



2024-25 CSIP Review and Updates

Dearborn Park International School

Purpose

The **CSIP Review and Updates** is part of an annual Multi-Tiered Systems of Support (MTSS) process that makes visible school-based monitoring, adjusting, and updating of the 2023-2026 Continuous Improvement Plan (CSIP).

CSIPs are designed to be working documents, and all schools in Washington are required by WAC 180-16-220 to “include a continuous improvement process for monitoring, adjusting, and updating the plan.”

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

School Data and Building Leadership Team Members

School Name: Dearborn Park International School

Principal: Don Noble

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Julie Sullenszino, Vicky Yen, Yushen Liu, Alex Shaw, Tina Wooten, and Gigi Solis.

[2023-26 CSIP Dearborn Park](#)

[Dearborn Park International Elementary School Report](#)

[Dearborn Park International Elementary School Climate Survey](#)

Summary of Risks and Desired Outcomes

Describe the priority practices, identified in the 2023-26 CSIP, that were implemented during the 2023-24 school year.

A big part of our work was to establish collaborative PLC structures. PLCs were able to meet at regular intervals through their yellow day PLC, PCP meetings, MTSS meetings and Lab Days. This structure enabled our teachers to work together to develop instructional strategies and look at student data. To support their collaboration, our PD plan centered on Universal Design for Learning strategies to create Tier 1 systems that address student language development. We leaned on GLAD strategies and focused on learning targets and success criteria for students. In the classroom, we implemented weekly SEL lessons accompanied by daily community circles. For family engagement we hosted numerous family sessions around ML, literacy, math and our Multiculture night.

What is at risk with the continued implementation of the 2023-26 CSIP and which student, family and staff groups are most vulnerable to those risks?

The biggest risk is the achievement gap. Which is the reason why Dearborn Park is focused on UDL and tier 1 instruction. This year, we will continue to implement these strategies in our classrooms while starting to think about intervention systems and strategies. In order to provide the appropriate interventions, our focus must turn to Tier 2 and 3 supports particularly around small group instruction through SIPPS, BAR and math workshops. Additionally, we are also trying to encourage more participation from our families furthest away from educational justice. We have created a family engagement team to address the needs of families and encourage participation from family groups.

What are short-term and long-term desired outcomes for students, families, and staff groups?

The short-term outcomes that we are focused on is building systems that would elevate our students in the classroom and at home. Our focus on UDL as a tier 1 framework will allow for that and our focus on collaboration from teachers will uplift instruction as well. We also aim to continue to advance family partnerships. Our hope is to continue to build a solid foundation to invite families into our school. All of these outcomes should help solidify our school community.

Comprehensive Needs Assessment Summary

A comprehensive needs assessment is an annual process used to identify and prioritize the needs of students, families, and school staff. It involves collecting, disaggregating, and analyzing a variety of data by racial categories to expose possible underlying racial inequities, identify needs and understand underlying causes of needs. By determining who has benefited and unintended consequences of the CSIP implementation, school staff will be able to prioritize needs and develop action plans to accelerate growth for students most impacted by racist systems.

The following is a summary of the 2024 Comprehensive Needs Assessment completed by school staff.

Student Groups

Summary of the data illuminating progress toward the priority student academic goal and learning environments that are joyful, safe, and anti-racist:

One key data point Dearborn Park uses is our student climate survey. For belonging and relationships, 85% of our students responded favorably in the Spring of 2024. This is an 8% increase from the spring of 2023. For questions around equity and anti-racism, our score jumped from 2% from 84% in Spring 2023 to 86% in Spring 2024. The scores from Positive Behavior and Safety also improved from 78% in Spring 2023 to 82% in Spring 2024. These scores are encouraging, and we are working to continue to build on this. In extrapolating the data, our students FFEJ (furthest from educational justice) had responded even more favorably than our base data. This gives us something to build on in the future and is trending in the right direction.

Academically, the trend continues to go in a positive direction. 55.3% of our 3rd through 5th graders who took the Smarter Balanced Assessment met standard. This is an increase of 5.3% from 50% in the 2022-2023 school year. In looking at demographic data, our students of color (Asian, Black and Latino students also improved by at least 5% on their SBA scores.) Our ML students also improved their SBA scores by 10%. Overall, the data suggests improvements from our students and gives us a better baseline to work on in the upcoming school year.

Summary of student strengths supported by data:

In looking at our climate data, students responded favorably with questions pertaining to social emotional learning, equity and belonging and relationships. Our academic data also improved by a large percentage. This shows a positive trend in the right direction for our students.

Identify and prioritize student needs supported by data:

According to our student climate survey, literacy focused questions scores were lower than the district average by 5 points (71% compared to 76%). This represents an area of focus that we will prioritize for the school year. Even though our academic scores increased, there is a disconnect with how students feel about literacy and what instruction they are receiving. As a school, we will try to work on this disconnect by creating systems to make reading fun and accessible. By focusing on literacy as a medium for growth and as a connector to families, we hope to make reading more joyful for our students. Consequently, we hope that this increases the academic scores of our students as well.

Summary of possible root causes of the priority student need:

The disconnect comes from systematic changes in our literacy programs. As a school, we focused on systems and intervention strategies designed for growth. These strategies are more systematic and focus more on the process of reading through phonics instruction. As a school, we will need to infuse these systems with more enjoyable activities for students to participate in.

School Staff

Summary of the data illuminating that staff are improving their culturally responsive professional practices:

Our RET (racial equity team) did a lot of work on ensuring that we talk about equity and culturally responsive teaching. A big part of our work revolved around staff community circles and creating a more inclusive work environment. Community circles were designed to get staff more involved in RET work and to increase their comfort in advocating for their needs. This school year, our staff will participate in the DREA (Department of Racial Equity Advancement) Green Day Racial Equity PD Pilot.

Summary of data proving professional learning is effective in supporting student outcomes:

In general, our PD plan helped student outcomes for this year. Our focus on UDL and GLAD strategies enabled our teachers to change Tier 1 instruction to include language development. We also focused on creating clear and concise learning targets. To build on that, our school focused on goal setting as a way to bridge the learning with self-efficacy. Overall, the PDs gave teachers a chance to collaborate and learn strategies that benefited students. It is a big reason why our SBA scores improved by 5% this school year.

Professional learning that needs to be strengthened or is no longer being implemented due to minimal impact on student outcomes:

We will continue to focus on UDL and GLAD strategies, specifically how we can align that with our Tier 1 and MTSS systems. This will allow our teachers to provide more access points to learning. We will also focus on strengthening small group systems in our school. We will need to be more intentional about what is happening in small groups and to give students a chance to be successful through specific interventions. Additionally, we are also trying to improve student self-efficacy, and we will achieve this through more work on goal setting.

Support Systems

Summary of data proving that sharing power and responsibility with families and developing two-way communication is centering families' voices at various levels:

We have involved families in numerous school events throughout the year. All of these events had a big turnout and it's through the use of communication and relationship building. Some of these events are our Juneteenth celebration, Hispanic Heritage Month Celebration, Lunar New Year and our Multicultural night event. These events were coordinated with families in mind and allowed us to celebrate our community. Additionally, we also created an English Class club for our ML families. In this club, we were able to provide conversational groups to teach families how to speak English. It also gave a space for our families to get to know each other and share their culture to one another.

Provide an example of school staff and one partnership/community-based organization assuring continuity of supports for students and how the supports will be strengthened:

We continue to build on our relationships with our CBOs. The most fruitful of these is School Connect WA. School Connect WA is an after-school program that provides academic intervention to our students FFEJ. They have collaborated with our school around instruction and in turn have helped our students academically. We continue to partner with School Connect and hope to continue to collaborate for the benefit of our students. Additionally, we also partner with TIPS (Tutors in Public Schools) to provide our students with more academic support. TIPS tutors are fully embedded in our master schedule, and they help provide interventions to students in small groups.

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

Measures and Targets

2023-26 Three-year 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.

2024-25 One-Year Goal:

By the end of 2025, 80% of students furthest away from educational justice will favorably respond to the question: “I get to learn about my culture at school.” 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

The following action plan highlights one evidence-based practice (strategy, activity, or student support) that will be implemented during the **2024-25 school year** in support of the CSIP Goals in this priority area.

2024-25 Evidence-based Practice # 1:

Student Engagement: MTSS Teams in school buildings will address student absenteeism by tracking daily and class period attendance taken by teachers in classrooms and then determine needed supports.

Student Outcome Data Measures:

- Unified Insights
- School Attendance Dashboard on Atlas

Timeframe for Reviewing Student Outcome Data Measures:

Monthly

Process Data Measures:

- Student Attendance Agreement Plan
- Care Coordination Plans
- Check Ins

Timeframe for Reviewing Process Data Measures:

Monthly

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

CARE Team:

- Principal
- AP
- Family Support Worker
- Social Worker
- Attendance Secretary

2024-25 Evidence-based Practice # 2:

Cultivating Student Restorative Leadership: Students will learn key leadership skills and lead community building and conflict resolution across their schools. Educators will co-lead and mentor students in this work.

Student Outcome Data Measures:

- SPS Climate Survey (staff or students)
- Student Survey

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

- Walk-through/Observational Data
- Teacher Observational Data for any student support plan (e.g., Care Plans, BIPs, IEPs, Section 504 Plans)
- Care Coordination Plans

Timeframe for Reviewing Process Data Measures:

Quarterly

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

- Classroom teachers
 - Principal
 - Assistant Principal
 - Family Support Worker
 - Social Worker
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Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year 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.

2024-25 One-Year Goal:

By the end of the 2025 school year, 70% of our 3rd graders will meet the standard growth projection in the MAP Assessment in ELA. We will meet this goal by providing ML learners with systematic and intentional language access points in our literacy instruction. We will focus on

increasing written language and planning more opportunities for discourse centered around academic language.

Action Plan

The following action plan highlights one evidence-based practice (strategy, activity, or student support) that will be implemented during the **2024-25 school year** in support of the CSIP Goals in this priority area.

2024-25 Evidence-based Practice # 1:

Professional Learning Communities: Educators engage in regular PLC meetings supported through master scheduling and use the results of the SPS Curriculum Embedded Assessments and other common assessments to identify additional supports for and provide wise feedback to focal students.

Student Outcome Data Measures:

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

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

- Walk-through/Observational Data
- Teacher Observational Data
- School-based Survey (staff or students)

Timeframe for Reviewing Process Data Measures:

Monthly

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

- Classroom teachers
- Principal
- Assistant Principal
- Instructional Coach
- Academic Interventionist

2024-25 Evidence-based Practice # 2:

High Quality Tier Instruction: Educators will implement adopted instructional resources to serve all students, including students with IEPs, multilingual learners, and advanced learners.

Student Outcome Data Measures:

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

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

- Walk-through/Observational Data
- Teacher Observational Data
- Lesson Exit Tickets
- Professional Development Exit Tickets

Timeframe for Reviewing Process Data Measures:

Monthly

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

- Classroom teachers
- Principal
- Assistant Principal
- Instructional Coach
- Academic Interventionist

Advanced Learning and Highly Capable Services:

Students that qualify for Advanced Learning/Highly Capable will have an Advanced Learning profile created by the grade level PLCs. PLCs will use these profiles to plan instruction, enrichments, and scaffolds to challenge students. Teachers will also set up meetings with students to set goals and create a plan for academic enrichments. Advance Learners and Highly Capable students will also be a part of the school’s MTSS process where PLCs will brainstorm ways to academically engage this group of students.

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.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year 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.

2024-25 One-Year Goal:

By the end of the 2025 school year, Dearborn Park will hold two rounds of family affinity group meetings. Family affinity groups will consist of the five largest cultural groups at Dearborn Park: Chinese, Vietnamese, Latinx, Black and East African families. These meetings will focus on getting family input on how the school is addressing the issues of status, agency, and belonging within their particular affinity group. The qualitative data will help our school create a more welcoming environment and increase community engagement.

Action Plan

The following action plan highlights one evidence-based practice (strategy, activity, or student support) that will be implemented during the **2024-25 school year** in support of the CSIP Goals in this priority area.

2024-25 Evidence-based Practice:

Family Participation: Provide opportunities for families and community members to contribute to the life of the school in ways that reflect their interests, skills, experience, and capacity to do so.

Outcome Data Measures:

Student/Family Surveys

Timeframe for Reviewing Outcome Data Measures:

End-of-Year

Process Data Measures:

- Engagement Event Exit Tickets
- School-based Family Survey
- Participation/Attendance (e.g., Events, Membership)

Timeframe for Reviewing Process Data Measures:

End-of-Year

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

- Family Support Worker
 - Family Engagement Team
 - Social Worker
 - Principals
 - Assistant Principal
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2024-25 Budget Allocations to Support Continuous Improvement

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

Basic Education

- **Intent and Purpose:** To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.
- **Dollar Amount:** \$3,171,239
- **Activities Implemented to Meet Intent and Purpose:**
 - Classroom Teachers
 - Librarian
 - Building Leadership Team Stipend
 - Team Lead Stipends
 - Copy machine
 - Equity dollars

Title 1

- **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:** \$155,959
- **Activities Implemented to Meet Intent and Purpose:**
 - Family events
 - TIPS tutors
 - Instructional materials
 - GLAD training
 - Learning Lab PDs

Multilingual Learners (Title III)

- **Intent and Purpose:** Title III funds are designed to support the district language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.
- **Dollar Amount:** \$288,570
- **Activities Implemented to Meet Intent and Purpose:**
 - ML certificated staff
 - Instructional Materials (Spanish and Mandarin books)

Learning Assistance Program (LAP)

- **Intent and Purpose:** The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements.
- **Dollar Amount:** \$83,570
- **Activities Implemented to Meet Intent and Purpose:** Academic Interventionist provides instructional supports to students who qualify.

High Poverty LAP

- **Intent and Purpose:** The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements.
- **Dollar Amount:** \$97,230
- **Activities Implemented to Meet Intent and Purpose:** Instructional Materials

Levy Funds

- **Intent and Purpose:** Local levy revenue may be combined in schoolwide programs.
- **Dollar Amount:** \$289,000
- **Activities Implemented to Meet Intent and Purpose:**
 - Instructional coach
 - Assistant Principal
 - Academic Interventionist