



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



Date Completed: 7/14/2021

School Year 2021-2022

School: Kenwood 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.

Powell, Beaty, Ray, Miller, Grubka, Butler, Chase, Wright-Greene, Biscoe, Villaran, Reaves, Cox, Burke, Taylor, Mainolfi

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)

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 Kenwood High IB and Sports Science is less than the same gap for all BCPS high schools. This gap has narrowed over time, indicating a positive trend.

- White students are suspended at rates higher than their non-White peers. The suspension rate gap for White students at Kenwood High IB and Sports Science is greater than the same gap for all BCPS high schools. This gap has widened over time, indicating a negative trend.

- The dropout rate for Hispanic/Latino students is lower than their non-Hispanic/Latino peers. The dropout rate gap for Hispanic/Latino students at Kenwood High IB and Sports Science is less than the same gap for all BCPS high schools. This gap has narrowed over time, indicating a positive trend.

- The dropout rate for Two or More Races students is lower than their non-Two or More Races peers. The dropout rate gap for Two or More Races students at Kenwood High IB and Sports Science is greater than the same gap for all BCPS high schools. This gap has widened over time, indicating a negative trend.

- The dropout rate for White students is lower than their non-White peers. The dropout rate gap for White students at Kenwood High IB and Sports Science is greater than the same gap for all BCPS high 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)

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- White students are suspended at rates higher than their non-White peers. The suspension rate gap for White students at Kenwood High IB and Sports Science is greater than the same gap for all BCPS high 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 Kenwood High IB and Sports Science is less than the same gap for all BCPS high 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 Kenwood High IB and Sports Science is less than the same gap for all BCPS high schools. This gap has narrowed over time, indicating a positive trend

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White students at Kenwood High IB and Sports Science is greater than the same gap for all BCPS high schools. This gap has narrowed over time, indicating a positive trend.

- Students eligible for FARMS drop out at rates higher than their non-FARMS peers. The dropout

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The graduation rate for Black/African American students is lower than their non-Black/African American peers. The graduation rate gap for Black/African American students at Kenwood High IB and Sports Science is greater than the same gap for all BCPS high schools. This gap has widened over time, indicating a negative trend.

- The graduation rate for Two or More Races students is lower than their non-Two or More Races peers. The graduation rate gap for Two or More Races students at Kenwood High IB and Sports Science is greater than the same gap for all BCPS high schools. This gap has widened over time, indicating a negative trend.
- The graduation rate for White students is lower than their non-White peers. The graduation rate gap for White students at Kenwood High IB and Sports Science is greater than the same gap for all BCPS high schools. This gap has narrowed over time, indicating a positive trend.
- Students eligible for FARMS graduate at rates lower than their non-FARMS peers. The graduation rate gap for students eligible for FARMS at Kenwood High IB and Sports Science is less than the same gap for all BCPS high schools. This gap has narrowed over time, indicating a positive trend.
- Students eligible for Special Education graduate at rates lower than their non-Special Education peers. The graduation rate gap for students eligible for Special Education at Kenwood High IB and Sports Science is less than the same gap for all BCPS high schools. This gap has narrowed over time, indicating a positive trend..

Climate Goals

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

1. Students will engage in small group breakout sessions coordinated by classroom teachers in weekly lessons during in-person instruction
2. Real-world connections/application in responsive instruction weekly
3. Teachers will consider student voice and advocacy when infusing the three Signature SEL and equitable practices in instructional decision making.
4. Advisory Period implemented where students will have time to set academic goals and build relationships with teachers.

5. Teachers engaging in PLT in professional practices for student data, behavior patterns, and attendance. PLT's are organized by content and grade levels and provide opportunities for teachers to explore each other's classrooms and lessons and reflect upon them.
6. Attendance Team meets monthly basis examining attendance data and interventions.
7. Project Graduation Team looking over data and trends. Admin and School counselor pairings to follow students throughout their high school career.
8. College Counselor addition to provide support to students and families around the college/career process and/or pathways.

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.

We take PRIDE in all that we do.

P – Preparation

Following school and classroom rules, creating positive relationships, staying organized

R – Respect

Interacting positively with peers & teachers, using appropriate language/manners

I– Integrity

Being honest, working hard, working collaboratively

D – Determination

Shown through perseverance and grit to achieve goals

E – Excellence

Ensuring high quality of work in everything completed

Just be nice, take care of each other our building and community

#kenwoodmakesgreatkids. #kenwoodhasgreatstaff

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 display the school created visuals demonstrating routines, expectations, and cultural guidelines.

Classroom Expectations

Preparation

- Bring "All" materials needed for class. (Device, Pencil, Paper, Assignments).
- Are in our seat and ready for classroom instruction.
- Come to class well rested and prepared to learn.

Respect	<ul style="list-style-type: none"> Keep your hands to yourself. Put trash in the appropriate place. Return items to their appropriate location. Use appropriate language. Listen when others are talking. 	
Integrity	<ul style="list-style-type: none"> Take the time to thank people. Are polite. "Say please" and "Thank you" Do not cheat and allow others to copy your work. No plagiarism. 	
Determination	<ul style="list-style-type: none"> Attend coach class when needed. Focus on classroom instruction. Take notes during class. Complete all assignments with maximum effort. Keep trying when obstacles and life gets in the way. 	
Excellence	<ul style="list-style-type: none"> Submit assignments in a timely manner. Show Kenwood PRIDE at all times. 	

Handbook Presentations will be facilitated through all English classes with administration. Teachers will enforce expectations monthly through our PRIDE student and staff member of the month acknowledgment program.

Morning and Afternoon Announcements

Teachers reinforce code of conduct by connecting our IB traits with our PRIDE moto.

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.

Parents will receive information at Back-to-School Night, Sunday Calls, and School website. Parents are encouraged to join our Boosters club program and parent engagement program. Student Planners and Parent planners will be provided this school year.

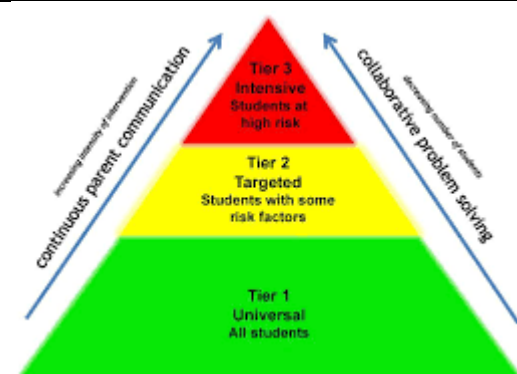
Parent Handbook on website

Homecoming Parade, Back to school night, Junior Ring Ceremony, Senior Inauguration, FAFSA night, Parent Nights with four feeder schools, Food truck night sponsored by Boosters.

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.



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>
<p>Advisory Period around SEL and relationship building</p> <ul style="list-style-type: none"> - Thrive and Children's Guild as community partners to provide additional support to students. - SEL Teacher pushing into classes as well as counselors and SRO's - Working with more teachers becoming AVID trained in our building. - PD provided to staff on SEL strategies - PD provided to staff on Focus Note Taking - PD provided to staff on Advisory periods and ready to implement strategies - BCPS Safe Schools Training <p>SEL teacher providing suggestions and strategies for teacher Peer Observations</p>
Character Education
<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>
Click or tap here to enter text.
Professional Development for Staff
<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>
Click or tap here to enter text.
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>
<p>PRIDE Student of the Month</p> <p>Honor Roll Celebration</p> <p>Positive Postcards at least 2 per month per teacher</p>

<p>Positive Phone Calls 6 phone calls per month</p> <p>Parent/Guardian of the Month</p> <p>Teacher of the month</p> <p>Recognition of AP Scholars</p> <p>SAT/PSAT Scores recognition</p>
<p>Hierarchy for Behavioral Referrals and Consequences</p> <p><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></p> <p>See attached Kenwood Behavior Focus Areas</p> <p>KHS behavior 1 pager</p> <p>Handbook chart---KWL we follow what is outlined in the student handbook.</p>
<p>Response for Intensive Behaviors</p> <p><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></p> <p>Reaves, Grubka, Ray, Kramer, Holland, Strzegowski, Beaty, Powell, Mainolfi, Douglas, Thulion, Taylor, Burke, Butler, Chase, Wright-Greene, Villaran, Miller, Lazzaro</p>
<p>Monitoring the Schoolwide Positive Behavior Plan/Data Analysis</p> <p><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> <p>Referral Data</p> <p>Suspension Data,</p> <p>Attendance Data,</p> <p>Class Cut Data.</p> <p>Quarterly Grade Data</p> <p>Accountability for the positive contacts</p> <p>Assessment Data</p> <p>Stakeholders Survey</p>
<p>Section 5: Miscellaneous Content/Components</p> <p>Click or tap here to enter text.</p>