Tigard-Tualatin School District:

2026-2027 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.
- **OTELP**
- **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.

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.

Bridgeport Elementary School
La Escuela Primaria Bridgeport

School Mission
We are committed to preparing all students to be critical thinkers, build empathy, develop leadership skills, and become active citizens.

School Vision
We are responsible for creating an environment where our students feel welcome and supported so that they develop a love of learning.

Misión de la escuela
Es esencial para nosotros preparar a todos los estudiantes para que piensen con empatía hacia los demás, que sean líderes y ciudadanos activos.

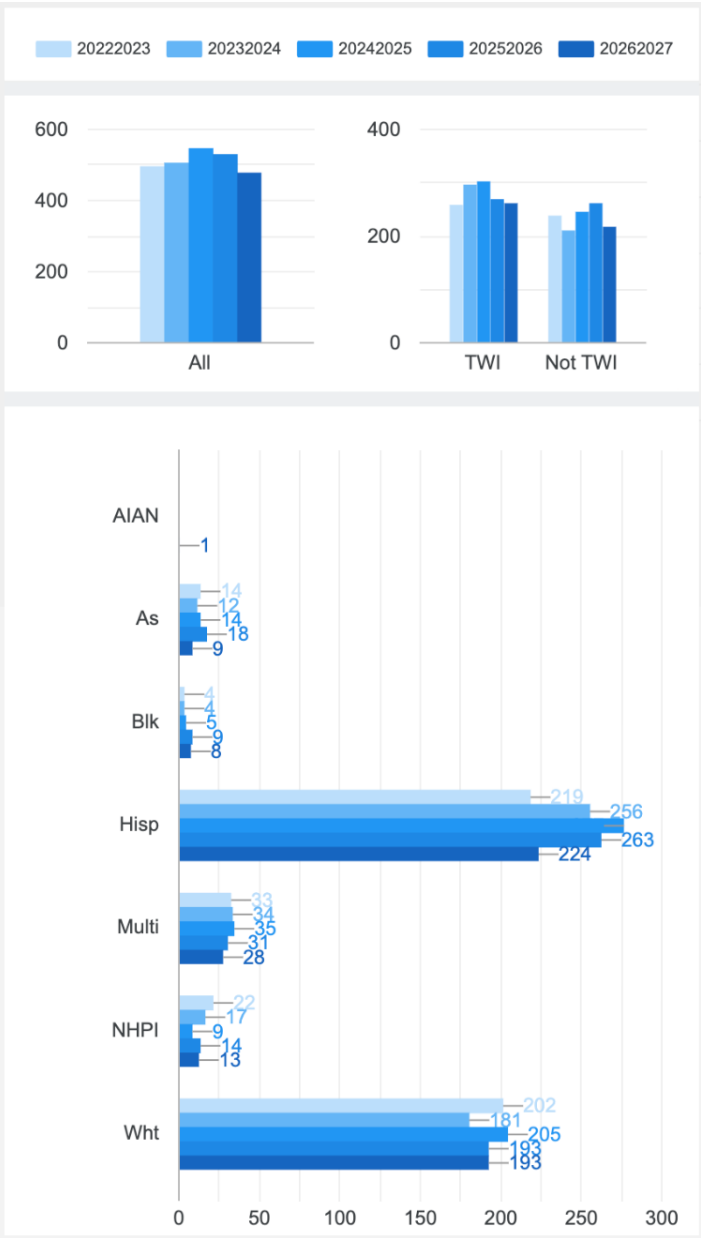
Visión de la escuela
Es nuestra responsabilidad crear un ambiente en el que nuestros estudiantes se sientan bienvenidos y apoyados para que desarrollen el amor por el aprendizaje.

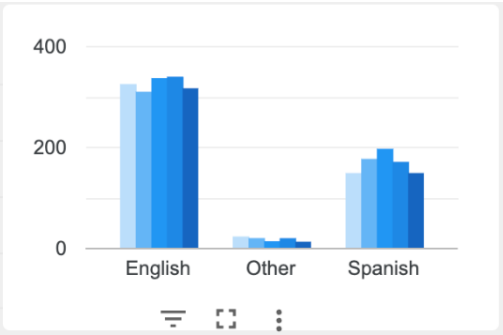
Core Values
We believe that:

- Intentional collaboration around a consistent set of research-based instructional strategies will accelerate learning and close the racial opportunity gap
- High expectations for *all* of our students must be maintained all within a warm, relentlessly supportive environment
- Multilingualism is always an asset
- Meaningful family collaboration and two-way communication is foundational for systems improvement and individual student success
- Inclusive spaces are how all students learn best

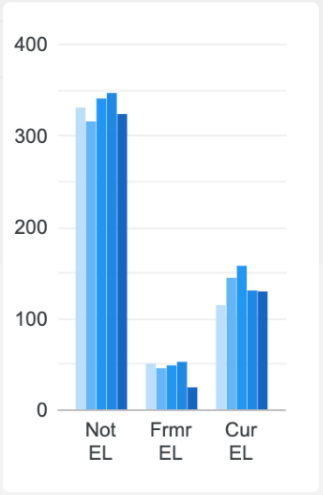
Valores fundamentales
Creemos que:

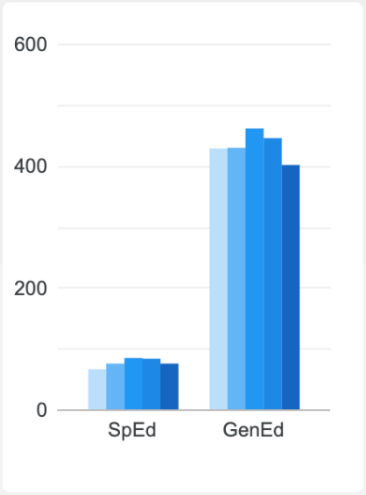
- Para cerrar la brecha de oportunidades raciales y acelerar el aprendizaje vamos a colaborar intencionalmente sobre estrategias de instrucción basadas en la investigación
- Hay que mantener altas expectativas para *todos* nuestros estudiantes, todo ello dentro de un ambiente cálido y apoyo implacable
- El multilingüismo siempre es una ventaja.
- La colaboración de las familias y la comunicación entre la escuela y el hogar son fundamentales para mejorar los sistemas y el éxito individual de los estudiantes.
- Los espacios inclusivos son la mejor manera de que todos los estudiantes aprendan

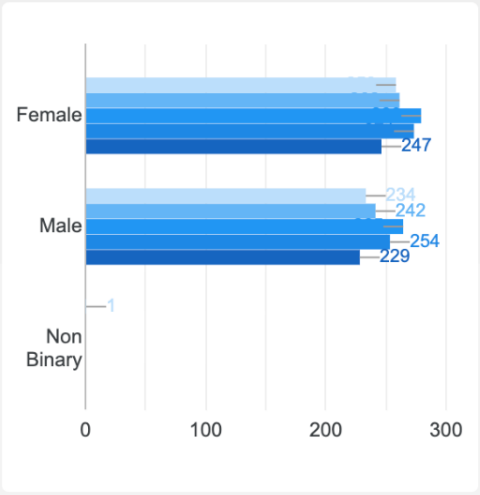


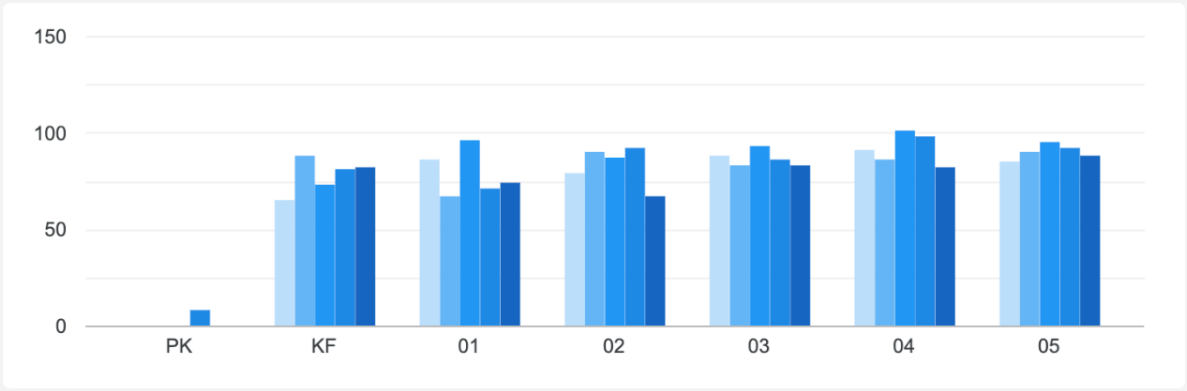


Student Mobility in Development









Road Map

Bridgeport 2026-2027

The Goal: As a school community, we will commit to the following work in order to **eliminate** predictable outcomes and **accelerate** learning for our students navigating poverty, students identified as MLEs, and other historically underserved groups.

The Why: We recognize the power of working **collectively** towards a common goal and being lovingly **relentless** in holding our students to high expectations, deeply believing that their greatest challenges will also be their greatest assets.

The What: We accomplish our goal by working collectively on the following key areas of work.

1. **Language Arts & Math Materials Implementation:** Learning from and enhancing our aligned implementation of research-based materials will strengthen our core literacy and math instruction for all students.
2. **Teacher Clarity:** Planning for instruction by establishing how students will show what they learned and teaching language skills intentionally will increase success for MLEs.
3. **Student Engagement:** As a result of our clear intended learning outcomes, we anticipate opportunities for students to respond, engage one another in making meaning, and communicate their learning.
4. **Writing Instructional Strategies:** Improved outcomes for all students, and especially our multilingual learners, will result from more writing embedded in content areas, as well as explicit writing instruction, when these strategies are aligned to common research-based, community-responsive instructional practices.
5. **Attendance:** Every day counts! Consistent attendance increases the likelihood of improved academic and behavior outcomes.
6. **Classified Staff Focus:** We will intentionally include classified staff in our professional learning and strengthen the tools, communication, and collaboration they need to be successful members of our instructional team.
7. **Student Leadership:** Students will play an active role in building a safe, kind, and inclusive school by recognizing positive behaviors, serving others, and modeling our expectations.
8. **Clear Expectations:** Students thrive when expectations are clear, explicitly taught, and consistently reinforced across settings.

The What, at a glance: *our collective work in three buckets (instruction, equity, and climate).*

Instruction	Equity	Climate
Language Arts & Math Materials Implementation ● District-wide training (in-service + planning days) ● BPT iterations between planning days at staff meetings ● Coaching support **Teacher Clarity** ● Clearly defining and communicating language and learning outcomes ● Emphasized in mini-observations and evaluation **Student Engagement** ● Planning language-rich opportunities for students to make connections and develop ideas with teachers and peers. ● Emphasized in mini-observations and evaluation **Writing Strategies** ● Standards & curriculum-aligned proficiency scales ● Co-teaching to support writing instruction ● Sentence-level focused PD	**Attendance** ● August proactive letters, phone calls, and visits to select families ● September reinforcement for target groups ○ Recognition and incentives for tier 1 ○ Bridgeport block parties!! **Classified Staff Focus** ● Equity team representation ● Investigation and change process for improving classified staff's perception of efficacy and inclusion	**Clear Expectations** ● Teaching materials updated to reflect expectations ● Recess expectations materials made more explicit ● Bus expectation meetings **Student Leadership** ● Student ambassador PAX highlights ● Bridgeport OnAir

The How

Language Arts & Math Materials Implementation

Action	Details
District-wide training (in-service + planning days)	● The Teaching & Learning team will host a series of workshops throughout the year on planning days. ● Science of Reading / Writing workshops from the NWR ESD
BPT iterations between planning days at staff meetings	● **Coherence is key!** ○ Bridgeport staff meetings will offer time to process professional learning from district PD ● Grade level planning time
Ongoing coaching support in response to staff needs	● We learn better together! ○ Coach and literacy specialists collaboratively plan support ● Coach and literacy specialists observe needs and meet regularly to collaborate with admin and ELD specialists to offer additional PD and support

Teacher Clarity

Action	Details
Clearly defining and communicating language and learning outcomes	● *What am I learning? Why is it important?* ○ We know that clear intended learning has a positive impact on student learning. We will continue to emphasize the clear language and learning outcomes in our lessons.
Emphasis during evaluation process	● Goal meetings will focus on Domain 1 ● Feedback emphasizes the grounding purpose of our lessons and how we communicate our intended learning ● Observations and walk throughs collect data based on teacher clarity look-fors

Student Engagement

Action	Details
Planning language-rich opportunities for students to make connections and develop ideas with teachers and peers.	● How do I anticipate moments for students to pause, discuss, make connections, and deepen their understanding? ○ Maximize opportunities to respond
Emphasis during evaluation process	● Goal meetings will also include focus on Domain 2, student engagement ● Feedback emphasizes engagement opportunities, student talk routines, and student discourse ● Observations and walk throughs collect data based on teacher clarity look-fors

Writing Strategies

Action	Details
Standards & curriculum-aligned proficiency scales	● Proficiency scales aligned to report cards and to language arts materials available online and based on staff feedback and consultant collaboration ● Training for using and applying scales to content and language arts writing tasks
Co-teaching to support writing instruction within content areas	● Expansion of writing units in both content area and language arts instruction ● Units include background-building and student talk elements, working with *Amplify* structures and materials ● Instructional alignment team meetings bi-monthly to align schoolwide strategy focus
Sentence-level focused PD	● Strategy focus according to *The Writing Revolution 2.0* ● Whole staff PD sessions followed by embedding strategies in co-taught ELD and coaching lessons ● Focus on implementation within *Amplify* framework

Attendance

Action	Details
August proactive letters, phone calls, and visits to target groups	● Tiered supports based on prior attendance outcomes ● *Every day counts! Block parties, l*etters of encouragement, phone calls, and home visits set the tone for the year, including a report of attendance from previous year
September reinforcement for target group & added recognition and incentives for tier 1	● Monthly golden awards highlighting various attendance features (improvement, tardies, best Monday attendance, etc.) ● Target group students with improved attendance entered into regular spirit wear raffles

Classified Staff

Action	Details
Equity team representation of classified staff	● Members identified and invited to August meeting as a preview
Improvement cycle process for addressing classified staff's perception of efficacy and inclusion	● UpBeat data review and comparison ● Narrow focus area and create empathy interviews ● Select measurement tool ● Complete improvement cycle process

Clear Expectations

Action	Details
Teaching materials updated to reflect clarity of process	● Formatting updates and additional charts added to BPT School-Wide teaching expectations ● Pre-service review for all teachers
Recess expectations materials made more explicit	● Expectations teaching slideshow updated to include examples and non-examples for each recess rule ● Addition of a sorting activity for students to clarify discreet recess rules further
Bus expectation meetings	● During second week of school, students meet by bus with admin to review rules ● Bus monitoring by admin ● PBIS / Equity team data monitoring ● Follow up meetings as needed

Student Leadership

Action	Details
Bridgeport Student Ambassadors, Pax Highlights	● BPT Student Ambassadors offer Pax Highlights, connections to staff, and school updates on Bridgeport OnAir
Bridgeport OnAir	● Continue supporting Bridgeport's Tier 1 attendance and climate through weekly editions of BPT OnAir, facilitated by BPT Student Ambassadors

Core Review Meetings Agendas					
K E / TWI	1 E / TWI	2 E / TWI	3 E / TWI	4 E / TWI	5 E / TWI

Schoolwide Literacy Data: English strand

DIBELs 8 Composite	FALL (n=416)	WINTER	SPRING
% At or Above Benchmark:	54%		
% Below Benchmark:	14%		
% Well Below Benchmark:	32%		

i-Ready Overall Placement *English Reading*	FALL (331/476)	WINTER	SPRING
% Mid Above Grade Level:	16%		
% Early On Grade Level:	14%		
% 1 Year Below Grade Level:	33%		
% 2 Grade Levels Below:	20%		
% 3 or More Grade Levels Below:	17%		

Schoolwide Literacy Data: TWI strand

mClass Lectura	FALL (n=266)	WINTER	SPRING
% At or Above Benchmark:	48%		
% Below Benchmark:	10%		
% Well Below Benchmark:	42%		

i-Ready Overall Placement *Spanish Reading*	FALL	WINTER	SPRING
% Mid Above Grade Level:	5%		
% Early On Grade Level:	19%		
% 1 Year Below Grade Level:	44%		
% 2 Grade Levels Below:	17%		
% 3 or More Grade Levels Below:	15%		

Student Group: add # of students in each group	Acadience or DIBELS 8		
	FALL % at or above Benchmark	WINTER % at or above Benchmark	SPRING % at or above Benchmark

American Indian/ Alaskan Native (AI) (1)	0%		
Asian (9)	44%		
Black/African American (9)	89%		
Pacific Islander/Native Hawaiian (13)	38%		
Hispanic/Latino (223)	34%		
Multiracial (27)	67%		
White (195)	59%		
Students with Disabilities (77)	22%		
MLEs (128)	14%		
TAG (24)	88%		

SCHOOL GOAL: Kindergarten Reading

English: 12% of students are currently performing at benchmark in PSF. We aim to increase this to 40% by Winter, and 80% by Spring.

TWI: 8% of students are currently performing at benchmark in FSS. We aim to increase this to 45% by Winter, and 90% by Spring.

SCHOOL GOAL: First Grade Reading

English: 55% of students are currently performing at benchmark in ORF Accuracy. We aim to increase this to 70% by Winter, and 85% by Spring.

TWI: 49% of students are currently performing at benchmark in FLO Accuracy. We aim to increase this to 65% by Winter, and 80% by Spring.

SCHOOL GOAL: Second Grade Reading

English: 54% of students are currently performing at benchmark in Nonsense Word Fluency. We aim to increase this to 67% by Winter, and 80% by Spring.

TWI: 63% of students are currently performing at benchmark in FLO Accuracy. We aim to increase this to 73% by Winter, and 83% by Spring.

SCHOOL GOAL: Third Grade Reading

English: 61% of students are currently performing at benchmark in Nonsense Words - CLS. We aim to increase this to 71% by Winter, and 81% by Spring

.

TWI: 52% of students are currently performing at benchmark in Nonsense Words - CLS. We aim to increase this to 67% by Winter, and 82% by Spring.

SCHOOL GOAL: Fourth Grade Reading

English: 69% of students are currently performing at benchmark in Accuracy. We aim to increase this to 75% by Winter, and 80% by Spring.

TWI: 45% of students are currently performing at benchmark in FLO accuracy. We aim to increase this to 60% by Winter, and 75% by Spring.

SCHOOL GOAL: Fifth Grade Reading

English: 69% of students are currently performing at benchmark in ORF Fluency. We aim to increase this to 79% by Winter, and 85% by Spring.

TWI: 53% of students are currently performing at benchmark in FLO Fluency. We aim to increase this to 63% by Winter, and 73% by Spring.

Schoolwide Math Data

i-Ready Overall Placement ***English Math***	**FALL (468/476)**	**WINTER**	**SPRING**
% Mid Above Grade Level:	6%		
% Early On Grade Level:	9%		
% 1 Year Below Grade Level:	53%		
% 2 Grade Levels Below:	21%		
% 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	**i-Ready**		
	FALL % at or above Benchmark	**WINTER** % at or above Benchmark	**SPRING** % at or above Benchmark
American Indian/ Alaskan Native (AI) (1)	0%		
Asian (9)	22%		
Black/African American (8)	38%		
Pacific Islander/Native Hawaiian (13)	0%		
Hispanic/Latino (223)	7%		
Multiracial (27)	26%		

White (195)	25%		
Students with Disabilities (77)	4%		
MLEs (128)	1%		
TAG (24)	54%		

AIM #2: Math

SCHOOL GOAL: Kinder Math

English: 16% of students are currently performing at benchmark in Algebra and Algebraic Thinking. We aim to increase this to 45% by Winter, and 80% by Spring.

TWI: 16% of students are currently performing at benchmark in Algebra and Algebraic Thinking. We aim to increase this to 45% by Winter, and 80% by Spring.

SCHOOL GOAL: 1st Grade Math

English: 28% of students are currently performing at benchmark in Numbers and Operations. We aim to increase this to 55% by Winter, and 80% by Spring.

TWI: 21% of students are currently performing at benchmark in Numbers and Operations. We aim to increase this to 45% by Winter, and 70% by Spring.

SCHOOL GOAL: 2nd Grade Math

English: 54% of students are currently performing at benchmark in Numbers and Operations. We aim to increase this to 67% by Winter, and 80% by Spring.

TWI: 63% of students are currently performing at benchmark in Numbers and Operations. We aim to increase this to 73% by Winter, and 83% by Spring.

SCHOOL GOAL: 3rd Grade Math

English: 8% of students are currently performing at benchmark in Numbers and Operations. We aim to increase this to 19% by Winter, and 30% by Spring.

TWI: 16% of students are currently performing at benchmark in Numbers and Operations. We aim to increase this to 26% by Winter, and 36% by Spring.

SCHOOL GOAL: 4th Grade Math

English: 25% of students are currently performing at benchmark in Numbers and Operations. We aim to increase this to 45% by Winter, and 70% by Spring.

TWI: 22% of students are currently performing at benchmark in Numbers & Operations. We aim to increase this to 40% by Winter, and 65% by Spring.

SCHOOL GOAL: 5th Grade Math

English: 30% of students are currently performing at benchmark in Numbers and Operations. We aim to increase this to 50% by Winter, and 65% by Spring.

TWI: 29% of students are currently performing at benchmark in Numbers and Operations. We aim to increase this to 50% by Winter, and 65% by Spring.

Safety, Climate, and Culture Data

SCHOOL LEVEL GOALS:
Kindergarten Attendance:
AtBridgeport ES , we will increase Kindergarten regular attenders from 62% from the 2025-26 school year to 80% by June 2027 for all kindergarten students.

At Bridgeport ES , we will increase Kindergarten regular attenders from 59% from the 2025-26 school year to 80% for Hispanic/Latino students by June 2027.

(FALL PBIS DATA REVIEW LINKED HERE)

District Scholar Achievement Goals

Literacy / Math / Attendance / Climate and Culture

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

SCHOOL LEVEL GOALS:

At Bridgeport, we will increase the percentage of 3rd grade Scholars that are **early on or above grade level** in reading from 55% from spring to 66% spring as measured by the iReady Diagnostic Assessment.

At Bridgeport, we will increase the percentage of 3rd grade MLE Scholars that are **early on or above grade level** in reading from 12% from spring to 50% spring as measured by the iReady Diagnostic Assessment.

At Bridgeport, we will increase the percentage of 5th grade Scholars that are **early on or above grade level** in reading from 55% from spring to 66% spring as measured by the iReady Diagnostic Assessment.

At Bridgeport, we will increase the percentage of 5th grade MLE Scholars that are **early on or above grade level** in reading from 0% from spring to 20% spring as measured by the iReady Diagnostic Assessment.

At Bridgeport, we will increase the percentage of MLEs that are on track to English language proficiency as measured by ELPA from 68% to 80%.

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% from Spring to 70% Spring 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% from Spring to 29% Spring 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% from Spring to 13% Spring as measured by the iReady Diagnostic Assessment.

DISTRICT AIM #2: 3rd & 5th Grade Math

SCHOOL LEVEL GOALS:

At Bridgeport, we will increase the percentage of 3rd grade Scholars that are **early on or above grade level** in math from 45% from spring to 60% spring as measured by the iReady Diagnostic Assessment.

At Bridgeport, we will increase the percentage of 3rd grade MLE Scholars that are **early on or above grade level** in math from 0% from spring to 20% spring as measured by the iReady Diagnostic Assessment.

At Bridgeport, we will increase the percentage of 5th grade Scholars that are **early on or above grade level** in math from 51% from spring to 65% spring as measured by the iReady Diagnostic Assessment.

At Bridgeport, we will increase the percentage of 5th grade MLE Scholars that are **early on or above grade level** in math from 5% from spring to 20% spring as measured by the iReady Diagnostic Assessment.

DISTRICT LEVEL GOALS:

In TTSD, we will increase the percentage of 5th grade Scholars that are early on or above grade level in math from 57% from Spring 2026 to 62% 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

Kindergarten Attendance:

Bridgeport will increase Kindergarten regular attenders from 62% from June 2026 to 80% by June 2027 for all scholars.

DISTRICT LEVEL GOALS:

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

DISTRICT AIM #4: Climate and Culture (Safe Systems)

Office Discipline Referrals:

SCHOOL LEVEL GOALS

Bridgeport will have 95% 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.

DISTRICT LEVEL GOALS

All Elementary Schools will have 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.

2025-2026 % of population with 0-1 Referrals

	All	Asian	Black	Hispanic	PI	Native Am	Multi-Racial	White	Sped	MLE	TAG
% with 0-1 Referrals	92%	89%	89%	91%	93%	NA	87%	94%	86%	90%	NA

EASH and Guiding Documents

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,**	• Imprints lesson in English & Spanish	Fifth grade student leaders support the development and delivery of instruction, alongside classroom	These lessons, this language, and our culture as it relates to anti-bias instruction is well-established. Our

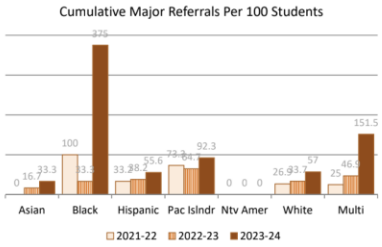
identify, intervene, and repair/heal from incidences of bias in the community, interpersonally, within the classroom, common spaces, or school-wide/district-wide.	In addition to the annual delivery of this lesson, collectively developed guidance for anti-bias instruction (see below) and No Place for Hate activities supplement this work.	teachers and guided by admin.	current emphasis is transferring leadership to students and keeping materials up-to-date and relevant.
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.

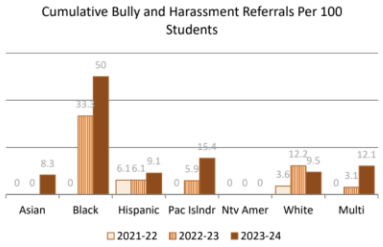
Engagement Objectives

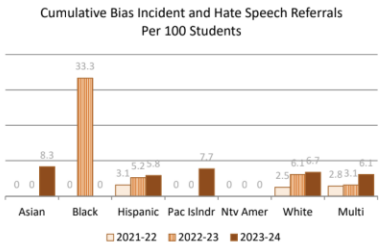
Objective	**How is the objective being met?**	**Who is leading the work?**	**What is being prioritized, reinforced, and in maintenance and why?**
Scholars, staff, families, and community **define their collective identity** as a community and **how they want to be in community** with one another	• Black 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.

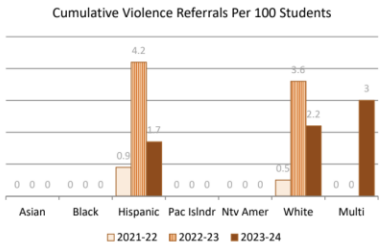
Scholars, staff, families, and community collectively **set agreements and common expectations to support accountability** toward operationalizing collective identity as a community and what happens when repair is required	PAX strategies require collective development of community agreements, student leadership, and collective reflection. School-wide implementation of PAX-aligned PBIS systems provides a framework for implementing and reinforcing the agreements in a collective way. Our imprints lesson and instructional approach provides a framework for reteaching and repair.	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 established structures. Staff are responsible for supporting them in doing so and directing repair, when needed.	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 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.

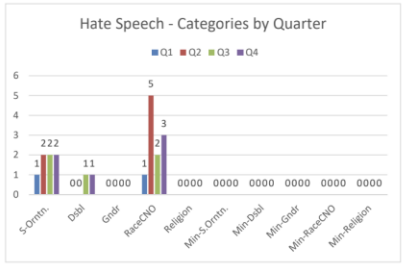
Accountability for Implementation of Solutions and Healing

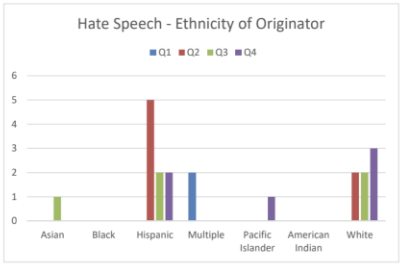


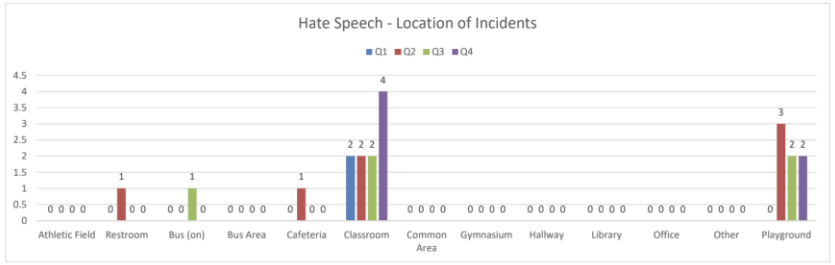












EAS

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.

(School) Education Accountability Solutions & Healing Plan Template

Elementary Exemplar EASH Plan

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

Elementary Core Review Agenda (Academics) *(customize for your school's agenda)*