MI Excel
Michigan's Statewide System of Support

Operations Manual

Building Local Capacity

May, 2011

MIExcel
Working together for student success.

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Purpose and Mission of the Statewide System of Support

The purpose and mission of Michigan's Statewide System of Support is to:

- Support continuous school improvement in all schools and school districts using:
  - The Michigan School Improvement Framework
  - The School Improvement Plan ("One Common Voice, One Plan")
  - The Comprehensive Needs Assessment (CNA)
- Help identified schools to exit school improvement, corrective action, or restructuring status
- Focus on leadership at the building and school district levels
- Building school district capacity to support MI Excel Schools
- Building regional capacity for assistance with Intermediate School Districts (ISDs) and Regional Education Service Authorities/Districts (RESAs and RESDs).

Vision of the Statewide System of Support

The nationwide focus on student achievement and school accountability has resulted in an effort at the federal and state levels to identify and improve the nation's lowest performing schools. At the federal level, the *Elementary & Secondary Education Act (ESEA)*, as amended by the *No Child Left Behind Act of 2001 (NCLB,)* requires states to set targets for Adequate Yearly Progress (AYP) as a means of understanding gaps in achievement among schools and among specific student populations. In addition, states and local educational agencies (LEAs) are required to implement strategies to support schools that have consistently failed to meet their AYP targets and have consequently been identified for improvement, corrective action or restructuring. As states address these statutory requirements of NCLB, one of the most urgent tasks is developing strategies that are effective in fostering and sustaining improvement among the lowest performing schools.

The Michigan Department of Education (MDE) initial response to this federal mandate was to craft a system that delivered complementary layers of support to schools that have been designated as "MI Excel." Through networks of auditors, leadership coaches, instructional coaches, process mentors, opportunities for professional learning, and a comprehensive school improvement framework, MDE sought to stimulate urgency, build leadership capacity, enhance school resources, and ultimately improve outcomes for students in Michigan's lowest performing schools.

As the system has evolved, MDE has come to the conclusion that all schools working toward the goal of continuous school improvement must be considered in a vision of a statewide system of support (SSoS). While past efforts have focused primarily on Title I schools identified for improvement, corrective action, or

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restructuring, future efforts must include measures to assist all schools within the realm of a redesigned statewide system of support. State legislation in response to Race to the Top (RTT) and the federal section 1003(g) school improvement grants (SIG) have significant impact on Michigan's SSoS.

Michigan recently passed legislation that mirrors, or in many cases duplicates the statutory language and requirements contained in the SIG and RTT. As a result, schools that have not had had their academic achievement in the public eye or may not have had a strong and intentional focus on continuous improvement will be required to address these issues outside the requirements of Adequate Yearly Progress (AYP).

Michigan's redesigned SSoS takes into account the SIG and State laws which did not exist at the inception of the system. It also integrates the lessons learned from prior years by embracing and expanding successful practices, and revising or removing those that did not achieve the intended results. In this context, particular emphasis must be given to Michigan's definition and understanding of the term "system."

The SSoS has the Michigan School Improvement Framework ("the Framework") and the Comprehensive Needs Assessment (CNA) at the forefront. The Framework consists of five strands that drive continuous improvement for all schools:

1. Teaching for Learning
2. Leadership
3. Personnel & Professional Learning
4. School & Community Relations
5. Data & Information Management

The CNA is a school improvement tool designed to assist schools to determine their strengths and challenges. The CNA includes a School Data Profile and a School Process Profile. The School Data Profile asks a school to analyze its academic, demographic, process and perceptual data with a critical eye. The School Process Profile tasks the school to self-assess the system processes and protocols of practice that are in place to support student academic achievement. The School Process Profile is a key component of school accreditation.

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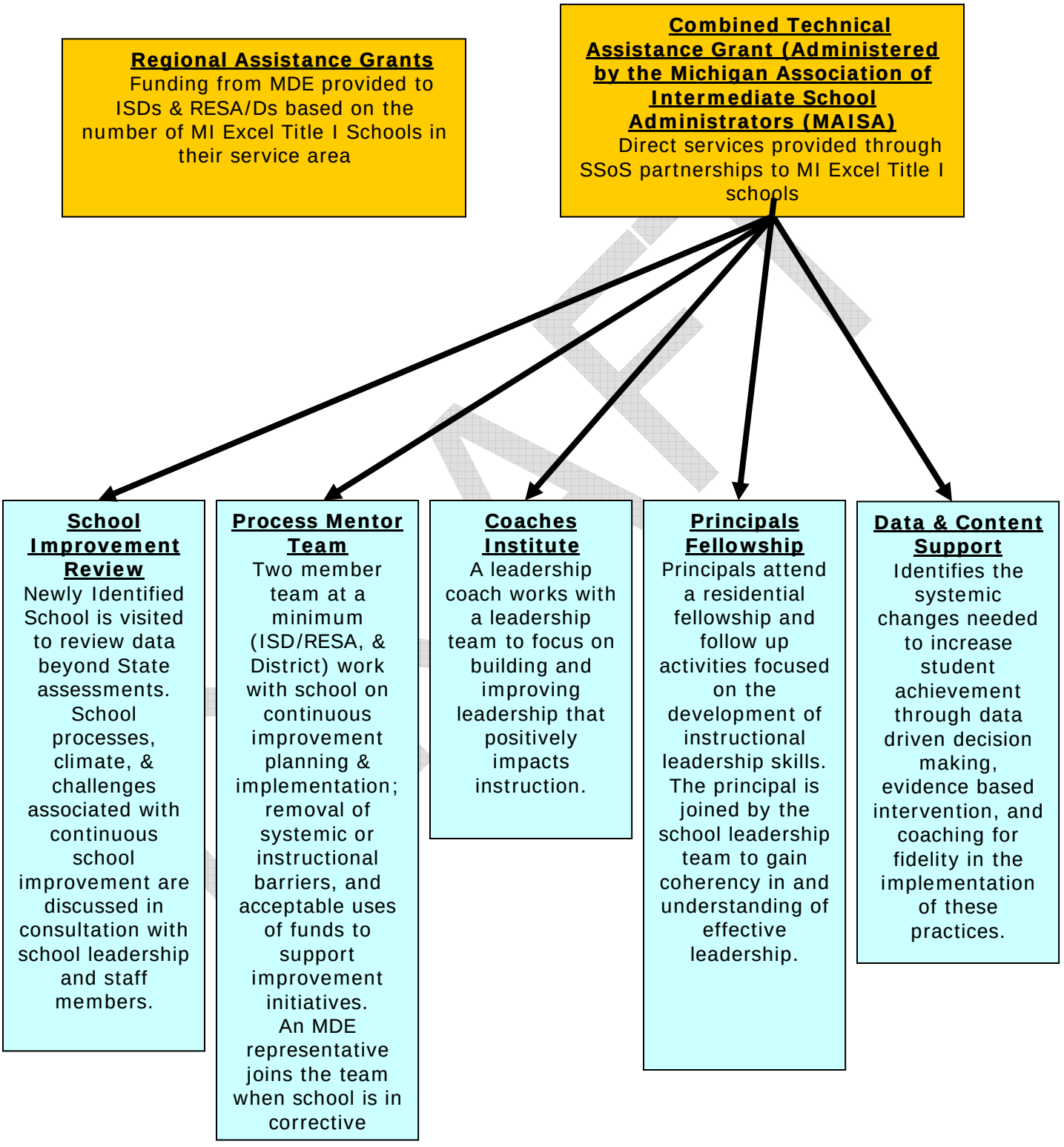
Organization of the Statewide System of Support



The Michigan School Improvement Framework

Each year, Michigan's schools and districts review policies and practices to consider ways to improve and enhance student achievement. This process, commonly referred to as the school improvement process, is deeply embedded in building, district, and state planning and accountability systems, and has become an integral and necessary part of school and system reform. While this type of planning has existed for many years, recent state and federal mandates including annual testing directives and increased accountability have intensified the importance of this process and its outcomes.

Since the passage of Public Act 25 in 1990, Michigan schools and districts have been required to develop 3-5 year school improvement plans. Schools and districts use these plans as a blueprint to establish goals and objectives that will guide teaching for learning, resource allocation, staff development, data management and assessment. They also use it to measure their ability to meet the goals and objectives established in the plan.

In order to provide schools and districts with a comprehensive framework based on current research and best practice, the Michigan Department of Education in conjunction with school improvement specialists and educators across the state, has developed the Michigan School Improvement Framework. This framework can be individualized and used in multiple ways to develop, support and enhance school improvement plans. For example, the framework can be used to guide the development of a school improvement plan. It can also be used by buildings and districts to review and enhance existing improvement plans to reveal where plans match or differ from state-of-the-art school improvement practice. In addition, this framework can be used during a peer-assessment exchange with a similar school which could lead to mutual problem solving.

UNDERSTANDING THE FRAMEWORK

The framework is organized in a typical curriculum development layout with strands, standards, and benchmarks. Within the framework, there are five strands or areas of general focus. Drilling down into the 12 standards are 26 benchmarks that further define the standards within each strand. These benchmarks will be used to guide revisions to Michigan's MI School Accountability and Assessment System (MI-SAAS) performance indicators. Each benchmark also contains helpful key characteristics and sample discussion questions districts and schools can use to guide discussion and increase understanding of the research-based school improvement benchmarks.

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Michigan School Improvement Framework				
Strand I	Strand II	Strand III	Strand IV	Strand V
Teaching for Learning	**Leadership**	**Personnel & Professional Learning**	**School & Community Relations**	**Data & Information Management**
Standards (12) and Benchmarks (26)				
1. Curriculum • *Aligned, Reviewed & Monitored* • *Communicated* **2. Instruction** • *Planning* • *Delivery* **3. Assessment** • *Aligned to Curriculum & Instruction* • *Data Reporting & Use*	**1. Instructional Leadership** • *Educational Program* • *Instructional Support* **2. Shared Leadership** • *School Culture & Climate* • *Continuous Improvement* **3. Operational Resource Management** • *Resource Allocation* • *Operational Management*	**1. Personnel Qualifications** • *Requirements* • *Skills, Knowledge, Dispositions* **2. Professional Learning** • *Collaboration* • *Content & Pedagogy* • *Alignment*	**1. Parent/Family Involvement** • *Communication* • *Engagement* **2. Community Involvement** • *Communication* • *Engagement*	**1. Data Management** • *Data Generation, Identification & Collection* • *Data Accessibility* • *Data Support* **2. Information Management** • *Analysis & Interpretation* • *Applications*

The Michigan School Improvement Framework, Rubrics, and other resources are available online at:www.mi.gov/osi or at www.mi.gov/schoolimprovement

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The Comprehensive Needs Assessment

The Comprehensive Needs Assessment (CNA) was developed to be used as a tool to assist a school staff in determining the strengths and challenges of their school. The CNA assesses the school information, student data, as well as the system processes and protocols of practice that are in place to support student academic achievement. The Comprehensive Needs Assessment consists of three components:

1. School Data Profile and Analysis
2. School Process Profile and Analysis; this component can be met by the completion of one of the following:
   - School Process Rubrics (90)
     - or
   - School Process Rubrics (40)
     - or
   - ASSIST Self Assessment
     - or
   - Self Assessment (SA)
3. Summary Report (Goals Management)

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Model of Process Cycle for School Improvement

The School Improvement Framework establishes a vision for school improvement. The Process Cycle for School Improvement has four major components that cycle continuously. They are:

- **Gather Data I** Where are we now (status) and where do we want to be (goals)?
- **Study/Analyze** (gap What did the data/information we collected tell us analysis)?
- **Plan** our goals and How do we organize our work so that it aligns to resources (SIP)?
- **Do** in the Staff implements the strategies and action steps outlined Plan (Implementation and Monitoring).
- **Gather Data II** goals? Where are we now (status) and did we reach our (Evaluation and Revisions)

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While the SI Framework provides the vision for school improvement, the CNA is a tool that supports two of the four areas of the School Improvement Process: **Gather Data** and **Study**.

Data/information from the CNA can be used to write a school improvement plan that includes specific student achievement goals, objectives, and strategies designed by the stakeholders. A CNA should be conducted once every three to five years, coinciding with the school improvement planning cycle, and revisited annually.

Data/information sources should include: School Data Profile (which includes student academic and non-academic data from multiple sources--disaggregated by different subgroups), School Process Profile self assessment, the current school improvement plan, information contained in the School Report Card, school's annual education report,

Web sites that can assist with data collection include: www.michigan.gov/meap , www.michigan.gov/mepr , and www.michigan.gov/cepi, www.micis.org, and www.data4ss.org

Summary of Uses for the CNA

- Guide the school's identification of additional resources (grants) to support its goals and objectives.
- Annually evaluate progress on the School Process Profile
- Serve as the basis for all other needs assessments that may be required of the school.
- Form the basis of the school's professional learning plan as required by PA25 and Title I (if applicable).
- Identify areas of need to be included in the school's technology plan.
- Satisfy AdvancEd Michigan requirement for a School Profile Report.
- Comply with federal grant requirements (including ESEA/NCLB and IDEA 2004) of aligning resources with identified needs through a comprehensive needs analysis.
- Work in partnership with the district's special education Continuous Improvement and Monitoring System (CIMS).

Electronic versions of this process are available at:
www.michigan.gov/schoolimprovement

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The School Improvement Plan

The School Improvement Framework establishes a vision for school improvement. The Process Cycle for School Improvement is comprised of the four major components discussed earlier:

Gather Data
Study/Analyze
Plan
Do

The School Improvement Framework (SIF) provides the vision for school improvement.

The Office of Education Improvement and Innovation (OEII) and the Office of Education Assessment and Accountability (OEAA) of the Michigan Department of Education (MDE), in collaboration with AdvancED, provide unified online resources designed to:

- assist Michigan schools and districts with their school improvement and accreditation efforts
- avoid duplication of effort for schools and districts to meet their school improvement and accreditation requirements

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School Requirements

Task	Description	When	Resources & Tools
Analyze student data	Gather and analyze student achievement data in order to effectively address the key characteristics presented in the SPR (90)	In preparation for the completion of the SPR (90)	Student Data Profile and Analysis Michigan Education Performance Report
Analyze system processes and practices	Gather and analyze information contained in the self assessment of school system practices and processes to determine strengths and challenges.	In preparation of the completion of the School Process Rubrics (90)	School Process Profile School Process Analysis
Submit School Process Rubrics	Assessment of the school's strengths and challenges in the area of student achievement. Assessment of the system processes and protocols of practice that are in place to support student academic achievement.	As requested by the Michigan Department of Education	Online SPR 90 Online SPR 40 Online Assist SA Online SA
Submit School Data Profile	A comprehensive review/survey of school data including standardized test results, AYP Status, perception data, professional development, enrollment, and graduation rates (where applicable),	Annually	Online SDP

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District Requirements

Task	Description	When	Resources & Tools
Review and Transmit School Process Rubrics	Review the School Process Rubrics submitted by a school and transmitted to the Michigan Department of Education or return it to the school for changes or corrections.	Upon submission of the School Process Rubrics by a school within the district	Online SPR
Review and Transmit School Data Profile	Review the School Data Profile Data submitted by a school and transmitted to the Michigan Department of Education or return it to the school for changes or corrections.	Upon submission of the School Data Profile by a school within the district	Online SDP

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School Improvement Plan Template

Please see **Appendix B** for the School Improvement Plan Template

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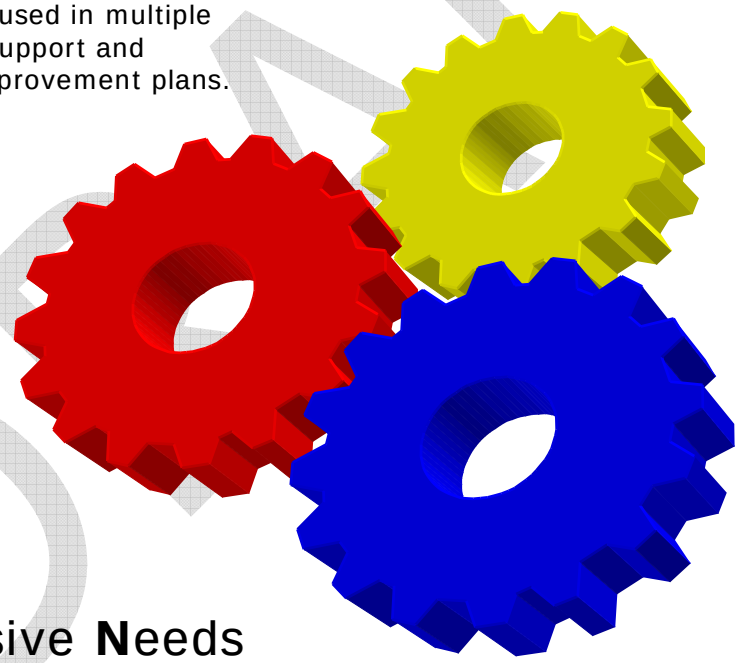
Putting It All Together

School Improvement Framework

To provide schools and districts with a comprehensive framework based on current research and best practice, the Michigan Department of Education has developed the Michigan School Improvement Framework. This framework can be individualized and used in multiple ways to develop, support and enhance school improvement plans.

School Improvement Plan

A document that provides for an identification of organization system and student academic performance goals, assessments aligned with each goal, the strategies and interventions for each goals and the action plan with specific actions, and timelines for the implementation of the school improvement process with an annual update based on data.



Comprehensive Needs Assessment

Systematic process to acquire an accurate, thorough picture of the strengths and weaknesses of a school community that can be used in response to the academic needs of all students for improving student achievement and meeting challenging academic standards. Process that collects and examines information about school-wide issues, student achievement and then utilizes that data to determine priority goals, to develop an improvement plan, and to allocate funds and resources.

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The Cycle of Support

Narrative still needed

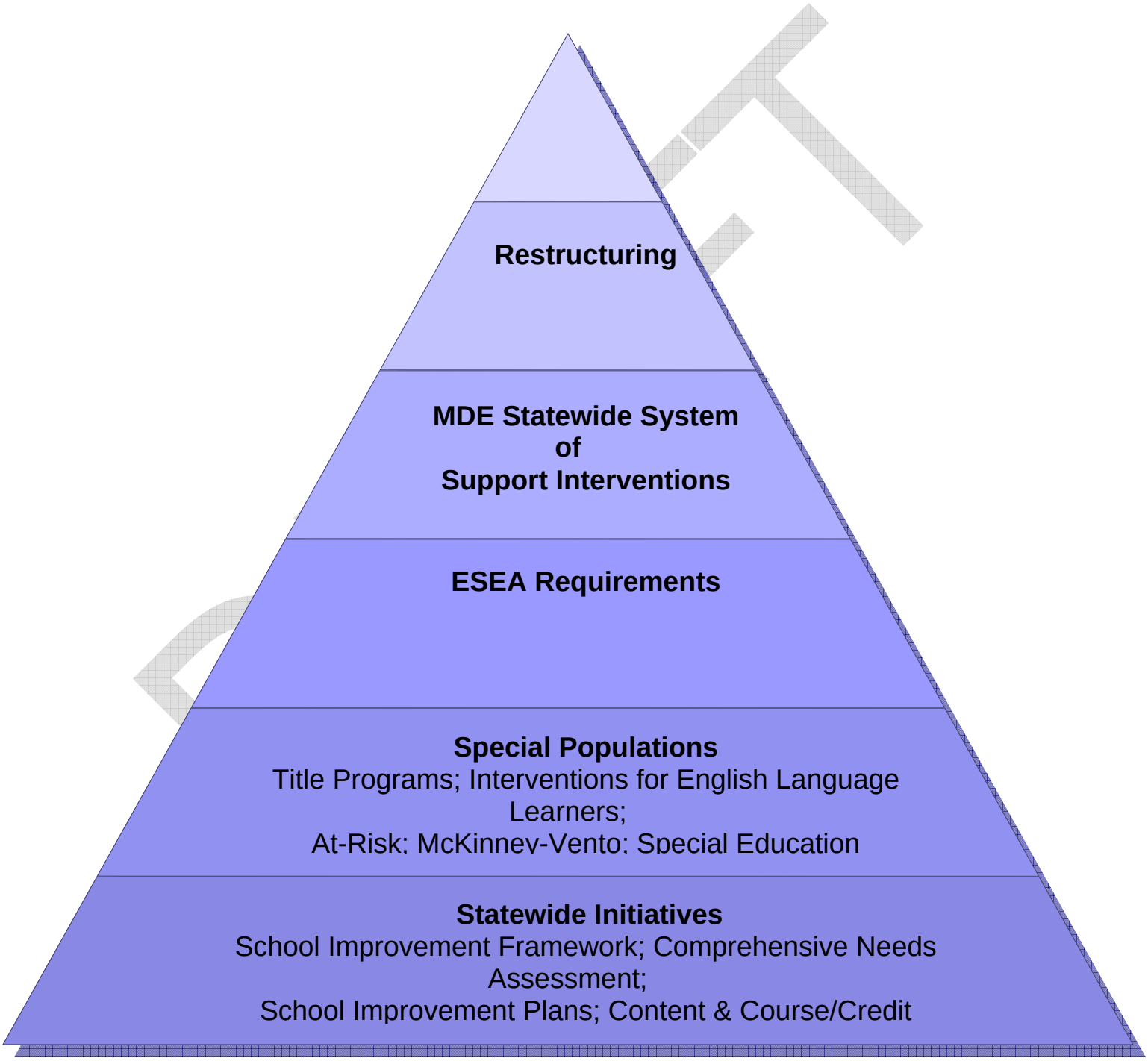

Table 1: Targeting Services to District/School Need

Identification				Assess/Review	Plan		
Years No AYP	**ESEA/NCLB Status**	**Choice**	**SES**	**CNA**	**SIP**	**Request for Service**	**Service Options**
0-1	Not identified	No	No	Yes	Yes	No	See next section
2	Improvement - year 1	Yes	No	Yes	Yes	Yes	See next section
3	Improvement - year 2	Yes	Yes	Yes	Yes	Yes	See next section
4	Corrective Action	Yes	Yes	Yes	Yes	Yes	See next section
5	Restructuring - Planning	Yes	Yes	Yes	Yes	Yes	See next section
6 or more	Restructuring - Implementation	Yes	Yes	Yes	Yes	Yes	See next section

CNA – Comprehensive Needs Assessment
SIP – School Improvement Plan
Choice – Public School Choice
SES – Supplemental Educational Services
Request for Service– Application to receive services through the SSoS

SEE GLOSSARY FOR A COMPLETE DESCRIPTION OF TERMS

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1. Identifying Schools to Receive Assistance

Schools Eligible for the MI Excel Title I Statewide System of Support

Title I Schools identified for Improvement, Corrective Action, or Restructuring due to not meeting academic proficiency goals on the state assessments are expected to participate in the Statewide System of Support (SSoS).

The following rules apply for a school to receive support:

- The school must be Title I
- The school has been identified for Improvement, Corrective Action or Restructuring in Reading and/or Math for reasons of proficiency in the current or previous two school years
- When funding allows, schools that that are identified for improvement, corrective action, or restructuring due to graduation rates or attendance/participation are supported through a building level grant to address the reason(s) for identification.

2. Assessing (Diagnosing) District/School Need

MDE annually makes a determination of Adequate Yearly Progress (AYP) for all public elementary, middle, and high schools in Michigan. AYP evaluates schools and school districts in the areas of academic achievement, participation in state assessments, graduation rate for high schools and student attendance for elementary and middle schools. Michigan Educational Assessment Program (MEAP – grades 3-9) and Michigan Merit Exam (MME – grade 11) test scores are included in identifying schools in need of improvement, corrective action, and restructuring.

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3. Providing Support

Components of the MI Excel SSOS

- Process Mentor Team
- School Improvement Review
- Principals Fellowship
- Coaches Institute
- Individual ISD/RESA Initiatives
- Data and Content Support

Process Mentor Team - all MI Excel schools

- "Case Manager" for the MI Excel School
- Assists MI EXCEL school in selecting what services and supports it will request, based on data and demonstrated need
- Two-Person Team
    - ISD/RESA facilitator (team lead)
    - District level leader
    - MDE representative joins team when school enters corrective action
- Facilitate Change
    - Removing barriers (at the district and state levels)
    - Coordinating services at the district and state levels
- Monitor process: Is the school improvement plan being implemented?
- Provide technical assistance
- Reviews data and gives feedback
- Advises teams on processes and procedures to help accomplish short-term goals between visits

School Improvement Review (newly identified schools only)

- Identifies why schools did not make AYP
- Identifies steps schools are taking to address increasing student achievement
- Provides an independent snapshot of school strengths and challenges
- Meet with teachers, leadership team, students and principal
- Probe for evidence of congruence with Michigan's School Improvement Framework
- Probe for evidence of congruence with Michigan's standards and content expectations

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Principal's Fellowship

- Intensive and ongoing support focused on building principals' and leadership team's capacity to lead the systematic instructional improvements needed to raise student achievement
- Combination of residential institutes and follow-up workshops
- Focused primarily on the Teaching for Learning and Leadership strands of the School Improvement Framework

Coaches Institute

- Intensive and ongoing support focused on building a cadre of highly skilled leadership coaches to assist principals who participate in the Fellowship
- Focused building the capacity of school leaders by supporting, challenging, and assessing their progress around instructional leadership
- Coaches recruited, selected, and employed by ISDs; trained by Michigan State University (MSU)

Leadership Coaches

- Requested by building based on need to support the principal and leadership team
- Responsible for helping building principal move through the leadership of the School Improvement Framework
- Based on Process Consultation Model

Individual ISD/RESA Initiatives Include:

- providing technical assistance to school improvement teams in the areas of data knowledge and management, goal setting, implementing and monitoring the school improvement process, and providing feedback on initiatives
- Identifying strategies to support needs and interventions based on data.
- Verifying implementation and progress the school is making in their improvement efforts
- Support for building level literacy and/or math initiatives/ Identify areas of student academic focus.
- Research-based professional development aligned with school improvement plans
- Showcasing effective instructional practices
- Providing communication and documentation to the local district and building, along with the regional education service agency and state about the strategies and services being provided to help increase student achievement.
- Other specific initiatives

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Data and Academic Support

- Requested by buildings with data needs
- Targeted at sub group populations
    - Data Driven Needs Assessment
    - Evidence Based Intervention Selection
    - Coaching Support to Ensure Implementation Fidelity

Accessing MI Excel System of Support Services

Support services are requested by a school team, in collaboration with the Process Mentor Team, to support schools in the following areas: Leadership Coaches, Principals Fellowship, Data Coaches, Evidence-Based Interventions, Research-based Professional Learning and/or Instructional Coaches. Services are requested using the form found in Appendix A.

Expectations for Participants of MI Excel/SSoS

Expectations for Districts

- Appoint a central office person to participate regularly as part of the mentor team
- Assure that the building principal has the opportunity to attend the Principal Fellowship (if requested)
- Assure that the $30,000 -$45,000 is allocated to the MI Excel building for school improvement related professional development

Expectations for Principals

- Actively and regularly participate in the process mentor team
    - Help building achieve short term goals between mentor visits
- If working with a leadership coach:
    - Be available
    - Be open
    - Be honest
- If attending the Principal Fellowship:
    - Attend residential week at MSU
    - Do homework
    - Attend follow up meetings
    - Select staff to participate in teamwork
- If receiving data coaches:
    - Ensure appropriate staff have access to data coach
    - Attend/lead meetings with data coach

Expectations for Teachers

- If working with instructional coaches:
    - Be open
    - Be honest

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    - Listen and learn
    - Have expectations of the coach; what do you want know?
    - Understand this assistance, not evaluation
- If working with data coaches:
    - Be open
    - Be honest
    - Ask questions
    - Listen and learn
- If a member of the process mentor team:
    - Have expectations of the team; what are you trying to accomplish?
    - Be available
    - Be open
    - Be honest
    - Ask questions

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4. ESEA Requirements for Title I Schools Identified for Improvement, Corrective Action, or Restructuring:

Identified for Improvement- Year 1 (School has not made AYP for two consecutive years)

ESEA/NCLB Requirements (Non-negotiable):

- Notify parents of School's AYP status
- Offer School Choice and Transportation
- District must set aside 20% of the Title I allocation to pay for Choice
- Write and Implement a new School Improvement Plan
- 10% of building Title I funds must be used for targeted professional development

Identified for Improvement - Year 2 (School has not made AYP for three consecutive years)

ESEA/NCLB Requirements (Non-negotiable):

- Notify parents of School's AYP status
- Offer School Choice and Transportation
- School is required to offer Supplemental Educational Services (SES)
- District must set aside 20% of the Title I allocation to pay for Choice and SES
- Peer review implementation of revised School Improvement Plan
- 10% of building Title I funds must be used for targeted professional development

Identified for Corrective Action (School has not made AYP for four consecutive years)

ESEA/NCLB Requirements (Non-negotiable):

- Notify parents of School's AYP status
- Offer School Choice and Transportation
- School is required to offer Supplemental Educational Services (SES)
- District must set aside 20% of the Title I allocation to pay for Choice and SES
- Write and Implement a Corrective Action Plan (is part of a revised school improvement plan, not a separate document)

Identified for Restructuring - Planning (School has not made AYP for five consecutive years)

ESEA/NCLB Requirements (Non-negotiable):

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- Notify parents of School's AYP status
- Offer School Choice and Transportation
- School is required to offer Supplemental Educational Services (SES)
- District must set aside 20% of the Title I allocation to pay for Choice and SES
- Plan for Restructuring (part of a revised school improvement plan)

Identified for Restructuring – Implementation (School has not made AYP for six or more consecutive years)

ESEA/NCLB Requirements (Non-negotiable):

- Notify parents of School's AYP status
- Offer School Choice and Transportation
- School is required to offer Supplemental Educational Services (SES)
- District must set aside 20% of the Title I allocation to pay for Choice and SES
- Implement Restructuring plan (part of revised school improvement plan)

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Timeline for Cycle of Support

Identify	
MEAP Administered	October
MME Administered	March
Standards Assessment Results Released	August
Schools Notified of MI Excel Status	September
Menu of MI Excel Available Services Updated and Distributed	September
Assess / Review	
ISD Contact Verified	September
ISD PMT Contacts School	October
Plan	
School Improvement Plan Submitted to PMT	October
Request for Service Submitted to MDE	October
Request for Service Approved by MDE	November
Support	
Direct Services Provided as per Request for Service Plan	Nov. – Sept.
Monitor	
Prior Year ISD End of Year Report to MDE	December

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Persistently Low Achieving Schools

Michigan Legislation (Public Act 205 of 2009)

The recent passage of Michigan legislation that echoes the requirements of Race to the Top and the Section 1003(g) School Improvement Grants requires a comprehensive system that operates in concert with those statutes.

Public Act 205 of 2009 requires:

- the Superintendent of Public Instruction, by September 1 of each year, to identify the lowest achieving 5% of public school in the State, as defined for the purposes of the Race to the Top grant program, and place those schools into a State School Reform/Redesign (SSRR) District
- the Superintendent must hire a State School Reform/Redesign Officer, who must act as the superintendent of the SSRR District
- each school placed into the SSRR District to submit a redesign plan that includes one of four intervention models: the turnaround model, the restart model, school closure, and the transformation model
- a plan to include an addendum to any collective bargaining agreements in effect for the school, to modify the agreements as necessary for the intervention model to be implemented
- the SSRR Officer to approve, disapprove, or make changes to the redesign plan based on Federal requirements for the intervention model

Public Act 205 of 2009 also permits:

- the SSRR Officer to recommend the appointment of a chief educational officer (CEO) to take control of multiple schools, if better educational results are likely to be achieved
- the SSRR Officer, if a school has made significant academic improvement, to recommend to the Superintendent that the school be removed from the SSRR District or released from the authority of a CEO.

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Per statute, eligibility for this grant is predicated on the identification of a school building as a "Persistently Low Achieving School" (PLA). Local Educational Agencies (LEAs) in Michigan are eligible to apply for these grants for any school that meets the State's definition of a PLA.

To identify the persistently lowest performing schools the Michigan Department of Education (MDE) first identified the pool of eligible schools. All Title I schools in improvement, corrective action, or restructuring were identified and listed. All non-Title I secondary schools that were eligible to receive Title I funds were listed. Secondary schools in Michigan are those schools with any grades 7-12. Closed schools were removed from both lists. Schools were then rank ordered using the business rules below to find the lowest 5% of each and identify schools eligible for SIG funds as Tier 1, Tier 2 and Tier 3 schools.

The following business rules were used to create the list of lowest performing 5% of Title I schools identified for improvement, corrective action and restructuring. These schools are eligible for SIG funds as Tier 1 schools:

- Schools were included if they receive Title I funds AND are identified for improvement, corrective action, or restructuring.
- Shared educational entities (SEE) with test scores to be sent back to the resident district were not included.
- The rules for school rankings described below were applied.
- The lowest 5% of the ranked schools are identified as Tier 1 schools.
- Any high schools in the Tier 1 pool that have a four-year graduation rate of 60% or less for the last three years are also identified as Tier 1 schools.

The following business rules were used to create the list of lowest performing 5% of secondary schools that are eligible to receive Title I funds but are not receiving Title I funds. These schools are eligible for SIG funds as Tier 2 schools.

- Schools were included if they were secondary schools (those housing any of grades 7-12) AND were eligible to receive Title I funds but did not receive Title I funds.
- Shared educational entities (SEE) with test scores to be sent back to the resident district were not included.
- The rules for school rankings described below were applied.

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- The lowest 5% of the ranked schools are identified as preliminary Tier 2 schools.
- Secondary schools from the Tier 1 pool (Title I secondary schools that have not made AYP for two or more consecutive years) that did not fall

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into the lowest 5% but that have academic performance equal to or lower than the highest ranked preliminary Tier 2 school are added into the Tier 2 schools list.*

- Any high schools in the Tier 2 pool that have a four-year graduation rate of 60% or less for the last three years are also identified as Tier 2 schools.

The following business rules were used to create the list of Tier 3 schools. These schools are eligible for SIG funds as Tier 3 schools.

- All schools from the Tier 1 pool of schools that were not identified as Tier 1 lowest 5% or as Tier 1 based on graduation rate are included as Tier 3 schools unless the schools were newly eligible and identified as Tier 2 schools.
- Any school that was omitted due to small size (fewer than 30 FAY students tested), but shows up on Tier 1 or Tier 2 on a rerun of the list without the 30 FAY students tested restriction.

The following business rules were used to calculate the school rankings for the Tier 1 and Tier 2 lists.

- Proficiency calculations for the "all students group" are based on regular and alternate assessments: MEAP, MEAP-Access (if available), MME, MME-Access, and MI-Access.
- All students with valid math and reading scores in the assessments were included.
- A student with a performance level of 1 or 2 is considered proficient.
- All students with test scores who are full academic year (FAY) were included.
- Only public school students were included (no home schooled or private school students).
- The school receives a ranking if at least 30 FAY students are tested in either the elementary/middle school span or the high school span (or both) for each year.
- Schools were rank ordered using a proficiency index (based on the weighted average of two years of achievement data) and a progress index (based on three years of achievement data) to combine test scores from different grades, progress over two or three years, and test scores for both reading and mathematics.
- Achievement is weighted twice as much as improvement. This is because the focus is on persistently low-achieving schools. Weighting proficiency more heavily assures that the lowest performing schools, unless they are improving significantly over time, still receive the assistance and monitoring

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they need to begin improvement and/or increase their improvement to a degree that will reasonably quickly lead to adequate achievement level

A simplified definition ranks schools in the following manner:

- **Tier I schools:** any Title I that has been identified as persistently lowest-achieving;
- **Tier II schools:** any secondary school that is eligible for but does not receive Title I, Part A funds that has been identified as persistently lowest-achieving;
- **Tier III schools:** any Title I school in improvement, corrective action, or restructuring that is not a Tier I school.

The grant requires that eligible schools must implement one of four intervention models as a term of accepting the funding. The Michigan Department of Education provides LEAs with SIG grants under 1003(g) to facilitate implementation of one of the following four school intervention models in Tier I and Tier II schools:

- **Turnaround:** Phase out and replace the school with a new school(s) or completely redesign the school, including replacing the principal and at least half the staff.

- **Restart Model:** Either convert a school to a "charter like" school or replace with a new "charter-like" school that will serve the students who would have attended the public school. "Charter like" schools are run by Education Management Organizations (EMOs) or Charter School Management Organizations (CMOs) that will report to the district.

- **Transformation:** Similar to the turnaround model, but with a requirement for an evaluation of staff effectiveness developed by the LEA in collaboration with teachers and principals that takes into account data on student growth, multiple observation-based assessments, and portfolios of professional activities. Evaluations would serve as the basis for rewarding effective teachers and removing ineffective teachers after ample professional development opportunities. A school that opts for a transformation model does not close but rather remains identified as persistently lowest-achieving until it demonstrates improved academic results.

- **School closure:** Close the school and enroll the students who attended the school in higher achieving schools in the LEA.

Schools that fall into the Tier I and Tier II classifications of the SIG will receive supports in accordance with the intervention model in the approved application. These supports will include services that have been traditionally provided within the context of the SSoS as a result of AYP status/level of identification.

A Tier III school, as defined by the SIG, is any Title I school in improvement, corrective action, or restructuring that is not a Tier I school. These schools will continue to receive supports as part of the SSoS.

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Understanding the Interactions

The Section 1003(g) School Improvement Grants (SIG), Michigan Statute, and the Statewide System of Support are intrinsically connected and serve to support, reinforce, and drive the actions and decision making processes of each.

A school that is identified in the SIG in Tier I or Tier II or by Michigan Statute (lowest achieving 5%) is required to implement one of the four intervention models. Where the two differ is when a school applies for and receives the SIG, the LEA will receive anywhere from $50,000 to $2M to implement the selected intervention model at that school, and the LEA retains control/authority. If the LEA chooses not to apply for the SIG, and the school appears on the lowest achieving 5% list, the school must implement one of the four intervention models without additional Title I funding. In addition, if the school's plan is not approvable, or if the plan is not being implemented in the approved manner, the school may be taken over by the Michigan Department of Education.

As mentioned previously, any other Title I school identified for improvement, corrective action, or restructuring that is not a Tier I or Tier II School will be served through the SSoS. The flowchart on the following page provides a visual reference for the above mentioned scenarios.

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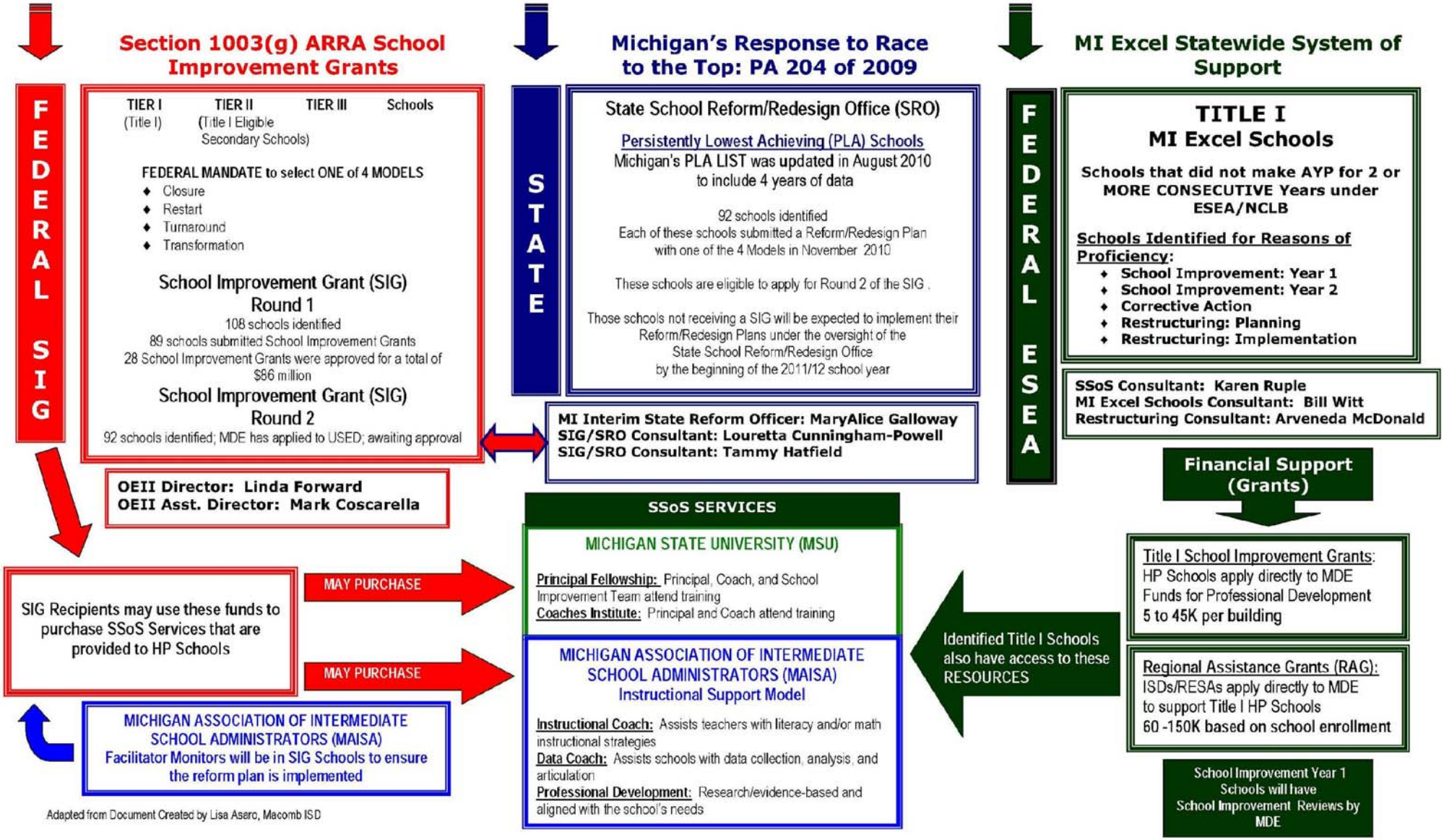
Section 1003(g) ARRA School Improvement Grants, State Redesign Office, and Statewide System of Support Interactions



Adapted from Document Created by Lisa Asaro, Macomb ISD

Glossary

Adequate Yearly Progress (AYP): The goal of No Child Left Behind (NCLB) is that all students will be proficient in reading and mathematics by the year 2014. To meet this goal, each school is required to make Adequate Yearly Progress (AYP) every year. Schools meet AYP by having all the identified AYP student groups -- including American Indian, African American, Asian, Hispanic, White, English Language Learners (ELL), students with disabilities (receiving special education services) and students living in poverty -- meet a set of standards each year. The standards include proficiency in reading and mathematics as demonstrated on the Michigan Educational Assessment Program (MEAP) and Michigan Merit Exam (MME), student attendance, and other indicators set by the state. Failure to make AYP over multiple years results in increasing sanctions for the school and additional requirements for its district.

Comprehensive Needs Assessment (CNA): The CNA is a tool to assist a school staff in determining the strengths and challenges of their school. The CNA assesses the school information, student data, as well as the system processes and protocols of practice that are in place to support student academic achievement.

Data and Content Support: Typically a data or content coach that assists schools and school leaders in understanding how to make data driven decisions and/or focus on content areas that caused the school to be identified.

Did not make AYP for attendance, participation or graduation rate: It is possible for a school to meet academic targets in all areas with all subgroups, but fail due to other factors. A school will not make AYP if:

- In elementary and middle school, an average daily attendance rate of less than 85% for all subgroups
- In high school, a graduation rate for all subgroups of less than 85%
- In high school, the number of students tested for each subgroup is less then 95%
- In elementary and middle school, the number of students tested for each subgroup is less than 95%

Elementary & Secondary Education Act (ESEA): A United States federal statute first enacted April 11, 1965. The Act is an extensive statute which funds primary and secondary education. As mandated in the Act, the funds are authorized for professional development, instructional materials, and resources to support educational programs, and parental involvement promotion. The Act was originally authorized through 1970; however the government has reauthorized the Act every five years since its enactment. The current reauthorization of ESEA is the No Child Left Behind Act of 2001 (NCLB). NCLB directed each state to create a statewide system of support for Title I schools identified for improvement, corrective action, or restructuring. http://www2.ed.gov/policy/elsec/leg/esea02/index.html

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LEA (Local Education Agency): Another name for local school districts; the term LEA is used throughout ESEA/NCLB when referring to local school districts.

Leadership Coach: Research shows the strong influence a principal has in terms of the academic achievement of a building. A leadership coach helps the principal strengthen skills and broaden the leadership skills to improve achievement. Leadership coaches were trained as part of the MSU Principal Fellowship.

No AYP for Performance: Every subgroup of students must meet the state targets in reading and mathematics. Any one subgroup failing to make AYP in any subject area mentioned above will cause a school to not make AYP.

No Child Left Behind (NCLB): 2001 reauthorization of the Elementary & Secondary Education Act (ESEA). NCLB includes higher standards for teachers, yearly assessments to demonstrate progress for individual students, and directs states to establish a system of support for schools that do not make adequate yearly progress (AYP) over a number of years. Although the legislation is specific and prescriptive, each state designs its own program components, such as content standards, performance standards, and assessments, which are then approved by the federal government .See ESEA definition above for more information.

Principal Fellowship: Hosted and developed at Michigan State University, principals attended a two week residential fellowship focusing on instructional leadership skills. Content focused on strengthening instructional leadership to help teachers improve instruction and students to learn.

Process Mentors: A team of two people; one representing the district in which the school resides, one representing the ISD. An MDE representative joins the team when a school becomes identified for corrective action. The ISD representative can help with school improvement planning and implementation, the district person can assist with systemic or institutional barriers, and the MDE person can assist the school in understanding State and Federal requirements and legislation. The mentors focus on accountability for student achievement, removing barriers to change, and creating a sense of urgency to improve instruction.

School Choice: Under the ESEA, students enrolled in an MI Excel school are provided the option to transfer to another school not identified for improvement.

School Improvement Framework: This framework was developed based on national research and identifies the key factors in the school environment that characterize high performing schools. The framework has five (5) strands: teaching for learning, leadership, personnel and professional development, school and community relations, and data and information management. The school improvement framework provides the guiding principles for all MI Excel initiatives.

School Improvement Plan (SIP): Each MI Excel school is requested to develop and annually update a plan for achieving AYP success. All major stakeholders in the school have input to this plan. The plan is developed based on a comprehensive

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needs assessment and is data driven. The SIP is completed online via the AdvancED Michigan website: http://www.advanc-ed.org/mde/ .

School Improvement Review: A new tool used by a school identified for improvement, year one, to help understand its unique needs and to frame school improvement efforts as identified by data.

SEA (State Education Agency): A generic term for state departments of education, as used in the ESEA/NCLB. The Michigan Department of Education is an SEA.

Supplemental Educations Services (SES): Supplemental educational services are additional academic instruction or tutoring provided outside the regular school day that is designed to increase the academic achievement of low-income students who attend qualifying schools. SES begins with Identified for Improvement - Year 2 MI Excel schools.

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Appendix A: Request for MI Excel Services

Michigan's Statewide System of Support PMT REQUEST FOR SERVICES APPLICATION-2010/11

Services may be requested by a school team, in collaboration with the Facilitated Continuous Improvement Process Mentor Team, to support schools in the following areas: Leadership Coaches, Principals Fellowship, Data Coaches, Evidence-Based Interventions, Research-based Professional Learning and/or Instructional Coaches. Please fill out the names and emails of the Process Mentor Team members below who have reviewed and analyzed the school data, determined the school's needs and completed this request.

Building Name and Grades Served		District or Authorizer Contact & Email	
Name of ISD/ESA and Auth. Administrator		ISD/RESA Contact & Email	
Building Principal & Email		Teacher Leader/SI Chair & Email	
MAISA Regional Support Coord. *If applicable* & Email		MDE OFS Rep *If available* & Email	

Please circle all areas that apply

AYP CONTENT AREAS: ELA Math

SUBGROUP PERFORMANCE POPULATION: ELL SWD SES Ethnicity

_____ All

SCHOOL TYPE: Elementary Middle School Traditional High School

Alternative High School

LEADERSHIP COACH and PRINCIPALS FELLOWSHIP

Requesting a Principal Leadership Coach: Yes No Source: MSU through the ISD/ESA (RAG)

Did this school have a Leadership Coach last year? Yes No If yes, include name: -

_____

Did this school participate in the Principals Fellowship at MSU last year: Yes No

Needs Statement:

___days requested based on above needs – minimum of 50 – 6 hour days of coaching in the school required

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INSTRUCTIONAL SUPPORTS - Data-Driven Decision Making
Requesting a Data Coach: Yes No Source: Combined Technical Assistance Grant from MAISA (C-TAG) or ISD/ESA (Regional Assistance Grant – RAG) **Did this school have a Data Coach last year? Yes No** **Needs Statement:** **_____ days requested based on above needs.**

INSTRUCTIONAL SUPPORTS Evidence-Based Intervention Investigation and Selection Support (must meet reviewed criteria)	ISD/ESA Research-based Professional Development
Name of ELA or MATH Intervention (Policy, Practice, or Program):	Name the type(s) of PD requested and state how it supports effective core instruction and aligns with the research-based strategies names in the SI Plan:
Does the Intervention have an existing coaching structure? Yes No	
Is this an existing Intervention? If yes, for how long?	
How is the Intervention currently funded? What is the current funded amount? If not currently funded, what is the proposed funding source?	

INSTRUCTIONAL SUPPORTS Instructional Coaching to Support Effective Core Instruction
Requesting an Instructional Coach: Yes No **Subject Area: ELA/Literacy Math** **Source: Implementation of Evidence Based Intervention through MAISA (C-TAG) or Implementation of Research-based Interventions Identified in Building's SIP through ISD/RESA (RAG)** **Needs Statement:** **_____ # of Teachers anticipated to receive services _____days per week** **Instructional Coach is requested based on above needs for a Total amount of _____ days through September 30th**

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BUILDING LEVEL SCHOOL IMPROVEMENT GRANT

Each Title I school identified for improvement receives a Building Level School Improvement Grant for $30,000 to $45,000 to support the professional development of staff. Please state the amount of this building's SIG $_____. Please name the types of intensive professional development which can most rapidly improve instructional skills and/or depth of content knowledge relative to the AYP area and aligned with the School Improvement Plan and the SSoS components that have been selected:

MONITORING OF THE SSoS COMPONENTS AND PARTICIPATION ON PMTs

At Facilitated Continuous School Improvement Process Mentor Team meetings, all stakeholders will be reviewing the impact of the SSoS components on the school's processes and, most importantly, student achievement. The ISD/ESA rep will be required to report on how these components are impacting the action research in which the schools are engaging. All stakeholders who participated in this selection process should be committed to participating in the Process Mentor Team meetings and their signatures below indicate their commitment to meeting attendance and supporting the school in its efforts.

We, the undersigned, agree to interventions names in this service Request and will commit to attending all Process Mentor Team meetings in order to monitor that the staff of the building is engaging in the School Improvement Process as required.

_____
Central Office Representative / Date

_____
School Pincipal / Date

_____
Teacher Leader / Date

_____
Regional Support Coordinator / Date

_____
ISD / RESA Representative / Date

_____
MDE OFS Consultant / Date

Signature of Authorized ISD / ESA Administrator / Date

_____

Please scan and return this completed form via e-mail the document to Karen Ruple at MDE ruplek@michigan.gov or fax to 517.241.0247 no later than November 10, 2010.

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Appendix B: School Improvement Plan Template

Instructions

This template is designed for completing the School Improvement Plan (SIP) in preparation for submitting the SIP online. The following are step-by-step instructions for completing the SIP.

1. Complete the Vision, Mission, and Belief Statements for your institution.
2. Review and update your institution's goals. You may add or remove Goals, Objectives, Strategies, Activities, and Resources as needed.
3. Complete the Additional Requirements section.
4. Complete the Assurances section.
5. Complete the Stakeholders section.
6. Complete the Statement of Non-Discrimination section.
7. Gather supporting documentation.

Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Vision, Mission, and Beliefs

Please provide your institution's Vision, Mission, and Belief statements below.

Vision Statement

A statement that describes what the institution hopes to be doing in the future. A vision statement is a clear description of the components and characteristics of the system that will be needed to deliver the mission of the organization.

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(maximum: 8000 characters)
(this section maps to the same section from last year's SIP)

Mission Statement

A statement developed in concert with all stakeholders that creates a clear and focused statement of purpose and function. The mission statement identifies the priorities and educational beliefs of the institution with regard to what is to be developed within its students. The mission statement provides direction for the staff and the parameters for decision-making.

(maximum: 8000 characters)
(this section maps to the same section from last year's SIP)

Beliefs Statement

Beliefs are core values or guiding principles that drive an institution's every day actions. They are powerful determinants of the quality of an institution. They state fundamental bedrock convictions, state values of the institution, and guide the fundamental decision-making.

(maximum: 8000 characters)
(this section maps to the same section from last year's SIP)

Goals

Use the results of the comprehensive needs assessment to develop goals, objectives, strategies, and activities. Ensure that the gap statements and causes for gaps included in the goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data.

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A goal may contain one of multiple objectives. Objectives may contain one or multiple strategies. Strategies may contain one or multiple activities. Activities may contain one or multiple fiscal resources.

Goal

Goal Name:

(maximum: 75 characters) (this section maps to the same section from last year's SIP)

Name of Person Responsible for this Goal:

First

Last

Content Area: (select one)

- ☐ Arts
- ☐ Career and Employability Skills
- ☐ Coordinated School Health
- ☐ English Language Arts
- ☐ Math
- ☐ Nutrition
- ☐ Physical Education
- ☐ Science
- ☐ Social Studies
- ☐ Other (please specify)

Student Goal Statement:

(maximum: 8000 characters)
(this section maps to the same section from last year's SIP)

Gap Statement:

(maximum: 8000 characters)
(this section maps to the same section from last year's SIP)

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Cause for Gap:

(maximum: 8000 characters)
(this section maps to the same section from last year's SIP)

Describe multiple measures/sources of data you used to identify this gap in student achievement:

(maximum: 8000 characters)
(this section maps to the same section from last year's SIP)

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?

(maximum: 8000 characters)
(this section maps to the same section from last year's SIP)

Objective

Objective Name:

(maximum: 75 characters) (this section maps to the same section from last year's SIP)

Measurable Objective Statement to Support Goal:

(maximum characters: 8000)
(this section maps to the same section from last year's SIP)

Strategy

Strategy Name:

(maximum: 75 characters) (this section maps to the same section from last year's SIP)

Strategy Statement:

(maximum characters: 8000)
(this section maps to the same section from last year's SIP)

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What research did you review to support the use of this strategy and action plan?

(maximum characters: 8000)
(this section maps to the same section from last year's SIP)

Target Areas:

Provide a list of the key characteristics identified as challenge areas (getting started, partially implemented) in the SPR(90) or SPR(40). For example, I.1.A.1: "The curriculum documents are the basic framework for instruction". For NCA CASI schools, please reference the indicators in the ASSIST SA or in the Self Assessment. For example, 1.1: "The school establishes a vision for the school in collaboration with its stakeholders". You may enter key characteristics/indicators that are in addition to challenge areas.

Activity

Activity Name:

(maximum: 75 characters) (this section maps to the same section from last year's SIP)

Activity Type:

☐ Professional Development

Planned Begin Date (mm/dd/yyyy)

Planned End Date (mm/dd/yyyy)

Activity Description:

(maximum characters: 8000)
(this section maps to the same section from last year's SIP)

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Planned staff responsible for implementing activity:

(maximum characters: 8000)
(this section maps to the same section from last year's SIP)

Resources

Resource Name:

(maximum: 75 characters) (this section maps to the same section from last year's SIP)

Funding Source (select one)

- ☐ Early Reading
- ☐ Even Start
- ☐ General Funds
- ☐ Great Start Readiness Program (GSRP)
- ☐ No Funds Required
- ☐ Section 31 a
- ☐ Section 32e
- ☐ Section 41
- ☐ Special Education
- ☐ Title I Part A
- ☐ Title I Part C
- ☐ Title I Part D
- ☐ Title I School Improvement
- ☐ Title II Part A
- ☐ Title II Part D
- ☐ Title III
- ☐ Title IV Part A
- ☐ Title V Part C
- ☐ USAC – Technology
- ☐ Other

Planned Amount

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Goal

Goal Name:

(maximum: 75 characters) (this section maps to the same section from last year's SIP)

Name of Person Responsible for this Goal:

First

Last

Content Area: (select one)

- ☐ Arts
- ☐ Career and Employability Skills
- ☐ Coordinated School Health
- ☐ English Language Arts
- ☐ Math
- ☐ Nutrition
- ☐ Physical Education
- ☐ Science
- ☐ Social Studies
- ☐ Other (please specify)

Student Goal Statement:

(maximum: 8000 characters)
(this section maps to the same section from last year's SIP)

Gap Statement:

(maximum: 8000 characters)
(this section maps to the same section from last year's SIP)

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Cause for Gap:

(maximum: 8000 characters)
(this section maps to the same section from last year's SIP)

Describe multiple measures/sources of data you used to identify this gap in student achievement:

(maximum: 8000 characters)
(this section maps to the same section from last year's SIP)

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?

(maximum: 8000 characters)
(this section maps to the same section from last year's SIP)

Objective

Objective Name:

(maximum: 75 characters) (this section maps to the same section from last year's SIP)

Measurable Objective Statement to Support Goal:

(maximum: 8000 characters)
(this section maps to the same section from last year's SIP)

Strategy

Strategy Name:

(maximum: 75 characters) (this section maps to the same section from last year's SIP)

Strategy Statement:

(maximum: 8000 characters)
(this section maps to the same section from last year's SIP)

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What research did you review to support the use of this strategy and action plan?

(maximum: 8000 characters)
(this section maps to the same section from last year's SIP)

Target Areas:

Provide a list of the key characteristics identified as challenge areas (getting started, partially implemented) in the SPR(90) or SPR(40). For example, I.1.A.1: "The curriculum documents are the basic framework for instruction". For NCA CASI schools, please reference the indicators in the ASSIST SA or in the Self Assessment. For example, 1.1: "The school establishes a vision for the school in collaboration with its stakeholders". You may enter key characteristics/indicators that are in addition to challenge areas.

Activity

Activity Name:

(maximum: 75 characters) (this section maps to the same section from last year's SIP)

Activity Type:

☐ Professional Development

Planned Begin Date (mm/dd/yyyy)

Planned End Date (mm/dd/yyyy)

Activity Description:

(maximum: 8000 characters)
(this section maps to the same section from last year's SIP)

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Planned staff responsible for implementing activity:

(maximum: 8000 characters)
(this section maps to the same section from last year's SIP)

Resources

Resource Name:

(maximum: 75 characters) (this section maps to the same section from last year's SIP)

Funding Source (select one)

- ☐ Early Reading
- ☐ Even Start
- ☐ General Funds
- ☐ Great Start Readiness Program (GSRP)
- ☐ No Funds Required
- ☐ Section 31 a
- ☐ Section 32e
- ☐ Section 41
- ☐ Special Education
- ☐ Title I Part A
- ☐ Title I Part C
- ☐ Title I Part D
- ☐ Title I School Improvement
- ☐ Title II Part A
- ☐ Title II Part D
- ☐ Title III
- ☐ Title IV Part A
- ☐ Title V Part C
- ☐ USAC – Technology
- ☐ Other

Planned Amount

Goal

Goal Name:

(maximum: 75 characters) (this section maps to the same section from last year's SIP)

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Name of Person Responsible for this Goal:

First

Last

Content Area: (select one)

- ☐ Arts
- ☐ Career and Employability Skills
- ☐ Coordinated School Health
- ☐ English Language Arts
- ☐ Math
- ☐ Nutrition
- ☐ Physical Education
- ☐ Science
- ☐ Social Studies
- ☐ Other (please specify)

Student Goal Statement:

(maximum: 8000 characters)
(this section maps to the same section from last year's SIP)

Gap Statement:

(maximum: 8000 characters)
(this section maps to the same section from last year's SIP)

Cause for Gap:

(maximum: 8000 characters)
(this section maps to the same section from last year's SIP)

Describe multiple measures/sources of data you used to identify this gap in student achievement:

(maximum: 8000 characters)
(this section maps to the same section from last year's SIP)

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What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?

(maximum: 8000 characters)
(this section maps to the same section from last year's SIP)

Objective

Objective Name:

(maximum: 75 characters) (this section maps to the same section from last year's SIP)

Measurable Objective Statement to Support Goal:

(maximum: 8000 characters)
(this section maps to the same section from last year's SIP)

Strategy

Strategy Name:

(maximum: 75 characters) (this section maps to the same section from last year's SIP)

Strategy Statement:

(maximum: 8000 characters)
(this section maps to the same section from last year's SIP)

What research did you review to support the use of this strategy and action plan?

(maximum: 8000 characters)
(this section maps to the same section from last year's SIP)

Target Areas:

Provide a list of the key characteristics identified as challenge areas (getting started, partially implemented) in the SPR(90) or SPR(40). For example, I.1.A.1: "The curriculum documents are the basic framework for instruction". For NCA CASI schools, please reference the indicators in the ASSIST SA or in the Self Assessment. For example, 1.1: "The school

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establishes a vision for the school in collaboration with its stakeholders". You may enter key characteristics/indicators that are in addition to challenge areas.

Activity

Activity Name:

(maximum: 75 characters) (this section maps to the same section from last year's SIP)

Activity Type:

☐ Professional Development

Planned Begin Date (mm/dd/yyyy)

Planned End Date (mm/dd/yyyy)

Activity Description:

(maximum: 8000 characters)
(this section maps to the same section from last year's SIP)

Planned staff responsible for implementing activity:

(maximum: 8000 characters)
(this section maps to the same section from last year's SIP)

Resources

Resource Name:

(maximum: 75 characters) (this section maps to the same section from last year's SIP)

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Funding Source (select one)	☐	Early Reading
	☐	Even Start
	☐	General Funds
	☐	Great Start Readiness Program (GSRP)
	☐	No Funds Required
	☐	Section 31 a
	☐	Section 32e
	☐	Section 41
	☐	Special Education
	☐	Title I Part A
	☐	Title I Part C
	☐	Title I Part D
	☐	Title I School Improvement
	☐	Title II Part A
	☐	Title II Part D
	☐	Title III
	☐	Title IV Part A
	☐	Title V Part C
	☐	USAC – Technology
	☐	Other
Planned Amount		

Additional Requirements

Comprehensive Needs Assessment

The comprehensive needs assessment (CNA) requirement is met by completing a School Data Profile/Analysis (SDP/A), School Process Profile, and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan.

Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data.

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1. How was the comprehensive needs assessment conducted?

(maximum: 8000 characters)

Curriculum Alignment that Corresponds to the Goals

1. Describe how the curriculum is aligned with State standards and how this alignment will help the school meet the academic Goals. Describe the process for review and revision of the curriculum; evidence could include a timeline for curriculum review or a description of the review process.

(maximum: 8000 characters)

2. Describe how decisions about curriculum, instruction and assessment are made at this school, and how all stakeholders are involved in the process.

(maximum: 8000 characters)
(this section maps to question #2 of the Stakeholders section from last year's SIP)

Staff Development

Use the results of the comprehensive needs assessment to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives and Strategies. These specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's CNA should also be included in the school-level Activities section.

Alternative Measures of Assessment

1. Describe the process for developing, or the alternative measures of assessment used, that will provide authentic assessment of pupils' achievements, skills, and competencies.

(maximum: 8000 characters)

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Effective Use of Technology

1. Describe the methods for effective use of technology as a way of improving learning and delivery of services and for integration of involving technology in the curriculum.

(maximum: 8000 characters)
(this section maps to question #3 of the Conclusion section from last year's SIP)

Evaluation of the School Improvement Plan

1. Describe how the school annually evaluates the implementation of, and results achieved by, the SIP, using data from the State's annual assessments and other indicators of academic achievement.

(maximum: 8000 characters)

2. Describe how school and student information and progress will be shared with all stakeholders in a language that they can understand.

(maximum: 8000 characters)
(this section maps to question #3 of the Stakeholders section from last year's SIP)

Building Level Decision-Making

1. Describe how school stakeholders are engaged in the decision-making process, including, but not limited to the development of the Goals, Objectives, Strategies and Activities included in the school improvement plan. School board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, parents of pupils attending that school, and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review and evaluation of the district's school improvement plans.

(maximum: 8000 characters)
(this section maps to question #1 of the Stakeholders section from last year's SIP)

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Assurances

MI-SAAS

1. Literacy and math are tested annually in grades 1-5 (MCL 380.1280b, http://legislature.mi.gov/doc.aspx?mcl-380-1280b).

   - ○ Yes
   - ○ No
   - ○ N/A (our school does not have grades 1-5)

2. Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this).

   - ○ Yes
     Provide link if available:

   - ○ No

Educational Development Plan

1. Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.

   - ○ Yes
   - ○ No
   - ○ N/A (our school does not have grade 8)

2. Our school reviews and annually updates the EDPs to ensure academic course work alignment.

   - ○ Yes
   - ○ No

Health and Safety

The following assurances come directly from the Healthy School Action Tool (HSAT) Assessment (http://www.mihealthtools.org/hsat), an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances

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are necessary – whether you've completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

1. Our school has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.

    - ○ No written policy
    - ○ Written policy, but not fully implemented
    - ○ Written policy, fully implemented

2. All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.

    - ○ Yes
    - ○ No

3. Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.

    - ○ Yes
    - ○ No

4. Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.

    - ○ Yes
    - ○ No

5. Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.

    - ○ No action taken
    - ○ Reviewed policy, but not yet adopted
    - ○ Adopted policy, but not fully implemented
    - ○ Adopted policy, fully implemented

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6. All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.

    - ○ Yes
    - ○ No

7. The health education curriculum used in our school is the Michigan Model for Health® Curriculum.

    - ○ Yes
    - ○ No, but use a health education curriculum
    - ○ No, do not use a health education curriculum

8. The health education curriculum used in our school involves student interaction with their families and their community.

    - ○ Yes
    - ○ No

9. Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.

    - ○ No action taken
    - ○ Reviewed policy, but not yet adopted
    - ○ Adopted policy, but not fully implemented
    - ○ Adopted policy, fully implemented

10. At our school, physical education teachers annually participate in professional development specific to physical education.

    - ○ Yes
    - ○ No

11. The physical education curriculum used in our school is:

    - ○ Exemplary Physical Education Curriculum (EPEC)
    - ○ Other curriculum
    - ○ No curriculum

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12. At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.

- ○ Yes
- ○ No

13. Our school offers the following amount of total weekly minutes of physical education throughout the year.

- ○ 150 minutes or more at elementary level, 225 minutes or more at middle/high level
- ○ 91-149 minutes at elementary level, 136-224 minutes at middle/high level
- ○ 60-90 minutes at elementary level, 106-135 minutes at middle/high level
- ○ 59 minutes or less at elementary level, 105 minutes or less at middle/high level

14. Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.

- ○ No action taken
- ○ Reviewed policy, but not yet adopted
- ○ Adopted policy, but not fully implemented
- ○ Adopted policy, fully implemented

15. The food service director/manager participated professional development related to food or nutrition during the past 12 months.

- ○ Yes
- ○ No

16. The food service director/manager supports/reinforces in the cafeteria what is taught in health education.

- ○ Yes
- ○ No

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17. During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.

- ○ Yes
- ○ No

18. Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.

- ○ Yes
- ○ No

19. Our school has a health services provider or school nurse accessible to students.

- ○ Yes, we have a health services provider or school nurse for every 650 students
- ○ Yes, but we do not have a health services provider or school nurse for every 650 students
- ○ No

20. Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.

- ○ No written policy
- ○ Written policy, but not fully implemented
- ○ Written policy, fully implemented

21. Our school has a system in place for collecting relevant student medical information.

- ○ Yes
- ○ No

22. Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.

- ○ No action taken
- ○ Reviewed policy, but not yet adopted

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- ○ Adopted policy, but not fully implemented
- ○ Adopted policy, fully implemented

23. During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.

- ○ Yes
- ○ No

24. During the past 12 months, the school counselor/psychologist/social worker offered information to students (presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.

- ○ Yes
- ○ No

25. During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.

- ○ Yes
- ○ No

26. During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.

- ○ Yes
- ○ No

27. Our school's mission statement includes the support of employee health and safety.

- ○ Yes
- ○ No

28. During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.

- ○ Yes
- ○ No

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29. During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.

- ○ Yes
- ○ No

30. Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.

- ○ No written policy
- ○ Written policy, but not fully implemented
- ○ Written policy, fully implemented

31. Our school has a parent education program.

- ○ Yes
- ○ No

32. During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.

- ○ Yes
- ○ No

33. During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).

- ○ Access to all indoor facilities
- ○ Access to some indoor facilities
- ○ Access to no indoor facilities

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Stakeholders

List the names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

Title (salutation)	First Name	Last Name	Position	E-mail

Statement of Non-Discrimination

The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Contact Information

Institutions are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Contact Name	
Position	
Address	
Phone Number	

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References

- Title VI of the Civil Rights Act of 1964
- Section 504 of the Rehabilitation Act of 1973
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen Prohibits Discrimination Against Religion

Supporting Documentation

Attach any additional information necessary to support your school improvement plan (optional). All information should be labeled clearly.

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