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Agenda

- Introduction to Dallin
- Dallin Wins
- Dallin Challenges
- Priorities for 2021-22
- Key Initiatives and Action Steps
- Resources to Support Success
- Q&A



Dallin at a Glance

- Dallin is a learning community of 440 students in grades K-5 and approximately 70 + staff members
- Dallin is made up of 23 sections, including our two Supported Learning Centers (SLC-B) for students in grades K-2, and 3-5
- Dallin has an active PTO, School Council, and DEIG
- Persevered through a pandemic!
- School Culture a priority with students, faculty, and families



Dallin at a Glance (cont.)



- We benefit from strong partnerships with families and community through our School Council and our PTO
- Diversity, Equity, and Inclusion work that includes staff, students and community has been a school improvement priority since 2017
- Utilize our ACE blocks to collaborate weekly with teachers and coaches on student performance and instruction
- Strong commitment to improving literacy instruction for our students - literacy is equity
- High need aggregate MCAS scores in ELA improving for all students.
- Mathematics growth and achievement shows as an area of improvement



2021-22 School Priorities



Instructional Objective 1

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.

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.

Instructional Objective 2

We can 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.

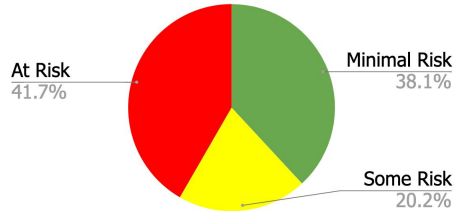
Management and Operations Objective

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.

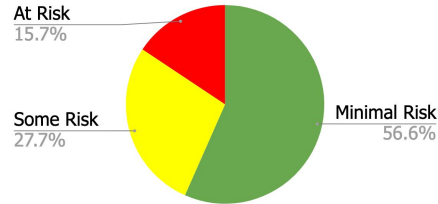
Dallin Priorities

Dallin teachers have participated in work with early reading consultants since 2019, including piloting normed assessment tools starting with Kindergarten. Results have indicated a need for more explicit instruction. This has been a priority area in our school improvement plan for the last three years.

PSF - Kindergarten, Winter 2019



PSF - First Grade, Spring 2020



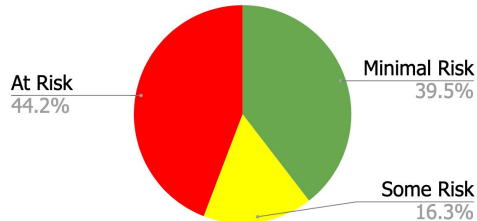
Brief Cohort Study:

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

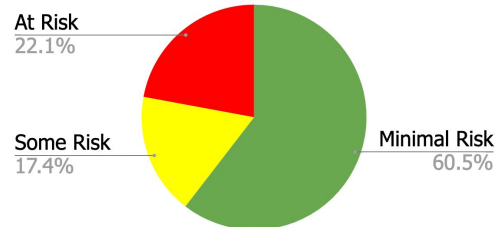
2019

2021

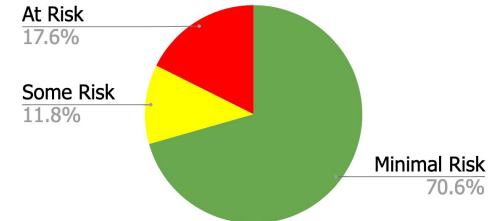
NWF - Kindergarten, Spring 2019



NWF - First Grade, Winter 2020



NWF - Second Grade, Fall 2021



Dallin Priorities (cont.)



Mathematics assessment results, including **MCAS 2021** (*below*), demonstrate a need to reflect on and [design mathematics classrooms](#) where all students experience success. Students identified with a risk indicator (High Needs) are twice as likely to demonstrate partial, grade level proficiency.

Grade 3, Dallin			Grade 4, Dallin			Grade 5, Dallin		
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%
Meeting Expectations	25%	54%	Meeting Expectations	7%	45%	Meeting Expectations	27%	55%
Partially Meeting Expectations	58%	26%	Partially Meeting Expectations	79%	38%	Partially Meeting Expectations	45%	40%
Not Meeting Expectations	17%	5%	Not Meeting Expectations	14%	6%	Not Meeting Expectations	23%	0%

*[*Disaggregated Math trends for Dallin and APS 3-8th](#)*

Dallin Priorities, cont.

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 engage in these discussions with our students and families, and equip our teachers with the awareness and structures of how to engage in this work.

Cultural Awareness and Action - Panorama Survey 2020-2021		
Student	Fall 2020 results	Spring 2021
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	
Staff	Fall 2020 results	Spring 2021
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
Family	Fall 2020 results	Spring 2021
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

Key Initiatives and Action Steps



Literacy

- Continuous support and training in early literacy science and teaching
- Introduce core phonemic awareness and phonics curriculum in kindergarten through 3rd grade
- Assess all students K-3 using the DIBELS suite of literacy assessment tools, and learn to operationalize results

Mathematics

- Improve student engagement in mathematics by focusing on participation and academic conversations
- Study and implement culturally responsive teaching strategies in mathematics
- Study and implement curriculum resources that support students with language vulnerabilities

Equity and Culture

- Provide professional learning that connects culturally responsive teaching and learning, directly to our curriculum across all grades.
- Study and enhance social study units with our coaches and library team
- (Re)build our Dallin Inclusivity Team to plan community learning events that support identity affirmation and representation
- To develop affinity spaces for adults and students

Q&A

