

# RTI Readiness Survey

Rate your district/building readiness for RTI according to the following scale:

Not met = 0

Partially met = 1

Fully met = 2

General	Specific activities	Score (0, 1, 2)	Comments
School wide understanding of RTI			
	At least 2 school personnel have attended at least 3 trainings on RTI		
	School personnel have had organized discussion regarding the need for and integration of RTI to current school practices and have begun to develop a written plan		
	RTI has been considered for inclusion in the School		

	Improvement Plan		
	It is understood that RTI is not a thing or something additional that we do. RTI is a process and a change in the way we do things.		
	It is understood that RTI is embedded in general education, not special education.		
	It is understood that RTI helps all children...struggling learners, average learners and advanced learners.		
RTI infrastructure			
	General education instruction is researched based		
	Administration is supportive of RTI and is involved in discussions and decision making		
	Time and resources		

	are/will be available for data collection and management, including universal screening and progress monitoring		
	Researched based interventions are in place		
Functioning problem solving leadership/SAT team is in place			
	There is an identifiable core team of individuals representing variety of roles...general ed, special ed, counseling, assessment, administration, related services, etc that meets on a regular basis to discuss student learning. Meetings are not limited to specific students and a desire for evaluation for special education placement.		
	Team has administrative support and authority to		

	make decisions		
	The team has studied RTI and has received training as a group		
	Known purpose of the team is to improve student learning outcomes through data based decision making		
	Goal setting and graphing of student progress is an expected practice during problem solving		
Integration of resources and services			
	Responsibilities are shared among general educators, special educators, Title services, gifted services, and administrative personnel		
	There is ongoing communication among all personnel with regard to instruction, intervention, and data collected		