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Agenda

- Introduction to Dallin
- Dallin Wins
- Dallin Challenges
- Priorities for 2022-23
- Key Initiatives and Action Steps
- Resources to Support Success
- Q&A



Dallin at a Glance

- Dallin is a learning community of 425 students in grades K-5 and approximately 70 + staff members
- Dallin is made up of 22 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. We are seeing even more support for volunteering and parent engagement moving into this school year.
- Our School Culture is a priority with students, faculty, and families. We emphasize three Core Values: Courage, Respect, and Responsibility.



Dallin at a Glance (cont.)



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- We benefit from strong partnerships with families and community through our School Council and our PTO
 - Diversity, Equity, Inclusion, and Belonging 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
 - Mathematics growth and achievement shows as an area of improvement within our High Needs populations

ARLINGTON PUBLIC SCHOOLS VISION STATEMENT

((the horizon we're headed towards))

The **Belonging** Arlington Public Schools is to be an equitable educational community where all learners feel a sense of belonging, **Growth** experience growth and joy, and are **Joy** empowered to shape their own futures and **Empower** contribute to a better world.

2021-22 Dallin School Priorities



Instructional Objective 1

We will continue to promote literacy equity for all of our Kindergarten through 3rd-grade students through daily systematic, sequential, early reading skill instruction and intentional progress monitoring using high-quality, universal screening assessments.

Equity and School Culture Objective

We will intentionally design opportunities that increase the sense of belonging for our students, our teaching staff, and our families. The emphasis of this objective will be to enrich learning for all of our students and foster stronger community connections.

Instructional Objective 2

We will continue to improve our mathematics communities by supporting instructional strategies that value diverse learners and an equitable classroom environment, including academic discourse and productive struggle.

Management and Operations Objective

Dallin community stakeholders will work together to improve pedestrian and vehicular safety around Dallin through continued upgrades and partnerships with the Massachusetts Safe Routes to School Program (SRTS), our town of Arlington transportation department, and local government.

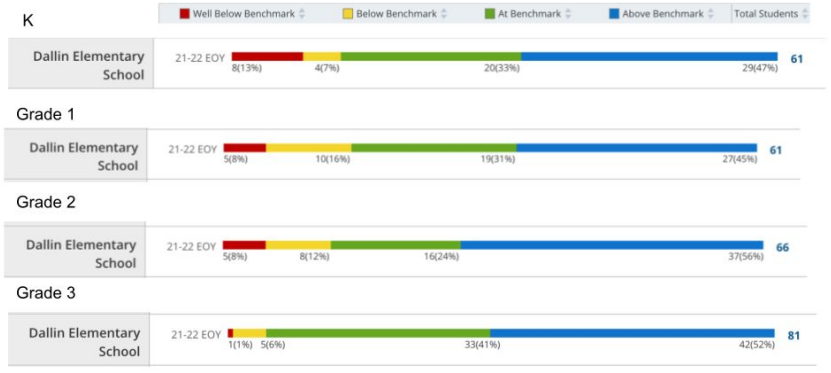
Dallin Priorities

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. This year we will continue and move our focus to targeted progress monitoring.

2019-2022 Cohort Study (Kindergarten -3rd Grade)	K, 2019	1st, 2020	2nd, 2021	3rd, 2022
NWF - CLS (% of Students at/above benchmark) <i>Nonsense Word Fluency - Apply phonics knowledge to decode phonetically regular words</i>	56%	78%	82%	96%

Grade Level Curriculum Comparison (Kindergarten)	Mid/EoY 2019	EoY 2022
Kindergarten PSF - (% at/above benchmark) <i>Phoneme Segmentation Fluency - Assess ability to break apart a word into its individual sounds.</i>	58%	74%
Kindergarten NWF - (% at/above benchmark) <i>Nonsense Word Fluency - Apply phonics knowledge to decode phonetically regular words.</i>	56%	85%

Dallin Composite Scores Spring 2022



Dallin Priorities (cont.)

Mathematics assessments, including **MCAS 2022** (*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.

**Disaggregated Math trends for Dallin and APS 3-8th*

APS Grades 3-8				
Mathematics	High Needs*	African Amer/Black	Hispanic/ Latino	Non-High Needs
Exceeding Expectations	4%	2%	6%	21%
Meeting Expectations	34%	23%	41%	60%
Partially Meeting Expectations	45%	48%	44%	19%
Not Meeting Expectations	16%	28%	9%	1%

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	5%	14%	Exceeding Expectations	0%	14%	Exceeding Expectations	0%	13%
Meeting Expectations	15%	55%	Meeting Expectations	43%	68%	Meeting Expectations	7%	59%
Partially Meeting Expectations	40%	33%	Partially Meeting Expectations	50%	16%	Partially Meeting Expectations	80%	27%
Not Meeting Expectations	40%	2%	Not Meeting Expectations	7%	2%	Not Meeting Expectations	13%	2%

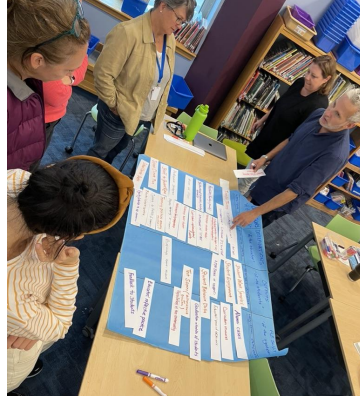
Dallin Priorities (cont.)

At Dallin, we are intentionally designing ways to *heal* relationships, *amplify* connections, and *design* new systems to increase our community's sense of Belonging. The **Panorama Community** (*student, family, staff*) **Survey** data set provides a baseline.

Student - Sense of Belonging - How strong is the sense of connection between students and people at school?	Fall 2021 results	
How well does your school understand you as a person?	64% favorable, <i>50% favorable for students w/IEP</i>	
How respectful is your teacher towards you?	95% favorable, <i>84% favorable for students w/IEP</i>	
How much do you feel like you belong at your school?	79% favorable, <i>68% favorable for student w/ SpEd</i>	
Staff - Sense of Belonging: How much faculty and staff feel that they are valued members of the school community.	Fall 2021 results	
How connected do you feel to other adults at your school?	39% favorable	
How well do your colleagues at school understand you as a person?	51% favorable	
Family: Perceptions of the overall social and learning climate of the school.	Fall 2021 results	Spring 2022 results
How much does the school value the diversity of children's backgrounds?	62% favorable	78% favorable (+17%)
Overall how much respect do you think the teachers at your school have for the children?	83% favorable	89% favorable (+6%)

Dallin Priorities (cont.)

One of our most important, aligned APS & Dallin Initiatives is the creation of a building based Instructional Leadership Team.



CONDITIONS "of the context"	DETERMINANTS "of the educators"	COMPONENTS "of the students"	RESULTS "of the system"
Complexity of needs	Education level of students	Student Work Samples	Learning Achievement
Time for Teaching and Learning	Demographics of the community	Student Work Samples	Alumni Outcomes
Collaboration of Community	Feedback to Students	Student Engagement	Student Behavior Data
Facilities (building grounds)	Instructional Practices (classroom management, differentiated instruction, etc.)	Classroom Discipline	Graduation rates of students
Instructional Resources (technology, materials)	Attendance of Staff	Attendance of students	Test Scores (achievement, etc.)
Attitudes and Values	Classroom Management	Attendance of students	Graduation rates of students
Assessment Practices	Relationships (teacher-student, teacher-teacher, etc.)	Attendance of students	Test Scores (achievement, etc.)
Professional Development	Programs (learning of students, etc.)	Attendance of students	Graduation rates of students
Staff to Student Ratio	Programs (learning of students, etc.)	Attendance of students	Test Scores (achievement, etc.)
School Climate Plan	Programs (learning of students, etc.)	Attendance of students	Graduation rates of students
Curriculum Resources	Programs (learning of students, etc.)	Attendance of students	Test Scores (achievement, etc.)

ILT Membership Responsibilities

(an incomplete list):

- Understand equity and the impact on student and staff learning experiences
- Develop a shared vision for quality instruction with team and colleagues
- Design opportunities for staff to experience low-stakes professional interactions, building towards opportunities that are more high stakes
- Strengthen K-5 relationships with teachers around their practice and expertise
- Talk about teaching, student learning, and instruction
- Enculturating trust and shared responsibility
- Design and model a healthy school culture through small actions

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
- Develop a systematic approach to progress monitor and flexible groupings

Mathematics

- Improve student engagement in mathematics by focusing academic conversations and productive struggle
- Utilize student surveys to track mathematical mindset and participation
- Provide professional learning to paraprofessionals who support students and teachers
- Study core curriculum and specialized interventions for students benefiting from target math practice

Equity and Culture

- Focus on the core ideas of *heal*, *amplify*, and *design*
- Create an Instructional Leadership Team and a Dallin Vision of High Quality Teaching and Learning
- Organize affinity groups that socially and academically connect students and adults
- (Re)build opportunities for student and teacher agency and voice, including affinity spaces for adults and students
- Implement Land Acknowledgments

Q&A



Dallin Arrival & Dismissal Plan

