

Dartmouth Public Schools: A Community of Learners



*School Committee
August 21, 2023*



Entry Planning

- The purpose of entry planning is to provide an opportunity to learn more about the school system, get to know the community and gain a deep understanding of the District's current status.
- My plan will focus on the core belief that school districts must act as Ethical Organizations.





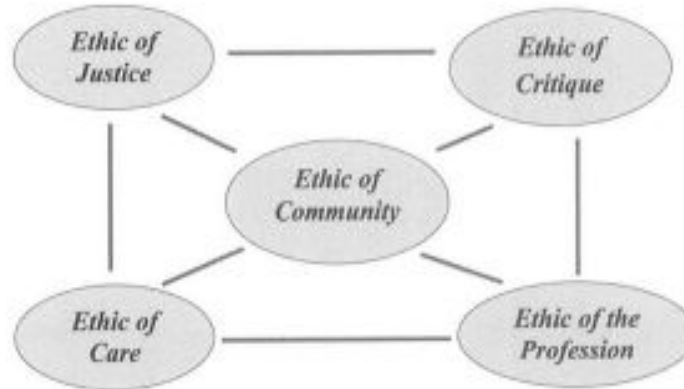
Ethics of an Organization

*My plan focuses on the core
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must act as Ethical
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Ethics of an Organization





Ethic of Community

We understand that moral agency is the responsibility of the community as a whole. We understand that we are all responsible for interpersonal and group skills, including:

- listening with respect
- striving for knowing and understanding others
- communicating effectively
- working in teams
- engaging in ongoing dialogue
- creating forums that allow all voices to be heard





Ethic of Care

We hold absolute regard for the intrinsic value and dignity of each person. We understand the uniqueness of each individual.





Ethic of Critique

We consistently examine barriers to fairness. We examine policies, practices, structures, and decisions that may be disadvantaging one group or individual over another.





Ethics of Equity and Justice

We treat each other with fairness and equal treatment. We establish rules that are fair to all and then live by those rules.





Ethic of Profession

We understand the unique responsibilities of educators. We understand that students are at the center of ethical decision-making.





Entry Planning

Phases of the Entry Plan

To gain a deep understanding of The Dartmouth Community in its current state and identify areas of strength and growth, my entry planning consists of 4 phases:

- Phase 1: Community Building
- Phase 2: Listening and Learning
- Phase 3: Analyzing Data
- Phase 4: Sharing Findings/Action Planning





Phase One

Entry Planning at a Glance

Phase	Timeline	Purpose	Action Steps
Phase 1 Community Building	April - August	Establish relationships with key stakeholders. Identify key Districtwide Transition team members.	Set a series of formal and informal meetings and introductions to get to know people in the Dartmouth community. Visit each school and principal. Meet with each member of the School Committee.





Phase One

Entry Planning at a Glance

Phase	Timeline	Purpose	Action Steps
Phase 1 Community Building	April - August	Establish relationships with key stakeholders. Identify key Districtwide Transition team members.	Establish key meeting times and dates with the leadership team at the District and School level. Attend any previously scheduled conferences, i.e., M.A.S.S. Meet with Superintendent's leadership team and staff to understand upcoming initiatives, projects, etc. Meet with key community members. Send welcoming and introductory letters to staff and families.





Phase Two

Entry Planning at a Glance

Phase	Timeline	Purpose	Action Steps
Phase 2 Listening and Learning	August - November	Gathering pertinent information and data	Meeting with families and community members for formal opportunities to provide feedback and insights to the District. Meeting with DDWTT. Utilize entry planning questions to guide fact-finding. (see Appendix)





Phase Three

Entry Planning at a Glance

Phase	Timeline	Purpose	Action Steps
Phase 3 Analyzing Data	November - February	Make sense of and interpret collected data	The DDWTT will examine data collected from multiple stakeholder groups. This phase will involve fact-checking our initial findings. The entry plan findings report will be prepared for presentation.





Phase Four

Entry Planning at a Glance

Phase	Timeline	Purpose	Action Steps
Phase 4 Sharing Findings/Action Planning	February - April	Reporting out on collected data. Collecting feedback on findings.	Present to the School Community stakeholder groups. Engage in action steps for strategic planning focusing on the continuous improvement cycle.





Entry Planning

Together, we are beginning a journey of continuous improvement, guided by ethical principles, to create a learning environment where every student thrives academically and social-emotionally and experiences a true sense of belonging. As Superintendent, I am committed to upholding these ethical ideals and working collaboratively with all stakeholders to lead our district toward a future of excellence as we work toward our vision of “One Dartmouth.”

