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.

Durham Elementary School

Core Values:

We will connect with kids on a positive and personal level.

We will provide opportunities for students to build personal and academic skills.

We will develop and maintain communication with students and families.

We will acknowledge and embrace cultural diversity to create an inclusive community.

We will promote student learning by providing highly effective instruction, meeting regularly, working collaboratively, and communicating with colleagues, students, and parents.

We will have individual growth goals for each student.

We will provide instructional opportunities, practice, and feedback for all levels of learning.

We will inspire students to become lifelong learners by sharing learning experiences.

We will model a love of learning.

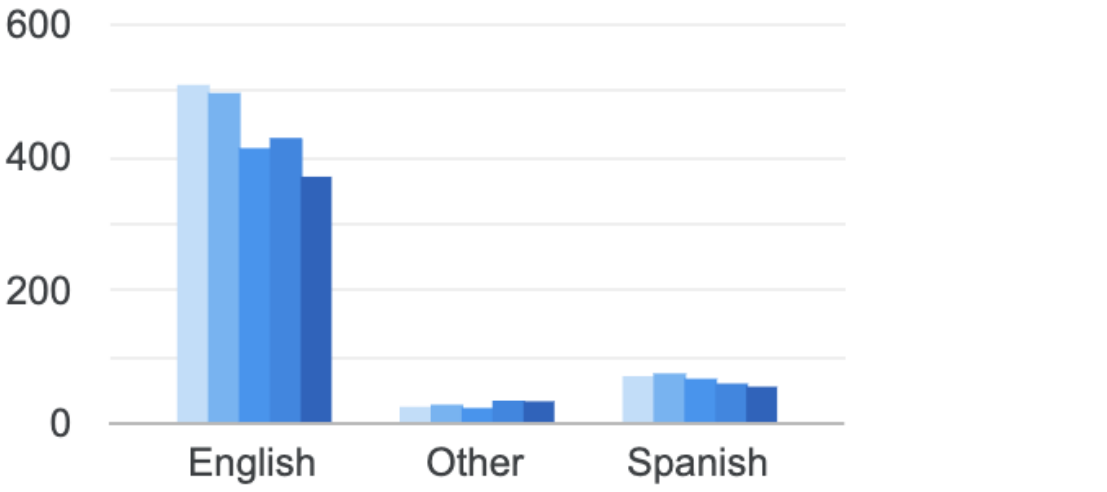
We will provide opportunities for students, staff, and families to learn together.

We will provide opportunities to build confidence as a learner and individual.

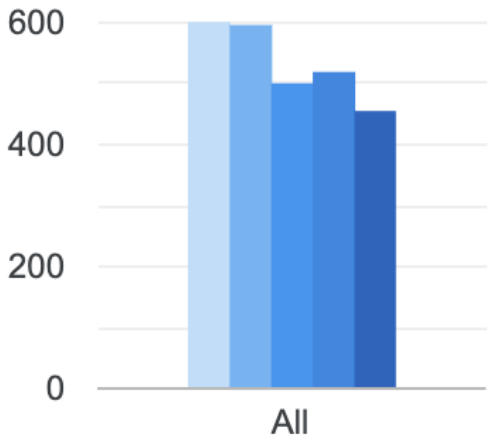
We will empower students of all backgrounds to succeed.

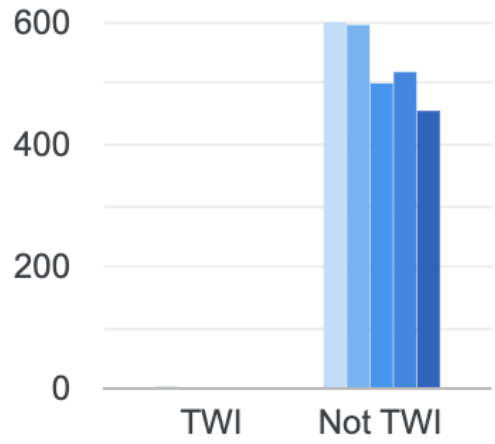
We will capitalize on student strengths and experiences.

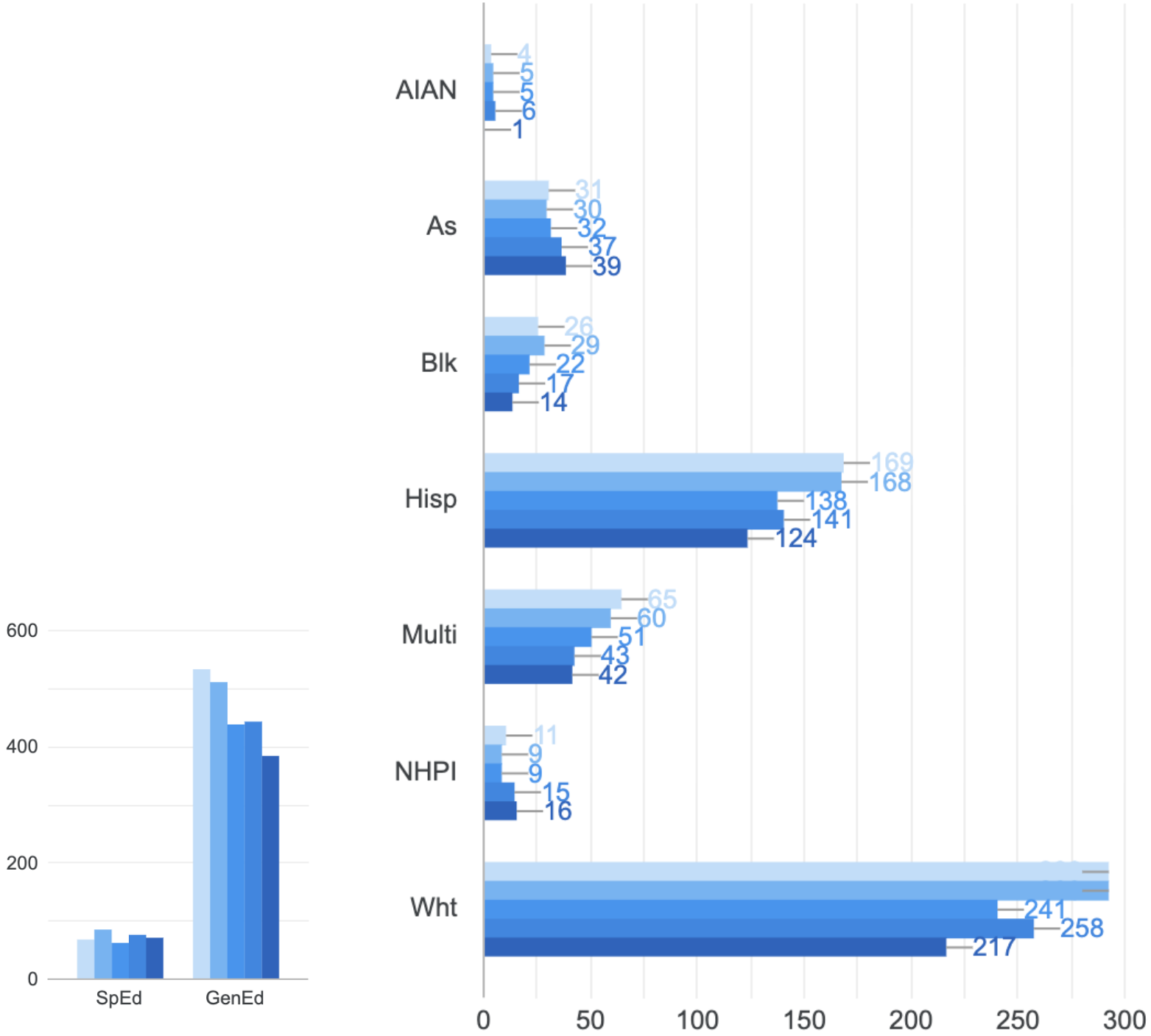
We will work to ensure that student success is not defined by race, economics, gender, or ethnicity.

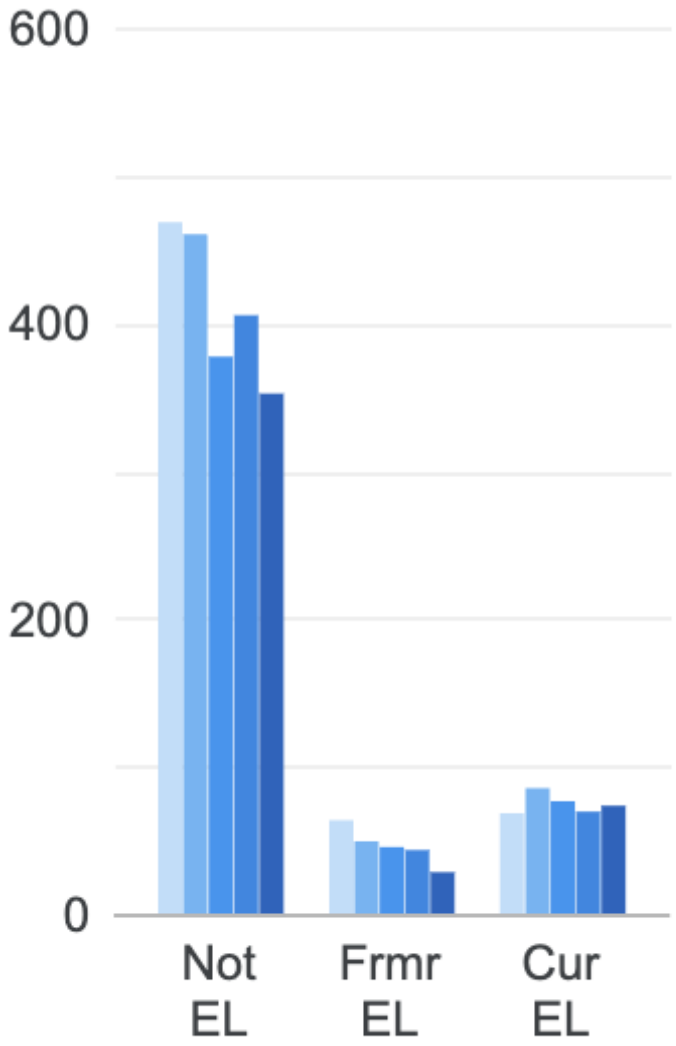

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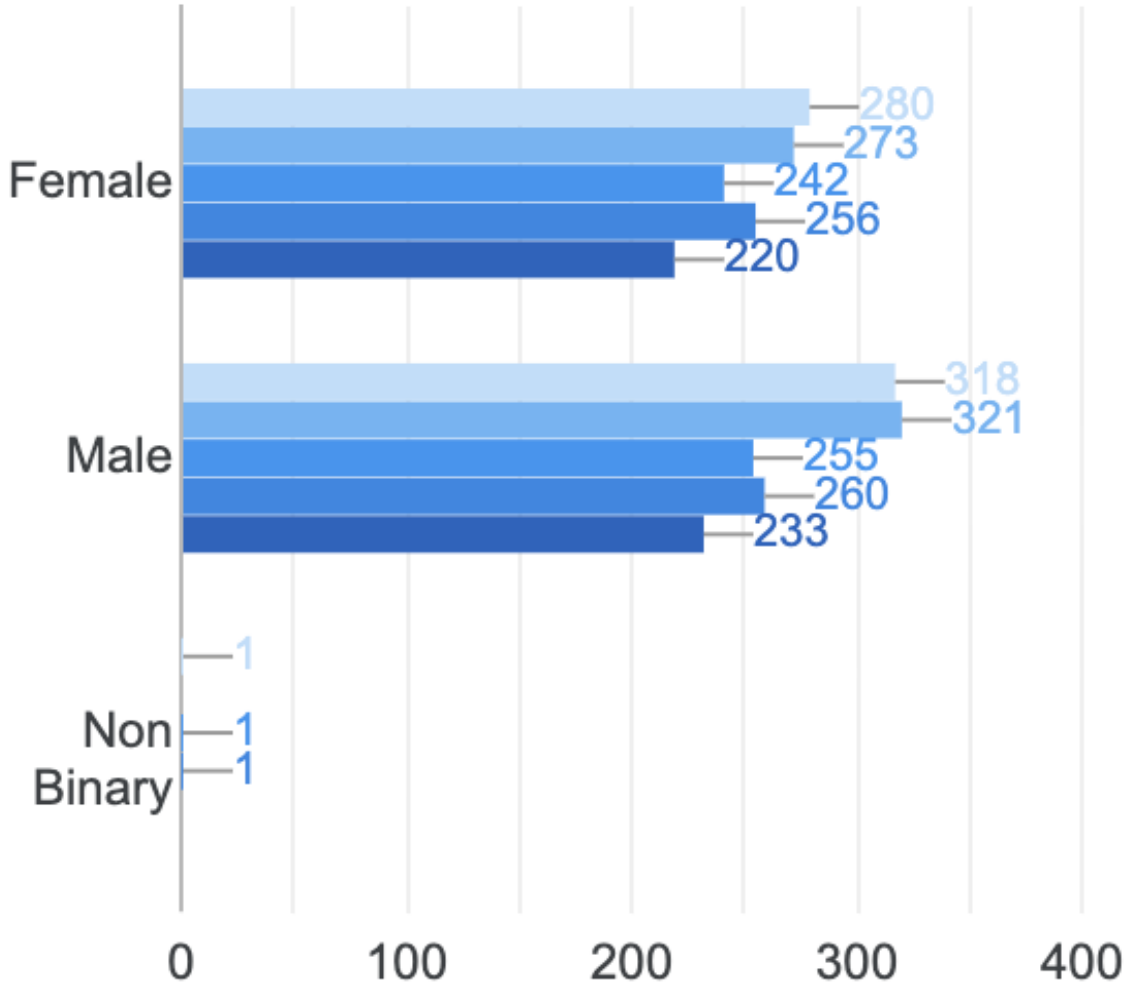

20222023
20232024
20242025
20252026
20262027

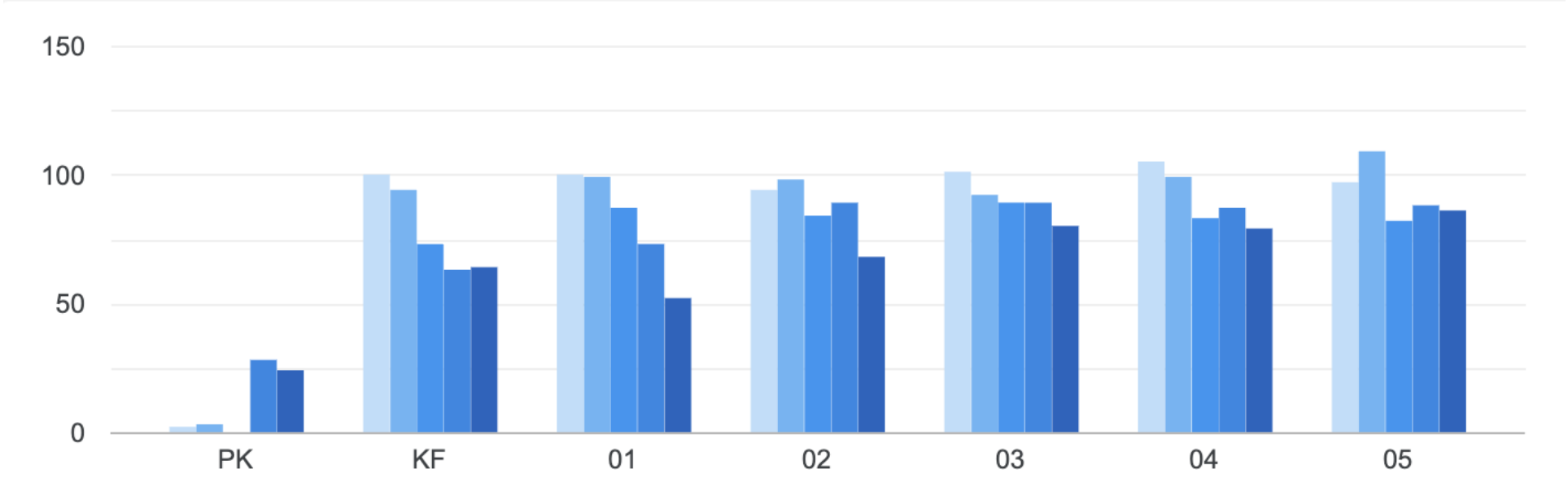

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SpEd
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PK
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01
02
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05

Durham 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 help 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 UFLI (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	**3. Family Partnerships** **4. Respond to Data** **5. Implement Multi-Tiered System of Support (MTSS)**	**6. Positively Reinforce Expectations and Recognize Students** **7. Teach Clear Expectations and Practice Routines** 8. **Document Systematically**

	Action	Details
Lan gua ge	Ongoing CKLA Training from Durham and district specialists	• Use professional development time throughout the school year to provide job-embedded and ongoing training specific to best instructional practices in reading, listening, writing, and speaking.
	Regular staff collaboration	• Grade level meetings with Literacy and ELD Specialists 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
Mat hem atic	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

In	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
	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 co-planning into the master schedule to ensure shared responsibility for teaching and learning
Attendance	Regular Parent Communication	• Teachers consistently communicate with families, both proactively and positively, about regular attendance, and also regarding more chronic attendance scenarios
	Recognize regular attenders through school-wide recognition activities	• PBIS incentives for classes with highest attendance rates, such as visits from admin for 100% attendance days, including multiple days in a row, bonus recesses for 100% grade level attendance, and ‘surprise’ attendance rewards • Consistent visual and auditory representation of grade level attendance percentages (in the vestibule and over announcements)
	Implement multi-tiered system of support	• Tier 1 - Attendance calls, notes, and incentives • Tier 2 - Family communication and problem solving when absences surpass 10% of school days using empathy interview style, as well as adult or older student mentors as appropriate • Intentional communication to encourage improved attendance, such as Durham (staff pet) postcards • Tier 3 - Partner with families on building individualized

		attendance plans, including personalized staff 'adopting' specific families to build strong school/home relationships
PBIS:	PBIS Incentives	• Implement and strengthen school-wide system to recognize targeted student behaviors rooted in recognizing whole classes and grade levels, rather than solely on individuals
	Specific Verbal Praise	• Focus on providing specific praise for students showing growth in both positive behaviors and academic growth • PAX tickets are a reminder to adults to verbally provide the specific praise that is noticed
	School-wide Recognition	• PAX Leader shout outs over the announcements • Class Golden Awards • Classrooms place PAX tickets into the school-wide PAX-o-Meter to earn special, school-wide prizes • PAX Scouts (5th graders and staff) at assemblies that recognize class and school-wide positive behavior
PBIS Elements: Clear Expectations	PAX Vision	• Use PAX Vision in all classrooms and shared spaces to clarify safe, respectful and responsible behaviors in all school settings
	Expectation Rotations	• Classes preview expectations slideshows and 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:	58%		
% Below Benchmark:	16%		
% Well Below Benchmark:	26%		

i-Ready Overall Placement ***English Reading***	**FALL**	**WINTER**	**SPRING**
% Mid Above Grade Level:	14%		
% Early On Grade Level:	17%		
% 1 Year Below Grade Level:	46%		
% 2 Grade Levels Below:	15%		
% 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	iReady Reading		
	FALL % at or above Benchmark	**WINTER** % at or above Benchmark	**SPRING** % at or above Benchmark
American Indian/ Alaskan Native (AI)-1 student	100%		
Asian- 35 students	37%		
Black/African American- 10 students	10%		
Pacific Islander/Native Hawaiian- 14 students	7%		
Hispanic/Latino- 110 students	14%		
Multiracial- 37 students	49%		
White- 200 students	40%		
Students with Disabilities- 61 students	21%		
MLEs- 70 students	3%		

Problem Analysis & Plan Development

Kindergarten:

Goal Development: **Phonemic Awareness**

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

Grade Level Goal:

By Winter 2027, our students will increase from 32% to 64% in the area of Phoneme Segmentation Fluency by the benchmark as measured by DIBELS.

By Winter 2027, our MLE students will increase from 15% to 80% in the overall placement by the benchmark as measured by DIBELS.

Strategies/Change Ideas for all students:

- Every day complete five words from our increased rigor PSF word list to allow for extra practice
- Modeling and having students complete it as well in small groups
- Adding additional practice of small groups (that will also increase student engagement)
- Use our Title IA to increase engagement and ensure students are responding and attentive to lessons. They also provide individual check-ins to ensure proficiency.

MLEs:

- Photos have been added to UFLI lessons to aide with vocabulary and language development
- Utilizing supports of our ML IA during direct instruction with a focus on engagement
- Clear routines that are predictable
- Expectations of partner talk throughout the day
- Co-teaching ELD lessons aligned to UFLI content that was taught (heart words, letter sounds)
- Elkonin boxes on table so it is multisensory and concrete for students

1st Grade:

Goal Development: **Decoding/Fluency**

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

Grade Level Goal:

By Winter 2027, our students will increase from 55% to 65% in the area of Word Reading Fluency (WRF) by the benchmark as measured by DIBELS.

By June 2027, our MLE students will increase from 33% to 80% in the overall placement by the benchmark as measured by DIBELS.

Strategies/Change Ideas for all students:

- Give team first grade PM materials (NWF, passages, WRF, etc) and to practice in small groups to practice reading and practice tracking.
- Now to January teaching and practicing of these measures.
- January start PM on mClass
- Choose a tracker to use and practice with. Have a universal plastic one that has a color in the middle for students to be able to use the same tool for test taking.
- During conferences, teachers will provide families with a book (bound decodables from UFLI), whiteboard, pen, dice, erasers. Showing families how to use the tools at home for practice.
- Putting heart words throughout the hallway and weekly ones on the door. Have students interact when walking to and from locations.

MLEs:

- Small group instruction - When building skills, we don't want to separate ORF with comprehension. Focus on a reflection of "did you understand that", if not, re-read.
- Use summarizing strategies like: GIST strategy (Who? What? Where? When? Why?) or SWBST: If they cannot answer who then it would be a prompt for the student to re-read.
- Discussing and addressing words that students might not know (showing or explaining).
- Heart words- extra boost in a small group to practice.
- Hold kids accountable in their writing. If they are writing a heart word and it is not correct, have them refer to the heart words on the wall and correct.
- Hand motions for sounds- team uses these as flashcards to review

2nd Grade:

Goal Development: **Decoding**

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

Grade Level Goal:

By Winter 2027, our students will increase from 56% to 65% in the area of accuracy by the benchmark as measured by DIBELS.

By June 2027, our MLE students will increase from 31% to 80% in the overall placement by the benchmark as measured by DIBELS.

Strategies/Change Ideas for all students:

- Practice MAZE every other week.
- Use the data from PM Maze passages and the paper/pencil to monitor implementation. Complete paper practice (teaching how to do it - not timed) 1x month around MAZE.
- Use online digital MAZE PM through Mclass 1x per month.
- Practice WRF using DIBELS PM pages (team will continue to plan on the details).
- Practice reading through Seesaw then check in with teacher.
- Increase use of reading physical, real books (create book bags and provide small group reading opportunities). Pull from old leveled readers.
- Add a take home UFLI practice page to go with families each week (will be shared at family partnership meetings). If there are students who chronically do not complete it, find an adult or 5th grade buddy to have them read with. (anyone in the red or yellow who is not bringing it back)

MLEs:

- Teach a routine for thinking before sharing out loud
- Have students practice saying what they will share two times before calling on a student (SIOP Strategy)
- Support with additional lessons around partner talk
- Creating or holding tangible items when sharing (think pencils together) to prompt students to share when talking to partners/teams
- Teddy bear talkers, dynamite dinosaurs- class incentive for talking/sharing

3rd Grade: Will be meeting 11/17

Goal Development: **Phonemic Awareness/Decoding/Fluency/Comprehension**

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

Grade Level Goal:

By June 2027, our students will increase from __% to __% in the area of ___ by the benchmark as measured by ___..

By June 2027, our MLE students will increase from__% to __% in the overall placement by the benchmark as measured by ___.

Strategies/Change Ideas for all students:

MLEs:

4th 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 Winter 2027, our students will increase from 69% to 74% in the area of Oral Reading Fluency by the benchmark as measured by DIBELS.

By June 2027, our MLE students will increase from 50% to 80% in the overall placement by the benchmark as measured by DIBELS.

Strategies/Change Ideas for all students:

- Fluency routine - set up - under 5 minutes a day (will use the same routine as 5th grade to allow for vertical alignment)
- Dictation component - 5 minutes (will use the same routine as 3rd grade to allow for vertical alignment)
- Using passages to meet students needs when providing additional practice for fluency

MLEs:

- Additional fluency practice with our MLs
- Increase opportunities for academic speaking throughout all content areas

5th Grade:

Goal Development: **Fluency**

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

Grade Level Goal:

By Winter 2027, our students will increase from 65% to 70% in the area of Oral Reading Fluency by the benchmark as measured by DIBELS.

By June 2027, our MLE students will increase from 18% to 80% in the overall placement by the benchmark as measured by DIBELS.

Strategies/Change Ideas for all students:

- Last year- Fluency practice each day for the week. One day is a cold read, one day is a hot read, they work with partners to practice fluency. "Five Part Protocol"
    - 1st: Cold read and model read (circle words, pronounce)
    - 2nd: Echo read repeat after teacher
    - 3rd: Choral read
    - 4th: Partner Read
    - 5th: Performance read (independently)
- Use fluency routines using the Journeys passages. Cold read three times, identify unknown words (discuss), read again to see if they went further, re-read together as a choral read, voice note their own reading then play back to listen to their own reading.
- Read everything aloud together throughout all content areas.
- One student is picked each week for cold/hot read (focus student).
- IRM meetings could possibly be a time to look at results. Time the mid check in to coincide with the 5th grade IRM. Create a spreadsheet with the tests so teachers can enter data.

MLEs:

- Passages that they have background knowledge on (perhaps find their interest and get some passages around that topic)
- Find passages that are geared toward their level

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:	8%		
% Early On Grade Level:	15%		
% 1 Year Below Grade Level:	50%		
% 2 Grade Levels Below:	17%		
% 3 or More Grade Levels Below:	10%		

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 student	0%		
Asian- 35 students	22%		
Black/African American- 10 students	10%		
Pacific Islander/Native Hawaiian- 14 students	7%		
Hispanic/Latino- 111 students	8%		
Multiracial- 37 students	40%		
White- 202 students	29%		
Students with Disabilities- 64 students	13%		
MLEs- 71 students	1%		

Safety, Climate, and Culture Data

SCHOOL LEVEL GOALS:

Kindergarten Attendance:

AtDurham ES we will increase the Kindergarten regular attenders from 65% from June 2026 to 82% by June 2027 for all scholars.
At Durham ES we will increase Kindergarten regular attenders from 13% from June 2026 to 82% for our hispanic population by June 2027.

Student Perception Survey:

At Durham 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 84% 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 Durham 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

465 total student	All	Asian	Black	Hispanic	PI	Native Am	Multi Racial	White	Sped	MLE

nts in 25/26										
% with 0-1 Referrals	92%	100%	73%	93%	86%	83%	88%	92%	88%	93%

District Scholar Achievement Goals

Reading / Math / Attendance

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

SCHOOL LEVEL GOALS:

At Durham, we will increase the percentage of 3rd grade Scholars that are early on or above grade level in reading from 67% from spring to 80% spring as measured by the iReady Diagnostic Assessment.

At Durham, we will increase the percentage of 3rd grade MLE Scholars that are early on or above grade level in reading from 33% from spring to 80% spring as measured by the iReady Diagnostic Assessment.

At Durham, we will increase the percentage of 5th grade Scholars that are early on or above grade level in reading from 56% from spring to 80% spring as measured by the iReady Diagnostic Assessment.

At Durham, we will increase the percentage of 5th grade MLE Scholars that are early on or above grade level in reading from 11% from spring to 80% spring as measured by the iReady Diagnostic Assessment.

At Durham, we will increase the percentage of MLEs that are on track to English language proficiency as measured by ELPA from 56% 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: 5th Grade Math

SCHOOL LEVEL GOALS:

At Durham, we will increase the percentage of 5th grade Scholars that are early on or above grade level in math from 59 % from Spring 2026 to 80 % Spring 2027 as measured by the iReady Diagnostic Assessment.

At Durham, we will increase the percentage of 5th grade MLE Scholars that are early on or above grade level in math from 11% from Spring 2026 to 80% Spring 2027 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

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

Durham Elementary 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)*