



**Schoolwide Positive Behavior Plan
Baltimore County Public Schools**

Date Completed: 8/5/2022

School Year 2022-2023

School: Pikesville Middle School

Section 1: Initial Steps
<p>School Climate Team</p> <p><i>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.</i></p> <p>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</p>
<p>Equity Lens</p> <p><i>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)</i></p> <ul style="list-style-type: none"> • 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.

Relationship Building

Restorative practices

Meditations

Check-in/check out

Behavior Contracts- point sheets

Flash Pass

Mentoring

Needs based small group sessions with counselor, SEL teacher, administrator

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.

-Executive Functioning: time management, metacognition, planning

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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- Responsible Decision Making: open mindedness, curiosity, consequences, reasoned judgement, problem solving.
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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.)

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.

Quarterly awards: academic, attendance, and behavioral
Student of the month

Quarter 1 incentive: Ice Cream Social with a DJ-Requirements: students following the Code of Conduct (behavior data)

Quarter 2 incentive: Pep Rally-Requirements: Attendance, grades, behavior

Quarter 3 incentive: March Madness- Game Day-Requirements: Attendance, grades, and behavior

Quarter 4 incentive: Field Day-Requirements: students following the code of conduct (behavior data)

Pop up incentives (2): surprise awards based on various criteria dealing with the Code of Conduct

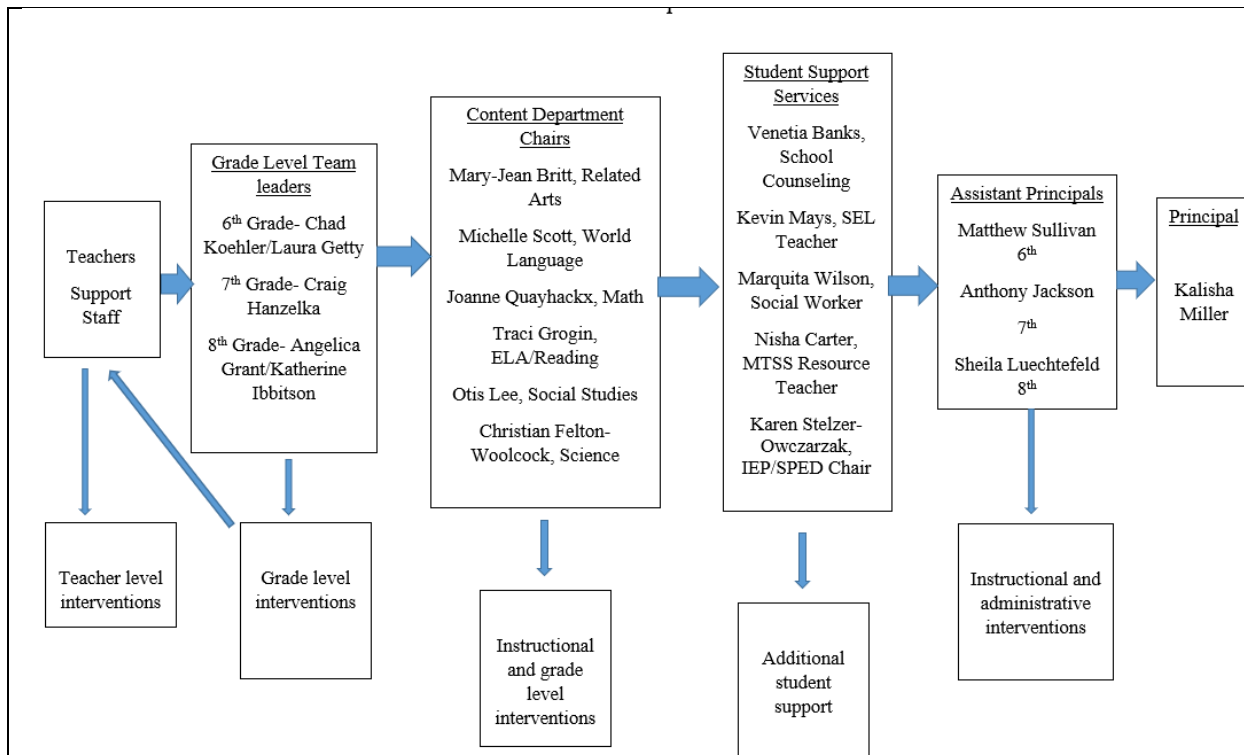
Hierarchy for Behavioral Referrals and Consequences

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