



Continuous Achievement Process & Plan

2025 Quarter 1

This is my second year as a leader at this building. I learned much about the building needs and the TPS ways. My efforts will continue to be around a culture of respect and learning, along with empowering adults in the building.

Our Vision

Edison Elementary's mission is to establish a community that empowers, inspires, and motivates all students to become life-long learners who are college and career ready

Our Mission

In order to accomplish this, our school has made the following implementations: Support TWCI (Tacoma Whole Child Initiatives) Ongoing professional development Set high academic standards and expectations Best practices in instruction including IBD and TDG (Inquiry By Design and Math Studio) Assessment tools and data driven instruction Grade level team collaboration as well as with parents and the community to increase student achievement

1st Grade ELA Goal

Achieve a 70% pass rate for the selected standard by the end of the quarter.

The percent of students scoring proficient or higher in phonics will increase from % to % by 11/15/25 as measured by the Unit 1 MyView Phonics test.



CURRICULUM: the standards and units we are targeting

STANDARD: RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words

UNIT: ELA Unit 1



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Utilize intentional planning using the lesson planning document in MyView Literacy as a guide, in all whole group and small group phonics lessons. Provide access to developmental grade level decodables in guided reading groups with appropriate scaffolds.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Small group differentiated double dose instruction (In core classroom led by the core teacher and with Title and LAP teacher). Students who receive supplemental Tier 2 interventions are monitored at least every two weeks with a phonics quiz.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

We will leverage the strategies of letters and sound correspondence, blending and segmenting words with application, decodable readers with our LRC teachers.

1st Grade Math Goal

Achieve a 70% pass rate for the selected standard by the end of the quarter.

By December 6th the percent of students meeting the standard will increase to % from % as measured by scoring a 3 on their unit 2 Ready Math test for 1.OA.C.6.

CURRICULUM: the standards and units we are targeting

STANDARD: 1.OA.C Add and subtract within 20

UNIT: Unit 2 Addition and Subtraction Within 20

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

We will use the Try, Discuss, Connect routine in our weekly lessons during unit 2. We will focus on number sense during partner talk and math talk discussions. We will utilize small group math intervention to reteach and expand on students' understanding through centers and opportunities to explore adding and subtracting within 20.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Small group differentiated double dose instruction led by core teacher. By implementing rough draft math and number sense procedures during our double dose small group instruction, students will build understanding in OA.C.6. By leveraging practice assignments, feedback, retakes/revisions/item corrections, students will demonstrate growth as measured by weekly progressing monitoring through weekly quizzes.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

We will leverage the use of one-to-one correspondence, visual modeling with manipulatives and daily small group with LRC teacher. By leveraging practice assignments, feedback, retakes/revisions/item corrections, students will demonstrate growth as measured by weekly progressing monitoring through weekly quizzes.

2nd Grade ELA Goal

Achieve a 71% pass rate for the selected standard by the end of the quarter.

By November 22, 2024, the percent of students meeting the standard will increase to 71% as measured by Savvas exit tickets, weekly Savvas progress monitoring assessments, and formative assessment on the TPS single point rubric for L.2.4.



CURRICULUM: the standards and units we are targeting

STANDARD: L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies

UNIT: ELA Unit 1



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

-Teaching context clues -Use of glossary/ vocab words in the margins -Teaching word parts -Focus on one word you don't know in a sentence - Include images, if possible, for vocabulary words

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Continue use of strategies in Tier 1 and add additional targeted word work activities with a focus on vocabulary words from the Savvas curriculum to include weekly text vocabulary words as well as unit vocabulary words.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Vocabulary words from Savvas will be posted with pictures to aid in understanding of the word. -Playing charades

2nd Grade Math Goal

Achieve a 71% pass rate for the selected standard by the end of the quarter.

By November 22, 2024 the percent of students meeting the standard will increase to 71% as measured by iReady math exit tickets, lesson quizzes, and formative assessments on the TPS single point rubric for 2.OA.A.



CURRICULUM: the standards and units we are targeting

STANDARD: 2.OA.A Represent and solve problems involving addition and subtraction

UNIT: Unit 1 Numbers Within 20: Addition, Subtraction, and Data



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

-Manipulatives that are relevant to the lesson will always be available for use during core and small group work/lessons. -Extra practice worksheets will be used during small groups with the teacher. -iReady parent communication letters will go home weekly so parents are aware of what we are working on.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

-Manipulatives that are relevant to the lesson will always be available for use during core and small group work/lessons. -Extra practice worksheets will be used during small groups with the teacher. -iReady parent communication letters will go home weekly so parents are aware of what we are working on.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

-Flexible small groups with teacher will meet at least 4 times per week. -We will insure that students who need intervention receive it during intervention time.

3rd Grade ELA Goal

Achieve a 75% pass rate for the selected standard by the end of the quarter.

By 11/30/24, students will increase their proficiency in describing character traits and motivation by PERCENT to PERCENT, using the resources and strategies in our Savaas curriculum, as measured by responses to #23 and # 25, Unit 1 baseline assessment, and the Fall and Winter iReady Diagnostic. This will be done in collaboration with families by setting goals at conferences, seeking parent suggestions, giving at home strategies (questioning) and sharing student progress.

CURRICULUM: the standards and units we are targeting

STANDARD: RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

UNIT: ELA Unit 1

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Whole Group instruction Unit 1 SAVAAS : Access to grade level/student level texts that are inclusive and representative of a wide variety of students ideas/concepts.. Teach and create daily routines around discussion using protocols and scaffolds during workshop - whole group, teacher led small group, sentences stems, and collaborative learning etc. Unit and weekly open-ended focus questions. Provide choice in daily independent reading Read aloud and Listen to Reading tasks with comprehension questions Connection with personal narrative writing One on conferring for goal setting and feedback.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Small group (leveled readers) continuing instruction on Standard 3.3 at their reading level

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Provide leveled readers (if necessary) with focus on character traits and development. Double dose in small group during core.

3rd Grade Math Goal

Achieve a 70% pass rate for the selected standard by the end of the quarter.

By 1/20/24, tier 2 students will improve in 3NBT3.A (addition with regrouping in particular) from Percent to percent, as measured by exit tickets, (Unit 1 lesson 2) quick quizzes, iReady Growth, and CFA posttest. This will be done in collaboration with parents by seeking parent suggestions, setting goals at conferences, giving at-home strategies (practice in newsletter, flashcards, and sharing student progress).

CURRICULUM: the standards and units we are targeting

STANDARD: 3.NBT.A Use place value understanding and properties of operations to perform multidigit arithmetic

UNIT: Unit 1 Three-Digit Numbers: Place Value, Addition, and Subtraction

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Provide access to Unit 1 Ready Math classroom instruction and iReady teacher-assigned lesson Select sequence student examples Teach and discuss classroom routines and scaffolds during lesson Provide access to small groups to reinforce/reteach Provide access to manipulatives Peer-to-peer collaboration/learning

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Small group instruction, manipulatives, practice activities with single digit or less complex addition Pre-teach and/or reassign online addition lessons

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Loop interventionists in on our goal, provide with materials if necessary . Double dip with small group during core.

4th Grade ELA Goal

Achieve a 70% pass rate for the selected standard by the end of the quarter.

There are 17% of 4th grade students meeting the standard determining a theme of a story, drama, or poem from details in the text (RL.4.2). By November 15th, 2024, the percent of students meeting the standard will increase to 70% as measured by teacher created assessment.



CURRICULUM: the standards and units we are targeting

STANDARD: RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

UNIT: ELA Unit 1



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Whole group instruction, myview lessons, myview resources, less frequent small group meetings, book clubs, guided reading, iready pathway, iready teacher lessons

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Whole group instruction, myview lessons, myview resources, book clubs, guided reading, iready pathway More frequent small group meetings, more frequent check ins with station work, guided standard focused center activities, reading level focused comprehension, shorter pages, text evidence

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Most frequent small group meetings, reading level appropriate text, guided reading instruction with scaffolding to higher grade level skill, pull out for students when applicable, low-pressure environment with high chance of student success, graphic organizers, reduced writing assignments

4th Grade Math Goal

Achieve a 70% pass rate for the selected standard by the end of the quarter.

Based on Ready Math lesson 3 quiz, the percent of 4th grade students scoring proficient or higher (level 3 or 4) on standard NBT.A3 (Use place value understanding to round multi-digit numbers to any place) will improve from 14% to 70% by November 1st. We will meet or exceed this goal by using games, videos, and giving families suggested ways to support this learning at home.

CURRICULUM: the standards and units we are targeting

STANDARD: 4.NBT.A Generalize place value understanding for multi-digit whole numbers

UNIT: Unit 1 Whole Numbers: Place Value, Comparison, Addition, and Subtraction

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Place value reinforcement, place value charts, manipulatives, ReadyMath instruction, ready math resources, iready pathway, iready lessons, station activities, anchor charts, small group guided instruction, numberlines, less frequent small group meetings with the higher performing students.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Place value reinforcement, place value charts, manipulatives, ReadyMath instruction, ready math resources, iready pathway, iready lessons, station activities, anchor charts, small group guided instruction, numberlines More frequent formative and informal teacher assessments, standard targeted entry task with data tracking, focused small group instruction, small group placements based on performance in targeted standard

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Verticality to scale back skill, scaffolded instruction to build up to 4th grade standard, more frequent small group meetings, more frequent collaboration on student's growth data, real life application to further connect the skill, smaller setting for low pressure performance

5th Grade ELA Goal

Achieve a 70% pass rate for the selected standard by the end of the quarter.

By 01/30/24, students will increase their proficiency in determining or clarifying the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies from 5% to 40%, using the resources and strategies in our Savaas curriculum, as measured by Unit 1 baseline vocabulary assessment, and the Fall and Winter iReady Diagnostic. This will be done in collaboration with families by setting goals at conferences, seeking parent suggestions, giving at home strategies for using Unit vocabulary in context and in real-world situations.

CURRICULUM: the standards and units we are targeting

STANDARD: L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies

UNIT: ELA Unit 1

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Whole Group instruction Unit 1 SAVAAS : Access to grade level/student level texts that are inclusive and representative of a wide variety of students ideas/concepts/vocabulary. Always teaching context clues strategies, inference, synonyms, antonyms, definition during all reading instruction. Warm up activities daily using a context clue activity. Exit tickets for formative and summative assessment. Differentiating text and instruction of context clue teaching based on reading levels. (small groups and independent reading) Also teaching to use context clue strategies in all content.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Context clue instruction based on groups' instructional and independent reading levels in small groups.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

High-frequency words and phonics instruction will support the vocabulary goal. Also using context clue strategies based on students' individual reading levels. Also teaching skills to be able to figure out words when reading at a higher reading level.

5th Grade Math Goal

Achieve a 70% pass rate for the selected standard by the end of the quarter.

There are 0% of 5th grade students meeting the standard of 5.MD.C. By January 28, 2025, the percent of students meeting the standard will increase to 60% as measured by Comprehension Checks and Unit 1 Assessment from Ready Classroom, with corroborating data from the Winter iReady diagnostic. We will accomplish this by establishing an inclusive and equitable math culture that adheres to grade level content and shifts from remediation to support and scaffolding.

CURRICULUM: the standards and units we are targeting

STANDARD: 5.MD.C Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition

UNIT: Unit 1 Whole Number Operations: Volume, Multiplication, and Division

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Strengthen the Try, Discuss, Connect Protocol from Ready Classroom by: - Presenting a rigorous, grade level task using the three reads protocol - Guide class conversation using a discussion protocol (consensus board, four corners, talk moves, sentence stems, numbered heads, turn-and-talk to a prompt) to enhance student discourse - Anticipate student thinking to be able to Select and Sequence student work to build conceptual understanding and connect representations

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Action Step 2: · Engage a small group of students in the Try, Discuss, Connect Protocol (as stated above) with: - additional problems - using concrete representations/manipulatives to move from physical, to visual, to symbolic representation - providing sentence stems for conversation

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Tier students will receive additional small-group support with classroom teacher and LRC teacher.

Behavior Goal

Ensure 98% of students have behaviors NOT resulting in suspension or expulsion.

We plan to reduce the total percentage of students involved in suspensions/expulsions by 2 percentage points. Moving from 4.4% to 2.4% between the spring of 2024 and spring of 2025. We will use the related report out of Synergy to gauge the success of this goal.

Root Cause Analysis

Equity is being addressed in this goal via a focus of both African American students and Students with IEPs being overrepresented in our total percentage of students who were suspended/expelled last year. We plan to reduce those percentages through the action steps mentioned above.

STEPS: how we will accomplish this goal

ACTION STEP INTRODUCTION

We plan to have students feel more connected to school and involved in school. We plan to celebrate students more, teach more SEL lessons, minimize discipline by building skills in problem solving, and creating a culture that celebrates respect and learning.

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Part of these efforts will include celebrating birthdays, celebrating students more frequently via our Success Tickets and World Class Citizen Tickets, celebrating our students-of-the-month during the school day, and honoring students on our weekly ESPN announcements.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Every teacher will teach SEL lessons daily for the first two weeks of school. Each teacher will commit to morning circles and use Zones language within those circles. After the first two weeks, each teacher will teach an SEL lesson weekly on Wednesdays. Part of our adult PD will be to support Adult SEL, but also to give the adults skills to teach SEL properly to students.

Music Goal

Achieve a 70% pass rate for the selected standard by the end of the quarter.

There are 51 students at level 1. By the end of 1st trimester, 45 of the students at a level 1 will improve by at least 1 level on the Rhythm Creation proficiency rubric on Supporting Anchor Standard 3.2-Creating as measured by performance in class with body percussion or an unpitched percussion instrument. Of those 45 students, 25 will be at level 3, and 10 will be at level 4. The Culturally Responsive and Relevant Teaching practices of moving throughout student learning, giving positive and authentic feedback, performing in smaller groups, and being fair in the way I discuss feedback with all students will be used to create inclusive and equitable practices.



CURRICULUM: the standards and units we are targeting

STANDARD: Music 6 Perform- Convey Meaning through the presentation of artistic work

UNIT: Music - NA



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing repetition and variation of musical selections and instruments and visual and auditory demonstrations during music class whole group instruction and small group performances on varying unpitched percussion instruments during flexible small group instruction, students will build understanding of quarter notes, eighth notes and eighth rests performed with a steady beat. By leveraging practice assignments, feedback, retakes/revisions/item corrections, students will demonstrate growth as measured by in class performance and ability to create and perform a two-measure rhythm with an instrument of their choosing.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

By implementing performances in smaller groups and visual demonstrations during our double dose small group instruction, students will build understanding in rhythmic notation including quarter notes, eighth notes, and quarter rests. Students will use popsicle sticks to create their own rhythms first, then they will write their compositions on paper to perform. By leveraging practice sessions, feedback, change of instruments, students will demonstrate growth as measured by performance and ability to create and perform their own compositions.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

I will allow students time to work in partners, small groups, and individually. I will make sure to check in with all students, especially those who may need extra support. I can perform with or demonstrate for students who may need extra support or guidance.

PE Goal

Achieve a 80% pass rate for the selected standard by the end of the quarter.

There are currently 25% of 4th grade students in Ms. Sherry's class meeting standard 1.9.4a. By January 30th, 2025, the percent of students meeting the standard will increase to 80% as measured by visual skill assessments using the basketball dribbling rubric as guidance. I will accomplish this by establishing an inclusive and equitable PE culture that adheres to grade-level standards. This includes providing a safe space for learning and trying new things and maximizing participation time for students.

CURRICULUM: the standards and units we are targeting

STANDARD: PE-3 Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness

UNIT: PE - NA

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

During whole group instruction, I will use overt instruction, modeling, movement exploration, and peer coaching teaching strategies to teach the fundamental movement markers necessary to perform the skill correctly. During this time, I will provide multiple exposures to the content and skill and allow students to apply their knowledge through game play. Additionally, I will provide games and station activities that emphasize the skills needed for achieving the goal. Games will be small sided games to maximize student participation and contact with the ball.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

During stations and small group instruction, I will reteach the skill. I will use peer coaches to assist students needing additional feedback. I will give opportunity for both competitive and noncompetitive practice environments.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

For ELL students I will provide pictures and videos to demonstrate the skills and appropriate steps to performing it. For children with sensory needs, I will provide headphones to reduce the noise overstimulation in PE. For ADD/ADHD students I will provide a listening space during instruction where they can move and fidget without disrupting class.

Kindergarten ELA Goal

Achieve a 80% pass rate for the selected standard by the end of the quarter.

The 49% proficient will rise from 49% to 80% by December 6, 2024, as measured by concepts of print on individual student progress report; to be confirmed by Spring iReady diagnostic.



CURRICULUM: the standards and units we are targeting

STANDARD: RF.K.1 Demonstrate understanding of the organization and basic features of print

UNIT: ELA Unit 1



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Teachers will explicitly teach with clarity and model concepts of print through read aloud and class discussions.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Small group instruction where teacher models, reads and demonstrates while questioning students to point to different parts of the book while giving them direct feedback.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Individual instruction where teacher models, reads and demonstrates while having student point along with teacher to different parts of the book while giving them direct feedback. Students will meet with interventionists during MTSS.

Kindergarten Math Goal

Achieve a 80% pass rate for the selected standard by the end of the quarter.

The 42% proficient will rise from 42% to 80% by December 6, 2024, as measured by count to tell the number of objects in the WaKIDS assessment; to be confirmed by Winter iReady diagnostic and unit 2 iReady Mathematics assessment.



CURRICULUM: the standards and units we are targeting

STANDARD: K.CC.B Count to tell the number of objects

UNIT: Unit 2 Numbers to 5, Shapes, and Weight



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing classroom discussion and number talks during core math whole group instruction and questioning and number talks during flexible small group instruction, students will build understanding in count to tell the number of objects. By leveraging practice assignments, feedback, retakes/revisions/item corrections, students will demonstrate growth as measured by WAKids preassessment and Unit 2 assessment.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Students who are not yet meeting standards will work in small groups to practice rote counting as well as given smaller numbers of objects to count in lines using touch methods. Using manipulatives will aid in conceptual understanding.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Teachers will work directly with individuals to count everyday objects to build their number sense. We will communicate with families and send manipulatives home for extra support and practice. Students will meet with interventionists during MTSS.

Staff Goal

Support staff SEL (social awareness or relationship skills), resulting in at least 100% positive rating on the selected Climate Survey item.

Using Climate Survey Data to be given the Spring of 2025, we plan to decrease the Staff-Trust Readiness Gap to below the 20% threshold. We plan to decrease the gap by implementing action steps to increase trust-readiness between staff throughout the school year.

STEPS: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

In our efforts to get to "we" instead of feeling divided, we will include staff in decision making, ask for regular feedback, focus on celebrating staff in a number of ways (championship belts, regular sharing at staff meetings, having teachers of the month, etc.), plan more staff outings and social times, include more staff treats, recognition, and opportunities to get to know one another, and we believe our admin. walk-throughs (and other ways to be visible), include more staff as experts in our training days, along with regular recognition of their work (not to mention our 1:1 discussions/connections during the evaluation process), will help minimize the I vs They gap. We want our staff to feel they are heard and seen.

Student Goal

Implement Whole Child practices with fidelity, resulting in at least a 70% positive rating on the selected Climate Survey item.

By implementing a number of action steps, we will move our Student Survey data in the area of "I feel safe at school" from 49% (2024) to 70% (2025) by comparing the TPS survey data from our school between last year and this year.

STEPS: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

We plan to create a safer environment from a number of angles. We have an additional AP this year, as well as an additional .6 counselor. We believe this will naturally create a safer and calmer environment, but the specific steps below will also lead to students feeling safer. - Teaching of SEL weekly lessons - Use of calming corners and The Peace Path - Celebrating students more often (Success Tickets, World Class Citizen Tickets, positive phone calls home, use of Zone language, etc.) - More School-to-Home communication - Breaking recess into zones to spread students out more and keep younger students from older students - Better & more frequent communication with Transportation so that bus rides do not turn into poor behavioral decisions - More family events, via our new PTSO, to create connectedness - Holding students more accountable to their poor choices around behavior by quicker response time with additional counseling and admin. staffing - Adding a student council (ASB) - Celebrating each child's birthday - Daily admin. walk-throughs - Specific efforts withing the lunchroom to help students make better and more respectful decisions in that space - Educating students on all of our emergency drills, especially focusing on lockdowns