



## Schoolwide Positive Behavior Plan Baltimore County Public Schools

**Date Completed: 10/13/2023**

**School Year 2023-2024**

**School: Milbrook Elementary 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.*

Our School Climate Team currently includes Assistant Principal, School Psychologist, and School Social Worker. These core members will work to implement the interventions suggested by the SWPBP, and monitor its effectiveness, meeting quarterly. The school currently has a Climate Committee which reflects the diverse positions and perspectives of school staff members, including classroom teachers, special educators, special area teachers, etc. As discussed during School Progress Plan development, our administration is looking to continue the Student Advisory Council, which would afford the opportunity for students to voice feedback about school programming, interventions and supports across a variety of areas. This Council will then transition to our Student Council, beginning this year.

#### 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)*

Based on the data story, the data included for Milbrook were collected during the 2022-2023 school year. The suspension rate was 4.6%

Based on this data, Black/African American students are suspended at rates higher than their non-Black/African American peers at Milbrook. The suspension rate gap for Black/African American students at Milbrook Elementary is greater than the same gap for all BCPS elementary schools; however, this gap has narrowed over time, indicating a positive trend. Similarly, students eligible for Special Education are suspended at rates higher than their non-Special Education peers. The suspension rate gap for students eligible for Special Education at Milbrook Elementary is greater than the same gap for all BCPS elementary schools 12.5% compared to 5.7%. Similarly, students eligible for FARMS are suspended at rates higher than their non-FARMS peers. The suspension rate gap for students eligible for FARMS at Milbrook

Elementary is greater than the same gap for all BCPS elementary schools. This gap has widened over time, indicating a negative trend. Based on these data, goals and action steps were created on the SPP to address disproportionality and equity. These include monthly data meetings with administration and resource staff to review student progress and needs. During these meetings, data will be analyzed using an equity lens with specific emphasis on the need to reduce disproportionality.

## Data Analysis

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

School Data Story provided, it is notable that “Students eligible for Special Education are suspended at rates higher than their non-Special Education peers. The suspension rate gap for students eligible for Special Education at Milbrook Elementary is greater than the same gap for all BCPS elementary schools”. The School Climate Team examines student responses to the BCPS Stakeholder’s survey year to year. The following data is based on the 2022-2023 responses, which was on 143 students responses, roughly 66.5% of the student population .

-82.4% “agree” or “strongly agree” that they feel safe at school.

-86.5% say they “feel welcome at school.”

-84.9% say they are “proud to be a student at this school.”

-88.1% say that “most adults at my school care about me as a person.”

-84.5% say “there is at least one adult at my school that I can go to if I have a problem.”

-60.8% either disagreed or strongly disagreed with the statement that “most students in my school stop and think before doing anything when they get angry.”

-49% either disagreed or strongly disagreed with the statement that “most students in my school try to work out their disagreements with other students by talking to them.”

These responses provide a window into (albeit a small subgroup of) students’ perceptions of areas of Social Emotional Learning that should be prioritized by Milbrook staff.

Looking towards the school year ahead, our School Resource Staff are actively collaborating to identify and implement a variety of data collection tools (formal and informal, SEL-related and otherwise), that would provide crucial feedback, helping inform next steps to equitably meet the needs of all students.

## Climate Goals

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

**Goals** currently indicated in our SPP:

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

--Teachers explicitly teach and model social emotional learning skills and strategies and integrate them into academic content

**Action Steps** for how leadership will create conditions that support this environment include:

-Providing rituals that help create connections and cultivate compassion.

-Establish School Assemblies/Daily Announcements to support SEL skills.

-Student Council: monthly meetings to have capture student voices

<b>Section 2: Developing and Teaching Expectations</b>
<b>Expectations Defined</b>
<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>Our School Code of Conduct uses the acronym of staying on TRACK;</p> <p>As a Milbrook Mustang,</p> <p>Today I will...</p> <p>Respect Everyone</p> <p>Act Responsibly</p> <p>Come Prepared</p> <p>Keep Safe</p>
<b>Classroom Plan for Teaching and Reinforcing Expectations, Routines, and Procedures</b>
<i>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.</i>
<p>All school staff started the school year by teaching TRACK (our schoolwide system) expectations in all areas. (classroom, hallway, cafeteria, bus, bathroom) There were specific lessons, created by teachers, that all classes used to learn the expectations in all settings. Teachers will use “Milbrook Money” to reinforce positive behaviors. Students can use “Milbrook Money” to purchase prizes. Each month all students will participate in a TRACK celebration. These events are planned by staff and will highlight the positive behaviors exhibited throughout the schoolhouse.</p>
<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>
<p>All Social-Emotional supports will be shared with families through teacher communication, the monthly family newsletter, parent “Chat and Chew” sessions, and Parent Engagement Nights. Student Council will help students to voice feedback about school programming, interventions and supports across a variety of areas.</p>
<b>Section 3: Developing Interventions and Supporting Students</b>
<b>Resource Mapping of MTSS</b>

*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.*

Currently, Milbrook's Multi-Tiered Supports include the following:

**Tier 1-** School-Wide Conscious Discipline (and accompanying Universal Screening Tool), PBIS, Virtue Language/Lessons,

**Tier 2-** Check-In, Check Out (CICO), Mentoring Program, Student Support Teams, Community Mental Health Therapy Partnership Referrals.

**Tier 3-** Individual Interventions (Counseling/Social Work Services), Student Behavior Plans (FBA/BIPs, as well as Daily Behavior Monitoring Charts for identified 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.*

Milbrook is utilizing School-wide Conscious Discipline components to guide instruction for small social skills groups. These skill groups will occur weekly and will provide more individualized support for students that will complement their whole-group skills lesson taking place in the classroom. The lessons will be planned from a trauma-informed perspective in order to provide a safe learning environment for all participants. Additionally, the teachers running these groups will collaborate with the students' homeroom teachers to ensure smooth transitions and transference of skills back into the classroom.

SEL Staff will continue to plan for school-wide mental health initiatives throughout the school year and devise ways to assist teachers in implementing these activities.

### **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.*

Milbrook will select one virtue each month for the whole school to focus on. There will be activities and incentives given based on this virtue to encourage demonstration of this skill. The virtue will be identified on the morning announcements and activities will be connected to the virtue for the entire month. Teachers and students can nominate people who are demonstrating the virtue each week. Monthly, nominated students will be announced those students will receive a certificate and get to sign the monthly virtue poster to be displayed in the central hallway.

### **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*

<i>feedback during the year to address their concerns and areas in which they want/need more information. (Information from School Progress Plan.)</i>
Staff development workshops will take place during faculty meetings. SEL topics of focus will correspond to the Conscious Discipline competencies and will also include positive behavior skills and strategies. All lessons will be taught from a trauma-informed perspective to provide staff with critical skills necessary for creating a safe and nurturing environment for all students.
<b>Section 4: Supporting and Responding to Student Behavior</b>
<b>Recognitions/Incentives</b>
<i>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.</i>
Teachers and staff are encouraged to use a variety of methods to acknowledge, reinforce and promote positive behavioral expectations. Teachers have previously been provided training in the importance and expectation of Behavior-Specific Praise, as well as the use of the 4:1 or 5:1 ratio for positive to negative feedback for students. As part of ongoing professional development throughout the school year, teachers will be provided with additional ‘booster’ training and resources to assist with implementing a variety of positive behavioral reinforcements.
On a school-wide level, students exhibiting virtuous behavior will be nominated for the Virtue of the Month and names will be selected and celebrated on the morning and afternoon announcements. Teachers will use “Milbrook Money” as a positive consequence and students can use this to purchase prizes.
<b>Hierarchy for Behavioral Referrals and Consequences</b>
<i>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.</i>
Staff has developed a School-wide flowchart identifying expectations for classroom-managed vs. office-managed challenging/unexpected behaviors. 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.
<b>Response for Intensive Behaviors</b>
<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>

Two staff members are currently trained in Non-Violent Crisis Intervention Training. All teachers have been trained to use the two-way radio to request “immediate support” for unsafe behaviors. There is a QR code that can be used to capture behavior data related to the walkie call, (physical aggression/fighting) The following people can respond: Administration, Counselor, Social Worker, School Psychologist. The School Social Worker and Psychologist are able to conduct threat assessments. We can call school counselors at local schools to support with threat assessments, if necessary.

### **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.)*

School Climate Team will review and analyze Behavior Referral Data (walkie calls, QR code) Check In/Check Out Data, Surveys and Suspensions.

### **Section 5: Miscellaneous Content/Components**

Parents will also receive communication for parent workshops, surveys, and all school information to keep students and families connected to the Milbrook Elementary School community.