Continuous Improvement Plans

Consolidation of Plans

In response to concerns raised among district and school staff regarding the numerous plans required by both federal and state law, the Oregon Department of Education (ODE) has undertaken a 2-year review of the requirements, the tools used for planning, and alternative tools available for this purpose.

ODE staff, in consultation with staff at school districts and Education Service Districts (ESDs) through an advisory council established for this purpose, have determined that Indistar® will best serve this purpose. Created by the Center of Innovation and Improvement, Indistar® offers the opportunity to consolidate many if not most of the plans currently created and maintained by school and district staff into a single format that will remove nearly all of the identified redundancies in current approaches.

I. District and School Level Plans

This tool will incorporate the contents of plans currently created and maintained by district and school personnel including:

District level plans:

- Continuous Improvement Plan
- English Language Development Plan
- Migrant Education Building Planning Form
- Title IIA Professional Development Plan
- 21st Century Site Evaluation Worksheet
- 21st Century Site Monitoring Tool
- State Educational Technology Plan

School level plans:

- School Improvement Grant (SIG) reports
- Title IA Schoolwide Plans
- Title IA Targeted Assistance School Plans
- Current State School Improvement Plans
- Comprehensive Achievement Plans

Additionally, we are working to include:

District level plans:

- Career and Technical Education (CTE) Annual Report
- CTE Program of Study
- Talented and Gifted (TAG) Service Plan
- Special Education's System Performance Review & Improvement (SPRI) Plans

In some cases, planning is at the consortia level rather than the district level. We are implementing accommodations for these consortia.

Requirements found in federal legislation (ESEA) and state legislation for district planning are summarized in the following table.

II. Statutory Requirements

This document has been developed to outline the federal and state regulations for district level continuous improvement plans and show the current plans of integrating other state required plans into the new electronic improvement planning tool.

a. ESEA Section 1112 for Title IA LOCAL EDUCATIONAL AGENCY PLANS.	
Districts must make plans to receive Title IA moneys.	(a) PLANS REQUIRED- (1) SUBGRANTS- A local educational agency may receive a subgrant under this part for any fiscal year only if such agency has on file with the State educational agency a plan, approved by the State educational agency, that is coordinated with other programs under this Act, the Individuals with Disabilities Education Act, the Carl D. Perkins Vocational and Technical Education Act of 1998, the McKinney-Vento Homeless Assistance Act, and other Acts, as appropriate. (2) CONSOLIDATED APPLICATION- The plan may be submitted as part of a consolidated application under section 9305.
The plan must include: **Assessments used locally to measure student achievement and make program decisions**	(b) PLAN PROVISIONS- (1) IN GENERAL- In order to help low-achieving children meet challenging achievement academic standards, each local educational agency plan shall include — (A) a description of high-quality student academic assessments, if any, that are in addition to the academic assessments described in the State plan under section 1111(b)(3), that the local educational agency and schools served under this par this part will use — (i) to determine the success of children served under this part in meeting the State student academic achievement standards, and to provide information to teachers, parents, and students on the progress being made toward meeting the State student academic achievement standards described in section 1111(b)(1)(D)(ii); (ii) to assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving children served under this part to meet State student achievement academic standards and do well in the local curriculum; (iii) to determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and (iv) to identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments, as defined under section 1208
Any other indicators the district uses to academic success	(B) at the local educational agency's discretion, a description of any other indicators that will be used in addition to the academic indicators described in section 1111 for the uses described in such section;
Supports to students	(C) a description of how the local educational agency will provide additional educational assistance to individual students assessed as needing help in meeting the State's challenging student academic achievement standards;
Program coordination strategies within ESEA	(D) a description of the strategy the local educational agency will use to coordinate programs under this part with programs under title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents and other staff, including local educational agency level staff in accordance with sections 1118 and 1119;

Program coordination strategies external to ESEA	(E) a description of how the local educational agency will coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as — (i) Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs; and (ii) services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children served under part A of title VII, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
NAEP Assurance	(F) an assurance that the local educational agency will participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994;
Poverty criteria for Title IA school-level eligibility	(G) a description of the poverty criteria that will be used to select school attendance areas under section 1113;
Criteria for including students in targeted programs	(H) a description of how teachers, in consultation with parents, administrators, and pupil services personnel, in targeted assistance schools under section 1115, will identify the eligible children most in need of services under this part;
Brief descriptions of schoolwide (SWP) and targeted assist (TAS) programs	(I) a general description of the nature of the programs to be conducted by such agency's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs;
Assurance of services for migrant students	(J) a description of how the local educational agency will ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
Description of preschool programs	(K) if appropriate, a description of how the local educational agency will use funds under this part to support preschool programs for children, particularly children participating in Early Reading First, or in a Head Start or Even Start program, which services may be provided directly by the local educational agency or through a subcontract with the local Head Start agency designated by the Secretary of Health and Human Services under section 641 of the Head Start Act, or an agency operating an Even Start program, an Early Reading First program, or another comparable public early childhood development program;
Services to schools in Improvement Status	(L) a description of the actions the local educational agency will take to assist its low-achieving schools identified under section 1116 as in need of improvement;
~~Choice and SES plans~~	~~(M) a description of the actions the local educational agency will take to implement public school choice and supplemental services, consistent with the requirements of section 1116;~~
HQT Plans	(N) a description of how the local educational agency will meet the requirements of section 1119;
Description of services to homeless students	(O) a description of the services the local educational agency will provide homeless children, including services provided with funds reserved under section 1113(c)(3)(A);

Parental involvement plans/strategies	(P) a description of the strategy the local educational agency will use to implement effective parental involvement under section 1118; and
Extended day/extended year programs	(Q) where appropriate, a description of how the local educational agency will use funds under this part to support after school (including before school and summer school) and school-year extension programs.
	~~(2) EXCEPTION- The academic assessments and indicators described in subparagraphs (A) and (B) of paragraph (1) shall not be used —~~ ~~(A) in lieu of the academic assessments required under section 1111(b)(3) and other State academic indicators under section 1111(b)(2); or~~
	~~(B) to reduce the number of, or change which, schools would otherwise be subject to school improvement, corrective action, or restructuring under section 1116, if such additional assessments or indicators described in such subparagraphs were not used, but such assessments and indicators may be used to identify additional schools for school improvement or in need of corrective action or restructuring.~~
Assurances that the LEA will provide: **Funds consolidation information**	(c) ASSURANCES- (1) IN GENERAL- Each local educational agency plan shall provide assurances that the local educational agency will — (A) inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources;
Technical assistance to schoolwide programs	(B) provide technical assistance and support to schoolwide programs;
Assistance with plan development for schools	(C) work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards;
Support School Improvement efforts	(D) fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b);
Services to students in private schools	(E) provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services;
Consideration of model and evidence-based programs	(F) take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part;
Compliance with Head Start standards for preschool programs	(G) in the case of a local educational agency that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act;
Support for schools in parental involvement and HQ efforts	(H) work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119;
Compliance with HQ requirements	(I) comply with the requirements of section 1119 regarding the qualifications of teachers and paraprofessionals and professional development;
Inform schools of waiver opportunities	(J) inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under title IX and, if the State is an Ed-Flex Partnership State, to obtain waivers under the Education Flexibility Partnership Act of 1999;

Coordinate efforts of schools in improvement, state agency, and other service providers	(K) coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school;
Ensure that Title IA schools have teachers equal in qualifications to those at other schools	(L) ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers;
Use data in planning for program improvement	(M) use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the end of the 2001-2002 school year;
Provide assessment results to parents	(N) ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and
Support schools in curriculum implementation	(O) assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D).
	~~(2) SPECIAL RULE- In carrying out subparagraph (G) of paragraph (1), the Secretary —~~ ~~(A) shall consult with the Secretary of Health and Human Services and shall establish procedures (taking into consideration existing State and local laws, and local teacher contracts) to assist local educational agencies to comply with such subparagraph; and~~
	~~(B) shall disseminate to local educational agencies the Head Start performance standards as in effect under section 641A(a) of the Head Start Act, and such agencies affected by such subparagraph shall plan for the implementation of such subparagraph (taking into consideration existing State and local laws, and local teacher contracts), including pursuing the availability of other Federal, State, and local funding sources to assist in compliance with such subparagraph.~~
	~~(3) INAPPLICABILITY- Paragraph (1)(G) of this subsection shall not apply to preschool programs using the Even Start model or to Even Start programs that are expanded through the use of funds under this part.~~
Team composition	(d) PLAN DEVELOPMENT AND DURATION- (1) CONSULTATION- Each local educational agency plan shall be developed in consultation with teachers, principals, administrators (including administrators of programs described in other parts of this title), and other appropriate school personnel, and with parents of children in schools served under this part.
Submission by LEA	(2) DURATION- Each such plan shall be submitted for the first year for which this part is in effect following the date of enactment of the No Child Left Behind Act of 2001 and shall remain in effect for the duration of the agency's participation under this part.
Periodic review by LEA	(3) REVIEW- Each local educational agency shall periodically review and, as necessary, revise its plan.

Plans filed with state	(e) STATE APPROVAL- (1) IN GENERAL- Each local educational agency plan shall be filed according to a schedule established by the State educational agency.
For approval, plan must enable schools to support student achievement	(2) APPROVAL- The State educational agency shall approve a local educational agency's plan only if the State educational agency determines that the local educational agency's plan — (A) enables schools served under this part to substantially help children served under this part meet the academic standards expected of all children described in section 1111(b)(1); and (B) meets the requirements of this section.
Confirm support for parental involvement and HQ	(3) REVIEW- The State educational agency shall review the local educational agency's plan to determine if such agencies activities are in accordance with sections 1118 and 1119.
Described shared responsibility for SWP and TAS	(f) PROGRAM RESPONSIBILITY- The local educational agency plan shall reflect the shared responsibility of schools, teachers, and the local educational agency in making decisions regarding activities under sections 1114 and 1115.
Notification of parents must address: **Student's Title III identification**	(g) PARENTAL NOTIFICATION- (1) IN GENERAL- (A) NOTICE- Each local educational agency using funds under this part to provide a language instruction educational program as determined in part C of title III shall, not later than 30 days after the beginning of the school year, inform a parent or parents of a limited English proficient child identified for participation or participating in, such a program of — (i) the reasons for the identification of their child as limited English proficient and in need of placement in a language instruction educational program;
Student's level of proficiency	(ii) the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
Instructional methodology	(iii) the methods of instruction used in the program in which their child is, or will be participating, and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
Describe support for student needs	(iv) how the program in which their child is, or will be participating, will meet the educational strengths and needs of their child;
Supports for English acquisition	(v) how such program will specifically help their child learn English, and meet age-appropriate academic achievement standards for grade promotion and graduation;
Include criteria for exiting	(vi) the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this part are used for children in secondary schools;
Describe how the ELL program will support students with disabilities	(vii) in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;
Guidance describing: **Right to withdraw**	(viii) information pertaining to parental rights that includes written guidance — (I) detailing — (aa) the right that parents have to have their child immediately removed from such program upon their request; and
Right to decline placement	(bb) the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and

Supports for parents in program selection	(II) assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.
Notify parents of failure to meet AMAOs	(B) SEPARATE NOTIFICATION- In addition to providing the information required to be provided under paragraph (1), each eligible entity that is using funds provided under this part to provide a language instruction educational program, and that has failed to make progress on the annual measurable achievement objectives described in section 3122 for any fiscal year for which part A is in effect, shall separately inform a parent or the parents of a child identified for participation in such program, or participating in such program, of such failure not later than 30 days after such failure occurs.
Provide notification in understandable language	(2) NOTICE- The notice and information provided in paragraph (1) to a parent or parents of a child identified for participation in a language instruction educational program for limited English proficient children shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.
Notification within two weeks of enrollment if not first day of school	(3) SPECIAL RULE APPLICABLE DURING THE SCHOOL YEAR- For those children who have not been identified as limited English proficient prior to the beginning of the school year the local educational agency shall notify parents within the first 2 weeks of the child being placed in a language instruction educational program consistent with paragraphs (1) and (2).
Engage parents in program planning	(4) PARENTAL PARTICIPATION- Each local educational agency receiving funds under this part shall implement an effective means of outreach to parents of limited English proficient students to inform the parents regarding how the parents can be involved in the education of their children, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and meet challenging State academic achievement standards and State academic content standards expected of all students, including holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under this part.
Provide an inclusive program	(5) BASIS FOR ADMISSION OR EXCLUSION- A student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status.
b. Section 1423 for Title ID LOCAL EDUCATIONAL AGENCY PLANS.	
ID program description	Each local educational agency desiring assistance under this subpart shall submit an application to the State educational agency that contains such information as the State educational agency may require. Each such application shall include — (1) a description of the program to be assisted;
Copies of formal agreements among providers	(2) a description of formal agreements, regarding the program to be assisted, between — (A) the local educational agency; and (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system;
Coordination of facilities	(3) as appropriate, a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend;
Descriptions of programs at various facilities	(4) a description of the program operated by participating schools for children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth;

Descriptions of characteristics of students to be served	(5) a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth;
Coordination of services with social service agencies	(6) as appropriate, a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility;
Partnerships with local businesses for student engagement	(7) as appropriate, a description of any partnerships with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring services for participating students;
Parental involvement plans	(8) as appropriate, a description of how the program will involve parents in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities;
Coordination of this program to other programs	(9) a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of Public Law 105-220 and vocational and technical education programs serving at-risk children and youth;
Coordination with JJDP Act of 1974	(10) a description of how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable;
Cooperation with probation services	(11) as appropriate, a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities;
Communication of student needs throughout the program	(12) a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program; and
Plans for arranging alternative placements as necessary	(13) as appropriate, a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a regular public school program.
c. Section 2122 for Title IIA local educational agency plans.	
LEAs must submit a plan that meets state requirements	(a) IN GENERAL- To be eligible to receive a subgrant under this subpart, a local educational agency shall submit an application to the State educational agency at such time, in such manner, and containing such information as the State educational agency may reasonably require.
Alignment of activities to academic standards and curriculum	(b) CONTENTS- Each application submitted under this section shall be based on the needs assessment required in subsection (c) and shall include the following: (1)(A) A description of the activities to be carried out by the local educational agency under this subpart and how these activities will be aligned with — (i) challenging State academic content standards and student academic achievement standards, and State assessments; and (ii) the curricula and programs tied to the standards described in clause (i).
Supported by evidenced based practices	(B) A description of how the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement.
Description of anticipated impact on achievement	(2) A description of how the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students.

Targeting of services to points of need	(3) An assurance that the local educational agency will target funds to schools within the jurisdiction of the local educational agency that — (A) have the lowest proportion of highly qualified teachers; (B) have the largest average class size; or (C) are identified for school improvement under section 1116(b).
Coordination of PD activities	(4) A description of how the local educational agency will coordinate professional development activities authorized under this subpart with professional development activities provided through other Federal, State, and local programs.
Broad provision of services	(5) A description of the professional development activities that will be made available to teachers and principals under this subpart and how the local educational agency will ensure that the professional development (which may include teacher mentoring) needs of teachers and principals will be met using funds under this subpart.
~~**Coordination with IID funds**~~	~~(6) A description of how the local educational agency will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy.~~
Planning team membership	(7) A description of how the local educational agency, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of activities to be carried out under this subpart and in the preparation of the application.
Needs assessment	(8) A description of the results of the needs assessment described in subsection (c).
Plans to provide PD that: **Targets needs of broad student populations**	(9) A description of how the local educational agency will provide training to enable teachers to — (A) teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;
Supports behavior management	(B) improve student behavior in the classroom and identify early and appropriate interventions to help students described in subparagraph (A) learn;
Involves parents	(C) involve parents in their child's education; and
Incorporates data in program improvement	(D) understand and use data and assessments to improve classroom practice and student learning.
Funds to ensure HQ	(10) A description of how the local educational agency will use funds under this subpart to meet the requirements of section 1119.
Private school engagement	(11) An assurance that the local educational agency will comply with section 9501 (regarding participation by private school children and teachers).
Conduct local needs assessment	(c) NEEDS ASSESSMENT- (1) IN GENERAL- To be eligible to receive a subgrant under this subpart, a local educational agency shall conduct an assessment of local needs for professional development and hiring, as identified by the local educational agency and school staff.
Target needs involving subject matter and teaching skills and principal leadership	(2) REQUIREMENTS- Such needs assessment shall be conducted with the involvement of teachers, including teachers participating in programs under part A of title I, and shall take into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and teaching skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet challenging State and local student academic achievement standards.

d. Oregon Revised Statute (ORS) 329.095 District Improvement Plan		
Periodically update plans with submissions no more frequent than biennially		School district and school self-evaluations; local district continuous improvement plans; department's technical assistance. (1)(a) The Department of Education shall require school districts and schools to conduct self-evaluations and to periodically update their local district continuous improvement plans. Except as provided by paragraph (b)(C) of this subsection, the department may not require school districts or schools to conduct self-evaluations or to update their local district continuous improvement plans more frequently than biennially.
File plan with ODE	(b)	The department may require a school district to: (A) File, periodically, or at the department's request, its local district continuous improvement plan with the department;
Notify ODE of substantial changes		(B) Notify the department of any substantial changes, as defined by rule of the State Board of Education, to the school district; or
Update plan as required		(C) Update its local district continuous improvement plan when there has been a substantial change, as defined by rule of the board, to the school district.
Involve public in planning	(c)	The self-evaluation process conducted as provided by this subsection shall involve the public in the setting of local goals. The school districts shall ensure that representatives from the demographic groups of their school population are invited to participate in the development of local district continuous improvement plans to achieve the goals.
Establish team for plan development	(2)	As part of setting local goals, school districts shall undertake a communications process that involves parents, students, teachers, school employees and community representatives to explain and discuss the local goals and their relationship to programs under this chapter.
Request and receive support from ODE	(3)	At the request of the school district, department staff shall provide ongoing technical assistance in the development and implementation of the local district continuous improvement plan.
Include goals for: • **Curriculum** • **Instruction** • **Professional development** • **Safe environment** • **Family engagement** • **Leadership development** • **Data systems** • **Use of data in planning** • **Education plans for all** • **School libraries**	(4) (a)	The local district continuous improvement plan shall include: Goals to implement the following: (A) A rigorous curriculum aligned with state standards; (B) High-quality instructional programs; (C) Short-term and long-term professional development plans; (D) Programs and policies that achieve a safe educational environment; (E) A plan for family and community engagement; (F) Staff leadership development; (G) High-quality data systems; (H) Improvement planning that is data-driven; (I) Education service plans for students who have or have not exceeded all of the academic content standards; and (J) A strong school library program;
Review of descriptive data	(b)	A review of demographics, student performance, staff characteristics and student access to, and use of, educational opportunities; and
Efforts at improved use of resources	(c)	A description of district efforts to achieve local efficiencies and efforts to make better use of resources.