

# Title I

# Self-Monitoring Guide

# for ND Schoolwide

# Programs



## *Title I – Helping Disadvantaged Children Meet High Standards*

The purpose of this document is...

- To assist LEA's in implementing a self-monitoring for Title I, as a means of ensuring that the federal Title program is operated in compliance with the law and regulations.
- To ensure that programs are being carried out in an effective manner.
- To serve as a means of preparing for external reviews by local, state or federal auditors and monitors.

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# Title I Schoolwide Self-Monitoring Guide

## Cover Page

**Please complete the following information:** (please print or type)

### Contact Information

School District	
School	
Title I Authorized Representative	
Telephone Number	E-mail Address

### Additional Contact Information

Name	
Title	
Telephone Number	E-mail Address

**The following items must be included in your self-monitoring submission:**

- Self Monitoring Guide – Schoolwide Programs – Cover Page**
- Title I Issues – Administrative (including submissions #1 – #9)**
- Title I Issues – Schoolwide Schools (including submissions #10 – #31)**
- Supplemental Questionnaire on Additional Services Paid with Title I Funds (Submission #32)**

**Please note:**

\*The principal, in cooperation with the schoolwide leadership team, must complete this document for the schoolwide building within the district. In school districts with more than one schoolwide school, each school should complete a separate form.

# Title I

## Schoolwide Self-Monitoring Guide

### Title I Issues – Administrative

#### 1) General

- I can assure that there are minutes of a school board meeting authorizing a representative for our Title I program. The meeting was held on \_\_\_\_\_. (Please submit a copy of the board meeting minutes and label as **Submission #1.**)
- I can assure that there are minutes of a school board meeting approving the consolidated application of Titles I, II-A, II-D, IV, V, and REAP. The meeting was held on \_\_\_\_\_. (Please submit a copy of the board meeting minutes and label as **Submission #2.**)
- I can assure that the most recent audit report is available for review.  
Date of most recent audit: \_\_\_\_\_. Name of auditor or firm: \_\_\_\_\_.
- I can assure that the purchase orders and invoices are:
1. Properly coded to the Title I program.
  2. Appropriate Title I expenditures.
  3. Incurred during the appropriate fiscal year.
  4. Current and available for review.
- I can assure that Title I funds are only spent on Title I allowable expenditures. (Please submit the business manager's summary report for Title I funds for the current school year and label as **Submission #3.**)
- I can assure that there is an inventory list for our Title I program for purchases of \$750 and over. The list includes all five necessary components: description, cost, serial number, date of purchase, and location of items. (Please submit a copy of the Title I inventory and label as **Submission #4.**)
- I can assure that items purchased with Title I funds are labeled accordingly.

#### 2) Parent Notification

- I can assure that we have documentation showing we have notified parents of each student attending any school receiving Title I funds that they may request information regarding the professional qualifications of the student's classroom teachers (i.e., *Parents' Right to Know Clause*).  
Date sent: \_\_\_\_\_. (Please submit a copy of the notification and label as **Submission #5.**)
- I can assure that we have compiled a list of the qualifications of all teachers in the building and it is available to any parent requesting this information. (Please submit documentation of the list prepared for parents on teacher qualifications and label as **Submission #6.**)
- I can assure that we have notified parents that any students who are taught for four continuous weeks by a teacher who is not a "highly qualified" teacher will be notified in a timely manner.
- I can assure that we have informed parents and community members of the district/school report cards (a.k.a. School District Profile) and have provided an opportunity for individuals to review these reports.  
Date sent: \_\_\_\_\_. (Please submit a copy of the report card notification and label as **Submission #7.**)

# Title I Issues – Administrative (continued)

## Parent Notification (continued)

- I can assure that we have informed parents and community members of the results of the SCHOOL'S Adequate Yearly Progress report, including specifically, whether or not the school made Adequately Yearly Progress. If they did not, specific information on any sanctions that must be implemented, including the opportunities for school choice and supplemental services, was included in the notification. Date sent: \_\_\_\_\_. (Please submit a copy of the notification as well as any additional AYP materials sent with this notice and label as **Submission #8.**)
- I can assure that we have informed parents and community members of the results of the DISTRICT'S Adequate Yearly Progress report, including specifically, whether or not the district made Adequately Yearly Progress. If they did not, specific information on any sanctions that must be implemented was included in the notification. Date sent: \_\_\_\_\_. (Please submit a copy of the notification as well as any additional AYP materials sent with this notice and label as **Submission #9.**)

## 4) Highly Qualified Staff Provision

- I can assure that we have documentation showing that all teachers in the schoolwide program are “highly qualified.”
- I can assure that we have documentation showing how we are utilizing the 5% teacher quality set-aside funds mandated in the Title I regulations to ensure that all teachers are highly qualified by the end of the 2005-2006 school year.

Authorized Representative Signature

Date

# Title I

## Schoolwide Self-Monitoring Guide

***The schoolwide leadership team for each building should complete this checklist.  
One checklist needs to be completed for each schoolwide building in the district.***

### Title I Issues – Schoolwide Schools

#### 1) **Schoolwide Plan**

- We can assure that the schoolwide plan on file at the State Title I office reflects the current needs of the school and is updated to reflect the latest changes to schoolwide operation.

#### 2) **Time and Effort Documentation**

- We can assure that all schoolwide staff paid from more than one source of funding who do not have a fixed schedule, maintain a time log detailing the dates and hours worked and activities performed during each school day. (Please submit documentation and label as **Submission #10.**)

#### 3) **Aides**

- We can assure that all instructional aides work under the direct supervision of a certified teacher who has the primary responsibility for providing the instructional services to students.
- We can assure that aides do not provide instruction to students. Aides only further assist students who are receiving instruction by a certified teacher.
- We can assure that all Title I instructional aides/paraprofessionals have met one of the following:
1. Completed at least two years of study at an institution of higher education,
  2. Obtained an associate's or higher degree, or
  3. Met a rigorous standard of quality, which includes an assessment of math, reading, and writing.
- (Please submit a list of all instructional aides employed at your school. Include the following: (1) name of individual (2) a description of the duties for each aide; (3) paraprofessional certificate of completion number OR teaching license number. Label this list as **Submission #11.**)
- We can assure that all instructional aides'/paraprofessionals' duties are aligned to the law, which includes:
1. Providing one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher.
  2. Assisting with classroom management (in a schoolwide setting only).
  3. Providing instructional assistance in a computer laboratory.
  4. Conducting parental involvement activities.
  5. Providing support in a library or media center.
  6. Acting as a translator.
  7. Providing instructional support services under the direct supervision of a Title I teacher.

#### 4) **Ten Required Components of Schoolwide Planning**

- We can assure that the school gathered data to conduct the required comprehensive needs assessment. (Please submit documentation, which could be a summary of the results, and label as **Submission #12.**)
- We can assure that the schoolwide program implements strategies that provide opportunities for all students to meet the state's proficient and advanced levels of student achievement.
- We can assure that teachers are using effective methods and instructional strategies that are proven effective in scientifically-based research. (Please submit documentation and label as **Submission #13.**)
- We can assure that the schoolwide instructional strategies focus on the core academic program of the school.

## Title I Issues – Schoolwide Schools (continued)

### *Ten Required Components of Schoolwide Planning (continued)*

- We can assure that the schoolwide instructional strategies increase the amount and quality of learning time. (Please submit documentation and label as **Submission #14.**)
- We can assure that the schoolwide instructional strategies provide an enriched and accelerated curriculum.
- We can assure that the schoolwide instructional strategies meet the needs of historically underserved populations.
- We can assure that the schoolwide instructional strategies address the needs of all children in the school. (Please submit documentation and label as **Submission #15.**)
- We can assure that the schoolwide program can address how it knows when it meets the needs of all students at the school.
- We can assure that the schoolwide program and instructional strategies are consistent with state and local improvement plans. (Please submit documentation and label as **Submission #16.**)
- We can assure that all staff at the school are highly qualified or will be by 2006. All staff in core academic areas hired after 2002 were highly qualified upon hiring.
- We can assure that the schoolwide program implements high quality and ongoing professional development for teachers, principals, and paraprofessionals. (Please submit documentation and label as **Submission #17.**)
- We can assure that the schoolwide program devotes sufficient resources, including time and money, to effectively carry out high quality professional development activities. (Please submit documentation and label as **Submission #18.**)
- We can assure that the schoolwide program implements strategies to increase parental involvement. (Please submit documentation and label as **Submission #19.**)
- We can assure that the schoolwide program has a strong plan for assisting preschool children in the transition from early childhood programs. (Please submit documentation and label as **Submission #20.**)
- We can assure that teachers have been included in the decisions regarding the use of assessments to improve the achievement of students and the instructional programs.
- We can assure that we have implemented a plan to ensure that students who experience difficulty mastering any of the state's academic achievement standards will be provided with effective, timely additional assistance. (Please submit documentation and label as **Submission #21.**)
- We can assure that the schoolwide plan includes strategies to attract high quality, highly qualified teachers to high need schools. (Please submit documentation and label as **Submission #22.**)
- We can assure that the schoolwide program is coordinated with other federal, state, and local services and programs, including programs related to Title I, violence prevention, nutrition, housing, head start, adult education, vocational and technical education, and job training. (Please submit documentation and label as **Submission #23.**)

### **5) High Quality Schoolwide Programming**

- We can assure that the schoolwide plan has effective leadership to implement the schoolwide program.
- We can assure that all school staff members are knowledgeable about the schoolwide program. All teachers are involved in the development, implementation, assessment, review, and improvement of the schoolwide plan.
- We can assure that the schoolwide program has brought about change in the school and a change in the service delivery model.
- We can assure that the school is using the ND State Standards or has developed local curricular standards in reading/language arts and math. All teachers are teaching to these standards.

## Title I Issues – Schoolwide Schools (continued)

### 6) *Schoolwide Evaluation/Annual Review*

- We can assure that a review of all student progress is conducted annually to assess the extent to which students are making Adequate Yearly Progress and to assess the implementation and success of the schoolwide plan. Date of Annual Review: \_\_\_\_\_. (Please submit documentation and label as **Submission #24.**)
- We can assure that the results of the Annual Review meeting were shared with parents, teachers, school administrators, and other appropriate community members. (Please submit documentation and label as **Submission #25.**)
- We can assure that the Annual Review results were used in making decisions regarding future planning of the schoolwide program.

### 7) *Parental Involvement*

#### The District Parental Involvement Policy:

- We can assure that we have a DISTRICT parental involvement policy, which is aligned to the requirements outlined in the *No Child Left Behind* (NCLB) Act. (Please submit documentation and label as **Submission #26.**)
- We can assure the district policy was distributed to all parents. Method of distribution: \_\_\_\_\_.  
Date given to parents: \_\_\_\_\_.

#### The School Parental Involvement Policy:

- We can assure that we have a SCHOOL parental involvement policy, which is aligned to the requirements outlined in the *No Child Left Behind* (NCLB) Act. (Please submit documentation and label as **Submission #27.**)
- We can assure the school policy was distributed to all parents. Method of distribution: \_\_\_\_\_.  
Date given to parents: \_\_\_\_\_.

#### The Annual Parent Meeting:

- We can assure that this Annual Parent meeting is different from the Annual Review meeting.
- We can assure that this meeting tells parents what the schoolwide program is, what the main goals and activities of the plan are, and how students will be assessed to identify instructional programming and, if necessary, additional programming and services.
- We can assure that this meeting is documented with minutes or an agenda. (Please submit documentation and label as **Submission #28.**) Date of meeting: \_\_\_\_\_.

#### Opportunities for Training Parents:

- We can assure that opportunities for training parents to become partners with the school in promoting the education of their child at school and at home are provided.
- We can assure that we have shared with parents information about methods they can use at home to complement the instruction given at the school. (Please submit documentation and label as **Submission #29.**)

#### The Parent-School Compact:

- We can assure that we have a parent-school compact, which is aligned to the requirements outlined in the *No Child Left Behind* (NCLB) Act. (Please submit documentation and label as **Submission #30.**)
- We can assure that documentation is kept on file how the compact is distributed.  
Date of distribution: \_\_\_\_\_.

#### Annual Assessment of Parental Involvement:

- We can assure that at the end of the year, parents have the opportunity to assess the Title I parent involvement components (including the compact).
- We can assure that we document this assessment procedure. (Please submit documentation and label as **Submission #31.**)

Principal Signature

Schoolwide Building

Date

# Supplemental Questionnaire on Additional Services Paid with Title I Funds (Submission #32)

It is the policy of the State Title I office when monitoring to include questions on all aspects of Title I programming. This supplemental questionnaire is for those schools utilizing Title I Part A funding to implement services in addition to the regular Title I program. These services may include, but are not limited to: Title I Summer School, Title I Preschool, Title I Before/After/Saturday programs, etc. If you are implementing one or more of these types of programs, please answer all questions listed below and return this form to the State Title I office.

Please include one copy per additional program being implemented.

School District:		
School:		
Program Implemented: <input type="checkbox"/> Title I Summer School Program <input type="checkbox"/> Title I Kindergarten Program <input type="checkbox"/> Title I Preschool Program <input type="checkbox"/> Title I Reading First Look-A-Like Program <input type="checkbox"/> Title I Before or After School Program <input type="checkbox"/> Title I Saturday School Program <input type="checkbox"/> Other	Total Number of Students in School:	
	Number of Students Served by Additional Title I Services:	
Please provide detailed description of the additional services offered with Title I funds (i.e. paint us a picture of what a typical day looks like):		
<b>Targeted Assistance Programs Only</b> – Please describe your student selection process for these services and include information on the criteria used:		
How often are students served by this program (daily, three times per week, etc.):		
How long do they receive services from this program (20 minutes, 30 minutes, 1 hour, etc.):		