



P.L. 221 and Title 1 Plans Aligned to ASSIST™

| P.L. 221 Components | | AdvancED ASSIST | | | | | | |
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| | Component | Executive Summary | Self-Assessment (Indicator Noted) | Student Performance Diagnostic | Stakeholder Feedback Diagnostic | Goals and Plan Builder | Title I Schoolwide Assurances | Improvement Plan Stakeholder Involvement |
| 1 | Description and location of curriculum | Sections 2 or 4 | Standard 3 narrative | | | | | |
| 2 | Titles and descriptions of assessment instruments to be used in addition to ISTEP+ | | Standard 5 narrative | X | | | | |
| 3 | Parental participation in the school | Sections 1,3,or 4 | Standards 2 & 3 narratives | | | | | X |
| 4 | Technology as a learning tool | | Standard 3 narrative | | | X | | X |
| 5 | Safe and disciplined learning environment | | Standard 4 narrative | | | | | |
| 6 | Student achievement objectives | | | | | X | | |
| 7 | Specific areas where improvement is needed immediately | | | | | X | | |
| 8 | Benchmarks for progress that specify how and to what extent the school expects to make continuous improvement in all areas of the education system | | | | | X | | |
| 9 | Academic Honors Diploma and Core 40 (HS only) | Sections 1, 2, 3, or 4 | Standards 1 or 3 narratives | X | | | | |
| 10 | Professional Development (This information is addressed on the 'Professional Development Grant Report.'") | | Standard 3 narrative | | | X | | |
| 11 | Statutes and rules to be waived | Section 4 | | | | | | |
| 12 | Three year timeline for implementation, review and revision | | | | | X | | |
| 13 | Cultural Competency | Sections 1, 2, or 4 | Standard 3 narrative | X | | | | |



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| | Component | Executive Summary | Self-Assessment (Indicator Noted) | Student Performance Diagnostic | Stakeholder Feedback Diagnostic | Goals and Plan Builder | Title I Schoolwide Assurances | Improvement Plan Stakeholder Involvement |
| 1 | A Comprehensive Needs Assessment | X | X | X | X | | | |
| 2 | Implementation of schoolwide reform strategies that: Provide opportunities for all children to meet proficient and advanced levels of student academic achievement | Section 2 | Standard 3 narrative | | | X | | |
| 3 | Use effective methods and instructional strategies that are based on scientifically based research that: Strengthens the core academic program | | Standard 3 narrative | | | | | |
| 4 | Increases the amount of learning time | | | | | | | |
| 5 | Includes strategies for serving underserved populations | | Standard 3 narrative | | | | | |
| 6 | Includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards | | Standard 3 narrative | | | | | |
| 7 | Address how the school will determine if those needs of the children have been met | | | | | X | | |
| 8 | Are consistent with, and are designed to implement state and local improvement plans, if any | | | | | X | | |
| 9 | There are highly qualified teachers in all core content area classes | | Standard 4 narrative | | | | 4 | |
| 10 | There is high quality and on-going professional development for teachers, principals, and paraprofessionals | | Standard 3 narrative | | | | 5 | |
| 11 | There are strategies to attract high-quality, highly qualified teachers to this school | | Standard 4 narrative | | | | 6 | |

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| 12 | Strategies to increase parental involvement, such as literary services | | Standards 2 or 3 narratives | | | | | |
| 13 | Description how the school will provide individual academic assessment results to parents | | Standards 3 or 5 narratives | | | | | |
| 14 | Strategies to involve parents in the planning, review, and improvement of the schoolwide plan | | Standard 2 narrative | | | | | X |
| 15 | There are plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program | Section 2 | Standard 4 narrative | | | X | | |
| 16 | Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement | | Standards 3 or 5 narratives | | | | | |
| 17 | Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance | Section 2 | Standard 3 narrative | | | X | | |
| 18 | The school participates in the coordination and integration of federal, state, and local funds; and resources such as in-kind services and program components | | | | | | 13 | |
| 19 | Does the school plan to consolidate programs under the schoolwide program? | | | | | | 14 | |