

ESEA REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

ESEA Legislation – AYP Identification level	Identified for School Improvement – Year One	Identified for School Improvement – Year Two	Identified for Corrective Action	Identified for Restructuring –Year One/Planning	Identified for Restructuring – Implementation
Years the school has not made AYP	No AYP for <i>two</i> consecutive years	No AYP for <i>three</i> consecutive years	No AYP for <i>four</i> consecutive years	No AYP for <i>five</i> consecutive years	No AYP for <i>six or more</i> consecutive years
ESEA Title I, Part A requirements by level of identification	<ul style="list-style-type: none"> • Parent Notification of AYP Status and Right to Transfer • Offer Public School Choice/Transfer • Technical Assistance • Peer review of the revised School Improvement Plan • Revise/develop 2-yr. School Improvement Plan • District approval of revised SIP • Set Aside 20% of District Title I Allocation for Choice • Use 10% of School's Title I Allocation for Professional Development 	<ul style="list-style-type: none"> • Parent Notification of AYP Status and Right to Transfer • Offer Public School Choice/Transfer • Implement 2-Yr. School Improvement Plan • Offer Supplemental Educational Services (SES) • Technical Assistance • Set Aside 20% of District Title I Allocation for Choice and SES • Use 10% of School's Title I Allocation for Professional Development 	<ul style="list-style-type: none"> • Parent Notification of AYP Status and Right to Transfer • Offer Public School Choice/Transfer • Offer Supplemental Educational Services (SES) • Technical Assistance from District • Choose and Implement Corrective Action option • Corrective Action; Information to Public and Parents • Set Aside 20% of District Title I Allocation for Choice and SES 	<ul style="list-style-type: none"> • Parent Notification of AYP Status and Right to Transfer • Offer Public School Choice/Transfer • Technical Assistance from District • Offer Supplemental Educational Services (SES) • Develop Restructuring Plan; involve teachers & parents; Should be part of school improvement plan, not a separate document • Plan to study the Restructuring options • Set Aside 20% of District Title I Allocation for Choice and SES 	<ul style="list-style-type: none"> • Parent Notification of AYP Status and Right to Transfer • Offer Public School Choice/Transfer • Technical Assistance from District • Offer Supplemental Educational Services (SES) • Implement the Restructuring Plan (included in School Improvement Plan) • Set Aside 20% of District Title I Allocation for Choice and SES

STATEWIDE SYSTEM OF SUPPORT (SSOS) SERVICES PROVIDED TO MI EXCEL TITLE I IDENTIFIED SCHOOLS SERVICES DETERMINED BY DATA AND DEMONSTRATED NEED

- **School Support Team (SST) to facilitate a Continuous School Improvement Process for ALL Identified MI Excel Schools**
 - A SST consists of a District Rep and an ISD/ESA Rep; for schools in corrective action or restructuring, a Michigan Department of Education (MDE) Rep is added to the team.
 - The SST meets with the school improvement/leadership team at least four times per year. These meetings are focused on student achievement, implementation of instructional strategies, and the impact of the components of the Statewide System of Support.
 - The SST works with the school team to review classroom-level student achievement data, monitor the action research required for the SST process, and ensure that the School Improvement Plan is being implemented.
 - For schools Identified for Restructuring: Planning, the MDE representative leads four additional meetings to support the development of the Restructuring Plan.
 - The SST Advisory Council (SSTAC) is an expansion of the SST (see manual for team composition) that meets at the beginning of the school year to set expectations and at the end of the year to review progress made.

FUNDING SOURCES for School Improvement

- **Title I Building Level School Improvement Grants for MI Excel Schools** (non-competitive); \$30,000-\$45,000 will be awarded to the district for each MI Excel in Corrective Action or Restructuring to provide staff with intensive professional development addressing the reasons the school was identified for improvement. Professional development is aligned with the School Improvement Plan and existing SSoS components for the purpose of improving instructional skills and/or content area depth of knowledge in order to increase student achievement.
- **Title I ISD/RESA Regional Assistance Grants for MI Excel Schools** (non-competitive); ISDs/RESAs will receive an allocation for each identified school between \$10,000 and \$150,000, based on AYP level and student enrollment, to:
 - Build the capacity of the school to increase student achievement; and
 - Build the capacity of the ISD to serve MI Excel schools.

SERVICES AVAILABLE THROUGH STATEWIDE SYSTEM OF SUPPORT

The SST, with the ISD/RESA representative as lead, will facilitate the school team in identifying building needs and selecting interventions from the SSoS that have a high likelihood of improving the school's processes and student achievement. The available services include the following:

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| <ul style="list-style-type: none"> ○ Professional Development and Technical Assistance on Research – Based Practices ○ School Improvement Review, Data Workshop, and Survey of Enacted Curriculum for Year One Schools | <ul style="list-style-type: none"> ○ Instructional Leadership Coach Assigned to Building ○ Fellowship of Instructional Leaders with Instructional Leadership Coach ○ Content Coach for ELA/Literacy and/or Mathematics |
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MI EXCEL SUPPORT MATRIX					
ESEA Legislation – AYP Identification level	Identified for School Improvement – Year One	Identified for School Improvement – Year Two	Identified for Corrective Action	Identified for Restructuring –Year One/Planning	Identified for Restructuring – Implementation
Years the school has not made AYP for proficiency	No AYP for <i>two</i> consecutive years	No AYP for <i>three</i> consecutive years	No AYP for <i>four</i> consecutive years	No AYP for <i>five</i> consecutive years	No AYP for <i>six or more</i> consecutive years
MI Excel Statewide System of Support components by level of identification	<ul style="list-style-type: none"> School Support Team School Improvement Review Data Workshop Survey of Enacted Curriculum Focus on Continuous School Improvement 	<ul style="list-style-type: none"> School Support Team Survey of Enacted Curriculum Select One SSoS Support as Evidenced by Need (School Data Profile/Analysis, School Process Profile/ Analysis, Goals Management in SIP) Focus on Continuous School Improvement 	<ul style="list-style-type: none"> School Support Team Select Multiple SSoS Supports as Evidenced by Need (School Data Profile/Analysis, School Process Profile/ Analysis, Goals Management in SIP) Focus on Continuous School Improvement 	<ul style="list-style-type: none"> School Support Team Select Multiple SSoS Supports as Evidenced by Need (School Data Profile/Analysis, School Process Profile/ Analysis, Goals Management in SIP) Focus on Continuous School Improvement 	<ul style="list-style-type: none"> School Support Team Select Multiple SSoS Supports or MDE approved Reform/ Restructuring Model as Evidenced by Need (School Data Profile/Analysis, School Process Profile/ Analysis, Goals Management in SIP) Focus on Continuous School Improvement