



Continuous School Improvement Plan (C-SIP)
Dearborn Park International School
2016 - 2018
Principal: Dr. Jessica Conte

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School Overview

Introduction

The Continuous School Improvement Plan, CSIP, is a document that contains our building and District's plan of action for the current school year. More specifically, it identifies the areas our school plans to focus on in the coming school year, the performance goals we want our students to achieve, and how we are going to collaboratively meet these goals. All of our school's goals and efforts have been synthesized into one easy-to-read document that covers all of the different areas on which schools are required to report. This plan was approved by the Building Leadership Team on 11/28/16. The 2017-18 CSIP will be approved in August, 2017.

Mission and Vision

Mission:

Dearborn Park International School is dedicated to creating an exciting, safe learning community where children are engaged in their learning through international education, have pride in their school, are kind and respectful, and celebrate our diversity as global citizens. Upon leaving Dearborn Park students will have strong academic skills; a commitment to creating safe, supportive communities; and the ability to take personal responsibility for their actions.

Vision:

Dearborn Park International School is a multi-cultural global community with high expectations and high academic achievement.

Terminology

Throughout this document a number of acronyms and terms are used that may seem unclear. The following lexicon may be helpful:

ALO (or HC -highly capable): Advanced Learning Opportunities. Building based program that serves students with a designation of advanced learners.

BLT: Building Leadership Team. A school's advisory, decision-making group that has specialist, grade level, administration and parent representation. The BLT meets monthly and approves the school budget and CSIP. It also, determines an additional year-long leadership team focus. This year our focus concerns communication between the school and families as well as building climate.

Career Ladder Teachers. Teachers that serve to support their colleagues within a leadership capacity. They help design and lead professional development opportunities at the school.

ELL: English Language Learners. Students who have been identified as needing additional support learning English.

IEP: Individualized Education Plan. An IEP is a written statement for a child with a disability that is developed, reviewed, and revised in a meeting in keeping with certain requirements of law and regulations.

MTSS: Multi-Tiered System of Support. Building directed supports for students identified as needing additional learning opportunities beyond basic classroom instruction to meet standards.

PD: Professional Development. Instruction and learning activities for teachers to improve or broaden instructional practice.

PLC: Professional Learning Community. A team of educators that collaborate for instruction determining essential standards, creating and administering ongoing assessments of student understanding, reviewing data, and providing supports and extensions for students needing them.

RULER- Recognizing Understanding Labeling Expressing Regulating: a social-emotional literacy curriculum developed by Yale University's Center for Emotional Intelligence. Early Learning spearheaded the adoption of this curriculum, which is now in use at 50 Seattle Public Schools elementary and middle schools.

SMART Goal. Specific, Measurable, Attainable, Realistic and Timely

SIT: Student Intervention Team. A team of parents, teachers, specialists and our psychologist that meet to consider whether an identified student may require extra support or be considered for evaluation to determine special education qualification.

STEM: Science, Technology, Engineering, and Mathematics

School-Wide Programs/Multi-Tiered System of Support

Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.

We assessed our progress in eliminating the achievement gap/education gap between students of different cultural backgrounds to ensure that our goals addressed the needs of underachieving groups.

ELL and Special Education students are continuing to struggle as measured by multiple assessments, including MAP, SBA, TC, Classroom Assessments, and teacher assessments.

Approximately half of 3rd – 5th graders are struggling in Math and ELA as measured by SBA.

This year, in our effort to strengthen achievement for each and every student, we will be focusing particularly on elevating achievement scores for African American students as well as our ELL and Special Education students.

Our focus of concern for student learning rested in two areas:

- 1) Student relationships with adults in the building—our student climate survey showed drops in positive responses in many categories last year. Additionally, we noticed significant racial disproportionality when analyzing discipline data for 2015-16.
- 2) In 2015-16, we celebrated continuing improvement in testing results, graduation rates, and college-going rates, as well as teachers' work to develop more common assessments and analysis of those results. Data indicated that the next area of focus should be developing instruction that was more responsive to variations in student learning—students getting either the remediation or additional challenge that is needed.

Specific student learning problems:

- 1) Relationships appear to need strengthening between students and teachers.
- 2) Instruction needs to be better adjusted in response to assessments of student learning.

We will use research-based strategies that help targeted students.

- MTSS team will create a Dragon Block which will consist of targeted 45 minute blocks. During this block all intervention and ELL staff will support each grade level. The block period will take place Mon-Thurs, leaving Friday for data review and course corrections.
- Professional Learning Communities
- Readers Workshop
- Gradual release of responsibility to guide students toward using different skills, strategies and procedures independently. Modeling (I Do-To), guided practice (We Do-With), collaborative practice (They Do), independent practice (You Do-By) .
- Concept maps, think alouds, visualizing, reading response notebooks, context clues to determine meaning of words, word wall, vocabulary wall, word sorts, scaffolding, timely/targeted feedback, summarizing/notetaking, learning centers, close reading, reader's theater, flexible grouping, activating prior knowledge, interactive read aloud.
- Teachers use Math in Focus as their core curriculum and supplement with Engage NY, and Singapore Math. We use three researched based online programs as interventions (ST Math, Compass Learning, and Think Through Math). Intervention blocks target students who are just below grade level. We emphasize problem solving, vocabulary, and measurement, the areas that data supported as the highest areas of need. Teachers also scaffold their lessons to meet the needs of students well below grade level .
- Implement The RULER Approach to Social Emotional Learning with greater fidelity to improve classroom climate.

- To meet the needs of advanced learners we use the following strategies: flexible (and/or cluster) grouping; project-based learning; small group instruction; literature circles; DOK (Depth of Knowledge) questioning strategies at a level 2 or 3; written response journals; higher level math assignments and instruction.

Our homework policy is currently being updated and will be included in the fall of 2017.

Our school offers professional development that is high quality and ongoing.

We have several days each school year where our staff participates in professional development based on our school's professional development plan, and where our data indicate a need for enhanced instruction. The district also offers professional development opportunities throughout the year in which all staff are welcome to participate, including math, writing/literacy, and science. We have access to instructional/content coaches who provide peer coaching in refining instructional skills and putting into practice the best use of our curricular materials. Two of our staff meetings are teacher-lead, one being content area and the other being grade level.

1st and 2nd grade are implementing the "Behavior Game" to regular instruction. Teachers and coaches participate in Professional Learning Communities (PLCs).

Teachers in the same grade level meet for collaboration once per week. Our staff is currently being trained in RULER to emphasize student growth for the social-emotional child.

Our school will increase parent/family engagement.

With 37% of our population being English Language Learners, we at Dearborn Park International School recognize the importance of involving parents and families in school activities.

Every major learning goal includes activities and strategies for increasing parent involvement. We continue to foster our Family Engagement Action Team (FEAT) initiative. In addition, we are holding Parent Information Nights in our seven major language groups as well as African American Family Night. These nights are held to assist parents in helping their students achieve their academic potential and with navigating the school system for specific needs. These Parent Information Nights are conducted in the language group that the session is being held.

Parent bulletins go home with students every Friday. These bulletins inform parents of upcoming events, advertise for parent volunteers, as well as serve as an avenue where the school can communicate with the families.

In our First Day Packet we advertise our encouragement of parents and family members who wish to volunteer at the school.

Dearborn Park International School has both a PTA (Parent Teacher Association) and a cozy and inviting family room where parents are invited to come in and get involved with school events of the day.

Parents participate in our Building Leadership Team.

Our staff is involved in decision-making.

We have several committees that form the backbone of our staff's involvement in decision-making.

Our Building Leadership Team has been a strong governing body in our building for the past several years. They are the lead organization through which the PD Calendar proposal, budget proposals, mission and vision language, event planning, are vetted and approved (or recommended to whole staff in a whole staff vote). Positions are open for election each year.

Our Professional Development committee is composed of department heads, Career Ladder Teachers, and other teachers interested in determining the content of our professional development. It meets monthly, monitors the progress of PLCs via qualitative feedback and survey results, and designs our annual Summer Institute.

Our Race and Equity team began last year, but has quickly taken on an important role within the school. Members work with the BLT and the PD Committee to ensure that the work of the team is integrated throughout the building's decision-making bodies.

We will assist our students to meet standard.

Dearborn Park International School's staff implement different strategies to assist students who are struggling in their classes. Our SLPs (student learning plans) target underachieving students in a number of specific areas of student learning. The Student Intervention Team (SIT) meets every Tuesday afternoon at 2:15 pm to focus on students who have been struggling. The team discusses the various factors that may be affecting the students' learning, and then develop or amend strategies to better support the students. Practice tests are administered by teachers to help students become comfortable with the real exam. One such example is the SBAC (Smarter Balanced Assessment) test.

Retain high quality, highly effective, and highly qualified staff.

Dearborn Park International School is a supportive community not only to students and families, but staff as well. We provide mentor/buddy teachers for those new to our school to help them with instruction and district requirements. We also provide many opportunities for professional development, such as informing staff of upcoming seminars and workshops that can help them. These activities help new staff feel supported and maximize their skill base in order to best serve students. This year, we have

implemented a coordinated intervention block (“The Dragon Block”) to provide students with targeted, differentiated academic support in literacy and math by highly qualified, experienced certificated teachers.

How do we support the transitions of new students and families into our school?

This past summer we held Jump Start Kindergarten for a week. The incoming kindergarteners come in to learn and participate in activities and routines that they will partake on a regular basis. This helps the students, many of whom have never been away from their parents until that point, transition into a full-day kindergarten as smoothly as possible.

We host welcoming events for incoming students and invite their families to tour the school and meet our staff and students. We offer tours anytime during the school year upon request.

Prior to their arrival, the principal calls the families of new students to welcome them to the Dearborn Park International School community and to answer any questions the family might have.

How do we support students identified as Highly capable?

To meet the needs of advanced learners we use the following strategies: flexible (and/or cluster) grouping; project-based learning; small group instruction; literature circles; DOK (Depth of Knowledge) questioning strategies at a level 2 or 3; written response journals; higher level math assignments and instruction.

Multi-Tiered System of Supports Budget

The following table describes how funds are allocated to support and improve student learning.

Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2017-2018	Combined	Title I, Part A	147,085	After school program, additional in class assistance, small group pull out when needed to reinforce grade level state standards.
2017-2018	Combined	Learning Assistance Program (LAP)	83,886	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	2,284,523	Instruction for all students aligned to state standards.
2017-2018	Combined	Supplemental Funding	2,500	Additional support for students
2017-2018	Combined	Free & Reduced Lunch (FRL)	68,646	Funding to support MTSS supports at all schools.
2017-2018	Combined	Family and Education Levy (FEL)	240,689	City Levy funds to support targeted students and increase attendance at funded schools.
2017-2018	Combined	FEL Performance Pay	60,983	City Levy funds awarded for meeting student performance measures. Funding will continue to support programs focused on improving student growth.
2017-2018	Combined	Seattle Preschool	165,829	Enables participating students to achieve pre-academic skills and develop socially/emotionally.
2017-2018	Specific Use	Transitional Bilingual	227,087	Teachers/IA's, translations, extra time to support translations at family events, resources to support academic success of ELL students.
2017-2018	Specific Use	SPED	538,598	Teachers and IAs, IEP writing and extra time, services, and resources as specified in student IEP

Building Based Goals

We have chosen to focus on the following area(s) over the 2017-18 school year

Gap Closing Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
ELL, Special Education, and African American students are continuing to struggle as measured by MAP, SBA, TC, classroom assessments, teacher input	<p>The African American students who are served in the intervention block (Tier 2) in grades 3 – 5 will increase scores on the math and ELA SBA by 10%.</p> <p>The ELL and Special Education students who are served in the Intervention Block (Tier 2) in grades 3rd - 5th will increase scores on the Math and ELA SBA by 10%.</p> <p>We will monitor student progress over the year using MAP, WELPA, TC, SBA practice tests, classroom assessments, and teacher input.</p>	Pham Smit-DeFranco	June 2018

Cluster of Teachers/ Grade Level Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>5th grade teachers need support to improve student learning.</p> <p>Approximately half of 5th graders are struggling in Math and ELA as measured by SBA.</p>	<p>5th graders meeting standard on the Math SBA will increase from 52% to 60%.</p> <p>5th graders meeting standard on the ELA SBA will increase from 50% to 55%.</p> <p>We will monitor student progress over the year using MAP, TC, SBA practice tests, classroom assessments, and teacher input.</p>	Weinstein Walrath	June 2018

Whole School Goal

Problem of Student Learning	What will success look like? (SMART Goal¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
Approximately half of 3 rd – 5 th graders are struggling in Math and ELA as measured by SBA.	<p>3rd – 5th graders meeting standard on the Math SBA will increase from 44% to 52%.</p> <p>3rd – 5th graders meeting standard on the ELA SBA will increase from 42% to 50%.</p> <p>We will monitor student progress over the year using MAP, TC, SBA practice tests, classroom assessments, and teacher input.</p>	Rothschild Hebert	June 2018

School Culture Goal

Problem of Student Learning	What will success look like? (SMART Goal¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
Approximately half of 3 rd – 5 th graders are struggling in Math and ELA as measured by SBA.	<p>3rd – 5th graders meeting standard on the Math SBA will increase from 44% to 52%.</p> <p>3rd – 5th graders meeting standard on the ELA SBA will increase from 42% to 50%.</p> <p>We will monitor student progress over the year using MAP, TC, SBA practice tests, classroom assessments, and teacher input.</p>	Rothschild Hebert	June 2018