

TITLE I, PART A, Targeted Assistance Program Monitoring Form

Complete for each Targeted Assistance Program in the district.

District:

Principal:

Date(s) of Visit:

Program Reviewer(s):

- The ***bold italics*** list within each monitoring question 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.
- **YES** indicates the district/school is in compliance with or is effectively implementing that indicator.
- **NO** indicates the district/school needs technical assistance to be in compliance with or to effectively implement that indicator. Findings and/or recommendations will be stated on the final monitoring report submitted to the district.

I. NEEDS ASSESSMENT AND SELECTION OF STUDENTS	YES	NO	N/A
<p>1. 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. <i>(list of eligible students, policies/procedures, interviews)</i> Notes:</p>			
<p>2. 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) Notes:</p>			
<p>3. Has the school established multiple, educationally related criteria to select students based on the greatest academic need? (student ranking sheets) Notes:</p>			
<p>4. 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)</p>			

I. NEEDS ASSESSMENT AND SELECTION OF STUDENTS	YES	NO	N/A
Notes:			
<p>Best Practices</p> <ul style="list-style-type: none"> • School staff can describe the process that is used to select students for services and are knowledgeable about the students that are eligible to participate. • The list of participants is fluid. Students can be identified at any time to participate or can be removed from services if they have met or exceeded achievement goals. • Evidence of the use of assessment results to address needs is found in the TAS plan or CSIP. • There is congruency between the use of Title I, Part A, funds and the district's/school's planning goals, objectives, strategies, and activities. 			

II. SCHOOL PROGRAM DESIGN AND EFFECTIVENESS	YES	NO	N/A
<p>1. 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?</p> <p>(observations, interviews with staff, lesson plans, staff schedules)</p> <p>Notes:</p>			
<p>2. 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?</p> <p>(assessments used in diagnosis to improve achievement of individual students)</p> <p>Notes:</p>			
<p>3. Do Title I purchased computers/software/books/supplies effectively address the needs of participating students?</p> <p>(observations, interviews, needs assessment summary)</p> <p>Notes:</p>			
<p>4. 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?</p> <p>(financial expenditures on detailed MUNIS budget, invoices, staff schedules, student schedules, staffing allocations, school council general funds allocation)</p> <p>Notes:</p>			

II. SCHOOL PROGRAM DESIGN AND EFFECTIVENESS	YES	NO	N/A
<p>5. 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?</p> <p><i>(interviews with Title I Coordinator and school staff)</i></p> <p>Notes:</p>			
<p>6. Do the Title I services reflect the findings identified in the needs assessment?</p> <p><i>(school plan and program design)</i></p> <p>Notes:</p>			
<p>7. Is professional development for Title I and classroom staff, including paraeducators, effectively designed and implemented to improve instruction for at-risk children?</p> <p><i>(professional development records)</i></p> <p>Notes:</p>			
<p>8. Is the Title I para educator under the direct supervision of a highly qualified classroom teacher and providing supplemental instruction rather than clerical work?</p> <p><i>(copies of teacher developed lesson plans, para educator's schedule)</i></p> <p>Notes:</p>			
<p>9. Does a counselor, nurse, or media specialist funded through Title I provide extra services to identify Title I students? Does the person maintain a schedule or Personal Activity Report specifying the amount of time working directly with Title I services?</p> <p><i>(schedule or Personal Activity Report)</i></p> <p>Notes:</p>			
<p>10. Do Title I para educators meet the NCLB qualification requirements? (This applies only to those para educators providing instructional services to identified students.)</p> <p><i>(higher education institute transcripts, assessment results)</i></p> <p>Notes:</p>			

II. SCHOOL PROGRAM DESIGN AND EFFECTIVENESS	YES	NO	N/A
11. 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) Notes:			
12. Is there documentation that the school has effectively addressed all eight targeted assistance program (TAS) components? (school plan, TAS report) Notes:			
<p><u>Best Practices</u></p> <ul style="list-style-type: none"> • School staff can describe the strategies used to serve student participating in Title I, Part A, services. • School staff can describe how assessments are continually used to identify students and track their academic progress. • School staff know what the school's needs are 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 test scores reflect increases. They are not stagnant or decreasing. • Funds are allocated based on needs, while maintaining rank order, and needs are factored in to 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. • 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 results of the targeted assistance plan are continually reviewed throughout the year, not just in the spring. • The school's parent organization is active in school planning. • There is congruency between the use of Title I, Part A, funds and the district's/school's planning goals, objectives, strategies, and activities. 			

III. PARENT INVOLVEMENT	YES	NO	N/A
1. Is there documentation for the following: annual parent meeting, student progress shared with parents, and parent conferences? (minutes, sign-in sheets, notes) Notes:			
2. Were parents involved in program planning, design and implementation, and expenditures of Title I parent involvement funds?			

III. PARENT INVOLVEMENT	YES	NO	N/A
<p><i>(minutes and dates of meetings, sign-in sheets)</i></p> <p>Notes:</p>			
<p>3. Was the school parent Involvement Policy developed in consultation with, reviewed by and made available to parents?</p> <p><i>(minutes and dates of meetings, sign-in sheets)</i></p> <p>Notes:</p>			
<p>4. Was the school compact developed in consultation with, reviewed by and made available to parents?</p> <p><i>(minutes and dates of meetings, sign-in sheets)</i></p> <p>Notes:</p>			
<p>5. Is there evidence to substantiate the effective implementation of the parent policy and compact?</p> <p><i>(minutes of meetings, signed copies of compact)</i></p> <p>Notes:</p>			
<p>6. Are evaluation findings used to revise school-level policy 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?</p> <p><i>(copy, results, and a written summary of the annual evaluation of the parent involvement program)</i></p> <p>Notes:</p>			
<p><u>Best Practices</u></p> <ul style="list-style-type: none"> • School staff can describe the school and district parent involvement policies. • School staff can describe the parent involvement activities being implemented at the school and these answers are consistent with what you hear at the district. • School staff can describe how a concerted effort is being made to build school/parent relationships. • Parent involvement goes beyond the school council representatives. • The district and its schools are thinking outside the box in order to get more parents to participate as active partners. For example, districts and schools may be recruiting parent participation through their regular volunteer parents or may be partnering with community agencies to increase participation. 			

III. PARENT INVOLVEMENT	YES	NO	N/A
<ul style="list-style-type: none">• “One Call”, marquees, TV monitors, newsletters, Infinite Camus access, and other one-way communications do not represent effective parent involvement practices alone. Parents have genuine opportunities to help plan, implement, and participate in activities in a format that promotes two-way communication.• Parent survey questions are focused on allowing parents to give feedback on the effectiveness of parent involvement activities.• There is congruency between the use of Title I, Part A, funds and the district's/school's planning goals, objectives, strategies, and activities.			