

Harrison Park Middle School

School Climate Plan

(working document)
2024-2025



Mission

Reflect, Engage, Collaborate

Vision

At Harrison Park we believe that all staff members are responsible for ALL students' educational experience. Together we do this through:

- Working as a collaborative team through continual reflection and a growth mindset.
- Empowering our students through engaging instruction and meaningful assessment.
- Meeting our students where they are and moving them forward toward academic proficiency.
- Ensuring students are self advocates and positive members of their community.

Core Values

H is for HEALTHY

P is for PURPOSEFUL

M is for MINDFUL

S is for SLAY

WHAT IS SCHOOL CLIMATE?

SCHOOL CLIMATE OVERVIEW

School Climate encompasses culturally relevant responses to behavior supports. This includes 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. **Healthy:** We make and encourage healthy choices for ourselves and others. Taking care of ourselves physically, mentally, & emotionally. Aiming to be safe with our body and give space to others.
2. **Purposeful:** We are intentional with our thoughts and actions at school. We own our choices and behavior, while aiming to improve as our best selves. We show up to school with the necessary supplies and are ready in our seats when the bell rings for class. We set positive intentions for ourselves and work to meet those insights.
3. **Mindful:** We pay attention to our needs and the needs of our schoolmates. We are able to thoughtfully consider ways we can support others, while also advocating for personal needs. We are considerate to the community and positive are contributors socially and academically. We think beyond ourselves and center our attention on how we positively impact our school community.
4. **Slay:** We deliver our best selves and because we bring the best version of us, we exceed. We embrace challenges and productively struggle toward success. We exude joy by embracing and sharing our collective understanding of one another through the moments we experience together.

Our Core Values were created with student, staff, family & community input. Midway through the 23/24 school year we had two classes review our work and they made some shifts based to ensure student views were at the center of our work. Posters are displayed 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 Harrison Park Panthers 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 start and after long breaks.

[HP Schoolwide Expectations](#)

SCHOOLWIDE (TIER 1) CLIMATE PRACTICES

Each Harrison Park 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
- Panther Pay to acknowledge expected behavior
- School counselor classroom lessons
- Social Emotional Learning classroom lessons (We Do It For The Culture)
- Common Area Expectation lessons three times per year
- Calming spaces in each classroom
- Flexible seating
- Skill Builder Reflection Intervention ([link here](#))
- Reward Activities
- Positive Home Communication

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) Safety Plan Supervision Plan Planning for Managing Escalating Behaviors (with	INTERVENTION (exhaustive) 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

[Behavior Matrix](#)

DISCIPLINE POLICIES

Harrison Park 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 de-escalation space. De-escalation spaces are a predesignated space in the school, not the classroom, for students to de-escalate with adult support.

[HPMS Behavior Flowcart](#)

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.

[HPMS Effective Classroom Practices Plans](#)

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, with Panther Pay along with specific praise.

Description of our school-wide acknowledgement system:



- [Panther Pay](#)
- Students will earn individual Panther Pay.
- Teachers and staff will hand out Panther Pay when students exhibit the school wide expectations.
- Panther Pay can be used for monthly drawings and for redemption items from the Treat Trolley. HP is looking to provide other incentives throughout the year and offer opportunities to use Panther Pay (lunch/classroom/school wide and special assemblies) based on student feedback.

Family Involvement & Feedback

AUGUST <ul style="list-style-type: none"> • Open House 	SEPTEMBER <ul style="list-style-type: none"> • Cluster Title/ESL Night • Climate Team Meetings • Community Partner Night • Principal Coffee Talk 	OCTOBER <ul style="list-style-type: none"> • Climate Team Meetings • Site Council Meeting • Principal Coffee Talk
NOVEMBER <ul style="list-style-type: none"> • Conferences • Climate Team Meetings • Principal Coffee Talk 	DECEMBER <ul style="list-style-type: none"> • Site Council Meeting • Climate Team Meeting • Principal Coffee Talk 	JANUARY <ul style="list-style-type: none"> • Climate Team Meetings • Site Council Meeting • Principal Coffee Talk
FEBRUARY <ul style="list-style-type: none"> • Community Meeting • Climate Team Meetings • Staffing Survey • Principal Coffee Talk 	MARCH <ul style="list-style-type: none"> • 6th Grade Open House • Climate Team Meetings • Principal Coffee Talk 	APRIL <ul style="list-style-type: none"> • Climate Team Meetings • Principal Coffee Talk
MAY <ul style="list-style-type: none"> • Climate Team Meetings • Site Council Meeting • AVID Night • MIP Capstone Night • Principal Coffee Talk 	JUNE <ul style="list-style-type: none"> • Climate Team Meetings 	

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
- [CASEL Framework](#)
- [2024-25 SCIP](#)

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

- [Harrison Park M.S. 2023-24 Results](#)

