

## Title I Diagnostic Glossary for ASSIST

### 1. Schoolwide Reform Strategy:

Schoolwide Reform Strategies are described in sufficient detail and are focused on helping ALL students reach the state's standards. Strategies increase the quality and quantity of instruction, using research-based methods and strategies. Research-based reform strategies are aligned with the findings of the needs assessment. They provide an enriched and accelerated curriculum for select students with plans in place to move toward all students. They address the needs of all children in the school, but particularly the needs of students of target populations participating in the schoolwide program and moving toward meeting the needs of students representing all major subgroups participating in the schoolwide program. Briefly addresses how the school will determine if these needs are met.

### 2. Highly Qualified Staff:

Highly Qualified Staff, both Paraprofessionals and Teachers must meet the NCLB requirements for instruction.

### 3. High Quality and Ongoing Professional Development:

High Quality and Ongoing Professional Development offers repeated opportunities with a common focus, has an expectation that the PD will be utilized in the classroom, opportunities to receive individualized feedback exist, there is a process or structure to provide support based on the individual teacher needs, it is integrated into the work day, there is a process for assessing impact of and adjusting professional development learning or instructional practices and it is aligned to the instructional program

### 4. Timely and Additional Assistance to Students:

Timely and Additional Assistance to Students in a Schoolwide Title building must be offered first to those that are experiencing difficulty in mastering the State's academic achievement assessment

standards. They should provide supplemental support to the neediest in their area of need.

**5. Eligible Students:**

Eligible Students, in a Title Targeted building, must be determined using multiple data points. They should be aligned from grade to grade and utilized consistently throughout the district.

**6. Instructional Strategies:**

Instructional Strategies include the use of materials and activities that address all of the components of the instructional program, they should specify key teacher practices expected to be implemented (may include classroom strategies, professional development routines, etc.), they are research and evidence based, are aligned from grade to grade and are taught in a logical and consistent order

**7. Ongoing Review of Student Progress:**

Ongoing Review of Student Progress uses building wide data at least on a quarterly basis, it includes processes such as universal screening and progress monitoring, the review involves conducting short inquiry cycles in which data will be collected and analyzed to determine whether the instructional practices are succeeding in raising achievement and closing gaps