Sherborn School Committee

Tuesday, June 3, 2025
6:00 PM

Dover-Sherborn Middle School Library
Livestream via Dover-Sherborn Cable Television

AGENDA

1. **Call to Order**
2. **Literacy Presentation**
3. **Welcome Katherine (Kate) Hayes Manzolini and William (Bill) Alfano**
4. **Reorganization**
5. **Community Comment**

   https://meet.google.com/gre-owyp-oeu (will close after Community Comments)
6. **Superintendent Comments**
7. **Financial Reports**
   - Warrant Report
   - FY25 Monthly Report
8. **Discussion Items**
   - 2025-26 First Read School Improvement Plan
   - FY 26 Capital Projects
9. **Action Items**
   - Appoint METCO Liaison to School Committee **A.R.**
10. **Consent Items** **A.R.**
    - Approval of Minutes – May 6, 2025
11. **Informational Items**
    - Subcommittee Assignments
    - Dover School Committee Minutes – March 6, 2025
    - FY26 Projected Enrollment
12. **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: Sherborn School Committee
FROM: Dawn Fattore, Business Administrator
DATE: May 30, 2025
RE: FY25 Approved Warrants

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

#	Date	Amount	Fund
1109	5/8/2025	$18,030.43	Circuit Breaker
1110	5/8/2025	$52,283.28	General-OOD
1111	5/8/2025	$934.80	Bldg Rental Fund
1112	5/8/2025	$24,679.88	General-School
1114	5/22/2025	$13,363.82	Food Service
1115	5/22/2025	$200.00	Preschool
1116	5/22/2025	$60.60	Gift Fund
1117	5/22/2025	$19,269.04	Circuit Breaker
1118	5/22/2025	$20,217.95	General-OOD
1119	5/22/2025	$24,459.58	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: Sherborn School Committee
FROM: Dawn Fattore, Business Administrator
RE: FY25 Monthly Financial Update
DATE: May 30, 2025

Attached for your review is:

*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 Appropriations

Salaries

We had significant Post-FY25 Budget staffing changes which have resulted in salary savings. These changes included two mid-year retirements and several other staffing shifts. The net savings reflected in the Status of Appropriations is approx. **$220,000**. In addition, further reductions of .3 FTE of OT coverage and summer programming **($55,000)** are reflected based on moving the Connections Program to Chickering.

Post-FY25 Budget Staffing additions included a .2 FTE EL Educator, a .2 FTE Pre-School Director and two (2) SPED EAs due to the needs of the current cohort of students. These additions resulted in additional salary expense of approx. **$100,000**.

Substitute and Custodial overtime are reflected as incurred. These balances will continue to decrease during the year.

Expenditures

Material variances to report to date include SPED Services, Classroom Instructional Software and Utilities. We are realizing significant savings in SPED services with the relocation of the Connections Program to Chickering. The software account is over-budget based on several instructional programs being expanded to include the K-5 cohort to enhance assessment capabilities. Increasing utility costs are resulting in an approx. $20,000 negative variance. All other accounts are operating at or near budgeted costs. Variances were applicable were accounted for in the FY26 Budget.

We have encumbered the costs of an additional consulting contract with our engineering firm for a potential change order for the HVAC project to include improvements to the HVAC system in the Auditorium. The Town approved us using current year funds to cover these costs. We will provide additional information on this initiative at Tuesday's meeting.

Out-of-District

Costs for FY25 placements known to date have been encumbered. We budgeted for 13 placements and at this time have 14. Based on the current cohort of placements, there is a positive variance in tuition costs of approx. $115,000.

Transportation costs (due to placement changes) continue to be over-budget by $161,000 resulting in a negative OOD variance of approx. $45,000 at this date. We will continue to monitor the activity but at this time have positive variances in the in-district budget to cover the additional costs. In addition, based on availability of funds, we did increase the use of CB reimbursement by $30,000 to cover an increase in a placement cost. This is noted in the last line of the Status of Appropriations.

Circuit Breaker reimbursement for FY25 (based on FY24 expenditures) has been posted. Sherborn will be receiving **$509,786**, comprised of eligible tuition costs reimbursed at 75% and transportation cost at 44%. There is a FY25 supplemental bill at the legislative level at this time, that if successful, would increase transportation reimbursement up to the mandated 75% resulting in approx. $40,000 of additional reimbursement. Current year expenses charged against the Circuit Breaker Fund are **$409,815**.

FY26 Budget Update

The Town of Sherborn's Annual Town meeting took place on April 29th. The Sherborn School budget, as approved by the Committee, and the requested capital project (three classroom flooring replacements) were approved. We thank the Town for their continued support of the schools.

We will be happy to answer any questions at Tuesday's meeting.

Sherborn 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	$95,141	$47,571	$142,712	(1)	0.00%
BUSINESS AND FINANCE	119,935	71,625	35,391	107,015	12,920	10.77%
DISTRICT INFO MANAGEMENT	81,610	54,386	27,193	81,578	32	0.04%
SPED ADMINISTRATION	219,893	169,007	64,753	233,760	(13,867)	- 6.31%
SCHOOL LEADERSHIP-BUILDING	350,888	315,592	29,874	345,466	5,422	1.55%
ACADEMIC LEADERS	35,746	36,225	98	36,323	(577)	- 1.61%
EDUCATORS, CLASSROOM	3,108,513	2,083,790	845,758	2,929,548	178,965	5.76%
EDUCATORS, SPED	1,039,608	668,734	258,498	927,232	112,376	10.81%
SUBSTITUTES	34,000	28,830	5,078	33,908	92	0.27%
EDUCATIONAL ASSISTANTS	394,948	433,803	52,143	485,945	(90,997)	-23.04%
LIBRARIANS & MEDIA CENTER	127,553	125,278	29,810	155,088	(27,535)	-21.59%
BUILDING BASED PD	20,250	16,425	5,431	21,856	(1,606)	- 7.93%
GUIDANCE COUNSELORS	145,120	103,439	24,602	128,041	17,079	11.77%
PSYCHOLOGICAL SERVICES	118,925	86,907	32,018	118,925	0	0.00%
MEDICAL/HEALTH SERVICES	102,556	68,272	35,704	103,976	(1,420)	- 1.38%
CUSTODIAL SERVICES	256,925	223,681	27,568	251,249	5,676	2.21%
TOTAL SALARIES	**$6,299,181**	**$4,581,133**	**$1,521,490**	**$6,102,624**	**$196,558**	**3.12%**
EXPENDITURES						
SCHOOL COMMITTEE	$6,800	$4,855	$0	$4,855	1,945	28.60%
SUPERINTENDENT	17,950	18,215	0	18,215	(265)	- 1.47%
LEGAL SERVICES	8,000	5,000	0	5,000	3,000	37.50%
DISTRICT INFO MANAGEMENT	67,700	68,031	0	68,031	(331)	- 0.49%
SCHOOL LEADERSHIP-BUILDING	22,900	26,631	2,239	28,870	(5,970)	-26.07%
SPED SERVICES/SUPPLIES	96,000	14,992	7,417	22,409	73,591	76.66%
LIBRARIANS & MEDIA CENTER	3,850	4,682	457	5,139	(1,289)	-33.48%
COURSE REIMBURSEMENT/PD	27,600	16,518	3,800	20,318	7,282	26.39%
TEXTBOOKS	60,000	66,451	0	66,451	(6,451)	-10.75%
LIBRARY INSTRUCTIONAL MATERIALS	6,000	4,779	210	4,990	1,010	16.84%
INSTRUCTIONAL EQUIPMENT	12,700	9,235	1,625	10,859	1,841	14.49%
GENERAL SUPPLIES	49,000	35,377	1,422	36,800	12,200	24.90%
CLASSROOM INSTRUCT TECHNOLOGY	22,500	32,088	350	32,438	(9,938)	-44.17%
GUIDANCE	3,500	5,200	0	5,200	(1,700)	-48.57%
MEDICAL/HEALTH SERVICES	2,275	1,714	22	1,736	539	23.71%
TRANSPORTATION SERVICES	245,854	196,766	49,088	245,854	0	0.00%
CUSTODIAL SERVICES	21,500	20,716	0	20,716	784	3.65%
UTILITIES	133,000	141,910	15,333	157,244	(24,244)	-18.23%
MAINTENANCE OF BUILDINGS	126,500	121,820	35,877	157,697	(31,197)	-24.66%
TOTAL EXPENDITURES	**$933,629**	**$794,979**	**$117,840**	**$912,820**	**$20,809**	**2.23%**
TOTAL INDISTRICT OPERATING	**$7,232,810**	**$5,376,112**	**$1,639,331**	**$7,015,443**	**$217,367**	**3.01%**
OOD TUITION & TRANSPORTATION						
TUITION TO NON-PUBLIC/OUT-OF-STATE	$352,000	$119,562	$8,956	$128,518	$223,482	63.49%
TUITION TO COLLABORATIVES/MA PUBLIC	512,000	559,829	59,157	618,987	(106,987)	-20.90%
Total Tuition	864,000	679,391	68,113	747,505	116,495	13.48%
TRANSPORTATION SERVICES	145,000	237,855	68,678	306,533	(161,533)	-111.40%
TOTAL OOD	**$1,009,000**	**$917,247**	**$136,792**	**$1,054,038**	**($45,038)**	**- 4.46%**
TOTAL OPERATING	**$8,241,810**	**$6,293,359**	**$1,776,122**	**$8,069,481**	**$172,329**	**2.09%**
** Total Charged to CB*	*375,000*	*321,702*	*88,112*	*409,814*	*(34,814)*	

DRAFT

Sherborn School Committee
Meeting of May 6, 2025

Members Present:	Christine Walsh
	Megha Kadiyala
	Becca Hammond
	Kristen Aberle
Also Present:	Beth McCoy, Superintendent
	Denny Conklin, Assistant Superintendent

1) **Call to Order**

Kristen Aberle called the meeting to order at 5:32 pm in the DSMS Library.

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.

4) Financial Reports

- Warrant Report
- FY25 Monthly Report
  - Salaries: the net savings due to post-FY25 Budget staffing is approximately $220,000.
  - Expenditures: material variance to report to date include SPED Services, Classroom Instructional Software, and Utilities. There were significant savings realized in SPED Services due to the relocation of the Connections Program to Chickering. Classroom Instructional Software is over-budget based on several instructional programs being expanded to enhance assessment capabilities.
  - Out-of-District: based on the current cohort of placements, there is a positive variance in tuition costs of approximately $115,000. Transportation costs are over-budget by $153,000 resulting in a negative variance of approximately $38,000. Based on the availability of funds, the use of CB reimbursement was increased by $30,000 to cover an increase in a placement cost.

5) **Discussion Items**

- Pine Hill HVAC Project Update - the final estimated cost of the project exceeded the approved amount of $400,000. The bid was posted with a base bid for the Library unit, first alternate for the Cafeteria unit, and a second alternate for the Auditorium unit. The lowest bid for all three units came in at $1,180,000. The Library installation price is $474,488. The Town agreed to used available supplemental reserve funds to add to the original project funding. The Cafeteria installation price is $268,744. Given the benefit of this unit to Food Services operations, DESE approved the use of $125,000 from the School Lunch Revolving Fund towards the project. The remaining cost of the install will be funded with current and projected rental fees assessed to SHEDA for the programs use of the Cafeteria space. The contract has been awarded and work is beginning. The completion date is set for mid-August. The Administration is researching option for funding the Auditorium unit.

6) **Action Items**

7) Consent Items

- Approval of Minutes: March 11, 2025

Christine Walsh made a motion to approve the Consent Agenda. Megha Kadiyala seconded. 25-06 VOTE: 4 - 0

8) **Informational Items**

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

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

Christine Walsh and Kristen Aberle were recognized and thanked for their years of service on the school committee.

10) Adjournment at 6:08 pm.

Respectfully submitted,
Amy Davis

SHERBORN 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*	
Pine Hill CSA (meets monthly; contact CSA President)	

School Advisory Council (meets monthly; contact Allison Gullingsrud)	
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 (meets as needed)	

Approved 5/13/25

Dover School Committee
Meeting of March 6, 2025

Members Present:	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**

Goli Sepehr called the meeting to order 6:30 pm.

2) Community Comments - none

3) Continued Discussion on FY26 Budget and Public Hearing

- based on the projected census and cohort of students, one classroom section and one General Educational Assistant have been removed for a reduction of $90,000
- due to realignment of current SPED Educators staffing the requested 1.0 FTE for the additional Connections' section has been removed ($70,000)
- addition of .2 FTE for SLP not required and removed from budget ($17,000)
- increase to OOD Tuition by $177,000 based on known changes to OOD placements for FY26. The projected increase to OOD costs is approximately $630,000 which will be covered by the $177,000 and the allocation of anticipated Circuit Breaker funds.
- 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.
- the FY26 Version 3.0 overall increase remains at 1.33%, down from a 2.08% increase in Version 1.0.

4) Vote on FY26 Budget

Martha Castle made a motion to approve the FY26 Budget as presented. Jessica Hole seconded. 25-03 VOTE: 4 - 0

5) Financial Reports

- Warrant Report
- FY25 Monthly Report
  - Salaries - there is an increase in the positive variance in Educational Assistants which reflects the reallocation of Connections' SPED EA's to the Non-resident Tuition Fund based on student assignments.

6) Superintendent Comments - Beth McCoy updated recent and upcoming meeting/events in the District including recent classroom visits, the METCO Legislative Breakfast, and the TriCounty Roundtable with legislators.

7) **Discussion Items**

8) **Action Items**
9) **Consent Items**
   - Approval of Minutes: January 14, 2025
   - Annual School Committee vote on MA School Choice Law - not to participate
   - Gifts: $800 from the Dover Cultural Council

Kate Cook made a motion to approve the Consent Agenda. Jessica Hole seconded.
25-04 VOTE: 4 - 0

10) **Informational Items**
   - Regional School Committee minutes of November 5 & December 3, 2024
   - Sherborn School Committee minutes of October 15 & November 12, 2024

11) **Items for May 13, 2025 meeting -** classroom technology
12) **Adjournment at 7:21 pm.**

Respectfully submitted,
Amy Davis

Pine Hill Projected Enrollment 2025-26	Total	BOSTON		
Grade K	51	2		
Grade 1	60			
Grade 2	56			
Grade 3	65			
Grade 4	74			
Grade 5	65			
Total	**371**	**2**	**373**	

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

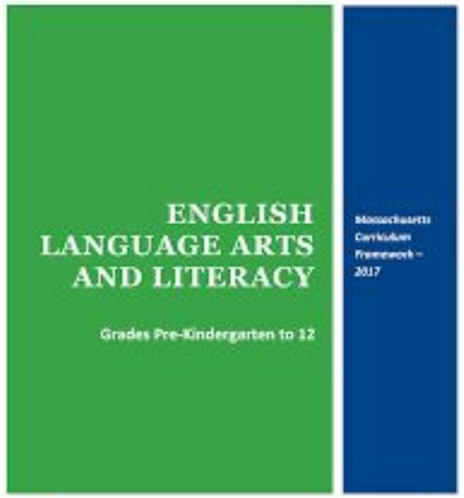
Our amazing teachers, EAs, and staff



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

UNITS OF STUDY
Reading ✦ Writing

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

Kindergarten Curriculum
2020 Edition
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

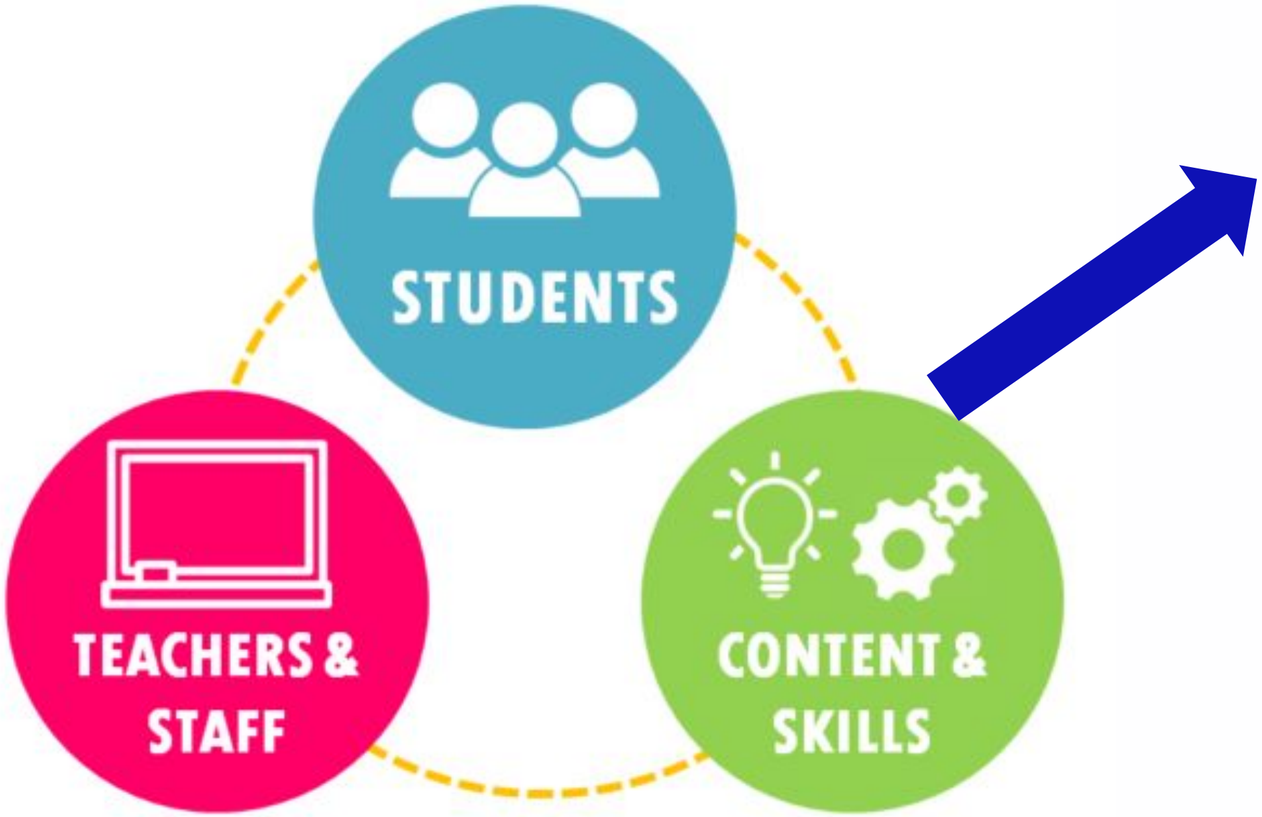
Standards & Frameworks → **Curriculum & District Values** → **Programs**



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

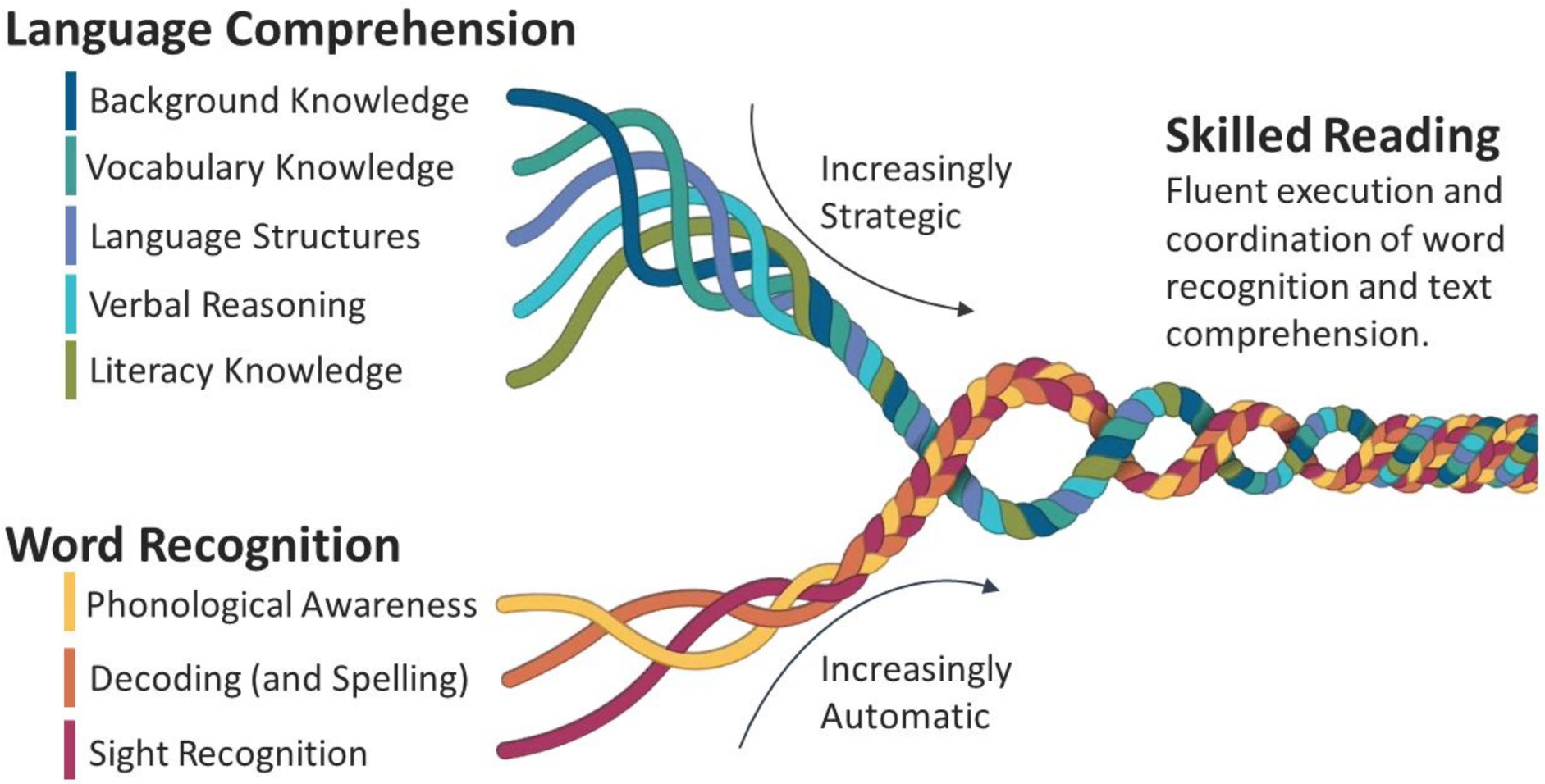
- Coaches stay up to date on research: Marshall Memo, podcasts, journal articles, blogs
- Teachers, staff, and administrators attend conferences & PD
- In-District PD: Fall- Decodable texts, Psychology of Active Literacy Engagement
- Orton-Gillingham, Wilson training and certification

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

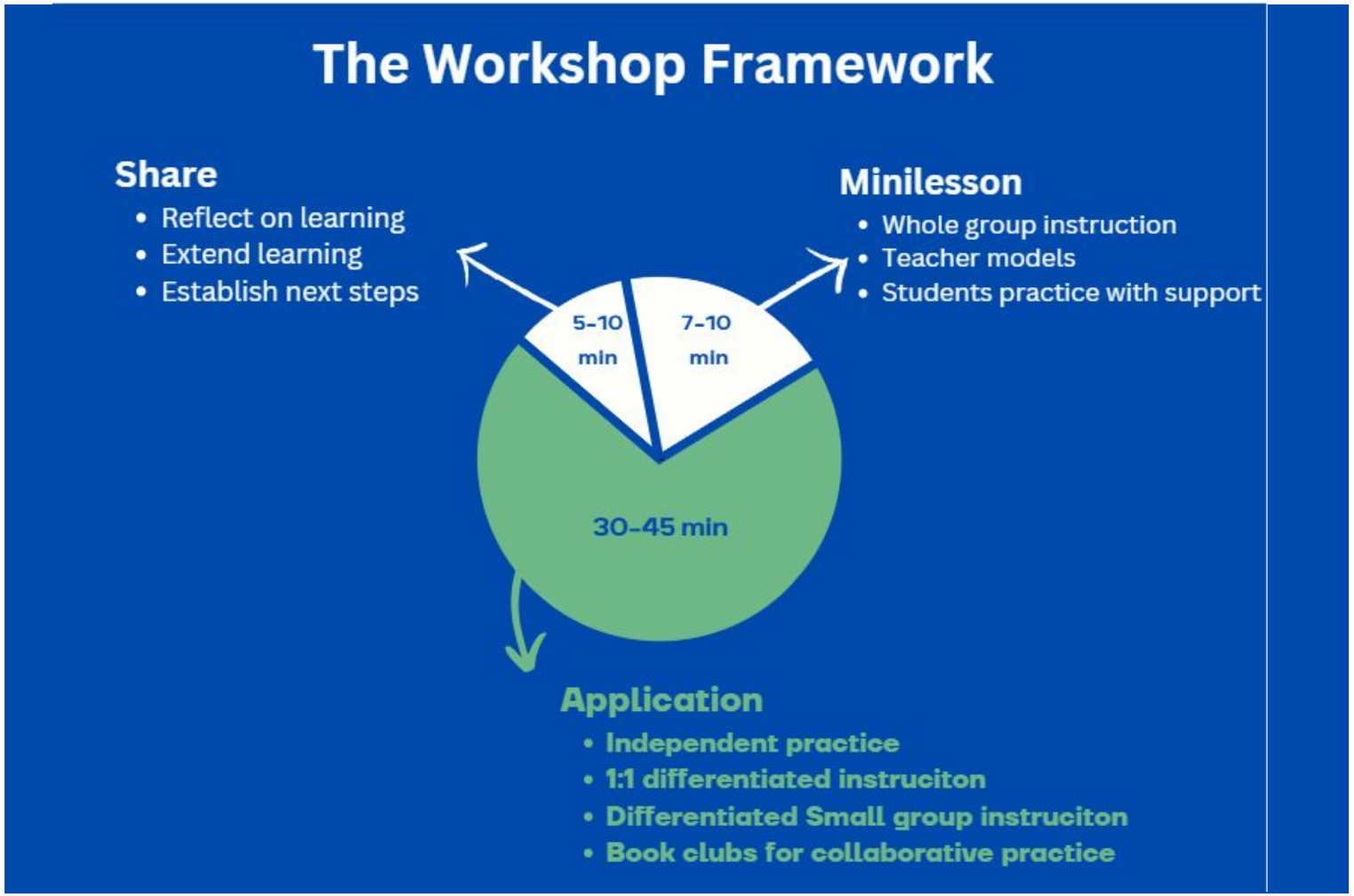
Small Group Instruction

- Developing accuracy with teacher guidance

Independent Practice

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

Readers' Workshop



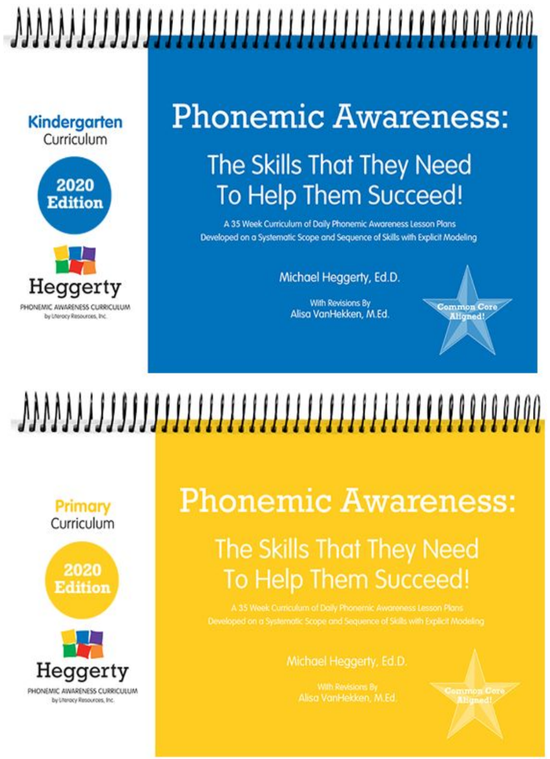
Phonological Awareness

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



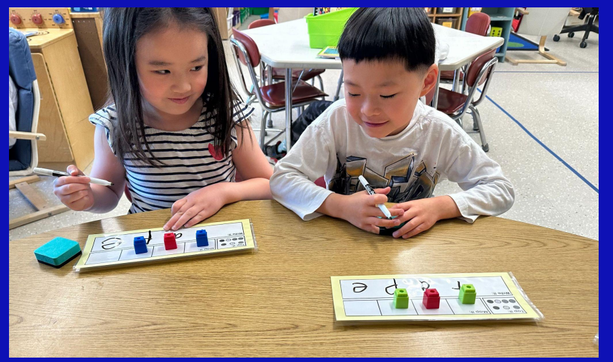
Segmenting



Blending



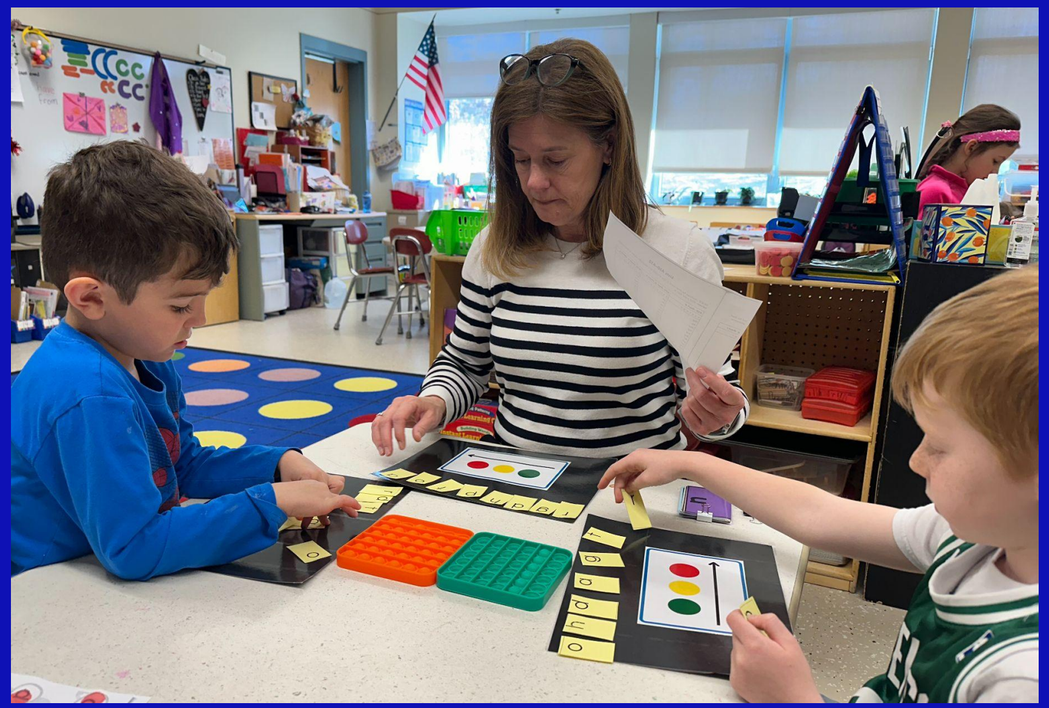
Sound Isolation



Students segment sounds prior to writing the associated graphemes

Phonological Awareness

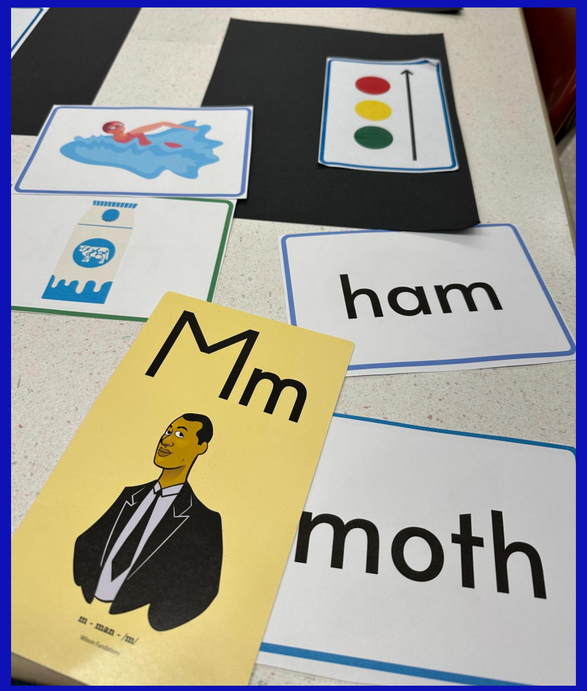
Students use a pop-it to segment sounds in a word, then build it by manipulating letter-cards.



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

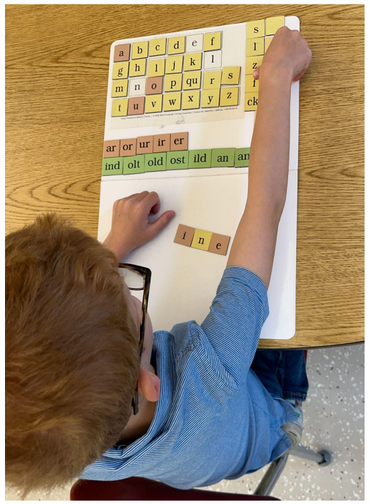
Alphabetic Principle & Word Study

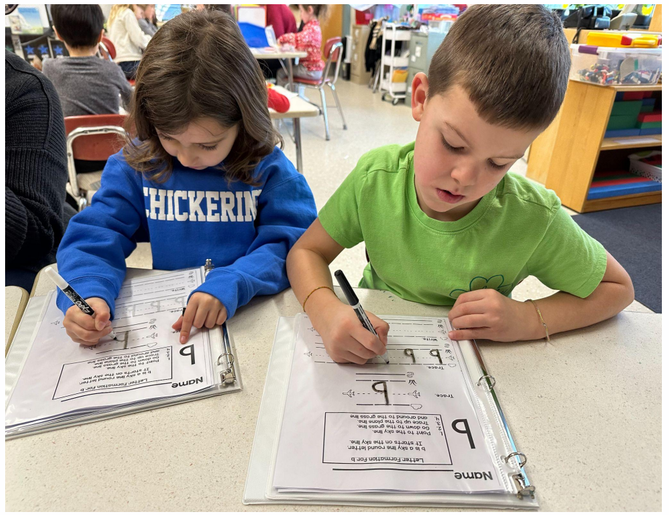
High Frequency (Irregular Wards)

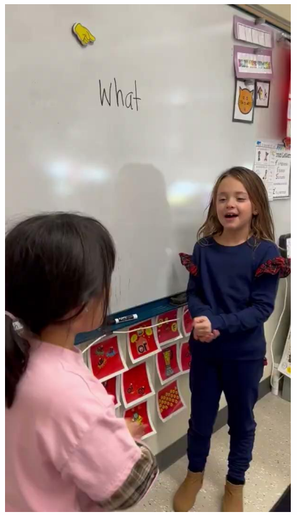
Spelling & Handwriting

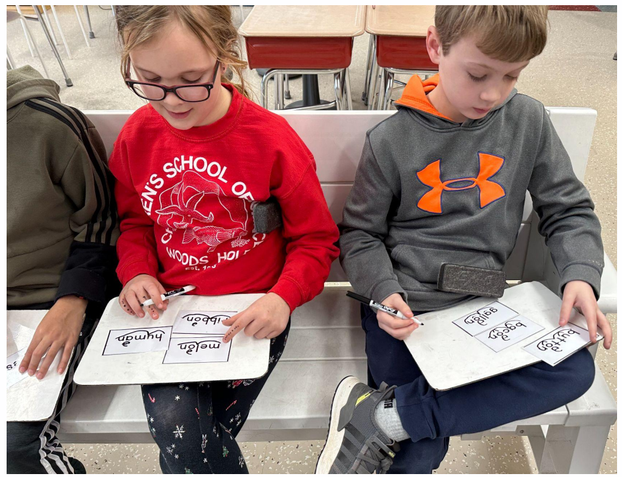
Fluency















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:

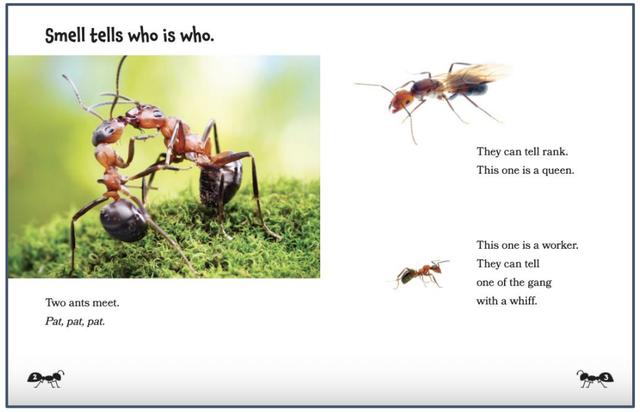
Ensure that each student reads **connected text every day** to support reading accuracy, fluency, and comprehension. (Moderate Evidence)

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™



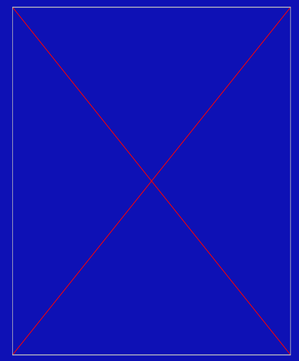




Students have access to a variety of decodable texts, including high-interest fiction options.



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!

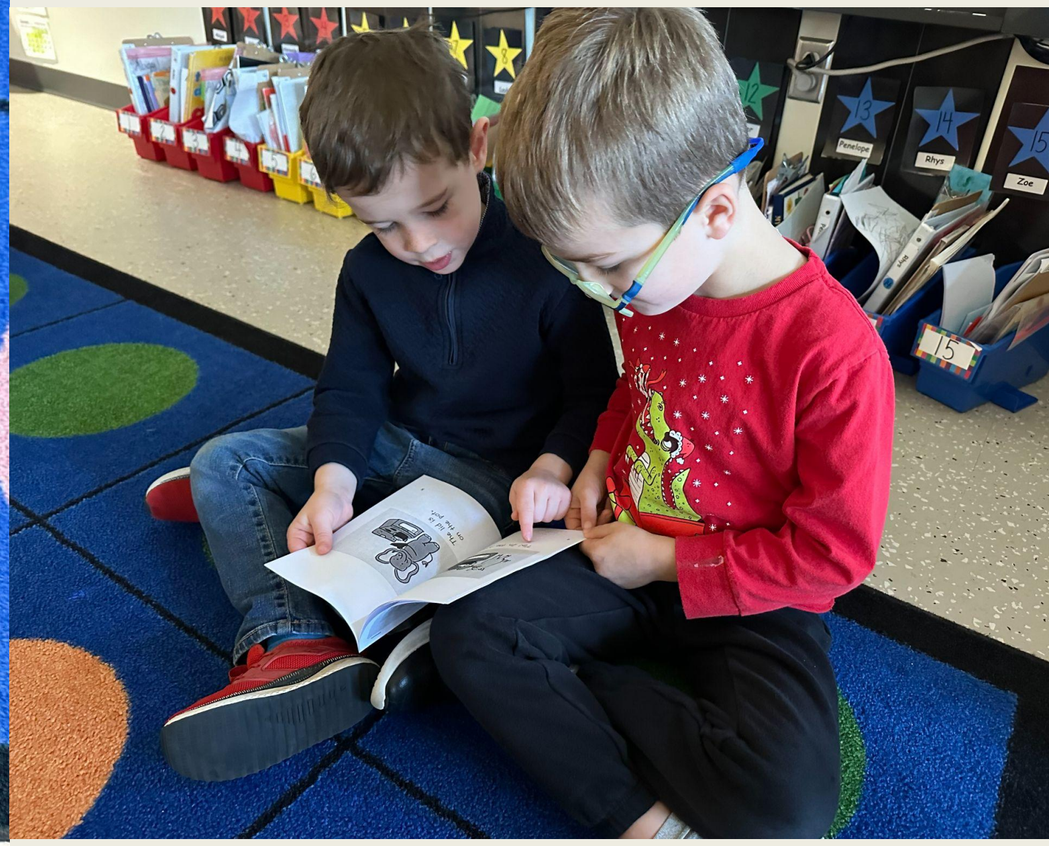


Super Readers

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

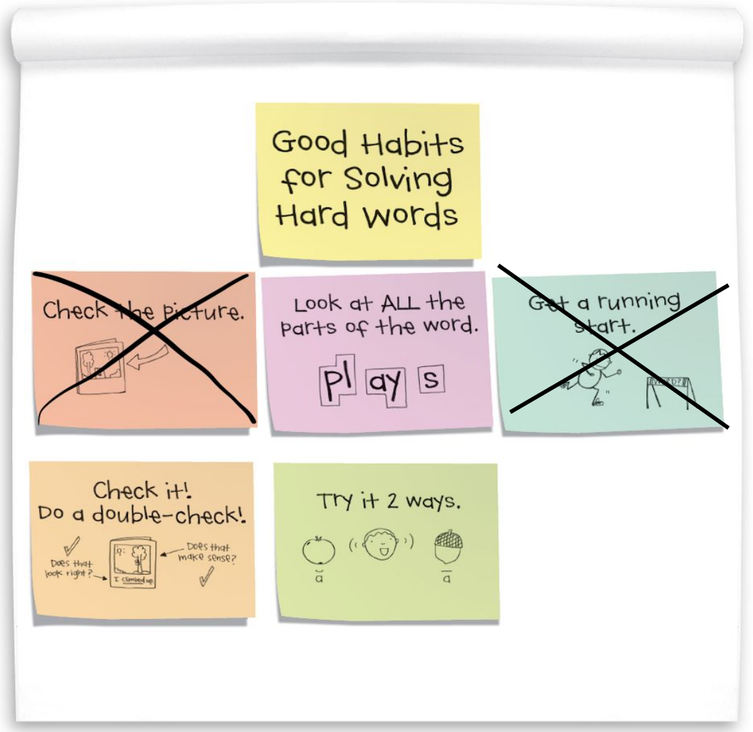






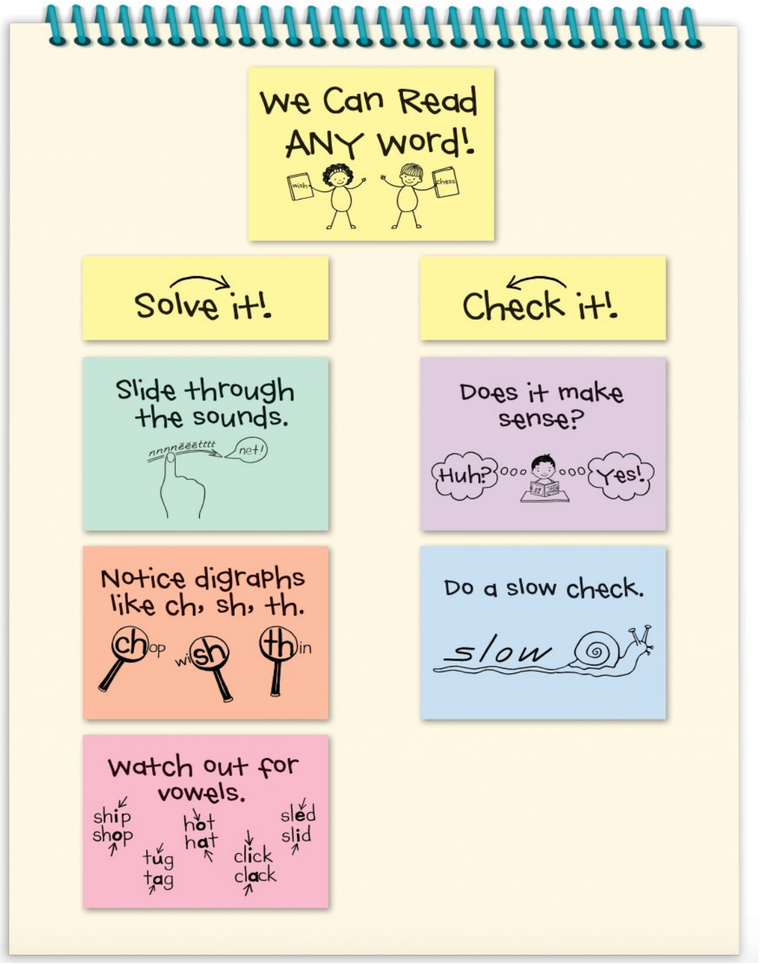
Gr 1 Revised Units of Study

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.

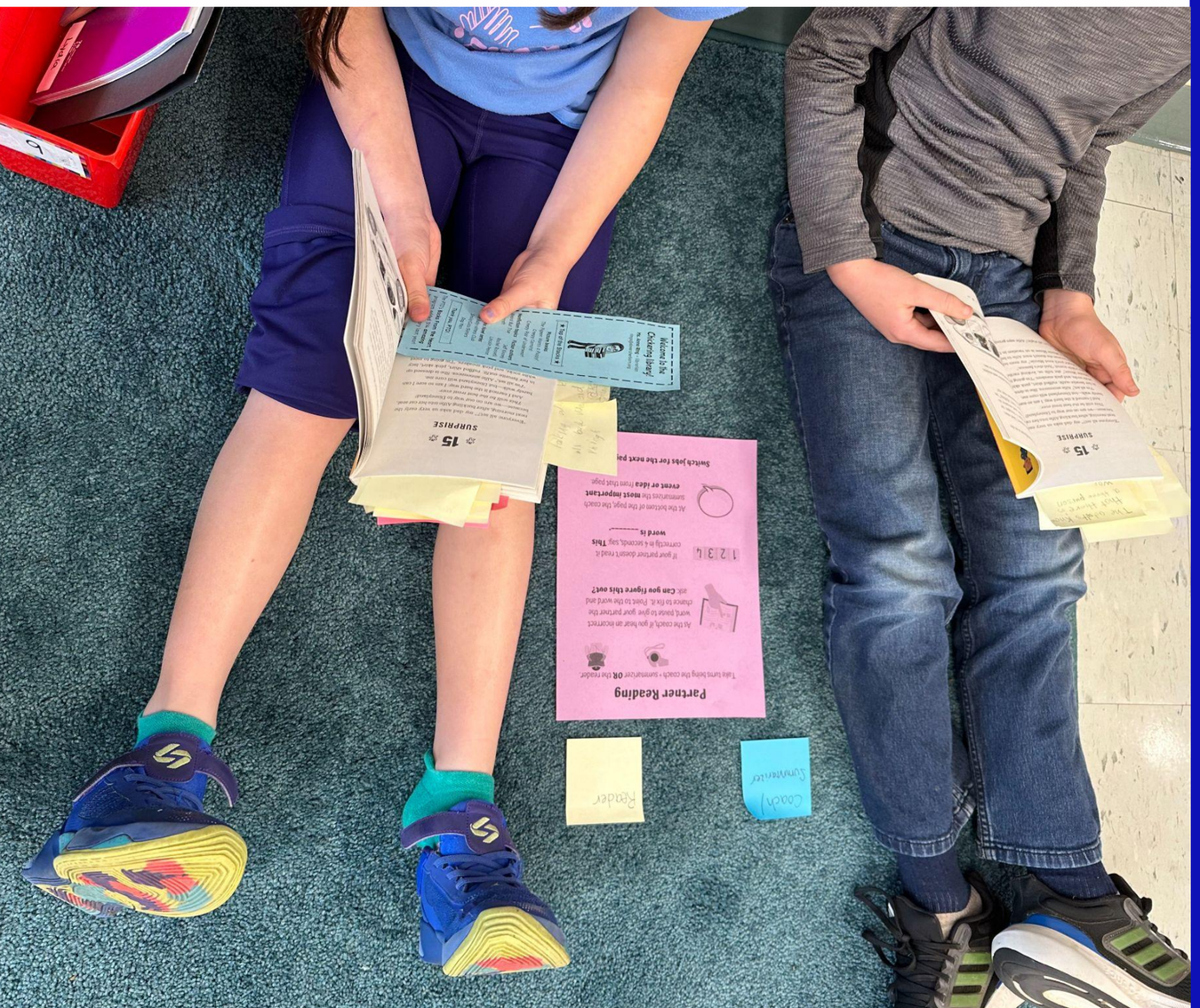
During Readers' Workshop, teachers:

- 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:

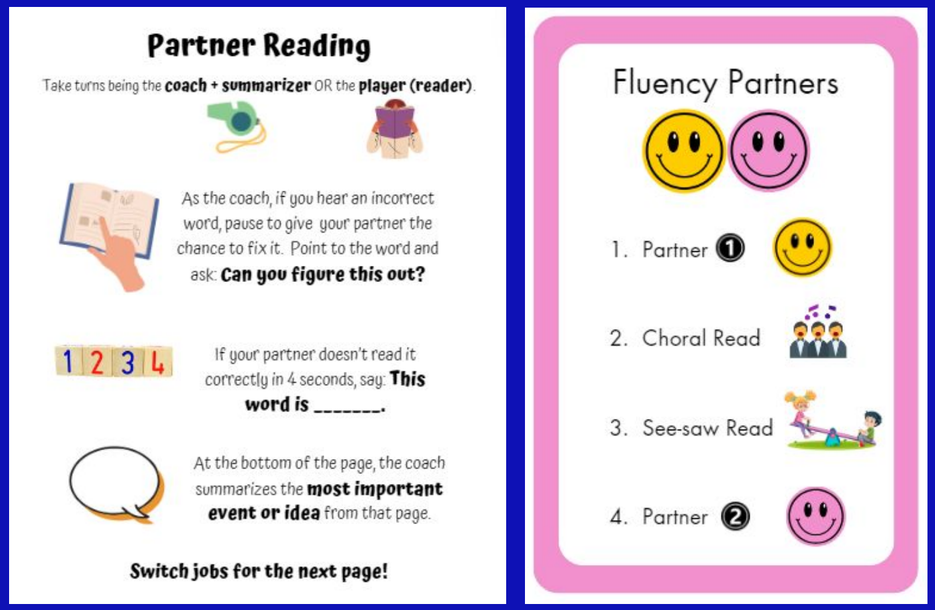
- **Visual Prompt -** Teacher points the graphemes inaccurately produced. Covers up a word ending or syllable.
- **Verbal Prompt -** "What sound does __ make?

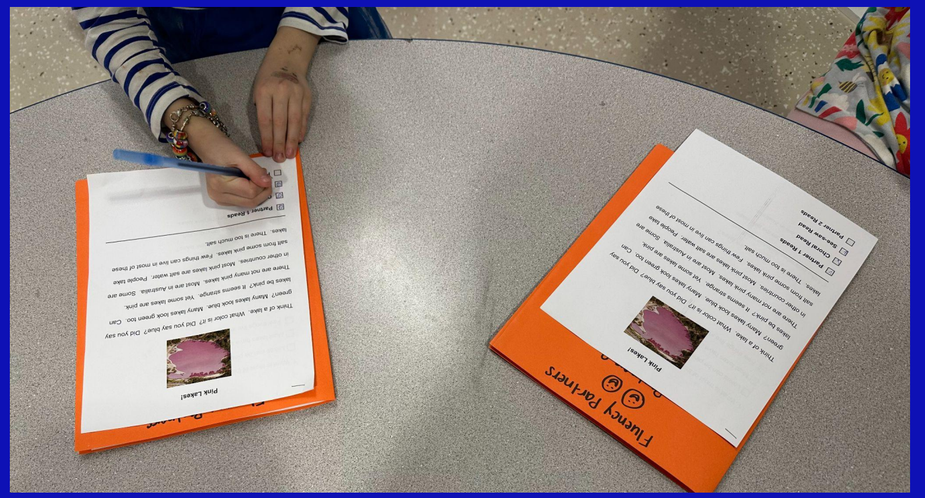
Fluency Routines



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

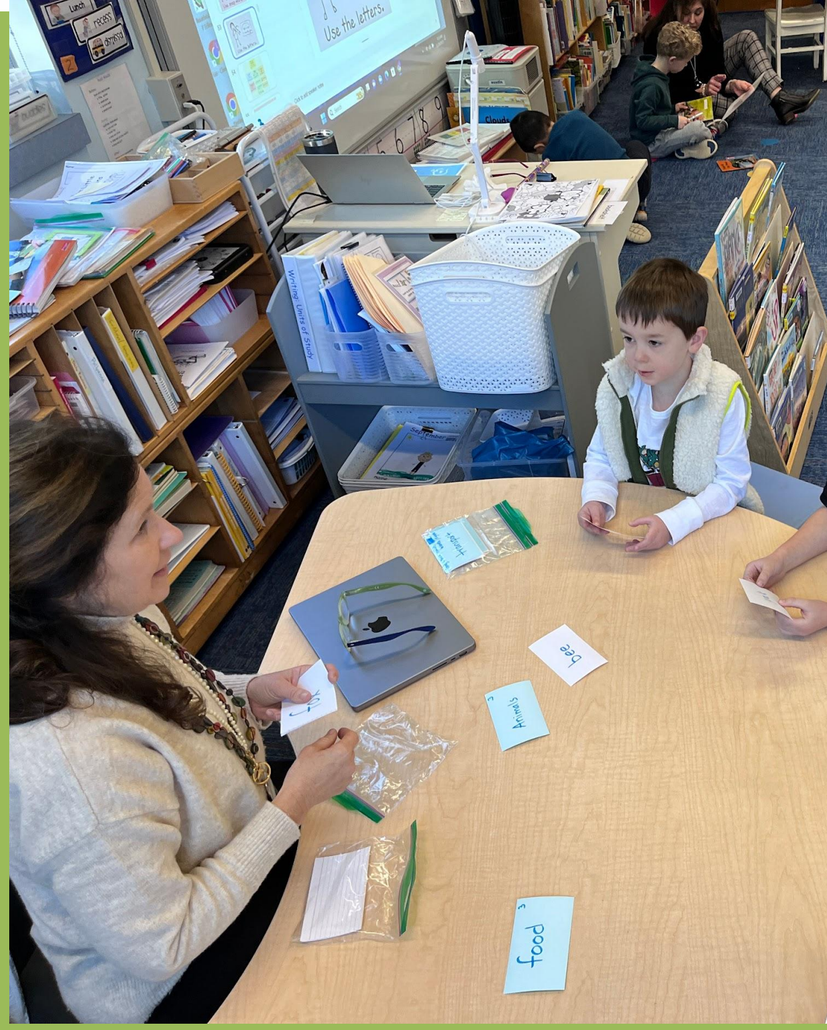
Differentiation & Individualization

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



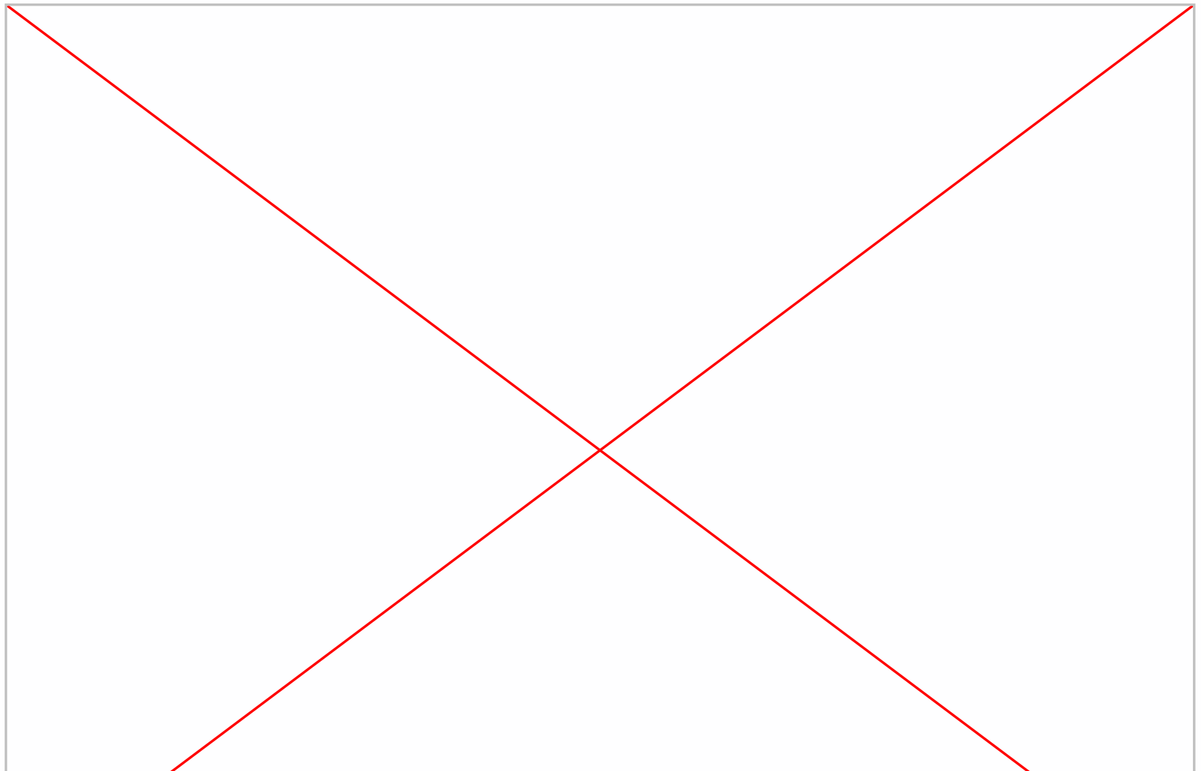
Literacy Knowledge, Verbal Reasoning + Comprehension Strategies

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?







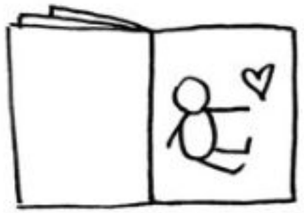


Determining Themes

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.



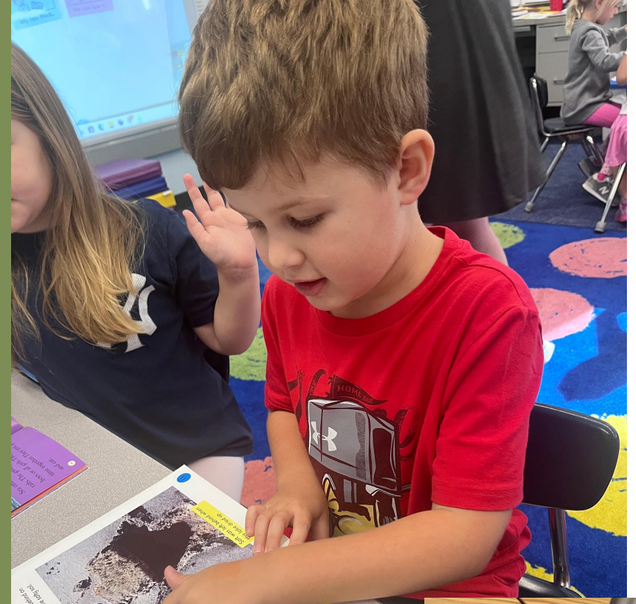
Ask a 5th Grader…

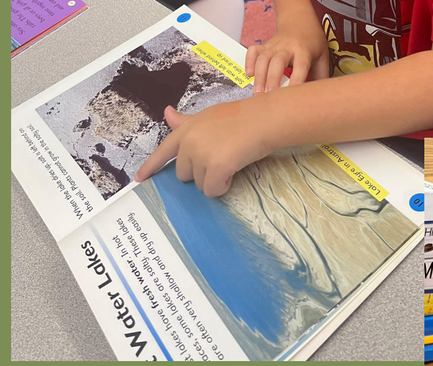
I read, asking, "What seem to be the big themes of this story?" I can figure out a couple of themes that are especially significant, noting which are best supported.

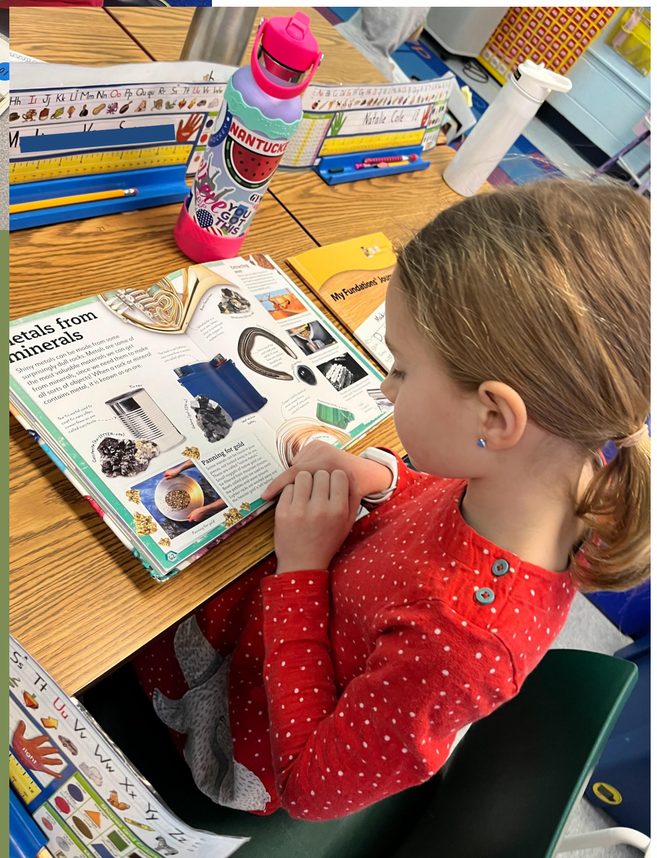
To think about these, I tie together what several significant parts of the story seem to mean.

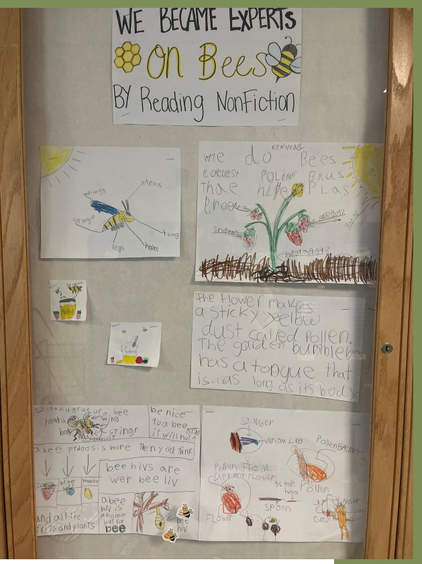
I know themes are shown not only by the content of the text, but also in the way it is written.











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.

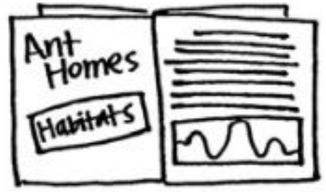
If there are ways to categorize the information on the subtopic, I sort information from both texts into a category.



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.

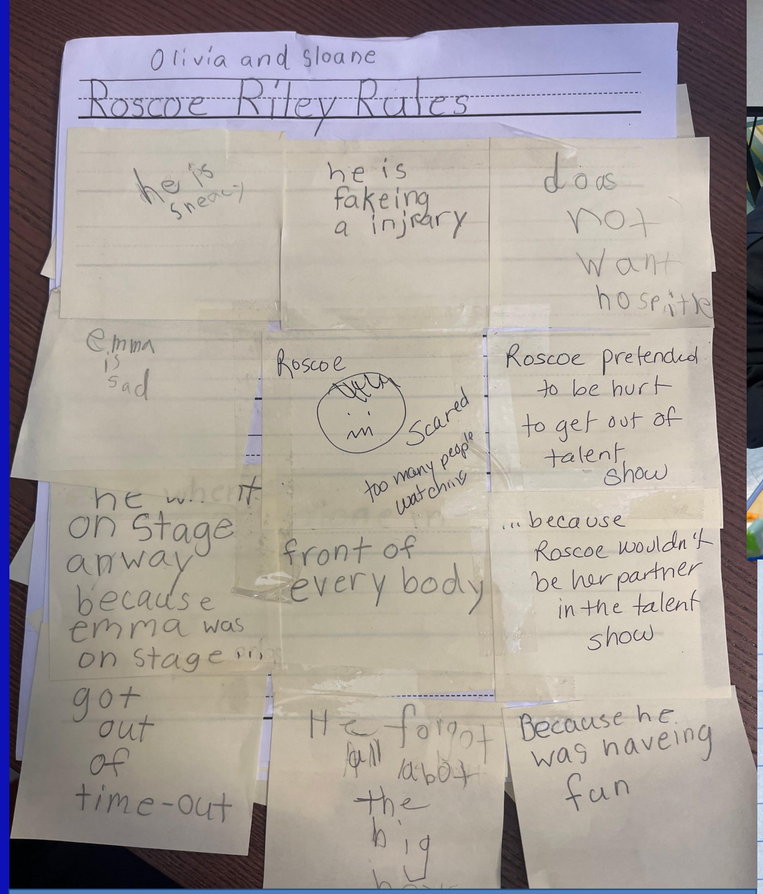
I am aware that sometimes one text contradicts another. When this happens, I think, "Which author is saying which points?" I wonder whether the differences come from the author's point of view (e.g., might differences come from one being firsthand and one secondhand?).



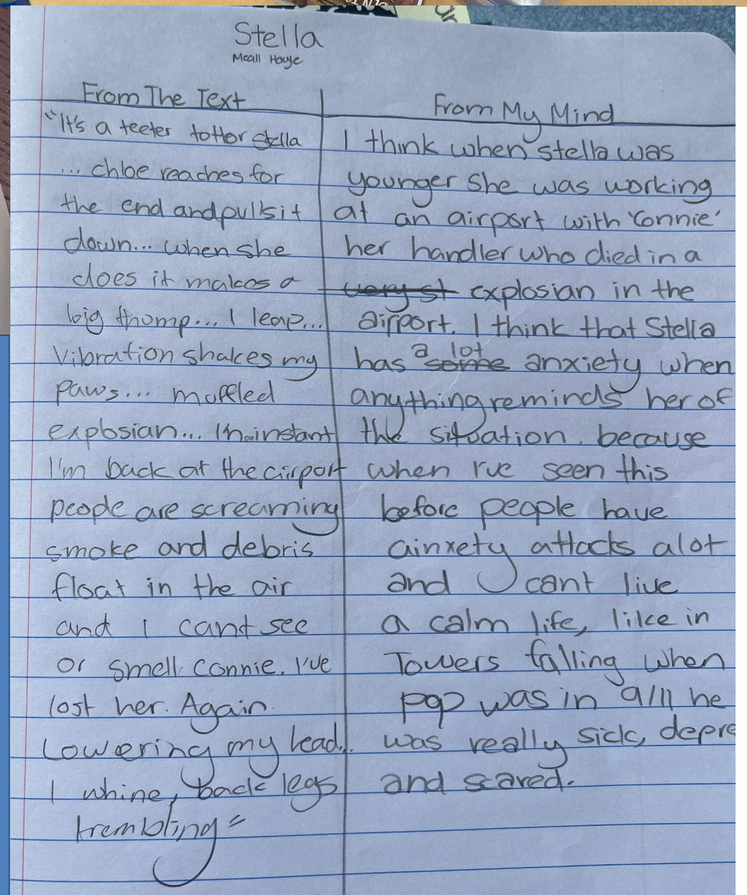
PERSPECTIVES?

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

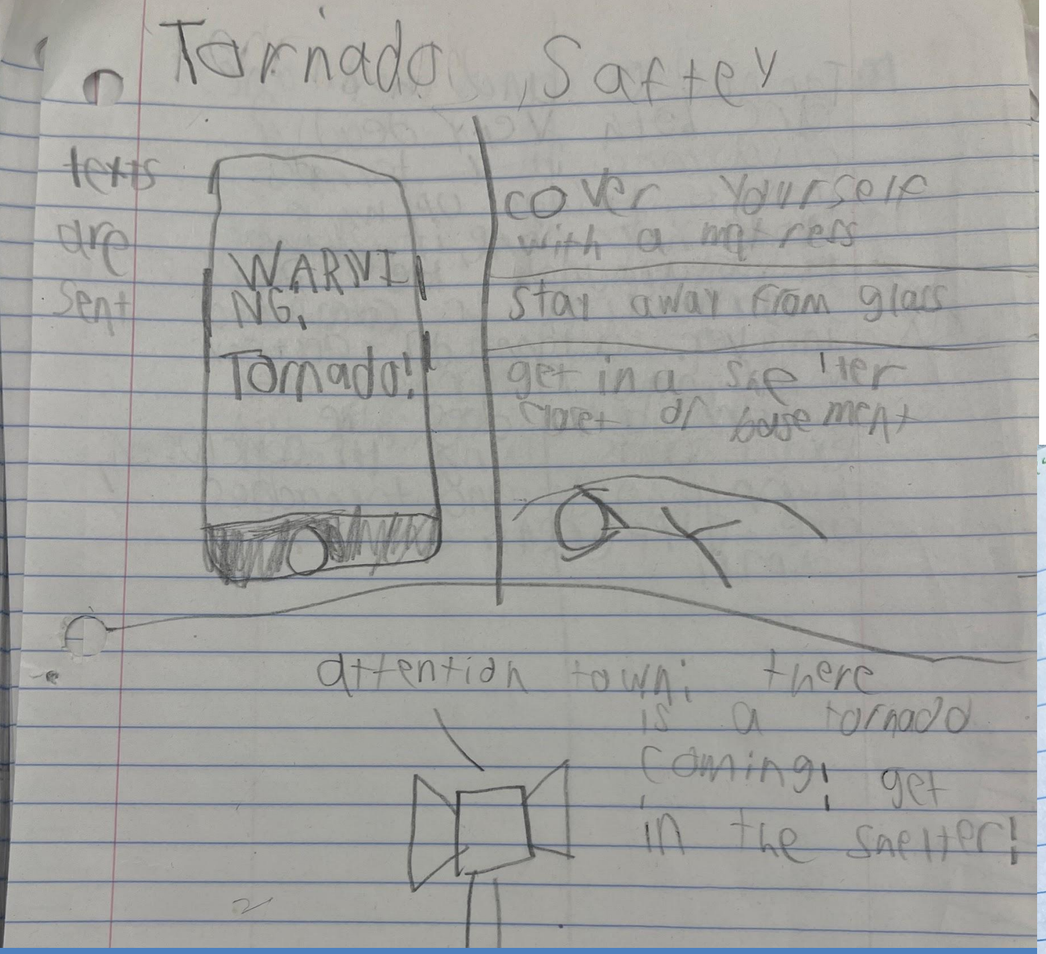






Second grade(above) and fifth grade (right) readers take notes in preparations for book club discussions.

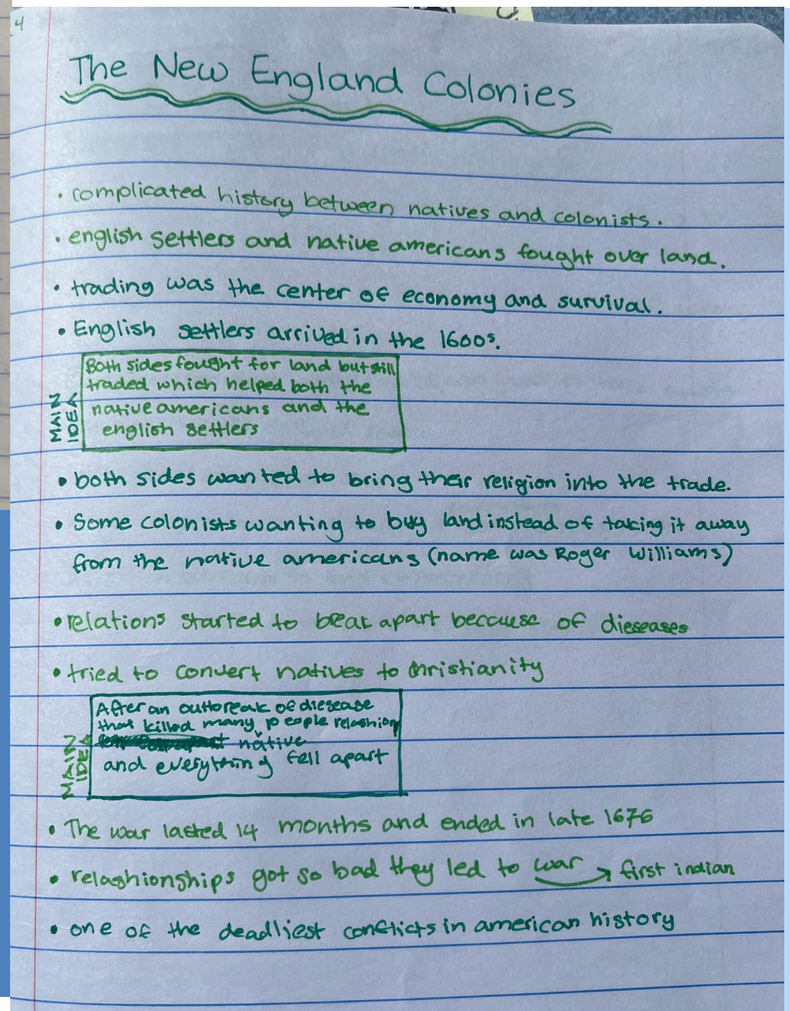
Building Background Knowledge:
Cross Curricular Connections



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

Students read to engage in science research







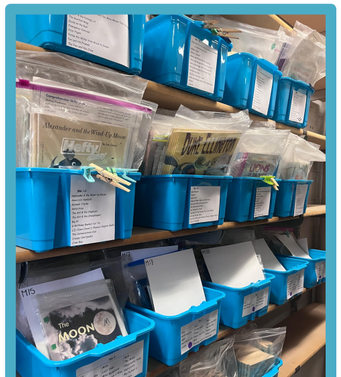
5th Grade reading unit, "Reading History"

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

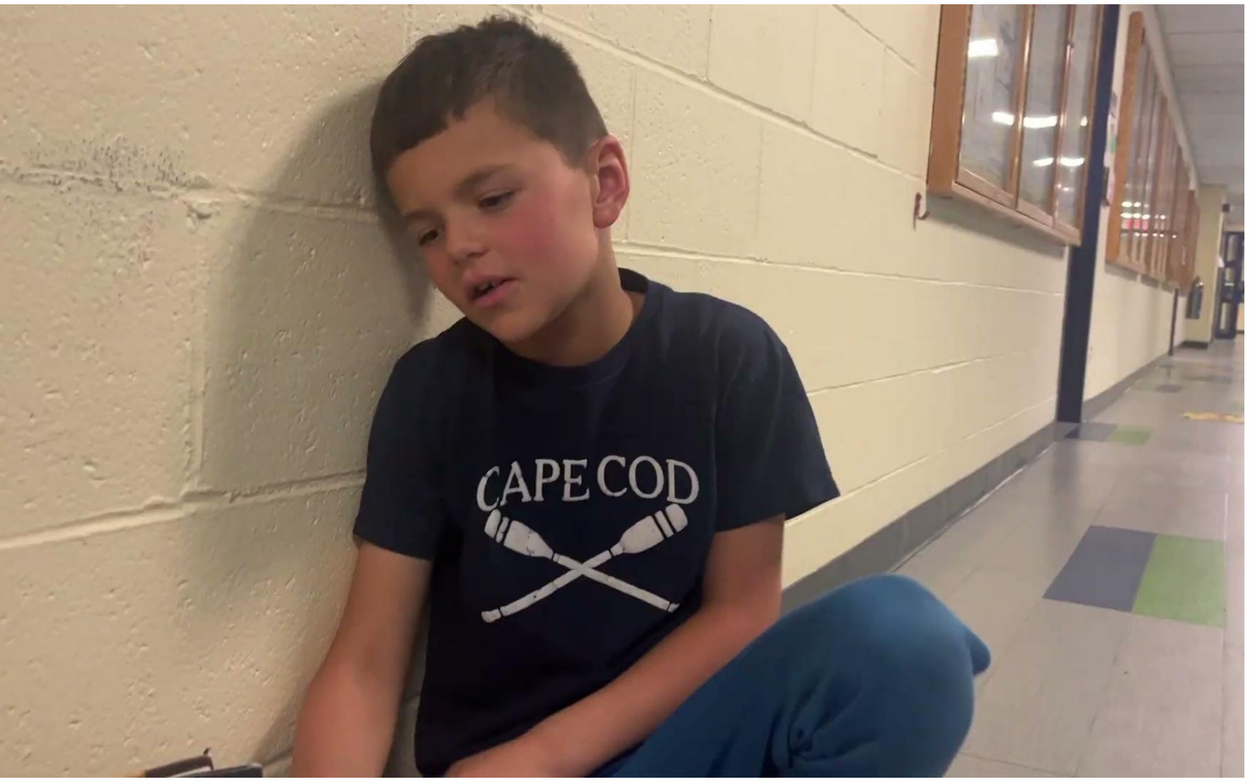


Classroom Library

- 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…



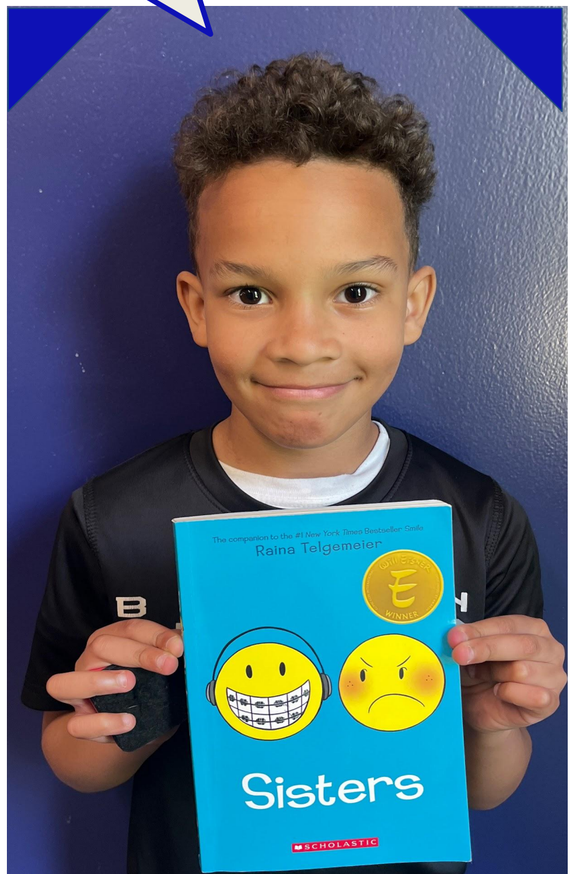
…a fourth grade interview about her books…

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.

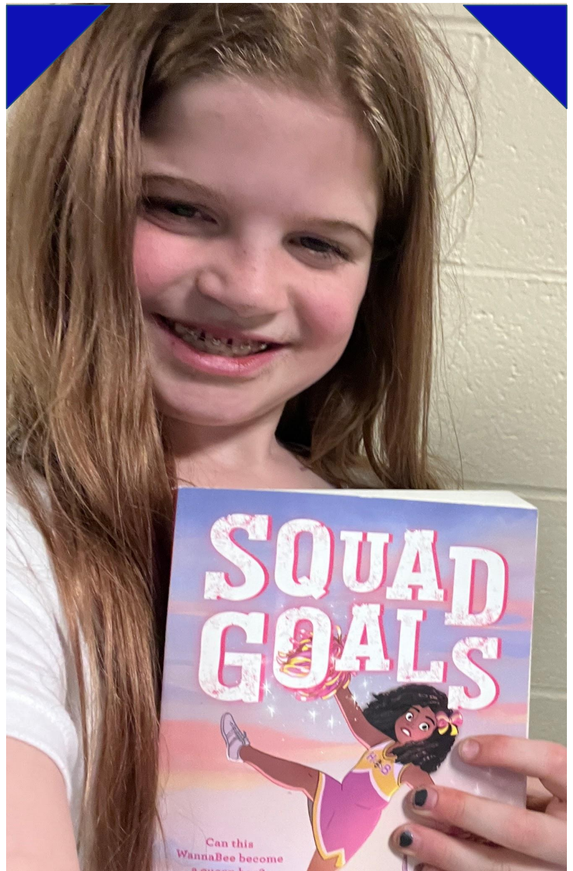
“I like butterflies.”
- Ellie, Gr K



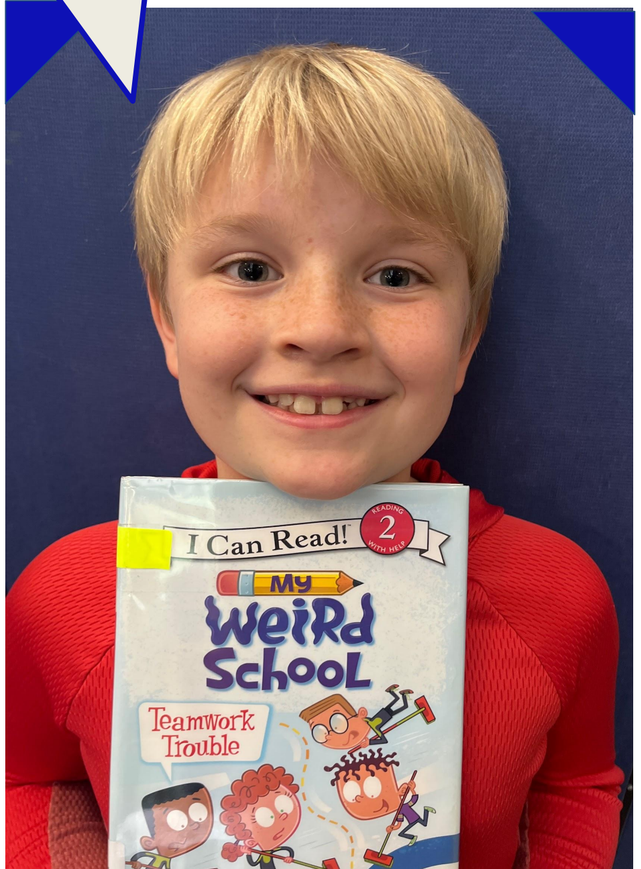
“I like adventure and I have two sisters, so I understand it can be a little hard to get along sometimes.”
- Jaxton, Gr 4



“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

×

Instruction & Curriculum

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

=

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

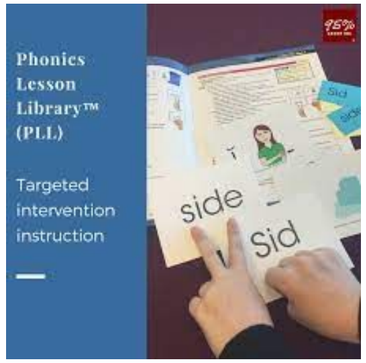
End of the Year DIBELS Data (at or below grade level)

	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?

