Section 1: Initial Steps

School Climate Team

*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.*

The school has identified a School Climate Team which is composed of an administrator, grade level teachers, staff development teacher, a special educator, and ESOL teacher, and members of the student support services staff.

The team represents the diversity of our school. The team will meet monthly to discuss implementation of interventions, monitor the effectiveness of the interventions, and suggest changes or modifications to those interventions.

Tricia Collins-McCarthy, Principal  
Shaunta Jones, Assistant Principal  
Kendra Powell, School Counselor  
Robert Berkenkemper, SEL Teacher  
Colleen Braun School Counselor  
Jolene Anticoli, Classroom Teacher  
Alexia Mendoza, ESOL Teacher  
Dani Bell, Special Educator  
Kristin Sipes, Staff Development Teacher  
Howard Franklin, PPW

Equity Lens

*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)*

This section reflects information that was gleaned, analyzed, and articulated at the Summer Institute, Instructional Leadership Team meetings and other collaborative meetings that took place prior to the start of the 2022-2023 school year.
The Interim Data Story is summarized below

**Data Analysis**

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

Black/African American students are suspended at rates higher than their non-Black peers. The suspension rate gap for Black/African American students at JES is greater than the same gap for all BCPS Elementary Schools.

Two or More Races students are suspended at rates higher than their non-Two or More Races peers. The suspension rate gap for this student group at JES is greater than the same gap for all BCPS Elementary Schools. The gap has widened over time, indicating a negative trend.

Students eligible for Special Education are suspended at rates higher than their non-Special Ed peers. The suspension rate gap for students in this group is greater than the same gap for all BCPS Elementary Schools. This gap has narrowed over time, indicating a positive trend.

**Climate Goals**

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

<table>
<thead>
<tr>
<th>Johnnycake teachers will create and sustain a safe, welcoming and supportive classroom environment which values inclusivity and diversity.</th>
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<tr>
<td>Johnnycake teachers will create classroom routines and expectations that promote cooperative learning, positive teacher to student interactions and student to student interactions characterized by mutual respect and caring.</td>
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**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.*

Johnnycake Code of Conduct:

As a Johnnycake Jaguar I am a member of a school family and I help my school family by being

- Respectful
- Responsible
- Ready to Learn

- Each day, during morning announcements, ONE R will be highlighted/shared along with what it looks like and sounds like in the classroom, hallways, buses, at recess and during lunch.
• A Matrix will be created and posted in classrooms and identified areas within the building, highlighting what each of the Three R’s looks like/sounds like.  
  JES Matrix
• Members of the SEL team will work to create daily 10-15 minute lessons for teachers to share with their students, to teach students the why and how of each R.  
  Community Dialogue Circle Lesson Calendar/Prompts
• The specific behavior identified will be reviewed, and students recognized for demonstrating the behavior, at end of the day class meetings.

### 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.*

**Every Teacher will:**

- Post the Three R Matrix in their classroom.
- Define classroom routines aligned with the Three R’s and based on schoolwide expectations.
- Use the language of Conscious Discipline in order to develop and sustain a School Family within the classroom environment.
- Use instructional time to recognize, reinforce and support students in aligning behavior with expectations.
- Follow the Johnnycake recognition program in order to reinforce expected behavior by recognizing students for demonstrating expected behavior.
- Explicitly share the process for correction IF students are not able to align behavior to expectations.

**Every Teacher Will:**

- Conclude the day with a Community Dialogue Circle using the identified lesson prompts.
- Provide time each morning to review the highlighted/identified R of the day.

**Every School Team Will:**

- Develop a collaborative approach to positive student recognition that supports building a grade level school family.
- During team meetings, collaborate and problem solve as colleagues in order to address student behavior concerns.
- Review student behavior data during weekly team meetings and share notes with Admin and SEL team.
- Commit to supporting SEL development of students by developing their own SEL competencies during Professional Learning.
• Create Climate and Culture plans for each individual classroom that speak to the process for supporting, engaging, and reinforcing expected student behavior. **Classroom Climate/Culture Plans**

**As School Family we will:**

• Provide a process for staff to recognize positive student behavior in the form of Positive Office Referrals
• Provide an identified location in the front entryway in which students' pictures are posted as visual recognition of appropriate behavior.
• Recognize student and staff behavior that supports the idea of a School Family.
• Ensure recognition is tied to the three identified expectations (Respectful, Responsible, Ready to Learn). **Recognition and Celebrations**

**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.*

The Johnnycake Schoolwide Positive Behavior Plan will be communicated to families in the following ways:

• Prior to the start of the 22/23 school year, share plan with families.
• Ask families for feedback regarding the plan and provide a form through which feedback may be submitted and reviewed by Student Support Team.
• Review plan, seek input, from and with community using the listening sessions aligned with Community School outcomes.
• As part of our Title I annual meeting, share the finalized plan with families.
• Use classroom communication, school website, School Messenger, and other means to communicate plan with families.
• Determine identified time, each quarter, for staff and family review and evaluate progress on achieving outcomes identified on the plan.

**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.*

The School Climate Team has completed the Resource Mapping but will be evaluating the effectiveness of our practices and interventions over the course of the year. The team will also be determining if the interventions are culturally responsive to the needs of our students. At the Tier 1 level, Johnnycake ES provides Classroom Circles, The CASEL 5 Core Competencies as well as the basic principles of PBIS and Conscious Discipline such as providing clearly defined expectations that are taught, practiced, and reinforced. In addition, Johnnycake will be working to re-establish the focus on Strengths and Strengths Based SEL.
Practices in order to support students in recognizing what they do well, and how that can support them academically and emotionally.

At Tier 2, there are small group opportunities provided by our school counselors, school social worker, and school psychologist.

At Tier 3, some students have FBA/BIPs and some students are seen individually by the school staff or by the community mental health partner Thrive. The school will sustain our Therapeutic Support Team (TSS) but shift the name to SEL Team, to reflect an intentional focus on Social Emotional Learning. that will address the Tier 2 and Tier 3 interventions for students. In addition, Johnnycake will partner with the Johns Hopkins University Athletic Department to bring a mentoring program to identified students.

**Social-Emotional Learning**

*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.*

At Tier 1 many of Johnnycake’s staff use the Rituals and Routines associated with Conscious Discipline, to foster supportive environments and build SEL skills. Teachers are required to provide allotted time for Classroom Dialogue Circles to encourage relationship building and demonstrate restorative practices for students. In addition, members of the Climate Team, will conduct Classroom Checkups to determine the implementation status of identified SEL outcomes.

During instruction, teachers will model one or more of the Five Core Competencies and intentionally include Three Signature Practices:

**Five Core Competencies**
- Self-Awareness
- Self-Management
- Responsible Decision Making
- Relationship Skills
- Social Awareness

**Three Signature Practices**
- Welcoming Ritual
- Engaging Practice
- Optimistic Closure

The inclusion of SEL competencies and practices, supports our implementation of Conscious Discipline at all grade levels. We also apply some of the basic principles of PBIS such as providing clearly defined expectations that are taught, practiced, and reinforced, recognition
programs for students and classes that center around our school code of conduct, (Three R’s), as well as recognition programs for staff members.

Johnnycake does have small group counseling opportunities for students provided by the school counselor, school social worker, SEL teacher, and/or school psychologist. We also partner with Thrive as our community health organization in order to provide additional services to families.

**Character Education**

_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._

Johnnycake teachers and staff will implement the SEL Competencies and Signature Practices our approach to fostering knowledge, skills, and attitudes across all areas of competence and school settings, to establish equitable learning environments that advance students’ learning and development.

Johnnycake’s SEL Team will provide classroom lessons and follow up activities focused on five key areas: Self-Awareness, Self-Management, Responsible Decision Making, Relationship Skills and Social Awareness.

In addition, our practices will support student understanding of what it means to be Respectful, Responsible and Ready to Learn.

Johnnycake teachers and staff will support the CASEL Framework by ensuring that classroom learning environments are supportive, culturally responsive, and focused on building relationships and community.

**Professional Development for Staff**

_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.)

School Progress Plan information: Through schoolwide SEL that encompasses the Five Key Areas of the CASEL Framework, Johnnycake staff will create an equitable learning environment that empowers all students to achieve their potential by recognizing their strengths and abilities.

Through participation in a PLC model of professional learning, Johnnycake staff will grow in their understanding of SEL competencies that foster compassion, respect, and equity.
By integrating SEL into schoolwide practices and instruction, Johnnycake staff will teach skills and facilitate opportunities for students to contribute to positive change locally and globally.

**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.*

Johnnycake Staff will be trained and/or provided a booster session on the importance of using positive reinforcement to bring about change in behavior, especially with reference to the schoolwide and classroom expectations. Teachers will work with their grade level peers to support and implement the identified reinforcement systems (praise and/or concrete positive reinforcers) and discuss how they will be used to continually support SEL.

Staff will be trained on Jaguars Roar: Respect, Responsibility, Ready to Learn, and how this aligns with our Tier I supports and interventions for all students. Teachers will provide positive reinforcement for demonstration of the Three R’s.

**Classroom Community Recognition**

- Using the language, rituals and routines of Conscious Discipline and the CASEL 5 Core competencies, students will be recognized for their contributions to the overall classroom community.
- Each classroom will have a Class Community bulletin board on which students can see their efforts, individuality, etc. displayed.
- Jaguar Attends: Schoolwide attendance program

**Individual Student Recognition:** How they contributed to class success.

- Recognition during morning announcements
- Student celebrations

**Schoolwide Connection/Recognition**

*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.*

Johnnycake, has defined unexpected behaviors and clear procedures have been developed as to what behaviors are classroom-managed and what behaviors should be office-managed. A flowchart has been developed to detail the expectations [insert link to school’s flowchart].
**Support Process To Address Student Behavior**

Staff uses Google Form to record minor behaviors that are habitual in nature and not office managed.

Teachers use in class practices to address behavior including use of Chill Out Zone within classroom, as opportunity for Restorative Practices.

**Interventions for Support**

Tier I: Schoolwide Behavior Plan

Tier II: Individualized Incentives

Tier III:

Referral forms have been developed and distributed to the staff with clear delineations as to which behaviors or student actions would be consistent with the student receiving a referral.

**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.*

Johnnycake has developed The school has identified members of the Behavior Threat Assessment Team (BTAT) and these staff members are encouraged to meet on a regular basis to address procedures regarding students who present with threats to harm themselves or threats to harm others or property. There are designated individuals who are called upon when a student presents with a threat; an assessment is made; documentation is completed; and recommendations are identified. These staff members include:

- Principal Collins-McCarthy
- Assistant Principal Jones
- School Counselors Powell and Braun
- SEL Teacher Berkenkemper
- Social Worker Berman
- School Psych John

The BTAT meets monthly and has ongoing communication with administration. The BTAT staff members follow up with students who have been assessed because of a threat, address treatment options, and monitor their progress.

**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 SEL team reviews data at scheduled meetings. The team tries to review the data with a lens of equity but realizes this process can be improved and will work to do this more effectively this year. The team also discusses how well the interventions and practices are implemented.
The SEL team will review student behavior data through an equity lens to determine how practices are positively impacting students in three identified student groups: Black, Two or More Races, Special Education.

In addition, the SEL team will use the CASEL Guide to Schoolwide Essentials assessment forms, to help us monitor the implementation and support of SEL practices.

JES will also implement an Climate and Culture Advisory team whose responsibility it will be to review student behavioral data, make recommendations based on the data, and provide next steps in addressing the identified needs.

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<th>Section 5: Miscellaneous Content/Components</th>
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