year, middle school assignments will be based upon where a student resides. Previously, middle school students were lotteried into a particular middle school and these placements will remain for those students lotteried into their middle schools.

	parents, choose the school they would like to attend, no matter where in the city that school is located. When an inordinate number of students choose the same middle school(s) a lottery will be conducted to fairly assign the seats to students throughout the city. Each elementary school is guaranteed a seat for 1/3 of their students in each of the three middle schools. For example, an elementary school with sixty fifth-graders is guaranteed twenty seats in each middle school. Exceptions are made only for specialized programs that are housed in the Rumney Marsh Academy and Susan B. Anthony middle Schools. Assignment to these programs is determined by the student's Individualized Educational Plan (IEP). The Middle School Sibling policy allows students to attend the same middle school as their older sibling if both children will be enrolled in grades 6-8 during the same school year. Please consult the Middle School Sibling policy, located at the back of this handbook, for specific details. Students who enroll in Revere Public Schools during their Middle School years will be lotteried into one of the three middle schools on a rotating basis with consideration of class size at the time of enrollment. Students who are lotteried into a particular middle school then leave the district and subsequently	For students entering middle school in 2026-2027, placements will be determined based upon the address of the students. Exceptions are made only for specialized programs where the student's assignment to these specialized programs is determined by the student's Individualized Educational Plan (IEP). If a change of middle school is requested, a <u>non-neighborhood/change of school application</u> must be completed and submitted to the Office of the Superintendent. Forms will be reviewed and if approved, the family must reapply annually for their child to remain in that school building the next year. Approval of change of school assignments will be based upon grade-level enrollment for the 2026-27 school year. Classrooms are designed with the aim of providing a positive academic and social setting for children, and the Revere Public Schools makes every effort to ensure that class size is appropriate, equitable, and manageable. In addition, if a request is approved, caregivers will be responsible for on-time school transportation to and from the non-neighborhood school.
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	re-enroll, will be assigned to the middle school to which the student was originally lotteried.	
Page 128	Revere Public Schools Middle School Sibling Policy Families are important to the Revere School Committee and Revere Public Schools. We believe that, in many cases, having siblings attend the same school enriches their individual education experiences. We also recognize that it is convenient for parents/guardians to have their children at one school, where they will have the same school calendar and daily schedule. For this reason, we give siblings preference in the enrollment process. A sibling is defined as a child who resides in the same household as the child who attends the desired middle school and meets one of the following criteria: ● is a biological brother or sister of the student who attends the desired middle school OR ● is a step-sibling of the student who attends the desired middle school OR ● is a child who has been legally adopted by a parent of the student who attends the desired middle school OR	Removed

	• is a child whose court appointed legal guardian is a parent of the student who attends the desired middle school Children sharing an address but not a parent/legal guardian with the student who attends the desired middle school are not considered siblings. Grade 5 students will be allowed to attend the same school as an older sibling only if the sibling will be attending the middle school the next school year. There will be an area on the middle school application where a parent/guardian may indicate a preference for siblings to be together. This policy does not apply to students transferring into the district from another district or private school. In addition, this policy does not allow a sibling already in a middle school to attend a school that their younger sibling may qualify for through the lottery process.	
Page 152	Violation of Middle School Electronic Device Policy	Violation of Middle School Electronic Device Policy

Employee Handbook Updates for 2026-2027

Employee Handbook Updates for 26-27

[Click Here to View Complete Document](#)

Page #	Previous Language	Updated Language for 2026-2027
Cover		Updated Images and Date
Mass Change Throughout	25-26	26-27
Mass Change Throughout	School Committee and Directory Names	Updated Names
Mass Change Throughout	Human Resources via hrleave@reverek12.org	consistent reference to HR via hrleave@reverek12.org
Page 4		Added Core Values
Page 7	25-26 Calendar	26-27 Calendar
Page 8	Code of Conduct for All RPS Employees Revere Public Schools administrators, teachers, paraprofessionals, and all other employees (hereinafter "Staff members") must work together to create a	Code of Conduct for All RPS Employees Revere Public Schools administrators, teachers, paraprofessionals, and all other employees (hereinafter "Staff members") must work together to

	learning environment that supports children, allowing every child to achieve at their highest levels. Staff members must act in such a way as to exemplify the highest standards of ethical and professional behavior as set forth in further details below. Students Staff members accept responsibility for teaching students the desirable qualities that will help them identify the consequences of their actions and accept responsibility for their actions and choices. Staff members are obligated to help students develop personal qualities such as integrity, diligence, responsibility, cooperation, loyalty, fidelity, and respect for the law, for human life, for others, and for themselves. Success is measured by the progress each student makes in reaching their potential. ● Staff members make a constructive effort to protect the student from conditions that jeopardize the student's health, safety, and well-being or from conditions that are detrimental to the learning process. ● Staff members treat each student in a fair and equitable manner, according to school policy and all applicable laws. ● Staff members do not intentionally expose the student to sarcasm, embarrassment, and/or	create a learning environment that supports children, allowing every child to achieve at their highest levels. Staff members must act in such a way as to exemplify the highest standards of ethical and professional behavior as set forth in further details below. Students Staff members accept responsibility for teaching students the desirable qualities that will help them identify the consequences of their actions and accept responsibility for their actions and choices. Staff members are obligated to help students develop personal qualities such as integrity, diligence, responsibility, cooperation, loyalty, fidelity, and respect for the law, for human life, for others, and for themselves. Success is measured by the progress each student makes in reaching their potential. ● Staff members make a constructive effort to protect the student from conditions that jeopardize the student's health, safety, and well-being or from conditions that are detrimental to the learning process. ● Staff members treat each student with courtesy and respect and in a fair and equitable manner, according to school policy and all applicable laws. ● Staff members do not intentionally expose the
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	ridicule or act in a way that would objectively and reasonably cause a student to feel embarrassed or ridiculed. • Staff members follow the requirements of the Family Educational Rights and Privacy Act (“FERPA”) and all applicable laws and regulations concerning student record information by not revealing confidential information regarding students unless required by law and with prior approval from central administration. • Staff members shall provide services to students in accordance with the terms of student individualized education plans (“IEPs”), 504 plans, ELS/multilingual learner plans, and any or all other accommodations developed by the school or district.	student to sarcasm, embarrassment, and/or ridicule or act in a way that would objectively and reasonably cause a student to feel embarrassed or ridiculed. • Staff members follow the requirements of the Family Educational Rights and Privacy Act (“FERPA”) and all applicable laws and regulations concerning student record information by not revealing confidential information regarding students unless required by law and with prior approval from central administration. • Staff members shall provide services to students in accordance with the terms of student individualized education plans (“IEPs”), 504 plans, ELS/multilingual learner plans, and any or all other accommodations developed by the school or district.
Page 10	Conflict of Interest/State Ethics It is essential that public employees avoid taking official actions which are influenced by potential gain or benefit, or may be perceived as such. Accepting gifts or gratuities from individuals or organizations who do business with Revere Public Schools or the City of Revere is strictly prohibited by School Department policy. Further, it is illegal under state law for a public	Conflict of Interest/State Ethics It is essential that public employees avoid taking official actions which are influenced by potential gain or benefit, or may be perceived as such. Accepting gifts or gratuities from individuals or organizations who do business with Revere Public Schools or the City of Revere is strictly prohibited by School Department policy. Further, it is illegal under state

	employee to accept work-related gifts in excess of \$50.00 in value. All employees are expected to comply with all requirements of the Massachusetts Conflict of Interest Law for Municipal Employees, including but not limited to the specific conduct in this paragraph. Link to Summary of the Conflict of Interest Law for Municipal Employees	law for a public employee to accept work-related gifts in excess of \$50.00 in value. All employees are expected to comply with all requirements of the Massachusetts Conflict of Interest Law for Municipal Employees, including but not limited to the specific conduct in this paragraph as well as completion of required training currently mandated within the first 30 days of employment and every two years thereafter. Link to Summary of the Conflict of Interest Law for Municipal Employees Link to School Committee Policy- GBEBC Gifts to and Solicitations by Staff
Page 11	Attendance All staff are an important and an integral part of the Revere Public Schools. Attendance is a crucial component to successful schools and an essential function of each staff member's position. If illness, injury or other situation prevents an employee from coming to work, they must notify their supervisor of the absence as far in advance as possible so that appropriate coverage may be arranged. While making every effort to support staff members who are facing extraordinary circumstances, approval of leave requests will be determined based on the paid and unpaid leave policies defined in various Collective Bargaining Agreements, the needs of our students, and best	Attendance All staff are an important and an integral part of the Revere Public Schools. Attendance is a crucial component to successful schools and an essential function of each staff member's position. If illness, injury or other situation prevents an employee from coming to work, they must notify their supervisor of the absence as far in advance as possible so that appropriate coverage may be arranged. While making every effort to support staff members who are facing extraordinary circumstances, approval of leave requests will be determined based on the paid and unpaid leave policies defined in various Collective Bargaining Agreements, the needs of our

	practices as defined by the district. If you need to be absent, please follow procedures and timelines outlined for your department/position including reporting your absence reason within the required notice period in our Frontline Absence Management System.	students, and best practices as defined by the district. If you need to be absent, please follow procedures and timelines outlined for your department/position including reporting your absence reason within the required notice period in our Frontline Absence Management System. All school year employees must be mindful of the school calendar, especially school vacation weeks and the first and last day of school. Staff need to account for possible adjustments to the last day of school and are encouraged to plan travel to begin after the allotted "five snow day" period. When making travel plans around the school year and scheduled breaks, account for possible delays beyond your control. Staff who fail to report on time after a break or during the end of the school year may be required to provide documentation of the circumstances and their efforts to avoid the absence.
Page 13	Refreshments Beverages in school (except plain water, but including and not limited to coffee, tea, hot chocolate, soda, etc.) must be consumed by using a covered thermal cup in public spaces. Please refer to the Health and Wellness Policy regarding food in the classroom. (Click here for full policy)	Refreshments Beverages in school (except plain water, but including and not limited to coffee, tea, hot chocolate, soda, etc.) must be consumed by using a covered thermal cup in public spaces. Food items and beverages are not to be distributed in the classroom without prior principal permission or before parents have signed permission slips.

		Please refer to the Health and Wellness Policy regarding food in the classroom. (Click here for full policy)
Page 16	Electronic Storage Under no circumstances should any employee store private student/staff information on a portable electronic device (flash drive, ipad, laptop, etc.).	Electronic Storage Under no circumstances should any employee store private student/staff information on any portable electronic device. All data must be stored on protected storage such as your homefolder (T:\ Drive) or Google Drive. Data stored locally on your device cannot be restored if deleted.
Pages 24-25	Paid Leave Benefits The following policies apply to all Benefit-eligible employees unless otherwise addressed in a collective bargaining agreement (CBA). Employees subject to a CBA are subject to these leave provisions that do not conflict with the CBA. Paid leave benefits are related to the position you hold and whether you are scheduled to work year round or primarily during the school year. Please refer to your offer letter and/or CBA for details regarding your paid leave benefits. Year Round Benefit-Eligible Employees are eligible for paid personal, sick and vacation leave as well as holiday pay. A work year is considered July 1 through June 30.	Paid Leave Benefits The following policies apply to all Benefit-eligible employees unless otherwise addressed in a collective bargaining agreement (CBA). Employees subject to a CBA are subject to these leave provisions that do not conflict with the CBA. Paid leave benefits are related to the position you hold and whether you are scheduled to work year round or primarily during the school year. Please refer to your offer letter and/or CBA for details regarding your paid leave benefits. Year Round Benefit-Eligible Employees are eligible for paid personal, sick and vacation leave as well as holiday pay. A work year is considered July 1 through June 30.

	School Year Benefit-Eligible Employees follow the calendar approved each year by the School Committee and are paid for the days scheduled to work consistent with their position. Holidays and school vacation weeks are not days regularly scheduled to work. Benefit-Eligible School year employees will be eligible for paid personal leave as well as sick leave, described in more detail below. All employees are responsible for following appropriate procedures to request paid leave via our online Frontline Absence Management System, and accurately and timely report reasons for absence. You need to reach out to HR if leave will exceed 5 consecutive work days and/or with any questions. <i>For inquiries related to personal health information you wish to share in your email may be marked confidential and sent to hrleave@reverek12.org. For all other questions, please reach out to staffattendance@reverek12.org</i>	School Year Benefit-Eligible Employees follow the calendar approved each year by the School Committee and are paid for the days scheduled to work consistent with their position. Holidays and school vacation weeks are not days regularly scheduled to work. Benefit-Eligible School year employees will be eligible for paid personal leave as well as sick leave, described in more detail below. All employees are responsible for following appropriate procedures to request paid leave via our online Frontline Absence Management System, and accurately and timely report reasons for absence. Please note that separate and apart from leaves that need to be planned with HR (see below,) other requests for days off may not be made in Frontline for a future fiscal or school year. Special circumstances such as need to make travel arrangements before the opening of the new year may be considered however for advanced authorization. Please reach out to HR via hrleave@reverek12.org in this case. Although absence for special circumstances may be pre-authorized, you will still need to enter these in Frontline once the new year opens. You need to reach out to HR if leave will exceed 5 consecutive work days and/or with any questions. <i>For inquiries related to personal health information you wish to share in your email may be marked confidential and sent to hrleave@reverek12.org. For</i>
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		<i>all other questions, please reach out to staffattendance@reverek12.org</i>
Page 25	Sick Leave Sick days are provided to support you through illness and injury. A certain number of your sick days may also be used each year when you need to care for certain family members. In some circumstances, documentation supporting the use of sick leave may be required. Please reach out to HRLeave@reverek12.org for more information. Sick days are accrued monthly and are not advanced. Available sick leave balances may be used as full days of leave consistent with provisions of your CBA and position. Unused days may carry over to the next year up to certain limits consistent with your position. Accrued sick leave is not paid out upon separation of employment. Please refer to your CBA for any possible sick leave payout upon retirement. Use of sick days beyond the number specified in your CBA requires special authorization from the Superintendent of Schools.	Sick Leave Sick days are provided to support you through illness and injury. A certain number of your sick days may also be used each year when you need to care for certain family members. In some circumstances, documentation supporting the use of sick leave may be required. Documentation requirements vary based on the circumstances. In some cases such as FMLA, forms will be required and in others, notes will need to include certification of illness while in others, simple documentation of visit may be sufficient. Please reach out to HRLeave@reverek12.org for more information, and understand that notes of visits to medical providers do not automatically excuse you from work or authorize use of sick leave, and more information may be needed. If you are in need of extended leave whether paid or unpaid (5 or more consecutive working days, please see information below regarding Extended Leaves and reach out to HR via hrleave@reverek12.org. In some situations where employee fitness or physical safety may be a concern, return to work notes will be required as determined by the HR Department. Sick days are accrued monthly and are not advanced. Available sick leave balances may be used as full days of leave consistent with provisions of your CBA and

		position. Unused days may carry over to the next year up to certain limits consistent with your position. Accrued sick leave is not paid out upon separation of employment. Please refer to your CBA for any possible sick leave payout upon retirement. Use of sick days beyond the number specified in your CBA requires special authorization from the Superintendent of Schools.
Pages 26-27	Unpaid Leave Days In the best interest of the students, we expect that leave be limited to the paid leave provided to you each year. It is important for all employees to reference your school calendar and work schedule, reserving and utilizing personal leave time to cover any instances where you need time off. Should you have an extraordinary circumstance beyond the paid leave available to you at any given time, you may request unpaid leave. However, barring a crisis or emergency, unpaid leave will not generally be granted. Additionally, unpaid leave will not be granted until all paid leave time is exhausted. Requests for unpaid leave should be sent via email to your principal/department leader and copied to hrleave@reverek12.org. Your principal/department leader will forward your request to the Assistant Superintendent for Pupil Personnel Services for consideration. A written response will be provided to you. Emergency Dock Days while acknowledged by your supervisor via Frontline to record	Unpaid Leave Days In the best interest of the students, we expect that leave be limited to the paid leave provided to you each year. It is important for all employees to reference your school calendar and work schedule, reserving and utilizing personal leave time to cover any instances where you need time off. Should you have an extraordinary circumstance beyond the paid leave available to you at any given time, you may request unpaid leave. However, barring a crisis or emergency, unpaid leave will not generally be granted. Additionally, unpaid leave will not be granted until all paid leave time is exhausted. Requests for unpaid leave related to medical circumstances should be made to HR via HRleave@reverek12.org Requests for all other unpaid leave should be sent via email to your principal/department leader and copied to hrleave@reverek12.org. Your principal/department

	your absence are also considered unauthorized until reviewed by the Central Office. Please understand that unauthorized unpaid days and absences on days denied for leave may require documentation and may be subject to disciplinary action.	leader will forward your request to the Assistant Superintendent for Pupil Personnel Services for consideration. A written response will be provided to you. Emergency Dock Days while acknowledged by your supervisor via Frontline to record your absence are also considered unauthorized until reviewed by the Central Office. Please understand that unauthorized unpaid days and absences on days denied for leave may require documentation and may be subject to disciplinary action.
Page 27	Extended Leaves of Absence Employees holding positions considered permanent, depending on their job classification, may be entitled to request both short and long term leaves of absence. The various employee contracts and collective bargaining agreements specify the requirements for eligibility for these leaves and should be consulted for specific information. Please reach out to Human Resources via HRLeave@reverek12.org for more information and to make a request for leaves beyond five consecutive days of absence.	Extended Leaves of Absence Employees holding positions considered permanent, depending on their job classification, may be entitled to request both short and long term leaves of absence. The various employee contracts and collective bargaining agreements specify the requirements for eligibility for these leaves and should be consulted for specific information. If you have a need for an extended leave (considered to be 5 or more consecutive work days of absence) or to extend a previously authorized leave, please reach out to HR via HRLeave@reverek12.org. RPS authorizes leave with the understanding that an employee intends to return to their position. Requests for leave or extensions should therefore include a statement of the purpose of leave, dates,

		and affirmation of intention to return to your position. Please reach out to HR via HRleave@reverek12.org for more information and to make a request for leave.
Page 28	Personal Leaves of Absence Unpaid personal leaves of absence for individual educational or other valid reasons may be requested and are subject to approval by the Superintendent of Schools. Such leaves may not exceed one (1) year except as otherwise specified in CBAs. Other than in urgent and compelling circumstances, such requests must be submitted in writing to HR no later than April 1 prior to the year of leave or as specified in your CBA. (Email to hrlealve@reverek12.org is acceptable.) Please reach out to HR to discuss leave needs.	Personal Leaves of Absence Unpaid personal leaves of absence for individual educational or other valid reasons may be requested and are subject to approval by the Superintendent of Schools. Such leaves may not exceed one (1) year except as otherwise specified in CBAs. Other than in urgent and compelling circumstances, such requests must be submitted in writing to HR no later than April 1 prior to the year of leave or as specified in your CBA. Written requests must include a statement of the purpose of leave, dates, and affirmation of intention to return to your position. (Email to hrleave@reverek12.org is acceptable.) Please reach out to HR via Hrleave@reverek12.org to discuss leave needs.
Page 34	Progressive Discipline Progressive discipline is a procedure of the supervision and evaluation process used when a situation requires corrective action. In general, there are five steps in the process, although the goal is to correct the problem immediately without needing to proceed to a higher step in the process. Occasionally an incident may be so	Progressive Discipline Progressive discipline is a procedure of the supervision and evaluation process used when a situation requires corrective action. In general, there are five steps in the process, although the goal is to correct the problem immediately without needing to proceed to a higher step in the process. Occasionally

	serious that it requires immediate intervention at a higher step in the process. (Descriptions are excerpted from <u>Teacher Evaluation That Works!</u> by William Ribas, 2002). This is only a guide, not a rule, for administrative intervention. Step 1: Corrective Action—“a private, informal conversation with a staff member about a behavior in question.” Step 2: Verbal Warning/Reprimand—A verbal warning or reprimand “...details the nature of the infraction or the failure to meet an expectation and includes a statement saying that if the same infraction or concern...occurs again, more serious disciplinary action will result.... The subject matter of the conversation and the fact that a verbal warning has been given...” will be documented in the form of a memorandum and given to the employee.” Step 3: Written Reprimand and Warning—“The specific incident or concern is reduced to writing and presented to the employee.” “... a copy will be placed in the employee’s personnel file.” Step 4: Suspension (with or without pay) and a Final Written Warning—The staff member is notified of the suspension and a “copy of the written confirmation, signed or initialed by the employee” will be placed in the employee’s personnel file.	an incident may be significant and serious enough that it requires immediate intervention at a higher step in the process. The steps listed below are only a guide, not a rule, for administrative intervention. Step 1: Clarification of Expectations o A private conversation that will be memorialized in a writing in order to provide guidance and prevent future occurrences. • The recipient must sign the memorandum to acknowledge receipt (not necessarily agreement with) and they are required to return it to their administrator in a timely manner. Step 2: Verbal Reprimand o A formal meeting that outlines the nature of the infraction or failure to meet professional expectations and/or responsibilities. Additionally, administration will provide mandates and/or guidance to prevent future occurrences. • The recipient must sign the
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	Step 5: Discharge	written, memorialized <i>Verbal Reprimand</i> notice to acknowledge receipt (not necessarily agreement with) and they will be required to return the signed notice to their administrator in a timely manner. The staff member may write and attach a response to the <i>Verbal Reprimand</i> if they so desire. The <i>Verbal Reprimand</i> (and any written, attached response from the staff member) will be placed in the staff member's personnel folder. Step 3: Written Reprimand o A formal meeting that outlines the nature of an infraction or failure to meet professional expectations and/or responsibilities. Additionally, administration will provide mandates and/or guidance to prevent future occurrences. • The recipient must sign the <i>Written Reprimand</i> to
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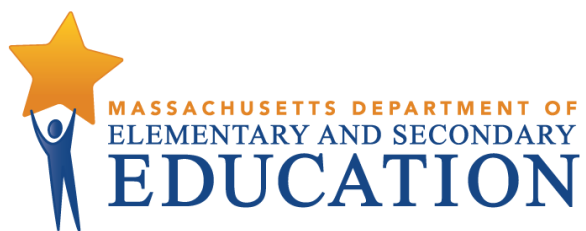
		acknowledge receipt (not necessarily agreement with) and will be required to return the signed notice to their administrator in a timely manner. The staff member may write and attach a response to the <i>Written Reprimand</i> if they so desire. The Written Reprimand (and any written, attached response from the staff member) will be placed in the staff member's personnel folder. Step 4: Suspension (with or without pay) & Final Warning o Pursuant to M.G.L. c. 71, § 42D, administration will notify the staff member of their intent to suspend via an <i>Intent to Suspend Notice</i> and will schedule a meeting where the staff member may be represented by their union representative and/or legal counsel. At this meeting, the staff member will have the right to review the decision to suspend and to provide
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		information pertinent to this decision and their status. If the staff member waives the right to meet with the administrator, their suspension will be effective according to the dates outlined in the <i>Intent to Suspend Notice</i>. • The staff member will then be notified of the final termination decision via a <i>Suspension Notice</i>, which must be signed by the staff member. The signed <i>Suspension Notice</i> will be placed in the staff member's personnel file. Step 5: Termination o Pursuant to M.G.L. c. 71, § 42, administration will notify the staff member of their intent to terminate via an <i>Intent to Terminate Notice</i> and will schedule a meeting where the staff member may be represented by their union representative and/or legal counsel. At this meeting, the staff member will have the right to review the administrator's decision and
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		present information pertaining to the basis for the termination decision and their status as an employee of Revere Public Schools. If the staff member waives the right to meet with the administrator, their dismissal will be effective immediately with the meeting date serving as their final day of employment for Revere Public Schools. • The staff member will then be notified of the final termination decision via a <i>Termination Notice</i>, which must be signed by the staff member. The signed <i>Termination Notice</i> will be placed in the staff member's personnel file.
Page 39	Link to School Committee Policy - Student Travel Link to School Committee Policy - Student Travel Regulations	Updated LINKs to SC Policy Manual **Reminder to update in translated versions.
Page 39	If you are planning an out-of-state or international travel field trip, refer to the below Student Travel and Student Travel Regulations. Any out-of-state or international travel requires school committee final approval no less	If you are planning an out-of-state or international travel field trip, refer to the below Student Travel and Student Travel Regulations. Any out-of-state or international travel requires school committee final

	than 6 months PRIOR to scheduled trip dates.	approval no less than 30 days PRIOR to scheduled trip dates.
Page 41	Link to School Committee Policy - GBEBD - Online Fundraising and Solicitations - Crowdfunding	Link to School Committee Policy - GBEBD - Online Fundraising and Solicitations - Crowdfunding Link to School Committee Policy - JJE - Student Fund Raising Activities
Page 86	OVERNIGHT - OUT-OF-STATE – OUT OF COUNTRY STUDENT TRIP REQUEST Overnight, out-of-state, out-of-country field trips require approval by the Revere School Committee. Use the form below as an outline for the information necessary to submit a request for the Committee's approval. Requests for final approval must be submitted to the Revere School Committee no less than 6 months prior for any scheduled trip dates that are out-of-state/international travel. However, any curriculum related events and or competitions (ex. History Fairs, Science Fairs, Robotics, JROTC) will require a 30 day notice. Please refer to Policy JJH & JJH-R. The Revere School Committee recommends that informational sessions be held for parents/guardians to complete forms and have notarized. The School	All student trips which include out-of-state travel during non-school hours; international travel; or late night or overnight travel must have prior approval of the School Committee. Use the form below as an outline for the information necessary to submit a request for the Committee's approval. Requests for final approval must be submitted to the Revere School Committee no less than 30 days prior for any scheduled trip dates that fall outside of school hours and that meet one or more of the following categories: out-of-state travel during non-school hours; international travel; late night; overnight travel. Please refer to Policy JJH & JJH-R. Exceptions to the 30-day submission requirement may be approved in extenuating circumstances when the district receives notice of qualifying student opportunities on a shorter timeline, including advancement through competitions, tournaments, or other time-sensitive academic or extracurricular events.

	Committee reserves the right to make informational meetings mandatory.	The Revere School Committee recommends that informational sessions be held for parents/guardians to complete forms and have notarized. The School Committee reserves the right to make informational meetings mandatory.
Page 90	I will not be in possession of or utilize drugs, tobacco, and/or alcohol while traveling with Revere Public Schools student groups. I also agree not be found in the presence of such substances or I will be found equally at fault.	I will not be in possession of or utilize drugs, tobacco, and/or alcohol while traveling with Revere Public Schools student groups. I also agree not to be found in the presence of such substances or I will be found equally at fault.

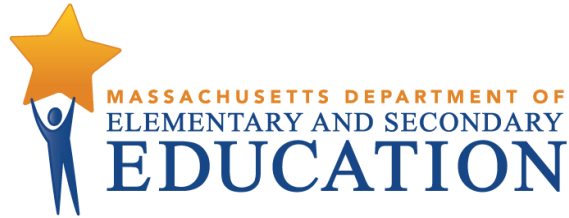


Innovation Schools Annual Evaluation

Paul Revere Innovation School

2025-2026

Dr. Dianne Kelly, Superintendent of Schools, dkelly@reverek12.org
Moe Coyle, Principal, mcoyle@reverek12.org



This document was prepared by the
Massachusetts Department of Elementary and Secondary Education
Jeffrey C. Riley
Commissioner

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Table of Contents

Introduction	1
Annual Evaluation Submission Instructions	1
Innovation School/Academy Information	2
Part A: Description of Autonomies and Flexibilities Implementation	3-9
Curriculum, Instruction, and Assessment (if applicable).....	4-6
Innovation schools and academies have the ability to identify and/or develop curriculum and instruction models and assessment practices that support its mission, vision, and educational model.	
School Schedule and Calendar (if applicable).....	7
Innovation schools and academies have the ability to design unique school schedules and calendars that support its mission, vision, and educational model. Re-designed school schedules and calendars may be designed to maximize and extend time on learning for students and provide and/or increase common planning time for teachers.	
Staffing (if applicable).....	8-9
Innovation schools and academies have the ability to develop staffing policies and procedures that support its mission, vision, and educational model through the implementation of waivers or exemptions from district policies, contracts, and collective bargaining agreements.	
Professional Development (if applicable).....	10
Innovation schools and academies have the ability to develop and implement professional development activities that support its mission, vision, and educational model.	
Part B: Measurable Annual Goals	11-17
Innovation plans are required to include Measurable Annual Goals (MAGs). The annual innovation school evaluation must address progress towards meeting these established goals.	
Part C: Innovation Plan Updates (<i>if applicable</i>)	18
Describe any revisions or updates made to the approved innovation plan during the 2018-2019 school year.	
Part D: Renewal (<i>if applicable</i>)	18-19
Innovation schools or academies seeking renewal.....	18
Innovation schools or academies not seeking renewal.....	19

Introduction

The innovation schools initiative is a signature component of *An Act Relative to the Achievement Gap*, signed into law by Governor Deval Patrick back in January 2010. This initiative provides educators and other stakeholders across the state an opportunity to create new in-district and autonomous schools that can implement creative and inventive strategies, increase student achievement, and reduce achievement gaps while keeping school funding within districts.

These unique schools operate with increased autonomy and flexibility in six key areas with the goal of establishing the school conditions that lead to improved teaching and learning. The six key areas are as follows:

1. Curriculum;
2. Budget;
3. School schedule and calendar;
4. Staffing (including waivers from or exemptions to collective bargaining agreements);
5. Professional development; and
6. School district policies

Innovation schools can operate as new schools, conversion schools, or academies (school-within-a-school) models. Innovation schools may be established by: (i) parents; (ii) teachers; (iii) parent-teacher organizations; (iv) principals; (v) superintendents; (vi) school committees; (vii) teacher unions; (viii) colleges and universities; (ix) non-profit community-based organizations; (x) non-profit business or corporate entities; (xi) non-profit charter school operators; (xii) non-profit management organizations; (xiii) educational collaboratives; (xiv) consortia of these groups; or (xv) non-profit entities authorized by the Commissioner of Elementary and Secondary Education.

The innovation schools statute [M.G.L., c.71, s.92](#), requires superintendents in districts with innovation schools and/or innovation academies to evaluate these schools at least annually. The purpose of the evaluation is to both determine whether the school or academy has met the annual goals articulated in its approved Innovation Plan and to assess the implementation of the Innovation Plan. The Superintendent shall provide the evaluation to the school committee and to the Commissioner of Elementary and Secondary Education.

In addition to a review of data relevant to the Measurable Annual Goals (MAGs), annual evaluations may also include, but are not limited to: information collected through site visits to the school or academy; feedback collected from focus groups of staff, students and families as well as community partners; and review of student work and exhibitions.

Annual Evaluation Submission Instructions

Evaluations for the prior school year should be submitted by August 1 each year. Questions and completed evaluations should be submitted via the [district survey for innovation schools](#). Please note the requested filename format “Innovation School Annual Evaluation [insert school year]_[insert School name_District name].”

Innovation School/Academy Information

School/Academy Name: Paul Revere Innovation School	
School Type (New/Conversion/Academy): Conversion	District Name: Revere Public Schools
Year Innovation Status Granted: 2010	School Year Implementation Commenced: 2010-2011
Grades Served: K-5	Total Enrollment: 433
Mission: The Paul Revere School is committed to providing an individualized and authentic education to all students in an inclusive setting by: • Amplifying student identity, voice, and choice • Building and maintaining positive relationships within our community • Promoting rigorous and relevant learning through innovation and collaboration • Fostering a safe and diverse community to cultivate lifelong learners and leaders	
Vision: To be an inclusive and innovative community of scholars who contribute to our society in a meaningful way. The Paul Revere Innovation School remains committed to creating an academic atmosphere for all children that features authentic, relevant learning where student curiosity and agency lead to inquiry and knowledge. We recognize that all of our students bring with them a unique fund of knowledge and strengths, and all are valued individuals within our community. Most importantly, students know that they are in a place where the staff knows them well and truly cares about them, their families, and their success. The whole child is valued and developed through their social, emotional, and intellectual learning. Working together with our families and community, the Paul Revere Innovation School empowers lifelong learners who are able to communicate effectively and to think critically, creatively, collaboratively, and flexibly. Thus, students leave our school prepared to contribute and to lead, both locally and globally.	
Educational Model: The Paul Revere School is a kindergarten through fifth grade building located in the urban district of Revere, Massachusetts. Over the past fourteen years as an Innovation School, our enrollment has greatly increased. In 2010, when our new building opened, our enrollment was 350. As of June 2026, our enrollment was 433. The Paul Revere School remains an inclusive	

school environment where all students are seen and welcomed for their unique contribution to our community. We have full inclusion classrooms at each grade level that are co-taught by general and special education teachers with the assistance of a part-time paraprofessional. These classrooms ensure that our highest needs students are able to be included in a typical classroom setting with the grade level peers while still having their IEP goals and social/emotional needs prioritized and developed as needed. During the 23-24 school year, we made a change to the way that EL services were being provided by moving to a push-in model of instruction wherever possible so that these students would remain connected to peers and grade level content while receiving the necessary support to develop the language skills.

Part A: Description of Autonomies and Flexibilities Implementation

Please see below the list and descriptions of possible autonomies and flexibilities that may be approved in an innovation plan.

In order to identify the autonomies and flexibilities being implemented by your school or academy, only provide a description to the autonomies and flexibilities approved in your school's or academy's innovation plan. Please delete the autonomy and flexibility sections that do not apply to your school's or academy's approved innovation plan.

Responses should describe:

- any successes or challenges experienced during implementation;
- how the school or academy identifies and responds to any observed disparities (including, but not limited to academic performance, access to curriculum and resources, and non-academic opportunities) by race/ethnicity categories and selected groups for both students *and* teachers, as applicable. Responses may be further described or clarified in the next bullet; and
- how implementation of the specific autonomy or flexibility helps reduce any opportunity gaps and/or achievement gaps.

Curriculum, Instruction, and Assessment (if applicable)

Innovation schools and academies have the ability to identify and/or develop curriculum and instruction models and assessment practices that support its mission, vision, and educational model.

Describe the innovation school or academy's implementation of curriculum, instruction, and assessment flexibilities during the 2025-2026 school year.

1. Purposeful Play in Grades K through 5

On July 21, 2010, the Department of Elementary and Secondary Education adopted the Common Core State Standards and set a path forward to support districts with a gradual transition to an updated set of frameworks that maintained high expectations for students and strong emphasis on developing conceptual knowledge over rote learning. During the past decade, we have seen that our instructional methods have become increasingly reliant on direct instruction and other methods that risk stifling students' natural curiosity and excitement for learning. Our ongoing work with Deeper Learning has been essential as we look to increase student agency by providing choice and voice in their learning. However, in January of 2024, our students completed a survey that was focused on equitable learning opportunities and belonging. While there were many highlights from this survey that indicate areas of strength (sense of community, relationship with teachers, feeling celebrated, school safety), the results in other areas were compelling and suggested that it was time to develop new instructional skills and strategies that better meet the unique and diverse needs of our students.

The students were asked a series of questions and needed to rank the level of agreement on a five-point scale where 1 represented strong disagreement and 5 represented strong agreement. The table below includes excerpts from this survey that demonstrate we must change the ways in which we engage our students in their learning.

Survey Question	Students Who "Agree" or "Strongly Agree"
I am interested in what I am learning.	69.2%
I sometimes get to choose what I learn about.	30.5%
I can choose how I show my work or express what I have learned.	63.9%
I feel like I belong in my classroom or community.	73%

To that end, we have applied for and were awarded the Playful Learning Institute

competitive grant through DESE. This grant program provides eight of our classrooms from Kindergarten through 3rd Grade with professional development and in-person coaching on ways to integrate purposeful play into our daily instruction. Staff that are participating directly with this grant program will receive professional development and coaching from April 2025 through June 2026. During this time, we will be building our readiness to expand newly learned practices to other classrooms over the course of this five-year Innovation Plan. Below is a potential roll-out for this initiative:

2025-2026 – 50 % of classrooms from Kindergarten to Grade 3
2026-2027 – 100% of classrooms from Kindergarten through Grade 4
2027-2028 – 100% of classrooms from Kindergarten through Grade 5
2028-2030 – Whole school implementation with expansion to all content areas

The selected strategies and methods that we will be using to implement purposeful play in our classroom support our district initiative of ensuring that all students have regular access to deeper learning experiences where they are able to see themselves in their work, work collaboratively with peers, and demonstrate agency.

Status for the 2025-2026 School Year:

- A total of eight classrooms (11 teachers) engaged in bi-weekly coaching with Neighborhood Villages to implement purposeful, playful learning across Grades K through 3. This work reached 161 students (37%). Additionally, with support from our DESE grant and partnership with Neighborhood Villages, an additional five classrooms (5 teachers) received coaching during June 2026 which impacted 89 more students (20.5%).
- Once per month, building administrators were able to meet with PLI teachers to share successes, best practices and plans for ongoing implementation.
- Through three 2-hour sessions, all staff members received professional development from PLI to support a deepening understanding of the strategies and implementation.
- The work with Neighborhood Villages aligns directly with our School Improvement Plan. There is a strong connectedness to our work with the Learning Pit as well as student engagement. Data from school-wide learning walks has shown an increase in student discourse, peer to peer collaboration, problem solving and student agency.

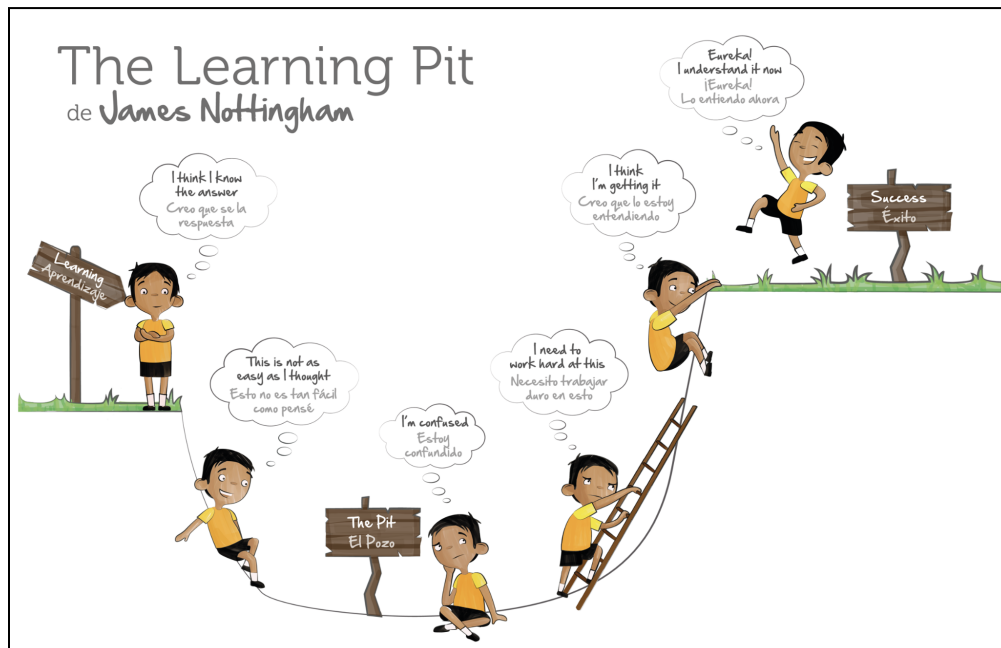
2. The Learning Pit – James Nottingham

We feel that students require explicit instruction in how to deal with challenging learning situations where the path forward is unclear and there may not exist one correct answer. Through the work of James Nottingham in his book called *The Learning Challenge*, we have embraced the idea that learning should be messy and complicated and that some degree of “cognitive conflict” is essential for students to truly make sense of content in a way that is authentic and supports long-term mastery. As such, we will adopt the Learning Pit model as a universal tool to:

- Support teachers with creating lessons that intentionally include “cognitive conflict”, purposely complicating the learning to increase student engagement by welcoming competing arguments and opinions that require students to

persevere and construct meaning. Teachers will use this methodology to construct high quality, standards aligned lessons that support our adopted core curriculum materials.

- Support students with understanding the stages of the learning process and being able to identify where they are in that process. Students will develop intrinsic motivation, perseverance, and collaborative learning skills. Students will independently identify resources that support their learning and use these resources appropriately to develop content mastery.



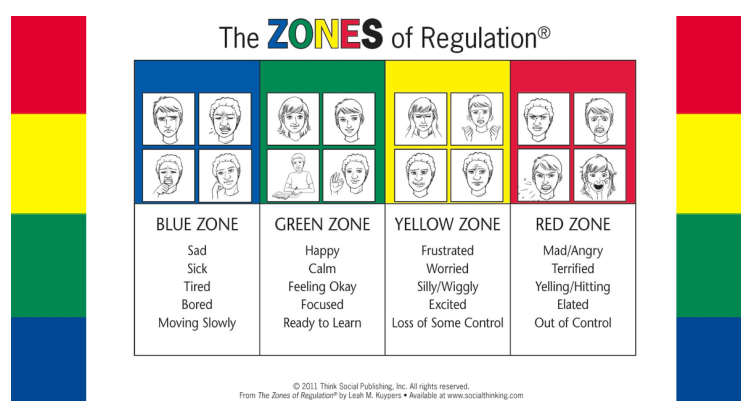
During the course of the 2024-2025 school year, all staff have engaged in eight hours of professional development focusing on the The Learning Pit. Teachers apply newly learned skills from this professional development in their daily instruction throughout the course of this five year innovation plan. Students will benefit from the vertical coherence with a consistent language and instructional structure as they progress through the years. Universal visuals will be displayed in all classrooms and referred to throughout instruction. The end result will be students who demonstrate independent learning skills and the ability to grapple with challenging content, skills essential to long-term academic and personal success.

Status for the 2025-2026 School Year:

- All staff members engaged in 4.5 hours of professional development with James Nottingham, creator of The Learning Pit and author of *Teach Brilliantly* and *The Learning Challenge*.
- All learning spaces display the interactive Learning Pit poster to support student understanding of what it looks like and feels like to be “in the Pit”.
- Grade level teams and support staff purposefully create lessons that include components that target a high cognitive lift thus forcing students into “the Pit”.

3. *Zones of Regulation – Social Thinking*

Increasing rigor and pushing students to become independent learners who use available resources and demonstrate agency can put a lot of pressure on some students and risk pushing them to their frustration point. Effective scaffolding will need to be in place and consistent with any behavioral modification program, we will focus on gradual and iterative change that aims to build student confidence and resilience. To support students with navigating their emotions and developing self-monitoring and self-regulation skills, we will adopt the Zones of Regulation as a universal tool that will be displayed and followed in all spaces throughout our school. Staff will work with students to make explicit connections between the Learning Pit and the Zones of Regulation so that students are actually aware of how they feel throughout the learning process and different strategies they can use to remain emotionally regulated and engaged in their learning. Ongoing Professional Development will be provided through our weekly Wednesday early release structure.



Status for the 2025-2026 School Year:

- The school's SEL committee prioritized the Zones of Regulation work for this school year. The committee reviewed resources and created a presentation that was shared with all staff during professional development.
- There is a Zones of Regulation visual in every learning space to create and support school-wide common language.
- Our two school adjustment counselors have planned and implemented push-in lessons across all grade levels. They have also implemented Zones of Regulation during 1:1 sessions and small-group social skills sessions.

4. Parent/Teacher Conference Redesign – Student Led Conferences

Over the course of this five year plan, we will transition from traditional parent teacher conferences that focus mostly on communication between adults to instead, make them student-centered and student-led. We believe that student-led conferences will empower our learners to develop increased pride and ownership of their work and learning. Students will spend time with their teacher reflecting deeply on their work to identify strengths and areas for improvement, and to determine key artifacts that will be shared with parents to show ongoing progress. Recognizing that student capacity varies by age/grade level, the conference structure and expectations will vary accordingly. While the Grade 5 student-led conference will have heavy reliance on the student to drive the conversation, the Kindergarten conference will be developmentally appropriate while still welcoming the

student into the leadership role through increased prompting and preplanned scripting. We will use our Wednesday early release structure to support this new initiative and provide additional conference time as needed.

This initiative will be the responsibility of our Family Engagement and Support Committee. We will start out with our Grade 5 team piloting this initiative during the 2025-2026 school year. Relevant data and learnings will be utilized to inform the process as we seek to add one additional grade level each school year over the course of this five year plan.

Status for the 2025-2026 School Year:

- The Family Engagement Committee planned and informed the initial implementation of the Grade 5 student-led conferences that took place in December 2025 and March 2026. The established goals of these conferences were Ownership of Learning, The Learning Pit and Goal Setting.
- Thirty (30) out of fifty-three (53) family conferences were student-led. Some families opted for the more traditional parent/teacher conference.
- Caregiver survey results were unanimously positive stating that parents preferred student led conferences to traditional conferences.

School Schedule and Calendar (if applicable)

Innovation schools and academies have the ability to design unique school schedules and calendars that support its mission, vision, and educational model. Re-designed school schedules and calendars may be designed to maximize and extend time on learning for students and provide and/or increase common planning time for teachers.

Describe the innovation school's or academy's implementation of school schedule and calendar flexibilities during the 2025-2026 school year.

The Paul Revere School has used our autonomy with school schedule and calendar in the following way:

As of the 2023-2024 School Year, the Paul Revere School follows a modified calendar where teachers and students do not report to school on the day before winter break in December. All teachers make up this contractually mandated time by offering collaborative before and afterschool clubs during two sessions offered each school year (see expanded description in Appendix B - Election to Work Agreement). With the current Innovation Renewal Plan, we will continue to follow the modified schedule and flex time stipulations outlined in the previous plan. This will remain consistent throughout the duration of our 2025-2030 Innovation Plan.

Staffing (if applicable)

Innovation schools and academies have the ability to develop staffing policies and procedures that support its mission, vision, and educational model through the implementation of waivers or exemptions from district policies, contracts, and collective bargaining agreements.

Describe the innovation school or academy's implementation of staffing flexibilities during the 2025-2026 school year.

The Paul Revere School has used our autonomy with Staffing in the following way:

1. First Grade "Enhanced" Classroom (Formerly "Boost", Revised from 2020-2025 Plan)

We propose an enhanced classroom, which we will call the First Grade "Enhanced" Classroom that allows for intensive academic and social/emotional support to be provided within the classroom in a way that minimizes the need for pull-out services.

The First Grade "Enhanced" Classroom will:

- Be composed of both at-risk and typical/model students to ensure a broad representation of student skill levels, ensuring effective and collaborative learning structures can be employed.
- Focus on integrating SEL into all aspects of the curriculum with the support of the School Adjustment Counselor.
- Foster collaboration between the classroom teacher, interventionists, and other service providers to support individual student learning needs.
- Allow for Tier I and II supports to take place within the classroom setting using a push-in model to eliminate/reduce pull-out services
- Follow the Massachusetts Curriculum Frameworks for first grade, with extensive differentiation and support to allow for reinforcement of kindergarten skills and concepts as needed.

Status for the 2025-2026 School Year:

- This class was fully operational throughout this school year with a fully included model where students received all services in the classroom. We had increased enrollment to 16 students to better balance class sizes across the grade level.
- While the modified instructional model was a success, budget decreases across the district have necessitated staff shifts for SY26-27 and the Enhanced Classroom has dissolved. Opportunities to reinstate this classroom will be revisited annually throughout the term of this Innovation Plan with final determination being made based on budgetary constraints and student learning data.

Professional Development (if applicable)

Innovation schools and academies have the ability to develop and implement professional development activities that support its mission, vision, and educational model.

Describe the innovation school or academy's implementation of professional development flexibilities during the 2025-2026 school year.

1. Purposeful Play in Grade K through 5

All staff will participate in ongoing professional development throughout the course of this five year plan that focuses on ways to integrate developmentally appropriate, play-based learning experience into their instruction. This work will be driven by our participation in DESE's Playful Learning Institute. A team of teachers and administrators has been assembled and will oversee the design and implementation of this professional development. The Paul Revere Innovation School will also explore outside professional development opportunities that can be integrated into our plan as well as search for grant opportunities that can support this work.

Status for the 2025-2026 School Year:

- All staff completed six hours of professional development led by our assigned coach from Neighborhood Villages, in partnership with DESE.
- Eleven classroom teachers (8 classrooms) received bi-weekly coaching from our assigned coach from Neighborhood Villages.
- Five non-grant classroom teachers (five classrooms) received coaching from our assigned coach from Neighborhood Villages on four days in June.

2. Zones of Regulation

All staff will engage in ongoing professional development for implementing the Zones of Regulation with their students. This professional development will be designed and implemented by the Paul Revere Innovation School counseling staff with the support of the administration.

Status for the 2025-2026 School Year:

- The SEL Committee planned and implemented a two-hour all-staff professional development on Zones of Regulation. Shared resources were made available.

3. The Learning Pit

School-based teacher leaders will provide ongoing Professional Development based on James Nottingham's book *The Learning Challenge: How to Guide Students Through the Learning Pit*. Additionally, the Paul Revere Innovation School will partner with another Revere elementary school to engage in at least three virtual sessions with James Nottingham.

Status for the 2025-2026 School Year:

- We completed three 90-minute sessions of professional development with James Nottingham, the creator of The Learning Pit.

Part B: Measurable Annual Goals

Innovation plans are required to include Measurable Annual Goals (MAGs). The annual innovation school evaluation must address progress towards meeting these established goals.

As required by statute, each innovation school's or academy's MAGs are based on student outcomes and include, but are not limited to the following:

- student attendance;
- student safety and discipline;
- student promotion, graduation rates and dropout rates;
- student achievement on the MCAS¹; and
- reduction of proficiency gaps with progress in areas of academic underperformance (not limited to MCAS), and including as appropriate a focus on the following student groups:
 - Race/ethnicity
 - Students identified as economically disadvantaged
 - English Learners (ELs)
 - Students with disabilities

Innovation plans may also include MAGs that are **specific to each** school or academy's unique mission and vision. Please be sure to add tables for each additional MAG identified and include a description and response, as needed.

When identifying and discussion trends for the following student outcomes, be sure to include data/information for the **aggregate rate for all students**, as well as data/information for **student group rates** (including, but not limited to, race/ethnicity categories, students identified as economically disadvantaged, students with disabilities, English Learners, and students whose first language is not English).

You must provide a response to all the MAGs found in the tables below and be sure to include any additional MAGs identified in your approved innovation plan. Responses should:

1. describe the progress made toward meeting these goals during the prior school year;
2. describe the process used to evaluate the innovation school's or academy's progress towards meeting its MAGs. Included in the description if site visits, focus groups, or review of student work was collected for use in the evaluation process. Additionally, please describe the data monitoring system and processes being implemented at your innovation school or academy; and
3. describe how the MAGs have been used to inform key organizational decision making processes in areas such as: curriculum and instruction, student achievement, school culture, professional development, staffing, fiscal policies, and operations.

¹ Superintendents and School/Academy leaders should reflect on the most recently available MCAS data and provide a brief description of their assessment of performance. Additionally, data on student performance for non-statewide assessments over time may be provided and assessed. For more information on how to discuss academic performance, see the instructions found on pages 7-8.

Student [attendance rates](#) (including, but not limited to overall attendance rate and chronic absenteeism)

Student attendance at EOY for SY24-25 was 95.1%. As of March 2026, the attendance rate for SY25-26 was 95.6%, showing a slight improvement over the prior school year. EOY attendance data has not yet been released by DESE.

Student safety and [discipline rates](#) (In-school suspensions and Out-of-school suspensions. Including, but not limited to 'All offenses' and 'Non-drug, non-violent, and non-criminal-related offenses')

Student Group	2023-2024		2024-2025	
	Students	Students Disciplined	Students	Students Disciplined
All Students	512	8	519	5
English Learner	234	5	235	3
Low Income	362	7	361	4
Students w/disabilities	118	4	124	1
High needs	440	8	434	5
Female	246	0	255	0
Male	266	8	264	5
Amer. Ind. or Alaska Nat.	8	0	7	0
Asian	21	1	18	1
Afr. Amer./Black	16	1	22	0
Hispanic/Latino	299	4	298	3
Multi-race, Non-Hisp./Lat.	12	1	16	0
Nat. Haw. or Pacif. Isl.	1	0	1	
White	155	1	157	1

Due to extensive use of non-disciplinary interventions and an increased focus on SEL, only five students required discipline in SY24-25. As we implement our new innovation plan we anticipate our rates to remain consistently low.

Student promotion and [retention rates](#)

School Year	Total Enrollment	# of Students Retained	%of Total Enrollment
2025-2026	433	4	0.92%

The 2025-2026 MA State retention rate for All Students was 0.9%. Our School is aligned with the state average with only 0.92% of our students being retained.

Student [graduation rates](#), if applicable (4-year annual graduation rate, 4-year cohort graduation rate, 5-year annual graduation rate, and 5-year cohort graduation rate)

N/A

Student [dropout rates](#), if applicable

N/A

Superintendents and School/Academy Leaders should reflect and provide a brief description of your assessment on the most recently available [Next-Generation MCAS achievement data](#).

Superintendents and School/Academy Leaders are also encouraged to reflect and provide a description of your assessment on student performance outcomes on non-statewide assessments over prior years of available data. To assist schools or programs in this discussion, please follow the prompts below. The Department does not expect schools to create new data reports for the purposes of this evaluation submission. Only provide and discuss the tables or visuals or data dashboards that your school or program typically uses to analyze overall student performance outcomes.

Reflection and assessment of 2024 Next-Generation MCAS performance:

1. Name the assessment(s) or tool(s) the school uses to measure student performance for English language arts, mathematics, and science and technology/engineering, if available, and what type of data is being tracked (e.g., formative, or summative). If a commercially available assessment/tool is not used to track performance, indicate that the non-statewide assessment was developed internally and for which subject.
2. Provide the most recent non-statewide data and/or visuals that are presented to the district's school committee or school/program leadership used for monitoring and evaluative purposes. Examples may include reports of absolute scores, within-year student gains/losses, and year-to-year student gains/losses, for English language arts, mathematics, and science and technology/engineering, if available.
 - a. Provide the results by grade level, and if available, in the aggregate when the same tool is used for multiple grades (e.g., grades K-4). Be sure to identify the number of students included in the reported figures, if not readily displayed.
 - b. Provide the results for all students and one or more student groups.
3. For comparison, include national and/or statewide comparison data for all students and by student group, if available.

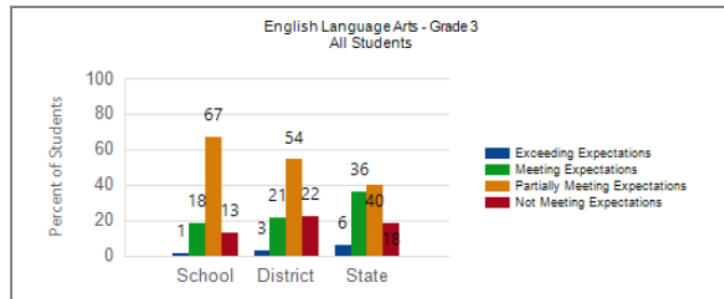
4. If national and/or statewide comparison data is not available by student group, schools should explain any observed trends and/or anomalies when analyzing student group performance outcomes within the school.

Spring 2024 MCAS Results

All Students

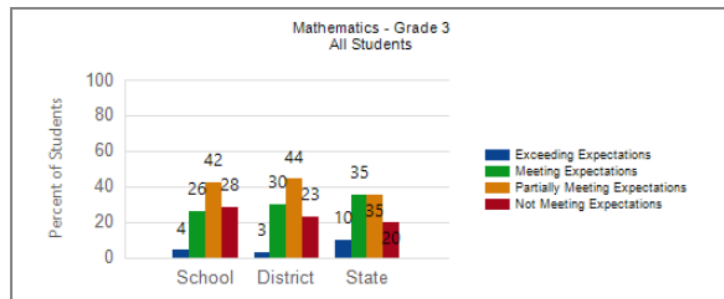
Participation Rate: 100%

English Language Arts	N Students Included	% School	% District	% State
Exceeding Expectations	1	1	3	6
Meeting Expectations	14	18	21	36
Partially Meeting Expectations	51	67	54	40
Not Meeting Expectations	10	13	22	18
Total Included	76			



Participation Rate: 100%

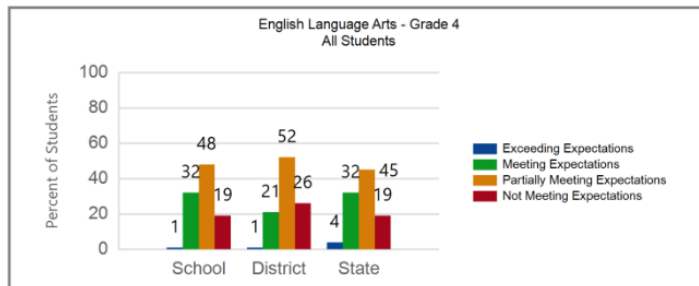
Mathematics	N Students Included	% School	% District	% State
Exceeding Expectations	3	4	3	10
Meeting Expectations	20	26	30	35
Partially Meeting Expectations	32	42	44	35
Not Meeting Expectations	21	28	23	20
Total Included	76			



All Students

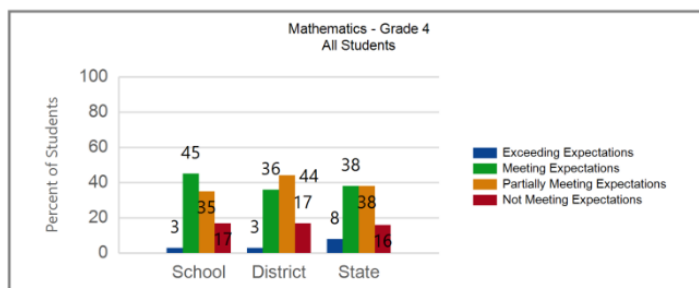
Participation Rate: 100%

English Language Arts	N Students Included	% School	% District	% State
Exceeding Expectations	1	1	1	4
Meeting Expectations	24	32	21	32
Partially Meeting Expectations	36	48	52	45
Not Meeting Expectations	14	19	26	19
Total Included	75			



Participation Rate: 100%

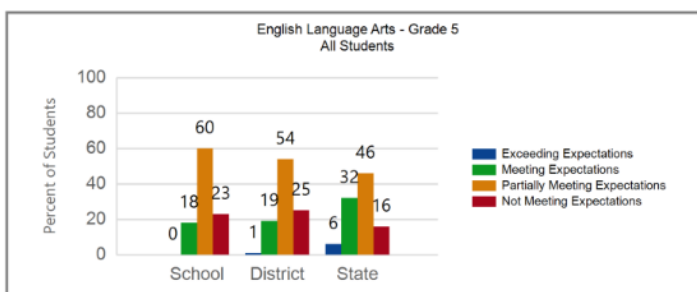
Mathematics	N Students Included	% School	% District	% State
Exceeding Expectations	2	3	3	8
Meeting Expectations	34	45	36	38
Partially Meeting Expectations	26	35	44	38
Not Meeting Expectations	13	17	17	16
Total Included	75			



All Students

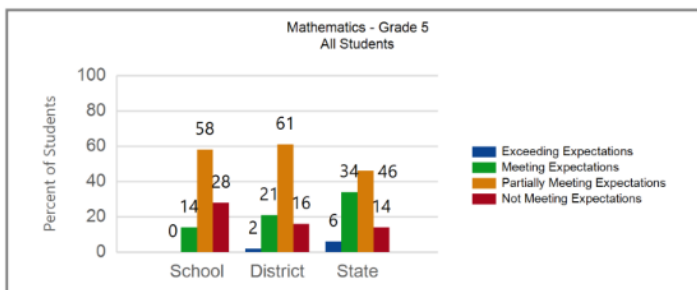
Participation Rate: 100%

English Language Arts	N Students Included	% School	% District	% State
Exceeding Expectations	0	0	1	6
Meeting Expectations	10	18	19	32
Partially Meeting Expectations	34	60	54	46
Not Meeting Expectations	13	23	25	16
Total Included	57			



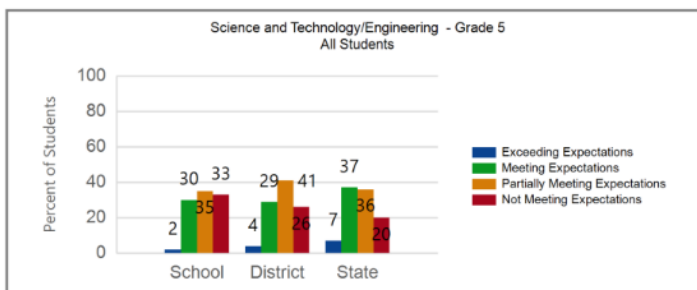
Participation Rate: 100%

Mathematics	N Students Included	% School	% District	% State
Exceeding Expectations	0	0	2	6
Meeting Expectations	8	14	21	34
Partially Meeting Expectations	33	58	61	46
Not Meeting Expectations	16	28	16	14
Total Included	57			



Participation Rate: 100%

Science	N Students Included	% School	% District	% State
Exceeding Expectations	1	2	4	7
Meeting Expectations	17	30	29	37
Partially Meeting Expectations	20	35	41	36
Not Meeting Expectations	19	33	26	20
Total Included	57			



Our MCAS data shows that our students:

- Need space and time to grapple with text based open response questions on a regular basis
- Need consistent access to rigorous enrichment and extension materials to be able to reach for exceeding on MCAS
- Need regular practice with MCAS type questions in both math and literacy
- Need time spent on writing in all content areas including science, social studies, and math constructed response opportunities
- Need access to small group instruction in the classroom

As a result of our analysis of MCAS data, the following steps were taken:

- We increased our paraprofessional staff to include push in support at every grade level in reading, writing and mathematics content areas.
- Title 1 literacy in 4th and 5th now includes groups of “cusp” students who need more of a focus on comprehension instead of just phonics. More EL students are receiving SIPP than ever before.
- Boost Classroom is also using SIPP to target phonics skills with struggling students
- Math Intervention has been extended to include “cusp” kids and is not strictly adhering to Bridge. Open/Constructed Response is happening!

- Teacher teams created supplemental materials that teachers are using in their classroom to support constructed response questions at all grade levels. These materials include constructed response questions, essay questions, rubrics, school-wide problem solving routines, lesson plans, and sample student work. After implementation, teams analyzed student work at PGTs and made plans for next steps based on observations made.
- All students have a dedicated writing block with freedom to integrate MCAS type open response questions at least twice per trimester.
- The 5th grade WIN block dedicated four weeks to a Math MCAS Prep Boot Camp led by the Math Coach and Math Interventionists to help review important standards already taught before the Math MCAS Assessment. The 5th grade WIN block dedicated one week to a Science MCAS Prep Boot Camp led by the Reading Coach and Reading Interventionists to help students unpack key vocabulary words to better understand what the question was asking.

What was expected of all teachers and reiterated throughout the school year:

- Provide students with access to “teacher table” instruction in both math and literacy, even when it is not written into the curriculum
- Recognize that academic intervention starts in the classroom, and we have to actively differentiate based on student needs. All students, not just those receiving Tier 2 interventions, need individualization in class.
- Use our core curriculum materials as our guide and anchor, but use professional judgment to integrate supplemental materials
- Work with the coaches even outside of PGT time.
- Integrate Looking at Student Work into PGT sessions on a regular basis.

Each year, our school is required to create an Equity Plan that will be implemented and monitored throughout the school year. As part of this plan, we examined opportunity gaps that existed within different subgroups. We found the following equity gaps and identified subgroups not yet meeting expectations.

- Hispanic/Latino students are not experiencing expected achievement on ELA, Math and Science MCAS.
- Hispanic/Latino students declined in their ELA recovery path by .9% and did not meet their target score.
- We identified the following opportunity gap to focus on in this area: Achievement scores and recovery path for Hispanic/Latino students.

As a result, we constructed the following goal and action steps to help narrow the gap that exists with our special education population when compared to all students.

By the end of SY24-25 our Hispanic/Latino population will meet the target achievement scores provided by DESE.

To measure this goal we will....

- Analyze MCAS data from previous years to identify areas for growth.
- Track student progress using STAR assessment data at the beginning, middle, and end of the school year for ELA/Math.
- Review/analyze ACCESS data to determine student progress.

- Facilitation of MCAS preparation tasks.
- Conduct a meeting with families to assist in the understanding of MCAS results.

At the end of the year, we were able to confirm that we had met all action steps associated with this plan and we are excited to see the data for the Spring 2025 MCAS to measure our progress. In an effort to support continued learning, we have an EL specific summer program where students are working in small groups to practice both academic and social language to support acquisition of English. Additionally, we have connected with the ML Department and will implement a three-part professional development series with all staff next year that will allow them to take a deep dive into the ACCESS scores, determine implications for instruction, and to participate in learning walks that are focused on analyzing and improving opportunities for ML learners to engage in rigorous academic discourse on a regular basis. Finally, we are excited that two of our teachers have enrolled in the special course offerings that have been provided by the ML department. These staff will have the opportunity to share their learning with colleagues during PGT meetings and whole staff professional development.

Reduction of proficiency gaps in academic underperformance (not MCAS related, such as access to AP/honors-level courses) and reduction of non-academic disparities (such as discipline rates, access to the arts, civic engagement, and extra-curricular activities)

N/A

Part C: Innovation Plan Updates *(if applicable)*

Describe any revisions or updates made to the approved innovation plan during the [2024-2025].

*Please note that substantive changes to the innovation plan, including any changes that would **require a new waiver or exemption** from the local teachers' union contract, require approval from the innovation plan committee, teachers in the school, and school committee.*

Provide a description of any revisions or updates to the school's innovation plan made during the past two school years, which may not have been previously identified. Be sure to include which autonomies are impacted and when implementation of these revisions or updates began or will take place.

This is the end of the first year on a new five-year plan. The 2025-2026 plan is on file with the state.

Part D: Renewal *(if applicable)*

Innovation schools or academies seeking renewal

Provide a brief status update. Descriptions should include the timeline for submitting a renewal application to the school committee for a vote. If the innovation school or academy recently completed the renewal process, please provide a copy of the new or revised innovation plan to the Department via the [district survey for innovation schools](#).

The authorization and renewal of innovation schools and academies occurs at the local level. The renewal process as outlined by the innovation schools statute <https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section92> identifies a four step renewal process outlined for you below.

Step 1: Convene Stakeholders

School leadership convenes the stakeholder group. Stakeholders include, but are not limited to, administrators, teachers, school staff, parents & external partners, as applicable. Stakeholders discuss whether the innovation plan requires revisions and solicits recommendations as to what the revisions should be.

These discussions should include the MAGs.

Step 2: Innovation Plan Revision Process

School leadership and the superintendent consider recommendations made by the stakeholder group and jointly update the innovation plan as necessary.

Step 3: Teacher Vote (if applicable)

New waivers or exemptions from the local teacher's union contract must be approved by the teachers at the school. Two-thirds vote required for approval.

This is the only time that teachers will have to vote.

Step 4: School Committee Vote

Approval of the majority of the school committee as fully constituted shall be required to extend the period of an innovation school for not more than 5 years. If approval is not obtained, the school leadership and superintendent may revise the innovation plan and resubmit for a subsequent vote.

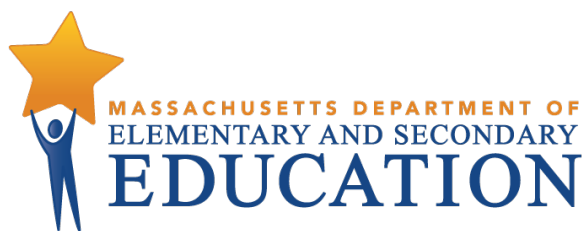
Provide the date of the school committee's approval of the renewed innovation plan. If available at the time of submission, include a link to the school committee minutes for when the renewed plan was approved. Submit through the [district survey for innovation schools](#) a copy of the revised/updated or reauthorized version of the innovation school plan

Our school has created a revised and updated innovation plan that will be in place from 2025 through 2030. This plan was shared with the school committee and approved through a unanimous vote on June 17, 2026.

Innovation schools or academies not seeking renewal

Briefly describe why the school and district have decided not to seek renewal and when the school will cease to operate under innovation status.

N/A



Innovation Schools Annual Evaluation

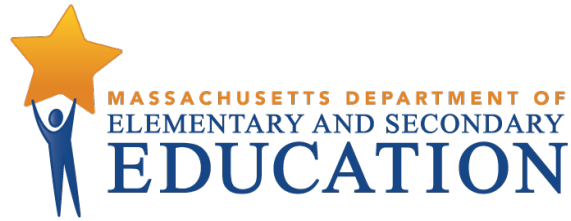
Citylab Innovation High School

[2025-2026]

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Dr. Stacey Mulligan, Citylab High School Principal
smulligan@reverek12.org

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Commissioner

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Table of Contents

Introduction	1
Annual Evaluation Submission Instructions	1
Innovation School/Academy Information	2
Part A: Description of Autonomies and Flexibilities Implementation	3
Curriculum, Instruction, and Assessment (if applicable)	4
Innovation schools and academies have the ability to identify and/or develop curriculum and instruction models and assessment practices that support its mission, vision, and educational model.	4
Budget (if applicable)	4
The innovation schools model is intended to be fiscally-neutral. Innovation schools and academies may use autonomy and flexibility in this area to obtain increased flexibility over funds allocated by the district. Innovation schools may request a lump sum per pupil budget to expend funds in a manner that supports its mission, vision, and educational model.	4
School Schedule and Calendar (if applicable)	4
Innovation schools and academies have the ability to design unique school schedules and calendars that support its mission, vision, and educational model. Re-designed school schedules and calendars may be designed to maximize and extend time on learning for students and provide and/or increase common planning time for teachers.	4
Staffing (if applicable)	4
Innovation schools and academies have the ability to develop staffing policies and procedures that support its mission, vision, and educational model through the implementation of waivers or exemptions from district policies, contracts, and collective bargaining agreements.	4
Professional Development (if applicable)	5
Innovation schools and academies have the ability to develop and implement professional development activities that support its mission, vision, and educational model.	5
District Policies and Procedures (if applicable)	5
Innovation schools and academies have the ability to develop policies and procedures that support its mission, vision, and educational model.	5
Part B: Measurable Annual Goals	6
Innovation plans are required to include Measurable Annual Goals (MAGs). The annual innovation school evaluation must address progress towards meeting these established goals.	6
Part C: Innovation Plan Updates (<i>if applicable</i>)	9
Describe any revisions or updates made to the approved innovation plan during the 2018-2019 school year.	9
Part D: Renewal (<i>if applicable</i>)	10
Innovation schools or academies seeking renewal	10
Innovation schools or academies not seeking renewal	11

Introduction

The innovation schools initiative is a signature component of *An Act Relative to the Achievement Gap*, signed into law by Governor Deval Patrick back in January 2010. This initiative provides educators and other stakeholders across the state an opportunity to create new in-district and autonomous schools that can implement creative and inventive strategies, increase student achievement, and reduce achievement gaps while keeping school funding within districts.

These unique schools operate with increased autonomy and flexibility in six key areas with the goal of establishing the school conditions that lead to improved teaching and learning. The six key areas are as follows:

1. Curriculum;
2. Budget;
3. School schedule and calendar;
4. Staffing (including waivers from or exemptions to collective bargaining agreements);
5. Professional development; and
6. School district policies

Innovation schools can operate as new schools, conversion schools, or academies (school-within-a-school) models. Innovation schools may be established by: (i) parents; (ii) teachers; (iii) parent-teacher organizations; (iv) principals; (v) superintendents; (vi) school committees; (vii) teacher unions; (viii) colleges and universities; (ix) non-profit community-based organizations; (x) non-profit business or corporate entities; (xi) non-profit charter school operators; (xii) non-profit management organizations; (xiii) educational collaboratives; (xiv) consortia of these groups; or (xv) non-profit entities authorized by the Commissioner of Elementary and Secondary Education.

The innovation schools statute [M.G.L., c.71, s.92](#), requires superintendents in districts with innovation schools and/or innovation academies to evaluate these schools at least annually. The purpose of the evaluation is to both determine whether the school or academy has met the annual goals articulated in its approved Innovation Plan and to assess the implementation of the Innovation Plan. The Superintendent shall provide the evaluation to the school committee and to the Commissioner of Elementary and Secondary Education.

In addition to a review of data relevant to the Measurable Annual Goals (MAGs), annual evaluations may also include, but are not limited to: information collected through site visits to the school or academy; feedback collected from focus groups of staff, students and families as well as community partners; and review of student work and exhibitions.

Annual Evaluation Submission Instructions

Evaluations for the prior school year should be submitted by August 1 each year. Questions and completed evaluations should be submitted via the [district survey for innovation schools](#). Please note the requested filename format “Innovation School Annual Evaluation [insert school year]_[insert School name_District name].”

Innovation School/Academy Information

School/Academy Name: Citylab Innovation High School	
School Type (New/Conversion/Academy): Conversion	District Name: Revere Public Schools
Year Innovation Status Granted: 2022	School Year Implementation Commenced: Fall of 2022
Grades Served: 9-12	Total Enrollment: 128
Mission: Citylab aims to reimagine the high school experience by utilizing the city as a lab for learning. This bold new model of learning seeks to ignite students' passions, equip them with the skills and competencies necessary to navigate a complex, technology-driven world and support students to find their purpose and passions. Through access to high quality early college and career pathways, Citylab students will design their own pathways to economic mobility in Massachusetts' economy.	
Vision: Citylab set out to reimagine the high school experience, especially for students whom the traditional high school learning model does not support. Together, in partnership with the community, we aspire to empower the next generation of young innovators in Revere, who will impact their communities and the world through art, design, and technology.	
Educational Model: Our high school model seeks to ignite students' passions, equip them with the skills and competencies necessary to navigate a complex, technology-driven world and connect students to college and career pathways where students can reach their full potential without barriers. In particular, we want to develop a secondary school model that is poised to prepare the next generation of leaders to advance in high-growth industries related to manufacturing, design, biotechnology, engineering, computer and information technologies, architecture, and construction technology. Using cutting-edge technology—artificial intelligence, virtual reality, digital fabrication, robotics—students will practice the habits of creative problem solving in a safe and supportive environment, where they can take risks to learn, ask difficult questions, and have the opportunity to design their own pathways based on their passions and purpose.	

Part A: Description of Autonomies and Flexibilities Implementation

Please see below the list and descriptions of possible autonomies and flexibilities that may be approved in an innovation plan.

In order to identify the autonomies and flexibilities being implemented by your school or academy, only provide a description to the autonomies and flexibilities approved in your school's or academy's innovation plan. Please delete the autonomy and flexibility sections that do not apply to your school's or academy's approved innovation plan.

Responses should describe:

- any successes or challenges experienced during implementation;
- how the school or academy identifies and responds to any observed disparities (including, but not limited to academic performance, access to curriculum and resources, and non-academic opportunities) by race/ethnicity categories and selected groups for both students *and* teachers, as applicable. Responses may be further described or clarified in the next bullet; and
- how implementation of the specific autonomy or flexibility helps reduce any opportunity gaps and/or achievement gaps.

Curriculum, Instruction, and Assessment (if applicable)

Innovation schools and academies have the ability to identify and/or develop curriculum and instruction models and assessment practices that support its mission, vision, and educational model.

Describe the innovation school or academy's implementation of curriculum, instruction, and assessment flexibilities during the SY2025-2026.

Autonomy over Citylab's curriculum, instruction, and assessment has allowed us to better serve the unique needs, interests, and lived experiences of our students. While we align to the district's high school curriculum to ensure students are getting access to rigorous, standards-based content, our innovation status has allowed us to make strategic modifications that ensure learning is relevant, real-world connected, and responsive to the academic needs, including social-emotional, of our learners.

We prioritize depth over breadth, intentionally designing units and assessments that reflect our vision of student-centered and community learning. This flexibility has allowed our educators to slow down when needed, focus on foundational skills the most, and when possible, integrate interdisciplinary or project-based approaches that may not be as feasible within more traditional settings.

Some of the key changes we've been able to make with curriculum, instruction, and assessment flexibility are implementing more interdisciplinary units for both Humanities and STEM courses, allowing for more student-centered text selections based on interest and readiness within ELA and History, and offering unique courses for our students (Japanese, Architecture, Computer Sciences, Engineering, Biotech, and Green Tech). Our teachers have also developed a Civics Action Project centered around supporting Hale Education, where students identified a real-world problem, researched the issue, developed potential solutions, and worked collaboratively across disciplines to implement a solution. Combined, these opportunities have allowed us to provide more authentic, student-centered learning experiences while better supporting and preparing our students for the college courses they take in their junior and senior year.

Many conventional schools deal with the inherent tension between maintaining high expectations and covering an often prescribed scope and sequence. At Citylab, we've addressed this tension by maintaining academic rigor while allowing for instructional modifications that include adjusting pacing, assessments, and texts to better meet our students where they're at and appropriately challenge them.

Budget (if applicable)

The innovation schools model is intended to be fiscally-neutral. Innovation schools and academies may use autonomy and flexibility in this area to obtain increased flexibility over funds allocated by the district. Innovation schools may request a lump sum per pupil budget to expend funds in a manner that supports its mission, vision, and educational model.

Describe the innovation school or academy's implementation of budgetary flexibilities during the SY2025-2026.

CityLab has been the recipient of several competitive grant awards that have allowed us to expand our programming well beyond the core offerings provided by the district. These additional resources have been critical in giving our students a competitive edge through innovative learning models, real-world experiences, and responsive instructional design.

Innovation Pathways Expansion

CityLab has successfully launched two DESE-approved Innovation Pathways in Biotechnology and Green Technology. These programs have received over \$100,000 in targeted funding over the past two years, enabling us to:

- Build out industry-aligned curriculum,
- Establish community and postsecondary partnerships,
- Provide students with early exposure to high-demand STEM fields.

Early College (EC) Model Development

We have received the Early College Planning Grant as CityLab continued to work towards earning designation this past year and support our dual enrollment programming:

- **Early College Planning Grant (\$25,000 for 1 year):** Funding was used to deepen our implementation work and prepare for formal Early College designation. The grant supported program design, stakeholder engagement, and alignment with DESE's EC quality criteria.

BARR Grant (Building Assets, Reducing Risks)

CityLab has also been a multi-year recipient of the **BARR Foundation grant**, which has provided critical flexible funding to fill resource gaps:

- **Year 1:** \$225,000
- **Year 2:** \$225,000
- **Years 3 & 4:** \$300,000

This grant has been instrumental in covering costs the district could not absorb, including:

- Contracting outside consultants to support curriculum development,
- Hosting student-facing workshops and enrichment opportunities (e.g., Hale Outdoor Learning experiences),
- Providing targeted professional development aligned to our innovation priorities.

Staffing (if applicable)

Innovation schools and academies have the ability to develop staffing policies and procedures that support its mission, vision, and educational model through the implementation of waivers or exemptions from district policies, contracts, and collective bargaining agreements.

Describe the innovation school or academy's implementation of staffing flexibilities during the SY2025-2026.

Funding supported external consultants, teacher professional development, and the implementation of both the HALE Program to deepen real-world, student-centered learning.

The HALE program is a private nonprofit widely recognized for its flagship camps, youth programs, family and community activities, school partnerships, and professional development opportunities. Citylab and HALE have partnered with one another to provide professional development and allow our students to participate in their Intrepid Academy. The latter is a program that creates innovative academic and social learning experiences based on outdoor leadership, wellness through relationships, and community-building. The program nurtures body and mind, inspires passion and curiosity, and teaches skills that translate to success in academia and life. Students explore their own identities and goals and build community using an Afrikanized and Indigenized framework to explore their own past, present, and future.

Part B: Measurable Annual Goals

Innovation plans are required to include Measurable Annual Goals (MAGs). The annual innovation school evaluation must address progress towards meeting these established goals.

As required by statute, each innovation school's or academy's MAGs are based on student outcomes and include, but are not limited to the following:

- student attendance;
- student safety and discipline;
- student promotion, graduation rates and dropout rates;
- student achievement on the MCAS¹; and
- reduction of proficiency gaps with progress in areas of academic underperformance (not limited to MCAS), and including as appropriate a focus on the following student groups:
 - Race/ethnicity
 - Students identified as economically disadvantaged
 - English Learners (ELs)
 - Students with disabilities

Innovation plans may also include MAGs that are **specific to each** school or academy's unique mission and vision. Please be sure to add tables for each additional MAG identified and include a description and response, as needed.

When identifying and discussion trends for the following student outcomes, be sure to include data/information for the *aggregate rate for all students*, as well as data/information for *student group rates* (including, but not limited to, race/ethnicity categories, students identified as economically disadvantaged, students with disabilities, English Learners, and students whose first language is not English).

You must provide a response to all the MAGs found in the tables below and be sure to include any additional MAGs identified in your approved innovation plan. Responses should:

1. describe the progress made toward meeting these goals during the prior school year;
2. describe the process used to evaluate the innovation school's or academy's progress towards meetings its MAGs. Include in the description if site visits, focus groups, or review of student work was collected for use in the evaluation process. Additionally, please describe the data monitoring system and processes being implemented at your innovation school or academy; and
3. describe how the MAGs have been used to inform key organizational decision making processes in areas such as: *curriculum and instruction, student achievement, school culture, professional development, staffing, fiscal policies, and operations*.

¹ Superintendents and School/Academy leaders should reflect on the most recently available MCAS data and provide a brief description of their assessment of performance. Additionally, data on student performance for non-statewide assessments over time may be provided and assessed. For more information on how to discuss academic performance, see the instructions found on pages 7-8.

Student [attendance rates](#) (including, but not limited to overall attendance rate and chronic absenteeism)

CityLab's measurable action goal (MAG) related to improving student attendance has directly informed key organizational decisions across multiple areas of school operations. Using our baseline attendance rate of 64.5% and a chronic absenteeism rate of 76.5% in SY21–22, we implemented targeted strategies aligned to this MAG with the goal of increasing daily engagement and reducing the number of chronically absent students. As of SY25-26, we've made significant gains even from last year—raising our average daily attendance to 93.7% from 92.7%. However, chronic absenteeism rose to 27.8% from 26.1%. Something to note that we feel contributed to our higher rate of chronic absenteeism this year was a result of immigration policy changes. Many of our EL population have family that have emigrated to the US and were worried about potential raids. These outcomes have had a meaningful impact on several aspects of our school model:

Staffing

Improved attendance data allowed us to re-evaluate staffing priorities to support continued engagement and relationship-building:

- Increased attendance allowed for more **predictable instructional groupings**, which in turn enabled more strategic use of co-teaching, intervention staff, and push-in supports.
- We repurposed existing roles to focus on **attendance monitoring and family engagement**, such as our family liaison, based on early MAG data.

Budget / Fiscal Policy

MAG data informed key budgeting priorities to sustain attendance gains and address remaining gaps:

- We allocated funds toward a partnership with HALE as an **incentive and engagement program** designed to keep students connected and attending consistently.
- Attendance growth supported **greater funding stability**, which enabled us to re-invest in areas tied to continued improvement like SEL supports and experiential learning.

Curriculum and Instruction

Improved student attendance transformed what was possible instructionally:

- We continue to shift from a **remediation-heavy approach** to one that more consistently emphasized grade-level work and inquiry-based learning, as teachers could count on higher rates of student presence and participation.
- Curriculum teams were able to continue building and implementing **project-based and real-world learning opportunities** more effectively because of reduced instructional disruption.
- With more consistent classroom attendance, we emphasized **deeper learning over constant reteaching**, enabling long-term planning and multi-week performance tasks that required ongoing student presence.

Student safety and [discipline rates](#) (In-school suspensions and Out-of-school suspensions. Including, but not limited to ‘All offenses’ and ‘Non-drug, non-violent, and non-criminal-related offenses’)

Discipline rates, particularly for in-school and out-of-school suspensions, have not been a significant area of concern at CityLab. Our baseline data reflects a 0% rate of reportable discipline incidents among high-needs students, with a 4.2% out-of-school suspension rate. Given these low rates and the nature of our school culture and restorative approach to discipline, this metric has limited applicability in measuring improvement or change over time.

However, we continue to prioritize student safety and a supportive school environment by maintaining proactive behavioral supports, restorative practices, and strong student-staff relationships.

Student promotion and [retention rates](#)

CityLab has made significant progress in reducing student retention rates. From a baseline of 20% in SY21–22, our retention rate has dropped to 2.3% in the current school year. This improvement is the result of intentional changes in curriculum, instruction, and staffing designed to better meet the diverse needs of our learners.

Specifically, curriculum revisions have made content more accessible, relevant, and responsive—allowing students to engage more meaningfully and successfully with grade-level expectations. Additionally, the strategic addition of an English Learner (EL) teacher and special education co-teachers has provided targeted support within inclusive classrooms. These staffing changes have ensured students receive differentiated instruction and timely interventions, ultimately reducing the need for grade-level retention.

Student [graduation rates](#), if applicable (4-year annual graduation rate, 4-year cohort graduation rate, 5-year annual graduation rate, and 5-year cohort graduation rate)

CityLab’s graduation rate has also shown meaningful improvement, increasing from 28.5% to 52.6%. Our 5-year graduation rate is 62.5%, reflecting continued progress in supporting students to persist through high school and reach graduation.

Student [dropout rates](#), if applicable

Our dropout rate was 31.6%. It is important to note that students represented in this rate were not all disengaging from education; many transitioned to other school districts, while others were involved with the legal system or were significantly over-age for their grade. This context is important when interpreting our dropout data and highlights the continued need for targeted supports that help students remain engaged, connected to school, and on track toward graduation.

Superintendents and School/Academy Leaders should reflect and provide a brief description of your assessment on the most recently available [Next-Generation MCAS achievement data](#).

Superintendents and School/Academy Leaders are also encouraged to reflect and provide a description of your assessment on student performance outcomes on non-statewide assessments over prior years of available data. To assist schools or programs in this discussion, please follow the prompts below. The Department does not expect schools to create new data reports for the purposes of this evaluation submission. Only provide and discuss the tables or visuals or data dashboards that your school or program typically uses to analyze overall student performance outcomes.

Reflection and assessment of 2025 Next-Generation MCAS performance:

Grade and Subject	Meeting or Exceeding Expectations %		Exceeding Expectations %		Meeting Expectations %		Partially Meeting Expectations %		Not Meeting Expectations %		No. of Students Included	Part. Rate %	Avg. Scaled Score	Avg. SGP	Included in Avg. SGP	Ach. Pctl
	School	State	School	State	School	State	School	State	School	State						
GRADE 10 - ENGLISH LANGUAGE ARTS	56	57	15	14	41	43	35	31	9	12	34	100	504	58	29	50
GRADE 10 - MATHEMATICS	29	48	3	12	26	36	61	39	10	13	31	91	490	36	29	23
GRADE 10 - SCIENCE	37	49	3	12	33	37	50	40	13	11	30	100	488	N/A	N/A	21

English Language Arts (ELA)

Challenges:

- Below the state in overall achievement: 36% of Grade 10 students are meeting or exceeding expectations compared to 51% statewide, a 15-point gap.
- High percentage of students partially meeting: 42% of students are partially meeting expectations, compared to 35% statewide. This is the largest group of students and represents a significant opportunity for acceleration.
- More students are not meeting expectations: 21% are not meeting expectations compared to 15% statewide.

Strengths:

- Positive student growth:** The SGP is 52, slightly above the statewide midpoint of 50. This suggests students are demonstrating modestly positive growth even though overall achievement remains below the state.
- 100% participation:** All 33 students were included in the assessment results, providing a complete picture of the cohort.

Considerations:

- The combination of below-state achievement but an SGP above 50 suggests that students are making progress, but many have not yet caught up to grade-level expectations.
- The 42% partially meeting group should be a primary instructional focus. Targeted work with grade-level reading, evidence-based writing, constructed responses, and analysis of complex texts could help move students toward proficiency.
- It may also be useful to examine whether students who are partially meeting are demonstrating gaps in specific ELA standards or skills rather than broad deficits.

Mathematics

Challenges:

- Significant achievement gap:** Only 24% of students are meeting or exceeding expectations compared to 45% statewide, a 21-point gap.
- More than half of students are partially meeting:** 52% fall into the partially meeting category compared to 39% statewide. This indicates that a large number of students are within reach of proficiency but are not yet demonstrating grade-level mastery.
- Higher percentage not meeting expectations:** 24% of students are not meeting expectations compared to 16% statewide.
- Low achievement percentile:** The achievement percentile is 20, indicating that overall performance is considerably below that of students statewide.

Strengths/Opportunities:

- Growth is near the state midpoint:** The SGP is 48, which is close to the midpoint of 50. While not strong growth, it suggests students are not experiencing dramatically negative growth.
- 100% participation** provides a complete data set for understanding student performance.

Considerations:

- Math appears to be a **high-priority area**, particularly because 76% of students are either partially meeting or not meeting expectations.
- The large partially meeting group suggests the need for **acceleration rather than remediation alone**. Students may have foundational gaps that interfere with their ability to access grade-level standards.
- Consider prioritizing **multi-step problem solving, mathematical reasoning, application of concepts, and explaining mathematical thinking**, particularly in formats that mirror MCAS expectations.

- Given the SGP of 48, the focus should be on increasing the **rate of growth** while simultaneously addressing prerequisite skills.

Science

Challenges:

- Largest achievement gap:** Only 25% of students are meeting or exceeding expectations compared to **46% statewide**, a **21-point gap**.
- Nearly half are partially meeting:** 46% of students are partially meeting expectations compared to 38% statewide.
- Highest percentage not meeting expectations:** 29% are not meeting expectations compared to only 16% statewide—a **13-point difference**.
- Low achievement percentile:** The achievement percentile is **24**, placing overall performance well below the state.

Strengths/Opportunities:

- 25% of students are meeting or exceeding expectations, meaning there is a group of students demonstrating proficiency that can be examined for successful instructional practices.
- 100% participation** allows for meaningful analysis of the entire Grade 10 cohort.

Considerations:

- Science warrants significant attention, particularly because students are more likely to fall into the **not meeting** category than in either ELA or Math.
- Review alignment between **instructional standards, classroom assessments, laboratory experiences, and MCAS-style questions**.
- Science literacy should be a cross-disciplinary focus. Students may need additional support with **reading informational texts, interpreting data, analyzing evidence, and writing evidence-based scientific explanations**.
- Because there is no SGP reported for Science, it will be important to use classroom-level formative and benchmark data to determine whether the primary issue is **content knowledge, scientific reasoning, literacy, or a combination of factors**.

Key Takeaways and Trends

- ELA is the strongest of the three subjects**, with the highest percentage meeting or exceeding expectations (36%) and the highest achievement percentile (28). Its SGP of **52** also indicates slightly above-average growth.
- Math and Science are the highest-priority areas**, each showing a **21-point gap** between CityLab and the state in students meeting or exceeding expectations.
- The partially meeting category is the biggest instructional opportunity across all three subjects.**
 - ELA: **42%**
 - Math: **52%**
 - Science: **46%**
- Not meeting expectations is also substantially higher than the state in every subject**, particularly Science:
 - ELA: 21% vs. 15%
 - Math: 24% vs. 16%
 - Science: 29% vs. 16%
- The data suggests that the issue is **not simply a small group of students performing far below expectations**. A substantial portion of students are clustered in the partially meeting range, indicating a need for **targeted acceleration and stronger access to grade-level work**.
- Growth and achievement tell an important story:** ELA's SGP of 52 suggests positive momentum, while Math's SGP of 48 indicates growth is roughly at the midpoint but not yet strong enough to close the achievement gap.
- With **100% participation in all three assessments**, these results provide a strong baseline for identifying instructional priorities.

Overall Instructional Implication

The data points toward a need to focus less on simply “remediating” students and more on **accelerating students toward grade-level proficiency**. Across departments, this could mean prioritizing:

- Grade-level tasks and standards**, even when students have unfinished learning.
- Frequent formative assessment** to identify specific skill gaps.

3. **MCAS-aligned reading, writing, reasoning, and problem-solving tasks** embedded within regular instruction.
4. **Targeted intervention for students who are not meeting**, while providing acceleration for the much larger partially meeting group.
5. **Cross-disciplinary literacy**, particularly evidence-based reading and writing in Math and Science.
6. Using the ELA growth data as a potential model for identifying **instructional practices that are helping students make progress** and determining whether those practices can be transferred to Math and Science.

Reduction of proficiency gaps in academic underperformance (not MCAS related, such as access to AP/honors-level courses) and reduction of non-academic disparities (such as discipline rates, access to the arts, civic engagement, and extra-curricular activities)

CityLab has made intentional efforts to reduce both academic proficiency gaps and non-academic disparities. One significant achievement has been the elimination of access gaps to advanced coursework. All students are now required to enroll in college-level courses during their junior and senior years, ensuring equitable exposure to rigorous, postsecondary-aligned learning experiences regardless of prior academic performance or background.

This structural shift not only removes traditional barriers to honors and AP-level learning but also reinforces our belief that all students are capable of succeeding in advanced academic settings when given the right support and opportunity.

We continue to work toward reducing non-academic disparities by increasing student access to arts programming, civic engagement opportunities, and extracurricular activities, while maintaining equitable and restorative approaches to school discipline.

Part C: Innovation Plan Updates *(if applicable)*

Describe any revisions or updates made to the approved innovation plan during the SY2024-2025.

*Please note that substantive changes to the innovation plan, including any changes that would **require a new waiver or exemption** from the local teachers' union contract, require approval from the innovation plan committee, teachers in the school, and school committee.*

Provide a description of any revisions or updates to the school's innovation plan made during the past two school years, which may not have been previously identified. Be sure to include which autonomies are impacted and when implementation of these revisions or updates began or will take place.

The only formal change made to the Innovation Plan was an adjustment to the graduation credit requirement. Originally set at **22 credits**, the requirement was increased to **28 credits** to align with student participation in dual enrollment programs, where students typically exceed the minimum credit threshold. This change also ensures consistency with the credit expectations at Revere High School and reflects our commitment to maintaining a rigorous academic experience that prepares students for postsecondary success.