DOVER SCHOOL DISTRICT

STRATEGIC PLAN

2018-2023

Dover School District SAU 11 is on a journey of continual improvement. Our students are the reason the District exists, and everything we do must be focused on the things that are in their best interest. From this perspective, the District will continue to be committed to collaborating with students, parents, employees, and community partners to better prepare our students for a brighter future. We believe that our ability to work as a team will make all the difference in helping us realize our mission and core values. The Dover School District Strategic Plan establishes the District's five-year course.

INTRODUCTION

Dover School District SAU 11 is on a journey of continual improvement. Our students are the reason the District exists, and everything we do must be focused on the things that are in their best interest. From this perspective, the District will continue to be committed to collaborating with students, parents, employees, and community partners to better prepare our students for a brighter future. We believe that our ability to work as a team will make all the difference in helping us realize our mission and core values.

The Dover School District's 2018–2023 Strategic Plan articulates the district's focus on four essential goals:

- **Goal 1:** The Dover School District will improve educational outcomes for students by effectively engaging with the broader community.

- **Goal 2:** The Dover School District will develop and sustain a culture that is characterized by optimizing social, emotional, civic, physical, and rigorous academic learning.

- **Goal 3:** The Dover School District is committed to continued investments in infrastructure to support student learning inclusive of facilities, technology, safety, and security.

- **Goal 4:** The Dover School District will recruit, hire, develop and retain effective and caring educators and support them in their growth as strong school community.

A mutual understanding of the work that we are doing each day to better serve our students will promote accountability, and better position our school district for continual improvement and future success for all students.

The strategic plan is designed to guide the District's work for the next five years. The development of the strategic plan has been an eighteen-month process involving community members, parents, students, educators, administrators, and board members. It is with great pride and optimism that we present the 2018–2023 Strategic Plan. The plan serves as a guiding document with a focus on a future that keeps empowering all learners at the center of everything that we do. The Dover Strategic Plan will further be defined and reinforced with annual implementation and accountability plan.

As lessons are learned during the implementation of the Strategic Plan, those lessons will require the plan to be modified in order that the plan is constantly focused on the continual improvement of the Dover School District for the benefit of all students.

A customer service attitude, a rigorous learning environment, a high-performing workforce, robust academic/extracurricular offerings, quality school facilities, and a solid financial base are essential to Dover School District being the "choice" school district for internal and external stakeholders. The District is established on the values of diversity, opportunity, voice, engagement, and rigor.

Thank you for your willingness to take this journey with us. Along the way, there will be challenges to overcome and accomplishments to celebrate. Working together, we can and will achieve success for all students by empowering them to be learners and preparing them to be a dynamic global citizen.

MISSION

Working collaboratively to empower all learners to become dynamic global citizens.

SLOGAN

Empowering all learners.

CORE VALUES

- ➤ **D**iversity
- ➤ **O**pportunity
- ➤ **V**oice
- ➤ **E**ngagement
- ➤ **R**igor

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DOVER School District: SAU #11
Dover, New Hampshire

Focus: School-Community Engagement

GOAL 1

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.

District School Strategies	District Measures of Success
• Identify model classrooms where students have 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. • Develop a network of teacher coaches to support teachers in the development of student-centered learning and meaningful and purposeful student choice.	• Within five years, the number of educators implementing student-centered environment where students have voice and choice in designing and demonstrating their learning will increase. • Within five years, the number and effectiveness of professional development in initiating student-centered classrooms will increase.
Elementary School Strategies	**Elementary School Measures of Success**
▪ Design units that incorporate student voice and choice in learning and assessment. ▪ Research and create schedule concepts that allow time for student voice and choice opportunities. ▪ 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.	• Educator's unit plans will promote choice and voice in learning, content and assessment. • Schedules reflect a student-centered approach that empowers students as learners. • Students have ownership and leadership roles within the school and community via clubs, school decisions, and community projects.

Middle School Strategies	Middle School Measurer of Success
• Create a school-wide advisory program to provide a platform for student input and choice. • Design units that incorporate student voice and choice in learning and assessment. • Identify and expand upon opportunities for students to engage in opportunities to solve problems and take on leadership roles within the school and local community. • Research and create schedule concepts that allow time for student voice and choice opportunities.	• Students indicate a stronger connection to school, resulting in a school-wide improvement in attendance and behaviors. • Educator's unit plans will promote choice and voice in learning, content and assessment. • Students have ownership and leadership roles within the school and community via clubs, school decisions, and community projects. • Schedules reflect a student-centered approach that empowers students as learners.

High School Strategies	High School Measures of Success
• Increase in the quantity and quality of student generated initiatives. • Design units that incorporate student voice and choice in learning and assessment.	• Develop a system to gather, catalogue, measure and share student initiatives. • Increased participation rates in elective courses and Extended Learning Opportunities (ELO's). • Educator's unit plans will promote choice and voice in learning, content and assessment.

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.

District Strategies	District Measures of Success
• Develop a balance of physical, emotional, academic and social well-being for students. • Establish community partnerships to enhance support and wellness of students.	• Annually schools will provide evidence of establishing a balance of physical, emotional, academic, and social well-being of students. • Annually the District will identify and assess the number of beneficial and productive partnerships.

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Elementary Schools Strategies	Elementary Schools Measures of Success
• Engage with community agencies to offer community based wellness activities to students. • Communicate and collaborate with partners in the community, and participate in local events.	• Increased opportunities to participate in school and community wellness events as evidenced in school activity calendars and newsletters. • Schools will invite or participate in multiple events in the community each year.
Middle School Strategies	**Middle School Measures of Success**
• Increase accessibility for students to participate in the after-school activities that are supported by the broader community. • Explore and develop opportunities to increase the number and diversity of after school programs offered by community entities.	• Increased participation rates in after-school programs. • Increased number of community partnerships providing programs for students. • Increased diversity of program offerings.
High School Strategies	**High School Measures of Success**
• 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.	• Increased participation in extracurricular and co-curricular activities.

Objective 1.3 – College and Career Partnerships

For students to freely explore all post-graduation options, we will improve and expand our college and career network by strengthen existing partnerships and develop new partnership with businesses, non-profit organizations, and educational institutions.

District Strategies	District Measures of Success
• Support and strengthen existing partnerships the District has with organizations in and out of the community. • Develop new partnerships with organizations that will enhance student exploration of post-graduation. • Identify and remove policy and procedure barriers to collaboration and extended learning opportunities.	• Increased number of Initiatives and programs developed because of partnerships. • Increased number of new and successful partnerships.

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Elementary Schools Strategies	Elementary Schools Measures of Success
• Increase student awareness of college and other post-graduate opportunities. • Strengthen CTE partnerships with elementary schools.	• Students can articulate future goals.

Middle School Strategies	Middle School Measures of Success
• Increase student awareness of college and other post-graduate opportunities.	• Students can articulate future goals.

High School Strategies	High School Measures of Success
• Increase student awareness of college and other post-graduate opportunities. • Develop a sustainable system of two-way communication between the school and community partners that supports post-graduate opportunities.	• Increased graduation rates for all students and each subgroup. • Increased percentage of students participating in post-secondary opportunities. • Increased percentage of students participating in career pathways and earning industry certifications. • Increased number of new partnerships with local businesses that enhance Dover High School programs.

Objective 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.

District Strategies	District Measures of Success
• Develop a communication and engagement plan inclusive of media, digital, and face-to-face communication.	• Develop and implement a short-range and long-range communication plan for one-way and two-way communication and community engagement. • District is perceived as having highly effective communication systems in place.
Elementary Schools Strategies	**Elementary Schools Measures of Success**
• Expand opportunities to invite community members to participate in school-sponsored events. • Identify families' preferred methods of communication.	• Increased family and community participation at school-sponsored events. • Use of varied methods of communication between families and schools, reaching families

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	on platforms they are comfortable with and can access easily. • Families feel welcomed, empowered, and valued as partners and are actively engaged in their students' school success.
Middle School Strategies	**Middle School Measures of Success**
• Expand opportunities to invite community members to participate in school-sponsored events. • Identify families' preferred methods of communication.	• Increased family and community participation at school-sponsored events. • Use of varied methods of communication between families and schools, reaching families on platforms they are comfortable with and can access easily. • Families feel welcomed, empowered, and valued as partners and are actively engaged in their students' school success.
High School Strategies	**High School Measures of Success**
• Expand opportunities to invite community members to participate in school-sponsored events. • Identify families' preferred methods of communication.	• Increased family/community involvement measured by participation. • Increased number of volunteer hours by individuals at Dover High School. • Increased participation in booster and support groups. • Families feel welcomed, empowered, and valued as partners and are actively engaged in their students' school success.

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.

District Strategies	**District Measures of Success**
• Recruit community members to participate on District committees to increase the voice of the community. • Develop systems of communication between the school district and community on programs and services. • Develop community conversations with all stakeholder groups to discuss evolution towards competency based education system.	• District demonstrates evidence of diverse community members on the District committees. • Communication systems are established to connect the school district and community. • Community is involved and informed about the District's evolution towards competency based education. • Increase in the involvement of private and nonprofit partners commit to supporting Dover

	schools as a community and economic development strategy.
Elementary Schools Strategies	**Elementary Schools Measures of Success**
• Improve two-way communication with all stakeholder groups.	• Increased number of opportunities designed to engage in shared problem solving and decision making.
Middle School Strategies	**Middle School Measures of Success**
• Improve two-way communication with all stakeholder groups.	• Increased number of opportunities designed to engage in shared problem solving and decision making.
High School Strategies	**High School Measures of Success**
• Develop community conversations with all stakeholder groups to discuss evolution towards competency based education system.	• New England Association of Schools and Colleges (NEASC) parent survey results. • Increased number of opportunities designed to engage in shared problem solving and decision making.

Focus: Meeting the Needs of All Learners

Goal 2

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.

District School Strategies	**District Measures of Success**
• Develop district wide student social competencies. • Create a district climate and culture that supports instructional risk taking and growth for all.	• Social competencies can be articulated by staff and students. • System of reporting social competency acquisition is established.

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DOVER

DOVER

GREEN WAVE

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• Collaborate with area health and wellness agencies to expand school and community supports and offerings. • Develop core beliefs and values around student behavior. • Provide increased opportunity for student/staff physical activity and movement throughout the school day. • Increase opportunities for physical movement and social interactions.	• Students and staff are confident in taking risks and show evidence of trying new practices in their academic work and classrooms. • Increase in the number of partnerships with area agencies. • Consistency across schools on student behavioral expectations (as developmentally appropriate). • Increased staff participation rates in health insurance incentives. • Increased attendance for staff and students.
Elementary Schools Strategies	**Elementary School Measures of Success**
• Develop and promote an inclusive schoolwide community that supports the physical, emotional, and social needs of each member of the school. • Identify and use additional resources for mental health support for students. • Increase opportunities for physical movement and social interactions.	• Increased attendance for staff and students. • Increased prosocial student behaviors. • All students receive support services in a consistent, meaningful way to meet their needs.
Middle School Strategies	**Middle School Measures of Success**
• Identify and use additional resources for mental health support for students. • Develop and promote an inclusive schoolwide community that supports the physical, emotional, and social needs of each member of the school. • Increase opportunities for physical movement and social interactions.	• Increased number of students accessing support leading to increased prosocial behaviors. • All students receive support services in a consistent, meaningful way to meet their needs. • Increased opportunities for physical activity. • Increased attendance for staff and students.
High School Strategies	**High School Measures of Success**
• Develop and promote an inclusive schoolwide community that supports the physical, emotional, and social needs of each member of the school. • Increase opportunities for physical movement and social interactions.	• Increased prosocial student behavior. • All students receive support services in a consistent, meaningful way to meet their needs. • Increased participation rates in extracurricular and co-curricular activities. • Increase in healthy behavior choices as evidence by Youth Risk Behavior Survey (YRBS) Data. • Increase in positive responses from student, staff and family on climate survey data. • Improved attendance for staff and students.

Objective 2.2 – Student Engagement in Learning

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We will maximize each student's engagement in learning.

District Strategies	District Measures of Success
• Increase student engagement by implementing a system of planning and instruction, inclusive of Universal Design for Learning and Project Based Learning. • Increase student ability to problem-solve using prosocial skills by implementing the Collaborative Problem-Solving model. • Research and implement a digital system that enables students to capture evidence of their growth in all aspects of learning.	• Lesson and unit planning shows evidence of UDL and PBL and consideration of all ability levels when planning for instruction. • Educator evaluation rubrics speak directly to planning for all ability levels in instruction. • Collaborative Problem-Solving strategies are used in classrooms and behavior support spaces to support students in problem solving. • Improved student attendance and achievement as evidenced by available data reports. • Educators will assume the role of facilitator and students will demonstrate increased ownership of their learning. • Students will have digital portfolios.
Elementary Schools Strategies	**Elementary School Measures of Success**
• 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.	• Increased on-task student behavior. • Unit and lesson plans reflect increased use of best practices in project based learning and other high engagement strategies.
Middle School Strategies	**Middle School Measures of Success**
• Provide opportunities for students to drive their learning by providing choice in projects, assessment and enrichment options.	• Unit and lesson plans reflect increased opportunities for student choice in projects, assessment and enrichment options.
High School Strategies	**High School Measures of Success**
• Examine, align and develop procedures for extended learning opportunities using input from impacted stakeholders. • Create clarity for students, families, staff, and community around extended learning opportunities. • Provide opportunities for students to drive their learning by providing choice in projects, assessment and enrichment options. • Use student and community feedback to enhance student programming.	• Improved engagement as evidence by attendance rates and achievement data. • Unit and lesson plans reflect increased opportunities for student choice in projects, assessment and enrichment options. • Participation in extended learning opportunities.

Objective 2.3 – Student Achievement

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We will optimize individual achievement by ensuring every student receives academic instruction that is culturally responsive and matched to developmental needs.

District Strategies	District Measures of Success
• 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 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.	• Teachers will be trained in culturally responsive and equitable learning environment practices. • Identification rates for educational disabilities will be proportionate among all sub-groups. • Suspension rates among students will be proportionate for all sub-groups. • Existence of robust RTI (response to intervention) model across grade levels and district schools. • Existence of extended opportunity programming for students who have exceeded academic expectations. • Establish research based alternative models of education that will increase the District's capacity to successfully serve all students. • Educator evaluation data specific to planning and preparation domain reflects culturally and developmentally responsive instruction. • Closing the achievement gap between sub-groups.
Elementary Schools Strategies	**Elementary Schools Measures of Success**
• 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.	• Competency based learning environment that supports all students. • Growth in awareness of and capacity to serve all students, which will lead to a decrease in the achievement gap between subgroups. • Increased number of students receiving instruction matched to their needs. .

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Middle School Strategies	Middle School Measures of Success
• 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.	• Competency based learning environment that supports all students. • Growth in awareness of and capacity to serve all students, which will lead to a decrease in the achievement gap between subgroups. • Increased number of students receiving instruction matched to their needs.
High School Strategies	High School Measures of Success
• Research and implement models that emphasize models that 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.	• Increased diversity of offerings in the Program of Studies. • Culturally and developmentally responsive unit and lesson plans. • An advisory program that focuses on meeting the academic and social needs of all students. • Increased flexibility in scheduling. • Competency based learning environment that supports all students. • Growth in awareness of and capacity to serve all students, which will lead to a decrease in the achievement gap between subgroups. • Increased number of students receiving instruction matched to their needs.

Objective 2.4 – Competency Based Education

We will optimize student learning and achievement by developing and implementing a competency based education model.

District Strategies	District Measures of Success
• 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. • Develop a system of formative and summative assessments that provide students choice in	• Each core subject area is mapped vertically and within each grade level to define the essential skills, benchmarks, and competencies for each grade level and content area. • Educators have participated in relevant professional development and demonstrated evidence of understanding what instruction looks like in a competency based learning system. • Assessments are in place to support a competency based education system.

assessment and uses Depth of Knowledge 3 or 4 to assess competency. • Create a competency based grading and report card system. • Create a system to address students mastering competencies at different rates and times.	• Systems/protocols in place to address students mastering competencies at different rates/times. • Reporting system that is synchronized with competency based learning is in place and student achievement is reported through this system. • Students can articulate competency based learning as it applies to them including where they are in mastering competencies.

Objective 2.5 – Technology Instruction

We will facilitate the effective use of technology for all learning community members.

District Strategies	District Measures of Success
• Develop educator technology competencies related to the integration of technology to support all aspects of teaching and learning. • Develop and implement a district-wide scope and sequence of student technology competencies aligned with ISTE (International Society for Technology Education) standards.	• Development and implementation of educator technology competencies. • Development and implementation of student technology competencies • Through training, staff will gain confidence and competence in their ability to assist students in the development of their technology competencies. • Staff will demonstrate competence with technology.

Objective 2.6 – Technology Curriculum Integration

We will establish and sustain effective integration of technology into all aspects of the curriculum, teaching, and learning.

District Strategies	District Measures of Success
• Technology will be used effectively and efficiently to enhance instruction and learning.	• Utilization rates of resources, support and professional development. • Degree to which educators are utilizing technology to support instructional practices. • Degree to which students are technologically competent.

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Objective 2.7 – Extracurricular and Co-Curricular

We will establish and sustain opportunities for all students to engage in a variety of healthy and productive extracurricular and co-curricular activities.

District Strategies	District Measures of Success
• Increase extracurricular and co-curricular opportunities at the elementary and middle school levels. • Develop communication strategies to provide information to families about community based athletic, recreational and fitness opportunities. • Develop a system to review athletic and co-curricular policies to support extended learning opportunities.	• Increased participation in extracurricular and co-curricular activities. • Increased prosocial behaviors as evidenced by Youth Risk Behavior Survey data. • Increased number of opportunities provided. • Expansion of communication tools to inform students and families about activities and events. • Policies are created that support extended learning opportunities.

Focus: Investing in Facilities and Technology

Goal 3

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.

District School Strategies	District Measures of Success
• Contract with a provider to conduct a comprehensive facilities 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. • Develop and implement a comprehensive six-year capital improvement plan for repair and maintenance of District facilities.	• A comprehensive facilities study to address future facility needs will be completed. • A master plan based on the facilities study addressing future facility needs will be implemented. • A comprehensive six-year capital improvement plan for repair and maintenance of District facilities will be developed.

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• Collaborate with the facilities/maintenance services provider to maintain clean, healthy and safe learning environments. • Work with community-based groups to use school facilities for community activities and events. • Collaborate with community facility resources and programs such Children's Museum, Woodman Museum, etc. for expanded student educational opportunities.	• All school buildings will be maintained at the highest level of cleanliness to maintain a healthy and safe learning environment. • Schools will be used by community-based groups. • Evidence will be provided by schools on the use of community facilities and resources for expanding educational opportunities for students.

Objective 3.2 – Informational Technology Maintenance and Development

We will provide robust technology infrastructure, support, and training to facilitate a technology rich, collaborative 21st century learning environment.

District Strategies	District Measures of Success
• Develop and implement policies, programs and funding to support the technology-infused vision and strategic plan. • Develop and maintain a robust technology infrastructure (i.e., networks, systems, software and devices) that adequately supports and fully meets the needs of educators and students. • Develop and implement a comprehensive long-range technology plan. • Develop and implement a budget cycle to support the long-range technology plan. • Develop and implement a technology professional development plan.	• The district has a reliable, efficient, and effective technology infrastructure that fully serves the needs of all users. • The district provides the necessary support to maintain a reliable infrastructure. • Five-year technology plan is developed and implemented. • Five-year budget cycle is developed and implemented to support the five-year technology plan.

Objective 3.3 – Safety and Security

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We will commit to investing and supporting the safety and security for the well-being of all students and staff.

District Strategies	District Measures of Success
• Maintain school safety, emergency and security plans that are continually updated, improved, expanded, and consistent across all District facilities. • Maintain a security budget to support the district's safety and security plans.	• The District maintains updated emergency plan for all schools. • All schools in the District are in compliance with state emergency laws and protocols. • District effectively coordinates all safety plans with the City of Dover's Safety Departments – Fire and Police.

Focus: Staff

Goal 4

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.

District School Strategies	District Measures of Success
• Provide excellent support and services to the schools' programs, and services. • Execute a comprehensive hiring process to address placement, turnover and succession. • Work to understand what educators value in their work environment. • Improve work conditions based on the data gathered from exit interviews.	• The District's organization is assessed and adequately staffed to provide comprehensive support to the District schools' programs and services. • The District has a long term comprehensive staffing plan to address current and future needs. • The District has a well-defined hiring process. • Data collected indicates less staff turnover. • The District has systematic exit plan to gather data.

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Objective 4.2 – Professional Development

We will cultivate continuous improvement of instructional and leadership capacities to increase student growth and achievement through individual and collective professional development.

District Strategies	District Measures of Success
• Provide high quality, differentiated, research-based, job-embedded professional learning that expands the repertoire of assessment strategies, responsive instructional skills, and content knowledge to increase student academic and pro-social leaning. • Deliver actionable feedback about instruction and other professional practice through a valid, research-anchored system of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice. • Explore and implement options to increase professional development time. • Research and implement a variety of modalities of professional development. • Seek to increase diverse representation of educators on district committees. • Research and develop PLCs (Professional Learning Communities) that use student data to continually improve student learning and achievement.	• A refined inquiry process that utilizes data to continually increase student achievement and learning. • Educators have the knowledge and understanding that enables them to implement competency based education. • Data from the evaluation system is used to inform professional development needs. • Creative district and school scheduling that allows for additional time for professional development. • District offers multiple pathways for educators to pursue professional development. • Increased amount of time available for teachers to work and learn professionally together. • Increased amount of professional development offered by educators to their peers. • More diverse representation on district committees to guide district decisions on professional development. • Establishment of professional learning communities that operate at the performance stage of team development.