



2024-25 CSIP Review and Updates

Thurgood Marshall Elementary School

Purpose

The **CSIP Review and Updates** is part of an annual Multi-Tiered Systems of Support (MTSS) process that makes visible school-based monitoring, adjusting, and updating of the 2023-2026 Continuous Improvement Plan (CSIP).

CSIPs are designed to be working documents, and all schools in Washington are required by WAC 180-16-220 to "include a continuous improvement process for monitoring, adjusting, and updating the plan."

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

School Data and Building Leadership Team Members

School Name: Thurgood Marshall Elementary School

Principal: Katie May

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Bridgette Carney (Primary Rep), Riley Paul (Intermediate Rep), Shari Howard-Powell (Scholars Rep), Alison Miller (Specialist Rep), Julie Riccio (Special Education Rep), Tana Leybold (SAEOP Rep), Drea Myers-Besheer (Classified Rep), Catherine Nagle (RET Rep), Donna Duarte (Levy Rep), Krista Reeves (ML Rep), Trinia Washington (Family Literacy Connector), Violeta Garcia (Scholars Parent Rep), Erin McGibbon Smith (AC Scholars Parent Rep)

[2023-26 CSIP Thurgood Marshall](#)

[Thurgood Marshall Elementary School Report](#)

[Thurgood Marshall Elementary School Climate Survey](#)

Summary of Risks and Desired Outcomes

Describe the priority practices, identified in the 2023-26 CSIP, that were implemented during the 2023-24 school year.

Priority Area: Learning Environments- In 2023-24, we implemented a daily block for SEL with common SEL materials and curriculum. We took a restorative approach to discipline, taught schoolwide expectations and implemented a positive schoolwide acknowledgement system. Staff learned strategies to interrupt hateful and biased speech, and students participated in conversations about hateful and biased speech and why this is unacceptable. Staff participated in monthly training on Universal Design for Learning strategies.

Priority Area: 3rd Grade English Language Arts - To support our early literacy goal, K-3 staff partnered with the Early Literacy Improvement Network. A daily intervention block ensured that all K-3 students received reading instruction at their level in small groups. Professional Learning Communities met monthly to review student data and to learn new instructional strategies to

strengthen their instruction. Culturally relevant materials and lessons were used to ensure that all students feel seen and included in their classrooms. Title 1 funds were used to maximize reading intervention staff and to provide professional development and time for teachers to collaborate with interventionists to meet student needs. Title 1 funds are also used to provide a full-time instructional assistant to our two kindergarten classes to support school readiness and academic engagement.

Priority Area: Family and Community Engagement – Communication with our families is a priority at TM. Families receive weekly communication from administration and teachers, in addition to emails, phone calls, texts, use of social media, and Talking Points messages to families. Our Family Literacy Connector also regularly reaches out to the families of our K-3 African American students. Families have a voice in school's policies and decision making through our BLT parent representatives, our Black Family Advocacy Support Group, our Friends of Thurgood Marshall Elementary parent group, surveys and family meetings. Our multilingual staff and use of interpretation services ensure we are hearing from families who are non-native English speakers. Families were polled after each APTT session for their ideas for improvement. The structure of the APTT sessions was changed last year to include students together with their families, based on parent feedback. Based on parent input, we change sessions from always being held on Thursdays, to varying the day of the week. Title 1 parent funds are used to support family engagement and teach strategies families can teach at home to support academic success. Additionally, TM worked with UW Doctoral student Mary Padden over the course of the 23-24 school year to gain insights into parent and staff opinions on our family engagement efforts.

What is at risk with the continued implementation of the 2023-26 CSIP and which student, family and staff groups are most vulnerable to those risks?

The continued implementation of the 2023-26 Continuous School Improvement Plan (CSIP) primarily focusing on K-3 literacy could inadvertently lead to fewer resources for 4th and 5th grade literacy development. This shift may result in a literacy gap for students in these grades, as they transition from learning to read to reading to learn. The emphasis on early literacy, while crucial, risks leaving older elementary students without adequate support to strengthen and advance their literacy skills, potentially impacting their overall academic performance.

Additionally, the CSIP's concentrated focus on African American student groups, though essential, highlights the need to broaden inclusivity to encompass other diverse groups such as Asian and newcomer multilingual students. These groups also face unique challenges and would benefit from targeted interventions and resources. Ignoring their needs could lead to disparities in educational outcomes, making them vulnerable to falling behind academically and socially.

Moreover, there are significant opportunities to further engage multilingual newcomer families. These families often encounter language barriers and may feel disconnected from the school community. By implementing more inclusive communication strategies, offering language support services, and creating culturally responsive programs, schools can foster stronger connections with these families. Enhancing their involvement in their children's education can lead to better student engagement and success.

In summary, while the 2023-26 CSIP's focus areas are vital, balancing resources to support 4th and 5th grade literacy, expanding the focus to other diverse groups, and actively engaging multilingual newcomer families will create a more equitable and comprehensive approach to continuous school improvement.

What are short-term and long-term desired outcomes for student, family, and staff groups?

Our long-term desired outcomes are for students, families and staff to feel a strong sense of belonging and investment in the mission of our school. For our students, that also includes active engagement in all that our school offers, particularly regarding academics. The positive outcomes

will be shown through strong student, staff and family climate scores, student attendance, and academic outcomes for students.

Our short-term desired outcomes are to be able to provide smaller group and individualized support for our students, with the belief that this will help students form stronger relationships with adults at school to support strong student climate and academics. For family and staff, we want these groups to see themselves reflected in our school and have the short-term goal of inviting them to help us identify the most important cultural celebrations our school should be recognizing to help everyone feel included.

Comprehensive Needs Assessment Summary

A comprehensive needs assessment is an annual process used to identify and prioritize the needs of students, families, and school staff. It involves collecting, disaggregating, and analyzing a variety of data by racial categories to expose possible underlying racial inequities, identify needs and understand underlying causes of needs. By determining who has benefited and unintended consequences of the CSIP implementation, school staff will be able to prioritize needs and develop action plans to accelerate growth for students most impacted by racist systems.

The following is a summary of the 2024 Comprehensive Needs Assessment completed by school staff.

Student Groups

Summary of the data illuminating progress toward the priority student academic goal and learning environments that are joyful, safe, and anti-racist:

Summary of Progress Toward Safe, Joyful and Anti-Racist Learning Environments
One-Year Goal (2023-24):

Objective: Increase the percentage of students feeling they belong in their classroom from 82% to 85% as measured by the Student Climate Survey.

Outcome:

- Overall: 84% of students answered favorably, just 1% short of the goal.
- Demographics:
 - Black and Asian students: 84%
 - Multiracial students: 90%
 - Hispanic students: 89%
 - White students: 79%
- Students with 504 Plans/Special Education:
 - 504 Plans: 69%
 - Special Education: 73%
- Grade Levels:
 - 3rd graders: 76%
 - 4th graders: 86%
 - 5th graders: 89%

Additional Data:

- The item "My classroom feels like a community" increased by 3 points from fall to spring.
- 95% of students responded positively to "My teacher believes I can do great things."

Three-Year Goal:

Objective: Increase the percentage of students feeling they belong in their classroom from 82% to 90% by Spring 2026.

Key Takeaways:

- There was significant progress toward the one-year goal, with an overall increase to 84%, just shy of the 85% target.

- Positive responses varied across different student demographics, with Multiracial and Hispanic students reporting the highest sense of belonging.
- Students in 3rd grade were less likely to feel they belong compared to 4th and 5th graders, indicating a potential area for targeted support.
- The school saw a notable increase in the sense of community within classrooms and high levels of teacher belief in student potential.

Summary of Student Strengths- Safe, Joyful and Anti-Racist Learning Environments

The data demonstrates strong student engagement and a positive classroom environment. Overall, 84% of students felt a sense of belonging, nearly reaching the 85% goal. Multiracial and Hispanic students reported the highest sense of belonging at 90% and 89%, respectively. Notably, 95% of students believe their teachers think they can achieve great things, reflecting high levels of student-teacher trust. The sense of community in classrooms also improved, with a 3-point increase from fall to spring. These strengths indicate a supportive and inclusive school culture that fosters student confidence and connection.

Summary of Progress Toward 3rd Grade English Language Arts Goal

One-Year Goal (2023-24):

Objective: Increase the percentage of 3rd grade MAP ELA students of color furthest from educational justice (SoCFFEJ) making expected growth from 62.9% to 70%.

Outcome: Spring 2024 MAP testing showed that 64.7% of SoCFFEJ students made expected growth.

- Progress: An increase from 62.9% to 64.7%, falling short of the 70% target but showing a positive trend.

Three-Year Goal:

Objective: Increase the percentage of SoCFFEJ meeting or exceeding standards on the ELA Smarter Balanced assessment from 59.5% to 70%.

Outcome (This Year): 50% of SoCFFEJ students met or exceeded the standard.

- Progress: A decrease of 9.5% from the initial 59.5%, but this rate still exceeds district pass rates for this group by 7.3%.

Key Takeaways:

- There was progress in the percentage of students making expected growth, though the one-year goal was not fully met.
- There was a decline in the percentage of students meeting or exceeding standards on the Smarter Balanced assessment, indicating a need for targeted interventions to address this drop and get back on track towards the three-year goal.
- Analysis of attendance data shows that absences are likely having an impact on progress towards this goal. In 2023-24, Black students were absent at 3x the rate of White, Hispanic and Multiracial students, and 7x the rate of Asian students. This is an increase from the 2022-23 school year, when Black and Multiracial students were absent at about the same rate as White students and under 2x the rate of Asian and Hispanic students. This indicates a need for continued attendance interventions, with a priority on interventions for Black students.

Summary of Student Strengths - 3rd Grade English Language Arts Goal

The data highlights several strengths among 3rd grade MAP ELA students of color furthest from educational justice (SoCFFEJ). Notably, 64.7% of these students made expected growth, showing a positive trend from the previous year's 62.9%. Additionally, despite a decline in meeting or exceeding standards on the ELA Smarter Balanced assessment, 50% of SoCFFEJ students still outperformed the district pass rates for this group by 7.3%. These results underscore their resilience and potential, reflecting the effectiveness of current educational strategies and the students' ability to achieve growth even when facing educational disparities.

Identify and prioritize student needs supported by data:

1. Increase Growth for SoCFFEJ Students

- Data Insight: 64.7% of SoCFFEJ students made expected growth, short of the 70% target.
- Priority Level: High
- Action: Implement targeted academic intervention plan for grades 3rd-5th, personalized learning plans, and support programs to help more students achieve expected growth.

2. Address Decline in ELA Smarter Balanced Assessment Scores

- Data Insight: Only 50% of SoCFFEJ students met or exceeded standards, down from 59.5%.
- Priority Level: High
- Action: Analyze the factors contributing to this decline and provide additional academic support, curriculum enhancements, and family engagement to improve performance.

3. Improve Attendance Rates Among Black Students

- Data Insight: Black students were absent at three times the rate of White, Hispanic, and Multiracial students, and seven times the rate of Asian students, impacting progress.
- Priority Level: High
- Action: Implement comprehensive attendance interventions, including community and family outreach, mentoring programs such as Team Read and Invest in Youth, and support services to address barriers to attendance. Families will receive regular communication with absent and tardies when this reaches a certain threshold. Each communication will offer school supports to help improve attendance.

4. Maintain Performance Above District Pass Rates

- Data Insight: SoCFFEJ students still exceed district pass rates by 7.3% despite the overall decline.
- Priority Level: Medium
- Action: Continue effective educational strategies and programs that have contributed to this success, ensuring consistency and scalability.

5. Support Students in Transitioning to Higher Grades

- Data Insight: Sustained support is crucial as students advance in grades to maintain and build upon academic gains.
- Priority Level: Medium
- Action: Create transition programs and continuous support structures for SoCFFEJ students, focusing on their academic and social-emotional needs as they move to higher grades, build adult capacity to support students through Intervention Support for 3rd-5th grade teachers (funded by Title 1).

6. Address Increasing Absence Rates Among Multiracial Students

- Data Insight: Multiracial students' absence rates have increased, now comparable to those of White students and previously under 2x the rate of Asian and Hispanic students.
- Priority Level: Medium
- Action: Implement specific attendance interventions and support programs for Multiracial students, similar to those planned for Black students, to address and reduce their absence rates.

Conclusion:

The most pressing needs are to increase growth for SoCFFEJ students, address the decline in ELA Smarter Balanced assessment scores, and improve attendance rates among Black students. Addressing these areas with targeted interventions and support will be crucial in achieving the students' academic goals and overall success.

Identified Student Needs and Prioritization - Safe, Joyful and Anti-Racist Learning Environments

1. Increase Sense of Belonging Among 3rd Graders

- Data Insight: Only 76% of 3rd graders reported feeling they belong in their classroom, the lowest among all grade levels.
- Priority Level: High

- Action: Implement targeted interventions and programs to boost belonging for 3rd graders, such as classroom community-building activities, teacher training on inclusive practices, and step-up programs from 2nd grade to 3rd grade. Create a specific fun annual event for each grade level so that students have something to look forward to (Like 5th grade camp, and 2nd grade Discover Dance residency).
2. Support for Students with 504 Plans and Special Education Needs
 - Data Insight: Students with 504 plans and those in special education had lower favorable responses (69% and 73% respectively) compared to the overall student population.
 - Priority Level: High
 - Action: Provide additional resources and support for these students, including individualized attention, specialized programs, and staff development focused on inclusivity and differentiated instruction.
 3. Maintain and Enhance Support for Black and Asian Students
 - Data Insight: 84% of Black and Asian students felt they belong, which aligns with the overall average but leaves room for improvement.
 - Priority Level: Medium
 - Action: Continue and expand successful programs that support these groups, ensuring that their needs are consistently met, and their sense of belonging continues to improve.
 4. Conclusion

Addressing the needs of 3rd graders and students with 504 plans and special education needs are the highest priorities, given their lower sense of belonging. Ensuring targeted support and resources for these groups will be crucial in achieving the overall goal of increasing the sense of belonging across the school.

Summary of possible root causes of the priority student need:

Possible root causes that are most important for us to address in the coming year:

- Improving attendance rates among Black students
- Adding structures for increased small group support for 3rd-5th grade Scholars classes
- Focus groups with students who qualify for Special Education or 504 Plans to learn more about why they may not be experiencing school as positively as other students
- Our schools' focus has been strongly on our Black students, possibly to the exclusion of other student groups. This may lead to other students feeling disenfranchised. We will maintain our support for Black students while also doing more to recognize other cultural groups.

School Staff

Summary of the data illuminating that staff are improving their culturally responsive professional practices:

The data indicates significant improvement in staff members' culturally responsive professional practices. According to the latest staff survey results from Spring 2024, 89% of respondents favorably rated the category of Culturally Responsive & Anti-Racist Work Environment, an increase from 83% in Fall 2022. This score is notably higher than the Seattle Public Schools average of 78%. Additionally, 95% of staff responded favorably to the statement, "Staff in this school are productively taking action to address issues of racial equity in the school," reflecting a 5-percentage point increase from Fall 2023.

These improvements can be attributed to targeted professional development initiatives, such as workshops conducted by RET and DREA. These sessions provided staff with a deeper understanding of the impact of harmful speech and equipped them with effective strategies to interrupt it. The workshops also emphasized the importance of uplifting and affirming Black students and families through affirmations and validations. The positive shifts in survey responses underscore the effectiveness of these professional development efforts in fostering a more inclusive and equitable school environment.

Summary of data proving professional learning is effective in supporting student outcomes:

The data demonstrates that professional learning initiatives are effectively supporting student outcomes. According to the latest student survey results, 87% of students responded favorably to the statement, "If someone is treated unfairly because of their culture or background, adults here take action," closely aligning with the Seattle Public Schools district average of 88%. This favorable response rate highlights the positive impact of professional learning on student perceptions and experiences.

To support these outcomes, school staff engaged in partnerships with families to address and mitigate instances of racist speech both school-wide and within classrooms. These efforts included educating students about the importance of reporting harmful speech to adults and providing them with the necessary support to do so. The proactive involvement of staff and families in tackling these issues has contributed to creating a more responsive and supportive environment for students.

The comparison of baseline and recent data underscores the effectiveness of these professional learning initiatives. By equipping staff with the skills and knowledge to address issues of cultural responsiveness and racial equity, the school has fostered a safer and more inclusive environment, as reflected in the high percentage of favorable student responses. These efforts demonstrate the critical role of professional development in enhancing student outcomes and ensuring a supportive educational experience.

Professional learning that needs to be strengthened or is no longer being implemented due to minimal impact on student outcomes:

Thurgood Marshall will participate in Seattle Public School's Green Day Racial Equity Series Pilot to strengthen its efforts. The Green Day Racial Equity Series Pilot offers comprehensive support, including paid facilitator training for two school-based facilitators in August, with a school leader also attending to ensure alignment and support. Ongoing technical support, office hours, and connections with other facilitators will be provided to assist with the facilitation and implementation of the content.

The series includes four fully developed Green Day professional development sessions over two years. In the first year, the focus will be on "Adult SEL/Reflective Practitioner" and "Strong Relationships with Students," both approached from a racial equity perspective. The second year will address "Classroom Environments" and "Instruction," again through a racial equity lens.

Additional resources include a library of extension activities for deeper exploration of each topic, additional resources and assessment tools for continuous growth and application and exit tickets and feedback forms for ongoing assessment. Feedback from the school team will be solicited to refine and improve the series.

By participating in this pilot, Thurgood Marshall aims to enhance the effectiveness of its professional learning initiatives, ensuring they have a meaningful impact on student outcomes and contribute to a more equitable and inclusive school environment.

Support Systems

Summary of data proving that sharing power and responsibility with families and developing two-way communication is centering families' voices are various levels:

- Our Black Family Advocacy Support Group worked together with our Family Literacy Connector to plan three school events: National African American Parent Involvement Day, Multicultural Night and the Backyard Reading Party.
- UW Doctoral Student Mary Padden surveyed focus groups of Administrators, Parents and Staff about family engagement and presented findings to parents and to staff.
- Parents were represented on our Building Leadership Team by 3 representatives – one for families with students in our special education programs, one for Scholars families and one for AC Scholars, allowing all family groups in our school to have a voice.

- Admin and Friends of TM Leadership collaborated to survey families about their budget priorities for school and FTME budget expenditures.
- Family voice and participation was encouraged through regular FTME meetings and events.
- Principal coffees were held 8 times during the school year, giving parents the opportunity to ask questions, share ideas, and learn about school initiatives.
- Parents participated in Academic Parent Teacher Team Meetings four times during the school year. Each time, they were surveyed on their feelings about the event and ideas for improvement.
- Families and school staff co-planned an assembly to celebrate Asian American and Pacific Islander Month, in response to student climate data.

Provide an example of school staff and one partnership/community-based organization assuring continuity of supports for students and how the supports will be strengthened:

In 2023-24, TM Fifth Grade teachers collaborated with CBO Speak with Purpose for the second year, supporting Learning Environments that are Joyful, Safe and Anti-Racist. During the “Speak the Truth” sessions, scholars gain the self-confidence necessary to discover and explore their voices and transform them into original speeches. Two events celebrate student writing and speaking – the first is focused on student identity, and the second is a student “Passion Piece,” where students can share about an issue of importance to them. At the Fifth-Grade level, Speak With Purpose (SWP) lessons are integrated with social studies instruction. These lessons support identity development, research skills, along with the English Language Arts Skills of reading, writing, listening and speaking. Student (and teacher and family) response to this program has been enthusiastic. As students share who they are and what they are passionate about in a safe learning environment, we are supporting learning environments that are joyful and anti-racist.

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

Measures and Targets

2023-26 Three-year 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.

2024-25 One-Year 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 2025.

Action Plan

The following action plan highlights one evidence-based practice (strategy, activity, or student support) that will be implemented during the **2024-25 school year** in support of the CSIP Goals in this priority area.

Evidence-based Practice 1:

Tier 1 Restorative Practices: Educators will implement a restorative and relational culture across the school community.

Student Outcome Data Measures:

SPS Climate Survey (staff or students)

Timeframe for Reviewing Student Outcome Data Measures:

3 times per year

Process Data Measures:

School-based Survey (staff or students)

Timeframe for Reviewing Process Data Measures:

Beginning and middle of year

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

School Counselor, PBIS team, Admin Team, Head Teacher

Additional context about your school's implementation of chosen evidence-based practice (optional):

3rd-5th grade students will be surveyed 2x per year about their connection to adults at school, with the goal of ensuring every adult feels a connection to at least 2 adults.

Priority Area: Classroom Instruction and Academic Success**Measures and Targets****2023-26 Three-year 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.

2024-25 One-Year Goal:

From Spring 2024 to Spring 2025, Thurgood Marshall Elementary will increase 3rd grade DIBELS composite scores from 62% at or above grade level to 65% at or above grade level.

Action Plan

The following action plan highlights one evidence-based practice (strategy, activity, or student support) that will be implemented during the **2024-25 school year** in support of the CSIP Goals in this priority area.

Evidence-based Practice 1:

High Quality Tier Instruction: Educators will implement adopted instructional resources to serve all students, including students with IEPs, multilingual learners, and advanced learners.

Student Outcome Data Measures:

DIBELS

Timeframe for Reviewing Student Outcome Data Measures:

Beginning, Middle and End of year

Process Data Measures:

Walk-through/Observational Data

Timeframe for Reviewing Process Data Measures:

Beginning, Middle and End of year

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

Admin Team, 2nd and 3rd Grade teachers, Literacy Coach

Additional context about your school's implementation of chosen evidence-based practice (optional):

Our school will work with the Early Literacy Improvement Network on this goal, with a focus on Text Dependent Questioning and Writing About Reading.

Advanced Learning and Highly Capable Services:

Advanced Learners: Our belief is that all students should be challenged at their level. All of our students engage in educational experiences that are rooted in mastery of the Common Core Standards and push students' foundational skills, conceptual skills, and communication skills. Students who are identified as needing more challenging content, as determined by assessment data and classroom observations will be provided instruction at their level in reading and math, through flexible groupings.

Thurgood Marshall provides services for students who qualify for the Highly Capable program, known as "Accelerated Curriculum Scholars." These students receive instruction at their level throughout the day. Students in the AC Scholars program receive instruction at two grade levels above their actual grade in math and one grade level above in reading and writing.

- Global Reading Challenge offered to all 4th and 5th grade students interested in additional reading challenge.
- Additional enrichment and challenge is offered through after school programs such as Chess, STEM activities and foreign languages. Scholarships are available for any family requesting this assistance.

Expanded Learning

Our students have access to extended day learning opportunities through our Team Read Tutoring 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.

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 the amount of time appropriate to his/her grade (or the amount of time you feel is appropriate for your child) and is not able to 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 are noticing 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 Three-year 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.

2024-25 One-Year 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 2025.

Action Plan

The following action plan highlights one evidence-based practice (strategy, activity, or student support) that will be implemented during the **2024-25 school year** in support of the CSIP Goals in this priority area.

Evidence-based Practice 1:

Shared Decision making: Provide opportunities for families to play meaningful roles in the school decision-making processes through parent-representative bodies, committees, and other forums.

Outcome Data Measures:

Student Attendance

Timeframe for Reviewing Outcome Data Measures:

Beginning, Middle and End of Year

Process Data Measures:

Participation/Attendance (e.g., Events, Membership)

Timeframe for Reviewing Process Data Measures:

Beginning, Middle and End of Year

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

Academic Parent Teacher Leadership Team, Building Leadership Team and Friends of Thurgood Marshall Elementary Parent Group

2024-25 Budget Allocations to Support Continuous Improvement

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

Basic Education

- **Intent and Purpose:** To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.
- **Dollar Amount:** \$4,456,117
- **Activities Implemented to Meet Intent and Purpose:**
 - Our discretionary funds are used to fund additional reading intervention staffing that Title 1 and LAP dollars do not fully cover.
 - They fund our four literacy tutors, who work 1:1 with students who need extra practice and support with literacy skills.
 - This money also funds supplies and our Summer Library Program, which also support the development of reading skills.

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:** \$145,824
- **Activities Implemented to Meet Intent and Purpose:**
 - Our Title 1 Instruction allocation funds part of our reading intervention salary.
 - We are dependent upon these funds to provide reading intervention support to students reading below grade level.
 - Title 1 family engagement funds help to fund our family engagement efforts, such as Academic Parent Teacher Team Meetings and our Backyard Reading Party.
 - Title 1 Professional Development funds provided funding for PD opportunities for teachers to collaborate and to learn new strategies to support the needs of students who are below grade level in reading and math.

Multilingual Learners (Title III)

- **Intent and Purpose:** Title III funds are designed to support the district language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.
- **Dollar Amount:** \$224,292

- **Activities Implemented to Meet Intent and Purpose:** Funds in this budget are used for the costs of translation, interpretation, and bilingual textual materials for our multilingual students.

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:** \$66,856
- **Activities Implemented to Meet Intent and Purpose:**
 - Our LAP allocation funds part of our reading intervention salary.
 - We are dependent upon these funds to provide reading intervention support to students reading below grade level.

Levy Funds

- **Intent and Purpose:** Seattle's Families, Education, Preschool, and Promise Levy funds proven strategies to help children in grades K-12 succeed. The levy targets high-risk students to keep them from dropping out.
- **Dollar Amount:** \$363,333
- **Activities Implemented to Meet Intent and Purpose:**
 - **Levy coordinator (.5 FTE):** Coordinates delivery of levy services, prepares monthly reports, monitors levy programs, and oversees family engagement strategies.
 - **Math Specialist (.5 FTE):** Provides math intervention for levy focus students, collects and analyzes data to monitor progress, and provides professional development to teachers.
 - **Head Teacher (.5 FTE):** Oversees school discipline and restorative justice practices, provides mentoring support to teachers, supports students at recess, and ensures that structures are in place to help students be successful.
 - **Reading Intervention (.5 FTE):** Provides reading intervention for levy focus students, collects and analyzes data to monitor progress.
 - **Hourly Tutor:** The levy provides the equivalent of about 1/3 the annual cost for one reading tutor.

Friends of Thurgood Marshall Elementary Grant

- **Intent and Purpose:** Additional funding provided by our FTME to increase our librarian FTE from .5 to .7, to allow students greater access to librarian services.
- **Dollar Amount:** \$35,910
- **Activities Implemented to Meet Intent and Purpose:**
 - The extra time allotted to our librarian allows students in intensive special education classes to receive librarian instruction weekly, and all other classes to receive instruction biweekly, in addition to librarian check-out times.
 - Lessons are tied in with the overall school theme (such as empathy) and also focus on digital citizenship, digital safety, and research skills.