# Hosford Middle School 2024-2025

# **School Climate Plan**



## **Mission**

The Hosford Mission is to provide a learning environment of strong academics and respect by fostering opportunities for student creativity, service, and exploration in a community of life-long learners. We draw from a menu of tools and strategies designed to meet the needs of all of our students because we know that all students learn differently and need to be engaged in their studies.

- Provide a safe, orderly, and respectful environment that is conducive to learning.
- Provide high academic standards for ALL students via rigorous and relevant curriculum and high- quality instruction.
- Create a School Climate that provides social/emotional support and high standards for behavior and effort so that students can work to their potential.
- Create a collaborative and proud school community involving staff, students, and parents.

## **Vision**

Hosford's Vision is to manifest our core values for each student and community member: "Friendship - Learning - Commitment".

## **Core Values**

Friendship Learning Commitment

## 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 are 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 SYSTEMS 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 Tier I universal supports. Additional supports are provided for students that need them through Tier II interventions (targeted group supports), and Tier III interventions

(individualized supports). 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:

**Friendship:** We build and maintain relationships with each other and our community.

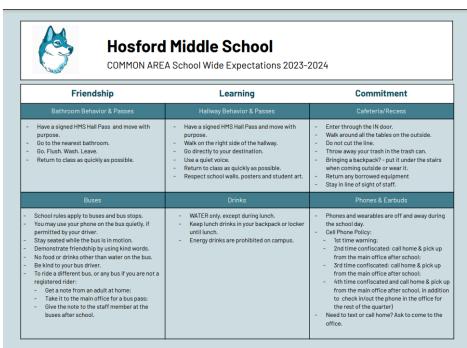
**Learning:** We learn about ourselves, others, and the world.

**Commitment:** We try, persevere, and follow through on rigorous academic and personal goals.

Our Core Values and schoolwide expectations 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 ensure that our core values are inclusive and affirming.

Students need to understand and exercise our core values on a regular basis to be successful and 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 consistently and strategically name, teach and review our core values throughout the school year.



Click on the image to review expectations.



#### **TEACHING COMMON AREA EXPECTATIONS**

All students are taught the common area expectations at the start of the school year, mid-year and again after Spring Break. These expectations are reinforced throughout the school year by all staff when addressing student behaviors.

#### 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.

Hosford utilizes the <u>PPS Student Rights & Responsibilities Handbook</u> as our guiding document when defining and addressing behaviors with students and families.

#### DISCIPLINE POLICIES

Hosford has created and calibrated around a flowchart to describe how staff respond to student misbehaviors. 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.

Discipline Due Process Flow Chart

#### Effective Classroom Practices Plan

Every teacher will have an Effective Classroom Practices Plan (ECP Plan). The Effective Classroom Practices Plan, covers the essential features of effective classroom practices: Structure, teaching expectations, acknowledging positive behaviors, and supporting regulation & restorative practices.

Co-creating classroom practices reduces variability between classrooms and makes it more consistent for students. Grade level teams will be given time to create aligned ECP Plans prior to the start of school. Some sample plans are provided below.

See a HMS sample of an Effective Classroom Practices Plan here.

#### 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 and by Husky Bucks along with specific praise.

Description of our school-wide acknowledgement system:



- Husky Bucks may be given by any staff member at any time.
- Students can turn in their Bucks for weekly drawing and/or use them to purchase prizes in individual teachers' classrooms.
- Feedback from students and families about current systems and planning for changes and improvements will be collected throughout the year.

## Family Involvement & Feedback

AUGUST	SEPTEMBER  • Back to School Night	OCTOBER
NOVEMBER  • Conferences	DECEMBER  ◆ Site Council Meeting	JANUARY • Family Feedback Survey
FEBRUARY	MARCH • Site Council Meeting	APRIL
MAY ● Family Feedback Survey		

## FIDELITY DATA

**Culturally Responsive Tiered Fidelity Inventory (CR-TFI)** guides the action planning for the implementation of a positive school climate and connects directly with this School Climate Plan.

- Assessment component is completed once a year as a summative assessment. Twice additionally as formative assessments (conducted in September, January and/or May)
- The CR-TFI is utilized by school teams to assess and plan implementation of all three tiers. The Climate Team is responsible for Tier 1 and A score of 80% or better indicates a well-implemented Tier.
- The TFI action plan is revisited on a monthly basis during Climate Team Meetings. If you'd like to join our Climate Team, please let us know! We'd love to hear from you. Email Kim Anderson at <a href="mailto:kanders4@pps.net">kanders4@pps.net</a>.

#### Recent TFI scores & Climate Plan

- Hosford CR-TFI Action Plan here
  - o Goals for the current school year focus on increasing family/community involvement in our school climate

#### 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 <u>dashboard</u>.



## **Student Intervention Team (SIT)**

- Hosford SIT meets most weeks in order to look at academic and behavioral data of students that may need further support
- Academic Flowchart
- Behavior Flowchart

