Dover School Committee

Tuesday, June 3, 2025

5:30 PM

Dover-Sherborn Middle School Library

Live stream via Dover-Sherborn Cable Television

AGENDA

1. **Call to Order**
2. **Welcome School Committee Member Kevin Bielke**
3. **Reorganization**
4. **Community Comments**

   https://meet.google.com/gre-owyp-oeu (will close after Community Comments)
5. **Dover PTO - PTO president Claire Carey**
6. **Superintendents Comments**
7. **Financial Reports**
   - Warrant Report
   - FY25 Monthly Report
8. **Discussion Items**
   - FY26 Projected Enrollment
   - 2025-26 School Improvement Plan 1st Read
9. **Action Items**
   - Appoint METCO Liaison to School Committee **A.R.**
10. **Consent Items** **A.R.**
    - FY 26 Non-Resident Student Tuition
    - Approval of Minutes – May 13, 2025
11. **Communication for Members**
    - Subcommittee Assignments
    - Regional School Committee Minutes – March 4, 2025 & May 6, 2025
12. **Literacy Presentation**
13. **Adjourn**

NOTE: The listings of matters are those reasonably anticipated by the Chair, which may be discussed at the meeting. Not all items listed may, in fact, be discussed and other items not listed may also be raised for discussion to the extent permitted by law.

The Public Schools of Dover and Sherborn do not discriminate on the basis of race, color, sex/gender, gender identity, religion, national origin, sexual orientation, disability, or homelessness.

The Public Schools of Dover and Sherborn
157 Farm Street
Dover, MA 02030
Phone: 508-785-0036 Fax: 508-785-2239
www.doversherborn.org

Elizabeth M. McCoy, Superintendent
Denton Conklin, Assistant Superintendent

Dawn Fattore, Business Administrator
Kate McCarthy, Director of Student Services

TO: Dover School Committee
FROM: Dawn Fattore, Business Administrator
DATE: May 30, 2025
RE: FY25 Warrants

The following FY25 Accounts Payable Warrants were approved by one of the Committee's designated signers:

Voucher #	Date	Amount	Fund
1120	5/15/2025	$12,561.07	Food Service
1121	5/15/2025	$138,350.76	Circuit Breaker
1122	5/15/2025	$146,848.31	General-OOD
1123	5/15/2025	$45,809.12	General-School
1125	5/29/2025	$45,672.23	General-OOD
1126	5/29/2025	$22,700.00	Food Service
1127	5/29/2025	$235,151.65	General - School
1128	5/29/2025	$18,646.54	General-School

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Elizabeth M. McCoy, Superintendent
Denton Conklin, Assistant Superintendent

Dawn Fattore, Business Administrator
Kate McCarthy, Director of Student Services

TO: Dover School Committee
FROM: Dawn Fattore, Business Administrator
RE: FY25 Operating Update
DATE: May 30, 2025

Attached please find:
* Status of Appropriations as of May 31, 2025

Note: As in previous years, the financial narrative will be rolling with new/updated information in ***bold.***

Status of Appropriation

Salaries

We have encumbered the majority of salaries for FY25. There are variances in several of the line items resulting from the following:

- *Sped Administration* reflects the addition of a .3FTE for a Pre-School Director due to current oversight needs of the in-district programs as well as the monitoring of potential SPED identified pre-school aged students. This position is shared with Pine Hill (.2FTE) and combined with the existing Out-Of-District Coordinator position (.5 shared across all three Districts).
- *Educators, Classroom* reflects a leave of absence, a .3 FTE reduction in English Language (EL) educator due to student needs and conversion of SEL Coach to .5 Adjustment Counselor (now a 1.0 under Guidance).
- *Educators, SPED* reflects the addition of a .2FTE Occupational Therapists for needs in the Connections Program.
- *Educational Assistants* reflects the reallocation of Connections' SPED EAs to the Non-resident Tuition Fund based on student assignments. Increased positive variance by approx. $62,000.
- *Guidance* reflects 1.0 Adjustment Counselor position as noted above.

Custodial overtime and substitute costs are expensed as incurred. We will update the committee on changes in staffing as the year progresses.

Expenditures

There are two current negative variances to note at this time. SPED Services represents the additional services needed for the current cohort of students including those in the Connections Program. Instructional Software is overbudget based on the extension of several curriculum/assessment-based programs expanding to cover K-5. These changes will be reflected in the FY26 Budget.

The FY25 heating oil bid came in at $2.554 per gallon (budget based on $3/per gallon) providing a positive variance in Utilities at this time.

Out-of-District

Tuition encumbrances are reflected for all out-of-district placements as of **May 31st**. **We currently have 21 placements, two (2) more than budgeted.** The total negative variance in tuition costs is approximately $1,076,000. This is comprised of $870,000 from new placements and $430,000 from changes in placements, offset by $225,000 of savings from students leaving and graduating early. This is a significant variance and could continue to fluctuate as the year progresses. Transportation costs are currently projected to be under budget resulting in the changes in placements and offsets tuition costs by approx. $150,000.

FY25 Circuit Breaker (CB) has been finalized. Dover is receiving $1,226,631 in reimbursement from FY24 expenses comprised of $1,063,825 in tuition (net $275,880 from reserve relief received in FY24) and $162,806 in transportation costs. Tuition costs are fully funded at the 75% mandated rate and transportation costs represent a 44% reimbursement rate. The current negative variance in OOD is covered by CB funds so there is no need to request additional funding from the Town.

FY26 Budget Update

The Town of Dover's Annual Town meeting took place on May 5th. The Dover School budget, as approved by the Committee, and the requested capital project (flooring replacement) were approved. We thank the Town for their continued support of the schools.

An update on in-district enrollment projections is provided. We will discuss the changes in sections projected to take place for FY26.

We will be happy to answer any questions the Committee may have at Tuesday's meeting.

Dover Public Schools
Status of Appropriations as of May 31, 2025

SALARIES	FY25 BUDGET	EXPENDED 31-May	ENCUMBRANCES	TOTAL PROJECTED	OPERATING VARIANCE/ BUD.REMAINING	% of BUDGET
SUPERINTENDENT	$142,711	$142,712	$0	$142,712	(1)	0.00%
BUSINESS AND FINANCE	119,935	107,230	0	107,230	12,705	10.59%
DISTRICT INFO MANAGEMENT	81,610	81,578	0	81,578	32	0.04%
SPED ADMINISTRATION	219,892	241,062	13,963	255,025	(35,133)	-15.98%
SCHOOL LEADERSHIP-BUILDING	405,739	371,272	35,245	406,517	(778)	- 0.19%
ACADEMIC LEADERS	38,164	38,574	1,416	39,989	(1,825)	- 4.78%
EDUCATORS, CLASSROOM	3,829,730	2,741,483	1,008,819	3,750,301	79,428	2.07%
EDUCATORS, SPED	1,222,070	922,928	332,582	1,255,510	(33,440)	- 2.74%
SUBSTITUTES	45,000	52,689	2,191	54,881	(9,881)	-21.96%
EDUCATIONAL ASSISTANTS	689,915	568,872	63,932	632,803	57,112	8.28%
LIBRARIANS & MEDIA CENTER	70,630	51,614	19,016	70,630	0	0.00%
BUILDING BASED PD	16,875	21,038	0	21,038	(4,163)	-24.67%
GUIDANCE COUNSELORS	137,257	140,759	51,859	192,618	(55,361)	-40.33%
PSYCHOLOGICAL SERVICES	112,334	74,572	28,823	103,395	8,939	7.96%
MEDICAL/HEALTH SERVICES	99,959	77,913	24,166	102,079	(2,120)	- 2.12%
CUSTODIAL SERVICES	226,829	198,561	26,437	224,998	1,831	0.81%
TOTAL SALARIES	**$7,458,649**	**$5,832,858**	**$1,608,447**	**$7,441,305**	**$17,344**	**0.23%**
EXPENDITURES						
SCHOOL COMMITTEE	$9,000	$6,125	$15	$6,140	2,860	31.78%
SUPERINTENDENT	18,800	17,880	0	17,880	920	4.90%
LEGAL SERVICES	9,000	5,000	0	5,000	4,000	44.44%
DISTRICT INFO MANAGEMENT	80,500	78,879	104	78,984	1,516	1.88%
SCHOOL LEADERSHIP-BUILDING	17,608	16,001	1,165	17,166	442	2.51%
CLASSROOM CONTRACTED SERVICES	4,000	2,155	0	2,155	1,845	46.11%
SPED SERVICES/SUPPLIES	68,200	87,904	24,043	111,947	(43,747)	-64.15%
LIBRARIANS & MEDIA CENTER	14,360	12,263	168	12,431	1,929	13.43%
COURSE REIMBURSEMENT/PD	34,900	22,471	394	22,864	12,036	34.49%
TEXTBOOKS & RELATED SOFTWARE	83,000	77,412	0	77,412	5,588	6.73%
LIBRARY INSTRUCTIONAL MATERIALS	7,200	7,774	0	7,774	(574)	- 7.97%
INSTRUCTIONAL EQUIPMENT	15,750	13,729	1,283	15,012	738	4.68%
GENERAL SUPPLIES	63,050	56,741	3,815	60,556	2,494	3.96%
CLASSROOM INSTRUCT TECHNOLOGY	24,000	41,089	0	41,089	(17,089)	-71.20%
GUIDANCE	3,500	5,521	0	5,521	(2,021)	-57.74%
MEDICAL/HEALTH SERVICES	1,500	1,188	0	1,188	312	20.79%
TRANSPORTATION SERVICES	276,821	220,320	55,001	275,321	1,500	0.54%
CUSTODIAL SERVICES	25,000	19,158	1,835	20,993	4,007	16.03%
UTILITIES	253,000	198,580	33,366	231,947	21,053	8.32%
MAINTENANCE OF BUILDING	135,000	126,024	17,322	143,347	(8,347)	- 6.18%
TOTAL EXPENDITURES	**$1,144,189**	**$1,016,216**	**$138,512**	**$1,154,728**	**($10,539)**	**- 0.92%**
TOTAL INDISTRICT OPERATING	**$8,602,838**	**$6,849,074**	**$1,746,960**	**$8,596,033**	**$6,805**	**0.08%**
OOD TUITION & TRANSPORTATION						
TUITION TO MA SCHOOLS	75,000	58,576	13,520	72,096	2,904	3.87%
TUITION TO COLLABORATIVES	365,000	240,597	25,856	266,453	98,547	27.00%
TUITION TO NON-PUBLIC SCHOOL	1,635,000	2,523,071	382,667	2,905,738	(1,270,738)	-77.72%
TUITION TO OUT OF STATE SCHOOLS	180,000	86,440	0	86,440	93,560	51.98%
TRANSPORTATION SERVICES	$445,000	$233,170	$67,815	$300,986	144,014	32.36%
TOTAL OOD	**$2,700,000**	**$3,141,854**	**$489,858**	**$3,631,712**	**($931,712)**	**-34.51%**
TOTAL OPERATING	**$11,302,838**	**$9,990,928**	**$2,236,818**	**$12,227,746**	**($924,907)**	**- 8.18%**
CB Reimbursement offset				**($1,226,631)**	**$1,226,631**	
Est.Operating Expenses/ Surplus				**$11,001,115**	**$301,724**	

Chickering School 2025-2026
Projected class numbers

Grade	students	classrooms	
K	72	4	
1	62	3	
2	63	4	
3	83	4	
4	91	5	
5	70	4	
	441	**24 classrooms**	

DRAFT: Chickering 2025–2026 School Improvement Goals, updated, 6/3/25

Goal 1: Math (Reveal Curriculum) 2.0 Implementation – Year 2

Objective: Refine and strengthen Math 2.0 instructional practices to ensure rigorous, engaging, and inclusive math instruction for all learners.

- **Continued Coaching and Support:** Expand coaching cycles with the Math Coach to deepen instructional strategies and promote best practices across classrooms.
- **Data-Driven Instruction:** Expand use of structured data protocols (beginning, middle and end of year, as well as progress monitoring) to monitor student progress and inform targeted math interventions.
- **Project-Based Learning Integration:** Increase activity-based and project-based learning from the Reveal curriculum to enhance real-world application and critical thinking.
- **Scope and Sequence Refinement:** Revisit and adjust the math scope and sequence based on year-one implementation data and teacher feedback to improve pacing and coherence.
- **Professional Development (PD):** Provide ongoing PD focused on differentiation and instructional scaffolds, with a priority on supporting diverse learners, including ELLs and students with disabilities.

Goal 2: Strengthen Data-Driven Collaboration and Capacity Building, Year 1

Objective: Build staff capacity to use data effectively and collaborate purposefully to meet the needs of all students.

- **Refined Data Teams (Data Teams 2.0):** Strengthen data team protocols and usage of Open Architects to analyze subgroup data (ELLs (English Language Learners), Special Education, and economically disadvantaged students) and develop responsive instructional strategies.
- **Targeted Interventions:** Using data, identify students' growth areas and design clear, actionable intervention plans with embedded progress-monitoring checkpoints.
- **Grade-Level Data Meetings:** Enhance grade-level data meetings with structured protocols to identify trends, share strategies, and align instruction.
- **Professional Learning Communities at Common Planning Time (CPTs):** Strengthen grade level Common Meeting time by aligning each session to a focused structure using a bank of protocols
- **Data Tools and Capacity Building:** Continue training and support for the effective use of tools such as IXL, DIBELS, and Bridges (Math Intervention curriculum) to inform instruction and measure growth at

elementary and district levels.

- **Family Engagement in Teaching and Learning:** Include opportunities such as a “Math Morning” or content grade-level showcases to involve families in understanding student learning and progress.

Goal 3: Community Collaboration Promotes Best Practices

Objective: Build structures and protocols for increasing educator, administration and community collaborations around the DS Best Practices.

- **Cross-Grade Vertical Teams:** Promote vertical collaboration to ensure instructional coherence across grade spans and support student transitions.
- **Learning Walks:** Conduct regular grade-level instructional walks focused on content-specific best practices and SEL integration.
- **Collaboration:** Increase opportunities for collaboration: between grade levels, across content areas and with Specialists and classroom teachers.
- **Best Practice Spotlights:** Feature examples of the Dover-Sherborn Best Practices as evidenced in teaching and learning experiences.

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Elizabeth M. McCoy, Superintendent
Denton Conklin, Assistant Superintendent

Dawn Fattore, Business Administrator
Kate McCarthy, Director of Student Services

TO: Dover School Committee

FROM: Dawn Fattore, Business Administrator

DATE: May 30, 2025

RE: Approval of FY26 Non-Resident Student Tuition

In anticipation of Pine Hill students continuing to attend the Connections Program, we are requesting the Committee approve the tuition rate for FY26. As is past practice within our districts, the rate is based on the most current per-pupil in-district costs (FY24) posted on DESE's website. School Committee Policy JFABE, referenced below in the motion, is attached for your reference.

Motion:

To set the tuition rate for students attending Chickering Elementary School from outside the district, as approved by the Superintendent per School Committee Policy JFABE, at ***$22,653*** *for the 2025-2026 school year and that any additional support service costs be added to an individual student's tuition based on a fair share of those additional services as computed by Administration.*

NEIGHBORING SCHOOL DISTRICTS – STUDENTS WITH SPECIAL NEEDS

The Superintendent of Schools may make special arrangements for the admission of students with special needs when there is space available in a program with adequate staff. Each student applicant will have had a complete evaluation including a diagnostic report for the Superintendent's use in his/her screening procedures. Tuition rates shall be set by the School Committees each year or by the appropriate collaborative (T.E.C., ACCEPT) sponsoring the class.

FIRST READING:	January 25, 2011
SECOND READING:	May 22, 2012
ADOPTED:	May 22, 2012
SOURCE:	Dover-Sherborn Regional Committee

DRAFT

Dover School Committee
Meeting of May 13, 2025

Members Present:	Jeff Cassidy
	Goli Sepehr
	Kate Cook
	Martha Castle
	Jessica Hole
Also Present:	Beth McCoy, Superintendent
	Denny Conklin, Assistant Superintendent
	Dawn Fattore, Business Manager

1) **Call to Order**

Jeff Cassidy called the meeting to order 6:30 pm.

2) Community Comments - none

3) Superintendent Comments - Beth McCoy updated recent and upcoming meeting/events in the District including Annual Town Meetings, and the update to all student handbooks over the summer.

Denny Conklin spoke about the recent look by the Administration at screen time in elementary classrooms. There will be a full re-visit of policy during the next year to align use of screens with best practices.

4) Financial Reports

- Warrant Report
- FY25 Monthly Report
  - Salaries - there are no changes to report since the last meeting
  - Expenditures - there are no changes to report since the last meeting
  - Out-of-District - there are currently 19 placements, which is two more than budgeted. The total negative variance in tuition costs is approximately $1,068,000, comprised of $860,000 from new placements and $430,000 from changes in placements (offset by $225,000 of savings from students leaving and graduating early).
  - Class size discussion - members of the committee discussed adding this item to a future agenda as there is interest in changing the current policy to lower class size and/or add more support.

5) **Discussion Items**

6) Action Items

7) Consent Items

- Approval of Minutes: March 4, 2025
- Annual School Committee vote on MA School Choice Law - not to participate
- Gifts: $800 from the Dover Cultural Council

Goli Sepehr made a motion to approve the Consent Agenda. Kate Cook seconded.
25-05 VOTE: 5 - 0

DRAFT

8) **Informational Items**

- TEC Collaborative FY26 Budget
- TEC Collaborative Quarterly Report
- TEC Collaborative Agreement (effective July 1, 2025)
- ACCEPT Collaborative Quarterly Report
- Regional School Committee minutes of January 14 & February 4, 2025
- Sherborn School Committee minutes of February 4, & March 11, 2025

9) Items for June 3, 2025 meeting - Reorganization, Literacy Review update

10) Adjournment at 7:21 pm.

Respectfully submitted,
Amy Davis

DOVER SCHOOL COMMITTEE (updated DATE)	
	2025-26
Chair	
Secretary	
Finance	
Warrants *Signs accounts payable and payroll warrants*	
Subcommittees	
Superintendent's Evaluation *Coordinates evaluation of the superintendent per DESE guidelines*	
Union #50 *Three voting members (from each of the Dover and Sherborn School Committees) responsible for employment of the superintendent*	
Personnel *Reviews and approves sick bank requests*	
Negotiations *Participates in the collective bargaining process with the Dover Sherborn Educational Association*	
Search Committees *Participates in search committees for administrative positions as needed*	
Policy *Revises and proposes policies as needed for joint review by the school committees; conducts periodic policy manual reviews; identifies required policy review cycles*	
Buildings & Facilities *Collaborates with the Business Administrator and Director of Facilities on annual approval of the Capital Plan*	
Liaisons *Serves as the key point of contact with each organization; attends meetings as requested*	
Chickering PTO (meets monthly; contact PTO President)	

School Advisory Council (meets monthly; contact Deb Reinemann)	
Challenge Success (meets monthly; contact Ellen Chagnon)	
METCO (meets as needed; contact Monique Marshall Veale)	
SEPAC (meets monthly; contact Kate McCarthy)	
Wellness (meets annually; contact Kate McCarthy)	
Task Forces	
Communication	
Sheriff's Task Force on Juvenile Substance and Mental Health	

Approved 5.6.25

Dover-Sherborn Regional School Committee
Meeting of March 4, 2025

Members Present: Mark Healey
Colleen Burt
Angie Johnson
Kevin Crotty
Kate Potter
Toa Ashk

1) **Call to Order**
Mark Healey called the meeting to order at 6:31 pm in the Middle School Library.

2) Community Comments - none

3) Continued Discussion on FY26 Budget

- the FY26 Norfolk County Retirement System appropriation notice was received and the amount due is in line with the FY25 amount. The projected 8% increase ($68,000) was removed from the FY26 Budget.
- the adjusted increase for Healthcare Premium based on approved rates is 5.4%, resulting in a reduction of $125,000 in the FY26 Budget line item.
- retiree healthcare premium expenses were also recalculated based on approved rates and an increase of $8,200 is needed.
- A single bid from the existing service provider was received for FY26-28 Transportation services. The contract terms will be discussed at the Joint Meeting on April 1st. The increase for the first year of the contract is in line with the budget.
- Version 3.0 is now an overall budget increase of 0.73%, down from 2.06% in Version 1.0.

4) Vote to Certify FY26 Operating Budget

Colleen Burt made a motion to approve the utilization of $175,000 of June 30,2024 certified Excess & Deficiency funds for the FY26 Budget. Kate Potter seconded.
25-04 VOTE: 6 - 0

Kevin Crotty made a motion to adopt the FY26 Budget in the amount of $29,087,346 which is reduced by estimated receipts and available funds in the amount of $4,157,781 for a net amount to be assessed to the member town of $24,929,565 and that the Treasurer be authorized to certify this budget in the apportioned share of each town based on the statutory method. Angie Johnson seconded.
25-05 VOTE: 6 - 0

5) Financial Reports

- Warrant Report
- FY25 Monthly Operating Report
  - Revenues: the first Chapter 71 transportation payment has been received and reflects an 80% reimbursement rate.
  - Salaries: it is projected there will be a positive variance in salaries of at least $325,000

- Expenditures: there are no changes to report
- FY24 Wrap-up: the auditors completed their fieldwork in February.

6) Discussion Items

7) Action Items

- Use of E&D for FY26 Capital Project

Colleen Burt made a motion to transfer $350,000 of June 30, 2024 certified Excess & Deficiency funds to the Region's Capital Fund to cover a portion of the costs for approved FY26 Capital Projects, subject to the approval of the remaining project costs by the Member Towns. Toa Ashk seconded.
25-06 VOTE: 6 - 0

- Approve Inter Municipal Agreement (IMA) for Capital Project

Kevin Crotty made a motion to approve estimated remixing FY26 Capital Project costs of $1,600,000 to be funded by Member Towns based on FY26 Capital Costs Assessment percentages, Dover $858,000 (53.65%) and Sherborn $741,600 (46.35%).
25-07 VOTE: 6 - 0

8) Consent Items

- Regional School Committee minutes of April 4, 2025
- Annual School Committee Vote on MA School Choice Law

Colleen Burt made a motion to approve the Consent Agenda. Kevin Crotty seconded.
25 - 08 VOTE: 5 - 0

9) Informational Items

- GASB74/75 - Summary of Results
- Sherborn School Committee Minutes - November 12, 2024
- Dover School Committee Minutes of November 19, 2024

10) Next Meeting: May 6th

11) Superintendent Comments - Superintendent McCoy reviewed recent and upcoming events in the District including recent classroom visits, the METCO Legislative Breakfast, and the TriCounty Roundtable with legislators.

12) Adjournment at 7:51 pm.

Respectfully submitted, Amy Davis

DOVER SCHOOL COMMITTEE (updated DATE)	
	2025-26
Chair	
Secretary	
Finance	
Warrants *Signs accounts payable and payroll warrants*	
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DOVER-SHERBORN PUBLIC SCHOOLS



Dover & Sherborn School Committee Meetings

June 4, 2024

THANK YOU!!!

Dover & Sherborn School Committees

Superintendent McCoy

Priscilla Stephan, Literacy Coach- Chickering

Jen Ryan, Literacy Coach- Pine Hill

Elementary Building Leaders

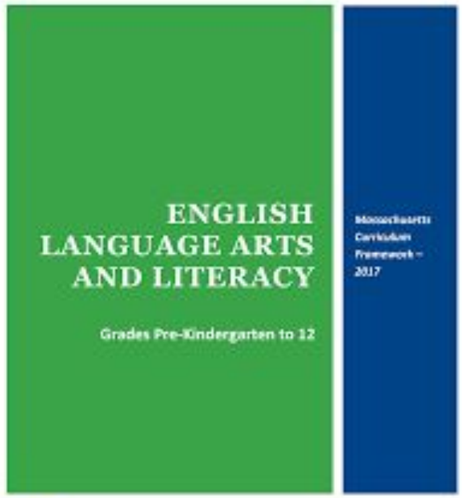
Our amazing teachers, EAs, and staff



Essential Questions

- What are the components of our elementary literacy curriculum?
- How do we monitor student progress in reading and writing?
- How do we support students who are identified as needing additional literacy support?

How It All Comes Together



EDUCATION

COMMON CORE
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER



Writing	Launch Writer's Workshop	Narrative	How To	All About	Open Unit	Opinion	Poetry
Reading	Launching Lessons & Running Records	**Building Good Reading Habits (Book 1)**	**Word Detectives Add-on**	**Learning About the World (Nonfiction Book 2)**	**Meeting Characters and Learning Lessons: A Study of Story Elements (Book 4)** Includes growing opinions about books		
Word Study	Unit 1 Letter-Sound ID, formation, ABC order	Unit 2: CVC Words	Unit 3: Digraphs	Units 4 + 5: Bonus Letters, -all, -am, -an	Unit 6: Baseword and suffix -s	Unit 7: Glued Sounds with -ng and -nk	Unit 8: Blends (4 sounds)	Unit 9: Closed vs. open syllables	Unit 10: Blends (5 sounds), -ed, -ing	Unit 11: VCe	Unit 12: Syllable division (closed, v-e)	Unit 13: Multisyll. w/suffixes, Suffix -es	Unit 14: Review

DIBELS® 8TH EDITION
UNIVERSITY OF OREGON | College of Education

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Reading ✦ Writing

95 Phonics Core Program®
95 Percent Group™
UNLOCKING THE POWER OF LITERACY FOR EVERY CHILD
TC

Kindergarten Curriculum
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Heggerty
PHONEMIC AWARENESS CURRICULUM

Phonemic Awareness:
The Skills That They Need To Help Them Succeed!
A 35 Week Curriculum of Daily Phonemic Awareness Lesson Plans
Developed on a Systematic Scope and Sequence of Skills with Explicit Modeling
Michael Heggerty, Ed.D.
With Revisions By
Alisa VanHekken, M.Ed.

Lexia CORE5 READING

GEODES®

fundations®
Wilson Language Basics

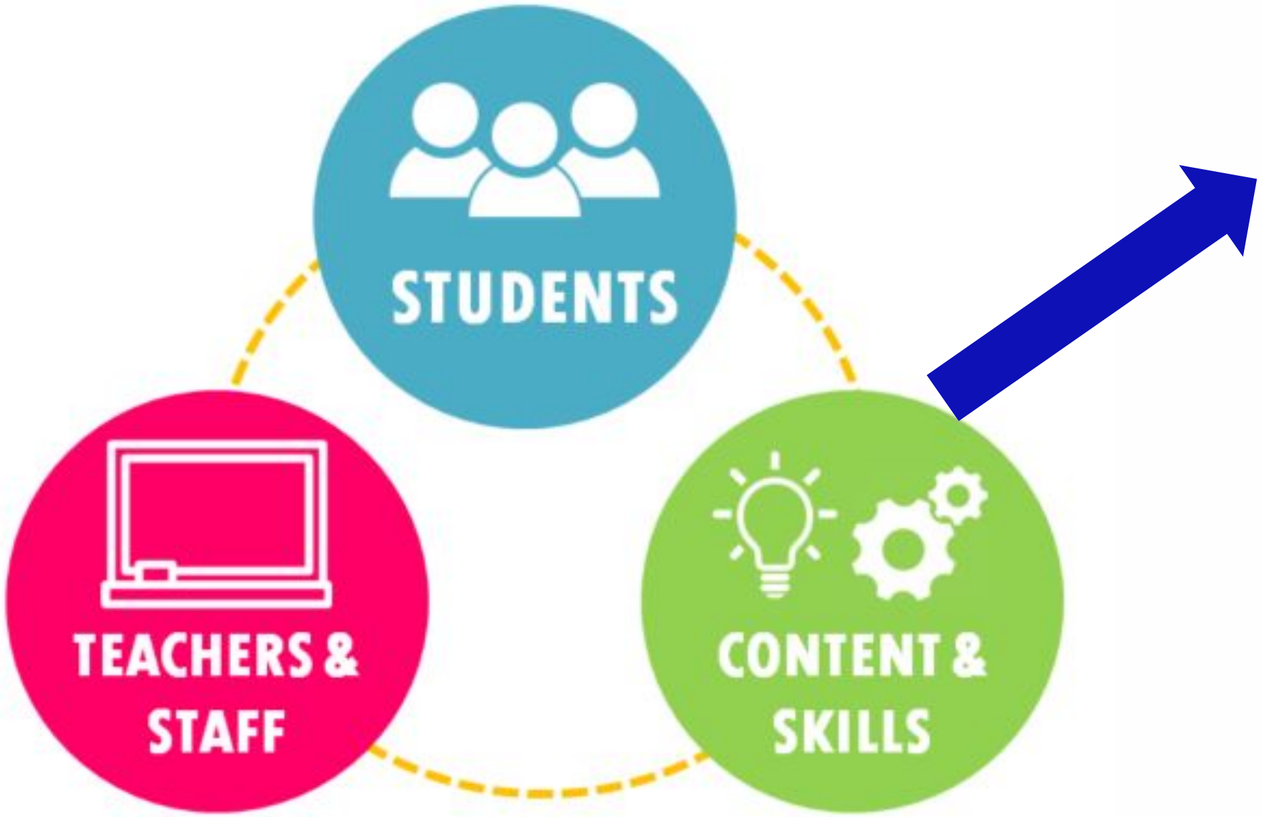
Standards & Frameworks → **Curriculum & District Values** → **Programs**



A Quick Reminder:

There is no such thing as a perfect curriculum or program

The Instructional Core (Elmore 2008)



The ELA programs that we choose are only one part of the Instructional Core. We rely on our **teachers** who make decisions on what to do with the curriculum and support them with PD time and coaching.

Teachers build relationships with **students** to give them what they need (MTSS) and we prioritize a curriculum/instruction that gives students voice and choice.



Continued Learning

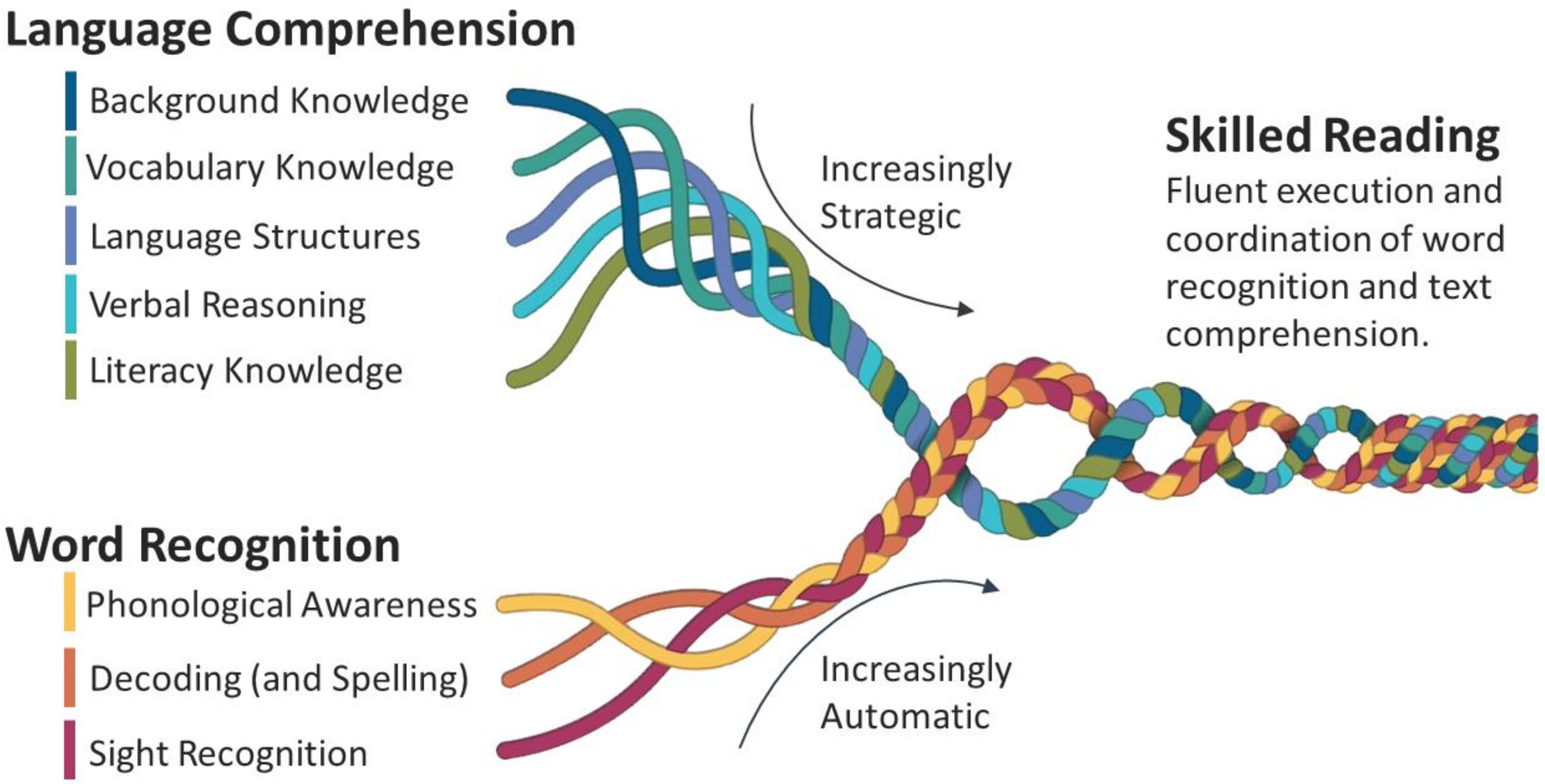
- Coaches stay up to date on research: Marshall Memo, podcasts, journal articles, blogs
- Teachers, staff, and administrators attend conferences & PD
- In-District PD: Fall- Decodable texts, Psychology of Active Literacy Engagement
- Orton-Gillingham, Wilson training and certification

Essential Questions

- What are the components of our elementary literacy curriculum?
- How do we monitor student progress in reading and writing?
- How do we support students who are identified as needing additional literacy support?

CONTENT & SKILLS

Essential Components of Instruction: What knowledge + skills do students need?



Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy.* NY: Guilford Press.

In other words…



The Simple View of Reading - Reading Rockets.



What is evidence-based literacy instruction?

Foundational Skills for Understanding Texts, K-3

1. Teach students **academic language skills**, including the use of inferential and narrative language, and vocabulary knowledge. (Minimal Evidence)
2. Develop awareness of the **segments of sound in speech and how they link to letters**. (Strong Evidence)
3. Teach students to **decode words, analyze word parts, and write and recognize words**. (Strong Evidence)
4. Ensure that each student reads **connected text every day** to support reading accuracy, fluency, and comprehension. (Moderate Evidence)

Upper Elementary Literacy, 3-5

1. Build students' decoding skills so they can read **complex multisyllabic words**. (Strong Evidence)
2. Provide purposeful **fluency-building activities** to help students read effortlessly. (Strong Evidence)
3. Routinely use a set of **comprehension-building practices** to help students make sense of the text. (Strong Evidence)
4. Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to **complex ideas and information**. (Moderate Evidence)

Sources: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade (Institute for Education Sciences, 2019), Providing Reading Interventions for Students in Grades 4–9 (Institute for Education Sciences, 2022), Improving Adolescent Literacy: Effective Classroom and Intervention Practices (Institute for Education Sciences, 2008)



Multi-Dimensional Model for Literacy

Word Study	Readers' Workshop	Writers' Workshop

Foundational Skills	Engaging with Complex Text	Constructing Text
• Concepts of Print • Phonological Awareness • Phonic Decoding + Encoding • Advanced Phonics • Morphology	• Approaching complex text • Applying active reading strategies (e.g., note taking, summarizing, questioning) • Reinforce foundational skills • Noticing author's craft (e.g., text structure, word choice)	• Understanding sentence structure, grammar, essay/narrative structure • Moving through the writing process • Responding to Text

Oral Language

Read alouds, accountable talk, class discussion across content, student-led book club conversations, student debate

Multi-Dimensional Model for Literacy

Word Study K-3

Whole group instruction

- Multisensory + explicit
- Includes guided practice
- High engagement, with multiple opportunities for students to respond verbally or in writing
- Teacher feedback

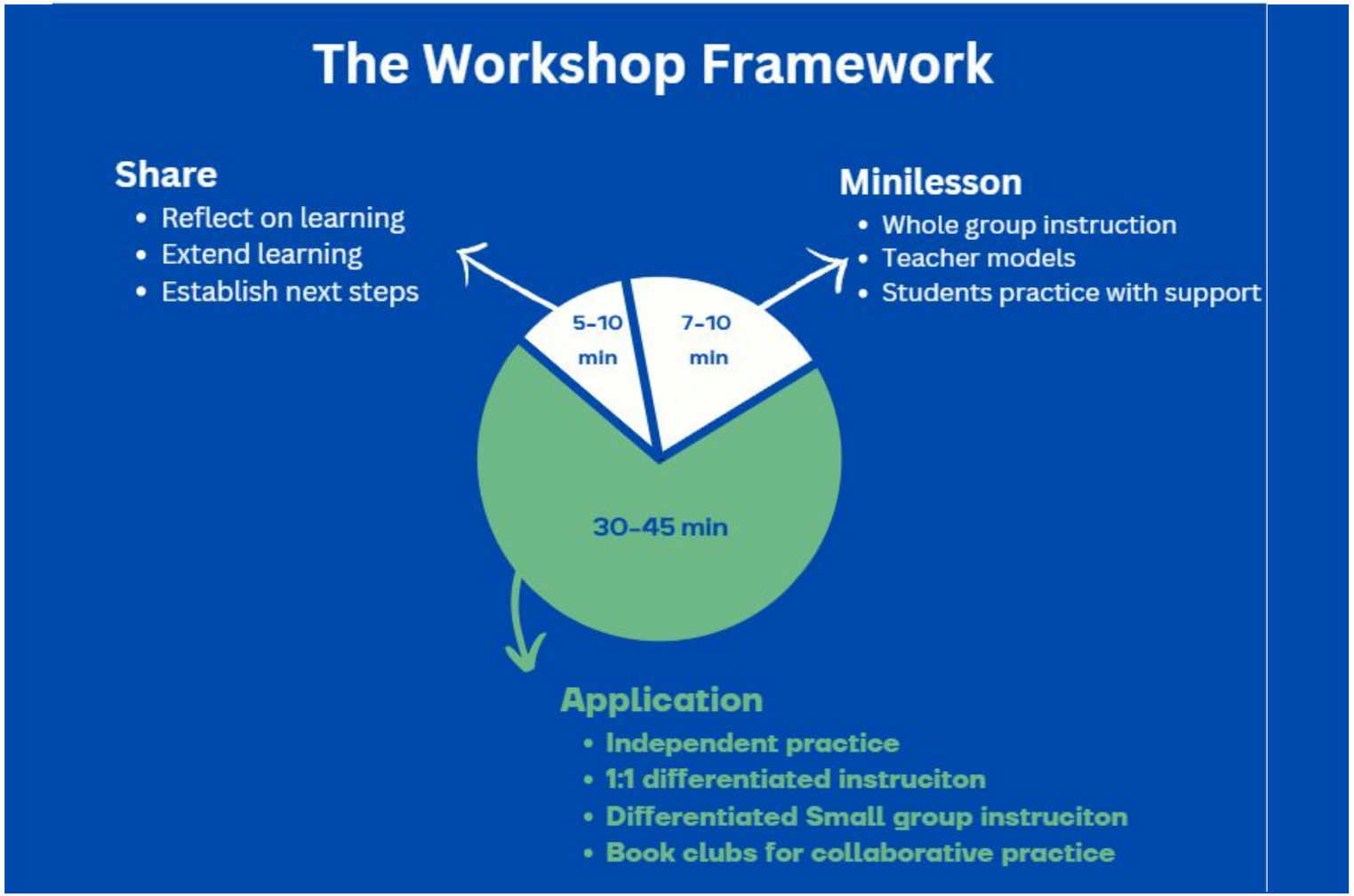
Small Group Instruction

- Developing accuracy with teacher guidance

Independent Practice

- After student has accuracy with a skill, to build fluency

Readers' Workshop



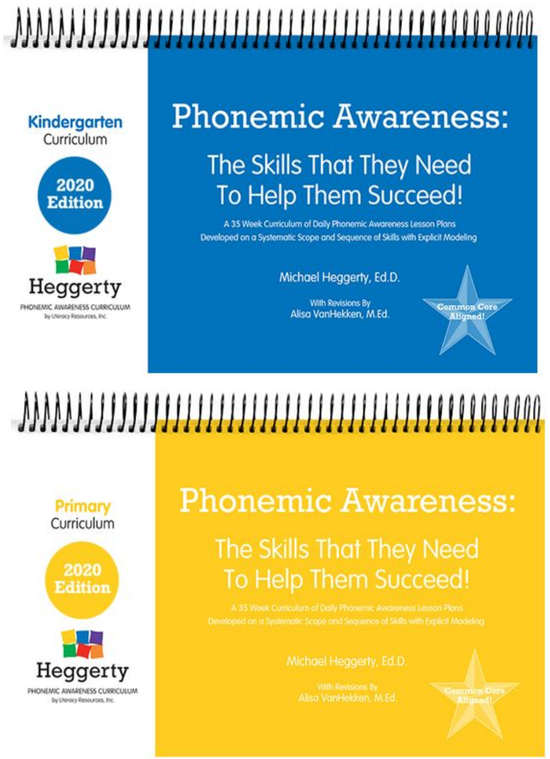
Phonological Awareness

CONTENT & SKILLS

TEACHERS & STAFF

STUDENTS

➔ **Curricular Resource:**



Evidence-Based Instructional Strategy:

Develop awareness of the **segments of sound in speech and how they link to letters.** (Strong Evidence)

- ➔ Utilize graphemes (letter/s)
- ➔ Explicitly link to phonics instruction
- ➔ Make it engaging through multisensory activities
- ➔ Reinforce when reading/writing



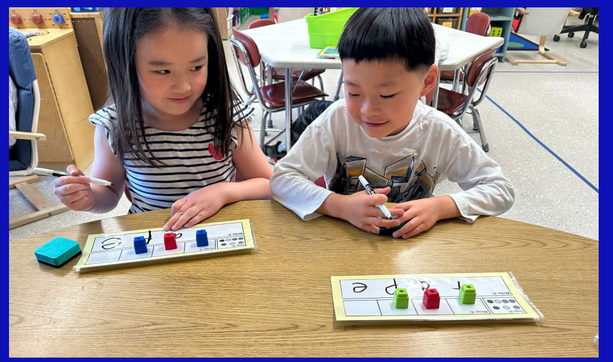
Segmenting



Blending



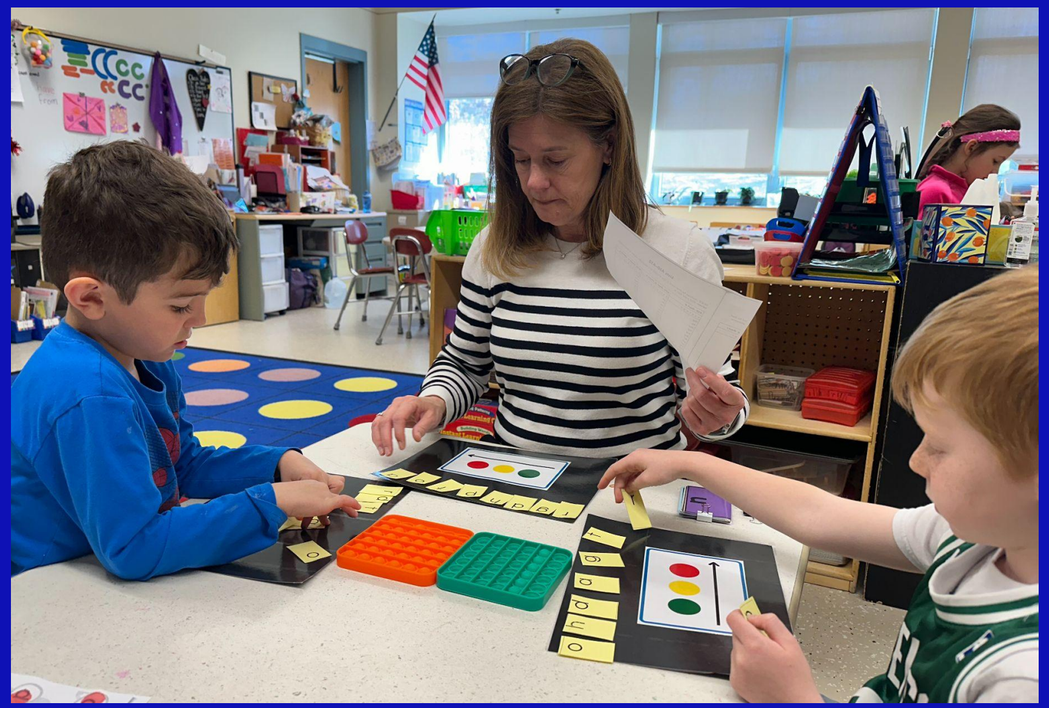
Sound Isolation



Students segment sounds prior to writing the associated graphemes

Phonological Awareness

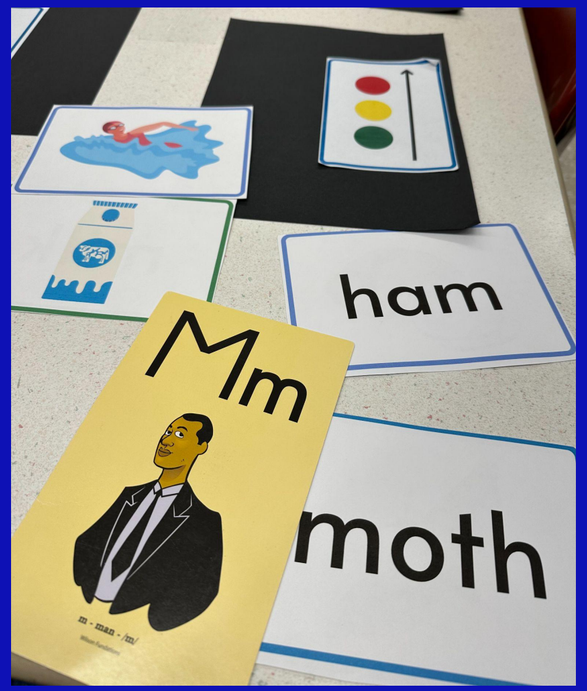
Students use a pop-it to segment sounds in a word, then build it by manipulating letter-cards.



Students squish play-dough to segment sounds in CVC words.



After learning the sound for M, kindergarteners listened to words to find the /m/ sound at the beginning or the end!



Explicit Systematic Phonics

CONTENT & SKILLS

TEACHERS & STAFF

STUDENTS

➔ **Curricular Resources:**

fundations® Wilson Language Basics

LEXIA READING CORE5®

Evidence-Based Instructional Strategies:

Teach students to **decode words, analyze word parts, and write and recognize words**. (Strong Evidence)

Build students' decoding skills so they can read **complex multisyllabic words**. (Strong Evidence))

- ➔ Adjust pacing and differentiate based on diagnostic assessment of phonics skills
- ➔ Teach high-frequency words with attention to aspects of the word that are regular and irregular
- ➔ Make it engaging through multisensory activities
- ➔ Reinforce when reading/writing



Students play a version of Headbandz to dictate sentences to one another



A teacher guides students through tapping and writing CVC words, while reinforcing pencil grip + letter-formation.

Wilson Fundations K-3

A research-based synthetic phonics program that uses a multisensory approach

Print Awareness

Phonemic Awareness

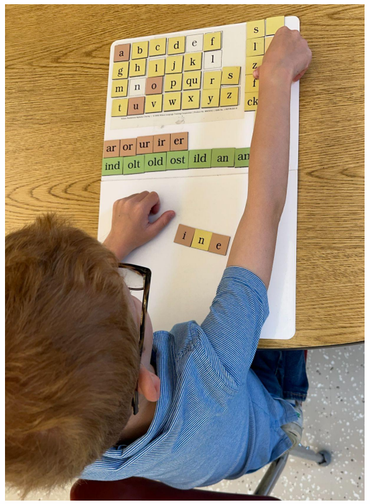
Alphabetic Principle & Word Study

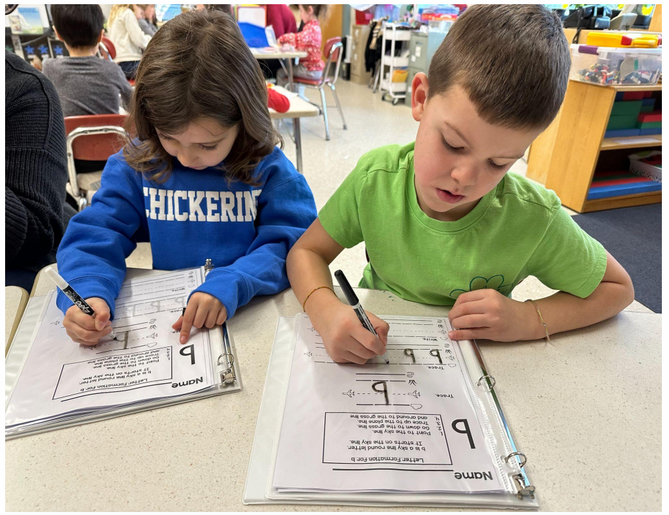
High Frequency (Irregular Wards)

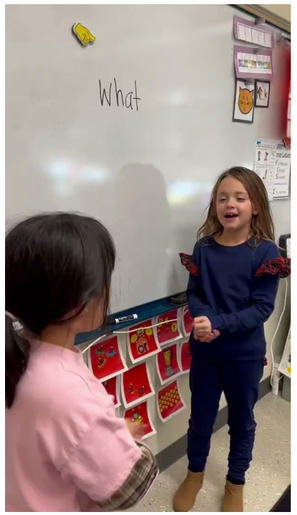
Spelling & Handwriting

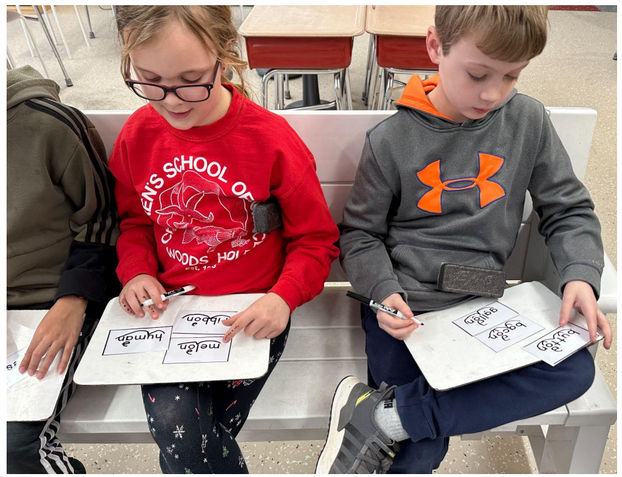
Fluency















Lexia Core5

Core5 has received a "**Strong**" rating from Evidence for ESSA. The rating means the program meets the highest standard of evidence outlined by federal law under the Every Student Succeeds Act (ESSA). Evidence for ESSA also estimates Core5 has a greater impact on student reading than most other elementary literacy programs, as measured by average effect sizes.

All K-2 students	Core5 provides differentiated instruction in K-5 skills in phonemic awareness, phonics, fluency, vocabulary, & comprehension.
Individualized	Students may work in the program on below, at, or above grade-level skills. They are placed by an initial skill assessment.
Adapted Learning	When students have difficulty with a skill, they are provided with increasingly scaffolded instruction and practice. Print lessons and practice pages are provided to teachers to reinforce challenging skills.

Application to Connected Text

Word Study	Readers' Workshop	Writers' Workshop

Evidence-Based Instructional Strategies:

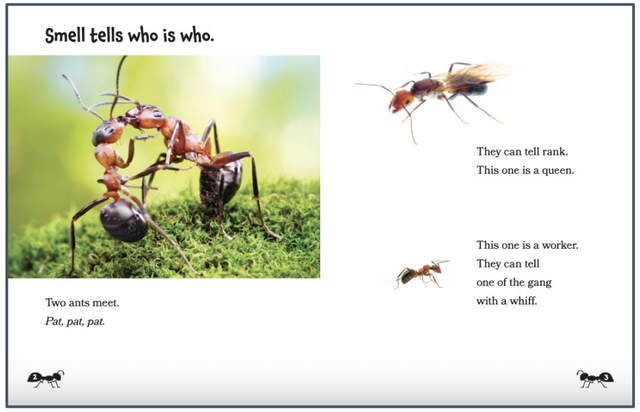
Ensure that each student reads **connected text every day** to support reading accuracy, fluency, and comprehension. (Moderate Evidence)

Provide purposeful **fluency-building activities** to help students read effortlessly. (Strong Evidence)

Scaffolding is build into the texts we give early readers. The text design determines what skills and habits the student can practice, and the strategies we emphasize during instruction.



Highly patterned text, not controlled for phonics taught. Student needs to use strategies like looking at the picture or remembering the pattern of the sentence.



Decodable text from Geodes is aligned with instruction in phonics. Students are able to apply taught phonics (in this case, knowledge of glued sounds) to learn how ants use their sense of smell in different ways.

Access to Decodable Texts

GEODES™



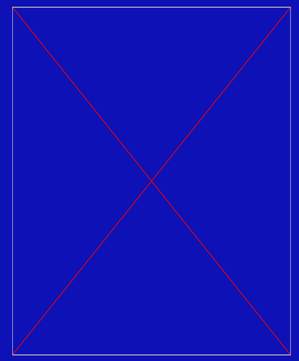




Students have access to a variety of decodable texts, including high-interest fiction options.



K Geodes: Students learn about the art, geography, animals, landmarks, + traditions across three continents.





Gr 1 Geodes: Students learn how elephants communicate with one another.



K Revised Units of Study

Picture Power has been replaced!



"Today I want to teach you that to be *Super Readers* , you need to activate your Slider Power. You need to put your finger under a word and slide through *all* the sounds, saying and smooshing those sounds together as you go."

Slider Power is the new focus!

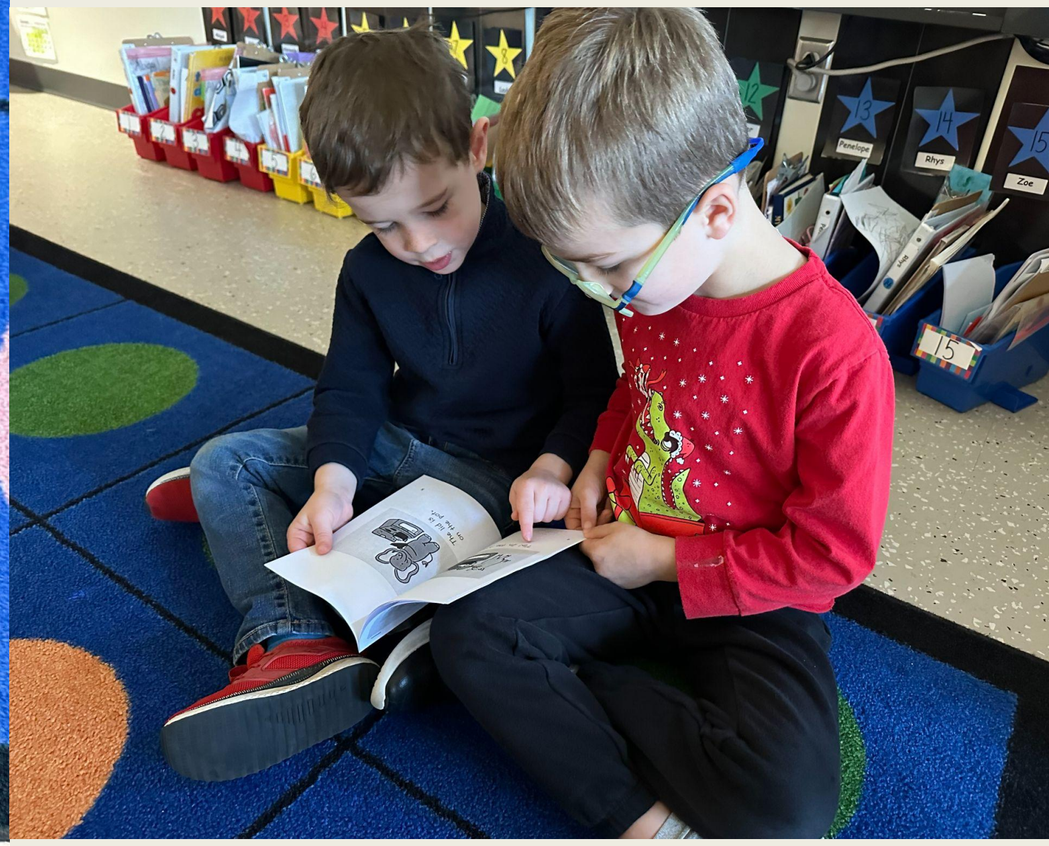


Super Readers

Students slide through CVC word cards and decodable books during a workshop mini-lesson.

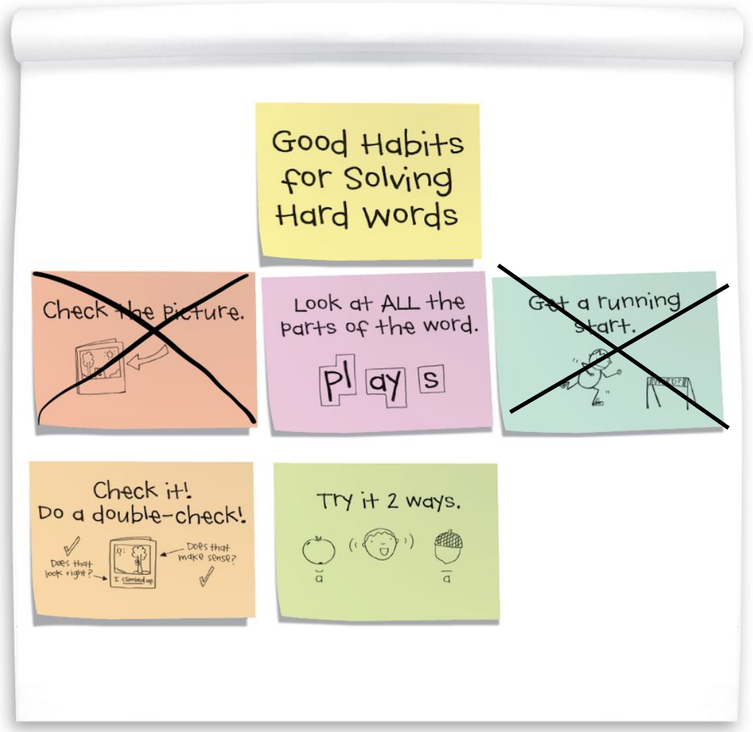






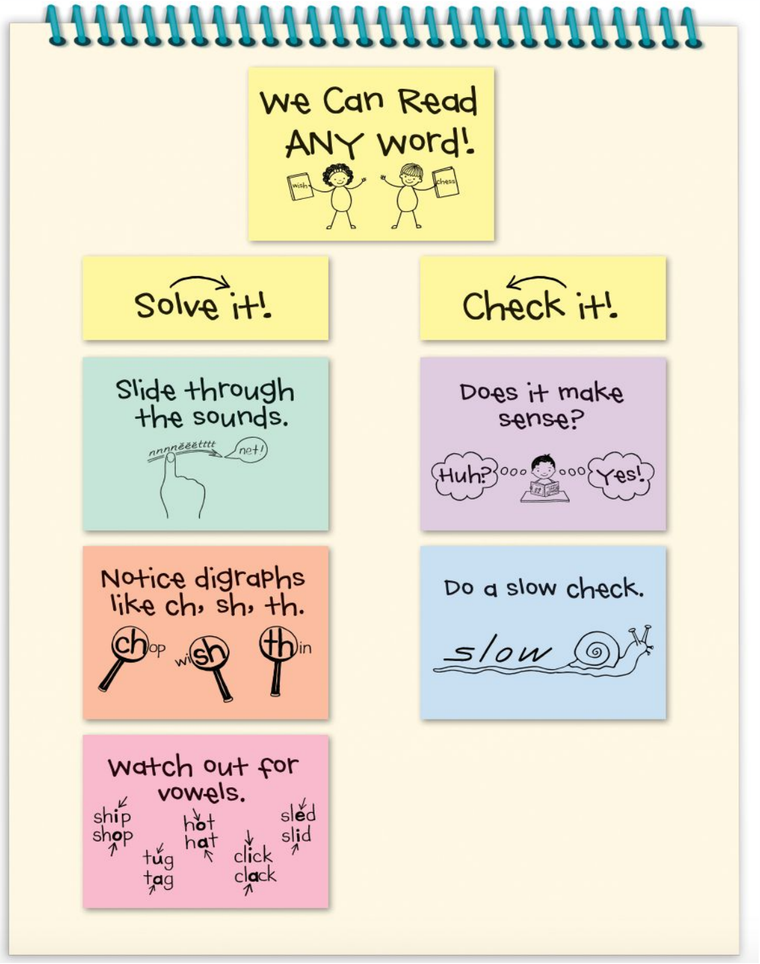
Gr 1 Revised Units of Study

Looking at the picture first has been replaced, along with use of context!



"Today I want to remind you that when readers get stuck on a hard word, they use the letters to solve it.
They put their finger under the word and slide through the sounds."

Attention to print and letter sounds is the new focus!



Gr 2 Revised Units of Study

Checking the picture first and taking a guess has been replaced!



"Today I want to remind you that when you are reading and you come across a long, tricky word, you
can tackle the word part by part. You can think, which one of my strategies will help me read this word?"

Attention to print and parts of words the new focus!



Differentiated Small Groups



This small group practiced adding their own questions + ideas when retelling a fiction story with a problem/solution structure.

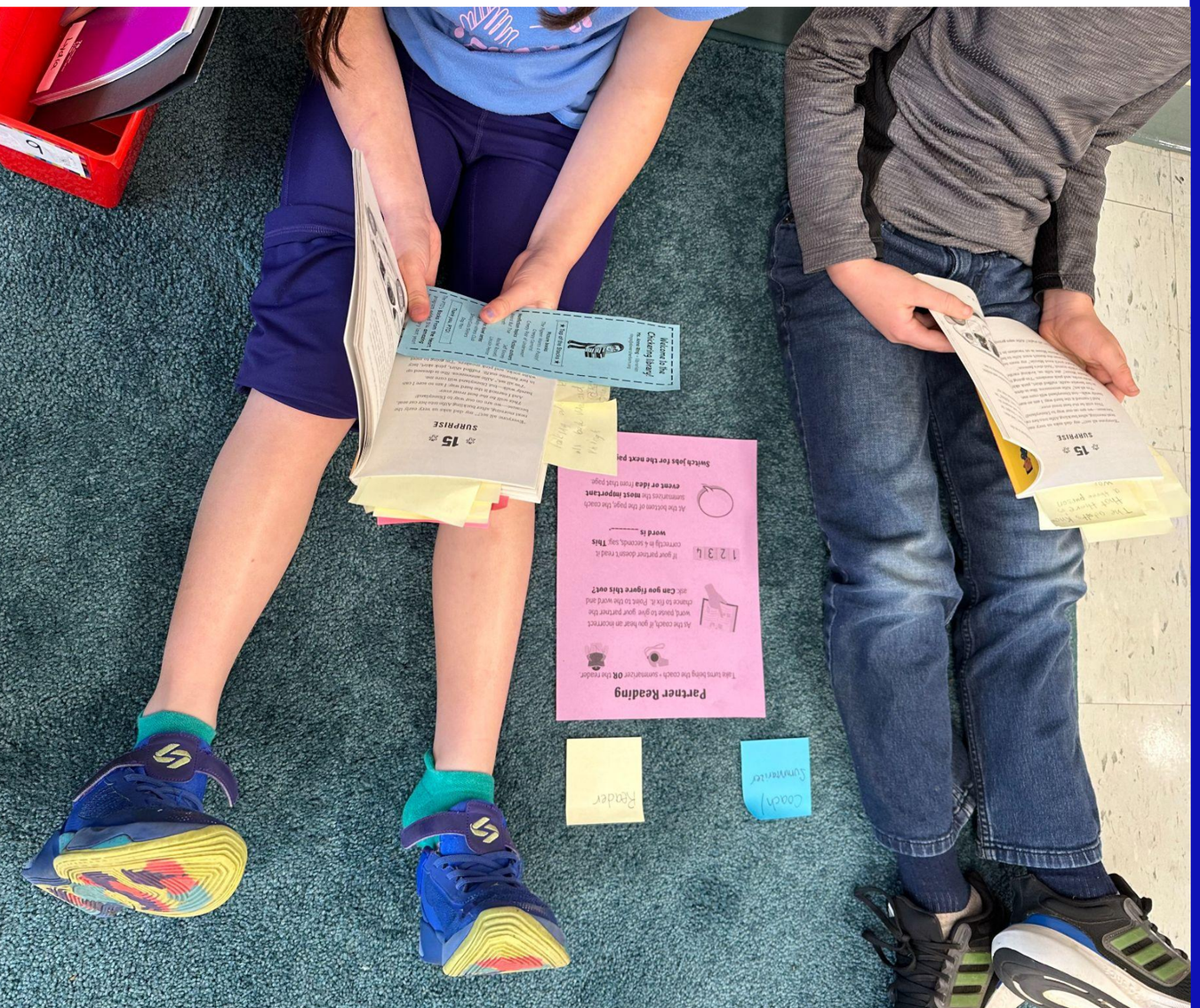
During Readers' Workshop, teachers:

- Provide differentiated small groups that focus on phonics, fluency, and/or comprehension.
- Support students with applying taught foundational skills when reading text through scaffolding and corrective feedback.

Sample Corrective Feedback:

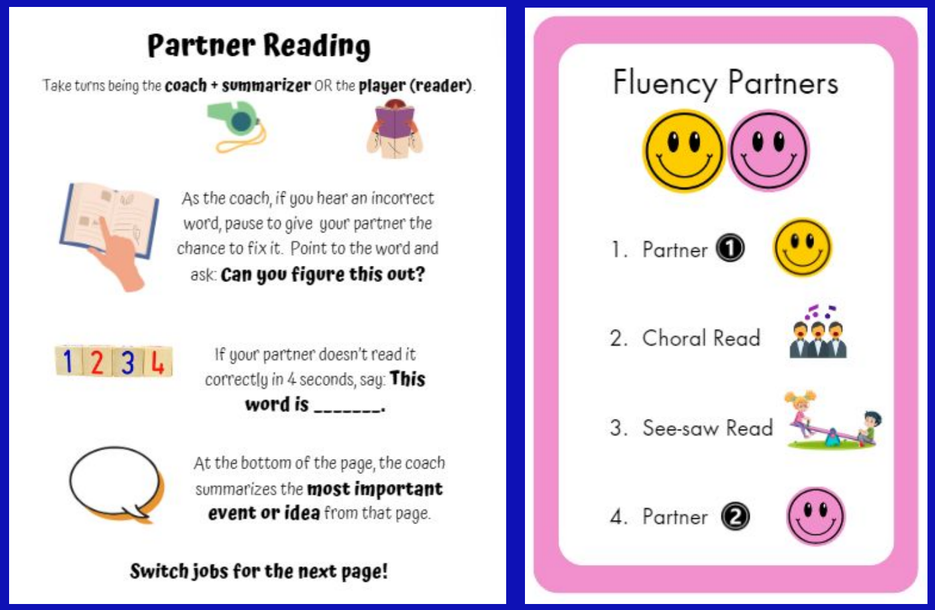
- **Visual Prompt -** Teacher points the graphemes inaccurately produced. Covers up a word ending or syllable.
- **Verbal Prompt -** "What sound does __ make?

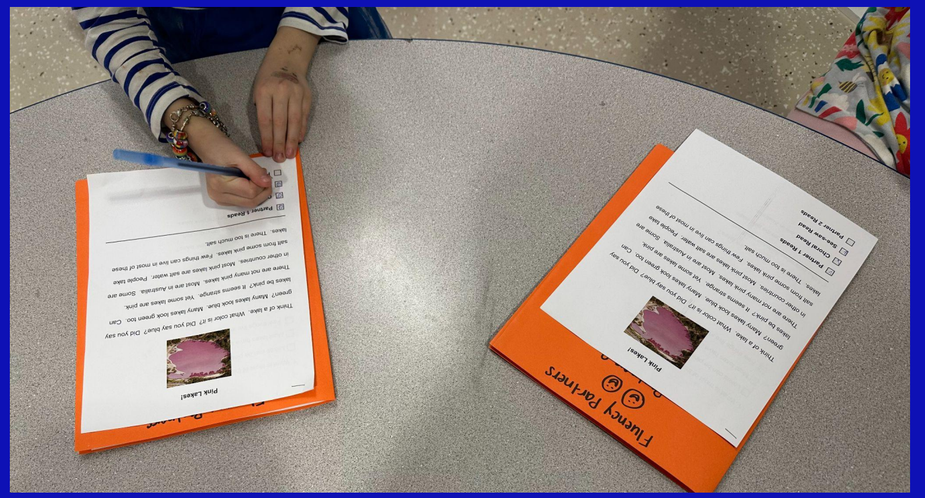
Fluency Routines



Evidence-Based Instructional Strategy:

Provide purposeful **fluency-building activities** to help students read effortlessly. (Strong Evidence)





Readers' Workshop at our Schools



Mini-Lesson

1. Whole Class: follows unit scope and sequence

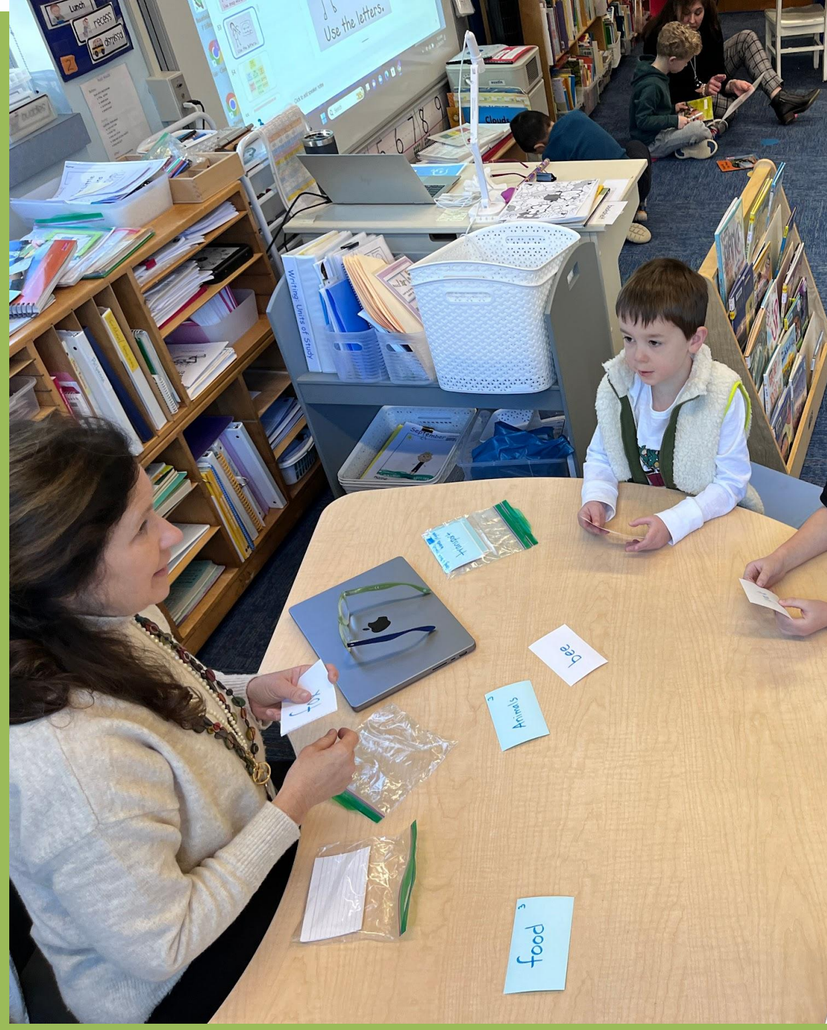
Differentiation & Individualization

2. **1:1 Conferring**: Teaching point targets individual's needs

3. **Strategy Groups**: Small group instruction, targeted teaching point, skills transfer to text

4. **Book Clubs:** Small group, skills transfer to text, discussion protocols, student voice and agency

5. **Independent Reading:** Strategy application, close reading accountability



Reading Comprehension



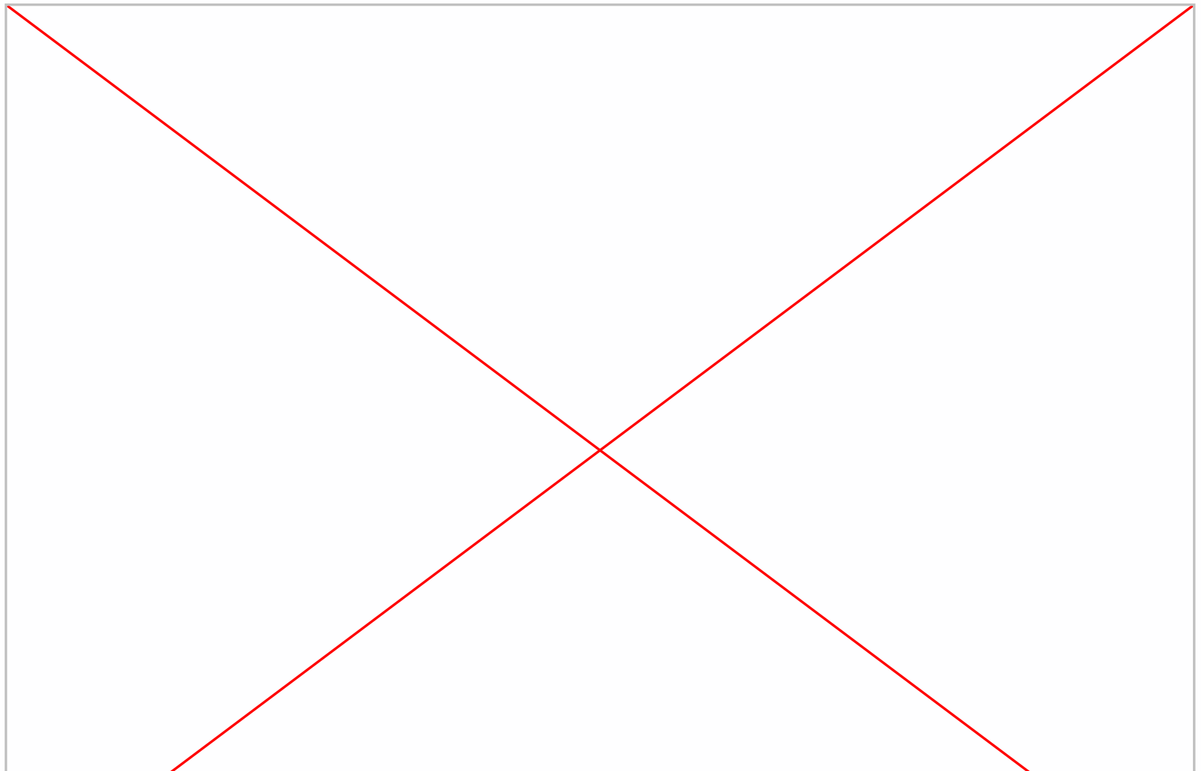
Literacy Knowledge, Verbal Reasoning + Comprehension Strategies

Readers' Workshop	Writers' Workshop

Evidence-Based Instructional Strategies:

Routinely use a set of **comprehension-building practices** to help students make sense of the text. (Strong Evidence)

How do readers develop literacy knowledge and verbal reasoning skills?







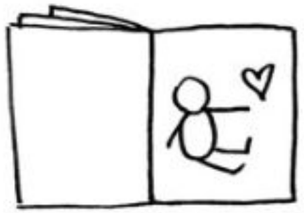


Determining Themes

What this looks like…

Ask a 2nd grader…

At the end of a story, I can name the lesson the character learned. I might say this in a word or a phrase.



Ask a 4th Grader…

I read, asking, "What's this story really about?" and I come up with tentative ideas that I test as I read on. I have an internalized checklist of what makes a good interpretation—that the theme applies to most of the story, that it suggests a life lesson.

I know that often the theme becomes most clear at the end, but then I can look back and see the theme trace through other parts, such as times when a character makes a decision or realizes something big.



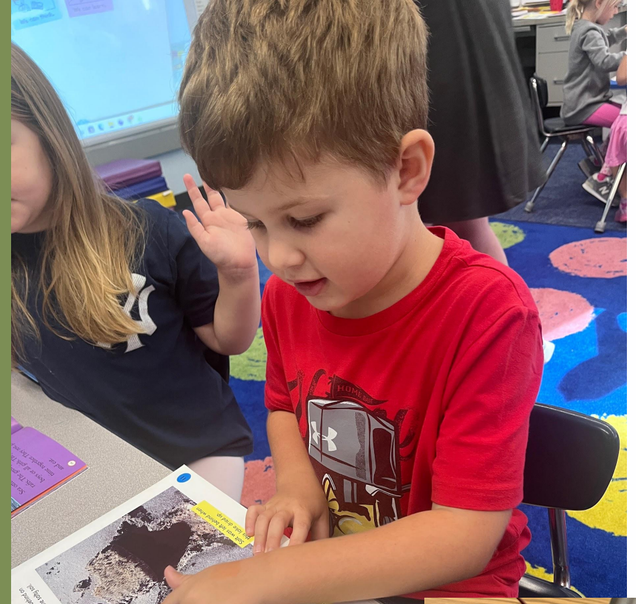
Ask a 5th Grader…

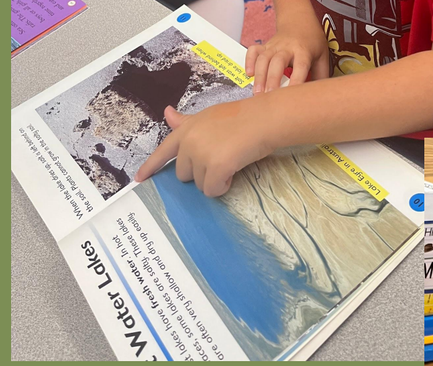
I read, asking, "What seem to be the big themes of this story?" I can figure out a couple of themes that are especially significant, noting which are best supported.

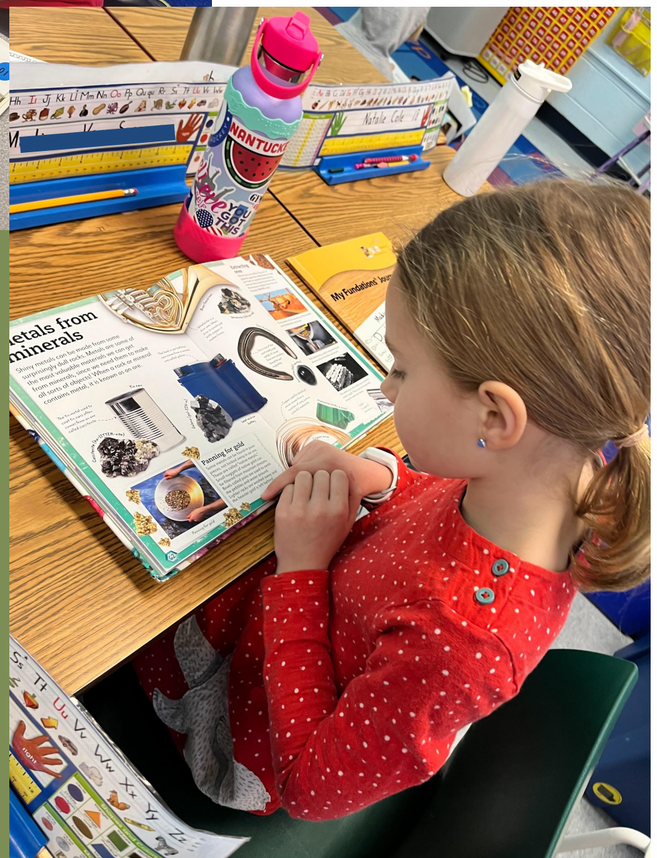
To think about these, I tie together what several significant parts of the story seem to mean.

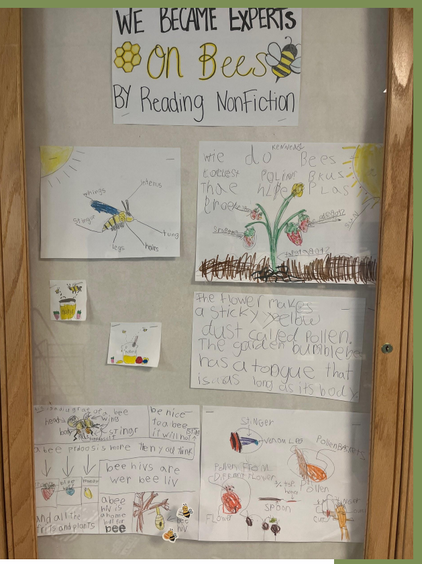
I know themes are shown not only by the content of the text, but also in the way it is written.











Cross-Text Synthesis

What this looks like…

Ask a 2nd grader…

When I read several books (or parts of one book) on the same topic, I add what I learned from one text or part of text onto what I learned from the other text or part of text in no special order.



Ask a 4th Grader…

As I read two or more texts (or parts of a long text) on a topic, I can collect and merge information and ideas from both texts (or parts of a long text) in a way that makes a new organization for the combined information.

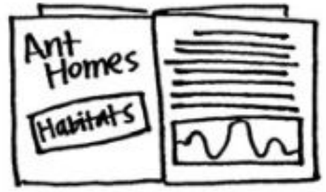
If there are ways to categorize the information on the subtopic, I sort information from both texts into a category.



Ask a 5th Grader…

As I read texts on a topic, I collect information and ideas by subtopic and form categories with my own headings. I sort what I am learning about the subtopic under those headings. This means the organization of my learning may not match the organization of the original texts.

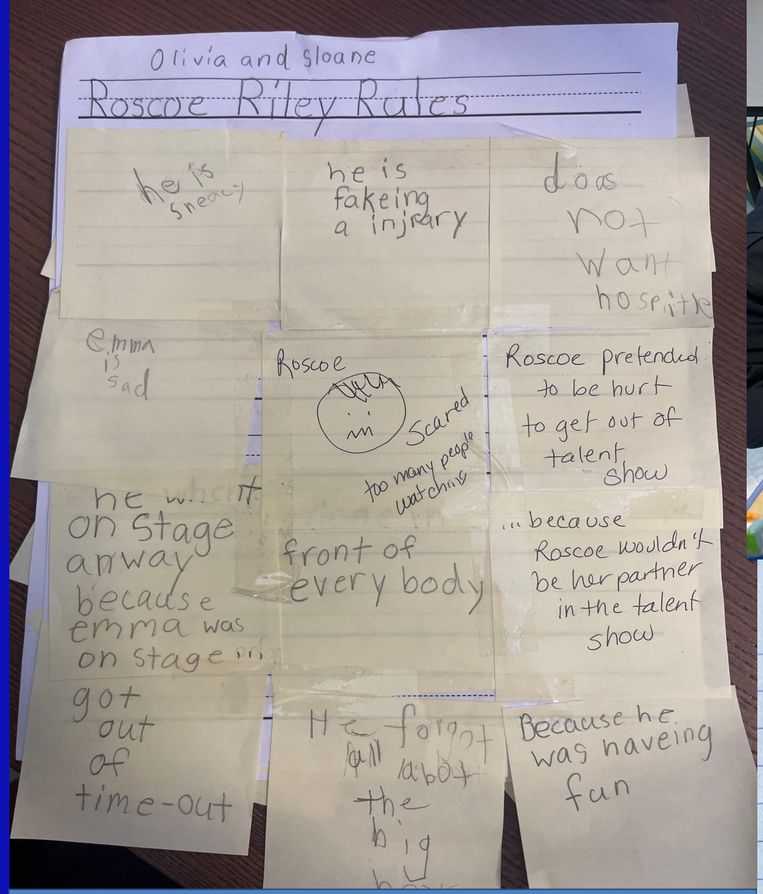
I am aware that sometimes one text contradicts another. When this happens, I think, "Which author is saying which points?" I wonder whether the differences come from the author's point of view (e.g., might differences come from one being firsthand and one secondhand?).



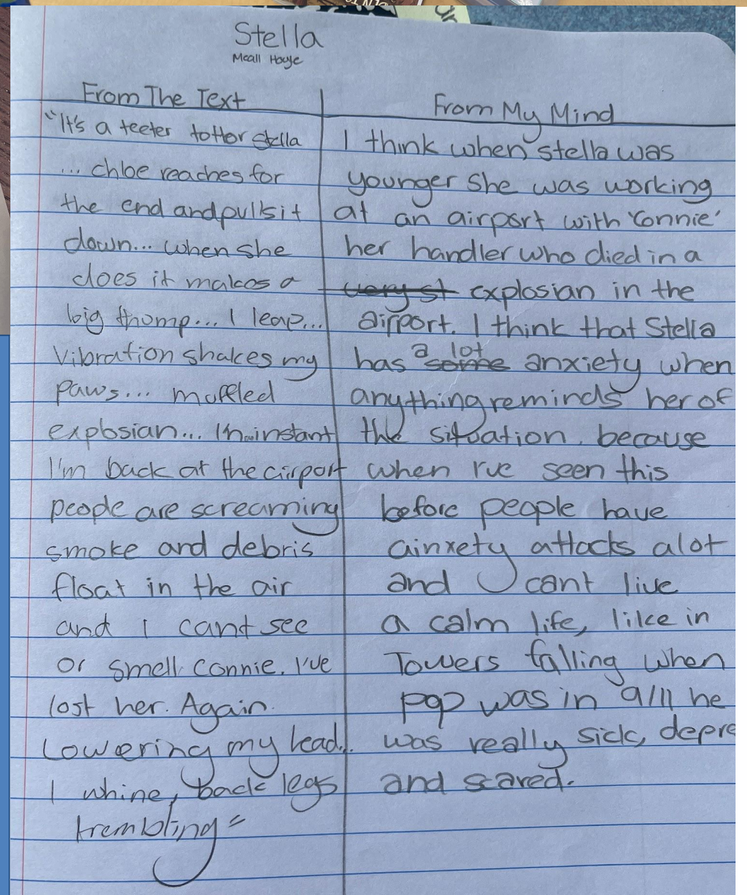
PERSPECTIVES?

ACTIVE READING LEADS TO….

- Improved comprehension
- Evolved critical thinking skills
- Efficient learning *(moving knowledge from short-term to long-term memory)*
- Student accountability for new skill application & transfer

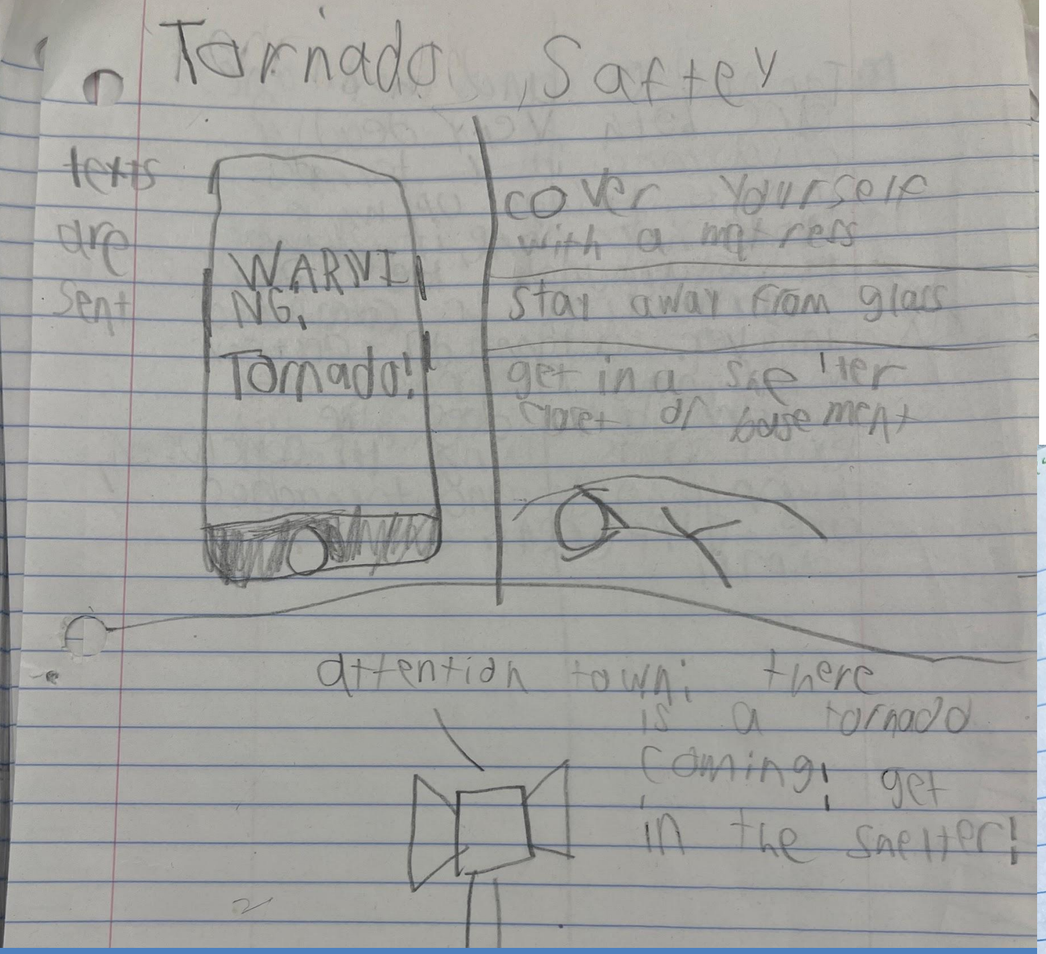






Second grade(above) and fifth grade (right) readers take notes in preparations for book club discussions.

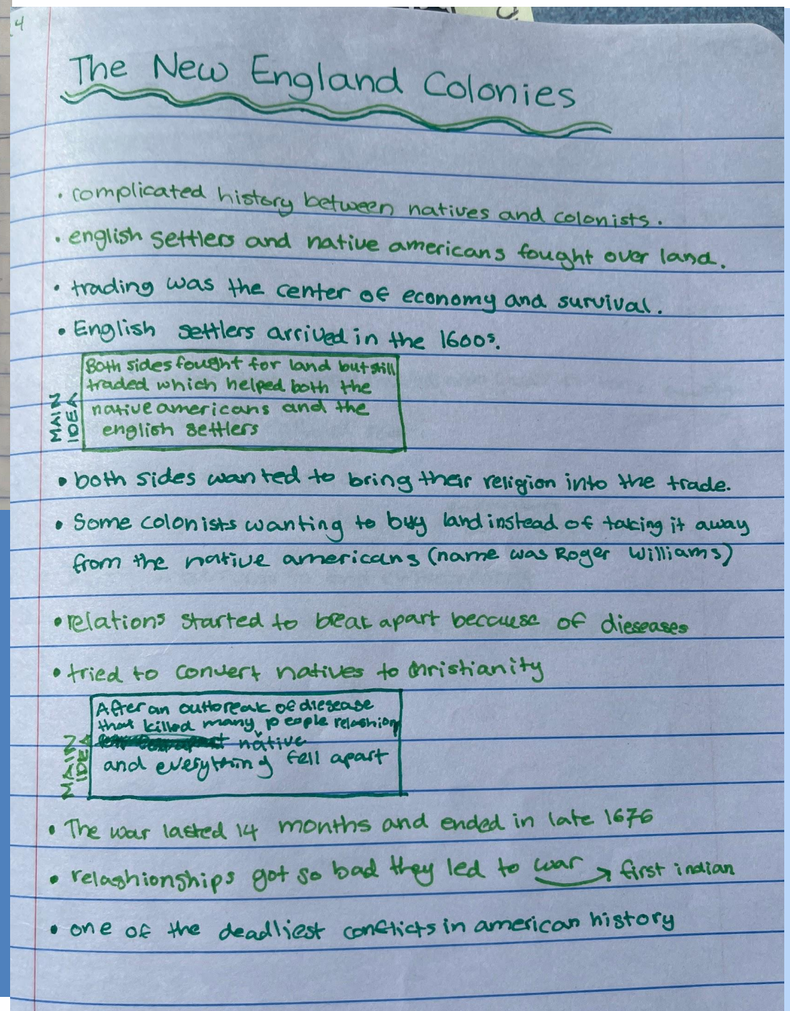
Building Background Knowledge:
Cross Curricular Connections



4th grade nonfiction unit, "Reading the Weather, Reading the World"

Students read to engage in science research







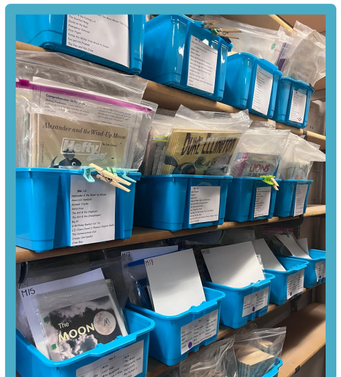
5th Grade reading unit, "Reading History"

Students engage in social studies research to understand the events leading up to the Revolutionary War

Student Relationship to Text

Book Room

- Teacher selected
- Students matched by text complexity, topic//theme, genre
- Targets specific skill or content
- Frequently used in small group instruction and book clubs



Decodable Library

- Teacher selected
- Students matched to phonics principle
- Targets specific decoding skill
- Frequently used in small group instruction and independent reading

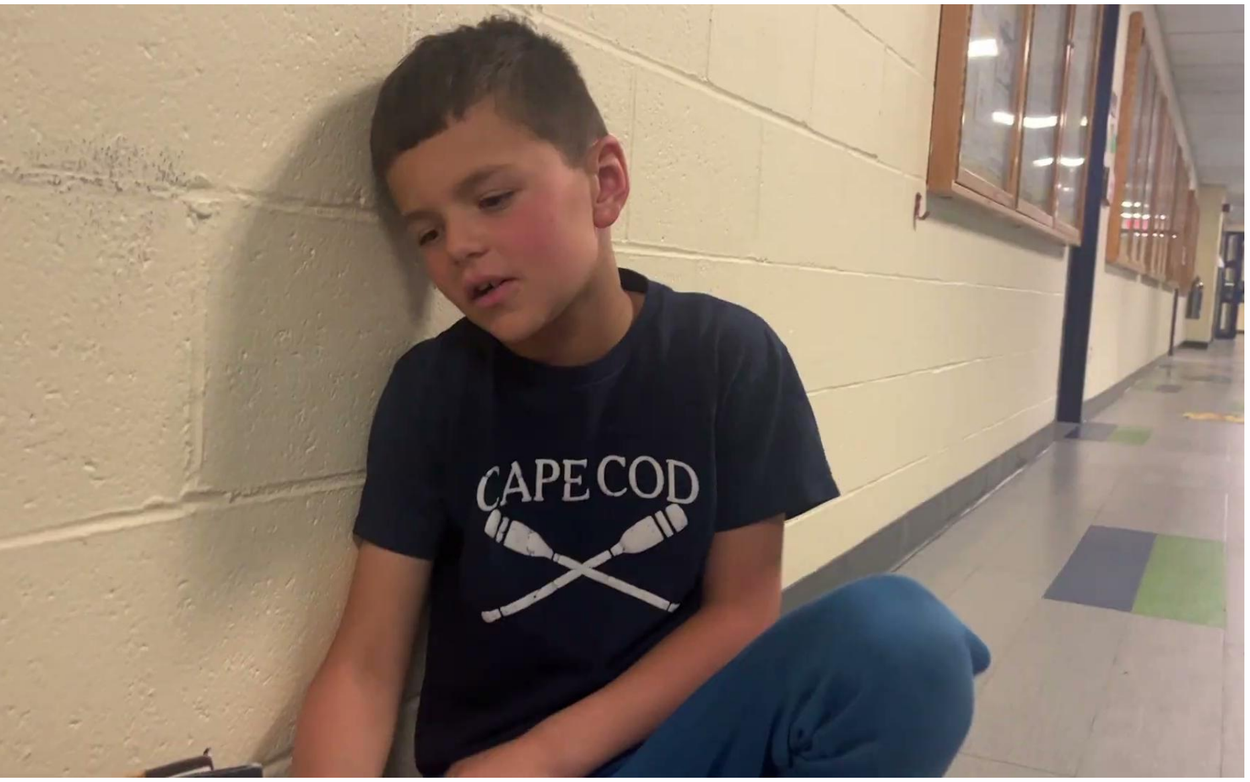


Classroom Library

- Student selected
- Independent
- Includes decodable and noncontrolled options
- Used for independent reading and skill application



Student Relationship to Text



…a first grade interview about his book bin…



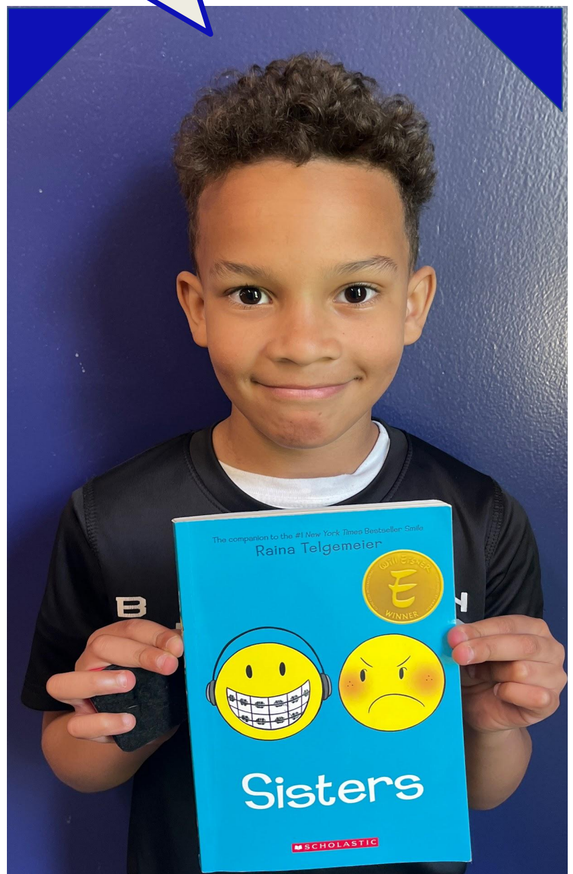
…a fourth grade interview about her books…

Educators balance giving students agency and choice when selecting text with intentional text matching that lifts the student experience through increased levels of text complexity and genre exposure.

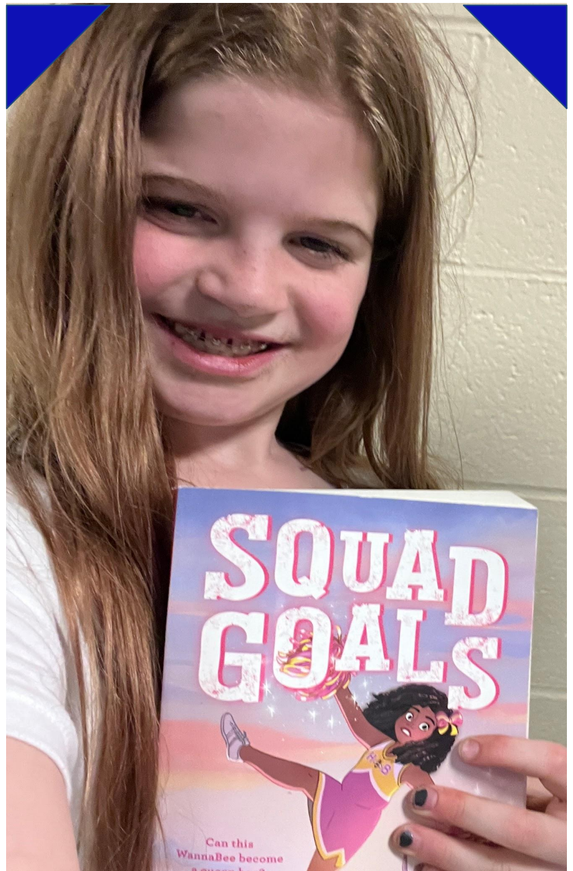
“I like butterflies.”
- Ellie, Gr K



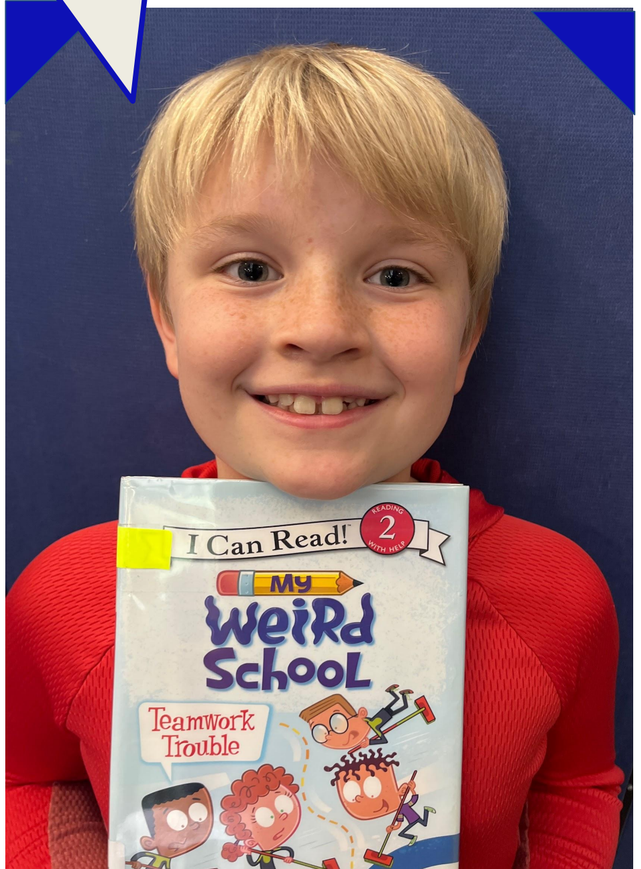
“I like adventure and I have two sisters, so I understand it can be a little hard to get along sometimes.”
- Jaxton, Gr 4



“I love cheer and I do it everyday with my friends.”
- Gali, Gr 2



“I chose this book because I like funny books and these books are hilarious.”
- Ryan, Gr 2



MTSS: Multi-Tiered System of Support

Systems & Structures

- Scheduling - W.I.N or “What I Need” Block
- Personnel
- Screening/Data Collection
- Progress Monitoring

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Instruction & Curriculum

- Evidenced-based resources and instructional routines
- Differentiated, targeted intervention
- Progress Monitoring

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MTSS

Tiered literacy support providing each student the dosage and kind of instruction for success

Comprehensive Literacy Assessments

Universal Screener

mCLASS with DIBELs 8 (K-5)

This assessment indicates who is “at risk” for reading deficits (including dyslexia) based on highly researched criteria.

All students in grades 1-3 receive Benchmark Screening three times per year. Kindergarten students are screened twice.

Some students receive Progress Monitoring.

Diagnostic Assessments

Phonics Screener for Intervention (PSI), Informal Spelling Inventory

These assessments help teachers and interventionists target instruction within a specific component of literacy. They identify skills for targeted instruction.

Curriculum-Based

Fundations Unit Tests, Informal Running Records, Mid-Year Grades

These are formative assessments of content and skills taught using district curriculum.

Summative

End of Year Grades, MCAS (3-5)

Summative assessments measure student achievement and growth based on State standards.

Assessment informs our multi-tiered systems of support or MTSS program



Family Communication of Screening Results

2-3 x per year, when students are universally screened K-3.

If your child is flagged as "at risk" for characteristics of dyslexia by mCLASS, you will receive formal notification.

Communication from Teacher



and

Letter from Assistant Principal



When students are identified for Tier 2 intervention based on these assessment results, teachers reach out to parents to explain next steps.

Communication from Teacher



or



All families have the right to ask about their child's results and to have them explained.

Contact your child's teacher.



or



End of the Year DIBELS Data (2024)

Grade K	Reference Data (Compare these results against a wider population)		
Dover Sherborn School District	23-24 EOY	7(6%) 4(4%) 34(30%) 67(60%)	112
Grade 1	Reference Data (Compare these results against a wider population)		
Dover Sherborn School District	23-24 EOY	2(1%) 19(14%) 42(30%) 75(55%)	138
Grade 2	Reference Data (Compare these results against a wider population)		
Dover Sherborn School District	23-24 EOY	9(6%) 8(5%) 39(25%) 101(64%)	157
Grade 3	Reference Data (Compare these results against a wider population)		
Dover Sherborn School District	23-24 EOY	9(7%) 12(9%) 35(27%) 76(57%)	132

90% at or above grade level

85% at or above grade level

89% at or above grade level

84% at or above grade level

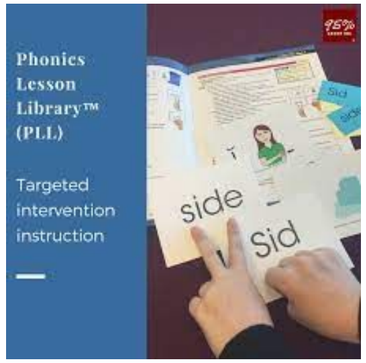
End of the Year DIBELS Data (at or below grade level)

	2022	2023	2024
K	82%	85%	90%
1	88%	90%	85%
2	82%	84%	89%
3	n/a	80%	84%

Research-Based Literacy Interventions

MTSS Model







Read Naturally® Live





Next Steps

- Continue to monitor student progress using the District's slate of diagnostic tools
- Continue our professional learning and application around the science of reading
- Begin ELA curriculum review process
  - Years 1 & 2: Research & Data Analysis
    - What do we value in an ELA curriculum and its programs?
    - Are our current programs aligned with the science and research of literacy instruction?
    - How are our students performing in reading and writing?
    - As other districts have shifted to new ELA programs, what are they learning and how has it impacted teachers and students?



THANK YOU!

Questions & Comments?

