## 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.*

Mandy Shanks, Amy Beale, Gregory Rowland, Ryan Zuckerman, Natalie Zinkham, more members to be determined

### 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*

Black, Hispanic and students with IEPs are disproportionately suspended/disciplined.

### Data Analysis

*Summarize what the data tell about the school climate.*

*Information from School Data Story*

Black, Hispanic and students with IEPs are suspended more often than other students.

### Climate Goals

*Identify the school’s goals in improving the social-emotional climate of the building.*

*Information from School Progress Plan*

- Teachers explicitly teach and model SEL skills and strategies and integrate them into academic content. *(Relevant)*
- Instruction includes authentic application and relevant contexts for learning. *(Relevant)*
- Teachers create and sustain safe, welcoming and supportive environment which values inclusivity & diversity. *(Relevant)*
- Educators 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. *(Accessibility)*
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.

Our P.R.I.D.E. is Our Future

Perserverance, Respect, Intellectual Growth, Diligence, Empathy

Mission: We are committed to fostering the development of every student to be a global citizen and life-long learner through P.R.I.D.E.

Perserverance
Persistence in doing something, despite difficulty or delay in achieving success.

Respect
Acting in a way that shows you care about another person’s feelings and well-being.

Intellectual Growth
Changes that occur, as a result of growth and experience, in a person’s capacities for thinking, reasoning, relating, judging, and conceptualizing.

Diligence
Careful, persistent work or effort.

Empathy
The ability to understand and share the feelings of another.

Vision: We will use our passion for teaching and learning to inspire and support each other in becoming our best selves.
### 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.*

### Lion’s Den Advisory

*Lion’s Den Advisory will lead this effort along with our Climate Committee. Posters will be hung in each classroom and around the building. These expectations are printed in our agenda book and sent home to parents in our summer mailing and our back to school booklet home to families. They are also reinforced in our parent newsletter and on our website.*

### 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.

Information is shared in our Agenda Book, in Parent Newsletters. We have a student committee that we are forming to get student input. We work closely with our PTSA and have monthly meetings and will check-in regarding school progress, including progress with regards to the Schoolwide Positive Behavior 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.

Our school climate committee will track/analyze this data monthly.

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.

LDA will continue to focus on SEL and AVID this year. Rotating topics.

<table>
<thead>
<tr>
<th>Mondays</th>
<th>Tuesdays</th>
<th>Wednesdays</th>
<th>Thursdays</th>
<th>Fridays</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Circles</td>
<td>Take Two</td>
<td>Organization</td>
<td>Technology</td>
<td>Fun Friday</td>
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<tr>
<td>Creating a sense of community, building relational capacity, addressing community concerns.</td>
<td>Time allowed for students to catch up, redo, or move ahead with any subject.</td>
<td>Organize and clean out physical and digital resources such as homework folder.</td>
<td>Tutorial for helpful tech know-how, to refresh and learn new skills.</td>
<td>Games and activities to build relationships.</td>
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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.

This will be done via video announcements and via LDA.

**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.)

A variety of PD will be offered on identified Mondays, BCPS inservice dates and other opportunities throughout the year as identified on the SPP.

**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.

At lunch, we will have free-seating Fridays and other special treats for identified students. We will develop grade level incentive days/afternoons in which students get the choice of activities to participate in.

**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.
**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.*
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.)

Suspensions
Referrals
Attendance
Equity related data
After school detentions
Grade Level Coordinator Lunch Detention data

Section 5: Miscellaneous Content/Components

The DMS Leadership team will review the implementation of these processes throughout the year.