

Clark Elementary

2025-2026

School Climate Plan

Mission	Vision	Core Values
Clark Mission Statement	Clark ES is a vibrant learning community that values culture, language, belonging, high expectations, meaningful learning, and joy.	Respect Yourself Respect Others Respect this Place

WHAT IS SCHOOL CLIMATE?

SCHOOL CLIMATE OVERVIEW

School Climate encompasses culturally relevant Positive Behavioral Interventions and Supports (PBIS), restorative practices and schoolwide social-emotional learning opportunities for all students in their classrooms. Racial equity and social justice is woven into all aspects of school climate to ensure that all students feel a sense of belonging and have a positive school experience.

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)**. Additional support is provided for students that need it through **targeted interventions (Tier II)**, and **individualized interventions (Tier III)**. These tiered academic and behavioral interventions help eliminate barriers to learning and enable every student to successfully reach their full potential.

SCHOOLWIDE VALUES AND COMMON AREA EXPECTATIONS

Our School’s Core Values are

1. **Respect Yourself**
2. **Respect Others**
3. **Respect this Place**

Our Core Values were created with student, staff, family & community input. Posters are 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 Clark Elementary ensure that our core values are inclusive and affirming.

Students need to understand and exercise our core values on a regular basis to master the skills to be successful and prepared to be college and career ready. All adults acknowledge and reinforce these core values when interacting with students.

Our core values are woven into our regular teaching practices in every lesson and in every class period throughout the grade levels. Staff name them consistently and strategically teach and review our core values throughout the school year.

Common Area Expectations

TEACHING COMMON AREA EXPECTATIONS

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

[Common Area Expectation Lesson](#)

SCHOOLWIDE (TIER 1) CLIMATE PRACTICES

Each Clark student 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
- TSEL: Caring School Communities (CSC) - classroom agreements and community circles
- Social Emotional Lessons (Anti-bullying, Zones of Regulation, etc.)
- Common area agreement teaching and reviews
- PBIS Assemblies
- Panda Paws to acknowledge expected behavior
- Calming corners in each classroom
- Think Sheets to help reflect on behavior
- Classroom attendance awards
- SUN after school programming
- Community partnerships (POIC, IRCO, FGP, Cairo)
- Lunch bunches
- Restorative Practices
- Consistent disciplinary action



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 (TBD) Social/Emotional Skills Group Restorative Justice Home Visits	Function: Escape/Avoid Breaks are Better Social/Emotional Skills Group Meaningful Work (TBD) Restorative Justice Home Visits
Example Tier III Behavior Practices & Intervention	
PRACTICES/INTERVENTIONS	
Safety Plan Supervision Plan Planning for Managing Escalating Behaviors Individual Student Support Team Functional Behavior Assessment (FBA) to develop Behavior Support Plan (BSP) Evidenced Based Individual Counseling Behavioral Safety Assessment and Safety and Support Planning (Threat Assessments) School-based Safety Plans Suicide Screening and Safety and Support Planning Home Visit Mental Health Coordination (screening, referral and care coordination, etc.) DHS Coordination/Consultation Title IX (identity-based bullying/harassment/discrimination) Return from hospital/psychiatric care coordination/transition Community Resource Needs (food, clothing, etc.) McKinney Vento (houselessness) Development of Health Management Plans Referral for special education	



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

[Clark Discipline Matrix](#)

DISCIPLINE POLICIES

Clark Elementary has created and calibrated around a Discipline Matrix and Flowchart to describe how staff respond to unexpected behaviors. If a student is escalated such that the flowchart below does not meet their needs, they may utilize the school's de-escalation space. De-escalation spaces are a predesignated space in the school, not the classroom, for students to de-escalate with adult support.

[Clark Behavior Level Flowchart](#)

Purpose of All Student Behavior Responses:

De-escalate, Resolve, Restore, Re-teach, Return to Learning

EFFECTIVE CLASSROOM PRACTICES PLAN

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.

Guest Teacher Support System

Classroom management plans must be included in the substitute folder; the plan must include appropriate contact information needed to support the details and student discipline.

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



Portland Public Schools

3/6/24

common areas/ classrooms/ buses, all staff acknowledge students exhibiting our core values verbally and by Panda Paws along with specific praise.

Description of our school-wide acknowledgement system:

- Panda Paws (weekly and monthly drawings)
- Monthly PBIS assemblies
- Attendance incentives
- Positive contact with family/caregivers

Family Involvement & Feedback

AUGUST ● Connect to Kinder ● Community Pizza in the Park Day	SEPTEMBER ● Back to School Night ● Climate Team Meetings ● Site Council Meeting ● PBIS Assembly ● Coffee with the Principal ● Newsletter	OCTOBER ● Climate Team Meetings ● Site Council Meeting ● PBIS Assembly ● Coffee with the Principal ● Newsletter
NOVEMBER ● Conferences ● Climate Team Meetings ● Site Council Meeting ● PBIS Assembly ● Coffee with the Principal ● Newsletter	DECEMBER ● Climate Team Meeting ● PBIS Assembly ● Coffee with the Principal ● Newsletter	JANUARY ● Lunar New Year Celebration ● Climate Team Meetings ● Site Council Meeting ● Successful School Survey ● PBIS Assembly ● Coffee with the Principal ● Newsletter
FEBRUARY ● Black History Month Celebration ● Climate Team Meetings ● PBIS Assembly ● Coffee with the Principal ● Newsletter	MARCH ● Climate Team Meetings ● PBIS Assembly ● Coffee with the Principal ● Newsletter	APRIL ● Climate Team Meetings ● Multicultural Celebration ● PBIS Assembly ● Coffee with the Principal ● Newsletter
MAY ● Climate Team Meeting ● Coffee with the Principal ● Newsletter	JUNE ● Site Council Meeting ● Climate Team Meetings ● Coffee with the Principal ● Newsletter	



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

- [Clark 24-25 SCIP](#)
- 25-26 Goals are attendance, literacy, and math-Will be completed by September 18, 2025 in Mosaic

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](#).

Recent SSS data

- [2024-2025 SSS Data](#)

