

Quinn Elementary School School Improvement Plan



January 2025-June 2026

OneDartmouth



School Profile Information

Leadership Team

Audra Thomas, Principal

Stephanie Yermalovich, Assistant Principal

Staff Profile (2024-2025) <i>(n of full time employees)</i>	Student Demographics <i>(Source: 23-24 enrollment data)</i>
Administration: 2	African-American: 1.1 %
Custodial Staff: 4	Asian: 2.3 %
Educational Support Professionals: 33	Hispanic: 7.8%
School Counselors (Guidance & Adjustment Counselors): 4	Native American: 0%
School Nurse(s): 2	White: 82.2 %
Secretaries/Office Staff: 2	Native Hawaiian, Pacific Islander: 0%
Security Monitors: 0	Multi-Race, Non-Hispanic: 6.5 %
	Female: 330
Average Class Size: 20.7	Male: 373
	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 Core Knowledge Language Arts (CKLA) curriculum in K-5 classrooms as designed	2025-2026 School Year	Classroom Teachers and Literacy Coach	Continuing the ongoing professional development of CKLA with classroom teachers, ensuring effective use of classroom resources, collaboration across and within grade levels to ensure consistency
Continue to implement an RTI block ensuring all students receive targeted instruction	2025-2026 School Year	Building Administration	Teacher schedules include an RTI block of time, interventions take place in both inclusive and separate settings, special education teachers and related service providers support the implementation of tiered instruction
Improve student outcomes and staff experiences by establishing a dedicated Instructional Leadership Team (ILT)	Fall 2025	Building Administration	Formation of ILT with a variety of stakeholders, creation of data analysis meeting schedules that

			follow assessment dates and student experiences
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
Conduct a needs assessment survey to inform the design of targeted, differentiated professional learning opportunities for staff	2025-2026 School Year	Building Administration	A year-long calendar of professional learning that includes a variety of formats
Foster peer observation and coaching opportunities to support the implementation of CKLA	2025-2026 School Year	Building Administration and Literacy Coach	Schedule of coaching sessions and peer observations, development of “Look For” tool for best practices

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
Reestablish a SIP/Leadership Committee	Fall 2025	Building Administration	Trimester meetings with SIP team to ensure accountability and seek feedback
Continue weekly SEL meetings with Administration/Outreach Social Workers	2025-2026 School Year	Building Administration and Outreach Social Workers	Improved social/emotional well-being, increase in positive behavior, decrease in student absences, increased collaboration with families
Use and analysis of School-Wide Information System (SWIS) data to support the social/emotional and behavioral needs of students	2025-2026 School Year	Building Administration and Outreach Social Workers	Modifications/Accommodations to reflect SWIS data

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

School Based Action Steps	Timeline	Led By	Measures of Success
Expand 5th Grade Peer Leadership Program	2025-2026 School Year	Building Administration and Outreach Social Workers	Increase in school morale, increase in student engagement, positive peer interactions, and increase in school and community outreach

SS5: Align safety practices across the district to further enhance emergency response preparedness			
School Based Action Steps	Timeline	Led By	Measures of Success
Create a Quinn Crisis Management Team	Fall 2025	Building Administration	Consistently review collected feedback from staff and students on the safety and well-being of the school community
Ensure all students and staff participate in regular safety drills.	2025-2026 School Year	Building Administration and Quinn Crisis Management 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	2025-2026 School Year	Building Administration and Quinn Crisis Management Team	Collect quantitative and qualitative data and feedback through the Thought Exchange platform

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
Expand on family communication through monthly newsletters, updates sent out through the weekly backpack, Parent Square application, and information posted on the school website	2025-2026 School Year	Building Administration and Instructional Technology Specialist	Increase in family engagement and awareness of school-wide updates, events and activities
Continue school and community training on the Parent Square Platform	2025-2026 School Year	Instructional Technology Specialist	Usage and Engagement on Platform

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

School Based Action Steps	Timeline	Led By	Measures of Success
Restructuring of School Council	2025-2026 School Year	Building Principal	Provides input on school policies, budget, programs and overall direction to improve student outcomes and create a shared vision
Reestablish volunteer training opportunities for parents/guardians and families.	2025-2026 School Year	Building Administration	Enhance the effectiveness and consistency of volunteer support across classrooms and other areas of the school
Grow community partnerships with local stakeholders and organizations	2025-2026 School Year	Building Administration/ILT	Increased number of partnership opportunities for students and staff

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

BCI1: 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
Continue the work of the Playground Committee to assess the needs for outdoor spaces	Fall 2024-Ongoing	Building Administration and Playground Committee	Modifications/Accommodations to reflect outdoor needs
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, District Leaders and ILT	Budget reflects the needs of the building and supports the School Improvement Plan and District Strategic Plan
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