

# Seattle Excellence Continuous School Improvement Plan (CSIP)

## Dearborn Park Elementary School

### Purpose

The Continuous School Improvement Plan provides an overview of the school, student outcome goals and a brief narrative description on how the school plans to collaboratively meet these goals over time. It is intended to offer families and community audiences an overview of improvement work aligned to the strategic plan and written in language that is accessible by a diverse audience.

### Introduction

WHEN WE FOCUS on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and work to undo the legacies of racism in our educational system by doing the following:

- Allocating resources strategically through a racial equity framework
- Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners
- Creating healthy, supportive, culturally responsive environments from the classroom to central office
- Directly and consistently working in partnership with families and communities who represent students of color who are furthest from educational justice; and
- Making clear commitments and delivering on them

THEN we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

## Seattle Public Schools Foundational Beliefs for Supporting Student Learning

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

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As such, we believe:

- 1) **Teaching is intellectually complex**, difficult and demanding work, and the development of skillful teaching requires deep collaboration and non-defensive self-examination of practice in relation to student results.
- 2) **By collaborating with families in authentic partnerships**, we create a path for students to reach their highest potential, engaging with families as the first and lifelong teachers of students.
- 3) **"Intelligence" is not a fixed, inborn trait**. All children come to school with cultural capital and intelligence, and all have the raw material to learn rigorous academic material at high standards. Therefore, our work is to **build students' academic mindset**
- 4) **By recognizing and cultivating the gifts and strengths of every student**, we can get each student to believe in themselves and deconstruct any of their own internalized stereotypes.
- 5) **Racism in our society exerts a downward force on the experiences and achievement of students of color that must be met with active countermeasures.**

Our commitment to these beliefs is the route to institutionalizing racial equity and fostering a context where each child receives what they need to develop to their full academic and social potential, and we make educational equity and justice the cornerstone of our system.

## School Profile

Dearborn Park International School offers instruction in 3 languages: Spanish, Mandarin, and English. Students are immersed in language-acquisition instruction. Our teachers receive training to analyze student growth, student social-emotional well-being, and their culturally responsive teaching practice. Our families come from 6 continents and speak over 12 languages. Our families offer expertise in many fields, professions and religions. With these components, Dearborn Park International School offers a unique educational experience that continues to grow and adapt with our students and families.

## Priorities and Measurable Goals

### Elementary Focus Goal: 3rd Grade English Language Arts

#### **Priority Goal:**

For the 2020-21 school year, at least 75% of 3rd grade students of color furthest from educational justice will meet standards or higher on the ELA Smarter Balanced Assessment.

#### **Target Goal 1:**

2020-21 school year goal for 3<sup>rd</sup> Grade: 75% of African-American students will pass the SBA ELA by June 2021.

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Our African-American students will be prioritized for our levy in-school, extended, and after-school supports.

Essential Practice 2: -1:1 and small group instruction will be offered as part of each student's plan. This includes instruction from Reading and Math specialists.

Essential Practice 4: Instructional assistant supports in small group instruction.

-Family Support Worker prioritization to support learning and basic needs

## **Target Goal 2:**

2020 – 21 School-Year Goal: 75% of ELL students will pass the SBA ELA test by June 2021

## Safe and Welcoming Environment Goal

### **Priority Goal:**

By June, 2021, attendance rates for DPIS African-American males will increase from 85.7% in March, 2020 to an 90% in March of 2021, indicating effectiveness of safe and welcoming systems, routines, and practices.

Attendance: Staff will be dedicated to ensuring that barriers to attending school are addressed for ALL students, with a focus on our African-American students.

## High Quality Learning Experiences

**Educate the whole child through high-quality instruction and learning experiences that accelerate growth for students of color who are furthest from educational justice, with an intentional focus on African American males.**

*To achieve educational justice*, Seattle Public Schools (SPS) strives to provide safe learning environments, curriculum that incorporates a student's life experiences and culture, and instruction delivered by high-quality, culturally responsive educators. Unfortunately, many students from certain ethnicities have not historically experienced equitable opportunities for all or part of their educational journey (including African and African American, Asian Pacific Islander and Pacific Islander, LatinX, and Native American students). These students are our priority – with an intentional focus on African American males.

## School-wide Systems and Structures (MTSS)

MTSS offers the potential to create the alignment of systems necessary for all students' academic, behavioral, and social success. In addition, MTSS promotes needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students. MTSS is an

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integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs.

Our goal is to increase overall percentage of student achievement by 10% or more as measured by the WA Kids assessment (comparing Fall and Spring) for kindergarten, Measure of Academic Progress (MAP) reading and math assessment (comparing Fall and Spring) for grades 1-2, and Smarter Balance Assessment (SBA) reading and math for grades 3-5.

Additionally, we will increase sub-group performance of our English Language Learners, advancing in proficiency status or improving level score in 2 or more domains on English Language Proficiency Assessment (ELPA). The two groups that we are focusing on is our Somali and Latino population.

The MTSS team is comprised of teachers, counselor, administrators, and specialists. This team will meet on a bi-weekly basis. The tasks include, not limited to; analyzing trends in whole-school data, focus-group data, and individual student data to create next steps to meet goals. Data is collected through PLC leads and shared during MTSS meetings. Academic intervention and supports are provided by the MTSS team via "Help Desk"-a catalog of resources for teachers to utilize to address concerns.

## Gap Closing Practices and Special Services

**Seattle Public Schools is committed to eliminating opportunity gaps to ensure access and provide excellence in education for every student.**

Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners is a core element of Seattle Excellence. Our Theory of Action is guided by the principles of "Targeted Universalism." Our universal goal is every Seattle Public Schools' student receives a high-quality, world-class education and graduates prepared for college, career, and community. Targeted Universalism holds that targeted and differentiated efforts are required to meet the needs of specific student populations, so every student meets the universal goal.

By focusing on students of color who are furthest from educational justice, especially African American males, we will make the greatest progress toward our collective vision. We believe that an intentional focus on African American males will ultimately benefit every student.

We will establish a systemic approach to Tier 2 and Tier 3 interventions for students struggling in reading and mathematics, and to incorporate research-based interventions that accelerate learning so that students can catch up in a short period of time.

We will identify ELL focus students school-wide and use specific strategies and scaffolds in tier 1. We will support students in language acquisition as identified in the achievement level indicators.

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We will provide extra learning time for students by certificated staff: math and reading interventionists and ELL certs. For students who need additional support, acceleration, and enrichment, we are providing extra practice and support outside of the school day. This includes after school tutoring, Team Read, and more.

We will work to remove physical, emotional, and mental barriers to learning. In partnership with Seneca, Neighborcare Health Clinic, Community in Schools, and our counselor, we are providing on-site health and mental healthcare to remove the barriers that impact learning. All staff is trained and uses RULER (Recognizing, Understanding, Labeling, Expressing, and Regulating), a social-emotional curriculum, with students support them in managing their emotions. Our preschool students receive support using HighScope, focusing on problem-solving. Our counselor uses Second Step as a tier 1 intervention for all K-2 classrooms and a screener for tier 2 small-groups. Our counselor will use Steps to Respect/Anti-Bullying program with 3-5 classrooms alongside the classroom teachers. Our counselor, instructional assistants, and classroom teachers will use Kelso's Choices for conflict management, focusing on our recess program and in the classroom. We have University of Washington Pipeline volunteers and district staff volunteers that support in our K-5 classrooms to ensure there is adequate support for our students.

## Practices and Strategies

**We will recognize and serve the academic, social, cultural, emotional, and behavioral strengths and needs of students, providing high-quality, culturally responsive instruction, curriculum, and social-emotional learning supports delivered by educators who set high expectations, so students graduate ready for college, career, and community.**

Whole child education goes beyond a focus on academic achievement. When educators focus on educating the whole child, students are healthy, safe, engaged, supported, and challenged. In Seattle Public Schools, this means that we appreciate and serve the academic, social, emotional, and behavioral strengths and needs of students, which we believe comprise the needs of the "whole child."

High-quality instruction is focused on student-centered learning and achievement, intentional about student engagement, and aligned to standards with consistent and appropriate feedback.

At its foundation, culturally responsive education means that students are in an environment where they have the individual safety and comfort to learn within a classroom that has a common culture that is respectful of all backgrounds.

Essential Practice 1: As part of our MTSS process, teachers will utilize a protocol that examines teacher efficacy. This will allow for teachers to examine their effectiveness in teaching their students. This presents opportunities for conversation around what practices are in place and what can be added to support teachers and students reach their goals. The protocol includes utilizing work from John Hattie and data from our PLCs.

Essential Practice 2: Small group and/or 1:1 supports will be made available based on student need. Allocation of staff to support students will be made by MTSS, administrators, and/or teacher requests.

## Safe and Welcoming Environment

**Students thrive in healthy, safe, engaging, supported, and challenging environments in which they can learn to their full potential. Instruction must be high-quality, culturally responsive, focused, and aligned to standards for students to develop as independent learners.**

Student voice should be evident, and students must be seen and celebrated for their authentic selves. Significant increases in academic outcomes for students furthest from educational justice are possible when social, cultural, emotional, and behavioral needs of students are met by educators that share an unconditional belief in the potential of every student they serve.

Essential Practice 1 & 2: School day begins with community circles. Teacher-to-student and student-to-student check-ins. Students get an opportunity to make connections and socialize.

Essential Practice 4: School-wide and classroom expectations will be revisited during assemblies, class meetings, and 1:1 check-in with Care Team.

Outreach: Culture and Climate team will administer surveys to gauge student and family climate annually.  
Action Plan: Culture and Climate team will analyze surveys upon completion and create action plans to address identified needs and concerns.

Data: Data will be analyzed and compared to previous years' results and the team will reflect on the direction of the data collected. This will impact and add to the action plan as stated above.

## Inclusive and Authentic Engagement

**Partner with students, families, and communities who are furthest from educational justice by conducting inclusive and authentic engagement.**

We will proactively and consistently work in partnership *with* students, families, and communities to identify needs, determine solutions, and support the implementation of the initiatives that will best meet the needs of students of color who are furthest from educational justice. We will use culturally responsive ways to engage so we build trusting relationships and empower the voices of those who can help us meet these needs.

## Family and Community Goals

### **Priority Goal:**

Increase family engagement that focuses on African-American families by expanding the number of events for families to four and completed by the end of June, 2021.

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## **Plans for Family Engagement**

We will utilize our Family Support Worker to recruit and engage families in the areas of student achievement and school events. Time and space will be reserved for Black families to plan and collaborate with the school in the areas of Black student achievement, services, and school events.

Family Engagement Events:

- Black History Celebrations
- Juneteenth
- WEAPP
- Black History
- Social Justice
- College Awareness Days: Featuring HBCUs

## 20-21 COVID-19 CSIP Addendum

### Dearborn Park International School

The global pandemic of Covid-19 has disrupted many aspects of teaching and learning in the 2019-20 and 20-21 school years across Seattle Public Schools, Washington State and the nation. In response to the global pandemic and to meet the specific needs of students and families, staff and school leaders will be implementing and monitoring the following practices for remote and distance learning which are aligned to our strategic plan, Seattle Excellence, and notes in the Seattle Public Schools Remote Learning Playbook and Seattle Education Association-Seattle Public Schools MOU around distance learning for the 2020-21 school year.

#### **Engaging Families:**

The District and Association agree that a rigorous and effective remote learning program requires additional supports for students and families to ensure their engagement and success. The supports will address the diverse needs and challenges families and students face in accessing remote instruction. As such, the District and the Association agree on the following:

#### **Required Practices:**

1. Buildings will create and implement a pick up and/or delivery system for the distribution of school supplies, curricular materials and the necessary technology, to include mailing if necessary, which will be coordinated by school buildings/programs, and the system communicated to all itinerant/building staff and students/families and will include volunteers willing to do deliveries. All extra time provisions outlined in the collective bargaining agreement will continued to be followed.
2. Student devices necessary to access remote instruction will be allocated by the district for each student K-12. Educators will confirm with each student on their ability to access district applications during the “strong start” in September.
3. Educators will work to create and implement a clear, consistent process for communication with families and staff.
4. The District will provide appropriate level of technology support to students and families. Interpretation support will be provided.
5. Each building will implement a clear, consistent process for communication, to include current school-based structures prioritizing communication working in conjunction with counselors, social workers, family support workers, and student family advocate workers, for students that need additional supports.
6. Empower families/caregivers to support their students' learning by sending comprehensive communication about the weekly learning plan for students in their grade level/classroom.

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7. The District/School will take reasonable steps to provide parents/guardians who are speakers of diverse languages with translation/interpretation of information about general programs, services, and activities.
8. **Recommended School Specific Strategy as outlined in the Playbook:**

**Essential Practice 3: Sept-Jun: DPIS will hold monthly Family Q&A sessions. Language supports will be provided by IAs. Themes and questions elicited by teachers will be addressed, as well as questions raised during the session. Supports available are communicated at this time. Teachers are trained on the supports protocol by PD provided by the Care Team and MTSS team.**

## Social Emotional Learning:

The District and Association recognize social emotional learning strategies are an urgent and central need for students, families and staff in response to the shared collective trauma of a dual pandemic, and the guidelines below are meant as a first step in integrating these strategies into the instructional and social fabric of school communities. Social Emotional Learning skills will be explicitly taught, integrated with academic instruction, practiced by staff and demonstrated organizationally so that everyone feels welcome, safe, and known as valued members of SPS communities.

### **Required Practices:**

1. Have a plan for checking in with staff to foster relationships and support their well-being.
2. All SEL/Digital Citizenship PD and supports will be trauma-informed and include culturally responsive/antiracist SEL instruction and support with input from DREA and CRE.
3. All SEL/ Digital Citizenship PD will be differentiated by content, grade levels (PK-21), and needs.

4. **Recommended School Specific Strategy as outlined in the Playbook:**

**Essential Practice 3:** Talking Circles and Restorative Practices. The first 30 minutes of the day at DPIS is dedicated to community circles (virtually). Teachers and students have an opportunity to check in with one another and focus on relationships and connections.

**Essential Practice 4:** Establish, teach, and reinforce school wide and classroom behavior expectations. School expectations will be revisited during online assemblies, community circles each day, optional virtual recess for relationship building, and 1:1 check-in with counselor or Care Team.

## Curriculum, Instruction, and Assessment:

### **Required Practices:**

1. Use CAI guidance on priority standards by grade level and content areas that consider unfinished learning and how to accelerate learning. CAI will provide pacing plans.
2. Use CAI guidance and curricular resources to teach culturally inclusive curriculum that reflects the diversity of our students' experiences and helps students meet content.

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3. Use CAI guidance and professional learning on how to use adopted curriculum for in-person, digital synchronous, and digital asynchronous instruction on Schoology/Seesaw.
4. Use CAI recommended high-leverage digital learning strategies aligned to the SPS Foundational Coursework (and CSIP Essential Practices) to promote culturally relevant, effective remote instruction.
5. Regularly assess student work and provide meaningful feedback to students and their families on the progress made toward standards.
6. Continue to provide 6-12 High School and Beyond Planning lessons and supports to ensure that students receive instruction on course planning for career and college future planning.
7. Implement a school-wide, multi-tiered system of support: Tier 1/2
  - A systemic plan to track and monitor learner experience data
  - (e.g. *determine level of engagement to inform supportive practices.*)
  - Collection and review of meaningful and purposeful data
  - (e.g. aligns to SPS assessment plan for 2020-21 school year.)
  - Adult collaboration between educators and families
  - (e.g. review of data in collaborative PLCs)
8. Implement a school-wide, multi-tiered system of support: Tier 2/2
  - Students receiving Tier 2 or 3 supports will experience 1 or 2 touch points per week totaling at least 30 minutes in 1:1 or small group live check-ins with an educator or other adult.
  - Families of students receiving Tier 2 or 3 supports will experience a personal phone or video check-in from educators at least 1x per month for at least 15 minutes with a teacher, counselor, or other designate adult.
  - McKinney-Vento and Foster Care Students the district will take reasonable steps to provide parent/guardians information about general programs and activities required by federal and state laws.
9. **Recommended School Specific Strategy as outlined in the Playbook:**

**Serving ELs:** Data on instruction and learning is analyzed during PLCs and MTSS meetings to create next steps in tiered instruction. Staff receive professional development on culturally responsive teaching and the brain in addition to the Distance Learning Playbook to maximize effectiveness in the virtual setting.

**Delivery of Instruction:** Engaging students through tech tools and strategies that elicit thinking. Utilizing “waterfall” feedback (Distance Learning Playbook). Utilizing “Online Whiteboard” to give teachers and students opportunities to create and communicate their thinking.

**Culture:** Reinforce opening routines. Teachers revisit class norms and expectations in engaging in classroom activities.