



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

Date Completed: 8/12/2021

School Year 2021-2022

School: Martin Boulevard Elementary

Section 1: Initial Steps
School Climate Team
<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>Martin Boulevard’s Climate Action Team is composed of:</p> <p>Katie Whisner, Principal Stacey Durkovic, Assistant Principal Jen Becker, Staff Development Teacher Carly Glinowiecki, School Counselor Abigail Shell, Music Alexis Windwer, Art Alicia Whitmore, PreK Liz Westendorf, Social Worker Darien Best, SEL special educator Patty Wright, 1st grade teacher Cathryn Beichley, School Psychologist Kristen Kraus, 5th grade teacher</p> <p>The teachers represent classroom teachers, special areas, social emotional resource teachers, resource staff and administrators. We will meet monthly to discuss implementation of interventions, monitor the effectiveness of the interventions, and suggest changes or modifications to those interventions. Our Climate Action team will monitor the effectiveness of our SPP Climate Key Actions and the progress being made towards reaching those overall goals.</p>
Equity Lens
<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>

Enrollment numbers for student groups during the 2019-2020 school year indicated that we had 298 students and our racial demographics were: 39.6% Black/African American, 26.5% White, 19.1% Hispanic, 13.1% Two or More Races, 1% Asian. The proportion of students eligible for receipt of special services were as follows: 10.7% English Learner, 76.5% Free and Reduced Meals, and 18.1% Special Education.

The enrollment numbers during the 2020-2021 school year, though some data may have been missing due to the systemwide cyberattack, our enrollment numbers indicated we had 291 students and our racial demographics were: 41% Black/African American, 22% White, 22% Hispanic, 13% Two or more Races, 1% Asian and AMI/AN. The proportion of students eligible for receipt of special services were as follows: 11% English Learner, >80% Free and Reduced Meals.

There were zero school suspensions during the 2020-2021 school year. There was one school suspension during the 2019-2020 school year.

Climate Data was determined from the BCPS Stakeholder Survey for the 2019-2020 school year and the Belonging domain results indicated the most favorable results for the Two or More Races student group (100%), which is a drastic change from the 2018-2019 school year. The Hispanic student group (88.5%) and the White student group (85.7%) indicated the next most favorable results. In contrast, the Black/African American student group reported the highest as unfavorable (29.4%) among racial groups, whereas the most unfavorable in the 2018-2019 school year was the Two or More Races student group. Belonging data for 20-21 showed similar trends with our Black and Male student student groups showing our highest percentage of very unfavorable (3.6%, 2.9%) and unfavorable (7.1%, 8.8%). No other student groups showed any rating lower than favorable for Belonging data.

During the 2020-2021 school year, though the data included a smaller student group overall, the school Stakeholder Survey showed Academic Aspirations data for all MBES students 37.9% very favorable, 57.6 favorable, and 4.6% unfavorable. The student group Academic Aspirations did show a 7.1% unfavorable with our Black students (28), and 7.7% unfavorable with White students. Both of those unfavorable data % were higher than the student group % for the overall BCPS students (BL=4.1%, WH= 3.5%). Student Support data follows the same trend where our Black and Male data show higher percentage of very unfavorable and unfavorable (10.7% and 14.7%) which are both higher than the all other student groups (WH, HI, F).

Data Analysis

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

Data from the Stakeholder Surveys demonstrate a small discrepancy in all three areas Belonging, Academic Aspirations, and Student Support. Our Black and Male student groups were consistently higher in the very unfavorable or unfavorable ratings compared to other student groups. This has been a trend for at least two years. This data has been discussed and analyzed with our Climate Action Team, as well as the ILT team. Our AVID action plan and SPP Climate goals reflect the mission of Martin Boulevard that we will be working to ensure all student groups feel a sense of belonging, supported, and that they are given opportunities to learn about future College and Career opportunities.

Climate Goals

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

Educators will examine and interrogate their personal biases to become aware of the ways in which their own cultural experiences influence the conditions and learning opportunities that they create for students.

Classroom routines and expectations will promote cooperative learning, teacher to student interactions and student to student interactions characterized by mutual respect and caring.

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.

Martin Boulevard has a Code of Conduct that states: I commit to being respectful, responsible, safe and prepared to learn in order to be my best self. The school has developed a visual representation, Code of Conduct school wide poster, of what the schoolwide expectations look like in the various parts of the school building. This can be found at [Code of Conduct Schoolwide poster](#) . All teachers will reference this language and teach the schoolwide expectations to their 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.

Martin Boulevard staff will be provided time and guidance during the teacher preservice week to develop culturally relevant expectations for their classrooms, routines, and procedures based on the schoolwide expectations. 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 create visual representations of them. Teachers will be encouraged to recognize and reinforce expected behavior through behavior specific praise and classroom visuals representation. 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. Our schoolwide classroom acknowledgement system is currently being developed and will include:

- Putting the code of conduct on a poster along w/stripes acknowledgment system
- Daily system

- Class can earn one stripe for each part of Code of Conduct and virtue of month:
 - Safe
 - Respectful
 - Prepared
 - Virtue
- If the class earns “safety” the teacher/student will put the Velcro safety stripe on the tiger
- If the class does not earn all the stripes it will create goals for next day
 - Class can make a group commitment
- The class is allowed to earn the same stripe multiple times
 - Ex. If they get complimented in hallways multiple times you can add a star/check/line/etc. on top of the stripe already earned
- Teachers decide on rewards/goals (intrinsic reward)- Jen & Katie
 - Reward: class gets to do an AVID callback/cheer ?
- Specials have their own poster as well
- You *cannot* take away stripes
- Data: on a calendar/spreadsheet
 - Check off the ones that the class earned

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 Martin Boulevard Code of Conduct will be shared with families. It will be described and explained in the school newsletter and teachers will reference the Code of Conduct and the schoolwide and classroom expectations in their Back-to-School Night presentation. The Code of Conduct will also be placed on our school website with information about our Schoolwide Positive Behavior Plan. 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 through an evening parent workshop.

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.

Martin Boulevard has not completed the Resource Mapping yet but the School Climate Team will be doing that this year in order to assess what is in place and what might be needed to support our students. Our Behavior Response Team will be meeting this fall to complete the Resource Mapping tool.

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 we currently use Conscious Discipline, along with SEL 3 Signature Practices, and daily morning circle meetings. Our Tier 2 responses include small groups with our special education SEL teacher and school counselor. Zones of Regulation is currently being used for some of these small group. Our Tier 3 responses include specific individual plans linked to student BIPs and based upon FBA data.

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.

Martin Boulevard will continue to implement the Virtues Project where the school counselor will take the lead to identify a specific virtue each month. There will be lessons and follow up activities to promote learning and application of that virtue.

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.)

Equity Action Team will be a voluntary group that meets 1 –2 times per week.

- Participate in Courageous Conversations book study in order to examine and identify personal beliefs.
- Group will reflect upon instructional trends in classrooms and small group instruction. We will continue to place emphasis on equitable access and how bias can impact that.
- Group will build skills around using the Compass, Four Agreements and Six Conditions to facilitate conversations during other staff action team meetings and grade level data meetings or planning meetings.

ILT group will utilize the Compass, Agreements and Conditions during monthly ILT meetings.

- Determine roll out and schedule of faculty-wide book study using Courageous Conversations.

Climate Action Team will utilize the Compass, Agreements and Conditions during monthly action team meetings.

- Determine which components of Conscious Discipline will be further studied during faculty-wide staff development
- Develop schedule for book study of specific chapters in Conscious Discipline
- Use Conscious Discipline to determine ways to build faculty skills around ensuring student to student and teacher to student interactions are characterized by mutual respect and caring.

ILT and Climate Action team will determine AVID resources that will be used for and added to PD plan.

Progress will be monitored and determined by informal observations, classroom Conscious Discipline “sweep-sheet” checklist and data collection. Feedback will be provided consistently for teachers and staff.

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.

Classroom teachers will determine classwide rewards based upon recognition of positive behaviors connected to the Code of Conduct. Schoolwide acknowledgements will be based upon our Virtue recognition along with recognition of expected behaviors connected to the Code of Conduct. Staff will recognize students’ with “Tiger Roars” which are school-wide shout-outs and will be acknowledged by administration with a positive phone call home and signing the Wall of Fame.

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.

Teachers are encouraged to manage their classrooms and follow up with students and parents as needed. Students who present with safety concerns may be referred to the office and the teacher will follow the protocol set by the administrators. We are in the process of reviewing and revising our response flowchart. Referral forms will be used from the 2019-2020 school year and revised as necessary after the Behavior Response team meets this fall.

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.

Martin Boulevard has identified members of the Behavior Threat Assessment Team and these staff members will meet on a monthly basis 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.

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.)

Our Martin Boulevard Climate Action Team and Behavior Response team will review data periodically. There is not a specific method developed at this time for efficient data review. The Climate Action Team and Behavior Response Team will work this year to improve this component.

Section 5: Miscellaneous Content/Components

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