Guidelines for Success:
1.   **Have the school-wide GFS expectations been clearly identified?**
2.   **Are common-area expectations posted and clearly communicated?**
3.   **Have the classroom expectations/rules been clearly identified, posted and clearly communicated?**

Questions to guide discussion:

Benchmark of Quality Score: 87/107 = 81%

The Benchmarks of Quality (BOQ) score has improved by 9% compared to last year's score. We will be making improvements by having more thorough data discussions within our Early Warning Signs monthly SIP committee meetings. We will also continue to review monthly progress and data at staff meetings and with SAC. Our BOQ indicates that our two areas to improve on will be to providing a variety of rewards to sustain motivation and incorporating behavioral lesson plans into existing curriculum.

1. School wide expectations have been clearly identified.
2. Common area expectation have been established and posted.

Goal: Decrease the overall percent of absences from 4.5% to 4.3%.

We did not meet the goal of decreasing the overall percent of absences from 4.5% to 4.3%. During the 2013-2014 school year 5,235 absences were recorded for a total of 4.5%. This is an increase of 102 absences (0.1%) when compared to the 2012-2013 school year, where 5,133 absences were recorded for a total of 4.4%. When calculating the decrease over the past four years, we have had a total decrease of 762 absences for a reduction of 0.2%. During the 2010-2011 school year, 5,997 absences were recorded for a total of 4.7%. During the 2011-2012 school year, 5,582 absences were recorded for a total of 4.6%. We have reduced the number of absences over the last four years and will continue with the processes in place since the trend data shows improvement.

Goal: Decrease the number of office referrals among our Black students by at least 10%.

During the 2013-2014 school year 117 referrals were written. Black students received 39 referrals accounting for 33% of the 117 referrals. This is a reduction of 6% in referrals written to black students (39% previous year). We did not meet the goal of decreasing the number of office referrals among our black students by at least 10%.

Goal: Close the discipline gap between Black students and White students by at least 5%.

We did not meet the goal of closing the discipline gap between black and white students by at least 5%. During the 2013-2014 school year there was a 33% gap between black and non-black students. There was a 31% gap in 2012-2013 which accounts for a 2% increase in the amount of black versus non-black students receiving referrals. Non-black students received 78 referrals accounting for 67% of the total referrals in 2013-2014. We had 47 black students who made up 7% of our population. Three students from this subgroup received 18 of the 39 referrals. We had 605 non-black students who made up 93% of our population. This group received 78 referrals accounting for 67% of our total referrals.

Goal: Decrease the overall number of suspensions by at least 5%.

During the 2012-2013 school year, there were a total of 31 suspensions (12 OSS, 19 ISS). During the 2013-2014 school year there were a total of 16 suspensions (6 OSS, 10 ISS). We have well exceeded our goal of reducing suspensions by 5% with a total reduction of 52%.

Goal 1: Goal: Decrease the overall percent of absences from 4.5% to 4.3%.

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Through the use of incentives built into the School Wide Behavior Plan we hope to increase motivation for students to attend regularly and remain in the instructional setting.

The barrier to accomplishing this goal seems to be a lack of motivation and not seeing the value in attending. The CST (Child Study Team) meets weekly to analyze school wide attendance data obtained for Data Warehouse, EDS, teachers, and parents. this data is used to identify individual students that may need additional support to improve their attendance. The team has identified a small group of students that health issues prevent them from attending on a consistent bases. We are working closely with these parents to provide addition support and resources.

Implementation Steps

We have reduced the number of absences over the last four years and will continue with the processes in place since the trend data shows improvement. We will also increase the number of bear paws given out to students and the number students that are drawn for ice cream.

Person(s) Responsible

Administration, student services, and teachers

Timeline / By When?

Ongoing

Initiated	3/4/15 Revised	ongoing
8/25/2014	Ongoing	

Goal 1 Data Collection and Management:
1.   Did your team access and use the student data information systems?
2.   What is the correlation between reinforcement of positive behaviors and targeted behaviors?
3.   Does the plan identify types of data needed, data system to access, and person(s) responsible for data collection and reporting?
4.   Does the plan identify a regular schedule of data and analysis?

Strategy

Data is entered daily by the DMT. Data is monitored on a bi-weekly basis through the CST and SBLT teams. From these meetings, the data is then shared with the staff and SAC. The RTI team meets at minimum every 6 weeks with every grade level to identify and review students with academic and behavioral concerns.

By implementing a higher level of incentives and increasing communication with the students and their caregivers, there will be an improvement in attendance.

Implementation Steps

Data will be collected and analyzed for possible patterns that may be contributing to the absences.

Person(s) Responsible

Administration, student services, and teachers

Timeline / By When?

Ongoing

Initiated	**3/4/15 Revised**	**Completed**
8/25/2014	Ongoing	

Goal 2: Goal: Decrease the number of office referrals among our Black students by at least 10%.

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Assumption: Students deliver inappropriate comments/behavior towards others due to a lack of understanding of socially and situational acceptable behavior.
Strategy: Students will be taught necessary skills to engage in expected behavior as defined by the Starkey Guidelines for Success.

Implementation Steps

Students will be taught necessary skills to engage in expected behavior as defined by the Starkey Guidelines for Success.

Person(s) Responsible

All staff

Timeline / By When?

Ongoing

Initiated	**3/4/2015 Revised**	**Completed**
4/25/2014	Ongoing	

Goal 2 Data Collection and Management:

1. **Did your team access and use the student data information systems?**
2. **What is the correlation between reinforcement of positive behaviors and targeted behaviors?**
3. **Does the plan identify types of data needed, data system to access, and person(s) responsible for data collection and reporting?**
4. **Does the plan identify a regular schedule of data and analysis?**

Strategy

Data is entered daily by the DMT. Data is monitored on a bi-weekly basis through the CST and SBLT teams. From these meetings, the data is then shared with the staff and SAC. The RTI team meets at minimum every 6 weeks with every grade level to identify and review students with academic and behavioral concerns.
By reinforcement of positive behavior and appropriate choices it is hoped that appropriate behavior and choices will improve.

Implementation Steps

Data will be collected and analyzed for possible patterns that may be contributing to the behaviors.

Person(s) Responsible

Administration, student services, and teachers

Timeline / By When?

Ongoing

Initiated   **Status**   **Completed**

Goal 3: Goal: Close the discipline gap between Black students and White students by at least 5%.

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Assumption: Students deliver inappropriate comments/behavior towards others due to a lack of understanding of socially and situational acceptable behavior.
Strategy. Through the use of incentives built into the School Wide Behavior Plan we hope to provide students with reinforcement for appropriate behavior.
Students will be taught necessary skills to engage in expected behavior as defined by Starkey Guidelines for Success. Black students will be paired with mentors that will meet with the student weekly to provide encouragement and model positive and appropriate interactions. Students who receive 3 or more referrals will have priority access to mentors.

Implementation Steps

Students will be taught necessary skills to engage in expected behavior as defined by Starkey Guidelines for Success. Students who receive 3 or more referrals will have priority access to mentors.

Person(s) Responsible

All staff

Timeline / By When

Ongoing

Initiated	**revised 3/17/15**	**ongoing**
4/25/2014	Ongoing	

Goal 3 Data Collection and Management:

1.   **Did your team access and use the student data information systems?**
2.   **What is the correlation between reinforcement of positive behaviors and targeted behaviors?**
3.   **Does the plan identify types of data needed, data system to access, and person(s) responsible for data collection and reporting?**
4.   **Does the plan identify a regular schedule of data and analysis?**

Strategy

Data is entered daily by the DMT. Data is monitored on a bi-weekly basis through the CST and SBLT teams. From these meetings, the data is then shared with the staff and SAC. The RTI team meets at minimum every 6 weeks with every grade level to identify and review students with academic and behavioral concerns.
By reinforcement of positive behavior and appropriate choices it is hoped that positive social interactions of students will improve.

Implementation Steps

Data will be collected and analyzed for possible patterns that may be contributing to the behaviors.

Person(s) Responsible

Administration, student services, and teachers

Timeline / By When?

Ongoing

Initiated	**revised 3/4/15**	**Completed**
4/25/2014	Ongoing	

Develop A School-Wide Reward/Recognition System Aligned To Targeted Behavior:

1.   How, when, where, and by whom will strategies be implemented?
2.   Are documented strategies evidence- based and aligned to data – e.g., explicit description of the procedure/practice, clear definition of the settings and implementers who use the procedure/practice, identification of the population of individuals who are expected to benefit, and the specific outcomes expected?

Strategy

Students are awarded "Bear Paws" for outstanding behavior (i.e. following the STAR matrix with fidelity, being an exemplary Starkey citizen, displaying the character trait of the month, etc.). Bear Paws will be used in the following manner:

•   Weekly:
o   Grade level containers are kept in the media center to accept Bear Paws with student names. A weekly drawing is held where administration announces the winners on the morning Star News. Winners of the drawing can receive a special snack during lunch time funded by PTA.
•   Monthly
o   Students will also be able to use their Bear Paws to enter a monthly drawing to have lunch with a Starkey Celebrity (i.e. Principal, Assistant Principal, School Counselor, etc.).
o   A minimum of one student per class will be chosen for demonstrating the character trait of the month. These students will be featured on Star News, will have their pictures displayed on the Citizen of the Month Bulletin Board, and will also receive a certificate and letter of achievement to bring home, as well as five Bear Paws.
o   A student store will be held in the cafeteria/multipurpose room during lunches once a month. Students may use Bear Paws to "purchase" rewards. Reward amounts will range from 5 Bear Paws (i.e. a sticker, eraser, etc.) to 200 Bear Paws which would be a grand prize.
•   Throughout the Year
o   "Paws" itive notes and calls will be sent home to recognize students achievement academically (i.e. trying their best on an assignment) or behaviorally (demonstrating the Star Matrix expectations).

Implementation Steps

Professional development was provided to the entire staff on the use of the bear paw ticket system including how, when, and why tickets are handed out. Our school wide expectations are presented in a matrix that helps teachers align their classroom rules with the school wide plan. During pre-school the behavior plan is reviewed and revised with the teachers. During the first week of school a "Bear Necessities" assembly is held to review the school wide behavior plan. During the first week of school, teachers hold classroom meetings to collaboratively establish classroom rules that align with the STAR matrix behavior plan. (Please refer to the attached Matrix.) Rules for the common areas in the the school are carefully aligned to the school wide expectations and are posted prominently throughout the school. Additionally the following areas also help to reinforce the school wide behavior plans: lesson plans, classroom guidance lessons, classroom walk-throughs, and PLC learning opportunities to help teachers reinforce school expectations and manage behaviors in the classroom.

Person(s) Responsible

All school staff

Timeline / By When?`

Ongoing

Initiated	**2/16/15 Revised**	**Completed**

8/25/2014

Alignment of Classroom Management Systems With The School-Wide Behavior Plan:

1.   How, when, where, and by whom will strategies be implemented?
2.   Are documented strategies evidence- based and aligned to data – e.g., explicit description of the procedure/practice, clear definition of the settings and implementers who use the procedure/practice, identification of the population of individuals who are expected to benefit, and the specific outcomes expected?

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Student miss behavior occurs due to a misunderstanding of common area expectations.

Implementation Steps

Our school wide expectations are presented in a matrix that helps teachers align their classroom rules with the school wide plan. During pre-school the behavior plan is reviewed and revised with the teachers. During the first week of school a "Bear Necessities" assembly is held to review the school wide behavior plan. During the first week of school, teachers hold classroom meetings to collaboratively establish classroom rules that align with the STAR matrix behavior plan. (Please refer to the attached Matrix.) Rules for the common areas in the the school are carefully aligned to the school wide expectations and are posted prominently throughout the school. Additionally the following areas also help to reinforce the school wide behavior plans: lesson plans, classroom guidance lessons, classroom walk-throughs, and PLC learning opportunities to help teachers reinforce school expectations and manage behaviors in the classroom.

Person(s) Responsible

Administration and all staff are expected to participate and implement the SWDP.

Timeline / By When?

Beginning of year and reviewed frequently

      Initiated   **1/26/15 Revised**   **Completed**

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Implementation Steps

Person(s) Responsible

Timeline / By When?

      Initiated   **1/26/15 Revised**   **Completed**
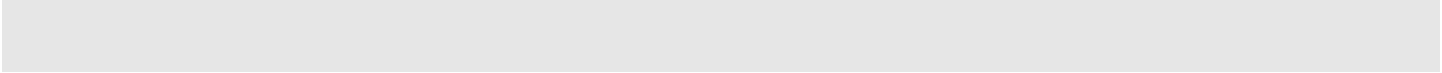
Action Plan:

Plan to Monitor for Fidelity of Implementation

Pre-School: Review data from 2013-2014 and revisit our school wide behavior plan and reward system.
Data is entered daily by the DMT. Data is monitored on a bi-weekly basis through the CST and SBLT teams. From these meetings, the data is then shared with the Staff and SAC. The RTI team meets at minimum every 6 weeks with every grade level to identify and review students with academic and behavioral concerns. Once a student reaches three referrals they will receive priority access to a mentor.Team and staff complete and discuss the PBS Assessments (e.g., PIC, School Safety Survey, etc.) to monitor and guide development and implementation.
Routine implementation is monitored through observations, walk-throughs, informal surveys, interviews, etc. to provide ongoing feedback and support to staff and adjust as indicated by data.   Walkthrough visits and discussion with principal/assistant principal address the problem-solving cycle, with focus on data for maintaining existing processes, identifying new priorities, and evaluating efficacy of any new policy/procedure.

Professional Development:
List Professional Development Opportunities Aligned To The Positive Behavior Supports

1. Professional development training will be offered to teachers on microaggressions, multicultural competency, and bullying prevention strategies.
2. Staff training on the use of bear paw reward system
2. During the Professional Development Day in October. 2. Book study of The Ten Things Every Child with Autism Wishes You Knew during first semester.

Midyear:
1. **Which goals, barriers and strategies were revised based on response to intervention?**
2. **What evidence was used to drive the revisions?**
==Be sure to include how you are addressing the discrepancy between Black and Non-Black discipline in your response to intervention discussion.==

Enter a summary of the current status of implementation

Mid-year: February 30, 2015

Goal A: Decrease the overall percent of absences from 4.5% to 4.3%
During the current 2014-2015 school year Starkey Elementary has had an absence rate of 3.9% with 2,097 absences. This is a .3% decrease from last year's rate of 4.2% with 2,216 absences in the same time frame.

Strategies driving our success for Goal A include Starkey taking a very proactive approach to increasing attendance through our CST and Early Warning Signs SIT meetings. We also reviewed attendance data and discussed strategies that could then be taken back into the classrooms. Teachers have become more aware of classroom and school wide attendance trends and are communicating more frequently with parents about student attendance. Starkey is on pace to meet and possibly exceed this year's goal.

Goal B: Decrease the number of office referrals among our African American students by at least 10%
During the current 2014-2015 school year, Starkey Elementary has issued a total of 3 referrals to students in the African American subgroup, accounting for 9.1% of the infractions. This is down from 13 referrals issued to this subgroup for the same time frame during the 2013-2014 school year which accounted for 31.7% of the infractions. This is a 22.6% decrease from last year and we are on pace to exceeding our goal.

Goal C: Close the discipline gap between African American students and white students by at least 5%
During the current 2014-2015 school year Starkey Elementary's African American subgroup makes up 6% of the school's population and has received 9.1% of the referrals to this point. Starkey's white students make up 68.2% of the population and have received 72.7% of the referrals. During this same time frame in the 2013-2014 school year Starkey Elementary's African American subgroup made up 7.3% of our population and received 31.7% of the referrals. Starkey's white students made up 68.5% of the population and received 53.7% of the referrals. Starkey is well on pace to exceed our goal with a current decreased gap of 41.6%.

Goal D: Decrease the overall number of suspensions by at least 5%
Starkey Elementary has issued a total of 3 suspensions (2 ISS and 1 OSS) so far this year. This is down from the 8 (4 ISS and 4 OSS) that were issued in the same time frame in the 2013-2014 school year. Starkey is well on pace to meeting our goal in this area with a current decrease of 62.5%.

Our successes for Goals B, C, and D includes giving students who have more than three office referrals, or one suspension, top priority to obtain a mentor. Additionally, African American students are paired with a mentor. Mentors are encouraged to meet with their students weekly during lunch time to support students in their academic pursuits and to help model appropriate behavior. Teachers utilize "Paws"itive notes/calls to reinforce positive behavior choices and academic efforts. Additionally, teachers reinforce the school wide behavior plan with their students and hold conferences to provide further support to students and families regarding strategies for being successful. We are well on pace to meet our goal in both of these areas. Starkey has also piloted a school store in the second through fifth grade classrooms that had the most behavior concerns. Student and teacher surveys indicate student behavior has improved due to the school store and fewer behavior issues.