



Sitton Elementary

2025-2026

School Climate Plan



Sitton's True North

At Sitton Elementary School, we take full and collective responsibility for the academic outcomes of our learners. We are committed to building joyful and inclusive classroom communities that foster independence, curiosity, rich academic discourse and superlative outcomes for our Black, Native American and Latino students. To achieve this, we are developing a courageous learning organization that is data-driven, accountable, and understands that through reflection and embracing change, student demographics will no longer be a predictor of academic outcomes.

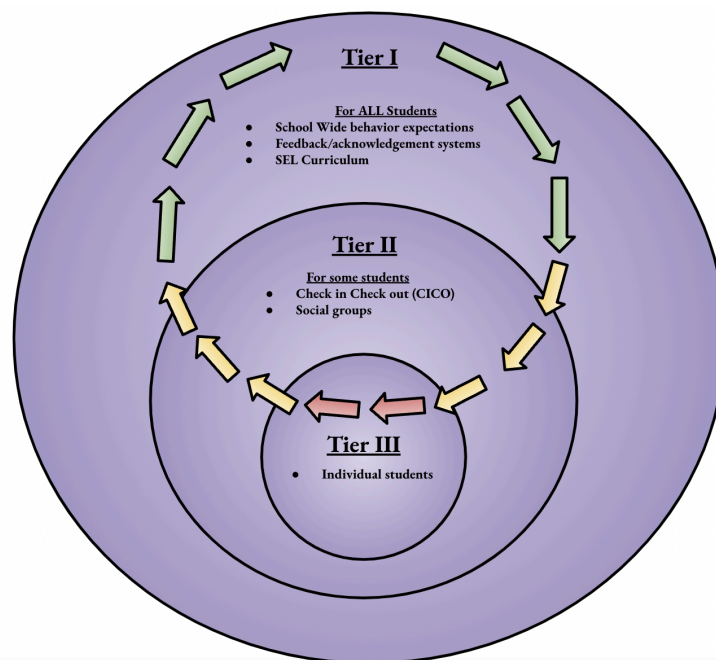
WHAT IS SCHOOL CLIMATE?

SCHOOL CLIMATE OVERVIEW

School Climate encompasses culturally relevant, restorative practices with a racial equity and social justice lens, as well as school wide social emotional learning opportunities for all students in their classrooms.

MULTI-TIERED SYSTEM OF SUPPORT

School climate is an essential component of the Multi-Tiered System of Support (MTSS) framework. MTSS is a proactive, data-driven practice used at Portland Public Schools to support all students. It uses evidence-based instruction, intervention and assessment practices to ensure that every student receives the appropriate level of support based on their level of need. Within an MTSS structure, all students receive sustaining **universal supports (Tier I)**. **Tier I** support is the **collective responsibility** that all Sitton staff and teachers take for all students. In the classroom, **Tier I** looks and feels like joyful teaching, positive reinforcement and narration, productive struggle, classroom break spaces, restorative conversations, social emotional learning, and **rich academic discourse**. Additional support is provided for students that need it through **targeted interventions (Tier II)**. **Tier II** interventions look like push in support for academics, Check in Check out (an opportunity for students to develop positive relationships with many adults in the building), friendship groups, regulation spaces outside of the classroom. **Tier III** individualized interventions are provided for students that need strategic support in order to access **Tier I** learning. At Sitton Elementary, we believe that teachers control the weather in their classrooms, and we employ MTSS in a manner that works toward greater inclusion and curricular accessibility. The framework below provides a snapshot of what we do at Sitton to support the learning of our students.



SCHOOLWIDE VALUES AND COMMON AREA EXPECTATIONS

Our School's Core Values are



Posters (with student, staff, family & community-produced values) have been made and distributed throughout the building in order to make them visible to students, staff and families. The intention is to send a consistent message about what our school community values and how it looks different in various common areas. This will help Sitton Elementary ensure that our school values are inclusive and affirming.

Our values are important for the Sitton Elementary school community because these are qualities that guide students along the path of a successful life. Our students need to understand and exercise the core values on a regular basis to master the skills to be successful and prepared to be college and career ready.

- These values are woven into our regular teaching practices in every lesson and in every class period throughout the grade levels, naming them with consistency and strategically teaching and reviewing them throughout the school year.



COMMON AREA EXPECTATIONS

<u>Common Language</u> from PBIS Areas	
Restrooms	GO, FLUSH, WASH, LEAVE
Hallway	EXCUSE, WALK, RETURN
Playground	Problem Solving STEPS: SAY the problem without blame. THINK of solutions, EXPLORE consequences, PICK the best solution
Cafeteria	ENTER, EAT, CLEAN, EXIT
Arrival/Breakfast	EAT, CLEAN, GREET, SANITIZE - Head to Class!
Dismissal	PACK, GOODBYE, Head out!

TEACHING COMMON AREA EXPECTATIONS

All students are taught the common area expectations at least three times a year after long breaks.

[25-26 Common Area Expectations Lessons](#)

SCHOOLWIDE (TIER 1) CLIMATE PRACTICES

Each Sitton Falcon deserves to come to school and feel seen, safe and valued. In order to make this happen, adults across the school intentionally support all students by implementing the following:

- A warm greeting by name each morning
- Attendance Awards during monthly whole-school assemblies
- Daily Falcon Awards for demonstrating core values
- Classroom Community Agreements
- Community Circles (Caring School Community)
- Spirit Tokens redeemed at the Spirit Box (a vending machine containing prizes)
- School counselor classroom lessons
- Social Emotional Learning classroom lessons (Caring School Community)
- Common Area Expectations after long breaks
- Calming spaces in each classroom
- Flexible seating
- Think Sheets to help reflect on behavior



STUDENT INTERVENTION TEAM: ADDITIONAL BEHAVIOR & ACADEMIC SUPPORTS (TIER II AND TIER III)

When Tier 1 classroom and schoolwide supports are not enough to ensure student success, students may be brought to the school Student Intervention Team (SIT) to develop and implement Tier II and III interventions.

The Student Intervention Team (SIT) is a collaborative, general education solution-generating team made up of a variety of school perspectives. The purpose of the SIT is to

- support teachers in reflecting on and enhancing their Tier I practices and
- implement targeted Tier II and III behavior and Tier III academic interventions when needed.

Utilizing an equity lens, the team considers the whole student when making decisions that affect their long-term educational experience and sense of belonging in PPS. SIT works to provide every student and adult what they need to thrive in the general education setting. **Families are notified about student strengths and challenges, as well as planned interventions, at all points in the process.**

Example Tier II Behavior Interventions	
Function: Access/Obtain Check In/Check Out Meaningful Work Social/Emotional Skills Group Check and Connect	Function: Escape/Avoid Breaks are Better Check and Connect Social/Emotional Skills Group
Example Tier III Behavior Practices & Intervention	
PRACTICES (non-exhaustive) Safety Plan Supervision Plan Planning for Managing Escalating Behaviors (with FBA/BSP)	INTERVENTION (exhaustive) Individualized interventions outlined in the FBA/BSP

DEFINING STAGE 1 AND STAGE 2/3 BEHAVIORS

Behavior level calibration will be conducted by building staff in order to properly reflect the evolving needs of our community and to accommodate the diverse racial, cultural, linguistic and developmental needs of our school.

Defining Behaviors

In the 2024-2025 school year, the Sitton leadership team adopted the [Caring School Community](#) social emotional learning (SEL) curriculum. This curriculum is designed to teach students how to grow as caring, responsible members of our school community and to build student capacity for self-discipline, helping them regulate emotions, empathize with peers, make responsible decisions, and act



independently and collaboratively. This curriculum defines common behaviors that K-5 students might exhibit, as well as responsive strategies for teacher and administrator response. Here is a non-exhaustive list:

- Aggression
- Bullying: Active
- Bullying: Passive (Bystanding)
- Cheating
- Defiance
- Disengagement
- Disruptive and Off-task Behaviors
- Excluding others
- Inappropriate Language
- Inappropriate Touching
- Social Isolation
- Stealing and Vandalism
- Tattling

As with any human endeavor, context matters, and the behaviors above may elicit a tier one, two, or three response depending on the severity of the behavior and whether there is a history of the behavior, in addition to a myriad of other contextual factors. As with everything we do at Sitton, ultimately, it is our true north that guides our response.

EFFECTIVE CLASSROOM PRACTICES PLAN

[Tier 1 Haring Center Classroom Checklist](#)

[Caring School Community discipline flowchart](#)

Every teacher will have an Effective Classroom Practices Plan (ECP Plan). ECP Plans will be shared with administration no later than the day before back to school night. Co-creating classroom practices reduces variability between classrooms and makes it more consistent for students. Some sample plans are provided below and professional development time will be provided in the first two weeks of school to complete these documents.

The Effective Classroom Practices Plan template, covers the essential features of effective classroom practices: Structure, teaching expectations, acknowledging positive behaviors, and supporting regulation & restorative practices.



Sitton's Effective Classroom Practices Plans

Schoolwide Guest Teacher Support System

FEEDBACK AND ACKNOWLEDGEMENT SYSTEMS

Research shows that when staff observe and acknowledge students exhibiting appropriate behaviors, those behaviors will increase and misbehaviors will decrease. Specific praise is extremely important in increasing the recurrence of appropriate behaviors. When observing appropriate behaviors in the common areas/ classrooms/ buses, all staff acknowledge students exhibiting our core values verbally through **positive narration** (describing the actions of students who are following expectations and demonstrating our core values). In addition, we give students spirit tokens for going above and beyond.

Family Involvement & Feedback

25-26 Family Events calendar can be found on our website and [also here](#)

AUGUST <ul style="list-style-type: none">● Sitton Parade, Popsicles & Ice Cream Social● First Day: Red Carpet● Kindergarten Ramp up	SEPTEMBER <ul style="list-style-type: none">● Stroll to Sitton Begins● Back to School Night● Padres Latinos● Principal's Coffee	OCTOBER <ul style="list-style-type: none">● Wellness Wednesday● Spirit Week● Padres Latinos● Principal's coffee● Fun Run
NOVEMBER <ul style="list-style-type: none">● Principals Coffee● Padres Latinos	DECEMBER <ul style="list-style-type: none">● Site Council Meeting● Climate Team Meeting	JANUARY <ul style="list-style-type: none">● Walk and Roll to School Day
FEBRUARY <ul style="list-style-type: none">● Black Excellence Celebration● Sitton Read-A-Fun!	MARCH <ul style="list-style-type: none">● Pie Day● Padres Latinos	APRIL <ul style="list-style-type: none">● Día del Niño
MAY <ul style="list-style-type: none">● Community Coffee● Site Council Meeting● AAPI Celebration Assembly	JUNE <ul style="list-style-type: none">● End of Year Carnival● 5th and Kindergarten continuation ceremonies● Site Council Meeting● Climate Team Meetings	

FIDELITY DATA

Culturally Responsive Tiered Fidelity Inventory (CR-TFI) & Fidelity Implementation Tool (FIT)



This School Climate Plan is under continuous review using both the CR-TFI and domains in the FIT Assessment that pertain to strong and positive school culture and inclusive behavior/social emotional instruction.

These tools guide the action planning for the implementation of a positive school climate and connect directly with this School Climate Plan and the School Continuous Improvement Plan.

Current Improvement Plans

- [25-26 Sitton Strategic Improvement Plan 1-pgr](#)
- [CR-TFI Action Plan](#)

Successful Schools Survey (SSS)

- Completed once a year in November by all students (grades 3-12), staff, and families.
- Reviewed by the School Climate Team and shared with staff, students and families. Used to monitor and adjust climate initiatives.
- Accessed via the Panorama [dashboard](#).

