

DARTMOUTH PUBLIC SCHOOLS



James M. Quinn Elementary School



**School Improvement Plan
2015-2016**

School Profile

Leadership:
Administrative Staff: Colin Grimsey, Principal Audra Thomas, Assistant Principal Stephanie Yermalovich, Assistant Principal
School Teams: SIP Team Literacy Team Math Team School Council PBIS Team

Staff Profile: <i>(2014-2015)</i>	Student Demographics: <i>(Source – June 2015 SIMS Data)</i>
Faculty: 66	Enrollment: 660
Administration: 3	Male: 374
Office Staff: 2	Female: 286
Counseling/Nurse: 4.6	Black/African-American: 6
Paraprofessionals: 31	Asian: 5
Custodial Staff: 3	Hawaiian/Pacific: 0
Average Class Size: 21	Hispanic: 21
	Indian/Native American: 2
	White: 582
	Multi-race: 44

Leadership Team Members:	School Council Members:
Colin Grimsey- Principal	Colin Grimsey- Principal
Audra Thomas- Assistant Principal	Sandra Nicholas- Grade 3 Teacher
Stephanie Yermalovich- Assistant Principal	Krystle LeBert- Grade 2 Teacher
Marygrade Condon- K Teacher	Stephen Witzig- Parent
Cheryl Leandro- Grade 2 Teacher	Julie Glaser- Parent
Lisa Arruda- Grade 3 Teacher	Kathleen Amaral- Parent
Jodie Correia- SPED	Lisa Corriea- Parent
Alexis Cochran- Math Specialist	
Trisha Leary- Technology Integration Specialist	
Carolyn Soares- Literacy Coach	PBIS Team Members:
Erin Gomes- School Outreach Worker	
	Audra Thomas- Assistant Principal
	Stephanie Yermalovich- Assistant Principal
	Katie Noyes- School Psychologist
	Kelly Bloom- School Outreach Worker
	Erin Gomes- School Outreach Worker

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:

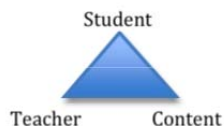
- Demonstrating personal and social responsibility through respecting others, our surroundings, and ourselves.
- Developing a work ethic of perseverance, tenacity, and resiliency that encourages academic excellence to meet or exceed high standards of performance.
- Discovering and broadening our individual 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.

District Theory of Action:

If we instruct each student with clear learning targets, assess achievement, and adjust instruction according to need; if we are continually collaborative, reflective, and purposeful; and if we engage families and the community in student learning, then student achievement will improve.

Core Areas of Focus:

Instructional Core



Cultural Core



Resource Core



2014-2015 SUMMARY: Key Strategies, Improvement Objectives, and Action Plans

INSTRUCTIONAL CORE

Key Strategy 1: Utilize a variety of instructional strategies that are research based and focused on higher order thinking skills.

Key Strategy 2: Use a variety of common formative assessments to inform instructional strategies that address specific student needs.

Key Strategy 3: Advance a multi-tiered model of instruction aligned to the common core.

Action Steps	Outcome/ Evidence
Create a comprehensive and systematic Literacy Program as outlined in the SIP	Last year, Quinn encouraged and promoted classroom/guided reading libraries to be organized and inventoried using google docs. School-wide literacy activities such as Hot Reads featured Nick Chamberlin, Quinn custodian highlighting ‘My Teacher is a Monster’, and Mike Shea, DPS Superintendent conducting a book talk on ‘Ivan: The Remarkable True Story of the Shopping Mall Gorilla.’ Overwhelming student response to Hot Reads prompted wait lists, extra book purchases, related book demand and new media center policies. F+P Leveling Kits were purchased and used extensively. Professional Development on Close Reading Strategies occurred. Quinn purchased sets of non-fiction titles for guided reading and plans are underway to organize a central guided reading library. A summer reading log for students has been created. Quinn is currently ranked number one in the state of Massachusetts for minutes read.
Implement Co-Teaching in all grade levels to improve differentiation	During the 2014-2015 school year, Quinn established and formalized Co-Planning Time for Co-Teaching teams. Class placement was done in light of Co-Teaching. The Master Schedule was created and revised to support flexible grouping, include SPED teachers in grade level CPT and satisfy IEP requirements. Multi-grade and multi-teacher SPED assignments were reduced.
Improve Tech Integration	100% of classroom teachers have Smartboards. A library of digital resources for teachers, including an iPad app list was established and continues to grow. A Media Specialist was hired and worked closely with the Instructional Technology Coach on numerous projects, including the Follett Innovative Schools Contest submission. Google drive, docs and calendars were used to schedule both portable and classroom-based computer labs, and to support teacher and student collaboration and productivity. Family events were held showcasing student work enhanced by technology.
Increase the cognitive complexity of student work by making higher levels of Bloom’s Taxonomy evident in every room	PD on Close Reading and Bloom’s Taxonomy occurred. Learning walks were held with a focus on the PD. Student work was analyzed in light of Bloom’s Taxonomy.

2014-2015 SUMMARY: Key Strategies, Improvement Objectives, and Action Plans

CULTURE CORE

Key Strategy 5: Develop strong working relationships with families and appropriate community partners and providers to contribute to student learning and social and emotional well-being.

Key Strategy 6: Utilize positive behavioral instruction and supports in a consistent manner across the district that creates a safe environment for learning.

Action Steps	Outcome/ Evidence
Create a committee that would focus on family and community participation.	Committee work was done to increase family participation by both the School Council and the PBIS team. A monthly newsletter was created for families and posted online. Multiple family and community nights were held.
Refine PBIS Committees.	PBIS work was organized and developed around a 3 Tiered Model of support for students and families. Regular analysis of SWIS data informed the work of the team and was shared with staff.
Provide professional development on behavioral interventions for challenging students.	Professional Development on Behavior Plans for Tier 2 and Tier 3 students was held and the system utilized for Quinn students. PD for staff on refined behavior management techniques was designed and delivered by Quinn teachers.

Dartmouth Elementary School School Improvement Plan 2015-2016

2015-2016 GOALS

CURRICULUM, PLANNING, AND ASSESSMENT

Key Strategy 1: Utilize a variety of research based instructional strategies aligned to the common core and intentionally focused on higher order thinking skills.

Key Strategy 2: Utilize a variety of common assessments to inform instruction

Improvement Objective(s)	Action Steps	Completion Date	Person(s) Responsible	Resources Needed	Outcome/ Evidence
1.3 Develop literacy instruction and authentic practices which include: <ul style="list-style-type: none"> • Balance of the key features of the MA State Standards • Small Group Instruction • Independent Reading • Work Stations/Centers 1.4 Develop writing instruction and authentic practices which include: <ul style="list-style-type: none"> • Balance of the key features of the MA State Standards of Writing; argument/opinion, informative/explanatory, narrative and poetry. • Writing workshop 	Create a comprehensive and systematic Literacy Program.	6/15-6/16	<ul style="list-style-type: none"> • Literacy Team • All Staff 	<ul style="list-style-type: none"> • Intervention Kits • Comprehension Toolkit • Guided Reading Libraries • Literacy Coaches • Reading Specialists 	<ul style="list-style-type: none"> • Create a centralized Guided Reading Library to support small group work • Purchase books • CPT minutes • Provide PD and support for Word Study, Guided Reading, Comprehension Strategies • The percentage of students scoring on the pathway to proficiency in STAR will increase by 5 percentage points from the previous year to 68% in grades 3 and 4, and to 74% in grade 5.

<p>1.5 Develop math instruction and authentic practices which include:</p> <ul style="list-style-type: none"> • Balance of conceptual understanding, computation fluency and problem solving • Inquiry based learning • Direct Instruction • Explicit instruction • Work Stations/Centers 	<p>Shift Math instruction to further develop students understanding of the Standards for Mathematical Practice</p>	<p>6/15-6/16</p>	<ul style="list-style-type: none"> • Math Team • All Staff 	<ul style="list-style-type: none"> • PD in the Standards for Mathematical Practice and the Workshop Model • Math Coach • Math Specialists 	<ul style="list-style-type: none"> • Student work will be analyzed for evidence of perseverance, precision, and quantitative reasoning • CPT minutes • The percentage of students scoring on the pathway to proficiency in STAR will increase by 5 percentage points from the previous year to 73% in grade 3, and to 68% in grades 4 and 5
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TEACHING ALL STUDENTS

Key Strategy 3: Use a variety of common formative assessments to inform instructional strategies that address specific student needs.

Key Strategy 4: Advance a multi-tiered model of instruction aligned to the common core.

Improvement Objective(s)	Action Steps	Completion Date	Person(s) Responsible	Resources Needed	Outcome/ Evidence
Grade level teams along with Instructional Support staff will review formal and informal data using the results to differentiate instructional opportunities for students.	Implement Co-Teaching in all grade levels to improve differentiation and inclusive instructional strategies	6/15-6/16	<ul style="list-style-type: none"> • SPED Task Force • SPED Staff • Admin • Gen Ed teammates 	<ul style="list-style-type: none"> • Literacy Team • Additional SPED Teacher • Co-Planning Time • Master Schedule that supports Co-Teaching with OT,SP/L,ASD and DRR • Provide PD and support for TAs in Co-Teaching strategies 	<ul style="list-style-type: none"> • Address class placement issues in light of co-teaching • Create a schedule that supports flexible grouping and co-planning, includes SPED in CPT and satisfies IEP requirements • Co-teaching teams will be developed voluntarily with supports and measurement tools for team effectiveness • TA support for K-2 Co-Teaching rooms will be provided • Summer work will focus on integrating Co-Teaching strategies
	Refine the current RTI model.	6/15-6/16	<ul style="list-style-type: none"> • Faculty • Admin 	<ul style="list-style-type: none"> • SPED Program Review • Staff Surveys • Assessment Tools 	<ul style="list-style-type: none"> • Analyze SPED Program Review for recommendations for RTI improvements • Analyze staff survey results

FAMILY AND COMMUNITY ENGAGEMENT

Key Strategy 5: Utilize positive behavioral instruction and supports in a consistent manner that creates a safe environment for learning.

Improvement Objective(s)	Action Steps	Completion Date	Person(s) Responsible	Resources Needed	Outcome/ Evidence
Collaboration between all stakeholders aligns services necessary to create safe, healthy, and supportive environments that maximize student achievement.	Expand the consistency and clarity of School-wide Expectations	6/15-6/16	<ul style="list-style-type: none"> • Faculty • Admin • PBIS Team 	<ul style="list-style-type: none"> • Tier 2 Committee Meeting time • Revised Student Expectation Posters 	<ul style="list-style-type: none"> • Reexamine the Behavior Procedural Flowchart • Expand Tier 2 Supports • Decrease the number of referrals for identified students

PROFESSIONAL CULTURE

Key Strategy 6: Nurture and sustain a school culture of reflective practice, high expectations, and continuous learning for all staff.

Improvement Objective(s)	Action Steps	Completion Date	Person(s) Responsible	Resources Needed	Outcome/ Evidence
Promote and further develop a professional learning environment that supports the growth of all staff.	Support the work of teachers in CPT.	6/15-6/16	<ul style="list-style-type: none"> • Admin • Faculty • SIP Team 	<ul style="list-style-type: none"> • CPT Committee • Consultant 	<ul style="list-style-type: none"> • Establish CPT Committee • Expand support staff access to and participation in CPT
	Differentiate School-based Professional Development.	6/15-6/16	<ul style="list-style-type: none"> • Admin • Faculty • SIP Team 	<ul style="list-style-type: none"> • PD Committee • Consultant • Book Study materials 	<ul style="list-style-type: none"> • Establish PD Committee • Survey staff • Staff Meeting agendas and minutes