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 areas of focus, 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, 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 Questionnaire Survey Coming Soon}

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.

Art Rutkin Elementary School

School Mission:

Every student will feel a sense of safety and belonging at Art Rutkin Elementary School. Each young person and adult will feel welcome, enjoy school and be challenged by rigorous academic, social and emotional learning. In our school every student will be provided the support they need to become capable and confident as citizens in the community.

School Vision:

Every student at Art Rutkin will be positively impacted in a community responsive school system focused on accelerating learning for traditionally underserved populations of students while improving outcomes for all students.

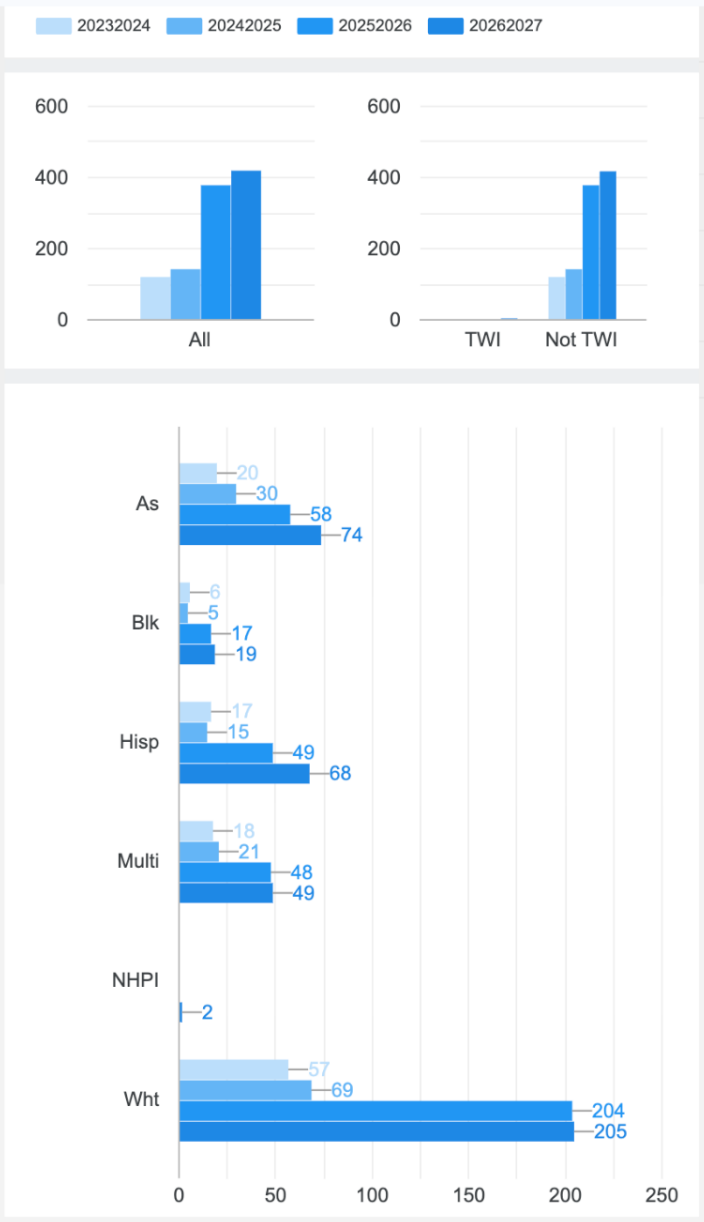
Core Values:

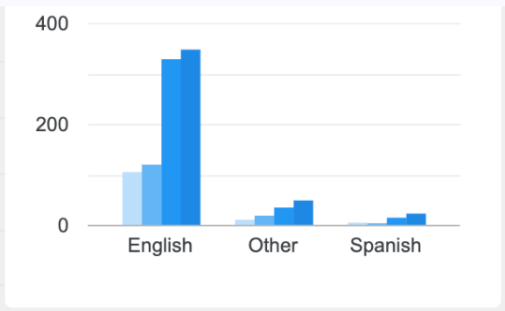
We believe all students at Art Rutkin Elementary will reach their full potential as life-long learners who are able to read, write, speak, think and listen effectively.

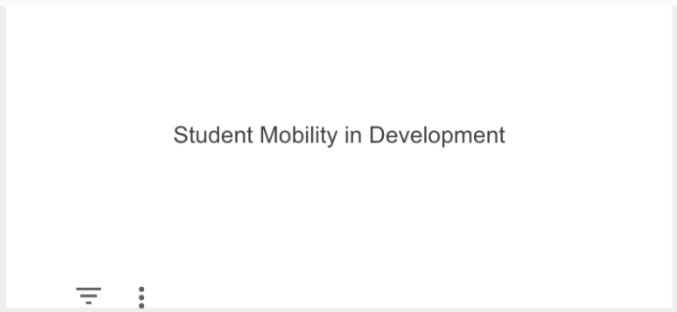
We will utilize a systematic approach to data driven decision-making to ensure high quality explicit instruction is delivered across all social, emotional and academic core and intervention programs and services.

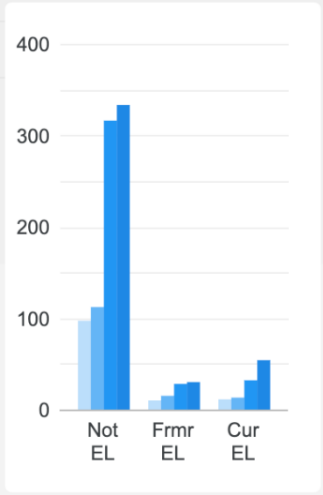
We believe that decision-making must be inclusive and equitable for all populations at Art Rutkin Elementary. Effective decision-making is dependent on sustaining positive relationships, listening to our community, being community responsive and student-centered.

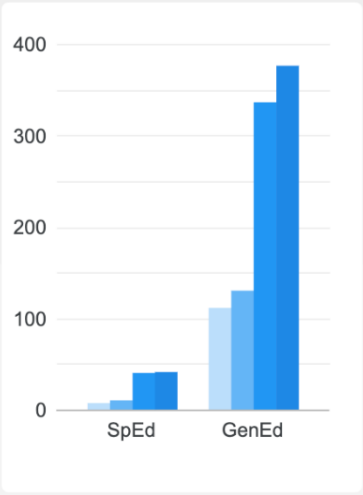
School Profile – Demographics

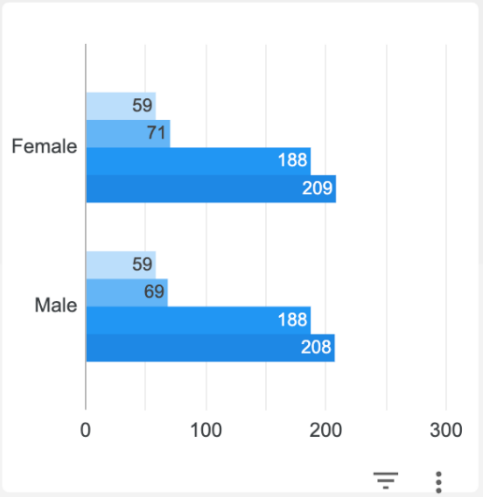


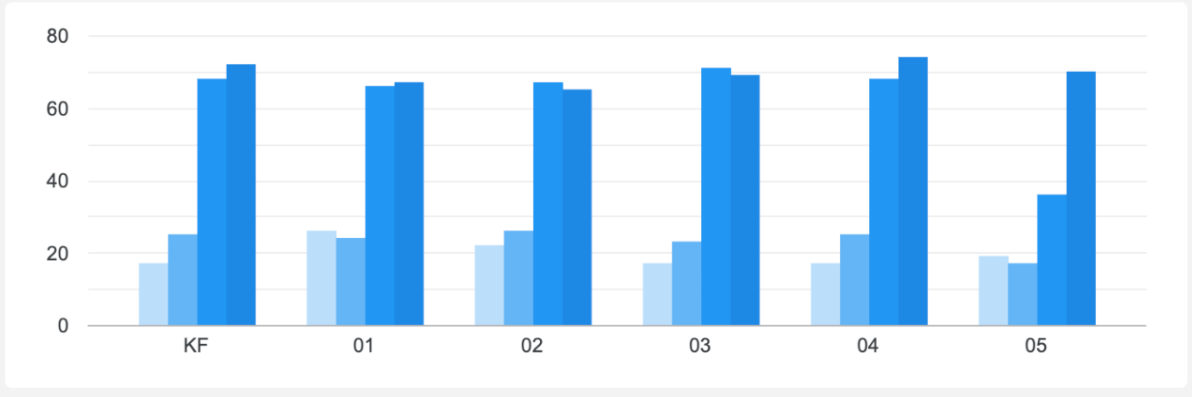












Art Rutkin Elementary School Road Map

Academics, Climate & Culture, Safety

2026-2027

School Commitment: We are committed to eliminating opportunity gaps and accelerating learning for our traditionally underserved students, specifically students of color and those who are multilingual learners of English (MLEs).

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 in an everchanging society, we will adapt to be responsive to evolving student needs.
3. **Clarifying learning objectives:** Intentionally planning lessons with explicit learning targets to ensure clarity for the purpose for teaching and learning. As educators, we strive to focus students on intended learning outcomes rather than task completion.
4. **Structured Student Collaboration:** Students acquire both content and language skills when provided with regular opportunities to engage in meaningful discourse that promotes critical thinking and conceptual understanding. Regular student talk is one way to ensure engagement for learning.
5. **Attendance:** Consistent attendance increases the likelihood of improved academic and behavior outcomes throughout a student's academic career.
6. **Student Voice:** Fostering leadership and independence by supporting students in identifying safe, considerate and responsible behavior (PAX Vision) will reinforce positive choices for all students. This supports our goals for increasing instances of effective problem-solving and overall sense of safety.
7. **Positively Reinforcing Behavior and Achievement:** School staff will plan and recognize opportunities to celebrate students growth in prosocial skills and emotional regulation to support learning and academic growth. This supports our collective goals to instill resilience, perseverance and a growth mindset to foster lifelong learning.

The What

Instruction	Attendance	Climate
1. Language Arts a. Facilitate instruction using CKLA with integrity **2. Math** a. Facilitate instruction using iReady Math with integrity **3. Language Rich Instruction** a. Integrate explicit language instruction across all content areas every day. **4. Implement Multi-Tiered System of Support (MTSS)** to effectively monitor and support student progress for all students	**1. School-wide focus on regular attendance: 90% regular attendance for at least 90% of our students** **2. Family Partnerships** **3. Responsive to Data** **4. Implement Multi-Tiered Systems of Support (MTSS)**	**1. Establish clear expectations, routines and procedures across all settings** **2. Proactively teach Safe, Considerate and Responsible expectations across all settings** **3. Regularly practice and positively reinforce expectations with consistent recognition of students at a 5:1 ratio across all settings** **4. Document Systematically** **5. Implement Multi-Tiered System of Support (MTSS)** to effectively monitor and support student progress for all students

The How

	Action	Details
Language Arts	CKLA Training and professional development facilitated by the Teaching and Learning Dept. and school Instructional Leadership Team (ILT)	• Use professional development time throughout the year to provide implementation training through instructional coaches and literacy specialists • Planned collaboration with all elementary school instructional coaches and literacy specialists
	CKLA collaboration & professional development in grade level teams and across grade levels	• Provide designated time for instructional staff collaboration and planning
	Regular coaching and support in response to student and staff needs supported by the Instructional Leadership Team (ILT)	• Instructional coach and literacy specialist plan strategically for support and leadership responsibilities (ILT) • Instructional coach and literacy specialist provide resources and support for staff. Collaboration with school leadership to offer regular professional development and support • Instructional coach and literacy specialist collaborate across the district with other elementary coaches and literacy specialists to learn best practices for implementation of recently adopted materials with integrity • Utilize CORE reviewed data to align instruction to targeted priority skills - see linked agenda • CKLA Explicit Routines
	Clarify learning targets in student friendly language through ongoing professional development	• Use daily routines to introduce objectives • Post and refer to objectives throughout each lesson to ensure clarity and learning focus • Encourage self reflection and self-assessment focused on intended learning outcomes • Focus on learning measures and outcomes (assessment for learning)
	Consistently incorporate student	• Maintain a brisk pace during instructional delivery

Mathematics	thinking (processing time) and discourse during iReady Math Try/Discuss/Connect learning framework	• Assess background and 3 Reads portions of the routines • Ensure precision partnering and partner talk throughout 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 • **Utilize explicit modeling of sentence frames and stems to support partner talk and language acquisition**
ELD	Embed explicit language instruction across all grade level instruction (math, social studies, science, health, social skills and emotional regulation) Regular collaboration in teams and with specialists for effective use of effective language supports	• All teachers are responsible for helping multilingual learners develop both their academic language and their subject-matter knowledge simultaneously • Ensure multilingual learners have equitable access to the full curriculum by providing explicit language scaffolds and supports during all core instruction • Intentional collaboration between general education and ELD specialists to align learning targets and outcomes
	Implement multi-tiered system of support to monitor and respond to attendance data	• Tier 1 - Classroom/grade level systems for attendance ○ regular review and reflection to assess effectiveness • Tier 2 - Family communication and problem solving when absences are < 90% • Tier 3 - School team will partner with families to support individualized attendance plans

Attendance	Celebrate regular attendance and improvements in attendance school-wide	• School-wide, grade levels and classroom celebrations for regular and improved attendance • Visibility: Promote attendance rates in school through newsletters, ParentSquare and other means for high visibility
	Regular Parent Communication	• Teachers and supporting licensed staff will contact families if students fall below 90% attendance in a tiered approach • Addressing attendance issues and celebrations
PBS: Recognize Positive	School-wide PBIS Systems	• Sustain school-wide system to recognize targeted lagging expectations on behalf of whole classes rather than individuals
	Specific verbal praise and recognitions from all staff	• Consistently maintaining a 5:1 positive reinforcement ratio • RAMS - recognizing Safe, Considerate & Responsible expectations being met across settings (PBIS matrix) • Bus driver collaboration for supporting (PBIS - bus matrix)

	School-wide Recognition	• PBIS Tier I (MTSS)
		  ○ classroom and grade level celebrations
		  ○ School-wide recognitions and celebrations
		• RAMs - Safe, Considerate, Responsible recognitions for 100 charts in classrooms

PBIS/SEL: Clear Expectations and Practiced Routines	PAX Vision	• Use PAX Vision in all classrooms to clarify safe, considerate and responsible expectations across all settings
	Expectation Rotations	• Classes visit all locations to learn safe, considerate and responsible expectations throughout the school ○ RAMs - PBIS incentives
	Predict/Monitor/Reflect	• Predict/Monitor/Reflect strategy used regularly each day to anticipate, provide specific feedback and assess success/lagging skills during classroom learning routines
	Systematic Documentation of Unexpected Behaviors	• Follow classroom and office managed behavior guidelines to ensure unexpected behaviors are regularly addressed and documented at the appropriate level • Analyze data to assess Tiers I, II and III effectiveness

Grade Level Goals from Core Review Meetings

CORE REVIEW AGENDA

Literacy Data

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

Center Equity: We will transform instructional practices, build inclusive communities, and create a future where all students thrive. We will ensure systems for MLEs and focus students improve through systematic planning, continuous improvement, and partnership.

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

Acadience or DIBELs 8 Composite	**FALL**	**WINTER**	**SPRING**
% At or Above Benchmark:	**64%**		
% Below Benchmark:	**17%**		
% Well Below Benchmark:	**19%**		
i-Ready Overall Placement ***English Reading***	**FALL**	**WINTER**	**SPRING**

% Mid Above Grade Level:	**25%**		
% Early On Grade Level:	**22%**		
% 1 Year Below Grade Level:	**42%**		
% 2 Grade Levels Below:	**9%**		
% 3 or More Grade Levels Below:	**2%**		

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

Student 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)	**66%**		
Asian	**75%**		
Black/African American	**56%**		
Pacific Islander/Native Hawaiian	**0%**		
Hispanic/Latino	**54%**		
Multiracial	**71%**		
White	**62%**		

Students with Disabilities	**32%**		
MLEs	**27%**		
TAG	**94%**		

Problem Analysis & Plan Development

Kindergarten:

Goal Development: **Phonemic Awareness** *(from Core Review Agenda linked above)*

If we enhance our instruction, practice and feedback in the focus skill(s) of **Phonemic Awareness**, our students will develop automaticity with first sound fluency and decoding skills.

Grade Level Goal:

By June 2027, our students will increase from 47% to 90% in Phonemic Awareness skills by the spring benchmark as measured by iReady Reading.

By June 2027, our MLE students will increase from 26% to 80% in Phonemic Awareness skills by the spring benchmark as measured by iReady Reading.

Strategies for all students: Kindergarten teachers will use explicit routines for structured partner talk, language supports, vocabulary routines and provide lesson clarity through student friendly learning targets. Strategies will include arm blending, finger tapping and body movements to support recall and retention. Kindergarten teachers have 3 focus students that include at least one MLE student, and 1-2 other historically underserved populations based on student data.

MLEs: This fall, kindergarten teachers reviewed culturally & linguistically responsive learning environments criteria to create and assess instructional spaces that are culturally responsive to their students. Teachers will support explicit instructional practices that include the regular use of language supports. Kindergarten teachers will collaborate with our MLE specialist and other instructional staff during regular professional development and professional learning team opportunities.

1st Grade:

Goal Development: **Phonemic Awareness** *(from Core Review Agenda linked above)*

If we enhance our instruction, practice and feedback in the focus skill(s) of **Phonemic Awareness**, our students will build greater automaticity with foundational reading skills.

Grade Level Goal:

By June 2027, our students will increase from 34% to 85% in the area of foundational reading skills by the spring benchmark as measured by iReady Reading.

By June 2027, our MLE students will increase from 16% to 66% in the area of foundational reading skills by the spring benchmark as measured by iReady.

Strategies for all students: 1st grade teachers will use explicit routines for structured partner talk, language supports, vocabulary routines and provide lesson clarity through student friendly learning targets. Strategies will include blending, segmenting words, increasing partner reading and talk, and meeting with the most striving readers in regular small groups. 1st grade teachers have 3 focus students that include at least one MLE student, and 1-2 other historically underserved populations based on student data.

MLEs: This fall, 1st grade teachers reviewed culturally & linguistically responsive learning environments criteria to create and assess instructional spaces that are culturally responsive to their students. Teachers will support explicit instructional practices that include the regular use of language supports. 1st grade teachers will collaborate with our MLE specialist and other instructional staff during regular professional development and professional learning team opportunities.

2nd Grade:

Goal Development: **Phonemic Awareness and Phonics** *(from Core Review Agenda linked above)*

If we enhance our instruction, practice and feedback in the focus skill(s) of **Phonemic Awareness and Phonics**, our students will build greater automaticity with decoding and blending skills.

Grade Level Goal:

By June 2027, our students will increase from 53% to 78% in the area of phonics by the spring benchmark as measured by iReady Reading.

By June 2027, our MLE students will increase from 13% to 51% in the area of phonics by the spring benchmark as measured by iReady Reading.

Strategies for all students: 2nd grade teachers will use explicit routines for structured partner talk, language supports, vocabulary routines and provide lesson clarity through student friendly learning targets. Strategies will include multiple opportunities to orally respond to cues, and targeted phonics sounds each week in reading lessons. Small groups will be used to support the most striving readers. 2nd grade teachers have 3 focus students that include at least one MLE student, and 1-2 other historically underserved populations based on student data.

MLEs: This fall, 2nd grade teachers reviewed culturally & linguistically responsive learning environments criteria to create and assess instructional spaces that are culturally responsive to their students. Teachers will support explicit instructional practices that include the regular use of language supports. 2nd grade teachers will collaborate with our MLE specialist and other instructional staff during regular professional development and professional learning team opportunities.

3rd Grade:

Goal Development: **Vocabulary and Comprehension** *(from Core Review Agenda linked above)*

If we enhance our instruction, practice and feedback in the focus skill(s) of **Vocabulary and Comprehension** our students will build greater automaticity with overall comprehension of informational text and literature.

Grade Level Goal:

By June 2027, our students will increase from 40% to 80% in the area of vocabulary by the spring benchmark as measured by iReady Reading.

By June 2027, our MLE students will increase from 8% to 50% in the area of vocabulary by the spring benchmark as measured by iReady Reading.

Strategies for all students: 3rd grade teachers will use explicit routines for structured partner talk, language supports, vocabulary routines and provide lesson clarity through student friendly learning targets. Strategies will include sentence stems and frames, regular structured partner talk, visual aids, anchor charts, and multiple reads for complex text. 3rd grade teachers have 3 focus students that include at least one MLE student, and 1-2 other historically underserved populations based on student data.

MLEs: This fall, 3rd grade teachers reviewed culturally & linguistically responsive learning environments criteria to create and assess instructional spaces that are culturally responsive to their students. Teachers will support explicit instructional practices that include the regular use of language supports. 3rd grade teachers will collaborate with our MLE specialist and other instructional staff during regular professional development and professional learning team opportunities.

4th Grade:

Goal Development: **Vocabulary and Comprehension** *(from Core Review Agenda linked above)*

If we enhance our instruction, practice and feedback in the focus skills of **Vocabulary and Comprehension**, our students will become more automatic with overall comprehension in literature and informational text.

Grade Level Goals:

By June 2027, our students will increase from 60% to 93% in the area of vocabulary by the spring benchmark as measured by iReady Reading.

By June 2027, our MLE students will increase from 33% to 70% in the area of vocabulary by the next benchmark as measured by iReady Reading.

Strategies for all students: 4th grade teachers will use explicit routines to provide all learners increased structured student discourse opportunities, pre-teach vocabulary, oral reading with multiple reads and error correction. 4th grade teachers have 3 focus students that include at least one MLE student, and 1-2 other historically underserved populations based on student data.

MLEs: This fall, 4th grade teachers reviewed culturally & linguistically responsive learning environments criteria to create and assess instructional spaces that are culturally responsive to their students. Teachers will support explicit instructional practices that include the regular use of language supports. 4th grade teachers will collaborate with our MLE specialist and other instructional staff during regular professional development and professional learning team opportunities.

5th Grade:

Goal Development: **Overall Comprehension and Vocabulary** *(from Core Review Agenda linked above)*

If we enhance our instruction, practice and feedback in the focus skill(s) of **Comprehension in literature and informational text** our students will build greater automaticity with overall comprehension.

Grade Level Goal:

By June 2027, our students will increase from 52% to 89% in the area of vocabulary by the spring benchmark as measured by iReady Reading.

By June 2027, our MLE students will increase from 0% to 66% in the area of by the next benchmark as measured by iReady Reading.

Strategies for all students: Our 5th grade teachers will use explicit routines for structured partner talk, language supports, vocabulary routines and provide lesson clarity through student friendly learning targets. Strategies will include sentence stems and frames), increased partner talk, and multiple reads for complex text. Our 5th grade teachers have 3 focus students that include at least one MLE student, and 1-2 other historically underserved populations based on student data.

MLEs: This fall, 5th grade teachers reviewed culturally & linguistically responsive learning environments criteria to create and assess instructional spaces that are culturally responsive to their students. Teachers will support explicit instructional practices that include the regular use of language supports. 5th grade

teachers will collaborate with our MLE specialist and other instructional staff during regular professional development and professional learning team opportunities.

Math Data

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

Center Equity: We will transform instructional practices, build inclusive communities, and create a future where all students thrive. We will ensure systems for MLEs and focus students improve through systematic planning, continuous improvement, and partnership.

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

i-Ready Overall Placement ***English Math***	**FALL**	**WINTER**	**SPRING**
% Mid Above Grade Level:	**16%**		
% Early On Grade Level:	**16%**		
% 1 Year Below Grade Level:	**51%**		
% 2 Grade Levels Below:	**12%**		
% 3 or More Grade Levels Below:	**4%**		

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)	0%		
Asian	45%		
Black/African American	25%		
Pacific Islander/Native Hawaiian	0%		
Hispanic/Latino	25%		
Multiracial	35%		
White	30%		
Students with Disabilities	12%		
MLEs	6%		
TAG	32%		

Problem Analysis & Plan Development

Kindergarten:

Goal Development: **Number and Operations** *(from Core Review Agenda linked above)*

If we enhance our instruction, practice and feedback in the focus skill of **Number and Operations**, our students will develop automaticity with math fluency, algebra & algebraic thinking and measurement & data.

Grade Level Goal:

By June 2027, our students will increase from 27% to 90% in the area of number and operations by the spring benchmark as measured by iReady Math.

By June 2027, our MLE students will increase from 6% to 80% in the area of number and operations by the spring benchmark as measured by iReady Math.

Strategies for all students: Kindergarten students will build strong number and operations skills by using counting strategies such as touching and counting objects one-to-one and counting on from a known number. Teachers will support learning by helping students organize manipulatives in rows or groups, making quantities easier to visualize and compare. Teachers will support students to group items by fives and tens to ingrain foundational skills for understanding place value and efficient counting. Teachers will provide multiple opportunities for students to practice counting on during games, routines, and math centers helping students become flexible thinkers and confident with numbers.

1st Grade:

Goal Development: **Number and Operations** *(from Core Review Agenda linked above)*

If we enhance our instruction, practice and feedback in the focus skill of **Number and Operations**, our students will develop automaticity with math fluency, algebra & algebraic thinking and measurement & data.

Grade Level Goal:

By June 2027, our students will increase from 23% to 83% in the area of number and operations by the winter benchmark as measured by iReady Math.

By June 2027, our MLE students will increase from 0% to 66% in the area of number and operations by the winter benchmark as measured by iReady Math.

Strategies for all students: 1st grade students will develop number and operations skills by counting to 100 and recognizing the numbers that begin each new group of ten. This will strengthen their understanding of number patterns. Students will also practice organizing manipulatives and using five-frames and ten-

frames to easily group items by fives and tens, supporting both place value and efficient counting strategies. Teachers will provide multiple opportunities for students to practice counting on—from any starting number—to build fluency and reinforce cardinality, helping students understand that the last number said represents the total. These strategies together will support students' understanding of structure in numbers and develop confidence with larger quantities.

2nd Grade:

Goal Development: **Number and Operations** *(from Core Review Agenda linked above)*

If we enhance our instruction, practice and feedback in the focus skill of **Number and Operations**, our students will become more automatic with math fluency, algebra & algebraic thinking and measurement & data.

Grade Level Goal:

By June 2027, our students will increase from 47% to 86% in the area of number and operations by the winter benchmark as measured by iReady Math.

By June 2027, our MLE students will increase from 28% to 70% in the area of number and operations by the winter benchmark as measured by iReady Math.

Strategies for all students: 2nd grade students will build number and operations skills through frequent practice counting on and counting objects. Students will also use number lines to count up or back, helping them visualize addition, subtraction, and how numbers relate to one another. Students will also compare numbers regularly using manipulatives and number lines to deepen their understanding of number relationships.

3rd Grade:

Goal Development: **Number and Operations** *(from Core Review Agenda linked above)*

If we enhance our instruction, practice and feedback in the focus skill of **Number and Operations**, our students will become more automatic with math fluency, algebra & algebraic thinking and measurement & data.

Grade Level Goal:

By June 2027, our students will increase from 24% to 81% in the area of number and operations by the winter benchmark as measured by iReady Math.

By June 2027, our MLE students will increase from 0% to 70% in the area of number and operations by the winter benchmark as measured by iReady Math.

Strategies for all students: 3rd grade students will strengthen number and operations skills by modeling their thinking with base-ten blocks and place-value mats to show how numbers are composed and decomposed. Using number lines and number charts help students see the relative value of numbers and identify

patterns. Students will build mathematical language with increased opportunities for student talk about numbers as they compare them and explain their reasoning. Students will use manipulatives to join and separate sets of numbers to visualize operations and deepen understanding.

4th Grade:

Goal Development: **Number and Operations** *(from Core Review Agenda linked above)*

If we enhance our instruction, practice and feedback in the focus skill of **Number and Operations**, our students will become more automatic with math fluency, algebra & algebraic thinking and measurement & data.

Grade Level Goal:

By June 2027, our students will increase from 47% to 85% in the area of number and operations by the winter benchmark as measured by iReady Math.

By June 2027, our MLE students will increase from 0% to 70% in the area of number and operations by the winter benchmark as measured by iReady Math.

Strategies for all students: 4th grade students will build number and operations skills by comparing and ordering two- and three-digit numbers using place-value reasoning and manipulatives. Teachers and students will use visual models to help reinforce place-value concepts, especially when regrouping and showing the relationship between models and written algorithms. Students will also be provided multiple opportunities to practice comparing decimals and fractions to understand parts and whole numbers as they relate to each other. Teachers will support consistent practice with ordering, comparing, and modeling numbers so students will have multiple opportunities to deepen their overall number sense.

5th Grade:

Goal Development: **Number and Operations** *(from Core Review Agenda linked above)*

If we enhance our instruction, practice and feedback in the focus skill of **Number and Operations**, our students will become more automatic with math fluency, algebra & algebraic thinking and measurement & data.

Grade Level Goal:

By June 2027, our students will increase from 44% to 92% in the area of number and operations by the winter benchmark as measured by iReady Math.

By June 2027, our MLE students will increase from 0% to 66% in the area of number and operations by the winter benchmark as measured by iReady Math.

Strategies for all students: 5th grade students will build number and operations skills to deepen their conceptual understanding of place value. Students will do this by using visual models and concrete examples to represent large numbers and decimals. These models will help students see how digits shift in value and

support more accurate computation. Students will also compare numbers to explore relationships between different algorithms, and to understand why specific procedures work. Through modeling and comparison, students will build stronger reasoning skills and flexible number sense.

Safety, Climate, and Culture Data

SCHOOL LEVEL GOALS:
Kindergarten Attendance:
AtArt Rutkin ES We will increase Kindergarten regular attendance from 79% in June 2026 to 90% by June 2027 for all scholars.

Student Perception Survey
At Art Rutkin ES we will increase the percentage of students in 3rd-5th grade who report "I have at least one adult at school that I can talk with if I need help" from 81% from spring 2026 to 90% in spring of 2027 as measured by our student perception survey on culture and climate.

Office Discipline Referrals:
At Art Rutkin 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

	All	Asian	Black	Hispanic	PI	Native Am	Multi-Racial	White	Sped	MLE	TAG
% with 0-1 Referrals	89%	95%	76%	88%	NA	NA	85%	90%	78%	97%	not available

District Scholar Achievement Goals

Literacy / Math / Attendance / Climate and Culture

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

SCHOOL LEVEL GOALS:

At Art Rutkin Elementary, we will increase the percentage of 3rd grade scholars that are early on or above grade level in reading from 54% from spring 2026 to 80% in spring 2027 as measured by the iReady Diagnostic Assessment.

At Art Rutkin Elementary, we will increase the percentage of 3rd grade MLE scholars that are early on or above grade level in reading from 13% from spring 2026 to 80% in spring 2027 as measured by the iReady Diagnostic Assessment.

At Art Rutkin Elementary, we will increase the percentage of 5th grade scholars that are early on or above grade level in reading from 75% from spring 2026 to 90% in spring 2027 as measured by the iReady Diagnostic Assessment.

At Art Rutkin Elementary, we will increase the percentage of 5th grade MLE scholars that are early on or above grade level in reading from 0% from spring 2026 to 66% in spring 2027 as measured by the iReady Diagnostic Assessment.

On Track to English Language Proficiency (OTELP): As a newly established school that opened in the 2023–2024 school year, historical OTELP data for Art Rutkin Elementary is not yet available for reporting.

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 2026 to 70% in spring 2027 as measured by the iReady Diagnostic Assessment.

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

In TTSD, we will increase the percentage of 5th grade scholars that are early on or above grade level in reading from 53% from spring 2026 to 58% in spring 2027 as measured by the iReady Diagnostic Assessment.

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

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

SCHOOL LEVEL GOALS:

At Art Rutkin Elementary, we will increase the percentage of 3rd grade scholars that are early on or above grade level in math from 61% from spring 2026 to 90% in spring 2027 as measured by the iReady Diagnostic Assessment.

At Art Rutkin Elementary, we will increase the percentage of 3rd grade MLE scholars that are early on or above grade level in math from 25% from spring 2026 to 80% in spring 2027 as measured by the iReady Diagnostic Assessment.

At Art Rutkin Elementary, we will increase the percentage of 5th grade scholars that are early on or above grade level in math from 75% from spring 2026 to 90% in spring 2027 as measured by the iReady Diagnostic Assessment.

At Art Rutkin Elementary, we will increase the percentage of 5th grade MLE scholars that are early on or above grade level in math from 50% from spring 2026 to 80% in 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% in spring 2027 as measured by the iReady Diagnostic Assessment.

In TTSD, we will increase the percentage of 5th grade MLE scholars that are early on or above grade level in math from 6% from spring 2026 to 10% in 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

Art Rutkin Elementary Education Accountability Solutions & Healing 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)