



---

## Lane Middle School Climate Plan 2025-26

---

### Mission

In partnership with families and community, our mission is to create a learner-centered culture that unlocks opportunities for social-emotional connection and academic acceleration for every child.

### Vision

Our vision is to provide every scholar an engaging, fun, and rigorous learning experience where they can explore their identities, build confidence, feel a sense of belonging, and thrive.

### Core Values

1. Accountable
2. Safe
3. Kind

## WHAT IS SCHOOL CLIMATE?

### SCHOOL CLIMATE OVERVIEW

School Climate encompasses culturally relevant Positive Behavioral Interventions and Supports (PBIS), restorative practices and schoolwide transformative social-emotional learning opportunities for all students. Racial equity and social justice are woven into all aspects of school climate to ensure that all students experience 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. 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. **Accountable**
2. **Safe**
3. **Kind**

Our Core Values were created with student, staff, caregiver & community input. These values are posted throughout the school in order to make them visible to students, staff and caregivers. The intention is to share a consistent message about what we value as a school community and what this looks like in common areas and classrooms across the school.

Our core values are woven into our social emotional learning curriculum as well as regular teaching practices in every lesson and in every class period throughout the grade levels. Staff name the values consistently, strategically teach and review them throughout the school year and positively reinforce them when interacting with students.



## Common Area Expectations

LMS Students ASK: We are ACCOUNTABLE, SAFE & KIND			
	ACCOUNTABLE	SAFE	KIND
<b>In All Spaces</b>	<b>We....</b> Are Kind Follow directions Use academic language and posture Practice patience Practice empathy Use electronics responsibly - cell phones off and out of sight		
<b>Recess</b>	<ul style="list-style-type: none"> <li>Return recess equipment</li> <li>Stay within expected spaces and boundaries</li> </ul>	<ul style="list-style-type: none"> <li>Be safe</li> <li>Play games in designated areas to prevent injury</li> </ul>	<ul style="list-style-type: none"> <li>Use kind words and actions</li> </ul>
<b>Hallways</b>	<ul style="list-style-type: none"> <li>Walk on the right and keep hands to self</li> <li>Walk with purpose</li> </ul>	<ul style="list-style-type: none"> <li>Keep food and backpacks in your locker</li> <li>Use appropriate voice tone</li> </ul>	<ul style="list-style-type: none"> <li>Throw trash into the trash can</li> </ul>
<b>Cafeteria</b>	<ul style="list-style-type: none"> <li>Walk</li> <li>Fuel your body with healthy food and drink</li> <li>Wait to be dismissed by an adult</li> </ul>	<ul style="list-style-type: none"> <li>Get in line, stay in line, and wait your turn (no cutting)</li> <li>Clean your area</li> <li>Transition using the appropriate path to the gym and cafeteria</li> </ul>	<ul style="list-style-type: none"> <li>Put trash into their proper places</li> <li>Put "no thank you" items in the appropriate place</li> <li>Be respectful with all actions &amp; words</li> </ul>

\*Classroom expectations to be co-created with each teacher and class at the start of the school year\*

### TEACHING COMMON AREA EXPECTATIONS

All students are taught the common area expectations at least three times a year, after long breaks. Our common area expectations are taught during advisory using these [SLIDES](#).

### SCHOOLWIDE (TIER 1) CLIMATE PRACTICES

Each [insert school name] 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 or period
- Classroom Community Agreements
- Clear classroom expectations taught, practiced and acknowledged
- Common Area Expectations lessons three times per year
- Keys to acknowledge expected behavior with 5:1 ratio



- Community Circles or Caring School Community Morning Circle and Weekly Class Meetings/Community Chats
- School counselor classroom lessons
- Social Emotional Learning practices in core content areas:
  - Inclusive Welcome
  - Engaging Strategies
  - Optimistic Closure
- SEL curriculum implementation: Wayfinder
- Calming spaces in each classroom
- Flexible classroom seating
- [Restorative Think Sheets](#)
- Positive communication with caregivers

### **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. **Caregivers are notified about student strengths and challenges, as well as planned interventions, at all points in the process.**

Example Tier II Behavior Interventions	
<b>Function: Access/Obtain</b> Check In/Check Out Meaningful Work Social/Emotional Skills Group Check and Connect	<b>Function: Escape/Avoid</b> Breaks are Better Check and Connect Social/Emotional Skills Group
Example Tier III Behavior Practices & Intervention	
<b>PRACTICES</b> (non-exhaustive)  Safety Plan Supervision Plan Planning for Managing Escalating Behaviors (with	<b>INTERVENTION</b> (exhaustive)  Individualized interventions outlined in the FBA/BSP



**PERSONAL ELECTRONIC DEVICES:**

In alignment with the new PPS board policy, students must keep personal electronic devices off and away throughout the school day. This includes cell phones, tablets, smart watches, and similar devices. This is reflected in our school's behavior matrix and discipline flowchart, linked below.

**BEHAVIOR DEFINITIONS AND DISCIPLINE PRACTICES**

Lane Middle School has created and aligned around behavior definitions and discipline practices to describe how staff will consistently 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 non-punitive space in the school, not the classroom, for students to de-escalate with adult support.

LMS [behavior matrix](#) and [flowchart](#)

**Purpose of All Student Behavior Responses:  
De-escalate, Resolve, Restore, Re-teach, Return to Learning**

**EFFECTIVE CLASSROOM PRACTICES PLANS**

Every teacher will have an Effective Classroom Practices Plan (ECP Plan). These plans cover 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. Teachers are given time to create aligned plans prior to the start of school and plans are shared with administration no later than the day before back to school night.

LMS Teacher [ECP Plans](#)

Guest Teacher Support Website [COMING SOON](#)

**FEEDBACK AND ACKNOWLEDGEMENT SYSTEMS**

Research shows that when staff observe and acknowledge students exhibiting expected behaviors, those behaviors will increase and unexpected behaviors will decrease. Specific praise is important in increasing the recurrence of expected behaviors. When observing expected behaviors in the common areas/ classrooms/ buses, all staff acknowledge students exhibiting our core values verbally, with specific praise, and by awarding keys.



Description of our school-wide acknowledgement system:

- Shout outs, ASK Awards, Positive Behavior Referrals
- Shout outs are written in advisory and posted in the bulletin board case in the main hallway; ASK Awards are given by nomination in grade level teams and announced in advisory once per quarter, and Positive Behavior Referrals are awarded weekly and students are recognized in advisory and in morning announcements.
- Student names are posted in the weekly newsletter, announced during morning announcements and recognized during their grade level lunch.

### ***Family/Caregiver Involvement & Feedback Opportunities***

<b>AUGUST</b> <ul style="list-style-type: none"> <li>● Back to School BBQ</li> </ul>	<b>SEPTEMBER</b> <ul style="list-style-type: none"> <li>● Back to School Night</li> <li>● Site Council Meeting</li> </ul>	<b>OCTOBER</b> <ul style="list-style-type: none"> <li>● Latino Caregiver Night</li> <li>● Building Leadership Team</li> <li>● Site Council Meeting</li> </ul>
<b>NOVEMBER</b> <ul style="list-style-type: none"> <li>● Conferences</li> <li>● Site Council Meeting</li> </ul>	<b>DECEMBER</b> <ul style="list-style-type: none"> <li>● Family Winter Craft Night</li> <li>● Choir &amp; Band Performance</li> <li>● SUN Showcase</li> </ul>	<b>JANUARY</b> <ul style="list-style-type: none"> <li>● Site Council Meeting</li> </ul>
<b>FEBRUARY</b> <ul style="list-style-type: none"> <li>● Site Council Meeting</li> </ul>	<b>MARCH</b> <ul style="list-style-type: none"> <li>● Pi Night</li> <li>● Site Council Meeting</li> <li>● SUN Showcase</li> </ul>	<b>APRIL</b> <ul style="list-style-type: none"> <li>● Site Council Meeting</li> </ul>
<b>MAY</b> <ul style="list-style-type: none"> <li>● Celebration of Us: A Multicultural Night</li> <li>● 6th Grade Pancake Breakfast</li> <li>● Site Council Meeting</li> <li>● SUN Showcase</li> </ul>	<b>JUNE</b> <ul style="list-style-type: none"> <li>● Site Council Meeting</li> <li>● 8th Grade Promotion</li> </ul>	



## ***DATA THAT INFORMS OUR CLIMATE PLAN***

### **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*

- [Link to school CR-TFI Action Plan here](#)
- [Link to SCIP COMING SOON](#)

### **Successful Schools Survey (SSS)**

- Completed once a year in November by all students (grades 3-12), staff, and caregivers.
- Reviewed by the School Climate Team and shared with staff, students and caregivers. Used to monitor and adjust climate initiatives.

#### *Recent SSS data*

- [LMS 2024-25 scores/graphs summary](#)

