SAFE.
SUPPORTIVE.
POSITIVE.

PBIS Silver Award +
School Experience Survey Growth



Principal	Assistant Principal	Teacher	Student	Student
Dr. Magan Mitchell	**Mario Quijada**	**Andrew Miller**	**Luis Soto Gonzalez**	**Maliyah McNeil**

OUR SCHOOL COMMUNITY



441 Students	**99** English Learners	**77** GATE	**98** SPED
120 BSAP	**99%** Free/Reduced Lunch	**0** Suspensions	**2** Discipline Referrals (currently)

WHAT THIS MEANS FOR CLIMATE WORK

- Safety is not a program; it is a daily student experience.
- Belonging is built before correction is needed.
- Students need predictable adults, clear routines, and voice.
- Families need trust, communication, and access.

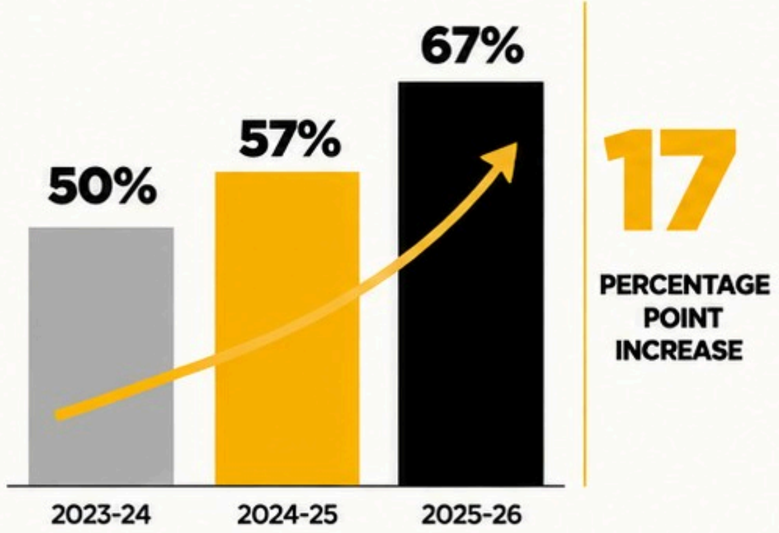
HARTE PREP SAINTS: RESPECT • RESPONSIBILITY • RESILIENCE

THE DATA WE REVIEW

We triangulate perception, behavior, attendance, and walk-through data.

SCHOOL EXPERIENCE SURVEY

STUDENTS FEELING SAFE

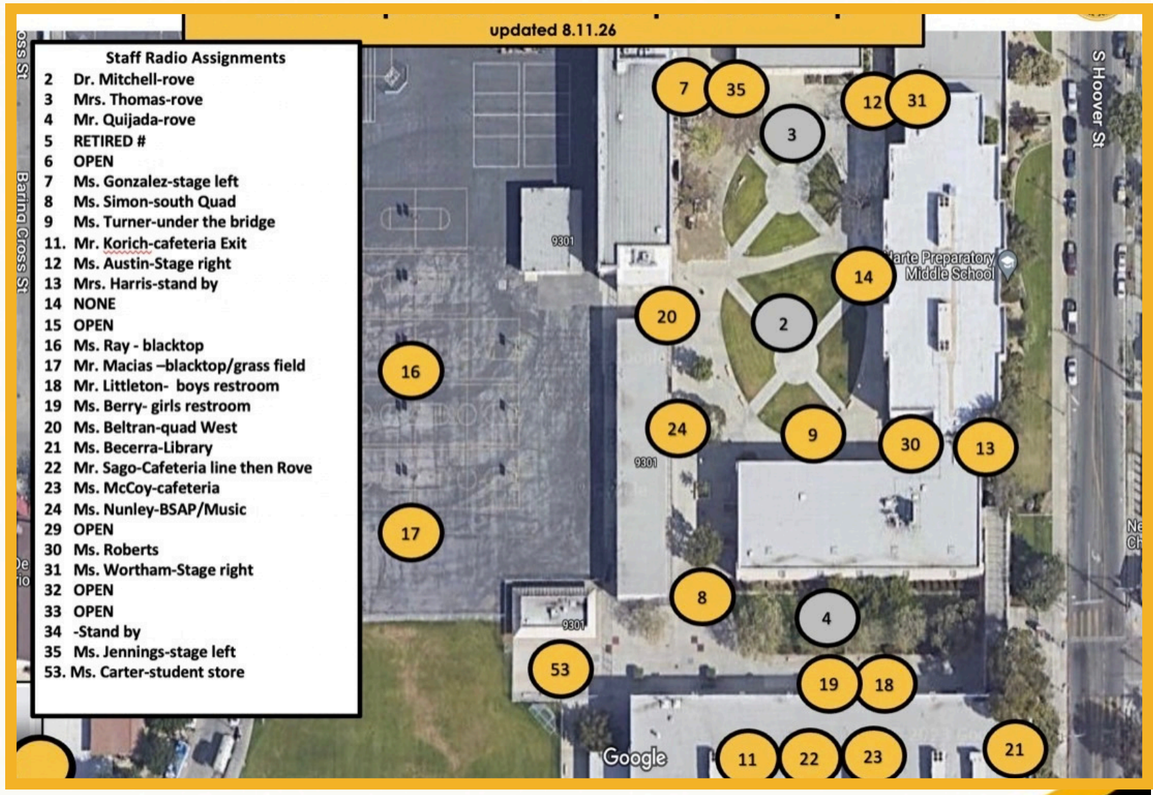


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PERCENTAGE POINT INCREASE

Our climate dashboard includes

- School Experience Survey results
- Office discipline referrals and repeat concerns
- Attendance / chronic absenteeism trends
- Restorative conversations and reflection room data
- Classroom walk-through data: adult presence, discourse, engagement



GOAL: ACT EARLY, **NOT AFTER** PATTERNS BECOME PROBLEMS.

OUR APPROACH TO SCHOOL CLIMATE

A simple model: predictable expectations + strong relationships + restorative response.

CLEAR EXPECTATIONS

Creed, SOAR routines, schoolwide norms, consistent adult language.

RELATIONSHIPS FIRST

Morning greetings, trusted adults, student recognition, family touchpoints.

SAFE + WELCOMING CAMPUS

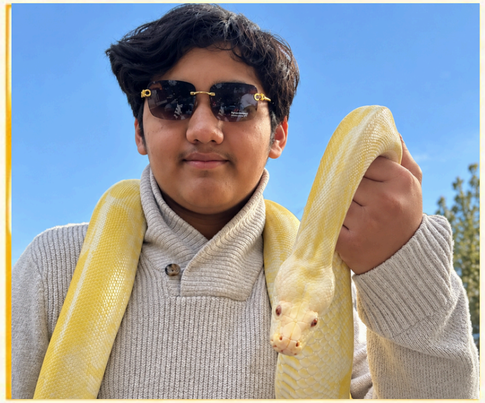
RESTORATIVE RESPONSE

Reflection before removal, repair harm, reteach expectations, document supports.

STUDENT VOICE

Student check-ins, recognition assemblies, student perspectives in climate decisions.

STUDENT VOICE: WHAT SAFETY FEELS LIKE.



"I feel safe when adults know my name, greet me, and check in before something becomes a problem."

Luis Soto Gonzalez



"Harte Prep feels positive when students are recognized for doing the right thing and we have someone to talk to."

Maliyah McNeil

VISIBLE ADULTS



morning entry • halls • transitions

RECOGNITION



Saint tickets • shout-outs • assemblies

SUPPORT



trusted adults • counseling • restorative talks

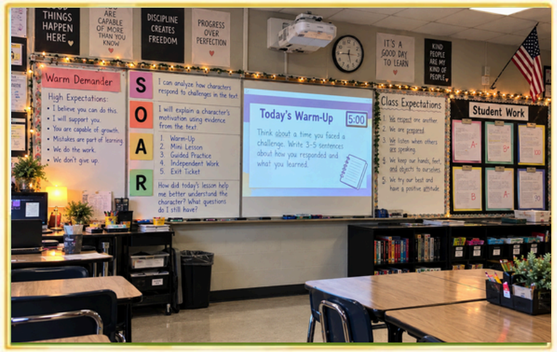
VOICE



students help define what welcoming feels like

ADULT SYSTEMS THAT MAKE CLIMATE SUSTAINABLE.

CLASSROOM



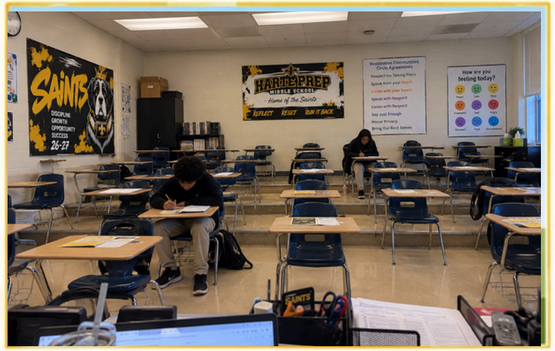
SOAR boards, posted expectations, warm demander stance, student work that shows belonging and rigor

COMMON AREAS



Active supervision, greeting students, clear transition expectations, consistent redirection language

RESPONSE



Document supports, reteach expectation, restorative conversation, reflection room when appropriate

CELEBRATION



PBIS recognition, Saint tickets, grade-level assemblies, positive calls home, student leadership moments

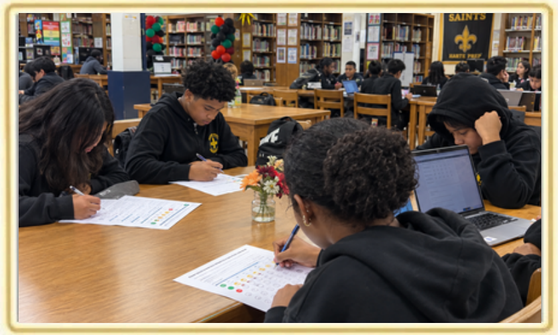
The goal is consistency: students should experience the same care and expectations in every space.

WHAT OTHER SCHOOLS CAN BORROW.

The practices are simple, repeatable, and strongest when adults do them together.

1 START WITH PERCEPTION DATA

Ask students how safety feels, then look for patterns by grade, student group, location, and time of day.



2 MAKE EXPECTATIONS VISIBLE

Use shared language so every adult can reteach norms quickly and consistently.



3 CELEBRATE THE BEHAVIOR YOU WANT

Recognition should be frequent, specific, age-appropriate, and connected to school values.



4 RESPOND RESTORATIVELY

Separate accountability from exclusion: repair harm, reteach, document, and follow up.



LESSON LEARNED:

Climate improves when students see adults aligned, responsive, and joyful every day.

What We Are Learning

1. Safety is strongest when adults are visible, warm, and consistent.
2. Student perception data must be paired with student voice.
3. Recognition and restorative response work best together.
4. Climate work is continuous — not a campaign or a checklist.

Questions & Discussion

Thank you for celebrating Harte Prep's **PBIS Silver recognition** and school climate growth.