



Schoolwide Positive Behavior Plan Baltimore County Public Schools

Date Completed: **August 1, 2023**

School Year: **2023-2024**

School: **Southwest Academy 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.

The members of the School Climate Team include Principal Franklin, Ms. Hammel, Ms. Booze, Mr. Gee, Ms. Thomas, Ms. Jacobs, Mrs. Bright, Ms. Ravenel, Ms. Howard, Ms. Hurst, Ms. Roy, Ms. Madden, Mr. Johnson, Ms. Jackson, Ms. Giles, and Mr. Peery.

The team represents the diversity of our school and is composed of the principal, administrators, grade level teachers, special educators, the school counselor chair, and members of the student support services staff.

The team will examine equity concerns and data. The team will meet monthly to assess the effectiveness of the SWPBP on an ongoing basis, to discuss the implementation of interventions, to monitor the effectiveness of the interventions, and to suggest changes or modifications to those interventions.

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)

According to the 2022-2023 Southwest Academy Data Story, Black/African American students had a suspension rate of 11.2%, MU 26.7%, HI 7.8%, and WH 18.5%. The 2022-2023 Data Story Interim Report indicates that Black/African American students'

suspension rate is decreasing from the prior year; however, Black/African American students are still losing instructional time due to suspension at a higher rate than their peers. In addition, the data indicates students eligible for Special Education are suspended at rates higher than their non-Special Education peers.

Current schoolwide practices will be continued and reviewed to meet the social emotional needs of Black/African American and Special Education students. The School Climate Team will promote consistent, culturally responsive practices in an aim to diminish the disadvantages facing marginalized students.

Southwest Academy also knows that secondary students need an adult that they can trust within the school setting. To support this need, a resource period titled, Tiger Talk, has been created. Each week students spend 30 minutes with a trusted adult where they engage in social emotional learning, goal setting, and team building activities. This time equips students with the knowledge of how to handle stress and conflict and allows them to be aware of who can support them at Southwest Academy.

Culturally relevant practices and the inclusion of the SEL competencies are incorporated into daily practices within Southwest Academy. The inclusion of these practices aims to make students feel welcomed and supported within the school consequently reducing incidents.

In partnership with the Achieving Academic Equity and Excellence for Black Boys Task Force, the school will coordinate a structured mentoring program tailored to meet the social and emotional learning needs for identified Black boys in grades 6-8. Academic performance, attendance, discipline data, referrals by teachers, counselors, parents, and mental health professionals are considered when selecting mentees for the program.

Data Analysis

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

The School Climate Team has reviewed the school's data story in order to address and develop the School Progress Plan and Schoolwide Positive Behavior Plan.

The School Progress Plan details the goal of meeting students' social emotional learning needs to provide culturally relevant instruction, teach and model social emotional learning skills and strategies, and provide academic monitoring to students with documented SEL needs including Black/African American students and Special Education students.

Climate Goals

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

Identification of the school's goal to improve the social-emotional climate of the building is reflected in the Safe and Supportive Goals of the School Progress Plan.

SPP Goal: Decrease the percentage of students chronically absent from 32.9% in 2023 to 21% in 2024.

Core Beliefs in order to create the conditions for learning:

Teachers will create and sustain a safe, welcoming, and supportive classroom environment which values inclusivity and diversity.

Using the distinctive nature and identities of young adolescents as the foundation upon which all decisions about school are made.

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.

The school has the *P.O.U.N.C.E. Code of Conduct that states:**

I am PREPARED to learn.

I am OPEN to the diversity of others.

I am UNIQUE and have my own gifts and talents.

I am NOBLE and demonstrate integrity.

I am CAPABLE of achieving greatness.

I am ENGAGED in learning.

The school has developed a visual representation of what the schoolwide expectations look like in the various parts of the school building. In addition, the P.O.U.N.C.E Code of Conduct has been translated into Spanish and Urdu to make it accessible for all SWA students. The current Code of Conduct may be found at [insert link]. All teachers will reference this language and teach the schoolwide expectations to their students.

Every classroom will have a P.O.U.N.C.E. Code of Conduct poster on display. The P.O.U.N.C.E. Code of Conduct will be recited on the morning announcements (Tiger TV) every morning. Bulletin boards will be dedicated to highlighting the P.O.U.N.C.E. Code of Conduct throughout the hallways.

Teachers nominate P.O.U.N.C.E. students and students will be celebrated at the awards ceremony. Students who adhere to the P.O.U.N.C.E. Code of Conduct will attend incentives. Incentives are based on discipline and attendance data.

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.

Content area teachers will be provided an overview during In-Service Week of P.O.U.N.C.E and SWA expectations in order to collaborate to develop classroom expectations with consistency in language, relating to the P.O.U.N.C.E. Code of Conduct. They will be encouraged to consider their behavioral expectations for the components of their instruction such as group instruction, small group instruction, independent learning, etc. They will be encouraged to teach these expectations, routines, and procedures from the first day of school and to share the visual representations of them.

Teachers will be encouraged to recognize and reinforce expected behavior through behavior specific praise and/or affective statements that are meaningful and effective for all student groups. Additionally, teachers will be encouraged to develop their procedures for encouraging expected behavior as well as to develop their corrective procedures should students need more guidance. Resource materials will be provided for teachers to assist them in expanding their toolbox of strategies to address problematic behavior in the classroom during all grade level meetings.

Teachers will emphasize relationship building during the first week of school.

The School Climate Team will collect and analyze PBIS and suspension data to determine if their efforts are effective in changing behavior for ALL students. The team will determine which behaviors need to be retaught and reinforced more frequently.

Formal and informal observation data and lesson plans will be analyzed to determine the fidelity of implementation. The School Climate Team will use this data, along with teacher surveys to determine the needs of staff in order to improve the fidelity of implementation.

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 P.O.U.N.C.E. Code of Conduct and the schoolwide expectations will be communicated and shared with families via parent/guardian preferred method of communication (phone, text, email, mail). It will be described and explained in the school newsletter, parent

handbook, and teachers will reference the P.O.U.N.C.E. Code of Conduct and the schoolwide and classroom expectations in their Back-to-School Night presentation. The P.O.U.N.C.E. Code of Conduct will also be placed on our school website with information about our Schoolwide Positive Behavior Plan. The school will coordinate with the Office of ESOL and World Languages to translate information, as needed.

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

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.

The School Climate Team has completed the Resource Mapping but will be evaluating the effectiveness of our practices and interventions over the course of the year. The team will also be determining if the interventions are culturally responsive to the needs of our students.

At Tier 1 the school provides SEL 3 Signature Practices, as well as the basic principles of PBIS such as providing clearly defined expectations that are taught, practiced, and reinforced. Responsive classroom interventions occur as a direct result of misbehavior and are intended to interrupt the behaviors and redirect the student. Initial response strategies may include interest boosting, planned ignoring, redirection, proximity control, or seating change. As behaviors continue to escalate in the classroom, additional strategies may include assistance, breaks, walks, private conference/chat, voluntary or teacher directed breaks. Whether classroom management strategies are proactive or responsive, staff will remain calm, supportive, and respectful when interacting and intervening with students.

At Tier 2, there are small group opportunities provided by the school counselor, school social worker, school psychologist, and SEL teacher. Other examples of targeted interventions include behavior specific praise, break pass, unique privileges or responsibilities (i.e. helper), alternative settings, use of social stories, behavioral contracts, differentiation of criteria for success on the point sheet, and assigned mentors.

At Tier 3, some students have alternatives to suspension, behavior contract, BIP, student conferencing, check- in/check-out (CICO), FBA, reward system, social stories, social skills instruction, structured break, and some students are seen individually by the school staff or by the community mental health partner.

The school has developed a Behavior Support Team that will address the Tier 2 and Tier 3 interventions for students.

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, all of the teachers use the SEL 3 Signature Practices to foster supportive environments and build SEL skills. Many of the teachers use AVID's relational capacity activities, resources, and strategies 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. While the school does have small group counseling opportunities for students provided by the school counselor, school social worker, and/or school psychologist, the school will implement the SEL competencies in each content area.

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.

The School Climate Team will address character education in the SEL competencies lessons during the advisory period. Students will engage in STEAM team building activities throughout the year.

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.)

Differentiated professional development will be offered for all teachers to support their knowledge, skill development, and implementation of the interventions selected, social emotional learning practices, and accommodations, modifications, and instructional components for Black/African American males, SPED and ELL students.

The school will continue to revamp the co-planning agenda to include data analysis for all special service student groups. Teachers who teach the same content will co-plan (common objectives, backwards mapping, and instructional alignment). Teachers will implement co-planning models: planning, assessment, and data analysis.

The school will continue the AAEEBB Mentoring Program, a Tier 2 intervention, and will inform and train teachers about this program and the role of its implementation.

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.

Teachers will be trained on the importance of using positive reinforcement to bring about change in behavior, especially with reference to the schoolwide and classroom expectations.

Teachers will work with their grade level colleagues to develop reinforcement systems (praise and/or concrete positive reinforcers) and discuss how they will be used. Teachers will work with the School Climate Team to identify students for the following criteria: POUNCE Awards, Perfect Attendance, Straight A's, Honor Roll, Most Improved, and Class Participation in order to celebrate students at the awards ceremony. Grade level teams will complete the Southwest Academy Incentive Calendar 2023-2024.

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.

The school has defined unexpected behaviors and clear procedures have been developed as to what behaviors are classroom-managed and what behaviors should be office-managed. A flowchart has been developed to detail the expectations. Referral forms have been developed and distributed to the staff.

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.

The school has identified members of the Student Support Team (SST) and Crisis Team members. These staff members are encouraged to meet consistently to address procedures regarding students who present with threats to harm themselves or threats to harm others or property. There are designated individuals who are called upon when a student presents with a threat; an assessment is made; documentation is completed; and recommendations are identified. The SST meets monthly and has ongoing communication with

administration. The SST 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

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.)

The School Climate Team discusses data, practices, and systems at the monthly meetings. The School Climate Team will establish an efficient method for reviewing data and this occurs regularly at the meetings. The School Climate Team has identified a process for collecting data: PBIS data, quarterly awards data, and suspension data. A specific member of the team will be designated to provide the data at the team meetings. Additionally, the team will review the interventions and practices and discuss their implementation. They discuss the fidelity of implementation and determine if additional data needs to be collected to determine fidelity. The team will also discuss if there are systems that need to be put in place to support staff to implement the practices more effectively.

Section 5: Miscellaneous Content/Components

[Click or tap here to enter text.](#)