



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – AGENDA

Meeting Type:	Special Session #5
Meeting Location:	Media Center (Rm 306) McConnell Center
Meeting Date:	Monday, October 28, 2019
Meeting Time:	6:00 P.M.

- A. CALL TO ORDER**
- B. ROLL CALL**
- C. PLEDGE OF ALLEGIANCE**
- D. AGENDA APPROVAL**
- E. CITIZENS' FORUM (Limited to Agenda Items Only)**
- F. APPROVAL OF MINUTES:** None
- G. CONSENT AGENDA**
 - 1. Correspondence:** None
 - 2. Resignations/Retirements:** None
 - 3. Leaves of Absence:** None
 - 4. Job Shares:** None
 - 5. Nominations:** None
 - 6. Extended Travel (Student Trips):** None
 - 7. Donations:** None
- H. STUDENT REPRESENTATIVE REPORT:**
- I. POLICY – CHANGES – PROPOSALS:** None
- J. POLICY ADOPTION:** None
- K. RESOLUTIONS:** None
- L. OLD BUSINESS:** None
- M. NEW BUSINESS:**
 - a.** Oyster River Gun Resolution Co-Sponsor Request
 - b.** Strategic Plan Presentation
- N. SUBMISSION AND PAYMENT OF BILLS**
- O. SUPERINTENDENT'S REPORT:** None
- P. COMMITTEE REPORTS**
- Q. SCHOOL BOARD MATTERS OF INTEREST**



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R. ADJOURNMENT

Citizens are invited to public meetings and shall be given an opportunity to speak. Time shall be set aside for citizen statements at all public meetings, unless a vote to the contrary is taken by the School Board. Statements shall be limited to three minutes unless otherwise extended by the Chairperson, with the approval of the School Board. All citizens are permitted to place items on the agenda through written application to the Superintendent at least one week prior to the meeting date. Citizen items will require a formal motion and a second by seated members to bring the item to the floor for debate.

The NHSBA supports legislation to restrict the possession of firearms on school property, limiting possession to authorized personnel only.

New Hampshire is one of only three states that does not prohibit gun owners from bringing firearms onto school property. Under current law, anyone who legally owns a gun can bring that weapon onto school grounds and into schools. Local boards or town councils cannot act to restrict them. The proliferation of firearms within schools presents a danger to students and school personnel. Current initiatives which "harden" entrances to schools, to which the state has contributed millions of dollars, are futile if there are no legal restrictions for bringing firearms onto school property in the first place.



DOVER SCHOOL DISTRICT
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Dover School District

2018 – 2019

Annual Report

Section

1



DOVER SCHOOL DISTRICT

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Introduction Annual Report 2018-2019 October 28, 2019

The Dover School District Annual Report for 2018-2019 serves the following purposes:

1. To provide a progress report on the Five-Year Dover School District Strategic Plan inclusive of what was accomplished in 2018-2019 and what is targeted to be accomplished in 2019-2020.
2. To provide a progress report on significant projects that were accomplished during the school year 2018-2019.
3. To provide an overview of what is targeted for professional development in 2019-2020.

The report is organized in the following sections:

SECTION	LOCATION	DESCRIPTION
1	Introduction	Provides an overview of the organization of the 2018-2019 Annual Report Binder.
2	Superintendent's Report	A narrative focusing on the highlights from the 2018-2019 school year. Inclusive of the following: ▪ Narrative 2018-2019 ▪ District Strategic Plan Summary ▪ Professional Development Model ▪ Five-Year Literacy Performance Goal ▪ 2018-2019 Communication Plan ▪ 2018-2019 District Organization Chart ▪ 2018-2019 Committee Organization Chart ▪ Summary of Exit Teacher Data ▪ Retention of Teacher Data
3	Teaching and Learning	▪ Narrative Report 2018-2019 ▪ Committee Work Accomplished in 2018-2019 ▪ Professional Development Work Accomplished in 2018-2019 ▪ State Assessment Reports – Elementary ▪ State Assessment Reports – Middle School ▪ STAR Data Reports ▪ Achievement Reports for 2018-2019 ▪ ACT Report ▪ SAT Annual Results ▪ Advanced Placement Summary ▪ Annual High School Drop-out Percentage ▪ Curriculum Initiatives for 2019-2020 ▪ Professional Development Plan for 2019-2020 ▪ Strategic Plan Accomplished in 2018-2019 ▪ Strategic Plan Targets for 2019-2020
4	Student Services	▪ Narrative Report 2018-2019
5	Business Administration	▪ Narrative Report 2018-2019 ▪ Adopted General Budget FY20 ▪ Graph of FY19 Budget – Revenue Sources



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		▪ Graph of FY19 Budget – Expenditures ▪ New Personnel, Instructional Material and Professional Development in FY20 Budget ▪ October 2018 Enrollment Report ▪ July 2019 Enrollment Report ▪ Per Pupil History
6	Technology Department	▪ Narrative Report 2018-2019
7	Dover High School	▪ Narrative Report 2018-2019 ▪ Strategic Plan Accomplishments 2018-2019 ▪ Strategic Plan Targets 2019-2029 ▪ Professional Development Plan 2019-2020
8	Dover CTC	▪ Narrative Report 2018-2019 ▪ Professional Development Plan 2019-2020
9	Bellamy Academy	▪ Narrative Report 2018-2019
10	Dover Middle School	▪ Narrative Report 2018-2019 ▪ Strategic Plan Accomplishments 2018-2019 ▪ Strategic Plan Targets 2019-2020 ▪ Professional Development Plan 2019-2020
11	Garrison School	▪ Narrative Report 2018-2019 ▪ Strategic Plan Accomplishments 2018-2019 ▪ Strategic Plan Targets 2019-2020 ▪ Professional Development Plan 2019-2020
12	Horne Street School	▪ Narrative Report 2018-2019 ▪ Strategic Plan Accomplishments 2018-2019 ▪ Strategic Plan Targets 2019-2020 ▪ Professional Development Plan 2019-20
13	Woodman Park School	▪ Narrative Report 2018-2019 ▪ Strategic Plan Accomplishments 2018-2019 ▪ Strategic Plan Targets 2019-2020 ▪ Professional Development Plan 2019-20

Section

2



DOVER SCHOOL DISTRICT

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Superintendent's Annual Report 2018-2019 October 28, 2019

The 2018-2019 School Year had its successes and challenges. The District has accomplished a great deal I believe due to a sound and effective Board, strong leadership team, effective teachers, and competent support faculty and staff. The following is a summary of the highlights from the 2018-2019 school year.

Strategic Plan

First round of implementation/accountability plans was developed and implemented by schools based on the Dover School District's Five - Year Strategic Plan. The plans were reviewed throughout the year. The School Board was provided a copy of the reports at the April 2019 Board Meeting. Lessons have been learned through the process. The focus for 2019-2020 will remain the same with the addition of Goal 2 – Objective 2.3 – Student Achievement. The emphasis of the implementation plan was on the following:

- GOAL 1 – OBJECTIVE 1.1 – STUDENT VOICE
- GOAL 1 – OBJECTIVE 1.2 – STUDENT SUPPORT AND WELLNESS
- GOAL 2 – OBJECTIVE 2.1 – SOCIAL, EMOTIONAL, PHYSICAL
- GOAL 2 – OBJECTIVE 2.2 – STUDENT ENGAGEMENT IN LEARNING
- GOAL 2 – OBJECTIVE 2.4 – COMPETENCY BASED EDUCATION

The first round of implementation/accountability plans were a means of having school leadership embrace the Strategic Plan. I have found through my conversations and observations that the Strategic Plan has effectively served as a compass for the work being accomplished in the District. There is a need to return to the objectives that were identified for 2018-2019. It has provided the schools an opportunity to develop an operational understanding of the Strategic Plan. The principals and directors will be submitting end-of-the-year reports that include a summary of what has been accomplished in the identified objectives, as well as identifying school successes and challenges and targeted areas for improvement for 2019-2020.

Teaching and Learning Committee

The Teaching and Learning Committee is developing a philosophical document that will frame and guide the work of competency-based learning. The document will contain philosophy, belief statements, vocabulary, and the Portrait of a Graduate. During a July Workshop, the Board reviewed the documents and provided feedback. Based on the Board's feedback, revisions continue to be made. When the Portrait of a Graduate is completed, the Teaching and Learning Committee will develop a Portrait of a Fourth Grader and Portrait of an Eighth Grader.



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Innovation – School Visits

During the school year, there have been conversations and readings related to innovation in education and addressing the learning needs of students as they prepare for the work force in 2030. In addition, leadership team members and teachers had the opportunity to visit Summit Schools in the Providence, Rhode Island area. Kim Lyndes, Paula Glynn, Christy Prosser and Fran Meffen had the opportunity to visit Birmingham-Covington School in the greater Detroit area. A second visit to Birmingham-Covington School District was inclusive of the elementary principals; Patrick Boodey, Beth Dunton and Patty Driscoll, and me. This has opened the opportunity to see different delivery models for education and start the process of considering different alternative pathways for learning within the schools.

District Committees

Starting in 2018-2019, the district committees have established a vision, mission, and purpose and/or directive accompanied by specific targets. In addition, a calendar and memberships were defined. The most successful committee has been the Teaching and Learning Committee. The Data Committee has done significant work on a dashboard. Both committees continue the work. The Curriculum Planning Committee has stayed true to the annual agenda, but the level of participation has varied and from my perspective has not allowed the committee a wholistic view of feedback on curriculum development. The Education Technology Committee, Wellness Committee, and Safety and Security Committee will need to be redefined for work in 2019-2020.

Task Forces

Two Task Forces were established this year. A Task Force for Social Emotional Learning was established to assist in developing a direction for future work with social emotional learning across the District. The final report will be available for the Board in November 2019. The report is comprehensive and provides recommendations moving forward based on the District's capacity to successfully implement social emotional learning.

In addition, a Task Force for Professional Development was implemented to examine current practice and establish a course for future practices for professional development in the District. The report follows this document. Work may be extended into the 2019-2020 school year with the Task Force transitioning to the Professional Development Committee.

Leadership Team

The focus of the All Leadership Team Meetings has been on equity, bias, prejudice, racism, and white privilege. This stream of professional development was initiated during the July 2018 retreat and has continued monthly. Michele Holt-Shannon, Mo Nunez, and Bruce Mallory have developed and implemented the series. The intent has been to develop a learning culture that is inclusive and safe for all students.



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All weekly Leadership Team meetings begin with a reading selection that aligns with goals and objectives of the Strategic Plan. The readings lead to conversations about instruction and learning with an emphasis on student voice, engagement, continual improvement, and student achievement.

Mental Health Initiative

It is important that we have safe and healthy schools for all students. With the loss of two students to suicide over the past two years, it is important that we start discussions pertaining to mental health and suicide prevention. Suzanne Weete and I worked to pull together a group of administrators, educators, board members, community members, health care providers and businesspeople to start the conversation pertaining to community awareness and action pertaining to mental health awareness and suicide prevention. The first meeting was held on Friday, June 28, 2019. The initial meeting had over forty participants. From the initial meeting, a Steering Committee has been organized, accompanied by Work Groups.

Equity Education

With the racism issue that occurred at Dover High School in late November 2018, the District had to change its primary focus to understanding white privilege and racism and developing an increase of awareness of equity for all students. It is important that all students feel accepted, recognized, honored and safe in the Dover School District. The following was accomplished during the 2018-2019 school year:

- **Staff Development:** In the winter of 2018 (nearly a year before this incident occurred), I began a course of study on the impact of white privilege and bias in public education sponsored by the Endowment for Health. In the summer of 2018, the entire administrative team in the District began that similar course of study facilitated by New Hampshire Listens and Greater School Partnership, with an initial half-day session in July followed by monthly 90-minute sessions that continue to the present day. In the 2019-2020 school year, this training will be rolled out to all faculty and staff. However, to jumpstart those trainings this year, the District implemented full-day trainings for both paraprofessionals and staff.

On March 22, 2019, all paraprofessionals in the District participated in a full-day training on white privilege, racism, prejudice and bias. On April 4, 2019, all certified staff members participated in a preliminary full-day training on white privilege, racism and bias, run by New Hampshire Listens.

On May 24, 2019, the full faculty and administration participated in a half-day introduction to the white privilege, bias, racism, and equity training that will continue into the 2019-2020 school year. The training included a viewing of the documentary film *I am from Here* followed by small group conversation and concluded with school-based meetings on the film. Following the film, the Dover High School Social Studies and English departments had a two-hour session on how to teach



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controversial topics. The feedback from the half-day introduction is being gathered to identify additional needs such that those needs may be addressed during the 2019-2020 school year trainings.

In February 2019, the District's Leadership Team (comprised of the Superintendent, Assistant Superintendents, Directors, Principals and Deans) met with Phil Fogelman, Director of the Anti-Defamation League for the New England Region to learn about the services that the ADL could provide the District in improving its educational culture. The District subsequently connected the ADL with one of its student organizations, the Dover High School DREAM team (see below), to allow our students to network with other similar student organizations from around New England at an ADL-sponsored conference.

The District has also partnered with the U.S. Department of Education's Center for Education Equity. The District participated in a three-day planning session this spring with the Center to develop a long-term plan to address white privilege, racism, prejudice and bias. The planning group included administrators, teachers, students, parents, community members, District board members, city councilors and agency representatives. The third session was held on May 20, 2019 resulting in a draft of goals, components, and potential action items. During the summer of 2019, the plan will continue to be developed with implementation in the fall of 2019.

The faculty and staff have received a book and video list that they can reference for self-study. The faculty has been informed of two University of New Hampshire courses that are being offered this summer: EDUC718/818: Critical Social Justice in and Beyond Education and University of New Hampshire Literacy Institutes – Racial Equity in Literacy. Per the terms of the District's collective bargaining agreement with the teachers, the District will reimburse the full rate for The University of New Hampshire graduate credits.

- **Community Learning Sessions:** The District feels that it is imperative to include parents and community members in its continuing efforts to better the District. Following the incident, the District sought to provide a forum for community members to share their experiences and participate in group activities facilitated by New Hampshire Listens and the Greater Schools Partnership. On January 9, 2019, the District held the first of three community sessions on racism, privilege and bias. Over 200 people participated in this conversation. A second session was held on February 16, 2019, and a third on April 17, 2019.
- **Student Support:** The District's primary focus remains on ensuring that all students, regardless of their background, feel safe, valued, and welcome in their own schools. Immediately following the incident, the District increased counseling and administrative support to all students at Dover High School. Further, students and staff at Dover High School created the DREAM Team. DREAM stands for Diversity, Respect, Educate, Advocate, and Mission and seeks to improve understanding and



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relationships among all members of the Dover High School student body. The DREAM Team includes approximately 25 students and one adult sponsor. In the spring of this year, the DREAM Team voted to become a youth chapter of the NAACP. Once the DREAM Team meets the required membership level required by the NAACP, the membership will be activated.

Dover High School is also working with the US Department of Justice Community Relations Service to implement the School SPIRIT program at Dover High School in the 2019-2020 academic year. This program seeks to identify issues and provide problem solving techniques for diverse student leaders.

- **Moving Forward:** The Dover School District recognizes that to be successful in their efforts with making a change in the culture of the District a dedicated position is needed to lead and coordinate the work. For the 2019-2020 academic year, the District worked with Greater School Partnership to contract Moises Nunez and Ted Hall. Mr. Nunez is working primarily with K-8, and Mr. Hall is working with Dover High School. Both are working with the Leadership Team. The contract will be for 80 days at a cost of \$88,000. The cost will be funded by Title IV Grant funds and funds through Special Education.

Facilities

With the opening of school in August 2018, the Dover High School faculty, staff, and students, and Dover community entered into a new high school and regional CTC. This new building replaced a school that was over fifty years old. Construction continued throughout the school year as the old high school was demolished for parking lots, softball diamonds, and tennis courts. Throughout the school year, punch list items were addressed with this work continuing into the start of the 2019-2020 school year.

On September 26, 2019, the dedication and ribbon cutting for the Garrison School renovation was held. This followed a two-year renovation process that addressed the updating of classrooms, life and safety issues, and other related projects to update the school.

Outside of the general fund operating budget, there were many accomplishments during the 2018-2019 school year. By applying for multiple state grants, the District was awarded approximately \$500K through Public School Infrastructure funds. With these funds, the District was able to construct new security vestibules at both Bellamy Academy and Woodman Park Elementary School, as well as install a new electronic badge access system and surveillance system at all schools. Funding through the School Facilities Capital Reserve Fund allowed the District to replace the roof at Bellamy Academy.



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Policy Work

During the 2018-2019 school year, the Board completed the following policy work:

POLICY	STATUS	First Read	Adoption
IKFC Alternative Diploma Policy	Revised	August 8	September 10
Tobacco Products Ban, Use & Possession in and on School Facilities and Grounds - ADB	Revised for E-Cigarettes and liquid nicotine	January 14	February 11
Crisis Prevention & Response -EBC	Combined with EBCA	January 14	February 11
Emergency Plans, Crisis Prevention and Emergency Response - EBCA	Revised to include information from EBC	January 14	February 11
Data Governance and Security -EHAB	New	January 14	February 11
Data/Records Retention - EHB	Revised	January 14	February 11
Local Data/Records Retention Schedule – EHB-R	Revised and reorganized	January 14	February 11
Employment References and Verification (Prohibiting Aiding and Abetting Sexual Abuse) - GADA	New	January 14	February 11
Drug-Free Workplace and Drug-Free Schools - GBEC	Revised	January 14	February 11
Change of School or Assignment Policy - JCA	Combined with JEC	January 14	February 11
Change of School or Assignment – Manifest Educational Hardship - JEC	Combines and revises JCA and JEC	January 14	February 11

Other Projects

SAU #56 Obtainment of SAU Services – SAU 56 had requested a proposal to provide SAU service to the Rollinsford School District. Dr. Gadomski, Superintendent of SAU 56, provided an overview of the SAU situation for Somersworth School District and the Rollinsford School District. Both Districts have formed study committees that examine the various options for the District. Rollinsford School District sends grades seven through twelve to Marshwood School District – approximately 300 students. Rollinsford School houses grades kindergarten through 6 which is less than 300 students. The Rollinsford Committee started their work on March 27. Rollinsford will require the support of a Business Office and a Superintendent. The Rollinsford District would have approximately \$185,000 available to invest in SAU services. The Dover School District submitted a proposal and the Rollinsford School District decided to purchase services from the Somersworth School District.

DTU Teacher Agreement – The Board completed a successful negotiation of a three-year contract with the Dover Teachers Union resulting in a restructured salary scale that will be actualized over a three-year period if funding is available.

New District Website – Working with Edlio, the District developed a new District website. Veronica Kuzmitski lead the District's side of the development.



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Infinite Campus – With the leadership of Christy Prosser, IT Director, the District conducted a search for a new student information system. The selection committee recommended Infinite Campus, and Infinite Campus was awarded the contract. The migration and implementation process were started in the spring of 2019 and continues.

Transportation – Business Administrator Libby Simmons and the Superintendent had meetings with Dave Fairweather, First Student Regional Manager. Three categories of concerns with details were presented and discussed: management of the transportation system; standardization of bus routes and arrival times; bus drivers inclusive of training, discipline, discipline process, and driver behavior; and other. Mr. Fairweather was receptive of the information and took action to establish a dedicated manager for the Dover School District. Chris Taft came on board as terminal manager and continues to make strides in improving the bus service for the Dover School District.

Substitute Training – The District held two sessions of substitute training starting in September 2018. This is the work of a task force that focused on substitute teachers during the July 2018 Leadership Retreat. Patrick Boodey facilitated the process and worked closely with Evonne Kill-Kish and Tom Waldron to organize and implement the training. The training continues in the 2019-2020 school year. In addition, the District must review the daily rate of substitute teacher pay. The District continues to experience difficulties in recruiting and retaining substitute teachers.

Restructuring of the SAU - During November, it was decided to restructure the SAU staff assignment to allow for greater support in the Business Office. The transition to a new structure occurred in January 2019.

- ✓ **Superintendent's Office**
 - Bill Harbron, Superintendent
 - Tammy Badger, Administrative Assistant
 - Addison Russell, Receptionist – 5.5 hours per day
- ✓ **Business Department**
 - Libby Simmons, Business Administrator
 - Robin LaFleur, Payroll and Benefit Manager
 - Kristen Rup, Accounting Specialist
 - Brenda LeClair, Accounts Payable Clerk
 - Evonne Kill-Kish, Business/Human Resources Assistant
 - Cathy Faure, Facilities Coordinator
- ✓ **Teaching and Learning Department**
 - Paula Glynn, Assistant Superintendent of Teaching and Learning
 - Kimberly Hamel, Teaching & Learning Administrative Assistant
 - Veronica Kuzmitski, Data and Reporting Analyst
 - Cindi Shattuck, Homeless Liaison
 - Kiley Hemphill, Math & Science K-8 Facilitator
- ✓ **Student Services Department – No Change**



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Election Polls – The District was requested by the City of Dover to make schools accessible for polling locations. Starting with the school year 2019-2020, Horne Street School and Woodman Park School will be used for polling locations. The election dates will be used for teacher workdays to avoid students being in the schools during elections due to safety and security concerns.

Literacy Goal – The Board, with administration, developed a five-year Literacy Goal that will be initiated during the 2019-2020 school year.

Attachments

The following attachments follow this report indicating the work that was completed during the 2018-2019 school year:

- District Strategic Plan – Implementation Plan
- Professional Development Model
- Five-Year Literacy Performance Goal
- 2018-2019 Communication Plan
- 2018-2019 Committee Organization Plan
- 2018-2018 District Organizational Chart
- Retention of Teachers Data
- Exit Teacher Survey Data

Reflections

I believe further work needs to be invested in the following:

- Continue to develop the implementation/accountability plans for the Strategic Plan.
- Reexamine committee targets to align with the work designated for the school year 2019-2020. The committee work must be purposeful and meaningful. Most of the committee work was scheduled during the normal school day. This did improve attendance and participation for the Teaching and Learning Committee. Further work is required to improve the participation and effectiveness of the committees as well as improve the communication associated with the committee work.
- Work needs to continue to develop a district and school culture that reflects the vision, mission, and core values of the District. The next step in the process is to develop indicators that will



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determine if the vision, mission, and core values are being actualized in the District and the schools.

- Further discussion is needed with the Board and the administration on the degree of innovation that is desired in the District. As we continue to move through the 21st Century, what aspirations do we have for students that will continue to enter a work force that will be ever changing throughout this century and beyond. The work in competency-based education will continue. As indicated earlier, the philosophical documents to support the implementation of competency-based education and educational practices must be completed during the 2019-2020 school year. In addition, the curriculum development work needs to continue.
- Literacy Goal – With the adoption of the Literacy Goal, a priority has been established. During the 2019-2020 school year, the effort is being supported with instructional coaches as well as the purchase and implementation of Foundation and Fountas and Pinnell Classroom in kindergarten through the second grade. Funding must be secured in the FY21 budget to continue the work in the third through fifth grade.
- Professional Development is critical to the future success of the District. With the introduction of instructional coaches in 2018-2019 and expansion of instructional coaches in 2019-2020, the District has found an effective model to embed professional development as well as an effective means to implement curriculum and refine instructional practices.
- Further development and the use of data needs to be embraced and further developed. Horne Street School has invested in the development of PLCs with the focus on using data to improve instruction to improve student learning. This is not consistent across the District and needs to be expanded across the District. Further work is required in this area. During the 2019-2020 school year, further work across the District will be done to introduce Professional Learning Communities.
- The District's and schools' cultures do not consistently reflect the vision, mission, and core values of the District. It is important that the equity work continue, so all students feel valued, honored, respected, and safe in our schools. It is recognized that this is a journey that will take several years as one works to develop a more inclusive culture.
- The Board successfully negotiated a contract with the Dover Teachers Union. Funding for the first was secured in the FY20 Budget. It is critical that funding for the second year is secured in the FY21 budget. During the three-years on the contract, the salary schedule was established to offer competitive salaries and to retain teachers in the District.



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- With completion of Dover High School, the technology infrastructure has substantially changed and continues to improve across the District with further work on the infrastructure. Now, it is critical that two areas are considered: (1) increasing the capacity of the IT Department with additional personnel and (2) determining how to secure the proper ratio of devices for faculty, staff, and students to embed technology as an effective tool in the District.
- The District faces ever increasing expectations and demands. There is much to be accomplished in the Dover School District as the District continues to address the Strategic Plan, curriculum development and implementation, consistent practices, legislative demands and expectations, and community expectations pertaining to mental health and the emotional wellness of all students as well as equity issues. The District must be realistic about the District capacity to meet all the challenges, demands, and expectations. Capacity needs to become a primary consideration when introducing new initiatives and moving forward with the five-year Strategic Plan.



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Strategic Plan Status Report September 2019

LOCATION	Dover School District
GOAL	The Dover School District is committed to continued investments in infrastructure to support student learning inclusive of facilities, technology, safety, and security.
OBJECTIVE 3.1	Facilities Maintenance and Development: We will provide, manage, and maintain clean, safe, and adequate facilities to support student learning, effective instruction, and community engagement.

ACHIEVED IN 2018-2019	IMPLEMENTATION ACTIONS FOR 2019-2020
Contract with a provider to conduct a comprehensive facilities study to address the District's future facility needs to align with future community growth. During the 2018-2019 school year, the research and identification vendor for a comprehensive facilities study was not accomplished. During the 2019-2020 school year, the District will research and identify a vendor for a comprehensive facilities study. During the 2020-2021 school year, the District will conduct a comprehensive facilities study to address the District's facilities needs to align with future community goals.	Contract with a provider to conduct a comprehensive facilities study to address the District's future facility needs to align with future community growth. The District will research and develop a proposal to identify a vendor to conduct a comprehensive study to address the District's future facility needs to align with future community growth.
Develop a District master plan based on the facilities study. Will be targeted for the 2020-2021 school year.	Develop a District master plan based on the facilities study. The District will develop a master plan for facilities based on the completion of a study to address the District's future facilities needs to align with future community growth.
Develop and implement a comprehensive six-year capital improvement plan for repair and maintenance of District facilities. The District's six-year Capital Improvement Projects have been identified to accomplish the major maintenance projects pertaining to facilities. Currently identified in the CIP are the following maintenance projects: athletic improvement; maintenance and repairs; completion of the Garrison renovation project; kitchen, cafeteria maintenance, repair, and upgrades; light equipment replacement; Dover Middle School roof repair;	Develop and implement a comprehensive six-year capital improvement plan for repair and maintenance of District facilities. The District, in coordination with the Board will continue to identify and to develop six-year capital improvement projects related to maintenance of the school facilities. The projects are detailed in the CIP.



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Dover Middle School dehumidification/air conditioning; Garrison School roof replacement; Dunaway Football Field bleacher replacement; Dover Middle School locker and flexible learning space project; furniture replacement; and Dover High School solar panels project. When the facilities study is completed in 2020-2021 the CIP will need to be updated to align with the needs identified in facilities studies.

Collaborate with the facilities/maintenance services provider to maintain clean, healthy and safe learning environments.

- Facilities walks are completed by C&W Maintenance. Annually, the superintendent tours the schools with the C&W maintenance director.

Work with community-based groups to use school facilities for community activities and events.

- During the 2018-2019 school year, there were close to 40 organizations using the District Facilities.

Collaborate with community facility resources and programs such as Children's Museum, Woodman Museum, etc. for expanded student educational opportunities.

- Throughout the 2018-2019 school year, schools are utilizing community resources.

Collaborate with the facilities/maintenance services provider to maintain clean, healthy and safe learning environments.

- The District will continue to work with and hold C&W Maintenance Services accountable to provide clean, healthy, and safe facilities. The District will request that C&W Maintenance Services provides evidence of regular inspection of facilities and conduct two surveys per academic year to capture the perspectives of principals and teachers.

Work with community-based groups to use school facilities for community activities and events.

- The District will continue to maintain records of public usage of the school facilities. The District in cooperation with Dover Arts Council will conduct a study on the management and use of the new Dover High School Auditorium.

Collaborate with community facility resources and programs such as Children's Museum, Woodman Museum, etc. for expanded student educational opportunities.

- The District schools will be encouraged to use community resources. Records will be maintained of the community resources that are used.



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Strategic Plan Status Report September 2019

LOCATION	Dover School District
GOAL	The Dover School District will recruit, hire, develop and retain effective and caring educators and support them in their growth as strong school community.
OBJECTIVE 4.1	Recruiting and Retaining: We will plan for and manage staff hiring, placement, turnover and succession.

ACHIEVED IN 2018-2019	IMPLEMENTATION ACTIONS FOR 2019-2020
Provide excellent support and services to the schools' programs, and services. - Annually, the District reviews enrollment and programs and services to identify staffing recommendations for the annual budget that will continue to improve the District's capacity to support the District's programs and services. Execute a comprehensive hiring process to address placement, turnover and succession. - The District has developed a long-term staffing plan that is revised annually based on the funded positions for the identified fiscal year. Work to understand what educators' value in their work environment. - The District has a hiring process. During the hiring season the Superintendent's Office has used the Ventures for Excellence 22 Question Screener for Teachers. The instrument helps to identify teacher candidates who have the potential to be successful. For the hiring of the 2019-2020 school year, the data from the Superintendent Interview is shared with the principal or director to make the final staffing recommendation to the superintendent. The final decision was a modification in the protocol for the 2019-2020 hiring window.	Provide excellent support and services to the schools' programs, and services. - During the FY21 budget process, staffing needs will be assessed for the District's programs and operation. Based on the assessment, the administration will make recommendations to the Board for elimination, continuation, and additional positions for the academic year 2020-2021. Execute a comprehensive hiring process to address placement, turnover and succession. - The District will review the current hiring process and determine if any changes need to be made in the process. In addition, the District will continue to research opportunities to recruit teachers of color. Work to understand what educators' value in their work environment. - The District will develop and administer a survey to determine what educators' value in their work.



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Strategic Plan Status Report September 2019

Improve work conditions based on the data gathered from exit interviews.

- At the conclusion of the 2017-2018 school year, the District developed and implemented an exit survey for employees. The survey was continued into the 2018-2019 school year. The data from the current survey will be summarized into a separate report.

Improve work conditions based on the data gathered from exit interviews.

- The District will continue to implement exit surveys to educators that retire or leave the district for professional and/or personnel reasons. The data will be reviewed to determine what actions need to be taken.



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

DOVER SCHOOL DISTRICT PROFESSIONAL LEARNING JUNE 12, 2019

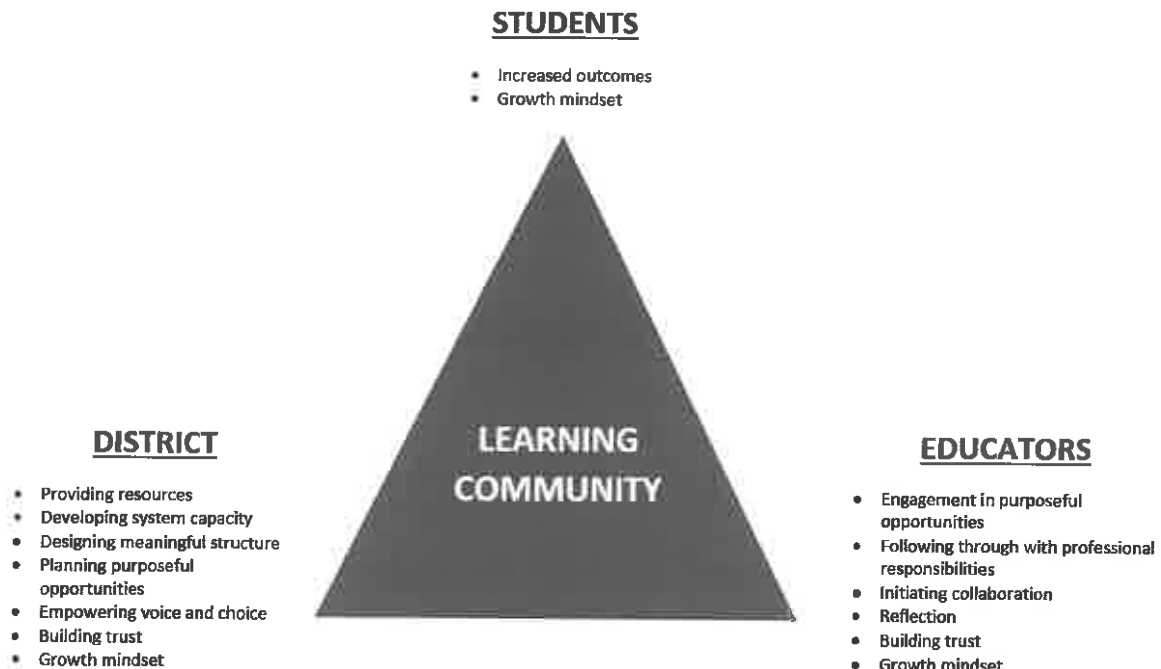
DEFINITION OF PROFESSIONAL DEVELOPMENT

Professional development is purposeful, engaging, and enriching professional learning. It is characterized by sustainability, best practice, and self-reflection resulting in continuous educator growth, district cohesion, and improved student learning.

BELIEFS ABOUT PROFESSIONAL DEVELOPMENT

The Dover School District believes in dynamic, prioritized opportunities for learning. The District values learning opportunities that are collaborative, sustainable, and progressive resulting in growth for all.

PROFESSIONAL LEARNING RESPONSIBILITY CYCLE





DOVER SCHOOL DISTRICT

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DOVER SCHOOL DISTRICT PROFESSIONAL LEARNING JUNE 12, 2019

EFFECTIVE PROFESSIONAL DEVELOPMENT CRITERIA

EFFECTIVE PROFESSIONAL DEVELOPMENT	INEFFECTIVE PROFESSIONAL DEVELOPMENT
Purposeful Objective for learning opportunity is clearly communicated. Addresses district goals. It is relevant to student and teacher needs.	▪ Not purposeful ▪ Repetitive ▪ Too large capacity ▪ Poor timing ▪ Not applicable ▪ Poor delivery ▪ Fixed mind set
Engaging Diverse experiences allowing educator to learn through applicable, hands on, empowering, and/or evidence-based opportunities.	
Collaborative Productive dialogue within an ongoing response structure inclusive of trust, acceptance, and engagement.	
Sustainable Opportunity fits within our system capacity to provide relevant resources and time.	
Reflective Provides opportunity to be reflective alone, with other people and/or with experts to construct personal meaning and apply to practice.	

DESIGN ELEMENTS OF PROFESSIONAL DEVELOPMENT

- **Content Focused:** Addresses skills or competencies relevant to the professional or instructional responsibilities of the educator.
- **Active Learning:** Engages educators directly in designing, learning, and applying relevant methods and practices.
- **Collaboration and Job Embedded:** Engages educators in trusting, accepting, and productive dialogue within a job embedded context to foster growth.



DOVER SCHOOL DISTRICT

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DOVER SCHOOL DISTRICT PROFESSIONAL LEARNING JUNE 12, 2019

- **Models and Modeling:** Out of class presenter and in class colleague/coach demonstrates with authenticity, identifies and supplies resources; conversations provide learning targets and reflection, and identify educator's next steps.
- **Feedback and Reflection:** Educators engage in professional learning, reflect meaningfully on their practices, and share and receive feedback in various modalities.

CONCEPTUAL MODEL

Educator expertise exists on a continuum of knowledge and skills. The District will provide differentiated learning opportunities for growth to empower educators in their development along this continuum.

STRUCTURE

With the current structure of the academic calendar, professional development days will be structured as follows until another calendar format for professional learning is developed and adopted:

The day will be structured to allow for learning, application, and reflection.

Morning Period: District Workshops and Training

Afternoon Period: School based for Application and Reflection

PROFESSIONAL DEVELOPMENT COMMITTEE

The Professional Learning Task Force will transition to a District Professional Development Committee for the following purposes:

1. Continue to examine and refine the District's Professional Development Model.
2. Assist in providing direction to the planning and implementation of professional learning opportunities.
3. Assess feedback from professional learning opportunities to continually improve the quality and effectiveness of District professional development.
4. Assist in the revision and refinement of the District's inquiry process.



DOVER SCHOOL DISTRICT

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DOVER SCHOOL DISTRICT PROFESSIONAL LEARNING JUNE 12, 2019

OTHER CONSIDERATIONS

The following are other considerations for the Professional Development Committee:

Inquiry

1. Inquiry Model: Develop smaller units of study to allow for application and reflection
2. Allow for the ability to apply and assess what has been presented in professional development

Links

1. Develop links between grades 4 and 5 and grades 8 and 9
2. Link between special education and general education

Professional Learning Areas for Consideration

1. District wide meetings of encore group – Art, music, physical education, STEM, and library
2. Writing across the content areas
3. Competency-based learning – Focus on instruction and assessment
4. Professional Learning Communities as the vehicle for what needs to be accomplished in the District
5. Equity
6. Depth of Knowledge
7. Social Emotional Learning
8. Student engagement and effective instruction
9. Transition between high school to post-secondary



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

LITERACY PERFORMANCE GOAL

2019-2020

August 13, 2019

LITERACY VISION INTRODUCTION

Starting with the 2019-2020 academic year, the Dover School District has established a visionary goal for English Language Arts – specifically in the area of reading. The elementary schools will use the fourth grade as the exit for the visionary goal, and Dover Middle School will use the eighth grade as the exit for the visionary goal.

- ▣ **The Dover School District's elementary schools envision at the conclusion of fourth grade that all students will be competent readers as defined by the New Hampshire College and Career Readiness Standards.**
- ▣ **Dover Middle School envisions at the conclusion of eighth grade that all students will be competent readers as defined by the New Hampshire College and Career Readiness Standards.**

At the elementary level, it is important for grades K-3 to recognize their contribution to the fourth-grade visionary goal, and at the middle school, it is important for grades 5-7 to recognize their contribution to the visionary goal.

Research has indicated that a student competent in reading at the conclusion of third grade is destined for future reading success. It is vital that this level of competency is maintained throughout the student's academic career. For those students who are experiencing a gap in mastering the literacy competencies, the school will intervene to keep the student on track to achieve the exit vision.

The District is positioned to make literacy the focus of the English Language Arts Standards and Competencies with the introduction of Foundations in Kindergarten through the second grade, the adoption of the Fountas and Pinnell (*), and revision of Dover's Growing Readers. The initial literacy focus will be for five years starting with the 2019-2020 academic year. It is further understood that next areas of focus will be writing and speaking.

(*) It is proposed in the FY21 budget to purchase the Fountas & Pinnell materials for third and fourth grade. The FY20 budget was used to purchase Fountas & Pinnell materials and Foundations for kindergarten through the second grade.



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

LITERACY PERFORMANCE GOAL

2019-2020

August 13, 2019

GROWTH TARGETS

During the academic years of 2019-2020, 2020-2021, and 2021-2022, the schools will strive for all students to demonstrate one year's growth in reading proficiency.

During the academic years of 2022-2023 and 2023-2024, the schools will strive to for all students to meet the English Language Arts Competencies equating to one year's growth.

(Note: It is understood that students with special needs in the area of English Language Arts annual growth will be defined by the goals of the student's IEP.)

UNDERSTANDINGS

1. K-4 Literacy Coaches will service the three elementary schools and will support teachers in the implementation of the literacy vision.
2. As needed, teachers will receive ongoing professional development in reading and writing.
3. Schools will establish a process to continually and consistently to monitor a student's progress in developing as a competent reader. The data will be used to adjust instructional practices and interventions to support the student in their development as a competent reader.
4. Schools have flexibility in determining how to most effectively address the vision for all students being competent readers.
5. Students who are substantially delayed in reading will receive additional instruction and support to address their needs.
6. It recognized that while reading is one of the legs of the English Language Arts Standards and Competencies, writing and speaking are essential legs for the student to be literate.

DESIRED STATE

During the next five years, the Dover School District will focus on literacy as our highest academic priority. The Dover goal is for all students to excel in reading and writing. We understand excellence to include both the students' mastery of skills and their ability to apply these skills in their academic and personal lives. We further believe excellence to include the students' personal enjoyment of reading and learning.



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

DISTRICT COMMUNICATION PLAN 2018-2019

Introduction

The purpose of the document is to identify the District's internal and external communication plan for the 2018-2019 school year.

INTERNAL COMMUNICATION	PURPOSE	DATES	WHO
Dover Breakers – Staff Update Accomplished	To inform faculty and staff of developments, operations, and current events in the Dover School District.	Monthly – Published the Third Thursday: ▪ August 16 ▪ September 20 ▪ October 18 ▪ November 15 ▪ December 20 ▪ January 17 ▪ February 21 ▪ March 21 ▪ April 18 ▪ May 16 ▪ June 13	Superintendent's Office
Leadership Team Update Accomplished	To inform the members of the All Leadership Team of developments, operations, and current events and provide professional development readings.	Weekly – Published each Friday.	Superintendent's Office
Board Update Accomplished	To inform Board members of developments, operations, current events, and superintendent's weekly activities and provide professional development reading.	Weekly – Published each Friday.	Superintendent's Office
Tech Bytes Not Accomplished	To inform employees of technology developments and appraise employees of planning and actions by the Technology Department.	Monthly	Christy Prosser
District Webpage Accomplished	To serve as the central hub for District and district schools information.	Ongoing	Veronica Kuzmitski Josh Brennick
Coffee with the Superintendent Accomplished - Three	To provide a public venue to share and to receive information from the public pertaining to the Diver School District.	October January March May	Superintendent's Office
School-Based Parent Officer Meetings Accomplished	To provide an opportunity for the Parent Organization Officer of the elementary schools and Dover Middle School to meet quarterly with the superintendent to share ideas and concerns.	September December March May	Superintendent's Office



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

DISTRICT COMMUNICATION PLAN 2018-2019

City Pre-School Meeting Not Accomplished	To provide an opportunity quarterly for the pre-school providers to meet to share and to coordinate with the Dover School District.	October January April June	Superintendent's Office
EXTERNAL COMMUNICATION	PURPOSE	DATES	
Superintendent Student Breakfast Meetings Accomplished	To provide the opportunity to hear perspectives from students in the Dover School District.	October – Horne Street November – Dover Middle School January – Garrison February – Dover High School March – Woodman Park April - CTC	Superintendent's Office
District Webpage Accomplished	To serve as the central hub for District and district schools information.	Ongoing	Veronica Kuzmitski Josh Brennick
Dover District Facebook Accomplished	To provide ongoing updates on District events and information to the school community.	Ongoing	Josh Brennick
District E-Blast Accomplished	To provide information on events, activities, and general information pertaining to the District and District schools.	Monthly	Josh Brennick
Media Releases Not Accomplished	To provide area media sources with newsworthy events, activities and initiatives in occurring in the Dover School District.	1 to 3 media releases per week to local newspaper and other media outlets.	Josh Brennick
Dover Public Access Channel No Accomplished	To provide updates on newsworthy events, activities and initiatives in occurring in the Dover School District.	Work with a student intern and the Dover Public Access Channel to create and release a regularly scheduled program.	Josh Brennick
Superintendent's Message Accomplished	To share with the Dover School District what is occurring in the District from the Superintendent's perspective.	Monthly	Superintendent's Office
One Call Now Accomplished	To inform registered families of events occurring in the District	As needed.	Superintendent's Office School Offices
Annual Report Accomplished	To provide the community with annual report of the state of the Dover School District.	June	Superintendent's Office

Communication Themes

- Dover Middle School Bullying Initiative
- Transitioning to the new Dover High School and CTC
- Attendance



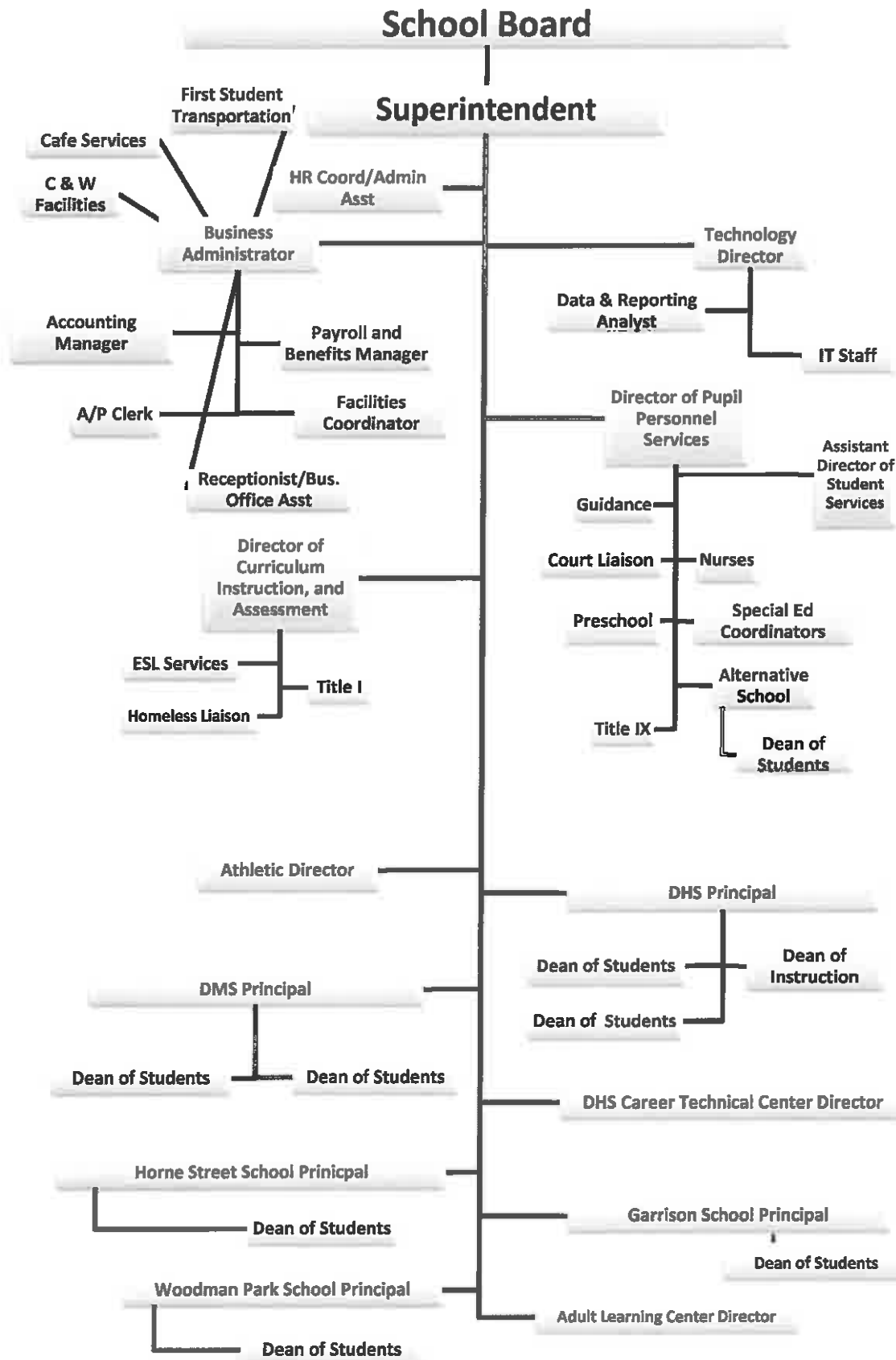
DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

DISTRICT COMMUNICATION PLAN 2018-2019

- Competency-Based Education
- Community Engagement

Dover School District Organizational Flow Chart



Dover School District 2018 - 2019 Committee Meetings

INSTRUCTION

Curriculum Planning Council

(Monthly, 3:30-5:00)
Paula Glynn

Vision: To unite the Dover educational community in a collaborative, creative effort to ensure high performing schools.
Mission: To evaluate, approve and support the design and implementation of effective instruction and curriculum that ensures equitable access and success for all students.

Teaching & Learning Committee

(Monthly, 12:00-3:00)
Paula Glynn & Emily Stelman

Committee Directive: To create a blueprint for implementing a system of competency-based learning in the Dover School District.
Vision: The Dover educational community is working collaboratively in a system of competency-based learning to empower all learners to become dynamic global citizens.
Mission: To unite the Dover educational community in working collaboratively to create a system of competency-based learning to empower all learners to become dynamic global citizens.

Education Technology Committee

(Monthly, 3:30-5:00)
Cheryl Prosser

Vision: Develop, maintain, and sustain a comprehensive technology system that responds and evolves to the learning, communication, and management needs of the District's stakeholders and clients.
Mission: The mission is to evaluate, approve and support the development and implementation of technology to effectively support student learning and manage all aspects of the effective and efficient administration and operation of the school district.

Data Committee

(Bi-Monthly, 12:30 - 3:00)
Paula Glynn, Keith Holt & Carolyn Mebert

Vision: Stakeholders at all levels will regularly use data to provide timely interventions, assess curriculum, monitor student progress, evaluate programs, examine services, engage community members, to support students and staff in our community.
Mission: To design a systematic approach to using and communicating data to continually improve the effectiveness and quality of instruction, learning, and operations.

Content Area Task Force

Ensures rigor and consistency of curriculum across district.

Science	Social Studies	Math	Language Arts
Visual Performing Arts	World Language	Wellness	STEM
CTE	Guidance	Social Emotional Task Force	

LEADERSHIP TEAM

CABINET

SCHOOL BOARD

Wellness Committee

(Six times/year, 3:30-5:00)
Paula Glynn & Libby Simmons

Vision: The vision of the Dover School District Wellness Committee is to support growth in teaching and learning by building a culture of health and well-being that supports all school community members physically, mentally, emotionally, intellectually and socially.
Mission: The mission of the Dover School District Wellness Committee is to promote the health and well-being of the Dover School Community through initiatives that inspire individuals to take responsibility for their own health / Encourage wellness behaviors / Identify resources contributing to well-being / support a sense of community

Community Engagement

TBD
Kim Stephens

Vision: Have all stakeholders engaged and be viable members of the Dover School District Community.
Mission: The mission is to build understanding about inclusive equitable community engagement, develop an implementation plan to continually improve community involvement in our schools

OPERATIONS / MANAGEMENT

Safety and Security

(Quarterly, 3:30-5:00)
Cheryl Prosser

Vision: Maintain safe and secure school facilities for all stakeholders.
Mission: The mission is to provide oversight and coordination of the critical and necessary aspects for school safety. Inclusive of information gathering and recommendations on building and student safety.

Facilities Use

(Quarterly, 3:30-5:00)
Libby Simmons & Cathy Faure

Vision: Have school facilities that are a resource for the community.
Mission: The mission is to help insure a coordinated effort between schools and city departments directed to the proper use of all school and city facilities

Joint Loss Committee

(Quarterly, 3:30-5:00)
Robin LaFleur

Vision: Maintain safe facilities and safe work environments to continually improve relations, morale and health, and reduce the cost of Worker's compensation.
Mission: The mission is to bring workers and management together in a non-adversarial, cooperative effort to promote workplace safety. The focus of the committee is to improve workplace safety and productivity, enhance employee relations, morale and health, and provide significant financial savings in Worker's Compensation



DOVER SCHOOL DISTRICT

EDUCATOR EXIT SURVEY

The Dover School District is offering an exit survey to educators who have left the district due to retirement or other opportunities in or outside the field of education. The survey data will be collected and summarized without any personal identification information. Your participation in the survey will help the District to better understand teacher mobility and attrition.

After completing the survey, please return in the postage paid envelope provided. Thank you for your participation.

SECTION 1 - DEMOGRAPHIC INFORMATION

Color in the appropriate circle for your response.

1. Gender:

Female—9

Male—2

2. Age:

22-25—0

26-30—1

31-35—3

36-40—1

41-45—0

46-50—0

51-55—1

56-60—1

61+—4

3. Highest Degree

BA/BS—0

BA/BS+—1

Master's —7

Master's + —3

CAGS—0

Doctorate—0

4. Including this year, how many years of teaching experience do you have?

0-3 years—1

4-6 years—1

7-10 years—2

11-15 years—3

16-20 years—0

21-25 years—0

26-30 years—0

31+ years—4



DOVER SCHOOL DISTRICT

EDUCATOR EXIT SURVEY

5. What grade band below best captures the position you are leaving?

- Elementary Teacher (K-4)—4
- Middle School Teacher (5-8)—2
- High School Teacher (9-12)—3
- Special Education Teacher (Any Level)—2
- Multiple Grade Levels—0

6. How was your position classified?

- Full-time—11
- Part-time—0

7. For how many years did you anticipate staying when you first started this position?

- 0-3 years—1
- 4-6 years—3
- 7-10 years—3
- 11-15 years—1
- 16+ years—2
- Note of – No set plan

8. Reason for leaving this position:

- Retirement—5
- Accept a position in another school district—4
- Accept a position outside of public education—0
- Other—2

9. How long did you consider leaving the position?

- ☐ Less than a month—1
- ☐ 1-3 months—2
- ☐ 4-6 months—1
- ☐ 6-12 months—0
- ☐ One year or more—7



DOVER SCHOOL DISTRICT

EDUCATOR EXIT SURVEY

SECTION 2A

Using the categories following categories respond to the following sentence stems:

- 1 = Strongly Agree
- 2 = Agree
- 3 = Neither agree nor disagree
- 4 = Disagree
- 5 = Strongly disagree

QUESTION	1	2	3	4	5
10. The post I held at this school (or equivalent) was fulfilling and varied	2	4	1	3	
11. I received the support I needed to discharge my duties effectively	1	5		2	2
12. I felt that my work was valued and appreciated		4	4	1	1
13. There were good opportunities for professional advancement	1	2	2	4	1
14. There were good opportunities for personal development		4	4	1	2
15. Overall, I was happy with my pay		4	3	1	1
16. My working conditions were good		4	3	2	
17. I was given necessary training to discharge my duties effectively	1	4	4	1	
18. The job made use of the full range of my abilities		5	2	1	1
19. Changes occurring within the school were always well managed		1	5	2	
20. The working environment was pleasant and well-maintained	2	1	3	4	
21. Workload and work/life balance issues were well-managed	1	3	3	5	
22. Health and safety issues were properly addressed	2	4	1	3	
23. Workplace bullying and harassment were not tolerated	1	5	3	2	
24. While teaching here I have been able to maintain a good quality life outside work	2	4	2	1	
25. I got on well with pupils at school	3	6	1		2
26. I got on well with colleagues	1	4	2	1	1
27. I go on well with managers	1	5	3	1	
28. I generally felt I was in control of my job	1	4	3	1	1

SECTION 2B - RETIREES ONLY

Only retirees are to answer the following questions, using the categories following categories respond to the following sentence stems:

- 1 = Very Important
- 2 = Somewhat important
- 3 = Not very important
- 4 = Not at all important

QUESTION	1	2	3	4
1. Became eligible to receive full pension benefits	2	1	1	
2. Wanted to teach in a different state, but my state teacher certification was not accepted there	1			4
3. Dissatisfied with job description and responsibilities		2	1	2
4. Dissatisfied with changes in job description or responsibilities	1	2		2
5. Did not feel prepared to implement new reform measures		1		2
6. Did not agree with new reform measures		2		2
7. Dissatisfied with teaching as a career	1		1	2
8. Retired because of family/personal reasons		1		2



DOVER SCHOOL DISTRICT

EDUCATOR EXIT SURVEY

SECTION 3

Color in the appropriate circle for your response.

29. From the list below, please select up to two (2) factors that might have encouraged you to remain in your position. If none exists select none of the above.

- Pay increase—3
- Different administrator—2
- Smaller class—2
- More time to plan or prepare—4
- Opportunities for collaboration with colleagues—2
- Better facilities—0
- Opportunities for advancement—0
- Other—2
- None of the above—1

30. What are your plans for next year?

- Teach in a different school—3
- Accept a position WITHIN education—1
- Accept another position OUTSIDE of education—1
- Return to school to improve career WITHIN education—0
- Return to school to improve career OUTSIDE education—0
- Stay at home to take care of family—1
- Retire—3
- Unemployed and seeking employment—2
- Other—1

31. Is your new position a promotion?

- Yes—2
- No—3
- Other—5

32. Are you moving to a new district?

- Yes—3
- No—5
- Other—1



DOVER SCHOOL DISTRICT

EDUCATOR EXIT SURVEY

Is there anything else you would like to share regarding your decision to leave the Dover School District?

- I loved the people that I worked with. Patty was an amazing administrator. I don't feel as though I was well trained to deal with the non-academic factors that many of my students brought into the classroom each day. I also think that Dover has a lot of programs, but we aren't doing a great job with any of them. I didn't feel valued by the majority of the Dover community.
- The majority of the staff I worked with were negative and gave the sense of being burnt out. It was not encouraging to me to want to stay. Although I did receive appreciation for the work I did from time to time, it was not enough. The specific population of students I worked with were especially challenging and disrespectful, and I didn't feel that the overall tactics to correct were implemented in an effective way.
- I loved teaching and coaching in Dover. It was great place to raise a family. What makes Dover public schools successful is the strength of their educators. Admin comes and goes; teachers and their comrades are what keeps schools working. Suggestion: go back to hours with staff development. The current process is cumbersome and discourages further staff development. It is useless and not transferable to students. Thought: Dover is a strong district when they let teachers teach and have expectations for their students! When I first came to Dover, I thought I'd only be there a few years, little did I know God would bless me with 38 years! Thank you, Dover, it has been a great ride! Go Green Wave!
- Consider hiring (on step) part-time retirees!
- Lack of curriculum for SPED "specialized instruction". Lack of investment in training & PD. Technology is not well maintained – below average. Pile on of responsibilities – Isn't it virtually babysitting. Advisory requires more planning on top of other duties. PD – Every 6 days added more to the "to do" list.
- SPED administrator (DMS) barely visible, available or effective.
- Never received any evaluations or feedback for performance because they were not done!
- Dover needs to catch up. We are behind in technology, teacher benefits, class sizes, and special education. The burden on the classroom teacher is too great. Teachers need planning time & help with special education students. I was stressed on a daily basis working at DMS.

Thank you for taking the time to complete the exit survey. Please return in the enclosed self-addressed postage envelop.



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Retention of Teacher Data

GOAL 4 – Objective 4.1

Item A: Annually, the District reviews enrollment and programs and services to identify staffing recommendations for the annual budget that will continue to improve the District's capacity to support the District's programs and services. For the FY20 budget, the following position were recommended to the Board for FY20 budget considerations:

Item B: The District has developed a long-term staffing plan that is revised annually based on the funded positions for the identified fiscal year. For the 2019-2020 school year the following new positions were funded:

Item C: The District has a hiring process. During the three hiring seasons the Superintendent's Office has used the *Ventures for Excellence 22 Question Screener for Teachers*. The instrument helps to identify the teacher candidates that have the potential to be successful. For the hiring of the 2019-2020 school year, the data from the Superintendent Interview is shared with the principal or director to make the final staffing recommendation to the superintendent. The final decision was a modification in the protocol for the 2019-2020 hiring window.

Item D: At the conclusion of the 2017-2018 school year, the District developed and implemented an exit survey for employees. The survey was continued into the 2018-2019 school year. The data from the current survey will be summarized into a separate report.

The following is the summary of teacher exit data:

2009-2010

SCHOOL	Retired	New Position	Personal	No Reason	Non-Renewals
Garrison	0	0	0	0	
Horne Street	0	0	0	0	
Woodman Park	0	0	0	0	
DMS	0	5	1	0	
DHS	0	2	1	0	
CTC	0	0	0	0	
TOTAL	0	7	2	0	6

2010-2011

SCHOOL	Retired	New Position	Personal	No Reason	Non-Renewals
Garrison	0	0	0	0	
Horne Street	0	0	0	0	
Woodman Park	0	0	1	0	
DMS	0	1	1	0	
DHS	0	4	0	0	
CTC	0	0	1	0	
TOTAL	0	5	3	0	8



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Retention of Teacher Data

2011-2012

SCHOOL	Retired	New Position	Personal	No Reason	Non-Renewals
Garrison	0	0	0	0	
Horne Street	0	0	2	0	
Woodman Park	0	0	1	0	
DMS	0	2	2	0	
DHS	0	2	0	0	
CTC	0	1	1	0	
TOTAL	0	5	6	0	5

2012-2013

SCHOOL	Retired	New Position	Personal	No Reason	Non-Renewals
Garrison	0	0	2	0	
Horne Street	0	0	1	0	
Woodman Park	0	0	0	0	
DMS	0	1	2	0	
DHS	0	1	2	0	
CTC	0	4	0	0	
TOTAL	0	6	7	0	5

2013-2014

SCHOOL	Retired	New Position	Personal	No Reason	Non-Renewals
Garrison	0	0	2	0	
Horne Street	0	2	1	0	
Woodman Park	0	1	0	0	
DMS	0	2	3	0	
DHS	0	0	2	0	
CTC	0	0	1	0	
TOTAL	0	5	9	0	3

2014-2015

SCHOOL	Retired	New Position	Personal	No Reason	Non-Renewals
Garrison	0	1	2	0	
Horne Street	0	1	1	0	
Woodman Park	0	0	1	1	
DMS	0	0	1	0	
DHS	0	0	3	1	
CTC	0	0	1	0	
TOTAL	0	2	9	2	2



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Retention of Teacher Data

2015-2016

SCHOOL	Retired	New Position	Personal	No Reason	Non-Renewals
Garrison	0	0	0	0	
Horne Street	0	1	1	0	
Woodman Park	0	1	2	1	
DMS	0	1	1	0	
DHS	0	3	1	1	
CTC	0	0	0	0	
TOTAL	0	5	3	2	4

2016-2017

SCHOOL	Retired	New Position	Personal	No Reason	Non-Renewals
Garrison	0	0	1	2	
Horne Street	0	0	1	0	
Woodman Park	0	0	2	1	
DMS	0	4	0	3	
DHS	0	3	4	2	
CTC	0	0	0	0	
TOTAL	0	7	8	8	2

2017-2018

SCHOOL	Retired	New Position	Personal	No Reason	Non-Renewals
Garrison	1	0	1	1	
Horne Street	0	1	2	0	
Woodman Park	0	0	3	0	
DMS	3	2	1	1	
DHS	4	2	4	1	
CTC	1	0	2	0	
TOTAL	9	5	13	3	2

2018-2019

SCHOOL	Retired	New Position	Personal	No Reason	Non-Renewals
Garrison	1	0	1	1	
Horne Street	1	1	2	0	
Woodman Park	1	0	3	0	
DMS	5	2	1	1	
DHS	2	2	4	1	
CTC	0	0	2	0	
TOTAL	10	5	13	3	7



DOVER SCHOOL DISTRICT

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Retention of Teacher Data

2018-2019

SCHOOL	Retired	New Position	Personal	No Reason
Garrison	11	1	0	0
Horne Street		1	0	1
Woodman Park		0	0	0
DMS		2	2	0
DHS		2	1	0
CTC				
TOTAL	11	6	3	1

Section

3



DOVER SCHOOL DISTRICT

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Curriculum, Instruction and Assessment Accomplishment Report 2018-2019

Introduction

This report on Curriculum, Instruction and Assessment is to provide Board members with department accomplishments for 2018-2019. Our work was guided by and aligned to the Dover School District Strategic Plan goals and objectives.

Major Accomplishments:

The complete revision of the K-4 STEM curriculum.

The K-4 Stem curriculum was originally written by 3 teachers who have since left the district. Although the curriculum was left behind in outline form, much of the necessary knowledge for implementation left when the original authors left the district. Over the past couple of years, we completely rehailed the curriculum and aligned it to the NGSS standards. Completion and rollout of the curriculum occurred in the fall of 2018. We are still evaluating it and tweaking it on a quarterly basis.

Goal 2 – Objectives 2.2, 2.3 and 2.4.

The complete overhaul of K-12 science curriculum to align with the NGSS standards.

The state of NH adopted the NGSS standards on November 3, 2016. This adoption resulted in the need to completely overhaul the science curriculum in grades K-12. This work has been ongoing, but was completed on the K-4 and 9-12 levels as of spring of 2019. 5-8 continues to work on their revisions with good progress. Some grades are already complete with the others close to completion.

Goal 2 – Objectives 2.2, 2.3 and 2.4.

The addition of performance tasks to the K-4 math curriculum as an assessment tool.

This work was completed in order to provide students with choice in assessment and also to assess students at a DOK level of 3 or 4 to determine competency.

Goal 2 – Objectives 2.4.

K-4 choice of Foundations and Fountas and Pinnell.

This choice was based on an evaluation of the effectiveness of Dover' S Growing Readers and Writers. Without exception, it was determined that the weakness in DGR was the lack of a systematic word study and phonics program. After examining many systematic phonics programs over the course of the year, Foundations was chosen as the program best suited to meet our needs.

Goal 2 – Objectives 2.3.



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Curriculum, Instruction and Assessment Accomplishment Report 2018-2019

Continuation of the work on the C3 framework for social studies 5-12.

5-12 Social Studies Teachers have been working on learning the C3 framework with PD and coaching from Craig Perrier, a consultant from Virginia. By the end of last May every social studies teacher taught at least 2 C3 lessons. There were 3 options for this lesson. #1 They could teach the same lesson as semester 1 to a different group of students incorporating the feedback they received from Craig. #2 They could design and teach a new one. #3 They could modify one that already exists. The caveat was that this time around all of these options included a non-evaluative curriculum observation which were completed by Emily Sherman at DHS and Paula Glynn at DMS. 5-10 teachers also received additional training on the C3 framework, including an elementary introduction by a workshop this summer sponsored by the NH Historical Society.

Goal 2 – Objectives 2.2 and 2.3.

Implementation of Instructional Coaches

Job-embedded professional development for teachers by being in the schools and classrooms everyday as a support to teachers.

We worked on revising and implementing school wide practices, instruction and curriculum that accelerate the learning of all learners and leads to consistency in instruction across the district.

Goal 4 – Objectives 4.2

Successful grant management of grants and associated programs funded by grants, totaling approximately 1.3 million dollars.

Title I Part A

Support for our economically disadvantaged students that provides:

- School year academic support – Goal 2, Objective 2.3
- Summer programming - Goal 2, Objective 2.3
- Traveling Tales Van - Goal 2, Objective 2.3
- Orton Gillingham training and certification for 2 teachers - Goal 4, Objective 4.2
- Support for homeless students – Goal 2, Objective 2.1
- Instructional Coach - WPS - Goal 4, Objective 4.2

Title II

- Instructional Coaches - Goal 4, Objective 4.2



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Curriculum, Instruction and Assessment Accomplishment Report 2018-2019

Title III

- Part time tutor - Goal 2, Objective 2.3
- Summer programming - Goal 2, Objective 2.3
- International nights and field trips - Goal 2, Objective 2.2
- Professional development for teachers - Goal 4, Objective 4.2

Title IV

- C3 framework PD - Goal 4, Objective 4.2
- Music pd for elementary teachers in the solfege method - Goal 4, Objective 4.2
- NGSX PD - Goal 4, Objective 4.2
- OGAP PD - Goal 4, Objective 4.2
- Paying for the weight room to be open to students and staff throughout the summer. Goal 2, Objective 2.1
- Mental Health First Aid PD - Goal 2, Objective 2.1
- PD for instructional coaches - Goal 4, Objective 4.2
- Purchase of Raz Plus Kids and Learning Ally software to support young readers. Goal 2, Objective 2.2

Committee Work – Through the diligence of committee members, we were able to make good progress on our journey to competency-based education. The Curriculum Planning Council, Teaching and Learning Committee, Data Committee and Professional Development task force all made significant contributions to this journey. This work is referenced later on in this report.

Goal 2, Objective, 2.4

The Curriculum, Instruction and Assessment department is proud of the work that was accomplished in 2018-2019 and looks forward to continuing our efforts in 2019-2020. We look forward to the realization of an authentic competency-based education system in Dover for our children.



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Paula Glynn

Committee Chair – 2018-2019 Committee Accomplishments

COMMITTEE	VISION/MISSION	2018-2019 TARGETS	Committee Accomplishments 2018-2019	Reflection
Curriculum Planning Council	Vision: To unite the Dover educational community in a collaborative, creative effort to ensure high performing schools. Mission: To evaluate, approve and support the design and implementation of effective instruction and curriculum that ensures equitable access and success for all students. Purpose: Our purpose is to have a written curriculum for every course taught from kindergarten through twelfth grade. The curriculum will be designed and developed around the New Hampshire Department of Education's College and Career ready Standards.) The intent	• Provide a system of continual evaluation, revision and coordination of curriculum k-12 including approval of curriculum support for new curriculum initiatives and pilots of new courses. • Provide a system of continual vertical alignment K-12. • Provide a structure for ensuring accountability and quality control of curriculum in the district. • Establish and maintain a system of communication among professional staff, administrators, school board members and community members.	➤ Reviewed and revised Dover School District Curriculum Approval Criteria to insure its alignment to the Dover School District Strategic Plan. (See attached.) ➤ Determined which phase of the curriculum development cycle each content area fit based on the curriculum approval criteria. ➤ Determined what each content area needed to do based on the approval criteria to move to the next phase. ➤ Met with the leaders of each content area at Curriculum Planning Council at least once during the year. ➤ Provided information, support, ongoing communication and release time for curriculum work to each content area as they work through each phase. ➤ Worked with content areas in phase 2 or 3 with budgeting and purchasing processes. ➤ Worked with social studies and K-4 literacy in Phase 2 on their presentations to the board ➤ Course Approval for next year's new social studies courses.	Strengths • Generally strong attendance by committee members with a genuine interest in curriculum. • Membership is fairly diverse in representation with board members, community members coaches and administrators and a couple of teachers. • Much work has been accomplished by this committee over the past couple of years. Future Goals • Add students to the committee to allow for student voice in curriculum decisions. • Add more classroom teachers. • Work on structuring the meetings to involve more membership participation in discussion. • Once again look at our curriculum criteria to ensure that equity is being considered in curriculum decisions. • More regular reporting to the board. • Create a curriculum web page.

	is to create a balanced, rigorous, and relevant curriculum that supports a competency-based education system and recognizes that our students will live in an era of unprecedented technology and communication.		o (See attached synopsis)	
COMMITTEE	VISION/MISSION	2018-2019 TARGETS	Committee Accomplishments 2018-2019	Reflection
Teaching & Learning Committee	Committee Directive: To create a blueprint for implementing a system of competency-based learning in the Dover School District. Vision Statement: The Dover educational community is working collaboratively in a system of competency-based learning to empower all learners to become dynamic global citizens.. Mission Statement: To unite the Dover educational community in working collaboratively to	- To develop Dover's Portrait of a Graduate. - To design and conduct a District-wide needs assessment of the understanding and implementation of competency-based education. - To develop a framework for the design, establishment, and implementation of a competency-based education program. - To develop a timeline for the develop and implementation of competency-based education. - To develop the one-year <i>Bridge Document</i> for the implementation of the Strategic Plan competency-based education.	- Researching and understanding a Portrait of a Graduate - Begin process of creating Dover's Portrait of a Graduate - Developed a sub-committee structure with specific targets for each sub-committee. (See attached) - Final version of a Portrait of a Graduate (See attached) - Dover's Philosophy of education (See attached) - Survey results on staff understanding of DOK (See attached) - Competency Education Definition of Terms (See attached) - Completion of Strategic Plan Bridge Document for 2.4. (See attached)	Strengths - Strong attendance by committee members with a genuine the interest in teaching and learning and helping Dover grow. - Committee members are of the highest caliber which results in very high-quality discussion and work products. Future Goals - More work time together resulting in a quicker timeline for CBE implementation. - Add students to the committee to allow for student voice in teaching and learning decisions. - Create a TLC web page.

	create a system of competency-based learning to empower all learners to become dynamic global citizens.	- To conduct an ongoing literature review of competency-based education. - To identify the professional development needs of District personnel in understanding, developing, and implement competency-based education.			
COMMITTEE	VISION/MISSION	2018-2019 TARGETS	Committee Accomplishments 2018-2019	Reflection	
Data Committee	<u>Vision</u> Statement: Stakeholders at all levels will regularly use data to provide timely interventions, assess curriculum, monitor student progress, evaluate programs, examine services, engage community members, to support students and staff in our community. <u>Mission:</u> To design a systematic approach to using and communicating data to continually improve the effectiveness and quality of instruction, learning, and operations.	- To design a Data Dashboard/Balanced Scorecard to monitor and communicate the District's effectiveness in supporting the learning and achievement of all students. - Once the metrics are established for the Data Dashboard/Balanced Scorecard, to identify the data source to be used to populate the Data Dashboard/Balanced Scorecard. - To use the District's data to determine the current effectiveness of the District's reading, writing, and math curriculum programs in having all students demonstrate continual growth in reading, writing, and math in grades K-8 and provide recommendations to the Assistant Superintendent of Teaching and Learning.	- Familiarized ourselves with the concept of data dashboards. - Viewed examples of many different data dashboards. - Visited webpage with ESSA Report Card Design Challenge – We were particularly impressed by the winner and decided to create a similar prototype for Dover. - Created an initial prototype designed for families and community. - Revised dashboard several times based on committee conversations. - Agreed on a final draft with supporting questions. (See attached) - Started populating the data. (See attached) - Created draft of Dover's Instructional Models and Strategies.	Strengths - Despite its small number of members, this committee gained momentum this year and made forward progress. Future Goals - Increase membership on committee. - More time to work together. - Continue populating data on dashboards. - Once data is populated, analyze data more consistently and effectively to make program decisions. - Create a data web page.	

		To develop a procedural process for schools to annually review and analyze school-based data that aligns with the Data Dashboard/Balanced Scorecard to continue to improve the implementation of curriculum, instruction, and student learning and achievement in the schools and the District.	- o (See attached) ➤ Created a draft of School Board Dashboard - o (See attached) ➤ Working on revisions on board dashboard. ➤ Collected data reports form HSS, WPS, GES and DMS. ➤ (See attached)	
COMMITTEE	VISION/MISSION	2018-2019 TARGETS	Committee Accomplishments 2018-2019	Reflection
Wellness Committee	<u>Vision:</u> The vision of the Dover School District Wellness Committee is to support growth in teaching and learning by building a culture of health and well-being that supports all school community members physically, mentally, emotionally, intellectually and socially. <u>Mission:</u> The mission of the Dover School District Wellness Committee is to promote the health and well-being of the Dover School	- To assist with the development of a wellness webpage on the District's new website. - To assess the Dover Middle School's wellness program and identify areas for further refinement and improvement. - To review the results of the state's health survey and identify primary target areas to address.	Support the district strategic plan by: ➤ Helping support district campaign to aid in the reduction of student chronic absenteeism. We did come up with some strategies to support this effort. We have not yet shared our thoughts with the leadership team, nor have we coordinated our efforts with Kim Stephens at DHS. Both these things still need to occur. ➤ Assisting with the development of a wellness webpage on the District's new website. We discussed some items we felt should be on the webpage, but that is as far as it got.	Strengths - You have some folks on the committee who are indeed passionate about health and wellness in the district and should continue on the committee, particularly the nurses. Future Goals - You need a committee chairperson who has more knowledge of health and wellness and has more capacity to run the committee. - The committee needs to do more work in conjunction with food services so a committee chair should have a link to food services. - The athletic director, who supervises health and wellness teachers, should sit on the

	Community through initiatives that: • Inspire individuals to take responsibility for their own health • Encourage wellness behaviors • Identify resources contributing to well-being • Support a sense of community			committee, so that curriculum can be more effectively discussed. • I happy to be a member of the committee if it serves a purpose, but remember I believe in cupcakes!! • A presence on the website. • More members.
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DOVER SCHOOL DISTRICT

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Introduction – The purpose of this document is to report on Dover School District Professional Development Development accomplishments in 2018-2019.

2018-2019 PROFESSIONAL DEVELOPMENT TARGETS

Strategic Plan Objective 1.1 – Student Voice

- Designing performance assessments allowing for voice and choice
- Designing performance rubrics to accompany performance assessments

Strategic Plan Objective 1.2 – Student Support and Wellness

- Developing early intervention protocols
- Data analysis

Strategic Plan Objective 2.1 – Overall health and well-being of students

- Mental Health Awareness
- Equity

Strategic Plan Objective 2.2 – Student Engagement in Learning

- DOK
- Student Engagement

Strategic Plan Objective 2.4 – Competency Based Education

- Writing Competencies



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PD Activity	Date	Strategic Plan PD Targets	PD Accomplishments 2018-2019	Reflection
New Teacher Induction Program	Beginning in August and ongoing throughout the year	Strategic Plan Objective 2.1 – Overall health and well-being of students and staff Strategic Plan Objective 2.2 – Student Engagement in Learning	<u>Induction Seminars – K-12</u> • School Law Seminar • Workshop on Report Cards and Parent conferences • Workshop on working with paraprofessionals and effective communication with special education. • Workshop on Marshall Rubrics and Evaluations • State Assessment, STAR and SAT overview • Inquiry Plan Work as an Induction Team • Colleague Observations • Check-ins with mentor every other week	Our induction program has been in existence in the same format for quite a few years at this point. Although it is a helpful program for new teachers, I believe it would be to our advantage to provide professional development to the mentors of the new teachers and have the mentors more involved in sharing best instructional practices with the new teachers. We spend most of our time on logistics and should be spending more time on instruction.
PD Activity	Date	Strategic Plan PD Targets	PD Accomplishments 2018-2019	Reflection
Mental Health and Wellness	October 5 th PD day	Strategic Plan Objective 1.2 – Student Support and Wellness Strategic Plan Objective 2.1 – Overall health and well-being of students	<u>Mental Illness: K-12</u> • What it is, what it isn't, myths and stigma: How to support someone with a mental illness. • Overview of Trauma	This topic is particularly relevant to us as a district and we need the support of the community to help address the mental health of our children. This was a good start, but we look forward to additional



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PD Activity	Date	Strategic Plan PD Targets	Self-care for Educators	Reflection
Department/content PD	January 28 th PD day	Strategic Plan Objective 1.1 – Student Voice - Designing performance assessments allowing for voice and choice - Designing performance rubrics to accompany performance assessments Strategic Plan Objective 2.2 – Student Engagement in Learning - DOK	Self-care for Educators	follow-up and support from the community. Some folks were traumatized by the seriousness of the discussion. The lesson learned is to give staff an advance warning when presenting and discussing topics of a very serious nature.
		C3 Framework 5.12 - Inquiry and Student Agency (structured, controlled, guided, and free) - Authenticity and Taking Action - Visible Thinking strategies - Tuning Protocol - Empathy Interview DOK 5-8 - DOK Concept Review – Shared understanding of concept levels. - DOK is not about difficulty, it's about complexity.		The workshops listed were presented by a combination of outside presenters and district coaches. All of the workshops were: - Well presented - Relevant - Generally well-received - Provided information that folks could take back to their classrooms and use immediately. It is clear that teachers enjoy receiving new information, from time to time, in a traditional style "sit and get" workshop. As it is for children, it's important that



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	• Student Engagement Strategic Plan Objective 2.4 – Competency Based Education • Writing Competencies	<u>Play Based Learning - K</u> • It is the objective of Dover's schools to optimize individual achievement by ensuring every student receives developmentally appropriate instruction that is matched to developmental needs. To address this objective, starting in the 2018-2019 school year the Dover-UNH Partnership seeks to increase developmental appropriate instruction in Dover's kindergarten classrooms with a focus on playful hands-on learning. • "What Your Kindergartner Needs to Know About Setting Up and Running a Classroom." <u>Dover Dyslexia Training – K-4</u> • What is dyslexia? • What does the law require? • What does it look like? • How do we identify at risk students?	we provide teachers with multiple structure and formats for their own learning. We need to make sure we're not relying too heavily on Inquiry for all teacher learning.
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PD Activity	Date	Strategic Plan PD Targets	PD Accomplishments 2018-2019	Reflection
Job-embedded Professional Development	Ongoing throughout the year	Strategic Plan Objective 1.1 – Student Voice - Designing performance assessments allowing for voice and choice - Designing performance rubrics to accompany performance assessments Strategic Plan Objective 1.2 – Student Support and Wellness	A Review of NGSS Standards History and Explanation of NGSS The 3 Dimensions of NGSS Science and Engineering Practices Disciplinary Core Ideas Crosscutting Concepts Performance Expectations Writing Lessons Additional workshops by coaches (they provided some of the workshops listed above) - Project based learning for WPS staff - Math nights for parents at WPS and HSS. - Professional development for DMS staff on PC's. <u>Modeling lessons for teachers:</u> 3 Act tasks in grade 2 - Rekenreks in K - Number talks in K, 3 - Bar models in grade 3 - Math games in grades 1 and 3 - Angles in grade 4 - Behavior management strategies. - Student engagement techniques.	The work being performed by the coaches is invaluable to the district in terms of PD. The PD delivered to staff by coaches was of high quality and extremely relevant. The district will be providing training to coaches over the next year to strengthen the ability of each coach to work with teachers effectively and with consistency. This will strengthen the knowledge base of all our coaches. The district needs to ensure a culture in which all teachers are expected to participate with coaches to improve instruction.



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	- Developing early intervention protocols - Data analysis Strategic Plan Objective 2.2 – Student Engagement in Learning - DOK - Student Engagement Strategic Plan Objective 2.4 – Competency Based Education - Writing Competencies	- Differentiation techniques. <u>Supporting Instruction:</u> - Weekly emails for each grade level with a “low floor, high ceiling” problem solving task, activity game or resource. - Met with teachers to help plan for increased student voice and choice, support struggling students/high achieving students, align instruction to CCSS, share instructional strategies. - Work with individual students’ teachers have questions about. - Meet with intervention teams to collect/maintain data on students and organize intervention groups. - Coaches planned activities for 4th and 5th grade teachers to improve communication between the 2 and give each a better understanding of the fourth and fifth graders and the expectations of each. <u>Supporting Curriculum</u>	We will need to expand our coaching staff in order to meet the needs of all our teachers.
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			• Significant role in creating/revising the K-4 STEM curriculum • Significant role in writing/revising the 3rd grade science unit. • Developed and used curriculum map template to develop a science map for each grade level as well as for each science unit for each grade level, to be used as a guiding document toward increased competency-based level • planning/instruction/assessment. Communicated with parents and students to support VLACS partnerships. • Supported Social Studies C3 progress by continuing PD activities for individual teachers and grade levels. • Collaborated to create a coordinated K-8science scope and sequence, developed new curriculum guide for Science grades 5-8 aligned to NGSS.	
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PD Activity	Date	Strategic Plan PD Targets	PD Accomplishments 2018-2019	Reflection
Equity Training	May 24 th PD day	Strategic Plan Objective 1.2 – Student Support and Wellness - Developing early intervention protocols - Data analysis Strategic Plan Objective 2.1 – Overall health and well-being of students - Mental Health Awareness - Equity	Shared Language Definitions Video – “I’m From Here” Collegial Discussions in small random groups and back at home schools.	This was good start for the district. This work will continue into next year.
CPR Training	Ongoing throughout the year.	Strategic Plan PD Targets Strategic Plan Objective 2.1 – Overall health and well-being of students Mental Health Awareness	PD Accomplishments 2018-2019 The Dover School District offered its employees the chance to become CPR/AED/First Aid certified at no charge throughout the school year and summer.	I have been surprised by the popularity of this offering. The number of staff members who have participated is quite large and continues to grow. We will continue



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		Equity		to offer this training throughout next year.
PD Activity	Date	Strategic Plan PD Targets	PD Accomplishments 2018-2019	Reflection
Summer PD	July and August	Strategic Plan Objective 1.1 – Student Voice - Designing performance assessments allowing for voice and choice - Designing performance rubrics to accompany performance assessments Strategic Plan Objective 1.2 – Student Support and Wellness - Developing early intervention protocols - Data analysis	- Performance Assessments put on by NHLI - C3 Framework K-8 put on by the NH Historical Society - OGAP (Ongoing Assessment Project) put on by NHLI - Mental Health First Aid put on by Community Partners	I feel that we were able to offer quite a few PD opportunities this summer through Title IV funding. This is the first time we have been able to make these offerings in quite a few years. I do recognize that we made these offerings quite late in the school year and this may have prevented some folks from being able to participate. If we have the opportunity to offer things again next summer, I would hope to publish it much earlier than this year. Overall I am overall with the number of participants and offerings.



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		Strategic Plan Objective 2.1 – Overall health and well-being of students • Mental Health Awareness • Equity	• Teaching Tolerance put in by Social Justice Teaching • Relationship Building Skills to Help Improve Safety	
		Strategic Plan Objective 2.2 – Student Engagement in Learning • DOK • Student Engagement		
		Strategic Plan Objective 2.4 – Competency Based Education • Writing Competencies	• NGSX 3D put on by NHLI	



DOVER SCHOOL DISTRICT

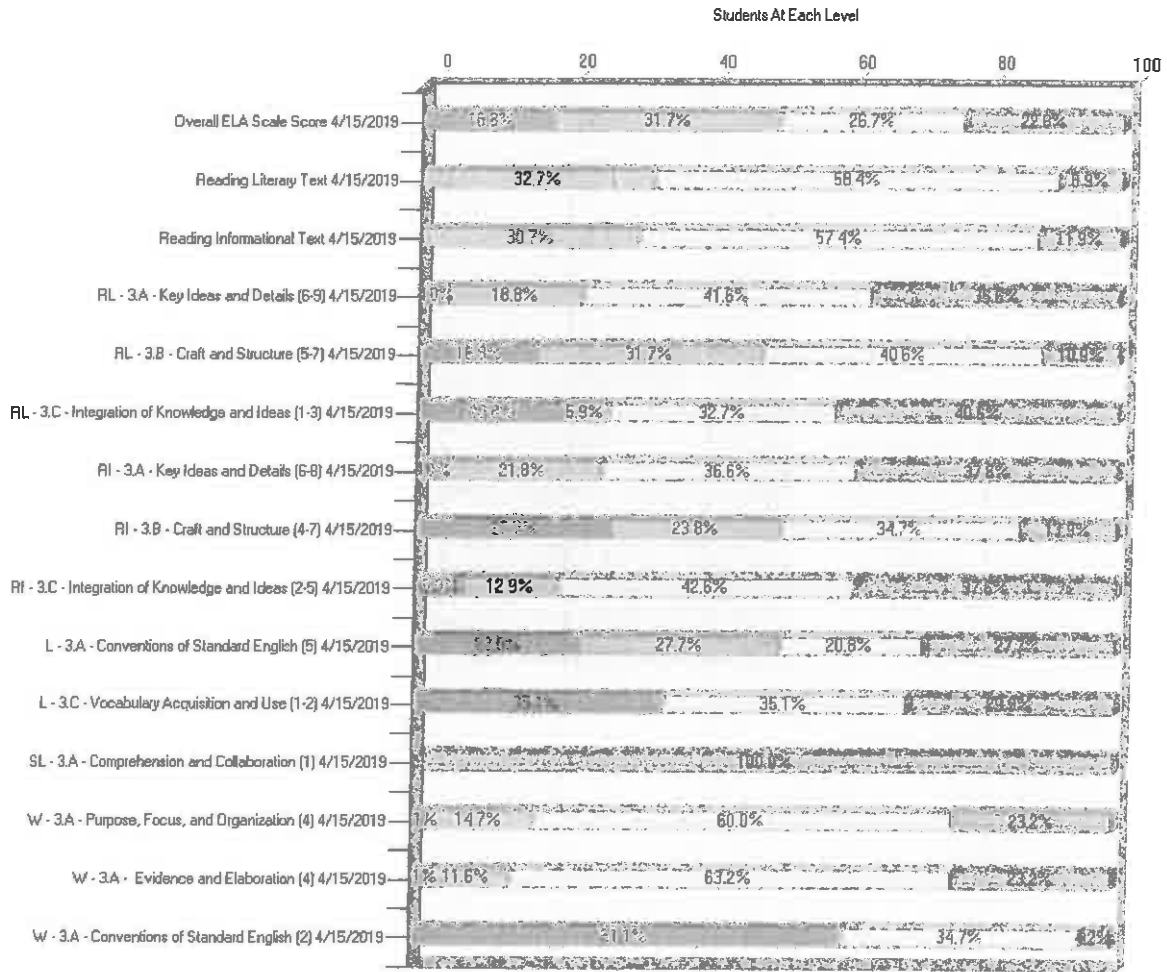
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			• Conversational Solfege I and II for music teachers	
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Proficiency Level Comparison

Assessments: NH SAS ~ ELA ~ Grade 3 (4/15/2019) (Overall ELA Scale Score, , , , , , , , , ,)
School Buildings: Garrison School (2018-19)

Achievement Level Comparison By Assessment



A: NH SAS ~ ELA ~ Grade 3 (4/15/2019)

Comparative Report - Achievement Levels

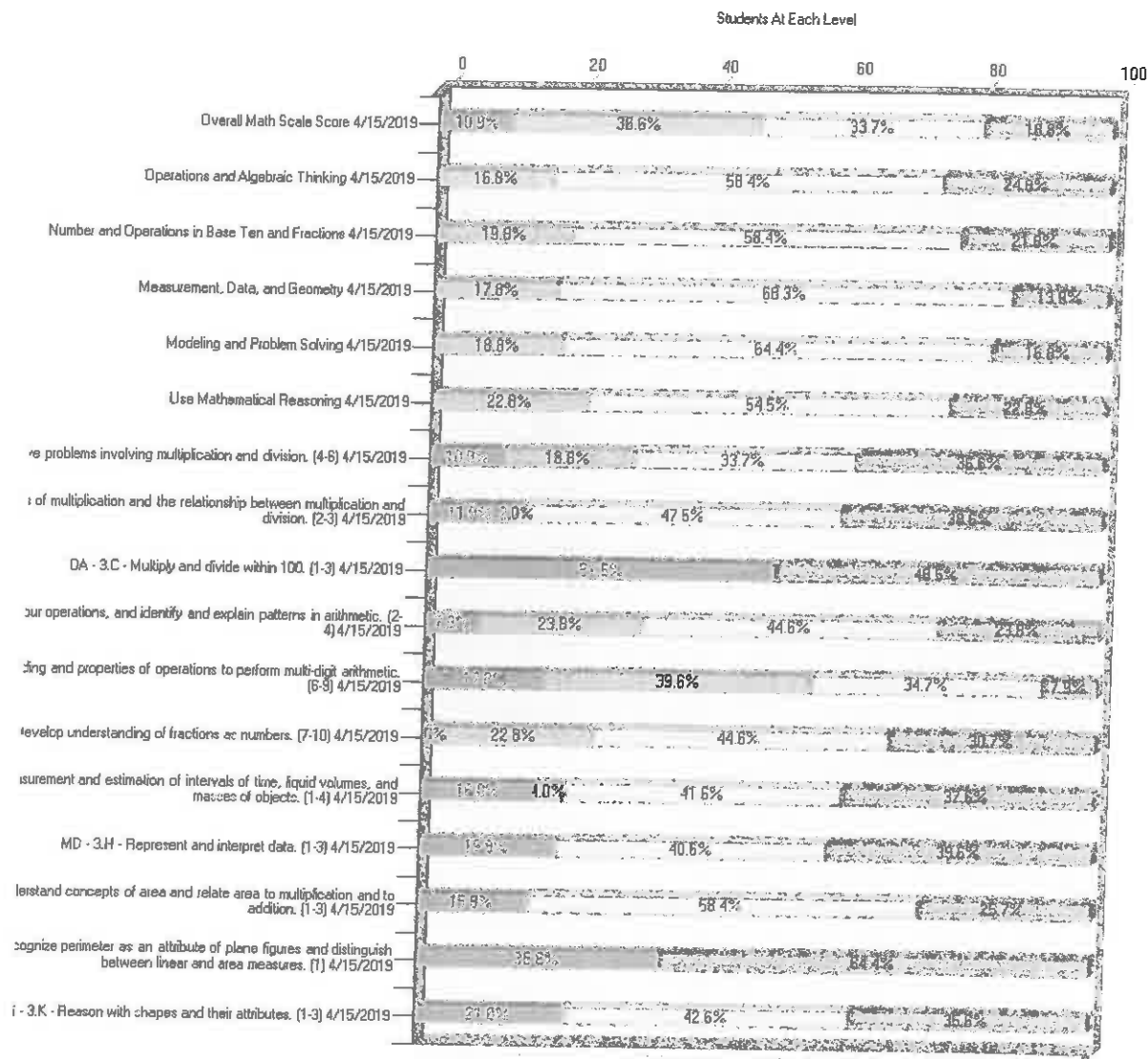
Section	Description	L4 - Proficient with Distinction		L3 - Proficient		L2 - Partially Proficient		L1 - Substantially Below Proficient		Total Students		
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage			
		L4 - Above Proficient		L3 - Proficient		L2 - Approaching Proficient		L1 - Below Proficient				
Overall ELA Scale Score		NH SAS ~ ELA ~ Grade 3		38	38.0%	30	31.7%	27	28.7%	25	27.6%	101
		NA		On or Above		At or Approaching		Low				
Reading Literary Text		NH SAS ~ ELA ~ Grade 3			30	32.7%	52	59.4%	5	5.9%	101	
Reading Informational Text		NH SAS ~ ELA ~ Grade 3			31	30.7%	58	57.4%	12	11.9%	101	
		L4 - Proficient with Distinction		L3 - Proficient		L2 - Partially Proficient		L1 - Substantially Below Proficient				
RL - 3.A - Key Ideas and Details (8-9)		NH SAS ~ ELA ~ Grade 3		4	4.0%	19	18.8%	42	41.6%	36	35.6%	101
RL - 3.B - Craft and Structure (5-7)		NH SAS ~ ELA ~ Grade 3		12	15.4%	30	31.7%	41	40.6%	11	10.9%	101
RL - 3.C - Integration of Knowledge and Ideas (1-3)		NH SAS ~ ELA ~ Grade 3		21	20.8%	6	5.9%	33	32.7%	41	40.6%	101
RI - 3.A - Key Ideas and Details (8-8)		NH SAS ~ ELA ~ Grade 3		4	4.0%	22	21.8%	37	36.6%	38	37.6%	101
RI - 3.B - Craft and Structure (4-7)		NH SAS ~ ELA ~ Grade 3		25	24.7%	24	23.8%	35	34.7%	14	13.8%	101
RI - 3.C - Integration of Knowledge and Ideas (2-5)		NH SAS ~ ELA ~ Grade 3		7	6.9%	13	12.9%	43	42.6%	38	37.6%	101
L - 3.A - Conventions of Standard English (5)		NH SAS ~ ELA ~ Grade 3		33	23.9%	28	27.7%	21	20.8%	29	27.7%	101
L - 3.C - Vocabulary Acquisition and Use (1-2)		NH SAS ~ ELA ~ Grade 3		34	25.1%	0	0.0%	34	35.1%	29	29.9%	97
SL - 3.A - Comprehension and Collaboration (1)		NH SAS ~ ELA ~ Grade 3		0	0.0%	0	0.0%	0	0.0%	7	100.0%	7
W - 3.A - Purpose, Focus, and Organization (4)		NH SAS ~ ELA ~ Grade 3		2	2.1%	14	14.7%	57	60.0%	22	23.2%	95
W - 3.A - Evidence and Elaboration (4)		NH SAS ~ ELA ~ Grade 3		2	2.1%	11	11.6%	60	63.2%	22	23.2%	95
W - 3.A - Conventions of Standard English (2)		NH SAS ~ ELA ~ Grade 3		12	11.1%	0	0.0%	33	34.7%	4	4.2%	95

Proficiency Level Comparison

Assessments: NH SAS ~ Math ~ Grade 3 (4/15/2019) (Overall Math Scale Score,)

School Buildings: Garrison School (2018-19)

Achievement Level Comparison By Assessment



A: NH SAS ~ Math ~ Grade 3 (4/15/2019)

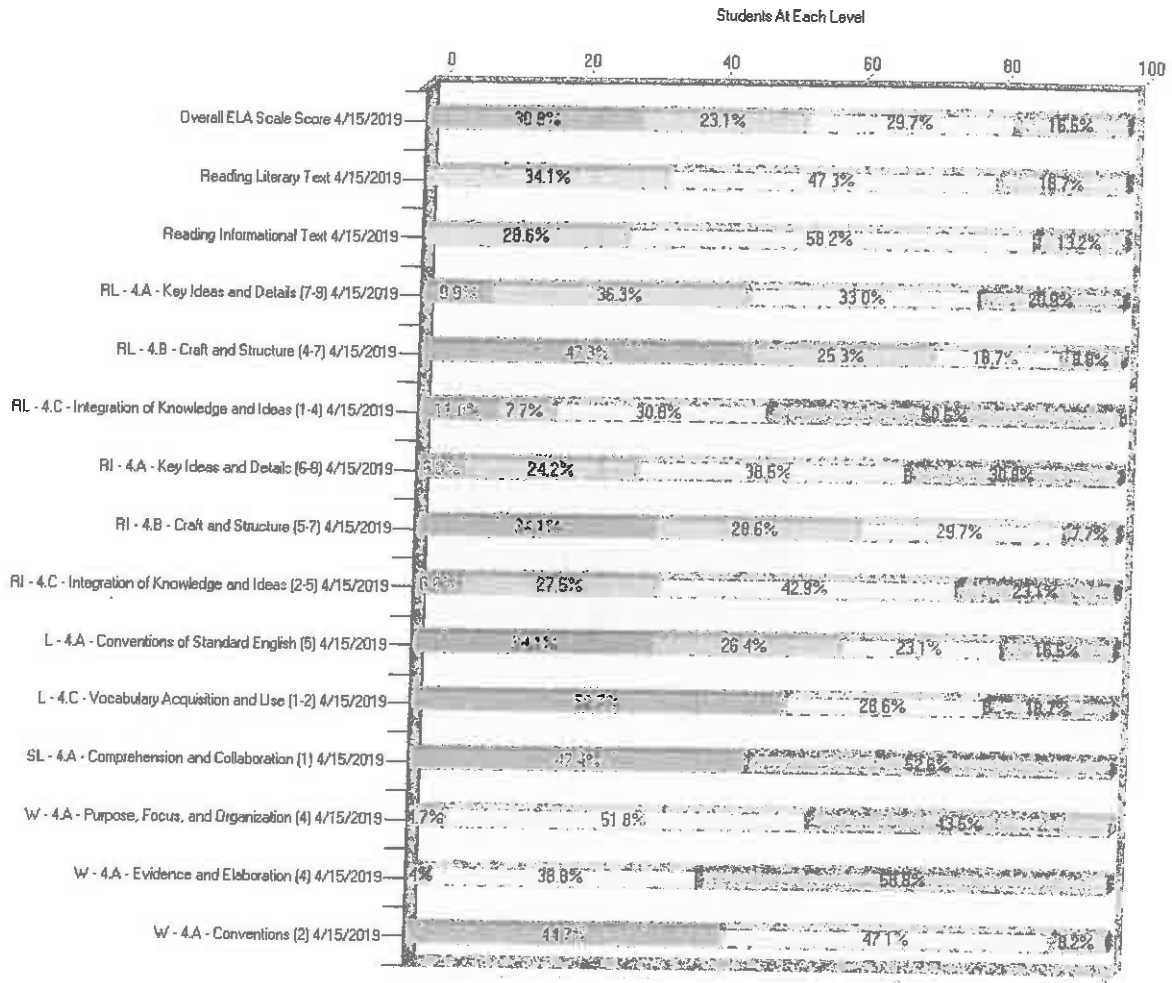
Comparative Report - Achievement Levels

SCHOOL	Description	L4 - Proficient with Distinction		L3 - Proficient		L2 - Partially Proficient		L1 - Substantially Below Proficient		Total Students
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	
		L4 - Above Proficient		L3 - Proficient		L2 - Approaching Proficient		L1 - Below Proficient		
Overall Math Scale Score	NH SAS - Math - Grade 3	17	16.8%	57	56.8%	34	33.7%	10	9.8%	101
		N/A		On or Above		At or Approaching		Low		
Operations and Algebraic Thinking	NH SAS - Math - Grade 3			17	16.8%	59	58.4%	25	24.8%	101
Number and Operations in Base Ten and Fractions	NH SAS - Math - Grade 3			20	19.8%	59	58.4%	22	21.8%	101
Measurement, Data, and Geometry	NH SAS - Math - Grade 3			18	17.8%	69	68.3%	14	13.9%	101
Modeling and Problem Solving	NH SAS - Math - Grade 3			18	18.8%	65	64.4%	17	16.8%	101
Use Mathematical Reasoning	NH SAS - Math - Grade 3			23	22.8%	55	54.5%	23	22.8%	101
		L4 - Proficient with Distinction		L3 - Proficient		L2 - Partially Proficient		L1 - Substantially Below Proficient		
OA - 3.A - Represent and solve problems involving multiplication and division. (4-6)	NH SAS - Math - Grade 3	11	10.8%	18	18.8%	34	33.7%	37	36.6%	101
OA - 3.B - Understand the properties of multiplication and the relationship between multiplication and division. (2-3)	NH SAS - Math - Grade 3	12	11.9%	2	2.0%	48	47.5%	39	38.6%	101
OA - 3.C - Multiply and divide within 100. (1-3)	NH SAS - Math - Grade 3	52	51.5%	0	0.0%	0	0.0%	49	48.5%	101
OA - 3.D - Solve problems involving the four operations, and identify and explain patterns in arithmetic. (2-4)	NH SAS - Math - Grade 3	0	7.0%	24	23.8%	45	44.6%	24	23.6%	101
NBT - 3.E - Use place value understanding and properties of operations to perform multi-digit arithmetic. (5-9)	NH SAS - Math - Grade 3	18	17.8%	40	39.6%	35	34.7%	8	7.9%	101
NF - 3.F - Develop understanding of fractions as numbers. (7-10)	NH SAS - Math - Grade 3	2	2.0%	23	22.8%	45	44.6%	31	30.7%	101
MD - 3.G - Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. (1-4)	NH SAS - Math - Grade 3	17	16.8%	4	4.0%	42	41.6%	38	37.6%	101
MD - 3.H - Represent and interpret data. (1-3)	NH SAS - Math - Grade 3	25	24.8%	0	0.0%	41	40.6%	40	39.6%	101
MD - 3.I - Geometric measurement: understand concepts of area and relate area to multiplication and to addition. (1-3)	NH SAS - Math - Grade 3	0	15.8%	0	0.0%	59	58.4%	32	26.7%	101
MD - 3.J - Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. (1)	NH SAS - Math - Grade 3	16	15.8%	0	0.0%	0	0.0%	65	64.4%	101
G - 3.K - Reason with shapes and their attributes. (1-3)	NH SAS - Math - Grade 3	22	21.8%	0	0.0%	43	42.6%	36	35.6%	101

Proficiency Level Comparison

Assessments: NH SAS ~ ELA ~ Grade 4 (4/15/2019) (Overall ELA Scale Score,)
School Buildings: Garrison School (2018-19)

Achievement Level Comparison By Assessment



A: NH SAS ~ ELA ~ Grade 4 (4/15/2019)

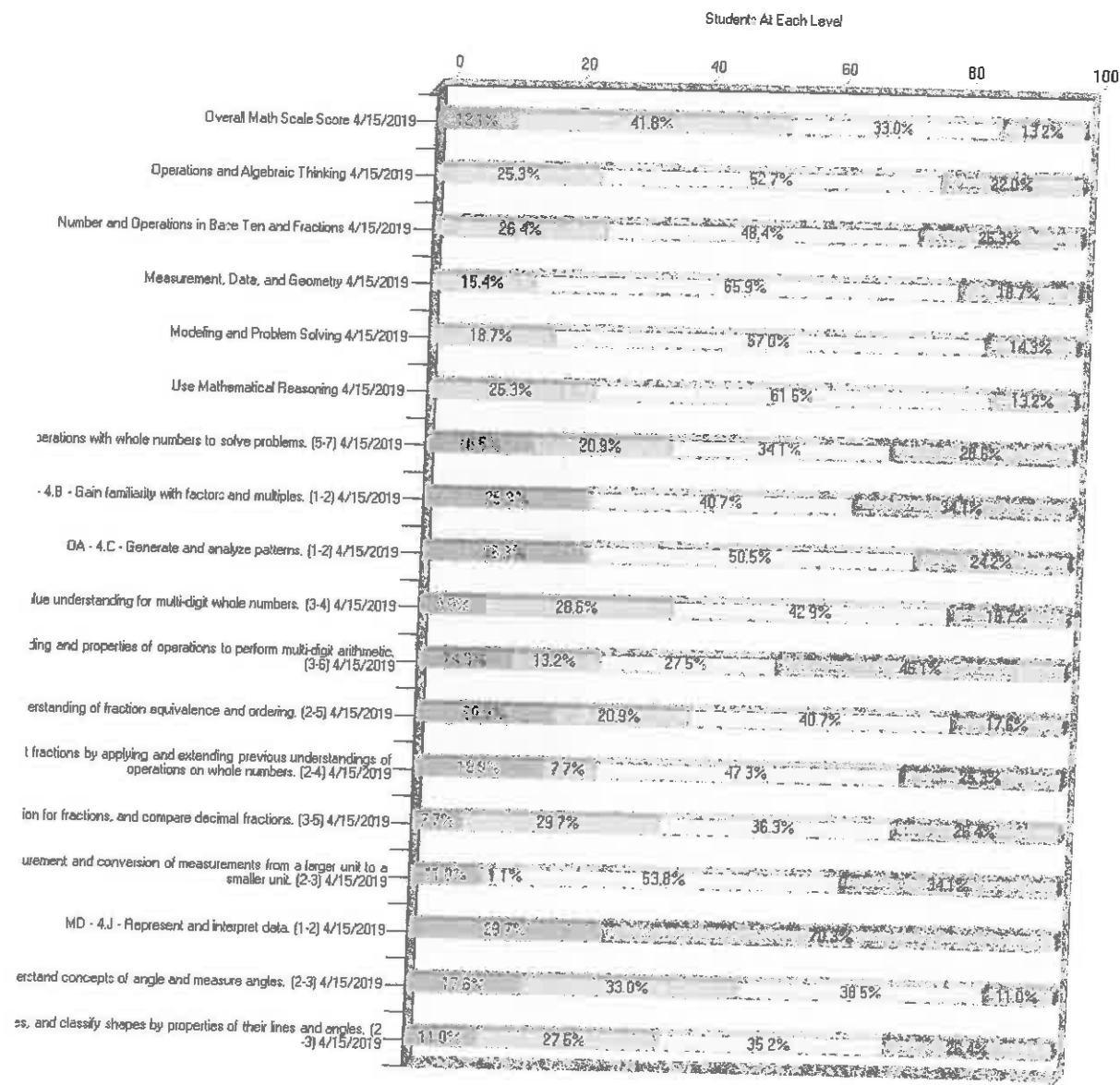
Comparative Report - Achievement Levels

Section	Description	L4 - Proficient with Distinction		L3 - Proficient		L2 - Partially Proficient		L1 - Substantially Below Proficient		Total Students
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	
		L4 - Above Proficient		L3 - Proficient		L2 - Approaching Proficient		L1 - Below Proficient		
Overall ELA Skills Score	NH SAS - ELA - Grade 4	23	30.9%	21	23.1%	27	29.7%	15	16.3%	91
		34%		On or Above		At or Approaching		Low		
Reading Literary Text	NH SAS - ELA - Grade 4			31	34.1%	43	47.3%	17	18.7%	91
Reading Informational Text	NH SAS - ELA - Grade 4			26	28.6%	53	58.2%	12	13.2%	91
		L4 - Proficient with Distinction		L3 - Proficient		L2 - Partially Proficient		L1 - Substantially Below Proficient		
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	
RL - 4.A - Key Ideas and Details (7-9)	NH SAS - ELA - Grade 4	3	3.3%	33	36.3%	30	33.0%	19	20.9%	91
RL - 4.B - Craft and Structure (4-7)	NH SAS - ELA - Grade 4	43	47.3%	23	25.3%	17	18.7%	8	8.6%	91
RL - 4.C - Integration of Knowledge and Ideas (1-4)	NH SAS - ELA - Grade 4	10	11.0%	7	7.7%	28	30.8%	46	50.5%	91
RI - 4.A - Key Ideas and Details (6-8)	NH SAS - ELA - Grade 4	6	6.6%	22	24.2%	35	38.5%	28	30.8%	91
RI - 4.B - Craft and Structure (5-7)	NH SAS - ELA - Grade 4	3	3.3%	26	28.6%	27	29.7%	7	7.7%	91
RI - 4.C - Integration of Knowledge and Ideas (2-5)	NH SAS - ELA - Grade 4	6	6.6%	25	27.6%	39	42.9%	21	23.1%	91
L - 4.A - Conventions of Standard English (5)	NH SAS - ELA - Grade 4	31	34.1%	24	26.4%	21	23.1%	15	16.5%	91
L - 4.C - Vocabulary Acquisition and Use (1-2)	NH SAS - ELA - Grade 4	4	4.4%	0	0.0%	26	28.6%	17	18.7%	91
SL - 4.A - Comprehension and Collaboration (1)	NH SAS - ELA - Grade 4	0	0.0%	0	0.0%	0	0.0%	10	52.6%	19
W - 4.A - Purpose, Focus, and Organization (4)	NH SAS - ELA - Grade 4	11	12.9%	4	4.7%	44	51.8%	37	43.5%	85
W - 4.A - Evidence and Elaboration (4)	NH SAS - ELA - Grade 4	0	0.0%	2	2.4%	33	38.8%	50	58.9%	85
W - 4.A - Conventions (2)	NH SAS - ELA - Grade 4	0	0.0%	0	0.0%	40	47.1%	7	8.2%	85

Proficiency Level Comparison

Assessments: NH SAS ~ Math ~ Grade 4 (4/15/2019) (Overall Math Scale Score,)
School Buildings: Garrison School (2018-19)

Achievement Level Comparison By Assessment



A: NH SAS ~ Math ~ Grade 4 (4/15/2019)

Comparative Report - Achievement Levels

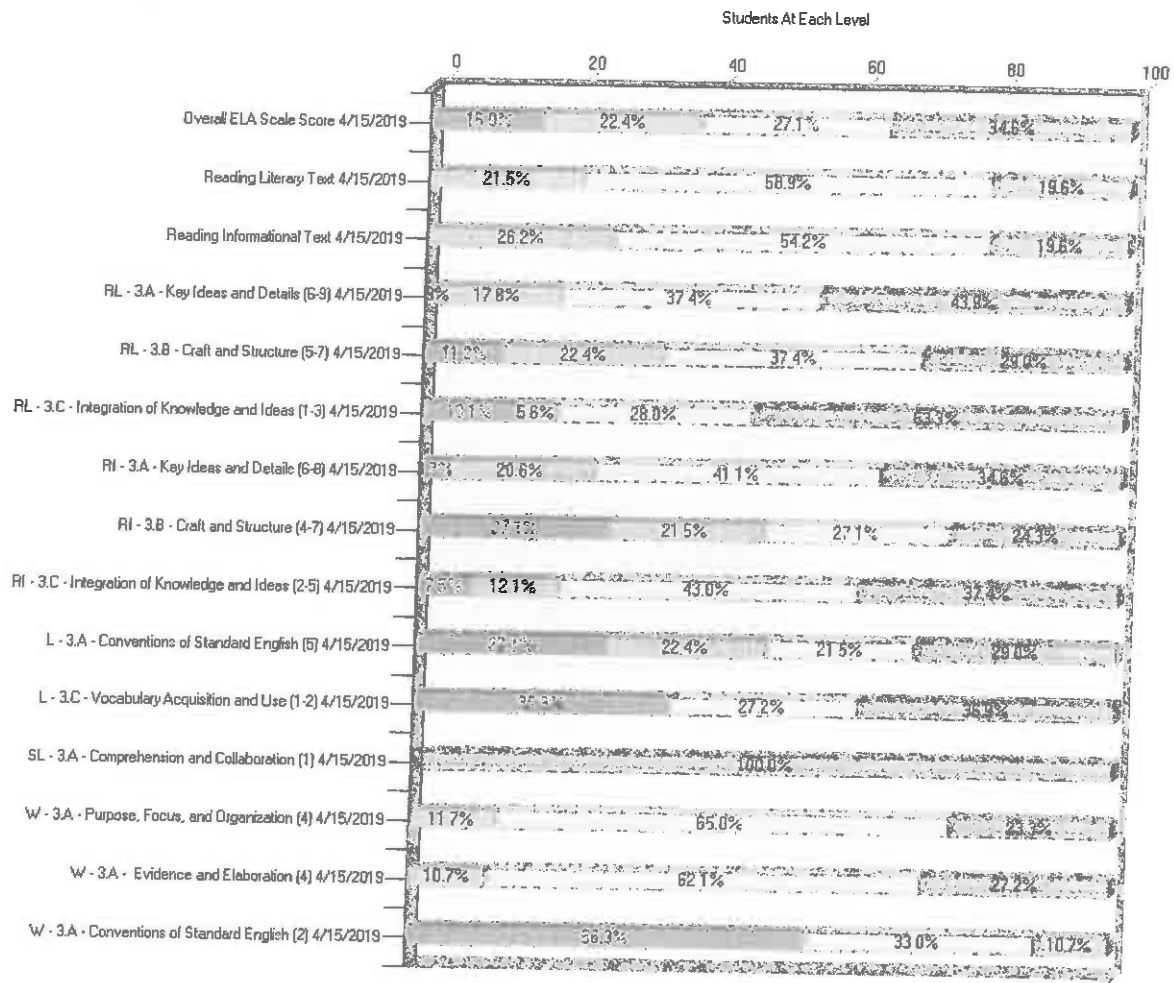
Section	Description	L4 - Proficient with Distinction		L3 - Proficient		L2 - Partially Proficient		L1 - Substantially Below Proficient		Total Students	
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage		
		L4 - Above Proficient	L3 - Proficient	L2 - Approaching Proficient	L1 - Below Proficient						
Overall Math Score Summary		NH SAS - Math - Grade 4	11	12.7%	39	44.8%	30	33.0%	12	13.5%	81
			N/A	On or Above	At or Approaching	Low					
Operations and Algebraic Thinking	NH SAS - Math - Grade 4			23	25.3%	48	52.7%	26	22.0%	91	
Number and Operations in Base Ten and Fractions	NH SAS - Math - Grade 4			24	26.4%	44	48.4%	23	25.3%	91	
Measurement, Data, and Geometry	NH SAS - Math - Grade 4			14	15.4%	60	65.9%	17	18.7%	91	
Modeling and Problem Solving	NH SAS - Math - Grade 4			17	18.7%	61	67.0%	13	14.3%	91	
Use Mathematical Reasoning	NH SAS - Math - Grade 4			23	25.3%	55	61.5%	12	13.2%	91	
		L4 - Proficient with Distinction	L3 - Proficient	L2 - Partially Proficient	L1 - Substantially Below Proficient						
OA - 4.A - Use the four operations with whole numbers to solve problems. (5-7)	NH SAS - Math - Grade 4	16	16.5%	19	20.9%	31	34.1%	25	28.6%	91	
OA - 4.B - Gain familiarity with factors and multiples. (1-2)	NH SAS - Math - Grade 4	23	25.3%	0	0.0%	37	40.7%	31	34.1%	91	
OA - 4.C - Generate and analyze patterns. (1-2)	NH SAS - Math - Grade 4	25	25.3%	0	0.0%	46	50.5%	22	24.2%	91	
NBT - 4.D - Generalize place value understanding for multi-digit whole numbers. (3-4)	NH SAS - Math - Grade 4	8	9.8%	26	28.6%	39	42.9%	17	18.7%	91	
NBT - 4.E - Use place value understanding and properties of operations to perform multi-digit arithmetic. (3-6)	NH SAS - Math - Grade 4	13	14.3%	12	13.2%	25	27.5%	41	45.1%	91	
NF - 4.F - Extend understanding of fraction equivalence and ordering. (2-5)	NH SAS - Math - Grade 4	18	20.9%	19	20.9%	37	40.7%	16	17.6%	91	
NF - 4.G - Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. (2-4)	NH SAS - Math - Grade 4	12	13.3%	7	7.7%	43	47.3%	29	31.8%	91	
NF - 4.H - Understand decimal notation for fractions, and compare decimal fractions. (3-5)	NH SAS - Math - Grade 4	7	7.7%	27	29.7%	33	36.3%	24	26.4%	91	
MD - 4.I - Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. (2-3)	NH SAS - Math - Grade 4	16	17.6%	1	1.1%	49	53.8%	31	34.1%	91	
MD - 4.J - Represent and interpret data. (1-2)	NH SAS - Math - Grade 4	27	29.7%	0	0.0%	0	0.0%	64	70.3%	91	
MD - 4.K - Geometric measurement: understand concepts of angle and measure angles. (2-3)	NH SAS - Math - Grade 4	16	17.6%	30	33.0%	35	38.5%	10	11.0%	91	
G - 4.L - Draw and identify lines and angles, and classify shapes by properties of their lines and angles. (2-3)	NH SAS - Math - Grade 4	10	11.0%	25	27.5%	32	35.2%	24	26.4%	91	

Comparative Report - Achievement Levels

Proficiency Level Comparison

Assessments: NH SAS ~ ELA ~ Grade 3 (4/15/2019) (Overall ELA Scale Score,)
School Buildings: Home Street School (2018-19)

Achievement Level Comparison By Assessment



A: NH SAS ~ ELA ~ Grade 3 (4/15/2019)

Comparative Report - Achievement Levels

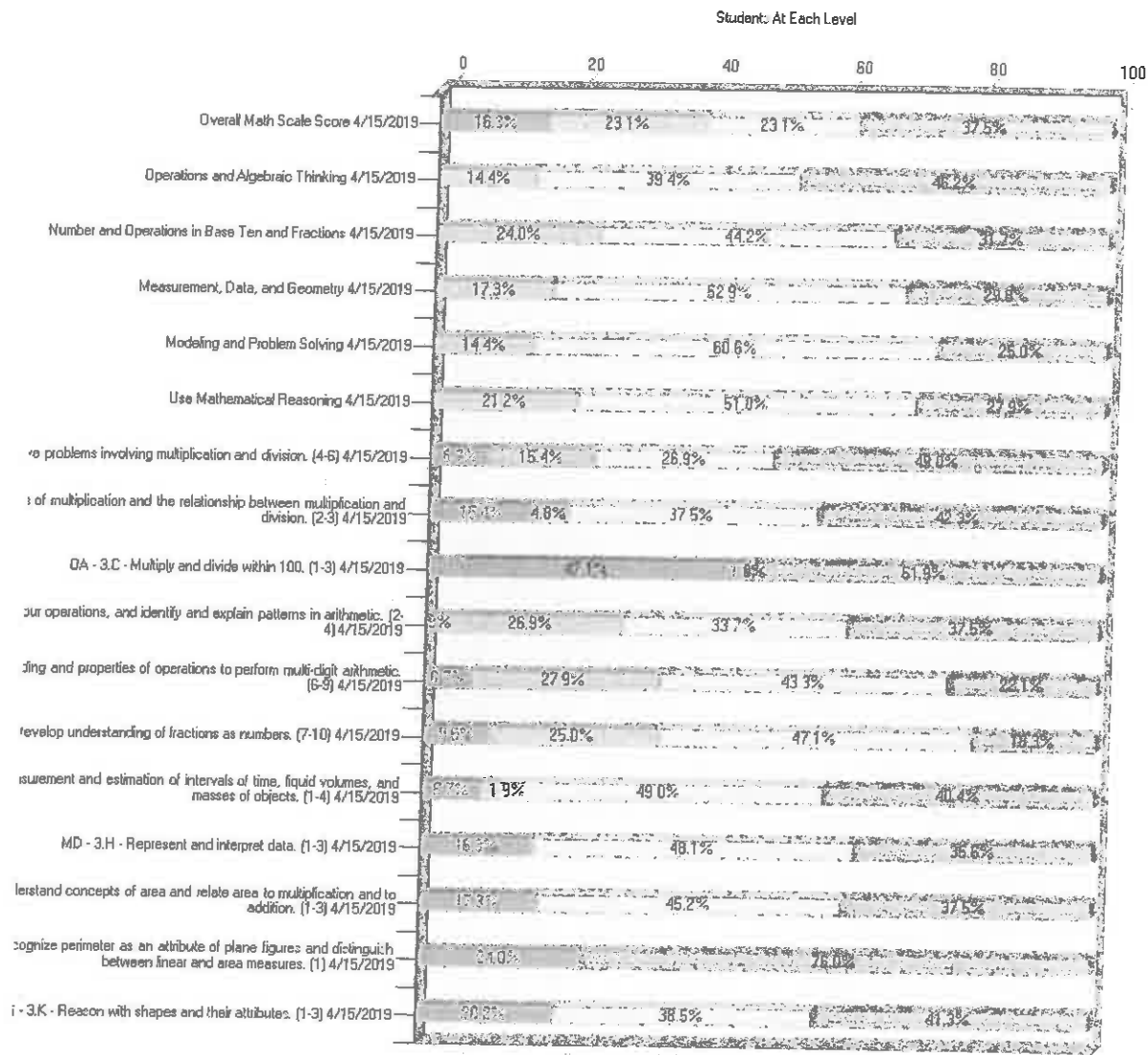
Item	Description	L4 - Proficient with Distinction		L3 - Proficient		L2 - Partially Proficient		L1 - Substantially Below Proficient		Total Students		
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage			
		L4 - Above Proficient		L3 - Proficient		L2 - Approaching Proficient		L1 - Below Proficient				
Overall ELA Score Score		NH SAS - ELA - Grade 3		41	15.2%	24	22.4%	28	27.1%	57	34.1%	107
		N/A		On or Above		Below Approaching		Below				
Reading Literary Text		NH SAS - ELA - Grade 3		23	21.6%	63	58.8%	21	19.2%			107
Reading Informational Text		NH SAS - ELA - Grade 3		26	25.2%	58	54.2%	23	19.8%			107
		L4 - Proficient with Distinction		L3 - Proficient		L2 - Partially Proficient		L1 - Substantially Below Proficient				
RL - 3.A - Key Ideas and Details (6-9)	NH SAS - ELA - Grade 3	1	0.9%	18	17.8%	40	37.4%	47	43.9%			107
RL - 3.B - Craft and Structure (5-7)	NH SAS - ELA - Grade 3	12	11.2%	24	22.4%	40	37.4%	31	29.0%			107
RL - 3.C - Integration of Knowledge and Ideas (1-3)	NH SAS - ELA - Grade 3	14	13.1%	6	5.6%	30	28.0%	57	53.3%			107
RI - 3.A - Key Ideas and Details (6-8)	NH SAS - ELA - Grade 3	3	3.7%	22	20.6%	44	41.1%	37	34.6%			107
RI - 3.B - Craft and Structure (4-7)	NH SAS - ELA - Grade 3	26	27.1%	23	21.5%	28	27.1%	28	24.3%			107
RI - 3.C - Integration of Knowledge and Ideas (2-5)	NH SAS - ELA - Grade 3	3	7.5%	13	12.1%	46	43.0%	40	37.4%			107
L - 3.A - Conventions of Standard English (5)	NH SAS - ELA - Grade 3	28	27.1%	24	22.4%	23	21.5%	31	29.0%			107
L - 3.C - Vocabulary Acquisition and Use (1-2)	NH SAS - ELA - Grade 3	17	15.9%	0	0.0%	28	27.2%	38	36.9%			103
SL - 3.A - Comprehension and Collaboration (1)	NH SAS - ELA - Grade 3	0	0.0%	0	0.0%	0	0.0%	6	100.0%			6
W - 3.A - Purpose, Focus, and Organization (4)	NH SAS - ELA - Grade 3	0	0.0%	12	11.7%	67	65.0%	24	23.3%			103
W - 3.A - Evidence and Elaboration (4)	NH SAS - ELA - Grade 3	0	0.0%	11	10.7%	64	62.1%	28	27.2%			103
W - 3.A - Conventions of Standard English (2)	NH SAS - ELA - Grade 3	15	55.3%	0	0.0%	34	33.0%	11	10.7%			103

Comparative Report - Achievement Levels

Proficiency Level Comparison

Assessments: NH SAS ~ Math ~ Grade 3 (4/15/2019) (Overall Math Scale Score,)
School Buildings: Home Street School (2018-19)

Achievement Level Comparison By Assessment



A: NH SAS ~ Math ~ Grade 3 (4/15/2019)

Comparative Report - Achievement Levels

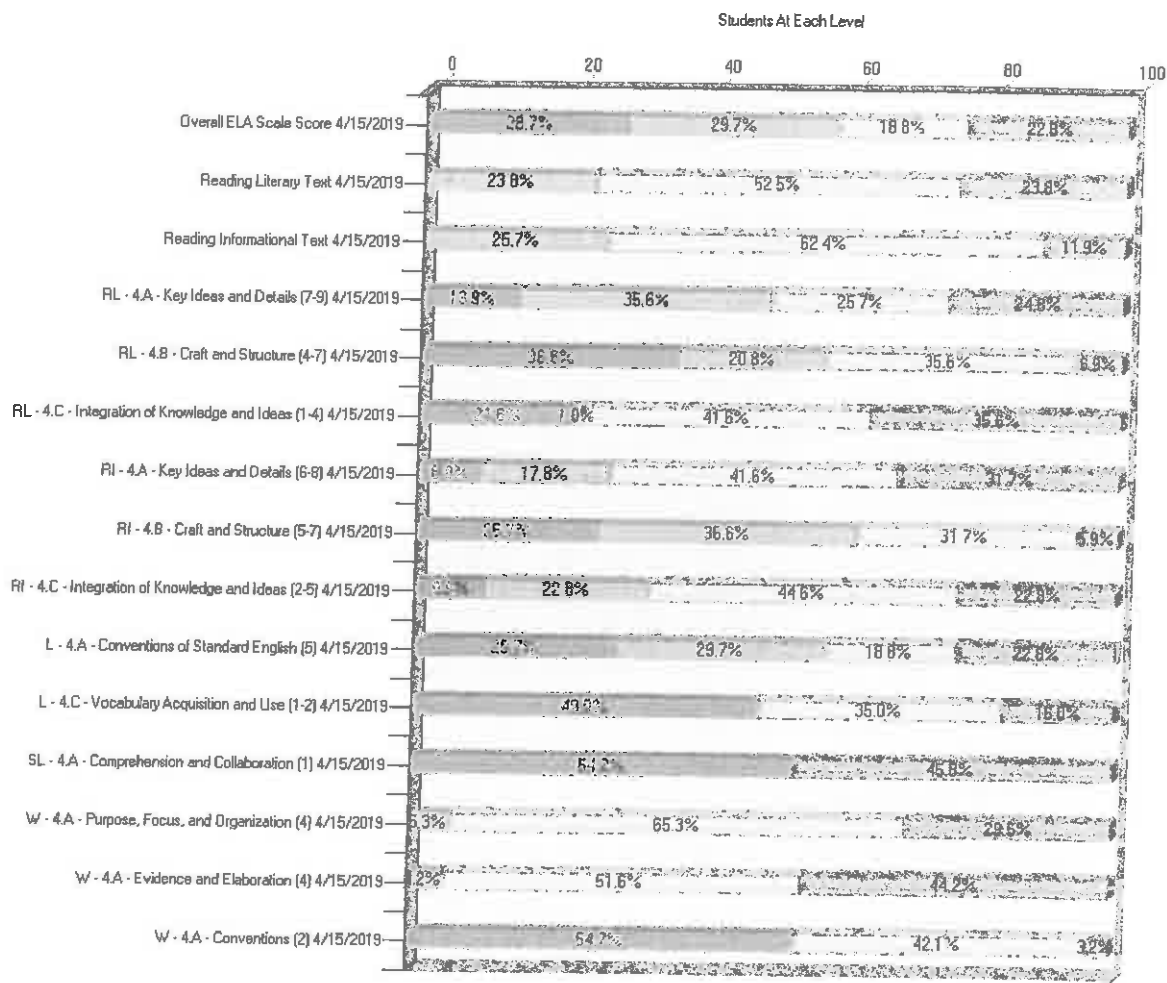
Item	Description	L4 - Proficient with Distinction		L3 - Proficient		L2 - Partially Proficient		L1 - Substantially Below Proficient		Total Students	
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage		
		L4 - Above Proficient		L3 - Proficient		L2 - Approaching Proficient		L1 - Below Proficient			
Overall Math State Score:		NH SAS - Math ~ Grade 3	17	16.3%	24	23.1%	34	32.6%	39	37.5%	104
		N/A	On or Above	Above Approaching	Low						
Operations and Algebraic Thinking	NH SAS - Math ~ Grade 3		15	14.4%	41	39.4%	48	46.2%	104		
Number and Operations in Base Ten and Fractions	NH SAS - Math ~ Grade 3		25	24.0%	46	44.2%	33	31.7%	104		
Measurement, Data, and Geometry	NH SAS - Math ~ Grade 3		18	17.3%	55	52.9%	31	29.8%	104		
Modeling and Problem Solving	NH SAS - Math ~ Grade 3		15	14.4%	63	60.6%	26	25.0%	104		
Use Mathematical Reasoning	NH SAS - Math ~ Grade 3		22	21.2%	53	51.0%	29	27.8%	104		
		L4 - Proficient with Distinction		L3 - Proficient		L2 - Partially Proficient		L1 - Substantially Below Proficient			
OA - 3.A - Represent and solve problems involving multiplication and division. (4-6)	NH SAS - Math ~ Grade 3	5	6.7%	16	15.4%	28	26.9%	51	48.9%	104	
OA - 3.B - Understand the properties of multiplication and the relationship between multiplication and division. (2-3)	NH SAS - Math ~ Grade 3	16	15.4%	5	4.8%	39	37.5%	44	42.3%	104	
OA - 3.C - Multiply and divide within 100. (1-3)	NH SAS - Math ~ Grade 3	43	47.4%	0	0.0%	1	1.0%	54	51.6%	104	
OA - 3.D - Solve problems involving the four operations, and identify and explain patterns in arithmetic. (2-4)	NH SAS - Math ~ Grade 3	2	1.9%	28	26.9%	35	33.7%	39	37.5%	104	
NBT - 3.E - Use place value understanding and properties of operations to perform multi-digit arithmetic. (6-9)	NH SAS - Math ~ Grade 3	7	6.7%	29	27.8%	45	43.3%	23	22.1%	104	
NF - 3.F - Develop understanding of fractions as numbers. (7-10)	NH SAS - Math ~ Grade 3	10	9.6%	26	25.0%	49	47.1%	19	18.3%	104	
MD - 3.G - Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. (1-4)	NH SAS - Math ~ Grade 3	9	8.7%	2	1.9%	51	49.0%	42	40.4%	104	
MD - 3.H - Represent and interpret data. (1-3)	NH SAS - Math ~ Grade 3	7	6.7%	0	0.0%	50	48.1%	37	35.6%	104	
MD - 3.I - Geometric measurement: understand concepts of area and relate area to multiplication and to addition. (1-3)	NH SAS - Math ~ Grade 3	10	17.3%	0	0.0%	47	45.2%	39	37.5%	104	
MD - 3.J - Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. (1)	NH SAS - Math ~ Grade 3	25	24.0%	0	0.0%	0	0.0%	79	76.0%	104	
G - 3.K - Reason with shapes and their attributes. (1-3)	NH SAS - Math ~ Grade 3	21	20.2%	0	0.0%	40	38.5%	43	41.3%	104	

Proficiency Level Comparison

Assessments: NH SAS ~ ELA ~ Grade 4 (4/15/2019) (Overall ELA Scale Score,)

School Buildings: Home Street School (2018-19)

Achievement Level Comparison By Assessment



A: NH SAS ~ ELA ~ Grade 4 (4/15/2019)

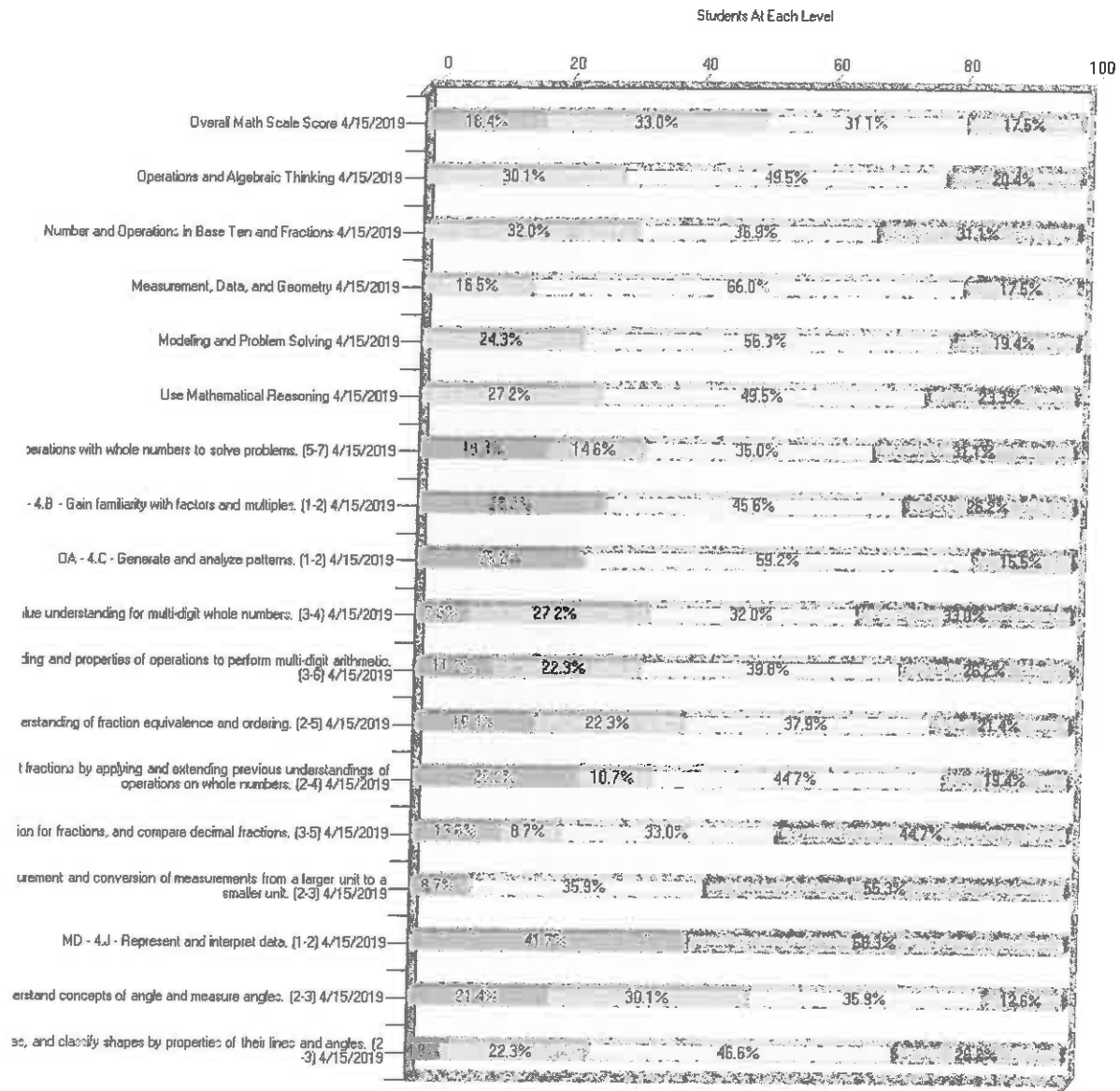
Comparative Report - Achievement Levels

Section	Description	L4 - Proficient with Distinction		L3 - Proficient		L2 - Partially Proficient		L1 - Substantially Below Proficient		Total Students
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	
		L4 - Above Proficient		L3 - Proficient		L2 - Approaching Proficient		L1 - Below Proficient		
Overall ELA Scale Score	NH SAS - ELA - Grade 4	27	25.7%	30	29.7%	19	18.8%	25	24.8%	101
		NA		On or Above		At or Approaching		Low		
Reading Literary Text	NH SAS - ELA - Grade 4			24	23.8%	53	52.5%	24	23.8%	101
Reading Informational Text	NH SAS - ELA - Grade 4			26	25.7%	63	62.4%	12	11.9%	101
		L4 - Proficient with Distinction		L3 - Proficient		L2 - Partially Proficient		L1 - Substantially Below Proficient		
RL - 4.A - Key Ideas and Details (7-9)	NH SAS - ELA - Grade 4	14	13.9%	36	35.6%	26	25.7%	25	24.8%	101
RL - 4.B - Craft and Structure (4-7)	NH SAS - ELA - Grade 4	37	36.6%	21	20.8%	38	37.6%	7	6.9%	101
RL - 4.C - Integration of Knowledge and Ideas (1-4)	NH SAS - ELA - Grade 4	22	21.6%	1	1.0%	42	41.6%	36	35.6%	101
RI - 4.A - Key Ideas and Details (6-8)	NH SAS - ELA - Grade 4	9	8.9%	18	17.8%	42	41.6%	32	31.7%	101
RI - 4.B - Craft and Structure (5-7)	NH SAS - ELA - Grade 4	26	25.7%	37	36.6%	32	31.7%	6	5.9%	101
RI - 4.C - Integration of Knowledge and Ideas (2-5)	NH SAS - ELA - Grade 4	10	9.9%	23	22.8%	45	44.8%	23	22.8%	101
L - 4.A - Conventions of Standard English (5)	NH SAS - ELA - Grade 4	29	28.7%	30	29.7%	19	18.8%	23	22.8%	101
L - 4.C - Vocabulary Acquisition and Use (1-2)	NH SAS - ELA - Grade 4	39	38.6%	0	0.0%	35	35.0%	16	16.0%	100
SL - 4.A - Comprehension and Collaboration (1)	NH SAS - ELA - Grade 4	12	50.0%	0	0.0%	0	0.0%	11	45.8%	24
W - 4.A - Purpose, Focus, and Organization (4)	NH SAS - ELA - Grade 4	0	0.0%	6	5.3%	62	65.3%	26	28.5%	95
W - 4.A - Evidence and Elaboration (4)	NH SAS - ELA - Grade 4	0	0.0%	4	4.2%	49	51.8%	42	44.2%	95
W - 4.A - Conventions (2)	NH SAS - ELA - Grade 4	52	54.7%	0	0.0%	40	42.1%	3	3.2%	95

Proficiency Level Comparison

Assessments: NH SAS ~ Math ~ Grade 4 (4/15/2019) (Overall Math Scale Score,)
School Buildings: Horne Street School (2018-19)

Achievement Level Comparison By Assessment



A: NH SAS ~ Math ~ Grade 4 (4/15/2019)

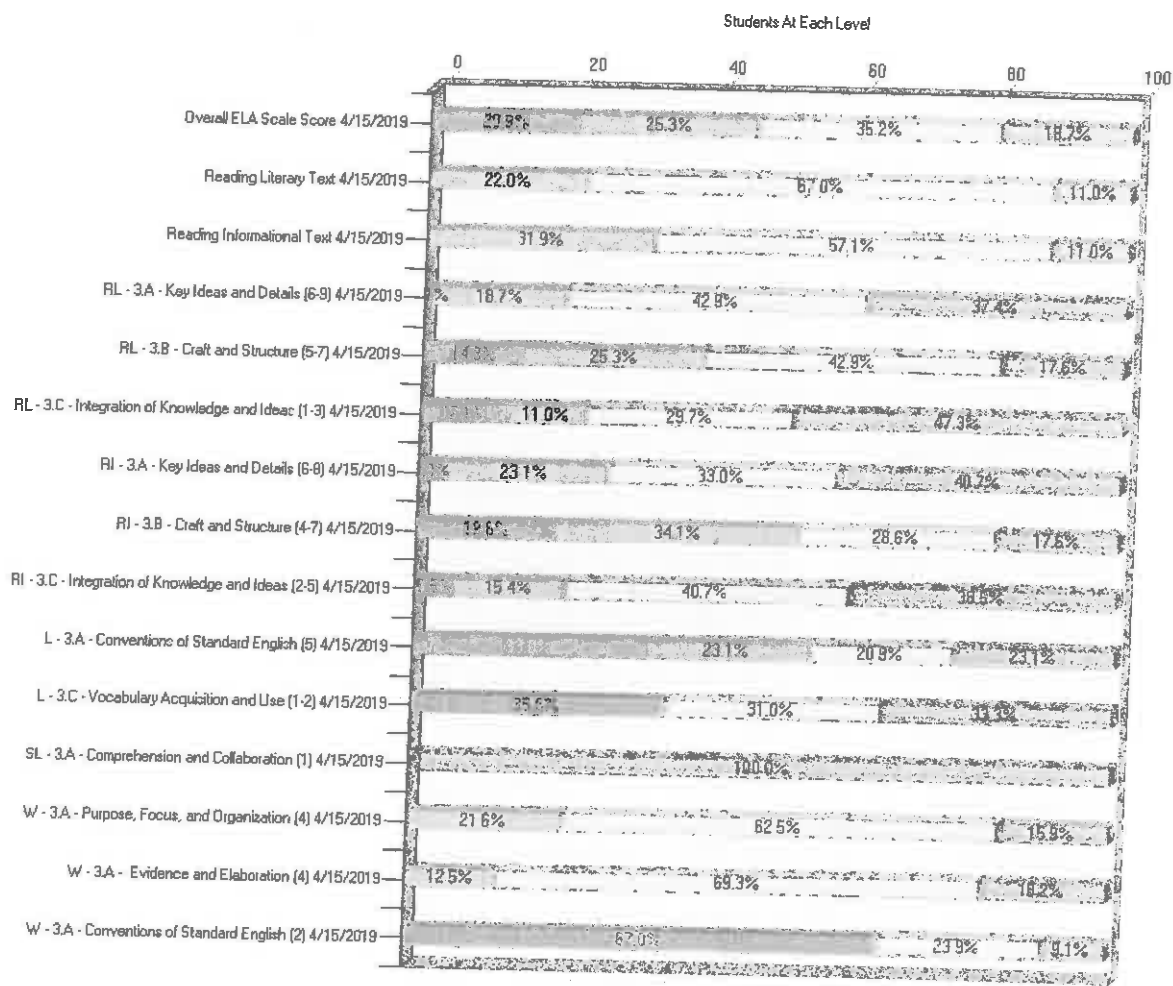
Comparative Report - Achievement Levels

Standard	Description	L4 - Proficient with Distinction		L3 - Proficient		L2 - Partially Proficient		L1 - Substantially Below Proficient		Total Students
		Count / Percentage		Count / Percentage		Count / Percentage		Count / Percentage		
		L4 - Above Proficient	L3 - Proficient	L2 - Approaching Proficient	L1 - Below Proficient					
Overall Math Scale Score	NH SAS - Math - Grade 4	10	10.4%	56	57.0%	32	32.1%	16	16.5%	103
		N/A		On or Above		At or Approaching		Low		
Operations and Algebraic Thinking	NH SAS - Math - Grade 4			31	30.1%	51	49.5%	21	20.4%	103
Number and Operations in Base Ten and Fractions	NH SAS - Math - Grade 4			33	32.0%	38	36.9%	32	31.1%	103
Measurement, Data, and Geometry	NH SAS - Math - Grade 4			17	16.5%	68	66.0%	18	17.5%	103
Modeling and Problem Solving	NH SAS - Math - Grade 4			25	24.3%	58	56.3%	20	19.4%	103
Use Mathematical Reasoning	NH SAS - Math - Grade 4			28	27.2%	51	49.5%	24	23.3%	103
		L4 - Proficient with Distinction		L3 - Proficient		L2 - Partially Proficient		L1 - Substantially Below Proficient		
OA - 4.A - Use the four operations with whole numbers to solve problems. (5-7)	NH SAS - Math - Grade 4	20	19.4%	15	14.6%	36	35.0%	32	31.1%	103
OA - 4.B - Gain familiarity with factors and multiples. (1-2)	NH SAS - Math - Grade 4	26	25.2%	0	0.0%	47	45.6%	27	26.2%	103
OA - 4.C - Generate and analyze patterns. (1-2)	NH SAS - Math - Grade 4	26	25.2%	0	0.0%	61	58.2%	16	15.6%	103
NBT - 4.D - Generalize place value understanding for multi-digit whole numbers. (3-4)	NH SAS - Math - Grade 4	8	7.8%	28	27.2%	33	32.0%	34	33.0%	103
NBT - 4.E - Use place value understanding and properties of operations to perform multi-digit arithmetic. (3-6)	NH SAS - Math - Grade 4	14	13.7%	23	22.3%	41	39.8%	27	26.2%	103
NF - 4.F - Extend understanding of fraction equivalence and ordering. (2-5)	NH SAS - Math - Grade 4	16	15.6%	23	22.3%	39	37.9%	22	21.4%	103
NF - 4.G - Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. (2-4)	NH SAS - Math - Grade 4	22	21.4%	11	10.7%	46	44.7%	20	19.4%	103
NF - 4.H - Understand decimal notation for fractions, and compare decimal fractions. (3-5)	NH SAS - Math - Grade 4	14	13.6%	9	8.7%	34	33.0%	46	44.7%	103
MD - 4.I - Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. (2-3)	NH SAS - Math - Grade 4	3	2.9%	0	0.0%	37	35.9%	57	55.3%	103
MD - 4.J - Represent and interpret data. (1-2)	NH SAS - Math - Grade 4	10	9.7%	0	0.0%	0	0.0%	10	9.7%	103
MD - 4.K - Geometric measurement: understand concepts of angle and measure angles. (2-3)	NH SAS - Math - Grade 4	12	11.7%	31	30.1%	37	35.9%	18	17.6%	103
G - 4.L - Draw and identify lines and angles, and classify shapes by properties of their lines and angles. (2-3)	NH SAS - Math - Grade 4	0	0.0%	23	22.3%	48	46.6%	27	26.2%	103

Proficiency Level Comparison

Assessments: NH SAS ~ ELA ~ Grade 3 (4/15/2019) (Overall ELA Scale Score,)
School Buildings: Woodman Park School (2018-19)

Achievement Level Comparison By Assessment



A: NH SAS ~ ELA ~ Grade 3 (4/15/2019)

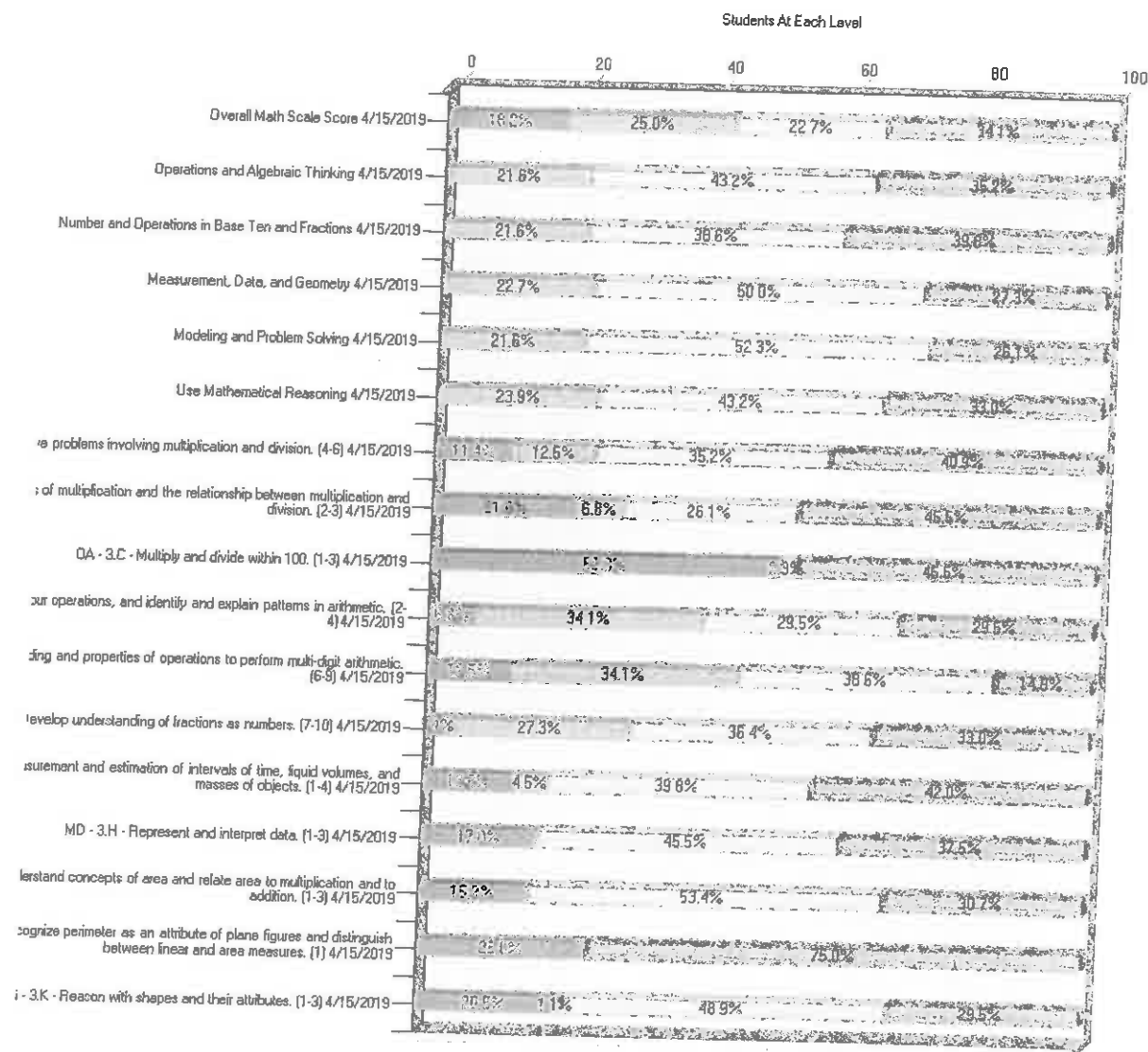
Comparative Report - Achievement Levels

Section	Description	L4 - Proficient with Distinction		L3 - Proficient		L2 - Partially Proficient		L1 - Substantially Below Proficient		Total Students
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	
		L4 - Above Proficient		L3 - Proficient		L2 - Approaching Proficient		L1 - Below Proficient		
Overall ELA State Score	<u>NH SAS - ELA - Grade 3</u>	19	20.8%	29	30.9%	37	39.2%	15	15.9%	91
		N/A		On or Above		At or Approaching		Low		
Reading Literary Text	<u>NH SAS - ELA - Grade 3</u>			20	22.0%	61	67.0%	10	11.0%	91
Reading Informational Text	<u>NH SAS - ELA - Grade 3</u>			29	31.8%	52	57.1%	10	11.0%	91
		L4 - Proficient with Distinction		L3 - Proficient		L2 - Partially Proficient		L1 - Substantially Below Proficient		
RL - 3.A - Key Ideas and Details (6-9)	<u>NH SAS - ELA - Grade 3</u>	4	4.4%	17	18.7%	39	42.9%	31	33.4%	91
RL - 3.B - Craft and Structure (5-7)	<u>NH SAS - ELA - Grade 3</u>	2	2.2%	23	25.3%	39	42.9%	18	19.6%	91
RL - 3.C - Integration of Knowledge and Ideas (1-3)	<u>NH SAS - ELA - Grade 3</u>	14	15.4%	10	11.0%	27	29.7%	40	43.3%	91
RI - 3.A - Key Ideas and Details (6-8)	<u>NH SAS - ELA - Grade 3</u>	3	3.3%	21	23.1%	30	33.0%	37	40.7%	91
RI - 3.B - Craft and Structure (4-7)	<u>NH SAS - ELA - Grade 3</u>	10	10.9%	31	34.1%	26	28.6%	18	19.6%	91
RI - 3.C - Integration of Knowledge and Ideas (2-5)	<u>NH SAS - ELA - Grade 3</u>	3	3.3%	14	15.4%	37	40.7%	35	38.5%	91
L - 3.A - Conventions of Standard English (5)	<u>NH SAS - ELA - Grade 3</u>	10	10.9%	21	23.1%	19	20.9%	21	23.1%	91
L - 3.C - Vocabulary Acquisition and Use (1-2)	<u>NH SAS - ELA - Grade 3</u>	31	34.0%	0	0.0%	27	31.0%	29	33.3%	87
SL - 3.A - Comprehension and Collaboration (1)	<u>NH SAS - ELA - Grade 3</u>	0	0.0%	0	0.0%	0	0.0%	2	100.0%	2
W - 3.A - Purpose, Focus, and Organization (4)	<u>NH SAS - ELA - Grade 3</u>	0	0.0%	10	21.6%	55	62.5%	14	15.9%	88
W - 3.A - Evidence and Elaboration (4)	<u>NH SAS - ELA - Grade 3</u>	0	0.0%	11	12.5%	61	69.3%	16	18.2%	88
W - 3.A - Conventions of Standard English (2)	<u>NH SAS - ELA - Grade 3</u>	0	0.0%	0	0.0%	21	23.9%	0	0.0%	88

Proficiency Level Comparison

Assessments: NH SAS ~ Math ~ Grade 3 (4/15/2019) (Overall Math Scale Score,)
School Buildings: Woodman Park School (2018-19)

Achievement Level Comparison By Assessment



A: NH SAS ~ Math ~ Grade 3 (4/15/2019)

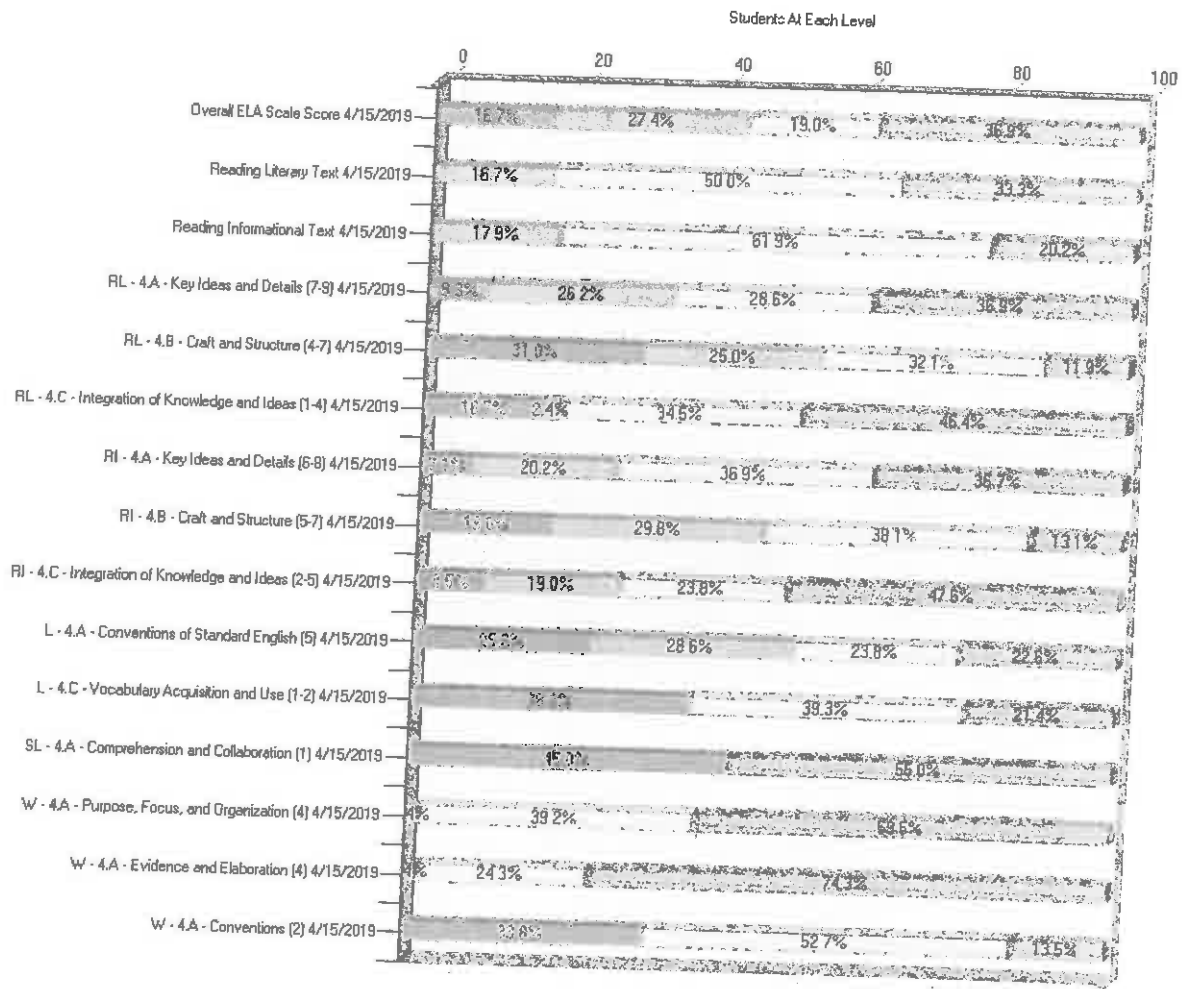
Comparative Report - Achievement Levels

Region	Description	L4 - Proficient with Distinction		L3 - Proficient		L2 - Partially Proficient		L1 - Substantially Below Proficient		Total Students
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	
		L4 - Above Proficient		L3 - Proficient		L2 - Approaching Proficient		L1 - Below Proficient		
Overall Math Skills Score	NH SAS - Math - Grade 3	21	18.2%	22	20.8%	20	22.7%	30	34.1%	88
		Not A		On or Above		At or Approaching		Low		
Operations and Algebraic Thinking	NH SAS - Math - Grade 3			19	21.6%	31	43.2%	31	55.2%	88
Number and Operations in Base Ten and Fractions	NH SAS - Math - Grade 3			19	21.6%	34	38.6%	35	59.8%	88
Measurement, Data, and Geometry	NH SAS - Math - Grade 3			20	22.7%	44	50.0%	24	27.3%	88
Modeling and Problem Solving	NH SAS - Math - Grade 3			19	21.6%	46	52.3%	23	26.1%	88
Use Mathematical Reasoning	NH SAS - Math - Grade 3			21	23.9%	38	43.2%	29	33.0%	88
		L4 - Proficient with Distinction		L3 - Proficient		L2 - Partially Proficient		L1 - Substantially Below Proficient		
OA - 3.A - Represent and solve problems involving multiplication and division. (4-6)	NH SAS - Math - Grade 3	10	15.4%	11	12.5%	31	35.2%	36	40.9%	88
OA - 3.B - Understand the properties of multiplication and the relationship between multiplication and division. (2-3)	NH SAS - Math - Grade 3	10	11.6%	8	8.8%	23	26.1%	40	45.5%	88
OA - 3.C - Multiply and divide within 100. (1-3)	NH SAS - Math - Grade 3	4	5.2%	0	0.0%	2	2.3%	40	45.5%	88
OA - 3.D - Solve problems involving the four operations, and identify and explain patterns in arithmetic. (2-4)	NH SAS - Math - Grade 3	8	9.1%	30	34.1%	28	29.5%	20	22.8%	88
NBT - 3.E - Use place value understanding and properties of operations to perform multi-digit arithmetic. (5-9)	NH SAS - Math - Grade 3	14	15.9%	30	34.1%	34	38.6%	13	14.8%	88
NF - 3.F - Develop understanding of fractions as numbers. (7-10)	NH SAS - Math - Grade 3	3	3.4%	24	27.3%	32	36.4%	29	33.0%	88
MD - 3.G - Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. (1-4)	NH SAS - Math - Grade 3	12	13.6%	4	4.5%	35	39.8%	37	42.0%	88
MD - 3.H - Represent and interpret data. (1-3)	NH SAS - Math - Grade 3	18	20.5%	0	0.0%	40	45.5%	33	37.5%	88
MD - 3.I - Geometric measurement: understand concepts of area and relate area to multiplication and to addition. (1-3)	NH SAS - Math - Grade 3	14	15.9%	0	0.0%	47	53.4%	27	30.7%	88
MD - 3.J - Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. (1)	NH SAS - Math - Grade 3	12	13.6%	0	0.0%	0	0.0%	63	71.6%	88
G - 3.K - Reason with shapes and their attributes. (1-3)	NH SAS - Math - Grade 3	16	18.2%	1	1.1%	43	48.9%	28	29.5%	88

Proficiency Level Comparison

Assessments: NH SAS ~ ELA ~ Grade 4 (4/15/2019) (Overall ELA Scale Score,)
School Buildings: Woodman Park School (2018-19)

Achievement Level Comparison By Assessment



A: NH SAS ~ ELA ~ Grade 4 (4/15/2019)

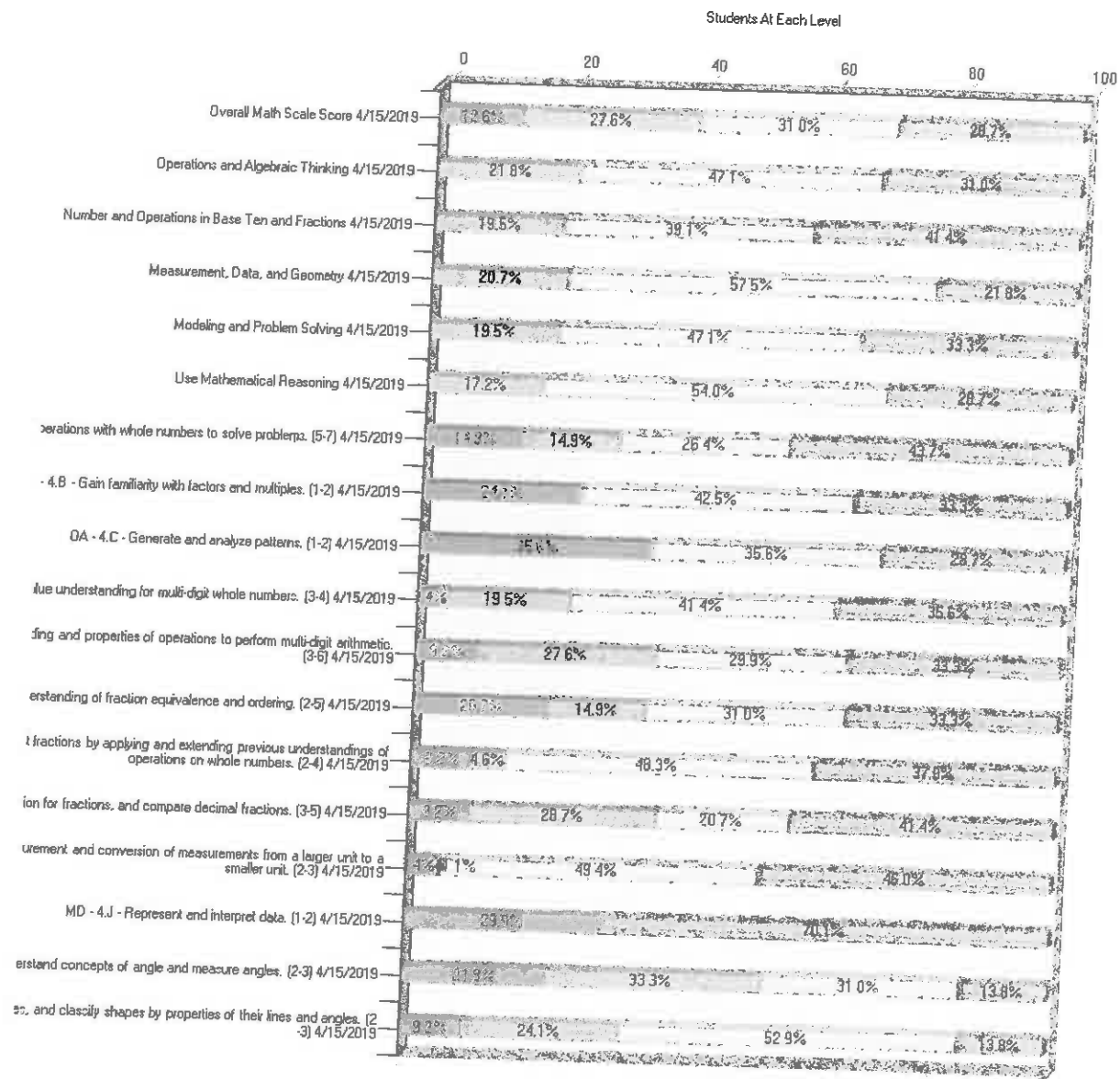
Comparative Report - Achievement Levels

Section	Description	L4 - Proficient with Distinction		L3 - Proficient		L2 - Partially Proficient		L1 - Substantially Below Proficient		Total Students
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	
		L4 - Above Proficient		L3 - Proficient		L2 - Approaching Proficient		L1 - Below Proficient		
Overall ELA Grade 4 Score		14 16.3%		33 27.4%		16 10.0%		21 20.3%		84
		N/A		On or Above		At or Approaching		None		
Reading Literary Text	NH SAS ~ ELA ~ Grade 4			14	16.7%	42	50.0%	28	33.3%	84
Reading Informational Text	NH SAS ~ ELA ~ Grade 4			15	17.0%	52	61.9%	17	20.2%	84
Section	Description	L4 - Proficient with Distinction		L3 - Proficient		L2 - Partially Proficient		L1 - Substantially Below Proficient		Total Students
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	
RL - 4.A - Key Ideas and Details (7-9)	NH SAS ~ ELA ~ Grade 4	7	8.3%	22	26.2%	24	28.6%	31	36.9%	84
RL - 4.B - Craft and Structure (4-7)	NH SAS ~ ELA ~ Grade 4	26	31.0%	21	25.0%	27	32.1%	10	11.9%	84
RL - 4.C - Integration of Knowledge and Ideas (1-4)	NH SAS ~ ELA ~ Grade 4	14	16.7%	2	2.4%	29	34.5%	39	46.4%	84
RI - 4.A - Key Ideas and Details (6-8)	NH SAS ~ ELA ~ Grade 4	6	7.1%	17	20.2%	31	36.9%	30	35.7%	84
RI - 4.B - Craft and Structure (5-7)	NH SAS ~ ELA ~ Grade 4	16	19.0%	25	29.8%	32	38.1%	11	13.1%	84
RI - 4.C - Integration of Knowledge and Ideas (2-5)	NH SAS ~ ELA ~ Grade 4	9	10.7%	18	21.4%	20	23.8%	40	47.6%	84
L - 4.A - Conventions of Standard English (5)	NH SAS ~ ELA ~ Grade 4	24	28.6%	24	28.6%	20	23.8%	19	22.6%	84
L - 4.C - Vocabulary Acquisition and Use (1-2)	NH SAS ~ ELA ~ Grade 4	33	39.3%	0	0.0%	33	39.3%	18	21.4%	84
SL - 4.A - Comprehension and Collaboration (1)	NH SAS ~ ELA ~ Grade 4	0	0.0%	0	0.0%	0	0.0%	11	55.0%	20
W - 4.A - Purpose, Focus, and Organization (4)	NH SAS ~ ELA ~ Grade 4	4	5.0%	1	1.4%	29	39.2%	44	59.5%	74
W - 4.A - Evidence and Elaboration (4)	NH SAS ~ ELA ~ Grade 4	0	0.0%	1	1.4%	18	24.3%	55	74.3%	74
W - 4.A - Conventions (2)	NH SAS ~ ELA ~ Grade 4	20	27.0%	0	0.0%	39	52.7%	10	13.5%	74

Proficiency Level Comparison

Assessments: NH SAS ~ Math ~ Grade 4 (4/15/2019) (Overall Math Scale Score,)
School Buildings: Woodman Park School (2018-19)

Achievement Level Comparison By Assessment

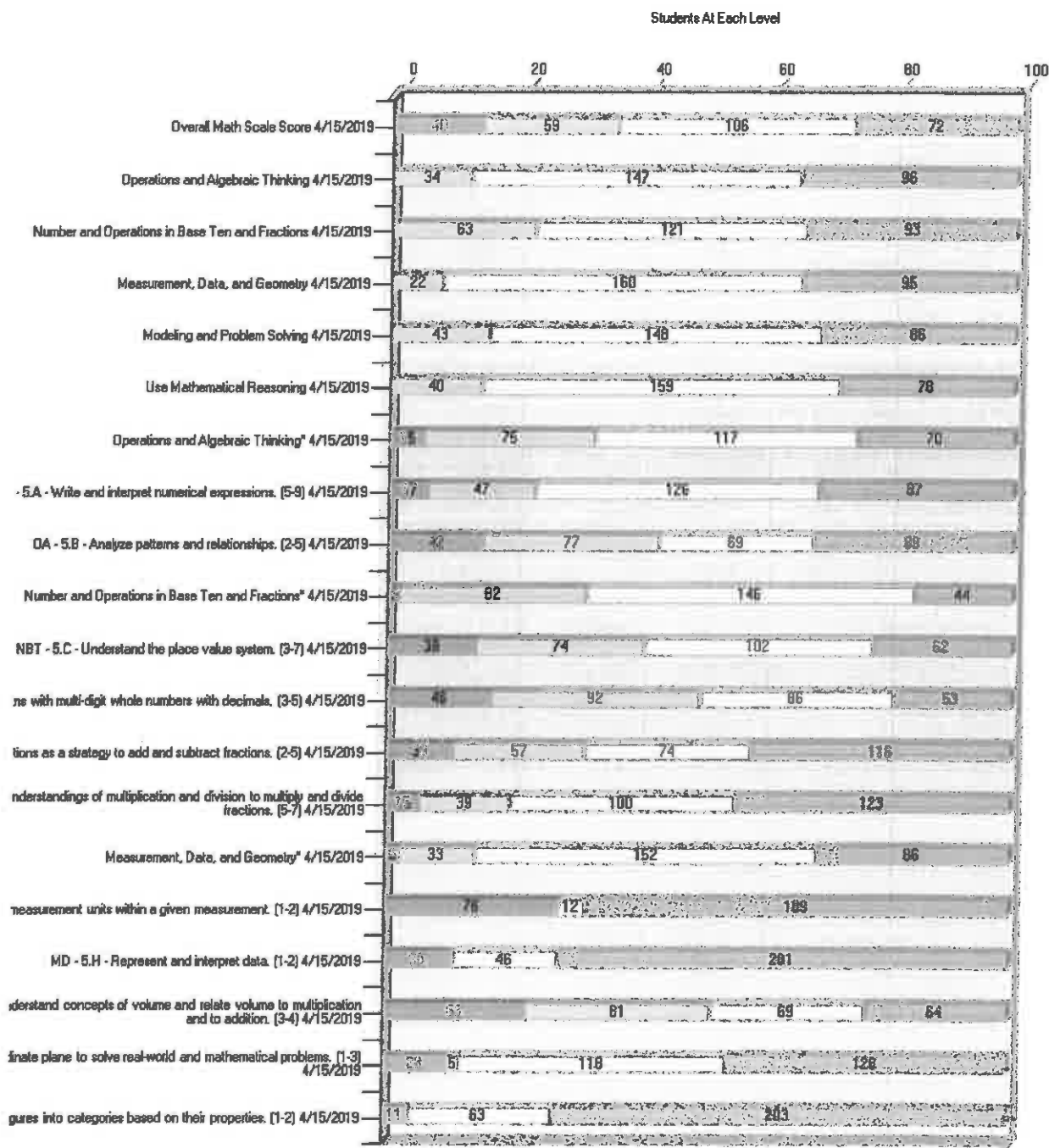


A: NH SAS ~ Math ~ Grade 4 (4/15/2019)

Comparative Report - Achievement Levels

Section	Description	L4 - Proficient with Distinction		L3 - Proficient		L2 - Partially Proficient		L1 - Substantially Below Proficient		Total Students
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	
		L4 - Above Proficient	L3 - Proficient	L2 - Approaching Proficient	L1 - Below Proficient					
Overall Math Scale Score		11	12.8%	24	27.8%	27	31.0%	25	28.7%	87
		N/A	Great Achiever	At or Approaching	Low					
Operations and Algebraic Thinking	NH SAS ~ Math ~ Grade 4			19	21.8%	41	47.1%	27	31.0%	87
Number and Operations in Base Ten and Fractions	NH SAS ~ Math ~ Grade 4			17	19.5%	34	39.1%	36	41.4%	87
Measurement, Data, and Geometry	NH SAS ~ Math ~ Grade 4			18	20.7%	50	57.5%	19	21.8%	87
Modeling and Problem Solving	NH SAS ~ Math ~ Grade 4			17	19.5%	41	47.1%	29	33.3%	87
Use Mathematical Reasoning	NH SAS ~ Math ~ Grade 4			15	17.2%	47	54.0%	25	28.7%	87
		L4 - Proficient with Distinction		L3 - Proficient		L2 - Partially Proficient		L1 - Substantially Below Proficient		Total Students
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	
OA - 4.A - Use the four operations with whole numbers to solve problems. (5-7)	NH SAS ~ Math ~ Grade 4	12	14.9%	11	14.9%	23	28.4%	38	43.7%	87
OA - 4.B - Gain familiarity with factors and multiples. (1-2)	NH SAS ~ Math ~ Grade 4	21	24.1%	0	0.0%	37	42.5%	29	33.3%	87
OA - 4.C - Generate and analyze patterns. (1-2)	NH SAS ~ Math ~ Grade 4	31	35.6%	0	0.0%	31	35.6%	25	28.7%	87
NBT - 4.D - Generalize place value understanding for multi-digit whole numbers. (3-4)	NH SAS ~ Math ~ Grade 4	0	3.4%	17	19.5%	36	41.4%	31	35.6%	87
NBT - 4.E - Use place value understanding and properties of operations to perform multi-digit arithmetic. (3-6)	NH SAS ~ Math ~ Grade 4	4	4.6%	24	27.6%	26	29.9%	28	33.3%	87
NF - 4.F - Extend understanding of fraction equivalence and ordering. (2-5)	NH SAS ~ Math ~ Grade 4	12	13.8%	13	14.9%	27	31.0%	29	33.3%	87
NF - 4.G - Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. (2-4)	NH SAS ~ Math ~ Grade 4	4	4.6%	4	4.6%	42	48.3%	33	37.9%	87
NF - 4.H - Understand decimal notation for fractions, and compare decimal fractions. (3-5)	NH SAS ~ Math ~ Grade 4	4	4.6%	25	28.7%	18	20.7%	36	41.4%	87
MD - 4.I - Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. (2-3)	NH SAS ~ Math ~ Grade 4	1	1.1%	1	1.1%	43	49.4%	40	46.0%	87
MD - 4.J - Represent and interpret data. (1-2)	NH SAS ~ Math ~ Grade 4	21	24.1%	0	0.0%	0	0.0%	61	70.1%	87
MD - 4.K - Geometric measurement: understand concepts of angle and measure angles. (2-3)	NH SAS ~ Math ~ Grade 4	11	12.6%	29	33.3%	27	31.0%	12	13.8%	87
G - 4.L - Draw and identify lines and angles, and classify shapes by properties of their lines and angles. (2-3)	NH SAS ~ Math ~ Grade 4	4	4.6%	21	24.1%	46	52.8%	12	13.8%	87

Proficiency Level Comparison

Assessments: NH SAS ~ Math ~ Grade 5 (4/15/2019)**School** Garrison School (2019-20) ♦ Dover Middle School (2019-20) ♦ Horne Street School (2019-20) ♦ Dover Senior High School (2019-20) ♦ Woodman Park School (2019-20) ♦ Dover - Private Schools (2019-20) ♦ Dover Career Technical Center (2019-20)**Achievement Level Comparison By Assessment**

A: NH SAS ~ Math ~ Grade 5 (4/15/2019)

2b. Math Detail Results by grade – G5 - NH SAS 20

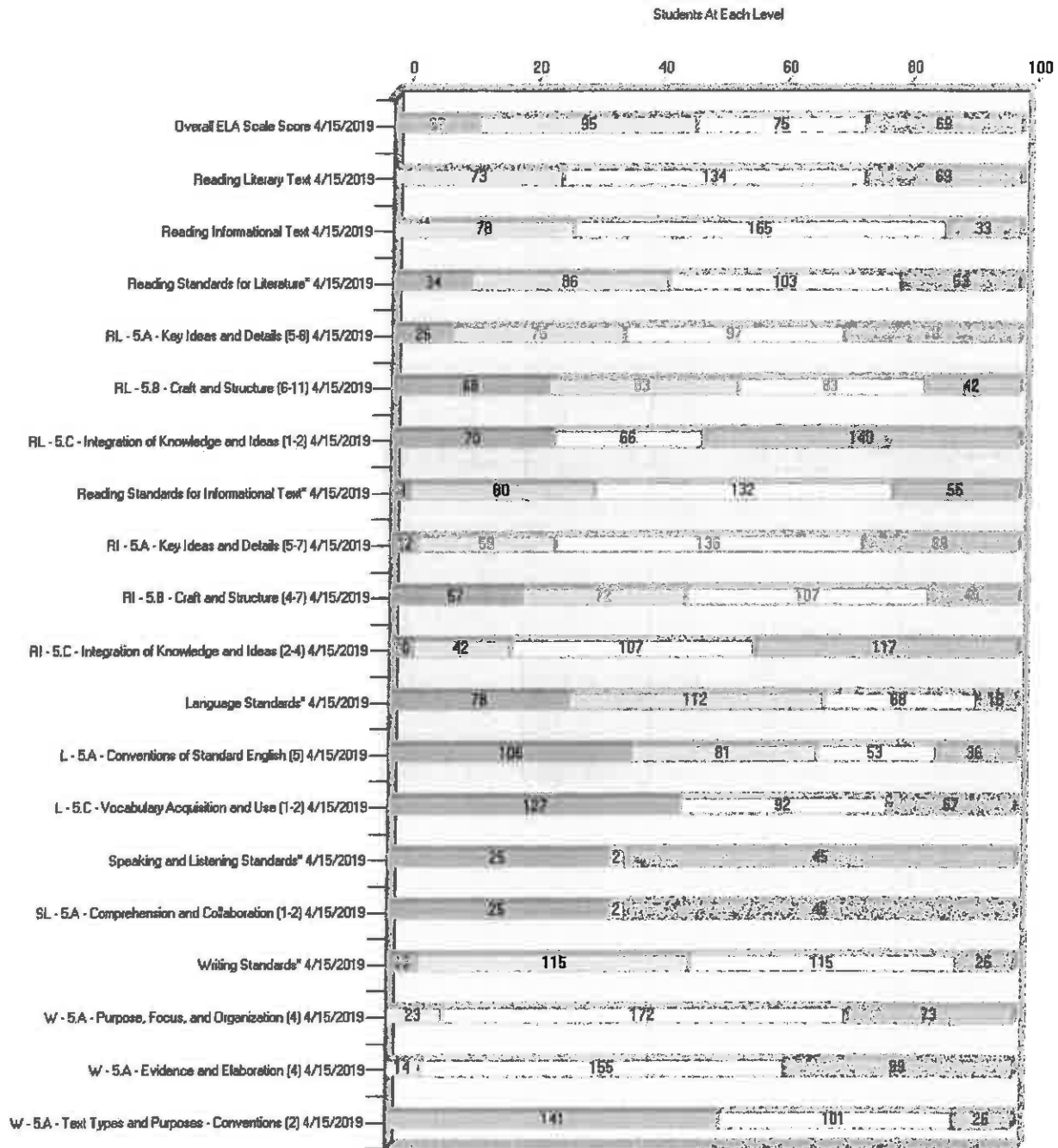
Section	Description	L4 - Proficient with Distinction		L3 - Proficient		L2 - Partially Proficient		L1 - Substantially Below Proficient		Total Students
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	
Overall Math Scale Score	NH SAS - Math - Grade 5	46	14.4%	89	21.2%	196	38.3%	72	26.0%	277
		NA		On or Above		At or Approaching		Low		
Operations and Algebraic Thinking	NH SAS - Math - Grade 5			34	12.3%	147	53.1%	98	34.7%	277
Number and Operations in Base Ten and Fractions	NH SAS - Math - Grade 5			63	22.7%	121	43.7%	93	33.6%	277
Measurement, Data, and Geometry	NH SAS - Math - Grade 5			22	7.9%	160	57.8%	95	34.3%	277
Modeling and Problem Solving	NH SAS - Math - Grade 5			43	15.5%	148	53.4%	86	31.0%	277
Use Mathematical Reasoning	NH SAS - Math - Grade 5			40	14.4%	159	57.4%	78	28.2%	277
		L4 - Proficient with Distinction		L3 - Proficient		L2 - Partially Proficient		L1 - Substantially Below Proficient		
Operations and Algebraic Thinking*	NH SAS - Math - Grade 5	15	5.4%	75	27.1%	117	42.2%	70	25.3%	277
OA - 5.A - Write and interpret numerical expressions. (5-9)	NH SAS - Math - Grade 5	17	6.1%	47	17.0%	126	45.5%	87	31.4%	277
OA - 5.B - Analyze patterns and relationships. (2-5)	NH SAS - Math - Grade 5	40	14.2%	77	27.8%	69	24.9%	89	32.1%	277
Number and Operations in Base Ten and Fractions*	NH SAS - Math - Grade 5	5	1.8%	82	29.6%	146	52.7%	44	15.9%	277
NBT - 5.C - Understand the place value system. (3-7)	NH SAS - Math - Grade 5	36	14.1%	74	26.7%	102	36.8%	62	22.4%	277
NBT - 5.D - Perform operations with multi-digit whole numbers with decimals. (3-5)	NH SAS - Math - Grade 5	46	16.6%	92	33.2%	86	31.0%	53	19.1%	277
NF - 5.E - Use equivalent fractions as a strategy to add and subtract fractions. (2-5)	NH SAS - Math - Grade 5	30	10.8%	57	20.6%	74	26.7%	116	41.9%	277
NF - 5.F - Apply and extend previous understandings of multiplication and division to multiply and divide fractions. (5-7)	NH SAS - Math - Grade 5	15	5.4%	39	14.1%	100	36.1%	123	44.4%	277
Measurement, Data, and Geometry*	NH SAS - Math - Grade 5	6	2.2%	33	11.9%	152	54.9%	86	31.0%	277
MD - 5.G - Convert like measurement units within a given measurement. (1-2)	NH SAS - Math - Grade 5	76	27.4%	0	0.0%	12	4.3%	189	68.2%	277
MD - 5.H - Represent and interpret data. (1-2)	NH SAS - Math - Grade 5	30	10.8%	0	0.0%	46	16.6%	201	72.6%	277
MD - 5.I - Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. (3-4)	NH SAS - Math - Grade 5	63	22.7%	81	29.2%	69	24.9%	64	23.1%	277
G - 5.J - Graph points on the coordinate plane to solve real-world and mathematical problems. (1-3)	NH SAS - Math - Grade 5	28	10.1%	5	1.8%	118	42.6%	126	45.5%	277
G - 5.K - Classify two-dimensional figures into categories based on their properties. (1-2)	NH SAS - Math - Grade 5	11	4.0%	0	0.0%	63	22.7%	203	73.3%	277

Proficiency Level Comparison

Assessments: NH SAS ~ ELA ~ Grade 5 (4/15/2019)

School: Garrison School (2019-20) ♦ Dover Middle School (2019-20) ♦ Home Street School (2019-20) ♦ Dover Senior High School (2019-20) ♦ Woodman Park School (2019-20) ♦ Dover - Private Schools (2019-20) ♦ Dover Career Technical Center (2019-20)

Achievement Level Comparison By Assessment



A: NH SAS ~ ELA ~ Grade 5 (4/15/2019)

2a. ELA Detail Results by grade – G5 - NH SAS 201

Section	Description	L4 - Proficient with Distinction		L3 - Proficient		L2 - Partially Proficient		L1 - Substantially Below Proficient		Total Students
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	
		L4 - Above Proficient		L3 - Proficient		L2 - Approaching Proficient		L1 - Below Proficient		
Overall ELA Scale Score	NH SAS - ELA - Grade 5	27	12.4%	95	34.4%	75	27.2%	69	25.0%	276
		N/A		On or Above		After Approaching		Low		
Reading Literary Text	NH SAS - ELA - Grade 5			73	26.4%	134	48.6%	69	25.0%	276
Reading Informational Text	NH SAS - ELA - Grade 5			78	28.3%	165	59.8%	33	12.0%	276
		L4 - Proficient with Distinction		L3 - Proficient		L2 - Partially Proficient		L1 - Substantially Below Proficient		
Reading Standards for Literature*	NH SAS - ELA - Grade 5	34	12.3%	68	31.2%	103	37.3%	63	16.2%	276
RI - 5.A - Key Ideas and Details (5-6)	NH SAS - ELA - Grade 5	54	24.9%	75	27.2%	87	35.1%	79	28.3%	276
RI - 5.B - Craft and Structure (6-11)	NH SAS - ELA - Grade 5	63	29.0%	63	30.1%	83	30.1%	42	15.2%	276
RI - 5.C - Integration of Knowledge and Ideas (1-2)	NH SAS - ELA - Grade 5	25	25.4%	0	0.0%	66	23.9%	140	50.7%	276
Reading Standards for Informational Text*	NH SAS - ELA - Grade 5	8	3.1%	80	29.0%	132	47.6%	66	20.3%	276
RI - 5.A - Key Ideas and Details (5-7)	NH SAS - ELA - Grade 5	12	4.3%	69	21.4%	136	49.3%	69	26.0%	276
RI - 5.B - Craft and Structure (4-7)	NH SAS - ELA - Grade 5	37	26.7%	72	26.1%	107	38.8%	40	14.5%	276
RI - 5.C - Integration of Knowledge and Ideas (2-4)	NH SAS - ELA - Grade 5	10	1.8%	42	15.2%	107	38.8%	117	42.4%	276
Language Standards*	NH SAS - ELA - Grade 5	23	28.5%	112	40.6%	88	24.6%	11	6.5%	276
L - 5.A - Conventions of Standard English (5)	NH SAS - ELA - Grade 5	108	38.4%	81	29.3%	53	19.2%	35	13.0%	276
L - 5.C - Vocabulary Acquisition and Use (1-2)	NH SAS - ELA - Grade 5	127	46.0%	0	0.0%	92	33.3%	57	20.7%	276
Speaking and Listening Standards*	NH SAS - ELA - Grade 5	25	30.9%	0	0.0%	2	2.8%	45	62.6%	72
SL - 5.A - Comprehension and Collaboration (1-2)	NH SAS - ELA - Grade 5	25	34.7%	0	0.0%	2	2.8%	45	62.5%	72
Writing Standards*	NH SAS - ELA - Grade 5	19	4.9%	115	42.9%	115	42.9%	25	9.3%	388
W - 5.A - Purpose, Focus, and Organization (4)	NH SAS - ELA - Grade 5	0	0.0%	23	8.6%	172	64.2%	73	27.2%	268
W - 5.A - Evidence and Elaboration (4)	NH SAS - ELA - Grade 5	9	3.0%	14	5.2%	155	57.8%	98	38.6%	305
W - 5.A - Text Types and Purposes - Conventions (2)	NH SAS - ELA - Grade 5	141	52.6%	0	0.0%	101	37.7%	28	9.7%	268

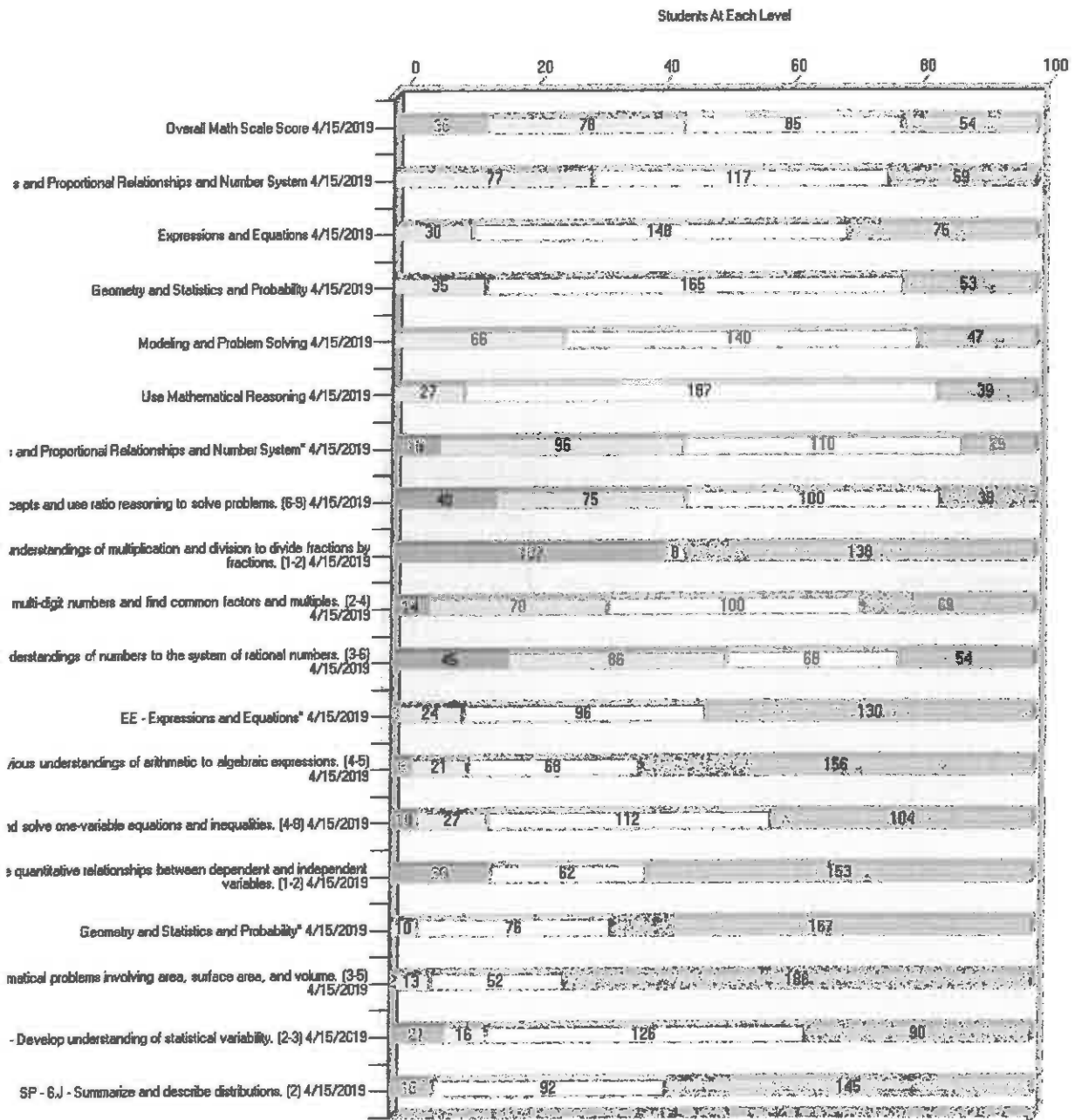
2b. Math Detail Results by grade – G6 - NH SAS 20

Proficiency Level Comparison

Assessments: NH SAS ~ Math ~ Grade 6 (4/15/2019)

School: Garrison School (2019-20) ♦ Dover Middle School (2019-20) ♦ Home Street School (2019-20) ♦ Dover Senior High School (2019-20) ♦ Woodman Park School (2019-20) ♦ Dover - Private Schools (2019-20) ♦ Dover Career Technical Center (2019-20)

Achievement Level Comparison By Assessment

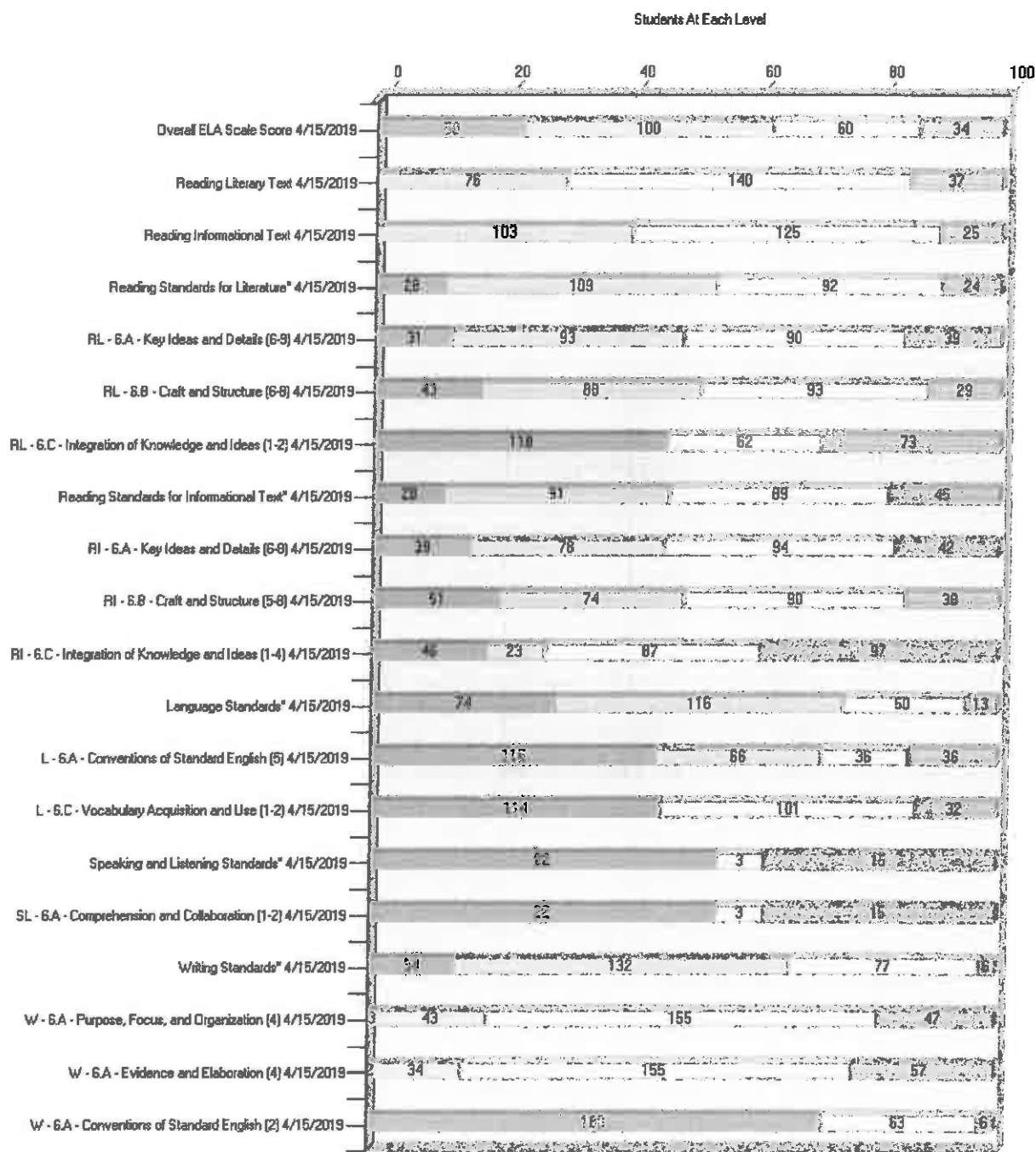


A: NH SAS ~ Math ~ Grade 6 (4/15/2019)

2b. Math Detail Results by grade – G6 - NH SAS 20

Category	Description	L4 - Proficient with Distinction		L3 - Proficient		L2 - Partially Proficient		L1 - Substantially Below Proficient		Total Students
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	
		L4 - Above Proficient	L3 - Proficient	L2 - Approaching Proficient	L1 - Below Proficient					
Overall Math Scale Score	NH SAS - Math - Grade 6	36	34.2%	76	20.8%	85	33.6%	54	21.7%	253
		N/A		On or Above		At or Approaching		L1W		
Ratios and Proportional Relationships and Number System	NH SAS - Math - Grade 6			77	30.4%	117	46.2%	59	23.3%	253
Expressions and Equations	NH SAS - Math - Grade 6			30	11.9%	148	58.5%	75	29.6%	253
Geometry and Statistics and Probability	NH SAS - Math - Grade 6			35	13.8%	165	65.2%	53	20.9%	253
Modeling and Problem Solving	NH SAS - Math - Grade 6			66	26.1%	140	55.3%	47	18.6%	253
Use Mathematical Reasoning	NH SAS - Math - Grade 6			27	10.7%	187	73.9%	39	15.4%	253
		L4 - Proficient with Distinction		L3 - Proficient		L2 - Partially Proficient		L1 - Substantially Below Proficient		
Ratios and Proportional Relationships and Number System*	NH SAS - Math - Grade 6	13	7.1%	96	37.9%	110	43.5%	29	11.5%	253
RP - 6.A - Understand ratio concepts and use ratio reasoning to solve problems. (6-9)	NH SAS - Math - Grade 6	40	15.8%	75	29.6%	100	39.5%	38	15.0%	253
NS - 6.B - Apply and extend previous understandings of multiplication and division to divide fractions by fractions. (1-2)	NH SAS - Math - Grade 6	100	42.3%	0	0.0%	8	3.2%	138	54.5%	253
NS - 6.C - Compute fluently with multi-digit numbers and find common factors and multiples. (2-4)	NH SAS - Math - Grade 6	14	5.5%	70	27.7%	100	39.5%	69	27.3%	253
NS - 6.D - Apply and extend previous understandings of numbers to the system of rational numbers. (3-6)	NH SAS - Math - Grade 6	46	17.8%	86	34.0%	68	26.9%	54	21.3%	253
EE - Expressions and Equations*	NH SAS - Math - Grade 6	1	0.4%	24	9.5%	96	37.9%	130	51.4%	253
EE - 6.E - Apply and extend previous understandings of arithmetic to algebraic expressions. (4-5)	NH SAS - Math - Grade 6	8	3.2%	21	8.3%	68	26.9%	150	61.7%	253
EE - 6.F - Reason about and solve one-variable equations and inequalities. (4-8)	NH SAS - Math - Grade 6	10	4.0%	27	10.7%	112	44.3%	104	41.1%	253
EE - 6.G - Represent and analyze quantitative relationships between dependent and independent variables. (1-2)	NH SAS - Math - Grade 6	38	15.0%	0	0.0%	62	24.5%	153	60.5%	253
Geometry and Statistics and Probability*	NH SAS - Math - Grade 6	0	0.0%	10	4.0%	76	30.0%	167	66.0%	253
G - 6.H - Solve real-world and mathematical problems involving area, surface area, and volume. (3-5)	NH SAS - Math - Grade 6	2	0.8%	13	5.1%	52	20.6%	183	73.5%	253
SP - 6.I - Develop understanding of statistical variability. (2-3)	NH SAS - Math - Grade 6	31	12.3%	16	6.3%	126	49.8%	80	31.6%	253
SP - 6.J - Summarize and describe distributions. (2)	NH SAS - Math - Grade 6	10	4.0%	0	0.0%	92	36.4%	145	57.3%	253

Proficiency Level Comparison

Assessments: NH SAS ~ ELA ~ Grade 6 (4/15/2019)**School** Garrison School (2019-20) ♦ Dover Middle School (2019-20) ♦ Home Street School (2019-20) ♦ Dover Senior High School (2019-20) ♦ Woodman Park School (2019-20) ♦ Dover - Private Schools (2019-20) ♦ Dover Career Technical Center (2019-20)**Achievement Level Comparison By Assessment**

A: NH SAS ~ ELA ~ Grade 6 (4/15/2019)

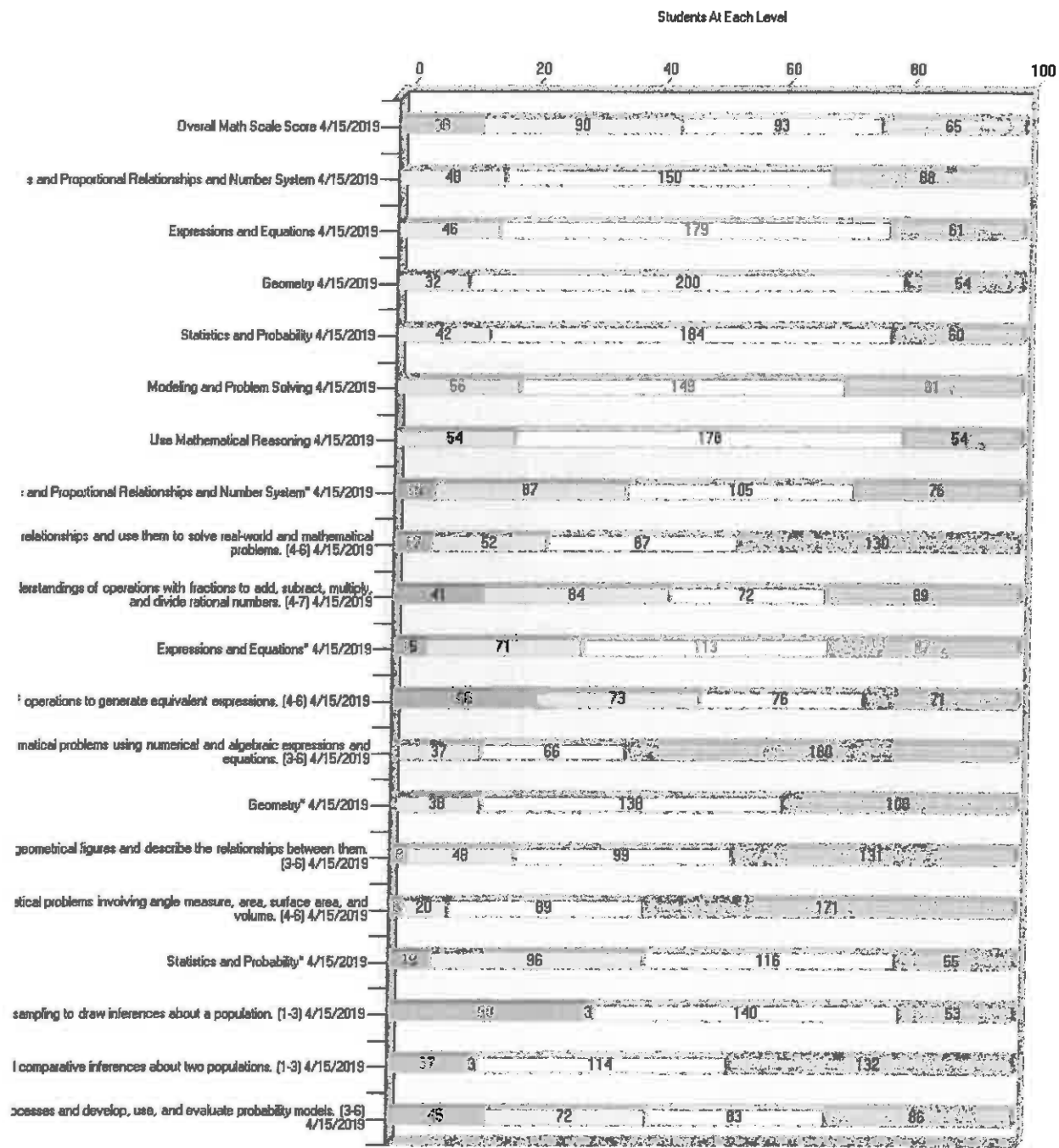
Section	Description	Category: ELA - Grade 6								Total Students
		L4 - Proficient with Distinction		L3 - Proficient		L2 - Partially Proficient		L1 - Substantially Below Proficient		
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	
		L4 - Above Proficient		L3 - Proficient		L2 - Approaching Proficient		L1 - Below Proficient		
Overall ELA Scale Score	NH SAS - ELA - Grade 6	54	23.3%	100	36.5%	60	23.7%	34	13.4%	253
		N/A		On or Above		At or Approaching		Low		
Reading Literary Text	NH SAS - ELA - Grade 6			76	30.0%	140	55.3%	37	14.6%	253
Reading Informational Text	NH SAS - ELA - Grade 6			103	40.7%	125	49.4%	25	9.0%	263
		L4 - Proficient with Distinction		L3 - Proficient		L2 - Partially Proficient		L1 - Substantially Below Proficient		
Reading Standards for Literature*	NH SAS - ELA - Grade 6	29	11.4%	109	43.1%	92	36.4%	24	9.5%	253
RL - 6.A - Key Ideas and Details (6-9)	NH SAS - ELA - Grade 6	31	12.3%	93	36.8%	90	35.6%	39	15.4%	253
RL - 6.B - Craft and Structure (6-8)	NH SAS - ELA - Grade 6	43	17.0%	88	34.8%	93	36.8%	29	11.5%	253
RL - 6.C - Integration of Knowledge and Ideas (1-2)	NH SAS - ELA - Grade 6	11	4.3%	0	0.0%	62	24.5%	73	28.9%	253
Reading Standards for Informational Text*	NH SAS - ELA - Grade 6	25	9.9%	91	36.0%	89	35.2%	45	17.8%	253
RI - 6.A - Key Ideas and Details (6-8)	NH SAS - ELA - Grade 6	39	15.4%	78	30.8%	94	37.2%	42	16.6%	253
RI - 6.B - Craft and Structure (5-8)	NH SAS - ELA - Grade 6	61	24.2%	74	29.2%	90	35.6%	38	15.0%	253
RI - 6.C - Integration of Knowledge and Ideas (1-4)	NH SAS - ELA - Grade 6	4	1.6%	23	9.1%	87	34.4%	97	38.3%	253
Language Standards*	NH SAS - ELA - Grade 6	75	29.3%	116	45.8%	50	19.8%	13	5.1%	253
L - 6.A - Conventions of Standard English (5)	NH SAS - ELA - Grade 6	118	46.6%	66	26.1%	36	14.2%	38	14.2%	253
L - 6.C - Vocabulary Acquisition and Use (1-2)	NH SAS - ELA - Grade 6	19	7.5%	0	0.0%	101	40.9%	32	13.0%	247
Speaking and Listening Standards*	NH SAS - ELA - Grade 6	22	8.9%	0	0.0%	3	7.5%	15	37.5%	40
SL - 6.A - Comprehension and Collaboration (1-2)	NH SAS - ELA - Grade 6	22	55.0%	0	0.0%	3	7.5%	15	37.5%	40
Writing Standards*	NH SAS - ELA - Grade 6	34	13.7%	132	53.0%	77	30.9%	6	2.4%	249
W - 6.A - Purpose, Focus, and Organization (4)	NH SAS - ELA - Grade 6	3	1.2%	43	17.3%	155	62.5%	47	19.0%	248
W - 6.A - Evidence and Elaboration (4)	NH SAS - ELA - Grade 6	2	0.8%	34	13.7%	155	62.5%	57	23.0%	248
W - 6.A - Conventions of Standard English (2)	NH SAS - ELA - Grade 6	160	72.3%	0	0.0%	63	25.3%	6	2.4%	249

Proficiency Level Comparison

Assessments: NH SAS – Math – Grade 7 (4/15/2019)

School Garrison School (2019-20) ♦ Dover Middle School (2019-20) ♦ Home Street School (2019-20) ♦ Dover Senior High School (2019-20) ♦ Woodman Park School (2019-20) ♦ Dover - Private Schools (2019-20) ♦ Dover Career Technical Center (2019-20)

Achievement Level Comparison By Assessment

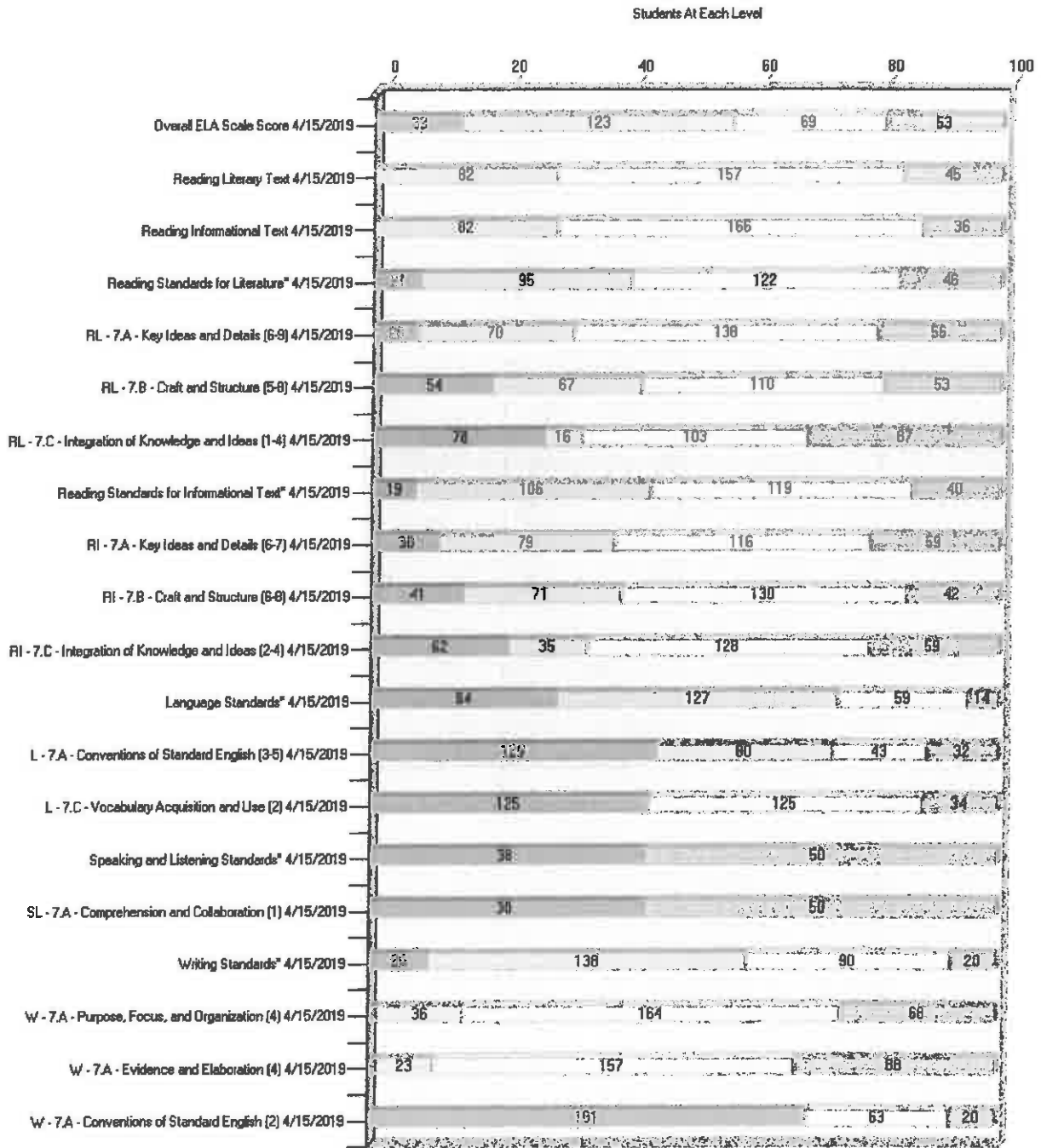


A: NH SAS – Math – Grade 7 (4/15/2019)

2b. Math Detail Results by grade -- G7 - NH SAS 20

Section	Description	L4 - Proficient with Distinction		L3 - Proficient		L2 - Partially Proficient		L1 - Substantially Below Proficient		Total Students
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	
		L4 - Above Proficient		L3 - Proficient		L2 - Approaching Proficient		L1 - Below Proficient		
Overall Math Scale Score	NH SAS - Math - Grade 7	36	13.3%	90	31.5%	93	32.5%	45	22.7%	286
		N/A		On or Above		At or Approaching		Low		
Ratios and Proportional Relationships and Number System	NH SAS - Math - Grade 7			48	16.8%	150	52.4%	88	30.8%	286
Expressions and Equations	NH SAS - Math - Grade 7			46	16.1%	179	62.6%	61	21.3%	286
Geometry	NH SAS - Math - Grade 7			32	11.2%	200	69.9%	54	18.9%	286
Statistics and Probability	NH SAS - Math - Grade 7			42	14.7%	184	64.3%	60	21.0%	286
Modeling and Problem Solving	NH SAS - Math - Grade 7			56	19.6%	149	52.1%	81	28.3%	286
Use Mathematical Reasoning	NH SAS - Math - Grade 7			54	18.9%	178	62.2%	54	18.9%	286
Section	Description	L4 - Proficient with Distinction		L3 - Proficient		L2 - Partially Proficient		L1 - Substantially Below Proficient		Total Students
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	
		L4 - Above Proficient		L3 - Proficient		L2 - Approaching Proficient		L1 - Below Proficient		
Ratios and Proportional Relationships and Number System*	NH SAS - Math - Grade 7	18	6.3%	87	30.4%	105	36.7%	76	26.6%	286
RP - 7.A - Analyze proportional relationships and use them to solve real-world and mathematical problems. (4-6)	NH SAS - Math - Grade 7	17	5.9%	52	18.2%	87	30.4%	130	45.5%	286
NS - 7.B - Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. (4-7)	NH SAS - Math - Grade 7	41	14.3%	84	29.4%	72	25.2%	89	31.1%	286
Expressions and Equations*	NH SAS - Math - Grade 7	16	5.6%	71	24.8%	113	39.5%	87	30.4%	286
EE - 7.C - Use properties of operations to generate equivalent expressions. (4-6)	NH SAS - Math - Grade 7	14	4.9%	73	25.5%	78	26.6%	71	24.8%	286
EE - 7.D - Solve real-life and mathematical problems using numerical and algebraic expressions and equations. (3-6)	NH SAS - Math - Grade 7	3	1.0%	37	12.9%	66	23.1%	180	62.9%	286
Geometry*	NH SAS - Math - Grade 7	2	0.7%	38	13.3%	138	48.3%	108	37.8%	286
G - 7.E - Draw, construct, and describe geometrical figures and describe the relationships between them. (3-6)	NH SAS - Math - Grade 7	8	2.8%	48	16.8%	99	34.6%	131	45.8%	286
G - 7.F - Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. (4-6)	NH SAS - Math - Grade 7	6	2.1%	20	7.0%	88	31.1%	171	59.8%	286
Statistics and Probability*	NH SAS - Math - Grade 7	16	5.6%	96	33.6%	116	40.6%	55	19.2%	286
SP - 7.G - Use random sampling to draw inferences about a population. (1-3)	NH SAS - Math - Grade 7	50	17.5%	3	1.0%	140	49.0%	53	18.5%	286
SP - 7.H - Draw informal comparative inferences about two populations. (1-3)	NH SAS - Math - Grade 7	17	5.9%	3	1.0%	114	39.9%	132	46.2%	286
SP - 7.I - Investigate chance processes and develop, use, and evaluate probability models. (3-6)	NH SAS - Math - Grade 7	45	15.7%	72	25.2%	83	29.0%	86	30.1%	286

Proficiency Level Comparison

Assessments: NH SAS ~ ELA ~ Grade 7 (4/15/2019)**School** Garrison School (2019-20) ♦ Dover Middle School (2019-20) ♦ Home Street School (2019-20) ♦ Dover Senior High School (2019-20) ♦ Woodman Park School (2019-20) ♦ Dover - Private Schools (2019-20) ♦ Dover Career Technical Center (2019-20)**Achievement Level Comparison By Assessment**

A: NH SAS ~ ELA ~ Grade 7 (4/15/2019)

2a. ELA Detail Results by grade – G7 - NH SAS 201

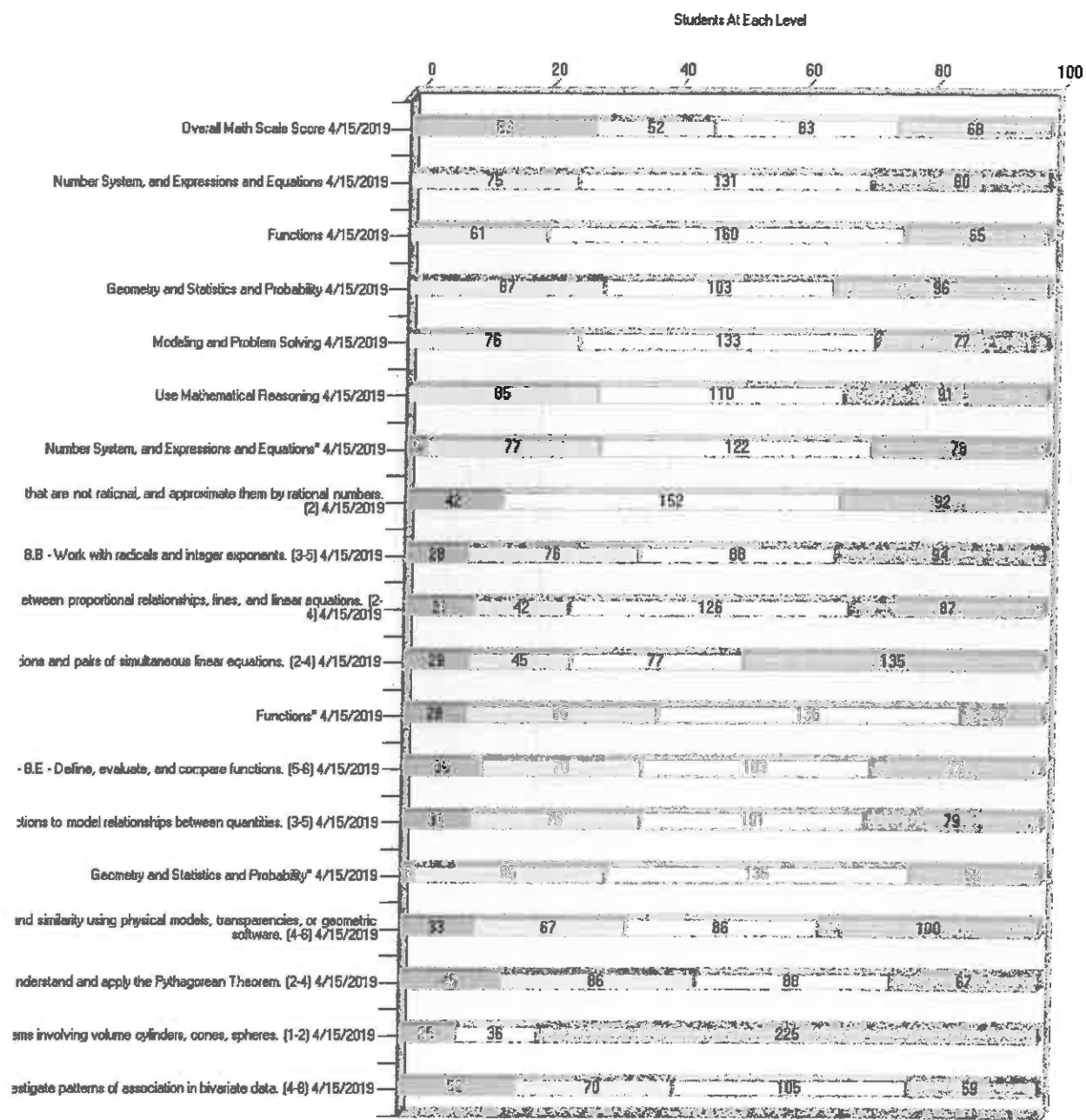
Section	Description	L4 - Proficient with Distinction		L3 - Proficient		L2 - Partially Proficient		L1 - Substantially Below Proficient		Total Students
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	
		L4 - Always Proficient		L3 - Proficient		L2 - Approaching Proficient		L1 - Below Proficient		
Overall ELA Scale Score	NH SAS - ELA - Grade 7	90	13.7%	123	43.3%	69	24.3%	53	18.7%	284
		N/A		On or Above		At or Approaching		Low		
Reading Literary Text	NH SAS - ELA - Grade 7			82	28.9%	157	55.3%	45	15.8%	284
Reading Informational Text	NH SAS - ELA - Grade 7			82	28.9%	166	58.5%	36	12.7%	284
		L4 - Proficient with Distinction		L3 - Proficient		L2 - Partially Proficient		L1 - Substantially Below Proficient		
Reading Standards for Literature*	NH SAS - ELA - Grade 7	21	7.4%	95	33.5%	122	43.0%	46	16.2%	284
RL - 7.A - Key Ideas and Details (6-9)	NH SAS - ELA - Grade 7	20	7.0%	70	24.6%	138	48.6%	56	19.7%	284
RL - 7.B - Craft and Structure (5-8)	NH SAS - ELA - Grade 7	64	22.5%	67	23.6%	110	38.7%	53	18.7%	284
RL - 7.C - Integration of Knowledge and Ideas (1-4)	NH SAS - ELA - Grade 7	38	13.4%	16	5.6%	103	36.3%	87	30.6%	284
Reading Standards for Informational Text*	NH SAS - ELA - Grade 7	10	3.5%	106	37.3%	119	41.9%	49	17.3%	284
RI - 7.A - Key Ideas and Details (6-7)	NH SAS - ELA - Grade 7	30	10.6%	79	27.8%	116	40.8%	59	20.8%	284
RI - 7.B - Craft and Structure (6-8)	NH SAS - ELA - Grade 7	41	14.4%	71	25.0%	130	45.8%	42	14.8%	284
RI - 7.C - Integration of Knowledge and Ideas (2-4)	NH SAS - ELA - Grade 7	8	2.8%	35	12.3%	128	45.1%	59	20.8%	284
Language Standards*	NH SAS - ELA - Grade 7	105	37.0%	127	44.7%	59	20.8%	14	4.9%	284
L - 7.A - Conventions of Standard English (3-5)	NH SAS - ELA - Grade 7	120	42.4%	80	28.2%	43	15.1%	32	11.3%	284
L - 7.C - Vocabulary Acquisition and Use (2)	NH SAS - ELA - Grade 7	126	44.4%	0	0.0%	125	44.0%	34	12.0%	284
Speaking and Listening Standards*	NH SAS - ELA - Grade 7	0	0.0%	0	0.0%	0	0.0%	50	17.6%	88
SL - 7.A - Comprehension and Collaboration (1)	NH SAS - ELA - Grade 7	35	12.2%	0	0.0%	0	0.0%	50	17.6%	88
Writing Standards*	NH SAS - ELA - Grade 7	26	9.1%	138	48.6%	90	31.7%	20	7.1%	274
W - 7.A - Purpose, Focus, and Organization (4)	NH SAS - ELA - Grade 7	4	1.5%	36	13.1%	164	59.5%	69	25.0%	272
W - 7.A - Evidence and Elaboration (4)	NH SAS - ELA - Grade 7	4	1.5%	23	8.5%	157	57.7%	88	32.4%	272
W - 7.A - Conventions of Standard English (2)	NH SAS - ELA - Grade 7	104	38.2%	0	0.0%	63	23.0%	20	7.3%	274

Proficiency Level Comparison

Assessments: NH SAS ~ Math ~ Grade 8 (4/15/2019)

School Garrison School (2019-20) ♦ Dover Middle School (2019-20) ♦ Horne Street School (2019-20) ♦ Dover Senior High School (2019-20) ♦ Woodman Park School (2019-20) ♦ Dover - Private Schools (2019-20) ♦ Dover Career Technical Center (2019-20)

Achievement Level Comparison By Assessment

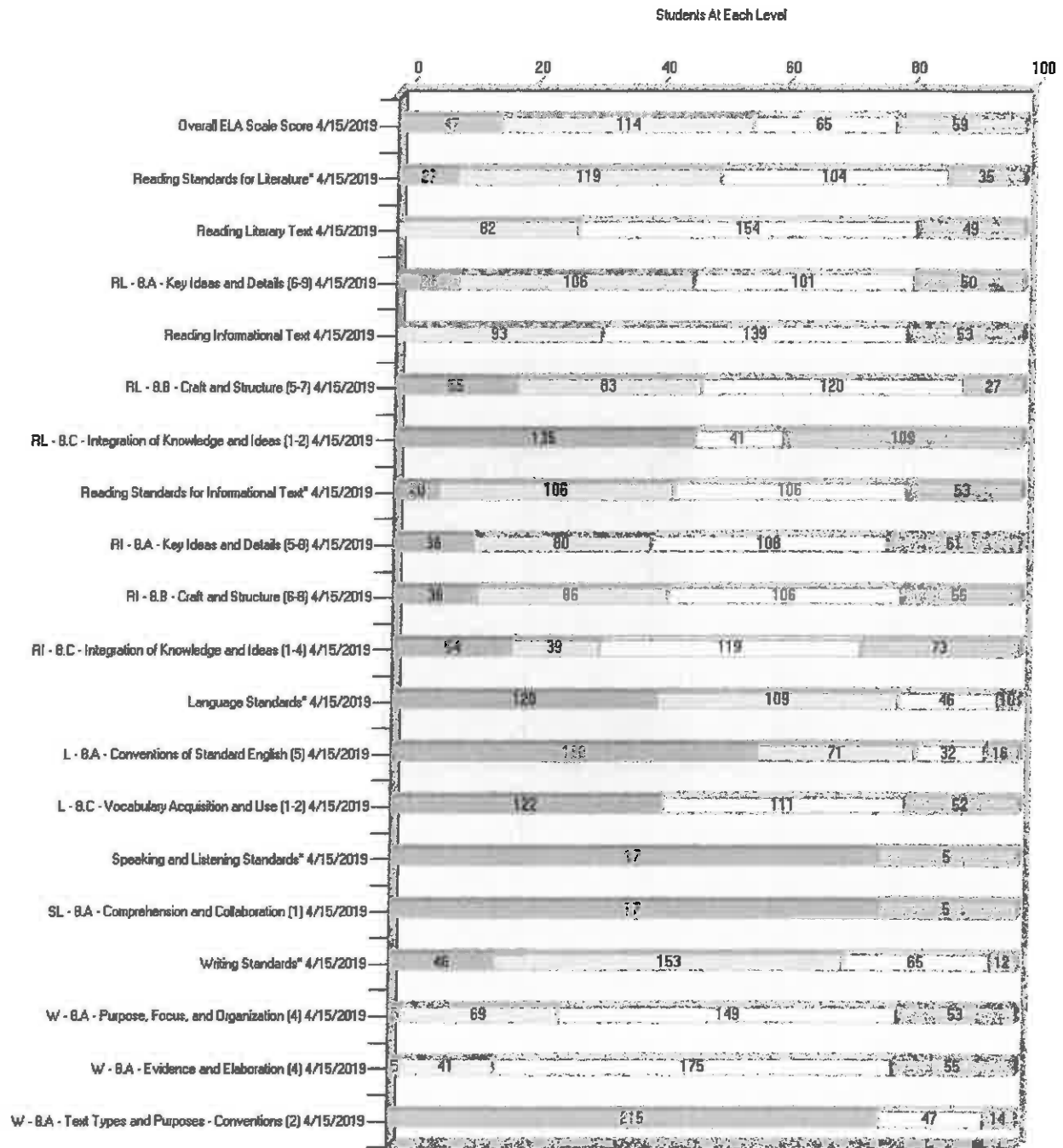


A: NH SAS ~ Math ~ Grade 8 (4/15/2019)

2b. Math Detail Results by grade – G8 - NH SAS 20

Subject	Description	L4 - Proficient with Distinction		L3 - Proficient		L2 - Partially Proficient		L1 - Substantially Below Proficient		Total Students		
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage			
		L4 - Above Proficient	L3 - Proficient	L2 - Approaching Proficient	L1 - Below Proficient							
Overall Math Scale Score		NH SAS ~ Math ~ Grade 8		60	25.0%	52	18.2%	83	29.0%	68	23.8%	266
		N/A		On or Above		At or Approaching		Low				
Number System, and Expressions and Equations		NH SAS ~ Math ~ Grade 8		75	26.2%	131	45.8%	80	28.0%	286		
Functions		NH SAS ~ Math ~ Grade 8		61	21.3%	160	55.9%	65	22.7%	286		
Geometry and Statistics and Probability		NH SAS ~ Math ~ Grade 8		87	30.4%	103	36.0%	88	33.6%	286		
Modeling and Problem Solving		NH SAS ~ Math ~ Grade 8		76	26.6%	133	46.5%	77	26.9%	286		
Use Mathematical Reasoning		NH SAS ~ Math ~ Grade 8		85	29.7%	110	38.6%	91	31.8%	286		
		L4 - Proficient with Distinction		L3 - Proficient		L2 - Partially Proficient		L1 - Substantially Below Proficient				
Number System, and Expressions and Equations*		NH SAS ~ Math ~ Grade 8		6	3.1%	77	26.9%	122	42.7%	76	27.3%	286
NS - 8.A - Know that there are numbers that are not rational, and approximate them by rational numbers. (2)		NH SAS ~ Math ~ Grade 8		42	34.7%	0	0.0%	152	53.1%	92	32.2%	286
EE - 8.B - Work with radicals and integer exponents. (3-5)		NH SAS ~ Math ~ Grade 8		26	9.1%	76	26.6%	88	30.8%	94	32.9%	286
EE - 8.C - Understand the connections between proportional relationships, lines, and linear equations. (2-4)		NH SAS ~ Math ~ Grade 8		34	12.2%	42	14.7%	126	44.1%	87	30.4%	286
EE - 8.D - Analyze and solve linear equations and pairs of simultaneous linear equations. (2-4)		NH SAS ~ Math ~ Grade 8		26	10.1%	45	15.7%	77	26.9%	135	47.2%	286
Functions*		NH SAS ~ Math ~ Grade 8		29	6.1%	85	29.7%	136	47.6%	37	12.9%	286
F - 8.E - Define, evaluate, and compare functions. (5-6)		NH SAS ~ Math ~ Grade 8		36	12.6%	70	24.5%	103	36.0%	77	26.9%	286
F - 8.F - Use functions to model relationships between quantities. (3-5)		NH SAS ~ Math ~ Grade 8		31	10.8%	75	26.2%	101	35.3%	79	27.6%	286
Geometry and Statistics and Probability*		NH SAS ~ Math ~ Grade 8		6	2.1%	85	29.7%	136	47.6%	59	20.6%	286
G - 8.G - Understand congruence and similarity using physical models, transparencies, or geometric software. (4-6)		NH SAS ~ Math ~ Grade 8		38	13.3%	67	23.4%	86	30.1%	100	35.0%	286
G - 8.H - Understand and apply the Pythagorean Theorem. (2-4)		NH SAS ~ Math ~ Grade 8		45	15.7%	86	30.1%	88	30.8%	67	23.4%	286
G - 8.I - Solve real-world problems involving volume cylinders, cones, spheres. (1-2)		NH SAS ~ Math ~ Grade 8		20	6.7%	0	0.0%	36	12.6%	225	78.7%	286
SP - 8.J - Investigate patterns of association in bivariate data. (4-8)		NH SAS ~ Math ~ Grade 8		45	15.7%	70	24.5%	106	36.7%	59	20.6%	286

Proficiency Level Comparison

Assessments: NH SAS ~ ELA ~ Grade 8 (4/15/2019)**School:** Garrison School (2019-20) ♦ Dover Middle School (2019-20) ♦ Home Street School (2019-20) ♦ Dover Senior High School (2019-20) ♦ Woodman Park School (2019-20) ♦ Dover - Private Schools (2019-20) ♦ Dover Career Technical Center (2019-20)**Achievement Level Comparison By Assessment**

A: NH SAS ~ ELA ~ Grade 8 (4/15/2019)

2a. ELA Detail Results by grade -- G8 - NH SAS 201

Test/Item	Description	L4 - Proficient with Distinction		L3 - Proficient		L2 - Partially Proficient		L1 - Substantially Below Proficient		Total Students
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	
		L4 - Above Proficient		L3 - Proficient		L2 - Approaching Proficient		L1 - Below Proficient		
Overall ELA Scale Score	NH SAS - ELA - Grade 8	47	16.5%	114	40.0%	86	32.8%	30	10.7%	285
		L4 - Proficient with Distinction		L3 - Proficient		L2 - Partially Proficient		L1 - Substantially Below Proficient		
Reading Standards for Literature*	NH SAS - ELA - Grade 8	37	9.8%	119	41.8%	104	36.5%	35	12.3%	285
Reading Literary Text	NH SAS - ELA - Grade 8	8	0.9%	82	28.8%	154	54.0%	49	17.2%	285
RL - 8.A - Key Ideas and Details (6-9)	NH SAS - ELA - Grade 8	28	10.2%	106	37.2%	101	35.4%	50	17.5%	285
		All		On or Above		All or Approaching		Low		
Reading Informational Text	NH SAS - ELA - Grade 8			83	22.6%	139	48.8%	55	18.6%	285
		L4 - Proficient with Distinction		L3 - Proficient		L2 - Partially Proficient		L1 - Substantially Below Proficient		
RL - 8.B - Craft and Structure (5-7)	NH SAS - ELA - Grade 8	55	19.3%	83	29.1%	120	42.1%	27	9.5%	285
RL - 8.C - Integration of Knowledge and Ideas (1-2)	NH SAS - ELA - Grade 8	125	47.4%	0	0.0%	41	14.4%	108	38.2%	285
Reading Standards for Informational Text*	NH SAS - ELA - Grade 8	20	7.0%	106	37.2%	106	37.2%	53	18.6%	285
RI - 8.A - Key Ideas and Details (5-8)	NH SAS - ELA - Grade 8	36	12.6%	80	28.1%	108	37.9%	61	21.4%	285
RI - 8.B - Craft and Structure (6-8)	NH SAS - ELA - Grade 8	38	13.3%	86	30.2%	108	37.2%	58	19.3%	285
RI - 8.C - Integration of Knowledge and Ideas (1-4)	NH SAS - ELA - Grade 8	64	22.5%	39	13.7%	119	41.8%	73	25.6%	285
Language Standards*	NH SAS - ELA - Grade 8	130	42.1%	109	38.2%	46	16.1%	10	3.5%	285
L - 8.A - Conventions of Standard English (5)	NH SAS - ELA - Grade 8	100	35.2%	71	24.9%	32	11.2%	16	5.6%	285
L - 8.C - Vocabulary Acquisition and Use (1-2)	NH SAS - ELA - Grade 8	122	42.8%	0	0.0%	111	38.9%	52	18.2%	285
Speaking and Listening Standards*	NH SAS - ELA - Grade 8	17	7.7%	0	0.0%	0	0.0%	5	22.7%	22
SL - 8.A - Comprehension and Collaboration (1)	NH SAS - ELA - Grade 8	17	7.7%	0	0.0%	0	0.0%	5	22.7%	22
Writing Standards*	NH SAS - ELA - Grade 8	40	14.7%	153	55.4%	65	23.6%	12	4.3%	276
W - 8.A - Purpose, Focus, and Organization (4)	NH SAS - ELA - Grade 8	5	1.5%	69	25.0%	149	54.0%	53	19.2%	276
W - 8.A - Evidence and Elaboration (4)	NH SAS - ELA - Grade 8	5	1.8%	41	14.9%	175	63.4%	55	19.9%	276
W - 8.A - Text Types and Purposes - Conventions (2)	NH SAS - ELA - Grade 8	274	77.8%	0	0.0%	47	17.0%	14	5.1%	276

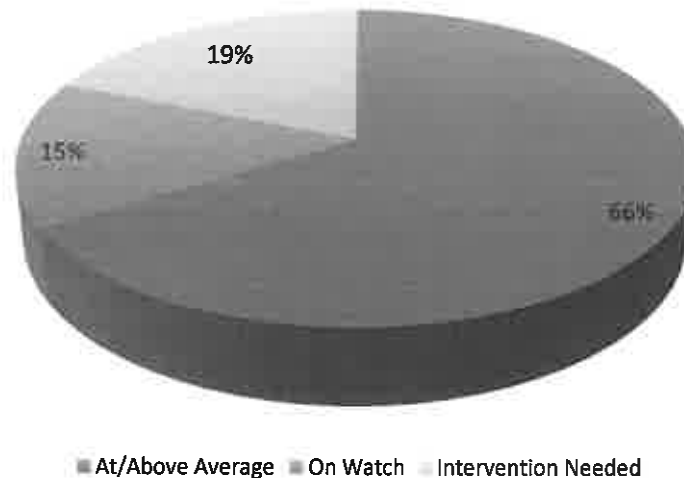


DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

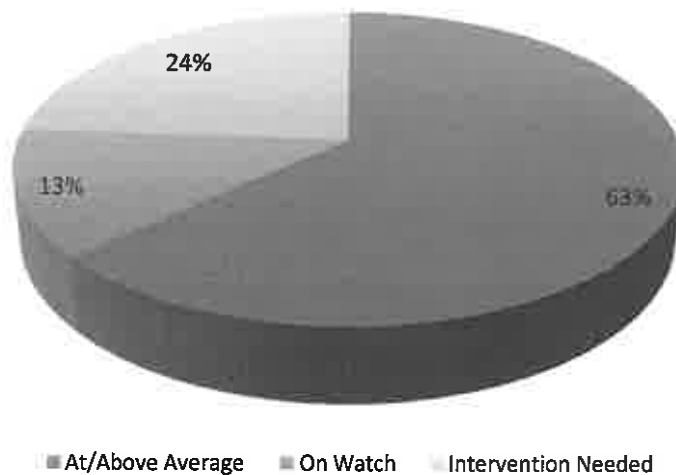
Students in grades 1-4 took the STAR Math testing during the 2018-19 academic year. 66% of students scored *at or above average*. 15% of students are *on watch* and 19% of students require *intervention*.

ELEMENTARY SCHOOLS- STAR MATH 2018-19



Students in grades 1-4 took the STAR Reading testing during the 2018-19 academic year. 63% of students scored *at or above average*. 13% of students are *on watch* and 24% of students require *intervention*.

ELEMENTARY SCHOOLS- STAR READING 2018-19



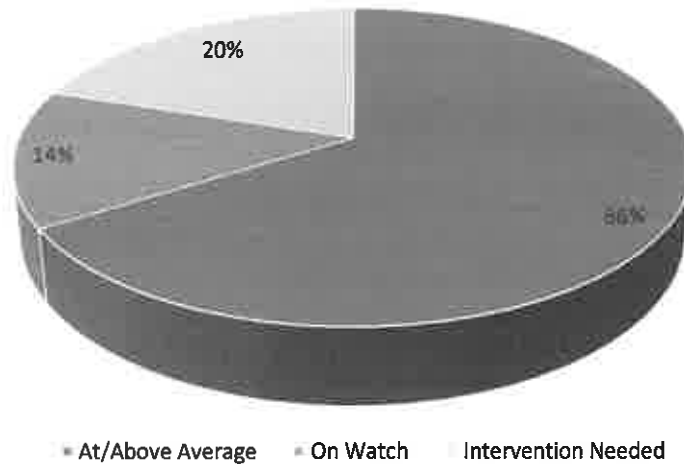


DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

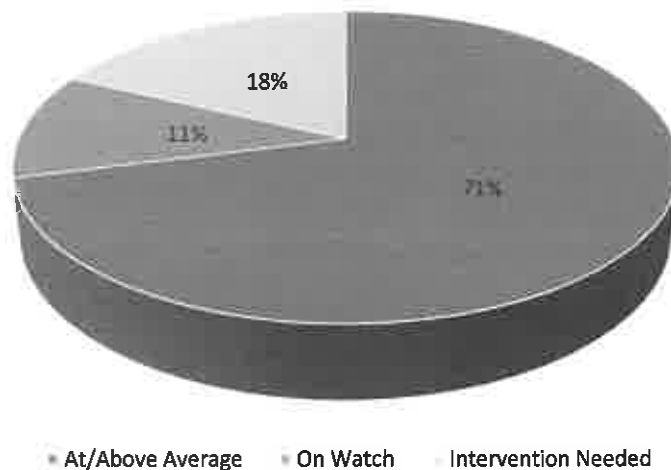
Students in grades 5-8 took the STAR Reading testing during the 2018-19 academic year. 66% of students scored *at or above average*. 14% of students are *on watch* and 20% of students require *intervention*.

DOVER MIDDLE SCHOOL - STAR READING 2018-19



Students in grades 5-8 took the STAR Math testing during the 2018-19 academic year. 71% of students scored *at or above average*. 11% of students are *on watch* and 18% of students require *intervention*.

DOVER MIDDLE SCHOOL - STAR MATH 2018-19



[← Back to Finder](#)

STATE OF NEW HAMPSHIRE

[Menu](#)

STUDENT ACHIEVEMENT

Academic Achievement in NH is measured by examining both student performance (how well did students perform) and student participation (did all students participate) on state assessments. Student Performance measures the percentage of proficiency in the 3 subject areas of Math English Language Arts and Science. The student achievement Levels on the state assessments are also evaluated and divided into 4 categories of Proficiency with 1 & 2 being not-proficient and 3 & 4 being proficient. Only students who spend most of the year enrolled in their school are included when reporting the performance of students. Additionally, to ensure students participate, the achievement holds schools accountable for a portion of student who did not take the test.



ASSESSMENT PROFICIENCY BY SUBJECT

ENGLISH LANGUAGE ARTS



[View Details](#)

MATHEMATICS



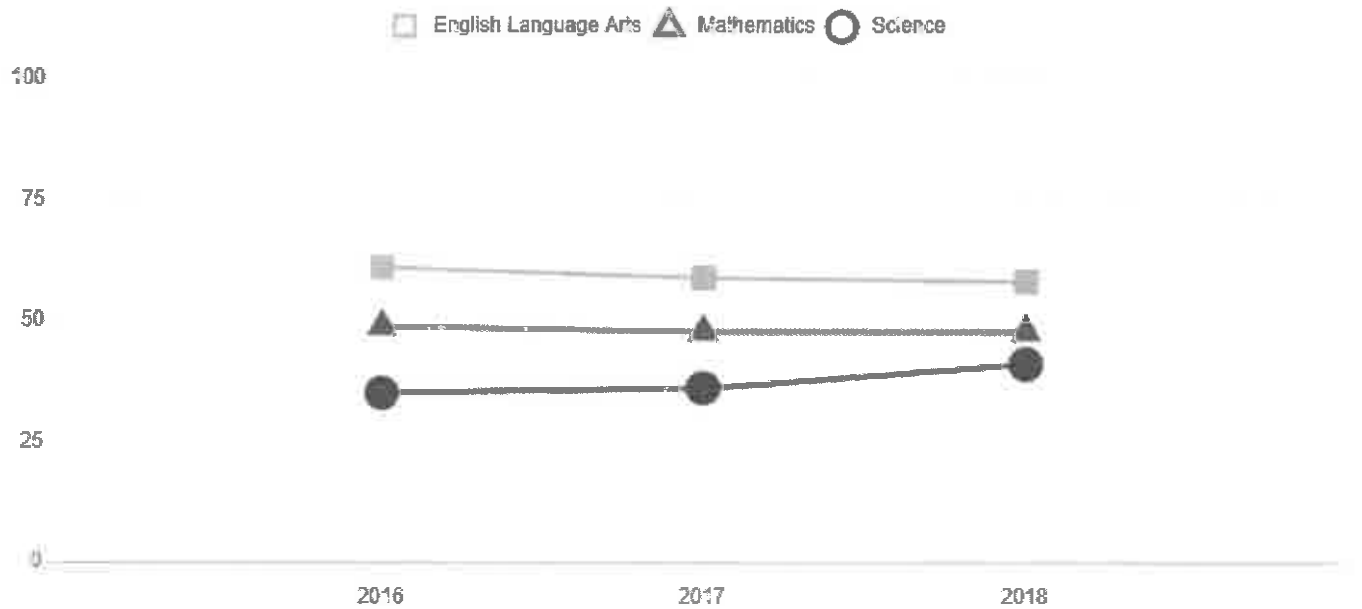
[View Details](#)

SCIENCE



[View Details](#)

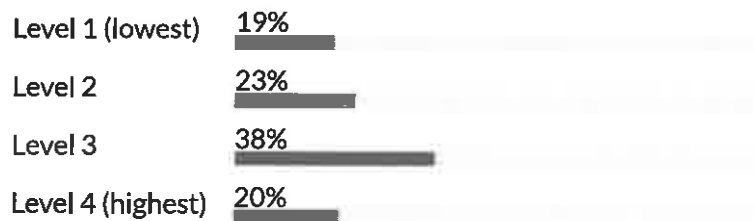
ASSESSMENT PROFICIENCY OVER TIME



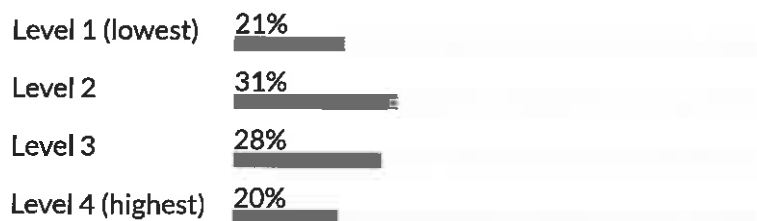


ASSESSMENT PROFICIENCY LEVELS

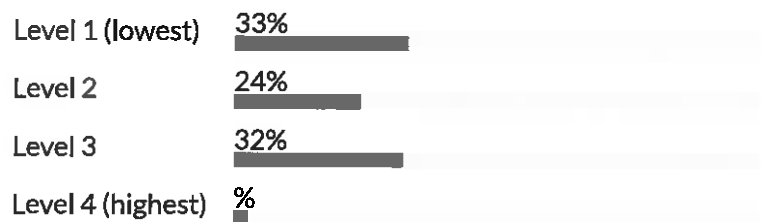
ENGLISH LANGUAGE ARTS



MATHEMATICS

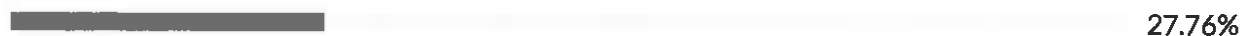


SCIENCE



ENGLISH LANGUAGE (ACCESS) PROFICIENCY

PERCENT OF STUDENTS ON TRACK TO PROFICIENCY



Contact

New Hampshire Department of Education

<https://www.education.nh.gov>

October 2019
Code: 307392

SUPERINTENDENT
DISTRICT 11 DOVER
61 LOCUST ST STE 409
DOVER, NH 03820



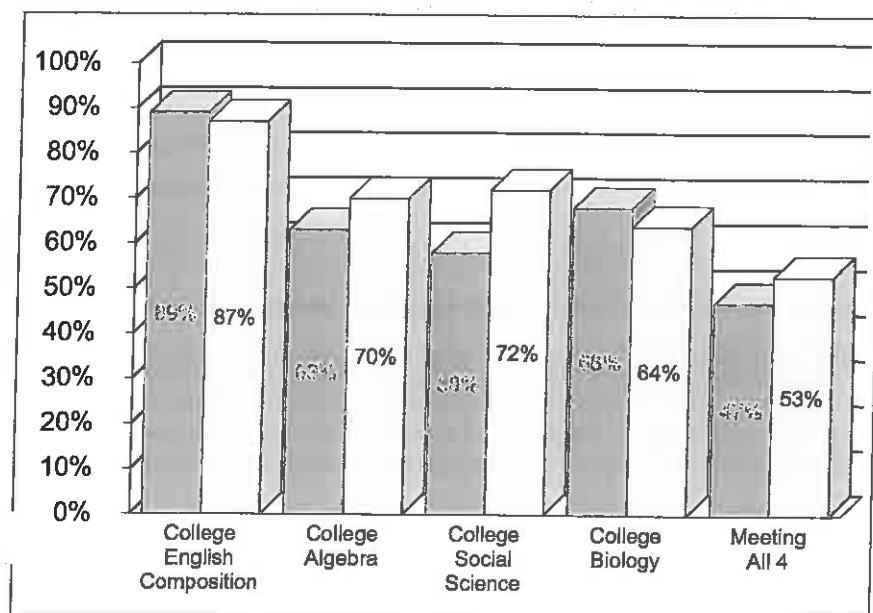
011062110

This report reflects the achievement of your graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science designed to measure the skills needed for success in first-year college coursework. Table 1 shows the five-year trend of your ACT-tested graduates. Beginning with the 2013 Graduating Class, all students whose scores are college reportable, both standard and extended time tests, are included in this report.

Table 1: Five Year Trends - Average ACT Scores

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	District	State	District	State	District	State	District	State	District	State	District	State
2015	27	3,487	23.6	24.1	25.3	24.1	24.8	24.7	25.5	23.9	25.0	24.3
2016	39	3,407	24.7	24.0	24.4	24.4	25.7	25.1	25.0	24.1	25.1	24.5
2017	37	2,856	25.1	25.4	25.4	25.1	25.6	26.0	24.4	24.9	25.2	25.5
2018	13	2,440	20.5	25.1	23.0	24.7	21.5	25.6	23.2	24.4	22.3	25.1
2019	19	2,106	24.2	24.9	24.8	24.7	24.7	25.6	25.3	24.5	24.9	25.0

Figure 1. Percent of ACT-Tested Students Ready for College-Level Coursework



Are Your Students Ready for College?

Through collaborative research with postsecondary institutions nationwide, ACT has established the following as college readiness benchmark scores for designated college courses.

A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

- * English Composition: 18 on ACT English Test
- * College Algebra: 22 on ACT Mathematics Test
- * Social Science: 22 on ACT Reading Test
- * Biology: 23 on ACT Science Test

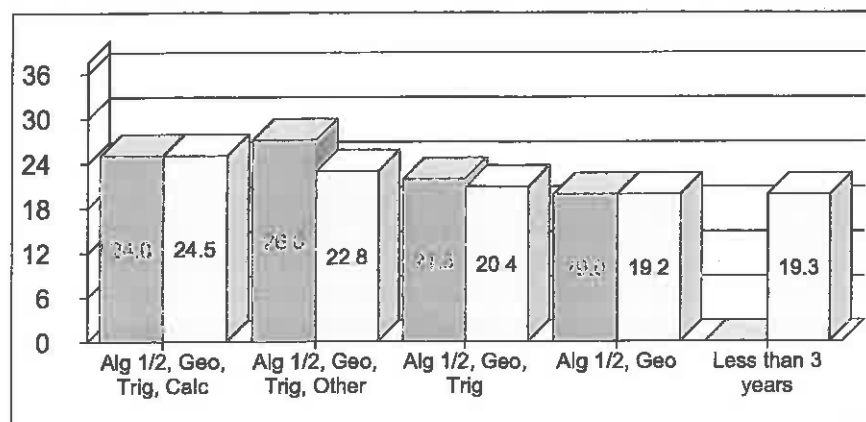
■ Your District
■ State

A High School College Readiness Letter has been sent to the Principal of each high school with at least one ACT-tested graduate.

College Readiness Letter for: DISTRICT 11 DOVER

ACT Research has shown that it is the rigor of coursework - rather than simply the number of core courses - that has the greatest impact on ACT performance and college readiness. Figures 2 and 3 report the value added by increasingly rigorous coursework in mathematics and science respectively.

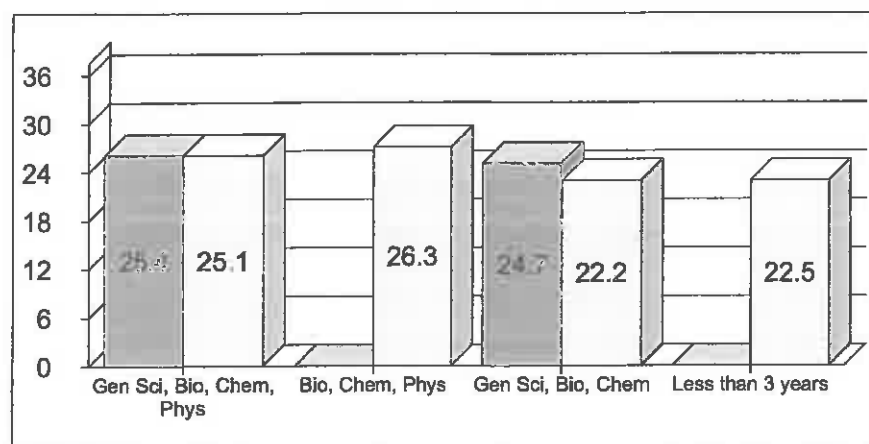
Figure 2. Average ACT Mathematics Scores by Course Sequence



Value Added by Mathematics Courses

Students who take Algebra 1, Algebra 2, and Geometry typically achieve higher ACT Mathematics scores than students who take less than three years of mathematics. In addition, students who take more advanced mathematics courses substantially increase their ACT Mathematics score.

Figure 3. Average ACT Science Scores by Course Sequence



Value Added by Science Courses

Students taking Biology and Chemistry in combination with Physics typically achieve high ACT Science scores than students taking less than three years of science courses.

In order to ensure that all students are ready for college, an overview of vital action steps is provided.

College Readiness for All: An Action Plan for Schools and Districts

- Create a Common Focus.** Establish collaborative partnerships with local and state postsecondary institutions to come to a shared understanding of what students need to know for college readiness. Use ACT's College Readiness Benchmarks as a common language to define readiness.
- Establish High Expectations for All.** Create a school culture that identifies and communicates the need for all students to meet or exceed College Readiness Benchmark Scores.
- Require a Rigorous Curriculum.** Review and evaluate the rigor and alignment of courses offered and required in your school in English, mathematics, and science to ensure that the foundational skills leading to readiness for college-level work are taught, reaffirmed, and articulated across courses.
- Provide Student Counseling.** Engage all students in early college and career awareness, help them to set high aspirations, and ensure that they plan a rigorous high school coursework program.
- Measure and Evaluate Progress.** Monitor and measure every student's progress early and often using college readiness assessments like ACT Aspire and the ACT. Make timely interventions with those students who are not making adequate progress in meeting College Readiness Benchmarks.

To learn more about these recommended action steps and ACT programs that will help improve college readiness for your students, contact ACT Customer Service at 319-337-1365 or customerservices@act.org.



DOVER SCHOOL DISTRICT

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Dover High School SAT Annual Results

	English	Math	State-English	State-Math
2016	64%	32%	Not available	Not available
2017	69%	44%	Not available	Not available
2018	62%	35%	58%	48%
2019	65%	38%	64%	43%



CollegeBoard

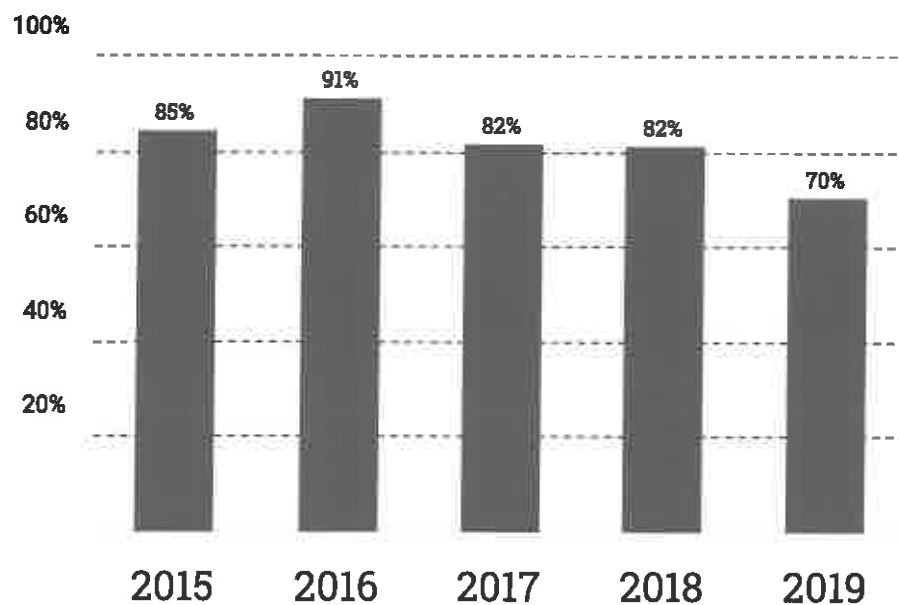
AP (/)

[\(https://www.collegeboard.org/\)](https://www.collegeboard.org/)**Five Year Score Summary - 2019**

Dover High School (300135)

Data Updated: August 09, 2019

Report Run: October 23, 2019

% OF TOTAL AP STUDENTS WITH SCORES 3+**SCHOOL SUMMARY**

	2015	2016	2017	2018	2019
Total AP Students	99	94	82	103	88
Number of Exams	125	139	120	137	115
AP Students with Scores 3+	84	86	67	84	62
% of Total AP Students with Scores 3+	84.8	91.5	81.7	81.6	70.5

		2015	2016	2017	2018	2019
Biology	1					
	2			1	1	1
	3	4	8	7	5	3
	4	2	4	7	3	6
	5	1	2	2	4	2
	Total Exams	7	14	17	13	12
	Mean Score	3.57	3.57	3.59	3.77	3.75
Calculus AB	1	8	2			2
	2	3	1	13	5	5
	3	3	4	4	6	3
	4	2	4	1	2	5
	5		1		1	
	Total Exams	16	12	18	14	15
	Mean Score	1.94	3.08	2.33	2.93	2.73
Calculus BC	1					
	2	1	1	4	3	1
	3		2	3	5	5
	4	1	3	5	5	6
	5	6	18	9	10	8
	Total Exams	8	24	21	23	20
	Mean Score	4.50	4.58	3.90	3.96	4.05

Calculus BC: AB Subscore

1					
2	1		3		
3		4	4	3	2
4		6	5	8	7
5	7	14	9	12	11
Total Exams	8	24	21	23	20
Mean Score	4.63	4.42	3.95	4.39	4.45

Chemistry

1	1		2		1
2		2	2	4	5
3	1	1		3	2
4			4	1	3
5			1	1	1
Total Exams	2	3	9	9	12
Mean Score	2.00	2.33	3.00	2.89	2.83

English Language and Composition

1					
2	2	3		6	2
3	6	8	3	4	6
4	10	1	6	8	6
5	13	2	7	6	
Total Exams	31	14	16	24	14
Mean Score	4.10	3.14	4.25	3.58	3.29

English Literature and Composition

1					
2	1	2	2	2	5
3	17	13	3	6	5
4	1	11	2	4	
5		3	1	1	3
Total Exams	19	29	8	13	13
Mean Score	3.00	3.52	3.25	3.31	3.08

European History

1

2

3

4

5

1

Total Exams

1

Mean Score

5.00

French Language and Culture

1

2

1

3

1

1

4

5

Total Exams

1

2

Mean Score

3.00

2.50

Human Geography

1

2

3

1

4

5

Total Exams

1

Mean Score

3.00

Latin

1

1

2

3

1

4

5

Total Exams

1

1

Mean Score

3.00

1.00

Macroeconomics

1

2

1

3

4

5

1

Total Exams

1

1

Mean Score

2.00

5.00

Microeconomics

1

2

3

4

1

5

Total Exams

1

Mean Score

4.00

Psychology

1

2

1

1

3

1

4

5

Total Exams

1

1

1

Mean Score

3.00

2.00

2.00

Statistics

1

1

1

2

2

3

1

1

1

5

3

10

4

1

7

4

4

6

13

3

12

7

5

9

8

6

5

2

Total Exams

29

27

11

25

20

Mean Score

3.66

3.96

4.27

3.84

3.10

Studio Art: 2-D Design Portfolio

1	
2	1
3	1
4	1
5	
Total Exams	3
Mean Score	3.00

Studio Art: 3-D Design Portfolio

1	
2	1
3	1
4	
5	
Total Exams	2
Mean Score	2.50

United States Government and Politics

1	
2	
3	1
4	
5	
Total Exams	1
Mean Score	3.00

Programs



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Dover High School Annual Drop-out Percentage

	13-14	14-15	15-16	16-17	18-19
Dover	0.99%	1.38%	0.89%	0.68%	4.50%
State	1.05%	1.04%	1.12%	1.12%	1.05%

Comparison

Spaulding	1.88%	0.22%	0.35%	1.02%	1.15%
Bud Carlson Academy	6.25%	3.28%	7.94%	9.23%	55.19%
Total Rochester	2.08%	0.35%	0.68%	1.40%	3.82%



DOVER SCHOOL DISTRICT

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Major Curriculum Initiatives

2019-2020

- Improve literacy instruction for K-4 students:
 - Implementation of Foundations
 - Implementation of Fountas Pinnell Classroom
 - PD for teachers on Foundations implementation throughout the year including beginning workshops and 7 days of coaching throughout the year.
 - PD for teachers on Fountas and Pinnell classroom with an emphasis on Guided Reading and Benchmark Assessments.
 - Instructional Coaching for all teachers throughout the year.
- Instructional revision in all content areas with the focus being on interactive instruction that supports student ownership and engagement and meeting the challenge of designing better instruction where all students can learn at high levels of DOK.
- Assessment revision in all content areas that provides students multiple and differentiated opportunities to demonstrate competency.
- Ongoing Professional Development for Instructional Coaches throughout the year to strengthen their coaching skills.
- Ongoing Professional Development for all administrators on implementing effective professional learning communities in their respective buildings.



DOVER SCHOOL DISTRICT

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Professional Development for 2019-2020

- PLC training for district leadership team and building leadership team – NHLI
- Instructional coach training – NHLI
- Intervention Training – 11 teachers Orton Gillingham Certification (IDEA, Title II and Local)
- Culture and climate
 - Equity Training - Moe Nunez - \$20,000 – Title IV
- Technology – ASCD online courses – Title IV
- New educator induction program – Local
- 21st century learning – Travel to other schools, books and materials, consultants, sub money – local, Title IV and Title II
 - Competency based learning
 - DOK
 - Project based learning
 - Growth mindset
- Content professional development –
 - C3 and/or Science – Title IV -
 - Fountas Pinell Classroom – Heinemann
 - Foundations – Wilson
- Curriculum work completed by teachers in summer and after school hours - Local



DOVER SCHOOL DISTRICT

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Strategic Plan Status Report September 2019

LOCATION	Dover School District
GOAL	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.

ACHIEVED IN 2018-2019	IMPLEMENTATION ACTIONS FOR 2019-2020
Identify model classrooms where students have voice and choice in designing and demonstrating their learning. - This goal was worked on informally. Much discussion was had about classrooms that are providing students voice and choice in their learning. These conversations happened at leadership team meetings and TLC meetings. Honestly, we were not yet ready to create an inventory that highlighted those classrooms, but we are ready this year. Provide professional development to support faculty and administration in developing an understanding of student-centered learning and meaningful and purposeful student choice. - This goal was met by one school only - Horne Street School. They had the advantage of having one staff member already highly trained in PLC's and willing to work on training the rest of the HSS faculty. Develop a network of teacher coaches to support teachers in the development of student-centered learning and meaningful and purposeful student choice. - This goal was met by the hiring of an instructional coach at DMS and the hiring of a math/science coach at the elementary level.	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. Provide professional development to support faculty and administration in developing an understanding of student-centered learning and meaningful and purposeful student choice. - By the end of this school year, every school will have a leadership team highly trained on authentic PLC's. In addition, the leadership team will also be trained on authentic PLC's. This training is being paid for by Title IV and being delivered by Jonathan Vander Els of NHLI and Roseanna Drysdale, our own district expert. Develop a network of teacher coaches to support teachers in the development of student-centered learning and meaningful and purposeful student choice. - We have added an additional instructional coach at the DMS for this school year, adding to our capacity to support classroom instruction. In addition, all 5 instructional coaches are receiving professional



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Strategic Plan Status Report September 2019

	development in effective instructional coaching by Ellen Hume-Howard of NHLI.
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DOVER SCHOOL DISTRICT

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Strategic Plan Status Report September 2019

LOCATION	Dover School District
GOAL	The Dover School District will improve educational outcomes for students by effectively engaging with the broader community.
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.

ACHIEVED IN 2018-2019	IMPLEMENTATION ACTIONS FOR 2019-2020
Develop a balance of physical, emotional, academic and social well-being for students. - Data on chronic absenteeism and tardiness was collated and analyzed. Tardiness stood out as an even bigger problem than absenteeism. Discussion about different campaigns to target these problems ensued, but nothing was started. Establish community partnerships to enhance support and wellness of students. - A very beneficial relationship with Community Partners was established. Community Partners provided the school system with professional development and overall mental health support.	Develop a balance of physical, emotional, academic and social well-being for students. - The deans at each of the elementary schools will tackle this problem. They will begin by targeting kindergarten, working with both the students and the parents. Establish community partnerships to enhance support and wellness of students. - A community mental health committee has been established to support the relationship between the community and schools so that significant student mental health issues can be addressed jointly by the schools and community.



DOVER SCHOOL DISTRICT

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Strategic Plan Status Report September 2019

LOCATION	Dover School District
GOAL	The Dover School District will improve educational outcomes for students by effectively engaging with the broader community.
OBJECTIVE 1.5	Community Understanding and Participation: We will provide opportunities for diverse community stakeholders to engage with the Dover schools in shared problem solving and decision making.

ACHIEVED IN 2018-2019	IMPLEMENTATION ACTIONS FOR 2019-2020
Develop community conversations with all stakeholder groups to discuss evolution towards competency-based education system.	Develop community conversations with all stakeholder groups to discuss evolution towards competency-based education system.



DOVER SCHOOL DISTRICT

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Strategic Plan Status Report September 2019

LOCATION	Dover School District
GOAL	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.

ACHIEVED IN 2018-2019	IMPLEMENTATION ACTIONS FOR 2019-2020
Creation of a Social Emotional Task Force - Task Force was established and met regularly throughout the year. Still waiting for the report. Creation of an effective, sustainable social emotional learning initiative in our schools. - Not yet. Collaborate with area health and wellness agencies to expand school and community supports and offerings. - Relationships with Community Partner, Greater School Partnership, NH Listens, Choose Love, CAP Provide increased opportunity for student/staff physical activity and movement throughout the school day. Increase opportunities for physical movement and social interactions.	Creation of a Social Emotional Task Force - Analyze the SEL task Force report and follow recommendations. Creation of an effective, sustainable social emotional learning initiative in our schools. - Analyze the SEL task Force report and follow recommendations. Collaborate with area health and wellness agencies to expand school and community supports and offerings. - Relationships with Community Partner, Greater School Partnership, NH Listens, Choose Love, CAP Provide increased opportunity for student/staff physical activity and movement throughout the school day. Increase opportunities for physical movement and social interactions.



DOVER SCHOOL DISTRICT

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Strategic Plan Status Report September 2019

LOCATION	Dover School District
GOAL	The Dover School District will develop and sustain a culture that is characterized by optimizing social, emotional, civic, physical, and rigorous academic learning.
OBJECTIVE 2.2	Student Engagement in Learning: We will maintain each student's engagement in learning.

ACHIEVED IN 2018-2019	IMPLEMENTATION ACTIONS FOR 2019-2020
Increase student engagement by implementing a system of planning and instruction, inclusive of Universal Design for Learning and Project Based Learning. This goal was definitely accomplished by pockets of teachers. Instructional coaches contributed to this endeavor by supporting teachers in creating lessons and assessments. Social Studies teachers received PD on the C3 framework which is geared entirely to project-based learning.	Increase student engagement by implementing a system of planning and instruction, inclusive of Universal Design for Learning and Project Based Learning. The goal needs to remain the same. The expectation is that as more teachers receive coaching and work on creating performance-based assessments and rubrics, PBL will become the norm in the district. This needs to be allowed to happen over several years.
Increase student ability to problem-solve using prosocial skills by implementing the Collaborative Problem-Solving model. Not yet	Increase student ability to problem-solve using prosocial skills by implementing the Collaborative Problem-Solving model. Goal needs to remain the same.
Research and implement a digital system that enables students to capture evidence of their growth in all aspects of learning. Not yet	Research and implement a digital system that enables students to capture evidence of their growth in all aspects of learning. The implementation of IC will begin to allow this to happen.



DOVER SCHOOL DISTRICT

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Strategic Plan Status Report September 2019

LOCATION	Dover School District
GOAL	The Dover School District will develop and sustain a culture that is characterized by optimizing social, emotional, civic, physical, and rigorous academic learning.
OBJECTIVE 2.3	Student Achievement: We will optimize individual achievement by ensuring every student receives academic instruction that is culturally responsive and matched to developmental needs.

ACHIEVED IN 2018-2019	IMPLEMENTATION ACTIONS FOR 2019-2020
Create equitable, caring, and respectful classrooms where all students can thrive.	Create equitable, caring, and respectful classrooms where all students can thrive.
Develop a robust RTI (response to intervention) model across the District inclusive of culturally responsive academic and social-emotional interventions.	Develop a robust RTI (response to intervention) model across the District inclusive of culturally responsive academic and social-emotional interventions.
Develop extended opportunities for students who have exceeded academic expectations.	Develop extended opportunities for students who have exceeded academic expectations.
Research and develop alternative models of education that will enhance the district's capacity to serve all students.	Research and develop alternative models of education that will enhance the district's capacity to serve all students.



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Strategic Plan Status Report September 2019

LOCATION	Dover School District
GOAL	The Dover School District will develop and sustain a culture that is characterized by optimizing social, emotional, civic, physical, and rigorous academic learning.
OBJECTIVE 2.4	Competency-Based Education: We will optimize student learning and achievement by developing and implementing a competency-based education model.

ACHIEVED IN 2018-2019	IMPLEMENTATION ACTIONS FOR 2019-2020
Develop a competency-based education system of curriculum and instruction that focuses on student mastery of skills and knowledge (both academic and social); one that provides for authentic problem-solving, and a student-driven learning environment which provides students choice and voice in their learning. A district philosophy of education has been created and shared across the district. Included in the philosophy statement are teaching strategies and practices that are expected in our classrooms. It has been shared with the board but not yet approved. A portrait of a graduate has been created and shared across the district. It has been shared with the board but not yet been approved. Common language has been created but needs to be shared more widely across the school community.	Develop a competency-based education system of curriculum and instruction that focuses on student mastery of skills and knowledge (both academic and social); one that provides for authentic problem-solving, and a student-driven learning environment which provides students choice and voice in their learning. Competencies need to be completed for Social Studies. Portrait of a graduate criteria need to be drilled down to grades 8 and 4. Teaching practices and strategies need to become visible in more classrooms. Performance assessments and rubrics need to be completed in all content areas.
Develop a system of formative and summative assessments that provide students choice in assessment and uses Depth of Knowledge 3 or 4 to assess competency. Performance based assessments and rubrics have been created in the following areas: K-4 math, K-4 science, K-4 literacy benchmarks, k-4 writing rubrics, pockets in 5-12 social studies, science and math.	Develop a system of formative and summative assessments that provide students choice in assessment and uses Depth of Knowledge 3 or 4 to assess competency. This work will continue this year so that all content areas have created and are implementing performance-based assessments and rubrics at a DOK level of at least 2 that provide students choice.
Create a competency-based grading and report card system.	Create a competency-based grading and report card system. A competency-based report card for grades K-4 will be rolled out in December in Infinite Campus.



DOVER SCHOOL DISTRICT

EQUIPOWERING ALL LEARNERS!

Strategic Plan Status Report September 2019

Create a system to address students mastering competencies at different rates and times.

- Not yet

Create a system to address students mastering competencies at different rates and times.

- PLC professional development needs to be completed before we're ready for this step.

Section

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DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Student Services Narrative Report 2018 2019

Dover School District provides a variety of supports to students. The English for Speakers of Other Languages (ESOL) program enables teachers, parents, and administrators to help English Language Learners (ELL) succeed academically and socially. ELL students are provided support in the classroom and supplementary instruction outside the classroom. School nurses assist parents and teachers in supporting the health care needs of school-aged students. School counselors provide counseling services and instruction in the guidance curriculum, which addresses domains of academic development, personal-social, and career exploration. Each elementary school provides behavior education through the "behavior specialist". Behavior specialists assist teachers and administrators in teaching appropriate behavior and reducing disruptions to the educational environment.

Special education services include specially designed instruction, related services, supplemental supports and aids, and case management. Specially designed instruction is provided by special education teachers, and specialists in regular and special education settings. Student Services Paraprofessionals provide support and integration of specially designed instruction and accommodations in general education settings. Special education in the regular classroom includes adaptation of the content, methodology, and delivery of instruction in the general curriculum. Many students require support from a paraprofessional or special educator in order to access the general curriculum and participate with their peers. Special education outside the regular classroom is designed to close gaps in academic skills and improve social/emotional behavior.

Dover School District has a long history of embracing inclusionary special education practices. It is the goal of the district to have students with disabilities receive most of their instructional services within the regular classroom whenever possible. Dover has a middle school program for students with significant developmental disabilities, and a middle and high school program for students with emotional/behavioral disorders. At Dover High School students have the opportunity to participate with nondisabled peers and students with significant developmental disabilities participate in academic classes and "transition" activities designed to prepare them for employment and independent living.

Preschool students with disabilities are provided special education and related services in the Dover Preschool Program. The Dover Preschool Program includes students with typical development from the community, on a tuition basis. Preschool outcome measures indicate that 100 percent of Dover preschool students with disabilities demonstrate improved outcomes in positive social-emotional skills, early language/communication, acquisition and use of knowledge and literacy skills, and improved use of appropriate behaviors.



DOVER SCHOOL DISTRICT

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The Dover School District currently provides special education and related services to 844 students with educational disabilities. This number includes students from Barrington and Nottingham who are enrolled at Dover High School as well as students attending private schools in Dover and students attending charter schools. Students receive services in a district special education preschool program, Dover public schools, private schools located in the city of Dover, public schools in other towns (for students in foster care), and out of district placements in special private schools designed to meet the unique needs of the student with a disability. Most of these students (676) are Dover residents attending Dover public schools. The percentage of enrolled Dover students age 3 to 21 receiving special education services is 18%. Dover special educators have a high case management load. Compared to a NHSAA survey average of 15 students per case manager, Dover case managers average 18-25 students in grades 1-12 and then a caseload of 18 at the Pre-K level.

During the 18-19 school year, the department worked with the NH Department of Education during a year-long technical assistance project to review compliance with special education regulations and also to monitor our internal procedures. This endeavor was very successful and because of our participation the district will not be involved in focused monitoring for the next two school years. The most recently available NH Special Education District Report (July 1, 2016- June 30, 2017) shows the district to be in compliance across the 14 indicators monitored by the NH DOE. This includes exceeding state targets in the areas of pre-school outcomes. All evaluation timelines for students PK-21 were met at 100%, an improvement from years past, and due in large part to being able to add an additional school psychologist and special educators to the department to support the volume of evaluations that are required annually. As case loads and student numbers increase, we will continue to monitor this area specifically, so we can maintain our timeliness of evaluations.

Another shift for the department is moving away from paper and pencil assessments to an online assessment system that allows us to administer assessments digitally. This saves an average of 30 minutes per evaluation. This results in students returning to classes more quickly and saves evaluators several hours of time when working with several students in a year. The digital assessment library also allows us to receive immediate updates when an assessment is changed as opposed to purchasing entire new kits which cost an average of \$400-\$600 per kit. Currently all school psychologists are using this model and we are moving towards administering academic assessments digitally as well in FY21.

The Student Services Department is continuing to work with the SEL Task Force to develop and implement a service delivery model that increases capacity to implement SEL, is evidence based and will provide the appropriate school counseling services to students who require additional support to be successful in school. We are also continuing to grow our cadre of trained interventionists in Orton-Gillingham and



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

other reading interventions in support of the district wide reading goals. This year we have 9 special educators attending Orton Gillingham training over the course of the school year and another 5 are planned for FY21.

There are currently 65 homeless students in the Dover School District, grades K-12. This number is an increase of more than 6% over the number of homeless students at this same time last year. The total number of homeless students in Dover for the 2012-2013 school year was 69. This year's number is expected to continue to rise through June. The district's Homeless Liaison works directly with the families to provide stability in school. Federal funding acquired through the state enables timely support for homeless students in the areas of education, basic clothing and supplies, and medical, dental or mental health services. When needed, transportation assistance to school is provided by local funding, as required by federal law.

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DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Business Office, Annual Report 2018-2019

The budget development process for Fiscal Year 2018-2019 allowed the Administrative Team and the School Board to identify the staffing needs of the District. While there were numerous requests to either restore positions or add new positions, only four positions were added to the 2018-2019 budget. The positions included one ESOL teacher, one special educator which was funded by reducing three paraprofessional positions, one instructional coach, and one 1:1 nurse.

While under budgetary constraints during the 2018-2019 school year, the District ended the fiscal year with an estimated unaudited balance of \$121,000. In addition, the anticipated bond issue in FY2019 was issued at the end of June, therefore no interest payment was required resulting in an approximate reduction to FY2019 debt service of \$141,000. Within the 2018-2019 budget, funds were able to be secured for multiple projects which include a new boiler at Garrison Elementary School, a new security system for Dover Middle School and funds for a locker relocation project at Dover Middle School.

Outside of the general fund operating budget, there were many accomplishments during the 2018-2019 school year. By applying for multiple state grants, the District was awarded approximately \$500K through Public School Infrastructure funds. With these funds, the District was able to construct new security vestibules at both Bellamy Academy and Woodman Park Elementary School, as well as install a new electronic badge access system and surveillance system at all schools. Funding through the School Facilities Capital Reserve Fund allowed the District to replace the roof at Bellamy Academy.

The Fiscal Year 2019-2020 budget is one that the Administrative Team worked diligently on to create a budget that supports student and staff needs, reflects School Board priorities, and is fiscally responsible. The approved school budget includes funds to support the following new positions and resources: a new curriculum, Fountas & Pinnell, for grades K-2 and associated professional learning; a new grade 5-8 Math/Science Coach; 4 new FTE Special Educators; a new Guidance Counselor at Horne Street Elementary School; the funding adjustment of the K-2 Literacy/Social Studies Coach; a new stipend for a Weight Room Supervisor; contracted services for Medical Service Support; and new scheduling software at Dover High School.

On September 25th, the state adopted a compromise budget. Within the state budget, additional funds were allocated to Dover through Adequacy Aid which includes funding of full-day kindergarten with differentiated aid and Special Education Aid. The additional funds for Dover will be used for tax reduction and to offset adjustments in other school non-tax revenue sources. As of the date of this report, final approval of the District's revised revenue budget was pending with the Department of Revenue.

FY2020 BUDGET

GENERAL FUND - REVENUE SOURCES

Account Description	FY2019 ADOPTED BUDGET	FY2020 BUDGET	INCREASE/(DECREASE)	NOTES
Tuition - Other NH Districts	\$ 55,792.00	\$ 29,012.00	\$ (26,780.00)	Estimated 2 students
Tuition - Barrington (FY19 Adjusted)	\$ 2,426,806.00	\$ 2,455,398.00	\$ 28,592.00	Estimated 4% increase, estimated 170 students (as of 10.1.2018)
Tuition - Nottingham (FY19 Adjusted)	\$ 1,170,017.00	\$ 1,370,704.00	\$ 200,687.00	Estimated 4% increase, estimated 96 students (as of 2.1.2019, increase of 11)
Tuition - SPED Aides	\$ 270,000.00	\$ 270,000.00	\$ -	
Tuition - CTC-NH Districts (FY19 Adjusted)	\$ 93,869.00	\$ 110,000.00	\$ 16,131.00	1:1 Aides for B&N and tiered services for Nottingham
Tuition - CTC-Out of State Districts	\$ 69,000.00	\$ 56,000.00	\$ (13,000.00)	NH students, based on FY2019 enrollment + 4%
Tuition - Bellamy Academy	\$ 198,275.00	\$ 158,620.00	\$ (39,655.00)	Tuition Students from Maine, based on FY2019 enrollment + 4%
Other Local Revenue - Districtwide	\$ 25,000.00	\$ 20,000.00	\$ (5,000.00)	Estimated 4 Tuition Students @ \$39,655/student
State Adequate Education Grant (FY19 Adjusted)	\$ 9,001,485.00	\$ 9,221,790.00	\$ 220,305.00	FY2020 Estimate from NHDOE, 11.15.2018 - Budgeted at 100%
State Adequate Education Grant - Kindergarten (FY19 Adjusted)	\$ 295,150.00	\$ 295,152.00	\$ 2.00	Estimated Kindergarten Aid through KENO (FY18 ADM 268.32 @ \$1,100/ea)
School Building Aid	\$ 581,114.00	\$ 529,088.00	\$ (52,026.00)	FY2020 Estimate per NHDOE (FY2021 estimate \$390,062)
Special Education Aid (Catastrophic Aid) (FY19 Adjusted)	\$ 426,868.00	\$ 300,000.00	\$ (126,868.00)	FY2020 Estimate pending from NHDOE
CTC-Tuition Aid (FY19 Adjusted)	\$ 245,000.00	\$ 254,000.00	\$ 9,000.00	NH students, reimbursement based on FY2019 enrollment
CTC-Transportation Aid	\$ 2,500.00	\$ 2,500.00	\$ -	Based on Dover students to area schools
Indirect Cost Allocation (FY19 Adjusted)	\$ 95,000.00	\$ 85,000.00	\$ (10,000.00)	Pending final estimates of Federal grant awards
ABE Allocation	\$ 39,011.00	\$ 39,011.00	\$ -	Level funded
Impact Aid	\$ 6,000.00	\$ 6,000.00	\$ -	Based on prior year
Medicaid Distribution	\$ 600,000.00	\$ 600,000.00	\$ -	Level funded
Tuition - Preschool Program	\$ 12,000.00	\$ 12,000.00	\$ -	Based on current year enrollment
Tuition - Summer School, WPS	\$ 6,000.00	\$ 5,000.00	\$ (1,000.00)	Camp Beyond, estimate based on current year
Tuition - Summer School, DHS	\$ 3,000.00	\$ 3,000.00	\$ -	Credit Recovery
Athletic Transportation, DHS	\$ 15,000.00	\$ 15,000.00	\$ -	Based on prior year
Athletic Transportation, DHS	\$ 50,000.00	\$ 50,000.00	\$ -	Based on prior year
School - Transfer from Capital Reserves, Facilities	\$ 262,996.00	\$ 200,000.00	\$ (62,996.00)	Using 2017 Impact Fees to offset debt service per SB approval, 2/11/2019
School - Transfer from Capital Reserves, Curriculum	\$ -	\$ 100,000.00	\$ 100,000.00	Using Curriculum CR per SB approval, 2/11/2019
School - Transfer from Capital Reserves, IT	\$ 80,000.00	\$ 50,000.00	\$ (30,000.00)	Transfer from Capital Reserves, IT (pending approval)
Total Non Tax Revenue	\$ 16,029,883.00	\$ 16,237,275.00	\$ 207,392.00	
Statewide Education Tax	\$ 6,945,209.00	\$ 7,036,198.00	\$ 90,989.00	FY2020 estimate per NHDOE, 11.15.2018
Local Property Tax	\$ 37,509,751.00	\$ 41,526,734.00	\$ 4,016,983.00	
Total Tax Revenue	\$ 44,454,960.00	\$ 48,562,932.00	\$ 4,107,972.00	
Total Operating Revenue	\$ 60,484,843.00	\$ 64,800,207.00	\$ 4,315,364.00	

GENERAL FUND - EXPENSES				
Account Description	FY2019 Adopted Budget	FY2020 Budget (Level Service w/Obligations)	INCREASE/(DECREASE)	NOTES
(1100) Regular Education Programs	\$ 22,132,453.00	\$ 24,019,085.00	\$ 1,886,632.00	New positions, personnel adjustments & materials; approved SB 2/11/2019
(1200) Special Education Programs	\$ 11,754,279.00	\$ 12,380,554.00	\$ 626,275.00	Contractual obligations; SPED educator & ESOL teacher budgeted as new requests in FY19 under 1100 function; SPED placements based on FY19 enrollment; ESY Adjustment 2/11/2019
(1300) Career and Technical Education Programs	\$ 1,981,502.00	\$ 1,984,585.00	\$ 3,083.00	Contractual obligations
(1400) Co-Curricular Activities and Athletics	\$ 652,354.00	\$ 658,348.00	\$ 5,994.00	Contractual obligations
(1500) Adult/Continuing Education Programs	\$ 204,341.00	\$ 212,010.00	\$ 7,669.00	Contractual obligations
(2100) Support Services - Students	\$ 3,914,527.00	\$ 4,133,893.00	\$ 219,366.00	Contractual obligations; 1:1 Nurse added FY19
(2200) Support Services - Instructional	\$ 1,137,416.00	\$ 1,213,672.00	\$ 76,256.00	Contractual obligations
(2300) Support Services - General Administration	\$ 1,357,935.00	\$ 1,505,799.00	\$ 147,864.00	Contractual obligations; Phone/Internet/ELAN services
(2400) Support Services - School Administration	\$ 2,761,141.00	\$ 2,815,432.00	\$ 54,291.00	Contractual obligations
(2500) Support Services - Operation Maint/Plant	\$ 4,483,040.00	\$ 4,863,098.00	\$ 380,058.00	Placeholder for contractual increase C&W Services; Utility Increases
(2700) Support Services - Student Transportation	\$ 2,688,617.00	\$ 3,057,377.00	\$ 368,760.00	Increase to Regular Transportation & Special Education
(2800) Support Services - Centralized Services	\$ 1,301,805.00	\$ 1,308,889.00	\$ 7,084.00	Increase to Data Communications and Software Mgmt; Primex WC adjustment 2/11
(2900) Support Services - Other	\$ 10,001.00	\$ 9,900.00	\$ (101.00)	Severance non-academic
Fund Transfer to Special Revenue Funds - McConnell Ctr	\$ 14,573.00	\$ 14,573.00	\$ -	McConnell Center Debt Service
Fund Transfer to Athletics Capital Reserves	\$ 20,000.00	\$ -	\$ (20,000.00)	FY2020 CIP Plan, SB Approved 2/11/2019 to remove \$20K transfer
Fund Transfer to Curriculum Capital Reserves	\$ 45,000.00	\$ -	\$ (45,000.00)	FY2020 CIP Plan, SB Approved 2/11/2019 to remove \$50K transfer
Fund Transfer to Facilities Capital Reserves	\$ 50,000.00	\$ -	\$ (50,000.00)	FY2020 CIP Plan, SB Approved 2/11/2019 to remove \$50K transfer
Fund Transfer to IT Capital Reserves	\$ -	\$ -	\$ -	FY2020 CIP Plan
Total Operating Expenses	\$ 54,508,984.00	\$ 58,177,215.00	\$ 3,668,231.00	
School Debt - Principal Payments	\$ 1,891,205.00	\$ 1,900,789.00	\$ 9,584.00	FY2020 Estimated Debt Service (includes prior debt & DHS/CTC debt)
School Debt - Interest Payments	\$ 4,084,654.00	\$ 3,932,453.00	\$ (152,201.00)	FY2020 Estimated Debt Service (includes prior debt & DHS/CTC debt)
School Debt - Principal & Interest Payments (Garrison)	\$ -	\$ 789,750.00	\$ 789,750.00	FY2020 Estimated Debt Service (Garrison Elementary School)
Total Debt Service	\$ 5,975,859.00	\$ 6,622,992.00	\$ 647,133.00	
Total General Fund Expenses, Operating and Debt Service	\$ 60,484,843.00	\$ 64,800,207.00	\$ 4,315,364.00	
SPECIAL REVENUE FUNDS				
Account Description	FY2019 Adopted Budget	FY2020 Budget	INCREASE/(DECREASE)	NOTES
School Cafeteria Fund (Fund 2800)	\$ 1,730,000.00	\$ 1,649,000.00	\$ (81,000.00)	Anticipated program expenses FY2020
Federal Grants (Funds 282X)	\$ 3,101,013.00	\$ 3,174,007.00	\$ 72,994.00	Based on FY2019 Actual Approp (ABE, TI, TII, IDEA, Perkins, Apprenticeship)
Special Programs (Fund 2950)	\$ 522,600.00	\$ 489,000.00	\$ (33,600.00)	Est E-Rate, CTC prog (Gourmet's Table, School Store, Cos Etc), Infrastructure grants
Tuition Programs (Fund 3810)	\$ 125,000.00	\$ 125,000.00	\$ -	Level Fund (Dover Adult Learning Center)
Facilities Fund (Fund 3830)	\$ 199,127.00	\$ 196,500.00	\$ (2,627.00)	Facility rentals, gate receipts, HS parking, etc.
Special Revenue Fund Totals	\$ 5,677,740.00	\$ 5,633,507.00	\$ (44,233.00)	
Total School Appropriations	\$ 66,162,583.00	\$ 70,433,714.00	\$ 4,271,131.00	



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

FY 20 Adopted Budget
May 2019

Additional Staffing Included in FY20 Budget

POSITION	LOCATION	RATIONALE	COST
Math Science Coach	Dover Middle Schools Grades 5-8	- Curriculum materials and instructional frameworks will be in place to support a competency-based education system. - Modeling in classrooms of effective instructional strategies will have occurred resulting in improved teacher effectiveness and student achievement. - School-wide instructional strategies and practices, such as project-based learning, that engage students and provide them with voice and choice in their learning, will be part of the school culture. - School-wide schedules, structures and practices that accelerate the learning of struggling students will be in place. - Begin the development of teacher leadership positions within the Dover School District. - Professional development will be job embedded to support the 5-8 math/science initiatives. NOTE: Not a new position. Moves from a grant to the general fund to increase flexibility in using the position in the District.	\$80,000
K-2 Literacy Coach	Elementary Schools	- Curriculum materials and instructional frameworks will be in place to support a competency-based education system. - Modeling in classrooms of effective instructional strategies will have occurred resulting in improved teacher effectiveness and student achievement. - School-wide instructional strategies and practices, such as project-based learning, that engage students and provide them with voice and choice in their learning, will be part of the school culture. - School-wide schedules, structures and practices that accelerate the learning of struggling students will be in place. - Begin the development of teacher leadership positions within the Dover School District. - Professional development will be job embedded to support the K-2 Literacy.	\$52,106



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

FY 20 Adopted Budget May 2019

		Note: This is not a new position but reallocates the funding from a grant to the general fund to allow the position to have a greater capacity to serve the needs across the District.	
4 Special Educators	1-Garrison School 2-Dover Middle School 1-TBD	▫ To create the appropriate teacher to student ratio for case management. ▫ To continually improve the effectiveness of service to students with special needs. ▫ Maintain or increase compliance with: ▫ Indicator 5 – School Age Least Restrictive Environment ▫ Indicator 11- Timeliness of Initial Evaluations ▫ Ed 1113.10 (d)(e) Ratios for Special Education Settings ✓ Resource Room 1:12, or 2:20 ✓ Self-Contained 1:8 or 1 Teacher 1 para:12	\$320,000
School Counselor	Horne Street School	▫ Purpose is to be proactive with students' needs. ▫ 39% of interaction with students is in small group guidance. The groups are proactive with social emotional learning (SEL). ▫ Crisis pulls the guidance counselor away from small work group associated with SEL. ▫ 75 to 100 students per week with direct or indirect services to students. During January worked with 130 students. ▫ 15% self-referral to the guidance counselor. ▫ Enrollment 473 students. ▫ Changing demographics of the school resulting in different students. ▫ Compliance is 1:500 at the elementary level for guidance counselor.	\$80,000
Medical Consultant	District	▫ Provide consulting services to the District as needed pertaining to significant student medical services and the support systems required to be provided by the schools.	\$15,000 contracted services
Weight Room Coach/Supervisor	Dover High School	▫ To protect the District's investment of a new weight room at Dover High School. ▫ To provide increased accessibility to students and the adult community.	\$8,000



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

FY 20 Adopted Budget
May 2019

Additional Instructional Materials FY20 Budget

MATERIAL	LOCATION	RATIONALE	COST
Fountas & Pinnell Foundations Phonics Program	Elementary Schools Grades K, 1, and 2	- Provides a frame work that aligns with Dover Growing Readers. - Provides teacher guides and instructional materials to support the framework. - Provides for literacy and consistency in kindergarten through the fourth grade. - Provide a consistent phonics program across the District. Targets ✓ At the conclusion of the first year, 75% or more of the students will perform at the Fountas & Pinnell grade level benchmark. ✓ At the conclusion of the first year, 75% or more of the students will perform at the STAR grade level benchmark. ✓ At the conclusion of four years of implementation, 90% or more of the students will perform at or above proficiency on the New Hampshire State Assessment.	\$290,000
Scheduling Software	Dover High School	- To provide scheduling software to support the implementation of a flex period at Dover High School. - To provide intervention during the day for students. - To increase participations in co-curricular programs.	\$9,847

Additional Professional Development Funds

PROFESSIONAL DEVELOPMENT	LOCATION	RATIONALE	COST
Additional Funds	District	- Creating competencies. - Designing performance rubrics. - Designing assessments. - Developing early intervention protocols. - Prior learning assessment. - Data analysis.	\$73,550

SCHOOL YEAR 2018- 2019

MEMBERSHIP IN THE DOVER PUBLIC SCHOOLS MONTHLY ENROLLMENT DATED October 1, 2018

MEMBERSHIP IN THE DOVER PUBLIC SCHOOLS MONTHLY ENROLLMENT DATED October 1, 2018																	
GRADE	*PS (SPED) & KINDER	1	2	3	4	5	6	7	8	9	10	11	12	Special Classes	Other	Totals	*ADJ Totals
DOVER HIGH										409	332	307	367		SubTotal	1415	1415
PG = Post Grad										CTC	61	17	44		PG	9	9
CTC Sending School Students															PT	1424	1424
DOVER MIDDLE															Total: CTC	122	122
CTC numbers are incl in high school totals																	
Sub Totals by Grade:																	
GARRISON	AC	14 1P	19 2C	16 3B	25 4ET	22											
	MR	15 1M	20 2W	17 3EG	25 4S	22											
	JG	14 1L	20 2M	17 3C	21 4K	22											
	MM	15 1K	19 2D	17 3SC	25 4ST	23											
	MD	14 1V	19														
Sub Totals by Grade: HORNE	72	97	67	96	89												
	ST	18 1S	19 2B	19 3S	20 4O	21											
	AL	17 1L	21 2K	19 3B	20 4D	19											
	KC	17 1Be	19 2H	18 3G	21 4We	21											
	LL	17 1M	21	19 3R	19 4Ca	19											
Sub Totals by Grade: WOODMAN PARK	KD	16	2D 20 3Be	20 4W	20												
			J/B	19													
	85	80	114	100	100												
	BC	19 1R	18 2A	18 3B	20 4D	18											
	LD	19 1C	20 2L	18 3T	18 4M	18											
Sub Totals by Grade: District PRESCHOOL 56	LS	20 1J	19 2E	19 3K	15 4R	18											
	MZ	19 1SO	19 2MC	18 3FR	17 4S	18											
		1SH	20 2W	18 3LR	17 4MO	17											
	77	96	91	87	89												
	Sub Totals by Grade: District PRESCHOOL 56																
TOTALS	234	273	272	283	278	301	267	302	305	409	332	307	367	0	0	3995	3986
Barrington Total - 170																	
Gr.9 42 Gr. 10 42 Gr. 11 26																	
Gr. 10 PG																	
Gr. 12 PG																	
60																	
Nottingham Total - 85																	
Gr.9 42 Gr. 10 16 Gr. 11 13																	
Gr. PG																	
Gr. 14																	
ENROLLMENT: ELEM																	
DMS																	
DHS																	
1396																	
1175																	
1424																	
3995																	

MEMBERSHIP IN THE DOVER PUBLIC SCHOOLS MONTHLY ENROLLMENT - Dated July 12, 2019

GRADE LEVELS	PreK-SPED & K	1	2	3	4	5	6	7	8	9	10	11	12	Other	TOTALS	*ADJ TOTALS
DOVER HIGH PT=Part Time PG=Post Grad CTC/Sending School Students										397	325	303	357		1382	1382
											15	52	40	DHS Total:	1388	1382
DOVER MIDDLE																
GARRISON																
HORNE																
WOODMAN PARK																
District PRESCHOOL																
GRADE LEVEL TOTALS	228	231	236	303	276	268	295	260	295	397	325	303	357		3838	3834

ENROLLMENT:

ELEM	1334
DMS	1118
DHS	1386
TOTAL	3838

*Adj Totals exclude PT and PG

COST PER PUPIL, HIGH SCHOOL



■ State Average	\$14,109	\$14,466	\$15,068	\$15,538	\$16,215	
■ Dover	\$11,477	\$11,920	\$12,350	\$12,536	\$12,860	\$13,039
■ %age Increase (Dover)		3.9%	3.6%	1.5%	2.6%	1.4%

Section

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DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Dover School District Technology Department

In the 2018-2019 school year, the department worked with developing and bringing online the new wireless network infrastructure while rolling out new technology equipment for Dover High School and Dover Regional Career Technical School. During this process of infrastructure build and 9-12+ technology rollout the department supported the existing PK-8 technology.

During network which slowed our initial planned rollout of 12 months to an 18-24-month process to build out a solid and secure K-12 environment for both wired and wireless environments. Barriers the department faced in the rollout included minimal or inaccurate network mapping of the existing network, most existing servers were updated or patched and various levels and on multiple operating systems. Malware, Antivirus software and security levels existed on installations of mostly freeware versus district wide secure software. Circuit cutover for our wired environment to reroute to the new network hosted at the Dover High School required the district to slow the process of circuit identification and circuit moves to minimize the impact to the City of Dover.

As the department continues to work through the last few months of the network infrastructure build this year, the following outlines the larger items the department completed in 2018-2019.

1. Completing the High School Network Infrastructure for access, Wi-Fi and 3rd party access, device support and implementation.
2. Developed a maintenance plan for maintaining and supporting two LAN networks during the year-long network infrastructure migration to one core infrastructure. Including maintaining and configuring devices to work in both a Cisco and Palo Alto environment for content filtering and printing.
3. Identified areas of technology security needs and completed a securities evaluation
4. Completed the Student Information Systems selection process
5. General district wide technology support maintained
6. Rollout of Wi-Fi upgrades for Dover Middle School, Horne Street and Woodman Park Elementary. Dover Middle and Woodman Park were completed over the summer months.
7. Garrison Project provided for the Wi-Fi upgrades for WAPS and added projectors in classrooms.
8. 450 Wireless access points are now distributed district wide and managed under one network. This increase in WAPS improved the signally strength in all schools and permitted for a higher number of device connectivity with high speed internet.
9. A new Student Information Systems product search, selection and rollout started. Selection and implementation began process began in February 2019.

As the 2019-2020 school is underway, listed below are a series of larger technology projects.

1. Completion of the network infrastructure build for a single district-wide LAN/WAN.
2. Review and terminate unused circuits for VOIP and Wired traffic
3. Complete the migration of all servers to a virtual server environment creating server backups and fail-safe redundancies



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4. Identify continued teacher & student technology needs and develop a plan for a 2020-2021 including a 3 and 5-year technology plan.
5. Maintain and develop a more comprehensive and efficient approach for technology support to the front end.
6. Support the migration of Infinite Campus, Student Information Systems to full integration and utilization over the course of the school year.
7. Implement the steps in the Data and Securities governance plan of 1612
8. Re-evaluate the K-8 device upgrade plan for implementation in 2020-2021 with consideration of a lease option for devices.
9. Reorganize student accounts and accounts purge.
10. Develop an onboarding and exiting employee process for technology accounts security
11. New Tech HelpDesk Solution rollout for more streamline responses and tracking to included cloud based and Realtime support via smartphone application.
12. RFP for laptops to address immediate needs in PK-8 staff existing technology
13. Copier and Printer review and upgrades for more efficiency and support. Currently the district supports 192 various brands and models of desktop printers, streamline this process to departmental and grade level printers will reduce costs and permit for better device support.
14. Add district wide malware, antivirus and security software to reduce the incidence of spoofing, spam, malware and the potential ransomware that could impact the district. District wide deployment will allow for a single monitoring location and notifications of threats to technology.

Section

7



DOVER SCHOOL DISTRICT

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Dover High School 2018-2019 Closing Narrative

School Profile

Dover High School had a May 1, 2019 enrollment of 1,389 full time students (677 males; 712 females), four part time students, and ten middle school students. The breakdown by class and gender is:

Grade 09- 400; Males 189; Females 211
Grade 10- 327; Males 165; Females 162
Grade 11- 305; Males 138; Females 167
Grade 12- 357; Males 185; Females 172

Dover High School has tuition agreements with the towns of Barrington and Nottingham. This year Barrington sent 172 students and Nottingham sent 88. The breakdown by grade level is:

<u>Barrington</u>	<u>Nottingham</u>
Grade 09 - 42	Grade 09 - 43
Grade 10 - 43	Grade 10 - 15
Grade 11 - 26	Grade 11 - 15
Grade 12 - 59	Grade 12 - 14

24.9% of Dover High School students were on free or reduced lunch as of October 1, 2018.

District Ethnic Breakdown as of October 1, 2018

American Indian or Alaskan Native - 0.12%
Asian or Pacific Islander - 7.74%
Hispanic - 3.85%
Black Non-Hispanic - 1.66%
White Non-Hispanic - 81.9%
Multi-Race - 4.68%

SAT Scores for Juniors for Department of Education Accountability

Numbers represent percent proficient or above.

	<u>English</u>	<u>Math</u>
2016	64%	32%
2017	69%	44%
2018	62%	35%
2019	65%	38%



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Staffing

Dover High School and Regional Career Technical Center is led by an eight-member administrative team comprised of a principal, a career technical education director, an athletic director, an instructional dean, two deans of students, a student services dean, and an alternative program dean. The teaching staff has 104.3 fulltime equivalents broken down as follows:

Bellamy Academy - 4
Career Technical Center - 19.16
English - 15, includes ESOL
Mathematics - 13
Music - 1.33
Science - 12.5
Social Studies - 10.67
Student Services - 11
Wellness - 4.33
World Language - 8.33

Ten credentialed staff provide support for students. These positions include:

Behavioral Interventionist/Social Worker - 1
Career Technical Center Support Person - 1
Librarian - 1
School Counseling - 6 counselors and 1 school psychologist

47 support staff help deliver services at Dover High School. They include:

Athletic Office - 1 school-year administrative assistant
Bellamy Academy - 1 aide and 1 school year administrative assistant
Career Technical Center Office - 1 year-round administrative assistant
Credit Recovery/VLAC Aide - 1
Dean's Office - 2 school year administrative assistants
Main Office - 2 school year kiosk personnel, 1 school year receptionist/substitute coordinator, 1 year-round administrative assistant
Nurse's Office - 1 school year administrative assistant, 2 nurses
Parking - 2 school year enforcement personnel
School Counseling Department - 1 year-round registrar, 1 school year administrative assistant
Student Services Aides- 30- this is a fluid number, ended the year with 26

School Successes during 2018-2019

1. Hiring of retention of two excellent teachers
2. Occupancy, under on-going difficult conditions, of the new building
3. Hosted the decennial NEASC visit
4. Excellent college acceptances
5. Unified Program



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School Challenges during 2018-2019

1. Loss of a student and reverberations from a previous loss in the same class
2. Jingle incident and its impact on teacher morale and sense of safety and school's and district's reputation
3. Mental health issues of students and staff
4. Growing numbers of 504 and identified students
5. Continue frustrations with building project- F, F, & E, alarm/intercom system, gym floor, auditorium sound, doors, walls and paint

Areas to be Addressed in 2019-2020

1. Equity Training and Institutional Practices
2. Implementation of Flex Block Schedule
3. Development of Literacy Goal and Interventions
4. 21st Century Learning Expectations - Measurement
5. NEASC Report Recommendations

The information below reflects the two- and five-year goals for the school.

Two-Year and Five-Year Targeted Plans

Two-Year Targeted Plan:

1. Working in conjunction with the District's Community Engagement Committee, which includes members of the Dover High School faculty and administration, and as part of the District's Strategic Plan Objectives 1.4 (**Family Understanding and Participation- We will provide opportunities for all families to engage with the Dover schools using sustainable strategies to foster consistent and authentic two-way communication.**) and 1.5 (**Community Understanding and Participation- We will provide opportunities for diverse community stakeholders to engage with the Dover schools in shared problem solving and decision making.**), Dover High School will host bi-annual curriculum evenings to engage in two-way dialogue with parents and community members about student achievement and curriculum initiatives like the transition to competency-based learning.
2. Provide common planning time for teachers who teach the same courses as often as possible and use specific faculty meeting and professional development time to provide opportunities for departmental and interdisciplinary coordination.
3. Working with the Information Technology Department, establish a timeline and funding mechanisms to add technology resources beyond the current level of approximately 50% of the student population.
4. In conjunction with Academic Coordinators, develop a process and provide professional development that will enable teachers to use school-wide rubrics in a consistent manner.



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5. Professional development will continue in the area of mental health and the C 3 Social Studies Standards and teachers will be surveyed to determine where they need professional development. Professional development will be provided in race and privilege, teaching controversial subject matter, Webb's Depth of Knowledge, and competency-based learning.
6. Monitor counselor workload in the areas of 504 management, mental health intervention, and assessment responsibilities to ensure sufficient counseling staff continues to be provided.
7. Support the District's request to add a Media Center aide.

Five-Year Targeted Plan:

1. Dover High School will establish a parent group to engage parents as participants in the evolution of programming and practices.
2. Dover High School will have enough technology resources to ensure availability to all students at all times.
3. As part of the District's Strategic Plan Objective 2.1 (**Social, Emotional, Physical-** *We will promote and support the overall health and well-being of all students and staff.*) and in conjunction with the District's Social-Emotional Learning Task Force, Dover High School will complete and formalize the rubrics to measure these expectations. Students and families will receive a report on the student's progress and this information will be aggregated and shared with the community.
4. Media Center will be staff with a full-time assistant to allow the librarian to focus on support of students and teachers.
5. Foster relationships within the community and advocate with local, state, and national elected officials to ensure adequate educational funding.



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Strategic Plan Status Report September 2019

LOCATION	Dover High School
GOAL	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.

ACHIEVED IN 2018-2019	IMPLEMENTATION ACTIONS FOR 2019-2020
Increase in the quantity and quality of student generated initiatives. • Student council developed a mission statement and a policies and procedures handbook to focus the work of the group. • Student council members, along with other members of the student body, attended design thinking workshops to address the tardy, study hall, learning commons, and courtyard policies. • Student council members developed and shared an Instagram account and a promotional video in an attempt to increase attendance at their meetings and participation in events. • Students provided input through Advisory surveys on the development of the Flex program and schedule. • DREAM (Diversity, Respect, Educate, Advocate, Mission) Group was established. They hosted other school diversity clubs for an all-day workshop and attended a summer training at Babson College. • School Counseling Department took students to state mental health summit to develop tools for teens to support one another and to advocate for school programming. • Participated in UNH Community Mattering Survey and YRBS Survey. Design units that incorporate student voice and choice in learning and assessment. • Teachers provided student choice in terms of topic, research tools and locations, and presentation options.	Increase in the quantity and quality of student generated initiatives. • Transparency and communication of success and events through website, social media, newsletters, etc. Design units that incorporate student voice and choice in learning and assessment. • Develop and implement format for listening tours that reach all students.



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Strategic Plan Status Report September 2019

- Teachers provided students with choice of novels to read within a genre or theme.
- CTC provided students with 25 job shadows, 12 internships, nine work-based learning opportunities where students are paid after successfully completing one-year of a CTC program, four apprenticeships, four summer internships, and eight summer-based learning opportunities.
- Two formal ELOs, 260 VLAC courses with a current credit count of 111.75 credits, and 36 independent studies.



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Strategic Plan Status Report September 2019

LOCATION	Dover High School
GOAL	The Dover School District will improve educational outcomes for students by effectively engaging with the broader community.
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.

ACHIEVED IN 2018-2019	IMPLEMENTATION ACTIONS FOR 2019-2020
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. - Used communication tools (weekly email, web site, Facebook, Twitter, sign) to promote mental health events for students and parents that took place during the school day and in the evening, on-campus as well as off campus. - Used communication tools (weekly email, web site, Facebook, Twitter, sign) to promote events within the school and in the community related to physical wellness like nutritional programming, road races, etc.	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. Continue work from 2018-2019 school year.



DOVER SCHOOL DISTRICT

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Strategic Plan Status Report September 2019

LOCATION	Dover High School
GOAL	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.

ACHIEVED IN 2018-2019	IMPLEMENTATION ACTIONS FOR 2019-2020
Develop and promote an inclusive schoolwide community that supports the physical, emotional, and social needs of each member of the school. - A sustainable LDAC program was fully funded, including the provision of services over the summer. Sixty-one students in the district were engaged during the academic year and the summer, with 31 actively involved in weekly or bi-weekly meetings. Provided evaluations for four students, facilitated the Chucky's Fight presentation at Bellamy Academy, and awarded a \$500 scholarship to a member of the Class of 2019. - Advisory Committee to enhance the social/emotional components of the advisory committee was marginally successful due to difficulties in maintaining membership as it was a voluntary committee that met after school. Committee served students on Advisory and Flex. - Wellness Fair was originally set for March 2019. It will be held on November 3, 2019. It includes partnering with Wentworth-Douglass Hospital and will be held in conjunction with the Yes, I Can! 5K Road Race. - Community Partners provides three days of in-house appointments for Dover High School students. Thirty-nine students were served with 261 hours of school-based therapy services provided. Thirteen students received Community Partners support outside of school. Eighty-three percent of consultation time with School Counseling and other school departments was used.	Develop and promote an inclusive schoolwide community that supports the physical, emotional, and social needs of each member of the school. Flex activities and enrichment opportunities designed to address the physical, social and emotional needs of students.



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Strategic Plan Status Report September 2019

- Work is being done both in advisory and classrooms that address social competencies. Need the development of a coherent collection system and clearinghouse.
- Participate annually in flu shot clinics through the Strafford County Public Health Network and Hannaford's. Three-hundred forty-six students received the flu shot. The number for staff has not been made available to date.

Increase opportunities for physical movement and social interactions.

- Over the summer the weight room was open for two hours in the morning and evening, Monday through Friday. Teams, individuals and teachers took advantage of this opportunity.
- Limited success with helping teachers with Vivarae program. Need to partner with the Dover Teacher's Union on how to help faculty with accessing and using the new wellness program, My Cigna.
- Teacher generated lessons and units that included social competencies were encouraged. Need to make social competencies a part of the curriculum map for each course allowing this information to be collated and disseminated.

Increase opportunities for physical movement and social interactions.

- Weight room is open for students and staff Monday through Thursday from 2:45 pm to 4:15 pm and Saturday from 9:00 am to 12:00 pm.
- Make social competencies a part of the curriculum map for each course allowing this information to be collated and disseminated.



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Strategic Plan Status Report September 2019

LOCATION	Dover High School
GOAL	The Dover School District will develop and sustain a culture that is characterized by optimizing social, emotional, civic, physical, and rigorous academic learning.
OBJECTIVE 2.2	Student Engagement in Learning: We will maintain each student's engagement in learning.

ACHIEVED IN 2018-2019	IMPLEMENTATION ACTIONS FOR 2019-2020
Examine, align and develop procedures for extended learning opportunities using input from impacted stakeholders. <i>Educator's unit plans will promote choice and voice in learning, content and assessment.</i> - Academic coordinators worked with the Dean of Instruction and the Career Technical Center to examine procedures and pilot two ELOs. Create clarity for students, families, staff, and community around extended learning opportunities. - Program of Studies reflects changes to increase awareness of students, families, staff, and community. Provide opportunities for students to drive their learning by providing choice in projects, assessment and enrichment options. - Inquiry projects study the impact of student choice in projects and assessment. Choice results in higher completion rates. - Use of performance-based assessments, with a public presentation and authentic impact, has increased. Areas of impact include cafeteria and recycling practices. Use student and community feedback to enhance student programming - Career Technical Center has formal advisory programming that links programs with Community Partners. - Community Engagement Committee has conversations, sometimes in conjunction with Dover Listens. - Use of advisory as a means of collecting student feedback.	Examine, align and develop procedures for extended learning opportunities using input from impacted stakeholders. <i>Educator's unit plans will promote choice and voice in learning, content and assessment.</i> - Provide resources to allow the implementation of an authentic ELO program. Design a student and family friendly visual process for accessing ELO's. Create clarity for students, families, staff, and community around extended learning opportunities. - Provide resources to allow the implementation of an authentic ELO program. Design a student and family friendly visual process for accessing ELO's. Provide opportunities for students to drive their learning by providing choice in projects, assessment and enrichment options. - Educator's unit plans will continue to promote choice and voice in learning, content and assessment. Use student and community feedback to enhance student programming. - Implement changes based on feedback.



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Strategic Plan Status Report September 2019

LOCATION	Dover High School
GOAL	The Dover School District will develop and sustain a culture that is characterized by optimizing social, emotional, civic, physical, and rigorous academic learning.
OBJECTIVE 2.3	Student Achievement: We will optimize individual achievement by ensuring every student receives academic instruction that is culturally responsive and matched to developmental needs.

ACHIEVED IN 2018-2019	IMPLEMENTATION ACTIONS FOR 2019-2020
Research and implement models that emphasize, enhance and personalize academic support. Provide equitable access across the curriculum and instructional framework Research, use, and refine consistent use of evidence-based strategies and structures that support competency-based learning. Emphasize developmentally appropriate practices within the curriculum and instructional framework.	Research and implement models that emphasize, enhance and personalize academic support. • Implementation of flex block. Provide equitable access across the curriculum and instructional framework. • Provide professional development and supervision around culturally and developmentally responsive instruction. Research, use, and refine consistent use of evidence-based strategies and structures that support competency-based learning • Provide professional development that aligns Marshall Rubrics and competency-based practices. Emphasize developmentally appropriate practices within the curriculum and instructional framework. • Provide professional development that aligns Marshall Rubrics and best instructional practices.



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Strategic Plan Status Report September 2019

LOCATION	Dover High School
GOAL	The Dover School District will develop and sustain a culture that is characterized by optimizing social, emotional, civic, physical, and rigorous academic learning.
OBJECTIVE 2.4	Competency-Based Education: We will optimize student learning and achievement by developing and implementing a competency-based education model.

ACHIEVED IN 2018-2019	IMPLEMENTATION ACTIONS FOR 2019-2020
Develop a competency-based education system of curriculum and instruction that focuses on student master of skills and knowledge (both academic and social); one that provides for authentic problem-solving, and a student driven learning environment which provides students choice and voice in their learning. • Support inquiry projects that support competency-based education and student choice and voice.	Develop a competency-based education system of curriculum and instruction that focuses on student master of skills and knowledge (both academic and social); one that provides for authentic problem-solving, and a student driven learning environment which provides students choice and voice in their learning. • Support inquiry projects that support competency-based education and student choice and voice.



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PROFESSIONAL DEVELOPMENT PLAN

2019-2020

Dover High School

SUBJECT	DATE	OBJECTIVE	MEASURE	RESULT
Enriching Students Software	September 9, 2019	- To be able to schedule students in Enriching Students - To be able to schedule when to see students - To be able to schedule enrichment activities	Student and teacher scheduling and use of Flex Block	
Inquiry and Professional Learning Communities	September 23, 2019	- To be able to develop an authentic inquiry question and process - To introduce the development of norms for PLCs	Inquiry questions and norm development.	
Sexual Harassment Training and Flex Feedback	October 7, 2019	- To be in compliance with requirements around sexual harassment training - To make adjustments if needed to the Flex Block protocols	Teacher awareness of sexual harassment reporting requirements and review Flex progress	
Literacy Goal	November 4, 2019	To review SAT and PSAT data in cross-curricular groups and align Khan Academy interventions	Students receive support in targeted areas	
Equity Training and Inquiry	November 5, 2019	- To continue the district's equity training efforts - To check-in on teacher inquiry projects	Teachers equity understanding grows and they receive support on their inquiry work.	
Department Work	December 2, 2019	To work in grade level teams on assessment consistency	Departments will develop consistent	



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PROFESSIONAL DEVELOPMENT PLAN

2019-2020

Dover High School

			expectations around assessment and will work on calibration.	
On-line district trainings and Inquiry	December 6, 2019	- To be in compliance with required district trainings. - To continue inquiry projects.	Teachers will complete mandated trainings and continue on inquiry work.	
Unpack Marshall rubrics with focus on evidence-based practices for student growth and learning.	January 6, 2020	To eliminate the use of practices that are not evidence-based and to emphasize the use of practices with an effect size of greater than 0.40.	Teachers will learn to use evidence-based instructional practices.	
Exam Analysis	January 27, 2020	To examine mid-year assessments for curricular alignment, areas of student strengths and weaknesses, and assessment design.	Teachers will use exam results to inform instructional and curricular decisions.	
Unpack Marshall rubrics with focus on evidence-based practices for student growth and learning.	February 3, 2020	To eliminate the use of practices that are not evidence-based and to emphasize the use of practices with an effect size of greater than 0.40.	Teachers will learn to use evidence-based instructional practices.	
District topic and inquiry.	February 11, 2020	To continue inquiry projects.	Teachers will continue on inquiry work.	



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PROFESSIONAL DEVELOPMENT PLAN

2019-2020

Dover High School

Unpack Marshall rubrics with focus on evidence-based practices for student growth and learning.	March 2, 2020.	To eliminate the use of practices that are not evidence-based and to emphasize the use of practices with an effect size of greater than 0.40.	Teachers will learn to use evidence-based instructional practices.	
Suicide prevention and inquiry.	March 27, 2020	- To continue to build staff knowledge and skill around mental health. - To continue work on inquiry projects.	Teachers ability to recognize and deal with mental health issues will grow and they will continue to work on inquiry projects.	
Department Meeting	April 6, 2020	To be able to answer the question, "What do we teach?"	Teachers will work in department to synthesis PLC work completed during the year.	
Unpack Marshall rubrics with focus on evidence-based practices for student growth and learning.	May 4, 2020	To eliminate the use of practices that are not evidence-based and to emphasize the use of practices with an effect size of greater than 0.40.	Teachers will learn to use evidence-based instructional practices.	
District and Inquiry Presentations	May 22, 2020	To share inquiry findings with colleagues.	Teachers will share inquiry work to expose colleagues to new learning.	



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PROFESSIONAL DEVELOPMENT PLAN 2019-2020 Dover High School

Flex Analysis	June 1, 2020	▪ To use student achievement data and flex feedback to make revisions for 20-21.	Teachers will have an understanding of the plan for Flex for the following school year.
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Section

8



DOVER SCHOOL DISTRICT

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Dover Career and Technical Education Center 2018-2019

Closing Narrative

The Dover Career and Technical Education Center is one of three regional career and technical centers serving high school students from Dover, Somersworth and Rochester High Schools. Additionally, Dover's center accepts students from Oyster River, Portsmouth, Nute, York (Maine), Marshwood (Maine) and students who are coming from families who are home-schooling children. This center is one of the 26 regional CTE centers in New Hampshire. As a designated center, we comply with the standards for program approval as established by the NH Department of Education and are eligible to receive federal career and technical funding. The 16 programs are noted below:

- Animal Science
- Automotive Technology
- Automotive Collision Technology
- Biotechnology
- Building Trades
- Business
- Computer Networking
- Computer Programming
- Construction Trades
- Cosmetology
- Culinary
- Electrical
- Firefighting, including EMT
- Health Science
- Marketing
- NJROTC
- Pre-Engineering
- Sports Medicine
- Welding

Select programs may offer introductory classes however the current model is not clearly defined, and resources are quite limited both in personnel and financial. Many of the programs promote students to earn college credit and industry recognized certifications while fulfilling their high school graduation requirements. Most importantly, students get the opportunity to explore areas of interest in a hands-on lab designed to simulate actual workplace environments in state-of-the-art facilities with cutting-edge technology aligned with industry standards.

Most programs have a third-party assessment associated with it; this assessment is aligned to industry and can be one indicator of successful completion of the competencies. The chart below provides information on program related college credits offered, industry-recognized certifications and third-party assessments.

Dual Credit and Third-Party Assessments

Program	Total College Credits Available/College	Industry Certification(s)	Notes
Animal Science	3 credits from Great Bay Community College		
Automobile Technology	3 articulated credits at Lakes Region and Nashua Community College	ASE Certification	Nationally recognized exam in industry
Auto Collision	3 articulated credits at Lakes Region and Nashua Community College	ASE Certification	Nationally recognized exam in industry
Biomedical	3 credits from Great Bay Community College		
Business	12 college credits from Great Bay Community College		
Computer Networking	12 college credits Great Bay Community College	A+ certification, NET+ Configuration, CISCO IT Functions, MCP and IC3 Internet Computing	Nationally recognized exams in industry
Computer Programming	12 college credits at Great Bay Community College		Nationally recognized exam in industry
Cosmetology	Cosmetology is a secondary and postsecondary program	Licensure in Cosmetology	Testing from NH Board of Cosmetology
Culinary Arts		ServSafe Certification	National



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Electrical	Program fulfills first year of the 3-year Electrical Apprenticeship License	OSHA-10 Variable Frequency Certification	Testing from NH Board of Apprenticeships Journeyman Licenses and OSHA-10 are national certifications
Firefighting	3 articulated credits Lakes Region Community College and Southern Maine Community College	Firefighter I, Wildland, Hazardous Materials, CPR, First Aid	Testing from NH Bureau of Fire Standards
Emergency Medical Tech		EMT-Basic (National Exam)	
Health Science	3 credits Great Bay Community College in Medical Terminology**	Licensed Nursing Assistant Certification; CPR-AED; Advanced Skills for Health Care providers and Restorative Care Certification	Testing from NH Board of Nursing
Marketing	3 articulated credits Central Maine Community College		
NJROTC			Completion of 2 years: enter as rank of E-2; Completion of 3 years: as rank of E-3
Pre-Engineering	9 credits from NHTI - Concord		

Student Enrollments

Enrollment (excluding Introductory Course enrollments) at the Dover CTC has been increasing over the past three years. The sign-ups for 2019-2020 are at their highest levels, both for Dover and Area students in the past five years.

School	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Dover	414	386	360	436	455
Area	134	109	118	97	88
TOTAL	548	495	478	533	543

A great deal of effort on the part of the schools in the Tri-City has been done to minimize days missed due to school schedule conflicts. This is an on-going point of discussion between the Tri-City superintendents, principals and Directors. The dedication from sending school students should be noted as they all lose significant time traveling to and from Dover CTC; this also impacts the number of students able to take advantage of these opportunities.

Total capacity at Dover CTC is approximately 802 students. For school year 2019-2020 enrollment of 548 students demonstrates a 68% capacity. This enrollment may or may not remain the same once schedules are built.

Revenue

Area students generate income that goes directly in to the general fund. Districts pay a tuition and the state matches this at a percentage including some reimbursement for transportation. Below shows the income from Area districts:

	Area Districts	Maine Schools	State Tuition and Transportation Aid	Total Income to Dover School District Gen'l Fund
Fiscal Year 2020, Estimate	\$ 97,076.00	\$ 66,268.53	\$ 369,096.46	\$ 532,440.99
Fiscal Year 2019, Estimate	\$ 90,510.00	\$ 53,905.00	\$ 300,235.18	\$ 444,650.18



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Fiscal Year 2018	\$ 82,737.53	\$ 67,037.50	\$ 247,007.92	\$ 396,782.95
Fiscal Year 2017	\$ 68,904.94	\$ 73,188.22	\$ 182,831.01	\$ 324,924.17
Fiscal Year 2016	\$ 56,192.21	\$ 45,931.07	\$ 161,261.19	\$ 263,384.47

Work-Based Learning, Internships and Apprenticeships

An integral part of a quality career and technical education program is the inclusion of work-based learning, internships and apprenticeships. Dover CTC serves the 500+ enrollment by matching students with these opportunities. See chart below for current opportunities:

Program Area	Internship	Work-Based Learning (paid)	Apprenticeship
Animal Science	1	2	
Automotive Technology	1	2	
Auto Collision		3	
Biomedical	1		
Business			
Computer Networking	1	1	
Computer Programming		1	
Construction Trades		1	
Cosmetology		2	
Culinary			
Electrical		5	1
EMT		1	
Firefighting			
Health Science	2	10 or more	
Marketing	1		
NJROTC	4		
Pre-Engineering	2	1	
Sports Medicine			
Welding		2	
Plumbing/HVAC			1
Teaching	2		
DHS	2		
Totals	17	31	2

The CTE Liaison at the Dover CTC is a new employee. She has been challenged with also being a resident of Maine and unfamiliar with the Tri-City area. She has worked tirelessly to log hours and miles establishing contacts for current and future opportunities for CTC students with over 50 employers in the Tri-City area and beyond.

Job Shadowing, Student Employment and Resume Help

The CTE Liaison gave assistance to 10-20 students looking for job shadows. She also manages the Employment board in which close to 50 jobs throughout the year were advertised and met with multiple students to offer employment search help. She offered Resume help to approximately 100 students across various programs.



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Extended Learning Opportunities

An additional positive outcome of the 18-19 school year was defining the many Extended Learning Opportunities at Dover High School and Career Technical Center. Some of this work continues, however this demonstrates major progress that is available to all students.

Tri-City Region

As stated above, the Tri-City Region includes Dover, Rochester and Somersworth High Schools. Included in this region are schools outside the three cities who can opt to enroll in any of the three schools. Transportation is provided throughout the day to shuttle area students to the CTC centers. Although the data is disaggregated to show Dover and Area students, the CTC makes every effort to embrace all students as CTC students being careful not to have any exclusionary practices.

Professional Development

The following sessions were implemented along with CTC teachers obtaining the hours necessary for their certifications and licensing per their professional organizations/boards as well as inquiry projects.

Date	Topic	Notes
8/21/18	New CTC Teaching Meeting	This is the first time CTC teachers have met independent of others in the building. This will be a necessary addition to CTC professional development
10/5/18 (All Building)	Mental Health Training with Community Partners	
10/3/18 (Optional)	New England Workshop on Perkins V	
11/8/19	CTC Fall Advisory Board	
3/22/19	Perkins Data Evaluation, Overview of Perkins V and Inquiry Review	
5/8/19	Perkins Budget Development Questions and Answers	
5/13/19	CPR/First Aid Class for CTC	
5/24/19	Spring Advisory Board Equity Training The Year In Review Next Steps	
5/30/19	Work Based Learning and Internships Integration into Programs	

Local Culture

Families need to be informed about all the educational possibilities. CTC must be maximized and students need opportunities to own their learning and seek alternative experiences that are not only sanctioned by Dover but encouraged.



DOVER SCHOOL DISTRICT

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PROFESSIONAL DEVELOPMENT PLAN

2019-2020

Dover High School Career and Technical Education Center

SUBJECT	DATE	OBJECTIVE	MEASURE	RESULT
Professional Development Domain 6: Professional Capacity of School Personnel Domain 7: Professional Community for Teachers and Staff Domain 4: Curriculum, Instruction and Assessment	10/17/2019	Develop an effective professional development plan specific to Career and Technical Education. Hire outside contractors and implement professional development to CTC staff with a focus on units of study aligned to competencies, DOK and performance assessments	Finalize and distribute a year long agenda for professional development during the 2019-2020 school year. Provide opportunities for each staff member to meet 1:1 with curriculum coach to review units of study and evaluate level of DOK. Teachers will use their PLC time to develop their units of study and assessments; teachers will be able to plan, document and assess with quality performance assessments.	



DOVER SCHOOL DISTRICT

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PROFESSIONAL DEVELOPMENT PLAN

2019-2020

Dover High School Career and Technical Education Center

Increase Enrollment/Capacity in Career and Technical Education for SY 19-20 Domain 9: Operations and Management Domain 2: Ethics and Professional Norms	10/17/19	Work to increase enrollment center-wide by developing a marketing plan that will encompass the full year. Develop a more effective introductory course which will provide students an opportunity to be exposed to 8-10 classes throughout a semester. Achieve a 5% increase in enrollment and capacity. Meet regularly with Katrina Webster (career counselor) to ensure support for her work with work based learning and internships. Develop and distribute a document that outlines suggestions and	Develop and implement a year long calendar of events and activities focused on marketing CTC to DHS and the region Present new course proposal to curriculum planning committee on December 5. Secure an additional 28 students for SY 20-21 increasing the capacity from 68% to 71% Realize a 10% increase of students in work based learning and internships growing from 48 to 54 students.
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DOVER SCHOOL DISTRICT

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PROFESSIONAL DEVELOPMENT PLAN 2019-2020 Dover High School Career and Technical Education Center

	boundaries relative to scheduling CTC programs for SY 20-21 Work to establish a more visible and effective role as the CTC Director and member of the school leadership team. Continue to identify barriers to CTC. Work to develop better coping skills with the daily frustrations	Work with DHS principle to definitively outline my role with discipline with all students in CTC classes. Work to establish a regular weekly meeting with DHS principal.	

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BELLAMY ACADEMY 2018-2019

We began the current school year with a new name, transitioning from the Dover Alternative Program to Bellamy Academy at Dover High School. The name was launched on 7/1/18 after a year- long process involving students and staff to find a new name. This process was initiated as an effort to change the perception of the program within the district and the community. The name change was received extremely well by most stakeholders. Although the perception change is an on-going battle I believe it is the beginning of a positive shift in our culture and our reputation.

With the name change in place, the staff participated in a series of visioning sessions to determine how we would like to proceed as a school. As part of this process, the staff agreed upon a set of shared beliefs that would serve as the foundation for our culture (e.g empathy, resiliency, wellness...). We also outlined basic expectations for all students (respect, responsibility, safety, conflict resolution, accountability and communication). Our handbook was given an overhaul and included our beliefs as well as our expectations. In addition, posters were created as a visual reminder to staff and students of these foundational features of our culture and posted in all offices and classrooms.

We started a new cell phone policy this year. All students and families were prepared for the upcoming change as the prior school year came to a close and the policy was implemented during our summer program. Each day students are required to secure their cell phones in their locker or in the central cell phone locker purchased for the front office. The new policy/practice has been quite successful and very few infractions surfaced. This policy has resulted in fewer distractions during class time and fewer social issues arising out of social media/texts during class time. Students are allowed access to their phones at break and lunch as well as other times deemed appropriate by the teacher or Dean.

A new disruption protocol was developed by the Bellamy team and implemented this year. It includes a hierarchy of interventions (redirection, time away, office referral...) when students begin to display behavior that may be disruptive to the school community. Students are required to reflect on their behavior and process their actions with the Dean or school counselor if they reach the level of office referral. This hierarchy of interventions allows students the opportunity to reflect on their actions/interactions and then get back to the learning environment. Conflict resolution was also a priority when conflicts occurred to increase awareness of various interpersonal needs.

The students and staff at Bellamy Academy had the opportunity to participate in approximately 60 community-based trips this year. We partnered with Northeast Passages which is an agency that provides therapeutic recreational opportunities for school aged kids. Most opportunities were created by the staff at Bellamy Academy with the goal of exposing students to local resources as well as providing academic content outside of the school building. Over 160 individual opportunities for exploration were provided to our students through this component of our program. In addition, we obtained a full scholarship for 1



DOVER SCHOOL DISTRICT

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graduating senior to train aboard a tall ship for one week as part of Sea Challenge. The scholarship was sponsored through Sea Challenge as well as Dover Police Charities.

Bellamy Academy hosted a first year UNH MSW intern this year. She worked with our students 16 hours a week developing her skills as a clinician and social worker. She offered our program valuable time and built great relationships. Due to the success of the internship, the Social Work department at UNH made me an honorary social work supervisor and we have secured another intern for the 2019-2020 school year who is in the joint MSW/Kinesiology program.

School counseling services have always been an integral part of our program but this year there was an increase in the development of on-going groups for students. We facilitated whole school meetings every Monday and Friday morning when all students and staff would meet to discuss issues and events happening within the program. The School Counselor facilitated these groups and provided creative social/emotional learning for our students. In addition, small groups (young women's, boys, advisory, art based...) occurred on a regular basis.

Bellamy Academy partnered with Girl Scouts of America and created its own troop where several young ladies worked on achieving their badges and even sold cookies at our school store.

Vocational Rehab worked with our students each month providing them with training regarding transitioning to adulthood.

The contracted LADC for the district worked closely with many of our students on prevention and intervention related to substance use. He successfully worked with one student who self-referred to drug rehabilitation and the student is in recovery.

The school store was a big success this year and was student run through the economics and entrepreneurship classes. Students created items to sell at the store as well as shopped at Hannaford for what was needed. Students earned tickets in classes for engaging in their learning and used these to purchase items at the store. We even had a thrift store as part of their course and experience.

Integrated studies was a new 75 minute elective this year that enabled students to recover academic credits or earn elective credits. Many topics were covered but focused predominantly on social/emotional learning.

Personalized learning was a focus this year offering students opportunities to earn credit through independent studies. This required a lot of self-motivation and was a struggle for some students. A template was created to help guide students and will be tried again this year as needed.

Restorative justice was a major focus this year in dealing with discipline issues. Students were required to participate in community service opportunities, conflict resolution with others, online learning as well as other opportunities that would help them learn from their choices. As a result, suspensions were down this year (this was also supported through our shifts in culture and academic offerings).

Overall I feel it was a successful year at Bellamy Academy, we had 4 graduates this year who all graduated on time with their class.

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DOVER SCHOOL DISTRICT

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Dover Middle School 2018-2019 Closing Narrative

Dover Middle School is a dynamic and energetic middle level school that educates students in grades 5-8. Student ages range from 10-14. There are a few students that enter at age 9 and a few students that exit at age 15. There were 1174 students enrolled at the end of June 2019. Below is enrollment data.

Grade Level	Number of students
Grade 5	301
Grade 6	262
Grade 7	302
Grade 8	309
Total	1174

Below is student demographics data by race.

Race	Number of Students	Percentage of students
Not reported	1	0.1%
American Indian or Alaskan Native	2	0.2%
Asian and White	2	0.2%
Black or African American and White	11	1.0%
Asian/Indonesian	105	9.4%
Hispanic	43	3.9%
Black	48	4.2%
White	910	81%

Below is socioeconomic data.

Status	Number of Students	Percentage of Students
Free Lunch	282	24%
Reduced Lunch	70	6%
Regular Lunch	822	70%

Below is data on students reported as homeless.

	Number of students	Percentage of Students
Students reported homeless	20	1.7%

Below is educational service data.

Status	Number of Students	Percentage of Students
Special Education Plan	244	21%
504 Plan	93	8%
Regular Education Plan	873	71%



DOVER SCHOOL DISTRICT

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The building is staffed by 90+ certified educators and 40+ support staff. Support staff includes office personnel, social worker, police officer and paraprofessionals. Each grade level has 12 regular education teachers and 2-3 special education teachers. Grade levels are divided in teams of students. Each team has four CORE teachers (Math, Language Arts, Social Studies and Science). Fifth grade is the one exception. They are organized in teams of two to support the transition from elementary school (Math/Science and Language Arts/Social Studies). A staff of Related Arts teachers instruct all grade levels. Courses in related arts include; Wellness, Music, Art, Technology Education, Computer Skills, World Language, Public Speaking, Creative Writing, Library and Guidance. These classes are taught in a rotating schedule.

Teachers design and implement lessons to meet curriculum expectations. The grading system is currently a traditional number system, but we are in process of transitioning to competency based education to include competency based grading. Currently you will see many classes working collaboratively, completing hands on and innovative projects and interdisciplinary units. There is a strong Advisory program at Dover Middle School where we strive for each student to form strong relationships with at least one adult and a small group of peers. These groups also work on development of social and emotional skills. We strive to meet all students needs. Teachers are encouraged to be innovative, take risks, try new ideas and raise the rigor in instruction to strengthen engagement and learning.

Dover Middle School has much to be proud of and has experienced many successes. Our school is named as a Spotlight School by the NEW England League of Middle Schools. This accomplishment is granted to middle schools that exemplify outstanding middle school practices. Our music/Drama teacher, Jeff Leaf, was named the 2019 Dover Commerce Educator of the Year. This was a great honor for him personally as well as our drama program. The Dover Middle School drama productions are outstanding, and each year support a cast of over 200 students. Dover Middle School has a strong relationship with the University of New Hampshire. Each year, we are proud to host educational interns from the UNH master's program. We are truly a center for learning for beginning teachers. Our after-school STEAM Academy hosts hundreds of students each year in enrichment programs that vary from culinary arts to robotics. This programming is possible with the support of community volunteers.

Our school faces many challenges as well. We have been working on adding staff to improve programming and options available to our students. We would like to see each team assigned one case manager and to have all students included in general education classes as much as possible. We have made progress in this area and hope to accomplish this goal in the next few years. Students currently receive instruction in all of the related arts classes. We would like to add staff and additional programming to provide students choice in electives. Many of our students face personal struggles outside of school. We are challenged every day to meet the social and emotional needs of our students. Additional mental health supports are needed. Our current schedule allows for minimal time for our teachers and staff to collaborate on instruction and student needs.

One goal for next year is continuing our transition to a competency based educational model. Specifically, we will be working on implementing best instructional practices and assessing on competencies. We also have a goal to recreate our master schedule to be flexible to a competency based model, to meet students'



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different needs and provide more choice for students. We are very fortunate to have two Instructional Coaches on staff next year. A goal is for these coaches to support teachers in improving instruction and in turn enhancing engagement, learning opportunities and experiences for our students. We will begin with implementation of Professional Learning Communities. Teachers will receive professional development on how to use this time to reflect and examine student data for improvement and powerful instruction.



DOVER SCHOOL DISTRICT

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Strategic Plan Status Report September 2019

LOCATION	Dover Middle School
GOAL	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.

ACHIEVED IN 2018-2019	IMPLEMENTATION ACTIONS FOR 2019-2020
Create a school-wide advisory program to provide a platform for student input and choice. - Social/Emotional lessons were added to the advisory program. The end of the year survey showed 67% of staff accessing website and lessons and 96% of staff reported advisory was effective in forming teacher to student relationships. Design units that incorporate student voice and choice in learning and assessment. - The Gallop poll results indicated low student engagement. PD was accessed by many teachers at different degrees on learning objectives, DOK and PBL. Professional Conversations offered weekly time for work on rubrics and assessment options. New units, lessons and strategies were observable in classrooms. (example-C3 framework units were implemented in all social studies classes.) 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. - A student facilitator group was added. These students participated in different aspects of problem solving on school issues (i.e. parent/student engagement and scheduling). Restorative Justice practices were piloted. There is no current data on this at this time. Research and create schedule concepts that allow time for student voice and choice opportunities.	Create a school-wide advisory program to provide a platform for student input and choice. - Survey students for effectiveness of advisory program, including opportunities for voice and choice. Design units that incorporate student voice and choice in learning and assessment. - The Gallup poll will be administered again in the Fall of 2019. We will be looking for higher level of school engagement reported by students. Continued professional development for teachers on best instructional practices and competency-based education will continue. Professional development will be accessed through Professional Learning Communities and access to instructional coaches. 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. - Increase of Restorative Justice options for students. Develop a tracking system to collect and analyze data, including suspension rates. Research and create schedule concepts that allow time for student voice and choice opportunities.



DOVER SCHOOL DISTRICT

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Strategic Plan Status Report September 2019

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| <ul style="list-style-type: none">• Design team was selected. Students were shadowed, school visits were completed, and schedule creation has begun. This will continue over the 19-20 school year. | <ul style="list-style-type: none">• Design team continues to develop a new school schedule for possible implementation in the future. This goal will be dependent on allocation of resources in budget development. |
|---|---|



DOVER SCHOOL DISTRICT

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Strategic Plan Status Report September 2019

LOCATION	Dover Middle School
GOAL	The Dover School District will improve educational outcomes for students by effectively engaging with the broader community.
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.

ACHIEVED IN 2018-2019	IMPLEMENTATION ACTIONS FOR 2019-2020
Increase accessibility for students to participate in the afterschool activities that are supported by the broader community. - A DMS after school coordinator was not added to the budget. Efforts began to explore community partners to increase after school efforts. Explore and develop opportunities to increase the number and diversity of after school programs offered by community entities. - This goal was not achieved. An initial meeting was held with community groups to explore other options for programming, funding and transportation.	Increase accessibility for students to participate in the afterschool activities that are supported by the broader community. - Continue efforts to stipend the after-school coordinator position through the general school budget. 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.



DOVER SCHOOL DISTRICT

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Strategic Plan Status Report September 2019

LOCATION	Dover Middle School
GOAL	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.

ACHIEVED IN 2018-2019	IMPLEMENTATION ACTIONS FOR 2019-2020
Identify and use additional resources for mental health support for students. - A district SEL committee was started. A compilation of counselors in the area has been created for counselors to provide information to parents. The Signs of Suicide (SOS) program is fully implemented and will occur each year with 7th graders. Judge Broderick spoke to all 7/8 graders about mental health awareness in an assembly. Develop and promote an inclusive schoolwide community that supports the physical, emotional, and social needs of each member of the school. - The programs added this year were student facilitators, recycling crew and the after-school program SOAR. Increase opportunities for physical movement and social interactions. - Gaga ball was added as an additional recess game. A winter space for recess was created to provide outside recess year-round. Teachers were encouraged to add physical movement breaks during classes.	Identify and use additional resources for mental health support for students. - Continue work on increasing social emotional learning through advisory and district committee recommendations. Develop and promote an inclusive schoolwide community that supports the physical, emotional, and social needs of each member of the school. - Remove guidance from the related arts schedule. This will require an additional FTE. This change would allow school counselors to see students as needed and when appropriate as opposed to an assigned class. Increase opportunities for physical movement and social interactions.



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Strategic Plan Status Report September 2019

LOCATION	Dover Middle School
GOAL	The Dover School District will develop and sustain a culture that is characterized by optimizing social, emotional, civic, physical, and rigorous academic learning.
OBJECTIVE 2.2	Student Engagement in Learning: We will maintain each student's engagement in learning.

ACHIEVED IN 2018-2019	IMPLEMENTATION ACTIONS FOR 2019-2020
Provide opportunities for students to drive their learning by providing students voice and choice in their learning and assessment options. • Every team at DMS planned new instruction during different times throughout the year. This included PBL units, C3 Framework and/or individual lessons that included student choice and voice. ENCORE included student choice for enrichment options.	Provide opportunities for students to drive their learning by providing students voice and choice in their learning and assessment options. • Continued professional development and teacher collaborative meetings to enhance instruction and engagement. Instructional planning is focused on project-based learning, inquiry projects, growth mindset. Curriculum work includes voice and choice in assignments and assessments.



DOVER SCHOOL DISTRICT

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Strategic Plan Status Report September 2019

LOCATION	Dover Middle School
GOAL	The Dover School District will develop and sustain a culture that is characterized by optimizing social, emotional, civic, physical, and rigorous academic learning.
OBJECTIVE 2.3	Student Achievement: We will optimize individual achievement by ensuring every student receives academic instruction that is culturally responsive and matched to developmental needs.

ACHIEVED IN 2018-2019	IMPLEMENTATION ACTIONS FOR 2019-2020
Research, use, and refine consistent use of evidence-based strategies that support competency-based learning.	Research, use, and refine consistent use of evidence-based strategies that support competency-based learning. Establish trained Professional Learning Communities to support all student learning through planning, best instructional practices, data and reflection.
Provide equitable access across the curriculum and instructional framework.	Provide equitable access across the curriculum and instructional framework. Professional Development on equity to include; content delivery, curriculum review and intent and purpose.
Emphasize developmentally appropriate practices within the curriculum and instructional framework.	Emphasize developmentally appropriate practices within the curriculum and instructional framework. Through PLC's increase use of data and professional development of best instructional practices to meet student needs.



DOVER SCHOOL DISTRICT

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PROFESSIONAL DEVELOPMENT PLAN 2019-2020 Dover Middle School

SUBJECT	DATE	OBJECTIVE	MEASURE	RESULT
Infinite Campus Training	Sept 9	Teachers can access system Teachers set up grade books	Teachers keep up to date grade books in the new SIS system.	
Sexual Harassment Training	Sept 23	Teachers trained on laws, policies and duty to report	100% attendance, compliance to law and increased knowledge for teachers.	
Advisory	Oct 7	New Advisory theme and plans shared.	Teachers pilot compassion and lessons and provide feedback.	
Equity	Oct 30	LA and Social Studies teachers participate in discussions facilitated by Mo Nunez on content delivery, curriculum review and intent and purpose.	Teacher reflections on change. Student work samples.	
Professional Learning Communities	Nov 22- Ongoing	Teachers understand the purpose and function of a true PLC.	Collective work to increase student learning. Student data is used to make decisions and instructional strategies are shared.	
Instructional best practices	Ongoing at faculty meetings and PLCs	To increase knowledge and performance is areas such as; lesson planning, using objectives, depth of knowledge, questioning strategies,	Classroom observations	



DOVER SCHOOL DISTRICT

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PROFESSIONAL DEVELOPMENT PLAN 2019-2020 Dover Middle School

		PBL, formative assessments, trauma informed teaching, rubric and assessment development.		
Avoid Deny Defend	Nov 5 (TW)	Teachers learn procedures and expectations for the response to an active shooter.	Teachers increased knowledge and Reflections	
Literacy	Dec 2	Teachers will unpack the district's literacy goal. Workshop model is presented to teachers.	Teacher's supporting the district literacy goal is evidenced through observations.	
Equity	Dec 17	LA and Social Studies teachers participate in discussions facilitated by Mo Nunez on content delivery, curriculum review and intent and purpose.	Teacher reflections on change. Student work samples.	
Innovation	Jan 6	Job description review activity. Teachers explore and share Innovative lessons and projects to teach skills necessary for the future work force.	Project based learning activities evidenced through classroom observations.	
Instructional Strategies	Jan 27	TBD		
Special Education	Feb 3	Professional development on blending regular and special education. How best to instruct students with disabilities in the classroom. Teachers responsibilities in the IEP process.	Increased inclusion of students of all abilities in the regular education classroom.	



DOVER SCHOOL DISTRICT

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PROFESSIONAL DEVELOPMENT PLAN 2019-2020 Dover Middle School

Stop the Bleed	March 2 (TBD)	Training for emergency response provided by the Dover Fire Department.	Increased knowledge for emergency response.	
State Testing and YRBS training	April 6	Professional development on implementation of state testing and at-risk survey.	Accurate implementation of state testing and survey.	
Student Placement	May 4	Teachers grouping students for success for the following year.	Classroom pods are created for the 20-21 placement process.	
Instructional Strategies	May 22 (TW)	TBD		
Instructional Strategies	June 1	TBD		

Section

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DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Garrison Elementary School 2018-2019 Closing Narrative

Garrison Elementary houses 419 students in grades K-4 with a total of 22 classrooms.

Grade	Number of students
K	73
1	97
2	64
3	96
4	89
ALL	419

Garrison's students include 9 ESOL students, 64 special education students, and a free and reduced lunch percentage below 15%.

Garrison's students are supported by 67 district employees broken out as follows:

Employee Type	Number of Employees
Classroom Teacher	22
Special Education Teacher	2
Speech Pathologist	1
Librarian	1
Related Arts (STEM, Art, Music, PE)	4
Reading Specialist	1
Instructional Paraprofessionals (kindergarten, reading)	11
Guidance	1
Nurse	1
Behavior Specialist	1
Behavior Aide	1
Special Education Paraprofessionals	13
ESOL Teacher	1
Office Personnel	2
Noon Supervisors	3
Administrators	2



DOVER SCHOOL DISTRICT

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2018-2019 Successes

- Completed 18-month renovation of three classroom wings, admin, cafeteria and gym. Supported students and teachers through classroom moves into and out of temporary classrooms in the gym while renovations were completed. The school community has been vocal in their appreciation of our beautiful new facility.
- Through our renovation new technologies such as interactive projectors and TopCat audio systems enhanced instruction for teachers and students alike.
- Reconfiguration of some grade level rooms and services in the building to facilitate staff collaboration and student learning.
- Created a new schedule for the 19-20 school year that includes time for targeted interventions for students below grade level. This schedule also builds in time for teacher professional development and PLC work.
- 10 teachers attended a four-day Responsive Classroom training, and 5 more will attend this year. Responsive Classroom gives teachers and students the skills and tools to lead more student driven classrooms. The foundation of student leadership is promoted through Responsive Classroom training and many teachers have elements of classroom level student leadership, such as running morning meetings, closing circles, and classroom codes of cooperation.
- Several teachers offered different student focused opportunities such as hosting Thursday morning fitness for the whole school, offering a free after school Boot Camp, offering Girls on the Run, and more.
- There were many community partnerships that benefitted our students with several community agencies including Goodwin Health, The Lions Club, the Rotary, Community Partners, Youth2Youth, and End 68 Hours.
- A small group (4) of fourth graders approached the principal to create a social media committee to share school news with families. The students met weekly and posted a handful of times throughout the year.

2018-2019 Challenges

- Student mental health and behavioral needs challenged our staff this year as we supported students through different needs and crises.
- Moving 16 classrooms into/out of the gym during the school year. Having 8 classrooms in the gym at a time was a challenge for students and teachers as it could be noisy. Teachers implemented many strategies to assist students with the environment.
- Having no access to the gym as well as a restricted use of the playground and cafeteria made recesses and whole school assemblies a challenge.
- Due to limited space, no PTA enrichment was offered after school this year.



DOVER SCHOOL DISTRICT

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Areas to be Addressed 2019-2020

- Continue to refine our intervention and RTI model as we implement the new schedule
- Literacy focus – we will set a literacy goal and work to increase the number of students who are meeting competency in literacy.
- Increasing student voice and choice.
- Increasing staff driven leadership.



DOVER SCHOOL DISTRICT

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Strategic Plan Status Report September 2019

LOCATION	Garrison School
GOAL	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.

ACHIEVED IN 2018-2019	IMPLEMENTATION ACTIONS FOR 2019-2020
Design units that incorporate student voice and choice in learning and assessment. - Kiley Hemphill has done a lot of work with teachers in science and math to look at units and assessments to incorporate more student voice and choice. Ten GES teachers were able to attend Responsive Classroom training last summer, which focuses on voice and choice, particularly in the level 2 training, which was attended by 4 teachers. One group of teachers chose to make this their inquiry question this year and made changes to their instruction and assessment to incorporate student voice and choice. Kindergarten worked with UNH around play-based learning as well. Research and create schedule concepts that allow time for student voice and choice opportunities. - Garrison has an all-new schedule for next year that includes time for students to have a WIN block (What I Need). While this block will be scripted for some students some of the time, it will also be a flexible time for teachers and students to use as needed. 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. - A small group (4) of fourth graders approached the principal to create a social media committee to share school news with families. The students met weekly and posted a handful of times throughout the year. The tenet of student leadership is promoted	Design units that incorporate student voice and choice in learning and assessment. - Continue work with incorporating voice and choice into daily lessons. Define what this looks like in a K-4 environment. Research and create schedule concepts that allow time for student voice and choice opportunities. - Evaluate WIN schedule 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. - Increase the opportunity for student leadership in different areas of the school



DOVER SCHOOL DISTRICT

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Strategic Plan Status Report September 2019

through Responsive Classroom training and many teachers have elements of classroom level student leadership, such as running morning meetings, closing circles, classroom codes of cooperation.



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Strategic Plan Status Report September 2019

LOCATION	Garrison School
GOAL	The Dover School District will improve educational outcomes for students by effectively engaging with the broader community.
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.

ACHIEVED IN 2018-2019	IMPLEMENTATION ACTIONS FOR 2019-2020
Engage with community agencies to offer community-based wellness activities to students. - Identify current and potential community agencies to create partnerships, which benefit students. Communicate and collaborate with partners in the community and participate in local events. - Identify current and potential community agencies to create partnerships which benefit students.	Engage with community agencies to offer community-based wellness activities to students. - Will continue to work this goal this year Communicate and collaborate with partners in the community and participate in local events. - Will continue to work this goal this year



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Strategic Plan Status Report September 2019

LOCATION	Garrison School
GOAL	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.

ACHIEVED IN 2018-2019	IMPLEMENTATION ACTIONS FOR 2019-2020
Develop and promote an inclusive schoolwide community that supports the physical, emotional, and social needs of each member of the school. - Ten staff members attended Responsive Classroom training, the entire Kindergarten team took part in the UNH kindergarten collaborative, and the Playworks team has re-convened now that our renovation is complete. This work is ongoing, but several offshoot teams have emerged, including a group of teachers invested in school culture through assemblies, school meetings, etc. as well as a teams looking at policies and procedures that impact student learning and safety. - This was done on an individual basis this year as teachers and teams underwent the renovation/move. There is a team currently working on a book study of <i>Onward: Cultivating Emotional Resilience in Teachers</i> for the next school year. This team will share and use their learnings with the staff as a whole. 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. Increase opportunities for physical movement and social interactions.	Develop and promote an inclusive schoolwide community that supports the physical, emotional, and social needs of each member of the school. - Grade level work with Mo Nunez around bias and inclusion in curriculum to ensure that our teaching and classrooms are supporting all students. - Create learning opportunities for staff around their leadership and wellbeing. Activities include book group for ONWARD, and professional development on the 7 levels of leadership from INspired Leadership. Identify and use additional resources for mental health support for students. - Will continue to work on this goal this year. Increase opportunities for physical movement and social interactions. - Create baseline for current movement and social opportunities for students.



DOVER SCHOOL DISTRICT

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Strategic Plan Status Report September 2019

LOCATION	Garrison School
GOAL	The Dover School District will develop and sustain a culture that is characterized by optimizing social, emotional, civic, physical, and rigorous academic learning.
OBJECTIVE 2:2	Student Engagement in Learning: We will maintain each student's engagement in learning.

ACHIEVED IN 2018-2019	IMPLEMENTATION ACTIONS FOR 2019-2020
Provide opportunities for students to share their learning progress. Students in kindergarten do an end of year portfolio share, third graders present country projects, and many classrooms have informal presentations and shares throughout the year. Moving forward, we will look at different authentic ways to share student learning.	Provide opportunities for students to share their learning progress.
Provide opportunities for students to drive their learning by providing students voice and choice in their learning and assessment options. Still outstanding.	Provide opportunities for students to drive their learning by providing students voice and choice in their learning and assessment options. Will work this goal this year.



DOVER SCHOOL DISTRICT

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Strategic Plan Status Report September 2019

LOCATION	Garrison School
GOAL	The Dover School District will develop and sustain a culture that is characterized by optimizing social, emotional, civic, physical, and rigorous academic learning.
OBJECTIVE 2.3	Student Achievement: We will optimize individual achievement by ensuring every student receives academic instruction that is culturally responsive and matched to developmental needs.

ACHIEVED IN 2018-2019	IMPLEMENTATION ACTIONS FOR 2019-2020
Research, use, and refine consistent use of evidence-based strategies that support competency-based learning. Provide equitable access across the curriculum and instructional framework. Emphasize developmentally appropriate practices within the curriculum and instructional framework. This goal added in 19-20.	Research, use, and refine consistent use of evidence-based strategies that support competency-based learning. - Creation of PLCs to support student and staff learning. The focus of the 19-20 school year is on building the foundation for PLCs and student literacy. Provide equitable access across the curriculum and instructional framework. - Grade levels will work with Mo Nunez of Great Schools Partnership to evaluate and adjust lessons and units to be inclusive and culturally responsive. Emphasize developmentally appropriate practices within the curriculum and instructional framework. - Use of Responsive Classroom's Yardsticks book to refresh thinking on appropriate age practices – also will tie in with student voice and choice.



DOVER SCHOOL DISTRICT

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PROFESSIONAL DEVELOPMENT PLAN 2019-2020 Garrison Elementary

STAFF MEETINGS

DATE	SUBJECT	OBJECTIVE	MEASURE	RESULT
9/9/19	Literacy and Assessment	To deepen understanding of and gain clarity on literacy instructional changes for the 19-20 school year.	Benchmark alignment and completion. Baseline data gathered.	
9/16/19	Title IX and Inquiry	To renew training on Title IX and work with colleagues to choose inquiry questions	Training completed and inquiry questions chosen	
10/ 7/19	Standards Based Report Cards	To give teachers time to review report card standards and work with colleagues to align assessments to the standards	Assessments chosen to support RC standards	
11/4/19	Infinite Campus Training on RC	To train teachers how to use IC to enter report card grades	Grades are entered	
12/2/19	Practice difficult conversations prior to conferences. Review strategic plan and create sub committees for the year.	To give teachers the chance to give and get feedback on difficult conversations. Set goals to achieve strat. Plan.	Staff are empowered to work on an area of school improvement of their choice – aligned with strategic plan	
1/6/20	INSPIRED Leadership training – 7 levels	To introduce staff to the 7 levels of energy.	Staff are aware of their energy and where they choose to lead from.	
2/3/20	Strategic Plan Work	Allow existing committees time to meet, set goals	Staff are empowered to work on an area of school improvement of	



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PROFESSIONAL DEVELOPMENT PLAN 2019-2020 Garrison Elementary

			their choice – aligned with strategic plan	
3/2/20	INSPIRED Leadership training – 7 levels	Staff continue to learn and work with the 7 levels of energy, and how it impacts work with colleagues and students.	Staff are aware of their energy and where they choose to lead from.	
4/6/20	Strategic Plan Work	Allow existing committees time to meet, set goals	Staff are empowered to work on an area of school improvement of their choice – aligned with strategic plan	
5/4/20	Vertical PLC	Meet in vertical teams to gain information, feedback, and direction for next year.	To allow teams to cross pollinate ideas and align their work across grade levels.	
6/1/20	Strategic Plan Work	Allow existing committees time to meet, set goals	Staff are empowered to work on an area of school improvement of their choice – aligned with strategic plan	



DOVER SCHOOL DISTRICT

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PROFESSIONAL DEVELOPMENT PLAN 2019-2020 Garrison Elementary

DISTRICT PD DAYS

DATE	SUBJECT	OBJECTIVE	MEASURE	RESULT
8/26/19	District Kick off, Foundations, 3 rd and 4 th – equity work with Mo.	To train on upcoming initiatives for the 19-20 school year	Implementation of Foundations	
8/27/19	School staff meeting	To train on beginning of year needs – policies, literacy goal, and Infinite Campus	Ready for students	
11/5/19	K-2, reading specialists, case managers if poss., Fountas and Pinnell 8:15 – 3:00 (can do 60 total) @GES All others - A.D.D. training @DHS – 3 hours 8-11. Third hour was debrief groups. 11 – 3:15 lunch 2 hours online – bullying, BBP Inquiry			
12/6/19	Family Conferences	To converse with families about student achievements		
3/27/20	Depth of Knowledge	To be able to define DOK levels. To be able to identify the DOK level of student work. To be able to develop student work of DOK 2 or higher.		



DOVER SCHOOL DISTRICT

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PROFESSIONAL DEVELOPMENT PLAN

2019-2020

Garrison Elementary

		Work with Yardsticks book		
5/22/20	Student engagement	Student engagement in learning (2.2) To maximize each student's engagement in learning by providing opportunities to share their learning progress and/or provide opportunities for students to drive their learning by providing students voice and choice in their learning and assessment options.		
Floating	K-2 Fountas and Pinnell			

OTHER

DATE	SUBJECT	OBJECTIVE	MEASURE	RESULT
9/18/19	PLC coach training	To train grade level PLC coaches to facilitate grade level PLCs	Increased team efficacy. Students moved into instructional groups that meet their literacy needs.	
September	Benchmark training/alignment. ½ day per grade level.	All teachers trained on 3 rd edition benchmark kits and practices are aligned.	Teachers know how to effectively administer and score benchmarks	Data is aligned and easily comparable.
Ongoing	UNH Kindergarten Play Based	To align Dover K teaching practices with play-based guidelines.	Teachers	



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PROFESSIONAL DEVELOPMENT PLAN 2019-2020 Garrison Elementary

	CRASE	To train/refresh staff on CRASE procedures		
Ongoing	Equity	To Identify curriculum units that need to be refined based on diversity and bias work To continue work on identifying and reflecting on own personal bias To identify the soft bigotry of low expectations	List of curriculum units. Samples of plus/deltas after targeted work.	
Ongoing	Infinite Campus	To train on new report cards, behavior entry, etc.		

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DOVER SCHOOL DISTRICT

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Horne Street School 2019-2020 Closing Narrative

"Work hard, be kind, be safe, have fun and do the right thing".

Students:

Ending the 2018-2019 school year with approximately 469 students (this year our number ranged from 469-684 total students), Horne Street School had the following number of students in each grade:

- | | | |
|----------------|--------------|---|
| • Kindergarten | 82 students | 5 classrooms |
| • Grade One | 76 students | 4 classrooms |
| • Grade Two | 117 students | 6 classrooms (with one job share classroom) |
| • Grade Three | 101 students | 5 classrooms |
| • Grade Four | 96 students | 5 classrooms |

49% of our students are female, while 51% of our students are male.

Faculty and Staff:

Horne Street School has 45 faculty members, which includes a building principal, a dean of students, 25 classroom teachers, 5 related arts teachers (music, library, physical education, STEM and art), one guidance counselor, three special education case managers, a reading specialist, a behavior specialist, a speech and language therapist, an occupational therapist and an ESOL teacher. In addition, HSS also has 30 support staff, to include office support, a behavior paraprofessional, kindergarten paraprofessionals, literacy paraprofessionals, an ESOL paraprofessional, noon supervisors and special education paraprofessionals.

Student Attendance:

On average 96.11% of students are at school each day.

- Attendance rate for female students is 96.24%
- Attendance rate for male students is 95.99%

Student Demographics:

Race/Ethnicity:

- 0.9% of our students report as Asian and White
- 2.4% of our students report as Black and White
- 19.9% of our students report as Asian



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- 3.4% of our students report as White and Hispanic
- 0.2% of our students report as Asian and Hispanic
- 1.3% of our students report as Black
- 79.3% of our students report as White
- 0.2% of our students report as Other/Unspecified

24.63% of students receive free/reduced lunch (20.88% of our students receive free lunch, while 3.76% receive reduced lunch).

- 3.4% of students are homeless

Test scores (NH SAS Summative):

		ELA/Reading	Mathematics
Grade 3	2018-2019	38% proficient or above	40% proficient or above
Grade 3	2017-2018	48% proficient or above	26% proficient or above
Grade 4	2018-2019	60% proficient or above	51% proficient or above
Grade 4	2017-2018	44% proficient or above	26% proficient or above

School Successes:

One of our greatest school-wide successes this year was the development of Professional Learning Communities (PLCs), to provide structure for and foster professional conversations around student achievement. Four staff members were trained as Facilitators, using *Facilitating Teacher Teams and Authentic PLCs – The Human Side of Leading People, Protocols and Practices* by Daniel R. Venables. The training was planned and facilitated by Roseanna Drysdale, a music teacher who had significant experiences in a past district with PLCs. Roseanna and I worked together to create a structure for the facilitator learning that can be replicated across the district, should the need arise. Roseanna spent 3 months training facilitators before jumping into the PLC work, as we wanted the program to be completely successful, with the simple end of year goal being that teachers would understand the purpose of a PLC and how a PLC functions. We worked to carve out monthly PLC times in our school-wide schedule, providing coverage for teachers to meet. We quickly surpassed our goal, as evidenced by teams delving into grade level data, meeting together during planning times (in addition to scheduled PLC times), along with all teachers wanting to continue with PLC work next year. In addition, we were able to provide a weekly PLC meeting time within our schedule for K-4 teachers. This PLC time is in addition to planning times.

Another school success is that 60% of our grade 4 students scored proficient in ELA/Reading on the NH SAS Summative test, as opposed to 44% 2017-2018. In addition, 51% of our grade four students scored proficient in Mathematics on the NH SAS Summative test, as opposed to 26% in 2017-2018.



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School Challenges:

We continue to have challenges with our student achievement as evidenced by our NH SAS Summative test scores for grades 3 and 4 (see above) in both ELA/Reading and Mathematics.

As evidenced by our behavior data, we will be intentionally planning for increasing pro-social behaviors (please see more below).

Goals for 2018-2019:

Reading Achievement:

Our school-wide focus next year is to increase our reading achievement for all students. Specific target goals will be developed by staff in early September.

Professional Learning Communities:

In addition, another school-wide goal is to have established, high-functioning PLCs, as evidenced by self-reported rubric scores using Venables' *PLCs Self-Reflection Rubric*, which focuses on the following areas:

- PLC Leadership
- Admin Support
- As A Team
- Depth of Discourse
- Buy In

We will also be using DuFour's *Professional Learning Community Continuum Rubric* to determine our growth as a school to track our growth and identify next step areas, (note – this might only be something administration does initially as has the potential to be overwhelming for people to look at to start). This rubric gives in-depth focus to the following areas:

- Overall PLC Development
- Mission
- Shared Vision
- Shared Values
- Goals
- Collaborative Culture (teachers working together and teacher/admin relations)
- Parent Partnerships
- Action Research
- Continuous Improvement
- Focus on Results



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Increasing Prosocial Student Behaviors:

A third goal for 2018-2019 is to increase positive student behaviors throughout the school. With a new Dean of Students and a second guidance counselor, we will be restructuring to support student's social/emotional growth by being more proactive and visible with our work. Our behavior data will be used to determine the success of this goal.

Behavior Data:

HSS worked hard this year to capture accurate data for behavior incidents. Our record keeping shows 900 behavior concerns were logged. The top concerns were Defiance/Disrespect (329), Physical Aggression (272), Disruption (108), and Abusive/inappropriate language (96). Up through this year, all behavior incidents were passed through the Hawk's Nest (behavior specialist), with the Dean of Students supporting as needed.

For 2019-2020, the Dean of Students will address day-to-day discipline (with the Behavior Specialist addressing only students who need Tier 3 level support and are on behavior plans) to provide a consistent response and to allow for the ability of the Dean of Students to work more closely with classroom teachers, with the focus on building student management consistency across our building.

Target behavior areas for 2019-2020 include:

- Decreasing student disrespect and defiance
- Decreasing "hands on" student behaviors (physical aggression)
- Decreasing disruption

How target areas will be addressed:

- Dean of Students respond to day-to-day discipline (all behavior slips will go through Dean)
- Increased consistency in Hawk's Nest, with one full-time Behavior Specialist
- With the addition of an additional guidance counselor, students who have self-regulation issues will be identified for targeted work to develop pro-social skills (students and areas of concern identified through behavior data).
- Identify and use a conflict resolution program (use with all students and staff) to increase consistency and develop skill around conflict resolution.
- Use behavior data to identify specific teachers who may need to further develop strategies to deal with student behaviors (Dean of Students will then directly work with identified teachers).
- Continue to calibrate responses between the Behavior Specialist, Dean of Students and Principal.
- Review behavior data monthly to address concerns sooner.



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Strategic Plan Status Report September 2019

LOCATION	Horne Street School
GOAL	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.

ACHIEVED IN 2018-2019	IMPLEMENTATION ACTIONS FOR 2019-2020
Design units that incorporate student voice and choice in learning and assessment. - Criteria defined for voice and choice continuum. Digital binder for voice and choice has been created. Research and create schedule concepts that allow time for student voice and choice opportunities. - Created blocks of uninterrupted time within school-wide schedule to provide for increased student voice and choice. 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. - Creation of list to identify student leadership opportunities. Fourth grade students were given leadership opportunities within advisory groups.	Design units that incorporate student voice and choice in learning and assessment. - List of current units that meet student voice and choice definition. Revision of at least one unit per grade/content area to reflect deeper student voice and choice, focusing on Depth Of Knowledge levels 3 and 4. Research and create schedule concepts that allow time for student voice and choice opportunities. - Identify uninterrupted times learning times within current schedule. Identify areas within schedule to focus on refining for 2020-2021. 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. - List of leadership opportunities for students.



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Strategic Plan Status Report September 2019

LOCATION	Horne Street School
GOAL	The Dover School District will improve educational outcomes for students by effectively engaging with the broader community.
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.

ACHIEVED IN 2018-2019	IMPLEMENTATION ACTIONS FOR 2019-2020
Engage with community agencies to offer community-based wellness activities to students. • Researched and adopted a source with a current database of community supports. Currently using approximately 10 outside agencies to support students. Communicate and collaborate with partners in the community and participate in local events. • Publicized 28 community activities and events.	Engage with community agencies to offer community-based wellness activities to students. • List/data base of current and potential agencies, including what is available to support students and families. Communicate and collaborate with partners in the community and participate in local events.



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Strategic Plan Status Report September 2019

LOCATION	Horne Street School
GOAL	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.

ACHIEVED IN 2018-2019	IMPLEMENTATION ACTIONS FOR 2019-2020
Develop and promote and inclusive schoolwide community that supports the physical, emotional, and social needs of each member of the school. • PEAS document created for staff/adults. Identify and use additional resources for mental health support for students. • Researched and adopted a source with a current data base of community supports. Currently using approximately 10 outside agencies to support students. Identified resources and provided consultation with a mental health provider for staff to access on a weekly basis, as needed. Increase opportunities for physical movement and social interactions. • School-wide movement times identified. Provided staff with additional classroom movement break opportunities and resources.	Develop and promote and inclusive schoolwide community that supports the physical, emotional, and social needs of each member of the school. • List of grade level/content area curriculum areas that need to be revised with regard to potential bias focus. Identify and use additional resources for mental health support for students. • List/database of current and potential agencies, including what is available to support students and families. Increase opportunities for physical movement and social interactions. • Protocol and systematic process for using sensory pathways for students.



LOCATION	Horne Street School
GOAL	The Dover School District will develop and sustain a culture that is characterized by optimizing social, emotional, civic, physical, and rigorous academic learning.
OBJECTIVE 2.2	Student Engagement in Learning: We will maintain each student's engagement in learning.

ACHIEVED IN 2018-2019	IMPLEMENTATION ACTIONS FOR 2019-2020
Provide opportunities for students to share their learning progress. Did not yet determine a baseline number of opportunities for students to share their learning progress. Increased staff awareness of and understanding around importance for students to articulate their learning, as evidenced by observations and follow up conversations.	Provide opportunities for students to share their learning progress.
Provide opportunities for students to drive their learning by providing students voice and choice in their learning and assessment options. Did not yet determine a baseline number of opportunities for students to have voice and choice within assessment. Increased staff awareness of and understanding around importance for students to articulate their learning, as evidenced by observations and follow up conversations.	Provide opportunities for students to drive their learning by providing students voice and choice in their learning and assessment options.



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Strategic Plan Status Report September 2019

LOCATION	Horne Street School
GOAL	The Dover School District will develop and sustain a culture that is characterized by optimizing social, emotional, civic, physical, and rigorous academic learning.
OBJECTIVE 2.3	Student Achievement: We will optimize individual achievement by ensuring every student receives academic instruction that is culturally responsive and matched to developmental needs.

ACHIEVED IN 2018-2019	IMPLEMENTATION ACTIONS FOR 2019-2020
Research, use, and refine consistent use of evidence-based strategies that support competency-based learning. A framework has been developed to implement Professional Learning Communities (PLCs), and PLCs are successfully up and running at HSS! Provide equitable access across the curriculum and instructional framework. Emphasize developmentally appropriate practices within the curriculum and instructional framework.	Research, use, and refine consistent use of evidence-based strategies that support competency-based learning. - Defined shared vision of PLC framework and big ideas for PLC work. Provide equitable access across the curriculum and instructional framework. - Shared cross grade level understanding of reading development and student achievement. Emphasize developmentally appropriate practices within the curriculum and instructional framework. - Consistent implementation of play-based instruction across all kindergarten classrooms and content areas.



DOVER SCHOOL DISTRICT

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PROFESSIONAL DEVELOPMENT PLAN

2019-2020

Horne Street School

SUBJECT	DATE	OBJECTIVE	MEASURE	RESULT
Equity Conversations HSS Staff	10/3/19 11/6/19	To deepen knowledge of curriculum delivery To identify curriculum areas to review To explore the concept of intent vs. impact	Samples of plus/deltas after targeted work.	
Literacy goal - strategic plan and Inquiry as related to Bridge document HSS	9/23/19	To define HSS and district literacy goal. To connect inquiry work to literacy goal. To share big ideas within Bridge Document and to connect with vision and mission	Staff will identify HSS and district literacy goal.	
Depth Of Knowledge HSS	Ongoing all year	To be able to define DOK levels. To be able to identify the DOK level of student work. To be able to develop student work of DOK 2 or higher.	Samples of student work Samples of teacher observation write ups (names extracted)	
Professional Learning Community: HSS	Ongoing all year (PLC teams meet weekly)	To build a collective understanding of who we are and what our focus is for staff and students at HSS - who we are reflects the following big ideas of PLC work: focus on learning	Samples of PLC agendas	



DOVER SCHOOL DISTRICT

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PROFESSIONAL DEVELOPMENT PLAN

2019-2020

Horne Street School

		• collaborative culture of collective respect • results oriented Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole Use data appropriately to monitor student progress and improve instruction To develop appropriate systems of data collection, management, analysis and use		
Vertical Literacy Teams HSS Grade Level Teachers	10/7/19 11/4/19 12/2/19 1/6/20 2/3/20 3/2/20 4/6/20 5/4/20 6/1/20	• To introduce concept and framework for Vertical Literacy Teams • idea of loose/tight • Identify norms for Vertical Literacy Teams • Review HSS and district literacy goal • To focus on the following areas of the Strategic Plan: ○ 2.2 student engagement in learning ○ 2.4 competency-based education		



DOVER SCHOOL DISTRICT

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PROFESSIONAL DEVELOPMENT PLAN 2019-2020 Horne Street School

			To optimize student learning and achievement by developing and implementing a competency-based education model - to identify grade band literacy (specific to reading) competencies - to begin to create a system to address students mastering competencies at different times (specific to reading)		
Focus Groups HSS Non-Classroom Teachers	8/27/19 10/7/19 11/4/19 12/2/19 1/6/20 2/3/20 3/2/20 4/6/20 5/4/20 6/1/20 Ongoing all year	To introduce the concept and framework for Focus Group work for non-classroom teachers focusing on the following areas of the Strategic Plan: <i>Student voice (1.1)</i> To enhance student voice by creating a student-driven environment that allows all students to have meaningful input and choice into their learning programs by identifying and expanding upon opportunities for students to engage in opportunities to solve programs and take on leadership	Focus Group notes and outcomes as related directly to strategic plan/bridge document		



DOVER SCHOOL DISTRICT

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PROFESSIONAL DEVELOPMENT PLAN 2019-2020 Horne Street School

		roles within the school and local community. • Student support and wellness (1.2) To enhance support and wellness for all students through purposeful engagement in school and community-based activities and community-based activities • <i>Social, emotional, physical well-being for students and staff (2.1)</i> To promote and support the overall health and well-being of all students and staff by developing and promoting an inclusive school-wide community that supports the physical, emotional and social needs of each member of the school. • <i>Student engagement in learning (2.2)</i> To maximize each student's engagement in learning by providing opportunities to share their learning progress and/or provide opportunities for students to drive their learning by providing students voice and	
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DOVER SCHOOL DISTRICT

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PROFESSIONAL DEVELOPMENT PLAN 2019-2020 Horne Street School

		choice in their learning and assessment options. • <i>Competency-based education (2.4)</i> To optimize student learning and achievement by developing and implementing a competency-based education model, to include developing a system of formative and summative assessments that provide students choice in assessments and uses DOK levels 3 and 4 to access competency.		
Student Engagement HSS	Ongoing all year	• <i>Student engagement in learning (2.2)</i> To maximize each student's engagement in learning by providing opportunities to share their learning progress and/or provide opportunities for students to drive their learning by providing students voice and choice in their learning and assessment options.	List of opportunities for students to share their learning progress	
Infinite Campus HSS Staff • attendance	9/8/19 11/19	To navigate IC to be able to take attendance and lunch count using new student information system	Ability to use IC to take attendance, lunch count	



DOVER SCHOOL DISTRICT

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PROFESSIONAL DEVELOPMENT PLAN

2019-2020

Horne Street School

• lunch count • report cards		To report student competencies, growth and achievement using Infinite Campus	and to report using report card	
HSS HUB – Problem Solving and Collaboration with Breakout Boxes. HSS Staff	9/23/19	To introduce HSS HUB. To model problem solving and collaborative strategies by using Breakout Boxes with staff.	Contents of HSS HUB Ability of staff to use HUB	
K-2 Teachers Foundations training	Ongoing	To deepen understanding of Foundations program and pedagogy that supports reading achievement	Teachers will effectively use Fundatons.	
K-2 Teachers Fountas and Pinnell training Foundations training HSS K-2 Teachers/District	ongoing	To provide K-2 Teachers training to implement Fountas and Pinnell reading program, deepening understanding of pedagogy that supports reading achievement.	Teachers will be able to effectively use Fountas and Pinnell within classrooms	



DOVER SCHOOL DISTRICT

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PROFESSIONAL DEVELOPMENT PLAN

2019-2020

Horne Street School

District Level Mandated Training: Sexual Harassment – Title IX and Title VII HSS Staff	9/8/19	To identify sexual harassment and understand protocols around reporting.	List of training participants	
District Level Mandated Training: Bullying		To define bullying and reporting of bullying	List of training participants	
District Level Mandated Training: Avoid Deny Defend	10/19	To identify necessary safety procedures and protocols.	List of training participants	
District Level Mandated Training: Blood Borne Pathogens		To identify precautions of blood borne pathogens	List of training participants	
Diversity and Bias Training District	8/26/19 8/27/19	To identify curriculum units that need to be refined based on diversity and bias work To continue work on identifying and reflecting on own personal bias To identify the soft bigotry of low expectations	List of curriculum units. Samples of plus/deltas after targeted work.	

Section

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DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Woodman Park School 2018-2019 Closing Narrative

This information is only a part of who we are as a school community. We believe that teaching manners like saying "please" and "thank you" while holding the door open for a visitor is as important as teaching reading or math. We are a 'Statue of Liberty' School where we accept all students for who they are and find a way to teach them in the most effective way that we can. We respect that our students come to us with a certain amount of knowledge and values while we enhance the positive skills that they will use for the rest of their lives. **WPS = We Promote Students**

Grade levels: Pre-School through Fourth Grade

Enrollment: 496 [Male 57%, Female 43%] (Pre-K = 56, GrK= 77, Gr1= 96, Gr2=91, Gr3=87, Gr4=89)

Average Class Size K-4: 18.33 students

Grade Level Teachers K-4: 24

Total Number of Staff: 117 (from part time Specialists, Lunch Ladies, Nurse, etc.)

Title I School: Yes, 'School Wide'

Percent Free or Reduced Lunch: Approximately 43% or 48% K-4

Percent Diversity: ~23% but very misleading (Asian 11%, Black 7%, Hispanic 4%, Native .02%)

Percent ESOL: ~6% but fluctuates significantly

Percent Identified Special Identification: Approximately 25%

Percent of Student Mobility/Transiency: Approximately 25% but fluctuates

Percent Homeless: 3% but fluctuates

Percent Military: 1.8% but fluctuates

Percent Student Attendance: At least 95%

Percent Teachers New to WPS in Last ten Years: 68% (14/24 Classroom, 4/5 Related Arts, and 5/5 Special Education Case Managers)

Number of Different Languages Spoken by Students other than English: 19

Curriculum, Literacy: Homegrown, Dover Growing Readers and Writers

Curriculum, Numeracy: Math in Focus

Curriculum, Science: Foss, Delta

Curriculum, Social Studies: Homegrown and integrated within other curriculums

Special Programming: Constellations Services for specialized students

Number of Public Elementary Schools in Dover: 3

Number of Recesses K-4: Two, for thirty-five minutes total

Start/End Time: 8:05/3:05

Before and After School Programs: (2) Brandy's and the Seymour Osman Community Center

Teaching Internship Program: Yes, Full Year, through the UNH Education Department



DOVER SCHOOL DISTRICT

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School Success:

- A. WPS has an ambitious Strategic Plan initiative. We as a school community made positive progress in many areas including: Project Based Learning, Kindergarten Play Based Learning, community involvement, student mental health, wellness for students and staff, increase family involvement, surveyed family preferences for communication, student voice/choice/engagement, equity awareness, learning targets, bolstering after-school enrichment, and student leadership.
- B. The full year UNH internship program with seven interns went well. The UNH interns grew as professionals and the school community was enriched by their talents and interests. Having interns allowed the educators to be reflective in how and what we practice. And the relationships between the interns and students are enlightening to see daily. All the WPS interns have found educational positions for the next school year throughout the area.
- C. The second-grade, whole grade level literacy pilot went well this school year. The students were placed in different classrooms based on academic needs for a literacy block four days out of five instead of being in a single classroom every day. The push-in with Title I, case managers, and literacy specialist during this time was impactful. All students made growth.
- D. The WPS School Instructional Leadership Team (SILT) focused on the Strategic Plan this school year. The SILT met at least monthly and brought communication to and from grade level/teams PLCs. The constant communication of the Strategic Plan kept our school focused.
- E. Increasing student attendance this year was a priority with support staff, especially the school counselors, Dean of Students, and Family Outreach Coordinator. The end of year 95.5 daily attendance rate was considered a success.
- F. Substitute training occurred this year and was welcomed by substitutes and staff alike. This pilot year was a good first step. It will continue in the next school year.
- G. A few significantly challenging students were able to remain in the school district this school year. There was no guarantee that they were going to be able to stay in district based on the previous school year's performance. It took herculean efforts by key staff members to ensure a form of student success. The following staff members were exceptionally dedicated and professional in their actions and communication with the student and their families: Karli Shill, Greg Brown, Liz Norris, Alexis Corbin, Jen Auger, Mara Mallett, Conley Roberto, Erin Marshall, Katie Gorski, Jessica Lachance, Brielle Lajoie, Kate Stone, Maria Nuzzo, Sarah Wolfe, and Alicia Castro. It took at least 12 high quality staff members to ensure each student's success.
- H. The Constellations Program is a form of an educational miracle. Their efforts, insight, and care ensure that at least a dozen students on the spectrum remain positively included in daily classroom learning. They train staff and help decipher unique student needs. They continue to transform our entire school community. Families now invite spectrum students to birthday parties for their 'typical' children. These students feel success and are growing as learners. Their



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participation in after school events and performances bring our staff to tears while their peers cheer. Kate Stone, Brielle Lajoie, and Kyle Donovan do amazing and inspirational work.

- I. The Pre-School Program is probably the most underrated in the School District. They have high expectations and are firmly dedicated to all their students. Each student is thoroughly known and grows significantly academically and socially. They problem solve exceptionally well.

School Challenges

- A. Extreme student behaviors continue to challenge our school community. Each year there are more and more students that behave in a way that significantly impacts their learning and the learning of those around them. Working with Community Partners and the families is important. We work with DCYF and the Dover Police Department on these challenging dynamics. CPI training helps. But ultimately, it comes down to the student's, peers' and staffs' safety in these extreme cases. At times our public-school setting is not designed physically for these students. My main concern with these students, other than safety, is that once they leave officially, they rarely return to this public school. It bothers me greatly that I cannot say with a clear conscious that WPS can serve every student well.
- B. Tardiness is a significant issue. At our age level of a school, students are dependent on adults to get them to school on time and ready to learn. This school year we had at least 25 students that were "habitually truant" and many of these were due to tardies to school. Too many students are not getting to school on time. A lack of a dedicated truancy officer, support from local courts, and DCYF actions make this challenge even more formidable.
- C. Staff absences combined with a lack of substitutes pose daily challenges even before the school day starts. Special Education Paraprofessionals have an alarming attendance record, especially as "unpaid leave". These professionals work with our most challenging children.
- D. Academic personalization for every student needs to occur. Every student needs a systematic intervention plan for academic progress. We do not have a consistent mechanism for this to occur for all our students.
- E. It is my opinion as the principal of WPS that we need to do more writing in every grade level. All the literacy data is finely focused to various elements but a bridge to all the skills is writing. The numerous literacy elements are taking priority and an unintended result is that less time is dedicated to writing. Writing knits together all the literacy components and programs.

Areas to Address Next School Year

- A. The Strategic Plan at the school level will remain the driving force for the monthly staff development. It has many parts but needs to continue to push our school community positively forward.



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- B.** The District Literacy Goal will be a focus for our school.
- C.** The whole grade level literacy pilot will continue for second grade and expand into third grade at WPS.
- D.** Professional Learning Community training will occur with WPS staff.
- E.** A Civil Rights Team is being established at each Dover elementary school. It will be a pilot.
- F.** A goal of mine is to continue to find ways to increase candidates of equity in our applicant pools. This will especially benefit our school community greatly.
- G.** The areas mentioned in the section 'School Challenges' above need and will receive significant attention.



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Strategic Plan Status Report September 2019

LOCATION	Woodman Park School
GOAL	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.

ACHIEVED IN 2018-2019	IMPLEMENTATION ACTIONS FOR 2019-2020
Design units that incorporate student voice and choice in learning and assessment. - Our PBIS initiative with our school mascots has been ongoing and developing. Each month a new group of students were selected to participate in the Morning Announcements and promote the school rules throughout the school campus. The DGR program has Browsing Boxes with Just Right Books for every student based on their preferred interest. This is in thanks in large part to our Book Room. Research and create schedule concepts that allow time for student voice and choice opportunities. - Educator planning time is an ongoing issue. PLCs occurred for all grade levels and teams. Notes were handed in to the principal on a weekly basis. Occasional readings/topics/questions were assigned to the PLCs to tackle. The Strategic Plan, reflection on units, limited student data, and Inquiry questions were addressed during this time. The new DTU CBA for next year will address this issue further. 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. - The WPS PBIS Green Team had limited success in this category. Our Mascot Program has been successful. The school has been expanding opportunities and communication with the after-school program and after school	Design units that incorporate student voice and choice in learning and assessment. - For the 2019-2020 school year, WPS will continue the PBIS initiatives that have students on the announcements and class presentations. The DGR practice of browsing boxes for student choice in their reading while still meeting their academic needs will continue. There is a new Social Justice Team in its pilot year that is meeting after school. Research and create schedule concepts that allow time for student voice and choice opportunities. - The members of the School Instructional Leadership Team will be trained in the use of Professional Learning Communities once a month this school year with a facilitator. For the 2019-2020 school year, we are implementing a Brainy Buddies component to our schedule. This will be done every other week with a paired classroom of different grade levels to complete some open-ended challenges (Maker Space type) to solve through trial/error/peer tutoring. 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. - For 2019-2020, the PBIS Green Team will continue with the Mascot Program. The Recycling Program run by students will also continue. The Social Justice Team will be



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Strategic Plan Status Report September 2019

enrichment program to foster more opportunities in student leadership. A pilot for next school year is still in development.	piloted along with every other week of Brainy Buddies.
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Strategic Plan Status Report September 2019

LOCATION	Woodman Park School
GOAL	The Dover School District will improve educational outcomes for students by effectively engaging with the broader community.
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.

ACHIEVED IN 2018-2019	IMPLEMENTATION ACTIONS FOR 2019-2020
Engage with community agencies to offer community-based wellness activities to students. - As a staff, we created and reflected on a list of ways that WPS interacts with the community. We also made wellness a larger priority this year for our staff and had weekly and monthly events. As an elementary school we have a tremendous amount of community contact. PBL, monthly family nights, guest speakers, PD, UNH resources, Parent Teacher Organization interactions, field trips, and read-a-thon donations are all ways that we interact with the community in a positive manner. Through our reflection, we decided as a staff to do more with the willing partner across the street of the Residence at Silver Square. We also talked about the concept of "service" as a potential area of growth in this category. Communicate and collaborate with partners in the community and participate in local events. - As a staff, we created and reflected on a list of ways that WPS interacts with the community. We also made wellness a larger priority this year for our staff and had weekly and monthly events. As an elementary school we have a tremendous amount of community contact. PBL, monthly family nights, guest speakers, PD, UNH resources, Parent Teacher Organization interactions, field trips, and read-a-thon donations are all ways that we interact with the community in a positive manner. Through our reflection, we decided as a staff to do more with the willing partner across the street of the Residence at Silver	Engage with community agencies to offer community-based wellness activities to students. - WPS will continue with the numerous involvements with community resources for the 2019-2020 school year. Last year we worked with Community Partners and HAVEN. This will also continue. Communicate and collaborate with partners in the community and participate in local events. - For 2019-2020, we will continue the work started in 2018-2019 in this area.



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Square. We also talked about the concept of "service" as a potential area of growth in this category.



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Strategic Plan Status Report September 2019

LOCATION	Woodman Park School
GOAL	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.

ACHIEVED IN 2018-2019	IMPLEMENTATION ACTIONS FOR 2019-2020
Develop and promote an inclusive schoolwide community that supports the physical, emotional, and social needs of each member of the school. - WPS had a 95.5% student attendance rate this school year. This is an increase over last year. The school counselors, Family Outreach Coordinator, and Dean of Students in particular, made attendance a priority. Tardis remain high for too many of our students. The WPS Wellness Committee did successful weekly and monthly events for staff. Staff attendance is less than the student daily rate. In particular, paraprofessionals have the lowest daily attendance rate. Identify and use additional resources for mental health support for students. - As a staff, the following was presented for PD: Zones of Regulation, Social Emotional Learning (District), Trauma Informed Care, Movement Breaks, and WPS PBIS updates. For students, Guidance curriculum was delivered monthly to every classroom K-4. Daily announcements based on PBIS initiatives occurred. Class meetings also happened and addressed various issues. Increase opportunities for physical movement and social interactions. - PBIS data and teachers, report that students are more aware of their emotions and actions-based Zones of Regulation, PlayWorks, and movement breaks.	Develop and promote an inclusive schoolwide community that supports the physical, emotional, and social needs of each member of the school. - The WPS Wellness Committee will continue its work with at least monthly events for staff. The committee is looking to expand its student options. Flexible seating and new movement breaks that were piloted last year have been expanded for this school year. More training with Community Partners will occur with staff and their counseling will happen for various students this school year. Zones of Regulation is in its second full year building wide. The Constellations Program for our students needing inclusive practices in the classroom will increase in visibility with more staff. Identify and use additional resources for mental health support for students. - The numerous initiatives implemented last school year will be forwarded for a second consecutive school year. We expect a consistent approach to this topic and over a period of years will produce positive results. Increase opportunities for physical movement and social interactions. - The following are examples of successful ways that WPS is increasing movement and social interactions with this category: Zones of Regulation, assorted movement breaks,



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	flexible seating, school counselor classroom mini-lessons, Grade Level Meetings in the Gym. We will continue and expand these options this school year.
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Strategic Plan Status Report September 2019

LOCATION	Woodman Park School
GOAL	The Dover School District will develop and sustain a culture that is characterized by optimizing social, emotional, civic, physical, and rigorous academic learning.
OBJECTIVE 2.2	Student Engagement in Learning: We will maintain each student's engagement in learning.

ACHIEVED IN 2018-2019	IMPLEMENTATION ACTIONS FOR 2019-2020
Provide opportunities for students to share their learning progress. - PBL was further explained for PD during a monthly staff meeting. Each grade level K-4 did at least one PBL unit. It was noted that more less formal PBL practices were included in lessons as a result of thinking and implementing a PBL unit. Provide opportunities for students to drive their learning by providing students voice and choice in their learning and assessment options. - A monthly staff meeting was dedicated to WPS staff sharing and reflecting on ways that Voice and Choice have been added to daily practices. The sharing of ideas spread to more practices throughout the school. A take away was the consensus that some students really "shined" with an increase in voice and choice that many would not otherwise.	Provide opportunities for students to share their learning progress. - Reflection activities that happen for lessons and units will continue. Brainy Buddies in its pilot year this year will explore this topic in more depth. Grade level share outs at monthly meetings will also occur again. Last year's PBL pilot will also occur again this year. Our work with PLC's will also increase this practice in classrooms with more experience. Provide opportunities for students to drive their learning by providing students voice and choice in their learning and assessment options. - Play Based Education in Kindergarten is being expanded in its second year at WPS. Just Right Books, Project Based Learning, Brainy Buddies, Literacy/Numeracy centers, choice spelling words, and the homework options calendar are ways that we can increase Voice and Choice.



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LOCATION	Woodman Park School
GOAL	The Dover School District will develop and sustain a culture that is characterized by optimizing social, emotional, civic, physical, and rigorous academic learning.
OBJECTIVE 2.3	Student Achievement: We will optimize individual achievement by ensuring every student receives academic instruction that is culturally responsive and matched to developmental needs.

ACHIEVED IN 2018-2019	IMPLEMENTATION ACTIONS FOR 2019-2020
Research, use, and refine consistent use of evidence-based strategies that support competency-based learning.	Research, use, and refine consistent use of evidence-based strategies that support competency-based learning. The Dover School District is still working on Competency Based Education as a school district with grade level and school participation. The new format for Report Cards piloted this school year will be a significant change for students/staff/families.
Provide equitable access across the curriculum and instructional framework. The grade level wide approach to literacy instruction in Second Grade was piloted this school year. It was successful based on student and teacher reflection. The data indicates growth for the students below and above grade level. Grade level students did not make as much growth as predicted. Third Grade will pilot for the next school year and First Grade will explore it as well if there is staffing available.	Provide equitable access across the curriculum and instructional framework. Third Grade will explore a grade level approach to literacy instruction similar to that of Second Grade. Kindergarten will continue to expand Play Based Education. And the Great Schools Partnership will work with our grade levels, Related Arts, and Special Education Case Managers to talk about Equity in instructional delivery and start a curriculum audit for Equity.
Emphasize developmentally appropriate practices within the curriculum and instructional framework. The staff reflected on PBL, PBE, Grade 2 Literacy Pilot, Inquiry Questions, and WPS Wellness initiatives. Strong consensus for an increase in student engagement and voice/choice. More time will be needed to determine if positive academic data results will occur.	Emphasize developmentally appropriate practices within the curriculum and instructional framework. WPS will continue with the practices started last school year. This school year, Foundations and Fountas and Pinnell literacy training is starting and will be ongoing for grades K-2 and Special Education. Instructional Coaches in literacy/Numeracy/Science from the school district will also work with the appropriate educators at WPS in this initial year of the model.



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PROFESSIONAL DEVELOPMENT PLAN 2019-2020 Woodman Park School

SUBJECT	DATE	OBJECTIVE	MEASURE	RESULT
Professional Learning Community (PLC) Training	September through June, once a month	For the WPS School Instructional Leadership Team (SILT) to be trained in PLC's to in turn bring back to their grade levels/teams for pilot implementation.	The SILT will meet with the PLC Trainer once a month and the SILT will relay what is learned back to their grade levels/teams.	
Equity Training	August 2019 October 2019 Dec. 2019 Feb. 2020	• Privilege Walk protocol • Learn how to delivery curriculum that includes topics related to issues surrounding Equity. • A curriculum review to take place where staff identify areas of strength and weakness surrounding materials that include Equity topics. • Intent vs. Impact will be explored and how it relates to instructing topics of Equity.	Staff will feel more comfortable talking about and providing instruction regarding issues of race and other Equity issues. The start of a curriculum review will occur to identify strengths and weaknesses of the level of equitable topics/delivery.	
Literacy Training for K-2 and Special Education	August through June, once a month	Fundations and Fountas and Pinnell Literacy Program will be implemented and coached through Educator Workshop Days, grade level PLCs, and release days.	Students will become more proficient readers and writers as identified on local and state assessments.	



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PROFESSIONAL DEVELOPMENT PLAN

2019-2020

Woodman Park School

Second and Third Grade all student literacy Pilot	September through June	Both grade levels will look at all of the students by grade level (and not by class) to decide how to deliver more individualized instruction.	Students will become more proficient readers and writers as identified on local assessments.	
Play Based Education in Kindergarten	September through June	Kindergarten will continue to pilot practices of Play Based Education per RSA 193-E.2-a requiring it. They will create a learning environment that facilitates high quality, child-directed experiences based upon early childhood best teaching practices and play-based learning that comprise movement, creative expression, exploration, socialization, and music. Educators shall develop literacy through guided reading and shall provide unstructured time for the discovery of each child's individual talents, abilities, and needs.	Kindergarten staff will increase their repertoire and comfort level of Play Based practices.	
Open Ended Learning with Peers	Every other week from September through June	Brainy Buddies will occur between two classrooms of different grades. This open ended – problem solving approach (like Maker Space Activities) will lead to peer mentoring and	Brainy Buddies will be run every other week for all WPS students. Peer mentoring and open-ended activities will lead to an increased	



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PROFESSIONAL DEVELOPMENT PLAN

2019-2020

Woodman Park School

District Literacy Growth Goal	All school year	creative thinking to challenging projects. This is the pilot year. All Inquiry Questions by WPS staff will have a literacy growth component for our students. The District is positioned to make literacy the focus of the English Language Arts Standards and Competencies with the introduction of Foundations in Kindergarten through the second grade, the adoption of the Fountas and Pinnell (*), and revision of Dover's Growing Readers. The initial literacy focus will be for five years starting with the 2019-2020 academic year.	level of academic and social engagement for students. Inquiry Questions will be worked on by staff during district workshop days and some staff meetings. Literacy instructional coaches will work with staff during their weekly/monthly PLC time and through release time.	
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