



Title I, Part A Schoolwide Plan

Every Student Succeeds Act, Section 1114

2025-2026

School Year



Initial Plan

09/02/25

Date



Revised Plan

Date

District Information

School District 2

District Name

Dr. Erwin Garcia

Superintendent Name

valesqueze@billingssschools.org

Email

Yellowstone-2

County/District Number

(406)281-2500

Phone

School Information

Senior High School

School Name

Ms. Michele Strouf

Principal Name

stroufm@billingssschools.org

Email

46%

School Poverty Rate

(406)281-5417

Phone

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.

Senior High School is committed to fostering strong partnerships with families through open, ongoing communication. We believe that meaningful family engagement positively impacts students' social-emotional learning (SEL) and academic success. To support this commitment, we utilize multiple communication platforms and offer a variety of opportunities for parents to be involved and informed.

We actively engage families through:

- *ParentSquare,
- *Email and phone calls,
- *Social media platforms,
- *The school website, school calendar announcements, and
- *Newsletters.

To address the growing needs of students and families, we offer:

- *Parent education classes focused on anxiety and mental health,
- *An additional school counselor to support student wellbeing, and
- *Collaboration with Tumbleweed to provide outreach to families.

Senior High hosts a variety of events throughout the year to engage families and build community, including:

- *Community Nights,
- *Bronc Bash,
- *Open House, and
- *Family Engagement Nights twice a year
 - Fall: Anxiety presentation and book study
 - Spring: Topic to be determine.

To ensure equal access and convenience for all families, we offer:

- *Virtual meeting options,
- *Title I meeting scheduled prior to Open House to increase parent attendance, and
- *End-of-year parent meeting held before the incoming freshman Open House.

These efforts reflect Senior High's dedication to partnering with families to promote student success. Through consistent communication, mental health support, and inclusive engagement opportunities, we continue to strengthen our school community and ensure every student is supported academically and emotionally

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.

Data Collection and Analysis Plan:

Senior will utilize a variety of methods to collect and analyze data in order to evaluate progress toward our goals. Data sources will include, but are not limited to:

- *Student Performance: ACT scores, classroom formative and summative assessments
- *Academic Progress Monitoring (Boost Data): Attendance, course passing rates
- *Attendance Records: Tardiness and absence reports
- *Student Behavior: Documented behavior incidents
- *Family Engagement: Parent-teacher conferences, phone call logs, IEP meeting records
- *Professional Development: Evaluation forms, training applications, PLC data
- *Stakeholder Feedback: Surveys from teachers, students, and parents

These data sources will inform evidence-based decision-making to ensure appropriate allocation of resources and to confirm that we are effectively meeting the needs of all students.

Instructional Practices

Staff maintain full autonomy in creating formative and summative assessments, which may be developed by subject or curricular area. Classroom interventions are recommended and implemented as needed. Enrichment opportunities are also designed to support students requiring advanced or extended learning experiences.

Continuous Improvement Process

A review of current performance data was conducted to identify the greatest areas of need. Based on this analysis, goals were established along with corresponding action steps, designated personnel, required resources, and timelines for implementation. Progress toward each goal will be consistently monitored, and the action plan will be reviewed and updated on a monthly basis to ensure ongoing improvement.

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.

Senior High School will continue its partnership with Hattie's High Impact Strategies to enhance Tier 1 instruction through the implementation of Visible Learning practices. These evidence-based strategies have been shown to significantly improve student learning outcomes. Professional Learning Community (PLC) time is dedicated to collaborative planning and the use of sustainable best practices that inform instructional decision-making. Staff consistently use PLC sessions to analyze student data, identify areas of strength and need, and develop targeted instructional responses.

Title I funds are utilized to support educators in creating effective learning environments tailored to meet the diverse needs of all students. By establishing clear learning intentions and attainable success criteria, teachers clearly communicate priorities and expectations, empowering students to take ownership of their learning. These strategies have contributed to increased student attendance and engagement in Boost sessions. To further promote attendance, staff will continue to contact families, meet with students, and monitor participation closely.

To increase access to after-school tutoring and homework support, teachers communicate proactively with parents, informational posters are displayed in student common areas, and reminders are shared during morning announcements. These programs provide opportunities for re-teaching, assignment completion, and enrichment as needed.

Senior High is also implementing a Multi-Tiered System of Supports (MTSS) to address academic concerns and develop individualized support plans. The addition of a Restorative Practices Facilitator enables us to further meet students' social, emotional, and behavioral needs. Additionally, the use of classroom circles as a Tier 1 strategy helps build community, strengthen relationships, and increase student connection within the classroom environment.

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.

Funding Sources:

*Title 1, Part A - Improving basic programs operated by the LEAs. Supporting effective instruction through professional development, supporting English learners with language acquisition and academic achievement, Math & Science support, and supplemental instruction and intervention for at-risk students (counselor & school social worker).

*IDEA, Part B - Special education services and supports.

*Title IV, Part A - Student support and academic enrichment (well-rounded education, safe and healthy schools, technology integration).

*Grants (e.g., literacy, afterschool tutoring) - Targeted programs aligned to reform and improve strategies, Restorative Justice Facilitator to support SEB needs

*Local Funds and Donations - Supplemental resources for student engagement, parental involvement, and school climate initiatives.

Through strategic braiding of funds, Senior High ensures all available resources are aligned to address the academic and non-academic needs of all students. This comprehensive approach supports equity, maximizes impact, and meets the statutory requirements of each source while driving improvement schoolwide. The primary focus of Title funds is for increasing student learning by staffing for our intentional academic programs and professional development which will empower staff with instructional strategies to deliver high quality instruction. We prioritize the needs of our students by having trained educators and professionals in our building.

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.

Monitoring and Evaluation of Senior High's Title I Plan

Senior High School's Title I plan will be monitored using multiple data sources, including ACT assessment results, progress monitoring tools from implemented academic programs, and behavioral and academic intervention outcomes such as the BOOST Intervention program and after-school tutoring. First-period tardies will be reviewed every six weeks, and class sizes in math and English will be reviewed each semester to ensure appropriate student-to-teacher ratios. Administrators, teachers, and support staff will be responsible for implementing and monitoring the plan. Additionally, input will be gathered from parents and guardians to assess the effectiveness of intervention strategies and their impact on student achievement.

Senior High will utilize a comprehensive approach to data collection and analysis to measure progress toward established goals. Data sources will include:

*Student performance data: ACT scores, classroom formative and summative assessments,

*BOOST Program data: attendance and academic performance,

*Attendance records: tardies and absenteeism,

*Behavioral data: incident reports, log entries

*Family engagement: participation in parent-teacher meetings, phone calls, PBI Survey Results, and IEP meetings

*Professional development: evaluation forms, training applications, and PLC documentation, and

*Survey data: feedback from teachers, students, and parents.

These data will inform evidence-based decision-making to ensure effective allocation of Title I funds and alignment of resources with student needs.

Staff will be informed of the Title I plan, goals, and strategies through Professional Learning Community (PLC) meetings. Parents and community stakeholders will be informed through Parent Square, email communication, Senior High's website, six-week grading reports, and parent-teacher conferences. Feedback from all stakeholders will be actively encouraged to promote continuous improvement.

Senior High will conduct an annual review of the Title I plan at the end of the school year. In addition, progress related to the BOOST program, after-school tutoring, and first-period tardy data will be reviewed at the semester and again at the end of the year. Parents will be included in the review process through communication from BOOST tutors and the distribution of semester grades. The collected data will be analyzed to evaluate the effectiveness of interventions and strategies, and adjustments will be made as needed to ensure continuous improvement and positive student outcomes.