



**Program Monitoring: Title I, Part A
Monitoring form for Targeted
Assistance Schools, Section 1115**

Gallatin County

75 Boardwalk
Warsaw, KY 41095

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DRAFT

Introduction

This tool is used in the evaluation of Title I, Part A activities and procedures in the targeted assistance program setting, resulting in a determination of compliance and/or effectiveness for each monitoring question. The tool is organized into sections that directly align with the sections of Title I, Part A of the Elementary and Secondary Act of 2001. Each section contains multiple monitoring questions that will be evaluated.

The list in parentheses within each monitoring questions contains examples of documentation that may be submitted for review. Only documentation for the current school year must be submitted unless prior year information is requested or applicable.

On-Site Expectations are sample practices or procedures that KDE staff may be able to observe related to program effectiveness.

- YES indicates compliance with and/or effective implementation of that indicator.
- NO indicates the need for technical assistance to be in compliance with or to effectively implement that indicator. Findings, actions, and/or recommendations will be stated on the final monitoring report submitted to the district.
- N/A indicates that the monitoring question does not apply. If N/A is not a response option, either YES or NO must be the response, with additional comments or evidence provided as necessary. If No or N/A is selected as a response, please explain in the comment section.

Please Note: In some cases, all items may not be required.

Needs Assessment and Selection of Students

| Label | Assurance | Response | Comment | Attachment |
|--------|--|----------|---------|------------|
| 1. TAS | Does the school have in place an effective process for identifying students for services, including: children most at risk of failing to meet state standards; children who at any time in the past two years participated in a Head Start, Even Start, or Early Reading First program or in Title I preschool services; children who at any time in the past two years received services under the Migrant program; children returning from or enrolled in a local institution for neglected or delinquent children and youth; and children who are homeless? Note: The low income students that generate funding for Title I, Part A services are not necessarily those that will qualify and receive services. (list of eligible students, policies/procedures, interviews) | | | |

| Label | Assurance | Response | Comment | Attachment |
|--------|---|----------|---------|------------|
| 2. TAS | Using state assessment results and the school plan needs assessment results, does the school annually assess educational needs, identify priority needs and grade levels on which Title I services will focus? (school plan and needs assessment) | | | |

| Label | Assurance | Response | Comment | Attachment |
|--------|--|----------|---------|------------|
| 3. TAS | Has the school established multiple, educationally related criteria to select students based on the greatest academic need? (student ranking sheets) | | | |

| Label | Assurance | Response | Comment | Attachment |
|--------|---|----------|---------|------------|
| 4. TAS | If the Title I Ranking Report lists a counselor, nurse, or media specialist for the school, is there documentation indicating the need for supplemental services for Title I students? (school plan needs assessment, list of Title I students, observation of supplemental services) | | | |

School Program Design and Effectiveness

| Label | Assurance | Response | Comment | Attachment |
|--------|---|----------|---------|------------|
| 5. TAS | Does the Title I, Part A-paid staff effectively serve identified students, including the use of collaborative teaching and planning strategies to minimize the removal of students from the regular classroom setting? (observations, interviews with staff, lesson plans, staff schedules) | | | |

| Label | Assurance | Response | Comment | Attachment |
|--------|---|----------|---------|------------|
| 6. TAS | Are ongoing assessments effectively used to assist in diagnosis, teaching, learning, and to provide information to teachers, parents, and students regarding achievement of identified students?(assessments used in diagnosis to improve achievement of individual students) | | | |

| Label | Assurance | Response | Comment | Attachment |
|--------|--|----------|---------|------------|
| 7. TAS | Do Title I purchased computers/software/books/supplies effectively address the needs of participating students? (observations, interviews, needs assessment summary) | | | |

| Label | Assurance | Response | Comment | Attachment |
|--------|---|----------|---------|------------|
| 8. TAS | Are there effective policies and procedures in place to ensure that Title I funds are used to serve only identified students and supplanting does not occur? (financial expenditures on detailed MUNIS budget, invoices, staff schedules, student schedules, staffing allocations, school council general funds allocation) | | | |

| Label | Assurance | Response | Comment | Attachment |
|--------|--|----------|---------|------------|
| 9. TAS | Annually, does the school effectively review the implementation of and results achieved by the targeted assistance program and use these findings to revise its targeted assistance plan? (interviews with Title I Coordinator and school staff) | | | |

| Label | Assurance | Response | Comment | Attachment |
|---------|---|----------|---------|------------|
| 10. TAS | Do the Title I services reflect the findings identified in the needs assessment? (school plan and program design) | | | |

| Label | Assurance | Response | Comment | Attachment |
|---------|--|----------|---------|------------|
| 11. TAS | Is professional development for Title I and classroom staff, including paraeducators, effectively designed and implemented to improve instruction for at-risk children? (professional development records) | | | |

| Label | Assurance | Response | Comment | Attachment |
|---------|--|----------|---------|------------|
| 12. TAS | Is the Title I paraeducator under the direct supervision of a highly qualified classroom teacher and providing supplemental instruction rather than clerical work? (copies of teacher developed lesson plans, paraeducator's schedule) | | | |

| Label | Assurance | Response | Comment | Attachment |
|---------|--|----------|---------|------------|
| 13. TAS | Do all staff funded through Title I provide extra services to identify Title I students? Does staff maintain a schedule or Personal Activity Report specifying the amount of time working directly with Title I services? (schedule or Personal Activity Report) | | | |

| Label | Assurance | Response | Comment | Attachment |
|---------|---|----------|---------|------------|
| 14. TAS | Do Title I paraeducators meet the NCLB qualification requirements? (This applies only to those paraeducators providing instructional services to identified students.) (higher education institute transcripts, assessment results) | | | |

| Label | Assurance | Response | Comment | Attachment |
|---------|---|----------|---------|------------|
| 15. TAS | Are Title I services effectively coordinated with other federal, state, and local programs such as violence prevention, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training? (interviews, observations) | | | |

| Label | Assurance | Response | Comment | Attachment |
|---------|--|----------|---------|------------|
| 16. TAS | Is there documentation that the school has effectively addressed all eight targeted assistance program (TAS) components? (school plan, TAS report) | | | |

Parent Involvement

| Label | Assurance | Response | Comment | Attachment |
|---------|---|----------|---------|------------|
| 17. TAS | Is there documentation for the following: annual parent meeting, student progress shared with parents, and parent conferences? (minutes, sign-in sheets, notes) | | | |

| Label | Assurance | Response | Comment | Attachment |
|---------|---|----------|---------|------------|
| 18. TAS | Were parents involved in program planning, design and implementation, and expenditures of Title I parent involvement funds? (minutes and dates of meetings, sign-in sheets) | | | |

| Label | Assurance | Response | Comment | Attachment |
|---------|---|----------|---------|------------|
| 19. TAS | Was the school parent Involvement Policy developed in consultation with, reviewed by and made available to parents? (minutes and dates of meetings, sign-in sheets) | | | |

| Label | Assurance | Response | Comment | Attachment |
|---------|---|----------|---------|------------|
| 20. TAS | Was the school compact developed in consultation with, reviewed by and made available to parents? (minutes and dates of meetings, sign-in sheets) | | | |

| Label | Assurance | Response | Comment | Attachment |
|---------|--|----------|---------|------------|
| 21. TAS | Is there evidence to substantiate the effective implementation of the parent policy and compact? (minutes of meetings, signed copies of compact) | | | |

| Label | Assurance | Response | Comment | Attachment |
|---------|--|----------|---------|------------|
| 22. TAS | Are parent evaluation findings effectively used to revise school-level policy and parent involvement activities so that it promotes the improvement of student academic achievement, the social and emotional welfare of students and the school's teaching and learning environment? (copy, results and a written summary of the annual evaluation of the parent involvement program) | | | |