Tigard-Tualatin School District:

2026-27 Elementary Continual Improvement Plan

Continuous Improvement Plan Purpose: The Continuous Improvement Plan (CIP) is an internal document used by school leaders to align their work with district goals for student outcomes. It outlines key priorities, strategies, and progress measures that guide school-level planning and improvement efforts, offering visibility into each school's priorities and alignment with the district's broader mission for educational equity and excellence. While primarily designed for principals and leadership teams, and site councils, it also serves to inform governing bodies—including the School Board, Cabinet, and Educational Equity Advisory Committee—about how each school is advancing district-wide priorities, with a focus on equity and success for all scholars.

TTSD Collective Goals:

- **Reading Proficiency (Grades 3&5):** Grade-level reading by 3rd grade predicts high school success. By 5th grade, strong reading skills prepare scholars for secondary-level texts.
- **Math Proficiency (Grade 5):** Mastery of math by 5th grade lays the foundation for middle school success.
- **Attendance (Kindergarten):** Consistent attendance at key transition points supports engagement and reduces future absenteeism.
- **Scholars Feel Connected, Valued and Engaged:** {Student Survey Question Coming Soon}
- **Office Discipline Referrals:** Aim for 80%+ of scholars (by race and special population) to have 0–1 referrals, promoting a positive, inclusive school climate.
- **Exclusionary Practices:** Reduce suspensions and expulsions, especially for underserved groups, and emphasize restorative practices to keep scholars connected to learning.

Elementary Theory of Action: In TTSD, we believe that every elementary educator is a language teacher, and we are committed to embedding language-rich discourse into every classroom to ensure scholars develop strong skills in reading, writing, speaking, and listening. We design and deliver rigorous, differentiated instruction that values scholar voice and honors their cultural, linguistic, and neurodiverse identities. We live these beliefs through instructional practices that promote collaborative learning, where scholars engage in meaningful dialogue, problem-solving, and teamwork. Through these actions, we

prepare all elementary scholars to promote through the grades choice-ready—academically prepared, socially conscious, and equipped to lead and thrive in a diverse, interconnected world.

Templeton Elementary School



School Mission:

Templeton is a safe & inclusive learning community dedicated to student success and well being.

School Vision:

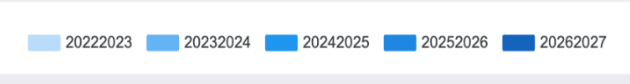
At Templeton, we embrace our community by creating a welcoming environment where every student thrives socially, emotionally and academically.

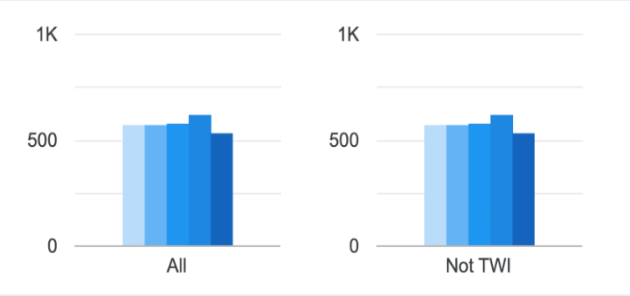
Core Values:

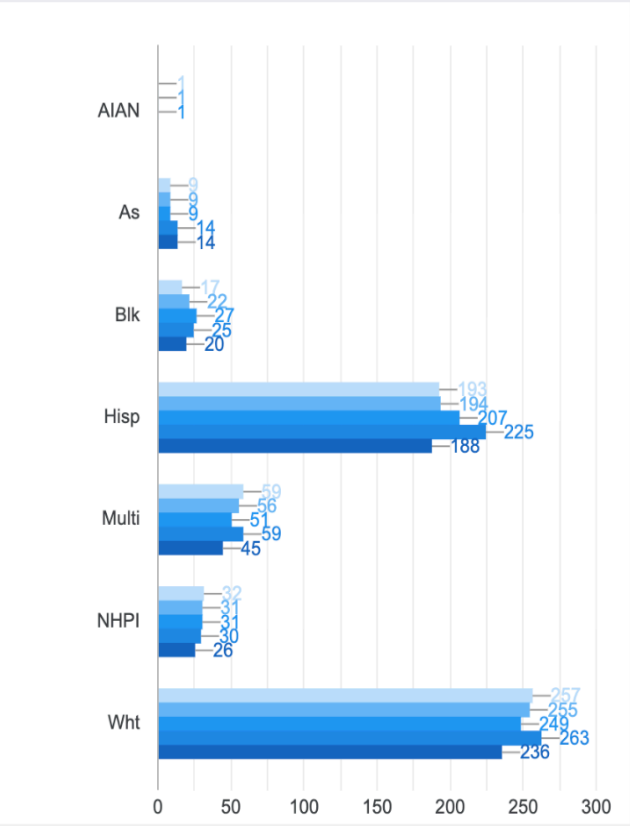
- We believe in the value of an empowered, inclusive, community focused on meaningful relationships, family partnerships and equitable practices.
- We believe in establishing high expectations for all members of our campus community to foster lifelong learning and independence.
- We believe that working collaboratively with students, staff and community members promotes students' success and growth.

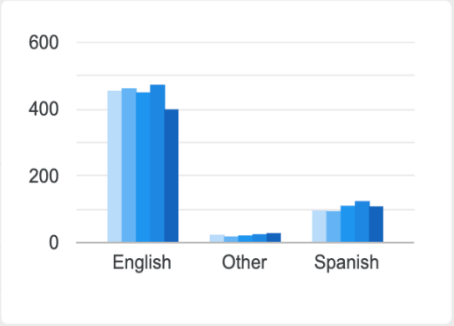
Student Demographics, Programs, and Grade Level - Count of students enrolled in or identified by their parents as a member of a student group.

gradeL… | schoolMP: … (1) | enrolledSCHOOL: Te… (1)

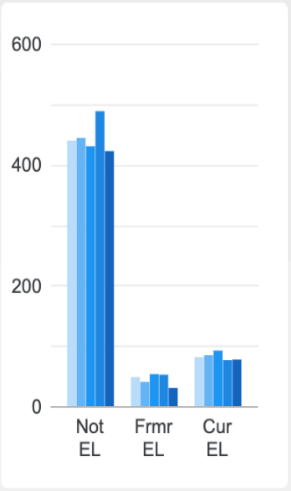


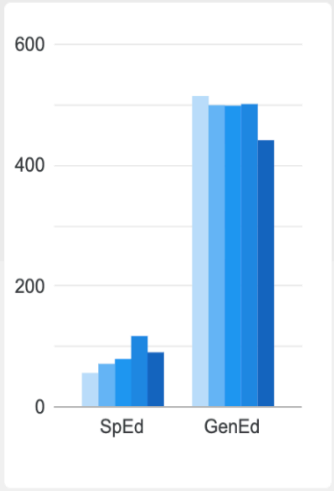


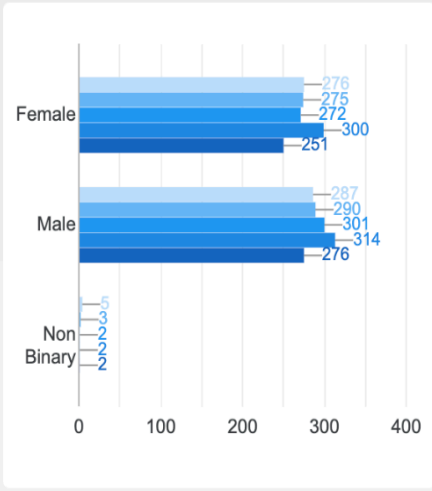


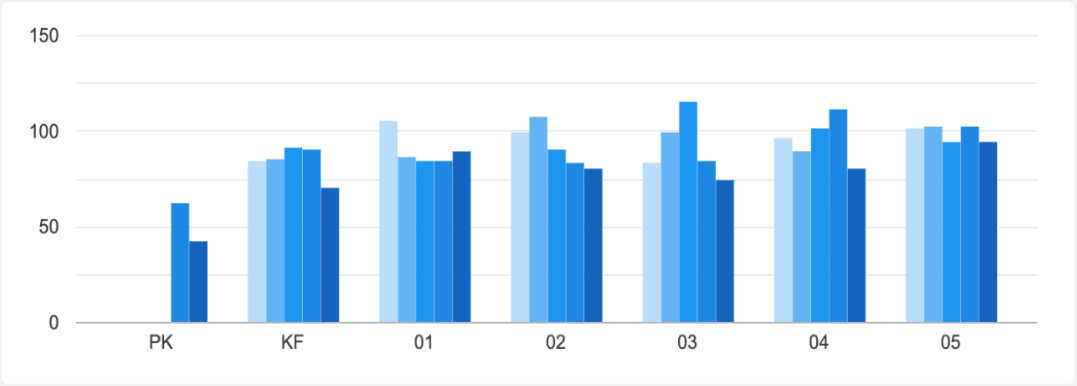


Student Mobility in Development









Templeton Elementary School Road Map

Academics

Safety, Climate & Culture

2026-27

School Mission: Templeton is a safe & inclusive learning community dedicated to student success and well being.

School Vision: At Templeton, we embrace our community by creating a welcoming environment where every student thrives socially, emotionally and academically.

1. **Amplify CKLA Implementation with Integrity:** Research-based instruction aligned consistently both horizontally among grade level teammates and vertically between grade levels ensures a consistent, predictable continuum of learning for each student.
2. **Staff Collaboration:** Both informal check-ins with each other and formal opportunities to discuss student learning together make us better at what we do. As lifelong learners working in an everchanging society, we get to adapt together to dynamic student needs and abilities.
3. **Clarifying learning objectives:** Intentionally planning lessons with clear content and language objectives lays the groundwork and purpose for teaching and learning. Ensuring students know what these are help students focus on learning rather than task completion.
4. **Structured Student Collaboration:** Those who do the talking do the learning. Students acquire both content and language skills when provided with the protocols and scaffolds to support in-depth conversations that promote critical thinking and conceptual understanding.
5. **Attendance:** Consistent attendance increases the likelihood of improved academic and behavior outcomes.
6. **Student Voice:** Fostering leadership by supporting students in identifying safe and kind behavior (PAX Vision) will reinforce positive behavior choices for all students, leading to reduced instances of social conflict and physical aggression.
7. **Positively Reinforcing Behavior and Achievement:** Taking opportunities to celebrate and recognize when students are growing in their abilities to get along with others, to demonstrate behaviors that support learning and to demonstrate academic growth helps build acceptance, internal motivation and a growth mindset that encourages lifelong learning.

The What *(customize for your school's context and strategies)*

Instruction	Attendance	Climate
1. Language Arts	**3. Family Partnerships**	**6. Positively Reinforce Expectations**

○ Facilitate instruction using CKLA with integrity **2. Math** ○ Facilitate instruction using iReady with integrity **3. Integrated ELD** ● Integrate explicit language instruction into all content & daily. Focus on science content	**4. Respond to Data** **5. Implement Multi-Tiered System of Support (MTSS)**	**and Recognize Students** **7. Teach Clear Expectations and Practice Routines** 8. **Document Systematically**

The How *(customize for your school's context for established systems and ongoing data review and adjustments)*

	Action	**Details**
Language Arts	High Leverage Instructional Strategies	● Opportunities to Respond: Including intention plan for precision Partnering in every classroom ● Teacher Clarity: Learning Targets, Success criteria & Comprehensible Input ● Answering questions verbally and in writing (as much as possible) with complete sentences ● Providing Access to Challenging Text with intentional Scaffolding for all students K-5 ● School-wide focus on writing ● Tracking while Reading: All Students K-5 are tracking every time they're reading. ● Clear WIN Time Expectations ● Core Strategies Document
	Regular staff collaboration	● Collaboration and Planning Meetings includes assessment data review in PLC format with MLE Specialists ● Required Monthly meeting with Instructional Coach ● Leadership Team Focused on leveraging real time adjustments

		using data.
	Ongoing CKLA coaching and support in response to staff needs	• Use professional development time throughout the fall to provide implementation training from CKLA curriculum experts, instructional coaches and literacy specialists • Coach and literacy specialists plan strategically for support and leadership responsibilities • Coach and literacy specialists coach and provide resources and support for staff. They collaborate with admin to offer additional PD and support • Coach and literacy specialists collaborate across the district with other elementary coaches and literacy specialists to learn promising practices for new materials and instruction • Utilize CORE Review data to align instruction to target priority skills • CKLA Explicit Routines
Mathematics	Clarify Content and Language Objectives in student friendly language	• Use daily routines to introduce objectives • Post and refer to objectives through the lesson • Encourage self reflection and self-assessment focused on objectives • Move focus to learning rather than on task completion
	Prioritize time on student conversation and thinking during Try/Discuss/Connect learning framework	• Move at a perky pace through accessing background and 3 Reads portions of the protocol • Ensure precision partnering and discussion through all elements of the Try/Discuss/Connect framework • Focus on the 4 R's (Repeat, Rephrase, Record, Reword) to help students build conceptual understanding.
	High Quality Math Instruction with intentional scaffolding so that all learners can access.	• Continued focus on implementing iReady Math with integrity and implementing the core practices of Try/Discuss/Connect at a high level. • Focus on utilizing manipulatives in Math & utilizing this document Taking Care of our Tools • iReady MyPath Math Lessons with 45 minutes per week in grades 3-5.

Integrated ELD		• Provide sentence frames at varying cognitive levels

	Embed language instruction into all grade-level content areas, such as math, social studies, and science
	
	Templeton's ELD Service Model is focused on grade level science standards and content that leverages co-planning & rich high quality instructional practices.
		• All teachers, not just ELD specialists, are responsible for helping English Learners (ELs) develop both their academic language and their subject-matter knowledge simultaneously. All Templeton teachers are focused on the high leverage strategies of:
		  ○ Opportunities to Respond/Precision Partnering
		  ○ Answering questions verbally & in writing with complete sentences
		  ○ Explicit Routines & Expectations for partner & group work.
		• The goal of integrated ELD is to ensure ELs have equitable access to the full curriculum by providing explicit language scaffolds and supports during core instruction. Effective integrated ELD requires intentional collaboration between general education and ELD teachers to align content and language objectives.
		• TTSD's Mystery Science program serves as the foundation for science instruction and our MLE program. Mystery Science is used as our core science program. Grade-level classroom teachers co-plan with MLE's science **specialist** to deliver rich, hands-on instruction. This model has repeatedly produced some of the highest ELPA rates in TTSD.

Attendance	Regular Parent Communication	• Teachers call and speak with families once students are absent for 3 or more days (September); 5 or more days (October and beyond) • Monthly Attendance updates to all families • Attendance data shared with families during conferences.
	Recognize regular attenders during school-wide recognition activities	• Quarterly Attendance Assemblies • Class wide incentives
	Implement multi-tiered system of support	• Tier 1 - Attendance calls and incentives • Tier 2 - Family communication and problem solving when absences surpass 10% of school days using empathy interview style • Tier 3 - Partner with families on building individualized attendance plans
PBS: Recognize Positive Behaviors	PBIS Incentives	• Templeton Tiger Pride Chart classroom and individual student recognition system (Tiger Bucks) • Golden Tiger awards in the classroom • Quarterly PAX assembly winners
	Specific verbal praise	• Targeted skills for earning Tiger Bucks shared in staff newsletter and is the focus of student recognition in classrooms • Tiger Bucks are always paired with specific verbal praise so the student can present to the class how they earned the reinforcer • All observations include tally of positive to corrective feedback, including behavior specific praise
	School-wide Recognition	• Visible display of Tiger Pride Chart completion • Morning Announcements when classes fill Tiger Pride Chart • Class parties when Tiger Pride Chart is filled • School-wide reward when 100% of Tiger Pride Charts are filled

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, kind and responsible behaviors throughout the school in Fall • Winter and Spring Rotations are based on ODR data, Student Climate Survey Data, and teacher feedback
	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:	53%		
% Below Benchmark:	17%		
% Well Below Benchmark:	28%		

i-Ready Overall Placement *English Reading*	**FALL**	**WINTER**	**SPRING**
% Mid Above Grade Level:	20%		

% Early On Grade Level:	18%		
% 1 Year Below Grade Level:	38%		
% 2 Grade Levels Below:	17%		
% 3 or More Grade Levels Below:	8%		

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

Student Group: **add # of students in each group**	**Acadience or DIBELS 8**		
	FALL % at or above Benchmark	**WINTER** % at or above Benchmark	**SPRING** % at or above Benchmark
American Indian/ Alaskan Native (AI)	N/A		
Asian	100%		
Black/African American	59%		
Pacific Islander/Native Hawaiian	33%		
Hispanic/Latino	37%		
Multiracial	66%		
White	63%		
Students with Disabilities			
MLEs			

TAG			

Problem Analysis & Plan Development

(customize for your school's context and strategies)

Each of Templeton's grade level teams met and focused on answering the following questions:

- Why is this happening and what will we do differently?
- What priority skill will be the focus of our literacy instruction?

Templeton Core Review Slides

- Kindergarten
- First Grade
- Second Grade
- Third Grade
- Fourth Grade
- Fifth Grade

(the information below will be updated for winter and spring in the core review agenda linked above)

Kindergarten:

Grade Level Goal:

By Winter of 2027, The percentage of proficient students will go from 40% to 60% as measured by Phoneme Segmentation (skill) DIBELS (assessment).

Strategies/Change Ideas for all students: & MLE's

- Phoneme Segmentation & fluency focus: Extra practice worked into core from CKLA (pausing point activities)
- mCLASS Instruction activities for IAs to work on with groups on blending and segmenting based on group needs
- MLL students who speak Spanish will work on Building Background and previewing key vocabulary.

Focusing on our MLE's

- Preteaching with highest needs group to provide background knowledge and key vocabulary

1st Grade:

Grade Level Goal:

By winter of 2027, The percentage of proficient students will go from 67% to 75% as measured by NWF-WRC (skill) DIBELS (assessment).

Strategies/Change Ideas for all students:

- Additional practice
- Segmenting and blending
- Warm-up for first 5ish minutes of reading
- Use words from "Additional Practice"
- Additional practice during WIN as well
- Adding dictation with new sounds - quick
- Use letter boards, letter cards (whole group/small group)

Focusing on our MLE's:

- Focus on Teacher Clarity & Learning Objectives
- Enhanced WIN Time
- Additional Small groups to for review and extra practice of core.
- Extra support during math from MLE specialist

2nd Grade:

Grade Level Goal:

By winter of 2027, The percentage of proficient students will go from 52% to 67% as measured by NWF-WRC (skill) DIBELS (assessment).

- Strategies/Change Ideas for all students:
- 10-15 min additional practice, with instructional activities, the TTSD Compass with Skills resources, AI Decodables with Amplify, pausing points

- Jennifer and or Sonia can support locating materials
- Ensure all letters are facing the same way
- Strategic partners

Focusing on our MLEs:

- Clear consistent vocabulary
- Addends,
- What language do students need to know?
- Fact family vs. Number bond, etc
- Opportunities to respond
- Writing
- Teach them to form a sentence in their head and write it down
- Less copying teacher
- Science of Writing

3rd Grade:

Grade Level Goal:

By the Winter of 2027:

AG: READING: The percentage of proficient students will go from 62% to 80% as measured by Nonsense Word Frequency, Words Recoded Correctly(skill) DIBELS (assessment) by the next benchmark.

SR: READING: The percentage of proficient students will go from 42% to 50% as measured by Nonsense Word Frequency, Words Recoded Correctly(skill) DIBELS (assessment) by the next benchmark.

SK: READING: The number of proficient students will go from 10 to 14 as measured by Nonsense Word Frequency, Words Recoded Correctly(skill) DIBELS (assessment) by the next benchmark.

Strategies/Change Ideas for all students: *(1-2 sentences, with more detail included in core review agenda linked above)*

- Phonics instruction with students who need practice
- Decodables based on the focus skill of the day
- Enhanced Phonics for all

- Dictaction

Focusing on our MLEs:

- Focus on Teacher Clarity and Learning Targets

4th Grade:

Grade Level Goal:

By Winter of 2027:

JH: Improve accuracy from 62% to 79% as measured by DIBELS in Winter.

KB: Improve accuracy from 54% to 73% as measured by DIBELS in Winter.

HL: Improve accuracy from 63% to 74% as measured by DIBELS in Winter.

Strategies/Change Ideas for all students: *(1-2 sentences, with more detail included in core review agenda linked above)*

- Rewards Implementation, Rewards bookmarks from DeeAnn
- Small group Grade 4 CKLA Foundational Skills
- Strategic Partnering
- Incorporate more language development during core instruction in math
- Use prerequisite reports for planning purposes

Focusing on our MLEs:

- Learning intentions & success criteria

5th Grade:

Grade Level Goal:

By Winter of 2027, The percentage of proficient students will go from 66% to 76% as measured by accuracy(skill) DIBELS (assessment) by the next benchmark.

Strategies/Change Ideas for all students: *(1-2 sentences, with more detail included in core review agenda linked above)*

- *10 minutes of REWARDS*
- *All students tracking all times*
- *Duet and partner reading*

Focusing on our MLEs:

- Strategic planning for partners to increase speaking and listening skills
- Include starting points and entry points with sentence starters/frames

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:	9%		
% Early On Grade Level:	12%		

% 1 Year Below Grade Level:	49%		
% 2 Grade Levels Below:	18%		
% 3 or More Grade Levels Below:	12%		

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

Student Group: **add # of students in each group**	**i-Ready**		
	FALL % at or above Benchmark	**WINTER** % at or above Benchmark	**SPRING** % at or above Benchmark
American Indian/ Alaskan Native (AI)	N/A		
Asian	55%		
Black/African American	12%		
Pacific Islander/Native Hawaiian	7%		
Hispanic/Latino	10%		
Multiracial	25%		
White	27%		
Students with Disabilities			
MLEs			
TAG			

Problem Analysis & Plan Development

(customize for your school's context and strategies)

Why is this happening and what will we do differently?

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

(the information below will be updated for winter and spring in the core review agenda linked above)

Kindergarten:

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

Grade Level Goal:

By June 2027, The percentage of proficient students will go from 25% to 39% as measured by Numbers and Operations(skill) iReady Inform Math (assessment).

Strategies/Change Ideas for all students including MLEs:

- Warm-up counting exercises
- Body breaks with counting
- Counting collections
- Show it another way (Start/Number Talks)
- Extra IA support at the end of the math block

1st Grade:

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

Grade Level Goal:

By June 2027, The percentage of proficient students will go from 24% to 50% as measured by Number and Operations (skill) i-Ready Inform Math (assessment) by the next benchmark.

Strategies/Change Ideas for all students including MLE's

- Schedule change - have math earlier in the day with additional math application practice at the end of the day
- Use screener to pinpoint specific skills practice for students to use at the end of the day
- Use tracking sheet and strategies database to guide practice skills work

2nd Grade:

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

Grade Level Goal:

By June 2027, The percentage of proficient students will go from 18% to 40% as measured by Numbers & Operations(skill) iReady Inform Math (assessment).

Strategies/Change Ideas for all students including MLE's

- Explicit instruction with math concepts
- Time for retrieval practice
- Facts on Fire for math fact practice
- TTSD Addition and Subtraction Fluency Strategy Database
- Ensure all numbers are facing the same way
- Strategic partners

3rd Grade:

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

Grade Level Goal:

By June 2027, MATH: The percentage of proficient students will go from ____% to ____% as measured by Numbers & Operations(skill) iReady Inform Math (assessment) by the next benchmark. (See Below)

AG: 6 students increase in NO

SR: 2 students increase in NO

SK: 6 students increase in NO

Strategies/Change Ideas for all students including MLE's

- Focus on Numbers and Operations:
- Facts on Fire
- Prerequisite skills practice (from iReady) - preteach and/or reteach

4th Grade:

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

Grade Level Goal:

By June 2027, The percentage of proficient students will go from 24% (19) to 48% (38) as measured by Algebra & Algebraic Thinking (skill) iReady Inform Math (assessment) by the next benchmark.

Strategies/Change Ideas for all students including MLE's

- Incorporate more language development during core instruction in math
- Use prerequisite reports for planning purposes

5th Grade:

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

Grade Level Goal:

By June 2027, The percentage of proficient students will go from 25% to 50% as measured by numbers and operations(skill) iReady Inform Math (assessment) by the next benchmark.

Strategies/Change Ideas for all students including MLE's

- Targeted skills practice on Refine days, end of math period, or WIN time, beginning of math

Safety, Climate, and Culture Data

SCHOOL LEVEL GOALS:
Kindergarten Attendance:
At Templeton ES will increase Kindergarten regular attenders from 78% from June 2026 to 88% by June 2027 for all scholars.

At Templeton ES will increase MLE regular attenders from 66% from June 2026 to 80% by June 2027.

Student Perception Survey
Templeton ES we will increase student perception data on the school climate question: "I have at least one adult at school that I can talk with if I need help" from 85% from June 2026 indicating 'often' or 'always' to 90% by June 2027 indicating 'often' or 'always' for all 3rd-5th grade scholars.

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

% of population with 0-1 Referrals

	All	Asian	Black	Hispanic	PI	Native Am	Multi-Racial	White	Sped	MLE	TAG
% with 0-1 Referrals	394	99%	97.7%%	62%	99%	N/A	89%	54%	52%	93%	95%

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

District Scholar Achievement Goals

Literacy / Math / Attendance / Climate and Culture

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

SCHOOL LEVEL GOALS:

At Templeton Elementary School, we will increase the percentage of 3rd grade Scholars that are early on or above grade level in reading from 69% from Spring 2026 to 75% in Spring 2027 as measured by the iReady Diagnostic Assessment.

At Templeton Elementary School, we will increase the percentage of 3rd grade MLE Scholars that are early on or above grade level in reading from 18% from Spring 2026 to 23% Spring 2027 as measured by the iReady Diagnostic Assessment.

At Templeton Elementary School, we will increase the percentage of 5th grade Scholars that are early on or above grade level in reading from 54% from Spring 2026 to 59% Spring 2027 as measured by the iReady Diagnostic Assessment.

At Templeton Elementary School, we will increase the percentage of 5th grade MLE Scholars that are early on or above grade level in reading from 0% from Spring 2026 to 10% Spring 2027 as measured by the iReady Diagnostic Assessment.

At Templeton we will increase the percentage of MLEs that are on track to English language proficiency as measured by ELPA from 61% to 80% .

DISTRICT LEVEL GOALS

In TTSD, we will increase the percentage of 3rd grade Scholars that are early on or above grade level in reading from 65% from Spring to 70% Spring as measured by the iReady Diagnostic Assessment.

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

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

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

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

SCHOOL LEVEL GOALS:

At Templeton Elementary School we will increase the percentage of 3rd grade Scholars that are early on or above grade level in math from 49% from Spring 2026 to 59% Spring 2027 as measured by the iReady Diagnostic Assessment.

At Templeton Elementary School, we will increase the percentage of 3rd grade MLE Scholars that are early on or above grade level in math from 18% from Spring 2026 to 23% Spring 2027 as measured by the iReady Diagnostic Assessment.

At Templeton Elementary School, we will increase the percentage of 5th grade Scholars that are early on or above grade level in math from 54% from Spring 2026 to 61% Spring 2027 as measured by the iReady Diagnostic Assessment.

At Templeton Elementary School, we will increase the percentage of 5th grade MLE Scholars that are early on or above grade level in math from 25% from Spring 2026 to 35% Spring 2027 as measured by the iReady Diagnostic Assessment.

DISTRICT LEVEL GOALS:

In TTSD, we will increase the percentage of 5th grade Scholars that are early on or above grade level in math from 57% from Spring 2026 to 62% Spring 2027 as measured by the iReady Diagnostic Assessment.

In TTSD, we will increase the percentage of 5th grade MLE Scholars that are early on or above grade level in math from 6% from Spring 2026 to 10% Spring 2027 as measured by the iReady Diagnostic Assessment.

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

Kindergarten Attendance:
Templeton Elementary School will increase Kindergarten regular attenders from 78% from June 2026 to 88% by June 2027 for all scholars.

Templeton Elementary School will increase Kindergarten regular attenders from 53% from June 2026 to 80% for MLL's by June 2027.

EASH and Guiding Documents

Templeton Education Accountability Solutions & Healing Plan

Elementary Exemplar EASH Plan

E.A.S.H. Guiding Documents

Priority Tenants & Standards: Culturally and Community Responsive Education Framework

TTSD Policy GBB/JBC Bias Incidents and Hate Speech
TTSD Policy JBC/GBB
TTSD Policy ACB All scholars Belong
TTSD Policy ACB-AR Bias Incident Complaint Process
TTSD Education Accountability Solutions & Healing Process

TTSD Student Rights and Responsibilities & Elementary Slide Deck

TTSD School Board Policy Webpage

TTSD Discipline Framework

Elementary Core Review Agenda (Academics) *(customize for your school's agenda)*