

Question Number	Question	Big Bucket
Q12_1	Instructional content and materials are aligned to the program and content standards, are developmentally appropriate, and delivered explicitly and systematically.	Academics
Q12_2	Evidence-based materials, including appropriate technology, are in place at all tiers of instruction to meet the specific learning needs of all students.	Academics
Q12_3	Teachers, administrators, and staff research and implement evidence-based strategies and practices with fidelity across all grades and content areas.	Academics
Q12_4	Curriculum and instruction take cultural and environmental differences into consideration to meet the learning needs of all students.	Academics
Q12_5	Indian Education for All is integrated into all grade-level subjects and courses.	Academics
Q12_6	Literature about Montana Indigenous People are readily available and used in classrooms.	Academics
Q12_7	Motivation and engagement are carefully considered when materials and programs are reviewed and selected.	Academics
Q12_8	English Learners are encouraged to reference, and when possible provided, content-related materials in their native language.	Academics
Q12_9	IEP goals are developed based on grade-level content standards.	Academics
Q13_1	Classroom instruction and materials address the learning needs of students from all cultures.	Academics
Q13_2	Classroom instruction in all classes includes learning about American Indian cultures and heritages.	Academics
Q13_3	Books about Montana's Indigenous people are read in classrooms.	Academics
Q14_1	I learn about American Indian cultures in all of my classes.	Academics
Q14_2	We read books about American Indians in my classroom.	Academics
Q15_1	School teams collect data to ensure innovative practices are supported by evidence.	Academics
Q15_2	Valid and reliable screening, diagnostic, formative, and summative assessments are in place.	Academics

Question Number	Question	Big Bucket
Q15_3	Assessment tools and procedures are aligned to the program and/or content standards.	Academics
Q15_4	Progress monitoring data for both academics and behavior is collected systematically and analyzed regularly so instruction can be modified to meet student needs.	Academics
Q15_5	Teachers are supported on how to examine student data and collaborate in teams to make instructional and intervention decisions for increased student achievement.	Academics
Q16_1	Academic Leaders prioritize instruction by scheduling uninterrupted blocks of instructional time during the school day.	Academics
Q16_2	Students with disabilities participate in learning at all tiers of instruction.	Academics
Q16_3	Student achievement has been improved by reducing class size with the use of Title II funds.	Academics
Q16_4	Teachers use explanations, examples and guided practice to organize lessons and provide instructional clarity.	Academics
Q16_5	The learning needs of all students are addressed through differentiation, including opportunities for reteaching, acceleration, and enrichment.	Academics
Q16_6	Students are provided opportunities to use language with peers and adults in order to develop language skills and increase vocabulary.	Academics
Q16_7	Quality afterschool programs align with high quality instruction (e.g., intervention and enrichment) during the school day.	Academics
Q16_8	The school makes intentional connections between school/education to workforce/career, such as career competencies, internships, apprenticeships, or work-based learning opportunities. For younger students, lessons are made relevant by providing connections to real-life situations.	Academics
Q17_1	Quality afterschool programs align with high quality instruction (e.g., intervention and enrichment) during the school day.	Academics

Question Number	Question	Big Bucket
Q17_2	There are opportunities for students to learn about the workforce by making connections to real life situations and opportunities for internships, apprenticeships, or work-based learning opportunities.	Academics
Q19_1	The use of a Multi-Tiered System of Supports framework is clear, consistent, and evident within the school.	Academics
Q19_2	Implementation of the MTSS framework is evident across all content areas and provides appropriate supports for all students.	Academics
Q19_3	A consistent data protocol is used to place and move students within and between the tiers of instruction.	Academics
Q19_4	Parents and families with students receiving Tier 2 and 3 interventions are given meaningful data and information on individual student progress toward goals a minimum of 6 times per year.	Academics
Q22_1	All teachers are trained to monitor students' use of language and fill out a Language Observation Survey to flag possible English Learners for the WIDA assessment.	Academics
Q22_2	After assessment and analysis of scores, individualized strategies are effectively communicated to and implemented by all of an English Learners teachers.	Academics
Q22_3	English Learners are not penalized in grading for their lack of English proficiency.	Academics
Q24_1	Students are involved in setting individual learning goals.	Academics
Q25_1	I help set goals for my own learning.	Academics
Q33_2	A functional information technology system is in place to meet student and teacher needs.	Academics
Q34_2	A functional information technology system is in place to meet student and teacher needs.	Academics