

DARTMOUTH PUBLIC SCHOOLS



Andrew B. Cushman



School Improvement Plan 2021-2022

School Profile

Leadership:
Administrative Staff: Justine M. Dale, Ph.D Early Childhood Director
School Teams: Kindergarten and Preschool grade level teams Office Management Team Positive Behavioral Intervention System Team Response to Intervention Team Special Education Team

Staff Profile: <i>(2021-2022)</i>	Student Demographics: <i>(Source – October 2021 SIMS Data)</i>
Faculty: 16 (10 teachers, OT, PT,SL, LIT, Sped, Facilitator)	Enrollment: 134
Administration: 1	Male: 63
Office Staff: 1	Female: 71
Counseling/Nurse: 1	Black/African-American: 2
Paraprofessionals: 11	Asian: 5
Custodial Staff: 1.5	Hawaiian/Pacific: 0
Average Class Size: PREK: 13 (rolling enrollment), K: 16	Hispanic: 0
	Indian/Native American: 3
	White: 118
	Multi-race: 6

Leadership Team Members:Office Management	School Council Members:
Justine M. Dale, Early Childhood Director	Justine M. Dale, Early Childhood Director
Lara Stanton, School Secretary	Christine Fistori, Preschool Teacher
Ann Mueller, Social Outreach Worker	Jessica Gibb (TBD), Parent transitioning out
Rachael Gelinas, Nurse	Lisa Simmons, Current Parent
Kristen Green, Team Facilitator	
PBIS Team Members:	RTI Team Members
Justine M. Dale, Early Childhood Director	Justine M. Dale, Early Childhood Director
Margaret Collins, Special Education Teacher	Ann Mueller, Social Outreach Worker
Cheryl Kamm, Kindergarten Teacher	Julie Meelia, Speech and Language Pathologist
Lori O'Neil, Literacy Coach	Elizabeth de Barros, Occupational Therapist
Ann Mueller, Social Outreach Worker	Margaret Collins, Special Education Teacher
Special Education Team:	
Elizabeth deBarros, Occupational Therapist	
Julie Meelia, Speech and Language Pathologist	
Tonya Hunt, Physical Therapist	
Margaret Collins, Special Educator	
PreK Teachers	
Justine Dale, Early Childhood Director/Kristen Greene, Sped Teacher/Facilitator	

School Motto/Expectations: Take Care of Yourself, Take Care of Others, Take Care of our School

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.

SIP Progress on SIP 2020-2021 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
Implement ST Math in K	Completed and schedules created
Identify end of year grade level computational fluency standards	Grade level documents are aligned to facts fluency standards that include benchmark problems and strategies for addition and subtraction. Observations indicated that students are using fact fluency strategies and achieving fluency with math facts

Unit plans and lessons will be revised to support hybrid model learning	Revised lessons to reflect the hybrid schedule that aligns to the scope and sequence in Rubicon Atlas
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Complete implementation of Balanced Literacy with K-1 Phonics	Classroom observations reflected students engaged in the workshop model; mini lesson observed Students independently practiced Teacher: conferencing strategy groups and or guided reading all observed
Unit plans and lessons will be revised to support hybrid model	Revised lessons to reflect the hybrid schedule that aligns to the scope and sequence in the Rubicon Atlas

SIP Progress Summaries (cont'd):

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
Support a Hybrid Model of learning for Kindergarten students through providing access for remote learning	Attendance and parental communications Teacher documentation Observation and work samples
Support a Hybrid Model of learning for Kindergarten teachers through support of their team goal regarding student engagement in Morning ELA Lessons and Closing Circles	Evidence as recorded in the Team Evaluation Goal and noted in Teachpoint
Year long staff PD focusing on Compass Points, ACE study, Growth Mindset, Brainbased Research, Early Childhood Diversity Appreciation through literature, Student Voice and Choice	Staff meeting agendas and documentation Google Doc of diversity resources Additions to our Leveled Library
Build a PBIC committee to review expectations matrix in light of current health and safety needs	Classroom Posters with new School Expectations Communications home

SIP Progress Summaries (cont'd):

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
Introducing a weekly correspondence for families Peek of the Week Newsletter	Weekly correspondences
Learn and build upon school website	Website

Enhance communications between parents, Early Intervention providers and if applicable outside agencies, to ensure a smooth transition process from Early Intervention to the Dartmouth Public Schools for both parents and students	Zoom invites, Zoom meeting and telephone correspondence
Establish virtual parent-teacher conferences and IEP Meetings	Google Meet Schedule Zoom Schedule

2021-2022 School Improvement Plan:

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
Grade Appropriate Instruction: Establish an instructional strategy focus for the year and align observation, coaching, evaluation, and professional learning priorities to this focus area.	All teachers are engaged with the first year of Bridges K & PK and will create team goals focused on implementation	June 2022	J. Dale, Grade Level Teams	Specialists time	Notes and reflections Walk-through evals
	District Planned PD	School Calendar	T. Oliveira along with identified instructors and J. Dale	Space at the Demello School for K from Cushman Additional support from Bridges for our PK team	Attendance
	Math Coach Visits	monthly	K Team	Bridges program	PLC Notes
	Unannounced classroom visits	weekly	J. Dale	TeachPoint	Documentation / Discussions

2021-2022 School Improvement Plan (cont'd):

STRATEGIC OBJECTIVE: ACCESS AND EQUITY

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District Strategic Initiative	School Action Steps	Completion Date	Person(s) Responsible	Resources Needed	Outcome/ Evidence
Monitor Understanding: Ensure all teachers have access to beginning of the year diagnostics and clear instructions for scheduling these diagnostics after relationship building has taken place.	Teachers will be provided with all assessment data from prior year.	September 1	J. Dale L.O'Neil K. Greene	Files Data report, Report Cards, Progress Notes	Observation of transition
	Students will be provided with screeners in PK and K to indicate strengths and weaknesses	Throughout September and October	Special Ed. Teacher Literacy Coach Teachers and paraprofessional	Time and protocols	Data outcomes
	Teachers will use data to begin instructional groupings and will meet 3X yearly to review	October - throughout year	Grade Levels	Reports from Dibels, Star, Brigance, PALS, BOY, MOY, EOY Bridges	Reports

2021-2022 School Improvement Plan (cont'd):

STRATEGIC OBJECTIVE: COMMUNITY ENGAGEMENT

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District Strategic Initiative	School Action Steps	Completion Date	Person(s) Responsible	Resources Needed	Outcome/ Evidence
<u>Sense of Belonging and Partnership:</u> Partner with family representatives to create a family communication plan and calendar that is two-way, culturally responsive, and provided in a variety of languages, if needed. Send home a family letter explaining academic and social goals for the 2021-2022 school year.	Create Survey for families	November 1	J. Dale	Google	Survey Results
	Share survey results with staff	Staff Meeting Nov/Dec	J. Dale		
	Create Weekly S'more to address any noted requests	Weekly after results received	J.Dale		
	Incorporate other school personnel in enriching the school's communications	Monthly	A. Mueller L. O'Neil R. Gelinas L. Stanton	S'more platform	S'more analytics

Foster a sense of belonging among students, families, community organizations and all staff.	Scheduled opportunities for connectedness focused on equity for all, while acknowledging cultural differences	Staff and Student monthly community meetings	A.Mueller J. Dale Grade Level Families	Fenced in play area	pictures
		Consideration of outdoor events for parents	Office Management Team, Grade Level teams	Halloween Parade, Spring events	