Guidelines for Success

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

Ridgecrest uses PBS. Our Guidelines for Success are:
P - Practice Respect
A - Act Responsible
W - Work Together
S - Stay Safe

2. Where are common area expectations posted?

PAWS posters are found in hallways, cafeteria, multipurpose room, specialists rooms, and every classroom.

3. How are common area expectations communicated?

The first week of school grade level assemblies are held to welcome back students; establish our high Panther Expectations emphasizing that all students can succeed; and communicating our school expectations. Teachers are provided with lesson plans to invest time during the first two weeks through class meetings establishing community and reviewing school wide expectations. Each day during our morning TV Show a character trait is emphasized. Ridgecrest follows the Core Essentials Character Education Program and is a Olweus Bully Prevention School which provides students with numerous resources and strategies to practice our core values. Each month a book of the month that centers around our core values is highlighted with all students reading and discussing. Additionally, our character education program is shared with our Greater Ridgecrest Community partners through the Ridgecrest 360 Coalition to create a common language of high expectations and positive behavior that unifies all organizations that work with our students. The school has a chapter of Students Against Violence Everywhere (SAVE) that is a student-led character education club where students serve as Character Coaches to promote our school's core values.

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

Each classroom creates a student-created class mission statement and helps to create class expectations. The class expectations are specific to the classroom and aligned to the PAWS guidelines for success. The class mission statement is visibly posted; class expectations are clearly posted; and the school's PAWS guidelines for success are visible in each classroom. School assignments purposefully include our character education core values allowing students to apply and practice these values.

Goal 1

Present Level of Performance

160 disciplinary referrals occurred in the 2014/2015 school year.

Expected Level of Performance

80 disciplinary referrals occurred in the 2015/2016 school year.

GAP

50% reduction in referrals

1. What problem have you identified?

There are too many students receiving discipline referrals which is pulling them from instructional time.

2. What is your Desired Outcome/Measureable Goal?

Our goal is to decrease disciplinary referrals by 50% in all subgroups.

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

Need more effective training on CHAMPS and PBS strategies; training on building relationships and connecting with families for a tighter school to home connection; engagement of students in academic setting which is affecting behavior

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

More training on CHAMPS and PBS strategies for all staff.

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

When researching similar schools to Ridgecrest, a common denominator in which those like schools decreased discipline referrals was CHAMPS/PBS strategies.

Goal 1

4. How will this problem be solved?

Pre-school/during year: training on school-wide expectations and positive behavior system; best practices

Implementation Steps
(Including professional development)

1. Each month a strategy is shared that is relevant for teachers to use in their classroom to gain high student engagement.

Person(s) Responsible

MTSS coach; teachers

Timeline / By When?

Monthly staff meetings

Initiated: 8/17/2015
Ongoing: Y
Pending:
Completed:

PLCs for teachers to share what is working with behaviors and problem solve what is not.

Implementation Steps
(Including professional development)

1. PLC Agenda - Mini-Child Study Team (approximately every 6 weeks)

Person(s) Responsible

MTSS coach/
administrators/teachers

Timeline / By When?

Every 6 weeks

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

Completed:

Goal 1

5. Data collection and management

Number of Discipline referrals

Implementation Steps
(Including professional development)

Monitor the number of discipline referrals

Person(s) Responsible

Administrators; MTSS team

Timeline / By When?

Monthly

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

Goal 1

6. Support Plan

Administration will use walk-throughs to monitor PBS and CHAMPS strategies

Implementation Steps
(Including professional development)
  1.Walk-throughs (minimum of 5 classrooms per day)

Person(s) Responsible

  Administrators

Timeline / By When?

  Daily for walk throughs

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

MTSS will conduct data chats about progress of disciplinary referrals

Implementation Steps
(Including professional development)
  MTSS agendas

Person(s) Responsible

  MTSS team

Timeline / By When?

  Monthly

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

Goal 1

7. Fidelity Plan

A decrease in disciplinary referrals

Implementation Steps
(Including professional development)

Monitor the number of disciplinary referrals and compare to last year at the same time

Person(s) Responsible

MTSS team

Timeline / By When?

monthly

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

Goal 2

Present Level of Performance

Based on administrative Stoic walkthroughs, 60% of teachers are using core essentials with fidelity.

Expected Level of Performance

Our goal is to have 100% of teachers using core essentials with fidelity.

GAP

40% reduction

1. What problem have you identified?

Lack of consistency in the classroom with expectations

2. What is your Desired Outcome/Measureable Goal?

Ensure 100% of staff are following our core essentials plan

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

A. not having been trained
B. Time

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

A. Time

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

There must be time in order to provide professional development.

Goal 2

4. How will this problem be solved?

Schedule trainings within staff meetings

Implementation Steps
(Including professional development)

When setting up schedule for staff meetings - add a behavior expectation for each staff meeting

Person(s) Responsible

Administration; MTSS

Timeline / By When?

Monthly

Initiated: 8/17/2015
Ongoing: Y
Pending:
Completed:

Schedule Trainings with grade level PLCs as needed based on child study notes from grade levels.

Implementation Steps
(Including professional development)

When Child Study minutes come in from the grade levels, conduct a needs assessment for each grade level and a member of the MTSS team pushes in to that grade level's PLC in order to provide more in depth training as needed.

Person(s) Responsible

Administration; MTSS

Timeline / By When?

Monthly

Initiated: 8/17/2015
Ongoing: Y
Pending:
Completed:

Conduct Stoic Walkthroughs

Implementation Steps
(Including professional development)

Using CHAMPS, conduct stoic walkthroughs and study during MTSS

Person(s) Responsible

Administration; MTSS

Timeline / By When?

Monthly

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

Goal 2

5. Data collection and management

Stoic walkthroughs data

Implementation Steps
(Including professional development)

Determine what the stoic walk through will entail each month and conduct.

Analyze Data.

Person(s) Responsible

MTSS team; administration

Timeline / By When?

monthly

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

Goal 2

6. Support Plan

Provide time during Staff meetings, PLC Child Study meeting to go over Core Essentials of Ridgecrests's CHAMPS and PBS.

Implementation Steps
(Including professional development)
1. Training
2.Walk Throughs (stoic)
3.Data Review by MTSS
4. PLC data review

Person(s) Responsible

Administrators, MTSS, classroom teachers

Timeline / By When?

daily, weekly, monthly

Initiated: 8/17/2015
Ongoing: Y
Pending:
Completed:

Goal 3

Present Level of Performance

60% black
40% non-black

Expected Level of Performance

50% black
50% non-black

GAP

10% reduction

1. The identified problem for Goal 3 is:

Black student disciplinary referrals is higher than that of non-black students. We would like to reduce the percentage to more equal measure. AA students make up 24% of the student body but they receive 56% of the referrals, ISS, OSS etc. This is a risk ratio of 4 to 1.

2. What is your Desired Outcome/Measureable Goal?

We would like to equalize the percentage of black student referrals to that of other subgroups.

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

Understanding of culture and building of relationships between black students and that of staff members

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

Building of relationships between black students and that of staff members

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

Many of our black students do not feel connected to an adult at the school level.

Goal 3

4. How will this problem be solved?

Tour of neighborhood homes and surrounding community to learn more about the home life of black students.

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)

During pre-school, all new staff to Ridgecrest will take a community tour led by community leaders to learn about the home life and community of the black students that attend Ridgecrest.

Person(s) Responsible

Administration

Timeline / By When?

August

Initiated: 8/17/2015
Ongoing: Y
Pending:
Completed:

Mentoring - every black child that has multiple early indicators of being at risk will have a mentor from the school staff. Additionally, these students will be encouraged to attend a Monday morning community-based student mentoring breakfast and meeting at the YMCA next to the school.

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)

Students will be identified.
Staff will be assigned a student from the identified list.
Staff will be trained on when, how often, and what will be done during mentor time.
Time will be tracked.

Person(s) Responsible

Administration; Guidance Counselor/MTSS coach; staff members

Timeline / By When?

Weekly

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

Member of Ridgecrest 360 - relationship with community leaders of Ridgecrest and area schools and churches to meet the needs of our black students.

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
Administration will attend monthly meetings with the stakeholders of Ridgecrest 360 where concerns will be addressed from the Ridgecrest community and plans set in place in order to meet the needs of the children in the community.

Person(s) Responsible

Administration

Timeline / By When?

Monthly

Initiated: 8/17/2015
Ongoing: Y
Pending:
Completed:

The school MTSS Coach will attend district trainings on Coaching Classroom Management to share with teachers. Once a month each grade level will conduct a CST-based PLC reviewing students displaying needs and discussing research-based strategies to support and scaffold student progress.

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
MTSS coaching will attend district trainings and debrief administration to help creating action steps for full implementation.

Person(s) Responsible

Administration

Timeline / By When?

Monthly

Initiated: 10/1/2015
Ongoing: Y
Pending:
Completed:

Goal 3

5. Data collection and management

disciplinary referrals for black students

Implementation Steps
(Including professional development)
1. Schedule community tour.
2. Launch mentoring program
3. Confirm Ridgecrest 360 schedule with community

Person(s) Responsible

Administration; MTSS; Guidance Counselor

Timeline / By When?

Ongoing

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

Goal 3

6. Support Plan

1. Schedule community tour.
2. Launch mentoring program
3. Ridgecrest 360 schedule with community

Implementation Steps
(Including professional development)
    Coach staff on how to mentor and build relationships; keep staff updated on Ridgecrest 360 meetings

Person(s) Responsible
    Administration; Guidance Counselor

Timeline / By When?
    Ongoing

Initiated: 8/10/2015
Ongoing: Y
Pending:
Completed:

Goal 3

7. Fidelity Plan

The number of black students' disciplinary referrals is decreased from that of last year.

Implementation Steps
(Including professional development)
1. community tour
2. mentoring buddy program
3. Ridgecrest 360

Person(s) Responsible

Administration; Guidance Counselor; MTSS

Timeline / By When?

ongoing

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

School-wide Reward System

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1. What are your school-wide reward strategies?

1. Students and classes as a whole earn PAWS to add to their class token jar. Once they earn 25, the class is rewarded in a variety of ways: popsicle party, popcorn party, recess time with administrators, etc.

2. Positive Referrals to office

3. Character Award Celebration

2. Describe the procedure/practice used.

1. Students may be given a "paw" for their class token jar any time they are observed showing the behaviors of the school wide expectations. In addition, classes can earn "paws" through good behaviors in common areas: walking halls, cafe, specials, etc.

2. When students are doing something exceptional in the class, including changing a negative behavior to a positive behavior, they are sent to the office with a positive referral. Administration meets with the student and they call home to share the good news. The certificate is then sent home for celebration.

3. Each month classroom teachers choose one student from their class that exhibits the character word of the month. At the end of each month, those students are recognized to a cookie/lemonade "party" with administration where a group discussion occurs about good character.

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

1. All staff members can award "paws" anywhere in the school.

2. Classroom teachers award positive referrals and administration calls home.

3. Classroom teachers give character awards and administration provides "character assemblies".

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

1. The "paws" praise good behavior and teamwork - this will decrease negative behavior referrals.
2. Recognizes good and improved behavior and connects to the home to share information so child sees the home/school connection in a positive way.
3. Character is helping to build the whole child - character recognition shows the school values good character and rewards it.

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

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

We use the CHAMPS model at Ridgecrest which includes stoic walk-throughs to observe structure/ environment, teaching of expectations, observing/monitoring, positive to negative comments, etc.

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

Ridgecrest uses research based systems: CHAMPS and Core Essentials

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

Through the use of behavior scales

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

Positive, on-task, engaged behavior