



Schoolwide Positive Behavior Plan Baltimore County Public Schools



Date Completed: 8/2/2021

School Year 2021-2022

School: Crossroads Center

Section 1: Initial Steps
School Climate Team
<p><i>Identify members of a School Climate Team (consider a representative selection of members). The team meets initially to examine equity concerns and data and to develop the Schoolwide Positive Behavior Plan. The team should then meet monthly (minimum quarterly) to assess the effectiveness of the SWPBP on an ongoing basis.</i></p>
<p>Crossroads Center has identified a School Climate Team consisting of the following people:</p> <ul style="list-style-type: none"> • John Ward, principal • Carlton Ford, Assistant principal • Amber Glover, Science Department Chair • Christopher Wilson, Restorative Practices Coordinator, teacher • Melina Donna, Counselling Department Chair <p>The purpose of this team is to develop the Schoolwide Positive Behavior Plan and to monitor the effectiveness of the plan by analyzing data and the fidelity of implementation of strategies, practices and interventions.</p>
Equity Lens
<p><i>Through an equity lens, identify what the data indicate about the social-emotional needs of students and the support provided by staff members relative to disproportionality between student groups, especially for African Americans or students receiving special education. Also consider the school's population with regard to ELL, Latinx, and/or other student groups. (Information may be from School Data Story)</i></p>
<p>At Crossroads Center in 2020-2021 there were 183 students. The school demographics are as follows: 53.01% Black/African American, 31.69% White, 3.83% Hispanic, 8.74% Two or More Races, 2.19% Asian. The proportion of students eligible for receipt of special services are as follows: 0% English Learner, 67.76% Free and Reduced Meals, 21% of students have a documented 504 plan and 13.11% Special Education. The gender breakdown of the student population is 62.8% male and 37.2% female. The overall enrollment count has remained stable since 2017-2018. During the same time period, the proportion of the Black/African American student group(s) has increased while the proportion of the Hispanic/Latino and White student group(s) has decreased.</p>

Data Analysis

Summarize what the data tell about the school climate. (Information from School Data Story)

Suspensions:

The 2019-2020 suspension rate was 21.31%, a decrease from 2018-2019 (29.05%). For the 2019-2020 school year, all student group suspensions resulted in the loss of 139 instructional days. The % of incidents resulting in suspension increased (from 25.2% in 2019-2019 to 30.4% in 2019-2020).

Black students and males had notably higher rates of suspensions compared to other subgroups:

Race	COUNT of Incidents	% of total incidents	SUM of # Days Lost	% of total days lost
AS	1	2.08%	1	0.72%
BL	27	56.25%	102	73.38%
MU	3	6.25%	8	5.76%
WH	17	35.42%	28	20.14%
Gender				
F	12	25.00%	32	23.02%
M	36	75.00%	107	76.98%

Attendance:

The 2019-2020 attendance rate was 91.82% (compared to 85.61 for 2019-2020); 29.41% of students were chronically absent, a 23.6% decrease from 53.01% from the 2018-2019 year. Chronic absenteeism was greater for multi-racial students (50%). While chronic absenteeism was at 50% for American Indian students, there are only two students who identified as such. Students receiving Special Education services saw a significant reduction in chronic absenteeism (from 61.54% in 18-19 to 21.43% in 19-20).

During the 2019-2020 school year, Crossroads collected data on the use of its focus room exclusions and ABE exclusions by grade and student subgroups. Due to the virtual and hybrid settings during the 2020-2021 school year, exclusions were not statistically significant, numbering 49 in total.

Focus Room Exclusion Data

Focus Room by grade:

	% of population	% of focus rooms
7th grade	23.94%	45.23%
8th grade	25.53%	19.14%
9th grade	23.40%	20.25%
10th grade	15.96%	10.71%
11th grade	7.45%	1.78%
12th grade	3.72%	2.89%

7th grade reported 45.23% of the focus room use for the 2019-2020 school year; this remains constant from the previous school year where 7th grade reported 45% of focus room use.

Focus Room Exclusions by race:

Black students accounted for 53.5% of focus referrals.

Male students accounted for 74.8% of all focus referrals.

At Crossroads Center, students who identify as **Black, more than one race and male** showed negative outcomes for more than half the climate measures.

Climate Goals

Identify the school's goals in improving the social-emotional climate of the building. (Information from School Progress Plan)

1. School teams will consistently analyze exclusion, suspension and attendance data to inform the implementation of a multi-tiered system of support and identify students for early academic and behavioral interventions.
2. Restorative practices will be uniformly implemented across the school by preventative and responsive measures.
3. All teaching and support staff will participate in professional development focused on Culturally Responsive Practices, including CR cohort and book studies specific to both leadership and instructional practices.

Section 2: Developing and Teaching Expectations

Expectations Defined

Identify a School Code of Conduct with 3-5 positively stated school expectations. Develop a way to communicate the identified rules, based on the schoolwide expectations, for specific settings within the school building. Expectations should be clearly stated, communicated, taught, and frequently referenced.

Code of Conduct:

I am Respectful

I am Responsible

I am Resilient

I am Safe

- These will be communicated and defined daily with the morning announcements. Additionally, a PD for staff during teacher week will define expectations. These will be followed with four lessons, to be taught to students the first week of school. Lessons will include the code and a definition matrix. A data team will meet monthly to review the behavior data, grades, and attendance.
- Weekly, students will review grades and behavior with staff feedback. Opportunities for individual improvement will be reviewed and monitored by community leaders and administrators.

Classroom Plan for Teaching and Reinforcing Expectations, Routines, and Procedures

Teachers develop visuals to communicate culturally relevant classroom expectations, routines, and procedures based upon the schoolwide expectations. Educators explicitly teach expectations, routines, and procedures. The school staff recognize and reinforce expected and positive behavior. Teachers identify encouraging procedures and corrective procedures for their classrooms.

There are four lessons that teachers must complete during the first weeks of school. These are complete with power points, visuals, questions and evaluative tools.

Family/Community Engagement

Identify how the Schoolwide Positive Behavior Plan, the schoolwide expectations, and/or interventions will be communicated and shared with families. Consider how to include family and student voice in the initial plan and in evaluating the plan throughout the year.

There will be a PBIS mailer shared with families defining what we do sent to homes in August. These policies and expectations will be reviewed with parents at Back to School Night on September 9, 2021, and in subsequent parent meetings and events.

Section 3: Developing Interventions and Supporting Students

Resource Mapping of MTSS

Identify the evidence-based practices and interventions offered at Tier 1, Tier 2, and Tier 3 to support all students. Consider what culturally responsive interventions the school requires to meet the specific needs of the students.

Tier 1 interventions:

Brain Breaks
Calming Room
Restorative Circle
Incentives, Crossroads Cash
Trips and School Store
SEL instruction
Trauma Informed Instruction
Clubs

Tier 2 Interventions:

Check-in-Check out
Parent Conference
Counselor
Mentor
Small group counselling
Student Support Form
CIP
Intervention Matching Tool

Tier 3 Interventions:

SST, FBA BIP
Outside Counselling Referral
Crisis Response Plan

Social-Emotional Learning
<i>Identify the specific evidence-based social-emotional learning skill development practices the school will implement during the school year. Consider the importance of trauma-informed care, mental health awareness, level of students' coping skills, etc. Determine how the social-emotional learning and the SEL competencies will be integrated into the school's programming. Consider the need for any training the staff members may require.</i>
SEL instruction will occur bi-weekly and consist of a 60 minute lesson that each teacher will deliver. There are 2 SEL sessions in each homeroom monthly. Lessons are written by school support personnel and shared with homeroom teachers for delivery. Support staff will be available to assist in all classrooms to help with lessons. SEL lessons will be developed based on the <i>Neurologic Curriculum</i> , a trauma-informed curriculum available from BCPS.
Character Education
<i>Determine how specific evidence-based character education learning will be infused into the school's programming to promote positive behavior and ethical decision-making. Character education will be culturally responsive and co-created with diverse stakeholders. Consider the need for any training the staff members may require.</i>
Character education is part of the PBIS presentation at the beginning of the school year. Additionally, the SEL lessons will promote positive character development, ethical and empathic behaviors and decision making.
Professional Development for Staff
<i>Identify the professional development that will be offered to staff members throughout the year in order to support their knowledge, skill development, and implementation of the interventions selected, the character education learning, and social-emotional learning practices. Specify the schedule for professional development and how to obtain teacher feedback during the year to address their concerns and areas in which they want/need more information. (Information from School Progress Plan.)</i>
Professional Development will begin during the summer of 2021. The Leadership Team will complete a reading of <i>Culturally Responsive School Leadership</i> . School leaders will participate in a book study of this work during the first marking period An additional book study for the entire teaching staff will begin in September 2021 and last through the end of the third marking period. The faculty will be divided into PLC cohorts of 3-5 teachers to read and complete a book study on the book, <i>Culturally Responsive Instruction and the Brain</i> , by Zaretta Hammond Additional topics covered in PD will include Trauma Informed Instruction, and Restorative Practices. .
Section 4: Supporting and Responding to Student Behavior
Recognitions/Incentives

Identify a variety of positive consequences, acknowledgements, recognitions, and/or incentives that are linked to the behavioral expectations and rules. Develop a system for implementing the positive acknowledgements consistently in school settings. Consider how to monitor who is being recognized and who is not being recognized and whether explicit or implicit biases may be occurring.

- Each Community reinforces positive behavior and academic performance. Crossroads offers a range of opportunities for students to earn incentives. Crossroads offers a bi-weekly trip to the park for students who have C's or higher. Additionally, larger incentive trips for students who during the quarter maintain academic success and positive behavioral performance.
- Students can earn Crossroad's Cash which allows them to shop at community-based school stores.
There are periodic honor roll celebrations as well as celebrations for perfect attendance.

Hierarchy for Behavioral Referrals and Consequences

Identify the behaviors that are teacher-managed, behaviors referred to resource staff, and behaviors referred to administration. Refer to the BCPS Student Handbook for teacher and administrator-led interventions. Consider how unsafe behaviors will be addressed.

Teachers, community leaders and administrators will use and apply the flowchart here: [Flow chart Processing IR \(1\).docx](#)

Response for Intensive Behaviors

Identify a hierarchy of responses to intensive behaviors (i.e., emergency/crisis management/threat assessment/unsafe behaviors) including interventions and supports. Indicate which school staff members will respond as well as procedures and training as needed.

When responding to intensive behaviors, interventions and supports will begin with the community counselor in most cases. Others who may be involved with the student, and have input into interventions will include:

- school psychologist (threat assessments, etc.)
- school social worker
- teacher/mentor
- community leader
- administrator
- school nurse

Interventions include:

- Student Support Team
- Functional Behavior Assessment
- Restorative circles
- Behavior Intervention Plans
- Crossroads Intervention Plans
- small group counselling
- Referral for outside counselling

-Crisis Response Planning

Monitoring the Schoolwide Positive Behavior Plan/Data Analysis

Identify the data that will be collected and reviewed by the School Climate Team in order to identify behavior trends, patterns, action steps, and interventions using a problem-solving strategy. Consider having a uniform referral form for staff to complete to document referrals to administration. Consider how teachers should document classroom-managed concerns/behaviors/difficulties. (Information from School Progress Plan.)

- The data team (administrators and community leaders) will meet monthly to review the behavior data, grades, and attendance.
- Each week students review grades, get teacher feedback and are counseled with strategies to improve on academics and behavior. These opportunities will be reviewed by community leaders.

Section 5: Miscellaneous Content/Components

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