



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

Meeting Type:	Workshop Meeting
Meeting Location:	McConnell Media Center (Room 306)
Meeting Date:	Monday, April 16, 2012
Meeting Time:	6:30 pm

A workshop session of the Dover School Board was called to order by Chairperson Rocky D’Andrea on Monday, April 16, 2012 at 6:40 p.m. in the Media Center at the McConnell Center.

A. ROLL CALL: Present were Rocky D’Andrea, Betsey Andrews Parker, Amanda Russell, Kathy Baker, Doris Grady, Ken Appel and Paul Butler.

Also present were Superintendent Jean Briggs Badger; DMS Co-Principals, Kim Lyndes and Mike McKenney; Director of Curriculum, Instruction and Assessment, Gary Tirone; New Teacher Inductors Shannon Delello and Sue Vitko; Federal Projects Director Paula Glynn; Math Coordinators Patty Driscoll and Karen Berg; CTC Director Jim Amara; DHS Guidance Director Sally Thorn; Asst Fire Chief Eric Hagman; DHS Director of Instruction Jon Altbergs; DHS Principal Christine Boston; Carolyn Mebert; students of Dover School District.

B. PLEDGE OF ALLEGIANCE: Doris Grady led the Pledge of Allegiance.

C. CITIZENS’ FORUM: No one addressed the Board.

D. EVALUATION OF PROGRAMS INITIATED 2007-2012:

Gary Tirone introduced speakers, each of whom would be representing a new program from the past five years.

New Teacher Induction Program—Sue Vitko and Shannon Delello

The New Teacher Induction Program was created to support all new teachers with three goals in mind: reduce the intensity of the transition into teaching, increase teacher retention and improve teacher effectiveness.

Teaching’s “Three Simple Premises”

- What teachers know and can do is the most important influence on what students learn.
- Recruiting, preparing and retaining good teachers is the central strategy for improving our schools.
- School reform cannot succeed unless it focuses on creating the conditions under which teachers can teach and teach well.

Ways in which we support new teachers

- Starting the year with a positive culture and climate
- Curriculum
- Discipline
- Technology
- School and District information
- District initiatives and programs



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- Non-evaluative observations
- Mentoring
- Resource for a myriad of issues that may arise
- Monthly workshops to address educational topics
- PD time to observe other teachers
- Having highly qualified teachers model lessons
- Provide professional reading to support classroom instruction

What our new teachers are saying...

“They came in and not only observed, but helped.”

“Positive and professional feedback...”

“They built me up; I never felt judged.”

“They eased my stress.”

Program Description

This program is currently in its fourth year and includes all new teachers to Dover in grades K through 12. The program includes two Facilitators for the district and includes Coordinators and mentors at each school. In August, two full days for the new teachers are provided to get acquainted with Dover’s programs and initiatives. Every month new teachers meet to discuss various facets of the teaching profession, and how they connect to Dover. In grades K through 8, all teachers have an opportunity to observe veteran teachers. The two facilitators see each teacher 2-3 times per month.

Meetings are also held to assess mid- year goals as well as fulfillment of certification requirements

Measures of Success

At the end of each year all new staff completes a survey to help make Induction more useful going forward. All the comments are considered and changes are made on an ongoing, timely manner to support teachers.

New teacher retention

Results to date:

Year 1 to 2—50 new staff to 30

Year 2 to 3—30 new staff to 22

Mrs. Grady commented that this program should absolutely be included in the budget. She added that the work that is done is amazing. Mr. D’Andrea agreed that this is a valuable program and asked what the teacher retention rate is. Ms. Delello responded that it is difficult to determine because they were unaware of the retention rate before the program was started. She also said that the budget adversely affects the retention rate therefore making it difficult to measure.



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Ms. Russell asked how the survey was sent to teachers. Ms. Delello and Ms. Vitko responded that it is electronically sent and responses are anonymous. They typically receive close to 100% participation.

Dover Middle School Oasis Program—Kim Lyndes and Mike McKenney

The Co-Principals distributed a pamphlet highlighting details about the Opportunity, Advocacy, Success and Individual Supports (OASIS). The name was changed to ISLAND when the new middle school was built. Currently there are 50 students who access OASIS, with 25 being more regular visitors than the others. Of these numbers, 9 or 10 of the students would be placed in out-of-district placement. In addition, additional paras and/or teachers would need to be hired without this program. There are 4 students who would have no extra supports.

Mr. McKenney continued to say that this is a continually changing program and it helps to keep students in Dover. With an average out-of-district cost of \$53,000, this can create a significant savings.

The OASIS philosophy:

“We believe all children want to, can and should succeed. Children do well when they can. When they need support we have an obligation to provide it. OASIS strives to provide that support in the least restrictive environment.”

Additional Information:

This program has been in place for 12 years. Each year minor changes are made according to student need and available funding. The most significant change in the last two years is that students currently enrolled spend time more time attempting to mainstream and less time self-contained in the program.

Program Description:

Dover Middle School is committed to providing behavioral and emotional support for all students. For most, this general support is sufficient. Some students, however, need additional supports, either within the regular classroom or in a smaller environment.

OASIS is designed to provide Tier 3 (more individualized) support for students at risk emotionally, behaviorally, socially, academically and organizationally, for whom DMS cannot sufficiently meet the diverse needs of individual students. OASIS provides those necessary supports so that students have the ability to be successful in the above mentioned areas. Supports are offered on a continuum ranging from a check in, to self-containment, depending upon the individual needs.

Measures of Success:

Success is measured differently for each individual student. Success is dependent on areas of need. Some examples of success measures are:

- Increased participation in mainstream classes



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- Fewer discipline incidents
- Consistent school attendance

Dr. Appel asked what the staffing numbers are for the program. Mr. McKenney responded that there are 2 special education teachers, child specific paraprofessionals and an extra paraprofessional.

Dr. Butler asked how success is measured in the program. Mr. McKenney replied that sometimes the success is difficult to measure, but these students are required to participate in the same tests as other students.

New Career Technical Center Programs—Jim Amara

2007: Pre-Engineering Academy (3 year program) initiated with a \$50,000 grant from the NH Department of Education. Four-Course Honors sequence. Students can earn up to 12 Running Start credits at NHTI and/or 9 College Credits at 39 participating Project Lead the Way Engineering Colleges.

Student enrollment: 76 Dover students and 1 area student; **77 students total.**

Teacher: Mr. Scott Duprat, student Engineering representative: Travis Canney;

Teacher: (PT) Ms. Jennifer Cove, Engineering Exploratory

Program Description:

A three year sequence of courses that introduce students to the scope, rigor and discipline associated with a career in Engineering. 3 Year approach includes:

1. Foundation Courses: Principles of Engineering and Introduction to Engineering Design. Year 1
2. Specialization Courses: Computer Integrated Manufacturing and Digital Electronics. Year 2
3. Engineering Design and Development-Capstone Project-Year

Measures of Success:

1. Maximum student enrollment in PLTW I, II, and III. NH Department of Education Completers/data. Attracting students with strong math and science background.
2. Number of students completing and passing engineering courses (Principles of Engineering, Intro to Engineering, Digital Electronics, Computer Integrated Manufacturing and Engineering Design and Development)



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3. Number of students securing 9 college articulation credits and 12 Running Start Credits.

Student Travis Canney, spoke in support of the program and stated that he will be attending Colorado School of Mines in the fall.

The School Board congratulated Travis on his accomplishments.

Dr. Butler asked if college credits can be earned in this program. Teacher Scott Duprat replied that they are affiliated with the Running Start program and credits can be earned at NHTI.

2008: LNA I and II (Licensed Nursing Assistant) program: Prepares students for the State of New Hampshire LNA I and II exam, including certifications in CPR, First Aid and Professional Rescuer. In 2011, addition of Phlebotomy Certification for grade 12 students. Students can earn 3 Running Start credits in Medical Terminology from Great Bay Community College. Partnerships with local hospital, nursing care facilities within the Dover community. Student enrollment: 29 Dover students and 2 area students; **31 students total.** Teacher: Ms. Margaret LaPointe; student LNA representative: Hanna McMahon

Program Description:

Preparing students for the State of NH LNA I and II exam. In addition, students involved in this career cluster will also have the opportunity to view and research the many career paths associated with a career in Health Sciences.

Receive additional training to obtain a number of advanced third party certifications

Measures of Success:

1. Maximum student enrollment in LNA I and II. NH Department of Education Completers/data
2. Number of students passing the NH State Licensure Exam and Red Cross Certifications in LNA I and II
3. Number of recognized third party (state and national) certifications achieved by students; i.e. Phlebotomist, Terminology, CPR, Professional Rescuer and First Aid.
4. Complete 180 hours of LNA I instruction. Complete 145 hours of LNA II instruction. Complete all clinical hours and associated responsibilities.
5. Student securing employment in field, related field or opting for college.

Former LNA student, Hannah McMahon (current UNH sophomore studying Nursing) discussed her experience as a Dover LNA student and how it changed her life.



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Dr. Appel asked what percentage of DHS LNA students go into 2 or 4 year college programs. Teacher Margaret Lapointe responded that approximately 80% go on higher education and many other usually work in related occupations.

Ms. Lapointe continued to say that the program is acquiring a positive reputation in the community.

2008 Note: On Site Animal Barn Project initiated: Building of on-site barn by Building Construction and Electrical students. Project was designed to expand current Animal Science program from just dog grooming to a more comprehensive Animal Science Program including barn management. Animal Science students can receive 3 Running Start Credits at Great Bay Community College/Introductory Veterinary Technology program.
Teachers: Ms. Carrie Bascom and Ms. Jacqueline Gilbert
Animal Science student: Emily Martinko; Equine student: Courtney Boyd

Program Description:

Expand animal Science program from dog grooming focus to a comprehensive animal science program-expansion of program and curriculum including barn management.

Measures of Success:

1. Maximum enrolment in Animal Science I, II and III. NH Dept. of Education-Completers/data.
2. Utilization by students of available Running Start college credit -3 credits (Animal Science III).

2009: Equine Science (I/II) Program. Continue expansion of Animal Science program. Focus on Equine Science, barn management, and equine veterinary care. Partnership with Myhre Equine Clinic and Dr. Grant Myhre of Rochester. Student enrollment in Animal/Equine Science Program: 63 Dover students and 38 area students; **101 students' total.**

Program Description:

Two Year program that instructs students about horse history, equipment, and safety. Basic riding skills are introduced, in conjunction with horse anatomy and physiology, barn management, veterinary care, horse evaluation, behavior, and nutrition. Equine science program has a strong science base that prepares students to enter an Equestrian career or Equine related college program, such as Veterinary Technology.

Measures of Success:



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1. Maximum enrollment in Equine I and II. NH Dept. of Education Completers in Animal Science I and II/data.
2. Future College Articulation credit with UNH Equine Science Program.
3. Participation at competitive equine events.
4. Employment in field, related field or opting for college.

Animal Science student Matt Demers spoke in support of the program. He stated that he didn't think that he would graduate from high school and now hopes to attend UMASS Amherst to major in a related field.

Student Emily Martinko also spoke in support of the program and hopes to work in animal massage.

Student Courtney Boyd spoke in support of the equine program and appreciates the competitions in which they can be involved. She hopes to continue in the field and be a grand prix jumper in the future.

Also started in 2009:

Collins Writing Project

In 2009, under Perkins funds initiated a two- year "Writing Across the Curriculum" Professional Development project for all CTC teachers. John Collins Writing Project focused on the essential principle that thinking and writing skills develop with experience and practice. To increase relevant and related writing skills.

Program Description:

Collins Writing is based on the essential principle that thinking and writing skills develop with experience and practice. Writing is one of the most difficult activities we ask of students.

Measures of Success:

1. An increase in relevant and related writing skills; ability to perform well on State and/or national exams. Staff comments and feedback.

Seacoast Firefighter and EMS Academy:

2010: Seacoast Firefighter and EMS Academy (I/II)

Prepare students for the NH Fire Standards and Training Commission Firefighter I Certification for year one and EMT training in year two, leading to EMT Certification. Students can up to 9 articulated college credits at Lakes Region Community College or Sothern Maine Community College. Other Certifications Include: Professional Rescuer CPR and AED, NH Wildland Firefighter I, Hazardous Materials Awareness and Operations, and Basic EMT Certification. Student enrollment in Firefighter Academy: 20 Dover students and 7 area students;



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27 students total.

Instructor/Coordinator: Assistant Fire Chief Hagman, Dover Fire Department.

Student Firefighter Academy representative: Sean Nicoll.

Partnership with the Dover Fire Department, all classes take place at Liberty North End Fire Station.

Program Description:

Prepare students for the NH Fire Standards and Training Commission Firefighter I Certification upon completing year 1.

Year 2 students receive 150 hours of EMT training leading to EMT Certification and additional Fire Science modules. Completion of year 1 and 2 leads to 9 articulated college credits with either Lakes Community College in Laconia, NH or Southern Maine Community College

Measures of Success:

1. Maximum enrollment in Firefighter I and II. NH Dept. of Education Completers/data
2. Third party recognized certifications achieved by students.
3. Maximum number of students who pass the State Firefighters Level I exam and EMT certification.
4. Students securing employment in field, related field, or opting for college.

Student Sean Nicoll spoke in support of the program. He's been a volunteer for two years and is volunteering in Rollinsford. He is hopeful that he will receive his paramedic license. Asst Chief Hagman stated that as an employer, it is easier to determine who they would like to hire. He continued to say that public trust and values are also taught. He continued to say that there are endless opportunities and the department gets as much from the program as the students.

Sean told the Board that he had been a poor student prior to this program and now is more motivated. Asst. Chief Hagman also stated that this program is a good way for students to determine if they would like or not like the program. It will save them tuition money if they determine before attending school that firefighting is not for them.

2010: Biotechnology/Biomanufacturing Technology w/Science Department

CTC supports program through Perkins Funding in equipment, supplies, chemicals, computers, field trips, texts and professional development opportunities. In this honors program, students are introduced to this new and emerging technology. Core activity centers on laboratory and gene activities, biotechnology instrumentation and techniques, molecular biology, bioethics, microbiology, cell culture and genetics. Students can earn 4 Running Start college credits with Great Bay Community College.

Student enrollment in Biotechnology is 19 total, all students from Dover.

Teacher: Ms. Elizabeth Taylor; Student representative, Alec LeBorgne.



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Program Description:

Biotechnology I- students introduced to what is biotechnology what it can do and potential of this new and emerging technology. Students are involved in biotechnology instrumentation and techniques, introduction to immunology, cell culture, genetics, molecular biology microbiology and bioethics.

Biotechnology II-Students involved in advanced genomic and proteomic studies. Core activity in year II centers on laboratory and gene activities. Students extract DNA from chosen plant sources perform PCR to amplify the specific gene, using plasmid and restriction enzyme verification. Including current protocols used in Bio-manufacturing Tech

Measures of Success:

1. Maximum enrollment in Biotechnology. NH Dept. of Education Completers in Biotechnology/data
2. Utilization of 4 College Running Start College Credits for students in grades 11 and 12.
3. Students attracted to CTC program with strong math and science backgrounds.
4. Pursuit of an advanced science career or employment in Bio-manufacturing.

Biotechnology student Alec LeBorgne spoke in support of the program. He will be attending the Albany College of Pharmacy and Health with a large scholarship and attributes the program with his success. He has hopes of being a pathologist after college and medical school.

2011-2012: Student Electronic Portfolio Project

Two year project funded by Carl D. Perkins to train all CTC staff in the organization, development and implementation of a student Electronic Portfolio System for all program majors leaving Grade 12. The student Electronic Portfolio will include: a student resume, all certifications, project work, program competencies, academic work samples, letters of recommendation, project photos, related work experiences and any third party certifications. To be used by the student as part of the application and interview for employment process or post graduate pursuit.

Program Description:

Electronic Portfolio development for all students in CTC program majors. Students will plan, organize and create their own electronic portfolio prior to graduation. Electronic Portfolio will include student resume, certifications, project work, academic samples, project photos, competencies achieved or any other third party certifications.



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Measures of Success:

1. 100% completion of Portfolio Project by grade CTC students at the end of grade 12.
2. Used by student as part of the employment and interview process.

NJROTC:

2012: Notification by the NH Department of Education that the Dover High School NJROTC program was approved as a CTC program major in the area of: **Public Administration and/or Government.** Will provide tuition revenue from area students attending in 2012-2013 and partial transportation reimbursement from the State of NH in December of 2013. As a result of this approval, NJROTC will be eligible for future Perkins renovation funds as well.

Teacher Liz Taylor stated that there will be a large industry for this profession in the future.

CTC summary:

Data Summary for New Programs 2011-2012:

Total # of students served as a result of new initiatives:	255
# of Dover students served	: 206(80%)
# of area students served	: 49 (20%)
Tuition Revenue Generated by Area Students	: \$144,705

Future Thoughts and Opportunities:

CTC is a vital educational link and integral component of Dover High School and the Dover Community at large. Future programs, expansion, modifications and discussion could center on the following areas as a start. The opportunities are both real and limitless.

1. Welding Technology Training Program
2. Waste Water and Drinking Water Technician Training Program
3. Landscape/Hardscape program with the Thompson School/UNH
4. Academy of Exercise Science and Sports Medicine
5. Heating and Ventilation and Air Condition (HVAC) Technician Training
6. Instrumentation and Calibration Technology
7. Finance Academy



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8. TV Production and Film Academy

9. Child Care Academy and Day Care Center

10. and many more

ENDLESS POSSIBILITIES OR MISSED OPPORTUNITIES

Alternative Plan Update—Sally Thorn

Alternative Learning Plans were implemented in 2009 for 16-18 year old at-risk students (implemented when State of NH increased drop-out age to 18 and facilitated through Guidance)

Program Description

This program provides alternatives to the traditional high school diploma for 16-18 year old students. Counselors meet with students and parents to formulate a plan, subject to Principal and Superintendent approval.

Current options include:

- GED Options Program
- Regular GED Program – may include preparation classes
- Adult HS Diploma
- Combination of DHS classes with Virtual Learning Academy, Dover Adult Learning or Extended Learning Opportunities

Tracking status is challenging as students switch between types of plans and/or move from the area. Many students will complete programs but not within the time frame planned.

Measures of Success

Review statistics regarding the number of students who drop out at age 18 without completing one of the alternative programs

Review data regarding the various reasons that students drop or age out prior to completing a high school program, and make/recommend program changes based on the data analysis.

Dover High School Guidance Director Sally Thorn presented an update to the Board on Alternative plans.

Two Years ago, DHS Guidance Counselors reviewed the list of students who were not high school completers as of the DOE cut-off date. For 2009-10, the total number of students was 16 and for 2010-11, the total was 28. Counselors were asked what the major influences were on each student.



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	2009-2010	2010-11
Family conflict/turmoil	94%	93%
Emotional problems	75%	89%
Limited support from home	56%	86%
Substance Abuse	56%	46%
Low Academic Skills	56%	43%
More interested in a job	38%	29%
Legal problems	25%	29%
Other data:		
Attendance was an issue	75%	79%
Discipline was an issue	50%	29%
Moved out of home	31%	21%
Parents opposed non-diploma options	25%	14%

- Even from this informal survey, the most significant factors are clear and are also challenging to deal with—family turmoil and emotional problems.
- The importance of early intervention (before high school) is clear; the path for students who are likely to complete high school as well as those who are college bound begins well before 9th grade.
- The influence of the family and community is also clear—to what degree is education valued and when are the obstacles such as poverty and dysfunction too overwhelming.

Current Efforts to Support DHS students at Risk

In addition to the creation of Alternative Plans, there are a number of on-going practices and initiatives that address the needs of students at risk for dropping out.

- DHS counselors and administrators meet with middle school staff to get background information on the needs of incoming students.
- Counselors and administrators review progress reports and report cards and screen for multiple failures. Focus in on 9th graders.
- Freshman team teachers also identify students at risk.
- Pupil Assistance Team reviews history and possible interventions, including parent-teacher conferences and individual meetings with counselors
- Referral to school psychologist, intervention specialist, alternative school, alcohol and drug counselor, DHS peer tutoring, peer mentoring program and groups for students on coping skills and anger management.
- Referrals to therapists and community agencies such as quantum program, teen center, Avis Goodwin Community Health, charter schools and Job Corps.
- Reading programs increase skills for students who choose to stay in school and for those who may need to qualify for an Alternative Plan.



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2009-2010

42 Plans (29 completed to date)

33 Dover

6 Barrington

3 Nottingham

19 GED Options 18 completers

17 Regular GED 8 completers

4 DALC diploma 2 completers

2 DALC + DHS 1 completer

2010-11

48 Plans (28 completed to date)

39 Dover

6 Barrington

3 Nottingham

26 GED Options 19 completers

20 Regular GED 9 completers

2 DALC 0 completers

2011-12

31 Plans (6 completed to date)

25 Dover

5 Barrington

1 Nottingham

17 GED Options 4 completers

8 Regular GED 2 completers

3 DALC + DHS

3 DALC

Ms. Andrews Parker asked why there are significant shifts in percentages from year to year.

Ms. Thorn replied that there are different students and situations.

Dr. Butler asked what would be a logical way to determine the drop-out rate. Ms. Thorn stated that realistically the time frame should be 4 or 5 years, instead of just one year. She has heard that the state will be changing to this method at some point.



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Dover High School Block Scheduling—Christine Boston

Program Description

Flexible Block Scheduling was implemented at DHS in the Fall of 2009. This model was implemented to meet NEASC Accreditation recommendations from the 2007 report. Classes that would typically be taught in a 45 minute class period over the course of a year are now consolidated into a 90 minute —block and taught over the course of a semester.

Measures of Success

Increased Academic Opportunity

- average number of credits earned per student per year over 2008-2009
- number of students involved in internships and dual credit opportunities
- Number of electives offered

Personalization

- Number of students not earning credit for coursework
- Number of students recovering credit in same academic year
- Perceptions Survey response —I have choices in what I learn
- Number of students experiencing a yearlong gap in sequenced classes

Improved School Climate

- Number of discipline referrals
- Number of unexcused absences or cuts

Increased use of Instructional Strategies

- Number of hands on/ Problem and Project based units planned/taught

Academic Opportunity

- Under a traditional schedule students in 2008-2009 were able to earn 7 credits per year. Under the block students can earn an average of 8 credits per year.
- There are currently 40 students enrolled in dual credit opportunities and 5 involved in ELO's and internships.
- In 2008-09 and 2010-11 we had similar electives offered due to reductions in staff.

Personalization

- In 2008-09 2.5 % of students failed to earn credit in a class. This increased to 2.6% in 2010-11. (Possibly due to more classes being taken)
- 16 students recovered credit within the same academic year.
- 50 students experienced a gap of a year in World Language classes.
- 123 students experienced a gap of a year in Math coursework

Improved Climate



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Class Cuts

2008-09	809
2010-11	490

Tardies to Class

2008-09	942
2010-11	108

Defiance/Disrespect/Insubordination

2008-09	680
2010-11	773

Recommendations

- Implementation of a modified block schedule to address “gap” year in sequential classes
- Address supervision and duties
- Determine ways to assist students in recovering credit within same academic year
- Develop an instrument to measure and evaluate diversity in instructional practices

Ms. Russell asked if a cause for increased behavioral issues is the 90 minute length of class. Ms. Boston responded that that could be a factor or it could be that a different group of students were being compared. Ms. Boston also stated that it could be an instructional issue. Ms. Russell suggested that more professional development may be needed for certain teachers. Ms. Briggs Badger added that there has been a change of administration since the years were compared also, which may have something to do with it.

Mrs. Grady asked if the teachers like block scheduling. Ms. Boston responded that many, including sciences and vocational classes, like the longer blocks. Others don't like the compression of classes. For some assignments, a longer period of time is needed. There are fewer “overnights” to complete reading assignments, etc.

Mrs. Grady also asked if Ms. Boston determined that out of the 90 minutes, 30 minutes are allocated for homework. Ms. Boston responded that there are many different models and the only way that they can be fully monitored is with administrator walk-throughs.

Ms. Russell commented that she heard that a modified block was currently being considered. She is concerned with the gap in some classes including languages and math. Ms. Boston stated that they are also looking into an AB schedule which would schedule classes all year, but every other day.

Ms. Andrews Parker asked for the implementation timeline. Ms. Boston replied that there could be changes as early as next fall, although there could be budget implications such as the



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increased need for math textbooks. She continued to say that this may be an instance where a classroom set would be purchased and the students would use digital books.

DHS Course Competencies—Jon Altbergs

Program Description:

Competencies are —the expected content, concepts, and skills to be mastered in approved courses, independent study, internship, and online/virtual course. Competencies are to be defined for each course, along with assessments to measure student understanding of those competencies (2011-12).

Measures of Success:

Competencies for each course will be evaluated to be at level 3 or 4 as defined by the Competency Validation Rubric provided by the NH DOE. Competencies will also be articulated in the 2012-13 Program of Studies.

Where is DHS in the process of developing Competencies?

- Competencies have been written for each course
- They are currently being compiled by AC's and will be reviewed by the Dean of Instruction and Principal
- Competencies will be posted on-line as an addendum to the Program of Studies by the end of the year

What are the Next Steps?

Competencies will be reviewed to ensure that each meets level 3 or 4 on the NH DoE competency

Validation Rubric

- Teachers will develop and implement assessments for
- course competencies in 12-13 school year
- Competencies will be reviewed and revised based on
- assessment process

Sample Competencies

- Students will understand the benefits of healthful eating. (Health)
- Students will demonstrate an understanding that cells are the basic units of life by comparing and contrasting the structure and function of prokaryotic and eukaryotic cells. (Biology)



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- Students will demonstrate an understanding that DNA can provide individual evidence by performing gel electrophoresis and comparing DNA profiles. (Introduction to Forensic Science)
- Students will be able to make and defend conjectures, construct geometric arguments, use mathematical and geometric properties, postulates, and theorems to solve problems. (Geometry)
- Students will be able to evaluate limits graphically and analytically. (Calculus)
- Students will understand the basic technique of playing a guitar through study of chords in I-IV-V chord progressions, barre chords and power chords. (Guitar I)

Recommendations

- DHS will continue during 12-13 school year to refine the competencies
- DHS will begin assessing students' mastery of the competencies
- DHS will explore the implications of moving to a competency-based system, including grading, reporting, recovery, etc.

Ms. Andrews Parker asked what other districts are doing with competencies.

Mr. Altbergs responded that districts, including Rochester have completely transformed their grading system. Others have made some changes.

Ms. Andrews Parker also asked how the national tests relate to competencies. Ms. Briggs Badger responded that there is a NECAP transition in the next few years. It will be given in the fall of 2012 and 2013, then there will be a year without a test and it will be given again in spring of 2015.

Mrs. Grady asked Mr. Altbergs if he thinks that education has really changed. He responded that there is a change in language and is more skill developed versus competency. There are a new set of words for basic learning skills.

Mrs. Grady commented that a staff member will need to re-teach if something was missed. Mr. Tirone added that some students will meet the competencies in 4 or 5 years and others will meet them in 3 years.

Read 180/System 44—Jon Altbergs

Program Description:

Software and curriculum to deliver explicit instruction in reading strategies to increase reading fluency and comprehension in students whose skills are significantly below grade level. Eight sections of these courses are taught by both regular education and special education teachers to students in grades 9-12.

Measures of Success:



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Proficiency levels in the NECAP, AIMSweb probe, and Diagnostic Online Reading Assessment scores will show appropriate growth in fluency and reading comprehension

How were Read 180 & System 44 students identified?

First Screen: Below Proficient on the NECAP

- Second Screen: Diagnostic On-line Reading Assessment (DORA)
- Third Screen: Teacher, Case Manager, Counselor, Parent input; Evaluation by DHS reading specialist

How many students were enrolled in Read 180 & System 44 in 2011-2012?

Read 180

- Began September with 92 students enrolled in Read 180
- Rescreened and reduced the number to 81 students
- 7 students were added after teacher/case manager recommendation and assessment by DHS reading specialist
- Began the 2011-2012 year with 88 students

What do the Read 180 & System 44 data tell us?

Read 180

- 23 students have completed the program as of the end of Quarter 3 by achieving the exit criteria (approximately 1055 on the DORA, proficient fluency, proficient phonics)
- Of the 79 students enrolled in January, 40 had made gains in their Lexile score
- the average gain=116 points
- median gain=94 points

System 44

- By design, students generally complete the program over the full year
- 2 students exited at the end of Semester I
- Average phonics growth as of January, based on the Scholastics Phonics Inventory was 8 points (11 points=1 year of growth)
- Lexile growth, based on DORA was 175 points

How is data collect for each student?

- DORA—3 times per year
- AIMSWeb Probes—every three weeks
- Scholastic Reading Inventory (SRI)—quarterly
- Scholastic Phonics Inventory (SPI)—quarterly
- Daily progress reports via the Read 180 or System 44 site



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- Subtest data is analyzed for each student

What other work have we done to implement and evaluate this program?

- Developed clearer entry and exit criteria
- Ensured program fidelity
- Discussed how to best schedule the program to meet the needs of students
- Met regularly as a Read 180/Systems 44 teaching team

Recommendations

- The programs have value—they work very well for most students, though Read 180 does not work equally well for all
- Going forward, we need to evaluate how Read 180/System 44 fit into the larger RtI model—for example, how do we identify & serve students for whom Read 180 does not work?
- Continue to monitor program implementation
- Use both programs through the 2012-2013 school year, re-evaluate on an ongoing basis

Ms. Briggs Badger asked Mr. Altbergs to research the breakdown of Read 180 and System 44 for Barrington students.

Dual Credit Offerings—Sally Thorn/Jim Amara

Program Description:

Provide students with the skills and content knowledge to take advantage of both Running Start and Articulated College Credit upon completion of CTC programs and identified DHS courses.

Measures of Success:

Increased partnerships with local Community Colleges and 4 year institutions (SNHU) to accept CTC and DHS programs for —Running Start and/or Articulated College Credits.

What is dual enrollment?

- Dover High School offers dual-enrollment programs, which allow students to earn college credits while earning credits toward their high school diploma. These programs play a significant role in promoting access to higher education and lowering the costs associated with obtaining a college degree.
- Students pay a small fee for the courses.

What colleges are involved?



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- Project Running Start offers DHS juniors and senior's college credits through the New Hampshire Community College System.
- SNHU in the High School offers DHS sophomores, juniors, and senior's college credits through the Southern New Hampshire University.

How many dual enrollment courses are available at DHS?

- Accounting II
- Anatomy and Physiology I and II
- Animal Science III
- Automotive Technology I and II
- Biotechnology I
- Building Construction Technology I and II
- Computer Tech I
- Drawing IV
- Early Child Development
- Electrical Technology II
- Finite Math
- Fire Fighter Academy I and II
- Health Science Technology I and II
- Pre-Engineering Academy
- Photography II
- NJROTC

How many students earn college credits through dual enrollment?

- Medical Terminology (GBCC) Spring Semester, 12 students
- Photography II (SNHU) Fall Semester, 9 students
- Engineering PLTW (NHTI) Fall Semester, 15 students
- Engineering PLTW (NHTI) Spring Semester, 15 students
- Anatomy and Physiology (SNHU) Spring Semester, 7 students
- Drawing IV (SNHU) Spring Semester, 6 students
- Animal Science (GBCC), Spring Semester, 16 students
- Computer Tech II (GBCC), Fall-Spring Semesters, 10 students

Total Students: 90 students (slots) for this school year.

What are the next steps?

- Continue to explore ways to increase dual enrollment opportunities by expanding offerings through GBCC and SNHU
- Encourage students taking dual enrollment courses to take advantage of the opportunity to earn college credit (cost, perceived need)



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After Mr. Altbergs finished his presentation, he stated that he is puzzled as to why more students don't take advantage of the program.

He stated that the key difference between Advanced Placement classes and dual enrollment is that with AP classes, everything relies on one test to get any college credit and dual enrollment relies on a semester's worth of work.

Ms. Andrews Parker asked if the only schools to offer credit are GBCC, NHTI and SNJU. Mr. Altbergs responded that the credits can be transferred to many state schools and possibly other colleges.

Ms. Andrews Parker asked if it was ever considered to concentrate on specific tracks so that the district isn't spread too thin. Ms. Altbergs responded that he would like to work on both. The breadth and depth of a program need to be reviewed.

After reviewing Read 180 data, Dr. Butler asked why students are in a program for students who are significantly below grade level if they are scoring 94-100%. Mr. Altbergs explained that they are listed under grade equivalents. A high school student could be scoring at this range, but at a grade 4 level.

Ms. Briggs Badger stated that most, if not all of the students in System 44 have Individualized Education Plans.

Tufts—Karen Berg

Program Description:

Ms. Berg described the program and stated that it began in the fall of 2010 and was recommended by a former Dover student. It will continue for three more years and is a great opportunity for teachers. Currently, there are 3 teachers who take the online classes and 8-12 teachers attend the regular meetings.

The Poincare Institute is a collaboration between Tufts University, TERC, and nine school districts in New England that aims at improving the teaching and learning of middle school mathematics. It is funded by a grant from the National Science Foundation.

- The Institute offers three online courses that integrate mathematical content, science and modeling applications, and approaches to the teaching and learning of mathematics. Each course has a two-day face-to-face kickoff event at Tufts University and includes face-to-face weekly meeting at the district or school level.



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- The Institute conducts educational research to assess the impact of the Institute on teacher's teaching and learning and on student learning. This research is aimed at evaluating the Institute, NEVER at evaluating individual teachers or students.
- The Institute does not offer ready-made curricular materials. Courses are designed to help teachers understand mathematics more deeply and to see connections between topics. Teachers discuss mathematics, its applications, and teaching with their colleagues and with mathematicians, scientists, and educators from Tufts and TERC.
- Please see <http://sites.tlJfts.edJ./poinccn> for more information and some videos.

Who can participate in the Poincare Institute?

- Participants in the Institute are teachers who teach mathematics to students in grades 5-9, selected by their school districts and confirmed by Tufts University after filling out an application form.
- Participants must be interested in learning mathematics related to the middle school curriculum and in improving the teaching and learning in their classrooms, especially in the areas related to algebra and functions. They may have different levels of mathematical knowledge when they enroll; a math background is not required but the willingness to learn is.
- Participants must be able to spend 8-10 hours a week during the school year for three consecutive semesters on their online course work. They must be able to participate in weekly meetings after school hours in their districts (for an additional 1.5 hours per week) and be able to travel to Tufts for a weekend prior to the start of each course.
- Participants must be willing to allow Poincare researchers to visit their classroom and to complete research questionnaires prior to and after completion of the program.

Math In Focus—Patty Driscoll and Karen Berg

Program Description:

Grades K – 6—Elementary and Middle Schools

Adoption process for math to be expanded 7-10 (2011-2013).

Math In Focus is our K – 6 new math pro-gram. The program is rigorous, and focuses on depth of understanding for students.



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Math In Focus emphasizes problem solving and is closely related to the new Common Core State Standards.

Measures of Success:

Math In Focus success will be measured by the following criteria:

Numeracy Assessment scores (Fall, Winter and Spring) for 2011 - 2012 as compared to 2010-2011 for grades 2 – 6.

Informal observation/comments by parents, teachers, staff members and administration about student achievement, professional development, attitudes about mathematics, etc.

End of unit tests to be shared/analyzed with grade level teams and administration.

Results of competencies/assessments for —must-knows to be developed and aligned with Common Core State Standards as part of the 3-year plan being implemented by the Math Improvement Team in conjunction with the first common core exam in 2015.

NECAP scores in mathematics

18 teachers (K-5) pilot last year

Full implementation this school year (K-6)

Informal Feedback

Positives

- Teachers are excited about the continuity K-6
- Some of the great things we have seen and heard...
 - people are excited about the level of rigor and the problem solving piece within the program
 - teachers have shared that they like the focus, clarity, and depth
 - many teachers have shared that they are pleased with the level of math that their kids can do
 - low/middle along with middle/high students rising to the challenge
 - many teachers have expressed how impressed they are with the level of math that the majority of their students are able to do/access
- Professional development – teachers/staff/interns/parents/administrators have had numerous opportunities to work together and talk about math instruction
 - 6 parent nights in the fall – over 100 parent's district wide attend (K-6)
- Dover has become a showcase...we have had well over 100 visitor from 25+ schools to see the amazing things that our students are doing in math

Challenges

- The rigor of the program is a positive, but the rigor is also a challenge, especially for our students who are 2-3 years below grade level
- We recognize that this is a challenge teaching math in any district



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- Differentiation has been a challenge due in part to the large number of students in the classroom as well as limited support resources for math
- Pacing has been tricky as teachers have had to “go back” and re-teach skills and concepts from previous grades
- End of Chapter Tests – using skills and strategies to solve problems in a novel situation
 - informally speaking, students are doing much better with the end of chapter tests
 - teachers have been working together to identify problems that all kids should know...and what are the problems that kids should try
 - has increased communication within and across grade levels
- Report card (competency based) – if we had the money to pay people to come in the summer we could get this done

Professional Development

- Instructional strategies workshops, grade level training, classroom coaching/modeling, assessment etc...on-going throughout the school year (TW & ER)
- UNH course – 2nd – 4th Pilot teachers
- Tufts – Weekly discussion group
- Being thoughtful for on-going PD for next school year, especially in Grade 7

Numeracy Assessment

- Created grades 2-6, based on what is expected in the CCSS for numeracy at each grade level
- Up a couple of points from last year for the percentage of students proficient or above
- HANDOUT – notice that this is for all students 2-6 who took the assessment
 - we had about 43% of students score proficient or above in the fall
 - we had about 64% of the students score proficient or above in the winter
- We recognize a big dip in grade 5 in the fall and we are looking closely at the transition from grade 4 to grade 5
- We are also looking closely at the small number of students who may have dropped a level from Fall 2011 to Winter 2012
- Working closely with Dr. Mebert to ensure that we are interpreting the data correctly

Next Steps

- Spring Numeracy
- Parent & Staff survey about Math in Focus (Dr. Mebert)
- Continuing to update the district Math in Focus transition guides for year 2 of implementation
- We are working together to review and update our 3 year plan for math



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Ms. Russell thanked Ms. Driscoll and Ms. Berg for promoting Math In Focus. She is excited about the amazing progress.

Ms. Andrews Parkers commended them for attending the large number of meetings required to provide information on this program.

Ms. Driscoll commented that the teachers love it have “jumped” into it.

Dover’s Growing Readers/Next Step Learning/Interventions—Paula Glynn

Ms. Glynn presented information on the DGR and Next Steps Learning. She thanked Dr. Mebert for assistance with this program.

Components:

- 1. Core Instruction**
- 2. Next Steps Learning**
- 3. Intervention Programming**

How Do We Know It’s Working?

Essential Questions

1. Has the implementation of DGR resulted in **district and school** growth?
2. Has the implementation of DGR resulted in **individual student** growth?

The answer to each of these two questions is that preliminary data looks **encouraging**. We need to remember that DGR was only fully implemented in 2009-2010; therefore we only have DGR data from two full school years of school so far. The grassroots nature of DGR, along with the personal investment in time teachers made in writing DGR, make us all as anxious as you to see this program succeed!

Assessment Measures

District/School Growth

- ❖ NECAP - New England Common Assessment Program
- ❖ PALS – Phonological Awareness Literacy Screening
- ❖ CFA’s - Common Formative Assessments



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Individual Student Growth

- ❖ Fountas Pinnell Benchmark Assessment – K-4
- ❖ Scholastic Reading Inventory 5-8
- ❖ CFA's
- ❖ Individual Intervention Assessment
- ❖ Individual NECAP scores
- ❖ Individual PALS scores

Here is a chart that shows the progress of 871 Dover students from 2008 to 2011 on the NECAP reading test.

nec08rl * nec11rl Cross-tabulation						
Count						
		nec11rl				Total
		1.00	2.00	3.00	4.00	
nec08rl	1.00	16	24	17	3	60
	2.00	17	36	90	10	153
	3.00	6	32	258	211	507
	4.00	0	0	25	126	151
Total		39	92	390	350	871

As this cross-tabulation shows, in Fall of 08, 60 students were in the lowest level on the NECAP. 44 of them improved by the 2011 testing. Similarly, there were 153 students at level 2 in 2008 and 100 of them increased in level, 90 to level 3 and 10 to level 4 by 2011. Most impressive, there were 151 students at the proficient with distinction level in 2008 and 350 at that level in 2011. This is pretty impressive improvement in reading **and the only thing that changed between 08 and 11 was the curriculum.**

Program Description:

The Dover's Growing Readers literacy program advocates a philosophy and vision statement that is grounded in providing the best possible instruction for all students, including those of



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diverse cultural, linguistic and socioeconomic backgrounds. It is pro-claimed that this will be achieved through profession-al development opportunities where teachers work together to discover the best practices for instruction.

The DGR program is a program that is intended to unify our three elementary schools and align curriculum and instructional strategies with our middle school. The foundational components of the of the DGR program are listed below:

- Shared beliefs about learning and literacy
- Clearly articulated standards and goals for reading instruction
- Underlying principles of the reading process and the development of a reader
- Essential components of effective reading instruction
- Necessary infrastructure for supporting literacy
- A culture of collegiality, collaboration and support for our classroom teachers, special educators, reading specialists and literacy facilitators

DGR's organizational components consist of:

- Core instruction for all learners.
- Re-teaching of standards to those students who need it in Next Steps Learning.
- Enriching students who have already mastered the standards.
- Intensive targeted instruction for those students significantly behind in our Intervention Programming.

DGR Core Instruction:

Instructional Components of Core Instruction:

Whole Group:

1) Focus Lesson

- Modeled reading
- Oral language
- Fluency
- Shared reading
- Direct skill instruction
- Phonics
- Word Study
- Comprehension
- Interactive reading
- Read Alouds

2) Small Group Strategic Instruction:

- Individual instruction:
- Individual Practice
- Guided Reading



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- Comprehension
- Word Study
- Vocabulary
- Fluency

3) Independent Reading

- Individual targeted skill application

4) Writing Workshop Instructional Components of Core Instruction: Whole Group:

1) Focus Lesson

- Modeled reading
- Oral language
- Fluency
- Shared reading
- Direct skill instruction
- Phonics
- Word Study
- Comprehension
- Interactive reading
- Read Alouds

2) Small Group Strategic Instruction:

- Individual instruction:
- Individual Practice
- Guided Reading
- Comprehension
- Word Study
- Vocabulary
- Fluency

3) Independent Reading

- Individual targeted skill application

4) Writing Workshop

Measures of Success:

Common Formative Assessments on each essential Language Arts standard.

NECAP Scores

Benchmark Assessments administered 3 times a year. (K-4)

Scholastic Reading Inventory Scores administered fall and spring. (5-8)



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Teacher observation and anecdotal notes
Writing Prompts
Authentic writing scored on a 6 traits writing rubric

Next Steps Learning

NSL is a re-teach and enrich program based on student performance on each of the individual grade level language arts strands.

Students who struggle to understand a concept are provided an additional opportunity to grasp a concept through re-teach lessons.

Students who easily grasp a concept are given the opportunity to explore the concept further through enrichment lessons. The concept is explored at a higher depth of knowledge.

Students who easily grasp a concept are given the opportunity to explore the concept further through enrichment lessons. The concept is explored at a higher depth of knowledge.

Measures of Success:

Common Formative Assessments on each essential Language Arts standard.

NECAP Scores

Benchmark Assessments administered 3 times a year. (K-4)

Scholastic Reading Inventory Scores administered fall and spring. (5-8)

Teacher observation and anecdotal notes

Title I Summer Programming—Paula Glynn

Program Description:

2011 Title I Summer School Report

Woodman Park School Students - 6 weeks (July 5 through August 11)

Dover Middle School Students – 5 weeks (July 5 through August 4)

*DRA assessments were used for all elementary grade levels at beginning and end of programs.

Project BEFORE (Kindergarten students moving on to Grade 1)

Teaching staff: Jill Fredrickson, Jessica Morton, Wendy Nasberg, Emily Nasberg

- 22 students enrolled in program
- 19 students attended consistently and were assessed week 6
- 12 out of the 19 students improved by one or more reading levels
- 7 out of 19 students maintained their entering reading level
- Attendance improved well over last year's number

Project MORE (First Graders moving on to Grade 2)

Teaching staff: Michelle Simpson and Kelly Gennett (along with 2 instructional aides)

- 20 students enrolled in program
- 16 students attended consistently and were assessed week 6



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- 7 out of 16 students improved by one or more reading levels
- 7 out of 16 students maintained their entering reading level
- 2 out of 19 students each tested one reading level below their entering reading level.

Project ENCORE (Students moving on to Grades 3, 4 and 5)

Teaching staff: Rhonda Katz and Conall Loughlin (along with 3 instructional aides)

- 32 students enrolled in program
- 28 students attended consistently and were assessed week 6
- 13 out of 28 students improved by one or more reading levels
- 13 out of 28 students maintained their entering reading level
- 2 out of 28 students each tested one reading level below their entering reading level

23 ENCORE students also received math support during the 6-week program.

Brainwave Academy (DMS students moving on to Grades 6, 7, 8)

Teaching staff: Patty Mulqueen, Lisa Kratoville, Beth Dunton, Alicia Spates-Messier

- 18 students enrolled in program
- 16 students attended consistently and were assessed week 5
- All 16 students improved in math
- 6 students improved or maintained their SRI reading level
- 7 students did not improve their SRI reading scores
- 3 students were not present for final SRI testing

Program Description:

Camp Explore—All incoming K students are given the opportunity to familiarize themselves with the kindergarten teachers and routines for 4 half days in mid-August.

Grades 1-8—Academically at risk students are invited to attend our 6 week, half day summer program in order to at least maintain, but hopefully increase academic skills over the summer. Students receive level appropriate small group instruction in reading and math.

In reading we use Intervention By Design published by Rigby. This program is a counterpart to Literacy By Design which is used in classrooms throughout the year.

In math we use Do the Math by Marilyn Burns. This program was selected by our Math Coordinator as a good intervention program to match our math curriculum.

E. ADJOURNMENT: Amanda Russell moved, Doris Grady seconded, to adjourn at 9:42. An oral **VOTE PASSED 7/0.**

Respectfully submitted,
Betsey Andrews Parker, Secretary