

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.

<div><div>Hosford Middle School COMMON AREA School Wide Expectations 2023-2024</div></div>		
Friendship	Learning	Commitment
Bathroom Behavior & Passes <ul style="list-style-type: none">- Have a signed HMS Hall Pass and move with purpose.- Go to the nearest bathroom.- Go. Flush. Wash. Leave.- Return to class as quickly as possible.	Hallway Behavior & Passes <ul style="list-style-type: none">- Have a signed HMS Hall Pass and move with purpose.- Walk on the right side of the hallway.- Go directly to your destination.- Use a quiet voice.- Return to class as quickly as possible.- Respect school walls, posters and student art.	Cafeteria/Recess <ul style="list-style-type: none">- Enter through the IN door.- Walk around all the tables on the outside.- Do not cut the line.- Throw away your trash in the trash can.- Bringing a backpack? - put it under the stairs when coming outside or wear it.- Return any borrowed equipment- Stay in line of sight of staff.
Buses <ul style="list-style-type: none">- School rules apply to buses and bus stops.- You may use your phone on the bus quietly, if permitted by your driver.- Stay seated while the bus is in motion.- Demonstrate friendship by using kind words.- No food or drinks other than water on the bus.- Be kind to your bus driver.- To ride a different bus, or any bus if you are not a registered rider:<ul style="list-style-type: none">- Get a note from an adult at home;- Take it to the main office for a bus pass;- Give the note to the staff member at the buses after school.	Drinks <ul style="list-style-type: none">- WATER only, except during lunch.- Keep lunch drinks in your backpack or locker until lunch.- Energy drinks are prohibited on campus.	Phones & Earbuds <ul style="list-style-type: none">- Phones and wearables are off and away during the school day.- Cell Phone Policy:<ul style="list-style-type: none">- 1st time warning;- 2nd time confiscated: call home & pick up from the main office after school;- 3rd time confiscated: call home & pick up from the main office after school;- 4th time confiscated and call home & pick up from the main office after school, in addition to check in/out the phone in the office for the rest of the quarter)- Need to text or call home? Ask to come to the office.

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 [PPS Student Rights & Responsibilities Handbook](#) 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](mailto:Kim.Anderson@pps.net) at kanders4@pps.net.

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 [dashboard](#).



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](#)

