



Schoolwide Positive Behavior Plan Baltimore County Public Schools



Date Completed: 8/18/2023

School Year 2023-2024

School: Catonsville 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.

The school has identified a School Climate Team which is composed of the administrators, grade level teachers, a special educator, a special area teacher, and a school counselor. The teachers represent the diversity of our school. The team will meet monthly to discuss implementation of interventions, monitor the effectiveness of the interventions, and suggest changes or modifications to those interventions.

Team Members: Stephanie Fanshaw, Jason Goetz, Josh Wilson, Taylor Dungey, Dylan Linhart, Tim Lovell, Winston Jackson, Tara Tyler, and Taylor Olsen.

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)

In 2022-2023, on the sense of belonging portion of the Climate survey, our White students had a drastic increase in an unfavorable response from 29% to 67%. Black students had a 17% increase in an unfavorable view of belonging (up to 61%). Our Hispanic students unfavorable view of belonging rose 23% (up to 48%). Our overall sense of belonging dropped from 53.3% to 42%.

The suspension rate increased from 8.4 to 9.6, with the primary reason for suspension being fighting. However, the suspension rate did drop for Black students from 50% to 44%. Hispanic suspension rate dropped from 16.1 to 14.3, while White suspension numbers rose from 19.4% to 26%. Our Special Ed students saw a decrease in suspension rate from 30% to 15.6%

Data Analysis
<i>Summarize what the data tell about the school climate. (Information from School Data Story)</i>
<p>Student belonging scores indicate that most students do not feel as welcomed and as supported at CMS. Works needs to be done to increase the sense of belonging for all students, with a focus on non-white students to close the gap in these scores (with historical context). The gaps in suspension rates for all subgroups have been closing over time, indicating a positive trend in addressing behavioral concerns. That said, there is still much work needed to close the gaps.</p> <p>Stakeholder survey data for the 2022-2023 school year showed that 73.2% of students had witnessed bullying. However, 25% of students reported being bullied. Of these incidents, inside the classroom was selected as the location where bullying occurs (23.6%). Lack of consistency around bullying data indicates a need to provide education to students and staff, clarifying what is meant by bullying, and ensuring all students are aware that it is not tolerated and know how to report these instances.</p>
Climate Goals
<i>Identify the school's goals in improving the social-emotional climate of the building. (Information from School Progress Plan)</i>
<p>Identification of the school's goals in improving the social-emotional climate of the building is reflected in the Climate Goals of the School Progress Plan. The goal is as follows:</p> <p>Overall attendance rate will improve from 93.28% to 94.28%</p>
Section 2: Developing and Teaching Expectations
Expectations Defined
<i>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.</i>
<p>The school has a Code of Conduct that states:</p> <p>A.C.T. to Achieve (Academics). A.C.T. to Create (Personal Development). A.C.T. to Transform (School Culture).</p> <p>The school has developed a visual representation of the A.C.T. for Excellence Framework. Posters and visuals will be visible throughout the building and in classrooms. The A.C.T. for Excellence Framework can be found at https://catonsvillems.bcps.org/. All teachers will reference this language and teach the schoolwide expectations to their students. These expectations will also be communicated through student and staff created announcements,</p>

lessons during Advisory Group meetings at the start of the school year and regularly throughout the school year. Posters reinforcing the expectations will be posted around the building, and ACT cards and postcards will be used to recognize/reinforce positive behaviors.

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.

Catonsville Middle School's proactive policies and Positive Schoolwide Behavior practices will be housed in the Schoology Faculty handbook group. This will outline both expectations and ideas for teachers and students, including creating and maintaining a classroom management plan, interventions, the ACT framework, CMS Flowchart, and information on Tiers of interventions for students.

Teachers will be encouraged to teach ACT expectations, routines, and procedures from the first day of school and maintain visual representations where appropriate, such as anchor charts and posters. Teachers will be encouraged to recognize and reinforce expected behavior through behavior specific praise and/or tangible reinforcers, such as handing out ACT cards or using other positive reinforcement techniques such as sending post cards or positive phone calls home. Additionally, teachers will be encouraged to develop their procedures for encouraging expected behavior as well as to develop their procedures for redirection should students need more guidance. Resource materials can be found in the Schoology group to help expand their toolbox of strategies to address problematic behavior in the classroom.

The school plan for addressing problematic behavior or working with students who need additional guidance is based on Social/Emotional practices such as restorative practices, and the need to build community and accountability. Teachers will work in tandem with students to create classroom rules that empower students to take ownership of their classroom. Lessons will incorporate SEL and RP components to build relationships and set expectations for students.

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.

The schoolwide expectations (A.C.T. for Excellence Framework) will be shared with families. It will be described and explained in school communications, and the Code of Conduct and the schoolwide and classroom expectations will be referenced in the Back-to-School Night presentation. The ACT Framework has also been placed on our school website. Information about our Schoolwide Positive Behavior Plan will be posted on our website. In addition, supporting materials reinforcing the A.C.T. for Excellence Framework and Restorative Practices program will be shared at the beginning of the school year. The School Climate

Committee will identify options to obtain student and parent/guardian voice regarding the Schoolwide Positive Behavior Plan and the schoolwide expectations during the school year.

CMS will also continue to seek opportunities to proactively engage with the community to both share expectations and encourage family involvement.

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.

At Tier 1, the school provides Classroom Circles, SEL 3 Signature Practices, as well as the basic principles of PBIS such as providing clearly defined expectations that are taught, practiced, and reinforced. A focus room will also be manned and maintained for students who may need time to refocus in order to return to the classroom. An alternative learning space will also be available for students who may need additional time to reflect.

At Tier 2, there are small group opportunities provided by the school counselor, school social worker, and school psychologist. Students can also work with a mentoring program or a grade level intervention plan.

At Tier 3, students may have FBA/BIPs or can be seen individually by the school staff or by the community mental health partners. The school also has tiered interventions through Restorative Practices. The MTSS teacher will support both staff and students in the identification and implementation of Tiered supports. Staff can utilize the school's RP Referral Form to request assistance from members of the Safe and Supportive School Committee for concerns that arise at any tier.

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.

At Tier 1, many of the teachers use the SEL Three Signature Practices to foster supportive environments and build SEL skills (having a welcoming routine/activity, using engaging strategies, and an optimistic closure). CMS is a Restorative Practices school and utilizes RP at all Tiers to help build conflict resolution skills, supportive environments, and SEL skills. Many of the teachers use Classroom Circles to encourage relationship building. The school also applies the basic principles of PBIS such as providing clearly defined expectations that are taught, practiced, and reinforced.

The Advisory Group/Enrichment lessons incorporate a variety of SEL skills and lessons:

- Mental health
- Bullying (analysis of data)
- Focus Room
- Cultural Diversity
- Exploring our identity
- Creating a safe space
- Power of words/positive self-talk
- Acceptance of disabilities
- Organizational skills/Executive Functioning
- Restorative Practices, including community circles
- Conflict resolution
- Values
- Acceptance
- Online privacy, relationships, and communication
- Impulse control
- Flexible thinking

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.

Advisory lessons are provided to the teachers, announcements are made, and there are follow-up activities regarding character education. The school celebrates with instructional activities Random Acts of Kindness Week, Bullying Prevention Week, and World Gratitude Day. The school has also implemented an Advisory system in which students meet daily with their Advisory Groups engage in character education, based on the Virtues Project, that directly correlates with aspects of the Stakeholder Survey and student-identified topics of interest. Students can inform the choice of topics to be covered and to assist in the creation of lessons.

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 following PD will occur throughout the year during faculty and grade-level meetings:
(Adjusted-more to include here)

- Staff will be trained in the use of Community Circles and Culturally Responsive Teaching.
- Additional staff will continue to be trained in Restorative Practices
- Management Plan PD: Teachers will learn about classroom interventions that can be utilized, the support structures in place for management assistance, and how/when to write an office referral.

- Our SEL teacher will continue to share strategies and interventions that support student success with staff members during grade level team meetings.
- Feedback from faculty members will be sought throughout the year to update/revise the SWPBP, as this is intended to be a dynamic document that supports students' success.

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.

Expectations for student behavior will be clearly outlined and taught through the ACT Framework during Advisory at the beginning of the year. When students represent these expectations, acknowledgement will occur verbally or more tangibly. Students may also receive ACT cards, which may be placed in a box for drawings each week, with a more significant drawing each quarter for a pizza lunch with a friend. Teachers will work as a grade level to identify and implement positive reinforcements. In addition, grade level teams will hold quarterly award celebrations to recognize students meeting with success on the A.C.T. for Excellence Framework. We will offer quarterly celebrations for students earning honor roll and straight As, and all students demonstrating A.C.T. tenets will be eligible to win rewards through a weekly drawing. Further, the school will continue to utilize check in/check out and celebrate grade level successes with "Positive Office Referrals." Students will be given opportunities to earn incentives through Advisory group competitions each quarter.

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.

While expectations for conduct will be explicitly taught and reinforced, unsafe or disruptive behaviors will also be addressed in accordance with the BCPS Student Handbook. All students and teachers will receive training on the Student Handbook. The handbook clearly delineates methods for addressing behaviors that may be problematic, and the CMS flowchart will reflect how to address these instances.

The school has outlined clear procedures as to what behaviors are classroom-managed and what behaviors should be office-managed, with suggestions on how to address classroom-managed behaviors. A flowchart has been developed to detail the expectations.

A Team Leader referral will be shared with teachers, and explicit instruction on how to enter a referral in Focus will be implemented. The school staff have been trained in Trauma-Informed Practices and Restorative Practices and are encouraged to use these strategies when faced with unexpected behavior in the classrooms. Specific instructions for more intensive behaviors will be identified.

Response for Intensive Behaviors
<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>
The school has identified members of the Behavior Threat Assessment Team (BTAT), and these staff members meet on a regular basis to address procedures regarding students who present with threats to harm themselves, others, or property. There are designated individuals who are called upon when a student presents with a threat to assess and document the nature of the threat. The BTAT meets as needed, minimum quarterly, and has ongoing communication with administration. The BTAT staff members follow up with students who have been assessed because of a threat, address treatment options, and monitor their progress.
Monitoring the Schoolwide Positive Behavior Plan/Data Analysis
<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>
The School Climate Team reviews data at the scheduled meetings. The team will review the data with a lens of equity and determine possible interventions that may be put in place. The team also discusses how well the interventions and practices are implemented and where improvements can and should be made. Data points to be used will include grade level and office referral data, suspension data, stakeholder survey data, and quarterly monitoring tools.
Section 5: Miscellaneous Content/Components
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