

# Dartmouth Public Schools



## District Strategic Improvement Plan

2016-2019

## **District Mission:**

The mission of the Dartmouth Public Schools is to provide a quality education for all learners.

## **District Vision:**

The Dartmouth Public School District, in partnership with parents and the community, will deliver challenging, standards-based instruction for all students that fosters academic, physical, social and emotional development. Utilizing data analysis to drive instruction, we will implement specific strategies to support every student to think critically, solve problems and become a responsible, contributing citizen. Our high school graduates will possess the required skills and knowledge necessary to thrive in their academic and vocational ambitions.

## **District Core Values and Beliefs:**

Exhibit 'Dartmouth Pride' in all we do by:

- Demonstrating personal and social responsibility through respecting others, our surroundings, and ourselves.
- Developing a work ethic of perseverance, tenacity, and resiliency that encourages academic excellence to meet or exceed high standards of performance.
- Discovering and broadening our individual talents.
- Embracing the knowledge society with current instructional methods and tools.
- Engaging in open communication with each other and our community to support student academic achievement and social and emotional growth.

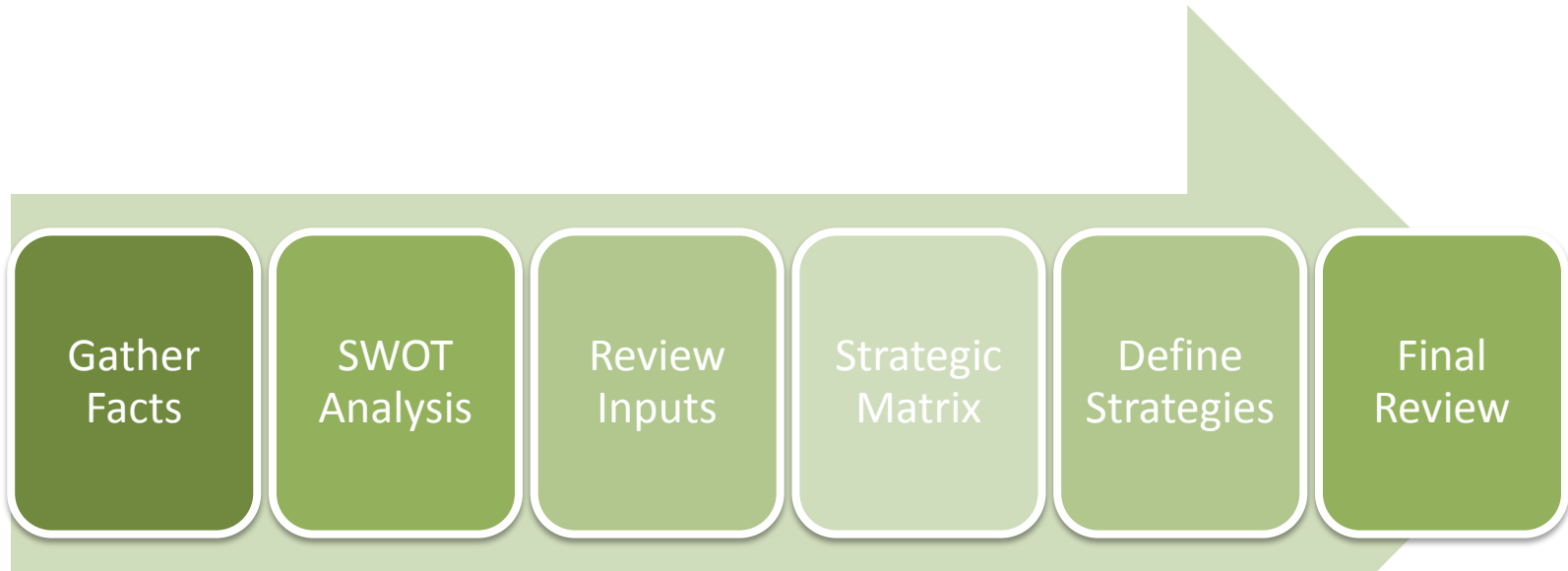
## **District Theory of Action:**

**IF** we instruct each student with clear learning targets, assess achievement, and adjust instruction according to need; if we are continually collaborative, reflective, and purposeful; and if we engage families and the community in student learning, **THEN** we will foster ongoing, student-centered professional dialogue and practices that will foster improved student learning and growth.

Strategic Planning Team Membership:

<b>Teaching and Learning Team Members:</b>	<b>Community Engagement Team Members:</b>
Ram Bala, Parent	Kathleen Amaral, Parent
Steve Banno, Parent	Heidi Brooks, co-chair
Catherine Claassen, Teacher	Lili Chamberlain, Teacher
Judy Cronin, Teacher	Season DaSilva, Parent
Patricia Kane, Teacher	Jonathan Gallishaw, CO Administrator
Carol Karafotis, School Committee Member	Julie Glaser, Parent
Michael Martin, School Administrator	Melissa McHenry, School Administrator
Lisa Maucione, Teacher	Cathy Maccini, co-chair
Karen McArthur, Parent	Andrea Moniz, Parent
Tracy Oliveira, co-chair	Elizabeth Murphy, Parent
Carl Robidoux, co-chair	Lara Stone, Parent
Michelle Roy, CO Administrator	David Tatelbam, Community Representative
Stephen Witzig, Parent	Audra Thomas, School Administrator
	Matthew Vangel, Community Representative
	Stephanie Yermalovich, School Administrator
<b>Access and Equity Team Members:</b>	<b>Data utilized to inform this report:</b>
Elizabeth Ackerman, Parent	Superintendent's Entry Plan
Karen Banno, Parent	Parent Focus Groups, Student Focus Group
Bryce Boswell, Student	Staff Survey, Parent/Community Survey
Mary-Lou Clarke, Community Representative	Assessment Data
Darren Doane, co-chair	Parent Survey
John Gould, School Administrator	NEASC Accreditation Report
Teresa Hamm, Community Representative	Special Education Program Evaluation Report
James Kiely, CO Administrator	Staff Interviews, Community Member Interviews
Sarah Labossiere, Teacher Assistant	Document Review
Michelle Sparks, Parent	Observations of Practice
Elizabeth Townson, co-chair	

# Strategic Plan Process



- From all stakeholders (staff & parents)
- Strength
- Weakness
- Opportunities
- Threats
- Review inputs
- Review SWOT Analysis
- Define 3-4 key statements
- Define strategies to address SWOT
- Objectives
- Key Strategies
- Short and Long Term Goals
- Review Strategies
- Review Goals
- Review Plans
- Adjust as necessary

*The Dartmouth Public School District, in partnership with parents and the community, will deliver challenging, standards-based instruction for all students that fosters academic, physical, social and emotional development.*

Teaching and Learning	Access and Equity	Community Engagement
<p>Develop and sustain a vertically and horizontally aligned curriculum, instruction, and assessment system to support growth of all learners.</p>	<p>Strengthen practices and procedures that promote equal access to ensure social and emotional learning and college and career readiness for all with an emphasis on engagement, high expectations and shared responsibility.</p>	<p>Expand partnerships with families and community members to enhance social and emotional learning and academic growth for all learners.</p>
<ul style="list-style-type: none"> <li>• Enrichment/enhancement practices</li> <li>• Technology – integration/innovation (STEM, etc.)</li> <li>• Support for struggling learners</li> <li>• Social and emotional learning</li> <li>• High expectations</li> <li>• Student engagement and motivation</li> <li>• Mathematics (MS/HS)</li> <li>• Calibration of evaluation feedback</li> <li>• HS Schedule</li> <li>• Behavioral supports</li> <li>• K-12 vertical alignment of curriculum (STEM, etc.)</li> <li>• Common planning time</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment/enhancement practices</li> <li>• Technology - communication (infrastructure)</li> <li>• After school programming (STEM, etc.)</li> <li>• Support for struggling learners</li> <li>• Social and emotional learning</li> <li>• Guidance supports (academic, career, personal/social development)</li> <li>• HS Schedule</li> <li>• Behavioral supports</li> <li>• Common planning time</li> <li>• Response to Intervention (RtI) / Positive Behavioral Interventions and Supports (PBIS)</li> </ul>	<ul style="list-style-type: none"> <li>• Technology - communication (website/calendar/student progress)</li> <li>• Student engagement and motivation (STEM, etc.)</li> <li>• After school programming (STEM, etc.)</li> <li>• Social and emotional learning</li> <li>• Guidance supports (academic, career, personal/social development)</li> <li>• Behavioral supports</li> <li>• Response to Intervention (RtI) / Positive Behavioral Interventions and Supports (PBIS)</li> </ul>

## VISION

The Dartmouth Public School District, in partnership with parents and the community, will deliver challenging, standards-based instruction for all students that fosters academic, physical, social and emotional development.

## THEORY OF ACTION

IF we instruct each student with clear learning targets, assess achievement, and adjust instruction according to need; if we are continually collaborative, reflective, and purposeful; and if we engage families and the community in student learning, THEN we will foster ongoing, student-centered professional dialogue and practices that will foster improved student learning and growth.

## STRATEGIC OBJECTIVES

<p><b>TEACHING AND LEARNING:</b> Develop and sustain a vertically and horizontally aligned curriculum, instruction, and assessment system to support growth of all learners.</p>	<p><b>COMMUNITY ENGAGEMENT:</b> Expand partnerships with families and community members to enhance social and emotional learning and academic growth for all learners.</p>	<p><b>ACCESS AND EQUITY:</b> Strengthen practices and procedures that promote equal access to ensure social and emotional learning and college and career readiness for all with an emphasis on engagement, high expectations, and shared responsibilities.</p>
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## STRATEGIC INITIATIVES

<ol style="list-style-type: none"> <li>1. Build internal capacity to design calendar maps and units of study that address academic gaps, redundancies, and misalignments for purposes of improving the overall coherence of the district's curriculum and, by extension, its effectiveness.</li> <li>2. Create a system of assessment of and for learning to evaluate student growth, provide targeted interventions and promote adjustment of instructional practices to foster improved student achievement.</li> <li>3. Enhance and expand the K-12 STEM programs, and enrichment activities, and develop related curricula.</li> <li>4. Enhance the K-12 mathematics programs to ensure vertical alignment, focusing on mathematical practices to provide pathways to Calculus.</li> </ol>	<ol style="list-style-type: none"> <li>1. Increase communication with students, parents, teachers, and the broader Dartmouth community by maximizing the use of technology and the media.</li> <li>2. Support and expand outreach and engagement with parents, family and community.</li> </ol>	<ol style="list-style-type: none"> <li>1. Build upon and enrich a technological structure which supports all teachers and students, capitalizing upon their enthusiasm, and allowing for equal access to individual instruction.</li> <li>2. Expand and enrich current systems and practices to support the academic and social and emotional well-being of all learners.</li> </ol>
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## RELATED FOCUS AREAS FOR SUPERVISION AND FEEDBACK FOR GROWTH AND IMPROVEMENT

<p>I-A-3 Rigorous Standards Based Unit Design I-A-4 Well Structured Lessons I-B-1 Variety of Assessment Methods I-B-2 Adjustments to Practice I-C-1 Analysis and Conclusions</p>	<p>II-A-1 Quality of Effort and Work II-A-2 Student Engagement II-A-3 Meeting Diverse Needs II-D-2 High Expectations</p>	<p>III-A-1 Parent/Family Engagement III-B-2 Curriculum Supports III-C-1 Two-Way Communication</p>	<p>II-A-3 Meeting Diverse Needs II-B-1 Safe Learning Environment II-D-2 High Expectations III-C-1 Respects Differences</p>
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### Strategic Objective 1: Teaching and Learning

Develop and sustain a vertically and horizontally aligned curriculum, instruction, and assessment system to support growth of all learners.

**Strategic Initiative 1:** Build internal capacity to design calendar maps and units of study that address academic gaps, redundancies, and misalignments for purposes of improving the overall coherence of the district’s curriculum and, by extension, its effectiveness.

Action Steps	Resources	Outputs	Outcomes	Responsibility	Timeline
What steps must be taken to implement our strategy?	What specific supports are needed to implement the action steps?	What are the immediate results of the program activities?	What will be the impact that the outputs have on behavior, knowledge, and skills?	Who will be involved in ensuring achievement of action steps?	What is the anticipated target date?
Develop and publish curriculum maps using Rubicon Atlas across all content areas.	Time & Technology Budget for platform DESE Model Curriculum Units Understanding by Design principles Mass. Curriculum Frameworks	Catalog of curriculum documents (maps, scope & sequence, units of study) List of those still needed Common evaluation protocol	Alignment of K-12 curriculum Clearly articulated learning objectives Collaboration among levels both within content and among content	Director of Curriculum & Instruction Instructional/Curriculum Leaders Grade Level Leaders	Years 1-3
Provide professional development in: -Curriculum mapping with Rubicon Atlas -Curriculum unit writing with UbD format -Classroom technology productivity tools	Site licenses and subscription renewals Key texts and guidebooks Understanding by Design principles Massachusetts State Curriculum Frameworks DESE Model Curriculum Units Time & Technology	Professional development for Instructional Leaders, Grade level leaders, Specialists, Teachers and Administrators Develop a schedule for workshops and training Embed into Induction Program	Curriculum documents Professional development 3-year calendar District wide use and proficiency in platform District wide use of curriculum documents	Director of Curriculum & Instruction Instructional/Curriculum Leaders Grade Level Leaders	Years 1-3
Adopt digital literacy standards.	Massachusetts Digital Literacy and Computer Science Standards Time & Technology	Professional development for Instructional Leaders, Grade level leaders, Specialists, Teachers and Administrators	Digital Literacy Task Force -Inform staff of standards and develop programmatic integration implications (where and when?)  -Create grade level curriculum resources	Director of Curriculum & Instruction Chief Technology Officer Instructional Technology Specialist Library Media Specialist Instructional/Curr. Leaders Grade Level Leaders	Year 3
Support vertical teams in monitoring and coordinating curriculum alignment.	Common planning time Understanding by Design principles Massachusetts State Curriculum Frameworks	Grade Level/Department Meeting Days focused on instructional and content alignment	Alignment of K-12 curriculum Clearly articulated learning objectives Collaboration among levels both within content and among content	Director of Curriculum & Instruction Instructional/Curriculum Leaders Grade Level Leaders	Year 2
Promote building based data team to monitor the effectiveness of the curriculum.	Student data Time Data teams (Rtl & PBIS) PD in data analysis	Grade Level/Department Meetings driven by data analysis which drives targeted interventions for students.	Data analysis protocols Entrance and exit criteria for placement into intervention supports	Building Leadership Instructional/Curriculum Leaders Grade Level Leaders	Year 1 (ES/MS) Year 2 (MS/HS)

**Strategic Objective 1: Teaching and Learning**

Develop and sustain a vertically and horizontally aligned curriculum, instruction, and assessment system to support growth of all learners.

**Strategic Initiative 2:** Create a system of assessment of and for learning to evaluate student growth, provide targeted interventions and promote adjustment of instructional practices to foster improved student achievement.

Action Steps	Resources	Outputs	Outcomes	Responsibility	Timeline
<b>What steps must be taken to implement our strategy?</b>	<b>What specific supports are needed to implement the action steps?</b>	<b>What are the immediate results of the program activities?</b>	<b>What will be the impact that the outputs have on behavior, knowledge, and skills?</b>	<b>Who will be involved in ensuring achievement of action steps?</b>	<b>What is the anticipated target date?</b>
Revisit and refine the district assessment practices and its calendar.	Grade Level/Department Meeting time Sources for assessment data (e.g., DESE/Edwin Analytics, College Board/DCA) Quick-reference assessment guides/calendars Access to Rubicon Atlas units and assessments	District Assessment calendar that informs instruction and interventions Streamlined assessment practices Dedicated DDAT (District Data and Assessment Team)	Analysis of redundancies & gaps Analysis of items to identify areas of strengths and concerns	District and Building Leadership Instructional/Curriculum Leaders Grade Level Leaders	Year 1-3
Provide PD on social emotional learning relative the instructional practices.	Professional development plans and funds Consultants and trainers Time (PLC/CPT/District days) SWIS data PBIS data	School Climate survey SWIS data analysis RtI meeting agendas match interventions to student needs Establish building based teams to progress monitor students' intervention plans.	Healthy and supportive school climate Effective behavior and intervention plans Use data to identify student need and match with targeted intervention.	Building Leadership Building based support teams (RtI data teams and PBIS data teams)	Year 2-3
Provide PD on the best practices on the use of formative assessment and their growth producing feedback.  Provide PD on the use of formative assessment resulting in growth producing feedback.	Grade Level/Department Meeting time  Quick-reference assessment guides/calendars  Funding to support additional data management program (i.e. Remark software with scantrons or other new online products)	Data analysis & reports from various data teams/meetings Drafting and/or revision of curriculum documents as a result of looking at the data  Continued feedback and guidance to the Professional Development Committee (growth producing feedback and data analysis)  Increased teacher and building access to data (dashboard)	Continued data-based decision making  Provide supports for teachers on how to use data to inform and adjust instruction  Identify learning targets for groups of students based upon targeted intervention	Director of Curriculum & Instruction DLT Chief Technology Officer Data Systems Coordinator Principals Instructional leaders Grade Level Leaders Curriculum Coaches	Year 2-3



**Strategic Objective 1: Teaching and Learning**

Develop and sustain a vertically and horizontally aligned curriculum, instruction, and assessment system to support growth of all learners.

**Strategic Initiative 3: Enhance and expand the K - 12 STEM programs, and enrichment activities, and develop related curricula.**

Action Steps	Resources	Outputs	Outcomes	Responsibility	Timeline
<b>What steps must be taken to implement our strategy?</b>	<b>What specific supports are needed to implement the action steps?</b>	<b>What are the immediate results of the program activities?</b>	<b>What will be the impact that the outputs have on behavior, knowledge, and skills?</b>	<b>Who will be involved in ensuring achievement of action steps?</b>	<b>What is the anticipated target date?</b>
Inventory the current STEM enrichment activities.  Explore additional opportunities for student driven STEM enrichment activities.	Time & Technology Funding	Listing of all current and future enrichment activities K-12  Enhance coding and digital literacy opportunities.	Identified gaps and needs	Curriculum leaders	Year 3
Investigate STEM course pathways to promote access and equity.	Time Community Partnerships/Resources (UMass, TERC, etc.)	Research best practices in STEM education Conduct site visits	Clearly articulated STEM program and enrichments Vision and Mission statement  Integrate the STEM curriculum across all content areas.	STEM coordinators/leaders Grade level/departmental teams	Year 3

**Strategic Objective 1: Teaching and Learning**

Develop and sustain a vertically and horizontally aligned curriculum, instruction, and assessment system to support growth of all learners.

**Strategic Initiative 4:** Enhance the K-12 mathematics programs to ensure vertical alignment, focusing on mathematical practices to provide pathways to Calculus.

Action Steps	Resources	Outputs	Outcomes	Responsibility	Timeline
<b>What steps must be taken to implement our strategy?</b>	<b>What specific supports are needed to implement the action steps?</b>	<b>What are the immediate results of the program activities?</b>	<b>What will be the impact that the outputs have on behavior, knowledge, and skills?</b>	<b>Who will be involved in ensuring achievement of action steps?</b>	<b>What is the anticipated target date?</b>
Develop PD on mathematical instructional practices and real world application.	Funding & Time  State Standards for Mathematical Practices	Professional development on mathematical instructional practices and mindsets.  Discussions of student work at CPTs/PLCs	Increased collaboration on best instructional practices as demonstrated through student work.  Student work will demonstrate stronger conceptual understanding of mathematical concepts.	Director of Curriculum & Instruction Principals Instructional leaders Grade Level Leaders Curriculum Coaches	Year 1-2
Create parent resources to support the conceptual understandings of the state frameworks.	Time	Parent Resources (newsletters, technology, family nights, parent trainings)	Greater school to family partnerships  Increased support for students	Math Coaches Curriculum Leaders Building Leadership	Year 3
Complete the coaching and math specialist model.	Funds	HS math coach HS math specialist	Continuation of math interventions services K-12	Superintendent	Year 1

**Strategic Objective 2: Access & Equity**

Strengthen practices and procedures that promote equal access to ensure social and emotional learning and college and career readiness for all with an emphasis on engagement, high expectations, and shared responsibilities.

**Strategic Initiative 1:** Build upon and enrich a technological structure which supports all teachers and students, capitalizing upon their enthusiasm, and allowing for equal access to individual instruction.

Action Steps	Resources	Outputs	Outcomes	Responsibility	Timeline
<b>What steps must be taken to implement our strategy?</b>	<b>What specific supports are needed to implement the action steps?</b>	<b>What are the immediate results of the program activities?</b>	<b>What will be the impact that the outputs have on behavior, knowledge, and skills?</b>	<b>Who will be involved in ensuring achievement of action steps?</b>	<b>What is the anticipated target date?</b>
Establish a strategic team consisting of representatives from all levels.	Diverse, knowledgeable group (in area of instructional technology) representing all levels.	Broad representation of people.	All schools represented.	Superintendent	2016-2017
Assess/evaluate current resources and needs (i.e., hardware & instructional hardware).	Current technology plans & instructional software as well as time to meet.	Draft a report/ document identifying the results of the assessment/ evaluation.	Analyze report and findings with team.	Team	2016-2017
Evaluate technology report.	Provide time to meet.	Provide time to meet.	Provide time to meet.	Team	2016-2017
Explore and identify best practices as it relates to instructional hardware and software.	Visit other districts – learning walks, PD/workshops & consult experts.	Share findings.	Share findings.	Team	TBD
Implement initiative.	Capital improvement funding.	Capital improvement funding.	Enrich technology structure.	Superintendent	TBD

**Strategic Objective 2: Access & Equity**

Strengthen practices and procedures that promote equal access to ensure social and emotional learning and college and career readiness for all with an emphasis on engagement, high expectations, and shared responsibilities.

**Strategic Initiative 2:** Expand and enrich current systems and practices to support the academic and social and emotional well-being of all learners.

Action Steps	Resources	Outputs	Outcomes	Responsibility	Timeline
<b>What steps must be taken to implement our strategy?</b>	<b>What specific supports are needed to implement the action steps?</b>	<b>What are the immediate results of the program activities?</b>	<b>What will be the impact that the outputs have on behavior, knowledge, and skills?</b>	<b>Who will be involved in ensuring achievement of action steps?</b>	<b>What is the anticipated target date?</b>
Establish a strategic team to assess current systems and practices.	Diverse, knowledgeable group representing all levels.	Share finding and recommend.	All stake holders will be informed.	Superintendent	2016-2017
Explore and identify best practices as it relates to such areas as CPT, scheduling, student support services, etc.	Time to meet.	Identify needs.	Direction for strategic team and administration.	Strategic team	2016-2017
Develop and/or enrich schools' schedules so as to further support student services such as PBIS, RTI, etc.	Contract & funding	A capacity to support preK-12 programs.	All students have access to supports/services.	Administration	TBD
PD for identified support service areas.	Funding & time	Increased knowledge and enrich practices.	Improve the academic and social and emotion well-being of all learners.	Superintendent	TBD
Implement initiative.	Funding	Acquire resources.	Enrich overall learning environment at all levels.	Superintendent	TBD

**Strategic Objective 3: Community Engagement**

Expand partnerships with families and community members to enhance social and emotional learning and academic growth for all learners.

**Strategic Initiative 1:** Increase communication with students, parents, teachers, and the broader Dartmouth Community by maximizing the use of technology and the media.

Action Steps	Resources	Outputs	Outcomes	Responsibility	Timeline
<b>What steps must be taken to implement our strategy?</b>	<b>What specific supports are needed to implement the action steps?</b>	<b>What are the immediate results of the program activities?</b>	<b>What will be the impact that the outputs have on behavior, knowledge, and skills?</b>	<b>Who will be involved in ensuring achievement of action steps?</b>	<b>What is the anticipated target date?</b>
Create a new District website.	<ul style="list-style-type: none"> <li>• Sample websites</li> <li>• Predetermined website criteria</li> <li>• District funding</li> </ul>	<ul style="list-style-type: none"> <li>• Subcommittee members will review selected websites with a critical lens to determine preferred layout features</li> <li>• Determine website templates and vendor</li> </ul>	<ul style="list-style-type: none"> <li>• A redesigned, user-friendly District website that will also accommodate multiple school calendars and have links to various resources</li> <li>• Community will be aware of school-related activities</li> </ul>	<ul style="list-style-type: none"> <li>• Chief Technology Officer</li> <li>• Community Engagement Sub-Committee Members</li> <li>• Technology Committee</li> </ul>	August 2017
Develop a District website app.	<ul style="list-style-type: none"> <li>• Sample school apps</li> <li>• Predetermined app criteria</li> <li>• District funding</li> </ul>	<ul style="list-style-type: none"> <li>• Subcommittee members will review selected school apps to determine preferred features</li> <li>• Determine app template</li> </ul>	<ul style="list-style-type: none"> <li>• Creation of a District app</li> <li>• Interested community members will be able to download District app</li> </ul>	<ul style="list-style-type: none"> <li>• Chief Technology Officer</li> <li>• Community Engagement Sub-Committee Members</li> <li>• Technology Committee</li> </ul>	August 2017
Provide diversified communication.	<ul style="list-style-type: none"> <li>• Select mass notification service</li> <li>• Train communication initiators on the mass notification program</li> <li>• District funding</li> </ul>	<ul style="list-style-type: none"> <li>• Standardized communications received by various stakeholders</li> <li>• Expanded capability to inform students with multiple households</li> <li>• Notices &amp; flyers sent home digitally each week via "Backpack Express"</li> </ul>	<ul style="list-style-type: none"> <li>• Community members will self-select preferred mode of general outreach messages</li> <li>• More effectively &amp; efficiently informed community members</li> </ul>	<ul style="list-style-type: none"> <li>• Chief Technology Officer</li> <li>• Communication Initiators</li> <li>• Technology Committee</li> </ul>	August 2017

**Strategic Objective 3: Community Engagement**

Expand partnerships with families and community members to enhance social and emotional learning and academic growth for all learners.

**Strategic Initiative 2:** Support and expand outreach and engagement with parents, family and community.

Action Steps	Resources	Outputs	Outcomes	Responsibility	Timeline
<b>What steps must be taken to implement our strategy?</b>	<b>What specific supports are needed to implement the action steps?</b>	<b>What are the immediate results of the program activities?</b>	<b>What will be the impact that the outputs have on behavior, knowledge, and skills?</b>	<b>Who will be involved in ensuring achievement of action steps?</b>	<b>What is the anticipated target date?</b>
Continue the Healthy Dartmouth Committee.	Representation of various community organizations, agencies and resources on committee	Continued networking of various community organizations and agencies	Recognize and address community needs	Healthy Dartmouth Committee Members	June 2019
Design educational community opportunities to support District and community priorities and needs.	<ul style="list-style-type: none"> <li>• Healthy Dartmouth Committee</li> <li>• Presenters</li> <li>• DCTV</li> <li>• Funding</li> </ul>	Schedule of educational community topics	<ul style="list-style-type: none"> <li>• Recognize and address community needs</li> <li>• Support academic, social and emotional learning</li> </ul>	Healthy Dartmouth Committee Members	June 2019
Broaden community partnerships to better utilize their expertise.	Higher education, local organizations and businesses	<ul style="list-style-type: none"> <li>• Effectively utilize external community partners</li> <li>• Expanded access to external resources</li> </ul>	Enhance curriculum, provide enrichment opportunities and expanded programming beyond the school day	School administrators and teacher leaders	June 2019