

Comprehensive Needs Assessment

Improving Student Learning Through Rigor, Relevance, and Relationships

Proposed Scope of Work for Galt Joint Union High School District

How ICLE Can Help

The International Center for Leadership in Education (ICLE), a division of Houghton Mifflin Harcourt, is uniquely qualified to partner with Galt Joint Union High School District with the development and implementation of a schoolwide initiative to foster rigorous and relevant learning environments. This partnership will build a foundation for long-term capacity building that will improve student and teacher outcomes. Since 1991, ICLE has been at the forefront of promoting rigorous and relevant instruction and developing effective instructional leaders. We have produced proven strategies, techniques, and research-based programs that have helped states, districts, and schools drive student achievement through data driven instruction.

Over the past two decades, ICLE has been devoted to observing, studying, and supporting the transformation of the nation's most rapidly improving schools. Through years of extensive research, we concluded that the key to improving student performance is a tireless focus on providing rigorous and relevant instruction, and that every level of the education organization must be tightly aligned and carefully coordinated around that singular goal.

Our Recommended Strategy

Based on the conversations with Galt leadership; ICLE recommends a partnership model that will enable our highly-qualified consultants to begin with conducting a comprehensive needs assessment that will gather the necessary data and foster deep conversations to drive a professional learning plan. This plan will build internal capacity to create a cohesive vision, and a subsequent comprehensive plan that fosters a scaled implementation. While ICLE brings support systems to Galt, we will ensure that it weaves in the language and efforts into bolstering the culture and the growth of the school through improved instructional outcomes.

Comprehensive Needs Assessment

WE Surveys

All too often schools are judged only by their score on state tests or rankings based on demographic data. At ICLE, we've challenged this traditional system by believing that gathering perceptions from all stakeholders will ensure a focus on student achievement. Are your students engaged? Do they feel challenged at school? Are teachers committed to the mission of the school? Do they believe they're preparing all students for life outside of K-12 education? Is the community invested in school success?

The WE™ Surveys are easy-to-use tools that ask students, staff and community members to share their perceptions anonymously about the learning environment, quality of instruction and leadership in a school or district. Survey results are presented in a detailed report that can guide decisions about school improvement.

The *WE* Surveys help school leaders:

- Learn how students, staff, and the community view the learning environment
- Gain insight into how they perceive the levels of rigor, relevance, and relationships
- Develop direction for increasing student achievement
- Collect data to inform school improvement plans

WE Learn – Student Survey

The *WE Learn – Student Survey* is for students in grades 3-5 or 6-12. This survey includes items related to rigor, relevance, relationships, and leadership and seeks to determine whether, for example, students feel challenged, see the connection between school and the real world. Survey items include:

- This school has high expectations for all students
- My teachers present lessons in different ways
- My teachers know my academic interests and goals

WE Teach – Instructional Staff Survey

The *WE Teach – Instructional Staff Survey* is for the adults in the building who have a part in teaching and learning in the classroom. This survey is a companion to the *WE Learn – Student Survey* so that perceptions of staff and students can be compared. Items also relate to rigor, relevance, relationships, and leadership and include:

- In my class students discuss and solve open-ended questions and problems
- There is strong communication between school administration and staff
- I am a source of encouragement for my students

WE Lead – Whole Staff Survey

The *WE Lead – Whole Staff Survey* assesses how staff perceives the school administration. In order for students to reach their full potential, a school needs to have a coherent vision, strong instructional leadership, and staff who feel empowered to make decisions on behalf of students. *Coherent vision*, *instructional leadership* and *empowerment* have been identified as three key elements of leadership in successful schools across the country. Survey items include:

- I am supported to grow professionally
- School administrators see me as a leader
- School administration creates a climate of trust

WE Support – Community Survey

The *WE Support – Community Survey* assesses community perceptions of the school experience as well as the community's expectations of the school system. Survey items include:

- The schools help students develop healthy attitudes for success in life
- The school system helps students make informed decisions about post-high school plans
- The schools use resources in the community to make education relevant to students

Instructional Practices Assessment

The *Instructional Practice Assessment* and *Strategic Planning* process creates the context for our work with instructional teams and leadership, providing authentic baseline data to support our personalized approach to professional learning. Based on ICLE's Rigor, Relevance, Learner Engagement, and Relationship rubrics, the *Instructional Practices Assessment* is a learner-focused process that operates on the belief that improving teaching and learning is a continuous effort that requires open and objective dialogue in a professional and non-threatening environment.

The *Instructional Practices Assessment* is not an evaluation, but rather a method designed to guide staff through a journey of self-reflection and improvement. Information is gathered through a series of classroom observations and focus groups and the data compiled into a comprehensive report. This report is then shared with school leaders, who will review the data. The school and reviewers from ICLE will then use the data from the report to develop suggestions for improvement.



The Instructional Practices Assessment Process

- Step 1:** On-site observations are used to collect baseline data aligned to ICLE's research-based learning rubrics.
- Step 2:** The data is analyzed by ICLE's consultants and communicated to school leaders through a comprehensive report, identifying areas of strength and opportunities for improvement in alignment with ICLE's frameworks and the learning goals of the district and/or school.
- Step 3:** Through Strategic Planning, ICLE will work shoulder-to-shoulder with school leadership to develop a tailored implementation plan.

Strategic Planning

Building on the data gathered from the WE Surveys, focus groups, and classroom observations, ICLE will work with Galt to prioritize needs, develop an action plan, and determine how to measure our efforts. All of this comes together in the Strategic Plan, which serves as a road map for the district/school improvement initiative. This process will build off existing planning efforts the school already has started and will be tailored accordingly. Components may include:

- Prioritization of goals to build instructional capacity
- Alignment of assets and resources to the highest priority goals

- Assignment of roles, responsibilities, timelines and budgets to drive improvement efforts
- Development of a communication and continuous improvement systems to ensure that the plan drives day-to-day decisions at the school level
- Development of a collaborative student-centered data instructional process that will drive subsequent instruction
- Development of a rigorous and relevant curricular and assessment system that ensures the prioritization of standards is driving the instructional path

30th Annual Model Schools Conference – *Make Waves in a New Era of Learning*

Join us for our 30th year of connecting educators at the [Model Schools Conference](#) (MSC), June 26-29, 2022, in Orlando. MSC is a K-12 professional learning event designed to highlight stories of replicable success from outstanding districts and schools across the country. Now as a hybrid event, we are better than ever—extending and enhancing MSC beyond the convention center ballrooms and across the world.

To us, each and every attendee is a VIP, so we have designed the MSC Dashboard website to create an immersive, cohesive and collaborative experience for both in-person and remote attendees. All unique sessions delivered in-person in Orlando will be streamed live during one occurrence and then archived to view following the event. Time spent on what's best for students is time well spent: sharing strategies, learning from others, and reflecting on one's own personal and professional growth. Our goal for the MSC experience is to keep your needs in mind in all that we do. We've been doing it for 29 years and can't wait to energize thousands of educators once again in June!

Investment Summary

Components	Investment
WE Surveys <i>Includes the online administration of the WE Teach Instructional Staff Survey, WE Lead Whole Staff Survey, WE Learn Student Survey and WE Support Community Survey for three schools</i>	\$13,600
Instructional Practices Assessment <i>Includes two days of onsite observations/interviews and a comprehensive report for two schools and one day of onsite observations/interviews and a comprehensive report for one school</i>	\$30,750
Strategic Planning <i>Includes one day of onsite Strategic Planning with district and site leadership together and then follow with one day of onsite Strategic Planning with school leadership per school</i>	\$19,800
Total Investment (All Inclusive)	\$64,150

Component	Investment
Annual Model Schools Conference <i>Includes 5 registrations to attend virtually or in-person, \$695 per person</i>	\$3,475
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