

### EBIS Team Planning Survey

**Please complete the following items on your own. After completing the entire document, place a checkmark next to the top three items that are not fully in place that you would prioritize for goal setting in your building.**

Please indicate your position at your school: Teacher Administrator/Specialist

EBIS Features	Rating			Notes for Goal Setting
	Not in Place	Partially in Place	Fully in Place	
<b>1. Team Membership and Process: Building Level</b>				
a. EBIS teams include principal, special education representative, literacy/reading specialist, counselor and/or psychologist, classroom teachers, and ELL teacher.				
b. Principal, teachers, and representatives from special education, counseling, and ELL attend <b>every</b> meeting.				
c. Grade level (or content/regional) teams meet regularly every four to six weeks.				
d. Building principal provides instructional leadership at EBIS meetings (e.g., interprets data, guides intervention decision making, allocates resources, etc.).				
e. Team roles are clearly defined (e.g., facilitator, time keeper, recorder)				
f. All meetings have clearly defined agendas.				
g. Meetings include review of progress monitoring data for all students in 20% group. Decision rules from the appropriate protocol (reading, behavior, math) are used to guide changes in interventions.				
h. The building's screening process quickly identifies new students who fall in the bottom 20% and places them in appropriate interventions.				
i. EBIS meetings run efficiently and are completed within the allocated time (30 - 60 minutes).				
j. Specific data on student performance is used at the EBIS meeting to make decisions about student placement. These decisions are not made based on teacher report alone.				

**DISCLAIMER:** This tool has not been reviewed, vetted, or endorsed by the Center on Instruction or the U.S. Department of Education. It was developed as a resource for use by the schools or districts we visited and was not intended to have a broader use. It is provided here simply as a way to fulfill a commonly received request for examples of tools that schools and districts use in their RTI implementation. Practitioners wishing to use this tool in their own schools or districts should consider modifying it to meet the unique needs of their educational setting(s).

<b>Team Membership and Process: Building Level (con't)</b>	<b>Not in Place</b>	<b>Partially in Place</b>	<b>Fully in Place</b>	<b>Notes for Goal Setting</b>
k. At least 2 times per year, teams review the effectiveness of the core program.				
l. If less than 80% of students are at benchmark, teams discuss and plan for changes to the implementation of the core program. Data is analyzed based on grade, program, and ethnicity.				
m. The minutes from the EBIS meeting are distributed within two days of the meeting. This documentation helps to clarify specific tasks that team members must complete before the next EBIS meeting.				
<b>2. Core Instructional Program</b>	<b>Not in Place</b>	<b>Partially in Place</b>	<b>Fully in Place</b>	<b>Notes for Goal Setting</b>
a. A core reading program is implemented consistently at your school.				
b. The core curriculum is delivered for a minimum of 60 to 90 minutes a day across all grades at your school.				
c. New teachers receive initial training in the core reading curriculum and returning teachers receive yearly refresher courses.				
d. New teachers receive initial training in the core reading curriculum, and returning teachers receive yearly refresher courses.				
e. Teachers have ready access to high quality additional support (e.g., peer coaching, classes) as needed.				
f. Teachers have received sufficient support to adjust the implementation of the core program based on students skill, while still maintaining fidelity to the program.				
g. Building principal conducts frequent fidelity checks and observations of classroom teachers.				

**DISCLAIMER:** This tool has not been reviewed, vetted, or endorsed by the Center on Instruction or the U.S. Department of Education. It was developed as a resource for use by the schools or districts we visited and was not intended to have a broader use. It is provided here simply as a way to fulfill a commonly received request for examples of tools that schools and districts use in their RTI implementation. Practitioners wishing to use this tool in their own schools or districts should consider modifying it to meet the unique needs of their educational setting(s).

<b>3. Screening and Progress Monitoring Procedures</b>	<b>Not in Place</b>	<b>Partially in Place</b>	<b>Fully in Place</b>	<b>Notes for Goal Setting</b>
a. All assessors (both screening and progress monitoring) receive thorough initial training as well as yearly refresher classes.				
b. Progress is monitored weekly or bi-monthly according to protocol for all students receiving interventions.				
c. Administration and scoring of measures is routinely checked for inter-rater reliability.				
d. Building staff (non-assessors) are thoroughly trained and skilled in data analysis and interpretation.				
e. Data from math screener is used to place appropriate students in math intervention.				
f. Math progress monitoring data is reviewed monthly at EBIS meetings.				
<b>4. Reading Decision Rules</b>	<b>Not in Place</b>	<b>Partially in Place</b>	<b>Fully in Place</b>	<b>Notes for Goal Setting</b>
a. All EBIS team members understand Reading decision rules and have access to the protocol.				
b. Progress is monitored and interventions changed based upon the decision rules if students fail to make adequate progress after four to six weeks of intervention.				
c. Prior to placing a student in an individualized intervention, the following are completed: The Problem Solving Worksheet, a developmental history, and if the student is receiving ELL services, an evaluation of his/her language level. Parents receive RTI Brochure at this time.				
d. Prior to placing a student in an individualized intervention (after two failed group interventions for elementary students), the following are completed: The Problem Solving Worksheet, a developmental history, and if the student is receiving ELL services, an evaluation of his/her language level. Parents receive RTI Brochure at this time.				
e. Decision rules are consistently followed for all students.				

**DISCLAIMER:** This tool has not been reviewed, vetted, or endorsed by the Center on Instruction or the U.S. Department of Education.

It was developed as a resource for use by the schools or districts we visited and was not intended to have a broader use.

It is provided here simply as a way to fulfill a commonly received request for examples of tools that schools and districts use in their RTI implementation.

Practitioners wishing to use this tool in their own schools or districts should consider modifying it to meet the unique needs of their educational setting(s).

<b>5. Reading Interventions</b>	<b>Not in Place</b>	<b>Partially in Place</b>	<b>Fully in Place</b>	<b>Notes for Goal Setting</b>
a. Research based interventions are available at each grade level and address phonemic awareness, phonics, fluency, comprehension, and vocabulary.				
b. At least one member of the EBIS team is highly skilled and knowledgeable regarding the range of intervention options.				
c. Intensive students at grades 2 - 5 receive at least 45 minutes of intervention daily in addition to core instruction.				
d. Interventions are chosen to address specific areas of need of the student. Students participate in a reasonable number of programs so as to have an aligned, coherent program without conflicting information being presented.				
e. The Student Intervention Profile is kept up to date for each student in an intervention, with accurate program information and start and end dates for interventions.				
<b>6. Behavior and Attendance Concerns</b>	<b>Not in Place</b>	<b>Partially in Place</b>	<b>Fully in Place</b>	<b>Notes for Goal Setting</b>
a. EBIS teams review attendance and behavior records at each meeting and place students who meet the decision rules into behavioral interventions.				
b. Students in interventions due to problems with behavior or attendance have their progress monitored and the data reviewed at each EBIS meeting. If inadequate progress is made, interventions are intensified.				
c. If a student continues to have behavioral difficulties after a secondary behavioral intervention, a Functional Behavioral Assessment (FBA) is completed and a behavior plan developed.				

DISCLAIMER: This tool has not been reviewed, vetted, or endorsed by the Center on Instruction or the U.S. Department of Education. It was developed as a resource for use by the schools or districts we visited and was not intended to have a broader use. It is provided here simply as a way to fulfill a commonly received request for examples of tools that schools and districts use in their RTI implementation. Practitioners wishing to use this tool in their own schools or districts should consider modifying it to meet the unique needs of their educational setting(s).

<b>7. LD Eligibility</b>	<b>Not in Place</b>	<b>Partially in Place</b>	<b>Fully in Place</b>	<b>Notes for Goal Setting</b>
a. Referrals are <b>always</b> accompanied by appropriate documentation (e.g., progress monitoring data, intervention information, student intervention profile, developmental history, problem solving worksheet)				
b. Students are referred for a special education evaluation if they fail to make adequate progress in the most intensive intervention (Language!) (unless extenuating circumstances are present).				
<b>8. Parent Participation</b>	<b>Not in Place</b>	<b>Partially in Place</b>	<b>Fully in Place</b>	<b>Notes for Goal Setting</b>
a. A system is in place that ensures that parents regularly receive screening and progress monitoring data.				
b. Parents are consistently notified when students begin or change interventions.				
c. Parents receive the TTSD RTI Brochure when their child is about to begin the individualized intervention.				
d. Parents are invited to participate in EBIS decision making, with targeted outreach to parents with diverse needs (e.g. poverty, primary language other than English).				

DISCLAIMER: This tool has not been reviewed, vetted, or endorsed by the Center on Instruction or the U.S. Department of Education. It was developed as a resource for use by the schools or districts we visited and was not intended to have a broader use. It is provided here simply as a way to fulfill a commonly received request for examples of tools that schools and districts use in their RTI implementation. Practitioners wishing to use this tool in their own schools or districts should consider modifying it to meet the unique needs of their educational setting(s).