# Resource Equity Questionnaires


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## Purpose and Use

During Phase Three (Narrowing the Focus) of the resource allocation review process, the district and school teams are encouraged to review the optional questionnaire templates below and select one that best applies to their current context. The Resource Equity Questionnaires comprise a collection of inquiry tools adapted from the Resource Equity Diagnostic (Dimensions 1–10). These tools may be edited to meet the unique needs of the district and are designed to support collaborative team efforts in assessing the equitable distribution and use of resources. By drawing upon continuous improvement data, fiscal allocation inquiry responses, and Michigan Continuous Improvement Process (MICIP) platform information, teams identify areas for growth and determine causation to develop an equity statement that informs district and school improvement planning.

The questionnaires systematically examine equity across the following domains:

- **School Funding** (Dimension 1): Evaluates funding adequacy and flexibility based on student needs, district spending patterns, and per-pupil spending comparisons across all schools within a district.
- **Teaching Quality & Diversity** (Dimension 2): Assesses student access to high-quality teachers, access to culturally relevant and standards-aligned instruction, and workforce diversity.
- **School Leadership Quality & Diversity** (Dimension 3): Examines student access to high-quality school leadership and the extent to which leadership reflects the diversity of students and staff.
- **Empowering Rigorous Content** (Dimension 4): Reviews access to high-quality, culturally relevant curriculum, equitable enrollment in advanced courses, and access to arts and enrichment opportunities.
- **Additional Instructional Time and Attention** (Dimension 5): Assesses student access to high-quality instructional time and attention, with particular focus on Tier II and Tier III supports.
- **Positive and Inviting School Climate** (Dimension 6): Evaluates school safety, positive student-staff relationships, access to effective social-emotional learning (SEL), and meaningful family engagement.
- **Student Supports & Intervention** (Dimension 7): This dimension is divided into the following four separate questionnaires:
    - **Tier I Social Emotional Learning (SEL)** assesses the strength and equity of a district's Tier I Social-Emotional Learning framework by examining staff capacity, evidence-based implementation, resource allocation, and equitable access to supports.
    - **Tier II & III SEL** examines access to supplemental and intensive interventions, district systems and staffing, differentiated service delivery across student groups, and resource adequacy.
    - **Tier II & III Mental Health & Family Support** examines the adequacy of resources, disparities in identification for support, and access to differentiated interventions across student groups.

    - **Post-Secondary Success Support & Intervention** assesses the capacity to provide adequate student counseling and access to consistent postsecondary support across student groups.
- **High-Quality Early Learning** (Dimension 8): Assesses whether all students have access to high-quality preschool programs.
- **Learning-Ready Facilities** (Dimension 9): Examines whether students have access to safe, well-maintained facilities and adequate learning equipment that support a rigorous and empowering educational framework.
- **Diverse Classrooms & Schools** (Dimension 10): Analyzes enrollment patterns to determine whether schools and classrooms reflect the racial, ethnic, and socioeconomic diversity of the community.
- **Specific Initiative or Strategy:** Evaluates the selection, capacity, fidelity, and equitable impact of a single strategy or initiative.

Collectively, these questionnaires provide a structured methodology to guide districts in ensuring equitable resource allocation, supporting targeted improvements, and promoting positive student outcomes across all areas of need.

# Resource Equity Questionnaires

To streamline the review and selection process, each of the questionnaires is listed below. An abstract is provided, along with a list of questions for each section of the questionnaire. The title of each questionnaire is a link that will allow the user to download a Google Form. Then select "USE TEMPLATE," which allows the team leader to maintain the form and responses as local data. Guidance for Phase Four of the resource allocation review process, as well as instructions found within the questionnaire, will guide teams in completing the chosen inquiry.

## School Funding Questionnaire

The School Funding Questionnaire, adapted from the Resource Equity Diagnostic (Dimension 1), supports district teams in collaboratively assessing the adequacy and flexibility of funding in relation to student needs. The *Foundations for Excellence* section examines district spending, funding transparency, and school involvement in budgeting and staffing. The *Equitable Access* section compares per-pupil spending across high- and low-need schools and evaluates the sustainability of resources for students requiring additional support. Findings guide teams in identifying root causes of inequities using tools such as the Fishbone Diagram and Five Whys, culminating in an equity statement that informs district and school improvement planning.

### *Activate & Engage*

- What do you expect to see as the team explores how district funds/resources are distributed throughout the district?
- What is something that you are thinking about concerning how the district distributes funds & resources within the district that may not appear in this inquiry?
- Prediction (for districts serving multiple schools): List the two schools that have the greatest per-pupil expenditures. This represents the amount of funds allocated for student education services and encompasses all funding sources.

- Prediction (for districts serving multiple schools): List the two schools that have the least per-pupil expenditures. This represents the amount of funds allocated for student education services and encompasses all funding sources.

***Key Question 1.1:*** Does the funding system distribute adequate funding based on student needs and enable flexible use of funds in ways that are clearly understood?

### Foundations for Excellence 1.1

- After accounting for differences in student need, how does our district's overall spending level compare to the state average and other peer districts?
- Are the formulas that govern the resources, such as funding and staff, that each school receives widely shared and understood?
- What is the funding methodology for distributing state and federal dollars and other resources throughout the district?
- In what ways are the school administrators and building teams engaged in the budgeting process?
- In what ways do schools have flexibility over how they spend their budget or distribute instructional/support resources?
- In what ways do schools participate in staffing decisions to meet the identified student needs?
- Describe the process used to ensure that all resources necessary for implementing a strategy being employed in each school is known, communicated, obtained, used, and monitored.

### Equitable Access 1.1

- While reviewing the school-level expenditure report, have each team member create three to five refined data narrative statements. Discuss the narrative statements as a team and provide a summary of the team's discovery.
- When all funds are included, how does per-pupil spending compare at high-need vs. low-need schools in our district?
- How does this spending change if federal dollars are excluded?
- Are strategies supporting each student (in each school) adequately resourced sustainably to ensure expected student outcomes are attainable? If not, consider the following questions:
- What strategy is not adequately resourced? Why?
- Is consideration of an alternative strategy, which provides for the need with resources that are available, necessary?
- What school building and student group (including but not limited to multi-lingual students and students experiencing foster care or homelessness) is most impacted by the resource gap? Why? What is needed to resolve this difference?

## Teaching Quality & Diversity Questionnaire

The Teaching Quality and Diversity Questionnaire, adapted from the Resource Equity Diagnostic (Dimension 2), examines three areas: student access to high-quality teachers, culturally relevant and standards-aligned instruction, and workforce diversity. The *Foundations for Excellence* section evaluates staff quality, vacancies, retention, teacher support, and instructional

rigor and relevance. The *Equitable Access* section analyzes disparities in the assignment of students to high-quality or novice teachers, variations in student outcomes and engagement, and the adequacy of resources supporting workforce diversity and high-need student populations. Findings guide teams in identifying root causes of inequities using tools such as the Fishbone Diagram and Five Whys, culminating in an equity statement that informs district and school improvement planning.

### *Key Question 2.1*

- Does each student have access to high-quality teachers?

### *Activate & Engage*

- How does the district describe what high-quality teaching looks, sounds, and feels like?
- What is the district's accepted definition of student engagement?
- How does the district define culturally relevant? What cultures are representative of your community and district?
- What do you expect to see as the team explores teaching quality and diversity?
- What thoughts about teaching quality and diversity do you have that may not appear in this inquiry?

### Foundations for Excellence 2.1

- What percentage of teachers in our district or school are high-quality?
- How many teacher vacancies exist at each school at the start of the school year?
- What percentage of paraprofessionals and other support staff are high-quality?
- How many paraprofessional and other support staff vacancies exist at each school at the start of the school year?
- What percentage of teacher and support staff vacancies are typically filled three months prior to the start of the school year?
- What process is used to ensure high-need schools are as likely as other schools within the district to have an equal or higher concentration of effective teachers and support staff?
- What practices or policies encourage effective teachers to join and remain in high-need schools?
- How does the district retain effective teachers and support staff?
- How does the district support ineffective teachers and support staff? What policies and practices encourage consistently low-performing or ineffective teachers and support staff to explore & select different career options that better align with personal skill sets?

### Equitable Access 2.1

- How does student assignment to a high-quality teacher differ across student groups and/or across schools in our district?
- How does student assignment to a novice teacher, less-effective teachers, or long-term substitutes differ across student groups and/or across schools in our district?
- Who most often facilitates instruction provided to students receiving intervention support?
- In what ways are students with higher needs and any single student group (including but not limited to multilingual students, students with an IEP/504, and students experiencing foster care or homelessness) at least as likely as their peers to be taught by high-quality teachers and support staff as their peers?

### *Key Question 2.2*

- Does each student have access to teaching practices that are engaging, culturally relevant, and standards-aligned?

#### Foundations for Excellence 2.2

- What percentage of students who typically receive As and Bs on their report cards score proficient or better on our state assessment?
- Based on student surveys, what percentage of students report that teachers hold high expectations and provide engaging instruction?
- Based on observations, how does each class consistently display rigorous, standards-aligned, grade-level instruction vary across schools in our district? (The team may also consider this question across grade levels within a school building.)
- What strategies are being implemented to engage students in a meaningful way? (The initiative inventory {NIRN} is a tool utilized within MICIP that can assist in responding to this question. See page 20 of the MICIP Process Guide.)
- Based upon observations, describe the level of engagement by students throughout classroom instruction.
- Describe how instruction is designed to be culturally relevant for the population of students being served by the district.

#### Equitable Access 2.2

- To what extent does state assessment proficiency among students who typically receive As and Bs on their report cards vary across student groups and/or across schools in our district?
- Based on student surveys, how do students' reports of teachers' expectations and instructional engagement vary across student groups and/ or across schools in our district?
- Based upon observations, how does the level of student engagement vary across schools, grade levels, and/or student groups (including but not limited to multilingual students and students experiencing foster care or homelessness)?
- Based on observations, how does the proportion of classes that consistently display rigorous, standards-aligned, grade-level instruction, and subject matter vary across schools in our district?
- Are strategies supporting engaging students in a meaningful way adequately resourced in a sustainable manner to ensure expected student outcomes are attainable? (see Foundations for Excellence 2.2d) If not, consider the following questions:
    - What aspect of meaningful student engagement is not adequately resourced? Why?
    - Is consideration of an alternative strategy, which provides for the need with resources that are available, necessary?
    - Who is most impacted by the resource gap? Why? What is needed to resolve this difference?

### *Key Question 2.3*

- Does the teacher and support staff workforce reflect student diversity?

### Foundations for Excellence 2.3

- How diverse are the teacher and support staff compared to the student population in our district?
- Describe the strategies utilized to recruit a diverse teacher and support staff that is reflective of the community and students attending our schools.

### Equitable Access 2.3

- How does the diversity of the district staff compare to the diversity of the student population of the district?
- When considering the diversity of staff of each school served by the district, in what ways does the diverse representation of staff to student population vary?
- In what ways do district/school teacher and support staff retention rates differ among demographic groups (e.g., race/ethnicity, gender, age, level of experience)?
- Are strategies supporting staff diversity adequately resourced in a sustainable manner to ensure expected student outcomes are attainable? (see Foundations for Excellence 2.3b) If not, consider the following questions:
    - What aspect of staff diversity is not adequately resourced? Why?
    - Is the consideration of an alternative strategy, which provides for the need with resources that are available, necessary?
    - Who is most impacted by the resource gap? Why? What is needed to resolve this difference?

***Key Question 2.4 Additional Considerations -*** Job-Embedded Professional Learning

- How does the district ensure that staff receive high-quality job-embedded professional learning that supports individual needs and aligns with MICIP goals?
- What strategies are supporting a high-quality job-embedded professional learning program? (The initiative inventory {NIRN} is a tool utilized within MICIP that can assist in responding to this question. See page 20 of the MICIP Process Guide.)
- What does the district have in place for teacher career growth and/or succession planning?
- How does the district develop an educational assistant to become a teacher? How does the district develop a teacher to become a teacher leader/department chair?
- Are strategies supporting a high-quality job-embedded professional learning program adequately resourced in a sustainable manner to ensure that expected teacher and support staff outcomes are attainable? If not, consider the following questions:
    - What aspect of a high-quality job-embedded professional learning program is not adequately resourced? Why?
    - Is it important to consider an alternative strategy that meets the need with existing resources?
    - Who (teachers, support staff, and the students that they serve) is most impacted by the resource gap? Why? What is needed to resolve this difference?

## School Leadership Quality & Diversity Questionnaire

The School Leadership Quality and Diversity Questionnaire, adapted from the Resource Equity Diagnostic (Dimension 3), focuses on two key areas: student access to high-quality school

leadership and the extent to which leadership reflects the diversity of students and staff. The *Foundations for Excellence* section evaluates leader quality, stability, vacancy rates, equitable placement of effective leaders, professional learning, career advancement, and diversity recruitment. The *Equitable Access* section examines disparities in leadership quality and stability across schools, variations in strategy implementation, and the sufficiency of resources supporting diverse leadership teams in high-need settings. Findings guide teams in identifying root causes of inequities using tools such as the Fishbone Diagram and Five Whys, culminating in an equity statement that informs district and school improvement planning.

### *Key Question 3.1*

- Does each student have access to high-quality school leadership? (Include central office leaders, principals, assistant principals, deans, instructional coaches, and teacher-leaders.)

### *Activate & Engage*

- How does the district describe what high-quality leadership looks, sounds, and feels like?
- What do you expect to see as the team explores leadership quality and diversity?
- What thoughts might you have about leadership quality and diversity that may not appear in this inquiry?

#### Foundations for Excellence 3.1

- What percentage of leaders in our district and school are high-quality?
- What percentage of schools in our district have stable school leadership teams (the same school leadership over three years)?
- How many leadership vacancies exist by school and district at the start of the school year?
- What process is used to ensure high-need schools have effective leaders?
- How does the district ensure that leaders receive high-quality job-embedded professional learning that supports school and individual needs?
- How do schools assign leaders and/or coaches to differentiated roles that increase the impact of quality leaders and enable additional support for new and struggling teachers?
- In what way is leadership placement utilized to enable colleagues to provide additional support to each other?
- What does the district have in place for leadership career growth and/or succession planning? (Teacher leader to become coach and/or building leader, building leader to become district leader)
- What percentage of leadership vacancies are typically filled three months prior to the start of the school year?
- What practices or policies encourage effective leaders to join and remain in high-need schools?
- How does the district support ineffective leaders? What policies and practices encourage consistently low-performing or ineffective leaders to explore and select different career options that better align with personal skill sets?

#### Equitable Access 3.1

- In what ways do school leadership qualities differ across schools in our district? (including central office leaders, principals, assistant principals, deans, instructional coaches, and teacher-leaders)

- In what ways does the stability of school leadership vary across schools in our district (the same school leadership over three years)?
- As the team considers policies and practices that support developing and maintaining high-quality leadership, describe the ways strategy implementation varies across the district.
- In what ways do the outcomes of Foundations for Excellence 3.1b through 3.1K differ at each school served by the district?
- Are the strategies supporting the development and maintenance of high-quality leadership adequately resourced in a sustainable manner to ensure that each school building has a high-quality leadership team?
    - What aspect of high-quality leadership is not adequately resourced? Why?
    - Is consideration of an alternative strategy, which provides for the need with resources that are available, necessary?
    - Who is most impacted by the resource gap? Why? What is needed to resolve this difference?

***Key Question 3.2***

- Does the school leadership workforce reflect student and staff diversity? (Include central office leaders, principals, assistant principals, deans, instructional coaches, and teacher-leaders.)

### Foundations for Excellence 3.2

- How diverse is the school leadership team (relative to the student, community, and staff population)?
- How reflective of the student, community, and staff is the leadership team?
- What strategies are being implemented to develop a diverse leadership team? (The initiative inventory {NIRN} is a tool utilized within MICIP that can assist in responding to this question. See page 20 of the MICIP Process Guide.)

### Equitable Access 3.2

- How does the racial, ethnic, and linguistic diversity of the school leader workforce compare to the racial, ethnic, and linguistic diversity of our student and staff populations across all schools in our district?
- Does the diversity of leadership reflect the students, community, and staff more in one location than another? Does a school with higher needs have a leadership team that reflects the school population? If not, describe how it is different.
- Describe retention rates of leaders of color and linguistically diverse leaders compared to other leaders within the district.
- Are the strategies supporting the development of a diverse leadership adequately resourced in a sustainable manner to ensure that each school building has a diverse leadership team that reflects the population of the school and community?

## Empowering Rigorous Content Questionnaire

The Empowering, Rigorous Content Questionnaire, adapted from the Resource Equity Diagnostic (Dimension 4), explores three areas: student access to high-quality, culturally relevant curriculum and instructional materials; equitable enrollment in college- and career-preparatory

courses, including advanced coursework; and access to arts and enrichment opportunities beyond core content. The Foundations for Excellence section evaluates the use of standards-aligned and culturally relevant materials, alignment of graduation requirements with university admissions, student participation in advanced courses, and the quality of arts and enrichment offerings. The Equitable Access section examines disparities in curriculum access, graduation rates, advanced course enrollment, and the availability of enrichment opportunities across schools and student groups. Findings guide teams in identifying root causes of inequities using tools such as the Fishbone Diagram and Five Whys, culminating in an equity statement that informs district and school improvement planning.

### *Key Question 4.1*

- Does each student have access to high-quality and culturally relevant curriculum and instructional materials?

### *Activate & Engage*

- How does the district define empowering, rigorous content?
- What do you expect to see as you explore the curricula content provided to the students being served by the district/school?
- What is something that you are thinking about related to empowering, rigorous content that may not appear in this inquiry?

#### Foundations for Excellence 4.1

- What proportion of classrooms in our district consistently use standards-aligned materials?
- What proportion of teachers create their own materials from scratch or use online sources (which might not be standards-aligned)?
- To what extent are curriculum and materials culturally relevant and reflective of the diversity of our student population?

#### Equitable Access 4.1

- In what ways does the district ensure that the curricula and aligned materials for implementation (e.g., scope and sequence guides, lesson plans and materials, and assessments) are easily available to all teachers in every school building? Are there any differences in academic performance across schools within the district?
- Does this district conduct a survey of enacted curriculum? If so, what is learned from this survey? In what ways is the district/school addressing areas of growth?

### *Key Question 4.2*

- Is each student enrolled in courses that set them up for success in college and a meaningful career, including equal access to advanced courses?

#### Foundations for Excellence 4.2

- To what extent do our district's graduation requirements align with admissions requirements for public universities in our state?
- What percentage of students who score proficient or advanced on state assessments (or district assessments, e.g., NWEA, etc.) are enrolled in advanced courses, such as Advanced Placement, International Baccalaureate, gifted and talented, or dual enrollment programs?

- What percentage of students are graduating in 4 years?

### Equitable Access 4.2

- In what ways does the graduation rate vary across student groups (i.e., economically disadvantaged, English learners, race/ethnicity, students with disabilities, migrant, foster care, homeless, gender) and schools?
- In what ways do the rates of enrollment for proficient and advanced students in advanced courses differ across student groups and/or across schools?
- In what ways do participation rates in intervention programs differ across student groups and/or across schools? How does this compare to those who have a need for additional instructional opportunities?

### ***Key Question 4.3***

- Does each student have access to arts and enrichment opportunities beyond core content?

### Foundations for Excellence 4.3

- What types of arts and enrichment courses does our district offer?
- On average, how much time do students spend in arts and enrichment classes? How does this compare to recommended exposure to arts and enrichment classes?
- How frequently do students engage in other types of enrichment opportunities, such as fieldtrips and student clubs?
- How does the district ensure that field trips and other enrichment opportunities align with curricula and state standards? How does the district ensure students are engaged in the content when participating in field trips?

### Equitable Access 4.3

- How does the breadth and quality of arts and enrichment course offerings differ across schools in our district?
- In what ways do intervention classes impact the availability of a student needing additional support impact access to enrichment course offerings? Return to top

## Additional Instructional Time and Attention (Tier II and III instruction) Questionnaire

The Additional Instructional Time and Attention (Tier II and III) Questionnaire, adapted from the Resource Equity Diagnostic (Dimension 5), examines student access to high-quality instructional time and attention. The *Foundations for Excellence* section evaluates core instructional time, non-instructional time allocation, schedule flexibility for differentiated learning, and strategies for extending instructional support. The *Equitable Access* section analyzes disparities in scheduled and actual instructional time, course loads, and differentiated support across student groups, and assesses whether lower-performing students receive targeted attention through smaller groups or class sizes. Findings enable teams to identify root causes of inequities using tools such as the Fishbone Diagram and Five Whys, culminating in an equity statement that informs district and school improvement planning.

### ***Key Question 5.1***

- Does each student who needs more high-quality instructional time receive it?

### *Activate & Engage*

- What do you expect to see as the team explores how additional instructional time and attention are offered to students with additional needs?
- What do you expect to see as the team explores how additional instructional time and attention are utilized to support the additional needs of students?
- What is something that you are thinking about related to instructional time and attention that may not appear in this inquiry?

#### Foundations for Excellence 5.1

- On average, how much time do students spend in core subjects?
- What percentage of the scheduled instructional time is being utilized for non-instructional activities?
- What percentage of students across our district are scheduled with full course loads?
- Do schools in our district have the flexibility to adjust student schedules to differentiate instructional time?
- What strategies are utilized to support providing additional instructional time & attention to meet student needs? (The initiative inventory {NIRN} is a tool utilized within MICIP that can assist in responding to this question. See page 20 of the MICIP Process Guide.)

#### Equitable Access 5.1

- How does the amount of scheduled instructional time spent in core subjects vary by student proficiency level across student groups and/or across schools in our district?
- In what ways does the amount of utilized instructional time vary by class, grade, and subject? What correlation exists between the utilization of scheduled instructional time and student proficiency?
- How might students with higher needs and any single student group (including but not limited to multilingual students, students with an IEP/504, and students experiencing foster care or homelessness) be impacted by a variance in the utilization of scheduled instructional time?
- How does the percentage of students with full course loads vary by student proficiency, by student groups, and/or across schools?
- To what extent do schools in our district vary instructional time for individual students so that students who aren't yet proficient receive more time in relevant subjects?
- Are strategies supporting instructional time and attention adequately resourced in a sustainable manner to ensure expected student outcomes are attainable? If not, consider the following questions:
- What aspect of the support system is not adequately resourced? Why?
- Is the consideration of an alternative strategy, which provides for the need with resources that are available, necessary?
- Who is most impacted by the resource gap? Why? What is needed to resolve this difference?

### *Key Question 5.2*

- Does each student who needs more high-quality instructional attention receive it?

### Foundations for Excellence 5.2

- What is the average elementary school class size in our district? What is the average secondary class size in core subjects?
- Do schools in our district have the flexibility to adjust class and/or group size to provide increased instructional attention for students who need it?

### Equitable Access 5.2

- To what extent does average class size vary across student proficiency levels, across student groups, and/or across schools in our district?
- To what extent do schools in our district vary the amount of instructional attention that individual students receive, so that students who aren't yet proficient receive more attention through smaller group sizes in relevant subjects? Return to top

## Positive and Inviting School Climate Questionnaire

The *Positive and Inviting School Climate Questionnaire*, adapted from the Resource Equity Diagnostic (Dimension 6), examines student experiences related to school safety, relationships, social-emotional learning (SEL), and family engagement. The inquiry focuses on four areas: safe and equitable school environments with transparent, culturally responsive discipline policies; positive relationships among students and staff; access to effective SEL opportunities; and meaningful family engagement. The *Foundations for Excellence* section evaluates the district's baseline in maintaining safe schools, implementing consistent discipline practices, fostering belonging, supporting staff SEL competencies, and strengthening family partnerships. The *Equitable Access* section analyzes differences in student reports of safety, discipline outcomes, relationship-building efforts, and access to SEL instruction across schools and student groups, as well as resource challenges affecting students and families. Findings enable teams to identify growth areas and determine root causes of inequities using tools such as the Fishbone Diagram and Five Whys, culminating in an equity statement that informs district and school improvement planning.

### ***Key Question 6.1***

- Does each student experience a safe school with transparent, culturally sensitive, and consistently enforced rules and discipline policies?

### ***Activate & Engage***

- How does the district describe what a positive and inviting school climate looks and feels like?
- What do you expect to see as the team explores the climate of the district/school?
- What is something that you are thinking about related to the climate of the district/school that may not appear in this inquiry?

### Foundations for Excellence 6.1

- Based on student surveys, what percentage of students report feeling safe at school?
- What are our district's rates of office discipline referrals, suspensions, and expulsions? Does a significant difference between student groups exist? If so, how might our use of available resources impact this difference?

- In what ways does the district ensure that discipline policies are aligned to the district's understanding and implementation of social-emotional learning competencies?
- How were the district's discipline policies developed?
- What strategies are supporting a safe and engaging school environment? (The initiative inventory {NIRN} is a tool utilized within MICIP that can assist in responding to this question. See page 20 of the MICIP Process Guide.)

### Equitable Access 6.1

- Based on student surveys, to what extent do students' reports of school safety differ across student groups and/or across schools in our district?
- How do rates of office discipline referrals, suspensions, and expulsions vary across student groups, grade levels, and/or across schools in our district?
- What are the most prevalent infractions identified in the office discipline referrals, suspensions, and expulsions across student groups, grade levels, and/or across schools in our district? What strategies are in place to address the findings?
- To what extent are discipline policies and practices implemented consistently and fairly for all students in our district?
- Are strategies supporting a safe and engaging school environment adequately resourced in a sustainable manner to ensure expected student outcomes are attainable? If not, consider the following questions:
- What aspect of the support system is not adequately resourced? Why?
- Is consideration of an alternative strategy, which provides for the need with resources that are available, necessary?
- Who is most impacted by the resource gap? Why? What is needed to resolve this difference?

## ***Key Question 6.2***

- Does each student have positive relationships with staff and other students?

### Foundations for Excellence 6.2

- Based on student surveys, what percentage of students report feeling a sense of belonging in school and in class?
- What strategies for building positive and inviting student-student and student-teacher relationships are used across our district?
- Has the district utilized the Hexagon Tool to determine fit and guide the operationalization of each strategy being employed?
- Are strategies adequately resourced to enable implementation as intended? If not, what is needed?
- In what ways might strategies that are being implemented for building a positive and inviting learning environment be duplicative? How might our district reduce any duplication while ensuring fidelity of implementation for a strategy intended to support a positive and inviting learning environment?

### Equitable Access 6.2

- Is a specific student group impacted differently than another as a result of an identified resource challenge recorded in Foundations of Excellence question 6.2d? If so, explain how?

- Based on surveys, what do students report about feeling a sense of belonging in school and in class? How do student responses vary across student groups and/or across schools?
- How do strategies and strategy implementation for building positive and inviting student-student relationships differ across classrooms and across schools?
- How do strategies and strategy implementation for building appropriate, positive, and inviting student-teacher relationships differ across classrooms and across schools?

### *Key Question 6.3*

- Does each student have access to integrated tier I social-emotional learning instruction?

### Foundational Excellence 6.3

- Does the school board, central office administration, building administration, teachers, support staff, and all other staff (e.g., secretaries, custodial, maintenance, bus drivers, cafeteria staff, volunteers) have a foundational understanding of SEL? How does our district provide training opportunities for all adults serving the district to gain a foundational understanding of social-emotional learning?
- In what ways do all adults serving in the district model social-emotional competencies?
- What evidence-based programs or initiatives are being utilized to provide explicit instruction supporting the district's SEL framework?
- What schoolwide structures (e.g., explicit time during the school day) exist to help students develop social-emotional skills and competencies (self-awareness, self-management, social awareness, relationship-building, and decision-making skills)?
- In what ways do teachers integrate social-emotional learning (self-awareness, self-management, social awareness, relationship-building, and decision-making skills) into daily academic instruction?
- In what ways does the district monitor and respond to collected data from all locations (e.g., meetings, classrooms, cafeterias, buses, and halls) to ensure appropriate modeling, direct instruction, and integration of social-emotional learning competencies?
- Are strategies supporting an integrated social-emotional learning environment adequately resourced in a manner to ensure that expected outcomes are attainable? Explain how the strategy(ies) ensure all the needed elements are provided for implementation as intended.
- What aspect of the initiative is not adequately resourced? Why?
- Is the consideration of an alternative strategy, which provides for the need with resources that are available, necessary?
- What is needed to resolve this difference?

### Equitable Access 6.3

- As the team reflects upon the adults that have received SEL training, have a foundational understanding of SEL, and participated in analyzing collected district/building data (7.3a-c and 7.3f-g), what adult groups do not yet have a foundational understanding of SEL or appropriately model SEL competencies?
- What student group(s) is most impacted by this information?
- Is a specific student group impacted differently than another as a result of an identified resource challenge recorded in Foundations of Excellence question 6.3h? If so, explain.
- Who is most impacted by the resource gap?

- How and Why?
- What is needed to resolve this difference?
- How do programs or practices to teach social-emotional skills and competencies differ across schools, grade levels, and/or student groups (including but not limited to multilingual students, students with an IEP/504, and students experiencing foster care or homelessness)?
- In what ways are instruction and modeling of SEL competencies different by building or grade span?
- What student group(s) is most impacted by any variance of implementation?

***Key Question 6.4***

- Does each student attend a school that actively and meaningfully engages families?

### Foundations for Excellence 6.4

- Based on family surveys, what percentage of families report being informed and consulted about the academic or non-academic programs available for their children?
- Based on family surveys, what percentage of families report being informed and consulted about the academic or non-academic lives of their children?
- What strategies are used in our district to encourage and support partnerships with families around building and supporting parent, family, and community engagement to support student needs?
- What strategies are used in our district to encourage and support partnerships with families around designing and implementing initiatives to support student growth and meeting student goals?
- Are strategies adequately resourced to enable implementation of engagement strategies as intended? If not, what is needed?

### Equitable Access 6.4

- Is a specific student/family group (including but not limited to multilingual students, students with an IEP/504, and students experiencing foster care or homelessness) impacted differently than another as a result of an identified resource challenge recorded in Foundations of Excellence question 6.3e? If so, explain.
- Based on family surveys, how do families' reports of being informed and consulted about the academic or non-academic lives of their children vary across student groups and/or across schools?
- How do school structures that involve families in students' learning vary across schools in our district?

## Student Supports & Intervention (Tier I SEL) Questionnaire

The *Student Supports and Intervention (Tier I SEL) Questionnaire*, adapted from the Resource Equity Diagnostic (Dimension 7), examines the presence of a comprehensive Tier I Social-Emotional Learning (SEL) framework and the extent to which students receive necessary support. The *Foundations for Excellence* section evaluates staff understanding, training, and modeling of SEL—across all roles, including the School Board and volunteers—as well as the use of evidence-based programs, integration into daily instruction, and the adequacy of resources supporting these efforts. The *Equitable Access* section examines which adult groups lack SEL

knowledge and which student groups are most significantly impacted by inconsistent implementation or resource gaps across the district. Findings guide teams in identifying growth areas and determining root causes of inequities using the Fishbone Diagram and the Five Whys method, culminating in an equity statement that informs district and school improvement planning.

### *Key Question 7.0*

- Does the district provide an integrated Tier I SEL framework?

### *Activate & Engage*

- What do you expect to see as the team completes this inquiry on universal instruction and differentiation intended to meet the needs of all learners within the district's framework for SEL?
- What thoughts do you have about universal instruction and differentiation intended to meet the needs of all learners within the district's framework for SEL that may not be reflected in the questions or data that is reviewed during this inquiry?

### Foundations for Excellence 7.0

- Does our School Board, central office administration, building administration, teachers, support staff, and all other staff (e.g., secretaries, custodial, maintenance, bus drivers, cafeteria staff, volunteers) have a foundational understanding of SEL?
- Does our district provide training opportunities for all adults serving the district to gain a foundational understanding of SEL?
- In what ways does the district monitor and respond to collected data from all locations (e.g., meetings, classrooms, cafeteria, buses, and halls) to ensure appropriate modeling, direct instruction, and integration of SEL competencies?
- In what ways are all adults serving in the district modeling SEL competencies?
- What evidence-based programs or initiatives are being utilized to provide explicit instruction for Social-Emotional Learning?
- In what ways is SEL integrated into daily academic instructional practices?
- In what ways does the district ensure that discipline policies are aligned to the district's understanding and implementation of Social-Emotional Learning competencies?
- Are strategies adequately resourced to enable implementation as intended? If not, what is needed?

### Equitable Access 7.0

- As the team reflects upon the adults that have received SEL training, have a foundational understanding of SEL, and participated in analyzing collected district/building data (7.0a-d), what adult groups do not yet have a foundational understanding of SEL or appropriately model SEL competencies?
- What student group(s) is most impacted by this information?
- Are strategies supporting an integrated social-emotional learning environment adequately resourced in a manner to ensure that expected outcomes are attainable? Explain how the district ensures all of the needed elements are provided for implementation as intended.
- What aspect of the initiative is not adequately resourced? Why?
- Is consideration of an alternative strategy, which provides for the need with resources that are available, necessary?

- Who is most impacted by the resource gap? Why? What is needed to resolve this difference?
- To what extent do schools in our district (or building grade spans) consistently integrate SEL instruction throughout the day?
- In what ways are instruction and modeling of SEL competencies different by building or grade span?
- What student group (including but not limited to multilingual students, students with an IEP/504, and students experiencing foster care or homelessness) is most impacted by any variance of implementation?

## Student Supports & Intervention (Tier II & III SEL support) Questionnaire

The *Student Supports & Intervention (SEL Tier II & III) Questionnaire*, adapted from the Resource Equity Diagnostic (Dimension 7), examines whether students have equitable access to supplemental (Tier II) and intensive individual (Tier III) social-emotional learning (SEL) supports. The *Foundations for Excellence* section evaluates district systems, processes, and student-to-staff ratios for SEL personnel, such as school psychologists and social workers. It assesses whether schools provide differentiated and specialized interventions beyond universal instruction. The *Equitable Access* section analyzes variations in support staff ratios, differences in identification and service provision across student groups, including multilingual learners and students with IEPs/504 plans, and the adequacy of resources to ensure expected outcomes. Findings guide teams in identifying growth areas and determining root causes of inequities using the Fishbone Diagram and Five Whys method, culminating in an equity statement that informs district and school improvement planning.

### *Key Question 7.1*

- Does each student who needs targeted social-emotional support receive it?

### *Activate & Engage*

- What do you expect to see as the team completes this inquiry on supplemental (tier II) or intensive individual supports for SEL?
- What thoughts do you have about SEL student supports and intervention that may not be reflected in the questions or data that is reviewed during this inquiry?

#### Foundations for Excellence 7.1

- What data, processes, and routines exist to identify when students need targeted social-emotional support and to connect them to the right support?
- What practices does our district use to provide additional or differentiated support for students' social-emotional needs?
- What is the student-to-staff ratio for school psychologists, social workers, and other social-emotional support staff?

#### Equitable Access 7.1

- How does the student-to-staff ratio for school psychologists, social workers, and other social-emotional support staff vary across schools in the district?
- Do schools or grade spans with greater levels of social-emotional needs have lower student-to-support-staff ratios?

- To what extent do the processes and rates for identifying students in need of additional social-emotional support differ across student groups and/or across schools or grade spans?
- To what extent does access to support or practices for addressing students' social-emotional needs differ across student groups and/or schools in our district?
- Are tier II & III SEL support strategies adequately resourced in a manner to ensure that expected outcomes are attainable? Explain how the strategy(ies) ensures that the needed elements are provided for implementation as intended.
- What aspect of the initiative is not adequately resourced? Why?
- Is consideration of an alternative strategy, which provides for the need with resources that are available, necessary?
- Who is most impacted by the resource gap? Why? What is needed to resolve this difference?

## Student Supports & Intervention (Tier II & III Physical, Mental Health, & Family Support)

The *Student Supports & Intervention (Targeted Physical, Mental Health, and Family Support) Questionnaire*, adapted from the Resource Equity Diagnostic (Dimension 7), examines whether students have equitable access to targeted physical and mental health supports and family supports. The *Foundations for Excellence* sections assess district systems, processes, and student-to-staff ratios for health and family support personnel, including nurses, occupational therapists, social workers, family coordinators, and evaluate whether schools provide differentiated and specialized interventions beyond universal support. The *Equitable Access* sections analyze disparities in identification processes, access to services, and student-to-staff ratios across schools and student groups—including multilingual learners and students with IEPs/504 plans—and assess the adequacy of resources to ensure expected outcomes. Findings guide teams in identifying growth areas and determining root causes of inequities using the Fishbone Diagram and Five Whys method, culminating in an equity statement that informs district and school improvement planning.

### *Activate & Engage*

- What do you expect to see as the team completes this inquiry on SEL student support & intervention?
- What thoughts do you have about SEL student supports and intervention that may not be reflected in the questions or data that is reviewed during this inquiry?

### *Key Question 7.2*

- Does each student who needs targeted physical and mental health support receive it?

#### Foundations for Excellence 7.2

- What data, processes, and routines exist to identify when students need targeted physical or mental health support and to connect them to the right support?
- What practices does our district use to provide additional or differentiated support for addressing a student's identified physical or mental health needs?
- What is the student-to-staff ratio for nurses, occupational therapists, and other health support staff in our district?

### Equitable Access 7.2

- To what extent do the processes and rates for identifying students in need of additional physical or mental health support differ across student groups and/or across schools/grade spans?
- To what extent do access to support or practices for addressing students' physical or mental health needs differ across student groups and/or schools in our district?
- How does the student-to-staff ratio for nurses, occupational therapists, and other health support staff vary across schools/grade spans in the district?
- Are sufficient resources allocated and utilized to support implementation of district processes and initiatives designed to provide for the unique physical or mental health needs of students?
- What aspect of the initiative is not adequately resourced? Why?
- Is consideration of an alternative strategy, which provides for the need with resources that are available, necessary?
- Who is most impacted by the resource gap? Why? What is needed to resolve this difference?

## ***Key Question 7.3***

- Does each student who needs targeted family support receive it? (School-family partnerships)

### Foundations for Excellence 7.3

- What processes do schools use to determine which students may need additional or differentiated family support?
- Does our district partner with, or support schools in partnering with, organizations that provide support to families? (What organizations partner with the district or school?)
- What is the student-to-staff ratio for family coordinators, social workers, and other family support staff in our district?

### Equitable Access 7.3

- To what extent do the processes and rates for identifying students in need of additional family support differ across student groups and/or across schools?
- To what extent do access to support or practices for addressing family needs differ across student groups and/or schools in our district?
- How does the student-to-staff ratio for family coordinators, social workers, and other family support staff vary across schools in our district?
- Are sufficient resources allocated and utilized to support the implementation of district processes and initiatives designed to provide additional family support?
- What aspect of the initiative is not adequately resourced? Why?
- Is the consideration of an alternative strategy, which provides for the need with resources that are available, necessary?
- Who is most impacted by the resource gap? Why? What is needed to resolve this difference?

# Student Supports & Intervention (Post-Secondary Success) Questionnaire

The Student Supports and Intervention (Tier II & III) Questionnaire, aligned to Key Question 7.4 of the Resource Equity Diagnostic (Dimension 7), examines whether students have equitable access to effective guidance that supports post-secondary success. The inquiry focuses on the district's capacity to provide consistent, high-quality College and Career Readiness (CCR) counseling that prepares students for life after graduation. The *Foundations for Excellence* section evaluates the district's structural supports, including student-to-counselor ratios for CCR, the availability of college and career counseling, and the presence of a coherent, systematic approach to aspiration development, career exploration, and post-secondary planning across grade levels. The *Equitable Access* section analyzes differences in CCR counselor ratios across schools, variations in access to effective guidance among student groups with similar needs, and the sufficiency of CCR resources to achieve intended outcomes. It also identifies which student groups are most affected by gaps in support and what conditions are necessary to ensure equitable post-secondary preparation. Findings allow teams to identify areas for growth and determine the root causes of inequities using tools such as the Fishbone Diagram and Five Whys, culminating in an equity statement that informs district and school improvement planning.

### *Key Question 7.4*

- Does each student have access to effective guidance to support post-secondary success?

### *Activate & Engage*

- What does each team member currently know, believe, and understand about assumptions and predictions related to a positive and inviting school climate?
- What, if any, inequity was discovered?
- What initial thoughts do you have that might assist the team in addressing this discovery?

### Foundations for Excellence

- What is the student-to-staff ratio for foundation resources in our district?
- What strategies are implemented in our district that integrate college and career support across grade levels, including for students enrolled in vocational, career and technical education programs, or have an Individual Education Plan (IEP)/504?

### Equitable Access

- How does the student-to-staff ratio for guidance counselors vary across schools or grade-levels in our district?
- How does the way in which schools integrate college and career support vary across student groups and/or across schools, including for students enrolled in vocational or career and technical education programs?
- Are enough resources allocated and used to improve district processes and measurable outcomes that support integrated college and career readiness?
- How does the district ensure that each student has sufficient access to college and career counselors to help them succeed after graduation?

## High-Quality Early Learning Questionnaire

The *High-Quality Early Learning Questionnaire*, adapted from the Resource Equity Diagnostic (Dimension 8), examines whether all students have access to high-quality preschool programs. The *Foundations for Excellence* section assesses how the district identifies pre-K needs, collaborates with community partners, matches available seats to eligible students, and evaluates program quality and outcomes. The *Equitable Access* section examines whether programs offer sufficient openings for all eligible families, ensure access for children with disabilities, and maintain equitable enrollment and attendance in highly rated programs across various student and family groups. Findings guide teams in identifying areas for growth and determining root causes of inequities using the Fishbone Diagram and the Five Whys method, culminating in an equity statement that informs district and school improvement planning.

### *Key Question 8.1*

- Does each student have access to a high-quality preschool program?

### *Activate & Engage*

- In what ways does preschool education differ from elementary grades?
- How does the district describe what a high-quality preschool program looks, sounds, and feels like?
- What do you expect to see as the team explores preschool programming?
- What thoughts do you have about prenatal to age five opportunities in your community and district?
- What thoughts do you have that may not appear in this inquiry?

#### Foundations for Excellence 8.1

- How does the district identify pre-K needs within our community?
- In what ways does our district collaborate or partner with community organizations to determine and address pre-K needs within our community?
- What initiatives are being implemented in our district to address pre-K needs?
- How many pre-K seats are available in our district? How does this compare to the number of eligible students?
- What are the rates of pre-K enrollment and attendance in our district?
- How many of the K-3 students attended a preschool program? Is there a process for evaluating student outcomes correlated with preschool participation?
- Provide a summary of the program evaluation scores for pre-K programs in our district.
- Provide a summary of the quality of pre-K programs within our district's service area.

#### Equitable Access 8.1

- Do the programs offered have enough openings available for all eligible parents and children?
- Explain the difference between available space and eligible parents and children.
- What population group is most impacted by the lack of available openings?
- Explain how children with developmental delays or diagnosed disabilities have access to inclusive preschool programs?

- How do preschool programming enrollment and attendance rates vary across family/student groups in our district?
- Is there a difference in expected student outcomes because of participation in preschool programming?
- How does enrollment in highly rated preschool programs—based on standards such as the Great Start Readiness Program (GSRP), National Association for the Education of Young Children, or the National Institute for Early Education Research—vary across family/student groups in our district?
- Are district-operated childcare and/or preschool programs adequately and sustainably resourced to operate as intended to create the desired results in student outcomes?
- What aspect of the childcare/preschool programming is not adequately resourced? Why?
- Who is most impacted by the resource gap? Why?
- What is needed to resolve this difference?

## Learning-Ready Facilities Questionnaire

The *Learning-Ready Facilities Questionnaire*, adapted from the Resource Equity Diagnostic (Dimension 9), assesses whether students have access to safe, well-maintained facilities and sufficient learning resources. The *Foundations for Excellence* section evaluates staff and family perceptions of physical spaces, the alignment of the facility master plan with the district's mission and budget, and the quality and accessibility of equipment across learning environments. The *Equitable Access* section analyzes differences in facility condition assessments and perceptions of space and equipment across schools and student groups to identify who is most affected by resource gaps. Findings guide teams in identifying growth areas and determining root causes of inequities using the Fishbone Diagram and the Five Whys method, culminating in an equity statement that informs district and school improvement planning.

### *Key Question 9.1*

- Does each student have access to adequate facilities that are safe and well-maintained to facilitate student learning and meet student needs?

### *Activate & Engage*

- What do you expect to see as the team explores how the district provides learning-ready facilities?
- What is something that you are thinking about related to how the district provides learning-ready facilities that may not appear in this inquiry?

#### Foundations for Excellence 9.1

- Based on surveys, what is the average percentage of students, teachers, and families that have a positive perception of their school building's physical space?
- Describe the alignment of the facility master plan to the district's mission and vision.
- Explain how the facility master plan supports the district educational framework.
- How often is the facility master plan updated?
- In what ways does the district evaluate the facilities master plan to ensure that it supports the district's educational framework?

- The district financial plan includes short- and long-term financial resources to implement the facility master plan. This plan includes general funds, sinking funds, current and/or future bond funds, and any applicable grant funding options.

### Equitable Access 9.1

- How do scores on district-administered facilities condition assessments (FCA) differ across schools?
- What aspect of facilities management is not adequately resourced? Why?
- Who is most impacted by the resource gap? Why? What is needed to resolve this difference?
- Based on surveys, how do students, teachers, families, and the community's perceptions of their school building's physical space differ across schools in our district?
- In what ways does perception align and differ from the results of the FCA?

## ***Key Question 9.2***

- Does each student have access to adequate equipment to facilitate student learning and meet student needs?

### Foundations for Excellence 9.2

- Schools across the district have high-quality equipment in science labs, media center/library, and classrooms that are aligned to the curricula and facilitate learning for all students.
- All learning spaces are equipped with appropriate classroom furniture that enables students to complete collaborative work projects and have opportunities for small group or independent learning experiences.
- Learning spaces provide appropriate equipment and accessibility for students with additional learning needs as outlined within an Individualized Services and Funding Plan (ISFP), IEP, 504, or other agreement. School facilities meet accessibility requirements outlined by local building codes.

### Equitable Access 9.2

- Based upon surveys, how do students' and teachers' reports of access to high-quality equipment differ across schools?
- Based upon program evaluations, inventory reports, and/or implementation fidelity surveys, how does access to high-quality equipment differ across schools?
- Based upon financial reports and implementation planning documentation, do plans ensure sustainable funding to ensure each building has adequate access to high-quality equipment that facilitates learning for all students? This includes science labs, technology, equipment to support students with additional needs (IEP/504), and appropriate classroom furniture.
- If funds are not adequate or funding is not sustainable,
- Who is most impacted by the resource gap?
- In what ways are student outcomes impacted?
- Is one student group negatively impacted more than another particular student group?
- How might this challenge be resolved?

- If the team did not strongly agree to the Foundations of Excellence 9.2a-c, explain any differences that may exist in the provision of high-quality equipment and/or furniture between student groups, grade spans, and/or buildings across the district.

## Diverse Classroom & Schools

The *Diverse Classrooms and Schools Questionnaire*, adapted from the Resource Equity Diagnostic (Dimension 10), examines whether students are enrolled in schools and classes that reflect racial, ethnic, and socioeconomic diversity. The *Foundations for Excellence* section assesses how the composition of students at the school and classroom levels compares to that of the district and broader community. The *Equitable Access* section examines differences in enrollment patterns within the district, including socioeconomic diversity across various course types, such as remediation, advanced, and special education. Teams use the Fishbone Diagram and the Five Whys method to identify root causes of inequities, culminating in an equity statement that informs district and school improvement planning.

### *Key Question 10.1*

- Is each student enrolled in a school and attending classes that are racially/ ethnically and socioeconomically diverse?

### *Activate & Engage*

- In what ways is the district and the community that it serves diverse?
- Is each student enrolled in a school and attending classes that reflect the racial/ethnic and socioeconomic diversity of the community?
- What do you expect the team to see as it explores the diversity of the district, schools, and classrooms within the district?
- What is something that you are thinking about related to diversity that may not appear in this inquiry?

### Foundations for Excellence 10.1

- How does the racial/ethnic and socioeconomic composition of school-level student enrollment compare to our district overall?
- How does the racial/ethnic and socioeconomic composition of school-level student enrollment compare to our community overall?
- What is the racial and socioeconomic composition of classrooms compared to the composition of their school?

### Equitable Access 10.1

- How is the racial/ethnic and socioeconomic composition of school-level student enrollment similar or different to the district overall?
- What is the socioeconomic composition of classrooms or courses compared to the composition of the district and community?

## Specific Initiative or Strategy Questionnaire

The *Specific Initiative or Strategy Questionnaire* examines four key areas of strategy implementation: selection and action planning, capacity to support high-quality implementation, implementation fidelity, and equitable impact. The *Foundations for Excellence* section evaluates the implementation of a structured improvement system for selecting strategies, securing

necessary resources (staff, materials, and time), setting clear expectations, and monitoring fidelity from multiple perspectives. The *Equitable Access* section examines the inclusion of diverse voices in selection, budgeting, and monitoring processes, as well as which groups are most affected by resource gaps or inconsistent implementation. The findings guide teams in identifying root causes of inequities using the Fishbone Diagram and the Five Whys method, culminating in an equity statement that informs district and school improvement planning.

### *Key Question 11.1*

- Did the district utilize a system for selecting this strategy and developing an action plan for implementation?

### *Activate & Engage*

- As you consider the designation and utilization of available district/school resources supporting the implementation of this strategy, what aspects of this strategy are adequately resourced? What area might need additional resources?
- What is something that you are thinking about related to the availability and use of resources supporting the selected strategy?

#### Foundations for Excellence 11.1

- In what ways did the improvement team utilize the assess needs process to inform the selection of this strategy being evaluated?
- What needs of students are intended to be met by implementing this strategy?
- In what ways did the team explicitly compose an action plan for implementation?
- What is the anticipated timeline for reaching full implementation of this strategy?
- What are the interim target measures for implementing this strategy?
- What are the end target measures for implementing this strategy?

#### Equitable Access 11.1

- In what ways did diverse perspectives have an active voice in the selection of this strategy?
- In what ways were the perspectives of the students being served by this strategy included in the selection and monitoring process?
- In what ways does the action plan ensure that the needs of each student intended to be served are met?
- As you consider the interim and end targets for implementation, how do the strategy implementation targets enable attaining the interim and end targets for student outcomes?

### *Key Question 11.2*

- Considering the data provided in the completed hexagon tool, does the district have the capacity to support high-quality implementation of this strategy?

#### Foundations for Excellence 11.2

- In what ways does the district include multiple perspectives to have a voice in the budgeting and monitoring process that designates and utilizes resources for the implementation of this strategy (time, materials, staffing, facilities, transportation, etc.)?

- In what ways does the district ensure that resources designated to support the strategy are being utilized as intended (time, materials, staffing, facilities, transportation, etc.)?
- Does the district/school have a resource development/sustainability plan to ensure that necessary resources are available that include a contingency plan to address changes or challenges in resource availability?
- Is there adequate staff in place to meet the program or practice requirements? If not, why?
- Is there leadership support that meets the program or practice requirements? If not, why?
- Are there adequate materials available to meet the strategy requirements (technology, books, manipulatives, teacher supplies, etc.)?
- Is adequate time allocated for training (coaching), onboarding, strategy implementation, and data analysis?
- In what way is the strategy communication plan supporting efforts to implement the plan as intended?

### Equitable Access 11.2

- Is there a perspective that is not represented in the budgeting and monitoring of resources supporting this strategy? If so, provide details on the perspective and its impact on strategy implementation.
- In what ways might differences in budget allocations (designations) and actual utilization of those allocations to support this strategy have an impact on implementation and student outcomes?
- Which student group(s) are most impacted by the resource challenge described in the previous question?
- Which student group(s) are most impacted by any differences that may exist in the provision of appropriate staff, leadership, materials, time, and/or a communication plan from what is required to implement the strategy as intended?

### ***Key Question 11.3***

- Is the district/school implementing this strategy according to the agreed-upon standards required to achieve the expected outcomes?

### Foundations for Excellence 11.3

- Are district expectations for this strategy written and easily accessible to employees, students, parents, and community members? Explain.
- Is there a written communication plan for this strategy?
- Does the strategy implementation guide identify resource components as critical (non-negotiables), gold standard, acceptable variations, and unacceptable variations?
- Is there a critical component of the strategy that is currently in a state of "unacceptable variation of implementation"? If so, explain the challenge(s).
- Given the design of the program of practice or structure, what teaching structure exists to guide instruction?
- How are coaching supports determined to ensure proper implementation?
- Describe the tools utilized to measure the fidelity of implementation.
- In what ways does the district/school include diverse perspectives to determine the progress that is being made toward full implementation of the strategy as intended?

### Equitable Access 11.3

- Is there a perspective that is not represented in the monitor and adjust process (e.g., students, family members, teachers, administrators, human resources, finance, facilities, transportation, food service, support services, and community members)?
- What student group(s) or grade spans are most impacted by a strategy component identified as "unacceptable variation of implementation"? How?

### ***Key Question 11.4***

- Does this strategy reach those to whom it is intended to impact equitably?

### Foundations for Excellence 11.4

- What tools/data are utilized to measure what students have access to this strategy?
- What tools/data are being utilized to measure what students are receiving the benefits of this strategy?
- What tools/data are utilized to measure which leaders and staff members receive the necessary training and coaching for implementing this strategy?
- How well do the current implementation activities align with the current stage of strategy implementation? Explain any misalignment that might exist.

### Equitable Access 11.4

- Is there a particular student group intended to be served that does not have access to this strategy? If so, identify the student group(s).
- Is there a particular student group intended to be served that has access to this strategy, but is not engaging in the available strategy? If so, identify the student group(s).
- What, if any, student group is negatively impacted by the current state of implementation of this strategy?