

Tigard-Tualatin School District

Metzger Elementary School

2020-21 Continual Improvement Plan



School Mission:

We are committed to a rigorous and culturally responsive education for every child that empowers, enriches, and advances the lives of every student.

School Vision:

We are a community of lifelong learners with high expectations for ourselves and our students.

Core Values:

As a community, we are committed to:

- Creating, facilitating, and maintaining a school culture where students, families, and staff feel a sense of belonging and trust.
- Fostering a multilingual and multicultural school that permeates into all aspects of school community.
- Ensuring all decisions are grounded in relationships, data, evidence, and focused on what is best for our students.
- Inclusivity of all, especially those who have been historically underserved.

Misión Escolar:

Estamos comprometidos con una educación rigurosa y culturalmente receptiva para cada niño que de igual forma empodera, enriquece y mejora la vida de cada estudiante.

Visión Escolar:

Somos una comunidad de aprendices permanentes con expectativas altas tanto para nosotros mismos como para nuestros estudiantes.

Valores fundamentales:

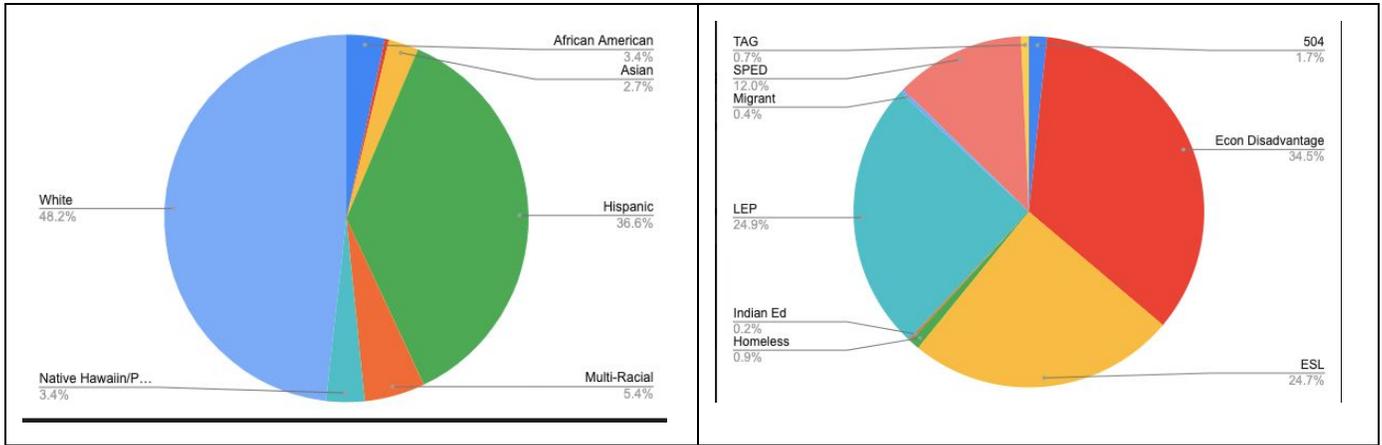
Como comunidad estamos comprometidos a:

- Crear, facilitar y mantener una cultura escolar donde los estudiantes, las familias y el personal de la escuela tengan un sentido de pertenencia y de confianza.
- Fomentar una escuela plurilingüe y multicultural que se expanda a todos los aspectos de la comunidad escolar.

- **Embracing, recognizing, and celebrating diversity within us and around us.**
- **Providing high quality instruction that ensures students are actively engaged in reading, writing, listening, and speaking about their learning.**
- **Establishing and maintaining a classroom environment that explicitly teaches social emotional skills and facilitates social emotional learning.**

- **Asegurar que todas las decisiones se basen en relaciones, datos, evidencia y se centren en lo que es mejor para nuestros estudiantes.**
 - **Inclusividad de todos, especialmente de aquellos que históricamente han sido desatendidos.**
 - **Acoger, reconocer y celebrar la diversidad dentro de nuestra escuela y nuestro alrededor.**
 - **Brindar instrucción de alta calidad que garantice que los estudiantes participen activamente de su aprendizaje en lectura, escritura, comprensión auditiva y expresión oral.**
 - **Establecer y mantener un ambiente en el salón que enseñe explícitamente las habilidades y destrezas socioemocionales y que facilite el aprendizaje socioemocional.**
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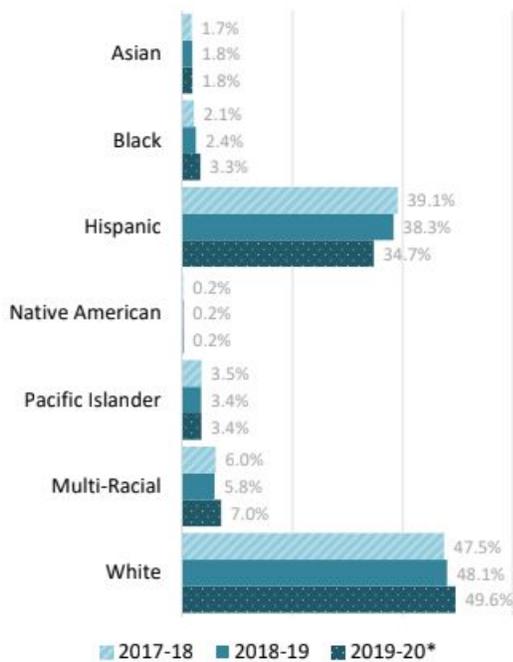
2020-21 Demographic Data



2017-2020 Historical Demographic Data

School Demographics

Metzger Elementary School
Quarter 2



Continual Improvement: Academic Access

1. Problem of Practice

- a. The system is not serving our LatinX, Pacific Islander, and students navigating poverty.

2. Academic Focus

- a. After reviewing quantitative attendance data, we found that average student attendance, measured by both present and alternate present, was at 88% for the month of October. At each grade level (detailed below) there are significant gaps in chronic absenteeism in our LatinX, Pacific Islander, and students navigating poverty populations.

3. High Leverage Action

High Leverage Action Statements

- 1) We will increase teacher effectiveness through improved active engagement strategies, differentiated instruction, and embedded academic language support in every lesson.
- 2) We will improve student access to learning through support of individualized basic needs, including food, clothing, internet activity, school supplies, mental health, behavior support, donations, and differentiated assistance.

4. Academic Access SMART Goals

Goal 1: Closing the Opportunity Gap	By spring of 2021, the number of chronically absent LatinX and Pacific Islander students will be commensurate to their white peers, across grade levels, as measured by school-wide attendance data (baseline data listed in table below).
Goal 2: Raising the Bar	By spring of 2021, the number of all K-5 students who are present or alternative present in their classroom will increase from 88% to 96%, across grades and racial demographics, as measured by school-wide attendance data.

BASELINE DATA:

K/% chronic absent: 21% K/%LatinX students chronic absent: 30% K/%White students chronic absent: 6% K % Pacific Islander students chronic absent: 100% K/% Students navigating poverty chronic	1st/% chronic absent: 19% 1st/%LatinX students chronic absent: 35% 1st/%White student chronic absent: 9% 1st% Pacific Islander students chronic absent: 100% 1st% Students navigating poverty chronic	2nd/% chronic absent: 19% 2nd/%LatinX students chronic absent: 20% 2nd/%White student chronic absent: 20% 2nd% Pacific Islander students chronic absent: 33%
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absent: 33%	absent: 30%	2nd/% Students navigating poverty chronic absent: 32%
3rd/% chronic absent: 13% 3rd/%LatinX students chronic absent: 11% 3rd/%White student chronic absent: 14% 3rd/% Pacific Islander students chronic absent: 50% 3rd/% Students navigating poverty chronic absent: 35%	4th/% chronic absent: 9% 4th/%LatinX students chronic absent: 9% 4th/%White student chronic absent: 7% 4th % Pacific Islander students chronic absent: 40% 4th/% Students navigating poverty chronic absent: 7%	5th% chronic absent: 15% 5th/%LatinX students chronic absent: 16% 5th/%White student chronic absent: 9% 5th % Pacific Islander students chronic absent: 60% 5th/% Students navigating poverty chronic absent: 30%

<u>Grade Level</u>	<u>% at benchmark Fall</u>			<u>% at benchmark Winter</u>			<u>% at benchmark Fall 2020</u>		
	Kindergarten English- composite	25%	18%	58%	9%	16%	75%	38%	13%
Kindergarten TWI syllables	0%	88%	12%		2%	98%		59%	41%
1st grade English-composite	11%	14%	75%	11%	17%	72%	48%	20%	33%
ORF	62%	12%	26%	22%	14%	65%	74%		26%
1st grade TWI FLO	29%	28%	43%	8%	19%	73%	62%	12%	27%

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

<u>Action/Strategy</u>	<u>Person Responsible</u>	<u>Evidence of Success</u>
Weekly Tier-2 case assignment/management and Basic Need Team collaboration and outreach	Wagner/Hedges/Cortes	Wrap-around care and consistent communication with families from the Metzger Basic Needs Team. 118 families served in Sept. and Oct. 2020 with support for basic needs, internet connectivity, behavior support, mental health support, and more.
Bi-Weekly Tier-3 case assignment/management and collaboration	Wagner/Hedges	Individualized programs, resulting in improved access for target students

Differentiation of instruction and assignments across grades and classrooms	Swindle/Haner/Centeno/ All Metzger Classroom Teachers	Observable assignments/tasks, small group instruction, learning structures or teaching structures that align with individual student needs
Co-Teaching and Teaching for Transfer embedded language support	Language Specialists Centeno/Khatib/Lynch/Hagen/ Swindle/ All Metzger Classroom Teachers	Observable language support across subject areas and throughout assignments/classroom work. Emphasis on accurate academic language production in all content areas.

Continual Improvement: Family Partnerships

****On 10/1/20 our Metzger PBIS team examined the quantitative and qualitative data from our Distance Learning Survey for Metzger Families. Below are our findings:**

1. Problem of Practice

- a. While families rank instruction high, they report that they are not clear on daily/weekly student expectations, how to navigate digital classrooms, and how best to communicate with their teacher.

2. Climate Focus

- a. Families continue to report that Canvas is not a user-friendly management system for younger students. Additionally, families navigating multiple students at home and/or working full-time are experiencing higher levels of stress and frustration. It is evident that we need to improve access and user-friendly navigation options through our communication of daily and weekly tasks and clarity of schedules and assignments.

3. High Leverage Action

High Leverage Action Statement: Every teacher, in every content area, everyday will...

- 1) We will increase teacher effectiveness by reviewing and responding (TBD) to data farmed bi-monthly via the **Distance Learning Survey for Metzger Families**. We will intentionally seek out the voices and perspectives of our historically underserved families through phone calls and follow up to maintain a feedback loop with families that are reflective of our school demographic. Teacher responses will include, but are not limited to; shifting communication modes by grade level, adjusting Canvas pages to student’s developmental level, weekly assignment schedules, and technical support information..

4. Family Partnerships SMART Goals

Goal 1: Closing the Opportunity Gap	We currently do not have a gap in ranking between our families of color and white families.
Goal 2: Raising the Bar	By spring of 2021, the number of families rating clarity of class work, communication and schedule at a 4 or 5 (proficient) on the Family Distance Learning Survey will increase from 61% to 70%.

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

Action/Strategy	Person Responsible	Evidence of Success
Canvas Exemplary teacher cross training	Swindle/Hedges/Resnick / Gitt/ Edison/ Metzger Teachers	
On-going audits of Canvas pages; link accuracy, text headers, to-do lists (day and week)	Swindle/Hedges/Haner/ Centeno	All teachers with scores of “2-3” across the platform, within homeroom and reading pages
Communication systems	Swindle/ Metzger Office	Weekly Newsletters, weekly Sunday Callouts with most critical info
Family Feedback Sessions	Swindle/Cortes	Metzger Family Night Community Conversations in Spanish Metzger Family Night Community Conversations in English
Canvas PD/ Parent sessions	Swindle/Resnick/TTSD Tech Department	

Continual Improvement: Equity Focus

1. Equity Initiative

Equity Team Initiative:

We prioritize the safety, care, and sense of belonging of all students and are intentional in our support of our historically underserved students and families. The Metzger Equity Leadership Team will lead the staff in implementing culturally responsive conversation tools, diverse literature and Teaching Tolerance [Standards](#) k-5. We will prioritize and elevate the student, family, and community voices of our historically underserved population to drive the development and application of anti-bias and anti-racist framework.

Iniciativa del equipo de equidad:

Damos prioridad a la seguridad, cuidado y el sentido de pertenencia de todos los estudiantes además somos intencionales en nuestro apoyo a nuestras familias que históricamente han sido desatendidas. El equipo de liderazgo de equidad de Metzger dirigirá al personal en la implementación de herramientas de conversación culturalmente receptivas, literatura diversa y las [normas de tolerancia](#) “Teaching Tolerance” k-5. Daremos prioridad y elevaremos las voces de los estudiantes, las familias y la comunidad de nuestra población que ha sido históricamente desatendida para impulsar el desarrollo y la aplicación de un marco anti-prejuicios y anti-racista.

METZGER COMMUNITY CIRCLE

JUNE 11, 2020

EQUITY TEAM → BUILDING THE MUSCLE TO INTERRUPT BUSINESS AS USUAL TO ACHIEVE EQUITABLE OUTCOMES FOR ALL.

OUR GOAL: EMBRACE and ENGAGE ALL STUDENTS, FAMILIES, and STAFF

WHAT WE ARE TALKING ABOUT...

400 YEARS OF OPPRESSION and FEELING LESS THAN HUMAN

NOT.. NON-RACIST and ANTI-RACIST

COMING TOGETHER AS A COMMUNITY

ENDING RACISM

STUDENTS ARE LEADING!

"It's been TOUGH to EXPLAIN to MY BOYS... it's NOT SAFE right now."

I FEEL...

HOPEFUL GRATEFUL
ENCOURAGED

"...TSD DOESN'T QUITE get EQUITY and INCLUSION."

"... WE NEED to NORMALIZE BLACKNESS."

"... TERRIFIED ABOUT BEING CALLED A * * * * * MEXICAN."

"... THE LEARNING GOES DEEPER"

"... WE NEED to TEACH KIDS HOW TO ADVOCATE."

"... WE NEED to ENSHRINE STANDARDS INTO THE CURRICULUM."

"... KIDS LEARN BEST BY CONNECTING DOTS OVER TIME."

I WONDER...?

HOW:

- ... to implement standards?
- ... to keep moving forward?
- ... to stay accountable?
- ... will anything get done in TUSD?

ABOUT:

- ... policies for training adults?
- ... what happens when the media moves on?

AND:

- "I am curious about the words: TOLERANCE - EMPATHY - ACCEPTANCE."
- "I wish there were more PARENTS and STAFF that looked like us in the school."

WE NEED to KEEP... **IN MIND** ...this is about **EQUALITY**

IN HEART ...this is about **EQUALITY**

IN FOCUS ... WE NEED to **FIGHT** for it **ALL!**

OUR PRIORITIES:

- AFFINITY GROUPS
- DESIGNATED TEAMS
- SOCIAL JUSTICE TIME
- CHANGE MTG TIMES
- JULY BOOK CLUB
- THIS BOOK IS ANTI-RACIST by TIFFANY JEWEL

Metzger Elementary School Equity Team Meeting
June 11, 2020 | Drawing by Jessica Riehl

2. Action Plan

Staff Pillar Actions	Student Pillar Actions	Family Pillar Actions	Community Pillar Actions
<ul style="list-style-type: none"> Equity Leadership Team Meetings every 6 weeks Cohesive framework implementing toolbox for Conversations using Children's Literature trainings, equity protol tools and 	<ul style="list-style-type: none"> Student affinity groups: LatinX, Black Student Union, Pacific Islander, Speakers of Arabic Languages and Whirte allyship will meet every 1st and 3rd week of each month. High school volunteers from MEChA leading 	<ul style="list-style-type: none"> Coffee with the principal in English and Spanish - launching point for affinity parent groups. Families invited to all leadership teams including Equity, CIP Leadership, and PBIS to increase partnership and decision making 	<ul style="list-style-type: none"> Host community listening sessions to inform goal setting and action planning with leadership groups, families and community voices. Incorporate 1st Thought/2nd Thought protocols in community

<p>Teaching Tolerance standards with follow-up supports</p> <ul style="list-style-type: none"> • Training and consistent use of protocols (first thought/second thought, ABCD, Head Heart Head) • Revamped diverse artist list for our Art Literacy Program K-5 including artists of color, young artists, and local artists with messages of social justice • Language focused content implemented through co-teaching model K-5 	<p>conversations and group time with LatinX affinity group.</p>	<p>with our families</p> <ul style="list-style-type: none"> • Building on spring listening session, holding continued Community Conversations centered on the experience of our historically underserved families and the anti-bias/racist framework at Metzger <p>Community Conversation Drawing</p> <ul style="list-style-type: none"> • BNT: Continued support to families to increase access and engagement during distance learning • Virtual Family Connection Meetings with every family at inservice and in October (4 Seasons Model to meet the needs of our families 	<p>settings</p>
<p>2019-20 Staff Pillar Actions</p>	<p>2019-20 Student Pillar Actions</p>	<p>2019-20 Family Pillar Actions</p>	<p>2019-20 Community Pillar Actions</p>
<ul style="list-style-type: none"> • CRT And The Brain Book Club • Summer Bookclub “This Is A Anti-Racist Book” • 100% conference attendance 	<ul style="list-style-type: none"> • Polynesian Dance After School Club taught by Metzger alumni to provide a culturally specific club and affinity group launching point for our students who identify with Polynesian/Pacific Island culture 	<ul style="list-style-type: none"> • Family Connection Home Visit Meetings at the Pre-K Level • ESL Classes for Families weekly on Wednesdays emerging into a Latino Leadership Group for 	<ul style="list-style-type: none"> • Know our Rights Session in Collaboration with Latino Network • Multicultural night - Oct 4 - Hamilton

	<ol style="list-style-type: none"> 1. Student Climate Survey Data to inform classroom climate data vs. ODR <ul style="list-style-type: none"> • Leadership Club with 5th grade leaders supporting conflict resolution and teamwork at recess 	Metzger parents	
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Continual Improvement: Professional Development/Staff Meeting Plan

This plan supports the year long training and implementation of the high leverage actions/strategies listed. *Known PD dates have been included below; add your staff meeting dates.*

***Use the template below or attach your plan.

Date of Staff Meeting/PD	Topic/Agenda <i>(align to academic, climate and equity goals/strategies listed above)</i>	Outcomes <i>(what should staff know, understand or be able to do as a result of the meeting/PD?)</i>	Person(s) Responsible
Monday, August 31st	School Wide Initiative Launch include Metzger’s commitment to anti-bias and anti-bias work and holding space in circle	Staff will understand the “why” behind holding space in circle and the translation from staff circle, to family and community circle, to morning meeting in classrooms.	Swindle Hedges Wagner Haner Centeno Cox Gitt Martin
Monday, August 31st	Florida Virtual and Canvas Trainings	Staff will understand the plan for full implementation of the Florida Virtual Curriculum and our LMS Canvas	T & L
Monday, August 31st	Set up your Canvas with the Metzger Rock Stars	All staff will leave with consistent Canvas classroom structures	Metzger staff and Lindsay Edison and Emily Gitt
Tuesday, Sept. 1st	Florida Virtual	Staff will understand the plan for full	T & L

	and Canvas Trainings	implementation of the Florida Virtual Curriculum and our LMS Canvas	
Wednesday, Sept. 2nd	Florida Virtual and Canvas Trainings	Staff will understand the plan for full implementation of the Florida Virtual Curriculum and our LMS Canvas	T & L
Wednesday, Sept. 2nd	Co-Teaching and Teaching for Transfer	Metzger teachers will learn the rationale and flow of the planning process to integrate academic language support into every content area.	Language and Literacy Team Haner Centeno Hagen Khatib Lynch
Tuesday, Sept. 8th	Metzger PBIS and SEL Training	Metzger staff will understand the the basics of PBIS in CDL and the critical components of our SEL program - daily delivery in morning meeting	Hedges Wagner Swindle
Tuesday, Sept. 8th	Lesson Design and Small Group Instruction	Teachers will understand	
Tuesday, Sept. 8th	Florida Virtual and Canvas Trainings	Staff will understand the plan for full implementation of the Florida Virtual Curriculum and our LMS Canvas	T & L
Tuesday, Sept. 8th	Metzger Morning Meeting and Metzger Circle	Intro to morning meeting structure for all Metzger teachers. Teachers receive template for morning meeting and more development around circle	Gitt - BEC Edison Hedges Swindle
Wednesday, Sept. 9th	Toolbox for Critical Conversation Using Diverse Literature	Delivery of toolbox for protocols and procedures to hold critical conversations using diverse literature	Laurel Fischer
Wednesday, Sept. 9th	Toolbox Debrief and Planning with the Metzger BEC	Teachers will receive slides and templates for immediate implementation of the tools and diverse literature resources - plan for immediate application	Gitt - BEC
Thursday, Sept. 10th	K-5 Social Justice and SEL Training	Social Justice and SEL for K-5 Trainers	TTSD Team EBS Coaches and Equity Leadership
Thursday, Sept. 10th	Canvas, Google Meet and Tech Q and A	Metzger lead teachers support basic google meet and Canvas practices including Q and A before our first day of school	Gitt Edison Cox

<p>Thursday, Dec. 3rd Thursday, Jan. 7th Thursday, Feb. 4th Thursday, March 4th Thursday, April 8th Thursday, May 6th Thursday, June 3rd</p>	<p>Equity Leadership Team - Staff and parents focused on the ongoing work on our equity goals and overall improvement of the cultural responsiveness and inclusivity of our whole building and systems</p>	<p>See Equity Focus</p>	<p>BEC - Emily Gitt BEC trainee and co-BEC in 2020 Rosa Haro Swindle</p>
<p>Thursday, December 10th Thursday, Jan. 21st Thursday, Feb. 18th Thursday, April 15th Thursday, May 20th</p>	<p>CIP Leadership Team Staff focused on instructional and program decisions and improvement</p>	<p>See Instructional Focus</p>	<p>Swindle Hedges Haner Centeno Khatib Lynch Hagen Resnick</p>
<p>Thursday, Nov, 19 Thursday, December 17th Thursday, Jan. 28th Thursday, Feb. 25th Thursday, April 1st Thursday, April 29th Thursday, May 27th</p>	<p>PBIS Leadership Team Staff and parents focused on the improvement of our climate and SEL instruction</p>	<p>See Climate Focus</p>	<p>Hedges Wagner Swindle</p>
<p>Wednesdays September 13th September 20th October 7th October 14th October 21st November 4th December 2nd December 9th December 16th January 6th January 13th January 20th January 27th February 3rd February 10th</p>	<p>Collaboration Meetings All teachers with instructional support specialist will analyze individual student data on common formative assessments to make instructional decisions and plan for instruction</p>	<p>See Instructional Focus</p>	<p>Swindle Hedges Haner Centeno Khatib Lynch Hagen Resnick</p>
<p>Wednesday, Nov 13th</p>	<p>Video Self Reflection PD in</p>	<p>Teachers will observe instructional video for opportunities to respond and language</p>	<p>Swindle Amanda</p>

	collaboration with Project Lee and PSU	support. They will leave and film themselves teaching reading and use the same tools to reflect upon their own teacher	Sanford Julie Esparza Brown Jesabel Centeno Joyce Haner
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