



Title I-A – Improving Basic Programs Monitoring Tool

2024-2025

Montana Office of Public Instruction

If you have questions please contact Kimberly Rebich, Federal Grants Coordinator, Kimberly.Rebich@mt.gov, 406-410-4578.

District:	Phone:	Date:	Authorized Representative:

Notice to all districts: Due to the wide range of district and school parental notification forms, and the fact that many do not meet federal requirements, beginning with School Year (SY) 2021-22, [TransACT](#) documents must be used. Those sections where [TransACT](#) forms must be used are identified within the Monitoring Tool. The Montana Office of Public Instruction (OPI) pays for a state subscription to TransACT for all Montana districts.

Upload this completed monitoring tool into your unique monitoring portfolio.

Title I-A provides federal dollars to supplement educational opportunities for students experiencing poverty and students who experience significant challenges meeting Montana's academic standards. Montana focuses monitoring for Title I-A on reviewing school-level Title I-A plans and procedures, and each school's process for communicating and partnering with parents and families.

Item #	Item	Required Evidence	Submitted by LEA	Received by OPI
Title I-A School Support and Improvement ESEA 1111(d)(1) and (2)				
IA-A	<p>Comprehensive Support and Improvement</p> <p>Upon receiving such information from the State, the local educational agency shall, for each school identified by the State and in partnership with stakeholders (including principals and other school leaders, teachers, and parents), locally develop and implement a comprehensive support and improvement plan for the school to improve student outcomes, that— is informed by all indicators described in subsection (c)(4)(B), including student performance against State-determined long-term goals.</p>	<p>Evidence from SY 2023-2024 of completed TransACT form SSI-02 School Comprehensive Support and Improvement Planning Meeting: Invitation to Participate</p> <p style="text-align: center;">OR</p> <p>N/A District was not designated as Comprehensive Support and Improvement in SY 2023-2024</p> <p style="text-align: center;"><i>Title I district/school-level improvement plan document provided by the OPI-district does not need to submit with the portfolio.</i></p>		

	<p>includes evidence-based interventions. is based on a school-level needs assessment.</p> <p>identifies resource inequities, which may include a review of local educational agency and school level budgeting, to be addressed through implementation of such comprehensive support and improvement plan.</p> <p>is approved by the school, local educational agency, and State educational agency; and upon approval and implementation, is monitored and periodically reviewed by the State educational agency.</p>			
IA-B	<p>Additional Targeted Support and Improvement</p> <p>Each school receiving a notification described in this paragraph, in partnership with stakeholders (including principals and other school leaders, teachers and parents), shall develop and implement a school-level targeted support and improvement plan to improve student outcomes based on the indicators in the statewide accountability system established under subsection (c)(4), for each subgroup of students that was the subject of notification that—</p> <p>is informed by all indicators described in subsection (c)(4)(B), including student performance against long-term goals.</p> <p>includes evidence-based interventions. is approved by the local educational agency prior to implementation of such plan. is monitored, upon submission and</p>	<p>Evidence from SY 2023-2024 of completed TransACT form SSI-05 School Targeted Support and Improvement Planning Meeting: Invitation to Participate</p> <p style="text-align: center;">OR</p> <p>N/A District was not designated as Additional Targeted Support and Improvement in SY 2023-2024</p> <p><i>Title I district/school-level improvement plan document provided by the OPI-district does not need to submit with the portfolio.</i></p>		

	implementation, by the local educational agency; and results in additional action following unsuccessful implementation of such plan after a number of years determined by the local educational agency.			
IA-C	Comprehensive & Additional Targeted School Support and Improvement The school ensures teachers use instructional strategies that are reflected in the professional development activities outlined in the school improvement plan.	Evidence from SY 2023-2024 of Professional Development in Instructional Strategies AND E Evidence from SY 2023-2024 that teachers are implementing these strategies - Walkthroughs, Peer to Peer observations, Teacher reflections OR N/A District was not identified as Comprehensive or Additional Targeted Support and Improvement in SY 2023-2024		
IA-D	Comprehensive & Additional Targeted School Support and Improvement The LEA assists the school in implementing the evaluation process as described in the school improvement plan.	Evidence from SY 2023-2024 of the LEA process for monitoring and evaluating the school improvement plans - Meeting agendas, sign-in sheets, and minutes AND Evidence from SY 2023-2024 of improvement plan evaluation tool OR N/A District was not identified as Comprehensive or Additional Targeted Support and Improvement in SY 2023-2024		
Parental Right-to-Know (ESEA 1112)				
IA-E	Teacher Qualifications At the beginning of each school year, the local educational agency (LEA) notified parents in all Title I-A served buildings that they may request information regarding the professional qualifications of the student's classroom teachers. 1112(e)(1)(A)	Evidence from SY 2023-2024 of completed TransACT form TPQ-01 Annual Parent Notice: Right to Request Teacher Qualifications		
IA-F	Teacher Status The LEA provides timely notice to parents of students in Title I-A served schools if the child has been assigned to be taught or has been taught for four or more consecutive weeks by a teacher who does not meet the	Evidence from SY 2023-2024 of completed TransACT form TPQ-03 Notice of Teacher Status		

	applicable state certification or license requirements at the grade level in which the teacher has been assigned. 1112(e)(1)(B)(i)			
Schoolwide Title I-A Program (ESEA 1114)				
IA-G	Schoolwide Program plan meets all the requirements under Sec. 1114.	<p>N/A District is not a Schoolwide Program in SY 2023-2024</p> <p style="text-align: center;">OR</p> <p>Evidence from SY 2023-2024 of the district's Title I Schoolwide Plan</p> <p style="text-align: center;">AND</p> <p>Evidence from SY 2023-2024 of written assurance that the LEA verifies that students have been properly identified and that current data has been uploaded to the state system Infinite Campus/AIM</p> <p style="text-align: center;"><i>If there are non-Title I schools located in the district, the Schoolwide Plans must include processes to provide services to Homeless and Neglected and Delinquent students who may be enrolled in those schools. Plans must include a method for identifying these students. Students who have been identified as homeless or as neglected (living in a group home for children in the custody of Child and Family Services) must be identified in AIM. Provide evidence that the district is aware of, and regularly communicates with, local homeless shelters or group homes to identify children eligible for Title I services.</i></p>		
IA-H	The Schoolwide Program plan was reviewed and revised by the school. Sec. 1114 (B)(iii)	<p>N/A District is not a Schoolwide Program in SY 2023-2024</p> <p style="text-align: center;">OR</p> <p>Evidence from SY 2023-2024 of completed TransACT form SW-02 Title I Schoolwide Planning Meeting</p> <p style="text-align: center;">AND</p> <p>Evidence from SY 2023-2024 of Annual evaluation process and tool used for each school must be included</p> <p style="text-align: center;">Tribal consultation (if necessary) / Best Practices in Tribal Consultation</p>		
IA-I	Schoolwide Program District has a process in place to identify its most at-risk group of students and a process to monitor student academic improvement. Sec. 1112(b)(1) (A-D); Sec. 1114 (b)(6); Sec. 1114 (b)(7)(A)(i-iii)(I)	<p>N/A District is not a Schoolwide Program in SY 2023-2024</p> <p style="text-align: center;">OR</p> <p>Evidence from SY 2023-2024 of a list of students receiving additional assistance (protect student confidentiality)</p> <p style="text-align: center;">AND</p> <p>Evidence from SY 2023-2024 of the Benchmark Assessments Used</p>		

		<p>AND Evidence from SY 2023-2024 of a Benchmark Assessment Schedule</p> <p>AND Evidence from SY 2023-2024 of a Benchmark Assessment report showing student academic achievement on the benchmark assessments</p>		
Targeted Assistance Title I-A Program (ESEA 1115)				
IA-J	<p>Targeted Assistance Program plan meets all requirements under Sec. 1115</p>	<p>N/A District is not a Targeted Assistance Program in SY 2023-2024</p> <p style="text-align: center;">OR</p> <p>Evidence from SY 2023-2024 of the district's Title I Targeted Assistance Plan</p> <p>AND Evidence from SY 2023-2024 of written assurance that the LEA verifies that students have been properly identified and that current data has been uploaded to the state system Infinite Campus/AIM</p> <p>AND Evidence from SY 2023-2024 of how Title I Targeted Assistance Plans specifically address how the school will identify homeless and Neglected and Delinquent youth.</p> <p><i>If there are non-Title I schools located in the district, the Targeted Assistance Plans must include processes to provide services to Homeless and Neglected and Delinquent students who may be enrolled in those schools. Students who have been identified as homeless or as neglected (living in a group home for children in the custody of Child and Family Services) must be identified in AIM. Please provide evidence that the district is aware of, and regularly communicates with, local homeless shelters or group homes to identify children eligible for Title I services.</i></p> <p style="text-align: center;"><u>Tribal consultation (if necessary)</u> / <u>Best Practices in Tribal Consultation</u></p>		
IA-K	<p>Targeted Assistance Program All children served by Title I in a Targeted assistance building are found eligible using multiple academically related, objective criteria. ESEA 1115(b)</p>	<p>N/A District is not a Targeted Assistance Program in SY 2023-2024</p> <p style="text-align: center;">OR</p> <p>Evidence from SY 2023-2024 of a prioritized list of eligible Title I Students (protect student confidentiality)</p> <p>AND Evidence from SY 2023-2024 of the Benchmark Assessments Used</p> <p>AND Evidence from SY 2023-2024 of the Benchmark Assessment Schedule</p> <p>AND Evidence from SY 2023-2024 of a Benchmark Assessment report showing student academic achievement on the benchmark assessments</p>		

Parent and Family Engagement in Title I-A (ESEA 1116)

IA-L	There is an LEA policy containing all the required elements that are reviewed annually with input from parents and family members of students served by the Title I program, 1116 (a).	Evidence from SY 2023-2024 of completed TransACT form PFE-01 (or PFE-02) District Parent and Family Engagement Policy Meeting Invitation to Participate. AND District Title I Parent Involvement policy 2160 AND District Parent and Family Engagement policy 2158 AND Evidence from SY 2023-2024 of an annual review process taking place with input from parents and families of students served by the Title I program - materials, Power Point, sign in sheets		
IA-M	Each school building has a parent and family engagement policy (plan) developed with input from parents and family members of students served by the Title I program. The plan is made available to the local community and is updated periodically, 1116(a).	Evidence from SY 2023-2024 of Title I Parent and Family Engagement Plan AND Evidence from SY 2023-2024 of dissemination of involvement plan to parents/guardians AND Evidence from SY 2023-2024 of parent and family involvement in plan review and revisions		
IA-N	The LEA reserves no less than 1% of its Title I-A allocation (if over \$500,000) for parent and family engagement activities, including promoting family literacy and parenting skills. 1116(a)	N/A if District receives less than \$500,000 in Title IA OR Evidence that funds are used to promote parent and family engagement activities		
IA-O	An annual meeting is convened to inform Title I and Migrant parents and families of their school's participation in Title I, to explain Title I requirements, and the right of parents and families to be meaningfully engaged in their child's education. 1116 (d)	Evidence from SY 2023-2024 of completed TransACT form PFE-12 Parent and Family Engagement Meeting, Invitation to Participate AND Evidence from SY 2023-2024 of information shared with families at annual meeting Power Point, Announcements, Meeting agenda, Sign in sheet Annual Meeting Checklist for Title I-A Schools / Annual Meeting PPT sample		
IA-P	Each Title I school develops, in partnership with Title I and Migrant parents and families, a school-parent compact. School distributes compact to parents and families annually. 1116 (d) Elementary schools must distribute compacts at a parent- teacher conference and explain how they relate to the child's individual	Evidence from SY 2023-2024 of completed TransACT form PFE-06a or PFE-06b School-Parent Compact AND Evidence from SY 2023-2024 of annual review process of the school-parent compact that includes parent and family input.		

	achievement. 1116 (d)(2)(A)			
IA-Q	Building capacity for involvement: Each school shall carry out activities and strategies that are aligned with the LEA's parent and family engagement policy which help to build the capacity of Title I parents and families for meaningful engagement in their child's education. 1116(e)	<p>Evidence from SY 2023-2024 of Building Parent Capacity Log</p> <p>AND</p> <p>Evidence from SY 2023-2024 timeline and evidence of Title I parent and family activities including copies of Power Point, materials, training agendas, and sign- in sheets.</p> <p><i>Activities offered using Title I funds must provide information to, or build the capacity of, parents and families to support the academic achievement of their child. Open house, Muffin/Donut days, BBQs, or other meet and greet type activities are not acceptable.</i></p>		