Title II-A Monitoring Tool	
2024-2025	
Montana Office of Public Instruction	
District:	
County:	
Date:	
District Authorized Representative:	**Phone:**

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 II-A - Improving Teacher Quality

1. If all schools in the district run a schoolwide program, and all Title II funds are combined in a schoolwide program, do not complete this section.
2. If all Title IIA funds are flexed into Title IA, this section does not have to be completed.
3. If funds are used for Title IIA purposes, only complete the sections that apply to your school/district.
4. Please remember to protect teacher and student confidentiality.

Item #	Item	Required Documentation	Documentation Submitted (District check off)	Documentation Received by the OPI (OPI use only)
Recruitment and Retention				
IIA-A	The district has used funds to recruit, hire and retain effective teachers, especially in schools with many at-risk students; and to improve within-district equity in the distribution of high-quality teachers. ▪ Expert help in screening candidates ▪ Differential and incentive pay in high need academic subject areas ▪ Opportunities for advancement and professional growth ▪ Mentoring programs ▪ Recruiting effective teachers to reduce class-size	Copies of agreements with outside organizations used to recruit and hire effective teachers Copies of district interview questions Provide narrative explaining differential, incentive, and retention pay Provide narrative explaining mentorship program		
IIA-B	Recruiting qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders.	List of recruiting tools used to hire effective teachers. Include teacher's name, role, and certification.		

IIA-C	The district has used funds to develop or improve a rigorous, transparent, and fair evaluation and support system for teachers, principals, and school leaders. ▪ Based on student growth and achievement ▪ Based upon multiple measures of educator performance ▪ Must provide clear and timely feedback	Copy of educator evaluation tool that includes a description of the data and processes used Evidence of staff participation in meetings to develop and improve the evaluation and support system-agenda, minutes, sign-in sheet		
IIA-D	Developing feedback mechanisms to improve working conditions at school	Copy of report results of educator support and working conditions feedback survey		

Professional Development

IIA-E	The district has used funds to provide high-quality, personalized professional development activities. ▪ Improve the knowledge of staff ▪ Effective instructional strategies, methods, and skills ▪ Use of challenging State academic content standards, student academic achievement standards, and State assessments ▪ Involve collaborative groups ▪ Provide training on how to teach and address the needs of all students including: ▪ Students through age eight, including preschool ▪ Children with disabilities ▪ Children with significant cognitive disabilities ▪ English learners ▪ Grade level transitions ▪ Gifted and Talented (including high-ability	Copy of district's goals and objectives for the year showing how the district will reach the highest percentage of children Narrative explaining the prioritization of funds and activities for the year Explain how the administration is supporting professional development for teachers. Explain how the district is working with Head Start and/or the local preschool programs. Narrative explaining how gifted and talented students are identified and how services are provided to other high-ability students who have not been identified for gifted education services		

	students who have not been formally identified for gifted education services)			
IIA-F	The district has used funds to use data and ongoing consultation to continually update and improve activities. ▪ Provide training on how to understand and use data and assessments to improve classroom practice and student learning	Narrative explaining the improvement of professional development and activities associated with increasing student achievement		
IIA-G	Carrying out in-service training for school personnel in: ▪ Techniques and supports needed to help educators understand when and how to refer students affected by trauma, and/or mental illness ▪ Prevent and recognize child sexual abuse ▪ Use of referral mechanisms that effectively link children to the appropriate treatment and intervention services ▪ Forming partnerships with mental health programs or organizations ▪ Addressing issues related to school conditions for students learning	Narrative explaining what in-service training for school personnel has been provided Narrative explaining what training was provided and how the district determined if the training was successful		
IIA-H	Providing training, technical assistance, and capacity-building in local educational agencies to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing class-room-based assessments, and using data from such assessments to improve instruction and student academic achievement.	Narrative explaining what training was provided, and how the district determined if the training was successful		

IIA-I	Developing and providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science	Narrative explaining what content-area-specific professional development the staff attend. Include staff names, content area and professional training		
IIA-J	Providing high-quality professional development for teachers, principals, or other school leaders on effective strategies to integrate rigorous academic content, Career and Technical Education, and work-based learning.	Narrative explaining what professional development was provided regarding Career and Technical Education and work-based learning		
Class-size Reduction				
IIA-K	Reducing class-size to a level that is evidence based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers.	Explain why the district reduced the class-size, and what professional development the district is providing for the newly hired teacher. Provide data to show the effectiveness of class-size reduction.		
School Library Programs				
IIA-L	Supporting the instructional services provided by effective school library programs.	Narrative explaining what services were provided for the school library program		
Other				
IIA-M	Carrying out other activities that are evidence based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available.	Narrative explaining what evidence-based activities the district participated in during the year		