



2023-26 Continuous School Improvement Plan (C-SIP)

Dearborn Park Elementary School

Purpose

The Continuous School Improvement Plan (C-SIP) is a product of collaborative inquiry around a comprehensive needs assessment led by school leaders and school staff in collaboration with district staff. The C-SIP provides an overview of district and school priority areas, student outcome goals, measures, strategies, activities and connected resource allocations.

School Data and Building Leadership Team Members and Partners

Current School Year: 2023-24

School Name: Dearborn Park Elementary School

Principal: Jessica Conte, Ed.D.

Members of the Building Leadership Team and Parent/Guardian Partners: Don Noble, Jennifer Stanley, Ruby Geballe, Courtney Hebert, Rachel Pendergast, Kat Lor

Community Partners (Community Based Organizations): Roy Chang, Monica Mosqueda, Gloria Hodge



[Dearborn Park International Elementary School Report](#)

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

School Overview

Dearborn Park International School is a dynamic neighborhood school that thrives on its dedication to cultural diversity, academic excellence, and community collaboration. By fostering global awareness, celebrating diversity, and embracing innovative practices, the school empowers its students to become responsible global citizens who positively impact the world around them. Through continuous improvement efforts, the school remains a dynamic and forward-looking school, poised to shape the leaders of tomorrow with a deep appreciation for the interconnectedness of our world.

Seattle Excellence – Culture of Equity and Educational Justice

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, then we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

2019-24 SPS Strategic Plan

Student Outcomes Focused Governance

The district has established Goals and Guardrails aligned to Seattle Excellence that provide a framework for Student Outcomes Focused Governance.

Student Outcomes Focused Governance

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

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.

Our Foundational Beliefs for Supporting Students Learning include recognizing and cultivating the gifts and strengths of every student and ensuring that we become culturally responsive and anti-racist practitioners. Students deserve learning environments that are welcoming, joyful and safe. *

*African American Male Achievement 2021 Community Engagement Report

Learning Environments Measures and Targets

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.

One-year Goal:

By the end of 2024, 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.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the focus Learning Environments Goal.

Guardrail 5. The Superintendent will not allow any district department, school building, or classrooms to provide unwelcoming environments. Per Board Policy No. 0030, welcoming environments reflect and support the diversity of the district's student population, their families, and community and promote a sense of belonging.

Evidence of alignment to student outcome focused governance:

Guardrail 5 ensures that we are focused on culturally responsive behavioral and social-emotional supports for students, whether they have disabilities or not, rather than using disciplinary actions as a replacement. We prioritize students in their learning environment so they can access teaching and learning. We prioritize social emotional learning to ensure our students are provided with appropriate and effective supports that respect their cultural backgrounds and individual needs. We prioritize community building so students have connections with others and we can learn together in a healthy, thriving, and fun learning community.

To align with this guardrail and support Dearborn Park's vision, our professional development focuses on and school implements:

1. **Culturally Responsive Practices:** We have an active Racial Equity Team (RET) that provides ongoing training to our community. We learn from and with our diverse community and the experiences of our students. The RET builds cultural competence of staff and engages with families and communities to understand and address their unique needs.
2. **Social-Emotional Learning (SEL) Programs:** We have a daily commitment to our SEL implementation. Our programming emphasizes the integration of robust social-emotional learning programs that are tailored to our students. Our classroom teachers administer SEL lessons each morning to equip students with essential skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. They end each day with a community circle to connect and develop relationships and provide space and safety to share as a community of learners. Evidence of our implementation and impact on student behavior and well-being can be seen in our student survey results and significant decrease in discipline since implementation.
3. **Individualized Support Plans:** Our school creates individualized support plans for our advanced learners and focus students who require academic, behavioral and social-emotional assistance. These plans consider students' cultural backgrounds, learning styles, and any disabilities they might have.
4. **Restorative Practices:** We are commitment to employing restorative practices as an alternative to traditional disciplinary actions. Our school social worker partners with classroom teachers, our family support worker, and families to work alongside students and address needs for restoration, dependent on incidents and those involved. Our restorative practices focuses on repairing harm, building relationships, and promoting accountability, rather than punitive measures. We use restorative circles, restorative conferences, and restorative actions to create a positive and inclusive school climate.
5. **Parent and Community Engagement:** We involve parents, families, and the wider community in creating a supportive and inclusive environment. We bring in our families as partners in supporting and educating children through conferences, school events, and home visits. We include regular communication, workshops, and events that celebrate diverse cultures and promote collaboration between the school and its stakeholders.
6. **Data Collection and Analysis:** Collecting data on disciplinary actions, behavioral incidents, and student well-being over time holds our staff accountable for supporting students. Having

collected this data before and after the implementation of culturally responsive practices and social-emotional programs, we are able to illustrate the positive impact of these approaches on reducing disciplinary actions and improving student outcomes.

Our alignment with Guardrail 5 showcases our commitment to creating an environment where all students feel valued, supported, and empowered to thrive.

Learning Environments Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Learning Environments Goal:

- MTSS Six-Week Cycles focusing on the Universal Design principles: Representation, Action and Expression, Engagement.
- Learning Profiles for Advanced Learners and Students with IEPs.
- Professional Learning Communities (PLCs) monthly meetings (with weekly check-ins) to answer the three essential questions:
 - What do we want students to learn?
 - How will we know if students are learning?
 - What will we do if students are not learning?

Professional learning plan that will support implementation of the culturally responsive strategies, processes, or procedures:

- Universal Design Three Pillars.
- UDL Look-Fors
- GLAD Strategies
- Danielson Framework: engaging students in learning

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

Dearborn Park is well equipped to ensure inclusive practices within our school. A primary source of inclusive practice will come from our school's instructional coach. The role of this instructional coach is to provide support for our teachers to ensure that all students get the necessary supports. Our instructional coach will provide professional development opportunities centered around inclusionary practices and UDL. They will also offer one to one coaching with teachers around UDL and MTSS supports.

Another practice our school will promote is through our focus on collaboration. PLC and MTSS teams are a big part of our school's instructional vision. As teams, they will dive into student data to determine equity gaps and disproportionality. Part of our MTSS focus is providing grade level teams with a structured plan of action. MTSS meetings will occur every six weeks involving all of our certificated teachers. Teachers will be placed in grade level subject teams to allow for a common focus. As MTSS teams, they will look into historical data and set goals on improving student achievement. Specifically, teams will dive into academic data of our focus students: African American Males and Multi-Lingual Learners. In response to the idea of targeted universalism, our teams will collaborate around developing specific strategies and systems that will better serve our

focus students in an MTSS lens: through Tier I whole group, Tier II small group and Tier III targeted supports.

Tier One:

Our instructional coach and instructional leadership teams will meet regularly with our classroom teachers to help develop and guide them through this work. The main focus will be to strengthen and develop Tier I instruction throughout the school. We will focus on ensuring that there are multiple access points for learning and that all students have the opportunity to take ownership of their learning. Most of the work will revolve around applying the principles of Universal Design for Learning (UDL). To be specific teachers will work on co creating clear learning targets, implement universally aligned formative assessments, ensure an inclusive classroom through flexible materials, methods and assessments, and finally we will emphasize student efficacy by focusing SEL instruction around building up student identity. Additionally, we will meet the needs of Multi-Lingual learners by imbedding GLAD strategies and procedures into our Tier One instruction.

Tier Two:

We will address student needs through a Tier II model by ensuring that all classrooms have designated small group instruction time. Students will have their academic needs met through these designed times during the day where they will work with teachers and support teachers. All students will participate in this model and teachers will collaborate on developing specific small group instructional supports that meets the needs of different learners. This time will also be utilized to provide targeted supports in the ways of specific small group programs such as SIPPS, BAR, and Success Maker.

Tier Three:

Finally, we will encapsulate our MTSS model by our focus on Tier Three students. As a school, we have a distinct process of supporting students that have the biggest needs. We call it our Help Desk process. A team of teachers and staff will meet about specific students and their needs. This team is comprised of the student's classroom teachers, our school's social worker, our instructional coach, our SPED teachers and any other pertinent staff. This process takes into account all of the student's needs. As a team, they will look into all aspects of why a certain student is not meeting their goals. Teachers will collaborate around giving specific interventions that can better meet the needs of students. The team will reconvene at a set date to see if the student has met their goals, if not then they will take the next steps of putting a student through the SIT process.

Components of Multiple Tiered System of Support (MTSS) that meet the social-emotional and behavioral needs of students:

Dearborn Park is well equipped to handle the social-emotional and behavioral needs of our students. Our primary source for this support is through our school's social worker. Our social worker takes the lead with our SEL instruction. In conjunction with our school's social worker, we also have a family support worker (FSW) that helps the needs of our target students. As a team, both our social worker and FSW work together to ensure that all students have the supports they need to become successful students.

Tier One:

Our school has designed the schedule so that the first 15-30 minutes of the day is focused on SEL instruction. Each Monday, teachers carry out the week's designed SEL lesson. In the preceding days, teachers will conduct community circles that address the week's SEL focus or any SEL needs the class may need. The school's social worker designs the weekly SEL lessons based on teacher surveys or any pertaining issues present at school. These lessons are designed to address the needs of all students. As a dual language school, classroom teachers modify these lessons to include language access points for our ML students.

Tier Two:

Tier two support is available through lunch groups that our social worker and FSW is in charge of. These two staff members collaborate with teachers to create a list of students that may need extra SEL supports. As lunch groups, lessons are specifically designed to work on SEL skills and strategies that best fit the students. Additionally, these groups help engage students and build capacity as well as develop social skills.

Tier Three:

Lastly, tier three supports are provided by our school's social worker. They will work closely with teachers and families to ensure that students receive the appropriate supports. On site, we also have access to NeighborCare which provides Tier III supports for students.

Priority Area: Classroom Instruction and Academic Success—3rd Grade English Language Arts

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.

Our Foundational Beliefs for Supporting Students Learning include recognizing that Teaching is intellectually complex, difficult and demanding work, and requires collaborative inquiry – educators working together to examine practice through a cycle of planning, teaching, reflecting and applying to build students' academic mindset since "Intelligence" is not a fixed, inborn trait.

Classroom Instruction and Academic Success Measures and Targets

Three-year Goal:

From the 2023-2024 to the 2025-26 school year, Dearborn Park International will score an average of 70% students passing at standard 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.

One-year Goal:

By the end of the 2024 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.

Use of formative assessments and data to improve instruction and continuous improvement aligned to the three-year and one-year goals:

1. **Regular Assessment Practices:** Our Multitiered Systems of Support (MTSS) team agree to six week data cycles with a specific goal. Classroom-based assessments measure the goal within the six week period.
2. **Data Analysis:** Teachers and school leaders meet in our MTSS meeting every six weeks to collaboratively analyze the results of these assessments to identify areas where students may be struggling or excelling. This data will be used to make informed instructional decisions.
3. **Differentiation:** Teachers answer MTSS questions about how they use the assessment data to tailor instruction to individual student needs and ability grouping within the grade level. For multilingual learners, differentiated instruction will focus on providing language access points to ensure they can comprehend and communicate effectively. Our Multilingual team focuses on students within the grade band, using best practices for improving instruction, like GLAD strategies and making thinking visible.
4. **Feedback and Reflection:** Teachers provide timely and constructive feedback to students, and students will be encouraged to self-assess their progress.

Qualitative/Street Data:

1. **Student Observation:** Educators will engage in qualitative data collection using the WIDA Can-Do descriptors for our multilingual students. An adaptation of the “can do” descriptors will be used for students in the target language (Spanish or Chinese) to assess their progress towards Biliteracy. Staff will assess students’ ability to use language effectively, both in writing and through oral communication.
2. **Teacher Collaboration:** Teachers will collaborate regularly via our Professional Learning Communities (weekly check-ins with monthly meetings) and our multitiered systems of support (MTSS) meetings every six weeks to share insights gained from their observations and use classroom-based assessments to analyze student progress towards the grade level goal. They will identify best practices and instructional strategies that are particularly effective in promoting language development for multilingual learners.
3. **Professional Development:** The school will invest in monthly professional development opportunities via our early release Wednesday to enhance their skills in language instruction, with a focus on integrating WIDA learning targets and academic discourse (GLAD) strategies into daily lessons.

Progress Monitoring and Continuous Improvement:

1. **Data-Driven Decision Making:** Data from common formative/classroom-based assessments and qualitative data will be used to make informed decisions about instructional strategies and resource allocation.
2. **Responsive Interventions:** For students who are not meeting the expected standards or growth projections, individualized interventions and support led by our Academic Specialist will be put in place to address their specific needs.
3. **Ongoing Review:** The instructional leadership team will meet weekly to review progress towards the stated goals and make adjustments to the instructional plan and professional development initiatives as necessary.
4. **Transparency and Accountability:** The school will maintain transparency with students, parents, and the community, sharing progress and strategies being implemented to achieve the specified goals.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Classroom Instruction and Academic Success Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

Guardrail 3 plays a crucial role in supporting the overall vision of the school. Our staff are required to promote a consistent commitment to being anti-racist practitioners. The steps our racial equity team leads our staff through:

1. **Consistency and Alignment:** The consistency through every interaction, from partnerships in the hallway to small group gatherings, to staff and community meetings, we hold each other accountable and name it as needed. Everyone within our educational community is working towards the common goal of racial justice for all. We use the Racial Equity Analysis Tool to ensure our decisions are in alignment with our school and district vision.
2. **Modeling Behavior:** Adults in the school community, including teachers, staff, and administrators, serve as role models for students. Similarly, we build student leaders as key players in this work. Our Student Leadership Team leads our Black Lives Matter in Schools Week, Juneteenth activities and assemblies, and our other school-wide student events.
3. **Creating Inclusive Environments:** Emphasizing anti-racism initiatives (such as BLM in Schools Week, guest speakers, community partners, and inclusive artists on racism and social justice,

and social emotional curriculum) in all aspects of the school environment, including classrooms, sends a powerful message about DPIS's commitment to equity and inclusion. This contributes to the creation of safe and welcoming spaces where all students feel valued and supported.

4. **Cultural Shift:** The guardrail encourages a cultural shift towards more conscious and intentional behaviors that are aligned with the desired outcomes of the school. Our Racial Equity Team training and initiatives have created a shift that lead to a change in mindset and behavior patterns that ultimately benefit the entire learning community.
5. **Accountability:** Having a guardrail focused on adult behaviors provides a clear framework for accountability. Our staff are critical members in creating an environment of excellence and their behaviors must align with our schoolwide vision and values.

Evidence and artifacts that support the alignment of the school's vision with this guardrail include:

1. **Policy Documents:** Clearly articulated policies that outline the district-wide vision, values, and anti-racism initiatives. These documents can serve as a reference point for expected behaviors and actions.
2. **Professional Development:** Training sessions and workshops for staff and administrators that delve into the district's vision, values, and anti-racism initiatives. These programs can help ensure that everyone understands and internalizes the expectations.
3. **Observation and Evaluation Frameworks:** Incorporating alignment with the vision and values into performance evaluations for staff and administrators. This reinforces the importance of adhering to these principles.
4. **Student Work and Activities:** Showcasing student projects, activities, and initiatives that reflect the school's commitment to the vision and values. This demonstrates that the principles are actively integrated into the learning experience.
5. **Communication and Celebrations:** Regular communication channels (newsletters, social media, etc.) that highlight instances where adult behaviors align with the vision and values. Celebrating these successes publicly reinforces the importance of the guardrail.
6. **Equity Data:** Collecting data on student outcomes, disciplinary actions, and other relevant metrics to assess whether the guardrail is effectively contributing to more equitable and inclusive educational experiences.

In conclusion, Guardrail 3 serves as a guiding principle that ensures alignment between adult behaviors and the school's vision, values, and anti-racism initiatives. The evidence and artifacts mentioned above help demonstrate and reinforce this alignment, ultimately supporting the school in achieving its overarching goals.

Classroom Instruction and Academics Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Classroom Instruction and Academic Success Goal:

- Bimonthly Racial Equity team meetings to design school-wide initiatives (ex: Career and College readiness days, students seeing themselves as scientists, how you see your culture at school? family discussion, etc.)
- Implement inclusive teaching practices that consider the cultural backgrounds of students.
- Create an inclusive and welcoming classroom environment that values and respects cultural diversity. School-wide community circle in every classroom, Social Emotional Learning curriculum for all grades, school-wide expectations and community chant, monthly community meetings, monthly community building question with families.
- Foster positive relationships between students, teachers, and families from various cultural backgrounds.

Professional learning that will support implementation of culturally responsive strategies, process, or procedures:

- Monthly community circles with staff.
- Deep dive into student and staff survey data with targeted goals and areas of focus.
- Affinity groups within staff.
- Bimonthly Racial Equity team meetings.
- Problem of practice within school committees (Culture and Climate and Racial Equity team) with targeted goals and interventions.

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

Dearborn Park Intervention Flow Chart summarized:

Level 1 Intervention: Meet with parents and Teachers/MTSS to identify the gap, set goals, and make a plan which is shared with the family. Consult with Social Worker, Instructional Coach, Academic Specialist, and/or Multilingual Teacher. Teacher Data Collection Cycle 1 includes two, six-week interventions. Interventions and progress monitoring are continued, if successful. Level 2 intervention is implemented if the interventions are not successful.

Level 2 Intervention: Help Desk with consultants to make changes, plan supports and interventions, and communicate progress with families. Data Collection Cycle 2 includes six weeks of progress monitoring and “thinking outside of the box” supports. Interventions and progress monitoring are continued, if successful along with an Outcome Review follow up with Help desk. Level 3 Intervention is implemented if the interventions are not successful.

Level 3 Intervention: Referral to the Student Intervention Team (SIT), Help Desk follow up with School Psychologist, consult with SLP/OT, families attend with the teacher, and a complete ELL Matrix is completed if applicable. Data Collection Cycle 3 includes two, six-week interventions and observations conducted by the School Psychologist. When the Data Collection Cycle concludes, the family attends a SIT meeting and next steps are determined.

Components of Multiple Tiered System of Support (MTSS) that meet the academic needs of students:

- Grade bands meet every six weeks as an MTSS team and weekly for check-ins to collaborate on a specific problem of practice to move staff forward.
- Use MTSS to implement universal screening to identify students who may need additional support.
- Follow intervention flowchart to provide a responsive and inclusive intervention plan that considers individual student needs.
- Instructional Leadership Team meets weekly to ensure school-wide focus on best practices and provide needed training and professional development.
- Tier 3 team meets weekly to look at support for individual students and create plan for support and progress monitoring.
- Help Desk for Focus Students.

Advanced Learning and Highly Capable Services:

Students that qualify for Advanced Learning/Highly Capable will have an Advanced Learner Profile (ALP) completed with his/her team: classroom teachers, principal, family, student. This profile is a yearlong guide to support the student in progressing towards their individual goals. Students complete interest surveys, which help them reflect on their own desires for enrichment and review current progress/needs. An affective and academic goal are designed for the student and monitored monthly with the team.

Expanded Learning opportunities for students through afterschool or summer programs: In Progress

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 and complete 20 minutes of IXL. 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

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.

Our Foundational Beliefs for Supporting Students Learning include the belief that 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.

Family and Community Engagement Measures and Targets

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.

One-year Goal:

By the end of the 2024 school year, Dearborn Park will hold three 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.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Family and Community Engagement Goal.

Guardrail 1: The Superintendent will not allow school and district initiatives to go forth without engaging students of color further from educational justice and their families, following stakeholder engagement principles that are utilizing current adopted best practices.

Evidence of alignment to student outcome focused governance:

Guardrail 1 demonstrates our commitment to equity, inclusivity, and collaboration with families and communities. Our learning community is focused on promoting educational justice, valuing diverse perspectives, and fostering an environment of trust and partnership. This guardrail highlights the importance of involving our students of color and their families in decision-making processes, ensuring their voices are heard, and addressing any disparities in access to quality education.

This year we are committed to:

Stakeholder Engagement Plans: Creating documented plans that outline how we will involve students of color and their families in discussions related to new initiatives, policies, or changes in curriculum. Our Instructional Assistants have built in Family Engagement time and a list of stakeholders to contact with check-in questions designed by our BLT and RET. The feedback from these questionnaires will be shared with our Family Support Worker and discussed at our Care Team with the principal, assistant principal, family support worker, and social worker. Additionally, we will hold quarterly family gatherings for our families in our four main language groups.

Black Family Caucus: we will hold a quarterly black family caucus group to seek out feedback on school initiatives and gather input on how to actively engage our community. This work will create a platform for diverse voices to be heard and considered.

Communication: We will continue to seek feedback on our communication and how to improve (beyond monthly newsletters, weekly robo calls, and class newsletters). In our newsletters, we will continue to translate them and provide clear and transparent communication to students of color and their families, informing them about upcoming initiatives, explaining the rationale behind the initiatives, and inviting their input and feedback.

Diverse Representation: We have brought on several non-English speaking family members to serve as hourly tutors in our school. We will continue to partner with PTA on engaging our families and give power in decision-making.

Community Partnerships: We will continue to work with our community partners that support students of color and their families. We will be leveraging external expertise and resources to enhance educational opportunities.

Family and Community Engagement Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Professional learning plan that will support implementation of educator development about the power of parents in transforming and improving teacher-parent communication and opportunities for dialogue and understanding:

Goal: To empower educators with the knowledge, skills, and strategies necessary to effectively engage with parents, improve teacher-parent communication, and foster opportunities for dialogue and understanding in schools.

Duration: 2023-2024 School Year

Phase 1: Needs Assessment and Preparation (1 month)

Step 1: Conduct a survey among educators to understand their current perceptions, challenges, and knowledge gaps related to parent engagement and communication.

Step 2: Identify key areas where educators need support, such as understanding diverse family backgrounds, effective communication techniques, and building collaborative relationships.

Step 3: Gather relevant resources, research studies, case studies, and best practices that highlight the importance of parent engagement in student success.

Phase 2: Workshop Series and Skill Development (2 months)

Step 4: Through our Racial Equity Team, support teachers through the following:

- Importance of parent engagement in student achievement
- Effective communication strategies
- Cultural sensitivity and building rapport with diverse families
- Collaborative problem-solving and conflict resolution

Step 5: Invite parents, RET department, and community partners to facilitate workshops and share practical insights and strategies.

Step 6: Use community circles and affinity groups to discuss and practice opportunities for effective communication.

Phase 3: Application and Reflection (2 months)

Step 7: While teachers are applying their acquired skills and strategies, provide community circles to share experiences, challenges, and successes. Principals will also provide reflective sessions.

Phase 4: Collaborative Learning and Assessment (1 month)

Step 8: In Professional Learning Communities (PLCs), to discuss progress, exchange ideas, and offer mutual support.

Step 9: Administer Spring survey to assess educators' perceptions of their own growth and the impact of the work on their practices and relationships with parents.

Step 10: Connect with parents to reflect on their experience with teacher communication and engagement.

Evaluation and Monitoring/Next Steps:

- Regularly review the progress of educators' skill development through assessments, reflective journals, and feedback from PLCs.
- Provide opportunity for reflection and to share successes
- Think through quantitative data to demonstrate communication practices, increased parent engagement, and student outcomes.

Culturally responsive strategies, processes, and/or procedures that support sharing power with families to support new structures of parent leadership and centering families' voices are various levels:

- Ongoing translation (via weekly robo call, with interpreters in meetings, etc.)
- Instructional Assistants serving as family advocates
- Family Support Worker
- Focus groups/listening sessions
- Black Family Caucus
- Language Group Meetings
- Cultural Celebration Events
- Coffee Connects
- Co-Design Events (Juneteenth, Lunar New Year)

Priority Area: Culturally Responsive Workforce

Our Foundational Beliefs for Supporting Students Learning include ensuring that we become culturally responsive and anti-racist practitioners.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Culturally Responsive Workforce Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

Our Staff Survey highlights how we hold each other accountable to ensure that we are dedicated to our school-wide vision, values, and anti-racist initiatives. Our school-wide vision is centered on inclusive, equitable, and a culturally responsive learning environment for all students.

Culturally Responsive Workforce Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, and/or procedures that support Belonging and Relationships:

Our Spring survey data demonstrates a high satisfaction with belongings and relationships among staff at Dearborn Park. Community building (staff meeting) RET, food, weekly spotlight email that highlights the great teaching and learning happening at DPIS, secret pals among staff members to positively interact and provide appreciation, PTA work parties that beautify our school, evening community events with a packed house of families and staff coming together to celebrate, learn, and appreciate.

Culturally responsive strategies, processes, and/or procedures that support a culturally responsive and anti-racist work environment:

We held regular engaging evening community events at night to provide opportunities for families and students to come in to our building. Our Dance Troup performs throughout the community, displaying multicultural dances from around the world, many of our students' cultures represented. We have a Spanish and Chinese dual language program and our whole staff receives Dual Language professional development led by our dual language instructional coach.

We have open and welcoming entry points for parents/families to volunteer, with opportunities for 1:1 tutoring, small group book clubs, lunchroom or recess supervision, parking duty, preparation help, and so many other opportunities. We provide different ways for staff to give feedback to

BLT/RET. Our BLT/RET work closely together to ensure our school is addressing ways to improve our survey data and have better outcomes for staff, families, and students. The Spring results showed a strong increase in this area. Specific grades are participating in ethnic studies and Since Time Immemorial for social studies.

Culturally responsive strategies, processes, and/or procedures that support leadership opportunities:

There are many leadership opportunities for all staff members. We have team leads in each of our grade bands, staff in charge of all of our committees, BLT, SEA, many teams and committees coming from staff driven passions/interests in to programs. We create more opportunities for leadership by offsetting other responsibilities and our school works very closely together to provide the best outcome for students and staff.

Budget Allocations to Support Continuous Improvement

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

Academic Year: 2023-24

Funding Type: Combined

Funding Source: Levy, Title

Amount: \$211,100

How will funds improve student learning? The Assistant Principal (AP) serves as the levy coordinator. The AP communicates and collaborates with teachers through feedback and modeling of teaching practices that improve student outcomes. The AP plans and delivers professional development specific to staff needs that directly impact student learning and social emotional success and supports teachers in inquiry cycles to improve teaching. The AP makes teachers more culturally aware through questioning strategies and seeks out and collaborates with community members and potential partners to provide extended learning opportunities. Additionally, the AP collects data from levy interventions and assessments to determine progress of focus students. As the levy coordinator, the AP collects data from our PLC work, Levy interventions, and state assessments and co-facilitates levy committee work to analyze this data.

Academic Year: 2023-24

Funding Type: Combined

Funding Source: Levy, Title, LAP

Amount: \$170,400

How will funds improve student learning? The Academic Specialists will provide targeted small group mathematics instruction for students who have not yet met grade level standards through pull-out or push-in instruction 5 times per week. The AS collaborates with and supports teachers to embed high leverage moves in their classroom. Additionally, our Specialists co-facilitate our PLCs and target support in classrooms to build the capacity of educators.

Academic Year: 2023-24

Funding Type: Combined

Funding Source: Levy

Amount: \$142,920

How will funds improve student learning? This 1.0 position supports staff in leveraging positive and effective teacher moves to engage students. The Instructional Coach (IC) provides ongoing in the moment coaching to teachers and works collaboratively to empower educators to incorporate gap closing instructional methods. The IC observes teachers and models best practices in teaching. This onsite professional developer uses instructional data to help teachers implement the needed instructional skills, reflect in the work to make school-wide and individual improvements, and build a team-like approach to supporting students and colleagues.

Academic Year: 2023-24

Funding Type: Combined

Funding Source: Levy/LAP HP

Amount: In Progress

How will funds improve student learning? Speak with Purpose

Funding Type: Specific Use

Funding Source: Levy

Amount: \$2405

How will funds improve student learning? These funds will pay for substitutes so we can continue Learning Labs with our grade bands. Staff will meet in the morning to participate in a mini PD around language scaffolds and language learning targets lead by ELL district staff with our instructional coach. During this time they will all plan a lesson together that applies the new learning. Then they will teach the lesson in one of their classrooms, with one teaching and the rest observing. In the afternoon, staff will meet to reflect on the lesson and make any needed changes that the team identifies to strengthen the student outcomes, and then they try out the same lesson in another one of their classes, with more time for reflection in the afternoon while planning next steps for the team.

Funding Type: Specific Use

Funding Source: Levy

Amount: \$19,500

How will funds improve student learning? To support extended day learning opportunities, we will pay staff after school to run after school academic and enrichment clubs. These clubs will be for an array of topics (vietnamese club, homework club, sport club, crochet club, etc.). These clubs will work to increase our attendance rates, help increase our student response to "I feel a sense of belonging at school," and "learning is fun", and increase student to student and student to staff connection. This club will be hands-on with smaller adult to student ratio and help students gain practical experience and individualized attention while promoting social interaction, teamwork, and time management skills. Additionally, they will work to boost students' confidence, expose them to new interests, and develop essential life skills such as leadership and critical thinking.