



Markham Elementary

2025-2026

School Climate Plan

Markham's Mission

At Markham Elementary School, we center joyful collective partnership between the staff and the community to foster curiosity, an environment of collaboration, rich academic discourse and personal agency. Each student's growth and achievement is celebrated and recognized in our inclusive and caring community. We promote multicultural perspectives, courageous learning and a sense of belonging, to empower students to reach and exceed their full potential as lifelong learners.

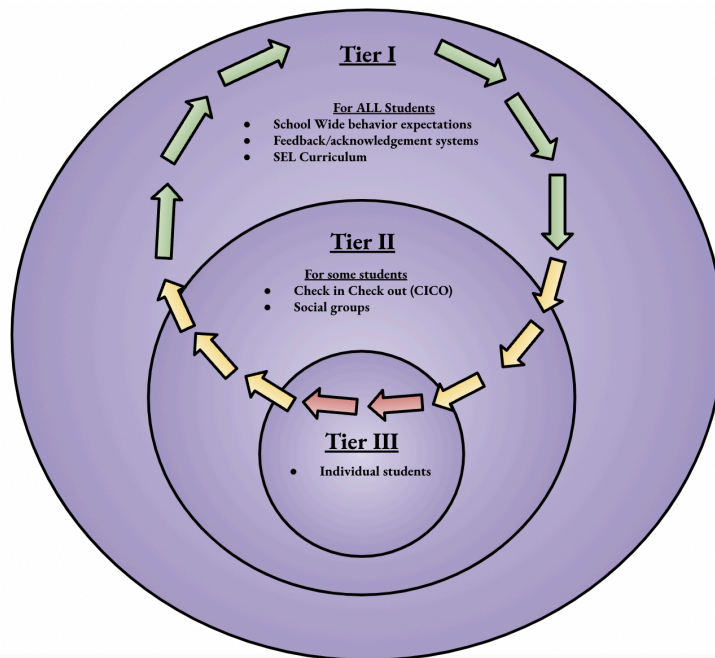
WHAT IS SCHOOL CLIMATE?

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



Sitton Core Values

Reaching for Excellence – We approach challenges with determination, curiosity, and pride in our work—knowing growth comes through effort. Sí Se Puede—Yes, we can—together. Excellence means becoming our best selves and helping others do the same.

Rising with Courage – We take risks, speak up, and remain flexible in the face of challenges, supporting others to do the same. We have the integrity to do the right thing, even when it's hard.

Rooted in Belonging – We create safe, welcoming spaces where everyone feels seen, valued, and connected. Belonging is a choice—we lean in, participate fully, and build joyful, supportive relationships across differences. Through respect, kindness, and teamwork, we ensure each person has a place and a responsibility in our community.



Portland Public Schools

8/21/25

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 | INTERVENTION |



| (non-exhaustive) | (exhaustive) |
|--|--|
| Safety Plan Supervision Plan Planning for Managing Escalating Behaviors (with FBA/BSP) | 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

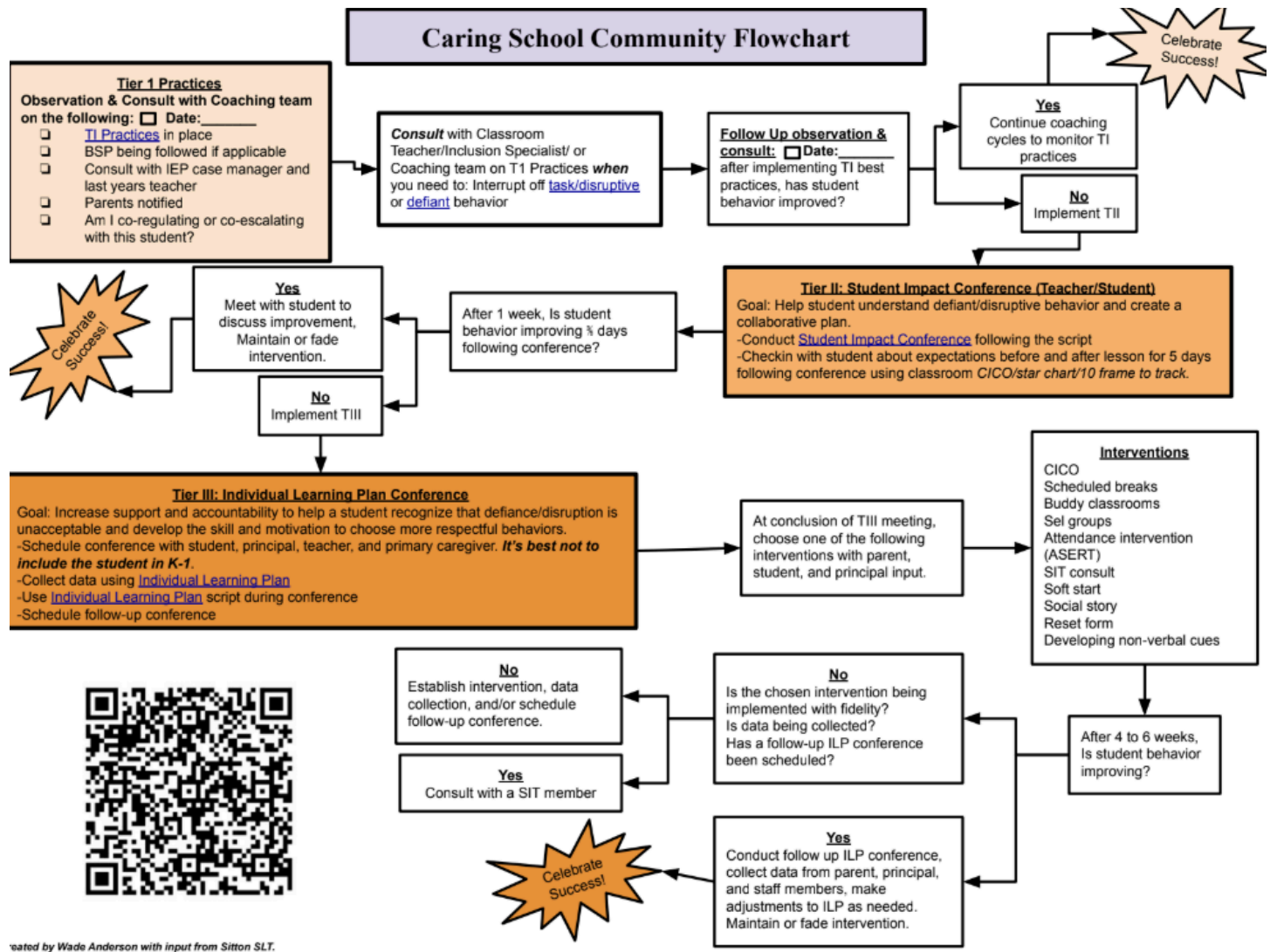
In the 2024-2025 school year, the Sitton leadership team adopted the [Caring School Community social emotional learning \(SEL\) curriculum](#). This curriculum is designed to teach students how to grow as caring, responsible members of our school community and to build student capacity for self-discipline,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

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"> • Kinder Popsicles & Ice Cream Social • First Day: Eagles Take Flight • Kindergarten Ramp up | SEPTEMBER <ul style="list-style-type: none"> • Coffee and Donut New Parent Meeting • Back to School Night • Fun Run • Principal's Coffee | OCTOBER <ul style="list-style-type: none"> • Wellness Wednesday • Spirit Week • Principal's coffee • Fall Carnival |
| NOVEMBER <ul style="list-style-type: none"> • Principals Coffee | 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 • Global Village |
| FEBRUARY <ul style="list-style-type: none"> • Black Excellence Celebration | MARCH <ul style="list-style-type: none"> • Pie Day | APRIL <ul style="list-style-type: none"> • Bingo |
| MAY <ul style="list-style-type: none"> • Community Coffee • Site Council Meeting • Field Day | 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 FIT Data

- [24/25 FIT Data](#)

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](#).

