

Revere School Committee Meeting Agenda
September 9, 2025

A Regular Meeting of the Revere School Committee will be held on **Tuesday, September 9, 2025, at 6:00 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/85884594269?pwd=uRtc3K6GVlrIPw2VbIGFfw6ZGVEPd6.1>

Passcode:649126

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 (Attached)
5. Public Speak
6. Superintendent Report
 - a. Introduction of Food Service Director, Martha Franklin
 - b. McKinley Project – Early Childhood Update
 - c. Lincoln Playground Update
 - d. MAPC update
 - e. NEASC Final Decennial Report
7. Report of the Sub-Committees
8. Motions
9. Hearings
10. Unfinished Business
11. New Business
 - a. Beachmont Elementary Early Childhood Playground Exploration
12. Executive Session
13. Adjournment

Respectfully submitted,

Dianne K. Kelly, Ed.D

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



SEPTEMBER 09 2025



STUDENT REP REPORT

PRESENTED BY **THE STUDENT ADVISORY BOARD**



STUDENT ADVISORY BOARD

GENERAL LAW - PART I, TITLE XII, CHAPTER 71, SECTION 38M

School committees of cities, towns and regional school districts shall meet at least **once every other month**, during the months school is in session, with a **student advisory committee** to consist of **five members** to be composed of students elected by the student body of the high school or high schools in each city, town or regional school district.

STUDENT ADVISORY BOARD

SENIOR SUNRISE

The Class of 2026 started last week with their first event, Senior Sunrise, it was a success.



STUDENT ADVISORY BOARD

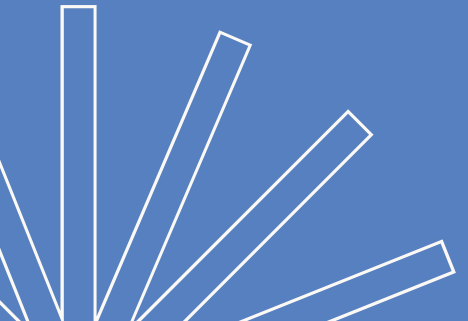
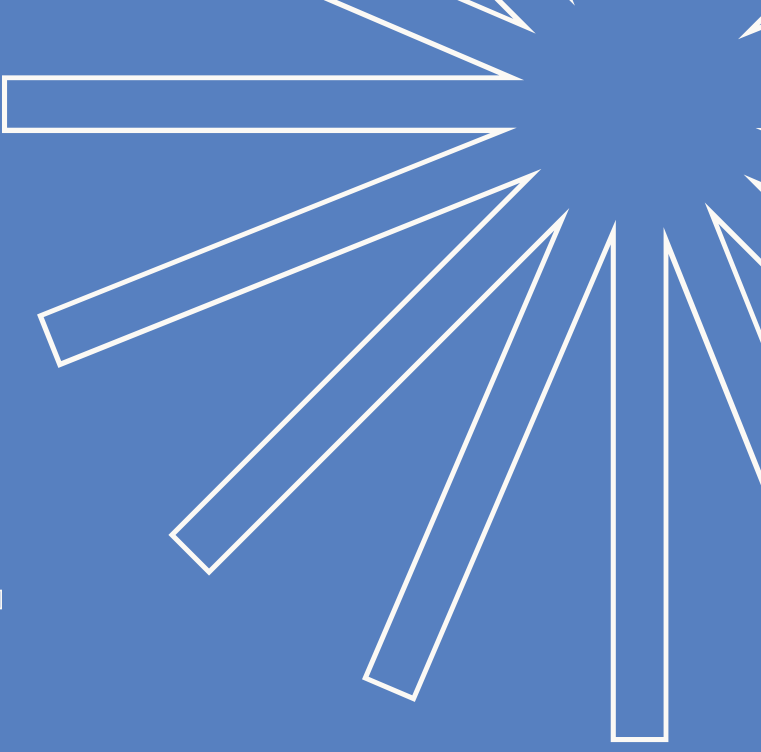

GROUNDBREAKING OF THE BRAND NEW REVERE HIGH SCHOOL

We gather feedbacks from Revere Public School Students on The Groundbreaking of the new RHS. Students were excited and very happy knowing that this big beautiful project had started.



STUDENT ADVISORY BOARD

CLUB REPORT



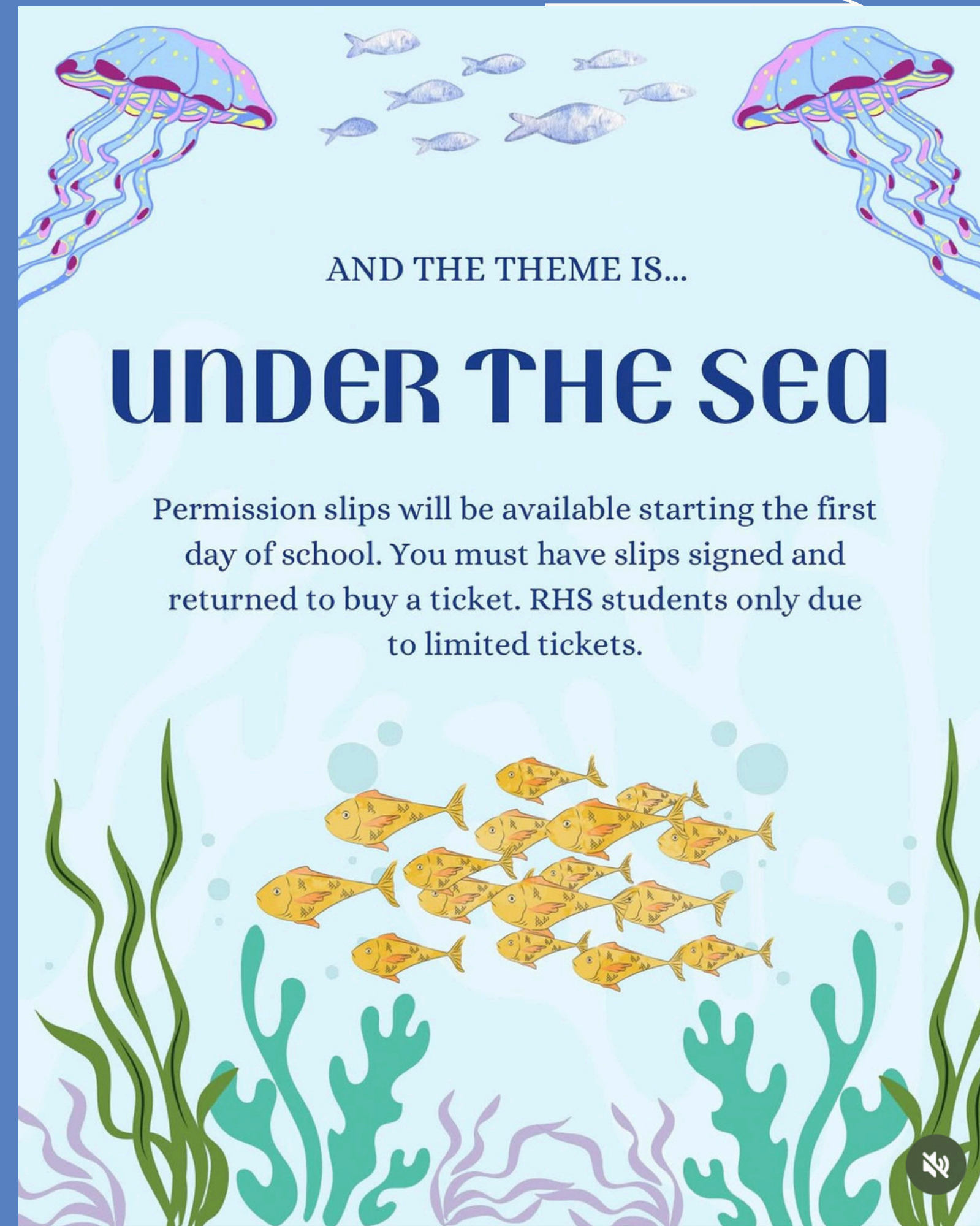
ALL CLUBS AT RHS ARE UP,
AND HAVE BEGUN TO RUN.
LAST WEEK, WE GATHERED
THE OPINIONS OF
STUDENTS, AND THEY'RE
EXCITED TO JOIN THE
VARIETY OF AFTER-SCHOOL
CLUBS THAT RHS HAS TO
OFFER.

STUDENT ADVISORY BOARD

HOCO



THE RHS HOMECOMING
DANCE WILL BE
THURSDAY SEPTEMBER
18 AT BEACHMONT VFW



**New England Association of
School and Colleges, Inc.**

Commission on Public Schools



NEW ENGLAND ASSOCIATION
OF SCHOOLS AND COLLEGES

Commission on Public Schools

**Report of the Visiting Team for
Revere High School**

Revere, MA

03-30-2025 - 04-02-2025

**Mr. Peter Marano, Chair
Mr. David DiPietro, Assistant Chair
Christopher Bowen, Principal**

School and Community Summary

School and Community Summary

Revere, Massachusetts, is a dynamic and evolving city of 57,500 residents located at the gateway to Greater Boston and the North Shore. Named after the famous silversmith and patriot upon its separation from Chelsea, Revere is home to America's first public beach. With a history rooted in immigration, industry, and recreation, Revere continues to grow and adapt to the needs of its increasingly diverse population. The city's strategic location, access to public transportation, and proximity to Boston make it an attractive place for families, businesses, and new developments, while also presenting challenges related to housing, infrastructure, and equitable growth.

Revere has long been a city of immigrants, with waves of newcomers shaping its cultural and economic landscape since the early 20th century. Once a haven for Italian immigrants, Revere boasted more births to Italian-born parents than US-born parents in the 1910s. To this day, Revere's population has the second highest percentage of Italian Americans of any municipality in the Commonwealth of Massachusetts. Now in 2025, over 37 percent of the population identifies as a race other than white, and nearly a quarter of residents are now Hispanic or Latino. The city's diversity and connection to its history are reflected in its schools, businesses, and cultural institutions, making it a vibrant and inclusive community.

Between 2000 and 2010, Revere's population increased by 9.5 percent, largely due to immigration, and projections indicate continued growth. By 2040, the population is expected to reach nearly 74,000, a 42 percent increase from 2010. This growth is particularly evident in the school system, where enrollment has risen by 28 percent since 2000. At the same time, Revere's aging population is expanding, with residents over 65 expected to increase by 67 percent by 2040. These demographic shifts have significant implications for housing, education, healthcare, and community services.

Revere is experiencing a period of economic transformation, with major development projects reshaping the city. The redevelopment of Suffolk Downs into a mixed-use neighborhood, the construction of a new Revere High School, and investment in transit-oriented developments are positioning the city for long-term growth. The arrival of companies such as Amazon, along with the revitalization of Revere Beach and the city's commercial corridors, is bringing new jobs and economic opportunities.

The city is also working to balance development with affordability. While new market-rate housing attracts residents and investment, Revere is prioritizing the creation of deed-restricted affordable housing and policies that prevent displacement. Workforce development initiatives are also in place to ensure that local residents can access emerging job opportunities in technology, healthcare, and logistics. These initiatives are the inspiration for the future career concentrations that will be built into the instructional program of the new Revere High School, set to open in Fall 2028 at the site of the former Wonderland Race Track.

Despite its many strengths, Revere faces challenges that require strategic planning and community engagement. The majority of the city meets the criteria for environmental justice population, meaning that issues such as income inequality, language barriers, and access to resources are being addressed through intentional policy-making. Housing affordability remains a key concern, as rising costs put pressure on renters and low-income residents, especially those who have students in the Revere Public Schools. Additionally, traffic congestion and public transportation limitations impact mobility, resulting in ongoing collaboration with state agencies to improve infrastructure. The city is also working to enhance its public spaces, with investments in parks, recreation, and climate resilience initiatives aimed at protecting coastal areas from flooding and environmental stressors.

Community engagement has been a cornerstone of Revere's planning efforts. Through initiatives like Next Stop Revere, residents have played an active role in shaping the city's future. Forums, surveys, and focus groups have provided valuable insights into community needs, guiding housing, transportation, economic development, and public health policies. As Revere continues to evolve, the city is focused on ensuring that growth is inclusive, sustainable, and aligned with the needs of its residents. With strategic investments in education, infrastructure, and community services, Revere is positioning itself as a thriving, resilient city that honors its history while embracing the opportunities of the future.

Revere Public Schools reflect the city's diversity and are committed to providing equitable opportunities for all students. Revere has 11 total public schools, including two innovation schools (City Lab Innovation High School and Paul Revere Elementary School), one private Catholic K-8 School, and one private Islamic K-5 School. The City of Revere in-district per-pupil expenditure for SY2024 was \$18,151.42 compared to the state average of \$21,255.54. The new Revere High School project is a major investment in the future of education in the city, ensuring that students have access to modern facilities and programs that prepare them for college and careers.

Continuity in district leadership (with only three superintendents over the past thirty years) has enabled uninterrupted implementation of key school improvement priorities. Over the past decade, the Revere Public Schools has prioritized programing, staffing, professional development and funding that support the following initiatives: equitable grading practices, restorative practices, deeper learning, social-emotional learning, teacher leadership, diversity equity and inclusion, family and community engagement, student support services, multilingual learner education, and special education. Strong collaboration between city leaders in the mayor's office, the city council, the school committee, and the school department is essential to the current work of the school department and the future success of the youth of Revere.

Since 2015, Revere High School has experienced significant changes in its student population, particularly within selected demographic groups. These shifts reflect broader trends in the community and have implications for educational strategies and resource allocation. In the ten years since SY2015, when the Revere High School population was at 1709 students, the student population has increased almost 25 percent, to 2115 in SY2025. A closer look at specific student subgroups shows that our Hispanic/Latino population has increased from 51 percent to 66 percent, while our white population has decreased from 36 percent to 23 percent. Other racial/ethnic demographic groups have remained relatively consistent across this period. At the same time, our English language learner population increased from 11 percent to 28 percent, our low-income population from 31 percent to 64 percent, and our students with disabilities population from 10 percent to 14 percent. Most notably, our high needs population has grown from 49 percent to 74 percent in just ten school years. Revere High School in 2025 serves almost as many high needs students as it served total students in 2015.

These data illustrate a growing and diversifying student body at Revere High School, with notable increases in the percentages of Hispanic or Latino students, English learners, and low-income students over the past decade. These trends highlight the importance of culturally responsive teaching practices, student-centered approaches, and integrated student support services to ensure all of our students have access to the exciting opportunities available at Revere High School.

Revere High School's performance in key academic areas reflects its commitment to student achievement and post-secondary readiness. Below is a summary of the school's performance in Massachusetts Comprehensive Assessment System (MCAS) assessments, advanced placement (AP) exams, graduation rates, advanced course completion, and the post-graduation plans of its students.

- *MCAS Performance:*In the years since post-COVID return to school, Revere High School has demonstrated increasing performance across English language arts (ELA), mathematics, and science and technology/engineering, with 50 percent, 33 percent and 42 percent respectively achieving scores in the meeting expectations or exceeding expectations categories in 2023-2024. Additionally, student growth percentiles have increased 25 percent overall in ELA (7 percent annually) and 75 percent overall in mathematics (20 percent annually) since 2020-2021.
- *Advanced Placement (AP) Performance:*Revere High School offers 23 AP courses to provide students with college-level academic challenges. In the 2023-2024 academic year, students took a total of 597 AP exams across 21 different subjects. Notably, 58 percent of these exams received scores of three or higher,

qualifying students for college credit at many institutions. The school has made efforts to increase access to advanced placement courses, and we are proud of our results. Since 2016, the proportion of Hispanic/Latino students has increased by 29 percent, but the proportion of AP exams they are taking has increased by 44 percent. Revere High School was recognized by the College Board last year with two awards: the 2024 Advanced Placement School Honor Roll (Bronze) and the Advanced Placement Access Award.

- *Advanced Course Completion:* Advanced course completion is a key indicator of college and career readiness that Revere High School values. In the 2023-2024 academic year, 71 percent of eleventh- and twelfth-grade students at Revere High School completed at least one advanced course. These courses include AP, dual enrollment, and other rigorous academic offerings. The school strives to provide diverse advanced coursework opportunities to cater to varied student interests and academic goals.
- *Graduation Rate:* The school's commitment to student retention and success is evident in its graduation rates. For the 2023 cohort, Revere High School reported a four-year adjusted graduation rate of 90.2 percent. This figure reflects the percentage of students who spent four years at Revere High School and graduated within four years of starting high school. The school implements various support programs to address the needs of students who may require additional time or resources to complete their high school education, including Coast Collaborative, the Career Development Program, and Gateway to College at North Shore Community College.
- *Plans of High School Graduates:* The post-graduation intentions of Revere High School students not only reflect a diverse set of post-secondary pathways but also offer insight into students' preparedness and the school's effectiveness in guiding them toward future endeavors. A significant portion of 2023-2024 graduates pursue higher education, with a combined 66 percent enrolling in two-year or four-year colleges (41 percent and 25 percent, respectively). Additionally, 21.6 percent of students enter the workforce directly, with an additional 4 percent entering apprenticeships, another 4.4 percent opting for other post-secondary training, and 1.4 percent entering the military.

Revere High School demonstrates a strong commitment to academic excellence and post-secondary preparedness. While we have work to do, our MCAS growth, advanced coursework participation, graduation outcomes, and the varied post-graduation plans of our students show we are making progress. Our dedication and commitment to high standards are evident in the fact that Revere High School students outperform students in similar districts on all measures described above. Ongoing initiatives in the areas of competency-based learning, career development and work-based learning, external learning opportunities, and post-secondary planning aim to further enhance student achievement and support all students in achieving their future goals.

At Revere High School, we are on a mission to build an instructional program that prepares students to **Innovate** to solve complex problems; to **Engage** with their community; to **Lead** across difference; to **Thrive**, mentally, physically, and financially; and to **Succeed** in meaningful post-secondary experiences. We are proud of the instructional program we offer students, which is one way we help them reach this vision. Whether that be our growing number of elective programs, our opportunities for advanced coursework, or our impressive selection of external learning opportunities, our students and teachers work hard in the classroom every day.

- *Instructional Program.* Over the past few years, we have been excited about the expansions we've made to our program of studies, based on what our students have told us about the kinds of classes they want to take. We've added many courses in our fine arts department, and we have partnered with the Northeast Vocational School in Wakefield to offer plumbing exploratories. Students at Revere High have many opportunities to engage in advanced coursework, including a robust set of advanced placement courses, an expansive selection of dual enrollment college courses at partner universities, our new Early College Program (which allows participating students to complete up to 30 free college credits by the time they graduate high school), the ability to take honors sections of core courses, as well as the opportunity to work toward an honors designation within core courses at Revere High School. We are proud of the work our school counseling department has done to engage students in learning outside of the classroom. Through a robust internship program, an impressive selection of co-curricular fellowships, and expanded career development opportunities, students have many ways they can connect their in-class learning with their post-secondary plans. As we prepare to open our brand new Revere High School in Fall of 2028, we are in the beginning phases of developing a career concentrations program in the following five areas: education,

hospitality, robotics/engineering and information technology, marine science, and biomedical sciences. These concentrations (identified in collaboration with Metro North WorkForce Development Board and the City of Revere) will allow interested students to focus their core and elective coursework, so that they graduate high school prepared for whatever post-secondary experience makes the most sense for them - whether that be four-year college, two-year college, trade-school, or the work-force. All of this work is grounded in a belief that a competency-based system of teaching and learning is one that empowers our students to make the most out of their high school experience.

- *Integrated Student Support.* During School Year 2023-2024, we restructured our leadership team to improve how we support students and families in academic performance, attendance, engagement, and school climate. Each student is assigned to one of five houses of approximately 420 students. Each house is led by an assistant principal and supported by two school counselors, a school social worker, a support specialist, and an engagement coordinator. Students stay with their support team for their four years of high school. We partner with the Center for Thriving Children at Boston College to ensure our student support practices are aligned with the national standards. As we ensure all students have these supports at the Tier 1 level, we are working hard to expand the Tier 2 and Tier 3 support programs we offer our students. We have a team of dedicated teachers who work with our newly arrived multilingual learners to support their transition. In 2023, we launched a partnership with Big Brothers Big Sisters of Eastern Massachusetts and our Revere High School Summer Bridge Program to match up to 80 ninth graders each year with a community-based mentor for four years. Additionally, we have excellent community partners, such as the MGH School-Based Health Center (where students can receive medical care and counseling during the school day) and North Suffolk Mental Health (where students can receive counseling and support with substance use). Teachers and students have access to our writing center, STEM center, and restorative practices center, each staffed by certified teacher-interventionists and student mentors. The BRYT program, the career development program, the Coast Collaborative Program, and the personalized learning pathways program all provide qualifying students with additional support as they work towards their diploma.
- *Student Leadership, Activities, and Athletics.* Student life at Revere High School is centered around opportunities for students to engage with each other in areas of interest to the individual student. We are extremely proud of all our student leaders and faculty advisors have accomplished over the past several years and what they contribute to the culture of Revere High School. The school boasts a wide range of student activities in which students can participate and develop their leadership skills. Our athletic department offers a full complement of competitive MIAA sports teams. Our growing fine and performing arts department, funded generously over the past several years, gives students new opportunities to explore their passions. Students are encouraged to engage in community service opportunities throughout the city to improve their community as part of their graduation requirements. Since 2022, we've worked hard to find ways to recognize more students for their excellent work, through quarterly award recognitions, semi-annual student showcases, and end-of-year award ceremonies.

Core Values, Beliefs, and Vision of the Graduate

Revere High School Mission

Providing access to quality education and expanding learning opportunities for our increasingly diverse population is an attainable and sustainable mission. Taking ownership of this includes shifting educational paradigms in addition to exploring, improving, and refining innovative approaches focused on student-centered learning. RHS will offer and sustain high-leverage student-centered learning that results in college and career readiness as well as cultural competence, which will further develop responsible citizenship among all of its students.

Revere High School Core Values

- **Relationships:** RHS community members rely on personal relationships to create a school environment that is not only physically, psychologically, and emotionally safe but also supportive and inclusive of our diverse community. Ensuring positive relationships among all members of the school community is paramount.
- **Relevance:** RHS educators ensure relevance by connecting learning to real-world experiences and utilizing educational practices that reflect the needs and interests of our students. RHS community members experience relevance when norms of the community are collaboratively developed, when the principles of fair process are evident in our policies, and when the value of empathy for others' perspectives is recognized as both a choice and a teachable skill. We aspire for curricular experiences to be highly relevant to students' lives
- **Rigor:** RHS educators are committed to ensuring rigor in every aspect of our curriculum and upholding high standards of excellence. RHS community members experience rigor when standards of behavior and academic expectations are consistently upheld and grounded in respect for self, respect for others, and respect for individual differences.
- **Resilience:** Creating an environment that fosters resilience is essential to our approach, enabling students to overcome challenges and thrive. RHS community members demonstrate resilience by taking responsibility for their actions, especially in the face of adversity. They achieve this by setting and meeting goals that drive social, emotional, behavioral, academic, and professional progress.

Revere High Vision of the Graduate

Through the *Instructional Program* we offer, the *School Culture* we build, the *Systems of Support* we design and the *Family & Community Partnerships* we form, Revere High School aspires to be an inclusive, multicultural community of continuous learners that graduates students prepared to:

INNOVATE to Solve Complex Problems

- **CRITICAL THINKING & PROBLEM SOLVING** is the process of reading and listening to gather information, interpret, analyze, and evaluate texts, which can be used to design products or solutions.
- **CREATIVE THINKING & PROBLEM SOLVING** is the generation of new ideas within or across disciplines to design products or solutions.

LEAD Across Difference

- **COLLABORATION** is the ability to work with others to think critically and creatively in the problem solving process.
- **COMMUNICATION** is the expression of knowledge, original ideas and arguments in a variety of formats by speaking, writing, or performing.

ENGAGE with Our Community

- **CIVIC RESPONSIBILITY** is the awareness of and engagement in social, civic, and global issues.
- **CULTURAL COMPETENCY** is the ability to understand cultural differences, recognize potential biases, and look beyond differences to work with others whose cultural contexts are different from one's own.

THRIVE Mentally, Physically & Financially

- **PHYSICAL & SOCIAL-EMOTIONAL WELL-BEING** is the ability to maintain one's own physical, mental, emotional, and social health through the development and continuous improvement of decision-making, advocacy, goal-setting, accessing resources, interpersonal communication, and self-management skills throughout our lifetime.
- **PERSONAL FINANCIAL LITERACY** is the awareness, knowledge, skill, attitude and behavior necessary to make sound personal financial decisions and ultimately achieve individual financial well-being.

SUCCEED in Meaningful Postsecondary Experiences

- **ACADEMIC, COLLEGE & CAREER PLANNING** is the ability to engage in a process of feedback and reflection that allows one to make informed decisions that shape meaningful post-secondary plans that integrate academic, personal-social and employability experiences.
- **PERSONAL SOCIAL SKILLS DEVELOPMENT** is the ability to reflect on one's personal strengths, to employ self-regulation skills, and to use interpersonal skills to engage in positive social interactions and demonstrate resilience when faced with challenges.

REVERE HIGH SCHOOL INSTRUCTIONAL PROGRAM

At Revere High School, we are on a mission to provide an **Instructional Program**- Curriculum, Instruction, Assessment, Grading and Student Supports - which prepares students to realize our greater community's Vision for them as our Graduates. We aspire for students to have experiences of deep learning that prepare them to Innovate to solve complex problems; Engage with their community; Lead across difference; Thrive, mentally, physically and financially; and Succeed in meaningful post-secondary experiences.

At RHS, we believe a system of **Competency-Based Learning** is the instructional approach that supports our work towards meeting the mission of Revere Public Schools, accomplishing our Vision of our Graduates, and ultimately, achieving equitable outcomes for our students. In our competency-based system, we embrace the following principles as we design our curriculum, plan our units and lessons, engage students in our instruction, and grade student learning for proficiency of outcomes:

1. **Learning expectations are clear.** When students know what they are learning, the purpose of that learning, how the work they are doing will help them learn, and what success looks like, their performance improves.
2. **Assessments focus on complex, transferable skills like critical thinking, problem-solving and analysis.** College and careers have become increasingly focused on the ability to analyze and problem-solve, rather than carrying out routine procedures.
3. **Teachers and students recognize that there are many ways to show competency.** Introducing some elements of choice and flexibility in demonstration increases student motivation as well as student ownership, leading to deeper learning.
4. **Revision is part of learning.** The belief that you can improve is a major factor in motivation; clear feedback and additional opportunities for students to improve and have this learning recognized is a critical factor in student perseverance.
5. **Habits of Work (HoW) are essential skills and stand alone.** Ongoing self-assessment and feedback on Habits of Work, separate from academic performance grades, supports students to improve strategies for learning.

These principles are brought to life through the Curriculum, Instruction, Assessment, Grading and Supports of the teachers of Revere High School:

- **Vision for Curriculum:** The teacher course teams at RHS are working towards codifying the curriculum of their courses in alignment with our vision for competency-based learning. This includes the outline of standards and learning targets that students will work towards mastering, the scope and sequence of how those standards are organized over the course of the year, and the units of study which bring meaning and coherence to those outcomes in the form of a common summative assessment, rubrics of standards with proficiency language, an outline of the calendar of learning and suggested resources. Teacher course teams also determine the Honors opportunity per course which become the required curriculum of the Honors sections and the optional opportunities in Core sections for students to pursue Honors designation.
- **Vision for Instruction:** We value classrooms that are spaces of rigor, relevance, relationships and resilience. Teachers and students work to co-create classroom learning environments that are safe and supportive, built on a foundation of relationships between and across teachers and students. Teachers use their course curriculum to plan for their 80-minute blocks and implement rigorous and relevant lessons that

are aligned to our competency-based vision for student learning. These lessons are structured with expectations, routines, procedures and a clear agenda. The lessons are engaging, with clear purpose and alignment to course outcomes, learning experiences that have students doing deep thinking and using their voices through a variety of structures from individual to collaborative groups. These lessons are supportive, through formative assessment and ongoing feedback and opportunities to revise. Teachers are explicit about the connection between student academic progress and habits of work. Instruction includes explicit opportunities for students to develop and apply strong habits and use their resilience to grow their academic skills.

- **Vision for Assessment:** Assessments are opportunities for students to show what they know and to receive feedback about their knowledge and skills in relation to the standards and learning targets of the course. Teachers use formative assessment throughout a unit to target instruction in relation to the data, and to share feedback back to students to inform future learning. Teachers use summative assessments for end of unit evaluation of student learning. RHS course teams are working to develop and implement common summative assessments at the unit level - across a variety of assessment types such as performance assessments, projects and tests - to analyze data across course teams to determine the effectiveness of instruction. We acknowledge that learning does not happen at the same time for all students, and that revision and retake opportunities are a key part of the learning process for students.
- **Vision for Grading:** Grading at RHS is an opportunity to give students clear, accurate, consistent and fair information about their learning, through feedback about their proficiency on the standards and learning targets of the course. Rubrics are the tool that make explicit what proficiency looks like for each standard, and these rubrics should be common across the course team for equitable scoring of students' work. We recognize that external stakeholders, including colleges and scholarship programs, use letter grades and GPA to evaluate students, so we grade in a way that does report a final letter grade associated with the 4.0 GPA scale, as a representation of the students' overall proficiency in the course. Scoring and feedback to student work should occur frequently and in a timely way in relation to student production of evidence of learning, in a way that is visible to students and caregivers.
- **Vision for Student Supports:** The RHS student body is highly diverse, including students with multilingual abilities, students with learning differences and students with various talents, interests, activities in and out of school, and future pathways. We support students best when we get to know students deeply and match our interventions, whether attendance-related, social-emotional, or academic support, to the need. Teachers use their knowledge of students and data regarding their performance to make daily decisions about targeted instruction and grouping. Teachers differentiate using the UDL Framework as a guide. Teachers use strategies in support of language development to promote the speaking, listening, reading and writing skills of all students. Teachers engage with interventionists including the STEM Center, Writing Center, Reading Specialist and Support Teams to collaborate around wraparound support for students in need of greater support.

Assumptions, Student Focused Strategies, and Outcomes

Assumptions: *We believe that*

- **A1:** In an increasingly “globalized” world, the capacity for people to operate successfully across diverse belief systems & cultures is critically important.
- **A2:** The diverse nature of RHS' student body is a strength that brings with it RHS' responsibility to develop and implement personalized approaches that support all students.
- **A3:** Integrating innovative student- centered learning approaches with existing instructional approaches will engage and challenge students in valuable ways.
- **A4:** Implementing competency-based learning at RHS will ensure that students acquire the most essential knowledge and skills needed to succeed in school, higher education, the modern workplace, and adult life.

- **A5:**By regularly engaging students in relevant & rigorous tasks in all learning environments, students will be prepared with the critical thinking, communication, and collaboration skills necessary for success in the 21st century workforce.
- **A6:**Students who utilize post-secondary education and training experiences will be better prepared to succeed.

Student Focussed Strategies: *Through collaboration with their teachers, advisors, peers, and others, all RHS students will:*

- **S1 be able to practice cultural competence by:**
 - regularly collaborating and learning with diverse peers; participating in discussions that push them to think beyond their own belief systems; withholding judgment of peers and demonstrating an openness to diversity
- **S2 develop a Personal Learning Plan (PLP) that will become a roadmap for their educational experience.** PLPs will be used to
 - determine goals, exploration of career aspirations, learning experiences, self-assessment and reflection guide student-led conferences.
 - help students & teachers identify strategies for differentiation, intervention and support, and opportunities for enrichment.
 - inform students' development of authentic learning portfolios that document their knowledge and skills.
- **S3 demonstrate agency by**
 - developing effective Habits of Work (active learning, ownership, collaboration, and respect).
 - developing cultural competence & peer and adult relationships.
 - addressing deficiencies in skills and knowledge.
 - enhancing their self-awareness and capacity for self-advocacy.
 - preparing for postsecondary and career success
- **S4 be able to enhance their learning and growth to become critical thinkers and life-long learners by:**
 - regularly tackling complex tasks
 - engaging in higher-order tasks through student-centered learning.
 - participating in curricular and extracurricular activities including clubs, sports, arts and technological experiences.
 - demonstrating proficiency in the RHS Core Competencies
- **S5 be able to demonstrate leadership by**
 - participating in school improvement by joining in district governance.
 - providing input on curricular and extra-curricular opportunities and efforts.
 - participating in assessments of school improvement efforts.
 - hosting and facilitating community gatherings to inform school improvement efforts and to share success.
- **S6 be able to complete one or more External Learning Opportunities (ELO) experiences** such as
 - a dual enrollment course
 - early college certificate
 - internship
 - international exchange
 - service-learning project
 - independent study
- **S7 be able to actively pursue jobs/careers and/or post-secondary education/training** through activities and experiences such as
 - career exploration & job searching
 - resume & interview preparation
 - financial literacy & technological literacy training
 - post-secondary visits, college exploration, application processes, and bridge program

Outcomes:*For AllRHS Students to*

- **O1:**be culturally proficient -- with the ability to understand, appreciate, and interact with people from other cultures.
- **O2:**read, write, listen, & speak in a second language.
- **O3:**demonstrate ownership of their education through means such as self-advocacy, attendance, participation in school governance, and ongoing self-assessment.
- **O4:**experience expanded access and opportunity to participate in rigorous and meaningful learning experiences toward mastery of core academic content.
- **O5:**demonstrate the ability to be critical thinkers, problem-solvers, and producers--not only consumers--of knowledge in the 21st Century.
- **O6:**demonstrate curiosity & passion in their learning, resilience in the face of challenges, & commitment to their personal learning goals.
- **O7:**possess transferable skills for making sound decisions, exploring and choosing career pathways, and identifying and accessing resources for continuing success in their respective fields.
- **O8:**possess a personal portfolio of their work.
- **O9:**decreased proficiency gaps among ALL students.
- **O10:**increased ALL students' utilization of post-secondary education and training.
- **O11:**decreased the need for remedial education when students enter post-secondary education/training.

RHS Impacts

All Revere High School students will graduate as lifelong critical thinkers and learners who are well-prepared for access and success in 3 critical realms

- Post- secondary education/ training without remedial education courses.
- Meaningful jobs that pay living wages, and are sustainable in today's and tomorrow's workforces.
- Serving as culturally competent, contributing members of their communities.

School Improvement/Growth Plan

The school improvement/growth plan is attached.

Related Files

- [2025_03_07-14_21_RHS School Growth and Improvement Plan July 2022-June 2025.pdf](#)

LEARNING CULTURE

Learning Culture

The school provides a safe learning culture that ensures equity and fosters shared values among learners, educators, families, and members of the school community. These shared values drive student learning as well as policy, practice, and decision-making while promoting a spirit of collaboration, shared ownership, pride, leadership, social responsibility, and civic engagement. The school community sets high standards for student learning, fosters a growth mindset, and facilitates continuous school improvement to realize the school's core values, beliefs about learning, and vision of the graduate.

1. The school community provides a safe, positive, respectful, and inclusive culture that ensures equity and honors diversity in identity and thought.
 - 1a. The school community provides a safe environment.
2. The school's core values, beliefs about learning, and vision of the graduate drive student learning, professional practices, learning support, and the provision and allocation of learning resources.
 - 2a. The school has a written document describing its core values, beliefs about learning, and vision of the graduate.
3. The school community takes collective responsibility for the intellectual, physical, social, and emotional well-being of every student and can demonstrate how each student is known, valued, and connected to the school community.
4. The school community's professional culture demonstrates a commitment to continuous improvement through the use of research, collaborative learning, innovation, and reflection.
5. The school's culture promotes intellectual risk taking and personal and professional growth.
6. The school has an inclusive definition of leadership and provides school leaders with the authority and responsibility to improve student learning.
7. The school culture fosters civic engagement and social and personal responsibility.

STUDENT LEARNING

Student Learning

The school has a vision of the graduate that includes the attainment of transferable skills, disciplinary/interdisciplinary knowledge, understandings, and dispositions necessary to prepare learners for their future. Students are assured consistent learning outcomes through a defined curricular experience and have the opportunity to demonstrate their skills and knowledge in a variety of creative ways. Students actively participate in authentic learning experiences while practicing the skills and habits of mind to regularly reflect upon, and take ownership of, their learning.

1. The school has a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success and provides feedback to learners and their families on each learner's progress in achieving this vision.
2. There is a written curriculum in a consistent format for all courses in all departments that includes units of study with guiding/essential questions, concepts, content, and skills and integrates the school's vision of the graduate.
- 2a. There is a written curriculum in a consistent format for all courses in all departments.
3. Curriculum ensures that learners demonstrate a depth of understanding over a breadth of knowledge.
4. Instructional practices are designed to meet the learning needs of each student.
5. Students are active learners who have opportunities to lead their own learning.
6. Learners regularly engage in inquiry, problem-solving, and higher order thinking skills.
7. Learners demonstrate their learning through a variety of assessment strategies that inform classroom instruction and curriculum.
8. Learners have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning.
9. Learners use technology across all curricular areas to support, enhance, and demonstrate their learning.

PROFESSIONAL PRACTICES

Professional Practices

The school maintains and implements a school improvement/growth plan, organizational practices, and productive community relationships to meet and support student learning needs. Educators engage in ongoing reflection, collaboration, and professional development to improve their practice and examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, programs, and services.

1. The school engages all stakeholders in the development and implementation of a school improvement/growth plan, which reflects the school's core values, beliefs about learning, and vision of the graduate.
 - 1a. The school has a current school improvement/growth plan.
2. Educators engage in ongoing reflection, formal and informal collaboration, and professional development to improve student learning and well-being.
3. Educators examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services.
4. Collaborative structures and processes support coordination and implementation of curriculum.
5. School-wide organizational practices are designed to meet the learning needs of each student.
6. Educators develop productive student, family, community, business, and higher education partnerships that support learning.

LEARNING SUPPORT

Learning Support

The school has timely, directed, and coordinated interventions for all students. The school provides targeted supports to meet each student's individual needs, including counseling services, health services, library/information services, and other appropriate support services to assist each student in meeting the school's vision of the graduate.

1. All students receive appropriate intervention strategies to support their academic, social, and emotional success.

1a. The school has intervention strategies designed to support students.

2. All students receive counseling services that meet their personal, social, emotional, academic, career, and college counseling needs from adequate, certified/licensed personnel.

3. All students receive health services that ensure their physical and emotional well-being from adequate, certified/licensed personnel.

4. All students receive library/information services that support their learning from adequate, certified/licensed personnel.

5. Identified English Language Learners and students with special needs and 504 plans receive appropriate programs and services that support their learning from adequate, certified/licensed personnel.

LEARNING RESOURCES

Learning Resources

The school has adequate and appropriate time, funding, and facilities to support the realization of its core values, beliefs about learning, and vision of the graduate. The school and school community provide time, funding, and facilities for student learning and support; teacher collaboration and professional growth; and full implementation of curricular and co-curricular programs in the school. The school has appropriate plans, protocols, and infrastructure in place to ensure consistent delivery of its curriculum, programs, and services.

1. The community and district provide school buildings and facilities that support the delivery of high-quality curriculum, programs, and services.
 - 1a. The community and district provide school buildings and facilities that support the delivery of curriculum, programs, and services.
2. The school/district provides time and financial resources to enable researched-based instruction, professional growth, and the development, implementation, and improvement of school programs and services.
3. The community and the district's governing body provide adequate and dependable funding to fully implement the curriculum, including co-curricular programs and other learning opportunities.
4. The school/district has short-term and long-term plans to address the capital and maintenance needs of its building and facilities.
5. The school has infrastructure and protocols in place to ensure effective responses in crisis situations.

Introduction

Introduction

The New England Association of Schools and Colleges (NEASC) is the oldest of the six regional accrediting agencies in the United States. Since its inception in 1885, the Association has awarded membership and accreditation to those educational institutions in the six-state New England region who seek voluntary affiliation.

The governing body of the Association is its Board of Trustees, which supervises the work of three Commissions: the Commission on Independent Schools (CIS); the Commission on Public Schools (CPS); and the Commission on International Education (CIE).

As the responsible agency for matters of the evaluation and accreditation of public school member institutions, CPS requires visiting teams to assess the degree to which schools align with the qualitative Standards for Accreditation. The Standards are *Learning Culture*, *Student Learning*, *Professional Practices*, *Learning Support*, and *Learning Resources*.

The accreditation program for public schools involves a five-step process: the self-reflection conducted by stakeholders at the school; the Collaborative Conference visit, conducted by a team of peer educators and NEASC representatives; the school's development and implementation of a growth/improvement plan; the Decennial Accreditation visit conducted by a team of peer educators and NEASC representatives; and the follow-up program carried out by the school to implement the findings of its own self-reflection, the recommendations of the visiting team, and those identified by the Committee in the follow-up process. Continued accreditation requires that the school participate in the accreditation process over the ten-year cycle and that it shows continued progress addressing identified needs.

Preparation for the Accreditation Visit

Accreditation coordinators and a steering committee composed of the professional staff were appointed to supervise the school's Accreditation process which includes the self-reflection, the Collaborative Conference visit, the development and implementation of a growth plan, and the Decennial Accreditation Visit.

Public schools seeking Accreditation through the Commission on Public Schools must complete appropriate materials to assess their alignment with the Standards for Accreditation and the quality of their educational offerings in light of the school's core values, beliefs, vision of the graduate, and unique student population. In preparation for the decennial visit, schools are required to complete a Decennial Summary Report to inform the team about their progress since the time of the Collaborative Conference visit.

In addition, the professional staff was required to read and come to consensus on the summary report to ensure that all voices were heard related to the school's progress on their priority areas for growth.

The Process Used by the Visiting Team

A visiting team of seven members was assigned by the Commission on Public Schools to conduct a Decennial Accreditation visit to Revere High School in Revere, Massachusetts. The visiting team members spent four days conducting a visit to the school; reviewed the self-reflection, Collaborative Conference report, and Decennial Summary Report documents; met with administrators, teachers, other school and system personnel, students, and parents; and visited classes to determine the degree to which the school aligns with the Committee on Public Secondary Schools' and Public Elementary and Middle Schools' Standards for Accreditation and the degree to which the school is making progress toward their identified priority areas for growth as indicated in the school's improvement/growth plan.

Each conclusion in the report was agreed to by visiting team consensus. Sources of evidence for each

conclusion drawn by the visiting team are included within each section of the report. The report includes commendations and recommendations that, in the visiting team's judgment, will be helpful to the school as it works to improve teaching and learning and implement its plan for growth and improvement. The report also includes an analysis of the conceptual understanding, commitment, competency, and capacity (4Cs), which is a framework used to evaluate the school's ability for continuous growth and improvement as a learning organization.

This report of the findings of the visiting team will be forwarded to the Commission on Public Schools, which will make a decision on the Accreditation of the school.

Foundational Element 1.1a - Learning Culture

Foundational Element 1.1a

The school community fosters a socially and emotionally safe environment for students and staff, where individuals feel welcomed and genuinely supported. A culture of mutual care and respect is evident among students and staff.

The school employs a team-based support system to proactively address students' academic and personal challenges. This robust student support team includes an assistant principal, two school counselors, a social worker, a student engagement coordinator, and a student support specialist. Students are assigned to one of five support teams, ensuring consistent guidance throughout their high school journey.

Additionally, the school has a full-time restorative practice interventionist, supported by trained student mentors, to assist struggling students in fully engaging with age-appropriate, grade-level curricula. The interventionist also provides ongoing support and training for new staff multiple times yearly, ensuring they are well-equipped to foster student success.

Beyond academics, the school is committed to student engagement through a wide range of co-curricular and leadership opportunities. The school intentionally ensures accessibility for all students, including multilingual learners. Each semester, the school celebrates student achievements and diverse cultural backgrounds through a student showcase, reinforcing a sense of belonging and community pride.

Rating

Meets the Standard

Foundational Element 1.2a - Learning Culture

Foundational Element 1.2a

Revere High School has successfully developed and unveiled its vision of the graduate, along with its core values and beliefs about learning. This process was guided by a comprehensive and systematic approach that actively sought feedback from teachers, staff, students, and parents, ensuring a shared and inclusive vision. During the 2022-2023 school year, the school identified key competencies that define student success: innovate, engage, lead, thrive, and succeed. These competencies were introduced and discussed with staff to align educational practices with the vision of a graduate. To recognize and celebrate students' achievements in meeting these competencies, Revere High School currently employs two key initiatives: an annual showcase event and an awards celebration. Additionally, the school is in the early stages of developing an assessment process that will allow students to demonstrate their learning and growth in alignment with the vision of the graduate.

Rating

Meets the Standard

Foundational Element 2.2a - Student Learning

Foundational Element 2.2a

The school does not yet have a written curriculum in a consistent format for all courses in all departments across the school. Some departments have completed curriculum units of study that include a core instructional summary outlining the power standards for each core course, links to course maps for each grade level, and an overview of each unit. Each unit also details essential questions, key concepts, content, skills, instructional strategies, and assessment practices.

Rating

Does Not Meet the Standard

Foundational Element 3.1a - Professional Practices

Foundational Element 3.1a

Revere High School has a comprehensive and current school improvement plan (SIP) covering the period from 2022 to 2025. The plan is centered around five key priorities: vision for the Revere High School student experience, learning environment and school culture, instructional program, multi-tiered system of supports, and short-term planning for the current Revere High School building. The SIP is reviewed annually to assess progress, make necessary revisions, and ensure alignment with evolving school needs. Additionally, the school has opportunities to align its improvement efforts with the district's strategic plan, fostering coherence and shared goals. As the current plan approaches its conclusion, Revere High School is prepared to collaborate with the district to develop the next school improvement plan for 2025–2028.

Rating

Meets the Standard

Foundational Element 3.6a - Professional Practices

Foundational Element 3.6a

N/A

Foundational Elements 4.1a - Learning Support

Foundational Elements 4.1a

Revere High School has implemented a comprehensive system of intervention strategies to support all learners. The school has redesigned its approach using a Multi-Tiered System of Student Supports (MTSS) and introduced a new student support team model, integrating a wide range of tiered interventions addressing academic, social-emotional, physical, and family-based needs. Since the 2022 Collaborative Conference, Revere High School has expanded its support services by adding key positions and programs to enhance intervention strategies. These include a restorative practice center, expanded physical and mental health services, the BRYT program, a school-based mentoring program, and a career development program offering work-based learning opportunities. Additionally, the school has introduced a board-certified behavior analyst and five student support specialists who provide targeted interventions for at-risk students. Through these initiatives, the school continues to strengthen its commitment to equitable student support, ensuring that all learners receive the resources and guidance they need to thrive.

Rating

Meets the Standard

Foundational Element 5.1a - Learning Resources

Foundational Element 5.1a

The school site and plant support the delivery of curriculum, programs, and services. The school committee and school department continue to support Revere High School. Revere High School has improved its physical site to support the delivery of high-quality curricula, programs, and services. Key enhancements include optimizing space for a growing staff and student population, creating office space for new staff, and restructuring classrooms to enhance efficiency. There is a shared responsibility between staff for room usage and reducing classroom travel distances. Additionally, classroom refurbishments have benefited the fine arts department, and repairs to the former auto shop have facilitated a new plumbing program in collaboration with Northeast Regional Vocational Technical School. The school has also invested in improvements to the auditorium to support an expanding performing arts department. Despite ongoing space challenges, the school committee and school department have provided financial support for the short term and have demonstrated a commitment to maintaining a high quality learning environment while awaiting the new school's completion.

Rating

Meets the Standard

Foundational Element 5.5a - Learning Resources

Foundational Element 5.5a

The school has made significant safety improvements since the Collaborative Conference in 2022, enhancing infrastructure, staffing, and emergency protocols. New security measures include upgraded cameras, badge-operated fire doors, FlipLok door locks, and a two-way communication buzzer at the main entrance. Campus supervision staff has grown from four to ten, with structured training and zoning for better coverage. A second school resource officer has been added, improving student connections. Restroom supervision has increased, and student movement is now monitored via a scan-in system and SMART Pass. Emergency preparedness has also been strengthened with updated policies, classroom safety cards, an internal emergency line, and weekly radio communication tests with 911. Fire and enhanced drills are conducted annually, and starting in 2025, classroom landlines will provide location-specific 911 call data.

Rating

Meets the Standard

Foundational Elements Ratings

Foundational Element Ratings

Foundational Elements	Collaborative Conference School's Rating	Collaborative Conference Visitors' Rating	Decennial School's Rating	Decennial Visitors' Rating
1.1a - Learning Culture	Does Not Meet	Does Not Meet	Meets	Meets
1.2a - Learning Culture	Does Not Meet	Does Not Meet	Meets	Meets
2.2a - Student Learning	Does Not Meet	Does Not Meet	Does Not Meet	Does Not Meet
3.1a - Professional Practices	Meets	Meets	Meets	Meets
3.6 - Professional Practices				
4.1a - Learning Support	Meets	Meets the Standard	Meets	Meets
5.1a - Learning Resources	Does Not Meet	Does Not Meet	Meets	Meets
5.5a - Learning Resources			Meets	Meets

Priority Area 1

Priority Area

The school will collaborate with stakeholders to develop a Vision of the RHS Student Experience that includes transferable skills defined by specific and measurable criteria for success, such as school-wide analytic rubrics, which target high levels of achievement; includes knowledge, understandings, and dispositions necessary for future success; and is embedded into curriculum, instruction, and assessment practices. (1.2a, 1.2)

Action, Impact, and Growth

Since the Collaborative Conference, Revere High School has taken several steps to develop a schoolwide vision of the graduate and begin to embed it into the school's culture. The vision of the graduate design process was robust and collaborative. It involved diverse stakeholder groups to ensure all voices were heard. By spring 2023, the draft of the vision of the graduate ("Innovate - Engage - Lead - Thrive - Succeed") was shared with staff, having been primarily driven by analyzing data from student feedback through the use of surveys as well as focus groups. The school also included feedback from community members, staff, and a senior exit survey.

As part of the development process, staff members participated in professional growth time (PGT) groups to reflect on ways their departments already incorporate the vision of the graduate skills, ways the school already incorporates the skills, ways their department could do better, and ways the school could do better. Teachers led discussions with students during Patriot Block about what each vision of the graduate domain word meant to them and what the domain could look like. Working with a consultant, a committee created drafts for student rubrics for each domain, with descriptors for approaching, meeting, and exceeding expectations on how students demonstrate the vision of the graduate skills. The school purposefully incorporated other ongoing district initiatives, such as core competencies, the district equity plan, the school's core values, and logic model, to leverage existing structures to align with the vision of the graduate.

Since the school is anticipating implementing competency-based learning for academic classes in 2026, it has prioritized opportunities to engage students in co-curricular and extracurricular experiences as the primary means of experiencing the vision of the graduate. Within its academic structures, the school has taken action to expand opportunities for external learning, fine and performing arts courses, and advanced coursework opportunities to support the vision of the graduate. The school has partnered with Franklin Cummings Institute of Technology and has developed a partnership with the Northeast vocational school to launch a plumbing exploratory program that serves approximately 30 students. In 2024 and 2025, 137 students took early college courses at North Shore Community College, and 144 students were in dual enrollment at Bunker Hill, North Shore, Gateway to College, UMass Lowell, Salem State, and Suffolk University. The school has expanded leadership opportunities for students to give more students access to the transferable skills in the vision of the graduate, such as establishing a president's council of club presidents and an athletics council of captains of athletic teams.

Another action step is the formation of a Revere High School Deeper Learning Team, as part of the district's deeper learning team, to engage educators in learning experiences that connect deeper learning experiences with the vision of the graduate. In 2024-2025, the Revere High School team's focus area for the deeper learning inquiry cycle is to identify the big and small deeper learning that is occurring and what vision of the graduate competencies students develop as a result. The school established a committee to design a career concentrations program aligned with the vision of the graduate, in which interested students can focus their core and elective coursework in one of five career concentrations by taking a combination of high school courses, early college courses, work-based or service learning experiences, and career certifications. The school is launching a robotics engineering pathway in 2025-2026 to pilot the career concentrations program.

The school has greatly increased recognition and celebration of students' achievements. The school has implemented semi-annual student showcases and added vision of the graduate awards to the end-of-year award ceremonies. Teachers and students could nominate students who exemplified one or more of the vision of the graduate skills, and the award winners' pictures are displayed prominently, along with their nominator's

statement, in high-traffic areas of the school. Administrators have increased visibility of the vision of the graduate by highlighting it in school-wide meetings and documents, as well as t-shirts and clipboards for staff. The first two principal's meetings of the year featured the vision of the graduate on the first two slides as a guiding reminder, and teachers were asked to share one moment where they witnessed or supported a student in demonstrating one of the pillars of the vision of the graduate. A visual depiction of the vision of the graduate is prominently displayed on the cover page of the high school's school improvement plan.

The leadership team has begun to use the vision of the graduate to guide decisions regarding student programming. The visibility and understanding of the vision has grown due to the consistent references to the vision of the graduate in staff meetings, the school improvement plan, student showcases, and the vision of the graduate awards. The school committee has referenced the vision of the graduate in prioritizing listening to feedback from community stakeholders, especially students and staff. Because of the increase in the school's celebration of student achievements through the vision of the graduate awards and student showcases, the school culture has become more positive, student-centered, and inclusive of students who have demonstrated nontraditional paths to achieving the skills embedded in the vision.

Teachers, individually and through their PGT teams, have had opportunities to reflect on how their curriculum, instruction, and assessment already embody elements of the vision of the graduate, and to celebrate students demonstrating proficiency in those skills. While the draft rubrics for each vision of the graduate skill have yet to be implemented at the classroom level, the rubrics will create opportunities for staff to reflect on what meeting expectations for the skills look like in practice and will be a guide as the school transitions into competency-based learning. The expansion of dual enrollment and early college programs has resulted in many more students taking advantage of these rigorous learning opportunities. Students have some familiarity with the concepts of vision of the graduate, but they have yet to see it manifested in their academic experiences outside of co-curricular activities, the student showcase, and the vision of the graduate awards.

The school committee plans to use the vision of the graduate to inform the development of a new mission and vision statement for the district. Revere High School plans to build the vision of the graduate into a set of core competencies with performance indicators. The school is working toward aligning the vision of the graduate with competency-based learning in 2026. A greater coherence between students' academic experiences and the vision of the graduate skills will allow all students to have multiple opportunities to experience, get feedback, and receive support in achieving the vision's competencies across all subject areas, in addition to co-curricular activities. The school improvement plan contains plans to provide faculty with professional development to help incorporate elements of the vision into all courses and to use performance tasks to assess student competency.

In addition to the school's core values and beliefs about learning, the school should prioritize using the vision of the graduate as a guiding document when making decisions about policies, procedures, and resource allocation. The school should continue to increase visibility and awareness of the vision of the graduate skills among all stakeholders, and explore ways to more deeply embed the vision in clearly defined, meaningful ways for all aspects of the student experience. The district should also explore ways to align the vision of the graduate with work already being done at the preK-8 levels, so that all students can consistently access those skills throughout their school careers.

Recommended Next Steps

Ensure that the core values, beliefs about learning, and vision of the graduate promote a commitment to continuous improvement and guide the school's policies, procedures, decisions, and resource allocation

Develop a process to align the vision of the graduate skills and existing rubrics with curriculum, instruction, and assessment in all courses, to ensure that all students can have multiple opportunities to get feedback and receive support on the vision of the graduate competencies

Utilize opportunities to communicate with the school community and cultivate staff members' understanding of the vision of the graduate to implement as an essential part of school culture

Develop and implement a formal process to assess and communicate each individual learner's progress toward achieving the school's vision of the graduate to learners and their families

Develop an annual report on whole-school progress toward learners' achievement of the vision of the graduate

Sources of Evidence

- NEASC survey
- priority area meetings
- school board
- school leadership
- school support staff
- school summary report
- students
- teachers

Priority Area 2

Priority Area

The school will collaborate with stakeholders to ensure that the school community provides a safe, positive, respectful, and inclusive culture that ensures equity and honors diversity in identity and thought. (1.1a, 1.1)

Action, Impact, and Growth

After years of attempting to de-escalate conflict in the school building after the COVID pandemic, in 2022, Revere High School expanded the implementation of restorative practices across their building to restructure their student accountability and interventions. In this undertaking, the school has implemented a restorative practice interventionist, empowering students to serve as liaisons in the facilitation. In this practice, students engage in various de-escalation tactics with the restorative justice interventionist and student fellows who work with students who have a conflict. Although DESE data shows these practices have not decreased suspension rates, the restorative justice practices have been influencing the actions of the newly formed student support teams. These teams work collaboratively with students and the restorative justice interventionist to mitigate behavioral issues that arise in the school. Administrators have conveyed a change in mindset towards problem-solving and collaborating rather than being punitive. The new student support teams and restorative justice practices have created a safer, more respectful learning environment for all students.

Formerly, the school population was organized into four houses, with an assistant principal assigned by grade level. In response to the increasing social-emotional and learning needs of students, the school created new student support teams that consist of an assistant principal, two school counselors, a student engagement counselor, a student support specialist, and a social worker. Staff members can work with students more closely and use an entire team approach rather than just a single support person. Student support teams encourage and support parents as partners in their students' education. The school has set guidelines for assistant principals to create a more equitable discipline system among all students. All staff members can access tools such as requesting support in response to various student behaviors and available student support collaboration. Staff have reiterated the importance of these documents and have demonstrated their use of the tools that the school has provided for them. However, students are not always sure about who the correct person is to speak to when encountering daily concerns. In addition to restructuring the support teams, administrators plan to implement new personalized learning pathways to target various groups of students who might have been on the trajectory of dropping out. The school is working with community partners to redesign its pathways within the school to support all students, not exclusively higher performing students or particularly high needs.

In the past decade, the school has seen notable increases in the diversification of the student population, in particular the low-income, Hispanic/Latino populations and multilingual learners (MLLs). Therefore, the school has prioritized student leadership across all student groups, including MLLs. Creating new roles for teachers, such as student activities coordinator and newcomer and transfer student activities advisor, has facilitated the involvement of all students and contributed to a sense of belonging and inclusivity among students. The addition of the welcome club empowers students to be leaders and guides for newcomers to the school. Additionally, students have several affinity groups (for example, North African Student Association, Asian American Student Association, Latin American Student Association, and United African Student Association) that have provided a space for all students to find their community and engage in cultural events. The school has tried to emphasize belonging within the building, which is demonstrated in their creation of religious spaces that can foster a sense of belonging and inclusivity among their school population. Providing translations on all of the signage about the school's activities adds to the inclusive environment promoted by the school. All students are encouraged to join co-curricular activities and be involved in the school community.

At the time of the Collaborative Conference, the school did not have sufficient resources to accommodate the social-emotional needs of a rapidly increasing MLL population. With the restructuring of the house model and the

desire to increase belonging and inclusivity in the school for all students, the school created an exclusive house for MLLs. This action has allowed for a more focused approach on the needs of the MLL population until they reach a 3.0 proficiency level on the ACCESS tests. The MLL house has a dedicated bilingual team of an assistant principal, two school counselors, a student support specialist, a student engagement coordinator, and two social workers. This house provides a sense of inclusivity that honors the student diversity in the population and their identity. Students know that the staff is familiar with their situation in the United States and their language, which is beneficial to their school experience. The staff focuses on more specialized attention that better suits the MLL population of the school and is better equipped to assist students in their language development journeys in the United States.

After the COVID pandemic, like many school districts across the country, the school battled chronic absenteeism and class absenteeism. The school's evaluation of the problem showed that students in the lowest-performing subgroup were more likely to be chronically absent. Attendance interventions were implemented, resulting in a 21.5 percent decrease in chronic absenteeism in the lowest-performing subgroup. Assistant principals and faculty have the tools of attendance policies, procedures, and role clarity to increase attendance expectations. These new policies and procedures have increased student attendance and created an equitable, fair experience for all students. All faculty members have a clearly defined role in attendance, with documented responsibilities and next steps for curbing student absenteeism and tardiness. While faculty and staff have acknowledged that the overall absenteeism has not fallen or has remained the same, there has been significant improvement in one particular subgroup, and they hope to build on that success.

Among all the changes made in the past several years, the school has implemented a new advisory program curriculum. This new curriculum, *Wayfinder*, is being utilized during the Patriot Block, which occurs during the final three days of the week. The impact of this implementation of an advisory period has been to create a more inclusive, respectful environment, teaching students social-emotional learning skills, while forming strong teacher-student relationships with a single advisor for four years. Student feedback is mixed, with some students feeling it is a useful period, while others feel that their time would be better spent selecting the course and teacher with whom they will receive extra time. Students and faculty feel that advisory is not cohesive across the school and does not yet meet the expectations of teachers and students.

Despite individual teacher attempts at reaching out to parents, the school did not have a unified system to deliver culturally responsive messaging to parents and guardians. Parents are one of the largest stakeholder groups that the school has worked to incorporate. With the launch of ParentSquare, an application to translate messages to parents into each student's home language, teachers are more comfortable reaching out to families to curb classroom behavior issues. The application is a culturally responsive, two-way communication application praised by staff members for bridging the gap between home and school for its equitable treatment of all students' families. Teachers and administrators agree that they work with family liaisons to help parents use ParentSquare at home and understand the importance of involvement in their student's classroom.

The school works to share praise for student contributions and successes within and outside the classroom. Faculty have recognized the recent attempts at creating a more positive school culture surrounding the celebration of student achievement. Students receive tickets for raffles, awards for growth, and various other Tier 1 interventions to create opportunities for all students to be celebrated in their academic growth and development. Teachers and administrators have also created support groups to deal with major issues such as safety in the building. Students work collaboratively with the teachers and administrators to reach solutions that maintain safety and security among students in the building. Securing the building through student voice has created a safer, more positive community. Student morale has improved from these Tier 1 interventions.

The school has implemented various new strategies to set the school on a path for further growth. While teachers and administrators are working towards the same goals, the work that has been completed has shown that the overall sentiments among the school are trending in a positive, inclusive, and safe environment.

Recommended Next Steps

Ensure that the codified restorative practices are reflected in the various curricula and understood by all stakeholders, including students

Evaluate the current advisory period to ensure that it is consistently implemented across the school and that students find it helpful and meaningful

Develop a common understanding among faculty and students of the supports that are available to students

Sources of Evidence

- classroom observations
- department leaders
- facility tour
- parents
- priority area meetings
- priority area observations
- school leadership
- school support staff
- school summary report
- student work
- students
- teacher interview
- teachers

Priority Area 3

Priority Area

Revere High School instructional leaders and faculty will work to develop the instructional program by designing a written curriculum for all courses in all departments that includes units of study with guiding/essential questions, concepts, content, and skills; outlines a framework for high leverage instructional practices relevant to the course; identifies assessment practices that are aligned to district priorities; and integrates the school's vision of the graduate. (2.2a, 2.2)

Action, Impact, and Growth

Revere High School has begun to standardize its curriculum documentation across all courses. Beginning in the fall of 2022, the instructional leadership team—including the principal, deputy principal, curriculum director, instructional coaches, and course team leaders—audited the existing curriculum to identify strengths and areas for improvement.

As a result, the school initially aimed to document core curricular areas in a uniform format before expanding to elective courses. The English department's curriculum documentation serves as the model for all content areas. This documented curriculum includes a core instructional summary, outlining priority standards for each grade level in reading, writing, speaking, listening, and language. Each grade (9-12) also has a course map , which includes a course description, assessed competencies and standards, supporting standards, and live-in instruction standards. The course map also contains links to the unit plan and resource folder. The second page of the course map details pacing, essential questions, assessed standards, summative assessments, anchor texts, honors opportunities, and suggested supplemental texts. The school is integrating high-quality instructional materials (HQIM) to support the achievement of the priority and supporting standards.

The curriculum development process is ongoing and at varying stages across subject areas. Curriculum documentation for mathematics, science, history, and English as a second language is in progress, and most have common summative assessments linked within the documentation.

The school describes curriculum development and documentation as an “iterative process.” Under the guidance and direction of the building deputy principal, district curriculum coordinators, and the instructional coaches, teachers are provided opportunities to develop and document units of study. This is supported through after-school and summer stipends. Newly developed or revised units are then shared with the rest of the grade-level planning team for feedback and implementation. Professional growth time (PGT) is an additional structure to support the codification of the written curriculum. PGT groups meet Monday and Tuesday mornings for 43 minutes. During this time, teachers engage in a variety of protocols, including curricular development and internalization, instructional collaboration, and analysis and consultancy.

Despite having structures to support this work, instructional leaders identified time as a barrier to making consistent progress towards this goal. The existing structures support the curriculum documentation work, but not all teachers can participate in the opportunities to complete curriculum documentation outside of the contractual school day/year. The two weekly PGT times are teacher-led, and sometimes the time is used to accomplish other tasks. Learning walks, looking at student work, and shifting the focus on formative and summative assessments have been strategies that instructional leaders have used to support the slow process of shifting educators' mindsets.

Revere High School's curriculum documentation is guided by Revere Public Schools' core beliefs on grading practices. This district-wide effort began over a decade ago, laying the foundation for clarity in summative and formative assessments. More recently, this work at Revere High School has led to consistent curriculum documentation, common assessments, standardized assessment practices, and grade reporting aligned with these beliefs.

Revere High School is one of five schools in the state selected for the two-year Rethinking Grading Pilot. This initiative, supported by grant funding, has advanced the school's transition to competency-based teaching and learning. Students receive clear learning outcomes, feedback, and revision opportunities to improve over time. The grading reform aligns closely with curriculum development as teams work to define key course outcomes, assessments, and learning experiences.

The shift to competency-based grading has strengthened curriculum documentation by aligning summative assessments with learning targets to measure student mastery. This approach supports common assessments that evaluate academic disciplinary practices and content knowledge in science, math, and history.

In math, grading aligns with curriculum and standards, with assessments designed at the start of unit planning. In science, performance-based grading emphasizes science and engineering practices, fostering vertical alignment. Assessments in ESL and world languages prioritize speaking, writing, listening, and reading, incorporating intentional feedback and a shift toward non-linear curriculum structures.

The effort to codify the written curriculum has directly supported Revere High School's vision for competency-based learning and standards-based grading. By clearly defining the priority standards, including practice standards for each course and developing common summative assessments, course teams have laid the foundation for standardized reporting of progress towards the standards. The core beliefs about grading guiding this work have provided a mechanism to give students greater clarity about the skills and knowledge they are building, their progress toward mastery, and the feedback they receive to support their growth.

The established structures supporting this work have also enhanced teacher collaboration. PGT has focused on professional learning, incorporating learning walks, student work analysis, and data-driven instructional adjustments.

A written curriculum has strengthened assessment practices, enabling teachers to use structured protocols, such as examining student work, to evaluate progress toward shared learning outcomes. These discussions drive instructional refinements and ensure consistency in grading and feedback across courses and departments. With common goals and summative assessments, collaboration time is now more effective, allowing teachers to refine existing plans rather than start from scratch. This shift enables a deeper focus on instructional strategies that support student proficiency. A documented curriculum and consistent competency-based grading have streamlined new teacher onboarding. However, teacher turnover remains challenging in maintaining curriculum documentation across all courses.

The ongoing work to document curriculum and refine grading practices has created a more coherent, student-centered learning experience, ensuring that both students and teachers clearly understand expectations, progress, and the next steps for growth. Students have more consistent learning experiences in the core curricular areas.

Revere High School has made significant progress in codifying its curriculum by developing a written curriculum to ensure consistency across courses. Since Fall 2022, the instructional leadership team—including administrators, curriculum directors, and instructional coaches—has audited the curriculum to identify strengths and areas for growth. The school first focused on core content areas, using the English Department's curriculum model as a foundation. This structured approach outlines priority standards, course maps, and assessment alignment. The model will be applied to complete documentation in core subjects before expanding to electives. Since many educators teach both core and elective courses, they can transfer their experience to this next phase.

In parallel with curriculum documentation, the school has advanced its shift to competency-based grading, accelerated by participating in the *Rethinking Grading Pilot*. This initiative has helped prioritize the development of common summative assessments aligned with standards. As a result, students now have greater clarity on their

learning goals, receive regular feedback, and have opportunities for revision. Most core courses now include common summative assessments, ensuring alignment across departments. These assessments establish consistent learning outcomes for all students in the same course and improve communication about student learning with students and caregivers. The school is also developing a standards-based reporting system to be piloted in core courses during the 2025-2026 school year.

Teacher collaboration has also improved through structured professional learning. PGT provides faculty with dedicated time for curriculum documentation, learning walks, student work analysis, and instructional planning. These practices help teachers refine learning experiences based on student progress. The written curriculum has also streamlined new teacher onboarding by providing a clear instructional framework. However, teacher turnover remains challenging in maintaining documentation consistency across all courses.

These efforts have created a more consistent and transparent student learning experience. Classroom observations and priority area meetings indicate that students better understand expectations, progress, and assessment criteria. As curriculum and grading practices evolve, Revere High School remains committed to fostering a student-centered learning environment where educators and students have a clear roadmap for success.

The school identified the next steps to continue this work:

- Integrate vision of the graduate core competencies into curriculum, assessment, and instruction.
- Develop competency-based roadmaps using the established written curriculum to create clear pathways toward graduation for students in personalized learning pathways, ensuring targeted in-school intervention and standards-based credit recovery.
- Establish a defined curriculum revision process, including clear criteria and structured parameters for curriculum updates. This will enable teachers to balance their time between curricular work, instructional planning, and data analysis.
- Enhance course-alike planning time as part of the 2026-2027 schedule redesign. Integrate additional collaboration time for teachers to develop shared formative and summative assessments aligned with standards and incorporating the vision of a graduate competencies into their courses.

Recommended Next Steps

Complete the written curriculum in a consistent format for all courses in all departments that includes units of study with guiding/essential questions, concepts, content, and skills, and integrates the school's vision of the graduate

Evaluate each department's current state of curriculum documentation and outline clear next steps to support educators in advancing this essential work

Develop and implement a plan to

- define what proficiency looks like for each aspect within the vision of the graduate with specific and measurable criteria for success
- integrate opportunities for students to practice the skills within the vision of the graduate and receive feedback on their progress throughout the curriculum
- embed the vision of the graduate into curriculum, instruction, and assessment practices

Develop and implement a formal process to assess and communicate each individual learner's progress toward achieving the school's vision of the graduate to learners and their families

Develop an annual report on whole-school progress toward learners' achievement of the vision of the graduate

Develop a framework of evidence-based instructional strategies proven to enhance student learning, utilizing the existing instructional leadership structure

Ensure teachers have the understanding, skills, support, and time to develop, review, and coordinate the competency-based grading

Increase the use of formative assessments to expand Tier 2 support for students who have not yet met grade-level competencies

Sources of Evidence

- central office personnel
- classroom observations
- department leaders
- priority area meetings
- priority area observations
- school summary report
- student work
- students

Priority Area 4

Priority Area

The school will develop a Multi-Tiered System of Supports (including entry criteria, referral process, monitoring, and exit criteria) to ensure progress towards graduation for students who would benefit from timely, coordinated, and directive academic/social-emotional intervention strategies. (4.1a, 4.1)

Action, Impact, and Growth

Revere High School has taken various steps to improve its vision and implementation of the Multi-Tiered System of Supports (MTSS). As part of the school improvement plan from 2022-2025, they identified MTSS as Priority Area #4.

The work began by identifying that the school needed to build a more targeted intervention system to help support students with unique learning needs, identifying that they needed to find a way to be more flexible with their schedule to assist these students. This Priority Area specifically highlights the need to strategically increase the range of Tier 2 and Tier 3 interventions to be more responsive to the needs of students, specifically identified over time and in individual moments. The team model has allowed for more interactions with students in need. However, the current schedule still makes it difficult to fully effect change for the students.

An initial action step established the Restorative Practices Center, staffed by a trained Restorative Practices Interventionist to re-engage students and navigate conflict in the school community. The program allowed for specific types of discipline to be handled at various levels of consequence. Further included in this action step was the focus on the restorative justice model to help intervene in situations ahead of more severe consequences. The school nominated students who had gone through the restorative justice program to complete a fellowship program to intervene with students and lead restorative justice circles. These interventions could include absenteeism, verbal altercations, and physical altercations that may not be deemed worthy of a suspension. This has resulted in students who may have been at risk now becoming confident members of the school community and assisting their peers.

A further action was restructuring the school's leadership and student support teams to provide better leadership and management of integrated student support and intervention programming. The school collaborated with the Center for Thriving Children at Boston College to align student support team (SST) practices with the National Guidelines for Integrated Student Support and to engage support staff and administrators in professional development as they design a referral process to develop student support plans. A major impact of this restructuring resulted in each grade level assistant principal having a student support specialist assigned to them to assist with students who may need support or be falling behind academically, and spend time directly in the classroom, not just meeting separately. In addition, the school hired engagement coordinators who handle the family/community engagement, a social worker, and two school counselors for each of the five teams. This model has resulted in time for the social worker to focus on the students with the highest needs.

Another significant action was changing how the school supports MLLs and students with special needs. Not only has the district restructured both departments, with the addition of an MLL assistant director and the creation of an executive director for special education, but they have also expanded the number and kind of roles that support students. They have increased staffing to ensure that MLLs on IEPs receive both special education and MLL services. The MLL department has also supported special educators and other teachers in becoming dual licensed in ESL to increase support for students with both needs. The school also created a multilingual learner program to provide newcomers with a dedicated SST to collaborate with MLL and sheltered content teachers. This team serves a smaller population of students (350 compared to 430 in the mainstream houses), with an additional social worker for support. The school improved inclusive learning opportunities and instruction for special education and MLL students by adding co-taught classes, advanced MLL inclusion sections, and push-in

MLL support for students in sub-separate special education programs.

The special education department has also undergone structural changes that have supported student access to services. It has added a special education instructional coach, a speech and language pathologist, a BCBA, a school psychologist, a transition coordinator, a second post-graduate program teacher, a second special education coordinator, and additional full-time paraprofessionals. A noticeable and effective impact is that special education liaisons are now paired with ninth-grade students and stay with that student (and family) for four years of high school, whereas they previously changed liaisons yearly. The addition of the transition coordinator has supported students in the Thrive program (post graduate 18-22) to engage in various transition opportunities, such as cooking classes in the school cafeteria, as well as student internships inside and outside the school. The teachers have implemented course maps and assessments that mirror inclusion. This program change has allowed students to have a smoother transition from sub-separate to inclusion classes/programs. Teachers in this program now spend their PGT with their mainstream content colleagues and the special education coach to engage in curriculum development and alignment. The school has increased its use of bilingual assessments to ensure it correctly identifies students with disabilities.

Hiring a library media specialist who has worked at the high school for the last three years has directly affected students with the highest need. The library media specialist works closely with MLL teachers to support the needs of newcomer students, providing lessons on accessing the print and electronic book collections, creating video instructions for using library resources, purchasing books in native languages, purchasing high interest low reading level (HiLo) books in English for developing readers, and working with MLL teachers on editing lesson materials so they will be accessible to the MLLs. The library media specialist secured a private donation to purchase books in Portuguese and won a grant to purchase books in Spanish and HiLo English books to support both the pleasure reading of non-native speakers and English language learning with the HiLo books.

The school continues to expand partnerships for physical and mental health services. Impact of this action of building relationships with Home for Little Wanderers, North Suffolk Therapeutic, School Based Health program offering therapy within the school setting, social workers at no cost who have deep connections to the community services, de-escalation and physical intervention training through CPI has provided several opportunities for assistance with mental health, connection to the school environment, and continue improvement of engagement and healthy living at home. MGH Brigham Hospital has an onsite facility to assist students with therapy options and doctor appointments. The School Department invested heavily in a partnership with the Center for Thriving Children at Boston College to support the high school's Support Team Redesign and the alignment of practices to the National Guidelines for Integrated Student Support. This intervention will impact mental health training for all staff, and at a certain point, students will also be trained to assist their peers in identifying mental health concerns and working towards helping their peers. Further impact and support are provided through athlete support programs to keep their grades above failing.

Continuing action steps include creating new and expanding existing school programs that support students progressing toward graduation in non-traditional ways. The school plans to offer students career concentrations in their study plan, including environmental justice and sustainability (marine science), business administration and entrepreneurship (hospitality), robotics, engineering and information technology (robotics/engineering), health sciences and human development (biomedical science), and education and social services (education). In addition, the school has launched an Early College Program with North Shore Community College that promotes equitable access by identifying students from underserved populations, providing all students with access to free college courses, and removing barriers to college, such as minimum Accuplacer test scores, minimum GPA, transportation, or taking courses outside of the school day. It establishes academic pathways by providing students with 18 to 30 transferable credits in foundational areas and major-based dual enrollment courses that will introduce them to specific career pathways. Further impact of the experiential learning opportunities allows the students to combine work-based learning, service-learning, or internship experiences in their career concentration.

North Suffolk Community Resources has had an impact by offering services for students who have been found vaping or using other drugs and who are determined to be addicted to the substance. To assist the students in acclimating to school and working through their problems/issues, the school has also established a working relationship with the Big Brothers/Big Sisters program.

Summary of these impacts includes a focus on SST as a format to allow students who have been showing regular absenteeism, have been disruptive to the school and learning environment, and are in danger of failing or repeating classes. The need for student engagement, coming to school regularly, and feeling safe to be able to learn and flourish is benefitted by having a person to check in with, receive available services for mental health and school attendance issues, as well as move students from behavioral concerns to being a positive member of the school community.

Recommended Next Steps

Ensure that all students are receiving appropriate support through the implementation of the MTSS model

Develop and provide sustainable opportunities and resources through partnerships for students to explore all post-secondary options

Evaluate and revise the school schedule to better support intervention delivery, interdisciplinary collaboration, and student access to supports

Sources of Evidence

- classroom observations
- department leaders
- facility tour
- priority area meetings
- priority area observations
- school board
- school leadership
- school support staff
- school summary report
- student work
- students
- teachers

Priority Area 5

Priority Area

The school will develop a plan for the use of the current Revere High School building at 101 School Street to ensure that it is safe, clean, and well-maintained until the new school building project is completed in Fall 2028. (5.1a, 5.1)

Action, Impact, and Growth

Revere High School has taken action to effectively manage the growing enrollment of students. The district is building a new school, which won't be ready until 2028. The school and district have problem-solved and worked around any issues that have come up while in the current building. A focus has been on safety and ensuring the building is climate-controlled and comfortable. They also have ensured that there is running water and that the windows and doors operate correctly. The maintenance staff is navigating the right balance in maintaining the facility while also realizing that the current building may or may not be operational once the new building is built. They manage the building so it doesn't go into disrepair, maintain mechanical issues, and have the maintenance team fix any issues. The work of continuing to maintain the building is ongoing. In addition to the continued maintenance work and upkeep of the building, the increase in enrollment has necessitated shifts in classroom spaces. Teachers share spaces, and empty spaces are redesigned for optimal productivity and usage. Since 2022, there have been significant security system improvements. A new camera system has been installed, providing better coverage inside and outside the building. New fire doors were installed in the field house. The main entrance includes a buzzer with a two-way communication system and a more secure entry where visitors must identify themselves before entering the building.

The current plan consists of maintaining the current building while waiting for the new building to be built, along with the dual need of housing a student population that requires more space, which has been manageable. The staff and students have worked collaboratively to ensure a safe environment conducive to providing a rich learning experience for all students. Teachers need to share classrooms and be flexible with sharing spaces. While teachers may not have personal space during their preparatory period, the school provides a home base for teachers so that students can locate them in case they are seeking help. Another noted challenge is finding private meeting space (i.e., IEP meetings, parent meetings). Overall, there have not been any significant negative impacts on the culture, instruction, assessment, or curriculum from the classroom changes that have been made.

Currently, four janitors work during the day at the high school and one works the evening shift. They also provide safety for the students by being present in the halls and constantly ensuring that the facilities are in good working order. The janitors constantly communicate with each other and can respond to building issues immediately. A system in place prioritizes building needs, where teachers can reach out to the principal with issues they would like to be addressed. The principal may contact maintenance depending on the level of need.

The learning commons is a very busy and vibrant space, where students are engaged in learning throughout the school day. Two rooms off the learning commons serve as tiered support systems to help students in STEM and writing labs. These classes incorporate a peer-mentor structure that facilitates student access to the space for success. The learning commons provides an environment that is warm, inviting, and conducive to learning and productivity.

The growth in this area has been seen through the building plans and the time spent on developing the new building. This has been a multi-year project to get the new site approved and to start construction by August 2025. For the next three years, the maintenance staff will continue to maintain the safety and upkeep of the current building, including climate control, and teachers will need to share classrooms for their prep time and other important meetings, working around the issues with less space than would be desirable with the growing student population.

Recommended Next Steps

Monitor space to ensure that it meets the instructional and professional needs of the students and staff

Formalize and implement a detailed short-term facilities maintenance and capital improvement plan that ensures the existing building remains safe, clean, and conducive to learning until the transition to the new facility is complete

Regularly assess and adjust the plan based on changing conditions to mitigate any disruptions to the delivery of curriculum, programs, and services during the transition period

Sources of Evidence

- classroom observations
- facility tour
- priority area meetings
- priority area observations
- school board
- school summary report
- student work
- students
- teachers

Part 3 - Reflection on Student Learning

Reflection on Student Learning

Instructional practices are designed to meet the learning needs of all students. In a special education Physics class, students work at their own pace to complete notes and individual reading tasks. In two separate English classrooms, two teachers share ownership of instruction. Students work on assignments in a special education English class based on their proficiency levels. The teacher differentiates the assignments into small groups with multiple learners. In the same classroom, a student works with a paraprofessional on phonics. In math, students use tiles to visualize a quadratic equation and determine how to solve non-factorable quadratics. The teacher uses tactile practice to visualize the students' work. In another math class, students are given multiple options to access the content. Some students watch a pre-recorded lecture, while others work on the content towards the standards. Each group had its different needs being met. In a sheltered US history class, students use sentence frames and teacher modeling to make complete sentences using text evidence from the Declaration of Independence.

Students are active learners who have many opportunities to lead their learning. In an English class, students choose between two summative projects to demonstrate their learning of a text. In another English class, the teacher reviews exemplars of different products for an upcoming independent research project. Students are then asked to free-write on one potential research topic for three minutes. In several English classes, students can choose a project demonstrating their learning. Students can work at their own pace between projects and with groups/partners. In a math class, as students use the anti-chain rule, they discover the power of substitution by collaborating on the best process to simplify the expression they were given. Students talk with each other using their mathematical and problem-solving skills to develop the best solution for simplifying an expression. In an AP statistics class, students work independently and in small groups to answer complex questions that require them to apply their skills and understanding of what they learned in the lesson. In a restorative practices course, student-mentors collaborate with fellow students to determine solutions to peer conflicts and engage in group discussions on how to resolve conflicts. Students assist their peers, come to conclusions, and engage in meaningful pathways forward.

Learners regularly engage in inquiry, problem-solving, and higher order thinking skills. In an English class, students generate questions at different levels of Bloom's taxonomy to drive student-led discussions of an article of the week. In another English class, students are asked to determine practical, real-world applications for their summative project. Students engage in problem-solving about how Macbeth could be viewed in a variety of creative ways. In a different English class, students work independently to read texts of different genres and plan an extended comparative analysis of themes in *The House on Mango Street* to multiple companion texts. In a math Class, students engage in problem-solving and higher order thinking about simplifying an expression using trig identities. In a computer literacy course, students create a solution to a programming problem. Students work independently and engage in higher level thinking. In an AP statistics class, students work independently and in small groups to answer complex questions. In a US history class, students choose from a list of the first three presidents and write an argumentative essay about the most successful, citing evidence to support their choice.

Learners frequently experience a wide range of assessment practices to support and improve learning. In an English class, students analyze the narrative of *Macbeth* in a summative assessment, either to create a playlist of songs to represent themes in *Macbeth* or to create a true crime podcast about the play. In a math classroom, a unit test is given to students that includes 10 multiple-choice questions, two short-answer questions, and two open-response questions. The teacher actively proctors the assessment. In an English class, students work on completing final drafts of written essays analyzing how an author incorporates various themes into the text. In a Spanish class, students use vocabulary words to write a paragraph about themselves. In a sheltered US history class, students use contemporary song lyrics to compare to text from the Declaration of Independence. In a US history class, students participate in a Kahoot game to review topics before a test on the early republic. Students then answer multiple-choice questions and select from various open-response prompts to demonstrate their knowledge of the concepts of the unit.

Learners have some opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning. In multiple English classes, students participate in individual conferences with teachers to receive feedback on strengths and areas of improvement in their writing. In a math class, students engage with the teacher to devise a strategy to simplify an expression they are working on as a class. The teacher gives them initial and corrective feedback, and then students use their problem-solving methods to see if what they are developing will work. The teacher gave feedback along the way, but the teacher did not provide any guidance or suggestions as to the correct answer. The teacher allows students to make mistakes and develop their own solutions that will either work or not work, and then lets them see if it works. In a history class, students complete a summative assessment to demonstrate their learning of World War II. Students create posters using the same visuals.

Learners often use technology across all curricular areas to support, enhance, and demonstrate their learning. Students use technology in nearly every classroom. Work was consistently placed in Google Classroom, and students are expected to have technology open in most classes. In an English class, students use Google Docs to annotate texts and to respond to feedback on their writing. In several AP classrooms, students use AP Classroom to measure their growth in the coursework.

Part 4 - Capacity for Continuous Growth as a Learning Organization

Conceptual Understanding

The teachers and staff at Revere High School collectively believe that effective learning is more than academic achievement. The school has been developing a framework for school leadership to create a shared understanding of effective learning experiences for all students. This framework organizes leadership into foundational domains (professional development, family and community engagement, diversity, equity, and inclusion), discrete domains (instructional program, school culture, MTSS, operations management), and a strategic domain (mission, vision, and improvement planning). These domains structure how leadership supports school improvement.

The school has a clearly articulated vision of the graduate, complete with identified key competencies to be achieved by every student. The school has many common curriculum documents that outline common objectives, standards, enduring understandings, and essential questions, and some departments are working toward common formative and summative assessments. Students agree there are ample opportunities to learn and grow, and some believe teachers give them agency when demonstrating their knowledge.

A key focus has been fostering a conceptual understanding of competency-based education, equity-driven instruction, and MTSS. The school has refined its instructional program, emphasized restorative practice and culturally responsive teaching, and developed an equitable grading approach to align curriculum, instruction, and assessment. Additionally, evaluators use culturally responsive "look-fors" to guide teaching practices that promote high cognitive demand.

Despite progress, many stakeholders perceive various initiatives as disconnected. The leadership team must improve communication, family engagement, and teacher collaboration to help the community see how all framework elements are interconnected. The district's strategic planning (Spring 2025) and the design of the new school (opening Fall 2028) present opportunities to build a more cohesive, community-driven vision for education at Revere High School.

Commitment

Revere High School has spent the past three years building awareness of its vision of the graduate, but recognizes the need for continued effort over the next four years to fully integrate this vision into all aspects of student life. The school is in the early stages of developing core competencies, which will define essential future-ready skills with clear developmental progressions and performance indicators. The goal is to embed these competencies in co-curricular and extracurricular activities and throughout academic courses. This work aligns with district priorities such as deeper learning, restorative practices, competency-based learning, and social-emotional learning, all supporting a growth mindset for students and educators. The school is committed to managing the complexities of change to achieve a transformative educational experience, aligning with the highest accreditation standards.

The school is committed to developing an understanding of teaching and learning and articulating the Priority Areas and vision of the graduate with teachers, staff, and all students. However, the school's shared understanding of effective learning does not yet influence practice across the school. Educators and students are committed to a growth mindset, social-emotional well-being, and providing support for all learners. Since the Collaborative Conference visit, the school has solidified an MTSS model in which teachers use their knowledge of students and performance data to provide targeted support.

The school is beginning the design of a career concentrations program to provide students with career-connected learning pathways, aligning with the vision of the graduate and the plans for the new high school. This initiative reflects the community's commitment to innovative, transformative education. With support from the school

department and school committee, strategic planning, funding, and staffing, Revere High School is positioned to continue aligning with the highest accreditation standards.

The school is committed to the Standards of Accreditation and uses the accreditation process to drive school improvement. Teachers have formal collaborative time during professional growth time and professional development days dedicated to collaborating with colleagues. During this time, teachers created and revised curriculum documents and participated in building-based training. It will be important for the school to offer regular professional development to enhance all students' learning and promote the skills and competencies of the vision of the graduate, complete curriculum documents, and focus on competency-based grading practices.

Competency

Revere High School is actively aligning its school growth and improvement plan with NEASC Standards for Accreditation, focusing on competency-based learning. The next phase prioritizes professional development to equip educators with the skills and knowledge to integrate the vision of the graduate core competencies into instruction.

Key areas of focus include:

- competency-based learning and standards-based grading to ensure alignment in instructional and assessment practices, including common summative assessments and standards-aligned formative assessments that provide meaningful feedback
- deeper learning and vision of the graduate integration through designing professional learning experiences that enhance educators' ability to incorporate competency-based instruction into coursework
- career concentrations program by collaborating with educators, community leaders, and university partners to create career-connected learning pathways for students.
- culturally responsive teaching through enhanced staff cultural competence to better support an increasingly multicultural and multilingual student population through equitable and inclusive practices

The administrators and staff have the skills, knowledge, and dispositions necessary to implement effective learning, the Priority Areas, and the vision of the graduate.

Since the Collaborative Conference, departments have been working on creating curriculum documents with a consistent template to ensure all required elements are included. The curriculum may outline some common objectives and standards to create consistency, and it will be aligned with the vision of the graduate competencies.

The school aims to create equitable, high-quality learning experiences that prepare all students for future success by deepening professional learning and fostering alignment with competency-based education.

Capacity

Revere High School has a strong institutional capacity to implement accreditation standards at the transforming level, supported by district leadership and strategic financial planning. The superintendent and chief financial officer have structured the budget to sustain instructional programs, student supports, and community partnerships through the opening of the new high school, ensuring stability and avoiding funding disruptions. The key capacity-building efforts include long-term funding from the Student Opportunity Act, ensuring continuity in programming and strategic initiatives. A redesigned student support team structure enables a distributed leadership model, allowing for more effective school change. A formulated plan to adjust the master schedule will provide teachers with dedicated time for collaboration, professional development, and smoother implementation of change initiatives. With sustained funding, leadership expansion, and increased faculty support, the school is

well-positioned to implement accreditation standards and drive long-term school transformation successfully.

Additional Information

Additional Information

Standard 1 Principle 1

School's rating in the Self-Reflection report: Initiating

School's rating in the Summary Report: Developing

Explanation

Since the Collaborative Conference Visit, faculty and school leaders have collaborated to create, implement, and refine our restorative framework for accountability and support to implement policies and protocols that define and support the respectful treatment of all members of the school community. This, together with the development of the restorative practices interventionist/fellowship, now exists as organizations and systems to support these practices, paying attention to the experiences of historically marginalized communities. To move into the implementing phase of this principle, the school needs increased collaboration between student leaders and instructional leaders to strengthen the structure for student discourse in and out of the classroom. Additionally, the school needs to expand its school-based equity team to match the impact of the district team.

Standard 1 Principle 2

School's rating in the Self-Reflection report: Not Yet Evident

School's rating in the Summary Report: Developing

Explanation

While the school's core values, beliefs about learning, and vision of the graduate guide the school's policies, procedures, decisions, and resource allocations, there is work to be done before we can say these are actively reflected in the school culture. Since the Collaborative Conference visit, we have created a vision of the graduate and have connected that vision to the co-curricular and extracurricular experiences our students have. However, we are currently working to build this vision into a set of core competencies that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success. Additionally, it is not yet the case that these consistently and intentionally show up in all aspects of the curricular experience at Revere High School.

Standard 1 Principle 3

School's rating in the Self-Reflection report: Initiating

School's rating in the Summary Report: Developing

Explanation

Since the Collaborative Conference visit, Revere High School has redesigned the student support team structure to increase opportunities for students to connect with adults to support their social, emotional, and physical well-being. Our improvement plan's instructional program and school culture domains have expanded to increase opportunities for academic, social, and civic learning experiences. Work has begun to provide students personalized pathways to extend their learning and growth. However, the school has work to do to ensure that each student is known by an adult mentor in the school and to assist them in achieving the school's vision of the graduate. Advisory is well-positioned to be this formal process, but the lived experience of advisory is not yet one that allows us to say we are "implementing."

Standard 1 Principle 6

School's rating in the Self-Reflection report: Initiating

School's rating in the Summary Report: Implementing

Explanation

Since the Collaborative Conference visit, the school has shown growth in the ways it distributes instructional leadership. The deputy principal engages curriculum directors, instructional coaches, and PGT facilitators in the work of setting high standards for student achievement via a coherent instructional program. Increasingly, opportunities for student leadership (student senate), faculty collaboration (director's meetings, paid faculty working groups, and RTA Building Representative collaboration), and family engagement (coffee hours) position a range of stakeholders to share feedback on the needs of the school. Student leadership opportunities have grown with the development of student senate and the creation of student activities advisors. The principals and superintendent collaborate at least one hour weekly on school improvement priorities and enjoy the support of the school committee on financing that supports such initiatives (SST redesign, for example). The principal has been given appropriate decision-making authority to lead the school, as evidenced by progress made on a variety of improvement initiatives that originated from within the Revere High School community.

Standard 2 Principle 1

School's rating in the Self-Reflection report: Not Yet Evident

School's rating in the Summary Report: Initiating

Explanation

Revere High School has used the three years since the Collaborative Conference visit to create and build awareness of the five pillars of the school's vision of the graduate; however, there is work to be done before we can say this vision is defined by measurable criteria and that learners receive feedback on their progress toward proficiency. The school is in the initial stages of a design process to build out the vision of the graduate into a set of core competencies, each made up of a research-informed set of essential skills for future readiness, each with its own developmental progression defining learning stages. We are partnering with reDesign to align our vision of the graduate with the Revere High School Core Competencies and the Future 9 Competencies. Each performance level will represent a milestone for skill development, including indicators (observable, measurable descriptors of the skill in action) to support learning, assessment, feedback, reflection, progress monitoring, and growth measurement. It is the school's vision that every element of the student experience works towards helping students realize this vision. That includes embedding these core competencies into students' course experience, not just in their co-curricular and extracurricular activities. Structures are still needed to assess this formally and to be able to produce an annual report on school-wide progress towards the vision. However, our work towards building our standards-based gradebook, as part of our competency-based learning system, will enable this kind of report when the school is ready.

Standard 2 Principle 2

School's rating in the Self-Reflection report: Initiating

School's rating in the Summary Report: Developing

Explanation

Since the Collaborative Conference visit, the school's instructional leaders (deputy principal, curriculum directors, instructional coaches, PGT facilitators, and other teacher leaders) have committed significant time to codifying the school's curriculum in writing across all departments. The teacher course teams are working towards codifying the curriculum of their courses in alignment with our vision for competency-based learning. This

includes the outline of standards and learning targets that students will work towards mastering, the scope and sequence of how those standards are organized over the course of the year, and the units of study which bring meaning and coherence to those outcomes in the form of a common summative assessment, rubrics of standards with proficiency language, an outline of the calendar of learning and suggested resources. Teacher course teams also determine the honors opportunities per course, which becomes the required curriculum of the honors sections and the optional opportunities in core sections for students to pursue the honors designation. This work has been parallel with our move towards standards-based grading and our participation in the Massachusetts Department of Elementary and Secondary Education's Rethinking Grading Cohort. As of January 2025, core courses have standards outlined in a consistent format, and there is a timeline in place for this work to extend to advanced placement and elective coursework by January 2026. Units of study will then be written in a consistent format and the school will begin incorporating elements of the vision of the graduate into each course.

Standard 2 Principle 4

School's rating in the Self-Reflection report: Initiating

School's rating in the Summary Report: Developing

Explanation

Now that the curriculum is codified in more consistent ways, instructional leaders and teachers are working to plan more intentionally for support to ensure instructional practices are student-centered and differentiated for various student needs. The student body is highly diverse, including students with multilingual abilities, students with learning differences, and students with various talents, interests, activities in and out of school, and future pathways. We believe that we support students best when we get to know them deeply and match our interventions, whether attendance-related, behavioral, or academic support, to their needs. We are working to add structures that help teachers use their knowledge of students and data regarding their performance to make daily decisions about targeted instruction and grouping. Examples are the beginning implementation of an instructional support protocol in PGT that will connect to the student support team referral process. Teachers use strategies to support language development to promote all students' speaking, listening, reading, and writing skills. Teachers engage with interventionists, including the STEM center, writing center, reading specialist, and support teams, to collaborate around wraparound support for students needing greater support. We have worked to provide all students access to rigorous learning opportunities, with all students able to earn an honors designation in both core classes and in honors sections of courses.

Standard 2 Principle 8

School's rating in the Self-Reflection report: Initiating

School's rating in the Summary Report: Developing

Explanation

Since the Collaborative Conference visit, the school has made strides in this area to ensure assessments are opportunities for students to show what they know and to receive feedback about their knowledge and skills in relation to the standards and learning targets of the course. Teachers use formative assessment throughout a unit to target instruction in relation to the data and to share feedback with students to inform future learning. We acknowledge that learning does not happen simultaneously for all students and that revision and retake opportunities are a key part of the learning process for students. The school's report card currently separates grading, reporting, and feedback on work habits and academic skills.

Standard 3 Principle 1

School's rating in the Self-Reflection report: Initiating

School's rating in the Summary Report: Developing

Explanation

The school's growth and improvement plan was developed over the course of the 2023 school year with input from a range of stakeholders and aligned to the school's vision of the graduate. This work originated with the development of the framework for school leadership at Revere High School.

Standard 3, Principle 6

School's rating in the Self-Reflection report: Initiating

School's rating in the Summary Report: Developing

Explanation

Since the Collaborative Conference Visit, the school has made gains in the ways we build community, business and higher education partnerships to support student learning. The school has expanded the number of staff members working in the area of External Learning Opportunities. The creation of a Career Development Program has begun providing students with opportunities for work-based learning. We have increased collaboration with City, Business, Post-Secondary Training Programs (Chamber of Commerce, Trade Unions, etc.) and various new university partnerships (Suffolk University, UMASS Amherst, UMASS Lowell, Franklin Cummings Technical Institute) to promote relationships with the community, businesses, and higher education institutions and to support authentic student learning experiences. Our School Counseling Department and Family Liaisons have intentionally led workshops with families on all of these opportunities to engage families as partners in each learner's education. We have expanded our higher education partnership with North Shore Community College by launching an Early College Program, which now enrolls close to 150 students. The pathways outlined in our Early College Program were selected to support the growth of our Career Concentrations Program, development of which will begin Spring 2025.

Standard 4, Principle 1

School's rating in the Self-Reflection report: Initiating

School's rating in the Summary Report: Developing

Explanation

Since the Collaborative Conference Visit, Revere High School has prioritized the development of an MTSS Structure and now offers an increasingly expanded set of timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, that support each student's success and wellbeing. A two-year partnership with the Center for Thriving Children at Boston College has guided our Student Support Team's redesign and alignment to the National Guidelines for Integrated Student Support. With the increase of interventionists (Support Specialists, Engagement Coordinators, Restorative Practices Interventionist, Reading Interventionist, and BCBA), specialized programs (BRYT, Career Development), and an inventory of other resources, the school has developed a formal tiered system of support for identified students. Our Student Support Team referral process and routines for SST/Faculty Collaboration provide a formal, defined process to identify and refer students who need additional assistance. Our family liaisons, engagement coordinators, support team members, and other faculty provide outreach to families about available support services, especially to those most in need. This is most evident in our process for Student Support Plan creation, where families and students are brought into the problem-solving process to create personalized Student Support Plans.

Standard 4, Principle 4

School's rating in the Self-Reflection report: Developing

School's rating in the Summary Report: Implementing

Explanation

Revere High School is in the implementing phase of Principle 4.4: “all students receive library/information services that support their learning from adequate, certified/licensed personnel.” There are systems in place to address library coverage, library use, collection development, and student skill development; these systems work together to create a consistent learning environment for students.

Revere High School has a full-time library media specialist working under a professional license, as well as a part-time paraprofessional who has an initial K-12 library teacher license, though she is not currently working under that license in her paraprofessional role. The paraprofessional is never pulled to substitute classes, but her part-time role means that if the library media specialist has classes scheduled during the periods when the paraprofessional is not on the schedule, the library is unstaffed. When this happens, the librarian notifies administration about the unstaffed periods, and if there is a substitute teacher available, that person is assigned to the library to cover student needs.

The library media specialist is in her third year working at Revere High School. She has been developing relationships with teachers, identifying the needs of students and teachers, and planning lessons to meet those needs. Currently, she is working with teachers in the English department who teach Senior Seminar, a newly designed course with a research component. During the fall 2024 semester, the librarian met with every student enrolled in Senior Seminar to provide lessons in pre-research (developing keywords, identifying issues related to students' research topics), database searching, and website search and evaluation. Follow-up conversations with teachers revealed additional areas where the library media specialist could support students with the research process; for the spring 2025 semester, the librarian and one of the senior seminar teachers are collaborating on a mini-research pilot unit, where the teacher and librarian will co-teach and model all steps of the research process for students. Students will follow along, working through each step using topics of their own choice, with their final product being an outline, not a written research paper. The idea is that students will then be able to apply the steps from the mini-research process to their Senior Seminar final research project. If the pilot is successful, they will share it with the rest of the Senior Seminar teachers. In the meantime, the library media specialist will also offer to teach these mini-lessons to each senior seminar section.

The library media specialist has also been working closely with EL teachers to support the needs of Newcomer students:

providing lessons on accessing the print and electronic book collections, creating video instructions for using library resources, purchasing books in native languages, purchasing high interest low reading level (HiLo) books in English for developing readers, and working with EL teachers on editing lesson materials so they will be accessible to the EL students.

In addition, the library media specialist secured a private donation to purchase books in Portuguese and won a grant to purchase books in Spanish and HiLo books in English to support the pleasure reading of non-native speakers and English language learning with the HiLo books.

The library has a variety of physical books that range in genres, subjects, and reading difficulty. The library media specialist is working toward building the collection and increasing the average age of the collection by weeding out 5 percent of the collection each year and replacing the weeded books with current books. In addition, Revere High School now has a subscription to SORA through the statewide licensing program, which has more than 100,000 eBooks and audiobooks for student and staff use. SORA has some books available for classroom use, and the EL department now uses classroom sets with their students. Through the statewide licensing program, the library also has access to the GALE databases, which allow students to search for reliable, reviewed sources for over 30 subject areas. These databases can also be translated. The library media specialist has a running list of titles students have asked for and subscriptions teachers have asked for to purchase for the school. One challenge with additional purchases is that the library budget is limited.

The library is available for students who are seeking a place conducive to learning. The library is open from 7 am to 4 pm. However, the library media specialist is only contracted to be there from 7:35 am to 2:40 pm three days per week, and 2:55 pm one day per week. Revere High School makes use of SmartPass for student passes. Any

student who comes into the library must have a SmartPass issued by their teacher, administrator, or guidance counselor. Students cannot try to skip class by “hiding” in the library, because every student who uses the space is accounted for.

The library is designed to be a collaborative working environment, with flexible space and furniture. The library has large tables on wheels and enough chairs to fit comfortably around these easily moved tables. There are tall tables for students to sit or stand at, as well as booths for students to sit in small groups. The library also has movable armchairs that students can move to make small groups, work in pairs, or by themselves. There are computers in the library for students to use for assignments and Smartboards for presentations. The library also houses the Dual Enrollment program, the Internship program, the Writing and STEM Centers, as well as 3 small “glass rooms” used for small group collaboration.

The space is used as such during the first, second, and fourth periods (four periods a day), with students able to fully utilize the resources available.

During the 3rd period, students have the option of spending their lunch in the library. Students may spend their lunch in the library, but they must first eat in the cafeteria because food is not permitted in the library. There is a system in place to track students who come to the library during lunch, and with each lunch bell, library staff make an effort to move students whose lunch is over so that the numbers do not become unwieldy. It is definitely louder in the library during the 3rd period than during the other periods. Students who are not respectful of the library space or students who do not leave the library when their lunch has ended can lose lunchtime library privileges. For the most part, students are respectful and use the time to get work done or to talk quietly with friends.

One of the biggest challenges faced by those who use the library is space sharing. The library is used for testing, college and career events, meetings, and as an overflow when substitutes have to cover multiple classes at the same time. The systems fall apart during these times for several reasons. For example, depending on the event, it might be necessary to close the library to passes which then limits students' ability to access the space.

In order for Revere High School to move to the transforming phase of this principle, the school needs to find additional space for meetings, events, testing, and class coverage so the library can at all times be used as a quiet workspace for students, and as a place where students can get help finding and using information. The library budget needs to be robust enough to accommodate additional database licensing as requested by teachers, and to keep the fiction and nonfiction collections stocked with books that meet the needs of our diverse student body. In addition, the library media specialist should continue to develop collaborative efforts with teachers, preferably to work with teachers around a specific course, so that every student in the course has the same exposure to library instruction, and with the ultimate goal of ensuring that every student in the school has exposure to library instruction.

Standard 4, Principle 5

School's rating in the Self-Reflection report: Developing

School's rating in the Summary Report: Implementing

Explanation

Since the Collaborative Conference, the school has made significant changes to the ways we support English Learners and students with special needs and is now rated in the “Implementing” Phase of this Standard. Not only has the district restructured both departments, with the addition of an MLL Assistant Director and the creation of an Executive Director for Special Education, but the school has also expanded the number and kind of roles that support students.

We have increased staffing to ensure MLLs on IEPs receive both special education services and ELL services. The ML Department has also supported special educators and other RHS teachers to become dual licensed in ESL to better support students with both needs. Our restructuring of the Building Leadership and Student Support Team created a Multilingual Learner Program to provide our newcomers with a dedicated SST to

collaborate with ELL and Sheltered Content teachers. This team serves a smaller population of students (350 compared to 430 in the mainstream houses), with an additional social worker for support. We have improved the ways we provide students with inclusive learning opportunities and instruction (SPED/ELL co-taught classes, Advanced ESL Inclusion sections, and push-in ELL support for students in sub-separate special education programs).

Our Special Education department has also undergone structural changes that have supported student access to services. We have added a special education instructional coach, a speech and language pathologist, a BCBA, a school psychologist, a transition coordinator, a second Post-Graduate Program teacher, a second Special Education Coordinator, and additional full-time paraprofessionals. Special Education liaisons are now paired with students in 9th grade and stay with that student (And family) for four years of high school, whereas we previously changed liaisons every year. The addition of our Transition Coordinator has supported students in our Thrive (Post Graduate 18-22 Program) engage in various transition opportunities, such as cooking classes in the school cafeteria, as well as student internships inside and outside the school. The SLG Program has been restructured into the Excel Program. Our teachers have implemented course maps and assessments that mirror inclusion. This program change has allowed students to have a smoother transition for from sub-separate to Inclusion. Teachers in this program now spend their Professional Growth time both with their mainstream content colleagues and with the special education coach to engage in curriculum development and alignment. With respect to Special Education testing, the school has increased its use of bilingual assessments to ensure we are correctly identifying students with disabilities.

Standard 5, Principle 3

School's rating in the Self-Reflection report: Initiating

School's rating in the Summary Report: Implementing

Explanation

Since the Collaborative Conference Visit, the School Committee and the School Department have provided significant and dependable financial resources that the building leadership team feels are above adequate to implement its curriculum and programs. Through the Student Opportunity Act, the district has prioritized the development of a range of new programs (outlined in Priority Area 4), several new teaching positions in key departments, professional development, paid curriculum work for both instructional staff and support staff, new curricula for the mathematics department (REVEAL) and significant capital improvements (Priority Area 5).

Standard 5, Principle 4

School's rating in the Self-Reflection report: Initiating

School's rating in the Summary Report: Implementing

Explanation

Since the Collaborative Conference Visit, the school and district have made significant moves on long-term plans for facility maintenance. The school department has funded major improvements to the 101 School Street Campus, at the same time as the Revere City Council approved a \$493 million bond authorization to build a new high school on the former Wonderland Dog Track site. This long-term plan to address enrollment changes, staffing needs, and improved programming will have a significant impact on the educational experience of Revere's youth for decades to come. Capital improvements to the campus (fire doors, auditorium renovation, office conversion, and other maintenance work outlined in Priority Area 5) have made the campus more usable for the three years we will remain in the building.

Commendations

Commendation

The robust and inclusive process by which the vision of the graduate was created, involving many stakeholders, especially focusing on student voice

Commendation

The clear connections between the vision of the graduate and the school's core values and beliefs about learning

Commendation

The implementation of the student showcase and the vision of the graduate awards to celebrate student achievement

Commendation

The expanded student leadership activities and external learning opportunities, which were put into place to foster the vision of the graduate

Commendation

The integration of multilingual learners into all co-curricular activities

Commendation

The creation of enjoyable learning experiences for all students, including multilingual learners from various clubs and activities

Commendation

The integration of attendance interventions and an updated student support team model to increase student attendance and engagement

Commendation

The school's significant progress in codifying its curriculum

Commendation

The instructional leadership team's efforts to create a transparent and structured student learning experience for all students

Commendation

The school's continued commitment toward implementing a competency-based grading system and common summative assessments

The dedication to providing students with consistent opportunities to revise their work based on feedback

The school-wide utilization of professional growth time to focus on curriculum documentation, learning walks, student work analysis, and instructional planning, refining instruction based on student progress

The school's commitment to equitable and anti-racist practices and policies

The shared commitment and collective responsibility of providing students with an effective system of support

The additional learning opportunities through the STEM Center, Writing Center and Restorative Practices Center Fellowships that increase engagement in student learning

The addition of student support team members, teaching coaches, and student-led peer support programs to support teaching and learning

The collaborative efforts of the staff and students to ensure a safe learning environment

The collective efforts of the school committee and city government officials to secure the funding and support for a new facility

The utilization of the learning commons to provide students with an active learning space

FOLLOW-UP RESPONSIBILITIES

This Initial/Decennial Accreditation Report of the Visiting Team reflects the findings of the school's Summary Report and those of the visiting team. It provides a blueprint for the faculty, administrators, and other officials to use to improve the quality of programs and services for the students in this school. The faculty, school board, and superintendent should be apprised by the building administrators yearly of progress made in aligning with the Standards for Accreditation.

A school's initial/continued Accreditation is based on satisfactory progress implementing the school's improvement/growth plan based on the Priority Areas validated by the visiting team and recommendations identified by the Commission as it monitors the school's progress and changes which occur at the school throughout the decennial cycle.

To monitor the school's progress, the Commission requires that the principal submit a First Report of Progress and Planning and routine Three- and Six-Year Reports of Progress and Planning describing the school's progress implementing the Priority Areas as well as submitting an updated improvement/growth plan. The Commission may request additional Special Progress Reports if one or more of the Standards or Priority Areas for Growth are not being met in a satisfactory manner, if additional information is needed on matters relating to the school's alignment with the Standards for Accreditation, or substantive changes occur in the school.

To ensure that it has current information about the school, the Commission has an established Substantive Change Policy requiring that principals of member schools report to the Commission within sixty days of occurrence any substantive change which impacts the school's alignment with the Commission's Standards for Accreditation. The Report of Substantive Change must describe the change itself and detail the impacts the change has had on the school's ability to meet the Standards for Accreditation. The Commission's Substantive Change Policy is included on the next page. All other substantive changes should be included in the Reports on Progress and Planning and/or the Annual Information Report (AIR) which is required of each member school to ensure that the Commission office has current statistical data on the school.

The visiting team would like to express thanks to the community for the hospitality and welcome. The school community completed a Self-Reflection that clearly identified the school's strengths and areas of need, hosted a Collaborative Conference, developed an improvement/growth plan, and completed a Summary Report. The time and effort dedicated to the Accreditation process, school improvement/growth, the Summary Report, and the preparation for the visit ensured a successful Initial/Decennial Accreditation visit.

SUBSTANTIVE CHANGE POLICY

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES Commission on Public Schools

Principals of member schools must report to the Commission within sixty days of occurrence any substantive change in the school which has an impact on the school's ability to meet any of the Commission's Standards for Accreditation. The Report of Substantive Change must describe the change itself as well as detail the impact on the school's ability to meet the Standards. The following are potential areas where there might be negative substantive changes which must be reported:

- elimination of fine arts, practical arts, and student activities
- diminished upkeep and maintenance of facilities
- significantly decreased funding - cuts in the level of administrative and supervisory staffing
- cuts in the number of teachers and/or guidance counselors
- grade level responsibilities of the principal
- cuts in the number of support staff
- decreases in student services
- cuts in the educational media staffing
- increases in student enrollment that cannot be accommodated
- takeover by the state
- inordinate user fees
- changes in the student population that warrant program or staffing modification(s) that cannot be accommodated, e.g., the number of special needs students or vocational students or students with limited English proficiency

Roster of Team Members

Chair(s)

Chair: Mr. Peter Marano - Bellingham Public Schools

Assistant Chair: Mr. David DiPietro - Gloucester High School

Team Members

John Herring - Monomoy Regional High School

Cari Perchase - Bellingham Public Schools

Paul Rodrigues II - New Bedford High School

Cassandra Sullivan - Weymouth High School