## 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.

- Mrs. Miller-Principal
- Mr. Jackson, Dr. Sullivan, Ms. Luechtefeld- Assistant Principals
- Mr. Mays, SEL Teacher
- Mrs. Carter, MTSS Resource Teacher
- Mrs. Banks, School Counseling Chair
- Mrs. Wilson, School Social Worker
- Mr. Koehler, Ms. Getty, Mr. Hanzelka, Mrs. Ibbitson, and Mrs. Grant-Team Leaders

### 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)

- Students eligible for Free and Reduced Meals services are chronically absent at rates higher than their non-Free and Reduced Meals peers. The chronic absenteeism rate risk ratio for students eligible for Free and Reduced Meals services at Pikesville Middle is less than the same measure for all BCPS middle schools.

- Black/African American female students are suspended at rates higher than their non-Black/African American female peers. The suspension rate risk ratio for Black/African American female students at Pikesville Middle is less than the same measure for all BCPS middle schools.

- Two or More Races female students are suspended at rates higher than their non-Two or More Races female peers. The suspension rate risk ratio for Two or More Races female students at Pikesville Middle is greater than the same measure for all BCPS middle schools.
• Black/African American male students are suspended at rates higher than their non-Black/African American male peers. The suspension rate risk ratio for Black/African American male students at Pikesville Middle is greater than the same measure for all BCPS middle schools.

• Students identified as English Learners are suspended at rates higher than their non-English Learner peers. The suspension rate risk ratio for students identified as English Learners at Pikesville Middle is greater than the same measure for all BCPS middle schools.

• Students eligible for Free and Reduced Meals services are suspended at rates higher than their non-Free and Reduced Meals peers. The suspension rate risk ratio for students eligible for Free and Reduced Meals services at Pikesville Middle is greater than the same measure for all BCPS middle schools.

• Students receiving Special Education services are suspended at rates higher than their non-Special Education peers. The suspension rate risk ratio for students receiving Special Education services at Pikesville Middle is greater than the same measure for all BCPS middle schools.

Self-regulation, self-awareness, confidence, and a sense of community seem to be the social/emotional needs that our students have.

**Data Analysis**

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

The 2021-2022 Stakeholder Survey domain values were 72.5% for Academic Aspirations, 49.7% for Belonging, and 65.9% for Student Support. The percentages for Challenging School Work, 84.8%, School Pride, 76.9%, and School Effectiveness, 85.6%. In 2021-2022, 16.9% of the students reported being bullied, while 48.5% reported witnessing bullying. Outside the classroom (cafeteria, gym, hallway, etc) was the place that had the highest percentage of where students were bullied. Online had the highest percentage of the place where students witnessed bullying.

Belonging, is the area where we have the greatest work to do. This data story tells the team at PMS that students are not fully feeling like they belong along with conflict in peer relations that at times can feel like bullying.

**Climate Goals**

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

Increase students’ sense of belonging from 49.7% to 59.7% as measured by the stakeholder survey.

Decrease chronic absenteeism rate for special education students from 55.62% to 40.0%.
Decrease multi-race suspension rate from 22.22% to 10.0%.
Decrease black male suspension rate from 16.01% to 10.0%.
Decrease black female suspension rate from 13.82% to 8.82%.

1. Classroom routines and expectations promote cooperative learning skills and strategies and integrate them into academic content.

2. Teachers will include opportunities for student voice and choice where appropriate, including multiple options for demonstrating learning.

**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.*

**Python Pride:**

- Prepared for the task at hand
- Respectful to self and others
- Interact with empathy and inclusivity
- Demonstrate responsible citizenship
- Engaged in high academic standards

Ways to communicate our code of conduct: posters in all classrooms and hallways, morning announcements review and teach, SEL lessons, Advisory lessons and Handbook Talks incorporation of Python PRIDE

**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.*

During the first two weeks of school- teachers will be fully focused on relationship building, creating classroom norms with students, practicing classroom and school-wide procedures. Ongoing: Advisory, announcements, handbook talks/refreshers, morning announcements, Monthly parent newsletter, awards for following Code of Conduct, incentives, PTA meetings
**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.*

Every family will receive a copy of the Family Handbook which outlines rules, procedures, and expectations for all students.

Every family will receive our code of conduct

SEL section and code of conduct section in monthly newsletter

---

**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.*

<table>
<thead>
<tr>
<th>Relationship Building</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restorative practices</td>
</tr>
<tr>
<td>Meditations</td>
</tr>
<tr>
<td>Check-in/check out</td>
</tr>
<tr>
<td>Behavior Contracts- point sheets</td>
</tr>
<tr>
<td>Flash Pass</td>
</tr>
<tr>
<td>Mentoring</td>
</tr>
<tr>
<td>Needs based small group sessions with counselor, SEL teacher, administrator</td>
</tr>
</tbody>
</table>

**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.*

CASEL’s SEL Framework

- Monthly a portion of the Framework will be taught and practiced by using advisory weekly lessons, discussions, and role playing.
- Self-awareness: identities, emotions, linking feelings, values, and thoughts, examining bias, honesty, integrity, appreciation, growth mindset
- Self-management: managing one’s emotions, self-discipline/motivation, stress management strategies, goal setting, initiative, personal and collective agency
- Social Awareness: empathy, compassion, other’s perspectives, gratitude and recognizing the positives in others.
- Relationship Skills: creating community, communication, positive relationships, cultural competency, resisting negative peer pressure, seeking support,
- Responsible Decision Making: open mindedness, curiosity, consequences, reasoned judgement, problem solving.
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.

CASEL’s SEL Framework
- Monthly a portion of the Framework will be taught and practiced by using advisory weekly lessons, discussions, and role playing.
- Self-awareness: identities, emotions, linking feelings, values, and thoughts, examining bias, honesty, integrity, appreciation, growth mindset
- Self-management: managing one’s emotions, self-discipline/motivation, stress management strategies, goal setting, initiative, personal and collective agency
- Social Awareness: empathy, compassion, other’s perspectives, gratitude and recognizing the positives in others.
- Relationship Skills: creating community, communication, positive relationships, cultural competency, resisting negative peer pressure, seeking support,
- Responsible Decision Making: open mindedness, curiosity, consequences, reasoned judgement, problem solving.
- Executive Functioning: time management, metacognition, planning

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.)

September (September 12)

Relationship/Rapport

Create targeted professional development for teachers on building relationship/rapport with students.

Evidence:
- Belongingness student surveys around relationship and community building in the classroom (1 per quarter)
- Code of conduct being followed in classroom, hallways, cafeteria, etc.
- Informal observations of students and teachers
**October (October 3)**

**SEL**
Create targeted professional development for teachers on the meaning of SEL and how to use the CASEL Framework to include SEL strategies in daily lessons.

**Evidence:**
- Student Interest Survey
- Lesson Plans
- Informal observations
- Co-Planning sessions
- Advisory lessons

**November (November 7)**

**Conflict Resolution**
Create targeted professional development for teachers on how to handle conflict resolution when their students are having conflicts with each other.

**Evidence:**
- Peer conflict data
- Student support data (Room 16)
- Mediation
- Belongingness student surveys around peer conflict

**December (December 5)**

**The Culture Tree (students), Culturally Relevant Practices**
Create targeted professional development for teachers on how to use the culture tree and the results to guide their instruction to be culturally relevant.

**Evidence:**
- Co-Planning sessions
- Lesson Plans
- Informal observations

**January (January 9)**

**How to incorporate student voice and choice into instruction (UDL)**
Create targeted professional development for teachers to incorporate student voice and choice into all areas of their lesson plan.

**Evidence:**
- Lesson Plans
- Co-Planning sessions
- Examples of choice provided to students (essay, performing an assessment, etc.)

**February (February 6)**

**Revisit Relationship/Rapport**
Revisit professional development for teachers on building relationship/rapport with students.

**Evidence:**
- Reflection and feedback from the students
• Reflection and feedback from the teachers
• Code of conduct being followed in classroom, hallways, cafeteria, etc.
• Informal observations of students and teachers

**March (March 6)**

**Self-Regulation Skills**
Create targeted professional development for teachers on self-regulation skills as it relates to SEL for students and teachers.

**Evidence:**
• Reflection and feedback from the students
• Reflection and feedback from the teachers
• Zen zones in the classroom

**April (April 17)**

**Revisit Relationship/Rapport**
Revisit professional development for teachers on building relationship/rapport with students.

**Evidence:**
• Reflection and feedback from the students
• Reflection and feedback from the teachers
• Code of conduct being followed in classroom, hallways, cafeteria, etc.
• Informal observations of students and teachers

**May (May 1)**

**Relationship Reflection**
Honest reflection of student-teacher relationships.

**Evidence:**
• Reflection survey from students
• Reflection survey from teachers
• Informal observations of students and teachers

**June (June 5)**

**Celebrate successes**
Use the reflection survey results to celebrate successes with student-teacher relationships.

**Evidence:**
• Reflection survey from students
• Reflection survey from teachers

---

**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.

<table>
<thead>
<tr>
<th>Quarterly awards: academic, attendance, and behavioral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student of the month</td>
</tr>
<tr>
<td>Quarter 1 incentive: Ice Cream Social with a DJ</td>
</tr>
<tr>
<td>Requirements: students following the Code of Conduct</td>
</tr>
<tr>
<td>(behavior data)</td>
</tr>
<tr>
<td>Quarter 2 incentive: Pep Rally</td>
</tr>
<tr>
<td>Requirements: Attendance, grades, behavior</td>
</tr>
<tr>
<td>Quarter 3 incentive: March Madness- Game Day</td>
</tr>
<tr>
<td>Requirements: Attendance, grades, and behavior</td>
</tr>
<tr>
<td>Quarter 4 incentive: Field Day</td>
</tr>
<tr>
<td>Requirements: students following the code of conduct</td>
</tr>
<tr>
<td>(behavior data)</td>
</tr>
<tr>
<td>Pop up incentives (2): surprise awards based on various criteria dealing with the Code of Conduct</td>
</tr>
</tbody>
</table>

**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.

Pikesville Middle School has a progressive discipline document that outlines each type of behavior, approaches to prevent those behaviors, and what types of follow-ups need to occur.

**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.
Crisis intervention: Administrators, Mr. Mays, Ofc. Mellos, Mrs. Wilson (SW) and Nurse Limmer, Ms. Letchworth (Riviello)

Threat assessment: School counselors, Administrators, Social worker, Ofc. Mellos, Ms. Letchworth (Riviello)

**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.)*

Focus Incident Data
- Attendance data
- Belongingness survey data
- Grade level anecdotal data from monthly meeting
- BAT meeting discussion data

**Section 5: Miscellaneous Content/Components**

- United Way: 211
- Crisis text line: Text the word "HOME" to 741741 for free 24-hour support
- Maryland Suicide and Crisis Hotline: 1.800.422.0009
- Baltimore County DSS: 410.887.TIME
- Baltimore County Crisis Response: 410.931.2214
Maryland Food Bank: 410.737.8282