

**Revere School Committee Meeting Agenda**  
**April 25, 2023**

A Regular Meeting of the Revere School Committee will be held on **Tuesday, April 25, 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/86565519065?pwd=NWZlZVdCeExJNVhBMWFhQWFSSVhNQOT09>

Passcode: 024464

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
5. Public Speak
6. Superintendent Report
  - a. RHS Presentation
  - b. Curriculum Directors Presentation
  - c. BBST Planning Team
  - d. RHS Redesign Plan and Updates
7. HEARINGS (None)
8. Report of the Sub-Committees
9. Motions
10. Old Business
11. New Business
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,

## **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



# Curriculum Updates

## Revere School Committee

### April 25, 2023

Dr. Matthew Costa, Director of STEM  
Disciplines

Dr. Christina Porter, Director of  
Humanities

Ms. Briana Tsoupas, Assistant Director  
of Curriculum and Instruction and  
Director of Title I

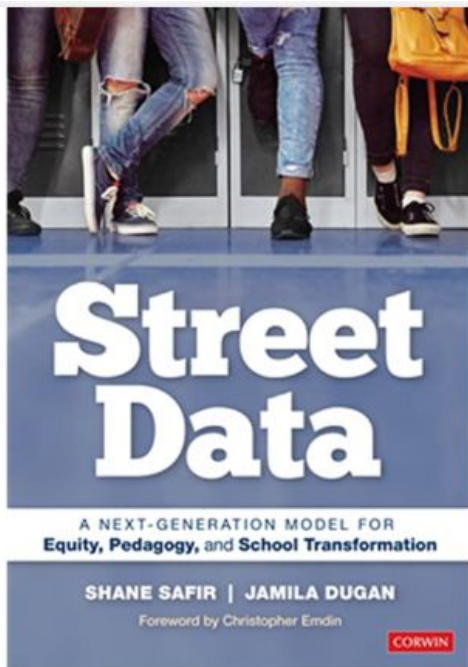
# Agenda and Objectives

## Objectives

- Participants will be able to describe “street data” collection methods used and some key takeaways.
- Participants will be able to identify and describe next steps in relation to curriculum and instruction.

## Agenda

1. Introductions
2. Street Data
3. Learning Walks
4. Kiva Panels
5. Student Shadowing
6. Questions



**Level 1 “satellite” data**, such as test scores, attendance patterns, and graduation rates, tell an important but incomplete story of equity. While satellite data can illuminate big performance trends and point toward underserved student groups, it has a few fatal flaws.

**Level 2 “map” data** hovers closer to the ground. Map data could include Lexile levels gathered through running record assessments, rubric scores on a common math assessment, or student perception data gleaned from a schoolwide survey.

By contrast, **Level 3 “street data”** takes us down to the ground to listen to the voices and experiences of our students, staff, and families. It provides us with real-time, leading indicators on the messy work of school and instructional improvement while enabling rapid feedback loops for our decisions and practices.

## Street data for today

- Learning Walk Data: ELEM math and literacy, MS ELA
- Kiva Panel Data: Revere High School
- Shadowing Student Data: across RPS

# Learning Walks

## Process (ELEM Literacy, MS ELA, ELEM Mathematics)

- In the fall and spring we visited schools with teams of teachers, administration and representatives from our literacy program and TNTP (our DESE partner for GLEAM).
- Teams used a rubric and protocol for debriefing.

## Takeaways

- Strong implementation of curriculum materials at the elementary level. As a result, students were engaged in both collaborative and independent work.
- There was a strong emphasis on fostering independence in both reading, writing and mathematics.
- Middle School: strong and supportive classroom environments, working on teaching and assessing the full depth of the grade-level standards.

## Next Steps

- Planning professional development workshop series for this summer and next school year. This includes another round of walkthroughs repeating the same process next school year.



# Kiva Panel

## Process

[The Kiva Panel](#) is an opportunity for the teachers, instructional coaches, and administrators in the room to hear student voices, perspectives, and insights as students and valuable community members. This meeting is devoted to the goal of **educational equity and motivation**, including:

- *What does it mean to create an equitable system in which every student gets what he or she needs to thrive?*
- *How can we create schools in which every student feels seen, valued, and cared for?*
- *How can we create joyful, equitable, and inclusive learning environments in our schools?*

Takeaways- *see next slide*

## Next Steps

1. Support teachers in hearing from students
2. Supporting high expectations/high cognitive demand work in classrooms
3. Class Environment: Build the capacity of folks to focus more on what students CAN DO rather than what they CAN'T DO (yet).
4. Create guidelines for panels to ensure students feel safe and supported



# Student Shadowing

## Process

Last year and this year, members of the Deeper Learning Team [shadowed a student](#) for at least three hours

## Takeaways

- Experienced some exciting and engaging lessons that were evidence of deeper learning
- A number of effective routines, including SEL approaches
- Difficult to sit for so long
- Challenges with navigating different expectations or location of materials

## Next Steps

- Continue to expand understanding of and implementation of deeper learning practices
- Identify ways to incorporate movement into lessons (i.e., Building Thinking Classrooms)

# What did you see, hear, and/or feel during your student experience?

**FELT** - Frustration with lack of alignment between Core class and Intervention class

**HEARD** - Academic conversations during math review

Anxiety when I forgot a pencil! Also when I saw off-task behavior around me.

**FELT and SAW** - Community during Adviosry Class

Sat for all of my time with the exception of passing from one class to the next.

Students seated, using phones, bored.

**HEAR** - the desire in my student's voice to do the right thing, even when it is sometimes hard.

**SAW** - The excitement in the student's eyes when I asked him to share what he's passionate about (during the interview).

Students want to be in good relationships with their peers, teachers and admin

Students wanting things that relate to their life and more options, with-in class and course load.

**Different expectations for students across the day.**

**Relaxed and settled after a mindfulness activity that was just about a minute.**

**HEAR -- Students want clear expectations**

# Comments/Questions

