



Schoolwide Positive Behavior Plan Baltimore County Public Schools



Date Completed: 7/13/2021

School Year 2021-2022

School: Lansdowne High 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.

(Current Team – subject to change as we re-work our committee assignments for 2021-22)

Nehal Ghodasara – Administrator

Kelly Olds – PBIS Committee Co-Chair, Department Chair

Amanda Blue – PBIS Committee Co-Chair, Teacher

Sarah Curran – Teacher, Equity Task Force Member

David Falin – Teacher

Mohamed Mowad – Teacher

Tom MacDonald – Teacher

Jon Briggs – Teacher

Jaime Hedges – Teacher

Gary Braham – Teacher, Equity Task Force Member

Shaun Murphy – Teacher

Christen Rhodes – Teacher

Ted Thompson – Teacher

Jen Joslyn-Mahuta – Department Chair

Inclusion of School Counselor

Krystal Topper – School Psychologist

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)

As of September 30 2019, enrollment indicates that we have 1326 students and our demographics are as follows:

24.81% Black/African American,
 37.25% White,
 25.26% Hispanic,
 3.92% Two or More Races,
 8.3% Asian,
 19.46% English Learner,
 59.88% Free and Reduced Meals
 10.56% Special Education.

2 out of 5 students were chronically absent. Rate is higher for Hispanic student group(s).
 The 2017-2018 4-Year graduation rate was 86.23%. In 2017-2018 the Hispanic/Latino student group(s) and students receiving English Learner special services graduated at notably lower rates than their peers.

30.01% of students received a Final Grade of D, E, or F on their report card. Of the students receiving failing grades, the Hispanic/Latino and Two or More Races student group(s) are overrepresented.

The Hispanic/Latino student group(s) are persistently achieving the EBRW CCR benchmarks at a lower rate than their peers.

The intersection of achievement and climate data indicate that the following student groups are most underserved: Hispanic/Latino

Targeted School for Improvement for our Hispanic, ELL and FARMS Students.

2020-21 Interim Data Story shows the following:

Graduation Rates for 2018-19 and 2019-20: Gaps continue to grow significantly in the subgroups of Hispanic/Latino and ELL students. There have been improvements in graduation rates for FARMS and Special Education students

Dropout Rates for 2018-19 and 2019-22: Gaps continue to grow for the subgroups of Hispanic/Latino, FARMS and ELL Students (37%, 17.7% and 35.6% respectively)

Data Analysis

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

The data shows that the Hispanic and ELL students are our lowest academic performing student groups. According to the stakeholder survey, Hispanic and ELL students lack a sense of belonging and feel a lack of support compared to other student groups which contributes to the lower attendance and graduation rate.

Climate Goals

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

- PBIS committee will create incentives and methods of recognition. Progressive discipline tool for teachers to follow. Mentoring programs. **Provide PL opportunities focused on SEL Welcoming Activities, Rituals and/or Routines. Aligning School Committees to support work of SPP. Continued Equity Task Force work to celebrate diversity. ILT Book Study: Cultivating Genius: An Equity Framework for Culturally Responsive and Historically Responsive Literacy by Gholdy Muhammad. Revision of SEL Program at LHS to**

include SEL Strategies from CASEL, Trauma Informed Practices, Virtues Language and Restorative Practices all through Equity Lens

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.

Be Respectful, Be Responsible, Be Ready

Expectations are communicated through a variety of ways: posters throughout building, when implementing V-Bucks program, in classroom settings with teachers

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.

SEL welcoming and activities, routines, and rituals: posters in hallway and classroom: VOTM, V-bucks: Schoology

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.

Use Schoology, PTSA, Phone calls, using local organizations, interpreters, ELL training, more positive home connections

Principal's Parent Advisory Group, Principal's Student Advisory Group, Monthly Parent Newsletters. 2021-22 School Year will be development of a new plan along with new vision and mission for LHS which will include evaluation tools (student and parent surveys to begin with for baseline data).

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.

<p>Tier 1: V Bucks; Classroom lessons; SEL welcoming activities, routines, rituals,</p> <p>Tier 2: Mentoring program (Girls/Boys), Friday/Saturday School with Restorative Reflection, V-Card, positive postcards</p> <p>Tier 3: Referral to outside agency, referral to social worker, program reviews. Referral to the community outreach liaison</p>
<p>Social-Emotional Learning</p> <p><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></p> <p>SEL Welcoming Activities, Routines and Rituals required part of daily lesson plans – PL will be required</p> <p>Trauma Informed Practices PL – offered first week back by Social Worker</p>
<p>Character Education</p> <p><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></p> <p>9th Grade CE lessons, quarterly CE lessons through core content area (SS?), Character Trait of the month focus using V-bucks</p> <p>Virtues Program will be the Character Education program implemented in our 2022-23 plan</p>
<p>Professional Development for Staff</p> <p><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></p> <p>Quarterly Training/ Review for staff members; focus PL based on data analysis and work observed in classrooms</p>
<p>Section 4: Supporting and Responding to Student Behavior</p>
<p>Recognitions/Incentives</p> <p><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</i></p>

<i>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>
<p>Viking of the Month (Student), In classroom posters, Positive PBIS Postcards (during Dept Meetings, V-card celebrations)</p> <p>Monthly Teacher Recognition, Monthly Student Recognition, Quarterly Student Recognition – Honor Roll, Most Improved, Principal’s List, Weekly Celebrations in Staff Newsletter and announcements about students and staff doings, Positive Postcards for students and staff</p> <p>Staff and Student Celebration Committee will monitor use of V-Bucks by teacher and student population to identify the effectiveness of the program.</p>
Hierarchy for Behavioral Referrals and Consequences
<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>
See attached Chart.
Response for Intensive Behaviors
<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>
See attached Chart
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>Behavior Intervention Log – for teachers to document teacher managed behaviors</p> <p>Electronic Referral Form – for department chair and administrative response to repeated behaviors</p> <p>FOCUS – documentation of suspensions</p>
Section 5: Miscellaneous Content/Components
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