

ESEA Program Self-Monitoring Checklist

Tiered Monitoring Items - School Year 2019-20

February Cycle

February Cycle - Title I.A: Improving Basic Programs Operated by LEAs	Evidence
<p>1. Coordination and Integration (ESSA 1112(c)(4))</p> <p>a. The LEA provides documentation that services are coordinated and integrated at the LEA or individual school level, with other educational services such as: regular classroom instruction, English learners, students with disabilities, migratory students, neglected or delinquent students, homeless students, etc.</p> <p>b. The LEA provides documentation the LEA and Head Start agencies and, when feasible, other entities providing early childhood education programs, have developed an agreement to coordinate activities.(ESSA 1119)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Joint planning time <input type="checkbox"/> Shared instructional objectives <input type="checkbox"/> Data team meetings <input type="checkbox"/> Individual student plans <input type="checkbox"/> Shared lesson plans <input type="checkbox"/> Quarterly objective sheets <input type="checkbox"/> Meeting agendas, sign-in sheets and minutes of meetings. <input type="checkbox"/> Signed Early Childhood Coordination Agreement
<p>2. Preschool Education Program (Administrative Manual)</p> <p>The LEA follows one of the approved curriculum models along with the Missouri Early Learning Goals for its Title I.A preschool and provides evidence of teacher training through the curriculum source.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Project Construct Curriculum Model training certificate <input type="checkbox"/> High Scope Curriculum Model training certificate <input type="checkbox"/> Creative Curriculum Model training certificate <input type="checkbox"/> Emerging Language and Literacy Curriculum (ELLC) training certificate
<p>3. Effectiveness of Parent and Family Engagement (ESSA 1116)</p> <p>The LEA and school buildings review the effectiveness of school, parent and family engagement.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Completed parent and family surveys (required) <input type="checkbox"/> Completed parent and family engagement activity evaluations
<p>4. Targeted Assistance Schools (ESSA 1115)</p> <p>a. Eligible students are students identified as failing, or most at risk of failing, to meet the challenging state academic standards on the basis of multiple (3 or more), educationally related, objective criteria, except that children from preschool through grade two shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents and developmentally appropriate measures. Homeless children are eligible for Title I.A service regardless of their attendance in a Title I.A served building.</p> <p>b. Each targeted school has provided the LEA with an assurance the school will 1.) help provide an accelerated, high quality curriculum, 2.) minimize the removal of children from the regular classroom during regular school hours, and 3.) on an on-going basis, review the progress of eligible children.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Eligibility criteria (criteria used, weighting of criteria, and appropriate cut-off score) (required) <input type="checkbox"/> Master list of eligible students that have been identified to participate (required) <input type="checkbox"/> Signed, dated statement assuring the school will; 1.) provide an accelerated, high quality curriculum 2.) minimize the removal of children from the regular classroom during regular school hours, and 3.) review the progress of eligible children
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