



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

Date Completed: 7/21/2021

School Year 2021-2022

School: Pine Grove Middle 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.

The school has identified a School Climate Team which is composed of:

- Principal: Deborah W. Magness
- Assistant Principals: Jen Farmer, Nate Davis, George Miller
- Department Chairs: Josh Carbin, Ellen Mangels,
- Teachers (general educators, special educators, and special area teachers)
Kristen Campbell (Special Education DC), Westbrook (Music), Matt Llufrío (Science), Vernon Fains (Art), Anne Casale, Matt Cranston, Kerrie DeVito, Elizabeth Harvey, Sarah Hawman, Rob Leibe, Claire Leonard, Chris Mirable, Matt Poissant, Nicole Scott, Elise Shoemaker, Danbi Walman, Stephanie Sneed, William Sparks, Kimberly Miller, Jody Tuszynski, Kara Roberts, Gergory Clemens,
- Related Service Providers and Support Staff:
Jen Bagnall (Guidance DC), Traci Miller (SRO), Monica Addison-Walker (Psychologist), Terri Amici (Reading Teacher), Betsy Rudolf (Nurse), Torie Townsend (Social Worker), Rico Morales (Behavior Interventionist)

The teachers represent the diversity of our school. The team will meet monthly to discuss implementation of interventions, monitor the effectiveness of the interventions, and suggest changes or modifications to those interventions.

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)

Suspension Rate Student Group Summary Statements

- **Black/African American** students are suspended at rates higher than their non-Black/African American peers. The suspension rate gap for Black/African American students at Pine Grove Middle is greater than the same gap for all BCPS middle schools. This gap has narrowed over time, indicating a positive trend.
- **Hispanic/Latino** students are suspended at rates higher than their non-Hispanic/Latino peers. The suspension rate gap for Hispanic/Latino students at Pine Grove Middle is greater than the same gap for all BCPS middle schools. This gap has widened over time, indicating a negative trend.
- **Two or More Races** students are suspended at rates higher than their non-Two or More Races peers. The suspension rate gap for Two or More Races students at Pine Grove Middle is greater than the same gap for all BCPS middle schools. This gap has widened over time, indicating a negative trend.
- **Students eligible for FARMS** are suspended at rates higher than their non-FARMS peers. The suspension rate gap for students eligible for FARMS at Pine Grove Middle is less than the same gap for all BCPS middle schools. 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. The suspension rate gap for students eligible for Special Education at Pine Grove Middle is less than the same gap for all BCPS middle schools. This gap has narrowed over time, indicating a positive trend.

Data Analysis

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

During the Summer Institute and other meetings over the summer along with observations and analysis based on the data provided by DRAA as well as school-based data a deep dive of various data points occurred. A review of the School Data Story indicated that students in the following subgroups: two or more races, FARMS, special education, Hispanic and African American are suspended at a higher rate than their white peers. The suspension of FARMS, special education and African American students has narrowed, trending in the positive direction. The suspension of Hispanic and two or more races continue to be suspended at a higher rate, trending in the negative direction. As a result of the data deep dive, we are committing to analyzing staff and student survey results that will be given on the 15th of each month and reviewed and monitored throughout the school year. The following questions will be asked each month:

Data Gathering Tool: Monthly Survey to Students

Questions:

- Is there a trusted adult at PGMS you can go to for support?
 - Yes
 - No
- How would you rate your feeling of belonging, community, and acceptance?
 - Within the PGMS community, I feel like I belong and am accepted for who I am.
 - Within the PGMS community, most of the time I feel like I belong and am accepted for who I am.
 - Within the PGMS community, I do not feel like I belong and am not accepted for who I am.

Data Gathering Tool: Monthly Survey to Staff

Questions:

- Is there a trusted PGMS staff member you can go to for support?
- How would you rate your feeling of belonging, community, and acceptance?
 - Within the PGMS community, I feel like I belong and am accepted for who I am.
 - Within the PGMS community, most of the time I feel like I belong and am accepted for who I am.
 - Within the PGMS community, I do not feel like I belong and am not accepted for who I am.

Climate Goals

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

PGMS's goals in improving the social-emotional climate of the building is reflected in the following Climate Goals of the School Progress Plan:

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. (Equitable Access)

Integration of the three SEL signature practices (Welcoming ritual, engaging strategies and optimistic closure) into daily instruction [Equitable access, High expectations]

Implementation and shared accountability of the systems and structures (Cougar Paws of strength, cell phones off and away, arrows, closed commons, etc.)

Continued utilization of restorative practice strategies and language into daily schoolwide routines.

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 school has a Code of Conduct* (Cougar Paws of Strength) that states:

1. Respect Learning
 - Be on time
 - Actively Participate
 - Complete and turn in all work
 - Follow directions the first time
2. Respect Others
 - Be kind
 - Be helpful
 - Be polite
3. Respect Yourself
 - Take pride in your work
 - Show perseverance
 - Hold yourself accountable
 - Be the best you

The Positive School Climate Team will work on developing what these expectations look like in various parts of the building so that students know what is expected.



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 encouraged to develop culturally relevant expectations for their classrooms, routines, and procedures based on the schoolwide expectations. They will be encouraged to teach these expectations, routines, and procedures. 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.

PAWS of Strength (poster)



PGMS COUGAR



PAWS OF STRENGTH



COUGAR PAWS



- TAKE PRIDE IN YOUR WORK
- SHOW PERSEVERANCE
- HOLD YOURSELF ACCOUNTABLE
- BE THE BEST YOU

OF STRENGTH



COUGAR PAWS



- BE KIND
- BE HELPFUL
- BE POLITE

OF STRENGTH



COUGAR PAWS



- BE ON TIME
- ACTIVELY PARTICIPATE
- COMPLETE AND TURN IN ALL WORK
- FOLLOW DIRECTIONS THE FIRST TIME

OF STRENGTH

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 via summer communication and early school communication along with the Schoology orientation page. For example, The Cougar Paws of Strength and the PGMS Core Values will be described and explained in community communication and teachers will reference the Code of Conduct and the schoolwide

and classroom expectations in their Back-to-School Night presentation. The Schoolwide Code of Conduct will also be placed on our school website. The School Climate Committee will identify opportunities to acquire student and parent/guardian voice regarding the Schoolwide Positive Behavior Plan and the schoolwide expectations throughout the school year.

Section 3: Developing Interventions and Supporting Students

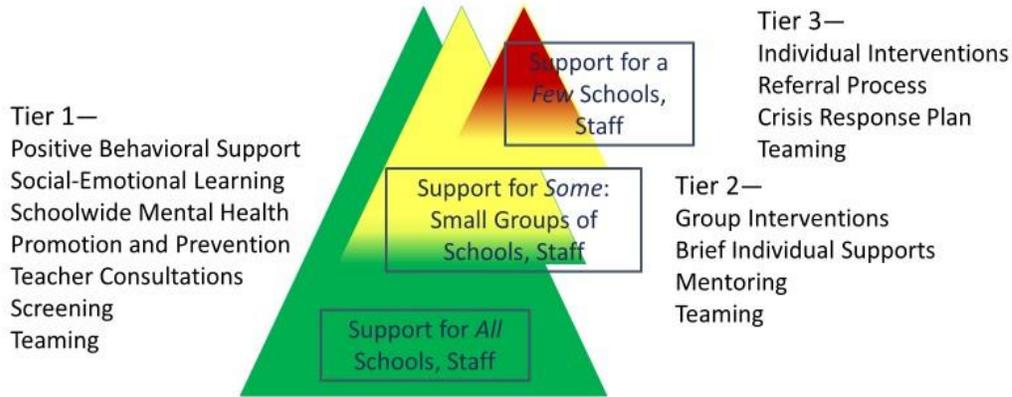
Resource Mapping of MTSS

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.

Pine Grove Middle School has not completed the Resource Mapping yet, but the School Climate Team will be completing this task throughout this year in order to assess what is in place and what might be needed to support our students.

[BCPS MTSS Resources](#)

Multi-tiered System of Supports



Tiers	What practices/ programs/ initiatives are in place?	Who receives support?	Who are the providers?	How is progress monitored? How are outcomes evaluated?	How do students enter and exit?
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Tier 1	SEL strategies Character Education Cougar Paws of strength Restorative Practices Core Values Buddy Teacher Form	All students	All staff	Informal/formal observation Attendance data Grade reporting data Student survey results Discipline data	Not applicable
Tier 2	Check In / Check out for identified students. Social Skills Groups with Guidance counselors/social worker. Social Skills Intervention with small group instruction (not doing currently). Parent Teacher Conference protocols (Farmer)	Identified students Identified Students Teachers	Counselors/social worker Counselor/social worker Farmer, etc.	Referral data Informal assessments Grade level progress checks Administrative/Counselor/teacher meetings 	Yes, if they no longer need the support
Tier 3	Behavior Threat Assessment Team Team Leader Time Out/form Student Reflection Activity form	Guidance Counselor Department Chair Additional identified staff	Counselors Social Worker PPW School Psychologist Administrators Nurse BIS	BTAT monthly meetings Progress sheets Referrals to SST/IEP, etc.	

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.

[BCPS SEL Resources](#)

SEL

Guidance lessons

Professional development for staff

Community partnerships-New York Life

At Tier 1, most teachers use the SEL 3 Signature Practices to foster supportive environments and build SEL skills. Some of the teachers use Classroom Circles to encourage relationship building along with restorative questions. The school is committed to Restorative Practices. The school will also implement clearly defined expectations that are taught, practiced, and consistently reinforced. The expectations of behavior in various locations of the building have been developed and continue to be refined. PGMS provides small group counseling opportunities for students provided by the school counselor, school social worker, and/or SEL.

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 Positive School Climate Committee will share character education lessons to be taught weekly divided across contents. The character education lessons have already been developed and will be shared with the staff.

Initial professional development will be provided to the staff on September 7th, 2021.

Weekly reminder e-mails will be sent to the staff.

Link to Character Education Lessons:

<https://bcps.schoolology.com/group/1566592945/materials?f=223762774>

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.)

Character Education Professional development will be provided for the staff

Link to SPP:

<https://bcpscloud->

[my.sharepoint.com/:w:/r/personal/dmagness_bcps_org/Documents/Desktop/PGMSPSCBP6-29-21.docx?d=w09f69ec0e5e34e128246c52c26978fa3&csf=1&web=1&e=xfurpz](https://bcpscloud-my.sharepoint.com/:w:/r/personal/dmagness_bcps_org/Documents/Desktop/PGMSPSCBP6-29-21.docx?d=w09f69ec0e5e34e128246c52c26978fa3&csf=1&web=1&e=xfurpz)

Restorative Practice refresher professional development opportunities will be provided for staff.

Section 4: Supporting and Responding to Student Behavior

Recognitions/Incentives
<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>
The Positive School Climate Committee will discuss how the school will develop a system for implementing positive consequences, acknowledgements, recognitions, and/or incentives that are linked to the behavioral expectations and rules.
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>
The School Climate Committee will discuss and identify the behaviors that are teacher-managed, behaviors referred to resource staff, and behaviors referred to administration.
2021-22 Discipline Procedures.docx (sharepoint.com)
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.</i>
The Positive School Climate Committee will discuss and identify a hierarchy of responses to intensive behaviors.
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>
The School Climate Committee will discuss and identify the data that will be collected and reviewed by the School Climate Team to identify behavior trends, patterns, action steps, and interventions using a problem-solving approach.
Section 5: Miscellaneous Content/Components
The School Climate Committee will discuss and identify expectations for the virtual classroom in alignment with schoolwide expectations and the school Code of Conduct.
The School Climate Committee will discuss and identify specific tiered strategies from the Positive Behavioral Interventions and Supports (PBIS) that will support the Schoolwide Positive Behavior Plan. Although we are focused on restorative practices, there is value in utilizing some of the PBIS interventions and supports.