



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

**Date Completed: 8/2/2021**

**School Year 2021-2022**

**School: Pleasant Plains Elementary**

<b>Section 1: Initial Steps</b>
<b>School Climate Team</b>
<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>
Luke Sinkler, Barbara Young-Hoffman, Traci Harris, Rachel McNeive, Trish Voegtlin, Jen Schleicher, Joyce Albert, Lauren Dorsey, Diana Owens, Kerri Magee, Susan Sartor, Meghan McFadden, Kelly Brown, Meaghan Costantino
<b>Equity Lens</b>
<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>
Black/African American students are suspended at rates higher than their non-Black/African American peers. 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. This gap has narrowed over time, indicating a positive trend. Students eligible for FARMS are suspended at rates higher than their non-FARMS peers. This gap has widened over time, indicating a negative trend. Overall attendance rate- 93.1% Chronically absent- 24.3%
<b>Data Analysis</b>
<i>Summarize what the data tell about the school climate. (Information from School Data Story)</i>
<b><u>Kindergarten</u></b> From the beginning of the year to the end of year, there was 10% growth of the number of students meeting or exceeding the benchmark target for the composite score.
<b><u>1<sup>st</sup> Grade</u></b> From the beginning of the year to the end of year, there was 10% growth of the number of students meeting or exceeding the benchmark target for the composite score.

**2nd Grade**

Beginning Decoding Survey shows 41% growth in students meeting and/or exceeding the benchmark target from the beginning of the year until the end of the year.

**3rd Grade**

Beginning Decoding Survey shows 32% growth in students meeting and/or exceeding the benchmark

**4<sup>th</sup> Grade**

There was 28% growth of students meeting and/or exceeding the benchmark target from the beginning of the year until the end of the year. target from the beginning of the year until the end of the year.

**5th Grade**

There was 22% growth of students meeting and/or exceeding the benchmark target from the beginning of the year until the end of the year.

**OVERALL:**

PPES supports students with making marked growth throughout the school year. PPES struggles with assisting students to achieve and function on grade level.

**Climate Goals**

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

*Goal: Decrease the stakeholder’s negative perception in regards to bullying being a problem at the school from 58.8% to below 50%.*

**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.*

As a member of the Pleasant Plains Community, I will be safe, I will persevere, I will be accountable, respectful, and kind.

**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.*

SPARKS (Safe Persevere Accountable Respectful Kind) posters for each classroom. Teachers will explicitly teach SPARKS code of conduct expectations and procedures. Each classroom will have a designated safe place. Every day classrooms will begin with morning meeting.

<b>Family/Community Engagement</b>
<i>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.</i>
Panther Press (monthly newsletter) will have a section for SEL communications. PTA meetings will be utilized as an opportunity to review/revise schoolwide plan.
<b>Section 3: Developing Interventions and Supporting Students</b>
<b>Resource Mapping of MTSS</b>
<i>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.</i>
Tier 1- CD, Restorative Practices, SPARKS coupons, Buddy Rooms, Guidance lessons Tier 2- SEL Groups, Check-In/Check-Out, Zones of Regulations, Second Step, Code Breakers Tier 3- SST/IEP, Behavior Intervention Plan, Outside Counseling Support
<b>Social-Emotional Learning</b>
<i>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.</i>
Classes will meet daily for morning meeting. A monthly guide of SEL activities and competencies are provided to all teachers. All classes will utilize Conscious Discipline and Restorative Practice. Staff will be trained/review SEL strategies.
<b>Character Education</b>
<i>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.</i>
Virtuous language- Each month has a virtue focus. Classes participate in virtue focused activities. Students demonstrating the virtue of the month are nominated to participate in "Terrific Kids" activities.
<b>Professional Development for Staff</b>
<i>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.)</i>

Math and Literacy: Teachers will explicitly teach content aligned to the rigor of the standards including modeling through sharing their thought process aloud as they approach and complete tasks (i.e. “think aloud” strategy). *Provide overview and reminders of implementation of Elements of Effective Teaching and Learning for ELA and Math – Focus on acceleration and objectives alignment with Maryland State Standards*

Teachers will identify and implement appropriate scaffolds for instruction to promote student independence and to ensure students receiving special education services can access grade level content.

*Utilize the MCAP School Evidence Statement Analysis to identify specific areas of need with Maryland State Standards in ELA and Math to create small group instructional opportunities that close achievement gaps.*

Teachers will demonstrate cultural competency in making instructional decisions regarding the students they serve, including their strengths and needs.

*Book studies: Culturally Responsive Teaching and the Brain by Z. Hammond, Cultivating Genius by G. Muhammad*

## **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.*

Students earn SPARKS (Safe, Persevere, Accountable, Respectful, Kind) coupons, SPARKS are a physical recognition of a student displaying the code of conduct. It is expected that each class will be working toward a collective goal for attainment of SPARKS. The reward for attaining the goal should be something mutually agreed upon by the teacher and the class so that students are invested in earning the reward.

“Terrific Kids” nomination for students following the virtues and earn an assembly.  
Positive office referrals.

### **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.*

### Student Support Referral Process

Behaviors that affect only the student:	Behaviors that interfere with others' learning:	Behaviors that affect the well-being of our community:	Behaviors that cause harm or are illegal:
<ul style="list-style-type: none"> <li>- Not prepared</li> <li>- Out of seat</li> <li>- Damaging or breaking materials</li> <li>- Not following directions</li> <li>- Playing in desk</li> <li>- Not completing work</li> <li>- Refusing to complete work</li> <li>- Not listening</li> <li>- Not taking responsibility for actions</li> <li>- Sitting in chair unsafely</li> <li>- Dishonesty / Cheating</li> <li>- Hoods in public areas</li> </ul>	<ul style="list-style-type: none"> <li>- Calling out</li> <li>- Talking during instruction or independent work time</li> <li>- Inappropriate / disruptive noises</li> <li>- Inappropriate language</li> <li>- Out of seat and interfering with others' learning</li> <li>- Standing on furniture</li> <li>- Teasing</li> <li>- Taking others materials/things</li> <li>- Arguing / Talking back</li> <li>- Cell phone use</li> <li>- Not respecting personal space</li> </ul>	<ul style="list-style-type: none"> <li>- Throwing materials</li> <li>- Leaving classroom/elopement</li> <li>- Pattern of inappropriate language</li> <li>- Major/Chronic disruption (i.e., behaviors from column 1 &amp; 2 that persist)</li> <li>- Harassment of students/teachers</li> <li>- Property destruction</li> <li>- Minor aggressive physical contact with peers</li> <li>- Reported incidents from bus</li> <li>- Threatening to do injury on a person or property</li> </ul>	<ul style="list-style-type: none"> <li>- Stealing/Theft</li> <li>- Fighting (major)</li> <li>- Drugs</li> <li>- Weapons</li> <li>- Indecent Exposure</li> <li>- Credible threats</li> <li>- Bullying</li> <li>- Throwing furniture</li> <li>- Physical attack</li> <li>- Leaving school property</li> </ul> <p><i>*An office referral must be completed for all of these behaviors*</i></p>
<b>Teacher managed</b>	<b>Teacher managed</b>	<b>Teacher managed in class with support from SEL Team</b> <small>*(SEL Team will contact office when appropriate)</small>	<b>SEL Team/Admin Managed*</b> <small>*(SEL Team will contact office as appropriate)</small>

## 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.*

Responses may include:	Responses may include:	Responses may include:	Responses may include:
<ul style="list-style-type: none"> <li>- Non-verbal cues (i.e., looking, visual cues, pointing/gesturing)</li> <li>- Proximity</li> <li>- Use of 'Assertiveness' to pivot attention to positive expectation</li> <li>- Private conference with student</li> <li>- Provide option of Safe Space, Buddy Room, opportunity for movement (water, delivery)</li> </ul>	<ul style="list-style-type: none"> <li>• Use verbal and/or non-verbal de-escalation strategies                             <ul style="list-style-type: none"> <li>- Non-verbal cues (i.e., looking, visual cues, pointing/gesturing)</li> <li>- Proximity</li> <li>- Verbal Reminder</li> <li>- Use of breathing techniques</li> <li>- Provide Safe Space option</li> </ul> </li> <li>• Hold private conversation w/ student to gather information</li> <li>• Failing to earn SPARKS</li> <li>• Parent contact</li> <li>• Consult with colleagues to brainstorm strategies (Grade Chair, STAT, SPED, Team)</li> </ul>	<ul style="list-style-type: none"> <li>• Use verbal and/or non-verbal de-escalation strategies</li> <li>• Referral to Code Breakers</li> <li>• Private conference with student</li> <li>• Failing to earn SPARKS</li> <li>• Parent contact</li> <li>• In-class Student Support Call</li> <li>• Call for tap-in/tap-out</li> <li>• Teacher assigned detention</li> <li>• Parent/Student/Teacher conference</li> <li>• Referral to SEL Support Team</li> <li>• Discussion within class meeting</li> <li>• Administrator assigned detention</li> </ul>	<ul style="list-style-type: none"> <li>• Students meeting with their mentors or tiered-support person.</li> <li>• Loss of activity</li> <li>• Discussion within class meeting</li> <li>• SEL Support Team Referral</li> <li>• Student Support Call</li> <li>• Parent contact</li> <li>• Consultation with support staff (i.e., counselor, IST, psych, SW, nurse, PPW)</li> <li>• Administrator assigned detention</li> <li>• Office Referral</li> <li>• In-school suspension</li> <li>• Out of school suspension</li> </ul>

See Reverse for strategies and reminders to support...

## 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.)*

Google Form- Student Referral- tracks teacher, location, time of day, antecedent, prevention strategies

## Section 5: Miscellaneous Content/Components

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