

# Revere Public Schools

## Section 1: Summarize your district's plan

*Please write 1-2 paragraphs summarizing your 3-year SOA plan.*

Revere Public Schools has identified our English Learners, students with disabilities and our Hispanic/Latino subgroups for accelerated improvement based on careful review of multiple sources of data. Using feedback from the community, parents, students and RPS staff, we have identified:

Focus area 1.1 Promote Students' physical and mental health and wellness in welcoming, affirming, and safe spaces.

We will focus our efforts on the following Evidence-Based Programs (EBPs)

1. Positive school environments
2. Integrated services for student well-being
3. Enhanced support for SEL and mental health

Additionally, we will continue to address other high leverage areas identified including effective student support systems and implementing high quality secondary programs and pathways as they are district priorities that are a work in progress currently.

To address these priorities, Revere Public Schools will continue to invest in staff positions, programs and high quality professional development for educators. In addition, we will provide opportunities for students that will support their well-being, SEL development and mental health. We feel these actions will contribute to an overall positive, welcoming school environment. We will continue work to fill the additional student support personnel positions that remained unfilled this year including school psychologists and BCBA's. We remain committed to equity and will invest in programs that support welcoming school environments such as restorative justice, advisory, and expanded Fine Arts programming. At the High School level, we will continue to support all students, but with increased emphasis on our high priority subgroups, through the work of student support specialists, student engagement coordinators and the newly restructured student support teams. We are also expanding our alternative programs by increasing capacity at CityLab Innovation School and Coast Collaborative. We will continue to evaluate our programming and implementation for students with disabilities through our Special Education Redesign Team.

The total investment in evidence-based strategies over the next three years will total **\$50,171,337**

## Section 2: Analyze Your Data and Select Student Groups for Focused Support

*In conducting your data analysis, where did you observe the most significant disparities in student learning experiences and outcomes? On which measures and for which student groups?*

Revere Public Schools serves 7,344 students in grades pre-post graduate. Our majority population is Hispanic (64.2%) with 71.8% FLNE, 34% English Learners, 80.1% high needs and 17.9% students with disabilities.

Examining progress on MCAS achievement and growth metrics highlights the greatest disparities between the performance of English learners and students with disabilities. These disparities increase for EL's over the course of their school experience with a lower percentage of students meeting and exceeding expectations on MCAS when compared to the aggregate of all students. In addition, disparities exist in the areas of chronic absenteeism, ninth grade passing rate, dropout rate and 5 year graduation rate. Students with disabilities data highlights disparities in ELA and Math over time when compared to the all student group as well as disparities in the other measures such as of chronic absenteeism, out of school suspensions, ninth grade passing rate, dropout rate and 5 year graduation rate. When compared to the all student group, the Hispanic/Latino subgroup data indicates a consistent gap that persists over multiple measures including MCAS

achievement, chronic absenteeism, ninth grade passing rate, dropout rate and 5 year graduation rate.

***What does your deeper analysis (including the triangulation of multiple types of data) suggest are the best ways to address these disparities across student groups?***

We have observed these three trends in disparity over the last several years. We have taken several measures already in an effort to close the gaps. Highlights of those actions are described below for each of our three priority sub-groups:

1. **Special Education Redesign**-In the 2022-2023 school year a district wide team of educators, special educators and administrators engaged in a data driven redesign of the special education programs in the district. This resulted in the hiring of an Executive Director of Special Education and the creation of several new positions including an Executive Director of Special Education, special education coach positions to assist all teachers in developing their skill sets to serve students with disabilities (3), transition coaches to assist high-need students make effective transitions between school and on to post-graduate programs (2), special education coordinators at each building (4 additional positions) and several new teaching positions. This team spent the 23-24 school year redesigning programs for our students who are in sub-separate programming. With the support of our School Committee, this change will be implemented next year and we will continue to monitor and evaluate the progress of our students with disabilities.
2. **EL**-Our EL population continues to grow at a rapid rate. In October of 2021 our EL enrollment was 24.6% and in October 2023 it rose to 34%. Our students come to us at all proficiency levels including SLIFE students at the elementary, middle and high school level. To keep up with our growing population, we have increased our EL staff adding 18 classroom teaching positions, 2 language assessment coordinators, and an assistant director. We have added Language Development coaches at all levels to support teachers with their practice. We have received grant funding to support our homeless and migrant students, to support 12 teachers in their quest to become dually licensed and we provided high quality professional development available to all educators in SEI and the WIDA standards. As we discuss below in the Family Engagement section, we have prioritized hiring multi-lingual staff members, including family liaisons and Parent Information Center staff, who can help our EI students and their families feel welcomed and fully engage in the school system.
3. **Hispanic/Latino students** –With equity in mind, we have worked to increase access to advanced coursework and AP classes at the high school level. Our detracking efforts have demonstrated improvement in this area not just for Hispanic students but also for our other two focus sub-groups. We will continue to ensure that all students have access to rigorous coursework that develops critical thinking skills in all students. We have also participated in DESE’s Educator Diversification Grant Program and will continue to do so in an effort to ensure our students see themselves in our staff. Through these efforts, we have more than doubled the number of Hispanic educators (from 31 to 71); however, this still represents only 9% of all RPS educators.

| Advanced coursework completion - RHS Only |               |               |               |               |               |               |                |             |           |           |
|---|---------------|---------------|---------------|---------------|---------------|---------------|----------------|-------------|-----------|-----------|
| Group                                     | 2018 Rate (%) | 2019 Rate (%) | 2020 Rate (%) | 2021 Rate (%) | 2022 Rate (%) | 2023 Rate (%) | 2023 State (%) | Rate Change | 2018 Gap* | 2023 Gap* |
| All Students                              | 68.4          | 73.0          | 76.1          | 79.6          | 81.5          | 77.5          | 65.8           | 9.1         | 12.8      | 4.7       |
| High needs                                | 54.5          | 61.6          | 65.9          | 72.7          | 77.2          | 71.8          | 49.8           | 17.3        | 26.7      | 10.4      |
| EcoDis/LowInc                             | 58.9          | 66.1          | 68.4          | 74.4          | 78.8          | 73.1          | 50.7           | 14.2        | 22.3      | 9.1       |
| EL and Former EL                          | 14.3          | 34.4          | 25.5          | 56.4          | 64.3          | 47.7          | 31.7           | 33.4        | 66.9      | 34.5      |
| Students w/ disabilities                  | 30.6          | 30.5          | 35.8          | 37.3          | 39.1          | 44.1          | 36             | 13.5        | 50.6      | 38.1      |
| AA/Black                                  | 68.6          | 78.9          | 83.9          | 77.1          | 78.8          | 75.8          | 57.3           | 7.2         | 12.6      | 6.4       |
| Hispanic/Latino                           | 59            | 61.7          | 69.0          | 76.1          | 77.6          | 74.1          | 51.2           | 15.1        | 22.2      | 8.1       |
| White                                     | 81.2          | 86.0          | 83.8          | 83.3          | 86.5          | 82.2          | 70.4           | 1.0         | 0.0       | 0.0       |

\*Gap is the difference between percentage of our highest rating group (white) and percentage of students who identify with the given demographic group

We are committed to continuing our work to increase and refine opportunities for students to participate in just in time interventions at the elementary, middle and high school level at Tier 2. This year at the elementary level we offered targeted, small group MCAS support sessions beyond the scope of the school day for those students who were identified as lowest performing students or students on the cusp of meeting expectations.

In the last 3 years, we have adopted and implemented high quality instructional materials in ELA and Math K-5 and this year we are evaluating math resources for potential adoption 6-12. We continue to conduct curriculum audits with an equity lens in all subject areas. Teachers have engaged in high quality professional development to support implementation of new curriculum. We continue to offer high quality professional development on sheltering English instruction and how to support ELs in the general education classroom, effective co-teaching practices and research based courses such as Making Student Thinking Visible. We continue to offer comprehensive transition programs for students entering 6<sup>th</sup> and 9<sup>th</sup> grade addressing both academic and social emotional needs.

***Based on your identification of the greatest disparities in outcomes, which student groups will require focused support for rapid improvement as you implement your evidence-based programs over the next three years?***

- English learners
- Students with disabilities
- Hispanic/Latino Students

### Section 3: Set Ambitious Three-Year Targets for Improving Student Achievement

***Confirm that your district will use DESE's three-year targets for increasing performance for the "Lowest Performing Students" group in ELA and math.***

Yes. We will adopt the three-year improvement targets established by DESE for the "Lowest Performing Students" group as our district's SOA plan improvement targets.

### Section 4: Engage Families/Caregivers and other Stakeholders

***Describe the approaches your district uses to regularly engage with families/caregivers. In your response, please be sure to address what steps you will be taking to meaningfully engage with families/caregivers of student groups you are targeting for accelerated improvement as this plan is implemented.***

Our focus on equity in the Revere Public Schools requires meaningful engagement of families/caregivers and other stakeholders. Revere Public Schools will continue to work with Family Liaisons, school based councils, our ELPAC and our SEPAC to increase meaningful engagement by parents/caregivers.

Our Communication Coordinator will amplify the opportunities for parents to actively participate in their child's education and in all aspects of school life. We will continue to engage our translators and contract with translating services to remove any language-based barriers to engagement and participation. Parent Universities, Family Literacy and Math Nights, Deeper Learning Showcases are examples of such engagement that we will continue to refine to improve participation. These in-person activities will also improve two-way communication between schools and families, which we know is critically important.

We will continue to offer opportunities for parents/caregivers and greater community like the ones we offered over the last two years on areas such as cultural competency (Dr. Kalise Wornum), preventing and overcoming domestic violence (Harbor Cov), Immigration law and challenges faced by immigrant students and families (Rian Immigration Center), and Unleashing Collaborative Power: The Future of Family & Community (Great Schools Partnership).

***Describe the ways in which you engaged different stakeholder groups in the development of your three-year SOA Plan. How have you integrated the perspectives of those groups into the three-year plan? How will you continue to engage stakeholders throughout the implementation of your plan?***

We engaged the following stakeholder groups in both focus groups and a survey:

- Focus group of parents/guardians including school councils and the Governing Boards of Innovation Schools.
- Focus group with Special education parent advisory council (SEPAC)
- Focus group with English Learner parent advisory council (ELPAC)
- Surveys distributed widely and completed by approximately 1100 members of the RPS community including parents/caregivers, RPS staff, students, school committee and community members.

The priority areas identified through these conversations and data collected in the survey are reflected in the Evidence Based Practices that we are focusing on in our SOA Plan. We also used data from our Equity Audit follow-up survey of staff and students as well as our MCIEA student and staff survey data. These data sources were extremely consistent in their description of the priority needs identified above.

***Confirm you engaged with the following stakeholder groups in the development of this plan: parents/caregivers, special education and English learner parent advisory councils, school improvement councils, and educators in the school district.*** Yes

***Confirm that your school committee voted to approve this plan and provide the date of the vote.*** Yes, our School Committee voted to approve the plan on March 19, 2024.

## **Section 5: Select Evidence Based Programs to Address Disparities in Outcomes**

***Select the Focus Area that your district will prioritize over the next three years to address the academic disparities identified in your data analysis.***

Focus area 1.1 Promote Students' physical and mental health and wellness in welcoming, affirming, and safe spaces.

***Which EBPs will your district implement within this Focus Area?***

- 1.1A Integrated Services for Student Wellbeing;
- 1.1B Enhanced Support for SEL and Mental Health;
- 1.1C Positive School Environments

***Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).***

1.1A Integrated Services for Student Wellbeing

- Working closely with our HART department (Homeless, Attendance, Residency and Truancy) we will continue to support homeless students and families, reduce truancy and chronic absenteeism.
- Expand partnerships with local organizations such as CAST, Landmark, Melmark and the Collaborative for Education services to provide professional development on topics of special education, UDL, inclusion and effective co-teaching practices.

- Continue to expand our partnerships with agencies such as North Suffolk and Arbor to provide additional counseling opportunities for our multilingual learners.
- Continue hiring efforts to fill unfilled positions such as school psychologists, BCBA's and special education and EL classroom teaching positions.
- Increase the number of staff and students who participate in restorative practices training.
- Monitor impact of RHS Student Support Team redesign implementation on metrics such as student climate/culture surveys, and chronic absenteeism.
- Continue work to align and expand outside partnerships that support students and families in the area of behavioral and mental health and wellness.

***Which schools will be impacted by these efforts (answer can be district-wide)?***

We anticipate there will be a district-wide impact for these efforts.

***What is the anticipated amount of funding that will be allocated to this EBP over the next three years (FY25 + FY26 + FY27), across all funding sources? Total should be cumulative.***

- \$ 21,839,355

***Describe the anticipated allocation of funds to this EBP in more detail.***

- Classroom & Specialist Teachers: \$ 17,991,264
- Pupil support services: \$3,848,071
- Administration:\$476,422
- Total: \$21,839,335

***Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?***

Classroom & Specialist Teachers, Administration, Pupil Services

***What metrics will your district use to monitor progress on this EBP? Please keep in mind that you will be asked to report on progress against these metrics in your annual update to DESE starting next year.***

- Change in indicators on school culture/climate survey such as MCIEA
- Decrease in chronic absenteeism rate
- Decrease in dropout rate

***Select the Focus Area that your district will prioritize over the next three years to address the academic disparities identified in your data analysis.***

Focus area 1.1 Promote Students' physical and mental health and wellness in welcoming, affirming, and safe spaces.

***Which EBPs will your district implement within this Focus Area?***

1.1B Enhanced Support for SEL and Mental Health

***Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).***

- Expand the Advisory Program and include the implementation of a Tier 1 SEL curriculum designed to support student SEL, sense of belonging and build positive school culture at all secondary schools.
- Provide professional development for educators to expand capacity to support SEL needs of students.

- Continue hiring efforts for unfilled positions such as BCBA's, School psychologists to support students, staff and families.
- Continue our efforts towards hiring and retaining educators of color who reflect the diversity of our students.
- Provide additional opportunities for educators to be trained or expand on their training in Making Student Thinking Visible (MSTV) which supports critical thinking and student engagement in learning.

***Which schools will be impacted by these efforts (answer can be district-wide)?***

District-wide unless otherwise specified.

***What is the anticipated amount of funding that will be allocated to this EBP over the next three years (FY25 + FY26 + FY27), across all funding sources? Total should be cumulative.***

- \$5,646,990

***Describe the anticipated allocation of funds to this EBP in more detail.***

- Classroom & Specialist Teachers: \$5,048,015
- Instructional Services: \$126,00
- Professional Development: \$472,875
- Total: \$5,646,990

***Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?***

Classroom & Specialist Teachers, Professional Development, Instructional services,

***What metrics will your district use to monitor progress on this EBP? Please keep in mind that you will be asked to report on progress against these metrics in your annual update to DESE starting next year.***

- Change in indicators on school culture/climate surveys such as MCIEA
- Decrease in the number of unfilled positions
- Increase in the number of educators of color hired and retained through 2027.
- Increase in percentage of staff who have completed MSTV training

***Select the Focus Area that your district will prioritize over the next three years to address the academic disparities identified in your data analysis.***

Focus area 1.1 Promote Students' physical and mental health and wellness in welcoming, affirming, and safe spaces.

***Which EBPs will your district implement within this Focus Area?***

1.1C Positive School Environments-

***Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).***

- New RHS-We are currently in the design phase with MSBA to construct a new Revere High School with groundbreaking scheduled to take place next year.
- Redesign of the McKinley School to include an Early Childhood Center-We are working with the City of Revere on a joint project to rehabilitate an unused school building to include a new Early Childhood program. This project is estimated to begin in the fall of 2024 with a potential opening fall of 2027.
- Introduce Unified model with general population to create unified PE activities that increase the opportunities for students with disabilities to engage in the school community.
- Expand the Unified Sports program to include basketball, track, weight training, bocce events and sports contests.
- Expand student opportunities to engage in trades and other alternative pathways.

- Increased two-way communication between families and schools (Family liaisons, Communications Director)

***Which schools will be impacted by these efforts (answer can be district-wide)?***

District-wide impact

***What is the anticipated amount of funding that will be allocated to this EBP over the next three years (FY25 + FY26 + FY27), across all funding sources? Total should be cumulative.***

- \$22,685,012

***Describe the anticipated allocation of funds to this EBP in more detail.***

- Professional Development: \$630,500
- Classroom & Specialist Teachers: \$20,127,755
- Pupil Services: \$1,926,757
- Total: \$ 22,685,012

***Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?***

Professional development, Classroom & Specialist teachers, Pupil services

***What metrics will your district use to monitor progress on this EBP? Please keep in mind that you will be asked to report on progress against these metrics in your annual update to DESE starting next year.***

- Increased participation in all Unified events
- Change in select indicators on student surveys that measure school climate/culture such as MCIEA
- Increased participation at family events at the school and district level