This checklist is provided to local education agency Title I Directors as a template for monitoring their Schoolwide Title I programs. The WVDE will not be conducting school level monitoring; this is the responsibility of the LEA. The WVDE will verify that the LEA is meeting their school monitoring requirements through review of the WVDE High Quality Schools Data Collection System at https://wvde.state.wv.us/apps/improvement/login.php.* the WOW STG.SMR School Monitoring Report application under the WVR100 State Reporting menu.

The WVDE has developed this template to coordinate with the West Virginia High Quality School Standards which create the framework for the continuous school improvement process. This alignment between ESEA compliance reporting and school improvement documentation has been done in an effort to streamline reporting procedures for LEAs and schools and to highlight the cohesiveness of ESEA program requirements with continuous school improvement efforts. LEA Title I Directors may use this template to organize compliance documentation at the school level for both Title I compliance and school improvement progress reporting. All schools may document progress evidence for the Standards/Functions in this template by uploading evidence to the WVDE High Quality Schools Data Collection System.

• The template and data collection system are organized to include all High Quality School Standards with Functions listed for each Standard. Every High Quality School Standard/Function does not have a Title I Compliance Standard. If the Standard/Function has a Title I Compliance Standard associated with it, the corresponding left hand box will describe the Title I Compliance Standard and provide the ESEA section reference. If the left hand box is blank, that Function does not have an associated Title I Compliance Standard.

• All Title I schools must provide compliance evidence for each Standard/Function that has a Title I Compliance Standard indicated within the left hand box (all others are blank).

• All Priority and Focus schools (regardless of Title I status) will complete the reflection and upload evidence for applicable Standards/Functions as part of their school improvement progress reporting.

* During the 2013-14 2016-17 school year, the WVDE will review both the High Quality Schools Data Collection System and the WVEIS Title I Electronic Storage Site the WOW STG.SMR School Monitoring Report application under the WVR100 State Reporting menu to access compliance evidence. All future upload of documentation evidence should be made to the High Quality School Data Collection System.

Revised – August 2016
## Standard 1.0: Positive Climate and Cohesive Culture

In high quality schools, the staff shares sound educational beliefs and values.

### Function A: Shared Beliefs and Values

**Reflection**
- What do teachers, administrators, and students care about most?

### Function B: High Expectations for All

**Reflection**
- How does the school exhibit high expectations for all stakeholders?

### Function C: Safe, Orderly and Engaging Environment

**Reflection**
- How are the school's decisions regarding teaching, learning, discipline and intervention programs guided by data?
- Describe the effectiveness of the schoolwide positive behavior support plan. Is it implemented with fidelity?

## Standard 2.0: School Leadership

In high quality schools, the principal fosters and develops distributed leadership among staff, students, and stakeholders in order to focus collective action for improved school performance.

### Function A: Principal Leadership

**Reflection**
- What is the primary role of the principal(s)?
- What is the principal's attitude toward personalized learning for individual students?
- Does the principal(s) make effective and timely decisions, using data and involving others in order to serve the long-term best interest of students?

### Function B: School Teams and Councils

**Reflection**
- Discuss the opportunities for distributed leadership in the school.
<table>
<thead>
<tr>
<th>Function</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Function C: Teacher Leadership</strong></td>
<td><strong>Reflection</strong>&lt;br&gt;- Describe teacher responsibility for school and classroom improvement.</td>
</tr>
<tr>
<td><strong>Function D: Student Leadership</strong></td>
<td><strong>Reflection</strong>&lt;br&gt;- Explain the roles and responsibilities of students in school improvement.</td>
</tr>
</tbody>
</table>

**Standard 3.0: Standards-Focused Curriculum, Instruction and Assessments**

In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.

**Function A: Classroom Learning Environment**

The school staff ensures that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. §1114(b)(1)(i)

- **Reflection**
- Describe how student learning is monitored.
- Describe how you identify and address specific academic needs of individual students.

**Evidence and Documentation**
- Master Schedule
- Title I / Interventionist Schedules
- Special Education Teacher Schedules
- Counselor Schedules

**Function B: Standards-Focused Curriculum**

- **Reflection**
- Discuss the instructional delivery in your school in terms of the alignment to the Next Generation Standards and Objectives and Learning Skills and Technology Tools.

**Function C: Instructional Planning**

- **Reflection**
- Describe the structures that teachers use to design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels of students.

**Function D: Instructional Delivery**

Measures are in place to include teachers in the decisions regarding the use of academic assessments described in §1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. §1114(b)(1)(H)

- **Reflection**
- Describe how all teachers are involved in data analysis and intervention team meetings.
- Discuss the procedures for analyzing student work.

**Evidence**
- Agendas from faculty meetings when data has been addressed.
- Review of agendas from team meetings

**Documentation**
- sign-in sheets, agendas, minutes
Standard 4.0: Student Support Services and Family/Community Connections

In high quality schools, the staff places student well-being at the forefront of all decisions, provides support services to address student physical, social/emotional, and academic growth, and forms positive connections to families and the community.

**Function A: Positive Relationships**

**Parent Involvement - Written Policy and School-Parent Compact**

The school staff developed jointly with and distributed to, parents of participating children a written parent involvement policy, agreed upon by such parents. The policy is made available to the local community and updated periodically to meet the changing needs of parents and the school. §1118(b)(1)

The school staff developed with and distributed to parents, a school-parent compact in alignment with the federal template outlining how parents, the school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. §1118(d)

The school staff involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs. §1118(c)(3)

**Reflection**

- How are parents selected to participate in the planning, review and improvement of the Title I program and parental involvement policy?

**Evidence**

- School's parent involvement policy
- Agendas, minutes, sign-in sheets
- Verification of the revision date and the names of the committee members who reviewed the policy
- Documentation of the date and method of distribution of the school parent involvement policies

**Documentation**

- documentation of means and date of distribution of the parent involvement policy and school-parent compact to parents with the percentage of returned compacts (three year return rates)
- sign-in sheets, agendas, minutes, survey results
- URL of school website or other means of community notification

**Parent Involvement – Title I Program Information**

The school staff holds an annual meeting, for all parents of participating children to inform parents of their school’s participation in Title I and to explain the requirements of Title I, including an explanation regarding the right of parents to be involved. §1118(c)(1)

The school staff provides 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 proficiency levels students are expected to meet. §1118(c)(4)(B)

**Evidence**

- Written evidence of an annual Title I meeting which includes the explanation of the Title I program and the curriculum and assessment measures.

**Documentation**

- sign-in sheets, agendas, minutes,
- documentation curriculum and assessment expectations were communicated to parents
<table>
<thead>
<tr>
<th>Parent Involvement – Increasing Engagement</th>
<th>Reflection</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies to increase parental involvement in accordance with section 1118, such as family literary services §1114(b)(1)</td>
<td>How are all parents involved in school functions and activities, especially parents who are typically hard to reach?</td>
<td></td>
</tr>
<tr>
<td>The school staff provides training to help parents improve their children's achievement. §1118(e)(2)</td>
<td>Describe the frequency and quality of trainings for parents on how to work with their child to improve achievement.</td>
<td></td>
</tr>
<tr>
<td>• Parent trainings and meetings are offered at flexible times of the day §1118(c)(2)</td>
<td>What strategies have been implemented to increase parent attendance and engagement?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Are translators needed at meetings and have handouts been translated?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written evidence of trainings offered for parents to assist their child in improving academic achievement, parenting skills, and child rearing</td>
<td>schedule of yearly parent trainings/meetings</td>
</tr>
<tr>
<td>invitations, agendas and sign-in sheets</td>
<td>sign-in sheets, agendas, handouts, notifications, flyers, brochures</td>
</tr>
<tr>
<td>pamphlets and other materials available to parents from parent resource center (if applicable)</td>
<td>pamphlets and other materials available to parents from parent resource center (if applicable)</td>
</tr>
<tr>
<td>parent involvement notifications for parents whose native language is not English (if applicable)</td>
<td>handouts, notifications, flyers, brochures</td>
</tr>
</tbody>
</table>

**Function B: Student Personal Development**

<table>
<thead>
<tr>
<th>Parent Involvement - Communication</th>
<th>Evidence</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information is provided to each parent on the level of achievement of the parent's child in each of the State academic assessments. §1111(h)(6)(B)(i)</td>
<td>information sent to parents pertaining to assessment results</td>
<td>schedule of yearly parent trainings/meetings</td>
</tr>
<tr>
<td></td>
<td>letter(s) sent to parents in another language (if applicable)</td>
<td>sign-in sheets, agendas, handouts, notifications, flyers, brochures</td>
</tr>
<tr>
<td>The school staff provides activities for assisting preschool children within the LEA attendance area to transition from early childhood programs to local elementary school programs. §1114(b)(1)(G) WVBOE Policy 2525</td>
<td>Review of preschool transition activities listed in school improvement plan</td>
<td>pamphlets and other materials available to parents from parent resource center (if applicable)</td>
</tr>
<tr>
<td></td>
<td>Review of sign-in sheets and agendas from activities provided</td>
<td>handouts, notifications, flyers, brochures</td>
</tr>
<tr>
<td></td>
<td>Review of notices or flyers distributed publicly</td>
<td>documentation parents are informed of their child’s achievement on state academic assessment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Review of preschool transition activities listed in school improvement plan</td>
<td>sign-in sheets, agendas, minutes</td>
</tr>
<tr>
<td>- Review of sign-in sheets and agendas from activities provided</td>
<td>Notices, flyers, brochures regarding transition activities</td>
</tr>
<tr>
<td>- Review of notices or flyers distributed publicly</td>
<td></td>
</tr>
</tbody>
</table>
### Function C: Parent and Community Partnerships

**Reflection**
- Describe the partnerships with various community agencies and organizations that enhance the ability to meet the needs of all students.

### Standard 5.0: Educator Growth and Development

In high quality schools, staff members participate in processes of self-reflection, collaboration and evaluation that lead to professional growth and development in order to impact student learning.

### Function A: Professional Development

High quality and ongoing professional development shall be provided for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State’s student academic achievement standards.

**§1114(b)(1)(D)**

**Reflection**
- How does the school staff determine what professional development will be offered annually?
- Describe the continuous learning opportunities for professional growth designed to improve school and classroom practices.

**Evidence**
- Professional development plan is aligned with identified needs.

**Documentation**
- Professional development plan
- Sign-in sheets, agendas, handouts, etc.

### Function B: Teacher Collaboration

**Reflection**
- Describe the teacher participation in high-functioning professional learning communities to collaborate on the improvement of student learning through the study of relevant data, problem analysis and the implementation of strategies that improve instructional practice.

### Function C: Evaluation Feedback and Support

**Reflection**
- What process does the principal use to ensure that instruction is observed on a regular basis and feedback to support teachers in instructional improvement is provided?
Revised – August 2016

<table>
<thead>
<tr>
<th>Standard 6.0: Efficient and Effective Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>In high quality schools, the staff shares sound educational beliefs and values, establishes high expectations and creates an engaging and orderly atmosphere to foster learning for all.</td>
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<table>
<thead>
<tr>
<th>Function A: Facilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection</td>
</tr>
<tr>
<td>- How are all stakeholders collaborating to ensure that the school environment is safe and secure?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Function B: Fiscal Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection</td>
</tr>
<tr>
<td>- Describe the policies and processes that are established and applied to obtain, allocate and efficiently manage school fiscal resources.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Function C: Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection</td>
</tr>
<tr>
<td>- Reflect on the effectiveness of the current methods for the induction of beginning educators.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Function D: Data, Information Systems, Technology Tools and Infrastructure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection</td>
</tr>
<tr>
<td>Does the school have appropriate technology infrastructure to utilize and analyze data?</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>What technology does the school utilize to support management, as well as teaching and learning?</td>
</tr>
<tr>
<td>How do teachers promote digital citizenship through the use of technology resources?</td>
</tr>
</tbody>
</table>

**Standard 7.0: Engages in Continuous Improvement**

In high quality schools, there is collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously increase student learning.

**Function A: Focused and Coherent Plan**

The school staff has completed a comprehensive needs assessment which may include:

- a. External Trend Data
  - Student/teacher mobility rate
  - Socio-economic conditions
  - Community social issues
  - Family structures
  - Demographics

- b. Student Achievement Data
  - Summative
  - Benchmark
  - Formative
  - Writing assessment

- c. Other Student Outcome Data
  - Attendance
  - Discipline
  - Graduation rate
  - Retention rates

- d. Culture, Conditions and Practices
  - Monitoring reports
  - Classroom walkthrough data
  - Instructional Practices Inventory
  - Culture/Climate Surveys
  - Parent Surveys

§1114(b)(1)(A)

**Reflection**
- Determine root causes for identified student academic deficiencies. (Root causes should be the tool that drives the school goals)

**Evidence**
- Review of data analysis for external trend data, student achievement data, culture and climate data, and other student outcome data.
- Review of prioritized strategic issues within the strategic plan.

The school staff has developed a comprehensive plan for reforming the total instructional program in the school in consultation with the LEA, school support team, and/or through technical assistance provided from others. §1114(b)(2)(A)

- The school plan has been developed with the involvement of school staff, parents and other members of the community. §1114(b)(2)(A)(ii)

The school plan is implemented, reviewed and revised, by the school on a periodic basis §1114(b)(2)(A)(iii)

- **Reflection**
  - Is the stakeholder representation equitable?
  - Is the solicitation for parent input genuine and meaningful?

- **Evidence**
  - Sign-in sheets, agendas, minutes reflecting meaningful consultation between stakeholders.

- **Documentation**
  - Sign-in sheets, agendas, minutes
  - Copy of a completed rubric, with feedback, from the peer review team and/or the LEA.
  - Documentation on how the revisions to the plan where communicated to stakeholders.
<table>
<thead>
<tr>
<th>Function B: Implementation Processes and Structures</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school staff increases the amount and quality of learning time through the provision of extended day/year programs, enriched or accelerated programs. §1114(b)(1)(B)</td>
</tr>
</tbody>
</table>

**Reflection**
- What strategies does the school employ to extend the amount and quality of learning time for students?
- How does the school determine the type of extended learning opportunities made available to students?
- Describe the quality of the extended learning opportunities made available beyond the school day/year.

**Evidence and Documentation**
- Flyers, handouts, brochures, schedules, lesson plans, attendance, sign-in sheets, etc.

<table>
<thead>
<tr>
<th>Function C: Monitoring and Communicating Results</th>
</tr>
</thead>
</table>
| **Reflection**
- Describe the processes for monitoring changes in practice and implementing adjustments, evaluating the results of student learning, and communicating the progress to all stakeholders. |