



Schoolwide Positive Behavior Plan Baltimore County Public Schools



Date Completed: 8/1/2022

School Year 2022-2023

School: Woodbridge ES

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.

Kimberly Fields – Assistant Principal
Alexis Mileto – SDT
Colleen Boyer – School Counselor
Halle Higgins – Kindergarten Teacher
Emma Jones – Fourth Grade Teacher
Justine Schultz – Art Teacher K-5

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 school successfully decreased the overall suspension rate from 1.53 to 1.12 however, the trend of suspending Black students are at higher rates than other races continues. One Black student was suspended. Incidents of aggressive behaviors during recess and at unsupervised times have increased across grade levels. The Black rate is 3.52 up from 2.78 in 18-19. The Special Ed rate decreased from 5.88 to 5.56.

Data Analysis

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

At our school, the Kindergarten through Grade 5 2019-2020 September 30th enrollment indicates that we have 448 students and our demographics are as follows: 31.7% Black/African American, 8.7% White, 15.2% Hispanic, 3.1% Two or More Races, 40.8% Asian. The proportion of students eligible for receipt of special services are as follows: 25.4% English Learner, 55.4% Free and Reduced Meals,

and 8% Special Education. The overall enrollment count has remained stable since 2017-2018. During the same time period, the proportion of the Asian students and students who receive English Learner services has increased. The Data Story analyses will focus on the student groups with populations that comprise at least 5% of the system level enrollment.

Climate Goals

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

The Belonging index as measured by the Student portion of the Stakeholder survey will increase 11%, from 74% to 85%.

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 Woodbridge Code of Conduct mirrors the Woodbridge Pledge which is read every day on the morning announcements. It states:

Be respectful of self and others.

Be responsible for my work and behavior.

Be cooperative, learn and be safe.

Make Woodbridge a warm and welcoming place to learn.

These schoolwide expectations have been reviewed to assure cultural relevance and sensitivity to the needs of our students and staff. The school has developed posters of what the schoolwide expectations look like in the various parts of the school building. All teachers will reference the specific language of the expectations and will teach the schoolwide expectations to their students. The teachers will use teachable moments to discuss witnessed behavior. The School Counselor will teach lessons about the Code of Conduct for each class at the beginning of the school year. School Climate Committee will assist the School Counselor with developing specific lessons to use when teaching the schoolwide expectations.

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.

Teachers will be provided time and guidance during Teacher Orientation 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 have visual representations of them. Teachers will be encouraged to recognize and reinforce expected behavior through behavior specific praise and/or physical reinforcers. 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.

First week of school review expectations:

Discuss the meanings of being responsible, respectful and safe.

Refer to the matrix to explain the traits again.

Use teachable moments to discuss witnessed behaviors.

Have student's complete reflection sheets after development of worksheet per grade level.

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 (Code of Conduct) will be shared with families as part of the Back To School presentation. 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 School 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.

The Code of Conduct will be shared with the parents the following ways:

Send home in paper packets for the beginning of the school year.

Send copies home with the student handbook.

Discuss at the first PTA meeting.

Revisit at the beginning of each quarter.

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 of interventions and supports offered by our school at the Tier 1, Tier 2, and Tier 3 levels. The team has evaluated and determined the effectiveness and cultural relevancy of these practices for our student body. The School Climate Team will continue to review data throughout the year to determine if these interventions are sufficient or if other practices and interventions would be needed by our students. Woody's Wrap Around members will continue to monitor the entrance criteria and exit criteria for Tier 2 and Tier 3 interventions as well as the progress of the students accessing those interventions.

The following interventions will be put in place at each Tier listed below.

Tier 1

Class dance party
Teacher conference
Positive celebrations

Tier 2

Supervised breaks and reflection log completion.
Fast Pass with reflection log completion.
Mentoring – pair with a teacher

Tier 3

Prize box students
Behavior Chart
Good Behavior Games

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.

The teachers will use SEL class meeting times to encourage relationship building. The school is committed to Conscious Discipline at all grade levels. The school also applies 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 is considering incorporating Mental Health Moments/Mindful Moments during class meetings.

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 counselor takes the lead in using the matrix, character-building activities, and Teaching Tolerance to incorporate the voices of our students. Lessons and resources will be provided to the teachers, announcements will be made, and there will be follow up activities. Additionally, there are other activities during the year that support Character Education. The school celebrates with instructional activities Random Acts of Kindness Week and Bullying Prevention Week.

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.)

This year the school will incorporate the consistent use of Tier 1 interventions and will inform and train all teachers about this program and the role of the teacher in its implementation. The School Climate Team will create a mid-year survey to obtain teacher voice about topics for which they would like more information and instruction. The School Climate Team also plans to develop a coaching support system for teachers who would like more behavioral support and guidance in classroom management. The School Counselor and School Social Worker will provide Professional Development for teachers on how to use questions stems in order to de-escalate students and encourage empathy with their victims.

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 reminded of the importance of using positive reinforcement to bring about change in behavior, especially with reference to the schoolwide and classroom expectations. The School Climate Team will develop a system of acknowledgements that can be used schoolwide and/or grade level specific and will encourage grade levels teachers to work together to reinforce the system. The School Climate Team will develop a variety of ways to positively reinforce students for demonstrating expected behavior according to each Tier. Examples are listed below.

Tier 1
Student of The Month
Dance Party
Announce “Caught Being Good”

Tier 2
Student lunch on the stage.
Lunch Bunch
Visit with younger students. (Math & Reading)

Tier 3
Prize Box
Mentoring – Check in and Out

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 (or problematic) behaviors and clear procedures as to what behaviors are classroom-managed and what behaviors should be office-managed. Referral forms have been developed and will be distributed to the staff. Teachers will be given additional resources and information to assist them in expanding their classroom management tools. The school staff will be trained in using Restorative Practices sentence stems and questions. They will also be encouraged to use these strategies when faced with unexpected behavior in the classrooms. The steps in the Woodbridge Code of Conduct will be implemented schoolwide.

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 Behavior Threat Assessment Team and the members meet monthly 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 BTAT staff members follow up with students who have been assessed because of a threat, address treatment options, and monitor their progress. In addition, the BTAT will teach the teachers de-escalation strategies to use in the classrooms.

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>
<p>The School Climate Team will review the data listed below at the scheduled meetings. The team tries to review the data with a lens of equity but realizes this process can be improved and will work to do this more effectively this year. The team also discusses how well the interventions and practices are implemented.</p> <p>Referral data Time Out Logs Parent communication logs. Bus Referrals Mentor Logs</p> <p>Positive: Kids who participate in incentive rewards. Students who are getting “Caught Being Good” Students identified for exhibiting Random Acts of Kindness. Mentor Logs</p>
Section 5: Miscellaneous Content/Components
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