



2025-26 Annual CSIP

Thurgood Marshall Elementary School

Purpose of the Continuous School Improvement Plan (CSIP)

The Continuous School Improvement Plan (CSIP) functions as a dynamic tool aligned to Multi-Tiered System of Supports (MTSS). The CSIP supports schools in using an asset-based approach to identify and address diverse needs by implementing evidence-based practices within an inclusive educational environment. The CSIP aims to reduce systemic inequities and improve student outcomes.

The 2025-26 Annual CSIP is designed to be a working document and makes visible school-based improvement planning and progress monitoring which is required by the Washington Administrative Code (WAC) 180-16-220.

This annual CSIP meets the requirements of School-wide Title Programs, Learning Assistance Program (LAP), and OSSI School Improvement Plans.

2025-26 School Information and Leadership Team Members

School Name: Thurgood Marshall Elementary School

Principal: Julie Breidenbach

Instructional Vision Theory of Action: All students will be successful with a robust and rigorous instructional program provided for them at Thurgood Marshall.

Members of the Building Leadership Team: Laurie Jensen, Shari Howard-Powell, Cynthia Kniffin, Alison Miller, Andrea Myers-Besheer, Tana Leybold, Megan Haile, Catherine Nagel, Julie Riccio, Quyen Pham, Chelsea Fields, Julie Breidenbach

[2023-26 CSIP Thurgood Marshall](#)

OSPI School Report Card Information (2024-25 School Year)

Student Enrollment: 501

Special Education Percentage: 19.4%

Multilingual Learning Percentage: 17%

Highly Capable Percentage: 42.5%

Free and Reduced Lunch Percentage: 39.3%

Washington School Improvement Framework Status: Tier 1 Targeted 1-2

[Thurgood OSPI School Report](#)

Annual Comprehensive Needs Assessment (CNA) Summary

A Comprehensive Needs Assessment (CNA) is a required annual process conducted by school staff to identify the diverse needs of students, families, and staff. It involves collecting, disaggregating, and analyzing a variety of data to expose possible underlying racial inequities, identify diverse needs and understand possible root causes of the needs.

The following is a summary of the Comprehensive Needs Assessment (CNA) completed by school staff about the **2024-25 school year**. The summary findings from the CNA described in this section, informed the staffs' decisions about the **2025-26** one-year goals, action plans, and allocation of resources.

Data analyzed for the CNA:

- DIBLES
- MAP ELA
- Smarter Balanced Assessment ELA
- MAP Math
- Smarter Balanced Assessment Math
- Curriculum-Embedded Assessments ELA
- Curriculum-Embedded Assessments Math
- Elementary Progress Reports (EPR)
- Student Grade Reports
- Walkthrough/Observational Data
- School-based Student Surveys
- Discipline/Suspension
- School Attendance Dashboard on Atlas
- Student Mobility Data

Top Strengths from Multiple Data Sources: What strengths of students, staff families, and/or community partners have emerged across multiple data points (academic growth and achievement, attendance, engagement, professional growth, culture of inquiry, school community and culture, etc.)?

Students and staff have built strong relationships with each other. K-2 small group literacy work has yielded consistent school progress in foundational skills. The SEL block ensures that students have dedicated time daily to practice and strengthen social emotional skills.

Top Needs from Multiple Data Sources: What top needs (2 or 3) have emerged from the analysis of multiple data sources?

- The data in grades 3-5 indicates we have more opportunities for growth in reading in this grade band as compared to the K-2 band.
- Students are showing higher levels of proficiency using the DIBELS assessment as compared to Smarter Balanced Assessment (SBA) proficiency levels.
- DIBELS proficiency rates remain at a consistent strong level. Further work to support multi-lingual students is needed to boost these levels.

Disproportionalities: What disproportionalities exist among student groups?

- Students of color are scoring at lower levels than white students.
- African American males are scoring lower than white counterparts.
- Students with IEPs are scoring lower than counterparts without IEPs.
- Multi-lingual students are scoring at lower levels than their counterparts.

Root Causes of Disproportionalities: What root causes have been identified for disproportionalities among student groups?

- Attendance post-Covid continues to be a challenge and particularly so for students who are not meeting grade level standards.
- Lack of consistent and predictable program support is needed to support multi-lingual students.

- Large number of newcomers receiving limited targeted support for developing English language proficiency.
- High emphasis on reading and English skills with fewer integrated supports in science and math for our multi-lingual students.

Greatest Potential for Impact: What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?

- Strengthening consistent intervention systems.
- Ensuring equitable support across all content areas.
- Improving access to learning by increasing student engagement, providing targeted programming for multi-lingual learners, and closing the opportunity gap for students furthest from educational justice.

Interconnected Needs: How are needs related to each other or influencing each other?

- School growth and scheduling challenges often influence decisions that impact instruction.
- While limited crossover in science and math contribute to the academic disproportionality for newcomer students whose language needs influence their access to both core academic and social emotional content areas.
- Attendance and tardiness challenges result in students not making the expected gains from targeted intervention support.
- Black boys are experiencing disproportional outcomes that point to gaps in culturally responsive practices.

Quick Wins: Which needs can be addressed quickly (3-6 months) to build momentum toward confronting more challenging needs?

- Intervention block model adjusted to meet the needs of each grade level.
- Strengthening daily social emotional routines.
- Implement consistent tier 1 attendance monitoring with our families.
- Literacy tutors supporting students during independent work times.

Technology Use to Strengthen Student Learning: How is technology being used to strengthen classroom instruction and student engagement?

- Assessment (Educational Software for Guiding Instruction platform) and progress monitoring is improved through use of technology platforms.
- Use of Lexia for all students K-2.
- SuccessMaker access for grades 3-5.
- Fluency by Heart (Amplify) access for grade 2.

Support for Staff to Use Technology to Strengthen Student Learning: What ongoing support is provided to ensure staff are proficient with required use of technology?

- Ongoing professional development for Lexia, ESGI, and SuccessMaker.
- Built in time for data analysis of instructional technology usage.

Priority Area: Learning Environments – Joyful, Safe, Anti-Racist

Measures and Targets

2023-26 Goal:

In partnership with school staff, families and community partners, Thurgood Marshall Elementary will increase "I feel like I belong in my classroom" in the Student Climate Survey from 82% to 90% by Spring 2026.

2025-26 Goal:

In partnership with school staff, families, and community partners, Thurgood Marshall Elementary will increase “I feel like I belong in my classroom” in the Student Climate Survey for 3rd grade students and students served by special education and 504 plans to at least 80% responding positively by Spring 2026.

Action Plan

Evidence-based Practice 1:

Restorative Practices: Staff will implement Tier 1 Restorative Practices by building restorative and relational culture across the school community (for resources, PD, and coaching to support Restorative Practices work.

Implementation Activity:

We are partnering with WA BLOC this year as part of our restorative practices focus.

Process Data Measures:

- Comprehensive School Counseling Program School Plan
- Building determine Schedule of MTSS Meetings
- Walk-through/Observational Data
- School-based Survey (staff or students)
- MTSS Team Meets Regularly

Timeframe for Reviewing Process Data Measures:

Monthly

Student Outcome Data Measures:

- SPS Climate Survey (staff or students)
- School Attendance Dashboard on Atlas

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- Counselor and head teacher leading restorative practices work.
- Administration and Counselor will be leading attendance work.
- PBIS Team
- MTSS teams

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Goal:

For the 2023-2024 to 2025-2026 three-year goal, Thurgood Marshall Elementary will increase 3rd Grade English Language Arts Smarter Balanced Assessment scores from 59.5% of students of color furthest from educational justice meeting/exceeding standard to 68% of students of color furthest from educational justice meeting/exceeding standard.

2025-26 Goal:

The percent of 2nd Grade Students furthest from educational justice projected proficient or above in ELA based on MAP will increase from a baseline of 51.6% to a target goal of 53.6% by Spring 2026.

2025-26 School-based Goal:

Students furthest from educational justice at grade three will increase from ELA proficiency levels using the Smarter Balanced Assessment from 44% in 2024-2025 to 60% in 2025-2026.

2025-30 Strategic Plan Implementation: Readiness for Progress Monitoring Foundational Literacy

As school staff transitions from monitoring the progress of the former 3rd Grade ELA SBA Goal to the new 2nd Grade Foundational Literacy Goal, what do staff need to know, be able to do, and have access to effectively progress monitor toward this new measure over time?

- Staff need ongoing professional development for foundational literacy development.
- Staff need ongoing support in data collection and tracking to monitor foundational literacy skills.
- Staff will also need time for collaboration, data analysis, and instructional planning.
- Staff will need ongoing instructional coaching.
- Strong tier 1 instructional materials available to staff.
- Continued intervention support available for students needing tier 2 and tier 3 services.

Action Plan

Evidence-based Practice 1:

Professional Learning Communities: Educators engage in regular PLC meetings and use the results of the SPS Curriculum-Embedded Assessments and other common assessments to plan units and lessons to help all learners meet and exceed standard, provide action-oriented feedback in response to assessments so that students can reflect on their learning and revise their work, and develop flexible grouping within Tier 1 instruction, where students receive targeted feedback and support based on their progress towards standard.

Implementation Activity:

All staff members participate in PLC teams and meet to review student work and data as a result of planned PLC work.

Process Data Measures:

- Walkthrough/Observational Data
- Teacher Observational Data
- School-based Survey (staff or students)

Timeframe for Reviewing Process Data Measures:

Monthly

Student Outcome Data Measures:

- MAP
- DIBELS
- Curriculum-Embedded Assessments (CEAs)
- Elementary Progress Report (EPR)
- Smarter Balanced Assessment (SBA)

Timeframe for Reviewing Student Outcome Data Measures:

Middle of Year

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

MTSS team

Highly Capable Services

- **Grade Level Acceleration:** Students receive accelerated learning opportunities in both math and Language Arts. In math students are enrolled in math courses two grade levels above their assigned grades. In Language Arts, students are enrolled in one grade level beyond their assigned grade. All other content is delivered at grade level with appropriate extensions designed by grade level teams and classroom teachers to meet the needs of students.
- **Universal Design for Learning:** Educators provide multiple means of representation, flexible grouping, and choice-based learning to support learner access to grade level and above grade level learning.
- **Social Emotional Learning:** SEL programming is tailored to supporting the needs of Highly Capable Learners. Learning may include strategies that nurture self-awareness, empathy, and resilience. Instruction may include opportunities to explore identity, manage perfectionism, and develop collaboration skills.

Expanded Learning

Invest in Youth tutoring program for 3rd-5th grade students is continuing. 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.

Homework Policy

The purpose for assigning homework is to give students the opportunity to extend lessons, practice skills, engage in critical thinking and develop good work habits. Homework can also serve as one form of communication between the teacher and the family and gives families valuable insight into what students are learning at school. Our hope is to partner with our students and their families to make homework a valuable addition to their learning.

Student's Responsibilities:

- To understand all homework assignments by listening to directions, asking questions when something is unclear and reading directions
- To gather all materials necessary to complete assignments before leaving the classroom
- To complete all assignments to the best of his/her ability
- To return assignments on time

Family's Responsibilities:

- To provide a routine and an environment that is conducive to doing homework (i.e. a quiet and consistent place and time, necessary materials, etc.)
- To offer assistance to the child, but not do the actual homework
- To check that your child has done his/her work to the best of his/her ability
- To notify the teacher when the homework presents a problem
- To read school notices and respond in a timely manner. Regular backpack clean-ups can be useful in helping students to organize their materials
- To familiarize yourself with what is expected for completing homework successfully

Teacher's Responsibilities:

- To provide purposeful homework
- To provide clear directions
- To implement a system for routinely checking homework
- To communicate to the student and family what is expected for completing homework successfully
- To communicate with families when students are not consistently completing assignments

- To provide parents with curricular resources that are developed for various content areas

Recommended Time Allotments for Homework

At Thurgood Marshall Elementary, we recognize that the amount of time it takes each student to complete homework assignments will vary. On average, you can expect that your child will have about 10 minutes per night per grade in addition to nightly reading. Some teachers may assign a homework packet for the week so that your family can choose how much homework to complete each night. If your child works diligently for time appropriate to his/her grade (or the amount of time you feel is appropriate for your child) and cannot complete it, you may write a note to the teacher to let them know. If you find this is happening frequently, speak to the teacher about your child's experience.

Homework includes reading every night as we help each student develop the habit of being a lifelong reader. Our school expectation is that students will read for at least 30 minutes per night (Kindergarten and 1st Grade students may read for less time at the start of the year, as communicated by dependently as students get older. their teacher). This can be a combination of reading to an adult, having an adult read to the child, or reading addition to nightly reading, written assignments over the course of a week may include a balance of assignments in other content areas such as spelling, writing, math, social studies or science.

- Grade K – an average of 10-15 minutes per day, 4 days per week
- Grade 1 – an average of 15 minutes per day, 4 days per week
- Grade 2 - an average of 20 minutes per day, 4 days per week
- Grade 3 – an average of 30 minutes per day, 4 days per week
- Grade 4 – an average of 40 minutes per day, 4 days per week
- Grade 5 - an average of 50 minutes per day, 4 days per week

Differentiation

If your child completes their homework very quickly, thoroughly and neatly and you believe your child needs additional homework, consider extra reading time, writing in a Writers Notebook, or additional practice with math skills. You may want to be in touch with your child's teacher if you notice this on a regular basis. In addition, you may want to consider other types of activities that foster growth and responsibility such as:

- Family chores – setting the table, doing the dishes, caring for pets, writing shopping lists
- Activities outside of school such as sports teams, dancing, martial arts, musical instrument practice
- After school academic, science, arts, chess, etc. through Thurgood Marshall or another community organization
- Free/imaginative play time alone, with siblings or with friends
- Volunteering for a neighbor or community organization
- Reading/discussing current events with an adult at home

There are also resources on the Thurgood Marshall website that families can use to supplement assignments as needed, including links to websites for academic practice.

Students who qualify for Individualized Education Plans (IEPs) may also have homework that is customized for them. Your child's IEP Team can help determine what is appropriate for him/her.

We recognize that families may vary in their feelings about homework. Homework is assigned to help students practice skills that are taught during the day. This practice will increase a child's fluency and help them progress academically. In addition, gradually increasing homework demands over time helps prepare students for Middle School. Our school uses a standard-based grading system, so homework completion does not factor into their academic grades. If you have questions or concerns about homework, please speak to your child's teacher.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Goal:

In partnership with our Building Leadership Team, Black Family Advocacy Support Group and Friends of Thurgood Marshall Elementary, we will increase community involvement in our school in the following ways:

- 90% of families will return the Community Eligibility Provision Survey.
- 90% of families will attend a Fall Conference with their child's teacher
- 90% of families will attend at least one family event including events such as: Academic Parent Teacher Team Meetings, Community Night, National African American Parent Involvement Day Breakfast, Assemblies, Principal Parent Coffees, Backyard Reading Party, Summer Library Sessions, FTME General Meetings, FTME Community events.

2025-26 Goal:

In partnership with our Building Leadership Team and Friends of Thurgood Marshall Elementary, we will audit our school cultural celebrations and create and implement a plan to better reflect the diversity of our community by June 2026.

Action Plan

Evidence-based Practice 1:

Two-Way Communication: Effective two-way communication between families and schools to regularly seek and share information about students' achievements and learning needs, school policies, practices, and community initiatives.

Implementation Activity:

All staff using Talking Points to communicate to families about student learning as well as general school announcements.

Process Data Measures:

Talking Points Usage Data

Timeframe for Reviewing Process Data Measures:

Monthly

Student Outcome Data Measures:

Student Attendance

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

MTSS

2025-26 Budget Allocations to Support Continuous Improvement

The following table describes how the school allocates specific funds to support and improve student learning.

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Fund Program: Basic Education

Intent and Purpose: Seattle Schools is committed to using our Basic Education funding to provide all students with instruction aligned to grade level specific state standards that includes differentiation and enrichment. The intent and purpose of Basic Education dollars includes but are not limited to:

- Standards-aligned instruction to all students.
- Supervision of instruction
- Non-teaching staffing to provide support to students and families.
- Instructional materials for all students.
- Guidance counseling and social work supports to all students.

Fund Program: Title 1

Intent and Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.

Dollar Amount: \$134,309

Activities Implemented to Meet Intent and Purpose:

- Targeted reading intervention.
- Increase parental partnership.
- Purchase of research-based instruction materials.

Fund Program: Multilingual Learners (Title III)

Intent and Purpose: Title III funds support the district's language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.

Dollar Amount: \$197,666

Activities Implemented to Meet Intent and Purpose:

- All communication to families is provided in requested languages.
- Push-in small group language support.

Fund Program: Learning Assistance Program (LAP)

Intent and Purpose: The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements.

Dollar Amount: \$65,985

Activities Implemented to Meet Intent and Purpose:

- Tier 2 reading support for identified students needing additional support.
- Purchase of research-based instruction materials.

Fund: Levy Funds

Intent and Purpose: Local levy revenue may be combined in schoolwide programs.

Dollar Amount: TBD

Activities Implemented to Meet Intent and Purpose:

- Tier 2 and 3 reading support.
- Providing behavioral support based in culturally appropriate and restorative practices.

Fund Program: Friends of T. Marshall

Dollar Amount: TBD

Activities Implemented to Meet Intent and Purpose:

- After school programming through YMCA.
- After school enrichment clubs through Friends of Thurgood Marshall Elementary.