

*The Education Achievement Authority of
Michigan*

A Strategic Plan (**Vision**) for the Radical Transformation of
Traditional Public Schooling

DRAFT

LOGO

“We have a choice. We can simply defend what we have...or
create what we need.”

~ Gary Marx ~

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Introduction & Overview

Understanding the inextricable and vital link between Michigan's economy and the quality of Michigan's public schools, Governor Rick Snyder, as part of his education platform, became increasingly concerned about the state's Persistently Lowest Achieving (PLA) schools. As a result, he moved with rapid speed to address and create equitable opportunities to afford all students a quality education ensuring that they successfully complete the PK-20 educational experience college, career and workforce ready. To this end, the Education Achievement Authority of Michigan was formally created August 11, 2011 through an Inter-Local Agreement between the Board of Regents of Eastern Michigan University and the School District for the city of Detroit. This agreement allows for the establishment of a statewide system of schools to radically transform teaching and learning.

As allowed and required by the Inter-Local Agreement created August 11, 2011 between the Board of Regents of Eastern Michigan University and the School District for the city of Detroit to address the Persistently Lowest Achieving (PLA) schools throughout the state and requested by shareholders throughout the state, this strategic plan provides for the creative innovation, flexibility, and autonomy to transform Persistently Low Achieving (PLA) Schools. The plan calls for the disruption of traditional public schooling in Michigan to assure equitable and multiple opportunities for student achievement in 21st Century teaching and learning environments. Students will be equipped to make a powerful impact in the state, nation and world, be globally competitive and fully prepared to meet the challenges of the 21st Century. The EAA of Michigan has as a primary goal to solicit and encourage broad - based shareholder support for this strategic plan.

Summary of the Inter-Local Agreement

The purpose of the Inter-Local Agreement (ILA) is to create and empower the Authority to implement the powers, privileges, and authority of each of the Parties consistent with this Agreement to provide innovative, flexible, transparent, safe, efficient, and effective public educational services throughout the State, including, but not limited to, all of the following objectives that are outlined in the agreement:

- (a) Design of quality public elementary and secondary education programs.
- (b) Improvement of public learning environments and student achievement for all Students, including, but not limited to, educationally disadvantaged students.
- (c) Preparation of public school students to compete globally in a knowledge-based Economy.

- (d) Developing a system of higher expectations for public schools, students, and educators.
- (e) Expansion of flexibility and adaptability for public student learning models and styles.
- (f) Stimulation of innovative public school teaching methods.
- (g) Creation of new professional development opportunities for teachers within a public school structure and educational programs innovatively designed and managed by teachers directly engaged in the provision of educational services.
- (h) Providing parents and students with greater public educational choices both within and outside existing school districts, including, but not limited to, the ability to select globally-competitive public schools.
- (i) Facilitating the extension of technology and online learning.
- (j) Encouraging public and private commitment to the innovative, flexible, transparent, Safe, efficient, and effective provision of public educational services throughout the State and fostering public-private partnerships.
- (k) Renovating, repurposing, and constructing public educational buildings or buildings used for public educational services.
- (l) Remodeling public educational buildings or buildings used for public educational services, including energy conservation, safety, and security improvements.
- (m) Acquiring, improving, and developing sites, including athletic and recreational Facilities.

No other work and no other issue should be viewed with a greater sense of urgency than that of providing Michigan's students with the highest quality and globally competitive education, especially for those enrolled in the Persistently Lowest Achieving (PLA) schools. The work of school transformation is not only vital for the future of our children, but also for the well-being of Michigan. The development and scope of this strategic plan emanated from the Governor's Education Platform and the active engagement of stakeholders and advocates for children from 12 community forums held throughout the state of Michigan including Detroit, Lansing, East Lansing, Grand Rapids, Flint, Kalamazoo, Ann Arbor / Ypsilanti, Pontiac and Western Wayne County.

The Education Achievement Authority of Michigan held these forums to generate broad - base and statewide support by having strategic conversations to bring clarity and transparency of the

process of developing and implementing strategies for improved educational outcomes of the Michigan's Persistently Low Achieving schools.

Mission

The mission of the Education Achievement Authority of Michigan, as a catalyst for change, is to transform traditional public schooling and provide a prototype for 21st Century teaching and learning.

Shareholder Beliefs

The Education Achievement Authority of Michigan and its shareholders believe:

- every individual has value;
- equity is at the heart of a functioning, healthy community;
- differences in ethnicity and race should be embraced, celebrated and understood;
- the most powerful resource impacting change is the will to do so;
- in second chances;
- in teamwork and shared accountability;
- parents count and are a child's first teacher;
- parental involvement is essential;
- learning environments need to be structured to provide 21st Century skills, collaboration, creativity, communication and critical thinking;
- we should promote and maintain a safe environment/space, and discipline should be administered restoratively;
- that the power of thought has the ability to change lives;
- that a child's present circumstances should never determine future successes;
- if we don't invest in our youth, we have failed to invest in our future;

- truth is the foundation for growth;
- the message bearer is accountable for his/her message;
- that students can make a difference, and
- all children are priceless.

The Plan

Local School Autonomy and Flexibility

“Education for all needs flexible, adjustable, reality-oriented, wide range and ever-changing curriculum.”

~ Elton Lee & Mary Gale Budzisz ~

The EAA of Michigan’s theory of action is driven by the belief that strong leadership, execution of strategy, autonomy, flexibility and an uncompromising system of accountability will enable local school leaders and teachers to collaboratively build an equitable outcome-driven, 21st Century teaching and learning environment where time is the variable, learning the constant, and students the focus. Talent and resource management are critical attributes to effectively execute autonomy in designing successful teaching and learning environments for all students. With autonomy and flexibility come transparency and accountability for results.

The EAA of Michigan’s university schools will ascribe to the non-negotiable for the radical transformation of the traditional paradigm of public education; these non-negotiables include a student centered learning platform, common assessments, global partnerships, individualized learning plans for all students, the use of technology as a teaching and learning tool. The EAA of Michigan’s university schools operate from a Managed Instruction theory of action.

Goal 1: The EAA of Michigan will operate a system of governance based on earned autonomy.

Priorities

1. Transform school culture and learning environment into a prototype for 21st Century teaching and learning;
2. Operate utilizing a student centered model to deliver educational programs and services.

3. Utilize the student centered model of delivery or other instructional delivery systems they deem appropriate to produce expected outcomes.
4. Make data driven and informed decisions;

The PK- 20 Experience

“Not all learning happens in the classroom.”

~Pittman and Irby, Engaging Every Learner~

As a primary focus, the Education Achievement Authority of Michigan will prepare students to become globally competitive. A strong PK-20 educational experience examines the EAA of Michigan’s goal to education children from pre-Kindergarten through post-secondary education. As recommended by the partnership for 21st Century skills, the EAA of Michigan member schools are encouraged to promote collaboration, critical thinking skills, global empathy and self-directed learning. Students will develop analytical and problem-solving skills, an understanding and respect for different points of view and responsibility for their learning. Multi-lingual and enhanced technology skills will serve as a foundation for trans-media collaboration. Students and teachers will develop the knowledge and skills to effectively use technology in teaching, learning and workplace environments.

Years of research clearly predict and illustrate that early intervention and instruction for pre-school children prior to entering kindergarten is critical to life-long achievement and success. The EAA of Michigan will take ownership in providing early access for its neediest students to ensure school readiness. The student centered learning environment will provide a seamless connection for preschool children who enter kindergarten in EAA of Michigan member schools. The EAA of Michigan will seek partnerships to support the vision of including the nationally recognized state-wide initiative to foster school readiness for EAA of Michigan’s preschool children.

The EAA of Michigan supports and encourages a student centered system of education. To create a culture of continuous student growth, the EAA of Michigan encourages the elimination of academic pathways for student progression based solely on chronological age and seat time. For EAA of Michigan’s university schools, curriculum is organized based on instructional levels rather than traditional grade levels, and students are required to master requisite skills at one instructional level before proceeding to the next.

A dynamic and highly innovative learning platform will support 21st Century teaching and learning initiatives. It will provide teachers and students with curriculum mapping tools and a robust repository of open source and proprietary standards-aligned resources to support teaching and learning. The EAA of Michigan will reinvent technology use by implementing real time business

intelligence dashboards and reporting systems. The business intelligence and analytic tools allow for the on-going evaluation of effective teaching and student mastery of state, national and international standards. In order to prepare students and teachers to collaborate with an international community of colleagues, the EAA of Michigan will provide them with opportunities to interact with teachers and students from around the world. Online relationships provide opportunities for students to have a direct connection to the world. Students will be trained in proper etiquette for digital citizenship that includes open discussions on online interaction, issues of privacy, copyright, and online responsible and ethical behavior.

Preparing students for 21st Century success guarantees they will be well equipped to accept the challenges of a globally competitive market place. College, career and workforce readiness is defined as students having attained a set of core knowledge and skills necessary to succeed in the first year of education after high school without the need for remedial/developmental education. Such skills are important and necessary for students to be successful in their chosen career field. To prepare students for 21st Century success, the EAA of Michigan will ensure equitable access to college, career and workforce preparation which includes:

- (1) *rigorous curriculum* at all levels of the education pipeline and
- (2) *Systemic policies* that ensure all students are provided the support needed to successfully reach their college and career goals.

Goal 2: All students enrolled in EAA of Michigan's member schools will successfully complete their secondary school experience college, career and workforce ready.

Priorities

1. provide for the expansion, flexibility and adaptability for student learning modalities and styles (ILA);
2. promote innovative teaching methods (ILA) ;
3. create new professional development opportunities for teachers within the school structure and innovatively design educational programs that directly engage teachers (ILA);
4. provide parents and students with greater public educational choices both within and outside existing school districts, including, but not limited to, the ability to select globally-competitive public schools (ILA);
5. facilitate the extension of technology and online learning (ILA);
6. encourage public and private commitment to the innovative, flexible, transparent, safe, efficient, and effective provision of public educational services throughout the

- State and foster public-private partnerships (ILA);
7. partner with early childhood program providers with proven track records and funding pipelines to address the needs of 0-4 aged learners;
 8. utilize personalized mastery level blended learning models;
 9. support and advocate for the passage of state legislation designed to address the needs and funding for universal early childhood education programs;
 10. provide a rigorous curriculum which includes honors and Advanced Placement course work;
 11. develop an expanded and rigorous course requirement system that transitions from a system of Carnegie Unit Credits to a system of Completed Course Requirements (CCRs) that is reflective of mastery of content and not predicated upon seat time;
 12. provide social networking tools that will allow for both personalization and collaboration with others locally, regionally, and globally;
 13. assist students with the support needed for the acquisition of 21st Century Skills that include the following:
 - a. Research and information fluency;
 - b. Critical thinking, problem solving, and decision making;
 - c. Digital citizenship;
 - d. Technology operations and concepts;
 - e. Creativity and innovation;
 14. establish viable partnerships with members of the business and industry community for student internships, apprenticeships, work study opportunities;
 15. develop viable partnerships with post-secondary colleges and universities to provide early College and dual enrollment experiences for motivated students, enabling them to concurrently complete their high school diploma and associate's degree or its equivalent;
 16. embed *Work-key* requirements and real world applications in common core curriculum and elective courses;
 17. establish a flexible school day/school year which provides students 365 days, 24 hours per day and 7 days per week direct access to a tailored individualized education plan that is self-paced and directed with a blended model delivery system; and
 18. create and connect students and teachers with meaningful applied project-based learning with classrooms, teachers and students in schools across the globe.

Goal 3: The EAA of Michigan will provide teachers and school leaders with individualized, on-demand professional development in both content and pedagogy.

Priorities

1. provide staff with the foundation for EAA of Michigan's curriculum standards which are aligned to state, national, international, ACT and *Work -keys* standards;
2. provide teachers with an understanding of curriculum mapping and learning maps which define the progression of skills from PK through 12 and the critical skills which must be taught at each instructional level (e.g. development of consensus maps);
3. provide staff with on-demand professional development to support content knowledge, instructional strategies, formative and summative assessment, and the use of data to inform practice;
4. provide staff with a digital portfolio for developing individualized professional learning plans which allow for tracking knowledge acquisition, transfer of knowledge to practice, student outcomes and monitoring targeted professional growth plans;
5. provide job-embedded professional development through coaching and peer mentoring;
6. facilitate trans-media collaboration through crowd sourced curriculum, discussion forums, wikis, blogs, etc., to connect with teachers within member schools, across member schools, nationally, and internationally;
7. provide professional development to assist staff in attaining proficiency in a variety of instructional delivery methods including student-centered blended learning, online, and distance learning;
8. provide teachers with real-time feedback from classroom observations linked directly to status and trend reports as well as on-demand videos and targeted professional development activities tied to areas of need, and
9. provide a pipeline for the development of internal leadership capacity including teacher leaders, aspiring leaders, and ongoing principal leadership through a Ph.D./MBA cohort.

Universal Culture of Support and Parental Involvement

“Life affords no greater responsibility, no greater privilege, than the raising of the next generation.”

~ C.Everett Koop ~

Building on the core belief that “parents count and are a child’s first teacher,” the Education Achievement Authority of Michigan encourages the engagement of parents and/or guardians of students as key partners in providing an optimum educational experience. When parents are involved in the education of their children, community satisfaction with education is increased; and the achievement of students greatly improves.

Additionally, the Education Achievement Authority of Michigan will partner with a network of human and social service agencies to provide a wide spectrum of services including individual and group counseling, outreach and consultation and early intervention with licensed professional counselors, social workers and/or mental health workers will be available to students. This universal culture of wraparound social and human service support will be designed to address the socio-psychological or physiological challenges that may impede a student’s academic progress and may be beyond the family’s resources or capabilities to remedy these challenges.

Preparing students to succeed is a community’s responsibility, therein lies the strength in viable business and industry partnerships. In addition to previously discussed partnerships with parents and social and mental health agencies, the EAA of Michigan will establish partnerships businesses, industry and civic/community to create and expand student opportunities for internships and other experiences to foster interest in careers and the world of work. A strong business and industry partnership demonstrates a shared vision for providing students with opportunities that prepare them for the workforce or further education. Mobilizing and leveraging these resources in an effective manner becomes critical to student academic achievement and contributes to a meaningful school experience. The EAA of Michigan will collaborate with various business and industry partners that is responsive to school and community needs.

Goal 4: The EAA of Michigan will establish a culture of universal support that provides wrap around services for students and parents at each member school.

Priorities

1. provide financial resources to provide appropriate services;
2. partner with the Detroit Parent Network to create School Reinvention Teams (SRTs) which includes and expands parental and student involvement opportunities;

3. monitor the involvement of parental participation in decisions related to the overall operation of the school;
4. collect, analyze, and interpret data in order to make informed decisions about the quality of services provided;
5. provide parents and students with greater public educational choices both within and outside existing school districts, including, but not limited to, the ability to select globally-competitive public schools;
6. provide, to the extent possible, students and parents with flexible, school schedules which may eliminate obstacles for accessing educational programs and services for students and parents;
7. create strategic partnerships and collaborations with community organizations and agencies that have demonstrated successful outcomes in parent/guardian empowerment for total family development;
8. establish viable partnerships with comprehensive health care providers in order for students and parents to have possible in-school access to services;
9. provide students and parents a student code of conduct which ensures flexible approaches to managing student behavior, and
10. establish business and industry partnerships that are outcome-driven and serve to deliver services, supports or interventions that strengthen schools, students, families and communities.

Ensuring the Safety of Students Enrolled in EAA Member Schools

“The way you see them is the way you treat them and the way you treat them is the way they often become.”

~Zig Ziglar~

Through collaborative partnerships with Wayne County Sheriff Department, Detroit Police Department, Detroit Public Schools Public Safety Division and local member schools, the EAA of Michigan will maintain safe, secure and orderly schools requiring continuous monitoring and evaluation of school climate and culture, a strategic assignment of resources (both human and financial), improvement of communication, and response and reporting systems. The EAA of

Michigan recognizes the need for safety in schools; therefore, the EAA member schools will have the full autonomy and flexibility to adjust the number of FTEs allocated for security personnel.

Through a restorative justice approach to addressing student misbehavior, the EAA of Michigan will work to ensure that students and parent(s) will be treated with fairness, have the right to be fully informed about allegations, and provided with an opportunity to respond to such charges in a respectful and welcoming environment. Across the country, school systems are shutting the doors of academic opportunity on students and funneling them into the juvenile and criminal justice systems. A combination of overly harsh school policies has created a “schoolhouse-to-jailhouse” track in which punitive measures such as suspensions, expulsions, and school-based arrests are increasingly used to deal with student misbehavior, and large numbers of students are being pushed out of the school. The Standard Operations and Procedures Manual provides guidelines to address student behavioral concerns; the EAA of Michigan shall protect the due process for all students and their families

Goal 5: EAA of Michigan member schools operate safe and orderly teaching/learning environments and students and staff is treated with dignity and respect.

Priorities:

1. build a four-way partnership with Detroit Public Schools Police Department, the City of Detroit Police Department and the Wayne County Office of the Sheriff.
2. allocate school-based personnel for school security and safety.
3. establish community and parent partnerships that support safe and orderly teaching/learning environment.
4. implement “restorative practices” to support respectful and supportive learning environments.

Performance Outcomes:

How will they be measured? By whom and by when?

“Good is the enemy of great”

~ Jim Collins ~

The EAA of Michigan will use a comprehensive integrated assessment system to monitor student, teacher, administrator and school performance. A total of ten indicators will be measured. These metrics will be evaluated across all EAA of Michigan member schools, eliminating the superficial assessment of a school’s progress to a single performance indicator. A combination of growth, status and performance (i.e. Indicators 1 through 3) will be used to assess student progress and teacher effectiveness. Growth and status will be measured through interim assessments administered three (3) times per year by the EAA of Michigan’s Office of Equity, Innovation and Accountability. Growth will be measured via a value-add system while status will be assessed relative to the College and Career Readiness Trajectory. Performance points will be accumulated through [common core assessments](#) initiated quarterly over the course of the school year.

The strength of the evaluation system is predicated on the majority of points being acquired through the demonstration of growth and the ability of students to demonstrate mastery not necessarily the percentage of students who meet Annual Yearly Progress (AYP) criteria.

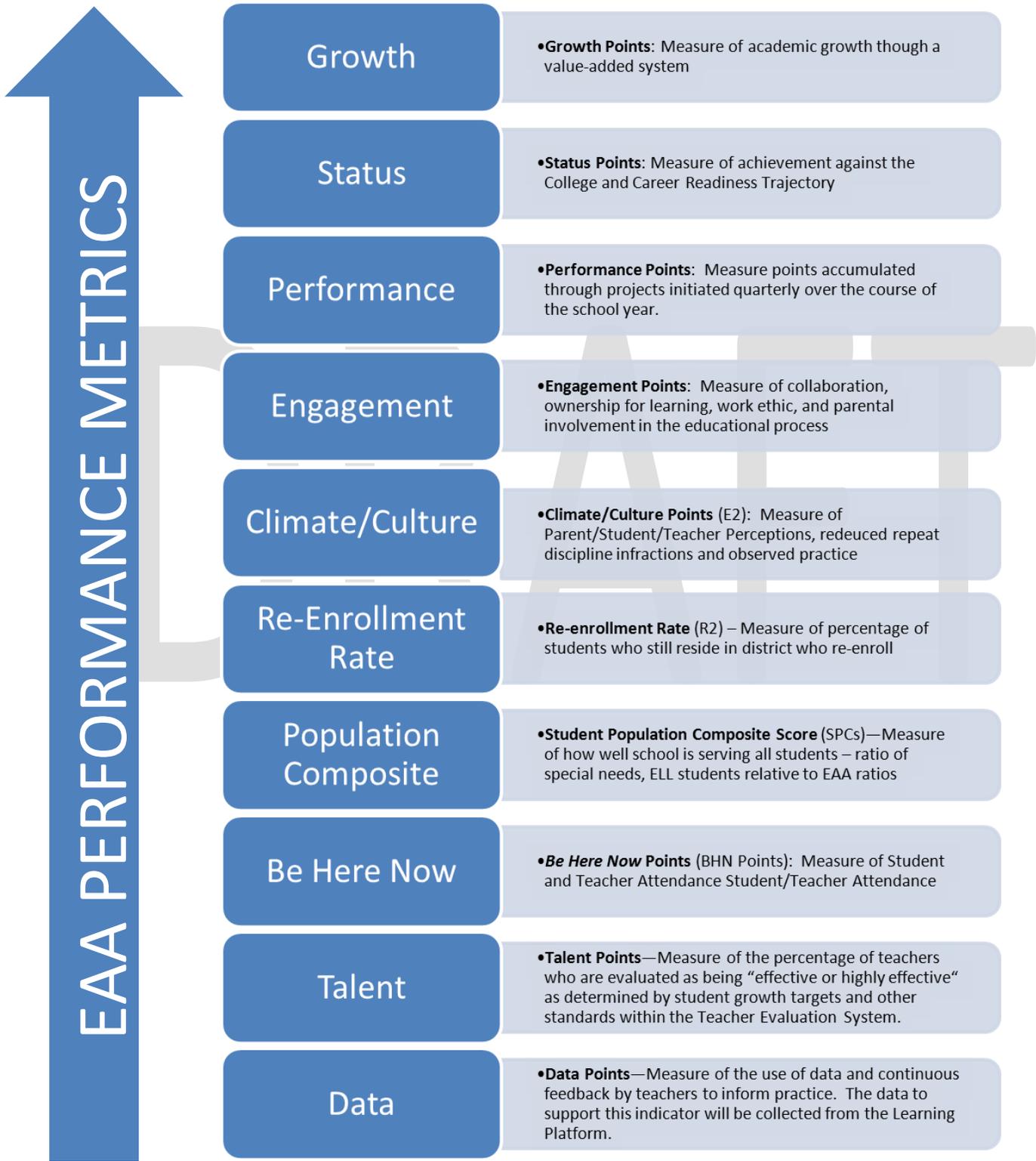
Indicators four through eight will measure important attributes of the teaching and learning environment. The data to support the measurement of these five indicators will be collected from annual parent, teacher, and student surveys, classroom observations, and school records of attendance, discipline, enrollment and retention. A school’s talent score, Indicator 9 will be calculated based on the percentage of teachers who are evaluated as being “effective or highly effective” as determined by student growth targets and other standards within the Teacher Evaluation System. Data Points, the tenth performance are accumulated through the regular use of data by teachers to inform practice.

[Goal 6: The EAA of Michigan will use a performance based management system to assess, monitor and hold the system of schools accountable for performance.](#)

Priorities:

- [1. develop three year academic performance targets goals for all EAA of Michigan staff.](#)
- [2. require member schools to develop student growth targets that align with the EAA of Michigan’s performance metrics.](#)
- [3. utilize common assessments for all EAA of Michigan member schools in order to track the achievement and growth of students.](#)

Figure 2: Proposed Performance Metrics for EAA Schools (updated measure will replace figure 2)



Fiscal & Budgetary Responsiveness

“Fair is not everyone getting the same thing. Fair is everyone getting what they need.”

~Anonymous~

The Education Achievement Authority of Michigan will achieve excellence in fiscal and budgetary management. As a steward of public tax dollars and private foundation financial contributions, the EAA of Michigan will apply financial “best practices” in all aspects of fiscal management and operations. A lean organization that is efficiently operated sends a message that efficacy is valued (Hess & Osberg, 2010). The educational dollars will be directed at improving teaching and learning.

Financial and operational management will have three approaches: (1) Ensuring Fiscal Responsibility, (2) Supporting Performance and (3) Enabling Transformation. The EAA of Michigan will transform itself into an authority that is strategic and student-centered, flexible and adaptable, oriented toward the future, proactive in directing change and risk-taking and focused on improved measureable outcomes (Government Finance Officers Association {GFOA}).

Goal 5: The EAA of Michigan will apply “best practices” to the financial management of the EAA of Michigan and its member schools;

Priorities

1. Focus 90% of EAA funding directly at the local level.
2. Exercise local school autonomy for financial planning for contract and charter schools;
3. Maintain balanced budgets at all levels of the EAA of Michigan;
4. Seek all applicable revenue sources, and
5. Establish competitive salary schedules that reward teachers and administrators who achieve performance targets.

Scholars of the Great Lakes

“The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.”

~ Alvin Toffler ~

"The Great Lakes State" or "The Lakes State" nicknames have been applied to Michigan for many years. As such, they refer to the fact that Michigan shores meet four of the five Great Lakes and to a number of inland lakes throughout the state. The Great Lakes -- Superior, Michigan, Huron, Erie and Ontario – serve as an inspiration to all who have seen them. The four Great Lakes that border Michigan are Lake Superior, Lake Michigan, Lake Huron and Lake Erie, each representing unique characteristics. While this system of lakes greatly affects our way of life, as well as all aspects of the natural environment- from weather and climate, to wildlife and habitat- collectively, they form the largest body of fresh water great lakes on the planet. Symbolic of the significance of the Great Lakes to Michigan's economy, the Scholars of the Great Lakes Honors Program is significant to the development of Michigan's human capital. With each lake known for its unique characteristics, the Scholars of the Great Lakes embody the lofty traits of scholarship, leadership, character, service, and volunteerism. This honors program is designed to prepare highly motivated students to participate in advanced studies programs and activities that prepare them for college, careers and the workforce. Participating K-12 students will benefit from a highly rigorous curriculum designed to challenge them to think critically and expand their knowledge while progressing through appropriate components: *The Passage Program, The Academy, The Great Lakes Scholars' Summer Institute and Foreign Exchange Program*. Participating students will also learn to enhance their academic and time management skills.

In order for the EAA of Michigan to realize statistically significant increases in participation for the under-represented student population, individual student progress in all EAA member schools will be assessed against the college-career readiness trajectory. The EAA of Michigan will consistently monitor students' growth while concurrently providing them with (1) an individualized plan tailored to their individual needs and (2) an uncompromising system of support to keep them on an upward path for readiness for inclusion in the Scholars of the Great Lakes Honors Program. The Scholars of the Great Lakes Honors Program will be peerless in terms of both its intellectual content and the challenge for motivation and self-discipline it inspires. The program will be designed to change the paradigm for any student who wishes to be challenged to levels of superior academic performance. EAA of Michigan officials and member schools will use a consistent measure of assessment and other protocols to identify students for induction into the program.

In addition to meeting criteria, students must maintain a 3.6 cumulative grade point average for high school students and demonstrate not less than proficiency on the Michigan Educational Assessment Program (MEAP) and/or the Michigan Merit Examination (MME) in all areas tested to remain in good standing in the Honors Program. Scholars of the Great Lakes (SoGL's) Honors Program will graduate prepared to enter and thrive not only in the best colleges and universities in the United States, but also in the world. Students may enter the program by making formal application, which involves their parents, the individual student and counselor.

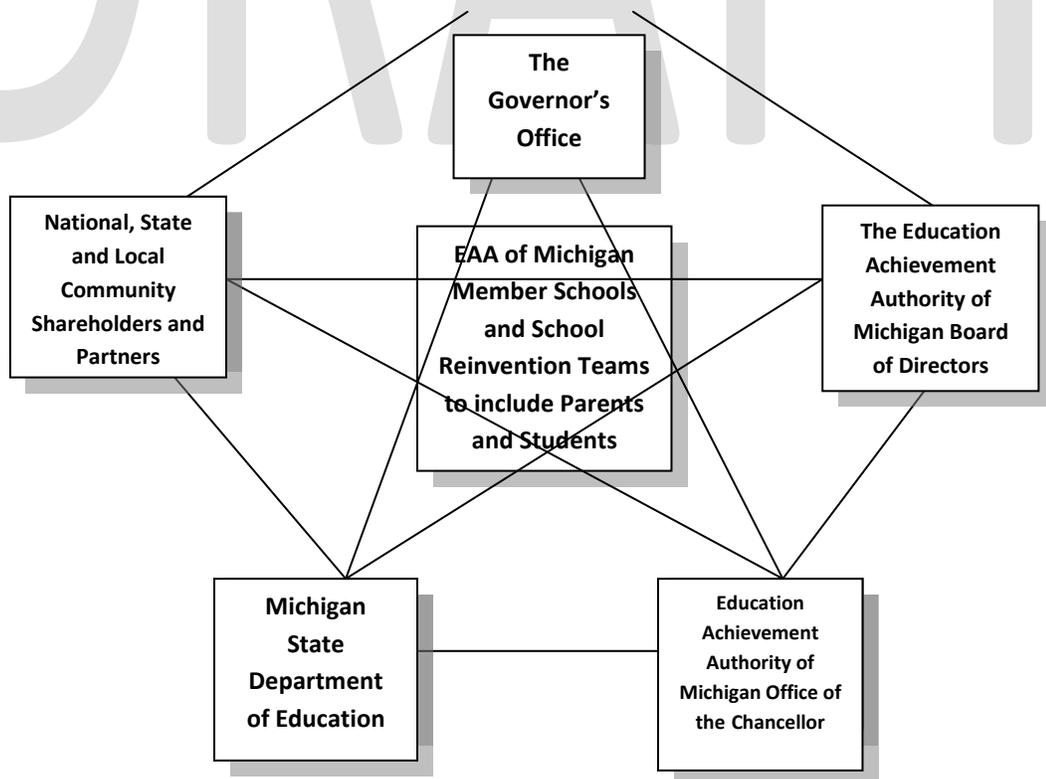
Organizational Structure

“Leaders...will be explorers, adventurers, trailblazers...leaders of leaders...they will gather around them people who have the future in their bones.”

~ Rowan Gibson, *Rethinking the Future*~

As a new system of schools, The EAA of Michigan recognizes the importance of clear lines of communication that will foster a collegial working environment. The All-Channel Network Model designed by Bolman and Deal (2008) reflects a web of inclusion among various shareholders. It creates multiple connections so that each entity can communicate with other entities at any given time. Information flows freely; decisions require touching multiple bases and the often authoritarian “top-down” approach is missing from this organizational structure. This model works best when team members bring well-developed communication skills, enjoy participation, tolerate ambiguity, embrace diversity and are able to manage conflict. The structure shown below serves to bring all shareholders together in a cohesive format with the ultimate purpose of providing support to EAA of Michigan member schools in order to achieve optimum student success.

Figure 1: Organizational Structure of the Education Achievement Authority of Michigan



Standard and Operations Procedures Manual

“The achievements of an organization are the results of the combined effort of each individual.”

~Vince Lombardi~

Procedures are principles adopted by the Education Achievement Authority of Michigan and are derived from the intent of the creation of the Authority by the Eastern Michigan University and the Detroit Public Schools to chart a course of action to further coordinate, enhance and improve the public educational services provided by EAA of Michigan member schools. These procedures tell WHAT is wanted and may include WHY and HOW MUCH. The procedures are broad enough to empower member schools with the flexibility and autonomy they need for independent decision making. However, they are also narrow enough to give the administration clear guidance as an instrument for the effective and efficient operations of the EAA of Michigan’s system of schools. (McAdams, 2006).

Outlined in more detail under a separate document, the EAA of Michigan’s *Standard Operations & Procedures (SOP)* Manual contains seven sections that include the following:

- Section 1000 include those articles related to the Creation, Governance and Organization of the Education Achievement Authority of Michigan
- Section 2000 addresses the Fiscal Management of the EAA of Michigan;
- Section 3000 focuses on Operations Management;
- Section 4000 examines covers procedures related to Human Resources;
- Section 5000 covers the teaching and learning aspect of the EAA of Michigan;
- Section 7000 includes guidelines and procedures related to Student Support Services, and
- Section 8000 explains how the EAA of Michigan will address Public Relations, Marketing and Community Engagement

Upon approval and adoption by the EAA Board of Directors, the *Standard and Operations Procedures Manual* may be accessed from the Education Achievement Authority of Michigan’s website: www.eaaofmichigan.gov/.com/.net/.org/.edu

“The future of our state and country lies in the backpacks of our children.”

~Eric Williams~

Glossary of Terms

365 24/7 Access: Students can access their learning materials, curriculum at any time of the day from anywhere they can access the web; 365/24/7 also provides expanded learning opportunities for students through the use of technology.

Autonomous Schools: Schools which have been given authority and flexibility to make decisions about their school including staffing, curriculum, and instruction provided they meet certain high performance standards.

Charter Schools: Schools that receive public money but are not subject to some of the rules, regulations, and statutes that apply to other public schools in exchange for some type of accountability for producing certain results, which are set forth in each school's governing rules

Collaborative Team Teaching Approach: Several teachers plan and teach a class together

Content: The materials that are used both in text and in digital format

Contract Schools: Schools who have been given the authority and flexibility to make decisions about the staffing and instructional program at their school but will rely on the EAA for assistance with operational matters such as child nutrition, payroll, and transportation.

Curriculum Mapping Tools: Software and resources that allow teachers to create lessons for students

ESL: English as a Second Language

IEP: Individualized Education Plan (IEP) is designed to meet the unique educational needs of one child, who may have a disability, as defined by federal regulations; the IEP is intended to help children reach educational goals more easily than they otherwise would

ILP: Individualized Learning Plan (ILP) is a user (student) specific program or strategy of education or learning that takes into consideration the student's strengths and weaknesses; the ILP presumes that the needs of individual students are different and therefore must be differently addressed.

LEA: Local Education Agency

Learning Platform: A software program which includes a wide variety of resources, activities and assessments that teachers and students can use to help students to learn, practice, and demonstrate what they know and can do. The materials are organized so that both students and teachers have choices and can personalize both teaching and learning.

Managed Instruction: An approach to PK-12 education in which the curriculum and instruction is managed at the district level

Managed Performance Empowerment: An approach to PK-12 education that strikes a balance between district level management of curriculum and instruction (Managed Instruction) and freedom for innovation at the local (school) implementation (Performance/Empowerment). It combines the effectiveness of a centrally managed academic program with the dynamics of a performance culture, while ensuring that freedom and flexibility (empowerment) is earned as a result of performance and improvement.

Mastery: Students are able to demonstrate what they know and can do at the required skill level

Measure of Growth: The amount of progress a student achieves over the course of one instructional year.

Open Source: Free resources that anyone can use

Pathways: Different ways of reaching something

Partnership: Supportive relationship between several groups

Performance: The ability to demonstrate a certain level of skill or practice

PreK-20 Education Experience or Continuum: Refers to an instructional model designed to prepare students to graduate college, career and workforce ready; it begins with preschool (PreK) and may extend as far as the doctoral level.

Proprietary Resources: Resources which are copyrighted and owned by a company and one must have permission or purchase them if he/she wishes to use them

Restorative Practices: Restorative practices is the study of building relationship and achieving social discipline through participatory learning and decision-making

Standards: What students are expected to know and be able to do

School Reinvention Teams; Teams of parents, students, and shareholders that support a school

Seat Time: The required time a student must spend in a class to receive official credit for the class.

Special Needs: Term used to refer to students who required additional services to support their learning needs

Theory of Action: The assumptions and principles which guide decision-making

Universal Culture of Support: Refers to those “wraparound services” (health, dental, mental, etc.) that are needed to support the student in the educational process.

University Schools: Schools which will be run by the EAA of Michigan for a period of time while they receive the support and training to move to a more autonomous way of governing themselves

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