Schoolwide Positive Behavior Plan
Baltimore County Public Schools

Date Completed: 10/4/2021   **School Year 2021-2022**
School: Victory Villa Elementary

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.
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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)
The intersection of achievement and climate data indicate that the following student groups are most underserved: Hispanic/Latino,   Special Education

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

Enrollment

At our school, the Kindergarten through Grade 5 2019-2020 September 30th enrollment indicates that we have 691 students and our demographics are as follows: 49.6% Black/African American, 21.3% White, 19% Hispanic, 8% Two or More Races, 1.6% Asian. The proportion of students eligible for receipt of special services are as follows: 11.3% English Learner, 69.6% Free and Reduced Meals, and 11.7% Special Education. The overall enrollment count has increased since 2017-2018. During the same time period, the proportion of the Black/African American student group and students who receive English Learner services has increased while the proportion of the White student group has decreased. The Data Story analyses will focus on the student groups with populations that comprise at least 5% of the system level enrollment.

Attendance/Chronic Absenteeism

The 2018-2019 attendance rate was 93.27%; nearly a quarter of the students were chronically absent**,** an increase from the previous year. This figure is even greater for the Black/African

American student group(s). Among special services, the chronic absenteeism rate for the students receiving special education services is 31.52. Among other special services, the rate for the FARMS student group is 26.22, and the rate for the English Learner student group

is 8.77. For the Black/African American   student group(s) and students receiving Special Education services, these gaps are persistent.

Suspension

The 2018-2019 suspension rate was 6.51%, an increase from 2017-2018. Students receiving special education services were suspended at 4 times the rate of their peers. For the 2018-2019 school year, all student group suspensions resulted in the loss of 181 instructional days. This loss of instructional time particularly affects student groups most often suspended.

Stakeholder Survey

The 2018-2019 Stakeholder Survey domain values were 80.5 for Academic Aspirations, 59.5 for Belonging, and 71.7 for Student Support. These results indicate that student perception has declined for Belonging and Student Support and remained stable for Academic Aspirations since 2017-2018. In 2018-2019, approximately a third of students indicated that they were bullied, and approximately three out of every five students reported witnessing bullying. Students reported most frequently experiencing bullying in the classroom and witnessing bullying on the school bus. Across all domains and measures, where there are data for the non-binary student group, their perception of climate, specifically Belonging, are notably unfavorable than their peers.

The 2018-2019 Academic Aspirations domain results indicate the most favorable results for the Hispanic/Latino student group. In contrast, the Two or More Races student group reported the highest as unfavorable among racial groups.

The 2018-2019 Belonging domain results indicate the most favorable results for the White student group. In contrast, the Hispanic/Latino student group reported the highest as unfavorable among racial groups.

The 2018-2019 Student Support domain results indicate the most favorable results for the Black/African American student group. In contrast, the Hispanic/Latino student group reported the highest as unfavorable among racial groups.

Climate Goals

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

Educators will examine and interrogate their personal biases to become aware of the ways in which their own cultural experiences influence the conditions and learning opportunities that they create for students.

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.

SOAR
I am Safe.

I am On Task.
I am Always Respectful.
I am Responsible.
I SOAR with pride at Victory Villa.

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.

Posters with expected behaviors (matrices) posted in all areas of the school building
Use of CHAMPS in the classrooms
CHAMPS visuals in the classrooms
CHAMPS posters/hallway signs to reinforce hallway behavior
"SOAR tickets" given as recognition system
SOAR Store for students to purchase prizes with SOAR Tickets

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.

Behavior calendar that goes home daily
Victory Villa Behavior Pamphlet given to families
Classroom newsletters
Principal's monthly newsletter
Parent/student surveys

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: SOAR Code of Conduct (Behavior Matrix), SOAR Tickets/SOAR Store, CHAMPS, Restorative Practices, SEL 3 Signature Practices (Morning Meetings in all classrooms), Morning Greetings at the classroom door, Conscious Discipline/Classroom Rituals, Mindfulness (Mindful Minute each morning on the announcements), Character Education/Virtues Language (recognition of students demonstrating the trait of the week)
Tier 2: Zones of Regulation, Small group social skills training, small groups with counselors, Check in-check out, Mentoring
Tier 3: Thrive counseling, Social work services, individual counseling, Behavior chart/incentives, Check in-check out, Mentoring

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.

3 Signature SEL Practices in classroom instruction
Mindfulness/breathing strategies throughout the school building
Calming bags in each classroom
Classroom Guidance Lessons with School Counselors: Self-Regulation and Development, Conflict Resolution, Bullying vs. Unkind Behavior and Appropriate Responses

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.

Character trait introduced on morning announcements each week; as students demonstrate the character trait, they receive their name written on a paper airplane. Their names are read on the morning announcements and airplanes are posted in the hallway.

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.)

Using the work of Carol Dweck, teachers will engage in professional development around growth mindset and creating opportunities for their students' academic and social-emotional success

Victory Villa Book Club- *Mindset* by Carol Dweck
Growth Mindset quiz- Karley Arsenault

 MTSS teacher will provide professional development in response to the teacher survey: conferencing and moving forward after a crisis, behavior-specific praise, and de-escalation strategies

PD on Restorative Practice offered to staff by school counselor.
PD on de-escalation strategies offered to staff by school counselor.

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.
SOAR tickets given to students for demonstrating the code of conduct. Students are given the opportunity to shop for prizes with their SOAR tickets. Airplanes given to students who demonstrate the character trait of the week. Students' names are read on the morning announcements and airplanes are displayed in the hallway.

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.

Classroom managed: all behaviors except those that cause imminent danger to the child or others
Resource staff managed: behaviors that cause harm to child or others/threat of imminent danger
Resource staff will determine next steps and need for administrator.

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.

CPI trained staff will respond to calls in which the nature of the call indicates self to harm or to others. If threat of harm to self or others is made, threat assessment team member is called to perform assessment. If no threat is made, trained staff will assist student with calming strategies (breathing) and compliance, and social stories, if appropriate, to determine next steps (i.e. return to class, call parent, refer to administration).

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.)

Behavior Referrals
Behavior Reflection Record
Coaching Model with MTSS Resource Teacher
Monthly Behavior Team Meeting
Attendance (engagement)

Student voice data

Section 5: Miscellaneous Content/Components

Parent Outreach/Parent Training
Facilitating the development of self-regulation at home