



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

Date Completed: 8/1/2022

School Year 2022-2023

School: Kenwood High 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>
Powell, Beaty, Ray, Bryant, Miller, Grubka, Chase, Wright-Greene, Reaves, Cox, Burke, Taylor, Mainolfi
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>
<p>Black/African American female students are suspended at rates higher than their non-Black/African American female peers. The suspension rate risk ratio for Black/African American female students at Kenwood High is less than the same measure for all BCPS high schools.</p> <p>Black/African American male students are suspended at rates higher than their non-Black/African American male peers. The suspension rate risk ratio for Black/African American male students at Kenwood High is less than the same measure for all BCPS high schools.</p> <ul style="list-style-type: none"> • Two or More Races students drop out at rates higher than their non-Two or More Races peers. The dropout rate gap for Two or More Races students at Kenwood High is greater than the same measure for all BCPS high schools. <p>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.</p>

White students drop out at rates higher than their non-White peers. The dropout rate gap for White students at Kenwood High is greater than the same measure for all BCPS high schools. 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)

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.

- 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.

The dropout rate for Black/African American students is lower than their non-Black/African American peers. The dropout 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 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.
 - Students eligible for FARMS drop out at rates higher than their non-FARMS peers. The dropout rate gap for students eligible for FARMS 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 Special Education drop out at rates higher than their non-Special Education peers. The dropout 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.
- 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 bi-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 on a bi-weekly basis
5. Teachers engaging in PLT in professional practices for student data, behavior patterns, and attendance. PLT’s are organized by content and grade levels to engage in peer exploration of classroom teaching.
6. Attendance Team meets on 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.
8. College Counselor addition to connect with all students about college and career choices
9. Monthly Equity Meetings for the entire staff to engage and reflect on best teaching practices to meet all students.
10. Improved PBIS program and incentives with school store and bluebird bucks.
11. New Cell Phone Policy to increase engagement and build in brain breaks during each class.
12. Additional 10th Grade academic facilitator to support students SEL and academic growth.
13. Addition of 4 Safety Assistants to build relationships with students and increase supports and awareness for students decision making.

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
#kenwood makes great kids. #kenwood has great staff

Working Agreements

1. BEING PRESENT, PHYSICALLY, MENTALLY, EMOTIONALLY IN OUR LEARNING ENVIRONMENT.
2. TAKING POSITIVE ACADEMIC RISKS WHILE ENGAGING RESPECTFULLY IN OUR LEARNING ENVIRONMENT.
3. TAKING RESPONSIBILITY AND BEING ACCOUNTABLE FOR YOUR WORDS, ACTIONS, & LEARNING.
4. RESPECTING YOUR HEALTH AND OTHERS SAFETY WHILE IN OUR LEARNING ENVIRONMENT.
5. SELF-REGULATING USE OF ALL ELECTRONIC DEVICES IN OUR LEARNING ENVIRONMENT.

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

Kenwood High School Working agreements

THANK YOU FOR ...

1. BEING PRESENT, PHYSICALLY, MENTALLY, EMOTIONALLY IN OUR LEARNING ENVIRONMENT.
2. TAKING POSITIVE ACADEMIC RISKS WHILE ENGAGING RESPECTFULLY IN OUR LEARNING ENVIRONMENT.
3. TAKING RESPONSIBILITY AND BEING ACCOUNTABLE FOR YOUR WORDS, ACTIONS, & LEARNING.
4. RESPECTING YOUR HEALTH AND OTHERS SAFETY WHILE IN OUR LEARNING ENVIRONMENT.

5. SELF-REGULATING USE OF ALL ELECTRONIC DEVICES IN OUR LEARNING ENVIRONMENT.

Preparation	<ul style="list-style-type: none"> • 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 of the month acknowledgment program.

Morning and Afternoon Announcements

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

Implementation of PBIS Schoolwide System

Positive post cards mailed to families from each teacher on monthly basis

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, Weekly Sunday Calls, and School website.

Parents are encouraged to join Boosters, and FAME program.

Student Planners to assist with organization and academic excellence

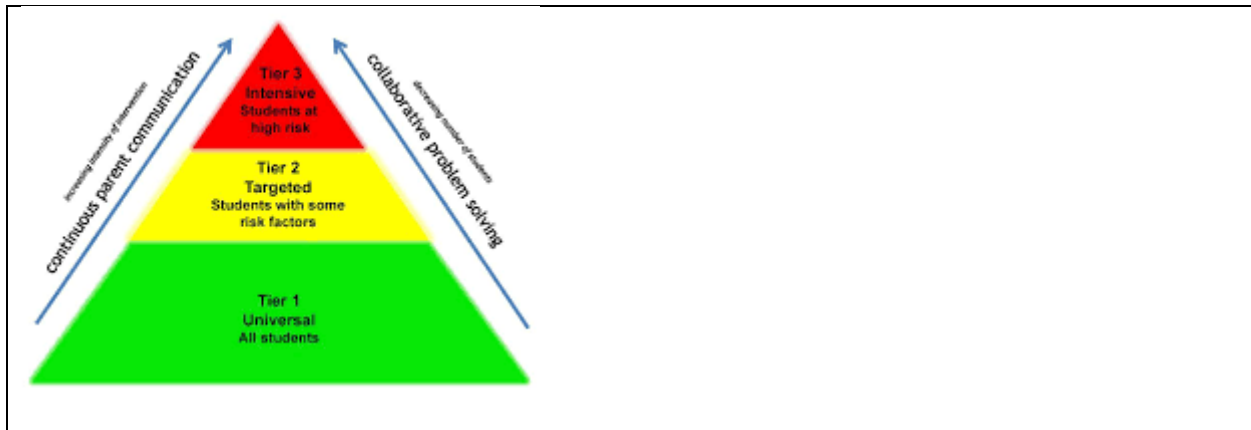
Parent FAQ on website.

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

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.

- Advisory Period around SEL and relationship building
- Thrive and Children's Guild providing additional services to our students and families
- SEL Teacher pushing into classes as well as counselors and SRO's
- More teachers AVID trained in our building.
- Professional development for staff on SEL strategies
- Professional development on Focus Note Taking
- Professional development on implementing Advisory periods
- BCPS Safe Schools Training
- SEL teacher providing suggestions and strategies for teachers
- Teachers participating in peer explorations of each other classrooms

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.

- Implementing our PRIDE motto building wide
- Infusing character education in new effective habits course for students to take in a semester that coincide with new health 9/10 class.

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.)

- PLT peer exploration

- Equity meetings on monthly basis
- Department meetings sharing of best 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.

- PRIDE Student/staff of the Month
- Honor Roll Celebration
- Positive Postcards at least 6 per month per teacher
- Positive Phone Calls 6 phone calls per month
- Parent/Guardian of the Month
- Teacher of the month
- Recognition of AP Scholars
- Update PBIS Incentives and Program
- Cafeteria Upgrades for student engagement

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.

- See attached Kenwood Behavior Focus Areas
- KHS behavior 1 pager
- Handbook chart---KWL we follow what is outlined in the student handbook.
- New Cell Phone Policy

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.

- Reaves, Grubka, Ray, Kramer, Holland, Barton, Beaty, Powell, Mainolfi, Douglas, Thulion, Taylor, Burke, Chase, Wright-Greene, Miller, Myers, 4 Safety Assistants

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.)

Referral Data
Suspension Data,
Attendance Data,
Class Cut Data.
Quarterly Grade Data
Accountability for the positive contacts
Assessment Data
Stakeholders Survey

Section 5: Miscellaneous Content/Components

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