Student Opportunity Act Plan

Revere

# Commitment 1: Focusing on Student Subgroups

*Student subgroups requiring focused support to ensure all students achieve at high levels in school and are successfully prepared for life.*

* First language not English students
* English learners and former English learners
* Students with disabilities
* Low income/economically disadvantaged students
* High Needs students (defined as any student who is economically disadvantaged, has a disability, or is an English learner/former English learner)

*The rationale for selecting these student subgroups.*

Revere serves 7,532 students in grades preK-post graduate. Our majority population is Hispanic (58%) with 69% FLNE, 22% English Learners, 73% high needs, and 17% special needs. Our English Learner and Special Needs students demonstrate the widest gap in achievement compared to their peers. Our DART data show we rank in the top 3 of comparable districts for achievement in all subjects and grade bands. However, our student growth percentiles lag. Our Advanced Placement participation rates do not match our student demographics at the high school level and our Discipline Data show higher rates of suspension and emergency removal among non-white students and students with disabilities.

In February 2020, we held a community forum to discuss how our SOA funds might best support students, families, and staff. Over 100 people attended and contributed to the discussion. They identified 4 overarching areas of focus for the coming 3 years: 1) increasing staff with a focus on SEL, social workers and EL teachers, 2) new programs and materials with emphasis on increased electives, arts, and experiential learning, 3) Family and community engagement with emphasis on translation services and family liaisons, and 4) Professional development with emphasis on training for paraprofessionals, restorative practices, and equity.

Although COVID 19 hampered our progress and the failure of the state legislature to fully fund SOA did not allow us to fully implement our plans, we continue to push forward in these areas. National events like the murder of George Floyd refined our focus toward equity and antiracism as major priorities. These focus areas will help us address the equity issues and systemic barriers that are likely inhibiting the academic achievement of our non-white students and of those students with disabilities

**Commitment 2: Using Evidence-Based Programs to Close Gaps**

Using feedback from our February community meeting and refining based on subsequent events regarding racism and COVID 19, we re-engaged our administrative team and the school committee to refine our improvement plans for the coming years. We identified 6 strategic Objectives:

1. Build a strong, diverse school community that is representative of our students
2. Foster an environment that fully integrates anti-racist, culturally responsive teaching practices and efforts to pro-actively support student needs
3. Foster an inclusive and equitable community where all members are valued and empowered to contribute to our ongoing improvement.
4. Foster strong emotional health and wellbeing for all students
5. Provide authentic learning experiences with real-world applications of content to better engage students.
6. Establish structures and policies that support the growth of all students without bias

Under those 6 Strategic Objectives, we identified nineteen Strategic Initiatives that we will undertake over the next five years. The first six we will address beginning this year are:

1.1 Increase gender and racial diversity of staff, particularly among teachers and administrators

2.1 Provide training and learning experiences on antiracism, restorative practices and equity for all staff members and students

Create, adopt, and apply equitable practices across the district

Create opportunities for parent engagement and input in school and district decision making

5.2 Increase opportunities for students to have voice and choice in their academic programs

6.4 Ensure teaching practices across classrooms focus on effective, student centered, deeper learning experiences

These Strategic Initiatives are aligned with the Evidence-Based Program Examples Identified by DESE. Specifically, they align with examples 4, 6, 10, and 12 as will be explained below.

## Focus Area 1: Supporting educators to implement high-quality, aligned curriculum (E and F)

Our focus in this area will include calling on and expanding existing programs in the Revere Public Schools. These include our partnership with Harvard University through the Deeper Learning Dozen, our participation in the Commissioner's Kaleidoscope initiative, our participation in the Massachusetts Consortium for Innovative Educational Assessments (MCIEA) our existing Math and Literacy Coaching program, and our Colleague to Colleague (C2C) program. Our focus on increased professional development (SOA program category E) will impact all students over the course of the next three years. This will be achieved by leveraging the work in which our administrators, consultants, content coaches and consulting teachers engage teachers in during Professional Learning Groups and other professional development sessions. We will begin this year with two main initiatives which will be expanded in subsequent years:

1. Provide training and learning experiences on antiracism, restorative practices and equity for allstaff members and students. Our process benchmarks are: Provide training and learning experiences on antiracism, restorative practices and equity for all staff members and provide course work/learning experiences on antiracism, restorative practices and equity for all middle and high school students. We will measure our progress by monitoring the following: Equitable instructional practices are implemented as observed during classroom observations, equity rubrics are used regularly to assess lesson plans and instructional practices, students are able to describe strategies that are restorative, teachers regularly implement restorative practices to mediate classroom conflict, grading practices and tracking structures are more equitable, members of the school community act in antiracist ways as measured by school climate surveys, practices and policies set forth by the Equity Council and school-based Equity Teams are implemented with fidelity.
2. Ensure teaching practices across classrooms focus on effective, student centered, deeper learning experiences. Our process benchmarks are: Created a shared vision of what student-centered learning is and what deeper learning means, develop and implement professional development for teachers and administrators to identify best practices for student- centered learning and deeper learning across schools, align grading systems and language (at all grade levels) to ensure a clear measure of students' growth and mastery of content, classroom practice show an increase in the incidence of students engaging in deeper learning or students-centered activities. We will measure our progress by monitoring the following areas: "Deeper learning" vision will be defined, established, and communicated district-wide, each school's SIP includes at least one action step related to the implementation of Student-Centered and/or Deeper Learning experiences for students, focus classroom observation feedback on the implementation of student-centered and deeper learning practices, teacher and student survey data will show expanded understanding of and use of deeper learning and student-centered practices, Performance Based Assessments are increasingly being developed during professional development and administered as part of school assessment systems, and student work at school and district showcases will celebrate the established deeper learning vision and student centered practices.

## Focus Area 2: Increased personnel and services to support holistic student needs (C and/or D)

Our focus in this area will include increasing the emphasis we place on antiracism and equity in our policies, in the curriculum, and in our practices. We will attend to increasing services to support students' social-emotional and physical health and hiring school personnel that best support improved student performance (SOA program categories D and E). Although this will impact all students over the course of the next three years, we expect to see particular impact on our non- white students and our special needs students. This will be achieved by increasing staffing to focus on these areas, by increasing parent engagement, and by fully auditing and revising our practices across the district. We will begin this year with two main initiatives which will be expanded in subsequent years:

1. Create, adopt, and apply equitable practices across the district. Our process benchmarks are: establish a districtwide Equity Advisory Board (including parents, students, and staff) that leads and guides equity work throughout all schools, establish or reaffirm school-based Equity Teams that coordinate with the equity Council and drive all equity work at the school level, conduct a comprehensive equity audit of the school district, identify 2 priority equity actions/practices in which all schools will engage, create an anti-racist learning plan for all administrators, identify an accessible schedule of meetings for the Equity Advisory Board and building-based Equity Teams, and use findings and recommendations from the equity audit to create a comprehensive, four year equity improvement plan. We will measure our progress by monitoring the following: Administrators model anti-racist behaviors and attitudes for all staff members, teachers employ anti-racist teaching strategies as evidenced by classroom observations, achievement of honors distinction at the middle and high school levels will be monitored by race, gender, and other metrics to assess equity, and the first year of the Equity Improvement Plan is implemented.

2) Create opportunities for parent engagement and input in school and district decision-making. Our process benchmarks are: Increase equitable representation of parents in diverse school-based committees (School Improvement Councils, PTO, LPAC, SEPAC, equity teams, hiring committees, etc.), increase communication with families of different racial and linguistic backgrounds, and improve parent understanding of the systems within each school and the district. We will measure our progress by monitoring the following: Dedicated employee time is available for communication with families/caregivers (preps, family liaison work, administrative reach out, etc.), administrators, teachers, parent liaisons, provide translation services as frequently as possible for all communication with families/care givers, each school identifies and works to remove systemic barriers inhibiting parent involvement across all racial and linguistic backgrounds, educate parents on all systems within a school through ongoing webinars, multiple parent university offerings, PTO meetings, and frequent updates to RPS website, and parents are invited to communicate their views, perspectives, and needs through surveys.

## Focus Area 3: Diversifying the educator/administrator workforce through recruitment and retention (D and/or H)

Our focus in this area is on staff diversification. We aim to be deliberate in our efforts to hire staff that best support improved student achievement by diversifying the educator and administrator workforce (SOA program categories D and H). Although this will impact all students over the course of the next three years, we expect to see particular impact on our non-white students, on male elementary students, and on our special needs students. Our strategic initiative in this area is: Increase gender and racial diversity of staff, particularly among teachers and administrators. Our process benchmarks are: Increase the percentage of staff that reflects the racial and linguistic diversity of our students, increase the number of partnerships between RPS and colleges, universities, and organizations that support education candidates and educators of color, and engage with state and local agencies to create opportunities for racially and ethnically diverse Revere residents, students, and alumni to become educators. We will measure our progress by monitoring the following: Openings are posted on platforms beyond SchoolSpring, Revere is an active member district in the Mass Partnership for Diversity in Education, affinity groups for staff support are established and improve recruitment/retention, staff and student gender and racial balance is increased across grade spans and subject areas, potential education candidates of color throughout the Revere schools and the Revere community are identified and encouraged to enter the field, the Influence 100 Program with DESE is completed, expand the Teacher Fellowship program with Salem State to include more Revere students, and we explore options to engage paraprofessionals, parent liaisons, translators, security and other staff in educator preparation programs

## Focus Area 4: Community partnerships for in-school enrichment and wraparound services (C)

Our strategic initiative aligned here is to increase opportunities for students to have voice and choice in their academic programs. Our community meeting and student surveys have indicated this is an area of high need. Students want a variety of courses to choose from and a variety of opportunities beyond the traditional high school program. Addressing this areas will both support students' social and emotional health and support their improved achievement. (SOA program categories C and D). Our process benchmarks are: Examine current policies and gather baseline data of student voice and choice in academic programs at the different grade levels/schools, create opportunities for students to provide feedback on current and desired academic programs, examine graduation requirements/pathways to graduation to provide flexible ways to earn credits beyond "in school" learning, create opportunities for flexibility in credits, courses, curriculum, and pathways to graduation, and explore remote learning/hybrid opportunities in an in-person setting, including, staffing, course opportunities, technology, etc. We will measure our progress by monitoring the following: Survey students to identify preferred elective options, the program of Studies documents are amended to reflect student voice and opportunities, two new opportunities for remote learning are defined for after we return to in-person instruction, we identify staffing needs and/or new positions required to fulfill student identified course needs, student surveys indicate students feel included and valued in decisions such as these.

**Commitment 3: Monitoring Success with Outcome Metrics and Targets**

*Outcome metrics that will be used to measure progress in closing gaps for selected student groups.*

* Student Achievement: English language arts (ELA) achievement as measured by average scaled scores on MCAS
* Student Achievement: Mathematics achievement as measured by average scaled scores on MCAS
* Student Achievement: Science achievement as measured by average scaled scores (or CPI, depending on grade level) on MCAS
* English Language Proficiency: Progress made by students towards attaining English proficiency (percentage of students meeting annual targets calculated to attain English proficiency in six years).
* Additional Indicators: Percentage of 11th and 12th graders completing at least one DESE-identified advanced coursework
* Custom District Metric 1: Student Surveys
* Custom District Metric 2: Caregiver Surveys
* Custom District Metric 3: Staff demographic data

**Commitment 4: Engaging All Families**

*District plans for ensuring that all families, particularly those representing identified student subgroups most in need of support, have access to meaningful engagement regarding their students’ needs.*

Family engagement and communication are a priority for the Revere Public Schools. We feel the addition of our Family Liaisons has been critically important this year and look forward to growing that program. We will continue to engage families through community forums and caregiver surveys. As mentioned previously, over 120 parents, students, teachers, and other community members contributed to the development of this plan. We have increased our translations and included interpreters on community meetings to engage more families. We are in the process of engaging diverse parents and students as members of our Equity Advisory Board.

**Certifications**

*Certification that stakeholders were engaged in accordance with the Student Opportunity Act.*

Students, caregivers, and staff were invited to a planning meeting in February 2020. they identified 4 focus areas for our work which would be supported with SOA funds. We built our plan around those 4 areas, it was vetted by our administrative tram and approved by our school committee.

*Certification that School Committee has voted (or is expected to vote on the district’s Student Opportunity Act Plan.*

Date of Approval: 01/05/2021