



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



JEREMY M. HUGHES, Ph.D.
INTERIM SUPERINTENDENT
OF PUBLIC INSTRUCTION

JENNIFER M. GRANHOLM
GOVERNOR

June 7, 2005

MEMORANDUM

TO: State Board of Education

FROM: Jeremy M. Hughes, Ph.D., Chairman 

SUBJECT: Adoption of Michigan State Board of Education/Department of Education Strategic Plan 2005-2010

In September 2004, the State Board of Education approved the State Board of Education/Department of Education Strategic Plan for purposes of public input. At that time it was thought that Department staff, along with members of the Board, would conduct "Listen and Learn" sessions around the state to seek input.

Given the financial constraints and the work loads of Department staff, it was decided that the plan would be shared with as many groups as possible in written and electronic format, instead of scheduling sessions dedicated to the plan. Several modifications have been made since September based on Board discussion/action, input received from the education community, the budgeting for outcomes process, reports from CCSSO (Council of Chief State School Officers) and MGT of America, Inc., and the most recent Governor's State of the State address.

At the March 8, 2005 meeting, this item was removed from the agenda due to time constraints; however, Board members suggested that Department staff draft an Executive Summary of the plan that highlights the priorities of the Board and Department over the next 18 months. The summary provided for the April Board meeting is attached as Exhibit A.

The Strategic Plan (Exhibit B) has been modified based on the discussion at the April 12 meeting. Additions are shown in bold uppercase print, and deletions are shown as strikeovers. Since the Plan includes strategies that that will continue to be modified in the months and years to come, the Board is being asked to approve only the objectives listed on page four of the document. Quarterly updates will be provided on significant changes and progress toward meeting the objectives.

It is recommended that the State Board of Education (1) approve the Objectives listed in the State Board of Education/Michigan Department of Education Strategic Plan 2005-2010, attached to the Superintendent's memorandum dated June 7, 2005, and (2) request that staff provide quarterly progress reports to the Board.

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Strategic Plan Priority Activities for School Years 2004-05 and 2005-06

Objective 1: Improve all students' achievement, in all academic areas especially in English language arts and mathematics.

Prekindergarten and Kindergarten School Readiness Initiatives (OECE&FS):

- ☆ Ensure high-quality classroom-based programs for all three and four year olds focusing first on those at-risk of school failure. Ensure adequate funding for high quality programs in collaboration with ECIC and ISD/ESAs. (Obj 1A)
- ☆ Design and implement an annual randomized, stratified sampling of the status of children's development at school entry. (Obj 1A)

Office of Assessment and Accountability Initiatives:

- ☆ Assure that the results of the MEAP/MI Access are returned on time and with accuracy. (Obj 1D)
- ☆ Develop and implement an assessment system covering grades 3-9 and high school that provides the information needed by Michigan schools and that is compliant with the No Child Left Behind (NCLB) Act of 2001. (Obj 1G)
- ☆ Implement statewide English Language Proficiency Assessment (ELPA) during the 2005-06 school year. (Obj 1G)
- ☆ Replace the MEAP high school assessment with one that doubles as a college entrance exam and is aligned to the (to be developed) new high school standards and curriculum framework. (Obj 1G)

Office of School Improvement Initiatives:

- ☆ Grade Level Content Expectation (GLCE) supports and enhancements including Parent's Guide to ELA and Math GLCE; ELA cross-grade view, clarification documents, lexile guide; Social Studies GLCE K-12; Lesson Plan package for K-2 ELA and Math; Grade Span/GLCE for Technology; review of Science GS/GLCE K-8. (Obj 1B)
- ☆ Continued assistance to high priority schools including Strategic Planning Database School Portfolios populated and available; Principal's Academies; Mi-MAP dissemination/training to first tier of Phase I and II schools; School Improvement Framework completed and approved. (Obj 1E)

High School Redesign Initiatives:

- ☆ Partner in state initiative to develop and implement new strategies for high school success. (Obj 1C)
- ☆ Identify effective professional development for high school teachers and administrators. (Obj 3A, 3C)
- ☆ Identify research-based models for high schools that engage and motivate students and promote successful completion. (Obj 1C)
- ☆ Disseminate information and best practices via conferences and website. (Obj 1C, 2C)
- ☆ Develop new high school standards, curricular framework and core course content expectations to guide teaching for all students in grades 9-12. (Obj 1C)
- ☆ Partner in development of policy, legislation, and funding that increases dual enrollment and postsecondary credit and non-credit participation among K-12. (Obj 1C)

After-school Initiatives (Office of Early Childhood Education & Family Services)

- ☆ Formalize the Michigan After-School Partnership. (Obj 1F)
- ☆ Secure grant funding and hold Governor's Summit on After-school activities. (Obj 1F)

Special Education Initiatives:

- ☆ Continue to support schoolwide, early literacy and positive behavior support initiative; expand model to additional schools on an annual basis as federal funds permit. (Obj 1B)
- ☆ Continue to support the State Improvement Grant (SIG) Middle School Math/AYP initiative; implement Middle School ELA/AYP initiative. (Obj 1B & 1D)

Objective 2: Identify and support practices, systems, and programs that sustain the social, mental, physical, and emotional growth of all students.

School Health and Safety Initiatives:

- ☆ Annually show a decrease in "violent criminal offense" as defined in the State Board of Education's Unsafe School Choice Option policy. (Obj 2B)
- ☆ Collect biennially and disseminate statewide results of student risk behaviors. (Obj 2B)
- ☆ Annually collect school health services data on immunization rates in collaboration with MDCH. (Obj 2B)
- ☆ Report on school health education data collected from a statewide sample of middle and high school health education teachers and administrators on the implementation of school health curriculum, policies and programs. (Obj 2B)

Child Nutrition Program Initiatives:

- ☆ Improve access to the National School Lunch Program. (Obj 2B)
- ☆ Promote a healthy school environment. (Obj 2B)
- ☆ Improve integrity in the National School Lunch Program. (Obj 2B)
- ☆ Increase participation in the Afterschool At-Risk Supper Program. (Obj 2A, 2B)

Objective 3: Ensure that Michigan classrooms are staffed with highly qualified teachers and paraprofessionals under the direction of administrators who are committed to instructional excellence.

Office of Professional Preparation Services Initiatives:

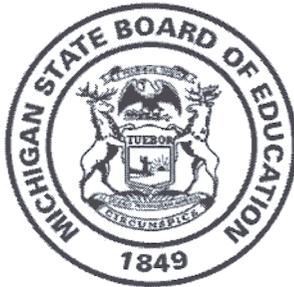
- ☆ Monitor the percentage of highly qualified teachers as reported through REP, notify districts that need corrective action, follow-up. (Obj 3A)
- ☆ Launch the Michigan Educator Talent Bank online teacher recruitment resource. (Obj 3A)
- ☆ Eliminate emergency permit approvals by September 2006. (Obj 3A, 3B)
- ☆ Create a statewide strategic plan for professional development aligned with State Board of Education professional development standards. (Obj 3A)
- ☆ Ensure that teachers have access to tools to help develop an individual professional development plan that reflects the need to improve their own practice. (Obj 3A)
- ☆ Promote the alignment of teacher professional development with the school improvement plan. (Obj 3A, 3C)

Objective 4: Assure the efficient and effective implementation of federal and state programs.

- ☆ Develop models of regional efficiencies to reduce school expenses for business management functions. (Obj 4C)
- ☆ Encourage cooperation and collaboration among school districts and ISD/ESAs to increase consistent implementation of state and federal requirements. (Obj 4A)
- ☆ Reduce current processing time in MDE internal approval processes. (Obj 4D)
- ☆ Increase consistent application of MDE policies and procedures by managers. (Obj 4E)
- ☆ Develop strategies to improve school district use of all available resources. (Obj 4C)
- ☆ Evaluate progress toward meeting the objectives of the MDE/SBE Strategic Plan. (Obj 4G)

**Michigan
State Board of Education/
Department of Education
Strategic Plan
2005-2010**

**Approved for Purposes
of Public Input
September 14, 2004
(modifications made 06-06-05)**



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**MICHIGAN DEPARTMENT OF EDUCATION
STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW**

The Michigan Department of Education (MDE) 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 the Michigan Department of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, or handicap shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it received financial assistance from the U.S. Department of Education.

**MICHIGAN DEPARTMENT OF EDUCATION
TITLE IX COMPLIANCE STATEMENT**

The Michigan Department of Education (MDE) is in compliance with Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 et seq. (Title IX), and its implementing regulation, at 34 C.F.R. Part 106, which prohibits discrimination based on sex. The MDE, as a recipient of federal financial assistance from the United States Department of Education (USDOE), is subject to the provisions of Title IX. MDE does not discriminate based on gender in employment or in any educational program or activity that it operates.

The designated individual at the Michigan Department of Education for inquiries and complaints regarding Title IX is:

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Michigan
State Board of Education/Department of Education
Strategic Plan
2005-2010
Draft – 6/7/2005

The State Board of Education and Michigan Department of Education believe that:

- All children can learn at high levels, and that
- A complete education helps all of our children become participating citizens who are creative, caring, and critical thinkers, and to accomplish this
- The State Board of Education and Michigan Department of Education must work in collaboration with the Governor, the Legislature, and the community of stakeholders to achieve the Vision.

VISION STATEMENT

The State Board of Education and Department of Education, with their partners, are the driving forces to create learning environments that prepare students to be successful in the 21st Century knowledge economy.

MISSION STATEMENT

Provide leadership and support for excellence and equity in education.

PHILOSOPHY STATEMENT

Working along with the Governor, State Board of Education, the Michigan Department of Education, and other state agencies, staff has identified core values that frame the “beliefs that will guide all employees’ behavior.” These core values will guide staff as it works to achieve the Board’s Strategic Goal. The core values are:

- | | |
|--------------------------|--|
| <i>Integrity</i> | <i>we are honest in our work</i> |
| <i>Inclusion</i> | <i>we reach out to everyone, including our employees, when making important decisions</i> |
| <i>Excellence</i> | <i>we earn recognition and respect through the quality of our work</i> |
| <i>Teamwork</i> | <i>we share information, resources, talents, and energy to achieve our vision for the children of Michigan</i> |

**GOAL, OBJECTIVES, OUTCOMES/PERFORMANCE
INDICATORS, AND STRATEGIES**

GOAL

Attain substantial and meaningful improvement in academic achievement for all students/children with primary emphasis on high priority schools and students.

OBJECTIVE 1

Improve all students' achievement in all academic areas especially in English language arts and mathematics.

OBJECTIVE 2

Identify and support practices, systems, and programs that sustain the social, mental, physical, and emotional growth of all students.

OBJECTIVE 3

Ensure that Michigan classrooms are staffed with highly qualified teachers and paraprofessionals under the direction of administrators who are committed to instructional excellence.

OBJECTIVE 4

Assure the efficient and effective implementation of federal and state programs.

OBJECTIVE 1

Improve all students' achievement in all academic areas especially in English language arts and mathematics.

Outcome/Performance Indicators

- A. Increase the number of students entering kindergarten who meet the State Board of Education early learning expectations.

Strategies

- Provide technical assistance by disseminating SBE approved (2005) Early Childhood Standards of Quality for Prekindergarten along with supporting research and best practices in language, early literacy, and mathematics, in collaboration with ISDs and district/PSA early childhood specialists, and other interagency and community partners. *(Office of Early Childhood Education and Family Services)*
- **DEVELOP EARLY CHILDHOOD STANDARDS OF QUALITY FOR INFANTS AND TODDLERS WITH INTERAGENCY PARTNERS AND STAKEHOLDERS AS PART OF THE INFRASTRUCTURE FOR THE EARLY CHILDHOOD INVESTMENT CORPORATION AND OTHER EARLY CHILDHOOD SYSTEMIC EFFORTS.** *(Office of Early Childhood Education and Family Services)*

Continue to provide collaborative leadership in development of the Early Childhood Investment Corporation (ECIC). *(Office of Early Childhood Education and Family Services)*

- Advocate for increased program resources for early childhood programs. *(Office of Early Childhood Education and Family Services)*
- Develop and implement a tiered childcare provider-rating system. *(Office of Early Childhood Education and Family Services)*
- Establish an early childhood professional development system. *(Office of Early Childhood Education and Family Services)*

- B. Increase the number of students who score at the proficient level in English language arts, mathematics, and other assessed curriculum areas both on Michigan assessments (MEAP and MI-Access) and the National Assessment of Education Progress (NAEP).

Strategies

- Collaborate with ISDs/RESAs, higher education institutions, established regional dissemination centers, and other professional organizations to develop and disseminate research-based practices that will improve student achievement in content areas. (*Office of School Improvement*)
- Develop and disseminate Grade Level Content Expectations and supporting materials in English language arts and mathematics in partnership with key education stakeholders. (*Office of School Improvement*)
- Develop and disseminate content expectations for social studies, science, health education, physical education, and the arts in partnership with key education stakeholders. (*Office of School Improvement*)
- Identify and disseminate resources for universal design for instruction to meet the needs of diverse learners who are at risk for targeted achievement standards. (*Office of Special Education and Early Intervention Services*)

C. Increase the number of students that leave high school prepared for college and/or postsecondary education and training opportunities.

Strategies

- Promote innovation and research-based practices related to high school redesign. (*Office of the Superintendent*)
- Increase the number of schools that reach NCLB graduation rate goals. (*Office of School Improvement, Office of Special Education and Early Intervention Services, Center for Educational Performance and Information*)

Promote and assist in the implementation of the goals, objectives, and strategies of Lt. Governor's Commission on Higher Education and Economic Growth, including incentives to districts that adopt high-expectations curriculum for all students. (*Office of the Superintendent, Office of School Improvement, Office of Educational Assessment and Accountability*)

- Promote and assist in implementation of required secondary transition services for students with disabilities. (*Office of Special Education and Early Intervention Services*)

- **ALIGN NEW STATE EDUCATIONAL TECHNOLOGY PLAN TO PROVIDE GUIDANCE ON THE BEST WAYS TO USE TECHNOLOGY TO INCREASE STUDENT ACHIEVEMENT.** (*Office of Grants Coordination and School Support*)

D. Increase the number of schools making Adequate Yearly Progress (AYP).

Strategies

- Collaborate with ISD/RESAs, institutions of higher education, and other professional organizations to develop and disseminate research-based practices that will lead toward continuous school improvement. (*Office of School Improvement, Office of Special Education and Early Intervention Services*)
- Continuously improve our accountability system that assigns responsibility, reports results, rewards successes, and monitors the implementation of federally required sanctions. (*Office of Educational Assessment and Accountability*)
- **EXPAND THE USE OF TECHNOLOGY BASED PROGRAMS, SUCH AS DISTANCE LEARNING AND ONE-TO-ONE INITIATIVES.** (*Office of Grants Coordination and School Support*)

E. Decrease the number of High Priority Schools.

Strategies

- Collaborate with education stakeholders to provide targeted resources by implementing the *Plan for Assistance to High Priority Schools*. This plan includes the elements of data collection and analysis, regional support teams, MI-MAP, and the School Improvement Framework (see Appendix A). (*Office of School Improvement*)
- Utilize additional resources, such as the State Improvement Grant under IDEA, to provide specific resources, technical assistance and personnel development. (*Office of Special Education and Early Intervention Services*)

F. Increase the number of students enrolled in before- and after-school programs and summer school that meet the State Board of Education *Model Standards for Out-of-School-Time Programs*.

Strategies

- Continue to seek local, state, federal, and private resources to support these programs. (*Office of Early Childhood Education and Family Services*)
- Collaborate with educational partners, interagency groups, and professional organizations to provide technical assistance and support for before- and after-school, and summer programs. (*Office of Early Childhood Education and Family Services*)
- Evaluate and disseminate research-based best practices learned from existing programs. (*Office of Early Childhood Education and Family Services*)

G. Maintain a high-quality (or enhance the) state accountability and assessment system.

Strategies

- Recommend grade level assessments for English language arts, and mathematics for 3-8. (*Office of Educational Assessment and Accountability*)
- Revise the Michigan Curriculum Framework benchmarks for high school
(*Office of School Improvement*)
- Revise the science and social studies assessments for grades 5-8 and 6-9 respectively. (*Office of Educational Assessment and Accountability*)
 - Complete the MI-Access alternate assessment for students with significant disabilities and the alternate assessments in science and social studies. (*Office of Educational Assessment and Accountability*)
- Develop new high school assessment system. (*Office of Educational Assessment and Accountability*)
- Revise school performance indicators for accountability system. (*Office of Educational Assessment and Accountability, Office of School Improvement, Office of Special Education and Early Intervention Services*)
 - Integrate required accountability and monitoring elements across general and special education to the extent possible. (*Office of Educational Assessment and Accountability, Office of School Improvement, Office of Special Education and Early Intervention Services*)

OBJECTIVE 2

Identify and support practices, systems, and programs that sustain the social, mental, physical, and emotional growth of all students.

Outcome/Performance Indicators

A. Increase parental and community involvement.

Strategies

- Gather and promote research-based information to schools and interagency partners highlighting successful parent education and involvement. (*Office of Early Childhood Education and Family Services, Office of School Improvement*)
- Recognize and promote schools that are successful at involving parents in ways that impact school climate and achievement. (*Office of Early Childhood Education and Family Services, Office of School Improvement*)
- Provide technical assistance and **EDUCATION SERVICES** professional development to educators, parents, and community partners. (*Office of Special Education and Early Intervention Services, Office of Early Childhood Education and Family Services, Office of School Improvement*)
- Promote parental and community participation in advisory committees and school improvement teams. (*Office of School Improvement, Office of Special Education and Early Intervention Services*)

B. Increase the number of schools that provide a safe and supportive learning environment.

Strategies

- Promote coordinated school health programs through policies and professional development. (*Office of Grants Coordination and School Support*)
- Target resources and technical assistance to schools and communities to implement comprehensive school health education. (*Office of Grants Coordination and School Support*)

- Market and recognize the successes of school meals programs (breakfast, lunch, after-school, summer) to increase the number of participating students. (*Office of Grants Coordination and School Support*)
- Identify and disseminate school interventions that lead to a reduction in violence. (*Office of Grants Coordination and School Support, Center for Educational Performance and Information*)
- Provide technical assistance through interagency collaboration to assure safe school environments. (*Office of Grants Coordination and School Support*)
- ~~Promote research-based school-wide Positive Behavior Supports as identified in IDEA.~~
- **IMPLEMENT A SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT (PBS) SYSTEM THROUGH THE MICHIGAN INTEGRATED BEHAVIOR AND LEARNING SUPPORT INITIATIVE (MiBLSi), A RESEARCH-BASED INITIATIVE SUPPORTED WITH FEDERAL FUNDS UNDER THE IDEA.** (*Office of Special Education and Early Intervention Services, Office of Grants Coordination and School Support*)

C. Increase reengagement rates of high school students.

Strategies

- Identify and promote successful programs that reduce drop out, suspension, and expulsion rates. (*Office of Grants Coordination and School Support*)
- Identify and promote effective practices for secondary transition services for students with disabilities. (*Office of Special Education and Early Intervention Services*)
- Locate and target resources to support research-based programs to reduce dropout rate. (*Office of the Superintendent*)
- ~~Provide technical assistance and professional development to schools to help increase school attendance.~~
- Increase the **AGE OF MANDATORY ATTENDANCE** legal drop-out age from 16 to 18.

- **ENCOURAGE THE USE OF MEDIA ENHANCED AND DISTANCE LEARNING OPPORTUNITIES TO ADDRESS THE NEEDS OF DIVERSE LEARNERS.** (*Office of Grants Coordination and School Support*)

OBJECTIVE 3

Ensure that Michigan classrooms are staffed with highly qualified teachers and paraprofessionals under the direction of administrators who are committed to instructional excellence.

Outcome/Performance Indicators

- A. Increase the number of **CLASSES TAUGHT BY** highly qualified teachers as defined by No Child Left Behind (NCLB) and the Individuals with Disabilities Education Improvement Act (IDEIA).

Strategies

- Develop and implement a process for monitoring the compliance of local districts and PSAs with state and federal highly qualified requirements in collaboration with CEPI (Center for Educational Performance and Improvement) and DIT (Department of Information Technology). (*Office of Professional Preparation Services*)
- Collaborate with professional development providers, particularly at ISDs, to target programs on high needs content areas. (*Office of Professional Preparation Services*)
- **REQUIRE LOCAL DISTRICTS TO ASSURE THAT THE PROFESSIONAL DEVELOPMENT THEY PROVIDE IS** ~~professional development activities that are targeted at building and enhancing specific academic skills~~ **Promote quality AND CONTENT KNOWLEDGE.** (*Office of Professional Preparation Services, Office of School Improvement*)
- Develop and implement a state professional development plan **THAT IS IN COMPLIANCE WITH THE STATE BOARD OF EDUCATION APPROVED** ~~to implement the current professional development standards of quality.~~ (*Office of Professional Preparation Services*)

- **PROMOTE THE USE OF TECHNOLOGY BASED RESOURCES, SUCH AS A PROFESSIONAL DEVELOPMENT PORTAL, TO INCREASE PROFESSIONAL DEVELOPMENT OPPORTUNITIES, ENHANCE COLLABORATIVE COMMUNICATIONS, AND FACILITATE MONITORING.** *(Office of Grants Coordination and School Support)*
- **REQUIRE THAT APPROVAL STANDARDS FOR TEACHER PREPARATION PROGRAMS ARE CONSISTENT WITH NCLB REQUIREMENTS AND THAT THEY INCORPORATE THE CONCEPTS PRESENTED IN THE GRADE LEVEL CONTENT EXPECTATIONS AS INSTRUCTIONAL TOOLS AND RESOURCES.** *(Office of Professional Preparation Services)*
- **REVISE THE TEACHER CERTIFICATION RULES TO INCLUDE THE MICHIGAN ENTRY LEVEL STANDARDS FOR MICHIGAN TEACHERS (ELSMT), WHICH INCLUDE FIELD PLACEMENTS IN THE VARIOUS CATEGORIES OF EXCEPTIONAL CHILDREN: THOSE WITH DISABILITIES, THE GIFTED AND TALENTED, AND THOSE WITH CULTURAL DIFFERENCES.** *(Office of Professional Preparation Services)*

B. Increase the number of new teachers receiving full certification in critical vacancy areas.

Strategies

- Collaborate with educational stakeholders to explore and develop incentive programs to recruit and retain teachers in critical vacancies. *(Office of Professional Preparation Services)*
- **IDENTIFY AREAS OF OVER SUPPLY OF TEACHERS AND WORK WITH TEACHER PREPARATION INSTITUTIONS TO LIMIT ADMISSION AND ENROLLMENT IN SUCH PROGRAMS.** *(Office of Professional Preparation Services)*

ENCOURAGE TEACHER PREPARATION INSTITUTIONS TO DEVELOP FIELD PLACEMENT OPPORTUNITIES IN LOCAL DISTRICTS FOR STUDENTS ENROLLED IN HIGH NEEDS AREAS SUCH AS MATH, SCIENCE, AND TECHNOLOGY AS A MEANS OF POSSIBLY RECRUITING THEM FOR TEACHING CAREERS. *(Office of Professional Preparation Services)*

Collaborate with educational stakeholders to develop standards based induction, licensure, and professional development. *(Office of Professional Preparation Services)*

Promote loan forgiveness and recruitment programs offered through sources to increase teachers in targeted areas. (Troops to Teachers, mathematics and science forgiveness loans.) (*Office of Professional Preparation Services*)

C. INCREASE THE QUALIFICATIONS AND SKILLS OF SCHOOL ADMINISTRATORS.

Strategies

- ~~Support~~ **LEAD** efforts to reinstate administrator certification. (*Office of Professional Preparation Services*)
- Increase the number of principals and administrators from high priority schools/districts who participate in targeted professional development related to improving student achievement. (*Office of Professional Preparation Services*)
- Promote and disseminate the Standards for the Preparation of School Principals. (*Office of Professional Preparation Services*)
- Collaborate with education partners to develop and provide targeted professional development opportunities **TO SCHOOL LEADERS IN,** ~~based on~~ **research-based ACTIVITIES THAT** focus on continuous school improvement. (*Office of School Improvement*)

D. Increase the number of instructional paraprofessionals who meet the qualifications outlined in NCLB/IDEIA.

Strategies

- Collaborate with professional organizations and community colleges to develop programs to assist paraprofessionals to meet the NCLB/IDEIA requirements. (*Office of Professional Preparation Services*)
- **MAKE WORKKEYS ASSESSMENT AND THE ETS PARAPROFESSIONAL ASSESSMENT ACCESSIBLE AND READILY AVAILABLE.** (*Office of Professional Preparation Services*)
- **DEVELOP A LOCAL ASSESSMENT THAT CAN BE USED BY PARAPROFESSIONALS TO DEMONSTRATE THAT THEY ARE QUALIFIED TO ASSIST STUDENTS IN READING, WRITING, AND MATHEMATICS.** (*Office of Professional Preparation Services*)

- **ENCOURAGE LOCAL DISTRICTS, SCHOOLS, AND INTERMEDIATE SCHOOL DISTRICTS TO MAKE PROFESSIONAL DEVELOPMENT ACTIVITIES AVAILABLE TO PARAPROFESSIONAL STAFF AS WELL AS THE TEACHING STAFF.** (*Office of Professional Preparation Services*)

E. Collaborate with education and professional development stakeholders to develop and disseminate standards and competencies for practitioners in other educational support areas (i.e., youth development workers, home visitors, etc.).

Strategy

- Explore the need for standards setting and licensure requirements for educational support positions outside of teachers and paraprofessionals. (*Office of Professional Preparation Services*)

OBJECTIVE 4

Assure the efficient and effective implementation of federal and state programs.

Outcome/Performance Indicators

A. Increase the consistent implementation by intermediate and local districts and other grantees of state, federal, and other administrative requirements.

Strategies

- Provide technical assistance and professional development on generally accepted business practices. (*All offices administering grants*)
- Encourage compliance with state and federal legislative mandates and rules to avoid sanctions via technical assistance and monitoring plans. (*All offices administering grants*)
- Enhance collaborative activities with education and business organizations. (*All offices administering grants*)
- Expand the use of technology to improve quality of information provided to and from grantees. (*All offices administering grants*)
- Coordinate the procedures required by law for non-public and home schools. (*Office of School Finance and School Law*)

- Implement the ISD Partnership matrix in coordination with Michigan Association of Intermediate School Administrators (MAISA) leadership (see Appendix B). *(All offices, coordinated by Office of the Superintendent)*

B. Increase inter/intra departmental collaboration to meet federal and state requirements.

Strategies

- Establish and implement collaborative Memoranda of Understanding with other agencies (CEPI, DIT) to assure effective administration of data collection and grant requirements. *(Office of the Superintendent, Office of Financial Management)*
- Review and improve (update as necessary) the Memorandum of Understanding (MOU) with DCH, DHH, DLEG, Corrections, and others to assure appropriate educational services to students with disabilities who are served through these agencies. *(Office of the Superintendent, Office of Financial Management)*
- Work collaboratively with the State Legislature and the Departments of Treasury and Management and Budget to implement accounting and budget requirements. *(Office of Financial Management)*
- Work collaboratively with Civil Service, Office of the State Employer, Department of Management and Budget, Civil Rights, unions, and other state agencies related to Human Resources administration to promote diversity and adequate staffing based on federal requirements. *(Office of Human Resources)*
- Encourage cross-office work teams to collaborate on program implementation. *(All offices)*
- Work collaboratively with appropriate state agencies to assure a safe working environment. *(Office of the Superintendent)*
- **WORK COLLABORATIVELY WITH THE CENTER FOR EDUCATION PERFORMANCE AND INFORMATION (CEPI) TO IMPLEMENT PUBLIC ACT 180 OF 2003 REQUIRING CEPI TO COORDINATE DATA COLLECTIONS FROM SCHOOLS RECEIVING FUNDS SPECIFIED IN THE STATE SCHOOL AID ACT.** *(Office of the Superintendent)*

C. Modify statewide structures that support intermediate and local school districts to improve student achievement.

Strategies

- Identify solutions to the challenges of school funding and restructuring. *(Office of Superintendent, Office of School Finance and School Law)*
- Work with education partners to determine efficiencies that can be realized through consolidation and sharing of resources at the local level. *(Office of Superintendent, Office of School Finance and School Law)*
- Establish a diverse group to develop recommendations and plan of action to bring about cost efficiencies across intermediate and local school districts. *(Office of Superintendent, Office of School Finance and School Law)*
- Develop recommendations for legislative action to support changes. *(Office of Superintendent, Office of School Finance and School Law)*
- Work with education partners to implement recommendations. *(Office of Superintendent, Office of School Finance and School Law)*

D. Reduce current processing time in MDE internal approval processes.

Strategies

- Target processes that have most impact on getting work done efficiently and design new strategies. *(All offices)*
- Implement new processes department wide. *(All offices)*
- Improve access by citizens to MDE services and leadership via technologies. *(All offices)*

E. Increase the consistent implementation of MDE policies and procedures by managers.

Strategies

- Update MDE policies and procedures manual. *(All offices)*
- Develop and implement a common philosophy of staff management. *(All offices)*

- Provide technical assistance and professional development to support implementation of practices. *(All offices)*
- Implement corrective action plans based on agreed to recommendations from audit reports. *(All offices)*

F. Increase staff satisfaction with work culture.

Strategies

- Survey staff related to work culture and administrative efficiencies. *(All offices, coordinated by Office of the Superintendent)*
- Develop and implement plans to address staff concerns. *(All offices, coordinated by Office of the Superintendent)*
- Develop and implement strategies to improve internal and external communications. *(All offices, coordinated by Office of the Superintendent)*

G. Define expected outcomes, plan for determining results, and measure impact for each strategy.

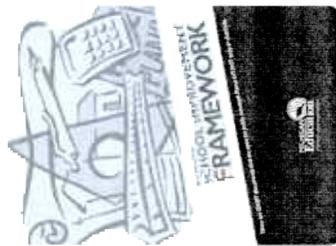
Strategies

Action teams will define interim and long-term performance measures for each key outcome. *(All offices, coordinated by Office of the Superintendent)*

Develop plan for monitoring action plans and using results data. *(All offices, coordinated by Office of the Superintendent)*

- Develop data systems that allow for user-friendly data submission and retrieval to meet both federal and state requirements and program improvement, in collaboration with CEPI and DIT. *(All offices, coordinated by Office of the Superintendent)*

Michigan School Improvement Framework The 12 Standards



Strand I - LEADERSHIP

- INSTRUCTIONAL LEADERSHIP
- OPERATIONAL RESOURCE MGMT.
- DISTRIBUTED LEADERSHIP

Strand II - TEACHING & LEARNING

- CURRICULUM
- INSTRUCTION
- ASSESSMENT

Strand III - PERSONNEL & PROF. DEVELOPMENT

- PERSONNEL QUALIFICATIONS
- PROFESSIONAL DEVELOPMENT

Strand IV - SCHOOL/COMMUNITY RELATIONS

- PARENT/FAMILY INVOLVEMENT
- COMMUNITY INVOLVEMENT

Strand V - DATA & KNOWLEDGE MANAGEMENT

- DATA MANAGEMENT
- KNOWLEDGE MANAGEMENT

MDE & ISD/RESA Partnership: 1. Teaching and Learning (page 1 of 3)

(To improve student achievement for all learners and close the achievement gap for all sub-groups.)

AUTHORITY <i>(federal/state)</i>	MDE ROLE <i>(Interpret, establish, regulate)</i>	MDE / ISD ROLES <i>(Operationalize, collaborate)</i>	ISD ROLE <i>(Deploy, support)</i>	LEA/PSA ROLE <i>(Implement)</i>
<p>Authority Level: State, Federal, SBE Policy</p> <p>Regulation: NCLB (Titles I, II, V; Bilingual), EdYES!</p> <p>Revised School Code 380.627 380.1204a 380.1233 380.1233b 380.1277 380.1278 380.1526 – 380.1527 380.1531</p> <p><u>Administrative Rules</u> NA</p> <p><u>State Board of Education Policies</u> *Ensuring Excellent Educators (adopted 4/02) *Learning Expectations (adopted 6/02) *Elevating Educational Leadership (adopted 9/02) Revision of the Mi Curriculum Framework (approved 6/02) SBE Strategic Goal</p>	<p>A. School Improvement</p> <ul style="list-style-type: none"> ✓ Interpret statutory mandates ✓ Provide technical assistance to schools receiving Title I funds ✓ Establish Michigan Curriculum Framework and Grade Level Content Expectations and products to improve teaching and learning ✓ Provide process for reporting compliance with NCLB ✓ Establish accountability system ✓ Develop/revise school improvement framework ✓ ID high priority schools ✓ Establish compliance regulations, allocate funds for support ✓ Provide data on high priority schools 	<p>A. School Improvement</p> <ul style="list-style-type: none"> ✓ Collaboratively develop and disseminate Grade Level Content Expectations and all companion documents ✓ Develop/revise the school improvement framework, including the performance indicators ✓ Develop school improvement models <ul style="list-style-type: none"> • Curriculum development and support • Develop network to share promising practices ✓ Develop resources <ul style="list-style-type: none"> • Mi-Map • Mi-Plan ✓ Collaboration with Office of School Improvement Field Services staff and ISD assistance teams 	<p>A. School Improvement</p> <ul style="list-style-type: none"> ✓ Create training model and materials for dissemination and implementation ✓ Clarify and support LEA self-assessment through training and access to resources ✓ Train and facilitate local adoption of school improvement model and process ✓ Provide technical assistance to school improvement teams in the areas of: <ul style="list-style-type: none"> • data knowledge and management • goal setting • implementing and monitoring the school improvement process • providing feedback on initiatives 	
<p>RECOMMENDATIONS:</p>	<p>See page 3</p>			

MDE & ISD/RESA Partnership: 1. Teaching and Learning (page 2 of 3)

AUTHORITY <i>(federal/state)</i>	MDE ROLE <i>(Interpret, establish, regulate)</i>	MDE / ISD ROLES <i>(Operationalize, collaborate)</i>	ISD ROLE <i>(Deploy, support)</i>	LEA/PSA ROLE <i>(Implement)</i>
<p>State Board of Education (SBE) Policies (cont'd) *Michigan Definition for Identifying Highly Qualified Teachers (approved 4/03) *Coordinated School Health Programs to Support Academic Achievement and Healthy Schools (adopted 9/03) *Quality Character Education (adopted 6/04) *Creating Effective Learning Environments (adopted 12/00) *Family Involvement Policy (adopted 5/97) *Statewide Safe School Choice Policy (adopted 4/03) *Safe Schools (adopted 5/00) *Bullying (adopted 7/01) Statement Supporting International Education (adopted 10/04) *Include All Students in the Michigan Educational Assessment System (adopted 10/01) *Testing of Michigan Limited English Proficient Students (adopted 2/03)</p>	<p>B. Professional Development</p> <ul style="list-style-type: none"> ✓ <i>Serve as a clearinghouse by providing guidelines, preservice and inservice programs and allocation of funds for professional development in the areas of curriculum, instruction, and assessment and understanding state and federal regulations</i> <p><i>Preservice:</i></p> <ul style="list-style-type: none"> ✓ <i>Establish standards for teacher preparation programs</i> ✓ <i>Facilitate teacher test development, implementation, scoring and reporting</i> <p><i>Interpret NCLB:</i></p> <ul style="list-style-type: none"> ✓ <i>Define, develop, and disseminate information about highly qualified staff</i> ✓ <i>Define, develop, and disseminate information about high quality professional development</i> <p><i>Inservice:</i></p> <ul style="list-style-type: none"> ✓ <i>Provide technical assistance on state standards</i> ✓ <i>Assist in the development of Learnport</i> ✓ <i>Partner with institutions of higher education</i> ✓ <i>Disseminate SBE induction standards</i> ✓ <i>Provide state resources to support induction</i> ✓ <i>Provide technical assistance and monitoring of induction</i> 	<p>B. Professional Development</p> <ul style="list-style-type: none"> ✓ <i>Assure that proposed professional development activities meet SBE approved quality professional development standards and guidelines</i> ✓ <i>Provide training and dissemination of the PD standards.</i> ✓ <i>Work to identify and provide appropriate professional development through statewide networks</i> 	<p>B. Professional Development</p> <ul style="list-style-type: none"> ✓ <i>Support LEAs to meet requirements in the following areas:</i> <ul style="list-style-type: none"> • <i>Highly Qualified Staff</i> • <i>New Teacher Induction/Mentoring</i> • <i>Teacher Development</i> ✓ <i>Provide conference and meeting facilitation for in-service and professional development</i> ✓ <i>Act as MDE/LEA Liaison</i> ✓ <i>Provide support in the following areas of teaching and learning:</i> <ul style="list-style-type: none"> • <i>Curriculum:</i> <ul style="list-style-type: none"> • <i>Support for the MI Curriculum Framework/ GLCE</i> • <i>Curriculum alignment</i> • <i>Instruction:</i> <ul style="list-style-type: none"> • <i>Instructional strategies</i> • <i>Research-based best practice</i> • <i>Assessment</i> <ul style="list-style-type: none"> • <i>Assessment Services</i> • <i>MEAP analysis /consultation</i> • <i>Standardized testing</i> • <i>Program evaluation; school improvement & accreditation</i> • <i>Assistance in improving student achievement</i> 	

RECOMMENDATIONS: See page 3

MDE & ISD/RESA Partnership: 1. Teaching and Learning (page 3 of 3)

AUTHORITY <i>(federal/state)</i>	MDE ROLE <i>(Interpret, establish, regulate)</i>	MDE / ISD ROLES <i>(Operationalize, collaborate)</i>	ISD ROLE <i>(Deploy, support)</i>	LEA/PSA ROLE <i>(Implement)</i>
See pages 1 and 2	<p>C. <u>Research and Development</u></p> <p>1. Educational Best Practices</p> <ul style="list-style-type: none"> ✓ <i>Identify and disseminate best practices in all curricular areas and in multiple media</i> <p>2. Continuous Improvement</p> <ul style="list-style-type: none"> ✓ <i>Establish School Improvement Framework</i> 	<p>C. <u>Research and Development</u></p> <p>1. Educational Best Practices</p> <ul style="list-style-type: none"> ✓ <i>Identify and disseminate research practices in professional development</i> <p>2. Continuous Improvement</p> <ul style="list-style-type: none"> ✓ <i>Develop/revise the school improvement framework, including the performance indicators</i> ✓ <i>Review of research</i> ✓ <i>Identify Indicators of effective school improvement</i> ✓ <i>Develop structure that clearly outlines the strands, standards, benchmarks, criteria, and evaluation of effective school improvement</i> ✓ <i>Develop process by which schools can self-assess</i> ✓ <i>Recommend to SBOE for policy decisions and use in state accountability system</i> ✓ <i>Assure quality data on staff assignments and school variables as collected by CEPI</i> 	<p>C. <u>Research and Development</u></p> <p>1. Educational Best Practices</p> <ul style="list-style-type: none"> ✓ <i>Identify and expand knowledge of educational best practices</i> ✓ <i>Assist in program evaluation to help identify programs, services, practices that are effective and/or need to be changed</i> ✓ <i>Investigate and pilot non-traditional forms of instruction and delivery of educational services</i> ✓ <i>Create access to a broader range of research-based practices</i> ✓ <i>Design models and assist in implementation of models for continuous improvement</i> <p>2. Continuous Improvement</p> <ul style="list-style-type: none"> ✓ <i>Design models for educational planning, programming and decision-making and assist in implementation at the local districts</i> ✓ <i>Build awareness of opportunities that will support improvement efforts in the local districts</i> 	
RECOMMENDATIONS:	<p>1. MDE should collect, analyze and interpret data for the purpose of making programmatic decisions. Move the Center for Educational Performance & Information, including staff and funding resources, to the Department of Education.) 2. Restore Section 81 funding to the ISDs.</p>			