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:

1. GFS are posted in every classroom and across the school.

2. Each class has the common expectations posted and they are reinforced through class meetings and school assemblies.

3. See above.

Ridgecrest Guidelines for Success
P- Practice Respect
A - Act Responsible
W - Work Together
S- Stay Safe

Goal 1: Decrease the number of discipline referrals by 25%.

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?

Train all staff on CHAMPS strategies, Olweus Bully Prevention Strategies, and Love and Logic Approaches.

Implementation Steps

During pre-school provide training and followup throughout the year.

Person(s) Responsible

Administrators

Timeline / By When?

On-going throughout the school year.

Initiated	Status	Completed
8/15/2014	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

Create time for training.

Implementation Steps

Person(s) Responsible

Administrators

Timeline / By When?

On-Going

Initiated	Status	Completed
8/15/2014	Ongoing	

Strategy

Monitor student data

Implementation Steps

Leadership Team and SBLT monitors and discusses

Person(s) Responsible

Administrators

Timeline / By When?

On-going

Initiated	Status	Completed

Goal 2: Decrease student bullying incidents by 50%

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

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?

Continue implementing Olweus Bully Prevention Program

Implementation Steps

Provide training quarterly and character education team designs training

Person(s) Responsible

Administrators

Timeline / By When?

On-going

Initiated	Status	Completed
8/15/2014	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

Monitor discipline referrals and student surveys

Implementation Steps

Leadership Team and SBLT data

Person(s) Responsible

Administrators

Timeline / By When?

On-going throughout year

Initiated	**Status**	**Completed**

Goal 3: Provide all at-risk students with a Panther Pal mentor for guidance and support

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	**revised 1/26/15**	**Completed**
8/15/2014	Ongoing	

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?

Encourage all Ridgecrest Staff members to adopt a designated student as a Panther Pal

Implementation Steps

Share with staff at meetings

Person(s) Responsible

Administrators

Timeline / By When

On-going

Initiated	**revised 1/26/15**	**Completed**
8/15/2014	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

Monitor growth of program through discipline referrals and staff surveys

Implementation Steps

Leadership Team and SBLT monitors

Person(s) Responsible

Administrators

Timeline / By When?

On-going

Initiated	revised 1/26/15	Completed
8/15/2014	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

Utilize a school-wide positive referral program

Implementation Steps

Referral designed and shared with staff

Person(s) Responsible

Administrators

Timeline / By When?`

On-going

Initiated	Status	Completed
8/15/2014	Ongoing	

Strategy

Conduct a monthly citizen of the month recognition program

Implementation Steps

Teachers identify their student of the month

Person(s) Responsible

Administrators

Timeline / By When?`

On-going

Initiated	Status	Completed
8/15/2014	Ongoing	

Strategy

Utilize PAWS for positive student behavior

Implementation Steps

Distribute PAWS and guidelines for Teachers

Person(s) Responsible

Character Education Team

Timeline / By When?`

On-going

Initiated	Status	Completed
8/15/2014		

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?

Staff identifies uniform school-wide behavior expectations

Implementation Steps

Character Education Team Facilitates

Person(s) Responsible

Administrators

Timeline / By When?

On-going

Initiated	Status	Completed
8/15/2014	Ongoing	

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?

Provide staff training on CHAMPS, Olweus and Core Essentials Character Education Program

Implementation Steps

Provide Training during the year

Person(s) Responsible

Administrators

Timeline / By When?

On-going

Initiated	Status	Completed
8/15/2014	Ongoing	

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Action Plan:
Plan to Monitor for Fidelity of Implementation

The SWBP will be monitored monthly by the SBLT, Character Education Team and by the Leadership Team. The concept of continuous improvement will be utilized to ensure growth and effectiveness. Data will be shared throughout the year with all staff.

Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

Olweus Bully Prevention Training

CHAMPS Training

Teaching with Love and Logic Book Study

Training on school-wide expectations

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

The school will continue implementing our character education program teaching respect, responsibility, honesty and collaboration. The school created a chapter of Students Against Violence Everywhere with the mission to promote good student character across campus. We also assigning mentors to students that display behavioral challenges. We continue to extend our partnership with the school community bringing in more mentors and positive role models for students. The SBLT continues to meet examining data and adjusting school programs and levels of support.

Endyear:

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

Enter a summary of this year's implementation