

**Requirements and Supports for all Focus Schools
2014/15**

Requirements for All Focus Schools	Supports/ Resources Available at No Cost to All Focus Schools	Additional Supports Provided for Title I Focus Schools
Participate in the Superintendents' Dropout Challenge	Superintendents' Dropout Challenge (http://www.michigan.gov/mde/0,4615,7-140-6530_6526--,00.html)	District Improvement Facilitator technical assistance
The district will conduct data dialogues with Focus Schools and identify the Teaching and Learning Priorities that are likely to close the gap	MiSchool Data (https://www.mischooldata.org)	District Improvement Facilitator will model a process for district staff to use with Focus School staff using reports from MiSchool Data
Post the identified Teaching and Learning Priorities in the Focus Diagnostics section on the AdvancEd website by November 26 to use in the revision of the School Improvement Plan	AdvancEd website (http://advanced.org/mde)	District Improvement Facilitator technical assistance
The district will hold its own professional dialogue about the system changes needed to support their Focus Schools in rapid change	Education Resource Strategies Resource Check Tool (https://www.erstrategies.org/library/resourcecheck)	District Improvement Facilitator will engage the district in a professional dialogue using this tool on the AdvancEd website
The district will implement the necessary actions to facilitate changes in support of Focus Schools	District Toolkit (http://mitoolkit.org)	District Improvement Facilitator technical assistance
Revise District Improvement Plan	MI CSI resources (http://advanc-ed.org/mde)	District Improvement Facilitator technical assistance
The district will monitor and evaluate the Focus School's School Improvement Plan	MI CSI resources (http://advanc-ed.org/mde)	District Improvement Facilitator technical assistance
The district will report to its local Board of Education quarterly on the progress of its Focus Schools		District Improvement Facilitator technical assistance

Additional Requirements for Title I Focus Schools

The District will collaborate with the District Improvement Facilitator to create milestones of implementation progress that will be reported to MDE

District Title I Obligation begins in Year 3 of a Focus School's identification (All regular Title I rules apply when using set-asides).

The required district set-aside will be calculated as the sum of 10% of each Focus School's previous year Title I budget, up to a maximum 10% district set-aside. During Year 4, the district set-aside increased to an additional 15% of each Focus School's previous year Title I budget up to a maximum of 15% district set-aside.

All regular Title I rules apply when using set-asides.

In years 3 and 4, a District may choose from the options below:

Option 1: Provide a multi-tiered system of supports that includes scaffolded instruction for SWD and ELL students if the school does not currently implement one. If the school implements such a system, deepen or broaden the scope or enhance the fidelity of its implementation.

Option 2: Professional learning on research-based interventions aligned to building's needs assessment

All regular Title I rules apply when using set-asides.

Building Level 10% Obligation beginning in Year 2 of identification

Select at least one of the options below:

Option 1: Professional development on implementation of multi-tiered system of supports and/or scaffolded instruction of students in lowest performing student groups

Option 2: Provide weekly/daily time for teacher collaboration

Option 3: Contract for the administration of Surveys of Enacted Curriculum

Option 4: Contract with the local ISD/ESA for a School Improvement Review or AdvancEd Michigan for a School Diagnostic Review, which will give the school an external perspective on processes that best support student achievement

Option 5: Professional learning about implementing the Essential Elements for teachers with MI-ACCESS students in the bottom 30%

Option 6: Culture/climate interventions, use of time analysis or culturally-responsive teaching interventions as needed