

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 –Year Two (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 • 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 • 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 • Offer Supplemental Educational Services (SES) • Develop Restructuring Plan; involve teachers & parents; Should be part of school improvement plan, not a separate document • Prepare to implement the Restructuring Plan • 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 • 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 ALL IDENTIFIED SCHOOLS

SERVICES DETERMINED BY DATA AND DEMONSTRATED NEED

- **Process Mentor Teams (PMTs) to facilitate a Continuous School Improvement Process for ALL Identified Schools**
 - A PMT consists of a District Rep, ISD/ESA Rep and Regional Support Coordinator (if applicable); for schools in corrective action or restructuring, a Michigan Department of Education (MDE) is added to the team.
 - The PMT 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 PMT works with the school team to review classroom-level student achievement data, monitor the action research required for the PMT 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.

FUNDING SOURCES for School Improvement

- **Title I Building Level School Improvement Grants for High Priority Schools** (non-competitive). \$30,000-\$45,000 will be awarded to the district for each High Priority school 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 High Priority Schools** (non-competitive). ISDs/RESAs will receive an allocation for each identified school between \$60,000 and \$150,000, based on student enrollment, to:
 - Build the capacity of the school to increase student achievement; and
 - Build the capacity of the ISD to serve high priority schools.
- **Title I Combined Technical Assistance Grant** (non-competitive). Michigan Association of Intermediate School Administrators (MAISA) administers these funds to provide instructional supports to High Priority Schools.

SERVICES AVAILABLE THROUGH STATEWIDE SYSTEM OF SUPPORT

The PMT, 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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| ○ Professional Development and Technical Assistance on Research- and Evidence-Based Practices | ○ Leadership Coach |
| ○ Evidence-Based Intervention (Support for Selection and Implementation) | ○ Principals Fellowship with Leadership Coach |
| | ○ Instructional Coach for ELA/Literacy and/or Mathematics |
| | ○ Data Coach |