

**14/15 School-wide Behavior Plan
Calvin A. Hunsinger School**

1/26/2015

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?
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Questions to guide discussion:

The school-wide expectations have been clearly identified and reviewed with staff during pre-school PBS training, and they are as follows: (Acronym S.P.L.A.S.H.): Strive Academically, Pay respect to Self and Others, Listen and Respond Appropriately, Always do your Best, Solve Problems, Help Each Other. There will be a school wide poster contest during the first week of school and winners will have their poster displayed in the hallways of the school. Cafeteria and Hallway procedure posters will also be made and prizes given to students for excellent work. This activity will teach expectations and rules while rewarding positive behavior and reinforcing learning of the expectations and rules. Posters will be displayed on every wing, throughout the main hallway, and in the front office. Classroom rules will also be developed with the students and posted during the first week of school and will be visible in all classrooms.

School Wide GFS Expectations and Rules:

Expectations	Rules
Strive Academically	1. Be On-Task and Give Full Effort
Pay Respect to Self and Others	2. Use Appropriate Words and Actions
Listen and Respond Appropriately	3. Follow Staff Directions
Always do Your Best	4. Complete All Assigned Tasks to Your Best Ability
Solve Problems	5. Solve Problems Calmly, Safely & In-Area
Help Each Other	6. Lend a Hand; Do the Right Thing

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Goal 1: All students will have a portfolio that they maintain (with staff monitoring/assistance) where they record behavior goals and plot progress toward goals.

All students will have a portfolio that they maintain (with staff monitoring/assistance) where they record behavior goals and plot

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?

All teachers/associates need to be properly trained by BS and/or SW on data recording process needed for student portfolios. All students need to be properly trained by teachers/associates/BS on how to enter data into their portfolios

Implementation Steps

Provide portfolios to teachers, train teachers/associates. Train students and allow them to demonstrate success by beginning data entry.

Person(s) Responsible

Teachers, Associates, Students, Behavior Specialists and/or Social Workers

Timeline / By When?

By 8/25/14, teachers and associates will be trained on portfolio data collection/recording techniques. By 9/1/14 students will be trained on portfolios.

Initiated

9/18/2014

Status

Ongoing

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

Status

Completed

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?
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Strategy

All students will be given portfolios with data sheets that will track points earned daily, star days earned (that coincide with a levels system, and specifically, levels advancement), frequency of FBA behavior concern and frequency of use of replacement behavior. This information will provide useful for students to assess progress and also track points earned for use at weekly school store, which provides tangible reinforcers that are specific to responses on a reinforcer survey administered to students in the first two weeks of school.

Implementation Steps

Assemble portfolios, distribute to staff and teach recording process, teachers/associates teach students how to record their own data (with staff double checking), reinforcement surveys administered and results analyzed, students record data and work towards levels advancement while earning rewards daily and/or weekly (depending on level status).

Person(s) Responsible

Teachers/associates/BS/SW/psychologist, and students.

Timeline / By When?

By 9/1/14 students will be trained on portfolios. First two weeks of school: portfolios complete, staff and students trained, reinforcer surveys completed

Ongoing: students collect data daily and staff review weekly

Initiated

9/18/2014

Status

Ongoing

Completed

Goal 2: Reduce the number of African American students receiving out of school suspensions (by 10%) and arrests by (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?

alternative academic settings in lieu of OSSs
review FBAs each semester

Implementation Steps

develop a checklist to ensure FBAs are reviewed more frequently
students will monitor their own behavior through portfolios (goal 1)

Person(s) Responsible

BS/SW/Psychologist/ Teachers, administrators and VE Specialist

Timeline / By When?

By 8/25/14: alternate setting academic criteria established
monitor the implementation of using a different setting
teachers will monitor student portfolio entries twice a month

Initiated

9/18/2014

Status

Ongoing

Completed

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

To illuminate students' successes via daily charting of points earned and star days earned that lead to level advancement
Students will share behavior data for their FBA meetings (advocate for themselves)

Implementation Steps

Review correct procedure for completing point cards with associates, teach associates and teachers how portfolios are to be maintained so that they can then teach students and monitor student efforts, analyze data with students and in biweekly team meetings.

Person(s) Responsible

associates/teachers/BS/SW/psychologist, administrator

Timeline / By When?

By 8/25/14 - Review point card data collection process with associates and teach how portfolios will be maintained

By 9/1/14 - Teach students to record data daily and reinforce data recording efforts

Biweekly - analyze portfolio data in team meetings

Initiated

Status

Completed

Goal 3: Students and staff will engage in positive recognition of prosocial student/staff behavior daily and develop a Level System to Motivate Students to Improve Behavior (and Potentially Reintegrate)

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?

Staff will need to model prosocial behavior and give "Dolphin Splash" positive written feedback to students that are read on the announcements.

Develop clear and specific criteria for achieving higher levels along with appropriate rewards/reinforcers

Implementation Steps

Staff write Dolphin Splashes during first week of school and offer blank splash forms to students, Dolphin Splash are read on the announcements; student splashes are placed in jar for raffle for daily prize

Develop level criteria, utilize results of reinforcer surveys to develop reward/reinforcers, teach staff and students system

Person(s) Responsible

all staff may write Dolphin Splashes; SW/psychologist/administrator reads them and conducts raffle and announces daily winner.

BS/SW/Psychologist/ Teachers, administrators and VE Specialist

Timeline / By When

Implementation will begin 1st week of school and continue throughout year. By 8/25/14:

level system criteria established

By 9/1/14: Survey results analyzed and staff students taught to record data and identify "star" days

Initiated

9/18/2014

revised 1/26/15

Ongoing

Completed

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

To determine if dolphin splash recognition is correlated with Star Days

To illuminate students' successes via daily charting of points earned and star days earned that lead to level advancement

Implementation Steps

Record Dolphin Splash data daily; compare data to Star Day data biweekly in team meetings

Review correct procedure for completing point cards with associates, teach associates and teachers how portfolios are to be maintained so that they can then teach students and monitor student efforts, analyze data with students and in biweekly team meetings.

Person(s) Responsible

SW/psychologist Behavior Specialists
associates/teachers/BS/SW/psychologist, administrator

Timeline / By When?

Begins first day of school and continues throughout school year

By 8/25/14 - Review point card data collection process with associates and teach how portfolios will be maintained

By 9/1/14 - Teach students to record data daily and reinforce data recording efforts

Biweekly - analyze portfolio data in team meetings

Initiated

9/18/2014

revised 1/26/15

Ongoing

Completed

Strategy

To determine if dolphin splash recognition is correlated with Star Days

Implementation Steps

Record Dolphin Splash data daily; compare data to Star Day data biweekly in team meetings

Person(s) Responsible

SW/psychologist/administrator reads them and conducts raffle and announces daily winner.

Timeline / By When?

Begins first day of school and continues throughout school year

Initiated

9/18/2014

revised 1/26/15

Ongoing

Completed

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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?
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Strategy

Students will earn points to spend in weekly school store. Points are earned by prosocial behavior as well as correct use of replacement behavior. Teach classroom hierarchy to all students within the first week of school. Encourage Recognition of positive/improved behavior via request for reinforcement by BS/SW. Reward student's academic and behavioral achievement by nominating student for Citizen of the Month. Students are able to request time with Check & Connect staff person via written or verbal request to the BS

Implementation Steps

Teach students how they earn points and what school store process is; students record points in portfolio daily, students shop in store weekly. Teacher requests either via email, in person, or via intercom, BS/SW/psychologist responds and provides either tangible reward or facilitates game (for example, silent speedball) to reinforce positive student behavior in class. Teacher/associate/any staff member nominates student; team discusses and decides which students will receive recognition; parents are invited to ceremony; staff member gets refreshments; students names are called over announcements ; students participate in ceremony and get picture with principal. Student requests to see staff member; BS checks on availability and sets up time, student and staff member meet

Person(s) Responsible

Teachers/associates/any staff may nominate; principal distributes certificates and gets picture with student. Teacher/associate convey request to BS who seeks out Check & Connect staff member

Timeline / By When?

By 8/25/14 students will be taught how to record points and will have had first school store shopping experience of the year. Starting 8/25/14 and occurs as requested (at least weekly per wing). Monthly, beginning in October. Requests filled on same day when staff member is available; occurs throughout school year

Initiated

Status
Ongoing

Completed

Strategy

Recognize Improved Behavior as evidenced by moving up level in level system. Random reinforcement - to "catch" students engaging in appropriate/replacement behaviors by randomly entering classrooms and giving tangible reinforcers to such students. Begin Random Reinforcement by 9/1/14; continue throughout year. Students will earn points to spend in weekly school store. Points are earned by prosocial behavior as well as correct use of replacement behavior. Student portfolios will be monitored at least biweekly to assess progress in level system advancement. Additionally, administration will judge Expectation and Rules poster contest and select several for display. They will also review a "Levels list" monthly to determine percentage of students advancing and request revisions to level system if less than 50% of students showing progress in level advancement. The Reintegration Specialist will also provide monthly feedback to administrators regarding students showing promise for consideration for reintegration.

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Implementation Steps

confirm advancement to next level with BS, announce student's name/accomplishment on morning announcements; invite student to Awards ceremony (concurrent with Citizen of the Month award), invite parents to ceremony; conduct ceremony and recognize student with certificate/photo. Purchase/collect reinforcers; check with teacher about behavior to be reinforced just prior to entering classroom; distribute reinforcement and provide specific praise; repeat at random times throughout week. Teacher/associate to teach hierarchy and post in visible area within the classroom. Teach students how they earn points and what school store process is; students record points in portfolio daily, students shop in store weekly.

Person(s) Responsible

teachers/associates/SW/BS/psychologist/ administrator.

Timeline / By When?

By 8/25/14, Hierarchy will have been taught and be posted in class. Monthly, beginning in September 2014. Begin Random Reinforcement by 9/1/14; continue throughout year. By 8/25/14 students will be taught how to record points and will have had first school store shopping experience of the year.

Initiated

Status

Completed

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?

Students are able to request time with Check & Connect staff person via written or verbal request to the BS

Implementation Steps

Student requests to see staff member; BS checks on availability and sets up time, student and staff member meet

Person(s) Responsible

teacher/associate convey request to BS who seeks out Check & Connect staff member

Timeline / By When?

Requests filled on same day when staff member is available; occurs throughout school year

Initiated

Status

Completed

Action Plan:

Plan to Monitor for Fidelity of Implementation

Student portfolios will be monitored at least biweekly to assess progress in level system advancement. Additionally, administration will judge Expectation and Rules poster contest and select several for display. They will also review a "Levels list" monthly to determine percentage of students advancing and request revisions to level system if less than 50% of students showing progress in level advancement. The Reintegration Specialist will also provide monthly feedback to administrators regarding students showing promise for consideration for reintegration.

Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

Opportunities for professional development aligned to PBS are available online at:

Florida Positive Behavior Support Project

http://flpbs.fmhi.usf.edu/Web_Training_Tier_2.cfm

http://flpbs.fmhi.usf.edu/Web_Training_Classroom.cfm

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

Goal 1: All students will have a portfolio that they maintain (with staff monitoring/assistance) where they record behavior goals and plot progress toward goals.

Teachers were provided binders and training related to the portfolios at the beginning of the school year. Currently, elementary and middle school students are independently tracking both behavior and academic progress with some monitoring. High School is continuing to work towards the same level of implementation as elementary and middle school students. One high school teacher who has been implementing the portfolio and completing data chats with students, used a survey to gather information from students. Many of their comments were positive and the teacher is implementing some of the changes the students recommended. Our goal is to have all high school teachers using this system by Spring Break.

Goal 2: Reduce the number of African American students receiving out of school suspensions (by 10%) and arrests by (5%).

Calvin Hunsinger School decreased the percentage of African American students' out of school suspensions by 52% from 27 suspensions 1st semester of 2013-2014 to 13 in 2014-2015. Calvin Hunsinger School decreased the percentage of Caucasian students' out of school suspensions by 27% from 19 suspensions 1st semester of 2013-2014 to 14 in 2014-2015. Our current population is 46% African American and 40% Caucasian and the out of school suspension percentage rate for African American students is 24% and 30% for Caucasian students. Our target was to decrease suspension of African American students by at least 10% we are currently on target to exceed this goal.

Calvin Hunsinger School decreased overall arrests from 1st semester of 2013-2014 from 11 to 10 for 1st semester of 2014-2015. Calvin Hunsinger School decreased the percentage of African American students' arrested by 56% from 9 arrested 1st semester of 2013-2014 to 4 in 2014-2015. Calvin Hunsinger School increased the percentage of Caucasian students' arrested by 67% from 2 arrests 1st semester of 2013-2014 to 6 in 2014-2015. We are on target to exceed the goal of decreasing the arrests of African American.

We believe that the decreases are to do the implementation of the School Wide Level System, Positive Behavior Supports, and the additional staff provided to support our students.

Goal 3: Students and staff will engage in positive recognition of prosocial student/staff behavior daily and develop a Level System to Motivate Students to Improve Behavior (and Potentially Reintegrate).

Students and staff use "Splash Outs" to recognize prosocial student/staff behavior on a daily basis which is announced over the intercom each morning. The Level System has been fully implemented in elementary and middle school, high school is continuing to work towards full implementation. Positive behavior supports are in place at all levels.

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