



Continuous School Improvement Plan (C-SIP)
Thurgood Marshall Elementary School
2016 - 2018
Principal: Katie May

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School Overview

Introduction

The Continuous School Improvement Plan, CSIP, is a document that contains our building and District's plan of action for the current school year. More specifically, it identifies the areas our school plans to focus on in the coming school year, the performance goals we want our students to achieve, and how we are going to collaboratively meet these goals. All of our school's goals and efforts have been synthesized into one easy-to-read document that covers all of the different areas on which schools are required to report.

The Thurgood Marshall BLT reviewed and approved the 2017-18 CSIP on May 9, 2017.

Mission and Vision

Mission:

To foster a united, diverse community achieving individualized excellence for all at Thurgood Marshall Elementary.

Vision:

We are a community. We believe that every child deserves an educational environment that celebrates diversity, compassion, and global citizenship. We cultivate well-rounded lifelong learners who are confident intellectual risk-takers.

Terminology

Throughout this document a number of acronyms and terms are used that may seem unclear. The following lexicon may be helpful:

ALO (or HC -highly capable): Advanced Learning Opportunities. Building based program that serves students with a designation of advanced learners.

BLT: Building Leadership Team. A school's advisory, decision-making group that has specialist, grade level, administration and parent representation. The BLT meets monthly and approves the school budget and CSIP. It also, determines an additional year-long leadership team focus. This year our focus concerns communication between the school and families as well as building climate.

Career Ladder Teachers. Teachers that serve to support their colleagues within a leadership capacity. They help design and lead professional development opportunities at the school.

ELL: English Language Learners. Students who have been identified as needing additional support learning English.

IEP: Individualized Education Plan. An IEP is a written statement for a child with a disability that is developed, reviewed, and revised in a meeting in keeping with certain requirements of law and regulations.

MTSS: Multi-Tiered System of Support. Building directed supports for students identified as needing additional learning opportunities beyond basic classroom instruction to meet standards.

PD: Professional Development. Instruction and learning activities for teachers to improve or broaden instructional practice.

PLC: Professional Learning Community. A team of educators that collaborate for instruction determining essential standards, creating and administering ongoing assessments of student understanding, reviewing data, and providing supports and extensions for students needing them.

RULER- Recognizing Understanding Labeling Expressing Regulating: a social-emotional literacy curriculum developed by Yale University's Center for Emotional Intelligence. Early Learning spearheaded the adoption of this curriculum, which is now in use at 50 Seattle Public Schools elementary and middle schools.

SMART Goal. Specific, Measurable, Attainable, Realistic and Timely

SIT: Student Intervention Team. A team of parents, teachers, specialists and our psychologist that meet to consider whether an identified student may require extra support or be considered for evaluation to determine special education qualification.

STEM: Science, Technology, Engineering, and Mathematics

School-Wide Programs/Multi-Tiered System of Support

Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.

- A group of General Education students in 3rd-5th grade who are on grade level in reading are not passing the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).
- A group of students in each class who met Teachers College end of year standards scored level 1 or 2 on the SBA.
- The specific problem to be addressed is ensuring that student ability to write about their understanding is congruent with their comprehension ability. 80% of students who are on grade level in reading at the end of the year as measured by Teachers College will score a 3 or better on the SBA in ELA by June 2018.
- Because many of the students who are scoring poorly on the SBA are on grade level according to Teachers College, this seems like an area where we can move them in a positive direction. Helping students learn to write well is also supporting them in thinking well and this will help them in other subjects, too.

We will use research-based strategies that help targeted students.

- 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 with our primary and intermediate intervention specialists, ELL support, and work with literacy tutors. We also address the social-emotional needs of all of our learners through the RULER program and Positive Discipline, teaching all students self-regulation and problem-solving skills.
- Advanced Learners: 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. Thurgood Marshall provides services for students who qualify for the Highly Capable program. These students receive instruction at their level throughout the day.
- Special Education: 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 T. Marshall include Resource, Focus and Distinct Programs.
- English Language Development students will be served by our ELL teacher and instructional assistants, with small group instruction to develop their language skills and push-in supports in their general education classroom. Students who qualify for our Developmental Preschool, Focus or Distinct special education programs receive skill development in adaptive and life skills.
- 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.
- We will progress monitor student learning through regular formative assessment, including Core Phonics Assessment, TC (Teachers College) Running Records Reading Assessment, TC Reading Performance Tasks, TC on-demand writing assessments, math fluency assessments, curriculum-based math assessments, exit tickets and homework checks.
- 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.

- 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 access.
- Each grade level has 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 a blended social studies program to blend all of our students, ensuring that they all have access to the same rigorous instruction. This curriculum block 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.

Our school offers professional development that is high quality and ongoing.

- Our professional development plan is multi-faceted and job-embedded. Each year, we review areas of strength and need for our staff based on student data, discipline data, administrative observations, family feedback and teacher self-report. This needs assessments helps us to determine areas of focus for professional development. Teachers and BLT members give input to create a final plan. Our plan is updated and refined based on results of student data throughout the year, making corrections to our focus as needed. Professional development is delivered in a number of ways:
 - Members of the Instructional Leadership Team meet monthly to plan PD for staff meetings and early release days.
 - All teachers participate in Learning Labs, taking turns observing in each others' classrooms and giving feedback following a structured protocol designed to improve instruction.
 - Career Ladder Teachers offer support through additional workshops, co-observations, and coaching.
 - Teachers meet weekly with their Professional Learning Community, to plan, design and review results of student assessments, and plan intervention and enrichment strategies.
 - Each new staff member is paired with a mentor who can answer questions and offer guidance. Regular meetings with each cohort of new teachers are scheduled at key points in the year to provide training in a variety of areas.
 - Each new staff member is offered training in Positive Discipline and an ongoing contract with Sound Discipline supports our work throughout the year.

All staff are trained in district-wide initiatives such as RULER, race and equity work, and trauma-informed best practice. Culturally responsive teaching practices in an area to be addressed this year.

Our school will increase parent/family engagement.

- We see family engagement as an area to continue to be improved. We had only a 25% return rate for our annual parent climate survey, with primarily representation from white upper income families. Our survey had positive results overall. One notable area for improvement: "School has successfully overcome cultural barriers between staff and families," which received only 46% positive responses.
- Homework Policy: Thurgood Marshall's homework policy was created with input from teachers, parents and our Building Leadership Team. We believe that students should read every day and have ten minutes of homework per grade level per night to practice skills, to communicate to parents what academic skills are being covered, and to develop responsible work habits.
- Parents are surveyed for their opinions on various topics and this information can be used to implement programs, develop policies, etc. Examples of this are surveying parents regarding their beliefs about homework and surveys related to our blended Social Studies implementation.
- Families are involved with our school in a multitude of ways including through our PTA, monthly parent coffees held by our administrators, a variety of evening events for families, grade level potlucks and picnics, student performances, and many parent volunteer opportunities.

Communication with families happens through our weekly *Pup Press* newsletter, our school website and PTA website (tmlink.org), school and family facebook pages to communicate regular updates, community events and parent resources, classroom newsletters and websites, staff calls and emails to parents, including calls from interpreters, and use of the School Messenger system for important announcements.

Our staff is involved in decision-making.

- Staff give input regarding the school improvement plan through our Building Leadership Team process. In addition, we spend time during Learning Improvement Days to review student data and set goals for improving learning outcomes for students.

- Our decision-making matrix gives all staff authority to make decisions regarding our budget and discipline policy, and impacted staff have decision making over calendar events, non-mandated curriculum and grants. All staff have representation on our Building Leadership Team, which has decision-making authority over school climate, professional development, the CSIP, and the mission and vision of the school.
- Our Instructional Leadership Team gives input in planning and implementing professional development.
- Our Professional Learning Community (PLC) Leadership Team helps to guide the progress of our PLCs by meeting regularly to report out on the progress their team is making and needs of their team.

Our Data Team meets regularly to plan and implement strategies to improve school behavior, climate and discipline in response to our student data.

We will assist our students to meet standard.

- Teachers assess students at specified intervals throughout the school year in areas such as math, reading and writing, and Core Phonics. We also use the results of our standardized testing to set school-wide goals for students learning. This data is reviewed by grade level teams, learning specialists and administration. Teachers engage in ongoing formative assessment.
- Students who are not making expected progress receive intervention in areas of needed support, as specified in our MTSS plan. Interventions may include small group instruction with a teacher, communication with parents about additional home support, tutoring, extra support with a volunteer, a double dose of instruction with an intervention specialist, ELL intervention, referrals to Team Read or Invest in Youth, or a referral for additional services such as special education support. Our Student Support Team collaborates to provide interventions for students.

Students in our HCC program are also provided intervention support in the form of small group instruction in their classroom and communication with parents about home supports.

Retain high quality, highly effective, and highly qualified staff.

- We support teachers by offering professional development and coaching to support their success in their job. New teachers are assigned STAR mentors and are encouraged to continue this relationship in their 2nd year. Additional trainings are supported, based on fund availability for teachers to attend Columbia Teachers College trainings in reading and writing instruction in New York. Teachers are offered many ways to make their voice heard in our school – through BLT and various other leadership teams and committee work, increasing their job-related efficacy. Professional Learning Communities and grade level teams provide guidance and support to new teachers.
- Teachers who demonstrate readiness and leadership are encouraged to take on leadership positions, such as Career Ladder Teachers, leading grade level PLCs or curriculum initiatives, and mentoring new teachers.
- Instructional Assistants participate in staff trainings, as well as job-specific trainings. They are encouraged to take part in district and other trainings to support their professional development.

We have a range of staff experience: 35% of staff have 10+ years of experience, 17% have taught between 5-9 years, 31% have taught for 3-4 years and 17% are in their first three years of teaching.

Staff assignments are based on area of skill and interest. Teachers/Staff who provide extra support to students have particular training and skill in these areas. Literacy tutors receive training in Sound Partners curriculum and receive close guidance from our Reading Specialist.

How do we support the transitions of new students and families into our school?

- Jump Start, a week-long introduction to kindergarten program, is offered to all incoming kindergarten students in August, prior to the start of the year. Teachers familiarize students with the building and classroom routines. Parents also benefit as they meet with the principal to become oriented to the school and kindergarten.
- Increasing our preschool outreach is an area of growth for us. We have surveyed parents to determine which preschools and daycares serve our students. Our goal is to offer information about kindergarten readiness skills, registration and Jump Start to them in a systematic way.
- We prepare our 5th graders to transition to middle school through guidance lessons which specifically address the middle school transition and offer strategies for middle school success. Guidance counselors from Washington MS meet with our 5th graders each year to talk to them about the transition and answer questions. We also host a Middle School Math Night each year for 5th grade parents, inviting staff from WMS math department and district math coordinator. We collaborate with WMS staff to encourage students who may need more middle school support to attend summer sessions offered at WMS.

- New students join our school at each grade at the start of the year and periodically throughout the year. Our school counselor helps to support students who are new to the school. Grade level potlucks, tours, a new family orientation and welcome calls from our PTA help to ease the transition of students and their families.

How do we support students identified as Highly capable?

Advanced Learners: 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. Thurgood Marshall provides services for students who qualify for the Highly Capable program. These students receive instruction at their level throughout the day.

Multi-Tiered System of Supports Budget

The following table describes how funds are allocated to support and improve student learning.

Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2017-2018	Combined	Learning Assistance Program (LAP)	41,943	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	3,323,633	Instruction for all students aligned to state standards.
2017-2018	Combined	Supplemental Funding	2,500	Additional support for students
2017-2018	Combined	Free & Reduced Lunch (FRL)	42,032	Funding to support MTSS supports at all schools.
2017-2018	Specific Use	Transitional Bilingual	113,359	Teachers/IA's, translations, extra time to support translations at family events, resources to support academic success of ELL students.
2017-2018	Specific Use	SPED	1,072,671	Teachers and IAs, IEP writing and extra time, services, and resources as specified in student IEP

Building Based Goals

We have chosen to focus on the following area(s) over the 2017-18 school year

Gap Closing Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>A group of students in each class who score on grade level for reading as measured by TC reading assessments are scoring a 1 or 2 on the Smarter Balanced ELA Assessment.</p>	<ul style="list-style-type: none"> • All or nearly all General Education 3rd, 4th and 5th grade students of color who are receiving ELL services and are on grade level in reading at the end of the school year as measured by TC running records, will score a 3 or better on the SBA in ELA by June 2018. • We will monitor student progress through SBA ELA interim assessments and teacher-created writing rubrics and TC end of unit non-fiction assessments. • Our ELL Teacher will provide training to Teachers about strategies for improving writing for English Language Learners. 	<p>3rd, 4th and 5th grade General Education Teachers, and ELL Teacher</p>	<p>June 2018</p>

Cluster of Teachers/ Grade Level Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>A number of students who read on grade level are not scoring at the proficient level on the Smarter Balanced ELA Assessment. We suspect they need more practice with more rigorous non-fiction texts and tasks, and with comparing and analyzing multiple texts.</p>	<p>By June 2018, all or nearly all of 3rd-5th grade students will make one year's growth in their ability to comprehend non-fiction texts as measured by TC performance tasks.</p> <ul style="list-style-type: none"> • Teachers will focus on Reading and Writing instruction aligned to CCSS. • Teachers will support students by increasing text rigor. <p>Teachers will support student growth through practice in developing claims based on multiple texts.</p>	<p>All 3rd-5th grade teachers</p>	<p>June 2018</p>

Whole School Goal

Problem of Student Learning	What will success look like? (SMART Goal¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
A number of students who read on grade level are not scoring at the proficient level on the Smarter Balanced ELA Assessment. We suspect they need more practice with more rigorous non-fiction texts and tasks, and with comparing and analyzing multiple texts.	<p>By June 2018, all or nearly all of our K-5 students will increase their structure scores in opinion and information writing by one grade level or more as measured by the TC Writing Pathways continuum.</p> <ul style="list-style-type: none"> • This goal will be monitored by using: exit tickets, writer's notebooks, Social Studies focus question responses, 2 minute think- 10 minute write, end of unit assessments in writing and social studies, and conferring to monitor progress. • Teachers will focus on Writing instruction aligned to CCSS. • Teachers will support students by increasing text rigor. • Teachers will support student growth through practice in developing claims based on multiple texts. 	All K-5 Classroom Teachers	June 2018

School Culture Goal

Problem of Student Learning	What will success look like? (SMART Goal¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
Only 37% of students who completed the student climate survey reported positively that they feel "Students in my school treat each other with respect."	<p>By June 2018, we will see a 15% increase in the number of 3rd-5th grade students who give a positive response to the statement: "Students in my school treat each other with respect" as measured by the District Student Climate Survey.</p> <ul style="list-style-type: none"> • We will monitor how 3rd-5th grade students are feeling about school based on Interim Climate Assessments and regular Focus Group Meetings. • We will focus efforts at improved school climate in areas that students note as problematic; I.e. on the bus. <p>Teachers will use class meetings as a format to discuss behavior that students identify as disrespectful.</p>	All Staff	June 2018