Title I, Part A Schoolwide Plan

Every Student Succeeds Act, Section 1114

2026-2027
School Year

☒ Initial Plan 9/22/2025
Date

☒ Revised Plan 09/22/2026
Date

District Information

Vaughn Public School
District Name

074
County/District Number

Loren Dunk
Superintendent Name

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School Information

Vaughn Public School
School Name

75%
School Poverty Rate

Kristi Kasuske
Principal Name

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Instructions

Each of the five sections of the plan is composed of three parts.

- The first part outlines the relevant passages in the Every Student Succeeds Act (ESSA) and contains a check box where the school principal will certify that the legal requirements have been met.
- The second part can be read as a rubric. The descriptions in each section of the plan should align with the elements listed under “Meets Expectations.” Corresponding points under the headings “Developing” and “Does Not Meet Expectations” are provided for the sake of clarity.
- The third part is a scrolling text box where the narrative answers are to be entered. There is no word or character limit.

1. Parent and Community Stakeholder Involvement

☒ By checking this box, the school principal certifies that:

- the plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school
  leaders, paraprofessional present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. **[ESSA, Section 1114(b)(2)]**
- the plan is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. **[ESSA, Section 1114(b)(4)]**
- the school meets the requirements of Section 1116 of ESSA, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement. **[ESSA, Section 1116(b-g)]**

Meets Expectations

1. Specific strategies to increase family and community stakeholder involvement, particularly among those who represent the most at-risk students, based upon results of the Needs Assessment have been identified and implemented.
2. Parents and community stakeholders who reflect the demographic composition of the school, including those who represent the most at-risk students, are included as decision makers in a broad spectrum of school decisions, including the development and monitoring of the Title I Schoolwide Plan.
3. The school vision and mission for student success are collaboratively developed based on the beliefs and values of the school community, including families and community stakeholders who represent the most at-risk students.
4. The Title I Schoolwide Plan, as well as all communication regarding its development, evaluation, and revision processes, are available in languages and formats accessible for every family and community stakeholder of the school.

Developing

1. Specific strategies to increase parental involvement have been identified and implemented and may be loosely aligned with the Needs Assessment.
2. Parents and community stakeholders who may or may not reflect the demographic composition of the school are included as decision makers in the development of the Title I Schoolwide Plan.
3. The school vision and mission for student success are communicated to families and are based on the beliefs and values of the school community.
4. The Title I Schoolwide Plan is available in multiple languages and formats.

Does Not Meet Expectations

1. Specific strategies to increase parental involvement have not been identified and implemented or they may not be aligned with the Needs Assessment.
2. Parents and community stakeholders are advised of school decisions, including the creation of the Title I Schoolwide Plan.
3. The school vision and mission for student success may not reflect the beliefs and values of the school community or may not be embraced by families or community members.
4. The Title I Schoolwide Plan is posted in English on the school's website.

Addressing the above expectations, describe the strategies your school is using to increase family and community stakeholder involvement.

Family Engagement Opportunities Offered During 2024-2025
(Please check the school calendar on our website for up-to-date opportunities.)

Activities That Support Families ' Understanding of How to Support Their Child ' s Academic Success
504 Meetings
Art Displays
Back to School BBQ
Family Movie Nights
Field Trips
Guest Speakers
IEP Meetings
Parent-Teacher Conferences
Family Bingo Nights
Halloween Carnival
Christmas Music Program
Spring Music Program
Drama Club Play
8th Grade Graduation(tentative)
Book Fairs
Reading Competitions

Activities That Support Students, Families, and Staff to Expand Learning Opportunities, Community Services, and Civic Participation
504 Meetings
Athletic Events
Athletic Parent Night
Art Displays
Back to School BBQ
Board Meetings
PTO Meetings
Christmas Music Program
Spring Music Program
Drama Club Play
8th Grade Graduation(tentative)
School Dances
Field Trips
Food Drive
Food Night with Families
Guest Speakers
IEP Meetings
Parent-Teacher Conferences
Family Bingo Nights
Pep Rallies
Walk to School Day
Book Fairs
Reading Competitions

Activities to Connect Students, Families, and Staff to Post-secondary Education Opportunities
504 Meetings
IEP Meetings
Parent-Teacher Conferences
8th Grade Graduation (tentative)
Guest Speakers
Career Aptitude

2. Comprehensive Needs Assessment

☒ By checking this box, the school principal certifies that:

- the Title I Schoolwide Plan was developed based on a Comprehensive Needs Assessment of the entire school that took into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who were failing, or were at risk of failing, to meet the challenging State academic standards and any other factors as determined by the local education agency. [ESSA, Section 1114(b)(6)]

Meets Expectations

1. Includes a variety of data, including performance (e.g., local and state student assessment data) and non-performance student data (e.g., student attendance), and process data about the schools system (e.g., diagnostic review) and perception data, gathered from several sources.
2. Includes detailed analysis of performance and non-performance data for each student subgroup identified in Section 1111(c)(2) of ESSA (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners).
3. Examines student, teacher, school and community strengths and needs.
4. School leadership, in collaboration with families and community stakeholders, identifies a manageable number of priorities, at the right level of magnitude and aligned with the Needs Assessment, for school improvement.
5. Evidence shows that the school's Title I Schoolwide Plan and cycle of continuous improvement have improved outcomes for all students, particularly those most at-risk.

Developing

1. Includes performance and/or non-performance data gathered from a limited number of resources.
2. Includes detailed analysis of performance or non-performance data for one or more student subgroups identified in Section 1111(c)(2) of ESSA.
3. Examines student strengths and needs.
4. School leadership may be taking on too many or too few priorities, or priorities may not be at the right level of magnitude, to produce positive, measurable results.
5. Evidence shows that the schools Title I Schoolwide Plan and cycle of continuous improvement have improved outcomes for students in general.

Does Not Meet Expectations

1. Data gathered is limited so that it is difficult to gain an accurate picture of the school's needs.
2. Includes analysis of the student body as a whole or broken up by grade spans and content areas, but not in-depth analysis of data for each student subgroup identified in Section 1111(c)(2) of ESSA.
3. Examines student deficits.
4. School administrators have not clearly and transparently identified and communicated the school's priorities.
5. Evidence does not show that the school's Title I Schoolwide Plan and cycle of continuous improvement have improved outcomes for students.

Addressing the above expectations, describe the outcomes of the school's Comprehensive Needs Assessment, as well as a description of the data sources used in the process. The results should include detailed analysis of all student subgroups; an examination of student, teacher, school and community strengths and needs; and a summary of priorities that will be addressed in the Title I Schoolwide Plan.

Comprehensive Needs Assessment
Vaughn Elementary Schools used the CNA provided by the Office of Public Instruction.
Opportunities to complete the CNA were communicated at board meetings, staff memos, letters home to the parents, and the school website.
The CNA was first given in April of 2023 and again in February 2024.

Review local data and fill in the chart below. Rank is determined as the lowest average score for a component as 1 to the highest average score for a component as 9. An example is provided in the shaded Professional Development to Improve Instruction and Outcomes.

DATA: School Quality SCORE: 7
School conditions are safe, and healthy and promote student learning. (4)
STRENGTHS: Academic leadership creates a climate where staff believe they can positively impact students and the school as a whole. (4)
Meaningful annual climate goals are developed, communicated clearly, written into required plans, and revisited at least monthly with staff. (2)
AREA(s) OF GROWTH: Meaningful annual climate goals are developed, communicated clearly, written into required plans, and revisited at least monthly with staff. (2)
NEXT STEPS: Survey stakeholders every year.

DATA: Program and/or Content Standards and Instruction SCORES: 8
STRENGTHS: IEP goals are developed based on grade-level subjects and courses. (4)
Evidence-based materials, including appropriate technology, are in place at all tiers of instruction to meet the specific learning needs of all students. (4)
AREA(s) OF GROWTH: English learners are encouraged to reference, and when possible, provide content-related materials in their native language. (2)
Curriculum and instruction take cultural and environmental differences into consideration to meet the learning needs of all students. (2)
NEXT STEPS:Provide a link to Montana standards on the school website.

DATA: Assessment and Data-Driven Decision Making to Inform Instruction SCORE: 9
STRENGTHS:School teams collect data to ensure innovative practices are supported by evidence. (4)
Valid and reliable screening, diagnostic, formative, and summative assessments are in place. (4)
AREA(s) OF GROWTH:N/A (Every comment ranked a 4)
NEXT STEPS: Use information from MAP Testing, Dibels, and the MAST test to drive instruction.

DATA: Amount and Quality of Instruction SCORE: 3
STRENGTHS: Implementation of the MTSS framework is evident across all content areas and provides appropriate supports for all students. (4)
Students with disabilities participate in learning at all tiers of instruction. (4)
AREA(s) of Growth: Parents and families with students receiving Tier 2 and 3 interventions are given. (2)
Quality afterschool programs align with high-quality instruction (e.g., intervention and enrichment) during the school day. (2)
NEXT STEPS: The MTSS Committee will implement the RTI and PBIS framework to help identify student needs and share those needs with the parents.

DATA: Instruction and Support for At-Risk Students
SCORE: 2
STRENGTHS: Students who do not respond to the MTSS process are referred and evaluated for Special Education eligibility. (4)
English Learners are not penalized in grading for their lack of English proficiency. (4)
All teachers are trained to monitor students ' use of language and fill out a Language Observation survey to flag possible English Learners of the WIDA assessment. (1)
AREA(s) of GROWTH: All teachers are trained to monitor students ' use of language and fill out a Language Observation survey to flag possible English Learners of the WIDA assessment. (1)
NEXT STEPS: Continue to administer the WIDA test each year and use the data provided to implement instruction so our number of Colony EL learners decreases each year.

DATA: Motivation in Teaching and Learning SCORE: 4
STRENGTHS:Opportunities for staff and student choice are provided to increase willingness to learn, attain goals, and impact change. (3)
Intentional opportunities are provided for educators ' voices to be heard in order to increase motivation and remain invested in the school improvement process. (4)
AREA(S) of GROWTH: Students are involved in setting individual learning goals. (3)
Students are involved in setting individual learning goals. (3)
NEXT STEPS: Implement a staff-created survey to gather student thoughts and ideas that could be used in classroom instruction.

DATA: Academic/Program Leadership to Improve Instruction SCORE: 6
STRENGTHS:Academic Leaders prioritize instruction by scheduling uninterrupted blocks of instructional time during the school day. (3)
Academic Leaders prioritize instruction by scheduling uninterrupted blocks of instructional time during the school day. (3)
AREA(S) of GROWTH: A professional development plan aligned with the school goals is created and shared with staff each year. (3)
A professional development plan aligned with the school goals is created and shared with staff each year. (3)
NEXT STEPS: We will continue to implement our hour-long uninterrupted intervention class for each grade level. Three staff members will be provided for each intervention class so students at each level are taught in small groups.

DATA: Professional Development to Improve Instruction and Outcomes SCORE: 5
STRENGTHS: Professional Development includes ideas for classroom engagement and creating positive learning environments. (4)
Professional Development is provided on Indigenous practices involving celebrations and grief. (2)
Professional Development plan focuses on building the capacity of school and district leaders to deliver high-quality instruction. (3)
NEXT STEPS: Utilize the Golden Triangle Curriculum Consortium to provide high-quality, research-based professional development, including IEFA.

DATA: Community and Family Engagement SCORE: 1
STRENGTHS: Parents and families of all students are given the opportunity to understand the learning objectives and skills required for their students to succeed academically at each grade level and in each core subject. (3)
At least three times per year, parents and families are provided data on student progress and given ideas and strategies to help their student achieve grade-level expectations. (4)
AREA(s) of GROWTH:A yearly review of the Title I plan takes place and is shared with parents. (2)
Parents and caregivers are viewed as partners and are offered opportunities to provide feedback on goals and expectations. (2)
NEXT STEPS: Implement a staff-created survey to gather parent thoughts and ideas that could be used in classroom instruction. We will continue to share Title 1 information with parents and students at our annual Back to School Night Bar-B-que.

Summary of Priorities
#1 Parents are provided hard copies of their students ' testing outcomes and placements, but these are difficult to understand. Anecdotally we observe parents' lack of concern due to the difficulty of understanding the outcome reports and feel it is widespread with much of the information provided by the school.
#2 There has not been enough emphasis on Indian Education for All training sessions for teaching staff. This will now become part of the professional development plan.

3. Schoolwide Plan Strategies

☒ By checking this box, the school principal certifies that the Title I Schoolwide Plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:

- provide opportunities for all children, including each of the subgroups of students (as defined in Section 1111(c)(2)) to meet the challenging State academic standards;
- use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
- address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. **[ESSA, Section 1114(b)(7)(A)(iii)]**
- provide professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects;
- be evidence-based as defined in **ESSA, Section 8101(21)(A)**.

Meets Expectations

1. Strategies provide a detailed, enriched, and accelerated curriculum for all students, including each of the subgroups, according to their needs.
2. The school provides multiple opportunities and evidence-based interventions for students in need, and activities that address the outcomes of the Comprehensive Needs Assessment in a way that will result in significant improvements in student learning.
3. Timely, effective and additional assistance is provided for students experiencing difficulty mastering the State's standards through activities which may include: counseling, school-based mental health programs, specialized instructional support services, mentoring services, postsecondary education preparation, preschool children transition to local elementary school programs.
4. The school uses clear criteria and processes for student participation in tiered model to prevent and address behavior problems and early intervention services.
5. The school uses clear criteria and processes for making decisions regarding level and length of student participation in tiered supports.
6. The school offers a range of extended learning opportunities within and beyond the school day and the school year.
7. Professional development and other activities are offered for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.
8. The school uses clear, diverse strategies to recruit and retain effective teachers, particularly in high need subjects.

Developing

1. Strategies provide an enriched and accelerated curriculum for most students with plans in place to differentiate for struggling students.
2. The school provides general interventions for students in need, and activities address some outcomes of the Comprehensive Needs Assessment and may result in limited improvements in student learning.
3. Additional ongoing assistance is provided for students experiencing difficulty meeting State standards.
4. The school uses clear criteria and processes for making decisions regarding student participation in tiered supports.
5. The school uses clear criteria and processes for making decisions regarding student participation in tiered supports.
6. The school strives to provide extended learning opportunities within the school day but has limited opportunities beyond the school day and school year.
7. Professional development and other activities for teachers, paraprofessionals, and other school personnel are offered to improve instruction.
8. The school uses some strategies to recruit and retain effective teachers, particularly in high need subjects.

Does Not Meet Expectations

1. Strategies provide a basic curriculum intended for all students.
2. The school has not developed and implemented opportunities and evidence-based interventions, and activities may be purposefully designed, but are not aligned to the Comprehensive Needs Assessment.
3. Additional assistance is provided to some students who are experiencing difficulty, but the intervention is not regular and ongoing.
4. Processes vary by grade level, teacher, or academic program regarding decisions about student participation in tiered supports.
5. Processes vary by grade level, teacher, or academic program regarding decisions about student participation in tiered supports.
6. The school offers limited extended learning opportunities.
7. Limited or no professional development and other activities are offered for teachers, paraprofessionals, and other school personnel.
8. The school has no strategies in place to recruit and retain effective teachers.

Addressing the above expectations, describe the strategies the school will use to upgrade the entire educational program in order to improve the achievement of the lowest performing students, including how and when these strategies will be implemented. These strategies should be linked to areas identified in the Comprehensive Needs Assessment and the site budget.

Educational Goals

Principle: Communication

Goal: We will provide meaningful data and information to parents and families with students receiving Tier 2 and 3 interventions with each midterm progress report and quarter report card. The development and implementation of this goal will be completed by June of 2027.

Desired Outcome: Students struggling to achieve grade-level benchmark assessments are given targeted interventions to close the learning gap. Students excel when schools and families work together.

Strategy #1: Provide a letter explaining interventions and why they are needed to parents of students needing Tier 2 and 3 interventions within the first three weeks of school starting. Parents will complete a brief survey about the data and information given to them. The principal will collect and analyze the results.

Strategy #2: Send home progress monitoring reports and updated benchmark results to parents with each midterm progress report and quarter report card. These reports will include a cover letter explaining the report. Parents will complete a brief survey about the data and information given to them. The principal will collect and analyze the results.

Strategy #3: Teachers will discuss Tier 2 and 3 interventions with parents at Parent/Teacher Conferences in the fall, explaining the reasons behind the interventions, the student ' s goal, and progress monitoring reports. Parents will complete a brief survey about the data and information given to them. Teachers will rate the understanding of the parents after explaining the information. The principal will collect and analyze the results.

Special Populations

Gifted and Talented
Students fall into Tier 2 and 3 by needing enrichment opportunities. Communication with their parents ensures every student has at least one year ' s growth.

Special Education
Students in Special Education receive Tier 2 and 3 interventions that allow them to be in the least restrictive environment with non-disabled peers. These give them an extra boost on closing the gap.

English Language Learner
Students will have advanced growth with interventions. Communicating current practices and goal progress with families will support the student.

At Risk
Students receive extra support through Tier 2 and 3 interventions. Consistent communication with their parents ensures greater academic success.

Title I funds this goal by providing five paraprofessionals to help with interventions.

Principle: Indian Education for All

Goal: We will provide Professional Development to integrate culturally relevant and inclusive curricula that reflect the rich diversity and history of Indian Education. The development and implementation of this goal will be completed by June of 2027.

Desired Outcome: The aim is to create an environment that respects, acknowledges, and comprehends the cultural heritage of indigenous people.
Strategy #1: Provide professional development for staff on a PIR day before the school year starts for students. Teachers will complete a PD evaluation. The principal will collect and analyze the results.

Strategy #2: Teachers will complete an IEFA survey on comfort and frequency of implementation in the classroom. The principal will collect and analyze the results.

Strategy #3: Use IEFA funds to purchase one or more of the following: IEFA assembly, guest speak in classroom, purchase IEFA approved curriculum, and take field trips to surrounding IEFA historical sights. Any activity outside the classroom regarding this strategy will include a survey to assess the effectiveness of the event. Staff and students will complete a brief survey about the validity of the activity. The principal will collect and analyze the results.

Special Populations:

Gifted and Talented Students will gain a deeper respect and understanding of Indigenous cultures leading to a more inclusive society.

Special Education: Students will gain a deeper respect and understanding of Indigenous cultures leading to a more inclusive society.

English Language Learner: Students will gain a deeper respect and understanding of Indigenous cultures leading to a more inclusive society.

At Risk: Students will gain a deeper respect and understanding of Indigenous cultures leading to a more inclusive society.

4. Coordination and Integration

☐ By checking this box, the school principal certifies that:

- if appropriate and applicable, the Title I Schoolwide Plan was developed in coordination and integration with other Federal, State, and local services, resources, and programs, and the Title I Schoolwide Plan outlines the ways in which funds are to be braided. **[ESSA, Section 1114(b)(5)]**

OR

☐ By checking this box, the school principal certifies that:

- if State, local and other Federal programs are to be consolidated in project 785, then the Title I Schoolwide Plan outlines the ways in which funds will be used to meet the intent and purpose of each program that was consolidated. **[ESSA, Section 1114(b)(7)(B)]**

Meets Expectations

1. Leverages sufficient resources (e.g., fiscal, human, time) to improve student outcomes.
2. Leverages funding streams to connect the reform strategies developed.
3. Outlines how the school will meet the intents and purposes of each funding source.
4. Outlines how funds from Title I and other State and Federal education programs will be used to meet the intent and purpose of the programs.

Developing

1. Identifies limited resources to improve student outcomes.
2. Funding streams support some, but not all reform strategies.
3. Outlines how the school will meet the intent and purpose of some funding sources.
4. Limited description of how funds will be used to meet the intent and purpose of the programs.

Does Not Meet Expectations

1. The identified resources are insufficient to impact student outcomes.
2. Funding streams do not support any of the reform strategies.
3. Unclear description of the intent and purpose of the funding sources.
4. Unclear description of how funds will be used to meet intent and purpose of the programs.

Addressing the above expectations, list the funding sources used (e.g., Title III, Part A, donations, competitive grants, etc.), then describe the ways in which the funds are to be braided in the Title I Schoolwide program.

Coordination and Integration of Services

The Title I Schoolwide Plan was developed in coordination and integration with other Federal, State, and local programs, services, and resources to maximize the impact of available supports for students. The school, in collaboration with the Local Education Agency (LEA), ensures that Title I resources are aligned with and complement programs such as Title II (professional development), Title III (support for English learners), Title IV (well-rounded education and safe, supportive learning environments), special education services under IDEA, and other State and local initiatives.

The Schoolwide Plan outlines the ways in which funds and resources are braided to avoid duplication and to create a comprehensive system of support for students. For example, professional development may be jointly supported by Title I and Title II, while interventions for struggling learners may be coordinated with services funded through Title I, Title III, and local resources. Additionally, efforts are made to align with early childhood programs, career and technical education initiatives, and community-based services where applicable.

Through this intentional coordination, the Title I Schoolwide Program leverages multiple funding sources to ensure that instructional supports, interventions, and enrichment opportunities are delivered efficiently and effectively. This braided approach ensures that resources are maximized, services are not fragmented, and students—particularly those who are most at risk of not meeting State standards—receive cohesive and well-supported educational experiences.

5. Evaluation and Plan Revision

☑ By checking this box, the school principal certifies that:

- the Title I Schoolwide Plan will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. **[ESSA, Section 1114(b)(3)]**

Meets Expectations

1. School leadership, including families and community stakeholders, regularly monitors and adjusts implementation of the Title I Schoolwide Plan based on short and long-term goals for student outcomes, as well as measures to evaluate high-quality implementation.
2. The monitoring and revision of the Title I Schoolwide Plan includes regular analysis of multiple types of data (e.g., student learning, demographic, process, perception) and necessary adjustments are made to increase student learning.
3. School leadership, including families and community stakeholders, and instructional staff regularly analyze interim and summative assessment data to evaluate instructional practices, determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, and content areas.

Developing

1. School leadership uses state assessment results to annually evaluate the Title I Schoolwide Plan.
2. The monitoring and revision of the Title I Schoolwide Plan is based upon limited types of data, and adjustments are not aligned to outcomes.
3. School leadership and instructional staff use summative and sporadic formative assessments to provide information about student achievement and growth, and growth gaps for individual grade levels and content areas.

Does Not Meet Expectations

1. School leadership does not have a regular process to monitor and adjust the Title I Schoolwide Plan.
2. Some monitoring of the Title I Schoolwide Plan takes place, but there is not a process to regularly adjust the Title I Schoolwide Plan to increase student learning.
3. School leadership reviews student achievement and growth data.

Addressing the above expectations, describe how the school, with assistance from the LEA, will annually evaluate the implementation of, and results achieved by, the Title I Schoolwide program using data from the State's annual assessments and other indicators of academic achievement to determine whether the Title I Schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and how the school will revise the Title I Schoolwide Plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the Title I Schoolwide program.

Evaluation of the Title I Schoolwide Program

The school, with guidance and technical support from the Local Education Agency (LEA), will conduct an annual evaluation of the Title I Schoolwide Program to measure both the fidelity of implementation and the academic results achieved. This evaluation will use multiple sources of data, including:
-States annual assessments in reading, mathematics, and other tested subjects;
-Local benchmark assessments and progress monitoring tools administered throughout the year;
-Other indicators of student achievement such as course grades, classroom-based assessments, attendance, and graduation/promotion rates.

The purpose of the evaluation is to determine whether the Title I Schoolwide Program has been effective in raising student achievement, with a particular focus on students who are furthest from meeting the State ' s academic standards, including English learners, students with disabilities, economically disadvantaged students, and other identified subgroups.

Following the analysis of the data, the school leadership team—working in collaboration with teachers, families, and the LEA—will identify strengths and gaps in student learning, as well as the effectiveness of instructional strategies, interventions, and supports. Based on this evaluation, the school will revise the Title I Schoolwide Plan as needed to ensure it reflects evidence-based practices and addresses areas for improvement.

This process ensures continuous improvement by:
-Adjusting instructional strategies and professional development opportunities for staff;
-Refining intervention programs and supports to better meet the needs of struggling students;
-Aligning resources more effectively with student achievement goals; and
-Engaging stakeholders in data-driven decision-making to strengthen the overall effectiveness of the Schoolwide Program.

Through this annual cycle of evaluation, reflection, and revision, the school ensures that the Title I Schoolwide Program remains focused on improving outcomes for all students, with priority given to those who have been historically underperforming, and promotes steady progress toward meeting State academic standards.