Revere School Committee Meeting Agenda
December 17, 2024

A Regular Meeting of the Revere School Committee will be held on **Tuesday, December 17, 2024 at 6:00 PM in the Ferrante School Committee Room at Revere High School and via Zoom Webinar.**

Join from PC, Mac, iPad, or Android:
https://us02web.zoom.us/j/87217722529?pwd=F5D3oAa0J5QAQAXtAB6yeazdK9QWEQ.1
Passcode:662999

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

<u>**REGULAR MEETING**</u>**:**

1. Pledge of Allegiance/Call to Order
2. Recognition
3. Consent Calendar (Vote Required)
4. Student Representative Report (Attached)
5. Public Speak
6. Superintendent Report
   a. Abraham Lincoln School – "Empowering Every voice by Fostering Inclusion and Support in Our Diverse Community"
   b. CityLab High School – "What the Heck is an ELO?"
   c. Humanities Dept. – "Adult Professional Learning"
   d. Special Education Dept. – "Special Education Dept. Redesign Update"
   e. RHS Building Update
7. HEARINGS (None)
8. Report of the Sub-Committees
9. Motions
   a. Motion by Mr. Kingston to grant the same longevity step increase that has been granted to the employees of the AFSCME contract to any non-union employees currently receiving the longevity benefit.
   b. Late Motion by Mrs. Bronsdon-Rizzo to present Certificates of Appreciation to Heroes and Helpers, who had contributed to bringing that holiday spirit to thirty of our RPS students.
10. Unfinished Business
11. New Business
12. Executive Session
13. Adjournment

Respectfully submitted,

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

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.

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.
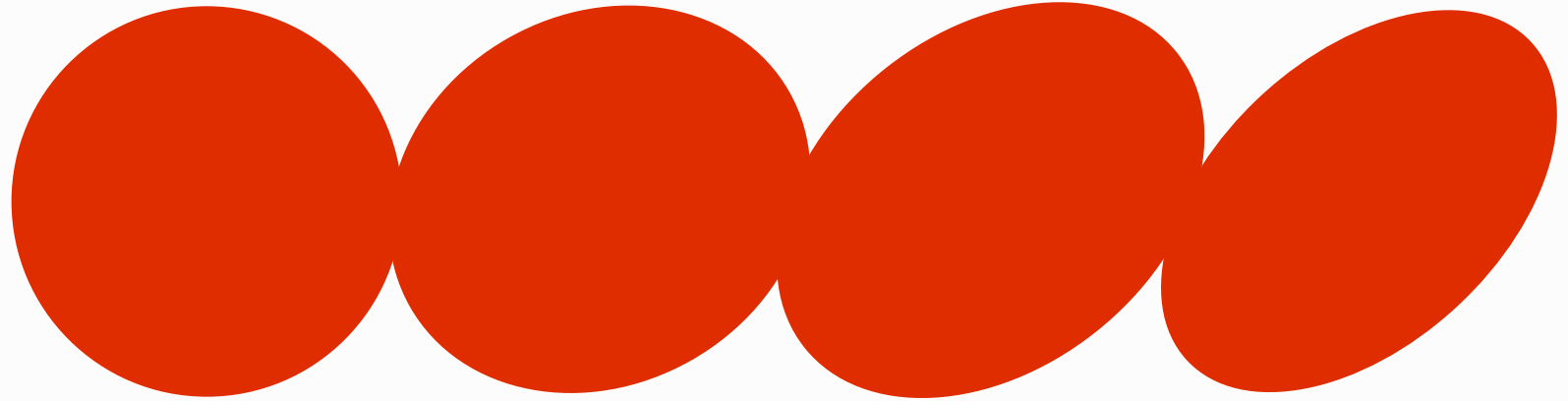
SOURCE: MASC
Amended by Revere School Committee: March 2019

Empowering every voice by fostering inclusion and support in our diverse community"

Lincoln School

# How do we make all students feel empowered and safe?

MCIEA DATA-(*School Quality Measures Dashboard***) reviewed to determine the needs of our students**

School Culture

Measures the degree to which the school environment is safe, caring, and academically-oriented. It considers factors like bullying, student-teacher relationships, and student valuing of learning.

SUBCATEGORY 2A

Safety

Approval
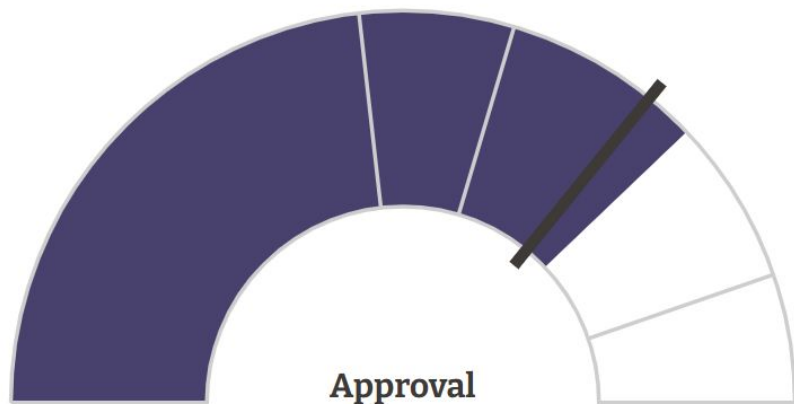
Seeks to determine the degree to which school climate is a safe place for students to learn. It includes measures of student physical safety and student emotional safety.
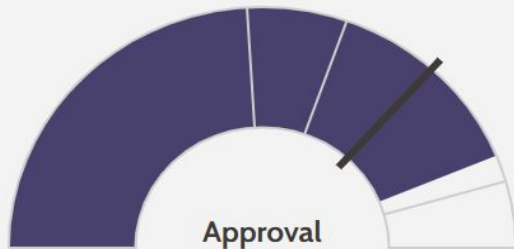
2 / 2	**94%**	**100%**
school data sources	of students responded	of teachers responded

MEASURE 2A-I

Student Physical Safety

Approval

Draws on anonymous student reports about the degree to which they feel physically safe at school. It also measures the use of exclusionary discipline at the school.

Student survey ⌄

School data ⌄

MEASURE 2A-II

Student Emotional Safety

Growth

Draws on anonymous student and teacher reports about the nature of student relationships with each other.
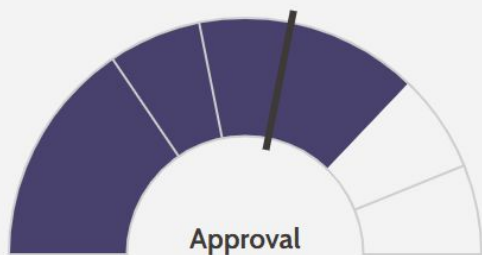
Student survey ⌃

- Some kids get picked on at my school.
- At my school, I see kids acting in an unsafe or unkind way.
- At my school, I see many acts of kindness.
- No one has hurt my feelings using technology (on an ipad or phone).

Student Sense of Belonging

Approval

Draws on anonymous student and teacher reports about the degree to which they feel understood, supported, and accepted by students and adults at the school.
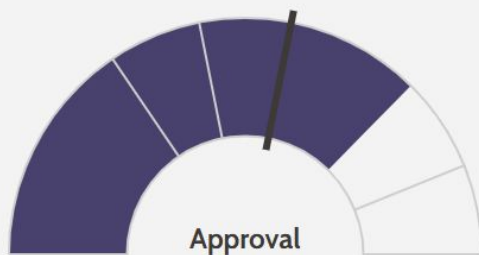
Student survey	⌄

Teacher survey	⌄

Student-Teacher Relationships

Approval

Draws on anonymous student reports about the degree to which they feel respected and cared for by their teachers.

Student survey	⌄

What systems are in place at Lincoln?

Restorative Justice Practice

Academic Support

Family Support

Word of the Week/Quotes

Anti-Bullying Pledge

Schoolwide events

Partnerships

Parent Volunteer Opportunities

Classroom choice

After school Clubs

Student Council

Challenge Accepted

Actively engaging families/students

Anti-Bullying Pledge

Literacy Event
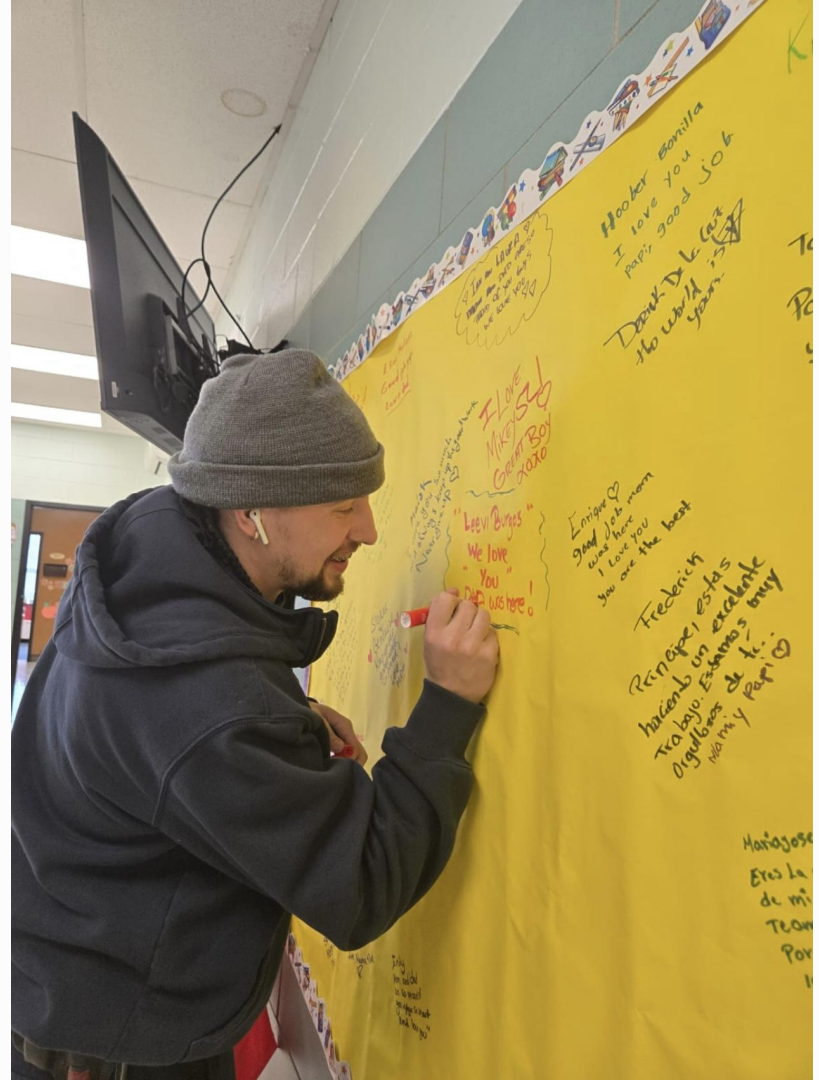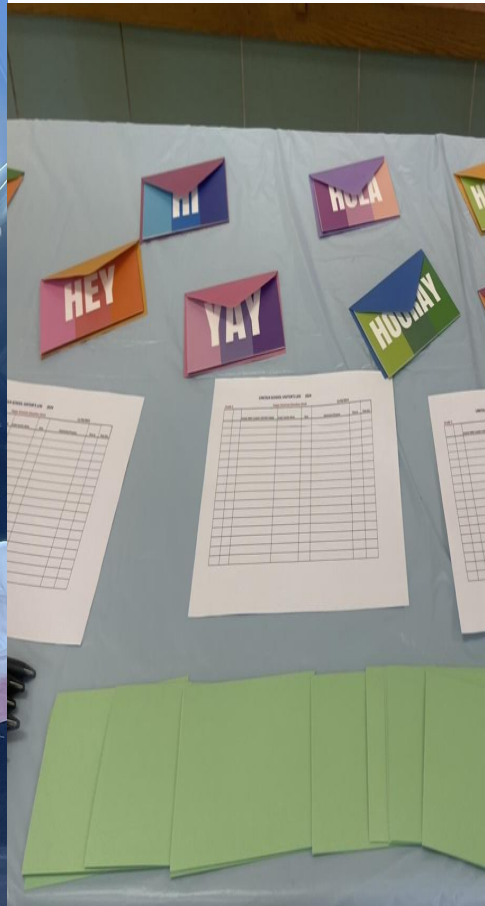
Backpack donations

Safety Assembly

Italian
Heritage
Potluck

Hispanic
Heritage
Project

DECEMBER 17, 2024

STUDENT REP REPORT

PRESENTED BY **THE STUDENT ADVISORY BOARD**

GENERAL LAW – PART I, TITLE XII, CHAPTER 71, SECTION 38M

School committees of cities, towns and regional school districts shall meet at least **once every other month**, during the months school is in session, with a **student advisory committee** to consist of **five members** to be composed of students elected by the student body of the high school or high schools in each city, town or regional school district.

STUDENT ADVISORY BOARD

VISIT TO GARFIELD

Two of the student advisory boards members, visited **Garfield Middle School's student government**. At GMS there are two current plays in the works, weekly **'Good Morning Garfield'** episodes made by the film club, and the successful School Store (which School Committee members have donated to).

Eighth Graders were happy to work alongside high schoolers and **wanted more to visit.**

STUDENT SENATE REPORT

Opportunities & Inclusion Sub-Committee

This sub-committee seeks to expand their previous **Youth Scholars Fellowship Program** to middle schools like **Garfield Middle School.**

The members of this club are seeking **transportation aid** from the **School Committee** for this monthly program to **Garfield Middle School.**
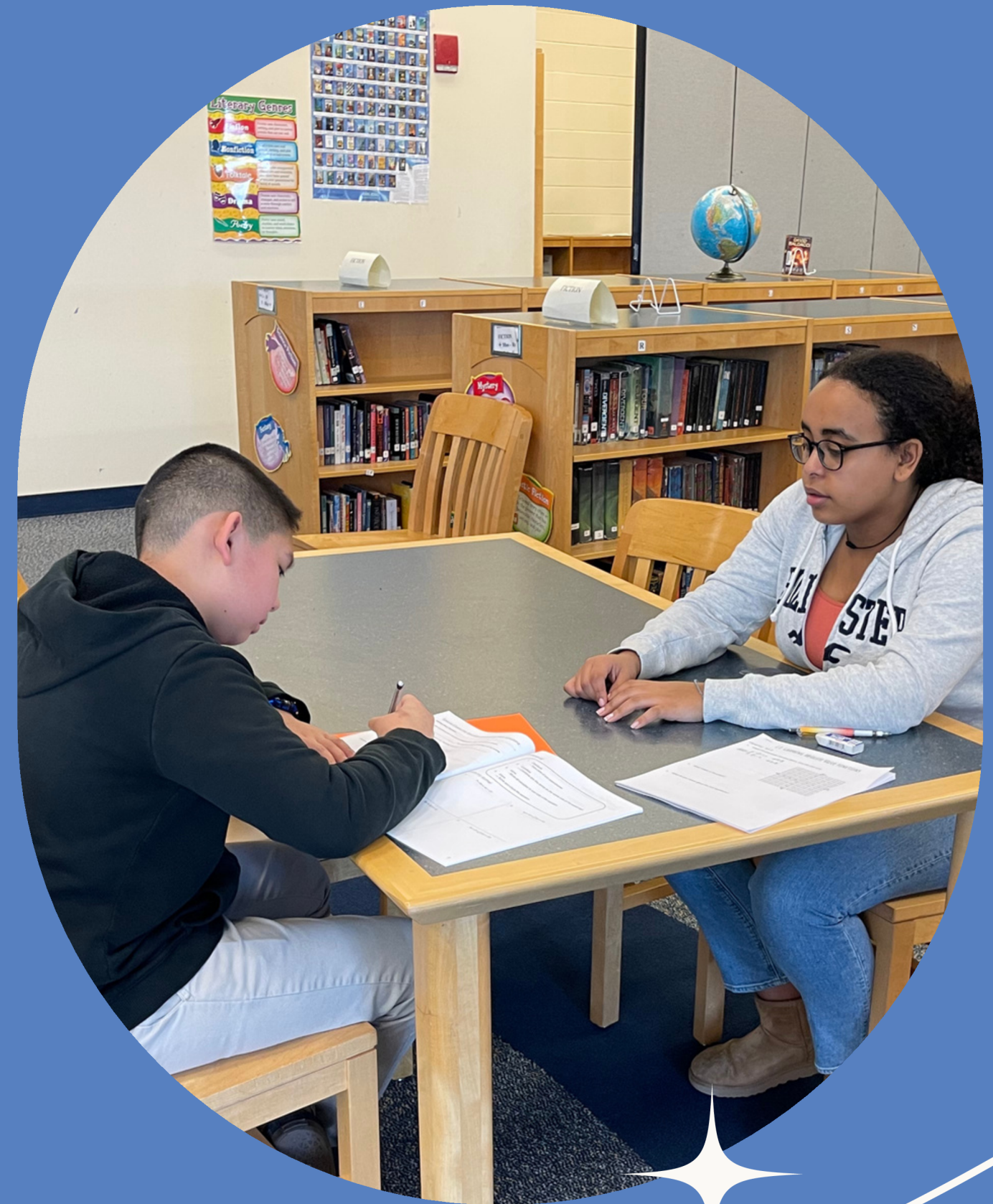
STUDENT SENATE REPORT (CONTINUED)

Opportunities & Inclusion Sub-Committee

They are also working with the **NAN Project**, hoping to bring **mental health workshops** to RHS.

NAN Project Summit - Danvers, MA - May 2025

STUDENT SENATE REPORT (CONTINUED)

Student Engagement Sub-Committee

Multicultural Night - January 9th, 2025 @ RHS.

This event will follow the **Semester 1 Winter Showcase.**

CLUB REPORT

Speech & Debate

Revere Speech & Debate is heading to **Holly Festival,** being held at **Natick High School.**

Class of 2025 Student Council

Class of 2025 is hosting RHS's first **"Deck The Halls"** event, which is being held on **December 18** from **5-8PM**

Tickets are $5 now, $7 at the door.

RHS JROTC

The **JROTC** is having their home **MAP (Marksmenship Academics & Physical training) Competition.**

The Marksman team qualified for the **National Army Postal** in **Camp Perry, Ohio** in February 2025.

They're **3rd** in their Brigade.

RHS JROTC
(CONTINUED)

JLAB (JROTC Leadership Academic Goal) – Competed in the first round of JLAB on **November 14th**

Qualified for round 2, which is in **February 2025**.

Experiential Learning at CityLab Innovation High School

Tuesday, December 17, 2024

Introduction to Experiential Learning Opportunities (ELOs) at CityLab Innovation High School

- Hands-on, real-world learning experiences that connect classroom standards to practical applications.

- ELOs provide an enriching, engaging environment to prepare students for future pathways at CityLab.

Weekly ELO Exploratory Program at CityLab

- **Every Wednesday**, Periods 6 and 7 are dedicated to ELOs for all students.
  - Grade 9: Exploratories
  - Grade 10: CAP Project

- Local organizations partner with the school to offer hands-on, exploratory activities.

- Students experience learning beyond the classroom by engaging in meaningful, real-world activities.

Teacher Integration of ELOs into Everyday Classroom Learning
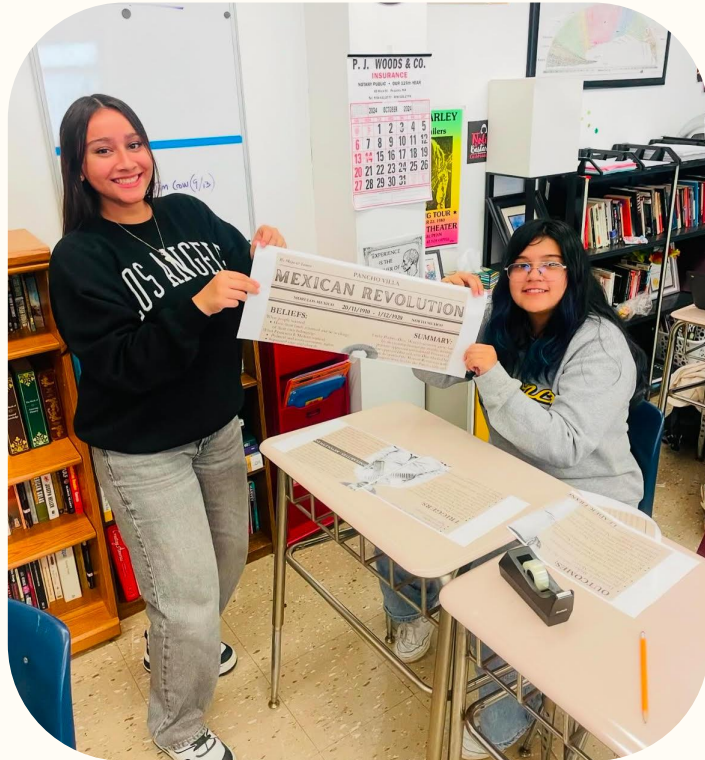
- Teachers incorporate **at least 2 ELOs per class** each month (both inside and outside of the classroom).

- Recent examples of ELOs:
  - Using the school vending machine to explore how math functions operate.
  - Video conferencing with native Japanese speakers in Fukushima for immersive language practice.
  - Field trip to Harvard Museum of Natural History to research topics in biology.
  - Grade 10 Internship Program

Partnership with Hale Education for Grade 10 Students

- All Grade 10 students participate in outdoor experiential learning every Tuesday and Thursday at Hale Education.

- Outdoor classroom setting for four core subjects.

- Some notable examples include:
  - 30-foot high ropes course to learn geometry and physics.
  - Writing reflective narratives in nature to connect academic and personal growth.
  - Outdoor physical activities to explore world history through action, such as trench warfare simulation

Outdoor Leadership Development at Hale Education

- Focus on developing leadership skills, essential for future career and academic success.

- Activities promote teamwork, decision-making, and problem-solving.

- Transferable leadership skills are cultivated through challenges called "Outdoor Leadership Labs."

Positive Outcomes of ELO Initiatives

- **Pathway Exploration:** Helps students identify career interests and potential pathways for junior and senior years.

- **Increased Attendance:** Engaging and interactive activities increase student attendance at CityLab.

- **Higher Engagement:** Real-world learning keeps students excited and connected to their education.

Thank you!

<u>Adult Professional Learning: Humanities Department Updates</u>
Revere School Committee December 17, 2024

Revere School Committee December 17, 2024

Dr. Christina Porter, Director of Humanities
Ms. Briana Tsoupas, Assistant Director of Curriculum and Instruction and Director of Title I

Handouts

Learning Outcomes

Goals

- Share some examples of adult professional learning we are supporting in RPS
- Highlight the connection between adult learning and student learning
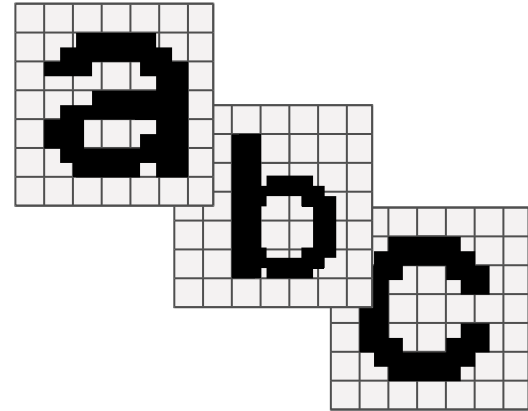
Overall Focus for Humanities

Work with teacher teams to identify and implement high quality instruction via the selection of HQ materials and teacher ==professional learning==. Ensure instruction is aligned to the [Culturally Responsive Look-fors](#).

Adult learning and student learning are symmetrical

Learning Principles For Today

1. Learning experiences should be **learner- centered** (i.e. the learner does a majority of the talking/thinking).
2. Learners need **choice**.
3. Learners come with **extensive background knowledge** and experience that can be utilized in the construction of **new knowledge**.
4. Learning is a **collaborative process.**
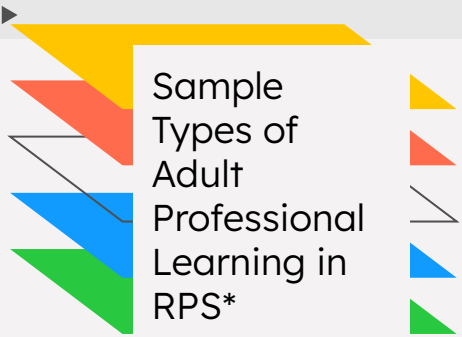
Designing Learning

In designing learning for adults, we want to mirror some of the same structures we would expect to see in a classroom. ▶
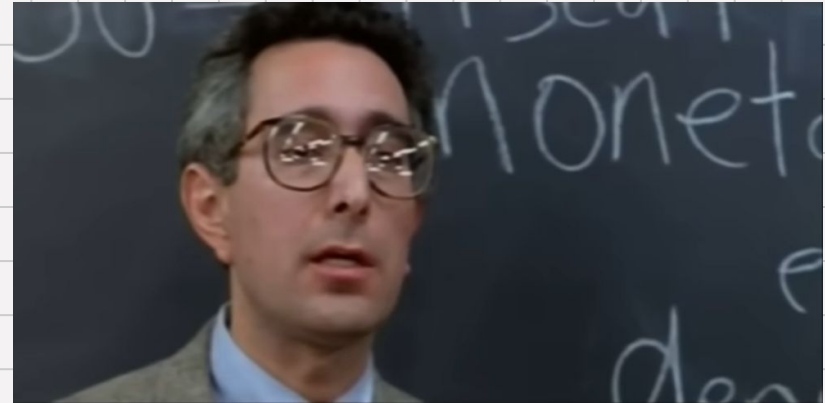
- Ownership
- Choice
- Collaboration

Sample Types of Adult Professional Learning in RPS*

Audience: Coaches

- Literacy Coach Meetings (1x week)
- Coach and Consulting Teacher Meetings(1x month)
- PD With partners (TNTP, CCC) varies

Audience: All Educators

- [Director Meetings](#) (10 hours/year)
- PGT Time (weekly)
- Professional Learning for Programs and Resources (varies)
- Self-Directed Study Plans
- Learning Walk Participation and Debrief

Audience: New Educators

- New Teacher Orientation for [new](#) and [returning educators](#)
- Mentoring
- New Teacher PD Meetings
- Sample [Choices](#) for PD

*not an all-inclusive list

Designing PD for Coaches to Support PD for Teachers

Literacy Coach Professional Learning Focus 24-25
- Looking at Student Work (LASW) protocols
  - ➢ Instructional Changes and next steps
- Returning to data cycles (STAR, etc.) with our group and with teachers
- Supporting new assessments/curriculum
- Calibration protocols
- Thoughtful Implementation of Different Resources (CCC, GLEAM Work, HS Grading Work)
- Building the MTSS System in K-12
- Classroom Visits and De-briefs (i.e., CRLFs,CCC walks, GLEAM Walks)

To support the goals highlighted in blue, we want to share three PD examples, two with coaches and one with all teachers during PGT.

Literacy Coach PD on 11.1 (pgs. 1-4 in handout)

Secondary Coach PD with TNTP(pgs. 5-9)

PGT Meeting, Grade 10 ELA (pages 10-11)

Things Fall Apart UNIT: **Formative Task Student Work**

Purpose:
(1) Identify student needs based on work completed.
(2) Engage in some level of grading calibration on tasks.
(3) Demonstrate our tasks hit the depth of standards we're trying to assess.

Please upload *at least* **three (3) student samples** for **one (1) assignment** in the appropriate folder. Please try your best to get a range within these samples, including ones where the work may be incomplete.

📁**Folders**
1. Analyzing Details Tool
2. Character Tools
3. Discussion Trackers
4. Writing Tasks

Feel free to add a folder for any other assignment associated with the TFA Unit.

Reviewing Student Work

Step #1 Presenter explains the goal of the assigned task and which standard it sought to assess

Step #2
Describe the student work: What do you see?
Avoid judgements about quality or interpretations about what the students were doing

Step #3
Interpret the student work: From the student's perspective, what is the student working on?
Try to infer: what the students were thinking and why; what the students do and do not understand; how the students interpreted the assignment; and what standards were being assessed here

Step #4
Implications for classroom practice: What are the implications of this work for teaching and assessment?
What standards seem to be assessed in this work?
How does this work inform our own understanding of "competent" with these standards?
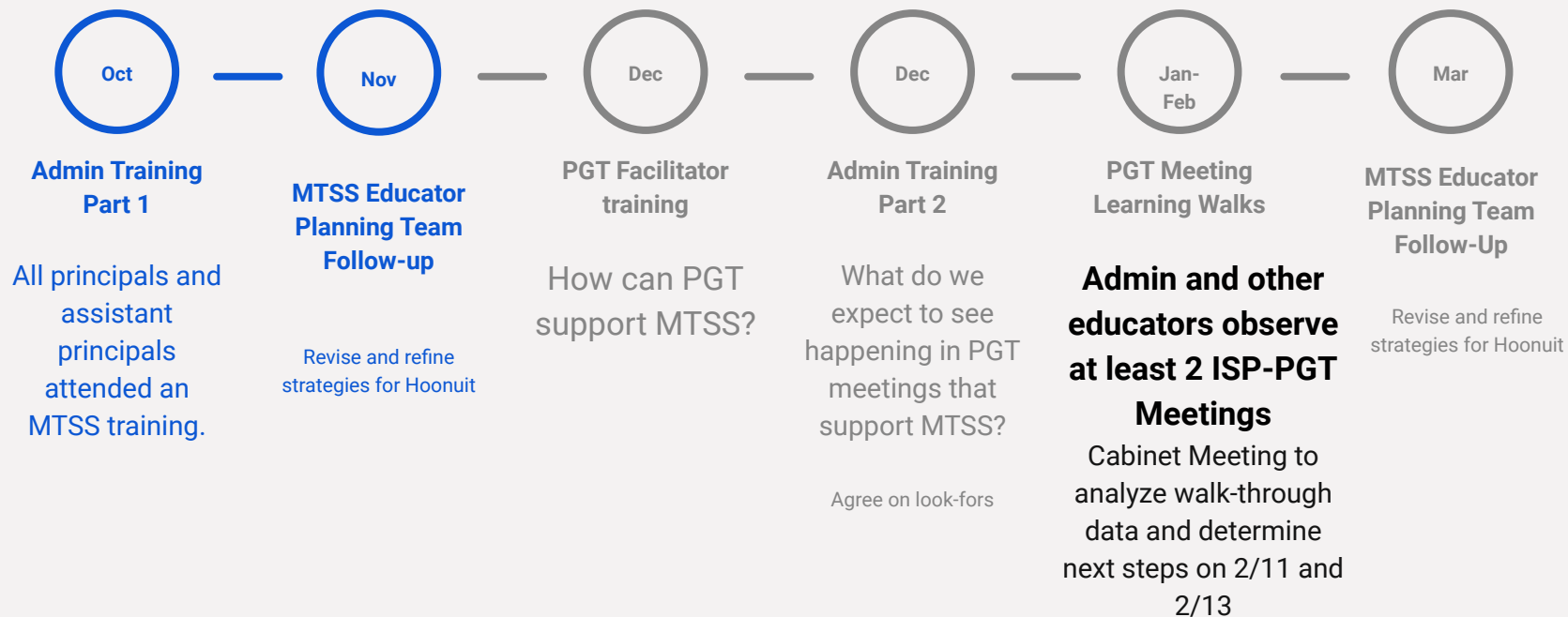*What else would you like to see in the student work (think in relation to demonstrating competency)?*
What does this conversation make you think about in terms of your own practice?

Step #5
Next Steps: What is something you are going to try this week as a result of reviewing this student work?

Continuing/Upcoming Adult Professional Learning on MTSS

MTSS is a whole-school **framework** designed to address the academic, behavioral, and social emotional needs of each student in the most inclusive and equitable learning environment.

Instructional Support Cycle Form-handout, pages 12-13

Instructional Support protocol for PGT- handout, page 14

Oct	Nov	Dec	Dec	Jan-Feb	Mar
Admin Training Part 1	**MTSS Educator Planning Team Follow-up**	PGT Facilitator training	Admin Training Part 2	PGT Meeting Learning Walks	MTSS Educator Planning Team Follow-Up
All principals and assistant principals attended an MTSS training.	Revise and refine strategies for Hoonuit	How can PGT support MTSS?	What do we expect to see happening in PGT meetings that support MTSS?\n\nAgree on look-fors	**Admin and other educators observe at least 2 ISP-PGT Meetings**\nCabinet Meeting to analyze walk-through data and determine next steps on 2/11 and 2/13	Revise and refine strategies for Hoonuit

Q&A

?

> **Pages 1-4**: Literacy coach meeting agenda from 11.1.24. For this meeting, coaches chose 1 of 3 readings on looking at student work. They then collaborated in small groups to think through different data sources and protocols to use with educators.

> **Pages 5-9**: Secondary Literacy coaches meeting with our partners from TNTP. Coaches were working on a PDSA (Plan, Do, Study, Act) protocol of looking at student work. In this session, they brought student work and collaborated in small groups to look for evidence of student growth.

> **Pages 10-11**: Agenda and protocol from the high school ELA Department PGT Meeting (Grade 10). Educators had uploaded student work and were collaborating on a looking at student work protocol.

> **Pages 12-14**: MTSS PGT Instructional Support Protocol. These protocols are for upcoming and/or ongoing use in collaborating to support students.

Literacy Coach Meeting

11.1.2024

Norms

- Honor confidentiality
- Start on time, end on time
- Have agenda / Stick to it
- Maintain focus on meeting – not on electronic devices
- Refrain from deficit-speak
- Accept and expect non-closure but not non-action

Objectives:

- Coaches will acquire new coaching strategies by sharing experiences and ideas with each other (as well as with other colleagues and professionals).
- Coaches will collaborate around school and district goals.
- Coaches will examine data in relation to equitable outcomes

Essential Question:

How do common understandings increase collective efficacy?
How can we best support adult learning?

Area/s of focus for today: Looking at Student Work (LASW) protocols
   ➢ Instructional Changes and next steps
- Returning to data cycles (STAR, etc.) with our group and with teachers

Agenda
   ❖ Welcome!

Looking at Data Through an Equity Lens
*Educator teams need to take a more inquiry-based approach to data
analysis to address inequitable norms and patterns.*
ASCD, February, 2022

Using Data Wisely at the System Level
*Introducing the "Universal Data Wise Improvement Process" and showing
what it looks like in action*
Phi Delta Kappan, September, 2017

Making Teacher Teams Work
*To make an impact on learning, teacher data-inquiry teams need the right
kinds of support.*
Education Leadership, November, 2018

  -Please read and highlight 1-2 quotes that stand out to you
  -We will discuss with a partner
  -Whole Group Share

Data Cycles Planning

1. In your smaller groups, brainstorm the different data sources we
   already have.
2. Use the template to add the data source (the templates are *very*
   general, you can add grade levels, etc.).
3. After you have the sources, brainstorm possible protocols (see below)
   to use to analyze the data.

Protocols
Data Driven Dialogue https://www.clee.org/doc/data_driven_dialogue.pdf Atlas https://www.nsrfharmony.org/wp-content/uploads/2017/10/atlas_lfsw_0.pdf

2.

30 min Atlas:
https://www.clee.org/resources/30-minute-virtual-atlas-looking-at-data-protocol/

Additional protocols: https://nsrfharmony.org/protocols/

Coach share

A positive experience from this week
Something where you would like feedback/advice from your colleagues
A challenging experience from this week

Notes on Priorities for 24-25
- Looking at Student Work (LASW) protocols
  - ➤ Instructional Changes and next steps
- Returning to data cycles (STAR, etc.) with our group and with teachers
- Supporting new assessments/curriculum
- Calibration protocols
- Thoughtful Implementation of Different Resources (CCC, GLEAM Work, HS Grading Work)
- Building the MTSS System in K-12
- Classroom Visits and De-briefs (i.e., CRLFs,CCC walks, GLEAM Walks)

3.

FIGURE 1. Taking an Equity Lens in Data Wise

INQUIRE

ACT

PREPARE

What assumptions do we make about students when we look at their work?

What patterns do we see in how educators interact with different students?

Whose stories do we tell? Whose stories do we not tell?

How well does our action plan set us up to address the needs of each student?

Who suffers when we make inferences that are not supported by evidence?

To what extent do we involve students in assessing learning and teaching?

How do our individual Whys connect to a shared Why for our team?

What is our evidence that our plan is supporting each student to thrive?

4. Dig into student data
5. Examine Instruction
6. Develop action plan
3. Create data overview
7. Plan to assess progress
2. Build assessment literacy
Act and assess
1. Organize for collaborative work
8.

ACE Habits of Mind
• Shared commitment to **A**ction, assessment, and adjustment
• Intentional **C**ollaboration
• Relentless focus on **E**vidence

© Data Wise Project 2021

Adapted with permission from Boudett, K. P., City, E. A., & Murnane, R. J. (Eds.) (2013). *Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Learning and Teaching, Revised and Expanded Edition.* Cambridge, MA: Harvard Education Press, p. 5.

December ELA Coaching PD

December 6, 2024

Objectives	Agenda
Coaches will . . . • Engage in the "study" component of a PDSA Cycle by analyzing student work, observation notes and other data points to assess impact of interventions on student outcomes • Engage in the "act" component of a PDSA Cycle by refining their current strategy and identifying key metrics for evaluating change in the coming weeks	• Team Builder • Overview of Session • Looking Back: Plan & Do • Moving Forward: Study & Act • Closing & Next Steps

Team Builder

Fill in the Blanks:

If I could start my own Podcast about the month of December, it would be called "_____" and we would talk about _____

_____. I would

want _____ to be a guest and I would ask them
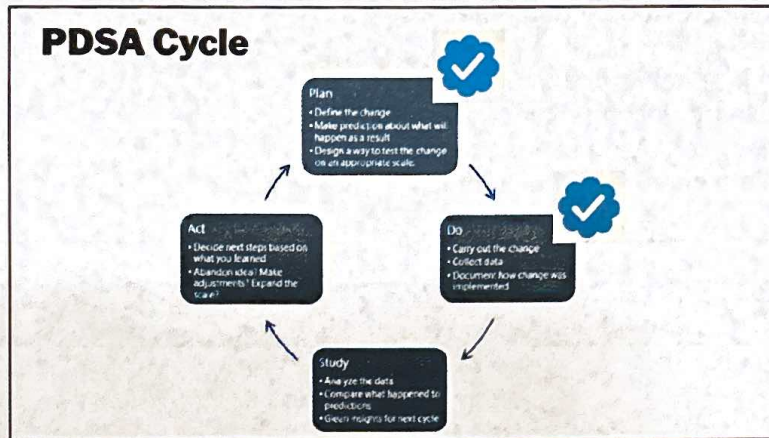
_____

_____.

5.

Overview of Today's Session

Notes:

PDSA Cycle

Notes:

Share:

- _Plan:_ What's the challenge you are trying to solve? What do you believe is the root cause of the challenge?

- _Do:_ What change or interventions did you introduce? How?

Study & Act

Notes:

Study:

Ground in Your Desired Outcomes	**Anchor in the change you hope to see** • What will you see in student work that's an indicator of this? • What will you hear in student discourse that's an indicator of this? • What quantifiable data will help you assess the desired outcome has been met?
	Review Student Work • Start by unpacking the standards, reading the aligned text and

6.

Study Your Data	developing an exemplar and highlighting the specific element of the exemplar that depicts the change you are looking to see. • Where do you see evidence of the change? What might have contributed to that? • Where do you see an opportunity for greater change? What might be at the root of the misconception? **Review Your Classroom Observation Notes** • *What did you see or hear from students that were evidence of the change? What did the teacher do to build towards this moment?* • *Where do you see an opportunity for greater change? What might be at the root of the misconception? What instructional moves might have supported the student(s) in that moment?*
Study Your Approach	*What interventions led to shifts in instructional practices and changes in student outputs? Why?* *What interventions did not have their intended impact? Why?*

Share:

- Share your reflections with a teammate.

- *Are there other root causes worthy of exploring?*

Reading about Writing:

- Read: Natalie Wexler's post "To Boost Learning, Weave Writing Activities Into Regular Instruction"
  - Pay particular attention to these places in the text:
    - *Where the text raises questions for you*
    - *Where it confirms what you already believe*
    - *Where it makes you say aha*
    - *Where it conflicts with your beliefs*
    - *Where it causes you to reconsider prior assumptions*

  - Choose two different golden lines that you want to share with the team.

- Share (Golden Line Protocol):

  - Share your "golden line"

  - Direct your peers to where they can find the quote in the text so that they can follow along with you

  - Explain the golden line's significance

  - Invite a peer to share their golden line and continue the process

- Discuss:

  - *As you prepare to engage in the "Act" planning component of the PDSA Cycle, what's resonating with you from this reading?*

Act:

- <u>Reflect:</u>
    - *What interventions need to be refined, added or abandoned?*

    - *What root causes are not currently addressed in the interventions? Add them!*

    - *Who along the vertical spine needs to be brought into "the how." Consider your plan for engaging and/or investing these stakeholders.*

    - *What metrics will you use to continue to measure change?*

- <u>Example:</u>

Plan			Do		
Outcome	Challenge	Root Cause	Intervention	Method	Metrics

		feedback and support		Odell PD resources Led by coach Maybe focused on writing?	

Closing

Share Out:

- *If your PDSA Cycle was a podcast, what would it be called?*

Next Steps:

- **Today:** Please take the survey!

9.

TFA UNIT: **Formative Task Student Work**

Purpose:
  (1) Identify student needs based on work completed.
  (2) Engage in some level of grading calibration on tasks.
  (3) Demonstrate our tasks hit the depth of standards we're trying to assess.

Please upload *at least* **three (3) student samples** for **one (1) assignment** in the appropriate folder. Please try your best to get a range within these samples, including ones where the work may be incomplete.

📁**Folders**
  1. Analyzing Details Tool
  2. Character Tools
  3. Discussion Trackers
  4. Writing Tasks

Feel free to add a folder for any other assignment associated with the TFA Unit.

📋THE PLAN	
M, 12/2	Upload student work into appropriate folders.
T, 12/3	Partner up and review one teacher's samples of student work together. Complete the Reviewing Student Work Sheet.
M, 12/9	Partner up and discuss instructional adjustments based on formative data.
T, 12/10	Gradebook Presentation
M, 12/16	Reflect on instructional adjustments made.
T, 12/17	Building-Based PGT

Reviewing Student Work

Step #1 Presenter explains the goal of the assigned task and which standard it sought to assess.

Step #2

Describe the student work: What do you see?

Avoid judgements about quality or interpretations about what the students were doing

Step #3

Interpret the student work: From the student's perspective, what is the student working on?

Try to infer: what the students were thinking and why; what the students do and do not understand; how the students interpreted the assignment; and what standards were being assessed here

Step #4

Implications for classroom practice: What are the implications of this work for teaching and assessment?

What standards seem to be assessed in this work?
How does this work inform our own understanding of "competent" with these standards?
What else would you like to see in the student work (think in relation to demonstrating competency)?
What does this conversation make you think about in terms of your own practice?

Step #5

Next Steps: What is something you are going to try **this week** as a result of reviewing this student work?

11·

PGT Meeting Instructional Support Cycle Form | Make a copy for your own use

To be used with the Instructional Support Protocol

Guiding beliefs that support equitable education (from Revere Equity Board)

1. All students can learn with the right structures and supports.
2. All teachers can teach with the right mindset and support.
3. All caregivers want their children to thrive.
4. All students want to succeed
5. We do not have struggling students; we have instruction, curriculum, and school cultures that are struggling to build on students' strengths and address students' academic and SEL needs.
6. Equity is a journey, not a destination.

Teacher name: **Notetaker:**

Date:

Step 1: Teacher shares concerns, data, and assets about a single student or about a group of students.

Student/s name	
Concern	*My intended outcome is…however….*
Data + What has already been tried?	*I know this because…*
Student assets	*What are some areas of strength that this learner has? / What are some areas of strength for these learners?*

Step 2: PGT colleagues ask clarifying and probing questions to learn more about the situation.

Examples of clarifying questions: How much time were students given to complete this task? - What resources or scaffolds were available for students? - How are other students in the class doing in this area?

Examples of probing questions: What would have to be true for this student to demonstrate success in this area? - What supports have had some level of success with this student? - What other approaches have you considered for helping students with this concept? **Caution:** Be careful not to present a recommendation as a probing question. Recommendations will come later in the protocol.

Step 3: PGT members identify students in a similar situation who might benefit from similar responses.

Students in a similar situation	

12

Step 4: Plan a response to the situation.

Suggested strategies: *What Tier 1 strategies could be helpful? How could a Tier 2 in-classroom grouping address this concern for multiple students?*	*You could try....*
Selected strategy	
Progress monitoring plan	*When should we check in next about this?* *What data should be collected by this time?* *What is the expected outcome by this time? What would success look like for this student/s? (Note: Success = if the student continues to make progress at this rate, the student is on track to be "at grade level" by the end of the school year.)*

Step 5: Record "What happened?" Notes

Date: **Notetaker:**

Was the strategy/ies implemented?	Frequency	Is the strategy/ies working?	Next steps?
☐ Yes ☐ No ☐ No- b/c student not present	☐ Multiple times of day ☐ Daily ☐ More than once a week ☐ Once a week ☐ Other	☐ Most of the time ☐ Some of time ☐ Seldomly ☐ Never	☐ Continue as is ☐ Continue with modifications ☐ Start a new strategy ☐ Refer to BBST

Other notes:

13.

Purposes: 1) To build educator capacity for UDL-focused Tier 1 and Tier 2 instruction as part of the core curriculum 2) To support educators' preparation for an appropriate BBST referral (a referral supported by data collection)

Product: Completed PGT Meeting Instructional Support Form

Preparation: The presenting teacher has completed Step 1 of the form.

Roles: Facilitator, Recorder, Presenter   **Time:** Approximately 20-25 minutes

Before you begin the protocol: **Connect** and **Recap**	**Connect:** Begin your meeting with a quick way for members to share something positive, such as… • Something they are proud of that they did over the past week • Someone they are proud of • An appreciation for… *I am appreciating _____ because….* **Review / Recap:** Ask presenters from prior weeks to report on how the interventions they have tried are working. Check if anyone is ready for Step 5 (What happened?).

These steps align with the **PGT Meeting Instructional Support Form**	Notes
Step 1 (4 min): Presenter shares concerns, data, what has already been tried, and student assets.	
Step 1B: Ask the presenter to share student assets if that has not happened yet.	
Step 2 (5 min): PGT colleagues ask questions.	
Step 3 (2 min): PGT members identify students in a similar situation who might benefit from similar responses.	
Step 4A (5-7 min): Brainstorm 3-5 possible responses. Record them in the first row of Step 4.	
Step 4B (3-5min): Presenter selects one to try next. Record this in the 2nd row of Step 4.	
Step 4C (3 min): Presenter proposes a progress monitoring plan. *(When should we check in next about this? What data should be collected by this time? What is the expected outcome by this time?)* Team members provide feedback. **Add the check-in date to your PGT calendar.**	

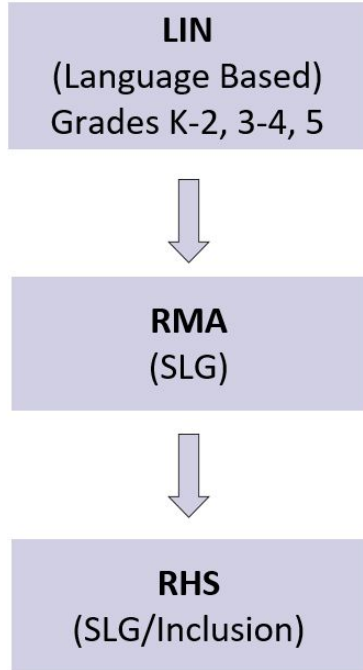| Debrief (3 min) Each team member shares a takeaway or an appreciation. What did you learn? What are you wondering about? |
|---|

14.

Special Education Redesign Update

Purpose of the Redesign

- Limit building transitions while providing more robust learning opportunities for our students most in need

- Streamline, expand, and support the IGNITE programming at Beachmont & Whelan

- Expand the middle school special education continuum of supports

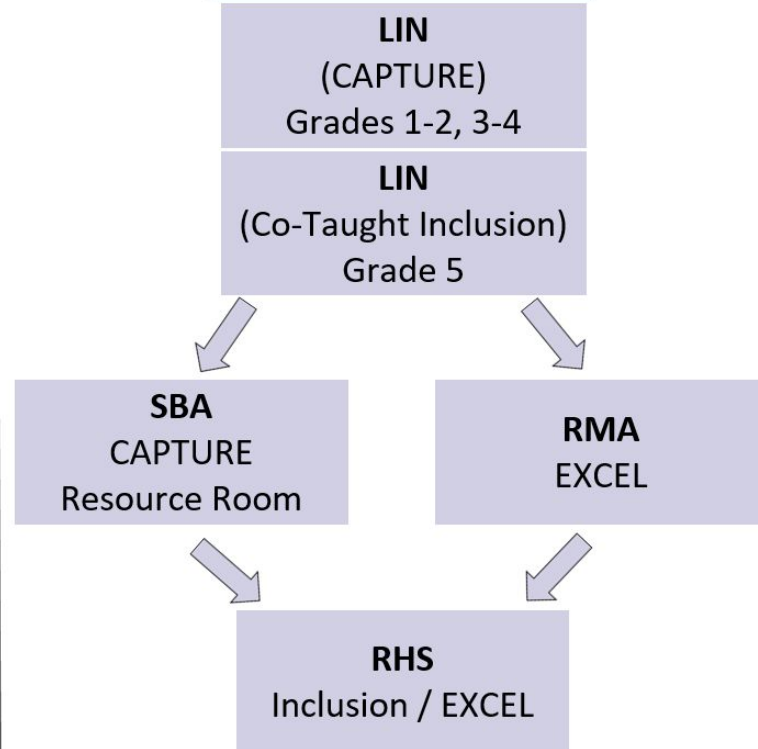- Support long term vision of increasing full inclusion opportunities within schools

CAPTURE Program

Previous Model

LIN
(Language Based)
Grades K-2, 3-4, 5

↓

RMA
(SLG)

↓

RHS
(SLG/Inclusion)

New Model

LIN
(CAPTURE)
Grades 1-2, 3-4

LIN
(Co-Taught Inclusion)
Grade 5

SBA
CAPTURE
Resource Room

RMA
EXCEL

RHS
Inclusion / EXCEL

CAPTURE (Language Based) Program

- Partnership with **Landmark** to design, implement, and refine programming for students with dyslexia and other specific learning disabilities (SLDs)

- Provided Professional Development for Lincoln and SBA staff working with students with language based disabilities

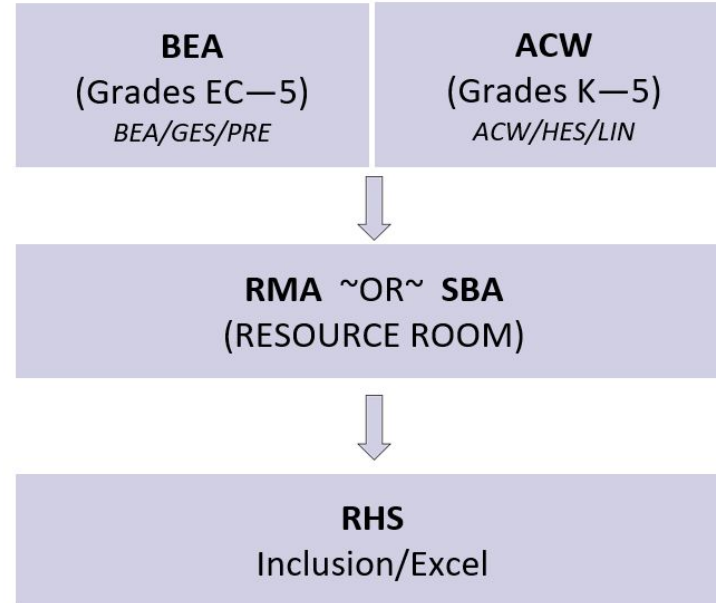- Ongoing coaching from Landmark with the CAPTURE teams

IGNITE (ASD) Program
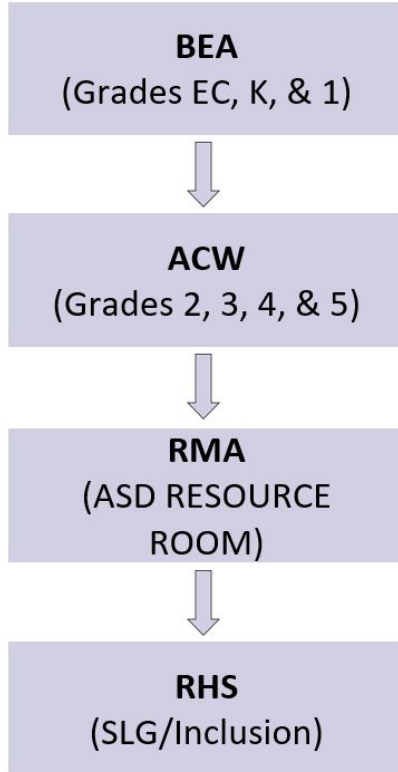
IGNITE (ASD) Program

- **Dr. Kathleen Quill** is a developmental psycholinguist, Behavior Analyst (BCBA-D) and published author whose clinical and academic work spans 4 decades.
  - *Serves as an adjunct professor in the ABA Autism program at Endicott College*

- Working collaboratively to support IGNITE program at the Beachmont and Whelan Elementary schools through training, consultation, and skill building for academics and behavioral expectations

ASCEND (Life Skills) Program

Previous Model

GES
(Grades EC -5)

↓

SBA
(Grades 6-8)

↓

RHS
(Life Skills)

RHS
(Post Grad)

New Model

GES
(Grades EC -5)

GMS
(Grades 6-8)

↓

RHS
ASCEND

RHS
STRIVE
(Post Grad)

ASCEND (Life Skills) Program

- **Transitional and Inclusive Skills practice such as:**
  - MBTA Blue Line
    - *Charlie cards purchased for the ASCEND secondary programs*
  - Walking field trips on Revere Beach during adaptive PE with Mr. Nazzaro
  - Unified PE Classes
  - Swimming lessons
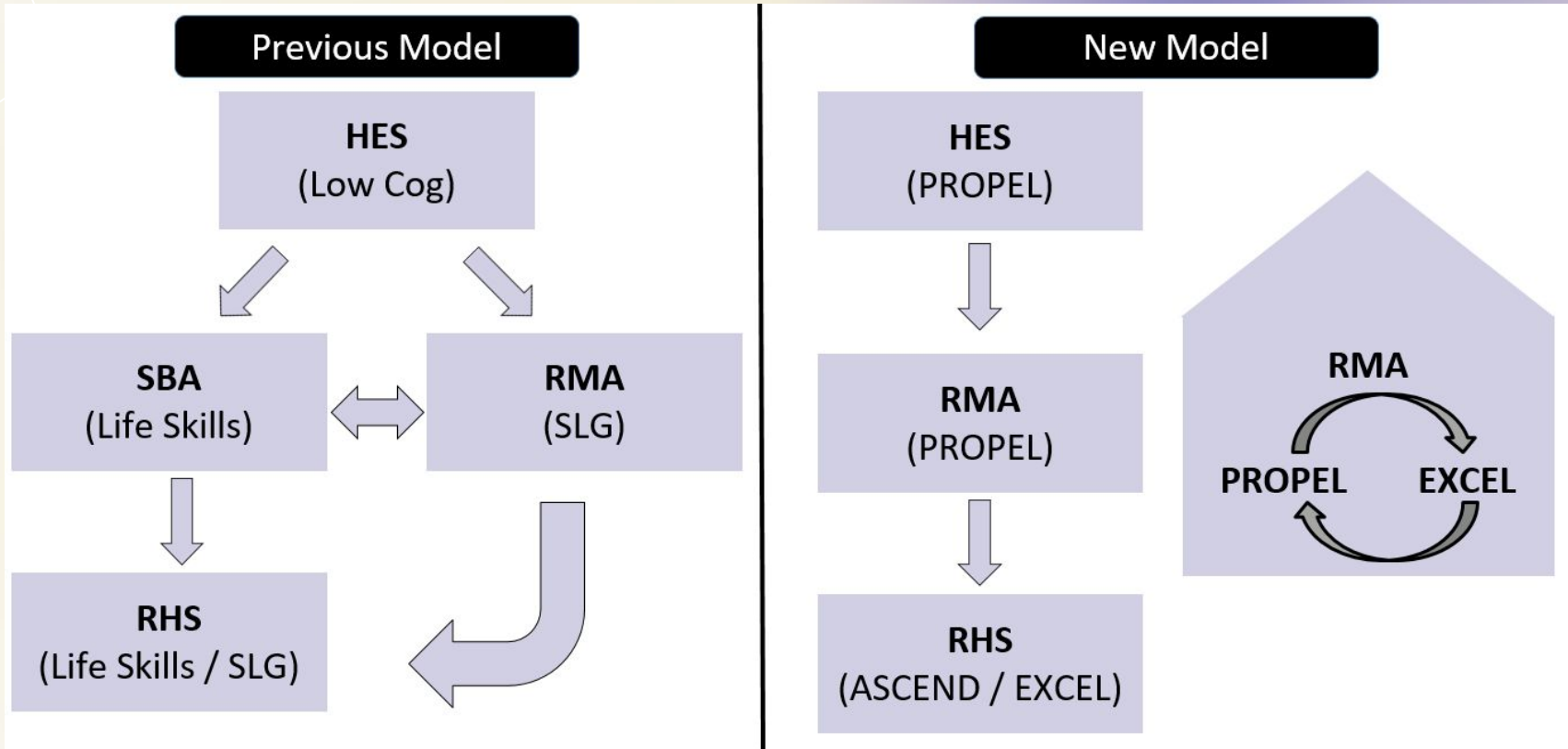 - Adaptive art

STRIVE (Post Grad) Update

- Culinary/Cooking opportunities in the RHS Café

- **Continued Internships:**
  - Chelsea District Court
  - Revere Parks & Recreation
  - UMass Boston (auditing classes)

- **New Internships:**
  - RMA Breakfast internship
  - RHS Library internship

PROPEL Program

Unified Sports at the RMA

- **Fall Unified Bocce**

  - General Education students, inclusion students and students in the PROPEL program

  - RMA hosted a PEP rally to support the Bocce players

  - Participated in a Bocce Tournament with other districts

Looking Ahead

- Continue and expand working with Landmark and Dr. Quill to support programming

- Expand specialized PD/consultation opportunities to other specialized programs

- Continue to expand Unified Sports, travel training, and internship opportunities

- Continue to adjust programming towards a least restrictive environment, resulting in more students on a graduation path resulting in a diploma