

Title I-A 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:	
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 I-A - Improving Basic Programs (Required for All Districts)

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 Documentation	Documentation Submitted (District check off)	Documentation Received by the OPI (OPI use only)
Title I-A School Support and Improvement ESEA 1111(d)(1) and (2)				
IA-A	<p>Comprehensive Support and Improvement 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—</p> <ul style="list-style-type: none"> • is informed by all indicators described in subsection (c)(4)(B), including student performance against State- determined long-term goals; • includes evidence-based interventions; • is based on a school-level needs assessment; • 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; • is approved by the school, local educational agency, and State educational agency; and <p>upon approval and implementation, is monitored and periodically reviewed by the State educational agency.</p>	<p>Completed TransACT form SSI-02 School Comprehensive Support and Improvement Planning Meeting: Invitation to Participate</p> <p style="text-align: center;">AND</p> <p>Title I district/school-level improvement plan document provided by the OPI-district does not need to submit with the portfolio.</p> <p style="text-align: center;">OR</p> <p>N/A District was not identified as Comprehensive Support and Improvement.</p>		

<p>IA-B</p>	<p>Targeted Support and Improvement 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> <ul style="list-style-type: none"> • is informed by all indicators described in subsection (c)(4)(B), including student performance against long- term goals; • includes evidence-based interventions; • is approved by the local educational agency prior to implementation of such plan; • is monitored, upon submission and implementation, by the local educational agency; and <p>results in additional action following unsuccessful implementation of such plan after a number of years determined by the local educational agency.</p>	<p>Completed TransACT form SSI-05 School Targeted Support and Improvement Planning Meeting: Invitation to Participate</p> <p style="text-align: center;">AND</p> <p>Title I district/school-level improvement plan document provided by the OPI-district does not need to submit with the portfolio.</p> <p style="text-align: center;">OR</p> <p>N/A District was not identified as Targeted Support and Improvement.</p>		
<p>IA-C</p>	<p>Comprehensive & 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.</p>	<p>Documentation of Professional Development in Instructional Strategies. Evidence that teachers are implementing these strategies.</p> <ul style="list-style-type: none"> • Walkthroughs • Peer to Peer observations • Teacher reflection <p style="text-align: center;">OR</p> <p>N/A District was not identified as Comprehensive or Targeted Support and Improvement.</p>		

IA-D	Comprehensive & Targeted School Support and Improvement The LEA assists the school in implementing the evaluation process as described in the school improvement plan.	Documentation and evidence of the LEA process for monitoring and evaluating the school improvement plans <ul style="list-style-type: none"> • Meeting agendas, sign-in sheets, and minutes • Copy of improvement plan evaluation tool <p style="text-align: center;">OR</p> N/A District was not identified as Comprehensive or Targeted Support and Improvement.		
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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)	Completed TransACT form TPQ-01 Annual Parent Notice: Right to Request Teacher Qualifications		
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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 applicable state certification or license requirements at the grade level in which the teacher has been assigned. 1112(e)(1)(B)(i)	Completed TransACT form TPQ-03 Notice of Teacher Status		
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Schoolwide Program (ESEA 1114)

IA-G	Schoolwide Program plan meets all the requirements under Sec. 1114.	N/A District is not a Schoolwide Program. <p style="text-align: center;">OR</p> Provided by the OPI-district does not need to be included in the portfolio. This information will be pulled from the AIM system by the OPI-district will need to verify that students have been properly identified and that current data has been uploaded to the state system.		
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		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.		
IA-H	The schoolwide plan reviewed and revised by the school. Sec. 1114 (B)(iii)	N/A District is not a Schoolwide Program OR Annual evaluation process and tool used for each school must be included. Tribal consultation (if necessary) Best Practices in Tribal Consultation		
IA-I	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)	N/A District is not a Schoolwide Program. OR List of students receiving additional assistance (protect student confidentiality) AND Benchmark Assessments Used AND Benchmark Assessment Schedule AND Benchmark Assessment report showing student academic achievement on the benchmark assessments		
Targeted Assistance Program (ESEA 1115)				
IA-J	Targeted Assistance Program plan meets all requirements under Sec. 1115	N/A District is not a Targeted Assistance Program OR Provided by the OPI-district does not need to be included in the portfolio. This information will be pulled from the AIM system by the OPI-district will need to verify that students have been properly identified and that current data has been uploaded to the state system.		

		<p>Targeted Assistance Plans must specifically address how the school will identify homeless and Neglected and Delinquent youth.</p> <p>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.</p> <p>Tribal consultation (if necessary) Best Practices in Tribal Consultation</p>		
IA-K	All children served by Title I in a Targeted assistance building are found eligible using multiple academically related, objective criteria. ESEA 1115(b)	<p>N/A District is not a Targeted Assistance Program</p> <p style="text-align: center;">OR</p> <p>Prioritized list of eligible Title I Students (protect student confidentiality)</p> <p style="text-align: center;">AND</p> <p>Benchmark Assessments Used</p> <p style="text-align: center;">AND</p> <p>Benchmark Assessment Schedule</p> <p style="text-align: center;">AND</p> <p>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).	<p>Completed TransACT form PFE-01 District Parent and Family Engagement Policy Meeting Invitation to Participate.</p> <p style="text-align: center;">AND</p> <p>Completed TransACT form PFE-02 School Parent and Family Engagement Policy Meeting Invitation to Participate.</p> <p style="text-align: center;">AND</p> <p>District Title I Parent Involvement policy 2160</p> <p style="text-align: center;">AND</p> <p>District Parent and Family Engagement policy 2158</p>		

		AND Evidence 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).	Family Engagement Planning Checklist Building parent and family engagement plan AND Evidence of dissemination of involvement plan to parents/guardians AND Evidence of 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)	Completed TransACT form PFE-12 Parent and Family Engagement Meeting, Invitation to Participate AND Evidence and documentation of what is shared with families at annual meeting <ul style="list-style-type: none"> • Power Point • Announcements • Meeting agenda • Sign in sheet Annual Meeting Checklist for Title I-A Schools Annual Meeting PPT sample		

<p>IA-P</p>	<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 achievement. 1116 (d)(2)(A)</p>	<p>Completed TransACT form PFE-06a or PFE-06b School-Parent Compact</p> <p style="text-align: center;">AND</p> <p>Evidence of annual review process of the school-parent compact</p>		
<p>IA-Q</p>	<p>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>	<p>Building Parent Capacity Checklist</p> <p>Timeline and evidence of at least three Title I parent and family activities including copies of Power Point, materials, training agendas, and sign- in sheets.</p> <ul style="list-style-type: none"> • Beginning of the year explaining the district's Title I program to parents • Middle of the year Title I parent and family meeting(s) • End of the year parent and family meeting reviewing the district's Title I program <p>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.</p>		