

Seattle Excellence Continuous School Improvement Plan (CSIP)

Thurgood Marshall Elementary

Purpose

The Continuous School Improvement Plan provides an overview of the school, student outcome goals and a brief narrative description on how the school plans to collaboratively meet these goals over time. It is intended to offer families and community audiences an overview of improvement work aligned to the strategic plan and written in language that is accessible by a diverse audience.

Introduction

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 by doing the following:

- Allocating resources strategically through a racial equity framework
- Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners
- Creating healthy, supportive, culturally responsive environments from the classroom to central office
- Directly and consistently working in partnership with families and communities who represent students of color who are furthest from educational justice; and
- Making clear commitments and delivering on them

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

Seattle Public Schools Foundational Beliefs for Supporting Student Learning

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.

Thurgood Marshall



As such, we believe:

- 1) **Teaching is intellectually complex**, difficult and demanding work, and the development of skillful teaching requires deep collaboration and non-defensive self-examination of practice in relation to student results.
- 2) **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.
- 3) **"Intelligence" is not a fixed, inborn trait**. All children come to school with cultural capital and intelligence, and all have the raw material to learn rigorous academic material at high standards. Therefore, our work is to **build students' academic mindset**
- 4) **By recognizing and cultivating the gifts and strengths of every student**, we can get each student to believe in themselves and deconstruct any of their own internalized stereotypes.
- 5) **Racism in our society exerts a downward force on the experiences and achievement of students of color that must be met with active countermeasures.**

Our commitment to these beliefs is the route to institutionalizing racial equity and fostering a context where each child receives what they need to develop to their full academic and social potential, and we make educational equity and justice the cornerstone of our system.

School Profile

Thurgood Marshall is a Preschool-5th grade elementary school with 3 academic programs – Scholars, Advanced Curriculum Scholars (Known as HCC in other schools) and PEACE Scholars (students in our preschool, Focus and Distinct special education programs). We are culturally, racially, linguistically and economically diverse and we actively work to integrate all of our students to create a safe, welcoming environment where all of our students and families feel empowered. We believe that mistakes are opportunities for learning and that every student and adult is a learner in our community. Reflection with an eye towards continuous improvement is a value here.

Mission:

Our teaching is rooted in research-based best practices where learning experiences are differentiated for the unique needs of all learners. We prioritize collaboration, compassion and building a sense of belonging through strong relationships

Vision:

At Thurgood Marshall, we are Resilient, Empathetic, Accountable Lifelong Learners. We embrace the responsibility of closing the opportunity gap so that our children will create a more just world.

Priorities and Measurable Goals

Elementary Focus Goal: 3rd Grade English Language Arts

Priority Goal:

For the 2020-21 school year, at least 52% of 3rd grade students of color furthest from educational justice will meet standard or higher on the ELA Smarter Balanced Assessment.

Target Goal #1:

For the 2020-21 school year, at least 50% of Black/African American 5th grade students will meet standard or higher on the Math Smarter Balanced Assessment.

Safe and Welcoming Environment Goal

Priority Goal:

For the 2020-21 school year, usage of Seesaw for Black and African American Males will increase from 67% in October 2020 to 77% by May 2021.

High Quality Learning Experiences

Educate the whole child through high-quality instruction and learning experiences that accelerate growth for students of color who are furthest from educational justice, with an intentional focus on African American males.

To achieve educational justice, Seattle Public Schools (SPS) strives to provide safe learning environments, curriculum that incorporates a student's life experiences and culture, and instruction delivered by high-quality, culturally responsive educators. Unfortunately, many students from certain ethnicities have not historically experienced equitable opportunities for all or part of their educational journey (including African and African American, Asian Pacific Islander and Pacific Islander, LatinX, and Native American students). These students are our priority – with an intentional focus on African American males.

School-wide Systems and Structures (MTSS)

MTSS offers the potential to create the alignment of systems necessary for all students' academic, behavioral, and social success. In addition, MTSS promotes needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students. MTSS is an

Thurgood Marshall



integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs.

MTSS work is focused for both academics and behavior. Teaming structures exist to support sustained and informed collaboration at the individual student level, the grade level and for the school as a whole. Our school assessment calendar communicates when assessments will take place, and teachers review data together to inform their instruction. Data is shared routinely through a structured process and this allows school staff to make decisions about intervention and support. Monitoring whole school data outcomes informs the need for professional development for staff.

Gap Closing Practices and Special Services

Seattle Public Schools is committed to eliminating opportunity gaps to ensure access and provide excellence in education for every student.

Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners is a core element of Seattle Excellence. Our Theory of Action is guided by the principles of “Targeted Universalism.” Our universal goal is every Seattle Public Schools’ student receives a high-quality, world-class education and graduates prepared for college, career, and community. Targeted Universalism holds that targeted and differentiated efforts are required to meet the needs of specific student populations, so every student meets the universal goal.

By focusing on students of color who are furthest from educational justice, especially African American males, we will make the greatest progress toward our collective vision. We believe that an intentional focus on African American males will ultimately benefit every student.

- At Thurgood Marshall, we address the needs of all students through effective Tier 1 instruction for all students. Low-achieving students are identified for support through a regular review of data with teachers and support specialists. Available supports include small group instruction in the classroom and intervention for students who struggle with reading from our Reading Intervention Specialists, English Language Learning Teacher and Literacy Tutors. We also address the social-emotional needs of all our learners through the RULER program and Positive Discipline, teaching all students self-regulation and problem-solving skills.
- Students who are identified as Advanced Learners will be provided instruction at their level in reading and math, through small group instruction or "walk-to" models. Students who qualify for Individualized Education Programs receive support through our Special Education Department. These students will receive support individualized to meet their specific area of need. Programs at Thurgood Marshall include Resource, Focus and Distinct Programs, as well as a special education preschool program.

Thurgood Marshall



- Students who are English Language Learners will be served by our ELL teacher and instructional assistants (IA), with small group instruction to develop their language skills and push-in supports in their general education classroom.
- We will progress monitor student learning through regular formative assessment, including Core Phonics Assessment, Fountas and Pinnell (F&P) Reading Assessment, Curriculum-based ELA assessments, math fluency assessments and curriculum-based math assessments. We also use Smarter Balanced Interim Assessments for 3rd-5th grade Scholars classes.
- We will strengthen the core academic program of the school through: our implementation of Professional Learning Communities to ensure teachers are working together to design instruction, assess student learning and design intervention to respond to student needs. In addition, we will ensure instruction is aligned to Common Core State Standards. We also strengthen core instruction through regular professional development in areas of need identified by teachers and administration.
- Our students have access to extended day learning opportunities through our Team Read program for 2nd and 3rd graders and our Invest in Youth tutoring program for 3rd-5th grade students. In addition, students have access to a robust array of enrichment classes before and after school. Our PTA provides needs-based scholarships to students to ensure equitable access.
- We have created a common intervention block so that students can receive additional support, tutoring or enrichment during this time without missing out on classroom instruction. We have also created an integrated social studies program to blend all our students, ensuring that they all have access to the same rigorous instruction. Our curriculum affords students opportunities to solve real-world problems, to think creatively, and demonstrate their reasoning in an authentic context. In addition, we focus on inclusion for our special education students, matching them with same-aged peers for academic and social learning.

Gap-Closing Group: We will work to close the opportunity gap for students of color through regular monitoring of student progress, daily intervention for students who are not performing at grade level, professional learning communities so that teachers can work together to determine how best to assess, extend, and remediate, and extended day learning opportunities. Each of these strategies is described in more detail below.

Practices and Strategies

We will recognize and serve the academic, social, cultural, emotional, and behavioral strengths and needs of students, providing high-quality, culturally responsive instruction, curriculum, and social-emotional learning supports delivered by educators who set high expectations, so students graduate ready for college, career, and community.

Whole child education goes beyond a focus on academic achievement. When educators focus on educating the whole child, students are healthy, safe, engaged, supported, and challenged. In Seattle Public Schools, this means that we appreciate and serve the academic, social, emotional, and behavioral strengths and needs of students, which we believe comprise the needs of the "whole child."

Thurgood Marshall



High-quality instruction is focused on student-centered learning and achievement, intentional about student engagement, and aligned to standards with consistent and appropriate feedback.

At its foundation, culturally responsive education means that students are in an environment where they have the individual safety and comfort to learn within a classroom that has a common culture that is respectful of all backgrounds.

Our school will focus on strategic and targeted instruction in foundational literacy skills. Flexible, small group reading instruction will be targeted to the needs of students based on their assessed needs. Comprehension strategy lessons will be supported by collaborative meaning making and applied in daily independent reading. Teachers will assess student growth regularly and provide additional support to students based on need. Kindergarten -3rd grade staff will participate in year-long “Science of Reading” professional development. Families will be engaged to support reading at home through Academic Parent Teacher Teams (meeting three times during the year), and at parent conferences.

Safe and Welcoming Environment

Students thrive in healthy, safe, engaging, supported, and challenging environments in which they can to learn to their full potential. Instruction must be high-quality, culturally responsive, focused, and aligned to standards for students to develop as independent learners.

Student voice should be evident, and students must be seen and celebrated for their authentic selves. Significant increases in academic outcomes for students furthest from educational justice are possible when social, cultural, emotional, and behavioral needs of students are met by educators that share an unconditional belief in the potential of every student they serve.

Positive Behavior Intervention Supports (PBIS) will be continued to support a positive school culture. We will specifically focus on building strong relationships between students and staff through class meetings and talking circles, teaching and reinforcing schoolwide and classroom behavior agreements, and tracking our missed instruction data to monitor our progress. Pup Points are given to acknowledge demonstration of our community agreements: We Take Care of Ourselves, We Take Care of Each Other, and We Take Care of Our School. We will follow an established scope and sequence for social emotional learning in every classroom using the RULER Curriculum, Positive Discipline, and PBIS Lessons.

Inclusive and Authentic Engagement

Partner with students, families, and communities who are furthest from educational justice by conducting inclusive and authentic engagement.

We will proactively and consistently work in partnership *with* students, families, and communities to identify needs, determine solutions, and support the implementation of the initiatives that will best meet the needs of

Thurgood Marshall



students of color who are furthest from educational justice. We will use culturally responsive ways to engage so we build trusting relationships and empower the voices of those who can help us meet these needs.

Family and Community Goals

Priority Goal:

By June 2021, all homeroom classes from preschool -5th grade will hold 3 evening Academic Parent Teacher Team meetings to teach families learning strategies to use with their child at home.

Plans for Family Engagement

For the 2020-21 school year, Thurgood Marshall Elementary will implement the Academic Parent Teacher Team model schoolwide. This will include three evening meetings with all families over the course of the school year in addition to parent conferences in the fall. Parents will receive specific data about their child's progress, engage in goal-setting for their child's learning, and learn games and strategies to use at home to support their child's learning. This model supports a partnership between parents and teachers. Additional outreach will be provided to families of student of color furthest from educational justice.

20-21 COVID-19 CSIP Addendum

Thurgood Marshall Elementary

The global pandemic of Covid-19 has disrupted many aspects of teaching and learning in the 2019-20 and 20-21 school years across Seattle Public Schools, Washington State and the nation. In response to the global pandemic and to meet the specific needs of students and families, staff and school leaders will be implementing and monitoring the following practices for remote and distance learning which are aligned to our strategic plan, Seattle Excellence, and notes in the Seattle Public Schools Remote Learning Playbook and Seattle Education Association-Seattle Public Schools MOU around distance learning for the 2020-21 school year.

Engaging Families:

The District and Association agree that a rigorous and effective remote learning program requires additional supports for students and families to ensure their engagement and success. The supports will address the diverse needs and challenges families and students face in accessing remote instruction. As such, the District and the Association agree on the following:

Required Practices:

1. Buildings will create and implement a pick up and/or delivery system for the distribution of school supplies, curricular materials and the necessary technology, to include mailing if necessary, which will be coordinated by school buildings/programs, and the system communicated to all itinerant/building staff and students/families and will include volunteers willing to do deliveries. All extra time provisions outlined in the collective bargaining agreement will continued to be followed.
2. Student devices necessary to access remote instruction will be allocated by the district for each student K-12. Educators will confirm with each student on their ability to access district applications during the “strong start” in September.
3. Educators will work to create and implement a clear, consistent process for communication with families and staff.
4. The District will provide appropriate level of technology support to students and families. Interpretation support will be provided.
5. Each building will implement a clear, consistent process for communication, to include current school-based structures prioritizing communication working in conjunction with counselors, social workers, family support workers, and student family advocate workers, for students that need additional supports.
6. Empower families/caregivers to support their students' learning by sending comprehensive communication about the weekly learning plan for students in their grade level/classroom.
7. The District/School will take reasonable steps to provide parents/guardians who are speakers of diverse languages with translation/interpretation of information about general programs, services, and activities.

Thurgood Marshall



8. Recommended School Specific Strategy as outlined in the Playbook:

Thurgood Marshall staff will hold three Academic Parent Teacher Team meetings so that families have the opportunity to learn about their child's curriculum and how they can support their child's learning at home.)

Social Emotional Learning:

The District and Association recognize social emotional learning strategies are an urgent and central need for students, families and staff in response to the shared collective trauma of a dual pandemic, and the guidelines below are meant as a first step in integrating these strategies into the instructional and social fabric of school communities. Social Emotional Learning skills will be explicitly taught, integrated with academic instruction, practiced by staff and demonstrated organizationally so that everyone feels welcome, safe, and known as valued members of SPS communities.

Required Practices:

1. Have a plan for checking in with staff to foster relationships and support their well-being.
2. All SEL/Digital Citizenship PD and supports will be trauma-informed and include culturally responsive/antiracist SEL instruction and support with input from DREA and CRE.
3. All SEL/ Digital Citizenship PD will be differentiated by content, grade levels (PK-21), and needs.

4. Recommended School Specific Strategy as outlined in the Playbook:

Thurgood Marshall will begin each classroom each day with an SEL block. We will continue our Positive Behavior Intervention Support through clear expectations for behavior during virtual learning and continued recognition for positive behaviors.

Curriculum, Instruction, and Assessment:

Required Practices:

1. Use CAI guidance on priority standards by grade level and content areas that consider unfinished learning and how to accelerate learning. CAI will provide pacing plans.
2. Use CAI guidance and curricular resources to teach culturally inclusive curriculum that reflects the diversity of our students' experiences and helps students meet content.
3. Use CAI guidance and professional learning on how to use adopted curriculum for in-person, digital synchronous, and digital asynchronous instruction on Schoology/Seesaw.
4. Use CAI recommended high-leverage digital learning strategies aligned to the SPS Foundational Coursework (and CSIP Essential Practices) to promote culturally relevant, effective remote instruction.
5. Regularly assess student work and provide meaningful feedback to students and their families on the progress made toward standards.
6. Continue to provide 6-12 High School and Beyond Planning lessons and supports to ensure that students receive instruction on course planning for career and college future planning.
7. Implement a school-wide, multi-tiered system of support: Tier 1/2

Thurgood Marshall



- A systemic plan to track and monitor learner experience data (*e.g. determine level of engagement to inform supportive practices.*)
 - Collection and review of meaningful and purposeful data (e.g. aligns to SPS assessment plan for 2020-21 school year.)
 - Adult collaboration between educators and families (e.g. review of data in collaborative PLCs)
8. Implement a school-wide, multi-tiered system of support: Tier 2/2
- Students receiving Tier 2 or 3 supports will experience 1 or 2 touch points per week totaling at least 30 minutes in 1:1 or small group live check-ins with an educator or other adult.
 - Families of students receiving Tier 2 or 3 supports will experience a personal phone or video check-in from educators at least 1x per month for at least 15 minutes with a teacher, counselor, or other designate adult.
 - McKinney-Vento and Foster Care Students the district will take reasonable steps to provide parent/guardians information about general programs and activities required by federal and state laws.
9. **Recommended School Specific Strategy as outlined in the Playbook:**

Students will receive synchronous instruction in whole and small group settings so that teachers are able to assess understanding and differentiate appropriately.