

Revere School Committee Meeting Agenda
August 16, 2022

A Regular Meeting of the Revere School Committee will be held on **August 16, 2022 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/83878180477?pwd=RUh2TTRyQStsNUJxck9NejhYSWdVQT09>

Passcode: Jg1zCU

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. Curriculum Team Presentation
 - b. School Building Updates
 - c. COVID Update
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,

Dianne K. Kelly, Ed.D
Superintendent of Schools

DK/rp

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 Department Updates: Humanities and STEM

August 2022

Dr. Matthew Costa, STEM Director

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

Dr. Christina Porter, Director of Humanities

Agenda and Objectives

Objective

- Directors will explain current curriculum areas of focus and proposed work plans with members of the Revere School Committee.

1. Gleam Grant and Middle School Literacy
2. Grading Practices Grant (RHS)
3. Elementary Literacy
4. Accelerating Math Grant
5. Questions

1. Revere was the recipient of the Growing Literacy Equity Grant (GLEAM) for our three middle schools.
2. We were one of five track II recipients in the state (we were awarded \$121,860).
3. The grant focuses on implementing a multi-tiered system of support for ELA/literacy.

Year I Work (21-22 school year)

- Literacy Leadership Team: TNTP, Principals, educators from the three middle schools (met 1x per month).
- Learning walks with principals, coaches and TNTP.
- A literacy needs assessment: classroom visits, teacher uploaded curricular materials, teacher and student focus groups.
- A literacy vision statement.

Summer Work 2022

TNTP, Principals, Christina and Briana, coaches and educators from all three middle schools worked together to create:

- [A literacy instructional framework](#)
- Measurable goals for improvement, including for Tier 2 and 3
- A plan for investing teachers and leaders in the framework
- A plan for investing students and families in the framework and goals
- A literacy-focused PD scope and sequence for the year
- Dr. Porter submitted the year two application in August.



GLEAM
Growing Literacy Equity Across Massachusetts

Grading Grant

- RPS was one of five high schools in the state to receive the “Rethinking Grading Grant” in the amount of \$300,000.
- This grant supports high schools committed to moving away from traditional grading systems.
- In our application , we shared the work of the Grading Practices subcommittees and our commitment to equity and inclusion.

22-23 School Year

- We will be supporting Chris Bowen and the RHS team (along with our grading lead teacher) to continue the grading work.
- RHS will engage with the other four schools in the network, DESE, and The Rennie Center to drive this work.
- We will continue to drive the vision articulated in the [core beliefs document](#)

Elementary Literacy Curriculum

Year 1 Implementation (SY 21-22)

- Literacy coaches and building administration worked closely with Revere's professional learning lead from CCC.
- Teachers received ongoing development throughout the year in Director's Meetings, Principal Meetings and PGT.
- Curated libraries were purchased for each classroom.
- Students K-5 received a vertically aligned writing program.
- Identified students K-5 received tiered intervention based on diagnostic assessments that aligned to the core instruction of the classroom.

School Year 22-23

- Schools were paired together for learning walks. Teams will spend a half a day at each school, reflect, and plan together. This will be done in both the fall and spring.
- Teachers in K-3 will receive ongoing professional development geared towards year 2 of implementation.
- Create opportunities to share students' writing with families and caregivers.
- Continue to refine the data cycles to align all six schools.

Elementary Literacy Curriculum

Year 1 Implementation (SY 21-22)

- Teachers in Grades 4&5 at the PRE implemented MM.
- Throughout the district content teachers received professional development on the launch of the new literacy program in May.
- In the months of June literacy coaches and administrators supported various “unpacking” sessions of the new program with teachers during PGT.
- Literacy coaches developed new YLPs to align both reading and writing.

School Year 22-23

- Teachers 4 &5 will receive professional development geared towards year 1 of implementation of Making Meaning.
- Work with the GLEAM team to bridge literacy in the elementary schools with the newly developed instructional framework at the MS.

DESE Accelerating Math Grant

- RPS received a grant of approximately \$300,000 to support the implementation of high quality instructional math materials.
- The grant pays for our subscription costs, materials and professional development.
- Covers our costs for Illustrative Mathematics, ST Math and Agile Mind.

22-23 School Year

- ST Math and Agile Mind are existing resources that we will continue to thoughtfully implement
- Illustrative Math (K-5) is a new resource that we will be working to implement this year
- Educators have been trained over the summer on key aspects of IM.

STEM Curriculum

School Year 21-22

- Teachers, coaches and administrators received PD on IM
- Teachers in grades 4 and 5 began implementing IM materials
- Educators focused on instructional routines and strategies to promote equity in the STEM classroom
- Educators continued to design and implement different approaches for assessment to promote deeper learning (Director Meeting offerings and Deeper Learning Team)

School Year 22-23

- Use PD and PGT to support the implementation of IM in K-5.
- Utilize data cycles to analyze implementation of new resources and strategies in order to identify next steps
- Continue to support and spread instructional routines and strategies to promote equity (i.e., anchoring phenomena, Building Thinking Classrooms, etc.)
- Refine curriculum documents and engage in specific protocols to calibrate around proficiency
- Partner with MassBioEd and SFS to engage students in inquiry approaches and build interest in certain STEM pathways