

EBISS DISTRICT SYSTEMS SUPPORT PLAN (Please submit to EBISS Coordinator by _____)

DIRECTIONS: This plan is designed to assist district teams to identify, implement, and sustain the essential features of effective, systems-level academic and behavior support. The features include: 1) District Leadership and Commitment, 2) Action Planning with EBISS schools, 3) Coordination and Coaching, 4) Professional Development and Training Capacity, 5) On-going Assessment and Evaluation Systems, 6) Visibility and Political Support, and 7) Funding.

This plan should be completed by a team of district and school administrators representing general and special programs. Teams should briefly review and brainstorm each feature and item. A four-point rating scale is provided for each item: Completely in Place, Mostly In Place, Partly in Place, and Not in Place. Space is included within each item for current score and three additional progress scores, and a section is provided for tracking overall progress.

Teams are encouraged to use this District Systems Support Plan as a working document. Districts with many features requiring actions should review and update the plan quarterly. Districts with many features “in place” should focus on sustainability and update the plan annually, at a minimum. Completion of the support plan should take approximately one hour.

For any items that are not completely in place, districts should identify and describe needed actions briefly and specifically on the EBISS Action Planning Guide (p. 7). Space is provided on the guide for including staff member(s) who will be responsible for each action, completion date, and any documentation used to determine the item response (see guide for further instructions).

<p>District: _____</p> <p>Planning Team Members: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Plan Period:</p> <p>from _____ to _____</p> <p>(e.g., from 3/13/08 to 3/13/09)</p>
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PROGRESS ASSESSMENT	<u>Initial Score</u>	<u>Progress Score</u>	<u>Progress Score</u>	<u>Progress Score</u>
EBISS FEATURES (Enter the total scores/percentages for each feature in the space below, and percentages in the columns to the right)	<u>Date</u>	<u>Date</u>	<u>Date</u>	<u>Date</u>
1. Leadership & Commitment (___/24 = ___%):				
2. Action Planning w/Schools (___/9 = ___%):				
3. Coordination & Coaching (___/9 = ___%):				
4. Professional Development & Training Capacity (___/6 = ___%):				
5. Ongoing Assessment & Evaluation Systems (___/9 = ___%):				
6. Visibility & Political/Stakeholder Support (___/6 = ___%):				
7. Funding (___/6 = ___%):				
Overall Average (% Scores ___/ 7):				

EBISS FEATURES and RATING SCALES

1. DISTRICT LEADERSHIP & COMMITMENT

a. District has a leadership team for EBISS that includes district-level administrators (representing C & I, Sped, Title, ELL, Counseling, etc.) and school leaders, as needed. (Referred to as "Team" in the rest of this document).

3 = Completely in Place 2 = Mostly in Place (e.g. some recruiting to do) 1 = Partly in Place (e.g. substantial recruiting to do) 0 = Not in Place

Initial Score: _____ Progress Score: _____ Progress Score: _____ Progress Score: _____

b. Team meetings are scheduled/held at least every other month throughout the year.

3 = Completely in Place 2 = Mostly in Place (e.g. set schedule but fewer meetings planned/held) 1 = Partly in Place (e.g. schedule and meetings planned/held sporadically) 0 = Not in Place

Initial Score: _____ Progress Score: _____ Progress Score: _____ Progress Score: _____

c. Team meetings are attended by all members.

3 = Completely in Place (> 90% attendance) 2 = Mostly in Place (50-90% attendance) 1 = Partly in Place (< 50% attendance) 0 = Not in Place, or NA = Not Yet Applicable

Initial Score: _____ Progress Score: _____ Progress Score: _____ Progress Score: _____

d. District has a Continuous Improvement Plan that emphasizes evidence-based academic and behavior practices across multi-tiers (i.e., addresses needs of all students).

3 = Completely in Place (practices identified for reading and behavior at all tiers) 2 = Mostly in Place (e.g. effective practices identified for reading and behavior for SOME tiers) 1 = Partly in Place (e.g. effective practices for reading OR behavior for some tiers) 0 = Not in Place

Initial Score: _____ Progress Score: _____ Progress Score: _____ Progress Score: _____

e. District has policies and a procedural manual for LD identification based on a multi-tiered, response to intervention (RTI) framework.

3 = Completely in place, 2 = Mostly in Place (e.g. policies and procedures are in last draft) 1 = Partly in Place (e.g. policies and procedures are in initial draft) 0 = Not in Place

Initial Score: _____ Progress Score: _____ Progress Score: _____ Progress Score: _____

f. District provides time and resources to school teams to engage in collaborative teamwork a minimum of: (a) twice/year to analyze and update systems and action plans, and (b) once/month, to meet with grade level teams to analyze student progress and adjust interventions.

3 = Completely in Place 2 = Mostly in Place (e.g. school teams meet several times a year but could be more consistent), 1 = Partly in Place (e.g. school teams meet for annual planning but monthly meetings not consistent, or vice versa) 0 = Not in Place

Initial Score: _____ Progress Score: _____ Progress Score: _____ Progress Score: _____

1. DISTRICT LEADERSHIP & COMMITMENT, cont'd.

g. District practices and procedures encourage hiring personnel with skills that will contribute to EBISS systems sustainability.

3 = Completely in Place 2 = Mostly in Place (e.g. no formal policy but practice is consistent) 1 = Partly in Place (e.g. no formal policy, practices are inconsistent) 0 = Not in Place

Initial Score: _____ Progress Score: _____ Progress Score: _____ Progress Score: _____

h. Team reviews new programs and initiatives to rate their effectiveness and compatibility with EBISS priorities before adopting (i.e., they are evidence-based and data shows they are needed).

3 = Completely in Place 2 = Mostly in Place (e.g. most initiatives and programs are reviewed for their effectiveness and EBISS compatibility) 1 = Partly in Place (e.g. some initiatives and programs are reviewed for their effectiveness and EBISS compatibility) 0 = Not in Place

Initial Score: _____ Progress Score: _____ Progress Score: _____ Progress Score: _____

2. ACTION PLANNING with EBISS SCHOOLS

a. District implementation plan defines goals for the number of schools to implement EBISS priorities (i.e., elementary school-wide reading, secondary school-wide reading, K-12 behavior, and response to intervention for LD identification) over the next 4 years (see EBISS priorities form).

3 = Completely in Place 2 = Mostly in Place (e.g. working out some details) 1 = Partly in Place (e.g. working out many details) 0 = Not in Place

Initial Score: _____ Progress Score: _____ Progress Score: _____ Progress Score: _____

b. Team uses tools to help designated schools analyze strengths and needs related to EBISS priorities.

EXAMPLE: Priority: SW Reading Tools: Planning & Evaluation Tool for School-wide Reading-Revised-PET-R, DIBELS reports, Literacy Plan template, etc.)

3 = Completely in Place 2 = Mostly in Place (e.g. we have evaluation tools for all areas but need some help using them), 1 = Partly in Place (e.g. we do not have tools for all areas and/or need considerable help using the tools) 0 = Not in Place

Initial Score: _____ Progress Score: _____ Progress Score: _____ Progress Score: _____

c. Team has identified time and a strategy for working with designated schools on their action plans for EBISS priorities. School Action plans are in response to data from priority specific tools (see number 2)

3 – Completely in Place 2 = Mostly in Place (e.g. working out some details) 1 = Partly in Place (e.g. working out several details) 0 = Not in Place

Initial Score: _____ Progress Score: _____ Progress Score: _____ Progress Score: _____

3. COORDINATION & COACHING

a. Team has identified specific individual(s) to coordinate EBISS activities and plans (e.g., facilitate Team decisions, communication with schools, and professional development).

3 = Completely in Place 2 = Mostly in Place (e.g. FTE needs to be increased some) 1 = Partly in Place (e.g. FTE needs to be increased substantially) 0 = Not in Place

Initial Score: _____ Progress Score: _____ Progress Score: _____ Progress Score: _____

3. COORDINATION & COACHING, cont'd.

b. Team has identified specific individual(s) to provide coaching in literacy and behavior to schools implementing EBISS priorities. This person(s) has been or is receiving training in each of these areas.

3 = Completely in Place 2 = Mostly in Place (e.g. FTE needs to be increased some) 1 = Partly in Place (e.g. FTE needs to be increased substantially) 0 = Not in Place

Initial Score: _____ Progress Score: _____ Progress Score: _____ Progress Score: _____

c. Team and schools have identified specific individual(s) to serve as site-based experts to support EBISS activities (literacy and behavior specialists, team facilitators, etc.).

3 = Completely in Place 2 = Mostly in Place (e.g. most schools have expertise; we fill in the gaps when needed) 1 = Partly in Place (e.g. schools have literacy but not behavior expertise, or vice versa) 0 = Not in Place

Initial Score: _____ Progress Score: _____ Progress Score: _____ Progress Score: _____

4. PROFESSIONAL DEVELOPMENT & TRAINING CAPACITY

a. Release time is allocated for Coordinators, Coaches, and Site-Based Experts to participate in State-coordinated training (e.g., attending PBS conference, EBISS trainings, Literacy Outreach).

3 = Completely in Place 2 = Mostly in Place (e.g. budget accommodates most needs) 1 = Partly in Place (e.g. budget accommodates some needs) 0 = Not in Place

Initial Score: _____ Progress Score: _____ Progress Score: _____ Progress Score: _____

b. District professional development calendar (and ESD/other training calendars accessed by the district) provide/s training opportunities throughout the year on a range of programs and skills related to EBISS including:

- Selecting and implementing evidence-based programs and practices
- Differentiating instruction
- Monitoring fidelity of implementation (instructional programs and decision-making processes)
- Collecting and using data effectively
- Enhancing sustainability through such trainings as,
 - New team/administrator training on EBISS concepts and processes
 - Training for key teachers to serve as their school's experts on core programs and supplemental interventions.

3 = Completely in Place 2 = Mostly in Place (e.g. we know about most training and support needs and plan for them effectively) 1 = Partly in Place (e.g. we know about some training and support needs and plan for them effectively) 0 = Not in Place.

Initial Score: _____ Progress Score: _____ Progress Score: _____ Progress Score: _____

5. ONGOING ASSESSMENT & EVALUATION SYSTEMS (Reading & Behavior)

a. District has identified specific measures for screening and progress monitoring of students' reading and behavior skills (e.g., state assessments, DIBELS, other curriculum-based measures, office discipline referrals, counseling referrals, and attendance reports).

3 = Completely in Place 2 = Mostly in Place (e.g. all measures are identified but more training on use is needed) , 1 = Partly in Place (e.g. not all measures are in place and/or substantial training on use is needed) 0 = Not in Place

Initial Score: _____ Progress Score: _____ Progress Score: _____ Progress Score: _____

5. ONGOING ASSESSMENT & EVALUATION SYSTEMS (Reading & Behavior), cont'd.

b. District provides schools with usable and easy-to-read reports on academic and behavior data for decision-making (e.g., state assessment reports, DIBELS, SWIS, easyCBM, Aimsweb, etc.).

3 = Completely in Place 2 = Mostly in Place (e.g. schools have all the data but cannot always access it quickly) 1 = Partly in Place (e.g. schools have some of the data access they need) 0 = Not in Place

Initial Score: _____ Progress Score: _____ Progress Score: _____ Progress Score: _____

c. Team routinely evaluates: (a) implementation of this Systems Support Plan; (b) implementation of school action plans; and (c) impact of both plans on student achievement.

3 = Completely in Place 2 = Mostly in Place (e.g. evaluation occurs but could be more routine and efficient) 1 = Partly in Place (e.g. evaluation occurs but needs to be substantially more routine and efficient) 0 = Not in Place

Initial Score: _____ Progress Score: _____ Progress Score: _____ Progress Score: _____

6. VISIBILITY & POLITICAL/STAKEHOLDER SUPPORT

a. Superintendent and School Board receive at least semi-annual progress reports from the Team.

3 = Completely in Place 2 = Mostly in Place (e.g. one formal report is planned) 1 = Partly in Place (e.g. informal reports are planned) 0 = Not in Place

Initial Score: _____ Progress Score: _____ Progress Score: _____ Progress Score: _____

b. Team shares EBISS accomplishments at a regional level at least semi-annually in a public forum (e.g., rotary, ESD, parent groups).

3 = Completely in Place 2 = Mostly in Place (e.g. one formal report is planned) 1 = Partly in Place (e.g. informal reports are planned) 0 = Not in Place

Initial Score: _____ Progress Score: _____ Progress Score: _____ Progress Score: _____

7. FUNDING

a. District budget includes funding dedicated to the implementation of this systems support plan, the district action plan, and school action plans.

3 = Completely in Place 2 = Mostly in Place (e.g. funding is dedicated and nearly adequate) 1 = Partly in Place (e.g. funding is dedicated but much less than adequate) 0 = Not in Place

Initial Score: _____ Progress Score: _____ Progress Score: _____ Progress Score: _____

b. District budget includes funds for academic and behavior core curricula, supplemental, and targeted intervention materials.

3 = Completely in Place 2 = Mostly in Place (e.g. funding is dedicated and nearly adequate) 1 = Partly in Place (e.g. funding is dedicated but not nearly adequate) 0 = Not in Place

Initial Score: _____ Progress Score: _____ Progress Score: _____ Progress Score: _____

EBISS ACTION PLANNING GUIDE

District: _____

Date of completion: _____

Contact Person: _____

DIRECTIONS: After completing an evaluation of district status on the features of EBISS using the District Systems Support Plan (DSSP), districts may use this Action Planning Guide to establish priorities and monitor EBISS goals. Not every subsection must be filled in and teams may choose specific areas to focus on. Districts should revisit this plan on a more frequent basis than the DSSP (e.g. monthly or bi-monthly) depending on the extent of work required.

EBISS Feature				
Activity	Needed Actions	Who	When	Documentation
1. District Leadership and Commitment a. Leadership Team b. Team Meetings c. Attendance d. Improvement Plan e. Policy for LD identification using RTI f. Time and Resources g. Hiring Practices h. New Programs and Initiatives	a.			
	b.			
	c.			
	d.			
	e.			
	f.			
	g.			
	h.			
2. Action Planning with EBISS Schools a. 4 year priorities b. Tools for evaluation c. School action plans	a.			
	b.			
	c.			

3. Coordination & Coaching a. EBISS Coordinators b. Coaches c. Site-based experts	a.			
	b.			
	c.			
4. Professional Development & Training Capacity a. Release Time b. EBISS in PD calendar	a.			
	b.			
	c.			
5. Ongoing Assessment & Evaluation Systems a. Measures for screening and progress monitoring b. School access c. Ongoing data evaluation	a.			
	b.			
	c.			
	d.			
6. Visibility & Political Support a. Reports to superintendent & school board b. Sharing at a regional level and more	a.			
	b.			
	c.			
7. Funding a. Funding for plans described here b. Funding for core, supplemental, and targeted interventions	a.			
	b.			
	c.			