
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:

Guidelines for Success and School-Wide Rules have been developed and are clearly defined in all common areas as well as in each classroom. The Nina News is another avenue that Nina Harris uses to reinforce Guidelines for Success and the School-Wide Rules. Teachers are provided with laminated sets of both to display in their classrooms. In order to meet the needs of our students, pictures of students and symbols are used on to depict what each guideline and rule means. Teachers also modify visual cue cards using items such as real objects to assist the visually impaired students in understanding. Each classroom has a Classroom Management Plan that is aligned to the guidelines and school rules. Plans are posted in a prominent place in the room, reviewed with students daily and a copy is provided to the assistant principal. Daily Social Skills Lessons provide reinforcement of the rules.

Guidelines for Success

Be Safe
Be Respectful
Be Positive
Always Try.

School-Wide Rules

Hands Down
Feet Down
Stay
Just Do It
Ask for help

Goal 1: Reduce the number of behavior calls generated by black students and students with autism by 5% or more by June 2015 as measured by the number of behavior calls.

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?

58% of the behavior calls school wide were generated by students with autism even though they represent 21% of the student population. 50% of the teachers who teach students with autism in a self-contained setting have not been offered the opportunity to attend TEACCH training.

Implementation Steps

Arrange for TEACCH training for eight teachers who teach students with autism. Teachers will implement TEACCH strategies in their classrooms such as the structure of the room, scheduling both individual and classroom, use of visuals, work systems and communication skills. The teachers will provide an overview of the TEACCH training and strategies implemented in their classrooms to staff. Time will be provided after school using Title I funds for the teachers to meet for three hours for collaborative planning.

Person(s) Responsible

Ind Coach, Bookkeeper, TEACCH Facilitators from the University of North Carolina, Teachers who teach students with autism

Timeline / By When?

TEACCH training will take place prior to the new school year, implementation of strategies will be on-going throughout the year and an overview will be provided before the end of first semester. Teachers will meet on Sept. 9, 23 and Oct. 14 to collaborate and plan.

Initiated
8/1/2014

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?

58% of the behavior calls school wide were generated by students with autism even though they represent 21% of the student population. 50% of the teachers who teach students with autism in a self-contained setting have not been offered the opportunity to attend TEACCH training.

Implementation Steps

Arrange for TEACCH training for eight teachers who teach students with autism. Teachers will implement TEACCH strategies in their classrooms such as the structure of the room, scheduling, use of visuals, work systems and communication systems. In addition an overview of the training will be provided to staff by the teachers. Time for collaboration and planning will be provided for those teachers utilizing Title I funds

Person(s) Responsible

Ind Coach: obtain information on training dates, registration fees and any costs related to the training.
Bookkeeper: generate purchase orders, find out information about travel expenses,
TEACCH Facilitators at the University of North Carolina: provide the workshop
Teachers schedule dates for collaborative planning

**14/15 School-wide Behavior Plan
Nina Harris ESE Center**

1/28/2015

Timeline / By When?

TEACCH training will be conducted prior to the new school year, implementation of TEACCH strategies will be on-going throughout the year and an overview will be provided to the staff before the end of first semester.

Initiated
8/18/2014

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?

Black students represent 23% of the student population. End of the year data for 2013-2014 school year data shows that black students generated 29% of those behavior calls (793 calls). Sixteen out of 48 black students (33%) are identified as students with autism. Those 16 students accounted for 600 of the 793 behavior calls (76%). The data shows, that the gap between black and non-black students is more of an exceptionality (ASD) than a race issue.

Implementation Steps

Black students who are autistic generated 76% of the total calls by black students school-wide. Due to this data, the implementation steps for the first action plan (TEACCH) will be implemented to reduce the number of calls generated by black students. Arrange for TEACCH training for eight teachers who teach students with autism. Teachers will implement TEACCH strategies in their classrooms such as the structure of the room, scheduling both individual and classroom, use of visuals, work systems and communication skills. The teachers will provide an overview of the TEACCH training and strategies implemented in their classrooms to staff. Time will be provided after school using Title I funds for the teachers to meet for three hours for collaborative planning.

Person(s) Responsible

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Timeline / By When?

TEACCH training will take place prior to the new school year, implementation of strategies will be on-going throughout the year and an overview will be provided before the end of first semester. Teachers will meet on Sept. 9, 23 and Oct. 14 to collaborate and plan.

Initiated
8/18/2014

Status
Ongoing

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?
-

Strategy

Behavior calls are collected daily and analyzed on a monthly basis to monitor progress. The data is shared at MTSS, staff meetings and SAC.

Implementation Steps

Behavior data is reviewed and compared to the previous year as well as the previous month to note trends. Data is broken down into the following Gender, Race, Exceptionality, Grade Level and types of calls. Data generated by black students with autism will be analyzed to determine trends for that sub group of students.

Person(s) Responsible

Behavior Specialists track calls
Assistant Principal generates graphs from data
MTSS Team reviews data
Behavior Specialists provide assistance to teachers and students.

Timeline / By When?

Monthly basis throughout the school year

Initiated

8/18/2014

Status

Ongoing

Completed

Strategy

Behavior calls are collected daily and analyzed on a monthly basis to monitor progress.

Implementation Steps

Behavior data is reviewed and compared to the previous year as well as the previous month to note trends. Data is broken down into the following Gender, Race, Exceptionality, Grade Level and types of calls. Students are identified who need additional support and classrooms which generate many calls are provided assistance. Behavior goals for students who have FBAs are reviewed and updated annually or as needed based on data collected.

Person(s) Responsible

Behavior Specialists document behavior calls daily and provide monthly data to be analyzed
MTSS Team reviews data
Behavior Specialists provide assistance to teachers and students.
Behavior Specialist reviews FBAs

Timeline / By When?

behavior data monthly throughout the year

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FBA's yearly or as needed

Initiated

8/18/2014

Status

Ongoing

Completed

Goal 2: Reduce the number of behavior calls by 5% by June 2015 as measured by behavior data.

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?

Many of the students who attend Nina Harris lack uniform behavior skills and appropriate social skills (anger management, problem solving). There is inconsistent implementation of social skills lessons school wide due to the fact that staff may be unaware of the resources available to them that are housed in the Media Center.

Implementation Steps

A monthly Social Skills lesson will be aired over the Nina News and a hard copy of the lesson will be provided to instructional staff. A list of resources that can be used to teach social skills will be developed and given to staff for reference.

Person(s) Responsible

Behavior Specialist, LRE Specialist and Media Associate

Timeline / By When?

Monthly beginning Sept. 2014 and throughout the year.

Initiated

9/22/2014

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?

CPI Level 1 training will be offered for all staff during pre-school.

Implementation Steps

Administrators and Pro-Ed Facilitator will arrange for a six hour Level 1 CPI training and a three hour Level I CPI Refresher Course for instructional and support staff.

Pro-Ed Facilitator will contact district trainer for available dates.

Person(s) Responsible

Pro-Ed Facilitator, Keith O'Connor, CPI Trainer

Timeline / By When?

During preschool

Initiated

5/1/2014

Status

Completed

8/18/2014

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

Social skills lessons will focus on specific types of behaviors that students are experiencing difficulty with based on monthly behavior data (aggression, compliance, elopment and disruption).

Implementation Steps

Behavior Specialists and the LRE Specialists will present a monthly Social Skills lesson via the Nina News. Copies of the lesson will be given to instructional staff. A list of resources that are available for check-out in the Media Center will be provided to staff.

Person(s) Responsible

Behavior Specialist
LRE Specialist
Media Associate

Timeline / By When?

Monthly throughout the year

Initiated

Status

Completed

Strategy

All staff members will be CPI trained. Staff utilizing CPI will be able to recognize the behavior levels of students and use preventive techniques to de-escalate student behaviors.

Implementation Steps

Arrange for a six hour Level 1 CPI course and a three hour CPI Refresher course for all staff during pre-school.

Person(s) Responsible

Pro-Ed Facilitator will contact CPI instructor and arrange training days.
Keith O'Connor District CPI Instructor

Timeline / By When?

During preschool

Initiated

Status

Completed

Goal 3: Increase Daily Attendance Rate by 5% or more by June 2015 as measured by Daily Rate of Attendance.

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?

Many students who attend Nina Harris are medically fragile and are more susceptible to becoming ill which causes them to miss school more than the average neuro typical student. A Student Attendance Documentation Log will be implemented by case managers to document students who are absent three days in a row. Child Study Team will review logs and determine steps to take based on data.

Implementation Steps

Provide each case manager with Student Attendance Documentation Log
Schedule Child Study Team meetings
Run student attendance data every two weeks to identify students with excessive absences
Hospital Homebound referrals

Person(s) Responsible

Child Study Team
DMT
Case Managers

Timeline / By When

Every two weeks throughout the 2014-2015 school year.

Initiated
8/18/2014

revised 1/26/15
Ongoing

Completed
8/15/2004

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

Average daily attendance for the 2013-2014 school year was 88%. 75 students were absent 15% or more, 55 students were absent 20% or more during the school year. Child Study Team will meet every two weeks to review student attendance data. Hospital Homebound referrals will be provided to parents to initiate Hospital Homebound services. School Social worker will make home visits for students with excessive absences who do not have medical problems. Implement Student Attendance Documentation Log
Place reminders in the monthly newsletter about the importance of attending school and reminding parents to notify the school for any address change at least a week in advance so transportation services will not be interrupted.

Implementation Steps

Child Study Team will meet every two weeks to review student attendance data and determine next steps.
Case Managers will use the Attendance Documentation Log to note why students are absent
DMT will run student attendance from Portal
Referrals will be made for students who qualify for Hospital Homebound
Articles will be placed in the monthly Newsletter reminding parents on the importance of student attendance.

Person(s) Responsible

Child Study Team
Case Managers
DMT

Timeline / By When?

Every two week throughout the 2014-2015 school year.

Initiated
9/5/2014

revised 1/26/15
Ongoing

Completed

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 earn Nina Bucks for following the Guidelines for Success, School-Wide and classroom rules. The Nina Bucks are used by the students to purchase items from the stationary School Store and Mobile School Store on a weekly basis. The school stores are maintained by high school students with staff assistance

Implementation Steps

LRE Specialist will work with students to set up, stock and run the stationary school store. The Mobile School Store is maintained by a high school class and visits classrooms on a set schedule weekly. Teachers are responsible to fill out individualized forms based on how their class will utilize the school stores.

Person(s) Responsible

LRE Specialist for Stationary Store
High school students with assistance from their teacher for Mobile School Store.

Timeline / By When?

On going throughout the year on a weekly basis.

Initiated

8/22/2014

Status

Ongoing

Completed

Strategy

Provide opportunities for students to socialize in a weekly unstructured event (Friday Fun Club). School-Wide Dances will be held in the gym on the final Friday of each grading period. Students participation in the Friday Fun Club is based on behavior criteria set by their classroom teachers.

Implementation Steps

Each Friday a block of time will be set up for students who earn Friday Fun Club. Carts, music, playground and sports activities will be set up for students to enjoy along with their peers. Staff must be in attendance with their class during Fun Friday. On the final Friday of each grading period a School-Wide Dance will be held in the gym

Person(s) Responsible

Behavior Specialists

Timeline / By When?

Weekly basis throughout the year.

Initiated

8/22/2014

Status

Ongoing

Completed

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1/28/2015

Strategy

Recognize students who exhibit C2C traits monthly at a school-wide Student of the Month award program. invite parents to attend award program and names of students are listed in the monthly newsletter.

Implementation Steps

Each month one student from each classroom will be identified to receive a Student of the Month award that specifies what that student did to earn the award. Specialists, therapists and school -wide personnel may also recognize students. Parents are sent personal invitations to attend. Students have their picture taken and names are placed in the monthly newsletter.

Person(s) Responsible

Classroom teachers, therapists, specialists, school-wide personnel
School Secretary
Assistant Principal
Technology Specialist

Timeline / By When?

Monthly throughout the 2014-2015 school year.

Initiated

9/22/2014

Status

Ongoing

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?

Each student will have a Daily Star Card that aligns to their Social/Emotional Goal on their IEPs. Points earned from the Star Card can be used to earn Nina Bucks and other rewards determined by classroom teachers. (Friday Fun Club, Movie Day, School Store, etc.)

Implementation Steps

A Daily Planner will be given to each student for daily communication between home and school. Daily Star Cards will be located inside the planner as well as a copy of the Guidelines for Success and School-Wide Rules. Daily Planners will be distributed to each student the first day of school. The planners are specific to our school.

Person(s) Responsible

LRE Specialist, team of teachers and administrators will develop a planner that meets the needs of Nina Harris' students. Teachers will input the Social/Emotional Goals for students.

Timeline / By When?

Planners will be developed and distributed August 2014.
On-going throughout the 2014-2015 school year.

Initiated

8/18/2014

Status

Ongoing

Completed

Action Plan:

Plan to Monitor for Fidelity of Implementation

The MTSS Team will analyze behavior data, note trends and identify students who need additional support. Minutes from the meeting will reflect discussion. Data will also be shared with SAC and staff.

TEACCH strategies, such as of daily schedules, PECs , room arrangement, work stations and communication systems will be implemented in classrooms that serve students with autism and noted during walkthroughs.

Lesson Plans will note daily Social Skills Lessons

Classroom Management Plans will be turned in to the assistant principal. Plans will be aligned to Guidelines for Success and School-Wide Rules. Classroom plans will have all the components for STOIC incorporated.

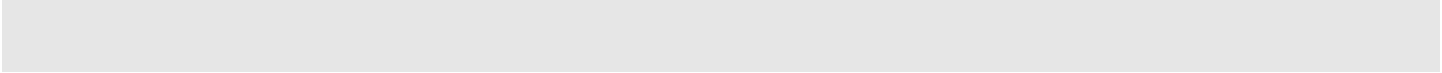
List of staff who attended CPI Level I trainings

List of staff who participated in Book Study and minutes from meetings.

Newsletters will note names of students who earned Student of the Month

Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

- 
1. Eight teachers who teach students with autism will attend a five day training on the principles of TEACCH at the University of North Carolina.
 2. Six hour CPI Level I training and a three hour CPI Level I Refresher will be offered during pre-school.
 3. Book Study will be offered to instructional staff on the book The Ten Things Every Child with Autism Wishes You Knew during first semester.

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1/28/2015

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

See attached files.