



## 2025-26 Annual CSIP

### Dearborn Park International Elementary School

#### Purpose of the Continuous School Improvement Plan (CSIP)

The Continuous School Improvement Plan (CSIP) functions as a dynamic tool aligned to Multi-Tiered System of Supports (MTSS). The CSIP supports schools in using an asset-based approach to identify and address diverse needs by implementing evidence-based practices within an inclusive educational environment. The CSIP aims to reduce systemic inequities and improve student outcomes.

The 2025-26 Annual CSIP is designed to be a working document and makes visible school-based improvement planning and progress monitoring which is required by the Washington Administrative Code (WAC) 180-16-220.

This annual CSIP meets the requirements of School-wide Title Programs, Learning Assistance Program (LAP), and OSSI School Improvement Plans.

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#### 2025-26 School Information and Leadership Team Members

**School Name:** Dearborn Park International Elementary School

**Principal:** Don Noble

**Instructional Vision:** If we foster student agency through clear rubrics and success criteria, provide timely, constructive feedback, and support student goal setting; then all students, especially Multilingual learners and Black boys, will experience improved academic outcomes. By ensuring access through high-quality Tier 1 instruction, collaborative teaching, social-emotional learning, and strong home-school partnerships, we will create inclusive learning environments. Furthermore, these practices will promote dual language instruction through bilingualism and biliteracy, high academic achievement, and socio-cultural competence.

**Members of the Building Leadership Team:** Don Noble, Tu Dinh, Vicky Yen, Rachel Pendergast, Mya McCay, Julie Sullenszino, Stephanie Morris, Ariel Mieling

[2023-26 CSIP Dearborn Park](#)

#### OSPI School Report Card Information (2024-25 School Year)

**Student Enrollment:** 340

**Special Education Percentage:** 12.9%

**Multilingual Learning Percentage:** 37.6%

**Highly Capable Percentage:** 6.5%

**Free and Reduced Lunch Percentage:** 51.8%

**Washington School Improvement Framework Status:** Tier 1 Targeted 1-2

[Dearborn OSPI School Report](#)

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# Annual Comprehensive Needs Assessment (CNA) Summary

A Comprehensive Needs Assessment (CNA) is a required annual process conducted by school staff to identify the diverse needs of students, families, and staff. It involves collecting, disaggregating, and analyzing a variety of data to expose possible underlying racial inequities, identify diverse needs and understand possible root causes of the needs.

The following is a summary of the Comprehensive Needs Assessment (CNA) completed by school staff about the **2024-25 school year**. The summary findings from the CNA described in this section, informed the staffs' decisions about the **2025-26** one-year goals, action plans, and allocation of resources.

## Data analyzed for the CNA:

- English Language Proficiency Data
- DIBLES
- MAP ELA
- Smarter Balanced Assessment ELA
- MAP Math
- Smarter Balanced Assessment Math
- Walkthrough/Observational Data
- SPS Climate Survey (staff or students)
- Meeting Agendas and Minutes (e.g., Grade-level, Content Area, MTSS, RET, BLT, etc.)

**Top Strengths from Multiple Data Sources:** What strengths of students, staff families, and/or community partners have emerged across multiple data points (academic growth and achievement, attendance, engagement, professional growth, culture of inquiry, school community and culture, etc.)?

Math data has seen a significant raise over the past three years. Most notably, our students' MAP scores in math has been growing and holding steady. During the Spring of 2025, our school's median percentile score was at the 80<sup>th</sup>ile. While in reading the median score was at the 64<sup>th</sup>ile. This data suggests that academically, students are improving. Comparatively, our students' SBA scores have also seen the same shifts into the positive. In comparing our scores from the Spring of 2024, our 3<sup>rd</sup> through 5<sup>th</sup> grade students' math scores improved from 63.5% proficiency to 64.7% proficiency. It also held steady in the ELA scores from 57.1% in 2024 to 56.6% in 2025.

In looking at the student climate survey. Student climate was mostly positive. In the 12 categories of student climate topics, our students showed growth in 9 out of the 12 categories with the biggest increase in the Student Voice and Leadership category, moving up from 76% in the Fall of 2024 to 82% in the Spring of 2025. A few other specific highlights include a 95% positive response to the statement: "I feel safe and welcomed at my school." And an 88% positive response to the statement: "I feel like I belong in my classroom," which has already surpassed our 3-year CSIP goal in the learning environment priority area!

When looking through the staff climate survey. Staff also had a positive response to their experience at the school. Most notably, there were high scores around belonging and collaboration. As for families, through surveys, a big positive has been the school's implementation of Fall student led conferences. Families enjoyed the process and wished to have it back for next year.

**Top Needs from Multiple Data Sources:** What top needs (2 or 3) have emerged from the analysis of multiple data sources?

- Tier 1 instructional systems
- Dual Language/ Language development strategies in the classroom
- More family engagement

**Disproportionalities:** What disproportionalities exist among student groups?

There are still disproportionalities when it comes to academic scores between our ML learners in ELA. Part of this can be explained by our focus on dual language and biliteracy. Our approach around going slow and focusing on language development in both target language (Spanish or Mandarin) and English is influencing students' literacy scores.

Though, research suggests that students should be making up those gaps when they get to the upper grades. Specifically, our school sees disproportionalities within our Spanish speaking students and our black boys. A gap exists there, and we are working on providing more supports through Tier 1 foundations and Tier 2 and 3 interventions.

From reviewing the WISF data, there seems to be some movement in the right direction in our data as our black boys scores went from 1.88 in 2023 to 3.23 in 2024, the same can be said for our language learners where it jumped from 4.28 to 7.90 and our low-income population where it improved from 5.72 to 8.15.

**Root Causes of Disproportionalities:** What root causes have been identified for disproportionalities among student groups?

A root cause for these scores is access to literacy, specifically with our language learners. At times, our native Spanish speakers are fluent speakers but have lacked the literacy foundational skills in Spanish. This is an issue in that teachers have to choose either developing literacy foundational skills in English or Spanish. It makes it difficult for students to get support at home when the focus is on English literacy skills. The same can be said with Mandarin, as it is a character-based language which make it hard to connect English with the target language.

**Greatest Potential for Impact:** What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?

Our school has been working on developing biliteracy units to bridge the languages in our school. PLC teams have worked in developing units that have distinct linguistical connections in our ELA and Math/Science classes. Students are able to learn common vocabulary and concepts in these units which helps bridge the language development in the classroom.

Our school has also highlighted the importance of student agency and building up student self-efficacy. We have connected our instructional vision and our PD plan around building up agency and developing learners who are taking charge of their own learning.

**Interconnected Needs:** How are needs related to each other or influencing each other?

Student agency and a focus on Tier 1 instruction will help develop independent learners. Our focus on goal setting will also help build metacognitive students and a chance to connect these goals with families through communication.

**Quick Wins:** Which needs can be addressed quickly (3-6 months) to build momentum toward confronting more challenging needs?

- Student led conferences: This will be year two, but we have a blueprint of what we can do better for this year.
- Professional Development and Collaboration around student agency through UDL, MTSS, PLCs, biliteracy and GLAD strategies

**Technology Use to Strengthen Student Learning:** How is technology being used to strengthen classroom instruction and student engagement?

Teachers are using Onedrive to share and upload resources and strategies. Students use devices to access supports through Clever, Amplify, Saavas, etc.

**Support for Staff to Use Technology to Strengthen Student Learning:** What ongoing support is provided to ensure staff are proficient with required use of technology?

Staff uses district tools to share resources with each other. We have a digital learning specialist at school that helps share out resources to staff.

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## **Priority Area: Learning Environments – Joyful, Safe, Anti-Racist**

### **Measures and Targets**

#### **2023-26 Goal:**

By Spring of 2026, Dearborn Park will specifically improve the score from 71% favorable to 85% favorable on the student climate data survey question “I feel like I belong in my classroom.” As a school, we will specifically focus on inclusionary practices centered around students furthest away from educational justice. By focusing on our students FFEJ, we will increase how students feel like how they belong at Dearborn Park.

#### **2025-26 Goal:**

By the end of 2026, Dearborn Park students 80% of students will respond favorably to the question: “I get to learn about my culture at school” from 66% in the Spring of 2025. As a school of many diverse backgrounds, languages, and cultures we will integrate and provide relevant cultural learning experiences in our social studies and literacy instruction.

### **Action Plan**

#### **Evidence-based Practice 1:**

Social Emotional Learning (SEL): Educators will teach and integrate SEL skills in the classroom in relevant ways to support learning and relationships. For example, educators will use one of the following resources.

#### **Implementation Activity:**

Our school is currently piloting the DREA's Green Day Racial Equity Pilot. This works in conjunction with our SEL plan for the school year in developing a school community that is focused on student agency.

The Green Day Pilot focuses our teachers into diving deep into their experiences and lens as schoolteachers with particular focus on racial equity and cultural awareness. Our SEL lessons and what we are doing in Green Days will work together to focus on student agency.

As a staff we will dive deep into what systems and processes we can change in our practices to try to develop student identity, belonging and agency.

#### **Process Data Measures:**

- Comprehensive School Counseling Program School Plan
- Building determine Schedule of MTSS Meetings
- Walk-through/Observational Data
- School-based Survey (staff or students)
- Professional Development Attendance and Exit Tickets
- Care Coordination Plans

#### **Timeframe for Reviewing Process Data Measures:**

Quarterly

#### **Student Outcome Data Measures:**

- SPS Climate Survey (staff or students)
- Building SEL Data from classroom teachers

## **Timeframe for Reviewing Student Outcome Data Measures:**

- Beginning of Year
- Middle of Year
- End of Year

## **Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:**

- Racial Equity Team
  - School's Care Team
  - Classroom teachers
  - School Social Work
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## **Priority Area: Classroom Instruction and Academic Success**

### **Measures and Targets**

#### **2023-26 Goal:**

From the 2023-2024 to the 2025-26 school year, Dearborn Park International 70% of students will be proficient on the Smarter Balanced Assessment. We will specifically focus on providing systematic and intentional language access points to our multi-lingual learners and use WIDA learning targets to increase language use in our day-to-day instruction.

#### **2025-26 School-based Goal:**

By the end of 2026, 58% of all Dearborn Park 2<sup>nd</sup> grade students will meet their projected proficiency score on the MAP test.

Teachers will support Tier 1 instruction by implementing GLAD (Guided Language Acquisition Development) strategies with the Universal Design for Learning framework to provide students with the tools they need to access learning. We will also utilize targeted interventions via SIPPS and BAR to provide Tier 2 and 3 supports. Lastly, we will give meaningful language connections by developing biliteracy units that bridges language development in both our target languages (Spanish and Mandarin) and English.

#### **2025-30 Strategic Plan Implementation: Readiness for Progress Monitoring Foundational Literacy**

As school staff transitions from monitoring the progress of the former 3rd Grade ELA SBA Goal to the new 2nd Grade Foundational Literacy Goal, what do staff need to know, be able to do, and have access to effectively progress monitor toward this new measure over time?

Staff will need an understanding of reading instruction. We will utilize Professional Development days to have time to talk about literacy and language through an in depth look at the Science of Reading.

### **Action Plan**

#### **Evidence-based Practice 1:**

High Quality Instruction: Educators will implement high quality Tier 1 inclusionary practices, such as the UDL framework, that serve all students, including students with IEPs, multilingual learners, and advanced learners.

#### **Implementation Activity:**

As part of our school's instructional vision around student agency. We will focus our Purple Professional Development days and Yellow PLC Days around improving instruction. In these

meetings we will focus on student goal setting, learning targets and success criteria as well as flexible means of instruction.

Teacher PLCs will work on developing student rubrics, timely feedback and student goal setting systems.

### **Process Data Measures:**

- Walkthrough/Observational Data
- Teacher Observational Data
- School-based Survey (staff or students)
- Professional Development Exit Tickets

### **Timeframe for Reviewing Process Data Measures:**

Weekly

### **Student Outcome Data Measures:**

- MAP
- DIBELS
- Curriculum-Embedded Assessments (CEAs)
- Smarter Balanced Assessment (SBA)

### **Timeframe for Reviewing Student Outcome Data Measures:**

Quarterly

### **Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:**

- Instructional Leadership Teams
- PLCs through MTSS meetings

## **Highly Capable Services**

- Differentiation: Educators use pre assessments to determine the needs of students, providing flexible grouping, extension opportunities and tiered assignments to meet the varied needs of learners.

We are developing HC learning plans for all students who qualified for HC services. Part of the learning plans include family, student and teacher surveys around student strengths and areas of interest. We will utilize these learning plans to plan and coordinate targeted supports for each student. Part of this is differentiated work in small groups in math/ELA. As a dual language school, we will also lean into target language development. Lastly, PLCs will start to think about HC services as part of our Tier 1 program.

## **Expanded Learning**

Dearborn Park Elementary students in 3rd through 5th grade can sign up for Dragon Clubs. Dragon Clubs are after school enrichment opportunities that are teacher-led. Teachers choose the topics for clubs, and they oversee planning and teaching the clubs. Some examples of clubs that have happened in the past are sports club, anime club, board games club, Vietnamese club, arts and crafts, acting, chess, Filipino club, and many more.

For summer programs, students are directed to partake in the Seattle Public Schools summer program. Students are invited by the district for summer learning, and they can sign up. Additionally, there are a select number of students who can participate in the School Connect Summer School program. School Connect is an after-school learning organization that invites students who are furthest from educational justice. For summer learning, these students will continue their learning with School Connect.

## Homework Policy

Dearborn Park Elementary recognizes that purposeful homework that is an extension of the classroom learning objectives can be a constructive tool in the teaching and learning process to enhance student achievement and develop self-discipline and associated good working habits. Homework is meant to review and reinforce the learning done in class, not introduce new material or learning.

Our homework policy includes weekly homework that goes home on Mondays and is returned the following Monday. This allows flexibility for our families to support their children in completing when it works best for them. Different classes and grade levels will include different homework components. All grade levels are encouraged to read for at least 10-30 minutes each night.

Research supports that reading and/or being read to is the most significant impact on a students' academic skills. Families are encouraged to read in their home language as well, as that will strengthen their child's skills in their home language and transfer that skill over to reading in other languages.

If you notice your child genuinely attempts one assignment for 20 minutes but is unable to complete it, simply draw a line where the student has completed the work and sign it. Student will get credit, but it helps teachers know where the student may struggle independently to complete homework. Students past 2nd grade should be able to do homework independently so if they require reteaching or support to complete, please let your teacher know immediately.

Recommended Reading Minutes:

- Kindergarten – 1st Grade: Up to 10 minutes reading a day.
- 2nd Grade: Up to 20 minutes reading a day.
- 3rd – 5th Grade: Up to 30 minutes reading a day.

Reading includes and is not limited to independent reading, audio, read-to, etc. in any language. The expectation is to be flexible within a week and students could choose to do it all in a marathon run or in smaller chunks over the week.

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## Priority Area: Family and Community Engagement

### Measures and Targets

#### 2023-26 Goal:

By the end of the 2026 school year, family affinity groups will help expand the breadth of our social studies curriculum to fully include all cultures represented at Dearborn Park. Families and community members will partake in the planning and inclusion of cultural learning. By 2026, the school will provide different cultural evenings that highlight the diversity and cultural differences of our school community. Affinity groups and teachers will help this vision come to fruition through consistent communication and planning.

#### 2025-26 Goal:

By the end of the 2026 school year, Dearborn Park will focus on family engagement through student voice. This will be jumpstarted by student led conferences during parent teacher conference week. All teachers will conduct student led conferences that focuses on students' reflection and goal setting. We will use this experience to develop a plan for goal setting to be done at home and at school.

### Action Plan

#### Evidence-based Practice 1:

Connecting learning at home and school: Work together with families to create positive attitudes to education, develop shared understandings of how children learn and learning programs and build on families' capacity to support learning at home.

**Implementation Activity:**

This school year, we will continue to develop student agency in the classroom by focusing on the home-school connection. We will implement a school wide student led conference during parent conference week that will continue through our use of student rubrics and goal setting. Goal setting systems and protocols will be developed by PLCs, and we will focus on how to transfer these protocols at home.

**Process Data Measures:**

- School-based Family Survey
- Student Goal Setting Conference
- Student led conferences

**Timeframe for Reviewing Process Data Measures:**

Quarterly

**Student Outcome Data Measures:**

- Elementary Progress Report (EPR)
- Climate Surveys
- Family surveys

**Timeframe for Reviewing Student Outcome Data Measures:**

- Middle of Year
- End of Year

**Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:**

- Teacher PLCs
- Care Team
- Instructional Leadership team

**Progress Review of Action Plan (Prompts to be completed in August, February and June)**

**Beginning of Year Expectations of Mid-Year Progress:** What do school staff expect to see at mid-year to know if students are on track to meet the 2025-26 Family and Community Engagement Goal?

- Family surveys
- Students goal setting conferences with teachers

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## **2025-26 Budget Allocations to Support Continuous Improvement**

The following describes how the school allocates specific funds to support and improve student learning.

**Fund Program: Basic Education**

**Intent and Purpose:** Seattle Schools is committed to using our Basic Education funding to provide all students with instruction aligned to grade level specific state standards that includes differentiation and enrichment. The intent and purpose of Basic Education dollars includes but are not limited to:

- Standards-aligned instruction to all students.

- Supervision of instruction
- Non-teaching staffing to provide support to students and families.
- Instructional materials for all students.
- Guidance counseling and social work supports to all students.

#### **Fund Program: Title I**

**Intent and Purpose:** To provide all children significant opportunity to receive a fair, equitable, and high-quality, well-rounded education and to close educational achievement gaps.

**Dollar Amount:** \$101,430

**Activities Implemented to Meet Intent and Purpose:**

- TIPS tutors
- Family tutors
- 0.25 Assistant Principal

#### **Fund Program: Multilingual Learners (Title III)**

**Intent and Purpose:** Title III funds support the district's language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.

**Dollar Amount:** \$3,452

**Activities Implemented to Meet Intent and Purpose:** Supplies and materials

#### **Fund Program: Learning Assistance Program (LAP)**

**Intent and Purpose:** Provide services only to students who have not met, or are at risk of not meeting, state or local graduation requirements.

**Dollar Amount:** \$82,481

**Activities Implemented to Meet Intent and Purpose:** 1.0 Instructional Assistant (General Education)

#### **Fund Program: High Poverty LAP**

**Intent and Purpose:** Provide supplemental services to students who have not met, or are at risk of not meeting, state or local graduation requirements.

**Dollar Amount:** \$87,100

**Activities Implemented to Meet Intent and Purpose:** 0.5 Academic Specialist

#### **Fund Program: Levy Funds**

**Intent and Purpose:** Local levy revenue may be combined in schoolwide programs.

**Dollar Amount:** \$340,000

**Activities Implemented to Meet Intent and Purpose:**

- Assistant Principal
- Instructional coach
- TIPS tutors
- Instructional supports for students

#### **Fund Program: Levy Performance Pay**

**Intent and Purpose:** Local levy revenue.

**Dollar Amount:** \$10,000

**Activities Implemented to Meet Intent and Purpose:** TIPS tutors