



Continuous Improvement Plan (*CIP) Summary 2019-20

Tualatin Elementary School

At Tualatin Elementary School, we have predictable and persistent opportunity and achievement gaps. Our goals represent our intention to effectively address improving success rates for underserved populations of students. This will happen when all learning opportunities are delivered with practices that support equitable outcomes. Creating equitable learning opportunities must be foundational to the purpose of reading, writing, speaking and thinking/listening for all students. We must also provide students with multiple opportunities to practice and demonstrate learning for content and skills within learning targets followed by specific and timely feedback.

Ultimately, we believe all students at Tualatin Elementary will reach high levels of learning when explicit instruction is delivered with purposeful opportunities for all students to demonstrate their learning in multiple ways.

1. If we have regularly scheduled time for teachers to collaborate about their work and the work of students, then we will have effective Student Achievement Teams.
2. If teachers effectively collaborate on their work and the outcomes with each other, then they will be able to learn from their successes and draw upon the expertise of their colleagues to overcome common challenges.
3. If teachers draw upon the expertise and successes of their colleagues to address common challenges, then teachers will be able to incorporate proven effective strategies into their practice with feedback and support.
4. If teachers incorporate a variety of effective and efficient explicit instructional strategies into their daily practice, then academic learning time across content areas will increase at high levels for all populations of students.

Overall Focus	Content Areas	Actions	Monitoring
<p><u>Academic Literacy:</u> Explicit Instruction and meticulous modeling: equitable learning opportunities with language support</p>	Across all content areas and school settings	<p>Implement explicit active engagement practices across all content areas and school settings</p> <p>Increasing opportunities to respond with common language support practices across settings to increase academic learning time across all instructional settings</p>	<p>Collaborative observation processes with focused PD for common instructional practices</p> <p>Collaborative observation processes that produce useful data for analysis and reflection by teams (SATs)</p>
<p><u>Culture/Climate:</u> Increase daily attendance and eliminate disproportionate disciplinary data</p>	<p>Attendance</p> <p>PreK-5 PAX & SEL support across all school settings</p>	<p>Proactive practices to promote “on time, every day” attendance across all populations of students</p> <p>Eliminate disproportionate ODR data by implementing culturally responsive practices to support SEL and a positive school environment</p>	<ol style="list-style-type: none"> 1. Daily attendance monitoring 2. Consistent school-wide recognition systems-PAX 3. Identify, build upon and promote success rates of students within underserved populations
<p><u>Equity:</u> Learning spaces</p> <p>Implicit bias</p>	<p>Culturally responsive learning environments</p> <p>Reflective staff practices</p>	<p>Creating sustainable culturally responsive learning environments that incorporate SEL support</p> <p>Addressing staff implicit bias through regular PD and reflection</p>	<p>Common guidelines with regular feedback and reflection with peers (Setting the Stage)</p> <p>Regular review of student progress through EBIS process through a lens of equity</p>