**General** **Indian Education for All Planning Guide for Schools**

**Planning guide for medium and small sized schools with few American Indian Students and not located near a reservation:**

This guide identifies the essential IEFA supports for schools that are not near a reservation and don’t have a significant percentage of American Indian students. The supports listed are aligned with those recommended for this type of school in the Office of Public Instruction IEFA Framework. It is designed for teaching staff and administrators to evaluate what efforts are currently being undertaken in each of the support areas, identify gaps or weaknesses, and develop a plan to address gaps and growth in support areas.

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|  | **Support** | **Existing Efforts** | **Current Grade Levels Served** | **Gaps** | **Planned Efforts** | **Resources/Assets** | **Needs** | **Action Steps/Deadlines** | **Person(s) Responsible** |
| **Level 1 IEFA**  **Supports** | Essential Understandings Infused into Content Areas |  |  |  |  |  |  |  |  |
| Professional Development on Essential Understandings, Critical Literacy, Integration Strategies, Text Selection to Reduce Bias |  |  |  |  |  |  |  |  |
| Access to Quality Materials |  |  |  |  |  |  |  |  |
| Periodic Access to Specialists |  |  |  |  |  |  |  |  |
| Periodic Inquiry Based Depth of Study Units |  |  |  |  |  |  |  |  |
| Professional Development on Equity Pedagogy, Anti Bias Education, and Teacher Expectations |  |  |  |  |  |  |  |  |