

**Kentucky Department of Education  
Office of Continuous Improvement and Support  
Title I, Part A Schoolwide Program Consolidated Monitoring Checklist**

District	School	Principal
Title I, Part A Coordinator	Date of Interview	KDE Monitoring Staff

The following checklist is used in the evaluation of a Title I, Part A schoolwide program’s activities. Program compliance and/or effectiveness is determined based on responses and supporting evidence for each of the monitoring questions.

This tool directly aligns with the Title I, Part A requirements of the Every Student Succeeds Act (ESSA). Each section contains several monitoring questions that will be evaluated individually. Documentation must be uploaded for Kentucky Department of Education (KDE) review. Required and suggested documentation to be submitted is listed with each indicator. However, KDE staff may request additional pieces of evidence on an as needed basis. Further, only documentation for the current school year must be submitted unless the program monitor(s) request(s) prior year information or it is applicable to the question. **Please ensure any personally identifiable information (PII) is redacted prior to uploading evidence for KDE review.**

During monitoring, the program monitor(s) will select an indicator for each monitoring item.

- **Exceeds** – means the district goes beyond the requirements of Title I, Part A statute or regulation in the implementation of its program.
- **Meets** – means the district meets the minimum requirements of Title I, Part A statute or regulation in the implementation of its program. In this case a recommendation may be issued.
- **Does Not Meet** – means the district does not meet the minimum requirements of Title I, Part A statute or regulation in the implementation of its program. In this case, a finding will be issued.
- **Not Applicable** – means the requirement does not apply to the district.

Best Practices, found at the end of each section on the checklist, are examples of practices or procedures that KDE staff have observed in other districts that may enhance program effectiveness.

If you need clarification on a question or with understanding more about the monitoring tool, feel free to contact a [Title I, Part A consultant](#) at (502) 564-3791.

**I. Needs Assessment [Section 1114]**

Schools selected for monitoring should upload one to two pieces of relevant documentation for each indicator. Please note, KDE consultants can access the Needs Assessment, Comprehensive School Improvement Plan (CSIP), Professional Development Plan for Schools and other comprehensive improvement planning diagnostics in the Cognia Continuous Improvement Platform. It is not necessary to upload those documents to SharePoint. **Please ensure any personally identifiable information (PII) is redacted prior to uploading evidence for KDE review.**

<p style="text-align: center;"><b>Required Activities</b> Needs Assessment</p>	<p style="text-align: center;"><b>Does Not Meet</b></p>	<p style="text-align: center;"><b>Meets</b></p>	<p style="text-align: center;"><b>Exceeds</b></p>	<p style="text-align: center;"><b>N/A</b></p>
<p>1. The school strategically uses its needs assessment to prioritize its federal, state and local resources. [See ESSA 1114(b)(6).]</p> <p><b>Suggested Documentation:</b> Needs Assessment.</p> <p><b>Notes:</b></p>				
<p>2. Based on the analysis of data, the school identifies and implements strategies and activities to address the priority needs of the entire school population, particularly those students most at-risk of failing. [See ESSA 1114(b)(7).]</p> <p><b>Suggested Documentation:</b> CSIP identifying goals to be supported with Title I, Part A funds, meeting agendas and detailed minutes or other strong documentation in which teachers participated in data analysis and needs assessment process.</p> <p><b>Notes:</b></p>				
<p>3. Continuous improvement planning for the needs assessment and schoolwide plan is carried out with the involvement of parents, school councils and other members of the community, as well as individuals who will carry out the plan such as teachers, and other school and district staff. [See ESSA 1114(b)(2).]</p> <p><b>Suggested Documentation:</b> Stakeholder feedback for the needs assessment and CSIP (survey results and analysis, meeting agenda and detailed minutes, or other strong documentation in which stakeholders provided feedback).</p> <p><b>Notes:</b></p>				

<p style="text-align: center;"><b>Required Activities</b> Needs Assessment</p>	<p style="text-align: center;"><b>Does Not Meet</b></p>	<p style="text-align: center;"><b>Meets</b></p>	<p style="text-align: center;"><b>Exceeds</b></p>	<p style="text-align: center;"><b>N/A</b></p>
<p>4. If the Grant Management Application and Planning (GMAP) consolidated application lists counselors, nurses, media specialist or other staff for the school (not including teachers and paraeducators), there is documentation indicating the need to improve student achievement. [See ESSA 1114(b)(6).]</p> <p><b>Suggested Documentation:</b> Data supporting the need for counselors, nurses, media specialists or other staff for the school (not including teachers and paraeducators).</p> <p><b>Notes:</b></p>				

**Best Practices**

- Assessment results drive the Needs Assessment and/or CSIP.
- Evidence-based strategies are included in the CSIP.
- Title I, Part A is identified as an available funding source in the CSIP.
- Meeting agendas and/or minutes maintained as documentation contain sufficient detail such as the date, attendees, topics of discussion and a summary of the discussion.
- The school uses multiple data sources (both quantitative and qualitative) when developing the needs assessment.
- School and district staff collaboratively determine how evidence-based strategies are affecting student performance.

**II. School Program Design and Effectiveness [Sections 1114, 8306 and Parts 76 and 200 of the Education Department General Administrative Regulations (EDGAR)]**

Schools selected for monitoring should upload one to two pieces of relevant documentation for each indicator. **Please ensure any personally identifiable information (PII) is redacted prior to uploading evidence for KDE review.**

<p style="text-align: center;"><b>Required Activities</b> School Program Design and Effectiveness</p>	<p style="text-align: center;"><b>Does Not Meet</b></p>	<p style="text-align: center;"><b>Meets</b></p>	<p style="text-align: center;"><b>Exceeds</b></p>	<p style="text-align: center;"><b>N/A</b></p>
<p>1. Assessments are effectively used to diagnose what a student needs and results drive the teaching and learning environment. The school provides assessment results and other assessment-related information to teachers, parents and students regarding the achievement of individual students. [See ESSA 1114(b)(6).]</p>				

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<p><b>Suggested Documentation:</b> Agendas and detailed meeting notes or other strong documentation in which student data is used to plan instructional practices and the schoolwide program was planned.</p> <p><b>Notes:</b></p>				
<p>2. The school staff effectively serves all students, particularly students most at-risk of failing to meet state academic performance standards, with needs-based programs and interventions. [See ESSA 1114(b)(7).]</p> <p><b>Suggested Documentation:</b> Agendas and detailed meeting notes or other strong documentation in which student data is used to plan instructional practices and the schoolwide program was planned.</p> <p><b>Notes:</b></p>				
<p>3. The school can confirm that the Title I, Part A coordinator has effective processes and procedures in place to verify that the activities/strategies in the approved application for the Schoolwide Program (SWP) are being implemented effectively. [See ESSA 1112 (a)-(c); ESSA 8306; and Parts 76 and 200 of EDGAR.]</p> <p><b>Suggested Documentation:</b> Detailed meeting notes, emails or other strong documentation of the Title I, Part A coordinator monitoring schoolwide program implementation.</p> <p><b>Notes:</b></p>				
<p>4. The school periodically reviews the implementation of, and the results achieved by the schoolwide program. The school uses these findings to revise its schoolwide plan. [See ESSA 8306 and Parts 76 and 200 of EDGAR.]</p> <p><b>Suggested Documentation:</b> Agendas and detailed meeting notes or other strong documentation in which the schoolwide program was evaluated and planned.</p> <p><b>Notes:</b></p>				
<p>5. All paraeducators with instructional duties are under the direct supervision of a certified classroom teacher. These paraeducators provide instructional support, rather than completing clerical work. [See ESSA 1111(g)(2)(M) and question D-1 of the <a href="#">Title I Paraprofessionals Non-Regulatory Guidance</a>.]</p> <p><b>Suggested Documentation:</b> Teacher and paraeducator schedules showing the paraeducator works in close and frequent proximity with the teacher.</p> <p><b>Notes:</b></p>				

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<p>6. The schedule of duties for staff paid with Title I funds (including teachers, paraeducators, instructional facilitators, resource specialists, guidance counselors, parent involvement liaisons and other staff, as appropriate) demonstrates that duties that do not meet the intent and purpose of Title I based on identified needs are proportionate to non-Title I duties of staff paid with general funds. [See ESSA 1114(b)(7).]</p> <p><b>Suggested Documentation:</b> Staff schedules demonstrating limited non-Title I duties.</p> <p><b>Notes:</b></p>				
<p>7. Instructional staff members (certified and classified) receive professional development designed to help meet the school's needs. [See ESSA 1114(b)(7).]</p> <p><b>Suggested Documentation:</b> Professional Development Plan for Schools, sample listing of and attendance records for professional development offerings for staff.</p> <p><b>Notes:</b></p>				
<p>8. The strategies learned from professional development are monitored for effective implementation. [See ESSA 1114(b)(7).]</p> <p><b>Suggested Documentation:</b> Examples of monitoring of professional development strategies such as walkthrough observation notes, staff feedback regarding professional development, detailed meeting minutes where implementation of strategies was discussed, etc.</p> <p><b>Notes:</b></p>				
<p>9. As applicable, the schoolwide program includes activities to assist with transitions between early childhood programs and primary programs, middle grades to high school, high school to college and/or career. [See ESSA 1114(b)(7)(A)(iii)(V).]</p> <p><b>Suggested Documentation:</b> Listing of and descriptions of transition activities for applicable grade levels.</p> <p><b>Notes:</b></p>				
<p>10. The school has in place effective strategies to coordinate Title I funds with other federal, state and local funds to improve student achievement. Coordination may occur through leadership meetings, meetings with</p>				

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<p>school administrators or other activities that ensure programs work together to best meet student needs. [See ESSA 1114(b).]</p> <p><b>Suggested Documentation:</b> Meeting agendas and detailed minutes or other strong documentation in which the coordination of funds is discussed.</p> <p><b>Notes:</b></p>				

**Best Practices**

- School staff knows the school’s needs and how the Title I, Part A allocation is used to help meet those needs. These descriptions are consistent with those heard at the district level.
- State assessment scores show growth in achievement. The school scores are not stagnant.
- Funds are allocated based on needs and needs are factored into budgeting calculations. Discussions are consistent with explanations given by district level staff.
- School improvement plans are reviewed continually throughout the year. New needs are identified.
- Funds are used to provide strategies beyond class size reduction.
- Transition activities are provided beyond early childhood (i.e., primary to grade 4, elementary to middle school, middle school to high school and high school to college/career).
- School staff can describe the schoolwide plan and how those strategies are geared toward meeting needs across the entire school population.
- School staff verifies that the district Title I, Part A coordinator regularly monitors the school to ensure it is meeting requirements and is making progress in meeting academic goals.
- The school has implemented formal methods of measuring the effectiveness and implementation of professional development.
- The school uses multiple data sources (both quantitative and qualitative) to evaluate program implementation and effectiveness.
- The implementation of the schoolwide program is continually reviewed for effectiveness throughout the year.

**III. Parent and Family Engagement [Sections 1112 and 1116]**

Schools selected for monitoring should upload one to two pieces of relevant documentation for each indicator. **Please ensure any personally identifiable information (PII) is redacted prior to uploading evidence for KDE review.**

<p align="center"><b>Required Activities</b> Parent and Family Engagement</p>	<p align="center"><b>Does Not Meet</b></p>	<p align="center"><b>Meets</b></p>	<p align="center"><b>Exceeds</b></p>	<p align="center"><b>N/A</b></p>
<p>1. The school holds an annual parent meeting, to which all parents are invited, to discuss its participation in Title I, Part A and parents’ right to participate in parent and family engagement activities. [See ESSA 1116(c)(1).]</p> <p><b>Suggested Documentation:</b> Evidence that all parents were invited to the annual meeting (flyer, email, social media post, etc.), copy of the information shared with parents regarding Title I, Part A (PowerPoint presentation, handout, etc.), sign-in sheet, meeting agenda and detailed minutes.</p> <p><b>Notes:</b></p>				
<p>2. Parents or families have the opportunity to be involved in the planning, design and implementation of parent and family engagement activities. [See ESSA 1116(c)(3)].</p> <p><b>Suggested Documentation:</b> Evidence that parents were invited to participate in the planning, design and implementation of activities and expenditure of parent and family engagement funds (meeting invitations, agendas and detailed minutes, survey results and analysis, etc.).</p> <p><b>Notes:</b></p>				
<p>3. The school has a written parent and family engagement policy. The policy establishes the school’s expectations and objectives for meaningful parent and family involvement and meets all requirements for a school level parent and family engagement policy as outlined in ESSA and was developed jointly with parents. The policy describes <i>how</i> the school will meet the requirements outlined in ESSA. <i>Refer to the <a href="#">school PFE policy checklist</a> on KDE’s website for requirements.</i> [See ESSA 1116(b).]</p> <p><b>Suggested Documentation:</b> School parent and family engagement policy, evidence that parents participated in the development of the policy (survey results and analysis, meeting invitations, agendas and detailed minutes, documents showing revisions, etc.).</p> <p><b>Notes:</b></p>				

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<p>4. The school can demonstrate that activities within the policy are being implemented. [ESSA 1116(b)-(f).]</p> <p><b>Suggested Documentation:</b> Invitations, meeting agendas and detailed minutes, sign-in sheets, letters, flyers, website/handbook information, training materials or other strong documentation supporting the following:</p> <ul style="list-style-type: none"> <li>• Discussion of the coordination of funds with parents.</li> <li>• Assistance provided to parents in understanding such topics as state academic standards, state and local academic assessments, the requirements of Title I and how to monitor a child’s progress and work with educators to improve the achievement of their children.</li> <li>• Communication to show that the school has shared with parents a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress and the achievement levels of the challenging state academic standards.</li> <li>• Support provided to help parents work with their children to improve their children’s achievement, such as literacy training and using technology.</li> <li>• Education of school level staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with and work with parents as equal partners.</li> <li>• Communication of school and parent programs, meetings and other activities is provided in a format and, to the extent practicable, in a language parents understand.</li> </ul> <p><b>Notes:</b></p>				
<p>5. The school has a written school-family compact. The compact describes the responsibilities of the school and parent/guardian in supporting children in meeting challenging state academic standards and was created jointly with parents. The compact includes space for applicable stakeholder signatures as required by KDE. Refer to the <a href="#">compact checklist</a> on KDE’s website for requirements. [See ESSA 1116(d).]</p> <p><b>Suggested Documentation:</b> School-family compact, evidence that parents participated in the development of the compact (survey results and analysis, meeting invitations, agendas and detailed minutes, documents showing revisions, etc.).</p> <p><b>Notes:</b></p>				



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<p>6. The school can demonstrate various opportunities for communication between school staff and parents to include:</p> <ul style="list-style-type: none"> <li>• Parent conferences at least once a year at the elementary level, at which the parent and family engagement <b>compact is discussed in relation to the individual child’s achievement.</b> [See ESSA 1116(d)(2)(A).]</li> <li>• Frequent reports to parents on their children’s progress. [See ESSA 1116(d)(2)(B).]</li> </ul> <p><b>Suggested Documentation:</b> Elementary conference invitation, agenda or signed statement from parents indicating the compact was discussed in relation to their individual child’s achievement during a conference, description of how parents receive reports on their children’s progress.</p> <p><b>Notes:</b></p>				
<p>7. Parents receive notice when their child is taught for four consecutive weeks by a teacher that does not meet state certification standards. [See ESSA 1112(e)(1)(B)(ii).]</p> <p><b>Suggested Documentation:</b> Copy of the dated notification letter sent to parents or statement that all teachers meet state certification standards.</p> <p><b>Notes:</b></p>				

**Best Practices**

- School staff can describe the school’s parent and family engagement policy.
- The policy and compact include a date the documents were last reviewed and/or revised.
- School staff can describe the parent and family engagement activities being implemented at the school.
- School staff can describe how a concerted effort is being made to build school/parent relationships.
- Soliciting feedback and involving parents in decision making for parents and family engagement activities and expenditures goes beyond the school council representatives.
- The annual meeting is held at the beginning of the school year so that parents can learn about the school’s participation in the Title I, Part A program and their right to participate in parent and family engagement activities during the upcoming school year. The meeting is scheduled for a time when as many parents as possible are able to participate.
- Activities and events paid for with Title I funds are educational in nature and designed to engage parents in improving their children’s

achievement. Social events and entertainment costs are not paid for with Title I funds per [2 CFR 200.438](#).

- Invitations to Title I events and requests for feedback are provided through multiple methods (flyer, social media post, email, etc.) to increase the likelihood that all families receive the message.
- The school is *thinking outside of the box* to get more parents to participate as active partners. For example, the school may be recruiting parent participation through their regular volunteer parents or may be partnering with community agencies to increase participation.
- The school provides training to teachers on how to use the school-family compact as a tool during parent-teacher conferences to discuss individual student achievement.
- Please note: “One Call,” marquees, TV monitors, Interactive Boards, Infinite Campus access and other one-way communications do not meet the intent of parent and family engagement under Title I, Part A, thus they are not allowed to be purchased with Title I funds.
- Parent survey questions are focused on allowing parents to give feedback on the effectiveness of parent and family engagement activities.
- The school builds capacity through:
  - The school involves parents in the development of training for teachers, principals and other educators to improve the effectiveness of such training.
  - The school provides necessary literacy training from funds received under Title I if the local educational agency has exhausted all other reasonably available sources of funding for such training.
  - The school pays reasonable and necessary expenses associated with local parental involvement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions.
  - The school trains parents to enhance the involvement of other parents.
  - The school arranges school meetings at a variety of times, or conducts in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, to maximize parental involvement and participation.
  - The school adopts and implements model approaches to improving parental involvement.
  - The school establishes a parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section.
  - The school develops appropriate roles for community-based organizations and businesses in parent involvement activities.