



# Statewide System of Support For High Priority Schools

Office of School Improvement



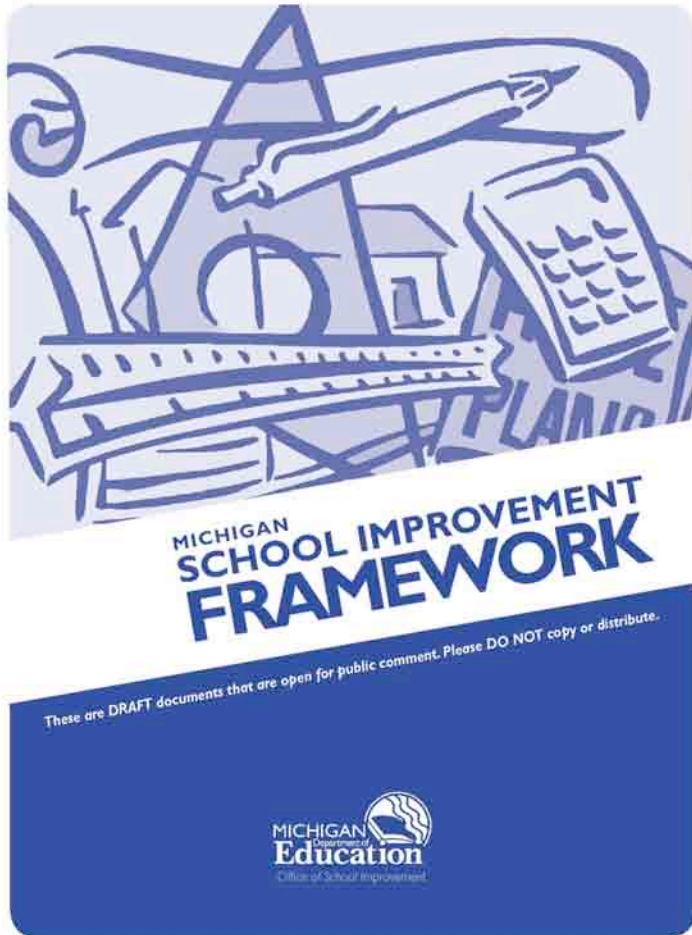


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# Overview

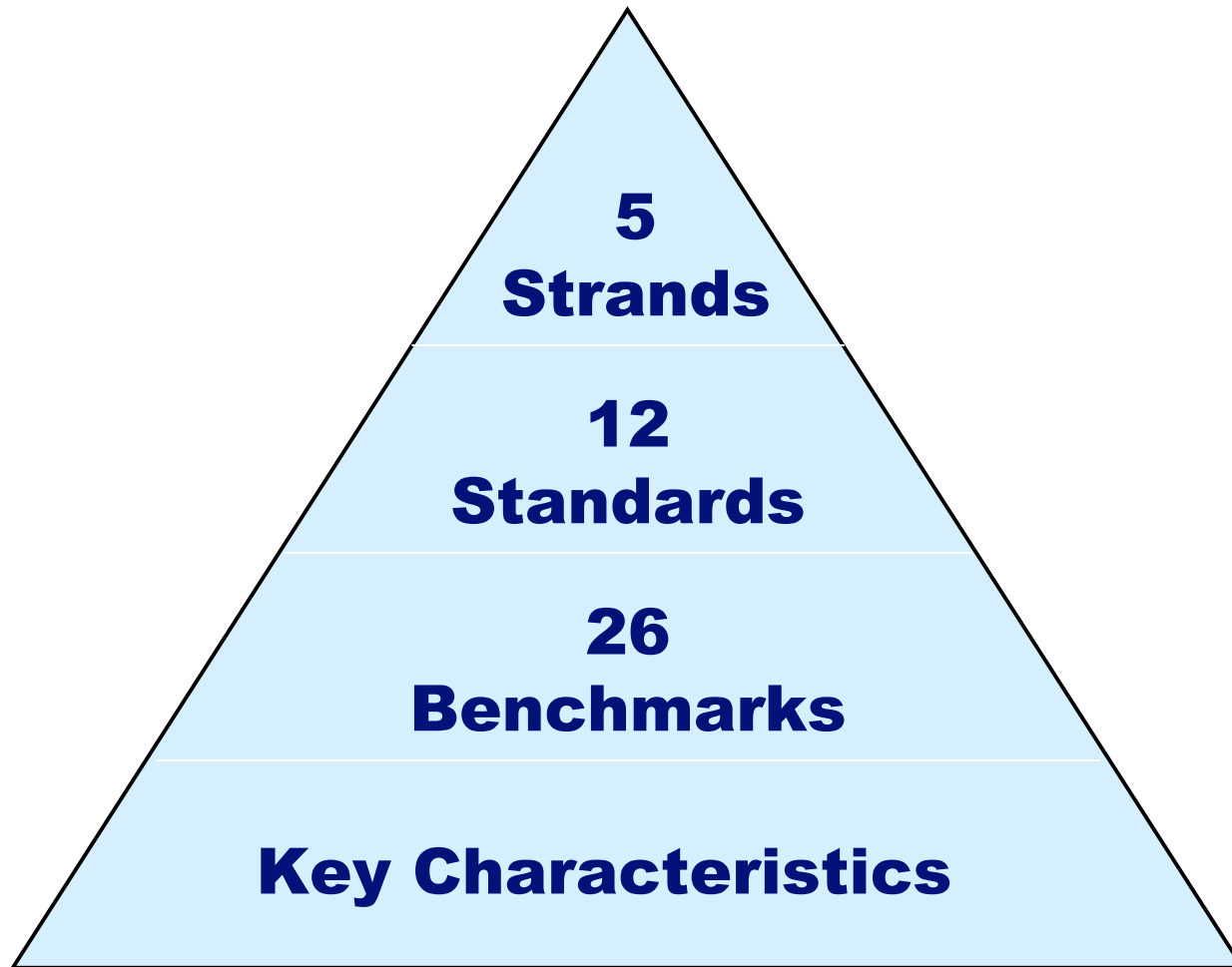
- Provide technical assistance to High Priority Title I schools
- Provide cohesive activities with other state and federal initiatives
- Align resources with best practices

# The Framework





# The School Improvement Framework





# The 5 Strands

**Strand I - TEACHING for  
LEARNING**

**Strand II – LEADERSHIP**

**Strand III - PERSONNEL & PROFESSIONAL  
LEARNING**

**Strand IV – SCHOOL & COMMUNITY RELATIONS**

**Strand V - DATA & INFORMATION MANAGEMENT**



# The 12 Standards

## **Strand I – TEACHING for LEARNING**

**CURRICULUM**

**INSTRUCTION**

**ASSESSMENT**

## **Strand II - LEADERSHIP**

**INSTRUCTIONAL LEADERSHIP**

**SHARED LEADERSHIP**

## **Strand III - PERSONNEL & PROF. LEARNING**

**PERSONNEL  
QUALIFICATIONS**

**PROFESSIONAL  
LEARNING**

## **Strand IV - SCHOOL/ COMMUNITY RELATIONS**

**PARENT/FAMILY  
INVOLVEMENT**

**COMMUNITY  
INVOLVEMENT**

## **Strand V - DATA & INFORMATION MANAGEMENT**

**DATA  
MANAGEMENT**

**INFORMATION  
MANAGEMENT**



## **Strand I: Teaching for Learning**

The school holds high expectations for all students, identifies essential curricular content, makes certain it is sequenced appropriately and is taught effectively in the available instructional times. Assessments used are aligned to curricular content and are used to guide instructional decisions and monitor student learning.

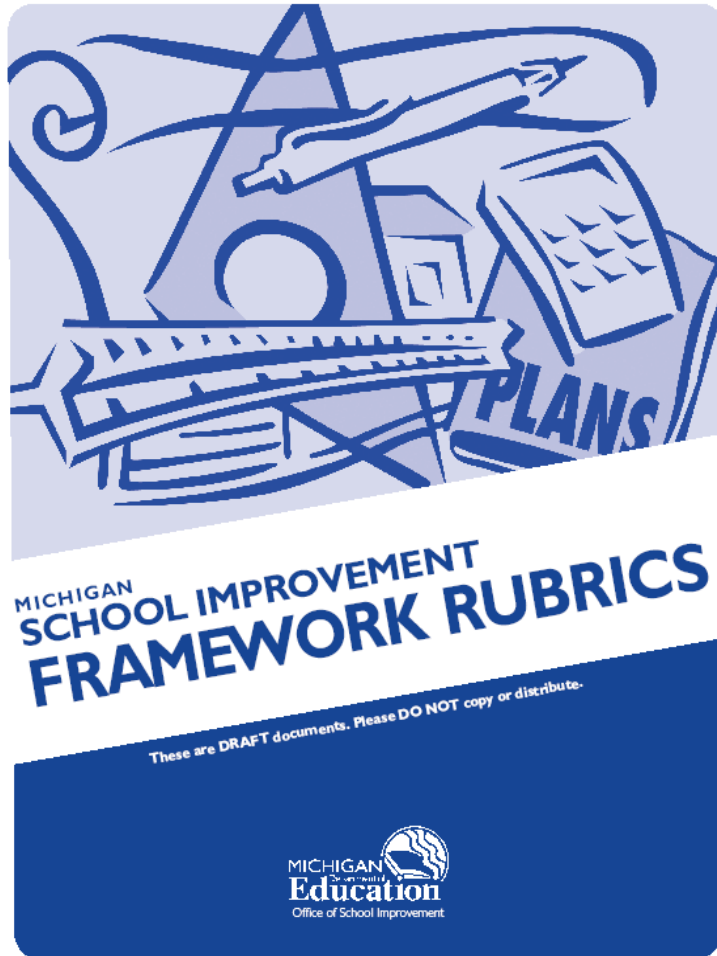
### **Standard 1: Curriculum**

Schools/districts have a cohesive plan for instruction and learning that serves as the basis for teachers' and students' active involvement in the construction and application of knowledge.

### **Benchmark B: Communicated**

School/district curriculum is provided to staff, students, and parents in a manner that they can understand.

# The Rubrics





# Strand I, Standard 1, Benchmark B: Communicated

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p><b>3. Parents</b></p> <p>Parents have a clear understanding of the curricular expectations for their child. They have a variety of opportunities to obtain information about the goals and objectives of units of study and clarify any aspects of the curriculum they do not understand.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The primary opportunity for parents to receive information about the curriculum occurs at an annual school event. Any additional opportunities to have information regarding curriculum expectations are at the initiative of the parent.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Parents have access to general information regarding curriculum expectations including the goals and objectives of each unit of study through written materials provided.</li> <li><input type="checkbox"/> School procedures encourage parents to contact their child's teacher should questions or concerns arise regarding the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school communicates to all parents, detailed information about the curriculum including goals, objectives, activities and accompanying assessments of all units of study.</li> <li><input type="checkbox"/> The school schedules periodic large group (grade level, classroom or content area) sessions at which time information regarding the curriculum is presented. Follow-up is provided for any individual questions that arise.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Parents are provided detailed information regarding the goals and objectives, activities and assessment measures of each unit of study through a variety of sources.</li> <li><input type="checkbox"/> Parents are provided face-to-face individual opportunities to understand the curriculum and to clarify any aspects they do not understand.</li> <li><input type="checkbox"/> All parent information regarding the curriculum is translated into the primary languages of the school population.</li> </ul>

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<ul style="list-style-type: none"> <li><input type="checkbox"/> Districtwide/school one-way communications</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Websites, curriculum calendars, newsletters and other media</li> <li><input type="checkbox"/> Accommodations for non-English speakers</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Two-way parent communications</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Open House, parent activity nights and curriculum nights</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Curriculum documents</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Curriculum broken down into various formats and specificity based upon audience</li> <li><input type="checkbox"/> Accommodations for non-English speakers</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> School accommodations</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provision of transportation, telephone contacts, individual assigned to communicate with specific groups of parents</li> </ul>



# Documents Available Online

- The School Improvement Framework, Rubrics, and other resources are available online at:

[www.mi.gov/osi](http://www.mi.gov/osi)

or at

[www.mi.gov/schoolimprovement](http://www.mi.gov/schoolimprovement)



# Contact Information

- **Betty Underwood, Interim Director**

Office of School Improvement

[UnderwoodB@michigan.gov](mailto:UnderwoodB@michigan.gov)

- **Linda Forward, Supervisor**

Office of School Improvement

[ForwardL@michigan.gov](mailto:ForwardL@michigan.gov)

- **Linda Kent, Project Coordinator**

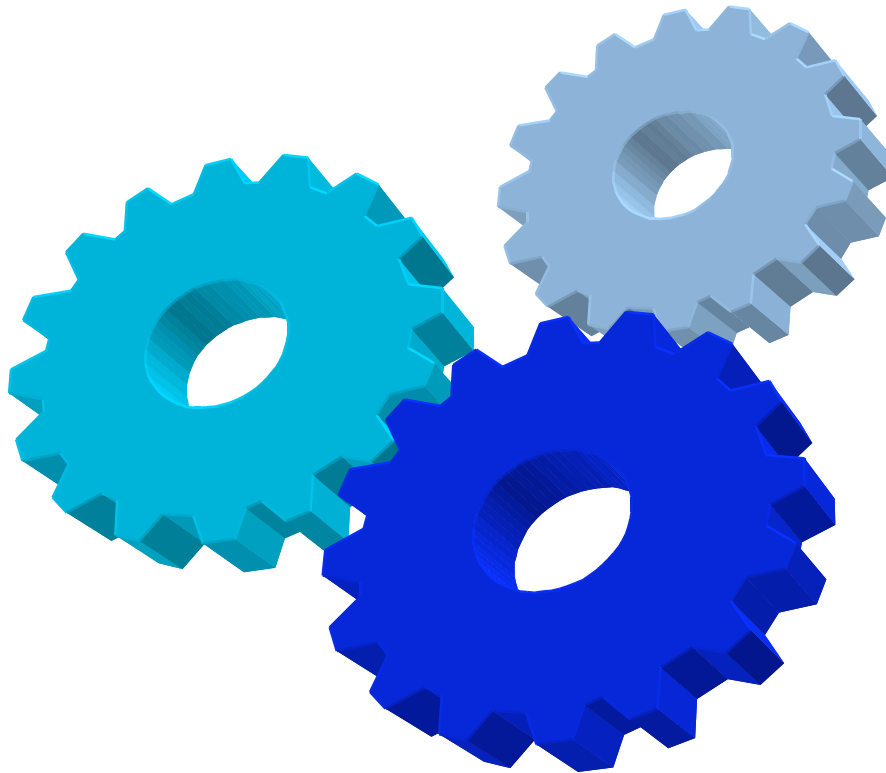
Office of School Improvement

[KentL2@michigan.gov](mailto:KentL2@michigan.gov)



# Putting it all Together

School  
Improvement  
Framework

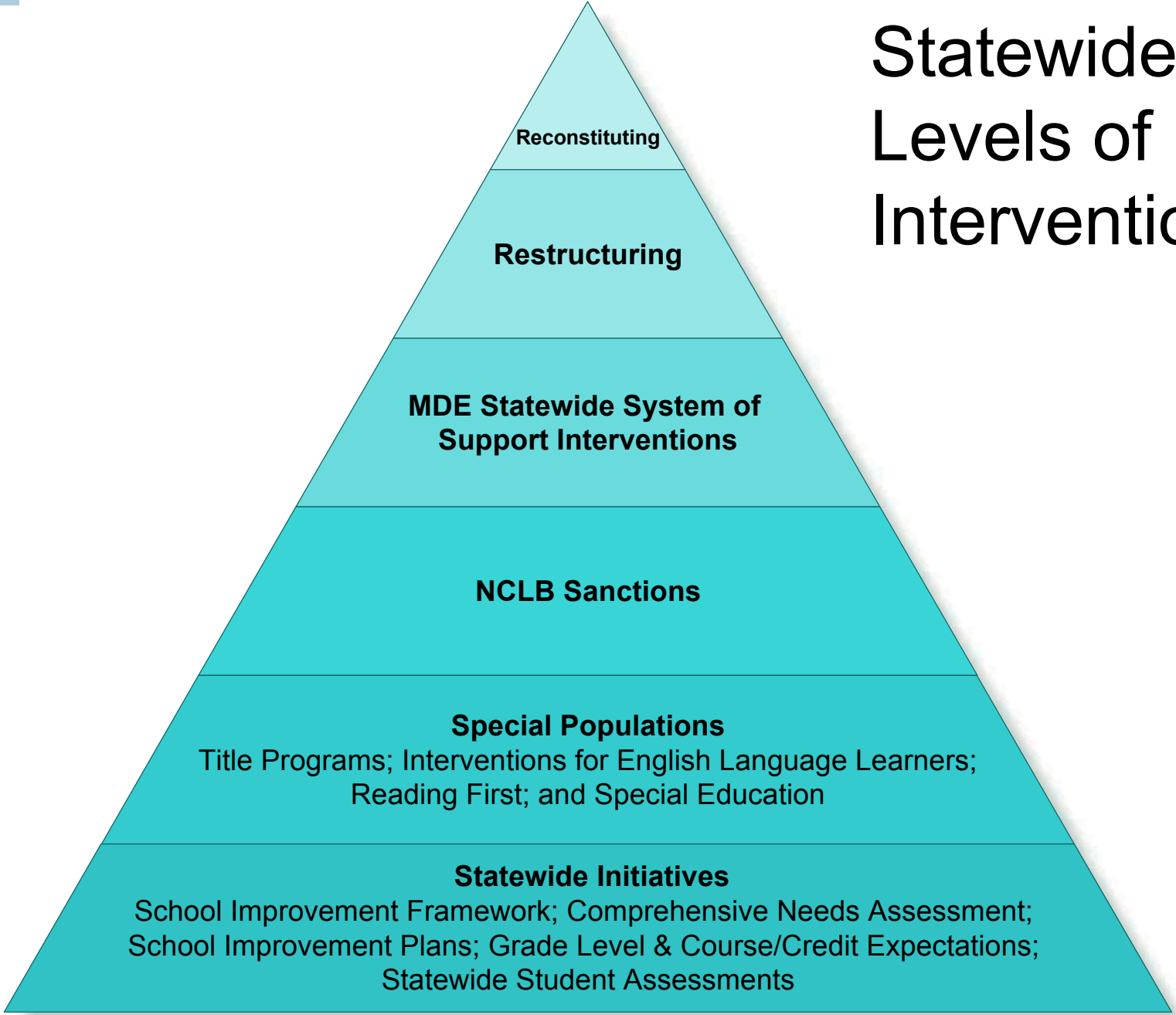


School  
Improvement  
Plan

Comprehensive  
Needs  
Assessment



# Statewide Levels of Intervention





# Purpose of the Statewide System of Support

- To get schools back to Phase 0
- To focus on leadership at the building level
- To support the school improvement process using the School Improvement Framework, the School Improvement Plan, and the Comprehensive Needs Assessment
- To build regional capacity for assistance



# Key Changes Proposed for 2007–2008 NCLB Sanction Sequence

- There is an expanded role for partners
- Technical assistance begins in Phase 1
- There is increasing intensity of support through Phase 4
- The system is regional (through intermediate school districts [ISDs])
- If there is a Title I school in a phase of improvement, the system is not optional, as in past initiatives where a district could select from a series of activities



# Components of the Statewide System of Support (SSOS)

- Mentors
- Auditors
- Principals Fellowship
- Coaches Institute
- Individual ISD and regional educational service agency (RESA) Initiatives





# Process Mentor Team

- Three-Person Team
  - District level leader
  - ISD facilitator
  - Michigan Department of Education (MDE) Representative
- 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



# Role of Process Mentor Team

- Reviews the entire school improvement process:
  - School Improvement Plan
  - Alignment of professional development activities
  - Comprehensive Needs Assessment from Education YES!
  - Adequate Yearly Progress (AYP) Phase with supporting MEAP data
- Meets with and collaboratively sets short-term Student Learning Goals with the school teams



# Role of Process Mentor Team

*(continued)*

- Reviews data and gives feedback
- Advises teams on processes and procedures to help accomplish short-term goals between visits
- District person is critical in assisting the team!



# Auditor

- Identifies why schools did not make AYP
- Identifies steps schools are taking to address increasing student achievement
- Increases awareness of sanction status
- Provides an independent snapshot of school strengths and challenges



# Role of Auditors

- Meet with teachers, leadership team 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

# Principals Fellowship

- Training conducted by Michigan State University (MSU)
- Concurrent with coach training
- Develop a common vocabulary
- Decrease anxiety about what is expected





# Who attends the Principals Fellowship?

Principals in Title I schools in  
Phases 3 and above

- Required beginning summer 2008
- Coaches must also be trained by the Coaches Institute in order to be hired for this initiative

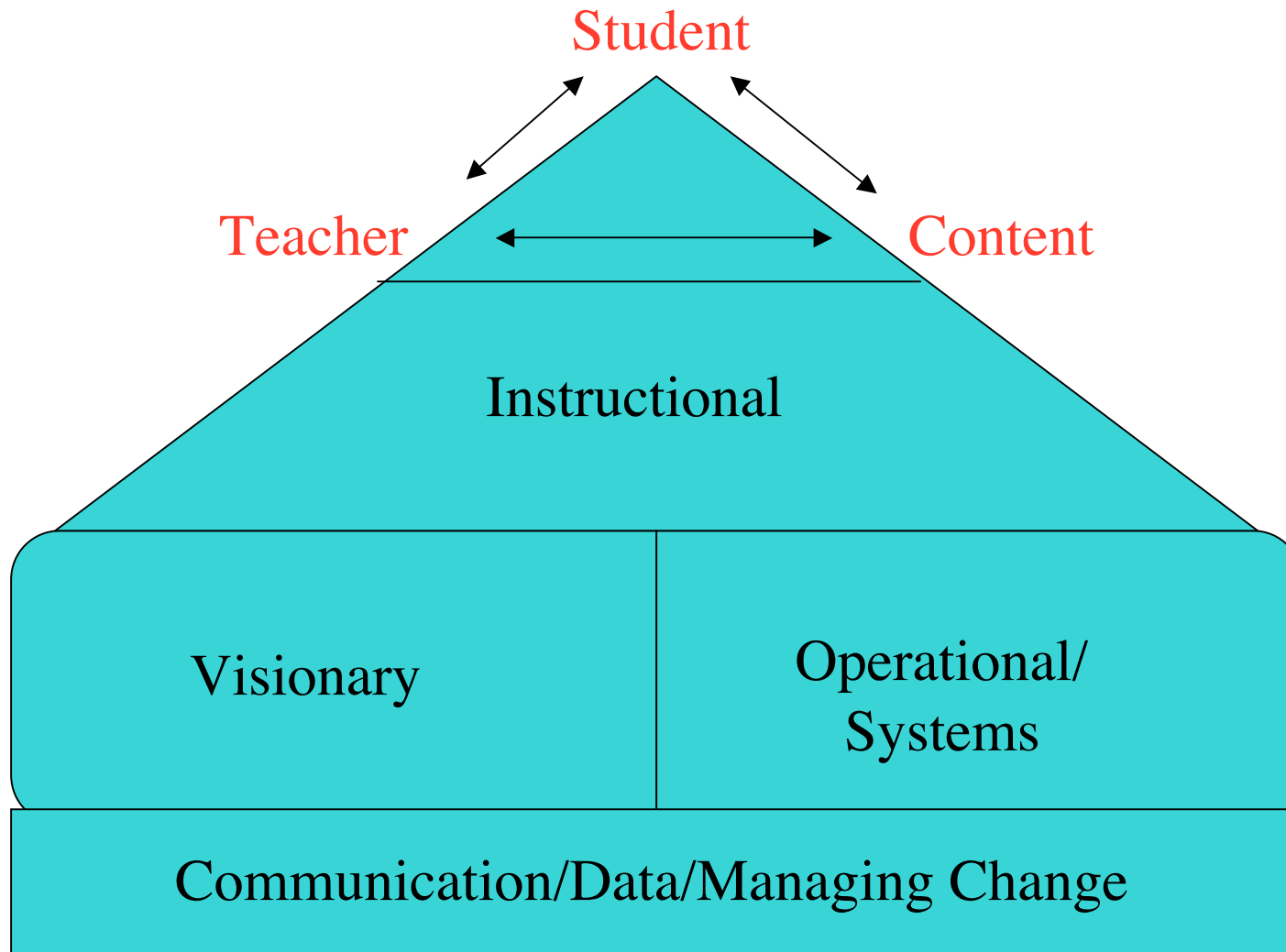


# Principals Fellowship

- Intensive and ongoing support focused on building principals' 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



# Principals Leadership 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 MSU

# Leadership Coach

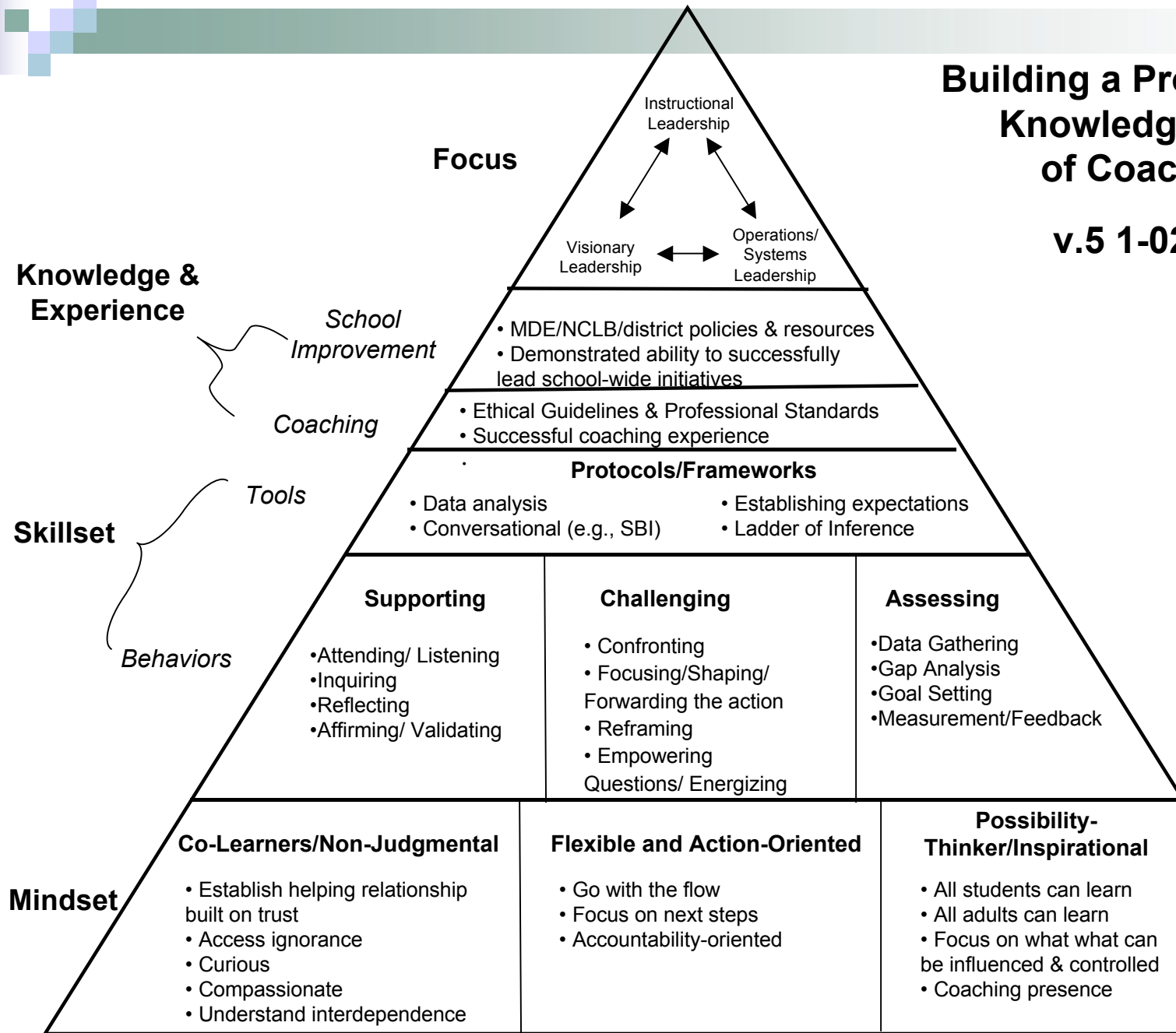


- Assigned to building for 100 days in which the principal is present (except Wayne RESA)
- Responsible for helping building principal move through the leadership of the School Improvement Facilitators (SIFs)
- Based on Process Consultation Model



# Building a Professional Knowledge Base of Coaching

v.5 1-02-08





# Our Partners

- **MAISA (Michigan Association of Intermediate School Administrators):** Coordination and Project Manager
- **MSU (Michigan State University):** Trained Coaches and Conducted Principal Fellowship
- **NCA/AdvancED (North Central Association):** Trained auditors and managed school audits
- **SIFN (School Improvement Facilitators Network) and MAS/FPS (Michigan Association of State and Federal Program Specialists):** Developed curriculum for, trained, and will conduct mentor visits

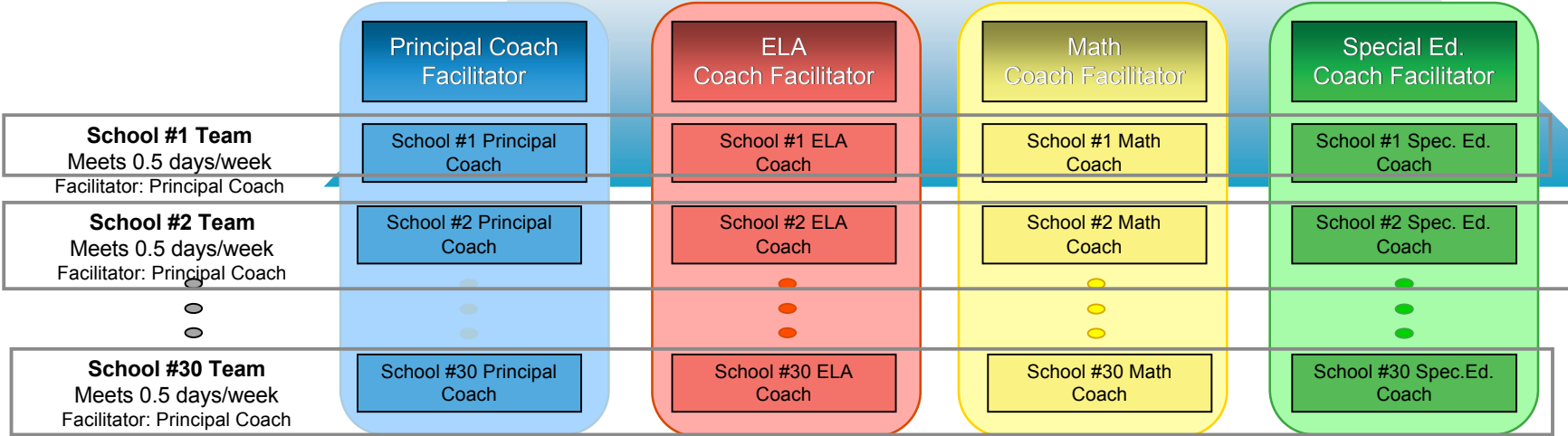
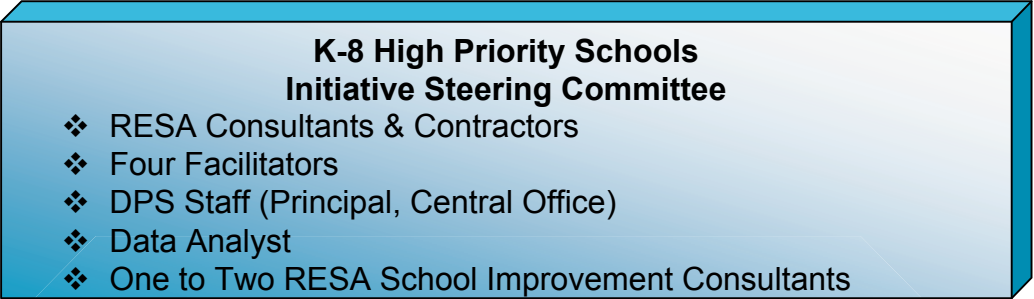


# Purpose of Partnership

- Creating and delivering a statewide system of support by:
  - Building a common understanding of SSOS
  - Building a communication system for all stakeholders
  - Implementing an evaluation system that informs the SSOS
  - Sharing resources
  - Building capacity at the ISD level to assist all schools

# RESA High Priority Schools Initiative

## K - 8 Grade Model



Principal Coaching  
Team meets  
0.5 days/week

ELA Coaching  
Team meets  
0.5 days/week

Math Coaching  
Team meets  
0.5 days/week

Special Ed. Coaching  
Team meets  
0.5 days/week

- Building Leadership Team**

  - Principal
  - Assistant Principal of Other Curriculum Leader
  - Union Rep.
  - Special Education Teacher
  - At least two other teachers
  - Other stakeholders as needed

- Oversight Committee**

  - Employee Services
  - Finance and Accounting



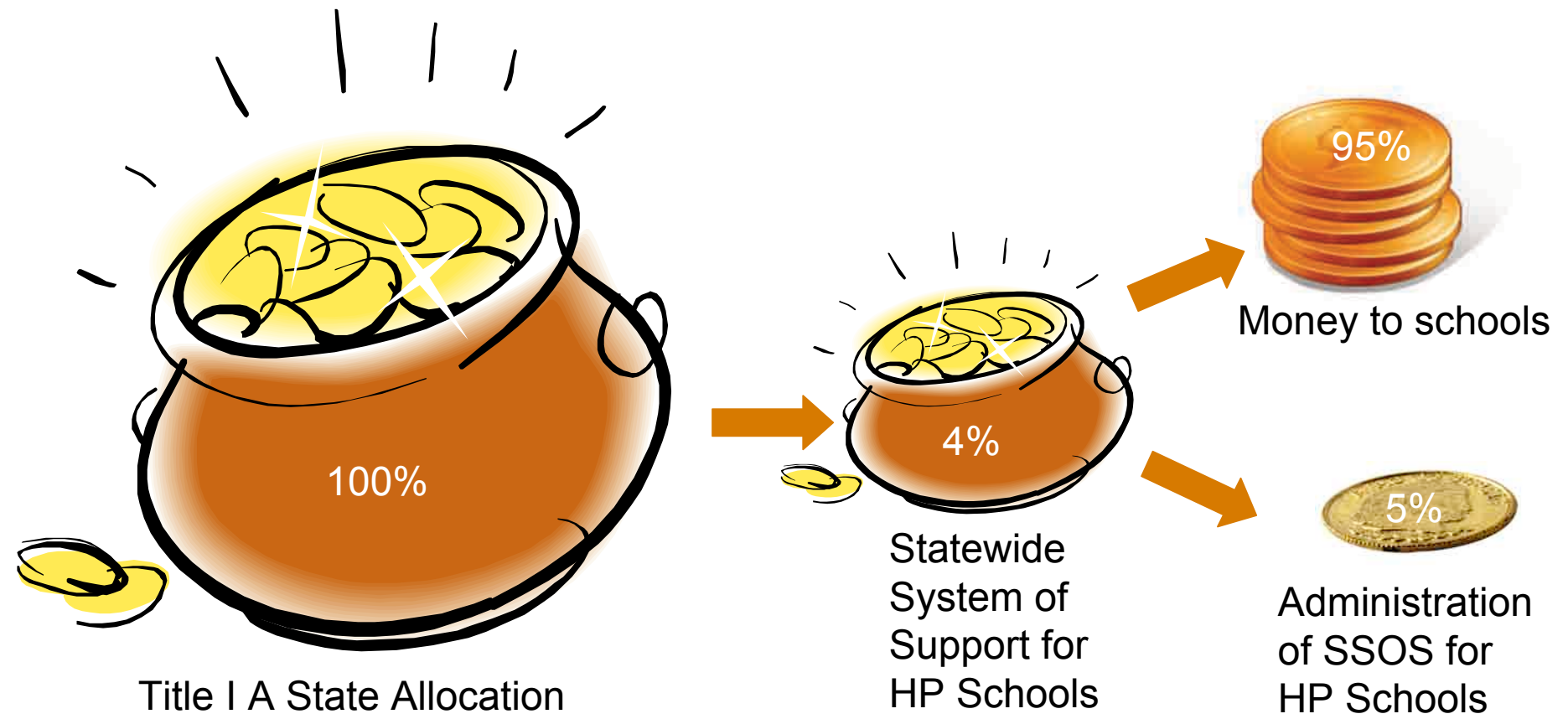


# ISD/RESA Initiatives

- English Language Arts, particularly writing
- Math
- Data

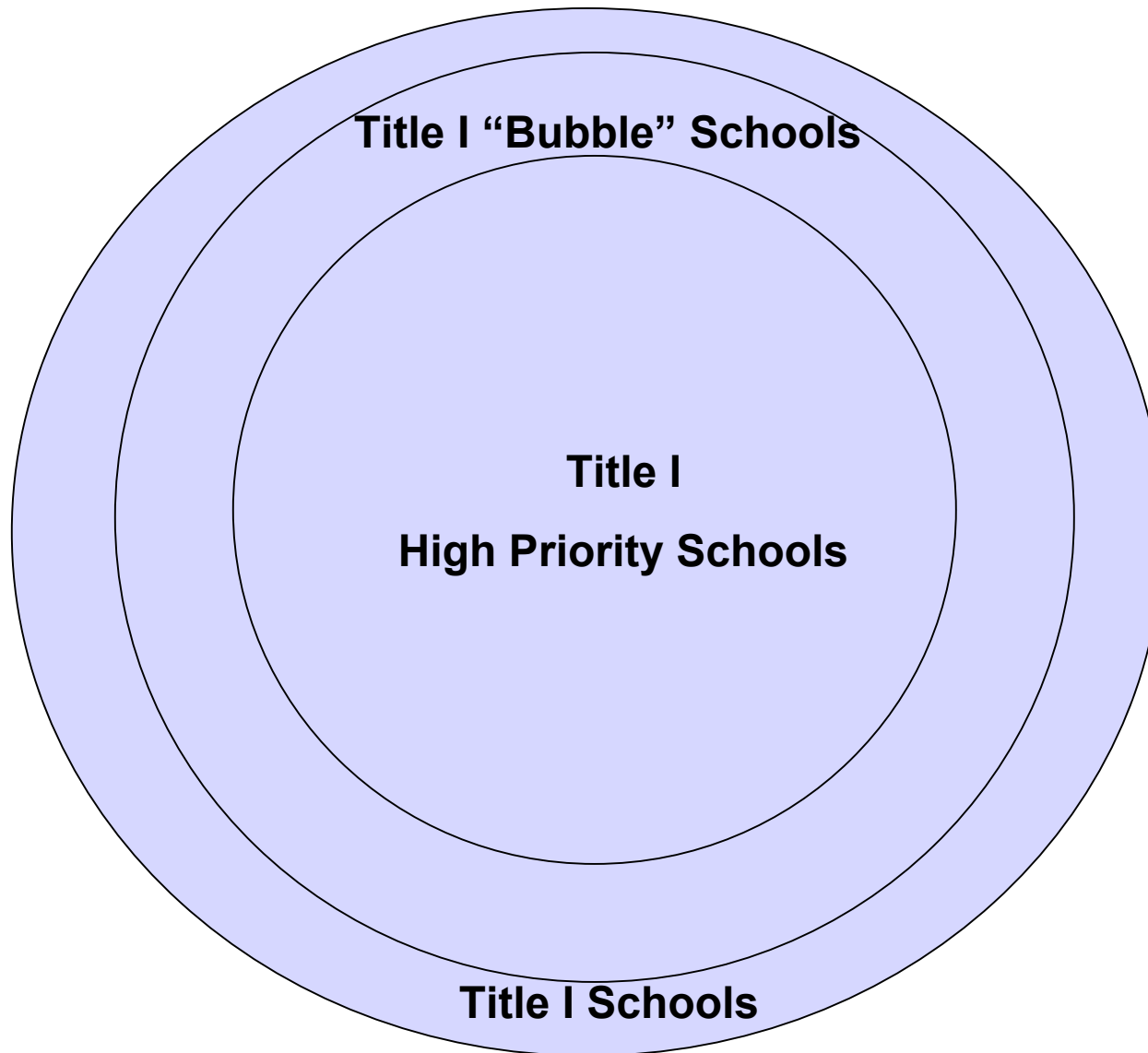


# Source of Funding for School Improvement Funds





# How is the Regional Assistance Grant Money Spent?



# What Happens in Each Phase at the Building Level?



# Phase I

- Mentor team is assigned to meet with building school improvement team/staff or principal four times over the year
- School is required to offer choice
- School is required to write a new school improvement plan



## Phase 2

- Mentor team meets four times over the year
- School is required to offer choice
- School is required to offer SES
- School will receive a targeted audit if the only reason for no AYP is Special Education or ELL subgroup
- School implements new School Improvement Plan



## Phase 3

- Mentor team meets four times over the year
- School is required to offer choice and SES
- School receives leadership coach
- School receives comprehensive audit
- Principal attends Principal Fellowship
- School receives \$30,000 or more for strategies that support the school improvement plan
- School/district selects Corrective Action Plan



## Phase 4

- School is required to offer choice and SES
- School receives comprehensive audit
- Mentor team meets eight times over the year
- School receives leadership coach
- Principal attends Principal Fellowship
- School receives \$30,000 or more for strategies that support the school improvement plan
- School/district implements Corrective Action Plan
- School selects Restructuring Option



## Phase 5 and Above

- School is required to offer choice and SES
- Mentor team meets four times over the year
- School receives comprehensive audit
- School receives leadership coach
- Principal attends Principal Fellowship
- School receives \$30,000 or more for strategies that support the school improvement plan
- Implement Restructuring Option





# Challenges

- Phase 4 schools and beyond
- Human resources to implement the plan
- Rural Schools
- Evaluation of SSOS
- Non-Title I HP schools
- Policies
- Legislation
- Models
- Flexibility and uniformity
- Allocation of ISD resources that are not grant supported
- Financial sustainability is not a challenge for the next few years



# MDE Long-Range Plan

- Assist Special Education and Alternative Education Title I buildings
- Pull a variety of stakeholders together to explore initiatives, pilot, and standardize other components to develop an ongoing Statewide System of Support
  - District level
  - Classroom level
- Seek resolution for Phase 6 buildings



# *Contacts*

## *The Office of School Improvement*

- Betty Underwood, Interim Director  
[UnderwoodB@michigan.gov](mailto:UnderwoodB@michigan.gov)
- Michael Radke, Ph.D., Assistant Director  
[RadkeM@michigan.gov](mailto:RadkeM@michigan.gov)
- Linda Hecker, NCLB Consultant  
[HeckerL@michigan.gov](mailto:HeckerL@michigan.gov)