

DARTMOUTH PUBLIC SCHOOLS



George H. Potter School



School Improvement Plan 2019-2020

School Profile

Leadership:	
Administrative Staff: Heidi Silva Brooks, Principal Rick Porter, Assistant Principal	
School Teams: Leadership Team PBIS Tiered Supports Team School Council RtI (Response to Intervention)	Potter Representatives to District Teams: CIA (Curriculum Instruction & Assessment) L3 (Leveled Literacy Leaders Innovation Team (Core & Ambassadors))

Staff Profile: <i>(2019-2020)</i>	Student Demographics: <i>(Source – June 2019 SIMS Data)</i>
Faculty: 29	Enrollment: 403
Administration: 2	Male: 219
Office Staff: 1.5	Female: 184
Counseling/Nurse: 4	Black/African-American: 4 (1%)
Paraprofessionals: 10	Asian: 2 (>1%)
Custodial Staff: 2.5	Hawaiian/Pacific: 1 (>1%)
Average Class Size: 21	Hispanic: 14 (3.5%)
	Indian/Native American: 0
	White: 363 (90%)
	Multi-race: 15 (3.7%)

Potter School Teams		
Leadership Team Members:		School Council Members:
Heidi Silva Brooks, Principal		Heidi Silva Brooks, Principal
Rick Porter, Assistant Principal		Awaiting Election Results
Katelyn Kaulback, School Psychologist		Awaiting Election Results
Dana Doucette, Math Coach		Awaiting Election Results
Lisa Medeiros, Literacy Coach		Wendy Candeias, Parent
		Sarah Parker, Parent
		Kerrie Parsons, Parent
		Andrea Moniz, Community Representative
PBIS Team Members:		RtI Team Members:
Heidi Silva Brooks, Principal		Rick Porter, Assistant Principal
Rick Porter, Assistant Principal		Katelyn Kaulback, School Psychologist
Katelyn Kaulback, School Psychologist		As determined by case – Classroom teacher(s); SPED teacher(s); Related Service Provider(s); Instructional Coach(es); Instructional Specialist(s)
Kristen Martinho, Lower Elementary Representative		
Nancy Ferreira, Upper Elementary Representative		
Laurie Dionisio, Speech Pathologist		
Carrie Gregoire, School Outreach Worker		
Paul Chouinard, School Outreach Worker		
CIA (Curriculum Instruction & Assessment):	L³ (Leveled Literacy Leaders):	Innovation Committee:
Kristin Santangelo, Kindergarten	Megan Frias, Kindergarten	Core Team - Kristen Martinho
Kristen Martinho, Grade 1	Andrea Abreu, Grade 1	Ambassadors -
Gina DaSilva, Grade 2	Melissa Laurence, Grade 2	Rick Porter, Assistant Principal
Darren Fleurent, Grade 3	Stephanie Moreira, Grade 3	Dana Doucette, Math Coach
Jennifer Oliver, Grade 3	Michelle Dias, Grade 4	Anne Goodman, Grade 5
Christine Morrison, Grade 4	Theresa Baird, Grade 5	Jennifer Oliver, Grade 3
Anne Goodman, Grade 5		
Rick Porter, Assistant Principal		

School Motto: Learning, Caring, Sharing

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.

2018-2019 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
Support the advancement of Lucy Calkins' Units of Study in Reading and Writing according to the district roll-out plan	Professional Development was provided to teachers in Kindergarten through Grade 5 in order to provide cohesive facilitation of the workshop model in the areas of Writing and Reading. The district supported three afterschool sessions and our Literacy Coach offered additional sessions afterschool and support during PLCs. Vertical Teams met to explore the tenants of the model which transcend through the grade levels to better understand the learning progressions. By the end of 2021, the Units of Study in Reading will have grown to include our fifth graders.
Support the advancement of the Mathematics Workshop Model included Guided Math	The Potter School Math Coach has systematically paired with classroom teachers using the gradual release model of Guided Mathematics principles. By the end of 2020, every Potter School teacher will have been trained in this model. Evidence of the students engaging in mathematic problem solving with increasing complexity was observed in classrooms across the grade level span.

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
Refinement of PBIS and RtI protocols across grade levels	During the summer of 2018, the PBIS core group met to refine our PBIS protocols. Earlier in the spring, we had "piloted" some new forms and received staff feedback that we reviewed at our summer meeting. From that meeting, we redesigned our behavior referral form and our "Check-In/Check-Out" data monitoring sheet. We also developed a Tier II subcommittee that met every other week to review Tier II data and make recommendations on appropriate interventions for students.
Expand inclusion of staff at Clinical Services Meetings	We expanded on the district's Clinical Services model. We worked with consultant Dr. Carolyn McKearney to create time for teacher pre-briefs and de-briefs as it related to Dr. McKearney's observations for our "at-risk" students.

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
Investigate virtual capacity for Parent Presentations	Parent feedback was critical in determining our use of social media platforms to involve parents in activities at Potter School. Monthly taped episodes with DCTV were streamed via FaceBook; FaceBook live was used to capture activities in 'real time;' relevant postings to the Potter School PTO FaceBook page and use of the Electronic Backpack as well as Blackboard Connects' (text and audio features) provided parents with notices of information in their preferred method.

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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
To build our 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.	<ul style="list-style-type: none"> Extend Implementation of Balanced Literacy with K-1 Phonics and Grade 4 Reading Workshop 	June 2020	<ul style="list-style-type: none"> Director of Teaching and Learning Building Administrators Literacy Coach 	<ul style="list-style-type: none"> Curriculum and PLC Meetings Literacy Coach Units of Study in Writing (K-5) Units of Study in Reading (K-4) Units of Study in Phonics (K-1) Revised Scope and Sequence for ELA 	Classroom observations reflect students engaged in the workshop model in all literacy domains: <ul style="list-style-type: none"> Mini Lesson Students: Independent Practice Teacher: Conferencing, strategy groups, including guided reading/book club
	<ul style="list-style-type: none"> Provide ongoing PD on the workshop model, conference and calibration of scoring writing 	June 2020	<ul style="list-style-type: none"> Literacy Leveled Leaders (L³) Team Classroom teachers 		
To create a system of assessments of and for learning to evaluate student growth, provide targeted interventions and promote adjustment of instructional practices to foster improved student achievement	<ul style="list-style-type: none"> Expand the use of data to inform instruction; create instructional groups including intervention services; and serve as a data point in the RtI process 	June 2020	<ul style="list-style-type: none"> Building Administrators School Psychologist Classroom Teachers Instructional Coaches Instructional Specialists 	<ul style="list-style-type: none"> Data Meetings Grade Level PLC's RtI Meetings 	Data will be reviewed to show areas of student growth and weaknesses and used to drive instructional practices Teachers will use this information to formulate their Student Learning Goals

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
To enhance and expand the K-12 STEM programs, and enrichment activities, and develop related curricula	Create opportunities for Project Based Learning in the STEM Lab	June 2020	<ul style="list-style-type: none"> • Instructional Technology Specialist • Classroom Teachers 	<ul style="list-style-type: none"> • PLC Meetings • STEM Lab • STEM Materials 	Classroom observations will reflect student engagement in authentic learning experiences
To enhance the K-12 mathematics program to ensure vertical alignment, focusing on mathematical practices to provide real-world applications through innovative practices	Implement ST MATH in grades K-2	June 2020	<ul style="list-style-type: none"> • Director of Teaching and Learning • Building Administrators • Math Coaches • CIA (Curriculum, Instruction and Assessment) Team with focus on Grade 2, 3 and 4 • Kindergarten through Grade 2 teachers (STMath) • Instructional Technology Specialists 	<ul style="list-style-type: none"> • Curriculum and PLC meetings • Math Coaches • ST MATH aligned to Revised Scope and Sequence for Math • Substitutes for School Based PD Days (and Planning Days*) • Camera enabled devices with Touch Screen Technology • Highlander Institute • Math Scope and Sequence • Appropriate Technology 	Students will build a conceptual understanding of spatial temporal strategies in order to solve visual problems with perseverance and grit
	Focusing on the agreed upon Priority Practices the team (Grade 2, 3 and 4 CIA Members and Math Coach*) will develop project based lessons/ unit outlines that address the critical mathematic areas of grades 2, 3 and 4				Classroom observations reflect students engaged in the workshop model and Project Based Lessons <ul style="list-style-type: none"> • Mini Lesson • Students: Independent Practice with Voice and Choice and Group Work • Teacher: Guided Math groups
					Rubicon will reflect PBL

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District Strategic Initiative	School Action Steps	Completion Date	Person(s) Responsible	Resources Needed	Outcome/ Evidence
To 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	Integrate technology skills into grade level Project Based learning experiences	June 2020	<ul style="list-style-type: none"> • Classroom Teachers • Instructional Technology Specialist 	<ul style="list-style-type: none"> • Project Based (STEM) Integration Lessons • Engineering Materials (STEM Carts) • Variety of Technology 	<p>STEM Lessons will be linked to specific grade level or grade level spans</p> <p>Students will have access to a variety of technology</p>
	Promote student perseverance through less teacher talk				
To expand and enrich current systems and practices to support the academic and social and emotional well-being of all learners	Refine the academic RtI process to include Instructional Coaches	June 2020	<ul style="list-style-type: none"> • Assistant Principal • School Psychologist • School Counselors • Instructional Coaches • Instructional Specialists • Classroom Teachers 	<ul style="list-style-type: none"> • PBIS Team Meeting • i-SWIS Data Platform • RtI Teams • PSSST Team • SfSS (District) Committee 	<p>Updated PBIS and RtI protocols will be instituted</p> <p>Data will accurately report students need for services/ interventions</p>
	Implement a Tier III Behavioral Protocol				
	Introduce the use of fidelity data relative to suggested strategies				
	Provide Brain Based Therapeutic practice and Suicide Prevention PD	June 2020	<ul style="list-style-type: none"> • Dr. Carolyn McKearney • School Counselors 	<ul style="list-style-type: none"> • PD Meeting time(s) 	Faculty will have strategies to support at-risk students

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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
To increase communication with students, parents, teachers, and the general Dartmouth Community by maximizing the use of technology and the media	Notification of Parents /Guardians will include various forms of social media	June 2020	<ul style="list-style-type: none"> • Building Administrators • Secretaries • School Personnel 	<ul style="list-style-type: none"> • Access to parent/guardian preferred communication • Technology to support taping and editing of programs 	The Dartmouth Community will be more informed of Potter School events Parents/Guardians will participate in events and activities
To support and Expand outreach and engagement with parent-family and community	Engage with Community Agencies to expand classroom experiences in art, cultural and historical significance	June 2020	<ul style="list-style-type: none"> • Building Administrators • PTO Executive Board Members • Classroom Teachers 	<ul style="list-style-type: none"> • Autumn Glenn • BCC • DCTV • Dartmouth’s Council on Aging (COA) • Dartmouth Cultural Arts Commission • DHS • North Dartmouth Branch Library • Fire District #3 • Greater New Bedford Regional Refuse • Junior Achievement • Russells Mills Schoolhouse • Zeiterion Theatre 	Potter School students will benefit from our relationship with various community agencies in order to expand their learning opportunities