Schoolwide Positive Behavior Plan
Baltimore County Public Schools

Date Completed: 8/26/2022   **School Year 2022-2023**
School: Eastern Technical 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.

The school has identified a School Climate Team which is composed of administrators, grade level teachers, a special educator, a special area teacher, and a member of the student support services staff. The teachers represent the diversity of our school. The team will meet quarterly 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)

Current Enrollment for 2022-2023 by Race
- AM: 3
- AS: 336
- BL: 253
- PI: 2
- WH: 553
- MU: 50
- HI: 59
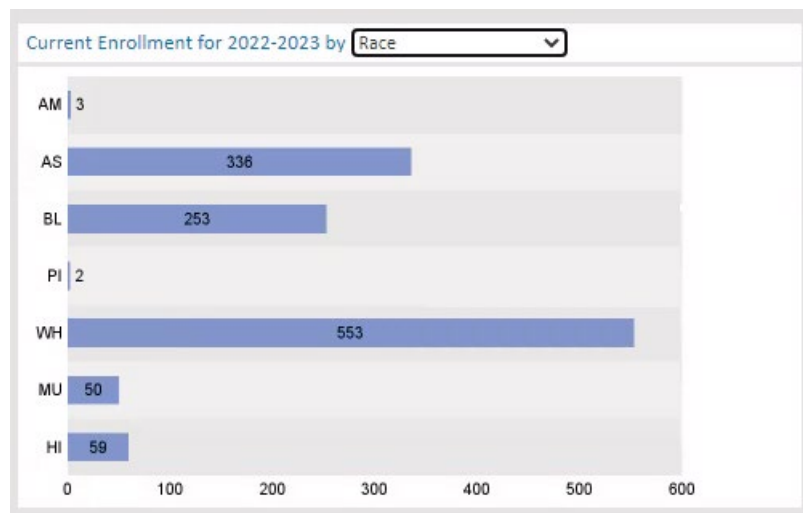
The 2021-2022 attendance rate was 96.11%; 6.57% percent of students were chronically absent.
EOY – White, Hispanic, Multiracial, and FARMS student groups have the highest absentee rates.
Chronic – Asian, Hispanic, and White student groups have the highest chronic absentee rates.

Graduation/Dropout Rate (ESSA)

Among the 2021-2022 4-year graduation cohort, the graduation rate was 100%. For the 2020-21 4-year graduation cohort, the graduation rate was 100%.

Suspension

The 2021-2022 suspension rate was 1.15%. For the 2021-2022 school year, twenty incidents resulted in sixteen suspensions. Twelve suspensions were out-of-school suspensions, and four were in-school suspensions.

The white student group had the highest number of suspensions (12) for the 2021-2022 school year. This is a change from the past two school years when the black student group had the highest suspension rate.

Data Analysis

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

Eastern Tech Data Summary:

Attendance: 96.11% (21-22) - The 2021-2022 attendance rate was 96.11%; fewer than seven percent of students were chronically absent—an increase from the previous year (previous year was mostly remote).
EOY – White, Hispanic, Multiracial, and FARMS student groups have the highest absentee rates. However, the attendance rate for these student groups has increased over the last three years. An added emphasis will be placed on decreasing the percentage of students who are considered chronically absent/tardy in the 22-23 school year.
Chronic – Asian, Hispanic, and FARMS student groups have the highest chronic absentee rates. However, the chronic absentee rate for these student groups has decreased over the last four years.

Suspension: 1.15% (21-22)
The 2021-2022 suspension rate was 1.15%, an increase from the past two school years (previous school years were partially remote). For the 2021-2022 school year, sixteen incidents resulted in suspension. Twelve suspensions were out-of-school suspensions, and four were in-school suspensions.

Graduation: 100% (21-22)
Among the 2021-2022 and 2020-2021 4-Year graduation cohorts, the graduation rate was 100%.

Climate Goals

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

Students in the class of 2026 will have their grades monitored at the end of each quarter to ensure all students are on track to meet graduation standards at the end of the 2022-2023 school year.

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 that emphasizes integrity, drive, and teamwork. It is referred to as The Maverick Way. The Maverick Way was completed in the Summer of 2022. The administrative and leadership teams will be introducing The Maverick Way to the student body throughout the 2022-2023 school year. .

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.

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 (The Maverick Way) will be shared with families. It will be described and explained in the school newsletter and teachers will reference the Code of Conduct and the schoolwide and classroom expectations in their Back-to-School Night presentation. The

School Code of Conduct will also be placed on our school website with information about our Schoolwide Positive Behavior Plan. The School Climate Committee will identify options to obtain student and parent/guardian voice regarding the Schoolwide Positive Behavior Plan and the schoolwide expectations during 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.

The School Climate Team will identify recourses to support all students throughout the school year in order to assess what is in place and what might be needed to support our students.

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.

 At Tier 1, some of the teachers use the SEL 3 Signature Practices to foster supportive environments and build SEL skills. The school also applies the basic principles of PBIS such as providing clearly defined expectations that are taught, practiced, and reinforced. The school will continue the process of identifying evidence-based practices at the Tier 2 and Tier 3 levels.

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 School Climate Committee will use The Maverick Way to address the character education learning for our students and propose a plan to administration and faculty.

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.)

Eastern Tech has developed a year-long professional development calendar. Faculty meetings, department meetings, PLC meetings, and team meetings (equity, grading and reporting, climate, safety, school spirit, and innovation) will take place throughout the year. These professional development opportunities can be used to support our staff in gaining knowledge,

skill development, implementation of interventions, character education learning, and social-emotional learning practices.

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.

Teachers are encouraged to positively reinforce the students for expected behavior. Teachers can use their own discretion as what methods they want to use (praise and/or concrete positive reinforcement).

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.

Teachers are encouraged to manage their classrooms and follow up with students and parents as needed. Students who present with safety concerns will be referred to the office and the teacher will follow the protocol set by BCPS and the administrators.

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.

The school has identified members of the Behavior Threat Assessment Team and these staff members are encouraged to meet on a regular basis to address procedures regarding students who present with threats to harm themselves or threats to harm others or property. There are designated individuals who are called upon when a student presents with a threat; an assessment is made; documentation is completed; and recommendations are identified.

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 reviews data periodically. Historically, at Eastern Tech, there are few incidents of student misbehavior. When incidents occur, the School Climate Team will analyze the data available and make recommendations to the leadership and administrative teams.

Section 5: Miscellaneous Content/Components
Eastern Tech is currently in the implementation phase of the SWPBP. In the 2022-2023 school year, we will work as a Climate Team to develop systems and programs to support our student's positive behavioral development.