

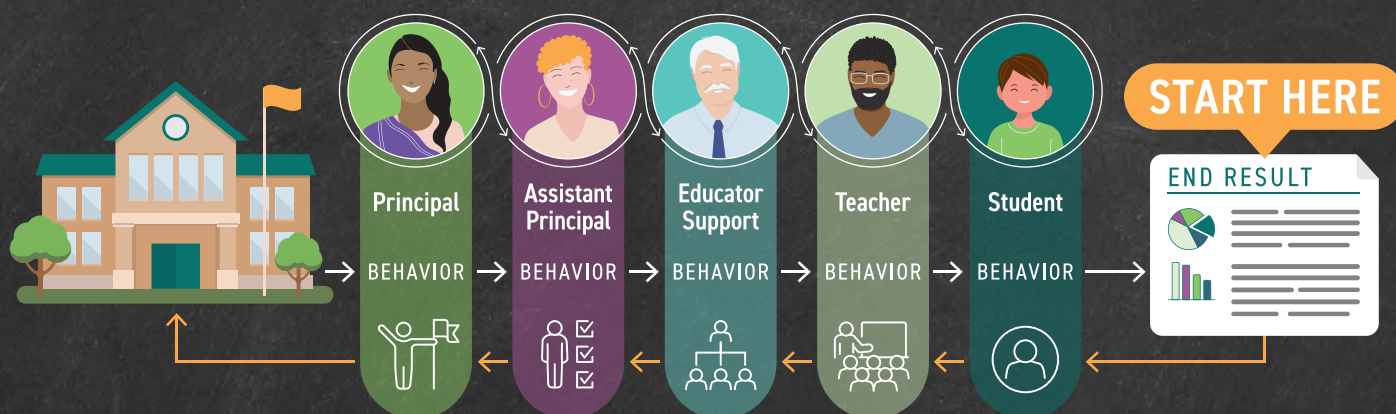
QUICK WINS!

Strategic Planning With the End in Mind Schoolwide

To maximize the impact of Quick Wins, school leaders are best served by starting with the end in mind. In other words, **what is the result you are trying to produce?** (e.g., improved student achievement? Improved discipline? Improved morale?) Whatever it is, stop focusing on the individual or even group performance of faculty and staff, and refocus some of your energies on looking at the system.

Start with the desired outcome or result.

- What student behavior will achieve the intended results?
- What teacher behaviors are likely to create the student outcomes?
- What do teachers and staff need from educator support personnel?
- What educator support is needed from their leadership to help them demonstrate the necessary behavior?
- What, if anything, does leadership need from the district that will promote the desired teacher and student behavior?



For example: **END RESULT:** reduced high-magnitude behavior **MEASURE:** office discipline referrals (ODRs)

Administrator Behavior:

- Explaining the why behind the Quick Win
- Seeking feedback and input from faculty, staff, and students and using the input to agree on expectations
- Creating a map of faculty and staff arrival duty posts and providing a brief in-service to allow faculty and staff to rehearse the expectations
- Observing and positively reinforcing faculty and staff for being at their posts and adhering to expectations at a 4:1 ratio
- Correcting errors in faculty and staff performance
- Sharing the ODR data daily via email during the initial launch
- Providing positive reinforcement statements aligning their behavior with positive outcomes (e.g., "Because you all are at your posts greeting students, positively reinforcing and correcting student behavior, we've already had a 15% reduction in ODRs. Great job!")
- Fading as the data suggest (e.g., after a week's worth of success, emails are fading to every other day, then weekly, and finally to monthly reports.)

Faculty & Staff Behavior:

- During class, providing the "why" for following expectations during arrival
- Greeting students as they arrive
- Interacting positively and using behavior-specific praise as they follow expectations four times as much as they correct behavior (4:1 ratio)
- Immediately correcting behavior by having the students state and demonstrate the expectations

Student Behavior:

- Following arrival expectations

By starting with the end in mind and identifying these behaviors, the Principal and team may outline a clear behavioral path of what educators would need to do more, less, or differently to achieve the intended result.



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