

## ASSESSING & PLANNING EBIS TEAM PROCESS IN ELEMENTARY SCHOOLS

### Coaching Feedback Document

School: \_\_\_\_\_ Grade Level \_\_\_\_\_ Date: \_\_\_\_\_

Team Members: \_\_\_\_\_

Observer: \_\_\_\_\_

Status				Feature	Comments
In Place	Partially In Place	Not in Place	Not Observed		
<b>Observable Features</b>					
				1. Team is made up of the Principal, Counselor, Grade level teachers, Lit Specialist/Title 1, and Specialists from Sp. Ed. & ELL.	
				2. School administrator is an active participant on the EBIS team.	
				3. Students in reading interventions are progress monitored weekly. Team reviews data for these students at EBIS meetings.	
				4. Students who meet the screening criteria for interventions on the <b>Math Protocol</b> are progress monitored bi-weekly and their progress is reviewed at EBIS meetings.	
				5. Students who meet the screening criteria for interventions on the <b>Behavior Protocol</b> (more than 2 ODRs since the last meeting or more than 5 for the year) are placed in behavior interventions and are progress-monitoring daily. Their data is reviewed at EBIS meetings.	
				6. Team identifies and determines interventions for students who have 5 or more absences or tardies since the previous meeting. Data is collected and reviewed at EBIS meetings.	
				7. Teams use the protocols (Reading, Behavior, and Math) to make decisions on interventions, data to be collected, and person responsible for collecting data.	
				8. Grade level teams meet every 4 to 6 weeks to review progress-monitoring data on students in interventions.	
				9. Minutes of the meeting are kept and distributed to team members in a timely manner.	
				10. <b>Decision rules</b> are followed and changes to interventions are made based on aimline/trendline analysis.	
				11. Only those changes to interventions listed on the <b>Intervention Changes and Modifications Form</b> are considered as changes.	

## Assessing & Planning EBIS Team Process – Interview Form Elementary Schools

School: \_\_\_\_\_ Date: \_\_\_\_\_  
 People Interviewed: \_\_\_\_\_  
 Interviewer: \_\_\_\_\_

Status			Feature	Comments
In Place	Partially In Place	Not in Place		
<b>Determine through Interview</b>				
			1. The <b>EBIS Group Intervention &amp; Planning Form</b> is completed for each grade level and lists students who are below the 20th percentile on reading assessment or who meet criteria for interventions in math, behavior, and/or attendance.	
			2. The <b>EBIS Student Intervention Profile</b> is started for each student receiving an intervention and is updated when new interventions are implemented.	
			Team identifies students and/or reviews progress-monitoring data on students falling below the 20 %ile on the reading assessment.	
			3. Students in math interventions are progress monitored every two weeks.	
			4. Students in reading interventions are progress monitored weekly.	
			5. Daily data is collected for students in behavioral or attendance interventions.	
			6. Parents are notified when their child is placed in intervention or when there has been a change in intervention.	
			7. Team analyzes cohort data for ELL students in interventions.	
			8. After two failed group interventions, the team waits to collect additional information about the student (see <b>Planning for the Individual Student</b> page) before planning the individualized intervention.	
			a. The <b>EBIS Team Meeting Notice</b> is sent to parents	
			b. A Case Manager is assigned to ensure that all required tasks are completed.	
			c. Parents are given the <b>RTI Process Brochure</b> .	
			d. A <b>Developmental History</b> is obtained	
			e. If the student has a second language, the ELL teacher at the school obtains information about language and language development and the team completes the ELL Student Data Checklist.	
			f. The <b>EBIS Individual Problem Solving Worksheet</b> is completed through a review of the student's cumulative file.	
			g. The EBIS team uses the information obtained from the developmental history and problem solving worksheet and the <b>Reading Protocol</b> or other appropriate protocol to determine the appropriate Tier III intervention for the student.	
			9. If reading or math progress continues to be below the aimline after 4 to 6 weeks of the individualized intervention, the team completes a referral for special education services.	
			10. The <b>EBIS Student Intervention Profile, Developmental History Form, Progress Monitoring Data, and the Individual PS Worksheet</b> are attached to the Special Ed Referral Form.	
			11. EBIS team reviews data on student performance at least 3 times each year (fall, winter, spring) to evaluate effectiveness of the core programs.	
			a. Data regarding the core program are disaggregated by race, special programs (such as ELL and Sped), grade level, and class.	
			12. Results of the triennial review are shared with grade level teams and changes are made as needed based on the data.	