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.

<table>
<thead>
<tr>
<th>Initiated</th>
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<tbody>
<tr>
<td>8/15/2014</td>
<td>Ongoing</td>
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</table>
### 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?

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Implementation Steps</th>
<th>Person(s) Responsible</th>
<th>Timeline / By When?</th>
<th>On-going</th>
<th>Initiated</th>
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</thead>
<tbody>
<tr>
<td>Create time for training.</td>
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<td>8/15/2014</td>
<td>Ongoing</td>
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<tr>
<td>Monitor student data</td>
<td>Leadership Team and SBLT monitors and discusses</td>
<td>Administrators</td>
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<tr>
<td><strong>Person(s) Responsible</strong></td>
<td><strong>Implementation Steps</strong></td>
<td><strong>Timeline / By When?</strong></td>
<td><strong>On-going</strong></td>
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</tbody>
</table>
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?

<table>
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<tr>
<th>Implementation Steps</th>
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<tbody>
<tr>
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<td>Timeline / By When?</td>
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<tr>
<td>8/15/2014</td>
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</table>
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

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</table>
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

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<thead>
<tr>
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<th>Initiated</th>
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<td>Ongoing</td>
<td>8/15/2014</td>
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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

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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

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</table>
### 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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</thead>
<tbody>
<tr>
<td>Utilize a school-wide positive referral program</td>
<td>Referral designed and shared with staff</td>
<td>Administrators</td>
<td>On-going</td>
<td></td>
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<tr>
<td>Conduct a monthly citizen of the month recognition program</td>
<td>Teachers identify their student of the month</td>
<td>Administrators</td>
<td>On-going</td>
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<tr>
<td>Utilize PAWS for positive student behavior</td>
<td>Distribute PAWS and guidelines for Teachers</td>
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</table>
Person(s) Responsible
Character Education Team

Timeline / By When?
On-going

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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

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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

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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?
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 this year's implementation