

DARTMOUTH PUBLIC SCHOOLS



George H. Potter School



School Improvement Plan 2021-2022

School Profile

Leadership:
Administrative Staff: Rick Porter, Principal Melissa McHenry, Assistant Principal
School Teams: SEL Team PBIS Tiered Supports Team School Council RtI (Response to Intervention)

Staff Profile: <i>(2019-2020)</i>	Student Demographics: <i>(Source – DESE)</i>
Faculty: 30.1	Enrollment: 369
Administration: 2	Male: 193
Office Staff: 1.5	Female: 176
Counseling/Nurse: 4	Non- Binary: 0
Paraprofessionals: 10	Black/African-American: 0.5%
Custodial Staff: 2.5	Asian: 0.3%
Average Class Size: 21.2	Hawaiian/Pacific: 0.0%
	Hispanic: 4.1%
	Indian/Native American: 0.0%
	White: 90.8%
	Multi-race: 4.3%

SEL Team Members:	School Council Members:
Rick Porter, Principal	Rick Porter, Principal
Melissa McHenry, Assistant Principal	Melissa McHenry, Assistant Principal
Paula Lassey, School Nurse	Tami Goncalo, School Secretary
Carrie Gregoire, School Social Worker	Kerrie Parsons, Parent
Paul Chouinard, School Social Worker	Robin De la Fuente, Parent
Katelyn Kaulback, School Psychologist	Sarah Parker, Parent
	Heidi Brooks, Community member
PBIS Team Members:	RtI Team Members
Rick Porter, Principal	Melissa McHenry, Assistant Principal
Melissa McHenry, Assistant Principal	Katelyn Kaulback, School Psychologist
Carrie Gregoire, School Social Worker	Jenna Reis, Speech-Language Pathologist
Paul Chouinard, School Social Worker	As determined by case – Classroom teacher(s); SPED teacher(s); Related Service Provider(s); Instructional Coach(es); Instructional Specialist(s)
Katelyn Kaulback, School Psychologist	
Kristen Martinho, Lower Elementary Teacher Representative	
Nancy Ferreira, Upper Elementary Teacher Representative	

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.

2020-2021 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
Implement ST MATH in grades 3-5	Classroom schedules with ST math incorporated.
Identify end-of-year grade level computational fluency standards	<p>Grade level documents that are aligned to fact fluency standards that include benchmark problem and strategies for addition, subtraction, multiplication and division (still a work in progress)</p> <p>Continued classroom observations will reflect students using fact fluency strategies and achieving fluency with arithmetic facts.</p>
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.
Complete Implementation of Balanced Literacy with K-1 Phonics and Grade 5 Reading Workshop	<p>Classroom observations reflect students engaged in the workshop model:</p> <ul style="list-style-type: none"> · Mini Lesson, · Students: Independent Practice <p>Teacher: conferencing, strategy groups, and/or guided reading (conferencing had to be modified this past year due to COVID-19 guidelines)</p>

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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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 the use of technology for all staff and students to access the curriculum in both full remote To and hybrid learning	<p>All staff and students have access to a Chromebook</p> <p>Applicable staff maintain Google Classrooms</p> <p>All K-5 classrooms will have an at-home learning plan</p>
Support the transition of traditional assignments and assessments to technology-based assignments/projects	<p>Decrease in traditional paper/pencil tasks</p> <p>Increase in project-based assignments and assessments</p>
Design a broad spectrum of purposeful experiences to meet the needs of diverse populations in all curriculum and social-emotional areas	<p>Increased student engagement levels</p> <p>Mix of technology based and traditional learning experiences</p>
Create ongoing opportunities to promote the well being of staff and to support them through the	An environment that promotes happiness and wellness for staff; created a staff relaxation space an created a schedule with built in wellness time for staff

challenges brought on by the pandemic	
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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.

Action Steps	Outcome/Evidence
Frequent communication with families regarding At Home Learning expectations	Weekly newsletter to families
Expanded use of Google Classroom during the hybrid model of learning	A seamless transition from the in person learning day to the at home learning day. Creation of Potter Hybrid to All-In Parent Guide
Utilize staff in flexible ways to provide support to families who are experiencing challenges related to COVID-19.	Coaches were utilized to support students who are quarantined to make continued academic progress.
To network with community partners in creative ways to develop ways in which learning	Schedule of virtual learning programs with a variety of community partners that include but are not limited to The Lloyd Center and Dartmouth Fire Department.

experiences can be brought to students virtually.	
Provide digital home-links related to our Second Step Curriculum.	Increased parental engagement and home carryover of learned skills taught during Second Step lessons.

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STRATEGIC OBJECTIVE: SENSE OF BELONGING

Set a vision for and establish plans to foster a sense of belonging and partnership for students, staff and families

School Action Steps	Completion Date	Person(s) Responsible	Resources Needed	Outcome/ Evidence
<p>Create a team that can monitor attendance daily, reach out to students and call families of students who are not present.</p>	<p>June 2022</p>	<ul style="list-style-type: none"> ● Administrators ● School Nurse ● School Social Workers ● Classroom Teachers ● Student Support Liaison 	<ul style="list-style-type: none"> ● ASPEN attendance data ● Incentives 	<p>Improvement in Aspen attendance data for student/s.</p>
<p>Create a schoolwide incentive program that focuses on our “Pto the 3” behavior plan and the explicit instruction of schoolwide expectations. This is necessary as many students need to relearn the expectations due to changing conditions related to COVID-19</p>	<p>June 2022</p>	<ul style="list-style-type: none"> ● Administrators ● School Social Workers ● Classroom Teachers and non-classroom staff 	<ul style="list-style-type: none"> ● Incentives ● “Catch Me @ My Best” slips ● Teacher recommendations ● P to the 3 Staff Plan 	<p>Regular “shout-outs” on the intercom based on students who have earned a “Catch Me @ My Best” slip (our incentive program connected to schoolwide expectations).</p> <p>Monthly PBIS school-wide assemblies scheduled; conducted outside</p>

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STRATEGIC OBJECTIVE: MONITOR UNDERSTANDING

Continuously monitor students' understanding.

School Action Steps	Completion Date	Person(s) Responsible	Resources Needed	Outcome/ Evidence
Create a culture of continuous analysis of student data to support grade level acceleration and to provide targeted support.	June, 2022	<ul style="list-style-type: none"> ● Administrators ● Classroom Teachers ● Interventionists ● Instructional Coaches ● School Psychologist ● School Social Workers 	<ul style="list-style-type: none"> ● STAR Data ● DIBELS data ● Curriculum Assessments ● PLC Time 	<p>A bi-monthly PLC dedicated to the sharing of data.</p> <p>A fluid Tier 1 and Tier 2 schedule of support.</p>
Set up collaborative planning structures that allow for instructional specialists and classroom teachers to better align their Tier 1 and Tier 2 practices.	June 2022	<ul style="list-style-type: none"> ● Administrators ● Classroom Teachers ● Interventionists ● Instructional Coaches 	<ul style="list-style-type: none"> ● STAR Data ● DIBELS data ● Curriculum Assessments ● PLC Time ● Intervention Schedule 	<p>A bi-monthly PLC dedicated to the sharing of data attended by classroom teachers and instructional specialists.</p> <p>A fluid Tier 2 and Tier 3 schedule of support.</p>

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STRATEGIC OBJECTIVE: GRADE APPROPRIATE INSTRUCTION

Ensure strong grade-appropriate instruction with just in-time scaffolds when they are needed.

School Action Steps	Completion Date	Person(s) Responsible	Resources Needed	Outcome/ Evidence
Establish a curriculum focus for the year (Math) and align observation, coaching, evaluation and professional learning priorities to this focus area.	June 2022	<ul style="list-style-type: none"> ● Administrators ● Math Coach ● Classroom teachers ● Math Interventionists 	<ul style="list-style-type: none"> ● Bridges Resources ● PLC Time ● After School PD Time ● Math Coaching Time in Classrooms 	<p>A schedule that incorporates after school professional development.</p> <p>A schedule that allows for peer observations.</p> <p>A schedule for the math coach that allows for coaching within the math instructional block</p> <p>Bi-Monthly PLC focused on math</p>
Create grade level schedules that allow for a consistent, cohesive block of time for Tier 1 instruction in the areas of ELA and Math while also providing time for students to access Tier 2 and Tier 3 instruction outside of the Tier 1 instructional block.	June 2022	<ul style="list-style-type: none"> ● Administrators ● Instructional coaches ● Classroom teachers ● Interventionists ● School Social Workers ● School Psychologist 	<ul style="list-style-type: none"> ● Grade Level Schedules ● District Specialist Schedule 	<p>Schedule alignment across each grade level with all special education teachers and interventionists.</p> <p>Tier 2 and Tier 3 schedule of intervention that supports student access to Tier 1 instruction (including academic and SEL instr</p>