

# Dallin Elementary School

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## 2022-2023 Dallin School Council

Mr. Thad Dingman, Dallin Principal, Chair

### *Dallin Faculty:*

Mrs. Samantha Karustis	Assistant Principal
Ms. Karey Naley	School Nurse
Ms. Lynne Andalaro	Third Grade teacher
Ms. Anne LeBlanc	Kindergarten teacher

### *Dallin Parents:*

Ms. Heidi Rosenberg	Co-Chair
Mr. Joseph Solomon	PTO President
Mr. Adam Boyd	Parent representative
Ms. Mana Joshi	Parent representative

### *Community Representative:*

Ms. Pam Watts	Robbins Library, Head of Children's Services
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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><b>Courage</b> - We have the <b>Courage</b> to try things that are hard.</p> <p><b>Respect</b> - We demonstrate <b>Respect</b> for others, ourselves, and our environment.</p> <p><b>Responsibility</b> - The Dallin community takes <b>Responsibility</b> 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"> <li>• Our learning community knows what is expected and what they can expect from others.</li> <li>• Everyone here intends to do their best.</li> <li>• Academic learning and social-emotional learning are equally important.</li> <li>• How children learn is as important as what they learn.</li> <li>• Great cognitive growth occurs through social interaction.</li> <li>• Knowing the children and families we teach - individually, culturally, and developmentally - is as important as knowing the content we teach.</li> <li>• How we, the adults at school, work together is as important as our individual competence: Lasting change begins with the adult community.</li> </ul>

## Dallin Elementary Fall 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	14.3	12.9	7.2
Hispanic	5.4	6.5	23.1
Native American	0.0	0.0	0.2
White	70.0	69.6	55.7
Native Hawaiian, Pacific Islander	0.0	0.1	0.1
Multi-Race, Non-Hispanic	8.7	7.6	4.3

## Selected Populations

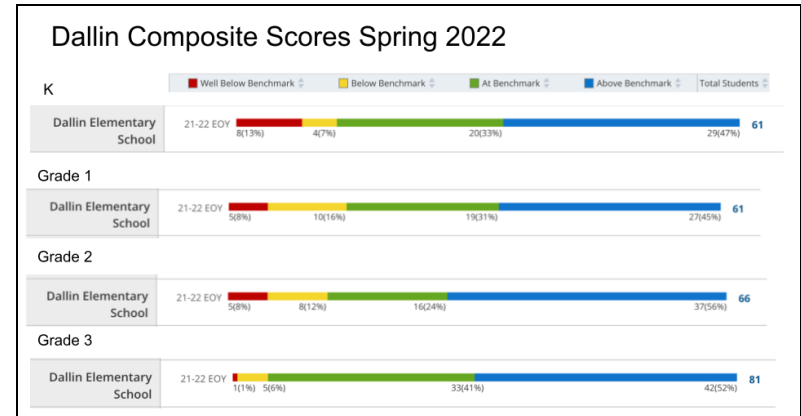
Title	% of School	% of District	% of State
First Language not English	7.3	12.0	23.9
English Language Learner	3.5	4.2	11.0
Low-income	7.3	11.5	43.8
Students With Disabilities	8.9	15.9	18.9
High Needs	17.1	27.9	55.6



## Data to Inform Planning

### DIBELS Reading Assessment Data Overview - Kind. to Third Grade

In the Spring of 2022, All of Dallin Elementary's Kindergarten through 3rd grade students were provided the DIBELS assessment suite for the first time. These tools, complimented by existing measures, assisted our teachers in measuring the success of our Kindergarten to 3rd grade phonics program implementation. At the end of the first year, we met our goal of less than 15% students At Risk for future reading difficulty in all grades. Additionally, an average of approx. 50% of our students were exceeding benchmarks as measured by the DIBELS Composite Score, which includes all early reading recognition subtests.



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%	Last year, we presented a cohort timeline that followed Nonsense Word Fluency benchmark assessment data from the 2018-2019 Kindergarten student cohort through Spring of 2021, at the end of their 2nd grade year. Data showed significant improvement to the critical early reading skill of decoding as students experienced more explicit phonics instruction in later grades. Last year, this same cohort experienced continued phonics instruction in 3rd grade. This was our first group of 3rd grade students to experience phonics as a component of the core literacy instruction. At the end of 3rd grade, only 3 students remained in the At Risk category for future reading difficulty.

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%	In 2019, Dallin teaching staff began to pilot DIBELS reading inventories to better measure the success of our curriculum at teaching critical early word recognition concepts. Since then, our teaching team has prioritized early reading science, instructional routines, and professional development to improve student reading outcomes. In the spring of 2022, at risk percentages have been cut in half or more in the key word recognition areas of phonemic awareness and identifying correct letter sounds in unfamiliar, decodable words.
Kindergarten NWF - (% at/above benchmark) <i>Nonsense Word Fluency - Apply phonics knowledge to decode phonetically regular words.</i>	56%	85%	

## Spring 2022 MCAS Non-High Needs vs. High Needs

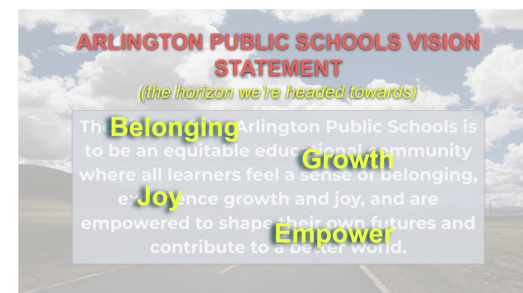
Mathematics assessments, including **MCAS 2022** (*below*), are demonstrating a need to reflect and design mathematics classrooms where all students are experiencing success. Students identified with a risk indicator (High Needs) are currently twice as likely to demonstrate partial, grade-level proficiency. This is also a measurable trend across our district, 3rd through 8th grade. We will continue to work with our educator team to identify research-based instructional strategies that promote equitable spaces for children and align with our vision for quality teaching and learning.

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%

## School Student, Family, and Staff Culture and Climate Data 2021-2022

*Heal, Amplify, and Design* - At the start of our year, Dallin staff reflected on Arlington's new Vision Statement. The words *Belonging*, *Growth*, *Joy*, and *Empower* resonated with our educator team after a two year stretch where our ability to connect authentically with one another has been greatly compromised due to the pandemic. Now in this new phase, we are thinking about ways to *heal* relationships, *amplify* connections, and *design* new systems to increase our community's sense of Belonging. The *Panorama Community Survey* data set will provide a baseline to measure our growth.



<b>Student - Sense of Belonging</b> - 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/ IEP</i>	
<b>Staff - Sense of Belonging:</b> 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	
<b>Family:</b> 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%)

## Part III: Strategic Objectives and Initiatives

Instructional Objective I - <i>YEAR 2</i>	
We will continue to promote literacy equity for all our Kindergarten through 3rd-grade students through daily systematic, sequential, early reading skill instruction and frequent progress monitoring using <a href="#">high-quality, universal screening assessments</a> .	
<b>Strategic Initiative 1 (ELA):</b> The Dallin educator team will strengthen the word recognition profile of all K-3 students, using predictive, systematic, sequential phonological, phonemic, and phonics programs. We will assess and monitor these skills using nationally normed benchmark indicators.	
Action Steps:	Responsible Teams and People:
Kindergarten, First, and Second-grade teachers will continue to use research-based, 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, ELA Coach, Special Educator, Speech Language Pathologist, Paraprofessionals, Administration
Third-grade teachers will continue to 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, ELA Coach, Special Educator, Speech Language Pathologist, Paraprofessionals, Administration
All student K-3 will continue to be benchmarked using a MA DESE approved literacy screening system, DIBELS 8th edition, to help identify opportunities for support targeted instruction utilizing a tiered intervention of supports - both in and out of the general education classroom.	K-3 teachers, Reading Interventionists, ELA Coach, Special Educator, Speech Language Pathologist, Paraprofessionals, Administration
Dallin will develop a Core Literacy Intervention team responsible for designing an aligned progress monitoring system that utilizes norm-referenced screening instruments combined with appropriate formative assessment to ensure literacy intervention is effective, timely, and flexible based on student growth and success.	Reading Interventionists, ELA Coach, Special Educators, Speech Language Pathologist, Administration

<b>Strategic Initiative 2:</b> Dallin K-3 teachers will participate in facilitated inquiry cycles and learning walks to observe small group literacy instruction across classrooms.	
Action Steps:	Responsible Teams and People:
Teachers will meet 2-3 times over the course of the school year with grade-level colleagues, reading interventionists, and literacy coaches to support analyzing benchmark assessments, designing instructional priorities, implementing small-group structured literacy routines and subsequent curricular resources, with a continued emphasis on integrating high-quality decodable text.	K-3 teachers, Reading Interventionists, Special Educator, Speech Language Pathologist, Paraprofessionals, ELA Coach, Administration
Kindergarten through 3rd grade teachers will deepen their understanding of early reading science and evidence-based instructional practices through professional development, collaboration with building ELA coaches, and classroom visits within the building to observe small group literacy instruction.	K-3 teachers, Reading Interventionists, ELA Coach, Special Educator, Speech Language Pathologist, Paraprofessionals, Administration
<b>Outcomes and Benchmarks</b>	
Description:	Target:
We will assess our Kindergarten through 3rd-grade students across the benchmarks (beginning, middle, and end of year). Teachers, reading specialists, ELA coach, special educators, and administrators will review and identify instructional groups for additional teaching opportunities, and highlight students with pervasive risk indicators for further assessment.	<b>90%</b> minimal risk indicators across all grades using DIBELS Composite Reading Benchmark , K-3  - (previous year target of 85% was met)
<b>Professional Development to Support Objective 1</b>	
<ul style="list-style-type: none"> <li>Continued professional learning in the area of Early Reading Science and evidence-based reading instruction using in-district staff and expert consultancy</li> <li>Facilitated ELA Inquiry Cycles with building based ELA Coach and Reading Specialists</li> <li>District-wide professional development with ELA coaches and grade level teachers</li> </ul>	
<b>District Resources to Ensure Success</b>	



Weekly grade level team meetings with 2-3 identified multi-week inquiry cycles, per grade  
District ELA coaching team and Library team

### Instructional Objective 2 - *YEAR 2*

**We will continue to reflect upon and improve our mathematics communities by supporting instructional strategies that value diverse learners and an equitable classroom environment.**

**Strategic Initiative 1:** We will support equitable mathematics instruction by facilitating meaningful mathematical discourse.

#### 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.

4-5 teachers, Mathematics coach, Math Interventionist, Special Educators, Administration

During a typical Dallin mathematics instructional block, we will observe:

- opportunities for shared understanding between teacher and all students.
- learning environments where student-to-student interaction is encouraged and broad based participation is noted (close to 100% participation).

4-5 teachers, Mathematics coach, Math Interventionist, Special Educators, Paraprofessionals, Administration

APS will offer workshops intended for paraprofessionals, learning specialists, EL teachers, Interventionists and New Teachers. We will look at ways to differentiate and support individual students in problem solving in grades 3-5 math.

Mathematics coach, Math Interventionist, Special Educator, Speech Language Pathologist, Paraprofessionals

Grade-level teaching teams will design lessons that teach students specific academic conversation strategies, including paraphrasing, building on ideas, and synthesizing ideas.

4-5 teachers, Mathematics coach, Math Interventionist, Special Educators, Paraprofessionals, Administration

<b>Strategic Initiative 2:</b> We will improve classroom learning for all students by supporting <u>productive struggle</u> in learning mathematics.	
<b>Action Steps:</b>	<b>Responsible Teams and People:</b>
<p>Grade level teaching teams will engage with our building math coach monthly for multi-week inquiry cycles to examine instructional strategies that emphasize rigor, including these anchor documents:</p> <ul style="list-style-type: none"> <li>• <a href="#">Supporting Equitable Mathematics Instruction</a></li> <li>• <a href="#">Shifts in Classroom Practice Self-Assessment</a></li> </ul>	<p>4-5 teachers, building-based Mathematics coach, Math Interventionist, Special Educator, Paraprofessionals, Administration</p>
<p>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 (<i>ex. non-native english speakers, identified dyslexia</i>).</p>	<p>Building-based Mathematics coach, Math Interventionist, Special Educator, Speech Language Pathologist, Paraprofessionals, Administration</p>
<b>Outcomes and Benchmarks</b>	
<b>Description:</b>	<b>Target:</b>
<p>Our 4th and 5th grade student survey will demonstrate increased positive perceptions about learning math and abilities in math; and increased achievement scores across all demographic profiles.</p> <p>We will follow school-wide and classroom achievement trends using formative benchmark assessments and student work samples.</p>	<p>4th and 5th-grade MCAS assessments will show a decrease in achievement disproportionality between high needs and non-high needs, resulting in less than 10pt scaled score difference over the next 3 years.</p> <p><i>* Currently the difference is 20pts (3rd-5th grade average)</i></p>
<b>Professional Development to Support Objective 1</b>	
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
<b>District Resources to Ensure Success</b>
Weekly grade level team meetings Building Math coach and Interventionist team

<b>Equity and School Culture Objective</b>	
At Dallin Elementary, we will intentionally create opportunities to increase a sense of belonging for our students, our teaching staff, and our families. The emphasis of these opportunities will be to enrich learning for all of our students.	
<b>Strategic Initiative 1:</b> Dallin Elementary will develop an Instructional Leadership Team with teacher representatives, instructional coaches, district staff including directors, and building administration.	
<b>Action Steps:</b>	<b>Responsible Teams and People:</b>
The Instructional Leadership Team representatives will lead the creation of a Vision of Quality Teaching and Learning summary statement for our school staff to revise and adopt.	K-5 ILT classroom, specialist and SpEd teacher reps, Math and ELA coaches, District Admin, Dallin Administration
The Instructional Leadership Team will develop High Quality Instructional Look-Fors to describe our most valued instructional strategies and equitable learning environments for students across their learning day. ILT reps and Dallin educators will collectively expand on this document throughout the school year.	K-5 ILT classroom, specialist and SpEd teacher reps, Math and ELA coaches, District Admin, Dallin Administration
The Instructional Leadership Team will utilize Learning Walks with other ILT members and building educators as an opportunity to share practice and strengthen k-5 educator relationships.	K-5 teachers, district Social Studies coaches, SS Director, Paraprofessionals, District Library department, and Administration
<b>Strategic Initiative 2:</b> Dallin education team will strengthen our community's (students, families, and staff) sense of belonging and	

connection by developing more opportunities for teacher leadership, student affinity groups, and family engagement .	
Action Steps:	Responsible Teams and People:
<p>Dallin staff will be encouraged to take on leadership roles that connect educators K-5. This will include:</p> <ul style="list-style-type: none"> <li>• a Culture and Climate Team to develop community activities and family engagement that highlight Dallin’s diverse identities.</li> <li>• Operational Leadership to encourage healthy communication and timely responses to technical challenges that affect student learning.</li> <li>• Instructional Leadership to formulate our commitment to high quality teaching and learning for all students.</li> </ul>	<p>K-5 teachers, Math and ELA, Curriculum Directors, Paraprofessionals, Administration</p>
<p>Dallin staff and families will support the development of equity and inclusion affinity groups for students, and families, including:</p> <ul style="list-style-type: none"> <li>• <i>Rainbow Coalition</i> for 4th and 5th graders</li> <li>• <i>Service Learning Club</i> for 4th and 5th graders</li> <li>• <i>Math and Science Enrichment Clubs</i> for all graders</li> <li>• <i>Diversity Equity and Inclusion</i> working group for families</li> </ul>	<p>Grade 4-5 students, Club leadership, K-5 families</p>
<p>Dallin family engagement design will emphasize connection. The intention is to offer one event every two months. This includes Open House Curriculum Night, Family Culture Night, Science Night, and two other events TBA.</p>	<p>Dallin PTO K-5 teachers, Math and ELA Coaches, Specialists,, Paraprofessionals, Administration</p>
<p>K-5 teachers will learn about Land Acknowledgement and design lessons or projects that introduce this practice to our students.</p>	<p>K-5 teachers, district Social Studies coaches, Paraprofessionals, SS Director, and Administration</p>
Outcomes and Benchmarks	
Description:	Target:
<p>Use the Panorama "Belonging", “Teacher-Student Relationships”, and “School Climate” indicators from Fall 2022 and Spring 2023 surveys, making correlations across student,</p>	<p>Panorama Spring Survey - all groups respond with 70%+ favorability, while</p>

family, and staff responses.	also meeting or exceeding APS compared responses.
Creation of two documents: 1) A Vision for Quality Instruction at Dallin and 2) High Quality Instruction and Learning Environment Look-Fors.	A Vision for Quality Instruction at Dallin completed 10/22. High Quality Instruction and Learning Environment Look-Fors first draft 11/22, with revisions ongoing.
Dallin Elementary full staff meetings will begin with a Land Acknowledgment. We will have a Land Acknowledgment posted in our school, visible to the community.	Completed June 2022
<b>Professional Development to Support Objective 1</b>	
<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> <p>ILT Professional Learning and cross school connection facilitated by Superintendent's Office and consultants throughout FY 2023.</p>	
<b>District Resources to Ensure Success</b>	
<p>Land Acknowledgment professional learning and discourse facilitated with support from APS Social Studies department and Director of Equity and Inclusion.</p> <p>Develop partnerships with our School Council community representative from the Robbins library to engage families in discussions on diversity and utilizing children's literature.</p>	

### **Management and Operations Objective**

Dallin community stakeholders will work together to continue 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.

<b>Strategic Initiative 1:</b> The SRTS Committee will explore applying for a \$100,000-\$1,500,000 infrastructure grant through Massachusetts Department of Transportation with the goal of increasing active transportation and addressing significant pedestrian safety concerns that arose from the feedback in our spring survey.	
Action Steps:	Responsible Teams and People:
Stakeholders - Dallin's SRTS Committee, Arlington's Department of Public Works and the town Engineering Department - will meet to discuss the possible collaboration to apply for a grant to address safety concerns around Dallin School.	Dallin administration, SRTS Committee, Arlington DPW and Engineering Department
<b>Strategic Initiative 2:</b> The SRTS committee will continue to refine the SRTS Safe Arrival/Dismissal Plan that we began last spring so we can continue 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 continue to work with our APD School Resource and Traffic Officers to identify opportunities for safety upgrades and community education.	Dallin administration, SRTS Committee, Dallin School Council, Arlington Police Department & DPW
Dallin's SRTS committee will continue to hold meetings across the FY2023 school year to monitor traffic safety, address issues that arise, and communicate information to Dallin families, school abutters, and other stakeholders.	Dallin administration, SRTS Committee, Dallin School Council, Arlington Police Department & DPW
<b>Outcomes and Benchmarks</b>	
Description:	Target:
<p>The outcome of this plan will be continued improvement of student safety and visibility for walkers and bikers around Dallin's campus.</p> <p>Benchmarks include:</p> <ul style="list-style-type: none"> <li>Grant application submitted in November 2022, if agreed upon by town stakeholders. <ul style="list-style-type: none"> <li>Secure letters of support from stakeholders before application due date.</li> </ul> </li> <li>Updated signage installed that provides clear traffic patterns for pedestrians and vehicles.</li> </ul>	<p>Grant application, if pursued, will be submitted in November 2022</p> <p>Signs installed in fall 2022.</p>

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| <ul style="list-style-type: none"><li>• Meetings with SRTS Committee members and other stakeholders, as needed.</li><li>• Updates communicated to Dallin community as necessary.</li></ul>   |  |
| <b>Professional Development to Support Objective 1</b>   |  |
| Dallin administration will present the plan to staff and address any questions or concerns that arise.   |  |
| <b>District Resources to Ensure Success</b>  |  |
| <ul style="list-style-type: none"><li>• Dallin administrators shepherding the plan.</li><li>• Utilizing Bryan White, our APS School Resource Officer, and Corey Rateau, APD Traffic Officer, throughout the process.</li><li>• If we decide to move forward with the grant application, a letter of support from the superintendent.</li></ul> |  |

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