

Michigan Department of Education  
OFFICE OF SCHOOL IMPROVEMENT  
P.O. Box 30008, Lansing, Michigan 48909

**AUTHORITY:** P.L. 107-110; State School Aid Act, Section 41, as amended.

**COMPLETION:** VOLUNTARY. (Failure to file consolidated application will result in loss of funding.)

Direct questions regarding this form to (517) 373-3921.

FAX NUMBER: (517) 335-2886.

## 2009-2010 AYP TECHNICAL ASSISTANCE/REPORTING

<b>APPLICANT</b>	LEGAL NAME OF DISTRICT		DISTRICT CODE
	ADDRESS OF DISTRICT		
	CITY and ZIP CODE		NAME OF COUNTY
<b>CONTACT PERSON</b>	Name of Contact Person	Title	Telephone
	Address	City	Zip Code
	E-Mail Address	Facsimile	Summer Telephone (Optional)



# AYP TECHNICAL ASSISTANCE/REPORTING

## IDENTIFIED FOR SCHOOL IMPROVEMENT CHECKLIST

FY 2009-2010

District Name: \_\_\_\_\_ District Code: \_\_\_\_\_  
School Name: \_\_\_\_\_ Building Code: \_\_\_\_\_

### The following requirements apply to:

- Schools newly identified for school improvement (formerly phase 1) based on 2008-09 AYP results, and
- Schools that were first identified for school improvement (formerly phase 1) in 2008-09 and implemented the requirements, made AYP in 2008-09, and must continue to implement the requirements in 2009-10.

### Identified for School Improvement (Formerly Phase 1) Checklist

- District met set-aside requirement for transportation costs related to the transfer option.
- District met set-aside requirement for professional development.
- District submitted building-level budgets within the Consolidated Application for schools in the first year of Identification for School Improvement.

Date of notice to public regarding Identification status:

- Letter sent to all parents regarding identification and transfer option.  
(attach copy of letter)
  - Letter explains what the identification for improvement means.
  - Letter includes a comparison of the school, in terms of academic achievement, to other schools in the district and the State.
  - Letter explains the reasons for identification.
  - Letter includes a description of what the school is doing to address the problem of low achievement.
  - Letter includes a description of what the district or state is doing to help the school address the achievement problem.
  - Letter includes information about how the parents can become involved in addressing the academic issues that caused the school to be identified for improvement.
  - Letter includes specific details regarding the parents' right to transfer their student to another public school, including:
    - A list of available school(s) not identified for improvement,  
(attach copy of list)
    - Notice that transportation will be provided subject to certain cost limitations,
    - The academic achievement record of the school(s) to which the student may transfer, and
    - Other information to help parents decide which school(s) would be best for their student(s).
- District ensured that technical assistance was provided to the school as it developed its two-year improvement plan.

Date (or projected date) that the two-year plan was/will be peer reviewed:

Date (or projected date) that district approved/will approve the two-year plan:

Date (or projected date) that approved plan was/will be implemented:

## AYP TECHNICAL ASSISTANCE/REPORTING

### IDENTIFIED FOR SCHOOL IMPROVEMENT (SES) CHECKLIST

FY 2009-2010

**District Name:** \_\_\_\_\_ **District Code:** \_\_\_\_\_  
**School Name:** \_\_\_\_\_ **Building Code:** \_\_\_\_\_

The following requirements apply to:

- Schools entering the second year of Identification for School Improvement (formerly Phase 2) based on 2008-09 AYP results, and
- Schools that were in the second year of Identification for School Improvement (formerly Phase 2) in 2008-09 and implemented the requirements, made AYP in 2008-09, and must continue to implement the requirements in 2009-10.

#### Identified for School Improvement (SES), (Formerly Phase 2) Checklist

- District met set-aside requirement for transportation costs related to the transfer option.
- District met set-aside requirement for supplemental educational services.
- District met set-aside requirement for professional development.
- District submitted building-level budgets within the Consolidated Application for schools in the second year of Identification for School Improvement.

Date of notice to public Identification phase status:

- Letter sent to all parents regarding identification and transfer option.  
(attach copy of letter)
    - Letter explains what the identification for improvement means.
    - Letter includes a comparison of the school, in terms of academic achievement, to other schools in the district and the State.
    - Letter explains the reasons for identification.
    - Letter includes a description of what the school is doing to address the problem of low achievement.
    - Letter includes a description of what the district or state is doing to help the school address the achievement problem.
    - Letter includes information about how the parents can become involved in addressing the academic issues that caused the school to be identified for improvement.
    - Letter includes specific details regarding the parents' right to transfer their student to another public school, including:
      - A list of available school(s) not identified for improvement,  
(attach copy of list)
      - Notice that transportation will be provided subject to certain cost limitations,
      - The academic achievement record of the school(s) to which the student may transfer, and
      - Other information to help parents decide which school(s) would be best for their student(s).
    - Letter explains that SES may be available to eligible students remaining in the school.
  - District ensured that technical assistance was provided to the school as it developed its two-year improvement plan.
- Date that approved plan was implemented:
- Letter sent to parents of low-income students regarding supplemental educational services. (attach copy of letter and all accompanying documents)

**AYP TECHNICAL ASSISTANCE/REPORTING  
IDENTIFIED FOR SCHOOL IMPROVEMENT (SES) CHECKLIST  
FY 2009-2010**

**District Name:** \_\_\_\_\_ **District Code:** \_\_\_\_\_  
**School Name:** \_\_\_\_\_ **Building Code:** \_\_\_\_\_

Date Sent

- Letter identifies each approved provider within the district's geographic location or reasonably accessible.
- Letter includes a brief description of the services, qualifications, and evidence of effectiveness of each provider.
- Letter includes a description of the procedures and timelines that parents must follow in selecting a provider.
- Letter informs parents on how the district will set priorities in order to determine which eligible students will receive services, if the district anticipates it will not have sufficient funds to serve all eligible students.

**AYP TECHNICAL ASSISTANCE/REPORTING**

**IDENTIFIED FOR CORRECTIVE ACTION CHECKLIST**

**FY 2009-2010**

**District Name:** \_\_\_\_\_ **District Code:** \_\_\_\_\_  
**School Name:** \_\_\_\_\_ **Building Code:** \_\_\_\_\_

The following requirements apply to:

- Schools newly identified for Corrective Action (formerly Phase 3) based on 2008-09 AYP results, and
- Schools that were identified for Corrective Action (formerly Phase 3) in 2008-09 and implemented the requirements, made AYP in 2008-09, and must continue to implement the requirements in 2009-10.

**Identified for Carrective Action (Formerly Phase 3) Checklist**

- District met set-aside requirement for transportation costs related to the transfer option.
- District met set-aside requirement for supplemental educational services.
- District submitted building-level budgets within the Consolidated Application for schools Identified for Corrective Action.

Date of notice to public regarding Identification status:

- Letter sent to all parents regarding identification and transfer option.  
(attach copy of letter)
  - Letter explains what the identification for improvement means.
  - Letter includes a comparison of the school, in terms of academic achievement, to other schools in the district and the State.
  - Letter explains the reasons for identification.
  - Letter includes a description of what the school is doing to address the problem of low achievement.
  - Letter includes a description of what the district or state is doing to help the school address the achievement problem.
  - Letter includes information about how the parents can become involved in addressing the academic issues that caused the school to be identified for improvement.
  - Letter includes specific details regarding the parents' right to transfer their student to another public school, including:
    - A list of available school(s) not identified for improvement,  
(attach copy of list)
    - Notice that transportation will be provided subject to certain cost limitations,
    - The academic achievement record of the school(s) to which the student may transfer, and
    - Other information to help parents decide which school(s) would be best for their student(s).
  - Letter explains that SES may be available to eligible students remaining in the school.
- Letter sent to parents of low-income students regarding supplemental educational services. (attach copy of letter and all accompanying documents)

Date Sent

- Letter identifies each approved provider within the district's geographic location or reasonably accessible.

**AYP TECHNICAL ASSISTANCE/REPORTING  
IDENTIFIED FOR CORRECTIVE ACTION CHECKLIST  
FY 2009-2010**

**District Name:** \_\_\_\_\_ **District Code:** \_\_\_\_\_

**School Name:** \_\_\_\_\_ **Building Code:** \_\_\_\_\_

Date Sent:

- Letter includes a brief description of the services, qualifications, and evidence of effectiveness of each provider.
- Letter includes a description of the procedures and timelines that parents must follow in selecting a provider.
- Letter informs parents on how the district will set priorities in order to determine which eligible students will receive services, if the district anticipates it will not have sufficient funds to serve all eligible students.

Indicate which of the following corrective actions are being implemented - for clarification of corrective action options, please review the guidelines. (attach rationale for each option selected)

*At least one check is required below:*

- Replace the staff relevant to the failure to make adequate yearly progress.  
(Rationale must list which positions will be replaced.)
- Institute and fully implement a new research-based curriculum\*, including providing appropriate professional development for all relevant staff, that is based on scientifically based research and offers substantial promise of improving educational achievement for low-achieving students and enabling the school to make adequate yearly progress. (Rationale must include a description of why this approach constitutes corrective action and how the professional development plan will assist that change.)
- Significantly decrease management authority at the school level.  
(Rationale must describe the change in management authority.)
- Extend the school year or school day for the school.  
(Rationale must describe changes to be made.)
- Restructure the internal organization of the school.  
(Rationale must include new internal organization plan)

\* "New Curriculum" as defined by MDE, is: curriculum focused on significant changes in the structure or instructional design and delivery as well as an emphasis on curricular decision-making, such as mapping and/or using a schoolwide curriculum assessment data system to drive instruction. A new curriculum is not merely a change in textbooks or basal series.

**AYP TECHNICAL ASSISTANCE/REPORTING  
IDENTIFIED FOR RESTRUCTURING CHECKLIST  
FY 2009-2010**

**District Name:** \_\_\_\_\_ **District Code:** \_\_\_\_\_  
**School Name:** \_\_\_\_\_ **Building Code:** \_\_\_\_\_

The following requirements apply to:

- Schools newly Identified for Restructuring (formerly Phase 4) based on 2008-09 AYP results, and
- Schools that Identified for Restructuring in 2008-09 and implemented the requirements, made AYP in 2008-09, and must continue to implement the requirements in 2009-10.

**Identified for Restructuring (Formerly Phase 4) Checklist**

- District met set-aside requirement for transportation costs related to the transfer option.
- District met set-aside requirement for supplemental educational services
- District submitted building-level budgets within the Consolidated Application for schools Identified for Restructuring.

Date of notice to public regarding Identification status:

- Letter sent to all parents regarding identification and transfer option.  
(attach copy of letter)
    - Letter explains what the identification for improvement means.
    - Letter includes a comparison of the school, in terms of academic achievement, to other schools in the district and the State.
    - Letter explains the reasons for identification.
    - Letter includes a description of what the school is doing to address the problem of low achievement.
    - Letter includes a description of what the district or state is doing to help the school address the achievement problem.
    - Letter includes information about how the parents can become involved in addressing the academic issues that caused the school to be identified for improvement.
    - Letter includes specific details regarding the parents' right to transfer their student to another public school, including:
      - A list of available school(s) not identified for improvement,  
(attach copy of list)
      - Notice that transportation will be provided subject to certain cost limitations,
      - The academic achievement record of the school(s) to which the student may transfer, and
      - Other information to help parents decide which school(s) would be best for their student(s).
    - Letter explains that SES may be available to eligible students remaining in the school.
  - Letter sent to parents of low-income students regarding supplemental educational services. (attach copy of letter and all accompanying documents)
- Date Sent
- Letter identifies each approved provider within the district's geographic location or reasonably accessible.

**AYP TECHNICAL ASSISTANCE/REPORTING  
IDENTIFIED FOR RESTRUCTURING CHECKLIST  
FY 2009-2010**

**District Name:** \_\_\_\_\_ **District Code:** \_\_\_\_\_  
**School Name:** \_\_\_\_\_ **Building Code:** \_\_\_\_\_

- Letter includes a brief description of the services, qualifications, and evidence of effectiveness of each provider.
- Letter includes a description of the procedures and timelines that parents must follow in selecting a provider.
- Letter informs parents on how the district will set priorities in order to determine which eligible students will receive services, if the district anticipates it will not have sufficient funds to serve all eligible students.
- Timeline established for developing the restructuring plan.
- Opportunity provided for teachers and parents to comment before taking any action.  
(attach copy of agenda and minutes)

Indicate which of the following restructuring options have been selected—for clarification of restructuring options, please review the guidelines. (attach rationale for each option selected)

***At least one check is required below:***

- Replace all or most of the school staff, including the principal, who are relevant to the failure to make adequate yearly progress.
- Close the school and re-open it as a charter school.
- Turn the school's operation over to private management company with a demonstrated record of effectiveness.
- Select any other major effort that significantly changes the governance of the school, such as (defined by MDE):
  - Close the school and re-open it as a magnet school within district governance.
  - Use an external research-based reform model.
  - Appoint a new principal.
  - Suspend the office of the principal.  
(Rationale must include explanation of how the school will be governed.)
  - Other major restructuring of the school's governance arrangement - for clarification of restructuring options, please review the guidelines.