

**DARTMOUTH PUBLIC SCHOOLS**



# **James M. Quinn Elementary School**



**School Improvement Plan  
2021-2022**

## School Profile

<b>Leadership:</b>
<b>Administrative Staff:</b> Kyle Grandfield, Principal Audra Thomas, Assistant Principal Stephanie Yermalovich, Assistant Principal
<b>School Teams:</b> SEL Team PBIS Committee School Council RtI (Response to Intervention) PTO Sunshine Committee

<b>Staff Profile:</b> <i>(2020-2021)</i>	<b>Student Demographics:</b> <i>(Source – June 2020 SIMS Data)</i>
Faculty: 120	Enrollment: 646
Administration: 3	Male: 350
Office Staff: 2	Female: 296
Counseling/Nurse: 4/2	Non- Binary: 0
Paraprofessionals: 25	Black/African-American: 0.9%
Custodial Staff: 4	Asian: 1.4%
Average Class Size: 20.2	Hawaiian/Pacific: 0
	Hispanic: 5.1%
	Indian/Native American: 0
	White: 85.3%
	Multi-race: 7.3%

<b>SEL Team Members:</b>	<b>PBIS Committee:</b>
Kyle Grandfield, Principal	Audra Thomas, Assistant Principal
Audra Thomas & Stephanie Yermalovich, Assistant Principals	School Social Workers
Tiffany Martin, School Social Worker	Teacher Volunteers on a monthly basis
Kelly Bloom, School Social Worker	
Erin Gomes, School Social Worker	
Melissa Sullivan, School Social Worker	<b>Sunshine Committee</b>
Katie Noyes, School Psychologist	Kathleen Baldwin
	Ashley DeCosta
<b>PTO:</b>	
Linda Hamilton, President	
Bethany Reid, Vice President	
Christina Delgado, Treasurer	
Elizabeth Valois, Secretary	<b>RtI Team Members</b>
	Stephanie Yermalovich, Assistant Principal
	Katie Noyes, School Psychologist
	As determined by case – Classroom teacher(s); SPED teacher(s); Related Service Provider(s); Instructional Coach(es);
	Instructional Specialist(s)

**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
Continue Implementation of ST MATH in grades K-5	Classroom schedules with ST math incorporated. This was Quinn’s second full year of implementation K-5.
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</p> <p>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"> <li>· Mini Lesson,</li> <li>· Students: Independent Practice</li> </ul> <p>Teacher: conferencing, strategy groups, and/or guided reading</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.

**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.

<b>Action Steps</b>	<b>Outcome/Evidence</b>
Support the use of technology for all staff and students to access the curriculum in both full remote To and hybrid learning	All staff and students have access to a Chromebook Applicable staff maintain Google Classrooms All K-5 classrooms will have an at-home learning plan
Support the transition of traditional assignments and assessments to technology-based assignments/projects	Decrease in traditional paper/pencil tasks Increase in project-based assignments and assessments
Design a broad spectrum of purposeful experiences to meet the needs of diverse populations in all curriculum and social-emotional areas	Increased student engagement levels Mix of technology based and traditional learning experiences

**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	A proactive, positive , effective partnership between school and home. -Google Meets, Newsletters, Remind App, Phone calls
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 Quinn Hybrid to All-In Parent Guide
Utilize staff in flexible ways to provide support to families who are experiencing challenges related to COVID-19.	A proactive, positive and effective partnership between school and home. -Door to door delivery of materials when necessary, school wide materials “pick up” events
To network with community partners in creative ways to develop ways in which learning experiences can be brought to students virtually.	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.
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
<b>Create a team that will provide families with monthly K-5 curriculum updates in both math and ELA.</b>	June 2022	<ul style="list-style-type: none"> <li>● Administrators</li> <li>● Coaches</li> <li>● Teachers</li> <li>● Reading/Math Specialists</li> </ul>	<ul style="list-style-type: none"> <li>● Rubicon</li> <li>● Quotable Quinn</li> <li>● Quinn Backpack</li> </ul>	Families are informed of upcoming curriculum and teaching strategies to better support their children at home.
<b>We will meet with and survey various stakeholders (PTO, School Council, Parents via the PTO Facebook Page, Quinn Staff, Quinn Students) to revamp our school-wide PBIS model. The result will be full implementation of the new PBIS program beginning the 22-23 school year.</b>	June 2022	<ul style="list-style-type: none"> <li>● Administrators</li> <li>● School Social Workers</li> <li>● Classroom Teachers and non-classroom staff</li> </ul>	<ul style="list-style-type: none"> <li>● Quinn Backpack</li> <li>● Quinn's PTO Facebook Page</li> <li>● Monthly Meeting Dates</li> </ul>	The result will be full implementation of the new PBIS program beginning the 22-23 school year.



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**STRATEGIC OBJECTIVE: MONITOR UNDERSTANDING**  
Continuously monitor students' understanding.

<b>School Action Steps</b>	<b>Completion Date</b>	<b>Person(s) Responsible</b>	<b>Resources Needed</b>	<b>Outcome/ Evidence</b>
<b>In an effort to support the theme of "accelerated learning" and "timely interventions" every 6-8 weeks within a team approach (Administrators, School Psych, interventionists, coaches, and teacher) will review student data and create action plans for specific students to close gaps in Math and ELA.</b>	June, 2022	<ul style="list-style-type: none"> <li>● Administrators</li> <li>● Classroom Teachers</li> <li>● Interventionists</li> <li>● Instructional Coaches</li> <li>● School Psychologist</li> </ul>	<ul style="list-style-type: none"> <li>● STAR Data</li> <li>● DIBELS data</li> <li>● Curriculum Assessments</li> <li>● PLC Time</li> </ul>	<p>A PLC meeting every 6-8 dedicated to the sharing of data and action planning for next steps.</p> <p>A fluid Tier 1 and Tier 2 schedule of support.</p>
<b>Set up collaborative planning structures that allow for instructional specialists and classroom teachers to better align their Tier 1 and Tier 2 practices and resources.</b>	June 2022	<ul style="list-style-type: none"> <li>● Administrators</li> <li>● Classroom Teachers</li> <li>● Interventionists</li> <li>● Instructional Coaches</li> </ul>	<ul style="list-style-type: none"> <li>● STAR Data</li> <li>● DIBELS data</li> <li>● Curriculum Assessments</li> <li>● Staff Meeting Time</li> <li>● Intervention Schedule</li> </ul>	<p>Staff Meetings 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 and resources.</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
<b>Establish a curriculum focus for the year (Math) and align observation, coaching, evaluation and professional learning priorities to this focus area.</b>	June 2022	<ul style="list-style-type: none"> <li>● Administrators</li> <li>● Math Coach</li> <li>● Classroom teachers</li> <li>● Math Interventionists</li> </ul>	<ul style="list-style-type: none"> <li>● Bridges Resources</li> <li>● PLC Time</li> <li>● After School PD Time</li> <li>● Math Coaching Time in Classrooms</li> </ul>	<p>A schedule that incorporates after school professional development.</p> <p>A schedule for the math coach that allows for coaching within the math instructional block</p>
<b>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.</b>	June 2022	<ul style="list-style-type: none"> <li>● Administrators</li> <li>● Instructional coaches</li> <li>● Classroom teachers</li> <li>● Interventionists</li> <li>● School Social Workers</li> <li>● School Psychologist</li> </ul>	<ul style="list-style-type: none"> <li>● Grade Level Schedules</li> <li>● Reading/Math Specialist Schedules</li> <li>● District Specialist Schedule</li> </ul>	<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.</p>