



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

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

COMMENTS or ACTION ITEMS: