Tigard-Tualatin School District: 2026-2027 Middle School 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, 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 & 8):** Grade-level reading by 3rd grade predicts high school success. By 5th grade, strong reading skills prepare scholars for secondary-level texts, and 8th grade proficiency signals readiness for high school coursework.
- **Math Proficiency (Grades 5 & 8):** Mastery of math by 5th grade lays the foundation for middle school success. 8th grade math readiness is critical for success in high school math and post-secondary opportunities.
- **9th Grade On Track:** Earning 6+ credits in 9th grade (with no more than one F in core subjects) is a strong indicator of on-time graduation.
- **Language Development:** Multilingual learners will make adequate gains in reading, writing, listening, and speaking to ensure academic gains and overall success K-12.
- **Credit Attainment (Grades 10–12):** Tracking credits ensures scholars are progressing toward 4-year graduation or 5-year completion, supporting multiple paths to post-secondary readiness.
- **Attendance (Kindergarten, 6th & 9th):** Consistent attendance at key transition points supports engagement and reduces future absenteeism.
- **Scholars Feel Connected, Valued and Engaged:** {Student Survey Question)
- **Office Discipline Referrals:** Aim for 80%+ of scholars (by race and special population) to have 0–1 referrals, promoting a positive, inclusive school climate.

Theory of Action: At TTSD, we believe that every teacher 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 scholars to graduate choice-ready—academically prepared, socially conscious, and equipped to lead and thrive in a diverse, interconnected world.

School Name

School Mission:

At Hazelbrook Middle School, we will establish a community where staff and students are **engaged** and **connected** through learning. We are committed to ensuring that everyone is **valued** and **celebrated**, inspiring lifelong learners and personal growth.

School Vision:

Hazelbrook Middle School is an inclusive learning community where every student is known, challenged, and supported through equitable access to rigorous instruction, meaningful relationships, and opportunities that foster academic achievement, personal growth, and lifelong learning.

Core Values:

1. Students learn best in environments where they feel safe, connected, and valued.
2. All students can achieve at high levels when provided grade-level instruction, intentional language supports, and consistent expectations.
3. Access for MLE students is a shared responsibility embedded in daily practice, collaboration, and decision-making across our school.
4. Strong, trusting relationships among students, staff, and families are foundational to academic success and well-being.

School Profile – Demographics

48% White, 8% two or more, 37% Hispanic, 3% Native Hawaiian/Pacific Islander, 2% Asian, 1% Black/African American, <1% American Indian/Alaskan Native

Scholar Achievement: Implementation Plan

DISTRICT AIM #1: 8th Grade Reading

SCHOOL LEVEL GOALS:
Hazelbrook Middle School will increase the percentage of 8th grade Scholars that are early on or above grade level in reading from 41% from Fall to 51% Spring as measured by the iReady Diagnostic Assessment.

At Hazelbrook Middle School 38% of scholars who are one or more grade levels behind in reading will achieve their individual stretch growth targets by the end of the year, as measured by the iReady Diagnostic Assessment.

At Hazelbrook Middle School 38% of Multilingual Learners of English who are one or more grade levels behind in reading will achieve their individual stretch growth targets by the end of the year, as measured by the iReady Diagnostic Assessment.

At Hazelbrook Middle School We will increase the percentage of MLE scholars who are **On Track to English Language Proficiency (OTELP)** from XX% in spring of 2026 to XX% by June 2027, as measured by ELPA21 Summative domain growth.

Data Analysis: Complete an ATLAS protocol review of prior year data with stakeholders.

Executive Summary: Answer the following questions.

1. **As you review your data—academic results, observations, and input from scholars, families, and staff—what root causes are contributing to current outcomes?**
    a. The Hazelbrook MLE population has progressively increased over the last 10 years. 1 in 5 students at HMS is a multilingual learner of English. When examining a root cause analysis, teacher clarity surrounding English Proficiency standards and understanding MLE student profiles has not grown to meet this demand, but our knowledge and understanding as a staff is growing. Classrooms continue to lack consistent scaffolds, instructional strategies, and access for all learner profiles that might otherwise provide accessibility to our MLE population as well as all students. Lack of consistent accessibility across grade levels and content areas most likely continues to adversely affect attendance and behavioral referral data as well.
    b. We saw a strong jump in iReady data from fall to spring, and met or nearly met many of our CIP goals from 25-26.
    c. In specific regards to schoolwide attendance, missing or inadequate systems for identifying and responding to attendance concerns has been lacking, but we started to see gains with the implementation of a school wide Attendance team, intervention tracking, communication patterns, increased family affinity nights and increased parent voice.

d. TTSD Synergy and Canvas platforms create barriers for family access to invaluable information regarding their student's progress - academic and attendance.
e. Our Spanish speaking families express a disconnect from their student's teachers in terms of consistent communication. Families would like to have more opportunities for students to access support outside of class time.

2. **What patterns or key takeaways emerge across data sources?**
   a. **Takeaways:** a changing population has led to communication and information gaps for families. This disconnect and information gap impacts attendance, behaviors, and academic performance for students.
   b. Streamlining our technology platforms, clearly communicating progress with families using mediums they can access and understand, shifting the testing culture and celebrating growth, and continuing to implement instructional practices and clarity in the classroom, has the potential to positively impact attendance, behavior, and academic progress.
3. **What strengths are evident, and where is there the greatest need for growth to better support student success?**
   a. Continued focus on our MLE population, with an added focus on our Pacific Islander community are both areas of strength and need for continued growth.
   b. Student and family communication - increase communication regarding attendance and academic growth and performance. Shift testing culture and be intentional about celebrating growth with students and families.
   c. Alignment across grades and content areas, specific to classroom strategies and systems, will increase access for all students, along with predictable routines that allow students to focus on the skill rather than the strategy.
   d. Continued work with our Attendance team to get increased buy-in from staff, clearer communication patterns, and more family voice to support our tiered response.
   e. Parent technology support provided by the school - possible through Jump Start Night.
   f. Expanded options for students to access academic support through After School Activities.
   g. Expanded family affinity nights to include our Pacific Islander population.

Reflection from Prior Year

Change Ideas from Previous School Year?	What was the intended/predicted outcome?	Adapt, Adopt or Abandon	Why? What data is informing this decision? If adapting, what changes are being made?
Visit 2 classrooms per day as a walkthrough or evaluation. Explicitly tie the work we are doing around instruction, to these	We would get into 2 classrooms a day, and not always with the intention of providing evaluation. More often than not, we would be in classrooms to monitor the pulse of the building,	Adopt	We did not meet this goal this year, but this will be a requirement in order for us to complete all of our evaluations this year, with fewer administrators to carry the load.

walkthroughs and evaluations.	instructional needs, and places and spaces to adapt future PD and staff meeting instructional ties. Explicitly making connections to instructional work and the 5Ds allows for teacher clarity.		Continue to build out teacher clarity when it comes to the 5Ds and instructional practices that increase student engagement and support all learner profiles.
Provide additional support to teachers who are reporting, at a higher rate than others, distracting behaviors in their classrooms by writing office discipline referrals. Use discipline reviews to identify patterns in student and staff behavior, work with individual teachers when needed, and systematically through Tier 1 for building trends.	Support classroom teachers and students with patterns of behaviors.	Adapt	We were more intentional at addressing Tier 1 building needs at the moment, which shifted some of our targeted behaviors. Moving forward, we will utilize behavior focus areas through Community, and recognize the behaviors we want to see through our PBIS systems. Be more intentional with building monthly themes and characteristics. Make sure our systems are all intertwined and moving the work in the same direction.
Implemented targeted and flexible supports for consistent tardy concerns. Broadened the number of students we were able to support through structured days, which in turn, decreased the number of repeat offenders. Organized and ran an in building Attendance Team, that included our attendance secretary, counselors, FPA, social worker, and AP. Created a system to track attendance interventions and changes in attendance.	Increase attendance and decrease tardies. Increase school to family communication and partnership.	Adopt	We got started on this later than we had hoped, specific to the Attendance Team. We will get this started from the jump of the school year, and think proactively about some of our chronically absent students from last school year. Let’s get them connected early and often.
Have PLC representation on our	Drive instructional shifts that support	Adopt	With the late addition of CALs, our work

AVID/Instructional Leadership Team. Implementation of Content Area Leaders.	our MLE students. Use as a leadership advisory team to gather perspective, context, and experience from a variety of HMS stakeholders.		barely got off the ground. However, we were able to increase the frequency of PLCs, start conversations about STAR, create a 5 year plan with implementation steps, and get the team excited for this school year.
Narrowed the scope of PLC work to focus on short instructional cycles, specific to instructional strategies that create access points for our MLE students.	Get away from year long SMART goals, and move towards conversations around our instructional practices and how we're meeting the needs of our diverse learner profiles	Adapt	This is a work in progress. We will continue with having PLCs twice a month. We will work to embed meaningful and timely monthly themes to keep conversations from becoming stagnant, and keep the work moving around standards based teaching and assessment. We will introduce monthly share outs from each PLC (30 second brag) about something data driven that you're proud of or excited about.
Focus on meaning-making, explicit vocabulary instruction, OTRs, and retrieval practices.	Increase student retention and understanding across content areas.	Adopt	We will continue to highlight these instructional practices, along with language functions.

If needed, additional Change Ideas for Current School Year?	**Alignment to CCRE Framework Priority Tenet**	**Intended/Predicted Outcome** (How will this change idea impact student outcomes?)
PD specific to teacher clarity. Some of this work started through adoption cycles and our math TDG work, but we want to move the entire staff towards clarity around priority standards, learning targets, and success criteria. Begin to build in common formative assessments, tied to learning targets and success criteria.	Congruent Instructional Practices	Clear teacher understanding of the standards and learning targets they are teaching toward creates clarity for students and moves our school toward consistent, standards-based instruction and assessment. When students know what they are expected to learn and how their learning will be measured, they are better positioned to engage, reflect, and grow. By intentionally building common formative assessments and engaging in PLC conversations focused on the instructional practices

		that produced specific outcomes, we can strengthen instructional alignment and accelerate academic progress.
PLC 30 second brags at staff meetings	Congruent Instructional Practices	Dedicated time will be built into each staff meeting for PLC leaders to share a data-informed bright spot with the full staff. While the format for sharing may vary, the intentional practice of making PLC work visible will strengthen collective learning. By elevating effective instructional practices and the outcomes they produce, we increase buy-in, reinforce shared responsibility for student learning, and promote coherence around common instructional practices across the school.
Increase HW club offering	Critical Consciousness	Start HW Club with fall ASA, instead of waiting until Winter. We will supplement our FTTS grant with FSI funds, to provide more access to HW club, and include multiple Spanish speaking staff to support students. This will also allow us to start our Tier 2 intervention - Student/Home Tracking Academics Communication (STAC), three months sooner, helping students build academic and executive functioning skills sooner in the school year.
Implement quarter long planners across the school - to include grade checks and reflection, goal setting, organization checks, after school activities, and daily to-dos.	Congruent Instructional Practices	This aligns with the needs of our students and families, to create a clearer path of communication for upcoming classroom needs and assignments, along with building student agency over these 3 years of middle school. This will be a building wide commitment and embedded into Community and classroom structures.
Mail home grade and attendance reports, quarterly.	Critical Consciousness	Increase communication with families and build student agency. Create urgency on the part of staff to more closely align gradebooks and grade practices.

DISTRICT AIM #2: 8th Grade Math

SCHOOL LEVEL GOALS:

Hazelbrook Middle School will increase the percentage of 8th grade Scholars that are early on or above grade level in math from 26% from Fall to 39% Spring 2027 as measured by the iReady Diagnostic Assessment.

Hazelbrook Middle School 30% of scholars who are one or more grade levels behind in math will achieve their individual stretch growth targets by the end of the year, as measured by the iReady Diagnostic Assessment.

At Hazelbrook Middle School 30% of Multilingual Learners of English who are one or more grade levels behind in math will achieve their individual stretch growth targets by the end of the year, as measured by the iReady Diagnostic Assessment.

Data Analysis: Complete an ATLAS protocol review of prior year data with stakeholders.

Executive Summary: Answer the following questions.

1. **As you review your data—academic results, observations, and input from scholars, families, and staff—what root causes are contributing to current outcomes?**
    a. The Hazelbrook MLE population has progressively increased over the last 10 years. 1 in 5 students at HMS is a multilingual learner of English. When examining a root cause analysis, teacher clarity surrounding English Proficiency standards and understanding MLE student profiles has not grown to meet this demand, but our knowledge and understanding as a staff is growing. Classrooms continue to lack consistent scaffolds, instructional strategies, and access for all learner profiles that might otherwise provide accessibility to our MLE population as well as all students. Lack of consistent accessibility across grade levels and content areas most likely continues to adversely affect attendance and behavioral referral data as well.
    b. Across grade levels and content areas, classrooms still demonstrate inconsistent use of scaffolds, instructional strategies, and accessible learning opportunities designed to support a range of learner profiles.
    c. The entire math team participated in a second year long PD cycle with TDG (Teacher Development Group) - focused on using worked examples in class and explaining student reasoning. We did see a jump in 8th grade OSAS scores, specific to this strand.
    d. We saw a noticeable jump in iReady Stretch Growth data from fall to spring of the 25-26 school year. An increase in stretch growth indicates more students are on a multi-year track of closing their performance gaps and eventually reaching grade level.
    e. In specific regards to schoolwide attendance, missing or inadequate systems for identifying and responding to attendance concerns has been lacking, but we started to see gains with the implementation of a school wide Attendance team, intervention tracking, communication patterns, increased family affinity nights and increased parent voice.

f. TTSD Synergy and Canvas platforms create barriers for family access to invaluable information regarding their student's progress - academic and attendance.
g. Our Spanish speaking families express a disconnect from their student's teachers in terms of consistent communication. Families would like to have more opportunities for students to access support outside of class time.

2. What patterns or key takeaways emerge across data sources?

a. **Takeaways:** a changing population has led to communication and information gaps for families. This disconnect and information gap impacts attendance, behaviors, and academic performance for students.
b. Streamlining our technology platforms, clearly communicating progress with families using mediums they can access and understand, shifting the testing culture and celebrating growth, and continuing to implement instructional practices and clarity in the classroom, has the potential to positively impact attendance, behavior, and academic progress.
c. The data tells us that we're moving in the right direction. With more focus and intentional work specific to teacher clarity, building mathematical habits, explaining and justifying our reasoning, and understanding math at a deeper level, on top of procedural fluency, has potential to positively impact student growth and achievement.

3. What strengths are evident, and where is there the greatest need for growth to better support student success?

a. Continued focus on our MLE population, with an added focus on our Pacific Islander community are both areas of strength and need for continued growth. Dedicated time during professional development and PLC's to identify student profiles and plans to best support all students. Dedicated time during PD to look at our iReady scores and develop a plan for students at various grade levels.
b. Student and family communication - increase communication regarding attendance and academic growth and performance. Shift testing culture and be intentional about celebrating growth with students and families.
c. Alignment across grades and content areas, specific to connecting standards, learning targets, and success criteria, will increase teacher and student clarity.
d. Continued work with our Attendance team to get increased buy-in from staff, clearer communication patterns, and more family voice to support our tiered response.
e. Parent technology support provided by the school will be possible through Jump Start Night and affinity nights.
f. Expanded options for students to access academic support through After School Activities, grant funds, and expanded Tier 2 offerings through Homework Club.
g. Expanded family affinity nights to include our Pacific Islander population.

Reflection from Prior Year

Change Ideas from Previous School Year?	What was the intended/predicted outcome?	Adapt, Adopt or Abandon	Why? What data is informing this decision? If adapting, what changes are being made?
Visit 2 classrooms per day as a walkthrough or evaluation. Explicitly tie the work we are doing around instruction, to these walkthroughs and evaluations.	We would get into 2 classrooms a day, and not always with the intention of providing evaluation. More often than not, we would be in classrooms to monitor the pulse of the building, instructional needs, and places and spaces to adapt future PD and staff meeting instructional ties. Explicitly making connections to instructional work and the 5Ds allows for teacher clarity.	Adopt	We did not meet this goal this year, but this will be a requirement in order for us to complete all of our evaluations this year, with fewer administrators to carry the load. Continue to build out teacher clarity when it comes to the 5Ds and instructional practices that increase student engagement and support all learner profiles.
Provide additional support to teachers who are reporting, at a higher rate than others, distracting behaviors in their classrooms by writing office discipline referrals. Use discipline reviews to identify patterns in student and staff behavior, work with individual teachers when needed, and systematically through Tier 1 for building trends.	Support classroom teachers and students with patterns of behaviors.	Adapt	We were more intentional at addressing Tier 1 building needs at the moment, which shifted some of our targeted behaviors. Moving forward, we will utilize behavior focus areas through Community, and recognize the behaviors we want to see through our PBIS systems. Be more intentional with building monthly themes and characteristics. Make sure our systems are all intertwined and moving the work in the same direction.
Implemented targeted and flexible supports for consistent tardy concerns. Broadened the number of students we were able to support through structured days, which in turn, decreased the number of repeat offenders.	Increase attendance and decrease tardies. Increase school to family communication and partnership.	Adopt	We got started on this later than we had hoped, specific to the Attendance Team. We will get this started from the jump of the school year, and think proactively about some of our chronically absent students from last school year. Let’s get them connected early and often.

Organized and ran an in building Attendance Team, that included our attendance secretary, counselors, FPA, social worker, and AP. Created a system to track attendance interventions and changes in attendance.			
Have PLC representation on our AVID/Instructional Leadership Team. Implementation of Content Area Leaders.	Drive instructional shifts that support our MLE students. Use as a leadership advisory team to gather perspective, context, and experience from a variety of HMS stakeholders.	Adopt	With the late addition of CALs, our work barely got off the ground. However, we were able to increase the frequency of PLCs, start conversations about STAR, create a 5 year plan with implementation steps, and get the team excited for this school year.
Narrowed the scope of PLC work to focus on short instructional cycles, specific to instructional strategies that create access points for our MLE students.	Get away from year long SMART goals, and move towards conversations around our instructional practices and how we're meeting the needs of our diverse learner profiles	Adapt	This is a work in progress. We will continue with having PLCs twice a month. We will work to embed meaningful and timely monthly themes to keep conversations from becoming stagnant, and keep the work moving around standards based teaching and assessment. We will introduce monthly share outs from each PLC (30 second brag) about something data driven that you're proud of or excited about.
Focus on meaning-making, explicit vocabulary instruction, OTRs, and retrieval practices.	Increase student retention and understanding across content areas.	Adopt	We will continue to highlight these instructional practices.
Professional development in math habits of mind (Teacher Development Group) for all math teachers. TDG was the only PD offered to our math team, with the hope that this would feel like the only work, not in addition to. Math	Increase math practices and intentional PD for our math team. Shift practices to focus on skills, as opposed to tasks.	Adapt	We are continuing the work with TDG, and all math teachers will be involved. However, we are not pulling teachers from our building level PD nearly as often. The rounds that we implemented last year, which did create teacher capacity and safety around being in each

PLC PDA cycles specific to worked examples in the classroom.			other's classrooms, will be shifted to one day per grade level, at each school. This will allow for deeper work and specific to grade level growth and instructional moves. Part of TDG will also be specific to building PLC leaders through our CAL positions. Building leadership capacity will help move the TDG work internally, and work to build the leadership capacity of our math team.

If needed, additional Change Ideas for Current School Year?	**Alignment to CCRE Framework Priority Tenet**	**Intended/Predicted Outcome** (How will this change idea impact student outcomes?)
Use of FSI funds to create 2 sections of 8th grade math that will focus on math language acquisition.	Critical Consciousness	Intentional placement of students who require support into math classrooms designed to provide appropriate access - including the use of translanguaging strategies - reduces linguistic barriers and allows students to demonstrate mathematical understanding rather than language proficiency. Effective translanguaging practices in math may include: discussing problem-solving in home language before sharing in English, bilingual anchor charts and vocabulary supports, specific opportunities to label and write explanation, and the use of worked examples and sentence frames to support meaning-making.
Math has worked specifically with TDG to build out priority standards, learning targets, and math habits. Success criteria and formative assessment will be the next steps on our standards-based instruction and assessment journey.	Congruent Instructional Practices	Clear teacher understanding of the standards and learning targets they are teaching toward creates clarity for students and moves our school toward consistent, standards-based instruction and assessment. When students know what they are expected to learn and how their learning will be measured, they are better positioned to

		engage, reflect, and grow. By intentionally building common formative assessments and engaging in PLC conversations focused on the instructional practices that produced specific outcomes, we can strengthen instructional alignment and accelerate academic progress.
PLC 30 second brags at staff meetings	Congruent Instructional Practices	Dedicated time will be built into each staff meeting for PLC leaders to share a data-informed bright spot with the full staff. While the format for sharing may vary, the intentional practice of making PLC work visible will strengthen collective learning. By elevating effective instructional practices and the outcomes they produce, we increase buy-in, reinforce shared responsibility for student learning, and promote coherence around common instructional practices across the school.
Increase HW club offering	Critical Consciousness	Start HW Club with fall ASA, instead of waiting until Winter. We will supplement our FTTS grant with FSI funds, to provide more access to HW club, and include multiple spanish speaking staff to support students. This will also allow us to start out Tier 2 intervention - Student/Home Tracking Academics Communication (STAC), three months sooner, helping students build academic and executive functioning skills sooner in the school year.
Implement quarter long planners across the school - to include grade checks and reflection, goal setting, organization checks, after school activities, and daily to-dos.	Congruent Instructional Practices	This aligns with the needs of our students and families, to create a clearer path of communication for upcoming classroom needs and assignments, along with building student agency over these 3 years of middle school. This will be a building wide commitment and embedded into Community and classroom structures.
Mail home grade and attendance reports, quarterly.	Critical Consciousness	Increase communication with families and build student agency. Create urgency on the part of staff to more closely align gradebooks and grade practices.

Safety, Culture and Climate: Implementation Plan

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

SCHOOL LEVEL GOALS:
6th Grade Attendance:
AtHazelbrook Middle School we will increase 6th grade regular attendance from 72.9% from June 2026 to 76% by June 2027 for all scholars.

At Hazelbrook Middle School we will increase 6th grade regular attendance from 66% from June 2026 to 71% for our Hispanic students by June 2027.

Student Perception Survey
Hazelbrook Middle School
******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 Hazelbrook Middle School 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	88%	100%	80%	86%	92%	100%	87%	94%	78%	82%	

Executive Summary: Answer the following questions.

1. **As you review your data—academic results, observations, and input from scholars, families, and staff—what root causes are contributing to current outcomes?**
    a. HMS met or exceeded data points in 2 focus areas identified by the district at the middle level. 84% of students surveyed noted that they "feel safe at school". 70% noted that "adults notice when they do something positive".
    a. Root cause analysis connects intentional and continuous refinement of attendance response and Tier 1/Tier 2 systems at Hazelbrook as having a significant impact.
    b. The HMS attendance team embraced a tiered level of response in regards to student attendance rates. 1,879 different points of contact were made by the attendance team for the 25-26 School year. Point of contact responses ranged from phone calls, mailings, and home visits.
    c. What patterns or key takeaways emerge across data sources?
    a. HMS experienced a positive trend of increased attendance with several key indicators: 4% Overall, 10% Spanish Speakers, 9% Former & Current EL, and 16% SPED
2. **What patterns or key takeaways emerge across data sources?**
    a. 92% of staff surveyed used PBIS Rewards (Hawk Hi5's) / 93% of students surveyed acknowledged receiving them.
    b. 345 Students were recognized as part of the Student of the Month celebrations over the course of the 25-26 school year.
    c. Strengthening a staff and student culture of positive recognition is having an impact on HMS referral data.

3. **What strengths are evident, and where is there the greatest need for growth to better support scholar success?**
    a. Our attendance team has made significant strides in connecting with students and families, embracing a Tiered level of response.
    b. Strength in our Tier 1 and Tier 2 systems is evident. 88% of students at Hazelbrook had 1 or fewer behavioral referrals over the course of 25-26 school year.
    c. Intentional recognition of positive student behavior and responsive SEL topics provided through community have been strong factors in promoting community and culture of positivity.
    d. 1% of students received 6 or or more referrals over the course of the 25-26 school. Responsive Tier 2 teaming has led to identifying and supporting higher risk students proactively.
    e. More Day 1 moves to support students with appropriate supports and interventions.
    f. Tighter Tier 2 systems that collect data and effectiveness.
    g. Rebranded Engagement/CREW program with frequent communication and partnerships with families.

Culture/Climate Reflections from Prior Year

GOAL: At TTSD, we create an environment where scholars, staff, families and community feel connected, valued and engaged.

	Change Ideas from Current School Year	What was the intended/predicted outcome?	Adapt, Adopt or Abandon	Why? What data is informing this decision?
Leadership Pillar	Included CAL leaders in our AVID/Instructional leadership team	Build teacher leaders in various content areas. Provide a sounding board for leadership decisions and direction.	Adopt	We were able to make some significant changes to our PLC structures, and adequately set up the systems and buy-in to begin our work around teacher clarity.
	Spanish Speaking Family Affinity Nights	Get more voices to the table so we can better serve our community.	Adapt	We were able to run 2 meetings this year, and would like to continue with our Spanish Speaking affinity nights, but also add one for Pacific Islander families.
	Equity leadership team meetings	Get more voices to the table.	Adapt	This is a challenging meeting to get teacher voices to and so it moved more to one Equity Leader and administrator. The focus became around affinity and alliance groups, as opposed to larger, school wide moves. The Equity Teacher Leader was also on maternity leave so we paused some of our work. Hoping to pick up the work this year, and get back to some building level moves as well as continued work around affinity and alliance groups.
	Monthly Union-rep checkins	Keep a pulse on the building.	Adapt	We moved to meetings as needed.
	Targeted instructional PD that relates to building and district instructional goals, support of	We want teachers to know who's sitting in their classrooms and how to move students forward by	Adopt	We will double down on this in the coming year - finding ways to come back to ELLevation more frequently

	underserved groups specific to our MLEs, relates to PLC work, and moves instruction forward.	creating multiple access points for all learner profiles.		and embed that information into our daily planning practices.
	Structured Staff Supervision Schedules	Continue to provide adult supervision during unsupervised times throughout the day - from counselors, deans, administrators - this creates quick staff check-ins, visibility for students and staff, and provides real time feedback for climate and culture.	Adopt	Continue this work as it's significantly decreased ODRs over the past 2 years and created great visibility which builds trust and community with staff and students.
	Attendance Team	Create a tiered response to attendance concerns.	Adopt	This system allowed us to track interventions and progress in real time.
	Structured Day	Students are still able to access their classes, while removing unstructured time.	Adopt	Significantly reduces exclusionary practices.
Staff Pillar	Wellness Activities / Community Building Activities	Bring staff together and create opportunities for connection.	Adopt	We didn't get the opportunity to really get this off the ground for a whole year, since our coordinator was out on maternity leave. I hope to complete a full year of this type of community building.
	Climate & Culture Survey	Identify areas of strength and areas of growth, as noted by staff, students, and families	Adopt	This provided great feedback last year, so we will continue.
	Shoutouts from families, via the bulletin	Provide an extra boost for staff throughout the year.	Adapt	We will find a way for families to share shoutouts with us, but will find a different way to highlight this form to get more participation.

	Family Affinity Groups	Increase communication with our MLE families and bring the voices we need to the table so we can make system shifts to better reach and support our families.	Adapt	Increase frequency and offerings, to include our Pacific Islander community.
	Follow and implement community meeting lessons that align with monthly themes. Introduce HMS student produced Hawk Talk, and increase weekly communication for students through morning, lunch, and community slides.	Respond to student needs and provide incentives around upcoming events and activities.	Adapt	Continue, with changed themes. Connect those themes to our featured library book collections, Student of the Month, and Hawk High Five distribution.
Student Pillar	Increased Affinity/Alliance offerings to include BSU and NEST.	Increase spaces where students can connect with a common purpose.	Adopt	This was super powerful this year. So many students were able to join 1 or more affinity/alliance groups.
	Increased Leadership Offerings	Increase student voice.	Adopt	We are reducing a section of Leadership in order to offer another section of AVID. However, trimming down this group will allow for more targeted work with clear “asks” of our students.
	Climate & Culture Survey	Get student voice to the table specific to what we’re doing around PBIS and how students are feeling seen and valued.	Adopt	We have made some adjustments to the survey itself, but will continue to get student voice to the table.
	Intercambio	This is an amazing program that builds connection and skill-building through mentorship.	Adopt	We will definitely continue and expand this program, based on student responses and grade changes in our intercambio students.

Family Pillar	Family Affinity and Alliance Groups	For school administration to seek feedback and support specific demographic groups who are often underrepresented in feedback. Expand groups to include students and families who identify as Native Hawaiian/Pacific Islander	Adopt	
	Weekly Newsletter	This information will be shared weekly, but we made an intentional push to share our story in pictures - the fun / culture work, and the instructional work.	Adapt	We will continue to shift the narrative of HMS by telling our own story, but also starting to wrap in some of our goals and academic and behavior focuses and gains.
	PSO	Work collaboratively to create a positive and celebrated experience for staff, students, and families.	Adopt	Students and families have been incredibly receptive to all the ways we celebrate them. Staff too, has been appreciative.
	Volunteer Opportunities	Invite as many people as possible into the building - which shifts perception.	Adopt	We increased the number of consistent volunteers this year by a half dozen.
	Climate and Culture Survey	Identify areas of strength and areas of growth, as noted by staff, students, and families.	Adopt	Identify areas of strength and areas of growth, as noted by staff, students, and families.
Community Pillar	Pacific NW Behavioral Health	We were able to expand our group offerings this year, and be incredibly intentional with who was included and what was being offered.	Adopt	The number of students we were able to serve was super impactful.
	Tualatin Together	This didn’t get off the ground this year.	Abandon	

	Tigard Tualatin Foundation	Grant to support HW club and provide students with additional access to school resources outside of class time. Transportation provided.	Adapt	We were able to start this program earlier, and have now found additional funding to support starting in September. We will also look to increase structure.
	Tualatin PD	SRO is incredible and super supportive.	Adopt	SRO relationships and full time SRO in our building. Student response to our SRO.

	Additional Change Ideas for Next School Year	**Alignment to CCRE Framework Priority Tenet**	**Intended/Predicted Outcome** (How will this change idea impact scholar outcomes?)
Leadership Pillar	Calibrate the path from classroom to office managed ODRs. Make some decisions as a staff about approach and tiered responses prior to becoming office managed.	Humanizing Culture and Climate	Create buy-in and allow teachers to keep some of that relational capacity in the classroom, rather than sending a student to the office. Empower staff to make those phone calls and connection with families.
	Collaborate with our new Engagement . CREW teacher to create structure and systems that support students, staff, and families.	Critical Consciousness	More students are receiving the support they need, from day 1. The structures are collecting data and we are pivoting throughout the year to support students and staff, and wrap in families.
	CIP Quarterly Snapshot Review: Attendance, Behavior, iReady.	Congruent Instructional Practices	Create a culture of consistent and intentional data collection, reflection, and action steps.
	Use behavior trends over the past two years to look for monthly trends and possible root causes, so we can address them proactively, with staff input, and using the systems we already have in place - community and PBIS.	Humanizing Culture and Climate	Lower behavior numbers in historically peak months.

	Intentional Day 1 Tier 2/Tier 3 students. Review data and schedule meetings with students and families before school starts.	Critical Consciousness	These students will respond to early intervention and stay on track with minimal redirection.
Staff Pillar	Calibration and commitment to a clearly identified set of steps to go from classroom to office managed discipline referrals.	Humanizing Culture and Climate	Create better partnerships with students and families.
	Clear systems and structures for Engagement & Crew. Classes are populated on Day 1 and structures are shared with staff in August. It's a complete program overhaul.	Critical Consciousness	More students are receiving the support they need, from day 1. The structures are collecting data and we are pivoting throughout the year to support students and staff, and wrap in families.
Student Pillar	HW Club	Critical Consciousness	Expanding HW club offering to start in September, and then being intentional with structures to support learning, we will increase student participation and increase student grades.
	Engagement / CREW	Critical Consciousness	Increasing the capacity of this program will allow more students to get the support they need, and earlier in the year.
Family Pillar	Engagement / CREW	Critical Consciousness	Families will be brought into this program, sharing data and working with families to support students.
Community Pillar	e-Bike Safety	Humanizing Culture and Climate	We are working with a variety of outside organizations to do a week of e-bike safety, through live assemblies to community lessons - it will be a fun and engaging educational experience.

Bias & Hate: E.A.S.H Plan

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

Education Objective	**How is the objective being met?**	**Who is leading the work?**	**What is being prioritized, reinforced, and in maintenance and why?**
Scholars, staff, families and community are **aware of and understand our policies on bias and hate**, bullying and harassment.	This objective is being met through weekly Community lessons, school website, staff meetings, and professional development. Community Lesson 1-Pager for Staff Response	Administrators are primarily responsible for leading the sharing of hate speech and bias policy information. All staff and students are responsible for adhering to the policies and participating in the actions they require.	We are prioritizing Tier 1 instruction with students through delivery of the Community lesson, and follow up lessons scheduled through-out the school year. We are also prioritizing consistency in our response from all staff.
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.	This objective is being met through weekly Community lessons, school website, family communication, staff meetings, and professional development. Community Lesson 1-Pager for Staff Response Students Rights & Responsibilities Lessons & review Family Newsletter Communication Accountability Projects w/students Family engagement after incidents	Administrators are primarily responsible for leading the sharing of hate speech and bias policy information. Staff educate students on school and district expectations specific to hate and bias speech. All staff and students are responsible for adhering to the policies and participating in the actions they require.	We are prioritizing consistency and restorative practices to ensure that HMS is a safe space for all of our students.

Scholars, staff, families, and community will be **equipped to talk about their lived experiences** and support for **conflict management and resolutions.**	Parent Affinity Groups (Spanish Speaking & Pacific Islander) NPFH Expanded Affinity & Alliance Group Offerings Community: Regulation & Conflict Resolution lessons - Tier 1	Administrators provide time, space, resources, and support. FPA is leading parent affinity groups. Staff are facilitating lessons and affinity/alliance groups.	Priority is specific to getting our parent affinity group started and maintained. The other priority, based on ODR data, is specific to tier 1 strategies around regulation and conflict resolution.

Engagement Objectives	**How is the objective being met?**	**Who is leading the work?**	**What is being prioritized, reinforced, and in maintenance and why?**
Scholars, staff, families, and community **define their collective identity** as a community and **how they want to be in community** with one another	Affinity & Alliance groups are working to create themed lessons to share through Community, specific to celebrating their shared identity. We have incorporated Heritage Heroes into our Heritage months through Community class, which are created through Affinity groups. Increased representation with canvas' created by affinity/alliance groups from 25-26.	Equity team and affinity/alliance leaders, alongside administrators.	This was new last year, and we are continuing to refine the work, but our goal is to continue to increase student voice.
Scholars, staff, families, and community collectively **set agreements and common expectations to support accountability** toward operationalizing collective identity as	Continue to build and implement accountability projects to educate students and repair harm. Continued communication with families to include in the repair process.	Administrators, Dean, Counselors.	Prioritizing consistency in our responses. Reinforcing the value of education and making sure that all students feel welcomed and supported.

a community and what happens when repair is required			
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	The tools for practicing our values are listed in the objectives above.	This is a collective effort led by all the members of our community on a day-to-day basis. We are all responsible for practicing these agreements.	Maintain current systems. We have strong buy-in from staff, so we intend to build on this work with staff as the year progresses.
Scholars, staff, families, and community collectively **understand the steps required toward repairing relationships** and strengthening the sense of **equity, inclusion, and belonging**	Repairing relationships is part of our response, through a restorative lens. Per the other objectives, this work is taught on a regular basis.	Admin, Dean, Counselors work to implement consistent practices around repairing relationships. All staff are responsible for strengthening equity, inclusion, and belonging.	We will continue to prioritize relationships and repair, in combination with education and consistency.

Accountability for Implementation of Solutions and Healing
(Overall data for 25-26 school year)

25-26 Data: Bias Incident/Hate Speech - Race/Color/National Origin: 25 referrals (4.87% of ODR data)
25-26 Data: Bias Incident/Hate Speech - Sexual Orientation: 16 referrals (3.11% of ODR data)
25-26 Data: Bias Incident/Hate Speech - Disability: 6 referrals (1.1% of ODRs)

EASH Mitigation Plans:

What lessons were learned in facilitating solutions and healing?
Each incident of hate or bias speech is unique and requires a unique response that supports everyone impacted. This was an area of focus for us last year, and will continue to be an area of focus this year. We have found that accountability projects that educate students on language and context specific harm, have been impactful, as we have less repeat offenders. However, the time it takes to create meaningful accountability projects is extensive. We need age-appropriate, vetted educational resources to guide our responses and healing, so we can balance accountability with care and understanding.

Through the EASH process this year, we did work more formally with some of our MEChA and NPFH leaders to organize a student-led and organized

walk-out. Voice is so important, and as we move into next year, it will be even more important to lift the voices of our students.

How will that understanding impact your work to prevent and create awareness in your community?
We will review our work from the 25-26 school year, with staff in August. It's important that we are addressing hate & bias speech from the jump of the school year, through preventive education and reminders to staff, students, and families. Our work this year made a huge impact and decreased the number of Race/Color/National Origin referrals by 30%. We will also do some intentional work this year to support staff and students in celebrating and including students with disabilities. Education around neurodiversity through Community and staff meetings, as well.

Tier I move
- Consistency and calibration in Tier 2 processes and supports - expand Tier 2 supports and create a Wednesday meeting for staff to have the option to attend and talk about students of concern
- Community lessons target Tier 1 data follow-up, are culturally responsive, fit into the collective purpose, focus on skill building, and add to climate and culture. Build out the Heritage Heroes section of Community lessons, based on Heritage monthly themes. Include student voice and affinity groups in the creation of these slides.
- Increase visibility of our affinity/alliance group offerings by placing a canvas from each group in our commons
- Student Affinity/Alliance Groups: BSU, AQUA, MEChA, NPFH, PAW, WRA, JAG, NeST
- Parent Affinity Groups - Spanish Speaking & Pacific Islander Affinity Groups
- Education:
    - Hate & Bias Speech Staff Lesson
    - Hate & Bias Community Lesson
    - Conflict Resolution strategy for students, which is also used in the office when working with students
- Data driven decisions to develop the areas of focus: Bias & hate Speech, disruption, and skipping
- Professional development specific to the office staff who are often the first contact with students and parents
- Attendance team - using data to drive tiered responses to student attendance
- Newcomers - social emotional student guidance group
- Skill building groups
- PNWBH partnership

Tier II move
- Consistency and calibration in Tier 2 processes and supports, with expanded meeting times
- Using proportionality data to reflect on our referral guidance and decision making
- Focus on attendance data, reviewing data as it reflects our student population. Continuing our Attendance team work, to include a tiered response to attendance concerns and family engagement. This team includes our Attendance Secretary, FPA, counselors, a dean, and an administrator
- CREW & Engagement are data driven and informed and wrap around communication with families and staff
- Clearly defined CREW & Engagement systems that wrap around students, and include staff and families
- Accountability projects and reflection opportunities for discipline response (hate speech, bullying, harassment, fighting, etc.)
- Create a communication pattern that includes all staff in the follow-up from Tier 2 meetings

Tier III move

- Accountability projects as part of ISS/OSS that focus on education and skill-building in the target area
- Re-entry meetings to increase parent engagement in discipline practices
- Increased connection meetings between school support staff (SW, counselor, engagement teacher, admin) to provide appropriate service

Relevant Policies: GBB/JBC Bias Incidents and Hate Speech | JBC/GBB | ACB All scholars Belong | ACB-AR Bias Incident Complaint Process

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

Education Objectives

Objective	**How is the objective being met?**	**Who is leading the work?**	**What is being prioritized, reinforced, and in maintenance and why?**
Scholars, staff, families and community are **aware of and understand our policies on bias and hate**, bullying and harassment.	• Pre-service Bias Policy Slide • Family Friendly E.A.S.H. Brochure The policies are shared with staff to start each year and by means of the EASH brochure on our community website. Students' primary learning is based on the imprints lesson (see below.)	Administrators are primarily responsible for leading the sharing of hate speech and bias policy information. All staff and students are responsible for adhering to the policies and participating in the actions they require.	Following the policy in terms of student incidents is well-established, at this point. The primary focus is communicating this policy as it relates to adults and leveraging the EASH referral system to improve the effectiveness of our procedures.
Scholars, staff, families, and community are able to **define, identify, intervene, and repair/heal from incidences of bias** in the	• Imprints lesson in English & Spanish In addition to the annual delivery of this lesson, collectively developed	Fifth grade student leaders support the development and delivery of instruction, alongside classroom teachers and guided by admin.	These lessons, this language, and our culture as it relates to anti-bias instruction is well-established. Our current emphasis is transferring leadership to students and keeping

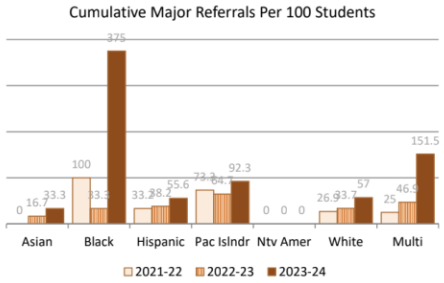
community, interpersonally, within the classroom, common spaces, or school-wide/district-wide.	guidance for anti-bias instruction (see below) and No Place for Hate activities supplement this work.		materials up-to-date and relevant.
Scholars, staff, families, and community will be **equipped to talk about their lived experiences** and support for **conflict management and resolutions.**	• Anti-bias Instructional Materials and Approach In addition to the collectively developed guide above, culture-specific lessons (see below) and school wide discussion protocols (see below) support this objective.	Classroom teachers, with support from administrators and the equity team, are primarily responsible for delivering instruction that helps students develop these skills.	Many of our resources for meeting this objective have been developed by means of No Place for Hate work. We are working to update our activities and materials to provide more variety this year.

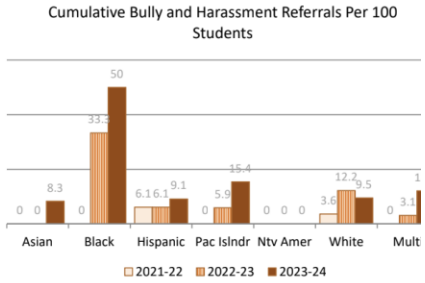
Engagement Objectives

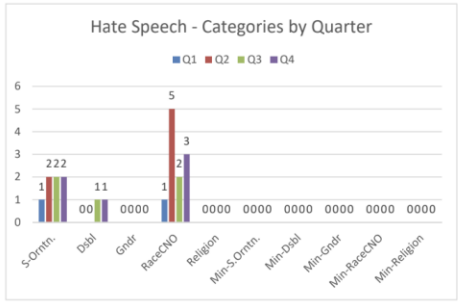
Objective	**How is the objective being met?**	**Who is leading the work?**	**What is being prioritized, reinforced, and in maintenance and why?**
Scholars, staff, families, and community **define their collective identity** as a community and **how they want to be in community** with one another	• Black Stories • Native American Connections • Deaf History Month • Asian American and Pacific Islander Heritage Month Heritage month lessons facilitate identity development for individuals and for the group as a whole. Other curricula, including PAX and Caring School Communities, also facilitate the development of community norms.	The equity team is primarily responsible for the development of these lessons, however, their implementation, as well as the other structures that provide the framework for collective identity building are implemented by teachers.	Presently, the integration of SEL throughout the school day and content areas is the highest priority, in terms of this goal. In particular, supporting students with navigating conflict is a goal this year.
Scholars, staff, families, and community collectively **set agreements and common**	PAX strategies require collective development of community agreements, student leadership, and	The PBIS team leads the work to develop structures for creating common expectations and	Continuing to keep these processes student-centered is a goal. Knowing how much adult support to offer is a

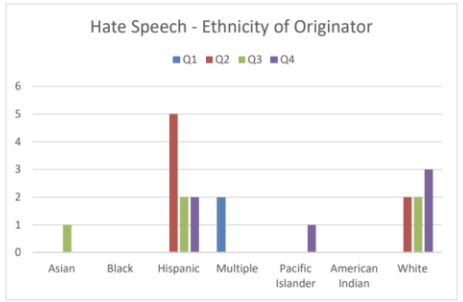
expectations to support accountability toward operationalizing collective identity as a community and what happens when repair is required	collective reflection. School-wide implementation of PAX-aligned PBIS systems provides a framework for implementing and reinforcing the agreements in a collective way. Our imprints lesson and instructional approach provides a framework for reteaching and repair.	accountability. Students are responsible for developing these common agreements using the established structures. Staff are responsible for supporting them in doing so and directing repair, when needed.	challenge at the elementary level, especially given that different students need such different degrees of support in terms of building the skills necessary to adhere to community agreements.
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	• Discussion protocols: Toolbox of resources • Caring School Communities curriculum • Buddy Classrooms Some of the tools for practicing our values are listed here, however, the resources provided for most of the other objectives also illustrate how collective values and agreements are implemented.	This is a collective effort led by all the members of our community on a day-to-day basis. The systems are established, and while they are not perfect, we are all responsible for practicing these agreements.	Having retained the majority of staff over the past year, our goal is to maintain our systems, working on onboard new students as a result of boundary changes and high rates of mobility.
Scholars, staff, families, and community collectively **understand the steps required toward repairing relationships** and strengthening the sense of **equity, inclusion, and belonging**	• Bridgeport's Hate Speech Response Document In addition to this document, all of those listed in above that outline our systems and their implementation support this objective.	Administrators often lead this repair process, however, others are aware of how it works. Other staff members may lead a repair process, depending on the situation.	Administrators continue to focus on communicating with all those involved while navigating these situations in an effort to build understanding and empower others to take the lead in the future.

Accountability for Implementation of Solutions and Healing









EASH Mitigation Plans:

What lessons were learned in facilitating solutions and healing?

1. **Sizing the problem:** Calibrating how serious an incident is, both with the student who caused the harm, the student who was harmed, and their families, is an ongoing process that is very context-dependent. Intent and impact both play a role in sorting through this challenging question, which is necessary in order to ensure that the repair process adequately meets the needs of all those involved.
2. **"Bad" words versus hateful words:** Some elementary aged students confuse hateful or biased language with "bad" words. While hate speech and biased comments may also be categorized as "bad," it is often necessary to help students understand that the nuanced or explicit hatefulness implied by the word or comment puts it in a unique class, different from most other inappropriate language.
3. **Difficulty generalizing:** Some students have struggled to generalize lessons regarding imprints, hate speech, or biased incidents. We have noticed that some students may understand and remember re-teaching related to a specific context, but may not transfer the learning to new situations. In these cases, a more individualized program with increased support or re-teaching may be in order.

How will that understanding impact your work to prevent and create awareness in your community?

Tier III move: For repeat originators with learning differences who may also still have emergent language skills, transferring learning from one bias incident to another may be especially challenging. For some individual students, we will convene a team and may determine that additional instruction or support should be added to their IEP or Behavior Support Plan in order to help them generalize positive communication skills across settings.

Tier II move: Due to increased capacity on our counseling team, having added resources to our behavior support team, our counselor will now work alongside administrators to identify classes and grade levels with higher rates of conflict or other behaviors and create tier 2 lessons that explore a topic more in depth, working alongside the teacher to implement additional instruction for the identified classes.

Tier I move: One of our most unstructured, unsupervised environments, the bus, can be a challenge for students. While we want them to independently practice the social skills they learn in class and in small groups, these settings have proven to be a challenge, even for students receiving only one tier of support. As such, we are working with the PBIS team to develop replacement behaviors and other solutions, like additional adult support on the bus, to occupy students with positive activities and provide coaching for small conflicts before they become serious.

Relevant Policies: GBB/JBC Bias Incidents and Hate Speech | JBC/GBB | ACB All scholars Belong | ACB-AR Bias Incident Complaint Process