



## Continuous School Improvement Plan (CSIP)

Dearborn Park International School

2016 - 2018

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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.

## 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.

## School-Wide Programs/Multi-Tiered System of Support

<p>Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.</p>	<p>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.</p> <p>ELL and Special Education students are continuing to struggle as measured by multiple assessments, including MAP, SBA, TC, Classroom Assessments, and teacher assessments.</p> <p>Approximately half of 3<sup>rd</sup> – 5<sup>th</sup> graders are struggling in Math and ELA as measured by SBA.</p> <p>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.</p>
<p>We will use research-based strategies that help targeted students.</p>	<ul style="list-style-type: none"> <li>• Professional Learning Communities</li> <li>• Readers Workshop</li> <li>• 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) .</li> <li>• 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.</li> <li>• 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</li> </ul>

	<p>areas of need. Teachers also scaffold their lessons to meet the needs of students well below grade level .</p> <ul style="list-style-type: none"> <li>• Implement The RULER Approach to Social Emotional Learning with greater fidelity to improve classroom climate.</li> <li>• 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.</li> </ul>
<p>Our school offers professional development that is high quality and ongoing.</p>	<p>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.</p> <p>1<sup>st</sup> and 2<sup>nd</sup> grade are implementing the "Behavior Game" to regular instruction. Teachers and coaches participate in Professional Learning Communities (PLCs).</p> <p>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.</p>
<p>Our school will increase parent/family engagement.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>In our First Day Packet we advertise our encouragement of parents and family members who wish to volunteer at the school.</p> <p>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.</p> <p>Parents participate in our Building Leadership Team.</p>

<p>Our staff is involved in decision-making.</p>	<p>Teacher representatives and parents participate in our Building Leadership Team (BLT). This group has decision-making authority in numerous areas of school leadership. The BLT meets at least once per month, and our representatives report back to their grade level/department teams. They also bring issues and input to BLT meetings from their team members.</p> <p>Staff are strongly encouraged to voice their concerns and observations during weekly staff meetings.</p> <p>An email goes out to all Dearborn Park employees every morning to inform staff of school events happening that day and the rest of the week.</p>
<p>We will assist our students to meet standard.</p>	<p>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.</p>
<p>Retain high quality, highly effective, and highly qualified staff.</p>	<p>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.</p>
<p>How do we support the transitions of new students and families into our school?</p>	<p>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.</p> <p>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.</p> <p>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.</p>
<p>Our system of support assures our highly qualified staff support students.</p>	<p>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.</p>

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

Multi-Tiered System of Support Budget				
Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2016-2017	Combined Funds	General Education Dollars	\$2,391,353	Instruction for all students aligned to state standards
2016-2017	Specific Use Funds	Transitional Bilingual	\$ 187,827	Teachers/IAs, translations, translations at family events, resources to support academic success of ELL teachers
2016-2017	Combined Funds	Self Help	\$ 64	Building funds to support classroom and building programs
2016-2017	Combined Funds	Family & Education Levy	\$ 102,896	City Levy funds to support targeted students and increase attendance at funded schools.
2016-2017	Combined Funds	Free & Reduced Lunch	\$ 171,793	Funding to support MTSS supports
2016-2017	Combined Funds	Learning Assistance Program (LAP)	\$ 97,188	Targeted intervention for K-4 students below grade level in reading
2016-2017	Combined Funds	Title I	\$ 155,934	Supplemental instruction and support in literacy and math for struggling students. PD for staff. Family involvement activities.
2016-2017	Specific Use Funds	SPED	\$ 416,323	Teachers and IAs, IEP writing and extra time, services, resources as specified in IEP

Building Based Goals <small>We have chosen to focus on the following area(s) over the 2016-17 school year</small>			
Gap Closing Goal(s)			
Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> 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 - 5<sup>th</sup> 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 2017

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Cluster of Teachers/ Grade Level Goal(s)			
Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>5<sup>th</sup> grade teachers need support to improve student learning.</p> <p>Approximately half of 5<sup>th</sup> graders are struggling in Math and ELA as measured by SBA.</p>	<p>5<sup>th</sup> graders meeting standard on the Math SBA will increase from 52% to 60% this school year.</p> <p>5<sup>th</sup> graders meeting standard on the ELA SBA will increase from 50% to 55% this school year.</p> <p>We will monitor student progress over the year using MAP, TC, SBA practice tests, classroom assessments, and teacher input.</p>	<p>Weinstein</p> <p>Walrath</p>	<p>June 2017</p>

Whole School Goal			
Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Approximately half of 3<sup>rd</sup> – 5<sup>th</sup> graders are struggling in Math and ELA as measured by SBA.</p>	<p>3<sup>rd</sup> – 5<sup>th</sup> graders meeting standard on the Math SBA will increase from 44% to 52% this school year.</p> <p>3<sup>rd</sup> – 5<sup>th</sup> graders meeting standard on the ELA SBA will increase from 42% to 50% this school year.</p> <p>We will monitor student progress over the year using MAP, TC, SBA practice tests, classroom assessments, and teacher input.</p>	<p>Rothschild</p> <p>Hebert</p>	<p>June 2017</p>

School Culture Goal			
Problem of Student	What will success look like? (SMART Goal <sup>1</sup> to	Assigned	Target Date for

Learning	target level of performance desired)	to:	Completion:
<p>Only 39% of 3<sup>rd</sup> – 5<sup>th</sup> grade students reported a positive classroom environment on the Spring 2016 Student Survey</p>	<p>60% or more of 3<sup>rd</sup> – 5<sup>th</sup> grade students will report a positive classroom environment on the Spring 2017 Student Survey.</p> <p>We will implement the RULER Approach with greater fidelity and will monitor progress with a staff made interim climate survey that will be given to students 3 times during the school year.</p> <p>The Race and Equity Team will work with staff to improve classroom environment.</p>	<p>Tillotson</p>	<p>June 2017</p>