**Sarasota County School Title I Compliance Monitoring Checklist and Calendar**

**2018-2019**

***Title I Compliance Monitoring Review with Feedback***

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| **Quarter** | **Review Window Begins…** |
| 1st | October 22nd |
| 2nd | January 7th |
| 3rd  | March 4th  |
| 4th  | April 29th |

| **Timeline** | **Task** |
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| Upon Release | * Dissemination of DISTRICT Grade (website AND newsletter, parent letter, marque, ConnectEd, etc.)
* Dissemination of SCHOOL Grade (website AND newsletter, parent letter, marque, ConnectEd, etc.)
* Notification and evidence of Distribution of Individual Student FSA Results to Parents and Families (mail, pick-up, etc.)
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| Pre-Planning | * Contact the Y’s Schoolhouse Link to arrange a meeting/training regarding Homeless Services (Staff Meeting, Team Meeting, etc.)
* Individual **Paraprofessional Schedules** completed indicating the supervising teacher, specific assignments/tasks, and collaborative planning time demonstrating that the paraprofessional is carrying out the instructional activities planned by the teacher (Template provided)
* Schedule your [New](https://calendly.com/tarakonrardy/new-title-i-ebox-hero-training) or [Returning](https://calendly.com/tarakonrardy/returning-title-i-ebox-heros-referesher) Title I eBox Training with Title I Facilitator
* Host [Title I Extended Team eBox](https://calendly.com/tarakonrardy/title-i-extended-team-ebox-meeting) Meeting to review roles and responsibilities of team members who contribute documentation to the Title I eBox
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| MONTHLY | * **Parent Engagement Activities** (training and social) schedule, flyer/invitation/notification, agenda, program materials/handouts, sign in sheet for each event (sub-folder created for each activity)
* **Professional Development** schedule, email communications, agenda, presentation materials/PowerPoint, and sign in sheet for each PD activity (sub-folder created for each activity)
* **PTA/PTO/Boosters/Parent Leadership Meeting** notification/flyer/invitation, agenda, minutes/notes, sign in sheets (for **Notification to and Participation of Parents**)
* **SAC Meeting** notification/flyer/invitation, agenda, minutes/notes, sign in sheets (for **Notification to and Participation of Parents**)
* Connect Phone Messages for Title I Programs (for **Notification to and Participation of Parents**)
* Remind TEXT Messages (for **Notification to and Participation of Parents** )
* School Newsletter (print or electronic) in all languages available (for **Notification to and Participation of Parents** )
* Confirm all staff including long-term substitutes are state-certified (formerly HQT). If students are taught by a **non-state certified** teacher or long-term substitute for four consecutive weeks, distribute required letter.
* Documentation (emails, meetings, agendas, notes/minutes, participants, budget) of efforts to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program for students eligible for services: Limited English Proficiency/ESOL, Homeless, Migrant, Children with Disabilities, and children in Foster Care (**Program Coordination**)
* Communication/documentation regarding enrollment, eligibility, or services related to ESOL, Homeless, Foster and/or Migrant programs **(Program Coordination)**
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| QUARTERLY | * **PLC/CPT Mtg** Agendas, Schedules, and Minutes/ Notes that reflect discussion of assessment results/progress monitoring data and implications for teaching and learning, interventions, and curriculum/standards. (one per quarter per grade level for **Data Driven Decision Making**)
* **SWST/CARE** Meeting (Student Monitoring Meetings) Schedules, Agendas, Notes, Forms (for **Data Driven Decision Making**)
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| August | * Schedule and Conduct a meeting with school staff involved in Title I Compliance Monitoring to outline roles and responsibilities including Professional Development contact, Bookkeeper, Parent Liaison, ESOL Liaison, Team/Department Leaders, etc. (Title I Extended eBox Team Meeting)
* Establish procedures (and document) with Registrar to ensure that each new student/family receives the ELECTRONIC *Title I Booklet: Educating Our Children*
* Meeting invitation/notification, agenda, minutes/notes, working documents, and sign in sheets demonstrating the review, discussion, revision, and development of the2018-2019 Parent and Family Engagement Plan **(PFEP) SCHOOL** (meetings may have occurred in Spring 2018)
* Evidence of dissemination of the 2018-2019 Parent and Family Engagement Plan **(PFEP) SCHOOL** (“short sheet” or summary)
* Meeting invitation/notification, agenda, minutes/notes, working documents, and sign in sheets demonstrating the review, discussion, revision, and development of the 2018-2019 Home-School **Compact** (meetings may have occurred in Spring 2016)
* Evidence of dissemination of the 2018-2019 Home-School Compact (i.e. school agenda book or newsletter)
* **Grade – 2017-2018 DISTRICT**
* **Grade – 2017-2018 SCHOOL**
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| September | * **Faculty List WITH Teaching Assignments**
* Title I **Annual Meeting** flyer/invitation/notification, agenda, PowerPoint presentation, program materials/handouts, and sign in sheets (must be announced as a separate meeting even when held in conjunction with another event)
* Evidence of dissemination of the 2018-2019 **Principal Attestation** (newsletter and website)
* List of All Students eligible to receive **ESOL** Services at your school or documentation (i.e. email with District contact) noting that there are no eligible students at your school (for **Program Coordination**)
* List of All Students eligible to receive **Homeless** Services at your school or documentation (i.e. email with District contact) noting that there are no eligible students at your school (for **Program Coordination**)
* List of All Students eligible to receive **Migrant** Services at your school or documentation (i.e. email with District contact) noting that there are no eligible students at your school (for **Program Coordination**)
* List of All Students eligible to receive **Foster Care** Services at your school or documentation (i.e. email with District contact) noting that there are no eligible students at your school (for **Program Coordination**)
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| October | * **School Improvement Plan** working documents including the Comprehensive Needs Assessment (CNA) development (*per Research & Evaluation guidelines*)
* **School Improvement Plan** (also known as the school-wide program plan) meeting agendas, minutes/notes, and sign in sheets for review, discussion, revision, and development of the 2018-2019 SIP
* One week of Lesson Plan SAMPLE demonstrating classroom instruction that meets the needs of low-achieving students through differentiated instruction (small group/individual skills instruction) (for **Data Driven Decision Making**)
* Distribute, post, publish the signed, dated 2018-2019 **Principal Attestation** Form
* Distribute, post, publish the **Parent’s Right to Know** Information
* Evidence of Distribution of Assessment Score Reports (i-Ready, Fluency, Below Grade Level/Retention letters) to parents detailing their child’s progress toward grade level expectations/skills (it is not sufficient to upload the “report” rather the evidence that the report is shared with parents) (for **Data Driven Decision Making**)
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| November | * Development of the **SIP** “Short Sheet” or “Summary”
* Dissemination of the **School Improvement Plan** (also known as the school-wide program plan)
* Signed, scanned samples of the 2018-2019 Home-School **Compact** in each language
* Documentation of (Fall) **Parent Conference** including notification/invitation/flyer, schedule, Record of **Parent Conference** form WITH evidence that the 2018-2019 Home-School **Compact** was discussed during the conference, sign in sheet with acknowledgement that the Home-School Compact was discussed)
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| December | * Meet with Bookkeeper to identify any allocations/expenditures showing evidence of integration of Title I, Part A funds in coordination other federal programs (i.e. Title II PD, ESOL, Migrant, etc.)
* Data Chat-Mtg Admin and Teacher (if applicable) documentation (emails/notices, schedule, agenda, working documents/forms, spreadsheets, notes) from individual meetings with teachers facilitated by the Principal/Leadership Team (for **Data Driven Decision Making**)
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| January  | * Scanned samples of completed Curriculum Benchmark Assessments (for **Data Driven Decision Making**)
* Title I **Positions** & **Contracts**: Upload the most recent schedule by teacher, student list by teacher, evidence of the selection/dismissal process (for flexible grouping/discontinuation of services), sample lesson plan, data meeting notes, and other evidence to *Show Thy Impact*.
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| February | * Emails, agendas, minutes/notes, sign in sheets from meetings and communications related to **Early Childhood** articulation and school readiness (i.e. pre-school teachers meet with Kindergarten teachers)
* Fixed Asset Report and Results of 2018-2019 School **Inventory** Reconciliation Reports signed and dated by Principal
* Evidence of Distribution of Assessment Score Reports (i-Ready, Fluency, Below Grade Level/Retention letters) to parents detailing their child’s progress toward grade level expectations/skills (it is not sufficient to upload the “report” rather the evidence that the report is shared with parents) (for **Data Driven Decision Making**)
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| March | * Kindergarten Round Up (**Early Childhood**) schedule, flyer/invitation/notification, agenda, program materials/handouts, sign in sheet
* Documentation of Curriculum, FSA, or Data Meetings for Parents including flyer/invitation/notification, agenda, PowerPoint presentation, program materials/handouts, and sign in sheets (for **Notification to and Participation of Parents** )
* **Extended Day-Year Program** documentation (before and/or after school Tutoring programs funded in whole or partially by Title I) including emails, lists/discussions/requests for eligible students, parent letters/notification/invitation, registration form samples, program/curriculum description, program budget, schedule for daily operations, attendance rosters, progress monitoring/pre-post assessment activity to determine student progress and program effectiveness
* List of All Students eligible to receive **ESOL** Services at your school or documentation (i.e. email with District contact) noting that there are no eligible students at your school (for **Program Coordination**)
* List of All Students eligible to receive **Homeless** Services at your school or documentation (i.e. email with District contact) noting that there are no eligible students at your school (for **Program Coordination**)
* List of All Students eligible to receive **Migrant** Services at your school or documentation (i.e. email with District contact) noting that there are no eligible students at your school (for **Program Coordination**)
* List of All Students eligible to receive **Foster Care** Services at your school or documentation (i.e. email with District contact) noting that there are no eligible students at your school (for **Program Coordination**)
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| April | * **Extended Day-Year Program** documentation (before and/or after school Tutoring programs funded in whole or partially by Title I) including emails, lists/discussions/requests for eligible students, parent letters/notification/invitation, registration form samples, program/curriculum description, program budget, schedule for daily operations, attendance rosters, progress monitoring/pre-post assessment activity to determine student progress and program effectiveness
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**Newsletter (or other form of dissemination) Evidence:**

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| **Requirement for 2018-2019** | **Dated Edition(s)/Page Number)s or Connect Messages** |
| “Right to Know” |  |
| SIP Short Sheet/Summary |  |
| SCHOOL PIP Short Sheet/Summary |  |
| DISTRICT PIP Short Sheet/Summary |  |
| Home-School Compact  |  |
| Title I Book: Educating Our Children Reference |  |
| 2017-2018 SHOOL Grade |  |
| 2017-2018 DISTRICT Grade |  |
| Invitation/Notification of opportunity to provide input on their child’s education |  |