

Tigard-Tualatin School District - 2022-2023 Continual Improvement Plan

Alberta Rider Elementary School

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:

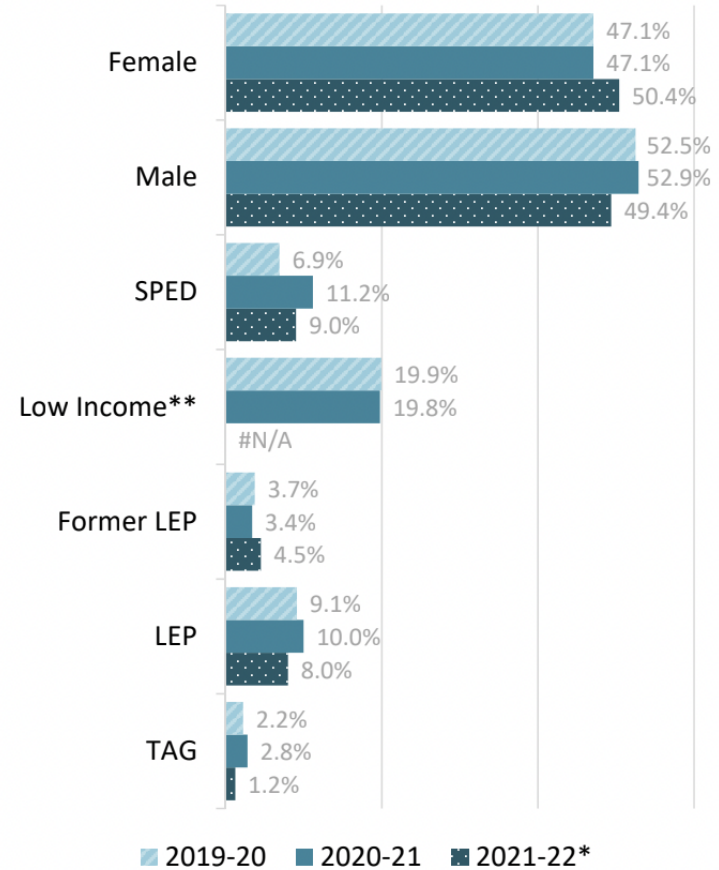
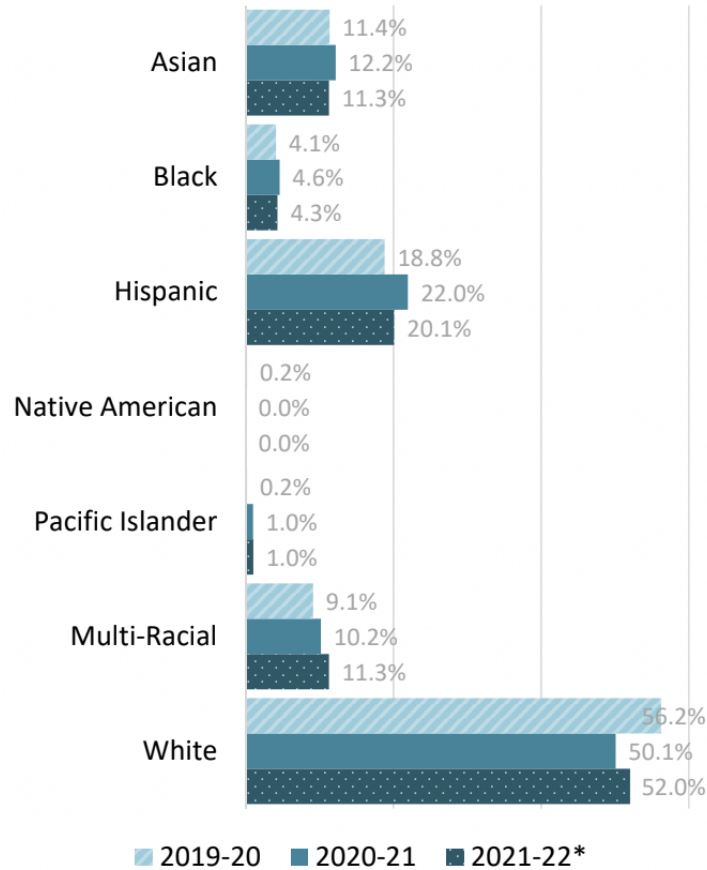
- We believe in providing all students with a rigorous and appropriate education focused on the delivery of high quality and explicit instructional practices in all content areas.
- We believe in making data driven decisions while using research based teaching strategies and materials across academic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

School Profile – Demographics

Due to COVID Pandemic, data may be missing, or #NA

School Demographics

Alberta Rider Elementary School
End of the Year



Data as of 6/16/2022

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

** Data Provided by ODE in April of School Year

<p>District: Collective Theory of Action If TTSD leaders invest in collective efficacy through collaboration and analysis of relevant student academic and behavioral data, then we will develop and implement differentiated instructional strategies that result in improved student outcomes.</p>	<p>District: Problem of Practice We have as yet to close the consistent, predictable and pernicious outcome gaps between historically underserved children and their white peers. Additionally, not all students are performing at their rate and level of learning. Increasing the number of students on or above grade level for math and literacy as measured by i-Ready for all students K-8, on-track at 9th grade and credit attainment 10th-12th grade by 5% and additionally by 8% for underserved students. This provides a measurable target for schools to plan, implement, analyze and act to modify instruction that consistently and with fidelity closes opportunity gaps, raising the bar for all.</p>
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District Goals: Increase the number of students on or above grade level for math and literacy as measured by i-Ready for all students K-8, on-track at 9th grade and credit attainment 10th-12th grade by 5% and additionally by 8% for underserved students.

	Literacy I-Ready Goals				Math I-Ready Goals			
	Overall		Underserved		Overall		Underserved	
	Spring 2021-22	Goal 2022-23	Spring 2021-22	Goal 2022-23	Spring 2021-22	Goal 2022-23	Spring 2021-22	Goal 2022-23
District I-Ready	59%	64%	38%	46%	48%	53%	28%	36%
Elementary I-Ready	63%	68%	43%	51%	53%	58%	32%	40%
Middle I-Ready	50%	55%	29%	37%	39%	44%	20%	28%

	9th Grade Credit Goals				10th Grade Credit Goals				11th Grade Credit Goals			
	Overall		Underserved		Overall		Underserved		Overall		Underserved	
	Spring 2021-22	Goal 2022-23	Spring 2021-22	Goal 2022-23	Spring 2021-22	Goal 2022-23	Spring 2021-22	Goal 2022-23	Spring 2021-22	Goal 2022-23	Spring 2021-22	Goal 2022-23
HS Overall	90%	95%	81%	89%	87%	92%	77%	85%	89%	94%	79%	87%

SCHOOL LEVEL:

<p>School: Collective Theory of Action If Alberta Rider staff invest in collective efficacy through collaboration of all staff (licensed and classified), analysis of relevant student academic and behavioral data and effective problem solving through the MTSS process then we will develop and implement differentiated instructional and behavioral strategies that result in improved student outcomes.</p>	<p>School: Problem of Practice At Alberta Rider, we continue to see achievement and opportunity gaps in both reading and math between student populations. Traditionally underserved students are more likely to be 1+grade levels below and are less likely to make adequate growth.</p>
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AIM	SCHOOL										
K-8 Literacy for All Students	<p>By Spring of 2023, Alberta Rider will ensure that 100% of students make 1 years' growth in a 1 years' time in literacy as measured by iReady K-8.</p> <p>By Spring of 2023, 76% of all students will be at or above grade level in reading as measured by iReady (an increase of 5% from Spring 2022 (71%)).</p> <p><i>Baseline data (Fall 2021-Spring 2022) - Students at/above grade level as measured by iReady reading:</i></p>										
		Fall 2021	Spring 2022	Growth	Fall 2022			Fall 2021	Spring 2022	Growth	Fall 2022
	Overall	35%	71%	+37%	39%		K	39%	84%	+45%	23%
	Hisp/Latino (99)	17%	52%	+34%	20%		1	21%	72%	+52%	25%
	Black (28)	32%	81%	+49%	48%		2	25%	73%	+48%	35%
	N.H./P.I. (6)	67%	75%	+8%	17%		3	57%	78%	+21%	47%
	Am. I./Al. N. (5)	0%	40%	+40%	0%		4	32%	60%	+27%	46%
	Asian (62)	38%	82%	+44%	47%		5	36%	59%	+22%	40%

	2+ Races (68)	39%	74%	+35%	44%
	White (332)	32%	68%	+36%	36%
	ELD				0%
	SpEd				1%

K-8 Literacy for Historically Underserved Students and students 1 or more grade levels behind	By Spring of 2023, Alberta Rider will ensure 100% students that are 1 or more grade levels behind will make 1.5 years growth in a year's time as measured by iReady K-8.
	By Spring of 2023, 62% of underserved students and students 1+ grade levels behind will be at or above grade level in reading as measured by iReady (an increase of 8% from Spring 2022 (54%)).

AIM	SCHOOL									
K-8 Math for All Students (increase by 5%)	By Spring of 2023, 70% of all students will be at or above grade level in math as measured by iReady (an increase of 5% from Spring 2022 (65%)).									
	<i>Baseline data (Fall 2021-Spring 2022) - Students at/above grade level as measured by iReady math:</i>									
		Fall 2021	Spring 2022	Growth	Fall 2022		Fall 2021	Spring 2022	Growth	Fall 2022
	Overall	19%	65%	+46%	22%	K	35%	77%	+42%	29%
	Hisp/Latino (99)	8%	35%	+27%	4%	1	12%	63%	+51%	20%
	Black (28)	24%	77%	+53%	34%	2	13%	61%	+48%	13%
N.H./P.I. (8)	0%	40%	+40%	0%	3	16%	66%	+50%	19%	

	Am. I./Al. N. (5)	0%	40%	+40%	0%	4	14%	62%	+48%	23%
	Asian (63)	28%	81%	+53%	41%	5	28%	61%	+33%	32%
	2+ Races (69)	14%	60%	+46%	16%					
	White (329)	19%	62%	+43%	19%					
	ELD				0%					
	SpEd				1%					
K-8 Math for Historically Underserved Students (increase by 8%)	By Spring of 2023, 51% of underserved students and students 1+grade levels below will be at or above grade level in math as measured by iReady (an increase of 8% from Spring 2022 (43%)).									

What are the change ideas (actions) our school community will implement in order to reach our goal?

<p>School: Collective Theory of Action If Alberta Rider staff invest in collective efficacy through collaboration of all staff (licensed and classified), analysis of relevant student academic and behavioral data and effective problem solving through the MTSS process then we will develop and implement differentiated instructional and behavioral strategies that result in improved student outcomes.</p>			
	Change Ideas to implement to reach the goals	Alignment to CCRE Framework Priority Tenet	Intended/Predicted Outcome (why this step? What do you hope to gain from it?)
1	Integrated systems of communication and support	Critical Consciousness	By aligning the work we are doing as a building to our district priorities and supporting systems to align work done by teams and individual teachers to our

		<p>Culture and Climate</p> <p>Congruent Instructional Practices</p>	<p>building priorities, we are supporting collective efficacy throughout our system. Specific structures include:</p> <ul style="list-style-type: none"> A. Instructional Leadership Team B. Team meeting structures <ul style="list-style-type: none"> a. 100% meetings b. Student Achievement Teams C. All Staff meetings (Licensed and Classified) D. Classroom walkthrough feedback
1.a	Monthly Instructional Leadership Team meetings	Critical Consciousness	Through the Instructional Leadership Team model we are creating shared ownership, leadership and effective feedback loops. Through these meetings, team leaders and other staff participants can help inform decisions, identify high leverage strategies and actions and monitor implementation. We are continuing to focus on high-leverage strategies already in process including morning meetings and embedded social-emotional learning for all students and differentiated small group instruction in both reading and math.
1.a.1	<i>In process</i> - Improvement Science project w/ ILT on implementation of small-group instruction.		All teams identified small group differentiated instruction in both reading and math as a high-leverage strategy to support their goals. Our instructional leadership team will conduct an improvement science project on this problem of practice.
1.b	Team meeting structures	Critical Consciousness	<p>Grade-level teams meet 3x per year in 100% meetings, collaborating with our instructional coach, admin, dean and literacy specialist. Teams drafted collaborative goals based on their own data, aligned with our school-wide goals in reading and math.</p> <p>Student Achievement Teams meet monthly. Agenda topics are shared with team leaders (also in the ILT) and feedback is shared digitally with admin.</p>
1.b.1	Collaborative team goals	Congruent Instructional Practices	<p>Teams drafted collaborative goals based on their own data, aligned with our school-wide goals in reading and math. Shared instructional strategies include:</p> <ul style="list-style-type: none"> ● iReady engagement of at least 45 minutes per week

			<ul style="list-style-type: none"> ● Involving students in iReady data conversations and goal setting ● Differentiated small-group instruction
1.c	All Staff Meetings	Critical Consciousness Climate and Culture	1x per month classified staff are paid to attend a climate and culture focused staff meeting. This structure helps build collective efficacy through connection and professional development designed by our ILT and Equity team.
1.d	Aligned classroom walkthrough feedback	Congruent Instructional Practices	Using a shared google document, each teacher (regardless of evaluation cycle) receives regular feedback linked to their professional (and team) goals. Commenting allows for two-way communication in a shorter time frame. This helps build on our shared ownership and commitment to our goals and aligned instructional practices.
2	Affinity spaces for families - Hispanic/Latino family group is our first priority	Climate and Culture	Our staff is aware that our Hispanic/Latino students are furthest from educational equity. They are less likely to be at/above grade level in reading and math and are less likely to make adequate growth. Our team also acknowledges that we need to partner with students and families to better understand why this problem exists.
3	Monthly equity team meetings	Climate and Culture	Through monthly meetings staff devote time and energy to each of the pillars, identifying action steps and monitoring implementation of actions.

Culture and Climate

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 Plan (Tier I/PBIS)

Topics	Inclusive Environments: Diversity, Equity, Inclusion, Culture of Care & Community Agreements	Positive Identity Development Initiatives & Plan	Defining Bias Incidents and Hate Speech
Artifacts (Lessons, engagement plans, outreach, and community events)	Morning Circles using the “Caring School Community” curriculum : <ul style="list-style-type: none"> ● Classroom and School community ● Trauma informed instruction ● SEL - empathy, feelings, conflict management, respect, bullying and more ● CASEL Core Competency aligned <ul style="list-style-type: none"> ○ Self-awareness ○ Self-management ○ Social Awareness ○ Relationship Skills ○ Responsible decision making Heritage Month acknowledgement through school-wide displays, activities and lessons. Information is also shared with our community through our website. Imprints Lesson - ARE	Health Lessons through the Great Body Shop Curriculum include: <ul style="list-style-type: none"> ● Resolving conflict ● Body identity ● Attitudes and actions ● Support structures and community ● Emotions ● Peer pressure SEL morning meetings using Caring School Community Curriculum Multicultural Festival No Place for Hate school-wide pledge and student leaders	PBIS Lesson that defines bias incidents and hate speech Imprints Lesson - ARE

Accountability for Implementation

Communication Plan:

- **Staff:** Staff were informed of the Bias and Hate speech policy, a brief history of how this policy came from student advocacy will be part of the communication. All staff participated in training at the start of the school year on how to identify, communicate, prevent, respond and support students, staff, and school community related to bias incidents and hate speech. Continued training through scenario practice is taking place throughout the year. [Community Communication - EASH overview - Rider](#) [ARE E.A.S.H. committee video \(21-22\)](#)

- **Students:** All students were informed of the Bias and Hate Speech policy at the start of the school year. A brief history of how this policy came from student advocacy will be part of the communication. Students will be informed of the process the school will follow to address hate speech and bias incidences. Introduce proactive strategies and preventative education to create and commit to setting a culture and climate that is welcoming and fosters belonging for all students with intentional focus affirming the diverse identities and experiences we all bring to our school community. Students will understand what to expect as a response to bias and hate speech incidents as the originator, victim/survivor, or witness. Students will understand the process of healing from the imprint of the bias or hate speech incident. [EASH teaching plan - Rider](#)
- **Family & Community:** Families and caregivers will be informed of the Bias and Hate Speech policy. A brief history of how this policy came from student advocacy will be part of the communication. Families and caregivers will be informed of the process the school will follow to address hate speech and bias incidences.
[EASH committee agenda examples](#)
[Rider Community Communication](#)
[ARE E.A.S.H. committee video \(21-22\)](#)

Data Collection Process: All hate speech incidents require an office discipline referral and must be entered in Synergy under Harassment (racial, disability, religion, sexual orientation). Bias incidents range from intentional to unintentional. We will be working to create systems to track that to inform education.

Data Reporting Process: Data is required to study and understand current reality related to climate and culture as well as the health of our system where everyone understands the impact of bias incidents and hate speech on our community and how to address them. Triangulation of data will allow for PBIS teams and administrators to study our preventative measures, response, and collective accountability to mitigating these imprints of harm to individuals and the learning community.

- Quantitative data will be collected through office discipline referrals and surveys with Likert Scales. These data points can help pinpoint who the originator is and the victim, where and when incidents happen, and how frequent.
- Qualitative data will be collected through perception data that uses open-ended responses that capture experiences as well as focus groups (i.e. affinity groups, alliance groups, and circles). These data points can help with understanding the impact, the complexity of the scenarios of bias incidents and hate speech and will inform ways to improve our E.A.S.H process and create a culture and climate that is humanizing in TTSD.

| [Mid-year report here](#) | [End of Year Report here](#)

Solutions (PBIS Team Structures)

Incident Response: [ACB-AR Bias Incident Complaint Process \(pg. 3\)](#) [Rider Adult Response](#)

The major objectives of the school response are to teach the following fundamental concepts:

1. Understanding and respect for individual rights, dignity and safety;
2. Understanding and respect for the law, district policies, procedures, rules and regulations;

3. Understanding of and respect for public and private rights.

TTSD will incorporate educational and culturally responsive restorative approaches to promote responsibility and compassion while repairing harm and distrust, thereby creating a learning environment that is positive for all students. During the response and reparation stage, the administrators may consider tiered incident responses along a continuum from restorative practices, ranging from repairing harm to another student and the community, to loss of privileges and suspension. Using the district tiered PBIS system of support, students who have multiple incidents of bias incidents will have increased levels of intervention. In any response, there will be a plan to educate on the harm caused and how to behave differently in the future.

Healing (PBIS Team Structures)

Victim Support Plan: [ACB-AR Bias Incident Complaint Process \(pg. 3\)](#) [Rider Adult Response](#)

In all responses, the administrator will provide appropriate support for the victim, including but not limited to:

1. Conference with and ongoing support from counselor or other trusted adult;
2. Restorative conversation with the originator facilitated by trained professionals;
3. Restorative community circle facilitated by trained professionals;
4. Referral to outside community supports;
5. Additional family support as indicated.

[Eash Teaching Plan - Rider](#)

The victim will always have the power to decline any offers of support and will never be required to or persuaded to engage in restorative practices with the originator.

Levels of Witness Impact Plan: Interpersonal | Classroom Level | Common Spaces | School Community | District

Plans to address impact on witnesses will follow restorative practices appropriate to the level of impact on community

Relevant Policies: [GBB/JBC Bias Incidents and Hate Speech](#) | [JBC/GBB](#) | [ACB All Students Belong](#) | [ACB-AR Bias Incident Complaint Process](#)

[TTSD E.A.S.H. Plan](#)

[Alberta Rider E.A.S.H. Plan](#)

How are we creating the conditions for Culturally & Community Responsive Education (CCRE)?

Equity Team Initiative(s): *Our building equity team meets monthly to address our current system, identify change ideas and monitor progress. Participating staff chose one pillar to focus their energy, with family and community actions partnering together.*

Staff Actions	Student Actions	Family Actions	Community Actions
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<p>2022-23</p> <ul style="list-style-type: none"> ● Collaborative team goals through 100% meetings. ● School-wide instructional goal - implementing small-group differentiated instruction in both reading and math. ● Improvement science process to support. ● ARE Colleagues of color affinity space (this is aligned with our goal of family affinity spaces as well) <p>2021-22</p> <ul style="list-style-type: none"> ● Develop shared understanding of EASH plan ● Inclusive PD; classified, families & student(s) around the 3 Tenets of CCRE ● Review Student Survey information as a staff ● Create opportunities to communicate with and learn from our Parent Diversity and Inclusion Parent Equity Group 	<p>2022-23</p> <ul style="list-style-type: none"> ● NPFH student leaders (combined with previous ambassador program) <p>2021-22</p> <ul style="list-style-type: none"> ● Develop shared understanding of EASH plan ● Provide time for reflection on student survey data and build action plans for improvement with student involvement(?) ● Continue to establish No Place for Hate. Transition from virtual to in-person experience. 	<p>2022-23</p> <ul style="list-style-type: none"> ● Multicultural festival, work group ● Family affinity spaces (this is aligned with our goal of a colleagues of color affinity space as well) <p>2021-22</p> <ul style="list-style-type: none"> ● Develop shared understanding of EASH plan ● Including our parent leaders in No Place for Hate and continuing their involvement in our school's Equity Team. 	<p>2022-23</p> <ul style="list-style-type: none"> ● Multicultural festival, work group ● Increase community partnership to support <p>2021-22</p> <ul style="list-style-type: none"> ● Develop shared understanding of EASH plan ● Continue to support and utilize our Diversity and Inclusion Parent Equity Group to inform decisions around community events, classroom practice and overall school climate and culture.
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