
Guidelines for Success

1. What are the school-wide Guidelines for Success?

The guidelines for success for Nina Harris are:
Be Safe, Be Respectful, Be Positive, Always Try.

These have been developed and are clearly defined in all common areas as well as in each classroom.

2. Where are common area expectations posted?

Guidelines for success are posted in the cafeteria, the main hall way and each hallway wing. They are also posted in the library, art, music, P.E, and all the specialist areas.

3. How are common area expectations communicated?

They are posted in each classroom, common areas and cafeteria. They are communicated to faculty in faculty meetings, PLC's, Leadership Meetings, walk throughs, parent conferences and the Nina News. Teachers are provide with laminated sets of both the guidelines and the school-wide rules so that both can be displayed in the classroom. In order to meet our students needs these are also depicted in picture format. Teachers also modify visual que cards for students that are visually impaired. Teachers review the expectations with students daily.

4. What are the classroom expectations/rules and how are they identified, posted, and clearly communicated?

Each teacher has a Classroom Management Plan that is turned in to the assistant principal and is aligned to the guidelines and school rules. These guidelines and rules are reviewed with students daily. They are in written and in picture format to meet the needs of each unique student.

School-Wide Rules

Hands Down

Feet Down

Stay

Just do it

Ask for help.

Goal 1

Present Level of Performance

A total of 2,075 behavior calls were logged during the 2014-2015 school year.

Expected Level of Performance

To reduce behavior support calls by 5% or more during the 2015-2016 school year.

GAP

The gap is 125 calls over the course of the year or about 1 call per day.

1. What problem have you identified?

We would like for our students to develop social skills and be able to appropriately request and communicate wants and needs using their identified communication mode (verbal, picture cards, buttons, switches, etc.). Data was collected from logged behavior support calls from the data base kept by the behavior team. Behavior Specialists also use Functional Equivalent Replacement Behavior data to identify appropriate forms of communication based on specific student needs.

2. What is your Desired Outcome/Measureable Goal?

To reduce the number of behavior calls as documented by the data collected from the behavior database by 5% or more by June 2016. (2075 calls to 1950 calls).

3. What are possible reasons that your goal has not yet been reached (barriers)?

Current CPI knowledge for all staff.
Student frustration due to an inability to appropriately communicate their wants and needs.
Precipitating factors that are out of our control. (medicine changes, life changes, illnesses etc.)

3a. What is the most valid and alterable barrier (your priority)?

Provide CPI training to all staff.
Continue to develop consistent modes of communication for students.
Continue to infuse social skills throughout the students' day.

3b. How do you know that this is the right barrier to address (validation)?

CPI is a research based method to diffuse behavior issues.

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Having consistent communication modes enables our population of students to have more control over their environment and gives them the ability to communicate appropriately and make choices. Students do not exhibit appropriate social skills.

Goal 1

4. How will this problem be solved?

Continue to provide daily social skill lessons on Nina News and provide lesson plans to teachers.

**Implementation Steps
(Including professional development)**

Lesson plans are developed monthly to target specific social skills based on school-wide rules.

Person(s) Responsible

Julie Bush
Ricky Seelbach
Behavior Specialists

Timeline / By When?

Throughout the 2015-2016 school year

Initiated: 8/24/2015
Ongoing: Y
Pending:
Completed:

Provide CPI training for all staff

**Implementation Steps
(Including professional development)**

Arrange for CPI training during pre-school and offer other opportunities throughout the year.

Person(s) Responsible

Arlene Sullivan
Julie Bush

Timeline / By When?

End of first semester

Initiated: 8/24/2015
Ongoing: Y
Pending:

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Completed:

Goal 1

5. Data collection and management

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

**Implementation Steps
(Including professional development)**

Behavior data is reviewed and compared to the previous year as well as the previous month. Trends are noted and discussed. Data is broken down by gender, race, exceptionality, grade levels and type of call. Students are identified that need additional support or a change of support from the data. Classroom teachers are also identified that may need additional supports.

Person(s) Responsible

Behavior Specialists track the calls and provide assistance to classrooms. MTSS team reviews the data.

Timeline / By When?

Monthly throughout the school year.

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 1

6. Support Plan

CPI Training

**Implementation Steps
(Including professional development)**

Provide a training date, location and time.

Person(s) Responsible

Keith O'Connor
Julie Bush

Timeline / By When?

Prior to the first day of students returning to school and refreshers throughout the year.

Initiated: 8/17/2015

Ongoing: Y

Pending:

Completed:

Communication Matrix Report for low and non verbal students.

**Implementation Steps
(Including professional development)**

Provide a training date, location and time for Philip Schweight.

Provide training opportunities for staff on implementing strategies to improve student communication, based on individual student's Communication Matrix Report

Person(s) Responsible

Julie Bush
Cindy Rekort
Philip Schweight

Timeline / By When?

2015-2016 School Year

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Initiated: 8/24/2015
Ongoing: Y
Pending:
Completed:

Goal 1

7. Fidelity Plan

Percentage of staff who are CPI trained.

**Implementation Steps
(Including professional development)**

CPI Training

Person(s) Responsible

Julie Bush
Keith O'Connor

Timeline / By When?

2015-2016 School Year

Initiated: 8/17/2015

Ongoing: Y

Pending:

Completed:

Number of students who have completed Communication Matrix Report

**Implementation Steps
(Including professional development)**

Communication Matrix Reports

Person(s) Responsible

Philip Schweight
Cindy Rekort
Julie Bush

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Timeline / By When?

2015-2016 School Year

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 1

8. What is the response to your intervention in each goal area?

As of 12/10/2015

Summary of Data Review

As of November 30, 2015 there have been a total of 833 behavior calls. Based on this data if the rate of calls continue at this pace we estimate the behavior calls to be around 2500.

Data-based Decision

There is a correlation between the number of calls and student to staff ratio.

Due to absenteeism, leaves of absence, influx of new students and vacant positions staff to student ratios have increased.

Next Steps

Currently staff have been recommended to fulfill vacancies in targeted classrooms.

Administration have been recognizing staff who have had perfect attendance on a monthly basis during staff meetings.

Drawings for gift cards for those staff members are given monthly.

A Special recognition will be given to those with perfect attendance per semester.

As of 12/10/2015

Summary of Data Review

Social Skills lessons are being aired on Nina News daily and teachers are provided with hard copies of the lesson plans to reinforce lessons in the classroom

Not all staff have received CPI training. A refresher training was offered at the beginning of the year.

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Data-based Decision

All teachers receive Social Skill Lesson Plans Monthly. Social skills are infused throughout the day. Administration do random samplings throughout the school to collect data. Current flow of the week schedules do not reflect daily Social Skills lessons.

Currently 90% of the staff have been trained in CPI.

Next Steps

Revise Flow of the week to include implementation of social skills lessons.

Requests have been made to Professional Development for site-based CPI training. As of now, the District is only providing district wide training.

Goal 2

Present Level of Performance

Behavior Support Calls reflect that 1,219 calls were logged by our students with autism. (58% calls)

Expected Level of Performance

Reduce the number of behavior support calls by 5% or more for students with autism by June 2016.

GAP

Reduce by 60 or more behavior support calls for students with autism.

1. What problem have you identified?

The problem is that 58% of the calls are from students with autism and the population of students with autism is only 21% of the Nina population. Data was collected from behavior specialist and logged behavior support calls.

2. What is your Desired Outcome/Measureable Goal?

To reduce the number of behavior support calls generated by students with autism by 5% or more by June 2016 as measured by behavior support call data.

3. What are possible reasons that your goal has not yet been reached (barriers)?

We are making progress with reducing behavior calls for students with autism. This year, we have three new teachers teaching students with autism and they have not received TEACCH training.

Classrooms with students on the autism spectrum are spread throughout the building, making it difficult for behavior specialist to provide intensive supports.

3a. What is the most valid and alterable barrier (your priority)?

Provide a TEACCH trained mentor to work with the new teachers who teach students with autism.

Classrooms with more intensive students on the Autism Spectrum Disorder have been moved to the hallway where the Behavior Specialist's office is located.

3b. How do you know that this is the right barrier to address (validation)?

Literature and research shows that TEACCH based principles provide teachers with additional knowledge of autism so they can relate and manage behaviors in the classroom reducing the need of outside intervention from the behavior

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specialists.

Goal 2

4. How will this problem be solved?

TEACCH trained teachers will mentor identified teachers.

**Implementation Steps
(Including professional development)**

Mentors and identified teachers will work collaboratively throughout the school year.

Person(s) Responsible

Debbie Young
Ela Lyon
Doug Thonen
Marie Randall
Jeana Valenty
Lauren Gentry

Timeline / By When?

Throughout the 2015-2016 School Year

Initiated: 8/13/2015

Ongoing: Y

Pending:

Completed:

Relocation of classrooms with our intensive students on the Autism Spectrum Disorder have been moved to the hallway where the Behavior Specialists office is located.

**Implementation Steps
(Including professional development)**

Classrooms were moved.

Person(s) Responsible

Arlene Sullivan
Behavior Specialists

Timeline / By When?

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August 14, 2015

Initiated: 5/20/2015

Ongoing:

Pending:

Completed: 8/21/2015

Goal 2

5. Data collection and management

Behavior calls generated by students on the Autism Spectrum Disorder are collected daily and analyzed monthly to monitor progress.

**Implementation Steps
(Including professional development)**

Behavior data is reviewed and compared to the previous year as well as the previous month. Trends are noted and discussed. Data is broken down by exceptionality. Students are identified that need additional support. Classroom teachers are also identified that may need additional supports.

Person(s) Responsible

Behavior Specialists track the calls and provide assistance to classrooms. MTSS team reviews the data.

Timeline / By When?

Monthly throughout the school year.

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 2

6. Support Plan

Collaborative meetings between TEACCH mentors and identified teachers.

**Implementation Steps
(Including professional development)**

TEACCH mentors and identified teachers will be responsible for implementing TEACCH principles in their classroom.

Person(s) Responsible

Debbie Young
Doug Thonen
Lauren Gentry
Jeana Valenty
Ela Lyons
Marie Randall
identified ASD teachers

Timeline / By When?

Throughout the 2015-2016 school year

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

**Implementation Steps
(Including professional development)**

Person(s) Responsible

Timeline / By When?

Initiated:

Ongoing:

Pending:

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Completed:

Keep staff informed about opportunities for professional development and conference opportunities that may be available based on grants and funds.

**Implementation Steps
(Including professional development)**

District new system for professional development and monitoring of local and national opportunities through journals and marketing information.

Person(s) Responsible

All staff

Timeline / By When?

Continual during the 15-16 school year.

Initiated: 8/3/2015

Ongoing: Y

Pending:

Completed:

Goal 2

7. Fidelity Plan

TEACCH principles will be implemented in the classrooms. (structure, schedules, PECS etc.)

**Implementation Steps
(Including professional development)**

TEACCH principles will be observed during walk throughs, formal and informal observations.

Person(s) Responsible

Principal
Assistant Principal

Timeline / By When?

Throughout the 2015-2016 school year

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Reduction in behavior support calls generated by students on the Autism Spectrum Disorder.

**Implementation Steps
(Including professional development)**

Behavior support call data will be collected and analyzed on a monthly basis.

Person(s) Responsible

Behavior Specialists

Timeline / By When?

Throughout the 2015-2016 school year.

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

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To provide varied opportunities for professional development in all aspects of autism.

**Implementation Steps
(Including professional development)**

Continued monitoring for opportunities and making sure that each faculty meeting something is shared to assist teachers in working with the student with autism.

Person(s) Responsible

Behavior Specialist, principal and assistant principal

Timeline / By When?

Monthly

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 3

Present Level of Performance

27% of the behavior support calls were generated by black students.(554 calls)

Expected Level of Performance

Decrease behavior support calls generated by black students by 5% or more.

GAP

27 behavior calls or more

1. The identified problem for Goal 3 is:

Black students represent 21% of the student population yet generated 27% of the behavior calls. Eight black students with autism (16% of the black student population) generated 281 (51% of the behavior calls. Although behavior data shows there is a gap between black and non-black students that gap is most likely a result of their autism.

Data used to identify the discrepancy between black and non-black students was obtained from the number of behavior calls generated by black students on the autism spectrum. Data was analyzed and compared by race and exceptionality.

2. What is your Desired Outcome/Measureable Goal?

To reduce the number of behavior calls generated by black students by 5% or more by June 2016 as measured by behavior support call data.

3. What are possible reasons that your goal has not yet been reached (barriers)?

We are making progress with reducing behavior calls for students with autism. This year, we have three new teachers teaching students with autism and they have not received TEACCH training.

Classrooms with students on the autism spectrum are spread throughout the building, making it difficult for behavior specialist to provide intensive supports.

3a. What is the most valid and alterable barrier (your priority)?

Provide a TEACCH trained mentor to work with the new teachers who teach students with autism.

Classrooms with more intensive students on the Autism Spectrum Disorder have been moved to the hallway where the Behavior Specialist's office is located.

3b. How do you know that this is the right barrier to address (validation)?

Literature and research shows that TEACCH based principles provide teachers with additional knowledge of autism so they can relate and manage behaviors in the classroom reducing the need of outside intervention from the behavior specialists.

Goal 3

4. How will this problem be solved?

TEACCH trained teachers will mentor identified teachers.

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Mentors and identified teachers will work collaboratively throughout the school year.

Person(s) Responsible

Debbie Young
Ela Lyon
Doug Thonen
Marie Randall
Jeana Valenty
Lauren Gentry

Timeline / By When?

Throughout the 2015-2016 school year

Initiated: 8/13/2015

Ongoing: Y

Pending:

Completed:

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Person(s) Responsible

Timeline / By When?

Initiated:

Ongoing:

Pending:

Completed:

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12/10/2015

Goal 3

5. Data collection and management

Behavior calls generated by black students on the Autism Spectrum Disorder are collected daily and analyzed monthly to monitor progress.

**Implementation Steps
(Including professional development)**

Behavior data is reviewed and compared to the previous year as well as the previous month. Trends are noted and discussed. Data is broken down by exceptionality and race. Students are identified that need additional support. Classroom teachers are also identified that may need additional supports.

Person(s) Responsible

Behavior Specialists track the calls and provide assistance to classrooms. MTSS team reviews the data.

Timeline / By When?

Monthly throughout the year.

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 3

6. Support Plan

Collaborative meetings between TEACCH mentors and identified teachers.

**Implementation Steps
(Including professional development)**

TEACCH mentors and identified teachers will be responsible for implementing TEACCH principles in their classroom.

Person(s) Responsible

Debbie Young
Doug Thonen
Lauren Gentry
Jeana Valenty
Ela Lyons
Marie Randall
identified ASD teachers

Timeline / By When?

Throughout the 2015-2016 school year.

Initiated: 8/13/2015

Ongoing: Y

Pending:

Completed:

Goal 3

7. Fidelity Plan

TEACCH principles will be implemented in the classrooms. (structure, schedules, PECS etc.)

**Implementation Steps
(Including professional development)**

TEACCH principles will be observed during walk throughs, formal and informal observations.

Person(s) Responsible

Principal
Assistant
Principal

Timeline / By When?

Throughout the 2015-2016 school year

Initiated: 8/24/2015
Ongoing: Y
Pending:
Completed:

Reduction in behavior support calls generated by black students on the Autism Spectrum Disorder.

**Implementation Steps
(Including professional development)**

Behavior support call data will be collected and analyzed on a monthly basis.

Person(s) Responsible

Behavior Specialist

Timeline / By When?

Throughout the 2015-2016 school year

Initiated: 8/24/2015
Ongoing: Y
Pending:

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Completed:

School-wide Reward System

1. What are your school-wide reward strategies?

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

Recognize students who exhibit C2C traits monthly at a school wide Student of the Month award program.

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.

2. Describe the procedure/practice used.

Based upon all aspects of Nina the students earn bucks for following and exhibiting the positive behaviors in the common areas, hallways and classrooms. Each teacher, specialist, administrators and teachers are responsible for reinforcing positive behaviors and expectations. Students are awarded Nina bucks and either through the mobile store or stationary one students are able to purchase items from the school store.

Teachers monitor the students behavior and each week additional positive opportunities are available for students that are following the Guidelines for Success and rules for school and classrooms. The positive behavior supports the goals of reducing discipline calls and increasing student achievement.

Each month teachers will be required to recognize one student from their classroom that exhibits characteristics of positive behavior and/or academics. Each student will receive a certificate and the certificate will specify what the student has done to earn this award. Parents are sent invitations to attend and the student names appear in the next school newsletter.

Staff members will increase the ratio of positive to negative reinforcement to students throughout the school environment.

3. How, when, where, and by whom will strategies be implemented?

Nina bucks are awarded by teachers each week. Julie Bush is responsible for the stationary store. High School students with teacher assistance are responsible for the mobile store. This will be begin at the beginning of the 2015 -2016 school year and continue weekly to be a part of the school culture.

Behavior specialists will work with staff to have weekly activities that reward the following of all rules and Guidelines for success by students. This will begin the third week of school and continue weekly throughout the 2015-2016 school year.

For the Student of the Month the classroom teachers, therapists, specialists will be involved in the selection of students for this award. This will be done monthly. School secretary, Assistant Principal and Principal will be involved in creating and organizing of the monthly event. This practice will continue monthly September - May throughout the 2015-2016 school year.

4. Explain how documented strategies are evidence-based and aligned to data?

Research shows that all kinds of behaviors can be changed and/or reinforced. It must be done consistently and with a purpose. The above practices reinforce the positive behaviors that we want to see in students at Nina Harris. The practices were put in place in order to reduce the number of behavior calls that were being experienced by students especially those on the Autism Spectrum Disorder. Data is tracked daily and reviewed for trends and opportunities to support the classroom teachers. MTSS helps review the information and decide on action steps in order to meet the school, student, staff and parent needs. Instructional staff have all been trained and implement STOIC.

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

1. What STOIC-based classroom management system is implemented in your school?

Each instructional staff member is responsible for implementing STOIC in their classroom. They align their classroom management plans based on the needs of their students in their classroom. Each teacher submits a classroom management plan to administrators.

Instructional staff initiate and maintain family contacts, arrange an efficient daily schedule, create a positive physical space and design effective beginning and ending routines.

2. How do you know that your classroom management system is research based?

STOIC is nationally recognized and is based in managing student behavior and increasing student motivation. This is a district program that has been approved by Research and Accountability for Pinellas County Schools.

3. How is your classroom management system aligned to data?

Rules, expectations, classroom arrangement and organization are parts of the program. All of these lead to increased student interaction and work that in turn leads to less behavior management issues. Behavior is monitored daily by the classroom teachers and behavior specialist and data is collected daily. It is also reported monthly to discuss opportunities for additional supports or modification of supports for the class. Trends are also noted for changes occurring both in the classroom and school levels.

4. What specific outcomes are expected as a result of your classroom management system?

Reduce the number of behavior support calls by 5% or more by June 2016. Behavior specialists logged approximately 12 behavior support calls a day or 2,075 calls during the 2014-2015 school year.