

2009-2010 WySIS/RTI/PBIS Self-Assessment

Name of School:

Number of Respondents: 0

General Information

Note: All of your responses will be confidential!

1. Name of Your District

2. Name of your School 0

3. What is your role

- (1) General Ed Teacher 0%
- (2) Special Ed Teacher 0%
- (3) Paraeducator 0%
- (4) Administrator 0%
- (5) Service Provider 0%
- (6) Parent 0%
- (7) WySIS/RTI/PBIS Leader 0%
- (8) Other: 0%

4. Are you a member of your school's WySIS/RTI/PBIS team 0% Yes 0% No

Critical Feature: School Climate

1. For each of the following elements, indicate the extent to which it is better, worse, or the same as it was in 2008-09.

A. Climate Improvement	Current Status				
	Much Worse	Worse	Same	Better	Much Better
1. Parent/family involvement	0%	0%	0%	0%	0%
2. Your school's ability to meet students' academic needs	0%	0%	0%	0%	0%
3. Your school's ability to meet students' behavioral needs	0%	0%	0%	0%	0%
4. Students' respect for one another	0%	0%	0%	0%	0%
5. Students' respect for teachers	0%	0%	0%	0%	0%
6. The academic progress of students	0%	0%	0%	0%	0%
7. Students' level of engagement towards learning	0%	0%	0%	0%	0%
8. Students' understanding of school rules and expectations	0%	0%	0%	0%	0%
9. Students' behavior outside on school grounds	0%	0%	0%	0%	0%
10. Students' behavior in the classroom	0%	0%	0%	0%	0%
11. Students' behavior in halls, bathrooms, cafeteria	0%	0%	0%	0%	0%
12. Students' achievement in Literacy	0%	0%	0%	0%	0%
13. Students' office discipline referrals	0%	0%	0%	0%	0%
14. Staff's respect for one another	0%	0%	0%	0%	0%
15. Your school's overall climate	0%	0%	0%	0%	0%
16. Your school's climate for learning	0%	0%	0%	0%	0%
17. Your classroom's climate	0%	0%	0%	0%	0%

2. Indicate your current level of satisfaction with each of the following elements.

B. Climate Satisfaction	Satisfaction				
	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
1. Parent/family involvement	0%	0%	0%	0%	0%
2. Your school's ability to meet students' academic needs	0%	0%	0%	0%	0%
3. Your school's ability to meet students' behavioral needs	0%	0%	0%	0%	0%
4. Students' respect for one another	0%	0%	0%	0%	0%
5. Students' respect for teachers	0%	0%	0%	0%	0%
6. The academic progress of students	0%	0%	0%	0%	0%
7. Students' level of engagement towards learning	0%	0%	0%	0%	0%
8. Students' understanding of school rules and expectations	0%	0%	0%	0%	0%
9. Students' behavior outside on school grounds	0%	0%	0%	0%	0%
10. Students' behavior in the classroom	0%	0%	0%	0%	0%
11. Students' behavior in halls, bathrooms, cafeteria	0%	0%	0%	0%	0%
12. Students' achievement in Literacy	0%	0%	0%	0%	0%
13. Students' office discipline referrals	0%	0%	0%	0%	0%
14. Staff's respect for one another	0%	0%	0%	0%	0%
15. Your school's overall climate	0%	0%	0%	0%	0%
16. Your school's climate for learning	0%	0%	0%	0%	0%
17. Your classroom's climate	0%	0%	0%	0%	0%

For the remainder of the survey you will be indicating the extent to which a given element or activity is occurring at your school. Use the following scale to do this.

Not Started = this activity has not started; it occurs 0% of the time
Exploring = this activity occurs approximately 1-24% of the time
Developing = this activity occurs approximately 25-74% of the time
Fully Implemented = this activity occurs approximately 75-100% of the time.

Critical Feature: System supports are in place to ensure effective implementation of the response to intervention approach

C. System Supports	Not Started	Exploring	Developing	Fully Implemented
	0%	1-24%	25-74%	75-100%
1. Data are used to make decisions about necessary changes to the core curriculum or discipline procedures to increase the percent of students who achieve benchmarks in:				
a. Literacy	0%	0%	0%	0%
b. Behavior	0%	0%	0%	0%
2. The Problem-Solving Team meets routinely to analyze individual student data aggregated by intervention to determine how well each intervention is working in:				
a. Literacy	0%	0%	0%	0%
b. Behavior	0%	0%	0%	0%
3. The Problem-Solving Team routinely develops hypotheses explaining why a particular student was not demonstrating the desired performance for:				
a. Literacy	0%	0%	0%	0%
b. Behavior	0%	0%	0%	0%
4. Resources (i.e., people, time, and funds) are allocated to support implementation of interventions across multiple tiers in:				
a. Literacy	0%	0%	0%	0%
b. Behavior	0%	0%	0%	0%
5. A school-wide electronic database is established and maintained for documenting student performance and progress for:				
a. Literacy	0%	0%	0%	0%
b. Behavior	0%	0%	0%	0%
6. A data management system that allows for development of data charts that are easy to read and analyze is in place for:				
a. Literacy	0%	0%	0%	0%
b. Behavior	0%	0%	0%	0%
7. Coaching is available to support learning skills and implementing interventions in:				
a. Literacy	0%	0%	0%	0%
b. Behavior	0%	0%	0%	0%
8. District leadership and school board members are routinely provided information on RTI for:				
a. Literacy	0%	0%	0%	0%
b. Behavior	0%	0%	0%	0%

Critical Feature: Staff assumes an active role in the assessment of student performance

D. Assessment	Not Started	Exploring	Developing	Fully Implemented
	0%	1-24%	25-74%	75-100%
1. At the beginning of the year and periodically thereafter, a reliable and valid universal screening system for assessing all students is in place for:				
a. Literacy	0%	0%	0%	0%
b. Behavior	0%	0%	0%	0%
2. Data (e.g., Curriculum-Based Measurement, DIBELS, Office Discipline Referrals) are used to identify at-risk students in need of supplemental and/or intensive interventions for:				
a. Literacy	0%	0%	0%	0%
b. Behavior	0%	0%	0%	0%
3. Progress monitoring data (e.g., Curriculum-Based Measurement, DIBELS, behavioral observations) are used to monitor the student performance who received Tier 2 or Tier 3 interventions in:				
a. Literacy	0%	0%	0%	0%
b. Behavior	0%	0%	0%	0%
4. Progress monitoring data are used to determine the degree to which a student's rate of progress has improved for:				
a. Literacy	0%	0%	0%	0%
b. Behavior	0%	0%	0%	0%
5. Progress monitoring data are used to determine whether the gap had decreased between the student's current performance and the desired benchmark for:				
a. Literacy	0%	0%	0%	0%
b. Behavior	0%	0%	0%	0%
6. Decision rules are used to determine if student progress is sufficient or insufficient at Tier 2 in:				
a. Literacy	0%	0%	0%	0%
b. Behavior	0%	0%	0%	0%
7. Decision rules are used to determine if student progress is sufficient or insufficient at Tier 3 in:				
a. Literacy	0%	0%	0%	0%
b. Behavior	0%	0%	0%	0%

Critical Feature: Students receive high quality, research-based instruction by qualified staff in the general education setting

E. Literacy Instruction	Not Started	Exploring	Developing	Fully Implemented
	0%	1-24%	25-74%	75-100%
1. Students receive high quality, research-based instruction in the general education setting and addresses the five components of reading: phonemic awareness, decoding/phonics/word recognition; fluency; vocabulary; comprehension in Reading.	0%	0%	0%	0%
2. Classroom teachers, special education teachers, specialists, and other related-services personnel collaborate to effectively implement high quality, research-based instruction/curricula in general education for Reading.	0%	0%	0%	0%
3. Grade level skills and concepts are defined and quantifiable in Reading.	0%	0%	0%	0%
4. Grade level skills and concepts are commonly understood and are the focus of instruction of teachers and administrators for Reading.	0%	0%	0%	0%
5. Internal audits, or "fidelity checks" are used to gauge the implementation of our programs for Reading.	0%	0%	0%	0%
6. Programs and materials are implemented with a high level of fidelity for Reading.	0%	0%	0%	0%

Critical Feature: Students receive high quality, research-based instruction by qualified staff in the general education setting

F. Behavior	Not Started	Exploring	Developing	Fully Implemented
	0%	1-24%	25-74%	75-100%
1. A small number (e.g., 3-5) of positively & clearly stated student expectations or rules are defined.	0%	0%	0%	0%
2. Expected student behaviors are established for the classroom.	0%	0%	0%	0%
3. Expected student behaviors are established for non-classroom settings.	0%	0%	0%	0%
4. Expected student behaviors are taught directly.	0%	0%	0%	0%
5. Expected student behaviors are reinforced regularly.	0%	0%	0%	0%
6. The difference between major problem behaviors and minor problem behaviors are clearly identified and understood.	0%	0%	0%	0%
7. The staff agrees on which behaviors are to be addressed in the classroom and which behaviors are to be addressed by an administrator.	0%	0%	0%	0%
8. A variety of appropriate responses/consequences to minor (non-office-managed) problem behaviors have been identified.	0%	0%	0%	0%
9. A variety of appropriate responses/consequences to major (office-managed) problem behaviors have been identified.	0%	0%	0%	0%

Critical Feature: Staff uses specific, research-based interventions to address individual student difficulties.

G. Interventions	Not Started	Exploring	Developing	Fully Implemented
	0%	1-24%	25-74%	75-100%
1. Tier 2 interventions ensure that any supplemental and/or intensive interventions are aligned with core instruction in the general education classroom in:				
a. Literacy	0%	0%	0%	0%
b. Behavior	0%	0%	0%	0%
2. Tier 3 Interventions are designed to target student's needs and specify the frequency, intensity, and duration needed for effectiveness in:				
a. Literacy	0%	0%	0%	0%
b. Behavior	0%	0%	0%	0%
3. Decision rules (e.g., entering, continuing in, and exiting) about placement in Tier 2 and Tier 3 are specified in:				
a. Literacy	0%	0%	0%	0%
b. Behavior	0%	0%	0%	0%
4. Internal audits, or "fidelity checks" are used to gauge implementation of Tier 2 and 3 for:				
a. Literacy	0%	0%	0%	0%
b. Behavior	0%	0%	0%	0%

Critical Feature: Families/parents are informed and involved at all levels

H. Family Involvement	Not Started	Exploring	Developing	Fully Implemented
	0%	1-24%	25-74%	75-100%
1. Families are routinely provided information on RTI regarding:				
a. Literacy	0%	0%	0%	0%
b. Behavior	0%	0%	0%	0%
2. Families are routinely provided information on the results of screening and progress monitoring for their student(s) in:				
a. Literacy	0%	0%	0%	0%
b. Behavior	0%	0%	0%	0%
3. Feedback is collected at least annually from families/parents on their understanding of and experience with RTI in:				
a. Literacy	0%	0%	0%	0%
b. Behavior	0%	0%	0%	0%
4. Families are routinely provided information on interventions and strategies used to increase student performance in:				
a. Literacy	0%	0%	0%	0%
b. Behavior	0%	0%	0%	0%