The Tacoma School District understands the importance of educating students holistically - socially, emotionally, and academically. Through the continued, relentless focus on the development and education of the Whole Child, students have the opportunity to participate in a school community that is healthy, safe, engaged, supportive, and prepares them for success in the global community of the 21st century. Below is our annual Social Emotional Learning Action Plan.

School Wide Expectations:

P.R.I.D.E.

Positive Attitude, Respect myself & others, I accept responsibility, Do my best, Expect Success

School Wide Expectations Teaching Plan:

Whitman TWCI Team has divided the school wide Positive Behavior Expectations in two groups. Expectations taught by Classroom Teachers: Classroom, Hallway, & Bathroom in the first three days of school and throughout the school year as scheduled refreshers and at teacher discretion. Expectations taught by those who supervise the areas lists: playground, cafeteria & office expectations taught in the first three days of school and throughout the school year as scheduled refreshers after breaks and as needed. Please see our OneNote for more explicit information.

© 2018 Whitman TWCI
School Wide Expectations Acknowledgement Plan:
Whitman staff will recognize positive behavior with Whitman Wildcat PAWs. Paws will be completed by the staff member recognizing the PRIDE expectations. The PAW will identify the PRIDE Expectation the student is being recognized for, the name of the student and the student’s classroom teacher.

School wide collection of PAWs will take place every Friday. One Paw will be pulled from each classroom each week, the student name is read during lunch, including the PRIDE expectation the student demonstrated. Students will receive a small reinforcer at this time as well.

How are family and community partnerships fostered and prioritized?
Family partnerships are fostered through relationship building with the classroom teacher during Open House, Back to School night and conferences. Teachers and families regularly engage in building connections to improve student connection and improve academic achievement.

Whitman has partnerships with over 20 community agencies to support families and students. Partnerships include supports for students and families experiencing homelessness, in need of community assistance, holiday help and virtually every other need a family expresses.

Whitman Elementary has over 90 registered volunteers.

Continuous Improvement
What are the system(s) used to review data to drive decision-making and make plans to progress monitor:
Whitman Elementary School has two Tacoma Whole Child Initiative (TWCI) Teams. The Tier 1 Team focuses on the core PBIS Practices at Whitman. They monitor school wide data and trends in discipline and reinforcement data to set improvement goals and action plans. The Tier 2/3 Team focuses on interventions and supports provided for students at Whitman. They use the TWCI Snapshot, teacher referrals and office visit data to identify students for needed supports. Both Teams meet monthly and write annual improvement plans with action steps.

What measurements (data) will be used to drive decision-making plans to help create an environment where students feel safe, healthy, engaged, supported and challenged?
In addition the data mentioned in the previous question, Whitman Elementary School is working to develop our own student survey to measure student report of feeling safe, engaged, supported and challenged at school. Additionally, we are working to increase student leadership in these improvement efforts.

What are the results of the data so far (or up until this point)?
According to our referral data, less than 5% of Whitman students engage in behavior to communicate their needs. More telling is the 30% of students who are receiving Tier 2/3 Social Emotional interventions ranging from on demand calm down zone use, lunch bunch groups, regular daily behavior coaching, check in/check out, check and connect and individualized safety plans. It is the expected characteristic of our student population with over 70% of our student living in poverty, this need is likely greater than we are able to support.
Social Emotional Learning Action Plan

What are your next steps that lead to validated improvements and sustainable systems for the school?

Using the previously mentioned data and the Tiered Fidelity Inventory, the Whitman TWCI Teams have identified 1.11 Student/Family/Community Involvement, 3.7 Professional Development, & 3.14 Data System as our greatest need for improvement. Improving our performance in these areas will strengthen our Whole Childe Supports at Whitman.

Social Emotional Learning

In which ways are the five competencies of the Social Emotional Learning (self-awareness, self-management, social awareness, relationship skills, and responsible decision making), explicitly taught and/or integrated school-wide and in the classroom?

Whitman Elementary School uses a comprehensive core social emotional curriculum to teach all students the five competencies of Social Emotional Learning. The school counselor teaching all students in grades K-5 Second Step Lessons weekly. Lessons cover self-awareness, social awareness, relationship skills, and responsible decision making. In many classrooms, Teachers and students use the Zones of Regulation to identify and regulate their emotions.

How do your school-wide policy and practices support the social emotional learning for students?

Whitman Elementary School has a continuum of social emotional supports available for all students. Please see our attached Whitman MTSS Model for an outline of the social emotional supports provided to students.
### Multi-Tiered Systems of Support [MTSS or formerly Response to Intervention (RTI)]

#### Tier 1
- **80%**
- **361 students**
- **THRESHOLDS:**
  - iReady & DRA Data, rank ordered from lowest performing to highest
  - Teacher input
  - Title – K-5 Reading (4*6=24/6%)
  - Para Groups (8*6=48/11%)
- **Teacher MTSS Group** (4817/68/16%)

#### Tier 2
- **15%**
- **64 students**
- **THRESHOLDS:**
  - iReady & DRA Data, rank ordered from lowest performing to highest
  - Teacher input
  - Title – K-5 Reading (4*6=24/6%)
  - Para Groups (8*6=48/11%)
- **Teacher MTSS Group** (4817/68/16%)

#### Tier 3
- **5%**
- **21 students**
- **THRESHOLDS:**
  - Lack of response to Tier 1 interventions
  - iReady, DRA, Classroom Assessments and Work Samples
  - Sped – IEP Math, Reading &/or Writing (49=12%)
  - LAP – K-4 Reading (4*5=5%)

### Academic

- **THRESHOLDS:**
  - Meets Entrance & Exit Criteria:
    - Lack of response to Tier 1 interventions
    - iReady, DRA, Classroom Assessments and Work Samples
    - Sped – IEP Math, Reading &/or Writing (49=12%)
    - LAP – K-4 Reading (4*5=5%)
- **Core Classroom Instruction**
  - * E/LA Framework suggested minutes per subject Section G-Pg3
    - 75 Min. Reading
    - 45 Min. Writing
    - 45 Min. Content/ELA integration
    - 75 Min. Math
    - 30 Min Intervention
    - 30 Min Specialist
    - 300 Min of Instruction

### Behavior

- **THRESHOLDS:**
  - Need group supports
  - behavior presents in classroom/1 environment or is less severe, impactful
  - Limited response to Tier 1 interventions
  - Sped – IEP Social Emotional (29=7%)
  - Check & Connect – More intense mentoring 1:1, student self-report with the intake interview

### Attendance

- **THRESHOLDS:**
  - More than 1 U/A &/or more than 10% absences.
  - More than 7 U/A &/or more than 15% absences.
  - Ltr#3: FYI Becca Petition
  - Becca Petition: Petition the court to get involved
  - Ongoing Court Progress Reports

### Delivered in the Classroom

- **CORE Classroom Instruction**
  - * E/LA Framework suggested minutes per subject Section G-Pg3
  - 75 Min. Reading
  - 45 Min. Writing
  - 45 Min. Content/ELA integration
  - 75 Min. Math
  - 30 Min Intervention
  - 30 Min Specialist
  - 300 Min of Instruction

- **School Wide Positive Behavior Supports**
  - SWPBS Tiered Fidelity Inventory - 1.7 Professional Development
  - 4 core Tier 1 practices:
    - teaching expectations (PRIDE)
    - acknowledging appropriate behavior (PAWs)
    - correcting errors (Response Routines)
    - requesting assistance (Office Referrals)
  - Social Emotional Learning Plan:
    - Classroom Meetings
    - Second Step, Bully Prevention & Child Abuse Prevention Lessons
    - Zones – identify feelings, use emotional regulation tools, re-set space.

### Encouraging Good Attendance

- **Promote the Positive**:
  - Classrooms track daily % of attendance
  - Teacher phone call when notice a pattern of absences
  - Certificates for Top 3 Weekly Attendance
  - Public Recognition of Students with Good (Less than 10% Absences) and Excellent (Less than 1 absence/Trimester)
  - Annual Attendance Awards