



Mt. Tabor Middle School School Climate Plan 2025-2026

Mission

Mt. Tabor MS Mission Statement

To create and celebrate a nurturing, connected, and courageous school community that embraces, challenges, and supports students in their academic and social-emotional growth.

Vision

Mt. Tabor MS Vision Statement

All Mt Tabor Middle School students will become compassionate critical thinkers, able to collaborate and solve problems, and be prepared to lead a more socially just world.

Core Values

Mt. Tabor MS Core Values

Care for Self
Care for Each Other
Care for Community

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

1. Care for Self
2. Care for Each Other
3. Care for Community

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 Mt. Tabor Middle School ensures 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

Mt. Tabor Students Care: for ourselves, for each other, for the community.			
	CARE FOR SELF	CARE FOR OTHERS	CARE FOR COMMUNITY
In All Spaces	We Practice: <ul style="list-style-type: none"> • Kindness • Following directions • Body and voice awareness • Patience • Empathy • Responsible electronic usage (off and not on your person) 		
Recess	<ul style="list-style-type: none"> • Exercising, socializing or reading. • Stay within expected spaces and boundaries 	<ul style="list-style-type: none"> • Use kind words and actions • Be safe • Hands and body to yourself 	<ul style="list-style-type: none"> • Care for recess equipment • Return recess equipment
Hallways	<ul style="list-style-type: none"> • Walk • Keep hands and body to self • During class time or lunch/recess, keep the hall pass visible at all times 	<ul style="list-style-type: none"> • Keep food, cell phone and backpacks in your locker • Use appropriate voice tone 	<ul style="list-style-type: none"> • Throw trash into the trash can • Keep binders/tote bags in your locker during lunch/recess
Cafeteria	<ul style="list-style-type: none"> • Walk • Use appropriate voice tone 	<ul style="list-style-type: none"> • Get in line, stay in line, and wait your turn • Clean your area 	<ul style="list-style-type: none"> • Put trash, food scraps, recycling, and



	<ul style="list-style-type: none"> Fuel your body with healthy food and non-sugar drinks 	<ul style="list-style-type: none"> Enter and exit through the North doors only (closest to the stage) 	<ul style="list-style-type: none"> silverware into their proper places Be respectful with all actions & words
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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.

[Common Area Expectations Lessons - Schedule for first week of school](#)

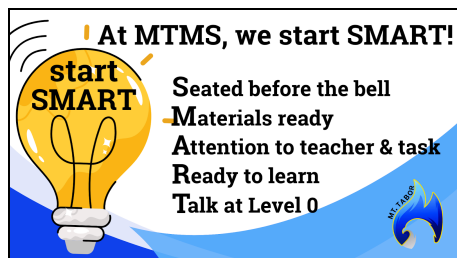
MT. TABOR PARENT-STUDENT HANDBOOK.

[This handbook](#) contains all things Mt. Tabor, including our routines, expectations, how to's, and specific topics that are Tabor-school related.

SCHOOLWIDE (TIER 1) CLIMATE PRACTICES

Each MTMS 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
- Classroom Community Agreements
- Community Circles
- Soaring Eagles to acknowledge expected behavior
- School counselor classroom lessons
- Social Emotional Learning classroom lessons
- Common Area Expectation lessons three times per year
- SMART Start/SMART Stop Classroom Expectations



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 FBA/BSP) Title IX Leveled Response SIRC (Sexual Incident Response)	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

[Behavioral Due Process Flow Chart](#)

DISCIPLINE POLICIES

Mt. Tabor 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.

[MTMS Student Support Flow Chart](#)

Purpose of All Student Behavior Responses:

De-escalate, Resolve, Restore, Re-teach, Return to Learning



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PERSONAL ELECTRONIC DEVICES:

In alignment with the new PPS board policy, students must keep personal electronic devices off and not on their person throughout the school day. Options for device storage include: 1) In the student's assigned locker; (2) at home; (3) checked into the office. This policy applies to cell phones, tablets, smart watches, and similar devices. Ear buds and headphones are also not permitted during the school day and should be kept in the student's assigned locker. Here is the link to our [MTMS matrix of consequences](#) when the policy is not followed.

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.

[MTMS Effective Classroom Practices Plans](#)

[MTMS Guest Teacher Support System](#)

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 passing out [Soaring Eagle Tickets](#), along with specific praise.

Description of our school-wide acknowledgement system:

- Soaring Eagles
 - School-wide acknowledgement throughout all spaces (classrooms, hallways, cafeteria, lunch/recess).
 - Students turn in tickets for reimbursement in the school store
 - Soaring Eagle drawings for back to school acknowledgements
 - Positive character certificates celebrated at monthly assemblies



Family Involvement & Feedback

AUGUST <ul style="list-style-type: none"> • Community Care Day 	SEPTEMBER <ul style="list-style-type: none"> • Welcome Back Picnic & Staff/Student Kickball • Climate Team Meetings • Site Council Meeting 	OCTOBER <ul style="list-style-type: none"> • Back to School Night • Climate Team Meetings • Site Council Meeting • Vision Mission Statement Development Session #1
NOVEMBER <ul style="list-style-type: none"> • Student-led Conferences • Climate Team Meetings • Site Council Meeting 	DECEMBER <ul style="list-style-type: none"> • Site Council Meeting • Climate Team Meeting 	JANUARY <ul style="list-style-type: none"> • Climate Team Meetings • Site Council Meeting
FEBRUARY <ul style="list-style-type: none"> • Site Council Meeting • Climate Team Meetings 	MARCH <ul style="list-style-type: none"> • Climate Team Meetings • Site Council Meeting 	APRIL <ul style="list-style-type: none"> • Site Council Meeting • Climate Team Meetings
MAY <ul style="list-style-type: none"> • Climate Team Meetings • Site Council Meeting 	JUNE <ul style="list-style-type: none"> • Site Council Meeting • 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

- [MTMS CR-TFI Action Plan](#)
- [CASEL Framework](#)
- [Mt. Tabor School Continuous Improvement Plan](#)

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

- [Mt. Tabor MS 2024-25 Results](#)
- [Mt. Tabor MS 2023-24 Results](#).

