



Potter Elementary School School Improvement Plan



January 2025-June 2026

OneDartmouth

School Profile Information

Leadership Team

Richard Porter, Principal 2024-2025

Melissa McHenry, Assistant Principal 2024-2025, Principal 2025-2026

Assistant Principal 2025-2026 TBD

Staff Profile (2024-2025) <i>(n of full time employees)</i>	Student Demographics <i>(Source: 23-24 enrollment data)</i>
Administration: 2	African-American: 0.2%
Custodial Staff: 2 full-time, 1 part-time	Asian: 1.2%
Educational Support Professionals: 10	Hispanic: 8.6%
School Counselors (Guidance & Adjustment Counselors): 2	Native American: 0 %
School Nurse(s): 1	White: 83.7%
Secretaries/Office Staff: 1 full-time, 1 part-time	Native Hawaiian, Pacific Islander: 0%
Security Monitors: N/A; Shared SRO	Multi-Race, Non-Hispanic 6.2%
	Female: 217
Average Class Size: 22	Male: 200
	Non-Binary: 0

District Strategic Plan Overview

District Mission: Together with students, staff, families, and community, we are committed to cultivating a safe, supportive, and inclusive learning environment that empowers all students to become compassionate, informed, and contributing members of our local and global community.

Core Values:

- Personal excellence and responsibility
- Respect for self and others
- Inclusivity, equity, and belonging
- Diverse opportunities and student agency (voice and choice)
- Ethical commitments

Vision Statement: United as One Dartmouth, we are invested in the ongoing improvement of our community. Dartmouth Public Schools proudly offers unparalleled opportunities leading to educational excellence and success for current and future generations.

Theory of Action:

If we support student and staff needs by engaging ALL to:

- ensure an aligned curriculum employing culturally and intellectually affirming practices
- support a sense of belonging and social emotional well-being
- strengthen community and family engagement
- create a joint vision to address funding and facility needs

Then we will cultivate a safe, supportive, and inclusive learning environment that empowers all students to become compassionate, informed, and contributing members of our local and global community.

Focus Area 1: Teaching and Learning

Objective: Support the varied needs of students and staff through best practices while promoting innovation and a horizontally and vertically aligned curriculum

TL1: Ensure vertical and horizontal alignment of curriculum and instructional practices PreK-12 that incorporate data to inform instruction and align to the Portrait of a Learner

School Based Action Steps	Timeline	Led By	Measures of Success
Implement new CKLA (Core Knowledge Language Arts) curriculum in K-5 classrooms with integrity	2025-2026 School Year	Classroom teachers and ELA Coach	Ongoing professional development in CKLA, observational data includes effective use of CKLA resources, collaboration among teachers within and across grade levels to ensure a consistent approach to CKLA.
Create an instructional schedule that supports a more personalized learning experience (WIN block), ensuring all students receive the appropriate level of support and enrichment.	August 2025	Elementary Director of Teaching and Learning and Building Administration	Teacher schedules include WIN block, interventions are flexible including both inclusion and pullout support, related service providers and special education teachers support the implementation of CKLA
Establish a school-wide focus on improving the verbal and written language skills of all students across all academic settings.	2025-2026 School Year	Building Administration and Curriculum Coaches	Classroom observations show the integration of evidence based practices, analysis of data shows an improvement in students' social skills and their ability to answer questions in complete sentences, Kindergarten screening includes an oral language component
Improve student outcomes by establishing a dedicated data team and consistent schedule for data analysis.	August 2024 and ongoing	Building Administration	Formation of data team with a variety of stakeholders, creation of data analysis meeting schedules that follow assessment dates, PLCs include data analysis

TL2: Design professional learning opportunities that are relevant and support professional growth for all educators and staff

School Based Action Steps	Timeline	Led By	Measures of Success
---------------------------	----------	--------	---------------------

Foster peer observation and coaching opportunities to support the implementation of CKLA.	Late Spring 2025-ongoing	Building Administration and Coaches	Schedule of coaching sessions and peer observations, development of "Look For" tool for best practices
Develop a "look-for" tool that empowers teachers to assess the effectiveness of their CKLA lessons and literacy block.	2025-2026 School Year	Building Administration and Coaches	Use of "Look For" tool during PLCs, building meetings and coaching sessions
Recognize and celebrate the professional growth of educators.	Ongoing	Building Administration	Frequency and quality of public recognition at school-wide meetings, assemblies, or events, Teachers recognizing and celebrating the professional achievements of their colleagues through peer-to-peer nominations, shout-outs, or informal celebrations, staff led professional development

Focus Area 2: Safe and Supportive Schools

Objective: Ensure that all students feel a sense of belonging and social emotional well-being in school through the use of culturally and intellectually affirming practices

SS1: Build the capacity of all students and staff to support social emotional wellness

School Based Action Steps	Timeline	Led By	Measures of Success
Collaborate with the Behavior Coach to expand use of proactive behavior management strategies, fostering social-emotional learning, and providing targeted support to students who need assistance in developing appropriate behaviors.	Winter 2025-ongoing	Building Administration, Behavior Coach, School Counselors	Improved SWIS data, collaborative meetings among SEL team and behavior coach
Utilizing SWIS data, create a progress monitoring schedule to support the social-emotional and behavior needs of our students.	Fall 2025	Building Administration and School Counselors	Improved SWIS data, creation of progress monitoring schedule, collaboration with SEL and data teams
Establish and implement a Peer Mentoring Program to provide students with personalized social, and emotional support through peer-to-peer interactions.	2025-2026 School Year	Building Administration and School Counselors	Increased peer interactions, increase in positive behavior as evidenced by SWIS data, positive feedback from staff and families

SS3: Employ culturally, emotionally, and intellectually affirming practices throughout the district

School Based Action Steps	Timeline	Led By	Measures of Success
Establish a 5th Grade Leadership Program to empower students with the skills, knowledge, and confidence to take on leadership roles within the school, while promoting responsibility, teamwork, and positive school culture.	Fall 2025	Building Administration and School Counselors	Increase in initiated and led school-wide activities by the 5th grade classes, high rate of student engagement, improved student interactions as evidenced by SWIS data
Increase opportunities for students to engage in productive problem solving	2025-2026 School Year	Classroom Teachers	Observations of students working through challenges and difficulties, improved perseverance and effort, increase student independence

SS5: Align safety practices across the district to further enhance emergency response preparedness

School Based Action Steps	Timeline	Led By	Measures of Success
Ensure all students and staff participate in regular safety drills.	Ongoing	Building Administration and SEL Team	Creation and implementation of safety drill schedule
Collect staff and student feedback after each safety drill to assess its effectiveness and update protocols as needed.	Ongoing	Building Administration and SEL Team	Google Doc used to solicit feedback, SEL team meeting times highlight time spent reviewing feedback

Focus Area 3: Family and Community Engagement

Objective: Strengthen interactions and seek multiple ways to engage all families and stakeholder groups as partners

FCE1: Develop and implement a district-wide communication plan that supports families and community members as partners in student learning

School Based Action Steps	Timeline	Led By	Measures of Success
Set a clear, predictable schedule for communication, such as weekly newsletters or bi-weekly updates, to ensure parents are regularly informed.	2024-2025 School Year	Building Administration	Parent surveys indicate they feel more informed and engaged with the school, timely and relevant information is consistently shared, increased parent involvement in school-wide events
Ensure that parents receive updates on school events, academic progress, and important notices through multiple channels, including email, newsletters, Parent Square, and parent-teacher meetings	2024-2025 School Year	Building Administration	Higher participation in parent-teacher conferences, school events, and meetings, increased number of parents using Parent Square to access school updates, send messages, or engage in school-related discussions,
Establish a principal's coffee hour.	2025-2026 School Year	Building Principal	Schedule of "coffee hours" was established and shared with parents, attendance reflects good participation at the coffee hours

FCE2: Establish/strengthen relationships and opportunities to engage with the school and greater community

School Based Action Steps	Timeline	Led By	Measures of Success
Create volunteer opportunities for parents and families.	2025-2026 School Year	Building Administration	Offering of volunteer trainings for families, increased parent volunteer opportunities across multiple areas in the school
Increase community participation in school events and programs.	Fall 2024-ongoing	Building Administration	Attendance data at events reflect an increase in participation

Focus Area 4: Budget and Capital Improvements

Objective: Enhance collaboration between schools, town government and the community with the goal of creating a joint vision to address school funding, facility issues and staff recruitment

BC11: Communicate and advocate for the instructional and operational needs of the district addressing identified structural deficiencies

School Based Action Steps	Timeline	Led By	Measures of Success
Collaborate with district leaders and school stakeholders to develop a comprehensive plan that outlines the building's needs, their impact on student achievement and operations, and recommended solutions.	Ongoing	Building Administration and District Leaders	Budget reflects the needs of the building and supports the School and District Improvement Plans
Explore all potential funding sources, including district funds, grants, and community partnerships, to ensure necessary resources are available to support student learning and success.	Ongoing	Building Administration	Effective use of Feinstein Program grants, recycling earnings and Scholastic Dollars to support the needs of the building
Use budget to expand outdoor learning spaces.	Fall 2024-ongoing	Building Administration	Purchases support the increased outdoor learning spaces and resources available for students
Create a meeting schedule with the building secretary and administration to review the school budget to ensure that funds are used efficiently and as planned, adjusting for any unforeseen costs or needs that arise.	Fall 2024-ongoing	Building Administration and Building Secretary	Creation of Google Schedule for budget meetings, analysis of school budget line items