



# Title I Compliance Monitoring eBox Extended Team Meeting



Facilitator: \_\_\_\_\_

Date and Time: \_\_\_\_\_

School: \_\_\_\_\_

Location: \_\_\_\_\_

*Please:*

1. ensure all meeting participants complete the provided sign in sheet and
2. identify a recorder to take detailed meeting notes (to be uploaded in the Title I eBox).

## Agenda

Topic/Item	Details	Notes
Welcome!	<ul style="list-style-type: none"> <li>• <i>We're glad you're here!</i></li> </ul>	
What is Title I?	<ul style="list-style-type: none"> <li>• Program Overview</li> </ul>	
Why is our School Title I?	<ul style="list-style-type: none"> <li>• Review Demographics (F/R Priced Lunch)</li> </ul>	
FDOE Monitoring	<ul style="list-style-type: none"> <li>• Workpapers with Compliance Monitoring Indicators</li> </ul>	
SCS Monitoring	<ul style="list-style-type: none"> <li>• Prepare for "onsite monitoring" annually</li> </ul>	
Title I eBox	<ul style="list-style-type: none"> <li>• Housed on OneDrive</li> <li>• Show Thy Impact – Evidenced-based</li> <li>• Reviewed quarterly with feedback</li> <li>• Shared Folders organized by School</li> </ul>	
Folders	<ul style="list-style-type: none"> <li>• Rationale</li> <li>• Organization</li> </ul>	
Evidence	<ul style="list-style-type: none"> <li>• Shared Drive/One Note @ site</li> <li>• Signatures or Completed "Samples" should be scanned</li> <li>• Website Screen Shots</li> <li>• All other documentation should be original electronic</li> </ul>	
Next Steps	<ul style="list-style-type: none"> <li>• Wrap Up</li> <li>• Q &amp; A</li> </ul>	

# Title I Program Overview

**Purpose of Title I — Improving The Academic Achievement Of The Disadvantaged:** The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.

**Florida Department of Education Federal Education Programs:** The Bureau of Federal Educational Programs provides technical assistance, program support and monitoring to local educational agencies/Districts that will lead to improved academic achievement outcomes for students who are disadvantaged, migrant, neglected, delinquent, at-risk, or homeless; or in rural and low-income schools.

**Monitoring:** The Florida Department of Education (FDOE) monitors federally funded programs operated by Local Educational Agencies (LEAs)/Districts to fulfill its obligations under federal and state law. The purpose of monitoring is to ensure that all the legally prescribed components are in place to increase student achievement. There are 4 types of Monitoring: On-site, Desktop, Target, and Self-Certification Monitoring. *Annually, Sarasota County Schools prepares for an On-site Monitoring Visit.*

**Show Thy Impact: Using Evidence to Strengthen Education Investments:** In the new evidence-based system under *Every Student Success Act (ESSA)*, activities with “strong,” “moderate,” and “promising” support must be identified and implemented. When using federal funds to pay for interventions in low-performing schools, the law requires states and school districts to include activities that meet at least the promising standard. Ultimately, we want to *SHOW THY IMPACT* of effectiveness for activities, programs, materials, services, and personnel funded by Title I. It is no longer just a question of *WHAT* we do to impact students, teacher, parents, and families, but *HOW* we do it. Evidence-based interventions are practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This shift was designed to help increase the impact of educational investments (think Title I dollars!) by ensuring that interventions being implemented have proven to be effective in leading to desired outcomes, namely improving student achievement.

## **Title I eBox Compliance Monitoring Review with Feedback (Quarterly):**

**Not Evidenced** - No documentation uploaded (or documentation provided is not related to the compliance item)

**In Progress**- Requested documentation is up-to-date/current; Continued upload of evidence in a timely manner will result in an “Evidenced” compliance monitoring indicator

**Requested Documentation Required**- Specific documentation for compliance is requested and required for compliance

**Minimally Evidenced** – Minimal documentation has been uploaded, however, the documentation is incomplete or lacks required elements for compliance

**Partially Evidenced** - Some documentation has been uploaded, however specific evidence requested in the 2018-2019 Technical Assistance Document and/or previous Compliance Monitoring Reviews with Feedback was not provided

**Evidenced** - All documentation is current/complete

**N/A** - Not Applicable based on evidence provided (i.e. memo, email communication)

Folder	FDOE Compliance Monitoring Requirements	Evidence	Evidence at Our School/ Visible Monitoring (Person Responsible)
Annual Meeting	<ul style="list-style-type: none"> <li>• provide proof that each Title I school convenes an annual meeting to inform parents of the school's participation under Title I, Part A, explain the requirement of Title I, and inform parents of their rights to be involved</li> <li>• provide evidence that the annual meeting was held at a time convenient for parents</li> <li>• provide documentation showing that each school offers a flexible number of meetings</li> <li>• provide evidence that parents are provided with timely information about the Title I program</li> <li>• provide evidence that parents are notified regarding the curriculum being used</li> <li>• provide proof that parents are notified regarding the academic assessments used to measure student progress</li> <li>• provide documentation showing that parents are notified of their opportunities to provide input on their child's education.</li> </ul>	<ul style="list-style-type: none"> <li>• Flyer in multiple languages with Date(s) and Time(s) of Title I Annual Meeting</li> <li>• Announcement/Reminder (remind text, connected call out, marque posting, stickers/labels for agendas, on hold message, website posting, school newsletter reference)</li> <li>• Presentation (PowerPoint, video)</li> <li>• Sign In Sheets (scanned)</li> </ul> <p><u>NOTE:</u> A complete packet must be provided to be evidenced</p> <p><u>NOTE:</u> If the Title I Annual Meeting is held in conjunction with another activity (such as an Open House or Curriculum Night), the Title I Annual Meeting must have distinct, labeled flyer, presentation, agenda, and sign in sheets</p>	
Compacts	<ul style="list-style-type: none"> <li>• provide evidence that school-parent compacts include all of the required components</li> <li>• provide proof that school-parent compacts are jointly developed with parents/families</li> <li>• provide documentation showing that school-parent compacts are individualized to meet the needs of each school</li> <li>• provide evidence that school-parent compacts are discussed with parents of elementary aged students during parent-teacher conferences</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Meeting Agenda, Minutes, Sign In Sheet scanned (SAC, PTO/PTA/ Boosters, Advisory Council) where the 18-19 Compact was reviewed, discussed, and developed</li> <li>• Staff/Faculty Meeting Agenda, Minutes, Sign In Sheet (PLC/CPT, Faculty Meeting)</li> <li>• Working documents evidencing feedback, input, suggestions, changes, from last year's Compact to the 2018-2019 Compact (scanned)</li> <li>• Website links to Compact in available languages</li> <li>• Publish the Compact in your School Newsletter</li> </ul>	

Folder	FDOE Compliance Monitoring Requirements	Evidence	Evidence at Our School/ Visible Monitoring (Person Responsible)
		<ul style="list-style-type: none"> <li>• Include the Compact in your School Agenda Books</li> <li>• Email Communications to staff evidencing procedures for distribution/returned Compacts</li> <li>• Scanned, Completing Classroom Roster marked showing student returned Compact</li> <li>• “What Goes Home” Document for the First Day/Week of School</li> <li>• Written Procedure to provide Compact to new students (Registrar)</li> <li>• Flyer in multiple languages</li> <li>• Individual Teacher/Grade Level Letter</li> <li>• Announcement/Reminder (remind text, connected call out, marque posting, stickers/labels for agendas, on hold message, website posting, school newsletter reference)</li> <li>• Scanned Samples of the Parent Record of Conference with “Compact Reviewed” checked/initialed</li> <li>• Individual Classroom Parent Conference Sign In sheets (with reference to Compact) to track Conference participation rates</li> </ul>	
Data Driven Decision Making	<ul style="list-style-type: none"> <li>• provide evidence of using assessment results to aid in diagnosing, teaching, and learning in the classroom and to determine the success of students</li> <li>• provide documentation showing that assessment results are used to identify students at risk of reading failure</li> <li>• provide proof of using assessment results to determine what revisions are needed to the Title I program to assist students in meeting the state academic achievement standards</li> </ul>	<ul style="list-style-type: none"> <li>• Rtl Sample Packet (Complete “package”)</li> <li>• Lesson Plan – one-week sample with evidence of differentiation</li> <li>• Completed, Scanned Curriculum Benchmark Assessments</li> <li>• Data Chat (Individual Teacher w/ Instructional Leader)</li> <li>• Completed Curriculum Benchmark Assessment SAMPLES (scanned)</li> <li>• MTSS Meeting Samples - Quarterly</li> <li>• CARE Meeting Samples - Quarterly</li> <li>• SWST Meeting Samples - Quarterly</li> <li>• PLC/CPT Meeting Samples –ONE SAMPLE from each grade level/team each Quarter</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

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		<p><u>NOTE:</u> Please upload complete documentation as outline in the 2018-2019 Technical Assistance Document</p>	
Early Childhood Education	<ul style="list-style-type: none"> <li>• provide evidence of the coordination of activities with Head Start and, if feasible, other entities who carry out early childhood development programs</li> <li>• provide evidence of the development and implementation of a systematic procedure for receiving records transferred with parental consent from a Head Start program or, where applicable, another early childhood development program such as the Voluntary Prekindergarten Education (VPK) program</li> <li>• provide evidence of established channels of communication between school staff and their counterparts (including teachers, social workers, and health staff) in Head Start agencies or other entities carrying out early childhood development programs, such as the VPK program, as appropriate, to facilitate coordination of programs</li> <li>• provide documentation of meetings conducted with parents, kindergarten, or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood development programs, such as the VPK program, to discuss the developmental and other needs of individual children</li> <li>• provide evidence of organization of and participation in joint transition-related training of school staff, Head Start program staff, and, where appropriate, other early childhood development program staff, such as VPK program staff</li> </ul>	<ul style="list-style-type: none"> <li>• Reminders, Agenda, Minutes, and Hand Outs/Resources from the Early Learning Coalition Meetings (if applicable representative at school site)</li> <li>• Registrar Meeting/Communication with Information about transfer of records</li> <li>• Email/Communication with local VPK programs</li> <li>• Articulation Meetings with VPK and K teachers (with evidence of communication, working documents, and meeting notes)</li> <li>• Samples of completed Early Learning VPK to K Transition Readiness Checklist</li> <li>• Kindergarten Round Up (complete packet as outlined in the 2018-2019 Technical Assistance Document))</li> <li>• Summer Programs for entering students Kindergarten</li> </ul>	

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Extended Day/Year Programs ( <b>TITLE I FUNDED ONLY</b> )	<p><i>Demonstrate Effectiveness of Title I Expenditures</i></p> <p><a href="#">Using Evidence to Strengthen Education Investments</a></p> <p><a href="#">What Works Clearinghouse</a></p> <p><a href="#">Evidence for ESSA</a></p>	<ul style="list-style-type: none"> <li>• Flyer/Parent Letter to Invite</li> <li>• Completed, Scanned Registration/Response Form Samples</li> <li>• Working Documents and Notes from Meetings of student selection</li> <li>• Completed, Scanned Attendance Rosters (end of program)</li> <li>• Pre-Post Assessment Documentation to determine program effectiveness</li> <li>• Supplemental Curriculum/Materials Used</li> <li>• Sample Lesson Plans/Curriculum Map</li> <li>• Schedule</li> <li>• Student Groups</li> </ul>	
Faculty List WITH Teaching Assignments	<ul style="list-style-type: none"> <li>• provide proof that the principal's attestations are accurate</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty List with Teaching Assignments</li> </ul>	
Grade - DISTRICT	<ul style="list-style-type: none"> <li>• provide documentation showing that an annual evaluation of the schoolwide program is conducted using the state's annual assessment and other indicators of academic achievement</li> </ul>	<ul style="list-style-type: none"> <li>• School Newsletter</li> <li>• "On Hold" Message</li> <li>• Marque Posting Request/Photo</li> <li>• School Website</li> </ul>	
Grade – SCHOOL	<ul style="list-style-type: none"> <li>• provide documentation showing that an annual evaluation of the schoolwide program is conducted using the state's annual assessment and other indicators of academic achievement</li> </ul>	<ul style="list-style-type: none"> <li>• School Newsletter</li> <li>• "On Hold" Message</li> <li>• Marque Posting Request/Photo</li> <li>• School Website</li> </ul>	
Inventory – Fixed Assets – Property Results	<ul style="list-style-type: none"> <li>• provide proof that the LEA maintains appropriate control over all property purchased with Title I funds at the LEA level</li> <li>• provide evidence that it maintains appropriate control over all property purchased with Title I funds at the school level</li> <li>• provide documentation showing that the LEA has policies in place to monitor and maintain control of all property purchased with Title I funds</li> </ul>	<ul style="list-style-type: none"> <li>• Fixed Assets Report</li> <li>• Results of Physical Inventory for the 2018-2019 school year</li> </ul>	

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Non-State Certified Teacher (formerly HQT)	<ul style="list-style-type: none"> <li>provide evidence that parents are provided information regarding the professional qualifications of the students' classroom teacher(s)</li> <li>provide proof that all schools notify parents when their child is assigned to or taught by non-state certified teacher(s) for four (4) or more consecutive weeks</li> </ul>	<ul style="list-style-type: none"> <li>4-week letter sent home to notify parents when their child is taught by non-state certified teacher for 4 or more consecutive weeks</li> </ul>	
Notification to and Participation of Parents and Families	<ul style="list-style-type: none"> <li>provide documentation showing that all school notifications to parents are dated</li> <li>provide documentation showing that parents are notified of their opportunities to provide input on their child's education.</li> <li>provide evidence that parents are notified regarding the curriculum being used</li> <li>provide proof that parents are notified regarding the academic assessments used to measure student progress</li> <li>provide evidence that parents are involved in the decisions regarding how the set-aside is allotted for parental involvement (invitation to participate)</li> <li>provide evidence that parents are provided information on their child's level of achievement in each of the state academic assessments</li> <li>provide evidence that parents are notified of the expectation of students to meet proficiency standards</li> </ul>	<ul style="list-style-type: none"> <li>Regular School Newsletters (print or electronic) - All</li> <li>Remind Messages – Related to Title Compliance Monitoring Requirements</li> <li>ConnectEd Call Out - Related to Title Compliance Monitoring Requirements</li> <li>Curriculum Nights/FSA Parent Info Nights</li> <li>SAC Meetings - All</li> <li>PTO/PTA/Boosters/Parent Advisory Council – All</li> <li>iReady Parent Reports with evidence of distribution/receipt</li> <li>Teacher or School Created Goal and Outcome Reports with evidence of distribution/receipt</li> <li>School Newsletter segments regarding FSA curriculum, iReady, etc. expectations</li> <li>Classroom, Grade Level, Team Parent Nights where individual student data/progress monitoring is provided</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
Paraprofessional/ Teacher's Aid Schedules	<ul style="list-style-type: none"> <li>provide evidence that all paraprofessionals work under the direct supervision of a state-certified teacher</li> <li>provide evidence that state-certified teachers assigned to supervise paraprofessionals plan the instructional activities the paraprofessional carries out</li> </ul>		

Folder	FDOE Compliance Monitoring Requirements	Evidence	Evidence at Our School/ Visible Monitoring (Person Responsible)
	<ul style="list-style-type: none"> <li>provide documentation showing that paraprofessionals work in close and frequent physical proximity to a state-certified teacher</li> </ul>		
Parent Engagement Activities	<ul style="list-style-type: none"> <li>provide evidence that all schools are implementing all activities described in their PIPs</li> </ul>	<ul style="list-style-type: none"> <li>Create sub-folders for activities identified in the 2018-2019 School-level Parent and Family Engagement Plan and upload complete “packets” of evidence to include invitation, announcement/reminder, agenda, presentation, sign in sheets, etc.</li> </ul>	
PFEP Parent and Family Engagement Plan DISTRICT-LEVEL	<ul style="list-style-type: none"> <li>provide proof that its written PIP has been distributed to parents</li> </ul>	<ul style="list-style-type: none"> <li>School Newsletter with SARASOTA COUNTY SCHOOLS PFEP Summary</li> </ul>	
PFEP Parent and Family Engagement Plan SCHOOL-LEVEL	<ul style="list-style-type: none"> <li>provide evidence that all Title I schools develop PIPs</li> <li>provide proof that school-level PIPs are updated periodically</li> <li>provide evidence that the LEA has reviewed and provided feedback, as needed, on school level PIPs</li> <li>provide documentation showing that all schools make their PIP available to staff, parents, and the community</li> <li>provide proof that all school-level PIPs are translated into a language other than English, as applicable</li> <li>provide evidence that all school-level PIPs include all of the require components</li> <li>provide documentation showing that parents are involved in the development of the school PIP</li> <li>provide evidence that all schools are implementing all activities described in their PIPs</li> </ul>	<ul style="list-style-type: none"> <li>One Page Summary/” Short Sheet” of the School-level Parent and Family Engagement Plan</li> <li>School Newsletter with PFEP Summary</li> <li>Link to Full-text School-level PFEP on School Website</li> <li>Meeting Flyer/Invitation, Announcement, Agenda, Notes/Minutes, and Working Documents when/where the school-level PFEP was reviewed, discussed, and developed for the 18-19 school year</li> </ul>	
Positions & Contracts	<p style="text-align: center;"><i>Demonstrate Effectiveness of Title I Expenditures</i></p> <p style="text-align: center;"><a href="#">Using Evidence to Strengthen Education Investments</a></p>	<ul style="list-style-type: none"> <li>Title I Position/Contracts: Show They Evidence Form and accompanying documentation</li> </ul>	



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	<p style="text-align: center;"><a href="#">What Works Clearinghouse</a></p> <p style="text-align: center;"><a href="#">Evidence for ESSA</a></p>		
Principal Attestation	<ul style="list-style-type: none"> <li>• provide proof that all teachers working in a Title I program meet the state certified requirement</li> <li>• provide evidence that all instructional paraprofessionals working in a Title I program meet the highly qualified requirements</li> <li>• provide evidence that principals at each Title I school attest annually in writing as to whether such school is in compliance</li> <li>• provide evidence that principals' written attestations of compliance are made available to the general public</li> <li>• provide evidence that principals' written attestations of compliance are maintained at the school-level</li> </ul>	<p><u>NOTE:</u> Do not scan/upload the Principal Attestation Form. Forms are on file at the Title I Office.</p> <ul style="list-style-type: none"> <li>• Publish one-page completed, scanned Principal Attestation Form in School Newsletter</li> <li>• Link to the completed, scanned Principal Attestation Form on the school website</li> <li>• “On Hold Message” verbally attesting that all teachers and paraprofessionals at _____ are state-certified.</li> </ul>	
Professional Development	<ul style="list-style-type: none"> <li>• provide evidence that each Title I school devotes sufficient resources to provide high quality professional development to all appropriate staff and parents</li> <li>• provide proof that all Title I schools provide professional development</li> <li>• provide evidence that the LEA coordinates Title I, Part A with Title II, Part A to provide professional development for appropriate staff, parents, and other stakeholders to assist low-achieving children in meeting the achievement standards of the state level academic assessment</li> </ul>	<p><u>Note:</u> Please do not upload the PD Request for Title I Fund Form as this is on file with the Title I Office</p> <ul style="list-style-type: none"> <li>• Create a sub-folder for each Professional Development Request for Title I Fund Form and upload a complete “packet” for each Title I funded PD Activity to include email communications, schedule, agenda, presentation/materials, notes, sign in sheet</li> </ul>	
Program Coordination - Increase program effectiveness,	<ul style="list-style-type: none"> <li>• coordinate and integrate services provided in Title I programs with services for children with limited English proficiency, children with</li> </ul>	<ul style="list-style-type: none"> <li>• ESOL</li> <li>• Foster Care</li> <li>• Homeless</li> <li>• Migrant</li> </ul>	

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eliminate duplication, and reduce fragmentation of the instructional program	<p>disabilities, migratory children, neglected or delinquent children and youth, homeless children, and immigrant children</p> <ul style="list-style-type: none"> <li>• provide evidence that the LEA conducts meaningful collaboration on an ongoing basis with the McKinney-Vento homeless liaison</li> <li>• provide evidence that the LEA coordinates services provided in Title I programs with services with minority students listed in section 1112(b)(1)(E)(ii)</li> </ul>	<ul style="list-style-type: none"> <li>• Neglected &amp; Delinquent (returning from DJJ program)</li> </ul>	
Right to Know	<ul style="list-style-type: none"> <li>• provide evidence that parents are provided information regarding the provisions of parents' "Right-To-Know" at the beginning of the school year</li> <li>• provide evidence that the principal attestations regarding parents' "Right-To-Know" notifications are available at the LEA and school</li> <li>• Federal law requires that the Sarasota County School District notify parents of all children in Title I schools of their rights to receive timely information on the professional qualification of their child's teacher. Parents may request information about the professional qualifications of the student's classroom teacher including, at a minimum, the following: <ul style="list-style-type: none"> <li>○ Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.</li> <li>○ Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria has been waived.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Any parent and family written requests about the qualifications of their child's teacher(s) and the required timely school response</li> <li>• School Newsletter publishing the Parents Right to Know</li> <li>• School Website posting the Parents Right to Know</li> </ul>	

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	<ul style="list-style-type: none"> <li>○ The baccalaureate degree major of the teacher and any other graduate certificate or degree held by the teacher, and the field of discipline of the certification or degree.</li> <li>○ Whether the child is provided services by paraprofessionals and, if so, their qualifications.</li> <li>● For all Title I schools, parents have the right to ask the school, and the school has the responsibility to let parents know about the qualifications of their child's teacher. <i>The school will respond in writing within a week.</i></li> </ul>		
School Improvement Plan	<ul style="list-style-type: none"> <li>● provide documentation showing that parents were notified of the opportunity to submit comments on the comprehensive schoolwide plan before it was made available to the LEA</li> <li>● provide evidence that all schools' CNAs [<i>part of the SIP</i>] are based on student achievement related to the state academic content standards and the state academic achievement standards</li> <li>● provide documentation showing the CNA [<i>part of the SIP</i>] has been developed with the participation of individuals who will carry out the schoolwide program plan including teachers, principals, administrators, and, as appropriate, pupil services personnel, technical assistance provider(s), school staff, and, if the plan relates to a secondary school, students from the school</li> <li>● provide proof that the LEA notifies all stakeholders, including school staff, parents, and the public, regarding the comprehensive schoolwide program (SIP) plan for their school</li> </ul>	<ul style="list-style-type: none"> <li>● One Page Summary/"Short Sheet" of the SIP</li> <li>● School Newsletter with SIP Summary</li> <li>● Link to Full-text SIP</li> <li>● Meeting Flyer/Invitation, Announcement, Agenda, Notes/Minutes, and Working Documents when/where the SIP was reviewed, discussed, and developed for the 18-19 school year</li> </ul>	

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	<ul style="list-style-type: none"> <li>provide evidence that the schoolwide program plan (SIP) was disseminated in an understandable and uniform format and, to the extent practicable, in a language other than English that parents understand</li> </ul>		
Title I Booklet <i>(Disseminated by Title I)</i>	<ul style="list-style-type: none"> <li>provide evidence that parents are provided with timely information about the Title I program</li> </ul>	<ul style="list-style-type: none"> <li>School Website Post noting Date Title I Booklets were distributed with link to electronic documents</li> <li>School Newsletter reference to the Date Booklets were sent home with link to electronic documents</li> <li>Written Procedure for Newly Registered Students to Receive the Title I Booklet</li> </ul>	
<b>OTHER:</b> Review Title I Budget for additional expenditures not represented (RENAME OR ADD FILE FOLDER TO EBOX)	<ul style="list-style-type: none"> <li>Evidence of Effectiveness</li> <li>Strengthen Education Investments</li> <li>When using federal funds to pay for interventions in low-performing schools, the law requires states and school districts to include evidence-based activities.</li> </ul> <p style="text-align: center;"><i>Demonstrate Effectiveness of Title I Expenditures</i></p> <p style="text-align: center;"><a href="#"><u>Using Evidence to Strengthen Education Investments</u></a></p> <p style="text-align: center;"><a href="#"><u>What Works Clearinghouse</u></a></p> <p style="text-align: center;"><a href="#"><u>Evidence for ESSA</u></a></p>	<ul style="list-style-type: none"> <li>Evidence of planning, implementation, and evaluation related to the Expenditure</li> </ul>	

### **School Level Web-Site** – *Dissemination Evidence*

- Signed Principal Attestation (link to scanned, signed form)
- School Improvement Plan Short Sheet/Summary
- School-level Parent and Family Engagement Plan Short Sheet/Summary
- 2018-2019 School-Parent Compact (links to document in available languages)
- 2017-2018 School Grade
- 2017-2018 District Grade
- Title I Annual Meeting Announcement and link to Presentation (PowerPoint or video)
- Information about Core and Supplemental Curriculum
- Information about Proficiency/Grade Level Standards
- Information about the State and Local Assessments used to measure student progress
- Invitation/Notification of opportunities to provide input on their child's education
- Title I Program Information
- Homeless Services Information
- District School Climate Survey Announcement/Reference
- Title I Climate Survey Announcement/Reference
- Parent Involvement Activities Announcements
- Parent Meeting Announcements (PTO/SAC/Boosters/Advisory/SAC)

### **School Newsletter** (Print or Electronic) – *Dissemination Evidence*

- Signed Principal Attestation (link to scanned, signed form)
- Parents "Right-to-Know" Information
- School Improvement Plan Short Sheet/Summary
- School Parent Involvement Plan Short Sheet/Summary
- District Parent Involvement Plan Short Sheet/Summary
- School-Parent Compact
- Title I *Educating Our Children Booklet* reference (distribution date and availability)
- 2017-2018 School Grade
- 2017-2018 District Grade
- Title I Annual Meeting Announcement and Meeting Agenda
- Information about Core and Supplemental Curriculum
- Information about Proficiency/Grade Level Standards
- Information about the State and Local Assessments used to measure student progress
- Invitation/Notification of opportunities to provide input on their child's education
- Title I Program Information
- Homeless Services Information
- District School Climate Survey Announcement/Reference
- Title I Climate Survey Announcement/Reference
- Parent Involvement Activities Announcements
- Parent Meeting Announcements (PTO/SAC/Boosters/Advisory/SAC)

