



**Schoolwide Positive Behavior Plan
Baltimore County Public Schools**

Date Completed: 8/9/2021

School Year 2021-2022

School: Windsor Mill Middle School

Section 1: Initial Steps
School Climate Team
<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>
The School Climate Team will consist of the two PBIS chairs, Marybeth Benesch (SEL Teacher) and April Magin (Magnet Coordinator), along with team leaders representing each grade level, Shannon Taylor (School Counseling Department Chair), Regina Ridley (Assistant Principal, and Rebecca Macri (IB Coordinator). When the school year begins, we will look to identify students from each grade level to also join the team.
Equity Lens
<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>
Black/African American students, and Special Education students, are all suspended at rates higher than their peers who are not a part of these subgroups.
Data Analysis
<i>Summarize what the data tell about the school climate. (Information from School Data Story)</i>
Unfortunately, the Stakeholder survey for 2020/2021 had a very low participation rate of so the data is not as relevant. However, in 2019/2020, 9/13 American Indian students felt unfavorable/very unfavorable about feeling a sense of belonging at WMMS, along with 222/443 black students, 55/89 multi-racial students, 180-316 females, and 118/256 males. This shows us that across the board with all students, we need to empower students to feel a stronger sense of belonging in school. We also need to identify specifics of the root causes for the students not feeling that they belong so that we can formulate concrete ideas on how to correct this issue.

Climate Goals
<i>Identify the school's goals in improving the social-emotional climate of the building. (Information from School Progress Plan)</i>
Instruction will be relevant to our students' cultures, interests, perspectives, and lived experiences. Teachers will create and sustain a safe, welcoming, and supportive classroom environment which values inclusivity and building belongingness. Teachers explicitly teach and model social emotional learning skills and strategies and integrate them into academic content.
Section 2: Developing and Teaching Expectations
Expectations Defined
<i>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.</i>
Star Pledge: I am Safe, I am a Team Player, I have a Positive Attitude, and I am Responsible. Pledge is recited each morning during the morning announcements, is posted in each classroom and in various areas throughout the building, and is explicitly taught in lessons during the first days of school. A matrix has been developed that details how students can follow each aspect of the star pledge in multiple scenarios (ex. In the classroom, in the cafeteria, in the hallways, in the restrooms, etc.).
Classroom Plan for Teaching and Reinforcing Expectations, Routines, and Procedures
<i>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.</i>
Posters of the STAR pledge are provided for each classroom teacher to post in their classroom. Lessons taught during homeroom in the first days of school will be provided and retaught as needed throughout the school year. Students will be rewarded throughout the school year with points given by teachers for following all expectations and demonstrating the various aspects of the STAR pledge. Points will be able to be redeemed for rewards at regular intervals throughout the year. Informal observations of the climate and culture of the classrooms will be conducted. Handbook review will be provided by administrators the first week of school and as needed throughout the school year.
Family/Community Engagement
<i>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.</i>

STAR pledge will be detailed on the school website for families and the community. Access will be provided to all parents and families to be able to monitor their students' point total at all times. Student surveys will be distributed to develop reward systems for use of the points that students earn. Magnet advisory council will be utilized to discuss schoolwide initiatives and monitor the progress of each. The council consists of teachers, students, parents, and stakeholders. Translation services of school communications will be provided.

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 Supports:

Behavior points to reinforce positive behaviors
SEL practices taught in the classrooms
IB Learner Profile lessons
Screening of students for students who may need Tier 2 Supports
School counselor lessons
Restorative practices

Tier 2 Supports:

Dean's Den supported by Mrs. Benesch – SEL Teacher
Student Support Team/IEP Team
Counseling small groups
Grade level team leaders supports
Behavior point sheets/check-ins

Tier 3 Supports:

Student Support Team/IEP Team
Counseling services
PPW
Social worker
School Psychologist
Dean's Den
Hope Health

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.

SEL practices will be used in classrooms. Teachers will receive PD on SEL practices and restorative practices throughout the school year. School counseling support in these areas as

well. Mental health training provided by BCPS. SEL and equity PD's provided by the Staff Development Teacher with support from the SEL teacher as well.

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.

Being an International Baccalaureate World School, WMMS will infuse the IB's Learner Profile traits as the school's character education basis. The ten traits will be celebrated each month of the school year on the announcements. Each month, teachers will be asked to identify students who exemplify a certain learner profile trait and those students will be celebrated on announcements, on a bulletin board, and on the school TV's. Lessons will be taught on each learner profile trait in homerooms and through the school counselors.

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.)

PBIS PD for all staff at the beginning of the year. SEL and equity training throughout the school year. Training and support in grade level meetings provided by team leaders and Staff Development Teacher.

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.

Students will be awarded points for positive behavior and exemplifying the learner profile traits. These points can be redeemed for admission to monthly events (bingo, school dance, basketball games, etc.). Points can also be redeemed for various rewards that classroom teachers can designate on an individual basis. Students will also be recognized monthly for exemplifying the designated learner profile trait for that month. Awards assemblies will be held quarterly in which students will be celebrated for academic achievement as well as improvement and other positive character traits.

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.

The Common Language Plan document details behaviors that are teacher-managed and which need to be referred elsewhere. Teachers will provide verbal warnings, time-out and reflection time with a team leader, parent contact, time-out and reflection time with the SEL teacher, after-school detention and reflection, and referrals to the school counselors and administrators as needed.

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.

After teacher-based classroom interventions have been utilized, students may be referred to the SEL teacher/Dean of Students, school counselors, social worker, school psychologist, or administrators. Intensive behaviors may result in after school detentions, assignment to the ALC (Alternative Learning Center), parent contact/required parent conference, SST, or suspension. SEL teacher will provide student-student mediation or teacher-student mediation as needed at any point.

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.)

Team leaders will submit monthly Impact Reports to administration for review of the interventions that have been documented throughout the month and the effectiveness.

Section 5: Miscellaneous Content/Components

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