

2018-2019 Technical Assistance
SHOW THY IMPACT
Title I Compliance Monitoring
eBox

Purposeful and powerful encounters to ensure that [all children have a fair, equal, and significant opportunity to be provided with a high-quality education](#) are happening in our classrooms and across Title I schools every day. As the Title I eBox Team, we are privileged to be the "illustrator" of these great stories. Through your documents, spreadsheets, forms, emails, and photos, you bring each Title I Compliance Monitoring Indicator to life. To strengthen educational investments with evidence based programs, efforts have been made to more closely align your school's unique **Title I Budget** with your **Compliance Monitoring Folders**.

In the [new evidence-based system under the 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.

Annually, Sarasota County Schools Title I will simulate an onsite/desktop Title I Compliance Monitoring Review to demonstrate our program's effectiveness.

For ease of use, Sarasota County Schools Title I Compliance Monitoring uses a “*topic*”-based monitoring system to collect evidence and documentation rather than the FDOE Compliance Monitoring lettering and numbering system. Sarasota County Title I Schools are asked to provide evidence in the Title I eBox in applicable “folders” housed on OneDrive.

Please note: The 2018-2019 Title I Compliance Monitoring Item Folders have been updated/revised/changed. Please review each compliance monitoring indicator in detail to ensure full understanding and compliance. Further, identify only related, meaningful documentation and eliminate unrelated or unnecessary documentation from the Title I Compliance Monitoring process.

Annual Mtg

Compliance Item KIA-1: *The LEA shall ensure that Title I schools convene an annual parent meeting; offer a flexible number of meetings; involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the programs; and provide parents with timely information about programs, a description of curriculum, forms of the academic assessment used to measure student progress, the expected proficiency students are expected to meet, and, if requested by parents, opportunities to provide input on their child's education.*

- **Agenda:** As part of the Technical Assistance provided by Sarasota County Title I, a sample Agenda is provided. The Agenda must be clearly indicated for the Annual Title I Meeting

- Announcement/Reminder: Multiple notifications are expected including Connect Outbound messages (text, email, phone calls), Marque Post, Reminder Labels, etc.
- Flyer/Invitation: Letter or Flyer made in applicable languages to invite parents and families; If the meeting is being held in conjunction with another activity (such as an Open House or Curriculum Night), the Title I Annual Meeting must distinctly announced.
- Presentation: As part of the Technical Assistance provided by Sarasota County Title I, a Presentation Template is provided. The presentation must, at a minimum, inform parents of the school's participation under Title I, Part A, explain the requirements of Title I, and inform parents of their rights to be involved. Please clearly indicate the materials distributed at the Title I Annual Meeting (i.e. School Parent Involvement Plan, Title I Booklet, SIP Summary Sheet) as well as scanned/uploaded samples
- Sign In Sheets: Scanned, If the event is being held in conjunction with another activity (such as an Open House or Curriculum Night), the Title I Annual Meeting must have distinct, labeled sign in sheets
- Pictures: Always encouraged!

□ Compacts

Compliance Item KIA-1: The LEA shall ensure that each participating school, in conjunction with the parents of participating students, has jointly developed a school-parent compact that describes the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment; addresses the importance of ongoing communication between teachers and parents; describes the ways in which each parent will be responsible for supporting their child's learning; and is discussed with parents of elementary aged students.

18-19 Review, Development, Approval Meeting(s): School-parent compacts must be individualized to meet the needs of each school. Annually, we must show evidence that school-parent compacts are jointly developed with parents and are reviewed. Meeting notices, agenda, minutes, and sign in sheets should be collected from these annual development and review meetings. Meetings may be held in the Spring of the *previous* school year.

Dissemination Evidence: We must show Evidence of the notification/dissemination of school-parent compacts. How do new families receive the Compact upon enrollment? Consider your School Agenda/Planner, Meetings, Newsletter, Website, etc.

Parent Conference: It is highly recommended that all school levels (elementary, middle, and high school) show evidence of parent conferences and the discussion of the School-Parent Compact at least annually. Elementary schools must show evidence that the school-parent compact was discussed with parents during parent-teacher conferences. As such, the following evidence is required:

Notification/Invitation: Upload evidence that parents/families were notified of the parent conference. Your school may choose to host a Parent Conference night /event or each teacher may be responsible for arranging his/her own parent conferences during a designated time frame.

Record of Parent Conference Form and Sign In Sheets with Compact Reference: Schools may use the District Record of Parent Conference Form available through the

District Print Shop. The updated/revised form includes a “checkbox” for Title I Schools to indicate that the Parent-Teacher Compact was reviewed during the conference (located under “Type of Conference” heading). Some schools utilize a school or teacher-created Parent Conference Form. If so, please ensure that there is an acknowledgement of the Parent-School Compact. To demonstrate parent participation, each teacher is encouraged to maintain a parent conference sign in sheet. Some may elect to include a “check box” or column on the sign in sheet indicating that the Parent-School Compact was provided/discussed during the conference. Sign in sheets should be scanned and uploaded as a single PDF document.

Signed-Scanned Samples: One Signed, Scanned from each applicable Language (English, Spanish, Ukrainian, Russian, etc.)

Data Driven Decision Making

Compliance Item AIA-2: *The local educational agency (LEA) and its Title I schools shall use assessments to determine the success of children served in meeting the state student academic achievement standards; assist in diagnosing, teaching, and learning in the classroom to enable low-achieving students to meet the state academic achievement standards; determine what revisions are needed to the Title I program; and identify students who may be at risk of reading failure.*

CARE AND/OR SWST

Completed, Scanned Benchmark Assessment Samples (Unit/Topic Tests)

Data Meetings/Data Chats – Teacher & Leader: Described as *individual meetings* with teachers facilitated by the Principal/Leadership Team for the review of academic assessments and non-academic indicators to evaluate student progress. Though not required, this best practice is highly recommended as a formal way to discuss student data to determine the success of students and identify students at risk of reading and/or math failure.

Schools may develop tools to facilitate these discussions such as data cards, spreadsheets, or a series of reflective questions/prompts to be completed prior to the Data Meetings/Data Chats. Generally, evidence of these meetings may include notes or completed spreadsheets. If these documents are cumulative, a final document may be uploaded following the last Data Chat/Data Meeting.

Data Tools: Spreadsheets, Working Sheets, Reflective Questions, Agenda

Email Communications: Internal communications to teachers regarding the Data Meetings/Chats including the purpose, format, schedule, and expectation of the meetings

Sample Meeting Notes: Cumulative Data Chat/Meeting notes and records

Schedules: Date/Times of Data Chats

This may be NOT APPLICABLE if your school does not host individualized, ongoing Data Chats-Mtgs facilitated by school leaders. If N/A, please post a memo indicating such.

Lesson Plans - Differentiated Sample- For this compliance monitoring indicator, we must provide sample(s) of **lesson plans** that demonstrate classroom instruction meets the needs of low-achieving students. As such, the Lesson Plan sample must be thoughtfully selected. The one-week plans must clearly demonstrate a plan to meet the needs of low-achieving students as evidenced by assessment data that was used to identify students at risk of reading failure and that – if necessary – the instructional program was changed to meet the needs of specific students. Skills-based, small groups and differentiated lesson planning must be evidenced in the lesson plan sample selected.

PLC-CPT Meetings: At a minimum, each school shall upload ONE GRADE LEVEL/DEPARTMENT sample EACH QUARTER to include dated meeting agendas, sign-in sheets, and notes pertaining to the review of academic assessments and non-academic indicators to evaluate student and school progress to improve the school program.

Sample CPT/PLC meetings should be thoughtfully selected based on discussion evidence including:

- Using assessment results (data) to aid in diagnosing, teaching, and learning in the classroom and to determine the success of students as well as identify students at risk of reading failure
- Instructional Planning to demonstrate that the instructional program was changed to meet the specific needs of students
- Interventions and Results

It is recommended that schools create their own internal “Shared Drive” to house CPT/PLC meetings allowing the eBox contact immediate and convenient access to meeting agendas/notes to select the strongest examples each quarter.

Samples may be uploaded by grade level OR as a single combined PDF document.

Rtl Completed Packet (Scanned)

□ Early Childhood

Compliance Item CIA-1: The Local Educational Agency (LEA) shall coordinate activities found in section 1120B(b) with Head Start agencies and, if feasible, other entities who carry out early childhood development programs.

Activities for ages 0-5: In an effort to increase parent participation in schools, some Title I schools plan outreach activities specifically for preschool aged children to facilitate the transition to Kindergarten as well as encourage a welcoming, comfortable school environment for incoming students and their parents/families. Additionally, Title I Schools may host Parent Involvement Trainings specifically targeted for ages 0-5 to promote school readiness and school success. Activities such as these, and others, should be well-documented including notification/announcement, agenda, sign in sheets, presentation, handouts/materials, and other related documentation.

Early Learning Coalition Meetings: This addresses Professional groups advocating for Early Childhood education and readiness such as the Early Learning Coalition. Please include email

communications, meeting agendas, meeting minutes/notes, and meeting sign in sheets. (We must show *evidence that the LEA/School conducted meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood programs.*)

K Round Up: Annually, Sarasota County Title I Schools host individual Kindergarten Round Up Programs. All related documentation including notification/announcement, agenda/schedule, presentation (if applicable), handouts/resources, and sign in sheets must be uploaded. In addition, schools are encouraged to include Title I information in their Kindergarten Round Up presentations (such as a description of Title I, parents' right to know, right to parental involvement/input, etc.).

Summer Learning Program:

VPK – K Articulation Mtgs and Communication: This may include articulation meetings between preschools/VPK and receiving elementary schools.

VPK-K Records: This also includes the transition of records and information from preschool programs to the designated Title I Elementary School. **This guidance may come from District/School registrars.** (There is a requirement to show *evidence that the LEA developed and implemented 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 Early Reading First program.*)

☐ Extended Day – Year Programs (Title I Funded ONLY)

Compliance Item AIA-2: *The Local Educational Agency (LEA) and Title I schools shall use assessments to determine the success of children served in meeting the state student academic achievement standards; assist in diagnosing, teaching, and learning in the classroom to enable low-achieving students to meet the state academic achievement standards; determine what revisions are needed to the Title I program; and identify students who may be at risk of reading failure.*

As part of the Title I Compliance Monitoring process we must show evidence of implementation for activities, initiatives, and programs *funded* by Title I. Many Title I Schools use allocated funds to run extended day or year programs for students at risk of reading and/or math failure. These programs may provide before-after school tutoring and/or summer programs.

If Title I - partially or wholly - funds such a program at your school either AFTER/BEFORE SCHOOL or SUMMER, please plan to include all related documentation.

Before-After School Program:

Attendance – Completed: Provide Scanned and Uploaded and Electronic Spreadsheet after program completion

Curriculum – Curriculum Program, Mapping, and/or Overview of Lessons

Evidence of Program Effectiveness: When Title I Funds are utilized, we must demonstrate Program Effectiveness including progress monitoring and pre-post assessment activity. This may be pre-post assessment data.

Invitation/Notification: Notification/Announcement of the Program including parent letters/invitation to the program and signed, scanned Registration Forms returned

Lesson Plan SAMPLES

Program Description: Proposal

Schedule-Student Groups

Student Selection Process: Please include internal email communications or meeting notes where student criteria and selection was discussed

Saturday

Summer 2019

If your school does not provide Title I funded before-after school tutoring or extended year programs, please upload a memo noting "Not Applicable".

Faculty and Staff List WITH Teaching Assignment

Compliance Item LIA-1: *The Local Educational Agency (LEA) shall ensure that all instructional staff working in schools, funded wholly or in part with Title I, Part A, meets the statutory requirements of being highly qualified. The LEA must ensure instructional paraprofessionals work under the direct supervision of a teacher.*

To satisfy this compliance item, we must provide a list of all Title I core-subject area teachers and instructional paraprofessionals with indication of their highly qualified status.

GRADE – 17-18 DISTRICT: SCS is an A School District Dissemination Evidence

Compliance Item AIA-1: *The Local Educational Agency (LEA) shall annually review and report the progress of each school and student served under this part to parents, teachers, principals, schools, and the community; and disseminate the required information outlined in section 1111 (the annual report card) to all schools served by the LEA and all parents of students attending those schools in a format and, to the extent practicable, in a language that parents can understand, and make the information widely available through public means.*

The Sarasota County School District has earned an A grade by the state of Florida for the 15th consecutive year since grading began in 2004. Sarasota was one of 20 school districts out of 67 in Florida to earn an A grade for the 2017-18 school year. Here's some examples of where/how you might announce the DISTRICT Report Card Grade:

- Your own school website on a Principal Welcome or Blog Post (Website)
- In your School Newsletter/Principal Letter (Newsletter)
- On your School Telephone Hold Message (Other)
- Marque Posting of the DISTRICT Grade (Other)

□ GRADE – 17-18 SCHOOL Dissemination Evidence

Compliance Item AIA-1: *The Local Educational Agency (LEA) shall annually review and report the progress of each school and student served under this part to parents, teachers, principals, schools, and the community; and disseminate the required information outlined in section 1111 (the annual report card) to all schools served by the LEA and all parents of students attending those schools in a format and, to the extent practicable, in a language that parents can understand, and make the information widely available through public means.*

The purpose of this compliance item is to show dated notification of your school grade. Please note, the internet alone is not a sufficient means for disseminating information. Please upload all school-based documents that include your school's 2017-2018 grade.. Here are some examples of where/how you might announce your school's Grade:

- Your own school website on a Principal Welcome or Blog Post (Website)
- In your School Newsletter/Principal Letter (Newsletter)
- On your School Telephone Hold Message (Other)
- Marque Posting of your school's Grade (Other)

□ Inventory – Property – Fixed Assets Reports

- **Compliance Item IIA-1:** *The LEA shall maintain appropriate control over all property purchased with Title I, Part A funds, including property located in Title I charter schools. (Including: How does the LEA keep track of Title I inventory? When are the property records reconciled? When a Title I school no longer needs equipment, or the school no longer receives Title I, Part A funds, what is done with the property?)*

We must provide school property inventories with current location of property specifically property purchased with Title I funds at the school level.

Annually, please upload your school's:

- Fixed Asset List by Location Report (provided as a PDF/Excel document)
- Annual Physical Asset Accounting Results Report prepared and provided by Fixed Assets Accounting

□ Non-State Certified Teacher Letter (formerly NON-HQT) IF APPLICABLE

Compliance Item KIA-1: *The LEA shall, at the beginning of the school year, inform parents of their "Right-to-Know" information regarding the professional qualifications of the student's classroom teachers, information on the level of achievement of the child in each of the state academic assessments, and if their child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified.*

Note: Parents' "Right-to-Know" refers to the right to request information on the professional qualifications of teachers and paraprofessionals.

Compliance Item LIA-1: *The local educational agency (LEA) shall ensure that all instructional staff working in schools, funded wholly or in part with Title I, Part A, meet the statutory requirements of being state certified. The LEA must ensure instructional paraprofessionals work under the direct supervision of a teacher.*

It is expected that all teachers and paraprofessionals working in a Title I school are state certified. In the unlikely event that students are assigned to or taught by a non-state certified teacher for four or more consecutive weeks, the parents/families must be notified by letter. This would most likely occur when a long-term substitute teacher is placed in a classroom for four or more consecutive weeks. Schools are expected to work with the Sarasota County School Human Resources Department and the Title I Office to ensure that all teachers, paraprofessionals, and long-term substitutes are highly-qualified. In the event that your Title I school suspects there is a non-state certified teacher, paraprofessional, and/or long-term substitute, the school is expected to contact the Title I Office.

If all teachers, paraprofessionals, and long-term substitutes are state-certified/qualified, please upload a “Not Applicable” memo.

□ Notification to and Participation of Parents

This is a critical Title I Compliance Monitoring item identifying ways your school engages parents and families (inviting them *IN*) and how we communicate important information about their child’s educational program (school) and their individual progress (getting information *OUT*).

Connect Phone Messages for Title I Programs – Include the scripting and results of outbound efforts to share information about Title I Programs.

Curriculum, FSA, or Data Meetings for Parents - Different than a “Parent Conference”, these may be class, grade level, or large group parent meetings that explicitly review curriculum standards and provide individual student results intended to communicate how their child is progressing toward those standards. These may be announced as Grade Level, Curriculum, or Data Nights/Events.

iReady Parent Reports – Evidence of Distribution - We must demonstrate that our schools regularly provide information about student progress toward grade level expectations/skills *aside from quarterly report cards and progress reports*. It is not sufficient simply to upload Parent Report samples, rather clearly describe how parents receive the provided reports (parent signature, parent conference notes, teacher/school letter).

PTA/PTO/Boosters/Parent Leadership - No matter what you call the meeting, this compliance item attempts to show evidence that there is a formal venue for parents/families to provide input on their child’s education. Your school must demonstrate that there is an organized and frequent way to involve parents. This is usually demonstrated through your PTO/PTA, Boosters, or Parent Involvement Committee (not the School Advisory Council – SAC – as these meetings are documented in a later indicator). For each meeting, please upload:

- Invitation/Announcement/Notification via Connected message, flyer, marque posting, etc
- Agenda
- Sign In Sheets

- Minutes/Notes with Materials/Handouts (if applicable)

If your school does not host regular meetings, such as PTO/PTA, Boosters, or a Parent Involvement Committee, please upload a “Not Applicable” memo.

Remind TEXT Messages for Title I Programs: Include the scripting and results of outbound efforts to share information about Title I Programs.

SAC Meetings: School Advisory Meetings provide critical evidence for many of Title I Compliance Items including, but not limited to:

- Evidence that parents are notified of their opportunities to provide input on their child's education.
- Meeting agendas, sign-in sheets, and notes showing the involvement of parents in decisions regarding how the set-aside will be used
- Evidence of parents' involvement in the development, evaluation, and revisions of the Parental Involvement Plan (e.g. meeting agenda/minutes, sign-in sheets, etc.)
- Evidence that parents are involved in the development, evaluation, and updating of the school's PIP (e.g. meeting minutes, agendas, notes)
- Evidence of parents' involvement in the development of school-parent compacts (e.g., meeting agenda/minutes, written guidance, correspondence)
- Evidence of the development of the school-wide plan (e.g., meeting minutes showing teacher, parent, and community input).
- Evidence that Title I parents are involved in the process of school reviews and improvement.
- Evidence that the LEA allowed for input from parents and if input was provided, how that input was addressed and used.
- Evidence that parents are notified regarding the curriculum being used.
- Evidence that parents are notified regarding the academic assessments used to measure student progress.
- Evidence that parents are notified of the expectation of students to meet proficiency standards.
- Notification to stakeholders of the annual School Public Accountability Reports (SPARs) with dates of dissemination (Note: The Internet alone is not a sufficient means for disseminating information.)
- Notification to stakeholders of student achievement on the state assessment, other indicators, and local assessments, as applicable (Note: The Internet alone is not a sufficient means for disseminating information.)

Monthly subfolders are housed in each school folder. Please note “Not Applicable” if no SAC meeting is held in a given month. A complete “package” for each SAC meeting must include: notification/announcement, agenda, sign in sheet/attendees, and minutes. When available, please upload presentations, materials, and handouts provided at the meeting. All SAC meetings must be represented. Materials may be uploaded into individual document folders or combined into a single PDF document.

School Newsletters (print or electronic) - School Newsletters can satisfy multiple Title I Compliance Monitoring Items when used as a vehicle for dissemination.

Consider utilizing your School Newsletter to provide valuable parent information regarding:

- Signed Principal Attestation
- 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
- 2017-2018 School Grade
- 2017-2018 District Grade
- Curriculum Information
- 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 Annual Meeting Announcement and Summary
- 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

All School Newsletter editions should be uploaded (whether quarterly, monthly, bimonthly, etc.). If a school-wide newsletter is not regularly published/disseminated, please upload a memo indicating “Not Applicable”. If your school has an alternative means of regular, meaningful school-wide communication, please upload. Examples may include a regular Principal’s Blog or school-wide Email campaign.

□ Para/TA Schedules WITH Planning and Supervising Teacher

Compliance Item LIA-1: *The local educational agency (LEA) shall ensure that all instructional staff working in schools, funded wholly or in part with Title I, Part A, meet the statutory requirements of being state certified. The LEA must ensure instructional paraprofessionals work under the direct supervision of a teacher.*

In this compliance monitoring indicator, we must demonstrate:

- Evidence that all paraprofessionals work under the direct supervision of a highly qualified teacher
- Evidence reflecting instructional paraprofessionals' assignments in relation to teachers' assignments
- Evidence that highly qualified teachers assigned to supervise paraprofessionals plan the instructional activities the paraprofessional carries out
- Evidence that paraprofessionals work in frequent physical proximity to a highly qualified teacher

Individual paraprofessional schedules may be the best, most efficient way to show evidence of this compliance item. A template is highly recommended to ensure that all required evidence is provided (assigned supervising teacher, collaboration/planning with teacher, detailed explanation of assignment)

☐ Parent Engagement Activities – From School PFEP

Compliance Item KIA-1: *The local educational agency (LEA) shall involve parents of participating children in the planning of such programs, activities, and procedures and shall develop a written parental involvement policy/plan (PIP) that describes **how the LEA will***

- *Involve parents in the joint development of the PIP and the process of school review and improvement;*
- *Provide the coordination and technical assistance necessary to plan and implement effective parent involvement activities;*
- ***Build the schools' and parents' capacity for strong parental involvement***
- ***coordinate and integrate parent involvement strategies with other federal programs;***
- ***Involve parents in the activities;***
- *Ensure that the LEA's PIP was distributed to parents of participating children;*
- *Conduct with parents an annual evaluation of the content of the LEA's PIP and its effectiveness in improving the academic quality of schools funded under this part;*
- ***Identify barriers to greater participation by parents in authorized activities;***
- *Use evaluation findings to design more effective strategies; and*
- *Revise the PIP, if necessary.*

Q1

Q2

Q3

Q4

Each quarter should include complete “packages’ for each PFE Activity:

- Notification/Announcement/Invitation via Connected, Flyer, Marquee
- Sign In Sheets
- Agenda
- Presentation (if applicable)
- Materials/Handouts (if applicable)

☐ (PFEP) Parent Family Engagement Plan– DISTRICT LEVEL Distribution Evidence

Compliance Item KIA-3: *The Local Educational Agency (LEA) shall ensure that **the LEA** and each Title I school **has a written parental involvement policy/plan (PIP) that:** (a) was jointly developed and agreed upon with parents; (b) is updated periodically; and (c) **is distributed to parents of Title I students and made available to the local community.** Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. Such policy shall include the components as described in section 1118(b-f).*

The Sarasota County Schools Title I Office bears the responsibility of collaboratively developing, disseminating, and reviewing the DISTRICT Parent Involvement Plan each year. A summary of the District Parent Involvement Plan is including in the Title I *Educating Our Children* Booklet.

Distribution of the DISTRICT Parent Involvement Plan may include

- Newsletter
- Website
- Other

☐ (PFEP) Parent Family Engagement Plan– SCHOOL LEVEL

Compliance Item KIA-3: *The Local Educational Agency (LEA) shall ensure that the LEA and each Title I school has a written parental involvement policy/plan (PIP) that: (a) was jointly developed and agreed upon with parents; (b) is updated periodically; and (c) is distributed to parents of Title I students and made available to the local community. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. Such policy shall include the components as described in section 1118(b-f).*

To be clear, there are two types of Parent Involvement Plans (PIP):

- LEA/District
- School

The Sarasota County Schools Title I Office bears the responsibility of collaboratively developing, disseminating, and reviewing the DISTRICT Parent Involvement Plan each year. A summary of the District Parent Involvement Plan is including in the Title I *Educating Our Children* Booklet.

This compliance monitoring indicator addresses the SCHOOL Parent Involvement Plan. As such, the school bears the responsibility of showing:

- Evidence that the School PIP is updated periodically
- Evidence that school makes their School PIP available to staff, parents, and the community
- Evidence that parents are involved in the development and review of the school PIP

Certainly, the full-text School Parent Involvement Plan would be too lengthy to distribute to all families. As such, there are two recommended dissemination formats:

- Develop a one page School Parent Involvement Plan Summary (available in multiple languages) that may be included in a Newsletter, Student Agenda/Planner, or Flyer
- Post the full-text School Parent Involvement Plan to the school website

☐ Positions and Contracts

In most cases, these Title I Positions reflect the largest portion of a school's Budget. Evidence-based interventions are practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. We have the burden of responsibility to ensure that interventions being implemented have proven to be effective in leading to desired

outcomes, namely improving student achievement. It is expected that any position funded in whole or in part will "Show Thy Evidence".

□ Principal Attestation – Evidence of Distribution

Compliance Item KIA-6: *The Local Educational Agency (LEA) shall, at the beginning of the school year, inform parents of their "Right-to-Know" information regarding the professional qualifications of the student's classroom teachers, information on the level of achievement of the child in each of the state academic assessments, and if their child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified.*

Compliance Item LIA-1: *The Local Educational Agency (LEA) shall ensure that all instructional staff working in schools, funded wholly or in part with Title I, Part A, meets the statutory requirements of being highly qualified. The LEA must ensure instructional paraprofessionals work under the direct supervision of a teacher.*

The Title I Office will document and upload all Principal Attestations (it is not necessary to upload this document). However, we must show evidence that principal attestations regarding parents' "Right-To-Know" notifications have been provided/disseminated. Title I schools are encouraged to include their Principal Attestation in a Fall/Back to School Newsletter and post this valuable information to their school website.

□ PD – Title I Funded

Compliance Item AIA-4: *The Local Educational Agency (LEA) shall ensure that each school implementing a Title I program devotes sufficient resources to effectively carry out high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all students to meet the state's academic achievement standards; and coordinate Title I, Part A programs with Title II, Part A to provide professional development for teachers and principals, and if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA level staff.*

Professional development must be provided in relation to the needs assessment, reform strategies, and instructional programs/practices *unique* to each Title I school. For the purpose of Title I Compliance Monitoring, we are required to show evidence of Title I funded Professional Development activities OR those Professional Development activities provided in collaboration with other federal programs such as Title II, ESOL, or Migrant. For organizational purposes, schools are encouraged to add a subfolder for each Professional Development activity and upload related documents.

Evidence for each professional development activity - funded in whole or in part by Title I - includes, but is not limited to:

- Announcement/Notification via email or memo (required)
- Schedule of PD (required)
- Sign In Sheet (required)
- Agenda (required)
- Presentation (if available)
- Materials/Handouts (if available)

It is NOT necessary to upload the Title I Request for PD Funds Form as the Sarasota County Schools Title I Office uploads these to OneDrive for collaborative review/use.

□ Program Coordination

Compliance Item CIA-1: *The LEA conducts meaningful collaboration on an ongoing basis with the McKinney-Vento homeless liaison to ensure that students in homeless situations receive appropriate Title I, Part A services.*

The LEA shall coordinate and integrate services provided in Title I programs with services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent children and youth, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.

ESOL:

Foster Care:

Homeless: Sarasota County Schools partners with the YMCA Schoolhouse Link organization to provide Homeless Services. We must document all related services, trainings, and meetings.

Migrant:

Neglected & Delinquent:

□ Right to Know Newsletter and Website DISTRIBUTION EVIDENCE

Compliance Item KIA-6: *The Local Educational Agency (LEA) shall, at the beginning of the school year, inform parents of their "Right-to-Know" information regarding the professional qualifications of the student's classroom teachers, information on the level of achievement of the child in each of the state academic assessments, and if their child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified.*

While the "Right to Know" information is available in the Title I Booklet, we want to demonstrate additional evidence of dissemination/distribution. Schools are encouraged share "Right to Know" information in a Fall/Back to School Newsletter and post to their school website. Schools must show that "Right to Know" information includes all the information that parents may request, the process by which requests should be made, and the process of following up to such requests.

□ School Improvement Plan

Compliance Item AIA-4: *The Local Educational Agency (LEA) shall ensure that schools implementing school-wide programs include the required components outlined in section 1114(b). LEAs shall ensure that schools implementing school-wide programs must conduct the requirements*

in Title 34 of the Code of Federal Regulations (CFR), Part 200.26(c) for evaluating school-wide programs.

For Title I Compliance Monitoring purposes the “school-wide program” is also known as the School Improvement Plan or SIP.

Distribution Evidence: It is not sufficient to simply upload your school’s SIP summary, rather we must show evidence that it was disseminated to all stakeholders, including school staff, the parents, and the public in an understandable and uniform format and, to the extent practicable, in a language other than English. There are two recommended dissemination formats:

- Include the school’s SIP summary in a dated Newsletter, Student Agenda/Planner, or dated Flyer/Principal Letter
- Post the full-text School Improvement Plan to the school website

Meetings to Discuss, Review, Develop the 18-19 DIP: Schools are expected to solicit parent input for annual development of the school-wide program (School Improvement Plan). Evidence of this annual collaboration for development and review should be documented in meeting agendas and minutes.

Summary – Short Sheet: Each Title I School will prepare a one-page summary of their School Improvement Plan (after collaborative development driven by the state’s annual assessment and other indicators of academic achievement).

□ Title I Booklet – Dissemination Evidence

Each year, Sarasota County Schools annually publishes the Title I Educating Our Children Booklet. This comprehensive brochure meets many of the Title I compliance indicators for parent/stakeholder notification. It is not sufficient/necessary to upload a copy (hard copy or electronic version) of the Title I Brochure for this compliance item. Rather, we must provide evidence that the Title I Booklets were distributed to every student/family at your school. Evidence may include:

- Reference to the Title I Booklet distribution in a newsletter
- Dated Email Communication directing teachers to “backpack” home the booklets
- Dated “What Goes Home” spreadsheet including the Title I Booklet
- Marque post noting “Title I Booklet goes home today!”
- Signed and Dated Principal attestation indicating the number of Title I Booklets distributed
- School On Hold Message reference to Title I designation and information available in the Title I Booklet
- ConnectEd Call Out Message
- Parent Acknowledgement Form during New Student Registration/Intake

ADDITIONAL GUIDANCE

Meetings/Trainings/Activities

A “complete package” for any event includes:

- DATED Notification/Announcement/Invitation
- Sign In Sheets/Attendees (Hint: Keep a generic meeting sign in sheet template readily available for use in all meetings)
- Agenda
- Minutes/Notes
- Presentation (if applicable)
- Handouts/Materials (if applicable)

Documentation can be organized in one of two ways:

- Upload all related meeting documents into a dated & titled meeting subfolder
- Combine all meeting documents (scanned or electronic) into a SINGLE PDF document saved as the meeting description & date

School-based OneDrive Folders or OneNote


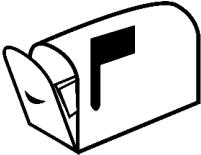







In many cases, the eBox contact must rely on others to provide required documentation. As such, on-site, school-based training should be provided. Consider setting up school-based OneDrive folders or a Shared Drive for others to upload to or a OneNote "Notebook" for shared documentation. This process should allow the eBox contact immediate and convenient access to required documents. Some examples may include:

- CPT/PLC Meetings (by grade level/department)
- Parent Involvement Activities (All Social and Training Activities)
- Professional Development
- RtI – MTSS – SWST - CARE

Website and/or School Newsletter– Dissemination Evidence

- Signed Principal Attestation
- School Improvement Plan Short Sheet/Summary
- School Parent Involvement Plan Short Sheet/Summary
- School-Parent Compact
- 2017-2018 School Grade
- 2017-2018 District Grade
- Curriculum Information

- 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 Annual Meeting Announcement and Summary
- 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

	<p>Backpacked Notifications, Flyers, Newsletters, Correspondences</p> <p>All notifications must be DATED</p>
	<p>Mail – Regular or Certified</p>
	<p>REMIND Notification System Blackboard Connect</p>
 <p>Blackboard</p>	<p>Outbound Connect Phone Call – Request, Script, and Results</p>
	<p>Email Correspondence</p> <ul style="list-style-type: none"> Internal communications regarding services, programs, and/or activities
	<p>Newspaper - Article</p>
	<p>Meetings – To include the Meeting Notification/Announcement, Agenda, Sign In Sheets (scanned), Notes/Minutes, Presentation, and accompanying materials/handouts. Examples:</p> <p>Parent Staff & Faculty Data Chats SWST/CARE/MTSS PLC/CPT</p>
	<p>Sarasota County Schools Student and Family Handbook</p>
	<p>Title I Programs Educating Our Children Digital Booklet</p>
	<p>Website Information Dissemination/Notification – School or LEA/District Website Screenshots</p>

Folder	FDOE Compliance Monitoring Requirements	Evidence
Annual Meeting	<ul style="list-style-type: none"> • 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 • provide evidence that the annual meeting was held at a time convenient for parents • provide documentation showing that each school offers a flexible number of meetings • provide evidence that parents are provided with timely information about the Title I program • provide evidence that parents are notified regarding the curriculum being used • provide proof that parents are notified regarding the academic assessments used to measure student progress • provide documentation showing that parents are notified of their opportunities to provide input on their child's education. 	<ul style="list-style-type: none"> • Flyer in multiple languages with Date(s) and Time(s) of Title I Annual Meeting • Announcement/Reminder (remind text, connected call out, marque posting, stickers/labels for agendas, on hold message, website posting, school newsletter reference) • Presentation (PowerPoint, video) • Sign In Sheets (scanned) <p><u>NOTE</u>: A complete packet must be provided to be evidenced <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"> • provide evidence that school-parent compacts include all of the required components • provide proof that school-parent compacts are jointly developed with parents/families • provide documentation showing that school-parent compacts are individualized to meet the needs of each school • provide evidence that school-parent compacts are discussed with parents of elementary aged students during parent-teacher conferences • 	<ul style="list-style-type: none"> • Parent Meeting Agenda, Minutes, Sign In Sheet scanned (SAC, PTO/PTA/ Boosters, Advisory Council) where the 18-19 Compact was reviewed, discussed, and developed • Staff/Faculty Meeting Agenda, Minutes, Sign In Sheet (PLC/CPT, Faculty Meeting) • Working documents evidencing feedback, input, suggestions, changes, from last year's Compact to the 2018-2019 Compact (scanned) • Website links to Compact in available languages • Publish the Compact in your School Newsletter • Include the Compact in your School Agenda Books • Email Communications to staff evidencing procedures for distribution/returned Compacts • Scanned, Completing Classroom Roster marked showing student returned Compact • "What Goes Home" Document for the First Day/Week of School • Written Procedure to provide Compact to new students (Registrar) • Flyer in multiple languages • Individual Teacher/Grade Level Letter • Announcement/Reminder (remind text, connected call out, marque posting, stickers/labels for agendas, on hold message, website posting, school newsletter reference)

Folder	FDOE Compliance Monitoring Requirements	Evidence
		<ul style="list-style-type: none"> • Scanned Samples of the Parent Record of Conference with “Compact Reviewed” checked/initialed • Individual Classroom Parent Conference Sign In sheets (with reference to Compact) to track Conference participation rates
Data Driven Decision Making	<ul style="list-style-type: none"> • provide evidence of using assessment results to aid in diagnosing, teaching, and learning in the classroom and to determine the success of students • provide documentation showing that assessment results are used to identify students at risk of reading failure • 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 	<ul style="list-style-type: none"> • RtI Sample Packet (Complete “package”) • Lesson Plan – one-week sample with evidence of differentiation • Completed, Scanned Curriculum Benchmark Assessments • Data Chat (Individual Teacher w/ Instructional Leader) • Completed Curriculum Benchmark Assessment SAMPLES (scanned) • MTSS Meeting Samples - Quarterly • CARE Meeting Samples - Quarterly • SWST Meeting Samples - Quarterly • PLC/CPT Meeting Samples –ONE SAMPLE from each grade level/team each Quarter <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"> • provide evidence of the coordination of activities with Head Start and, if feasible, other entities who carry out early childhood development programs • 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 • 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 • 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 • provide evidence of organization of and participation in joint transition-related training of school staff, Head Start program staff, and, where appropriate, other early 	<ul style="list-style-type: none"> • Reminders, Agenda, Minutes, and Hand Outs/Resources from the Early Learning Coalition Meetings (if applicable representative at school site) • Registrar Meeting/Communication with Information about transfer of records • Email/Communication with local VPK programs • Articulation Meetings with VPK and K teachers (with evidence of communication, working documents, and meeting notes) • Samples of completed Early Learning VPK to K Transition Readiness Checklist • Kindergarten Round Up (complete packet as outlined in the 2018-2019 Technical Assistance Document)) • Summer Programs for entering students Kindergarten

Folder	FDOE Compliance Monitoring Requirements	Evidence
	childhood development program staff, such as VPK program staff	
Extended Day/Year Programs (TITLE I FUNDED ONLY)	<p><i>Demonstrate Effectiveness of Title I Expenditures</i></p> <p>Using Evidence to Strengthen Education Investments</p> <p>What Works Clearinghouse</p> <p>Evidence for ESSA</p>	<ul style="list-style-type: none"> • Flyer/Parent Letter to Invite • Completed, Scanned Registration/Response Form Samples • Working Documents and Notes from Meetings of student selection • Completed, Scanned Attendance Rosters (end of program) • Pre-Post Assessment Documentation to determine program effectiveness • Supplemental Curriculum/Materials Used • Sample Lesson Plans/Curriculum Map • Schedule • Student Groups
Faculty List WITH Teaching Assignments	<ul style="list-style-type: none"> • provide proof that the principal's attestations are accurate 	<ul style="list-style-type: none"> • Faculty List with Teaching Assignments
Grade - DISTRICT	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • School Newsletter • "On Hold" Message • Marque Posting Request/Photo • School Website
Grade – SCHOOL	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • School Newsletter • "On Hold" Message • Marque Posting Request/Photo • School Website
Inventory – Fixed Assets – Property Results	<ul style="list-style-type: none"> • provide proof that the LEA maintains appropriate control over all property purchased with Title I funds at the LEA level • provide evidence that it maintains appropriate control over all property purchased with Title I funds at the school level • provide documentation showing that the LEA has policies in place to monitor and maintain control of all property purchased with Title I funds 	<ul style="list-style-type: none"> • Fixed Assets Report • Results of Physical Inventory for the 2018-2019 school year
Non-State Certified Teacher (formerly HQT)	<ul style="list-style-type: none"> • provide evidence that parents are provided information regarding the professional qualifications of the students' classroom teacher(s) • 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 	<ul style="list-style-type: none"> • 4-week letter sent home to notify parents when their child is taught by non-state certified teacher for 4 or more consecutive weeks
Notification to and Participation of Parents and Families	<ul style="list-style-type: none"> • provide documentation showing that all school notifications to parents are dated • provide documentation showing that parents are notified of their opportunities to provide input on their child's education. 	<ul style="list-style-type: none"> • Regular School Newsletters (print or electronic) - All • Remind Messages – Related to Title Compliance Monitoring Requirements • ConnectEd Call Out - Related to Title Compliance Monitoring Requirements

Folder	FDOE Compliance Monitoring Requirements	Evidence
	<ul style="list-style-type: none"> • provide evidence that parents are notified regarding the curriculum being used • provide proof that parents are notified regarding the academic assessments used to measure student progress • provide evidence that parents are involved in the decisions regarding how the set-aside is allotted for parental involvement (invitation to participate) • provide evidence that parents are provided information on their child's level of achievement in each of the state academic assessments • provide evidence that parents are notified of the expectation of students to meet proficiency standards 	<ul style="list-style-type: none"> • Curriculum Nights/FSA Parent Info Nights • SAC Meetings - All • PTO/PTA/Boosters/Parent Advisory Council – All • iReady Parent Reports with evidence of distribution/receipt • Teacher or School Created Goal and Outcome Reports with evidence of distribution/receipt • School Newsletter segments regarding FSA curriculum, iReady, etc. expectations • Classroom, Grade Level, Team Parent Nights where individual student data/progress monitoring is provided
Paraprofessional/ Teacher's Aid Schedules	<ul style="list-style-type: none"> • provide evidence that all paraprofessionals work under the direct supervision of a state-certified teacher • provide evidence that state-certified teachers assigned to supervise paraprofessionals plan the instructional activities the paraprofessional carries out • provide documentation showing that paraprofessionals work in close and frequent physical proximity to a state-certified teacher 	
Parent Engagement Activities	<ul style="list-style-type: none"> • provide evidence that all schools are implementing all activities described in their PIPs 	<ul style="list-style-type: none"> • 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.
PFEP Parent and Family Engagement Plan DISTRICT-LEVEL	<ul style="list-style-type: none"> • provide proof that its written PIP has been distributed to parents 	<ul style="list-style-type: none"> • School Newsletter with SARASOTA COUNTY SCHOOLS PFEP Summary
PFEP Parent and Family Engagement Plan SCHOOL-LEVEL	<ul style="list-style-type: none"> • provide evidence that all Title I schools develop PIPs • provide proof that school-level PIPs are updated periodically • provide evidence that the LEA has reviewed and provided feedback, as needed, on school level PIPs • provide documentation showing that all schools make their PIP available to staff, parents, and the community • provide proof that all school-level PIPs are translated into a language other than English, as applicable • provide evidence that all school-level PIPs include all of the require components • provide documentation showing that parents are involved in the development of the school PIP 	<ul style="list-style-type: none"> • One Page Summary/" Short Sheet" of the School-level Parent and Family Engagement Plan • School Newsletter with PFEP Summary • Link to Full-text School-level PFEP on School Website • 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

Folder	FDOE Compliance Monitoring Requirements	Evidence
	<ul style="list-style-type: none"> provide evidence that all schools are implementing all activities described in their PIPs 	
Positions & Contracts	<p style="text-align: center;"><i>Demonstrate Effectiveness of Title I Expenditures</i></p> <p style="text-align: center;">Using Evidence to Strengthen Education Investments</p> <p style="text-align: center;">What Works Clearinghouse</p> <p style="text-align: center;">Evidence for ESSA</p>	<ul style="list-style-type: none"> Title I Position/Contracts: Show They Evidence Form and accompanying documentation
Principal Attestation	<ul style="list-style-type: none"> provide proof that all teachers working in a Title I program meet the state certified requirement provide evidence that all instructional paraprofessionals working in a Title I program meet the highly qualified requirements provide evidence that principals at each Title I school attest annually in writing as to whether such school is in compliance provide evidence that principals' written attestations of compliance are made available to the general public provide evidence that principals' written attestations of compliance are maintained at the school-level 	<p>NOTE: Do not scan/upload the Principal Attestation Form. Forms are on file at the Title I Office.</p> <ul style="list-style-type: none"> Publish one-page completed, scanned Principal Attestation Form in School Newsletter Link to the completed, scanned Principal Attestation Form on the school website “On Hold Message” verbally attesting that all teachers and paraprofessionals at ____ are state-certified.
Professional Development	<ul style="list-style-type: none"> provide evidence that each Title I school devotes sufficient resources to provide high quality professional development to all appropriate staff and parents provide proof that all Title I schools provide professional development 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 	<p>Note: 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"> 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
Program Coordination - Increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program	<ul style="list-style-type: none"> coordinate and integrate services provided in Title I programs with services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent children and youth, homeless children, and immigrant children provide evidence that the LEA conducts meaningful collaboration on an ongoing basis with the McKinney-Vento homeless liaison 	<ul style="list-style-type: none"> ESOL Foster Care Homeless Migrant Neglected & Delinquent (returning from DJJ program)

Folder	FDOE Compliance Monitoring Requirements	Evidence
	<ul style="list-style-type: none"> 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) 	
Right to Know	<ul style="list-style-type: none"> provide evidence that parents are provided information regarding the provisions of parents' "Right-To-Know" at the beginning of the school year provide evidence that the principal attestations regarding parents' "Right-To-Know" notifications are available at the LEA and school 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"> Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction. Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria has been waived. 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. Whether the child is provided services by paraprofessionals and, if so, their qualifications. 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> 	<ul style="list-style-type: none"> Any parent and family written requests about the qualifications of their child's teacher(s) and the required timely school response School Newsletter publishing the Parents Right to Know School Website posting the Parents Right to Know
School Improvement Plan	<ul style="list-style-type: none"> 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 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 provide documentation showing the CNA [<i>part of the SIP</i>] has been developed with the participation of 	<ul style="list-style-type: none"> One Page Summary/"Short Sheet" of the SIP School Newsletter with SIP Summary Link to Full-text SIP 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

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

