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:

Sunset Hills GFS include following the RAYS Way (Respectful to All, Always Prepared, Yearn to Learn, Safe in All Places). These guidelines are communicated to all students.

Common area expectations are communicated to all students.

Classroom expectations are clearly identified by each teacher and are posted in classrooms. Teachers communicate these rules and expectations on a regular basis to students.

Sunset Hills Elementary School has had a reduction in the number of referrals as well as the percentage of students receiving a referral over the past 2 years. 2012-2013 (39 students receiving referrals) 6.5% of the student population, 2013-2014 (20 students receiving referrals) 3.6% of the student population, with a total of 35 referrals.

Goal 1: For discipline referrals, decrease the discrepancy percentage between subgroups by 5%.

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?

Schedule time for training (PLCs/Faculty meetings)
Train the staff to teach RAYS Way expectations

Implementation Steps

Present RAYS Way training/review to staff, provide culturally responsive opportunities to students (Girlfriends, Multicultural club, mentoring opportunities, etc.)

Person(s) Responsible

PBS Committee, Administration, Student Achievement Coach

Timeline / By When?

throughout the school year

Initiated   **3/4/15 Revised**   **ongoing**
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?

Schedule time for training (PLCs/Faculty meeting)

Implementation Steps

Present/Review RAYS Way with staff.

Person(s) Responsible

PBS Committee, Administration, Student Achievement Coach.

Timeline / By When?

During 1st marking period.

Initiated   **3/4/15 Revised**   **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

Recieve input from faculty related to impact of the RAYS Way program

Implementation Steps

Acquire feedback/teacher input through monthly PBS cadre meetings.

Person(s) Responsible

Survey provided to teachers by September 2014 (initial), mid year, and end of year

Timeline / By When?

throughout the year

<div align="center">

Initiated   **3/4/15 Revised**   **Completed**

</div>

Goal 2:

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	**3/4/2015 Revised**	**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?

Provide specific guidelines for the use of RAYS Way program

Implementation Steps

Create the RAY of Sunshine tickets for staff to distribute
Establish the process for implementing school wide
Expose students to the expectations, guidelines

Person(s) Responsible

Administration, Student Achievement Coach, PBS committee

Timeline / By When?

Ongoing, monthly

Initiated	**3/4/2015 Revised**	**Completed**

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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

Implementation Steps

Person(s) Responsible

Timeline / By When?

Initiated	Status	Completed

Goal 3:

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 3/17/15**   **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

see attached document

Implementation Steps

Person(s) Responsible

Timeline / By When?`

        Initiated   **2/16/15 Revised**   **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?

Teacher collaboration and support for incorporation of SWBP elements in CMS

Implementation Steps

Grade level PLC meetings
Assess alignment of SWBP to CMS

Person(s) Responsible

Administration, Student Achievement Coach

Timeline / By When?

ongoing

           Initiated   **1/26/15 Revised**   **Completed**

Action Plan:

Plan to Monitor for Fidelity of Implementation

Monthly meetings with PBS committee and Student Achievement Coach.

Regular review of expectations with staff

Monitor impact on referrals in connection to use (or lack of use) of the RAYS Way

Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

Faculty/staff meetings will be utilized to support the implementation of the SWBP.

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

In an effort to reduce the discipline discrepancy between Black and Non-Black students have a mentor and many have an established check and connect system. This is done in an effort to strengthen relationships at school. A communication form is used as one of the initial steps, prior to a disciplinary consequence. Additionally, we are continuing our Rays Way tickets where students who earn the identified number earn the ability to attend the Rays Rally where students are recognized for making good choices and exemplifying Respectful to all Always Prepared, Yearn to Learn, Safe in All Places (RAYS Way).