



Schoolwide Positive Behavior Plan Baltimore County Public Schools



Date Completed: 8/23/2023

School Year 2023-2024

School: Cromwell Valley Elementary Magnet School

Section 1: Initial Steps
School Climate Team
<p><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> <p>Cathy Thomas, principal David Davis, assistant principal Carrie Schiavone, school counselor Linda Gaylor, magnet teacher Katie Kessinger, reading specialist Jill Wright, magnet teacher Carrie Keeney, classroom teacher</p> <p>The Leadership Team and various other staff members will be reviewing, revising, and monitoring this document and its implementation.</p>
Equity Lens
<p><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></p> <p>The 2022-2023 Stakeholder Survey domain values were:</p> <p>79.3-Academic Aspirations (up from 78.3), 60.8- Belonging (up from 52.8), and 76.2- Student Support (up from 67.3). These results indicate that student perception has increased in all three areas. 42.7% indicated they were bullied (down from 50%). and 62.2% reported witnessing bullying (down from 70%).</p> <p>Results continue to indicate little discrepancy between races.</p> <p>20% of our Asian students reported a lack of academic aspirations and challenging work.</p>

Students eligible for Free and Reduced Meals services are chronically absent at rates HIGHER than their nonFree and Reduced Meals peers. The chronic absenteeism rate risk ratio for students eligible for Free and Reduced Meals services at Cromwell Elem Magnet is WIDER than the same measure for all BCPS elementary schools.

Data Analysis

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

The data demonstrates that CVE should focus on attendance rates for FARMS students. The gap in attendance issues for students of color narrowed from the previous year. The stakeholder survey, as well as school level surveys demonstrate a persistent issue in sense of belonging and bullying, although there was an improvement. There is a very slight discrepancy between racial groups. We are looking forward to collecting current data from parents and students in the 2023-2024 school year.

In analyzing the latest Stakeholder Survey, CVE remains slightly lower when compared with BCPS elementary schools in areas such as sense of belonging, academic challenge, and school support, and bullying. A concern in belonging is connected to being a magnet school. We are hopeful that this will improve with the support of the PTO and the addition of a special events committee responsible for planning evening activities to build community. The administration will also hold focus group meetings with students to address various issues from the Stakeholder Survey using the survey items as a reference. These items will also be skillfully folded into classroom meeting topics.

Climate Goals

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

Key Action-

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

(Teachers will consistently facilitate daily classroom meetings and utilize strategies aligned with Restorative Practices when appropriate.)

Culture-

Guidance on implementation of classroom meetings
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Restorative Practices training

Opportunities to share best practices with colleagues

EQUITABLE ACCESS:

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.

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.

- Choose safety
- Act responsively
- Respect others
- Empathize
- Show self-control

It spells out CARES- we have a Cromwell Cares initiative

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.

All teachers will take time at the start of the school year to set expectations for behavior and classroom routines. These will be practiced with students.

All classroom teachers will spend 15-20 minutes daily implementing Conscious Discipline/morning meetings. This includes using the provided literature to teach social skills, engaging in connecting activities to build a classroom family, and making daily commitments that can be revisited throughout the day.

We are exploring components of Restorative Practices this school year. Teachers will learn how to handle issues as they arise in the classroom. This will include holding classroom meetings when needed, as well as processing each incident with the involved students so that any harm can be repaired. Building community is a focus for CVE.

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.

Teachers share classroom expectations with families at back-to-school night and in weekly/monthly communication. The admin sends a Sunday Call each week to families and often includes reminders of behavioral expectations.

I reached out at the end of the school year to parents to find people willing to serve on a School Improvement Team. The focus of the team will be equity and tolerance. This was well received with 10 people offering to serve on the committee. To help parents understand our focus on Conscious Discipline, we have purchased a parent library from the makers of CD. We will be using the resources as a lending library for parents.

We are bringing back an initiative from the past called Smart talk- monthly meeting for parents are held on a variety of topics. The first is on how the brain works when students get upset/scared

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.

Conscious Discipline RT
Restorative Practices

Monthly grade level meetings will include time to discuss students and plan for Tier 1 and 2 interventions. The school counselor also meets individually with teachers to support individual behavior contracts and plans. Weekly meetings are held with the school psychologist, admin, school counselor, and special educators to discuss students and plan for Tier 3 interventions.

The climate team will look closely at this process this school year.

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.

Conscious Discipline
Restorative Practices- my school counselor and a representative from central office will engage staff in training.

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.

My school counselor implements a character education program each year. There is a character trait of the month. Teachers are provided talking points and resources to ensure that

every student is receiving direct instruction and opportunities for discussion surrounding each trait.

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.)

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 receive a star for demonstrating a character trait. These are posted on a bulletin board in the school. We just started an attendance incentive related called *I Love to be at CVE!* We had stickers made for each month. They have the catchy attendance phrase and our cute Terrapin mascot. They say the month on them, as well. Students receive them for perfect attendance for the month. We have positive behavior referrals. The principal calls students to the office, talks about positive behaviors, and gives some sort of prize such as a pencil. The referral is sent home for parents to see.

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.

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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.

BTAT Team will meet to discuss.

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.)

Attendance Data
School level Surveys
Stakeholder Survey
Referral Data

Section 5: Miscellaneous Content/Components

The Leadership Team will be reviewing and revising this plan.