



## Schoolwide Positive Behavior Plan Baltimore County Public Schools



**Date Completed: 8/27/2021**

**School Year 2021-2022**

**School: Sudbrook Magnet Middle School**

### 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.*

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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)*

The attendance rate was 94.73%; approximately one in ten students were chronically absent, an increase from the previous year. This figure is even greater for the Hispanic/Latino and White student group(s). Among special services, the chronic absenteeism rate for the students receiving special education services is 20. Among other special services, the rate for the FARMS student group is 18.43, and the rate for the English Learner student group is 29.33. The percentage of students meeting or exceeding standards in ELA and Math has decreased from the previous year. Data indicate a gap in the percentage of students meeting or exceeding the standards between the Hispanic/Latino student group(s) and their peers. Among special services, students receiving English Learner, Free and Reduced Meals, and Special Education services meet or exceed standards at lower rates than their peers not receiving the same services. Data indicate that there are persistent, and in some cases, increasing gaps in performance between student groups and the standards, indicating inequities for college and career readiness.

- Host monthly, culturally relevant/responsive PD's that embed relationship building for our work with students, families, and staff.
- Sponsor weekly, monthly, and quarterly school wide incentives for staff and students.

- Review attendance data and the effectiveness of school-wide attendance strategies on a biweekly basis.
- Staff members will participate in race talks to interrogate in their own bias and disrupt dominant culture/racist practices.
- Select more current, culturally relevant and responsive texts across contents
- Implement specific SIOP and AVID strategies to differentiate and scaffold to the rigor of the standard and promote high expectations for all learners
- Teachers will demonstrate long range unit planning and daily lesson planning by providing instruction, assignments, and assessments that reflect the BCPS curriculum and rigor of grade or course level standards.
- Use formative and summative data to plan for targeted, responsive instruction which accelerates, enriches (re-teach), or extends learning as needed

### **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 Sudbrook Magnet Middle School is greater than the same gap for all BCPS middle 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 Sudbrook Magnet Middle School is less than the same gap for all BCPS middle schools. This gap has narrowed over time, indicating a positive 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 Sudbrook Magnet Middle School is greater than the same gap for all BCPS middle schools. This gap has narrowed over time, indicating a positive trend.

### **Climate Goals**

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

We will decrease the suspension rate to 2.5%.

## **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.*

SMMS Code of Conduct displayed throughout the building and recited by students every morning. SMMS Non-negotiables reviewed with all students.

## **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.*

**SMMS Staff will participate in optional PD on August 17, 2021 on Positive Behavior in the Classroom. PD will also be facilitated on August 23, 2021 with all staff.**

## **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.*

Stakeholders Survey - Initial Plan

6<sup>th</sup> Grade Orientation

6<sup>th</sup> Induction Ceremony

PTSA- evaluating the plan throughout the year.

Back to school Night (Grade Level Separated) – Plan the event all together.

Content level Parent Education Night

- Literacy Night (include student work)
- Math Night
- Multicultural Night (include student work)
- Special Education Night
- STEAM Night

Student Council

PTC – Parent/Teacher Conference

PTSA – Drive both teacher and student involvement

Quarterly Award Ceremony – Per Grade Level

SOAR Incentives and Activities

Concerts- Winter and Spring (Music/Art)

EDAs- Extra Curricular Activities

### **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

- Grade Level Meetings
- Restorative Practices
- Second Step (Curriculum is modified and supplemented to reflect our students' experiences)
- Youth Mental Health First Aid
- Zones of Regulation
- Advisory Lessons (Students' needs are taken into consideration when determining topics)
- Skillstreaming
- PBIS (SOAR)
- School Counseling

##### Tier 2

- SST
- IEP
- Check In/Check Out
- Behavior Checklists/ Point Sheets
- Second Step
- Zones of Regulation
- Skillstreaming
- In School Mental Health Partnerships
- PBIS
- School Counseling

##### Tier 3

- SST
- IEP
- Check In/Check Out
- Behavior Checklists/ Point Sheets

- Second Step
- Zones of Regulation
- Skillstreaming
- In School Mental Health Partnerships
- PBIS
- Crisis Intervention
- TACT2
- Related Services
- School Counseling
- SMMS Nest
- Mentor Program
- Trauma Informed Parent Education

### **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.*

#### Ways the SEL competencies are integrated into the school's programming

- Lesson Plan template includes time for a SEL Check In at the beginning of class
- Counselor led lessons are given monthly
- Mental Health groups
- Signs of Suicide lessons
- Lessons from the SEL teacher
- Lessons from the MTSS teacher
- Weekly advisory lessons
- Restorative Practices are embedded in advisory and classes

#### Needs for training the staff

- Training on daily SEL Check Ins to be provided at beginning of year and reinforced in department meetings
- Review of advisory lessons will be provided during monthly faculty meetings
- Training on Restorative Practices to be provided at the beginning of the year and reinforced periodically
- Training on Suicide Prevention from Health Services
- Teacher leaders to take the Restorative Practices training from BCPS

### **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.*

Ways that character education learning is infused into the school's programming

- School Counselor lessons including
  - Empathy
  - Upstander
  - Career Exploration
  - Healthy Relationships
  - Goal Setting
- Advisory lessons focus on monthly themes such as
  - Respect
  - Conflict Resolution
  - Equity
  - Tolerance
- Mentor Program
- Code of Conduct Lessons

Needs for training the staff:

- Training on advisory topics in monthly faculty meetings
- Training on the mentor program

**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.)*

August – September

- Positive Behavior PD
- Utilizing language that focuses on SEL in order to build relationships with students and inclusivity in the classroom.

October

- Review various daily check-in strategies
- Using circles or daily check-in to build classroom community
- Introduce and discuss how advisory lessons will be implemented
- Provide resources to implement mindful movement and rest

November

- Provide teachers with resources to assist with brain breaks
- 1<sup>st</sup> Quarter staff survey/ areas of need.

December

- Reflect on SEL strategies in virtual meetings in order to better implement strategies in the future

<b>Section 4: Supporting and Responding to Student Behavior</b>	
<b>Recognitions/Incentives</b>	
<i>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.</i>	
Encourage positive student behavior by celebrating productive and studious practices.	
<p>Incentives and recognitions include, but are not limited to...</p> <p>Grade Level Incentives (<i>movies, game days, organized field days</i>), <i>behaviors and incentive eligibility monitored by positive behavior SMMS Talons.</i></p> <p>Quarterly Grade-Level Awards</p> <p>End-of-year Awards Ceremonies</p> <p>Advisory Incentives</p>	
<b>Hierarchy for Behavioral Referrals and Consequences</b>	
<i>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.</i>	
See <a href="#">Levels of Intervention</a> document which outlines and defines the hierarchy for behavior referrals and consequences.	
<b>Response for Intensive Behaviors</b>	
<i>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.</i>	
See <a href="#">Levels of Intervention</a> document which outlines the responses to intensive behaviors.	
<b>Monitoring the Schoolwide Positive Behavior Plan/Data Analysis</b>	
<i>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.)</i>	
<ul style="list-style-type: none"> <li>• Attendance Reports</li> <li>• Stake Holders Survey</li> <li>• Students, Parent, Staff Survey Data</li> <li>• Chronic absenteeism report</li> <li>• PD reflections</li> </ul>	

<b>Section 5: Miscellaneous Content/Components</b>