## 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 SWPB on an ongoing basis.

- Matt Ames, Principal
- Tom Dugas, Assistant Principal
- Anne Kress, Assistant Principal
- Michelle Landen, Assistant Principal
- Christy Moore-German, Assistant Principal
- Rich Hambor, Athletic Director
- Carl Sandercock, SEL/CCEIS Teacher
- Courtney Fleming, CCEIS Program Coordinator
- Christina Puglisi, School Social Worker
- Core Content Department Chairs

### 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)

Here at Catonsville High School, we understand that we are a diverse community and celebrate our differences and what makes us unique while unified as Comets. When new initiatives are introduced or new ideas are presented, we look at it from many angles to make sure it will be instituted with fidelity while not presenting any unintended consequences that might single out a population or group. When looking at data we are always mindful to drill down to see how different student groups perform and address any inconsistencies. Closing gaps and raising the bar are at the forefront of all our strategic planning.

### 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/African American peers. The suspension rate gap for Black/African American students at Catonsville High is greater than the same gap for all BCPS high schools. This gap has narrowed over time, indicating a positive trend.

Two or More Races students are suspended at rates higher than their non-Two or More Races peers. The suspension rate gap for Two or More Races students at Catonsville High is greater than the same gap for all BCPS high schools. This gap has widened over time, indicating a negative trend.

Students eligible for FARMS are suspended at rates higher than their non-FARMS peers. The suspension rate gap for students eligible for FARMS at Catonsville High is greater than the same gap for all BCPS high schools. This gap has widened over time, indicating a negative trend.

Students eligible for Special Education are suspended at rates higher than their non-Special Education peers. The suspension rate gap for students eligible for Special Education at Catonsville High is greater than the same gap for all BCPS high schools. This gap has widened over time, indicating a negative trend.

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<thead>
<tr>
<th>Climate Goals</th>
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<tbody>
<tr>
<td>Identify the school’s goals in improving the social-emotional climate of the building.</td>
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<tr>
<td>(Information from School Progress Plan)</td>
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<td>The MSDE risk ration of the disciplinary removal of African American students receiving special education services will decrease from 5.44% in the 2021-22 school year to 4.44% (the MSDE goal for CHS has been set to 5.29%) in the 2022-23 school year.</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.

The Comet Culture Program: Be. (Be honest, polite, kind, and involved) Do. (Come to school, work hard, challenge oneself, prepare for the future) Create. (follow the rules, respect our environment, celebrate diversity, build community) Your Best. This is the culture of CHS and has been for the past 18 years due to this amazing character education program that clearly defines expectations for “The Comet Way” and is infused in all that we do at CHS.

**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.
Each teacher will take time during the first weeks to go over agreed upon classroom expectations, routines, and procedures with students. They will receive professional learning on the first day of pre-service week in small groups. They will continue the work at the departmental level throughout the school year. Teachers will be consistent with implementing and reinforcing these expectations. Teachers will do their best to positively reinforce expectations by “catching the student doing the right thing”.

**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.

During the 2022-23 Back to School Night, expectations and goals will be communicated with families. Many teachers will include expectations in their course syllabus on Schoology. For athletic events held in the gym and stadium, signs will be posted and announcements detailing expectations will be shared.

**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: Re-educate students on the expectations. Tier 2: Re-store and rehabilitate the student(s) back to good standing in class (circles/conferences). Tier 3: One on one meetings with student and Administrator/Social Worker/Behavioral Interventionist and parent if necessary.

**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.

Catonsville High School will continue to utilize the SEL practices from virtual learning. These include 1. Welcoming ritual 2. Engaging practices, and 3. Optimistic closure. Through drop-in visits and speaking with students and staff these practices afforded students an opportunity to speak with their teachers and classmates in a warm, accepting, and safe environment that set the stage and tone for the classroom so that the environment was conducive to learning.

**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.

Our Comet Culture Leaders will engage in their monthly workshops they hold during period 1 class and into the homeroom portion of the day. Topics are selected from responses provided
by students. Topics in the past have included cell phone use/social media, study habits/skills, being an upstanding citizen, etc.

**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.)*

The CHS ILT received the beginning of the second year of training on effective restorative practices at their 8/22/22 and 8/24/22 summer meetings. At the end of quarter 1, staff will be shown data and reflect on the successes and areas in need of focus as they prepare to continue this work into quarters 2, 3 and 4. Staff will be reminded of staff/classroom managed behaviors versus office managed behaviors. The SPP Climate goal will also be conveyed to staff. Staff will discuss with colleagues positive SEL practices and how it improved student buy in. The Restorative Practices Team will provide training and staff PD held at faculty meetings in quarter 1.

**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.*

Positive postcards, emails and phone calls home, Student of the Month celebrations, Be. Do. Create cards, Principal’s Breakfast, the CHS Create Your Best Annual Award.

**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.*

Creation of a teacher managed versus office managed behavior chart. The chart will not be all encompassing but will provide the most common behavioral infractions. The BCPS handbook will be referenced once it is available to Stakeholders. This newly revised Progressive Discipline flow chart is housed in the CHS Faculty Handbook.

**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.*
The BCPS student handbook will be utilized to address behavior and possible interventions. When and where possible restorative practices will be incorporated so students take ownership and responsibility of their actions. Teachers and DC’s will be involved in level 1 and 2. Administrators, Counselors, the School Social Worker, and Behavioral Interventionist will be involved in level 2 and 3 MTSS.

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<tr>
<th>Monitoring the Schoolwide Positive Behavior Plan/Data Analysis</th>
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<td><em>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.</em>)*</td>
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<td>Using referral data from FOCUS, DC’s will meet to discuss this data on monthly teacher-managed behaviors. The Restorative Practices Team will analyze restorative conference data, as well as suspension data monthly to determine if additional supports or adjustments need to be made to help change negative behaviors and identify which students need more support.</td>
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<th>Section 5: Miscellaneous Content/Components</th>
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<td>Our mentoring program for targeted students will once again be used to help students who need someone to check in with them on a more regular basis, Clubs/Organizations (study skills, organization club, best buddies) will be encouraged for all students and on display for our freshman during their ½ day orientation.</td>
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