

# School-Wide Behavior Plan Components

## Clear behavioral expectations across all school settings

**What is it that you want your students to know and be able to do? How do you teach them?**

- List your Guidelines for Success
- Explain where and how common area expectations are posted and communicated
- Explain where and how classroom expectations/rules are posted and communicated

## Measurable and observable goals

**What problem(s) have you identified? What data are you using?**

- Describe data used to establish goals
- Address student engagement – all students
- Develop a goal designed to reduce or eliminate disproportionalities and gaps between discipline of Black and Non-Black students

## Strategies designed to reduce or eliminate the barriers to achieving your goals

**What are the possible reasons (barriers) that your goal has not yet been achieved? What strategies/interventions will you use to reduce or eliminate the barrier?**

- Identify the barriers you selected and validated
- List action steps – how, when, where, by whom strategies will be implemented
- Be sure action steps include specific strategies designed to reduce or eliminate disproportionalities and gaps between discipline of Black and Non-Black students

## School-wide reward/recognition system aligned to targeted behavior

**How do you reinforce positive behavior?**

- Describe action steps: how, when, where, by whom strategies will be implemented
- Explain how you know the reward system is evidence-based and aligned to your goals

## Data collection and management

**What data do you need? How will it be collected and analyzed?**

- Identify the type of student data you will access and use to monitor progress toward your goals
- Identify the person(s) responsible for collecting and reporting that data
- Explain the data you will use to determine how your reinforcement of positive behaviors is effective
- Document your schedule for analyzing and problem solving on behavior data

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### Fidelity plan

**How do you know that your plan is being implemented as you designed it?**

- Explain how you will know that your strategies are being implemented as intended (who will check, what will be used to check, where and when will the check occur)
- Explain how you will know that your strategies are effective

### Data-based decisions

**Is the plan working? Is the barrier reduced or eliminated? Are outcomes for all students equitable? What are your next steps?**

- Describe how are data disaggregated and reflective of change over time
- Indicate your criteria for a positive response to implementation of your plan
- If the response to your intervention strategies are questionable or poor, explain how your plan will be modified
- If the response to your intervention strategies is good, explain how you will continue the strategies, fade support, or adjust your goals to ensure continued success.