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.

Twality Middle School

School Mission:

At Twality, we strive to provide equitable educational opportunities and a school experience that is validating, empowering, and just for every student

School Vision:

Our Twality community…
includes everyone, values all voices, celebrates kindness, and learning.We persevere, advocate, reflect and thrive..

Core Values:

Twality aspires to be SKILL-ful, promoting Safety, Kindness, Integrity, Learning and Love.

School Profile – Demographics

Enrollment: 960
Students attending on Boundary Exceptions: 1.8%

HS: our students go to Tualatin, Tigard, Creekside and TTVA for high school
ES Feeders: Our students come from Art Rutkin, Alberta Rider, Deer Creek, Durham and Templeton
Racial Demographics: 48.5% White, 26% Hispanic, 12.4 % Multiracial, 5 % Asian, 4.8% Black and and 3.3 % other racial subgroups

MLLs: 15.7% active and monitored [-3.4%]
SPED: 10.2% [-2.8%]
TAG:

Scholar Achievement: Implementation Plan

DISTRICT AIM #1: 8th Grade Reading

SCHOOL LEVEL GOALS:
Twality Middle School will increase the percentage of 8th grade Scholars that are early on or above grade level in reading from _44__% from Fall to _58___% Spring as measured by the iReady Diagnostic Assessment.

At Twality Middle School _70____% 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 Twality Middle School __50___% 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 Twality Middle School we will increase the percentage of MLE scholars who are **On Track to English Language Proficiency (OTELP)** from 25% in spring of 2026 to 75% 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?**
2. **What patterns or key takeaways emerge across data sources?**
3. **What strengths are evident, and where is there the greatest need for growth to better support student success?**

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?
Students will receive a planner, and all students will be taught how to use the planner to record and track their assignments, tests and due dates	Planners scaffold student working memory, planning and time management. We believe with scaffolding, more students will be able to turn in more work. We believe families will utilize student planners as sources of information related to student workload and homework.	Adopt	Approximately 30% of Twality students failed one or more class in the 4th quarter, largely due to incomplete and/or missing assignments.
PLC work around new language arts adoption	Students and staff will benefit from consistency in what standards students have access to over a school year-aligned teaching across classrooms and buildings.	Adopt	I-Ready and OSAS show limited or no growth over multiple years, about 30% of our students are
Continue professional development on teaching moves that promote processing and practice opportunities around language.	We see our data as evidence that students aren't yet able to access grade-level content and we have to provide access points for students across instructional and language levels.	Adapt	We are intentionally modeling routines that support MLEs across all content areas (math, science, SS, lang arts, health and electives)
Increase teacher knowledge about high leverage academic strategies to support MLEs in content instruction through AVID's EMERGE Community of Practice	Teachers want to serve all students in the room, but don't have a mental model [yet] about how to fluently do that. A team of 5 were trained in July, and another 6 teachers have asked for training in December, 4 of whom have integrated, co-taught or pull-out sections of MLEs.	Adapt	We are expanding access to training and materials for teachers who co-teach or who have expressed an interest in improving access to grade-level content for MLEs in text-heavy content areas.

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?)
Supplemental instruction: 2 periods of Academic Seminar (one 7, one 8) to act as an AVID-like catch-all for assignment help and building effective school behaviors in students who struggle with both academic rigor and emotional regulation in classrooms. We will look to provide in-day math tutoring through TSI in 6th grade by adding 2-4 hours of time to existing 15-hour IAs.	Congruent Instructional Practices	In systems that have effectively closed gaps while lifting achievement for all, there are intensive and strategic tutoring/academic intervention options for students who are meeting "at-risk" indicators in behavior, attendance and achievement. We intend to close gaps and raise achievement for all by giving Tier 2 and Tier 3 students academic and behavioral supports in an array of configurations.

DISTRICT AIM #2: 8th Grade Math

SCHOOL LEVEL GOALS:
Twality Middle School will increase the percentage of 8th grade Scholars that are early on or above grade level in math from _27__% from Fall to __42__% Spring 2027 as measured by the iReady Diagnostic Assessment.

Twality Middle School __60___% 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 Twality Middle School ___60__% 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?**
2. **What patterns or key takeaways emerge across data sources?**

3. What strengths are evident, and where is there the greatest need for growth to better support student success?			
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?**
Students will receive a planner, and all students will be taught how to use the planner to record and track their assignments, tests and due dates	Planners scaffold student working memory, planning and time management. We believe with scaffolding, more students will be able to turn in more work. We believe families will utilize student planners as sources of information related to student workload and homework.	Adopt	Approximately 30% of Twality students failed one or more class in the 4th quarter, largely due to incomplete and/or missing assignments.
PLC work to review current assessments for alignment to math priority standards and OSAS performance levels	Students and staff will benefit from consistency in what standards students have access to over a school year-aligned teaching across classrooms and buildings.	Adapt	I-Ready and OSAS show limited or no growth over multiple years, Priority standards were identified as part of the adoption process, language arts PLC will
Add academic support classes: Academic Seminar and math lab		Adopt	
Continue professional development on teaching moves that promote processing and practice opportunities around language.		Adopt	

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?)
	Critical Consciousness	

Safety, Culture and Climate: Implementation Plan

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

SCHOOL LEVEL GOALS:
6th Grade Attendance:
AtTwality Middle School we will increase 6th grade regular attendance from __78____% from June 2026 to _82_____% by June 2027 for all scholars.

At Twality Middle School we will increase 6th grade regular attendance from __68____% from June 2026 to __80____% for ___Hispanic students_____ (focus population) by June 2027.

Student Perception Survey
Twality 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 Twality Middle School90% 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	90	98	98	85	90	100	90	91	87	79	

Executive Summary: Answer the following questions.

1. **As you review your data—climate/culture results, observations, and input from scholars, families, and staff—what root causes are contributing to current outcomes?**
2. **What patterns or key takeaways emerge across data sources?**
3. **What strengths are evident, and where is there the greatest need for growth to better support scholar success?**

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	Embrace collaborative leadership structures through the Neighborhood structure	greater staff buy-in from staff for PBIS systems	Adapt	The structure itself is appreciated by staff (survey data) but the consistency across grade levels has been drifting over the last two years (survey data, meeting notes). Calibration meetings and Supervision meetings have been established weekly to re-establish consistency.
	Affinity-based morning meeting	sense of belonging for students who have small representation within the building	Adapt	we annually review the enrollment and demand for affinity spaces, this puts pressure on grade-level morning meetings because some of our affinity groups are small.
	Attendance meetings/Tier 2 weekly (alternating focus)	manageable scale; more timely and effective response	Adapt	we continue to seek ways to connect MTSS work to classrooms and involve classroom teachers-in this case we will be adding the attendance collective actions to our Neighborhood information and meetings with staff, and dedicate time

				to collective action at building meetings.
	Expanded case-management role for ELD and Engagement	More hands involved in student goal-setting and data monitoring;	Adopt	We have been evolving our Tier 2 systems over 4 years. Most recent revision responds to feedback that student plans aren't being monitored closely enough and data isn't being shared in a timely fashion. We've distributed responsibilities slightly differently and with tighter focus to improve our data collection/communication cycle with families and staff
Staff Pillar	MTSS meetings (Neighborhood)	include staff voice in Tier 1 and Tier 2 decision-making and data analysis	Adapt	re-establish routines and clarity of purpose for staff
	Schoolwide Planners	Staff were involved in the decision-making process and development of a schoolwide planner system as a Tier 1 response to students struggling to turn in work	Adopt	common language, expectations and strategy around teaching planning and time management as a Tier 1 skill-most frequent report card comment affecting students grades-missing assignments
			Adopt	
			Adopt	
Student Pillar	Afterschool Activities, Affinity spaces during the school day and student leadership opportunities (NPFH, Twalitycares, WEB)	Shifted some clubs (Twalitycares and No Place for Hate) to morning meetings for more consistency and impact	Adapt	continue to refine integration and building practices around embracing and supporting student leadership opportunities

	Sources of Strength	build leadership, coping mechanisms and resilience among student leaders and the student body	Adopt	anticipate recruiting 20-30 students and 2-4 staff members. This is a state supported program, staff costs will be applied to our TTSD Foundation Supplementary Staff grant
	Best Buddies, Muslim Girls Group	belonging for students in highly visible and frequently marginalized group	Abandon	We no longer have staff capacity to maintain these groups.
			Adopt	
Family Pillar	Welcome Night	we can building trust and affect early student attendance with a positive touchpoint before school starts	Adopt	Shift from end-of-September meeting with formal structure to pre-school event with informal structure. This is informed by research on early, positive points of contact and family participation in experimental meeting on September 1.
	Technology, ELPA Night, Understanding Student Assessments	We can be clear with families around what we do, expect and respond to in regards to two big areas of concern for families: Technology and test result/academic supports	Adopt	We surveyed families, and identified areas of interest/concern
	Schoolwide Planners	Both a Tier 1 strategy to improve grades and a Tier 1 strategy for family communication	Adopt	Families have requested simpler interfaces, many families are not technologically proficient and have a hard time with accessing school information outside of ParentSquare
	Spanish language Facebook page	Getting information to families through avenues they already use	Adopt	a pilot based on a survey of Spanish-speaking families

Community Pillar	Technology Night, ELPA Night, AVID and Affinity field trips,	Partnership with families over school-identified or family identified challenges or needs	Adapt	we continue to work with families to identify areas where they feel uninformed or disengaged and respond with partnership
	pilot Sources of Strength	using resources outside of the building and district to support school climate and mental health	Adopt	Twality is accessing Sources of Strength materials through the State of Oregon, and covering staff costs through the TTSD Foundation supplemental staffing grant. Student mentors will engage in positive messaging campaigns under the guidance of staff mentors.
			Adopt	
			Adopt	

	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		Critical Consciousness	
Staff Pillar		Critical Consciousness	
Student Pillar		Critical Consciousness	
Family Pillar		Critical Consciousness	

Community Pillar		Critical Consciousness	

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.	Staff at Twality were trained on September 16, with a plan to revisit reporting expectations in conjunction with other legal responsibilities again in January. Students will receive training in October and November through morning meeting and we are developing in-person parent conversations on technology, and adolescent brain development.	Administration, BECs, our FPA and our Tier 1 and ELT Committees	Staff education is being prioritized first because student focus groups in the 2024-25 and 2025-26 school years highlighted inconsistent response from Twality adults as a major concern.
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.	We made a decision to address inconsistencies among staff by have deeper conversations around how we define" and "identify" bias incidents. We utilize text-based lessons, and a write-reflect-repair mindset to help students understand the impact of their words and actions. examples:	Dean of Students, Administration, Case Managers in ELD, Engagement and Special Education	We are prioritizing education of originators, and use of restorative questioning throughout the investigation for both the originator and the recipient. Based on student feedback from 2025-26, we have identified bus and other "unstructured" times [hallways] as areas of concern.

	Bias Incident lesson-originator Taking Responsibility/Understanding Impact-originator Restorative Incident Form-originator or recipient Student Request for Assistance form		
Scholars, staff, families, and community will be **equipped to talk about their lived experiences** and support for **conflict management and resolutions.**	I think the examples above demonstrate that restorative questioning is embedded in our investigation process, our student reporting, and in our conflict resolution. All administrators for Twality completed additional Restorative Practices training in June, 2025. Where we are finding challenges is with staff who believe that reporting is completing the ipad form-they aren't recognizing that students telling them about a problem is ALSO reporting, and they have to act on it.	BECs, Admin and our ELT	We are prioritizing normalizing asking questions with an intent to learn as part of conflict. We will continue to solicit student and family feedback through PBIS survey and focus groups so that we can continue to grow in this area.

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	We aspire to be a values-driven organization. This word cloud was developed three years ago in building	We have a PBIS committee made up of teachers. classified staff and admin who meets monthly to review impact and recommend adjustments to our school wide community practices. Neighborhoods at Twality are	We continue to prioritize Affinity spaces embedded during the school day, celebration of student identities through events, lessons and connection. We believe positive school climate and sense of belonging is a prerequisite for both

	wide clarifying process. We then organized these values into the scaffold for behavior instruction and correction at Twality  We work towards "living" those values through deliberate instruction	actually leading the work, in that they meet to review student data, determine critical areas to reteach, and are providing the majority of support and feedback to students and families.	attendance and achievement.

	in “counter narratives,” actively seeking better representation of multiple identities in materials and staff, and celebrations of identity throughout the year.		
Scholars, staff, families, and community collectively **set agreements and common expectations to support accountability** toward operationalizing collective identity as a community and what happens when repair is required	When we have an incident of biased language or behavior, we will sit with the reporter first to try to understand scope, depth of harm, and possible impact to others. We sometimes call families to make sure they are aware that something harmful happened to their student. The originator will get a lesson that is selected in conjunction with the student’s family-either the biased language lesson or the Understanding Impact lesson. Originators complete the lesson is phases, with a connection point to talk with the student to ensure understanding, reteach ideas or concepts if necessary, and assess their understanding. The recipient of harm is invited to share the impact of the incident, and/or ask questions about intent but it is entirely a choice. If the scope is student to student, both families are involved and have opportunities to ask for specific steps be taken (or not taken). If the incident is larger in scope with more impact, class or grade level communication can go home.	This is driven by administration	We are operating under the belief that students want to do well, and if they know better they will do better. We are prioritizing educating students on the harm the words cause, and building a stronger system to interrupt and report.

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	We celebrate school values through In This School We Believe awards where parents are invited to come in and celebrate with their students. We also use the newsletter and parent meetings as a means for communicating. This year we are going to expand our social media presence to see if we can reach more families through social media.	This is led by our PBIS Committee and administration	We are prioritizing two-way communication with families through any means necessary-via Facebook or Instagram, newsletter and in-person meetings. We will continue focus groups with students and with parents (particularly our non-English speaking families) through this coming year.
Scholars, staff, families, and community collectively **understand the steps required toward repairing relationships** and strengthening the sense of **equity, inclusion, and belonging**	We celebrate school values through In This School We Believe awards where parents are invited to come in and celebrate with their students. We also use the newsletter and parent meetings as a means for communicating. This year we are going to expand our social media presence to see if we can reach more families through social media.	This is led by our PBIS Committee and administration	We are prioritizing two-way communication with families through any means necessary-via Facebook or Instagram, newsletter and in-person meetings. We will continue focus groups with students and with parents (particularly our non-English speaking families) through this coming year.

Accountability for Implementation of Solutions and Healing
(cut and paste QTR4 Bias and Hate Speech Data)

EASH Mitigation Plans:

What lessons were learned in facilitating solutions and healing?

We know we will not be able to reduce biased language and behavior by our students until we create a culture where the social "cost" of using the language outweighs the attention students get from doing so. It is notable that the majority of the reported incidents are in classrooms and hallways-not

because that is where students feel free to use harmful language, but that is where more adults are concentrated. This is consistent with what students also told us, about use being more prevalent in areas where there is less adult supervision.

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

We are making some shifts in our No Place for Hate objectives to include more education for members on interrupting and educating peers. We are also reorganizing and rebranding some of our SEL lesson around empathy, intent/impact and identity.

Tier I move

In reviews with supervisory staff and a TSI planning committee, we identified visibility and accessibility issues with SKILL posters and graphics Language has been aligned to the Neighborhood agreements and adjusted for accessibility. Icons/images have been added to support comprehension and they will be translated into Spanish. We will continue to share data on incidents back to students on a regular basis. We will continue to investigate and explore leadership, connection and intervention options like Sources of Strength

Tier II move Students who are repeatedly originators of harm can be referred to counseling skill groups and Lutheran Services culturally congruent counseling groups. We have added 2 new academic interventions during the day with mild to moderate case-management supports. Initial staff reports are that students are responding to interventions and repetitive incidents are declining.

Tier III move: Threat Assessment, Reassignment to Engagement, Krew, FBA/BSPs. referral to other services

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

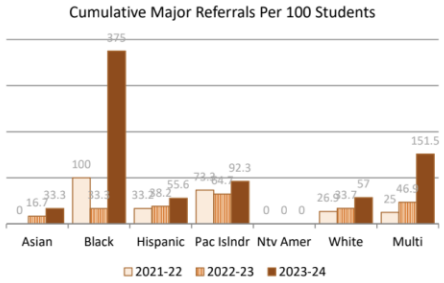
community, interpersonally, within the classroom, common spaces, or school-wide/district-wide.	guidance for anti-bias instruction (see below) and No Place for Hate activities supplement this work.		materials up-to-date and relevant.
Scholars, staff, families, and community will be **equipped to talk 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.

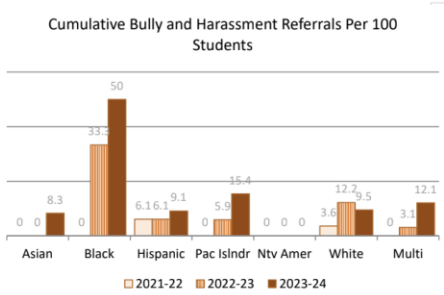
Engagement Objectives

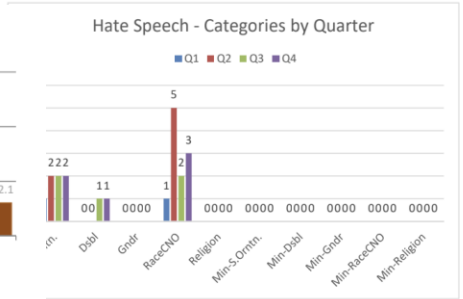
Objective	**How is the objective being met?**	**Who is leading the work?**	**What is being prioritized, reinforced, and in maintenance and why?**
Scholars, staff, families, and community **define their collective identity** as a community and **how they want to be in community** with one another	• Black 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

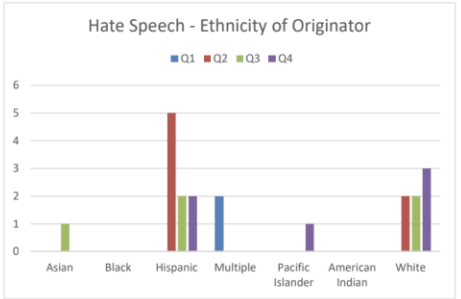
expectations to support accountability toward operationalizing collective identity as a community and what happens when repair is required	collective reflection. School-wide implementation of PAX-aligned PBIS systems provides a framework for implementing and reinforcing the agreements in a collective 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