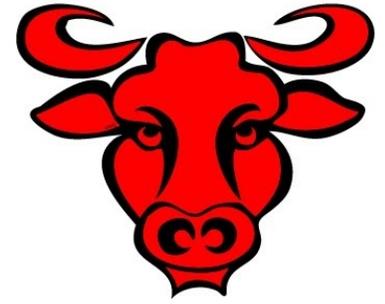


Tigard-Tualatin School District

Alberta Rider Elementary School

2020-21 Continual Improvement Plan



School Mission:

All Students will feel safe and welcome, while being academically challenged and achieving at a high level.

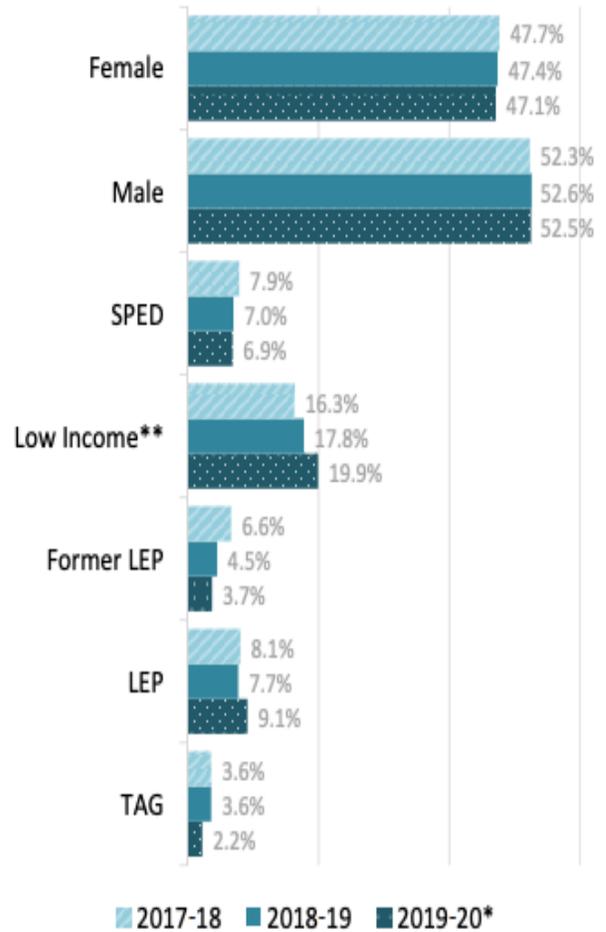
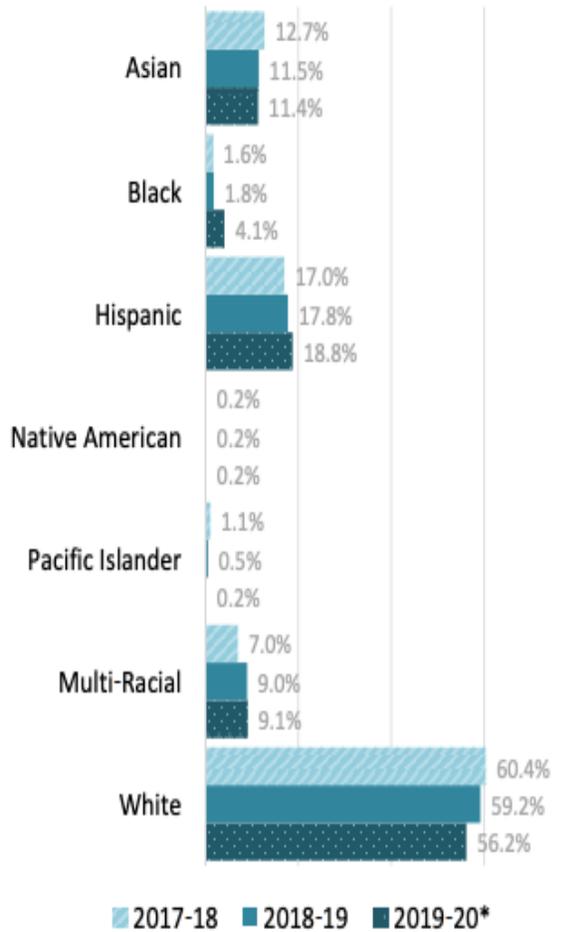
School Vision:

All Students at Alberta Rider will be valued members of our learning community. We will ensure all students become critical thinkers, grade level readers and confident problem solvers who are well prepared for the future.

Core Values:

- We believe in providing all students with a rigorous and appropriate education focused on the delivery of high quality and explicit instructional practices in all content areas.
- We believe in making data driven decisions while using research based teaching strategies and materials across academic contents.
- We believe in building relationships, listening to our community, being culturally responsive, incorporating social emotional learning into our daily routines and making student-centered decisions.

School Demographics

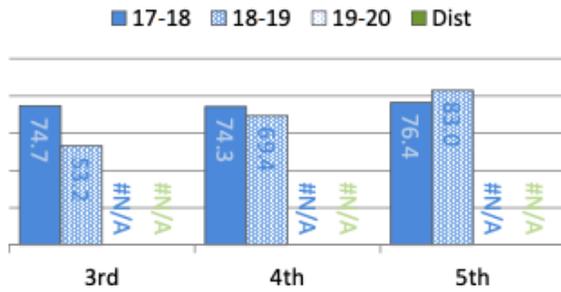


* Subject to change; Comparable to ODE's Fall Membership

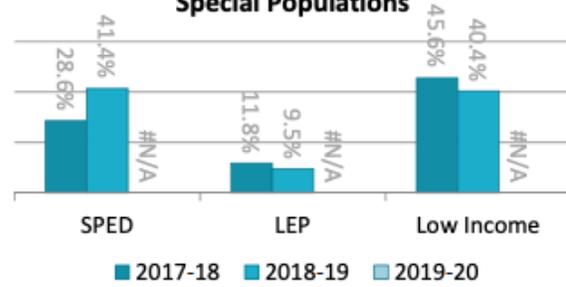
** Data Provided by ODE in April of School Year

Reading Data

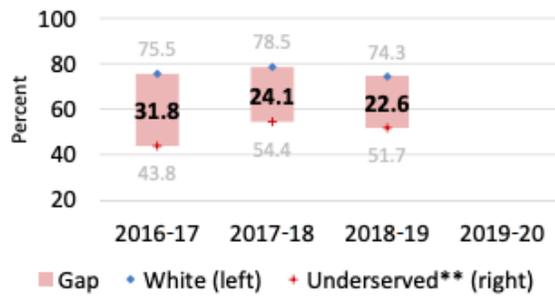
Smarter Balanced ELA Trend



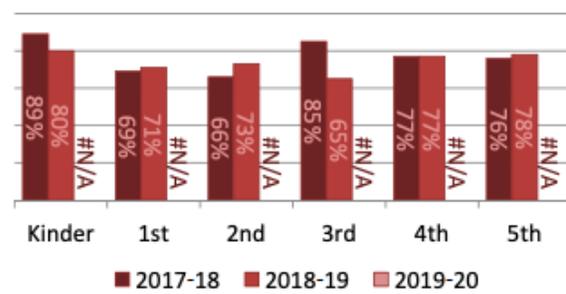
Smarter Balanced ELA Trend for Special Populations



ELA Racial Achievement Gap



DIBELS 3-Year Composite* Trend

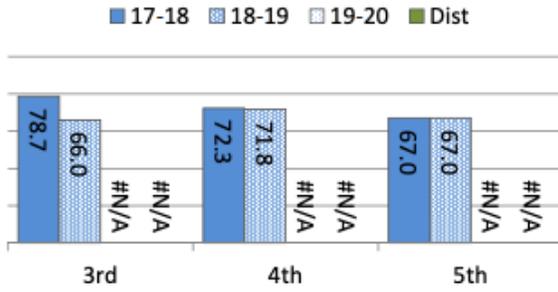


* Does not include TWI students

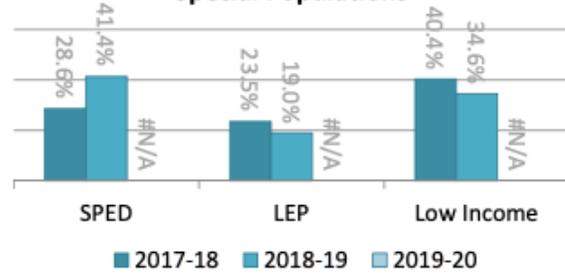
** Underserved: Hispanic, Black/African American, Pacific Islanders and Indian/Native American students that participated in the SBAC testing.

Math Data

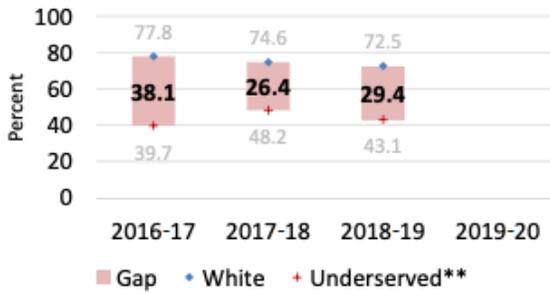
Smarter Balanced Math Trend



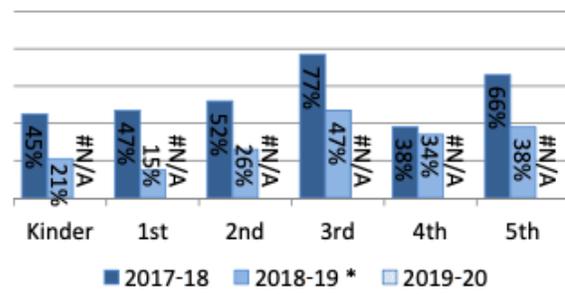
Smarter Balanced Math Trend for Special Populations



Math Racial Achievement Gap



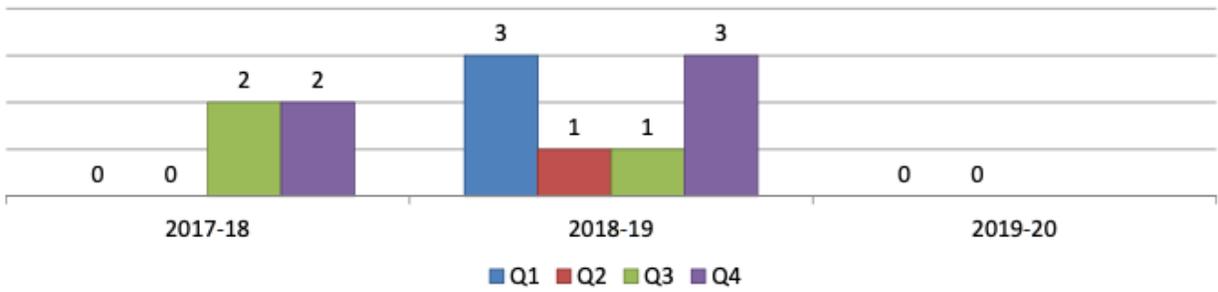
Math Fluency - 3 Year Core Trend



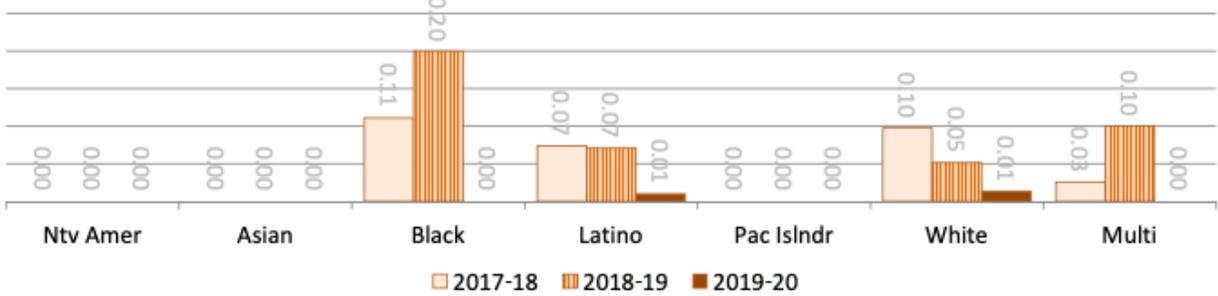
* 2018-19 Benchmarks adjusted to predict SBAC outcomes

** Underserved: Hispanic, Black/African American, Pacific Islanders and Indian/Native American students that participated in the SBAC testing.

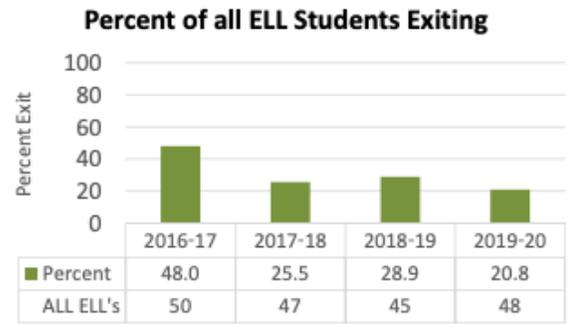
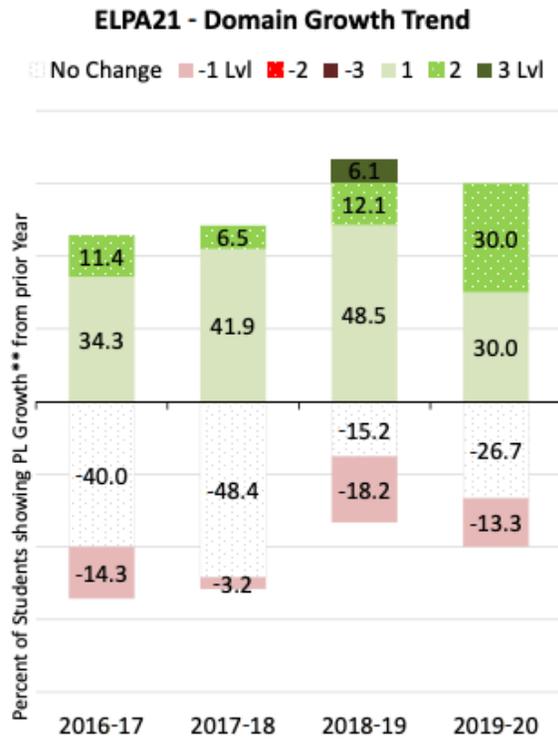
Bullying and Harrassment ODRs (Non-cumulative)



Cumulative Referrals Per Student



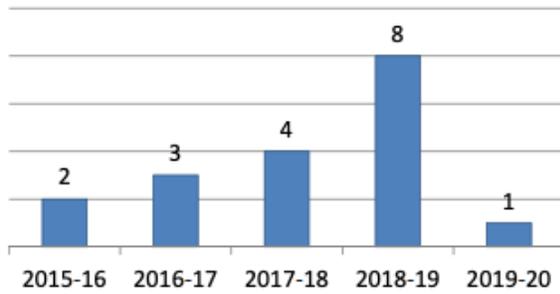
English Language Development Data



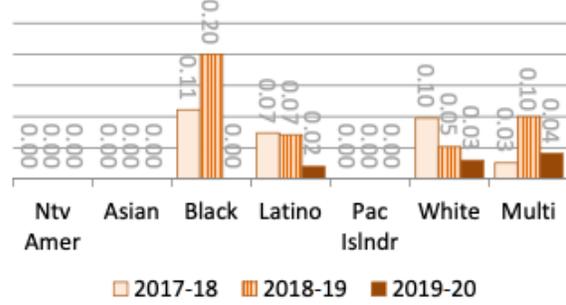
** Growth calculated by averaging domain Proficiency Levels (PL) and comparing to average of previous year

School Climate Data

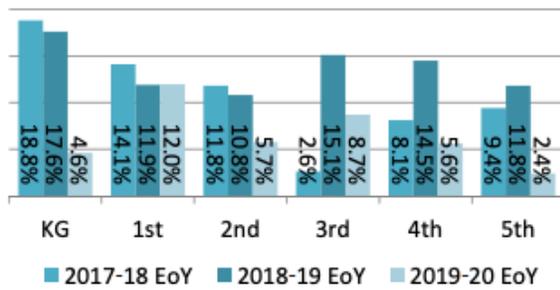
Bullying and Harrassment ODRs



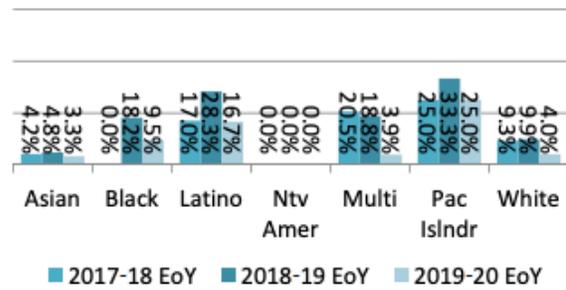
Cumulative Referrals Per Student



Percent Chronically Absent



Percent Chronically Absent



Continual Improvement: Academic Focus/Access

1. Problem of Practice

- a. The system is not serving our Latinx population in the same manner as all other demographics.

2. Academic Focus

- a. After reviewing quantitative attendance data, we found that average student attendance for the year thus far, measured by both present and alternate present, was at just over 90% for all students and just above 77% for our Latinx students . We believe that by increasing attendance and engagement during this time of CDL we will be increasing academic access. This is especially important for our students who are underserved.

3. Identify a High Leverage Action

High Leverage Action Statement: We will increase school-wide effectiveness through improved, *CDL engagement strategies*, including increasing clarity in the classrooms and intentional differentiation. We will also partner with the Basic Needs Team to engage students in all three Tiers of needed support and implementing school-wide incentives and programs to support attendance and engagement in the classrooms.

4. Academic Access SMART Goals

Goal 1: Closing the Opportunity Gap	By June 2021 the percentage of LatinX, K-5 students attendance data will increase from 77% to 90% as measured by school-wide attendance data.
Goal 2: Raising the Bar	By June 2021 the percentage of ALL, K-5 students attendance data will increase from 91% to 97% as measured by school-wide attendance data

BASELINE DATA: Percentage of students above 90% daily attendance.

Grade	All Students	LatinX Students
Kinder	86.84	75%
First Grade	97.56%	100%
Second Grade	85.11%	71.43%
Third Grade	89.16%	66%
Fourth Grade	88.64%	64.29%
Fifth Grade	94.05%	89.47%

5. Implementation Plan (What are the actions needed to lead to the achievement of these goals?)

Action/Strategy	Person Responsible	Evidence of Success
Family Survey: Qualitative and Quantitative data regarding overall satisfaction	Principal Moore	Improvement through multiple data points

<p>Quarterly Student Climate Survey This data will help us better understand how students feel about school and what their needs are.</p>	<p>Principal Moore BEC Gamache Counselor Psych Clark Equity & PBIS Committee</p>	<p>Over 80% of our students will respond to this optional survey and we will see improvement through multiple data points.</p>
<p>Bi-Monthly Attendance Meetings: We will use data to identify trends with specific students. We will send attendance letters to those students who are attending school with a frequency below 90%. We will also update our Master Engagement List with attendance data.</p>	<p>Principal Moore & Office Team (Ann Loftin, Priscilla Peduzzi & Carrol Tan)</p>	<p>Letters consistently go out to students & families who are attending school with a frequency below 90%.</p>
<p>Empathy Interviews & information gathered from our students and families who are not engaging in school.</p>	<p>Tier II</p>	<p>Increased communication, meeting basic needs, improvement in attendance data and work completion</p>
<p>Implementation of “No Place For Hate,” to help ensure all students feel welcome at Alberta Rider.</p>	<p>Equity Leadership Team</p>	<p>We will have participation from at least 10 students from all grade levels.</p>

Continual Improvement: Climate Focus

1. Problem of Practice

- a. The system is not serving our LatinX students in the same manner as all other demographics.

2. Family Partnerships Focus

- a. **Family Survey (Macro):** We have surveyed all of our families to determine the effectiveness of Comprehensive Distance Learning. We noticed broad trends in overall satisfaction; however, we also noticed themes in the qualitative data from the comment sections that allowed us to make meaningful changes to our Canvas classrooms.
- b. **Empathy Interviews (Micro):** We have organized our Tier II team to use a variety of formal and informal tools to gain insight into the individual needs of students who are struggling to engage with school. We’ve been able to remove barriers and increase student engagement through individualized interventions that would not have been possible without direct contact with families. This will utilize a consistent feedback loop from all stakeholders and incorporate the principles of change science that require us to “Plan-Do-Study-Act.”

3. Identify a High Leverage Action: Targeted support through Alberta Rider’s Tier II team.

High Leverage Action Statement: We will increase student engagement by focusing on Tier I strategies in all classrooms, while also implementing targeted support from our Tier II team. This targeted support will include a continuous and intentional feedback loop with teachers as well as assigning a specific adult in addition to the classroom teachers to students who are not engaging in coursework. We will do this to remove barriers and

provide students who need additional encouragement. We will work toward improving core instruction while also strategically implementing interventions with increased intensity over time as needed.

4. Family Partnerships SMART Goals

Goal 1: Closing the Opportunity Gap	By June 2021, the percentage of our Latinx students completing at least 70% of their assignments will increase from 72.9% to 90%.
Goal 2: Raising the Bar	By June 2021, the percentage of our students completing at least 70% of their work will increase from 85.6% to 95%.

BASELINE DATA: Percentage of students completing at least 70% of their assignments

Raw Numbers: All Students Engagement	Engagement Percentage per Grade	Raw Numbers: Hispanic Students Engagement	Percentage of Hispanic Students @ 70% or Greater
K: 62/76	81.5	11/20	55%
1st: 76/81	93.80%	15/16	93.75%
2nd: 76/92	82.60%	15/21	71.40%
3rd: 73/82	89%	14/21	66%
4th: 74/86	86%	13/14	92.80%
5th: 69/84	82.10%	13/19	68.40%
Overall: 430/501	85.80%	81/111	72.90%

5. Implementation Plan (What are the actions needed to lead to the achievement of these goals?)

Action/Strategy	Person Responsible	Evidence of Success
Quarterly Student Engagement Survey. Purpose: This allows ARE to determine which students are not completing at least 70% of their assignments. We're able to organize the data by demographic and focus resources and efforts.	Principal Moore & All Teachers	All K-5 teachers will have completed this survey.
Tier II team member assigned to each student not meeting the 70% engagement threshold.	Tier II Team	
Master Engagement List	Principal Moore	This document will be updated weekly.

This document has the name of every student in need of support. It also has student profile information and the Tier II member assigned to them.		
Tier II team implements progressive supports in partnership with the classroom teacher as needed and shares updates at weekly meetings. This will utilize change science principles of “Plan-Do-Study-Act.” It requires a continuous feedback loop from all stakeholders.	School Wide	Increase of students completing 70% of the work or more.
Ongoing Staff Professional Development regarding Tier I engagement strategies during core instruction	Instructional Coach, Principal Moore,	Increase of student in-class participation as well as more students completing 70% of the work or more.

Continual Improvement: Equity Focus

1. Equity Initiative

Equity Team Initiative: We prioritize the safety and care of all students and are intentional in our support of historically underserved populations of students, families and our community. Our Equity Team (with the support of District Equity Leadership) have actively supported school improvement efforts and will continue to foster the conditions that allow the development of anti-bias and anti-racist citizens. We will inform our work through listening sessions and adjust our work through improvement cycles (PDSA). The below table illustrates (the beginning of) our work for 2020-21 and the work that led us to this point.

2. Action Plan-Strategies are outlined in our Equity Pillars below:

Alberta Rider Elementary Equity Pillars All Students Belong/All Students Succeed/Anti-Bias Curriculum			
Staff	Students	Families	Community
2020-2021 <ul style="list-style-type: none"> Opportunities for staff to engage in structured Book Studies throughout the course of the year 	2020-2021 <ul style="list-style-type: none"> Implementing “No Place for Hate” for all students at Alberta Rider Elementary 	2020-2021 <ul style="list-style-type: none"> Involving parents in our Equity Team & the creation of “No Place for Hate” for all students at Alberta Rider Elementary 	2020-2021 <ul style="list-style-type: none"> Building Affinity Groups and partnering with those that are already established at Twality & Tualatin High School

<p>Historically</p> <p>2019-2020</p> <ul style="list-style-type: none"> Created grade level data teams and extended the days and time dedicated to 100% Meetings to address disproportionality in our school's data. <p>2018-2019</p> <ul style="list-style-type: none"> Shared leadership in facilitating staff meetings. Members of the equity team co-lead staff training and modeled the implementation of Equity protocols, specifically exposing staff to "First Thought, Second Thought" and Discourse I & II. <p>2017-2018</p> <ul style="list-style-type: none"> Intentionally engaging staff in professional development around our collective understanding of identity as well as the impact of implicit bias on student performance. 	<p>Historically</p> <p>2019-2020</p> <ul style="list-style-type: none"> Used Change Science to suspend Walk-to-Read and attack disproportionate reading data in our Kindergarten through 2nd grade classrooms <p>2018-2019</p> <ul style="list-style-type: none"> Began using Change Science school-wide, with the primary purpose of understanding why we weren't able to consistently serve all students. This was the first year we implemented a student climate survey to better understand student voice. Provide adult mentors to students from traditional underserved populations. <p>2017-2018</p> <ul style="list-style-type: none"> Using Funds from the Tigard-Tualatin Foundation to provide students from traditionally underserved populations with additional academic support after school through designated math support 	<p>Historically</p> <p>2019-2020</p> <ul style="list-style-type: none"> Working with our Latinx Families to create a Quarterly Latino Parent Night, to build community and improve two way communication. <p>2018-2019</p> <ul style="list-style-type: none"> Empathy Interviews for parents who are Latinx, Black and has a child who needs special education <p>2017-2018</p> <ul style="list-style-type: none"> Ensured all school, classroom & PSO communications were always translated into Spanish 	<p>Historically</p> <p>2019-2020</p> <ul style="list-style-type: none"> Increasing the number of inclusive Family & Community Events, including, but not limited to The Multi-Cultural Festival, STEM Night and Family Night. We also worked with our PSO to eliminate our "Boy's Rockin Fun," and "Sweethearts Dance," events because we determined they were unintentionally excluding some of our students. <p>2018-2019</p> <ul style="list-style-type: none"> The Equity & Instructional Leadership Team began using this committee to review all school events to evaluate the inclusiveness and accessibility to all. <p>2017-2018</p> <ul style="list-style-type: none"> Intentional changes to school events like Back-to-School Night to make them more inclusive to all community stakeholders. Events utilized an open house format, which allowed flexibility around scheduling and eliminated the need for childcare.
<p>Next Steps:</p> <ul style="list-style-type: none"> 	<p>Next Steps:</p> <ul style="list-style-type: none"> 	<p>Next Steps:</p> <ul style="list-style-type: none"> 	<p>Next Steps:</p> <ul style="list-style-type: none">

Continual Improvement: Professional Development/Staff Meeting Plan

This plan supports the year long training and implementation of the high leverage actions/strategies listed. This list of PD/Tasks should and will adjust based on PDSA cycles and our family feedback systems.

2020-21:	Tentative PD/Tasks:	Person(s) Responsible:
Inservice week(s)		
Sept 7-11		
Sept 14-18		
Sept 21-25	Florida Virtual & Canvas Training	Admin & Coaches
Sept 28-Oct 2	Reading & Canvas Training	Admin & Coaches
Oct 5-9	Equity and PBIS	Gamache, Clark & Moore
Oct 12-16	SAT Leaders, Safety & Wellness	Admin & Committee Members
Oct 19-23	iReady Training & SAT	District Coaches
Oct 26-30	Conferences	
Nov 2-6	Small Group Instruction, Differentiation, Student Engagement	Admin & Coaches
Nov 9-13	Veteran's Day (No Staff Meeting)	
Nov 16-20	Teacher Work Day	
Nov 23-27	Thanksgiving Break	
Nov 30-Dec 4	SAT Leaders & PBIS	Admin & Committee Members
Dec 7-11	Data Review, Engagement, Tier II Supports	Admin & BEC
Dec. 14-18	Equity, Safety & Wellness	Admin & Committee Members
Dec. 21-25		
Dec 28-Jan 1		

Jan 4-8		
Jan 11-15		
Jan 18-22		
Jan 25-29		
Feb 1-5		
Feb 8-12		
Feb 15-19		
Feb 22-26		
Mar 1-5		
Mar 8-12		
Mar 15-19		
Mar 22-26		
Mar 29-April 2		
April 5-9		
April 12-16		
April 19-23		
April 26-30		
May 3-7		
May 10-14		
May 17-21		
May 24-28		
May 31-Jun 4		
Jun 7-11		
Jun 14-18		