



# George Middle School

2025-2026

## School Climate Plan

### Mission- Our True North

We empower our students to use their diverse skills and backgrounds to reach their greatest potential as learners, critical thinkers, leaders, and as agents of change in our school, community, and world. Below is what we call our "True North", or our purpose statement as a school.

At George Middle School we take full and collective responsibility for the academic outcomes of our learners. We build joyful, inclusive classroom communities that foster independence, curiosity, and rich academic discourse. We are a learning organization that achieves superlative outcomes by being data-driven. We are accountable and embrace change so that student demographics are no longer a predictor of academic outcomes.

### Core Values

**Communicate**  
**Accountable**  
**Respect**  
**Excellence**

### 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

# Communicate Accountable Respect Excellence

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 GMS 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

GMS Mustangs CARE!	
C.A.R.E.	HALLWAY
<b>COMMUNICATE</b> -Use positive & respectful language -T.H.I.N.K. before communicating -Ask for help	-Voice levels 0-2 -Use positive language. -Ask for help if needed.
<b>ACCOUNTABLE</b> -Take responsibility for your actions & be truthful. -Learn from mistakes. -Manage your time.	-Walk with purpose & don't block up the hallway. -Be where you are supposed to be, the hallway is NOT a hang out space. -Be mindful of your time and others; get to class on time.
<b>RESPECT</b> -Respect EVERYONE. -Be open-minded & use empathy. -Fake it till you make it (you don't have to like someone to respect them).	-Keep hands, feet, and property to self. -Don't make a fool of yourself. -Walk only, do not run or chase others.
<b>EXCELLENCE</b> -Come to school ready to learn. -Follow school expectations. -Always do your best & focus on the positive. -Encourage yourself & others to do their best.	-Be mindful of others and be aware. -Be kind. -Walk looking forward.

GMS Mustangs CARE!	
C.A.R.E.	LUNCH/RECESS
<b>COMMUNICATE</b> -Use positive & respectful language -T.H.I.N.K. before communicating -Ask for help	-Voice levels 0-3 in cafeteria. -Voice levels 0-4 outside. -Communicate needs with staff.
<b>ACCOUNTABLE</b> -Take responsibility for your actions & be truthful. -Learn from mistakes. -Manage your time.	-Eat! It's very hard to use your brain when hungry. -Use the trash cans if you have trash during recess. -Remain seated until dismissal. -Take what you need, don't be wasteful. -Clean up after yourself.
<b>RESPECT</b> -Respect EVERYONE. -Be open-minded & use empathy. -Fake it till you make it (you don't have to like someone to respect them).	-Listen to adult instructions. -Use words like please and (no) thank you. -Respect physical boundaries. -Respect exit procedures. -Be mindful of others.
<b>EXCELLENCE</b> -Come to school ready to learn (not goof off). -Follow school expectations. -Always do your best & focus on the positive. -Encourage yourself & others to do their best.	-Hallways are for transitioning to and from lunch and recess. They are NOT a hang out space. -Hold others accountable.

GMS Mustangs CARE!	
C.A.R.E.	BATHROOM
<b>COMMUNICATE</b> -Use positive & respectful language -T.H.I.N.K. before communicating -Ask for help	-Voice levels 0-1 (in restroom and while waiting to enter.) -Get permission from educator.
<b>ACCOUNTABLE</b> -Take responsibility for your actions & be truthful. -Learn from mistakes. -Manage your time.	Follow the procedure: -GO -FLUSH -WASH -LEAVE -Do not vandalize the bathroom & no skipping class in the bathroom.
<b>RESPECT</b> -Respect EVERYONE. -Be open-minded & use empathy. -Fake it till you make it (you don't have to like someone to respect them).	-3 people in the bathroom at a time. -Be respectful of class time and go quickly. -Don't mess with others in the bathroom. -Respect the bathroom supplies; don't trash the bathroom.
<b>EXCELLENCE</b> -Come to school ready to learn. -Follow school expectations. -Always do your best & focus on the positive. -Encourage yourself & others to do their best.	-Wait quietly in the hall for your turn. -Hold others accountable.



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## TEACHING COMMON AREA EXPECTATIONS

All students are taught the common area expectations at least three times a year after long breaks.  
[PBIS Rotation Lesson](#)

## SCHOOLWIDE (TIER 1) CLIMATE PRACTICES

Each George 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
- Attendance Awards
- Classroom Community Agreements
- Community Circles
- LiveSchool points for positive behavior
- School counselor classroom lessons
- Social Emotional Learning classroom lessons
- Common Area Expectation lessons three times per year
- R spaces in each classroom
- Flexible seating

## 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

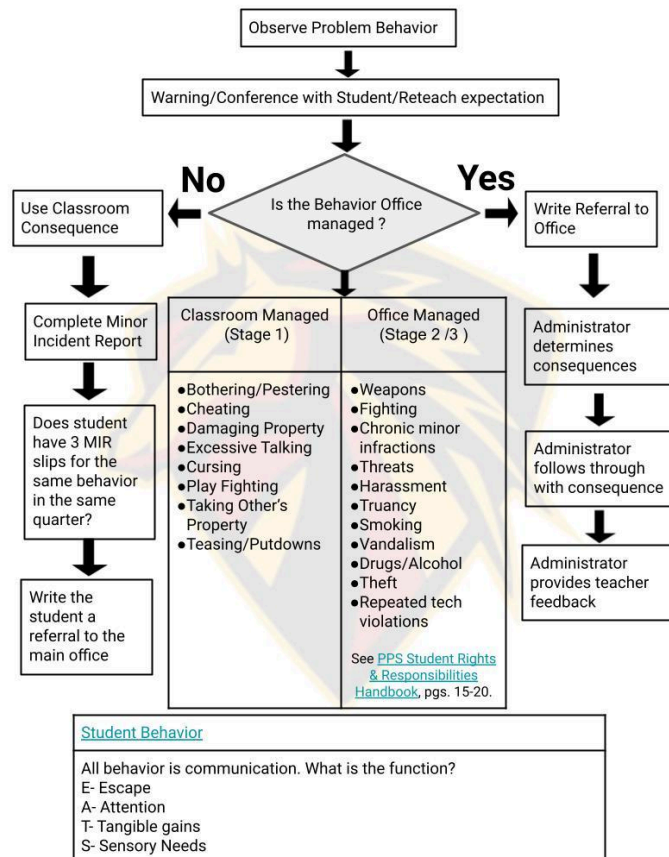


Example Tier III Behavior Practices & Intervention	
PRACTICES (non-exhaustive)	INTERVENTION (exhaustive)
Safety Plan Supervision Plan Planning for Managing Escalating Behaviors (with FBA/BSP)	Individualized interventions outlined in the FBA/BSP

## 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



## DISCIPLINE POLICIES

George Middle School has created and calibrated around a 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 deescalation space. De-escalation spaces are a predesignated space in the school, not the classroom, for students to de-escalate with adult support.

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.

[Effective Classroom Practices Plans](#)

[Guest Teacher Resources](#)

### **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 awarding LiveSchool points along with specific praise.

Description of our school-wide acknowledgement system:

- Care Awards and Care Shout-Outs
- Care Assembly and Honor Roll Breakfast
- Attendance drawings
- LiveSchool points and Mustang Mercado
- School Dances
- Leadership
- Cafe Latina & Black Parent Affinity Night



## Family Involvement & Feedback

<p><b>AUGUST</b></p> <ul style="list-style-type: none"> <li>● Climate In-Service Day</li> </ul>	<p><b>SEPTEMBER</b></p> <ul style="list-style-type: none"> <li>● Back to School Night</li> <li>● 6th Grade Jumpstart</li> <li>● Climate Team Meetings</li> <li>● PTA Meeting</li> <li>● Site Council</li> </ul>	<p><b>OCTOBER</b></p> <ul style="list-style-type: none"> <li>● Lucha Family Night</li> <li>● Cafe Latina</li> <li>● Climate Team Meetings</li> <li>● PTA Meeting</li> <li>● Site Council</li> </ul>
<p><b>NOVEMBER</b></p> <ul style="list-style-type: none"> <li>● Dia de los Muertos Celebration <ul style="list-style-type: none"> <li>● Cafe Latina</li> </ul> </li> <li>● Conferences</li> <li>● Climate Team Meetings</li> <li>● PTA Meeting</li> <li>● Honor Roll Breakfast <ul style="list-style-type: none"> <li>● Site Council</li> </ul> </li> </ul>	<p><b>DECEMBER</b></p> <ul style="list-style-type: none"> <li>● Climate Team Meeting</li> <li>● PTA Meeting</li> <li>● Cafe Latina</li> <li>● Site Council</li> </ul>	<p><b>JANUARY</b></p> <ul style="list-style-type: none"> <li>● Cafe Latina</li> <li>● Climate Team Meetings</li> <li>● PTA Meeting</li> <li>● Winter Concert</li> <li>● Site Council</li> </ul>
<p><b>FEBRUARY</b></p> <ul style="list-style-type: none"> <li>● BSU Night</li> <li>● Black Parent Affinity Night</li> <li>● Cafe Latina</li> <li>● Honor Roll Breakfast</li> <li>● Climate Team Meetings</li> <li>● PTA Meeting</li> <li>● Staffing Survey</li> <li>● Site Council</li> </ul>	<p><b>MARCH</b></p> <ul style="list-style-type: none"> <li>● Cafe Latina</li> <li>● Climate Team Meetings</li> <li>● PTA Meeting</li> <li>● Site Council</li> </ul>	<p><b>APRIL</b></p> <ul style="list-style-type: none"> <li>● Cafe Latina</li> <li>● Black Parent Affinity Night</li> <li>● PTA Meeting</li> <li>● Climate Team Meetings</li> <li>● Honor Roll Breakfast</li> <li>● 5th grade Feeder Visits</li> <li>● Site Council</li> </ul>
<p><b>MAY</b></p> <ul style="list-style-type: none"> <li>● Cafe Latina</li> <li>● Climate Team Meetings</li> <li>● QSA Family Night</li> <li>● PTA Meetings</li> <li>● 5th Grade Family Night and Spring Concert <ul style="list-style-type: none"> <li>● Site Council</li> </ul> </li> </ul>	<p><b>JUNE</b></p> <ul style="list-style-type: none"> <li>● 8th grade Promotion</li> <li>● Climate Team Meetings</li> <li>● Cafe Latina</li> <li>● Field Day</li> <li>● 8th grade Field Trip</li> </ul>	



## **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*

- CR-TFI Action Plan [here](#)

### **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*

- [Student data, 2024-2025](#)
- [Staff data, 2024-2025](#)
- [Family Data, 2024-2025](#)

