ACCREDITATION STATUS CRITERIA

REFERENCE GUIDE

FY2024

Montana Office of Public Instruction
opi.mt.gov **Elsie Arntzen, Superintendent**

Proposed FY2024 - Accreditation Status Criteria Reference Guide

ASSURANCE STANDARDS

Subchapter 6: General Provisions - ISAP
Subchapter 7: School Leadership
Subchapter 8: Educational Opportunity
Subchapter 9: Academic Requirements
Subchapter 10: Program Area Standards

PERFORMANCE STANDARDS

- Student Learning Progressions, Growth, and Proficiency in Math and ELA
- College and Career Readiness

OVERALL CATEGORY
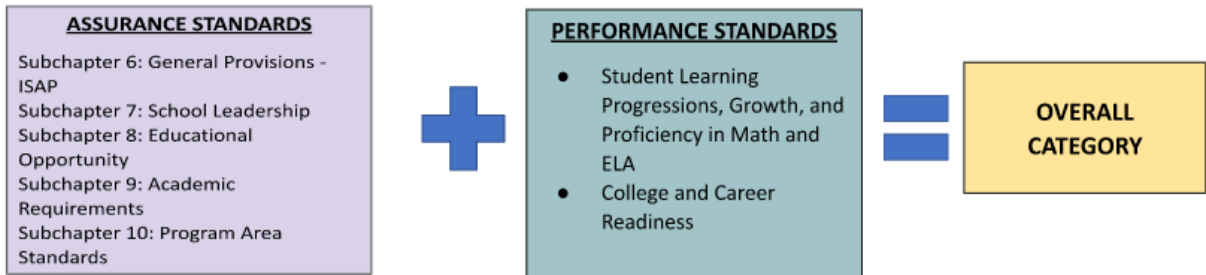
Final Accreditation Status Determination (ARM 10.55.605)		
if Assurance Standards	*and* Student Performance Standards	*then* Final Accreditation Status
Regular	Regular	**Regular**
Regular	Regular MD	**Regular**
Regular MD	Regular	**Regular**
Regular MD	Regular MD	**Regular with Minor Deviation**
Regular with Minor Deviation for three consecutive years		**Advice**
Advice in either Assurance or Student Performance Standards		**Advice**
Advice Status for two consecutive years		**Deficiency**
Deficiency in either Assurance or Student Performance Standards		**Deficiency**
Deficiency Status for two consecutive years		**Intensive Assistance**

Overview of FY2024 Process

Assurances				
District or School Level	Type of Standard	ARM	Guiding Question	Value
District	Assurance - *General Provisions - Integrated Strategic Action Plan*	ARM 10.55.601(3) 10.55.601(4b)	How has the district developed a detailed ISAP with educational goals using both the Comprehensive Needs Assessment (CNA) and meaningful stakeholder engagement?	4 point rubric validating the ISAP Process - ISAP Rubric A
District	Assurance-General Provisions-Integrated Strategic Action Plan	ARM 10.55.601(3) 10.55.601(4b)	Does the district ISAP Include two to three SMART (Specific, Measurable, Achievable, Realistic, and Timely) goals based on the results of the comprehensive needs assessment and embedded within strategic action steps?	4 point rubric validating the ISAP process-ISAP Rubric B
District	Assurance - *General Provisions - Integrated Strategic Action Plan*	ARM 10.55.601(4a) ARM	How has the district engaged all stakeholders in a process to ensure that the ISAP includes a Graduate Profile and specific steps to achieve the district graduate profile and reflect a continuous improvement process?	4 point rubric validating the ISAP Contents - ISAP Rubric C
District	Assurance - *Leadership*	(ARM 10.55.603) (ARM 10.55.701) (ARM 10.55.706) (ARM 10.55.714) (ARM 10.55.716) (ARM 10.55.717) (ARM 10.55.718) (ARM 10.55.719) (ARM 10.55.720) (ARM 10.55.721) (ARM 10.55.723) (ARM 10.55.724)	Is the district ensuring all required ARM 10.55 district accreditation policies, procedures, and plans are in effect?	8 point rubric validating assurance checklist - Assurance Rubric D

		(ARM 10.55.801) (ARM 10.55.802) (ARM 10.55.803) (ARM 10.55.804) (ARM 10.55.805) (ARM 10.55.806) (ARM 10.55.905) (ARM 10.55.906) (ARM 10.55.908) (ARM 10.55.910) (ARM 10.55.911) (ARM 10.55.1001) (ARM 10.55.1003)		
School	Assurance - *Leadership*	ARM 10.55.702 ARM 10.55.703 ARM 10.55.704 ARM 10.55.705 ARM 10.55.707 ARM 10.55.708 ARM 10.55.709 ARM 10.55.710 ARM 10.55.716	Are staff appropriately licensed and assigned?	4 point rubric measuring data pulled from Infinite Campus and TMT - Assurance Rubric E
School	Assurance - *Leadership*	ARM 10.55.712 ARM 10.55.713	Do all classes meet the requirements for size as outlined in ARM 10.55.712 and ARM 10.55.713?	4 point rubric measuring data pulled from Infinite Campus - Assurance Rubric F
District	Assurance - *Leadership*	ARM 10.55.714	Does the district's Professional Development(PD) plan meet the requirements of 20-1-304 and 20-4-304, MCA, including a minimum of three pupil instruction related (PIR) days dedicated exclusively to PD?	4 point rubric measuring data pulled from Infinite Campus - Assurance Rubric G
District	Assurance - *Leadership*	ARM 10.55.722	Does the local board of trustees have a Family and Community Engagement plan that is aligned to the ISAP, meets the family and community engagement goals, and includes effective practices that promote family and school staff shared responsibility of student learning?	4 point rubric measuring data submitted along with the ISAP - Assurance Rubric H

School	Assurance - *Academic Requirements* **(High School and Middle School ONLY)**	ARM 10.55.902 ARM 10.55.904	Is the school offering all the required components for middle and high school as outlined in 10.55.902 & 10.55.904?	4 point rubric measuring data pulled from Infinite Campus - Assurance Rubric I
District	Assurance - *Academic Requirements*	ARM 10.55.901 ARM 10.55.902 ARM 10.55.904	How does the district ensure that the education programming recognizes the distinct and unique cultural heritages of American Indians?	4 point rubric measuring data submitted along with the ISAP - Assurance Rubric J
School	Assurance-Academic Programming	ARM 10.55.901 ARM 10.55.902 ARM 10.55.904	Does each school assure and identify how allocated IEFA funding is used to support implementation of IEFA within the basic academic program?	4 point rubric validating assurance checklist. Assurance Rubric K
TOTAL				**48 Possible Points for High School** **48 Possible Points for Middle School** **44 Possible Points for Elementary School**

Assurance Rubric Scoring			
	Elementary School	**Middle School**	**High School**
Regular	34-44	37-48	37-48
Regular MD	23-33	25-36	25-36
Advice	12-22	13-24	13-24
Deficiency	1-11	1-12	1-12

Evaluating ISAP Components

General Provisions - Integrated Strategic Action Plan				
A. Integrated Strategic Action Plan - Process Guiding Question: How has the district developed a detailed ISAP with educational goals using both the Comprehensive Needs Assessment (CNA) and meaningful stakeholder engagement? (ARM 10.55.601)	Deficiency (1)	Advice (2)	Regular with Minor Deviations (3)	Regular (4)
	☐ District has **no** evidence that the CNA and stakeholder engagement were used to develop the ISAP and educational goals.	☐ District has **limited** evidence that the CNA and stakeholder engagement were used to develop the ISAP and educational goals.	☐ District has **moderate** evidence that the CNA and stakeholder engagement were used to develop the ISAP and educational goals.	☐ District has **strong** evidence that the CNA and stakeholder engagement were used to develop the ISAP and educational goals.

The following information will be gathered from the submitted ISAP.

Sample Evidence:
Board agendas, schedule of community meetings, surveys, summary of CNA findings and how they contribute to educational goals.

10.55.603 (45) "Stakeholders" means community members who may be involved and invested in districts, schools, programs, and outcomes for students. Stakeholders include students, families, educators, leaders, business and community leaders, taxpayers, and the many partners who support them.
Definitions:
Limited - Has weak evidence that the CNA process was conducted with stakeholder engagement and did not provide a description of the needs identified for improvement.

Moderate - Has provided moderate evidence that the CNA process was conducted with stakeholder engagement and adequately provided a description of the needs identified for improvement.

Strong - Has provided substantial to strong evidence that the CNA process was conducted with stakeholder engagement and comprehensively provided a thorough and detailed description of the needs identified for improvement.

General Provisions - Integrated Strategic Action Plan				
B. Integrated Strategic Action Plan - Content Guiding Question: Does the district ISAP include two to three SMART (Specific, Measurable, Achievable, Realistic, and Timely) goals based on the results of the comprehensive needs assessment and embedded within strategic action steps? (ARM 10.55.601)	Deficiency (1)	Advice (2)	Regular with Minor Deviations (3)	Regular (4)
	☐ District does not have two to three SMART goals based on the results of the comprehensive needs assessment and the goals are not embedded within strategic action steps.	☐ n/a	☐ n/a	☐- District has two to three SMART goals based on the results of the comprehensive needs assessment and the goals are embedded within strategic action steps.

The following information will be gathered from the submitted ISAP.

Not Provided:
Has not provided two to three SMART goals based on the comprehensive needs assessment.
Has not explained the instruments or methods that will be used to progress monitor the goals.
Has not identified the strategies/action steps that will be used to support the achievement of the goals.
Has not provided a thorough and comprehensive timeline that addresses the goals.
Has not identified who is responsible to ensure the strategies and action steps are achieved.

Has provided:
Has provided two to three SMART goals based on the comprehensive needs assessment.
Has explained the instruments or methods that will be used to progress monitor the goals.
Has identified the strategies/action steps that will be used to support the achievement of the goals.
Has provided a thorough and comprehensive timeline that addresses the goals.
Has identified who is responsible to ensure the strategies and action steps are achieved.

General Provisions - Integrated Strategic Action Plan				
C. Integrated Strategic Action Plan - Content Guiding Question: How has the district engaged all stakeholders in a process to ensure that the ISAP includes a Graduate Profile and specific steps to achieve the district graduate profile and reflect a continuous improvement process? (ARM 10.55.601)	Deficiency (1)	Advice (2)	Regular with Minor Deviations (3)	Regular (4)
	☐ 1st Year - District has **no** evidence that steps have been taken to develop a Graduate Profile	☐ n/a	☐ n/a	☐1st Year - District is able to provide evidence that steps have been taken to develop a Graduate Profile.

The following information will be gathered from the submitted ISAP.

Sample Evidence
A representation of the graduate profile, board agendas, schedule of community meetings, stakeholder surveys on attributes for the graduate profile, curriculum adoption information related to the skills highlighted in the graduate profile, professional development opportunities about the graduate profile that staff has engaged in or the district has provided.

Evaluating Assurance Standards

Standard: School Leadership

School Leadership				
D. District Assurances	**Deficiency (2)**	**Advice(4)**	**Regular with Minor Deviations (6)**	**Regular (8)**
Guiding Question: Is the district ensuring all required ARM 10.55 district accreditation policies, procedures, and plans are in effect? (ARM 10.55.603) (ARM 10.55.701) (ARM 10.55.706) (ARM 10.55.714) (ARM 10.55.716) (ARM 10.55.717) (ARM 10.55.718) (ARM 10.55.719) (ARM 10.55.720) (ARM 10.55.721) (ARM 10.55.723) (ARM 10.55.724) (ARM 10.55.801) (ARM 10.55.802) (ARM 10.55.803) (ARM 10.55.804) (ARM 10.55.805) (ARM 10.55.806) (ARM 10.55.905) (ARM 10.55.906) (ARM 10.55.908) (ARM 10.55.910) (ARM 10.55.911) (ARM 10.55.1001) (ARM 10.55.1003) **Note: This does not replace districts' responsibilities for state and federal laws and regulations.**	☐ 1st Year- District has **not** assured that **all** required ARM 10.55 accreditation policies, procedures, and plans are in effect.	n/a	n/a	☐ 1st Year- District has assured **all** required ARM 10.55 district accreditation policies, procedures, and plans are in effect.
The information will be submitted within the accreditation platform.				

E. Assignment and Licensure of Staff	Deficiency (1)	Advice (2)	Regular with Minor Deviations (3)	Regular (4)
Guiding Question: Are staff appropriately licensed and assigned? (ARM 10.55.702) (ARM 10.55.703) (ARM 10.55.704) (ARM 10.55.705) (ARM 10.55.707) (ARM 10.55.708) (ARM 10.55.709) (ARM 10.55.710) (ARM 10.55.716)	☐ School has one or more unlicensed staff. AND/OR ☐ School has ensured everyone is licensed, but more than 25% are not appropriately assigned. AND/OR ☐ School has more than 25% defined staffing ratios that have not been met.	☐ School has ensured everyone is licensed, but 25% or less are not appropriately assigned. AND/OR ☐ School has 25% or less defined staffing ratios that have not been met.	☐ School has ensured everyone is licensed, but 10% or less are not appropriately assigned. AND/OR ☐ School has 10% or less defined staffing ratios that have not been met.	☐ School has staffed licensed educators and assigned them appropriately by endorsement area, and by the defined staffing ratios.

The following information will be gathered from TMT and Infinite Campus by OPI; please do not submit any data for this indicator.

F. Teacher Load and Class Size	Deficiency (1)	Advice (2)	Regular with Minor Deviations (3)	Regular (4)
Guiding Question: Do all classes meet the requirements for size as outlined in ARM 10.55.712 and ARM 10.55.713? (ARM 10.55.712) (ARM 10.55.713)	☐ School has 5 or more overloads without assigned qualified human resources that comply with all fingerprint and background check requirements.	☐ School has 3-4 overloads without assigned qualified human resources that comply with all fingerprint and background check requirements.	☐ School has 1-2 overloads without assigned qualified human resources that comply with all fingerprint and background check requirements.	☐ School meets all required class sizes.

The following information will be gathered from Infinite Campus by OPI; please do not submit any data for this indicator.

G. Professional Development Schedule	Deficiency (1)	Advice (2)	Regular MD (3)	Regular (4)
Guiding Question: Does the district's Professional Development(PD) plan meet the requirements of 20-1-304 and 20-4-304, MCA, including a minimum of three pupil instruction related (PIR) days dedicated exclusively to PD? (ARM 10.55.714)	☐ District does not offer any PIR days dedicated to PD.	☐ District has not met the minimum hours of PD as set forth in 20-1-304 and 20-4-304 MCA.	n/a	☐District has met all requirements, including a minimum of three pupil instruction related days for the PD plan as set forth in 20-1-304 and 20-4-304 MCA.
The following information will be gathered from Infinite Campus by OPI; please do not submit any data for this indicator.				

| H. Family and Community Engagement

Guiding Question:

Does the local board of trustees have a Family and Community Engagement plan that is aligned to the ISAP, meets the family and community engagement goals, and includes effective practices that promote family and school staff shared responsibility of student learning?

(10.55.722)	Deficiency (1)	Advice (2)	Regular with Minor Deviations (3)	Regular (4)
	☐ District has **no** evidence that the family and community engagement plan in the ISAP, meets the family and community engagement goals, and includes effective practices that promote family and school staff shared responsibility of student learning.	☐District has **limited** evidence that the family and community engagement plan in the ISAP, meets the family and community engagement goals, and includes effective practices that promote family and school staff shared responsibility of student learning.	☐ District has **moderate** evidence that the family and community engagement plan in the ISAP, meets the family and community engagement goals, and includes effective practices that promote family and school staff shared responsibility of student learning.	☐District has **strong** evidence that the family and community engagement plan in the ISAP, meets the family and community engagement goals, and includes effective practices that promote family and school staff shared responsibility of student learning.

The following information will be gathered from the submitted ISAP.

Evidence

Multiple, varied opportunities to engage.

Distinguish between involvement vs. engagement.

Examples:

- Parent-Teacher Conferences, IEP and 504 meetings, MTSS meetings
- Evidence of meetings/activities: Title I annual meetings/surveys, Back to School Night, Open House, FAFSA nights, Literacy/Math/Academic nights, College/Career days, Voc-Rehab, Cultural activities, meet and greets
  - Agendas, calendars, timelines, sign-in sheets, etc.
  - Responses to questions on ESEA consolidated grant-Family Engagement Activities and Improving Graduation Rates pages
  - Calendar, District website, District/School/Classroom newsletter, District/School Social Media, Handbook

Samples of Notifications in multiple languages (as applicable)

Definitions

Limited - Has evidence of at least 1 family and community engagement opportunities that align to the ISAP, meets the family and community engagement goals, and includes effective practices that promote family and school staff shared responsibility of student learning.

Moderate - Has evidence of at least 2 family and community engagement opportunities that align to the ISAP, meets the family and community engagement goals, and includes effective practices that promote family and school staff shared responsibility of student learning.

Strong - Has evidence of at least 3 family and community engagement opportunities that align to the ISAP, meets the family and community engagement goals, and includes effective practices that promote family and school staff shared responsibility of student learning.

Standard: Academic Requirements

Academic Requirements				
I. Basic Education Program Offerings *Guiding Question:* Is the school offering all the required components for middle and high school as outlined in 10.55.902 & 10.55.904? (ARM 10.55.902) (ARM 10.55.904)	**Deficiency (1)**	**Advice (2)**	**Regular with Minor Deviations (3)**	**Regular (4)**
	☐ School is missing 1 or more of the required program area for high school and/or middle school grades as outlined in 10.55.902 & 10.55.904. And/Or ☐ School is not meeting the minimum required units in 1 or more program areas as outlined in 10.55.902 & 10.55.904. *Middle School Philosophy does not have unit requirements as outlined in 10.55.902(3)	n/a	n/a	☐ School has offered all the required program areas for high school and/or middle school/ Junior High School/ 7th and 8th grade programs and at the minimum required units as outlined in 10.55.902 & 10.55.904. *Middle School Philosophy does not have unit requirements as outlined in 10.55.902(3)
The following information will be gathered from Infinite Campus by OPI; please do not submit any data for this indicator.				

J. Indian Education For All	Deficiency (1)	Advice (2)	Regular with Minor Deviations (3)	Regular (4)
Guiding Question: How does the district ensure that the education programming recognizes the distinct and unique cultural heritages of American Indians? (ARM 10.55.901) (ARM 10.55.902) (ARM 10.55.904)	☐ District has **no** evidence that the constitutionally declared policy for Indian Education for All (IEFA) is implemented.	☐ District has **limited** evidence that the constitutionally declared policy for Indian Education for All (IEFA) is implemented.	☐ District has **moderate** evidence that the constitutionally declared policy for Indian Education for All (IEFA) is implemented.	☐District has **strong** evidence that the constitutionally declared policy for Indian Education for All (IEFA) is implemented.

The following information will be gathered from the submitted ISAP.

Definitions:

Limited - Only has policy as evidence

Moderate - systemic curriculum maps and district policy as evidence.

Strong - student work samples or evidence of **student participation** from each school level (elementary, middle, and high school), district policy, and curriculum maps aligned to constitutionally declared policy.

Sample Evidence of Student Participation
The following are examples of evidence that *could* demonstrate student participation in IEFA for **each school level**.
- ☐ Student Lessons
- ☐ Class assignments
- ☐ Classroom tasks
- ☐ Class projects
- ☐ Assessments
- ☐ Writing Prompts
- ☐ Performance Tasks

K. Indian Education For All	Deficiency (1)	Advice (2)	Regular with Minor Deviations (3)	Regular (4)
Guiding Question: Does each school assure and identify how allocated IEFA funding is used to support implementation of IEFA within the basic academic program? (ARM 10.55.901) (ARM 10.55.902) (ARM 10.55.904)	☐ School has **not assured** or identified how funding to support the constitutionally declared policy for Indian Education for All (IEFA) supports the implementation of IEFA within the school's basic academic program.	n/a	n/a	☐School has **assured** and identified how funding to support the constitutionally declared policy for Indian Education for All (IEFA) supports the implementation of IEFA within the school's basic academic program.
The information will be submitted within the accreditation platform.				

			Student Performance		
District or School Level	**Type of Standard**	**ARM**	**Guiding Question**	**Value**	
School	Student Learning Outcomes *(Elementary and Middle School ONLY)*	10.55.603	How is the school ensuring all students are learning in Math?	4 point rubric measuring data submitted - Student Performance Rubric A	
School	Student Learning Outcomes *(Elementary and Middle School ONLY)*	10.55.603	How is the school ensuring all students are learning in ELA?	4 point rubric measuring data submitted - Student Performance Rubric B	
School	College and Career Readiness *(High School ONLY)*	10.55.606(6)	How is the school ensuring that students graduate college and career ready?	4 point rubric measuring data submitted - Student Performance Rubric C	
TOTAL				**4 Possible Points for High School** **8 Possible Points for Elementary/Middle School**	

Student Performance Rubric Scoring		
	Elementary/Middle School Score	**High School**
Regular	7-8	4
Regular MD	5-6	3
Advice	3-4	2
Deficiency	1-2	1

Evaluating Student Performance Standards

A. Student Learning Outcomes *Guiding Question:* How is the school ensuring all students are learning in Math? *(Middle School and Elementary School)*	Deficiency (1)	Advice (2)	Regular with Minor Deviations (3)	Regular (4)
	☐School has **no** evidence to prove student learning in math.	☐School has provided **limited** evidence of the use of 1 or more valid and reliable measurements for student learning. The data from the tool does not show an increase in achievement in math..	☐School has provided **moderate** evidence of the use of 1 or more valid and reliable measurements for student learning. The data from the tool shows an increase in achievement in math.	☐School has provided **strong** evidence of the use of 1 or more well designed measurements for student learning and evidence that data generated from tool is used improve teaching learning. The data from the tool shows an increase in achievement in math.

The information will be submitted within the accreditation platform.

Definitions:
- Limited - Evidence of a valid and reliable measurement tool used but no evidence on how the data generated from the tool is used to improve teaching or learning or that data provided demonstrates an increase in student learning progression, growth, or proficiency with overall group performance data.

- Moderate - Evidence of a valid and reliable measurement but no evidence on how the measurement tool is used to improve teaching and learning. Data provided demonstrates an increase in student learning progression, growth, or proficiency with overall group performance data.

- Strong - Evidence of a valid and reliable measurement tool used. The data generated from the tool is used to improve teaching and learning and demonstrates an increase in student learning progression, growth, or proficiency with overall group performance.

Achievement includes progress in student learning, growth, and proficiency.

Well Designed Measurement and Well Implemented Measurement Tool Definition:
1. Identify a valid and reliable tool
2. Provide Evidence that tool is well developed
   a. Professional Learning Communities (PLCs) analyzing data
   b. Documentation of types of reports that are shared with parents and/or students
3. Evidence of group performance

The MAST Pilot will not be a tool that can be used this year

B. Student Learning Outcomes *Guiding Question:* How is the school ensuring all students are learning in ELA? *(Middle School and Elementary School)*	Deficiency (1)	Advice (2)	Regular with Minor Deviations (3)	Regular (4)
	☐School has **no** evidence to prove student learning in Reading/ELA..	☐School has provided **limited** evidence of the use of 1 or more valid and reliable measurements for student learning. The data from the tool does not show an increase in achievement in Reading/ELA.	☐School has provided **moderate** evidence of the use of 1 or more valid and reliable measurements for student learning. The data from the tool shows an increase in achievement in Reading/ELA.	☐School has provided **strong** evidence of the use of 1 or more well designed measurements for student learning and evidence that data generated from tool is used to improve teaching and learning. The data from the tool shows an increase in achievement in Reading/ELA.

The information will be submitted within the accreditation platform.

Definitions:
- Limited - Evidence of a valid and reliable measurement tool used but no evidence on how the data generated from the tool is used to improve teaching or learning or that data provided demonstrates an increase in student learning progression, growth, or proficiency with overall group performance data.

- Moderate - Evidence of a valid and reliable measurement but no evidence on how the measurement tool is used to improve teaching and learning. Data provided demonstrates an increase in student learning progression, growth, or proficiency with overall group performance data.

- Strong - Evidence of a valid and reliable measurement tool used. The data generated from the tool is used to improve teaching and learning and demonstrates an increase in student learning progression, growth, or proficiency with overall group performance.

Well Designed Measurement and Well Implemented Measurement Tool Definition:
1. Identify a valid and reliable tool
2. Provide Evidence that tool is well developed
   a. Professional Learning Communities (PLCs) analyzing data
   b. Documentation of types of reports that are shared with parents and/or students
3. Evidence of group performance

The MAST Pilot will not be a tool that can be used this year

C. College and Career Readiness	Deficiency (1)	Advice (2)	Regular with Minor Deviations (3)	Regular (4)
Guiding Question: How is the school ensuring that students graduate college and career ready? *(High School)*	☐School has **no** evidence to ensure students are graduating ready for college and/or career opportunities.	☐School has **limited** evidence to ensure students are graduating ready for college and/or career opportunities.	☐School has **moderate** evidence to ensure students are graduating ready for college and/or career opportunities.	☐School has **strong** evidence to ensure students are graduating ready for college and/or career opportunities.

The information will be submitted within the accreditation platform.

Definitions:

Limited - submits at least 1 piece of documentation

Moderate - submits at least 2 pieces of documentation

Strong - submits 3 or more pieces of documentation

Sample Evidence

The following are examples of evidence that *could* demonstrate implementation of this Indicator. A school may have other evidence that is not listed here.

- Documentation on the college-ready benchmark on ACT composite according to the Montana University System
- Documentation of CTE concentrators
- Documentation of completion (with a passing grade) of a dual enrollment course, AP or IB
- Documentation of military ready indicator
- Work based learning documentation of successful completion

Integrated Strategic Action Plan Template

The Integrated Strategic Actions Plan (ISAP) emphasizes three significant and related focus areas:

- **Graduate Profile:** Centering on student experiences through the creation of a graduate profile. Graduate Profile is defined in ARM 10.55.602 (22) as a learner centered model(s) based on a shared vision of learner attributes that students should have when they graduate. The Graduate profile expands beyond minimum standards to the hopes, dreams, and aspirations that a community has for its students.
- **Learner-Outcomes:** Ensuring each student gets the instruction they need to thrive through the focus on centering all educational skill building for educators on learner-outcomes. One aspect of this approach is a deep focus on **personalized learning** and **proficiency-based learning models**. Personalized learning is defined in ARM 10.55.602 (43) which means to (a) develop individualized pathways for career and postsecondary educational opportunities that honors individual interests, passions, strengths, needs, and culture; (b) support through relationships among teachers, family, peers, the business community, postsecondary education officials, and other community stakeholders; (c) embed community-based, experiential, online, and work-based learning opportunities; and (d) foster a learning environment that incorporates both face-to-face and virtual connections. The proficiency-based learning model is outlined in ARM 10.55.603 Curriculum and Assessment and defined in 10.55.602(23 and 34):
    - (23) "Learning model" means the learning experiences students engage in and teachers facilitate that are aligned to the desired attributes of a graduate profile.
    - (34) "Proficiency-based learning" means systems of instruction, assessment, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills as outlined in the state content standards.
- **Measuring Student Learning:** Shifting our systems of measurement to focus on assessing students' progression, growth, and proficiency of content standards and content-specific grade-level or **grade-band** learning progressions, which is outlined in ARM 10.55.603 Curriculum and Assessment. The grade bands provide support for teachers in planning for, teaching, and assessing student learning at various points along the continuum. Grade bands recognize that learning develops over time and across multiple contexts. Grade levels provide a way to look at learning in shorter

periods of time. Key definitions in ARM 10.55.602 related to measuring student learning include:

- (24) "Learning progression" means the specific performance expectations in each content area and grade-level or grade-band from kindergarten through grade 12
- (27) "Measure" means a way to assess the level of proficiency on a performance indicator aligned to the district graduate profile.
- (35) "Proficient" means that a student demonstrated a level of knowledge and skills that are expected to be learned signaling that a student is well prepared to progress on the learning continuum aligned to the content standards, learning progressions, and necessary readiness skills.
- (47) "Student growth" means changes in student learning as measured from one point in time to another as determined by state or local measures, or both. The federal accountability system uses a growth model to demonstrate student learning across time as measured by statewide assessments.

Year One (2023-2024) ISAP Requirements:

- Complete a CNA with a Gap Analysis utilizing stakeholder engagement.
- Set 2-3 Educational Goals (Action Steps) that will be taken from the CNA/Gap Analysis aligned to the Graduate Profile.
- Provide documentation on what was accomplished in Year 1 for the Graduate Profile (10.55.601)
- Establish a Family and Community Engagement Plan that aligns with the ISAP (10.55.722)
- Establish Academic Programming Plan (10.55.901, 10.55.902, and 10.55.904) including how the education program enables students to recognize the district and unique cultural heritages of American Indians.

Directions:

1. Work with your stakeholders and community on the three following related outputs that all center on learners and their outcomes:
   - Your district's graduate profile,
   - Your district's Comprehensive Needs Assessment, and
   - Your educational goals for the upcoming three years.
2. Develop a Family and Community Engagement Plan
3. Establish an Academic Programming Plan for IEFA

Accreditation Guidance and Process Webpage: https://sites.google.com/opiconnect.org/accreditation-process/professional-development-plan

Integrated Strategic Action Plan Template

Year 1 (2023-24) Prompts are numbered, and Year 2 are highlighted in gray

Section 1: Graduate Profile		ARM Key References and Text
1	Provide evidence of action steps that the district has taken to begin developing a Graduate Profile.	**ARM 10.55.601 (4)(a)** A school district graduate profile as defined in ARM 10.55.602;
Y2	Provide your Graduate Profile outcomes for your school or district.	**ARM 10.55.602(22)** "Graduate profile" means a learner centered model(s) based on a shared vision of learner attributes that students should have when they graduate.
Y2	List the website where the Graduate Profile is publicly available.	
Section 2: Comprehensive Needs Assessment		**ARM Key References and Text**
2	Provide a list of the identified areas of need and the improvement priorities generated from your district's comprehensive needs assessment.	**ARM 10.55.601(3)** To ensure a learner-centered system and establish a plan for continuous education improvement, the school district shall develop, implement, monitor, and evaluate an integrated strategic action plan and make the plan publicly available. To align with local context and needs, the district integrated strategic action plan shall be updated at least every three years based on a comprehensive needs assessment with meaningful stakeholder input and feedback that comply, at a minimum, with applicable requirements in Title 2, chapter 3, part 1, MCA. The plan must clarify what specific steps must be taken to achieve the district graduate profile and reflect a continuous improvement process.
3	Detail the gaps between your current outcomes and your desired state. For each identified gap, detail the root causes.	**ARM 10.55.602(8)** "Comprehensive needs assessment" means a process that is used to identify district and school area(s) of need, the root causes of identified gaps, set priorities, and inform an action plan for improvement.
Section 3: Meaningful Stakeholder Engagement		**ARM Key References and Text**

4	Demonstrate evidence of meaningful stakeholder engagement to *begin* your school's or district's Graduate Profile such as meeting dates, agendas, sign-ins, and other ways to show that stakeholders were equal partners. *Note: Meaningful stakeholder engagement includes representation from all of the community members who have a vested interest in the outcomes for all students I.e., students, parents, business, elders, board members, teachers, administration, bus drivers, cooks, government representatives. Engagement may involve a board meeting when it requires board updates or action. However, providing opportunity for the public to comment at board meetings alone does not constitute meaningful stakeholder engagement.*	**ARM 10.55.602 (20)** "Integrated strategic action plan" means a district plan adopted by the board of trustees that: … (d) has engaged stakeholders and addresses stakeholder input and feedback. "Stakeholder Engagement" means a measurable, inclusive, intentional, and ongoing process of communicating to, learning from, and partnering with stakeholders to best support continuous school improvement and learning outcomes for all students.
5	Demonstrate evidence of meaningful stakeholder engagement to complete your comprehensive needs assessment, such as meeting dates, agendas, sign-ins, and other ways to show that stakeholders were equal partners. *Note: Meaningful stakeholder engagement includes representation from all of the community members who have a vested interest in the outcomes for all students I.e., students, parents, business, elders, board members, teachers, administration, bus drivers, cooks, government representatives. Engagement may involve a board meeting when it requires board updates or action. However, providing opportunity for the public to comment at board meetings alone does not constitute meaningful stakeholder engagement.*	**ARM 10.55.601 (3)** To ensure a learner-centered system and establish a plan for continuous education improvement, the school district shall develop, implement, monitor, and evaluate an integrated strategic action plan and make the plan publicly available. To align with local context and needs, the district integrated strategic action plan shall be updated at least every three years based on a comprehensive needs assessment with meaningful stakeholder input and feedback that comply, at a minimum, with applicable requirements in Title 2, chapter 3, part 1, MCA.
Section 4: Educational Goals		**ARM Key References and Text**
6	List 2 to 3 evidence-based educational goals that will positively impact student learning based on your district's needs assessment, which includes analysis of student learning data. Be sure each goal uses the SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound) format.	**ARM 10.55.601 (4)(b)** The school district's educational goals pursuant to the requirements of ARM 10.55.701.
7	Identify what strategies/action steps will be used to support the achievement of the educational goals at your district.	**ARM 10.55.601 (4)(e)** A description of the district and each school's evidence-based strategies, action steps, measures, success criteria, and evidence that are aligned with the graduate profile and will be implemented, monitored, and evaluated.
8	Explain what instruments or methods will be used to monitor the progress of the goals and determine if the educational goals are met.	
9	Provide the timeline established to meet your educational goals. Identify who is responsible to ensure the strategies/action steps are implemented, measured and determined if completed, revised, or abandoned.	

10	Describe specific strategies that align to your three educational goals that will increase success for the following student populations: Gifted and Talented Students, Special Education Students, English Learner Students, At-Risk Students.	**ARM 10.55.601 (4)(g)** Each plan shall include a description of strategies for addressing the needs of gifted and talented students in accordance with ARM 10.55.804, children with disabilities in accordance with ARM 10.55.805, English learner students in accordance with ARM 10.55.806, and at-risk students as defined in 20-1-101, MCA.
11	Describe how the district will meet state and federal grant requirements.	**ARM 10.55.601(4)(f)** A description of how the district will meet programmatic requirements of state and federal grants.

Section 5: Family and Community Engagement	ARM Key References and Text
12 Provide evidence of family and community engagement opportunities that supports families' understanding of how to support their child's academic progress.	**ARM 10.55.722 (1) (a-d)** The local board of trustees shall implement a comprehensive family and community engagement plan that: (a) is aligned to the district integrated strategic action plan required in ARM 10.55.601;

13 Identify the ways in which families and school staff collaborate with members of the community to connect students, families, and staff to expand learning opportunities, community services, and civic participation.	(b) includes effective engagement practices that are linked to relational, developmental, collaborative, and interactive learning;
	    (c) family and school staff have a shared responsibility in the learning of their child(ren) as evidenced by the following core beliefs:
	        (i) families have dreams for their children and want the best for them;
	        (ii) all families have the capacity to support their children's learning;
	        (iii) family and school staff are partners; and
	        (iv) the responsibility for cultivating and sustaining an inviting and inclusive climate rests primarily with school staff; and
	    (d) meets the following goals:
	        (i) families actively participate in the life of the school and are welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class;
	        (ii) families and school staff engage in regular, two-way meaningful communication about student learning;
	        (iii) families and school staff continuously collaborate to support student learning and healthy development both at home and at school and have regular

		opportunities to strengthen their knowledge and skills to do so effectively; (iv) families and school staff are empowered to advocate for children, to ensure that students are treated equitably and have access to learning opportunities that will support their success; (v) families and school staff partner in decisions that affect children and families and together inform and influence policies, practices, and programs; (vi) families and school staff collaborate with members of the community to connect students, families, and staff to expand learning opportunities, community services, and civic participation; and (vii) families and school staff collaborate with members of the community to connect students, families, and staff to post-secondary education opportunities, including workforce training, apprenticeship opportunities, career pathways, and degree programs, and encourage students to explore college and career planning tools (including Free Application for Federal Student Aid completion) and incentives provided by post-secondary institutions.
14	Provide measurable evidence that families and school staff collaborate with members of the community to connect students, families, and staff to post-secondary education opportunities. These post-secondary opportunities include workforce development, apprenticeship opportunities, career pathways, and degree programs, and encourage students to explore college and career planning tools (including Free Application for Federal Student Aid completion) and incentives provided by post-secondary institutions.	**ARM 10.55.722 (1)(vii)** The local board of trustees shall implement a comprehensive family and community engagement plan that (vii) families and school staff collaborate with members of the community to connect students, families, and staff to post-secondary education opportunities, including workforce training, apprenticeship opportunities, career pathways, and degree programs, and encourage students to explore college and career planning tools (including Free Application for Federal Student Aid completion) and incentives provided by post-secondary institutions.
Section 6: Educator Effectiveness		**ARM Key References and Text**
Y2	Upload your 10.55.714(3) aligned professional development plan. Ensure your plan includes the elements of 10.55.714.	Upload your **10.55.714(3)** aligned professional development plan, using the upload link provided here. Ensure your plan includes the elements of 10.55.714. **ARM 10.55.714(1)** Professional development: (a) shall be aligned with the district graduate profile and educational goals outlined in the district integrated strategic

		action plan described in ARM 10.55.601; (b) shall be provided to address safety, well-being, and mental health of students and staff; (c) focuses on teachers as central to student learning and includes all other members of the school community; (d) focuses on individual, collegial, and organizational learning, reflection, and growth; (e) respects and nurtures the intellectual and leadership capacity of teachers, principals, and others in the school community by incorporating active learning and adult learning theory; (f) reflects research and demonstrates models of effective practice in teaching, learning, and leadership; (g) enables teachers to develop further experience in subject content, teaching strategies, uses of technologies, and other essential elements in teaching to high standards; (h) offers opportunities for feedback and reflection; (i) is ongoing and sustained; (j) is planned collaboratively by those who will participate in and facilitate that development; (k) requires substantial time, other resources, and where practical provides coaching and expert support; (l) is job-embedded to encourage teachers to meet, share, collaborate, and grow their practice; (m) is driven by a coherent long-term plan; and (n) is evaluated on the impact of professional development on teacher effectiveness and student learning, and the results of this assessment guides subsequent professional development.	
Y2	Outline the ways in which your district's professional development plan builds skills by (1) identifying the skills that staff are acquiring, (2) describing how these skills directly impact student learning, and (3) detailing how these skills align to the Graduate Profile and educational goals.	**ARM 10.55.714 (1)(a-b)** Professional development: (a) shall be aligned with the district graduate profile and educational goals outlined in the district integrated strategic action plan described in ARM 10.55.601; (b) shall be provided to address safety, well-being, and mental health of students and staff;	
Y2	Identify how your district's professional development plan builds skills that help address the safety, well-being, and mental health of students and staff. Please ensure and provide evidence that all professional development will directly impact student learning.		
Y2	Describe the district mentorship and induction program.	**ARM 10.55.723** (1) The local board of trustees shall implement a mentorship and induction program as outlined in the integrated strategic action plan described in ARM 10.55.601 that: (a) is research-based to ensure inclusion of high-impact professional learning strategies; (b) is implemented to assist initial licensed and incoming educators in meeting teaching standards embedded in the district evaluation framework outlined in ARM 10.55.724; (c) supports initial licensed and incoming teachers' planning, implementation, and assessment of instruction aligned to the	

		program area and content standards and content-specific learning progressions;
		(d) supports initial licensed and incoming teachers to establish and maintain a positive classroom climate; and
		(e) encourages continuous learning, reflection, and growth.
		(2) The mentorship and induction program may include the following criteria:
		(a) provide training for mentors through the Montana Teacher Learning Hub, professional organizations, or other professional development opportunities;
		(b) prioritize mentor-mentee matches that are grade and subject-level aligned;
		(c) focus on research-based instructional practice;
		(d) engage with mentoring partners in professional collaboration; and
		(e) establish effective coaching for learning methods
Y2	Upload a copy of your board approved teacher evaluation instrument.	**ARM 10.55.724**
		(1) The local board of trustees shall ensure the completion of periodic written evaluations of all regularly employed instructional personnel who are under written contract. Employees evaluated shall have access to a copy of the evaluation instrument, the opportunity to respond in writing to the completed evaluation, and access to the employee's files.
		(2) The Superintendent of Public Instruction shall develop and publish model evaluation instruments that comply with this rule in collaboration with the Montana Federation of Public Employees, the Montana Rural Education Association, the Montana School Boards Association, the School Administrators of Montana, and the Montana Small School Alliance. A school district adopting and using one of the model instruments shall be construed to have complied with this rule, though use of one of the models shall not be required provided that the district's evaluation instrument and process substantially conform to the requirements set forth in this rule.
		(3) The local board of trustees shall implement an evaluation component as outlined in the integrated strategic action plan described in ARM 10.55.601.

Section 7: Proficiency-based Learning Model	ARM Key References and Text

Y2	Provide a description of planned progress toward implementing all content and program area standards, in accordance with the schedule in ARM 10.55.603.	**ARM 10.55.601 (4)(c)**
		Each plan shall include: a description of planned progress toward implementing all content and program area standards, in accordance with the schedule in ARM 10.55.603 .
		(Note: 10.55.603 (1): Local school districts shall develop and implement a proficiency-based learning model that includes curriculum aligned to all content standards and appropriate learning progressions.)
		
		ARM 10.55.1001
		It is the local board of trustees' responsibility to ensure the district's curricula align with the state content standards and content-specific grade-level or grade-band learning progressions.
		
		ARM 10.55.1003
		    (1) The purpose of all programs is to develop and apply knowledge and skills necessary to pursue lifelong goals and opportunities.
		    (2) Program foundation standards are the common conditions and practices that will be evident in all programs within a school system to ensure that all students have educational opportunity to learn, develop, and demonstrate learning in the content standards and content-specific grade-level or grade-band learning progressions. All programs shall follow the content standards in the Administrative Rules of Montana.

Y2	Provide an overview of the ways in which your learning models and educational goals will ensure learners have the outcomes listed in your school's or district's Graduate Profile. Include your progress toward implementing the Graduate Profile.	**ARM 10.55.601(3)** The plan must clarify what specific steps must be taken to achieve the district graduate profile and reflect a continuous improvement process.

Y2	Describe the district curriculum and assessment development process.	**ARM 10.55.603(4)**
		For content standards in all program areas pursuant to the requirements of ARM 10.55.602, school districts shall:
		    (a) establish curriculum and assessment development processes as a cooperative effort of personnel licensed and endorsed in the program area and trustees, administrators, other teachers, students, specialists, families, community members, and, when appropriate, tribal representatives and state resource staff;
		    (b) review curricula at least every five years or consistent with the

		state's standards revision schedule, and modify, as needed, to meet the goals of the integrated strategic action plan pursuant to ARM 10.55.601; (c) review materials and resources necessary for implementation of the curriculum and assessment at least every five years, or consistent with the state's standards revision schedule that are consistent with the goals of the integrated strategic action plan pursuant to ARM 10.55.601.
Y2	Describe how tribally specific curricula and instructional materials and resources for Indian Education for All (IEFA) are developed/adopted and aligned to the Essential Understandings.	**ARM 10.55.603(4)** For content standards in all program areas pursuant to the requirements of ARM 10.55.602, school districts shall: (d) review curricula and instructional materials and resources to ensure the inclusion of the distinct and unique cultural heritages and contemporary portrayal of American Indians.
Y2	Provide a plan to assess student growth and proficiency of all content standards and content-specific learning progression over the next three years.	**ARM 10.55.601 (4d)** Each plan shall include a description of strategies for assessing student progress toward meeting all content standards, pursuant to the requirements of ARM 10.55.603 and 10.56.101 **ARM 10.55.603(3)** School districts shall assess all students' progression, growth, and proficiency of content standards and content-specific grade-level or grade-band learning progressions in each program area as aligned with the district assessment plan in (5). The district shall use multiple measures including state-level achievement information obtained by administration of assessments pursuant to ARM 10.56.101 to examine the learning program and measure its effectiveness. **ARM 10.55.603(5)** The school district shall develop and implement an assessment plan that supports progression, growth and proficiency, promotes demonstrations of student learnings, and measures student progress ensuring alignment to the local curriculum in all program areas pursuant to ARM 10.56.101. (a) The assessment plan shall be included in the integrated action plan pursuant to ARM 10.55.601 and be in place within two years following the development of local curriculum. (b) School districts shall use appropriate multiple measures and methods, including state-level achievement information obtained by administration of assessments pursuant to the requirements of ARM 10.56.101, to assess student growth and proficiency of content

		standards and content-specific grade-band learning progressions in all program areas. (c) The Superintendent of Public Instruction shall develop criteria and procedures for the selection of appropriate multiple measures and methods to be used to assess student growth and proficiency of content standards and appropriate content specific grade-band learning progressions in all program areas. (d) The Superintendent of Public Instruction shall provide technical assistance to districts to meet the criteria and procedures in (5)(c). **ARM 10.56.101 (1)** By the authority of 20-2-121(12), MCA and ARM 10.55.603, the Board of Public Education adopts rules for state-level assessment in the public schools and those private schools seeking accreditation.

Y2	Describe the district's processes to ensure that each learner has equal opportunity for access to learning as aligned to 10.55.803.	**ARM 10.55.803**
		    (1) Equal opportunity to learn is a primary consideration of all program areas, at all levels. In order to integrate this concept throughout the education program, the local board of trustees shall develop and implement processes that ensure each learner has access to the following:
		    (a) high quality instruction provided by a qualified educator that meets each of the following criteria:
		    (i) engages students in authentic learning experiences that tie to their interests;
		    (ii) includes students in activities and given equal opportunity;
		    (iii) uses formative and interim assessments to guide instruction;
		    (iv) supports student metacognition, self-assessment, and reflection; and
		    (v) provides opportunities for individual self-direction and decision making;
		    (b) rigorous learning activities that are complex, engaging, can be accessed by all learners, and match student interests;
		    (c) standards aligned curriculum and instructional materials that are place based, culturally diverse, honor differences among learners, reflect authentic historical and contemporary portrayals of American Indians, and include opportunity for choice and voice;
		    (d) technology hardware and software appropriate to support individual student learning;
		    (e) time for learning that includes opportunities for multiple modalities, collaboration in a variety of configurations, and student discussion;

		(f) supportive learning environment that provides a safe physical space for learning, furniture and other fixtures that provide adequate space for students to fully engage in learning activities, is accessible to all learners, regardless of physical limitations; and (g) other resources, such as after school programming, tutoring, paraprofessionals, counselors, librarians and libraries, and support staff.

Section 8: Academic Programming		ARM Key Reference and Text
Y2	Provide evidence of the ways in which your district has developed individualized pathways for career and postsecondary educational opportunities that are learner-outcomes centered by honoring individual interests, passions, strengths, needs, and culture. Identify how these pathways tie to the Graduate Profile outcomes and educational goals of your district.	**ARM 10.55.602 (31)** "Personalized learning" means to: (a) develop individualized pathways for career and postsecondary educational opportunities that honor individual interests, passions, strengths, needs, and culture; (b) support the student through the development of relationships among teachers, family, peers, the business community, postsecondary education officials, public entities, and other community stakeholders; (c) embed community-based, experiential, online, and work-based learning opportunities; and (d) foster a learning environment that incorporates both face-to-face and virtual connections.
Y2	Provide evidence of the ways in which your district supports students through the development of relationships among teachers, family, peers, the business community, postsecondary education officials, public entities, and other community stakeholders. Identify how these efforts tie to the Graduate Profile outcomes and educational goals of your district.	
Y2	Provide evidence of how your district currently utilizes and plans in the future to utilize community-based, experiential, online, and work-based learner-centered opportunities. Identify how these tools and learning opportunities tie to the Graduate Profile outcomes and educational goals of your district.	
Y2	Provide evidence of how your district fosters / plans to foster environments that are learner-outcome centered that incorporates both face-to-face and virtual connections. Identify how these efforts tie to the Graduate Profile outcomes and educational goals of your district.	
15	Provide evidence of how your district's education program recognizes the distinct and unique cultural heritages of American Indians.	**ARM 10.55.901(1)** An elementary school shall have an education program aligned to the program area standards that enables students to meet the content standards and content-specific grade-level or grade-band learning progressions and recognizes the distinct and unique cultural heritages of American Indians. **ARM 10.55.902(1)** A school district's junior high school, 7th and 8th

grade program, or middle school that complies with the requirements of this rule shall be accredited by the Board of Public Education in such capacity, according to the school district's compliance through a junior high school, 7th and 8th grade program, or middle school. To earn accreditation for its junior high school, 7th and 8th grade program, or middle school, the school district must have an education program aligned to the program area standards that enables all students to meet the content standards and content-specific grade-level or grade-band learning progressions and recognizes the distinct and unique cultural heritages of American Indians.

ARM 10.55.904(1) The basic education program, aligned to the program area standards, for grades 9 through 12 shall be at least 20 units of coursework that enable all students to meet the content standards and content-specific grade-level or grade-band learning progressions and recognizes the distinct and unique cultural heritages of American Indians.

ARM 10.55.601 - Definitions
(25) "Indian Education for All" means the constitutionally declared policy of this state to
recognize the distinct and unique cultural heritages of American Indians and to be committed in its educational goals to the preservation of their cultural heritages.
Implementation of these requirements ensures:
(a) every Montana, Indian or non-Indian, is encouraged to learn about the distinct heritages and contributions of Montana tribal groups and governments in a culturally responsive manner; and
(b) every educational agency must work cooperatively with Montana tribes to provide means by which school personnel will gain an understanding of and appreciation for American Indian people.

ARM 10.55.1003(2)(a)(i)
Ensure integration of the history, contemporary portrayals, and contributions of American Indians, with an emphasis on Montana Indians, for all students, across all content areas.

Section 9: School Climate	ARM Key Reference and Text
Y2 Describe how the district measured school climate through a valid and reliable tool.	**ARM 10.55.801(1)** The local board of trustees shall:

Y2	Provide a list of strengths and improvement areas identified from your district's school climate measurement.	(a) develop policies, procedures, and rules that respect the rights of all learners, promote an awareness of and concern for the well-being of others, and address bullying, intimidation, and harassment of students and school personnel;
Y2	Explain how the district utilized the results of the school climate measurement to establish action steps to maintain and/or enhance the school climate.	(b) create teaching and learning conditions that meet the district's educational goals and recruit and maintain a quality staff; (c) offer programs and services which, in content and presentation, endeavor to be free of stereotyping in terms of Article II, Section IV of the Montana Constitution and federal law with prejudice toward none; (d) provide programs and services that meet the needs of students which the school has identified as at-risk; (e) inform students, parents, families, and guardians of the school's expectations and of students' rights and responsibilities; (f) encourage students to take responsibility for their education, including preparing for and participating in class and school activities, taking full advantage of learning services provided, helping design their educational goals, and conducting themselves respectfully and appropriately; (g) encourage the active involvement of parents, families, and guardians in their children's education and in their school; (h) provide opportunities for parents, families, guardians, educators, and members of the community to take active roles in developing and reviewing district and school educational goals; and (i) measure school climate through a valid and reliable tool to understand student, staff, family, and community perceptions of climate in their school and make data-driven decisions about programs and practices that could improve school climate.