



SEATTLE
PUBLIC
SCHOOLS

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

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 3rd-5th grade Scholars students are not mastering grade level essential standards in math. Students are not confident in their math ability. Students are not independent learners in math, expressing anxiety and asking for teacher support before trying on their own. This is supported by student performance on the Math SBA assessment and teacher observations of student performance.
- The specific problem to be addressed is how we can support students in becoming more independent learners by giving them feedback to help support their growth and involve them more in their learning, so that they will be more willing to take on challenges and show more growth over the course of the year, helping to close the gap in performance between students of color and white students. Between September 2017 and May 2018, all or nearly all 3rd-5th grade Scholars will master the essential math standards for their grade level as measured by their end of year EnVision Math Assessment and end of unit tests.
- Students of color at our school are outperforming students in the same demographic at the district level, although not yet at the level we would like to see. Our school has focused on English Language Arts content for the past several years and we want to strengthen our work and student success in math.

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, reduced class size for students in split-grade classes, and support for students who struggle with reading, as reading ability impacts math communication. 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.
- 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 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.
- We will progress monitor student learning through regular formative assessment, including Core Phonics Assessment, Fountas and Pinnell 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 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 a blended social studies program to blend all of our students, ensuring that they all have access to the same rigorous instruction. This 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.

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.

- Family connection happen through parent conferences and ongoing phone calls and emails and meeting to discuss their child's progress. 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.
- Families are invited to writing celebrations multiple times per year. Families are always welcomed at out bi-monthly assemblies. We host annual events for families including: Thurgood Marshall Community Night, National African-American Parent Involvement Day, and special assemblies to celebrate Justice Thurgood Marshall and Dr. Martin Luther King, Jr.
- The principal hosts a coffee each month to address various topics of interest to parents. We have an active PTA that invite parents in for general meetings and special family events such as grade level potlucks and picnics, student performances, and many parent volunteer opportunities.
- Our Equity Action Teams are open to families, staff and the community as we look at how to institutionalize equity in our school. The school welcomes and joins new family groups such as the Bullpup Parents and the Black Family Advocacy Support Group.
- This year, we have also formed at Bullpup Dads group, to encourage fathers and other male figures to volunteer during the school day.
- 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.
- 34% of parents responded to the parent survey in 2016-17, up from 27% responding in 15-16.

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 MTSS/Data Team meets regularly to plan and implement strategies to improve academic performance, 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. 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.

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.
- Tours are offered at least four times per year, including one evening tour. 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:
The specific problem to be addressed is how we can support students in becoming more independent learners by giving them feedback to help support their growth and involve them more in their learning, so that they will be more willing to take on challenges and show more growth over the course of the year, helping to close the gap in performance between students of color and white students.	<ul style="list-style-type: none"> • Goal 1: Between September 2017 and May 2018, all or nearly all 3rd-5th grade Scholars will master the essential math standards for their grade level as measured by their end of year EnVision Math Assessment and end of unit tests. • We will monitor progress towards math essential standards through frequent formative assessment. • We will involve students in their learning by teaching them to set goals and track their own progress. • Teachers will meet in Professional Learning Communities to create common assessments, review student data and plan interventions together on a regular basis. 	All 3rd, 4th and 5th grade General Education Teachers, HCC Teachers in 1st-3rd grades, ELL Teacher, and Resource Room Teacher	June 2018

Whole School Goal

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
There is disproportionality in our discipline data, and students of color are more likely to receive a disciplinary consequence than white students.	<ul style="list-style-type: none"> • We will reduce discipline referrals by 80% for students of color who have received 3 or more referrals in the first month of school, by February 2018. • We will work to create a more responsive school environment by studying and implementing culturally responsive teaching strategies. 	All Staff	February 2018

Problem of Student Learning	What will success look like? (SMART Goal¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
	<ul style="list-style-type: none"> • We will connect each student with more than 3 discipline referrals in the first month of school with a school adult for regular connection and mentoring. • We will work with students' families to implement school and community-based supports. 		

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. • We will focus efforts at improved school climate in areas that students note as problematic; i.e. on the bus. • Teachers will use class meetings as a format to discuss behavior that students identify as disrespectful. 	All Staff	June 2018