

# Tigard-Tualatin School District

---

## Metzger Elementary School

2021-22 Continual Improvement Plan



### School Mission:

We are committed to a rigorous and culturally responsive education for every child that empowers, enriches, and advances the lives of every student.

### School Vision:

We are a community of lifelong learners with high expectations for ourselves and our students.

### Core Values:

As a community, we are committed to:

- Creating, facilitating, and maintaining a school culture where students, families, and staff feel a sense of belonging and trust.
- Fostering a multilingual and multicultural school that permeates into all aspects of our school community.
- Ensuring all decisions are grounded in relationships, data, evidence, and

### Misión Escolar:

Estamos comprometidos con una educación rigurosa y culturalmente receptiva para cada niño que de igual forma empodera, enriquece y mejora la vida de cada estudiante.

### Visión Escolar:

Somos una comunidad de aprendices permanentes con expectativas altas tanto para nosotros mismos como para nuestros estudiantes.

### Valores fundamentales:

Como comunidad estamos comprometidos a:

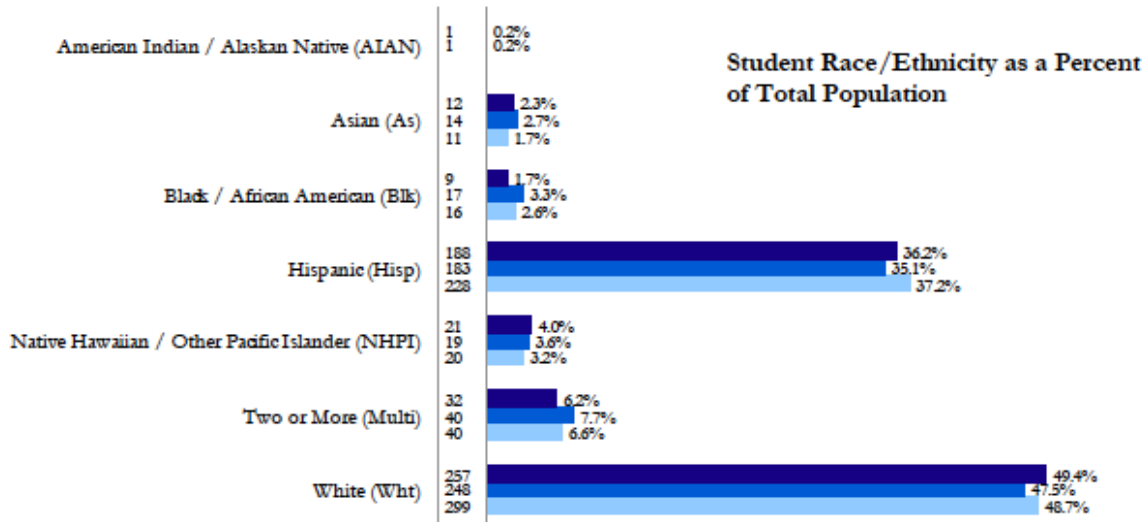
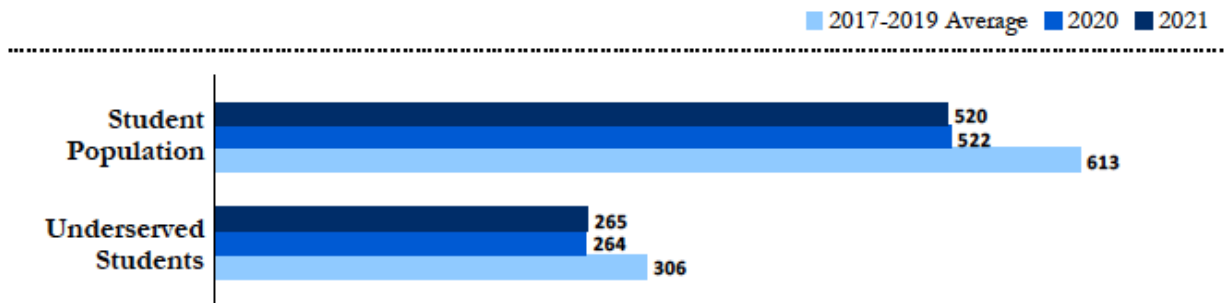
- Crear, facilitar y mantener una cultura escolar donde los estudiantes, las familias y el personal de la escuela tengan un sentido de pertenencia y de confianza.
- Fomentar una escuela plurilingüe y multicultural que se expanda a todos los aspectos de la comunidad escolar.

**focused on what is best for our students.**

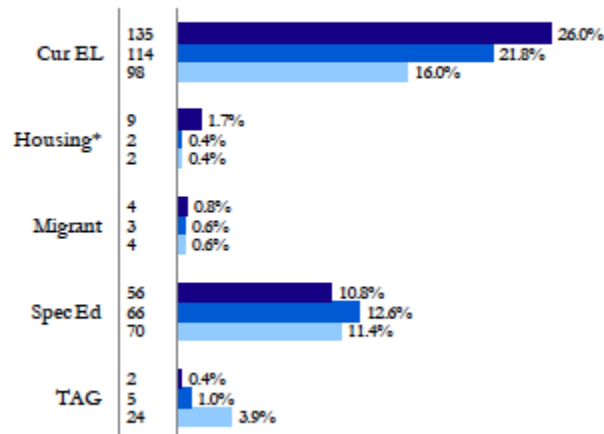
- **Inclusivity of all, especially those who have been historically underserved.**
- **Embracing, recognizing, and celebrating diversity within us and around us.**
- **Providing high quality instruction that ensures students are actively engaged in reading, writing, listening, and speaking about their learning.**
- **Establishing and maintaining a classroom environment that explicitly teaches social emotional skills and facilitates social emotional learning.**

- **Asegurar que todas las decisiones se basen en relaciones, datos, evidencia y se centren en lo que es mejor para nuestros estudiantes.**
- **Inclusividad de todos, especialmente de aquellos que históricamente han sido desatendidos.**
- **Acoger, reconocer y celebrar la diversidad dentro de nuestra escuela y nuestro alrededor.**
- **Brindar instrucción de alta calidad que garantice que los estudiantes participen activamente de su aprendizaje en lectura, escritura, comprensión auditiva y expresión oral.**
- **Establecer y mantener un ambiente en el salón que enseñe explícitamente las habilidades y destrezas socioemocionales y que facilite el aprendizaje socioemocional.**

## School Profile – Demographics



### Special Populations as a Percent of Total Population



**Collective Theory of Action**

If TTSD leaders invest in collective efficacy through collaboration and analysis of relevant student academic and behavioral data, **then** we will develop and implement differentiated instructional strategies **that** result in improved student outcomes.

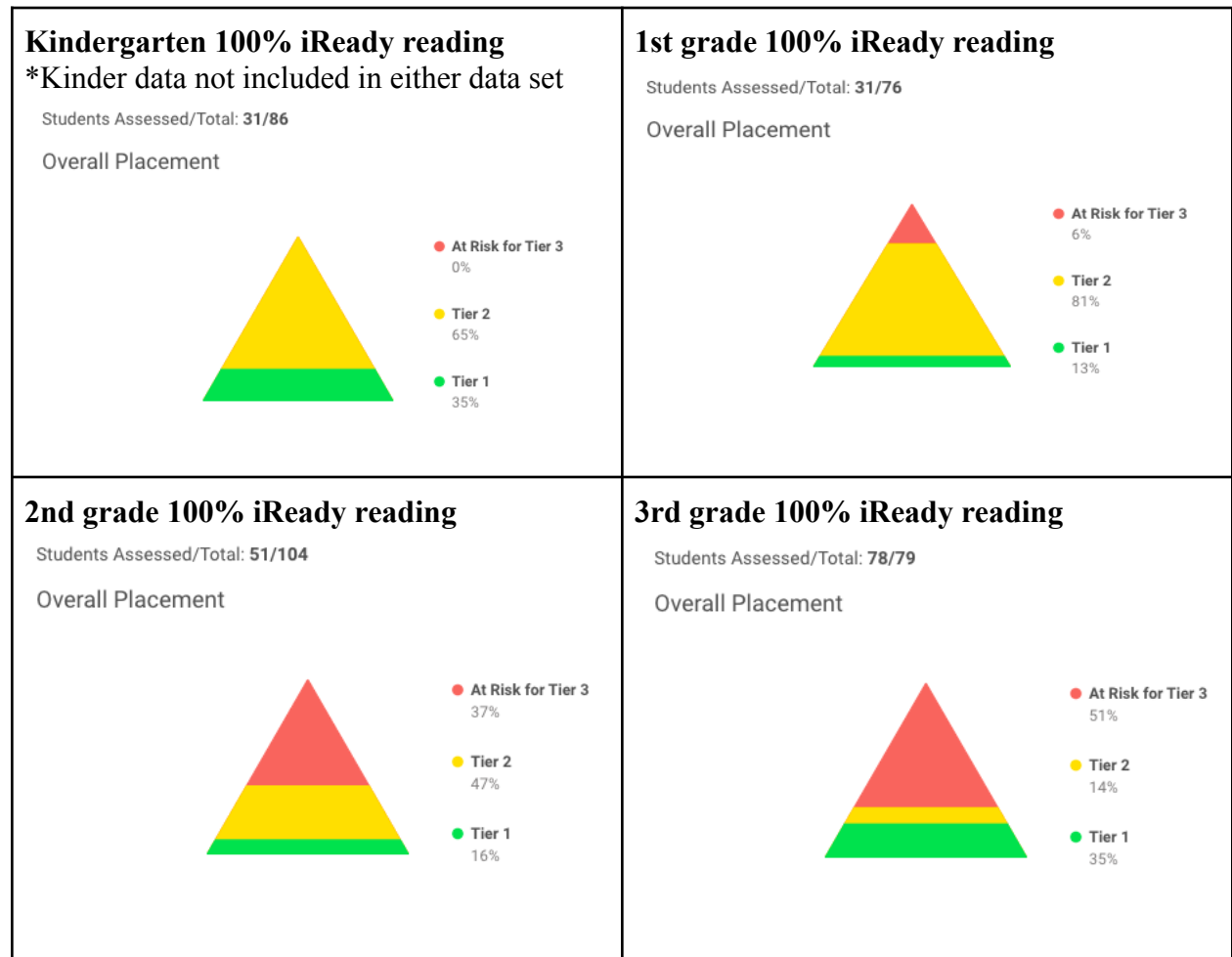
**Problem of Practice**

We have as yet to close the consistent, predictable and pernicious outcome gaps between historically underserved children and their white peers. Additionally, not all students are performing at their rate and level of learning. Increasing the number of students on or above grade level for math and literacy as measured by i-Ready for all students K-8, on-track at 9th grade and credit attainment 10th-12th grade by 5% and additionally by 8% for underserved students. This provides a measurable target for schools to plan, implement, analyze and act to modify instruction that consistently and with fidelity closes opportunity gaps, raising the bar for all.

**Academic**

<b>AIM #1:</b>	<ul style="list-style-type: none"> <li>● By Spring of 2022, we will increase the number of students on or above grade level for math and literacy by 8% for our historically underserved population as measured by iReady K-8.</li> <li>● <b>TWI K-2</b>=By Spring of 2022, we will increase the number of students at or above Level 4 as delineated in the ISIP Lectura Temprana Summary by 5% for all students, and by 8% for our historically underserved population.</li> </ul>
<b>AIM #2:</b>	<ul style="list-style-type: none"> <li>● By Spring of 2022, we will increase the number of students on or above grade level for math and literacy by 5% for all students as measured by iReady K-8.</li> </ul>

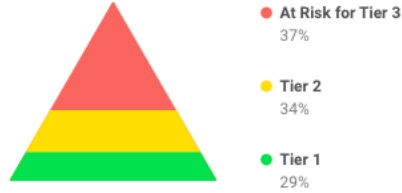
**Reading Comprehension SCHOOL BASELINE DATA\***- 64% of all students and 50% of historically underserved students are meeting *fall proficiency for READING COMPREHENSION*, per the report provided on 10/15/21 by the Teaching and Learning Dept. \*\*\*This data includes students who are instructed in both English and Spanish programming and the assessment data is based on the English I-ready assessment. Below are the Overall Placement graphs for ALL READING DOMAINS provided in I-Ready by grade level. **The CIP goal will be to raise reading comprehension scores to 69% and 58%, respectively as determined by the spring I-ready diagnostic assessment.** However, our grade level teams will focus on the priority foundational skill needs of their students as determined by the I-ready assessment and Acadience assessments (ISIP and IDEL for TWI), and ongoing common formative assessments. Those priority foundational skill areas include phonemic awareness, phonics, accuracy vocabulary and/or comprehension.



### 4th grade 100% iReady reading

Students Assessed/Total: 79/86

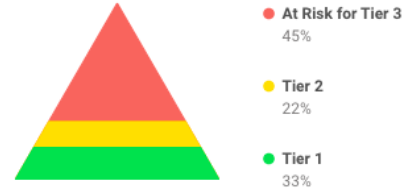
Overall Placement



### 5th grade 100% iReady reading

Students Assessed/Total: 87/90

Overall Placement



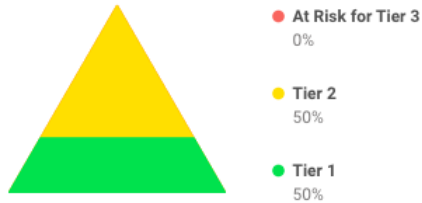
### Winter Update:

### Kindergarten 100% iReady reading

\*Kinder data not included in either data set

Students Assessed/Total: 38/88

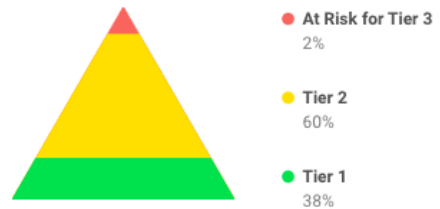
Overall Placement



### 1st grade 100% iReady reading

Students Assessed/Total: 45/78

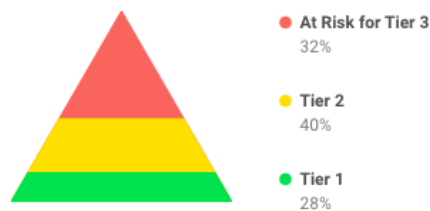
Overall Placement



### 2nd grade 100% iReady reading

Students Assessed/Total: 104/107

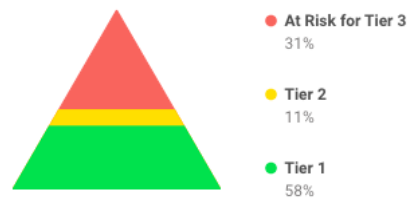
Overall Placement



### 3rd grade 100% iReady reading

Students Assessed/Total: 81/81

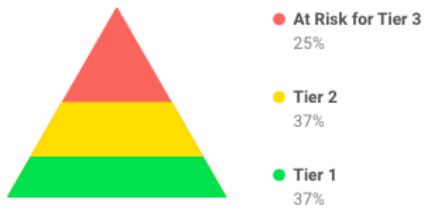
Overall Placement



### 4th grade 100% iReady reading

Students Assessed/Total: 83/87

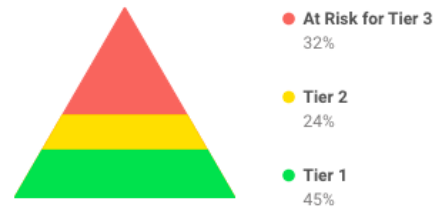
Overall Placement



### 5th grade 100% iReady reading

Students Assessed/Total: 92/94

Overall Placement

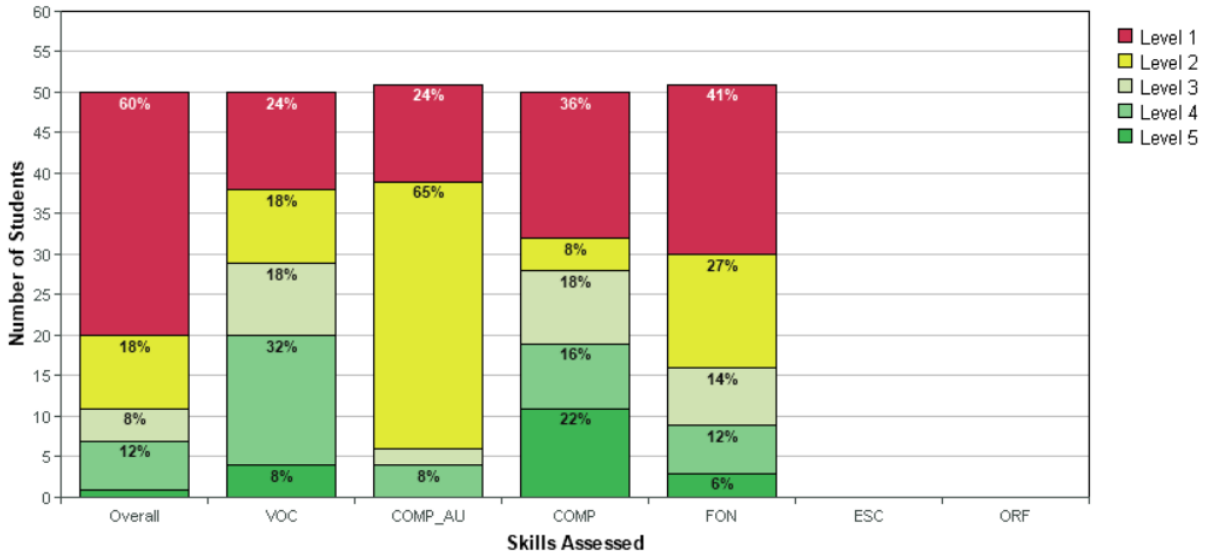


ISIP

# ISIP™ Lectura Temprana results for Metzger Elementary School

Tigard-Tualatin School District 23J - 2021/2022

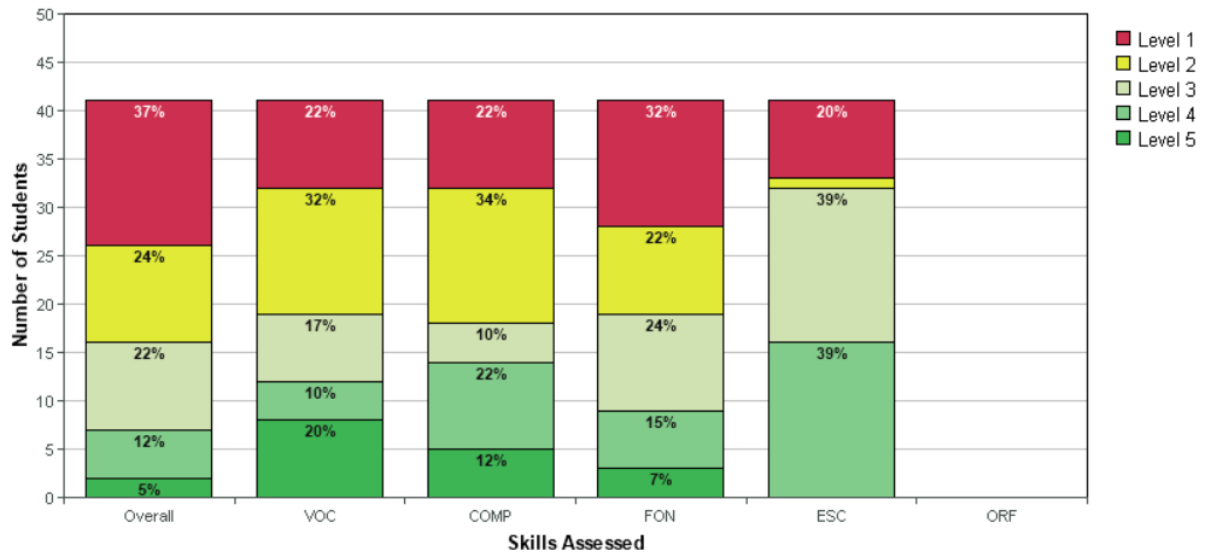
## Kindergarten - October 2021



# ISIP™ Lectura Temprana results for Metzger Elementary School

Tigard-Tualatin School District 23J - 2021/2022

## 1st Grade - October 2021

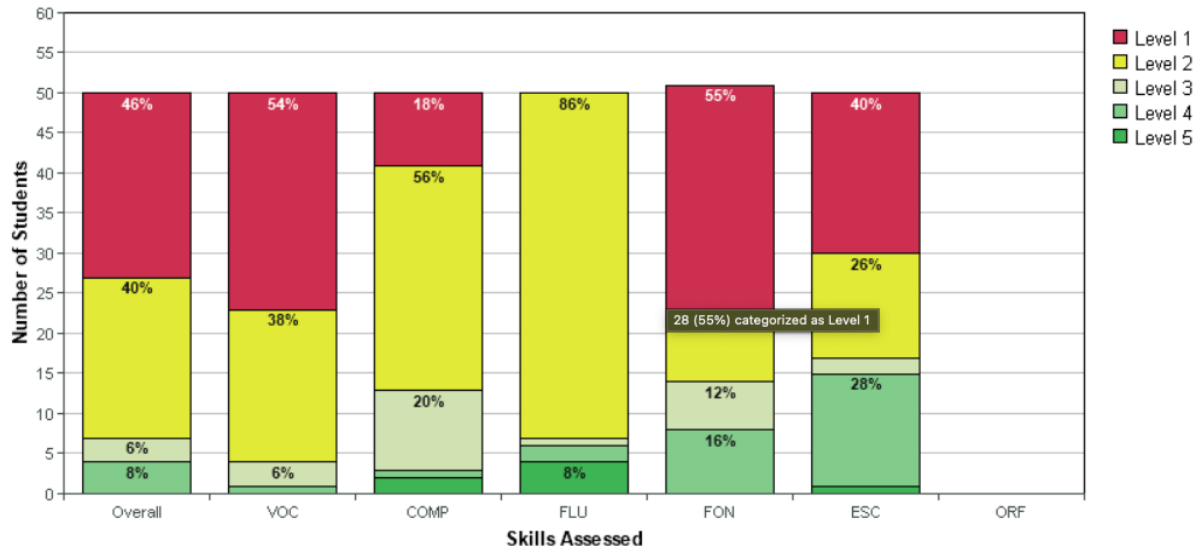




# ISIP™ Lectura Temprana results for Metzger Elementary School

Tigard-Tualatin School District 23J - 2021/2022

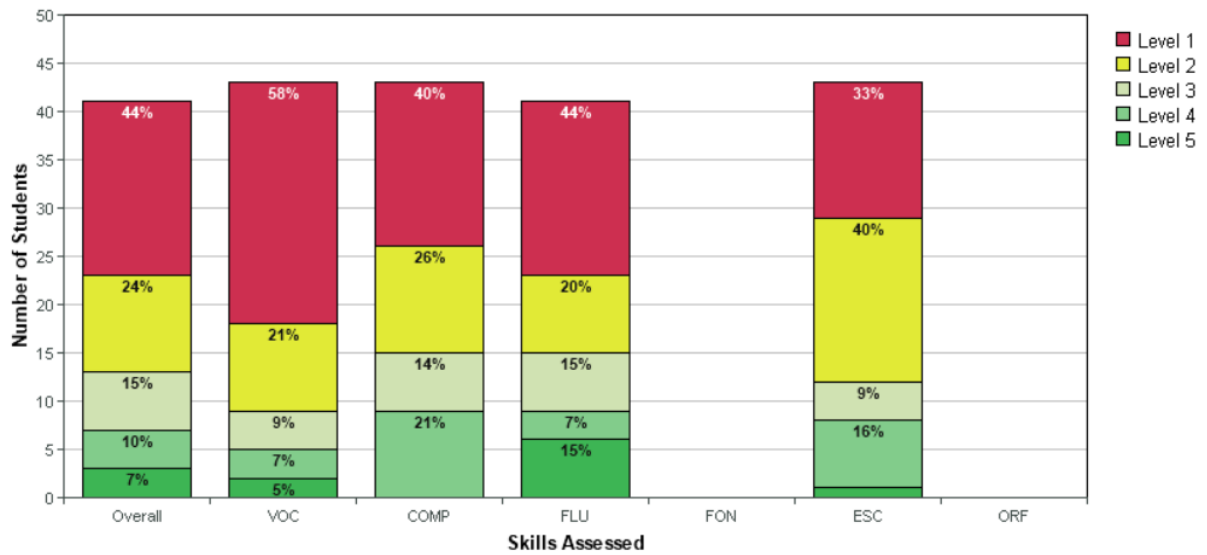
## 2nd Grade - October 2021



# ISIP™ Lectura Temprana results for Metzger Elementary School

Tigard-Tualatin School District 23J - 2021/2022

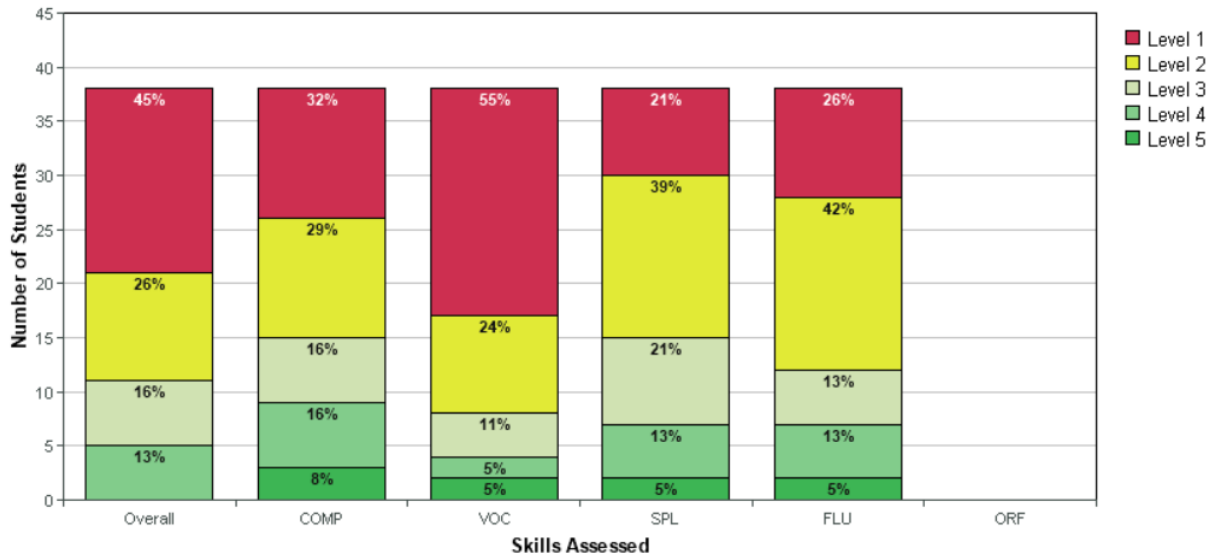
## 3rd Grade - October 2021



# ISIP™ Lectura Avanzada results for Metzger Elementary School

Tigard-Tualatin School District 23J - 2021/2022

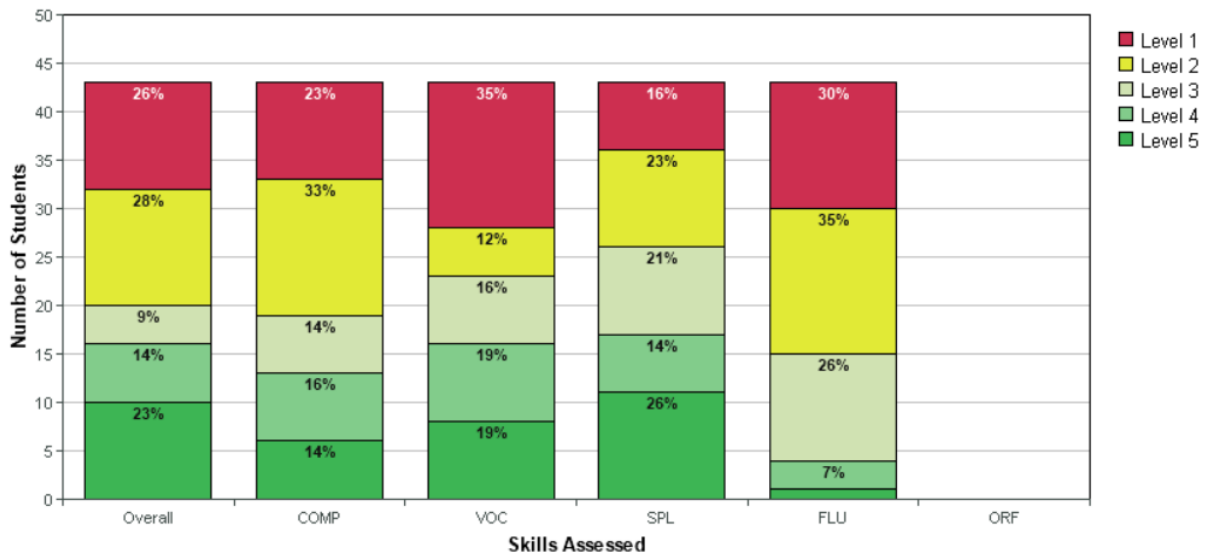
## 4th Grade - October 2021



# ISIP™ Lectura Avanzada results for Metzger Elementary School

Tigard-Tualatin School District 23J - 2021/2022

## 5th Grade - October 2021



**Schoolwide ISIP Summary: Percent of students at each proficiency level**

	Level 1	Level 2	Level 3	*Level 4	*Level 5
All students	44%	27%	13%	12%	1%
K-2 only	48%	28%	12%	11%	1%
**Historically underserved					

\*Meeting benchmark

\*\*Data disaggregation method is still being developed. Historically underserved data TBA.

Overall, this means that our goal will be for the percentage of K-2 students that are meeting the benchmark at levels 4 and 5 will increase from 12% this fall to 17% this spring. For historically underserved students, the percentage will increase from \_\_\_\_\_ to \_\_\_\_\_.

**Math SCHOOL BASELINE DATA\*- 59% of all students and 40% of historically underserved students are meeting *fall proficiency*** per report provided on 10/15/21 by the Teaching and Learning Dept. Below are the Overall Placement graphs provided in I-Ready by grade level. **The goal will be to raise these to 64% and 48%, respectively.** However, our grade level teams will focus on the priority skill needs of their classroom in our across the I-Ready domains.

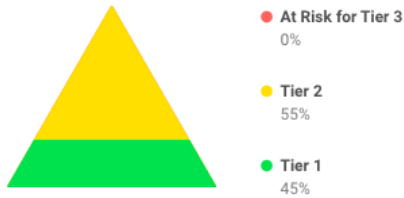
<p><b>*Kinder data not included in either data set</b></p> <p>Students Assessed/Total: 82/86</p> <p>Overall Placement</p>  <ul style="list-style-type: none"> <li>● At Risk for Tier 3 0%</li> <li>● Tier 2 70%</li> <li>● Tier 1 30%</li> </ul>	<p><b>1st grade iReady math data</b></p> <p>Students Assessed/Total: 69/76</p> <p>Overall Placement</p>  <ul style="list-style-type: none"> <li>● At Risk for Tier 3 25%</li> <li>● Tier 2 64%</li> <li>● Tier 1 12%</li> </ul>
<p><b>2nd grade iReady math data</b></p> <p>Students Assessed/Total: 101/104</p> <p>Overall Placement</p>  <ul style="list-style-type: none"> <li>● At Risk for Tier 3 51%</li> <li>● Tier 2 39%</li> <li>● Tier 1 10%</li> </ul>	<p><b>3rd grade iReady math data</b></p> <p>Students Assessed/Total: 78/79</p> <p>Overall Placement</p>  <ul style="list-style-type: none"> <li>● At Risk for Tier 3 53%</li> <li>● Tier 2 40%</li> <li>● Tier 1 8%</li> </ul>
<p><b>4th grade iReady math data</b></p> <p>Students Assessed/Total: 86/86</p> <p>Overall Placement</p>  <ul style="list-style-type: none"> <li>● At Risk for Tier 3 45%</li> <li>● Tier 2 42%</li> <li>● Tier 1 13%</li> </ul>	<p><b>5th grade iReady math data</b></p> <p>Students Assessed/Total: 84/90</p> <p>Overall Placement</p>  <ul style="list-style-type: none"> <li>● At Risk for Tier 3 48%</li> <li>● Tier 2 40%</li> <li>● Tier 1 12%</li> </ul>

**WINTER UPDATE:**

**\*Kinder data not included in either data set**

Students Assessed/Total: **86/88**

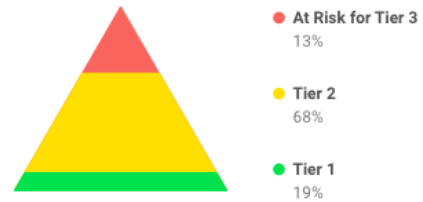
Overall Placement



**1st grade iReady math data**

Students Assessed/Total: **77/78**

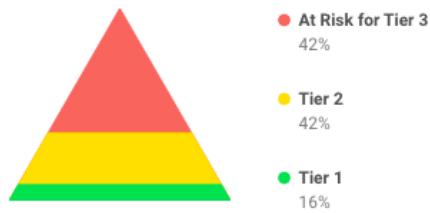
Overall Placement



**2nd grade iReady math data**

Students Assessed/Total: **105/107**

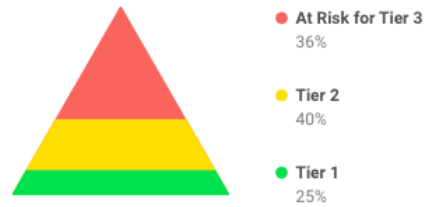
Overall Placement



**3rd grade iReady math data**

Students Assessed/Total: **81/81**

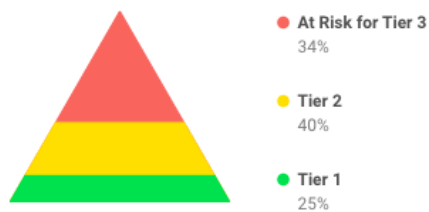
Overall Placement



**4th grade iReady math data**

Students Assessed/Total: **87/87**

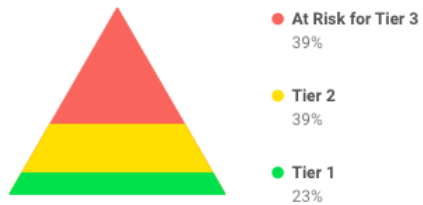
Overall Placement



**5th grade iReady math data**

Students Assessed/Total: **93/94**

Overall Placement



**What are the change ideas (actions) our school community will implement in order to reach our goal?**

**Collective Theory of Action**

If TTSD leaders invest in collective efficacy through collaboration and analysis of relevant student academic and behavioral data, **then** we will develop and implement differentiated instructional strategies **that** result in improved student outcomes.

<b>Change Ideas to implement to reach the goals</b>	<b>Alignment to CCRE Framework Priority Tenet</b>	<b>Intended/Predicted Outcome</b> (why this step? What do you hope to gain from it?)
<b>ILT development</b> and monthly meeting/planning	Critical Consciousness & Congruent Instructional Practices/ Assessment Literacy	Leadership team to analyze data, plan initiatives and PD aligned to our collective efficacy work including but not limited to; identifying access and opportunity gaps in our systems and professional development including lab sites and video self reflection. (CIP, PBIS leadership, and ELT combined )
<b>School wide Co-Teaching Program</b> integrated Language Support in all classrooms supported by weekly collaboration meeting	Congruent Instructional Practices/ Assessment Literacy, Critical Consciousness	Guided PLC work between language specialist and classroom teachers , driven by ILT and supported by leadership group. Every classroom teacher has a partner co-teacher in their classroom 2-3 days a week, co-planning to embed language support takes priority as the mandatory meeting.
<b>Literacy Specialist and Admin</b> weekly Collaboration and learning walks	Congruent Instructional Practices/ Assessment Literacy, Critical Consciousness	Administrators and the literacy team focus on examining core instruction on a cycle aligned to our 20% meetings with common look for tools and identify any support needs immediately and follow with action items to ensure progress and support for every classroom.
<b>Equity leadership team priority actions</b> based on parent & student surveys, as well as staff feedback.	Culture & Climate that is Humanizing	Development of action items for 2021-22 driven from the <a href="#">Metzger Community Conversation</a> and the Metzger implementation of the TT Social Justice Standards in every classroom. Metzger <a href="#">SJ Pacing Guide here</a>
<b>Anti Bias Education:</b> SJ standards implementation, hate speech education and response		Full school wide implementation of the <a href="#">social justice standards</a> in daily circle and throughout the day, school wide imprint lesson <u>with all classified and certified staff involved</u>
<b>Fidelity of I-Ready diagnostic</b> (3x a year) <b>and My Path implementation</b> for differentiation of independent practice for reading and math and system of review of My Path student	Congruent Instructional Practices/ Assessment Literacy	Consistent, K-5 aligned system of data review of I Ready diagnostic data 3x a year analyzed through our 100% process to guide instructional planning. Students and instructional planning for evidence based

growth		differentiated instruction.
<p><b><u>Alignment of systems for data review and action items</u></b> in weekly Collaboration meetings, 20% and 100% (5 annually) all driven by I-Ready, Acadience and in-program assessments. Agenda for these to evolve as student needs change and focus on differentiation in core programming.</p>	<p>Congruent Instructional Practices/ Assessment Literacy</p>	<p>Consistent, K-5 aligned system of data review and instructional planning with intentional focus on students below benchmark, multilingual learners, and students with additional social emotional needs.</p> <p><a href="#">Metzger Fall 21-22 100% Meeting Focus and Observable Actions</a></p> <p><a href="#">Sample 20% Agenda</a></p> <p>Follow up for these items include clearly defined action items to be done by who and by when.</p>



**Tigard-Tualatin School District  
E.A.S.H Plan**

School Continuous Improvement Plans (CIPs) will be revised to include an Anti-Bias Education, Accountability for Implementation, Solutions, and Healing (EASH) plan that will articulate actions the staff and school will take to establish and sustain an anti-bias school culture.

Plans will outline and describe each school’s goals, strategies, and tactics for implementing this policy, and any other relevant anti-racist and anti-bias programs.

<b>Tenet</b>	<b>What</b>
<b>Education &amp; Engagement</b>  The district shall regularly provide substantive educational opportunities and experiences to students, teachers, classified employees, administrators, board members, and TTSD community members diversity, equity, inclusion, and anti-racism to prevent and address bias incidents	<p><b>Topics:</b> Diversity, Equity, Inclusion, Community Agreements, Culture of Care, Positive Identity Development, Defining Bias and Hate Speech.</p> <p><b>Skills:</b> Identifying, Communicating, Preventing, Supporting, and Responding</p>
<b>Accountability for implementation</b>  Across the district Anti-bias E.A.S.H plans shall be applied with fidelity.	<p>Plans will outline and describe each school’s goals, strategies, and tactics for implementating policy, and any other relevant anti-racist and anti-bias programs.</p> <ul style="list-style-type: none"> <li>● Mid-year check-ins on plans and progress.</li> <li>● An end of the year reporting including school level data on reporting violations of this policy will be completed.</li> </ul>
<b>Solutions</b>  Solutions are responses to originators of bias incidents and may include required education, required participation in activities, restorative justice programming, removal of school privileges, and disciplinary action. The district will ensure careful consideration of the rights and needs of the individual concerned, as well as the best interests of other students and the school program as a whole. Any disciplinary action prompted by a violation of this policy shall follow district policies on student discipline. ( <a href="#">ACB-AR: Bias Incident Complaint Procedure</a> )	<p>All solutions should be age appropriate and developmentally appropriate, and to the extent practicable, use approaches that are shown through research to be effective to correct behavioral problems, while supporting a student’s attendance to school and classes.</p>
<b>Healing</b>  Victims of bias incidents are entitled to know that an investigation has been initiated, and they shall be notified when the investigation has been completed and, as appropriate and when authorized by law, the findings of the investigation and any action that has been taken. When the findings cannot be shared, the reason shall be communicated clearly to the victim and/or family.	<p>Victims will be provided with support and resources. This includes instances with multiple victims, including incidents that occur in the classroom.</p> <p>The use of restorative practices will be encouraged and the victim will always have the power to decline any offers of support and will never be required to or persuaded to engage in restorative</p>

	practices with the originator. “zero tolerance” will be discouraged as research highlights its ineffectiveness and can inflame problems.
--	--

Relevant Policies: [GBB/JBC Bias Incidents and Hate Speech](#) | [JBC/GBB](#) | [ACB All Students Belong](#) | [ACB-AR Bias Incident Complaint Process](#)

**E.A.S.H Plan**

School Continuous Improvement Plans (CIPs) will be revised to include an Anti-Bias Education, Accountability for Implementation, Solutions, and Healing (EASH) plan that will articulate actions the staff and school will take to establish and sustain an anti-bias school culture.

Plans will outline and describe each school’s goals, strategies, and tactics for implementing this policy, and any other relevant anti-racist and anti-bias programs.

**Education & Engagement Plan (Tier I/PBIS)**

<b>Topics</b>	<b>Inclusive Environments:</b> Diversity, Equity, Inclusion, Culture of Care & Community Agreements	<b>Positive Identity Development Initiatives &amp; Plan</b>	<b>Defining Bias Incidents and Hate Speech</b>
<b>Artifacts</b> (Lessons, engagement plans, outreach, and community events)	SEL Lessons that specifically address the following: <ul style="list-style-type: none"> <li>● Diversity</li> <li>● Equity</li> <li>● Inclusion</li> <li>● Culture of Care or Caring Communities</li> <li>● Community Agreements</li> </ul>	Learning for Justice <a href="#">Social Justice Standards</a> Metzger Pacing Health curriculum Discussion protocols SEL morning meetings Student Affinity Groups  *This list is not exhaustive	PBIS Lesson that defines bias incidents and hate speech  Example: <a href="#">Hate Speech Imprint lesson</a>

**Accountability for Implementation**

**Communication Plan:**

**Objective: Inform stakeholders and community of Policy and Procedures for Investigation ([ACB-AR pg. 2](#))**

- **Staff:** Staff will be informed of the Bias and Hate speech policy, A brief history of how this policy came from student advocacy will be part of the communication. Staff will be trained on how to identify, communicate, prevent, respond and support students, staff, and school community related to bias incidences and hate speech. [Example Communication Here](#)
- **Students:** Students will be informed of the Bias and Hate Speech policy. A brief history of how this policy came from student advocacy will be part of the communication. Students will be informed of the process the school will follow to address hate speech and bias incidences. Introduce proactive strategies and preventative education to create and commit to setting a culture and climate that is welcoming and fosters belonging for all students with intentional focus affirming the diverse identities and experiences we all bring to our school community. Students will understand what to expect as a response to bias and hate speech incidents as the originator, victim/survivor, or witness. Students will understand the process of healing from the imprint of the bias or hate speech incident.
- **Family & Community:** Families and caregivers will be informed of the Bias and Hate Speech policy. Metzger families

have been surveyed in November and December prior to implementation and sharing of our plan to gather baseline data and better understand the quality of our implementation and communication. A brief history of how this policy came from student advocacy will be part of the communication. Families and caregivers will be informed of the process the school will follow to address hate speech and bias incidences. Families will be invited to view the imprint lesson and hate speech response plan and give feedback for changes and improvement. ([Example Communication Here](#) | [Example Community Night Presentation Here](#))

**Data Collection Process:** All hate speech incidents require an office discipline referral and must be entered in Synergy under Harassment (racial, disability, religion, sexual orientation). Bias incidents range from intentional to unintentional. We will be working to create systems to track that to inform education.

**Data Reporting Process:** Data is required to study and understand current reality related to climate and culture as well as the health of our system where everyone understands the impact of bias incidents and hate speech on our community and how to address them. Triangulation of data will allow for PBIS teams and administrators to study our preventative measures, response, and collective accountability to mitigating these imprints of harm to individuals and the learning community.

- Quantitative data will be collected through office discipline referrals and surveys with Likert Scales. These data points can help pinpoint who the originator is and the victim, where and when incidents happen, and how frequent.
- Qualitative data will be collected through perception data that uses open-ended responses that capture experiences as well as focus groups (i.e. affinity groups, alliance groups, and circles). These data points can help with understanding the impact, the complexity of the scenarios of bias incidents and hate speech and will inform ways to improve our E.A.S.H process and create a culture and climate that is humanizing in TTSD.

**Reports:** Baseline report here | Mid-year report here | End of Year Report here

### Solutions (PBIS Team Structures)

**Incident Response:** [ACB-AR Bias Incident Complaint Process](#) (pg. 3)

The major objectives of the school response are to teach the following fundamental concepts:

1. Understanding and respect for individual rights, dignity and safety;
2. Understanding and respect for the law, district policies, procedures, rules and regulations;
3. Understanding of and respect for public and private rights.

TTSD will incorporate educational and culturally responsive restorative approaches to promote responsibility and compassion while repairing harm and distrust, thereby creating a learning environment that is positive for all students. During the response and reparation stage, the administrators may consider tiered incident responses along a continuum from restorative practices, ranging from repairing harm to another student and the community, to loss of privileges and suspension. Using the district tiered PBIS system of support, students who have multiple incidents of bias incidents will have increased levels of intervention. In any response, there will be a plan to educate on the harm caused and how to behave differently in the future.

**Example: School's Hate Speech response plan:** [Hate Speech Response](#)

### Healing (PBIS Team Structures)

**Victim Support Plan:** [ACB-AR Bias Incident Complaint Process](#) (pg. 3)

In all responses, the administrator will provide appropriate support for the victim, including but not limited to:

1. Conference with and ongoing support from counselor or other trusted adult;
2. Restorative conversation with the originator facilitated by trained professionals;
3. Restorative community circle facilitated by trained professionals;
4. Referral to outside community supports;
5. Additional family support as indicated.

The victim will always have the power to decline any offers of support and will never be required to or persuaded to engage in restorative practices with the originator.

**Levels of Witness Impact Plan:** Interpersonal | Classroom Level | Common Spaces | School Community | District

Plans to address impact on witnesses will follow restorative practices appropriate to the level of impact on community

Relevant Policies: [GBB/JBC Bias Incidents and Hate Speech](#) | [JBC/GBB](#) | [ACB All Students Belong](#) | [ACB-AR Bias Incident Complaint Process](#)