



# **DeMello Elementary School School Improvement Plan**



**January 2025-June 2026**

**OneDartmouth**

## School Profile Information

### Leadership Team

Elizabeth Correia, Principal

Adam Hill, Assistant Principal

<b>Staff Profile (2024-2025)</b> <i>(# of full time employees)</i>	<b>Student Demographics</b> <i>(Source: 24-25 enrollment data)</i>
Administration: 2	African-American: 0.3%
Custodial Staff: 2 full-time, 1 part-time	Asian: 1.0%
Educational Support Professionals: 8	Hispanic: 8.9%
School Counselors (Guidance & Adjustment Counselors): 1.5	Native American: 0 %
School Nurse(s): 1	White: 80.6%
Secretaries/Office Staff: 1 full-time, 1 part-time	Native Hawaiian, Pacific Islander: 0%
Security Monitors: N/A; Shared SRO	Multi-Race, Non-Hispanic 6.9%
	Female: 180
Average Class Size: 21	Male: 211
	Non-Binary: 1

## **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.
Establish a school-wide focus on developing and enhancing students' ability to engage in academic discourse across all grade levels and subject areas.	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 student's ability to create, clarify, support and evaluate when building ideas.
Re-establish and refine our Multi-Tiered System of Response (MTSS) process by developing a systematic approach to using student data to inform decisions and interventions, with the goal of improving both academic performance and social-emotional outcomes for students.	August-June 2026	Building Administration; Coaches, Interventionists	All teachers have access to and follow a clearly written MTSS process guide that includes roles, timelines and data cycles. An RtI meeting schedule is established and includes data review cycle timelines.
Establish a school-wide focus on providing opportunities for students to work with meaningful, relevant and challenging mathematics in order to become strategic sense makers.	2025-2026 School Year	Building Administration; Math Coach	Classroom observations show the integration of evidence based practices, analysis of data shows an improvement in student's ability to demonstrate the Standards for Mathematical Practice (1 & 3) when approaching problems and reasoning mathematically.

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
Continue to foster peer observation and coaching opportunities to support the implementation of best teaching practices and high quality instruction. Use protocols/tools to empower teachers to assess the effectiveness of their lessons.	Ongoing	Building Administration and Coaches	Schedule of coaching sessions and peer learning walks, development of "Look For" tool for best practices
Utilize student data and the results from a 24/25 building staff PD survey to implement interactive and differentiated professional development designed to meet the needs of adult learners.	2025-2026 School Year	Building Administration; Coaches	A year-long calendar of professional learning that includes a variety of formats

## 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 specialist to expand use of proactive behavior management strategies, fostering social-emotional learning and providing targeted supports to students needing assistance in developing appropriate behaviors.	2025/26 School Year	Building Administration, SEL Team	Improved behavioral data, collaborative meetings among SEL team and behavior specialist; Professional development calendar includes PD on restorative practices and skills-based behavior supports. Observation and learning walk data shows staff show increased use of restorative practices and proactive behavior strategies,

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

School Based Action Steps	Timeline	Led By	Measures of Success
Develop and implement school-wide practices that promote a neuro-affirming learning environment by training staff in neurodiversity-informed strategies, adapting classroom structures to support sensory and cognitive differences, and fostering inclusive mindsets that validate all learners' strengths and needs.	2025/2026 School Year	Building Administration; SEL Team	Classroom observations show evidence of visual supports, structured routines and the use of strengths-based language around student differences. Observations also reveal increased use of proactive, restorative, and regulation-based approaches in response to student needs.

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

School Based Action Steps	Timeline	Led By	Measures of Success
Collect staff and student feedback after each safety drill to assess its effectiveness and update protocols as needed.	Ongoing	Building Administration and Safety Team	Google Doc used to solicit feedback, Safety 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
Plan and deliver family-centered events both during the school day as well as after school.	Summer 2025 to June 2026	Building Administration, Literacy, Math and SEL team members	25/26 Family Event Calendar
Work with community agencies and PTO to plan and implement parent informational nights on a variety of topics	Summer 2025 to June 2026	Building Administration, Building-based Literacy, Math, SEL Teams, PTO	25/26 Parent Information Night event calendar

### 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