District Compliance Plan for District Name

District Code:       On Site Review Date:

School Name(s):

*The examples provided are not inclusive of all possible evidence that a Local Educational Agency (LEA) may use to demonstrate compliance with the required changes. Use this document in conjunction with the MDE document titled “District Study Guide with Evidence and Explanation”. This document can be found on the* [*Office of Educational Supports*](https://www.michigan.gov/mde/Services/school-performance-supports/educational-supports) *Website,* [*State and Federal Programs*](https://www.michigan.gov/mde/services/school-performance-supports/educational-supports/state-and-federal-programs)*, Current Topics,* [*Regional On Site Review Materials*](https://www.michigan.gov/mde/services/school-performance-supports/educational-supports/current-topics/regional-on-site-review-materials)*.*

# Section 1: School Improvement Indicators

| **Change Required** | **Action Steps that will be Implemented to Achieve the Change Required** | **Stakeholders Engaged in Action Steps** | **Position of Central Office Person(s) Responsible** | **Dates Action Steps will be Completed** | **Sample Evidence** |
| --- | --- | --- | --- | --- | --- |
| 1. Ensures each school effectively communicates curriculum to all instructional staff
 |       |       |       |       | * A written process/procedure for communicating core content expectations to all staff
* Agenda/minutes of meetings where curriculum has been communicated to staff
 |
| 1. Implement procedures to ensure that instruction is aligned with the core academic curriculum
 |       |       |       |       | * A written process/procedure that establishes the curriculum is taught in the classrooms
* Examples: lesson plans cross-referenced to LEA curriculum, walk through data
* Mentor support for new teachers
 |

# Section 2: Program Specific Indicators

## Title I, Part A (Disadvantaged)

| **Change Required** | **Action Steps that will be Implemented to Achieve the Change Required** | **Stakeholders Engaged in Action Steps** | **Position of Central Office Person(s) Responsible** | **Dates Action Steps will be Completed** | **Sample Evidence** |
| --- | --- | --- | --- | --- | --- |
| 1. Develop and implement a written process to monitor implementation of the Title I, Part A program at the school level
 |       |       |       |       | * Written process or procedure the LEA uses to monitor implementation
* Examples: LEA/Improvement Team minutes that include evidence of regular Title I discussions, evaluations, and data reviews
* Time and effort activity logs
 |
| 1. Provide technical assistance and support to schools to ensure that the school-level Title I, Part A budget requests are allowable in accordance with program legislation
 |       |       |       |       | * Written process describing the internal controls
* Results of the quarterly review of applicable activity logs
* Improvement Team meeting minutes
* Communication with the Office of Educational Supports Consultant
 |
| 1. Establish and implement a written process to ensure that school-level decision-making authority exists for Title I, Part A program design, implementation, and evaluation
 |       |       |       |       | * Written process outlining decision-making for Title I, Part A program design, implementation, and evaluation that includes
	+ Relevant fiscal and program information
	+ LEA set asides
	+ All stakeholders
	+ Needs assessment
	+ Relevant components of the Title I, Part A Title I Template
* Related Improvement Team meeting minutes
 |
| 1. Establish and implement a written process to ensure that Title I, Part A supplementary programs/services are evaluated annually for effectiveness and impact on student achievement
 |       |       |       |       | * Statements in policies/procedures that programs/services are to be reviewed annually
* Program Evaluation Tool has been completed
* Written process for evaluating the effectiveness and impact on student achievement
* Data collected, analyzed with conclusions/findings, and implications (to include most recent review)
* Evidence of revisions made, when appropriate
 |
| 1. Develop, jointly with parents, a written parent and family engagement policy to establish the expectations and objectives for meaningful parent and family engagement in accordance with Section 1116 of ESEA
 |       |       |       |       | * Board-approved and adopted Parent and Family Engagement Policies
* Minutes and agendas of policy development meetings or workshops
* Sign-in sheets showing parent participation at policy development meetings or workshops
* Parent and family surveys
 |

## If the LEA reserves funds for district-level activities:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Change Required** | **Action Steps that will be Implemented to Achieve the Change Required** | **Stakeholders Engaged in Action Steps** | **Position of Central Office Person(s) Responsible** | **Dates Action Steps will be Completed** | **Sample Evidence** |
| 1. Establish and implement a written process to ensure stakeholders’ involvement in Title I, Part A district-level program decision-making
 |       |       |       |       | * Written process to ensure stakeholder involvement
* Stakeholder meeting agendas, sign-in sheets, and minutes
 |
| 1. Ensure that parents are annually involved in the decision of the use of the 1% reservation amount for parental involvement initiatives/activities
 |       |       |       |       | * Written process to ensure stakeholder involvement
* LEA-level meeting agendas, minutes, and sign-in sheets
 |
| 1. Collaborate with and receive support from stakeholders when reservations of more than 1% are set-aside for parental involvement initiatives/activities
 |       |       |       |       | * Written process to ensure stakeholder involvement
* LEA-level meeting agendas, minutes, and sign-in sheets
 |

## Title I, Part A (Private Schools)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Change Required** | **Action Steps that will be Implemented to Achieve the Change Required** | **Stakeholders Engaged in Action Steps** | **Position of Central Office Person(s) Responsible** | **Dates Action Steps will be Completed** | **Sample Evidence** |
| 1. Include private school representatives in program planning and evaluation
 |       |       |       |       | * Private school invitation letter
* Consultation documents
* Private school needs assessment
* Plan for improvement and delivery of services
* Memorandum of Understanding/Letter of Agreement as applicable
* Establish an evaluation process for the Title I, Part A program services in private schools
* LEA Improvement Plan, meeting agendas, minutes, attendance sign-in sheets, and signed consultation sheets
 |
| 1. Engage in ongoing communication with private schools related to programs/services
 |       |       |       |       | * Consultation documents, sign-in sheets, and/or minutes
* Calendar and agendas of quarterly-scheduled meetings
 |
| 1. Utilize a needs assessment for the private school in the core academic curriculum areas when determining appropriate Title I,Part A services
 |       |       |       |       | * Consultation documents
* Private school needs assessment
 |

## Title I, Part A (Neglected)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Change Required** | **Action Steps that will be Implemented to Achieve the Change Required** | **Stakeholders Engaged in Action Steps** | **Position of Central Office Person(s) Responsible** | **Dates Action Steps will be Completed** | **Sample Evidence** |
| 1. Utilize a needs assessment to design Title I, Part A – Neglected programs/services
 |       |       |       |       | * Needs assessment
* Written description of Title I, Part A Neglected supplementary program services based on the needs assessment
* Improvement plan
 |
| 1. Ensure that Title I,Part A – Neglected programs/services are supplementary to the core instructional program
 |       |       |       |       | * Written description of core instructional program
 |
| 1. Provide oversight for Title I, Part A – Neglected programs/services
 |       |       |       |       | * Written process/procedure the LEA uses to monitor program implementation
* LEA meeting minutes that include evidence of regular Title I, Part A – Neglected discussion and data review
* Monitoring documents that include recent data
 |
| 1. Annually evaluateTitle I, Part A – Neglected programs/services for effectiveness and impact on student achievement
 |       |       |       |       | * Statements in policies/procedures that programs/services are to be reviewed annually
* Written process for evaluating the effectiveness and impact on student achievement
* Data collected, analyzed with conclusions/findings, and implications (to include most recent review)
* Evidence of revisions made, when appropriate
 |

## Title I, Part C (Migrant)

| **Change Required** | **Action Steps that will be Implemented to Achieve the Change Required** | **Stakeholders Engaged in Action Steps** | **Position of Central Office Person(s) Responsible** | **Dates Action Steps will be Completed** | **Sample Evidence** |
| --- | --- | --- | --- | --- | --- |
| 1. Ensure that the Title I, Part C program is based on a needs assessment and has specific SMART goals/objectives
 |       |       |       |       | * Improvement plan that includes SMART Objectives, strategies, and/or activities based on the identified needs of migratory children
 |
| 1. Comply with the supplement, not supplant provisions of Title I, Part C
 |       |       |       |       | * Written process describing the internal controls for ensuring supplement, not supplant requirements are met
* Title I, Part C approved Budget
* Evidence of migratory student participation in other supplemental programs
 |
| 1. Develop and implement written procedures for recruiting, identifying, reporting, and providing services to eligible migratory children
 |       |       |       |       | * Written procedures for recruitment, identification, reporting, and providing services to eligible migratory children
* Migrant Education Plan
 |
| 1. Employ certified teachers for migrant instruction
 |       |       |       |       | * Written plan for hiring only highly qualified staff
* Evidence of status from the Registry of Educational Personnel (REP) report
 |
| 1. Provide sustained, ongoing, research-based Professional Learning (PL) to staff who serve migratory children
 |       |       |       |       | * Needs assessment
* PL calendar which includes topics specific to teachers of migratory children
* PL evaluations
* Sign-in sheets
 |
| 1. Annually evaluate the Title I, Part C program for effectiveness and impact on student achievement
 |       |       |       |       | * Statements in policies/procedures that programs/services are to be reviewed annually
* Written process for evaluating the effectiveness and impact on student achievement
* Data collected, analyzed with conclusions/findings, and implications (to include most recent review)
* Evidence of revisions made, when appropriate
 |
| 1. Provide for a Parent Advisory Council and meaningful parent engagement activities in Title I, Part C
 |       |       |       |       | * Title I, Part C approved budget
* Title I, Part C parent engagement plan
* Title I, Part C Parent Advisory Council agendas, meetings, and sign-in sheets
 |

## Title I, Part D (Delinquent)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Change Required** | **Action Steps that will be Implemented to Achieve the Change Required** | **Stakeholders Engaged in Action Steps** | **Position of Central Office Person(s) Responsible** | **Dates Action Steps will be Completed** | **Sample Evidence** |
| 1. Utilize needs assessment data to develop Title I, Part D supplementary program/services
 |       |       |       |       | * Needs assessment
* Written description of Title I, Part D – Delinquent supplementary program services based on needs assessment
* Improvement plan
 |
| 1. Collaborate with the facility stakeholders regarding program needs and the budget
 |       |       |       |       | * Written process to ensure stakeholder involvement in the development of the budget and plan for services
* Consultation documents, sign-in sheets, and/or minutes
* Calendar and agendas of scheduled meetings
 |
| 1. Provide oversight for Title I, Part D supplementary programs/services while maintaining a formal agreement with the facility and service provider
 |       |       |       |       | * Written process/procedure the LEA uses to monitor program implementation
* LEA meeting minutes that include evidence of regular Title I, Part D – Delinquent discussion, and data review
* Written processes related to specific program services provided
* Formal agreement or contract with a facility or service provider
 |
| 1. Annually review Title I, Part D supplementary programs/services for effectiveness and impact on student achievement
 |       |       |       |       | * Statements in policies/procedures that programs/services are to be reviewed annually
* Written process for evaluating the effectiveness and impact on student achievement
* Data collected, analyzed with conclusions/findings, and implications (to include most recent review)
* Evidence of revisions made, when appropriate
 |
| 1. Ensure transition services are provided to children and youth between the facilities and locally operated programs upon entry and exit from the facility
 |       |       |       |       | * Written process/procedure the LEA uses to monitor transition services
* Statements in policies/procedures that transition services are provided, including roles/responsibilities, timelines, and data collection
* Logs or summary of most recently conducted monitoring review
 |

## Title II, Part A

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Change Required** | **Action Steps that will be Implemented to Achieve the Change Required** | **Stakeholders Engaged in Action Steps** | **Position of Central Office Person(s) Responsible** | **Dates Action Steps will be Completed** | **Sample Evidence** |
| 1. Conduct a needs assessment to determine the focus of PL efforts
 |       |       |       |       | * Written process for conducting the needs assessment and aligning it to PL identified in the improvement plan
* Needs assessment
* Alignment of PL plan to the needs assessment findings and improvement plan
 |
| 1. Ensure that PL activities are sustained/ongoing and based on evidence
 |       |       |       |       | * PL plan/improvement plan includes citations and a summary of the evidence base
 |
| 1. Develop and implement a written process to evaluate how Title II, Part A activities will impact student achievement
 |       |       |       |       | * Statements in policies/procedures that programs/services are to be reviewed annually
* Written process for evaluating the effectiveness and impact on student achievement
* Data collected, analyzed with conclusions/findings, and implications (to include most recent review)
* Evidence of revisions made, when appropriate
 |
| 1. Develop and implement a written process to ensure that Title II,Part A programs and initiatives meet supplement, not supplant requirements
 |       |       |       |       | * Written process describing the internal controls for ensuring supplement, not supplant requirements are met
* Results of quarterly review of timekeeping records of Title II, Part A staff and Time Certifications
* Job descriptions for the total FTE
* Business Office spreadsheet showing FTE/partial FTE for each member employed with Federal funds
 |
| 1. Include PL activities that reflect research on teaching and learning in the Improvement plan
 |       |       |       |       | * Research/Evidence-Based Strategies & Activities
 |
| 1. Ensure that the Improvement plan incorporates PL strategies for meeting the educational needs of students with different learning styles
 |       |       |       |       | * Research/Evidence-Based Strategies & Activities
 |
| 1. Ensure that the Improvement plan supports high standards for PL in the core academic curriculum areas
 |       |       |       |       | * Research/Evidence-Based Strategies & Activities
 |

## English Learners (ELs)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Change Required** | **Action Steps that will be Implemented to Achieve the Change Required** | **Stakeholders Engaged in Action Steps** | **Position of Central Office Person(s) Responsible** | **Dates Action Steps will be Completed** | **Sample Evidence** |
| 1. Implement the written procedures for identifying and servicing eligible ELs
 |       |       |       |       | * The written process used to identify potentially eligible ELs
* Home Language Survey and translated versions
* Title III Parent Notification Letters and translated versions
* Copy of Entrance and Exit Protocol and evidence of implementation
 |
| 1. Implement the written procedures for identifying Immigrant Students and reporting in the Michigan Student Data System (MSDS)
 |       |       |       |       | * MSDS Report
* The written process used to identify Immigrant Students
 |
| 1. Submit a written description of the Language Assistance Program (LAP) and ensure that general funds are used to support such programs before using other State and Federal funds
 |       |       |       |       | * Written description of core instructional program (board-approved, local curriculum guaranteed to all students)
* Description of LAP services that includes EL instruction and meaningful/equitable access to the core curriculum using the MDE LAP Screen in NexSys
 |

## Title III, Part A

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Change Required** | **Action Steps that will be Implemented to Achieve the Change Required** | **Stakeholders Engaged in Action Steps** | **Position of Central Office Person(s) Responsible** | **Dates Action Steps will be Completed** | **Sample Evidence** |
| 1. Ensure that the EL comprehensive program of supports (includes Title III) is based on a needs assessment and includes SMART objectives, strategies, and activities
 |       |       |       |       | * Needs assessment
* Improvement plan that includes SMART objectives, strategies, and activities based on the identified needs of ELs
* Written description of Title III,Part A supplementary program services based on needs assessment
 |
| 1. Comply with the supplement, not supplant provisions in Title III, Part A
 |       |       |       |       | * Written description of core instructional program (Board-approved, local curriculum guaranteed to all students)
* Description of LAP services that includes EL instruction and meaningful/equitable access to the core curriculum
* Written process describing the internal controls for ensuring supplement/not supplant requirements are met
* Results of quarterly review of Activity Logs of Title III, Part A staff
* Job descriptions for the total FTE
* Business Office spreadsheet showing FTE/partial FTE for each member employed with Federal funds
 |
| 1. Ensure that the EL comprehensive program of supports (including Title III) is provided by certified and English as a Second Language (ESL) or Bilingual education-endorsed staff (or highly qualified paraprofessionals directly supervised by certified and endorsed staff)
 |       |       |       |       | * Written plan for hiring only highly qualified staff including ESL/Bilingual certified and endorsed staff necessary to implement the LAP and Title III-funded supplementary services
* Evidence of status from the REP report
* Evidence of the permit application for staff that is not ESL or Bilingual education-endorsed
 |
| 1. Provide sustained/ongoing, research-based PD for staff who serve ELs
 |       |       |       |       | * Needs assessment
* Alignment of PL plan to the needs assessment findings and Improvement plan
* PL plan for Title III, Part A funds
* Written evaluation process of the PL plan
* Evaluation tool of the plan
* Evaluation results and implications for program improvement
 |
| 1. Annually evaluate the Title III, Part A program for effectiveness and impact on student achievement
 |       |       |       |       | * Evaluation tool is completed
* Written process for evaluating the effectiveness and impact on student achievement (formerly Limited English Proficient [LEP])
* Data collected, analyzed with conclusions/findings, and implications (to include most recent review)
* Evidence of revisions made, when appropriate
 |
| 1. Ensure that there is an effective means of parent outreach to EL parents and that there is evidence that EL parents are involved stakeholders
 |       |       |       |       | * Parent engagement plan
* Improvement strategies and activities
* EL Handbook
 |

## Title IV, Part A

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Change Required** | **Action Steps that will be Implemented to Achieve the Change Required** | **Stakeholders Engaged in Action Steps** | **Position of Central Office Person(s) Responsible** | **Dates Action Steps will be Completed** | **Sample Evidence** |
| 1. Ensure the application was created in consultation with stakeholders, including parents/family, and consultation continues throughout the year to improve the local programs/services in Title IV, Part A
 |       |       |       |       | * Evidence that stakeholders are involved in an organized, ongoing, and timely manner in the planning of programs (e.g., an agenda, minutes, sign-in sheets from meetings, surveys)
 |
| 1. Prioritize LEA/consortium resources for schools with the greatest needs as determined by the LEA/consortium improvement plan for Title IV, Part A
 |       |       |       |       | * Evidence that programs and activities are based on a needs assessment (e.g., needs assessment, surveys, process)
 |
| 1. Annually evaluateTitle IV, Part A programs/services for effectiveness and impact on student achievement
 |       |       |       |       | * Copy of evaluation tool
* Summary of evaluation findings
 |
| 1. Ensure that programs/services comply with the supplement, not supplant requirement of the law in Title IV, Part A
 |       |       |       |       | * Description of internal controls describing the process to ensure programs meet supplement, not supplant requirements
 |

## Title IX (Homeless)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Change Required** | **Action Steps that will be Implemented to Achieve the Change Required** | **Stakeholders Engaged in Action Steps** | **Position of Central Office Person(s) Responsible** | **Dates Action Steps will be Completed** | **Sample Evidence** |
| 1. Ensure that the Improvement plan describes the services the LEA will provide to support the enrollment, attendance, and success of homeless children and youth; including services provided with theTitle I, Part A Homeless reservation, in coordination with the services the LEA provides under the McKinney-Vento (MV) Act
 |       |       |       |       | * Improvement plan including all required components
 |
| 1. Ensure that every homeless student is considered immediately eligible for Title I, Part A services, based on their status as homeless, and not dependent on low academic achievement; homeless students are categorically eligible for Title I, Part A services
 |       |       |       |       | * List of all homeless students enrolled by grade and school, with Title I services received by each, and rationale if noTitle I services are being provided (Homeless Education Liaison records)
 |
| 1. Ensure that the MV Liaison and the Title I Coordinator implement a written process that includes regular meetings to assess the needs of homeless students and review the use of Title I,Part A Homeless reservation to meet those needs
 |       |       |       |       | * Written processes
* List of homeless students with services provided through Title I, Part A Homeless reservation
 |

## Indicators That Address All Federal Programs

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Change Required** | **Action Steps that will be Implemented to Achieve the Change Required** | **Stakeholders Engaged in Action Steps** | **Position of Central Office Person(s) Responsible** | **Dates Action Steps will be Completed** | **Sample Evidence** |
| 1. Maintain a physical inventory of the property purchased with Federal funds in accordance with 2 CFR 100.313
 |       |       |       |       | * Physical Inventory Document
 |
| 1. Maintain activity logs to support timekeeping as applicable with legislation
 |       |       |       |       | * Written process that ensures quarterly review of the timekeeping records
* Activity logs
* PARs, if applicable
* Semi-Annual Certifications, if applicable
* Job descriptions for the total FTE of Federally funded staff
* Business Office spreadsheet showing FTE/partial FTE for each member employed with Federal funds
 |