

**TITLE I MONITORING FORM
SCHOOLWIDE PROGRAMS
Elementary and Secondary Education Act (ESEA)
Public Law 107-110, Section 1114**

District _____ School _____ Date of Review _____

Reviewer(s) _____

Eligibility of Schoolwide Programs

| Monitoring Requirements | Evidence of Compliance | Compliant |
|---|--|--------------------------|
| 1. The school is eligible for Title I service as a Schoolwide program school. | <input type="checkbox"/> Free and reduced lunch or CEP percentage for the current year is greater than or equal to 40% <input type="checkbox"/> Other: _____ | <input type="checkbox"/> |
| 2. Appropriate documentation verifies the percentage of low-income students in the identified school. | <input type="checkbox"/> March SNACS report (i.e. free and reduced lunch count for March) <input type="checkbox"/> 135 day ADM <input type="checkbox"/> CEP data | <input type="checkbox"/> |

Required Plan

| Monitoring Requirements | Evidence of Compliance | Compliant |
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| 1. The district has conducted a comprehensive needs assessment of the entire school, including taking into account the needs of migratory children. | <input type="checkbox"/> Most recent Title I AYP report <input type="checkbox"/> Results of the most recent applicable assessments <input type="checkbox"/> Most recent state report card <input type="checkbox"/> Results of most recently administered surveys, if applicable <input type="checkbox"/> Evidence of when and how data was analyzed <input type="checkbox"/> Data on needs of migratory students <input type="checkbox"/> Other data: _____ | <input type="checkbox"/> |

| Monitoring Requirements | Evidence of Compliance | Compliant |
|---|--|---------------------------------|
| <p>2. The Schoolwide program is designed to upgrade the entire educational program in the identified school.</p> | <p><input type="checkbox"/> Title I Schoolwide program plan with appropriate activities for each reform strategy and <input type="checkbox"/> The activities in the Schoolwide plan benefits most grades and subject areas in the identified school.</p> | <p><input type="checkbox"/></p> |
| <p>3. The plan has been developed by the school, in consultation with the LEA, parents and its school support team or other technical assistance providers.</p> | <p><input type="checkbox"/> The following school-level Title I planning team meeting documentation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meeting announcements <input type="checkbox"/> Agendas <input type="checkbox"/> Minutes <input type="checkbox"/> Sign-in sheets <input type="checkbox"/> List of planning team members <p style="text-align: center;">or</p> <p><input type="checkbox"/> District-level Title I meetings with Title I school representatives</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meeting announcements <input type="checkbox"/> Agendas <input type="checkbox"/> Minutes or notes <input type="checkbox"/> Sign-in sheets <input type="checkbox"/> List of planning team members <p style="text-align: center;">and</p> <p><input type="checkbox"/> Evidence of district-level staff consultation with Title I school representatives. (Examples of documentation include work logs, follow-up correspondence, etc.)</p> | <p><input type="checkbox"/></p> |

| Monitoring Requirements | Evidence of Compliance | Compliant |
|---|---|--------------------------|
| <p>4. The specific uses of the Title I funds, as described in the plan, are evident in the identified school. The specific uses of the Title I funds are supplemental in nature and do not supplant local funding, including the hiring of teachers or paraprofessionals.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Title I plan expenditures (purchase orders) correspond to the funded activities described in the plan. <input type="checkbox"/> Equipment paid for with Title I funds is appropriately labeled and can be tracked on the equipment inventory reconciliation form. <input type="checkbox"/> Certificate of 100% Title I employment, if applicable <input type="checkbox"/> Schedules and work logs are signed by supervisor for employees paid partially with Title I funds, if applicable. <p>(not all of the above are required)</p> | <input type="checkbox"/> |
| <p>5. Documentation is available to confirm that the Schoolwide program plan was developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from that school.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> School-level Title I planning team meeting documentation is available. <ul style="list-style-type: none"> <input type="checkbox"/> Meeting announcements <input type="checkbox"/> Agendas <input type="checkbox"/> Minutes or notes <input type="checkbox"/> Sign-in sheets <input type="checkbox"/> List of planning team members <input type="checkbox"/> Above documentation reflects participation by diverse membership of the planning team | <input type="checkbox"/> |
| <p>6. Appropriate training to enable all students to meet the state's student performance standards has been provided to teachers, aides, and parents, and if warranted, to principals, pupil services personnel, and other school staff,</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Agendas, handouts, and sign-in sheets for professional development activities <input type="checkbox"/> Agendas and handouts from conferences <input type="checkbox"/> Agendas, handouts, and sign-in sheets for parenting workshops <input type="checkbox"/> Documentation matches professional development conducted to professional development planned | <input type="checkbox"/> |

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| <p>7. For each school that has a Schoolwide program, the school does not identify particular children as eligible to participate in the Schoolwide program; however, activities shall be provided to ensure that students who experience difficulty are provided effective, timely, and additional assistance (including measures to ensure that student’s difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance).</p> | <p><input type="checkbox"/> List of Schoolwide program academic interventions to ensure that students who experience difficulty are provided effective, timely, and additional assistance</p> <p><input type="checkbox"/> Documentation reflects how students at risk are targeted and served throughout the year</p> | <p><input type="checkbox"/></p> |
| <p>8. The Schoolwide program planning team met to determine that:</p> <ul style="list-style-type: none"> • the plan is a Schoolwide program plan; • the team looked at the needs of the entire school; • the team reviewed research before deciding on a program; • the team considered extended school year, before and after-school, and summer programs; • the appropriate team members were involved, including parents and others as stated in Section 1114 (b)(2)(B)(ii); • meetings of the team have been documented; • if the Schoolwide program is a continuing Schoolwide program plan, the team reconsidered the needs of the school and revised the plan accordingly. | <p><input type="checkbox"/> At least one activity addresses each of the eleven reform strategies</p> <p><input type="checkbox"/> Title I Schoolwide program planning team meeting agenda and minutes indicate the following were reviewed at a Title I planning meeting:</p> <ul style="list-style-type: none"> <input type="checkbox"/> needs assessment data <input type="checkbox"/> scientifically-based research <p><input type="checkbox"/> Title I Schoolwide program meeting agenda and minutes indicate the following were considered at a Title I planning meeting:</p> <ul style="list-style-type: none"> <input type="checkbox"/> extended school year <input type="checkbox"/> before and after-school <input type="checkbox"/> summer programs <input type="checkbox"/> revision of a continuing Title I Schoolwide program plan is based on evaluation data <p><input type="checkbox"/> Members of the planning team include the following individuals:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parents <input type="checkbox"/> Community members <input type="checkbox"/> Teachers <input type="checkbox"/> Principal | <p><input type="checkbox"/></p> |

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| | <input type="checkbox"/> LEA agency administrator <input type="checkbox"/> Pupil services personnel <input type="checkbox"/> Technical assistance provider <input type="checkbox"/> Other school staff <input type="checkbox"/> Students, if high school (please address all of the above) | |
| 9. The Schoolwide planning team met to determine if its Schoolwide program plan is effective in meeting its goals and objectives. | <input type="checkbox"/> Documentation of Title I program evaluation and <input type="checkbox"/> Title I Schoolwide planning team meeting agenda and minutes indicate that the Title I program plan was evaluated. | <input type="checkbox"/> |

Fiscal Requirements (ESEA, Section 1120A (b)(1))

| Monitoring Requirements | Evidence of Compliance | Compliant |
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| 1. The LEA can document that Title I funds made available for Schoolwide programs only supplement, and to the extent practical, increase the level of funds that would, in the absence of Title I funds, be made available from non-Federal sources for the school. This includes being supplemental to funds to meet requirements by law for LEP children and those with disabilities. (Funds are supplementary, not services.) | <input type="checkbox"/> Documentation is available to show that all Title I activities are supplemental and do not supplant state and/or local funding. (Example: Nurses hired with Title I funds are additional to those provided by the district for all schools.) And/or <input type="checkbox"/> Title I funds for class size reduction does not supplant the districts class size reduction initiatives. Class size(s) meet state requirements prior to class size reduction with Title I funds based on Power School reports by grade and class. | <input type="checkbox"/> |
| 2. If the LEA plan is not consolidated, the LEA maintains records to document the expenditure of Title I funds in a Schoolwide program. | <input type="checkbox"/> Expenditure reports from the district's accounting system and <input type="checkbox"/> Copies of purchase orders & check requests are available at the school-level | <input type="checkbox"/> |
| 3. Any equipment purchased with Title I funds has been properly identified and accounted for in the district's or school's fiscal inventory system. | <input type="checkbox"/> Equipment purchased with Title I funds has been properly logged with the following information on the Title I inventory reconciliation form. reconciliation form.) <ul style="list-style-type: none"> • Item description | <input type="checkbox"/> |

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| | <ul style="list-style-type: none"> • Model number (if applicable) • Inventory control number • Serial number • Acquisition date • Cost • Condition • Location <p style="text-align: center;">and</p> <input type="checkbox"/> At the time of monitoring documentation reflects reconciliation of inventory within the past 12 months | |
| 4. No funds have been used for repairs, minor remodeling or construction of the school facilities. | <input type="checkbox"/> Title I expenditure report from school's accounting system (expenditures in 500 object code have appropriate documentation). | <input type="checkbox"/> |

Program Operation

| Monitoring Requirements | Evidence of Compliance | Compliant |
|---|--|--------------------------|
| 1. The LEA provided technical assistance to the school during the development of the plan and reviewed the plan for approval. | <input type="checkbox"/> District-level Title I meetings with Title I school representatives <ul style="list-style-type: none"> <input type="checkbox"/> Meeting announcements <input type="checkbox"/> Agendas <input type="checkbox"/> Minutes or notes <input type="checkbox"/> Sign-in sheets <input type="checkbox"/> List of planning team members <p style="text-align: center;">and</p> <input type="checkbox"/> Evidence of district-level staff consultation with Title I school representatives. (Examples of documentation include work logs, follow-up correspondence, etc.) | <input type="checkbox"/> |
| 2. Planning for a new Schoolwide program occurred over a one-year period based on documentation provided, unless documentation exists that the LEA, after considering the recommendations of the technical assistance | <input type="checkbox"/> School-level Title I Schoolwide program planning team meeting documentation is available. | <input type="checkbox"/> |

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|---|--|--------------------------|
| providers, determined less planning time was needed for this school. | <input type="checkbox"/> Meeting announcements <input type="checkbox"/> Agendas <input type="checkbox"/> Minutes or notes <input type="checkbox"/> Sign-in sheets <input type="checkbox"/> List of planning team members <input type="checkbox"/> Above documentation reflects one year of planning for new schoolwide programs | |
| 3. The school has made its plan available to the LEA, parents, and the public in a language appropriate to the population, to the extent practicable. | <input type="checkbox"/> Evidence of distribution of Title I plan to parents (i.e. letter, newspaper, newsletter, etc.) | <input type="checkbox"/> |
| 4. For each school that has a Schoolwide program, the LEA has been relieved of requirements with respect to the consolidation (commingling) of Title I and other program funds, if the school has indicated funds to be consolidated (commingled) in the application. | <input type="checkbox"/> District financial records <input type="checkbox"/> Not applicable | <input type="checkbox"/> |
| 5. If the school indicated consolidation (commingling) of funds in their plan, the school is meeting the intent and purposes of the consolidated (commingled) programs and the needs of the intended beneficiaries, especially with migrant education. | <input type="checkbox"/> District financial records <input type="checkbox"/> Not applicable | <input type="checkbox"/> |
| 6. If funds have been consolidated (commingled), the plan was developed in consultation with parents of children of the other programs, especially migrant and Indian education. | <input type="checkbox"/> The following school – level Title I Schoolwide program planning team meeting documentation: <input type="checkbox"/> Meeting announcements <input type="checkbox"/> Agendas <input type="checkbox"/> Minutes or notes <input type="checkbox"/> Sign-in sheets <input type="checkbox"/> List of planning team members <input type="checkbox"/> Not applicable | <input type="checkbox"/> |

Accountability Requirements

| Monitoring Requirements | Evidence of Compliance | |
|---|--|---------------------------------|
| <p>1. The LEA and school provided individual assessment results in a language the parents can understand, including an interpretation of those results, to the parents of a child who participates in the academic assessments required by the state.</p> | <p><input type="checkbox"/> Samples of communication with parents concerning test scores and an interpretation of those test scores.</p> | <p><input type="checkbox"/></p> |

Qualifications for Teachers and Paraprofessionals

| Monitoring Requirements | Evidence of Compliance | |
|---|--|---------------------------------|
| <p>1. A copy of the qualifications attestation by the principal is maintained at both the LEA main office and at the school, and is available to any member of the general public upon request. (Section 1119)</p> | <p><input type="checkbox"/> Attestation form has been completed and is on file at the school and LEA main office.</p> | <p><input type="checkbox"/></p> |
| <p>2. The duties of paraprofessionals providing instruction in a Title I program are consistent with Section 1119 and include working under the direct supervision of a teacher.</p> | <p><input type="checkbox"/> Evidence that the paraprofessional providing instruction works under the direct supervision of a teacher (i.e. teacher's lesson plans with paraprofessionals' assignments noted, paraprofessionals' work log with teacher's signature for verification of assignments, etc.)</p> | <p><input type="checkbox"/></p> |
| <p>3. Paraprofessionals funded under this part may assume limited duties as assigned to similar personnel who are not working in a program supported with these funds so long as the amount of time spent on such duties is the same proportion of total work time as that spent by similar personnel at the same school on those duties.</p> | <p><input type="checkbox"/> Schedules for non-Title I and Title I staff</p> <p><input type="checkbox"/> Paraprofessional duty roster that includes non-instructional responsibilities of non-Title I and Title I staff</p> | <p><input type="checkbox"/></p> |