



DOVER

School District: SAU #11
Dover, New Hampshire



School Board Plan Summary Draft August 2017

INTRODUCTION

The School Board Entry Plan Summary is a summary of the superintendent's observations following the interviews with the seven Board members. The interviews were conducted in July and August and each interview lasted from two to three hours.

The Board's review and feedback will assist to bring further clarity and accuracy to the observations. The Board will also need to identify actions and priorities related to the observations.

GENERAL OBSERVATIONS

I found the interviews to be engaging and assisted me in becoming acquainted with Board members on individual basis. The Board members come from various backgrounds and experiences, but demonstrate the unifying factor of service and community involvement. All members expressed to some degree, the need to be involved and contribute to the quality of the community and most importantly the quality of the school district.

I found all to be advocates for public education and most importantly, advocates for all students served by the Dover School District. Furthermore, I found the board members to be unified in acquiring adequate funding for the Dover School District to provide quality and effective programs and services for all students. There are champions on the board for students that need additional support and resources to be successful in school. It is my sense the board has strong value for all students to have a successful school experience. The overarching statement is we are here for the students.

The return to the election of Board members by ward was a common concern. Three Board members reside in the same ward. The general feeling was Board members need to be committed to the work to support the Dover School District. From my conversations, one Board member has made the decision not to seek re-election.

During the conversations, Board members indicated they are a cohesive group and professional. Members can freely express their views and have it received in a respectful manner. When a Board decision is made, members support the final decision which I sensed was felt to be an important attribute for the board.

The chart represents the different themes and findings that emerged from the conversations. The findings may result in a Board established goal or action. In addition, the Board will need to establish a priority for any goals they develop.



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SPECIFIC OBSERVATIONS

	FINDINGS	GOAL	PRIORITY
Teaching and Learning	▪ Equal access to specialized program offerings by all students regardless of their neighborhoods. ▪ Close the socio-economic gap with learning and achievement. Support students with the greatest needs to maximize their growth. ▪ Rigorous, differentiated, personalized learning – stop teaching to the middle. ▪ Teacher evaluation system must focus on improving the quality and effectiveness of instruction. ▪ Establish a culture of learning and growth. District needs to move beyond the traditional practice. ▪ The effectiveness of programs and services needs to be assessed on reliable data. ▪ Consistency of expectations and practices across the District. ▪ Integration of technology as a tool for learning. ▪ View all students as individuals – where are they and where do they need to go. ▪ Administrator monitoring the implementation of curriculum and holding teachers accountable		



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	for the proper implementation of curriculum. ▪ District must maintain a whole child focus.		
Professional Development	▪ Educators need to be provided the time and quality professional development that equips them with the tools they need to continually improve student learning and achievement. ▪ Professional Learning Communities (PLC) need to address the real issues. Increase time with peers for professional dialogue and sharing of practices. ▪ Providing common planning time for collaboration with a focus on improving instruction to improve student learning and achievement. ▪ Development of strong instructional leaders. ▪ Professional development is needed to be supported by technology. ▪ Preparing administrators and teachers for competency based education.		
Programs and Services	▪ CTE offers a variety of effective program opportunities that adds value to the District's educational programs. ▪ Technology initiative needs to be stronger and demonstrate progress – infrastructure, devices, and programs.		



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Data	- Using the data to make informed instructional decisions. - K-8 Literacy and Math Programs are effective. Data needs to be examined to determine if the programs continue to be effective and add value. - Data to determine the effectiveness of personnel. - As growth mind set is introduced, what data is determining the effectiveness? - Data Team needs to meet and identify the data sources that will be used by the District.		
Board Relationships	- Trust is key to effective Board relationships. - Board needs to practice etiquette in the public arena to maintain a positive image in the community. - At times, the Board needs to know that not all issues are not black and white. - All Board members need to be informed of the significant issues or events. - Decision making process needs to be transparent. - View decisions and issues from different perspectives rather than our personal experiences as Board members.		



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	- Board workshops are needed to fully understand the District's initiatives, instruction and learning, and deeper understanding of the budget (what is behind the numbers). - Effective Board. - When a decision has been made, the Board has one voice in the public arena. (Board, Superintendent, & Administration)		
Board Relationship with the Superintendent	- The relationship between the Superintendent and the Board needs to be collaborative. - Involve and/or keep the Board informed of significant decisions so the Board can be a support system for the superintendent. - Decision making process needs to be transparent.		
Personnel	- Hiring teachers that have a thorough knowledge of their content as well as skill in delivering with effective and evidenced-based practices. - Administrators and teachers need to be appropriately certified. - Need for a grant writer to research grant opportunities and to write grants. - Exit interviews to identify why teachers leave the District.		



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	- Retention of highly effective teachers rather than using the Dover Schools as a stepping stone to more affluent school districts. - Providing effective leadership of the District's technology initiatives. - Dedicated educators that immerse themselves in work beyond the classroom and the school.		
Communication	- Communicating the District's accomplishments. - Communicate how instruction has improved. - Dover citizens valuing education. - Engaging low income families so they have a voice in the District. - Board needs to be informed on special education, curriculum & assessment, and schools. - Continue the work with the Nellie Mae Foundation for community engagement. - Bring the community into the schools, especially with a new high school.		
Budget/Resources	- Addressing the needs of low income students requires a new budget focus. - The tax cap has restricted the District financially, inhibiting programs and services. As a		



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	department of the City, the District should receive 51% of the budget. Currently, the District is receiving 49%. ▪ Increase funding for professional development. ▪ How to fund the second year of the DTU contract. ▪ Establishment of capital reserve funds. ▪ View time as a resource. ▪ Resource allocation addressing the most significant needs. ▪ Budget that is fair and adequate to meet the needs of the District.		
Targets	▪ Complete and implement the strategic plan. ▪ Comprehensive understanding of the City's population growth and the impact on the District's current and future enrollment. ▪ Aligning the capacities of the District's facilities to the current and future enrollment. ▪ Move the fifth grade from middle school to the elementary schools.		
City Council	▪ Supporters of education. 8 to 1 vote for the extra funding for the school district. ▪ Increase understanding of the Councilors of what the budget supports in the District.		



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	- City Council is more effective. - There are Councilors who support education.		
Other	- Reduction of paper work to allow administrators to be present with teachers and students. - Preparing for a successful transition from the old high school to the new high school.		