



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



JENNIFER M. GRANHOLM
GOVERNOR

THOMAS D. WATKINS, JR.
SUPERINTENDENT OF
PUBLIC INSTRUCTION

February 22, 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 suggested that the plan be shared with as many groups as possible, but not to schedule sessions dedicated to the plan. Several modifications have been made since September based on Board action, input received from the education community, the budgeting for outcomes process, reports from CCSSO and MGT, and the most recent Governor's State of the State address.

Department staff will present the revised plan at the March 8, 2005 meeting.

It is recommended that the State Board of Education (1) approve the State Board of Education/Michigan Department of Education Strategic Plan 2005-2010, as attached to the Acting Superintendent's memorandum dated February 22, 2005, and (2) request that staff to provide a progress report to the Board in six months.

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

**Approved for Purposes
of Public Input
September 14, 2004
(modifications made 2-22-05)**



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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 – 2/24/2005

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.

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.
- Continue to provide collaborative leadership in development of the Early Childhood Investment Corporation (ECIC).
- Advocate for increased program resources for early childhood programs.
- Develop and implement a tiered childcare provider-rating system.
- Establish an early childhood professional development system.

- 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.
- Develop and disseminate Grade Level Content Expectations and supporting materials in English language arts and mathematics in partnership with key education stakeholders.
- Develop and disseminate content expectations for social studies, science, health education, physical education, and the arts in partnership with key education stakeholders.
- Identify and disseminate resources for universal design for instruction to meet the needs of diverse learners who are at risk for targeted achievement standards.

- 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.
- Increase the number of schools that reach NCLB graduation rate goals.
- 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.
- Promote and assist in implementation of required secondary transition services for students with disabilities.

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.
- Continuously improve our accountability system that assigns responsibility, reports results, rewards successes, and monitors the implementation of federally required sanctions.

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).
- Utilize additional resources, such as the State Improvement Grant under IDEA, to provide specific resources, technical assistance and personnel development.

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.
- Collaborate with educational partners, interagency groups, and professional organizations to provide technical assistance and support for before- and after-school, and summer programs.

Evaluate and disseminate research-based best practices learned from existing programs.

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.
- Revise the Michigan Curriculum Framework benchmarks for high school.
- Revise the science and social studies assessments for grades 5-8 and 6-9 respectively.
- Complete the MI-Access alternate assessment for students with significant disabilities and the alternate assessments in science and social studies.
- Develop new high school assessment system.
- Revise school performance indicators for accountability system.
- Integrate required accountability and monitoring elements across general and special education to the extent possible.

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.
- Recognize and promote schools that are successful at involving parents in ways that impact school climate and achievement.
- Provide technical assistance and professional development to educators, parents, and community partners.

- Promote parental and community participation in advisory committees and school improvement teams.

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.
- Target resources and technical assistance to schools and communities to implement comprehensive school health education.
- Market and recognize the successes of school meals programs (breakfast, lunch, after-school, summer) to increase the number of participating students.
- Identify and disseminate school interventions that lead to a reduction in violence.
- Provide technical assistance through interagency collaboration to assure safe school environments.
- Promote research-based school –wide Positive Behavior Supports as identified in IDEA.

C. Increase reengagement rates of high school students.

Strategies

- Identify and promote successful programs that reduce drop out, suspension, and expulsion rates.
- Identify and promote effective practices for secondary transition services for students with disabilities.
- Locate and target resources to support research-based programs to reduce dropout rate.
- Provide technical assistance and professional development to schools to help increase school attendance.
- Increase the legal drop out age from 16 to 18.

OBJECTIVE 3

Demonstrate 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 highly qualified teachers as defined by No Child Left Behind (NCLB) and the Individuals with Disabilities Education and 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).
- Collaborate with professional development providers, particularly at ISDs, to target programs on high needs content areas.
- Promote quality professional development activities that are targeted at building and enhancing specific academic skills.
- Develop and implement a state professional development plan to implement the current professional development standards of quality.

- 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.
- Collaborate with educational stakeholders to develop standards based induction, licensure, and professional development.
- Promote loan forgiveness and recruitment programs offered through sources to increase teachers in targeted areas. (Troops to Teachers, mathematics and science forgiveness loans.)

- C. Increase the number of principals and administrators from high priority schools/districts who participate in targeted professional development related to improving student achievement.

Strategies

- Promote and disseminate the Standards for the Preparation of School Principals.
- Collaborate with education partners to develop and provide targeted professional development opportunities, based on research-based focus on continuous school improvement.
- Support efforts to reinstate administrator certification.

- 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.

- 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.).

Strategies

Explore the need for standards setting and licensure requirements for educational support positions outside of teachers and paraprofessionals.

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.
- Encourage compliance with state and federal legislative mandates and rules to avoid sanctions via technical assistance and monitoring plans.
- Enhance collaborative activities with education and business organizations.
- Expand the use of technology to improve quality of information provided to and from grantees.
- Coordinate the procedures required by law for non-public and home schools.
- Implement the ISD Partnership matrix in coordination with Michigan Association of Intermediate School Administrators (MAISA) leadership (see Appendix B).

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

Strategies

- Establish and implement collaborative Memorandums of Understanding with other agencies (CEPI, DIT) to assure effective administration of data collection and grant requirements.
- 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.

- Work collaboratively with the State Legislature, Departments of Treasury, and Management and Budget to implement accounting and budget requirements.
- 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.
- Encourage cross-office work teams to collaborate on program implementation.
- Work collaboratively with appropriate state agencies to assure a safe working environment.

C. Optimize support for MDE core mission of teaching and learning.

Strategies

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

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.

Implement new processes department wide.

- Improve access by citizens to MDE services and leadership via technologies.

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

Strategies

Update MDE policies and procedures manual.

- Develop and implement a common philosophy of staff management.

Provide technical assistance and professional development to support implementation of practices.

- Implement corrective action plans based on agreed to recommendations from audit reports.

- F. Increase staff satisfaction with work culture.

Strategies

Survey staff related to work culture and administrative efficiencies.

- Develop and implement plans to address staff concerns.
- Develop and implement strategies to improve internal and external communications.

- 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.
- Develop plan for monitoring action plans and using results data
- 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.