

**THE SCHOOL DIRECTORY**

**SCHOOL COMMITTEE**

<b>Members</b>	<b>Term Expires</b>
Dr. Shannon Jenkins	2018
Mr. John Nunes	2019
Mr. Christopher Oliver	2019
Dr. Carol Karafotis	2020
Mrs. Kathleen Amaral	2020

**ORGANIZATION OF COMMITTEE**

Chairperson..... Dr. Shannon Jenkins  
Secretary.....Dr. Bonny L. Gifford

Regular meetings of the School Committee are usually held twice each month on Mondays or Tuesdays throughout the school year. (They are held once monthly during the summer months.) The meetings are usually held at 6:30 p.m. in the Community Room of the Quinn Elementary School, 529 Hawthorn Street, Dartmouth.

**SUPERINTENDENT OF SCHOOLS**

Dr. Bonny L. Gifford

**ASSISTANT SUPERINTENDENT OF SCHOOLS**

Michelle Roy

**ASSISTANT SUPERINTENDENT OF FINANCE AND OPERATIONS**

James A. Kiely

**Office Telephone 508-997-3391**

Secretary to the Superintendent	Kathleen Genthner
Secretary to the Assistant Superintendent	Nelia Affonso
Secretary to the Assistant Superintendent of Finance & Operations	Lisa Gallant-Stanzione
Finance Manager	Jo-Ann Sylvia
Bookkeeper/Payroll	Dale Borges
Accounts Payable/Payroll	Laurie Wilkins
Secretary to the Chief Technology Officer	Tracy Bourgeois
Transportation Clerk/General Business Office Secretary	Natalie Roderick
Registrar	Christine Oliveira
Food Service Administrative Assistant	Nancy Nowak

**Office Hours 8:00 a.m. - 4:00 p.m.**

**Monday through Friday**

**Year-Round**

**FINANCIAL STATEMENTS  
FISCAL YEAR 2017  
July 1, 2016 through June 30, 2017**

SCHOOL APPROPRIATION	\$40,860,670.00	
FY16 Certified Funds	\$438,853.38	
Total Dollars Available		\$41,299,523.38
Expenditures:		
School Appropriation	\$40,612,911.44	
FY16 Certified Funds	\$406,587.12	
Total Expended 6/30/17		\$41,019,498.56
Balance 6/30/17		\$280,024.82
Less Certified Funds		\$265,684.31
Returned to Town 6/30/17		\$14,340.51

**STATE AID  
FISCAL YEAR 2017**

Including unexpended funds and other reimbursements which were remitted to the Town and, in effect, reduced the Town's share of the cost of Education:

State Aid:		
General - Chapter 70	\$9,493,206.00	
Pupil Trans. Ch. 71,71A,71B & 74	\$0.00	
Total State Aid		\$9,493,206.00
Grand Total:		\$9,493,206.00
FY17 Cost of Education		\$41,019,498.56
Town's Cost of Education		\$31,526,292.56

**TOWN AGENCY ACCOUNTS**

***Student Book Agency Account - Middle School***

Balance 7/1/16	\$7,896.35	
Receipts through 6/30/17	\$1,700.12	
Total Available		\$9,596.47
Expenditures through 6/30/17		\$0.00
Balance 6/30/17		\$9,596.47

***Student Book Agency Account - High School***

Balance 7/1/16	\$6,548.52	
Receipts through 6/30/17	<u>\$1,733.00</u>	
Total Available		\$8,281.52
Expenditures through 6/30/17		<u>\$900.00</u>
Balance 6/30/16		\$7,381.52

***Student Book Agency Account - DeMello School***

Balance 7/1/016	\$57.34	
Receipts through 6/30/17	<u>\$0.00</u>	
Total Available		\$57.34
Expenditures through 6/30/17		<u>\$0.00</u>
Balance 6/30/17		\$57.34

***Insurance Recovery***

Balance 7/1/16	\$952.05	
Receipts through 6/30/17	<u>\$0.00</u>	
Total Available		\$952.05
Expenditures through 6/30/17		<u>\$952.05</u>
Balance 6/30/17		\$0.00

***Restitution Middle School***

Balance 7/1/16	\$1,517.38	
Receipts through 6/30/17	<u>\$0.00</u>	
Total Available		\$1,517.38
Expenditures through 6/30/17		<u>\$0.00</u>
Balance 6/30/17		\$1,517.38

***Restitution High School***

Balance 7/1/16	\$2,908.17	
Receipts through 6/30/17	<u>\$0.00</u>	
Total Available	\$2,908.17	\$2,908.17
Expenditures through 6/30/17		<u>\$0.00</u>
Balance 6/30/17		\$2,908.17

**FEDERAL GRANTS  
FISCAL YEAR 2017**

***Inclusive Pre-School - FY17***

Balance 7/1/16	\$0.00	
Receipts through 6/30/17	<u>\$30,835.00</u>	

Total Available	\$30,835.00
Expenditures through 6/30/17	\$30,835.00
Balance 6/30/17	<u>\$0.00</u>

***Sped 94-142 Allocation FY17 (240-097664-2017-0072)***

Receipts through 6/30/17	\$842,109.00
Expenditures through 6/30/17	\$902,798.81
Balance 6/30/17	<u>-\$60,689.81</u>

***Sped 94-142 Allocation - FY16 (240-138-6-0072-Q)***

Receipts through 6/30/17	\$60,347.87
Expenditures through 6/30/17	\$60,347.87
Balance 6/30/17	<u>\$0.00</u>

***Sped 94-142 Transition -FY16 (243-124-6-0072-Q) FY16***

Receipts through 6/30/17	\$1,904.39
Expenditures through 6/30/17	\$1,904.39
Balance 6/30/17	<u>\$0.00</u>

***Sped Early Childhood (262-15) FY15***

Receipts through 6/30/17	\$2,399.08
Expenditures through 6/30/17	\$2,399.08
Balance 6/30/17	<u>\$0.00</u>

***Sped Early Childhood (262-15) FY16***

Receipts through 6/30/17	\$17,410.00
Expenditures through 6/30/17	\$17,410.00
Balance 6/30/17	<u>\$0.00</u>

***Sped Early Childhood (262-15) FY17***

Receipts through 6/30/17	\$14,311.20
Expenditures through 6/30/17	\$17,889.00
Balance 6/30/17	<u>-\$3,577.80</u>

***E.C. Sped Program Improvement - (298-780-6-0072-Q) FY17***

Receipts through 6/30/17	\$1,650.00
Expenditures through 6/30/17	\$1,649.94
Balance 6/30/17	<u>\$0.06</u>

***E.C. Sped Program Improvement - (298-780-6-0072-Q) FY16***

Receipts through 6/30/17	\$0.96
Expenditures through 6/30/17	\$0.96
Balance 6/30/17	<u>\$0.00</u>

**Sped Program Improvement (274-226-6-0072-Q) FY16**

Receipts through 6/30/17	\$9,119.08
Expenditures through 6/30/17	\$9,119.08
Balance 6/30/17	<u>\$0.00</u>

**Sped Program Improvement (274-053-7-0072-R) FY17**

Receipts through 6/30/17	\$18,960.00
Expenditures through 6/30/17	\$22,986.88
Balance 6/30/17	<u>-\$4,026.88</u>

**Teacher Quality (140-094135-2017-0072) FY17**

Receipts through 6/30/17	\$60,865.00
Expenditures through 6/30/17	\$70,440.87
Balance 6/30/17	<u>-\$9,575.87</u>

**Teacher Quality (140-077352-2016-0072) FY16**

Receipts through 6/30/17	\$6,858.45
Expenditures through 6/30/17	\$6,858.45
Balance 6/30/17	<u>\$0.00</u>

**Teacher Quality (140-055834-2015-0072) FY15**

Receipts through 6/30/17	\$5,655.21
Expenditures through 6/30/17	\$5,655.21
Balance 6/30/17	<u>\$0.00</u>

**Title I (305-043808-2015-0072) FY15**

Receipts through 6/30/17	\$0.21
Expenditures through 6/30/17	\$0.21
Balance 6/30/17	<u>\$0.00</u>

**Title I (305-069-176-2016-0072-4) FY16**

Receipts through 6/30/17	\$37,628.48
Expenditures through 6/30/17	\$37,628.48
Balance 6/30/17	<u>\$0.00</u>

**Title 1 (305-094132-2017-0072-FY17)**

Receipts through 6/30/17	\$396,435.00
Expenditures through 6/30/17	\$397,060.47
Balance 6/30/17	<u>-\$625.47</u>

**Title 111 - LEP Support (180-137341-2017-0072) FY17**

Receipts through 6/30/17		\$2,900.00
Expenditures through 6/30/17		<u>-\$5,000.00</u>
Balance 6/30/17		-\$2,100.00

**TRUST FUNDS  
FISCAL YEAR 2017**

***Potter Fund***

"To be used to promote music in the Dartmouth Public Schools"  
At the discretion of the School Committee

Principal	\$10,000.00	
Interest Balance	\$11,051.90	
Interest Income through 6/30/17	<u>\$1,742.21</u>	
Total Available		\$12,794.11
Expenditures through 6/30/17		<u>\$0.00</u>
Balance 6/30/17		\$12,794.11

***Crapo Fund***

"To be used for the benefit of public schools and children attending public schools"  
At the discretion of the Board of Selectmen

Principal	\$2,000.00	
Interest Balance	\$7,836.88	
Interest Income through 6/30/17	<u>\$814.08</u>	
Total Available		\$8,650.96
Expenditures through 6/30/17		<u>\$0.00</u>
Balance 6/30/17		\$8,650.96

***Dartmouth Scholarship Trust Fund***

To be used for student scholarship awards and for faculty performance awards -  
Under the administration of the Superintendent of Schools - Both as prescribed in the Trust documentation

Principal	\$111,500.00	
Interest Balance	\$3,326.81	
Receipts through 6/30/17	<u>\$10,975.42</u>	
Total Available		\$14,302.23
Expenditures through 6/30/17		<u>\$8,000.00</u>
Balance 6/30/17		\$6,302.23

***Dartmouth Enrichment Fund***

Principal	\$119,000.00	
Interest Balance	\$59,296.80	
Interest Income through 6/30/17	\$4,907.30	
Total Available 6/30/17		\$64,204.10
Expenditures through 6/30/17		\$0.00
Balance 6/30/17		\$64,204.10

**REVOLVING ACCOUNTS  
FISCAL YEAR 2017**

***School Department Gift Account***

Balance 7/1/16	\$43,315.01	
Receipts through 6/30/17	\$53,381.61	
Total Available 6/30/17		\$96,696.62
Expenditures through 6/30/17		\$42,820.26
Balance 6/30/17		\$53,876.36

***School Department-After School Program-DMS***

Balance 7/1/16	\$19,916.45	
Receipts through 6/30/17	\$16,480.00	
Total Available 6/30/17	\$36,396.45	\$36,396.45
Expenditures through 6/30/17		\$12,601.72
Balance 6/30/17		\$23,794.73

***High School Activity User Fees***

Balance 7/1/16	\$7,855.00	
Receipts through 6/30/17	\$4,350.00	
Total Available 6/30/17		\$12,205.00
Expenditures through 6/30/17		\$1,698.00
Balance 6/30/17		\$10,507.00

***High School Athletic Account***

Balance 7/1/016	\$88,375.53	
Receipts through 6/30/17	\$92,736.86	
Total Available 6/30/17		\$181,112.39
Expenditures through 6/30/17		\$70,872.07
Balance 6/30/17		\$110,240.32

***High School Stadium Concession Account***

Balance 7/1/16	\$12,792.70	
Receipts through 6/30/17	\$11,299.50	
Total Available 6/30/17		\$24,092.20
Expenditures through 6/30/17		\$11,974.53
Balance 6/30/17		\$12,117.67

***High School Music Fees***

Balance 7/1/016	\$6,695.00	
Receipts through 6/30/17	\$8,725.00	
Total Available 6/30/17		\$15,420.00
Expenditures through 6/30/17		\$5,212.50
Balance 6/30/17		\$10,207.50

***High School Transportation Fees***

Balance 7/1/16	\$4,054.28	
Receipts through 6/30/17	\$0.00	
Total Available 6/30/17		\$4,054.28
Expenditures through 6/30/17		\$0.00
Balance 6/30/17		\$4,054.28

***Sped - Circuit Breaker***

Balance 7/1/16	\$340,457.94	
Receipts through 6/30/17	\$668,129.00	
Total Available		\$1,008,586.94
Expenditures through 6/30/17		\$340,497.00
Balance 6/30/17		\$668,089.94

***Student Enrichment Revolving Fund***

Balance 7/1/16	\$44,492.24	
Receipts through 6/30/17	\$52,765.00	
Total Available 6/30/17		\$97,257.24
Expenditures through 6/30/17		\$45,261.41
Balance 6/30/17		\$51,995.83

***Cushman Pre-School Program***

Balance 7/1/016	\$52,593.68	
Receipts through 6/30/17	\$203,620.00	
Total Available 6/30/17		\$256,213.68
Expenditures through 6/30/17		\$201,298.83
Balance 6/30/17		\$54,914.85



***High School Athletic Fund***

Balance 7/1/16	\$52,272.15	
Receipts through 6/30/17	<u>\$0.00</u>	
Total Available 6/30/17		\$52,272.15
Expenditures through 6/30/17		<u>\$0.00</u>
Balance 6/30/17		\$52,272.15

***School Transportation - Homeless***

Balance 7/1/16	\$2,732.35	
Receipts through 6/30/17	<u>\$67,110.00</u>	
Total Available 6/30/17		\$69,842.35
Expenditures through 6/30/17		<u>\$60,000.00</u>
Balance 6/30/17		\$9,842.35

***Town Tax Gift Account***

Balance 7/1/16	\$4,868.55	
Receipts through 6/30/17	<u>\$313.00</u>	
Total Available 6/30/17		\$5,181.55
Expenditures through 6/30/17		<u>\$0.00</u>
Balance 6/30/17		\$5,181.55

***School Cafeteria Revolving Account***

Balance 7/1/16	\$42,098.55	
Receipts through 6/30/17	<u>\$1,178,590.48</u>	
Total Available 6/30/17		\$1,220,689.03
Expenditures through 6/30/17		<u>\$1,090,451.90</u>
Balance 6/30/17		\$130,237.13

**Dartmouth Public Schools  
2017 Annual Report**

***Bonny L. Gifford, Ed. D., Superintendent***

The Dartmouth Public School District continues to celebrate its many achievements. Because of the dedication of talented staff and students as well as a supportive community, we are able to build programs and create positive learning environments that promote success for all.

Each year, the district leadership team participates in an administrative retreat. This summer, as in the past, time was spent reviewing our accomplishments, adjusting the Strategic Plan and refining plans to guide the year's work relative to Teaching and Learning, Access and Equity and Community Engagement. School Improvement Plans have been aligned with the district plan, ensuring a comprehensive systemic approach to district improvement efforts that include several

new initiatives such as the creation of literacy leader teams and the establishment of a math network partnership with the Department of Secondary and Elementary Education’s (DESE) District and School Assistance Centers (DSAC) as well as the continuation of several successful efforts such as participation in School Choice, focus on social emotional learning and curriculum mapping.

Embracing our commitment to ensuring students graduate college and career ready we have partnered with Highlander Institute to bolster our work around personalized and blended learning. As a result, middle school teachers gaining skills to help them to shift instructional practices to include personalized learning experiences that inspire independence, creativity, inquiry and success. At the high school level, the Highlander partnership is focused on the development of high-tech pathways in the areas of Computer Science, Biotechnology and Engineering.

We are pleased with our accomplishments to date and excited about what the future holds for our students. On behalf of the entire district, I would like to offer my thanks to all who contribute to ensuring the continued success of our schools. I am confident that the work that is in motion will continue to strengthen the Dartmouth Public School System, providing essential support to move us from “good to great to exemplary” and ensure our district remains a Beacon of Educational Excellence.

### **Curriculum, Instruction & Student Achievement**

*Michelle Roy, Assistant Superintendent*

*Tracy Oliveira, Director of Teaching and Learning*



Together, we devote energy to ensure our classrooms engage students in learning that fosters inquiry, creativity, innovation, critical thinking, problem solving, communication, and collaboration. Using the District Strategic Improvement Plan as our guide, Dartmouth Public Schools has provided the context for initiatives to increase student growth. We have aligned our initiatives with standards from the Department of Elementary and Secondary Education (DESE) keeping our mission of “A *Quality Education for All Learners*” at the heart of our work. Building on last year’s motto of You Matter, we launched into our work this year highlighting

Kindness Matters. Teachers were welcomed back to school this September viewing a video featuring students from Dartmouth Public School emphasizing the importance of kindness.

Dartmouth Public Schools continues to embody a culture that is highly supportive of professional development as a key strategy for maintaining excellence in teaching and learning. A focus this year was on redefining our Professional Learning Communities (PLC). The term Professional Learning Communities now includes more than a meeting with colleagues. It is a mindset about what we do all day. Our focus is student and staff learning, collaboration, and student results. This collaboration creates a community feeling, an attitude and commitment to providing the best instruction based on data. Our work is not individual practice but a culture of collaboration.

The District Strategic Plan consists of three Strategic Objectives: Teaching and Learning, Community Engagement, and Access and Equity. The Teaching and Learning Objectives and Initiatives were developed by a subgroup of the District Strategic Plan Team. After the strategic planning process, administrators, teachers, parents and community members worked to lay out four strategic initiatives and action steps to achieve and monitor success. The focus of teaching and learning is rooted in this plan. Central office staff completed The Strategic Plan Progress Monitoring Plan which outlines the progress of what immediate results we have seen and our next steps.

The Office of Teaching and Learning continues to guide the creation of curriculum maps that will provide a consistent and seamless vertical and horizontal alignment of standards. Dartmouth Public Schools adopted Rubicon/Atlas as an online curriculum mapping platform and 100 percent of staff now have access. Teachers can assess Kindergarten through grade 12 Science and Math Units along with Reading, Writing and Assessment Scope and Sequence. The staff is beginning to use this tool to analyze and review the curriculum and check for unnecessary redundancies, inconsistencies, misalignments, weaknesses, and gaps. Using the reports, we continue to develop internal capacity to design calendar maps and units of study that address academic gaps, redundancies and misalignment for purposes of improving the overall coherence of the district's curriculum. The Department of Education has issued Quick Reference Guides that have been shared with staff. These documents provide a reference that our curriculum is aligned with what student should know and be able to do at each grade level.

We continue our ongoing emphasis on developing strong literacy practices across the district. We employ a reading, writing and math workshop model as this structure allows teachers to meet with individual students and students' progress at their own level and pace. A core group of teachers continue to revise the State Model Curriculum Units and elementary teachers in grades K-5 are implementing the Lucy Calkins Reading and Writing Units of Study. A major next step taken in supporting the workshop method of teaching was the purchase of leveled libraries for every classroom. This further supports the initiative of a student centered curriculum which provides students with high quality, high interest literature. In addition, Literacy Leaders have been selected from each elementary school to serve as grade level representatives. They offer insight into how implementation of the



units is going, where support is needed, and how the district can best support those needs. Kindergarten teachers received summer training in the Lively Letters phonics program. This program provides our youngest learners with phonemic awareness, speech production, and phonics skills through the use of imagery, hand and body cues, and oral kinesthetic cues. The middle school is rallying around writing by articulating a common writing SMART (Specific, Measurable, Attainable, Relevant, Timely) Goal. Taking advantage of opportunities to collaborate, teachers have created common open response questions that align with the curriculum and calibrated student work to ensure continuity thought grade levels. Teachers are providing targeted feedback to improve student outcomes. The English Department at Dartmouth High School also focused their SMART Goal on writing. Teachers are developing a focus correction area rubric aligned to standards. Teachers will now have one rubric to consistently analyze student work and give feedback to students.

Mathematics instruction continues to focus on teaching students to problem-solve reason, communicate, make connections, conceptualize, and strategize with numbers. Elementary Teachers and Math Coaches have refined the Math Scope and Sequence. Conceptual Thinking now plays an important role in the progression of standards. Middle and high school math teams are committed to their work around unpacking standards, vertical alignment and the clear articulation of pathways to Calculus. All of these efforts support the establishment of a seamless curriculum and rigorous expectations for all students. They build upon each other and afford smooth transitions from one year to the next. It also supports a collaborative environment through which teachers work to ensure consistency with respect to content, common language, and best practices. Dartmouth Public Schools hosted the Secondary Math Network (Grades 6-12). Our team comprised of Instructional Coaches, Middle and High School teachers and school and district administration. Groups Southeastern Massachusetts shared current thinking and best practices for grade/course pathways for grades 6–12. The network aimed to develop grade/course progressions that are coherent and transparent, that include multiple on-ramps to promote equitable enrollment, and that map forward to career pathways and opportunities. The network also aimed to foster systems of support to promote opportunities for more students to access accelerated coursework. These efforts will lead to enhanced teaching and student growth.

In order to enhance collaboration between the staff and community and support alignment of our curriculum, materials and resources are now available on our Teaching and Learning web page. Information has been posted on the Massachusetts Curriculum Frameworks, The District Curriculum Accommodation Plan (DCAP), and Summer Reading. Alignment documents, Scope and Sequence Charts, and annotated writing exemplars were posted this year to define what students should know and be able to do at each grade level. Also, a Facebook page was created and is well followed by the community.



Building on our accomplishments of the past years, Dartmouth Public Schools continues our efforts in increasing STEM (Science, Technology, Engineering and Mathematics) opportunities for students. The vertical alignment of extra curricula STEM teams has increased student involvement. The high school First Tech Challenge (FTC) robotics team has doubled in size (again) this year. In order to make the experience

more exciting for all students, a second team was created. Team PlasticGears and Team Alumineers participated in a scrimmage held at Dartmouth High School in November. Dartmouth Middle School's First LEGO League team, Empire Strikes Brick, competed in their second competition this year. The team had a much stronger showing this year, placing 8th overall out of 22 teams and taking home the Innovative Solution award for their design of a sewer grate to keep large debris and trash out of the sewer system. Over 200 students participate in our Elementary iSTEM before school club. Working in collaborative teams, students build towers, drop eggs, design bridges and code robots. For the third year, Library Media and Instructional Technology Specialists teamed up with classroom teachers, along with members of the administrative team, and attended the MassCUE (Massachusetts Computer Using Educators) Conference. Staff returned to the district and presented new learnings to their buildings.

Dartmouth Public Schools was awarded a \$500,000 grant through the very competitive Massachusetts Skills Capital Grant Program. The program's intent is to increase the capacity and quality of vocational training and education by providing funds to eligible schools and institutions for the purchase/installation of capital equipment. This funding will support the development/enhancement of our biotechnology, robotics engineering and computer science pathways. Currently teachers are working with Highlander Institute to create these high-tech career pathways. This revenue stream will purchase a Z Space Lab, CNC machine, laser and plasma cutters, Anatomage Table, microbits, centrifuges, thermal cyclers and gel electrophoresis apparatus.

This year Dartmouth's Summer School added two different programs to enhance enrichment opportunities in STEM for our students. Dartmouth SAIL Program (Summer Adventured in Learning) ran for four weeks and included 10 one week sessions. The sessions were designed to provide students chances to explore new interests, to have fun, develop new relationships, become leaders, thinkers, and problem-solvers. Sessions include Acting and Auditions, Raspberry Pi, Sim City, Lego, and College Essays. Dartmouth also hosted Camp Invention for the first time. During this one week session, 108 campers' creativity, innovation, and problem-solving skills were challenged and developed in fun and exciting ways. Students rotated through mini camps and designed and wired alarms, launched a business in Duct Tape Billionaire, blasted, launched catapulted objects, and designed a planet for habitation. Our traditional programs also ran; Academic Summer School for grades 1-8, a transition program for students entering grade 9, Special Education Extended Year Program, a Peer Leadership Program and Credit Recovery for Grades 9-12. Through a partnership with the YMCA, students could supplement the half-day summer school session for a full day of activities.



The District's professional development plan was created using the results of a staff survey and a review of student data related to proficiency on grade level standards. This year, in addition to our Early Release Day strands, the professional development calendar was designed to give teachers at all levels time to collaborate. The goal of the grade level/department PD sessions was to continue supporting our collaborative environment and build vertical and horizontal alignment of resources and best practice through which teachers work to ensure consistency with

respect to content, common language. This is the third year of the district's professional development strand for Early Release Days. The strands were created using the results of a staff survey and a review of student data related to proficiency on grade level standards. An English Language Learners (ELL) strand was added in the second year. This will be the last year for the following topics: Instructional Technology, High Achievement in the Inclusion Classroom, Engaging and Motivating Reluctant Learners and Social-Emotional Learning. A staff survey and review of data will determine new strands for next year.

Our Professional Development Day for Pre-K through grade 8 staff focused on our major goals for the year: Social Emotional Learning, Curriculum Mapping and Project Based Learning. The major focus of the day was designed to give grade levels and departments time to collaborate and explore topics. Michael Klein, Educational Strategies Specialist at Highlander Institute delivered our opening keynote. Highlander institute is an education non-profit organization focused on researching, developing, and disseminating innovative methods to improve outcomes for all learners. Mr. Klein's keynote speech was the kick off for our partnership with Highlander. We will be working together with building and district level educators in the planning, design, and implementation of high quality blended and personalized learning. Staff also reviewed how to navigate Rubicon and interact with the curriculum.

To advance our commitment to building teacher expertise the District continued to utilize literacy and math instructional coaches. Instructional coaches provided on-going, high quality professional development at the school and district level. Elementary Literacy coaches delivered professional development in the Reading and Writing Workshop. Elementary Math coaches worked with teachers on effective use of math tools to develop number sense and looked at effective strategies to teach fractions. At the middle school level coaches focused on student writing and math reasoning while high school coaches focused on blended learning and common benchmark assessment system. All coaches were an integral part of their school's weekly Professional Learning Community meetings. In addition to professional development, instructional coaches also worked with individual teachers. Coaches worked one-on-one and in small groups with teachers, providing guidance, training, and other resources as needed. Together, they focused on practical strategies for engaging students and improving student learning. This job-embedded professional development was tailored to meet teachers' individual needs therefore increasing student growth. Instructional coaches also assisted in updating the curriculum scopes and sequences in Rubicon. Finally, they acted as liaisons between schools and the Office of Teaching and Learning.

This summer 160 teachers attended our Professional Development Summer Workshop Institute. The goals of the Summer Institute were to bring high quality professional development to all teachers in the district and enhance student achievement through supporting highly effective teachers. Ten sessions were offered for teachers to choose the professional development that met their individual needs. All sessions were aligned to our District and School Teaching and Learning Strategic Objectives. The Institute focused on expanding our current initiatives and diving deeper into our current work. Teachers at Dartmouth High participate in a Curriculum Summit where they planned and refined curriculum units while devising a Scope and Sequence for courses. Other topics included: Technology, Readers and Writers Workshop, and Fractions.

New teachers to Dartmouth Public Schools participate in Project TIME (Teacher Induction and Mentoring Experience). During the summer, teachers meet for a multi-day program customized to enhance their understanding of Dartmouth’s learning expectations and resources. During the school year the group meets once a month to a variety of issues including culture, curriculum, teaching and learning. Veteran teachers assume the role of mentors for newer teachers, forming professional relationships that benefit both new and veteran teachers.

In conclusion, the focus of curriculum, instruction and student achievement is supported by a teaching and support staff that includes both new and veteran educators with a strong knowledge base. Our teachers take pride in their ability to celebrate students’ strengths, which keeps students engaged and motivated. Teachers also take the time to identify the individual academic needs of students and provide support as needed. Collaboration between the teaching staff, admin and families will continue to enhance the growth of our students. The Office of Teaching and Learning will continue to help schools build capacity to engage all learners and increase academic growth.

**Dartmouth - 2017 Accountability and Assistance Data**

Student Achievement: All data for the district is obtainable from the Department of Elementary and Secondary Education (DESE) website [www.doe.mass.edu](http://www.doe.mass.edu) (under School/District Profiles).

Massachusetts' Framework for District Accountability and Assistance classifies schools and districts on a five-level scale; a district is classified into the level of its lowest performing school. For 2017 the Dartmouth High School was classified as a Level 2 School, which indicates it did not meet its proficiency gap narrowing goals for the aggregate and/or high needs students. The District did not receive a rating as students participated in the new Next Generation MCAS test for the first time.

The State reports district and school progress toward narrowing proficiency gaps using a 100-point Progress and Performance Index (PPI). Cumulative PPI combines information about narrowing proficiency gaps, growth, graduation, and dropout rates over the most recent four-year period. For a school to be considered to be making progress toward narrowing proficiency gaps, the cumulative PPI for both the “All Students” group and “High Needs” students must be 75 or higher.

<b>Cumulative Progress and Performance Index (1-100)</b> <b>(On Target – 75 or higher)</b>			
<b>Student Group</b>	<b>ELA 10</b>	<b>Math 10</b>	<b>STE 10</b>
All Students	96.5	89.9	89.4
High Needs	92.0	79.1	79.1

Dartmouth – PARCC Tests of Spring 2017  
(Percent of Students at Each Performance Level)

Grade and Subject	ME/EE	EE	ME	PM	NM	AVG SS	#	SGP	
	DIST %	DIST %	DIST %	DIST %	DIST %			#	Media n
GRADE 3 ELA	51	6	45	44	5	499.8	243	--	--
GRADE 3 Math	51	7	44	42	7	499.2	242	--	--
GRADE 4 ELA	42	5	37	48	10	496.6	296	274	41.0
GRADE 4 Math	50	4	47	40	9	498.8	296	273	58.0
GRADE 5 ELA	49	1	48	43	8	497.6	304	287	43.0
GRADE 5 Math	47	5	42	47	6	498.7	304	286	43.0
GRADE 6 ELA	55	2	52	36	9	500.4	304	275	46.0
GRADE 6 Math	55	5	50	38	7	501.2	300	270	44.0
GRADE 7 ELA	39	1	38	53	8	494.8	335	324	23.0
GRADE 7 Math	47	4	42	50	4	499.1	333	322	37.0
GRADE 8 ELA	39	2	37	52	10	494.5	328	312	29.5
GRADE 8 Math	49	8	42	43	7	501.5	327	306	55.0
GRADES 3-8 ELA	45	3	43	46	8	497.1	1810	1472	36.0
GRADES 3-8 MATH	50	5	44	44	7	499.8	1802	1457	48.0

Dartmouth – MCAS Tests of Spring 2017  
(Percent of Students at Each Performance Level)

Grade and Subject	Advanced		Proficient		Needs Improvement		Warning/ Failing		Included CPI SGP			Included in SGP
	District	State	District	State	District	State	District	State				
GRADE 05 - SCIENCE	11	17	33	29	45	39	11	15	304	74.9	N/A	N/A
GRADE 08 - SCIENCE	4	3	45	37	39	40	13	20	326	76.5	N/A	N/A
GRADE 10 - ENGLISH LANG	52	47	42	44	4	6	2	3	266	97.9	39.0	237
GRADE 10 - MATHEMATICS	53	53	30	26	11	14	6	8	264	92.6	31.0	234
GRADE 10 - SCIENCE	31	32	53	42	12	21	4	5	251	93.7	N/A	N/A



## **Finance and Facilities**

*James A. Kiely, Assistant Superintendent of Finance and Operations*

### **Finance**

The Dartmouth Public Schools is committed to providing a quality education for all learners. To support this mission, the fiscal year 2018 budget was aligned with the District Strategic Improvement Plan and prepared based on need and maximizing impact on student achievement. This budget incorporated a 2.6% increase over the fiscal year 2017 budget. Per pupil spending is currently 12% below the state average and in the bottom 23% of districts statewide.

Preparation of the fiscal year 2019 budget is currently underway. Administrators have submitted a needs based budget focusing on student achievement as articulated in the District and School Improvement Plans and supported by data and evidence. Communication of these needs, strategic goals and objectives will enable informed decisions to be made regarding support for education.

### **Facilities**

During 2017, the Dartmouth Public Schools undertook several capital improvement projects: Technology improvements were completed at several schools. Point of sale terminals for the cafeteria were replaced at all schools. Efforts to increase energy efficiency were continued with lighting upgrades. In another effort to improve efficiency, we have replaced boilers at the High School. Repointing and waterproofing the exterior of our schools were continued at several schools. Replacement of the 8 Bush Street roof and siding were completed. A school facilities master plan and the Dartmouth Memorial Stadium renovation study are underway.

The Capital Improvement Planning (CIP) Committee, Finance Committee and Town Meeting approved funding for several projects at the spring and fall Town Meetings: technology infrastructure improvements and the Middle School roof replacement were approved at the spring Town Meeting, flooring replacement, classroom furniture replacement, door and hardware replacement, playground improvements, energy efficiency improvements, and design and engineering for the Dartmouth Memorial Stadium Renovations were approved at the fall Town Meeting.

## **SPECIAL EDUCATION**

*Elizabeth Cabral-Townson, Pupil Support Services Administrator*

During the 2015-2016 school year, the teachers, related service providers, and support staff in the Special Education Department worked diligently to meet the diverse needs of our learners. As a department, we fully embraced the district-wide vision of addressing the social and emotional needs of our students. As a result, our students experienced great success across curriculum areas, while receiving the necessary emotional support that was needed.

As a department, we continued to embrace the co-teaching model for many of our students receiving special education services. Specifically, the district budget included the addition of special education teachers for the purpose of improving our co-teaching model. These teachers will begin in September of 2016. With this additional staff, our students are being served more effectively in the general education classroom, which is crucial.

The special education department also supported the district-wide initiative of meeting the social and emotional needs of our learners. Professional development workshops were organized and implemented in the spring of 2016 which provided teachers with classroom strategies for addressing the social and emotional needs of students. In addition, the department created the position of Step-Up Teacher at Dartmouth High School, with a starting date of September 2016. The new program will provide a continuum of services from grades 6-12 for students, as the middle school already has a Step-Up program for students with social and emotional difficulties.

The Dartmouth Public Schools continued to utilize Response to Intervention (RTI) in all grade levels, which strengthened our regular education programming to support all learners. Through tiered intervention, students experienced greater success academically and emotionally. This initiative has also increased collaboration between teachers, who are working together to brainstorm interventions for students. Parents and families have been pleased with the use of RTI district-wide, as it has led to increased communication between home and school.

The Dartmouth Public Schools continued to utilize PBIS (Positive Behavioral Interventions and Supports) as a tool for ensuring a safe and orderly learning environment for all learners. As a district, approximately twenty PBIS Coaches met on a monthly basis to analyze discipline data and share best practices. Dartmouth served as an exemplar district for the May Institute, and staff members were asked to share their knowledge at the annual May Institute conference. In analyzing district-wide discipline data, it was evident that the PBIS practices in each building led to more positive interactions between students.

The Pupil Support Services Administrator held monthly meetings with special education staff members at each level. During these meetings, teachers and related service providers received updates from the state as they related to special education and state assessments. Teachers were able to collaborate with their colleagues to share instructional practices and discuss current issues that impact special education on a daily basis.

Our special education extended school year program (ESY) took place under the direction of Tracy Oliveira. This year, the program took place at Dartmouth High School for five weeks, Monday through Thursday, from July 5, 2016 through August 4, 2016. Students were able to receive academic support as well as related services, based on their individual needs.

A major responsibility of the Special Education Department is to comply with state and federal regulations and mandated timelines. During the 2015-2016 school year, the department completed a self-assessment for our Coordinated Program Review through the Department of Elementary and Secondary Education. In this process, teachers and administrators were able to review all of our practices and procedures related to special education. During the 2016-2017

school year, the state will conduct a site visit to provide feedback on the submitted self-assessment and monitor our programs and practices.

## **Health, Physical Education & Athletics**

*Jeffrey Caron, Director*

### **ATHLETICS**

The philosophy of athletics at Dartmouth High School is to teach our student-athletes the proper values that can be derived from competing in an interscholastic contest. These include patience, courage, integrity, and inner strength. Our athletic programs also teach the ability to handle victory in an appropriate manner and to cope with the adversity when unsuccessful. We also work to develop an awareness of teamwork, sportsmanship, and unselfishness as goals of all of our interscholastic teams.

Dartmouth High School is a member of the Old Colony League; 21 of our 24 sports programs compete as a member of the OCL against Barnstable High School and Bridgewater – Raynham Regional High School.

In 2017, Dartmouth High School Athletics offered 24 different programs. 23 out of 24 of these programs competed at the interscholastic level. Twenty one of these sports competed in the Old Colony League, one as a member of the New England Schools Sailing Association, and two as members of the Maritime Lacrosse League. These programs are made up of 48 teams and compete at the Varsity, Junior Varsity, and Freshman levels. These athletic teams were made up of over 800 students and these teams participated in over 750 athletic contests.

### **Present Sports and Levels at Dartmouth High School**

#### Winter Sports

Cheering – Varsity, Junior Varsity  
Boys Basketball – Varsity, Junior Varsity, Freshman  
Girls Basketball - Varsity, Junior Varsity, Freshman  
Ice Hockey - Varsity  
Boys Indoor Track - Varsity  
Girls Indoor Track - Varsity

#### Spring Sports

Baseball - Varsity, Junior Varsity, Freshman  
Boys Lacrosse - Varsity, Junior Varsity  
Girls Lacrosse - Varsity, Junior Varsity  
Sailing - Varsity, Junior Varsity  
Softball - Varsity, Junior Varsity  
Boys Tennis – Varsity  
Girls Tennis – Varsity

Boys Outdoor Track – Varsity  
Girls Outdoor Track – Varsity

### Fall Sports

Cheering – Varsity, Junior Varsity  
Boys Cross Country - Varsity, Junior Varsity  
Girls Cross Country - Varsity, Junior Varsity  
Field Hockey - Varsity, Junior Varsity, Freshman  
Football - Varsity, Junior Varsity, Freshman  
Golf – Varsity  
Boys Soccer - Varsity, Junior Varsity, Freshman  
Girls Soccer - Varsity, Junior Varsity, Freshman  
Volleyball - Varsity, Junior Varsity, Freshman

### Synopsis of Sport Seasons

#### ***Winter 2016– 2017***

Our Boys Basketball team finished the regular season with a 4-16 overall record; 0-4 in the OCL and did not qualify for the state tournament. Peter Boukheir was the teams Dave Cowens Award nominee.

Our Girls Basketball Team posted an 8-12 regular season record; 1-3 in the OCL. Kelsey Shurtleff was the teams Dave Cowens Award nominee.

Our Ice Hockey Team finished the regular season 10-9-1 and 1-2-1 in the OCL. The team went on to win three state tournament games: 5-2 over Bourne, 5-1 over Southeastern Voke/West Bridgewater and 4-1 over Hull. They lost 6-3 to Old Rochester who would eventually go on to the State Championship game.

Our Boys Indoor Track Team posted a 4-1 record; 1-1 in the OCL. Several athletes competed in the Division 3 State Championships. Colin McCabe qualified for the All-State Meet and finished 1st in the Shot Put. He went on to finish 3rd in the New England Championship Meet. The Girls Indoor Track Team finished 4-1 overall and 1-1 in the OCL. The Girls had several athletes compete in the Division 3 Championships at the Reggie Lewis Center.

Our Cheerleaders competed in several competitions including the Mayflower Invitational and the Taunton High Cheer Competition.

The Dartmouth High School students chosen as Winter 2016-2017 OCL All-Stars were:

Boys Basketball –Peter Boukheir and Marquise Adams  
Girls Basketball – Lindsey Oliveira  
Ice Hockey –Scott Shorrock, Colby Serpa, Murphy LePage and Max Andrade  
Boys Indoor Track –Jordan Pacheco, Ben Paine, Danny Grubbs-Donovan, Brandon McNeil, Greg Martin, Mac Lynch and Colin McCabe  
Girls Indoor Track –Victoria Labree, Maddie Lynch and Coral Perry

### *Spring 2016*

Our Baseball Team finished the regular season with a record of 9-11 : 0-4 in the OCL. They qualified for state the tournament under the Sullivan Rule. They defeated Hingham 10-3 in the first round, before losing to D-R 4-2 to finish the season at 10-12.

Our Softball Team posted a 13-7 regular season record and qualified for the state tournament. They Girls defeated by Plymouth South 8-1 in the First Round before losing 2-1 to Hopkinton to finish the season at 14-8.

Our Boys Lacrosse Team finished the regular season with a 6-10 record; 2-4 in Maritime League play. They did not qualify for State Tournament play.

Our Girls Lacrosse Team finished with regular season with a 9-8-1 record and finished 2nd in the Maritime Lacrosse League with a 3-2-1 record. They qualified for the State Tournament and lost to Weston in their First Round game.

Our Sailing Team finished the season with a 11-10 record and finished 8-2 in the Cape and Islands League. They finished the season 3rd in the Cape and Islands League.

Our Boys Tennis Team finished the regular season at 13-5; 2-2 in the OCL. They qualified for the State Tournament, where they were defeated 3-2 by Needham in the first round.

Our Girls Tennis Team finished the season with a 13-5 record; 2-2 in the OCL. They qualified for tournament play where they were defeated by Foxboro 4-1 in the First Round finishing the season at 13-6 overall.

Our Boys Track Team won the regular season OCL Championship as well as the Conference Championship Meet. They had several athletes qualify for the State Meet. Anthony Lee, Mac Lynch, Isaac Sequeira, Brandon McNeil, Connor Moni and Max Szteliga. The 4x800 also qualified for state competition.

Our Girls Track Team finished with a record of 4-2 overall and 1-1 in the OCL. Individuals Maddie Lynch, Victoria Labree and Coral Perry all qualified for the Division 2 State Meet. The 4x100 also qualified for state competition.

The Dartmouth High School students chosen as Spring 2017 OCL/Maritime League All-Stars were:

Baseball – Matt Craig, Ben Paine, Colin McCabe, Ethan Sherman, Hunter Pimental and Jake Cruz

Boys Lacrosse – Will Cote, Logan Bosworth, Owen McKenna and Neal Canastra

Girls Lacrosse – Cali Andrade, Riley Piva and Megan Belmonte

Softball – Jenna Rainville, Rachel Pereira, Hannah Arruda, Kayleigh Alfonso, Sophia Sousa and Lindsey Oliveira

Boys Tennis – Trevor Schwarzmann, Advika Rajapakse and Connor Alves

Girls Tennis – Megan Marshall, Julia Levin and Megan Anderson. Doubles: Ashley cadorette and Sarah Surghrue.

Boys Track – Isaac Sequiera, Max Szteliga, Brandon McNeil and Mac Lynch

Girls Track – Maddie Lynch, Victoria Labree and Coral Perry

### *Fall 2017*

Our Girls Soccer Team finished the regular season with a record of 7-4-7. They qualified for the state tournament, but lost in the First Round to Silver Lake, 4-0 to finish the season at 7-5-7.

Our Volleyball Team finished the regular season with a 13-7 regular season record and qualified for the State Tournament for the 11th year in a row. They went on to defeat Hingham 3-1, before losing in the South Semis to New Bedford 3-1 to finish the year at 14-8.

Our Boys Cross Country Team finished with an undefeated 6-0 overall record and were undefeated league champions. The Girls Cross Country Team posted a 3-3 overall record; 0-2 in the OCL.

Our Field Hockey Team finished the regular season with a 8-3-5 record and qualified for the State Tournament. They went on to defeat Norwood 3-2 in the Preliminary Round before losing to Canton 2-1 in the First Round.

Our Golf Team finished the regular season with an 7-9 overall record and 0-4 in the OCL. They did not qualify for the State Tournament, but Patrick Debortoli competed in the Individual State Tournament.

Our Boys Soccer Team finished this year with a 11-4-3 regular season record. They advanced to the state tournament and defeated Bishop Feehan 5-0, Duxbury 1-0, but were defeated in the South Semifinals by Pembroke 3-2.

Our Cheerleaders competed in competitions at Holy Name and Bridgewater-Raynham. In doing so, they qualified for the MSSAA Regional Competition held at Whitman Hanson Regional HS. Our Football Team finished the regular season with a 3-4 record. The team qualified for post season play as a #4 seed in Division 4 South. The team defeated Walpole 21-7 in the Quarterfinals, before being upended by Hopkinton 27-0 in the Semifinals.

The Dartmouth High School students chosen to Fall 2017 OCL All-Stars by Sport were:

Boys' Cross-Country – Dawson Polochick, Mac Lynch, Ben Rioux, Kam Ouellet and Noah Derrick

Girls Cross Country- Emma Sousa, Mia Clark and Cassidy Leary

Field Hockey- Jenna Rainville, Cassidy Viccari, Kayleigh Alfonso and Erin Tetrault

Football – Kyle Sullivan, Connor Moniz and Luke Tisdelle

Golf- Justin DeBortoli, Noah Goldberg and Eric Medeiros

Boys Soccer –Tomas Caneira, Tyler DeSousa, Dillon Melo, Dylan Senra, Rafael Raposo and Isaac Sequeira

Girls Soccer- Rachel Pereira, Jill Prout, GwenythTaradash, and Sarah Vieira

Volleyball- Sophie Crane, Cierra Yim, Lindsey Oliveira and Meagan Crisostomo

## **2016-2017 Athletic Department Awards**

### ***Student Athlete Award***

Male- Benjamin Paine

Female- Madison Lynch

### ***Athlete for All Seasons***

*Marquise Adams*

*Karina Almeida*

*Cali Andrade*

*Peter Boukheir*

*Liam Caulfield*

*James Cousens*

*Casey Good*

*Daniel Gribbs-Donovan*

*Connor Guilbeault*

*Cole Jacobsen*

*Rachel Jorge*

*Victoria LaBree*

*Madison Lynch*

*Gregory Martin*

*Colin McCabe*

*Kelsey Shurtleff*

*Lexie Viveiros*

**2017**

## **Annual Report**

### **Health and Physical Education**

Our elementary physical education teachers are Jodi Donahue, Peter Lavin, Katie Schmich and Paul Pavao. The staff has worked diligently to implement our new SPARK Physical Education curriculum at the elementary level. Our elementary health teachers are Robin Mayo and Mary Beth Richardson. They too have worked to implement the Healthy Lifestyle Choice curriculum (HLC) into the classroom. The program works in concert with the SPARK PE curriculum.

Our middle school staff consists of teachers Jeff Kocur, Sam Madden, Carlos Oliveira and Chris Tullson, as well as teacher assistant Ashley Kocur. The staff has continuously offered a wide variety of physical activities during the first and fourth terms, while providing a well-rounded health curriculum during terms two and three. The entire school participates in the Presidential Fitness Challenge each school year.

At our high school level, we have four teachers: Mike Frates, Mark Gaffney, Maria Kelly and Scott Richards. Freshmen in our program must take the brand new Introduction to Wellness class that exposes them to our health, fitness and team activities curriculum on an introductory basis. As sophomores, students experience our health curriculum. Our PE students have the

option of taking fitness courses or team activities to round out their PE/Health requirements. All of our team activities classes participate in our state of the art activities center, while our fitness students utilize our fitness center, complete with top of the line fitness equipment. Our curriculum has transformed through unit based power standards and assessments, while looking at student work in order to adjust instruction.

### **2016-2017 DHS Physical Education Awards**

Male- Roland Tannois Abi Ramia

Female- Elizabeth Mayo

## **MUSIC**

*William Kingsland, Director*

### **ELEMENTARY**

Teachers for elementary music included Shirley Byers at Quinn School, Mariel Manchester at Potter School, and Monique Cellemme at DeMello School. Students in K-5 continue studies in vocal and general music topics. Students in grade four study the recorder, a wind instrument, which helps them prepare for the instrumental program and gives them a stronger foundation for reading standard music notation. Grade five students work to develop choral ensemble skills and present holiday and spring concerts in preparation for the grade six choral program at the middle school.

Grade five students have the opportunity to select a band or orchestral instrument in all three schools. They receive a group lesson and a full ensemble experience each week and perform at a holiday and spring concert presented by their respective schools. The combined elementary band also performs at the Dartmouth Memorial Day Parade. John Sousa, Tyler Kingsland, and Thomas Aungst continue as band instructors and Heather Church and Charlene Monte instruct string students.

### **MIDDLE SCHOOL**

Students continue to elect instrumental, choral, or general music in all three grades which fulfill their music requirements. Band, string, and choral students presented holiday and spring concerts in May and December. String students joined with the high school orchestra as part of a multimedia event at the Zeiterion Theatre in December to a sold out house. Band students prepared music for the Dartmouth Memorial Day Parade although it was rained out, and presented solos and ensembles at their Feature Night, part of Music in Our Schools Month. All grade eight band, chorus, and string students traveled to a Great East performance in May and were adjudicated on their ensemble performances, receiving superior ratings. These students also enjoyed an afternoon of recreation at Six Flags, Agawam, MA.



Mrs. Bouley and Ms. Thomas teach full time at the middle school. Mrs. Bouley teaches general music and strings. Ms. Thomas is the choral teacher for grades 6, 7, & 8 and also was the musical director for Once Upon A Mattress presented by the middle school drama club. John Sousa, Tyler Kingsland, Thomas Aungst, and William Kingsland instructed band students 6-8 and Heather Church, Charlene Monte, and Susan Bouley instructed string students.

### **Southeast Junior District Solo Auditions**

The following students were accepted based on their auditions to the Southeast District Chorus, Orchestra, or Band:

Emerson Clarke	Sarah Hartman	Christian Rezendes
Anya Crowell	Brendin Melo	Dylan Rezendes
Willow Donnelly	Jacqueline Mindlin	Erin Vadnais
Emily Fantasia	Taylor Olimpio	Mikayla Vaillancourt
Gilliam Garcia		

### **HIGH SCHOOL**

During the winter months the music department and the DSMA support two indoor performing groups, a winter color guard (JV and Varsity) and a marching percussion group which competes in a World Level classification. Both perform locally and in the New England region at NESBA sponsored shows and culminate their seasons at WGI (Winter Guard International) finals in Dayton, Ohio. In 2017, the varsity guard presented “Bioluminescence” and the junior varsity guard presented “Little Tea Party”. The percussion presented “Emotional Rollercoaster”. At WGI Championships, both groups advanced to the final round where the percussion ensemble won the Fan Favorite award and the color guard were the silver medalists. Addison Kaeterle is the head color guard instructor and Thomas Aungst directs the percussion program. Because of their high score and placement at finals, the color guard will advance to open class for 2018.

At the annual Pops Concert in March, the music department and the DSMA honored Mrs. Joan Boucher based on her exceptional work for teachers and students as secretary to the superintendent of schools. Mrs. Boucher has provided many services to veteran and especially new teachers in the Dartmouth system and has also been a supporter of the fine and performing arts.

Mr. Juan Rodriguez continues as choral instructor at Dartmouth High School and also teaches piano, guitar, and music theory. His a cappella group, Harmonix, is a popular vocal ensemble at school and has done several public service performances including the 2017 Padanaram Christmas Festival & the Dartmouth Christmas Tree Lighting.

Orchestra students continue to perform at seasonal concerts and provide service at public events in the community. In addition to this they presented a tribute to the Trans-Siberian Orchestra to a sold out crowd at the Zeiterion Theatre. Mark Wood, a founding member, was featured on electric violin and also made his custom instruments available to Dartmouth middle and high

school students. Ms. Church and Mrs. Monte continue to be involved with the Southeast District organization.

Shirley Byers and Dennis Lawrence continue to co-direct the Drama Club and presented two shows in 2017, Young Frankenstein with a live orchestra and the plays Elf Jr. and Last Stop Before Christmas before the holidays. The drama club runs for most of the school year and actively fundraises to support its activities.

The Dartmouth High School Band provided music for several local and regional events such as the Madeira Feast, City of New Bedford, Revere Columbus Day Parade, Town of Woonsocket, RI, and the Town of Dartmouth. The band competes at regional shows in the NESBA circuit and USBands. The band and the DSMA sponsored a home show in our stadium, part of our USBands participation.

This was a banner year for the marching band, which was undefeated at all levels of competition at both NESBA and USBands events. Their awards include:

NESBA Division 5 Champions  
USBands MA State Champions  
USBands Northeast Regional Champions (all divisions)  
USBands National Championships @ MetLife Stadium on November 11, 2017

This is the second back to back season where the band has won these state, regional, and national events. The Town of Dartmouth Select Board and Congressman William Keating presented citations of achievement to the Band and Color Guard based on their success over the last two years.

The Dartmouth High Band was considered by the U.S. Government for participation in the 2017 Presidential Inaugural Parade for January 2017.

The band program is under the direction of William Kingsland, Director of Music, Thomas Aungst, and Tyler Kingsland. Other fall band staff includes Michael Rayner, Jason Medeiros, Brandon Carrita, Marissa Arponen, Alex Ollivierre, Sean Donnelly, Paul Swist and Aaron Saraiva. The color guard is directed by Addison Kaeterle and assisted by Alex Grover and Anthony Cabral.

### **Junior District**

The following ninth grade students were accepted based on their audition to the Southeast Junior District Solo Festival Chorus, Band, or Orchestra:

Samuel D'Atri	Brad Palmer
Lucas Letourneau	Alexis Arruda

### Senior District

The following students were accepted based on their audition to the Southeast Senior District Festival Chorus, Band, or Orchestra:

Benjamin Ackerman	Coleman Hamilton	William Labossiere
Hannah Chamberlain	Lila Hamilton	Daniel Mailloux
Olivia Chesney	Mary Hamilton	Sarah Nichols
Jack D'Atri	Thatcher Harrison	Ari Novick
Jaqueline Ferreira	Stacie Hartman	Andrew Ponte
Jadyn Gonsalves	Luke Higgins	Elijah Wilson

### Massachusetts All-State

These students were selected to perform at the Massachusetts All State Conference at Symphony Hall. This was based on their high District scores and a second audition at the State level:

Benjamin Ackerman	Lila Hamilton	Sarah Nichols
Olivia Chesney	Mary Hamilton	Ari Novick
Jack D'Atri	Thatcher Harrison	Andrew Ponte
Jaqueline Ferreira	William Labossiere	Elijah Wilson
Jadyn Gonsalves	Daniel Mailloux	

### DARTMOUTH SCHOOL MUSIC ASSOCIATION

The Dartmouth School Music Association continues to be the major support group for the music department. They provide support for most of our concerts and invitational events. The DSMA sponsors the operational budget for both the Indoor Color Guard and Indoor Percussion. They maintain a tractor-trailer to move equipment to local and national events and pay all expenses for fuel, repairs, and insurance. The DSMA also organizes most of our fundraising, as well as staffing a large concession stand at Dartmouth Stadium and at Gillette Stadium. The DSMA also provides scholarships to member students. Mrs. Lisa Perry was elected president for 2017-2018.

### Dartmouth High School

#### ***Ross Thibault., Principal***

The 2017 year was one of change at Dartmouth High School as we welcomed a number of new faculty and staff members. On July 1, 2017 Ross Thibault took over the leadership of the school and hit the ground running hiring three excellent faculty members, each of whom return home as all three were Dartmouth High School alumni, establishing a clear vision of excellence for the high school focused on developing a strong school culture that is focused on continual improvement of core instruction, building positive relationships, and empowering people.

The first new hire which took place in July was Wesley Lima who joined the English Department. In addition to being an alumnus of Dartmouth High School, Wesley is also an alumnus of the Teach for America program who contributed to an article recently published by the University of Pennsylvania Graduate School of Education. Mr. Lima returns to Dartmouth High School after three successful years of teaching English in Miami, Florida.

The Social Studies Department also had two new hires this summer which included Bryan Hellkamp, a teacher with several years of experience in the Fall River Public School system and Lauren Enoksen, a teacher with several years of experience at Peabody Veterans Memorial High School. Both bring significant experience and enthusiasm to the Social Studies Department.

In addition to the change in leadership and new faculty members, Dartmouth High School began reorganizing the organization and structure of the school counseling program. Starting with the 2017-2018 school year, one department has been created under the direction of Bridgit Martin, an experienced school leader who has served as a guidance counselor, social worker, director of guidance and most recently as a Dean of Students. In September of 2017 Bridgit assumed the role of Director of Counseling and High School Student Support Services at Dartmouth High School. In this role, Bridgit is responsible for developing a comprehensive school counseling program aligned to the Massachusetts Comprehensive School Counseling Model where school guidance counselors, social workers, and the school psychologist work together to ensure students receive the college, career and social-emotional wellness supports necessary to achieve success. In support of this work an additional School Social Worker, Stephanie Nocon was added to the department. Stephanie joins us after many years of experience as a School Social Worker in Foxboro.

The final personnel change of 2017 was also a homecoming of sorts as long-time World Language Teacher Alex Lee returned to Dartmouth High School after a few years away as a professor at Northeastern University. Alex has several years of teaching experience at both the college and high school levels and will lead the continued efforts to offer instruction in Mandarin.

Dartmouth High School continues to be an excellent school that provides students an exceptional experience both within and beyond the classroom. In October, Dartmouth High School learned that it was one of just thirty-two recipients from across the state of Massachusetts to be awarded a Massachusetts Skills Capital Grant. The \$500,000 grant was written by a team of Dartmouth Public Schools educators, including Superintendent of Schools Dr. Bonny Gifford, Director of Teaching and Learning for the Dartmouth Public Schools, Ms. Tracy Oliveira, and Dartmouth High School Lead Science Teacher Dr. Peter Bangs. The grant will allow Dartmouth High School to enhance STEM education including making significant upgrades to the Biotechnology Lab, the Engineering classrooms, as well as enhancing the Robotics program. This grant is directly aligned with the work that began in the fall of 2017 with our partner, the Highlander Institute on developing innovative pathways, including pathways in Biotechnology, Engineering and Computer Science.

Additional highlights of our school's excellence include the strong performance on 380 AP Exams taken by our students in 16 different Advanced Placement courses offered at Dartmouth High School in May of 2017 as well as the continued excellence of our National Championship

Band & Color Guard, our excellent visual and performing arts program which hosted the annual district-wide Arts & Innovation Show in May of 2017 highlighting numerous original works of art as well as robotic and multi-media demonstrations. On the stage the Dartmouth High School Theatre Company continues to impress audiences of all ages with sold-out performances that included Young Frankenstein in May of 2017 as well as Elf Jr. in December of 2017.

On the fields of play the Dartmouth High School Athletic Teams continue to impress with strong performances in each of the athletic seasons. One of our best all-around seasons occurred this fall as each of our fall teams were represented in MIAA State Tournament play. This included a deep run by our Boys Soccer Team as well as an Old Colony League Championship that was earned by the Boys Cross Country Team.

The success of the Dartmouth High School Athletic Department is directly related to the quality of our coaches two of whom reached significant milestones this fall. In September, Head Football Coach Rick White earned the 100<sup>th</sup> victory of his coaching career followed by Head Volleyball Coach Rachel Lassey who earned the 100<sup>th</sup> victory of her coaching career in October. The administration, faculty and staff congratulate all members of the Dartmouth Class of 2017 which graduated on Sunday June 4, 2017.

Members of the Class of 2017 include the following:

Roland Tannios Boutros Abi Ramia, Marquise Anthony Adams, \*Abigail M Aguiar, Valentino Christian Aiello, Jonathan Avery Jorge Almeida, \*Karina Almeida, \*Kayla M Amaral, Nicole M Amaral, \*Sydney Lynn Amaral, \*Megan Lee Anderson, \*Cali Faith Andrade, Noah Mark Anthony, Cassidy M Anunciacao, Vanessa Jaye Araujo, Olivia Grace Arena, Deja Danielle Arroyo, Hailey Marie Arruda, \*Alexander James Aubin, Kyle Michael-Deon Bailey, Mariah Cronin Baker, Rachel Alexis Barreira, Zachary Jacob Beaulieu, \*Lindsey Nicole Bedard, Emma Catherine Bernier, Kaylie Marie Bettencourt, \*Jason Andrew Bolton, \*Nicole Marie Borges, Noah Alvaro Borges, Nyla Reed Borges, \*Peter Antoine Boukheir, Emma Kathryn Boyea, Amy Lynn Boyer, Haley Brabant, Katelyn Christina Brum, Branden Michael Cabral, Tiago Igrejas Cabral, \*Ashley Elizabeth Cadorette, Christian Camarao, \*Victoria Ann Fu Yung Cameron, Neal Gerard Canastra, Sara Marisa Lourenco Capataz, Sean Michael Caravana, Sydney Alexis Carpentier, Bianca M Carreiro, \*Alexis Mackenzie Carvalho, Catrina A Castro, Kalie Morgan Catabia, \*Liam C Caulfield, Kailey Amber Chagnon, \*Seth James Chaves, Cody S Clark, Luke T Clarke, \*Cameron Grace Coelho, \*Lauren Marie Correia, Michaela Costa, \*Samantha L. Costa, \*Victoria Ann Costa, James Blaine Cousens, Samuel Joseph Coutinho, \*Hailey Marie Dalio, David Khang Dang, Hannah Lake DeCosta, \*Paige Sullivan DeCosta, Sarah Corinne DeMello, \*Logan Reed DeSousa, Edmond Joseph Desmarais, William Christopher de Silva, \*Arielle Nicole Enos, Victoria Jessamine Estes, Falin Kenadi Fagundes, \*Caelyn Michelle Faria, Anicia Ines Farias, Marcus Christian Fermino, Logan Joseph Fernandes, Nathaniel Charles Fernandes, Angel Lynn Ferreira, Kyle Garcia Ferreira, Timothy Aaron Ferreira, Kate Jacqueline Floyd, Caitlyn Rose Fonseca, Nolan David Fonseca, Owen Nuno Forgue, \*Hayley Sarah Forsblom, Annelise Emily Frias, Nathyn Michael Frias, Noel Fuertes, Quinn Patrick Fuller, Lexy M. Garcia, Malaquias T. Garcia, Jasmine Gautreau, Kristian M. Gemme, Charity Reigh Genreux, William Spiro George, Amy Gillis, Siris Gomes,

Christian J Gonsalves, Lysie M Gonsalves, Matthew B. Gonsalves, Casey Good, Regan Melissa Goyette, Courtney Ann Greenspan, Shane Wiley Grochmal, Nathan Tyler Grota, \*Daniel Grubbs-Donovan, Connor Davidson Guilbeault, \*Mary Brooke Hamilton, Eric John Harris, Hannah Laurette Harris, \*Stacie Hartman, \*Jack H. Helgesen, Quintin Jamie Houde, Troy Mikel Houghtaling, Amber Hunt, Cole M. Jacobsen, Scarlett Rose James, \*Nathan Edward Jones, Rachel Anne Jorge, Alexandra Morgan Joubert, Kameron Jusseaume, Caden James Kehoe, \*Victoria Paige LaBree, \*William Bradford Tobias Labossiere, Zachary Aaron Lajeunesse, Bianca Laslo, Ethan James Lassey, \*Emerson Rand Lawton, Hannah Rose Leavitt, Anthony WennWah Lee, Grace-Anne Dorothy Lenz, Peter Bruno Lenz, \*Julia Sarah Levin, Colby Jae Lima, Miles Cosme Linhares, \*Madison Kathleen Lynch, Ethan John Machado, Noah Machado, Philip Hunter Machado, \*Alyssa Maggie Maitoza, \*Leighton Marcovici, Elizabeth Martin, \*Gregory Anthony Martin, Aelis Freya Martins, \*Alexis May Martins, Frankie Matos, Kylie Maynard, Colin Robert Mayo, Elizabeth Hope Mayo, Caden Patrick Mazarella, Colin Patrick McCabe, Kelsey Erinn McHenry, Jordan Elizabeth McNeil, Austin Joe Medeiros, Cassidy Ann Medeiros, Jordon Manuel Medeiros, Sara Ann Medeiros, Taylor Daisy Medeiros-Perry, Kailey Anissa Mello, Catherine Elizabeth Mersey, Madison Victoria Morin, Jake Bernard Nault, Chloe Rose Neto, Kyle Andrew Neves, Sarah Diana Nichols, Nicholas Matthew Nunes, Colleen Mary O'Boyle, Ian Desmond O'Brien, Christopher Matthew O'Shea, Marissa Oliveira, \*Kyler Brayden Ouellet, Jordan Ramos Pacheco, Kelcie Lynn Pacheco, Paige Constance Pacheco, Maeghan Joan Pacine, \*Benjamin Joseph Paine, \*Anthony Pajak, Laura Joy Palmer, Roger Parker, Ross Jeremy Parker, Vishwa K Patel, Christopher John Pereira, Jacob Ryan Pereira, Coral Paige Perry, Summer Ashton Perry, \*Madeline Kathleen Pfirrmann, Alivia Leigh Pimental, Madeline Elizabeth Pimental, Kayla Brooke Pine, Andre Alexandre Pires, \*Riley Piva, Madison Ponte, Lily Smith Pontes, Tiffani Marie Pothier, Hanna Victoria Rabstajnek, \*Advika Charuvinda Rajapakse, Kyle Joseph Raposo, Tyrel Raposo, Mason Tyler Rapoza, \*Vyom Jignesh Rathod, Vanessa Marie Realejo, Alec Trevor Rebello, Abby Elizabeth Rego, Tess Elizabeth Remick, Allysa Paige Ribeiro, Abigail Elizabeth Richard, Erika Michelle Roessle, \*Eben Gray Rose, Keith Rose, Paige Santos, Raquel Lauriana Santos, Meagan Elizabeth Sebastiao, Colby Robert Serpa, Nathaniel J. Serpa, \*Emma Frances Shea, Ethan Keith Sherman, Mariah Lynn Shields, Scott Todd Shorrock, \*Rachel Hannah Shovmer, Kelsey Ann Shurtleff, Alix Christopher Silva, Kyanna Rae Silveira, \*Allison Marie Silvia, Jonathan Andrew Smead, Johnan Nathaniel Smoot, Alexias Paige Soares, Jordan Elizabeth-Nga Sparks, Anna Beth Steed, Cody J'Blake Sylvia, Grace Lindley Sylvia, Rose Morgan Sylvia, Max Bryan Szteliga, Katelyn Alexa Tabicas, Ryan Patrick Taffe, Josie Elizabeth Teves, Aaron Francis Tjersland, Emma Rae Tripp-Lemos, Serena Faith Turner, \*Dominic James Vaccari, Ashley Elizabeth Vieira, Pietra Grisotto Vieira, Austin Tyler Watts, Alison Catherine Weeks, \*Julia Giasson Whelan, Jacob Stuart Wienzek, Jake Charles Wilkinson, Sonya Grace Wilkinson,

\*Denotes Member of DHS Chapter National Honor Society

The Faculty, Staff and Administration of Dartmouth High School would like to thank the Town of Dartmouth and all members of the Dartmouth community for their continued support. We look forward to continuing to improve our school in order to ensure that all of our students have

an exceptional educational experience and graduate well-prepared for college and/or career success.

*Submitted by Dartmouth High School Principal, Mr. Ross A. Thibault*

### **Dartmouth High School Departmental Reports**

#### **Business and Computer Science Department**

The Business and Computer Science Department continues to provide innovative business and computer science education by researching new technology, attending various professional conferences, and incorporating new technology and strategies into new and existing classes throughout the curriculum. A new computer science pathway was developed to provide students with four areas of concentration in computer science. Students may choose from one of the pathways designed to help guide their studies in computer science or may continue to choose individually from the variety of computer science electives. The four areas of concentration are: Mobile Applications, Programming and Game Development, Web Design, and Digital Forensics/Cyber Security. The department developed sponsorship with Bay Coast Bank and Ever-Fi to provide supplementary resources and experiences for financial literacy education and received professional development at a professional learning community meeting.

The Department strives to provide the most up to date experiences and opportunities for our students and this is evidenced through professional collaboration. The department is working on developing and refining 21<sup>st</sup> century skills of presentation and developing benchmark assessments to ensure student learning and growth. The Department worked with Tracy Oliveira, Director of Curriculum, to receive a grant for exciting new computer science technology. Patricia Kane attended the Mass CUE conference and shared a variety of new technologies and ideas with the department.

Participation in the second annual Computer Science Family Night held in May at DHS was made possible through the help of student representatives from the AP Computer Science A, Mobile App Development, Programming and Game Development, Web Page Design, and Accounting classes along with faculty members Robert Aguiar, Steven Charest, and Patricia Kane. Students presented their work which included new apps, games, web sites, and the use of automated accounting to local families in the Dartmouth District.

In December, the entire department, along with the media center, led the high school in the fourth annual “Hour of Code”, a world-wide educational initiative to promote the importance of computer science education and to provide an opportunity for all students to learn coding for one hour. Over 700 hours were completed by DHS students contributing to the over 5 million reached worldwide since 2013. Students from business, computer science, English, math, unified arts, physical education, and special education participated.

Robert Aguiar, along with Bay Coast Bank, organized the Reality Day experience where representatives from area banks, higher education, realtors, health and nutrition organizations,

the PTO, and the DHS Business Department faculty guided juniors through a financial literacy check and realization of the importance of financial literacy education and goal development.

Jeffrey Lemler and Patricia Kane coordinated with Elaine Meredith, Program Director of Junior Achievement of Southern Massachusetts to coordinate the use of JA Economics resources in DHS Economics and to setup a job tour/job shadow field trip at the corporate headquarters of Bay Coast Bank in Swansea which was attended by thirty-three economics and financial literacy students, accompanied by Robert Aguiar and Jeffrey Lemler. Nineteen students, coached by Steve Charest and Richard White participated in teams of 3 at the 4<sup>th</sup> Annual Junior Achievement TITAN business challenge at UMass Dartmouth. This is an online simulation uniquely designed to unleash student creativity, test leadership skills, and demonstrate the competitive nature of the free enterprise system. Nearly 200 high school students from 15 high schools throughout Southern MA participated.

The department continues to network with local businesspeople to provide real-life experiences and information for all students. Brooke Hamilton, Principal Consultant from Microsoft Enterprise Services, discussed modern software development and career opportunities to all computer science classes. Kevin Soares, a software security engineer from Intel/McAfee provided information about computer security risks, crime, and prevention to computer science classes. Linda Bodenmann, Executive Vice President and Chief Operating Officer for Southcoast Health provided insights on how the healthcare system works in our economy. Technical Sergeant Ulrich, a representative from Air Force met with Financial Literacy classes to discuss the financial aspects of careers in the military. Lisa McNanna, a representative from the Fashion Institute of Design and Merchandising discussed creativity, business trends, and career opportunities with the Business in the 21<sup>st</sup> Century classes and presented an interactive lesson on social, digital, and new media marketing to the marketing and entrepreneurship classes.

The AP Computer Science programming team of Nathan Jones, Amber Hunt, and Tirth Patel traveled to Providence College in March to compete in the 31<sup>st</sup> Annual High School Programming Contest. They competed against schools from Massachusetts, Rhode Island, Connecticut, and New York. This extremely challenging contest charges students to complete nine programming problems in the least amount of time.

Thirty-one students accompanied by faculty members Steve Charest, Richard White, and Robert Aguiar attended the 12<sup>th</sup> Annual Entrepreneurship Day at Bristol Community on October 20, 2017. Students had an opportunity to engage in open discussions with local, small successful business entrepreneurs to learn about owning and running a variety of businesses. They had a chance to explore good business practices, examine different career paths and obtain information about how to achieve your goals.

In November, Patricia Kane's marketing class participated in Global Entrepreneurship Week as competitors in the 2017 DECA Idea Challenge, a hands-on learning experience that requires students from around the globe to develop an innovate.ve new product made from elastic bands. Students had eight days to develop and create their product and to market it in a YouTube video presentation. The products included: Elasti-Cord designed to organize and hold books and papers, Elasta-case a new type of protection for mobile phones, E-lasting Memories, a unique



design for displaying photos and other memorabilia, and the Elastic Racquet, a new and fun game for all ages.

DECA, an international co-curricular association of business and marketing students continues to flourish at Dartmouth High. Ari Silva, Taylor Alves, Olivia Vital, and Madison Mazoyer, DHS DECA Officers, attended the Fall State Leadership Conference at Bentley College. There they participated in activities designed to develop and refine their leadership abilities and brought back many new exciting strategies and ideas for DHS DECA.

Twenty-four students were fortunate to attend the 1<sup>st</sup> Annual Southeastern Massachusetts DECA Invitational held at the University of Massachusetts, Dartmouth. This event provided a solid foundation for new and returning DECA members to gain knowledge and confidence in a conference setting. They participated in a case study presentation which provided judge feedback and received information about current business trends and their academic careers. It also gave them a chance to network with Collegiate DECA students at UMass.

DECA students participate in competition starting at the district level in January and continuing to state and international levels depending on qualification. Competition includes a 100 question test in the area of marketing, business administration, finance, or hospitality marketing and presentation of two case study role play situations or the presentation of a comprehensive marketing or business plan to volunteer judges from various businesses.

The District 1 DECA conference and competition was held on January 5-6, 2017, at the Quincy Marriott Hotel in Quincy, Massachusetts. Thirty-four Dartmouth High School students made up the competition team and competed in individual series events, team decision making events, and individual principles events. These events were in areas such as marketing communications, human resource management, finance, hospitality, business law and ethics, financial literacy, and more. Twenty-nine of the thirty-four students (85%) met the national standards. The following students received awards with twelve students qualifying for state competition.

- Anthony Root, Human Resources Individual Series Event:
  - 1<sup>st</sup> place overall, state qualifier, Individual event medals: 1<sup>st</sup> place in role play event 1, 1<sup>st</sup> place in role play event 2.
- Kenney Maxfield, Financial Literacy Individual Event:
  - 1st place overall-state qualifier, Individual event medals: 1st place in role play event 1, 2nd place in role play event 2, 3rd place in business administration written test
- Cole Jacobsen, Hotel & Lodging Management Individual Event
  - 3rd place overall-state qualifier, Individual event medal: 3<sup>rd</sup> place in role play
- Team of Valentino Aiello and Liam Caulfield, Business Law and Ethics
  - 3rd place overall-state qualifier, Individual event medal: 3<sup>rd</sup> place in role play
- Kyle Noseworthy, Principles of Hospitality and Tourism Individual Event
  - 5th place overall-state qualifier, Individual event medal: 3<sup>rd</sup> place in written test
- Adam Rutch, Quick-Serve Restaurant Management Individual Event
  - 5th place overall-state qualifier, Individual event medal: 2<sup>nd</sup> place in role place
- Hannah Carvalho, Principles of Marketing Individual Event

- 6th place overall-state qualifier
- Team of Olivia Marques and Samantha Santos, Travel and Tourism Marketing Management
  - 7th place overall – state qualifier, Individual event medal: 3<sup>rd</sup> place role play
- Taylor Alves, Apparel and Accessories Marketing Individual Event
  - 8th place overall- state qualifier, Individual event medal: 2<sup>nd</sup> place role play
- Ari Silva, Marketing Communications Individual Event
  - 10th place overall
- Morgan Medeiros
  - Individual event medal: 3rd place in role play
- Eric Medeiros
  - Individual event medal: 3rd place in role play

The DHS DECA State Competition, attended by over 2,000 participants, was held at the Marriott Copley Plaza in Boston, Massachusetts on March 9-11, 2017. Fourteen Dartmouth High School students made up the competition team and competed in individual series events, team decision making events, and written project events in many categories ranging from business management to marketing to personal financial literacy. The students worked very hard, were responsible, and represented Dartmouth in a professional manner.

The following students received awards and/or recognition at the State competition.

- Anthony Root, 1<sup>st</sup> place in role play and 3<sup>rd</sup> place in the Human Resources Event AND qualifier for international competition
- Kenney Maxfield, 1<sup>st</sup> place in role play and top 10 overall in Principles of Finance Event
- Hannah Carvalho, top 10 in Principles of Marketing event
- Ari Silva, top 10 in written Advertising Campaign project

Anthony Root and Kenney Maxfield qualified for international competition and two other students, Ari Silva and Kyle Noseworthy, were awarded positions at the Thrive Leadership Academy. These leadership positions were awarded as a result of the chapter's participation in Global Entrepreneurship Week which required students to develop a new, sustainable product from plastic bottles and promote that product through a YouTube video, significant community outreach and engagement, and participation in charitable events and fundraising.

These four DHS students attended the DECA International Career Development Conference and Competition in Anaheim, California from April 25-30, 2017. This conference was attended by over 19,000 participants from across the U.S., Canada, Germany, Mexico, Spain, Guam, Puerto Rico, and China. It was a great experience for all and a successful one for DHS.

To attend this conference, students had to qualify from state competition or be chosen to attend a leadership academy. Anthony Root, a junior, competed in the Human Resources Management Individual Event and Kenney Maxfield, also a junior, competed in the Personal Financial Literacy Individual Event. Both students work hard to get to this point and competed by presenting solutions to role play scenarios and taking a written test in their topic area. Anthony scored in the top 20 in his event in the world, making him an international finalist. This was the

second year Tony received finalist status. In addition, Tony received a first place medallion in his grouping for one of his two competitive role plays. Both of these accomplishments, first place medallion and second time international finalist broke Dartmouth High DECA records! Congratulations to Tony!

Kyle Noseworthy, a junior, and Ari Silva, a sophomore were selected to attend the leadership academy based on their potential as future Dartmouth DECA leaders. In the academy, they developed and refined many critical 21<sup>st</sup> century skills such as teamwork, collaboration, critical thinking, and creativity as they networked with many of the 200+ students at the academy. In addition, they were able to choose an area of concentration. Ari focused on community service for our chapter and Kyle learned many entrepreneurship skills.

### **English Department**

The Dartmouth High School English department sees *evidence of* and *room for* growth in its 2017 data. DHS had 94% of its students score Advanced (52%) or Proficient (42%) on the 2017 ELA MCAS, and its Composite Performance Index score (97.9), a number from 1-100 representing to what degree all students are progressing toward proficiency in a specific subject, remained slightly higher than the state average (96.5). The school earned ELA extra credit in two notable categories: an *increase* of 10% or more in advanced scores by students with disabilities and a *decrease* of 10% or more in Warning/Failing scores by students who are economically disadvantaged. Where the department has room for growth is actually *growth*—Student Growth Percentile (SGP), to be exact. After consistently attaining Median SGPs of 45, 48, and 47 for the previous three years, DHS dropped to a 39. Identifying open response scores and the long composition as targets for growth, the department focused its Professional Practice Goal (PPG) and Student Learning Goal (SLG) on writing. Through their PPG, English teachers developed and piloted a department-wide writing rubric intended to develop common language and a clearer progression of skill development in core English classes. For the SLG, as opposed to just tracking overall writing scores, teachers are tracking progress in the individual areas of Claim, Evidence, and Analysis for a set number of assignments. Based on initial assessments, the department set a goal of having 85% or more of students achieve Proficient in all three areas by the end of the 2017-18 school year.

In addition to writing for class assignments, our students wrote for authentic audiences. The following students earned recognition through the Scholastic Writing Award contest:

- Mary Bancroft—a Silver Key and an Honorable Mention
- Victoria Cameron—two Silver keys and an Honorable Mention
- Victoria Costa—an Honorable Mention
- Caelyn Faria—a Silver Key
- William LaBossiere—two Silver keys
- Tess Remick—Honorable Mention

Another writing feat was achieved by Ms. Jessica Brittingham's students in Theater Arts 2; they wrote and directed their own one-act plays, three of which were performed during the class's Final Scene Night, an event that is open to the public and is part of the students' final exam

grade. Several students also entered other writing competitions such as the Young Writers USA Mini Saga contest and the JFK Scholarship Essay Contest, but we are still awaiting results.

Department members also took some technological leaps. Ms. Brittingham collaborated with DHS's library media specialist Amanda Lawrence to have students demonstrate via Snap Chat their understanding of sections of Homer's *Odyssey*; the duo also presented this project at MassCUE 2017. Mrs. Nicole Sheahan incorporated blogging for the first time into a core English class, something Mr. Will Higgins continues to do with his Journalism 2 students.

The English Department also held its fifth Annual Poetry Out Loud Championship, which was won by the department's 2017 Outstanding English Student, Stacie Hartman. The department's other award, the Marty McDonald English Award—given to a senior who not only excels in challenging English courses, but also revels in the department's varied electives—went to Caelyn Faria.

Our English teachers continue to contribute to DHS beyond their classrooms:

- Jessica Brittingham, GSA advisor
- John Caron, Forensics & Debate Club advisor
- Ann Fifield & Kimberly Rivard, Class of 2019 advisors
- Jesse Grieve & Jessica Lassey, After Prom advisors (with Fitness Teacher, Maria Kelley) and Class of 2018 advisors
- Will Higgins, *The Spectrum* school newspaper advisor
- Wesley Lima (newly hired DHS alumnus), *Exactly What* literary magazine advisor
- Catherine Madsen, National Honor Society advisor and Poetry Club advisor
- Nicole Sheahan, Indoor Track & Field assistant coach

The National Honor Society, under the advisorship of English teacher, Catherine Madsen, ended the 2016-17 year by raising over \$5000.00 for their International Charity, The Citizen's Foundation to Educate Pakistan. They instituted the first ever community volleyball tournament, as well as held their annual Valentine's Day Dance at the Council of Aging. Over one hundred members of the senior community attended. Along with all the other fundraising activities and the adoption of a Holiday Hope family, they had a very successful year.

The English department will continue to reflect as it plots its path for the rest of the 2017-18 school year and looks forward to a new schedule and the opportunity to develop students' skills throughout a full school year.

*Submitted by English Lead Teacher, Ms. Nicole Sheahan*

### **Library Media Center**

The LMC continues to be a lively gathering place where collaboration, learning, growth, and reading for personal enjoyment happen daily for our students. The LMC is available for student use a half hour before school and an hour and a half after school, on average. Class visits for the 2017 year totaled 1039 (a 5.80% increase since 2016), while individual student visits, including students coming in with their classes, totaled 56,970 (a 52.51% decrease over the previous year

due to a policy change). In 2017, circulation totaled 20,825 for books, laptops, and other loanable resources (a 3.76% increase over the previous year).

Online resource and database use for 2017 is detailed below:

Database/ Electronic Resource	2017 Usage	Percentage Difference Compared to 2016	Percentage Difference Compared to 2015
Gale/Cengage Learning	218,393 searches	73.82% ↑	26.04% ↓
Gale eBooks	236 eBook retrievals	25.07 % ↓	17.32 % ↓
JSTOR	9,712 full-text article requests	84.95% ↑	21.77% ↓
Facts on File	128,531 searches	470.20% ↑	6.20% ↓

The LMC remains a member of the Commonwealth eBook Collections Program, which is made possible by a consortium of libraries that pool their funding and share access to a large collection of eBooks (fiction and nonfiction). Students and faculty have access to these free resources on their computers, tablets, and phones.

The “Introduction to the Library” piece of Freshmen Seminar continues to focus on creating a Google Sites and working with Google Drive. These skills complement students’ learning during freshmen year, and students will be able to use these online tools in various courses and settings throughout high school.

Ms. Lawrence enjoys collaborating with classroom teachers. Last fall she worked with English teacher, Jessica Brittingham, on designing a project that pairs Snapchat, a popular app, with *The Odyssey*. Ms. Lawrence went on to publish an article that detailed their experience entitled *Snapchatting “The Odyssey”*: An Epic Success in School Library Journal. She was invited to present on the project at School Library Journal’s Innovator Basecamp in Boston last May. This fall she and Jessica co-presented on the same project at MassCUE’s Technology Conference.

This winter (2017-2018), the LMC staff began the process of evaluating and weeding the physical book and audiovisual collection in order to ensure that our offerings remain current and relevant for student research and personal reading interests.

*Submitted by Dartmouth High School Librarian, Ms. Amanda Lawrence*

### Mathematics Department

The math department maintained its current class offerings of Algebra 1, Geometry, Intermediate Algebra, Algebra 2, Pre-Calculus, Statistics, and Calculus, with Statistics and Calculus also available as Advanced Placement courses. In addition, the department provided two Math

Academic Support periods to help students in need of extra help during their special education tutorial classes.

The math teachers continued to work to improve the curriculum and assessments used in all courses. Writing high quality benchmark assessments, with which to measure student progress throughout a year-long course, was the focus of our department planning time this past year.

The math department worked with the Kaput Center for Research & Innovation in STEM Education, examining the latest STEM education research and exploring ways to translate research into practice to achieve more effective teaching and learning of math. As our courses increasingly emphasized conceptual learning and application, students made greater use of the graphing calculator as a valuable tool for understanding.

The students of the DHS math team continued to enjoy the challenge and thrill of problem solving, competing against other schools in Southeastern Massachusetts. Teachers in the math department were also involved with the robotics team, the chess club, and SouthCoast G.R.I.T., a mentor-supported distance running program.

*Submitted by Mathematics Lead Teacher, Mr. Gary Lauher*

### **Science Department**

The Science Department had a tremendous year of growth in 2017. In addition to receiving a \$500,000 grant to further develop our Biotechnology, Engineering, and Robotics programs, the department also saw a significant increase in student interest and record enrollment in Advanced Placement Biology as well as in our Robotics program. As a result, Biology Teacher Ms. Arlyn Botcher attended a week-long workshop sponsored by the College Board to prepare her to teach an additional section of AP Biology and we formed a second Robotics Team at Dartmouth High School. In addition, Dr. Peter Bangs attended a 2-day workshop in order to prepare for establishing a science fair for the district which should result in a continued expansion of student interest in Science and Engineering education at Dartmouth High School.

Throughout 2017, reviewing and revising curriculum continued to be an area of focus for the Science Department. Science teachers Mr. Doug Smith, Mr. Jeff Martin, Ms. Arlyn Botcher, Ms. Roseanne Franco, and Dr. Peter Bangs participated in a curriculum summit as we prepare to transition to a new schedule.

In collaboration with the University of Massachusetts Dartmouth, Mr. Matt Tweedie invited two groups of UMASS students in to present their research projects to Dartmouth High School students as well as to demonstrate for our students what “science work” at the next level looks like. It is the goal of the department to continue and expand our collaboration with the University.

As part of our on-going efforts to enhance the educational experience and opportunities for all of our science students, a number of changes were made in classroom and lab spaces in addition to procuring additional equipment. Part of these efforts included the relocation of Physics classes

to a new lab and classroom space located on the A-Level. In addition, thermal cyclers (the same instruments used on the International Space Station) were purchased through the generous support of the Dartmouth Education Foundation.

*Submitted by Lead Science & Engineering Teacher, Dr. Peter Bangs*

### **Social Studies Department**

The Social Studies Department visited many places around the state in 2017. AP World students, in an effort to better understand global cultures, traveled to the Museum of Fine Arts in the spring, then visited 4 houses of worship this fall Psychology and Youth and Law students once again visited the Bristol County House of Corrections. Our Youth and Government Club travelled to the State House for the annual Model Government Conference.

Ms. True's classes were especially busy this year. In the spring, her students created a TedX assembly for the school. In December, they contributed to Holiday Hope to help less fortunate families during the holiday season. Not to be outdone, Ms. Vicente's Psychology students put on their annual Psychology Fair.

Our students engaged in numerous simulations throughout the year. Freshmen took the role of immigrants at Ellis Island in an effort to enter the United States. In another activity, freshmen created their own "factories" and grappled with issues of working conditions and labor relations. Sophomores experienced the highs and lows of the stock market in another simulation designed to educate students about the causes of the Great Depression. Junior and senior AP World students conducted a mock trial, placing Western Civilization on trial for crimes against humanity, genocide, war crimes, and acts of aggression according to the present day International Criminal Court.

The Advanced Placement courses saw continued success this spring. Of the 114 students that took an AP exam, 85% passed, earning college credit and/or advanced standing.

*Submitted by Social Studies Lead Teacher, Mr. Jeff Reed*

### **Special Education**

The Dartmouth High School Special Education Department continues to strive to provide the best services possible for our special education population. Special education teachers have continued to participate in professional learning communities within the various core content areas in order to assist core academic teachers in differentiated instruction practices and strategies.

In conjunction with the math department, there are now 2 math teachers available twice a day to assist special educators during academic support periods with the various math courses in which students are enrolled.

In addition to participating in the Special Olympics, Dartmouth High School students continue to participate in Unified Athletics. In the winter our Unified Student-Athletes participate on the

Bowling Team, followed by competing in Track and Field events during the spring, followed by Basketball in our fall season.

*Submitted by Lead Special Education Teacher, Ms. Sherri Houle*

### **Unified Arts Department**

The advanced art students of the Unified Arts Department traveled to New York City for their 30<sup>th</sup> annual field trip on May 19, 2017. The entire group of 56 visited the The Met Cloisters which is located on four acres overlooking the Hudson River in northern Manhattan's Fort Tryon Park. This museum is a branch of the Metropolitan Museum dedicated to the art, architecture, and gardens of medieval Europe. Deriving its name from the medieval cloisters that form the core of the building, it presents a peaceful and meditative setting for more than 2,000 exceptional artworks and architectural elements from the medieval West. This museum holds the world-renowned Unicorn Tapestries and a reconstructed Spanish Chapel. The group then visited the The Metropolitan Museum of Art on Fifth Avenue where they broke into groups to view work from art movements they had studied. Travelling to the Wall Street area, the group then visited The Freedom Tower. They travelled in the time-travelling elevator which has a video projected on its wall of the view from the Tower from the Early Colonial times to the present. Experiencing hundreds of years of history visually scroll before their eyes awed our students. We travelled down to the ground level to visit The 911 Memorial, where students looked up the name of Leah Oliver, a DHS grad who was lost in the 911 Attack. Both the Freedom Tower and the 911 Memorial were great photo opportunities for our art students. The group had dinner at Paesano's on Mulberry Street in Little Italy. Lastly, the group saw the Broadway Musical, Charlie and the Chocolate Factory at the Lunt-Fontanne Theatre.

The K-12 Visual Arts program hosted its 9th Annual K-12 Art Show on Thursday, May 11, 2017 in the Carlin Lynch Activity Center of Dartmouth High School. The opening welcomed parents, friends, and community members from 6:00-8:00 on that day. There were thousands of pieces of artwork made by all levels of students of the district from kindergarten through Advanced Placement Art.

The Advanced Placement art students hosted a show entitled, "The 90's Baby Art Show" at the Russells Mills Schoolhouse on March 16 and 18, 2017 from 6-8 p.m. These outstanding art students set up, exhibited, and welcomed the public for an opening on March 16, 2017 from 6-8 p.m.

The Unified Arts Department's AP Digital Photo class collaborated with the Dartmouth Historical Arts Society and hosted an exhibit entitled, "Never Lose Focus" at the Russells Mills Schoolhouse. The opening for this exhibit was held on January 10-11, 2017.

Dartmouth High School Arts students participated in UMass Dartmouth's College of Visual and Performing Arts (CVPA) *Emerging Young Artists 2017 Invitational Exhibition* which was held January 23 and February 11, 2017, in CVPA's Campus Gallery at UMass Dartmouth. The CVPA faculty showcased the work of the region's emerging young artists. Dartmouth High was selected because of our program's quality and its long-standing commitment to arts education which



allows the arts to thrive both regionally and nationally. This show encompassed 34 high schools from all over the state of Massachusetts. DHS students Hannah Leavitt and Serena Turner had work chosen to exhibit in the show. Both students were recognized with awards for their work.

The Dartmouth High School Art Department collaborated with The Zeiterion Theatre and Mary Beth Schoening of Behavioral Health Innovators to create Tibetan-inspired prayer flags for the opening of the performance of *Drug Story Theatre's: The Price you Pay!* This improvisational theatre-style production delivered powerful, real-life stories direct from teens struggling with drug and alcohol abuse in a unique and innovative approach to prevention.

Judy Cronin and Susan Brunette attended a symposium at the Z to discuss addiction. An array of community members were present—physicians, therapists, educators, people struggling with addiction—and they collaborated with the people and organizations on the front lines of addiction and the opioid crisis. There was a forum for conversation, we amplified awareness of other drug and alcohol treatment programs offered in our community, and to help sow seeds of prevention, especially among our teens. Mrs. Cronin and Mrs. Brunette planned and launched a creative expression exhibit focusing on the prayer flags for the opening of *The Price You Pay*. They also brought 50 DHS students to the performance at the Z on March 24, 2017. In addition, the Video Production students collaborated with Behavioral Health Innovators to create a promotional video highlighting addiction and how it touches all of our lives.

The Video Production classes of the Unified Arts Department continued a partnership with Dartmouth Community Television. Utilizing DCTV's state-of-the-art studio and mobile unit, Dartmouth High students designed and produced multiple segments of a cooking show under the direction of Mrs. Cheryl Lowney from Dartmouth Middle School. Mrs. Lowney created three segments that were aired on DCTV and on DHS's YouTube Channel highlighting healthy eating choices and eating local foods. The group utilized DCTV's kitchen and video equipment.

The Video Production classes also began creating weekly segments of The Tribe as well as weekly morning announcements that are available on YouTube for all faculty to show to their first block classes. Over 60 students were involved in creating both The Tribe and weekly morning announcements.

The project which was funded by a grant in 2011 by the MA Cultural Council "Leaving Your Mark on DHS" was continued with all beginning level visual arts classes, as outlined as part of the grant. All beginning level students craft a personal ceramic tile which "leaves their mark." These tiles are mounted in the halls of DHS. A total of 6 courses participated in the tile making workshops which resulted in over 140 tiles which will be mounted in the halls of DHS.

Dartmouth High School students earned 36 State-Level Scholastic Art & Writing Awards in 2017. Twenty-six awards were from Visual Arts categories, and 10 awards were from the Writing Awards. The Scholastic Art & Writing Awards are the largest and longest running programs of their kind in this country. The regional awards are sponsored and present by the Boston Globe Foundation in partnership with the Alliance for Young Artists and Writers. The Boston Globe formed the Massachusetts region in 1950 for art awards and introduced the writing

component in 2009. The highest level of achievement on the regional level is the gold key—these winners go on to national judging.

- Silver Keys are awarded for distinguished achievement on the regional level
- Honorable Mentions are presented to work worthy of recognition on the regional level.

More than 15,000 pieces of artwork and 2,500 pieces of writing were submitted for judging. Of these pieces, 4,000 were recognized with awards. More than 50 judges looked at or read the entries and had to make hard choices based on the 3 criteria: originality, technical skill, and personal vision.

An award ceremony for Gold Key award recipients was held at the Museum of Fine Arts in Boston on March 11, 2017. Gold Key-winning works of art were exhibited from March 11 – 26, 2017 at the Bruce C. Bolling Municipal Building, 2300 Washington Street, Roxbury.

### 2017 Scholastic Art Awards Winners-Dartmouth High School

Award	Student Name	Category
Gold Key	Sydney Amaral	Photography
	Sophia Leavitt	Photography
	Meagan Sebastiao	Photography
	Ryley Ustinovich	Photography
Silver Key	Victoria LaBree	Photography
	Victoria LaBree	Photography
	Victoria LaBree	Photography
	Ivana Monteiro	Photography
	Kassidy Pratt	Photography
	Erika Roessle	Photography
	Mariah Shields	Photography
	Emma Tripp	Photography
Honorable Mention	Chloe Bachstein	Jewelry
	Hannah Boucher	Photography
	Alexis Catabia	Photography
	Sarah Ferreira	Photography
	Bianca Laslo	Drawing & Illustration
	Emerson Lawton	Drawing & Illustration
	Janelle Mercer	Photography
	Riley Piva	Photography
	Meagan Sebastiao	Photography
	Sarah Smialek	Jewelry
	Emma Sousa	Photography
	Emma Sousa	Photography
	Serena Turner	Design
	Grace Woodcock	Fashion

The students from the Methods classes from the Unified Arts Department travelled to the district's elementary schools to teach a SmartBoard lesson on local landmarks to the third grade students of Dartmouth. This lesson prepared them for their upcoming visit to the Russells Mills Schoolhouse. As part of their local history curriculum, all Grade 3 students participate in a half day field trip to the schoolhouse to live the life of a student in the 1870s. The Dartmouth Historical Arts Society works in conjunction with DHS's Early Learning Practicum students to offer an experience to each student of being a student in a 1870s classroom, play games of that period, learn manuscript writing with calligraphy pens and ink, and learn how to spin wool using a drop spindle.

Students of the DHS Unified Department participated in the New Bedford Art Museum's Teen Artist Internship Program. This free program pairs junior and senior high school students with a professional artist in the artist's studio. The opportunity to spend concentrated, in-depth time creating art with working artists provides motivated students with the chance to examine the life of a professional artist as they prepare themselves to apply for future study in a creative career. DHS Jordan Sparks worked with painter Stephen Denton, and Serena Turner worked with printmaker Judith Klein.

Other notable achievements for our art students included the naming of Iric Rogers as a participant in Art All State at UMass Dartmouth in June 9-10, 2017. They were chosen from a field of hundreds of art students from all over the state during an interview process modeled after the college admission process. Criteria for the nomination include students who are in good academic standing; demonstrate a keen interest in the visual arts; have imagination, flexibility and willingness to experiment in new situations; and would benefit from the Art All-State experience and may be considering further education in art. Iric spent the weekend at UMass Dartmouth working on collaborative projects with high school juniors from all over Massachusetts. Dartmouth High School served as an interview site for Art All-State Interviews in March 2016.

Advanced Art students from DHS attended Figure Drawing open studios at the North Dartmouth Campus of UMass Dartmouth. They had access to a live model to complete work for their portfolios for college acceptance.

All levels of visual arts classes complete a unit of art analysis and criticism. Each class travels to a museum to view world-renowned works of art. These museums include Rhode Island School of Design Museum, The Museum of Fine Arts in Boston, and the Institute of Contemporary Art in Boston. Teachers collaborate with the museums to create a hands-on learning opportunity for their students. These visits cultivate relationships which teachers hope will continue throughout their students' lives so they support these cultural institutions.

Thirty-two students completed Advanced Placement Art exams in 2017. All of these students earned college credit for their portfolios. Nineteen students took the 2D Exam-Digital Photo and earned an average score of 4.00. Six took the 2D Design exam and earned an average score of 3.5. Seven took the Drawing Exam and earned an average score of 3.57.

The New Bedford Art Museum/Artworks! Instituted a Teens Arts Council. Teen artists were asked to apply for a paid position on this board. Three DHS art students were accepted. They are Victoria Houde, Oona Clarke, and Michelle Sherman. They collaborate with the museum and the community to bring art to the forefront in the City of New Bedford and surrounding communities.

The Unified Arts Department began a multi-faceted collaboration to contribute work to the Sister City/Plymouth 400 Program in September 2017. These collaborations will continue over the next few years. The video production and digital photo students worked with DCTV to tape and shoot local historical sites in Dartmouth. Students then produced an informational video to share with the students of Dartmouth, England in celebration of Plymouth 400. These students then travelled to Martha's Vineyard to interview the Wampanoag Tribe and explore their ties to Old Dartmouth. Martha Vineyard High School art teachers and students collaborated on this trip as did DCTV staff. DHS students are currently creating a documentary about the Wampanoag/Dartmouth relationship. This, too, will be shared with students of Dartmouth, England.

*Submitted by Unified Arts Director K-12, Ms. Judy Cronin*

### **World Language Department**

The students of Portuguese and Spanish studies continued to improve and expand their learning beyond the classroom setting. Approximately 100 students of Portuguese took part in the annual *Portuguese Language Day* at Bristol Community College which featured the language, culture and music of Portugal.

The World Language Department would like to recognize World Language students and their accomplishments. The following seniors received awards in the past year: Mandarin 3 Honors: Julia Levin, Portuguese 5 Honors: Seth Chaves & Victoria Costa, AP Spanish: Julia Levin

The World Language Department participated for the third time in the National Spanish and Portuguese Exams offered by *The American Association of Teachers of Spanish and Portuguese (AATSP)*. A total 85 students participated in the National Spanish and Portuguese Exams and received the following distinctions: 2 Silver Key, 2 Bronze Key and 8 Honorable Mention.

In addition, a small number of Portuguese students, participated for the first time in the NEWL Prototype AP Portuguese Exam endorsed by College Board.

The World Language Department and Multi-Cultural Club celebrated National Foreign Language Week (March 7-11) with a variety of cultural activities that focused on Spanish, Portuguese and Chinese language and culture. In addition, Lead Teacher Hilaria Sousa and Social Studies Teacher Elizabeth True organized an event of TED Talks, where presentations were led by students and the topics revolved around the theme of National Foreign Language Week –*Find the Missing Piece* The successful event was attended by various classes from all departments at DHS.

The Multi-Cultural Club, under the advisorship of Lili Chamberlain hosted a variety of cultural celebrations throughout the year that promoted a variety of activities and multicultural experiences for the students. These were the celebrations: Chinese New Year, Mardi Gras, Day of Portugal, Day of the Dead and Holidays Around the World.

World Language Department Members continue their outreach support to Dartmouth High school and its surrounding community. Department members participated with their classes in joining the DHS family with donations of food and clothing during Thanksgiving and Holiday Hope charitable activities. The department and the Multicultural Club continued with their annual food drive for the organization Seven Hills Behavior Center in New Bedford.

In terms of professional accomplishments, World Language Teachers continue to enroll in professional development opportunities for the enrichment of their curriculum and instruction through coursework, workshops, and conferences.

*Submitted by World Language Lead Teacher, Ms. Hilaria Sousa*

### **Dartmouth Middle School**

*Darren Doane, Principal*

*Dartmouth Middle School is certainly a R.A.R.E. place to be,  
where our students' academic, social, and developmental growth is in the forefront.*

Curriculum, Instruction & Assessment

In the area of curriculum and instruction, our staff continues to use best practices in implementing standards based curriculum guided by the Massachusetts's Common Core Standards that were updated in Math and ELA in 2017, and the newly adopted MA Science and Technology Standards (2015). The district will be monitoring this process by using a web based curriculum design program called Rubicon Atlas to develop 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. At DMS, our teachers continued to collaborate in the weekly curriculum meetings by subject area to share student work, to review and analyze data, and to adjust instruction accordingly. In the area of assessment, our standards based curriculum was evaluated using both formative and summative assessments. Teams of teachers developed benchmark tests in each academic area at every grade level based upon the concepts, skills, and standards students should master at specific times during the school year. Teams administered benchmark tests and analyzed results throughout the school year to identify standards that needed to be reintroduced or re-taught, as well as, identify ways to improve student engagement and achievement. The concepts and strategies identified throughout this process were shared with other curriculum teams, and those teams tailored materials to meet their subject specific needs. The administration organized monthly faculty and curriculum

meetings in a workshop model format to better foster collaboration and communication. Specific goals regarding teaching and learning are outlined in our School Improvement Plan (SIP) which is reviewed monthly by our SIP Team and updated yearly. Our mission at DMS is to improve the rigor and relevance of what we teach in a challenging and supportive climate that improves student achievement.

The District and DMS continued to make a commitment to improving technology to better facilitate instruction and curriculum. SmartBoards are used in all Math and Science classes and other academic areas have access to a cart with a projector, enhancing their classroom instruction with online resources. The entire school was set up with a new wireless network in all classrooms in 2016-17. Document cameras were purchased to accompany each Smartboard and projector cart to display student work and to present documents to students. Teachers have access to two iPad carts with 30 iPads each, and two laptop carts for use in our computer labs and library. Additionally, fourteen Google Chrome carts were purchased this year to assist our school in classroom instruction, and in the implementation of the MCAS test on computer school wide.

With the support of the district, we hired an Instructional Technology Specialist, Mrs. Temple Mitchell, to assist all staff in implementing technology into their classroom instruction. Mrs. Mitchell is responsible for working directly with teachers in their class, for updating the website, and for planning and implementing professional development throughout the school year. In addition to this, Mrs. Mitchell will keep us updated on new technology and share the innovative projects going on at the middle school. We look forward to working with the Chief Technology Officer to continue to build our network capacity and enhance our use of technology in our instruction across the curriculum.

The DMS library, run by librarian Laura Gardner, is an active, vibrant place with over 15,000 student book checkouts per year and over 60 student volunteers. Information literacy skills such as citation, source evaluation, database use, web safety and copyright considerations are taught through class projects in collaboration with classroom teachers. Students use Noodletools to cite sources and create bibliographies and use platforms like Google Drive, Voicethread, Touchcast, and other apps and websites to create high quality products including green screen video projects. Other initiatives include a MakerSpace, which includes a new highly used 3D printer, green screens, a Lego Wall, Sphero robots, Makey Makey and craft supplies; and an after school MakerClub. A new initiative this year was revamped lunch programming; Lunch Bunch Book Clubs for 6th, 7th and 8th grades all participated in the Global Read Aloud in October and November (reading *The Wild Robot* by Peter Brown and *A Monster Calls* by Patrick Ness) and Tech Tuesday lunch clubs began in December. In addition, the library received Virtual Reality equipment from a DEF grant that is being used by classroom teachers to travel the world and through outer space.

Our Literacy Committee held two family literacy nights; one in the fall to highlight the MakerSpace, and one in the spring to celebrate poetry, which included students reading their own poetry. The summer reading program features student choice of popular, high interest fiction books that are purchased for students before the school year ends. The program results in an over 90% participation rate. Other initiatives include summer checkout, in which over 20 students checked out up to 10 books for the summer and came in occasionally to swap out books; a literacy committee comprised of the librarian, reading specialists, ELA lab teacher, and literacy coach; and the Reading Wall of Fame. The Literacy Committee also works to promote several writing challenges throughout the year including our annual Scary Story Contest, the national SpineChillers competition, the Patriot's Pen essay in conjunction with our local VFW post, and several other writing challenges.

Our RTI (Response to Intervention) team is in its sixth year and continues to provide support throughout the school. We meet once a cycle to discuss students in need of additional tiered interventions, behavioral supports, and attendance concerns. The RTI team works in collaboration with our Data team to target the high need students for our math and reading specialists. Students recommended for the specialists received small group instruction three times a cycle. We have been able to provide additional tutorial support for students in need of tier 2 interventions by opening our Student Success Center (SSC), staffing it with a teaching assistant. We have added some additional math support in the SSC with the math specialists. We have been able to double our support for reading with the addition of the second reading specialist in the 2017-2018 school year. Students identified by teachers and the RTI team members are offered small group assistance twice a week in our after school program. Students surveyed about the program provided very positive feedback, indicating that the program has helped them be more successful in the classroom.

Since 2011 our schedule has students working within a six-period day, with each period lasting about an hour, with daily instruction in English Language Arts, Mathematics, Science, and Social Studies. This was made possible by the addition of the Math and ELA Lab teachers and by offering Spanish and Portuguese classes to both our seventh and eighth grade students. In 2017-18, we are adding a World Culture class for our sixth graders. The additional Technology and Engineering Education class allows all students to get instruction in the MA Technology and Engineering standards each year. For the 2017-18 school year, we have replaced the Computer Basics and Family Consumer Science classes with the Digital Literacy and Computer Science classes. This was in response to the newly adopted Digital Literacy Standards adopted by the state in 2017. Students travel to their special areas for two periods a day and they are listed below.

Special Areas are organized with the following offerings:

- All three grades have Digital Literacy, Computer Science, Art, Engineering Education, Physical Education and Health
- Students explore Portuguese or Spanish in seventh and eighth grade, and World Culture in sixth grade
- Academic or Instructional Support (This is time for students to receive instructional support from their block teachers.)
- All students have the opportunity to participate in one of our excellent performance groups: Band, Orchestra, Chorus, or General Music

In 2017 the state is created the Next Generation MCAS Test that our school will be taking on computer across all three grade levels. The Next-Generation MCAS will build upon the best aspects of the MCAS assessments that have served the Commonwealth well for the past two decades. The test will include innovative items developed by PARCC, along with new items specifically created to assess the Massachusetts learning standards. The new MCAS will be designed to be taken on a computer. The plan is to phase in computer-based testing so that computer-based tests are fully administered statewide in 2019. During this transition, districts and schools will still receive testing results and accountability data, but will be “held harmless” in 2017 and cannot move down an accountability level as a result of implementing PARCC in 2016 and Next Gen MCAS in 2017. Students will still take a paper based science MCAS test in 5th, 8th, and 10th grades. The achievement levels on this test were redefined as follows: Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, and Not Meeting Expectations.

MCAS data for 2017 was released in late November. DMS did not receive accountability data in 2017 and remained a Level 2 school. In ELA we were in the 44th percentile for all middle schools, and had 44% of our students score exceeding or meeting expectations with a 44 percentile SGP. In Math we were in the 59 percentile for all middles schools, and had 57% of our students score exceeding or meeting expectations 51 with a 45 percentile SGP. Our eighth grade students took the Science MCAS test and 49% of our students were proficient or advanced (9% better than the state average).

In addition to MCAS, we administered the STAR Reading and Math assessments to all students. This test was given at the beginning and end of the year. It is a computer based program that takes one class period to administer and give us results that same day. STAR allows us to get immediate results and to assess our student progress on Math and Reading standards throughout the year. In addition, STAR data helps us to predict which students are on track to achieve a proficiency rating on the upcoming MCAS test. Academically at risk students took the test every 90 days which allowed us to monitor their progress towards exceeding expectations on MCAS. In addition to the STAR test, English Language Arts and Math benchmark assessments were created by teachers and administered at all three grade levels. These tests are based on the



Massachusetts Common Core Standards and give teachers valuable and timely data to help evaluate and improve instruction. Students then analyze their errors and take corrective action.

The DMS Data Team, comprised of administrators, guidance counselors, school psychologist, and math and literacy coaches, is responsible for compiling schoolwide data and using it to place students in our academic intervention classes. The team meets once every 6 school days, as needed, to monitor student progress in these classes and to identify those students that might be eligible to be exited from these programs. These interventions are taught by our Reading and Math Specialist who meet with students from all three grade levels, and by our and Math and ELA Computer lab teachers who meet with 7th and 8th grade students. Classes are held outside of core academic time and have demonstrated high levels of growth on both STAR and PARCC testing.

### Teacher Quality

Staff members have been involved in various professional development activities targeted at improving curriculum, instruction, and culture, i.e., PBIS. At DMS, we continue to focus on improving staff collaboration on best teaching practices in order to increase student achievement and social emotional learning.

Each year, in order to provide additional support to non-professional status staff, we have been holding monthly meetings. These meetings complement our monthly faculty and curriculum meetings, which have enriched our Professional Learning Community.

Listed below are the some examples of professional development topics staff participated in last year:

- Collaborating with the Highlander Institute to develop blended learning lesson into the academic classrooms.
- Ongoing workshops on the PBIS and RTI programs
- Ongoing co-teaching workshops
- Technology training: Google Drive, Google Classroom, Aspen X2, and website usage and management
- A focus on the student-teacher conferencing to improve student engagement and increase the quality of work.
- PD on developing writing strategies across all content areas.
- PD for the math staff on mathematical practices with a focus on precision and making sense
- PD on annotating informational text and conferencing with students
- Teacher Evaluation Training Program for staff and administration
- New staff participated in Project Time and Research for Better Teaching
- Promoted out-of-district professional development regarding best practices

## **Student Support Programs & Service**

Through the voluntary coordinating efforts of the guidance staff, students and the PTO during the months of November and December our entire school continues to be involved in our Thanksgiving and Winter Wonderland projects. Students help support Dartmouth families and make their holidays a bit brighter with food baskets, gift cards, stocking stuffers and well wishes. We arranged approximately 70 holiday baskets for needy families, which we distributed during the Thanksgiving and Holiday Season. In addition, the Middle School continues to support Pennies for Patients Drive benefiting the Leukemia & Lymphoma Society and the American Cancer Society with our annual Pink Day. All grade levels participated in a sock drive in collaboration with Gifts to Give for local families in need, as well as a clothing drive in collaboration with Cradles to Crayons. As part of our after-school program, we have a RARE service component, which students, under the supervision of staff, donate their time at such locations as Gifts to Give, the Salvation Army and YMCA. Some of our eighth-grade students participated in a Service Day Activity at Normandin Middle School where they interacted with other area schools focusing on service. Our National Junior Honor Society students, as part of their membership requirements, continue to participate in a wide variety of school and community service projects. They have had beach clean-up days, supported Hurricane Harvey relief efforts by having a bake sale in which they raised \$500.00, visited the council on aging where they participated in an arts and crafts activity - just to mention a few. These overwhelming gestures of kindness and good cheer allow each of us to feel like we are truly making a difference. The students are the forces that drive these acts of kindness and they are what make the Dartmouth Middle School a great place to be a part of.

Teachers continue to volunteer to work on the R.A.R.E. Committee headed up by Mr. Darren Doane and Mr. Richard Blair, our Step-Up Instructor. This committee continues to instill some of the ideals associated with our R.A.R.E. Program. R.A.R.E. is an acronym for respect, accountability, responsibility, and esteem. These are values which we want to continue to incorporate into our school culture. Over the course of the year, the students will be exposed to a variety of activities associated with R.A.R.E. to celebrate the academic and behavioral success of students.

Some of the activities are as follows:

- Monthly Academic Celebrations
- Game-Show type activities, i.e., “Minute To Win It”
- Morning announcements by our RARE Reps.
- Dartmouth Strong Day
- The Amazing Race
- RARE Olympics
- PBIS Teacher/Student of the month

- Family Night
- R.A.R.E. Fair/Carnival
- R.A.R.E. Cards used to identify/recognize students who exhibit such qualities as: courtesy, respect, kindness, best effort, helpfulness & honesty
- RARE Postcards
- RARE Service Program
- Talent Show
- RARE Newsletters
- MIAA Leadership conference
- Career Day
- World Culture Day

We continue to be a charter member of the National Junior Honor Society. Laura Gardner, Meg Zammit, Kathy Souza-Pontes, Monica O'Malley, Daniel Lefebvre and Maureen Boyle have volunteered to serve on this committee. They periodically meet to discuss standards for entry and Ms. Gardner holds monthly meetings with members of the NJHS. Specific criteria associated with the by-laws of the above noted society have been put in place and periodically monitored. In addition to academic achievements, member students complete ten hours of community service each year.

We continue to address the topic of bullying in our school by designing activities that educate our students and provide them with anti-bullying initiatives (i.e. Open house - with a special presentation on cyberbullying and social media, Dartmouth Strong Day, etc.). These above mentioned activities, along with others, have enabled the middle school to acknowledge and support the bullying legislation that went into effect in 2010-2011. Students continue to receive instruction in health classes and additional lessons have been added to the curriculum. In addition to the curriculum and instruction work that has been ongoing in health, we have consistently been able to offer many programs to enhance student's social/emotional experiences outside of the classroom. Camfel Productions once again presented another powerful multimedia production to our 7<sup>th</sup> and 8<sup>th</sup> graders entitled "**Respect, What It Means to You!**" Jen Cabral the student advocate for the town has presented to all 8th grade students via health class on the topic of suicide prevention. With Mrs. Cabral's assistance we are presently developing a partnership with the Bristol County Sheriff's Office to further provide anti-bullying instruction. Students will continue to go on at least one major field trip per school year designed to enhance and tie in with school curricula. In the fall our sixth graders once again visited Roger Williams Zoo, while in the spring our seventh graders will attend a science show at Patriots Place, and our eighth graders will attend a RARE Team Building activity at the YMCA.

Also in the spring some of our chorus, band, and string students attend The Great East Music Festival at Six Flags New England. This past fall, at our Open House, we provided parents with

an opportunity to attend a presentation conducted by SRO Dave Tavares and Assistant Principal Peter Rossi on bullying and harassment. And finally on November 22nd we focused the entire day on esteem and social team building activities. This was our fifth annual event and we have renamed it Dartmouth Strong Day.

The District is in year six of an international behavioral program called PBIS. PBIS stands for Positive Behavioral Interventions and Supports. Positive Behavioral Intervention and Supports (PBIS) is a systemic approach to proactive, schoolwide behavior based on Responses to Intervention (RTI) model. PBIS applies evidence-based programs, practices and strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture. Schools implementing PBIS build on existing strengths, complementing and organizing current programming and strategies. The PBIS model has been successfully implemented in thousands of school in over 40 states, resulting in dramatic reductions in disciplinary interventions and increases in academic achievement. Data-based decision making is a hallmark of PBIS, allowing successes to be easily shared with all relevant stakeholders.

PBIS is a major part of our culture. We continue to explore and expand on new initiatives for our tier one population. In accordance with Chapter 222 we have made amendments to our student handbook, adjusted our attendance notification letters and provided professional development to staff to be in compliance with the new regulations. We meet with parents and students to develop Attendance Action Plans for students with chronic attendance problems. The administrators and school resource officer have done home visits with students that have attendance issues. We have also developed an exclusionary list for our RARE celebrations. Any student that receives a major office referral within 10 school days of a scheduled celebration is not allowed to participate. We eliminated our bank five system in favor of this because it coincides with our major minor PBIS philosophy. Our PBIS team is made up of a variety of teachers and one administrator. Susan Tullson our ELA lab teacher and Richard Blair, our “Step Up” coordinator serves as the PBIS team coaches. Teachers and mentors have been trained in what is known as “Check In, Check Out”. We currently have thirteen trained volunteer mentors. This program is designed to support at risk students who struggle academically and/or emotionally, but do not qualify for our Step-Up program. CICO focuses on our tier two populations. We have specific staff members who are helping support this program by checking in and out with this student population. Over the past year we have had 16 students enter the program and have seen positive results. Our PBIS coaches and administrator Peter Rossi were invited to present at the New England PBIS conference in the fall of 2016. We were recognized as a model school and presented on our CICO program. We also were part of a table committee and presented on implementing our program to early participant schools. Principal Darren Doane and the coaches also presented to the Superintendents Association on our PBIS program as well.

Our Step-Up behavioral Program continues to provide vital services to our tier 3 students who struggle with traditional academic classes. Mr. Blair, Mrs. Martin and school administrators work closely to help students achieve, both academically and socially. Presently eleven students are in this program. These students are on specific behavior plans designed to help them grow and achieve appropriate classroom behavior. We have seen success when teachers with the aid of Mr. Blair and guidance develop the plans themselves. The Step-Up program has and continues to be invaluable to DMS, as it continues to be a proactive way to support our tier three population.

The Dartmouth Middle School continues to offer two ten week sessions of enrichment programs to students with transportation home available as well. There continues to be a twenty-five dollar fee for each program with the exception of the homework club which is provided at no cost. This fall Mr. Dan Lefebvre took over the day to day running of the program and has done a great job. The transition has been seamless.

After School Programs offered throughout the year may include:

- Sports
- Homework Club
- Chess Club
- Weight Lifting
- Robotics
- First Lego League Club
- Underwater Robotics
- Project Invention
- RARE Community Project
- Jewelry
- Crocheting
- Art
- Manga/Anime
- Kid Authors
- Drama
- Maker Club
- Quilting
- Cooking
- Magic the Gathering

In addition, seventh and eighth grade students have the chance to interact socially at the Harvest and Winter Dances. We also continue to hold a dance for our sixth-grade students in the spring during the school year. Band, Orchestra, and Chorus concerts for each grade occurred in May and December. The talent show in March has become a huge success and allows students to

display their many talents. Our drama club holds an annual spring performance. This spring they will be performing the musical: The Lion King.

The Dartmouth Middle School Parent Group is an important support group for our school. Their successful fundraising campaigns provide funds to support such areas as: after-school programs, the library collection, field trips, teacher expenditures and technology upgrades. They contribute Dartmouth t-shirts and other items that are given to welcome new students entering Dartmouth Middle School after the school year gets started. They help organize and support activities outside the normal school day, i.e. dances, skate night. Parent and community volunteers work in the school's media center, as well as support us with fundraising activities to support Dartmouth families in need. Parents can sign-up to receive e-mail messages throughout the school year. The PTO sends out a monthly newsletter informing parents of meeting times and activities. Dartmouth Middle School staff and students benefit from the support of the many volunteers who donate their time and efforts to the school.

#### Leadership and Governance

Monthly meetings are held with the Dartmouth Middle School Council. The council consists of teachers, parents and a community member. The members are of great support and direction to our staff and students. They review and share perspectives on a variety of topics/issues (i.e, school improvement plan, student handbook, budget, etc.) Their service is extremely valuable.

As is customary, the school year started with a very successful Open House in September. The Dartmouth Middle School Parent Group sponsored a Book Fair in the spring and then again in the fall. In November, and then again in December, the Released Time Days were used to allow for Parent Conferences, which also occur throughout the year and are scheduled by guidance counselors. In addition, we hosted a Literacy Night and held our fourth Family Night on Thursday, October 12, 2017, from 6:00 p.m. to 8:00 p.m. Approximately 300 plus parents and students attended. As part of our Family Night, we invited a number of high school students who spoke to parents and students about their experiences at the high school and what lessons they learned at the middle school. Their message was well received. Overall, it was a fun filled, great evening.

At Dartmouth Middle School, we strive to ease transitions for all of our students. Each spring administration and guidance personnel hold an Orientation Night for parents of prospective sixth graders. The eighth grade class representatives developed a video presentation geared toward the fifth grade students and parents about life at the middle school that was shown at the orientation. A question and answer period and tours helped parents to understand what is so special about life at the Middle School. In May, members of the guidance staff along with eighth grade students visited all of the elementary schools in town to continue the orientation process with fifth grade students scheduled to come to the Middle School in the fall. This was one more step taken to

ease the transition and anxieties that students and parents have when going from fifth to sixth grade. *Movin' on Up Day* completed the spring Sixth Grade Orientation activities. Fifth graders were bussed to the Middle School for a tour of the building, question and answer period, performances by our theatre group, orchestra and band. In the fall, we welcome the students on the first two days of school with an orientation program organized by our guidance and sixth grade staff. The orientation program includes team building activities and informational assemblies that allow for a smooth social, emotional and academic start of their DMS RARE experience.

In February, eighth graders took a tour of Dartmouth High School. Our fourth annual high school night for 8th grade students and parents was held the 2nd week of December. Representatives from Dartmouth High, Bristol Aggie, and New Bedford Voke provided parents information about their programs and offered time for questions. We had our third career day for all the seventh grade students in March. This year the career day being held on March 7th will be for the seventh graders. Students took interest inventories in order to be matched up to speakers. Parent and community volunteers presented to the students about their occupations. In June a variety of activities for our graduating eighth graders punctuated their last year at the Middle School. A grade eight end-of-the year trip was planned; the entire eighth- grade spent a day participating in a number of team building activities. Some of the activities included: a scaling wall and a rope course. In addition, eighth graders participated in a R.A.R.E. Fair activity in the football stadium, which included carnival-type games and food. The eighth-grade graduation celebration was held in our dining room where eighth- grade teachers served a light buffet supper, catered by Subway.

We are utilizing the district's website new website [www.dartmouth.school](http://www.dartmouth.school) which includes a monthly updated calendar and general information about the school. You can also join our Twitter feed #DartmouthMiddle or Instagram page for more information on school events and programs. To further enrich communication, the Dartmouth Middle School continues to provide parents and students with a DMS RARE Newsletter that is published and posted on the website. Our guidance staff continues to keep parents informed with regular email announcements. The School Council and PTO meets monthly with our principal to review programs and policies at DMS.

### Management

The Dartmouth Public Schools' Crisis Response Manual is reviewed annually by the middle school faculty in September. Middle school faculty received ALICE training and has adopted it as their response tool. The Crisis Response Team meets throughout the course of the year. The Crisis Committee team is in the process of now developing training for our students with a possible drill in the spring of 2018.

The Dartmouth Middle School updates their School Improvement Plan (SIP) on a yearly basis. The SIP includes the mission and vision, core values and beliefs, the theory of action, school performance and achievement data with analysis, student learning goals, and action plans. A school-wide SIP Team was created to develop and monitor our action plans using SMART goals. The action plans will focus upon the three core areas developed by the district which are: Teaching and Learning, Access and Equity, and Community Engagement. This fall the SIP Team updated action steps for each core area which include outcomes and evidence that are specific and measurable. We also created a Professional Development Plan for the upcoming school year. The administration updated and provided evidence to the school committee on the progress regarding our SIP Plan's action steps in the fall. The SIP Plan can be viewed on our DMS website at [www.dartmouth.school](http://www.dartmouth.school) Data collection and analysis is essential in developing a strategic and targeted approach to our curriculum and professional development plans. This work supports an instructional climate that emphasizes the balance between rigor, relevance, and relationships.

Dartmouth Middle School continues to focus on the social, emotional and intellectual development of our students; we strive to educate the whole child. The curriculum and extracurricular programs in our school challenges, engages, and harnesses our young adolescents' boundless energy and interests. We continue to focus on the areas of rigor, relevance, and relationships in creating our curriculum. The traditions and supportive climate of Dartmouth Middle School continue, as new opportunities and instructional programs are improved upon constantly.

## **JOSEPH DEMELLO ELEMENTARY SCHOOL**

*Catherine Pavao, Principal*

### **Mission**

The Joseph DeMello School is an educational and social community where all children will experience a quality education in an environment of mutual respect and cooperation.

### **School Vision**

The Joseph DeMello School, in partnership with parents and the community, will ensure that all students receive quality educational experiences that foster academic, physical, social, and emotional development. We will provide specific instructional strategies to empower students to think critically, solve problems and become respectful, responsible, contributing citizens. Students will demonstrate responsibility for their learning. We will assure that all students will receive high quality, standards-based instruction which will allow them to meet or exceed standards in all subject areas; students will acquire the necessary skills to succeed in the middle school; the school community will model and encourage values, excellence, and mutual respect.



### **School Motto**

**"DeMello Students are Respectful, Responsible and Safe."** One of the big undertakings of the 2017-2018 school year has been to reenergize our PBIS Program. In so doing, we aligned our motto and core values.

### **School Demographics**

As of December 2017, we have an enrollment of 436 students. A large incoming Kindergarten resulted in a fifth class being added to grade one for the 2017-2018 school year while we have maintained four classes in grades 2-5. Class sizes ranging from 16 to 26 students.

### **New Personnel/Logistics**

This school year, we welcomed several new additions to our staff. With the retirement of our principal, Ms. Cathy Maccini, our assistant principal, Mrs. Catherine Pavao was appointed as the new principal of DeMello School leaving vacant the assistant principal role. We were thrilled to welcome back Mrs. Elizabeth Correia to fill that position. Mrs. Correia was a grade 5 teacher at DeMello for sixteen years before spending the previous two as an administrator in the New Bedford school system. In grade 1, we were sad to say goodbye to Mrs. Oliveira and Ms. Dyer. In addition to filling those two vacancies, a large incoming Kindergarten left us with the need for a fifth first grade. As a result, we were pleased to welcome Mrs. Jennifer Alvanas, Ms. Kelsie Brejcha and Ms. Courtney Harrington to the first grade team. In grade three, we said goodbye to Mrs. Maniglia, who accepted a position at Dartmouth Middle School, and welcomed Ms. Kathy Farias who spent the previous school year as a long term substitute at Quinn Elementary. We also welcomed Ms. Gabrielle Desmarias as a long term substitute in grade two. Finally, Ms. Julia Mullins, our art teacher, moved to Boston and accepted a position in the Watertown school system, and in her vacancy we welcomed Mrs. Tara Catojo, known affectionately to the students as Mrs. Cat, from the Carver school system. While losing veteran members of a staff is never easy, we are thrilled to have welcomed these dynamic women to the DeMello family.

### **Curriculum and Instruction:**

As we begin 2018, the DeMello School staff is pleased to reflect on the year that has come to a close and the initiatives that were put into place geared at improving student achievement.

In the areas of reading and writing, we extended the roll out of the Lucy Calkins Units of Study to additional grade levels. Teachers participated in grade level professional development on various components of the literacy curriculum and continue to work with coaches to design units and lessons to best prepare our students to be critical readers and writers. One teacher from each grade level also joined the district L3 (Leveled Literacy Leaders) Team to align this work across the district and be the communicant to their grade level at DeMello School.

As we continued our work with unpacking and delving into the new Science Frameworks, members of the CIA (Curriculum, Instruction and Assessment) Team worked with their grade level mates to design grade-specific units. Teachers have also worked hard to design co-curricular work to integrate the science topics into their literacy units as well.

In the area of math, we again consulted with Mrs. Allison Mello on integrating Guided Math into our Math Workshop. Mrs. Mello lead professional development on identifying students' areas in need of growth and creating differentiated activities to address those needs.

In the Spring of 2017, our students participated in MCAS testing after doing the PARCC test for the two previous years. As those results became available in the fall, we reestablished the DeMello Instructional Leadership Team to begin the process of analyzing the data, looking for trends, and making plans to address areas of need.

### **Extending the Curriculum:**

In the review of the past year, we were also pleased to examine the things we have done to improve our school culture and help us grow as a community.

In September, 2017, a new PBIS (Positive Behavior Interventions & Supports) team of DeMello teachers and staff formed to review the current program and discuss enhancements for the year. The team met regularly throughout the fall to plan a "reboot" of our current program which included aligning the school's core values with our behavioral expectations (DeMello Students Are Respectful, Responsible and Safe). PBIS team members also developed new ways to regularly identify and reward individual students for their positive behavior by recognizing those who follow expectations with "Caught Being Good" slips daily. The "reboot" plan also included a weekly drawing of a "Caught Being Good" slip from each class to recognize DeMello "Leaders of the Pack" on a weekly basis. Additionally, the plan included the recognition of one "Student of the Month" from each class to be named and honored at a schoolwide assembly. Finally, the team developed a system for rewarding whole classes by requiring students to earn "Caught Being Good" coins for exemplifying our core values throughout the building, on the playground and buses. Once a class reached a preset goal for earning coins, all students would be rewarded with a fun activity of their choosing. The PBIS team plans to roll-out the reboot in January, 2018 and will continuously evaluate its efficacy in building positive behaviors at DeMello throughout the year.

As we continued to encourage our students' academic success, we also placed a special emphasis on the effort that students put into their work. In this vein, we again selected students who had shown "best effort" over the course of the school year to be recognized at a Pawtucket Red Sox game.

To enhance our students' school experience and to encourage them to become responsible and civic-minded individuals, we continued to offer various clubs and opportunities for them to contribute to the school and community. Our Garden Club maintained the hallway planter in the winter months and assisted in transplanting the plants to the Courtyard and mulching that area in the spring. The Student Council collected classroom recycling bins on a weekly basis, sponsored a holiday canned food drive for the Council on Aging, volunteered an afternoon at *Gifts to Give*, participated in periodic playground clean ups and assisted with various special, school-wide projects, such as our monthly assemblies, reading incentive and PBIS programs. This process of involving students beyond their classrooms provides opportunities for them to demonstrate their talents, skills and interests while developing leadership skills.

At DeMello School, we continue to strive to maintain a strong home-school connection. We have many volunteers, for whom we are very grateful, who devote many hours of service to our students and teachers. Parents, guardians, grandparents and community members volunteer in our classrooms and copy center, and provide support and assistance to our staff. Parents/guardians also participate in our Parent Teacher Organization and School Council, reinforcing the partnership we work to develop.

The PTO works tirelessly to raise money to fund all of our academic and cultural enrichment programs, field trips, family fun nights, field day, scholarships, summer reading, courtyard maintenance, and numerous other special activities and school programs. This past year was no different as they conducted family-centered activities in addition to their more traditional fundraisers. In February, we had a Winter Carnival where students made Valentine's Day cards and winter crafts, danced with the help of Wii *Just Dance*, took pictures in a winter-themed photo booth, had their faces painted and enjoyed a cup of cocoa and a snack. In the spring, families were invited to the Superhero Sprint Carnival where students could take part in an obstacle course, play a myriad of carnival games, or have their faces painted and hair braided. This fall, we held our second Fall Fest, where we invited families to come paint a pumpkin and make a scarecrow. Finally, we celebrated the holiday season with a Family Holiday Breakfast where we served pancakes and sides, Santa came for a visit, and students made winter crafts. We are so grateful for the endless work the volunteers of the PTO put into providing such wonderful experiences for the students of DeMello School.

As 2018 unfolds, the DeMello School staff welcomes the opportunity to build upon our successes as we work toward continually improving academic achievement and meeting the diverse learning needs of our student population. We continue to create a positive, caring atmosphere where all children and adults feel respected and valued as members of the DeMello Community.

### **Andrew B. Cushman School**

***Melissa McHenry, Early Childhood Director***

*The Andrew B. Cushman is an educational and nurturing community where all children learn to their potential in an environment that builds a foundation of readiness. In partnership with families and the community, we provide learning experiences that are researched-based, meaningful and relevant, and inspire a love of learning.*

### **School Demographics**

As of December 2017 we have an enrollment of 145 students. We have maintained 4 kindergarten classrooms and 5 preschool classrooms.

### **New Personnel/Logistics**

In June of 2017 the Cushman staff acknowledged the retirement of one of our preschool teachers, Maryann Lamarre. We thank Mrs. Lamarre for her tireless dedication to the preschool program, from its earliest beginnings to its expansion to the Potter School. This school year we were thrilled to welcome some new staff members. Mrs. Anne Mueller joined us as our new School

Outreach Worker, filling the vacancy left by Heather Waite. Mrs. Courtney Rotsky joined us as the new preschool teacher, filling the vacancy left by Mrs. Maryann Lamarre. We also welcomed Geena Goyette to our speech/language therapy team. We were so excited to add these dedicated, skillful and enthusiastic members to our Cushman Family.

### **Teaching and Learning**

*Develop and sustain a vertically and horizontally aligned curriculum, instruction, and assessment system to support growth of all learners. (Strategic Objective, District/School Improvement Plan)*

This year the Cushman School saw all kindergarten teachers fully implementing the Lucy Calkins' Units of Study in both reading and writing. During grade level coordinated PD sessions, our teachers were able to refine their practices within these units by specifically focusing on effective conferencing with students during Reader's and Writer's Workshop. This PD was supported by our literacy coach, Lori O'Neil, and the district's L3 committee (Leveled Literacy Leaders).

As a result of teacher input on the need for a phonics/phonemic awareness resource, our kindergarten teachers took part in a summer professional development session on the Lively Letters Program. The program was fully implemented in all kindergarten classrooms in the Fall of 2017. With the addition of the newly developed preschool component within the Lively Letters Program, our preschool teachers began participating in their own professional development in the fall as well, with the hope that some components of the program will be fully implemented in our preschool classrooms in the Fall of 2018.

To continue to support our collaborative environment and consistency with respect to content, common language and best practice, differentiated PD sessions for our teachers and teacher assistants continued during the 2017 school year. The differentiated PD sessions allowed staff to choose a focus area and attend four sessions in that area. The choices included: social/emotional learning, high achievement in the inclusion setting and technology. In addition, grade level district PD sessions were also made available to our classroom teachers. The grade level district PD sessions enabled vertical and horizontal alignment of best practice in the areas of science and literacy. This work was supported by the district's CIA and L3 team, along with our literacy coach, Lori O'Neil.

To maintain and sustain staff collaboration at both the district and school level, professional development sessions took place in the summer throughout the district to establish a common understanding of *Professional Learning Communities*. Cushman was represented in this work by Samantha Scocchi, preschool teacher, Lori O'Neil, literacy coach and Cheryle Kamm, kindergarten teacher. It was determined that a Professional Learning Community means "*embracing a mindset*" and building a culture of growth and achievement. Professional Learning Communities should be "*productive, purposeful and predictable*". Cushman School brought this work to their first staff meeting of the year and to their grade level PLCs that followed. With the addition of the Potter School preschool, we felt it was important to allow for collaboration with all preschool teachers, so we decided to make a change to the preschool PLC

time and hold them during release time days as opposed to weekly. This allowed for an extending work time and less traveling for our Potter colleague!

During the Fall of 2017 our staff also began to focus on providing students with more “Project Based Learning” opportunities to enhance and enrich our STEAM curriculum. Many of our teachers began incorporating STEAM blocks into their schedules. This effort aligned with the work done weekly with our Instructional Technology Specialist, Joshua Rodrigues. The district’s collaboration with the Highlander Institute also supported this work. Additional iPads and Chrome Books were also purchased to help facilitate grade level projects.

Besides our curriculum work, we have maintained an assessment system which now includes the updated Brigance Screening Tool for our kindergarten students. This tool contained an online report that provided more detailed information regarding a student’s strengths and weaknesses. In addition to using this tool, during the kindergarten screening process, we piloted an *Early Childhood Data Point*, under the direction of the Department of Education. The information gathered within this data point included the type and length of a student’s attendance in a preschool learning environment. At the preschool level, our teachers worked on developing an observational checklist that will be used as part of the preschool special education developmental assessment. This will aid in getting a clearer picture of a student’s skills in a variety of areas, particularly with those students who are unable to complete standardized assessments.

As we look to school year 2018, our focus on grade level professional development, collaboration with colleagues, and frequent reflection on our instructional practices, continues. Our goal is always to promote student achievement, differentiate instruction to meet the individual needs of students, and most importantly sustain a love of learning!

### **Access and 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 responsibility. (Strategic Objective, District/School Improvement Plan)*

In the Spring of 2017 we were thrilled to add Canine Assisted Therapy into our program to aid our special education students in meeting their IEP goals. Kathleen DeCampos, occupational therapist, spear headed this program with her therapy dog, Sophie. Sophie enhanced our student’s play, sensory, perceptual and motor skills during therapy sessions. The activities addressed postural strength, head control, balance stability, range of motion, coordination, fine motor/dexterity skills, eye-hand coordination, crossing the midline, proprioception, vestibular, bilateral integration, ocular motor skills, spatial concepts, following directions, self-regulation and more. We are excited to continue this program into the 2017-2018 school year!

We continued to focus on the social and emotional needs of Dartmouth’s littlest learners by resuming our staff’s work on unpacking the Massachusetts Standards for Preschool and Kindergarten in the Domains of Social and Emotional Learning, and Approaches to Play and Learning. The standards focus on the following areas: Self-Knowledge, Self-Management, Social Knowledge, Relationship Skills, and Responsible Decision-Making. The Approaches to Play and Learning focus on: Initiative, Curiosity, Engagement/Persistence, Creativity, Cooperative Play and Learning, Problem Solving, Organizational Skills, and Memory. While

teachers discussed the standards with their colleagues, they focused on how to implement the standards during day to day activities, what evidence to look for that ensures student acquisition of the skills and how to support students who are struggling in these areas. Upon completion of this work, a resource binder will be available to all staff, and curriculum and lesson ideas will be inputted into Rubicon Atlas.

We have maintained our use of SWIS data to support our PBIS program and to determine which students are in need of more social, emotional or behavioral support. We added a Tier 2 PBIS Committee to our school team to specifically analyze the behavior data from SWIS. This committee includes classroom teachers, support staff, ancillary service providers and special education staff. The team meets monthly or bimonthly, depending on need, to develop behavior plans or intervention supports for students who are struggling. In conjunction with our Tier 2 PBIS team, the district created opportunities for the Cushman Staff and DeMello Staff to collaborate together during monthly “Clinical Services” meetings with Dr. Carolyn McKearney from Southcoast Collaborative. These meetings helped to identify and refine best practices in the RTI model for social/emotional and also included consultation on Tier 3 interventions and supports.

During the 2017 school year we reflected on the role of the school outreach worker at the Cushman School. In the past the school outreach worker was used for 1:1 student support and social skills groups. This role has now been expanded to include direct teaching in classrooms utilizing the Second Step Curriculum. In the Fall of 2017 we added a Bullying Unit at the kindergarten level and a Child Protection Unit at both the preschool and kindergarten level.

In addition to the work stated above, our students and staff participated in events and activities throughout the year that helped to promote and build a positive, supportive climate that facilitated the growth of a student’s social and emotional skills and his/her approaches to play and learning. Here is a sampling of these activities:

- Monthly PBIS Role Model Assemblies: Individual students were recognized for positive behavior choices and going above and beyond school-wide expectations.
- Kindness and Caring Month: Celebrated in February, students were recognized for and encouraged to complete random acts of kindness.
- Cushman Bucket Filling: Students were encouraged to fill someone else’s “bucket” by showing respect, kindness, and responsibility. Students earned *Cushman Coins* for these acts and placed them in their classroom “crayon bucket”. When these buckets were filled, there was a classroom or school-wide celebration!
- Cushman “Calming Moment”: Every morning during announcements students were invited to practice calming strategies, such as deep breathing exercises and yoga.
- Positive Office Referrals: Staff was encouraged to give students and/or classrooms “shout-outs” for positive behavior choices. These are celebrated over the intercom during morning announcements.

The Cushman School continues to be committed to providing a caring, supportive environment that promotes positive relationships between students and staff, ensures academic success, and builds a student's positive sense of self, through the teaching of skills that support a healthy social and emotional well-being.

### **Community Engagement**

*Expand partnerships with families and community members to enhance social and emotional learning and academic growth for all learners. (Strategic Objective, District/School Improvement Plan)*

This year Cushman has focused much of its work on increasing communication with parents and community members. Starting with social media, the Cushman twitter page, @mmchenrycushman was established, and the new district website was launched. Both of these alert parents and the community at large to schoolwide happenings and provide information on our preschool program and other early childhood topics. Located near the school office, a parent/community resource room was also created. It includes books for borrow, articles, and resources on a variety of early childhood topics. As in the past, we continue to communicate Cushman happenings in our monthly newsletter. However, this year we have included an additional resource magazine with it, that includes home activities that support a child's academic, social and behavior skills. A newsletter and calendar, provided by PACE, is also sent home to all parents and added to our resource center. It includes information on free and local community events for preschoolers and kindergartners.

Parent and family nights are another way we share information on early childhood topics. In September we held our annual PBIS Parent Informational Night. During this event parents were introduced to ways they can incorporate PBIS into their home. This included making a family "bucket" similar to the *Cushman Crayon Bucket* that is used throughout the school to promote positive behavior choices. The use of the "Peace Rose" was also shared with parents to help them at home with sibling or friend quarrels. During the event families were invited to join their children in making self-regulating tools, such as a calming bottle and stress ball for home. They were also able to do some yoga with their child under the direction of one of our staff members.

Besides the PBIS night, parents were also invited to attend many other Cushman events held throughout this year. These included:

- Halloween Parade
- Fall Fest/Scarecrow Fun Event
- PTO Holiday Breakfast
- December Holiday Shows
- Parent Teacher Conferences
- Preschool and Kindergarten Orientation/Informational Nights
- Field Day
- Preschool Graduation
- Book Fairs
- Dr. Seuss Literacy Night
- Superhero Carnival

- STEM Family Night

Cushman is so thankful for their dedicated and hard-working PTO who support various activities, events, and fundraising throughout the school year. This year they were responsible for the successes of our field day, literacy night, book fair, Fall Festival, and Superhero Carnival. Their support of the various cultural programs and field trips that take place are most appreciated. This year we were excited to have the Rhode Island Audubon Society visit our school. Our kindergarten students heard information on animal adaptations and our preschool students obtained information on various sea life. Thanks to additional funds provided by the PTO, our students also visited the fire station, Buttonwood Park Zoo, and Silverbrook Farm.

During the 2017 school year we retained and broadened many of our community partnerships. Students were recognized as Cushman School role models during a PawSox game in late May. Students were introduced on the jumbotron and able to walk out onto the field before the game. The Dartmouth Fire Department continued their partnership with us as part of their Fire Safety Program. During these lesson students practiced “stop, drop, and roll” and were reminded to change smoke detector batteries and create a safety fire plan with their families. In October Lori O’Neil, Cushman literacy coach, and I had the pleasure of presenting to various administrators at the University of Azores on our use of literacy coaches in the elementary setting. This came about as a result of their visit to the Cushman School back in the Spring of 2017. In addition to these events, listed below are some of the other ways Cushman students and staff were able to support or be supported by the local community:

- In February Janet Benoit, a pediatric dental hygienist from Dr. Fraone’s office in Dartmouth, visited the Cushman School and presented on dental health.
- In March Eversource brought their Watts-Ville Program to the Cushman School. It is an interactive life-size board game for Kindergarten that taught students about energy efficiency and the importance of saving energy.
- In March the students participated in the Pennies for Patients fundraising campaign to benefit the Leukemia & Lymphoma Society.
- In September the Cushman School received a donation of sensory materials and supports from Sophie’s Promise, a non-profit organization.
- In November we supported the Dartmouth Veteran’s Board by having our students create holiday cards for the troops in Afghanistan.
- In December the preschool students took their holiday show on the road and brought holiday cheer to our friends at the Council on Aging.

The educational journey of many of our Dartmouth students begins at the Andrew B. Cushman School. Parent engagement and community partnerships are important components of this very important journey. We recognize the importance of promoting early intervention and access to early childhood experiences and thus continue to refine our ability to be a parental and community based resource to the town of Dartmouth.



## Potter School

*Heidi Silva Brooks, Principal*

We welcomed our Potter families ‘back to school’ after the holiday break with a message about the 3 R’s – Resolutions, Re-Entry and Rejuvenation! This message was aimed at re-energizing our learning community – ourselves, our students and our families.

**Resolutions** – We make lots of claims at the start of every new year and most we lose interest in early on but our suggestion is an easy one. We suggest – Family Time. This won’t cost you a thing. It’s just ‘time.’ By putting aside the worries of the day and being present in your child’s life you will show them that they matter to you. Help with homework, cook dinner together, re-arrange furniture, play a board game, read and most importantly talk to each other. Put away the technology gadgets – phones, video games, etc. Just be together.

**Re-Entry** – It is hard for ALL of us to change from vacation mode to school mode. However, the sooner we do, the better. Acknowledge that we all like vacation mode better BUT it isn’t possible to stay on vacation. Create a plan to celebrate other ‘down times’ – weekend, Winter Break in February, etc. – even tick the days off the calendar if that helps.

**Rejuvenate** – Although the winter weather is nippy, a walk outside in the sunshine clears our head and awakens our senses. It is one reason we send our students outside for recess. Even a brief time outdoors can provide us with a renewed energy level that will help accomplish our schoolwork or housework.

By focusing on these 3 R’s 2016 was off to a good start!

In January, we joined the Great Kindness Challenge. GKC was started in 2006 by Kids for Peace, a non-profit global initiative. Staff and students enjoyed dressing up and participating in a variety of activities – ‘Ride the Wave of Kindness’ featured us wearing beach attire to school; ‘Totally cool to be kind’ encouraged staff and students to dress in those cool styles of the 1980’s; ‘Happiness is Kindness’ gave everyone permission to wear whatever makes them happy; and our ‘Dream of Kindness’ day showcased a range of bedtime attire. Although the dressing up gave us all a laugh the real focus was on giving away tokens when we saw others (adults and students) performing acts of kindness. The goal was to acknowledge kind acts. The underlying message – although it is nice to receive (a token), it gives an even better feeling when you acknowledge someone else’s kind gesture. Our Friday afternoon assembly showcased some of those random acts of kindness.

February literally kicked off with our Souper-Bowl Challenge! Scheduled to coincide with the NFL’s Super Bowl, our Rally featured a visit by Rick White, Coach of the DHS Football Team and the team captains who brought their Super Bowl trophy to show our students. Our annual Rally Tally highlighted the top canned good donators! Our students donated a total of 1392 cans to Dartmouth’s Council on Aging. Our 3<sup>rd</sup> Graders donated the most cans (447) of any grade

level and Mrs. Smith's 4<sup>th</sup> Graders took top honors for donating 230 cans to our cause! Our PTO raised \$1035.00 by raffling off a #12 Patriots jersey signed by Tom Brady at the event.

In March, we teamed up with Texas Roadhouse's fund-raiser to support Camp Sunshine. Camp Sunshine is a no-cost retreat for children with life-threatening illnesses and their families. The camp relies 100% on volunteers, donations, and sponsors. We asked our students to donate their spare change toward this cause. We also incorporated 'Sunshine' into our March Madness activities. On three Fridays we included a song in our morning announcements and encouraged staff and students to coordinate their attire to our theme songs – 'Walking on Sunshine' by Katrina & the Waves was paired with wearing of our favorite socks or shoes whether or not they matched the rest of our outfit; we wore our favorite shirt while listening to 'Sunshine on My Shoulders' by John Denver; and 'Here Comes the Sun' by the Beatles had us thinking of summer fun! Potter School proudly raised \$415 to support Camp Sunshine!

On April 7<sup>th</sup>, our Potter School garden was featured at the Green Fair, part of the University of Massachusetts, Dartmouth campus's Jane Goodall event. Led by our resident Mother Nature, 5<sup>th</sup> Grade Teacher, Anne Goodman, along with 3<sup>rd</sup> Grade Teacher, Jen Oliver, 2<sup>nd</sup> Grade Teacher, Lynne Pimental, and some current and former students a display featuring natural elements and an interactive ipad display were on exhibition. The highlight was the actual Meet & Greet with Jane Goodall, herself, who encouraged our work on exposing our students to nature's classroom through our school garden project. The UMD Event also included a 90 minute talk by Dr. Goodall which proved to be truly inspirational to adult and child alike as we continue the work to protect our 'home' – planet Earth.

May proved to be a very busy month as we welcomed our in-coming Kindergarteners and their families to Potter School while preparing our fifth graders and their families for their transition to the Middle School. How quickly the years pass from Kindergarten to Fifth Grade – in a blink of an eye... In May we hosted our 3<sup>rd</sup> Annual Potter PTO 5K Run which raised \$5071.00 to support technology at Potter School. Potter School students Connor Bok, Ryan Duggan, Lexi-Bella Nicolosi and Madyn Waskiewicz received honorable mention awards from MARC (Massachusetts Aggression Reduction Center) for their submissions to the Anti-Bullying Poster Contest. The students along with their classroom teacher, Cathy Claassen, and our School Counselors, Carrie Gregoire and Paul Chouinard, were on hand at the MARC Awards Ceremony held at Bridgewater State University. The Pawtucket Red Sox organization honored our 2016 Most Improved Students at a pre-game ceremony. Students were selected by their classroom teachers for improvement in the areas of academic, behavioral or social gains. Congratulations to Allison Cuff, Evin Sousa, Josiah Rodrigues, Landon Smith, Isabella Cardoso, Katelyn Mattos, Micaiah Rebeiro, Jake Cabral, Victoria Bouchard, Nathan Estacio, Whitney Berger, Jesiel Cruz-Gonzalez, Micayla Westner, Luke Bessette, Jared Mauricio, Brian Moreau, Ethan Church, Connor Bailey and Korissa Tabicas.

June is one of the most memorable months in a School Calendar. It is marked by traditional celebrations – Recognition Night, Fifth Grade Party, Field Day, Field Trips and our Last Day of School. But the most memorable event of June 2016 was the night the administrative team slept on the roof of the school! Having challenged our students to a reading goal there was no way not to accept our fate. The Potter School students surpassed the goal of 15,000 by reading a total of

30,211 books! Considering we are a school of 426 students – that’s a lot of reading! So with tent in tow, Principal Heidi Silva Brooks, and Assistant Principal Rick Porter, climbed the precarious ladder to the roof. The entire student body came outside to cheer our effort before they departed to their cozy beds. Luckily the weather was in our favor and although we were quite tired, an early morning delivery of coffee and donuts perked us up just in time to welcome our students back to Potter as they arrived by bus in the morning. Although Mrs. Brooks and Mr. Porter received all the media glory it was the students of Potter School who did the work.

The Summer of 2016 was a fairly quiet one at Potter School. Professional Development was offered to our faculty – Lucy Caulkins Units of Study in Reading, Calendar Math for the SmartBoards, Make It & Take It supporting Handwriting without Tears, PBIS (Positive Behavioral Intervention Supports) and work to develop our 2016-2017 School Improvement Plan. Maintenance projects included the installation of a new boiler, re-tiling our main corridors and updating our technology infrastructure. New staff members were hired – Theresa Henry-Baird joined us as a Special Education teacher for our Kindergarten team, Kelley Steele was hired as an ELL (English Language Learner) Teacher to be split with Cushman School, and Sandra Chicca was hired as a full-time Instructional Technology Specialist. Each of these individuals brought a wealth of knowledge and experience to Potter School and are integral to the support of our students and teachers. The slower pace of the summer also provided an opportunity for Principal Heidi Silva Brooks to reach out to Elaine Meredith, Program Director of Junior Achievement, Southeastern Massachusetts, in order to bring this program to the students of Potter School.

Junior Achievement’s purpose is to inspire and prepare young people to succeed in a global economy. JA is dedicated to giving young people the knowledge and skills they need to own their economic success, plan for their futures, and make smart academic and economic choices. The core of the JA’s programs focus on work readiness, entrepreneurship and financial literacy, making the realities of work and life in the 21<sup>st</sup> century. JA facilitators come from the business sector and committed themselves to Potter School for the 2016-2017 school year in order to provide a consistent message to the grade level. The Kindergarten program, Our Selves, focuses on Needs and Wants as an introduction to money was led by Lisa Meredith Hart from Southcoast Health VNA. The First Grade program, Our Families, emphasizes how family members’ contribute to the economic well-being of the family; this program was facilitated by Nicole Raposa from Bay Coast Bank and Season DaSilva of Counseling Services. The Second Grade program, Our Community, introduces students to the concepts of how citizens benefit from and contribute to a community’s success; Luke Lehman of Bank Five was the instructor for our Second Grade program. The Third Grade program, Our City, showcased how people and businesses in cities manage their money; this unit was facilitated by Diane Hunter retired from Southcoast Physicians Group. The Fourth Grade program, Our Region, introduces the students to entrepreneurship and how entrepreneurs use resources to produce goods and services in a community; During the lessons students were encouraged to solve problems by weighing risks and rewards; Phil Lennox of Northeast Planning Associates, Inc. facilitated the Fourth Grade program. The Fifth Grade program, Our Nation, provides students with practical information about the US free market system; Students examine the need for innovative thinking to meet the requirements of high-growth, high-demand careers in a global business economy; Nicole Raposo from BayCoast Bank taught these lessons. Since these lessons progress from Kindergarten

through Grade Five and our classroom teachers are able to extend the lessons into their programs we hope to continue to promote these aspects of economic literacy through the JA model.

September 1<sup>st</sup> marked our 'First Day of School' for the 2016-2017 school year. The words, 'Back to School' bring the same feelings of anticipation and anxiety to the teachers as well as the students. Each new year offers us 180 opportunities to make new friends and learn new things. Nothing replaces that unique combination of excitement as our 'First Day.'

This school year is our first foray into the ever-changing fast-paced world of social media. Potter School regularly contributes to the School District's Facebook page as well as the Potter PTO's Facebook page, administrators as well as many classroom teachers are using the Remind APP to communicate with parents via text, and the building administrators have joined the Twitter world although more for information gathering than information sharing. The students in our classrooms have never known a world without technology and gadgets, they are digital natives. Only our most recent, younger, hires may be classified as digital natives. The rest of us are digital immigrants learning to work and live in a world governed by all things technology. As with any advancement we question whether or not we are truly better off.

While our teachers, teaching assistants, instructional coaches and specialists can be credited to providing our students with the skills and foundation needed to become learners it is the efforts of our PTO (Parent-Teacher Organization) that provide the activities, programs and events that our students will remember for their lifetime. Each and every year our PTO offers activities geared to students and families. Some are fund-raisers but many are offered as community building activities. These activities occur monthly at our 'dine out' events at local restaurants; Movie, BINGO, Trivia & Paint Night events held at school throughout the year. These events offer our families an opportunity to meet each other and serve to create life-long friendships. The PTO also subsidizes our field trips, ensuring that every student has the opportunity to attend. The PTO brings performers and museum treasures to our students aligning those activities to the individual grade level curriculums. We would be remiss if we did not recognize these often face-less members of our community.

STEAM (Science, Technology, Engineering, Art and Mathematics) education is a nationwide initiative that creates critical thinkers, increases science literacy, and enables the next generation of innovators. It is a synergistic approach to teaching the STEAM disciplines instead of isolating them as separate schools of thought. It is the next logical step in what the STEAM initiative began by incorporating art to bring the right-brain into traditional scientific thinking. At Potter School every classroom has been provided with a STEM block of 60 to 75 minutes per week to engage in STEM activities. This block of time will provide students with an extended opportunity to persevere in solving complex problems. STEM activities can be extensions of the grade level science or math curriculums, introduce the students to coding either with or without the use of technology and in our case encompass to our outdoor classroom settings – our raised bed gardens and our vegetable garden.

The STEAM Museum from Mobile Ed. Productions transformed our gymnasium into a state-of-the-art hands-on children's museum with something for all grade levels and interests. This K-5 experience was generously funded by the Potter School PTO. Students are encouraged to explore

the museum at their own pace and manage their time between stations that appeal to their individual interests. The Museum included hands-on stations - Build-an-Arch (parabolic arch), Friction Raceway, Bike Generator, structure exploration and several programmable robots; as well as an interactive Humanoid Robot and to view a 3D Printer in action. This Museum experience aided our students and staff in stretching their understanding of STEAM and its vast concepts.

One such unique partnership is that of the New Bedford Symphony Orchestra's education extension to our fifth grade students. NBSO Education Director Terry Wolkowicz has created a masterpiece of collaboration to benefit our students. NBSO's theme Gravity in Space and Sound is a three phase Learning in Concert program. Members of the NBSO provided an on-site concert for our third, fourth and fifth grade students. This performance introduced our students to the various degrees of gravitational force through harmonic cycles and melodies. During the second phase of this relationship, Mrs. Wolkowicz returned to Potter School to work with our fifth graders. During her time in their classrooms she continued the work of gravitational influences on music by having students compose their own pieces. Mrs. Wolkowicz is expanding her relationship with our teachers by offering STEAM (Science, Technology, Engineering, Art and Mathematics) training during our Professional Development meeting. The culmination of this relationship will be the attendance of our fifth graders at the NBSO's Young Peoples Concert where they will hear their compositions of orbital progressions performed by the NBSO. Potter School's participation in this experience has been funded by the Dartmouth Cultural Council.

In October, Principal Heidi Silva Brooks, graduated from the Leadership SouthCoast program. LSC is a community leadership development organization created to engage, educate and empower emerging and experienced leaders to be active participants in strengthening and improving the South Coast region. The 2016 class included a cross section of the regions rising leaders from the nonprofit, private and public sectors to explore the critical issues and opportunities that exist across the region in areas such as economic development, education, environmental sustainability, government, public health, and criminal justice. Topical information is presented by local leaders and experts in their fields, providing participants direct exposure and powerful connections.

While deepening their understanding of the South Coast, participants develop leadership skills through the Positive Leadership curriculum. Based on the principles of positive psychology and drawing from a range of social science research, Positive Leadership provides participants a thought-provoking roadmap for honing the capacities necessary to become more effective leaders in both their community and organizations. Participants expand their professional network across sectors and communities, increase their self-awareness, develop leadership skills, hone problem solving and project management skills, broaden their understanding of the region, and begin to understand the complexity and interconnectivity of issues impacting the community. This experience dually benefits the school community and the town of Dartmouth as Mrs. Brooks' experiences provides an avenue for giving back and creates a strong civic infrastructure in order to be an active participant in solving the challenges that face our community.

In November, the Potter School community participated in a food drive resulting in eight families receiving everything necessary for a Thanksgiving feast with the remaining canned good being sent to Dartmouth's Council on Aging. At our annual Thanksgiving Assembly 62 ribbons were added to our 'We Honor Those Who Serve' wreath to commemorate the service of relatives of our students in the Armed Forces and First Responders. This portion of our assembly is a highlight as more and more of our Potter School families have a friend or family member represented on the wreath each year.

In December, we joined forces with Barnes & Noble Booksellers to raise money for our school library. This annual event was reinvigorated with the linkage of our book fair with the nationwide B&N Harry Potter extravaganza. Our 'Holiday Ball' offered patrons with a variety of activities throughout the evening. Unlike our previous book fairs the passion for all things Harry Potter made this event one for the record books! Our staff embraced the event, organizing the performance of the Dartmouth High School Chamber Orchestra, a very popular Potions Class, a Wand-choosing Class, Face-Painting, table activities, and games all based on the wizarding world of Harry Potter. The success from this partnership netted \$1050.00 worth of books for the Potter School library.

2016 came to a close with a focus on the National stage. It is our hope that with a new President and the appointments of individuals to government positions will continue to fulfill the promises for the continued well-being of our country and to the freedoms and dreams of its members.

### **James M. Quinn Elementary School**

*Kyle Grandfield, Principal*

#### **Our Mission**

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

As we look back on the academic year 2017 we reflect on our work as it relates to not only our mission statement but also the District's 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 student achievement will improve." In this report I will focus on the work the Quinn School has done in regards to the Instructional and Cultural Core of our School Improvement Plan.

#### **School Demographics**

As of December 2017, we have an enrollment of 643 students, and as a result have four or five classes at each grade level, with class sizes ranging from 17 to 27 students.

#### **New Personnel/Logistics**

In June of 2017 the Quinn staff acknowledged the retirements Ronald St. John, Head Custodian and Claire Bailey, school year secretary, and Kerri Rossi, school nurse. We wish them a happy

retirement and thank them for all their dedication to the children of the Dartmouth Public Schools.

In 2017 the Quinn staff welcomed , Melanie Franzese school nurse, Joanna Ingham K/1 special education teacher, Jennifer Clune literacy coach, Heather Noyes-Fredette, occupational therapist, Nicole Bishop teaching assistant, Thomas Mendonca, custodian, Lauren Belliveau, teaching assistant, Kelly Rose, fourth grade teacher and Ashley DeCosta, fourth grade special education teacher. Our staff, especially their mentors, have continued to provide them support and guidance. We are especially confident that the work and efforts of these new staff members will have a positive effect on student achievement.

### **Instructional Core:**

#### *Key Strategy 1:*

Utilize a variety of researched-based instructional strategies aligned to the common core and intentionally focused on higher order thinking skills.

#### *Key Strategy 2:*

Utilize a variety of common assessments to inform instruction.

As we reflect on the MCAS data from 2017, we are proud of the following accomplishments:

MCAS results for 2017 showed significant student growth in both math and ELA. For ELA, the median SGP between fourth and fifth grade was 50 and for math it was 68. DESE considers anything between 40-60 typical growth.

Quinn continued its work on the following initiatives:

**Co-Teaching Strategies:** Administration and staff participated in various book talks and workshops related to the different co-teaching models. We have continued the implementation of the Co-Teaching model in all grade levels to improve differentiation. In June, August, and throughout the school year, we addressed class placement to ensure students are placed appropriately. A common planning schedule was created to support regular education teachers and special education teachers working as co-teachers.

**Close Reading Strategies:** The district provided a professional development opportunity for our teachers on how to incorporate close reading strategies as part of their literacy instruction.

We continue to increase the use of Higher-Order Thinking Skills (Bloom's Taxonomy) in all of the curriculum by identifying and collating assignments.

**Fountas and Pinnell Leveling System:** Teachers continued their professional development and use of this guided reading leveling system to help evaluate and support students in their literacy development.

In the area of literacy, the members of our "Quinn Literacy Team", continue to focus on creating a comprehensive and systematic Literacy Program. In September, the Literacy Team

concentrated on classroom libraries. Members of the committee are taking an inventory of books within the building as well as having teachers do the same within their classroom. Teachers are making wish lists of books and genres that they do not currently have and would like to see their students reading. Lists of books are being converted to a google doc where teachers have access.

Our classroom teachers continued to utilize Fountas and Pinnell, DIBELS, Star, and Lucy Calkins to drive their instruction and provide targeted interventions for our students. PLC's (Professional Learning Time) discussions took place once a week with grade level teams to discuss this data and make instructional decisions.

In the winter and spring, Quinn offered an I-Stem program.

The Instructional Technology Specialist, in collaboration with the Library Media Specialist as well as classroom teachers are continuing to improve tech integration. Quinn has Smartboards in 100% of classrooms.

### **Cultural Core**

#### *Key Strategy 1:*

Develop strong working relationships between students, families, and staff to promote learning and positive social interactions.

#### *Key Strategy 2:*

Utilize positive behavioral instruction and supports that create a safe environment for learning.

PBIS Rallies: We continued with our PBIS grade level rallies this year at Quinn. During these rallies we make connections to our Second Step Curriculum that is taught weekly in our classrooms. Students are also recognized in each classroom as models of our school-wide expectations of Respecting Others, Respecting Self, and Respecting Property. Each classroom teacher wrote a small acknowledgement for each student as to why they were recognized as a role model in our schools. The students were then asked to sign our "Quinn Pride Book". This past year, was the first year that parents were invited in to the rallies to see their child that was chosen as the role model. Letters were sent home in advance, asking the parents to keep it a secret to surprise their children. Furthermore, as opposed to only doing rallies by grade levels, this past year we began having rallies by "vertical teams".

In October 2017 Quinn School celebrated Unity Day. Unity Day is a day when people across America show their care and concern about creating safe and supportive schools and communities who are committed to stop bullying by wearing the color orange. It's the day everyone can come together in schools, communities, and online, to send one large orange message of support, hope, and unity. Orange construction paper was given to each classroom to sign and create their own unity poster. The posters were hung outside of each classroom. The school was filled with students wearing the color orange.

In October we also held Mix It Up Day. This was our 13th year honoring this national event that breaks down social barriers and enhances school climate. As in past years, everyone is invited to mix up their clothing and spend their lunch eating with new friends. Music, decorations, and a



mural for all students to sign, are incorporated into the event. Parent volunteers encouraged discussion topics with students while they are eating. A big thank you goes out to Tiffany Martin, Kelly Bloom and Erin Gomes, for organizing this event.

In May students from the Quinn School once again were recognized at a Paw Sox game as showing “School Excellence”. Students introduced themselves, were shown on the Jumbo Tron, and were able to walk onto the field. A great photo-op!

In May we held our second annual “Museum of Kindness and Caring”. This is a wonderful opportunity for families to visit the school and see the work each student and classroom is doing to make Quinn a “Bully-Free” School. Art projects and writing samples were displayed throughout the school as part of this great night.

In the review of the past year, we are pleased to examine the things we have done to improve our school culture and help us grow as a community.

Vertical Teams: This year, there is one homeroom teacher from each grade level that makes up a colored vertical team. We have a yellow, blue, red, green, and orange vertical team. Every Friday morning a vertical team has a 15 minute morning meeting in the gym. Students are able to do a share, greeting, and activity. This opportunity allows for students to meet and see students from other grade levels, as well as for students to be able to meet teachers in the upper grades, or allow for students to see their previous teachers. Furthermore, we have been having PBIS rallies by vertical teams, door decorating by vertical teams, as well as other fun events/activities.

### **Community Engagement**

This year our PTO organized many activities that helped to increase parent engagement and community involvement. Some of the activities were: Family Halloween Trick or Trunk, Spring Fling, Breakfast with Santa, and more!

This year students were able to extend their learning by going on field trips provided by area agencies/facilities. Some of the places visited were: Soule Homestead, Russells Mills Schoolhouse, Whaling Museum, UMass Dartmouth, The Lloyd Center, and the Zeiterion Theatre.

### **Recognitions**

In 2017 Quinn was again recognized for being the number one school in the Scholastic Reading Challenge. First Lady Mrs. Lauren Baker visited Quinn for a third time to recognize the efforts of our students on being diligent with reading and logging their minutes.

It was a busy 2017 school year for the Quinn School! As we move onward to 2018 we continue our work of providing a quality education for all learners. Our staff’s dedication to the children of Dartmouth is shone with their continued efforts to improve and enhance their instructional

practices. Our Quinn students continue to make us proud through the effort they show daily in their school work and the examples of respect they show their classmates and teachers.

Respectfully submitted,

Bonny L. Gifford, Ed. D.  
Superintendent of Dartmouth Public Schools