

**Sarasota County School Title I Compliance Monitoring Checklist and Calendar
2018-2019**

Timeline	Task
Upon Release	<ul style="list-style-type: none"> <input type="checkbox"/> Dissemination of DISTRICT Grade (website AND newsletter, parent letter, marque, ConnectEd, etc.) <input type="checkbox"/> Dissemination of SCHOOL Grade (website AND newsletter, parent letter, marque, ConnectEd, etc.) <input type="checkbox"/> Notification and evidence of Distribution of Individual Student FSA Results to Parents and Families
Pre-Planning	<ul style="list-style-type: none"> <input type="checkbox"/> Contact the Y's Schoolhouse Link to arrange a meeting/training regarding Homeless Services (Staff Meeting, Team Meeting, etc.) <input type="checkbox"/> 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) <input type="checkbox"/> Schedule your New or Returning Title I eBox Training with Title I Facilitator <input type="checkbox"/> Host Title I Extended Team eBox Meeting to review roles and responsibilities of team members who contribute documentation to the Title I eBox
MONTHLY	<ul style="list-style-type: none"> <input type="checkbox"/> 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) <input type="checkbox"/> Professional Development schedule, email communications, agenda, presentation materials/PowerPoint, and sign in sheet for each PD activity (sub-folder created for each activity) <input type="checkbox"/> PTA/PTO/Boosters Meeting notification/flyer/invitation, agenda, minutes/notes, sign in sheets <input type="checkbox"/> SAC Meeting notification/flyer/invitation, agenda, minutes/notes, sign in sheets <input type="checkbox"/> School Newsletter (print or electronic) in all languages available <input type="checkbox"/> 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. <input type="checkbox"/> 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) <input type="checkbox"/> Communication/documentation regarding enrollment, eligibility, or services related to ESOL, Homeless, Foster and/or Migrant programs (Program Coordination)
QUARTERLY	<ul style="list-style-type: none"> <input type="checkbox"/> 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) <input type="checkbox"/> SWST/CARE Meeting (Student Monitoring Meetings) Schedules, Agendas, Notes, Forms (for Data Driven Decision Making) <input type="checkbox"/> 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 <i>Show Thy Impact</i>.

August	<ul style="list-style-type: none"> <input type="checkbox"/> 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) <input type="checkbox"/> Establish procedures (and document) with Registrar to ensure that each new student/family receives the ELECTRONIC <i>Title I Booklet: Educating Our Children</i> <input type="checkbox"/> Meeting invitation/notification, agenda, minutes/notes, working documents, and sign in sheets demonstrating the review, discussion, revision, and development of the 2018-2019 Parent and Family Engagement Plan (PFEP) SCHOOL (meetings may have occurred in Spring 2018) <input type="checkbox"/> Evidence of dissemination of the 2018-2019 Parent and Family Engagement Plan (PFEP) SCHOOL (“short sheet” or summary) <input type="checkbox"/> 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) <input type="checkbox"/> Evidence of dissemination of the 2018-2019 Home-School Compact (i.e. school agenda book or newsletter) <input type="checkbox"/> Grade – 2017-2018 DISTRICT <input type="checkbox"/> Grade – 2017-2018 SCHOOL
September	<ul style="list-style-type: none"> <input type="checkbox"/> Faculty List WITH Teaching Assignments <input type="checkbox"/> 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) <input type="checkbox"/> Evidence of dissemination of the 2018-2019 Principal Attestation (newsletter and website) <input type="checkbox"/> 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) <input type="checkbox"/> 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) <input type="checkbox"/> 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) <input type="checkbox"/> 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)
October	<ul style="list-style-type: none"> <input type="checkbox"/> School Improvement Plan working documents including the Comprehensive Needs Assessment (CNA) development (<i>per Research & Evaluation guidelines</i>) <input type="checkbox"/> 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 <input type="checkbox"/> 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) <input type="checkbox"/> Distribute, post, publish the signed, dated 2018-2019 Principal Attestation Form

	<input type="checkbox"/> Evidence of Distribution of Assessment Score Reports (i-Ready, FAIR, Fluency, FSA, 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)
November	<input type="checkbox"/> Development of the SIP “Short Sheet” or “Summary” <input type="checkbox"/> Dissemination of the School Improvement Plan (also known as the school-wide program plan) <input type="checkbox"/> Signed, scanned samples of the 2018-2019 Home-School Compact in each language <input type="checkbox"/> 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)
December	<input type="checkbox"/> 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.) <input type="checkbox"/> 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) <input type="checkbox"/>
January	<input type="checkbox"/> <input type="checkbox"/>
February	<input type="checkbox"/> 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) <input type="checkbox"/> Fixed Asset Report and Results of 2018-2019 School Inventory Reconciliation Reports signed and dated by Principal <input type="checkbox"/> Evidence of Distribution of Individual Student Progress Reports (i-Ready, FAIR, Fluency, FSA, 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)
March	<input type="checkbox"/> Kindergarten Round Up (Early Childhood) schedule, flyer/invitation/notification, agenda, program materials/handouts, sign in sheet <input type="checkbox"/> 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
April	<input type="checkbox"/> Documentation of (Spring) 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 <input type="checkbox"/> Meeting invitation/notification, agenda, minutes/notes, working documents, and sign in sheets demonstrating the review, discussion, revision, and development of the 2019-2020 SCHOOL Parent and Family Engagement Plan

	<input type="checkbox"/> Meeting invitation/notification, agenda, minutes/notes, working documents, and sign in sheets demonstrating the review, discussion, revision, and development of the 2019-2020 Home-School Compact
May	<input type="checkbox"/> 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
June	
July	

Newsletter (or other form of dissemination) Evidence:

Requirement for 2018-2019	Dated Edition(s)/Page Number(s)
"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	
2015-2016 SHOOOL Grade	
2015-2016 DISTRICT Grade	
Invitation/Notification of opportunity to provide input on their child's education	