

Seattle Excellence Continuous School Improvement Plan (CSIP)

Dunlap Elementary

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.

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

The vision of Dunlap Elementary School is to provide a positive learning environment where diversity is respected, acknowledged, and every student strives to reach their highest potential. The mission of Dunlap Elementary School is to successfully prepare students to become readers, writers, and mathematicians. Our focus is Teaching, Learning and Positive Social Development. Our motto is The Path to College and Career Starts Here. We are committed to providing a program that inspires students to become life-long learners ready for college and career.

Priorities and Measurable Goals

Elementary Focus Goal: 3rd Grade English Language Arts

Priority Goal:

For the 2020-2021 school year, at least 42% of 3rd grade students of color furthest from educational justice will meet standards or higher on the ELA Smarter Balanced Assessment.

Target Goal #1:

For the 2020-2021 school year, the percentage of 3rd grade African American students meeting standard on the ELA SBA will increase from 41.2% to 50%.

Safe and Welcoming Environment Goal

Priority Goal:

By June, 2021, attendance rates for African American males will increase from 87.5% in March 2020 to 95%, indicating effectiveness of safe and welcoming systems, routines and practices.

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

Dunlap uses researched-based strategies to address the needs of all students in Tier 1 and Tier 2 level. Our school has conducted needs assessment goals to help targeted students meet grade level standards. Math and ELA screeners, Classroom Based Assessments, SIPPS-ELA Intervention Program and Student Climate Survey data was analyzed by the staff. Specifically, we analyzed proficiency percentages by, Gender, Ethnicity, English Language Learners and Homelessness. Our academic focus is on English Language Arts; the social emotional focus is on PBIS. Literacy is the foundational skill that supports all academic learning within a school environment.

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.

Teachers adhere to the SPS recommendation of a daily 120 minute literacy block, incorporating the recommended number of days for each component of Collaborative Literacy, Making Meaning, including vocabulary and Individualized Daily Reading, Being a Writer and Being a Reader (or small group instruction for grades 3rd-5th).

All 3rd-5th grade students receive Tier 1 Imagine Greatness literacy small group block (30 min). The Imagine Learning instructional block has a focus on literacy skills aligned to standards and the SBA. Students are placed in heterogeneous small groups of 5-9 students. Instructors include the classroom teacher, academic interventionist, ELL teachers, and two instructional assistants. The standards are decided by the team and taught in teaching cycles. All of the grade level instructors use the same on grade level materials from resources such as ReadWorks. This process is to promote continuity and alignment of instruction. Lab classes are also implemented to watch and discuss effective teaching practices. In addition, data days are scheduled following assessment to discuss and monitor student progress to inform instruction with using the MTSS data analysis form.

- All K-2nd grade students will receive Tier 1 Imagine Greatness literacy block 45 minutes to be inclusive of Being a Reader and literacy strategies on how to move from one level to the next.
- Progress monitoring is implemented through the use of exit tickets, running records, ELA Screeners, Classroom Based Assessments, WA KIDS and CCC assessments to provide feedback, target needs and to inform instruction.
- Teachers use the embedded socio-emotional learning practices daily within CCC to increase engagement and accountability
- The principal, assistant principal, career ladder teachers, and literacy coach conduct classroom walkthroughs focusing on the instructional elements from the Danielson Framework. The staff uses the Danielson Framework to guide their instructional practice.
- Grade level staff have a common planning period (PCP) for 40 minutes daily. This allows for collaboration and planning for effective instruction.

Dunlap Elementary



- PLCs are organized to use of data to guide instructional practices based on teacher problem of practice.
- A Monday Morning Assembly is conducted to bring the school community together to identify our academic and social focus of the week. The assembly includes Dunlap School Pledge and recognition of Self Managers to promote positive social and emotional development.
- The Dynamite Dolphins Incentive program rewards students for both positive learning and social behaviors.
- The RULER approach for regulating emotions and problem solving is implemented.
- PBIS committee implement school-wide expectations based on Dunlap's Value words respect, responsibility and safety.
- The Caring School Curriculum will be implemented K-5th grade as a comprehensive approach that uses proactive and responsive strategies to set students up for success and effectively intervene when necessary.

STUDENTS RECEIVING TIER 2 SERVICES

- Students who need additional literacy support are getting a "double dose" of reading with the intervention teachers through the use of the Level Literacy Intervention.
- 3rd-5th grade students who need additional math support have small group intervention support.
- Use of SBA interim assessments to plan instruction and form specific skill groups.
- Teachers have small group tutoring afterschool for students that are not meeting proficiency. Some teachers implement virtual "recess club" for tutoring during the school day.
- An inclusion model is used for students receiving special education services in kindergarten-5th grades.

ELL, AFRICAN AMERICAN, HISPANIC, MALES OF COLOR Receiving Tier 2 Services

- Student Intervention Team (SIT) meets regularly to discuss and strategize around students who are not making expected progress. This can include a referral for special education. There is also an opportunity for two all-day SIT meetings so that staff are able to discuss all of their students in terms of learning and positive social development.
- The MTSS team meets monthly to monitor students' progress in intervention.

STUDENTS RECEIVING ELL SERVICES

- Students that have exited ELL services but are still in need of academic assistance are services during the Imagine Greatness block and through use of the consultation model with the ELL teacher.
- In addition to alternative instructional techniques and services, the ELL program tracks students closely in order to provide appropriate support and interventions throughout the year.
- The collaboration model pairing a general education teacher and English Language Development teacher is used in 1st, 3rd, 4th and 5th grades. Use of small group instruction for pre-teaching academic language and literacy strategies occur outside of the classroom, as well as, in the classroom. Instructional assistants work in the classroom or in small groups with students receiving ELL services.

STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

- Small group instruction within classroom, as well as in the Resource Room (push-in/pull-out)
- Individual instruction
- Peer Partner Modeling
- Increased processing time
- Adjusting and modifying assignments as outlined in students' IEP

Dunlap Elementary



- Visual aids
- Periodic brain/movement breaks during classroom instruction
- Predictable, consistent schedules and routines
- Check and Connect with staff members
- Use of sensory manipulatives

MALES OF COLOR

- The Check and Connect system used daily with male students demonstrating challenging behaviors in order to build positive relationships and decrease the amount of time students are out of class.

ADVANCED LEARNERS

- It is sometimes a misconception that schools with lower proficiency rates on standardized tests, don't have students that score well above standard. At Dunlap Elementary School we continue to have students that score Level 4 (well above) in English Language Arts, Math and Science.
- Participation in after school programs i.e. SCORES
- Independent reading leveled to students' ability level
- Student goal setting with progress monitoring
- Adapted computer assisted learning for reading and math

HOMEWORK POLICY

- Dunlap Elementary School's philosophy is that homework should be an independent practice of skills with emphasis on achieving mastery.
- Homework is given out on a daily and/or weekly basis.

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.

Dunlap's Racial Equity Team has engaged staff in trainings on Racial Equity Literacy 101 and Culturally Responsive Teaching 101. Racial Equity Series Phase 2 is planned for fall of 2021, with a focus on AA

males. We have engaged Tier 2 and 3 students with a “Check in Check Out” program where students are paired with a mentor that offers support/positive feedback and tracks students’ goals over time. We know we have been successful when 70% of our students graduate from the check in check out program by year end.

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.

We will partner with students, families, and communities who are furthest from educational justice by conducting inclusive and authentic engagement. At Dunlap, 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.

All staff will teach school-wide expectations that are grounded to our core value words: ***Respect, Responsibility, and Safety***. This will create a vision of a successful student and and communicate a positive message to student and staff about school success. Teachers will teach and reinforce positive behaviors and acknowledge students success in demonstrating our core value words. The MTSS and PBIS team will analyze data trends to identify students who need extra support.

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.

Dunlap Elementary



Family and Community Goals

Priority Goal:

We want to increase our family engagement for all members of our school community through involvement in our PTSA, family teas and affinity group meetings.

Plans for Family Engagement

Parents are encouraged to advocate and to have a voice in the school. The parent involvement plan is advertised through the newsletter and flyer, posted on the Parent Information Board and is available for review and input at Curriculum Night. The PSTA is established and hold meetings prior to family night events to maximize participation. Three family education nights are done each school year based on information provided from parents. Parent school events are as follows: Curriculum Night/Open House, Literacy Night, Math Night, Multicultural Day, Black History Month, Poetry Slam, Young Authors Day, Parent Education Nights and Parent Night/Day based on Language. Parent volunteer information is given in the first day packet and assistance is provided through the ELL department and the Family Support Worker to get informational forms completed. The principal has an open door policy and will address parents' concerns and ideas as they arise. Staff meet with parents to create student success plans. Parent conferences, phone calls, some home visits, a monthly newsletter from the school, and newsletter from specific grade levels are used to keep parents informed. The Family Support Worker, Principal, Assistant Principal, Office Staff and Counselor are highly responsive to family needs.

20-21 COVID-19 CSIP Addendum

Dunlap Elementary

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.
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:**

(Parents are encouraged to advocate and to have a voice in the school. The parent involvement plan is advertised through the newsletter and flyers, posted on the Parent Information Board and is available for review and input at Curriculum Night. The PSTA is established and hold meetings prior to family night events to maximize participation. Parent school events will be held _virtually on Teams Live: Monthly Family Teas, Curriculum Night/Open House, Literacy Night, Math Night, SBA Night, Multicultural Day, Black History Month, Poetry Slam, Young Authors Day, Parent Education Nights and Parent Night/Day based on Language. Parent volunteer information is given in the first day packet and assistance is provided through the ELL department and the Family Support Worker to get informational forms completed. The principal has an open-door policy and will address parents' concerns and ideas as they arise. Staff meet with parents to create student success plans. Parent conferences, phone calls, some home visits, a monthly newsletter from the school, and newsletter from specific grade levels are used to keep parents informed. The Family Support Worker, Principal, Office Staff and Counselor are highly responsive to family needs. Weekly family newsletters sent out each week in different languages.)

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:**
Our PBIS Team- Self-Manager Buttons, Dolphin Dollars, Virtual Recesses, School-wide Tier One supports, Tier Two supports, Virtual Monday Morning Assemblies, Counselor visits classrooms to give live SEL lessons for students. Calming activities for students and staff. Ruler and Class/Staff Charters. Building Norms.

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.

Dunlap Elementary



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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.
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:**
We will use the results of student PULSE surveys to monitor our students' experience during remote learning and make adjustments as needed.