### 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.

<table>
<thead>
<tr>
<th>Role</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Assistant Principal</td>
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<tr>
<td>Classroom Teacher (Primary/Intermediate/Special Area)</td>
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<tr>
<td>Special Educator</td>
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<tr>
<td>EL Teacher</td>
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<tr>
<td>School Counselor</td>
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<tr>
<td>Social Worker</td>
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<tr>
<td>Community School Liaison</td>
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<tr>
<td><em>Student</em></td>
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<tr>
<td><em>Family Representatives</em></td>
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<tr>
<td><em>Community Members/Business Partners (Church/CMS/Learn N Play)</em></td>
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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)

#### Attendance/Chronic Absenteeism

The 2018-2019 attendance rate was 95.2%; approximately one in ten students were chronically absent, an increase from the previous year. Among special services, the chronic absenteeism rate for the students receiving special education services is 5.36%. Among other special services, the rate for the FARMS student group is 12.24%, and the rate for the English Learner student group is 11.68%. For students receiving Free and Reduced Meals services, these gaps are persistent.

#### Referral Data
The 2018-2019 referral data showed 220 behavior referrals (120 between the months of Sept-Feb). The 2019-2020 referral data showed 173 office referrals between the months of Sept-Feb (no data for Mar-June). In 2019-2020, 60% of office referrals were related to some form of aggression, both physical and verbal. 47% of all behavior referrals were third graders. 88% of all behavior referrals were Black/African American students. 71% of office referrals were black male students. The loss of instruction time due to behavior referrals was equal to 4,383 minutes. This loss of instructional time particularly affects student groups most often referred out of the classroom.

Suspension
The 2018-2019 suspension rate was 0.62%, like 2017-2018. For the 2018-2019 school year, all student group suspensions resulted in the loss of 7 instructional days. This loss of instructional time particularly affects student groups most often suspended.

Stakeholder Survey
The 2019 - 2020 Stakeholder Survey domain values were 83.6 for Academic Aspirations, 68.9 for Belonging, and 77.1 for Student Support. These results indicate that student perception has remained stable for Academic Aspirations, Belonging, and Student Support since 2017-2018. In 2018-2019, over a quarter of students indicated that they were bullied, and nearly two out of every five students reported witnessing bullying. Students reported most frequently experiencing bullying outside the classroom (cafeteria, gym, hallway, stairs) and witnessing bullying outside the classroom (cafeteria, gym, hallway, stairs). 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 Two or More Races student group. In contrast, the White student group reported the highest as unfavorable among racial groups.

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

The 2019 – 2020 for Belonging indicated the most favorable results for white student group. In contrast, the black student group reported the highest as unfavorable and very unfavorable among racial groups. The survey items indicate that only 44% of students do not think that “most students in my school stop and think before doing anything when they get angry.”

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

Our data indicates that our black students do not feel a sense of belonging correlated with referral and suspension data that indicate less time in class learning. Students’ behavior may be a result of their lack of engagement in learning. Referrals may reflect instruction that lacks culturally responsive strategies and/or students who have limited SEL skills.

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

Teachers will build **relational capacity** with all stakeholders through the implementation of culturally responsive strategies.

Teachers will explicitly teach and model **social emotional learning skills** and proactive strategies and integrate them into academic content.

### 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.*

**Caring**

**Empowered**

**Scholars**

Communicated through morning meetings, daily announcements, weekly virtues, and posted throughout the school environment.

#### 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.*

**Caring, Empowered, Scholars will…….**

this will be defined based on the location posted in the building.

Teachers ask students how a “Caring, Empowered, Scholar” shows these behaviors in each location (bathroom, playground, cafeteria, classroom, hallways) and so they are a part of creating the definitions of these characteristics.

Morning meetings with prompts that align with our code of conduct.

Lessons will also be given to staff to teach the expectations of our scholars.

#### 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.*

SPBP will be shared with families at Back to School Night and further communicated during PTO meetings, school newsletters, social media pages, American Education Week, and Title 1 Parent Meetings (feedback on SPBP from families). Focus group surveys to gather input from parents and students (facilitated by ILT).
## 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: The schoolwide team identified as “Care Team” meets once a month to review and analyze data, provide screenings, consultation, and feedback to staff, and monitor the effectiveness of supports and interventions. Schoolwide behavior expectations (code of conduct) are taught and reinforced by all school staff across all school environments. Visuals are posted around the school building and lessons to teach expectations are provided to staff. SEL is promoted through monthly counseling lessons to all grade levels and is to be reinforced on a daily basis through Virtues Project programming. Mental health service providers and school staff (counselor/social worker/psychologist) provide regular teaching and promotion of scheduled mental health campaigns. Conscious Discipline components are integrated into each grade level and are expected.

Tier 2: 

Tier 3: 

### 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.*

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### 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.*

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### 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.)*

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## 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.*

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## 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.*

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## 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.*

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## 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.)*

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### Section 5: Miscellaneous Content/Components

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