Tigard-Tualatin School District - 2023-2024 Continual Improvement Plan

We provide equitable educational opportunities and a school experience that is validating, empowering, and just for every student - TTSD Strategic Plan Mission

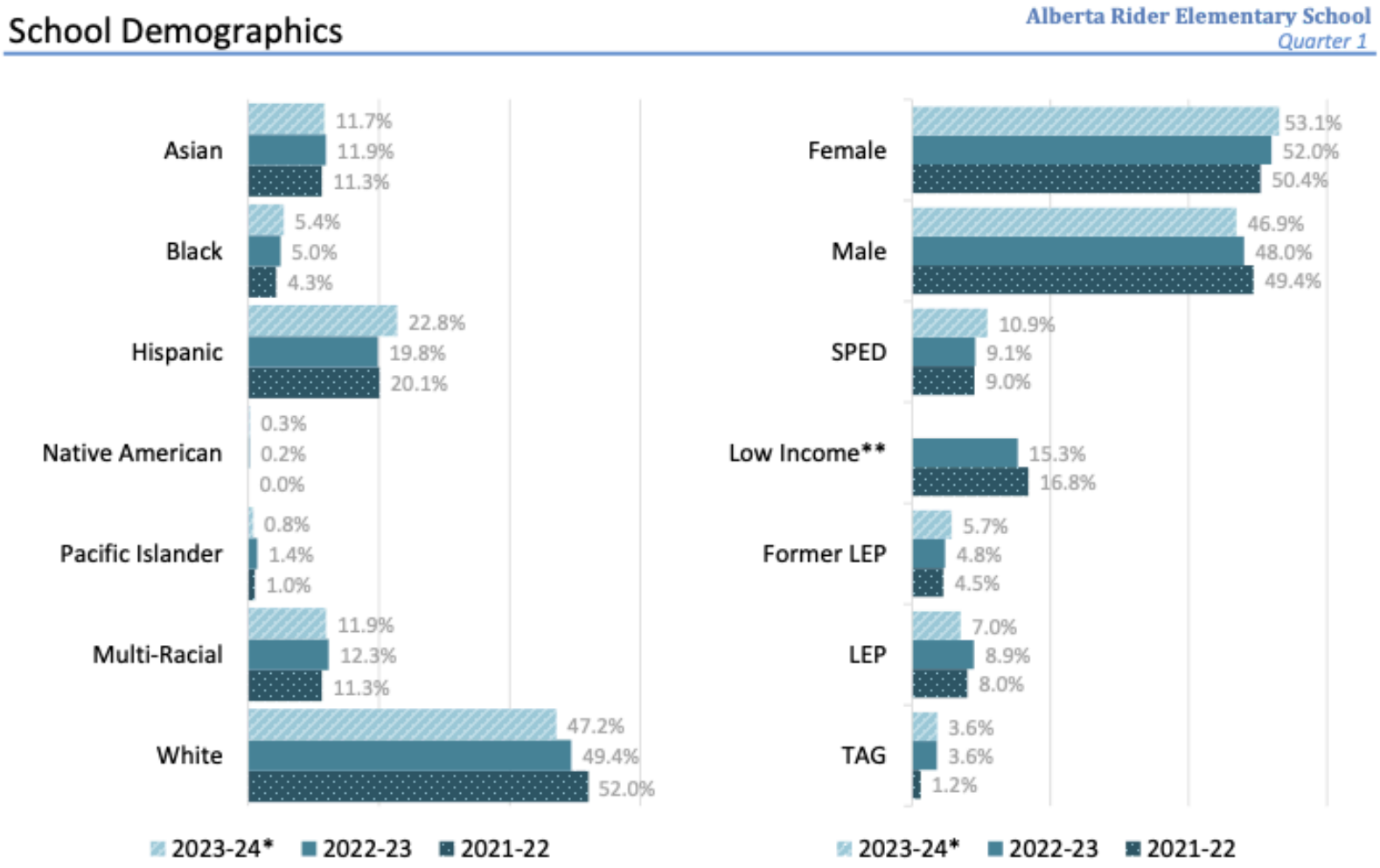
Alberta Rider Elementary School

School Mission:
All Students will feel safe and welcome, while being academically challenged and achieving at a high level.

School Vision:
All Students at Alberta Rider will be valued members of our learning community. We will ensure all students become critical thinkers, grade level readers and confident problem solvers who are well prepared for the future.

Core Values:
- We believe in providing all students with a rigorous and appropriate education focused on the delivery of high quality and explicit instructional practices in all content areas.
- We believe in making data driven decisions while using research based teaching strategies and materials across academic contents.
- We believe in equitable decision making, building relationships, listening to our community, being culturally responsive, incorporating social emotional learning into our daily routines and making student-centered decision

School Profile – Demographics



Data as of 10/17/2023

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* Subject to change; Comparable to ODE's Fall Membership

** Data Provided by ODE in April of School Year

District: Collective Theory of Action	District: Problem of Practice
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. Every student, every day is working toward a year's worth of growth.	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.

District Goals: Increase 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.

	Literacy I-Ready Goals				Math I-Ready Goals			
	Overall		Underserved		Overall		Underserved	
	Spring 2022-23	Goal 2023-24	Spring 2022-23	Goal 2023-24	Spring 2022-23	Goal 2023-24	Spring 2022-23	Goal 2023-24
District I-Ready	61%	66%	42%	50%	49%	54%	30%	38%
Elementary I-Ready	66%	71%	48%	56%	54%	59%	34%	42%
Middle I-Ready	49%	54%	29%	37%	40%	45%	22%	30%

SCHOOL LEVEL:

Academic - See Individual School Baseline and Goal Data here
CIP Folder - See individual school reports here

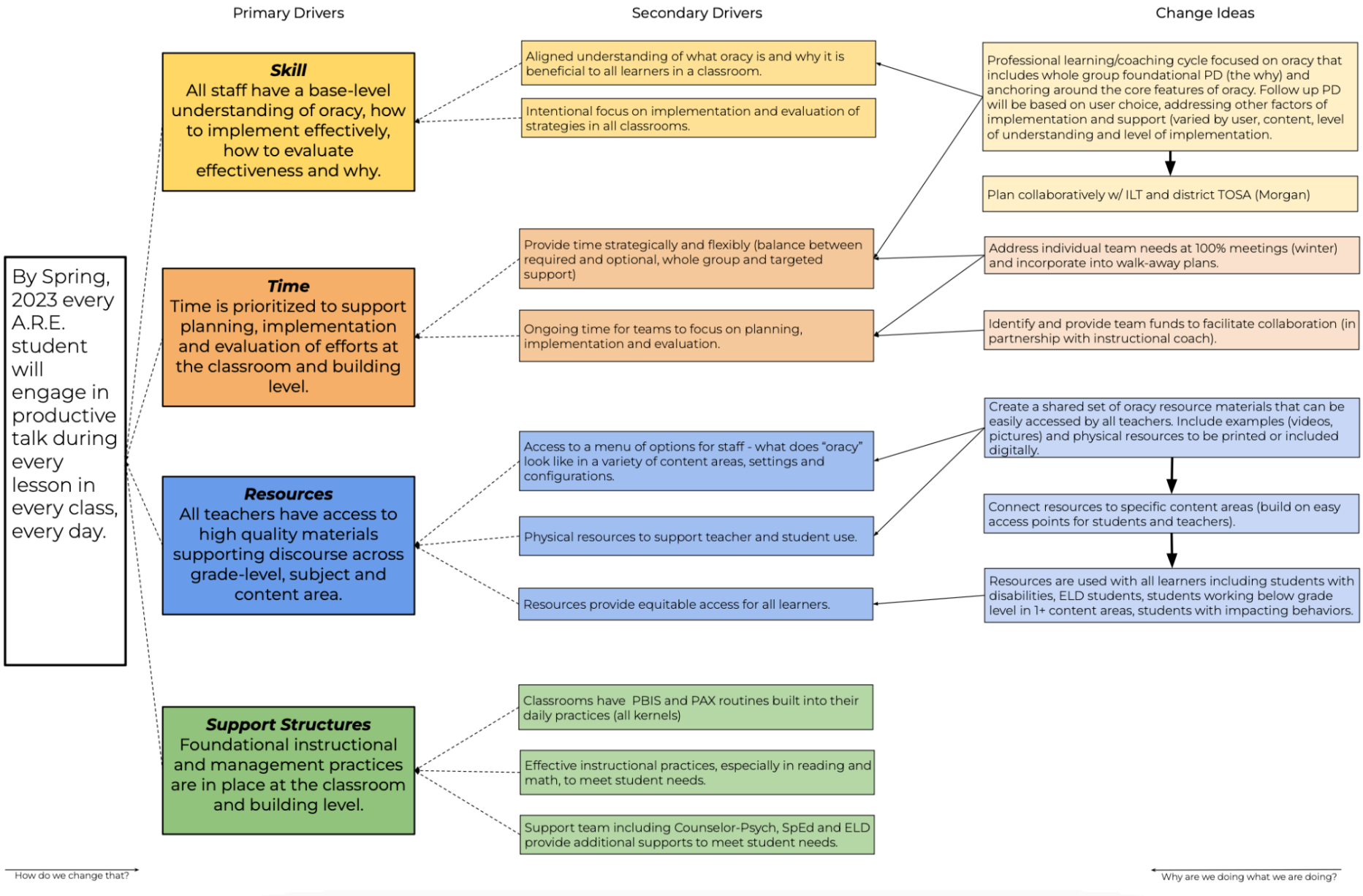
Student Achievement

We prepare our increasingly diverse student body to be life-ready and fully prepared to successfully navigate a culturally rich society and global economy ~ 2023-27 Strategic Plan

AIM #1.1: Literacy	We will increase the number of students on or above grade level for **literacy** by **8% for our historically underserved** population from 57% in the Spring of 2023 to 65% in the Spring of 2024 as measured by the iReady Spring Diagnostic Assessment.
AIM #1.2: Math	We will increase the number of students on or above grade level for **math** by **8% for our historically underserved** population from 44% in the Spring of 2023 to 52% in the Spring of 2024 as measured by the iReady Spring Diagnostic Assessment.
AIM #2.1: Literacy	We will increase the number of students on or above grade level for **literacy** by **5% for all students** from 71% in the Spring of 2023 to 76% in the Spring of 2024 as measured by the iReady Spring Diagnostic Assessment.
AIM #2.2: Math	We will increase the number of students on or above grade level for **math** by **5% for all students** from 61% in the Spring of 2023 to 66% in the Spring of 2024 as measured by the iReady Spring Diagnostic Assessment.

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

Oracy (productive student talk) as an equitable instructional priority: Streamlining our instructional priorities for the continuity of experience for every student in TTSD. Every classroom, every teacher, every student, every day.		
Change Ideas to implement to reach the goals	**Alignment to CCRE Framework Priority Tenet**	**Intended/Predicted Outcome** (why this step? What do you hope to gain from it?)
Implement cycles of aligned professional learning (whole staff and targeted) and observational feedback throughout the year. In January, begin observation cycle focused on Oracy.	**Congruent instructional practices** **Dynamic learning communities**	***See driver diagram on next page.*** This change idea is designed to build aligned understanding and skill among all teachers through differentiated PD and strategic feedback.
Cultivate a shared library of materials to pull from when implementing including printable resources, digital resources and a video library.	**Congruent instructional practices**	This change idea supports the PD and feedback cycle, supporting instruction in all classrooms and content areas.
Map out an implementation sequence for oracy (mid-stream for this year) with a focus of rolling out strategically next year.	**Congruent instructional practices**	Setting the foundation for oracy for both students and teachers will lead to increased fidelity with implementation.
Incorporate oracy intentionally with our 100% meetings. Fall - set foundation for the conversation by selecting focal students, winter - evaluate current implementation and set a goal, spring, review growth.	**Dynamic learning communities**	Provide differentiated support (team-based alongside whole-group PD). This will allow for more flexibility in support and response.
Provide team funds to support oracy work, centered on planning with an instructional coach and observing in other classrooms.	**Dynamic learning communities**	Addressing the need for time when implementing and setting the priority for the work.



A.R.E. Oracy Driver Diagram (Updated 11/28/23

Safety, Culture and Climate

We create and nurture a welcoming and inclusive learning community where every individual student feels safe, valued, connected, known, and seen ~ 2023-27 Strategic Plan

Attendance: (CIP Folder - See individual school reports Q4 page 6)
Bias/Harassment: (CIP Folder - See individual school reports Q4 page 6)

Creating Conditions for Learning, Empowerment, and Belonging
Our proactive moves to create conditions where you are creating a Social Emotional Learning/Equity Bridge to Rigor:

How are we creating the conditions for all community members to feel safe, welcome, heard, valued, and a sense of belonging?
Add your change ideas for each pillar.

Staff	Student	Family	Community
Shift to leadership meeting weeks (as a required meeting) - all licensed staff are involved in at least one meeting (ILT, PBIS, Equity, Staff Wellness).	Refresh of 5th grade ambassador program (weekly student leadership meetings).	Site council goal focused on family engagement - increase the quality and quantity of engagement opportunities including volunteering.	Increased community partnerships including Rotary, after school clubs and programs.
Licensed staff PLCs - revisit goal and shift to a common space (library) to build community and allow effective support from other staff (ELD, SpEd, Admin, EBIS)	Continued implementation of No Place for Hate student leaders including meetings and lesson implementation.	Focus on improving quality of communication from school to home including revamp of newsletter and refocus on opportunities including PSO meetings, monthly “principal’s coffee” sessions and other engagement opportunities.	Multicultural festival - shift to feeder pattern combined festival with Twality.

Continued effort to align whole-staff PD with individual team needs through 100% meetings, 20% meetings, PLCs and observations.	Monthly “Wall of Fame” students - recognition of 24 students per month on a focus behavior trait. Celebration includes class visit, phone call home from Principal, photo on the board and acknowledgement at all-school assembly.	Family connection to “wall of fame” students includes phone call home and invitation to attend the assembly.	
		Attendance team to focus on positive engagement and relationship building to support students and families with struggling attendance (proactive communication of expectations, school-wide acknowledgement of goals).	

E.A.S.H Plan (Hate Speech & Bias)

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.

Per Policy ACB/JBC/GBB Plans will be implemented uniformly and with fidelity across the district to ensure continuity of experience for students, families, and staff. Plans 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

All classrooms at A.R.E focus on building a positive and welcoming environment that sets the foundation for positive peer to peer and peer to adult relationships. This includes utilizing the "PAX Good Behavior Game" in every classroom including music and PE, implementing a morning meeting in all grade level classrooms using the "Caring School Community" curriculum which incorporates SEL and CASEL core competencies.

Building cultural understanding and awareness among all students, staff and community members through our Heritage Month activities. Information is also shared with our community through our website.

All students participate in the Imprints Lesson at the start of the school year, addressing the impact we have on others both intentionally and unintentionally and the responsibility we have when harm is caused.

The A.R.E. Equity team has requested a revisit for all staff of our E.A.S.H. plan specifically providing ongoing opportunities to build skill as adults in recognizing and responding to incidents of bias and hate speech that may occur.

Accountability for Implementation

Communication Plan:

- **Staff:** Staff were 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. All staff participated in training at the start of the school year on how to identify, communicate, prevent, respond and support students, staff, and school community related to bias incidents and hate speech. Continued training through scenario practice is taking place throughout the year.
  Community Communication - EASH overview - Rider ARE E.A.S.H. committee video (21-22)

- **Students:** All students were informed of the Bias and Hate Speech policy at the start of the school year. 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. EASH teaching plan - Rider

- **Family & Community:** Families and caregivers 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. Families and caregivers will be informed of the process the school will follow to address hate speech and bias incidences.
  EASH committee agenda examples
  Rider Community Communication
  ARE E.A.S.H. committee video (21-22)

Data Collection Process: All hate speech incidents require an office discipline referral and must be entered in Synergy. Mid-year 2022-23 we began using updated categories for bias/hate speech incidents. This also included the addition of adding incidents with no known originator (to effectively document support provided to a victim/target) and the ability to identify an adult as a victim/target of bias/hate speech incidents.

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.

2022-23 Bullying and Harassment - Hate Speech Data

- 14 combined incidents (2 under harassment/intimidation/bullying category and 12 identified as Bias/Hate Speech incidents) *Note - “Bias and Hate Speech category was implemented in January 2023.
- Of these incidents
    - 11 of 14 were male students, 3 of 14 were female students
    - 7 of 14 were categorized as “Race/Color/National Origin” in nature
    - 6 of 14 were categorized as “sexual” or “sexual harassment”

23-24 Bullying and Harassment- Hate Speech Data
Quarter 1 (September 5 - November 7)
- 5 incidents total: 4 document incidents of bias/hate speech, 1 of sexual harassment
    - 2 incidents “race/color/national origin”, 1 incident “sexual orientation” and 1 incident “disability’

We facilitated restorative conversations for all of these plus additional incidents (those involving physical or emotional harm that is unrelated to bias/hate speech, for example). These are often led by the Principal or Dean of Students but can also be led by teachers with support.

Solutions & Healing

Incident Response: ACB-AR Bias Incident Complaint Process **(pg. 3)** **Rider Adult Response**

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.

Victim Support Plan: ACB-AR Bias Incident Complaint Process **(pg. 3)** **Rider Adult Response**
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.
Eash Teaching Plan - Rider

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.

To address additional impacts at the individual, classroom and school level we partner closely with all staff to identify potential impacts. Across our building we utilize a "5-minute" rule where staff can request immediate support. This is used for incidents of bias and hate speech along with physical violence, threats of harm or self-harm or allegations of abuse.

When an incident takes place, we begin with the victim and then widen our support plan as needed. This often will include a small group of directly impacted individuals through conversation and connection, relationship building and communication home. When appropriate, whole-classroom responses are also utilized (in partnership with the classroom teacher). Often this will include a pre-planning session with Principal or Dean and a co-facilitated circle conversation to discuss and debrief an incident.

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