Continuous Achievement Process & Plan

2025 Quarter 1

Whittier elementary is a Pre K-3rd grade International Baccalaureate school. We are committed to helping all members of our school community learn to respect themselves, other, and the world around them. Through rigorous units of inquiry we will develop learners who are inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective.

Our Vision

The Whittier school community strives to develop critical thinkers prepared to solve complex world problems through rigorous program of inquiry.

Our Mission

The Whittier community collaborates to create critical, open-minded and passionate learners who actively seek solutions to relevant world problems. Through inquiry and meaningful experiences, learners are prepared to question authentically, investigate responsibly, challenge respectfully and think for themselves as a means of creating a better world

ACADEMIC EXCELLENCE

1st Grade ELA Goal

Achieve a 60% pass rate for the selected standard by the end of the quarter.

Currently 29% of first grade students at Whittier are meeting standard RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. By January 2025, the percent of students meeting the standard will increase from 29% to 60% as measured by CFA's, IReady assessments, and SAVVAS unit 1.

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
During whole group and flexible small group instruction during core reading block teachers will implement daily routines, SAVVAS reading games, utilize the SAVVAS reading companion guide, feedback to students, goal setting, intentional learning centers we will meet the needs of all students. Students will be expected to identify and read common high-frequency words with automaticity. They will also need to know the spelling-sound correspondences for common consonant digraphs and decode regularly spelled one-syllable words.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
In addition to daily routines, SAVVAS reading games, SAAVAS reading curriculum and reading companion guide, student feedback, goal setting, and dictation, teachers will provide small group instruction based on student needs and skill groups 2 times per week, 15 minutes per meeting. Students receiving tier 2 instruction will also be progress monitored weekly using exit tickets.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
In addition to daily routines, games, district adopted curriculum, feedback, goal setting, dictation, and differentiated small groups led by the core classroom teacher. Students receiving tier 3 services will practice skills that support RF.1.3 with Ms. Howerton in LRC, Ms. Munster in a small group setting, and with Ms. Swartwood in LAP. They will also receive individual support with RF.1.3 by practicing these skills with classroom volunteers.

ACADEMIC EXCELLENCE

1st Grade Math Goal

Achieve a 50% pass rate for the selected standard by the end of the quarter.

Currently 28% of first grade students at Whittier are meeting standard 1.OA.C Add and subtract within 20. By January 2025, the percent of students meeting the standard will increase from 28% to 50% as measured by CFA's, IReady Unit 1 lesson assessments, the Unit 1 cumulative test, and exit slips.

CURRICULUM: the standards and units we are targeting

STANDARD: 1.OA.C Add and subtract within 20
UNIT: Unit 1 Relating Addition and Subtraction

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS
Teachers will implement the Ready Math curriculum, dot talks, AB partners, do now skills activities, 1:1 feedback, manipulatives, center activities for all students in the core classroom. Students will be responsible for understanding numbers 1-100, partners of 10, decompose and compose numbers up to totals of 10, including word problems. Students will also need to relate counting to adding and subtracting. Student Growth will also be monitored with progress monitoring and exit tickets.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
In addition to Ready Math curriculum, dot talks, AB partners, Do now skills activities, 1:1 feedback, manipulatives, and center activities, students will meet with the teacher for differentiated small group instruction at least 2 times per week for 15 minutes each meeting to practice skills that support identifying partners of 10 and decompose and compose numbers up to totals of 10.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
In addition to students receiving core ready math instruction, dot talks, AB partners, Do now skills activities, 1:1 feedback, manipulatives, center activities, and differentiated small group instruction led by the core classroom teacher, students receiving tier 3 instruction will also be pulled during intervention time to practice skills that support 1.OA.C with Ms. Howerton in LRC, or Ms. Munster in a small group setting, daily for 20 minutes.

ACADEMIC EXCELLENCE

2nd Grade ELA Goal

Achieve a 55% pass rate for the selected standard by the end of the quarter.

By February 2, 2024, the percent of students meeting the standard will increase to 55% as measured by "Meeting" on the TPS single point rubric for RL2.7 One way we will accomplish this is through implementing the CRT practice of Universal Design for learning (UDL) to build an inclusive and equitable culture that represents a wide variety of learners.

CURRICULUM: the standards and units we are targeting

STANDARD: RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
UNIT: ELA Unit 2

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS
By implementing foundational skills in comprehension. Teachers will use whole group, partner, and small group instruction to improve students use of information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (RL2.7) Additionally, students will receive feedback weekly during small and whole group instruction.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
In addition to core instruction, targeted students will receive additional Small group support in using information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (RL2.7). Classroom teachers will use various activities such as book club, and leveled readers. The intervention will take place 3 times per week for 15 minutes. Progress will be monitored using CFAs and formative assessments.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
Second grade students will participate in a strategy group 5 days a week with a focus on RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. Tier 3 students will receive targeted support, outside of their general ed classroom, in alignment with their IEP goals. The content focus for Tier 3 students in this grade level is reading with sufficient to support comprehension. Students will improve their understanding of the foundational concept of RL.2.7 in an effort to close the gap with their general education peers. This intervention will take place 5 times a week for 30 minutes in LAP and according to students IEP minutes in LRC.

ACADEMIC EXCELLENCE

2nd Grade Math Goal

Achieve a 50% pass rate for the selected standard by the end of the quarter.

By January 2025, students currently proficient in the grade level standard will improve from 28% to 50% on the mastery scale for CCSS.MATH.CONTENT.2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.1 as measured by the I-Ready diagnostic, CFA's, and exit slips. The CRT practice of Universal Design for Learning (UDL) will be used to create an inclusive & equitable environment.

CURRICULUM: the standards and units we are targeting

STANDARD: 2.OA.A Represent and solve problems involving addition and subtraction
UNIT: Unit 2 Numbers Within 100: Addition, Subtraction, Time, and Money

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS
By implementing student led math talk discussions, talking stems for teaching mathematical language, and providing students with in the moment, specific feedback teachers will use whole group, partner and small group instruction to support students in understanding CCSS.MATH.CONTENT.2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.1 to ensure students are able to add and subtract within 100 where unknowns are in all positions through exit tickets, discussions, and ability to attend to precision.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
In addition to implementing student led math talk discussions, talking stems for teaching mathematical language, and providing students with in the moment, specific feedback during core instruction, students will participate in small group instruction for 20 minutes, 3 times a week with a focus on 2.OA.A.1 standard. Teachers will provide manipulatives, sentence stems, and individualized learning tasks for each small group. Students will engage in lead math talk discussions, work in pairs, complete independent exit tickets, and use mathematical language to justify their thinking. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform instructional moves

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
In addition to implementing student led math talk discussions, talking stems for teaching mathematical language, and providing students with in the moment, specific feedback during core instruction, students receiving SPED services will also receive visuals, scaffolds and manipulatives with a focus on 2.OA.A.1 standard or skill with the support teacher. Support teachers will provide differentiated, direct instruction with multiple opportunities for reflection and feedback. Students will reflect on learning and engage in the lesson while providing each other with peer feedback on their own thinking. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform classroom teachers of progress.

ACADEMIC EXCELLENCE

3rd Grade ELA Goal

Achieve a 54% pass rate for the selected standard by the end of the quarter.

We will move from 39 percent of third graders meeting standard in literature as measured by iready to 54 percent of third graders meeting standard as measured by iReady by January 2025.

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
By implementing classroom discussion, note taking, summarization, questioning, and guided practice teachers will use whole group, partner and small group instruction to support students in understanding of RL 3.3 to ensure students are able to describe characters and support their thinking with key details from the text when given a grade level fictional text.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
In addition to implementing classroom discussion, note taking, summarization, questioning, and guided practice during core instruction, students will participate in small group instruction for at least 30 minutes, 3 times a week with a focus on RL 3.3. Teachers will plan, guide, and support small groups using Savvas small group materials. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform instructional moves.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
In addition to implementing classroom discussion, note taking, summarization, questioning, and guided practice during core instruction, students receiving Title/LAP, EL, SPED services will also participate in small group instruction or individual support within the classroom. We will follow whatever the legally binding accommodations are listed in the IEP for the student, with a focus on RL 3.3 standard with the support teacher. We will work together with title/LAP, EL, and SPED to work on the goals to support student understanding of character in fictional stories. Students will participate in the small group and receive targeted instruction. We will practice strategies such as: using graphic organizers, highlighting, referencing anchor charts, accountable talk and other strategies highlighted in Savvas. Progress will be measured by exit slips, consistent feedback, progress reports to teachers and families and brought to PLC meetings to inform classroom teachers of progress.

ACADEMIC EXCELLENCE

3rd Grade Math Goal

Achieve a 32% pass rate for the selected standard by the end of the quarter.

Using I-Ready, we've identified 83% of students who are below grade level in numbers and operations and base ten. By implementing Ready Math, small groups, number talks, exit tickets, and CFA's we will increase proficiency from 17% to 32% in third grade. By focusing on 3NBT1 and 3 NBT2 our grade level will move 15% of our students that are either below or approaching standard, out of the current 83% below by January of 2025 as measured by iReady, CFAs, Ready Math assessments, and exit tickets.

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
By Implementing Ready Math Curriculum, teacher assigned lessons, and opportunities with extra practice and enrichment, teachers will use whole group, small group, and partner instruction to support students in understanding NBT A1. Independent practice, assigned i-Ready lessons with focus on NBT A1.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
In addition to Implementing Ready Math Curriculum, teacher assigned lessons, and opportunities with extra practice and enrichment , students will participate in small group instruction for at least 30 minutes, 3 times a week with a focus on NBT a1. Teachers will plan, guide, and support small groups. We will practice strategies such as: visuals, using manipulatives, breaking down problems, using hundreds charts/number lines, and fluency practice. Progress will be measured by exit slips, consistent feedback, and brought to PLC meetings to inform instructional moves.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
In addition to Implementing Ready Math Curriculum, teacher assigned lessons, and opportunities with extra practice and enrichment, students receiving Title/LAP, EL, SPED services will also participate in small group instruction or individual support within the classroom. We will follow whatever the legally binding accommodations are listed in the IEP for the student, with a focus on NBT A1 standard with the support teacher. We will work together with title/LAP, EL, and SPED to work on the goals to support student understanding of base 10 and place value. Students will participate in the small group and receive targeted instruction. We will practice strategies such as: visuals, using manipulatives, breaking down problems, using hundreds charts/number lines, and fluency practice. Progress will be measured by exit slips, consistent feedback, progress reports to teachers and families and brought to PLC meetings to inform classroom teachers of progress.

ACADEMIC EXCELLENCE

Behavior Goal

Ensure 99% of students have behaviors NOT resulting in suspension or expulsion.

Entering the current school year 0.3% of Whittier students have experienced an exclusionary discipline measure. The Whittier staff would like to continue that trend going into the 24-25 school year. We have committed to utilizing the GAT SEL curriculum to teach tier 1 social emotional lessons to all students, staff will also utilize community circles/conflict resolution circles, additionally our counselor will teach small groups to tier 2 students. She will also help provide students to access for tier 3 SEL supports when necessary (community counseling, ect).

Root Cause Analysis

Staff work to build relationships with all students and create systems for students to feel heard and valued. Staff utilize visual aids/prompts to support student learning, model the use of graphic organizers, and classrooms are arranged to promote discussion. Through our IB program students learn to value diverse perspectives and cultures as well as how to become responsible members of our global community. These will support our foundation in equitable classroom practices.

STEPS: how we will accomplish this goal

ACTION STEP INTRODUCTION
Historically at Whittier elementary, Male students who receive Special Education services have been excluded at a higher rate than their peers. During the 23-24 school year only one student and he was a Hispanic male. The staff at Whittier has committed to improving this disparity by explicitly teaching SEL lessons daily (Getting Along Together), including Culturally Responsive Teaching Practices daily, and using RJ practices school wide.

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS
30 minutes/5 days a week of SEL instruction is built into the master schedule. Staff will use district provided curriculum (Getting Along Together) and morning relationship building circles. We will also continue to focus on implementing restorative justice practices (1:1 conversation and relationship/accountability circles) building wide to foster positive relationships student to student/staff to student and reduce the number of exclusionary discipline measures used. Staff has also committed to using proactive strategies such as CICO, small counseling groups, and relationship/team building activities in classrooms. Staff will receive explicit professional development from members of the TWCI team on RJ practices, community circles, conflict resolution strategies, and calming corners.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
Staff will focus on providing explicit feedback to students through daily small group and 1:1 instruction, so students know where they stand academically and socially. Staff will also commit to building relationships (community circles) and teambuilding in order to structure positive academic and social interactions between students.

ACADEMIC EXCELLENCE

Preschool Goal

Achieve a 100% pass rate for the selected standard by the end of the quarter.

NA: No Fall CAP for TK

CURRICULUM: the standards and units we are targeting

STANDARD: Cognitive: 11) Demonstrates positive approaches to learning: a) Attends and engages
UNIT: [Unit name]

STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS
NA: No Fall CAP for TK

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
NA: No Fall CAP for TK

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

ACADEMIC EXCELLENCE

Music Goal

Achieve a 60% pass rate for the selected standard by the end of the quarter.

By January 30, 2025, 60% of Kindergartners will be able to demonstrate a steady beat to music, without teacher modeling, based on the rubric.

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
1. Review Learning Target 2. Review success criteria – give examples Strategies may include: Practice steady beat as a class with a recording. (ex. One student at a time demonstrates steady beat using body percussion for four measures while class sings along. Students will move around room matching the steady beat the teacher is playing on the drum. Students may play beat on a percussion instrument.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
Tier two instruction to be used to impact the learning goal of steady beat are individualized games that provide opportunities for students to show individual growth with the goal, and songs demonstrate the beat that directly tie to the goal that can be sung anywhere, not just in the music classroom. I know these strategies were effective because students were observed showing the skill, assessment scores from individualized games, and observable assessments from class time. Observable formative and summative assessments from class time.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
Tier three strategies will be provided for all students as extra support by the music teacher. Due to time constraints and focus on improving reading, writing and math scores, there is no additional time to meet individually with students outside of their already scheduled music instruction time. All students are given class time with a specialist with extensive knowledge in music and all are monitored for individual growth based off of their starting base of zero. Strategies will be repeated often as needed, and multiple modality activities will be used to support all learning styles for all tier level students.

ACADEMIC EXCELLENCE

PE Goal

Achieve a 85% pass rate for the selected standard by the end of the quarter.

There are currently 45% of 3rd grade students in Ms. Clemensen's class meeting standard 1.9.4a. By January, 2025, the percent of students meeting the standard will increase to 85% 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 modeling, movement exploration, and peer coaching teaching strategies to teach the fundamental movement markers necessary to perform the skill correctly. 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 IEP and 504 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.

ACADEMIC EXCELLENCE

Kindergarten ELA Goal

Achieve a 100% pass rate for the selected standard by the end of the quarter.

There are 37 % of Kindergarten students meeting the standard RF.K.3. By, January 30th, 2025, the percent of students meeting the standard will increase to 80 % as measured by biweekly assessments and Savvas weekly progress reports.

CURRICULUM: the standards and units we are targeting

STANDARD: RF.K.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
By implementing Whole groups Savvas phonics lessons during core ELA whole group instruction and small intervention groups with a focus on specific deficits, using the Savvas intervention lessons during flexible small groups during core instruction, students will build understanding in RF.K.3. Students will demonstrate growth by Saavas weekly assessments, exit tickets and Kindergarten Portfolio check ins.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
By implementing small group interventions, teacher will use the Savvas small group daily lessons to focus on sound practice during our intervention small group instruction 4 times a week for 10-15 minutes, students will build an understanding in RF.K.3, letter sound recognition. Students will demonstrate growth by being ablet to read the sounds in random order independently and consistently without prompting. Student progress will be monitored by Saavas weekly assessments, exit tickets and Kindergarten Portfolio check ins.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
Teachers will follow IEP and 504 goals/accommodations. Teachers will also meet with students who receive tier 3 intervention support in small groups during the core math and reading blocks. Students' progress will be measured by Saavas weekly assessments, exit tickets and Kindergarten Portfolio check ins.

ACADEMIC EXCELLENCE

Kindergarten Math Goal

Achieve a 100% pass rate for the selected standard by the end of the quarter.

There are 52% of Kindergarten students meeting the standard K. CC. B. By, January 30th, 2025, the percent of students meeting the standard will increase to 80 % as measured by IReady Lesson assessments and biweekly check ins.

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 Ready Math activities, such as Think Pair Share, Notice and Wondering, Apply It and Individual practice during whole group and provide extra practice during flexible small groups using the Ready Math intervention strategies and extra practice sheets. We will also provide students with counting collections tools, students will build understanding in K.CC.B counting cardinality and counting items in a group. Students will demonstrate growth by counting collections to 20, consistently without support, based on the Kindergarten Portfolio, teacher observations and Ready Math lessons.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS
By implementing small intervention groups within the classroom during our small group instruction time 2 days a week for 15 minutes, students will build an understanding in K.CC. B counting cardinality/ counting items in a group. Students will demonstrate growth by consistently counting different objects in different arrangements, consistently with teacher support and then independently. Teacher will use Try Discuss Connect strategies, student responses, Think Pair Share, manipulatives and scaffolding.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS
Teachers will support Tier 3 students by following IEP and 504 goals. Students will receive small group intervention in the core classroom with teachers specifically supporting current unit skills and strategies. Tier 3 students will also get additional support through intervention pull out through LRC and Kari Munster. Teachers will communicate with support staff on student progression.

ACADEMIC EXCELLENCE

Staff Goal

Support staff SEL (social awareness or relationship skills), resulting in at least 80% positive rating on the selected Climate Survey item.

Currently 56% of Whittier staff feel confident addressing a conflict when it arises. By January 2025 80% of Whittier staff will feel confident in independently addressing a conflict with an adult if it arises. Baseline data was collected during the Fall 2024 CEE survey. Post data will be collected using a staff survey with the same question from CEE.

STEPS: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT
During staff meetings staff will practice restorative justice conflict resolution circles (led by TWCI Team members), which will be an option that staff can call for if they are experiencing conflict with someone. Staff will also be taught concrete conflict resolution strategies by members of the Whittier TWCI team. Baseline data was taken during the Fall 2024 CEE survey window. Post data will be gathered in January 2025 by survey given to all staff.

ACADEMIC EXCELLENCE

Student Goal

Implement Whole Child practices with fidelity, resulting in at least a 80% positive rating on the selected Climate Survey item.

Currently 53% of Whittier students feel confident using a strategy to solve a conflict with a peer before reporting to an adult. By January 2025 80% of Whittier students will feel confident using a strategy to solve a conflict with a peer.

STEPS: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT
All classroom teachers will commit to teaching the Getting Along Together curriculum to their students on a weekly basis. This curriculum provides students with the basic skills and strategies to address conflicts with their peers. All staff will also explicitly teach students additional conflict resolution strategies such as 5-sided breathing, how to use a calm down space, and restorative justice questions. The school counselor will offer tier 2 conflict resolution groups for students who need additional support and practice. All staff will be responsible for helping students meet the goals and progress will be measured by a student survey in January 2025.