

DARTMOUTH PUBLIC SCHOOLS



James M. Quinn Elementary School



**School Improvement Plan
2018-2019**

School Profile

Leadership:
Administrative Staff: Kyle Grandfield, Principal Audra Thomas, Assistant Principal Stephanie Yermalovich, Assistant Principal
School Teams: School Improvement Team (SIP) School Council and PTO PBIS Team Sunshine Committee Literacy Team RTI/Data Team Instructional Leadership Team (ILT) Integrating Technology Team

Staff Profile: <i>(2018-2019)</i>	Student Demographics: <i>(Source –September 2018 SIMS Data)</i>
Faculty: 124	Enrollment: 634
Administration: 3	Male: 337
Office Staff: 2	Female: 297
Counseling/Nurse: 3/2	Black/African-American: 1.4%
Paraprofessionals: 23	Asian: 1.6%
Custodial Staff: 4	Hawaiian/Pacific: 0.2%
Average Class Size: 21.8	Hispanic: 3.3%
	Indian/Native American: 0

	White: 87.2%
	Multi-race: 6.3%

SIP Team Members:	School Council Members:
Kyle Grandfield, Principal	Kyle Grandfield, Principal
Audra Thomas, Assistant Principal	Sandra Nicholas, 3 rd Grade Teacher
Stephanie Yermalovich, Assistant Principal	Krystle Boiani, 3rd Grade Teacher
Marygrace Condon, Kindergarten Teacher	Mary Sullivan, Kindergarten Teacher
Jodie Correia, Special Education Teacher	Stephen Witzig, Community Member
Cheryl Leandro, 2 nd Grade Teacher	Chet Overson,, Parent
Alexis Cochran, Math Specialist	Linda Hamilton, Parent
Trisha Leary, Technology Integration Specialist	Vanessa Williams, Parent
Carolyn Soares, Literacy Coach	
Erin Gomes, Outreach Worker	
Christine Tafe, Literacy Specialist	PTO
Lisa Arruda, 3 rd Grade Teacher	President: Sonja Silva
	Vice President: Linda Hamilton
PBIS Team Members:	Secretary: Kelly St. Laurent
Kyle Grandfield, Principal	Treasurer: Chrisey Delgado
Audra Thomas, Assistant Principal	
Stephanie Yermalovich, Assistant Principal	Rtl Team Members
Katie Noyes, School Psychologist	Kyle Grandfield, Principal
Kelly Bloom, Outreach Worker	Audra Thomas, Assistant Principal
Erin Gomes, Outreach Worker	Stephanie Yermalovich, Assistant Principal
Tiffany Martin, Outreach Worker	Literacy & Math Coaches
Bev Vieira, 1 st Grade Teacher	Grade level Special education Teachers
Carolyn Boucher, 4 th Grade Teacher	Outreach Workers (when needed)

Kathleen Baldwin, O.T.	OT, PT, Speech, APE..etc (When needed)
	Katie Noyes, School Psychologist
Instructional Leadership Team	
Open to all staff members	

Literacy Team Members
Kyle Grandfield, Principal
Audra Thomas, Assistant Principal
Stephanie Yermalovich, Assistant Principal
Katherine Powers, Librarian
Alex Clough, 1 st Grade Teacher
Carolyn Boucher, 4 th Grade Teacher
Christine Tafe, Literacy Specialist
Cheryl Cusick, Literacy Specialist
Carolyn Soares, Literacy Coach

School Motto: “I respect you, I respect me, I respect everything I see”

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
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	<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

curriculum and, by extension, its effectiveness.	<ul style="list-style-type: none"> ● Embedded classroom coaching
To create system of assessment for students to evaluate student growth, provide targeted interventions and allow teachers to adjust instruction to improve student achievement.	<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
To enhance and expand the K-12 STEM programs and enrichment activities, and develop related curricula	<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
To enhance the K-12 mathematics program to ensure vertical alignment, focusing on mathematical practices to provide real-world applications	<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 ● Revised benchmark assessments based on teacher feedback

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
Build upon and enrich a technological structure which supports all teachers and students, capitalizing upon	<ul style="list-style-type: none"> ● Supported teachers in the use of the 6 chrome carts, three ipad carts and 4 laptop carts in the building ● Utilize Google Calendar for device sign-out ● Used platforms such as Google Classroom, Go Formative, Brainpop, Seesaw and Newsela to differentiate, progress monitor and provide feedback for instruction and student practice.

<p>their enthusiasm, and allowing for equal access to individual instruction.</p>	<ul style="list-style-type: none"> ● Digital Literacy Standards have begun to roll out by media specialist and ITS
<p>Expand and enrich current systems and practices to support the academic and social and emotional well-being of all learners</p>	<ul style="list-style-type: none"> ● Have restructured the master schedule for 18-19 with a focus on <ul style="list-style-type: none"> ○ daily grade level common prep time ○ longer instructional blocks ● We have continued restructure the RTI block with input from multiple committees and based on data. ● We are embedding a RTI/Data team, ILT, integrating technology team, and a PBIS committee to 1 staff meeting a month, so that all staff can participate on a team that most interests them ● Began weekly vertical team “morning meetings” to support whole school climate/culture ● Social Emotional Learning and PBIS initiatives to enhance Tier 2 support with behavioral interventions was a focal point at PLC’s and PD. <ul style="list-style-type: none"> ○ NAMI came to present in October ○ Brain-based therapeutic training ○ Regular clinical service meetings with Dr. Carolyn McKearney ○ Suicide Prevention Training ● Related services (PT, OT etc.) specialists, special education teachers and classroom teachers met monthly at staff meetings to tier students and create various behavior plans/strategies as needed with special area teachers and outreach workers ● Weekly meetings with Admin and Outreach to review SWIS data and intervention plans

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>Increase communication with students, parents, teachers, and the general Dartmouth Community by maximizing</p>	<ul style="list-style-type: none"> ● Created a Quinn School Twitter Page (@jmquinnndps) and updated it often with current happenings throughout the building ● Created a Quinn School Library Twitter Page

the use of technology and the media.	<ul style="list-style-type: none"> ● Weekly/biweekly updates on events and happenings at the school and in the library were posted to Twitter
Support and expand outreach and engagement with parents, family and community.	<ul style="list-style-type: none"> ● Monthly Quotable Quinn Newsletters were sent home ● Updated the school's Website regularly ● Teachers were trained in designing personal web pages and many have created their own pages ● Google Classroom and Class DOJO to communicate daily with families ● Out 5th grade Peer Leadership Program did the following: <ul style="list-style-type: none"> ○ Created bookmarks with positive messages for the library ○ Raised money and food for The Council on Aging ○ Peer reading in low grade levels ○ Students presented these initiatives and more to the school committee for Quinn spotlight on kids. ● The Museum of Kindness and Caring, Pancake Breakfast, Halloween's Trick or Trunk, and Dr. Seuss Night, were all consistently well attended by families

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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
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<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>	<p>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.</p> <p>2. Provide continued PD on the Reading and Writing Units of Study</p> <p>3. Provide embedded coaching throughout the school year.</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>Massachusetts Curriculum Frameworks for English Language Arts and Literacy</p> <p>Units of Study in Reading and Writing</p> <p>Additional books to add to the classroom library</p> <p>Heinemann Website</p> <p>Model Curriculum Units</p>	<p>Classroom observations reflect students engaged in the workshop model:</p> <p>1. Mini Lesson,</p> <p>2. Students: independent practice</p> <p>Teacher: conferencing, strategy groups, and/or guided reading</p> <p>3. Share Classroom observations reflect students engaged in the workshop model</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>Time to train teachers on Rubicon Atlas</p>	<p>Classroom observations reflect students engaged in the workshop model:</p> <p>1. Mini Lesson,</p> <p>2. Students: independent practice</p> <p>Teacher: conferencing, strategy groups, and/or guided reading</p>

			Instructional Technology Specialists		3. Share
<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 conference</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>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</p>

					based upon data.
	<p>Running Records 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>	June 2019 (on going to new teachers)	<p>Director of Teaching and Learning</p> <p>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: Professional Development on Differentiated Spelling Instruction</p> <p>Advanced Professional Development on</p>	June 2019 (on going to new teachers)	<p>Director of Teaching and Learning</p> <p>Building administrators</p>	<p>Curriculum Meetings and or CPT time for professional development</p> <p><u>Word Journeys Second Edition</u> by Kathy</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</p>

	Differentiated Spelling Instruction		Literacy Coaches	Ganske <u>Word Sorts and More</u> , K-3 by Kathy Ganske <u>Mindful of Words 4-8</u> , Kathy Ganske Word Study Notebooks Hand timers Literacy Coaches	classroom Word Study Notebooks
Strategic Initiative 3: Enhance and expand the preK - 12 STEM programs, and enrichment activities, and develop related curricula.	Continue refining project based units based on student outcomes and teacher feedback -Maker Space -Istem -Hour of Code -Digital Posters	ongoing	Instructional Technology Specialist Library Media Specialist	Money for instructional supplies and programs Time and space for before, during, and after school	Classroom observations reflect activities and instructional practices that engage students investigating and responding to authentic, complex question, problem/challenge.
Strategic Initiative 4: Enhance the K-12 mathematics programs to ensure vertical alignment, focusing on mathematical practices to provide pathways to Calculus.	Revisiting the math workshop model and best practices K-5 -teaching for understanding vs. teaching standard algorithms -Number Talks	ongoing	Math coach Math specialists administrators	PD PLC	Common language, structure of the math block and best practices occurring K-5

	-Progressions of basic operations				
	Implementation of vertical teams to create consistency and promote collaboration throughout the building	ongoing	Teachers Math Coach Math Specialist Administration CIA members	Curriculum Meetings, CPT time Progressions of Learning	Will help support building wide common language and best practices in math

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District Strategic Initiative	School Action Steps	Completion Date	Person(s) Responsible	Resources Needed	Outcome/ Evidence
1. Build upon and enrich a technological structure which supports all teachers and students, capitalizing upon their enthusiasm, and allowing	Continue to support and differentiate the effective use of smartboards in the classroom.	Ongoing	Instructional Technology Specialist	Smartboards Instructional materials	A “library” of smartboard lessons will be established for teachers to access at anytime

for equal access to individual instruction.				Google Spreadsheets and Docs	
	Implement Digital Literacy Standards	Ongoing	Instructional Technology Specialist Library Media Specialist	Standards, ITS support the vertical and horizontal alignment of standards. Staff Meeting “Team time”	Teachers will be implementing digital literacy standards across curriculum
	Implement the use of chromebooks, related applications and extensions.	Ongoing	Instructional Technology Specialist	Chromebooks, ipads	Personalized and blended learning will occur to assist in enriching students and differentiating instruction
	Supporting blended learning throughout the academic content.	Ongoing	ITS Coaches Admin	Differentiated professional development, PLC’s and vertical teams. Modeling and support from ITS	Personalized and blended learning will occur to assist in enriching students and differentiating instruction
2. Expand and enrich current systems and practices to support the academic and social and emotional well-being of all learners	Response to Intervention/ Enrichment Block	Ongoing	Grade Level Teachers, Special Education Teachers, Reading Specialists, Math	Targeted Academic Interventions Progress Monitoring data Flexible groupings	Daily all students will participate in targeted and meaningful instruction based on data and teacher observations

			Specialists, Teachers Assistants	PLC's for RTI discussions	
	Implementing Digital Citizenship Lessons K-5	Ongoing	Instructional Technology Specialists and Library Media Specialist	Common Sense Media Curriculum Staff Meetings	Students will become aware of internet safety and social media etiquette
	PBIS Initiatives <ul style="list-style-type: none"> ● Check in/ Checkout ● Small Groups ● Second Step/ CPU ● Assemblies ● K Play Standards ● Calm Classroom ● Brain-based therapeutic learning ● Grief Counseling 	Ongoing	All staff members	PLC's Second Step Lessons PBIS rallies Coins and "rocket fuel" SWIS data Dr. Carolyn McKearney	Decreased number of behavior referrals and an increase in academic performance
	Implementation of vertical teams to create consistency and promote collaboration throughout the building	Ongoing	All Staff Members	PBIS rallies PD discussions	Staff awareness of initiatives occurring K-5.

					Will help support building wide common language and consistency. Ultimately supporting overall climate and morale
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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 general Dartmouth Community by maximizing the use of technology and the media.	-Weekly Twitter Posts -Monthly Newsletter -Monthly updates on the website	Ongoing	All Staff	Updates from teachers	Students, staff and families will be up to date with current instructional updates and building wide events
2. Support and expand outreach and engagement with parents, family and community	-Invite families to attend PBIS rallies	Ongoing	All Staff	Google docs updated from teachers Parent invitations	Supporting students staff and families in a positive school environment

				Horizontal/ vertical grade level assemblies.	
	-Outreach presenting on new CPU lessons at PTO meeting.	PTO Meeting October 15, 2018	Outreach Admin	CPU curriculum Parent permission forms	Students and staff are exposed to the new child protection units.
	-Continue to expand family engagement nights	Ongoing	PTO All staff	Meetings, committees, and volunteers for the planning and facilitation of events	Students, families, and staff enjoying showcases and family activities/events
	Expanding the 5th grade peer leader program - By having a Peer Mentor Program	Ongoing	5th grade students Outreach Admin	Application forms Advertising and information to students and families	5th grade peer leaders will support school wide and community based initiatives that are student centered