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.
- **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.

Deer Creek Elementary School

School Mission:

At Deer Creek, our mission is to develop students who love learning, are confident and hopeful, and possess the skills necessary to succeed in our world.

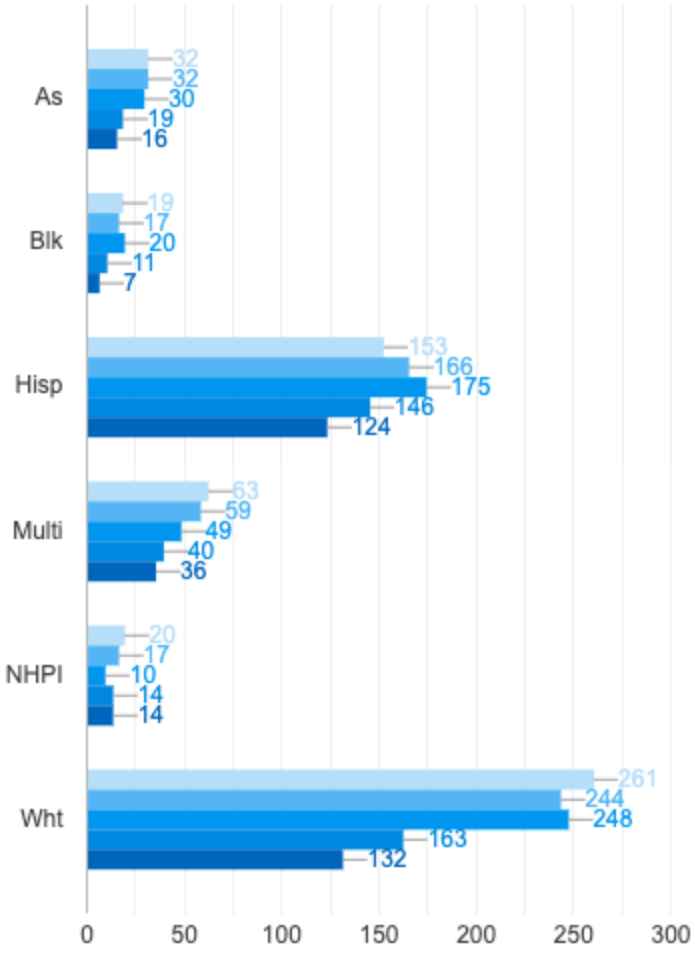
School Vision:

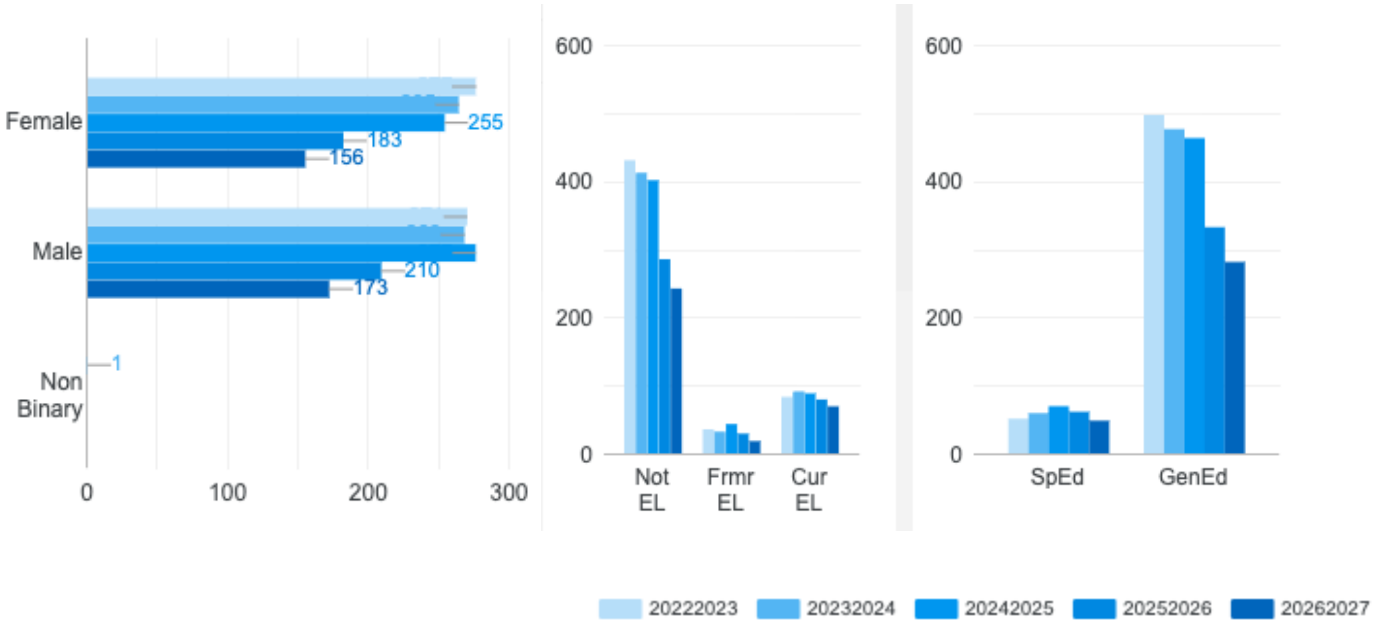
To accomplish our mission, our school must become a community that teaches, cares for, and believes in every student. We are a school where flexible, open minded, and supportive educators work together to ensure that every child is successful.

Core Values:

To achieve our vision, we will be focused and always make building and instructional decisions based on what is best for our students.

Demographics:




Female
255
183
156
Male
210
173
Non Binary
1
0
100
200
300
600
400
200
0
Not EL
Frmr EL
Cur EL
SpEd
GenEd
20222023
20232024
20242025
20252026
20262027

Deer Creek Elementary School Road Map

Academics, Safety, Climate & Culture

2026-2027

School Mission: As a school community, we will commit to the following work in order to **eliminate** opportunity gaps and **accelerate** learning for our traditionally underserved students, specifically students of color and those who are multilingual learners of English (MLEs).

School Vision: It takes all of us, working together consistently to build a community where each student feels seen, welcomed and heard. As educators, we never arrive at our destination but we continue to strive for improvement in our practice and in better outcomes for our students, where each can meet grade level standards while being celebrated for who they are and what they bring to our community.

1. **Amplify CKLA Implementation with Integrity:** Research-based instruction aligned consistently both horizontally among grade level teammates and vertically between grade levels ensures a consistent, predictable continuum of learning for each student.
2. **Staff Collaboration:** Both informal check-ins with each other and formal opportunities to discuss student learning together make us better at what we do. As lifelong learners working in an everchanging society, we get to adapt together to dynamic student needs and abilities.
3. **Clarifying learning objectives:** Intentionally planning lessons with clear content and language objectives lays the groundwork and purpose for teaching and learning. Ensuring students know what these are helps students focus on learning rather than task completion.
4. **Structured Student Collaboration:** Those who do the talking do the learning. Students acquire both content and language skills when provided with the protocols and scaffolds to support in-depth conversations that promote critical thinking and conceptual understanding.
5. **Attendance:** Consistent attendance increases the likelihood of improved academic and behavior outcomes.
6. **Student Voice:** Fostering leadership by supporting students in identifying safe and kind behavior (PAX Vision) will reinforce positive behavior choices for all students, leading to reduced instances of social conflict and physical aggression.

7. **Positively Reinforcing Behavior and Achievement:** Taking opportunities to celebrate and recognize when students are growing in their abilities to get along with others, to demonstrate behaviors that support learning and to demonstrate academic growth helps build acceptance, internal motivation and a growth mindset that encourages lifelong learning.

Instruction	Attendance	Climate
1. **Language Arts** ○ Facilitate instruction using CKLA and ECRI (K-2) with integrity 2. **Math** ○ Facilitate instruction using iReady with integrity **3. Integrated ELD** ● Integrate explicit language instruction into Language Arts, Math and content instruction daily.	**1. Family Partnerships** **2. Respond to Data** 3. **Implement Multi-Tiered System of Support (MTSS)**	**1. Positively Reinforce Expectations and Recognize Students** **2. Teach Clear Expectations and Practice Routines** 3. **Document Systematically**

	Action	Details
Language Arts	CKLA Training from Deer Creek and district specialists	• Use professional development time throughout the fall to provide implementation training from CKLA curriculum experts, instructional coaches and literacy specialists
	Regular staff collaboration	• Grade level meetings with Literacy and MLE Specialists 6 times/year to align pacing and instruction
	Ongoing coaching and support in response to staff needs	• Coach and literacy specialists plan strategically for support and leadership responsibilities • Coach and literacy specialists coach and provide resources and support for staff. They collaborate with admin to offer additional PD and support • Coach and literacy specialists collaborate across the district with other elementary coaches and literacy specialists to learn promising practices for new materials and instruction • Utilize CORE Review data to align instruction to target priority skills • CKLA Explicit Routines

Mathematics	Clarify Content and Language Objectives in student friendly language	• Use daily routines to introduce objectives • Post and refer to objectives through the lesson • Encourage self reflection and self-assessment focused on objectives • Move focus to learning rather than on task completion
	Prioritize time on student conversation and thinking during Try/Discuss/Connect learning framework	• Move at a perky pace through accessing background and 3 Reads portions of the protocol • Ensure precision partnering and discussion through all elements of the Try/Discuss/Connect framework • Focus on the 4 R's (Repeat, Rephrase, Record, Reword) to help students build conceptual understanding.
	Use of scaffolds to help all learners access content	• Introduce and provide visuals and manipulatives for daily, ongoing use during Try/Discuss/Connect • Provide sentence frames at varying cognitive levels
Integrated ELD	Embed language instruction into all grade-level content areas, such as math, social studies, and science Co-teach effectively using evidence-based and best practice language supports	• All teachers, not just ELD specialists, are responsible for helping English Learners (ELs) develop both their academic language and their subject-matter knowledge simultaneously. • The goal of integrated ELD is to ensure ELs have equitable access to the full curriculum by providing explicit language scaffolds and supports during core instruction. • Effective integrated ELD requires intentional collaboration between general education and ELD teachers to align content and language objectives. • Embed daily co-planning into the master schedule to ensure shared responsibility for teaching and learning

Attendance	Regular Parent Communication	• Teachers call and speak with families once students are absent for 3 or more days (September); 5 or more days (October and beyond)
	Recognize regular attenders during school-wide recognition activities	• Students of the month theme focused on attendance • PBIS incentives for classes that meet their monthly attendance growth rate
	Implement multi-tiered system of support	• Tier 1 - Attendance calls and incentives • Tier 2 - Family communication and problem solving when absences surpass 10% of school days using empathy interview style • Tier 3 - Partner with families on building individualized attendance plans. Attendance mentor for students.
PBS: Recognize Positive Behaviors	PBIS Incentives	• Implement school-wide system to recognize targeted student behaviors rooted in recognizing whole classes rather than individuals
	Specific verbal praise	• Focus on providing specific praise for students showing growth in both positive behaviors and academic growth
	School-wide Recognition	• Grade level star charts promote conflict resolution and safe, hands-free play during lunch and recess • Monthly Character Trait with a monthly assembly to recognize two students per classroom • Weekly High 5 recognition for two students per classroom • WOW
PBS/SEL: Clear Expectations and Practiced Routines	PAX Vision	• Use PAX Vision in all classrooms to clarify safe, respectful and responsible behaviors in all school settings
	Expectation Rotations	• Classes visit stations to demonstrate safe, respectful and responsible behaviors throughout the school, earning PBIS incentives

	Predict/Monitor/Reflect	• Predict/Monitor/Reflect is used multiple times daily to clarify, practice and reflect on expectations during all changes in classroom routines
	Systematic Documentation of Unexpected Behaviors	• Follow office and classroom managed behavior guidelines to ensure unexpected behaviors are regularly documented • Use data to inform Tier 2 and Tier 3 behavior interventions

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
% At or Above Benchmark:	52%		
% Below Benchmark:	19%		
% Well Below Benchmark:	29%		

i-Ready Overall Placement *English Reading*	FALL	WINTER	SPRING
% Mid Above Grade Level:	13%		
% Early On Grade Level:	18%		
% 1 Year Below Grade Level:	40%		
% 2 Grade Levels Below:	17%		
% 3 or More Grade Levels Below:	12%		

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

Student Group: add # of students in each group at/above grade level	iReady Reading		
	FALL % at or above Benchmark	**WINTER** % at or above Benchmark	**SPRING** % at or above Benchmark
American Indian/ Alaskan Native (AI)	NA		
Asian	44% (of 16)		
Black/African American	43% (of 7)		

Pacific Islander/Native Hawaiian	7% (of 15)		
Hispanic/Latino	7% (of 125)		
Multiracial	19% (0f 36)		
White	19% (of 134)		
Students with Disabilities	0% (of 47)		
MLEs	1% (of 69)		

Problem Analysis & Plan Development

Kindergarten:

Goal Development: **Phonemic Awareness**

If we enhance our instruction, practice and feedback in the focus skill(s) of phonemic awareness, our students will become more automatic with applying their phonics skills to decode and read unfamiliar words.

Grade Level Goal:

By June 2027, our students will increase from 57% to 77% in the area of phonemic awareness by the next benchmark as measured by DIBELs 8.

By June 2027, our MLE students at or above grade level in the overall placement in reading will increase from 0% (0/6) to 50% (3/6), as measured by iReady.

Strategies/Change Ideas for all students:

- ECRI instructional routines
- Pocket chaining
- Language Studio for EL students - aligned with classroom lessons
- Heggerty in small groups
- Heidi Songs - supplement

1st Grade:

Goal Development: **Phonemic Awareness**

If we enhance our instruction, practice and feedback in the focus skill(s) of phonemic awareness, our students will become more automatic with applying their phonics skills to decode and read unfamiliar words.

Grade Level Goal:

By June 2027, our percent of students at or above grade level, in the area of phonemic awareness, will increase from 68% to 85% as measured by DIBELs 8.

By June 2027, our MLE students at or above grade level in the overall placement in reading will increase from 0% (0/12) to 50% (6/12), as measured by iReady.

Strategies/Change Ideas for all students:

- ECRI routines - explicit PA and dictation routines
- Language Studio lessons for ELD students that align directly to CKLA Core.
- Writing focus with scaffolding for EL students.
- No opt-out ECRI and dictation routines daily.
- Small groups during WIN - both Math and Reading - digraphs and number sense

2nd Grade:

Goal Development: **Phonics**

If we enhance our instruction, practice and feedback in the focus skill(s) of phonics, our students will become more automatic with reading.

Grade Level Goal:

By June 2027, our percent of students at or above grade level, in the area of accuracy, will increase from 54% to 80% as measured by DIBELs.8.

By June 2027, our MLE students at or above grade level in the overall placement in reading will increase from 7% (1/15) to 47% (7/15), as measured by iReady.

Strategies/Change Ideas for all students:

- ECRI explicit routines and dictation replace Foundational Skills piece - approx 10-15 min at beginning of year, plus additional minutes for dictation
- CKLA chaining activities
- High frequency words-practice daily
- Student workbook pages
- Anchor charts for grammar skills
- Sound cards displayed on wall
- Additional generated decodable text via CKLA Beta
- Consistent alignment in ECRI routines
- Secret student for engagement
- Different ways to access whole group reading - choral reading, popcorn reading, partner reading, whisper reading, cloze reading- determining what works for this group
- Focus on one language based skill/month. This month = partner work - co teaching model - 1 strategy/month
- Partner work, independent work, whole group

3rd Grade:

Goal Development: **phonics**

If we enhance our instruction, practice and feedback in the focus skill(s) of phonics, our students will become more automatic with reading.

Grade Level Goal:

By June 2027, our percent of students at or above grade level, in the area of phonics, will increase from 33% to 80% as measured by iReady.

By June 2027, our MLE students at or above grade level in the overall placement in reading will increase from 0% (0/12) to 50% (6/12), as measured by iReady.

Strategies/Change Ideas for all students:

- Enhanced Phonics slides to support grade 3 phonics 'supplement'
- Six students pulled for 15 min daily for pre-teach of daily phonics.
- Additional generated decodable text via CKLA Beta - can level and choose specific sound focus
- Whole group instruction
- Small group of targeted students
- Explicit phonics routines daily
- Focus on sentence creation
- Same co teaching focus on partner work/partner talk
- Clear instruction around routines
- Sentence frames

4th Grade:

Goal Development: **Accuracy**

If we enhance our instruction, practice and feedback in the focus skill of accuracy, our students will become more automatic with fluency.

Grade Level Goal:

By June 2027, our percent of students at or above grade level, in the area of Oral Reading Fluency- Accuracy, will increase from 62% to 85% as measured by DIBELS.

By June 2027, our MLE students at or above grade level in the overall placement in reading will increase from 0% (0/11) to 45% (5/11), as measured by iReady.

Strategies/Change Ideas for all students:

- REWARDS - Tier 1/ whole group
- Building in choral reading, partner reading, etc. instead of all independent
- Choral reading throughout the day
- Sentence frames and visuals added to lesson slides.

5th Grade:

Goal Development: **Fluency**

If we enhance our instruction, practice, and feedback in the focus skills of fluency, our students will become more automatic with reading fluency.

Grade Level Goal:

By June 2027, our percent of students at or above grade level, in the area of Oral Reading Fluency, will increase from 59% to 80% as measured by DIBELS.

By June 2027, our MLE students at or above grade level in the overall placement in reading will increase from 0% (0/14) to 50% (7/14), as measured by iReady.

Strategies/Change Ideas for all students:

- Choral and partner reading rather that silent reading
- Supplemental fluency passages - close reading activities with focus on ACE or RACE - support CKLA
- Fluency routine - build in more often.
- CKLA support slides - enhancing them for content/EL supports. Eliminating wordiness.
- Clear, tight transitions to eliminate lost time.
- Additional classroom - taught by ELD teacher (integrated model)
- Skill of the month for EL focus
- Team attending NWRESD workshops - Small groups and also Writing
- 3 reads (I read, we read, you read)

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 ***English Math***	**FALL**	**WINTER**	**SPRING**
% Mid Above Grade Level:	5%		
% Early On Grade Level:	10%		
% 1 Year Below Grade Level:	53%		
% 2 Grade Levels Below:	20%		
% 3 or More Grade Levels Below:	12%		

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)	NA		

Asian	38% (of 16)		
Black/African American	14% (of 7)		
Pacific Islander/Native Hawaiian	7% (of 15)		
Hispanic/Latino	7% (of 125)		
Multiracial	19% (of 36)		
White	19% (of 134)		
Students with Disabilities	0% (of 47)		
MLEs	1% (of 69)		

Problem Analysis & Plan Development

Kindergarten:

Goal Development: **Numbers and Operations**

If we enhance our instruction, practice and feedback in the focus skill(s) of numbers and operations, our students will become more automatic with math fluency.

Grade Level Goal:

By June 2027, our percent of students at or above grade level, in the area of numbers and operations, will increase from 29% to 80% as measured by iReady.

By June 2027, our percent of MLE students at or above grade level, in the area of numbers and operations, will increase from 0% to 50% as measured by iReady.

1st Grade:

Goal Development: **Numbers and Operations**

If we enhance our instruction, practice and feedback in the focus skill(s) of numbers and operations, our students will become more automatic with math fluency.

Grade Level Goal:

By June 2027, our percent of students at or above grade level, in the area of numbers and operations, will increase from 20% to 80% as measured by iReady.

By June 2027, our percent of MLE students at or above grade level, in the area of numbers and operations, will increase from 0% to 50% as measured by iReady.

2nd Grade:

Goal Development: **Numbers and Operations**

If we enhance our instruction, practice and feedback in the focus skill(s) of numbers and operations, our students will become more automatic with math fluency.

Grade Level Goal:

By June 2027, our percent of students at or above grade level, in the area of numbers and operations, will increase from 17% to 60% as measured by iReady.

By June 2027, our percent of MLE students at or above grade level, in the area of numbers and operations, will increase from 20% to 60% as measured by iReady.

3rd Grade:

Goal Development: **Numbers and Operations**

If we enhance our instruction, practice and feedback in the focus skill(s) of numbers and operations, our students will become more automatic with math fluency.

Grade Level Goal:

By June 2027, our percent of students at or above grade level, in the area of numbers and operations, will increase from 20% to 60% as measured by iReady.

By June 2027, our percent of MLE students at or above grade level, in the area of numbers and operations, will increase from 0% to 40% as measured by iReady.

4th Grade:

Goal Development: **Numbers and Operations**

If we enhance our instruction, practice and feedback in the focus skill(s) of numbers and operations, our students will become more automatic with math fluency.

Grade Level Goal:

By June 2027, our percent of students at or above grade level, in the area of numbers and operations, will increase from 29% to 60% as measured by iReady.

By June 2027, our percent of MLE students at or above grade level, in the area of numbers and operations, will increase from 0% to 30% as measured by iReady.

5th Grade:

Goal Development: **Numbers and Operations**

If we enhance our instruction, practice and feedback in the focus skill(s) of numbers and operations, our students will become more automatic with math fluency.

Grade Level Goal:

By June 2027, our percent of students at or above grade level, in the area of numbers and operations, will increase from 24% to 54% as measured by iReady.

By June 2027, our percent of MLE students at or above grade level, in the area of numbers and operations, will increase from 7% to 40% as measured by iReady.

Safety, Climate, and Culture Data

SCHOOL LEVEL GOALS:
Kindergarten Attendance:
At Deer Creek ES we will increase Kindergarten regular attenders from 52% in June 2026 to 80% by June 2027.

At Deer Creek ES we will increase Kindergarten regular attenders from 52% in June 2026 to 80% for our hispanic students by June 2027.

Student Perception Survey
At Deer Creek ES we will increase student perception data on the school climate question: "I have at least one adult at school that I can talk with if I need help" from 88% from June 2026 indicating "often" or "always" to 90% by June 2027 indicating "often" or "always" for all 3rd-5th grade scholars.

Office Discipline Referrals:
At Deer Creek 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 at least one referral in June 2025

	All	Asian	Black	Hispanic	PI	Native Am	Multi-Racial	White	Sped	MLE	TAG
% with at least 1 Referral	93%	100%	91%	92%	93%	N/A	95%	94%	95%	90%	N/A

District Scholar Achievement Goals

Literacy / Math / Attendance

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

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: 5th Grade Math

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

Attendance:

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

Deer Creek Education Accountability Solutions & Healing Plan Template

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