

SCHOOL WIDE BEHAVIOR PLAN

Due in Area Superintendent's Office by Wednesday, August 14, 2013

School Name: Starkey Elementary **School Year:** 2013-2014

Each school will have a behavior plan that aligns with a positive and proactive approach to behavior, utilizes data and the problem-solving method, and meets the key components listed in the Bradley MOU. The school-wide behavior plan is designed to meet the needs of most students across all subgroups. Data will be reviewed at the school-wide, classroom, grade, ethnicity, disabilities, and other subgroup levels.

1. Benchmarks of Quality Score: $\frac{78}{107} = 72.2\%$

The Benchmarks of Quality score has decreased by 7.4% compared to the 2011-2012 school year. 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.

2. Engagement Data (attendance/suspension/etc):

a. https://pbsis.fmhi.usf.edu/users/pbsis_login.aspx

b. Use the End of Year data

The attendance rate has improved over the past year, however attendance still remains an area of concern. During the 2011-2012 school year 5,644 absences were recorded. There were 5,161 absences recorded during the 2012-2013 school year, which is a total decrease of 483 absences.

The year-end data shows that Starkey Elementary recorded 111 behavior referrals during the 2012-2013 school year. This number includes both office discipline referrals and bus referrals. African American students generated 39% of the referrals, White students 35%, Hispanic students 6%, and Multiracial students 20%.

A total of 5 students were assigned Out of School suspensions: Two African American students, two Multiracial students and one White student. A total of 16 students were assigned In-School Suspensions: four African American students, six White students, four Multiracial and two Hispanic students.

3. Using the data from EDS School-wide Behavior Plan, Portal, and your Benchmarks of Quality results, identify the top 3 goals and strategies you will use to reduce the occurrence of misbehavior at the school. Attach or insert your Action Steps for each.

*****Be sure to include strategies to decrease the discipline GAP between black/non-black students, disproportionality, and to increase engagement for all students. ******

a. Decrease the number of office referrals among our African American students by at least 10% and close the discipline gap between African American students and White students by at least 5%.

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

c. Decrease the overall number of absences by at least 10%.

(Action Plan is attached)

4. Attach or insert your School-wide Guidelines for Success/Expectations: *See attached Matrix

5. Attach or insert your Common Area Expectations/Rules: * See attached Matrix

6. Attach or insert your plan/schedule for teaching the Guidelines and Rules. You may include sample lesson plans.

Guidelines and rules will be reviewed with the staff during a pre-school meeting after the year end data has been shared. Staff input will be considered in generating school wide goals for improvement. We will engage in a plus / delta activity to determine areas of strength and weakness with regard to our school wide plan. Staff will be asked to review school wide expectations, daily, with their students during the first few weeks of school and to provide refresher training as needed. Sample lesson plans will be shared, and some lessons can be taught school wide via our morning news show. All students, at the beginning of the school year, will attend the "Bear Necessities" assembly to review school wide expectations and rewards.

7. Attach or insert the planned and/or established Reward/Recognition System:

8. Attach or insert the plan to align classroom management systems with the school-wide behavior plan.

Our school wide expectations are presented in a matrix that helps teachers align their classroom rules with the school wide plan. Please refer to the attached Matrix. Rules for all of the common areas throughout the school are carefully aligned to the school wide expectations.

9. Attach or insert a copy of your plan addressing the process for responding to problem behavior. This may include the referral process flowchart, minor/major behavioral definitions, and responses to misbehaviors (consequence hierarchy). *See attached flowchart and table

10. Attach or insert your data analysis plan that includes how often data are entered, reviewed, the types of data examined regularly, how the SBLT communicates the data patterns to faculty, staff and students.

List Projected Staff Training and follow-up coaching to promote an understanding and implementation of positive & proactive multi-tiered systems of support for 2013-2014. Include specific professional development aligned to improving social behavior at the school-wide, classroom, and subgroup levels.

1. Pre-School: Review data from 2012-2013 and revisit our school wide behavior plan and reward system.

2. Monthly: Review current discipline and attendance data at staff meetings. Provide an opportunity for teachers to share discipline strategies. Monthly Early Warning Signs SIT team will meet to look over data and present findings to staff for identifying next steps.

3. One per semester: Diversity training

4. Annually: Cultural Carnival to promote tolerance and understanding of diverse cultures as researched and coordinated by staff.

Evaluation/PDSA

Please provide a statement describing the status of the school's goals at the following intervals, and forward a copy to your Area Superintendent.

Mid-year: February 21, 2014

Currently, 51 referrals have been written this school year. Thirty percent of the 51 referrals have been for black students and 70% were written for non-black students. We have 47 black students who make up 7% of our population. Three students from this subgroup received 12 referrals, three of these students accounting for 12 of the 15 referrals. We have 605 non-black students who make up 93% of our population. This group received 36 referrals accounting for 70% of our total referrals with 4 of the students receiving 24 of the 36 referrals for this subgroup.

At the end of the 2012-2013 school-year, there were a total of 26 suspensions (10 OSS, 16 ISS). At this time our data suggests we will exceed our goal of decreasing suspensions by five percent. There have been a total of 9 suspensions this year (4 OSS, 5 ISS). This is a slight decrease from the previous year at this time (3 OSS, 7 ISS).

We are not on track to meet our attendance goal at this time. We have reduced the number of absences in comparison to last year for the same period, however, not by 10%. We have 2,619 absences from 8/20/13-2/5/14 and a population of 652 students with an average daily absence of 26. Last year there were 2,620 absences from 8/20/12-2/5/13 with a population of 622 students and an average daily absence of 27. This data was shared with SBLT and the staff in order to get ideas for attendance incentives. Attendance awards are given to the class with the best attendance each month which earns them the right to spin the "Wheel of Attendance" for class wide prizes. Teachers have been asked to put reminders in their class newsletters and contact parents more frequently about attendance concerns. We also have the social worker contact families, when appropriate. Stakeholders will be kept informed of this information through the use of morning news updates, weekly staff newsletter, and SAC meetings.

End of Year: June 20, 2014

Principal Signature _____

Date _____