

## Consequences and Support for Title I High Priority Schools

Title I High Priority Schools receive Title I, Part A funds and have not made Adequate Yearly Progress (AYP) for two or more consecutive years and are therefore in a phase of school improvement.

Title I High Priority Schools receive all of the support that Non-Title I High Priority schools receive, but have additional consequences and support.

\*Schools in Phase 1 have not made Adequate Yearly Progress (AYP) for two consecutive years. Schools in Phase 2 have not made AYP for three consecutive years, etc. Title I High Priority Schools must notify parents of their phase of improvement.

	Phase*	Consequences for Title I High Priority Schools	Support for Title I High Priority Schools (Michigan's Statewide System of Support)
Identified for School Improvement	<b>1</b>	<ul style="list-style-type: none"> <li>• Notify parents of School's AYP status</li> <li>• Offer School Choice and Transportation</li> <li>• Write and implement a new School Improvement Plan</li> <li>• 10% of Title I funds must be used for targeted professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Process Mentors visits 4 times/year</li> <li>• School Improvement Framework</li> <li>• Comprehensive Needs Analysis</li> <li>• Aligned curriculum and supports for the curriculum</li> <li>• School Improvement Plan template</li> </ul>
	<b>2</b>	<ul style="list-style-type: none"> <li>• Notify parents of School's AYP status</li> <li>• Offer School Choice and Transportation</li> <li>• Offer Supplemental Educational Services</li> <li>• Implement 2nd year of School Improvement Plan</li> <li>• 10% of Title I funds must be used for targeted professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Process Mentors visits 4 times/year</li> <li>• School receives targeted audit if the only reason they did not make AYP was for Special Education or Limited English Proficiency (LEP) subgroups</li> <li>• School Improvement Framework</li> <li>• Comprehensive Needs Analysis</li> <li>• Aligned curriculum and supports for the curriculum</li> <li>• School Improvement Plan template</li> </ul>
Identified for Corrective Action	<b>3</b>	<ul style="list-style-type: none"> <li>• Notify parents of School's AYP status</li> <li>• Offer School Choice and Transportation</li> <li>• Offer Supplemental Educational Services</li> <li>• Write and implement Corrective Action Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Process Mentors visits 4 times/year</li> <li>• School receives Comprehensive Audit</li> <li>• School receives additional funds to support building level initiatives that support their plan</li> <li>• Principal receives Leadership Coach for 100 days</li> <li>• Principal attends Principal Fellowship</li> <li>• School Improvement Framework</li> <li>• Comprehensive Needs Analysis</li> <li>• Aligned curriculum and supports for the curriculum</li> <li>• School Improvement Plan template</li> </ul>

	Phase*	Consequences for Title I High Priority Schools	Support for Title I High Priority Schools (Michigan's Statewide System of Support)
Identified for Restructuring	4	<ul style="list-style-type: none"> <li>• Notify parents of School's AYP status</li> <li>• Offer School Choice and Transportation</li> <li>• Offer Supplemental Educational Services</li> <li>• Plan for Restructuring</li> </ul>	<ul style="list-style-type: none"> <li>• Process Mentors visits 8 times/year</li> <li>• School receives Comprehensive Audit</li> <li>• School receives additional funds to support building level initiatives that support their plan</li> <li>• Principal receives Leadership Coach for 100 days</li> <li>• Principal attends Principal Fellowship</li> <li>• School Improvement Framework</li> <li>• Comprehensive Needs Analysis</li> <li>• Aligned curriculum and supports for the curriculum</li> <li>• School Improvement Plan template</li> </ul>
	<b>5 and Higher</b>	<ul style="list-style-type: none"> <li>• Notify parents of School's AYP status</li> <li>• Offer School Choice and Transportation</li> <li>• Offer Supplemental Educational Services</li> <li>• Implement Restructuring Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Process Mentors visits 4 times/year</li> <li>• School receives Comprehensive Audit</li> <li>• School receives additional funds to support building level initiatives that support their plan</li> <li>• Principal receives Leadership Coach for 100 days</li> <li>• Principal attends Principal Fellowship</li> <li>• School Improvement Framework</li> <li>• Comprehensive Needs Analysis</li> <li>• Aligned curriculum and supports for the curriculum</li> <li>• School Improvement Plan template</li> </ul>

**Auditors:** Auditors are trained educators (often retired principals and superintendents) who collect data on a building. They visit teachers, the school improvement team, and the principal. Data is collected in relation to the research-based school improvement framework to examine the school at that moment to view the school beyond MEAP scores.

**Comprehensive Audit:** A comprehensive audit will look at the entire school to collect data with respect to the research-based Michigan School Improvement Framework.

**Leadership Coach:** A leadership coach helps the principal strengthen skills and broaden leadership tools.

**Principal Fellowship:** Hosted and developed at Michigan State University, principals attended a two week residential fellowship focusing on instructional leadership skills. Content is focused on strengthening instructional leadership.

**Process Mentors:** A team of three people; one representing the district in which the school resides, one representing the ISD, and a third representing the MDE trained to assist the school with school improvement planning and implementation, systemic or institutional barriers, and acceptable uses of federal funds.