



2023-26 Continuous School Improvement Plan (C-SIP)

Broadview-Thomson PreK-8 School

Purpose

The Continuous School Improvement Plan (C-SIP) is a product of collaborative inquiry around a comprehensive needs assessment led by school leaders and school staff in collaboration with district staff. The C-SIP provides an overview of district and school priority areas, student outcome goals, measures, strategies, activities and connected resource allocations.

School Data and Building Leadership Team Members and Partners

Current School Year: 2023-24

School Name: Broadview-Thomson PreK-8 School

Principal: Tipton Blish

Members of the Building Leadership Team and Parent/Guardian Partners: Patsy Burgess, Jackie Chang, Heather Cowan, Melissa Marquez, Brandon Lee, Britnee Blake, Edwina Washington, Anna Eifert, John Urdal, Olivia Bloomquist, Julie Shin, and Rachel Alberstein

Community Partners (Community Based Organizations): Seattle Parks and Recreation, FamilyWorks, Team Read, Right Now Needs Funds, Amazon, Ballard Food Bank, Big Brothers/Big Sisters, Roots of Empathy, Pacific Northwest Ballet, Project Lead the Way, Consejo, Sound, Taproot Theatre, Bureau of Fearless Ideas, Salmon Education Alliance, Compass Housing, Boys and Girls Club, Seattle Arts and Lectures – WITS



[Broadview-Thomson K-8 School Report](#)

[Broadview-Thomson K-8 School Climate Survey](#)

School Overview

Broadview-Thomson serves a community of students and families that is rich in economic, racial, religious and ethnic diversity. Two-thirds of our students are furthest from economic justice. About 60% of our students qualify for free or reduced-price meals.

The school serves the Northwest corner of Seattle including the Broadview neighborhood and Linden/Aurora corridor. Broadview-Thomson is a community hub for many families who are able to access support and services beyond the education of their children.

Seattle Excellence – Culture of Equity and Educational Justice

When we focus on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and work to undo the legacies of racism in our educational system, then we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

[2019-24 SPS Strategic Plan](#)

Student Outcomes Focused Governance

The district has established Goals and Guardrails aligned to Seattle Excellence that provide a framework for Student Outcomes Focused Governance.

[Student Outcomes Focused Governance](#)

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

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing and cultivating the gifts and strengths of every student and ensuring that we become culturally responsive and anti-racist practitioners. Students deserve learning environments that are welcoming, joyful and safe. *

*[African American Male Achievement 2021 Community Engagement Report](#)

Learning Environments Measures and Targets

Three-year Goal:

By 2026, Student Climate Survey will increase from 69% to 90% in "College and Career Readiness".

The Climate Survey will ask students

1. if they're getting helpful information at the school about career paths, internships, and job programs,
2. if the teachers at the school have helped develop the skills and knowledge to be successful in life after graduation
3. if students are getting helpful information about applying to colleges and financial aid.

One-year Goal:

By June 2024, we will retain 100% of the elementary students to middle school, by offering college and career readiness and preparation programs and courses, such as AVID, arts, and foreign language.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the focus Learning Environments Goal.

Guardrail 5. The Superintendent will not allow any district department, school building, or classrooms to not provide welcoming environments.

Evidence of alignment to student outcome focused governance:

Yes, this aligns with SPS vision of cultivating the gifts and strengths of every student, removing barriers and implicit biases that hinder students' self-actualization, fostering learning environments where students transcend racial stereotypes and thrive.

We accomplish this work by building dynamic and meaningful relationships with our students, taking the stance of a warm demander – high demand with deep care. Through these relationships we accomplish the work of moving students from dependent to independent and interdependent learners, focusing our work around building students' intellectual capacity.

Racism in our society exerts a downward force on the experiences and achievement of students of color that must be met with active countermeasures. In order to ensure that race is not a predictor of success and to reach our goal of racial equity, we need to become culturally responsive and actively anti-racist practitioners. This means we engage in our own racial identity work, explore and interrupt our implicit biases, build our understanding of the dimensions of identity, strengthen our knowledge of how culture operates in our classrooms, and build actively anti-racist practices.

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

Learning Environments Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Learning Environments Goal:

The school will provide PD to staff regarding college readiness strategies that can be implemented to students. They will increase the programs offered at Broadview-Thomson that align with college access, readiness and preparedness, and maintain those that support student college-mindset, preparation, and resources.

Professional learning plan that will support implementation of the culturally responsive strategies, processes, or procedures:

Professional Development will collaborate with the Racial Equity Team to implement school-wide UDL (Universal Design for Learning) teaching strategies. The school will support the following students:

- African American males and/or students of color furthest from educational justice,
- Multilingual learners,
- Students eligible for special education services, and/or
- Students eligible for advanced learning services.

Professional Development will collaborate with the Racial Equity Team to implement school-wide UDL (Universal Design for Learning) teaching strategies.

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

- Grade level teams collaborate to review data in Professional Learning Communities.
- The MTSS team includes counselors, administrators, social worker, interventionists, the nurse, and the attendance specialist.
- All students are formatively assessed in key academic skills.
- Our special education and English learner teams use a continuum of supports and services, supporting students in general education classes, working in small groups, collaborating with classroom/homeroom teachers for modifications and accommodations, and working with families in partnership.

Components of Multiple Tiered System of Support (MTSS) that meet the social-emotional and behavioral needs of students:

- Tier I: Broadview-Thomson uses whole school PAW Slips to recognize students who are Safe, Respectable, and Responsible. Broadview-Thomson utilizes Universal Design for Learning to ensure that all students are receiving joyful, safe, and antiracist learning.
- Tier II: Broadview-Thomson provides one-on-one and small group counseling and social-worker services for students who needs support in friendship, social-emotional development, trauma counseling, etc.
- Tier III: Broadview-Thomson uses Restorative Justice Practices in one-on-one, small groups, or whole class circles to meet the social-emotional and behavioral needs of students.

Priority Area: Classroom Instruction and Academic Success—3rd Grade English Language Arts

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing that Teaching is intellectually complex, difficult and demanding work, and requires collaborative inquiry – educators working together to examine practice through a cycle of planning, teaching, reflecting and applying to build students’ academic mindset since "Intelligence" is not a fixed, inborn trait.

Classroom Instruction and Academic Success Measures and Targets

Three-year Goal:

In 2026,

- 73 % of Broadview-Thomson PreK-8 3rd-grade students will be reading at grade level as measured by the Smarter Balanced Assessment.
- 62% of 3rd-grade Students of Color Furthest from Educational Justice will be reading at grade level
- 49% of 3rd-grade African American male students will be reading at grade level
- 48% of 3rd-grade students getting Multilingual services will be reading at grade level

One-year Goal:

By the spring of 2024,

- 50% of Broadview-Thomson PreK-8 3rd-grade students will be reading at grade level as measured by the Smarter Balanced Assessment
- 30% of 3rd-grade Students Furthest from Educational Justice will be reading at grade level
- 18% of 3rd-grade African American males will be reading at grade level
- 23% of 3rd-grade students with IEPs will be reading at grade level
- 39% of 3rd-grade students getting Multilingual services will be reading at grade level

Use of formative assessments and data to improve instruction and continuous improvement aligned to the three-year and one-year goals:

We will use common formative assessment/classroom-based assessments and qualitative/ Street Data to improve instruction related to our C-SIP by engaging in continuous PLC cycles of inquiry. The assessments we will use for data collection and analysis are:

- CCC Mastery Tests
- DIBELS K-3
- SIPPS Placement and Mastery Tests
- MAP
- SBA assessments
- IDR conferencing
- Fluency records
- Writing Samples
- Math MSDA
- WIDA Screener & WIDA annual exam

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Classroom Instruction and Academic Success Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

The guardrail supports the vision of the school in the following ways:

- PD plans aligned with C-SIP
- Mission and Vision are based on the district-wide vision
- Our values are aligned with anti-racist initiatives as guided by our RET team and Family Engagement Committee
- MTSS meetings focus on students' needs – literacy, math, SEL, family supports
- Foundational skills are developed with CCC curriculum lessons, SIPPS intervention and BaR small group reading instruction

Classroom Instruction and Academics Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Classroom Instruction and Academic Success Goal:

- Restorative practices
- UDL practices
- Robust family engagement
- Productive Struggle lessons
- Utilizing WIDA domains in lessons
- Language Supports
Student discourse

Professional learning that will support implementation of culturally responsive strategies, process, or procedures:

- Revisiting the Science of Reading;
- Refresher of Mood Meter,

- Restorative Practices,
- Trauma Informed Practices;
- GLAD strategies at the beginning of every staff meeting
- Open classrooms;
- Rotations for learning walks;
- Teachers attending specific training bringing PD back to staff;
- Library of video lessons;
- Digital learning walks;
- Teacher tube;
- Focus on PLC's professional development and cycles of inquiry
- Unearthing Joy book club
- TLC work

This professional learning plan will mitigate systemic inequities and be powerful and effective for student outcomes by centering student learning.

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

- Involving all stakeholders;
- Allowing for time to share info about all students with all grade level teachers;
- Bringing all students to the table that are of possible concern in reading/writing, math, social emotional,
- Bringing up any other comments while also celebrating successes;
- Spreadsheet available to all;
- Individually focused
- Blended classroom groups
- Flexible groups
- Inclusive groups
- Working closely with Sped staff to serve student needs and minutes
- Working closely with ML staff to understand which students are going to receive ML services and those that will receive intervention
- African American males and/or students of color furthest from educational justice,
- Multilingual learners,
- Students eligible for special education services,
- Students eligible for advanced learning services

Components of Multiple Tiered System of Support (MTSS) that meet the academic needs of students:

- Blended classroom groups;
- Flexible groupings;
- Meeting with staff serving student to discuss students of concern in 6 week cycles;
- Discussion of students needs in literacy, math, SEL, and family concerns
- Looking at different data sources.
- Follow up and monitoring of students;
- Leave meetings with next steps for students;
- Open communication with other staff members
- African American males and/or students of color furthest from educational justice,
- Multilingual learners,
- Students eligible for special education services, and
- Students eligible for advanced learning services.

Advanced Learning and Highly Capable Services: In Progress

Expanded Learning opportunities for students through afterschool or summer programs:

- Math Club;
- Homework Club-Middle School;
- Laura's Reading Lab;
- Page Ahead;
- Library Partnership with SPL;
- Summer staircase;
- STEM night;
- Literacy Night;
- Family Engagement through Family connector;
- Robotics Club;
- Art Wizards;
- Drama Club;
- Middle School Sports;
- Team Read

Homework Policy:

Homework is assigned either to reinforce and/or practice skills that have been learned or taught throughout the school day, or to complete task and/or projects that were begun in class. Homework can also be used to build background knowledge and introduce a skill/concept to be used in future lessons. Homework is often a perfect opportunity to differentiate to usher in success for all.

The weekday guidelines for homework are based on grade level. Please note these are averages for the whole school year. There may be nights/evenings/weeks where students spend more time due to a project, etc.

Kindergarten:

- 20 Minutes Recommended Reading Per Night
- 0 Minutes Recommended of Homework Per Night

1st Grade:

- 20 Minutes Recommended Reading Per Night
- 5 Minutes Recommended of Homework Per Night

2nd Grade:

- 20 Minutes Recommended Reading Per Night
- 10 Minutes Recommended of Homework Per Night

3rd Grade:

- 25 Minutes Recommended Reading Per Night
- 10 - 15 Minutes Recommended of Homework Per Night

4th – 5th Grade

- 30 Minutes Recommended Reading Per Night
- 10 - 20 Minutes Recommended of Homework Per Night

Teacher Responsibilities:

- To provide meaningful homework assignments that students can complete independently.
- To clearly communicate homework directions and expectations.
- To monitor the amount of homework assigned so that it corresponds to school guidelines.
- To provide feedback on homework in a timely manner

Student Responsibilities:

- To assume responsibility for completing homework independently and to the best of the student's ability.

- To make sure to understand homework assignments by listening to directions, asking questions when something is unclear, and carefully reading instructions.
- To gather all necessary materials to complete assignments before leaving the classroom and return homework assignments to school on time.
- To ask for help if they are having difficulty with the homework assigned.

Family Responsibilities:

- To provide a consistent routine and environment that is conducive to completing homework. Provide limits/guidelines on “screen time.”
- To ensure that the student receives the educational benefit from the assignment by encouraging independence, offering assistance and answering questions as needed without influencing the result.
- To notify the teacher if the homework is creating a problem at home.

Priority Area: Classroom Instruction and Academic Success—7th Grade Mathematics

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing that Teaching is intellectually complex, difficult and demanding work, and requires collaborative inquiry – educators working together to examine practice through a cycle of planning, teaching, reflecting and applying to build students’ academic mindset since “Intelligence” is not a fixed, inborn trait.

Classroom Instruction and Academic Success Measures and Targets

Three-year Goal:

In 2026:

- 74 % of Broadview-Thomson PreK-8 7th-grade students will meet 7th-grade math standards as measured by the Smarter Balanced Assessment
- 67% of 7th-grade Students of Color Furthest from Educational Justice will meet 7th-grade math standards as measured by the Smarter Balanced Assessment
- 55% of 7th-grade students with IEPs will meet 7th-grade math standards as measured by the Smarter Balanced Assessment

One-year Goal:

By the end of the 2023-24 School year:

- 41% of Broadview-Thomson PreK-8 7th-grade students will meet 7th-grade math standards as measured by the Smarter Balanced Assessment
- 23% of 7th-grade Students Furthest from Educational Justice will meet 7th-grade math standards as measured by the Smarter Balanced Assessment
- In partnership with students, staff, and families the Broadview Thomson's 7th grade students' scores on the MAP test will increase from 40.9% meeting standard (spring of 2023) to 45% (the district average) as measured by results from their 2024 spring MAP testing.

Use of formative assessments and data to improve instruction and continuous improvement aligned to the three-year and one-year goals:

- Quick checks
- Teacher-created assessments
- Students will set goals based on assessments.
- Teachers determine grades from assessments.

- Teachers will use data from anecdotal data and observations to adjust teaching and curriculum.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Classroom Instruction and Academic Success Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

PD plans aligned with C-SIP; mission and vision and values; MTSS; foundational skills with the Bulldog Learner which empower students to engage with a variety of strategies, check curriculum for students' ability to access it, and implement language tools in SAVAAS. Artifacts could include notes about teaching strategies, the language tools and outline of Bulldog Learner guide.

Classroom Instruction and Academics Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Classroom Instruction and Academic Success Goal:

- Team-teaching
- Co-teaching
- Additional adults in the room: lead teacher, interventionists, IAs
- Inquiry based instruction
- Computer based programs to practice math like success maker or IXL
- AVID notetaking and other AVID strategies

Professional learning that will support implementation of culturally responsive strategies, process, or procedures:

A team is working on a professional learning plan for all staff to use with each grade level and each content area to ensure vertical alignment of skills, practices, and use of curriculum materials. There is a focus on language goals and thinking about how strategies that elevate learning for Multilingual students, are strategies that elevate learning for all students. This math team will participate in that professional development.

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

Middle school has a focused effort to use the principles of MTSS to develop inclusive practices and meet the academic needs of students furthest from educational justice. The Middle school team has created a meeting schedule so we can meet 3 times a month to discuss students of concern. These dates are separate days from when the math team can meet to dive deeper into the student data and math progress.

Components of Multiple Tiered System of Support (MTSS) that meet the academic needs of students:

- Flexible groupings
- Meeting with staff serving students to discuss students of concern in 6-week cycles
- Looking at different data sources.
- Follow up and monitoring of students

- Leave meetings with next steps for students
- Open communication with other staff members

Advanced Learning and Highly Capable Services: In Progress

Expanded Learning opportunities for students through afterschool or summer programs:

- Field trips with AVID
- Amazon Mentors for 6th graders
- Afterschool homework club
- Intervention and multilingual staff will work with students who need extra support during advisory.
- Middle School students have the opportunity to tutor our elementary school students through tutoring program.

Homework Policy:

Homework is assigned either to reinforce and/or practice skills that have been learned or taught throughout the school day, or to complete task and/or projects that were begun in class. Homework can also be used to build background knowledge and introduce a skill/concept to be used in future lessons. Homework is often a perfect opportunity to differentiate to usher in success for all.

The weekday guidelines for homework are based on grade level. Please note these are averages for the whole school year. There may be nights/evenings/weeks where students spend more time due to a project, etc.

6th – 8th Grade:

30 Minutes Recommended Reading Per Night

30 - 60 Minutes Recommended of Homework Per Night

Teacher Responsibilities:

- To provide meaningful homework assignments that students can complete independently.
- To clearly communicate homework directions and expectations.
- To monitor the amount of homework assigned so that it corresponds to school guidelines.
- To provide feedback on homework in a timely manner

Student Responsibilities:

- To assume responsibility for completing homework independently and to the best of the student's ability.
- To make sure to understand homework assignments by listening to directions, asking questions when something is unclear, and carefully reading instructions.
- To gather all necessary materials to complete assignments before leaving the classroom and return homework assignments to school on time.
- To ask for help if they are having difficulty with the homework assigned.

Family Responsibilities:

- To provide a consistent routine and environment that is conducive to completing homework. Provide limits/guidelines on "screen time."
 - To ensure that the student receives the educational benefit from the assignment by encouraging independence, offering assistance and answering questions as needed without influencing the result.
 - To notify the teacher if the homework is creating a problem at home.
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Priority Area: Family and Community Engagement

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include the belief that by collaborating with families in authentic partnerships, we create a path for students to reach their highest potential, engaging with families as the first and lifelong teachers of students.

Family and Community Engagement Measures and Targets

Three-year Goal:

By 2026, communication between staff and parent/guardian of student will increase in consistency and style using three different avenues.

First, by 2026 the number of staff who use Talking Points as their primary form of communication with families to their will increase from 44% to 100%.

Secondly, we will increase attendance at all school wide events from 70% to 90% schoolwide.

One-year Goal:

By spring 2024, communication between staff and families using talking points will increase from 44% to 70%. Increased attendance at school wide events will go from 70% to 80%. Family connection to resources including FamilyWorks will focus on BT families for the 23-24 school year.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Family and Community Engagement Goal.

Guardrail 1: The Superintendent will not allow school and district initiatives to go forth without engaging students of color furthers from educational justice and their families, following stakeholder engagement principles that are utilizing current adopted best practices.

Evidence of alignment to student outcome focused governance:

This guardrail will use the support from Administrators, teachers, support staff to allow students and families a space in the school community to celebrate their students' accomplishments in a manner that appropriately engage families and students of color to feel seen, heard and engaged at the Broadview Thomson K-8 community.

Family and Community Engagement Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Professional learning plan that will support implementation of educator development about the power of parents in transforming and improving teacher-parent communication and opportunities for dialogue and understanding:

- Equity training by race and equity team (green day)
- UDL training (purple day)
- General staff meetings
- District wide TRI days
- PLC work
- October statewide professional CPI training (focused on equity, how we manage students in crisis)
- New staff induction training (how to welcome staff members and BIPOC staff members)

MTSS related trainings on how to review and understand data with a race and equity focus **Culturally responsive strategies, processes, and/or procedures that support sharing power with families to support new structures of parent leadership and centering families' voices are various levels:**

- Attendance at school wide events: Broadview Thomson K-8 will increase attendance at all school wide events including, Art Walk, Math Night, Literacy Night, STEM night and Community Cultural Celebration. But using these events we will be focusing on the social emotional welfare and learning of students and families by having a focus on the school culture. Families will feel more engaged and socially committed to their child's school. The CCC goal is to make the engagement more authentic with ideas and activities. A shared experience with a cultural focus helps build BT 's diverse community. Family engagement helps students use their identify work with families and helps them show depth of their identities geographically and culturally.
- Resources for Parents at school and community: Broadview Thomson K-8 has a family support worker, who provides a wide range of services and supports for families in need including food, clothing, school supplies, and housing support. We have also hired a family connector to work with families to support students reading. This position connects families who's students are furthest from educational justice, teacher, and the literacy team. Broadview also has additional supports through a full-time counselor for all k-8 students and a part time social worker. Both positions will work closely with family supports for all students and families.
- FamilyWorks will be focusing on immediate community at Broadview Thomson K-8 then move into broader community by 2026.
- Communication between parents and staff: Broadview Thomson K-8 will engage families in diverse and multiple ways. Teachers, support staff and office professionals will have 100% use of Talking points to communicate with families. Regular communication from the school provides insight into the curriculum, into instructional work, and into the professional learning of the staff. Spanish, Amharic, Tigrinia are available through staff members and the TalkingPoints services. Translation services will also be offer through staff and call-in services such as Linguistica. Any communication between staff and community will be heard and responded to in a timely manner.
- Events involve Art walk, Math night, Literacy night, STEM night and more. By using these events we will be focusing on the social emotional welfare and learning of students and families by having a focus on the school culture. Families will feel more engaged and socially committed to their child's school.

Last, the Broadview Thomson community will expand recourses for families by using SPS Counselor, Social Worker, and Family Connector. Additionally, Broadview Thomson K-8 will utilize FamilyWorks, with a new program location at the school site.

Priority Area: Culturally Responsive Workforce

Our [Foundational Beliefs for Supporting Students Learning](#) include ensuring that we become culturally responsive and anti-racist practitioners.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Culturally Responsive Workforce Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

We are committed to restorative practices and are building staff capacity to build culturally responsive classroom communities and responses to student behavior.

Our social worker and counselor hold regular small student support groups to create safe spaces and build students' social and emotional skills.

The middle school team has adopted and uses academic content that is historically responsive and creates opportunities for students to see themselves reflected in the curriculum.

Our Student Racial Equity Team leads the school in professional development through assemblies, supporting culturally responsive school spirit activities, and feeding data back to the staff on the experiences of students of color furthest from educational justice.

Our guardrail is to keep students in class at all times and support for student behavior are not to interfere with learning, limiting any loss of instructional time. Support for students is to happen in the classroom whenever possible.

Culturally Responsive Workforce Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, and/or procedures that support Belonging and Relationships:

We are developing and using Circles with staff to both build community and the skills to support restorative practices in classrooms and with other student groups.

According to an [article](#) from the Association for Middle Level Education, "Research shows that representation within the classroom not only increases feelings of belonging but also supports a positive school environment where students feel more confident in their abilities and accelerates academic achievement."

Culturally responsive strategies, processes, and/or procedures that support a culturally responsive and anti-racist work environment:

- Professional Development: Currently, SPS has a Focus Goal ("Our current focus goal for this priority is to focus on staff improving their culturally responsive professional practice through training.")
- To intentionally align with the SPS Focus Goal, Broadview Thomson PK-8 will strategically collaborate with the Department of Racial Equity Advancement, Equity, Partnerships and Engagement, Native American Education and the Multilingual Department, to identify meaningful professional development opportunities that will train and prepare the Broadview Thomson community to become an anti-racist organization.
- Hiring: SPS also has a Continuing area of focus ("We will intentionally recruit and retain educators of color and diversify our staff and leadership at both schools and central office.
- Representation matters in classrooms, in main offices, in administration offices, in counseling offices, in libraries, in cafeterias, in health centers – in all school building spaces.
- A focus of the Racial Equity Team is to improve our hiring practices including our interview questions and the membership on hiring teams, as well as having hiring teams that reflect our students.
- Identity work: Broadview Thomson PK-8 will seek opportunities to train staff to become anti-racist and culturally competent educators who can serve on an interview team with the aim of selecting and forwarding to Human Resources, Black candidates and educators of color.

Culturally responsive strategies, processes, and/or procedures that support leadership opportunities: In Progress

Budget Allocations to Support Continuous Improvement

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

Academic Year: 2023-24

Funding Type: Combined

Funding Source: Title 1 Instruction, Professional Development; LAP Instruction, High Poverty LAP

Amount: \$407,780

How will funds improve student learning? Math and literacy supplemental instruction, professional development, teacher coaching, elementary student counseling

Academic Year: 2023-24

Funding Type: Combined

Funding Source: Basic Ed

Amount: \$4,907,656

How will funds improve student learning? Instruction for all students, supplemental math and reading instruction, middle school student counseling

Academic Year: 2023-24

Funding Type: Combined

Funding Source: City of Seattle Family and Education Levy

Amount: \$39,760

How will funds improve student learning? Middle school supplemental math instruction

Academic Year: 2023-24

Funding Type: Specific

Funding Source: Special Education

Amount: \$2,276,727

How will funds improve student learning? Teachers and assistants, IEP writing/extra time, supplies

Academic Year: 2023-24

Funding Type: Specific

Funding Source: Multilingual Learners

Amount: \$453,430

How will funds improve student learning? Teachers, translation services, textual materials

Academic Year: 2023-24

Funding Type: Combined

Funding Source: Equity Dollars

Amount: \$51,302

How will funds improve student learning? Math supplementary instruction

Academic Year: 2023-24

Funding Type: Combined

Funding Source: Grant

Amount: \$37,500

How will funds improve student learning? Outdoor School – State: Educational experiences – 5th grade

Academic Year: 2023-24

Funding Type: Combined

Funding Source: Grant

Amount: \$15,000

How will funds improve student learning? Project Lead the Way