



DOVER SCHOOL BOARD - AGENDA

Meeting Type:	Special Session #17
Meeting Location:	Media Center (Rm 306), McConnell Center
Meeting Date:	Monday, October 22, 2018
Meeting Time:	6:00 P.M.

- A. CALL TO ORDER**
- B. ROLL CALL**
- C. PLEDGE OF ALLEGIENCE**
- D. CITIZEN'S FORUM (LIMITED TO AGENDA ITEMS ONLY)**
- E. CONSENT AGENDA**
 - 1. Correspondence:** none
 - 2. Resignations/Retirements:**
 - a. Mervin Faulkner
 - 3. Leaves of Absence:** none
 - 4. Nominations:** none
 - 5. Extended Travel (Student Trips):**
 - a. NJROTC—Mass Maritime Academy-Prelim/Final Approval
 - 6. Donations:** none
- F. Firewall—Bid Award**
- G. STRATEGIC PLAN DISCUSSION**
- H. SCHOOL BOARD MATTERS OF INTEREST**
- I. ADJOURNMENT**

Mervin Faulkner

93 Henry Law Ave. Unit 42, Dover, NH, (757) 375-9449

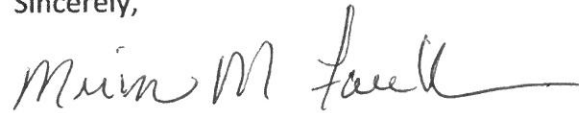
September 27, 2018

Dr. William R. Harbron
Superintendent
Dover School District
61 Locust Street Suite 409
Dover, NH 03820

Dear Dr. Harbron,

Please accept this letter as notice that I intend to retire at the end of the 2018/2019 school year.

Sincerely,

A handwritten signature in cursive script that reads "Mervin M. Faulkner". The signature is written in dark ink and includes a long horizontal flourish at the end.

Mervin M. Faulkner

cc: Mr. Peter Driscoll
Principal
Dover High School

From: Senior Naval Science Instructor, Dover High School
To: Dover School Board, Dover, NH

Ref: (a) Field Trip Request Form
(b) IJOAA – Extended Travel
(c) IJOA – Permission Slip

Subj: Request for Approval of Out of State – Overnight Field Trip to Mass Maritime Academy

I. Per references (a) and (b), Commander Tom Gamble, the Senior Naval Science Instructors (SNSI) for the Dover High School, Dover, NH is formally requesting school board approval for an overnight field trip to the Massachusetts Maritime Academy. As per reference (b), please find the following for the preliminary approval

1. What is the educational purpose of the field trip? The trip will have the following components:
 - a. Campus visit showing life in the Cadet Corps, Educational opportunities and career opportunities as a maritime officer.
 - b. Leadership development
 - c. NJROTC Drill Competition
2. No travel agency is being used.
3. Dates of the trip – 12-3 Nov, 2018
4. Itinerary – Leave DHS at 8:00 AM Friday, 2 Nov. Arrive Mass Maritime Academy 11:00 AM, Lunch, Campus tour and load gear onto TS Kennedy (the training ship the academy uses for operational training), Dinner, Team Building exercises aboard the ship, Movie, 10:00PM lights out. Sat, 3 Nov. Drill competition at campus gym facility, 2:00 PM leave MMA, 5:00 PM arrive at DHS.
5. Cost per student will be \$20.00
6. Only those cadets that are in good standing academically (60%) will be allowed to attend.
7. Please see attached reference (c) IJOA, Permission Slip.
8. Insurance coverage will be the same as with any regular school field trip.
9. Awaiting approval from CTC Director, Principal, and Superintendent
10. ASEOP request was entered on 9/13/18.
11. There is no financial benefit for this trip.
12. There is no cost to the district for this trip.

/s/

T. D. GAMBLE

SNSI, Dover NJROTC, Dover, NH

From: Senior Naval Science Instructor, Dover High School
To: Dover School Board, Dover, NH

Ref: (a) Field Trip Request Form
(b) IJOAA – Extended Travel
(c) IJOA – Permission Slip

Subj: Request for Final Approval of Out of State – Overnight Field Trip to Mass Maritime Academy

I. Per references (a) and (b), Commander Tom Gamble, the Senior Naval Science Instructors (SNSI) for the Dover High School, Dover, NH is formally requesting school board approval for an overnight field trip to the Massachusetts Maritime Academy. As per reference (b), please find the following for the final approval:

1. Group Requesting Approval: Dover High School NJROTC
2. Destination: Massachusetts Maritime Academy, Bourne, MA
3. Contact Person (s): Commander Tom Gamble, the Senior Naval Science Instructors (SNSI)
4. Dates of Travel: 2-3 November, 2018
5. Number of Students Traveling: 30 from DHS
6. Number of Chaperones: 2
7. Adult/Student Ratio: 1:15

Please Circle appropriate response:

Permission Forms submitted to Principle: ☒ Yes / No

Student Code of Conduct Contracts, inc. Standards of Behavior submitted to Principle: ☒ Yes / No

Telephone Contact Notification submitted to Principle: ☒ Yes / No

List of all students and chaperones submitted to the school and Supt's office: ☒ Yes / No

All Chaperones completed criminal background check: ☒ Yes / No

/s/
T. D. GAMBLE
SNSI, Dover NJROTC, Dover, NH

WILLIAM R. HARBRON, Ed.D.
Superintendent of Schools
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THE DOVER SCHOOL DISTRICT

SCHOOL ADMINISTRATIVE UNIT #11
McCONNELL CENTER
61 LOCUST STREET SUITE 409
DOVER, NEW HAMPSHIRE 03820-4132
TEL (603) 516-6800
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TO: Dover School Board
William R. Harbron, Superintendent
FROM: Christy Prosser, Director of Technology
DATE: October 22, 2018
RE: Dover School District Firewall Solution

On October 4, 2018, the District solicited a public bid requesting proposals for a district-wide Firewall Solution. Six vendors submitted their proposals on October 16, 2018. The bid results are as follows for the proposed vendor:

Vendor	Item	QTY	Cost Per Item	Total Cost
Optiv Security Inc.	Palo Alto Network PA-3260 with redundant AC power supplies	1	\$17,442.00	\$17,442.00
	Threat Prevention subscription for device in an HA pair year 1, PA-3260	1	\$3791.89	\$3,791.89
	PANDB URL filtering subscription for device in an HA pair year 1, PA-3260	1	\$3791.89	\$3,791.89
	Premium Support year 1, PA-3260	1	\$5710.51	\$5,710.51
	Implementation		\$12,790.00	\$12,790.00
	Shipping			\$54.51
	GRAND TOTAL			\$43,580.80

Kelly Parker, Lead Systems Administrator, and I reviewed the bid results. I am requesting that the Dover School Board proceed with an award to **Optiv Security, Inc.** in the amount of **\$43,580.80**.

DHS Strategy GOAL 1	Activity	Who	Start	Finish	Info Type (s)	Info Type (s)	Leads to	Measure of Success
	Define the activity needed	Who will do this?	When will it start?	When will it finish?	What information will be collected?	Stick Count, Observable, Statistic	How does it demonstrate the measure?	Each related measure
The Dover School District will improve educational outcomes for students by effectively engaging with the broader community.								
OBJECTIVE 1.1 – Student Voice								
<i>We will enhance student voice by creating a student-driven environment that allows all students to have meaningful input and choice into their learning program.</i>								
Increase in the quantity and quality of student generated initiatives.	Develop a method that allows students to share their concerns and initiatives with student government. Measure number of student generated initiatives.	Student Council with Advisor Dean Stephens	9/4/18	6/21/19	Meeting minutes from Student Council, attendance at meetings.	Observable Stick Count	Participation levels and content of meetings in which students are involved.	Develop a system to gather, catalogue, measure and share student initiatives. Increased participation rates in elective courses and Extended Learning Opportunities (ELO's).
Design units that incorporate student voice and choice in learning and assessment.	Educators will design units that incorporate student voice and choice in learning and assessment.	Academic Coordinators Dean Sherman Educators	9/1/18	6/21/19	Unit and Lesson Plans. Mini-Observation Data. Student Survey on Perception of Voice/ Choice, with debrief.	Observable	Analyzing survey results and assessment based on Marshall rubrics.	Educator's unit plans will promote choice and voice in learning, content and assessment.
OBJECTIVE 1.2 – Student Support and Wellness								
<i>We will enhance support and wellness for all students through purposeful engagement in school and community based activities.</i>								
Develop and expand communication tools to inform students and families about activities and events occurring in both the school and community, related to mental and physical wellness.	Develop website, and other communication tools, to inform students and families about activities and events occurring in both the school, and community, related to mental and physical wellness.	Dean Waldron, Karen, Fern, Janet, Jan, Mindee, Family Engagement Subcommittee	9/1/18	6/1/19	Data analytics on communication resources, student/family survey responses.	Statistic	Provides data on student and family access to communication tools.	Increased participation in extracurricular and co-curricular activities.

DHS Strategy GOAL 2		Activity	Who	Start	Finish	Info Type (s)	Info Type (s)	Lead to	Measure of Success
		Define the activity needed	Who will do this?	When will it start?	When will it finish?	What information will be collected?	Stick Count, Observable, Statistic	How does it demonstrate the measure?	Each related measure
The Dover School District will develop and sustain a culture that is characterized by optimizing social, emotional, civic, physical, and rigorous academic learning.									
OBJECTIVE 2.1 – Social, Emotional, Physical									
We will promote and support the overall health and well-being of all students and staff.									
Develop and promote an inclusive school wide community that supports the physical, emotional, and social needs of each member of the school. Educator's unit plans will promote choice and voice in learning, content and assessment.	Provide a sustainable LADC program for students. All students receive support services in a consistent, meaningful way to meet their needs.	Dean Breault Donna Berchulski	7/1/18	6/1/19	Referral and participation data in LADC services.	Stick Count Observable	Students receive services that support their physical, emotional, and social needs.	Increased prosocial student behavior.	
	Develop an Advisory Committee to review and enhance social/emotional components of advisory curriculum.	Dean Waldron and Advisory Committee Dean Stephens and Community Engagement	8/1/18	6/1/19	Development of advisory curriculum.	Observable	Articulates a curriculum to support emotional and social wellness.	All students receive support services in a consistent, meaningful way to meet their needs.	
	Develop and host a Wellness Fair.	Nurses, Wellness Dept., Peter Wotton, Art Leclair, Community Engagement, Key Club, Chris McCann	7/1/18	4/1/19	Participation rate of exhibitors, Attendance rates.	Stick Count, Observable	Increases awareness of wellness opportunities in the community.	Improved attendance for staff and students."	
	Collaborate with Community Partners to address mental health wellness.	Community Engagement Principal Driscoll			Number of community events and attendance at these events.	Stick Count	Increases awareness and education regarding mental health.		
Increase opportunities for physical movement and social interactions. Educator's unit plans will promote choice and voice in learning, content and assessment.	Communicate and promote Vivarae health incentives to staff members.	Art Leclair Dean Breault Mike Russo	8/1/18	6/30/19	Staff participation in Vivarae-wellness.	Stick Count	Increased staff participation in wellness activities.	Increased participation rates in extracurricular and co-curricular activities.	
	Collect and categorize classroom and advisory lesson plans that incorporate social competencies.	Educators Advisory Committee Dean Waldron Academic Coordinators	10/1/18	6/1/18	Lesson Plans. Data on related Inquiry Topics.	Observable	Increased prosocial and healthy behaviors among students.	Increase in healthy behavior choices as evidence by Youth Risk Behavior Survey (YRBS) Data. Increase in positive responses from student, staff and family on climate survey data.	
OBJECTIVE 2.2 – Student Engagement in Learning									
We will maximize each student's engagement in learning.									
Examine, align and develop procedures for extended learning opportunities using input from impacted stakeholders. Educator's unit plans will promote choice and voice in learning, content and assessment.	Determine a process for developing and piloting Extended Learning Opportunities (ELOs).	Katrina Webster Academic Coordinators	7/1/18	6/30/19	Extended Learning Opportunities (ELO) Handbook. Participation in ELO.	Stick Count	Provides a structure for students to engage in ELOs.	Participation in extended learning opportunities.	
Create clarity for students, families, staff, and community around extended learning opportunities. Educator's unit plans will promote choice and voice in learning, content and assessment.	Complete policy and procedure updates to reflect current practices. Update Program of Studies to reflect updated ELO policies.	Dean Sherman Katrina Webster Dean Breault	7/1/18	1/30/19	Policy updates	Observable	Provides administrative procedures for ELOs that can be accessed by all stakeholders.		

DHS Strategy GOAL 2	Activity	Who	Start	Finish	Info Type (s)	Info Type (s)	Leads to	Measure of Success
	Define the activity needed	Who will do this?	When will it start?	When will it finish?	What information will be collected?	Stick Count, Observable, Statistic	How does it demonstrate the measure?	Each related measure
The Dover School District will develop and sustain a culture that is characterized by optimizing social, emotional, civic, physical, and rigorous academic learning.								
Provide opportunities for students to drive their learning by providing choice in projects, assessment and enrichment options. Educator's unit plans will promote choice and voice in learning, content and assessment.	Promote and support project based learning and competency based educational practices.	Dean Sherman Educators	7/1/18	6/30/19	Attendance rates and achievement data. Unit and lesson plans. Public opportunities for presentation of learning.	Statistic Observable	Classroom instruction provides increased opportunities for students to engage in project based learning.	Unit and lesson plans reflect increased opportunities for student choice in projects. Improved engagement as evidence by attendance rates and achievement data.
Use student and community feedback to enhance student programming. Educator's unit plans will promote choice and voice in learning, content and assessment.	Create additional focus groups to gather student and community feedback.	Community Engagement Committee Advisory Committee CTE Program Advisory	7/1/18	6/30/19	Focus group data	Observable	School will gain insight on student and community perspectives.	

DMS Strategy GOAL 1	Activity	Who	Start	Finish	Info Type (s)	Info Type (s)	Leads to	Middle Measure of Success
	Define the activity needed	Who will do this?	When will it start?	When will it finish?	What information will be collected?	Stick Count, Observable, Statistic	How does it demonstrate the measure?	Each related measure
The Dover School District will improve educational outcomes for students by effectively engaging with the broader community.								
OBJECTIVE 1.1 - Student Voice								
<i>We will enhance student voice by creating a student-driven environment that allows all students to have meaningful input and choice into their learning program.</i>								
Create a school-wide advisory program to provide a platform for student input and choice.	Add social/emotional targeted lessons around specific content or themes and student surveys to the advisory program.	Advisory Team	8/29/18	6/14/18	Teacher feedback on lessons. Survey and focus group feedback.	Stick Count Observable	Students participate in social/emotional learning experiences and have the opportunity to voice concerns.	Students indicate a stronger connection to school, resulting in school-wide improvement in attendance and behaviors.
Design units that incorporate student voice and choice in learning and assessment.	Facilitated PD for Project-Based Learning and developing competency-based rubrics; Time to create assessment choices, reassessment opportunities, bank of assessments, menu of options; Flexible schedule that allows for flexible grouping of students. Administer Gallup Poll to collect data on students' hopes and dreams.	SAU DMS Admin Instructional Coach DMS Leadership Team	9/1/18	6/30/19	Observable teaching with newly designed units, including student voice and choice. Survey data.	Observable Statistics	Educator knowledge on PBL, rubrics, assessment choice, reassessment opportunities, flexible time and groupings, all of which allow for increased student voice and choice in the classroom. Use data in creating and evaluating programs.	Educator's unit plans will promote choice and voice in learning, content and assessment.
Identify and expand upon opportunities for students to engage in opportunities to solve problems and take on leadership roles within the school and local community.	Explore a redesign of student groups (Student Council/Advisory/ Community Service groups) to assist in problem solving ideas. Explore Restorative Justice.	DMS Leadership Team DMS Admin Team	11/1/18	6/1/20	Artifacts from school projects demonstrating student involvement specific to solving problems and taking on leadership roles. Suspension rates.	Observable Statistics	Assigned student groups. Optional alternatives to suspension to problem solve, develop skills and restore relationships.	Students have ownership and leadership roles within the school and community via clubs, school decisions, and community projects.
Research and create schedule concepts that allow time for student voice and choice opportunities.	Create a design team to explore a new middle school schedule, ideally a schedule that includes; Encore choices; student choice RA; Flexible schedule and flexible grouping of students.	DMS Leadership Team	9/1/18	12/21/18	Scheduling resources, budget resources.	Observable	Schedule is created and potentially ready to implement for 2019-2020.	Schedules reflect a student-centered approach that empowers students as learners.
OBJECTIVE 1.2 – Student Support and Wellness								
<i>We will enhance support and wellness for all students through purposeful engagement in school and community based activities.</i>								
Increase accessibility for students to participate in the afterschool activities that are supported by the broader community.	Explore funding for an after-school coordinator, as well as transportation for students.	DMS Admin	9/1/18	6/30/19	2019-2020 Budget request.		A coordinator will allow for growth in programming and oversight. Transportation will provide greater accessibility.	Increased participation rates in after-school programs.
Explore and develop opportunities to increase the number and diversity of after school programs offered by community entities.	Track data of participation in programming. Assess how and where we can expand diverse opportunities.	After School Program Coordinator DMS Admin	9/1/18	6/30/19	List of activities and participation data for the past two years. Survey parents on students that would like to participate, but do not, due to lack of transportation.	Stick Count	Data tracking developed to set goals for increasing participation and adding programs. Information on how many additional students would participate if transportation was included.	Increased diversity of program offerings. Increased participation rates in after-school programs. Increased number of community partnerships providing programs for students.

DMS Strategy		Activity	Who	Start	Finish	Info Type (s)	Info Type (s)	Leads to	Middle Measure of Success
GOAL 2		Define the Activity needed	Who will do this?	When will it start?	When will it finish?	What information will be collected?	Stick Count, Observable, Statistic	How does it demonstrate the measure?	Each related measure
The Dover School District will develop and sustain a culture that is characterized by optimizing social, emotional, civic, physical, and rigorous academic learning.									
Objective 2.1 – Social, Emotional, Physical									
We will promote and support the overall health and well-being of all students and staff.									
Identify and use additional resources for mental health support for students.	Explore ways to increase mental health supports and resources, including but not limited to additional Community Partners time in building; full time therapist on staff; internal mental health referral system to document student needs; resources for advisory to tackle mental health concerns; Mental Health First Aid training for all staff; resources to support and expand SOS; LifeBridge, Big Brothers/Big Sisters, Wildcat Mentoring. Fund and implement universal screening for SEC (CASEL). Streamline a process for parents to pursue counseling (parent resource guide to help with the process).	SAU DMS Guidance DMS Admin District Psychologist	9/1/18	6/1/19	Number of additional or enhanced supports and resources.	Stick Count	Additional supports provided for student mental health concerns.	Increased number of students accessing support leading to increased prosocial behaviors.	
Develop and promote an inclusive school wide community that supports the physical, emotional, and social needs of each member of the school.	Add programming to meet the needs of the school community.	DMS Leadership Team	12/1/18	6/1/19	Number of new initiatives and programs.	Stick Count	Improved conditions for learning so students can optimize available time.	All students receive support services in a consistent, meaningful way to meet their needs.	
Increase opportunities for physical movement and social interactions.	Increase options for recess activities. Secure additional outdoor equipment for physical activity. Promote more movement and social interactions in classrooms.	DMS Leadership Team	3/1/19	6/1/19	Documented changes in building practices.	Stick Count Observable	An increased number of students participate in physical movement opportunities and positive social interactions in unstructured settings.	Increased opportunities for physical activity.	
Objective 2.2 – Student Engagement in Learning									
We will maximize each student's engagement in learning.									
Provide opportunities for students to drive their learning by providing students voice and choice in their learning and assessment options.	Staff will receive PD in planning for student voice and choice. Examine school-wide schedule to meet the needs of more students and staff. Staggered schedules. Student choice in extracurricular options.	Kim Lyndes - schedule design team for scheduling options	1/1/19	6/1/19	Unit/lesson plans will demonstrate opportunities for student voice and choice in learning and assessment. Different templates of school schedules.	Stick Count Observable	Number of teachers providing voice and choice as documented by unit/lesson plans. Potential schedule changes.	Unit and lesson plans reflect increased opportunities for student choice in projects, assessment and enrichment options. Students have more voice in choice in classrooms and choice in classes.	

GES Strategy GOAL 1		Activity	Who	Start	Finish	Info Type (s)	Info Type (s)	Leads to	Elementary Measure of Success
		Define the activity needed	Who will do this?	When will it start?	When will it finish?	What information will be collected?	Stick Count, Observable, Statistic	How does it demonstrate the measure?	Each related measure
The Dover School District will improve educational outcomes for students by effectively engaging with the broader community.									
OBJECTIVE 1.1 – Student Voice									
We will enhance student voice by creating a student-driven environment that allows all students to have meaningful input and choice into their learning program.									
Design units that incorporate student voice and choice in learning and assessment.	Use current curriculum maps in math to identify areas where students have voice and choice. Begin to learn/research more about how to incorporate voice and choice into the classroom - share with all staff. Define voice and choice and what it looks like.	Teachers Oversight by B. Dunton	9/1/18	6/1/19	Work to create template for unit maps, and identify opportunities for voice and choice within each unit.	Stick Count	Understanding of voice and choice and current situation will lead to more student voice and choice in their learning as teachers work to incorporate more student voice and choice into their learning.	Educator's unit plans will promote choice and voice in learning, content and assessment.	
Research and create schedule concepts that allow time for student voice and choice opportunities.	Evaluate current schedule, and begin to create new schedule with elements that address student needs and learning.	Compass Team Oversight by B. Dunton	9/1/18	6/1/19	Look at schedules for student voice and choice opportunities throughout the day.	Stick Count	Better understanding of current schedule of opportunities and limitations, leading to a more student centered schedule.	Schedules reflect a student-centered approach that empowers students as learners.	
Identify and expand upon opportunities for students to engage in opportunities to solve problems and take on leadership roles within the school and local community.	Identify times and places that students have leadership roles and are able to problem solve. Identify ways that student leadership can be expanded.	Teachers Oversight by B. Dunton	9/1/18	6/1/19	Current status of opportunities, and identification of potential opportunities.	Stick Count	Better understanding of current student leadership opportunities and limitations.	Students have ownership and leadership roles within the school and community via clubs, school decisions, and community projects.	
OBJECTIVE 1.2 – Student Support and Wellness									
We will enhance support and wellness for all students through purposeful engagement in school and community based activities.									
Engage with community agencies to offer community based wellness activities to students.	Identify current and potential community agencies to create partnerships that benefit students.	Building Support Team Oversight by J. Marshall	9/1/18	6/1/19	List/database of current and potential partnerships.	Stick Count	Understand current gaps in student wellness opportunities, provide resource for staff to access on behalf of students.	Increased opportunities to participate in school and community wellness events as evidenced in school activity calendars and newsletters.	
Communicate and collaborate with partners in the community, and participate in local events.	Identify current and potential community agencies to create partnerships that benefit students.	Compass Oversight by J. Marshall	9/1/18	7/1/19	List/database of current and potential partnerships.	Stick Count	Better community presence within our school, and of our school, in the community.	Schools will invite or participate in multiple events in the community each year.	

GES Strategy		Activity	Who	Start	Finish	Info Type (s)	Info Type (s)	Leads to	Elementary Measure of Success
GOAL 2		Define the activity needed	Who will do this?	When will it start?	When will it finish?	What information will be collected?	Stick Count, Observable, Statistic	How does it demonstrate the measure?	Each related measure
The Dover School District will develop and sustain a culture that is characterized by optimizing social, emotional, civic, physical, and rigorous academic learning.									
OBJECTIVE 2.1 – Social, Emotional, Physical									
We will promote and support the overall health and well-being of all students and staff.									
Develop and promote an inclusive school wide community that supports the physical, emotional, and social needs of each member of the school.	Investigate student initiatives: Responsive Classroom, UNH/Kindergarten collaborative, etc. as teacher inquiry projects.	Staff Oversight by B.Dunton	9/1/18	6/1/19	Best practices around student SEL will be explored and implemented. Staff will be able to measure impact on student behavioral referrals.	Stick Count	increased support for student social emotional learning, and increased sense of school community.	Increased attendance for staff and students.	
	Principal and Compass team will work to evaluate current physical, emotional, and social supports for staff and determine efficacy and additional needs.	Compass B.Dunton	9/1/18	12/1/18	What is currently in place to support staff and is or is not working well.	Observable	Staff feeling that they are a valued member of GES, and Dover.		
Identify and use additional resources for mental health support for students.	Identify what resources are currently in place and work with community agencies to add what is needed to best support students.	Building Support Team Oversight by J.Marshall	9/1/18	6/1/19	List of what we currently have and what is needed.	Stick Count	Better understanding of current resources and needs.	Increased prosocial student behaviors. All students receive support services in a consistent, meaningful way to meet their needs.	
Increase opportunities for physical movement and social interactions.	Identify areas within the school day to allow students opportunities for movement and social interaction. Identify areas to increase this opportunity.	Staff Oversight by B.Dunton	9/1/18	6/1/19	Number of times/day students can move and socialize.	Stick Count	Increased opportunities for student movement and social interaction.		
OBJECTIVE 2.2 – Student Engagement in Learning									
We will maximize each student's engagement in learning.									
Provide opportunities for students to share their learning progress.	Identify opportunities students currently have to share their learning.	Compass/Staff Oversight by B.Dunton	9/1/18	6/1/19	Number and type of ways students share their learning.	Stick Count	Increased staff awareness of the authenticity of student work and presentation opportunities.	Unit and lesson plans reflect increased use of best practices in project based learning and other high engagement strategies.	
Provide opportunities for students to drive their learning by providing students voice and choice in their learning and assessment options.	Staff will receive PD in planning for student voice and choice.	Compass/Staff Oversight by B.Dunton	9/1/18	6/1/19	Number of lessons that incorporate student voice and choice	Stick Count	Create a baseline for the number of student voice and choice opportunities in each unit.	Increased on-task student behavior.	

HSS Strategy	Activity	Who	Start	Finish	Info Type (s)	Info Type (s)	Leads to	Elementary Measure of Success
GOAL 1	Define the activity needed	Who will do this?	When will it start?	When will it finish?	What information will be collected?	Stick Count, Observable, Statistic	How does it demonstrate the measure?	Each related measure
The Dover School District will improve educational outcomes for students by effectively engaging with the broader community.								
OBJECTIVE 1.1 - Student Voice								
<i>We will enhance student voice by creating a student-driven environment that allows all students to have meaningful input and choice into their learning program.</i>								
Design units that incorporate student voice and choice in learning and assessment.	Define student voice and choice (continuum). Use a current curriculum map (math) to identify areas where students have voice and choice.	Teachers P. Driscoll	9/1/18	6/30/19	HSS written definition of "unit" and "voice and choice." Identify the number of times voice and choice is offered within a specific unit, along with where the voice and choices falls on a voice and choice continuum. Incorporate voice and choice.	Observable Stick Count	Build a collective understanding of a unit and voice and choice.	Educator's unit plans will promote choice and voice in learning, content and assessment.
	Create and maintain a voice and choice digital binder resource to share professional development and communicate between HSS colleagues of voice and choice activities happening within the school.	HSS Voice & Choice Committee K. Moaratty	7/1/18	6/30/19	Staff will access articles, videos and shared examples to better understand voice and choice.	Stick Count	Expand staff collective knowledge of student voice and choice.	
> Research and create schedule concepts that allow time for student voice and choice opportunities.	Evaluate current schedule for voice and choice opportunities, and begin to plan for the next year. Begin to explore reallocating current resources to better support student driven environments.	Principal's Council P. Driscoll	9/1/18	4/30/19	Look at schedules for student voice and choice opportunities throughout the day. Begin to identify ways to reallocate staff to support more student voice and choice.	Stick Count	Better understanding of current schedule and staffing opportunities and limitations.	Schedules reflect a student-centered approach that empowers students as learners.
Identify and expand upon opportunities for students to engage in opportunities to solve problems and take on leadership roles within the school and local community.	Identify leadership opportunities for students. Create a format within the HSS Advisory that includes and supports opportunities for student voice.	HSS Behavior Committee K. Moaratty	9/1/18	6/30/19	List of leadership opportunities. Number of Advisory topics that are student generated.	Stick Count Observable	Expand upon opportunities for student leadership and student voice.	Students have ownership and leadership roles within the school and community via clubs, school decisions, and community projects.
OBJECTIVE 1.2 – Student Support and Wellness								
<i>We will enhance support and wellness for all students through purposeful engagement in school and community based activities.</i>								
Engage with community agencies to offer community based wellness activities to students.	Identifying the community agencies that provide services that currently support our students and potential community agencies that could benefit our students.	HSS Crisis Team K. Moaratty	9/1/18	6/30/19	List/database of current and potential agencies, including what is available to support students and families.	Stick Count	Provides a resource for staff to utilize when advocating opportunities for students and families.	Increased opportunities to participate in school and community wellness events as evidenced in school activity calendars and newsletters.
Communicate and collaborate with partners in the community, and participate in local events.	Use current communication tools to inform students and families about activities and events occurring in the community.	Librarian P. Driscoll	8/1/18	6/30/18	Number of community activities and events that are publicized with HSS correspondences.	Stick Count	Increases awareness of community activity and events.	Schools will invite or participate in multiple events in the community each year.

HSS Strategy GOAL 2		Activity	Who	Start	Finish	Info Type (s)	Info Type (s)	Leads to	Elementary Measure of Success
		Define the activity needed	Who will do this?	When will it start?	When will it finish?	What information will be collected?	Stick Count, Observable, Statistic	How does it demonstrate the measure?	Each related measure
The Dover School District will develop and sustain a culture that is characterized by optimizing social, emotional, civic, physical, and rigorous academic learning.									
OBJECTIVE 2.1 – Social, Emotional, Physical									
We will promote and support the overall health and well-being of all students and staff.									
Develop and promote an inclusive school wide community that supports the physical, emotional, and social needs of each member of the school.	Physical, Emotional, Academic, Social (PEAS)-Define for staff wellness and growth. (Defined for students 2017-2018)	HSS Principal's Council P. Driscoll	9/1/18	6/30/19	PEAS document for adults	Observable	HSS adults will have an understanding of how PEAS applies to themselves.	Increased attendance for staff and students.	
Identify and use additional resources for mental health support for students.	Identifying the community agencies that provide services that currently support HSS students and potential community agencies that could benefit HSS students.	HSS Crisis Team K. Moaratty	9/1/18	6/30/19	List/database of current and potential agencies, including what is available to support students and families.	Stick Count	Provides a resource for staff to utilize when advocating opportunities for students and families.	Increased prosocial student behaviors. All students receive support services in a consistent, meaningful way to meet their needs.	
	Mental health training, basic level training of when red flags occur.	K. Moaratty	9/1/18	6/30/18	Training opportunities for staff.	Stick Count	Staff will have increased knowledge of basic mental health needs.		
Increase opportunities for physical movement and social interactions.	Define and identify opportunities for physical movement and social interactions.	Teachers P. Driscoll	10/15/18	10/19/18	Teacher survey for how many times per day teachers provide intentional movement and social interactions.	Stick Count	Identify a baseline of intentionally planned movement and social opportunities for students.		
OBJECTIVE 2.2 – Student Engagement in Learning									
We will maximize each student's engagement in learning.									
Provide opportunities for students to share their learning progress.	Identify current opportunities of students sharing their learning progress.	Principal's Council P. Driscoll	9/1/18	6/30/18	List of ways students currently share their learning progress.	Stick Count	Determine a baseline number of opportunities for students to share their learning progress.	Unit and lesson plans reflect increased use of best practices in project based learning and other high engagement strategies.	
Provide opportunities for students to drive their learning by providing students voice and choice in their learning and assessment options.	Staff will identify current assessments which incorporate student voice and choice. Kindergarten Teachers will work with UNH Outreach to provide student voice and choice in their learning and assessment options.	Principal's Council Kindergarten Teachers UNH Collaborators P. Driscoll	9/1/18	6/30/18	Collective list of current assessments identifying those with student voice and choice built in.	Stick Count	Determine a baseline number of assessments that incorporate student voice and choice.	Increased on-task student behavior.	

WPS Strategy GOAL 1	Activity	Who	Start	Finish	Info Type (s)	Info Type (s)	Leads to	Elementary Measure of Success
	Define the activity needed.	Who will do this?	When will it start?	When will it finish?	What information will be collected?	Stick Count, Observable, Statistic	How does it demonstrate the measure?	Each related measure.
The Dover School District will improve educational outcomes for students by effectively engaging with the broader community.								
OBJECTIVE 1.1 – Student Voice								
<i>We will enhance student voice by creating a student-driven environment that allows all students to have meaningful input and choice into their learning program.</i>								
Design units that incorporate student voice and choice in learning and assessment.	Pilot a program to increase student opportunities to take on leadership roles throughout the school.	Voice and Choice Sub-Committee of the School Instructional Leadership Team (SILT)	3/1/18	6/15/18	Generate as a grade level and staff a list of current practices of using Voice and Choice, in addition to brainstorming a list of ways to increase the practice in the near/far future.	Stick Count	Identify the number of successful pilots to increase student opportunities to take on leadership roles throughout the school.	Educator's unit plans will promote choice and voice in learning, content and assessment.
Research and create schedule concepts that allow time for student voice and choice opportunities.	Create a schedule that allows for teacher planning time.	Paula Glynn Patrick Boodey Greg Brown	6/1/18	9/3/18	Alternative schedules will be explored with district leadership to determine ways to create more time for staff communication and PD.	Observable	A new schedule that has room for more staff communications and/or intervention/enrichment opportunities for students.	Schedules reflect a student-centered approach that empowers students as learners.
Identify and expand upon opportunities for students to engage in opportunities to solve problems and take on leadership roles within the school and local community.	Conduct a current practice assessment. Brainstorm new ideas. Pilot an idea or two, if feasible, or plan for a larger pilot in year two.	PBIS Green Team	9/1/18	6/1/19	TBD during the monthly PBIS Green Team meetings with a potential pilot in year two. A brainstormed list will be created and potential visits to other schools could occur.	Stick Count	Information collected will lead to a plan or pilot in year two.	Students have ownership and leadership roles within the school and community via clubs, school decisions, and community projects.
OBJECTIVE 1.2 – Student Support and Wellness								
<i>We will enhance support and wellness for all students through purposeful engagement in school and community based activities.</i>								
Engage with community agencies to offer community based wellness activities to students.	Compile a list of current activities that WPS hosts as a school community and evaluate for success, as well as identify current agencies WPS works with and create more potential partnerships. This would be followed by investigating new Wellness opportunities that could be planned for a pilot roll-out in year two.	Grade Levels and Departments/Teams (with input from the WPS representative) Patrick Boodey Office Staff Wellness Committee	9/3/18	5/6/19	List of current activities, as well as a list of potential new relationships. Reflections on the success of current activities.	Stick Count List	Potential work with retirement community across the street from the school. Increase Involvement with Community Partners. Continue Walk to School, Bike to School, Running Club, Red's Road Race, etc. Provides a wellness theme for the overall population of the school. Allows teachers/staff to reference and encourage student/family participation.	Increased opportunities to participate in school and community wellness events as evidenced in school activity calendars and newsletters.
Communicate and collaborate with partners in the community, and participate in local events.	Compile a list of current activities that WPS hosts as a school community and evaluate for success. Identify who the WPS continuously communicates with for a wellness partnership, compare that list with all wellness activities to find the gap where communication falls. Decide if all areas of wellness are covered. Reach out to all potential partners with whom WPS would like to partner with for wellness to benefit the WPS students.	Grade Level Teams/Departments Patrick Boodey Office Staff Wellness Committee PTO	9/3/18	5/6/19	List of current activities and potential new relationships. Ask for reflections on the success of current activities. Current list of wellness partners. Determine the percentage of participation at each event.	Stick Count and Statistic List	Gap analysis of lists will indicate areas of potential improvement. For example, Mental Health might be an area of expansion.	Schools will invite or participate in multiple events in the community each year.

WPS Strategy GOAL 2	Activity	Who	Start	Finish	Info Type (s)	Info Type (s)	Leads to	Elementary Measure of Success
	Define the activity needed:	Who will do this?	When will it start?	When will it finish?	What information will be collected?	Stick Count, Observable, Statistic	How does it demonstrate the measure?	Each related measure
The Dover School District will develop and sustain a culture that is characterized by optimizing social, emotional, civic, physical, and rigorous academic learning.								
OBJECTIVE 2.1 – Social, Emotional, Physical								
<i>We will promote and support the overall health and well-being of all students and staff.</i>								
Develop and promote an inclusive school wide community that supports the physical, emotional, and social needs of each member of the school.	Compile list of activities that WPS currently does as a school, evaluate success rate. Compile list of activities that WPS currently does to communicate and collaborate with partners in the community. Investigate new Wellness opportunities that could be planned for pilot roll out in year two.	Principals/Deans Office Staff	5/1/19	6/14/19	Current school activities list.	Stick Count	List will be created to identify: current school activities; partner collaboration and communication; and new wellness opportunities.	Increased attendance for staff and students.
Identify and use additional resources for mental health support for students.	Wellness Committee and Community Partners will provide training for staff (Trauma Informed Care).	Wellness Committee School Instructional Leadership Team (SILT)	1/7/19	6/14/19	This will be professional development so information collected will be determined by presenter.	Stick Count	A deeper understanding of resources and supports for students.	Increased prosocial student behaviors. All students receive support services in a consistent, meaningful way to meet their needs.
Increase opportunities for physical movement and social interactions.	Staff will explore Zones of Regulation through training and resources (resources purchased by Liberty Mutual), continue PlayWorks, Explore classroom movement breaks.	Special Education (Zones of Regulation) PlayWorks Committee Movement Break Subcommittee	9/10/18	6/14/19	Staff meeting and Educator Workshop days dedicated to these topics.	Observable Stick Count	Decrease discipline referrals via PBIS Data, Increase in student participation in movement breaks via staff report-out.	Increased prosocial student behaviors. All students receive support services in a consistent, meaningful way to meet their needs.
OBJECTIVE 2.2 – Student Engagement in Learning								
<i>We will maximize each student's engagement in learning.</i>								
Provide opportunities for students to share their learning progress.	A monthly staff meeting will review the details of PBL (is and is not), review PBL criteria. PBL unit will be piloted by each grade level/team throughout the school year.	All Grade Levels School Instructional Leadership Team (SILT)	10/1/18	6/14/19	PBL units deployed and observational data by staff regarding success.	Stick Count Observable	This will be first steps to attempting PBL for our staff. Debriefing will be necessary as well as celebrating successes. Will see the progress from start to finish. Units will be collected for review.	Unit and lesson plans reflect increased use of best practices in project based learning and other high engagement strategies.
Provide opportunities for students to drive their learning by providing students voice and choice in their learning and assessment options.	A monthly staff meeting to learn more about Voice and Choice as well as a share out of current practices.	WPS Voice and Choice Committee	12/3/18	6/14/19	Unit/lesson plans will demonstrate opportunities for student voice and choice in learning and assessment.	Stick Count Observable	More student voice and choice will lead to higher student engagement in their learning.	Increased on-task student behavior.

District Strategy	Activity	Who	Start	Finish	Info Type (s)	Info Type (s)	Leads to	District Measure of Success
GOAL 1	Define the activity needed	Who will do this?	When will it start?	When will it finish?	What information will be collected?	Stick Count, Observable, Statistic	How does it demonstrate the measure?	Each related measure
The Dover School District will improve educational outcomes for students by effectively engaging with the broader community.								
OBJECTIVE 1.1 - Student Voice								
We will enhance student voice by creating a student-driven environment that allows all students to have meaningful input and choice into their learning program.								
Identify model classrooms where students have voice and choice in designing and demonstrating their learning.	Creation of an inventory that documents which classrooms in the district are currently providing students a voice and choice in designing and demonstrating their learning. Creation of an inventory that identifies outside districts that provide students voice and choice in designing and demonstrating their learning.	Teaching and Learning Committee Planning Subcommittee	11/1/18	6/15/19	A list will be compiled of district classrooms and outside districts implementing research-based best practices in allowing students voice and choice in designing and demonstrating their learning.	Observable	Model classrooms will be identified and opened up to peer visitations to provide meaningful professional development.	Within five years, the number of educators implementing student-centered environment where students have voice and choice in designing and demonstrating their learning will increase.
Provide professional development to support faculty and administration in developing an understanding of student-centered learning and meaningful and purposeful student choice.	Design of Professional Learning Community Model to support the faculty and administration in developing an understanding of student-centered learning and meaningful and purposeful student voice and choice.	Teaching and Learning Committee Structure Subcommittee William Harbron, Paula Glynn, Emily Sherman, Brittany Granfield, Kiley Hemphill	10/1/18	6/15/19	Number and quality of PLC trainings for staff, teacher evaluations of the trainings, building structures in place in each building to support PLC work and functioning PLC's throughout the district.	Observable Stick Count	Teachers will demonstrate an increased commitment, stronger knowledge base and shared responsibility towards student-centered learning and meaningful and purposeful student choice.	Within five years, the effectiveness of professional development in initiating student-centered classrooms will increase.
Develop a network of teacher coaches to support teachers in the development of student-centered learning and meaningful and purposeful student choice.	Identify, train and fund potential teacher coaches to support other teachers in their development of student-centered learning and meaningful and purposeful student choice.	William Harbron, Paula Glynn, Principals	9/1/19	6/15/20	Number of teacher coaches hired and trained to support classroom teachers. Effectiveness of teacher coaches in supporting classroom teachers in the development of student-centered learning and meaningful and purposeful student choice.	Observable Stick Count	Through coaching, classroom teachers will demonstrate competence in implementing student centered-learning and meaningful student choice.	
OBJECTIVE 1.2 – Student Support and Wellness								
We will enhance support and wellness for all students through purposeful engagement in school and community based activities.								
Develop a balance of physical, emotional, academic and social well-being for students.	Reduce chronic absenteeism of our students by monitoring attendance data, and identifying and addressing hurdles that keep children from getting to school.	Principals, Social Workers, Guidance Counselors, Nurses, Wellness Committee	10/15/18	6/15/19	Number of students identified as chronically absent will show a decrease in number.	Stick Count	Reducing absenteeism is an effective strategy to improve student well-being and academic performance.	Annually schools will provide evidence of establishing a balance of physical, emotional, academic, and social well-being of students.

District Strategy GOAL 1	Activity	Who	Start	Finish	Info Type (s)	Info Type (s)	Leads to	District Measure of Success
	Define the activity needed	Who will do this?	When will it start?	When will it finish?	What information will be collected?	Stick Count, Observable, Statistic	How does it demonstrate the measure?	Each related measure
The Dover School District will improve educational outcomes for students by effectively engaging with the broader community.								
Establish community partnerships to enhance support and wellness of students.	Develop partnership with Community Partners to inform teachers, parents and students about mental health issues and how to recognize when a child needs help and how to seek out needed services.	William Harbron, All Staff	10/5/18	6/15/19	Number of activities in which the district and Community Partners collaborate. The number of students who may receive help because of the partnership and dissemination of information.	Observable Stick Count	A beneficial relationship with Community Partners should contribute to the overall well being of the entire school community.	Annually the District will identify and assess the number of beneficial and productive partnerships.

District Strategy		Activity	Who	Start	Finish	Info Type (s)	Info Type (s)	Leads to	District Measure of Success
GOAL 2		Define the activity needed	Who will do this?	When will it start?	When will it finish?	What information will be collected?	Stick Count, Observable, Statistic	How does it demonstrate the measure?	Each related measure
The Dover School District will develop and sustain a culture that is characterized by optimizing social, emotional, civic, physical, and rigorous academic learning.									
We will promote and support the overall health and well-being of all students and staff.									
OBJECTIVE 2.1 – SOCIAL, EMOTIONAL, PHYSICAL									
Creation of a Social Emotional Task Force	Creation of a district Task Force to study the social emotional needs of Dover students and follow up with a recommendation for a social emotional learning initiative for our students.	William Harbron, Leadership Team	Summer 2018	June 2019	The existence of a highly functional social emotional task force.	Observable	Documents that students and teachers can reference social competencies.	The social emotional health of staff and students is a district priority.	
Creation of an effective, sustainable social emotional learning initiative in our schools.	A needs assessment will be conducted to identify SEL needs, prioritize them, make needs-based decisions, allocate resources, and implement an SEL Initiative that is successful and sustainable.	SEL Task Force	7/1/18	6/1/19	The SEL Task Force will be collecting and analyzing data related to the school district's demographics, school climate, student learning/achievement, family/community engagement, and staff efficacy. A variety of methods will be used, which include conducting a school climate survey, focus group interviews, inventorying SEL related resources, and literature review of identified needs.	Qualitative Review	The goal of the SEL Task Force is to have a comprehensive report finalized for May 2019, which will help with the development of a long-term strategic plan for future SEL implementation.	Increased social emotional health for students and staff.	
Collaborate with area health and wellness agencies to expand school and community supports and offerings.	Collaborate with Dover Kids	Community Engagement Committee	7/1/18	6/1/19	Identification of community health and wellness agencies and their liaisons.	Stick Count of agencies and liaisons	Increased community engagement with local agencies.	Increase in the number of partnerships with area agencies.	
Provide increased opportunity for student/staff physical activity and movement throughout the school day.	Prioritize within the building schedule. Look at schedules to find time? Training around movement activities.	Building Leadership Teams (staff representation)	Begin discussions now. Beginning of school year.	On-going	Possible times for students and staff. Bank of accessible activities for students/staff.	Stick Count	Increased attention, student engagement, fewer behavioral write-ups, fewer classroom breaks needed, positive culture and climate in the school and classroom community. Improved attendance.	Increased staff participation rates in health insurance incentives. Increased attendance for staff and students.	
Increase opportunities for physical movement and social interactions.	Change in delivery of instruction. PBL Centers, Stations, Group Collaboration, Advisory, Recess, Breaks.	All staff under the direction of the Leadership Team and Administrators	School based (Elem/ Middle/High) timelines for implementation	On-going	Staff and student survey. Administrator observations.	Observable	Increased attention, student engagement, fewer behavioral write-ups, fewer classroom breaks needed, positive culture and climate in the school and classroom community. Improved academic performance and student work. Students willing to demonstrate understanding in multiple ways.	A system of instruction, including PBL, that allows students to move and collaborate in multiple ways.	
OBJECTIVE 2.2 – STUDENT ENGAGEMENT IN LEARNING									
We will maximize each student's engagement in learning.									
Increase student engagement by implementing a system of planning and instruction, inclusive of Universal Design for Learning and Project Based Learning.	Create plan for continued implementation of PBL and UDL.	TLC - Planning Subcommittee	7/1/18	6/30/19	The plans are documented and are digitally accessible.	Observable	Documents that a plan has been developed and initial steps have been taken.	Lesson and unit planning shows evidence of UDL and PBL and consideration of all ability levels when planning for instruction. Educator evaluation rubrics speak directly to planning for all ability levels in instruction.	
	Dedicate PD time and funding to PBL and UDL.	Bill Harbron, Paula Glynn, Leadership Team			Number of PD opportunities provided. Number of teachers accessing PD opportunities.	Stick Count	Confirms that teachers are signed up to gain PD on PBL.		
	Encourage teachers to focus inquiry around PBL and/or UDL.	All Teachers			Inquiry reflections.	Observable	Teachers gain experience and demonstrate a deeper learning of PBL.		

District Strategy GOAL 2	Activity	Who	Start	Finish	Info Type (i)	Info Type (i)	Leads to	District Measure of Success
	Define the activity needed	Who will do this?	When will it start?	When will it finish?	What information will be collected?	Stick Count, Observable, Statistic	How does it demonstrate the measure?	Each related measure
The Dover School District will develop and sustain a culture that is characterized by optimizing social, emotional, civic, physical, and rigorous academic learning								
Increase student ability to problem-solve using prosocial skills by implementing the Collaborative Problem-Solving model.	Educate all Behavior Specialists, Case Managers and Deans on Collaborative Problem Solving Model.	All Deans	7/1/18	6/30/19	Attendance at trainings.	Stick Count	Confirms that deans have received the training that will allow them to coach students to use the Collaborative Problem-Solving Model.	Collaborative Problem-Solving strategies are used in classrooms and behavior support spaces to support students in problem solving.
Research and implement a digital system that enables students to capture evidence of their growth in all aspects of learning.	Ed Tech Committee, with K-12 representation, will develop guidelines and outcomes for digital portfolio.	Ed Tech Committee	7/1/18	6/30/19	Minutes of meetings. Guidelines and outcomes for the digital portfolio.	Observable	By choosing, preparing for, and implementing a digital portfolio, we will have begun the process of enabling students to capture evidence of their own growth.	Students will have digital portfolios.
	Select digital portfolio platform. (2019) Provide professional development to teachers K-4 to design lessons to instruct and troubleshoot the program for students.	William Harbron, Christy Prosser, Paula Glynn, Ed Tech Committee	SY 19-20	SY 19-20	Teacher created lessons. Sample portfolios.	Observable Digital platform selected		Improved student attendance and achievement as evidenced by available data reports.
	Implement the portfolio platform selected above, starting with K-4.	Elementary Teachers, Administrators	SY 20-21	Ongoing	Digital student portfolios.	Observable Stick Count of number of portfolios		Educators will assume the role of facilitator and students will demonstrate increased ownership of their learning.