<table>
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<th>Components</th>
<th>Present</th>
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| 1. Clear behavioral expectations that are in place across all settings in  | ☒ School-wide GFS  
☐ Common area expectations are posted and clearly communicated  
☐ Classroom expectations and rules are posted and clearly communicated       |
| a school including common areas.                                           |                                                                                                                                                                                                 |
| 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         | ☐ 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                                                                                   |
| achieving goals                                                           |                                                                                                                                                                                                 |
| 4. Develop a school-wide reward/recognition system aligned to targeted    | ☐ Action steps describe: how, when, where, and by whom strategies will be implemented  
☐ Documented strategies are evidence-based and aligned                                                                                     |
| behavior                                                                  |                                                                                                                                                                                                 |
| 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