



## Schoolwide Positive Behavior Plan Baltimore County Public Schools



**Date Completed: 8/19/2022**

**School Year 2022-2023**

**School: Milford Mill Academy**

### 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 an administrator, grade level teachers, various content teachers, a special educator, a special area teacher, and a member of the student support services staff, including a school counselor, school social worker, school psychologist, and/or PPW. The members of the School Climate Team represent the diversity of the members of the school.

Craig Amos, PPW  
Corbett Logan, School Social Worker  
Jodi Lavin, SEL Lead Teacher  
Karl Huber, School Psychologist  
Brigiette Lewis, School Counseling Chair  
Vacant, Climate Team  
Vanessa Locke, Athletic Director  
Michael Austin, Assistant Principal  
Reggie White, Athletic Coach and School Alumni Representative  
Shandria Proctor, Assistant Principal  
Tryalah Shipman, Acting Principal  
Thomas Long, Assistant Principal  
Valorie Thomas, Assistant Principal  
Selected Student Members  
Selected Parent Members

#### 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)

### **Student Enrollment: Grades 9 to 12<sup>1</sup>**

#### **2021—2022 Milford Mill Academy Enrollment by Student Group**

<b>Student/Service Group</b>	<b>2020—2021</b>	<b>2021—2022</b>	<b>Difference</b>
<b>All Students</b>	1,312	1,293	-19
<b>Gender</b>			
Female	641	654	13
Male	671	639	-32
Non-Binary <sup>2</sup>			
<b>Race/Ethnicity</b>			
American Indian/Alaskan Native	3	4	1
Asian	15	10	-5
Black or African American	1,155	1,133	-22
Native Hawaiian or Pacific Islander	0	1	1
White	22	17	-5
Two or More Races	33	30	-3
Hispanic/Latino	84	98	14
<b>Special Services</b>			
English Learners	22	24	2
FARMS	825	592	-233
Special Education	211	212	1

### **Chronic Absenteeism Rate: Grades 9 to 12<sup>6</sup>**

#### **Chronic Absenteeism Rate Summary Tables**

##### **2021-2022 Chronic Absenteeism Rate Overall and by Gender**

<b>Milford Mill Academy Data</b>				
<b>Measure</b>	<b>All Students</b>	<b>Female</b>	<b>Male</b>	<b>Non-Binary</b>
Number of Students Chronically Absent	526	281	244	1
Chronic Absenteeism Rate	39.22	41.63	36.69	100.00
Chronic Absenteeism Rate Risk Ratio	n/a	1.13	0.88	
<b>BCPS High Schools Systemwide Data</b>				
<b>Measure</b>				
Chronic Absenteeism Rate	38.7	39.15	38.27	40.91
Chronic Absenteeism Rate Risk Ratio	n/a	1.02	0.98	

##### **2021-2022 Chronic Absenteeism Rate by Race/Ethnicity**

<b>Milford Mill Academy Data</b>							
<b>Measure</b>	<b>AM</b>	<b>AS</b>	<b>BL</b>	<b>HI</b>	<b>MU</b>	<b>PI</b>	<b>WH</b>
Number of Students Chronically Absent	0	6	468	32	13	1	6
Chronic Absenteeism Rate	0.00	42.86	39.86	32.00	41.94	100.00	35.29
Chronic Absenteeism Rate Risk Ratio	0.00	1.09	1.15	0.80	1.07	2.55	0.90
<b>BCPS High Schools Systemwide Data</b>							
<b>Measure</b>							
Chronic Absenteeism Rate	38.52	20.6	42.67	52.29	43.83	25.49	30.71
Chronic Absenteeism Rate Risk Ratio	0.99	0.52	1.19	1.43	1.14	0.66	0.72

**2021-2022 Chronic Absenteeism Rate by Receipt of Special Service**

Milford Mill Academy Data			
Measure	English Learner	FARMS	Special Education
Number of Students Chronically Absent	2	380	114
Chronic Absenteeism Rate	8.33	44.76	50.67
Chronic Absenteeism Rate Risk Ratio	0.21	1.51	1.37
BCPS High Schools Systemwide Data			
Measure			
Chronic Absenteeism Rate	55.02	51.03	50.21
Chronic Absenteeism Rate Risk Ratio	1.48	1.91	1.36

**Suspension Rate: Grades 9 to 12<sup>7</sup>**

**Suspension Rate Summary Tables**

**2021-2022 Suspension Rate Overall and by Receipt of Special Service**

Milford Mill Academy Data			
Measure	EL	FARMS	Special Education
Number of Unique Students Suspended 1 or More Times	0	92	32
Suspension Rate	0.00	15.54	15.09
Suspension Rate Risk Ratio	0.00	3.02	1.70
Days Excluded from Instruction		513	161
BCPS High Schools Systemwide Data			
Measure			
Suspension Rate	8.29	17.65	16.07
Suspension Rate Risk Ratio	0.98	4.81	2.15
Days Excluded from Instruction	1,185	15,848	5,178

### 2021-2022 Female Student Suspension Rate by Race/Ethnicity

Milford Mill Academy Data								
Measure	All	AM	AS	BL	HI	MU	PI	WH
Number of Unique <i>Female</i> Students Suspended 1 or More Times	60	0	0	57	2	1	0	0
Suspension Rate	9.17	0.00	0.00	9.98	3.85	6.25	0.00	0.00
Suspension Rate Risk Ratio	n/a	0.00	0.00	2.76	0.40	0.68	0.00	0.00
Days Excluded from Instruction	341			332	6	3		
BCPS High Schools Systemwide Data								
Measure								
Suspension Rate	6.99	12.31	1.22	10.83	4.92	10.61	11.54	3.58
Suspension Rate Risk Ratio	n/a	1.77	0.17	2.55	0.67	1.56	1.65	0.41
Days Excluded from Instruction	8,063	44	173	5,540	478	567	17	1,244

### 2021-2022 Male Student Suspension Rate by Race/Ethnicity

Milford Mill Academy Data								
Measure	All	AM	AS	BL	HI	MU	PI	WH
Number of Unique <i>Male</i> Students Suspended 1 or More Times	68	0	0	64	2	1	0	1
Suspension Rate	10.64	0.00	0.00	11.39	4.35	7.14	0.00	12.50
Suspension Rate Risk Ratio	n/a	0.00	0.00	2.19	0.39	0.67	0.00	1.18
Days Excluded from Instruction	350			328	9	11		2
BCPS High Schools Systemwide Data								
Measure								
Suspension Rate	9.98	10.91	1.94	14.18	9.29	12.10	5.00	6.28
Suspension Rate Risk Ratio	n/a	1.09	0.18	2.04	0.92	1.22	0.50	0.53
Days Excluded from Instruction	13,151	72	124	8,001	1,666	751	3	2,534

## Data Analysis

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

Students eligible for **Free and Reduced Meals** drop out at rates higher than their **non-Free and Reduced Meals** peers. The dropout rate gap for **Free and Reduced Meals** eligible students at Milford Mill Academy is **less** than the same measure for all BCPS high schools.

Students eligible for **Special Education** drop out at rates higher than their **non-Special Education** peers. The dropout rate gap for **Special Education** students at Milford Mill Academy is **greater** than the same measure for all BCPS high schools.

Students eligible for **Free and Reduced Meals** are chronically absent at rates higher than their **non-Free and Reduced Meals** peers. The chronic absenteeism rate risk ratio for **Free and Reduced Meal** eligible students at Milford Mill Academy is **less** than the same measure for all BCPS high schools.

Students eligible for **Special Education** are chronically absent at rates higher than their **non-Special Education** peers. The chronic absenteeism rate risk ratio for **Special Education** students at Milford Mill Academy is **less** than the same measure for all BCPS high schools.

**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 Milford Mill Academy is **greater** than the same measure for all BCPS high schools.

**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 Milford Mill Academy is **greater** than the same measure for all BCPS high schools.

Students eligible for **Free and Reduced Meals** are suspended at rates higher than their **non-Free and Reduced Meals** peers. The suspension rate risk ratio for **Free and Reduced Meals** eligible students at Milford Mill Academy is **less** than the same measure for all BCPS high schools.

Students eligible for **Special Education** are suspended at rates higher than their **non-Special Education** peers. The suspension rate risk ratio for **Special Education** students at Milford Mill Academy is **less** than the same measure for all BCPS high schools.

## Climate Goals

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

### Attendance

#1 - The attendance rate of all students will be 94% or higher.

#2 - The attendance rate of student group, Special Education, MU/2 or more races, and English Learners will be 94% or higher. (Equitable Access)

### Suspension

#1 - The suspension rate will decrease from 10.3% to 10% or lower.

#2 - The suspension rate for student group, Special Education and MU/2 or more races will decrease from 13.5% to 10% or lower (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.*

Milford Mill Millers have Miller PRIDE!

P= Productive  
R= Responsible  
I= Informed

D= Dedicated

E= Engaged

We will develop and teach the school code of conduct using matrices. The matrices will detail how these expectations connect to student behavior in each space, including classrooms, hallways, the cafeteria, buses etc. The matrices will be posted in each space and frequently communicated through monthly PBIS mini lessons via Schoology.

### **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.*

We will develop brief, structured lessons to teach and reteach expectations throughout the school year:

1. Share Tier I PBIS information with all staff at the beginning of the year during the retreat, in-service week, and ILT.
  - a. Share Tier 1 PBIS information with all staff at the start of the year during Orientation Week, ILT, and initial faculty meeting
    - i. “Miller PRIDE”
    - ii. Review Matrices
    - iii. Use of Star Sheets (model how to use/distribute stars)
    - iv. Referral process
  - b. Orientation “week” for students over 7 days
    - i. Day 1 – Overview
      1. Introduce Milford PRIDE
        - a. Describe characteristics one sees in a leader.
        - b. Introduce the acronym
        - c. Star Sheets
        - d. Digital Organizing Tools (Microsoft)
        - e. Review Possible Rewards
          - i. Tickets to games
          - ii. Schoolwide Drawings
      - ii. Days 2 – 6 Introduce 1 PRIDE principle each day (10 min) using a similar structure each day
      - iii. Day 7– Review
        1. Jeopardy with 4 teams in the class
          - a. Winning team gets 4 stars, 2<sup>nd</sup> place gets 3 stars, 3<sup>rd</sup> place gets 2 stars, 1 stars for last place
    - c. Parents will be introduced to PRIDE expectations during Town Hall Meeting and BTSN.
    - d. Reteaching during the year



- i. Each department will develop a brief lesson/graphic related to a specified PRIDE principle (1 each month, October-May)
  1. PBIS/Climate committee would develop schedule and distribute to Department Chairs during ILT
  2. Department Chair will verify that each teacher implements the lesson by a specified date (follow-up/check-will take place briefly during ILT)

PRIDE Matrices will be distributed digitally with all students. When enrolled, families and students will scan the information via URL codes placed in the Office of School Counseling and the Main Office

### **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 Positive Behavior Plan will be shared through all BCPS communication portals. In addition, the language will be presented throughout the school in the form of small signs, posters, and announcements. Family and student voice will be included in the initial plan by co-developing goals, expectations, and interventions. The shared responsibility will foster community engagement.

## **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.*

<b>TIER 1</b>		
Program	Who receives support?	Provider
SEL Signature Practices (i.e., Welcoming Ritual, Optimistic Closure)	All students (in classes)	ALL STAFF
Explicit Instruction on Expectations, Routines, and Procedures (using PRIDE matrices)	All students (in classes)	ALL STAFF
Acknowledgement System (using Positive Behavior Team bulletin board/Schoology Badges)	All students (in classes)	ALL STAFF

Signs of Suicide (roll out - starting with 9th grade)	starting with 9th grade, will roll out to more students within 4 years	ALL STAFF
Miller Council (for Adults/Staff)	Staff	ALL STAFF
Classroom Guided Lessons on Varied Topics (by Counselors)	All students (in classes)	ALL STAFF
<b>TIER 2</b>		
Program	Who receives support?	Provider
Weekly check-ins for students using schoolwide progress charts	Students with low grades on 1st quarter report card	Counselors
Study skills group	Select students (based on 1st quarter report card)	Counselors
Planning for college groups	Juniors and Seniors	Career and College Counselor
Community mental health referrals (i.e., Hope Health)	Select students based on need (in conversation with student, family)	Support Staff (Counselors, SW, Psych)
Community referrals (i.e., food banks, churches, mentoring)	Select students based on need (in conversation with student, family)	Admin, Counselors, SW, Psych
ECAP lessons on varied topics (i.e., anxiety, test taking, etc.)	ECAP students, AVID students	ECAP Counselor, School Psychologist
Small group counseling	Select students based on staff referral	Counselors, Social Worker, School Psychologist
Short-term individual counseling	Select students based on staff referral	Counselors, Social Worker, School Psychologist
FALS social skills lessons	Select students based on staff referral	School Psychologist
Mindfulness (push-in lessons)	Select classes based on teacher request	Social Worker
Impromptu conversations/Problem solving circles	Select students based on staff referral	SEL teachers, Climate Team
Character Education Groups	Select students based on staff referral/conversation among climate team members	Climate Team
Support group for low-achieving students	Select students based on staff referral/conversation among climate team members	Climate Team
Targeted check-ins with parents/guardians, students	Select students based on staff referral, students with BIPs	SEL teacher
Proposed Tier 2 Supports: <ul style="list-style-type: none"> <li>Ongoing Groups (Anger Management, Anxiety, Study Skills)</li> <li>CICO (formal or informal)</li> </ul>		



- Self-concept/Self-esteem for AA girls and boys
- Transitioning to the US (group for student that recently migrated to the US)
- Mentoring groups
- Social skills group for students with social communication delays (i.e., Autism)

### TIER 3

Program	Who receives support?	Provider
Referrals to Community partners	Select students based on staff referral	Support Staff
Referrals to Wraparound services	Select students based on staff referral	Counselors, Social Worker, School Psychologist
FBA/BIPs	Select students based on staff referral (from SST, IEP team)	Counselors, Social Worker, School Psychologist
Individualized planning and support (through IEP)	Select students based on staff referral (from IEP team)	Counselors, Social Worker, School Psychologist
Crisis response planning (in response to risk assessment)	Select students that participated in a risk assessment	BTAT (Counselors, SW, Psych)
Parent conferences to provide individualized planning for significant behavioral concerns	Select students based on staff referral	Counselors, Social Worker, School Psychologist
Weekly check-ins	Select students based on staff referral	Counselors, Social Worker, School Psychologist

#### Proposed Tier 3 Supports:

- RTI and Monthly student support meetings
- Clear supports for students that are identified to be in the HSSEL program

## 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.*

The evidence-based practice used will be High Leverage Practices in Special Education which addresses all aspects of the learning process including Social Emotional Learning. Specifically, establishing a consistent, organized, and respectful learning environment, teaching social behaviors, and providing positive feedback. We will use the Integrated Tired System of Supports: Core Instruction, Supplemental Instruction, and Intensive Intervention. This is a system of supports used school wide based on individual needs.

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>	
<p>We have included character education in our code of conduct. Infusing character education in all approaches will ensure character development throughout the school year.</p> <p>The School Climate Committee will discuss how the school will continue to address the character education learning for our students and propose a plan to administration and faculty. Currently the presentation of Miller Pride principles in mini lessons during orientation week and ongoing monthly content specific lessons is our Tier 1 introduction of Character Education. The School Climate Committee will continue to develop and propose a plan to infuse character education at Tier 2.</p>	
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>	
Aug-Sept	<ul style="list-style-type: none"> <li>• Attendance Professional Development (Inservice Week)</li> <li>• Establish Classroom Based Attendance Routines and Procedures</li> <li>• Develop an Attendance Consequence Plan (Focused on Lateness)</li> <li>• Develop an Attendance Incentive Plan</li> <li>• DC's will Review the Importance of 1<sup>st</sup> Period Attendance Tracking</li> <li>• Asynchronous PD on the Dangers of Chronic Absenteeism</li> <li>• Introduce the PBIS System</li> <li>• Establish a Student focus group</li> <li>• Classroom Management PD</li> <li>• Roll-Out of New Pass System</li> <li>• Introduce Classroom Sign-Out Logs</li> <li>• Create Mentorship Plan for Student Who have Repeat Behavior Issue</li> </ul>
Oct	<ul style="list-style-type: none"> <li>• Teacher Reflections on the Connection Between Attendance and Engagement</li> <li>• Meet with Student focus Group</li> <li>• Review attendance and discipline data</li> <li>• DC Follow-Up with Teachers Struggling with Attendance</li> <li>• Student Attendance Awards</li> <li>• First PBIS Recognition Event</li> <li>• Monthly Focus Group with Chronic Disciplinary Offenders</li> </ul>

	<ul style="list-style-type: none"> <li>Asynchronous PD on Management vs. Discipline</li> <li>Mentorship Follow-up and Reflection</li> </ul>
Nov	<ul style="list-style-type: none"> <li>Meet with Chronically Absent/Tardy Students</li> <li>Review attendance and discipline data</li> <li>Meet with Student focus Group</li> <li>DC Follow-Up with Struggling Teachers</li> <li>Student Attendance Awards</li> <li>2<sup>nd</sup> PBIS Event</li> <li>DC Follow-up with Teachers Struggling with Disciplinary Issues</li> <li>Monthly Mentorship Follow-Up</li> <li>Teacher Focus Group on Discipline Issues and Needed Supports</li> </ul>
Dec	<ul style="list-style-type: none"> <li>Meet with Chronically Absent/Tardy Students</li> <li>Meet with Student focus Group</li> <li>Review attendance and discipline data</li> <li>DC Follow-Up with Struggling Teachers</li> <li>Student Attendance Awards</li> <li>3<sup>rd</sup> PBIS Recognition Event</li> <li>DC Follow-Up with Teachers Struggling with Disciplinary Issues</li> <li>Monthly Mentorship Follow-Up</li> </ul>
Jan.	<ul style="list-style-type: none"> <li>Teacher Reflection on First Semester Attendance/Lateness Issues</li> <li>Meet with Student focus Group</li> <li>Review attendance and discipline data</li> <li>4<sup>th</sup> PBIS Recognition Event</li> <li>Monthly Mentorship Follow-Up</li> <li>DC Follow-Up with Struggling Teachers</li> <li>Plan Adjustment for Second Semester</li> </ul>

## 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.*

Positive Consequences-verbal praise, reinforcing desired behavior, recognizing students with appropriate behavior.

\*Acknowledgements-awards delivered to classrooms, public acknowledgments (student of the month), group awards, school assembly

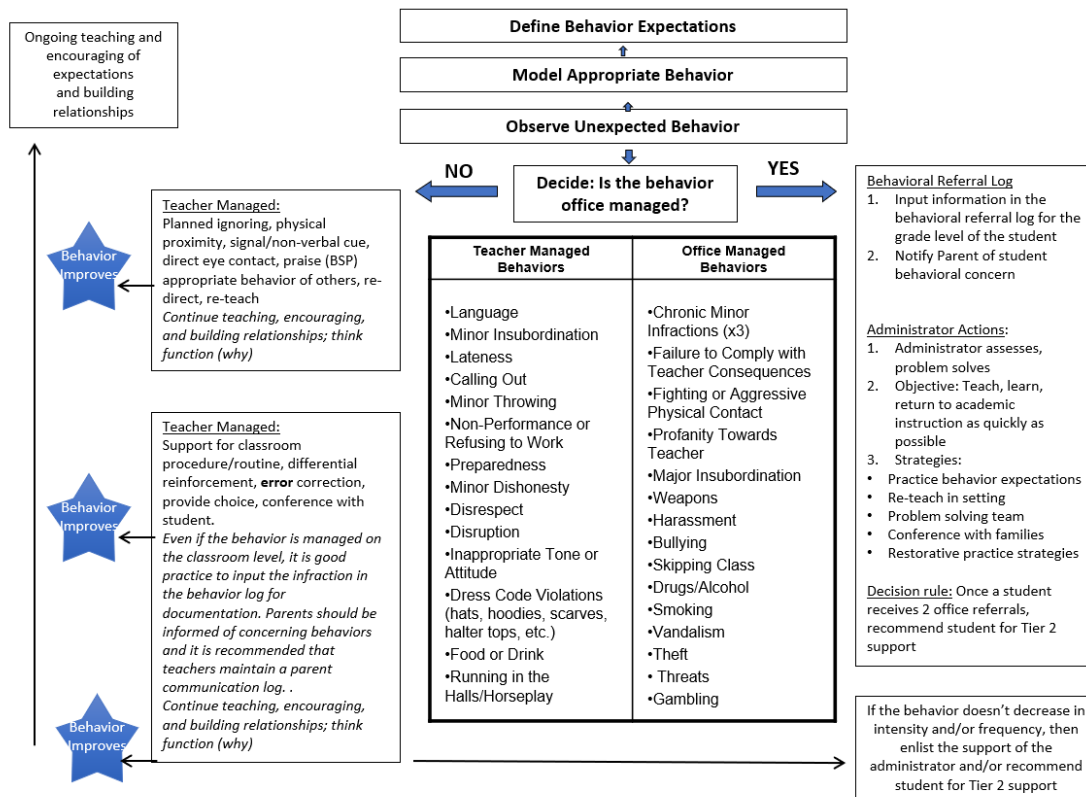
\*Recognitions and /or incentives-photo posted/bulletin board, article in newsletter, parent letters, schoolwide public feedback, celebrations, classroom reward system.

The positive acknowledgement system begins with schoolwide sharing of expectations and school culture development. This program will be supported by school data, and staff's willingness to improve on climate. The plan will be promoted daily through leadership, with buy-in from all school members. All staff and students play a part in the recognition process to avoid errors, monitor implicit biases.

## 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.*

All staff will initially approach the management behavior in a proactive way. Taking a proactive will start with the planning on the part of administration and leadership team. In addition, all strategies will be transparent and shared schoolwide for consistency. If a response to behavior is necessary, it will be conducted in a predictable fashion. The teacher resource below and administrative led behaviors will be identified, along with interventions and responses according to the Hierarchy for Behavioral Referral and Consequences.



## 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.*

#### **Hierarchy of Responses**

The order in which staff are involved may differ depending on the immediate needs of the situation.

Classroom Teacher – Student presents with behavior which can be managed in class.

#### **Social Emotional Learning Support Teacher (Ms. Lavin)**

Ms. Lavin will address classroom concerns regarding a student's social emotional learning if it becomes a distraction to the learning environment and the safety of others is compromised. If a student must leave the classroom, the goal is to return student to the learning environment as soon as possible.

#### **Climate Team (Administrators and Safety Assistants)**

The climate team will address behaviors in various locations in the schoolhouse. If the need presents itself, the behavior team will confer with other members of the School Climate Team.

#### **School Counseling Team (Ms. Lewis, Ms. Whitaker, and Ms. Ingram)**

The School Counseling Team is trained in Crisis Response and works collaboratively with the School Climate Team

#### **Mental Health Professionals (Dr. Karl Huber Psychologist, Mr. Logan Social Worker)**

Key staff members trained in crisis response, emergency petitions, threat /behavior assessments, and suicide assessments. Mental Health professionals are the central members of the Behavior Threat Assessment Team.

#### **School Administrators (Ms. Shipman, Mr. Austin, Mr. Long, Ms. Proctor, Ms. Thomas)**

Staff members responsible for various aspects of the Response to Intense Behaviors including but not limited to behavioral consequences, parent contact, and parent meetings.

#### **School Resource Officers**

The role of the SRO is to handle an issue in which the school administrator determines a serious threat has occurred.

### **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 will data, practices, and systems at the monthly ILT. The School Climate Team has identified a process for collecting data (suspension data, office referral data, attendance data and classroom referral data where applicable). The Climate Team has been designated to provide the data at the team meetings. His team team will review the interventions and practices and discusses their implementation. They will discuss and report the fidelity of implementation and if data needs to be collected to determine fidelity. The team will also discuss if there are systems that need to be put in place to support staff to implement the practices more effectively

### **Section 5: Miscellaneous Content/Components**

Milford is currently updating the PBIS matrices and teacher resources to support the implementation of the Schoolwide Behavior Plan.