

DARTMOUTH PUBLIC SCHOOLS



Joseph DeMello Elementary School



**School Improvement Plan
2021-2022**

School Profile

Leadership:
Administrative Staff: Catherine R. Pavao – Principal Elizabeth A. Correia – Assistant Principal
School Teams: Leadership Team PBIS Tier I Committee PBIS Tier II Committee Reading Activities Committee Math Activities Committee Response to Intervention (RtI) Committee School Council Sunshine Committee

Staff Profile: <i>(2020-2021)</i>	Student Demographics: <i>(Source – June 2020 SIMS Data)</i>
Faculty: 40	Enrollment: 367
Administration: 2	Male: 190
Office Staff: 1.5	Female: 177
Counseling/Nurse: 1/1	Black/African-American: 1.1%
Paraprofessionals: 7	Asian: 1.1%
Custodial Staff: 2.2	Hawaiian/Pacific: 0%
Average Class Size: 20.35	Hispanic: 4.9%
	Indian/Native American: 0%
	White: 85.3%
	Multi-race: 7.6%

Leadership Team Members:	School Council Members:
Catherine Pavao	Catherine Pavao
Elizabeth Correia	Allison Brodsky
	Leslie Gamache
	Lisa Maucione
	Lisa Reitzas
PBIS Team Members:	Rtl Team Members
Elizabeth Correia	Catherine Pavao
Marianne Aguiar	Elizabeth Correia
Robin Kolbeck	Patrick O'Neil
Leslie Gamache	Lisa Maucione
Erin Kaylor	Lisa Reitzas
Patrick O'Neil	Kelly D'Ambrosio
Melissa Pickering	SpEd Teacher from Referring Grade
Katie Amaral	
Kelsie Brejcha	

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	ST (Spatial Temporal) Math was implemented in Grades 3-5. ST Math is a game-based program that allows students, regardless of language proficiency, to think deeply about mathematical concepts.
Identify end-of-year grade level computational fluency standards	Grade level documents that are aligned to fact fluency standards that include benchmark problem and strategies for addition, subtraction, multiplication and division Classroom observations will reflect students using fact fluency strategies and achieving fluency with arithmetic facts.
Unit plans and lessons will be revised to support hybrid model learning including 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	Classroom observations reflect students engaged in the workshop model: · Mini Lesson, · Students: Independent Practice Teacher: conferencing, strategy groups, and/or guided reading
Provide ongoing PD on the workshop model, conference and calibration of scoring writing	Teachers met throughout the year at PLCs and after school meetings to focus on calibration of scoring through direct PD from the Literacy Coach and working with peers to align evidence and rubrics.

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 and hybrid learning	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Increased student engagement levels• Mix of technology based and traditional learning experiences
Foster diversity awareness in staff and students through professional development and instruction	<ul style="list-style-type: none">• Gender neutral classrooms, rituals and routines• Diversity based projects• PD from DESE• PD from Children’s Advocacy Center• PD from Lawrence Alexander

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
Capitalize on technology platforms to keep the community informed of school topics and happenings	<ul style="list-style-type: none"> ● Morning announcements published in Google Classroom ● Weekly electronic backpack with newsletter and pertinent attachments ● Student of the Month assembly transitioned to virtual and shared in Google ● Use of Twitter and Facebook pages
Rework current PBIS initiatives to be able to be continued during COVID times	<ul style="list-style-type: none"> ● Student of the Month assembly transitioned to virtual and shared in Google ● Modified individual, class, and school wide incentives
Implement virtual Pop in with the Principals Quarterly	<ul style="list-style-type: none"> ● Quarterly parent information Q&A sessions
To network with community partners in creative ways to develop ways in which learning experiences can be brought to students virtually	<ul style="list-style-type: none"> ● Virtual Fire Safety Program ● Virtual Feathery Focus w/ Lloyd Center ● Virtual Author Visits

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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
Create a team that can monitor attendance daily, reach out to students and call families of students who are not present.	June 2022	<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 	<ul style="list-style-type: none"> ● Improvement in Aspen attendance data for student/s.
<p>Consider the multifaceted identities of your students and the need to provide windows (I see into the lives of others), mirrors (I see myself reflected) and doors (I can access new experiences) for all students as you reflect on the following questions:</p> <ul style="list-style-type: none"> ● Who is represented on the walls of your school? ● Who is represented in the texts and curriculum that students engage with? ● Who is represented in the events that your school holds? 	June 2022	<ul style="list-style-type: none"> ● Administrators ● School Outreach Worker ● School Psychologist ● PTO ● Teaching Staff 	<ul style="list-style-type: none"> ● Lunch time presentations <ul style="list-style-type: none"> ○ Books ○ Virtual presenters ● PTO funding to increase volume of Diversity Library 	<ul style="list-style-type: none"> ● Portraits of DeMello families representative of all ● Increased Diversity Library ● Culturally specific virtual presentations & presenters

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STRATEGIC OBJECTIVE: MONITOR UNDERSTANDING

Continuously monitor students' understanding.

School Action Steps	Completion Date	Person(s) Responsible	Resources Needed	Outcome/ Evidence
Ensure your data meetings set norms that focus on data driven decision making	June 2022	Administration	<ul style="list-style-type: none"> ● <i>Data Wise</i> ● PLC time 	<ul style="list-style-type: none"> ● Adjusted lessons representative of student need as evidenced through data analysis
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	Administration	<ul style="list-style-type: none"> ● PLC time ● Peer observation 	<ul style="list-style-type: none"> ● Cohesion between work done by classroom teachers and interventionists

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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
Conduct cycles of observation and feedback that are focused on access to grade level work and cognitive engagement.	June 2022	<ul style="list-style-type: none"> ● Administration 	<ul style="list-style-type: none"> ● Observation Schedule 	<ul style="list-style-type: none"> ● Evidence of: <ul style="list-style-type: none"> ○ acceleration of learning ○ Components of a mini lesson ○ Increased volume of reading and writing ● Evidence of exemplars and anchor charts ● Common Math Language ● Implemented Bridges program
Establish an instructional strategy focus for the year and align observation, coaching, evaluation, and professional learning priorities to this focus area.	June 2022	<ul style="list-style-type: none"> ● Administration ● Instructional Coaches 	<ul style="list-style-type: none"> ● Back to School PPT 	<ul style="list-style-type: none"> ● Evidence of: <ul style="list-style-type: none"> ○ acceleration of learning ○ Components of a mini lesson ○ Increased volume of reading and writing ● Evidence of exemplars and anchor charts ● Common Math Language ● Implemented Bridges program