



Schoolwide Positive Behavior Plan Baltimore County Public Schools



Date Completed: 8/8/2022

School Year 2022-2023

School: General John Stricker Middle

| Section 1: Initial Steps |
|---|
| School Climate Team |
| <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> |
| Our Climate Team is comprised of the administrative team, department chairs from all content areas, grade level leaders, IEP Chair, AVID Coordinator, MTSS Resource Teacher, SEL teachers, Community School Facilitator, and Staff Development Teacher. |
| Equity Lens |
| <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> |
| On the 2021-22 Stakeholder Survey, the most favorable results for all students were for academic aspiration and student support. For academic aspiration, Black/African American and Two or More Races student groups rated this as most favorable. In contrast, the White student group reported the least favorable among racial groups. Regarding, student support, the Black/African American and Hispanic groups indicated favorable results. The Two or More Races student group reported the least favorable among racial groups. Belonging indicated the least favorable results for all students. Black and Hispanic student groups rates this as most favorable. Two or More Races students reported the least favorable among racial groups. |
| Data Analysis |
| <i>Summarize what the data tell about the school climate. (Information from School Data Story)</i> |
| The overall enrollment count at General John Stricker Middle has decreased since 2020-2021. During the same period, the number of Two or More Races students and students who receive EL services has increased while the number of Black/African American, Hispanic/Latino, and White students and students who receive Free and Reduced Meals and Special Education services has decreased. |

Students eligible for Free and Reduced Meals services are chronically absent at rates higher than their non-Free and Reduced Meals peers. The chronic absenteeism rate risk ratio for students eligible for Free and Reduced Meals services at General John Stricker Middle is less than the same measure for all BCPS middle schools.

The 2021-22 data story indicates that Black/African American female and male scholars along with Two or More Races female scholars are suspended at rates higher than their non-Black/African American or non-Two or More Races peers. This gap has narrowed over time for the Black/African American males and females, indicating a positive trend. Our suspension rate for Free And Reduced Meals services scholars is less than the same gap for all BCPS Middle Schools.

Climate Goals

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

Our goal for improving the social-emotional climate is to establish classroom routines and expectations that promote cooperative learning, teacher to scholar interactions and scholar to scholar interactions characterized by mutual respect and caring. And, teachers will demonstrate knowledge of individual scholars' learning needs when planning and implementing instruction

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.

Our code of conduct states, "We are safe and respectful team at General John Stricker Middle School and together we can accomplish anything!" Additionally, we have 5 core values known as PRIDE (perseverance, respect, integrity, determination, and empathy). Each morning, the code of conduct is read aloud by all staff and students during the morning announcements. The core values are also displayed and reviewed at this time. In addition, each classroom has a poster displayed with our code of conduct. As you walk through our building, our core values are displayed on each bulkhead while posters are strategically placed throughout the building to remind scholars of the expectations when in the classroom, hallway, bathroom, and cafeteria. Lessons directly focused on the core values are presented during daily SEL Time and classroom counseling lessons.

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

| |
|---|
| <i>and positive behavior. Teachers identify encouraging procedures and corrective procedures for their classrooms.</i> |
| Each morning, we begin the day with SEL (Social Emotional Learning). The SEL lessons focus on our core values, mindfulness, schoolwide expectations, routines, and procedures. Additionally, every Wednesday, we host Community Circles to further our SEL learning while also participating in discussions/topics based on student interest. At the beginning of the year and after winter break, teachers work collaboratively with scholars to establish classroom expectations, routines, and procedures. The routines and procedures are practiced daily while the expectations are visually displayed within the classroom. Star bucks are used to recognize the positive behaviors demonstrated by scholars. |
| Family/Community Engagement |
| <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> |
| Prior to the start of the school year, parents are provided with a mailing which includes our Title 1 compact. The compact contains information about our family engagement night programs along with events throughout the year. During our Back to School night, parents are provided with information regarding our schoolwide expectations, Code of Conduct, and PBIS initiatives. Each month, we host a family engagement night focused on SEL, math, and reading. At the end of each night, input is solicited from participants regarding upcoming topics. |
| Section 3: Developing Interventions and Supporting Students |
| Resource Mapping of MTSS |
| <i>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.</i> |
| Tier 1: Restorative Practices, Character Education, SEL lessons, PBIS, Individual Teacher Coach Class Tier 2: Restorative Conferencing, Student Support Team, IEP Team, Black Boy Joy and Genius Mentoring Group Tier 3: HSSELProgram, Behavior Threat Assessment Team, IEP Team |
| Social-Emotional Learning |
| <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> |
| All scholars are provided with a daily SEL lesson which focuses on character education, our core values, and mindfulness. Additionally, all scholars are provided with character education lessons. As a staff, the SEL three signature practices are incorporated into each classroom lesson. We are also a restorative practices school in which the majority of the staff has |

received restorative practice training. Some staff members are also trained in Conscious Discipline. For scholars needing more targeted assistance, small group counseling is available along with opportunities to work directly with the MTSS Resource teacher and the SEL teachers.

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.

Scholars receive character education through the daily SEL lessons and bi-monthly classroom lessons led by the grade level counselors. Topics include empathy, healthy friendships, goal setting, stress management, conflict resolution, and being an upstander. Small groups are also available for stress management and mindfulness. Individual or 2-3 student sessions are available for empathy, patience, honesty, respect, kindness, perseverance/persistence, compassion, and resiliency.

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.)

Professional development will focus on Equity, Data Analysis, Restorative Practices, SEL Signature Practices, Culturally Responsive Instruction, Special Education Response to Intervention, UDL, Executive Function and Supports. Every Monday, staff will participate in either a faculty/PD, department, grade level, or professional development meeting. After each training, staff will be surveyed, and input will be sought regarding additional professional development needs. Additional staff input will be collected from teacher development plans, observation feedback, and departmental data analysis sessions.

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.

Scholars receive star bucks for displaying positive behaviors. The bucks can be saved for daily, weekly, monthly, and quarterly incentives. Students honor one another with shout outs which are read on the morning announcements. Student photos are taken and displayed on the

Stricker PRIDE wall. Additionally, positive referrals are used to acknowledge scholars. Each quarter, an honor roll and attendance assembly is held to recognize scholars.

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.

A Stricker Scholar Response Plan was created, aligned to the BCPS student handbook, in which category 1, 2, and 3 behaviors are identified along with suggested classroom-based interventions. Additionally, an HSSEL Response Plan was created for tier three students aligned to the BCPS student handbook.

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.

General John Stricker Middle School staff and students are trained in ALICE and Universal Response protocols should an emergency arise. These protocols are practiced throughout the school year. ALICE is also presented to parents at our Back-to-School night and mailed home in the back to school mailing. General John Stricker Middle has a Behavior Threat Assessment Team comprised of the grade level counselors, administration, school psychologist, and school social worker. Additionally, we have a School Resource Officer (SRO) and two safety assistants. When an emergency arises, the front office is notified and the administrative team along with the SRO respond. The BTAT team is then consulted to address threats to self and others. For Tier 3 emergencies, the school is staffed with two Social Emotional Teachers who are trained in Non-Violent Crisis Prevention. A protocol has been established for having an SEL respond to a classroom or scholar.

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.)

The school climate team will meet to review data monthly. During the meetings, our data analysis tool will be utilized to examine the data through an equity lens. As a school, we have a consistent tool to document incidents of behavior and referral to the administration.

Section 5: Miscellaneous Content/Components

[Click or tap here to enter text.](#)