



# SCHOOL SUPPORT TEAMS

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Coordinator of School Support  
Teams

# SCHOOL SUPPORT TEAM MANUAL



## **What is the purpose of the School Support Team?**

Michigan's School Support Teams (SST) provide on-site assistance to schools Identified for Improvement, Corrective Action or Restructuring for reasons of proficiency in the areas of reading, mathematics, or for identified subgroups. SST members are directly involved in facilitating school improvement processes in identified schools. In collaboration with the building School Improvement Team, the SST facilitates the development of strong continuous improvement processes and procedures including the implementation and monitoring of Instructional Learning Cycles. (ILC)

The drive for rapid and continuous school improvement places demands on school personnel that require support strategies to ensure their success. Using a School Support Team, including trained school improvement facilitators, is one of these strategies. A crucial member of the School Support Team is a District Representative who plays an active role supporting both the building principal and the school's improvement team to make necessary changes to processes and procedures that result in increased student learning. The School Support Team, external to the day-to-day responsibilities expected of school leaders and teachers, provides objective and expert guidance to carry out the process of school change.

School Support Team members will not be found teaching fractions or planning the next parent meeting. Instead, the SST serves as the "guide on the side" to the school's improvement team, responsible for building the team's capacity to engage in a long-term improvement process that is challenging, exhausting, and ultimately, professionally rewarding.

## What is an Instructional Learning Cycle?

An Instructional Learning Cycle (ILC) is a collaborative short term process of instructional improvement. ILCs provide opportunities for teachers, along with their colleagues (i.e. other teachers, coaches and /or principals) to reflect on the quality of classroom instruction. ILCs focus the efforts of teacher teams on the implementation of instructional strategies linked to a school-wide instructional priority. Within an ILC, teacher teams focus on a single instructional strategy related to specific content expectations or Common Core Standards. Establishing continuous ILCs signals purposeful and focused instructional improvements.

Instructional Learning Cycles are linkable to...

- A school improvement plan;
- An instructional priority; and
- Content expectations or Common Core Standards.

Key features of ILCs include...

- Common pre and post assessments (along with data analysis);
- Purposeful identification and implementation of research-based instructional strategy; and
- Collaborative instructional dialogue and reflection

An instructional dialogue, a key feature of ILCs, is a structured conversation about teaching and learning with the goal of providing feedback to teachers about instruction.

## **What is the composition of the School Support Team?**

Initially, the School Support Team is comprised of

- **ISD/ESA School Improvement Facilitator**
- **District Representative**

These members form the base of support for MI Excel schools. As MI Excel schools remain within the Statewide System of Support (SSoS) in subsequent years, more members will be added to the SST.

- **Instructional Leadership Coach** (as applicable)
- **Content Coach** (as applicable)
- **MDE Representative** from the Office of Field Services (as applicable)

As the SST grows the need for communication and coordination increases and the role of the ISD/ESA School Improvement Facilitator becomes more important.

The Elementary Secondary Education Act (ESEA) outlines that a Statewide System of Support should “provide technical assistance to the school.” Michigan Department of Education (MDE) requires an ISD/ESA School Improvement Facilitator to facilitate Title I schools Identified for Improvement, Corrective Action or Restructuring. These ISD/ESA SI Facilitators are assigned to the schools by local ISD/ESA in all stages of the Statewide System of Support.

**School Support Team**

**(X4 Quarterly Monitoring Meetings)**

**Technical Assistance as needed**

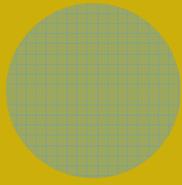
**School Support Team**  
**(X4 Quarterly Monitoring Meetings)**  
**Technical Assistance as needed**



District Representative

## **SST District Representative:**

- Prepares and presents a presentation with the SI Team to the Board of Education to share the components of SSoS, current plans and progress
- Files evidence of each presentation to the school board with the ISD/ESA School Improvement Facilitator
- Supports development and refinement of internal building processes and procedures around School Improvement
- Removes barriers that do not serve the needs of the Mi Excel School including access to school data
- Recruits members for the SSTAC (If the district representative is unable to get participation of all members as described in ESEA, there must be documentation filed with the ISD/ESA representative of the efforts made and the results of those efforts)
- Actively participates in the QMM to review progress toward agreed upon actions and provides SSTAC with written updates of QMM
- Though PA 25 clearly states that building level school improvement is the responsibility of the district, both the District Representative and ISD/ESA SI Facilitator will work collaboratively to provide technical assistance to the building school improvement team as needed in between the quarterly monitoring meetings
- Files minutes of the two annual SSTAC meetings with the ISD/ESA representative



# PRIORITY FOR LEAs

## **SEC. 1003. SCHOOL IMPROVEMENT of PUBLIC LAW 107-110 (No Child Left Behind Act of 2001)**

**(a) State Reservations – To carry out the State's responsibilities under sections 1116 and 1117, including carrying out the State educational agency's statewide system of technical assistance and support for local educational agencies.**

**(c) PRIORITY.** The state educational agency, in allocating funds to local educational agencies under this section, shall give priority to local educational agencies that:

- (1) Serve the lowest achieving schools**
- (2) Demonstrate the greatest need for such funds**
- (3) Demonstrate the strongest commitment to ensuring that such funds are used to enable the lowest achieving schools to meet the progress goals in school improvement plans under Section 1116(b)(3)(A)(v).**

**School Support Team**  
**(X4 Quarterly Monitoring Meetings)**  
**Technical Assistance as needed**



District Representative  
ISD/ESA School Improvement Facilitator

## **Responsibilities of an ISD/ESA School Improvement Facilitator**

- Supports the school to implement, monitor and evaluate continuous school improvement with fidelity
- Provides technical assistance to building SI Team around required State and Federal reporting
- Files the required documentation to the SSTAC meetings and actions as required by MDE
- Actively participates in the Quarterly Monitoring Meeting (QMM) to review progress toward agreed upon actions and files MDE required reports
- Collaborates with the district representative to provide technical assistance to the building school improvement team as needed in between the quarterly monitoring meetings
- Additional Requirements during Identified for Improvement Year One
  - Supports the organization of the Survey of Enacted Curriculum (SEC)
  - Provides follow-up support for SEC as necessary
  - Participates on the School Improvement Review Team (if applicable)
  - Co-Facilitates the SIR Visit Debrief with SIR Lead
  - Supports SI Team to share SIR Final Report results with entire staff
  - Attends Data Workshop with SI Team
  - Supports SI Team to revise SI plan to incorporate information gained from SIR, Data Workshop and SEC in the identified area

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**School Support Team**  
**(X4 Quarterly Monitoring Meetings)**  
**Technical Assistance as needed**



District Representative  
ISD/ESA School Improvement Facilitator  
MDE Office of Field Services Representative\*

\*Occurs in  
Corrective Action  
Restructuring Planning  
Restructuring Implementation

## **SST MDE Representative (Schools Identified for Corrective Action and Restructuring)**

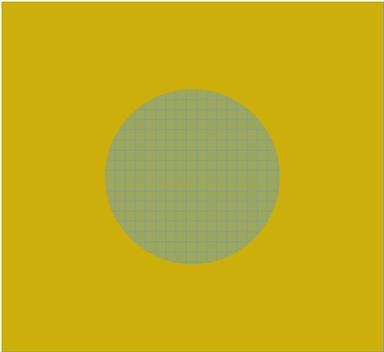
- Actively participates in QMM
- Advises MI Excel School on Title I Requirements and Regulations
- Provides feedback to Mi Excel School on use of Title I funds
- Ensures that Corrective Action requirements are met and embedded into the SI Plan
- Ensures that Restructuring planning and implementation occur as required
- Completes annual report for MDE

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School Support Team  
(X4 Quarterly Monitoring Meetings)  
Technical Assistance as needed



District Representative  
ISD/ESA School Improvement Facilitator  
MDE Office of Field Services Representative\*  
Instructional Leadership Coach \*

**\* Indicates this person will be present only if applicable.**



# RESPONSIBILITIES OF INSTRUCTIONAL LEADERSHIP COACH

## **Instructional Leadership Coach (if applicable)**

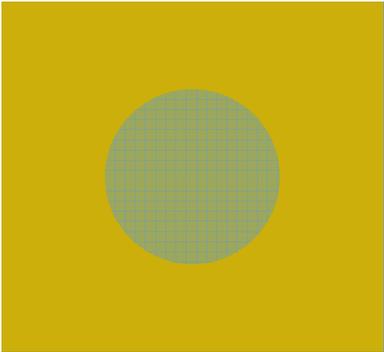
- Attends QMM and provides input as necessary
- Supports the implementation of ILC
- Provides insight and knowledge to the SST about on-going building-wide instructional improvement efforts
- Recommends additional supports that would be beneficial in assisting the MI Excel school in improving the quality of building-wide instruction

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School Support Team  
(X4 Quarterly Monitoring Meetings)  
Technical Assistance as needed



District Representative  
ISD/ESA School Improvement Facilitator  
MDE Office of Field Services Representative\*  
Instructional Leadership Coach \*  
Content Coach\*

**\* Indicates this person will be present only if applicable.**



# RESPONSIBILITIES OF CONTENT COACH

## **Content Coach (if applicable)**

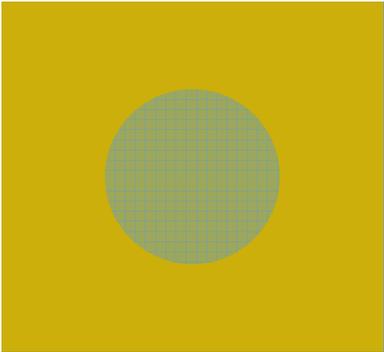
- Attends QMM and provides input as necessary
- Supports the implementation of ILC
- Provides insight and knowledge to the SST about on-going, content-specific, classroom-based instructional support
- Recommends additional supports that would be beneficial in assisting the MI Excel school in improving the quality of content-specific instruction

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School Support Team  
(X4 Quarterly Monitoring Meetings)  
Technical Assistance as needed



District Representative  
ISD/ESA School Improvement Facilitator  
MDE Office of Field Services Representative\*  
Instructional Leadership Coach \*  
Content Coach\*  
External Service Provider\*

**\* Indicates this person will be present only if applicable.**



# RESPONSIBILITIES OF EXTERNAL PROVIDER

## **External Provider (if applicable)**

An External Provider is hired by the district, building or ISD/ESA to provide specific agreed upon services to the MI Excel school. External Providers could be part an on-going district initiative.

- Attends QMM and provides input as necessary
- Supports the implementation of ILC
- Coordinate with the SST and any SSoS components in the building for the purpose of increasing student achievement

School Support Team  
(X4 Quarterly Monitoring Meetings)  
Technical Assistance as needed



School Improvement Team  
Principal  
School Improvement Chair  
SI Team Members

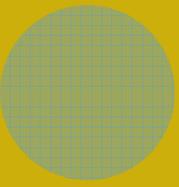
District Representative  
ISD/ESA School Improvement Facilitator  
MDE Office of Field Services Representative\*  
Instructional Leadership Coach \*  
Content Coach\*  
External Service Provider\*

**\* Indicates this person will be present only if applicable.**

## What are the responsibilities of the School Support Team?

ESEA states:

- Review and analyze all facets of the school's operation, including the design and operation of the instructional program
- Assist the school in developing recommendations for improving student performance in the school
- Collaborate with parents, school staff and the district in monitoring the plan, that if fully implemented, can reasonably be expected to improve student performance and help the school meet its goals for improvement including adequate early progress
- ~~Evaluate, at least semiannually, the effectiveness of school personnel assigned to the school, including identifying outstanding teachers and principals, and make findings and recommendations to the school, the district and where appropriate, MDE~~  
*Given collective bargaining agreements in Michigan public schools, SSTs will not perform the above responsibility*
- As the school implements the plan, make additional recommendations to the district and MDE concerning additional assistance that is needed by the school or the school support team
- Provide feedback at least twice a year to the LEA and to the SEA



# SCHOOL SUPPORT TEAMS ALSO...

## School Support Teams also:

- Support development and refinement of internal building processes and procedures around School Improvement
- Support the school to implement, monitor and evaluate continuous school improvement
- Provide technical assistance to the building SI Team around required State and Federal reporting
- Support the implementation of Instructional Learning Cycles
- Actively participate in the Quarterly Monitoring Meetings (QMM) to review progress toward agreed upon actions

# SCHOOL SUPPORT TEAM ADVISORY COUNCIL

**School Support Team**  
(X4 Quarterly Monitoring Meetings)  
Technical Assistance as needed



**School Support Team**  
**Advisory Council**  
(x2 Meetings)



## Additional members

- Pupil Services Personnel
- Representative of High Education
- Student at the High School Level

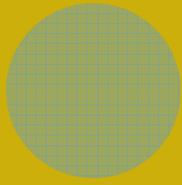
**\* Indicates this person will be present only if applicable.**

## **What is the School Support Team Advisory Council?**

The School Support Team Advisory Council serves as a broader group of stakeholders who meet twice yearly with the School Support Team and the School Improvement Team. In the fall, the meeting serves to inform the SSTAC of the requirements and plans for the upcoming school year. At the summer meeting, the School Support Team and the School Improvement Team report on successes and challenges faced during the school year and outline plans for the upcoming year.

## **Expectations of the School Support Team Advisory Council**

- Meets as a group in August to review the School Data Profile and Analysis, School Process Profile and Analysis, SIP, AYP status, building level budget and other documentation that would inform its monitoring of the implementation of the SSoS.
- May attend the Quarterly Monitoring Meetings as observers
- Reviews written updates of the Quarterly Monitoring Meetings from the District Representative
- Meets in June to review the school's progress over the past year as evidenced by changes in instructional practice, student achievement, and other indicators identified at the first meeting



# SCHOOL SUPPORT TEAM ADVISORY COUNCIL

The School Support Team Advisory Council (SSTAC) serves as an extended group of stakeholders who meet twice yearly (beginning of the year and end of the year) with the School Support Team and the School Improvement Team to review requirements, plans and results of Mi Excel supports. This advisory council meets the requirements of Section 117, Part 4 of the Elementary and Secondary Education Act which requires a broad base of stakeholders to be involved with supporting Mi Excel schools in the Statewide System of Support. Some of the suggested additional members include:

- Pupil accounting services
- Parent
- Representative from Higher Ed
- Student (at High School)

# REPORTING REQUIREMENTS

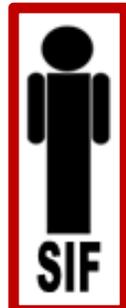
**Reporting Team  
to School Board  
(x2 Meetings)**



*SI Team*

District Representative  
Presents to the Board of Education  
twice a year  
Files documentation of Board of  
Education presentations with ISD

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**School Support Team  
(X4 Quarterly Monitoring Meetings)  
Technical Assistance as needed**



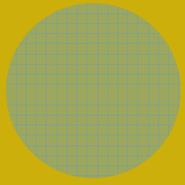
ISD/ESA School Improvement Facilitator  
Files Contact Sheet and Dates of QMM with MDE  
Completes with SI Team and files Service Plan with MDE  
Files Quarterly Monitoring Meeting Reports with MDE  
(focus on student achievement)

# REPORTING REQUIREMENTS

|  
**School Support Team**  
**(X4 Quarterly Monitoring Meetings)**  
**Technical Assistance as needed**



MDE Representative OFS  
Files Summary Report with MDE for  
schools identified for Corrective Action,  
Restructuring Planning and Restructuring  
Implementation



Statewide Coordinator of School Support Teams

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