**KY-ABRI**

Needs Self-Assessment and Action Planning

Name of District/School: Date:

**Teaming and buy-in**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | Status | | |
|  | | Complete | Partial | Need |
| 1 | Leadership team has been established to look at improving student success (academic and behavior) |  |  |  |
| 2 | Team meets at least monthly with data |  |  |  |
| 3 | ABRI (RtI/PBIS) has been presented to entire staff |  |  |  |
| Staff agree to using data to predict failures |  |  |  |
| Staff agree to school-wide and individual interventions |  |  |  |
| Staff agree to school-wide decisions and being consistent |  |  |  |
| Staff agree that decisions are based on student outcome data |  |  |  |
| Action Plan: | | | | |

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| **Screening and prediction of Primary Prevention System** | | | Status  Complete Partial Need | | | |
| 1 | Data is collected across all students and an established criterion is used to identify those who are not being successful | |  |  | |  |
| Behavior/School Mental Health – instrument/criteria: | |  |  | |  |
| Reading – instrument/criteria: | |  |  | |  |
| Writing – instrument/criteria: | |  |  | |  |
| Math – instrument/criteria: | |  |  | |  |
| 2 | Screening process occurs early in the year and multiple times | |  |  | |  |
| Behavior – schedule: | |  |  | |  |
| Reading – schedule: | |  |  | |  |
| Writing – schedule: | |  |  | |  |
| Math – schedule: | |  |  | |  |
| 3 | All school-wide student performance data is shared with staff | |  |  | |  |
| Action Plan: | | | | | | |
| **Secondary/Tertiary Prevention system** | | | Status  Complete Partial Need | | | |
| 1 | | Designated teams or individuals are in place to assess and intervene with students who are identified as not being successful with school-wide efforts |  |  |  | |
| Behavior – team/person: |  |  |  | |
| Reading – team/person: |  |  |  | |
| Writing – team/person: |  |  |  | |
| Math – team/person: |  |  |  | |
| 2 | | Differentiated instruction and/or small groups are available and students are assigned based on assessed needs |  |  |  | |
| Behavior – differentiation: |  |  |  | |
| Reading – differentiation: |  |  |  | |
| Writing – differentiation: |  |  |  | |
| Math – differentiation: |  |  |  | |
| Action Plan: | | | | | | |

**support**

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| --- | --- | --- | --- | --- |
|  | | Status  Complete Partial Need | | |
| 1 | There is an established link for outside coaching and support when necessary for school-wide or individual issues (cooperatives, state organizations, district specialists, etc.) |  |  |  |
| Behavior – contact: |  |  |  |
| Reading – contact: |  |  |  |
| Writing – contact: |  |  |  |
| Math – contact: |  |  |  |
| Action Plan: | | | | |