

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet[X] Choice

Name of Principal Mr. Alvin Pope
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Thurgood Marshall Elementary School
(As it should appear in the official records)

School Mailing Address 101 Barrett Run Road
(If address is P.O. Box, also include street address.)

City Newark State DE Zip Code+4 (9 digits total) 19702-2949

County New Castle

Telephone (302) 454-4700 Fax _____

Web site/URL

https://www.christinak12.org/marshalles E-mail norman.kennedy@christina.k12.de.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Dan Shelton E-mail dan.shelton@christina.k12.de.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Christina School District Tel. (302) 552-2600

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Donald Patton
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 18 Elementary schools (includes K-8)
 - 3 Middle/Junior high schools
 - 5 High schools
 - 3 K-12 schools
- 29 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- ☐ Urban (city or town)
☒ Suburban
☐ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	119
1	92
2	73
3	92
4	80
5	100
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	556

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 1 % American Indian or Alaska Native
 - 23 % Asian
 - 39 % Black or African American
 - 13 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 18 % White
 - 5 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 21%

If the mobility rate is above 15%, please explain:

Marshall has several large apartment properties that are in the feeder zone. After analyzing the transfers in/out, we noticed we had many students transfer out of state or to surrounding school districts. In addition, since Delaware is a School Choice state, we had several students transfer to charter schools once a seat became available.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	60
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	55
(3) Total of all transferred students [sum of rows (1) and (2)]	115
(4) Total number of students in the school as of October 1, 2021	556
(5) Total transferred students in row (3) divided by total students in row (4)	0.21
(6) Amount in row (5) multiplied by 100	21

6. Specify each non-English language represented in the school (separate languages by commas):
Arabic, Bengali, Chinese, Cantonese, Dutch, Gujarati, Hindi, Igbo, Korean, Malayalam, Marathi, Pashto, Spanish, Swahili, Tamil, Telugu, Twi, Urdu, Vietnamese,

English Language Learners (ELL) in the school: 13 %
74 Total number ELL

7. Students eligible for free/reduced-priced meals: 20 %

Total number students who qualify: 109

8. Students receiving special education services with an IEP: 15 %
Total number of students served 84

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>10</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>11</u> Other Health Impaired
<u>13</u> Developmental Delay	<u>31</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>15</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 2 %
Total number of students served: 11

10. Number of years the principal has been in the position at this school: 0

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	28
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	13
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	7
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	12

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	93%	96%	97%	95%	96%
High school graduation rate	0%	0%	0%	0%	0%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

16. In a couple of sentences, provide the school's mission or vision statement.

In partnership with our community, Thurgood Marshall Elementary School, will provide our students with a solid foundation of academic excellence in a respectful, safe and caring environment that welcomes diversity and fosters a love of learning in all children.

17. Provide a URL link to the school's nondiscrimination policy.

<https://www.christinak12.org/domain/157>

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Marshall is a public school within the Christina School District that is open to School Choice following the guidelines in the state of Delaware. The following link describes our School Choice Policy:
<https://www.christinak12.org/schoolchoice>.

PART III – SCHOOL OVERVIEW

Located in Newark, Delaware, Thurgood Marshall Elementary School is a comprehensive K-5 elementary school that offers generalized education for all students and provides advanced learning and specialized education for students who qualify and/or are in need of additional enrichment and/or support. The families, and individuals who reside surrounding Marshall Elementary include working communities who work, live, and commute throughout the state. Within Newark with more than 30K people, more than 70% of its population is White, 9% is African-American, and 8% is Asian. Families who either live in the community or choose their students to Marshall represent the changing demographics of the region. Near Marshall Elementary, located centrally close to Bear, Delaware, there are businesses and banks who employ many of our families and newer families of South Asian descent who reside in the community. The poverty rate in Newark is 20% and aligns with the 19.6% of free and reduced student population at Marshall. The demographics represent the changing nature of increased academic and behavioral supports that are necessary to support a growing transient population, composed of more than 13% multilingual learners and students who require a whole child approach to provide counseling services and a trauma-informed approach of therapeutic practices and specialized supports. Marshall Elementary is a school known for our community engagement. With its diverse populations, families of myriad cultural identities rally around its students and are committed to their wellbeing.

The key strategies that assist our staff to provide the very best instructional, behavioral, and social-emotional practices to our students include a multidisciplinary and multilayered approach to instruction. This includes aligning our Tier 1 instruction in core subjects, including ELA and math while layering our practices during MTSS to provide progress monitoring, interventions, and after-school tutoring options. We also have a healthy dose of friendly competition between classrooms and grade levels and challenge our students to outdo one another when learning on technology platforms, including iReady and Dreambox. This encourages our students to do their utmost to learn for the love of learning but also to outpace one another for the fun of learning. This is embedded in our Leader in Me Wildly Important Goals (WIGs) and represented in our school-wide academic practices. Through the resources provided to us through our district, every student at Marshall has access to Tier 1 ELA curricular resources to increase their knowledge of standards-based content. Therefore, our teachers align closely to grade-level benchmarks and pacing guides. This is evident through planning and careful discussions in professional learning communities (PLCs), as well as district-wide instructional supports and coaching. This year, while using newer curricular resources, we huddled close to discuss challenges and additional supports necessary to ensure our students can be on pace while delivering challenging evidence-based, textual based instruction. We pay close attention as teams, with our instructional coach, district-wide curriculum specialist, and grade-level instructors to collaborate in learning labs and in learning walks to ensure instruction is layered and vertical articulation is accomplished.

One of the biggest challenges voiced by instructors when using newer curricular resources are the byproduct of the pandemic and its effects upon students' total knowledge base, including number sense and possession of letter sounds and overall ability to access higher grade-level content. Behaviorally, our MTSS teams have worked together and planned cohesively to develop core strategies to combat attention and stamina challenges evidenced by a lack of core classroom behaviors. Our third-grade team struggled to find ways to provide the highest level of instructional and behavioral supports while students are experiencing learning gaps. Despite this, what shines brightly at Marshall Elementary is our unyielding commitment to provide the very best academic, behavioral, and social-emotional care to our students. Every teacher puts in their utmost effort and care to help our students meet or exceed their grade level expectations so that they could be celebrated for meeting their individualized goals. When students are not progressing on grade-level, we progress monitor and layer our supports through teacher and para supports and interventions.

Our strategies as a wellness team has been to discuss and strategize ways to provide Tier II and Tier III behavioral and social-emotional supports. With the research on the importance of social-emotional learning and its effects upon student belonging and ultimately on academic success, there has also been a focus on increasing Tier I social-emotional learning in all classrooms. This included pushing into classrooms to teach conflict resolution, Restorative Practices problem-solving, development of coping skills, and learning how

to talk about our emotions and express the stress, trauma, and/or challenges they experience in healthy, productive ways. At Marshall, we are also very strategic in the ways we utilize our behavioral support teams, including working with counselors to provide SEL during an expressive arts block, as well as providing group and individualized counseling in 6-week sessions. As a result of joint learning during our MTSS team meetings, we also differentiate and individualize the support for each and every student on our Tier II and III list to ensure counseling, therapy, and mentorship is provided in-house. Through a partnership with the Center for Childhood Development (CCD), an outside agency who partners with Marshall Elementary, students also receive higher levels of care when they experience trauma. Lastly, we have also trained and empowered all paraeducators to provide Check in Check out for those who are recommended for additional academic and behavioral support. Goals are developed in conjunction with teachers and paraeducators and are documented and strategized in 6-week increments. Families and/or guardians also receive regular updates about their students' ability to meet the goals established. They are celebrated at school and at home when 80% of the goals are met.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

Teachers and students at Marshall Elementary are in year two of implementation of a new ELA curriculum using Benchmark Advance. Through whole group and small group lessons, teachers model skills and strategies while supporting students through complex texts. Students then apply those metacognitive skills through collaborative conversations in reading and writing. The deep conversations between students also promote the use of academic vocabulary and cross content connections. Each day, students engage with high level questions to gather text evidence and support their thinking. Students also receive explicit phonics instruction aligned to research in the science of reading and interact with these skills in context. Teachers utilize embedded progress monitoring and administer common assessments to gather student data and drive future instruction. We are growing readers and writers at Marshall.

As Benchmark Advance applies the Science of Reading strategies to align with the Common Core State Standards, the following strategies of instruction, application of core content, and assessment of students are applied at Marshall:

Reading of rigorous and more challenging text—our teachers provide students frequent and consistent introduction to literary and informational texts that are scaffolded and introduced to our students during whole group and small group instruction daily.

In addition to the Benchmark Advance texts, our teachers introduce and share additional resources and selections of texts for -Read Aloud, for intervention, and for independent reading.

Conducting close reading and utilizing strategies to ensure sustained responses to the texts (as listed above) and utilizing Constructive Conversations to ensure students make key connections with their everyday lives prior to applying prior knowledge to new text and/or new skill set. Students starting in first grade engage in learning to and/or using the skills to annotate their personal responses to the text and note their and their small group's reading responses to complex texts.

Applying knowledge from literary and informational texts, students engage in writing responses to replicate the assessment writing prompts that are part of our ELA Benchmark assessments. The regular participation in annotating during the reading of complex texts help prepare students, especially in Grades 2-5 to build upon their writing, so that the processes of literacy are integrated in the practice of text analysis.

Assessing students based on a holistic approach to measuring students' overall understanding of complex text over time. At Marshall, our teachers utilize a variety of assessments to measure students; holistic understanding and application of complex text.

Formatively, our teachers utilize daily exit tickets to measure a variety of core skill sets that are aligned with the standard that is reflected in the curricular unit, as well as check student's comprehension of the skills taught. This also includes individual student reflections and reading responses.

Summatively, our instructors provide end of the unit Benchmark assessments, as well as provide quarterly iReady assessments to measure standards-based readiness skills in the area of phonological awareness, sight word recognition, ability to decode, literacy knowledge, ability to apply understanding of language structures to small group conversations and writing responses, and verbal reasoning skills to participate in developing and expressing their background knowledge and from which to conduct regular Constructive Conversations. In this way, students in fourth and fifth grades can further demonstrate their ability to express and apply their knowledge in a variety of reading and writing assessments, including constructed responses.

1b. Mathematics curriculum content, instruction, and assessment:

Marshall currently uses Bridges in Mathematics, 2nd edition. The curriculum features key visual models that deepen students' mathematical learning while engaging with mathematical content. It focuses on developing students' deep understandings of mathematical concepts, proficiency with key skills, and reasoning abilities through age-appropriate problems and investigations in the areas of number, operations, algebraic thinking, fractions, decimals, measurement, data, and geometry. A Bridges classroom features a combination of whole group, small group, and independent activities that are problem-centered. Seeing, touching, and sketching ideas create pictures in the mind's eye, helping learners construct, understand, and apply mathematical ideas. Bridges incorporates increasingly complex visual models, including the number line and the array models, in a coherent framework across the curriculum. Assessment includes a wide variety of age-appropriate assessments at each grade level, ranging from interviews, observation tips, and short performance tasks for the youngest students to unit pre- and post-assessments, mid-unit checkpoints, and more extensive performance tasks for Grades 2 and up. Our grade-level instructors and para support teachers integrate the Bridges unit assessments through everyday check-ins and small group scaffolding. Curricular planning and student data discussions are held during PLCs weekly and during professional development quarterly.

This year, we conducted professional development on ways to improve math talk with all grade-level instructors. Our Math curriculum specialist also came to the building for learning walks during Number Corner to assess and to coach instructors on ways to increase discourse and Constructive Conversations with students.

1c. Science curriculum content, instruction, and assessment:

Marshall is proud to work in partnership with the State of Delaware Science Coalition* to offer a science curriculum aligned with the State's 2013 adoption of the nationally recognized research-based Next Generation Science Standards (NGSS). At the elementary level, teachers guide students in exploratory experiences using one or more of the following curricula: Smithsonian/Science and Technology for Children (STC), Full Option Science System (FOSS), and Amplify Science. Scientific concepts and phenomena are explored as students ask questions and engage in making scientific claims.

Lessons include a core text to build background knowledge, visual resources, and hands-on activities. Assessments include transfer tasks that are embedded within units as well as end of unit summative assessments. As our District has transitioned to the use of Amplify in all grade levels from K-8, Marshall students' ability to use math journals and hands-on investigations to build upon literacy-rich projects in their classrooms. Our expressive arts instructors also support research and investigations during library and technology time. Interdisciplinary units, including ELA and science, are aligned and developed into project-based creations during students' end-of-the year technology units, where students select topics to research and from which to create a website and/or student-driven presentations. Grade-level instructors also integrate hands-on investigations with the Amplify investigations to drive deeper learning and apply essential understandings and real-world knowledge to daily discourse.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

Marshall's Social Studies Program delivers well-balanced daily lessons that are aligned with Delaware's standards. It combines the District's required curriculum units with the state's recommendations. Throughout the school year, students participate in a wide range of activities that are taught through civics, economics, geography, history, social justice, and embedded black history lessons in all units of study.

Lessons include a core text, opportunities for collaborative discussion, and a variety of visual resources to enhance lesson delivery (maps, models, artifacts, primary and secondary resources). Assessment includes transfer tasks that are embedded within the units as well as end of unit performance tasks. This information is used to plan for future instruction. Cross-curricular connections with the core text in ELA occur often and provide additional background information for students. At the start of the 2022-2023 school year, our district curriculum started to shift as new units of study are created by the Delaware Department of

Education. This is a phase-in project with a target date of completion for the 2025-2026 school year for all grades K-12.

1e. For schools that serve grades 7-12:

1f. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Servicing the needs of the whole child is one of three pillars of the Christina School District's Strategic Plan. Diverse stakeholder collaboration has defined the 'service of the whole child' as strategies and resources which provides access to rich programs that support intellectual, physical, emotional, and social growth and development. An important objective under the pillar of the whole child is to increase equitable access to program opportunities across core academic content, CTE, gifted and talented, and visual and performing arts. At Marshall Elementary, students have access to Art and general music instruction, anchored in DE 503 Instructional programming standards, across all grade levels. In addition, starting in 5th grade, students are able to participate in instrument instruction for band and/or orchestra.

Our students in K-Grade 5 receive Expressive Arts instruction, including 65+ minutes of art and music weekly. Marshall Elementary instructors create curricular units and provides instruction based on the Delaware standards for visual and performing arts.

In Visual Arts, our students receive instruction based on curricular targets focused on the specific skills and standards at specific grade levels to ensure all students in elementary schools acquire the following (inclusive but not limited to the following standards below):

Visual Arts (Creating, Presenting, Responding, and Connecting)

Anchor Standard 1: Generate and conceptualize artistic ideas and work, with enduring understandings that include: : How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

Anchor Standard 2: Organize and develop artistic ideas and work, with enduring understandings that include: (1) How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? (2) How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

Anchor Standard 3: Refine and complete artistic work, with enduring understandings that include: What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

Visual Arts (Presenting)

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation, with enduring understanding of : Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation. Essential Question(s): How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

Visual Arts (Responding)

Anchor Standard 7: Perceive and analyze artistic work, with enduring understanding of: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments

Visual Arts (Connecting)

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art, with enduring understandings of through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences

Our students involved in Performing Arts at Marshall have the opportunity to participate in General music education and introduction to music theory, to being involved in Band in the fifth grade, in Choir, and in Orchestra. The core standards for performing arts focus on: Performing (dance, music, theater): Realizing artistic ideas and work through interpretation and presentation. Students have opportunities to perform for other students at Marshall in the winter and in the spring, and parents and families have the opportunity to participate in winter and spring concerts.

2b. Physical education/health/nutrition

The framework of physical education/health/nutrition at Marshall Elementary supports the wellness of mind and body. Understanding that physical education should be a fun experience for students, our curriculum encourages students to understand and engage in fitness to support their overall well-being. Students across all grades engage in programming that is age-appropriate and engaging to support physical health, reduce health risks, understand the importance of decision making which support their wellness goals. Building an early foundation anchored in wellness helps students to develop good health habits to last them a lifetime.

2c. Foreign language(s), if offered (if not offered, leave blank)

2d. Technology/library/media

At Marshall Elementary, our librarian serves as an instructional personnel who creates an environment where collaboration and creative problem solving thrive. As an instructional partner the school librarian works with teachers and other educators to build and strengthen connections between student information and research needs, curricular content, learning outcomes, and information resources. The school librarian demonstrates his or her role as an essential and equal partner in the instructional process. The Christina School District School Library materials are selected to support, implement, and enrich objectives of the curriculum. School Library materials must also serve the needs and interest of individual students and schools while acknowledging a wide range of abilities and respecting the diversity of many differing points of view. Marshall also has a Technology class that all students access weekly. Students participate in a variety of instructional technology skills including coding, research, media arts projects, and other programming.

2e. Any other interesting or innovative curriculum programs you would like to share

Every student at Marshall has a laptop computer (Chromebook). We incorporate the use of technology into the instructional day. Students have access to individual online learning pathways in reading and math using i-Ready. The pathway is unique to each student and targets their specific needs or challenges with higher material. We also utilize online phonics, vocabulary, and math programs to extend the learning experience for grades K-5.

3. Academic Supports

3a. Students performing below grade level:

There are a number of academic supports that Marshall provides to help students close the achievement gap. Classroom teachers will differentiate instruction during opportunities in the instructional day. We provide additional instruction in the area where the student is struggling. This could include one-on-one or small group support during the MTSS intervention block or during the core classroom instruction. Tutoring is also offered after school by staff members and a local tutoring company to work with students on specific skills that are needed. We encourage our parents to become partners with the school and keep them highly involved by providing frequent communication about their child's progress and offer ways to partner for success.

On a weekly basis, all instructors meet for 45 minutes to plan and discuss student progress during grade-level PLCs. In addition, students in need of behavioral interventions and academic supports are discussed during our Student Support meeting in which student data and student interventions are discussed during MTSS meetings. Students identified and in need of Tier 2 and Tier 3 supports are given interventions and reviewed in 6-week increments to ensure interventions including CICO, counseling, mentorship, para support for reading and math fluency, and tutoring (before or after school tutoring) are prioritized.

Examples include: Recently, we created a para support schedule which is targeted to ensure small group instruction and interventions can be provided for students strategically in each grade level. By ensuring targeted supports for students who need interventions or additional enrichment, we are ensuring all of our learners receive additional adult support or reinforcement for curricular interventions during the MTSS block that is scheduled for students in each grade level.

3b. Students performing above grade level:

Students performing above grade level receive differentiated instruction by their classroom teacher during opportunities throughout the day. For example, during small group reading, students above grade level would receive a higher level text to practice fluency and comprehension. In addition, Marshall has a full time gifted and talented teacher who delivers services through our Advanced Academics Program. This is a pull out program that occurs during the instructional day. Students in grades 3-5 work on higher level thinking skills using a variety of materials such as Math Cubed, Jacob's Ladder, and other interest based projects.

Our Gifted and Talented program instructor also creates additional opportunities for all students at Marshall (general education students also who are not identified for advanced learning) to participate in after-school programs, including LEGO League, Meaningful Economics, Investment clubs, and Green Clubs. Students then participate in competitions for math, for engineering, and for community service.

3c. Students with disabilities:

Students with disabilities in grades kindergarten through 5th receive a variety of services based on their classification and least restrictive environment. Services include push in and pull out support by special education staff members. Students receive core instruction in all content areas in addition to specific intervention resources that are directly connected to the core. The intervention resources provide structured scaffolding of concepts and target specific skills. Students also receive opportunities to review and preview core content skills. Strategies that are used by the staff are unique to the student's needs.

3d. English Language Learners:

English Language Learners in grades kindergarten through 5th receive services based on their level of language proficiency and classroom performance. Services include push in and pull out support by ESL staff members. Students receive core instruction in all content areas in addition to specific intervention resources that are directly connected to the core. The intervention resources provide structured scaffolding of concepts and target specific skills.

Students also receive opportunities to review and preview core content skills. Students identified as MLLs (multilingual learners) receive targeted instruction with our MLL instructor in support of the Delaware Department of Education and as a partner of the WIDA Consortium. The instruction also includes the WIDA proficiency assessments to identify whether our Marshall students have progressed along the WIDA continuum towards proficiency (six levels of targeted proficiency levels from entering to reaching) in conjunction of the MLL standards for social language, for language arts, for math, for science, and for social studies. As soon as a WIDA screener determines a student qualifies for MLL services, students are scheduled to receive English language instruction and services. Through targeted instruction and additional language instruction and interventions that is provided by the MLL teacher and additional para support teachers, students regularly exit from their MLL designation based on data-driven decision making and based off of the WIDA Access testing that is conducted at Marshall.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At Thurgood Marshall Elementary School, we believe in the power of the whole child and provide Tier I social emotional learning support through our Leader in Me program. In addition, we provide targeted push-in of SEL skill sets that is CASEL (Collaborative for Academic, Social and Emotional Learning) aligned, including RULER's Mood Meter to teach emotional regulation and help students develop coping skills. In addition, we are a Restorative Practices school and provide students the opportunity to learn with their teachers through SEL blocks and to learn from one another in restorative circles. At the Tier I level, we communicate behavior expectations through positive interventions and supports, including the use of our behavior expectations and matrix LEAD (Leadership, Excellence, Accountability, and Diversity). We teach the Marshall Core Habits through the Leader in Me core principles. This is then celebrated at our Leader in Me assemblies. We provide targeted Tier II interventions and support through our MTSS team meetings where every child is discussed with our wellness team to provide targeted progress monitoring, interventions, tutoring, Check in Check out, and counseling. We ensure that we engage all learners, including our advanced learning learners, our multilingual learners (MLLs), students receiving Special Services, and students in need of reading and math intervention. This is done through teacher scaffolding, targeted small group supports, and ensuring we provide progress monitoring during MTSS and SEL blocks. Our advanced learning program provides enrichment and above-grade level learning for students who require additional math, reading, science, and social studies support. They also participate in after-school enrichment opportunities including LEGO League, Stock Market Club, and Xcelerated Math League.

2. Engaging Families and Community:

In partnership with our community, Thurgood Marshall Elementary School, provides students with a solid foundation of academic excellence in a respectful, safe and caring environment that welcomes diversity and fosters a love of learning in all children. Our families and community partners collaborate to support all students. This includes our involved and supportive PTA and our engaging staff who collaborate to provide engaging opportunities for all students, including field trips, special speakers and assemblies, and after-school learning opportunities including Capital One coders, Soccer Shots, and Girls on the Run. Successful strategies that work include targeted and consistent communication with all families, including reaching families through a variety of means, including social media, parent teacher newsletters, and through phone calls home and our parent communication system Parent Link. We also collaborate with the University of Delaware and Del Tech to provide student teachers and interns the opportunity to develop hands-on learning and teaching, as well as ensure a future pipeline for future Marshall teachers and leaders. We have regular community and family outreach events, including parent conferences, our winter and spring concerts, multicultural events, Basket Raffles for fundraising events, school beautification and community service play dates, and our Leader in Me assemblies. We also have an active mentorship program at Marshall, including former school leaders, parents, community leaders and supporters who come to Marshall to support learners and encourage them through play and through development of relationships.

3. Creating Professional Culture:

At Marshall Elementary School, we provide our instructional staff consistent professional learning on a monthly basis during our staff meetings, as well as important planning and teacher collaboration times during weekly PLCs. In addition, our district provides statewide, district-wide, and building professional development learning times throughout the year focused on data-driven instruction, student wellbeing, trauma informed instruction, Restorative Practices, and Diversity, Equity, Inclusion, and Belonging (DEIB). Our instructional coach, support staff, grade-level and team leads also attend regular district-wide and statewide professional learning to collaborate with other professionals deep in the work to provide support and mentorship for one another. Our novice teachers also participate in an instructional mentorship program through our district and through the state. In addition, we provide frequent and collaborative opportunities to develop staff collaboration and bonding through appreciation day events, peer to peer observation opportunities, participation in academic and SEL committees throughout the school. Our teachers receive

guidance and targeted feedback also through regular teacher observations, coaching, and walkthroughs. Lastly, there is a culture of teacher to teacher and teacher to paraprofessional mentorship. New teachers and new paras shadow one another and provide learning and support to one another. The Marshall instructional staff and teams desire to provide the best instructional and behavioral supports for all learners and strive to learn and teach the content with high quality and provide high levels of student engagement.

4. School Leadership:

School leadership at Marshall reflects the dedication and commitment of The Christina School District, especially with regards to CSD's mission and vision towards supporting the emotional and social development of a whole child. This includes wanting all students to "flourish in their unique and family identities, being a contributing part of a community and citizenry, and experiencing growth, maturation, and development." Through the desire to develop the whole child, our goal at Marshall as leaders is to provide every opportunity academically, behaviorally, and social emotionally to develop the unique potential of every child and adults in our building with the ability to grow, to be authentic in their racial identities, and be able to reach their goals through differentiated, unique, and collaborative means.

As our staff make-up is largely Caucasian but our student populations are a minority majority, there are cultural shifts that need to take place for all students to feel a strong sense of belonging. Our shift and learning in our building includes the continuous strengthening of our DEIB work and to ensure all instructors and staff develop beliefs and practices that are in support of our multilingual and diverse learners and families. As Marshall is a diverse school with unique attributes and students with varying abilities, including advanced learning, students who are free and reduced, and students qualifying for special education, we provide all students with high levels of education, academic and behavioral support in a timely manner. We ensure all of our teachers look at data on a regular and consistent basis to ensure we provide targeted support wherever possible. As an admin team, the principal and the assistant principal developed our School Success Plan to provide targeted evidence-based instruction and professional development to our staff, so that they can best provide real time learning to our students with varying academic, linguistic, cultural, and behavioral needs. Collaboration to provide support to all members of our instructional and behavioral and wellness teams is tantamount to ensure enrichment, progress monitoring, and intervention. As an admin team, we collaborate consistently to divide and conquer to support all staff, students, and families, including coaching, mentoring, and empowering teacher leaders to be their very best and support all learners. We provide targeted scheduling to ensure adequate curricular provisions during whole group, small group, MTSS, and SEL blocks and related arts (including gym, art, music, and technology) are provided for every learner.

The principal is in charge of instructional leadership overall, and the principal and the assistant principal together ensure that all certificated instructors are provided opportunities for professional development, coaching, and given opportunities to be evaluated and grow based on the goals as identified based on Delaware's DPAS evaluation and DTGSS evaluation processes. Together, the administrative team also oversee MTSS and ensuring data-driven instruction. The principal oversees scheduling for staff and is the primary contact with the PTA board. The AP is in charge of the management of the paraprofessionals and scheduling for paraprofessionals, and oversees the counseling team and the Behavior Student Support Team. In addition, the Principal oversees Special Services and our Education Diagnostician, but both administrators participate in special education or 504 meetings. The principal manages and oversees the building facility maintenance and the custodial and secretarial staff. They jointly oversee safety and security and the AP conducts safety and security drills and communicating them out to staff.

At Marshall, we are a Leader in Me School, and therefore our Building Leadership Team (BLT) and/or team leads communicate and collaborate on important team initiatives and make decisions on the professional development for our staff. The AP oversees behavior management and the coaching and teaching of tiered SEL and conflict management skill sets including the use of Mood Meter and RULER and Restorative Practices. Our Leader in Me program is lead by the Assistant Principal, in conjunction with the Lighthouse teams, including our Reading Specialist, our Instructional coach, and our Gifted and Talented instructor.

5. Culturally Responsive Teaching and Learning:

As Marshall Elementary School is a culturally and linguistically diverse school, with more than 13% of multilingual learners (MLLs), we work with students to learn about the power of recognizing one another's diverse and unique strengths. We do that through our Leader in Me program. As part of our L.E.A.D expectations and D for Diversity, we teach students the need to appreciate and value all cultures and beliefs in our building. With 22% Asian-American students, 40% African-Americans, and 13% Hispanic and Latino students, students, staff, and families are accepting of students from varying cultures and backgrounds and genuinely want to learn about the cultures, languages, and traditions each student possesses. As the demographics continue to shift at Marshall, there is a need to shift towards the empowerment of all learners in light of their unique linguistic, cultural, and racial identities. This starts with all staff first recognizing our own biases and being able to decipher whether those biases can impact or impinge upon others' needs to feel belonging. By developing our own critical consciousness, staff then can help students to identify and empower all learners to show up as their unique selves and grow in their abilities to be themselves and then be able to affirm others and their needs to belong. At Marshall, this starts with our district's equity policy and the development of our Diversity, Equity, Inclusion, and Belonging (DEIB) team to start the work to teach the Learning for Justice standards to develop racial consciousness. At Marshall, culturally responsive teaching and learning is reinforced through our statewide social studies standards and curriculum. The Delaware Department of Education ensures all instruction reflects academic achievement, cultural competence, and social-political consciousness. With the passing of House bill 198 also ensures that Black History is taught with fidelity in Delaware schools. At Marshall, with over 40% African-American population, we celebrate African-American and African heritages, as well as celebrate our students who identify as Muslim to ensure all races and gender are valued, especially students who are traditionally marginalized.

PART VI - STRATEGY FOR EXCELLENCE

Marshall Elementary School is widely known for its success in providing quality education to its students. Over the years, the school has consistently produced high-performing students, and this can be attributed to various practices that have been implemented by the school administration and teaching staff. However, there is one practice that stands out above the rest, and that is the teacher's passion for helping students succeed.

The teachers at Marshall Elementary School are highly committed to helping their students achieve academic success. They believe that every student can excel, regardless of their background or academic ability. To this end, the teachers review student data regularly to make informed decisions about their teaching strategies.

The review of student data is a critical component of the teaching process at Marshall Elementary School. Teachers use various assessment tools to gather data on their students' strengths and weaknesses. This data is then analyzed and used to make informed decisions about the students' learning needs. Teachers use this information to differentiate their lesson planning, ensuring that each student receives instruction that is tailored to their individual needs.

Differentiated lesson planning is another practice that is highly valued at Marshall Elementary School. Teachers spend a significant amount of time and effort planning lessons that are engaging, relevant, and challenging. They understand that each student has unique learning needs, and they strive to provide instruction that caters to these needs.

The teachers' desire to excel with instructional strategies is another factor that contributes to the school's success. They are always looking for innovative ways to engage their students and improve their academic performance. They attend professional development sessions regularly, where they learn about new teaching strategies and techniques. They also collaborate with each other to share ideas and best practices.

Professional learning communities are an integral part of the school's culture. Teachers regularly meet to discuss student data, instructional strategies, and best practices. These meetings provide a forum for teachers to share ideas and collaborate on ways to improve their teaching practices. They also provide a space for teachers to receive feedback and support from their colleagues.

The teacher's passion for helping students succeed is evident in everything they do. They go above and beyond to ensure that their students are provided with the best possible education. They spend long hours preparing for their lessons, providing extra support to struggling students, and participating in professional development sessions.

In conclusion, the teacher's passion for helping students succeed is the most instrumental practice that has contributed to the success of Marshall Elementary School. Their commitment to reviewing student data, differentiated lesson planning, desire to excel with instructional strategies, and professional learning communities has created a culture of excellence that has permeated throughout the school. The teachers at Marshall Elementary School are a shining example of what can be achieved when there is a deep-seated passion for helping students succeed.