Schoolwide Positive Behavior Plan
Baltimore County Public Schools

Date Completed: 11/28/2023   **School Year 2023-2024**
School: Winfield 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.
SEL Teacher: Janette Matthews School Counselor: Omolola Funmilayo School Psychologist: Dr. LaFountain School Social Worker: Keisha Broyles Special Educator: Angela Shea
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)

Winfield Elem Student Enrollment : Grades K to 5
2023-2024 Winfield Elem Enrollment by Student Group

Student/Service Group	2022- 2023	2023- 2024	Difference
All Students	420	439	19
Gender			
Female	193	192	-1
Male	227	247	20
Non-Binary			0
Race/Ethnicity			
American Indian/Alaskan Native	5	5	0
Asian	5	12	7
Black or African American	344	353	9
Native Hawaiian or Pacific Islander	1	1	0
White	13	10	-3
Two or More Races	19	17	-2
Hispanic/Latino	33	41	8
Special Services			
English Learners	36	31	-5
Economically Disadvantaged	177	157	-20
Special Education	47	74	27

Data Analysis

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

The overall enrollment count at Winfield Elem has increased since 2022-2023. During the same period, the number of Asian, Black/African American and Hispanic/Latino students and students receiving Special Education services has increased while the number of White and Two or More race students and students designated as English Learners and students designated as Economically Disadvantaged services has decreased. Students receiving Special Education services are chronically absent at rates HIGHER than their non-Special Education peers. Students with 504 plans is less than 1% resulting in statistical insignificance at this time, but students with 504 plans will be monitored for increase or decrease. Even though our ESOL population has decreased, we still need to consider languages spoken at home when corresponding with caretakers.

Climate Goals

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

All Students will exhibit the code of conduct and engage in conversations to identify their interests, needs, and provide feedback through focus groups, advisories, morning meetings, and survey completion.

- Educators will center student's identities, strengths, interests, and needs to make instruction accessible. (Equitable Access)

- Winfield faculty and staff 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. (Equitable Access)

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.

Winfield High Five Code of Conduct: I am Respectful, Responsible, Safe, Prepared, and Cooperative.

There are posters throughout the school building, and the pledge is recited daily in the morning announcements. Schoolwide Character Pledge recited daily and reinforced through schoolwide mammoth square incentives.

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.

- **Check-ins using the Incredible 5-point Scale:** Each day, teachers will check in with students by allowing them to identify their current level on the scale. Students can share out if they would like to but are not required.
- **Morning Meetings:** Teachers will engage students in morning greeting at the door upon arrival each morning allowing them to connect with the teacher in a positive way.
- **Brain Smart Start/Morning Meetings:** Every morning, teachers will implement the Brain Smart Start/SEL Check-in with their classes. The four components of this will include special greetings); and an activity to commit (setting goals and intentions for the day). During this time, teachers and students will do the "Wishing Well" (per Conscious Discipline) to acknowledge when students are absent, wish them well, and welcome the students back after being absent.
- **Use of Safe Space:** In each classroom, teachers will have a designated space complete with items students can use to calm down and self-regulate. Included in this space will be the Conscious Discipline breathing strategies, "I feel" and "I calm" print outs, the Incredible 5-Point Scale, and a timer. Teachers will model how to use the safe space for students in the beginning of the year and continue to do so.
- **Closing Circles:** Time permitting, at the end of the day, teachers will have students highlight a low and a high for the day and any corresponding feelings around this.
- **Time machine:** For conflict resolution in the classroom, teachers will teach, model, and implement the Conscious Discipline Time Machine strategy for students.

Review and reteach. Teachers will review and reteach all SEL routines and rituals periodically.

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.

-Table at back to school night for parents to review materials.
-Title 1 Family Engagement Compact
-Included in the first monthly newsletter of the school year
-SEL tips that connect to the schoolwide positive behavior plan will be included in the newsletter for each month
-Have teachers include the expectations in their back-to-school night presentations
-Post and publish information on the school website in multiple languages.

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.

Tier 1: We will continue to use resources such as Conscious Discipline, Restorative Practices, PBIS, the Incredible 5-Point Scale, and Second Step. SEL lesson plans are provided via the health curriculum in conjunction with Conscious Discipline based on CASEL Standards (self-awareness, self-management, social awareness, relationship skills, and responsible-decision-making.

Tier 2: We use our school-wide ambassadors and check-in/check-out systems. The SEL team also provides consultation for teachers as needed, on a case-by-case basis.

Tier 3: We will continue using referrals to SST, School Counselor, School Social Worker, and our school-based mental health partnership as needed and appropriate (Thrive or Hope Health)

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.

Teachers will use the Second Step curriculum, CASEL Standard lessons (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making), School Counselor monthly grade level lessons with classroom teacher participation, resulting in common language and common strategies for student self-regulation.
SEL Team will provide a large-scale PD in the beginning of the school year to provide training, along with monthly refresher trainings, and teacher consultations as needed.

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.
Our character education program will be Bucket Filling. SEL Team and teachers will educate the students on Bucket Filling, and each educator will receive a copy of "Have You Filled a Bucket Today?" book to teach about character education and how to be kind to one another. Educators will have more flexibility around lessons for 4th and 5th grade to make it more developmentally appropriate. We will also utilize a monthly Virtue/Character trait along with read alouds to highlight that monthly virtue/trait. Students will be recognized for displaying evidence of the targeted monthly virtue/trait through the use of daily morning and afternoon shoutouts and monthly virtue of the month display board (posted in front lobby).

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.)
The SEL Team will hold monthly grade level PD's around the different areas of the School Wide Behavior Plan (see above for details regarding specific subjects). In addition, the administrative team will request targeted PD based on informal observations and school-wide discipline data in order to target specific PD for teachers.

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.
We will continue to use mammoth squares, have a school store, and hold school wide events. There will be a tiered system of recognition (mammoth shout outs): individual; classroom; and school-wide. Shoutouts are color coded to provide data on frequency of affirmations. SEL Schoolwide Positive Behavior Plan Page 6 Team will speak to teachers in grade level meetings to determine plan for celebrations and recognition.

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.
We will have an outline SEL support process for teachers to follow based upon the 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.
Our SEL Team responds to crisis calls. A document is available for viewing upon request. **Appropriate referrals include:** • Chronic disruptions (after the teacher has made attempts to change the behavior which include taking a time out in classroom or a buddy Teacher's room) • Major damage or destruction of property (then notify the office) • Inappropriate/ unsafe classroom behavior that may endanger student, classmate or teacher. We have a SEL Team that responds to behaviors in the classroom; We also have a threat management team (School Counselor, School Psychologist, School Social Worker) that handles all threats to self and others. **Threat Management Protocol/Flowchart:** Documents for in-person threat management protocol available upon request- calls will be made to support by office/walkie. Threats to harm self or others will be reported to SEL staff and administration. If an assessment is completed, parent will be notified on that date.

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.)
SEL Teacher will continue to collect behavior log information for crisis/behavior calls including student name, referring teacher, time in, time out, behavior, and response. Data will also be collected for positive affirmations and analyzed each month during SEL Team meetings. SEL Team will discuss and explore referral form with administration

Section 5: Miscellaneous Content/Components
N/A