

Dallin Elementary School

2021-2022 Dallin School Council

Mr. Thad Dingman, Dallin Principal, Chair

Dallin Faculty:

Mrs. Samantha Karustis	Assistant Principal
Ms. Karey Naley	School Nurse
Ms. Meagan Lewis	Speech-Language Pathologist
Ms. Anne LeBlanc	Kindergarten teacher

Dallin Parents:

Ms. Tracy Van Dorpe	Co-Chair
Ms. Erin Daly	PTO President
Ms. Carolyn Van Oloo	DEIG Parent representative

Community Representative:

Jeremy Marin	Dallin Parent Alumni
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DALLIN ELEMENTARY SCHOOL

185 FLORENCE AVENUE, ARLINGTON, MA 02476 | PH: 781-316-3730

ARLINGTON PUBLIC SCHOOLS

869 MASSACHUSETTS AVENUE, ARLINGTON, MA 02476 | PH: 781-316-3000

Dallin Elementary will always prioritize being a safe and supportive school for all students and adults. We will accomplish this by continuing to focus our school-wide goals on academic growth and advancing the social-emotional wellness of our students, staff, and families in support of continued success for all students.

School Values	School Vision Statement
<p>The Dallin community continuously connects our work to Dallin's three Core Values. Understanding, commitment, and visibility of these Core Values develop over students' time at our school.</p> <p>Courage - We have the Courage to try things that are hard.</p> <p>Respect - We demonstrate Respect for others, ourselves, and our environment.</p> <p>Responsibility - The Dallin community takes Responsibility for our thoughts and actions.</p>	<p>The Dallin School community holds high expectations for all members of the school community. Students will leave Dallin School as passionate, creative, independent learners, competent in essential skills and concepts, knowing their strengths, aware of their challenges, resilient, and able to wrestle with complex ideas. Dallin staff, students, and parents will embody their commitment to personal excellence in two ways: by demonstrating high-quality work each day and behaving in a caring and ethical manner in their school community and in the larger world.</p>

Dallin Elementary Educational Mission	Guiding Principles
<p>The Dallin community prioritizes healthy relationships as the foundation of learning and teaching. As in all healthy relationships, students, teachers, and families will learn from one another. We will encourage helpful feedback that supports our growth and development. We will all recognize the power of our language as well as our actions. We will define what makes a classroom culturally responsive. And we will concentrate on wellness and mindset because we believe everyone has the ability to grow, learn, and achieve at high levels.</p>	<ul style="list-style-type: none"> • Our learning community knows what is expected and what they can expect from others. • Everyone here intends to do their best. • Academic learning and social-emotional learning are equally important. • How children learn is as important as what they learn. • Great cognitive growth occurs through social interaction. • Knowing the children and families we teach - individually, culturally, and developmentally - is as important as knowing the content we teach. • How we, the adults at school, work together is as important as our individual competence: Lasting change begins with the adult community.

Dallin Elementary 2021-2022 Enrollment Demographics

Enrollment by Race/Ethnicity (2020-21)			
Race	% of School	% of District	% of State
African American	1.6	3.4	9.3
Asian	13.2	13.1	7.2
Hispanic	3.5	6.2	22.3
Native American	0.0	0.1	0.2
White	74.6	69.9	56.7
Native Hawaiian, Pacific Islander	0.0	0.1	0.1
Multi-Race, Non-Hispanic	7.1	7.3	4.1



Selected Populations (2020-21)

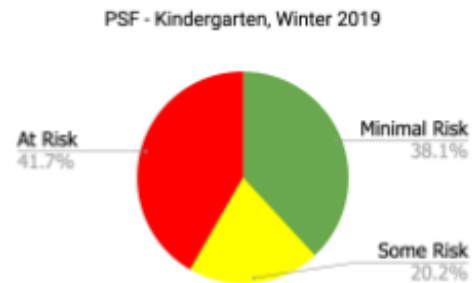
Title	% of School	% of District	% of State
First Language not English	6.1	11.9	23.4
English Language Learner	3.1	4.1	10.5
Students With Disabilities	10.8	15.7	18.7
High Needs	18.1	26.4	51.0
Economically Disadvantaged	6.4	9.1	36.6



Data to Inform Planning

2019 - 2021 DIBELS Reading Assessment Study, Kindergarten to Second Grade

Dallin Kindergarten and First Grade teaching teams have been piloting the DIBELS Reading Assessment suite since the Winter of 2019, in correlation with a professional learning focus on early reading instruction, the science of early reading, and normed literacy benchmark tools. We have learned that our students require more practice and direct instruction in the areas of phonological and phonemic awareness, phonics, and decoding starting in Kindergarten.

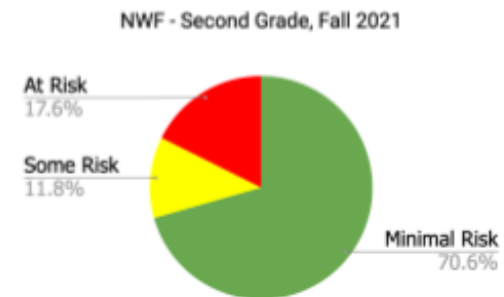
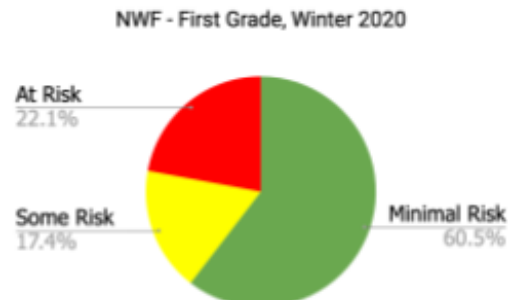
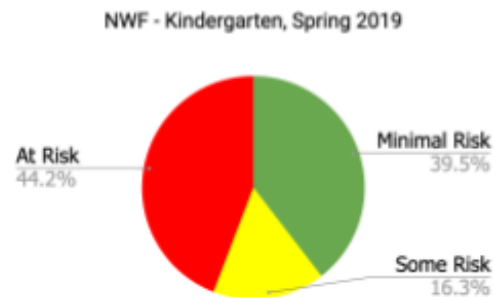


Brief Cohort Study:

Once students receive explicit instruction in phonemic awareness and phonics, at risk percentages decrease substantially.

2019

2021



Spring 2021 MCAS Non-High Needs vs. High Needs

Mathematics assessments, including **MCAS 2021** (*below*), are demonstrating a need to reflect and design mathematics classrooms where all students are experiencing success. Students identified with a risk indicator (High Needs) are currently twice as likely to demonstrate partial, grade-level proficiency. This is also a measurable trend across our district, 3rd through 8th grade.

Grade 3, Dallin			Grade 4, Dallin			Grade 5, Dallin			APS Grades 3-8		
Mathematics	High Needs	Non-High Needs	Mathematics	High Needs	Non-High Needs	Mathematics	High Needs	Non-High Needs	Mathematics	High Needs	Non-High Needs
Exceeding Expectations	0%	14%	Exceeding Expectations	0%	11%	Exceeding Expectations	5%	4%	Exceeding Expectations	4%	13%
Meeting Expectations	25%	54%	Meeting Expectations	7%	45%	Meeting Expectations	27%	55%	Meeting Expectations	27%	58%
Partially Meeting Expectations	58%	26%	Partially Meeting Expectations	79%	38%	Partially Meeting Expectations	45%	40%	Partially Meeting Expectations	50%	28%
Not Meeting Expectations	17%	5%	Not Meeting Expectations	14%	6%	Not Meeting Expectations	23%	0%	Not Meeting Expectations	19%	1%

Panorama Student and Family Fall 2020/Spring 2021

Fall and Spring ***Panorama Survey Results: Cultural Awareness in Action***” provided an overview of student, family, and staff perception of how our community addresses race-related topics, and how adults in schools talk with students about race. We are committed to engaging in these discussions with our students and equipping our teachers with the awareness and resources for how to engage in this work with increased confidence.

Cultural Awareness and Action		
<i>Student</i>	Fall 2020 results (n=195)	Spring 2021 results (n=)
How often do you think about what someone of a different race, ethnicity, or culture experiences?	29% favorable	
How often do teachers encourage you to learn about people from different races, ethnicities, or cultures?	44% favorable	
<i>Staff</i>	Fall 2020 results (n=32)	Spring 2021 results (n=15)
How comfortable are you discussing race-related topics with students?	31% favorable	21% favorable
How confident are you that adults at your school can have honest conversations with students about race?	31% favorable	57% favorable
<i>Family</i>	Fall 2020 results (n=180)	Spring 2021 results (n=52)
How confident are you that adults at your child’s school can have honest conversations with students about race?	44% favorable	40% favorable
To the best of your knowledge, how often is your child given opportunities to learn about people from different races, ethnicities, or cultures?	51% favorable	64% favorable

Part III: Strategic Objectives and Initiatives

Instructional Objective I	
We will promote literacy equity for all our Kindergarten through 3rd-grade students through daily systematic, early reading skill instruction and frequent progress monitoring using high-quality, universal screening assessments .	
Strategic Initiative 1 (ELA): The Dallin educator team will strengthen the phonological, phonemic, and phonics reading profile of all K-3 students, using predictive, nationally normed benchmark indicators.	
Action Steps:	Responsible Teams and People:
Kindergarten, First, and Second-grade teachers will use new systematic, explicit phonological awareness curriculum, to engage all students in daily instruction identifying, detecting, deleting, segmenting, and blending segments of spoken words (i.e., words, syllables, onsets, and rimes, phonemes.	Kindergarten, First and Second-grade teachers, Reading Interventionists, Special Educator, Speech Language Pathologist, Paraprofessionals, Administration
Third-grade teachers will implement daily systematic phonics instructions to all 3rd graders, which includes instruction in print knowledge, phonological awareness/phonemic awareness, decoding, vocabulary, fluency, and spelling.	Third-grade teachers, Reading Interventionists, Special Educator, Speech Language Pathologist, Paraprofessionals, Administration
All student K-3 will be benchmarked and progress monitored using a MA DESE approved literacy screening system, DIBELs 8th edition, to support targeted instructional opportunities and opportunities for tiered interventions.	K-3 teachers, Reading Interventionists, Special Educator, Speech Language Pathologist, Paraprofessionals, Administration
Dallin administration and educator team will engage parents by offering information sessions to share new literacy instructional shifts and science of reading research, utilizing the PTO and related family groups.	K-3 teachers, Reading Interventionists, Special Education, Administration, Dallin PTO

Strategic Initiative 2: Dallin K-3 teachers will participate in facilitated inquiry cycles using multiple examples of student literacy assessment and work samples.	
Action Steps:	Responsible Teams and People:
Teachers will meet monthly with grade-level colleagues, reading interventionists, and literacy coaches to support the implementation of new assessment tools and subsequent curricular resources, including the new Geode phonics curriculum, to target instruction for students in the classroom.	K-3 teachers, Reading Interventionists, Special Educator, Speech Language Pathologist, Paraprofessionals, ELA literacy coaches, Administration
Kindergarten through 3rd grade teachers will deepen their understanding of early reading science and evidence-based instructional practices through facilitated workshops with expert reading consultants from Crafting Minds.	K-3 teachers, Reading Interventionists, Special Educator, Speech Language Pathologist, Paraprofessionals, Administration
Outcomes and Benchmarks	
Description:	Target:
We will assess our Kindergarten through 3rd-grade students across the benchmarks (beginning, middle, and end of year). Teachers, reading specialists, and administrators will review and identify instructional groups for additional teaching opportunities, and highlight students with pervasive risk indicators for further assessment.	85% minimal risk indicators across all grades, K-3
Professional Development to Support Objective 1	
Continued professional learning in the area of Early Reading Science and evidence-based reading instruction using in-district staff and expert consultancy. District-wide professional development with ELA coaches and grade level teachers	
District Resources to Ensure Success	
Weekly grade level team meetings District ELA coaching team and Library team	

Instructional Objective 2

We will improve student agency and equity in Mathematics for all 4th and 5th-grade students by supporting active listening and participation of all students in a collaborative, mathematical community.

Strategic Initiative 1: We will monitor and improve classroom agency and participation in classroom mathematics discussions to 100% by the end of the school year.

Action Steps:

Responsible Teams and People:

Teachers will analyze [student mathematics identity surveys](#) to create an overview of the grade level and classroom mathematics community, including interest levels, perceived aptitude, and learning preferences. Surveys will be utilized as a progress monitoring tool to assess growth throughout the year.

4-5 teachers, Mathematics coach, Math Interventionist, Special Educator, Speech Language Pathologist, Administration

Teaching teams will familiarize themselves with the [CRMT](#) Observational Rubric to develop instructional responses to student participation in mathematics lessons, as well as support a structure for reflection and team discussions.

4-5 teachers, Mathematics coach, Math Interventionist, Special Educator, Speech Language Pathologist, Paraprofessionals, Administration

Grade-level teaching teams will engage with our building math coach monthly for multi-week inquiry cycles to deepen our understanding of available resources within the Investigations Curriculum, and pilot strategies developed by the teaching team.

4-5 teachers, Mathematics coach, Math Interventionist, Special Educator, Speech Language Pathologist, Paraprofessionals, Administration

Using classroom observations, teaching teams will study the interconnection of mathematics and emotional competency and try different SEL interventions to address mathematics anxiety. (<i>Math and Social-Emotional Learning</i> , developed by SEL Coach Laura Rodriguez)	4-5 teachers, Mathematics coach, District SEL coach, Math Interventionist, Special Educator, Speech Language Pathologist, Paraprofessionals, Administration
Strategic Initiative 2: Teachers will help students become agents of their own learning by encouraging them to make sense of their thinking, to make that thinking visible to others, and to collaborate with peers in an equitable environment.	
Action Steps:	Responsible Teams and People:
Dallin educator team will study and implement differentiation indicators that are in each Investigation lesson, and use student work samples to assess the effectiveness of these strategies with students in identified High Need subgroups, with specific attention on students requiring language accommodations (ex. <i>non-native english speakers, identified dyslexia</i>).	3-5 Classroom teachers, Mathematics coach, Math Interventionist, Special Educator, Speech Language Pathologist, Paraprofessionals, Administration
Outcomes and Benchmarks	
Description:	Target:
Our 4th and 5th grade student survey will demonstrate increased positive perceptions about learning math and abilities in math. We will also follow school-wide and classroom achievement trends using benchmark assessments and student work samples.	4th and 5th-grade MCAS assessments will show a decrease in achievement disproportionality between high needs and non-high needs, resulting in less than 10% difference over the next 3 years.
Professional Development to Support Objective 1	
Grade level ACE blocks to collaborate with educators and study formative observations and student work. District-wide professional development with Math coaches and grade level teachers	

District Resources to Ensure Success

Weekly grade level team meetings
Building Math coach and APS SEL coach

Equity and School Culture Objective

We will demonstrate a commitment to inclusion and culturally responsive teaching through the curriculum we present to students, our professional learning as a teaching staff, and our partnership with families.

Strategic Initiative 1: Dallin students will feel encouraged to learn about people from different races, ethnicities, and cultures

Action Steps:

Responsible Teams and People:

K-5 teachers will integrate new resources, units, and lessons in the social studies curriculum that reflect diverse perspectives: Indigenous People's Day, Thanksgiving, Indigenous History (3rd grade), migration and immigration (4th grade), slavery (5th grade).

K-5 teachers, district Social Studies coaches, Paraprofessionals, SS Director, and Administration

Dallin Elementary teachers will partner with the district librarian team and social studies curriculum team to audit curriculum resources, and create more inclusive lists and cultivate critical perspectives for teachers.

K-5 educator team, APS Librarian team, SS coaches and Director, Administration

The team of Dallin teachers, district librarians, and social studies team will do a deep analysis and auditing of currently available texts available to students (*classroom libraries*, *mentor text*, *curricular text*) for deficit narratives, stereotypes, and passivity.

- Texts will be replaced with narratives of joy, agency, resilience, and intersections of identity which counter stereotypes to scaffold curriculum and students' meaning-making of the world around.
- Staff will have opportunities to engage in discussions of what difficult conversations

K-5 teachers, district Social Studies coaches, SS Director, Paraprofessionals, District Library department, and Administration

look like in the classroom/how to handle complexity (e.g. texts that are positive in some aspects and problematic in others)	
<p>Dallin staff will support and development of equity and inclusion affinity groups for students, and families, including:</p> <ul style="list-style-type: none"> • <i>Rainbow Coalition</i> and <i>Community Action Club</i> for 4th and 5th graders • <i>Diversity Equity and Inclusion</i> working group for families 	Grade 4-5 students, Club leadership, K-5 families
Strategic Initiative 2: Dallin education team will strengthen our community (staff, families, and students) confidence in discussing race, inequity, and social justice with elementary-age students.	
Action Steps:	Responsible Teams and People:
<p>Organize a staff Inclusion Team to:</p> <ul style="list-style-type: none"> • cultivate teacher leadership, and • embed identity-affirming schoolwide projects and enrichment programs into the culture of our school. 	K-5 teachers, SEL coach, SEL and DEI Director, Paraprofessionals, Administration
<ul style="list-style-type: none"> • All staff will participate in self-identity work and professional learning on equity issues in schools (<i>national, district, and school level</i>). This includes studying disproportionality data in our district using available student assessment data. 	K-5 educator team, APS Librarian team, SEL and DEI Directors, Administration
<p>Organize listening sessions with our Director of Equity and Inclusion for:</p> <ul style="list-style-type: none"> • feedback from our staff, as it relates to culturally responsive teaching and learning, • an analysis of our school environment, as it relates to inclusivity and representation. 	K-5 educator team, DEI Director, Administration
K-5 teachers will integrate new resources, units, and lessons in the social studies curriculum that reflect diverse perspectives: Indigenous People's Day, Thanksgiving, Indigenous History (3rd grade), migration and immigration (4th grade), slavery (5th grade).	K-5 teachers, district Social Studies coaches, Paraprofessionals, SS Director, and Administration
Outcomes and Benchmarks	

Description:	Target:
Use the Panorama "Cultural Responsiveness" indicators from Winter and Spring surveys, making correlations across student, family, and staff responses.	Panorama Spring Survey - all groups respond with 65%+ favorability, while also meeting or exceeding APS compared responses.
Professional Development to Support Objective 1	
<p>Work with Arlington Library team, social studies director and coaches, and DEI director to plan facilitated inquiry and learning sessions with staff using full staff meeting time and ACE grade-level meetings.</p> <p>PTO and DEI Working group are identifying speakers and facilitators from the broader community to host facilitated discussions on diversity issues as they relate to young children, with a focus on race.</p>	
District Resources to Ensure Success	
<p>We will work with teachers, district social studies coaches, and librarians to:</p> <ul style="list-style-type: none"> • Look at resource guides pertaining to Indigenous Representation for Indigenous Peoples Day and Thanksgiving (coaches) • Support enrichment activities by using contacts shared with us by coaches (storytellers, for example) • Explore how read-alouds are supporting representation of diverse identities (coaches and librarians) and provide these for teachers <p>Develop partnerships with our School Council community representative from the RObbins library to engage families in discussion on diversity in literature</p>	

Management and Operations Objective

Dallin staff will ensure a safe and supportive return to full-time, in-person instruction by implementing the operations, systems, and resources necessary to minimize absenteeism, quarantining, and other learning disruptions.

Strategic Initiative 1: Implement Pandemic Recovery Plan policies and procedures, with the goal of keeping as many students in school as possible.

Action Steps:	Responsible Teams and People:
Develop a sustainable, collaborative system for routine COVID-19 pooled testing and test-and-stay protocols for Dallin students.	Nursing staff, social workers, classroom teachers, paraprofessionals, and Dallin administrators
Actively monitor our school facility and programs to ensure adequate ventilation and space for equitable access to programming for all students.	Dallin custodians, classroom teachers, and administrators

Strategic Initiative 2: Implement the Safe Routes to School Safe Arrival/Dismissal Plan to increase the overall safety of students and families when arriving and dismissing from Dallin School campus.

Action Steps:	Responsible Teams and People:
The Safe Routes to School (SRTS) committee will develop a proposal to bring to the Select Board for approval. The proposal outlines Dallin's Safe Arrival/Dismissal plan, the pilot which will happen once the proposal is approved, and includes a grant to the SRTS Signs and Lines Program which would provide funding for some of the materials.	Dallin administration and SRTS Committee
Dallin's SRTS committee will hold a community information session for Dallin families, school abutters, and other stakeholders to provide the background of this plan, review the outline, and field questions and concerns about the project. We will include the Arlington Police Department so they are able to address questions and concerns about safety.	Dallin administration, the SRTS Committee, parent/guardian volunteers, and the APD

<p>Following the pilot, the SRTS committee will review the data we collected, gather feedback from each stakeholder group, and refine the proposal. The committee will then develop a clear, thoughtful, and detailed plan to communicate the permanent changes to the Dallin community.</p>	<p>Dallin administration, the SRTS Committee, and the APD</p>
<p>Outcomes and Benchmarks</p>	
<p>Description:</p>	<p>Target:</p>
<p>The outcome of this plan will be improved student safety and visibility for walkers and bikers during arrival and dismissal. Benchmarks include:</p> <ul style="list-style-type: none"> • New signage and painted lines installed providing clear traffic patterns for pedestrians and vehicles. • Communication of plan to Dallin community via forums, flyers distributed to neighbors, Dallin newsletter and social media, article submissions to The Patch, and emails to families. • Vehicles unloading, loading, and parking in designated areas & pedestrians using crosswalks appropriately. • Fewer traffic violations in front of the school and instances of close calls during arrival and dismissal. 	<p>Project completion by June 2022</p>
<p>Professional Development to Support Objective 1</p>	
<p>Dallin administration will present the plan to staff and address any questions or concerns that arise.</p>	
<p>District Resources to Ensure Success</p>	
<p>Dallin administrators shepherding the plan. Utilizing Bryan White, our APS School Resource Officer, throughout the process. Another crossing guard added to the corner of Florence and Renfrew would support student safety and traffic flow.</p>	

