Title I, Part A Schoolwide Plan

Every Student Succeeds Act, Section 1114

2026-27
School Year

☐ Initial Plan
Date

☒ Revised Plan
4/16/2026
Date

District Information

Billings Public Schools
District Name

Yellowstone #2
County/District Number

Dr. Edwin Garcia
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School Information

Riverside Middle School
School Name

61%
School Poverty Rate

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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.

Strategies to Increase Family and Community Stakeholder Involvement

At RIVERSIDE MIDDLE SCHOOL we recognize that student success is achieved when families, educators, and the community work together. Our Title I Schoolwide Plan is developed with the input of parents, teachers, paraprofessionals, school leaders, district administrators, tribal representatives, and community partners. We intentionally seek participation from families of our most at-risk students to ensure their perspectives guide decision-making.

The plan is made available to families and the community through both our school and district websites, newsletters, and copies in the main office. Information is shared in an understandable and family-friendly format, and, whenever possible, translated into the languages spoken by our families, including Spanish, Crow, and Northern Cheyenne. Staff are available to review the plan with families individually to ensure clarity and accessibility.

This school maintains a Parent and Family Engagement Policy that includes an annually reviewed School-Parent Compact outlining shared responsibility for high student achievement. This compact is revisited at fall conferences and revised each year with family input.

To increase family and community involvement, the following strategies are implemented:

Hosting needs-based workshops and family engagement events such as literacy and math nights, informational nights about the impact of electronics on the brain, anxiety, etc.

Providing multiple communication channels—including both our school and district websites, newsletters, social media, ParentSquare and surveys—to ensure two-way communication and opportunities for family input on schoolwide priorities.

Partnering with community organizations such as the YMCA, Boys & Girls Club, Montana State University–Billings, and local tribal groups to expand resources and opportunities for students and families.

Encouraging parent leadership through the parent driven organizations and Title I Planning Committee, ensuring family voice in the development, monitoring, and revision of the plan.

Offering targeted support for at-risk families through collaboration with tribal liaisons, social service providers, and community mentors.

Our school vision and mission are collaboratively reviewed with parents and stakeholders to ensure they reflect the values of our community. Input is gathered through surveys, focus groups, and advisory meetings, with specific outreach to families whose voices may be underrepresented.

Finally, we are committed to making all Title I communication—including evaluation results and updates—accessible, transparent, and family-friendly. Materials are available in multiple languages and formats, ensuring every family has the opportunity to engage as full partners in their child's education.

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 sub groups; 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.

The Title I Schoolwide Plan was developed based on a comprehensive needs assessment of the entire school. This process took into account multiple data sources and included active input from families, staff, district leaders, and community partners. The assessment focused on the academic achievement of all children in relation to Montana's challenging state academic standards, with particular attention to students who are failing, or at risk of failing, to meet those standards.

1. Data Sources

-Performance Data: State assessments (MAST), district benchmark assessments (FastBridge), and classroom formative data in reading, math, and writing.
-Non-Performance Data: Attendance and chronic absenteeism rates, behavior referrals entered into Midas, mobility and enrollment data, and technology usage reports (e.g., ST Math participation).
-Process Data: Principal and instructional coach walkthroughs, PLC data team notes, and curriculum alignment reviews for ECRI (reading) and Eureka Math².
-Perception Data: Parent and staff surveys, student climate surveys, family feedback collected during Title I nights, and input from advisory groups such as the PTSA.

2. Subgroup Analysis

Data were disaggregated and examined for all subgroups identified under ESSA, Section 1111(c)(2):
-Economically disadvantaged students.
-Students from major racial and ethnic groups, including Native American students (primarily Crow and Northern Cheyenne) and Hispanic students.
-Children with disabilities, including students served through IEPs and 504s.
-English learners, primarily Spanish-speaking.
Other at-risk groups identified locally, including students in foster care, experiencing homelessness, and those with frequent behavioral referrals.
Findings revealed persistent achievement gaps in math problem-solving among economically disadvantaged students and English learners, lower attendance rates among Native American students, and rising social-emotional needs across grade levels.

3. Strengths and Needs

The assessment highlighted both areas of strength and specific areas for growth:
Strengths:
-Above-average growth in early literacy, particularly in grades K–2.
-Strong teacher collaboration through PLCs and targeted interventions.
-Effective SEB supports, including the Check-In, Check-Out (CICO), guidance counselor–led lessons.
-High levels of family participation in cultural events and literacy nights.
Needs:
-More intensive math supports for students in grades 3–5.
-Improved strategies to address chronic absenteeism.
-Increased culturally responsive instruction and curriculum that reflect the backgrounds of Crow and Northern Cheyenne students.
-Expanded outreach to families of students with high needs or inconsistent school engagement.

4. Priorities for Improvement

CNA findings, school leadership, in collaboration with families and community stakeholders, identified the following priorities:
-Improve math achievement, with emphasis on problem-solving and multi-step reasoning, particularly for students who are economically disadvantaged, Native American, or English learners.
-Increase attendance rates by reducing chronic absenteeism through early interventions, consistent communication, and partnerships with families and community agencies.
-Expand culturally responsive practices, ensuring instruction and school events honor and integrate the diverse backgrounds of all students.
-Strengthen family engagement strategies, focusing on two-way communication and ensuring families of at-risk students are full partners in decision-making and support.

5. Continuous Improvement and Impact

This school treats the CNA as part of an ongoing cycle of continuous improvement. Data is reviewed regularly through PLCs, leadership team meetings, and family advisory groups to monitor progress toward identified priorities. Evidence from the past years shows literacy outcomes improving, student engagement increasing through family events, and growing success with SEB interventions. Continued attention will be directed at math outcomes and attendance, aligning with the Title I Schoolwide Plan's goals for equity and high achievement for every child.

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.

1. Enriched and Accelerated Curriculum for All Students
-Core instruction is aligned with Montana State Standards and implemented through ECRI (Enhanced Core Reading Instruction) and Eureka Math², which provide structured, research-based curriculum across grade levels.
-Instructional practices emphasize scaffolded supports, small-group differentiation, and enrichment opportunities for advanced learners.
Curriculum integration ensures a well-rounded education with access to science, social studies, the arts, technology, and social-emotional learning.

2. Evidence-Based Interventions & Tiered Supports
-Multi-Tiered Systems of Support (MTSS): Students receive instruction and interventions matched to their needs using a tiered framework. Tier I includes universal supports, Tier II provides targeted small-group interventions, and Tier III offers individualized, intensive interventions.
-Reading & Math Interventions: Students not meeting benchmarks receive interventions such as Read Naturally Live, ST Math, and explicit foundational skills groups.
-Behavior Supports: Clear criteria and data-based processes guide the Positive Behavior Interventions and Supports (PBIS) framework, reducing disruptions and increasing engagement.
-Social-Emotional Supports: The guidance counselor provides SEB lessons in classrooms, and at-risk students are offered check-in/check-out mentoring.

3. Additional Assistance for At-Risk Students
-Students experiencing difficulty mastering standards receive timely and targeted supports, including extended learning time through after-school tutoring and summer programs.
-Wraparound supports are available in collaboration with district social workers, tribal liaisons, and community partners, addressing barriers such as attendance, behavior, and family needs.
-Preschool to Kindergarten Transition: Collaboration with local early childhood programs ensures smooth entry into kindergarten, including spring orientation and readiness activities.

4. Clear Criteria for Tiered Behavior Interventions
-PBIS Implementation: Schoolwide positive behavior expectations and restorative practices.
-Behavior Screeners: Use early warning indicators (attendance, office referrals, grades) to identify at-risk students.
-Timeline: Behavior expectations introduced in August; monitored quarterly.

5. Criteria for Decisions on Tiered Supports
-Data-Driven Decisions: Use RTI/MTSS data (academic performance, teacher recommendations, progress monitoring) to determine tier level.
-Review Process: Team meetings every 6 weeks to evaluate and adjust tier placements.

6. Extended Learning Opportunities
-Family Literacy and Math Nights extend learning beyond the school day and engage parents in instructional strategies.
-After school and summer programs providing enrichment and remediation in math, reading, STEM, and the arts.
-Community partnerships, such as YMCA, Boys & Girls Club, expand opportunities for enrichment and academic practice outside school hours.

7. Professional Development to Improve Instruction
-Teachers and paraprofessionals receive ongoing professional development in evidence-based instructional strategies, MTSS implementation, use of assessment data, and culturally responsive practices.
-PLCs are used to analyze student work, monitor progress, and adjust instruction.
-Training in Visible Learning strategies builds teacher clarity and improves student engagement.

8. Recruitment and Retention of Effective Teachers
-This school collaborates with Billings Public Schools and Montana State University–Billings to provide student teaching and mentoring opportunities that support teacher pipelines.
-The school supports staff retention through collaborative PLC structures, mentoring for new teachers, and leadership opportunities for staff.
-Teachers in high-need subjects such as special education and math intervention receive targeted professional development, coaching, and additional resources to support their effectiveness.

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.

Coordinating and consolidating state, local, and federal resources—including Title I, Title II, Title III, Title IV, and other relevant funds—to maximize impact and ensure all funding is used efficiently and purposefully to improve student outcomes. This coordinated approach supports the strategies identified in the Comprehensive Needs Assessment and strengthens the entire educational program through additional staffing, targeted interventions, enhanced instructional resources, and meaningful family engagement opportunities.

1. Leveraging Resources to Improve Student Outcomes

Fiscal Resources: Title I funds are allocated to support evidence-based interventions in literacy and math, purchase supplemental instructional materials (ECRI, Read Naturally Live, Phonics for Reading, ST Math), and fund extended learning opportunities (after-school tutoring, summer programming).

Human Resources: Funds support additional instructional staff, including paraprofessionals, intervention specialists, and tutors, ensuring small-group and individualized instruction for struggling learners.

Time Resources: Funds are used to provide extended learning time, including before- and after-school programs and professional development days for teacher collaboration and data analysis.

2. Connecting Reform Strategies Across Funding Streams

Consolidation allows Title I, State, and local funds to support the same schoolwide priorities, including improving math achievement, enhancing literacy outcomes, addressing attendance and behavior needs, and expanding family engagement.

Resources are coordinated to align professional development, extended learning opportunities, and intervention programs across funding sources, ensuring that all students benefit from a coherent, schoolwide improvement strategy.

3. Meeting the Intents and Purposes of Each Funding Source

● Title I: Academic support and interventions for at-risk students to meet challenging state standards through supplemental instructions, tiered interventions, and family engagement opportunities.

● Title II: Professional development, coaching, mentoring, and teacher retention, especially in high-need subjects such as math, special education, and EL instruction.

● Title III: English learner instruction, supplemental tutoring, and materials to support language acquisition.

● Title IV: Access to well-rounded education including STEM, arts, and social-emotional learning (SEL).

● State/Local Funds: Core instruction, technology access, and family/community engagement initiatives.

4. Coordinated Use of Funds

Title I funds supplement—not supplant—State and local resources, ensuring additional support for at-risk students and high-need programs.

Integrate Programs for Maximum Impact: Coordinate interventions, enrichment, and professional development to create cross-program initiatives, e.g., combining Title I tutoring with Title IV STEM enrichment.

Evidence-based instructional interventions in literacy and math

Extended learning time programs and enrichment opportunities

Professional development for teachers, paraprofessionals, and staff

Family engagement initiatives, including workshops and cultural events

Technology and supplemental materials that enhance instruction and data monitoring

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.

Regular Monitoring, Data Review, and Continuous Improvement

School leadership, including the executive director principal, assistant principal, instructional coaches, intervention team, teacher leaders, and family liaisons, engage in ongoing monitoring and analysis to ensure progress toward student achievement goals. Multiple data sources are reviewed, including student learning data (FastBridge, state assessments, and classroom benchmarks), demographic and subgroup performance, process data (attendance and intervention participation), and perception data (stakeholder surveys). Formative data, interim assessment data, and summative data is reviewed regularly to identify trends, growth gaps, and the progress of at-risk student groups.

This process is supported by data dashboards, intervention logs, subgroup performance reports, survey results, and documented team discussions. Grade-level teams and the school data team use this information to guide instructional decisions, refine interventions, and adjust strategies to improve outcomes.

Implementation of interventions, professional development, and extended learning opportunities is regularly evaluated for fidelity and effectiveness. Adjustments are made as needed to ensure high-quality implementation and alignment with student needs. Families and community stakeholders contribute through Parent Advisory Council meetings, family engagement events, and surveys, providing valuable feedback that informs ongoing planning and continuous improvement efforts.

Based on this analysis, decisions are made to continue, modify, or expand interventions and instructional strategies by revising the Title I Schoolwide Plan.