

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

[X] Public or [] Non-public

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

Name of Principal Ms. Katherine May
(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 2401 S Irving Street
(If address is P.O. Box, also include street address.)

City Seattle State WA Zip Code+4 (9 digits total) 98144-3727

County King County

Telephone (206) 252-2800 Fax _____

Web site/URL <https://marshalles.seattleschools.org> E-mail kjmay1@seattleschools.org

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. Brent Jones E-mail bjones@seattleschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Seattle Public Schools Tel. (206) 252-0000

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 Mr. Brandon Hersey
(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):
- 63 Elementary schools (includes K-8)
12 Middle/Junior high schools
18 High schools
0 K-12 schools
- 93 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	8
K	67
1	60
2	61
3	86
4	104
5	86
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	472

*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):
- 0 % American Indian or Alaska Native
 - 16.7 % Asian
 - 24.4 % Black or African American
 - 11.3 % Hispanic or Latino
 - 0.2 % Native Hawaiian or Other Pacific Islander
 - 27.6 % White
 - 19.8 % 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: 14%

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

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	34
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	25
(3) Total of all transferred students [sum of rows (1) and (2)]	59
(4) Total number of students in the school as of October 1, 2021	434
(5) Total transferred students in row (3) divided by total students in row (4)	0.14
(6) Amount in row (5) multiplied by 100	14

6. Specify each non-English language represented in the school (separate languages by commas):

Amharic, Arabic, Cambodian, Chinese-Cantonese, Chinese-Mandarin, Czech, Dinka, French, Japanese, Korean, Oromo, Punjabi, Russian, Somali, Soninke, Spanish, Tagalog, Tigrinya, Toishanese, Vietnamese.

English Language Learners (ELL) in the school: 14 %

64 Total number ELL

7. Students eligible for free/reduced-priced meals: 40 %

Total number students who qualify: 188

8. Students receiving special education services with an IEP: 19 %
Total number of students served 92

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>14</u> Autism	<u>1</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>17</u> Other Health Impaired
<u>20</u> Developmental Delay	<u>20</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>64</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Intellectual Disability	<u>1</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: 9

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.	24
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	10
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	15
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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	92%	97%	96%	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.

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.

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

<https://www.seattleschools.org/about/official-notice/non-discrimination/>

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

PART III – SCHOOL OVERVIEW

Thurgood Marshall Elementary is a rich learning environment because of the diversity of our 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 in the gifted education program for the district. 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 central 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 a 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 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 years 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 develop a strong voice in speaking out when they see injustices in the world. Our staff wants our school to be safe 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.

There are various 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) program, supports the development of social emotional skills like self-regulation and problem-solving. All classes have an SEL block in their daily schedule. 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, 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 mark Black Lives Matter at School Week, developing a curriculum to teach principles of this movement and importance of allyship. Additionally, our month-long Changemakers Project allows every class to learn about important Black and African Americans who have made contributions. 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 3rd– 5th grade students working in blended grade level groups, determined by their interest, to learn about a topic and produce a final product.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

Our district goal is for all students to develop the skills necessary to read at grade level by the end of third grade. Our district uses the Center for Collaborative Classroom (CCC) curriculum, which integrates reading and writing instruction with skills for collaboration. The CCC curriculum is evidenced-based and aligned with Common Core State Standards. The emphasis on collaboration aligns well with our school's focus on students becoming informed citizens. During lessons, students learn to build on each others' ideas and to disagree in respectful ways with a focus on using evidence. Instruction takes place using whole group, small groups, partner work, and individualized conferences in reading and writing. Independent Daily Reading is included as a literacy strategy and allows teachers to provide specific feedback to students as they read. We devote ninety minutes daily to literacy instruction.

Kindergarten students are assessed for knowledge of letter names and sounds at the beginning of the year. Once they demonstrate mastery, they begin working their way through the SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) Program, building strong foundational literacy skills. At Thurgood Marshall, all students in kindergarten through second grade use this curriculum for Tier 1 instruction, until they master the skills expected for the grade level. Once this is in place, students move on to Being a Reader, a program focused on reading comprehension, fluency, and word study. In our early literacy program in kindergarten to grade two, each classroom has a thirty-minute small reading group block daily when students receive instruction at their level with an adult. Students are assessed regularly with mastery tests to ensure they are making expected progress. Small groups are flexible and students may move between groups based on their assessment data.

Students in kindergarten through grade five learn comprehension skills and vocabulary through the Making Meaning program. All students learn writing through the Being a Writer program. Students learn the writing process with guided instruction and diverse mentor texts which model new skills. Students have choice in their writing topics within each writing unit, which develops motivation and excitement to write.

Student progress is continually assessed through curriculum-embedded, classroom-based assessments. Supplemental lessons are used if less than half the class is showing concept mastery. Individual conferences in reading and writing provide teachers with assessment data and allow them to provide individualized instruction to students based on their development. Individual reading assessments are used to help monitor reading comprehension in first through fifth grade. DIBELS is used to monitor student acquisition of foundational literacy skills and to screen for Dyslexia. The Measurement of Academic Progress is used twice a year to assess growth in academic skills for students kindergarten to fifth grade. The Smarter Balanced Assessment is required by our state for students in third-fifth grade for ELA and Math each spring as a final summative assessment. Teachers meet regularly with our intervention and admin teams to review data and plan instruction in response to student data.

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

Elementary schools in the Seattle district use the enVision Math curriculum, which addresses Common Core State Standards for math. Concepts are taught through a developmental progression across grades, topics, clusters, domains, and lessons. EnVision provides rigor in conceptual understanding, procedural skills and fluency. Lessons follow a predictable sequence of: step one – problem based learning, step two – visual learning, and step three – independent practice and problem solving. Each lesson gives students the opportunity for productive struggle with a new concept, whole group instruction, partner work, and independent practice.

Math has been a focus area for our school over the last two years. Through work with our math specialist, the district math department and outside consultants, we have been working on equitable math practices.

This starts with the belief that all our students are mathematicians and all are capable of solving complex mathematical problems. Teachers first worked to develop their own math identity and are now building confidence and math identity in our students. This happens by creating classroom spaces that are safe for students to take risks in sharing their mathematical thinking and the expectation that all students are highly engaged as they all have much to contribute. This is a shift in thinking for both teachers and students as we disrupt the notion of who typically holds status in math class. Students do the heavy lifting of reasoning through challenging problems and teachers facilitate through careful questioning. The result is productive math discussions with most or all student voices being heard. Lessons are designed to be accessible to all students with teacher scaffolding and students' new-found confidence in math bringing a sense of math joy schoolwide. Teachers team with families during Academic Parent Teacher Team sessions to explain skills students are learning and teach games families play at home to develop math confidence and fluency. Families can also access Family Math Bags which contain appropriate grade-level activities intended for use at home.

Mathematical progress is assessed through homework, exit tickets, classroom discussions, student self-evaluations, and curriculum-based assessments such as topic assessments and performance tasks. Our teachers have learned to use math interviews for individual student assessment which helps us better understand the development of students' mathematical thinking and problem solving. Teachers are beginning to incorporate the use of rubrics which look at how student mindset and engagement in math are developing along with their mathematical skills, and it is encouraging to see connection between a growth mindset in math and the achievement of math skills. The Measurement of Academic Progress is used twice a year to assess growth in academic skills in kindergarten through fifth grade. The Smarter Balanced Assessment is required by our state for students in third-fifth grade for ELA and Math each spring as a final summative assessment.

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

All Seattle schools use the Amplify Science Curriculum, which is based on the Next Generation Science Standards (NGSS) adopted by Washington State. The NGSS standards reflect a shift from students learning science content to students learning science and engineering practice, content and concepts that apply to all areas of scientific practice. Our science instruction introduces student to puzzling scientific phenomena that are relevant to their lives, and leads them through a series of activities to help them understand the science behind the phenomena. Throughout this process, students are learning to think like scientists. For example, kindergarten students learn about the needs of plants and animals as they help a fictional group of students discover why there are not more monarch caterpillars in their community garden and what they can do to bring them back. Units develop in complexity across the grade levels, while remaining relevant to student interests. Each grade level works through three units each year.

Our instructional model encourages students to access prior knowledge and life experiences in service of new content they are learning. Students learn to define problems, design investigations, analyze patterns in data, and engage in discourse both with their peers and in writing. Developing conceptual scientific modes and communicating their scientific thinking are important real-life skills taught in science.

Students are assessed in a variety of ways. Pre-assessments help teachers understand student prior knowledge going into each unit. Formative assessments occur throughout each unit, including student self-assessment of understanding. End of chapter, end of unit, and Investigation Assessments allow teachers to ensure that students are learning scientific content over the course of the year. In spring of the fifth grade year, students take the Washington Comprehensive Assessment of Science, which measures student progress towards the Next Generation Science Standards.

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

Social studies instruction is aligned to the Washington State Social Studies Standards, which focus on social studies skills, economics, history, geography, and civics. We do not have a district-adopted social studies curriculum, but the Since Time Immemorial curriculum is a critical part of social studies instruction and state law mandates the teaching of local tribal history in K-12 classrooms. Our aim in social studies

instruction at Thurgood Marshall Elementary is to prepare students to live and work in an increasingly diverse world, and to prepare students to be engaged citizens in their community.

Students from all three programs in our school (General Education, Special Education intensive programs, and the Highly Capable program) are blended together for social studies learning, so all of our students have a homeroom teacher and a social studies teacher. Teambuilding activities to create a cohesive classroom environment are an important piece of our social studies work. Because there is not a full curriculum to follow, our Social Studies Leadership Team meets monthly to plan, provide support and resources, and ensure vertical alignment across the grades. Teacher-created elements of the curriculum maintain a strong focus on civics, geography, and social justice. Students use timelines as they study important events in their own lives and important events in history at older grades. Black Lives Matter at School Lessons on equity, privilege and allyship along the study of Black History and Ethnic Studies round out our curriculum. Speak With Purpose, one of our community partners, works with fifth grade students as they learn public speaking and advocacy skills. All our students participate in a school-directed march for justice, and often student-led marches, as well. Our students in fourth and fifth grade complete Civics entries, integrating writing skills into their social studies learning.

Students are assessed in social studies through curriculum-based assessments, group projects, and writing assignments. Additionally, a state required classroom-based assessment is embedded into our fourth grade curriculum, which is designed to engage students in authentic intellectual work that requires them to develop background knowledge and use research, reading, writing, and critical thinking skills to develop a final essay to demonstrate their learning.

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

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

Thurgood Marshall offers a developmental preschool program for students who qualify for individual education plans and a small number of peer models. Our preschool is a half-day program, meeting every weekday except for Wednesdays. We maintain a ratio of one teacher to two paraprofessionals to twelve students. The certificated teacher and two paraprofessionals guide students through a daily schedule of circle time, small group work, imaginative play, outdoor time, and snack time.

Our preschool uses The Creative Curriculum for Preschool along with the Teaching Strategies Gold Assessment System. This district-adopted curriculum is in place for all developmental preschools in our school system. Within The Creative Curriculum, there are 22 objectives of development and learning, under social-emotional, physical, literacy, language, mathematics, and cognitive domains. Preschool learning objectives are integrated into thematic units. Students progress along a developmental continuum at their own pace, based on their individualized educational plan. Many of our preschool students are eligible for speech and communication, occupational and physical therapies. These services are integrated into the daily routine of the classroom in most instances. Social emotional learning is an important part of preschool. Students learn to listen, pay attention, manage their behavior, and get along with others through lessons taught using the Second Step social emotional curriculum, which are reinforced in classroom interactions throughout the day.

The Gold Assessments align with Washington State Early Learning Standards, and is also used in kindergarten, so we can see the growth of our preschoolers towards kindergarten standards as they are assessed three times per year. Teachers take observational data each week to track how students are progressing towards their learning goals. A majority of students who leave our preschool are scoring at kindergarten level for most objectives in Gold; however, there are exceptions for students with delays and students who are working on functional life skills.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Students in kindergarten through fifth grade attend specialty classes in both visual art and music one to two times per week (schedule varies over the course of the school year). These classes are considered core instruction and are taught by teachers certified in the content area. Visual and performing arts focus on helping students to develop 21st century skills such as perseverance, problem-solving, creativity and collaboration, and participation in the arts has been shown to increase student attendance and positive feelings towards school.

Visual arts focus on teaching arts concepts such as perspective, value, shape and design. Projects incorporate many materials as students draw, paint, create clay projects and even stop motion videos. Student work is displayed throughout our school, building a sense of confidence and pride in our students.

Music classes introduce students to tempo and rhythm as students hear music from around the world. Movement is incorporated in music lessons and students learn to read basic music notation. In fourth and fifth grades, students also have the opportunity to take instrumental music lessons weekly, and many Thurgood Marshall students continue to take instrumental music lessons in middle and high school.

Through our partnership with the Pacific Northwest Ballet, all second grade students participate in a dance residency. This residency is integrated with science concepts helping students to learn concepts like the properties of matter in new and exciting ways.

2b. Physical education/health/nutrition

Students in grades in kindergarten through fifth grade participate in physical education (PE) classes one to two times per week (schedule varies throughout the year). PE incorporates health and nutrition information, and a primary focus on the five components of fitness: cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition. This focus supports our students' health and fitness over a lifetime.

In PE, curriculum covers a variety of units throughout the year designed to teach students skills and also to expose them to sports and activities that will help them develop a love of fitness as a lifetime pursuit. A partnership with the Cascade Bicycle Club allows students who may not have a bike at home to learn to ride. Students also learn important bicycle safety concepts. Students learn yoga, tumbling, volleyball, soccer, basketball, and participate in calisthenics to warm up and strengthen muscles. PE games focus on collaborative efforts rather than competition, and students learn about sportsmanship and the social-emotional skill of self-regulation.

Students participate in regular assessment of physical fitness skills and knowledge, with a focus on improving fitness over the course of the school year. Fifth grade students also participate in a curriculum-based assessment each spring.

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

2d. Technology/library/media

Information/Media Literacy and Digital Citizenship are taught and practiced across all grades from kindergarten to grade five. Our library uses a digital citizenship curriculum from Common Sense Education to teach students skills around six main topics: 1) Media Balance and Well-Being, 2) Privacy and Security, 3) Digital Footprint and Identity, 4) Relationships and Communication, 5) Cyberbullying, Digital Drama, and Hate Speech, and 6) News and Media Literacy. The lessons include discussions about real-life scenarios and practice with skills like creating strong passwords, responding to commenters online, avoiding clickbait,

and navigating news and media sources. Students are taught from kindergarten to pause and think online and to identify a trusted adult they can turn to whenever they feel overwhelmed or upset. By fifth grade, students have learned to be independent with skills like finding a healthy media balance, keeping online friendships safe, and identifying the important parts of an online news article. Each student is assigned their own school device, so they have plenty of opportunities to practice these skills with teacher supervision and support. Our explicit instruction around these topics occurs during regularly scheduled biweekly library visits. Students in grades two to five participate in six digital citizenship and media/information literacy lessons each year, and students in kindergarten and first grade participate in three lessons each year.

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

Thurgood Marshall has a daily social emotional learning (SEL) block in every class each day, from kindergarten to fifth grade. This time is used to teach students to recognize their emotions and the emotions of others, to learn strategies for self-regulation, to co-create classroom expectations with their teacher, to learn problem-solving and anti-bullying skills, and to learn empathy for others. Teachers pull from a variety of curriculum such as the RULER Curriculum, Second Step, and Positive Discipline in the Classroom. Once or twice per week, students engage in a class meeting. The meeting begins with compliments or appreciations and moves into sharing information or solving problems together as a class. As students learn skills for self-regulation, they are better able to focus and manage their emotions so they are ready to learn during academic content. Additionally, a focus on empathy and problem-solving strategies supports students in getting along better with peers. As children become better problem solvers, there is less need for time spent on discipline, so more time can be spent on instruction. While the classroom teacher is generally the person leading social emotional learning, our school counselor visit each class monthly to provide additional guidance lessons related to schoolwide social emotional goals.

SEL time is also when teachers teach and review our Positive Behavior Intervention Support (PBIS) lessons. As we regularly review discipline data, we focus these lessons on areas in our school where things are not going as smoothly as they could be. After these lessons are taught, teachers recognize and reinforce students showing these behaviors. The final piece to our social emotional work is to be sure that our disciplinary practices are restorative in nature, helping students to learn from mistakes and repair relationships when harm has been done.

3. Academic Supports

3a. Students performing below grade level:

Our strong multi-tiered system of support (MTSS) ensures success of each student at our school. Teaming structures exist to support informed collaboration at the individual student level, grade level, and school as a whole. Our school assessment calendar communicates when assessments take place, and teachers review data together to inform their instruction. Data is shared routinely through a structured process, allowing school staff to make decisions about intervention and support.

Each classroom has a daily intervention block allowing time for students to receive intervention without missing Tier 1 instruction. Intervention may include classroom teachers working with small groups of students who need additional support, or targeted supports for students who qualify for reading or math assistance, special education and multilingual learning supports. Our math specialist co-teaches weekly with third-fifth grade teachers to ensure that grade level math concepts are accessible for all students.

Kindergarten – third grade literacy is prioritized with the goal of every student reading on grade level by the end of third grade. Students who struggle with reading receive support from our reading intervention specialists, English language learning teacher and literacy tutors. Students in kindergarten to grade two receive daily small group reading instruction targeted at their level and groups change regularly based on their student assessment data.

We progress monitor student learning through regular formative assessment, including SIPPS Mastery Tests, DIBELS reading assessment, curriculum-based ELA assessments, math fluency assessments and

curriculum-based math assessments. We also use the Measurement of Academic Progress (MAP) at district-prescribed intervals throughout the year. Students who are qualified as multilingual learners will take the WIDA assessment as a measure of their progress annually. Students in third-fifth grade take the Smarter Balanced Assessment each spring. Professional Learning Communities (PLCs) ensure teachers are working together to design instruction, assess student learning and design intervention to respond to student needs. Additionally, we ensure instruction is aligned to Common Core State Standards. We strengthen core instruction through regular professional development in areas of need identified by teachers and administration. Our PLC Leadership Team supports each grade level in making progress towards identified goals.

Students have access to extended learning opportunities through the Team Read and Invest in Youth tutoring programs. Student may also qualify for additional tutoring based on their special education or McKinney Vento status. Our partnership with Holgate Church also provides afterschool and summer academic programming for a needs-based group of students from our school.

3b. Students performing above grade level:

Our district annually identifies students who show advanced academic capability through a universal screening process. With parent permission, a multi-disciplinary committee evaluates each student's data including academic assessments, demonstrated classroom performance, grades, and also strengths, talents and interests reported by teachers and families. Additional sources of information are considered for students with individualized education plans and/or who receive services as multilingual learners. Our district recognizes that the identification system for advanced learners has historically privileged white and higher socioeconomic learners and the Advanced Learning Department is working to create a more inclusive, equitable and culturally sensitive program.

Students may qualify into one of two district programs. The Highly Capable Cohort serves students who are working well above the grade level curriculum, who are receiving report card scores at Level 4 (above grade level), and whose assessment scores are in the 95th-99th percentile range in both reading and math. The Advanced Learning Program serves students who perform above grade level in reading and/or math and have assessment scores in the 88th-94th percentile range in reading and/or math. At Thurgood Marshall, we refer to the "Highly Capable Cohort" as the Accelerated Curriculum Program, as we believe that all our students are highly capable. Students served in this program receive reading, writing, and math instruction in a self-contained setting, by district design. Math instruction is accelerated by two years and English language arts instruction is accelerated by one year for these students. Students in the Advanced Learning Program receive instruction in a general education classroom. Supports for these learners may look like differentiation in the classroom, small group intervention with a teacher, individualized projects and lessons, or walking to another classroom to participate in accelerated learning. Supports for Advanced Learners are determined based on individual academic data and through consultation with students' families and school-based academic specialists.

3c. Students with disabilities:

Our school serves over 100 students who receive special instruction and supports due to a disability. We have an array of programs and services to meet student needs, including speech services, physical and occupational therapy, vision therapy, counseling supports, adaptive physical education, and a range of instructional programs, based on student need. Students who need accommodations due to health or other learning concerns receive a 504 Plan. These plans are designed in consultation with a family member, teacher, and other related professionals. Students who need specially designed instruction due to a disability are served through one of the special education programs we have on-site.

Students in our half-day Developmental Preschool program qualify for pre-academic, adaptive, and social/behavioral supports. Student in the Resource program received specially designed instruction in reading, writing, math, social/behavior, or study skills. Most of their day is spent in a general education setting and they may receive small amounts of pull-out service to work on specific skills. Student in our Focus and Distinct programs receive most or all of their reading, writing and math instruction in a self-

contained setting and are included with their peers for social studies, science, specialty times (art, music, P.E.), lunch and recess, as their individual needs allow. Students in these programs receive both adaptive and academic supports. Our school values inclusive practices and sees this as important for both the students who are in a general education setting and those who come to the general education setting for inclusion minutes.

3d. English Language Learners:

At Thurgood Marshall, we have many multilingual families, and nearly seventy students officially enrolled as Multilingual Learners. These students are in all grade levels, from preschool through fifth grade, in general education, advanced learning and special education classrooms. Our multilingual students span a wide range of English language proficiency, from newcomers to students who have demonstrated advanced levels of listening, speaking, reading, and writing in English.

To close academic achievement gaps between multilingual learners and native English speakers, we follow the district and state recommended supportive mainstream model for multilingual students, where students access grade-level academic content as well as English language development in their mainstream classrooms with support provided by our multilingual team. This support is provided individually, in small groups, or at the classroom level as determined by students' needs. We view our multilingual students' home languages as an asset and seek to leverage their diverse linguistic and cultural backgrounds in the classroom and the wider school community. Last year we became a WIDA (system of English learning assessment) state, and district-wide we are shifting toward WIDA's Can Do Philosophy, emphasizing the importance of language in learning.

We encourage students to engage in meaningful conversations and read in English or in their home language, and to write or orally rehearse answers in their home languages as they build toward comfort in academic English. We work with word walls, anchor charts, graphic organizers, pictures and videos to engage students. And our multilingual instructional aides provide support to all students, using a shared home language when appropriate. We seek to promote and strengthen classroom participation for our multilingual students. Strategies that support learning and engagement of multilingual students support all students in a classroom, as we are all life-long learners - continually growing our language proficiency throughout life.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Building a cohesive, welcoming schoolwide culture where students can feel safe, happy, and successful is an important strategy for our school. This starts with making sure that our students can see themselves and their families in every facet of our school. Our teaching staff takes care to be sure that the cultures and backgrounds of our students are reflected on our walls, in our curriculum, and in the books in our classrooms and library. Students see quotes from leaders of color on our foyer white board as they enter school each morning, and they learn about scientists and mathematicians who break the stereotypical white, male mold. We hold special celebrations to recognize Black and African American Changemakers in our community and country, National African American Parent Involvement Day, MLK Day and Thurgood Marshall Day, Ground Breaking Women Day, PRIDE week and more. Feeling seen and recognized at school increases student attendance and therefore academic achievement.

Equity is an important concept at Thurgood Marshall, and this means every voice is heard. To foster academic engagement, teachers teach the concept of sharing airtime and respectfully waiting your turn. Accountable talk is taught through sentence stems such as “I respectfully disagree because...” and “I would like to build on to ___’s idea.” Listening skills are taught as students learn to share with a partner during academic times and to work in teams. Students are encouraged not only to share their own ideas, but also the ideas of their partner. Teachers use “equity sticks” to randomize who they are calling on to help avoid their own biases in student selection. A focus on opportunities for academic language is an important strategy for our multilingual learners and increases engagement and leads to better academic outcomes for all students.

We engage, motivate, and provide students with a welcoming and positive environment through our Positive Behavioral Interventions and Supports schoolwide system. We apply what we know about the science of human behavior and racial equity to improve school climate. Our PBIS common values at Thurgood Marshall include taking care of ourselves, taking care of each other, and taking care of our school. These expectations are taught and reinforced throughout the year, with the idea that clear expectations help us all to be successful. Our mascot, Pip the Bullpup, makes videos shown at assemblies to remind students of expectations and makes personal appearances to help build an atmosphere of joy at school. Our PBIS team is comprised of staff, parents, and student input through our student council. Positive behavior is reinforced through “Pup Points.” While our Pup Point schoolwide system for encouraging expected behavior covers many of our reinforcement needs, not all students are encouraged by the same thing or in the same ways. We make sure to differentiate the use of our feedback and acknowledgement between immediate, frequent, and long-term reinforcement. We also find ways to acknowledge students who do not prefer social attention and acknowledgement with more individualized privileges or tangibles.

Student voice and choice are elevated to further increase engagement and sense of ownership for our school. Fourth and fifth graders serve in student council to give input on school decision-making. Students contribute to assemblies each week, plan and organize events such as marches to bring awareness to political and environmental causes and organize Spirit Days. During our Schoolwide Enrichment Model learning times, students work on passion projects and direct their own learning, creating excitement about school. Students nominate each other and their teachers to receive the Golden REAL and the Golden Bouquet to recognize community members who show Resilience, Empathy, Accountability and Lifelong Learning, important qualities for our school.

2. Engaging Families and Community:

Family engagement starts by ensuring that all families feel welcome at school, regardless of background or home language. Use of bilingual staff and interpreters helps to ease communication, as does translation of communication sent home. Staff use apps such as Talking Points to better reach all parents. The principal, teachers, and our parent organization communicate with families weekly. The Friends of Thurgood Marshall Elementary parent organization promotes engagement through educational and community-building events throughout the year.

The Academic Parent Teacher Team (APTT) model was implemented schoolwide in the 2020-2021 school year. Families meet with their child's teacher individually for fall conferences and three additional times throughout the school year as a group. The goal of these meetings are to share specific data about their child's progress, to engage in goal-setting for their child's learning, and to learn games and strategies to use at home to support their child's learning. All materials for learning games are sent home with families so everyone has what they need to practice at home. Additionally, parents build connections with each other and with the teacher to further strengthen our school community. These meetings have been held both virtually and in person and have been well received by families.

Our Family Literacy Connector provides additional outreach, tutoring and resources to kindergarten to grade three families, with a focus on our African American boys. Our Family Support Worker helps families who are unhoused, impacted by poverty, or experiencing crisis. He maintains a caseload of families most in need and communicates with these families regularly. Volunteers staff our food pantry so that food can go home with students on the weekend and parents can "shop" the pantry for staples. In addition to her work with students in school, our school counselor connects families with mental health and other community resources, including a therapist for a local mental health agency we house on-site.

Our school benefits from many community partnerships. Team Read and Invest in Youth provide afterschool tutoring for students in grades two to five. All second graders participate in an arts residency with the Pacific Northwest Ballet. Our partnership with PLATO brings us a Philosopher-in-Residence to teach thinking skills to classes from kindergarten through fifth grade. Fifth graders learn public speaking with a social justice focus from the organization Speak With Purpose. We receive donations of school supplies and food through partnerships with the Japanese Presbyterian Church and The French American School of Puget Sound. The University of Washington's ECO (Education, Communities, and Organizations) program provides us with 40 hours of undergraduate student tutors weekly. One of our most impactful partnerships is with the Holgate Church, which provides mentoring, tutoring, and childcare to low-income students of color from our community.

3. Creating Professional Culture:

Professional Culture is built through clear expectations and supports and positive acknowledgment of teacher efforts. Our school provides an induction program for teachers who are new to career or new to our school. Orientation and regular meetings throughout the school year support teachers in understanding the philosophy of our school and current initiatives. New teachers are partnered with experienced teachers for the purpose of non-evaluative support. This induction program is built from the understanding that teaching is difficult work and requires training and nurturing beyond the teaching certification program. Our district also provides a new teacher mentoring program for teachers in their first two years or teachers with a demonstrated need for support.

The Building Leadership Team (BLT) surveys teachers about professional development needs and designs weekly early release programming for the following school year, ensuring that meetings focus on a rotating schedule of curricular professional development and planning, racial equity work, data-driven gap-closing work, and self-directed "job-alike" sessions. Teachers meet in professional learning communities focused on inquiry cycles twice a month in grade level teams. Our large special education team meets monthly including teachers, instructional assistants and providers such as occupational, physical and speech therapists, with a focus on team-building, communication, problem-solving, and better meeting diverse student needs.

Teachers are supported through classroom observations from peers, administrators, and district coaches with coaching feedback and support. Our school has an "open door" culture where teachers and other visitors are welcomed into classes. During Lab Days, substitutes are provided to release teachers to observe exemplary practices in other classrooms, followed by time to debrief observations. The focus of evaluation is growth in practice to impact student outcomes, and administrators personalize their approach to provide support for individual teachers (just as teachers do for students in the classroom). Effective teaching practices are highlighted in the weekly Monday Note from the Principal. Teacher Leaders provide support with finding

resources, modeling and observing lessons and providing emotional support to teachers. Teachers have a voice in decision-making in our school, and we know that teacher empowerment is a key driver of job satisfaction. Perhaps the most important way teachers are supported is through PBIS supports and timely and restorative response to student behavioral issues, ensuring that teachers have a positive teaching environment.

Friends of Thurgood Marshall parent group provides regular morale boosters in the form of staff appreciation events, including special days not just for teachers but also nutrition services and custodial staff. Parents are encouraged to write notes of encouragement and bring small treats throughout the year.

4. School Leadership:

The aim of school leadership is to create a united school environment that fits the needs of our particular school community and offers a high-quality education for each student in our school. In all that we do, including scheduling, hiring, and budgeting, we use an equity lens to prioritize the needs of our students furthest from educational justice. We focus on lifelong learning for every member of our community – staff, parents and students alike – so that we can all continue to improve our practice and grow in our understanding. We use a shared leadership model both to distribute workload and ensure that many voices give input in the oversight of our school. Our administrative team is comprised of the school principal, assistant principal, and head teacher. These three share the role of managing day-to-day school operations, overseeing instruction, scheduling, discipline, classroom management and support, safety and discipline. The principal is responsible for the vision and direction of the school as a whole and is ultimately responsible for all that happens within the school. The principal and assistant principal share responsibility for staffing and staff evaluation. Our assistant principal and head teacher oversee our positive behavior program and school discipline, and ensure that a positive, restorative approach to behavior management is used throughout the school. They work closely with other staff, such as our school counselor, family support worker and special education staff to develop plans of support for students who need extra help.

Hiring highly qualified staff whose educational beliefs align with our vision is one of the most important roles of leadership. We follow a site-based hiring model, ensuring staff and often parent representation on hiring teams, in addition to administration. We aim to have the diversity of our hiring teams reflect the diversity of our school community and the applicants we are trying to recruit.

We work from the standpoint that a diversity of voices brings more culturally responsive outcomes to our school. There are many teams and committees that staff and parents can serve on to shape the direction of our school including: Instructional Leadership Team, Building Leadership Team, Positive Behavior and Intervention Supports Team, Race and Equity Team, Safety Team, Social Studies Team, Arts Team, PLC Leadership Team, Equity Action Teams, and Friends of Thurgood Marshall Elementary. Each of these drives elements of our school culture or academic delivery, meaning that there are very few school decisions made unilaterally by the school principal, but more of a balanced approach to school decision-making.

5. Culturally Responsive Teaching and Learning:

We serve a highly diverse school population, and we take care to ensure that the education we provide is equitable for all students. This starts with creating a welcoming environment where students and families see themselves reflected in our school. Care is given to what hangs on our walls, curriculum we use, and celebrations we recognize to ensure that all of our students see their cultures represented and celebrated. Our librarian has focused on building a collection of books about and written by authors of color, and involves students in book choice when making purchases. Bilingual staff, interpreters, and translation apps all support communication with our multilingual students and families.

To create a common understanding and language about equity and culturally responsive teaching, our school has done a series of schoolwide book studies and we have encouraged parents to participate in this work as well. Reading books such as *Blindspot: The Hidden Biases of Good People*, *Culturally Responsive Teaching and the Brain*, and *Start Here, Start Now: A Guide to Antibias and Antiracist work* have helped to deepen conversations about racial equity in our community, have helped white and upper income

community members to recognize their privilege, and have helped us all to better prioritize the needs of students furthest from educational justice. In addition to targeted professional development for staff, school administration fosters conversations with the larger school community through newsletter articles, parent coffees, guest speakers at parent events, and specific equity action teams work with parents to target areas of inequity in our school. Members of our staff and parent community founded the Black Family Advocacy Support Group to provide social opportunities and a source of mutual support for our Black families.

As we know from Zaretta Hammond, the goal of culturally responsive teaching and learning is to engage all students in authentic and rigorous learning. We are working towards our district's priority goals of having every student of color furthest from educational justice reading on grade level by third grade and proficient in math by fifth grade. To this end, our teachers from kindergarten to grade three are focused on implementing Science of Reading researched based best practices into their English Language Arts Instruction in systematic ways. As students become stronger, more confident readers using culturally relevant texts, their achievement in other subject areas increases, too. Our school has worked closely with our district math department and consultants from the University of Washington to adopt equitable math practices such as increasing cognitive demand for all, scaffolding up to provide multiple entry points to lessons for learner at all levels, distributing intellectual authority, and disrupting power and status in the classroom. Zavala and Aguirre's Culturally Responsive Mathematics Teaching Tool (2020) has been a powerful resource in this work.

PART VI - STRATEGY FOR EXCELLENCE

The one practice that has been the most instrumental in the success of our school is our work in K-3 Early Literacy. Working with Seattle Public Schools district team, Thurgood Marshall Elementary has focused on the goal of all students reading proficiently by the end of third grade, beginning with African American males. We have done this by 1) following the Science of Reading research-based best practices, 2) building a system of job-embedded professional learning and supports for teachers; and 3) building partnerships with families that put student learning at the center.

Three years ago, all kindergarten to grade three educators and support staff were trained in the Science of Reading and research-based whys behind the instructional design of our adopted curriculum. This created a coherent educational framework through which we could work collectively toward our goals. It also ensured everyone bought into the mission.

Simultaneously, we shifted our systematic phonics instruction to a program called SIPPS and ensured educators were well-trained and received ongoing implementation support. All students in kindergarten and first grade (and second and third grade as needed) received 30 minutes of combined phonemic awareness, phonics, spelling, and fluency instruction four to five days per week. The results of this consistent, high quality, and systematic instruction have been inspiring. Additionally, we have prioritized writing, daily fluency practice with grade-level text, and comprehension instruction aimed at helping students use evidence in the text to demonstrate understanding.

Improving instruction in the classroom requires a system of support that develops teacher knowledge of new skills or strategies, model and demonstrate those skills, and provide repeated opportunities for practice, coaching, and feedback. The systems we have built rest on two key pillars of job-embedded support: 1) instructional coaching and 2) Professional Learning Communities (PLCs).

Great coaching is an especially important part of this process. Grade-level teams and literacy coaches in kindergarten to grade three meet monthly in PLCs to engage in cycles of inquiry. Educators identify areas of instructional growth based on student data (DIBELS and curriculum-embedded mastery tests), implement changes with support, reflect on those changes by watching video recordings of each other's instruction, and set action plans for the next cycle. Coaches work with educators 1:1 between PLCs to support implementation. Just as world-class athletes use coaching, videotape of their practice, and feedback to continually refine and improve their skills, so to do our teachers.

Finally, we have invested heavily in developing a strong system of family partnership. We've done this through two key investments. The first is a model called Academic Parent Teacher Teams (APTT) that engages parents multiple times across the year to co-create student academic goals and monitor that progress over time. APTT is built on the principles of "dual-capacity building," recognizing that educators and schools have as much to learn from parents as the other way around. In addition to APTT, we, along with our district partners, created a role called Family Literacy Connector (FLC) to focus explicitly on supporting literacy in the families of African American Males in kindergarten through third grade. Our FLC helps connect what is happening in the classroom to what is happening at home, supports family literacy nights, and serves as an important and trusted partner to families.

The combination of research-based instruction, ongoing job-embedded support for educators, and family engagement rooted in student learning and authentic partnership with families has enabled us to achieve incredible levels of success in early literacy.