



# 2023-26 Continuous School Improvement Plan (C-SIP) Thurgood Marshall Elementary 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:** Thurgood Marshall Elementary School

**Principal:** Katie May

**Members of the Building Leadership Team and Parent/Guardian Partners:** Deron Bryant, Bridgette Carney, Brie Damitio, Donna Duarte, Violeta Garcia, Danny Hawkins, Shari Howard-Powell, Vanessa Hunter, Tana Leybold, Aidan McIlhenny, Erin McGibbon Smith, Caitlin Reddy, Krista Reeves, Laura Strand, Trinia Washington



[Thurgood Marshall Elementary School Report](#)

[Thurgood Marshall Elementary School Climate Survey](#)

## School Overview

Thurgood Marshall Elementary is a rich learning environment because of the diversity of our student population. We are a microcosm of the larger Seattle population and are diverse in many ways including the range of cultures, ethnic backgrounds, and language groups we serve, academic strengths and needs, family income level, and more. Thurgood Marshall Elementary houses three programs: a general education program, a special education program for students with intensive needs, and a program for students who are enrolled in the gifted education program. While at times these various programs have competing needs, a strength of our school is a focus on being a united learning environment, rather than three programs existing together.

Thurgood Marshall is situated in the Central District of Seattle, the historically black neighborhood of our city. Some of our students live close to school, and others travel further to learn with us; we are not solely a neighborhood school. For this reason, we need to work harder to build community. Each of our three programs is unique in the make-up of students it serves. Students in our general education program live close to our school and make up about two-thirds of our school community. Just over 20% of our general education scholars are multilingual learners, with the largest language groups including Somali, Vietnamese, and Spanish. Fifteen languages in total are spoken in our school. Students in the general education program are primarily students of color, with most identifying as African American, African, Asian, or Hispanic. Some of our African American families have lived in our area for generations, and other families have moved to our area from other countries much more recently.

Students in our intensive special education programs may live within our school boundary, or those of our neighboring schools. A variety of programs draw students with special needs: Developmental Preschool serves students with a range of physical, social and academic needs. Focus Program and Distinct programs serve students who are two or more years below grade level and have a wide range of social, behavioral, physical, and adaptive needs.

Students in our Accelerated Curriculum program are identified as performing academically in the top 1-2% of students in the district. Students come from neighborhoods all over the south of Seattle. In the last five years, efforts have been made to ensure that the diversity of students qualified for this program reflect the diversity of our area. Students in this program use the same curriculum as students in the general education program; however, they receive one year acceleration in English Language Arts and two year's acceleration in math.

Our vision statement is important to understanding the focus of our work at school.

At Thurgood Marshall, we are Resilient, Empathetic, Accountable Lifelong Learners. We embrace the responsibility of closing the opportunity gap so that our children will create a more just world.

We are focused not just on teaching reading, writing, and math, but on preparing students to be informed and active citizens. By the end of Fifth Grade, we want students to have mastered grade level standards and to be empathetic, have strong problem-solving skills and take responsibility for their actions, be comfortable working with people from different backgrounds, understand their identity and how this influences ways in which they see the world, and to have developed a strong voice to speak out when they see injustices in the world. Our staff wants our school to be a safe space for students to develop these qualities. We know that one important way this will happen is for students to have learning experiences together that foster the development of these skills and qualities.

Programs intended to help us achieve these goals include:

Early Literacy Program – Being able to read and write well is an important emphasis for grades K-3. Our discretionary funding supports small group literacy instruction and intervention at these grades.

Social Emotional Learning (SEL) and supports – All classes have an SEL block in their daily schedule to support development of social emotional skills like self-regulation and problem-solving, A school counselor, family support worker, and a therapist are available to students and families. This is a

valuable resource for families, particularly those who are unhoused or working through traumatic situations. Our counselor teaches guidance curriculum to support positive social development for all.

Social Studies and Speak With Purpose – Students from all programs are blended in social studies classes. Instruction aligns with state social studies standards with a focus on geography, identity, indigenous populations and social justice. In Fifth Grade, students learn with Speak With Purpose, a community partner that focuses on public speaking skills and social justice.

Cultural Programs – Our students learn about important contributions of Black and African American people. Special days celebrate Dr. Martin Luther King Jr. and Justice Thurgood Marshall. We celebrate Black Lives Matter at School Week, developing a curriculum to teach principles of this movement and the importance of allyship. Additionally, our month-long Changemakers Project allows every class to learn about important Black and African Americans who have made important contributions to our society. At the end of this unit of study, the whole school engages in a gallery walk so each class is exposed to what the others have been learning.

Schoolwide Enrichment Model (SEM) – SEM allows students to pursue a passion project, with the larger purpose of teaching students to become lifelong learners. Younger students have opportunities inside their class, starting with Kindergarten “Wondering Wednesdays” and evolving across the grades with Third through Fifth grade students working in blended grade level groups, determined by their interest, to learn about a topic and produce a final product.

## **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](#)

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## **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:**

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.

## **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 from 82% to 85% by Spring 2024.

## **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:**

The school's vision emphasizes the development of resilient, empathetic, and accountable lifelong learners who are committed to closing the opportunity gap and creating a more just world. By ensuring welcoming environments in every classroom, the school fosters a sense of belonging and supports the cultivation of these values.

## **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:**

To meet the Three-Year Learning Environments Goal staff will implement a daily block for SEL, use common SEL materials and curriculum, take a restorative approach to discipline, teach school wide expectations, implement our positive acknowledgement system (Pup Points), use learned strategies to interrupt harmful speech and grades 3-5 will participate in the Schoolwide Enrichment Model. Additionally, staff will be trained in implementation of Universal Design for Learning to better engage and support all students.

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

To support implementation of the culturally responsive strategies, processes, or procedures, our staff will continue to participate in RET and DREA run workshops. These workshops will provide staff members with a deep understanding of the impact of harmful speech and empower them with effective strategies for interruption. They will also focus on uplifting and affirming black students and families through affirmations and validations. This professional learning will mitigate, disrupt, or dismantle systemic inequities and be powerful and effective for student outcomes among 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.

### **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:**

At Thurgood Marshall, we prioritize meeting the needs of all students by implementing effective Tier 1 instruction for everyone. Inclusive practices are central to our approach, ensuring that every student feels supported and valued. We regularly review data with teachers and support specialists to identify low-achieving students who may require additional assistance. In addition to small group instruction within the classroom, we offer targeted interventions for students who face challenges in reading. Our Reading Intervention Specialists, Multi-Lingual Learning Teacher, and Literacy Tutors

provide individualized support to promote literacy skills development. Through these inclusive practices, we strive to create an equitable learning environment where every student can thrive academically and personally.

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

We also address the social-emotional needs of all our learners through the RULER program and Positive Discipline, teaching all students self-regulation and problem-solving skills. Our strong PBIS program and emphasis on restorative practices ensure that students have clear instruction and practice in behaviors that lead to school success and opportunities to make repairs when mistakes are made. Just as importantly, adults receive clear communication and support in helping each child find success at school.

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## **Priority Area: Classroom Instruction and Academic Success—3<sup>rd</sup> 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:**

For the 2023-2024 to 2025-2026 three-year goal, Thurgood Marshall Elementary will increase 3<sup>rd</sup> Grade English Language Arts Smarter Balanced Assessment scores from 59.5% of students of color furthest from educational justice meeting/exceeding standard to 70% of students of color furthest from educational justice meeting/exceeding standard.

#### **One-year Goal:**

For the 2023-2024 one-year goal, Thurgood Marshall Elementary will increase 3<sup>rd</sup> Grade MAP Assessment scores from 62.9% of students of color furthest from educational justice meeting/exceeding standard to 70% meeting/exceeding standard.

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

Through regular formative assessments aligned with the district ELA curriculum, we gain valuable insights into students' individual strengths, areas of growth, and overall class performance. This data empowers our educators to differentiate instruction and provide targeted interventions tailored to meet students' specific needs. By analyzing both quantitative and qualitative data, we can identify trends, patterns, and areas for improvement, allowing us to adjust teaching strategies and allocate resources effectively. Through collaboration among teachers and instructional leaders, we share insights and best practices, fostering a culture of continuous improvement. Regular review and data-driven decision-making ensure that we adapt our instructional methods, pacing, and resources to optimize student learning and achievement. By integrating common formative assessments and qualitative/street data, we remain dedicated to providing high-quality ELA education, ultimately leading to improved SBA and MAP scores for our 3<sup>rd</sup>-grade students.

## **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:**

Guardrail 3 strongly supports the vision of Thurgood Marshall School, which emphasizes the development of resilient, empathetic, and accountable lifelong learners who are committed to closing the opportunity gap and creating a more just world. By ensuring that adult behaviors in the school community align with the district-wide vision, values, and anti-racism initiatives, the Guardrail promotes a cohesive and inclusive environment that is conducive to achieving the school's mission.

## **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:**

To achieve the Three-Year Classroom Instruction and Academic Success Goal, staff will implement culturally responsive strategies in every part of their day. This involves partnering with Early Literacy Priority schools for professional learning, improving tier I literacy instruction. A common intervention block will provide core curriculum access and extra reading support, while Professional Learning Communities (PLCs) will review student data to inform teaching practices. Culturally relevant materials and approaches will be integrated, fostering inclusive environments.

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

The professional learning plan for K-2 educators in the 13 Early Literacy Priority Schools focuses on fostering a culturally responsive approach to instruction while addressing systemic inequities. Monthly Professional Learning Communities (PLCs) provide educators with dedicated time for collegial reflection on instruction and its connection to student data. The plan incorporates the "Capacity Builder" model, where an Early Literacy Coach demonstrates effective instruction through "demo" lessons, allowing teachers to observe and learn from their colleagues. Bring-Back Sessions and video sharing further encourage reflection and the dissemination of effective instructional strategies. Vertical alignment of grade levels ensures consistency in content and instruction. By equipping educators with culturally responsive strategies and tools and fostering collaboration, the professional learning plan empowers educators to mitigate systemic inequities and improve student outcomes in a supportive and inclusive learning environment.

### **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:**

MTSS work is focused for both academics and behavior. Teaming structures exist to support sustained and informed collaboration at the individual student level, the grade level and for the school as a whole. Our school assessment calendar communicates when assessments will take place, and teachers review data together to inform their instruction. Data is shared routinely through a structured process, and this allows school to review student data through a culturally responsive lens, enabling informed decision-making and personalized interventions. Monitoring whole school data outcomes informs the need for professional development for staff.

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

At Thurgood Marshall, we address the needs of all students through effective Tier 1 instruction (instruction that all students have access to). Low-achieving students are identified for support through a regular review of data with teachers and support specialists. Available supports include small group instruction in the classroom and intervention for students who struggle with reading from our Reading Intervention Specialists, English Language Learning Teacher and Literacy Tutors.

## **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 opportunities for students through afterschool or summer programs:**

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 1<sup>st</sup> 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 in *In 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.

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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:**

In partnership with our Building Leadership Team and Friends of Thurgood Marshall Elementary, we will better connect parents and teachers through Academic Parent Teacher Team meetings, holding four APTT meetings per year, and increasing attendance from an average attendance of 50% in 2022-23 to an average attendance of 60% by May of 2026.

#### **One-year Goal:**

In partnership with our Building Leadership Team and Friends of Thurgood Marshall Elementary, along with our APTT Parent focus group, we will adapt our APTT practices to better reflect the input of all involved by May of 2024.

### **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 further 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:**

Thurgood Marshall Elementary ensures that parent voice is represented in school in a variety of ways, including through parent surveys, our School Family Compact, school community meetings, and parent representation of our three programs (Special Education, General Education, and Accelerated Curriculum) on our Building Leadership Team. Additionally, our school works closely with our Friends of Thurgood Marshall parent group to ensure we are representing the voices of our families in school decisions.

## **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:**

- Staff receive training in conducting Academic Parent Teacher Team Meetings multiple times per year to engage families in learning goals for students and to build relationships between teacher and families and to connect families with each other.
- Staff receive training in culturally responsive conferences each fall so that conferences are focused on hearing each family's hopes and dreams for their child and not just one-way teacher sharing of data.
- New staff receive additional training to prepare for conferences to ensure they understand the goals for conferences at our school and how to best partner with parents.
- Parents receive information about strategies to help them prepare for conferences so that they can get the most out of this time with their child's teacher.
- Staff handbook, reviewed by staff each year, contains information for staff on how best to communicate with parents, especially when emotions are strong.
- Staff participate in Individual Education Plan and 504 Team meetings for students with special needs. This ensures that staff working with a child have a better understanding of their strengths, learning differences, and any needs for accommodations. As parents are always part of this team, it also allows for parents to be heard and always included in any decisions made about the child and their education.

This professional learning will ensure that staff are united in a common goal of creating inclusive settings for parents where they feel welcomed and safe to share their hopes, dreams, and concerns for their child. Teachers will understand that all parents care about their child's education and will learn to meet parents where they are to help them better understand the educational program and help parents become informed decision-makers in their child's education. This is particularly important for families who may not have always been treated equitably or had equal voice in the education of their children.

### **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:**

- Friends of Thurgood Marshall parent group and parent representation on the Building Leadership Team allow parents and family members to provide input and make decisions on matters that directly affect them. These groups meet regularly to discuss policies, programs, and initiatives, ensuring that families have a meaningful voice in shaping our school's direction.
- Engaging in Collaborative Decision-Making processes that involve families in policy development, program planning, and evaluation. Seeking input from families through surveys, focus groups, and regular meetings, allowing them to contribute ideas and perspectives and be part of the decision-making process.
- Collaborate with families to develop policies, procedures, and guidelines that reflect their needs and experiences. Involve families in the drafting and review process to ensure their perspectives are considered, and co-create policies that promote equity, inclusion, and meaningful family engagement.
- Ensure transparent communication with families by providing clear and accessible information about programs, policies, and decision-making processes. Use multiple channels, such as newsletters, websites, social media, and community meetings, to keep families informed and engaged.

- Culturally Responsive Practices: Recognize and respect the diverse cultures, languages, and backgrounds of families. Provide interpreters, translations, and cultural liaisons when necessary to facilitate effective communication and participation of all families, particularly those from marginalized communities.
- Regularly evaluate family engagement efforts and seek feedback from families to assess the effectiveness of strategies implemented. Use this feedback to improve and refine practices, ensuring that the voices of families are genuinely heard and considered.

These processes and procedures can help create a culture of shared power, respect, and collaboration, where families' voices are valued, and their contributions are integral to decision-making and program development.

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## 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:

Our school mission centers on research-based best practices and differentiated learning experiences that cater to the unique needs of every learner. By upholding this guardrail, we ensure that adult behaviors align with these principles, creating a harmonious and inclusive environment where collaboration, compassion, and a strong sense of belonging thrive through meaningful relationships. Our school vision of fostering resilient, empathetic, accountable lifelong learners resonates with the guardrail's commitment to anti-racism initiatives. Together, they emphasize our collective responsibility to close the opportunity gap and empower our children to actively contribute towards creating a more just and equitable world. The guardrail serves as a guiding principle, aligning adult behaviors with our school's mission and vision, and reinforcing our commitment to educational excellence and social justice.

### 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:

Thurgood Marshall Elementary is dedicated to fostering a sense of belonging and building strong relationships among our students, staff, and families. To achieve this, we will incorporate culturally responsive strategies, processes, and procedures that prioritize the importance of inclusivity and connection. We will actively create opportunities for students to see themselves and their cultures represented in the curriculum, classroom materials, and school environment. Additionally, we will implement restorative practices that encourage open dialogue, active listening, and understanding among students, fostering a supportive and empathetic community. By embracing these culturally responsive approaches, we are committed to cultivating an inclusive and welcoming environment

where every individual feels a sense of belonging and valued relationships are at the core of our educational experience.

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

In our ongoing commitment to fostering a culturally responsive and anti-racist work environment, we have implemented various strategies, processes, and procedures to ensure inclusivity and equity for all staff members. One such strategy we have adopted is Learning for Justice's Speak Up at School protocol, which empowers us to address prejudiced remarks and actively challenge racist dialogue. Through this protocol, we encourage staff members to interrupt and confront any instances of bias, while also providing support through questioning, educating, and echoing. Additionally, we have established an accountability partner system, where staff members can work together to hold each other accountable and practice interrupting racist dialogue. By engaging in these practices collectively, we aim to create a safe and supportive environment where everyone feels valued and respected.

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

Our school's plan prioritizes the integration of culturally responsive strategies, processes, and procedures to support the implementation of Leadership Opportunities. One essential component of this plan is the establishment of a culturally diverse and representative RET (Race, Ethnicity, and Traditions) team. This team aims to ensure that the perspectives and experiences of all students and communities are recognized and valued. Additionally, we recognize the significance of having a dedicated head teacher position to foster strong leadership within our school. We are committed to providing opportunities for growth and leadership through the formation of a BLT (Building Leadership Team) and a Teacher Leadership Cadre. These platforms will enable teachers to contribute their expertise and collaborate in decision-making processes that shape our school's direction. We have designated a PGES (Professional Growth and Effectiveness System) lead who will support teachers in their professional development and growth. The establishment of a PBIS (Positive Behavioral Interventions and Supports) team will ensure a safe and inclusive learning environment. Additionally, various events committees will be formed to plan and organize culturally relevant events that celebrate the diversity of our school community. We value the input of all stakeholders, and therefore, schedule input meetings will be held regularly to gather perspectives and suggestions for improving our school's schedule. Lastly, we recognize the importance of inclusive hiring practices and will establish hiring committees that prioritize diversity and equity. By implementing these culturally responsive strategies, processes, and procedures, we aim to foster an environment that values and supports the leadership potential within every member of our school community.

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## **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:** Per Pupil, Equity Dollars, Preschool Administration

**Amount:** \$99,668

**How will funds improve student learning?** Discretionary funds from Per Pupil, Equity Dollars, and Preschool Administration are allocated to fund additional reading intervention FTE not fully covered by Title and LAP funds. These funds support 4 literacy tutors, providing 1:1 support for students needing extra practice in literacy skills. The money also supports supplies, Team Read tutoring program, and a Summer Library Program, all contributing to student development of reading skills.

**Academic Year:** 2023-24

**Funding Type:** Specific

**Funding Source:** LAP (Learning Assistance Program)

**Amount:** \$72,000

**How will funds improve student learning?** LAP allocation funds contribute to the reading intervention salary, crucial for providing reading support to students below grade level.

**Academic Year:** 2023-24

**Funding Type:** Specific

**Funding Source:** Title 1

**Amount:** \$105,074

**How will funds improve student learning?** Title 1 allocation supports the reading intervention salary, addressing the needs of students below grade level. Title 1 family engagement funds enhance family involvement, and professional development funds provide teachers with opportunities to learn strategies for supporting students in reading and math.

**Academic Year:** 2023-24

**Funding Type:** Combined

**Funding Source:** Families, Education, Preschool and Promise Levy

**Amount:** \$363,333

**How will funds improve student learning?** Levy funds support various roles, including .3 FTE counselor, .3 FTE reading intervention, .5 FTE Head Counselor, 1.0 FTE Family Support Worker, and a .5 Levy Coordinator. Targeting students of color furthest from educational justice, these funds address social-emotional, behavioral, and academic needs, enhancing engagement and support for all families, especially those in financial need.

**Academic Year:** 2023-24

**Funding Type:** Specific

**Funding Source:** Friends of Thurgood Marshall Elementary

**Amount:** \$31,500

**How will funds improve student learning?** Friends of Thurgood Marshall Elementary funds .2 FTE of librarian salary, ensuring regular library program access for students. Classes can visit the library regularly, supporting literacy, information technology, and digital citizenship development.