



2023 – 2025
BUILDING STRONG SYSTEMS
FOR STUDENT SUCCESS

September 8, 2025

SESSION TOPICS

A responsive system to support students

Implementation stages

Districtwide reading and math data

Schoolwide Essential Actions installed

Strategic plan pillars

Data reporting timeline

A RESPONSIVE SYSTEM TO SUPPORT STUDENTS

Federal Policy & Law

- **IDEA (2004):** Permits MTSS to guide intervention and identification
- **ESSA (2015):** Authorizes & supports MTSS implementation
- **OSEP/OCR Guidance (2016):** Endorses prevention-focused, evidence-based systems
- **US ED Strategic Plan (2022–26):** Names MTSS as a national priority

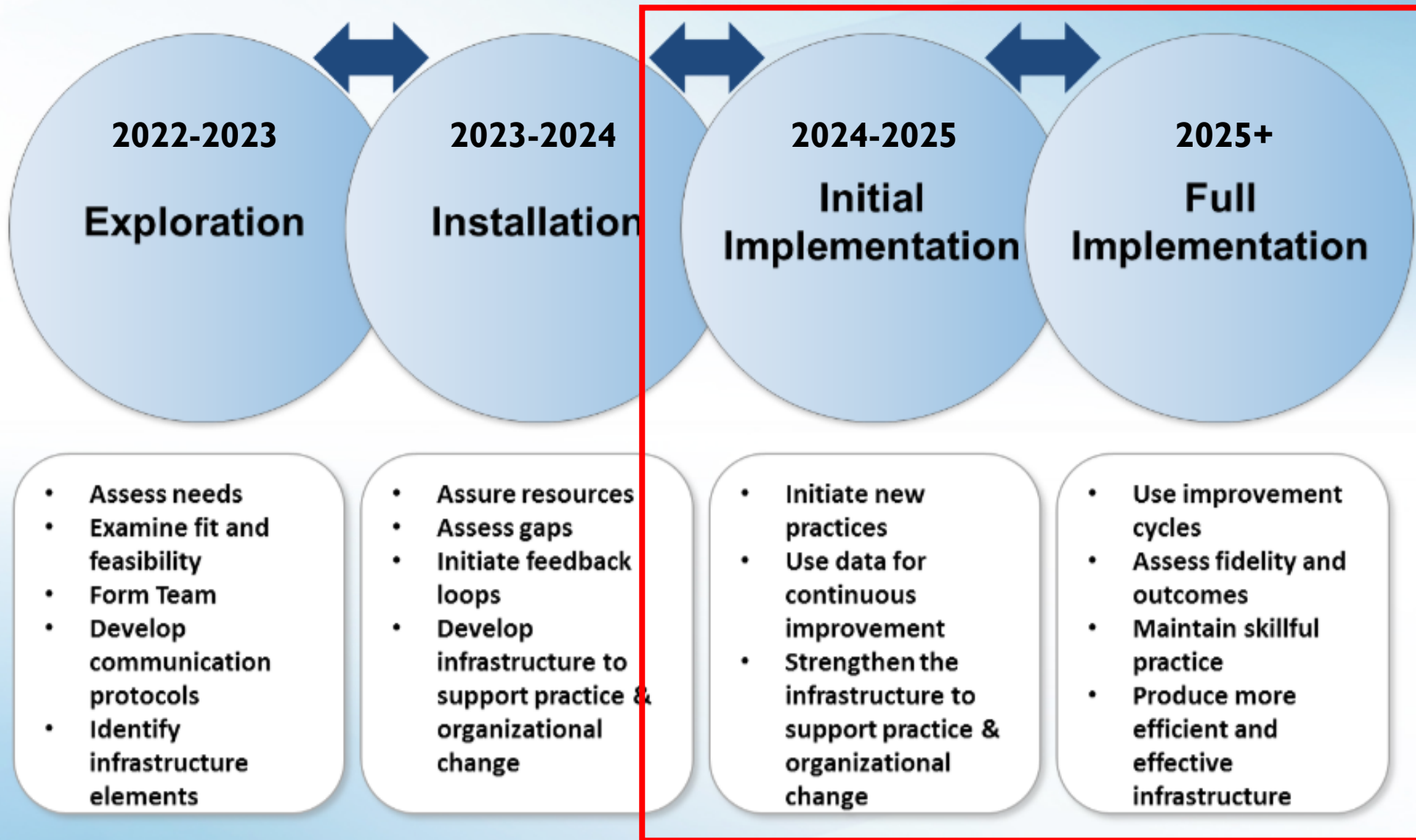
National Practice

- **Nationwide Adoption:** All 50 states use some form of a tiered support system (Zhang et al., 2023)
- **Graduate Preparation:** MTSS training is included in teacher & specialist programs
- **Professional Standards:** Counselors, psychologists, and social workers align their practice models to MTSS

NHED

- **Student & Educator Wellness Division:** Supports tiered, evidence-based frameworks statewide

Implementation Stages



**We are in
between these
two stages.**

These stages
involve the most
time, resources,
and effort.

2-4 Years

TIER 1 READING IMPLEMENTATIONS (YEAR 1)

Grades K - 4

Grades 5 - 8

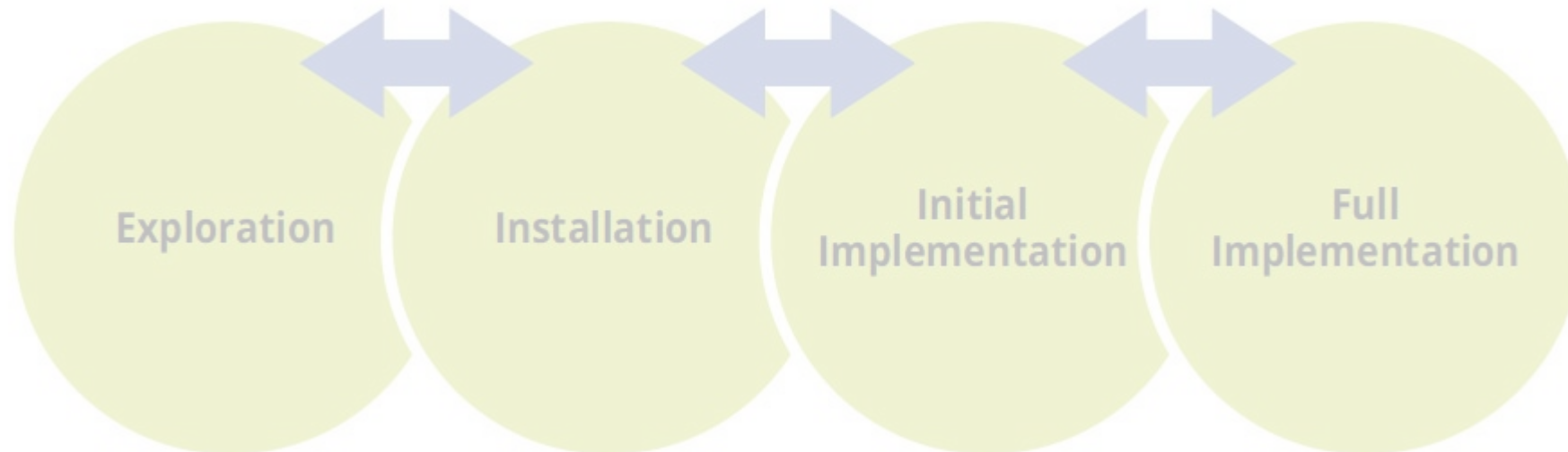
Amplify CKLA



Reading™

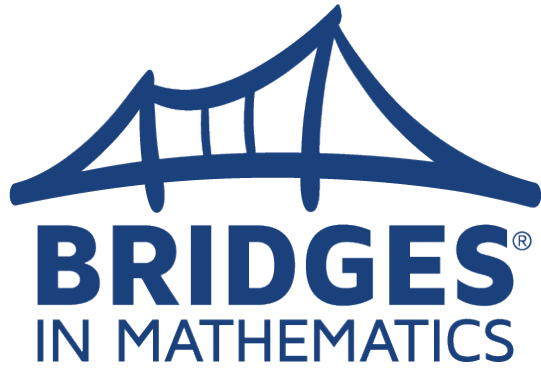


Literature™



TIER 1 MATH CURRICULUM RESOURCES

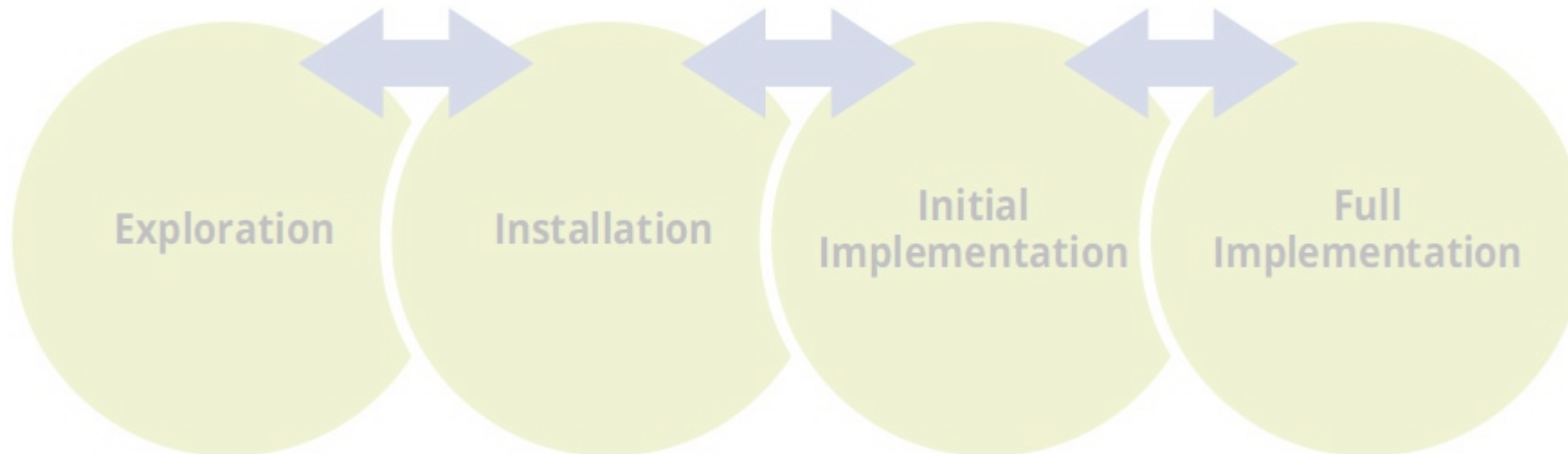
Grades K - 5



Grades 6 - 8

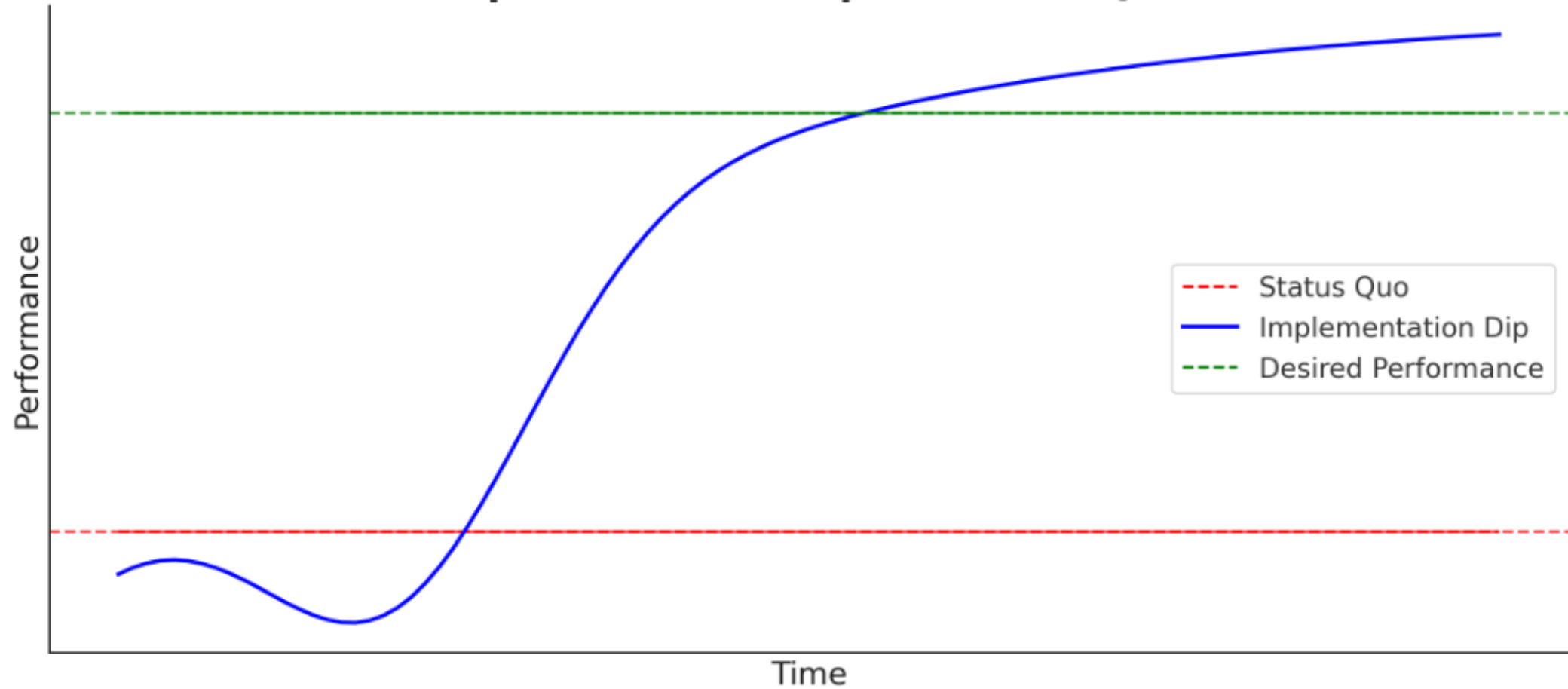


Dover High School



MANAGING THE IMPLEMENTATION DIP

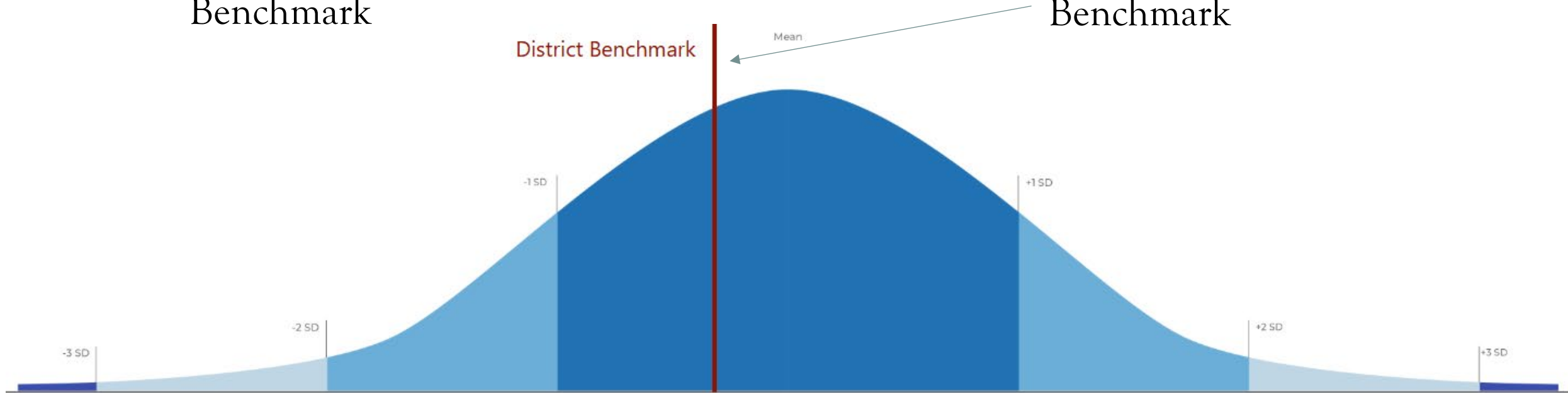
Implementation Dip vs Status Quo



District Benchmark Criterion (Cut Score)

Below
Benchmark

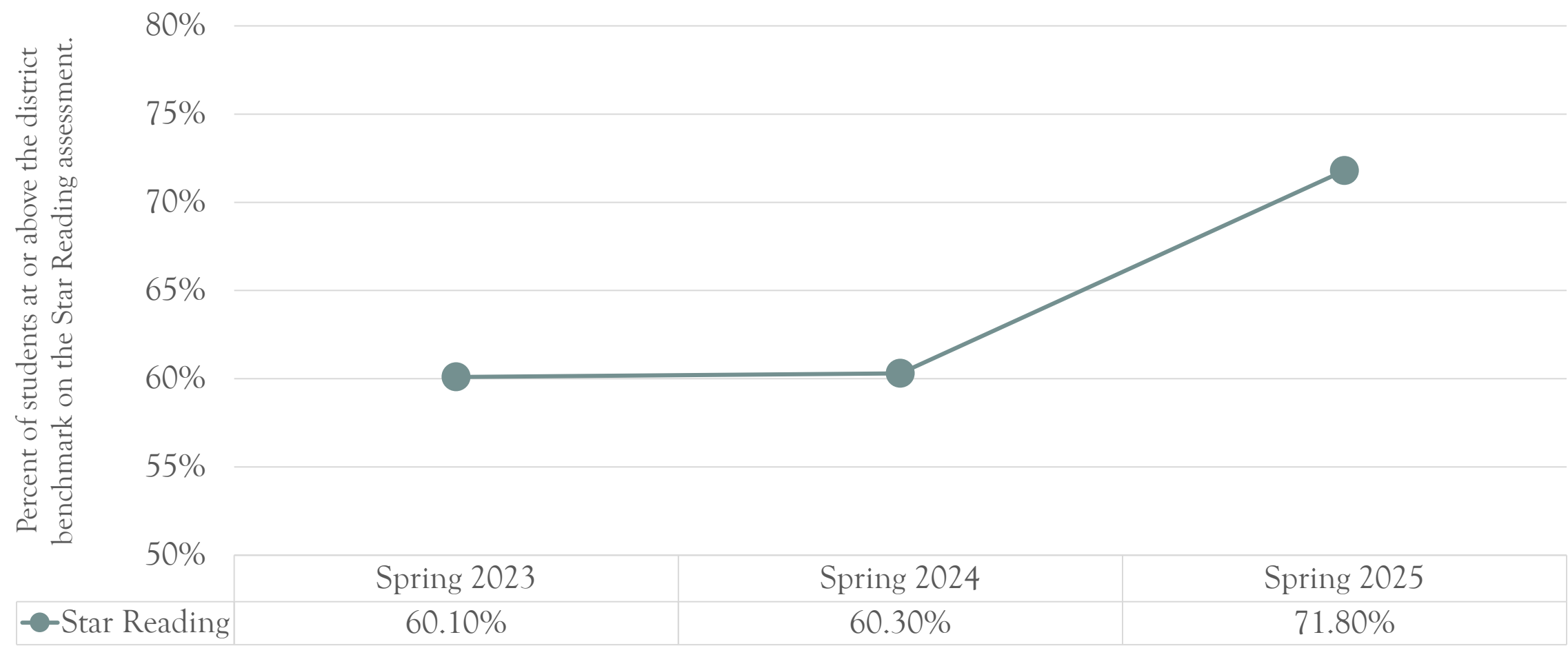
At/Above
Benchmark



A **national sample** means that the test or measure was given to a large group of students from all across the country. This group is chosen to represent the “average” student population, so results can be compared fairly.

DOVER SCHOOL DISTRICT – READING DATA

Star Reading Assessment: Grades 2 – 8

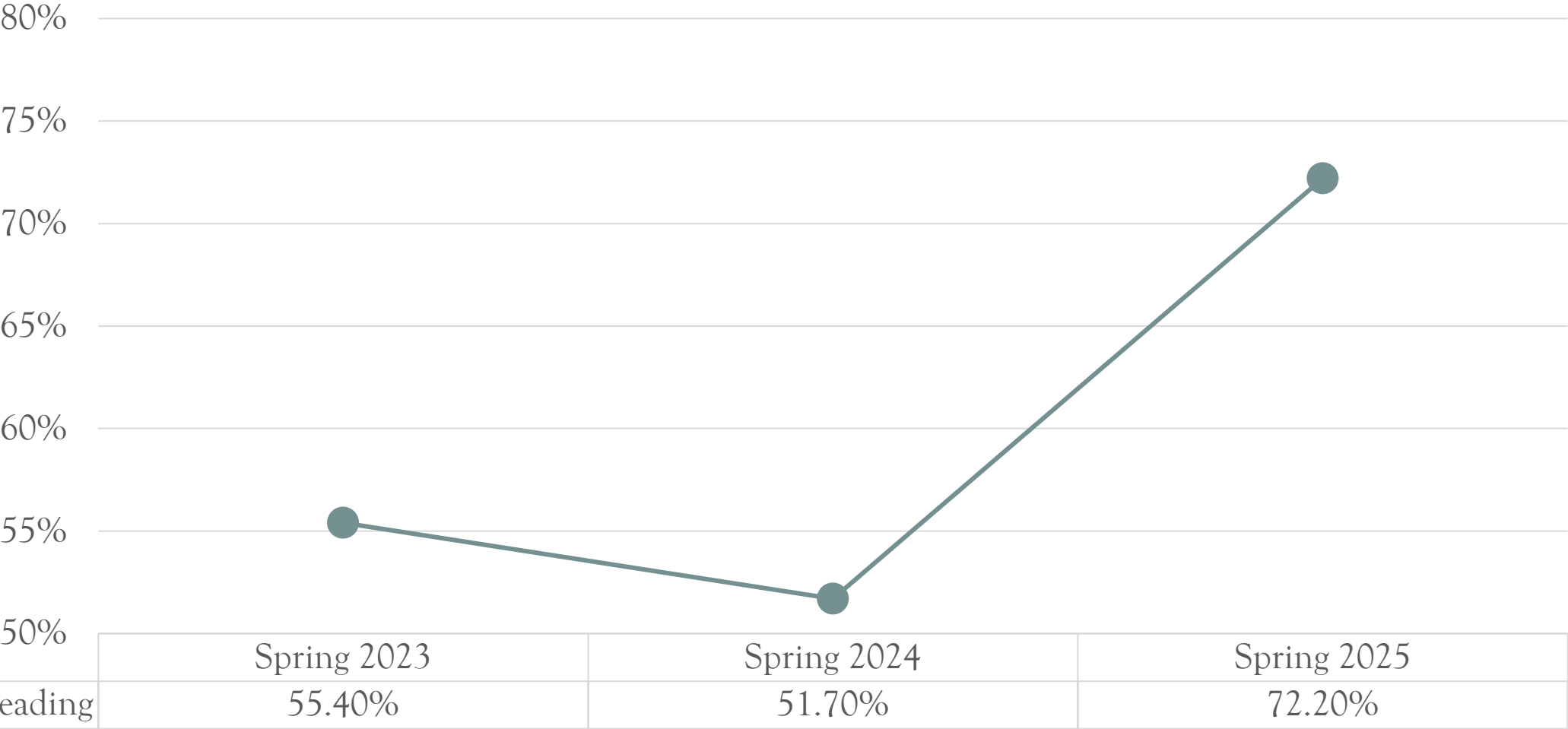


The **Star Reading Assessment** provides educators with quick, accurate estimates of students’ reading comprehension based on instructional reading levels and measures their achievement relative to national norms.

DOVER SCHOOL DISTRICT – READING DATA

Star Reading Assessment: Grades 5 – 8

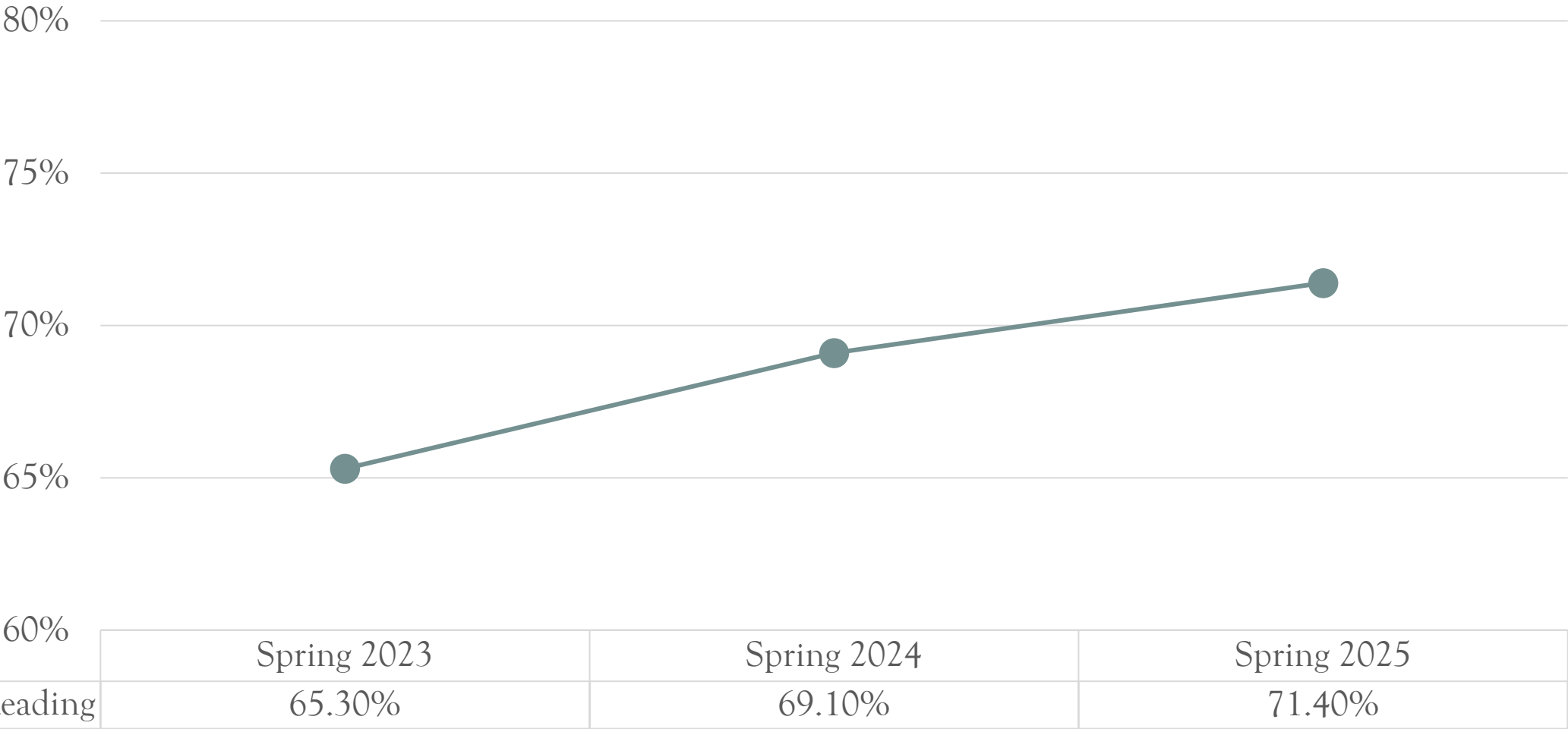
Percent of students at or above the district benchmark on the Star Reading assessment.



DOVER SCHOOL DISTRICT – READING DATA

Star Reading Assessment: Elementary Grades 2 – 4

Percent of students at or above the district benchmark on the Star Reading assessment.

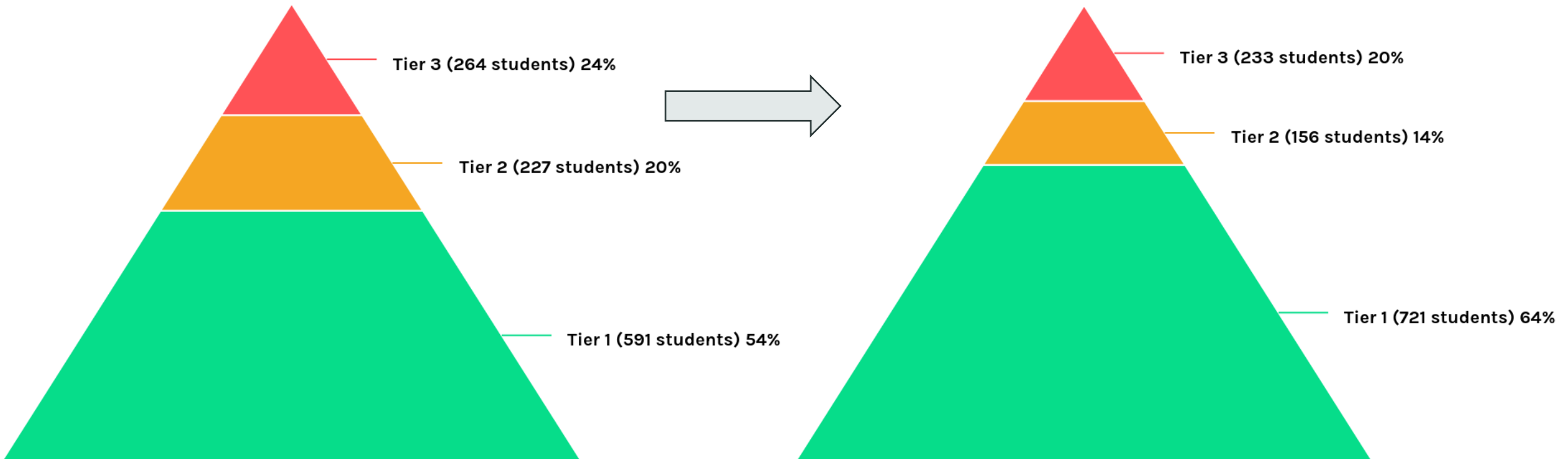


Districtwide Gr K - 4 mCLASS DIBELS Composite: 2024 - 2025 Fall vs Spring

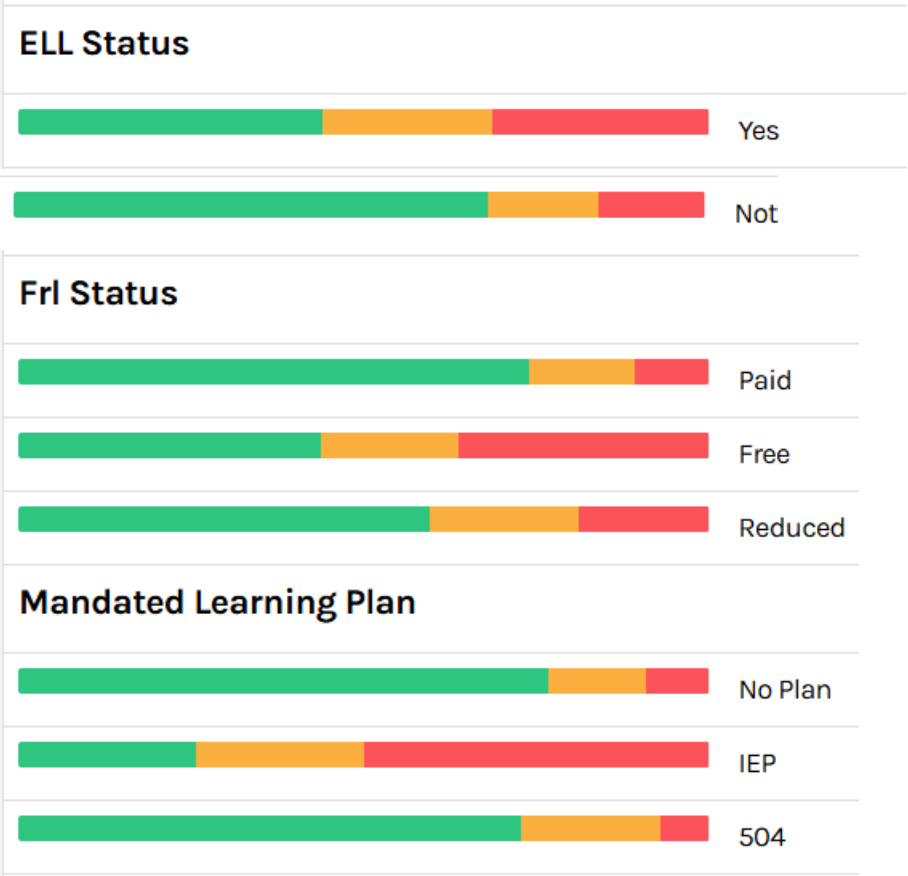
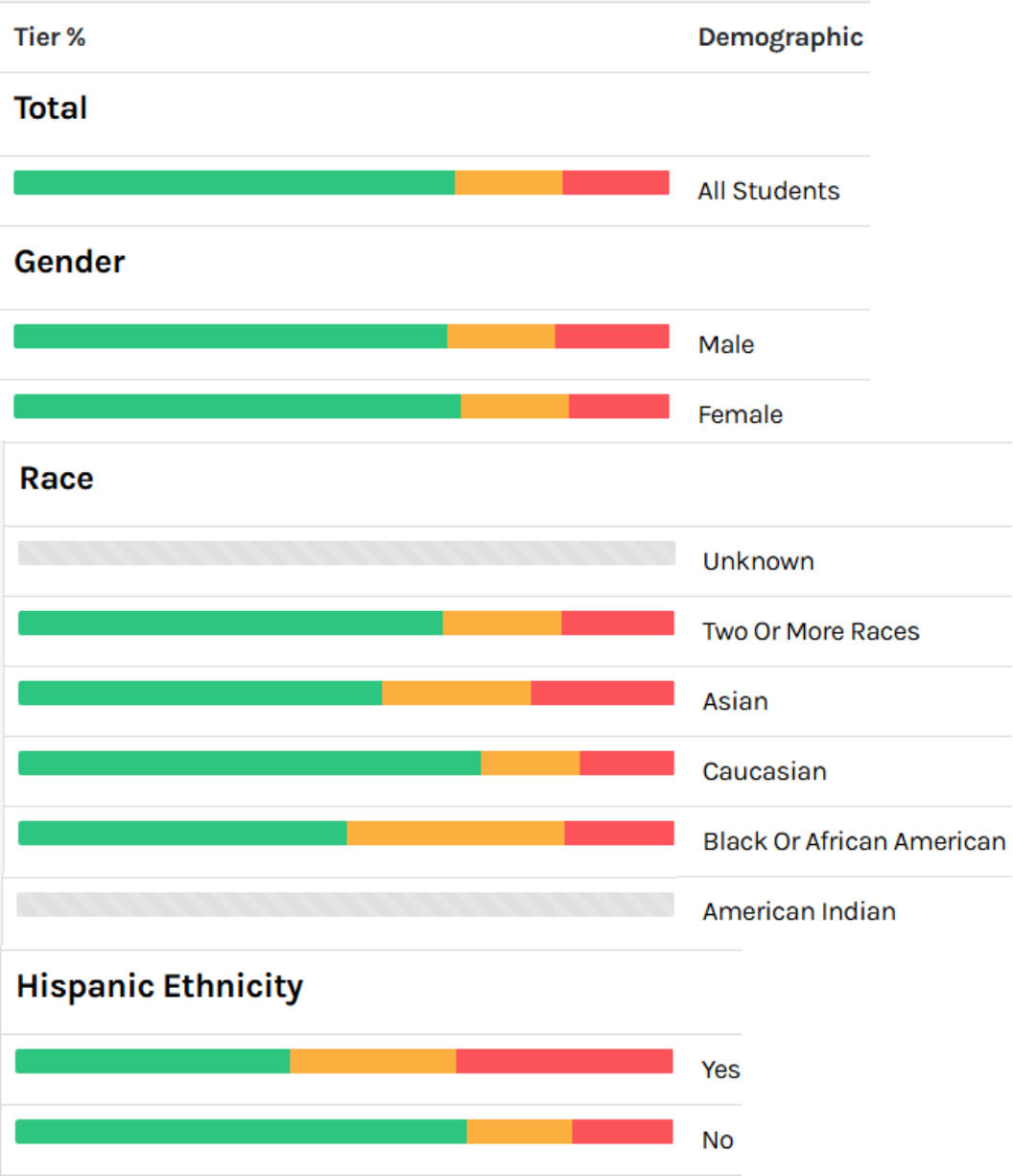


Beginning of Year

End of Year

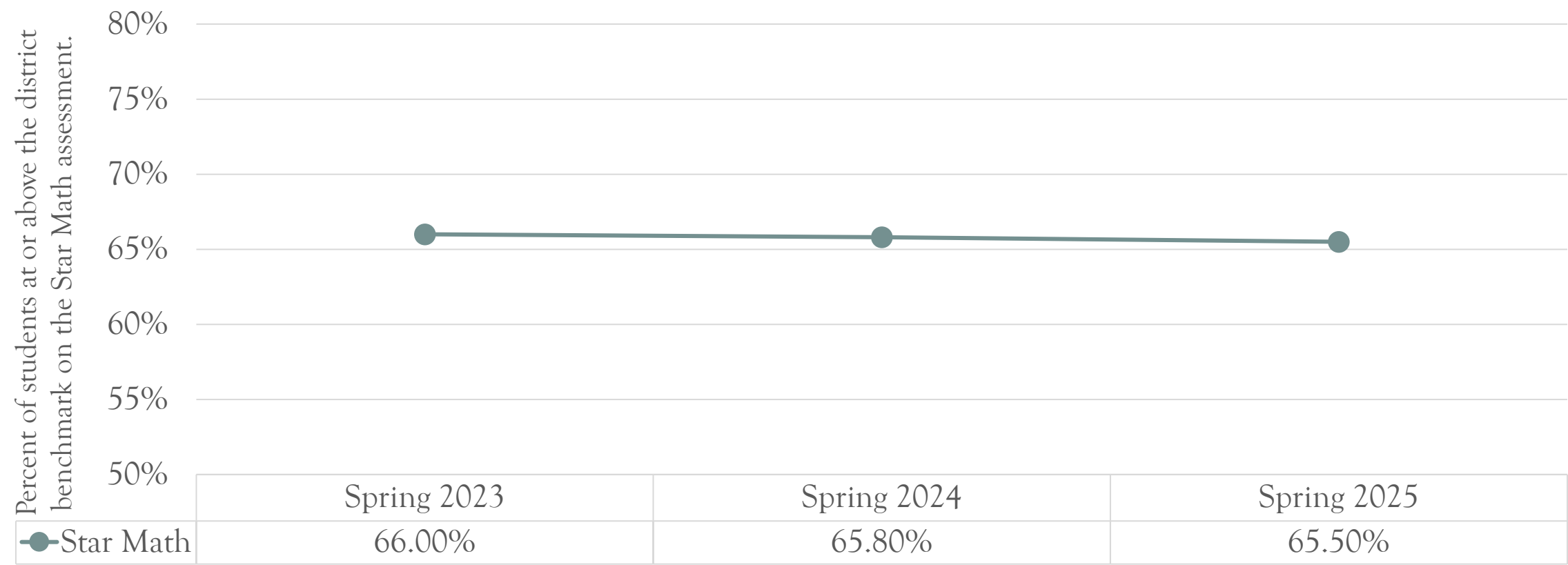


Gr K – 8: Reading Tier Level Report by Demographic



DOVER SCHOOL DISTRICT - MATH DATA

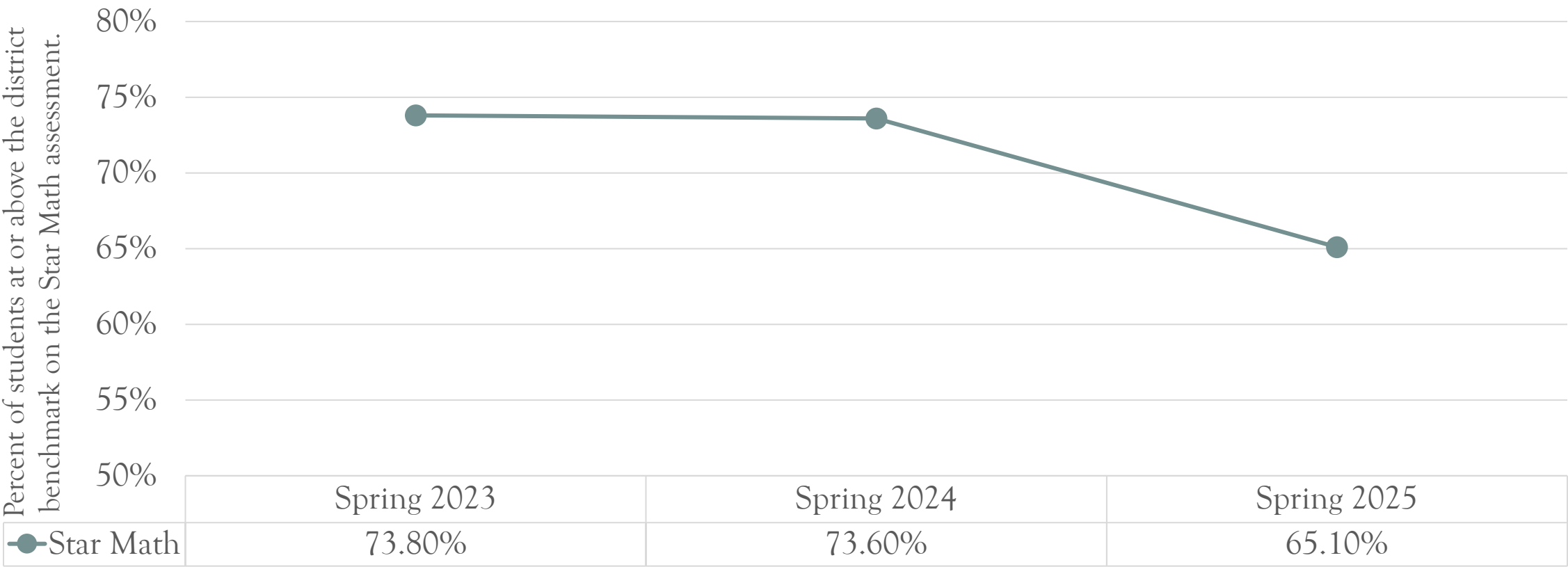
Star Math Assessment: Grades 2 – 8



The **Star Math Assessment** provides educators with quick, accurate estimates of students' instructional math levels and measures their achievement relative to national norms.

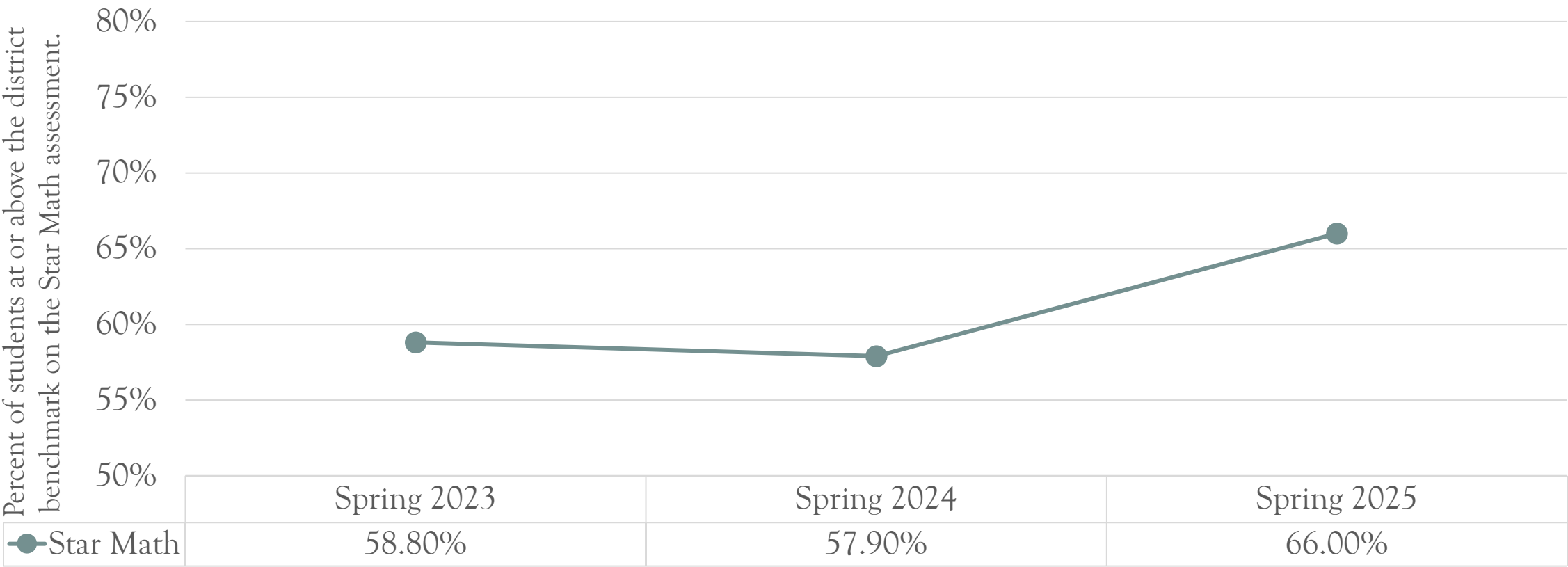
DOVER SCHOOL DISTRICT - MATH DATA

Star Math Assessment: Grades 2 - 4

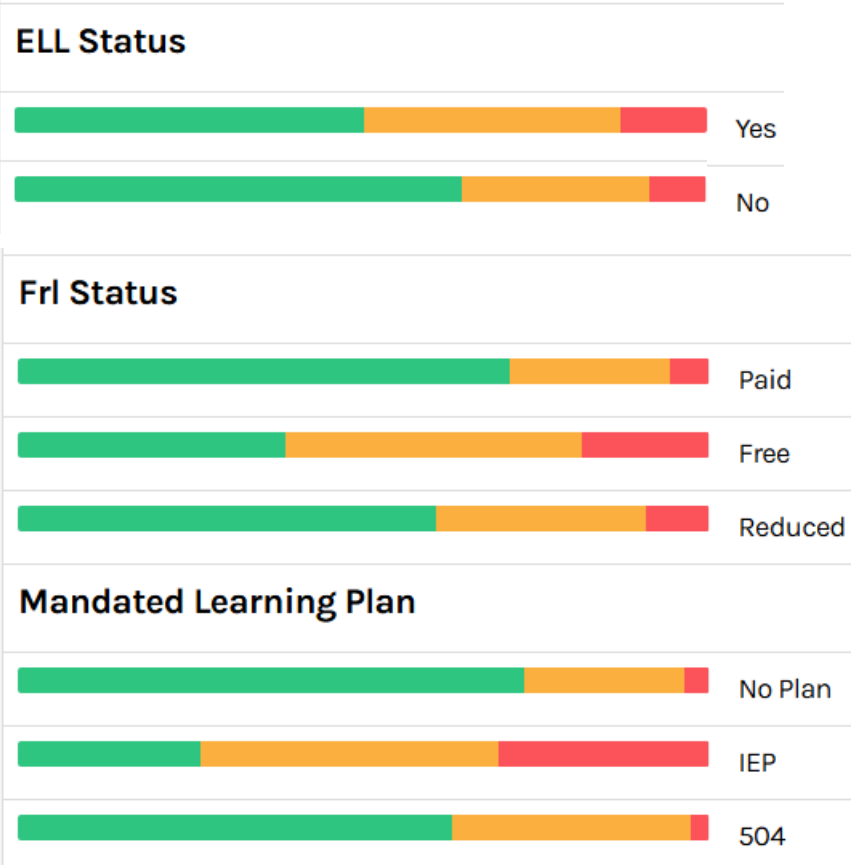
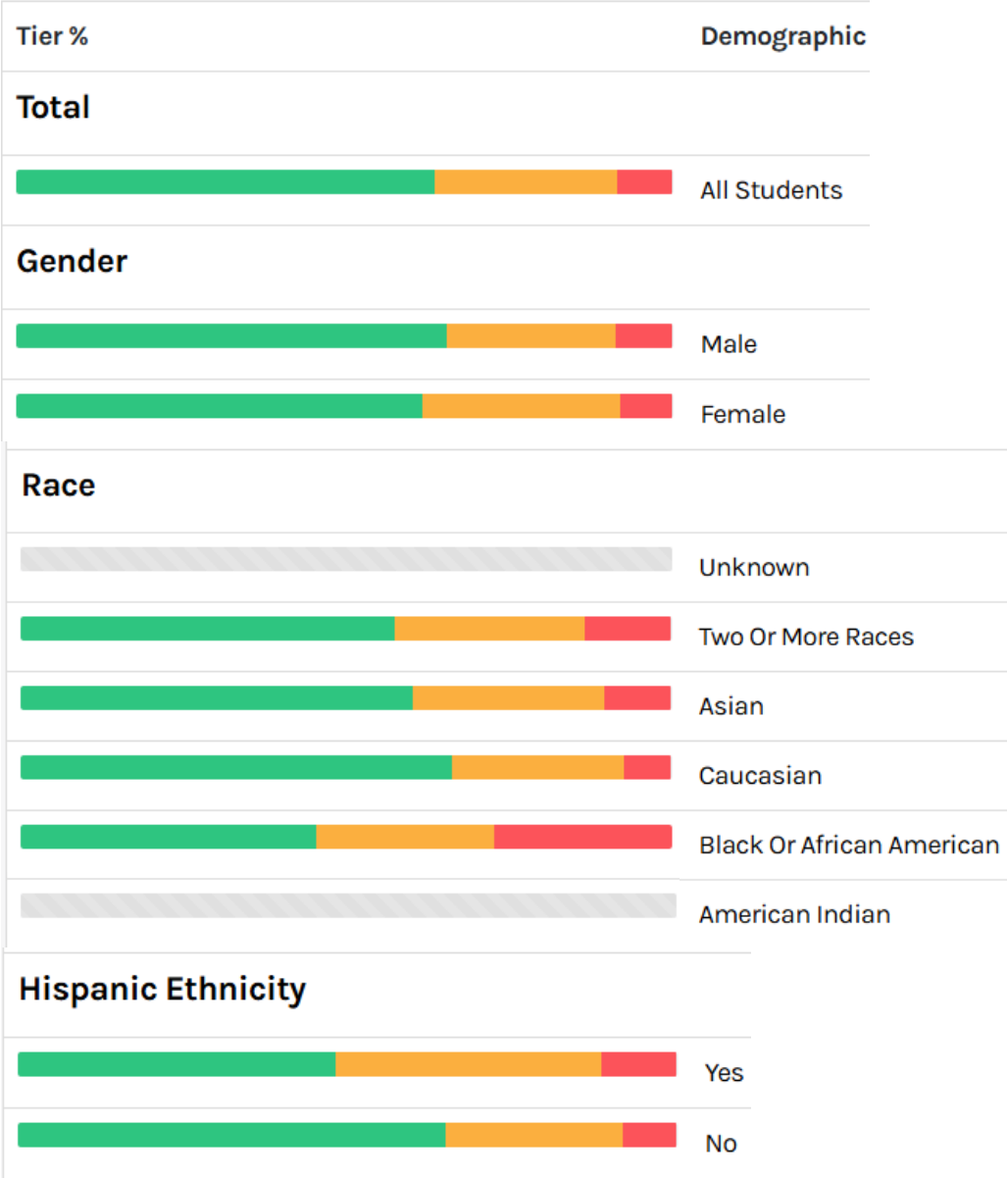


DOVER SCHOOL DISTRICT - MATH DATA

Star Math Assessment: Grades 5 – 8



Gr K – 8: Math Tier Level Report by Demographic



MATH...NEXT STEPS

- **Tier 1 Math Curriculum Resources**
 - DHS adopted “Big Ideas Math” as primary resource for Algebra I/Geometry/Algebra II
- **Tier 2 Learning Academy = Focus on grade level Essential Standards**
 - DMS Learning Academy for Math (2024-2025)
 - Elementary Learning Academy for Math (2025-2026)
- **Tier 3 Math Screening and Intervention Task Force**
 - Identify an early math skills screener; recommend evidence-based math interventions
- **Professional learning**
 - DMS Essential Standards professional learning time (2024-2025)
 - Elementary Essential Standards professional learning time (2025-2026)

ALL IN: SCHOOLWIDE TIER 1 ESSENTIALS



2022-2023

YEAR 1

- Essential Actions Identified
- Leadership Trained in Essential Actions

YEAR 2

2023-2024

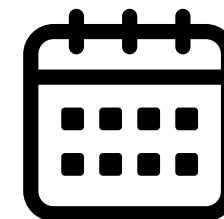
- 20% of Tier 1 Essential Actions Installed



2024-2025

YEAR 3

- 41% of Tier 1 Essential Actions Installed



OCTOBER 2025

More Detailed Information will be shared about implementation Essential Actions.

DOVER SCHOOL DISTRICT STRATEGIC PLAN (2025 – 2030)

DOVER SCHOOL DISTRICT VISION

Every student will be empowered by the essential competencies – communication, collaboration, critical thinking, character, and life skills – that will lead to success in life and future careers.



DOVER SCHOOL DISTRICT MISSION

To work collaboratively to empower all learners to become dynamic global citizens.

STRATEGIC PILLARS

Long term goals that will lead to realizing the vision.

Academic Knowledge

Ensure that all students graduate with the foundational academic knowledge and skills for success after high school graduation, while aligning learning experiences with the Portrait of a Learner attributes.

Wellbeing

Create an environment that supports the mental and physical well-being of students and staff.

Equity / Inclusion

Ensure equitable and fair educational opportunities for all students by allocating resources fairly and equitably, providing diverse learning opportunities, and demonstrating a commitment to equity and fairness across the District.

Fostering an Innovative Culture for Continuous Improvement

Implement a continuous improvement process to enhance student outcomes, foster collaboration, and cultivate a culture of curiosity, creativity, and flexibility.

Team Approach

Sustain and enhance Professional Learning Communities (PLC) within a Multi-Tiered System of Supports (MTSS) to foster collaboration in teaching, learning, and supporting students.

SMART Goals and Core Initiatives

Measurable actions to provide evidence of growth.

Fundamental Conditions for Success

Develop deep partnerships with community stakeholders (parents, businesses, higher education, e.g.).

Infrastructure – people, buildings, spaces, technology, processes, etc. – that supports each commitment.

Intentional Data Use – both quantitative and qualitative – to inform decisions and measure effectiveness of efforts.

Data Reporting Timelines

October

Implementation Rubrics

- District Capacity Assessment
- School Building - Guiding Coalitions

November

Student Data

- NH SAS ELA + Math
- Fall Universal Screening
- Attendance + Behavior

December

Implementation Rubric

- Professional Learning Community(PLC) Continuum

February

Student Data

- Winter Universal Screening
- Attendance + Behavior

May

Feedback Survey

- School Climate

June

Equity & Student Data

- Equity Plan
- Spring Universal Screening
- Attendance + Behavior