

A workshop session of the Dover School Board was called to order by Chairperson Marjorie Fisher on Monday, May 23, 2005, at 7:04 p.m. in Council Chambers.

**A. ROLL CALL:** Members present were Carolyn Mebert, Dorothea Hooper, Heather Orion-Hindle, Audra Lurvey, Marjorie Fisher, Kara Winton, and Doris Grady.

Also present were Superintendent John O'Connor; Garrison School Principal, Dennis Bentley; Woodman Park School Principal, Anne Watson; Horne Street School Principal, Barbara Szabunka; Dover Middle School Principal, Larry DeYoung; Dover High School Principal, Chris George; DTU President, Rich Barrett; Dover Middle School Dean, Kim Lyndes; Curriculum Director, Dr. Murray Ingraham; Bill Simons, Dover Police Department; and Marcus Weisgerber, *Foster's*.

**B. PLEDGE OF ALLEGIANCE:** Doris Grady let the Board in the Pledge of Allegiance.

**C. CITIZEN'S FORUM:** No one addressed the Board.

**D. ANNUAL SCHOOL PLANS:** Superintendent O'Connor explained that the evening's workshop would be the first step in a two-step process. Tonight, administrators would be discussing next year's school plans and, in July or August, would come before the Board to review the current school year's plans to find out, "what are the outcomes – what happened during the course of the year – where were we successful – what did we achieve?" Tonight's workshop is about where we are going in the upcoming school year. Principals are currently analyzing data to complete the analysis of the current year's school plans and much of what will be presented will have sprung from that evaluation. The Superintendent went on to say, his personal goals for last year included developing an accountability plan within the system and that goal will continue this year. He ended by stating he hopes that next year, plans will be developed in a data-driven format, based on actual student performance.

Dr. O'Connor then introduced Principal Chris George to discuss the Dover High School 2005/2006 School Plans. Mr. George explained the process he had followed - he queried Curriculum Advisors and his administrative team to discuss goals for next year. He then highlighted specific major department goals:

- Science –implement project-based lessons, expand the variety of assessments of student learning, and expand writing of open-response questions.
- Social Studies – continue to incorporate literature into the curriculum.
- Music – develop skills in Finale software program to create worksheets for guitar and other classes, and review and refine student assessment.
- Mathematics – expand the use of TI-83 calculators, expand Geometer Sketch Pad software use.
- World Languages – refine curriculum expectations and alignment, specifically in speaking, reading, and writing.
- Career Technical Center – support language and math acquisition through interdisciplinary offerings, and continue to pursue national certification for program graduates.
- English – adopt school wide rubrics for reading, writing, and speaking, and increase student understanding of using Internet as a resource.

- Guidance - expand guidance curriculum into the classrooms and align the program with expansion of Career Development Program. April O'Keefe will be working with Key Train, Diversified Occupations, Internship Program, Co-op Program, and work to have the CTC become a place where the community may send information about possible jobs for students.
- Art – provide opportunities for students to learn more about their own learning styles through the Myers-Briggs assessment.

Mr. George then discussed school wide Goals:

- Expand use of LXR Software that allows math, English, social studies, science, and world languages to look at mid-term and final exams to compare how students are doing in different classes and make assessments about effectiveness with curriculum on a continuous basis.
- All teachers use Grade Quick and email.
- All teachers train in and use EdLine by September 2006.
- Wellness – assessment of students in the wellness classes is more punitive than it should be. Example: 9% of grade taken-off if students do not change for class. Looking at ways to increase participation in a more student-centered way.
- Broaden outreach to parents.
- Review and revise curriculum using DEIP process.
- NEASC Accreditation Work – complete self-study for NEASC Report for accreditation.
- Create rubrics for student expectations for learning contained in the Dover High School mission statement previously approved by School Board.
- Expand variety of instruction and assessment to make them more student centered.
- Work with NHEIAP - School In Need of Improvement Plan submitted and approved by the NH DOE.

Doris Grady commented that Mr. George had done a good job in explaining the school's past successes and projections of future needs. Dorothea Hooper then asked whether there were any departments that did not have standard exams. Mr. George responded that mathematics, social studies, world language, science, and English all have standard exams. Ms. Hooper questioned if guidance members were currently team-teaching in classrooms. Mr. George explained that was a goal for the upcoming year. Some had been done this year, but there will be broader audiences in the upcoming year. Ms. Hooper stated her belief that this would be helpful for guidance personnel to gain a different perspective.

Ms. Fisher agreed that Mr. George had presented a very good plan and asked whether the guidance department was currently using EdLine. Mr. George stated that there had been discussions about creating a guidance-only website but that had not yet been developed.. Currently, guidance newsletters were being sent out containing college and financial information, but he agreed more could be done. Ms. Fisher asked whether guidance might consider using the website to promote the student intern program to make parents and the community more aware of its existence and potential. Mr. George stated that information had been added to the student handbooks, and those are posted online. He also noted that he is looking forward to working with April O'Keefe who will attend future guidance meetings to share information about the Career Technical Center.

Dot Hooper whether essay grades were posted on EdLine or whether teachers simply posted marking period grades. Mr. George explained that EdLine allowed teachers to display homework, project, essay, and all other assignment grades for each subject.

Larry DeYoung addressed the Board to cover the highlights of the Dover Middle School 2005/2006 School Plan. He explained that Team Leaders met to look at NWEA, Common Assessment, and PBIS/SWIS data to drive the goals. Looking for student weaknesses, the team identified: Goal #1 Literacy - comprehension and word meaning; Goal #2 Writing - composing and writing process; Goal #3 Improve positive climate as a member of Dover Middle School; and Goal #4 Common Assessment - improve scientific data analysis and interpretation skills for all students.

After identifying areas of weakness, Mr. DeYoung reported that the entire staff brainstormed action steps. Once the action steps were identified, each one went through root cause analysis to see which action steps would best meet the needs of improving goals for the students. He noted that the action steps were really driven through what the teachers need to do and that the School Improvement Plan focuses on a staff development plan to drive this.

Principal DeYoung went on to explain that part of the School Improvement Plan is imbedded with the Math AYP Focus Plan and that part of the AYP Focus Plan was to look at where teachers were with Math instruction. The Math committee created a self-evaluation which Mr. DeYoung passed to each Board member. He then explained how the rubric was created and provided an overview of the AYP Area of Focus Goals in Mathematics.

Dorothea Hooper noted that a lot of emphasis was being placed on teacher planning, long and short-range goals, and asked how these plans would be monitored. Mr. DeYoung stated that the Deans and Principal would monitor and evaluate those plans.

Doris Grady stated her concern that the School Plans were so filled with acronyms that it might be difficult for the public to understand. Superintendent O'Connor stated he would have acronyms spelled out prior to publishing them on EdLine.

Marjorie Fisher asked if peer coaching had been implemented this school year. Mr. DeYoung stated that it began in early May. He stated that the debriefing has proven to be extremely helpful and all of the staff having gone through were very pleased with the experience and were looking forward to having teachers come into their rooms. Ms. Fisher asked if substitutes were used for those sessions. Mr. DeYoung stated that they were.

Doris Grady asked if there was a direction for Technology contained in the Middle School Plan. Mr. DeYoung stated that EdLine was imbedded in all of the goals. He added that 77% of the staff were already using EdLine to communicate with parents. Ms. Grady asked if students were using EdLine as a tool in the classroom to integrate subjects with the computer. She went on to state her concerns. "In reading all of this, I just see the students not being involved with the computer. For ten years, I've seen teacher training, teacher training; now it's EdLine, whatever comes up, and I don't see anything listed anywhere that's saying, 'this is how we're going to use it with kids.' We've spent millions of dollars on this and I just don't see any goals. I've read through all of these and I don't see any goals for kids...and that's what we're all about, the student's we're working with. In EdLine, are they going to then start transferring it to the classrooms? Or is it just for parents?"

Superintendent O'Connor explained that EdLine is a communication tool. Students can access EdLine for homework information, but it is primarily a tool to communicate with parents and the community. He added that Ms. Grady was talking about "the integration of technology with math, science, social studies, language arts, foreign language, arts, music, and so forth. I could probably speak for all of the administrators by saying, 'It's happening,' but is it happening in every single classroom? I can't confidently state that it is. But I know each school has a group of teachers out there that do great things with technology in the classroom. I don't think that we're there at that level 4 and 5 that Mr. DeYoung is talking about in his rubric on all of our teachers. I know from talking with administrators and talking with Dr. Ingraham that our expectation, when we rewrite curriculum, is to imbed the use of technology throughout that curriculum."

Dennis Bentley addressed the Board to discuss the highlights of the Garrison Elementary including monthly leadership meetings held at each grade level. Members looked at NWEA data from grades 2, 3, & 4 in math, reading, language arts, and at other measures and tools for kindergarten and first grade, to find areas of weakness. As a result, goals and areas to focus on were found to be:

- Increase technology use in the building. 100% of the professional staff will be trained in EdLine by fall 2006.
- Lower discipline referrals by 10% next year.
- Kindergarten: 85% of kindergarteners will score above the benchmark on the PALS testing. Focus on formation and identification of numbers as an area of weakness.
- First Grade: Increase those achieving the proficient level in reading comprehension to 85% by June 2006 (Level 16); work on math concepts; work on sentence structure.
- Second Grade: Work on problem solving in math, word meaning in reading, and capitalization in language arts to bring scores up to 202, 194.3 and 190, based on the previous NWEA testing results.
- Third Grade: In reviewing the previous NWEA test data, reading comprehension, language arts composition structure, and problem solving in mathematics are areas in which they need to focus. Increase scores to 203, 204.4, and 206.1.
- Fourth Grade: Fourth grade test results in Fall, 2004 indicate work needs to be done in math problem solving, language arts composition structure, reading word-meaning to increase scores to 214.6, 211.8, and 208.2.

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Dorothea Hooper asked Mr. Bentley to define the acronym "DRA" referenced on the first grade plan. Mr. Bentley explained that it stood for Developmental Reading Assessment, a reading comprehension tool. Ms. Hooper voiced her concern that the test result of 57.75% of all students reaching the proficient level, before the students begin first grade. Mr. Ingraham stated that 75% to 80% of students achieve the proficient level in the spring when they retest.

Ms. Fisher asked why the goals were not shown as 100% (versus 80%) of first graders reading on-level at the end of the school year. Mr. Bentley stated that they were trying to be realistic in what they could accomplish.

Ms. Grady asked Mr. Bentley whether the entire PAL's test was being administered to first graders in the fall, or if it was only partially administered. Dr. Ingraham stated that kindergarten students receive the entire test; first graders receive a partial test. He added that the entire test is administered to kindergarten students three times – pre-school, fall of kindergarten, and spring of kindergarten.

Barbara Szabunka addressed the Board to cover the highlights of the Horne Street School 2005/2006 School Plan. Ms. Szabunka stated the Horne Street School leadership team, with representatives from each grade level, resource room teachers, a speech pathologist, and reading specialists. The team reviewed results of testing data throughout the year used that information, as well as NWEA data, to see how children did, and look at specific areas where students experienced difficulty in literacy and math to find areas of weakness on which to focus next year. This approach was used at each grade level. She also stated that, although next year there will be different students, they have found that over the years, patterns develop. They then developed goals which will tie in with curriculum.

Additionally, they moved onto data driven decision-making. Since not every student starts at the same place when they come into a grade level, the goal is to have each student make one year's growth in reading and math during the 2005/2006 school year. Teachers will review as an on-going process throughout the year to assess each student.

A third goal is to increase the use of technology. Every teacher is using technology with students in the classroom as well as in the computer lab. Ms. Szabunka listed various computer programs being used throughout the school.

The fourth goal is to continue to create a positive school environment by using the PBIS. Monthly meetings are held with teachers from every grade level and with specialists to discuss playground, cafeteria, classroom, and hallway behavior.

Ms. Winton and Ms. Grady questioned the kindergarten math goal that students will be able to read and write numbers from 0-20 by the end of the year when other elementary schools goals are 0-100. Ms. Szabunka stated this was written in error and should also reflect 0-100. Ms. Hooper noted her pleasure that everybody (teachers, aides, custodians, etc.) is listed as being responsible in reaching these goals. She stated her belief that was important since each of our elementary schools has a community feeling and that is because everybody is on board and a part of the team.

Ms. Grady stated she felt the percentage of numbers were low and shared, as an example, that goal that 70% of fourth graders will know multiplication facts 0-12 automatically. She said, "I think 70% seems low if we're going to send these kids into the middle school." Ms. Szabunka stated that number was based on testing results from last year and that they are constantly looking to have all students memorize multiplication facts from 0-12. She added that she would love to have it be 100%, but that it was not. Ms. Grady stated that it might be a better idea to set the goal at 100%, "and if you got 80 or 85, that indicates to the staff member that they have done a good job." She added the goal for each student to attain 1-year growth in reading and math - hoping all kids will grow by 1 year, seems like it could have been made higher.

Ms. Fisher stated that she had thought memorization of multiplication from 0- 12 started in grade 3. Ms. Szabunka stated that Horne Street teachers have been emphasizing 0-9 multiplication tables in grade 3 and up to 12 in grade 4.

Anne Watson addressed the Board with the highlights of the Woodman Park Street School 2005/2006 School Plan. Ms. Watson stated that her school was "blazing the path" technologically since 70% of her staff have already been trained in EdLine. Next year, 100% of the staff will be online and using email and will meet the goal earlier than the Fall 2006 requirement deadline.

A second goal concerns PBIS which is practiced by all teachers. A PBIS team is in place at Woodman Park and the PBIS Goal is to decrease discipline referrals by 10% next year.

Ms. Watson stated that every grade level is concentrating most heavily in the areas of literacy and math. She noted that kindergarten administers PAL's in the spring and fall and to at-risk students in the winter. The 2005/2006 goal is to have 85% of kindergarteners score above the benchmark on PAL's testing. Number formation and identification has also been identified as an area of weakness. The goal is to have 80% of kindergarteners identifying and writing numbers 1-100 by June 2006.

The goal for first graders is to show one year's growth for every student in mathematics benchmarks as indicated by the Everyday Math assessments, benchmark assessments, running records, and PAL's assessments.

The goal for grade 2, grade 3, and grade 4 is to show a year's growth for every student in reading as measured by individual performance on the DRA, benchmark assessments, NWEA, and PAL's (except for second through fourth graders who do not take PAL's).

Ms. Hooper stated that the school plans represent a lot of hard work on the part of staff and administrators and thanked them for their efforts.

**E. ADJOURNMENT:** At 8:23 p.m., Doris Grady moved, Kara Winton seconded, to reconvene the nonpublic session. An oral **VOTE PASSED 7/0.**

Respectfully submitted,

Audra Lurvey, Secretary  
Dover School Board  
AL/kgb  
5/23/05