The Tigard-Tualatin School District’s new strategic plan focuses on immediate outcomes that will improve learning and the education experience for all district students and their families.

The plan is built upon the 4 Cornerstones of **Student Achievement**, **Equity**, **Talent** and **Climate & Culture**.

Strategies for achieving the plan include identifying and implementing teaching practices that are the most effective for improving student learning.

Look inside to learn how this focus will guide our work over the next five years and to find the measurable outcomes that will track our success.

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**We prepare students for success in a rapidly changing world.**

**We believe that success is the reflection of high expectations and a belief in all students.**

**We hire, support and retain catalysts for learning.**

**We create and nurture a school community where everyone feels safe, valued & connected.**
# Tigard-Tualatin School District

**TTSD PRIORITIES FRAMEWORK**

## COLLECTIVE PURPOSE

**“Who are we and what do we stand for”**

Impact every student through the use of rigorous and culturally responsive instructional strategies and systems that close the racial achievement gap while improving outcomes for all students.

## 2016-17 INSTRUCTIONAL PRIORITIES

<table>
<thead>
<tr>
<th>TTSD Value: Systems &amp; Data Driven Decision Making</th>
<th>TTSD Value: High Quality, Explicit Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EBIS</strong></td>
<td><strong>Literacy Instruction</strong></td>
</tr>
<tr>
<td>Build and sustain a positive school climate by strengthening the foundation of school wide EBS grades K-12</td>
<td>District-wide implementation of high-leverage explicit instructional strategies</td>
</tr>
<tr>
<td>Implement key recommendations from EBIS systems review</td>
<td>Identify and provide high quality professional development to support 3 to 5 key literacy strategies</td>
</tr>
<tr>
<td>Implement an EBIS model specific to middle school that includes 100% and 20% meetings</td>
<td>Prepare administrators to effectively coach teachers in achieving the instructional priorities identified by TTSD Performance Standards</td>
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<tr>
<td><strong>SATs</strong></td>
<td><strong>English Learner Instruction</strong></td>
</tr>
<tr>
<td>Strengthen and clarify vision, mission and values</td>
<td>Identify and provide high quality professional development to support 3 to 5 key oracy strategies such as structured language routines</td>
</tr>
<tr>
<td>Empower teachers to analyze and utilize student achievement data to inform and adjust instruction and improve student outcomes</td>
<td>Implement a highly effective English Language Development program across all settings</td>
</tr>
<tr>
<td>Utilize SAT structure as a core system to support professional development, adult learning and group decision making</td>
<td>Strengthen teacher competence in utilizing sheltered instructional strategies in general classroom settings</td>
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**Technology**

Develop and implement a foundation for personalized digital learning for every student

## OPERATIONAL FOUNDATIONS

<table>
<thead>
<tr>
<th>Climate and Culture</th>
<th>Leadership Development</th>
<th>Communication</th>
<th>Talent</th>
<th>Finance</th>
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<tbody>
<tr>
<td>Develop and implement a mental health support framework for TTSD students K-12</td>
<td>Develop clear, broadly shared agreements about what it means to be a culturally responsive leader in the Tigard-Tualatin School District</td>
<td>Provide clear, consistent and ongoing communication regarding the work of the district</td>
<td>Implement a comprehensive support program for teachers in their first three years of employment</td>
<td>Implement a priority-based budget framework that directs funds to support district instructional priorities</td>
</tr>
</tbody>
</table>
Our TTSD Operational Values...

The Tigard-Tualatin school district will conduct business in a manner that communicates the core operational values of:

- Maintaining the public’s trust
- Fiscal transparency
- Efficient and efficient operations
- Clean and safe facilities

Every student thrives in school and graduates prepared to succeed

*In our schools, each student*

- Is challenged by a rigorous academic program
- Enjoys school and learning
- Feels a sense of belonging
- Is capable and confident

Mission Statement: Educate Every Child
**Student Achievement**

We prepare students for success in a rapidly changing world.

**Long Term Objective:** All students are academically successful and are equipped to transition to their chosen next step after high school graduation.

**Strategy 1.1: Instructional Practices:** The district will develop and implement a specific framework that identifies the highest leverage and most effective instructional practices that will be prioritized for use in every classroom, every day.

**A. Implementation Evidence:**

1. Observational Data
   a. 80% of TTSD teachers evaluated will be rated a 3 or higher on TTSD Performance Standard 2.2: Learning objectives explicitly convey what students are supposed to know and/or be able to do as a result of the lesson.
   b. 80% of TTSD teachers evaluated will be rated a 3 or higher on TTSD Performance Standard 2.3: The teacher incorporates reading, writing, speaking, listening and/or performing relevant to the subject matter.
   c. 80% of TTSD teachers evaluated will be rated a 3 or higher on TTSD Performance Standard 2.4: The teacher uses a variety of strategies that are designed to achieve high levels of student engagement.
   d. “Look for” implementation data – Final measurement benchmarks under development

2. DIBELS Spring Composite Score Benchmark
   a. The percentage of all students achieving the Spring DIBELS benchmark will improve from 71% to 80%.
   b. The racial achievement gap between under-served students and white students will decrease from 22 percentage points to 10 percentage points as evidenced by the Spring DIBELS Benchmarks.

**B. Outcomes – By 2021…**

1. Smarter Balanced English Language Arts assessment
   a. The percentage of all students achieving benchmark will improve from 67% to 80%
   b. The racial achievement gap between under-served students and white students will decrease from 31 percentage points to 10 percentage points.

2. Smarter Balanced Mathematics assessment
   a. The percentage of all students achieving benchmark will improve from 53% to 80%
   b. The racial achievement gap between under-served students and white students will decrease from 34.4 percentage points to 10 percentage points
Strategy 1.2: Instructional Technology Integration: Professional development will focus on increasing teacher effectiveness in using instructional technology to integrate the 4 c’s – critical thinking, communication, collaboration and creativity into daily instruction.

A. Implementation Evidence:
   1. Classroom Data
      a. 80% of TTSD teachers evaluated will be rated a 3 or higher on TTSD Performance Standard 2.11: Teacher maximizes student learning by facilitating the use of available technological tools and resources.
      b. “Look for” implementation data – benchmark measurements under development

B. Outcomes – By 2021…
   1. 100% of students will have access to a personal technology device on a daily basis and will have the knowledge and skills to use the tool to access resources and content to improve their learning.
   2. 100% of teachers receiving tech PD will be able to identify one tool or strategy that they will use in their classroom.

Strategy 1.3: Growth Mindset - Teachers will be trained and supported to develop students' growth mindset emphasizing the value of continuous improvement and effort.

A. Implementation Evidence:
   1. Artifacts from professional development opportunities.
   2. Professional development exit survey on effectiveness of training - question TBD.

B. Outcomes – By 2021…
   1. The percentage of students who agree with the statement “I can do most things if I try” will increase from 89% to 95% as evidenced by the bi-annual Student Wellness Survey.
   2. The racial achievement gap between under-served students and white students will decrease from 31 percentage points to 10 percentage points as evidenced on the Smarter Balanced ELA Assessment.
   3. The racial achievement gap between under-served students and white students will decrease from 34.4 percentage points to 10 percentage points as evidenced on the Smarter Balanced Mathematics Assessment.
   4. The economic achievement gap between Economically Disadvantaged students and their peers will decrease from 34.5 percentage points to 10 percentage points as evidenced on the Smarter Balanced ELA Assessment.

Strategy 1.4: College and Career Readiness - The district will develop a college and career readiness framework that identifies the highest priority 21st century success skills for each grade level and content area.

A. Implementation Evidence:
   1. Complete TTSD college and career readiness plan presented to school board by May, 2017

B. Outcomes – By 2021…
   1. The percentage of students who achieve all four ACT College and Career Readiness Benchmarks will increase from 30% in 2015-16 to 40%.
   2. The percentage of students who enroll in college within 2 years of completing high school will increase from 66% to 80%
3. The percentage of students who earn 3+ college level credit or 3+ CTE credits will increase from 66% to 80%.

**Strategy 1.5: Academic Transitions** - The district will complete a study to understand the root-cause for the academic drop from 5th to 6th grade and develop strategies designed to address specific causes.

**A. Implementation Evidence:**
- Completed root-cause analysis and associated action items presented to school board by March, 2017

**B. Outcomes – By 2021…**
1. The percent of students failing one or more courses in their 6th grade year will decrease from 22.8% to 10%
2. The percent of students earning 6 or more high school credits by the end of their freshman year will increase from 96.8% to 99.9%
3. The percent of freshman students missing 10% of school days will decrease from 20.1% to 10%

**Strategy 1.6: Mental and Emotional Health** - The district will develop a comprehensive plan that provides mental and emotional health support and resources for students and families.

**A. Implementation Evidence:**
1. Completed mental health framework with associated action plan presented to school board by January, 2017

**B. Outcomes – By 2021…**
1. The percentage of students below the risk threshold on the Mental Health Inventory 5 will increase from 90.5% to 95% as evidenced on the Student Wellness Survey every other year.
2. The percentage of students who agree with the statement “There is at least one teacher or other adult in my school that really cares about me” will increase from 81% to 90% as evidenced by the Oregon Healthy Teens and Student Wellness Surveys.

We believe that success is the reflection of high expectations and a belief in all students.

**Long Term Objective: Eliminate the expectation and opportunity gaps.**

**Strategy 2.1: Family Engagement** - The district will conduct a stakeholder engagement process with families of color to identify strategies that will most effectively support students and parents.

**A. Implementation Evidence:**
2. The district will engage a minimum of 300 parents of color in the stakeholder engagement process.
3. 85% of parents responding to an exit survey following each stakeholder engagement session will report that they believe the process effectively engaged them in a meaningful discussion focused on the needs of their students.

B. Outcomes – By 2021…
1. The racial achievement gap between under-served students and white students will decrease from 31 percentage points to 10 percentage points as evidenced on the Smarter Balanced ELA Assessment.
2. The racial achievement gap between under-served students and white students will decrease from 34.4 percentage points to 10 percentage points as evidenced on the Smarter Balanced Mathematics Assessment.

Strategy 2.2: Equity Programs and Supports - The district will complete an inventory of current equity based initiatives to determine the effectiveness and identify gaps.

A. Implementation Evidence:
1. Report summarizing the effectiveness of current equity practices and proposed future actions will be presented to the school board by May, 2017.

B. Outcomes – By 2021…
1. Rates of disproportionate discipline between under-served students and white students will decrease from 21 percentage points to 10 percentage points based on yearly discipline data.

Talent

We hire, support and retain catalysts for learning.

Long Term Objective: District staff are hired that reflect the following values:

- Highly skilled instructors and instructional leaders
- Language and cultural diversity
- Student centered
- Committed to equitable outcomes for all students
- Lifelong learner
- Technologically skilled

Strategy 3.1: Hiring Practices - The district will complete a comprehensive revision of its hiring practices and implement a professional development program for administrators on the new practices. The updated hiring practices will include the following elements:

- Recruiting strategies
- Application process
- Screening and selection processes and requirements
- Identification of the core values and competencies that the district will prioritize for each job classification
A. Implementation Evidence:
1. Hiring practices handbook will be published by February, 2017.
2. Artifacts from administrative professional development sessions.

B. Outcomes – By 2021…
1. The difference in the racial diversity of staff and students will decrease from 30.9 percentage points to 15 percentage points.
2. The percentage of probationary teachers who are rated level 3 or higher on each of the standards listed below will be greater than or equal to 85% from 60.8%.
   a. Standard 1.3: Lesson are intentionally designed to close the racial achievement gap by engaging students of every race and ethnicity.
   b. Standard 2.4: The teacher uses a variety of strategies that are designed to achieve high levels of student engagement.
   c. Standard 3.5: The teacher establishes an environment that promotes respect and supports individual student differences such as race, gender, ability, religion, sexual orientation and socioeconomic status.

Strategy 3.2: Staff Retention - The district will development and implement a comprehensive staff wellness program.

A. Implementation Evidence:
1. Staff wellness program will be presented to the school board by April, 2017.

B. Outcomes – By 2021…
1. The percentage of licensed staff members who remain in the district for 5 or more years will increase from 57.1% to 85%
2. The percentage of staff leaving the district due to dissatisfaction with the working conditions will decrease from to 2% or less of all reasons given.
3. The percentage of staff reporting that “the faculty are recognized for accomplishments” on the TELL survey will increase from 78.9% to 87%.
4. The percentage of teachers absent 5 or fewer days in a school year will increase from 33.1% to 50%

Strategy 3.3: Mentoring Program - Educators new to TTSD are supported through training, coaching and systematic encouragement in order to increase their effectiveness in the classroom and sense of satisfaction with their work.

A. Implementation Evidence:
1. New staff mentoring program plan developed and implemented in fall, 2016. Plan presented to board in November.
2. When surveyed, 90% of participants will indicate that they are receiving a high level of support.
3. When surveyed, 90% of participants will indicate that the professional development sessions for new teachers positively support their work in the classroom.
4. Training artifacts from professional development sessions.
B. Outcomes - By 2021...
1. 95% of new teachers who indicate that they feel adequately supported through the mentoring and support program.
2. 90% of new teacher will remain employed with the district through their three year probationary period.
3. The percentage of probationary teachers who are rated level 3 or higher on each of the standards listed below will be greater than or equal to 85%.
   a. Standard 1.3: Lesson are intentionally designed to close the racial achievement gap by engaging students of every race and ethnicity.
   b. Standard 2.4: The teacher uses a variety of strategies that are designed to achieve high levels of student engagement.
   c. Standard 3.5: The teacher establishes an environment that promotes respect and supports individual student differences such as race, gender, ability, religion, sexual orientation and socioeconomic status.

Strategy 3.4: Professional Development and Evaluation - All district administrators will participate in ongoing professional development focused on the core values and standards of the licensed evaluation system.

A. Implementation Evidence:
   1. Artifacts from administrative professional development sessions
   2. Administrative survey feedback from PD activities
   3. Admin supervisor feedback and evaluation process artifacts

B. Outcomes – By 2021…
1. The percentage of staff members who report that the procedures for teacher evaluation are consistent will increase from 86% to 90% as evidenced on the TELL survey.
2. The percentage of staff members who report that teachers are evaluated by someone who is well prepared to use the evaluation tool will increase from 90% to 95% as evidenced on the TELL survey.

Climate & Culture

We create and nurture a school community where every individual feels safe, valued and connected.

Long Term Objective: Families are empowered and their students attend school ready to learn.

Strategy 4.1: School Climate - The district will engage in a K-12 renewal process for Positive Behavior Support (PBS) Systems to ensure that best practices are being utilized at each school site.

A. Implementation Evidence:
   2. SET Survey observation/SAS Self-Assessment - Metric TBD
   3. Quarterly attendance reports of chronic absenteeism @ grades K, 3, 6, 8, 9
   4. Quarterly discipline data of overall referral rates and the number of incidents of bullying and harassment.
B. Outcomes – By 2021…
1. The percent of Kindergarten students missing 10% of school days will decrease from 20.2% to 10%
2. The percent of 8th students missing 10% of school days will decrease from 17.3% to 10%
3. The percent of freshman students missing 10% of school days will decrease from 20.1% to 10%
4. The number of major office discipline referrals will decrease from .34 per a student to .20 per a student.
5. The number of major office discipline referrals for Bullying and Harassment will decrease from 21.1 per a thousand students to 10 per a thousand students.
6. The percent of students who report being the subject of any harassment in the last 30 days will decrease from 44.6% to 20% as evidenced by the Student Wellness Survey and the Oregon Healthy Teens survey

A. Implementation Evidence:
1. Transition communication framework completed by November 1, 2016.
2. Communication artifacts from information provided to parents.

B. Outcomes – By 2021…
1. The percent of students who “think the things they are learning in school are going to be important later in life” will increase from 56% to 80% as evidenced by the bi-annual Student Wellness Survey.
2. On a yearly survey, 80% of parents responding will indicate that the information provided by the district provided information and resources that helped them support their student.

A. Implementation Evidence:
1. The district will present a comprehensive vision for future pre-school program development by March 1, 2017.
2. The district will complete a pre-school needs assessment in the Bridgeport and Metzger attendance areas by May 1, 2017.

B. Outcomes – By 2021…
1. The percentage of students entering Kindergarten with well-developed Self-Regulation will increase from 56.5% to 75% as evidenced by having a 3.5 average on the Oregon Kindergarten Assessment.
2. The percentage of Kindergarten students achieving Fall DIBELS Reading Benchmarks will increase from 56% to 75%.

A. Implementation Evidence:
1. Communication artifacts (languages)
2. Community survey

Strategy 4.2: Future Focus - The district will develop a communication plan with all families during key student transitions (K-1, 2-3, 5-6, 8-9) to emphasize priorities for students on the pathway to college and career readiness.

Strategy 4.3: Preschool - District will complete the development of a preschool program vision and implementation plan designed to engage our most underserved parents and students in a rigorous pre-K educational experience.

A. Implementation Evidence:
1. The district will present a comprehensive vision for future pre-school program development by March 1, 2017.
2. The district will complete a pre-school needs assessment in the Bridgeport and Metzger attendance areas by May 1, 2017.

B. Outcomes – By 2021…
1. The percentage of students entering Kindergarten with well-developed Self-Regulation will increase from 56.5% to 75% as evidenced by having a 3.5 average on the Oregon Kindergarten Assessment.
2. The percentage of Kindergarten students achieving Fall DIBELS Reading Benchmarks will increase from 56% to 75%.

Strategy 4.4: Communication - District communication and community engagement activities support the district priorities and are tailored to the needs of the community.

A. Implementation Evidence:
1. Communication artifacts (languages)
2. Community survey
B. Outcomes – By 2021…
   1. Community survey under development.

Strategy 4.5: High Expectations - Staff will demonstrate a growth mindset in creating and sustaining a classroom climate that supports each student achieving high expectations.

A. Implementation Evidence:
   1. Student survey data - TBD
   2. Professional development artifacts
   3. Teacher survey and observations

B. Outcomes – By 2021…
   1. The racial achievement gap between under-served students and white students will decrease from 31 percentage points to 10 percentage points as evidenced on the Smarter Balanced ELA Assessment.
   2. The racial achievement gap between under-served students and white students will decrease from 34.4 percentage points to 10 percentage points as evidenced on the Smarter Balanced Mathematics Assessment.
   3. The percentage of teachers who meet TTSD Performance Standard 1.3 “Lesson are intentionally designed to close the racial achievement gap by engaging students of every race and ethnicity” will increase from 68.9% to 85%.
   4. The percentage of teachers who meet TTSD Performance Standard 3.6 “…promotes high academic expectations by reinforcing student effort, growth and self-reflection” will increase from 89.8% to 95%.
   5. The district four-year cohort graduation rate will increase from 83.27% in 2014-15 to 90%.
   6. The district four-year cohort graduation rate for under-represented populations will increase from 70.3% to 80%.