



# Ida B. Wells High School

## School Climate Plan 2025-2026

**Our Mission:** Ida B. Wells High School, named after a remarkable changemaker, aspires to create an empathetic, courageous, and resilient community of learners. Social and academic opportunities empower students to use their voices, grow and foster their passions, and emerge as caring and curious members of a global society.

**Our Vision:** Empowering young people to be courageous members of our community

### The Ida B. Wells Core Values: **PEAK**

Be Prepared  
Be Engaged  
Be an Advocate  
Be Kind

### *WHAT IS SCHOOL CLIMATE?*

#### **SCHOOL CLIMATE OVERVIEW**

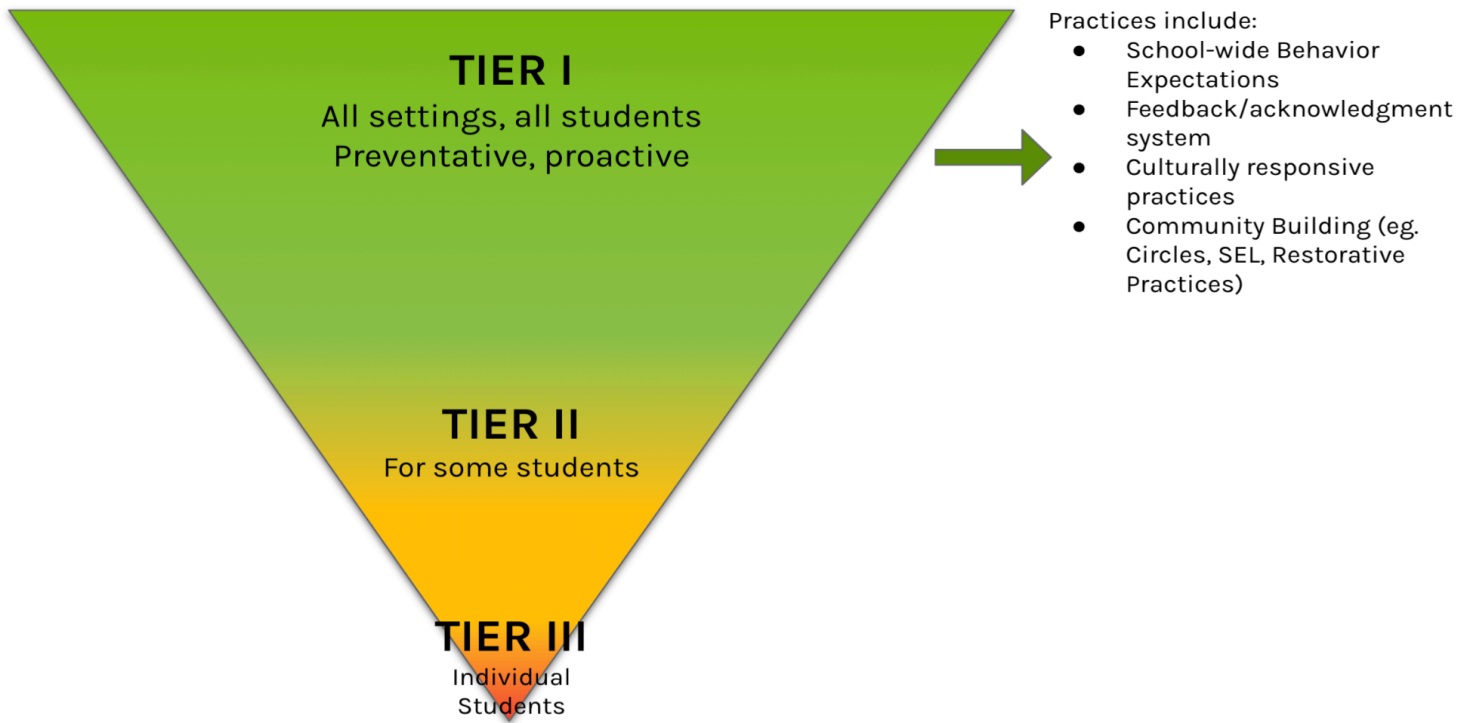
School Climate refers to the quality and character of school life as experienced by students, staff, and families. It encompasses culturally relevant Positive Behavioral Interventions and Supports (PBIS), restorative practices and schoolwide social-emotional learning opportunities for all students in 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.

## MTSS FOR STUDENT SUCCESS



### **SCHOOLWIDE VALUES AND COMMON AREA EXPECTATIONS**

#### **Our School's Core Values are**

Be Prepared

Be Engaged

Be an Advocate

Be Kind

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 Ida B. Wells ensure that our core values are inclusive and affirming.



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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**

### **PEAK**

Goal for 25-26 to create school wide behavior expectations for specific spaces

### **TEACHING COMMON AREA EXPECTATIONS**

All students are taught the common area expectations at least three times a year after long breaks.

### **Pending**

[\[Click here for Common Area Expectations Lesson samples \(CR-TFI Item 1.4\) \(remove this link before publishing\)\]](#)

### **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
- Attendance Awards
- Classroom Community Agreements
- Community Circles
- Guardian Gratitudes
- School counselor classroom lessons
- Social Emotional Learning classroom lessons
- Common Area Expectation lessons three times per year
- Calming spaces in each classroom
- Flexible seating
- Think Sheets to help reflect on behavior

### **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	
<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 FBA/BSP)	<b>INTERVENTION</b> (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

{Insert YOUR school discipline matrix below}

[\[Click for Samples \(CR-TFI Item 1.5\) \(remove this link before publishing\)\]](#)

### DISCIPLINE POLICIES

{School Name} 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.



{Insert YOUR school's discipline flowchart which describes and emphasizes proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently, and reflect understanding of community values and practices.}

The Scott

[\[Click here for sample behavior calibration chart and flowchart w/PD \(CR-TFI Item 1.5/1.6\)\]](#)

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.

[\[Link folder that has view only access to anyone with link that includes all teachers' Effective Classroom Practices Plans\]](#)

[\[Link to YOUR school's schoolwide Guest Teacher Support System\]](#)

[\[Click here for Effective Classroom Practices Plan & Guest Teacher Support System Resources \(CR-TFI Item 1.8\) Remove this link before publishing\]](#)

### **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 [\[insert YOUR school's acknowledgement tickets/system\]](#) [\[Click for Samples \(CR-TFI Item 1.9\) remove this link before publishing\]](#) along with specific praise.

Description of our school-wide acknowledgement system:

- Name of acknowledgement tickets e.g. shout out, panther paw, etc.
- How to use in the classroom/ common areas



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- Schoolwide systems (e.g. weekly drawings of acknowledgement tickets at lunch, monthly recognition assemblies, etc.): List and description of
- Feedback from students and families about current systems and planning for changes and improvements]

### **Family Involvement & Feedback** (edit with your school's monthly events/opportunities)

<b>AUGUST</b> <ul style="list-style-type: none"> <li>• Connect to Kinder</li> <li>• Community Care Day</li> </ul>	<b>SEPTEMBER</b> <ul style="list-style-type: none"> <li>• Back to School Night</li> <li>• SUN Latino Parent Night</li> <li>• Climate Team Meetings</li> <li>• Site Council Meeting</li> </ul>	<b>OCTOBER</b> <ul style="list-style-type: none"> <li>• SUN Latino Parent Night</li> <li>• Climate Team Meetings</li> <li>• Site Council Meeting</li> </ul>
<b>NOVEMBER</b> <ul style="list-style-type: none"> <li>• Dia de los Muertos Celebration</li> <li>• Conferences</li> <li>• SUN Latino Parent Night</li> <li>• Community Meeting</li> <li>• Climate Team Meetings</li> <li>• Site Council Meeting</li> </ul>	<b>DECEMBER</b> <ul style="list-style-type: none"> <li>• Site Council Meeting</li> <li>• Climate Team Meeting</li> </ul>	<b>JANUARY</b> <ul style="list-style-type: none"> <li>• SUN Latino Parent Night</li> <li>• Climate Team Meetings</li> <li>• Site Council Meeting</li> </ul>
<b>FEBRUARY</b> <ul style="list-style-type: none"> <li>• Black Excellence Celebration</li> <li>• Connect to Kinder</li> <li>• SUN Latino Parent Night</li> <li>• Community Meeting</li> <li>• Site Council Meeting</li> <li>• Climate Team Meetings</li> <li>• Staffing Survey</li> </ul>	<b>MARCH</b> <ul style="list-style-type: none"> <li>• SUN Latino Parent Night</li> <li>• Climate Team Meetings</li> <li>• Site Council Meeting</li> </ul>	<b>APRIL</b> <ul style="list-style-type: none"> <li>• Connect to Kinder</li> <li>• SUN Latino Parent Night</li> <li>• Site Council Meeting</li> <li>• Climate Team Meetings</li> </ul>
<b>MAY</b> <ul style="list-style-type: none"> <li>• SUN Latino Parent Night</li> <li>• Climate Team Meetings</li> <li>• Site Council Meeting</li> </ul>	<b>JUNE</b> <ul style="list-style-type: none"> <li>• Site Council Meeting</li> <li>• Climate Team Meetings</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*

- {Link to school CR-TFI Action Plan here: may be set for view/comment only to prevent editing by non team members} [\*Remove this link before publishing-Click here for CR-TFI Action Plan Template (CR-TFI Item 1.14)]
- If your school uses the CASEL and/or RJ-TFI please link those here as well
- {Link to 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*

- {Insert or Link your school's 2023-2024 scores/graphs summary}

