



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

Date Completed: 8/13/2022

School Year 2023-2024

School: Sparks Elementary School

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>
Sparks ES will identify a School Climate Team to review the Schoolwide Positive Behavior Plan (SWPBP), implement the interventions suggested by the SWPBP, and monitor its effectiveness. An administrator will work with the team, which is composed of staff who, in the absence of diversity, are committed to ensuring that all voices are heard, and missing perspectives are sought. The School Climate Team will meet monthly as part of our Professional Learning Community structure.
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>
According to the Stakeholder Survey data, there is now a positive trend in the sense of belonging data at Sparks among all students (80 to 82.1 domain index scores). Further it was noted that the largest student group that answered as having an unfavorable sense of belonging includes students who are Black, Hispanic, or are multiracial. Students in the multiracial student group answered unfavorably in academic aspirations, student support, and sense of belonging. Since the implementation of the Schoolwide Positive Behavior Plan in 2021-22, the sense of belonging data is trending positively.
Data Analysis
<i>Summarize what the data tell about the school climate. (Information from School Data Story)</i>
This data indicates that, even though our student groups of racially diverse students are small, there is significant impact of the work done to promote a sense of belonging across the school so far.

Climate Goals

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

Climate Action Steps:

1. Teachers will create and sustain a safe, welcoming, and supportive classroom environment which values inclusivity and diversity.
2. 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.

Sparks Elementary Code of Conduct is as follows:

Today I will:

S – Show Fairness

H – Have Integrity

A – Act Responsibly

R – Respect Others

K – Keep Caring

S – Show Citizenship

Always Moving Forward...Chomp! Chomp!

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 use Class Meetings in order to explicitly teach expectations, routines, virtues, and procedures. Sparks will continue to utilize a House System (Shiver System) in order to increase a sense of belonging among all students and staff. Each student and staff member in the building is placed into a Shiver (group of sharks). All staff members have Shiver Tickets to give to students when they demonstrate one of the virtues or are demonstrating positive behavior. Students earn these tickets to contribute to the total for their designated Shiver. Weekly, tickets are collected and counted, and a running tally is kept for each Shiver. At the end of the month, the Shiver with the most tickets is awarded the Shiver Cup and all students receive a new tag to hang on their backpacks to reinforce the virtue for that month. There is

also a quarterly celebration where students gather in their Shivers (all grades), complete a celebratory activity, and review learned virtues.

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.

Plans for the House System will continue to be shared with the PTA executive board, at general PTA meetings, and at Back-to-School Night. On an ongoing basis, administration will seek input from students, staff, and parents to adjust implementation for subsequent years.

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: Schoolwide Positive Behavior Plan – Sparks Shiver System (Houses), daily Class meetings, Conscious Discipline strategies

Tier 2: Access to school counselor (or other trusted adult), behavior intervention with the SEL teacher, Student Support Team

Tier 3: IEP Team, consistent SEL teacher support, individualized behavior intervention plan

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.

Class meetings will be used to address the SEL needs of students. Class meetings will focus on virtue language, problem solving, conflict resolution, restorative practices, etc. Staff will require ongoing training for best practices in these areas.

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.

Character education will be incorporated into the Sparks Shiver System (Houses) through the use of a virtue of the month. Each month, teachers will focus on developing understanding of the virtue and promoting the demonstration of that virtue in the classroom community. Staff will require ongoing training in the development of these virtues as part of class meetings and classroom culture.

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.)

- August – Staff survey to identify implicit biases
- September – Mentoring program for chronically absent students
- September – Equity Session – Cultural Identity
- November – Equity Session – Cultural Contexts
- Ongoing – Restorative Practices and Conscious Discipline

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.

Sparks Shiver System (House System)

Tickets: Students will earn tickets for observable positive behaviors. These tickets will have the name of the teacher giving them out as well as the name of the student receiving them. Students will place the ticket into the corresponding color-coded bin in their classroom for the shiver (house) to which they are assigned.

Monthly Shiver Winner: Each week, the shiver (house) with the highest total number of points will be recognized on the announcements and at the end of the month a trophy will be awarded to the shiver earning the most tickets. This will be displayed in the showcase.

Quarterly Shiver Party: Once each month, shivers will get together as a whole in order to develop community, learn about the virtue of the next month, and complete a fun activity.

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.

Behaviors managed by teacher: conflicts between students, refusal to complete work, general disrespect of students or adults, use of inappropriate language, etc.

Behaviors referred to resource staff: unsafe use of body, need for a break outside of the classroom, behavior needing significant de-escalation, behavior significantly interfering in the learning of the student or the learning of others, conflicts between students requiring mediation, etc

Behaviors referred to administration: any Category I, II, or III offense as listed in the Student Behavior Handbook, any previously mentioned behaviors that are repeated and do not improve after other interventions.

Unsafe behaviors will be addressed, after a full investigation, using the guidelines in the Student Behavior Handbook and the progressive discipline process.

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.

Crisis Management

1. Teacher identifies student in crisis and contacts resource staff for support
2. Resource staff trained in crisis intervention responds (SEL Teacher, AP)
3. Additional staff responds to support as needed
4. Crisis is resolved
5. Student works with staff to process the incident
6. Parent contacted and progressive discipline implemented, if necessary

Threat Assessment

1. Threat (to self or to others) is reported to adult in the building
2. School counselor is alerted and conducts a Threat Assessment
3. Based on level of threat, protocols are followed
4. Parent contacted for all levels of threat

Unsafe Behaviors

1. Unsafe behaviors are identified by or reported to adult in the building
2. Resource staff or administration responds to behavior
3. Removal of student displaying unsafe behaviors or removal of other students to maintain safety
4. Deescalate situation
5. Reestablish safe learning environment; School Counselor to assist as needed

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.)

School Climate Team will review the following data on a quarterly basis.

1. Office Referral Data
2. Suspension Data
3. Shiver System Data

Section 5: Miscellaneous Content/Components
NA