

DARTMOUTH PUBLIC SCHOOLS



Joseph DeMello Elementary School



**School Improvement Plan
2018-2019**

School Profile

Leadership:
Administrative Staff: Catherine R. Pavao – Principal Elizabeth A. Correia – Assistant Principal
School Teams: Leadership Team PBIS Tier I Committee PBIS Tier II Committee Reading Incentive Committee Response to Intervention (RtI) Committee School Council Sunshine Committee

Staff Profile: <i>(2017-2018)</i>	Student Demographics: <i>(Source – June 2018 SIMS Data)</i>
Faculty: 66	Enrollment: 438
Administration: 2	Male: 226
Office Staff: 1.5	Female: 212
Counseling/Nurse: 1.2/1	Black/African-American: 0.9%
Paraprofessionals: 7	Asian: 0.5%
Custodial Staff: 2.5	Hawaiian/Pacific: 0%
Average Class Size: 20	Hispanic: 3.7%
	Indian/Native American: 0%
	White: 89.4%
	Multi-race: 5.6%

Leadership Team Members:	School Council Members:
Catherine Pavao	Brooke Dusoe, Parent
Kerry DeJesus	Leslie Gamache, Teacher
Maureen Dorsey	Lisa Maucione, Teacher
Robin Kolbeck	Jennifer Mead, Community Representative
Sara Kolbeck	O'Neill, Parent
Lisa Maucione	Catherine Pavao, Principal
Lisa Reitzas	Lisa Reitzas, Teacher
Erin Shurtleff	Mary Waite, Parent
Sharlene Swainamer	Nina Weeks, Parent
PBIS Tier I Team Members:	RtI Team Members
Catherine Pavao	Catherine Pavao
Marianne Aguiar	Maureen Dorsey
Katie Amaral	Kelly D'Ambrosio
Leslie Gamache	Lisa Reitzas
Robin Kolbeck	Lisa Maucione
Sara Kolbeck	
Helen Mello	
MaryBeth Richardson	
Erin Shurtleff	
Amy Slavin	
Sharlene Swainamer	

School Motto:**District Mission:**

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

District Vision:

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

District Core Values and Beliefs:

Exhibit 'Dartmouth Pride' in all we do by:

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

2017-2018 SIP Progress Summaries:

STRATEGIC OBJECTIVE: TEACHING AND LEARNING

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

Action Steps	Outcome/Evidence
<p>To build internal capacity to design calendar maps and units of study that address academic gaps, redundancies, and misalignments for purposes of improving the overall coherence of the district's curriculum and, by extension, its effectiveness.</p>	<ul style="list-style-type: none"> • PD plan included grade level meetings time and agendas included sharing of best practice and collaborative learning • Grades K-4 Reading Scope and Sequence complete in Rubicon • Grades K-5 Writing Scope and Sequence complete in Rubicon • Grades K Phonics and Phonemic awareness Scope and Sequence complete in Rubicon • All Grade k teachers trained in Lively Letters • Grades 1 and 2 have an explicit, systematic Phonics Scope and Sequence in Rubicon • embedded classroom coaching
<p>To create system of assessment for students to evaluate student growth, provide targeted interventions and allow teachers to adjust instruction to improve student achievement.</p>	<ul style="list-style-type: none"> • PD during after school meetings and embedded coaching on conferencing • Focus on constant testing protocols and scoring • Discussion on Learning Progressions
<p>To enhance and expand the K-12 STEM programs and enrichment activities, and develop related curricula</p>	<ul style="list-style-type: none"> • continue iStem Club • Refined Scope and Sequence of Physical, Earth, and Life Science Units in Rubicon • Enhanced Science Units based on teacher feedback and student work • Begun vertical alignment of technology standards using 3D printer
<p>To enhance the K-12 mathematics program to ensure vertical alignment, focusing on mathematical practices to provide real-world applications</p>	<ul style="list-style-type: none"> • Project Based Learning lessons created and aligned with scope and sequence • Some lessons implemented in classrooms and revised based on teacher feedback and student work • Math Running Records PD • Math Specialist Vertical Kathy Richardson training

Provide math PD and coaching focused on developing teachers' understanding of core ideas and utilizing understandings to support student thinking and learning throughout math workshop.	As evidenced through lesson plans and observation of differentiated instruction and student activities, a strong foundation for full implementation of Math Workshop was laid with teachers in grades 1-5. Grade levels worked at CPTs and directly with the math coach to develop varying levels of student activities to support the grade level curriculum.
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STRATEGIC OBJECTIVE: 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.

Action Steps	Outcome/Evidence
Embed technology instruction and skills into grade level curriculum projects.	All classrooms worked with the instructional technology specialist to integrate technology into their everyday work. Student outcomes included Google Slide presentations, green screen PSAs, and overall increase in digital literacy.
Integrate social-emotional needs and supports into the RtI model.	An updated RtI referral packet was created to include a social-emotional component. In absence of a full time school psychologist, not as much growth was made in the dissemination of Tier II supports, however that continues to be a goal for the upcoming school year.
Develop a screening tool to help identify areas of student strength and weakness to aid in the RtI process.	A math screening tool was developed to assist in the identification of targeted student strengths and weaknesses. In addition, the math coach integrated the Kathy Richardson Assessing Math Concepts screening materials to assist in this goal.
Provide staff members with professional development in social emotional learning and wellness to teach students how to recognize and regulate their emotions and to develop coping skills and strategies.	Dr. Carolyn McKearney from South Coast Educational Collaborative provided a PD session to grade spans (K&1, 2&3, 4&5) on the brain based therapeutic approach and how to integrate the approach in their classrooms. The small group model allowed for teachers to provide concrete student examples and receive direct feedback from Dr. McKearney on how to work with students. We successfully rolled out the Second Step Child Protection Unit
Promote cultural and diversity awareness through various school-wide activities.	In October, we celebrated Unity Day where students a created banners and we planted a Unity Tree. We again celebrated Veteran's Day in conjunction with resident veterans and the assistance of the VWF Post. We also had a Kind & Inclusive Schools movement where students created a chain of kindness and acceptance.
Provide staff with PD on PLCs, including developing and sustaining them over time.	The topic of four after school meetings was dedicated to the creation and sustaining of a professional learning community.

STRATEGIC OBJECTIVE: COMMUNITY ENGAGEMENT

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

Action Steps	Outcome/Evidence
<p>Design educational and enrichment opportunities to support student learning. (Enrichment Night, Family Math Game Night, Family Science Night, Family Literacy Night DNRT-DeMello Community Hike, etc.)</p>	<p>School Family nights included a Book Tasting night, BINGO for Books night and a Camp Out Literacy Night.</p>
<p>Provide opportunities for parent/guardians and community members to actively participate within the school community. (Career Day, Guest Reader Program, Veteran Appreciation, Council on Aging Projects, Collaboration with UMass Dartmouth and Bridgewater University, Enrichment Presentations & Workshops, etc. Explore the possibility of embedding enrichment opportunities into the school day.)</p>	<p>Once again this year, we welcomed members of the community to join us as we hosted Career Week and Guest Reader Week. We also worked with members of the VFW Post to do a Veteran’s Appreciation assembly and host a Veteran’s Appreciation poster and essay contest. With the assistance of our PTO, we also had a Fall Festival and Holiday Breakfast where families were invited to come to school and participate in various themed activities.</p>

DeMello School School Improvement Plan 2018-2019

STRATEGIC OBJECTIVE: TEACHING AND LEARNING

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

District Strategic Initiative	School Action Steps	Completion Date	Person(s) Responsible	Resources Needed	Outcome/ Evidence
<p>Strategic Initiative 1: Build internal capacity to design calendar maps and units of study that address academic gaps, redundancies, and misalignments for purposes of improving the overall coherence of the district’s curriculum and, by extension, its effectiveness.</p>	<ol style="list-style-type: none"> 1. Provide ongoing PD for classroom teachers to orient themselves to the Writing Units of Study and continued refinement and expansion of the Model Curriculum Units. 2. Provide continued PD on the Reading and Writing Units of Study. 3. Provide embedded coaching throughout the school year. 	<p>June 2019 (on going to new teachers)</p>	<p>Director of Teaching and Learning Building Administrators Literacy Coaches</p>	<p>Curriculum and CPT meetings Literacy Coaches Massachusetts Curriculum Frameworks for English Language Arts and Literacy Units of Study in Reading and Writing Additional books to add to the classroom library Heinemann Website Model Curriculum Units</p>	<p>Classroom observations reflect elements of Balanced Literacy as outlined in document from the Office of Teaching and Learning and L3 Committee</p>

	<p>Rubicon Atlas</p> <p>1. Refine the current district calendar map for ELA grades K-5.</p> <p>2. Train staff in Rubicon Atlas</p>	<p>June 2019 (on going to new teachers)</p>	<p>Director of Teaching and Learning</p> <p>Administrators</p> <p>Literacy Coaches</p> <p>Instructional Technology Specialist</p>	<p>Instructional Technology Specialist</p> <p>Time to train teachers on Rubicon Atlas</p>	<p>Online curriculum map utilized by teachers across the district.</p>
<p>Strategic Initiative 2: Create a system of assessment of and for learning to evaluate student growth, provide targeted interventions and promote adjustment of instructional practices to foster improved student achievement.</p>	<p>Conferencing</p> <p>Provide Professional Development in how to conduct effective and targeted reading and writing conferences</p>	<p>June 2019 (on going to new teachers)</p>	<p>Director of Teaching and Learning</p> <p>Administrators</p> <p>Literacy Coaches</p>	<p>Curriculum and CPT meetings</p> <p>Literacy Coaches</p> <p>Massachusetts Curriculum Frameworks for English Language Arts and Literacy</p> <p>Units of Study in Reading and Writing</p> <p>Conference videos from the Heinemann Website</p>	<p>Documentation of students' strengths, weaknesses, and specific teaching points.</p> <p>Classroom observations reflect teachers and students engaged in reading and writing conferences.</p>

	<p>Lucy Calkins Assessment Tools:</p> <p>Rubrics, Checklists, Learning Progressions, and Pre and Post Assessments</p>	<p>June 2019 (on going to new teachers)</p>	<p>Director of Teaching and Learning</p> <p>Building Administrators</p> <p>Literacy Coaches</p>	<p>Curriculum and CPT meetings</p> <p>Literacy Coaches</p> <p>Units of Study in Reading and Writing (Reading and Writing Pathways book)</p>	<p>Evidence of individual reading and writing goals</p> <p>Analysis of items to identify individual strengths and weaknesses</p> <p>Identify learning targets for groups of students based upon data.</p>
	<p>Running Records</p> <p>Provide Professional Development on Running Records as a common assessment to evaluate students strengths and weaknesses. Use this data to guide reading instruction for individual students and to small groups.</p>	<p>June 2019 (on going to new teachers)</p>	<p>Director of Teaching and Learning</p> <p>Building Administrators</p> <p>Literacy Coaches</p> <p>Reading Specialists</p> <p>Teachers</p>	<p>Curriculum and CPT meetings</p> <p>Literacy Coaches</p> <p>Reading Specialists</p> <p>Units of Study in Reading (Running Record Section of <u>A Guide to the Reading Workshop</u>)</p> <p><u>Running Records for Classroom Teachers</u> by Marie Clay.</p> <p>Resources provided in the Fountas and Pinnell Benchmarking Kit</p>	<p>Running record taken on each student.</p> <p>Analysis of items to identify individual strengths and weaknesses</p> <p>Identify learning targets for groups of students based upon data.</p>

	<p>Word Journeys: Introduction Professional Development on Differentiated Spelling Instruction</p> <p>Advanced Professional Development on Differentiated Spelling Instruction</p>	<p>June 2019 (on going to new teachers)</p>	<p>Director of Teaching and Learning</p> <p>Building Administrators</p> <p>Literacy Coaches</p>	<p>Curriculum Meetings and or CPT time for professional development</p> <p><u>Word Journeys Second Edition</u> by Kathy Ganske</p> <p><u>Word Sorts and More, K-3</u> by Kathy Ganske</p> <p><u>Mindful of Words 4-8,</u> Kathy Ganske</p> <p>Word Study Notebooks</p> <p>Hand timers</p> <p>Literacy Coaches</p>	<p>Observation of students working in differentiated spelling groups based on the Word Journeys Assessment</p> <p>Students engaged in word sorts in the classroom</p> <p>Word Study Notebooks</p>
<p>Strategic Initiative 3: Enhance and expand the preK - 12 STEM programs and enrichment activities, and develop related curricula.</p>	<p>Continue refining project based units based on student outcomes and teacher feedback</p>		<p>Director of Teaching and Learning</p> <p>Building Administrators</p> <p>Science Unit Writers Team</p>	<p>Curriculum Meetings, CPT time</p> <p>Substitutes for meetings during the day once per trimester</p>	<p>Classroom observations reflect activities and instructional practices that engage students investigating and responding to authentic, complex question, problem/challenge.</p> <p>Student work samples uploaded to Rubicon/Atlas</p>

<p>Strategic Initiative 4: Enhance the K-12 mathematics programs to ensure vertical alignment, focusing on mathematical practices to provide pathways to Calculus.</p>	<p>Continue vertical integration and the standards</p>		<p>Director of Teaching and Learning Building Administrators Math Coaches CIA Team</p>	<p>Curriculum Meetings, CPT time Progressions of Learning</p>	
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STRATEGIC OBJECTIVE: 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.

District Strategic Initiative	School Action Steps	Completion Date	Person(s) Responsible	Resources Needed	Outcome/ Evidence
<p>1. Build upon and enrich a technological structure which supports all teachers and students, capitalizing upon their enthusiasm, and allowing for equal access to individual instruction.</p>	<p>1. Increase student capacity for creating constructed responses on a digital platform</p>	<p>June 2019</p>	<ul style="list-style-type: none"> • Building Administrators • Chief Technology Officer • Instructional Technology Specialist 	<ul style="list-style-type: none"> • Strong Wi-Fi Connectivity • Existing and additional computers, laptops, Chromebooks, and iPads • Updated Smart Board Programs 	<ul style="list-style-type: none"> • Increased opportunities and access to various tasks and assessments completed • Increase in assessments completed on a digital platform • Increased technology knowledge and skills
<p>2. Expand and enrich current systems and practices to support the academic and social and emotional well-being of</p>	<p>1. Increase teacher capacity for implementing best practices into their everyday instruction</p>	<p>June 2019</p>	<ul style="list-style-type: none"> • Building Administrators 	<ul style="list-style-type: none"> • <i>Teach Like a Champion 2.0</i> • After School Curriculum Meetings 	<ul style="list-style-type: none"> • Classroom observations that reflect strategies and practices outlined in <i>Teach Like a Champion</i>

all learners.	2. Provide teachers with PD on current social emotional topics facing our student population (i.e. gender fluidity, racial bias, poverty, executive functioning)	June 2019	<ul style="list-style-type: none"> • Building Administrators 	<ul style="list-style-type: none"> • SMEC / professional experts in the field • PD funds 	<ul style="list-style-type: none"> • Increased awareness of providing supports for students as evidenced by staff-student interactions • Increase in the supports for students facing social-emotional topics addressed
	3. Promote cultural and diversity awareness through various school-wide activities.	June 2019	<ul style="list-style-type: none"> • Building Administrators • Committee Members 	<ul style="list-style-type: none"> • Committee Members • Staff Members • School budget allocation • DeMello PTO Funding 	<ul style="list-style-type: none"> • Established committee to plan and execute events • Yearlong calendar of events

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STRATEGIC OBJECTIVE: COMMUNITY ENGAGEMENT

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

District Strategic Initiative	School Action Steps	Completion Date	Person(s) Responsible	Resources Needed	Outcome/ Evidence
1. Increase communication with students, parents, teachers, and the broader Dartmouth Community by maximizing the use of technology and the media.	1. Maintain family communication through the distribution of a monthly newsletter and calendar as well as topic specific updates and increased utilization of the school website	June 2019	<ul style="list-style-type: none"> • Building Administrators 		<ul style="list-style-type: none"> • School wide notices will go home via the Virtual Backpack • Frequently updated school website

2. Support and expand outreach and engagement with parents, family and community.	1. Design educational and enrichment opportunities to support student learning. (Enrichment Night, Family Math Game Night, Family Science Night, Family Literacy Night DNRT-DeMello Community Hike, etc.)	June 2019	<ul style="list-style-type: none"> • Building Administrators • Committee Members 	<ul style="list-style-type: none"> • Committee Members • Staff Members • School Budget Allocation • DeMello PTO Funding • Preservice Teachers 	<ul style="list-style-type: none"> • Schedule of activities. • Families engaged in diversified school activities as evidenced by their participation
	2. Provide opportunities for parent/guardians and community members to actively participate within the school community. (Career Day, Guest Reader Program, Veteran Appreciation, Council on Aging Projects, Collaboration with UMass Dartmouth and Bridgewater University, Enrichment Presentations & Workshops, etc. Explore the possibility of embedding enrichment opportunities into the school day.)	June 2019	<ul style="list-style-type: none"> • Building Administrators • Committee Members 	<ul style="list-style-type: none"> • Committee Members • Community Members • Staff Members • DeMello PTO Funding 	<ul style="list-style-type: none"> • Schedule of activities. • Creation of effective partnerships with parents/guardians and community members
2. Support and expand outreach and engagement with parents, family and community.	2. Design educational and enrichment opportunities to support student learning. (Enrichment Night, Family Math Game Night, Family Science Night, Family Literacy Night DNRT-DeMello Community Hike, etc.)	June 2019	<ul style="list-style-type: none"> • Building Administrators • Committee Members 	<ul style="list-style-type: none"> • Committee Members • Staff Members • School Budget Allocation • DeMello PTO Funding • Preservice Teachers 	<ul style="list-style-type: none"> • Schedule of activities. • Families engaged in diversified school activities as evidenced by their participation