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:** Students reporting they have one or more trusted adult at school
- **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.

Charles F. Tigard Elementary School

School Mission:

As a community, we are all responsible for fostering a safe, welcoming and positive learning environment where everyone feels supported. We will strive to achieve high academic and personal growth to become lifelong learners.

School Vision:

Every student is seen, valued and supported so that all students achieve to their potential, beyond what they may think is possible.

Core Values:

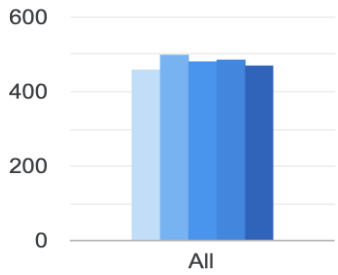
We do things the Wildcat Way by:

- treating each other with unconditional positive regard
- consistently demonstrating, modeling and teaching safe, respectful and responsible behaviors
- ensuring that every student talks in every class everyday
- valuing listening as much as speaking
- building mutual partnerships between students, staff and families
- using data to drive decision-making
- responding collectively to eliminate systemic inequities

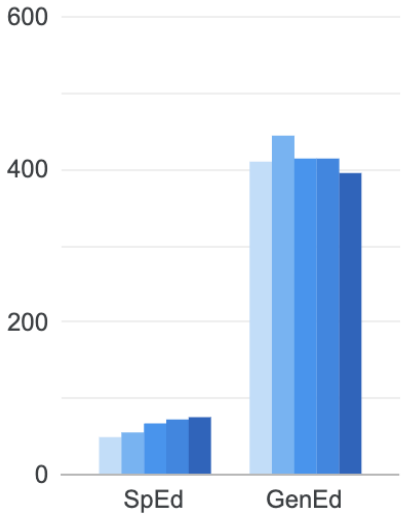




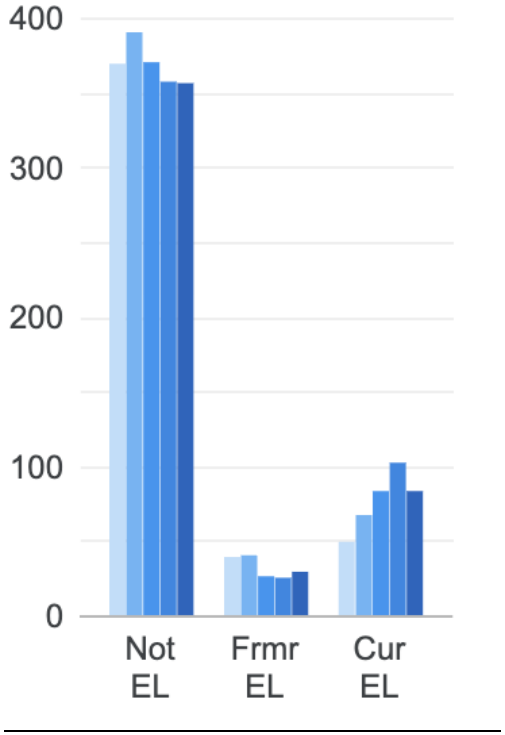
Total Enrollment:



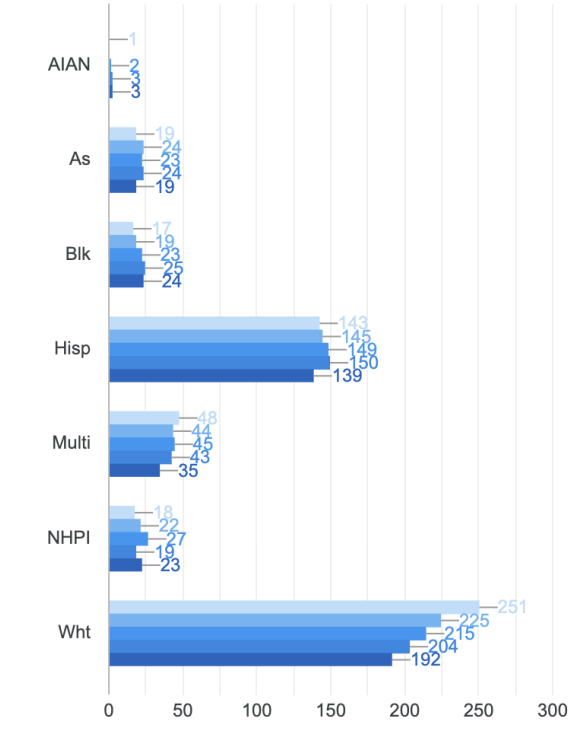
Enrollment By Ability:



Enrollment by English Language Proficiency:



Enrollment By Race:



Charles F. Tigard Elementary School Road Map

Academics

Safety, Climate & Culture

2026-27

School Mission: As a community, we are all responsible for fostering a safe, welcoming and positive learning environment where everyone feels supported. We will strive to achieve high academic and personal growth to become lifelong learners.

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. **Prioritized integration of English language instruction within all core content:** Teachers regularly integrate functions of English language within core instruction, intentionally teaching within the 4 domains of language (Reading, Writing, Speaking, Listening) and embedding practice with high leverage language functions within core instruction.
2. **Amplify CKLA Implementation with Integrity:** Delivering 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.
3. **Staff Collaboration:** Staff members collaborate regularly through both informal check-ins with each other and formal opportunities to discuss student learning together. As lifelong learners working in an everchanging society, we get to adapt together to dynamic student needs and abilities.
4. **Clarifying learning objectives:** Intentionally planning lessons with clear content and language objectives lays the groundwork and purpose for teaching and learning. Ensuring students know what these are helps students focus on learning rather than task completion.
5. **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.
6. **Attendance:** Consistent attendance increases the likelihood of improved academic and behavior outcomes.
7. **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.
8. **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
1. Language Arts ○ Facilitate instruction using CKLA 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 Acknowledge Good Behavior** **7. Teach Clear Expectations and Practice Routines** 8. **Document Behaviors Systematically**

The How

	Action	Details
Language Arts **Mathematics**	Staff training on language functions and broadened "toolbox" for language instructional strategies focused on high leverage language functions.	• Use professional development time throughout the school year to build teacher capacity for intentional language instruction, learning about English Language Proficiency standards in addition to instructional strategies that support language development. Implement high leverage language functions into core speaking and writing opportunities.
	Regular staff collaboration	• Grade level meetings biweekly that support co-planning and continuous reflection on Integrated ELD. (CFT Meeting Schedule)
	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 and 20% Meeting data to align instruction targeting priority skills • CFT Coaching Models
	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 • Ensure students know purpose of learning activities
	Prioritize time on student conversation and thinking during Try/Discuss/Connect learning framework	• Move at a perky pace through accessing background and 3 Reads portions of the protocol • Ensure precision partnering and discussion through all elements of the Try/Discuss/Connect framework • Focus on the 4 R's (Repeat, Rephrase, Record, Reword) to help students build conceptual understanding

	Use of scaffolds to help all learners access content	• Introduce and provide visuals and manipulatives for daily, ongoing use during Try/Discuss/Connect • Provide sentence frames at varying cognitive levels and opportunities for students to write, justifying their approach to solving problems
Integrated ELD	Embed language instruction into all grade-level content areas, such as math, social studies, and science Co-teach effectively using effective language supports	• All teachers, not just ELD specialists, are responsible for helping Multilingual Learners of English (MLEs) develop both their academic language and their subject-matter knowledge simultaneously. • The goal of integrated ELD is to ensure all students, including MLEs, 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 regular co-planning into the master schedule to ensure shared responsibility for teaching and learning
Attendance	Regular Parent Communication	• Attendance team establishes decision rules for parent outreach given attendance less than 90%.
	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)*
	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

PBIS: Recognize Positive Behaviors	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?

Acadience or DIBELs 8 Composite	**FALL**	**WINTER**	**SPRING**
% At or Above Benchmark:	47%		
% Below Benchmark:	16%		
% Well Below Benchmark:	37%		
i-Ready Overall Placement *English Reading*	**FALL**	**WINTER**	**SPRING**
% Mid Above Grade Level:	15%		

% Early On Grade Level:	15%		
% 1 Year Below Grade Level:	43%		
% 2 Grade Levels Below:	15%		
% 3 or More Grade Levels Below:	11%		

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

Student Group: **add # of students in each group**	**Acadience or DIBELS 8**		
	FALL % at or above Benchmark	**WINTER** % at or above Benchmark	**SPRING** % at or above Benchmark
American Indian/ Alaskan Native (AI)	50		
Asian	56		
Black/African American	39		
Pacific Islander/Native Hawaiian	48		
Hispanic/Latino	35		
Multiracial	52		
White	47		

Problem Analysis & Plan Development

Why is this happening and what will we do differently?

- In the intermediate grades, students aren't comprehending what they're reading, especially with informational text. While there's always a need to continue to develop coding skills across grade levels, language comprehension needs to be the point of focus. Data indicates that students need more practice developing vocabulary and more opportunities to discuss, listen to and write about what they're reading as they work to understand rigorous non-fiction text.
- In the primary grades, students need concerted routines and practice in both phonemic awareness and decoding so that students can build reading fluency. Data indicates that half of our students need continued practice with these foundational skills. CKLA provides a new and different way of approaching skill building in these areas that offer new potential and potential improvements in student learning. Attention to TTSD's 6-Steps Enhanced Phonics Routine and 100% student engagement in this routine with additional practice along with progress monitoring and additional doses of practice for those not making adequate progress.

What priority skill will be the focus of our literacy instruction?

- In the primary grades, the focus is on building reading fluency through gaining more automaticity with the reading code, focusing on building phonemic awareness and phonics routines using CKLA curriculum materials with fidelity.
- In the intermediate grades, the priority skill will be to focus on practicing, monitoring and providing additional instruction in reading fluency, targeting specific skill deficits and supporting students in monitoring and tracking their growth. In addition, to build language skills across all core content areas, teachers will be embedding speaking and writing opportunities within the primary language functions of comparing and contrasting, summarizing and making a claim and defending it.

Kindergarten (Plan development pending Dibels 8 rescreen late fall 2026) :

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

If we enhance our instruction, practice and feedback in the focus skill(s) of phonological awareness, our students will become more automatic with phoneme segmentation fluency.

Grade Level Goal:

By June 2026, the number of students demonstrating grade level skills will increase from 27% to 82% in the area of Phonemic Awareness as measured by DIBELS 8.

By June 2026, the number of MLE students demonstrating grade level skills will increase from 0% to 80% in the area of Phonemic Awareness by the next as measured by DIBELs 8.

Strategies/Change Ideas for all students with a focus on MLEs:

- Implementation, with no opt out, of 6-Step Enhanced Phonics routines, supplemented with additional practice using Heggerty curriculum. Use of immediate correction for identified errors and development of targeted instructional groups to support meaning making and connection. Dictation routine implemented to assess independent encoding successes.

1st Grade:

Goal Development: **Phonemic Awareness**

If we enhance our instruction, practice and feedback in the focus skill(s) of chaining, our students will become more automatic with phonemic awareness and ultimately will grow in their reading fluency.

Grade Level Goal:

By June 2026, the number of students demonstrating grade level skills will increase from 43% to 80% in the area of phoneme segmentation fluency as measured by DIBELS 8.

By June 2026, the number of MLE students demonstrating grade level skills will increase from 10% to 80% in the area of phoneme segmentation fluency as measured by DIBELS 8.

Strategies/Change Ideas for all students with a focus on MLEs:

Fidelity to 6-Step Enhanced Phonics Routine with additional sound practice both in a whole class and small group setting. Precision Partnering routines created for discussion and to support students with dictation, chaining and taking speech to writing.

2nd Grade:

Goal Development: **Phonics**

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

Grade Level Goal:

By June 2026, the students demonstrating grade level skills will increase from 63% to 90% as measured by DIBELS 8.

By June 2026, the MLE students demonstrating grade level skills will increase from 69% to 90% as measured by DIBELS 8.

Strategies/Change Ideas for all students with a focus on MLEs:

If we emphasize the use of decodable text from CKLA to support student reading, then students will learn to read more fluently following a logical curriculum progression. In addition, targeting students for small group work with decoding for additional enhanced phonics practice and intentional work with chaining will support growth in phonics.

3rd Grade:

Goal Development: **Reading Fluency**

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

Grade Level Goal:

By June 2026, students achieving at grade level will increase from 54% to 85% as measured by DIBELS 8.

By June 2026, MLE students achieving at grade level will increase from 19% to 80% as measured by DIBELS 8.

Strategies/Change Ideas for all students with a focus on MLEs:

If we work on reading multisyllabic words with a focus on affixes and practice with fluency passages regularly, tracking student progress in accuracy, students will become more fluent readers.

If we embed small group instruction to enhance CKLA instruction, specifically working on open and closed syllable instruction, chaining and dictation, students will get differentiated support at their level, building greater automaticity in reading fluency for our developing learners.

4th Grade:

Goal Development: **Reading Fluency**

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

Grade Level Goal:

By June 2026, students scoring at grade level will increase from 59% to 85% as measured by DIBELS 8.

By June 2026, MLE students scoring at grade level will increase from 20% to 80% as measured by DIBELS 8.

Strategies/Change Ideas for all students with a focus on MLEs:

If we embed the structured routine of accessing leveled decodable texts and fluency supplements daily, students will get practice opportunities to grow and develop at their level. These will lead to a 5-day fluency routine that incorporates partner reading and a "3-Reads" strategy to grow in both accuracy and rate.

If we embed the structured routine of Precision Partnering, linked to reading text, students will grow in their ability to understand and comprehend grade level text.

5th Grade:

Goal Development: **Reading Fluency**

If we enhance our instruction, practice and feedback in the focus skill(s) reading fluency, students will grow in their ability to comprehend grade level text.

Grade Level Goal:

By June 2026, students scoring at grade level will increase from 46% to 80% as measured by DIBELS 8.

By June 2026, MLE students scoring at grade level will increase from 17% to 80% as measured by DIBELS 8.

Strategies/Change Ideas for all students with a focus on MLEs:

If we embed multiple structured reading routines into each day, that include whole group read alouds, choral reading, partner reading and "3 Reads" fluency practices, students will become more fluent readers and will better comprehend grade level text independently.

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:	10%		
% 1 Year Below Grade Level:	50%		
% 2 Grade Levels Below:	18%		
% 3 or More Grade Levels Below:	14%		

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

	i-Ready

Student Group: add # of students in each group	FALL % at or above Benchmark	WINTER % at or above Benchmark	SPRING % at or above Benchmark
American Indian/ Alaskan Native (AI)	0%		
Asian	24%		
Black/African American	20%		
Pacific Islander/Native Hawaiian	13%		
Hispanic/Latino	8%		
Multiracial	21%		
White	18%		
Students with Disabilities	6%		
MLEs	2%		

Problem Analysis & Plan Development

Why is this happening and what will we do differently?

- As we implement iReady math instruction there are 5 major factors that need to improve:
    a. Lesson objectives are not clear to students. They don't consistently understand the skills that their tasks are helping them learn.
    b. Students need more experience with manipulatives to help develop conceptual understanding.
    c. Lesson pacing needs to shift more time to student processing and less time making sense of problems being solved so that focus is on the problem solving process.
    d. Students need to engage in higher level, more engaging discourse with each other in regards to their problem solving processes so that they can work through productive struggle. Students need to use language functions of comparing and contrasting and making a claim and defending it to develop deeper conceptual understanding.
    e. Students need practice with fact fluency and number sense, especially in the intermediate grades.

1st Grade:

Goal Development: **Numbers and Operations**

If we enhance our instruction, practice and feedback in the focus skill(s) writing to express the problem solving process, our students will become more automatic with independent problem solving.

Grade Level Goal:

By June 2026, all students will meet Typical Growth as measured by iReady.

By June 2026, all MLEs will meet Stretch Growth as measured by iReady.

Strategies/Change Ideas for all students with a focus on MLEs:

When using the Try/Discuss/Connect learning routine, students will use both frames both speaking and writing to compare and contrast strategies or to make a claim and defend it to express the rationale behind a problem solving process.

2nd Grade:

Goal Development: **Numbers and Operations**

If we enhance our instruction, practice and feedback in the focus skill(s) of processing others' problem solving processes, our students will become more automatic with independent problem solving.

Grade Level Goal:

By June 2026, all students will meet Typical Growth as measured by iReady.

By June 2026, all MLEs will meet Stretch Growth as measured by iReady.

Strategies/Change Ideas for all students with a focus on MLEs:

When using the Try/Discuss/Connect learning routine, students will use both frames both speaking and writing to compare and contrast strategies or to make a claim and defend it to express the rationale behind a problem solving process.

3rd Grade:

Goal Development: **Numbers and Operations**

If we enhance our instruction, practice and feedback in the focus skill(s) of providing oral and written rationales for problem solving processes, our students will become more automatic with independent problem solving.

Grade Level Goal:

By June 2026, all students will meet Typical Growth as measured by iReady.

By June 2026, all MLEs will meet Stretch Growth as measured by iReady.

Strategies/Change Ideas for all students with a focus on MLEs:

When using the Try/Discuss/Connect learning routine, students will use both frames both speaking and writing to compare and contrast strategies or to make a claim and defend it to express the rationale behind a problem solving process.

4th Grade:

Goal Development: **Numbers and Operations**

If we enhance our instruction, practice and feedback in the focus skill(s) of providing oral and written rationales for problem solving processes, our students will become more automatic with independent problem solving.

Grade Level Goal:

By June 2026, all students will meet Typical Growth as measured by iReady.

By June 2026, all MLEs will meet Stretch Growth as measured by iReady.

Strategies/Change Ideas for all students with a focus on MLEs:

When using the Try/Discuss/Connect learning routine, students will use both frames both speaking and writing to compare and contrast strategies or to make a claim and defend it to express the rationale behind a problem solving process.

5th Grade:

Goal Development: **Numbers and Operations**

If we enhance our instruction, practice and feedback in the focus skill(s) of providing oral and written rationales for problem solving processes, our students will become more automatic with independent problem solving.

Grade Level Goal:

By June 2026, all students will meet Typical Growth as measured by iReady.

By June 2026, all MLEs will meet Stretch Growth as measured by iReady.

Strategies/Change Ideas for all students with a focus on MLEs:

When using the Try/Discuss/Connect learning routine, students will use both frames both speaking and writing to compare and contrast strategies or to make a claim and defend it to express the rationale behind a problem solving process.

English Language Development

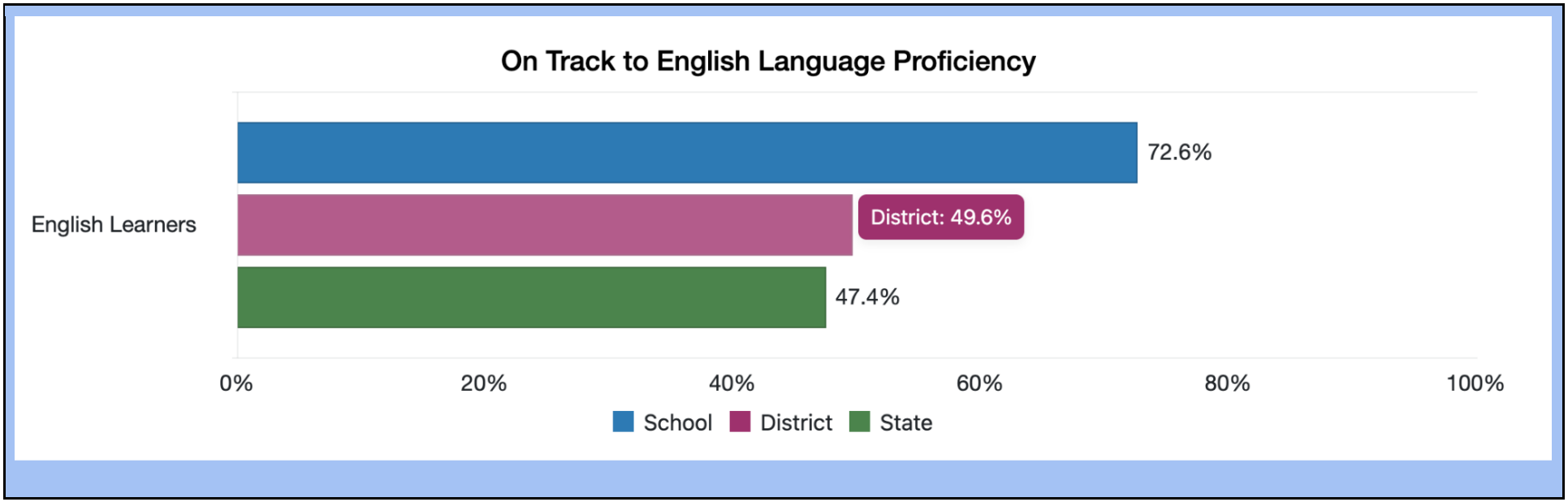
MLEs:

Goal Development: **English Language Proficiency**

If we embed intentional language instruction, including prioritizing planning to teach the "Big 3" language functions (summarizing, comparing and contrasting, making a claim and defending it) within all content everyday, students will use more productive language in the domains of speaking and writing to develop their English language skills.

Goal: The percentage of students on track for English Language Proficiency (OTELP) will increase from 73% to 85% as measured by ELPA in Spring 2027.

Strategies/change ideas are embedded throughout the grade level goals listed above.



Safety, Climate, and Culture Data

SCHOOL LEVEL GOALS:

Kindergarten Attendance:

AtCharles F Tigard ES we will increase Kindergarten regular attenders from 68% from June 2026 to 82% by June 2027 for all scholars.

At Charles F Tigard ES we will increase Kindergarten regular attenders from 50% from June 2025 to 82% for Hispanic students by June 2026.

Student Perception Survey

Charles F Tigard ES

The percentage of students reporting they "Always" or "Often" have a trusted adult at school they can talk to if they need help will increase from 84.7% to 92% by Spring 2027.

Office Discipline Referrals:

At Charles F Tigard ES 90% 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 Referrals 2025-2026 School Year

	All	Asian	Black	Hispanic	PI	Native Am	Multi-Racial	White	MLE
% with 0-1 Referrals	89%	96%	80%	91%	79%	33%	91%	90%	87%

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

(FALL PBIS DATA REVIEW LINKED HERE)

District Scholar Achievement Goals

Literacy / Math / Attendance / Climate and Culture

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

SCHOOL LEVEL GOALS:

At CFT, we will increase the percentage of 3rd grade Scholars that are early on or above grade level in reading from 60% from Spring 2026 to 66% Spring 2027 as measured by the iReady Diagnostic Assessment.

At CFT, we will increase the percentage of 3rd grade MLE Scholars that are early on or above grade level in reading from 6% from Spring 2026 to 30% Spring 2027 as measured by the iReady Diagnostic Assessment.

At CFT, we will increase the percentage of 5th grade Scholars that are early on or above grade level in reading from 57% from Spring 2026 to 63% Spring as measured by the iReady Diagnostic Assessment.

At CFT, we will increase the percentage of 5th grade MLE Scholars that are early on or above grade level in reading from 0% from Spring to 30% Spring as measured by the iReady Diagnostic Assessment.

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

SCHOOL LEVEL GOALS:

At CFT, we will increase the percentage of 3rd grade Scholars that are early on or above grade level in math from 42% Spring 2026 to 55% Spring 2027 as measured by the iReady Diagnostic Assessment.

At CFT, we will increase the percentage of 3rd grade MLE Scholars that are early on or above grade level in math from 13% Spring 2026 to 25% Spring 2027 as measured by the iReady Diagnostic Assessment.

At CFT we will increase the percentage of 5th grade Scholars that are early on or above grade level in math from 56% Spring 2026 to 65% Spring 2027 as measured by the iReady Diagnostic Assessment.

At CFT, we will increase the percentage of 5th grade MLE Scholars that are early on or above grade level in math from 0% Spring 2026 to 20% Spring 2027 as measured by the iReady Diagnostic Assessment.

At CFT, we will increase the percentage of MLE's that are on track to English Language Proficiency as measured by ELPA from 72.6% Spring 2025 to 81% Spring 2027.

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)

Charles F Tigard ES
The percentage of students reporting they "Always" or "Often" have a trusted adult at school they can talk to if they need help will increase from 84.7% Spring 2026 to 92% by Spring 2027.

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 at CFT

	All	Asian	Black	Hispanic	PI	Native Am	Multi-Racial	White	MLE
% with 0-1 Referrals	89%	96%	80%	91%	79%	33%	91%	90%	87%

EASH and Guiding Documents

E.A.S.H Plan Implementation Accountability

School Continuous Improvement Plans (CIPs) will be revised to include an Anti-Bias Education, Accountability for Implementation, Solutions, and Healing (EASH) plan that will articulate actions the staff and school will take to establish and sustain an anti-bias school culture.

Plans will outline and describe each school's goals, strategies, and tactics for implementing this policy, and any other relevant anti-racist and anti-bias programs.

Education & Engagement Plans

a. Education Objectives

i. scholars, staff, families and community are aware of and understand our policies on bias and hate, bullying and harassment.

- **Office and classroom-managed behaviors, including policies on bias and hate are reviewed multiple times per year with staff. Expectations are clarified in Morning Meetings with students throughout the year with modifications from the Caring School Community curriculum and the implementation of CFT's Identity Lesson series. Families are updated via the Weekly Wildcat.**

ii. scholars, staff, families, and community are able to define, identify, intervene, and repair/heal from incidences of bias in the community, interpersonally, within the classroom, common spaces, or school-wide/district-wide.

- **Reporting systems are in place anonymously via student iPads and the need to report incidents of hate are shared quarterly with students through our Imprints lesson, delivered in November. As incidents occur, the response process involves administrative led investigations with an emphasis on education and accountability to understanding the impact of statements. Victims are involved in identifying impact and offering supports for safety. Restorative conversations are facilitated as welcomed by the victim and originator.**

iii. scholars, staff, families, and community will be equipped to talk about their lived experiences and support for conflict management and resolutions.

- **Morning Meeting circles and CFT's lesson series focused on identity will empower students to share about themselves. As difficult situations occur, care is given to capturing perspective and impact, then creating a forum to share this in a safe and collaborative space with affected individuals and groups. This looks like small, facilitated groups to full classroom circles.**

b. Engagement Objectives

i. scholars, staff, families, and community define their collective identity as a community and how they want to be in community with one another

- **Development of PAX Vision in classrooms and development of community agreements in staff and family meetings to define how to be together in community.**

ii. scholars, staff, families, and community collectively set agreements and common expectations to support accountability toward operationalizing collective identity as a community and what happens when repair is required

- **Collaborative problem solving occurs between affective individuals that includes affected staff and impacted students and families. Collective input is used to develop a repair and healing plan that meets the needs of both victims and originators.**

iii. scholars, staff, families and community collectively practice educating, informing, shaping, and living the values set forth by the common agreements of being in community with one another

- **Executing on PAX Vision in classrooms involves clear communication between students, staff and families to ensure that all are feeling heard and honored, even through challenging situations. This often involves intentional meetings and conversations, usually facilitated by administrators outside of the classroom.**

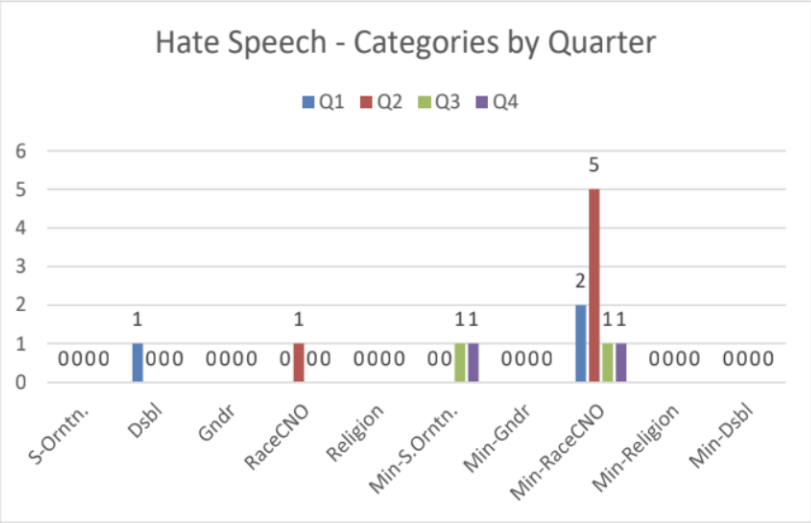
iv. scholars, staff, families, and community collectively understand the steps required toward repairing relationships and strengthening the sense of equity, inclusion, and belonging

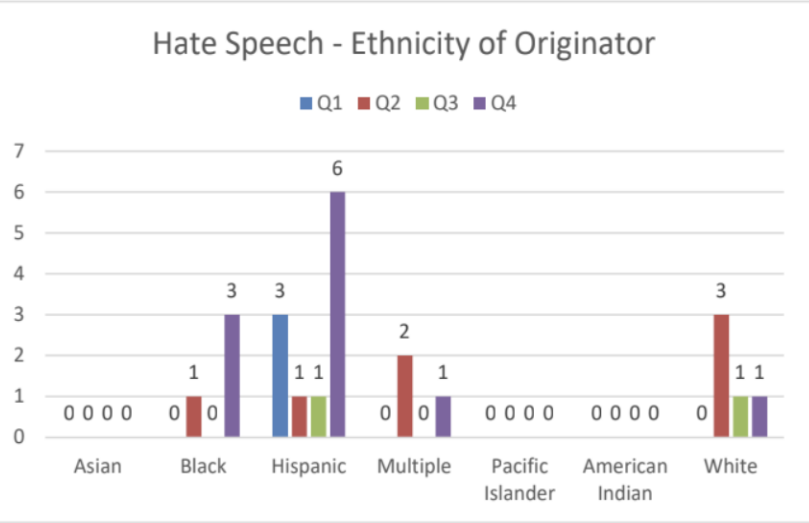
- **This is an ongoing learning process as each person's experience leads toward different pathways to repair. Listening to assess needs is the goal of any reparative process.**

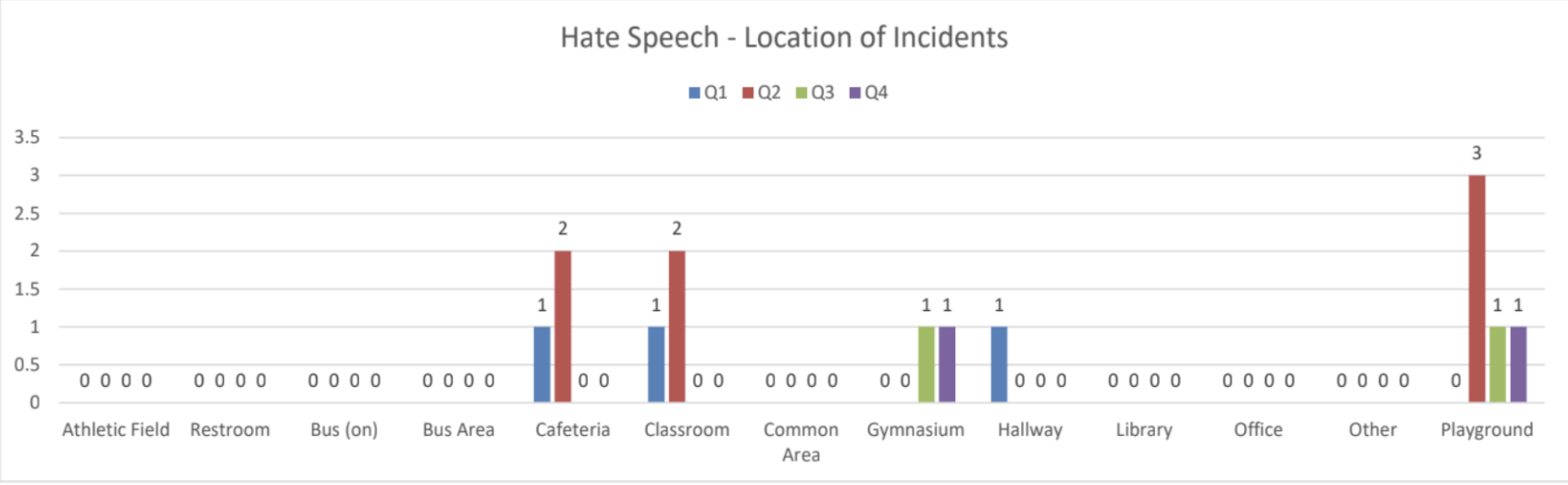
Accountability for Implementation of Solutions and Healing

School Climate Data - Hate Speech

Charles F. Tigard Elementary School







EASH Mitigation Plans:

What lessons were learned in facilitating solutions and healing?
Every bias incident is different, but the one common bond in all of them is that the impact of an incident is almost always different than the intent. In most instances there is little to no intent to cause harm from the originator and there are few personal experiences on their behalf that would shape their ability to understand the impact. Most solutions involve acknowledgement of impact and new learning to the victims. The key in facilitating solutions is establishing ownership of the harm caused. Without establishing ownership, even without intent, the healing process is not effective.

How will that understanding impact your work to prevent and create awareness in your community?
CFT's will focus this year on building a Multicultural Night, celebrating the identities of those in our community. This celebration will be culmination of work done in classrooms to promote identity awareness and to honor the pieces that make each of us unique. Working to celebrate identity, in addition to helping our school community understand the imprints left behind from each interaction we have on a daily basis is the platform for our work so that when a bias incident occurs, originators can reflect on not just their intent (which is the predominant thought for elementary school students), but instead focus on the impact and imprint left behind by their words and actions. This acknowledgment leads to collective planning for how to create solutions and a healing process that leaves a different imprint altogether.

Tier III move: Prepare for and communicate openly with students and families in regards to current immigration issues. Investigate reports of law enforcement involvement in the community and actively communicate CFT's commitment to ensuring that our school is a safe space for students.

Tier II move: Revisit the training series from Winter 2024-2025 focused on identifying and interrupting hate speech and bias incidents. As an Equity Leadership Team, use data to inform next best steps at each monthly meeting.

Tier I move: Development of a "We" mission statement and dissection of that statement as a staff, directly tied to what it looks like to foster a safe, welcoming and positive learning environment where everyone feels supported.