



STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING



JENNIFER M. GRANHOLM  
GOVERNOR

MICHAEL P. FLANAGAN  
SUPERINTENDENT OF  
PUBLIC INSTRUCTION

September 7, 2005

**MEMORANDUM**

TO: State Board of Education

FROM: Michael P. Flanagan, Chairman

SUBJECT: Update on SBE/MDE Strategic Plan

At its June 14, 2005, meeting, the State Board of Education approved the Objectives listed in the State Board of Education/Department of Education Strategic Plan for 2005-2010, and asked that staff provide the Board with quarterly progress reports.

The first quarterly update is attached. Please note that the updates are shown in bold italic print.

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

**September 2005 Update**



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STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW**

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**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

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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 21<sup>st</sup> 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:

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

**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 high quality 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.

**Approved June 14, 2005**

## 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)*

***The new standards for prekindergarten were presented at two conferences with large attendance at the sessions. A revised Implementation Manual for the Michigan School Readiness Program is in process, and will be presented at 13 regional "Fall Kick-Off" meetings in September and October.***

- 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 (ECIC) and other early childhood systemic efforts. *(Office of Early Childhood Education and Family Services)*

***Three meetings of the stakeholder group have been completed, and the first half of the document, including quality program standards, is in the hands of a technical editor. The steering committee is meeting regularly on the second part of the document.***

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

***Director of the Office of Early Childhood Education and Family Services met with the newly-appointed Executive Committee on August 30. Staff has been involved in each subcommittee developing recommendations for the implementation of the ECIC, presented to the Executive Committee at that meeting.***

- Advocate for increased program resources for early childhood programs. (*Office of Early Childhood Education and Family Services*)

***Staff have been working with the Joyce Foundation-funded Early Learning Michigan Initiative and with the Early Childhood Funders' Collaborative on the Build Initiative.***

- Develop and implement a tiered childcare provider-rating system. (*Office of Early Childhood Education and Family Services*)

***Staff worked with the interagency committee that forwarded the first set of recommendations that were approved by the Children's Action Network and Children's Cabinet in June.***

- Establish an early childhood professional development system. (*Office of Early Childhood Education and Family Services*)

***The first set of recommendations on the professional development system have been accepted; staff continue to participate in the interagency group developing recommendations.***

- 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*)

***Developed Mi-Map modules for English language learners.***

***Created a Curriculum Council to advise on the collection and dissemination of best practices in curriculum and instruction.***

- 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*)

***Redesigned grade level content expectations (GLCE) website to reflect completed companion documents and links related to sites.***

**Completed K-8 parent guides for GLCE in English language arts and mathematics.**

- 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*)

**A national reviewer for social studies GLCEs has been identified.**

**Health and physical education GLCEs are in process of development.**

- 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 who 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*)

**The new high school redesign consultant, Diane McMillan, began work with MDE on August 1, 2005. An Executive on Loan from Lansing Community College, Dr. Gary VanKempen, began work on September 6, 2005. He will bring the higher education perspective and transition from high school to college to this effort.**

- 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*)

**Continuous Improvement and Monitoring System has set drop out as one of three indicators for focused monitoring.**

- 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*)

***MDE has received National Governors' Association grant to address curricular reform.***

***The Office of Educational Assessment and Accountability, under the direction of the Department of Management and Budget, Office of Acquisition Services, developed an Invitation to Bid to solicit proposals for the Michigan Merit Examination. Bids have been received, several sets of follow-up questions sent to prospective bidders, and cost proposals analyzed. The State has selected a vendor, and the Office of Acquisition Services will be issuing the Award Letter soon.***

***In addition, the High School Reform Assessment Action Team has met twice to consider what types of assessments, beyond the Michigan Merit Examination, would help students be more prepared for postsecondary education and work opportunities. They are reviewing a number of possible assessment strategies.***

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

***Ongoing work with LEAs and ISDs regarding secondary transition is in place.***

- 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*)

***AYP strategies for students with disabilities sub-group due by December 2, 2005.***

***Provide high priority schools principal's academy in collaboration with MSU.***

***Conducted two conferences to disseminate the School Improvement Framework (SIF) and request suggestions for tools and resources needed to support the SIF. Began work on development of tools to support SIF.***

- 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)*

***The Office of Educational Assessment and Accountability has been working during the past year to assist in the refinement of the new School Improvement Framework and to study how the new School Improvement Framework could be used as the basis for new measures of the School Performance Indicators used within Education YES! school accreditation program. Several new approaches to measuring the School Performance Indicators have been developed. Most recently, the Office of Educational Assessment and Accountability and the Office of School Improvement, under the direction of the Chief Academic Officer, met with a focus group of local educators to consider how to use the School Improvement Framework in Education YES! A number of good suggestions were generated at this meeting, and will be considered by Office of Educational Assessment and Accountability staff as we plan for this enhancement of Education YES!***

- Expand the use of technology based programs, such as distance learning and one-to-one initiatives. *(Office of Grants Coordination and School Support)*

***Staff worked closely with Michigan Virtual University to determine use of on-line courses and how to improve and expand delivery. A thorough analysis was completed of Learnport, a technology based professional development delivery and tracking system. Staff continue to work with Ferris State University on the effectiveness of Freedom to Learn, a one-to-one initiative targeted at 6<sup>th</sup> grade students.***

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*)

***Developed plans to create teams of Office of School Improvement staff in Curriculum and Field Services and ISD staff to conduct Diagnostic Visits for high priority schools.***

***Identified lists of "critical" and "watch" schools for 2005-2006 based on historical achievement data.***

***Notified districts with high priority schools regarding Title I School Improvement allocations for 2005-06.***

***Completed guides to assist educators in aligning MI-Map activities with the School Improvement Framework.***

- 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*)

***The State Improvement Grant is performing Root Cause Mapping with middle schools who are not making AYP.***

***The State Improvement Grant is providing Mathematics AYP to schools on a pilot basis in Wayne County.***

***English Language Arts AYP work is under 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. (*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*)

***A consultant has been hired to begin September 12, 2005, to staff the Michigan After-School Partnership.***

- Evaluate and disseminate research-based best practices learned from existing programs. (*Office of Early Childhood Education and Family Services*)

***The 2005 Michigan After-School Partnership Conference was a huge success, outgrowing its facility. Plans for the 2006 conference are underway.***

- 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*)

***The Office of Educational Assessment and Accountability is completing work to prepare the assessments to be used in October 2005 for assessing students in grades 3-8 in English Language Arts and Mathematics, grades 5 and 8 in Science, and grades 6 and 9 in Social Studies. These measures will be based on the Michigan standards, benchmarks and content expectations.***

- Revise the Michigan Curriculum Framework benchmarks for high school. (*Office of School Improvement*)

***Committees have been created and are in the process of revising high school benchmarks for English and mathematics.***

- Revise the science and social studies assessments for grades 5-8 and 6-9 respectively. (*Office of Educational Assessment and Accountability*)

***The Office of Educational Assessment and Accountability has not begun the revisions to the assessments in science or social studies, pending approval by the State Board of Education of***

***revised content expectations in each area. Staff is poised to begin this as soon as revised content expectations are approved.***

- 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*)

***The Office of Educational Assessment and Accountability has begun the two-year process to construct the MI-Access assessments required by NCLB in the area of science. Resources are not available currently to undertake the development of MI-Access social studies assessments.***

- Develop new high school assessment system. (*Office of Educational Assessment and Accountability*)

***The Office of Educational Assessment and Accountability, as mentioned above in Objective I, Indicator C, has undertaken the process of selecting the vendor for the Michigan Merit Examination, the new high school assessment program. Working under the direction of the Department of Management and Budget, Office of Acquisition Services, the Office of Educational Assessment and Accountability developed an Invitation to Bid to solicit proposals for the Michigan Merit Examination. Bids have been received, several sets of follow-up questions sent to prospective bidders, and cost proposals analyzed. The State has selected a vendor, and the Office of Acquisition Services will be issuing the Award Letter soon.***

***In addition, the High School Reform Assessment Action Team has met twice to consider what types of assessments, beyond the Michigan Merit Examination, would help students be more prepared for postsecondary education and work opportunities. They are reviewing a number of possible assessment strategies.***

- 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*)

***Discussion has begun with stakeholders regarding the revision of the school performance indicators.***

***As mentioned above in Objective I, Indicator D, the Office of Educational Assessment and Accountability has been working during the past year to assist in the refinement of the new***

***School Improvement Framework and to study how the new School Improvement Framework could be used as the basis for new measures of the School Performance Indicators used within Education YES! school accreditation program. Several new approaches to measuring the School Performance Indicators have been developed. Most recently, the Office of Educational Assessment and Accountability and the Office of School Improvement, under the direction of the Chief Academic Officer, met with a focus group of local educators to consider how to use the School Improvement Framework in Education YES! A number of good suggestions were generated at this meeting, and will be considered by Office of Educational Assessment and Accountability staff as we plan for this enhancement of Education YES!***

- 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*)

***The Continuous Improvement and Monitoring System is in place for the coming year. Elements are based on effective schools research. Alignment with other MDE monitoring efforts needs to occur.***

***The Office of Educational Assessment and Accountability has been working to integrate the data collection and reporting functions on general education students taking MEAP with the data collected on students with disabilities who participate in either MEAP or MI-Access. The grade 3-8 assessments to be given this fall will be the first opportunity to demonstrate this integration.***

## 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 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)*

***Materials for districts to customize and provide to families at the transition to kindergarten are under development by a department-wide committee that includes local districts and parents.***

- Promote parental and community participation in advisory committees and school improvement teams. *(Office of School Improvement, Office of Special Education and Early Intervention Services)*

***A statewide parent survey is underway to determine needed parent support activities for special education and early intervention.***

- 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*)

***A new supervisor, Kyle Guerrant, formerly with the Office of Drug Control Policy in the Department of Community Health began work with MDE in August, 2005.***

- Target resources and technical assistance to schools and communities to implement comprehensive school health education. (*Office of Grants Coordination and School Support*)

***A new school health consultant is working with MDE on loan from Calhoun ISD.***

- 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*)

***United States Department of Agriculture visited selected sites in Michigan. Work is ongoing to increase participation in the Summer Food Program.***

- 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*)

***Work has begun to review and revise the Model Code of Student Conduct.***

- Provide technical assistance through interagency collaboration to assure safe school environments. (*Office of Grants Coordination and School Support*)

***Work is ongoing with the Office of Drug Control Policy in the Department of Community Health.***

- 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*)

***The MiBLSi has completed its second year of providing school-wide behavior and learning support to elementary schools across the state with measurable gains in student outcomes.***

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*)

***Work has begun based on the efforts related to the review and revision of the Model Code of Student Conduct.***

- Identify and promote effective practices for secondary transition services for students with disabilities. (*Office of Special Education and Early Intervention Services*)

***Effective practices within secondary transition are identified and promoted within the special education community. Sharing these strategies within the content of high school reform is needed.***

- Locate and target resources to support research-based programs to reduce dropout rate. (*Office of the Superintendent*)

***In August, 2005, a grant application was submitted to the United States Department of Education to assist with this task.***

- Increase the age of mandatory attendance 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*)

***The Superintendent will continue to be an active member of Michigan Virtual University's (MVU) board of directors.***

***Staff meet regularly with MVU staff to review and monitor activities.***

***Staff have been working with the Regional Educational Media Centers and will present an update to the Board at the October, 2005, meeting.***

### OBJECTIVE 3

Ensure that Michigan classrooms are staffed with high quality 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*)

***The Office of Professional Preparation Services (OPPS) has worked with CEPI to collect teacher data via the Register of Educational Personnel bi-annually (December and June). According to the June 2005 REP data, approximately 94% of Michigan teachers are reported as meeting the NCLB highly qualified designation. OPPS also employed a part-time consultant during the summer to contact districts with less than 90% of their teachers reported as highly qualified to determine what kind of additional technical assistance they might need.***

- Collaborate with professional development providers, particularly at ISDs, to target programs on high needs content areas. (*Office of Professional Preparation Services*)

***OPPS emphasizes these areas in its federal Title II (A) grants that require partnerships and a focus on core content; similar principles are core to MDE's work with the MEA and other partners.***

- Require local districts to assure that the professional development they provide is targeted at building and enhancing specific academic skills and content knowledge. (*Office of Professional Preparation Services, Office of School Improvement*)

***Proposed changes in Administrative Rules for Teachers will emphasize such skills and knowledge for renewal of teaching certificates.***

- Develop and implement a state professional development plan that is in compliance with the State Board of Education approved professional development standards of quality. (*Office of Professional Preparation Services*)

***The state professional development plan committee has been meeting throughout the year to meet this objective. A field review of the plan will be held in September 2005 and information will be provided to the SBE.***

- 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*)

***Office of Professional Preparation Services has cooperated in such development, particularly in identifying resources for the portal, Learnport which is being developed by Michigan Virtual University, that meet real classroom needs.***

***Office of Grants Coordination and School Support staff work on a regular basis to monitor the progress of Learnport and related activities.***

- 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*)

***OPPS staff is working with School Improvement curriculum staff to review/revise standards and incorporate any material needed for achievement of the GLCEs. Approval standards for programs are consistent with NCLB emphasis on content majors or strong minors with testing, and will be validated through state reviews or national accreditation reviews of institutions.***

- 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)*

***The draft of the Rules has been submitted to the MDE legislative liaison for review and to submit the request for rulemaking to the State Office of Administrative Hearings and Rules (SOAHR). It is expected that the rules will go out for public hearing by October 2005.***

- 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)*

***OPPS is developing a searchable database of alternative routes in Michigan, particularly to assist post-baccalaureate candidates for teaching.***

- 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)*

***OPPS is sending each institution an annual report on the employment of its recent graduates, as reported to CEPI. Institutions can identify content areas with low employment statistics and adjust accordingly.***

- Encourage teacher preparation institutions to develop field 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)*

***The mentoring and induction standards and the professional development standards have been approved by the SBE. The OPPS is currently disseminating and implementing the standards and developing resources to help school districts***

***meet the standards to strengthen and support teachers. Included in these resources is a pilot project to implement a process of self-assessment with beginning teachers using a professional portfolio.***

- 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

- Lead efforts to reinstate administrator certification. (*Office of Professional Preparation Services*)

***The MDE has worked with the Legislature to get proposed legislation to reinstate administrator certification on a voluntary basis.***

- 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*)

***Title II-A(3) competitive grants are targeting projects that will focus professional development on improving core content teaching in high priority schools.***

- Promote and disseminate the Standards for the Preparation of School Principals. (*Office of Professional Preparation Services*)

***The standards have been disseminated to all teacher preparation institutions and other Michigan universities. OPPS has developed a voluntary review and approval process for institutions that wish to be state-approved, using the standards as a base.***

- Collaborate with education partners to develop and provide targeted professional development opportunities to school leaders in research-based activities that focus on continuous school improvement. (*Office of School Improvement*)

***Provided high priority schools principal's academy in collaboration with MSU.***

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

***Office of Professional Preparation Services staff has been working with community colleges, MEA, AND MFT to assure that paraprofessionals to meet the NCLB requirements. Both the WorkKeys and the ETS Paraprofessional assessments are now available. Approximately 70% of the paraprofessionals who have taken the WorkKeys have passed it. Data are not available on the ETS assessment. Also, the local portfolio assessment is available. The USDOE has extended the deadline for paraprofessionals to meet the NCLB requirements from January 2006 to June 30, 2006.***

#### 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)*

#### ***Developed materials for and scheduled workshops for new directors of state and federal programs***

- Enhance collaborative activities with education and business organizations. *(All offices administering grants)*

#### ***MDE is represented on and regularly attends Michigan Business Leaders for Educational Excellence (MBLEE) meetings and strategic planning sessions. MDE is the lead agency for the Microsoft Partners in Learning grants which has key education organizations as partners.***

- Expand the use of technology to improve quality of information provided to and from grantees. *(All offices administering grants)*

#### ***Enhancements continue to be added to the Michigan Electronic Grants System (MEGS).***

- Coordinate the procedures required by law for non-public and home schools. *(Office of School Finance and School Law)*

#### ***Data collection has moved from a paper-based to a technology-based system.***

- 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)*

***Superintendent's Office staff had a key role in the presentation of this partnership at the Michigan Association of School Boards (MASB) summer conference in June, 2006. Staff work on an ongoing basis with the chair of the Michigan Association of Intermediate School Administrators' (MAISA) Coordinated Services Committee and MASB'S ISD Committee. A fall meeting of the full matrix committee is being discussed.***

- 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)*

***MDE staff are members of the CEPI Advisory Committee. Regular update meetings are held between MDE and CEPI. The CEPI Director attends MDE's Leadership Team meetings.***

***Regular meetings are held between MDE and DIT at both the policy and implementation levels to assure that MDE's priorities are met. The Service Level Agreement with DIT is under review.***

- 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)*

***Regular meetings and ongoing discussions are held with Treasury and the State Budget Office on a variety of issues. MDE's Legislative Liaison works daily with members of the Legislature.***

- 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)*

***Ongoing work with these agencies to refine and enhance processes and procedures.***

- Encourage cross-office work teams to collaborate on program implementation. *(All offices)*

***The Office of Special Education Early Intervention Services (OSE/EIS) works collaboratively with members of the Office of School Improvement (OSI), Office of Educational Assessment and Accountability (OEAA), the Office of Early Childhood Education and Family Support, and the Office of Personnel Preparation Services (OPPS).***

***Established OSI/Early Childhood/Special Education/OEAA work team to create a kindergarten transition document for parents***

***Established OSI/OPPS work teams to align professional preparation standards with the GLCE/standards and benchmarks***

- Work collaboratively with appropriate state agencies to assure a safe working environment. *(Office of the Superintendent)*

***MDE's Emergency Management Coordinator works on a regular basis with appropriate state agencies, activates the Crisis Management Team as necessary, schedules and conducts appropriate drills and exercises.***

- 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)*

***The “Best Practices” Study has been discussed with the Governor and Legislature. Staff continues to identify and review related research.***

- 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)*

***Staff are part of an ongoing effort working with key education organizations to make recommendations to policy makers.***

- 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)*

***Staff is working with MAISA’s Coordinated Services Committee and Michigan School Business Officials’ related efforts.***

- 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)*

***Ongoing efforts; approval processes have been streamlined.***

- Implement new processes department wide. *(All offices)*

***The current process to approve contracts for services was through a paper process. The Department has implemented an electronic process for the processing of all contracts for***

**services. The Department provided training for applicable staff. This new process should make the process of procuring services more efficient.**

- Improve access by citizens to MDE services and leadership via technologies. *(All offices)*

**MDE's website is under constant review and revision by the webmaster.**

- 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)*

**The Department's Organizational Development Officer is identifying leadership development needs of staff.**

- 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)*

**As of August 23, 2005, the Department is unable to implement nine Auditor General audit findings due to lack of funds.**

- 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)*

**Previous survey results have been shared with and discussed with staff. MDE is preparing to implement the new 360 Survey from Civil Service.**

- 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)*

***Several strategies are in place including better communications across the Department through increased information sharing and the new TGIF newsletter. External communications have become mostly electronic which enhances efficiency and ability to share MDE's website which is being improved based on customer input.***

- 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)*

***Key staff prepare monthly updates for the Cabinet Action Plan. The Education goal within the Budgeting for Outcomes process is updated quarterly.***

- 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)*

***Work is ongoing with CEPI and DIT.***