School-wide Behavior Plan Monitoring Rubric

Components	Present
1. Clear behavioral expectations that are in place across all settings in a school including common areas.	☒ School-wide GFS ☐ Common area expectations are posted and clearly communicated ☐ Classroom expectations and rules are posted and clearly communicated

2. Goals are identified	☐ Goals address engagement for all students
	☐ Goals are designed to reduce or eliminate the gap between Black and non-Black students
	☐ Data from student information systems are used to established goals
	      Year-to-date data reflect change over time
	      Data are disaggregated by subgroup
	☐ Goals are measurable and observable

3. Strategies are designed to reduce or eliminate the barriers to achieving goals	☐ Action steps describe: how, when, where, and by whom strategies will be implemented ☐ Documented strategies are evidence- based and aligned ☐ Barriers are validated through research and local data ☐ Strategies address engagement for all students ☐ Specific strategies are designed to reduce or eliminate the gap between Black and non-Black students
4. Develop a school-wide reward/recognition system aligned to targeted behavior	☐ Action steps describe: how, when, where, and by whom strategies will be implemented ☐ Documented strategies are evidence- based and aligned
5. Data collection and management	☐ School-wide access and use of student data information systems ☐ Data correlation between reinforcement of positive behaviors and targeted behaviors ☐ Plan identifies types of data needed, data system to access, and person(s) responsible for data collection and reporting ☐ Data are analyzed on at least a monthly basis.
6. A plan for fidelity is developed	☐ Fidelity plan includes strategies to monitor for: ☐ Effectiveness ☐ Fidelity of implementation (including who, what, where, when)

7. A decision regarding response to the strategies is documented based on school-wide outcome data and consideration of implementation fidelity	☐ Data are disaggregated and organized to reflect change over time ☐ Criteria for positive response to implementation was clearly quantified, documented and team reached a consensus on criteria ☐ For a poor/questionable response, plan provided for implementation modification and continued progress monitoring with revisiting. ☐ For a positive response, plan provided for continuation, fading of support, and/or goal adjustment with continued progress monitoring with revisiting.

8. Goals and strategies were revised or continued based on response to intervention	☐ There is evidence that:
	    Barriers were revisited
	    Strategies were revised

Comments	