



# SAILS NEEDS ASSESSMENT

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Rate your current level of need to address each of the SAILS indicators

	Low Need	Some Need	High Need
<b>STANDARDS</b>			
<ul style="list-style-type: none"> <li>Teachers, administrators, specialists &amp; other key stakeholders <b>aware</b> of state &amp; district standards &amp; benchmarks</li> </ul>			
<ul style="list-style-type: none"> <li>Instructional materials <b>aligned</b> with standards</li> </ul>			
<ul style="list-style-type: none"> <li>Teachers &amp; specialists <b>USE</b> standards &amp; benchmarks to plan instruction &amp; interventions, evaluations &amp; setting IEP goals</li> </ul>			
<b>ASSESSMENTS</b>			
<ul style="list-style-type: none"> <li>Assessments administered or procedures used to <b>screen, diagnose, continuously monitor, &amp; measure outcomes</b></li> </ul>			
<ul style="list-style-type: none"> <li>Teachers, administrators, specialists &amp; key stakeholders <b>aware</b> of the <b>purpose</b> of assessments or procedures</li> </ul>			
<ul style="list-style-type: none"> <li>Sufficient and appropriate assessment <b>options</b> available</li> </ul>			
<ul style="list-style-type: none"> <li>Teachers &amp; specialists know <b>when &amp; how to correctly administer</b> different types of assessments</li> </ul>			
<ul style="list-style-type: none"> <li>Teachers &amp; specialists know how to correctly <b>interpret results</b> from different types of assessments</li> </ul>			
<ul style="list-style-type: none"> <li>Results <b>shared</b> (frequent, public, nonjudgmental, collaborative)</li> </ul>			
<ul style="list-style-type: none"> <li>Results <b>used</b> to make all key instructional decisions</li> </ul>			
<b>INSTRUCTION &amp; INTERVENTIONS</b>			
<ul style="list-style-type: none"> <li>Teachers, administrators, &amp; specialists <b>aware</b> of multi-tiered instruction, RTI, and effective instruction</li> </ul>			
<ul style="list-style-type: none"> <li>Classrooms <b>organized &amp; managed</b> effectively including small groups</li> </ul>			
<ul style="list-style-type: none"> <li>Teachers &amp; specialists know how to <b>plan</b> differentiated lessons based on standards and assessment results</li> </ul>			
<ul style="list-style-type: none"> <li>Teachers &amp; specialists know how to <b>use materials</b></li> </ul>			
<ul style="list-style-type: none"> <li>Teachers &amp; specialists know how to <b>effectively teach</b> skills &amp; strategies for content, grade &amp; instructional needs to <b>EVERY</b> student</li> </ul>			

<ul style="list-style-type: none"> <li>• Tier 1 lessons are <b>planned &amp; delivered</b> to meet identified needs of <b>ALL</b> students at every ability &amp; skill level</li> </ul>			
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	Low Need	Some Need	High Need
<b>INSTRUCTION &amp; INTERVENTION, continued</b>			
<ul style="list-style-type: none"> <li>• Interventions are designed and effectively meet students' identified needs for Tier 2 and Tier 3 support</li> </ul>			
<ul style="list-style-type: none"> <li>• District has a program <b>roadmap</b> for instructional materials</li> </ul>			
<b>LEADERSHIP</b>			
<ul style="list-style-type: none"> <li>• Building &amp; district leaders <b>aware</b> of key success factors (S-A-I-L-S?)</li> </ul>			
<ul style="list-style-type: none"> <li>• Leaders creating &amp; communicating a clear <b>vision</b> for focus?</li> </ul>			
<ul style="list-style-type: none"> <li>• Leaders providing <b>guidance</b> and <b>support</b>--including <i>focused</i> and <i>sustained</i> professional development</li> </ul>			
<ul style="list-style-type: none"> <li>• Leaders <b>receive</b> guidance and support for providing effective leadership</li> </ul>			
<b>SUSTAINED, SYSTEM-WIDE COMMITMENT</b>			
<ul style="list-style-type: none"> <li>• A system-wide "<b>no excuses</b>" model in place to find and serve <b>EVERY</b> student</li> </ul>			
<ul style="list-style-type: none"> <li>• Encourage and support <b>collaboration</b> across classrooms, special programs, and home (including TIME to collaborate)</li> </ul>			
<ul style="list-style-type: none"> <li>• Plans in place or being developed to <b>sustain</b> successes achieved through S-A-I</li> </ul>			
<b>SOCIAL &amp; EMOTIONAL ISSUES</b>			
<ul style="list-style-type: none"> <li>• <b>SAILS</b> launched in a <b>SAFE &amp; POSITIVE</b> environment for students, faculty, parents, community</li> </ul>			
<ul style="list-style-type: none"> <li>• Teachers work to instill a sense of <b>competence</b>, <b>autonomy</b> and <b>belonging</b> in their students</li> </ul>			

**COMMENTS or ACTION ITEMS:**