

Reproducible 1.1: Level 1 Long-Form Leading Indicator Survey for Teachers and Staff

1: Strongly disagree 2: Disagree 3: Neither disagree nor agree
 4: Agree 5: Strongly agree N: N/A or don't know

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| 1.1 The faculty and staff perceive the school environment as safe and orderly. | Our school is a safe place. | 1 | 2 | 3 | 4 | 5 | N |
| | Our school is an orderly place. | 1 | 2 | 3 | 4 | 5 | N |
| | Our school has clear and specific rules and procedures in place. | 1 | 2 | 3 | 4 | 5 | N |
| | I know the emergency management procedures for our school. | 1 | 2 | 3 | 4 | 5 | N |
| | I know how to implement the emergency management procedures for our school. | 1 | 2 | 3 | 4 | 5 | N |
| | My students and I regularly practice implementing emergency management procedures for specific incidents. | 1 | 2 | 3 | 4 | 5 | N |
| | Our school's emergency management procedures are updated on a regular basis. | 1 | 2 | 3 | 4 | 5 | N |
| 1.2 Students, parents, and the community perceive the school environment as safe and orderly. | Students and their parents describe our school as a safe place. | 1 | 2 | 3 | 4 | 5 | N |
| | Students and their parents describe our school as an orderly place. | 1 | 2 | 3 | 4 | 5 | N |
| | Students and their parents are aware of the rules and procedures in place at our school. | 1 | 2 | 3 | 4 | 5 | N |
| | Our school uses social media to allow anonymous reporting of potential incidents. | 1 | 2 | 3 | 4 | 5 | N |
| | Our school has a system that allows school leaders to communicate with parents about issues regarding school safety (for example, a school call-out system). | 1 | 2 | 3 | 4 | 5 | N |
| | School leaders coordinate with local law enforcement agencies regarding school safety issues. | 1 | 2 | 3 | 4 | 5 | N |
| | School leaders engage parents and the community regarding school safety issues. | 1 | 2 | 3 | 4 | 5 | N |
| 1.3 Teachers have formal roles in the decision-making process regarding school initiatives. | It is clear which types of decisions will be made with direct teacher input. | 1 | 2 | 3 | 4 | 5 | N |
| | Techniques and systems are in place to collect data and information from teachers on a regular basis. | 1 | 2 | 3 | 4 | 5 | N |
| | Notes and reports exist documenting how teacher input was used to make specific decisions. | 1 | 2 | 3 | 4 | 5 | N |
| | Electronic tools (for example, online survey tools) are used to collect teachers' opinions regarding specific decisions. | 1 | 2 | 3 | 4 | 5 | N |
| | Groups of teachers are targeted to provide input regarding specific decisions. | 1 | 2 | 3 | 4 | 5 | N |

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| 1.4 Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students. | A professional learning community (PLC) process is in place in our school. | 1 | 2 | 3 | 4 | 5 | N |
| | Our school's PLC collaborative teams have written goals. | 1 | 2 | 3 | 4 | 5 | N |
| | School leaders regularly examine PLC collaborative teams' progress toward their goals. | 1 | 2 | 3 | 4 | 5 | N |
| | Our school's PLC collaborative teams create common assessments. | 1 | 2 | 3 | 4 | 5 | N |
| | Our school's PLC collaborative teams analyze student achievement and growth. | 1 | 2 | 3 | 4 | 5 | N |
| | Data teams are in place in our school. | 1 | 2 | 3 | 4 | 5 | N |
| | Our school's data teams have written goals. | 1 | 2 | 3 | 4 | 5 | N |
| | School leaders regularly examine data teams' progress toward their goals. | 1 | 2 | 3 | 4 | 5 | N |
| | School leaders collect and review minutes and notes from PLC collaborative team and data team meetings to ensure that teams are focusing on student achievement. | 1 | 2 | 3 | 4 | 5 | N |
| 1.5 Teachers and staff have formal ways to provide input regarding the optimal functioning of the school. | Data collection systems are in place to collect opinion data from teachers and staff regarding the optimal functioning of our school. | 1 | 2 | 3 | 4 | 5 | N |
| | Opinion data collected from teachers and staff are archived. | 1 | 2 | 3 | 4 | 5 | N |
| | Reports of opinion data from teachers and staff are regularly generated. | 1 | 2 | 3 | 4 | 5 | N |
| | The manner in which opinion data from teachers and staff are used is transparent. | 1 | 2 | 3 | 4 | 5 | N |
| | Our school improvement team regularly provides input and feedback about our school's improvement plan. | 1 | 2 | 3 | 4 | 5 | N |
| 1.6 Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school. | Data collection systems are in place to collect opinion data from students, parents, and the community regarding the optimal functioning of our school. | 1 | 2 | 3 | 4 | 5 | N |
| | Opinion data collected from students, parents, and the community are archived. | 1 | 2 | 3 | 4 | 5 | N |
| | Reports of opinion data from students, parents, and the community are regularly generated. | 1 | 2 | 3 | 4 | 5 | N |
| | The manner in which opinion data from students, parents, and the community are used is transparent. | 1 | 2 | 3 | 4 | 5 | N |
| | Our school hosts an interactive website for students, parents, and the community. | 1 | 2 | 3 | 4 | 5 | N |
| | I use social networking technologies (such as Twitter and Facebook) to involve students, parents, and the community. | 1 | 2 | 3 | 4 | 5 | N |
| | School leaders host virtual town hall meetings. | 1 | 2 | 3 | 4 | 5 | N |
| | School leaders conduct focus group meetings with students, parents, and the community. | 1 | 2 | 3 | 4 | 5 | N |
| | School leaders host or speak at community/business luncheons. | 1 | 2 | 3 | 4 | 5 | N |

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| 1.7 The success of the whole school, as well as individuals within the school, is appropriately acknowledged. | Our school's accomplishments have been adequately acknowledged and celebrated. | 1 | 2 | 3 | 4 | 5 | N |
| | My team's or department's accomplishments have been adequately acknowledged and celebrated. | 1 | 2 | 3 | 4 | 5 | N |
| | My individual accomplishments have been adequately acknowledged and celebrated. | 1 | 2 | 3 | 4 | 5 | N |
| | School leaders acknowledge and celebrate individual accomplishments, teacher-team or department accomplishments, and whole-school accomplishments in a variety of ways (for example, through faculty celebrations, newsletters to parents, announcements, the school website, or social media). | 1 | 2 | 3 | 4 | 5 | N |
| | School leaders regularly celebrate the successes of individuals in a variety of positions in the school (such as teachers or support staff). | 1 | 2 | 3 | 4 | 5 | N |
| 1.8 The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers. | I have adequate materials to teach effectively. | 1 | 2 | 3 | 4 | 5 | N |
| | I have adequate time to teach effectively. | 1 | 2 | 3 | 4 | 5 | N |
| | School leaders develop, submit, and implement detailed budgets. | 1 | 2 | 3 | 4 | 5 | N |
| | School leaders successfully access and leverage a variety of fiscal resources (such as grants or title funds). | 1 | 2 | 3 | 4 | 5 | N |
| | School leaders manage time to maximize a focus on instruction. | 1 | 2 | 3 | 4 | 5 | N |
| | School leaders direct the use of technology to improve teaching and learning. | 1 | 2 | 3 | 4 | 5 | N |
| | School leaders provide adequate training for the instructional technology teachers are expected to use. | 1 | 2 | 3 | 4 | 5 | N |