

Superintendent's Entry Plan
Dr. June Saba-Maguire
Dartmouth Public Schools

Trusting that education is the great equalizer, it is my passion and commitment to advocate and lead as a public education servant in the manner Horace Mann intended to create opportunity for all students.

Introduction

A school system is a microcosm of its community and must be rooted in the belief that education is the basis for lifelong success. As a community, defining public education's role in the lives of children and families is critical to ensuring the District is guided by our core values. Including all members of the school community is essential in guaranteeing that the process of developing the entry plan is a powerful guiding force in shaping the future of the District. 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. Therefore, the ethical values I hold as clear drivers for our Dartmouth School Community are below:

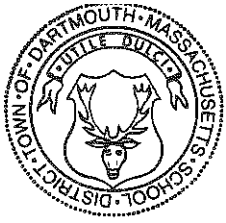


Figure 1.
Ethical framework
centered in the ethic of
community

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.

(Furman, 2004)

When school organizations demonstrate these ethics, the top priority is always the well-being and success of our students within the greater community. Every decision and plan must be driven by the goal of being an ethical organization, ensuring every student has the necessary resources and support to thrive. Building strong relationships is essential for achieving this objective. As a public school district, I recognize that our responsibility extends beyond academics. I am committed to developing the whole person, instilling respect, honesty, perseverance, and inclusivity. Collaboration and collective responsibility are also key to our success, as we all work together to serve our students and families. Finally, families are the first and most important teachers of their children, and I strive to respect and welcome all families into our school community to support the academic achievement of all students. As such, I introduced myself to the community through the correspondence below:



Dartmouth Public Schools
Office of the Superintendent
8 Bush Street
Dartmouth, Massachusetts 02748

Telephone: 508-997-3391

Fax: 508-991-4184

Website: www.dartmouth.school

June Saba-Maguire, Ed. D.
Superintendent of Schools

James A. Kiely, M.B.A.
Assistant Superintendent of
Finance and Operations

August 2023

Dear Dartmouth School Families,

I am delighted to introduce myself as the Superintendent of Dartmouth Public Schools. I am honored to have the opportunity to serve you and your children in this important role. As we embark on this new academic year, I extend a warm hello to all of you and express my excitement to be part of the Dartmouth School community.

First and foremost, I recognize the crucial role that families play in the education of their children. Your support, engagement, and partnership are vital to ensure the success of our students. I am committed to fostering meaningful collaboration between the school district and families as we work together to provide your children with the best possible educational experience.

My educational philosophy centers around creating a safe, inclusive, and supportive learning environment. At Dartmouth Schools, we will prioritize the well-being of our students while nurturing their intellectual, emotional, and social growth. We believe equipping students with the skills, knowledge, and values necessary to thrive in an ever-changing world will support the foundation families establish for their children.

To achieve these goals, we have a team of exceptional educators dedicated to inspiring and empowering your children. The Dartmouth faculty is committed to providing a rigorous and engaging curriculum tailored to each child's needs. We encourage critical thinking, creativity, and love for lifelong learning.

Communication and collaboration are integral to a thriving educational community. I believe in maintaining an open-door policy and fostering transparent and effective lines of communication between families, teachers, and the school administration. I encourage you to contact me or our dedicated staff with any questions, concerns, or suggestions. Your input is invaluable to the success of this partnership.

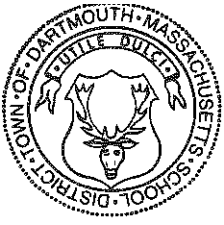
In the coming weeks and months, I look forward to meeting everyone; to that end, I will conduct a Listening and Learning Tour. I will be attending school events, family-teacher meetings, and other community gatherings to get to know you and better understand the unique strengths and aspirations of Dartmouth. Together, we can create a vibrant and supportive learning community that fosters the success of our students and future.

I am genuinely excited about the journey ahead and the opportunity to work alongside you to provide a high-quality education for your children. Dartmouth Public Schools has a rich history and a bright future; I am committed to building upon the traditions of excellence while embracing innovation and growth.

Thank you for entrusting us with the education of your children. Together, let us continue to make the Dartmouth Public Schools a place where every student can thrive, succeed, and become lifelong learners. A place that we can truly call "One Dartmouth."

Warmest regards,

June Saba-Maguire, Ed. D.
Superintendent of Schools



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Assistant Superintendent of
Finance and Operations

August 2023

Dear Dartmouth School Faculty,

Hello,

I hope you are all enjoying a great summer vacation. As your new Superintendent, I am excited to lead such a talented team of educators and staff. I look forward to meeting everyone at our annual meeting on Monday, August 28th, in the high school auditorium.

We will have pastries and coffee in the cafeteria from 7:30 a.m. followed by an 8 a.m. DEA meeting. Convocation will commence at 8:30 a.m., where we will welcome back all staff and recognize our new members. We will also have a brief presentation about our upcoming work and hear from Kathleen Amaral, the Chair of the Dartmouth School Committee. After that, you can return to your buildings to prepare to welcome your students back to school, which is our most important task.

I understand the significance of this moment as we embark on a new chapter together and recognize the vital role all faculty play in shaping the lives of our students. I am confident we will achieve wonderful things with your expertise, passion, and commitment.

My vision for Dartmouth Schools is to work with you to foster a nurturing and inclusive learning environment where every student feels valued, supported, and a genuine sense of belonging. Together, we will create a culture of academic excellence, promote innovation and encourage critical thinking and creativity.

Over the past few months, I have focused on the goals associated with my entry plan. I plan to share these goals with you during our convocation. Eventually, this process of sharing will lead to one of our initial and primary goals to create and maintain a collective strategic plan which will evolve and guide us in this journey. This plan requires a systemwide approach and I will look forward to your input.

My core values are grounded in the importance of collaboration and open communication. I am committed to establishing strong partnerships with all of you and ask you to join me in this commitment. Your insights, ideas, and knowledge are invaluable, and I encourage you to share them freely as we work together to enhance the educational experience for our students.

My door is always open; I am here to support you, provide guidance, and help you overcome the challenges you will face. Let us foster a culture of teamwork where we learn from one another, celebrate our successes, and overcome obstacles together.

I look forward to meeting with you and learning more about your unique contributions to your schools. Our collective dedication will positively impact the lives of our students and the community as we work to create a true sense of unity and pride in "One Dartmouth."

On a personal note, I am grateful for the warm welcome from the Dartmouth School Community. I am excited to work alongside you as we commit to providing exceptional education for our students.

Warmest regards,

June Saba-Maguire, Ed. D.
Superintendent of Schools

"Quality Education for All Learners"

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

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 1: Community Building

April - August 2023

My first priority is to develop community and build relationships and trust among the key members of the school district. This includes meeting with district office staff members, district-level leaders, principals, town officials, town leaders, advocacy groups, educational partnership leaders, etc.

My initial entry planning involves convening a group of advisors and opinion leaders to serve as foundation members of a Dartmouth District-Wide Transition Team (DDWTT). Since the District is engaged in developing the Dartmouth Portrait of a Learner, it makes sense to rely on this previously established group to be members of the DDWTT. These legacy members conducted a needs assessment to clearly identify our District's strengths, challenges, and opportunities, and we will build upon this work.

As part of our self-analysis and long-term strategic planning, including many voices is a priority. The DDWTT will comprise current members and may include additional stakeholders as needed, i.e., district and school administrators, business leaders, college and university

representatives, parents, and community partners, and will assist in establishing the vision for Dartmouth Public Schools. Multiple perspectives, a wealth of opinions, and feedback will shape the planning for the direction of the District.

Phase 2: Listening and Learning

August - October 2023

An in-depth approach to learning all aspects of the school system and structures will augment my knowledge base and understanding of the District. I will utilize common entry planning questions to guide discussions and collect information. This will involve a myriad of school and community stakeholders.

Entry Questions - Teaching and Learning Systems – District and School Leaders

1. To what extent are principals viewed as instructional leaders of their schools? Who provides instructional leadership within schools, and how is this done?
2. Is there agreement about what constitutes effective or high-quality instruction? What artifacts show this? How were these developed, and by whom?
3. To what extent do schools address students' social and emotional learning needs? How is this work understood and organized?
4. To what extent do schools foster and/or teach to promote student belongingness and agency? How is this work understood and organized?
5. To what extent do schools' faculty and staff learn about bringing an anti-bias, culturally responsive, or equity focus to their work?
6. How are educators organized for learning together – What structures exist at each grade span for professional development, teacher collaboration, or job-embedded learning?

How effective are the current structures?

7. Who writes and revises the curriculum? How are new curriculum programs/materials selected?
8. What role does student voice play in decision-making and providing feedback? (In terms of direct participation, use of student survey data, use of other performance metrics)
9. How are educator goals developed in the evaluation system? How linked are these to school improvement plans? How connected do school improvement plans, professional development, and educator evaluation feel to educators?
10. What are some strengths and challenges to how educator feedback and evaluation work in schools?

Entry Questions – School Community and Stakeholder Groups

Organization/Leadership

1. Do the district's vision, core values, or strategy explicitly include a commitment to diversity, equity, inclusion, or anti-racism?
2. What does the most recent DESE Coordinated Program Review of Civil Rights report about the district's civil rights policies and practices?
3. To what extent has the district included a diverse set of stakeholders in the development of existing guiding documents such as statements of vision, core values, beliefs, and strategy?

Family and Community Partnership

4. What structures exist to communicate with parents and to get their input, perspective, and feedback? Is there dialogue with parents about the issues that are important to them?

5. What level of effort is made to communicate with parents across linguistic differences?
6. Are there patterns of disparity between which groups of parents play an active role in schools?

School/District Culture

7. Do teachers and administrators only speak about children and families with respect, curiosity, and compassion?
8. To what extent do teachers and administrators acknowledge each other's as well as students' and families' unique cultural perspectives and assets?
9. To what extent are district and school approaches to culture-building inclusive of multiple viewpoints?
10. To what extent do school approaches to discipline build understanding, empathy, and self-awareness, and do consequences emphasize repairing harm and rebuilding relationships?
11. In what ways do teachers, coaches, and administrators recognize the contributions of all children and have ways to acknowledge those contributions publicly?

Professional Development

12. To what extent has the district invested in ongoing professional development in the areas of cultural competence and racial equity?

Human Resources/Staffing

13. To what extent do teachers, staff, and leaders reflect the racial and ethnic/cultural

composition of their students?

14. To what extent does the district have a comprehensive and inclusive hiring process conducive to hiring teachers who know and are committed to equitable practices?

Curriculum

15. To what extent does the district's curriculum development and selection process ensure that the experiences and stories of historically marginalized groups are integrated into and centralized in the curriculum and that curricula include literature by authors whose racial and cultural background reflects that of its students.
16. To what extent is the district working to ensure that, by design, opportunities are provided for social justice teaching in the areas of identity, diversity, justice, and action across students' K-12 experience?

Use of Performance Data

17. To what extent do schools have performance or "ability" grouped courses or tracks?
18. To what extent do teachers, coaches, and administrators disaggregate data according to race, ethnicity, home language, gender, and ability to see evidence of disproportionality and determine where to allocate energy and resources?
19. To what extent do performance data, graduation data, number of students in Advanced Placement (AP) classes, and so on, reflect inequitable patterns?
20. What other measures besides testing data are prioritized and emphasized by the district to measure and communicate success?

The following sources were drawn from to create this document:

Coaching for Equity by Elena Aguilar, Jossey-Bass

Five Practices for Equity-Focused School Leadership by Sharon Radd, ASCD

Belonging Through a Culture of Dignity by Floyd Cobb, Mimi & Todd

Social Justice Standards, Learning for Justice (Formerly Teaching Tolerance of SPLC)

To accomplish this, I will:

- visit all schools and meet with each administrative leadership team.
- hold initial and ongoing discussions with central office administrators.
- invite local business community leaders, community service providers, and local and state political leaders to meet with me in small groups to discuss experiences with the District, past and present, and encourage them to partner with us to serve our community better.
- hold a two-day District Leaders retreat to set the path for our District work together.
- hold a School Committee retreat to gather members' thoughts about the District's strengths and challenges and develop shared goals and strategies for resource our school district for success.

The School Committee is one of the most significant resources in advocating for our students. I aim to fully embrace and utilize their knowledge, talent, and commitment to our schools to guarantee success. Further, as Superintendent of Schools, a primary focus will be Community involvement. I will begin the year by attending events to welcome students and families to the new school year. My commitment is to be visible, accessible, and transparent. As a result, my entry planning from the time of my appointment in April through August 2023 reflect the following activities and meetings:

Superintendent Meetings with Town/Community Members

JUNE

6/8 – Met w/Brian Levesque – Chief of Police

6/8 - Met w/David Tatelbaum – Select Board Chair

6/12 – Met w/Heidi Brooks – Select Board Member (former DPS Principal/Potter School)

JULY

7/7 – Met w/Kathleen Amaral – School Committee Chair

7/17 – Met w/Shannon Jenkins – School Committee member

7/17 – Met w/John Nunes – School Committee Member

7/18 – Met w/Bess Coughlin – School Committee Member

7/21 – Mt w/Chris Oliver – School Committee Member

7/24 – Met w/Deloris Joseph – Town Youth Advocate

7/26 – Met w/John Roberts, AFSCME Local 93 Staff Representative

7/26 – Met w/Catherine Cooper – Director of the Southcoast Educational Collaborative

7/26 – Interview w/Magnolia McComish for Dartmouth Week

7/27 – Met w/State Representative Chris Markey

7/27 – Met w/Bob Gauvin, Chair, and Terri Hamm, Member of the Town Finance Committee

7/28 – Met w/Dina St. Pierre, Town Director of Libraries

AUGUST

8/8 – MASS New Supt Induction Program

8/16 – Meet w/Cheryl McWilliams of CLEE with Ryan Shea and Pete Rossi

Superintendent Meetings with District Leaders/Staff

JUNE

6/12 – Mtg w/Jim Kiely, Interim Superintendent, Assistant Superintendent of Finance and Operations

JULY

7/6 – Met w/Central Office Leadership Team (COLT)
7/6 – Met w/DEA leadership
7/6 – Met w/New Hires (ELL, PT)
7/7 – Met w/Jim Kiely, Assistant Superintendent of Finance and Operations
7/7 – Met w/Kate Genthner and Nellie Affonso – Superintendent Office Administrative Assistant Staff
7/10-7/13 – MASS Summer Executive Institute
7/14 – Met w/Ryan Shea, Principal DHS
7/14 – Met w/New Hire (Special Education Teacher/DMS)
7/18 – Met w/COLT
7/18 – Met w/Ross Thibault and Katie Pavao (Directors of Teaching & Learning)
7/19 – Met w/Rick Porter, Principal Potter School
7/19 – Met w/Kyle Grandfield, Principal Quinn School
7/19 – Met w/New Hire (Computer Science Teacher/DHS)
7/20 – Met w/Peter Rossi, Principal DMS
7/20 – Met w/Liz Correia, Principal DeMello School
7/20 – Met w/Ryan Shea, Principal DHS
7/25 – Met w/Jonathan Gallishaw, Chief Technology Officer
7/25 – Met w/Justine Dale, Early Childhood Director
7/25 – Met w/COLT
7/25 – Met w/Ross Thibault and Katie Pavao (Directors of Teaching & Learning)
7/26 – Met w/Teacher
7/26 – Visited DHS Summer Program
7/31 – Meet w/New Hire (SY Secretary DHS)

AUGUST

8/1 – District Leadership Team Retreat
8/2 – District Leadership Team Retreat
8/3 – Meet w/Jim Kiely, Assistant Superintendent of Finance & Operations

8/8 – MASS New Superintendent Induction Program

8/8 – Meet w/COLT

8/8 – Met w/Ross Thibault and Katie Pavao (Directors of Teaching & Learning)

8/9 – Meet w/Kathleen Amaral, School Committee Chair

8/10 – Meet w/Jim Kiely, Assistant Superintendent of Finance & Operations

8/10 – School Committee Workshop

8/11 – Met w/Kate Genthner and Nellie Affonso – Superintendent Office Administrative Assistant Staff

8/15 – Meet w/Jonathan Gallishaw, Chief Technology Officer

8/15 – Meet w/Laurie Dionisio, Pupil Support Services Administrator

8/15 – Meet w/COLT

8/15 – Met w/Ross Thibault and Katie Pavao (Directors of Teaching & Learning)

8/17 – Meet w/Jim Kiely, Assistant Superintendent of Finance & Operations

8/21 – Meet w/District Leadership Team (DLT)

8/22 – Meet w/DEA Leadership

8/22 – Meet w/Laurie Dionisio, Pupil Support Services Administrator

8/22 – Meet w/COLT

8/22 – Met w/Ross Thibault and Katie Pavao (Directors of Teaching & Learning)

8/24 – Meet w/Jim Kiely, Assistant Superintendent of Finance & Operations

8/28 – OPENING DAY

8/29 – Meet w/Laurie Dionisio, Pupil Support Services Administrator

8/29 – Meet w/COLT

8/29 – Met w/Ross Thibault and Katie Pavao (Directors of Teaching & Learning)

8/31 – Meet w/Jim Kiely, Assistant Superintendent of Finance & Operations

Start of the School Year 2023 - 2024

At the commencement of the school year, my priority is to spend time getting to know the teachers, staff, parents, and, most notably, our students. I plan to listen carefully to their successes, challenges, vision for our students' future, ideas, and plans for continual improvement.

To accomplish this, I will:

- create a Superintendent Teacher Advisory Panel, which will begin its monthly meetings in October.
- launch a Superintendent's Listening Tour to gather ideas and feedback from parents and the community. Evening meetings will be held throughout the month, allowing me to converse directly with residents.
- conduct an online parent survey gathering input about the district's strengths and challenges. These results will be shared at a public forum in October.
- meet with the Special Education Parent Advisory Council (SEPAC).
- establish Superintendent PAC, comprised of parent leaders from across the District.
- establish strong, trusting relationships with local media outlets to share the excellent work that is going on in our schools every day.

As a lifelong learner and committed educator, students and learning are the core reason I am passionate about my work. I get deep satisfaction from my job when interacting with students, especially when I experience firsthand the importance of our work. My school visits are the barometer by which I will measure our progress. We must ensure that every student receives the tools to acquire the knowledge, understanding, critical thinking, decision-making, and creativity they must apply and practice daily. Giving students a voice in their education is vital, and I will:

- establish a monthly "student voices group."
- have informal "Meet the Superintendent" meetings at all schools and all levels.
- establish meetings for students in specialized programs, i.e., JROTC, National Honor Society, etc.
- include student representation on the school committee.

Ensuring that our students are prepared for opportunities in and out of the classroom is paramount. Building competence and efficacy with structures that allow for students' voices are critical to making the skills needed for full participation in an inclusive society of global citizenship.

Phase 3: Analyzing Data

November - December 2023

Next, the DDWTT will convene and begin compiling and sharing the collective feedback, data, and insights collected over the past five months. Moreover, we will consider several other data sources, including:

- 2022 District Review
- MCAS Results
- STAR Results
- DIBELS
- Formal and Informal Assessment Data
- Graduation Rates
- Prior District Strategic Plan
- Portrait of a Learner Data/Plan

The emerging themes and discussion of the Dartmouth Public Schools' culture will support a process leading to developing our collective and ethical vision, mission, and core values.

Phase 4: Sharing Findings/Action Planning

December 2023 - February 2024

During this phase, we will conduct public meetings to share our findings and next steps with multiple stakeholder groups. This will include:

- School Committee
- Family Groups
- District Administrators
- District Faculty/Staff
- Student Groups
- Community Partners
- Dartmouth Governing Board

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. 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. (see Appendix)
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 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 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.

This Entry Plan is intended to provide the Community with information about the ideas and feedback collected and interpreted by the DDWTT. The thoughts and experiences of parents, students, and community members, as stated in large and small group meetings, play a large role in this process. This entry plan is meant to serve as a compilation of the Dartmouth Public Schools community and will contribute to developing our Five-Year Strategic Plan.

Concluding Thoughts

In conclusion, my entry plan as a Superintendent firmly centers on ethical principles. By placing the ethical framework at the core of our decision-making processes, we can ensure that our actions align with the highest standards of integrity, transparency, and accountability. As educational leaders, we are responsible for cultivating a culture of respect, empathy, and fairness in all aspects of our District. By championing ethical practices and fostering environments where

honesty, inclusivity, and compassion flourish, we can build trust and strengthen the bonds within our school community. 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.”