

Revere School Committee Meeting Agenda
November 19, 2024

A Regular Meeting of the Revere School Committee will be held on **Tuesday, November 19, 2024 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/88281344979?pwd=aBWdV3NJgxVOQg9mZymS2Was9rii6u.1>

Passcode: 862712

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 (Attached)
5. Public Speak
6. Superintendent Report
 - a. “Operation World Readiness” - JROTC Service Learning Project Presentation
 - b. “Our Restorative Community” - Restorative Justice
 - c. SBA Reading Intervention: Collaboration with and Connection to Tier I - SBA Middle School
 - d. RMA Update (DESE visit, plan forward)
 - e. SEPAC Update
 - f. NEASC Update
7. HEARINGS (None)
8. Report of the Sub-Committees
 - a. Plant and Maintenance
9. Motions
10. Unfinished Business
11. New Business
12. Executive Session
13. Adjournment

Respectfully submitted,

Dianne K. Kelly, Ed.D
Superintendent of Schools

DK/rp

File: BEDH

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

NOVEMBER 19, 2024



STUDENT REP REPORT

PRESENTED BY THE STUDENT ADVISORY BOARD

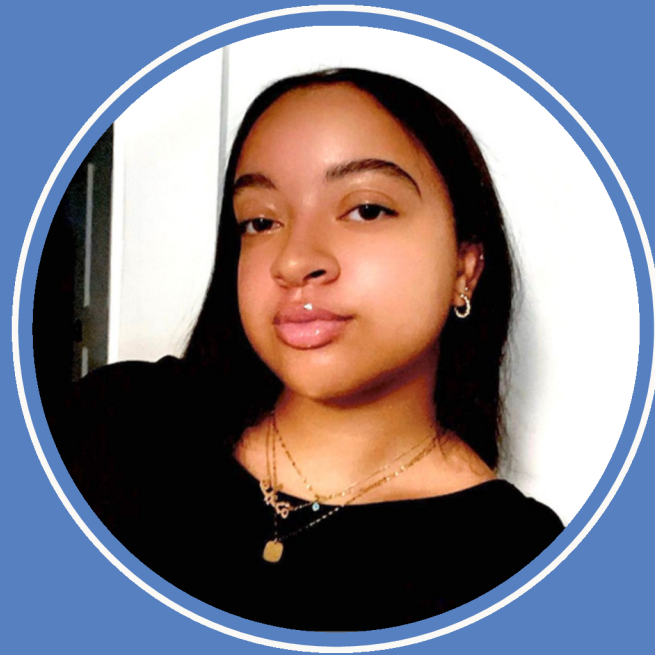


STUDENT ADVISORY BOARD

MEET OUR BOARD



Jaleeyah Figueroa



Aidah Louaddi



Zoha Hassan




Isabella Lopez

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

SPORTS ROUND-UP



①

Revere Cheerleading

1st Place in the **GBL Co-ED division**, advancing to regionals this weekend.

②

Revere Boys Soccer

On November 13th, the boys lost to Somerville in a close 0-1 score in the **quarter-finals**, after an extensive win streak.

③

Revere Girls' Soccer

Revere Girl's soccer made it to the playoffs, and played in a GBL all star game Nov 13th.



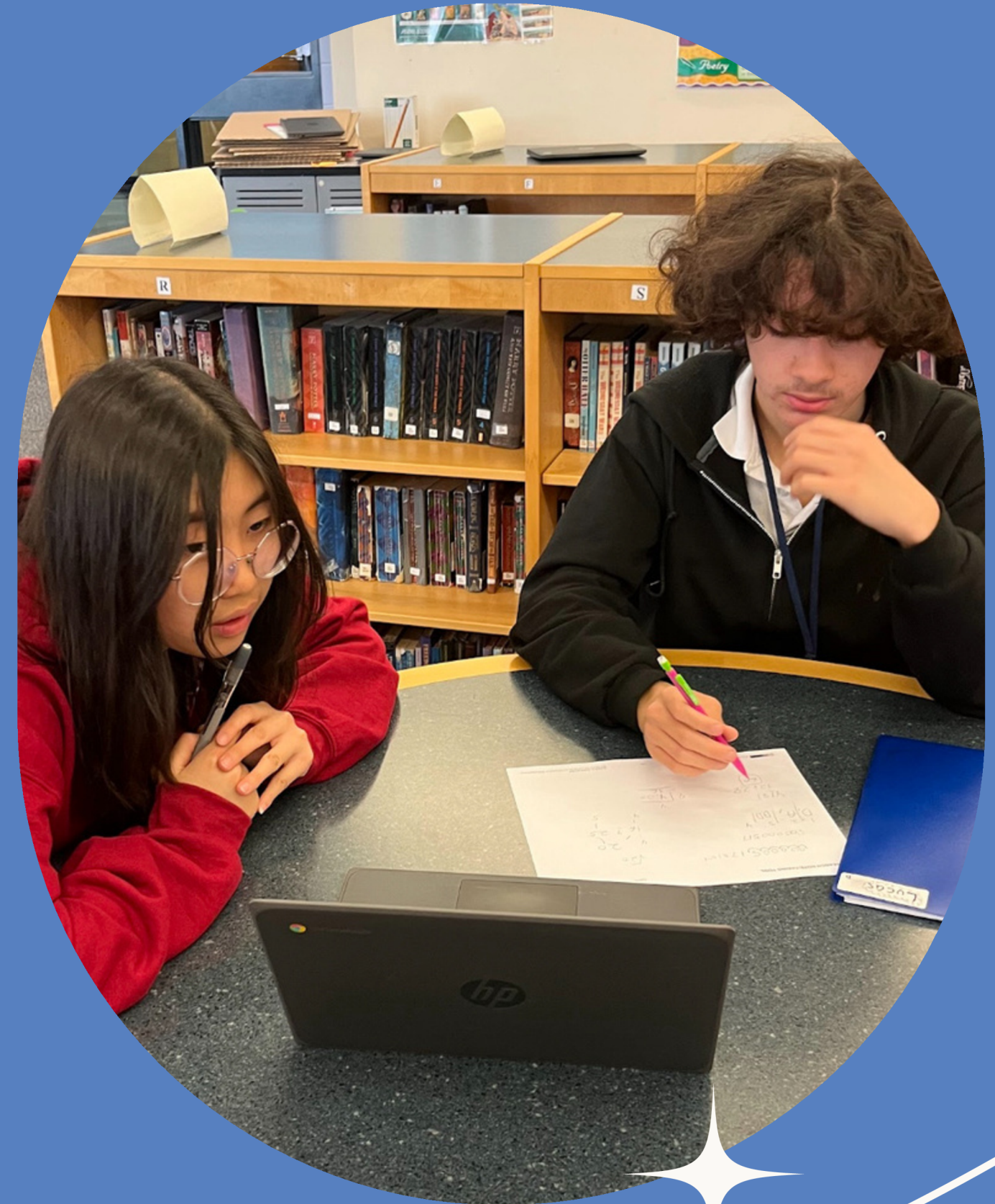
STUDENT ADVISORY BOARD

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**.

Due to high demand, they are also working on an **ASL club** and is seeking an advisor who is either **proficient or willing to learn ASL** along with students.



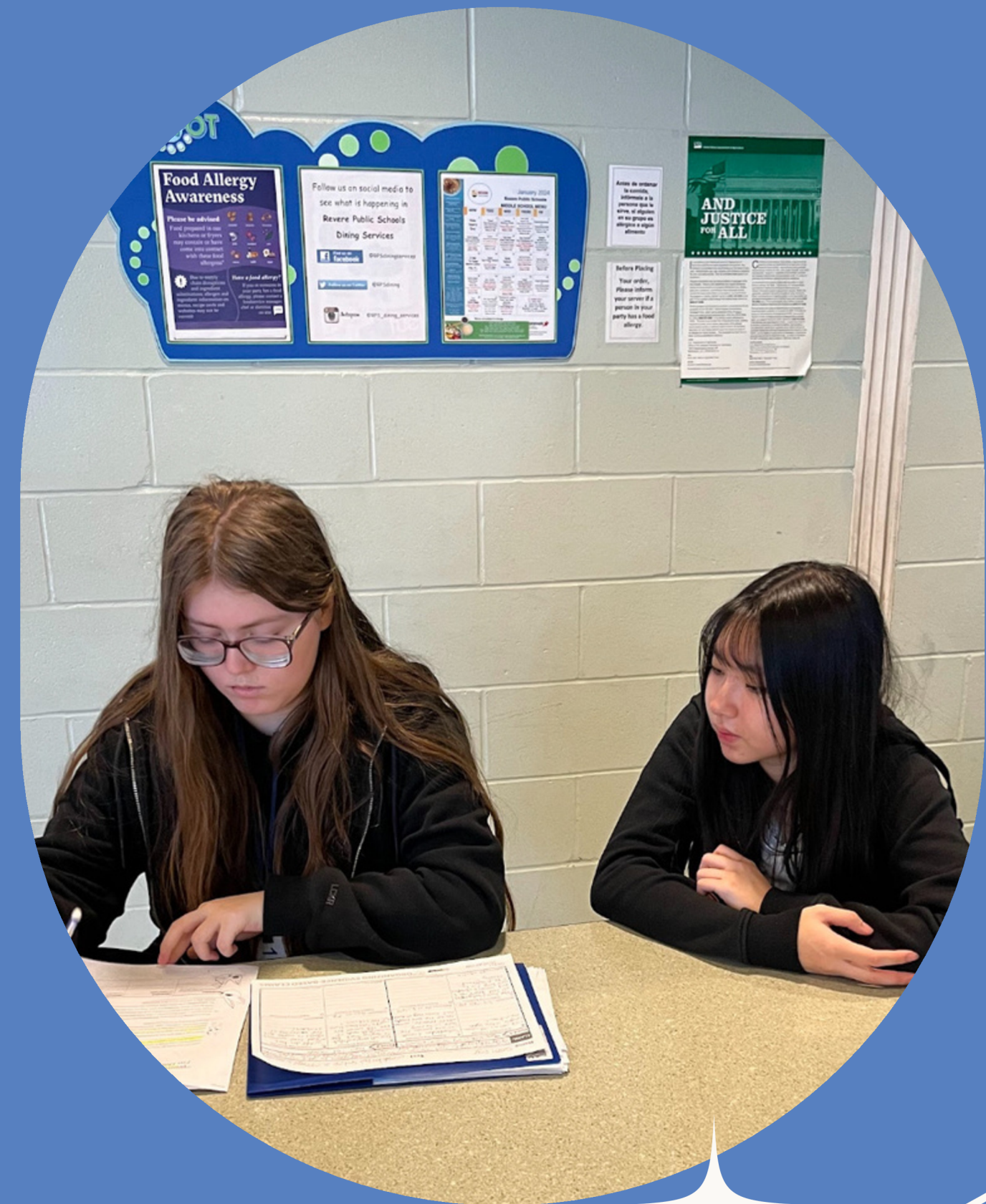
STUDENT ADVISORY BOARD

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 ADVISORY BOARD

STUDENT SENATE REPORT (CONTINUED)

Student Engagement Sub-Committee

Multicultural Night - January 9th, 2025 @
RHS.

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



STUDENT ADVISORY BOARD

CLUB REPORT

Speech & Debate

Novices got the opportunity to compete at the novice tournament, held by Xaverian Brothers High School. **Revere's Annual Fall Fest** Kicked off the **MA Speech season.**

Class of 2026 Student Council

Raising over **\$350** in the past week, CO'26 student council continues fundraising to help cover the cost of their **Junior Prom.** Upcoming, in cooperation with Uno's Restaurant, **20% of all checks will be donated to this class on Friday, 11/22.**

Model United Nations

The Model UN travelled to **Brown University** in **Providence, RI** for a 2-night conference. It was a huge success, and a great learning experience.

STUDENT ADVISORY BOARD

CONNECTING WITH SCHOOLS

Thanks to the help of **Jacqueline Monterroso**, the Student Advisory Board has been able to connect with numerous different **principals** and **advisors** on our plans to create more outreach throughout the district.



Operation World Readiness (OWR) RHS JROTC Service Learning Project PRE MISSION PLANNING BRIEFING



RHS JROTC Cadets will dispatch in teams, to 3 specified Revere Elementary Schools to implement the Junior Achievement curriculum during the (5) early release dates during [December-April] SY2024-2025



PLANNING AND PREPARATION

Orientation and Training

+ Meaningful Service

+ Structured Reflection

Service Learning



COMPONENTS OF SERVICE LEARNING

1. Choosing a Service Activity
2. Planning the Service
3. Training for the Service
4. Executing the Service

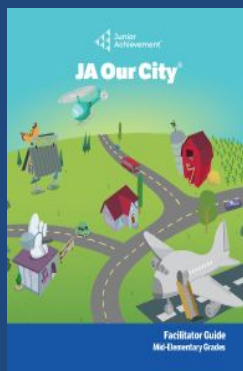


Patriot Battalion

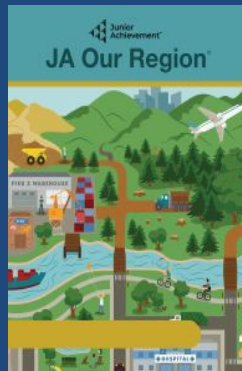
Junior Achievement Programs



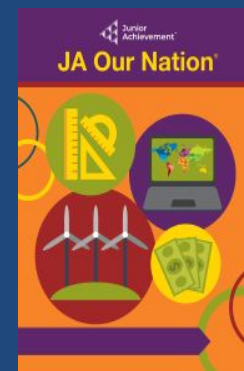
PAUL REVERE
SCHOOL



3rd Grade



4th Grade



5th Grade



	3rd Grade	4th Grade	5th Grade
18 December 2024	Session 1: My Money Choices	Session 1: Be an Entrepreneur	Session 1: Free to Choose Your Work or Business - The Free Market System
15 January 2025	Session 2: Many Ways to Pay	Session 2: Tools for Entrepreneur	Session 2: Innovation Nation - Entrepreneurial thinking spurs business opportunities
12 February 2025	Session 3: Entrepreneurs in the City	Session 3: Hot Dog Stand Game	Session 3: Career Quest - Student Learn About Career Clusters
19 March 2025	Session 4: Money Flows in the City	Session 4: Entrepreneurs Solve Problems	Session 4: Get the Job - Work readiness skills lead to career success
9 April 2025	Session 5: Let's Build a City	Session 5: Entrepreneurs Go Global	Session 5: Global Connections - Students explore global connections



Patriot Battalion

Capacity

Elementary School Students




GRADE LEVEL

360

Elementary School Students	3rd Grade	4th Grade	5th Grade	TOTAL
Garfield	40	40	40	120
Paul Revere	40	40	40	120
Whelan	40	40	40	120

RHS JROTC Patriot BN

190

				
SEMESTER	Garfield	Paul Revere	Whelan	TOTAL
S1	35	26	34	95
3rd Grade	11	7	10	28
4th Grade	10	7	11	28
5th Grade	11	9	10	30
Command & Control	3	3	3	9
S2	32	23	35	90



RHS JROTC OWR Task Organization



Patriot Battalion

Project Plan Clearly Provides Who, What, When, Where, Why, and How of the Project

WHO: ALL RHS JROTC Patriot Battalion cadets

WHAT: Implement Junior Achievement programs for 3rd, 4th and 5th grade Revere Elementary Schools.

WHEN: RPS District Half-Days

- 18 December 2024
- 15 January 2025
- 12 February 2025
- 19 March 2025
- 9 April 2025

WHERE: Garfield, Paul Revere and Whelan Elementary Schools

WHY: Make a difference in our own community

HOW: Utilize comprehensive project plan for mission accomplishment



Evidence of a project plan that defines the goals of the project

S: (Specific) - RHS JROTC Cadets will dispatch in teams, to 3 specified Revere Elementary Schools to provide guided learning within the (5) early release dates during [December-April] SY2024-2025

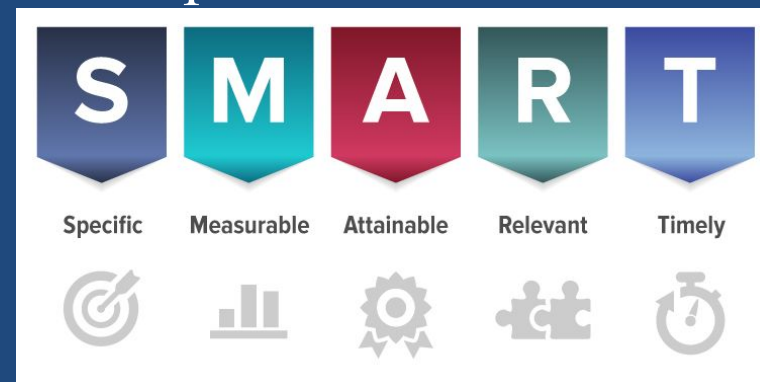
M: (Measurable) – 100% mission accomplishment during every scheduled early release. Document completion status and cadet attendance on a scoresheet.

A: (Attainable) – Leveraging personal resources and encouraging team members to contribute to their fullest extent allowable

R: (Results) – Make a difference in our community by addressing a need that no other group is addressing

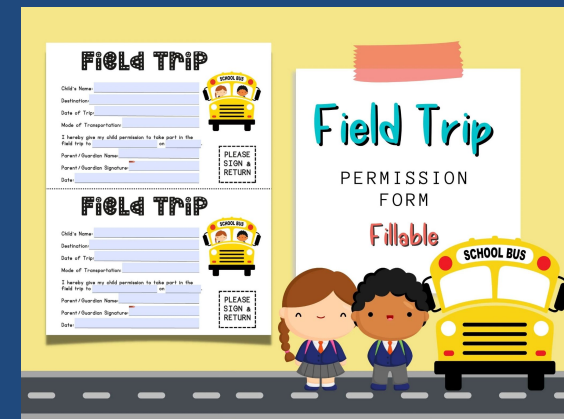
T: (Timeframe) - December 2024 - April 2025

- 18 DEC 2024
- 15 JAN 2025
- 12 FEB 2025
- 19 MAR 2025
- 9 APR 2025



What do we need to succeed?

- Coverage Gap 1130-1230
 - 18 December 2024
 - 15 January 2025
 - 12 February 2025
 - 19 March 2025
 - 9 April 2025
- JROTC Personnel not onsite until 1230
- Hours of Operation 1240-1440
- Dismissal procedure assistance with Elementary School Personnel at 1440
- Late arriving pick-up



Service Support



- Transportation (Senior Center Vans) - to Garfield
- Emergency Procedures/ Nurse Availability
 - RPS Radio Channel
 - Critical phone numbers for Elementary School Administrators
- First Aid Kits
- Classroom Allocation
- Technology
 - Access to WiFi
 - Access to Smart Boards
- School Supplies
 - Pencils, Crayons, Glue Sticks, Markers, Paper
- Bathroom Procedures



Questions?



Patriot Battalion

"I believe that the community...is the smallest unit of health and that to speak of the health of an isolated individual is a contradiction in terms".

Wendell Berry, 1994



Our Restorative Community

Framing

- Since it is impossible to learn Restorative Justice (RJ) in 10 minutes, we will invite you to participate in a circle experience in the near future. To understand what goes into a circle, we need to live/experience it!
- Point of Circle: Not to *fix*, but to be together, listen deeply to understand, and hold perspective of others; move forward together.
- RJ is not about what YOU want, but what people have to offer/share!
Too urgent to rush.

Skills Enhanced by RJ

Empathy

- ❖ Listening without judgment
- ❖ Reassuring
- ❖ Co-regulating
- ❖ Understanding boundaries

Mindfulness

- ❖ Self care
- ❖ Presence
- ❖ Modeling desired dispositions

Honest Expression

- ❖ Speaking without judgment
- ❖ Affective Statements
- ❖ Trading praise for gratitude

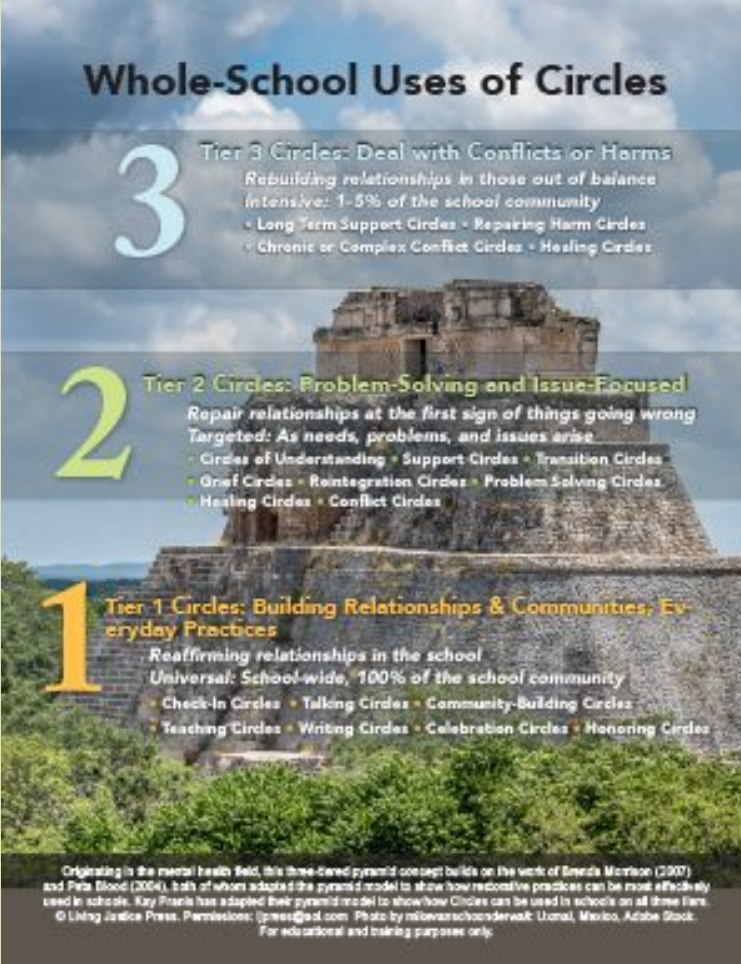
Asking Questions

- ❖ Finding out what people need, think, feel, and value
- ❖ Drilling down to the root causes
- ❖ Identifying problems

Art of Requests

- ❖ Evaluating folks' readiness to confront problems
- ❖ Connection requests
- ❖ Problem Solving
- ❖ Action Plans

Three Tiers



Whole-School Uses of Circles

3 **Tier 3 Circles: Deal with Conflicts or Harms**
Rebuilding relationships in those out of balance
Intensive: 1-5% of the school community

- Long Term Support Circles • Repairing Harm Circles
- Chronic or Complex Conflict Circles • Healing Circles

2 **Tier 2 Circles: Problem-Solving and Issue-Focused**
Repair relationships at the first sign of things going wrong
Targeted: As needs, problems, and issues arise

- Circles of Understanding • Support Circles • Transition Circles
- Grief Circles • Reintegration Circles • Problem Solving Circles
- Healing Circles • Conflict Circles

1 **Tier 1 Circles: Building Relationships & Communities, Everyday Practices**
Reaffirming relationships in the school
Universal: School-wide, 100% of the school community

- Check-In Circles • Talking Circles • Community-Building Circles
- Teaching Circles • Writing Circles • Celebration Circles • Honoring Circles

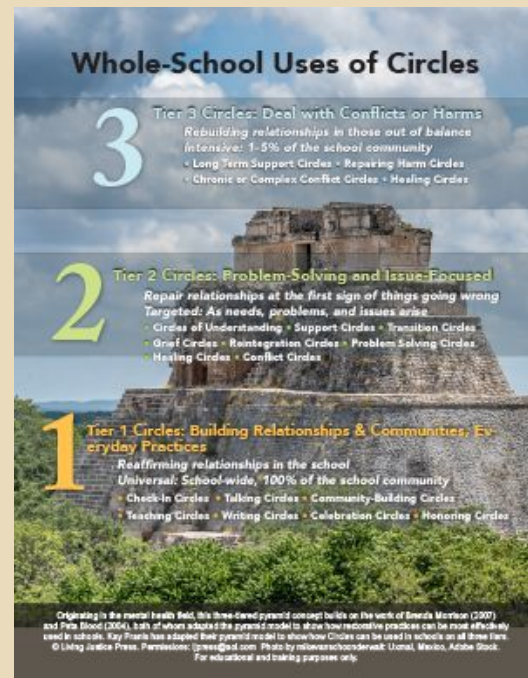
Originating in the mental health field, this three-tiered pyramid concept builds on the work of Smedley Morrison (2007) and Pats Blood (2004), both of whom adapted the pyramid model to show how restorative practices can be most effectively used in schools. Kay Pranis has adapted their pyramid model to show how Circles can be used in schools on all three tiers. © Living Justice Press. Permissions: ljpress@aol.com. Photo by milovearschoonderwaal: Uxmal, Mexico, Adobe Stock. For educational and training purposes only.

Tier 1 Circles - Greatest Investment of Time

Focused on building Community, Building Relationships & Everyday Practices

Universal - Schoolwide, 100% of the School Community:

- Check in Circles
- Talking Circles
- Community Building Circles
- Teaching Circles
- Writing Circles
- Celebration Circles
- Honoring Circles



Tier 2 Circles

Problem Solving

Problem Solving and Issue Focused

Repair Relationships at the first sign of things going wrong

Targeted: 10% of school community—as needs, problems, and issues arise

- Circles of Understanding (SBA staff re SEL integration)
- Reintegration Circles (Post hospitalization or suspension)
- Problem Solving Circles
- Healing Circles
- Conflict Circles (Hill School)
- Support Circles (Students & Families - Paul Revere)
- Transition Circles • Grief Circles (Lincoln)

Whole-School Uses of Circles

3 Tier 3 Circles: Deal with Conflicts or Harms
Rebuilding relationships in those out of balance
Intensive: 1-5% of the school community
• Long Term Support Circles • Repairing Harm Circles
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Tier 3 Circles - Deal with Conflicts or Harm

Goal of Tier 3: Rebuilding relationships with individuals who have fallen out of balance.

Intensive: 1-5% of the school community

- Long Term Support Circles
- Repairing Harm Circles
- Chronic or Complex Conflict Circles
- Healing Circles

Whole-School Uses of Circles

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Where is the Greatest Investment of Time?



Tier 1: The more time we spend focused on building supportive, empathetic relationships, the more investment we have in each other as a community.

- More investment in each other reduces our desire to hurt, damage, or fight.
 - When conflict or harm has happened, prior community building gives a greater sense of responsibility to repair our valued relationships.
 - The community can encompass a variety of settings (homes, classrooms, grade levels, schools, sports teams, clubs, school committees, and faculty meetings). We can find each other in an endless array of settings.
- 



Common Myths around Restorative Justice

Common Myths



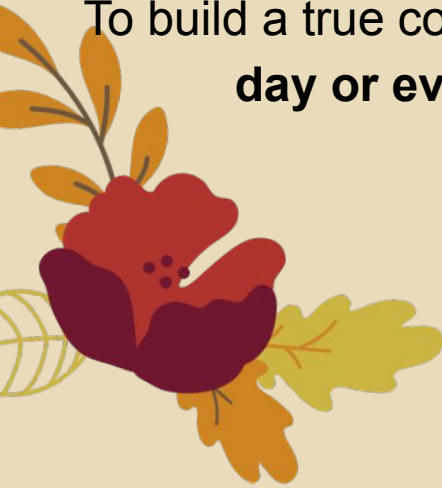


Invitation to Participate



The best way to experience Restorative Justice is being in a Circle!

Individuals of all ages need time and space to be comfortable and fully engaged.



To build a true community, we invite you to participate in a circle with us; **choose a day or evening that is convenient for everyone and let us know.**

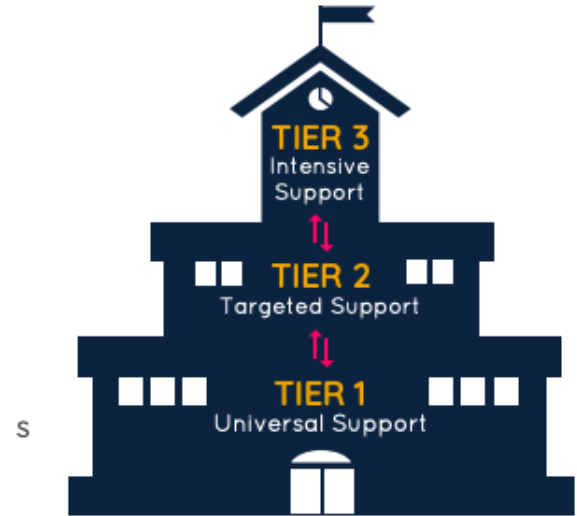
SBA Reading Intervention: Collaboration with and Connection to Tier 1

School Committee
11/19/24

Joanne Willett: Principal
Christine Gray: Literacy Coach

Presentation Objectives

- Share the adult learning and collaboration between the ELA Team and the Reading Support
- Highlight some of the student successes and growth during the 23-24 school year
- Share data-informed adjustments to the intervention program in the 24-25 school year.



23-24 PGT Goals

ELA PGT

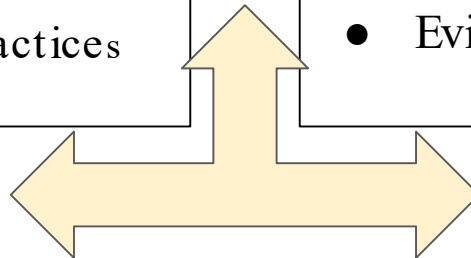
Focus on strong **ELA** Instruction (**TIER 1**)

- High Quality Texts
- High Quality Tasks
- Grade level appropriate standards and assignments
- Effective use of co-teaching models
- Timely and appropriate Tier 2 supports and scaffolding of material
- Evidence Based Literacy Practices

INTERVENTION PGT

Focus on strong **Tier 3** Instruction

- Learning the SIPPS program for Phonics
 - Collaboration with Elementary colleagues
 - Classroom visits
- Aligning reading supports with **Tier 1 instruction**
- Evidence Based Literacy Practice



Quickwrite/Activator (5-10 minutes)

- See [Quickwrite Handout](#) for implementation information
- See [Quickwrite Bank](#) for suggested prompts
- There may be times when a Quickwrite does not fit a lesson, in which case, you may choose a shorter warm up or activator

Orient & Frame the Lesson (5 minutes)

- Standards-based learning goal written as a student-friendly learning goal
- Makes connection between the Quickwrite/Activator and the day's lesson
- Teacher makes the learning relevant by connecting it to the bigger picture outside of the classroom and/or Essential Question

(When Applicable) Mini-Lesson (10-15 minutes)

through the analysis of high quality texts ...

- Teacher provides a connection into the lesson to engage readers with the Big Idea and Essential Question of the Unit by introducing background knowledge/context
- Introduce a new skill
- Review an older skill
- Pre-teach vocabulary
- Re-teach based on formative assessment data
- Modeling
- Analyzing exemplars

Active Learning & Application (20-30 minutes)

Domain	Arrangement of Students	Instructional Strategies
<ul style="list-style-type: none">• Reading• Writing• Speaking & Listening	<ul style="list-style-type: none">• Whole Group• Small Group• Partner	<ul style="list-style-type: none">• General Strategies & Checking for Understanding (EL Education)• Best Practices for Reading• MSTV
	<ul style="list-style-type: none">• Independent	<ul style="list-style-type: none">• UDL• Modeling• Gradual Release• Cold Calling• Scaffolding• MTSS

What might students be doing?

- Goal setting
- Peer conferencing
- Peer editing
- Small group discussions
- Close reading and annotating a complex text
- Collaborative learning
 - Station work (heterogeneous or homogeneous groupings)
 - Jigsaw
 - Literature circles
- Socratic seminar
- Fishbowl discussion
- Independently reading
- Self-assessing
- Paraphrasing a text
- Writing
- Revising

What might teachers be doing?

- Formatively assessing students, informally or formally
 - Informal: MSTV methods; tracking correct answers on clipboard during independent or group work; asking questions during student conferences or classroom discussions
 - Formal: facilitating formative or summative assessments; student self-assessment; peer-assessment
- Providing individual feedback through conferencing
- Providing scaffolds for struggling students
- Modeling
- Conferencing with students
- Facilitating whole group discussions
- Circulating the classroom to hold students accountable, engage students, and check for understanding
- Stopping the show and responding to errors or misunderstandings if ratio is high

Summary of Learning (5-10 minutes)

- Revisit the lesson's standards-based learning goal
- Exit Ticket to gather data and inform next day's instruction
- Articulate the why of the lesson / preview next steps
- For additional ideas, please see the Summarizer Bank

Literacy Block Instructional Outline:

- Developed by the Middle School Curriculum Team (9 SBA staff members)
- Structure

Using the indicators from the Literacy Walk Through Tool during PGT and Common Planning

Student Ownership:

Are students responsible for doing the thinking in this classroom?

- Students display **persistence** with **challenging tasks**, particularly when providing textual evidence to support answers and responses, both orally and in writing.
- Students **provide precise responses**. When imprecise, the **teacher probes understanding** but **students do the complex thinking**.

High-Quality Questions & Tasks:

Does this lesson employ questions and tasks, both oral and written, which integrate the standards and build students' comprehension of the text(s) and its meaning?

Questions & Tasks:

- Integrate grade-level reading, writing, speaking and listening, and/or language **STANDARDS** in service of **deep understanding of the text(s)** and/or topics under consideration.
- Are **sequenced to deepen students' understanding** of the text, the **author's craft**, and/or the topic under consideration.

Reading Intervention Planning Structures

FIRST

Interventionists need to know **WHERE** students are in the curriculum and **WHEN** They need to know **WHAT** texts students will be reading and **HOW** they be asked to engage with them.



SECOND

Intervention team reads text and **analyzes it for text complexity** to anticipate where students with comprehension struggles may hit a wall. *(*if asked to engage with complete independence)*

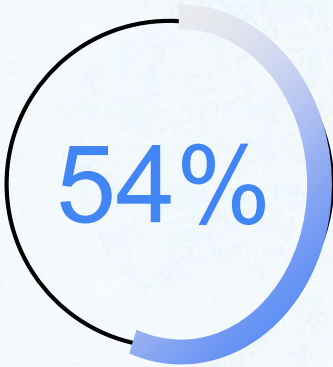


THIRD

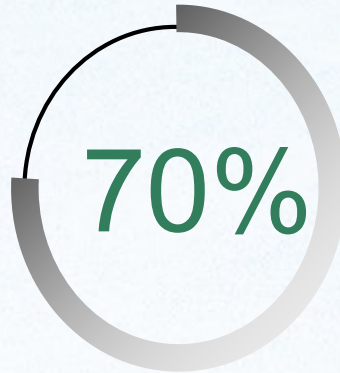
Interventionists plan lessons that preteach elements such as:

- *text structure
- *vocab used in unusual/unexpected ways
- *develop notetaking structures to support students' surface level comp so they can engage more deeply & independently in ELA class

Percentage of Students who MET their GROWTH GOA



6th



7th



8th

Average
Growth in
Points

+81 Points



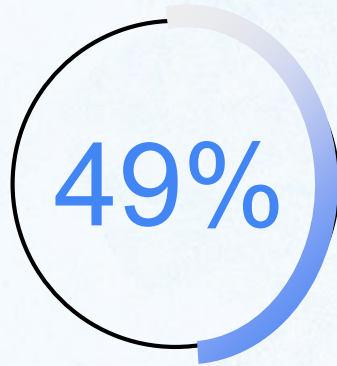
+98 Points



+83 Points

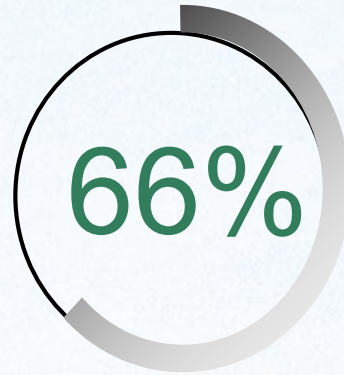
*

INTERVENTION GROWTH



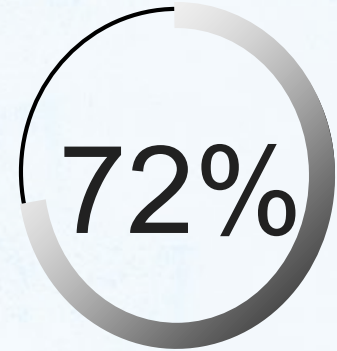
6th

37 students



7th

28 students



8th

26 students

Average
Growth
in Points

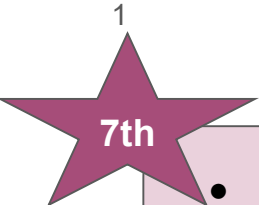
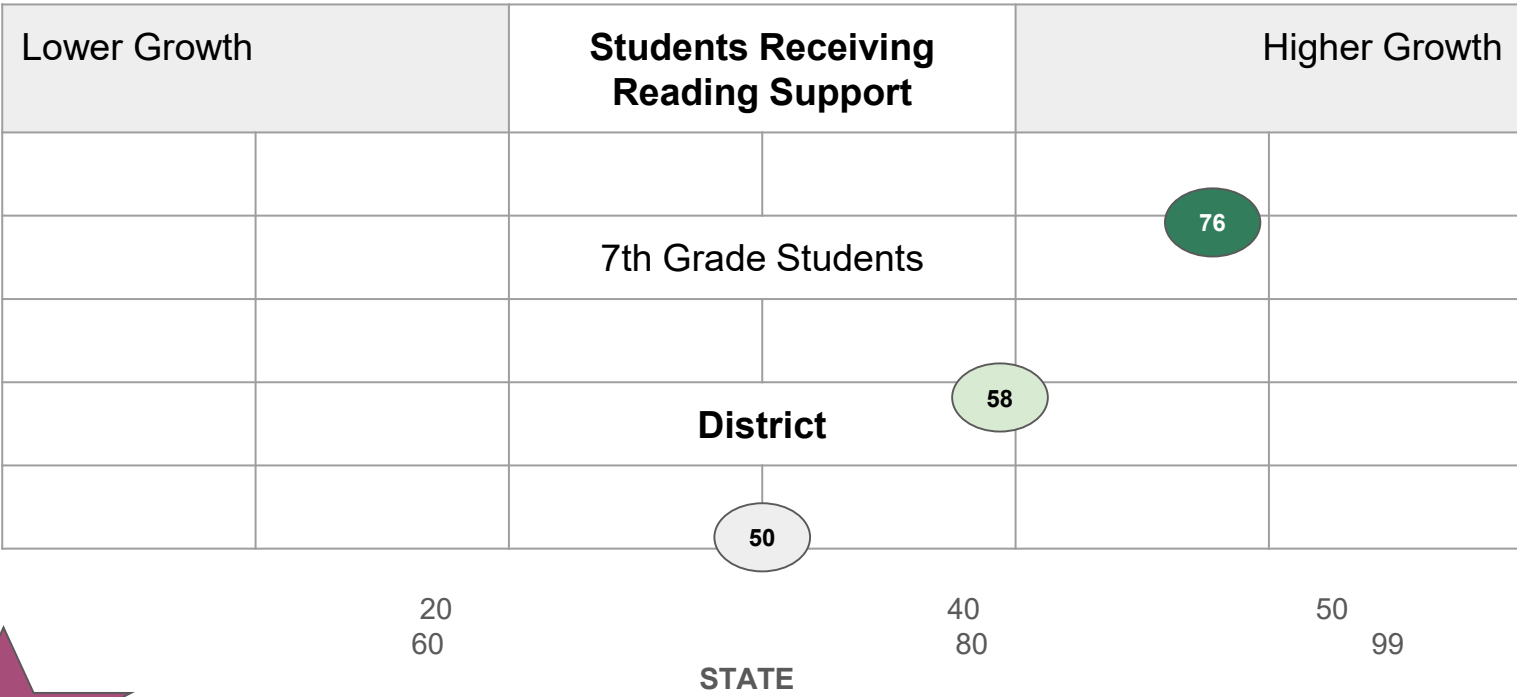
+118 Points

+113 Points

+182 Points

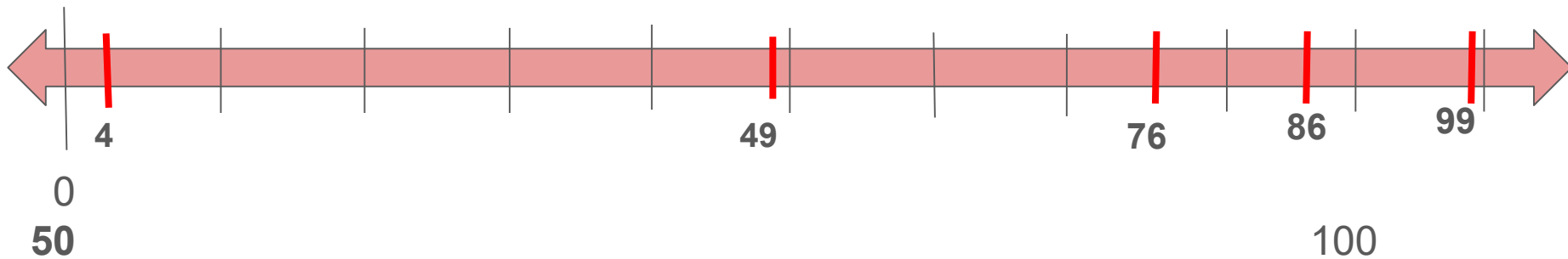
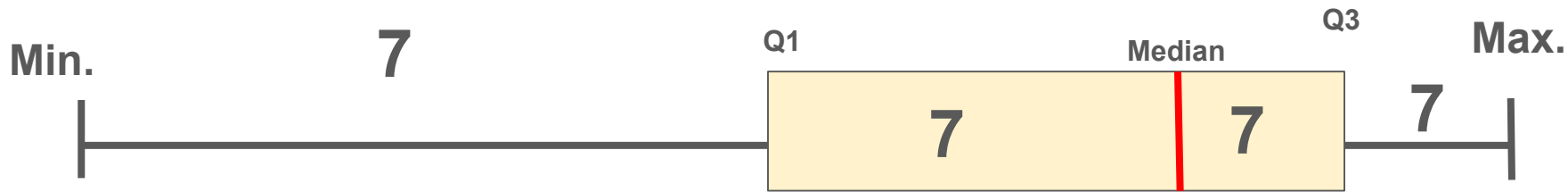
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Student Growth Percentile MCAS 2024



- Incredible alignment between teachers
- Both members of the curriculum team
- Detailed weekly lesson plans
 - Shared with all co-teachers and Interventionists
- High Expectations

Distribution of Student SGPs Grade 7



24-25 Focus:

Literacy Across the Content Areas:



1 Provide explicit vocabulary instruction.



2 Provide direct and explicit comprehension strategy instruction.



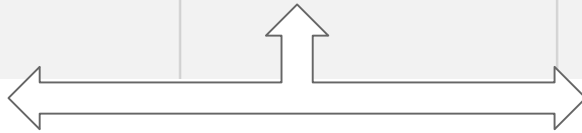
3 Provide opportunities for extended discussion of text meaning and interpretation.



4 Increase student motivation and engagement in literacy learning.



5 Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.



- ★ Connecting Reading support to TIER 1 Instruction in other content Areas (Science, Social Studies)
- ★ Increased collaborative efforts between Literacy team & content teachers:
 - Selecting & exposing challenging content texts for reading & Discussing
 - Explicit Vocabulary instruction
 - Explicit & Common comprehension instruction around challenging texts

Literacy Support 2425

Social Studies/Civics Support *(Push-in)*

Reading Interventionist in
Push-in Support (Level 2-3
EL Classes)

Support with:

- Vocabulary
- Small Group instruction
- Texts

Reading Intervention *(Pull-out)*

Grade 6: SIPPS
Phonics Instruction

Grade 7 & 8:
Comprehension
Support (with focus on
phonics as needed)

Individualized Supports *(Pull-out)*

Grade 6, 7, & 8

- Level 1-3 EL
Students
- Slife (students)
- Collaboration with
EL department
- Students with
difficult schedules

Station Structure for Tier 2 Days

With the large number of students needing support this is no longer a Tier 3 intervention solution, rather we must focus on strengthening tier 1 & 2 in the classroom and reserve the tier 3 spots for the neediest students who will benefit doubly from in class support and pull out intervention.

GROUP B

This group is working on their classwork (Tier 1) with some teacher support

ROUND 1
20 MINUTES

GROUP A

This group is working on their classwork (Tier 1), largely by themselves.

GROUP C

This group is receiving the Tier 2 support they need at a level that makes sense for their skills. This may include vocabulary, fluency, close reading, etc.

with Ms. Morse

GROUP A

This group is doing some kind of extension activity, or finishing classwork as needed.

ROUND 2
20 MINUTES

GROUP C

This group is working on their classwork (Tier 1), with some teacher support.

GROUP B

This group is receiving the Tier 2 support they need at a level that makes sense for their skills. This may include vocabulary, fluency, close reading, etc.

with Ms. Morse

Questions & Comments