Tigard-Tualatin School District: 2026-2027 High School Continual Improvement Plan

Continuous Improvement Plan Purpose: The Continuous Improvement Plan (CIP) is an internal document used by school leaders to align their work with district goals for student outcomes. It outlines key priorities, strategies, and progress measures that guide school-level planning and improvement efforts, offering visibility into each school's priorities and alignment with the district's broader mission for educational equity and excellence. While primarily designed for principals and leadership teams, it also serves to inform governing bodies—including the School Board, Cabinet, and Educational Equity Advisory Committee—about how each school is advancing district-wide priorities, with a focus on equity and success for all scholars.

TTSD Districtwide Collective Goals:

- **Reading Proficiency (Grades 3, 5 & 8):** Grade-level reading by 3rd grade predicts high school success. By 5th grade, strong reading skills prepare scholars for secondary-level texts, and 8th grade proficiency signals readiness for high school coursework.
- **Math Proficiency (Grades 5 & 8):** Mastery of math by 5th grade lays the foundation for middle school success. 8th grade math readiness is critical for success in high school math and post-secondary opportunities.
- **9th Grade On Track:** Earning 6+ credits in 9th grade (with no more than one F in core subjects) is a strong indicator of on-time graduation.
- **Credit Attainment (Grades 10–12):** Tracking credits ensures scholars are progressing toward 4-year graduation or 5-year completion, supporting multiple paths to post-secondary readiness.
- **Language Development:** Multilingual learners will make adequate gains in reading, writing, listening, and speaking to ensure academic gains and overall success K-12.
- **Attendance (K-2, 6th, and 9th):** Consistent attendance at key transition points supports engagement and reduces future absenteeism.
- **Scholars Feel Connected, Valued and Engaged:** {Student Survey Question)
- **Office Discipline Referrals:** Aim for 80%+ of scholars (by race and special population) to have 0–1 referrals, promoting a positive, inclusive school climate.

Theory of Action: At TTSD, we believe that every teacher is a language teacher, and we are committed to embedding language-rich discourse into every classroom to ensure scholars develop strong skills in reading, writing, speaking, and listening. We design and deliver rigorous, differentiated instruction that values scholar voice and honors their cultural, linguistic, and neurodiverse identities. We live these beliefs through instructional practices that promote collaborative learning, where scholars engage in meaningful dialogue, problem-solving, and teamwork. Through these actions, we prepare all scholars to graduate choice-ready—academically prepared, socially conscious, and equipped to lead and thrive in a diverse, interconnected world.

Tigard High School

School Mission:

We exist to provide a supportive community that empowers every student to leave us poised to positively impact the global society.

School Vision:

Every student will graduate from Tigard High School prepared for admission to an Oregon college/university.

All students will be choice-ready.

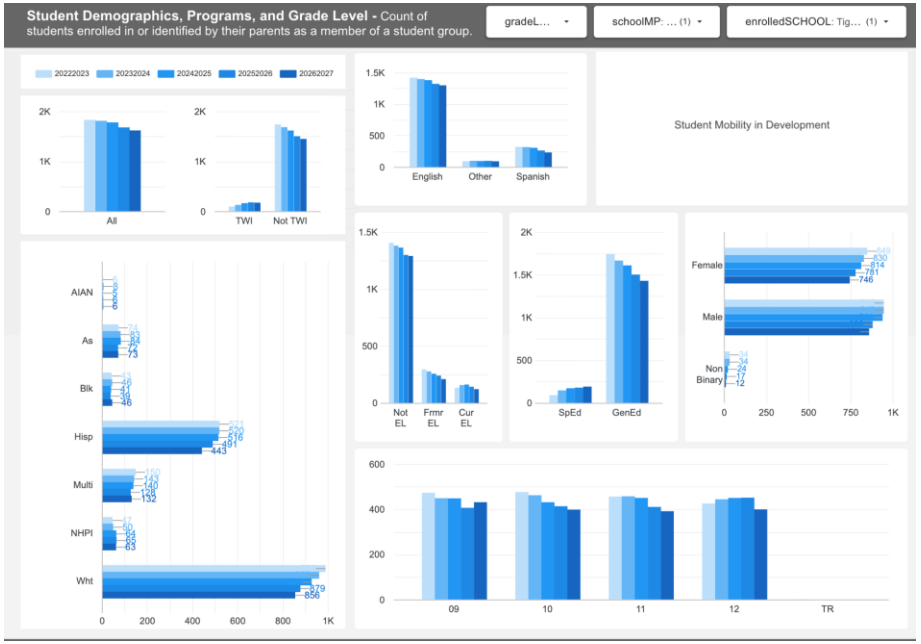
Cada estudiante se graduará de la Escuela Preparatoria Tigard preparado para ser admitido y asistir a un colegio/universidad de Oregón.

Todos los estudiantes estarán listos para elegir su futuro.

Core Values:

WE CARE
WE SEEK KNOWLEDGE
WE NEVER GIVE UP

School Profile – Demographics



Scholar Achievement: Implementation Plan

DISTRICT AIM #1: 9th Grade On Track (6 or more credits by the end of 9th grade)

SCHOOL LEVEL GOALS:
At Tigard High School by June 2027, we will increase 9th grade On Track from 88% to 92% for all scholars as measured by credit attainment.

At Tigard High School by June 2027, we will increase 9th grade On Track from 72% to 80% for our Multilingual Learners of English as measured by credit attainment.

At Tigard High School by June 2027, we will increase the percentage of MLE scholars who are **On Track to English Language Proficiency (OTELP)** from 42.6% to 50% as measured by ELPA21 Summative domain growth.

Data Analysis: Complete an ATLAS protocol review of prior year data with stakeholders.

Executive Summary: Answer the following questions.

1. **As you review your data—academic results, observations, and input from scholars, families, and staff—what root causes are contributing to current outcomes?**
2. **What patterns or key takeaways emerge across data sources?**
3. **What strengths are evident, and where is there the greatest need for growth to better support student success?**

Reflection from Prior Year

Change Ideas from Previous School Year?	What was the intended/predicted outcome?	Adapt, Adopt or Abandon	Why? What data is informing this decision? If adapting, what changes are being made?
Pacific Islander Student Mentorship (PDSA Cycle with 9th Grade On-Track)	The hope of the study and implementation is to increase academic success and engagement for	Adapt	There were some success stories from this change idea; however, we were unable to systematize it in the ways we had hoped. The

	our Pacific Islander students by creating an intentional mentorship program.		adaptation is that we will utilize our Pasifika Affinity Group and its leaders more consistently when it comes to mentorship.
ITeam focused on MLE students	The adaptation of our ITeam to focus specifically on Multilingual Learners of English will hopefully yield better outcomes for our MLEs which is aligned to our focus population.	Adapt	Having a team of educators consistently talk about and problem-solve for our MLE students was helpful; however, it led us down a path toward over-identifying MLE students for Special Education Services. We modified our team and now call it Behavioral Health and Wellness and talking about MLE students is only one aspect of the work.
SRT Mentorship	The hope of this mentorship program is to increase 9th grade engagement, attendance and credit attainment.	Adopt	We are continuing to build out this program by creating additional opportunities for intentional connection amongst students.
Content Area PLCs Meeting Weekly	All teachers meet in assigned PLCs with colleagues teaching the same courses. The intent is to implement specific strategies, align content and skills, and review assessments. The intended outcome is improved credit attainment.	Adapt	Our Content Area PLCs continue to meet weekly. We have changed group membership for some teams to align with teaching assignments and have become more prescriptive in what we expect teachers to do during the meetings.

If needed, additional Change Ideas for Current School Year?	**Alignment to CCRE Framework Priority Tenet**	**Intended/Predicted Outcome** (How will this change idea impact student outcomes?)
Intentional Lesson Planning Emphasis Across the Building ● Inclusive welcomes (Teacher Clarity) ● Learning targets aligned to standards for each lesson ● WICOR (Writing, Inquiry, Collaboration, Organization and Reading) in every classroom,	Congruent Instructional Practices	With specific instructional moves happening in classes across the building, the intended outcome is that all students are able to access content/learning standards in a way that leads to more credit attainment in all classes.

every day ● Language scaffolds and explicit language instruction ● Emphasis on writing and speaking		
Quarterly Credit Intervention	Congruent Instructional Practices	The hope of this intervention is that we see our 9th grade students earning more credit at the end of the semester. We believe that early intervention for those who are showing off-track tendencies at the quarter will improve their grades to the point of earning credit.
Comprehensive Case Management by MLE Specialists	Humanizing Culture and Climate	The intended outcome for this practice is to provide holistic support for our Multilingual Learners of English. MLE Specialists are not only ensuring students are receiving ELD services, but also monitoring grades and overall school experience.
Integrated ELD Services	Congruent Instructional Practices	The intended outcome for providing ELD Services within content area classes is that students not only acquire English language skills more quickly, they also have the opportunity to remain within content classes and earn credit toward graduation.

DISTRICT AIM #2: Graduation (4-year graduation & 5-year completion)

SCHOOL LEVEL GOALS:

At Tigard High School to improve graduation rates by June 2027, we will increase the percentage of current 12th-grade scholars meeting credit requirements for graduation from 96% to 98%.

At Tigard High School to improve graduation rates by June 2027, we will increase the percentage of current 12th-grade Multilingual Learners of English meeting credit requirements for graduation from 87% to 90%.

At Tigard High School to improve graduation rates by June 2027, we will increase the percentage of current 11th-grade scholars meeting credit requirements for graduation from 90% to 93%.

At Tigard High School to improve graduation rates by June 2027, we will increase the percentage of current 10th-grade scholars meeting credit requirements for graduation from 90% to 93%.

Data Analysis: Complete an ATLAS protocol review of prior year data with stakeholders.

Executive Summary: Answer the following questions.

1. **As you review your data—academic results, observations, and input from scholars, families, and staff—what root causes are contributing to current outcomes?**
2. **What patterns or key takeaways emerge across data sources?**
3. **What strengths are evident, and where is there the greatest need for growth to better support student success?**

Reflection from Prior Year

Change Ideas from Previous School Year?	What was the intended/predicted outcome?	Adapt, Adopt or Abandon	Why? What data is informing this decision? If adapting, what changes are being made?
Pacific Islander Student Mentorship (PDSA Cycle with 9th Grade On-Track)	The hope of the study and implementation is to increase academic success and engagement for our Pacific Islander students by creating an intentional mentorship program.	Adapt	There were some success stories from this change idea; however, we were unable to systematize it in the ways we had hoped. The adaptation is that we will utilize our Pasifika Affinity Group and its leaders more consistently when it comes to mentorship.
ITeam focused on MLE students	The adaptation of our ITeam to focus specifically on Multilingual Learners of English will hopefully yield better outcomes for our MLEs which is aligned to our focus population.	Adapt	Having a team of educators consistently talk about and problem-solve for our MLE students was helpful; however, it led us down a path toward over-identifying MLE students for Special Education Services. We modified our team and now call it Behavioral Health and Wellness and talking about MLE students is only one aspect of the work.

SRT Mentorship	The hope of this mentorship program is to increase 9th grade engagement, attendance and credit attainment.	Adapt	We are continuing to build out this program by creating additional opportunities for intentional connection amongst students.
Graduation Meetings with Student Plans	Our Associate Principals and Counselors will start consistent meetings at the end of first quarter (November) to review senior credit attainment status and progress toward graduation which we believe will increase graduation rates/credit attainment.	Adopt	Having intentional meetings around graduation helped our student outcomes tremendously! We will continue this practice with an updated data tracking tool.
Content Area PLCs Meeting Weekly	All teachers meet in assigned PLCs with colleagues teaching the same courses. The intent is to implement specific strategies, align content and skills, and review assessments. The intended outcome is improved credit attainment.	Adapt	Our Content Area PLCs continue to meet weekly. We have changed group membership for some teams to align with teaching assignments and have become more prescriptive in what we expect teachers to do during the meetings.
ELLevation Implementation	Staff have access to the ELLevation platform which provides data about each of their MLE students. There are also specific strategies provided that can help students access their classes at their appropriate language level. The intended outcome is again, increased credit attainment for each grade level.	Adopt	ELLevation has given us more detailed information about our students receiving language services. It has also provided strong professional learning opportunities for our teachers.

If needed, additional Change Ideas for Current School Year?	**Alignment to CCRE Framework Priority Tenet**	**Intended/Predicted Outcome** (How will this change idea impact student outcomes?)
Intentional Lesson Planning Emphasis Across the Building	Congruent Instructional Practices	With specific instructional moves happening in classes across the building, the intended outcome is that all students are able to

● Inclusive welcomes (Teacher Clarity) ● Learning targets aligned to standards for each lesson ● WICOR (Writing, Inquiry, Collaboration, Organization and Reading) in every classroom, every day ● Language scaffolds and explicit language instruction ● Emphasis on writing and speaking		access content/learning standards in a way that leads to more credit attainment in all classes.
BH&W Weekly Meeting	Humanizing Culture and Climate	The intended outcome of this team is to have a consistent system for monitoring and responding to students. The team discusses attendance, academic performance, behavior and overall school success.

Safety, Culture and Climate: Implementation Plan

DISTRICT AIM #3: Scholars Feel Connected, Valued and Engaged.

SCHOOL LEVEL GOALS:

9th Grade Attendance:

At Tigard High School we will increase 9th grade regular attendance from 61% from June 2026 to 70% by June 2027 for all scholars.

At Tigard High School we will increase 9th grade regular attendance from 42% from June 2026 to 50% for our Multilingual Learners of English by June 2027.

Student Perception Survey

At Tigard High School, we will increase student experience survey results in the "We Seek Knowledge" category for all students from 50% to 60% by the end of the 2026-27 school year.

Office Discipline Referrals:

At Tigard High School 80% or more of all scholars — disaggregated by race and special populations — will have no more than 1 office discipline referral, as measured by end-of-year discipline data, in order to support increased engagement and belonging across all student groups.

% of population with 0-1 Referrals

	All	Asian	Black	Hispanic	PI	Native Am	Multi-Racial	White	Sped	MLE	TAG
% with 0-1 Referrals	98%	100%	97%	96%	94%	100%	100%	98%	93%	96%	

Data Analysis: Complete an ATLAS protocol review of prior year data with stakeholders.

Executive Summary: Answer the following questions.

1. **As you review your data—climate/culture results, observations, and input from scholars, families, and staff—what root causes are contributing to current outcomes?**
2. **What patterns or key takeaways emerge across data sources?**
3. **What strengths are evident, and where is there the greatest need for growth to better support student success?**

Culture/Climate Reflections from Prior Year
GOAL: At TTSD, we create an environment where scholars, staff, families and community feel connected, valued and engaged.

	Change Ideas from Current School Year	What was the intended/predicted outcome?	Adapt, Adopt or Abandon	Why? What data is informing this decision?
Leadership Pillar	iTeam Focused on MLE	This year our iTeam is narrowing its focus to Multilingual Learners of English. We believe that by having a specific area of focus, we will be able to positively influence attendance, student agency and behavior.	Adapt	Having a team of educators consistently talk about and problem-solve for our MLE students was helpful; however, it led us down a path toward over-identifying MLE students for Special Education Services. We modified our team and now call it Behavioral Health and Wellness and talking about MLE students is only one aspect of the work.
	Focused Professional Learning Around Policies and Practice	By intentionally focusing on clear education for our staff around policies, practices, expectations, interventions, etc. we believe that our student experience and outcomes will be improved.	Adopt	We chose to maintain this practice for the opening of the 2026-27 school year. The explicit emphasis on policies and practices continues to improve our climate and culture across the building.
Staff Pillar	iTeam Focused on MLE	This year our iTeam is narrowing its focus to Multilingual Learners of English. We believe that by having a specific area of focus, we	Adapt	Having a team of educators consistently talk about and problem-solve for our MLE students was helpful; however, it led us down a

		will be able to positively influence attendance, student agency and behavior.		path toward over-identifying MLE students for Special Education Services. We modified our team and now call it Behavioral Health and Wellness and talking about MLE students is only one aspect of the work.
	Focused Professional Learning Around Policies and Practice	By intentionally focusing on clear education for our staff around policies, practices, expectations, interventions, etc. we believe that our student experience and outcomes will be improved.	Adopt	We chose to maintain this practice for the opening of the 2026-27 school year. The explicit emphasis on policies and practices continues to improve our climate and culture across the building.
Student Pillar	Climate and Culture Survey Aligned to Core Values and Vision	We want to continue to connect everything we do with students back to our core values and vision for their success. By utilizing a survey written with that in mind, the intended outcome is that we build a stronger sense of connection for students which leads to better experiences and outcomes.	Adopt	This survey continues to be the foundation for the work we are doing to improve student experience at Tigard High School. We used it to identify opportunities for growth and are consistently reviewing it for next steps.
	Quarterly Affinity Group Leader Training	We are scaling our training of Affinity Group leaders and student leaders to include students from all of our high schools. We want to increase collaboration across the system which will hopefully increase attendance and connection to the broader system.	Adapt	The Equity and Inclusion Department took over the facilitation of these meetings which had positives and negatives. We want to adapt this to potentially bring back more local input and opportunity for our affinity group leaders.
Family Pillar	ParentSquare Attendance	Our next iteration of attendance	Adopt	With the emphasis on attendance

	Outreach	intervention more intentionally involves families by utilizing ParentSquare. We are piloting this tool and are hopeful for increased attendance across our system.		districtwide, we are strengthening our outreach but also recognize the value of direct communication with students and families.
	Tiger Tracks: Navigating Your Future	Our vision for students is to be choice-ready by the time they graduate from Tigard High School and we recognize that education about opportunities is one of the first major steps. This event will feature a variety of resources to help students and families navigate next steps and make choices aligned to future goals.	Adopt	This event was a huge success with both attendance and education opportunities. We will continue it moving forward!
Community Pillar	Tiger Tracks: Navigating Your Future	Our vision for students is to be choice-ready by the time they graduate from Tigard High School and we recognize that education about opportunities is one of the first major steps. This event will feature a variety of resources to help students and families navigate next steps and make choices aligned to future goals.	Adopt	This event was a huge success with both attendance and education opportunities. We will continue it moving forward!

	Additional Change Ideas for Next School Year	**Alignment to CCRE Framework Priority Tenet**	**Intended/Predicted Outcome** (How will this change idea impact scholar outcomes?)
Leadership Pillar	Admin Presence in Hallways and Classrooms	Humanizing Culture and Climate	Our Admin Team spends one to two days in hallways and classrooms for the entirety of the day. The intended outcome is that we have the

			opportunity to proactively respond to student behaviors as well as ensure safety with our presence. We also hope to increase our time in classrooms observing instruction so that we can also influence our scholar achievement goals.
Staff Pillar	Combining ELT and CAL Meeting	Critical Consciousness	The intended outcome for this move is to increase participation in our Equity Leadership Team while also shifting more decision-making to this group of teacher leaders.
Student Pillar	Principal Advisory Committee	Humanizing Culture and Climate	The intended outcome for this change idea is to increase student voice and influence around specific school initiatives and goals. We want to bring more students into leadership positions in a different way.
Family Pillar	Specific Tier 2 Family Communication (Personal Phone Calls) Attendance Messaging from teachers	Humanizing Culture and Climate	This change idea builds on an idea from last year. In addition to schoolwide communication, we are having teachers send specific communication with the hope of
Community Pillar	Continued Refinement of Ready, Set, Roar	Critical Consciousness	This year, our hope is to bring more community partners into this experience with the intended outcome of strengthening partnership.

Bias & Hate: 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 Plans

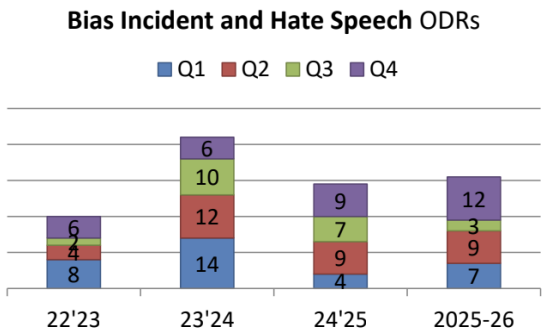
Education Objective	**How is the objective being met?**	**Who is leading the work?**	**What is being prioritized, reinforced, and in maintenance and why?**
Scholars, staff, families and community are **aware of and understand our policies on bias and hate**, bullying and harassment.	• Pre-Service and Classified Staff Inservice Review of Board Policy • 3rd Block Extension Lesson (We Care) • Family Newsletter Communication • ELT/CAL Meeting review of TTSD Equity Journey- including policy	Primarily our admin team is leading this work; however, we do discuss this at our monthly Equity Pillars Meeting that includes our CRC, CRL, Athletic Equity Coordinator, Admin Team and BECs and at our monthly ELT/CAL meeting.	The awareness of the policy and its definitions is solid so we are currently working to reinforce the need for reporting as guided by policy and expectations.
Scholars, staff, families, and community are able to **define, identify, intervene, and repair/heal from incidences of bias** in the community, interpersonally, within the classroom, common spaces, or school-wide/district-wide.	• 3rd Block Extension Lesson (We Care) • Individual student/staff conversations • Utilizing restorative conversations and circles in more spaces throughout the school	We are all leading this work.	The priority for this objective is repair and heal. We are strong in the response, but sometimes the repair and heal part of the process is missed.
Scholars, staff, families, and community will be **equipped to talk**	• Continued EASH Mitigation Plan implementation	Primarily our admin team, ELT and Equity Pillars Team.	Practicing using the mitigation plan process.

about their lived experiences and support for **conflict management and resolutions.**	• Creation of the Principal's Advisory Committee who will help serve as facilitators		

Engagement Objectives	**How is the objective being met?**	**Who is leading the work?**	**What is being prioritized, reinforced, and in maintenance and why?**
Scholars, staff, families, and community **define their collective identity** as a community and **how they want to be in community** with one another	Consistent conversations throughout our community- both structured and unstructured- continue to help us define who we are and what we hope to provide and be for our students. We continue to build out familiarity of and belief in our core values which has also helped us clarify who we are.	This is a collective conversation. At different points in time there are different leaders.	Making sure that every conversation and all parts of our identity lead back to the core vision that all students graduate from Tigard High School choice-ready.
Scholars, staff, families, and community collectively **set agreements and common expectations to support accountability** toward operationalizing collective identity as a community and what happens when repair is required	EASH Mitigation Plans implementation This year, we also have spent a lot of time developing staff commitments around things like attendance and behavior management which has helped our students have clarity as well.	Primarily our admin team, ELT and Equity Pillars Team. Our teachers have all taken collective leadership of this as well.	Practicing using the mitigation plan process. Our collective teacher moves are being prioritized and reinforced because they are new.
Scholars, staff, families and community **collectively practice educating, informing, shaping, and living the values** set forth by the common agreements of being in community with one another	EASH Mitigation Plans implementation We talk about our schoolwide goals and moves consistently- we share information with staff, students and community with the hope of building out common belief and action.	Primarily our admin team, ELT and Equity Pillars Team Again, this is a collective effort that takes all of us working together.	Practicing using the mitigation plan process. Keeping our goals central to all that we're doing is part of our schoolwide emphasis and priority.

Scholars, staff, families, and community collectively **understand the steps required toward repairing relationships** and strengthening the sense of **equity, inclusion, and belonging**	EASH Mitigation Plans implementation We are working to build this out through 3rd Block Extension lessons and the Principal's Advisory Committee	Primarily our admin team, ELT and Equity Pillars Team. Principal and students are leading this action step	Practicing using the mitigation plan process. Recruiting students is the priority right now

Accountability for Implementation of Solutions and Healing



EASH Mitigation Plans:

What lessons were learned in facilitating solutions and healing?

The sentiment that working with young adults continues to be extraordinarily nuanced remains true. We continue to learn that we must give ourselves time to work 1:1 with students to help them through this process.

How will that understanding impact your work to prevent and create awareness in your community?

Tier I move: Consistent Admin Rounds throughout the school year, data cycles and conversation with staff, students and community, continued emphasis on our schoolwide moves

Tier II move: Intentional work with student groups to increase opportunities for voice in decisions that shape our community

Tier III move: Increased involvement of community agencies and support for students who need more explicit support.

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

E.A.S.H Plan Implementation Accountability

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 Plans

Education Objectives

Objective	**How is the objective being met?**	**Who is leading the work?**	**What is being prioritized, reinforced, and in maintenance and why?**
Scholars, staff, families and community are **aware of and understand our policies on bias and hate**, bullying and harassment.	• Pre-service Bias Policy Slide • Family Friendly E.A.S.H. Brochure The policies are shared with staff to start each year and by means of the EASH brochure on our community website. Students' primary learning is based on the imprints lesson (see below.)	Administrators are primarily responsible for leading the sharing of hate speech and bias policy information. All staff and students are responsible for adhering to the policies and participating in the actions they require.	Following the policy in terms of student incidents is well-established, at this point. The primary focus is communicating this policy as it relates to adults and leveraging the EASH referral system to improve the effectiveness of our procedures.
Scholars, staff, families, and community are able to **define, identify, intervene, and repair/heal from incidences of bias** in the community, interpersonally, within	• Imprints lesson in English & Spanish In addition to the annual delivery of this lesson, collectively developed guidance for anti-bias instruction (see	Fifth grade student leaders support the development and delivery of instruction, alongside classroom teachers and guided by admin.	These lessons, this language, and our culture as it relates to anti-bias instruction is well-established. Our current emphasis is transferring leadership to students and keeping materials up-to-date and relevant.

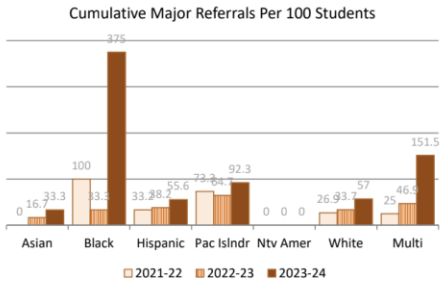
the classroom, common spaces, or school-wide/district-wide.	below) and No Place for Hate activities supplement this work.		
Scholars, staff, families, and community will be **equipped to talk about their lived experiences** and support for **conflict management and resolutions.**	• Anti-bias Instructional Materials and Approach In addition to the collectively developed guide above, culture-specific lessons (see below) and school wide discussion protocols (see below) support this objective.	Classroom teachers, with support from administrators and the equity team, are primarily responsible for delivering instruction that helps students develop these skills.	Many of our resources for meeting this objective have been developed by means of No Place for Hate work. We are working to update our activities and materials to provide more variety this year.

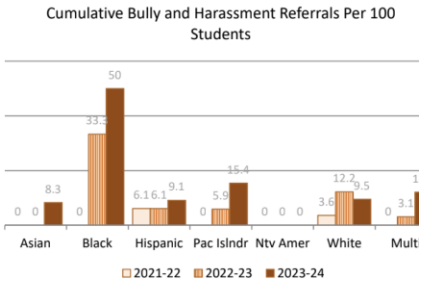
Engagement Objectives

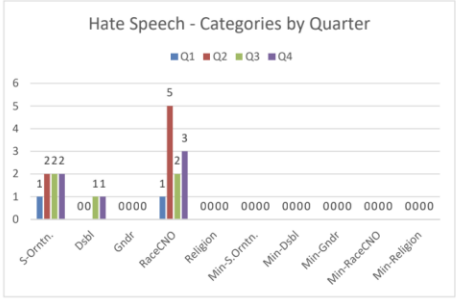
Objective	**How is the objective being met?**	**Who is leading the work?**	**What is being prioritized, reinforced, and in maintenance and why?**
Scholars, staff, families, and community **define their collective identity** as a community and **how they want to be in community** with one another	• Black Stories • Native American Connections • Deaf History Month • Asian American and Pacific Islander Heritage Month Heritage month lessons facilitate identity development for individuals and for the group as a whole. Other curricula, including PAX and Caring School Communities, also facilitate the development of community norms.	The equity team is primarily responsible for the development of these lessons, however, their implementation, as well as the other structures that provide the framework for collective identity building are implemented by teachers.	Presently, the integration of SEL throughout the school day and content areas is the highest priority, in terms of this goal. In particular, supporting students with navigating conflict is a goal this year.
Scholars, staff, families, and community collectively **set agreements and common expectations to support accountability** toward	PAX strategies require collective development of community agreements, student leadership, and collective reflection. School-wide implementation of PAX-aligned PBIS systems provides a framework	The PBIS team leads the work to develop structures for creating common expectations and accountability. Students are responsible for developing these common agreements using the	Continuing to keep these processes student-centered is a goal. Knowing how much adult support to offer is a challenge at the elementary level, especially given that different students need such different degrees

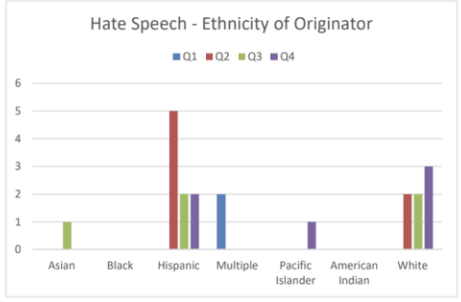
operationalizing collective identity as a community and what happens when repair is required	for implementing and reinforcing the agreements in a collective way. Our imprints lesson and instructional approach provides a framework for reteaching and repair.	established structures. Staff are responsible for supporting them in doing so and directing repair, when needed.	of support in terms of building the skills necessary to adhere to community agreements.
Scholars, staff, families and community **collectively practice educating, informing, shaping, and living the values** set forth by the common agreements of being in community with one another	• Discussion protocols: Toolbox of resources • Caring School Communities curriculum • Buddy Classrooms Some of the tools for practicing our values are listed here, however, the resources provided for most of the other objectives also illustrate how collective values and agreements are implemented.	This is a collective effort led by all the members of our community on a day-to-day basis. The systems are established, and while they are not perfect, we are all responsible for practicing these agreements.	Having retained the majority of staff over the past year, our goal is to maintain our systems, working on onboard new students as a result of boundary changes and high rates of mobility.
Scholars, staff, families, and community collectively **understand the steps required toward repairing relationships** and strengthening the sense of **equity, inclusion, and belonging**	• Bridgeport's Hate Speech Response Document In addition to this document, all of those listed in above that outline our systems and their implementation support this objective.	Administrators often lead this repair process, however, others are aware of how it works. Other staff members may lead a repair process, depending on the situation.	Administrators continue to focus on communicating with all those involved while navigating these situations in an effort to build understanding and empower others to take the lead in the future.

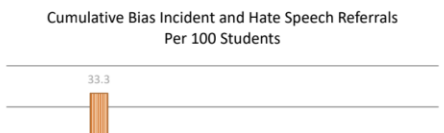
Accountability for Implementation of Solutions and Healing

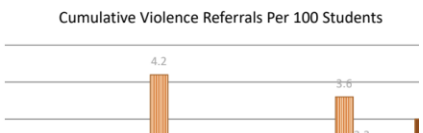


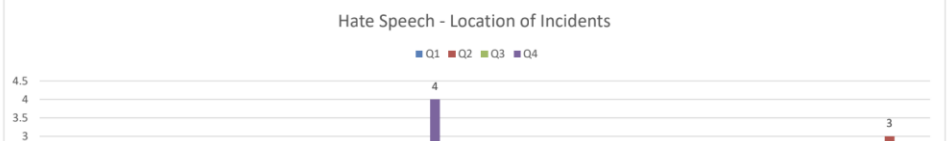












What lessons were learned in facilitating solutions and healing?

1. **Sizing the problem:** Calibrating how serious an incident is, both with the student who caused the harm, the student who was harmed, and their families, is an ongoing process that is very context-dependent. Intent and impact both play a role in sorting through this challenging question, which is necessary in order to ensure that the repair process adequately meets the needs of all those involved.
2. **"Bad" words versus hateful words:** Some elementary aged students confuse hateful or biased language with "bad" words. While hate speech and biased comments may also be categorized as "bad," it is often necessary to help students understand that the nuanced or explicit hatefulness implied by the word or comment puts it in a unique class, different from most other inappropriate language.
3. **Difficulty generalizing:** Some students have struggled to generalize lessons regarding imprints, hate speech, or biased incidents. We have noticed that some students may understand and remember re-teaching related to a specific context, but may not transfer the learning to new situations. In these cases, a more individualized program with increased support or re-teaching may be in order.

How will that understanding impact your work to prevent and create awareness in your community?

Tier III move: For repeat originators with learning differences who may also still have emergent language skills, transferring learning from one bias incident to another may be especially challenging. For some individual students, we will convene a team and may determine that additional instruction or support should be added to their IEP or Behavior Support Plan in order to help them generalize positive communication skills across settings.

Tier II move: Due to increased capacity on our counseling team, having added resources to our behavior support team, our counselor will now work alongside administrators to identify classes and grade levels with higher rates of conflict or other behaviors and create tier 2 lessons that explore a topic more in depth, working alongside the teacher to implement additional instruction for the identified classes.

Tier I move: One of our most unstructured, unsupervised environments, the bus, can be a challenge for students. While we want them to independently practice the social skills they learn in class and in small groups, these settings have proven to be a challenge, even for students receiving only one tier of support. As such, we are working with the PBIS team to develop replacement behaviors and other solutions, like additional adult support on the bus, to occupy students with positive activities and provide coaching for small conflicts before they become serious.

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