

# Step Zero: Needs Analysis

## Five Domain Guiding Question Framework

### I. EFFECTIVE LEADERSHIP

Leadership at all levels work together to implement a clear and strategic vision for school(s) success.

**Evidence:** What documentation can be or has been collected to support understanding of the current state and be used for monitoring purposes?

**Example(s):** Meeting Agendas

**Evidence 1:**

**Evidence 2:**

**Evidence 3:**

#### Guiding Questions:

- a. Consider the school's mission, vision and infrastructure:
  - i. Is the school's mission and vision defined by leadership and communicated, modeled, integrated and focused on high expectations for student learning?
  - ii. Does the school, with stakeholder involvement, have adequate and aligned material and fiscal resources, and instructional time to support the schools purpose and direction?
  - iii. Does the school maintain facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff?
  - iv. Does the school have a leadership team that includes leaders and teachers in making decisions of real substance related to curriculum, professional development and instruction?
- b. Consider data-based problem solving:
  - i. Does the school-based leadership team regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs and supports implementation?
  - ii. Does the school select programs strategically and allow time for successful implementation?
  - iii. Does the school reflectively study the effectiveness of plans developed to understand if the plan was implemented with fidelity?
- c. Consider trust and recognition:
  - i. Does the principal celebrate the accomplishments of teachers, instructional coaches, teams, students, and the organization as a whole and provide incentives?
  - ii. Does the leadership work to develop a climate where teachers feel trusted and trust the decisions of the principal?
- d. Consider instructional leadership and professional development:
  - i. Are the principal and teachers active participants in the selection of curricula and ensure effective vertical alignment across grade levels?
  - ii. Does the principal participate with teachers in instructional planning?
  - iii. Does the principal work to select and retain highly qualified staff?
  - iv. Does the principal understand instructional best practice and provide specific feedback on strengths and areas of growth?
  - v. Does the leadership provide meaningful professional development, matched to need, for teachers that is focused on improved student success; includes pre-conferences, observations, and post conferences (with feedback); and is focused and ongoing?

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### II. SUPPORTIVE ENVIRONMENT

The district/school is safe and orderly; stakeholders have high expectations for students and students are supported by administrators, teachers, and peers.

**Evidence:** What documentation can be or has been collected to support understanding of the current state and be used for monitoring purposes?

**Example(s):** School Climate Survey

**Evidence 1:**

**Evidence 2:**

**Evidence 3:**

#### Guiding Questions

- a. Consider the infrastructure of the school as it relates to behavior management:
  - i. Does the school provide an environment where students feel safe and respected by teachers and students?
  - ii. Does the school have formal structures that are well established to ensure the safety of students both in and around the school?
  - iii. Does the school implement a positive behavioral support system that is a seamless from the school buildings to the classrooms?
  - iv. Does the school implement a seamless multi-tiered system of supports (MTSS) focused on an integration of social/emotional and academic supports to fluidly meet the needs of all students?
- b. Consider data-based problem solving:
  - i. Does the school provide support services to meet the physical, social and emotional needs of the student population being served?
  - ii. Does the school monitor student progress and provides supports necessary for academic and behavioral success when needed?
- c. Consider high expectations:
  - i. Does the school's leadership and teachers have high expectations for the success of all students?
  - ii. Is the work that students are presented rigorous and equitable?
  - iii. Are there are high expectations for students to succeed beyond K-12 education? (HS)
- d. Consider the school's climate:
  - i. Is the school is a welcoming place?
  - ii. Does the school employ rules and implement them with fairness in regard to dealing with students' behavior?
  - iii. Does the school promote cooperative learning, group cohesion, respect, and mutual trust?
  - iv. Does the school have a research-based character education program?
  - v. Does the school monitor teachers' perceptions and students' regarding school climate and respond as needed?

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### III. AMBITIOUS INSTRUCTION & LEARNING

High expectations for academically demanding instruction are supported and implemented. Student engagement is driven by emphasizing the application of knowledge.

**Evidence:** What documentation can be or has been collected to support understanding of the current state and be used for monitoring purposes?

**Example(s):** Teacher Evaluation Observation Anecdotal Records

**Evidence 1:**

**Evidence 2:**

**Evidence 3:**

#### Guiding Questions

- a. Consider the infrastructure of the school:
  - i. Does the technology infrastructure support the school's teaching, learning and operational needs?
  - ii. Is there a Universal Design for Learning (UDL) infrastructure at the school to support effective Tier 1 instruction to ensure access for all?
  - iii. Does the master schedule include additional opportunities for supplemental and intensive instruction outside of core content area classes?
- b. Consider instructional delivery strategies:
  - i. Do teachers engage students with instructional strategies that ensure achievement of learning expectations?
  - ii. Do teachers deliver instruction that is well planned and includes feedback to students?
  - iii. Do teachers employ effective implementation of the Gradual Release of Responsibility Model and/or the use of a research-based instructional delivery model?
  - iv. Do teachers provide multiple, differentiated levels of intensity of instructional delivery to students based on need (data)?
  - v. Is the delivery of instruction in Tier 1 focused on grade-level, subject-area or behavior standards using effective large and small group instructional strategies?
  - vi. Does differentiated instruction occur to a degree that is appropriate for the size and diverse learning abilities of the group and the instructional skills of the teacher?
  - vii. Do teachers teach and reteach?
- c. Consider the alignment of assessment and instruction
  - i. Does the school's curriculum and assessment programs include the following?
    1. A clear understanding of standards/expectations
    2. The use of data analysis
    3. Assessments that are highly aligned
    4. A comprehensive scope and sequence (curriculum map)
    5. An understanding of available resources that align and support
    6. Support for professional development and implementation
    7. Ongoing reflection and revision
  - ii. Do teachers effectively implement the aligned resources and provide feedback to students on their performance?
  - iii. Does the school frequently measure student academic progress using a variety of assessment procedures?
  - iv. Does the school use results of the assessments to improve individual student performance and also to improve the instructional program?

### IV. COLLABORATIVE TEACHERS

Structures are established by the leadership team to support teacher teams. Teams are committed to the school, receive strong professional development and work together to improve the school.

**Evidence:** What documentation can be or has been collected to support understanding of the current state and be used for monitoring purposes?

**Example(s):** Professional Development Feedback Surveys

**Evidence 1:**

**Evidence 2:**

**Evidence 3:**

#### Guiding Questions:

- a. Consider the infrastructure of the school:
  - i. Are teachers organized into teams and do they meet on a regular basis?
  - ii. Are teachers provided adequate time and frequency to engage in instructional teams effectively?
  - iii. Are instructional team meetings purposeful and do they have established agendas and outcomes?
- b. Consider data-based problem solving:
  - i. Do teachers willingly and actively participate in instructional teams where they use student learning data from aligned assessments to plan to make instructional and curriculum decisions?
  - ii. Do teachers use data to understand effectiveness of Tier I instruction, and identify students needing Tier II and Tier III instructional supports, to meet all students' needs?
- c. Consider professional development:
  - i. Do teachers engage in professional development that includes self-assessment, peer observation, mentoring and coaching, and is aligned, sustained and focused with time to practice and implement?
- d. Consider high expectations:
  - i. Do teachers take ownership for the learning of students and feel responsible to do so?
  - ii. Do teachers have high expectations for themselves and their colleagues and hold one another accountable to the school?
- e. Consider shared decision making:
  - i. Do teachers have a voice in hiring, selection of programs and leadership at the school?
- f. Consider collegial development:
  - i. Do teachers mentor, coach and support one another through a trust relationship with a focus on expertise in their craft?

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### V. INVOLVED FAMILIES AND COMMUNITY ENGAGEMENT

The entire system, including individuals at all levels, work to build strong relationships with families and communities to support learning.

**Evidence:** What documentation can be or has been collected to support understanding of the current state and be used for monitoring purposes?

**Example(s):** School Climate Survey

**Evidence 1:**

**Evidence 2:**

**Evidence 3:**

#### Guiding Questions:

- a. Consider data-based problem solving:
  - i. Does the school work towards creating a welcoming environment for families?
  - ii. Do teachers engage in professional development focused on working effectively with parents?
  - iii. Does the school gather data from parents and stakeholders, and create plans to sustain, improve or enhance their efforts?
- b. Consider school safety:
  - i. Does the school ensure the safety of the campus?
  - ii. Does the school ensure the safety of students before, during and after bus transportation?
- c. Consider communication:
  - i. Does the school systematically, regularly meet and communicate with parents in a candid and supportive manner?
  - ii. Are parent's opinions valued and do teachers work at building positive relationships?
  - iii. Does the school keep parents informed of their child's progress?