



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



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MEMORANDUM

TO: State Board of Education

FROM: Michael P. Flanagan, Chairman 

SUBJECT: Presentation on SBE/MDE Priorities for 2007-2008

The proposed SBE/MDE priorities for 2007-2008 (attached) are based on conversations started at the previous two State Board of Education retreats.

The Strategic Goal remains the same from previous years. The four proposed priorities include:

- Continue to advocate and promote high school reform, with an emphasis on relevance, relationships, and implementation
- Review the financial structure essential to achieve the State Board of Education's expectations for student achievement
- Implement the "darkening the dotted lines" partnership between the Michigan Department of Education and the intermediate school districts
- Continue to review teacher preparation programs and improve certification process.

Included with each priority are a number of major activities identified by MDE staff in order to accomplish the priority. These activities are identified assuming full staffing and funding resources. Modifications will need to be made if budget cuts require staff lay-offs and loss of implementation funding.

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**STATE BOARD OF EDUCATION/
MICHIGAN DEPARTMENT OF EDUCATION
STRATEGIC PLAN**

STRATEGIC GOAL

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

PRIORITIES

Continue to advocate and promote high school reform, with an emphasis on relevance, relationships, and implementation.

Major Activities*

1. Explore pilots in a select number of schools that are working to create competency based systems, moving away from "seat time" as the measure for awarding academic credit.
2. Observe and promote the implementation of the Michigan Merit (MM) graduation requirements through a focus on key elements such as: middle colleges and other structures, the use of personal curriculum modifications; graduation and drop out data; Early College, Middle College, International Baccalaureate, Advanced Placement and dual enrollment participation.
3. Develop methods for describing and reporting on the continuing collaboration between general education (including special education) and career and technical education for curriculum alignment and relevant instruction efforts.
4. Provide a forum for sharing promising practices among high schools with a focus on instructional practice; relevance in curriculum and establishing student-centered learning environments (relationships).
5. Establish a working group to explore opportunities to develop baseline data in key areas.

Review the financial structure essential to achieve the State Board of Education's expectations for student achievement.

Major Activities*

1. Provide input and recommendations to the Governor, State Budget Office, and the Legislature on critical areas in the School Aid Budget.

* Based on full staffing and funding resources.

2. Receive the State Superintendent's recommendations on the most effective and equitable financing structure to support the student performance standards set by the State Board of Education.
 - a. Identify changes necessary in policies, practices, and procedures to attain student achievement goals (i.e. identify the cost benefits related to student achievement for programs such as Medicaid, Temporary Assistance for Needy Families (TANF), 0-5, Teen Health Centers, Family Resource Centers, etc.).
 - b. Determine what the "system" should look like and how this new system should be financed.

Implement the "darkening the dotted lines" partnership between the Michigan Department of Education and the intermediate school districts.

Major Activities*

1. Revise governance structure.
2. Coordinate work of standing committees (Governance, Administrative Services and Projects, Regional Support to High Priority Schools, Monitoring and Compliance, and Delivery of Services) to assure priorities are achieved and products developed as appropriate, including strengthening professional development for teachers through the Delivery of Services Committee.

Continue to review teacher preparation programs and improve certification process.

Major Activities*

1. Review (and adopt) recommendations from the Superintendent of Public Instruction as a result of the work of the Teacher Preparation Policy Study Group in order to enhance teacher effectiveness and quality.
2. Address supply and demand needs (i.e. reduce number of elementary candidates; increase number of science and math candidates).
3. Improve mentoring programs for new teachers, and oversight of student interns and the teachers to whom they are assigned.
4. Promote alternate routes to teacher certification in shortage areas (world languages, mathematics, and science).
5. Advocate for redesign of outdated teacher certification database using increased certification fees to provide on-line services, ability to track professional development activities, and completion of State Board Continuing Education Units (SB-CEUs).