



**DOVER SCHOOL  
DISTRICT**

## DOVER SCHOOL BOARD – MINUTES

Meeting Type: Special Session  
Meeting Location: City Council Chambers  
Meeting Date: **Monday, January 26, 2009**  
Meeting Time: **6:30 pm**

A special session of the Dover School Board was called to order by Chairperson Marjorie Fisher on Monday, January 26, 2009 at 6:30 p.m. in City Council Chambers.

**A. ROLL CALL:** Present were, Marjorie Fisher, Dorothea Hooper, Audra Lurvey, Carolyn Mebert, Beth Setear, and Doris Grady. Britt Ulinksi-Schuman was absent.

Also present were Superintendent John O'Connor, Jean Briggs, CIA Director; Patrick Boodey, Principal WPS; Sandi Crosson, Pupil Personnel Services Director; Paula Glynn, Title I Project Manager; Larry DeYoung, Principal DMS; Deborah Migneault, Principal DHS; Malcolm Forsman, Principal HSS; Language Arts Teaching Staff Members; and *Foster's* reporter.

**B. PLEDGE OF ALLEGIANCE:** Audra Lurvey led the Pledge of Allegiance.

**C. CITIZENS' FORUM:** Sue Vitko, Miranda Casey, and David Goldsmith (parents and teachers) all spoke in support of the Dover Growing Readers (DGR) curriculum adoption. They feel it is a reading program that provides the "best of the best" to help the wide range of students in the District. They also spoke of the excitement of the program brings to the students. They also thanked the Superintendent and School Board for allowing the teachers time for discussion, inspiration, and collegial support across all of the schools. This made them feel that teachers are valued and appreciated in their efforts to make a program designed for our students.

**D. LANGUAGE ARTS CURRICULUM ADOPTION AND BUDGET PRESENTATION:** Jean Briggs provided an overview of the plan for Dover's Growing Readers Program (DGR). The plan was to create a comprehensive framework for literacy instruction, utilizing the State Grade Level Expectations as the curriculum markers and researched best practices for the skills instruction within an aligned and articulated scope and sequence for grades K-8. She added her belief, that by allowing our educators to create and invest substantially in this literacy effort, we are ensuring professional objective commitment to this most important curriculum decision. The commercial core curriculum programs are expensive and have a "one size fits all" approach. The Dover teachers are attempting to stretch themselves professionally and create a quality program responsive to students' needs, abilities, and interests that also reinvigorates their teaching practice.

Jean Briggs then introduced staff members instrumental in developing the new Language Arts Curriculum for the District: Deb Nary, Liz Burnham, Jackie Tromba, Paula Glynn, and Diane Gormley. Each took a section of the presentation and discussed the following important points and history of the process followed in preparing the new curriculum.

### **Historical Perspective**



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- Three year analysis of standardized test data (NECAP, NWEA, PALS)
  - ❖ Strengths
    - Phonics
    - Word Identification
  - ❖ Need Improvement
    - Comprehension
    - Focus on Non-fiction texts
- Reading First National Study
  - ❖ Phonics-heavy programs create skilled decoders, but comprehension is low
- Past adoption of a basal program
  - ❖ Did not meet the needs of our diverse learning population
  - ❖

### **Review of Literacy Programs Summer 2007**

- A large and diverse group of 25 teachers and administrators looked at 17 different literacy programs.
- A selection of criteria from the Massachusetts Dept. of Education were used to evaluate programs.
- We decided on 2 core literacy programs to pilot during the 07-08 school year that might meet the needs of our district:
  - Harcourt and Rigby
- Teachers also piloted support materials from other programs.

### **Results of the Pilot Found**

- Redundancy:
  - Writing Curriculum
  - Word Study Curriculum
- Fidelity:
  - “packaged materials” altered to meet needs of all children

**From: *What is Evidence-Based Reading Instruction, International Reading Instruction, 2002***



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“...no single study ever establishes a program or practice as effective; moreover, it is the *convergence* of evidence from a variety of study designs that is ultimately scientifically convincing.”

### The Steps Taken

- Created the Reading Review Team
- Unpacked the Reading GLE's
- Wrote “I Can” statements for each GLE
- Aligning Reading Units of Study (focus lessons) with each GLE

### NH State Standards (GLE / C.O.R.E curriculum) plus Scientifically-based teaching methods (Best practices) equals...

DGR is grounded in scientifically-based reading research that:

- utilizes *data to inform instruction*.
- promotes *differentiated instruction*.
- is based upon *reliable evidence*.

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### From A *Comprehensive Language and Literacy Framework*

Teacher Decision – making:

- data collection and analysis
- targeted skills    purposeful planning



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- student grouping
- timing
- resources
- organizing the reading block
  - What is the Focus Lesson (s) for the day / unit?
  - What are students doing during Independent Reading time and how are students being held accountable?
  - What strategies and skills are being taught during Small Group Instruction?

Jackie Tromba reviewed the Scientifically-based Using Common Formative Assessment tree and a DGR Reading Instructional Model for the Board. The “Big Five” Elements of Reading Instruction are Phonics, Phonemic Awareness, Fluency, Vocabulary, and Comprehension as the ultimate goal.

Paula Glynn then discussed the DGR Multi-Tiered Intervention Plan.

### **DGR’S Multi-Tiered Intervention Plan: Comprised of 6 Essential Elements**

- Scientifically sound universal or whole class instruction
- Universal screening
- Data-Based Decision-Making
- Scientifically sound intervention delivered in “tiered” system
- Student progress monitoring
- Fidelity of Implementation

### **DGR’s Targeted Instruction**

Targeted instruction is small-group supplemental instruction in addition to the time allotted for core reading instruction.



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Targeted instruction includes programs, strategies and procedures designed and employed to supplement, enhance and support core instruction.

- Focus – For students identified with marked reading difficulties, and who have not responded to core instruction
- Program – Specialized, scientifically based reading program(s) emphasizing the five critical elements of reading
- Grouping – Homogeneous small group instruction (1:3, 1:4, or 1:5)
- Time – Minimum of 30 minutes per day in small group in addition to 50-90 minutes of core reading instruction
- Assessment – Progress monitoring twice a month on target skill to ensure adequate progress and learning
- Interventionist – Personnel determined by the school (e.g., a classroom teacher, Title I tutor, sped teacher, reading specialist, paraprofessional)
- Setting – Appropriate setting designated by the school; may be within or outside of the classroom

### **Intensive Instruction**

Intensive instruction is powerful, strategic, supplemental, specifically designed and customized small-group or 1:1 reading instruction that is extended beyond the time allocated for core instruction.

### **Intensive Intervention**

- Focus – For students identified with marked reading difficulties, and who have not responded to core instruction
- Program – Sustained, intensive, scientifically based reading program(s) emphasizing the critical elements of reading for students with reading difficulties/disabilities
- Grouping – Homogeneous small group instruction (1:1 - 1:3)
- Time – Minimum of one 30-minute session per day in small group or 1:1 in addition to 90 minutes of core reading instruction
- Assessment – Progress monitoring weekly on target skills to ensure adequate progress and learning
- Interventionist – Personnel determined by the school (e.g., reading specialist, a special education teacher)
- Setting – Appropriate setting designated by the school

### **Benefits of DGR's Multi-Tiered Intervention Plan**

- Earlier Identification of reading difficulties.



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- Increased support for struggling students.
- Informed and involved parents.
- Collaborative problem-solving approach.
- Responsive improvement model of assessing, planning and implementing.
- Individualized instruction.

Diane Gormley reviewed some of the key language arts materials that will be utilized for students in grades K-5 and grades 6-8. She also reviewed the seven month timeline of professional development that will be offered to all teachers, on-going, and based upon teacher needs.

### **Grades K-5 Materials**

#### **Core Instruction (all students)**

Literacy by Design Small GR Instructional Kit (Rigby)  
Robust Vocabulary  
Dover's Growing Readers  
Focus Lessons  
Reader's Notebooks

#### **Targeted (small group)**

Literacy by Design Small GR Instructional Kit (Rigby)  
Robust Vocabulary (Steck-Vaughn)  
Lessons in Literacy (Great Source)  
Leveled Literacy Intervention  
Earobics  
Foundations / Wilson  
Horizons  
Corrective Reading

#### **Intensive**

Earobics  
Foundations / Wilson  
Horizons  
Corrective Reading  
Reading Advantage



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### **Grades 6-8 Materials**

#### **Core Instruction (all students)**

Reader's Handbook / Daybook  
Robust Vocabulary  
(Rev It Up)  
Dover's Growing Readers  
Focus Lessons

#### **Targeted (small group)**

Source Book  
Robust Vocabulary  
(Rev It Up)  
Read 180  
Lessons in Literacy (Great Source) Gr. 6  
Reading Advantage

#### **Intensive**

Wilson  
Read 180  
Lessons in Literacy  
(Great Source) Gr. 6  
Reading Advantage  
(Rigby)

### **On-Going Professional Development**

Guided Reading/Small Group Instruction, Reader's Workshop, Buddy Study – Grammar and Spelling Grades K-4, How to Write a Focus Lesson, Beyond the Basics of DGR, Word Study, Reader's Handbook and Daybook, Robust Vocabulary (Rev it Up), Benchmark Assessment, Using Common Assessment, DGR – Grade Level Collaboration, Intervention Training

Jean Briggs closed the presentation by providing the budget proposal.

### **Budget Proposal**

Curriculum provides value, quality, commitment, and is custom-made for *our* students with *our* standards.



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Total cost for implementation grades K- 4	\$191,534.60
Total cost for implementation grades 5-8	<u>\$114,646.70</u>
Total Grades K-8	\$306,181.30
Shipping and Handling (10%)	<u>\$ 30,618.12</u>
Grand Total	\$336,799.43

Upon completion of the presentation, Dorothea Hooper expressed her appreciation for all of the work the committee accomplished and said she was, "...blown away by the process and results."

Chairperson Fisher then thanked the presenters.

**E. ADJOURNMENT:** A motion was made and seconded to take a short break and adjourn to Workshop Session at 7:25 p.m. An oral **VOTE PASSED 7/0.**

Respectfully Submitted,

Beth Setear, Secretary  
Dover School Board