

## DISTRICT INFORMATION

District Name and Number:

Phone:

Superintendent (Director):

Fax:

District Address:

Email:

## SCHOOL INFORMATION

School Name and Number:

School Address:

Principal:

Phone:

Fax:

Email:

### Check one:

- Priority School
- Focus School
- Continuous Improvement School

### Check if applies:

- Schoolwide plan

### Check one (Regional Centers of Excellence):

- North
- South/Central
- SE/Metro

### Priority School

### Focus School

### Continuous Improvement School

2012-13 MMR:           %

2012-13 FR:           %

2012-13 MMR:           %

2013-14 MMR:           %

2013-14 FR:           %

2013-14 MMR:           %

## LOCAL BOARD OF EDUCATION

The local Board of Education/Charter Board of \_\_\_\_\_ (*LEA Name*) has authorized \_\_\_\_\_ (*Name*) at a monthly meeting on \_\_\_\_\_ (*Date*) to act as the Local Education Agency (LEA) representative in reviewing and filing the attached plan as provided under P.L. 107-110 for school year 2013-14. The LEA Representative will ensure that the school district (LEA) will maintain compliance with the appropriate federal statutes, regulations, and procedures and will act as the responsible authority in all matters relating to the administration of this improvement plan. The local Board of Education/Charter Board ensures that its designee(s) will periodically update the Board regarding goals and strategies/practices, participate as a member of the school leadership implementation team, and work in collaboration with the Regional Centers of Excellence and/or Minnesota Department of Education providing technical assistance through the Minnesota Statewide System of Support (SSOS).

(*Signature of Superintendent/Charter School Board Chair*)

(*Date*)

## GENERAL INSTRUCTIONS

- **Template:** This Word document will guide leadership implementation teams in completing Title I Priority and Focus school improvement plans in accordance with the ESEA Flexibility Request. This may also serve as the Title I Schoolwide plan for eligible Priority and Focus schools. Priority and Focus school improvement plans for 2013-14 must be submitted in this MDE template and are due September 2013.
- **Instructions:** Complete and update Priority and Focus school plans with the assistance of your Regional Center of Excellence staff (see page 3). Begin by examining what instructional strategies or practices you have in place that can be continued in your action plan efforts. Use multiple data sources to determine needs and prioritize strategies or practices. It is highly recommended to limit the number of instructional strategies or practices, three to five, to ensure effective school action plan implementation. Fill in Multiple Measurement Rating and Focus Rating information under School Information (page 1) when data is available.
- **Progress Checks:** MDE will conduct quarterly progress checks during 2013-14 for Priority or Focus school plans. Plans that have not met ESEA Flexibility Request guidelines will be returned for changes and/or additional information. Priority and Focus schools will be required to submit updated improvement plans four times each year to MDE and the Regional Center of Excellence; twice a year these same plans will be uploaded to the SERVS system as required. (When identification of Continuous Improvement schools occurs, timelines will be determined for developing Continuous Improvement school plans.)

## MESSAGE FROM THE CABINET

A Message from Commissioner Cassellius and the Cabinet: Purpose of the School Improvement Plan and Essential Partnerships for Improvement Planning

A school improvement plan is an organized, focused, inclusive and public way to plan improvement for student benefit. It guides a school to ask new and deeper questions about teacher and student learning as well as conditions and strategies for success. The School Improvement Plan supports our shared mission: *Leading for Educational Excellence and Equity. Every day for Every One.*

**Regional Centers of Excellence**—Provide a Statewide System of Support (SSOS) to Focus and Priority Schools that enables implementation leadership teams at district and school to effectively implement evidence-based practices impacting positive student outcomes. Regional Center staff, with support from the Minnesota Department of Education specialists, will work on-site in participating schools. Building capacity to support growth and improved reading, mathematics and graduation outcomes for all students will focus on closing the achievement gap.

**District and Charter School Boards**—Set direction and provide support for the School Improvement process. Establish policies to ensure that school teams, staff, parents, and other community partners have meaningful roles in developing, communicating, monitoring, and evaluating student benefit as a result of SIP (School Improvement Plan) planning and implementation. Celebrate incremental successes as schools reach established benchmarks for student achievement.

**District and School Leadership**—Meet together regularly about progress towards school goals and needed support for students. Determine next-step supports for teaching and learning based on classroom practices and teacher feedback. Monitor the progress of strategies or practices and report progress to stakeholders on a regular basis.

**School Staff**—Lead and participate in assessing and establishing priority needs for student equity and achievement. Understand the root cause of student performance challenges. Ensure that classroom strategies for improvement address the needs of students at all levels of learning.

**Parents and Families**—Learn how to actively contribute to improved academic achievement. Continue a dialogue with school staff about the type of parent engagement that will best support student learning for all students.

**Students**—Participate in strategies to reach individual and school goals. Be responsible for personal learning and achievement. Celebrate progress with teachers, students and parents.

Continuous Improvement is the shared learning goal and responsibility of our entire culture. Together, let us continue to explore better information about student performance, better information about factors that impact performance, and increase our focus on improvement planning, progress, and results.

## **REGIONAL CENTERS OF EXCELLENCE: STATEWIDE SYSTEM OF SUPPORT (SSOS)**

The ESEA Flexibility Request states the following:

“The primary goal of Regional Centers of Excellence/SSOS is to focus schools and districts on closing the persistent achievement gap between high- and low-performing children, especially the achievement gaps between minority and nonminority students and between disadvantaged children and their more advantaged peers.”

The department has established three Regional Centers of Excellence for these tasks:

- Bring together Statewide System of Support (SSOS) implementation teams with specific expertise.
- Build state capacity to support regional teams.
- Provide equitable technical assistance in evidence-based practices for Focus and Priority Schools.
- Assist school leadership teams in taking evidenced-based practices to scale.

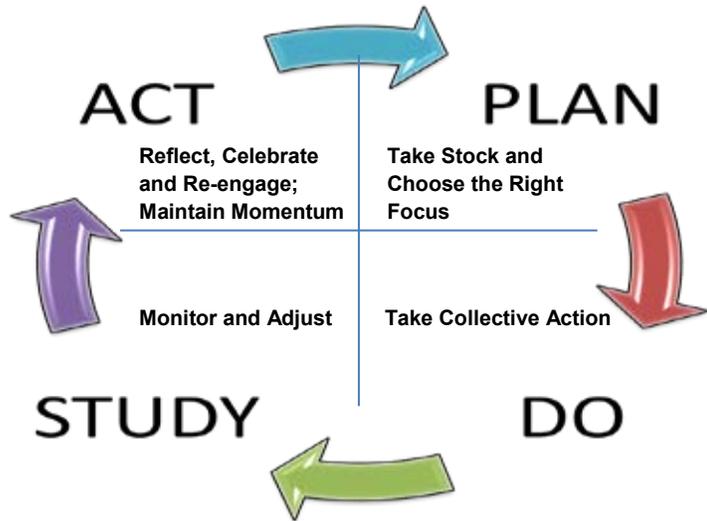
The vision of the Regional Centers of Excellence/SSOS is to create an infrastructure that will support a common, coherent implementation of evidence-based strategies and practices; and apply the Common Principles of Effective Practice (WHAT) and key components of implementation (HOW) to support the infrastructure.

The roles of Center staff (which will include a director and several educational specialists in the areas of reading, mathematics, English language development, special education, and implementation science):

- Determine the district’s or school’s current operational and performance status.
- Assist the district and school with school improvement planning (SIP) to prioritize instructional strategies or practices based on identified needs.
- Provide consultation, training and technical assistance to support the school’s or district’s implementation of its specific planned instructional strategies or practices.
- Monitor the district’s or school’s progress with implementation and provide support for necessary modifications to the plan.

## PLAN DO STUDY ACT (PDSA) IMPROVEMENT CYCLE

The PDSA Improvement Cycle is an ongoing effort to identify student learning challenges and change instruction for student benefit. Continual follow-up and assessment of implementation and impact for each instructional strategy or practice informs next right steps to support both teacher instruction and student learning.



### LEADERSHIP IMPLEMENTATION TEAM REFLECTION QUESTIONS (No written responses required)

**PLAN** (*Take Stock and Choose the Right Focus*): **What is the school plan for identifying the need and instructional strategy or practice(s) to close the achievement gap?**

- Is there an existing team that serves as the instructional leadership implementation team? Is there appropriate representation of stakeholders based on identified student groups?
- How does the school Comprehensive Needs Assessment determine math/reading SMART goals, appropriate strategies/practices and supports that will best increase student achievement?
- How will instructional strategy or practice planning be aligned with the school's mission, vision and goals?
- How will the leadership team target a root cause of student performance challenges?
- How do implementation and results data from the previous school action plan inform the next right steps?
- How will the leadership implementation team prioritize student needs, plan for implementation of targeted instructional strategies/practices, and evaluate the action plan as the central focus of the continuous improvement process (Plan Do Study Act)?
- How do selected instructional strategies/practices fit with current culture, other initiatives, supports and planned parent engagement?
- What technical assistance, professional development and resources are available for each selected strategy/practice? What will strategies and practices look like when successfully implemented?
- What ongoing data will be collected to assess fidelity of implementation and measure student learning? What will be frequency of data collection?

- How will the leadership implementation team plan for immediate results (Quick Wins) in math/reading?

**DO** (*Take Collective Action*): **How is strategy/practice being implemented?**

- How will Person(s) Responsible communicate action steps, roles, staff responsibilities, and parent/community partner roles and responsibilities?
- How will the leadership implementation team engage stakeholders?
- When will best practice coaching in reading/math begin and how will implementation data and student outcomes be measured and monitored?

**STUDY** (*Monitor and Adjust*): **How is the strategy/practice being implemented and impacting student achievement within the PDSA improvement cycle?**

- What do benchmarks (e.g., unit tests, short-cycle assessments or systemwide quarterly common assessments) predict about proficiency and growth of student learning?
- How does progress monitoring (e.g., teacher observation, learning team minutes, coaching logs, interim assessments and classroom formative assessment processes) determine training, retraining, reteaching and resource needs?
- How will job-embedded professional development (e.g., instruction-focused learning teams) and coaching strengthen the impact of the strategy/practice on teacher instruction and student learning?
- Are expected changes in teacher instruction addressing root causes of the challenges to student performance?

**ACT** (*Reflect, Celebrate and Re-engage; Maintain Momentum*): **What evidence supports continuing or moving to a new PDSA cycle?**

- How does student performance data (benchmarks) inform next steps for implementation?
- How does feedback from staff implementation practices (progress monitoring) inform school (and district) leadership about needed supports?
- How will available funds and resources continue to sustain the evidence-based strategies and practices?
- How will new staff be oriented and supported in the implementation of strategies/practices?

**LEADERSHIP IMPLEMENTATION TEAM** (If appropriate, schoolwide)

A formal leadership implementation team should be in place to lead the process of developing the school plan. Primarily, this team should organize and oversee the Comprehensive Needs Assessment process: lead the development of an improvement plan focused on root cause analysis; oversee implementation of evidence-based instructional strategies/practices; and evaluate the effectiveness and impact of strategy/practice within a PDSA cycle.

The school action plan for each evidence-based instructional strategy or practice is a dynamic document to be changed and added to on a continuous basis by the team. It reflects a running record of short improvement cycles, approximately four to six weeks, focused on adjusting instruction using both implementation and student achievement data related to the selected strategy or practice.



3. How will the leadership implementation team implement a systemic continuous improvement framework to guide instructional changes to increase student learning?
  
4. How will the leadership implementation team communicate and establish feedback loops with stakeholders?

### COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

The leadership implementation team should:

- Summarize the evidence gathered during the comprehensive needs assessment.
- Prioritize student needs.
- Identify evidence-based instructional strategies/practices to address root cause of low student academic performance and/or gaps.

The evidence should be linked to student achievement, both state accountability tests and local achievement data aligned to Minnesota Academic Standards.

Use the tables below to summarize the achievement data, implementation data, and other related information to determine instructional strengths and challenges that have emerged. By answering the questions that follow, the team will be able to reflect on prioritized needs and potential solutions to challenges.

**Instructional Strengths:** After evaluating the effect of currently implemented instructional strategies or practices, list the instructional strategies/practices showing the greatest effect on mathematics learning, reading learning, or graduation. Please summarize at least two data sources (i.e., benchmarks) to show impact on student achievement. Provide current fidelity of implementation data (i.e., progress monitoring) to show level of implementation. Use the “Next Right Steps” column to document your team’s answer to this: What evidence supports continuing or moving to a new instructional strategy or practice?

The below diagram represents the Instructional Strengths in table format. A fillable version of this table can be found in the WORD template posted to the website.

Instructional Strengths	Student Achievement Data	Fidelity of Implementation Data	Next Right Steps
List instructional strengths	List student achievement data	List fidelity of implementation data	List next right steps

**Instructional Challenges:** List other instructional challenges not addressed with the implementation of the instructional strengths listed above; they may be past challenges that remain or have grown over the past year, or new challenges to student learning. Please summarize at least two data sources (i.e., benchmarks) that shows these are challenges. List the root causes identified for each instructional challenge. Provide one to three evidence-based instructional strategies/practices being considered to address the instructional challenge that is aligned to the identified root cause.

The below diagram represents the Instructional Challenges in table format. A fillable version of this table can be found in the WORD template posted to the website.

<b>Instructional Challenges</b>	<b>Data Analyzed/Reviewed</b>	<b>Root Causes</b>	<b>Possible Instructional Solutions</b>
List instructional challenges	List data analyzed/reviewed	List root causes	List possible instructional solutions

The data should be shared with all stakeholders for feedback and reflection on the capacity to implement identified instructional strategies/practices. Once sharing has taken place, the team will work with the school staff to prioritize needs and determine the focus of SIP Action Plan instructional strategies or practices.

## **COMPREHENSIVE NEEDS ASSESSMENT SUMMARY**

Using the information on instructional strengths and challenges in the previous two tables, answer the following questions. (Answer the following questions. If you need more room, please attach answers to a separate sheet)

1. What priority needs does the data suggest? Include rationale/process for prioritizing needs. Consider these questions:
  - Is student performance in one content area weaker than another?
  - Is the school gap for a subgroup significantly larger for one group than another?
  - Is the size of a subgroup significantly larger than another?
  - Does the school have greater capacity to implement one instructional strategy/practice?
  
2. What evidence-based instructional strategies or practices will be selected for mathematics, reading, and/or graduation based on prioritized needs? How was Root Cause Analysis used to determine instructional strategies or practices?

3. Define the SIP implementation work being carried out by instruction-focused learning teams (sometimes called professional learning communities). How is the research being used to support the implementation work (e.g., defining critical features of implementation, identifying student subgroups expected to make greatest gains)?
  
4. How will the learning team leadership (principal and learning team facilitators) bimonthly meetings be used to support the ongoing implementation of selected instructional strategies/practices?
  
5. How is the district (LEA) providing support and assistance to implement the evidence-based instructional strategies/practices? How will the district intervene if strategies/practices are not implemented with fidelity or are not providing significant increases in student achievement?

## SCHOOL ACTION PLAN

1. **[Copy School Action Plan template to address separate goals** (math, reading, and/or graduation). Each template should provide detail for only one selected instructional strategy or practice. Instructions for completing each section is provided on following pages.]
2.  **Math**  **Reading**  **Graduation** (if applicable)
3. **SMART Goal:**
- 4a. **Instructional Strategy or Practice:**
- 4b. **Instructional Change Manager:**

The below diagram represents steps 5 through 11 of the School Action Plan in table format. A fillable version of this table can be found in the WORD template posted to the website. The School Action Plan instructions immediately follow step 12.

5 ACTION STEPS (What actions are needed to implement Instructional Strategy or Practice with fidelity?)	6 PERSONS RESPONSIBLE	7 RESOURCES	8 BENCHMARKS	9 TIMELINES	10 PROGRESS MONITORING	11 EVIDENCE
<b>Plan:</b>						
•						
•						
•						
<b>Do:</b>						
•						
•						
•						
<b>Study:</b>						
•						
•						
•						
<b>Act:</b>						
•						
•						
•						

12. **School Action Plan Review** (Check each box if template addresses the following questions):

- What will be the role of local common assessments aligned to academic standards/benchmarks?
- How often will this review cycle occur throughout the school year (must be more specific than “ongoing”)?
- How will you know this strategy/practice works? What progress monitoring tools will you use to measure fidelity of implementation?
- How will the school’s data system or process collect and report implementation data and student achievement data periodically to inform teacher instructional practices?

## **SCHOOL ACTION PLAN INSTRUCTIONS**

1. **School Action Plan(s)** (Copy School Action Plan template, as needed, for each instructional strategy or practice.)

All Title I Priority and Focus schools must use the Action Plan template based on the ESEA Waiver Request. Continuous Improvement schools may use this Action Plan template or a similar form of their choosing. This Action Plan will also fulfill Title I Schoolwide requirements. The purpose of the Action Plan is to select high-leverage, evidence-based instructional strategies or practices linked to prioritized needs for reading, mathematics, and/or graduation which may be specific to a struggling student subgroup in the school. The leadership implementation team is responsible for writing meaningful and relevant action plans that are actionable and aligned with processes, people and measures to address increasing student learning and/or achievement gaps. Consider the following:

- Use multiple data sources to determine and prioritize student needs.
- Begin by examining what currently implemented evidence-based instructional strategies/practices are effective and should be refined/sustained as part of the school improvement process.
- It is highly recommended that the number of instructional strategies or practices identified for implementation be at least three and no more than five to focus improvement efforts and ensure effective implementation.

Note: Each selected instructional strategy or practice requires a separate ongoing Action Plan be developed by the leadership implementation team.

2. **Math, Reading, Graduation** (Check area that SMART goal and strategy/practice will address.)

All Priority, Focus and Continuous Improvement schools must have at least one reading and one math goal. Graduation must be addressed if this was an area of school identification. Use separate template for reading, math and/or graduation.

3. **Strategic/Specific, Measurable, Attainable, Results-based and Time-bound (SMART) Goal** (Provide SMART Goal.)

**SMART Goals**-Once priority needs and potential instructional strategies/practices have been identified, it is time for the leadership implementation team to draft goals that set the course for the schoolwide program. Goal statements are broad indicators of intention; they must be connected to specific objectives, strategies, practices, and action steps to become effective targets that truly guide improvement. A well-written action plan goal is

strategic/specific, measurable, attainable, results-based, time-bound and, most importantly, focused on increasing achievement for all students in the school.

#### 4a. Instructional Strategy or Practice

Select an instructional strategy or practice to address the root cause of student challenges related to SMART goal. Begin by examining current instructional strategies and practices that can be continued or eliminated. Review in-depth data analysis and the comprehensive needs analysis to determine focus of instructional change/improvement needed to support struggling student subgroups. Identify potential evidence-based instructional strategies and/or practices that have shown significant increases in student achievement for identified struggling student subgroups. For each potential strategy/practice, list the critical components needed to implement the instructional strategy/practice with fidelity. Assess the school's capacity and readiness to implement each potential instructional strategy/practice and develop a hypothesis about the potential impact. Using this information, select an evidence-based instructional strategy/practice with the greatest impact on the root cause of student learning. Whatever instructional strategy or practice is selected must be responsive to the school's specific needs, context, and culture.

#### 4b. Instructional Change Manager

Select an instructional change manager with content expertise related to the selected, evidence-based instructional strategy or practice. This person will be responsible for the overall guidance of the implementation process to ensure fidelity of implementation as well as use of "best practices" for the content area.

#### 5. **Actions** (Determine actions you will take to plan and implement the strategy/practice.)

Action steps establish boundaries for results. The PDSA cycle details the implementation of the selected strategy/practice and helps the school define the work of school improvement.

**PDSA Improvement Cycle**-The stages of Plan, Do Study, Act are essential to continuous improvement success and are the basis for a four-step improvement process:

(1) **Plan: Take Stock and Choose the Right Focus/Instructional Strategy or Practice.** Determine professional development needs, instruction-focused learning team support and one-to-one coaching for implementation. Consider alignment of other initiatives and resources, such as time and funding. Ensure school staff has a clear vision of expected instructional changes as well as an understanding about sources, types and uses of data.

(2) **Do: Take Collective Action.** Determine who will do the instructional strategy/practice and how it will be implemented. Communicate selected instructional strategy/practice actions and persons responsible to staff, parents and community partners. Provide best practice coaching. Ensure data systems are in place for measuring implementation and reporting student outcomes. Review and document initial implementation strengths and challenges.

(3) **Study: Monitor and Adjust.** Benchmarks are used to assess student learning. Progress monitoring is used to ensure full fidelity of implementation. Determine training and re-training needs based on coaching, feedback loops, and progress monitoring.

(4) **Act: Reflect, Celebrate and Re-engage; Maintain Momentum.** Analyze data to make decisions about full implementation purpose, processes and outcomes. Determine funds and resources to continue support for sustaining effective evidence-based strategies/practices.

Reflect and re-engage in multiple internal cycles as needed within the larger Action Plan to adjust the implementation of the instructional strategy/practice. If embedded cycles need to repeat, please copy the row with the appropriate section description to allow easy monitoring of the Action Plan cycles.

**Plan for Family Engagement related to strategy/practice**—A cohesive action plan will incorporate related activities or connections with the family to involve their support for implementation of the strategy/practice. Include appropriate steps in the PDSA cycle so families/community partners are intentionally included as part of the improvement plan.

**Plan for a Quick Win cycle**—“Quick wins” can accelerate strategy/practice implementation. Turnaround schools often make one or a few visible improvements (quick wins) early in the improvement process to generate buy-in and gain momentum. Quick wins are very focused accomplishments within the first weeks and may include strategic climate/behavioral and/or academic supports.

The length of the PDSA is determined by strategically evaluating whether the school has maximized the impact of the instructional strategy/practice on student learning after progress monitoring shows a reasonable period of full implementation has occurred.

6. **Persons Responsible** (Identify Action Plan leaders by name and role.)

Carefully select Person(s) Responsible from the leadership implementation team who has the expertise to add value and can support each action step with guidance from the instructional change manager for the strategy/practice.

7. **Resources** (Identify support/time/funds to implement selected instructional strategy/practice.)

Determine funding requirements and available funds needed to complete each action step to implement and sustain the evidence-based instructional strategy/practice as intended. Total resources should reflect the required 20 percent Title I building set-aside.

- *Priority and Focus Schools* will be required to reassess the use of Title I, II and III funds to address the specific components of their schoolwide plan. Consider coordination of funds to optimize the use of time, staff, supplies, materials and technology.
- *Priority Schools*, to achieve turnaround, will be required to set aside 20 percent of their Title I funds for MDE-approved school improvement activities. These funds must be earmarked in a Priority School’s turnaround plan to ensure that resources are being directed to the specific aspects of a school’s plan.
- *Focus Schools*, to close achievement gaps and improve graduation rates, will be required to set aside 20 percent of their Title I funds for state-approved school improvement activities. These funds must be earmarked to ensure that resources are being directed to the specific aspects of a Focus School’s plan.

8. **Benchmarks** (Identify benchmark assessments.)

Benchmarks, aligned to state standards, are identified to assess proficiency and growth in student learning as well as student progress toward graduation. Benchmark assessment data are frequently and systematically collected across a grade level, content area, or school system at several predetermined times throughout the

school year. They may have a variety of titles, such as unit tests, short-cycle assessments or system-wide quarterly common assessments. Benchmark assessments can provide a great deal of information by content standard/benchmark for instruction-focused learning teams to analyze and use for adjusting instruction. The regular feedback on the strengths and weaknesses of instruction should be an integral part of feedback loops for the leadership implementation team so they can adjust the Action Plan to reflect evolving school needs.

9. **Timelines** (Establish timelines for PDSA action steps.)

Targets or timelines have been established by the leadership implementation team to assist in determining progress with PDSA action steps. The timelines should be sufficient for completing the action while also reflecting the urgency to move forward in the improvement process.

10. **Progress Monitoring** (Track progress of instructional strategy or practice implementation)

Document changes in teacher practice related to critical components needed for success of implementation of selected instructional strategy/practice. Data collection may include teacher observation, learning team minutes, coaching logs and classroom formative assessment processes.

11. **Evidence** (Continue or move to a new PDSA cycle.)

Document evidence of: 1) changes in instruction or learning or 2) completion of each action step. Benchmark data should address root causes of student learning challenges as well as progress toward the Action Plans SMART goal. Progress monitoring data in early steps will focus on fidelity of implementation while later steps will attend to full implementation. Evidence for some steps will focus on documenting the completion of different products or processes to be completed as part of the action step, rather than specific benchmark or progress monitoring information. Use the evidence to determine next action steps in one of the four different sections of the PDSA process, as appropriate.

12. **School Action Plan Review** (Check each box if template addressed the questions in this section.)

The purpose of the questions under section 12 is to ensure the “who, how and what questions” have been addressed within the School Action Plan template for each selected evidence-based strategy/practice.

**ENSURING TITLE I SCHOOLWIDE COMPONENTS** (Only for schools choosing schoolwide plan option)

As stated in the general instructions on page 1, this template may also serve as the Title I Schoolwide plan for schools classified as Priority, Focus or Continuous Improvement schools. The plan template has readily addressed the following Title I schoolwide components:

- Identify reform strategies, aligned with the needs assessment, that are research-based and provide opportunities for all children to meet the state’s proficient or advanced levels of academic achievement.
- Offer high-quality, ongoing professional development.
- Identify measures to include teachers in decisions regarding the use of academic assessments.

All Title I schoolwide components could be addressed in the School Action Plan Template. To ensure that all components are proficiently addressed, please respond to the following questions.

**HIGHLY QUALIFIED STAFF** (Answer the following questions. If you need more room, please attach answers to a separate sheet)

1. Do all teachers and paraprofessionals meet the highly qualified (HQ) requirements?
2. Are all teachers assigned to the areas in which they are certified to teach?
3. How does the district plan and establish policy that recruits, assigns and retains HQ staff based on student learning needs?

**CREATE STRATEGIES TO INCREASE PARENT ENGAGEMENT** (Answer the following questions. If you need more room, please attach answers to a separate sheet)

1. What types of parent engagement will best support priority learning needs?
2. How will parent feedback inform parent/community involvement in the planning, implementation and monitoring of the school plan?

**ADDITIONAL AND TIMELY ASSISTANCE FOR STUDENTS HAVING DIFFICULTY MASTERING THE STANDARDS** (Answer the following questions. If you need more room, please attach answers to a separate sheet)

1. What evidence indicates the school is providing equal access to standards-based instruction for all students?

2. How does the school choose strategies/practices and additional assistance/learning time for students not meeting Minnesota performance standards for proficiency?

**COORDINATE AND INTEGRATE FEDERAL, STATE AND LOCAL SERVICES AND PROGRAMS** (Answer the following questions. If you need more room, please attach answers to a separate sheet)

1. Is the school coordinating resources to implement and sustain evidence-based strategies and practices as intended?
  
2. Has the leadership implementation team reassessed the use of their Title I, II and III funds to address the specific components of their Title I schoolwide plan? (Consider coordination of funds to optimize the use of data systems, time, staff, supplies, materials and technology.)

**EARLY LEARNING TRANSITION STRATEGIES (ELEMENTARY SCHOOLS ONLY)** (Answer the following questions. If you need more room, please attach answers to a separate sheet)

1. Does the district or school offer early learning programming (Pre-K)? If so, please describe the program.
  
2. Describe the collaborations and strategies that are evident between the elementary school and feeder early learning programs (e.g., Head Start, community-based programs, school readiness) to transition early learning students, especially those considered “at-risk.”
  
3. Describe how the collaboration with early learning providers in the implementation of the District K-3 Literacy Plan and the B-12 Blueprint for Literacy plan aligns the feeder early learning program to the elementary school reading achievement.