Tigard-Tualatin School District:

2025-2026 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.

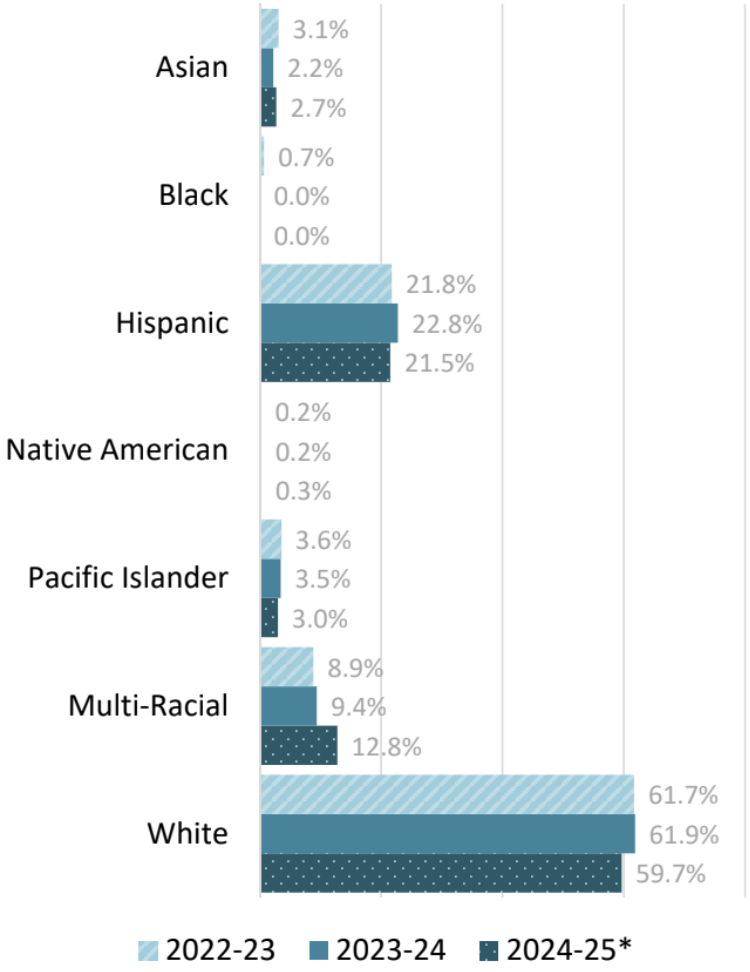
TTSD Collective Goals:

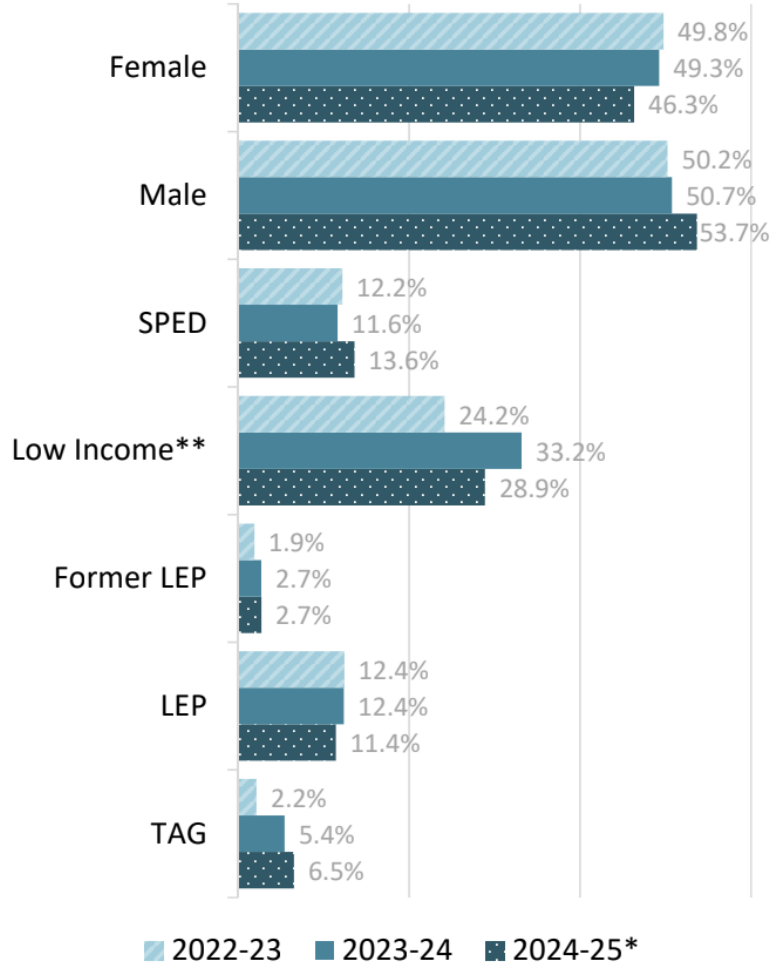
- **Reading Proficiency (Grades 3&5):** Grade-level reading by 3rd grade predicts high school success. By 5th grade, strong reading skills prepare scholars for secondary-level texts.
- **Math Proficiency (Grade 5):** Mastery of math by 5th grade lays the foundation for middle school success.
- **Attendance (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.

Byrom Elementary School

School Demographics





Byrom Elementary School Road Map

Academics

Safety, Climate & Culture

2026-27

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. **Embedded language support in all content areas:** Research-based instruction aligned consistently both horizontally among grade level teammates and vertically between grade levels ensures a consistent, predictable continuum of learning for every student.
2. **Cross Grade Level Staff Collaboration:** 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. **Supporting Multi-Langauge Learners:** Intentionally planning lessons with clear content and language objectives, structured discourse, and GLAD/SIOP strategies 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.

The What

Instruction	Attendance	Climate
Language Arts/Math ● Standards (Projection Map) ● Learning Targets (Content and Language) ● GLAD/SIOP Strategy (Meagan's Work) ● Discourse Routine (Student Talk) ● Sentence Frames (Functions of Language) ● Writing Support **.Integrated ELD** ● WE Integrate explicit language instruction into Language Arts, Math and content instruction daily ● We will utilize learned skills and Coaching Cycles to support all learners	**Family Partnership** ● Improve Communications **Incentivize Positive Attendance Habits** **Respond to Data** ● Target Supports **Implement Multi-Tiered System of Support (MTSS)** ● Use data to inform our systems	**Positively Recognize Students** ● Bobcats and Spirit Assemblies **Ensure Clear Expectations and Practiced Routines** ● PAX and PBIS **Document Systematically** ● Use data to inform our systems

The How

	Action	Details
Language Arts	CKLA Implementation with writing focus	• Use dedicated planning time to provide support for CKLA implementation of projection map. Focus on Discourse and functions of language to support MLE's. • Writing that is function focused and tied to OSAS targets
	Regular staff collaboration	• Multi-Grade level collaboration meetings with Literacy Specialist and ELD Specialists monthly to align pacing and alignment
	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
	Ongoing coaching and support in response to school priorities of supporting MLE's in the classroom	• 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
	Prioritize time on student conversation and thinking during Try/Discuss/Connect learning	• Move at a perky pace through accessing background and 3 Reads portions of the protocol • Ensure precision partnering and discussion through all

Mathematics	framework	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 Discourse/Scaffolds/Functions Writing	● 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 learned strategies and language learner profiles into daily instruction.
	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 with highest attendance rates *(or list other strategies)*

Attendance	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
PBS: Recognize Positive	PBIS Incentives	• Implement school-wide system to recognize targeted student behaviors rooted in recognizing whole classes rather than individuals *(or list other strategies)*
	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 • Students of the month program identifies student exemplars for identified character traits *(or list other strategies)*
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

Grade Level Goals from Core Review Meetings

CORE REVIEW AGENDA

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?

Yellow* -

mClass	FALL	WINTER	SPRING
% At or Above Benchmark:	50%		
% Below Benchmark:	18%		
% Well Below Benchmark:	27%		

i-Ready Overall Placement *English Reading*	FALL	WINTER	SPRING
% Mid Above Grade Level:	38%		
% Early On Grade Level:			
% 1 Year Below Grade Level:	43%		
% 2 Grade Levels Below:	19%		
% 3 or More Grade Levels Below:			

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

Student Group: add # of students in each group y indicates current students potential to achieve benchmark by Spring	mClass/iReady		
	FALL % at or above Benchmark	WINTER % at or above Benchmark	SPRING % at or above Benchmark
American Indian/ Alaskan Native	-		
Asian (5)	63/50y		
Black/African American (3)	0/67y		

Pacific Islander/Native Hawaiian (8)	54/91y		
Hispanic/Latino (75)	40/66y		
Multiracial (39)	51/87y		
White (189)	53/84y		
Students with Disabilities (32)	9/8y		
MLEs (37)	12/35y		
TAG (24)	94/94		

Problem Analysis & Plan Development

Kindergarten:

Goal Development: **Students reach grade level proficiency in iReady and mClass**

If we enhance our instruction, practice and feedback in the area of language support, our students will become more automatic with reading, writing, listening, and speaking skills.

Grade Level Goal:

By June 2027, Our students will go from 24% to 80% at or above grade level

by the Spring benchmark as measured by iready.

By June 2027, Our students will go from 25% to 80% at or above grade level

by the Spring benchmark as measured by mClass.

By June 2027, our MLE students will increase from __17__% to __50__% at or above grade level by the Spring benchmark as measured by iready.

By June 2027, our MLE students will increase from __17__% to __50__% at or above grade level by the Spring benchmark as measured by mClass.

Strategies/Change Ideas for all students: Strategies for Improvement/Evidence:

- Continue to follow the teacher guide to fidelity
- CORE Review - Priority Skill Focus
- MLE /Underserved Focus Students for extra support
- Instruction/Curriculum/Environment Agreements

Resources and Support:

- Teacher guide
- CKLA/Amplify online support
- TTSD Reading Support website
- ELD Teacher Collaboration
- MLE Support: Discourse/Scaffolds/Engagement/Writing

1st Grade:

Goal Development: **Students reach grade level proficiency in iReady and mClass**

If we enhance our instruction, practice and feedback in the area of language support, our students will become more automatic with reading, writing, listening, and speaking skills.

Grade Level Goal:

By June 2027, Our students will go from 90% to 80% at or above grade level

by the Spring benchmark as measured by iready.

By June 2027, Our students will go from 39% to 80% at or above grade level

by the Spring benchmark as measured by mClass.

By June 2027, our MLE students will increase from __0__% to __50__% at or above grade level by the Spring benchmark as measured by iready.

By June 2027, our MLE students will increase from __0__% to __50__% at or above grade level by the Spring benchmark as measured by mClass.

Strategies/Change Ideas for all students: Strategies for Improvement/Evidence:

- Continue to follow the teacher guide to fidelity
- CORE Review - Priority Skill Focus
- MLE /Underserved Focus Students for extra support
- Instruction/Curriculum/Environment Agreements

Resources and Support:

- Teacher guide
- CKLA/Amplify online support
- TTSD Reading Support website
- ELD Teacher Collaboration
- MLE Support: Discourse/Scaffolds/Engagement/Writing

2nd Grade:

Goal Development: **Students reach grade level proficiency in iReady and mClass**

If we enhance our instruction, practice and feedback in the area of language support, our students will become more automatic with reading, writing, listening, and speaking skills.

Grade Level Goal:

By June 2027, Our students will go from 90% to 80% at or above grade level

by the Spring next benchmark as measured by iready.

By June 2027, Our students will go from 62% to 80% at or above grade level

by the Spring benchmark as measured by mClass.

By June 2027, our MLE students will increase from __0__% to __50__% at or above grade level by the Spring benchmark as measured by iready.

By June 2027, our MLE students will increase from __25__% to __50__% at or above grade level by the Spring benchmark as measured by mClass.

Strategies/Change Ideas for all students: Strategies for Improvement/Evidence:

- Continue to follow the teacher guide to fidelity
- CORE Review - Priority Skill Focus
- MLE /Underserved Focus Students for extra support
- Instruction/Curriculum/Environment Agreements

Resources and Support:

- Teacher guide
- CKLA/Amplify online support
- TTSD Reading Support website
- ELD Teacher Collaboration
- MLE Support: Discourse/Scaffolds/Engagement/Writing

3rd Grade:

Goal Development: **Students reach grade level proficiency in iReady and mClass**

If we enhance our instruction, practice and feedback in the area of language support, our students will become more automatic with reading, writing, listening, and speaking skills.

Grade Level Goal:

By June 2027, Our students will go from 68% to 80% at or above grade level

by the Spring benchmark as measured by iready.

By June 2027, Our students will go from 54% to 80% at or above grade level

by the Spring benchmark as measured by mClass.

By June 2027, our MLE students will increase from __0__% to __50__% at or above grade level by the Spring benchmark as measured by iready.

By June 2027, our MLE students will increase from __14__% to __50__% at or above grade level by the Spring benchmark as measured by mClass.

Strategies/Change Ideas for all students: Strategies for Improvement/Evidence:

- Continue to follow the teacher guide to fidelity
- CORE Review - Priority Skill Focus
- MLE /Underserved Focus Students for extra support
- Instruction/Curriculum/Environment Agreements

Resources and Support:

- Teacher guide
- CKLA/Amplify online support
- TTSD Reading Support website
- ELD Teacher Collaboration
- MLE Support: Discourse/Scaffolds/Engagement/Writing

4th Grade:

Goal Development: **Students reach grade level proficiency in iReady and mClass**

If we enhance our instruction, practice and feedback in the area of language support, our students will become more automatic with reading, writing, listening, and speaking skills.

Grade Level Goal:

By June 2027, Our students will go from 83% to 80% at or above grade level

by the Spring benchmark as measured by iready.

By June 2027, Our students will go from 59% to 80% at or above grade level

by the Spring benchmark as measured by mClass.

By June 2027, our MLE students will increase from __0__% to __50__% at or above grade level by the Spring benchmark as measured by iready.

By June 2027, our MLE students will increase from __0__% to __50__% at or above grade level by the Spring benchmark as measured by mClass.

Strategies/Change Ideas for all students: Strategies for Improvement/Evidence:

- Continue to follow the teacher guide to fidelity
- CORE Review - Priority Skill Focus
- MLE /Underserved Focus Students for extra support
- Instruction/Curriculum/Environment Agreements

Resources and Support:

- Teacher guide
- CKLA/Amplify online support
- TTSD Reading Support website
- ELD Teacher Collaboration
- MLE Support: Discourse/Scaffolds/Engagement/Writing

5th Grade:

Goal Development: **Students reach grade level proficiency in iReady and mClass**

If we enhance our instruction, practice and feedback in the area of language support, our students will become more automatic with reading, writing, listening, and speaking skills.

Grade Level Goal:

By June 2027, Our students will go from 73% to 80% at or above grade level

by the next benchmark as measured by iready.

By June 2027, Our students will go from 53% to 80% at or above grade level

by the next benchmark as measured by mClass.

By June 2027, our MLE students will increase from __0__% to __50__% at or above grade level by the Spring benchmark as measured by iready.

By June 2027, our MLE students will increase from __13__% to __50__% at or above grade level by the Spring benchmark as measured by mClass.

Strategies/Change Ideas for all students: Strategies for Improvement/Evidence:

- Continue to follow the teacher guide to fidelity

- CORE Review - Priority Skill Focus
- MLE /Underserved Focus Students for extra support
- Instruction/Curriculum/Environment Agreements

Resources and Support:

- Teacher guide
- CKLA/Amplify online support
- TTSD Reading Support website
- ELD Teacher Collaboration
- MLE Support: Discourse/Scaffolds/Engagement/Writing

On Track to English Language Proficiency:

At Byrom Elementary School, by June 2027, we will increase the percentage of MLE scholars who are **On Track to English Language Proficiency (OTELP)** from 56 % to 72%, as measured by ELPA21 Summative domain growth.

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 *Math*	FALL	WINTER	SPRING
% Mid Above Grade Level:	26%		
% Early On Grade Level:			
% 1 Year Below Grade Level:	50%		
% 2 Grade Levels Below:	24%		
% 3 or More Grade Levels Below:			

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	**-**		
Asian (5)	**75y**		
Black/African American (3)	**67y**		

Pacific Islander/Native Hawaiian (8)	**64y**		
Hispanic/Latino (75)	**58y**		
Multiracial (39)	**83y**		
White (189)	**80y**		
Students with Disabilities (32)	**12y**		
MLEs (26)	**48y**		
TAG (24)	**94y**	_	

Problem Analysis & Plan Development

Kindergarten:

Goal Development: **Numbers and Operations/Algebra and Algebraic Thinking/Measurement and Data/Geometry** *(from Core Review Agenda linked above)*

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 students will go from _100_% to _80_% at or above grade level

by the Spring benchmark as measured by iready.

By June 2027, our MLE students will increase from __0__% to __50__% at or above grade level

by the Spring benchmark as measured by iready.

Strategies/Change Ideas for all students:

Emphasis on counting strategies and organizing manipulatives in groups of five is essential. Using five-frames assists children in visualizing sets of five and number combinations to five. This is the building block to grouping in tens, the foundation for place value. Provide multiple opportunities in which children count objects (teddy bears, blocks, connecting cubes), giving each one its proper number name, and then add one more object to the group to practice counting on. They should also understand the last number they state in counting is the number of objects in the collection (cardinality).

1st Grade:

Goal Development: **Numbers and Operations/Algebra and Algebraic Thinking/Measurement and Data/Geometry** *(from Core Review Agenda linked above)*

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 students will go from 88 % to 80 % at or above grade level

by the Spring benchmark as measured by iready.

By June 2027, our MLE students will increase from __0__% to __50__% at or above grade level

by the Spring benchmark as measured by iready.

Strategies/Change Ideas for all students:

Children should master rote counting to 100 with special attention spent on change numbers 19, 29, 39, and so on, and the number that comes next starting the next group of ten. Using five-frames or groups of five connecting cubes, assist children in visualizing sets of 5 and number combinations to 5. This is the building block to grouping in tens, the foundation for place value. Have children count objects, giving each one its proper number name.

Then have children add one more object to the group to practice counting on. They should understand that the last number named in counting is the number of objects in the collection (cardinality).

2nd Grade:

Goal Development: **Numbers and Operations/Algebra and Algebraic Thinking/Measurement and Data/Geometry** *(from Core Review Agenda linked above)*

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 students will go from 79% to 80% at or above grade level

by the Spring benchmark as measured by iready.

By June 2027, our MLE students will increase from __0__% to __50__% at or above grade level

by the Spring benchmark as measured by iready.

Strategies/Change Ideas for all students:

Children should be given multiple opportunities to count objects (teddy bears, blocks, unifix cubes), giving each one its proper number name, and then add one more object to the group to practice counting on. Practice using a number line to count up or back to add or subtract 1 or 2 is important, as it gives children an opportunity to see where numbers are in relation to one another. It is important that multiple opportunities are given to compare numbers, both with manipulatives and with the number line.

3rd Grade:

Goal Development: **Numbers and Operations/Algebra and Algebraic Thinking/Measurement and Data/Geometry** *(from Core Review Agenda linked above)*

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 students will go from 66% to 80% at or above grade level

by the Spring benchmark as measured by iready.

By June 2027, our MLE students will increase from __0__% to __50__% at or above grade level

by the Spring benchmark as measured by iready.

Strategies/Change Ideas for all students:

When students are struggling with two-digit numbers, it can be helpful to have them model numbers with base-ten blocks and a place-value mat. In addition, working with a number line will help them see the relative values of numbers. Encourage students to look for patterns in the number line and the numbers they are comparing. As they talk about the patterns they see, encourage the students to also discuss the patterns they see when moving right or left on the number line.

Students who are struggling with addition and subtraction will benefit from first using manipulatives, such as base-ten blocks and a place-value mat to model joining or separating sets and then moving on to adding/subtracting numbers. A hundreds chart can also help students see the patterns in adding and subtracting ten.

4th Grade:

Goal Development: **Numbers and Operations/Algebra and Algebraic Thinking/Measurement and Data/Geometry** *(from Core Review Agenda linked above)*

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 students will go from 67% to 80% at or above grade level

by the Spring benchmark as measured by iready.

By June 2027, our MLE students will increase from __0__% to __50__% at or above grade level

by the Spring benchmark as measured by iready.

Strategies/Change Ideas for all students:

Students who struggle with ordering three-digit numbers may lack an understanding of place values. Use manipulatives, such as base-ten blocks, to reinforce the quantity that each place represents. Allow students to use these manipulatives when comparing or ordering numbers until they no longer need to rely on them.

Students who struggle with operations involving regrouping often lack the conceptual understanding that drives the algorithms. These students may benefit from working with concrete or visual models in order to focus on the place value concepts behind the process. Once students understand why the process works, they can be guided to see the relationship between the models and the algorithms. This skill needs to be mastered with understanding before students move on to greater challenges such as subtracting across zeroes.

5th Grade:

Goal Development: **Numbers and Operations/Algebra and Algebraic Thinking/Measurement and Data/Geometry** *(from Core Review Agenda linked above)*

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 students will go from 80% to 85% at or above grade level

by the Spring benchmark as measured by iready.

By June 2027, our MLE students will increase from __12__% to __50__% at or above grade level

by the Spring benchmark as measured by iready.

Strategies/Change Ideas for all students:

Students who struggle with operations involving regrouping often lack the conceptual understanding that drives the algorithms. These students may benefit from working with concrete or visual models in order to focus on the place value concepts behind the process. Once students understand why the process works, they can be guided to see the relationship between the models and the algorithms, and eventually use the algorithm alone.

Safety, Climate, and Culture Data

SCHOOL LEVEL GOALS:

Kindergarten Attendance:

AtByrom ES we will increase Kindergarten regular attenders from ___83___% from Sept 2026 to __90____% by June 2027 for all scholars.

At Byrom ES we will increase Kindergarten regular attenders from ___100___% from Sept 2026 to __90____% for ___Hispanic Students____(focus population) by June 2027.

Student Perception Survey
Byrom ES Data
******Climate & culture survey question is under review. Baseline will be Fall Survey- and goal will be written as improvement to Spring Survey***

Office Discipline Referrals:

At Byrom 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											

Exclusionary Practices:

At Byrom ES We will attempt to decrease the overall number of {OSS} days by June 2027.

(Elementary schools most often only OSS if a safety plan is needed and a team meeting needs to be convened and is not punitive.)

(the systems, strategies, and adjustments are listed above in 'The How' for Attendance, PBS/SEL)

OTELP

District Scholar Achievement Goals

Literacy / Math / Attendance / Climate and Culture

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

SCHOOL LEVEL GOALS:

In TTSD, we will increase the percentage of 3rd grade Scholars that are early on or above grade level in reading from 66% from Spring to 69% 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 19% from Spring to 22% 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 56% from Spring to 59% 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 2% from Spring to 5% Spring as measured by the iReady Diagnostic Assessment.

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

SCHOOL LEVEL GOALS:

In TTSD, we will increase the percentage of 3rd grade Scholars that are early on or above grade level in math from 49% from Spring 2024 to 55% Spring 2025 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 math from 6% from Spring 2024 to 11% Spring 2025 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 math from 56% from Spring 2024 to 61% Spring 2025 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 2024 to 8% Spring 2025 as measured by the iReady Diagnostic Assessment.

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

Kindergarten Attendance:
All Elementary Schools will increase Kindergarten regular attenders from 73% from June 2025 to 80% by June 2026 for all scholars.

All Elementary Schools will increase Kindergarten regular attenders from 60% from June 2025 to 70% for MLL's by June 2026.

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

******Climate & culture survey questions are under review in each building and addressed at the building level. Baseline will be Fall Survey- and goal will be written as improvement to Spring Survey***

Office Discipline Referrals:
All Elementary Schools will have 80% or more of all scholars — disaggregated by race and special populations — will have no more than 1 office discipline referral, as measured by end-of-year discipline data, in order to support increased engagement and belonging across all student groups.

% of population with 0-1 Referrals

	All	Asian	Black	Hispanic	PI	Native Am	Multi-Racial	White	Sped	MLE	TAG
% with 0-1 Referrals											

EASH and Guiding Documents

Byrom 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)*