

SCHOOL SUPPORT TEAMS IN SIG SCHOOLS

Beth Brophy, Statewide
Coordinator of School Support
Teams





SCHOOL SUPPORT TEAM RESOURCES FOR SIG SCHOOLS



School Support Teams in SIG Schools

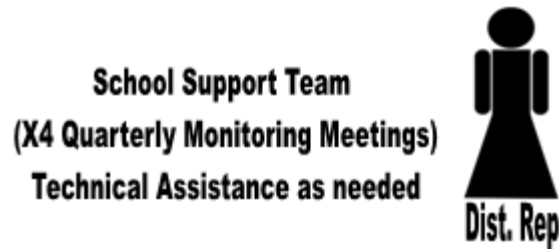
Schools that have received a School Improvement Grant (SIG) in the first or second round are required to purchase the support of a School Improvement Facilitator from their local ISD/ESA for a charge of \$7500. This **ISD/ESA School Improvement Facilitator** will liaison with a **district representative** and schedule a minimum of four meetings in each SIG school in their service area including both Title I and non-Title I schools. The School Improvement Facilitator and district representative constitute a School Support Team that will meet with the School Improvement Team for the purpose of monitoring the school improvement process at the building level and providing technical assistance around instructional strategies and classroom level student achievement data. SIG schools in Corrective Action or Restructuring will also need an MDE Representative on the SST to ensure that MDE requirements are met.

The Local Education Agency (LEA) will work with the ISD/ESA to implement the transfer of funds from the SIG to the ISD/ESA.

School Support Team Members in a SIG School

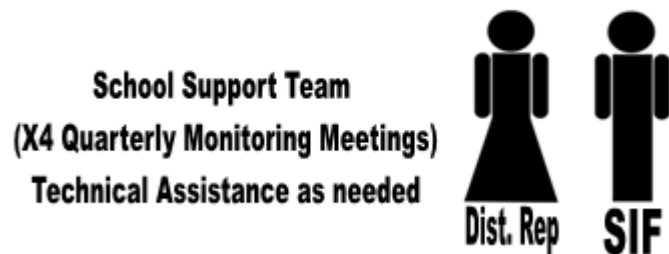
School Support Team
(X4 Quarterly Monitoring Meetings)
Technical Assistance as needed

School Support Team Members in a SIG School



District Representative

School Support Team Members in a SIG School



District Representative
ISD/ESA School Improvement Facilitator

School Support Team Members in a SIG School

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School Support Team
(X4 Quarterly Monitoring Meetings)
Technical Assistance as needed



SIG Title I Schools in
Corrective Action
Restructuring Planning
Restructuring Implementation

District Representative
ISD/ESA School Improvement Facilitator
MDE Office of Field Services Representative*

School Support Team Responsibilities

- Schedules with the School Improvement Team, the required Quarterly Monitoring Meetings (QMM) as outlined by the Michigan Department of Education (MDE)
- Provides technical assistant to support the school to implement, monitor and evaluate continuous school improvement with fidelity
- Actively participates in the Quarterly Monitoring Meetings (QMM) to review and monitor the implementation of strategies from the School Improvement Plan as well as monitoring the impact of the strategies on student achievement
- Supports development and refinement of internal building processes and procedures around school improvement
- Supports schools to integrate the components of the Reform and Redesign Plan that address instructional practices
 - Minimum of one strategy in reading and one in math
 - Should describe teacher actions in the classroom to delivery instruction
 - Activities supporting this strategy must include professional development and the use of data to identify and implement the instructional program

Collaboration

School Support Team
(X4 Quarterly Monitoring Meetings)
Technical Assistance as needed



Works
with

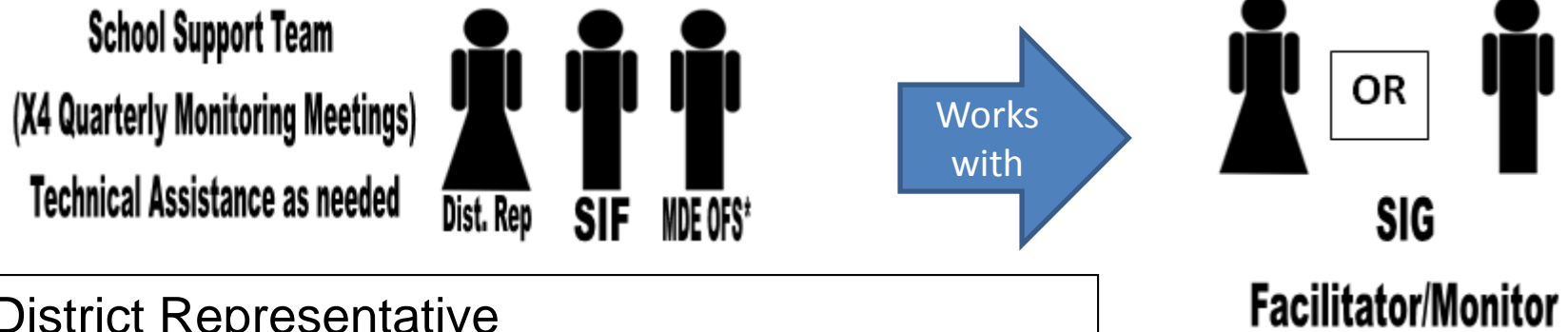


- District Representative
- ISD/ESA School Improvement Facilitator
- MDE Office of Field Services Representative*

- School Improvement Team
- Principal
- School Improvement Chair
- SI Team Members

*** Indicates this person will be present only if applicable.**

Communication



District Representative
ISD/ESA School Improvement Facilitator
MDE Office of Field Services Representative*

- Shares Quarterly Monitoring Meeting Schedule
- Shares Quarterly Monitoring Reports
- Invites SIG Facilitator Monitor to SST meeting if applicable

*** Indicates this person will be present only if applicable.**

Reform and Redesign Plan Quarterly Monitoring Report

District Name:

District Representative:

ISD/ESA Name:

ISD/ESA School Improvement Facilitator:

School Name:

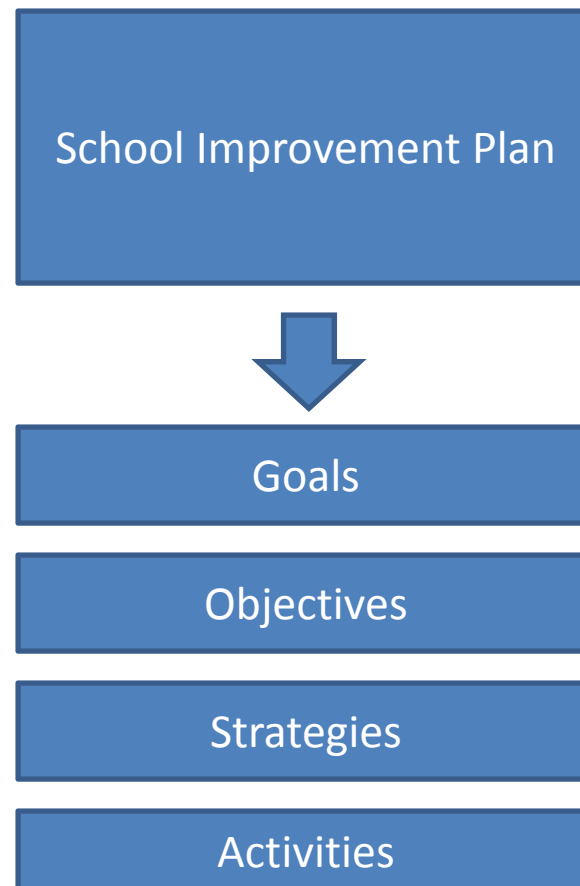
AYP Identified Area and/or Subgroup:

Reform and Redesign Plan Quarterly Monitoring Report
School Improvement Plan

2011/12 School Year

Goal #1 related to Reading			
Measurable Objective			
Strategy Statement			
Quarter 1 Data Collected (Impact of strategy on Student Achievement)			
Quarter 2 Data Collected (Impact of strategy on Student Achievement)			
Quarter 3 Data Collected (Impact of strategy on Student Achievement)			
Quarter 4 Data Collected (Impact of strategy on Student Achievement)			
Activity 1	Staff responsible	Timeline	Data collected on implementation
<i>Copy and paste as many activity boxes as are in the School Improvement Plan. There should be enough activities to robustly implement the strategy with fidelity.</i>			

Actively participates in the Quarterly Monitoring Meetings (QMM) to review and monitor the implementation of strategies from the School Improvement Plan as well as monitoring the impact of the strategies on student achievement



Transformational

Replace the Principal

Evaluation is connected to student achievement for teachers and principals

Rewards for increased student learning time

On-going, high quality Professional Development

Financial incentives opportunities for career growth flexible work conditions

Use data to identify and implement instructional program

Increased learning time built into scheduled (longer day, week, year) for core subjects, enrichment or teacher collaboration

Provide ongoing mechanisms for family and community engagement

Schools have sufficient operational flexibility (staffing, calendars, time, budget) to implement comprehensive approach

Ensure ongoing intensive Technical Assistance from LEA, SEA or Turnaround Organization

Components of Reform and Redesign Plans must be integrated into the School Improvement Plan

How does this happen?

Turnaround

Replace the principal; new principal has operational flexibility (staffing, calendar, time budget) to implement

Rehire no more than 50% of staff, measure competencies of staff to meet student needs

Implement financial incentives, increased opportunity for promotion and career growth

Ongoing, high quality Professional Development aligned with instructional programs

Adopt new governance structure

Use data to identify and implement instructional program that is research-based and vertically aligned

Use data to inform and differentiate instruction (formative, interim, summative)

Provide social-emotional and community services and support

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School Improvement Plan



Goals

Objectives

Strategies

Activities

Turnaround

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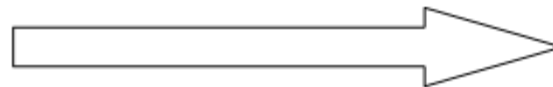
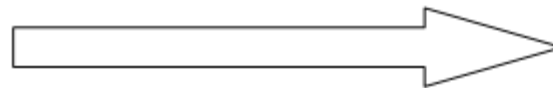
Replace the Principal

Evaluation is connected to student achievement for teachers and principals

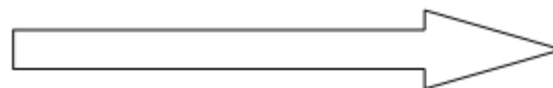
Rewards for increased student learning time



Financial incentives opportunities for career growth flexible work conditions



Provide ongoing mechanisms for family and community engagement



Ensure ongoing intensive Technical Assistance from LEA, SEA or Turnaround Organization

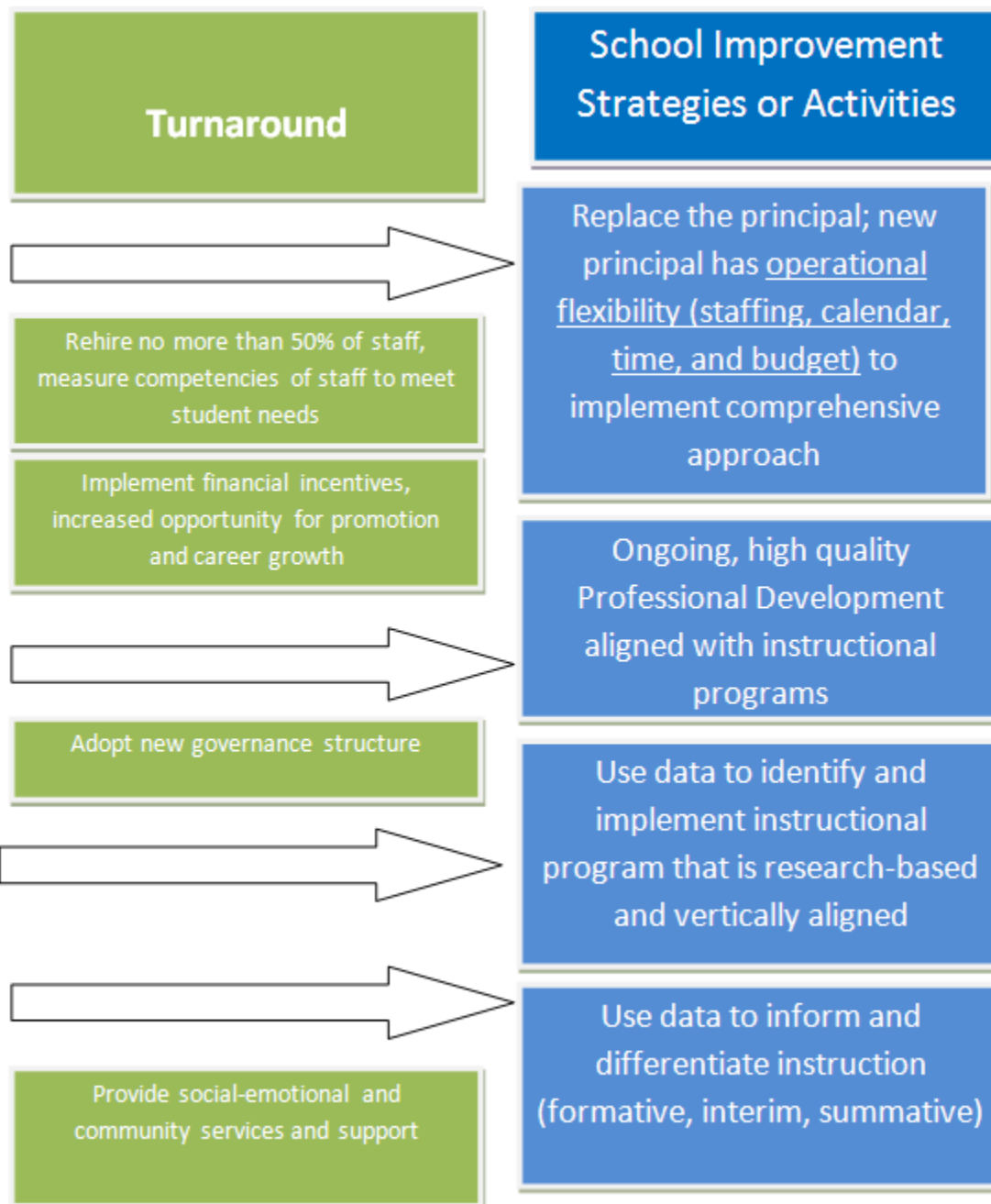
School Improvement Strategies or Activities

On-going, high quality Professional Development

Use data to identify and implement instructional program

Increased learning time built into scheduled (longer day, week, year) for core subjects, enrichment or teacher collaboration

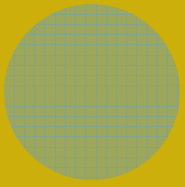
Schools have sufficient operational flexibility (staffing, calendars, time, and budget) to implement comprehensive approach





REFORM AND REDESIGN PLAN ALIGNMENT WITH SI PLAN

- ◎ Which components of the Reform and Redesign Plan should be integrated into the SI Plan as Strategies or Activities?
- ◎ Which components of the Reform and Redesign Plan need to be addressed in a different way?



Statewide Coordinator of School Support Teams

Beth Brophy

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