

**Revere School Committee Meeting Agenda  
December 16, 2025**

A Regular Meeting of the Revere School Committee will be held on **Tuesday, December 16, 2025, 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/83821934729?pwd=VrySHJ3aRVrVzvHsHE6McBT5xRlPeK.1>

Passcode:258175

Watch on Revere School Committee YouTube

<https://www.youtube.com/c/revereschoolcommittee>

**REGULAR MEETING:**

1. Pledge of Allegiance/Call to Order
2. Recognition
  - a. School Committee member Frederick A. Sannella
3. Consent Calendar (Vote Required)
4. Student Representative Report (Attached)
5. Public Speak
6. Superintendent Report
  - a. “Our MCIEA Journey at Whelan Elementary School” – A.C. Whelan Elementary School
  - b. “Update from the CODAS” – James Horgan, Stuart Noiseux, and Alison Pulido
  - c. “Leveraging Coach Collaboration to Support MTSS – RPS Humanities Dept.
  - d. Neighborhood Middle School Locations – Chief of Planning and Community Development, Tom Skwierawski
  - e. Governor’s Proposed Graduation Requirements
7. Report of the Sub-Committees (None)
8. Motions
9. Hearings (None)
10. Unfinished Business (None)
11. New Business (None)
12. Executive Session (None)
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.**

### **File: BEDH - PUBLIC Comment 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 and encourages community members of the district to attend and/or participate 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 from the public on issues that affect the school district and are within the scope of the Committee's responsibilities. 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. Therefore, the Committee has set aside a period of time at each regular School Committee meeting to hear from the public. This time shall be available at every School Committee meeting whether held in person, online, or hybrid (both in person and online).

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. Members of the public can sign up for public comment starting 15 minutes before each regularly scheduled School Committee meeting and up until the end of the public comment period. Individuals or group representatives can sign up using the sign-in sheet provided by the School Committee and located in the back of the School Committee room. Members of the public who attend the meeting online/remotely can sign up by entering their name into the Zoom chat box. The sign-up sheet and/or online list will be provided to an officer of the Committee just prior to the meeting being called to order and any additional entries will be provided to the officer conducting the roll call for public comment on a rolling basis, until the end of the public comment period.
2. 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.

3. All speakers are encouraged to present their remarks in a respectful manner.
4. 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.
5. Public Speak shall concern items that are not on the School Committee's agenda, but which are within 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.
6. 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.
7. Large groups addressing the same topic are encouraged to consolidate their remarks and/ or select a spokesperson to comment at Public Speak.
8. Copies of public comments shared during the public comment period may be presented in writing to the Committee before the meeting for Committee members to review and for inclusion in the meeting minutes.
9. 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.
10. 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.

### **Public Comment During Remote or Online Meetings**

Should the School Committee hold its public meetings remotely, the process for participating in public comment shall replicate the above as much as possible. The only difference will be the manner in which those wishing to speak sign up. Members of the

public wishing to speak can sign up for public comment at the beginning of the meeting via the chat feature and up until the end of public comment.

### **Participating in Public Comment Remotely During In-Person Meetings**

As the School Committee expands its capacity to utilize online meeting tools that facilitate remote participation in meetings, it aims to identify new ways to expand public participation via remote or online technology, even when a meeting is held in person. This would entail the opportunity to view meetings in a “live stream” mode and submit public comment electronically, to be read aloud during the public comment period, following the procedures outlined above.

*State law also provides that: No person shall address a public meeting of a public body without permission of the chair of the meeting, and all persons shall, at the request of the chair, be silent. No person shall disrupt the proceedings of a meeting of a public body. If after clear warning from the Chair, a person continues to disrupt the proceedings, the Chair may order the person to withdraw from the meeting and if the person does not withdraw, the Chair may authorize a constable or other officer to remove the person from the meeting.*

*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: July 2024



DECEMBER 9, 2025



# STUDENT REP REPORT

PRESENTED BY **THE STUDENT ADVISORY BOARD**




# 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

# NEW ENGLAND SPORT NETWORK

Six RHS students had the opportunity to tour the NESN Studios in Watertown. They went backstage during the Bruins' pre-show, toured the audio and visual production booths, met with NESN executives, and even stood on set during a live broadcast. It was an incredible behind-the-scenes experience for students.



# STUDENT ADVISORY BOARD

## MIDDLE SCHOOL POWER OF KNOW CLUB

-The **GMS** POK Club, led by Ms. Delgreco, organized a middle-school food drive with participation from all three grades. They collected over 400 pounds of food for a local pantry. Donating students earn a dress-down day, and some also volunteer to help at the pantry. The project was a great success.

-The **RMA** POK Club, led by Mrs. Lisa Gendreau, has 13 sixth-grade members focused on leadership and service. A highly successful food drive led to the RMA Food Pantry, with ongoing donations and end-of-year contributions to the Revere Food Pantry. Dr. Bobb will reward the grade with the most donations. Students also planted tulips in the RHS courtyard with support from POK District Lead Jill Foley.



# Equity Officer

A big shout-out to our RHS Principal, Mr. Bowen, for supporting student voices and helping to establish the Equity Officer role. The Equity Officer ensures that student council decisions, events, and communications reflect the values of equity, inclusion, and cultural responsiveness. Each Equity Officer also serves as a student representative on the District Equity Team. One key responsibility of the Equity Officer is to seek out and center marginalized voices in decision-making. We also want to thank our alumna, Francoise Kodjo, Dr. Garcia, and Ms. Monterroso, for their support in this role.



## **Equity Officers:**

**Grade 10:** Nayeli Shuan

**Grade 11:** Isabel Londono  
Puerta

**Grade 12:** Jaleeyah Figueroa

# STUDENT ADVISORY BOARD

## Meet our 8<sup>th</sup> graders, Project 351

# Project 351

Each year, middle schools across Massachusetts select one 8th grader to represent their school in Project 351, a nonprofit organization that develops community-minded young leaders through service learning, community building, and values-based leadership training. Students are chosen for their kindness, compassion, and leadership potential.

Teachers shared that choosing among so many exceptional 8th graders at RPS was difficult, and they are excited to see how these ambassadors will contribute to our community throughout the year.

## Ambassadors



**SBA - Ariana Almeida**



**GMS - Jameelah Figueroa**



**RMA - Aubrey Birungi**

## STUDENT ADVISORY BOARD

# Sports

# Round-Up



①

The RHS Unified Basketball Team had a winning fall season!

②

RHS Track season has begun, and they had their first meet last Friday against Lynn Classical.

③

RHS Varsity basketball had their first game last Friday.



# RHS CLUB REPORT

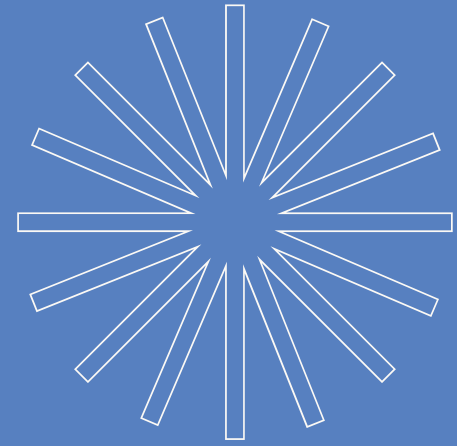
## **Speech & Debate**

Speech and Debate is excited to participate in the annual Holly Tournament, the biggest competition of the year, with the new team ready to showcase their well-practiced events.

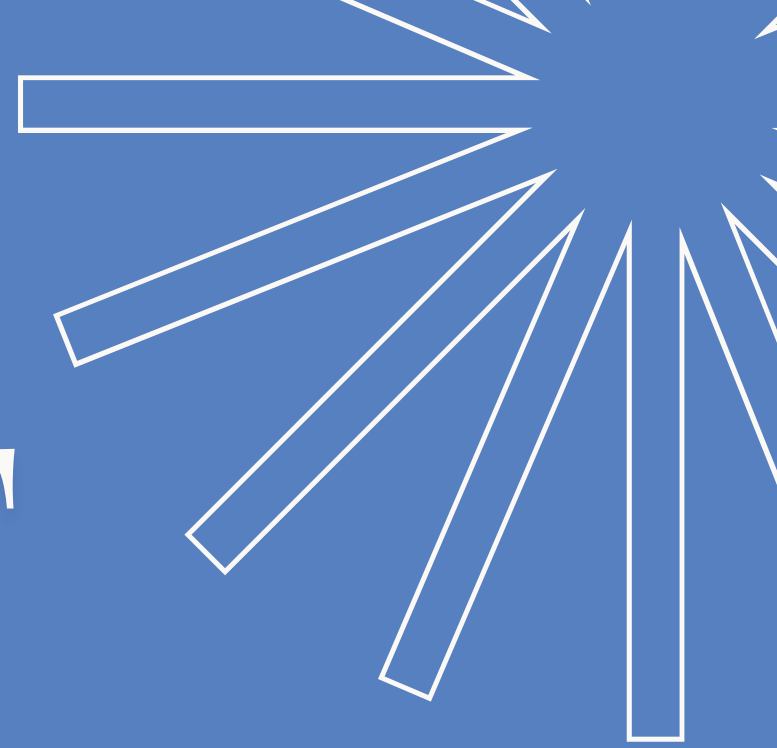
## **Model United Nations**

Model UN held an in-house conference on December 13 to kick off the season, especially for students new to the club.





# RHS CLUB REPORT

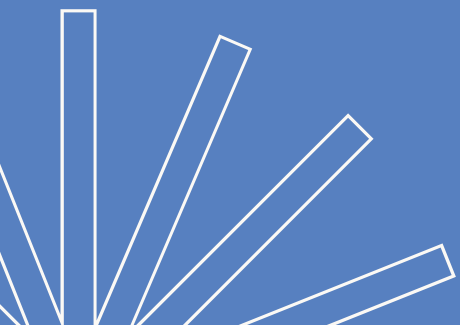


**LASSO** (Latin American Student Organization)

This month, Laso continued its weekly events. Students actively participated in a community-building slime activity and attended a career visit from SSG Marin, where they gained insights into various career opportunities

**Welcome club**

On Tuesday, December 4th, the Hi5 News team visited the school to interview the Welcoming Club, film their activities, and tour the campus. The visit ended with the signature "Hi5" finale.



STUDENT ADVISORY BOARD

# Deck The Halls

The Senior Class of 2026 will host the second annual "Deck the Halls" event this Thursday, December 18th. This magical evening will feature interactive activities as the halls of RHS are transformed into a winter wonderland. Guests will also have the opportunity to take a photo with Santa. All are welcome to attend.





# OUR MCIEA JOURNEY AT A. C. WHELAN ELEMENTARY SCHOOL



WHERE WE HAVE BEEN, WHERE WE ARE, AND WHERE WE ARE GOING

PRESENTED BY:

RACHEL SHANLEY (PRINCIPAL), LINDSAY CONRAD (EDUCATOR) & LUCIANO SCHILLE (STUDENT)





# WHAT IS MCIEA?

MASSACHUSETTS CONSORTIUM FOR INNOVATIVE EDUCATION ASSESSMENT

- Focus on meaningful, student-centered assessment
- Emphasis on deeper learning and teacher-developed tasks
- Partnership across multiple MA districts





# WHY MCIEA MATTERS?

- Supports Revere's deeper learning priorities
- Provides authentic, project-based assessment
- Builds teacher capacity and collaboration
- Offers holistic, equitable measures of student learning





I

WHERE WE HAVE BEEN

# REVERE'S HISTORY WITH MCIEA

- Revere among early MCIEA partner districts (Cohort 1)
- Strong teacher representation on school teams
- Leadership involvement created momentum
- Served as early foundation for deeper learning and task design work



# MY PERSONAL JOURNEY WITH MCIEA

- Cohort 1 teacher leader
- Supported schoolwide rollout during PGT
- Later part of Kaleidoscope Team
- Strong alignment between Kaleidoscope & MCIEA through deeper learning
- Joined district Deeper Learning Team as an administrator
- Continued exposure to MCIEA work across the district
- These experiences informed commitment to authentic assessment





2

WHERE WE ARE NOW



# WHELAN ELEMENTARY: RE-ENGAGEMENT WITH MCIEA

- First year as principal: implemented mini-MCIEA pilot
- Coaches with MCIEA experience supported grade-level teams
- All grades created MCIEA-aligned tasks
- Each grade implemented at least one MCIEA Task Bank task
- Weekly 40-minute PGT block dedicated to MCIEA & deeper learning



# SCHOOL-BASED DEEPER LEARNING SHOWCASE

- Hosted first Whelan Deeper Learning Showcase
- Many teams highlighted MCIEA-aligned work
- Participated in district-wide Deeper Learning Showcase
- Elevated student voice and deeper learning experiences



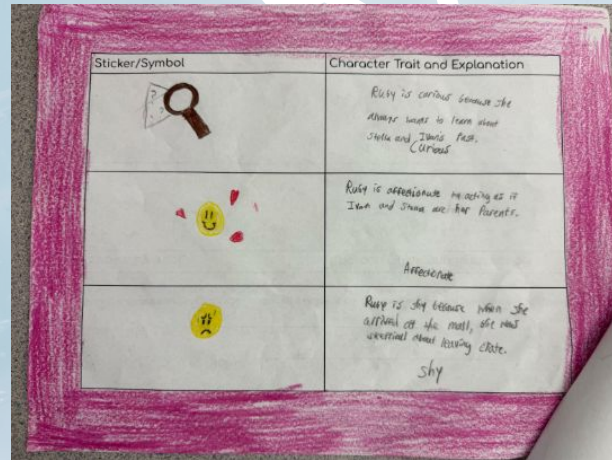
# A HIGHLIGHT: GRADE 4 MCIEA PILOT

- Full MCIEA pilot with Grade 4 ELA team
- Students completed multiple deeper learning tasks
- Created portfolios to demonstrate learning
- Collaboration with MCIEA partner Nikki Holland
- Shared outcomes at district Deeper Learning Showcase



# TONIGHT'S SPOTLIGHT: SHOWCASING STUDENT WORK

- Featuring Grade 4 portfolio samples
- Preview of upcoming Grade 5 projects
- Celebrating teacher leadership and collaboration
- Highlighting deeper learning in action





3

WHERE WE ARE GOING

# EXPANSION FOR 2025–2026

- Grade 5 ELA joining the MCIEA pilot
- Continued partnership with Nikki Holland
- Ongoing portfolio development & task-based assessment
- Preview of Grade 5 work coming later this year



# OUR MCIEA JOURNEY



MCIEA continues to strengthen meaningful,  
student-centered learning

## WHERE WE WERE

Early district  
involvement and  
foundational work

## WHERE WE ARE

Re-energized  
implementation,  
pilots, showcases

## WHERE WE ARE GOING

Expansion,  
sustainability,  
district alignment



The background is a light blue gradient with a pattern of water droplets and snowflakes. A white rectangular border is centered on the page. The text "THANK YOU!" is written in a dark blue, serif font, centered within the white border. There are four snowflake icons: a small blue one in the top-left corner, a small blue one in the top-right corner, a large white one in the bottom-left corner, and a medium blue one in the top-right corner.

THANK YOU!

# Update from the CODAs

Alison Pulido



James Horgan



Stuart Noiseux



# Overall Impact

1. Strengthened Administrative Presence
2. Reduction in Student Discipline Issues
3. Positive Culture Around Attendance
4. Transportation
5. Staff Coverage
6. Title IX
7. ACCESS Testing Planning and Completion
8. MCAS Preparation, Coordination, and Completion



# Strengthened Administrative Presence

- Increased daily visibility of administrators throughout the building.
- Strategic scheduling and support allow Principals and APs to spend more time in classrooms.
- Improved monitoring of hallways, common areas, and transitions to ensure smoother school operations.

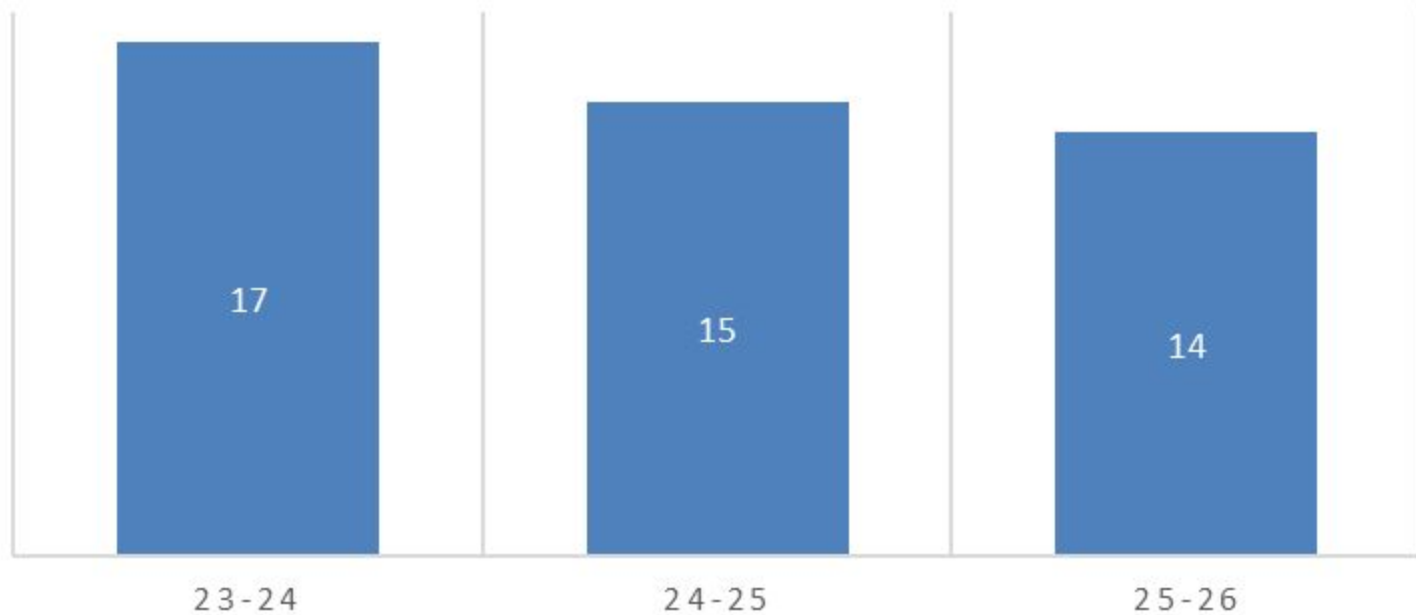


## 2. Reduction in Student Discipline Issues

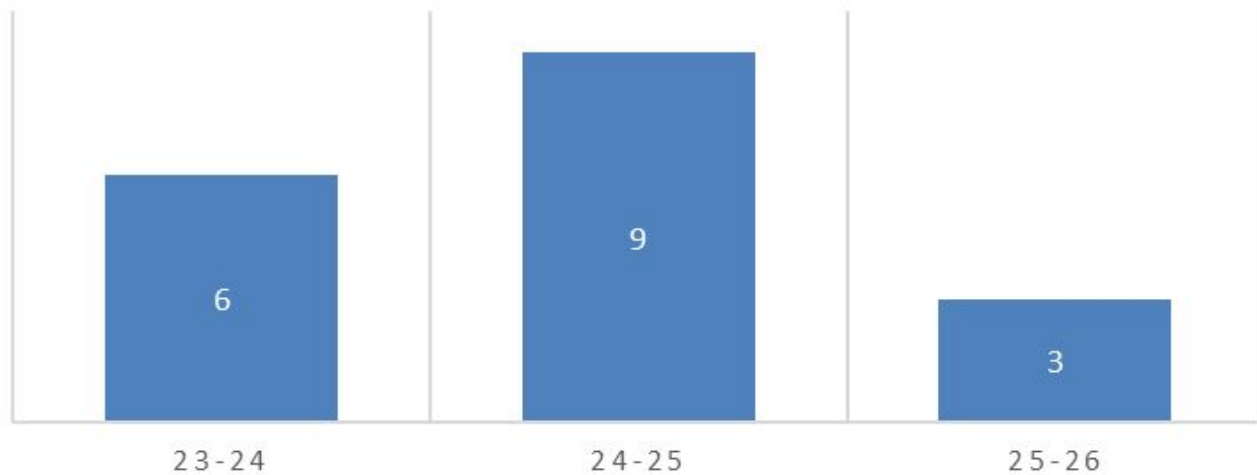
- Increased presence has led to fewer behavioral incidents and quicker intervention when issues arise.
- Collaboration with admin and support staff to identify trends and implement proactive strategies.
- Use of consistent expectations and follow-up has reinforced a calm, predictable school environment.
- Reducing Student Referrals
- Building Admin are more relational/restorative with students instead of reactive.
- AP's are able to get ahead of situations instead of reacting to situations.



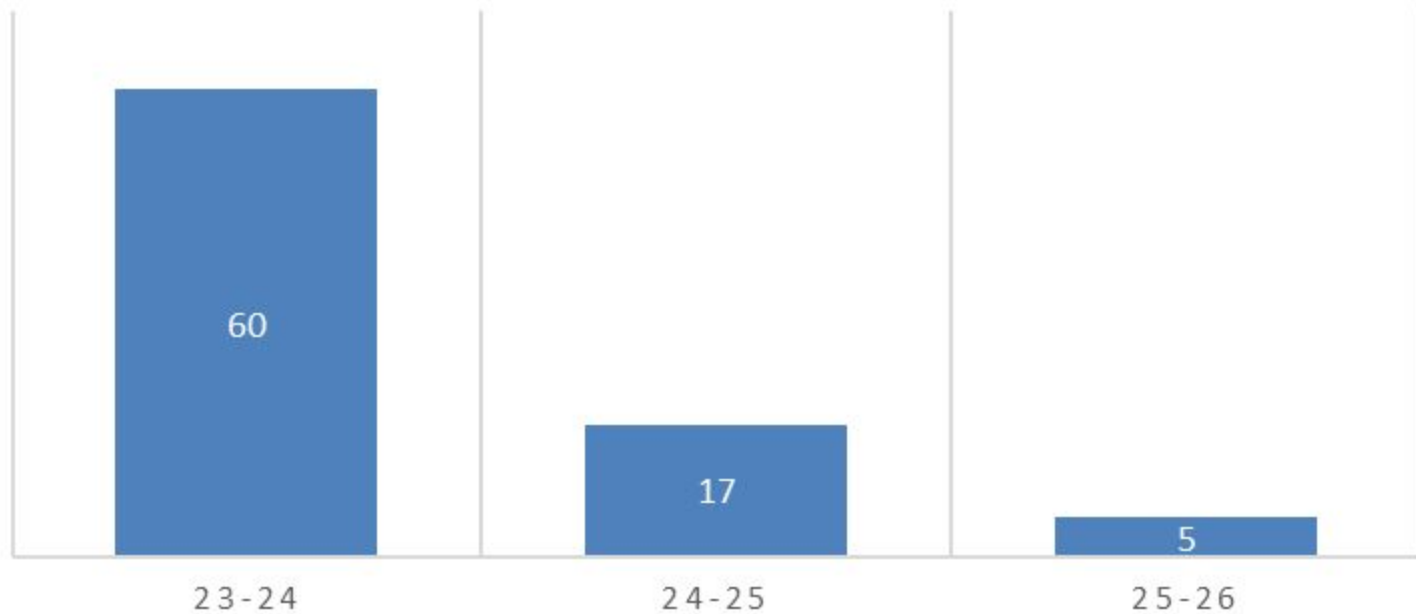
## SBA T1 SUSPENSION/INCIDENT DATA



## GMS T1 SUSPENSION/INCIDENT DATA



## RMA T1 SUSPENSION/INCIDENT DATA



# Positive Culture Around Attendance

- Daily attendance review systems established for all middle schools.
- Coordinated communication with families to address early warning signs of chronic absenteeism.
- Implementation of attendance incentives and recognition systems contributing to improved student buy-in.
- Ongoing collaboration with counselors, social workers, and families.
- Providing families support with attendance.

## What the Data Shows- A Growing Culture of Attendance

- Students are showing up more consistently
- Chronic absenteeism is significantly reduced
- Attendance gains support academic growth and school climate
- Positive momentum as we move into upcoming months

our strategies are working, families are engaged, and students are benefiting.

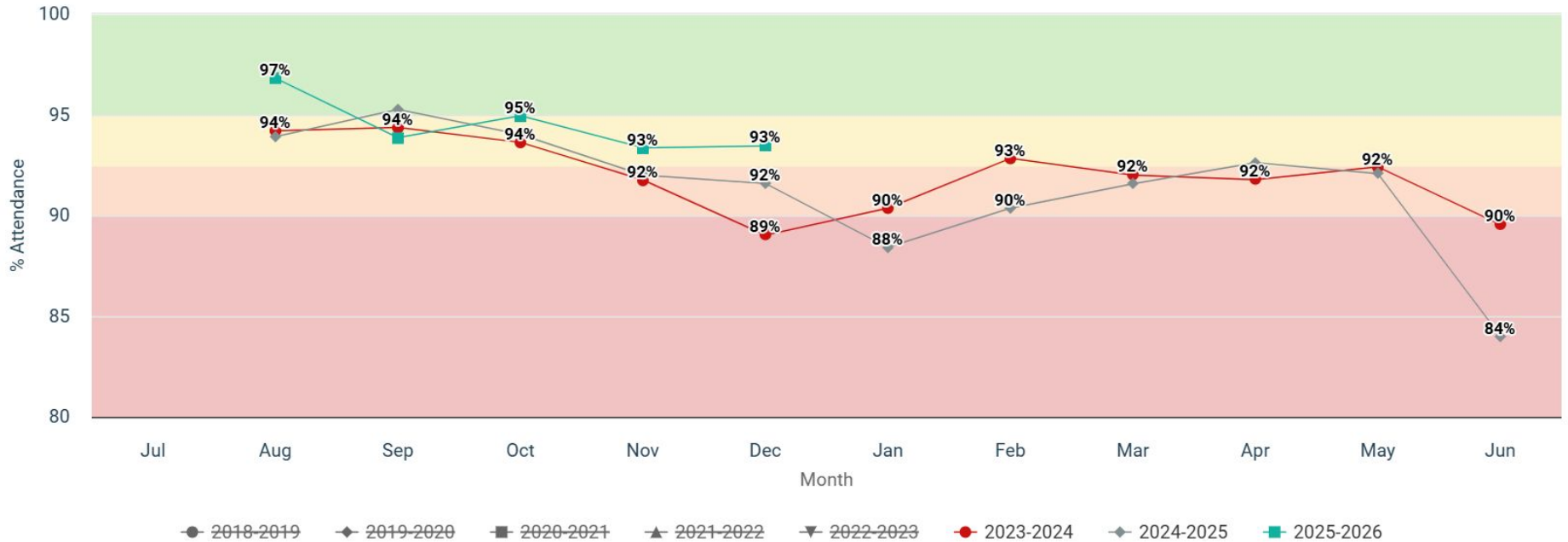


# Celebrating Positive Progress in Student Attendance

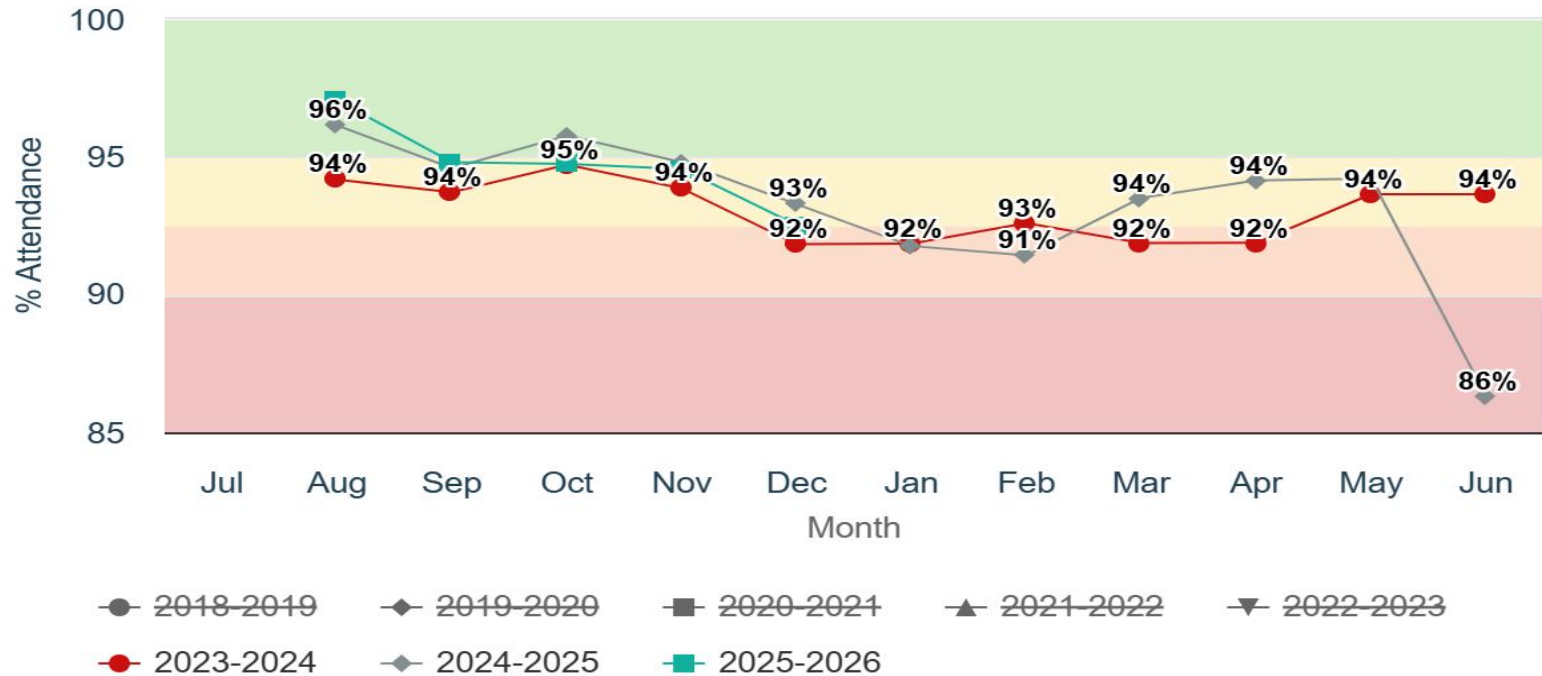
- Student Success Meetings
- Perfect attendance awards
- Attendance Process
- Family Meetings
- Student meetings



# How student attendance % varies within a school year the current and previous school years. (GMS)



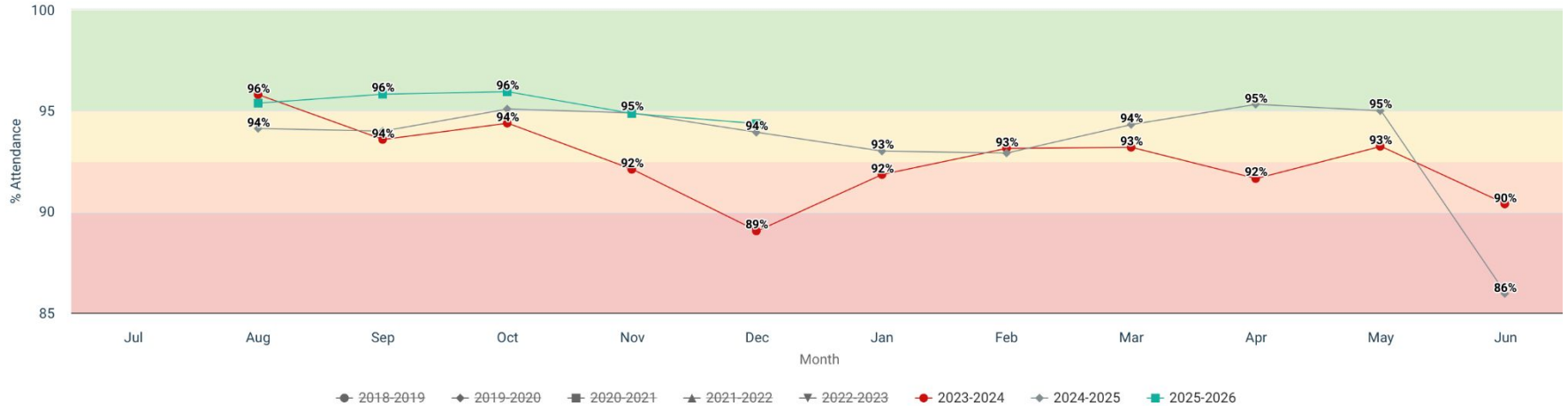
# How student attendance % varies within a school year the current and previous school years. (SBA)



# How student attendance % varies within a school year the current and previous school years. ( RMA)

## Attendance Trends By Month

How student attendance % varies within a school year across the current and previous school years.



# Transportation

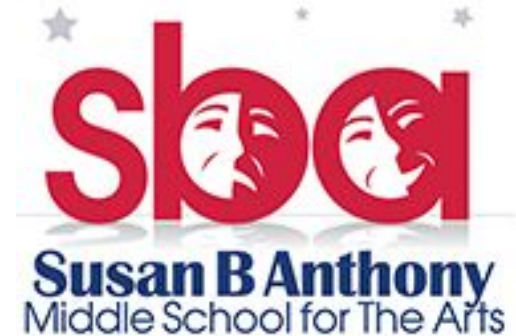
- Student MBTA card distribution and troubleshooting at the school level
- Ensured smooth transitions from yellow buses to public transit where applicable.
- Provided families and students with clear communication and support.
- Yellow bus ID's
- MBTA Passes
- Submitting Invoices
- MBTA helping tardy students
- Emergency 504 accommodations
  - Temporary Transportation

School	M7 Cards	Reduced Fare
GMS	153	43
SBA	163	12
RMA	137	10



# Staff Coverage

- Coordinating building substitutes
- Supporting District Initiatives with Professional Development 25-26 YTD
  - Open Sci Ed
  - Mental Health Training
  - Social Studies



# Title IX

- Informal Resolution
- Formal Investigations
- Safety Plans
- Family Communication



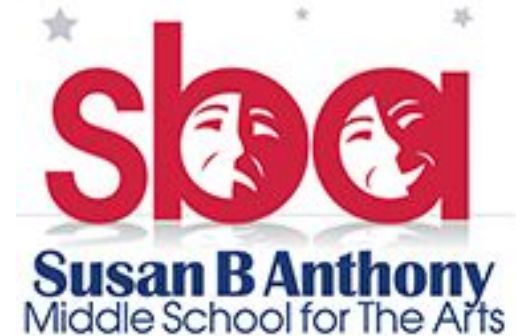
# ACCESS Testing Planning and Completion

- Coordinating all ACCESS testing schedules across the three middle schools.
- Ensured test administrators were trained and materials were handled securely and on time.
- Supported building teams with room assignments, staffing, and make-ups.
- Completed state-required tasks efficiently with minimal disruption to classroom instruction.



# MCAS Preparation, Coordination, and Completion

- Led MCAS readiness planning, including testing schedules, room setup, technology checks, and proctor assignments.
- Communicated key updates and compliance requirements to staff.
- Oversaw successful completion of testing windows and organized make-up sessions.
- Testing irregularities



## Overall Impact

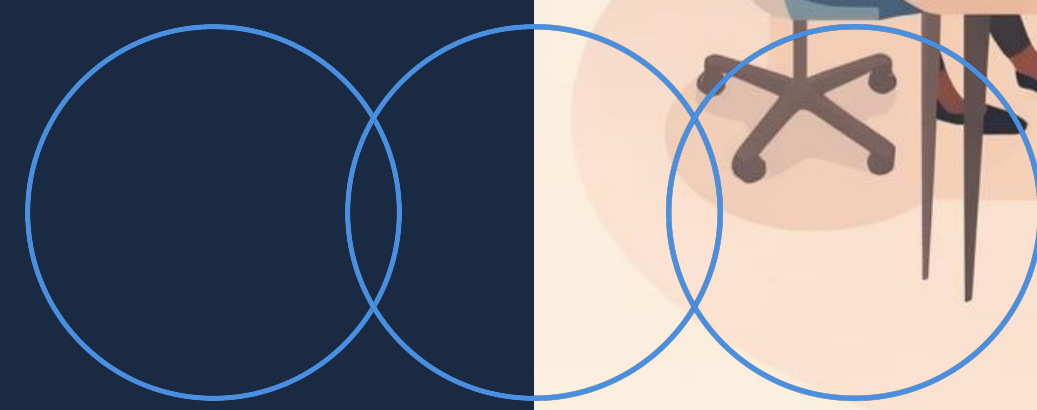
- Improved consistency of operations across all middle schools.
- Freed up school leaders' time to focus on instruction, teacher support, and student engagement.
- Strengthened collaboration between schools, central office, and community partners.
- Enhanced student experience through safer, calmer, and more predictable school environments.



RPS Humanities Department , Revere School Committee,  
December 16, 2025

# Leveraging Coach Collaboration To Support MTSS

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



# Learning Outcomes



Share an update on our progress implementing a Multi-Tiered System of Supports (MTSS) across the district.

Explain how we are working with the Multilingual Learner (ML) Department to support this effort.

**Definitions of Tier 1, Tier 2, and Tier 3 instruction** Source: In Support of Students: A Leader's Guide to Equitable MTSS (Novak & Rodriguez, 2023)

**Misconception:** We have Tier 1, Tier 2, and Tier 3 students.

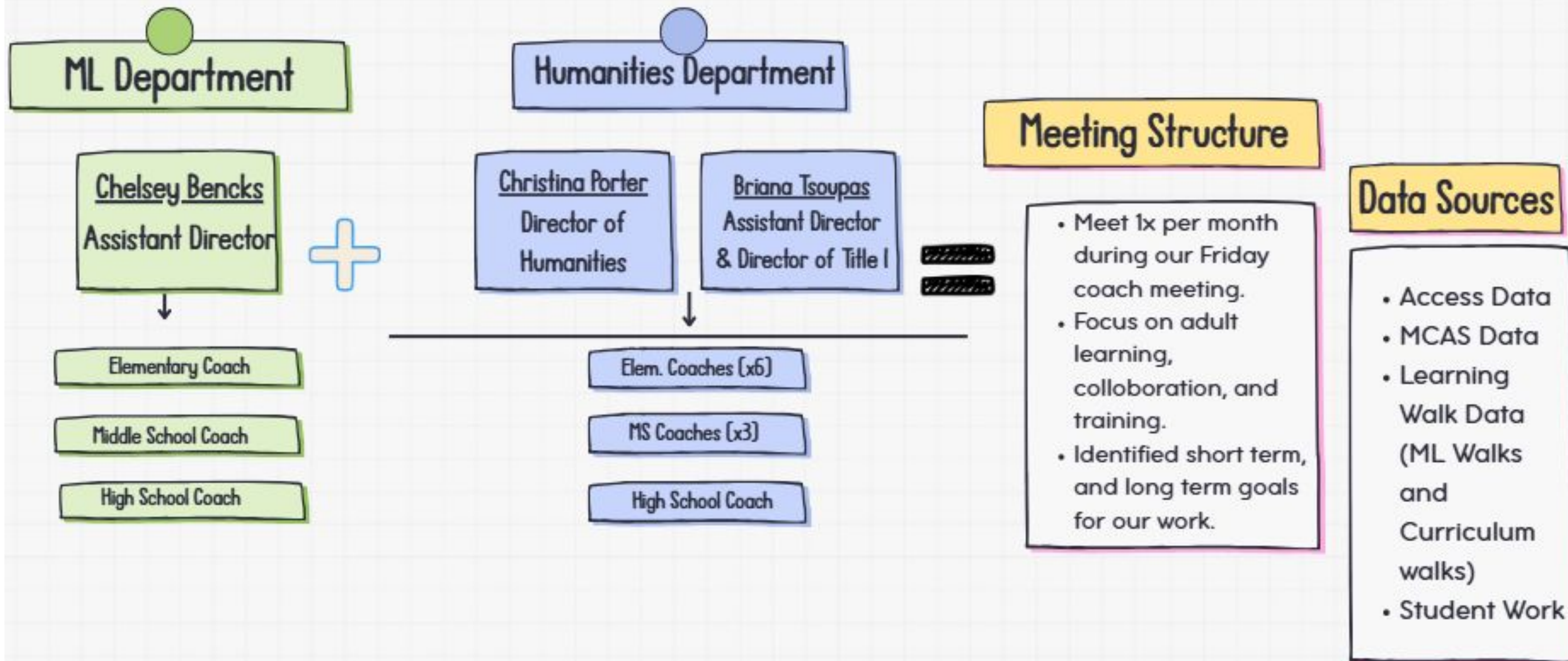
**Truism:** We offer Tier 1, Tier 2, and Tier 3 instruction to all students as needed based on data (student work, formative assessments, screeners, summative assessments, observations, etc).

- All students benefit from strong Tier 1 instruction.
- Just like all of us wear glasses (👓) for specific purposes (and not all of the time), all students can sometimes benefit from Tier 2A and Tier 3A interventions.
- Generally, Tier 2B and Tier 3B interventions that occur outside of core instruction are for students with a diagnosed special education need or for MLs. It is possible to provide specialized support outside of the classroom (Tier 2B and Tier 3B) to enrich learning or because of a special situation (i.e., if a student has been absent for an extended period).

Tier	For who?	Goal	When? Where?	Who leads this?	What could this look like?
Tier 1	All students	Access grade-level core curriculum	In the classroom during core instruction	Classroom teacher, with the support of any assisting educators in the classroom (co-teachers, paras, push-in interventionist, etc)  *ESL instruction is Tier 1 instruction for all MLs regardless of instructional model (stand-alone/co-taught)	Strong UDL, SEI differentiation for all students
Tier 2A	15-20% of students based on data				👓 flexible, short-term small group instruction for 5-20 minutes based on recent data
Tier 2B	15-20% of students based on data	Skill progress until students reach grade-level proficiency	WIN (reading, math)  Reading intervention  SPED Services	Often an interventionist, special educator, or guidance team member, or could also be led by the classroom teacher outside of core instructional time	Small group literacy, numeracy, or SES support for a sequenced program of support (e.g., 2-8 weeks)
Tier 3A	3-5% of students based on data	Access grade-level core curriculum	In the classroom during core instruction	Classroom teacher, with the support of any assisting educators in the classroom (co-teachers, paras, push-in interventionist, etc.)	👓 1:1 brief check-in (while circulating or a planned conference) 👓 Having materials prepared in advance for specific students based on need
Tier 3B	3-5% of students based on data	Skill progress until students reach grade-level proficiency	Often outside of the classroom	Often an interventionist, special educator, or guidance team member, or could also be led by the classroom teacher outside of core instructional time	1:1 instruction for a sequenced program of support (e.g. 2-8 weeks), for example intensive 1:1 reading intervention

“ESL instruction is Tier 1 instruction for all Multilingual Learners regardless of instructional model (stand alone/co-taught).”

# ORGANIZATION OF OUR WORK



# Collaborative Coaching Priorities

## In the next few months

### short-Term MTSS Priorities (Next Few Months)

We will...

- **Tier 1:** Clarify expectations for core instruction and ESL co-teaching.
- **Tier 2:** Use data and protocols to plan targeted small-group supports.
- **Tier 3:** Identify students who need intensive support.
- **System:** Collect examples of effective, ML-aligned MTSS practices.

## Medium-Term Priorities

### Medium-Term MTSS Priorities (By End of Year)

We will...

- **Tier 1:** Develop tools to support ML-aligned classroom routines (speaking, vocabulary, reading).
- **Tier 2:** Use student data to guide small-group placement.
- **Tier 3:** Improve how we share information about students' support histories.
- **System:** Clarify the district's vision for ML supports within MTSS, including co-teaching, ESL, and alignment with BBST/ISP processes.

## Long-Term Priorities

### Long-Term (Next Few Years) — MTSS Priorities

We will...

- Tier 1:** Expand co-teaching and shared models of academically rigorous ML-inclusive instruction.
- Tier 2:** Develop standardized ML screeners to improve early identification and ongoing progress monitoring.
- Tier 3:** Build structures that combine high-intensity supports with access to core classrooms.
- System :** Expand ACCESS data touchpoints and expectations for growth, not just achievement.



Work from our  
most recent  
session.

## Medium-Term MTSS Priorities (By End of Year)

We will...

- **Tier 1:** Develop tools to support ML-aligned classroom routines (speaking, vocabulary, reading).
- **Tier 2:** Use student data to guide small-group placement.
- **Tier 3:** Improve how we share information about students' support histories.
- **System:** Clarify the district's vision for ML supports within MTSS, including co-teaching, ESL, and alignment with BBST/ISP processes.

## Daily Literacy Routines

*This collection offers an initial list of daily literacy routines designed to strengthen students' capacity to think critically, communicate effectively, and engage meaningfully with complex texts.*

### Planning for Daily Literacy Routines

1. Determine the objective. *What should students be able to do by the end of the lesson?*
2. Review the text and materials. *What content and resources will support the objective?*
3. Identify the standards assessed. *Which standards are students practicing or being assessed on?*
4. Reflect on students' proficiency data. *What information do you have about their current levels?*
5. Select 1–2 routines from each category. *Which routines align with the objective, text, and skills?*
6. Plan how students will demonstrate their thinking. *How will students make their learning visible?*

### Reading

<b>Silent Reading</b>	Students read independently to build focus and comprehension skills.
<b>Jigsaw Reading</b>	Students become experts on one part of the text and teach it to peers.
<b>Guided Reading</b>	Students work in small groups to practice reading strategies with support.
<b>Fluency Reading</b>	Students read aloud to improve pacing, accuracy, and expression.
<b>Excerpted Reading</b>	Students focus on analyzing short, meaningful passages deeply.
<b>Interrupted Reading</b>	Students pause during reading to discuss and reflect on ideas.

These daily literacy routines are used in middle and high school classrooms.

Reading		ML Consideration (Provide to students as needed based on text complexity and student data)
<b>Silent Reading</b>	Students read independently to build focus and comprehension skills.	<ul style="list-style-type: none"> <li>• Audio version of the text (limited use)</li> <li>• Preview vocabulary</li> <li>• Chunked text (text broken down into smaller segments)</li> <li>• Annotation tools and guide (highlighter, notetaker)</li> </ul>
<b>Jigsaw Reading</b>	Students become experts on one part of the text and teach it to peers.	<ul style="list-style-type: none"> <li>• Roles and associated sentences frames</li> <li>• If assessing speaking or roles, students record themselves reading for the teacher.</li> <li>• Teacher Note: Be selective about the text based on individual student data.</li> </ul>
<b>Guided Reading</b>	Students work in small groups to practice reading strategies with support.	<ul style="list-style-type: none"> <li>• Teacher Note: students are grouped by need based on student data.</li> <li>• Chunked text.</li> <li>• Can also double as fluency practice.</li> </ul>
<b>Fluency Reading</b>	Students read aloud to improve pacing, accuracy, and expression.	<ul style="list-style-type: none"> <li>• Students record themselves reading for the teacher.</li> <li>• Teacher Note: Clear directions on who is reading what portion of a text.</li> <li>• Teacher Note: Have students with greater need grouped with the teachers.</li> <li>• Teacher Note: Give readings in advance so students can practice at home.</li> <li>• Choral reading</li> <li>• Whisper reading</li> </ul>
<b>Excerpted Reading</b>	Students focus on analyzing short, meaningful passages deeply.	<ul style="list-style-type: none"> <li>• Annotation tools and guide (highlighter, notetaker).</li> <li>• Glossary or defined vocabulary.</li> <li>• Have questions progress from comprehension to higher order thinking.</li> <li>• Have a clear focus for reading.</li> </ul>

Draft of the same strategies with supports and modifications for MLs (and notes for teachers).

# High Leverage Opportunities for a mix of teacher-student & student-student

CCC Component	Where Authentic Interaction Fits	What It Looks/Sounds Like	Tips to Deepen Authenticity & Academic Language
<b>Whole-Group Discussions (Being a Reader)</b>	During Text Talk, Focus Questions, and Turn and Talk segments after read-alouds	Students share personal connections, predictions, or reflections tied to the text's theme (e.g., "How did the character show courage?")	<ul style="list-style-type: none"> <li>• Encourage students to make <i>text-to-self/world</i> connections.</li> <li>• Use open-ended questions ("Why do you think...?")</li> <li>• Add sentence stems: "I agree with ___ because..." / "</li> </ul>
<b>Partner Reading / Turn &amp; Talk Routines</b>	Frequent in <i>Being a Reader</i> (Steps 4–6 of comprehension lessons)	Students discuss story events, vocabulary, or comprehension questions with peers.	<ul style="list-style-type: none"> <li>• Pre-teach key vocabulary to empower language use.</li> <li>• Assign <i>talk roles</i> (e.g., summarizer, connector).</li> <li>• Rotate partners strategically to mix proficiency levels.</li> </ul>
<b>Being a Writer – Peer Conferencing &amp; Sharing Time</b>	After drafting or revising; during sharing circles	Students read part of their writing and discuss author choices with peers ("I used this detail to show...").	<ul style="list-style-type: none"> <li>• Use authentic peer feedback stems: "I noticed...", "Can you tell me more about...?"</li> <li>• Celebrate unique perspectives or cultural experiences in writing.</li> </ul>
<b>Community-Building Circles / Morning Meetings</b>	Part of Collaborative Classroom SEL-integrated routines	Students share opinions, experiences, or goals (e.g., "One challenge I faced in reading was...").	<ul style="list-style-type: none"> <li>• Connect prompts to academic learning.</li> <li>• Model "building on" others' comments using discourse stems.</li> </ul>
<b>Oral Language Focused Centers</b>	During small-group oral language rotations or when students engage in conversation-based centers (e.g., Describe & Guess, Partner Interview).	Students share personal ideas, describe images, or respond to prompts using target vocabulary and complete sentences. Teacher or para provides guided feedback and models elaboration ("Can you tell me more about that?").	<ul style="list-style-type: none"> <li>• Provide visuals, word banks, and sentence stems to support structured talk.</li> <li>• Model follow-up questions and rephrasing for depth.</li> <li>• Group strategically to mix proficiency levels.</li> <li>• Record or chart strong examples of academic talk for reflection.</li> </ul>
<b>IDR/Book Clubs</b>	<b>Elementary coaches focused on what authentic interaction looks like for MLs in connection with the core program from CCC.</b>		

# Immediate Next Steps

- Collect artifacts and short videos that show strong curriculum implementation with Multilingual Learners at different proficiency levels, focusing on daily, planned speaking opportunities using academic language and scaffolds.
- Use these videos in PGTs, where teachers will watch and assess them using the Look-For Tool.
- Continue supporting teachers in adapting classroom materials for MLs and using those adaptations effectively.



Figure 1: Recommendations

## Recommendations

### Foundation of Learning

#### *Coursework*

Students will complete a rigorous **program of study** that aligns with the admissions requirements for higher education.

### Demonstration of Mastery

#### *Hybrid Assessment Model*

Students will participate in **end-of-course assessments** that are connected to select courses and that are designed, administered, and scored by the state;

and

Students will complete a **capstone or portfolio** that is defined by the state, and designed, administered, and scored locally.

### Prepared for What's Next

#### *College, Career, and Civic Readiness*

Students will develop and maintain an individual career and academic plan (**MyCAP**);

Students will complete the **FAFSA or MASFA** (depending on eligibility), or opt out of this requirement;

Students will develop knowledge and skills in **financial literacy**;

Students will have the option to earn state-designated **seals of distinction**.