Tigard-Tualatin School District: Alberta Rider Elementary School

2026-27 Elementary Continual Improvement Plan

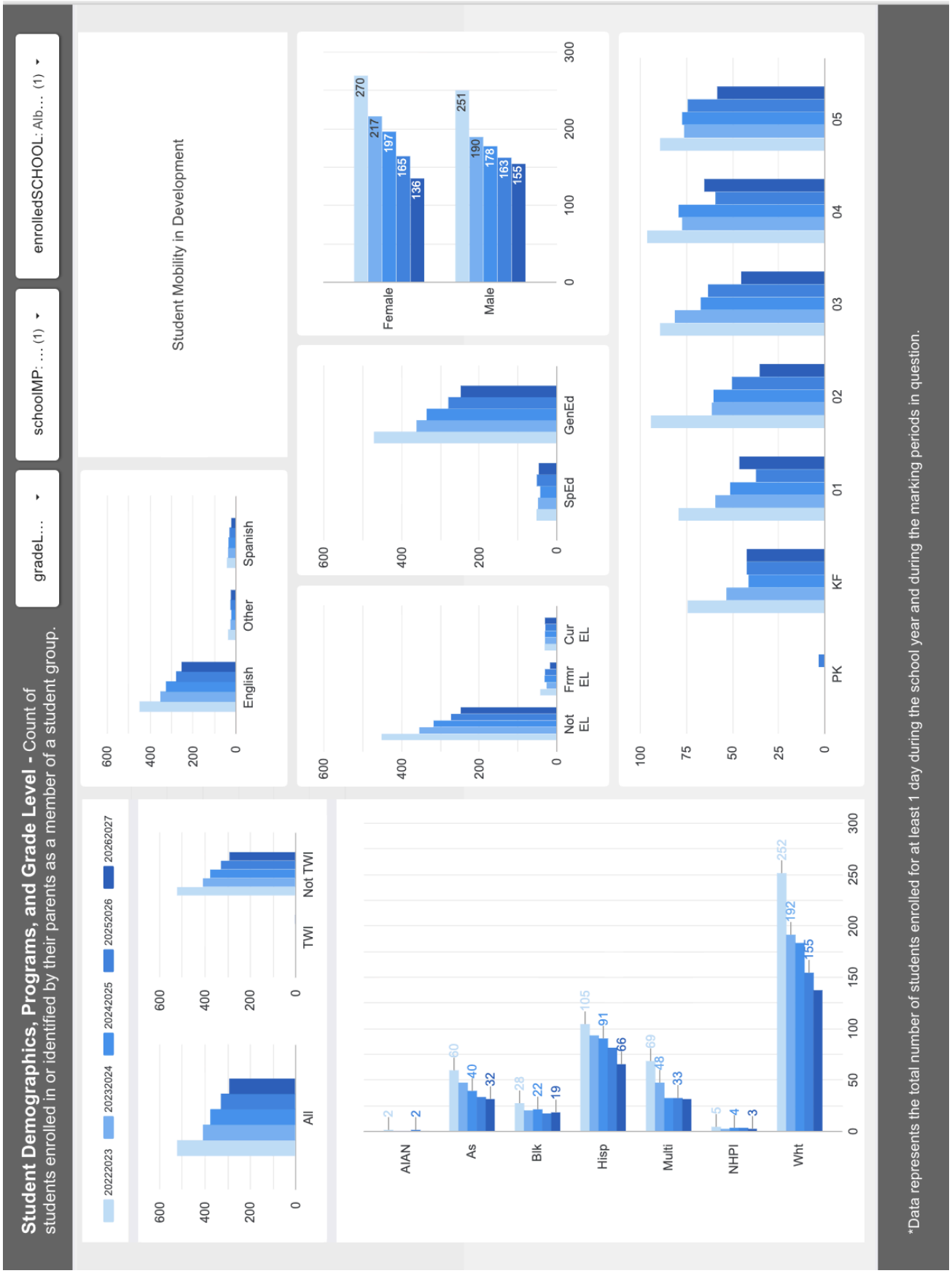
Continuous Improvement Plan Purpose: The Continuous Improvement Plan (CIP) is an internal document used by school leaders to align their work with district goals for student outcomes. It outlines key priorities, strategies, and progress measures that guide school-level planning and improvement efforts, 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, and site councils, 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 Collective Goals:

- **Reading Proficiency (Grades 3&5):** Grade-level reading by 3rd grade predicts high school success. By 5th grade, strong reading skills prepare scholars for secondary-level texts.
- **Math Proficiency (Grade 5):** Mastery of math by 5th grade lays the foundation for middle school success.
- **Attendance (Kindergarten):** Consistent attendance at key transition points supports engagement and reduces future absenteeism.
- **Scholars Feel Connected, Valued and Engaged:** {Student Survey Question Coming Soon}
- **Office Discipline Referrals:** Aim for 80%+ of scholars (by race and special population) to have 0–1 referrals, promoting a positive, inclusive school climate.
- **Exclusionary Practices:** Reduce suspensions and expulsions, especially for underserved groups, and emphasize restorative practices to keep scholars connected to learning.

Elementary Theory of Action: In TTSD, we believe that every elementary educator 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 elementary scholars to promote through the grades choice-ready—academically prepared, socially conscious, and equipped to lead and thrive in a diverse, interconnected world.

Alberta Rider Elementary School



School Improvement Snapshot

Alberta Rider Elementary | 2026-27

Our Purpose: At TTSD, every school develops a Continuous Improvement Plan (CIP) to guide learning and growth for all students. This snapshot outlines our priorities, strategies, and how we measure progress, so families and community partners can see how our school is working toward district goals.

Our District Focus Areas:

- **Reading:** Helping all students become strong readers at their grade level.
- **Math:** Building solid math skills to prepare students for middle and high school.
- **On Track to Graduate:** Making sure students earn the right credits in 9th grade so they can graduate on time.
- **Attendance:** Supporting students to come to school regularly, especially during important transition years.
- **Belonging & Connection:** Ensuring every student feels welcome, supported, and included.
- **School Climate:** Creating a positive school environment by reducing discipline issues and focusing on solutions that repair harm and build community.

School Goals for 2025:

Goal:	What We're Doing:	How We'll Measure It:
Literacy	Core Review: Literacy Priority Skills	Dibels8 and i-Ready Diagnostic
Math	Core Review: Math Priority Skills	i-Ready Diagnostic
Climate and Culture	Attendance and OSS	Synergy and SWIS

How This Impacts Our School Community:

- Students will become strong readers at their grade level by increasing Phonemic Awareness/Decoding/Fluency/Comprehension.
- Students will build solid math skills in the area of Numbers and Operations.
- Families will see transparent data to show growth in all areas of the CIP.
- Our school community will feel the impact of higher attendance rates and less disruptive behavior so teachers can teach and students can learn.

Our Commitment: We believe every student can learn and succeed. By focusing on belonging, support, and high-quality learning, we prepare students to graduate choice-ready for their next step, whether that is college, career, or serving in the community.

Questions or Feedback? Contact: Casey Petrie - Principal - cpetrie@ttsd.k12.or.us - 503-431-4908

Alberta Rider Elementary School Road Map

The Goal: **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. This includes actively disrupting predictable outcomes for students with disabilities, those identified as English Language Learners, students navigating poverty and Hispanic/Latino students.

The Why:

- 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

The What

1. **Coherent core instruction:** Strong, aligned implementation of research-based materials will strengthen our core literacy and math instruction for all students.
2. **Communicating Student Learning:** Improved outcomes for all students will result from increased teacher clarity around what students are learning, how they are demonstrating their learning, why the learning is important and their next steps to grow.
3. **Attendance:** Consistent attendance increases the likelihood of improved academic and behavior outcomes.
4. **Equitable learning opportunities** for all students within their classroom space including support for Multilingual Learners of English (MLEs) and students with disabilities.
5. **Family/Community Connections** throughout the year prioritizing accessible, responsive connection between all families and the school community
6. **Tier 1 Behavior and SEL Systems:** Strong tier 1 systems ensure students are successful and students, families and staff are supported. These systems are the necessary foundation for effective Tier 2 and Tier 3 supports

Instruction	Equity	Climate
1. Coherent Core Instruction ○ Curriculum Alignment work district wide ○ Strategic use of data ○ Focus on writing instruction **2. Communicating Student Learning** ○ Continued learning around teacher clarity ○ Proficiency scales	**3. Attendance** ○ Review 25-26 data to determine tiered support for families ○ Proactive connection ○ Grade-level and school-wide goals **4. Equitable Learning Opportunities** ○ Co-teaching ELD ○ Co-planning for literacy instruction ○ UDL model of planning to proactively address learner needs	**5. Family/Community Connection** ○ Partner with PSO ○ Family connection events throughout the year **6. Tier 1 Behavior and SEL Systems** ○ Pax GBG throughout the school ○ PBIS Big 5 ○ SEL ○ Restorative Practices

The How

Coherent Core Instruction	Curriculum Alignment Work	● Use of curriculum maps to focus instruction in literacy, math and content block ● Strategic planning time throughout the year to support teachers and staff
	Strategic use of data	● Inform instruction in both reading and math ● Collaborative team and school-wide structures
	Focus on Writing	● District-led and building led learning around the science of writing ● Protected writing time within the literacy block (120 minutes for every student K-5) ● Connection to proficiency scales

Communicating Student Learning	Learning Targets	• Learning targets posted daily in literacy and math to support student learning • Learning targets are used throughout instruction to answer the questions of what students are learning, how they are demonstrating their learning, why the learning is important and their next steps to grow.
	Language Targets	• Language targets used in literacy for each unit • Continued learning around language functions and forms
	Proficiency Scales	• District and building learning around use of proficiency scales to support student feedback and inform grades. • Use of proficiency scales in writing
Attendance	Proactive Communication	• Based on 25-26 data, families have been placed into tiered support groups • Letters of encouragement, phone calls will take place in August to set the tone for the year, including a report of attendance from previous year • Use of Attendance Dashboard and Student Attendance Improvement Plan (SAIP) in Synergy
	School-wide recognition of attendance	• Grade-level recognition each month for best attendance • School-wide goal of improved attendance each month, celebrated at end of month assembly • Addition of “random attendance day” recognition to celebrate meeting goals
Equitable Learning Opportunities	Teacher Clarity	• Alignment with instructional work around communicating student learning • Use of UDL model of planning to proactively address learner needs.
	Supporting MLEs	• Intentional scheduling and instructional planning for MLEs based on learning profile • Increase of co-teaching in literacy block • Collaboration time built into the work day (paid) along with monthly team meetings to support instruction
	Supporting students with disabilities	• Professional learning for LSAs - aligning with RTI model through ODE TSI grant • Collaboration time with classroom teachers
Family Community Connection	Frequent opportunities to engage with families	• Build on current structures - family connection nights, PSO, Site Council, Principal’s Coffee • Increase opportunities for families to have a voice in what connection events focus on • Balance between learning events and family fun events; prioritize community and connection at all
	Partner with PSO	• Build on current structures - monthly meetings available in person and virtual • Increase participation • Partnership between FPA and other school staff
Tier 1 Behavior and SEL systems	**PAX**	• 10 kernels rolled out in every classroom, K-5 • GBG used throughout the school year to reinforce • Utilized in common spaces (Music, PE, recess, lunchroom, bus) to reinforce
	PBIS	• Focus on “Big 5” in every classroom and supported throughout the school • Alignment of school-wide incentives (Bull Bucks) • Increased student voice through 5th grade ambassadors • Utilizing new Climate and Culture survey with follow up focus groups
	SEL	• 3 signature practices in every classroom • 3 signature practices modeled and supported for staff meetings and family connection events
	Restorative Practices	• Continued learning of restorative practices through staff PD • Incorporate structures for admin team to support restorative work for teachers

Alberta Rider Grade-Level teams meet 3x per year (fall, winter and spring) after our benchmark screening assessments in both reading and math. During these meetings teams set goals, review student data, design action plans, monitor progress and adjust plans.

Core Review Meeting Agendas

Kindergarten	1st Grade	2nd Grade
3rd Grade	4th Grade	5th Grade

Literacy Data

Purpose: To determine the effectiveness of the core program and make necessary adjustments to the core instruction.

Center Equity: Improve systems for MLEs and focal students. Through systematic planning, continuous improvement, and deep partnership, we will transform instructional practices, build inclusive communities, and create a future where all students thrive.

Problem Identification: Is our core reading instruction sufficient for most students?

DIBELs 8 Composite	**FALL**	**WINTER**	**SPRING**
% Above Benchmark	26%		
% At Benchmark:	34%		
% Below Benchmark:	16%		
% Well Below Benchmark:	24%		

i-Ready Overall Placement ***English Reading***	**FALL**	**WINTER**	**SPRING**
% Mid Above Grade Level:	18%		
% Early On Grade Level:	15%		
% 1 Year Below Grade Level:	49%		
% 2 Grade Levels Below:	12%		
% 3 or More Grade Levels Below:	8%		

Centering Equity: Is our core reading instruction working for students when analyzing disaggregated groups?

Student Group: add # of students in each group	DIBELS 8			iReady Reading (English)		
	FALL % at or above Benchmark	**WINTER** % at or above Benchmark	**SPRING** % at or above Benchmark	**FALL** % at or above Benchmark	**WINTER** % at or above Benchmark	**SPRING** % at or above Benchmark
American Indian/ Alaskan Native (AI) - 1	100%			100%		
Asian - 32	66%			44%		
Black/African American - 19	53%			32%		
Pacific Islander/Native Hawaiian - 3	33%			0%		
Hispanic/Latino - 66	52%			15%		
Multiracial - 32	53%			38%		
White - 134	66%			34%		
Students with Disabilities - 45	33%			17%		
MLEs - 29	24%			0%		
TAG - 17	88%			76%		

Problem Analysis & Plan Development

We are in our second year of a new curriculum implementation: Core Knowledge Language Arts (CKLA). Across K-1 teachers are prioritizing phonemic awareness while 2nd - 5th grade teachers are focused on reading fluency and accuracy. In each classroom, teachers are prioritizing effective whole group instruction for all students and also flexible small group supports for students as needed.

Schoolwide:

The % of students at/above grade level as measured by the **iReady Reading diagnostic** will increase from **67**% in Spring, 2026 to **71**% in Spring, 2027.

Strategies/Change Ideas for all students:

In our 2nd year of CKLA implementation, our teams are continuing to increase their own learning and understanding of effective instruction within the curriculum. This is being supported by our district-wide team of literacy coaches and instructional coaches, providing resources and support to increase direct instruction around areas of phonics and phonemic awareness along with vocabulary strategies and skills.

Strategies/Change Ideas for some students:

To better support students with disabilities, our special education team is actively participating in training opportunities with the CKLA curriculum as well as intervention curricula. Our literacy coach is providing coaching and training to the team to align supports for students.

To support our MLEs, all students are currently receiving services through a co-teaching model. This involves weekly co-planning between our language specialist and classroom teacher and strategic language acquisition support within the classroom setting.

Mid-year reflection	
End of Year	

Kindergarten

Target Skill: Phonological Awareness

The percentage of proficient students will go from 51% to 70% in the skill of phonological awareness as measured by DIBELS8 by the next benchmark.

Strategies/Change Ideas for all students: *(more detail included in core review agenda linked above)*

The kindergarten team will use district created enhanced phonics routine slides daily to increase explicit instruction in the target skill area. To support active engagement, teachers will incorporate physical responses (body movements, hand gestures) with the routines and utilize strategies to increase opportunities for students to respond (choral response, partner talk, echo or partner reading, etc.).

MLEs:
All teachers are increasing their use of sentence frames and other language supports to increase language output (speaking and writing) throughout learning opportunities. Additionally, all MLE's are receiving explicit language instruction within their classroom setting through a co-teaching model.

End of Year	

1st Grade:
Target Skill: Letter Sounds and Blending

The percentage of proficient students will go from 69% to 75% in the skill of NWF - WRC (Letter sounds and Blending) as measured by DIBELS8 by the next benchmark.

Strategies/Change Ideas for all students:
Teachers will use the CKLA core curriculum including TTSD enhancements to support the learning of every student in the classroom. Additional, flexible small group instruction will be used as a strategy to proved "at their level" instruction to every student, supporting their learning journey.

MLEs:
All teachers are increasing their use of sentence frames and other language supports to increase language output (speaking and writing) throughout learning opportunities. Additionally, all MLE's are receiving explicit language instruction within their classroom setting through a co-teaching model.

End of Year	

2nd Grade:
Target Skill: Letter Sounds and Blending

The percentage of proficient students will go from 49% to 65% in the skill of NWF-WRC (Letter sounds and Blending) as measured by DIBELS8 by the next benchmark.

Strategies/Change Ideas for all students:
Teachers will use the CKLA core curriculum including TTSD enhancements to support the learning of every student in the classroom. Additional, flexible small group instruction will be used as a strategy to proved "at their level" instruction to every student, supporting their learning journey.

MLEs:
All teachers are increasing their use of sentence frames and other language supports to increase language output (speaking and writing) throughout learning opportunities. Additionally, all MLE's are receiving explicit language instruction within their classroom setting through a co-teaching model.

End of Year	

3rd Grade:
Target Skill (Brewer): Vocabulary

The percentage of proficient students will go from 60% to 70% in the skill of Vocabulary as measured by CKLA Unit Test Vocabulary by the next benchmark.

Target Skill (Spathas): Accuracy

The percentage of proficient students will go from 50% to 57% in the skill of Accuracy as measured by Dibels8 by the next benchmark.

<u>Grade Level Goal</u>

The percentage of students at or above grade level will go from 72% to 80% as measured by iReady Reading by the next benchmark.

Strategies/Change Ideas for all students:
Due to initial benchmark scores across groups, different target skills were identified for each class, both supporting the overall grade level goal.
Both classrooms are utilizing our core curriculum, CKLA, to support all learners. Additional skill lessons from CKLA and additional support through Phonics for reading will be used in a flexible, small-group instructional model to support the needs of some students.

MLEs:

All teachers are increasing their use of sentence frames and other language supports to increase language output (speaking and writing) throughout learning opportunities. Additionally, all MLE's are receiving explicit language instruction within their classroom setting through a co-teaching model.

End of Year	

4th Grade:

Target Skill: Reading Fluency

The percentage of proficient students will go from 58% to 65% in the skill of ORF as measured by DIBELS the next benchmark.

Strategies/Change Ideas for all students:

In addition to the core curriculum, CKLA, the 4th grade team is also using TTSD created enhanced slides to support some students. All students will have access to additional vocabulary instruction and explicit phonics instruction through the Rewards curriculum.

MLEs:

All teachers are increasing their use of sentence frames and other language supports to increase language output (speaking and writing) throughout learning opportunities. Additionally, all MLE's are receiving explicit language instruction within their classroom setting through a co-teaching model.

End of Year	

5th Grade:

Target Skill: Vocabulary

The percentage of proficient students will go from 28% to 54% in the skill of vocabulary as measured by iReady by the next benchmark.

Strategies/Change Ideas for all students:

In addition to utilizing the core curriculum, CKLA, the 5th grade team will increase explicit instruction in the area of Vocabulary including increased exposure to the words, instruction on breaking down new or tricky words and the implementation of a "word of the day" routine.

MLEs:

All teachers are increasing their use of sentence frames and other language supports to increase language output (speaking and writing) throughout learning opportunities. Additionally, all MLE's are receiving explicit language instruction within their classroom setting through a co-teaching model.

End of Year	

Math Data

Purpose: To determine the effectiveness of the core program and make necessary adjustments to the core instruction.

Center Equity: Improve systems for MLEs and focal students. Through systematic planning, continuous improvement, and deep partnership, we will transform instructional practices, build inclusive communities, and create a future where all students thrive.

Problem Identification: Is our core math instruction sufficient for most students.

i-Ready Overall Placement	FALL	WINTER	SPRING
% Mid Above Grade Level:	8%		
% Early On Grade Level:	9%		
% 1 Year Below Grade Level:	58%		
% 2 Grade Levels Below:	15%		
% 3 or More Grade Levels Below:	11%		

Centering Equity: Is our core math instruction working for students when analyzing disaggregated groups?

Student Group: add # of students in each group	iReady Math (English)		
	FALL % at or above Benchmark	**WINTER** % at or above Benchmark	**SPRING** % at or above Benchmark
American Indian/ Alaskan Native (AI) - 1	0%		
Asian - 32	53%		
Black/African American - 19	21%		
Pacific Islander/Native Hawaiian - 3	0%		
Hispanic/Latino - 70	6%		
Multiracial - 32	19%		
White - 134	20%		
Students with Disabilities - 45	5%		
MLEs - 29	0%		
TAG - 17	53%		

Problem Analysis & Plan Development

We are in year two of implementation with the new iReady math curriculum. Across all grade levels teachers are focusing on increasing productive student talk and use of manipulatives to support conceptual understanding.

Schoolwide:
The % of students at/above grade level as measured by the iReady Math diagnostic will increase from 52% in Spring, 2026 to 61% in Spring, 2026.

Strategies/Change Ideas for all students:
This goal represents supporting ⅓ of students in the yellow (one grade level below) to increase to grade level performance by the end of the year while maintaining students already at/above grade level.
As we continue to implement iReady math instruction and alignment in instruction and assessment practices, we are also increasing support for below grade level students to access instruction by providing targeted instruction through flexible small groups to address learning gaps.

Mid-year reflection	
End of Year	

Kindergarten

Target Skill: Numbers and Operations

The percentage of proficient students will go from 19% to 45% in the skill of Numbers and Operations as measured by iReady by the next benchmark.

Strategies/Change Ideas for all students: *(more detail included in core review agenda linked above)*
Utilizing the core curriculum, iReady math, teachers will increase the use of math centers (specifically hands on games) and use of iReady routines. Additionally, focusing on math talk routines and scaffolds for alls students to use whole sentences to talk about their math thinking. The team is moving toward flexible grouping to provide individual supports for some students.

MLEs:
All teachers are increasing their use of sentence frames and other language supports to increase language output (speaking and writing) throughout learning opportunities.

End of Year	

1st Grade:
Target Skill: Numbers and Operations

The percentage of proficient students will go from 18% to 35% in the skill of Numbers and Operations as measured by iReady by the next benchmark.

Strategies/Change Ideas for all students:

MLEs:
All teachers are increasing their use of sentence frames and other language supports to increase language output (speaking and writing) throughout learning opportunities.

End of Year	

2nd Grade:
Goal Development: __
If we __ , our students will __.

Grade Level Goal

Strategies/Change Ideas for all students:

MLEs:
All teachers are increasing their use of sentence frames and other language supports to increase language output (speaking and writing) throughout learning opportunities.

End of Year	

3rd Grade:
Goal Development: __
If we __ , our students will __.

Grade Level Goal
If we __ , our students will __.

Strategies/Change Ideas for all students:

MLEs:
All teachers are increasing their use of sentence frames and other language supports to increase language output (speaking and writing) throughout learning opportunities.

End of Year	

4th Grade:
Goal Development: __
If we __ , our students will __.

Grade Level Goal

Strategies/Change Ideas for all students:

MLEs:

All teachers are increasing their use of sentence frames and other language supports to increase language output (speaking and writing) throughout learning opportunities.	
End oF Year	
5th Grade: Goal Development: __ If we __ , our students will __. <u>Grade Level Goal</u> **Strategies/Change Ideas for all students:** **MLEs:** All teachers are increasing their use of sentence frames and other language supports to increase language output (speaking and writing) throughout learning opportunities.	
End of Year	

Safety, Climate, and Culture Data

SCHOOL LEVEL GOALS:

Kindergarten Attendance:

At Alberta Rider ES we will increase Kindergarten regular attenders from 74% from June 2025 to 79% by June 2026 for all scholars.

At Alberta Rider ES we will increase Kindergarten regular attenders from 58% from June 2025 to 70% for Hispanic students/families by June 2026.

Student Perception Survey:

At Alberta Rider ES The % of students 3rd - 5th grade who respond positively to the question "I have at least one adult at school that I can talk with if I need help." will increase from 86% to 90%.

Office Discipline Referrals:

At Alberta Rider ES 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

Year end (2025-26)	All (315)	Asian (33)	Black (16)	Hispanic (78)	PI (4)	Native Am (1)	Multi-Racial (33)	White (150)	Sped (46)	MLE (25)
% with 0 - 1 Referrals	88%	100%	N/A	100%	N/A	N/A	100%	80%	86%	100%

District and School Level Achievement Goals

DISTRICT AIM #1: 3rd & 5th Grade Reading

SCHOOL LEVEL GOALS:

At **Alberta Rider** the % of 3rd grade students at/above grade level as measured by the **iReady Reading diagnostic** will increase from **67**% in spring, 2026 to **72**% in spring, 2027.

At **Alberta Rider** the % of 3rd grade MLE students at/above grade level as measured by the **iReady Reading diagnostic** will increase from **0**% in spring, 2026 to **33**% in spring, 2027.

At **Alberta Rider** the % of 5th grade students at/above grade level as measured by the **iReady Reading diagnostic** will increase from **54**% in spring, 2026 to **65**% in spring, 2027.

At **Alberta Rider** the % of 5th grade MLE students at/above grade level as measured by the **iReady Reading diagnostic** will increase from **0**% in spring, 2026 to **33**% in spring, 2027.

DISTRICT LEVEL GOALS:

In **TTSD**, we will increase the percentage of 3rd grade Scholars that are early on or above grade level in reading from 65% in spring, 2026 to 70% in spring, 2027 as measured by the iReady Diagnostic Assessment.

In **TTSD**, we will increase the percentage of 3rd grade MLE Scholars that are early on or above grade level in reading from 24% in spring, 2026 to 29% in spring, 2027 as measured by the iReady Diagnostic Assessment.

In **TTSD**, we will increase the percentage of 5th grade Scholars that are early on or above grade level in reading from 53% from Spring to 58% Spring as measured by the iReady Diagnostic Assessment.

In **TTSD**, we will increase the percentage of 5th grade MLE Scholars that are early on or above grade level in reading from 9% in spring, 2026 to 13% in spring, 2027 as measured by the iReady Diagnostic Assessment.

DISTRICT AIM #1B: On Track to English Language Proficiency (OTELP)

SCHOOL LEVEL GOALS:

At **Alberta Rider** the % of MLEs that are on track to English language proficiency (OTELP) as measured by ELPA will increase from 74% in spring, 2026 to 80% in spring, 2027

DISTRICT LEVEL GOALS:

In **TTSD** the % of Elementary MLE students that are on track to English language proficiency (OTELP) as measured by ELPA will increase from 63% in spring, 2026 to 80% in spring, 2027

DISTRICT AIM #2: 5th Grade Math

SCHOOL LEVEL GOALS:

At **Alberta Rider**, the % of 5th grade students at/above grade level as measured by the **iReady Math diagnostic** will increase from **41**% in spring, 2026 to **50**% in spring, 2027.

At **Alberta Rider**, the % of 5th grade MLE students at/above grade level as measured by the **iReady Math diagnostic** will increase from **0**% in spring, 2026 to **33**% in spring, 2027.

DISTRICT LEVEL GOALS:

In **TTSD**, we will increase the percentage of 5th grade Scholars that are at or above grade level in math from 57% in spring, 2026 to 62% in spring, 2027 as measured by the iReady Diagnostic Assessment.

In **TTSD**, we will increase the percentage of 5th grade MLE Scholars that are early on or above grade level in math from 6% from Spring 2026 to 10% Spring 2027 as measured by the iReady Diagnostic Assessment.

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

SCHOOL LEVEL GOALS:

At **Alberta Rider**, the % of Kindergarten - 2nd grade students attending 90% or more enrolled days (**regular attenders**) will increase from 79% in spring, 2026 to 85% in spring, 2027.

At **Alberta Rider**, the % of students attending 90% or more enrolled days (**regular attenders**) will increase from **81**% in Spring, 2025 to **84**% in Spring, 2026.

At Alberta Rider the % of students 3rd - 5th grade who respond positively to the question **"I have at least one adult at school that I can talk with if I need help**." will increase from **86**% in spring, 2026 to **90** in spring, 2027%.

DISTRICT LEVEL GOALS:

In **TTSD**, we will increase Kindergarten - 2nd grade **regular attenders** from 74% from June 2026 to 77% by June 2027 for all scholars.

In **TTSD**, we will increase district wide **regular attenders** from 64% from June 2026 to 67% by June 2027 for all scholars.

EASH and Guiding Documents

Alberta Rider E.A.S.H. Plan: Implementation and Accountability

This document outlines our current priorities related to TTSD Policies and E.A.S.H. plan. Specific outcomes and priorities are revised each year in response to data.

E.A.S.H. Guiding Documents

Priority Tenants & Standards: Culturally and Community Responsive Education Framework

TTSD Policy GBB/JBC Bias Incidents and Hate Speech
TTSD Policy JBC/GBB
TTSD Policy ACB All scholars Belong
TTSD Policy ACB-AR Bias Incident Complaint Process
TTSD Education Accountability Solutions & Healing Process

TTSD Student Rights and Responsibilities & Elementary Slide Deck

TTSD School Board Policy Webpage

TTSD Discipline Framework