

<p style="text-align: center;"><b>Student Needs: Begin Planning with the Hardest-to-Serve Students</b></p> <p style="text-align: center;"><b>Check List</b></p>	For Sure, For Sure	Pretty Much	Somewhat	A little	NADA
<b>High Expectations</b>					
<ul style="list-style-type: none"> <li>▪ Does your building have a strategy for ensuring that staff have high expectations for each and every student?</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Does staff embrace the belief that they are collectively responsible for the learning of each and every student?</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Has your building systematically defined academic and behavioral expectations to develop consistency across all grade levels?</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Is there a clear understanding of the difference between holding every student to the same standards and having high expectations for each student?</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Is the issue of high expectations part of your interview/orientation for new staff?</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Is the issue of high expectations part of the on-going faculty evaluation procedures?</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Does each of the students in your building know that the staff have high expectations for them?</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Are high expectations for students a part of every grade level within your building?</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Does the level of expectation in your building have a relationship to the special education service delivery model you use?</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Can you feel it when you walk into the building?</li> </ul>					

**TO DO LIST  
(OVER)**

1.

2.

3.

4.

5.