

Northern Berkshire Vocational Regional School District

McCann Technical School



**Title I Program Plan
2026-2027**

MISSION

The mission of McCann Technical School is to graduate technically skilled, academically prepared, and socially responsible individuals ready to meet the demands of the 21st century.

VISION

McCann Technical School is committed to being the leader of quality technical education and academic achievement in the Commonwealth of Massachusetts.

EDUCATIONAL PHILOSOPHY

The school community will create a learning environment that motivates and actively engages all students in mastering rigorous academic and technical curricula. Our educational philosophy is sustained by faculty, staff, and administrators dedicated to a student-centered focus through continuous improvement. Student growth and development are promoted by instilling the following core values in our students:

Respect- for self, others, and the learning environment promotes a positive learning experience for all students.

Effort- is demonstrated through an applied work ethic that includes punctuality, improvement, and a determination to succeed.

Accountability- develops personal responsibility for both behavior and learning.

Communication- facilitates collaboration, promotes self-advocacy, and develops positive relationships.

Honor- requires students to act with integrity, honesty, positivity, and empathy for others.

GOALS

- To increase the percentage of students performing at the proficient and advanced levels.
- To increase the utilization of data to improve student performance.
- To engage students through dynamic and technologically integrated teaching strategies.
- To implement a rigorous and relevant curriculum that is aligned to the academic and technical Massachusetts Curriculum Frameworks and Common Core standards.
- To align technical programs to national standards and accreditation requirements, allowing students to obtain relevant licensure/certifications.
- Utilizing SkillsUSA as a platform, develop career-ready students with the skills and professionalism to succeed in the workplace.
- To develop recruiting strategies to expand community awareness.

TITLE I PROGRAM PLAN INTRODUCTION

The 2026-2027 Title I, Part A grant application was written to be in alignment with district strategies included in the 2026-2027 School Improvement Plan. Title I Program activities that will also be funded by the grant were included in the application that focus on strengthening the current core programming of the school. This Title I Program Plan summarizes those district strategies and planned activities and also outlines how the Title I Program will be structured during the 2026-2027 school year.

TITLE I ACTIVITIES RELATED TO DISTRICT STRATEGIES

- Professional Development
 - Administration plans to meet with teachers individually to gain a deeper understanding of their comfort and knowledge with the standards based grading system. This will allow administration to identify specific professional development activities that need to occur to assist teachers with improving standards based grading to ensure all students are making effective progress through the curriculum. Administrators may provide the professional development and some teachers will be asked to provide professional development on strategies, techniques, instructional practices, quality assessments, etc., that they have found to be successful in the academic classrooms or technical programs.
- Reduce Achievement Gaps
 - Our goal is to reduce the achievement gap for sub groups such as economically disadvantaged, students with disabilities, students experiencing educational instability, etc., through an extended day "homework help" program and by providing paraprofessionals to assist in classrooms, work with small groups, or individual students that have been identified as being at-risk for making progress in their academic classes or vocational programs. The Director of Student Services will coordinate a student success team to analyze student data and plan school-wide improvement activities and individualized supports. An after school on time remediation program will also help us support students with their progress.
 - An after school homework help (Study Swarm) program will be offered to students three times a week. The program will be staffed by highly qualified licensed teachers and held in the library where students will have access to educational technology.
 - The director of student services will work with a group of teachers that will make up the student success team to identify areas of needed improvement in curriculum, instruction, and support as indicated by various data sources from recent school years. The student support team will also review teacher referrals for student support and develop individualized plans for various supports to be provided to students to assist them with making progress and finding success in school.
 - An after school on time remediation program will be offered for students that are not making expected progress in their academic courses. The program will give students an opportunity to relearn skills and content they are lacking in and be reassessed to demonstrate their progress with the material. The program will be staffed by highly qualified licensed teachers and run for 6-8 weeks, with three sessions per week, at the start of quarters 3 and 4 in order for students to remediate content and skills from quarters 2 and 3.
 - The district employs six paraprofessionals whose salaries and fringe benefits will be funded in part with Title I, Part A funds. The paraprofessionals work with students in classrooms to provide support and assistance with instructional activities. Paraprofessionals also work with small groups of students, or individual students, that have been identified as being at-risk for making progress in their academic classes or vocational-technical programs. In these situations paraprofessionals provide supplemental instruction in literacy and math skills, reteach concepts, assist students with completing missing assignments, and support students in improving their organizational and study skills.
- Increased Family Engagement

- o In October an interactive open house event for all students and families to hear more about academic, technical, student support, and extracurricular programming available to students, as well as opportunities for future family engagement, will be held. A session during this event will provide an overview of the Title I program and give families an opportunity to complete a survey and provide feedback about the Title I program.
- o A station will also be set up at the annual community open house and parent conferences in November as another opportunity to introduce families to the Title I program and give them an opportunity to also complete the survey.
- o After providing the opportunities for in person Title I meetings, a virtual meeting will be held to share information about the Title I program in an alternate format. The survey will be shared at this meeting as well to invite families to provide feedback on the Title I program.
- o If the response rate to the survey after the in person and virtual meetings are held, the Title I program information will be emailed to families, along with the survey, to provide an additional opportunity for engagement and providing feedback.
- o In the Spring, surveys will be distributed to students and families that participated in the various aspects of the Title I program (working with a paraprofessional or SST member, attending Study Swarm or remediation program, etc.) to gather feedback about the specific programs a student was involved in.

TITLE I ACTIVITIES RELATED TO STRENGTHENING THE SCHOOL'S CORE PROGRAM

- Supplies, Materials, and Other Expenses
 - o Supplies may be purchased to carry out and support Title I activities, including: progress monitoring software to measure the effectiveness of Title I services, assistive technology subscriptions that allow students greater access to the curriculum, basic classroom supplies, items that may be needed for students that show an identified financial need, providing transportation for students in foster care, and family and community engagement activities.

PROFESSIONAL DEVELOPMENT PLAN

In the Fall, the principal will meet with individual teachers to gauge their comfort and understanding with their implementation of the standards based grading system. The principal will compile his findings and share the information with the administration team to identify professional development activities that will allow for greater calibration with the standards based grading system. The principal, assistant principal of teaching and learning, and curriculum coordinator will plan a series of after school professional development sessions led by administrators and staff that showcase best practices, techniques, and strategies that have been implemented, or can be utilized in the future, by McCann teachers. These sessions will run weekly or bi-weekly from February through April. Teachers that facilitate a professional development session will receive a stipend for leading the activity. Teachers that participate in the full professional development series and complete the culminating activity will also receive a stipend. Both presenters and participants will also receive professional development points that can be applied toward their educator licensure advancement or renewals. Both presenters and participants will also complete a semi-annual time-effort certification to verify the time they worked for the stipend funds from the Title I grant.

HOMEWORK HELP (STUDY SWARM) PLAN

The director of student services will confirm with Homework Help (Study Swarm) staff from the previous school year that they would like to continue in their hourly stipend positions for the upcoming school year. If it is identified that additional staff is needed, the director of student services will post an hourly stipend position for teachers to assist with the Homework Help (Study Swarm) program in September 2026. Study Swarm will take place on Tuesdays, Wednesdays, and Thursdays from 3-4pm in the library. Each Study Swarm session will be staffed by two teachers. Through retaining the previous year's staff and the position posting if needed, the director of student services will identify a group of about 4-6 teachers to staff the Study Swarm sessions on a rotating basis. The director of student services will coordinate this schedule with the Study Swarm teachers and these teachers

will complete monthly time-effort certifications to verify the hours they have worked for the hourly stipend funds from the Title I grant. The director of student services, and all other faculty and staff, will communicate the availability of Study Swarm to students and families on a regular basis to make them aware of this support service that is available for all students. The job description for the Study Swarm position was updated for the 2025-2026 school year to focus on these teachers having a more direct role with the Student Success Team, requiring greater collaboration and communication with the various support programs offered by the district (Study Swarm, Student Success Team, and the credit recovery programs of on time remediation and summer school). This new model had the Study Swarm staff working with the director of student services and the SST throughout the 2025-2026 school year to update the Study Swarm processes so they are more efficient and effective for tracking and communicating student progress. The tracking sheets and forms that were created led to greater organization and positive student outcomes, so will continue to be used throughout the 2026-2027 school year.

STUDENT SUCCESS TEAM PLAN

The director of student services and Student Success Team (SST) will continue improving the school's multi-tiered systems of support (MTSS) framework throughout the school year. Teacher referrals for students requiring support will be reviewed and individualized support plans for various interventions will be implemented and monitored. Communication and consultation between the SST and teachers will continue to plan appropriate supports for students to find success. Continuing the focus of increased collaboration and communication with the various support programs offered by the district (Study Swarm, SST, and the credit recovery programs of on time remediation and summer school) will again be a focus throughout this school year as well. The SST will begin to identify specific tier 2 and tier 3 interventions that could be beneficial for the school, and will begin to plan methods to identify students that would benefit from the implementation of these interventions. The SST, Study Swarm, and Remediation staff will also collaborate to improve and refine the after school on time remediation program now that the full school has transitioned to a standards based grading system. SST members and Student Success Coaches will complete a semi-annual time-effort certification to verify the time they worked for the stipend funds from the Title I grant.

REMEDIATION PROGRAM PLAN

The director of student services will confirm with remediation program staff from the previous school year that they would like to continue in their hourly stipend positions for the upcoming school year. If it is identified that additional staff is needed, the director of student services will post an hourly stipend position for teachers to assist with the remediation program in September 2026. The remediation program will take place on Tuesdays, Wednesdays, and Thursdays from 3-4pm and run for 6-8 weeks at the start of quarters 3 and 4 in order for students to remediate content and skills from quarters 2 and 3. Each remediation session will be staffed by one or two teachers depending on student enrollment with the remediation program. Through retaining the previous year's staff and the position posting if needed, the director of student services will identify a group of about 2 or 3 teachers to staff the remediation sessions on a rotating basis. The director of student services will coordinate this schedule with the remediation teachers and these teachers will complete monthly time-effort certifications to verify the hours they have worked for the hourly stipend funds from the Title I grant. Students that are not making expected progress in their academic courses will be referred for the remediation program by their teachers at the end of quarters 2 and 3. The referral for remediation will be communicated to the student and their family by the guidance department and the details of the remediation program will also be shared at that time. The program will give students an opportunity to relearn skills and content they are lacking in and be reassessed to demonstrate their progress with the material. Students that successfully complete the remediation modules for the identified course standards that they were referred for will receive credit for the work they completed which will have a positive impact on their course grade.

Now that the full school has transitioned to the standards based grading system, the remediation teachers, Study Swarm Staff, and Student Success Team will spend time throughout the school year planning and refining the details of the remediation program. Identifying a system for which students should be referred, what remediation material and how the remediation material will be compiled (through the Edgenuity online course management

system or through in person relearning activities and reassessments built by McCann teachers), and what impact successful remediation completion will have on a student's course grade, are all aspects of the remediation program that will be considered through the planning phase from September through December before the first remediation session starts at the end of quarter 2, which is the end of January.

SUPPORT STAFF PLAN

In July and August 2026 the director of student services will utilize the master schedule to place paraprofessionals in academic and/or technical classrooms that have students that would benefit from the extra support provided by paraprofessionals. These decisions are made based on reviewing the past educational histories of students and from information shared from the incoming ninth graders' sending districts. Paraprofessionals will begin the 2026-2027 school year in the placements determined by the director of student services, but changes will be made throughout the year as various support needs arise. Throughout the school year paraprofessionals will work alongside the teachers they are placed with and receive direction from these teachers on how to best support the needs of the students in their classrooms. The 2025-2026 Title I Program Evaluation determined that grade 9 science and grade 11 CTE courses had a higher number of end of course failures than all other courses at McCann. These courses will be prioritized for paraprofessional placement to better assist with student progress in these curriculum areas.

In previous school years, a more formalized method for identifying students that need the small group/individual supplemental instruction by paraprofessionals was utilized, but during the 2024-2025 school year, and again through the 2025-2026 school year, the paraprofessionals, teachers, and school counselors, worked together more independently to ensure all students were receiving the supports they needed to be on track with the Massachusetts Curriculum Frameworks. The director of student services was consulted in most cases when the supplemental instruction was going to be initiated to ensure she was aware of how the paraprofessionals were being utilized and that specific students were requiring additional assistance. This informal method has worked effectively for the past two school years since such a low number of students required summer school to recover credits from not making expected progress during the school year. For the 2026-2027 school year, the administration team will monitor this again closely to see if implementing a more formalized process is more appropriate. Since utilizing paraprofessionals to provide group/individual supplemental instruction to support students requiring additional assistance has been in place for many prior school years, many of the paraprofessionals, teachers, and school counselors are experienced with how to effectively utilize this support structure for the students.

Any paraprofessionals that have salaries and fringe benefits funded in part with Title I, Part A funds will complete monthly time-effort certifications to verify the percentage of their time that included work activities funded from the Title I grant.

SUPPLIES, MATERIALS, AND OTHER EXPENSES PLAN

As the need arises throughout the 2026-2027 school year, the director of student services will approve the use of funds from the Title I, Part A grant to purchase any needed supplies or support materials for the school and family and community engagement activities, as well as for students that show an identified financial need and may need supplies to successfully engage with their school day. The director of student services also serves as the district's foster care point of contact and will coordinate the use of Title I, Part A grant funds to provide transportation for students in foster care should the need arise.

Title I, Part A funds are used for the assistive technology (AT) subscriptions, and for a teacher to serve as the assistive technology facilitator, ensuring students are able to access the AT platforms on their school issued Chromebooks, and providing training to students, teachers, and families on the use of the AT platforms. The teacher serving as the assistive technology facilitator will complete a semi-annual time-effort certification to verify the time worked for the stipend funds from the Title I grant.

FAMILY ENGAGEMENT AND COMMUNICATIONS PLAN

The director of student services will continue to formalize the Title I Program's family engagement and communication procedures. This will include plans for organizing an in person annual Title I meeting in conjunction with an open house during Massachusetts STEM week, offering a virtual annual Title I meeting, continuing to include Title I Program information as part of the annual parent-teacher conferences and open houses, reviewing the Title I family-school compact, and developing surveys to share with families in order for them to provide feedback on the Title I Program at the previously described events, and also directly through emails.

The director of student services and a group of teachers plan to put on an interactive open house as a family engagement activity in October to share information with families about the Title I Program. The event will coincide with Massachusetts STEM Week, and the evening will culminate with the students and families in attendance participating in cross-curricular STEM activities facilitated by academic and vocational educators. With this being held early on in the school year, it will allow families and students to receive an overview of the various programs available in the district once they have a few weeks to settle into the new school year. The plan will be for the director of student services to give an [overview presentation of the Title I Program](#) to attendees before academic, technical, and student support educators present on a variety of topics in 15 minute sessions that will run concurrently throughout the evening. The overview will include the [School-Family Title I Compact](#) for families to provide input on as well as an [overview handout](#). Attendees will participate in a STEM activity of their choosing for the final session of the event. Families will be given the opportunity to provide input on the Title I program, and the event, through [surveys](#) offered at the event in both digital and paper formats. Teachers that participate in the planning and execution of this family engagement event will complete a semi-annual time-effort certification to verify the time they worked for the stipend funds from the Title I grant.

Stations will continue to be set up at the annual community open house and parent conferences to introduce families to the Title I program as part of the district's family engagement opportunities. The Title I Program overview presentation will be shown at the stations and the handout will also be available. This year families will be given the opportunity to complete a survey to provide input after visiting the station as well.

In January, after the in person opportunities for family feedback have passed, the director of student services plans to hold a virtual meeting in order to give families another format to engage and learn about the Title I Program. The Title I Program overview presentation will be given and the survey shared to receive family feedback. If there is still a very low number of survey responses after the virtual meeting, information about the Title I program, and the survey, will be shared directly with families through email.

In the Spring surveys will be shared directly with families to receive feedback for the specific Title I program components their student participated in (i.e., Study Swarm, Remediation, Student Success Team referral, paraprofessional support, etc.) The hope is that families will be more likely to engage with providing feedback for a specific program that their student was a part of.

Each of the family engagement events will be communicated to families through the district's all-call notification system, and through postings on the district website and social media platforms. The all-call notification system allows the principal to send important messages to all families through their preferred method of contact (phone, email, and/or text message). The surveys that will be offered at the events will include questions for families to provide ideas and suggestions for engagement events they would like to see offered in the future.

TITLE I PROGRAM EVALUATION PLAN

Each school year, districts that receive financial assistance through the federal Title I Part A grant program must conduct an evaluation of all the services and activities supported by these funds to:

- Understand what is and is not working well
- Use the findings to inform the following year's program strategy
- Share the findings and next steps with district staff and families

- Comply with all federal requirements related to evaluation

The procedure for completing this process for the 2026-2027 school year is outlined below and is based upon the Massachusetts Department of Elementary and Secondary Education's [Title Grants: Program Evaluation Workbook](#):

1. Identifying Members of the Team

The following stakeholders within our district have been identified as key contributors to the program evaluation cycle:

Name	Position	Evaluation Role
James Brosnan	Superintendent	As the district leader, oversees the Needs Assessment Procedure for the district and has overarching authority to approve programming and spending plans for all aspects of the organization.
Melanie Medon	Business Manager	As the district's financial leader, oversees and advises the expenditures from all grant programs and leads the process for evaluating the allocation of financial resources for the district.
Justin Kratz	Principal	As the school-based administrative leader, oversees the implementation and evaluation of all programs and assigns administrative team members to specific leadership roles. Assists with program management, data collection, and reporting evaluation results to stakeholders as needed.
Keith Daigneault	Assistant Principal of Teaching and Learning	Assists with program management, data collection, and reporting evaluation results to stakeholders as needed.
Michael Taber	Assistant Principal	Assists with program management, data collection, and reporting evaluation results to stakeholders as needed.
Kristin Steiner	Director of Student Services	As the school's designated Title I Program Coordinator, oversees all aspects of the program's management, data collection, evaluation process, reporting results to stakeholders, and compliance with federal Title I regulations.

2. Needs Assessment and Theory of Action

Once the district finalizes the Needs Assessment (as outlined in the [Title I Program Handbook](#)), the Title I evaluation team reviews the needs assessment and develops a Theory of Action for Title I programming. The Theory of Action for the 2026-2027 Title I program is below:

Long-Term Goal	Short-Term Goal	What and how?
Support teachers in feeling more confident in their comfort and knowledge with the standards based grading system to ensure all students are making effective progress through the curriculum.	Administration will identify specific professional development activities that need to occur based on individual discussions with teachers. Administration will facilitate a series of professional development activities presented by both administrators and staff.	<i>What will change?</i> Teachers will gain further knowledge and skills that they can apply to their own practice while implementing the standards based grading system. <i>How will this change lead to the desired outcome?</i> Teachers will gain confidence in their comfort and knowledge with the standards based grading system given the opportunity for further training alongside their colleagues.
Reduce achievement gaps by providing strong student support programs throughout the building.	Ensure consistent student attendance and effective performance at Study Swarm sessions. Refer appropriate students for the remediation program to engage in on-time relearning activities that will support continued success in the curriculum. Implement targeted intervention plans through the Student Success Team referral process to support struggling students with their progress. Assign paraprofessionals to assist students in courses that have historically had high numbers of students requiring quarterly remediation or end of year credit recovery.	<i>What will change?</i> A more consistent and unified system of student supports will allow for greater coordination of student interventions during the school year. <i>How will this change lead to the desired outcome?</i> The district will continue to have a high success rate of students not requiring credit recovery at the end of each school year demonstrating that students are achieving expected curriculum outcomes.
Increase direct family engagement and the number of feedback responses provided by	Offer an interactive family engagement event in October that aligns with Massachusetts	<i>What will change?</i> The opportunities and formats offered for family engagement

families.	STEM Week and showcases the Title I program supports and other activities the school has to offer. Offer multiple opportunities for in person Title I family engagement activities, as well as virtual meetings. Share Title I program overview information through email to families that includes feedback surveys. Share specific Title I program information and surveys through email targeted to families that had their students participate in specific Title I activities.	and feedback will increase. <i>How will this change lead to the desired outcome?</i> Offering a variety of opportunities for family engagement and feedback will allow for greater family participation.
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3. Program Goals and Metrics

The Theory of Action is then used to create clear program goals that are achievable and measurable. The program goals for the 2026-2027 Title I program are below:

Program Goal: What do you want your programming to achieve?	Evaluation Question: What do you want to know?	Outcome Metric: How will you know?
Increase the percentage of teachers that feel confident in their comfort and knowledge with the standards based grading system to 90% as measured by reflection surveys.	Will the teachers feel that the offered professional development had a positive impact on their confidence with the standards based grading system and improving student outcomes?	90% or more of teachers that participate in the professional development series and respond to the reflection survey will indicate they feel confident in their comfort and knowledge with the standards based grading system.
Maintain a high percentage of students (95% or more) that do not require credit recovery for their courses at the end of the school year.	Are the student support programs funded by Title I effective in assisting students make progress through the curriculum frameworks?	At the end of the school year, 95% or more of students will have successfully completed their courses and not require participation in the summer school credit recovery program.
Increase the percentage of families that participate in Title I program engagement events and/or provide feedback on the Title I program to 2% (10 families).	Are the increased attempts for family engagement opportunities having an impact on families providing feedback on the Title I program?	10 families will participate in the Title I program engagement events and/or provide feedback on the Title I program surveys.

4. Program Evaluation Timeline

Once the program goals and metrics are finalized, the timeline for the evaluation cycle is established. The evaluation timeline for the 2026-2027 Title I program is below:

Time Period	Program Evaluation Activities
July - August 2026	Review Needs Assessment, Create Theory of Action, Establish Program Goals & Metrics, Develop Evaluation Timeline
October 2026 - January 2027	Data Collection: Collect family feedback on Title I Program from surveys distributed from meetings and emails
November 2026	Data Collection: End of quarter data review (Study Swarm attendees, Student Success Team referrals)
January 2027	Data Collection: End of quarter data review (Study Swarm attendees, Student Success Team referrals, Remediation Program referrals); Mid-year paraprofessional data review (classroom observations, teacher survey feedback, student assessment data)
April 2027	Data Collection: End of quarter data review (Study Swarm attendees, Student Success Team referrals, Remediation Program referrals and previous quarter's program results)
May 2027	Data Collection: Surveys to teachers that participating in Standards Based Grading Professional Development series; Surveys to families about specific support programs their student participated in throughout the school year
June 2027	Data Collection: End of quarter/school year data review (Study Swarm attendees, Student Success Team referrals, Remediation Program referrals and previous quarter's program results, Credit Recovery/Summer School referrals); End of year paraprofessional data review (classroom observations, teacher survey feedback, student assessment data) Data Analysis: Draft Program Evaluation Summary
July - August 2027	Finalize and disseminate Program Evaluation Summary to school committee, families, and staff

5. Data Collection Plan

- Standards Based Grading Professional Development Series
 - The principal and assistant principal of teaching and learning will develop a survey that will be given to professional development participants after completing the series. The survey will focus on teachers providing feedback on how they feel the professional development has impacted their confidence and understanding of the standards based grading system as well as the impact their new knowledge has had on student outcomes when implemented in their teaching practices.
- Student Support Programs
 - Study Swarm
 - The director of student services will review Study Swarm attendance data, and compile course grades, at the end of each quarter with assistance from Study

Swarm staff, as well as the student services coordinator and administrative assistant. Study Swarm student work logs and teacher communication logs will also be reviewed and compiled.

- Student Success Team
 - The director of student services will review Student Success Team (SST) referrals, and the accompanying data gathered and tracked by the SST when a referral is made (student grades, attendance, conduct, teacher and family communication, etc.), at the end of each quarter with assistance from the SST, as well as the student services coordinator and administrative assistant.
- Remediation Program
 - The director of student services will review Remediation Program referrals, and the accompanying data gathered and tracked by the remediation teachers (remediation module progress, program attendance, program success, etc.), at the end of quarters 2, 3, and 4 with assistance from the remediation teachers, as well as the student services coordinator and administrative assistant.
- Credit Recovery/Summer School Program
 - The director of student services will review Credit Recovery/Summer School referrals at the end of the school year with assistance from the student services coordinator and administrative assistant.
- Paraprofessionals
 - The director of student services will develop an observation tool that is used to collect data on the paraprofessionals' performance in the classroom in terms of supporting student engagement and progress when the director of student services visits for an observation. The director of student services will also develop a survey that will be given to teachers that work with the paraprofessionals to provide feedback on the paraprofessionals' support role as well. The director of student services will also compile student assessment data, including formative, summative, and reassessments, with the assistance of the paraprofessionals and classroom teachers. The observational, survey, and student assessment data will be reviewed by the director of student services at mid-year and end of year with assistance from the student services coordinator and administrative assistant.
- Family Engagement
 - The director of student services will collect family feedback on the Title I Program from surveys distributed from meetings and emails with families. The director of student services will develop surveys to email to families that will allow them to provide feedback on the specific support programs their student participated in throughout the school year.

6. Data Analysis Process

The district administration team will analyze the collected data and focus on answering the questions listed below and consider the implications for the Title I program. Once consensus has been reached on the data analysis and the necessary programmatic changes, the conclusions will be used to draft the Program Evaluation Summary document.

- Data Analysis Questions:
 - Did the program meet its stated goal(s)?
 - What was discovered about why the program is or is not meeting those goals?
 - Based on the data/analysis, what changes will be made to the program to better meet its goals and why?
 - Based on the data/analysis, what will stay the same in the program and why?
 - What new questions did the analysis raise? What would be an area of the program to learn about in the next year?

7. Disseminate and Apply Evaluation Findings

Once the Program Evaluation Summary document is complete, the final stage in the evaluation procedure is to disseminate the findings to key stakeholders and begin the process of incorporating any changes to the program. During this stage, the following steps will be taken:

- Send key stakeholders the Program Evaluation Summary through email. Key stakeholders include the school committee, staff, and families.
- The Program Evaluation Summary will also be posted on the district's website
- At the beginning of the following year's evaluation cycle in July, the administration team will return to the proposed changes in the evaluation summary document to ensure that they are sufficiently implemented.