Revere School Committee Meeting Agenda
February 28, 2023

A Regular Meeting of the Revere School Committee will be held on **Tuesday, February 28, 2023** at **6:00 PM in the Ferrante School Committee Room at Revere High School and via Zoom Webinar.**

Join from a PC, Mac, iPad, iPhone or Android device:
Please click this URL to join.
https://us02web.zoom.us/j/84071359704?pwd=S1NGZTZpWlhWVm5yMzRxYnppN1J3QT09
Passcode: 591432

Watch on Revere School Committee YouTube
https://www.youtube.com/c/revereschoolcommittee

REGULAR MEETING:

1. Pledge of Allegiance/Call to Order
2. Recognition
   a. Evelyn Morris
   b. Georgianna Leary
3. Consent Calendar (vote required)
4. Student Representative Report
5. Public Speak
6. Superintendent Report
   a. Deeper Learning "Call to Action" - Paul Revere Innovative School
   b. "RMA – Thinking Classrooms" - Rumney Marsh Academy
   c. "Multilingual Learners and World Language Department Updates" - EL & World Language Dept.
7. HEARINGS (None)
8. Report of the Sub-Committees
9. Motions
   a. Motion to encumber $29,425.00 for Invoice #21, for Leftfield, LLC, for December 2022 Professional Services.
   b. Motion to approve payment in the amount of $29,425.00 for Invoice #21, for Leftfield, LLC, for December 2022 Professional Services.
   c. Motion to encumber $36,724.00 for Invoice #87970.00.0-22, for Perkins Eastman Architect DPC, for December 2022 Professional Services.
   d. Motion to approve payment in the amount of $36,724 for Invoice #87970.00.0-22, for Perkins Eastman Architect DPC, for December 2022 Professional Services.
   e. Motion to encumber $23,084.00 for Invoice #3, Consigli Construction Co. Inc., for December 2022 Professional Services.

f. Motion to approve payment in the amount of $23,084.00 for Invoice #3, for Consigli Construction Co. Inc., for December 2022 Professional Services.
g. Motion to encumber $6,800.00 for DEP File No. 061-0792, for Revere Conservation Commission, for Peer review of the ANRAD application for 190 VFW Highway.
h. Motion to approve payment in the amount of $6,800.00 for DEP File No. 061-0792, for Revere Conservation Commission, for Peer review of the ANRAD application for 190 VFW Highway.
i. Motion to encumber $19,167.25 for Invoice #87970.00.0-23, for Perkins Eastman Architect DPC, for January 2023 Professional Services.
j. Motion to approve payment in the amount of $19,167.25 for Invoice #87970.00.0-23, for Perkins Eastman Architect DPC, for January 2023 Professional Services.

10. Old Business
11. New Business
    a. Comfort Dog
12. Executive Session
13. Adjournment

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.

Respectfully submitted,

Dianne K. Kelly, Ed.D
Superintendent of Schools DK/rp

File: BEDH

PUBLIC PARTICIPATION 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 citizens of the District to attend 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 the wishes and ideas of the Revere school community on matters within the scope of their authority. 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.

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. 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.

2. All speakers are encouraged to present their remarks in a respectful manner.

3. 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.

4. Public Speak shall concern items that are not on the School Committee's agenda, but which are 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.

5. 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. No more than six (6) speakers will be accommodated at any individual meeting.

6. Large groups addressing the same topic are encouraged to consolidate their remarks and/or select a spokesperson to comment at Public Speak.

7. 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.

8. 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.

   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,

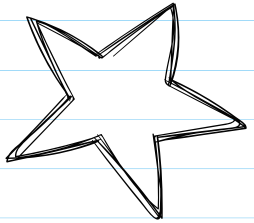
the School Committee does not have the authority to prevent all speech that may be upsetting and/or offensive at Public Speak.

SOURCE: MASC
Amended by Revere School Committee: March 2019

Paul Revere School
Deeper Learning
"Call to Action"

February 28th, 2023

Today's Presenters



STARRING:

Gwen Epsimos - Grade 3 Student

Lea Gongo - Grade 3 Student

Taha Naim - Grade 3 Student

ASSISTED BY:

Moe Coyle – Principal

Olivia Allen - Grade 3 Teacher

Lina DiCenso - Grade 3 Teacher

Amanda MacDonald - Grade 3 Teacher

Allegra Marrone - Grade 3 Teacher

Casey Woods - Deeper Learning Consulting Teacher

PRE Deeper Learning Journey

Introduced Staff to MCIEA & Building Task-Based Assessments

- Assessments *for* learning vs. assessment *of* learning
- Provides access points for all student to enter the assessment (equity through deeper learning)
- Utilized deeper learning C2C to help teach staff about how to build and implement a quality performance assessment
    - This lead to 3 individual PRE teachers working with C2C for the 22-23 school year

PRE MCIEA Process

Faculty received 4 hours of PD with Casey Woods and had more than 10 hours of time to develop their assessments and review student work.

September

- Selecting standards
- Rapid Prototyping

October

- Task Template
- Student Materials

November

- Validate and Implement!

December

- Analyze assessment data
- Reflect on implementation with team

January

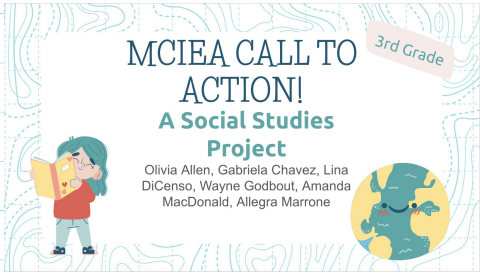
- Reflect on MCIEA process
- Create presentation for Showcase

1/25/23 – Showcase!

- Faculty presentations and celebrations!

MCIEA Showcase Presentations

Each grade level team shared an overview of their task, how it relates to deeper learning and Culturally Responsive Look-Fors.



Staff Feedback

Lots of talented/passionate educators at our school!

- ★ Teachers really enjoyed working together, collaborating was a highlight!
- ★ 93% would implement these tasks again
- ★ Able to connect tasks to ELA & math curriculums
- ★ Classroom teachers want more collaboration with specialists for cross-curricular opportunities
- ★ Enjoyed seeing the vertical progression of student learning at the Showcase

Staff Survey Responses

What did you like?

"I really enjoyed working with other teachers closely on my team to develop this project. It felt very collaborative. I also liked the validation process with mixed grade level teams."

What could be better?

"It was great all around but doesn't seem like it would actually fit in (timing) with all the other demands that go along with planning and implementing lessons and keeping on track with pacing guides. There isn't much wiggle room and it's easy to fall behind."

What did you learn about student learning through this task that you may not have learned from a more traditional assessment?

"**I learned how passionate our students are** about making change in their communities and the different issues they see as issues/problems in both their school and in their community."

"There was more student choice/voice involved, the extended time frame of the lesson **allows students to think more critically** and deeply about the topic, and teachers get a window into the different learning styles and skills that students have as well as into areas to target for more growth."

"Multimodal learning of seasons **motivated students to ask more questions** and share unique personal stories and experiences."

"That kids enjoyed looking at each other's work and **they were proud!**"

3rd Grade Task - *Call to Action*

Student Task: The Revere School Committee and the Revere City Council have asked the third graders at Paul Revere to lead a community action project. They have asked that your project helps the city of Revere or the Paul Revere School.

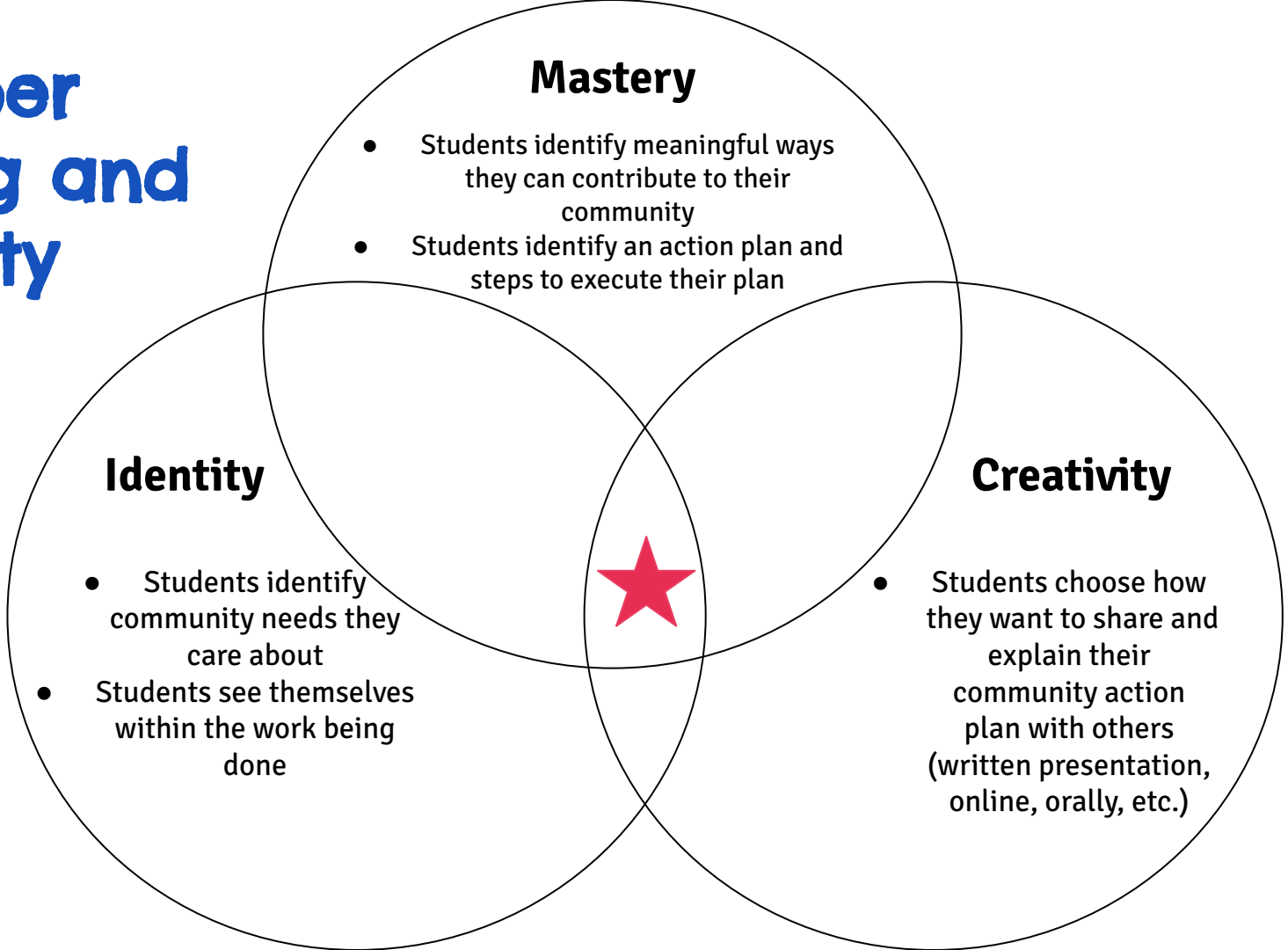
Standards:

- **S.S.3T1.3e:** Explain how people participate in and contribute to their communities
- **R.I.3.3:** Determine series of steps in a procedure

Connections to "look-fors" and Deeper Learning

Teacher	Student
Indicator 1B: designs summative assessments, including projects and performance assessments that are aligned to proficiency-based learning target	Indicator 2A: build their own positive identities as learners in the classroom
Indicator 2B: provides students choice, voice and agency in learning, including different students doing different things at the same time	Indicator 2B: show joy and curiosity
	Indicator 3A: demonstrate greater accountability for their own behaviors, level of effort, and habits of work

Deeper Learning and Equity

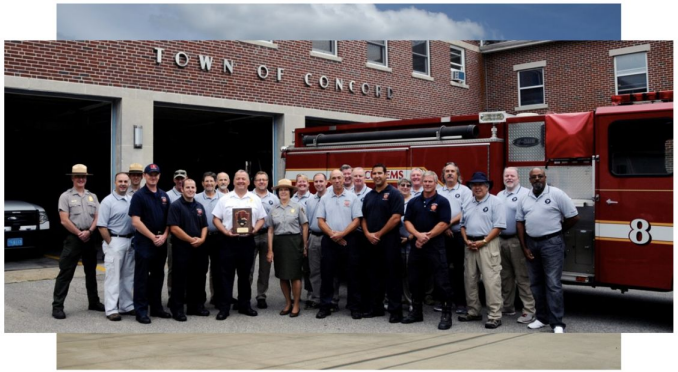


Gwen's Call to Action:

Fire Department in Point of Pines

How I will help make Fire Department in POP

By: Gwen



- ★ What was your goal?
- ★ Why is it important to you?
- ★ Why did you like it?

Lea's Call to Action: Indoor Playgrounds!

I want to add indoor playgrounds in schools. If we have indoor playgrounds we can still go on a playground when its raining and cold. It is also safe and fun for everyone and we still get the exercise we need.

- ★ What was your goal?
- ★ Why is it important to you?
- ★ Why did you like it?

Taha's Call to Action:

Flexible Seating!

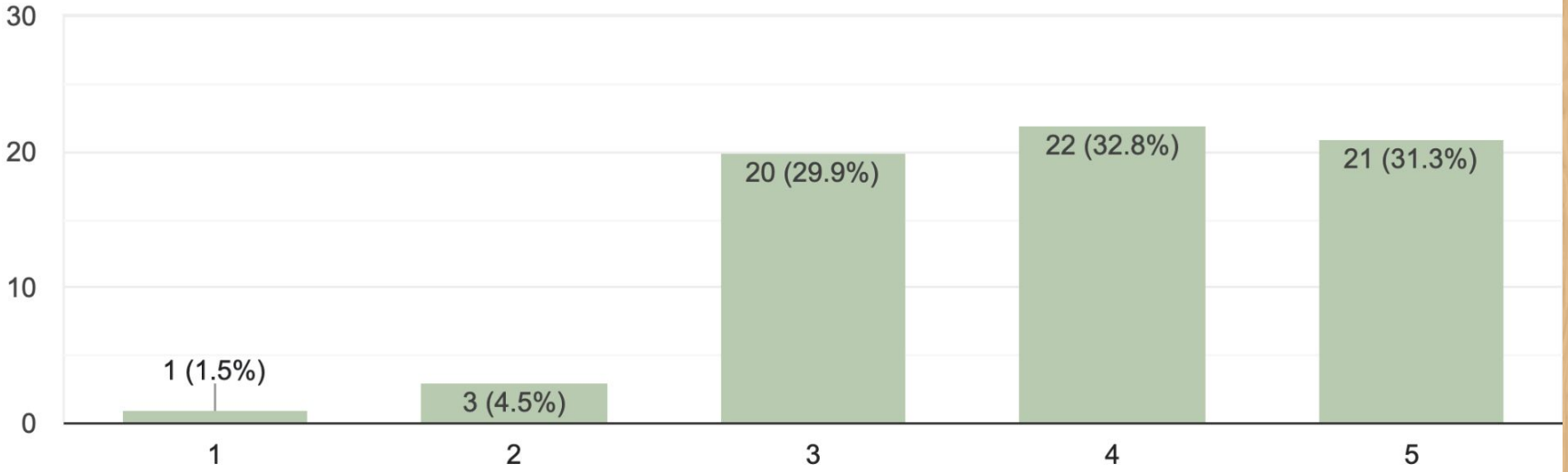
- ★ What was your goal?
- ★ Why is it important to you?
- ★ Why did you like it?

Student Response

- ★ High engagement, excitement
- ★ Passion
- ★ Ownership
- ★ Productive struggle

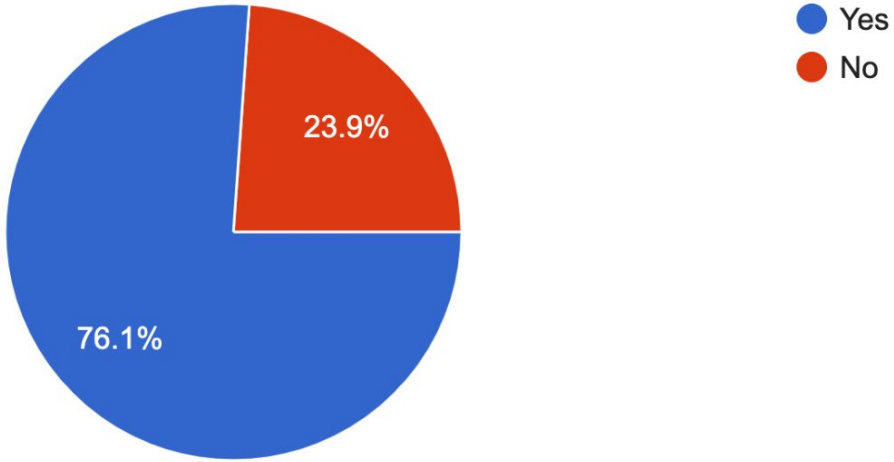
On a scale of 1 - 5, how enjoyable was the Call to Action Project?

67 responses



Would you want to do a project like this again?

67 responses



3rd Grade Survey Responses

What did you like?

- Deciding how they got to help the community
- Creating their presentation (poster, slides, etc.)
- Explaining the reasoning behind their cause

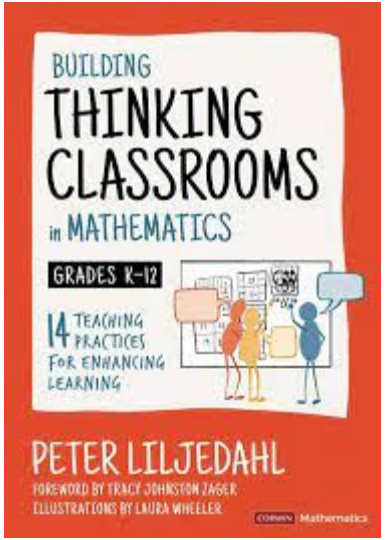
What would make it better?

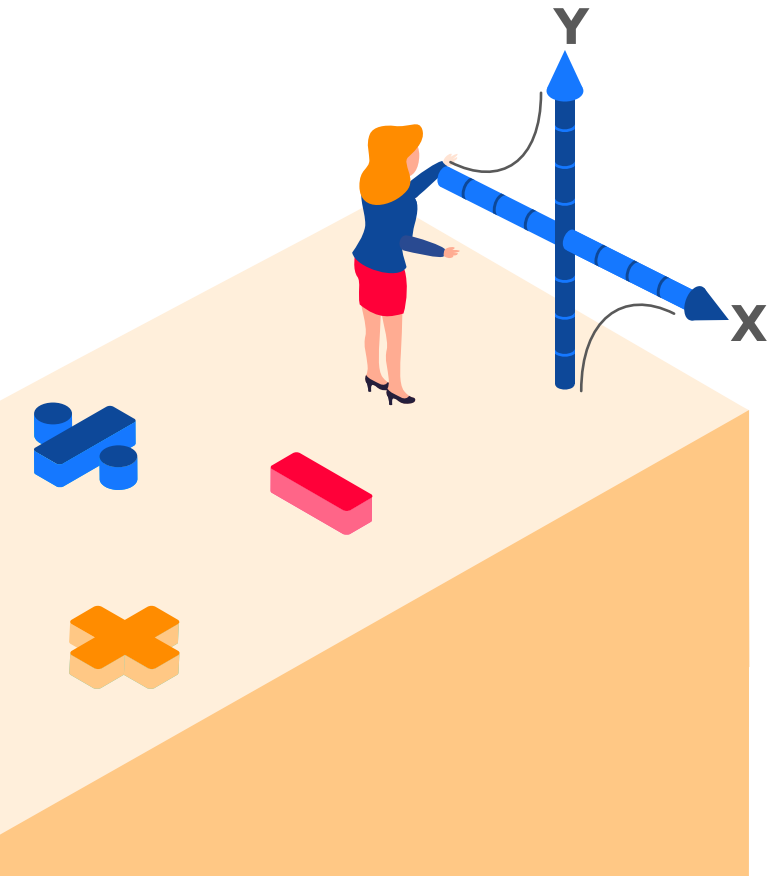
- “If I could do my call to action”
- “Being able to actually do it”
- “If we did it in real life”
- “If we had a meeting with the Mayor. I hope this will come true.”

Next Steps

- Each grade level will make final adjustments to their task and upload them to the MCIEA task bank for review
- Each grade level will select an assessment from the task bank and implement it with their students
- Math and ELA coaches will work with teacher teams to analyze our CCC and Illustrative Math resources to identify how and where deeper learning is embedded.
- Work with teachers to develop concise ways to integrate deeper learning into daily lessons
- Create opportunities for teachers in non-classroom roles to be part of deeper learning task implementation at the classroom level

Building Thinking Classrooms in Mathematics

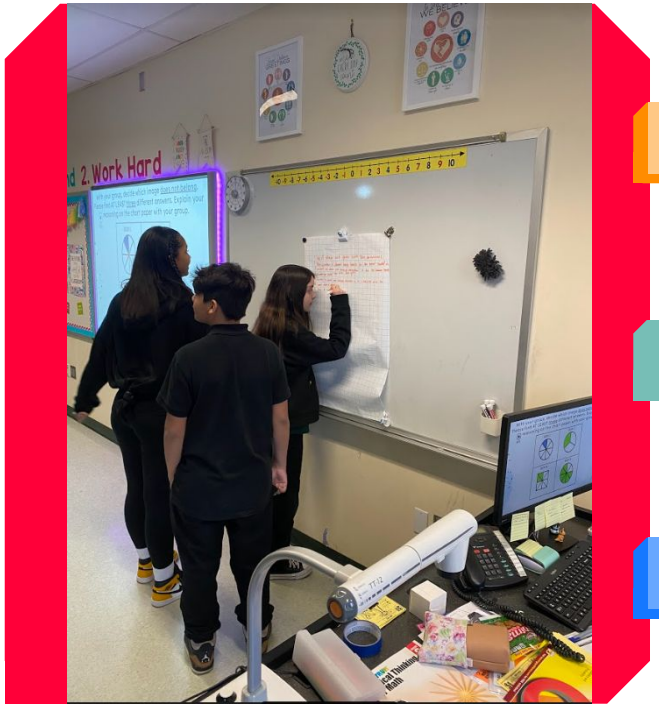




"*Building Thinking Classrooms in Mathematics* exudes enthusiasm for students, how they think, and how those thoughts coalesce into powerful thinking classrooms. It's also **deeply practical**, describing how everything from teacher's questions to the arrangement of the furniture can add to your student's learning.."

— Dan Meyer
Chief Academic Officer, Desmos

Research Based Strategies



Wipebooks

Vertical non-permanent surfaces are conducive to thinking and easily erasable!

Random groups < 3

Students, by and large, know why they are being placed with certain other students, and they live down to these expectations.

One marker per group

Sometimes have the rule that the person writing cannot write any of their own ideas.

RMA's Journey towards Thinking Classrooms

Step 4: Use to instruct

Thinking classrooms are created by having students engage in rich tasks centered around new concepts

Step 3: Use as an Assessment

Students demonstrate their understanding of a standard by engaging in a rich and meaningful task

Step 2: Try and Reflect

Students and Staff gain experience through district assessments and classroom lessons

Step 1: Read & Discuss

Book club style reading during Math PGT for teachers to gain knowledge and insights

What makes for a “rich” task?

High-Ceiling

Tasks that have ambiguity and/or room for extensions such that students can engage with the evolving complexity of the task

Low-Floor

Task with a threshold that allows any and all learners to find a point of entry, or access, and then engage within their level of comfort

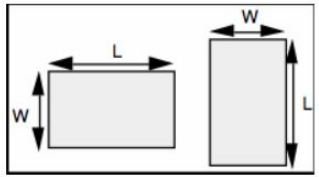
Open-Middle

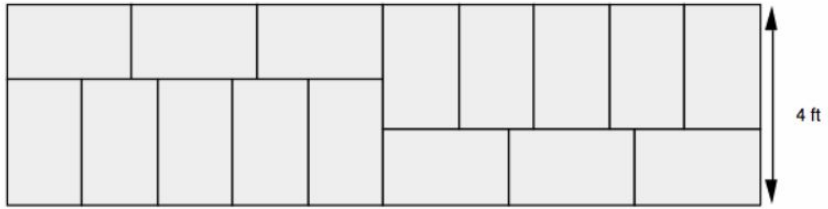
A problem structure where a task has a single final correct answer, but in which there are multiple possible correct ways to approach and solve the problem.

Examples of tasks

Pathways

Bob uses paving stones to make a pathway.
The paving stones are rectangles and they are all the same size.

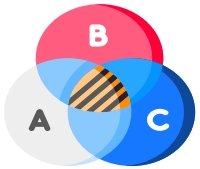




The pathway is 4 feet wide.

Find the length and width of one paving stone.

Explain how you figured it out.



Examples of tasks

8.EE Fixing the Furnace

Provided by Illustrative Mathematics

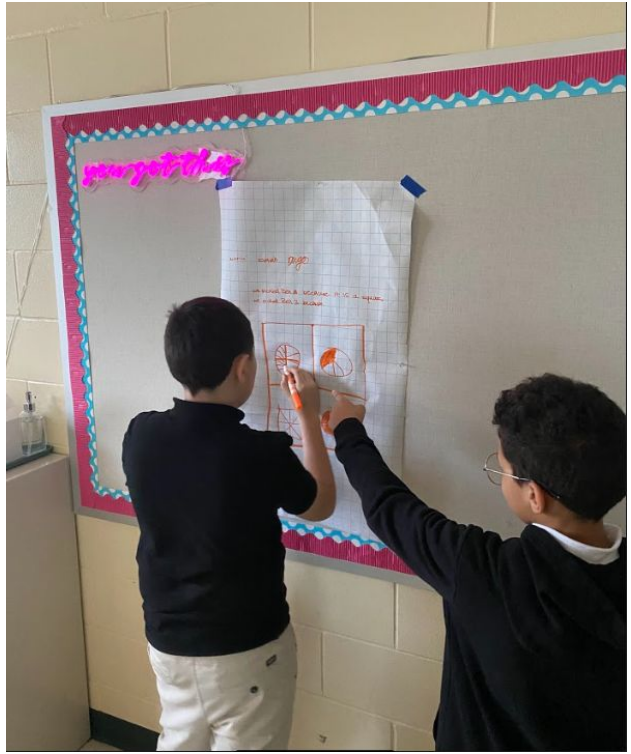
Task

Ivan's furnace has quit working during the coldest part of the year, and he is eager to get it fixed. He decides to call some mechanics and furnace specialists to see what it might cost him to have the furnace fixed. Since he is unsure of the parts he needs, he decides to compare the costs based only on service fees and labor costs. Shown below are the price estimates for labor that were given to him by three different companies. Each company has given the same time estimate for fixing the furnace.

- Company A charges $35 per hour to its customers.
- Company B charges a $20 service fee for coming out to the house and then $25 per hour for each additional hour.
- Company C charges a $45 service fee for coming out to the house and then $20 per hour for each additional hour.

For which time intervals should Ivan choose Company A, Company B, Company C? Support your decision with sound reasoning and representations. Consider including equations, tables, and graphs.

Student Work



Let w = Width

Let L = length

$5w = 3L$

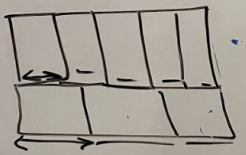
$W + L \neq 4$

$-L \quad -L$

$W \neq 4 - L$ $= -1$

$W = -1$

$L = 5$



$5(4 - L) = 3L$

$20 - 5 = 3L$

$\frac{15}{3} \neq \frac{3L}{3}$

$5 \neq L$

$L + W = 4ft$

$5w = 3L$

highlighted line $= 5w$

highlighted line $= 3L$

$L + W = 4$

$-w \quad -w$

$L = 4 - w$

$5w = 3(4 - w)$

$5w = 12 - 3w$

$+3w \quad +3w$

$\frac{8w}{8} = \frac{12}{8}$

$w = 1.5$

$5(1.5) = 3L$

$\frac{7.5}{3} = \frac{3L}{3}$

$2.5 = L$

Wipebook ORIGINAL

9)

$W + L = 4ft$ $W = 4ft - 1L$

$5w = 3L$ $1L + .6L = 1.6L$

$1w = .6L$ $1.6L = 4ft$

$W + L = 4ft$

$5w = 3L$

$\times 5[W = 4ft - L]$

$5w = 3L$

$5w = 20ft - 5L$

$5w = 3L$

$4ft - 2.5$

$\downarrow$

$1.5ft$

$3L = 20ft - 5L$

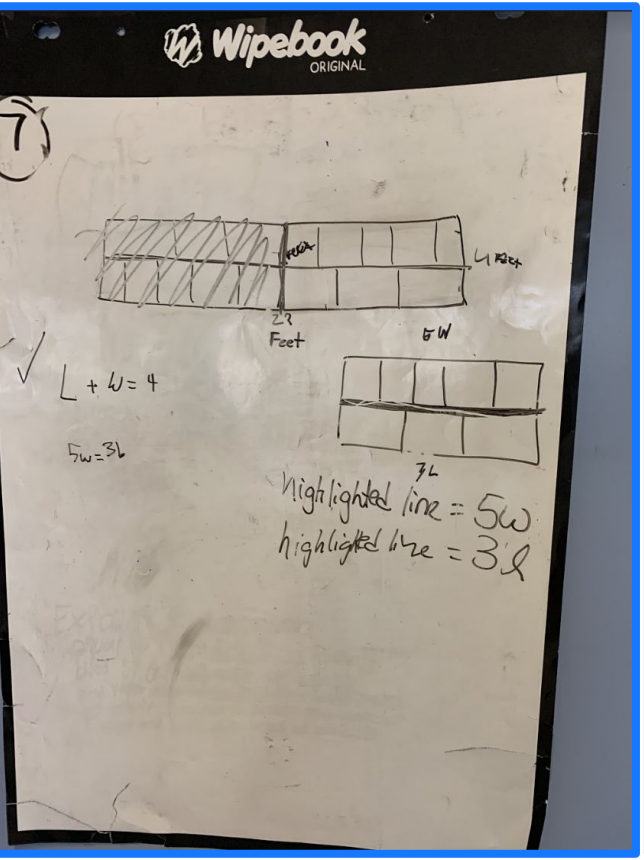
$+5L \quad +5L$

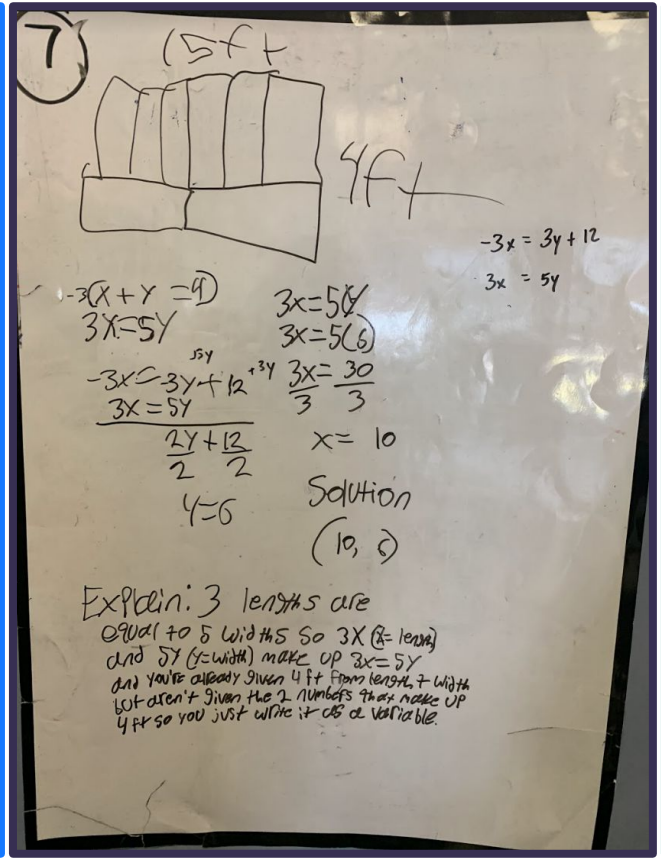
$8L = 20ft$

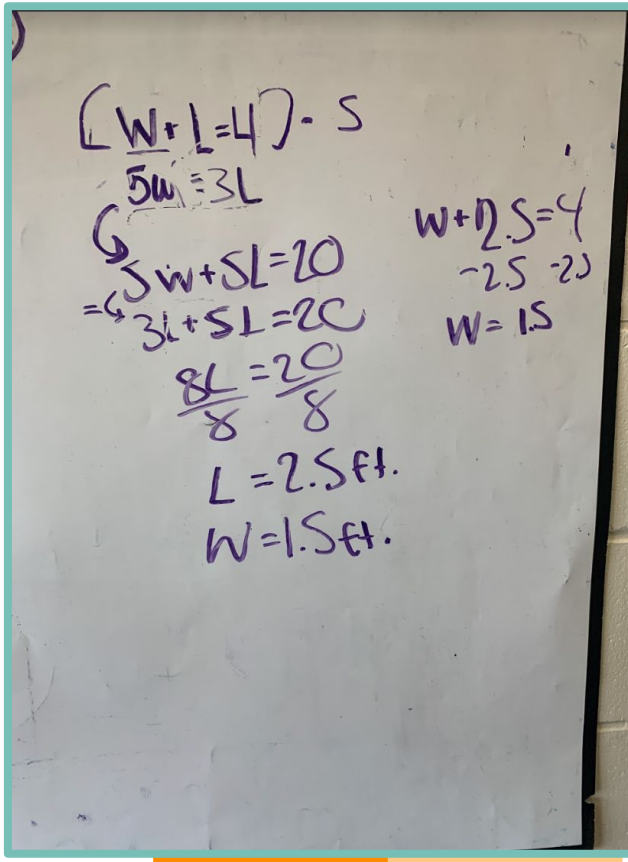
$L = 2.5ft$

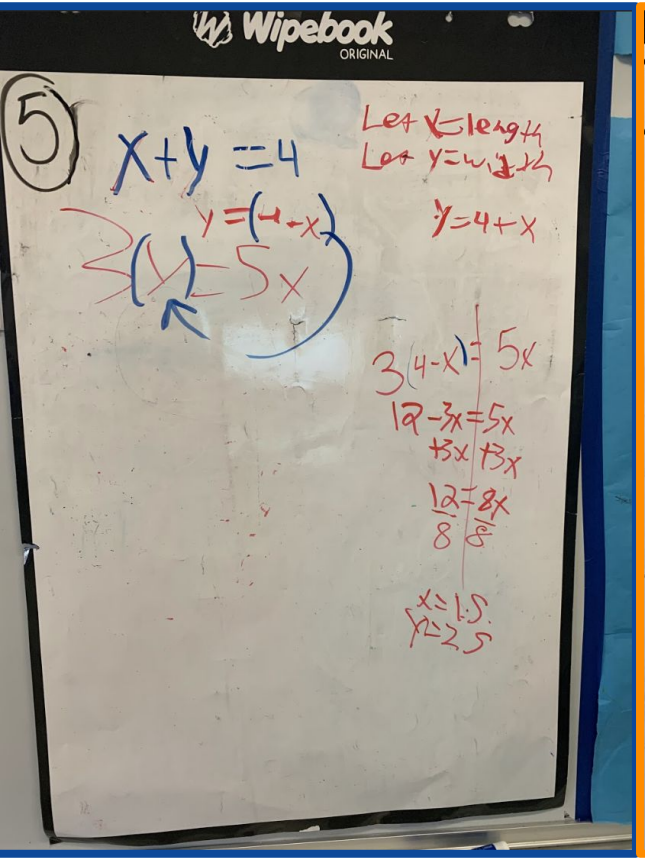
$W = 1.5ft$

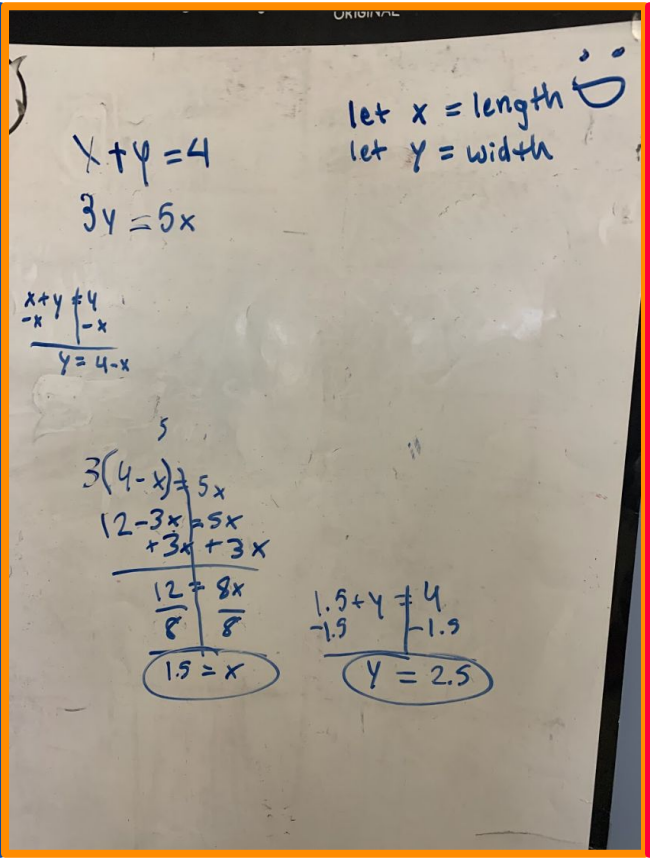
1 rectangle

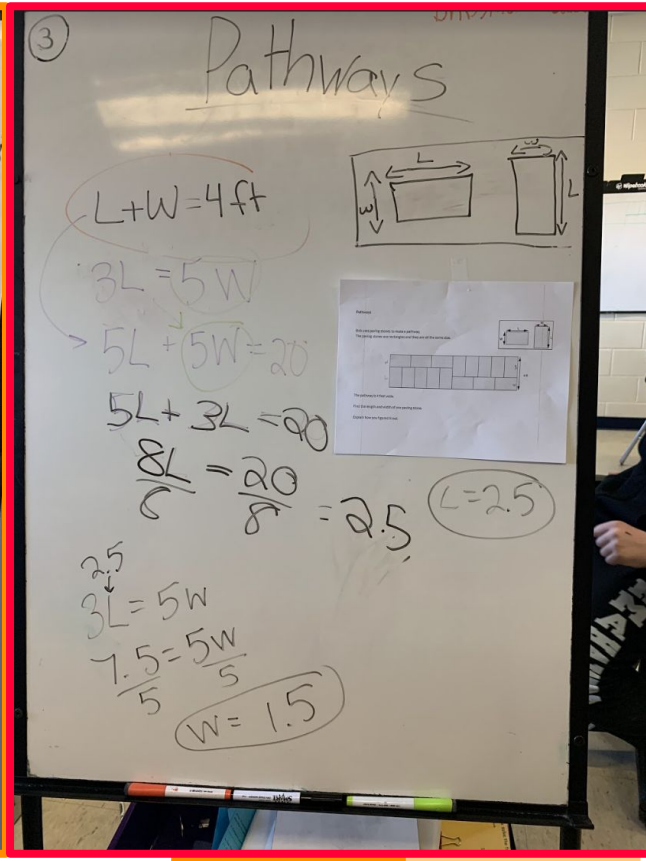

Wipebook
ORIGINAL
7
4 Feet
2 Feet
5W
3L
L + W = 4
5w = 3L
highlighted line = 5w
highlighted line = 3l

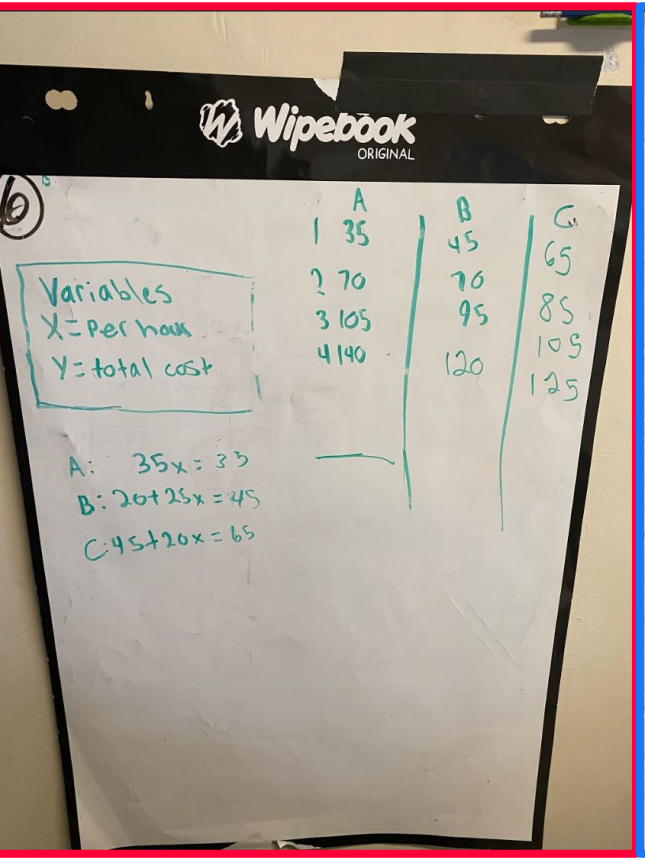

7
5ft
4ft
-3(x + y = 4)
3x = 5y
-3x = 3y + 12
3x = 5y
3x = 5(6)
-3x = 3y + 12
3x = 5y
3x = 30
x = 10
2y + 12
y = 6
Solution
(10, 6)
Explain: 3 lengths are equal to 5 widths so 3x (x = length) and 5y (y = width) make up 3x = 5y and you're already given 4 ft from length + width but aren't given the 2 numbers that make up 4 ft so you just write it as a variable.

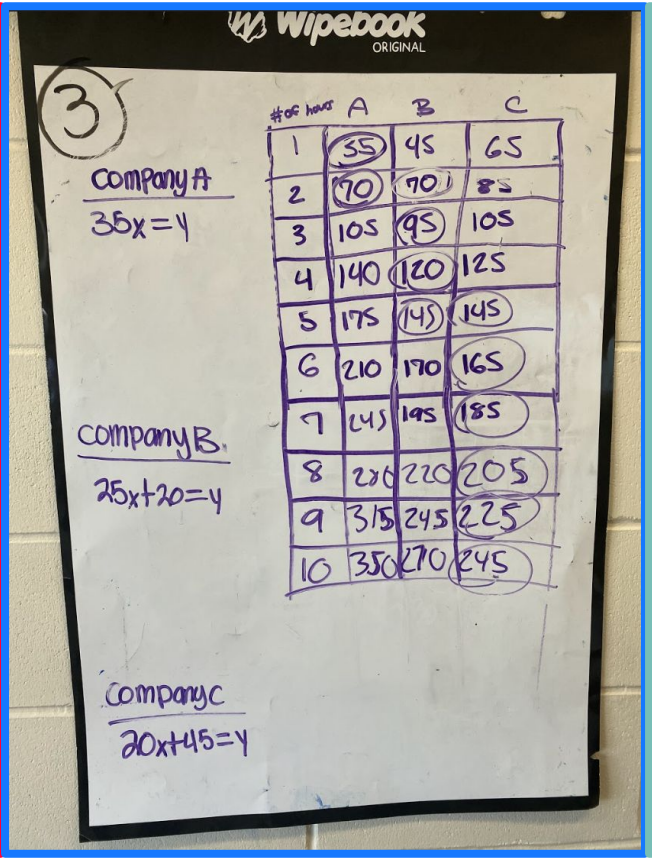

(W + L = 4) · 5
5w = 3L
5w + 5L = 20
3L + 5L = 20
8L = 20
L = 2.5 ft.
W = 1.5 ft.
W + 2.5 = 4
-2.5 -2.5
W = 1.5

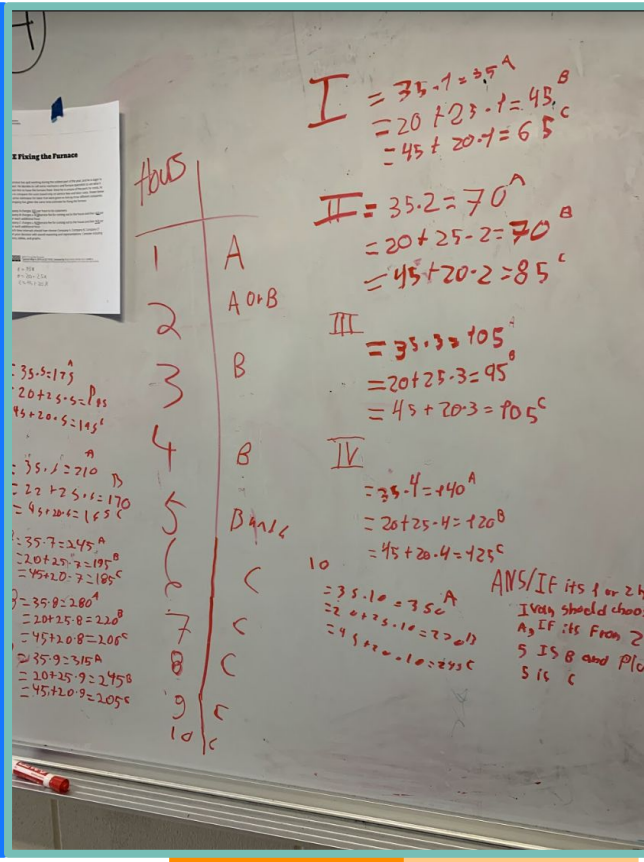

Wipebook
ORIGINAL
5
x+y=4
Let x=length
Let y=width
y=4-x
3(4-x)=5x
12-3x=5x
+3x +3x
12=8x
8 8
x=1.5
y=2.5

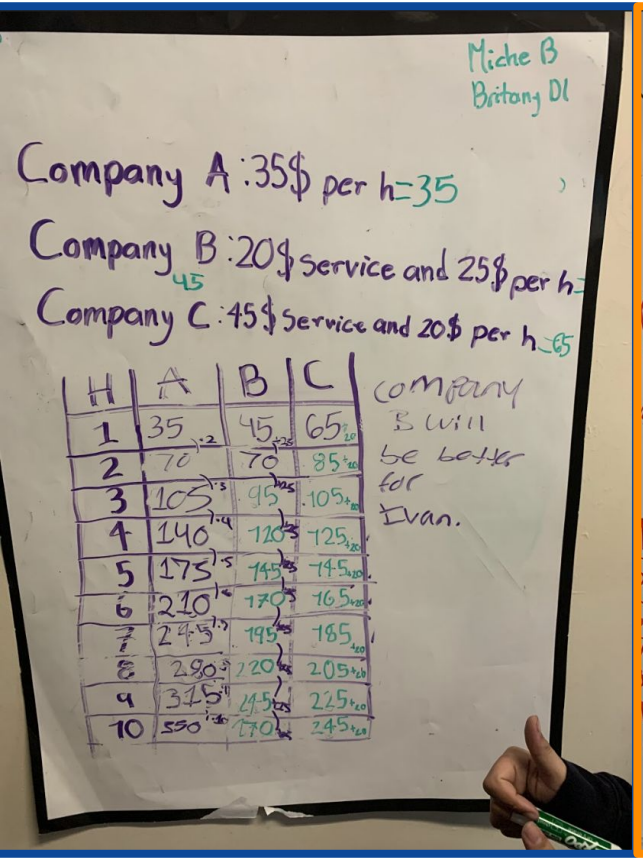

x+y=4
3y=5x
let x = length
let y = width
x+y=4
-x -x
y=4-x
3(4-x)=5x
12-3x=5x
+3x +3x
12=8x
8 8
1.5=x
1.5+y=4
-1.5 -1.5
y=2.5

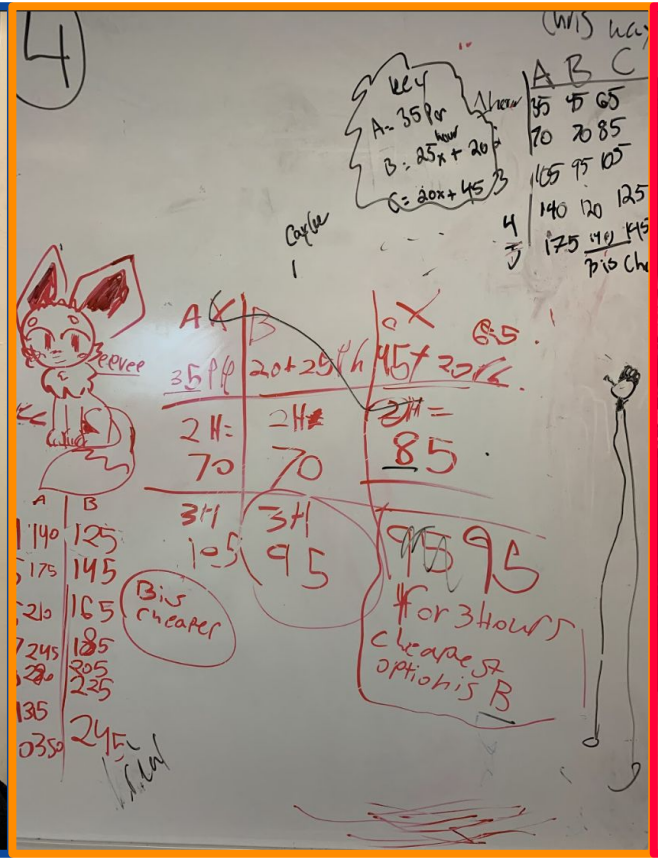

3
Pathways
L+W=4ft
3L=5W
5L+5W=20
5L+3L=20
8L=20
8 8
L=2.5
2.5
3L=5W
7.5=5W
5 5
W=1.5

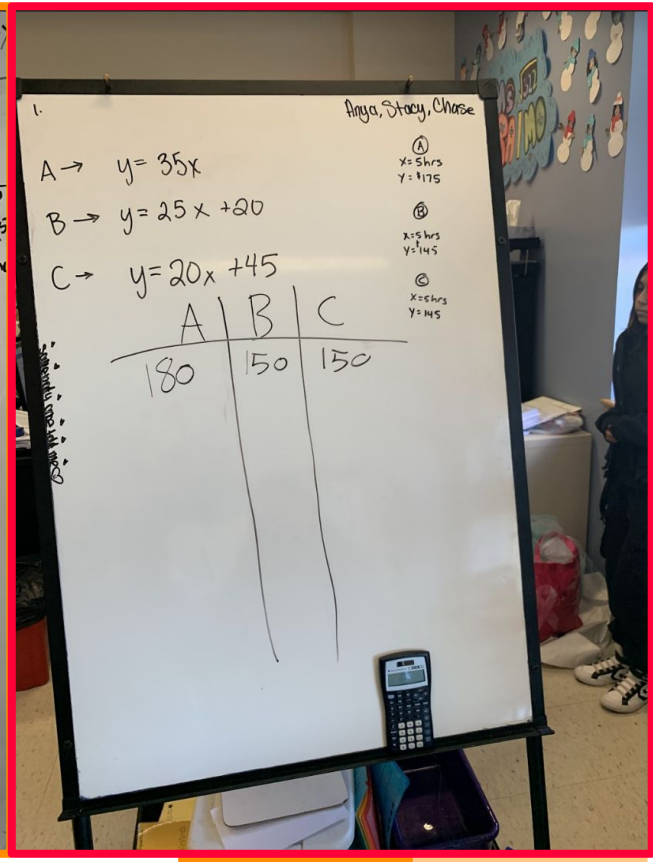

Wipebook
ORIGINAL
6
Variables
X = Per hour
Y = total cost
A: 35x = 35
B: 20+25x = 45
C: 45+20x = 65
A
1 35
2 70
3 105
4 140
B
45
70
95
120
C
65
85
105
125

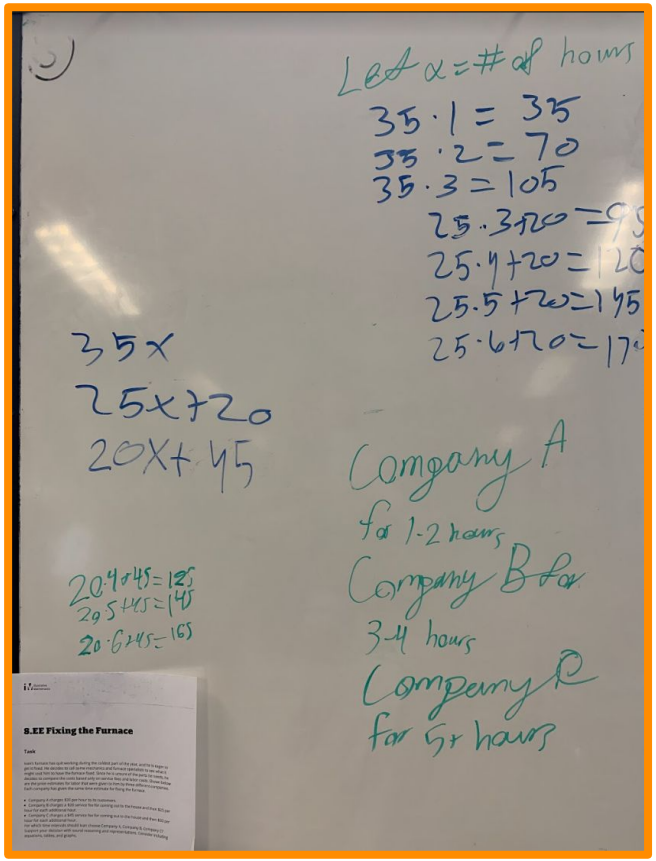

Wipebook
ORIGINAL
3
Company A
35x = y
Company B
25x+20=y
Company C
20x+45=y
#of hours A B C
1 35 45 65
2 70 70 85
3 105 95 105
4 140 120 125
5 175 145 145
6 210 170 165
7 245 195 185
8 280 220 205
9 315 245 225
10 350 270 245

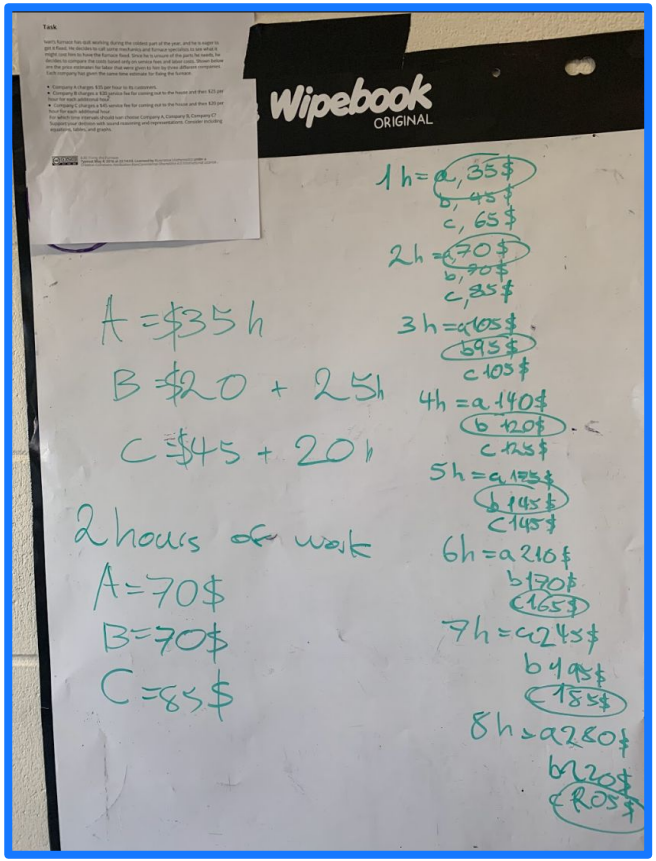

I = 35·1 = 35 A
= 20+25·1 = 45 B
= 45+20·1 = 65 C
II = 35·2 = 70 A
= 20+25·2 = 70 B
= 45+20·2 = 85 C
III = 35·3 = 105 A
= 20+25·3 = 95 B
= 45+20·3 = 105 C
IV = 35·4 = 140 A
= 20+25·4 = 120 B
= 45+20·4 = 125 C
hours
1 A
2 A or B
3 B
4 B
5 B and C
6 C
7 C
8 C
9 C
10 C
10 = 35·10 = 350 A
= 20+25·10 = 270 B
= 45+20·10 = 245 C
ANS/IF its 1 or 2
IF its From 2
5 IS B and
5 is C

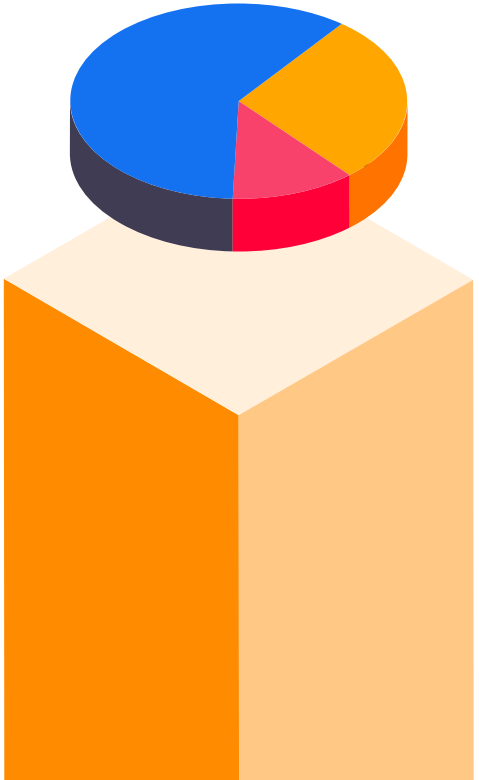

Miche B
Britany D
Company A: 35$ per h=35
Company B: 20$ service and 25$ per h
Company C: 45$ service and 20$ per h
company B will be better for Evan.


A= 35 per
B: 25x + 20
C= 20x + 45
B is cheaper
for 3 hours
cheapest option is B


Anya, Stacy, Chase
A → y= 35x
B → y= 25x +20
C → y= 20x +45
A | B | C
180 | 150 | 150


Let x = # of hours
35 · 1 = 35
35 · 2 = 70
35 · 3 = 105
25 · 3 + 20 = 95
25 · 4 + 20 = 120
25 · 5 + 20 = 145
25 · 6 + 20 = 170
35x
25x + 20
20x + 45
20 · 4 + 45 = 125
20 · 5 + 45 = 145
20 · 6 + 45 = 165
Company A for 1-2 hours
Company B for 3-4 hours
Company C for 5+ hours
8.EE Fixing the Furnace
Task


Task
Wipebook
ORIGINAL
A = $35 h
B = $20 + 25h
C = $45 + 20h
2 hours of work
A = 70$
B = 70$
C = 85$
1h = a, 35$ b, 45$ c, 65$
2h = a, 70$ b, 90$ c, 85$
3h = a 105$ b 95$ c 105$
4h = a 140$ b 120$ c 125$
5h = a 175$ b 145$ c 145$
6h = a 210$ b 170$ c 165$
7h = a 245$ b 195$ c 185$
8h = a 280$ b 220$ c 205$



Student Feedback

** What did you enjoy about today's task activity?**

I liked being able to work with someone + also having the teachers walk around + help

seeing how the answer changes throughout

it was hard & had your brain thinking

Everything, I liked how I got to work with someone I was confident with, because if it was someone else with me it would've been hard to share what I thought was the answer

The task was independent yet not completely. We could ask questions but it still required thinking. We worked w/ our partners to help us get unstuck.

I liked the whole group section, and it was pretty nice to have a collective realization instead of just insta-finishing the math work

The fact that we could choose the problem

Student Feedback

** What parts of today's task activity did you <u>not</u> enjoy?**

Thinking too much

Not being able to figure out in time

That it was a real struggle

It was a challenge and went a step further from what I knew.

We didn't get done quick enough to finish both problems but other then that it was fun times

It gives you less information. And i think both are good but this one makes you think a lot

It was really challenging and annoying when I got stuck

Student Feedback

** How does this activity compare with traditional assessments? **

We get to think a lot harder and get to believe in our work.

I prefer this type since I may notice things others don't and others may notice things I don't.

It was difficult but I think this is a better assessment because it makes you think more.

The thinking task is too different for comparison, being that one is about improvement and the other is about a grade.

The thinking task is better because you get help if you stuck by your friends and quizzes, tests and MCAS are bad because you do it by yourself and in the real world you need to work with others.

Define best. If you mean how fast I get done or how many I get correct, then a test. But if you mean how much I actually learn or how much I enjoy the lesson, then I think this wins out. Major difference between testing what I know and checking what I learned.

THANKS