

# School Improvement Grant Facilitator-Monitor Manual



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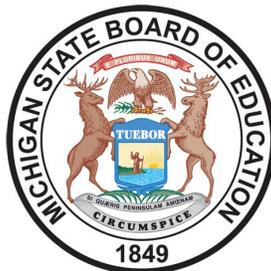
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# About the Manual

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The SIG Facilitator-Monitor Manual was designed to provide SIG Facilitator-Monitors with consistent and cohesive procedures and protocols for their work with Focus and Priority Schools that have been awarded a School Improvement Grant. This manual has been adapted from the—Monitor’s Manual for Priority Schools—developed by Dr. Julie Haun Frank (2014), School Reform Office, Michigan Department of Education.

The manual’s loose-leaf format allows for easy manipulation of templates, worksheets, and samples for Facilitator-Monitors to share with their schools and districts. It is meant to be an interactive workbook that conveniently fits into any three-ring binder and provides space where notes can easily be recorded. Finally, it is designed to be a reference guide.

The manual is divided into six sections: (I) *Working with Your Schools*, (II) *Navigating Challenges*, (III) *Implementing Accountability*, (IV) *Peripheral Duties*, (V) *Facilitator-Monitor’s Toolkit*, and (VI) *Resources*. Each section provides a comprehensive overview, explanations, protocols, and procedures. Throughout sections I through IV, items from section V, *Facilitator-Monitor Toolkit*, will be referenced. Additionally, the toolkit icon  will appear to denote the corresponding tools that support a particular topic.

# Introduction

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## School Improvement Grant (SIG) Overview

According to the U.S. Department of Education, the SIG is defined as follows: *School Improvement Grants (SIGs), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (ESEA), are grants to state educational agencies (SEAs) that SEAs use to make competitive sub-grants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to substantially raise the achievement of students in their lowest-performing schools. In recent years, several changes have occurred, including the discontinuation of the SIG.*

Michigan has participated in five competition rounds since 2010. The first three Cohorts, I, II, and III, were awarded in three-year allocations. Additionally, these first cohorts were only offered to Priority schools. Finally, the first three cohorts were required to choose one of four federally adopted reform models: (a) Transformation, (b) Turnaround, (c) Closure, (d) Restart.

In 2015, the competition requirements for changed slightly from three year to five year allocations. Next, two additional reform or intervention models were introduced: (a) Early Intervention often referred to as Early Learning, and- (b) Evidence Based Whole School Reform. Finally, the third fundamental change that occurred was to include Focus schools as eligible candidates to apply. Since 2015, Michigan has awarded two more cohorts, Cohorts IV and V. Cohort V will be the last SIG Cohort to be named as the grant was not renewed in the 2016 reauthorization of the Elementary and Secondary Education Act (Every Student Succeed Act).

**For a list of current and prior recipients, refer to the—Resource—section of this guide.**

## Understanding Title I and SIG (1003(g)) Alignment

As stated previously, SIG is authorized under section 1003 (g) of Title I. That means SIG is a Title I program. Schools that receive a SIG must be Title I receiving or Title I eligible. Once awarded, if Title I eligible, the school must become Title I receiving. The Michigan Department of Education engages in collaboration and close alignment with both programs. Rules and regulations that apply to Title I are nearly all applicable to the SIG. Due to the flexibility that has been allowed with the SIG, exceptions are minor. As general and specific guidance changes for Title I, MDE ensures alignment with the SIG. Facilitator-Monitors are highly encouraged to participate in Federal Programs and/or Title I trainings that occur across the state throughout the year.

## **Purpose of Facilitation and Monitoring**

The overall purpose of your work is to support the school and district in a data-driven process to implement their approved SIG application(s) and the Unpacking Tool, to assist in the diagnosis of barriers to improve school systems, to assist in focusing resources or supports, and to ensure compliance and fiscal responsibility. The desired outcome of this work is to improve student achievement by supporting schools and districts in building the capacity necessary to sustain cycles of reform and improvements in the absence of MDE and other external supports.

It is important that all parties understand the importance of balancing and clarifying the capacity building and compliance functions of the SIG Facilitator-Monitor. Information collected through monitoring and facilitation will be used to guide the focus, nature and intensity of support, to customize supports provided by MDE and MI Excel partners, and to assist both school and district leaders in progress monitoring adult actions related to the plan's implementation.

### **The Role of Facilitating**

As a facilitator, your main focus is to be a guide and share resources, not recommend or make decisions for the staff, the school, or district. An effective facilitator formulates questions to encourage the team to "think about thinking" and to ask "why" questions for clarity. Your schools often struggle with and/or lack organization, processing, and communication skills. Helping your school and district to build capacity to lead a data-driven approach to the implementation of their approved plan can only be achieved through skillful facilitation.

### **The Role of Monitoring**

As a monitor, your main focus is on compliance. The SIG is a competitive grant that is awarded conditionally. Your work as a monitor ensures that the school and district are abiding by all assurances, all terms of the approved or amended application, and all aspects of the approved budget. Your documentation and recommendations are components that will inform decisions regarding continued funding.

Over time, as you monitor, you will develop a record of descriptive data related to the approved SIG application and Unpacking Tool implementation and to the school's and district's efforts to evaluate the implementation and impact of the reform. Your documentation will be used when compiling the mid-year and year-end program review. Section III: *Implementing Accountability* will provide more detail about your compliance monitoring activities.

# Section I

## Working With Your Schools

# Overarching Questions for Visits

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Begin by familiarizing yourself with these overarching questions. These questions are relevant and applicable to all schools, regardless of the intervention model being implemented. The focus of individual site visits will depend on the scope and timeline of implementation- as outlined in the school's SIG Application and Unpacking Tool. However, it is critical, however, that Facilitator-Monitors focus on the activities listed in the Unpacking Tool as they relate to teachers' classroom practices and their impact on student outcomes. Over the course of a year, however, you will be expected to collect, analyze, and report on data that answers five over-arching questions.

These questions will guide your focus during a site-visit as well as the substance of feedback and direction of supports. Each overarching question is listed below, along with related sub-questions, and is reflected in the Interview protocols and other data gathering tools that appear in the Toolkit Section of this manual. These questions are meant to assist with the overall focus and tone of the collaborative conversations in which you will engage.

## **What school-wide instructional strategies are the school implementing?**

- What strategies are teachers expected to use?
- What practices are students expected to use?
- What is the curriculum that is being taught?
- What proportion of teachers is using the instructional program/ or strategies?
- How have teachers incorporated the instructional program/ or strategies into their practice?
- To what extent is the school focused on the implementation and impact of its instructional program or the school-wide instructional strategies?
- How are implementation guides being developed and used?

## **What professional learning opportunities are the school and district providing?**

- To what extent does the use of professional time reflect a limited number of instructional priorities?
- How are the professional learning needs of staff determined?
- How clearly are professional learning activities linked to the instructional program or school-wide strategies?
- How does the district support professional learning, and to what extent is it aligned with the school's instructional program or school-wide strategies?

### **How are the school and district monitoring the implementation and impact of the instructional program?**

- What data on teachers' implementation of the instructional program or school-wide strategies are collected, analyzed and used?
- How do school and district leaders use this data?
- What proportion of staff is engaged in the collaborative analysis of individual student data?
- How is this work supported and monitored by the school and by the district?
- What has been learned through these efforts?
- What data on student learning are collected, analyzed and used?

### **Are the supports the school receives from the district, MI Excel partners, and other providers adequate and reflect identified needs?**

- What supports do the various providers offer the school?
- How is it determined what supports are provided?
- What additional support would improve the quality and effectiveness of plan implementation?
- How is the effectiveness of external supports assessed?
- What is the relative emphasis placed on providing versus building capacity?

### **Are SIG funds being used in ways consistent with the school's approved SIG application?**

- Is the school spending SIG funds on what it proposed? Why or why not?
- What, if any, difficulties are the school facing in the spending the grant funds in the manner or timeframe specified in the grant?
- What, if any, barriers exist at the school level?
  - Identify the specific policies or procedures that are causing difficulties
- What, if any, barriers exist at the district level?
  - Identify the specific policies or procedures that are causing difficulties
- Is the school allowed sufficient operational flexibility to identify, select, and implement programs and services tied to data-based needs?
- Is extended learning time being implemented in a manner consistent with the approved SIG application?
- How is the school assessing/evaluating the effectiveness of the use of SIG resources?
- What needs do school leaders anticipate for next year that may differ from what they are using funds for now?
- What aspects of the work will continue after the grant ends?
- What work has the school and district begun to sustain the work when the grant ends?

- Has the school or district identified any early successes with SIG programs or initiatives that are likely to sustain long-term student achievement?
- Does or will the district support the continuation of SIG funded programs or initiatives that have demonstrated a positive effect on student achievement? What evidence exists to document this commitment?

 **See Tool 2: Overarching Questions Worksheet**

# Adopting a Code of Conduct

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To ensure consistent customer service to all Priority schools with a SIG, Facilitator-Monitors must be willing to adopt and embrace a code of conduct. These five tenants, Transparency, Advocacy, Integrity, Sensitivity, and Authority—will be shared with schools during their first Networking Event. Review our code of conduct and reflect on how these tenants will help you to grow in your role as a Facilitator-Monitor.

Adopt these tenants to ensure...

## Transparency

- Remind everyone of the larger purpose: build capacity for data-driven implementation and focus supports and interventions.
- Maintain focus on collecting descriptive data and facilitating collaborative conversations related to the overarching questions.
- Communicate proactively with school and district leaders, and MI Excel partners.
- Gather, report, and share descriptive data in a timely, clear, and frank manner.

## Advocacy

- Make suggestions by asking probing questions.
- Share what others do to increase student achievement.
- Share and recommend resources.
- Redirect questions from schools and districts who ask for directives or recommendations.

## Integrity

- Respect the privacy and confidentiality of individuals. Avoid judgments about individual teachers and their work.
- Gather and report descriptive data clearly and frankly.
- Listen carefully to those who participate in individual interviews and focus groups. Report what people say, not what you think they meant.
- Fully participate in all collaborative conversations.

## Sensitivity

- Be polite and sensitive to the school's needs. Try to minimize stress. Be courteous to all you meet.
- Phrase questions carefully to avoid hidden meaning or judgment.
- Emphasize that the central focus of monitoring and facilitation is the school and district's implementation of its plan and how it impacts teaching and learning.
- Work to other's convenience whenever possible. Meet appointments as scheduled.
- Do not direct school personnel—you are not their boss and should not act like one.

## Authority

- Do more listening than talking.
- Use your expertise to inform the questions you ask and what data you select to share as part of the collaborative conversations. Do not impose your opinions or recommend alternative strategies.
- Be cautious of “off the record” conversations, as when you may be invited by school or district staff to offer advice in your area of expertise. Urge schools to discuss and determine possible solutions and next steps to issues that come to light during the monitoring process.
- Hold schools and districts accountable for implementing their plans and executing their budgets as approved.

### Receiving Constructive Feedback

Your stakeholders will have the opportunity to share their perceptions of the Code of Conduct as it relates to the support and guidance you provide at your schools. Once a year, MDE will send out a survey, collect the results, and share the feedback with you. Schools and districts will be asked to provide feedback on the technical assistance provided by you in relation to this code through an on-line survey. A copy of the survey will be sent once a year to each school principal and the district liaison designee so your schools will have an opportunity to provide you with valuable feedback.

 **See Tool 1: Code of Conduct for Facilitators-Monitors Handout**

# Preparing & Conducting Your First Site Visit

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Setting the tone right from the beginning is essential for establishing your role and presence on the school campus. This sub-section has been designed for Facilitator-Monitors who are new, new to a school, and/or returning to the same school that has made substantial personnel changes. Review each topic to become familiar with the processes and protocols that have been established to ensure consistency of the Facilitator-Monitor role across the state.

## **Preparing for the Visit**

During your school and district's mandatory orientation, you will have the opportunity to meet key personnel. The orientation, however, is limited to staff that have an initial connection to the grant. For your first site visit, you should develop a plan of action to be introduced to the entire staff, to get to know the physical building layout, and to become familiar with district/school protocols for visitors. Your plan of action should also include an opportunity to discuss the approved application, goals, targets, and the school's implementation strategies. Finally, if your school is unfamiliar with or has worked very little with the Unpacking Tool, your plan of action should include an opportunity to discuss Unpacking Tool expectations.

Your preparations should include taking time to research your school. Use the district's website to learn more about the demographics, number of K-12 buildings, programs, and highlights happening at your school and/or district. Your research should also include reading and becoming familiar with the SIG application and selected intervention model; Transformation, Turnaround, Early Learning, or Evidence Based Whole School Reform. Keep in mind that the SIG application may have been written by one individual or small team. Often, you will find that staff is unfamiliar with their own plan. Being well versed in the plan and the intervention model will allow you to provide the school with appropriate support.

Finally, be prepared to inquire about a space that may be assigned to you. This space should be secured so you may leave your personal items behind lock and key. It would also be beneficial if the space allowed for you to gather your notes, meet with key personnel, use your computer, and make private phone calls. When space is an issue for your school, work with the Principal and SIG Coordinator to determine the best course of action to ensure your personal items are safe.

## Conducting Your Readiness Visit

Your first site visit is called a Readiness Visit. A Readiness Visit is designed to set the tone and establish positive rapport with your school's staff. During this time you can request a school packet that contains relevant information such as:

- Appropriate restrooms for adults and/or visitors
- School Map
- Bell Schedules

### Basic Guidelines:

- Please wear your MDE Name Badge at all times.
- Always sign in and out of the school when required. This serves as documentation for any future issues that may arise.
- Use language that exemplifies that the school is a Priority (or Focus) School with a SIG and not a "SIG School."
- Emphasize program needs and implementation with budget support "support" over the "need" to spend the budget.

## Establishing a Communication Loop



Establishing a communication loop will be one of the most significant processes you put into place. All of your communications should include the school principal and SIG Coordinator. Next, meet with your SIG Coordinator and principal to determine the protocols that may already be in place at the school and district. Customize your process to align with the schools. If there is no set process, work with your school through collaborative conversations to create a system that works for you and the school.

Although your plan is to be introduced to the entire school staff, you will want to become very familiar with and plan to meet regularly with the SIG Data Coach, SIG Parent Liaison, and the SIG Mental Health Specialist (when applicable). When communicating by email with these required SIG positions, you should always, at minimum, copy the SIG Coordinator. Remember, the SIG Coordinator position was designed to alleviate some of the work that principals needed to conduct when receiving a SIG. It is important, however, to remind the Principal that the leadership of the grant is not deferred to the SIG Coordinator.

Finally, your challenge may be establishing a communication protocol with the district office. This process will vary due to many factors. Consider these facts about districts and follow the appropriate line of action to accomplish your task.

### *Large Districts*

If you are assigned a school in a large district, you may or may not be directly involved with the superintendent. Large districts typically have more capacity to provide individual attention to special grants and programs. In a large district, you may only be communicating with several staff members who have been designated as your liaisons. Remember, it is the district's responsibility to provide oversight of the grant. Establish a

communication loop with the identified designees. Always try to ensure that one of your district contacts represents the finance department.

### ***Small Districts***

If you are assigned a school in a small district, your communication protocol may be fairly simple to establish. Often with small districts, capacity is an issue. As a result, the limited central office personnel take on multiple roles. . In Michigan, small districts may have few central office staff members, including support staff. Be mindful that these individuals are responsible for multiple tasks. Your communication protocol should reflect your understanding of their multiple duties and should not require extraneous requirements.

Defining and using a communication process minimizes ambiguity and eliminates excuses. By clearly articulating your intentions and ensuring that all relevant members are made aware of the expectations, you will be facilitating and modeling the importance of establishing a communication loop in the turnaround process.

# Conducting Site Visits

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It is important to differentiate and customize site visits according to need. Facilitator-Monitors will identify each school as (a) *Intensive*, (b) *Moderate*, or (c) *Capacity*. These designations are not reflective of non-compliance or low performance, they have been created as a way to categorize and provide appropriate and relevant support based on several factors. Because these classifications attend to the school's needs, they are inherently fluid. That is to say, a school's classification or status may change several times over the life of the grant. This section is designed to provide you with guidance on conducting site visits related to the school's classification or status.

The following pages will provide you with recommended formats and a menu of options for conducting site visits according to how your schools are identified. Review each classification below to become familiar with the corresponding elements that define each classification:

## Intensive

**Frequency:** Schools that are identified as *Intensive* will receive site visits and support from their assigned Facilitator-Monitor on a weekly basis.

**Focus:** Site visits will emphasize the monitoring aspect of your job, while facilitating when appropriate.

**Factors:** Schools in their first year of the grant are automatically identified as *Intensive*. Other determining factors may include major or key personnel changes such as a new principal, new central office staff, and/or large teacher turnover. Schools with major application amendments will most likely be identified for intensive support. Finally, schools that receive numerous Minor Corrective and Corrective actions on their Fiscal and Program Compliance Review may require additional support under the Intensive identification.

## Moderate

**Frequency:** Schools that are identified as *Moderate* will receive site visits and support from their assigned Facilitator-Monitor on a bi-weekly or bi-monthly basis.

**Focus:** Site visits will focus equally on monitoring and facilitating.

**Factors:** Schools in their 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, and/or 5<sup>th</sup> year of implementation may be identified as *Moderate*. Other determining factors include receiving minimal Minor Corrective and Corrective Actions, a few Recommendations, and a few Promising Practices from the Fiscal reviews may be identified as *Moderate*.

## Capacity

**Frequency:** Schools that are identified as *Capacity* will receive site visits and support from their assigned Facilitator-Monitor on a monthly basis.

**Focus:** Site visits will emphasize the facilitating aspect of your job, while monitoring when necessary.

**Factors:** Schools in their 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, and/or 5<sup>th</sup> year of implementation may be identified as *Capacity*. Other determining factors include receiving minimal Minor Corrective Actions, minimal Recommendations, and/or Promising Practices based on the Fiscal review may be identified as *Capacity*.

Now that you have reviewed the criteria for the levels of support for you to use to identify your schools, create a list of your schools and classify them accordingly to begin. Remember, these identifications may be fluid. That is to say, you may begin with one school benefiting from *Intensive* level support at the beginning of the year but reclassify the school as being *Moderate* by the end of the semester. It is your responsibility to work closely with your schools to build positive rapport. Only you are qualified to identify the level of support your schools need.

### **Communicating Purpose**

School and district personnel will have lots of ideas about the purpose of your visits. Staff members often become nervous about your spending time on site. This reaction to your presence is understandable. Be aware that someone will inevitably ask, “How are we doing?” or “What do you think?” and/or “What do we need to change?” It is important to avoid answering these types of questions and to refocus the questions by engaging in collaborative conversations. Begin by clearly and succinctly reiterating the purpose of facilitation and monitoring, the specific focus of your visits, and how data collected will be used. Use the prompts below to redirect the question and allow the questioner an opportunity to reflect upon the initial question.

#### *How are we doing? or What do you think?*

When school and district staff ask these types of questions, they are often probing or information. These questions are typically grounded in the fear that judgement has been or will be passed on them and their work. One of the most effective ways to redirect these types of questions is to say the following:

*“Well, I am not here every day and have not been involved in key decision making processes. Let’s talk about the data. So, how do **you** think you are doing?”*

This type of redirecting of dialogue encourages discussions based on factual information and not opinion. For every reason given, you should request that the data is cited. The opposite holds true as well. The individual may not mention important information that

helps to explain “how they are doing.” It is your role to point out those types of omissions. You may phrase it in this way:

*“I didn’t hear you mention the five minute morning review that all teachers do daily. Do you think that this activity has had some impact? What data supports that?”*

### **What do we need to change?**

When schools and staff ask this question, they are often frustrated or reaching a point of frustration. This question reflects that the work they are doing is not yielding change, and they are unclear about how to shift their downward trajectory. One of the most effective ways to redirect this type question is to say the following:

*“This question can only be answered by looking at the data. Let’s begin by looking at your Big Ideas. **OR** Let’s begin by looking at each area of significance in school turnaround: Student Achievement, School Leadership, Teaching and Learning, Student Non-academic Support, and Family and Community Engagement. Until we examine each area, there is no way of knowing what needs to be changed.”*

What is important to convey about this type of question is that it cannot be answered in a sidebar conversation. It is a complex and dynamic question that must be addressed on a continuous basis by all stakeholders in various settings, i.e. Grade Level Meetings, Leadership Team Meetings, and/or Staff Meetings.

As a Facilitator, when you engage in giving your opinion or delivering a message that appears to be a mandate, you are taking on a responsibility that is not sanctioned by Michigan Department of Education. Ultimately, you will find that your schools are not implementing sustainable change but rather complying with your directive. As a facilitator, your role is to support their turnaround efforts and to provide guidance in areas that are in deficit for the schools. The next subsection will help you perfect the facilitation of initiating and participating in collaborative conversations.

### **Facilitating Collaborative Conversations**

You should model the use and facilitation of collaborative conversations when interacting with your schools and district. The primary purpose of your work is to help build the school and district’s capacity to use data to inform and guide implementation. You should be an exemplary provider and user of implementation-related data, focusing on descriptive data related to the quality and depth of the school and district’s implementation of the approved plan. On-site, you should use collaborative conversations to share descriptive data that

informs decisions about school and district resource allocation, additional supports needed, and other ways to improve the quality, depth and impact of plan implementation.

Whereas you facilitate collaborative conversations, school and district leaders are responsible for identifying the implications of data gathered and shared at the visit. It is your role, however, to “**push**” the implementation trajectory. This is where the balance between compliance and support becomes critical. These conversations may be difficult but can be broached with facilitative questions, such as:

- From the data, it is clear that [ ] is not being implemented with fidelity? What might be the cause?
- Based on this data, what are your next steps?
- Why do you think a focus on [ ] will get the outcomes that we want?
- Are there other ideas that might bring about the change that we need?
- Given this focus in your [Transformation] plan, what would represent meaningful progress between now and my next visit?
- I have not observed evidence of [e.g., efforts to monitor implementation], what needs to happen to begin?

Some important messages that Facilitator-Monitors should communicate during collaborative conversations include the following:

- *Appreciation and acknowledgement:* Facilitator-Monitors should acknowledge that weekly, biweekly, and/or monthly site visits can be stressful and that a lot of time and energy goes into a successful visit. They should thank the stakeholders for their work and ask them to relay this appreciation to their colleagues when your visits involve site-level planning.
- *Purpose:* Facilitator-Monitors should remind stakeholders that the purpose of facilitating collaborative conversations is to use the data facilitator-monitors have collected from their site visits, assessments, or the Data Coach to collaboratively determine next steps. It is critical to stay focused on the Unpacking Tool, the approved plan, and the budget.
- *High-level description of evidence:* Facilitator-Monitors should describe how many people participated in interviews/focus groups and how many classrooms the Facilitator-Monitors observed. Monitors should carefully weigh confidentiality considerations in making decisions about what details to share.
- *Evidence-based descriptive statements:* Before the collaborative conversation, Facilitator-Monitors should identify 1-3 areas to share/probe further. What monitors

select should be driven by the work outlined in the Unpacking Tool and the quality and quantity of descriptive data collected thus far, including the follow-up of action steps identified in previous visits. Basing a finding on one source or type of data is much less compelling than having multiple instances and/or different types of data.

- *Questions:* Capacity is not built by simply providing data or giving directives. Rather, building capacity happens through the sharing of carefully selected data and asking questions that will help school and district leaders make their own meaning, gain insights into their work, and make decisions about how to improve the quality and depth of implementing their plan. Of paramount importance is that facilitators not to lose sight of the fact that this is the school's plan, not theirs.
- *Summary of next steps:* All collaborative conversations should finish with stating next steps. The Facilitator-Monitors should verbally summarize what the school can expect from you and ask school and district leaders to summarize their understanding of next steps. A best practice is to provide a written summary to the SIG Coordinator and Principal. Expectations, next steps, and summary of events that are documented allow for little or no misinterpretation or misunderstanding.

# Conducting Intensive Level Site Visits

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*Intensive status* requires that you visit your school weekly. Weekly visits may be half or full day depending upon the school's needs. Making brief appearance on campus is not acceptable. Your frequent visiting has the potential to create stress and worry for the school staff. Every visit should be carefully planned and must be purposeful and intentional. It is important to be mindful of the staff and student's time. Ultimately, your presence should not be a distraction.

To maintain integrity, you must be consistent and deliberate. Begin by implementing these basic steps:

1. Check in and out at the front office and wear your MDE official name badge.
2. Check in with the principal before you begin your work. Remember, the principal is the instructional leader ultimately responsible for the school. It is respectful and professional that your visit always commences with greeting the principal. Share this with the principal to clarify the expectation.
3. Develop a monthly visitation calendar to share with the principal and SIG Coordinator. Be flexible! If you have scheduled times that conflict, i.e. mandatory district meeting, work with the principal to find a more accommodating time.
  - a. Set standing time to meet weekly with SIG Coordinator, SIG Data Coach, and SIG Parent Liaison.
  - b. Indicate your visitation time, i.e. 9:00-4:00.
  - c. List any standing meeting times.



## See Tool 4: Sample Visitation Calendars

### Standardizing Procedures for Site Visits

Standard procedures should be in place for the work that you do. Standard procedures help to keep site visits consistent, efficient, and effective. All of the standard procedures listed below should occur at various visits over the course of the year. The duration and frequency of each activity should align with your facilitating-monitoring focus.

The standard procedure checklist also includes optional activities that may be conducted by the Facilitator-Monitor. Again, the duration and frequency of each activity should align with your visit focus.

#### Checklist:

- Participating in classroom implementation walk-throughs
- Observing and/or participating in Leadership Team Meetings

- Observing Professional Learning Community gatherings
- Meeting with required SIG Personnel (Coordinator, Data Coach, and Parent Liaison)
- Facilitating and providing feedback on budget development and/or amendments
- Ensuring SIG purchased materials, products, and programs are being used as intended
- Facilitating, providing feedback, and/or observing the development, revision, and/or editing of the Unpacking Tool

**Optional Activities:**

- Attending Professional Learning
- Interviewing External Service Providers
- Conducting Focus Groups
- Attending Staff Meetings
- Attending Central Office SIG-related Meetings



**See Tools 6-9: Site Visit Protocol-Focus Groups**

# Conducting Moderate Level Site Visits

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Moderate status requires that you visit your school bi-weekly or twice a month. Bi-weekly visits may be half or full day depending upon the school's needs. Making brief appearance on campus is not acceptable. Every visit should be carefully planned and must be purposeful and intentional. It is important to be mindful of the staff and student's time. Ultimately, your presence should not be a distraction.

To maintain integrity, you must be consistent and deliberate. Begin by implementing these basic steps:

1. Check in and out at the front office and wear your MDE official name badge.
2. Check in with the principal before you begin your work. Remember, the principal is the instructional leader who is ultimately responsible for the school. It is respectful and professional that your visit always commences with greeting the principal. Share this with the principal to share the expectation.
3. Develop a monthly visitation calendar to share with the principal and SIG Coordinator. Be flexible! If you have scheduled times that conflict, i.e. mandatory district meeting, work with the principal to find a more accommodating time.
  - a. Set standing times to meet regularly with SIG Coordinator, SIG Data Coach, and SIG Parent Liaison.
  - b. Indicate your visitation time, i.e. 9:00-4:00.
  - c. List any standing meeting times.

## **See Tool 4: Sample Visitation Calendars**

### **Standardizing Procedures for Site Visits**

Standard procedures should be in place for the work that you do. Standard procedures help to keep site visits consistent, efficient, and effective. All of the standard procedures listed below should occur at various visits over the course of the year. The duration and frequency of each activity should align with your facilitating-monitoring focus.

The standard procedure checklist also includes optional activities that may be conducted by the Facilitator-Monitor. Again, the duration and frequency of each activity should align with your visit focus.

#### **Checklist:**

- Participating in classroom implementation walk-throughs
- Observing and/or participating in Leadership Team meetings

- Observing Professional Learning Community gatherings
- Meeting with required SIG Personnel (Coordinator, Data Coach, and Parent Liaison)
- Facilitating and providing feedback on budget development and/or amendments
- Ensuring SIG purchased materials, products, and programs are being used as intended
- Facilitating, providing feedback, and/or observing the development, revision, and/or editing of the Unpacking Tool

**Optional Activities:**

- Attending Professional Learning
- Interviewing External Service Providers
- Conducting Focus Groups
- Attending Staff Meetings
- Attending Central Office SIG-related Meetings



**See Tools 6-9: Site Visit Protocol-Focus Groups**

# Conducting Capacity Level Site Visits

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*Capacity status* requires that you visit your school monthly for a full day. Visits should be carefully planned and must be purposeful and intentional. It is important to be mindful of the staff and student's time. Drop-in visits on campus may be added and are acceptable. Ultimately, your presence should not be a distraction. Remember that you determine the status. If you determine that the status should change from Capacity to Moderate or Intensive, communicate with MDE the changes and provide the school with an appropriate monthly calendar.

To maintain integrity, you must be consistent and deliberate. Begin by implementing these basic steps:

1. Check in and out at the front office and wear your MDE official name badge.
2. Check in with the principal before you begin your work. Remember, the principal is the instructional leader ultimately responsible for the school. It is respectful and professional that your visit always commence with greeting the principal. Share this with the principal to clarify the expectation.
3. Develop a monthly visitation calendar to share with the principal and SIG Coordinator. Be flexible! If you have scheduled times that conflict, i.e. mandatory district meeting, work with the principal to find a more accommodating time.
  - a. Set standing time to meet weekly with SIG Coordinator, SIG Data Coach, and SIG Parent Liaison.
  - b. Indicate your visitation time, i.e. 9:00-4:00.
  - c. List any standing meeting times.



**See Tool 4: Sample Visitation Calendars**

## Standardizing Procedures for Site Visits

Standard procedures should be in place for the work that you do. Standard procedures help to keep site visits consistent, efficient, and effective. All of the standard procedures listed below should occur at various visits over the course of the year. The duration and frequency of each activity should align with your facilitating-monitoring focus.

The standard procedure checklist also includes optional activities that may be conducted by the Facilitator-Monitor. Again, the duration and frequency of each activity should align with your visit focus.

**Checklist:**

- Participating in classroom implementation walk-throughs
- Observing and/or participating in Leadership Team meetings
- Observing Professional Learning Community gatherings
- Meeting with required SIG Personnel (Coordinator, Data Coach, and Parent Liaison)
- Facilitating and providing feedback on budget development and/or amendments
- Ensuring SIG purchased materials, products, and programs are being used as intended
- Facilitating, providing feedback, and/or observing the development, revision, and/or editing of the Unpacking Tool

**Optional Activities:**

- Attending Professional Learning
- Interviewing External Service Providers
- Conducting Focus Groups
- Attending Staff Meetings
- Attending Central Office SIG-related meetings



**See Tools 6-9: Site Visit Protocol-Focus Groups**

# Monitoring School Budgets

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One of the most important aspects of your job is to be continuously involved with the fiscal aspect of the grant at the school level. Your job is to facilitate budget development and submission and to monitor expenditure allowability, reasonableness, and connection to the approved SIG application and the Unpacking Tool. This section will provide you with guidance for your role as a Facilitator-Monitor in the SIG budgeting process.

## **Assisting with Budget Development**

It is the primary responsibility of the SIG Coordinator to manage the grant and budget. As a Facilitator-Monitor, your role is to assist with budget development by providing technical assistance and initiating collaborative conversations.

### ***Technical Assistance***

Begin your technical assistance by becoming familiar with the SIG Budget Toolkit. Ensure that your SIG Coordinator and Principal have received a copy of the Toolkit and/or have access to the Toolkit online. By using and referring to the Toolkit, you minimize ambiguity and set a standard of delivering a clear and consistent message. Not all questions can be answered using the Toolkit. Due to the nature of using Federal funds, allowability of expenditures is often grounded in context. Reviewing Budgets...

### ***Collaborative Conversations***

Begin by reviewing and referencing the SIG Budget Toolkit. This document was designed to guide schools when developing and amending their SIG Budget. The Toolkit begins with explaining basic principles for making budget requests. This basic principal is called the "ARC" principal. ARC stands for "Allowable," "Reasonable," and "Connecting." If ARC is followed, a substantially approvable budget has been designed.

The balance between facilitating and monitoring may become a challenge when working with your SIG Coordinator, principal, and staff in designing, amending, and finalizing the SIG budget. As a facilitator, it is your role to ask guiding questions about all expenditures and their connection to the plan's overall goals. When collaborative conversations center on these guiding questions, you and the school are determining the "C" or "Connecting" in the ARC principal.

As a monitor, it is your role to exam the budget requests to ensure that it they are compliant. Allowability and reasonableness are the two components of ARC that require you to hold the school accountable more directly. Budget questions regarding these principles are dichotomous: the expenditure is either allowable or unallowable. Discussion may occur around determining allowability, but the discussion should be grounded in

federal law and guidance not opinion. The same holds true for determining reasonableness of a purchase. Either the expenditure is reasonable based on the number of students, teachers, and capacity, or it is not. The discussion should be grounded in facts, i.e. demographics, number of teachers on staff, ability to accomplish the task.

### **Pre-Approving Budgets**

If we expect our schools to continuously examine data, engage in meaningful and collaborative conversations, and monitor implementation with fidelity, we must expect that course correction will occur on a regular basis. Additionally, budgets are not actual expenditures, they represent an estimation of expenditures, and, therefore, it is common for schools to add, adjust, and/or remove budget line items throughout the year. When schools request to add new items or to adjust approved items, the standard procedure is to seek pre-approval. Follow these procedural steps when supporting your schools who need pre-approval of expenditures:

#### **Budget Pre-Approval Protocol**

- Inform the SIG Coordinator that all pre-approval requests must first be discussed with you. Use this opportunity to fully understand why the request is necessary. This discussion is not intended to discourage them from making this type of request; it is simply to have a thorough understanding of what is being proposed.
- Provide the SIG Coordinator with your recommendation. There are no limitations to your recommendations. Your recommendations, however, should not be based on personal preferences or beliefs but rather grounded in the context of the school's identified needs, goals, and approved application and Unpacking Tool.
- Once your recommendation has been made and both you and the SIG Coordinator are clear on the request, an official written request for pre-approval must be sent via email to the Michigan Department of Education SIG Coordinator, Unit Supervisor, or designee.
- The official correspondence must include the SIG Facilitator-Monitor and the Principal. Additional recipients of the email are at the discretion of the SIG Coordinator.
- Pre-Approval requests must briefly state the purpose, the connection to the overall plan, the costs involved, and any detail related to the expenditure that clarifies the request.
- Inform the SIG Coordinator that no action can take place prior to receiving a written response from MDE. Any expenditure occurring prior to approval could result in defunding the expenditure. In this situation, the school/district is responsible for funding the cost.

- ❑ Once the request is received by MDE, a written response will be emailed clarifying approval, denial, or need for modifications or further explanation. If approved, the response will remind the SIG Coordinator to include the pre-approval in the next budget amendment window.
- ❑ Encourage the SIG Coordinator to retain a copy of the entire email correspondence as evidence for the fiscal review. (*Fiscal Review Indicator 4.1: Did the amounts expended during the grant period agree with the activities in the approved application? Were the proper budget amendments made in MEGS+*)

 **See Tool 10: Budget Pre-Approval Protocol**

### **Assisting with Amendments**

Another responsibility of the Facilitator-Monitor is to assist the SIG Coordinator, Principal, and staff with writing and submitting amendments. Developing and submitting amendments is a crucial step in the turnaround process. That is to say, amendments reflect the alignment of the changes that occur over the course of the grant. These changes (adjustments, additions, and deletions) in materials, equipment, programs, and staff are natural occurring course corrections inherent to a school pushing forward to make substantial changes and to improve student achievement.

Amendments should be encouraged, not discouraged. As a facilitator, you want your school to feel uninhibited in making changes that align to changes that occur as systems are put into place, or data show that programs are or are not working, or as the plan evolves. To expedite the amendment process, share with your school the timeline below and the amendment procedures in Tool 11.

 **See Tool 11: Amendment Procedures**

# Sharing the Timeline

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Below you will find the timeline used for developing, submitting, and using SIG funding requests. Share this timeline with your school and district representatives.

## Timeline

<b>Task</b>	<b>Time Frame</b>
Yearly Budget Planning	June-September
(Years 2, 3, 4, 5) Funds can be obligated back to:	July 1 <sup>st</sup>
(Year 1) Funds can be obligated back to:	Date of award letter
Initial Yearly Budget Submission	September 15 <sup>th</sup>
Fiscal Year Begins	October 1 <sup>st</sup>
Budget Amendment Window #1	Month of February
Budget Amendment Window #2	Month of May
Fiscal Year Ends	September 30 <sup>th</sup>
Final Expenditure Report (FER) Due	November 30 <sup>th</sup>

# Working with External Service Providers

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Contracting with an External Service Providers (ESPs) is an option that your school may consider. As a Facilitator-Monitor, you are encouraged to work in partnership with your school and any external service provider. ESPs provide a wide range of services i.e. staffing, professional learning, coaching, consulting. Working in partnership with the ESP may or may not always be necessary. Working in partnership with your school's ESP ultimately should be a collaborative decision; however, several required monitoring duties are necessary when working with the ESP.

## **Reviewing Proposals and Contracts**

Facilitator-Monitors are responsible for reviewing ESP proposals and final contracts. Proposals are typically summaries of costs and services that give the school/district a basic framework for the expected contracted services. After negotiations occur, a final contract is developed, signed, and executed. Remember, once the contract is in place, the proposal becomes null and void.

Once the contract has been finalized, you should obtain a copy for review. As a monitor, your role is to determine if all of the required elements are represented in the contract. These elements include but not limited to:

- 30 day escape or termination clause
- Reasonable and relevant costs, i.e. per diem, salaries
- One year limitation
- Detailed scope of services and deliverables
- Signatures and dates

Refer to the *Selecting, Monitoring, and Evaluating your External Service Provider Guide* for further detailed explanations.

## **Assuring Accountability for ESP Services**

Monitoring and evaluating the ESP is the responsibility of the school and district. Your role is to monitor fiscal responsibility. Fiscal responsibility includes monitoring how the school is holding the ESP accountable for abiding by all agreed upon services. Additionally, the school must provide you evidence of effectiveness for renewal or continued use of the ESP.

In the course of your site visits, you may take note of the ESP's interaction with the school, accuracy of sign-in and sign-out sheets pertaining to the ESP, and/or if the provider staff is at their scheduled locations,. Requesting schedules, staff list, and staff qualifications all fall within the purview of the work you do to hold the school accountable for ESP oversight.

# Section II

## Navigating Challenges

# Overview

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Schools that are eligible for the School Improvement Grant are already identified as the lowest performing schools in Michigan. Many of these schools and district face unique challenges and struggles. As recipients of the SIG, these schools have an opportunity to enact effective and sustaining changes if the funds are used to support turnaround with fidelity. Their journeys are guided by their unique situation. Adding another variable such as the turnaround plan may only point out more clearly the district's or school's lack of capacity to enact immediate change. When your school exhibits behaviors that are indicative of struggling, it is your responsibility to provide comprehensive technical assistance. This section will provide you with procedural information for continuing your support, documenting your observations, conversations, and directives, and providing feedback to stakeholders and Michigan Department of Education.

# Supporting Your School

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Your first duty is to support your school by providing sound, consistent technical assistance and engaging in collaborative conversations. You may still find that your school and/or district is struggling with compliance of the grant. Schools that are facing multiple challenges will require more frequent site visits and more comprehensive and in depth support. The number of visits and the additional type of support may not be predetermined but rather based on need.

## **Identifying Challenges and Creating an Plan of Action**

To create a plan of action, you must first identify the challenges the school/district is facing. Once the challenges have been identified, communicate your findings with MDE. Your plan of action should include the following:

- Communicate concerns with district level staff.
- Increase site visits (scheduled and unscheduled).
- Increase observations.
- Create comprehensive documentation.
- Collect evidence and artifacts.
- Provide additional resources.
- Review and document the use of SIG funds.
- Request MDE support.

## **Taking Action at the Site**

Once the challenges have been identified and a plan of action has been created, your role in supporting struggling schools begins with revisiting the approved plan, Unpacking Tool, and budget. Revisiting these documents should include the SIG Coordinator and Principal.

Next, discuss with the SIG Coordinator and Principal the challenges you see and the concerns you have. The SIG Coordinator and Principal should be encouraged to develop a plan of action to address one or two challenges and commit to a timeline for implementation.

Finally, repeat the process on a timeline that allows for each challenge to be adequately addressed. Intensify or reduce the amount of monitoring based on the results. Documenting the process and collecting evidence is essential to this process. Review the next topic for detailed explanation and procedure for documenting and collecting evidence.

## **Documenting Your Observations and Collecting Evidence**

Documentation serves two important roles. First, it provides the school with a written record of events. Second, it provides MDE with an official monitoring account. Written documentation should be easy to read and contain a summary of the findings. All of the following are acceptable forms of documentation:

- Emails
- Notes summarizing meetings
- Descriptive data
- Observation forms
- Testimonials
- Sign-in sheets
- Activity/Daily Logs
- Schedules and Assignments
- Data collections

## **Providing Feedback**

Once documentation has been created and collected, use the following protocol to manage the documents and provide feedback:

- Retain original copies (when possible) for your records.
- Submit copies to MDE within 48 hours.
- Submit copies or create a summary of your documentation to submit to the principal and/or district-level liaison.

Use your feedback as a starting point for your next visit. By systematically identifying and documenting your concerns and providing a written summary to the school, you create an expectation of immediate action and implementation. This cycle will ultimately support the successful implementation of the reform model or support the decisions to sanction funding.

# Section III

## Implementing Accountability

# Conducting Program Reviews

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## **Overview**

Conducting Program Reviews and providing your schools with feedback is a major component of your work. Program reviews provide schools with written documentation on the level of compliance and implementation of the selected intervention plan. Indicators in the program review are either dichotomous or on a continuum. The indicators that are dichotomous have a rating system of “compliant” or “non-compliant.” The indicators on a continuum have a rating system of “Not Yet Implemented,” “Limited Implementation,” “Implementation On-going,” and “Full Implementation.” Review the topics in this section to gain a better understanding of conducting program reviews at your assigned schools.

## **Interim and Year-End Reporting**

Program reviews are conducted twice a year and only pertain to the school. The first program review is referred to as an “Interim Review.” This review takes place during the month of January. Additionally, this review is shared with the school directly by the Facilitator-Monitor. Unless otherwise directed or if the Facilitator-Monitor has concerns, the interim review is not shared with MDE. This document should capture all information related up to the time of the review (late August to January).

The second program review is referred to as the “Year-End Review.” The year-end review should encompass the information gathered from the interim review and the remainder of the year. Year-end reviews are typically conducted in early June. Unlike the interim review, the year-end review is not shared immediately with the school. It becomes a part of a larger document entitled “Program and Fiscal Review Scorecard.” Once you have compiled your data and completed the review document, it is submitted to MDE and is merged with the fiscal review. The fiscal review is conducted by a team of consultants from MDE during May and June each year and only pertains to the district. Districts and schools with unique challenges may be required to be on a more aggressive program and fiscal review calendar.

Finally, once both the program and fiscal reviews are completed, a Scorecard is developed. The results of the scorecards are sent by MDE to the superintendent and principal. This documentation is used to determine continued funding, funding sanctions and/or termination. See the section entitled “Assisting with the Fiscal Review” for more information on the fiscal review process and role of the Facilitator-Monitor.

## **Preparing for the Review**

Your preparation for the program review begins the first day of monitoring and facilitating at your school. Your observations, collaborative conversations, compliance and budget discussions will ultimately inform your review. It is for this reason that you should be intentional about your weekly, bi-weekly, and/or monthly visits. Structuring your visits will facilitate conversations and demonstrate expectations for overall student achievement.

Every visit will result in some sort of data collection. Collecting data for the program review will range from taking notes from conversation and observations to collecting artifacts and evidence of compliance. Whatever the methods you employ, it is imperative to be transparent about your purpose. Remember, your job is to work with your school and to be a resource. When the school receives its first report, the information documented should not be a surprise to the stakeholders.

## **Compiling the Program Review Report**

As mentioned earlier, the program review indicators are either dichotomous or on a continuum. With both types of indicators, it is imperative that the Facilitator-Monitor provide constructive feedback for each indicator. Not only should schools know where to improve but they should also be aware of the positive work that is bringing about positive change. There is no limit to the length of your documentation comments; however, remember that your written statements become official documentation. For that reason, you must always follow these writing standards:

- Write in complete sentences.
- Limited the use of acronyms, spell out all names, etc.
- Check spelling
- Check for understanding by reading and rereading your report.
- Write to address the indicator, do not diverge.
- Write using descriptive language. Avoid interjecting personal opinions and personal interpretations.
- Always include comments for “non-compliant” indicators.
- Always include comments for “Not Yet Implemented, Limited Implementation. Implementation On-going,” indicators and
- Conduct your reviews in a timely manner.

# Intervention Models

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It is important that you are well-versed in the intervention model that each of your school's selected. Review your current assignments and determine which model(s) relate to your work. Understand each component of the intervention model and how compliance may be determined. Starting with your first visit, examine your school through a facilitator lens as well as a compliance lens. Be aware that not every indicator is readily observable. As you become familiar with the intervention model, you will find that you may need to request information, documentation, and evidence that particular components have been or are being met. Begin by reviewing each intervention model in the next section.

## **Transformation and Turnaround Intervention Models**

Schools that have opted to implement either the Transformation or Turnaround model have chosen the two most basic intervention models. For cohorts I, II, and III, the only other choices were "Closure" and "Restart." The Transformation model was the most noninvasive model to select. For that reason, the majority of the school in all cohorts have chosen this model.

Turnaround is similar to Transformation, however, the model itself is a more aggressive model with two fundamental differences. First, the Turnaround model requires that all instructional personnel, including administrative, are released and that no more than fifty percent are hired back. Some states refer to this model as the "clean sweep" model.

The second requirement of the Turnaround model is to institute a new governance structure. This requirement states the following:

*The district has adopted a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.*

Review both the Transformation and Turnaround intervention models in the next section.

## **Early Learning-Early Intervention Model**

The Early Learning Model is one of two new models introduced to SIG in 2015. This options encourages schools to develop early learning as a major focus. The Early Learning model mirrors the requirements of the Transformation model with additional early learning components. This model requires that all kindergarten classes become full day and that a

number of components are incorporated to develop a viable and adequate Pre-Kindergarten program.

Review the Early Learning intervention model in the next section.

### **Evidence Based Whole School Reform Intervention Model**

The Evidence Based Whole School Reform or EBWSR model is the second newest model introduced in 2015 to SIG. This model is considered the most flexible model as it does not require many of the traditional components such as principal replacement, extended learning time, or incentive pay initiatives. Schools that have selected this model must chose a proprietary or non-proprietary strategy that is listed on the What Works Clearinghouse website. The list of strategies on this website have met rigorous standards to be placed on the list and can only be implemented in partnership with an Evidence Based Whole School Reform Developer.

Program review for the EBWSR will be developed once the school has selected an approved strategy. Compliance indicators will be based on the required components of the strategy that supports implementation with fidelity. The approved strategies are follows:

- Success for All
- Institute for Student Achievement
- Positive Action
- Small Schools of Choice

Review the Evidence Based Whole School Reform model in the next section. Additional information on individual strategies may be found at:

**<http://www2.ed.gov/programs/sif/sigevidencebased/index.html>**

## Transformation

**The following items are required elements of the model.**

- Replace the principal.
- Include student data in teacher/leader evaluation.
- Evaluations that are designed with teacher/principal involvement, and will:
  - Be used for continual improvement of instruction;
  - Meaningfully differentiate performance using at least three performance levels;
  - Use multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students (including English learners and students with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys);
  - Evaluate teachers and principals on a regular basis;
  - Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and
  - Be used to inform personnel decisions.
- Remove leaders/staff that have not increased achievement.
- Provide on-going job embedded staff development.
- Implement financial incentives or career growth or flexible work conditions.
- Use data to identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards.
- Promote continuous use of student data to inform instruction and meet individual needs of students.
- Provide increased learning time-
  - that is increased learning time for all students in the core areas,
  - that includes instruction in other subjects and enrichment activities that contribute to a well-rounded education, and
  - that allows for teachers to collaborate, plan and engage in professional development.
- Provide ongoing mechanisms for family and community engagement.
- Provide operational flexibility (staffing, calendars/time/budgeting) to implement comprehensive approach to substantially increase student achievement and increase graduation rates.
  - Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, SEA, or designated external leader partner or organization.

## Turnaround

**The following items are required elements of the model.**

- Replace the principal.
- Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet student needs.
- Screen all existing staff and rehire no more than 50 percent.
- Select new staff.
- Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions.
- Provide staff ongoing, high-quality, job embedded Professional Development aligned with instructional program and designed with school staff.
- Adopt a new governance structure. (May include turnaround office/turnaround leader who reports to the Superintendent or Chief Academic Officer.)
- Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as with State academic standards.
- Promote continuous use of student data to inform and differentiate instruction to meet student needs.
- Establish schedules and implement strategies that provide increased learning time.
- Provide appropriate social-emotional and community-oriented services and supports for students.

## Early Learning

### **The following items are required elements of the model.**

The early learning model must implement each of the following early learning strategies.

- Offer full-day kindergarten.
- Establish or expand a high-quality preschool program.
- Provide educators, including preschool teachers, with time for joint planning across grades to facilitate effective teaching and learning and positive teacher-student interactions.
- Replace the principal who led the school prior to commencement of the early learning model.
- Implement the same rigorous, transparent, and equitable evaluation and support systems for teachers and principals, designed and developed with teacher and principal involvement, as required under the transformation model.
- Use the teacher and principal evaluation and support system to identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.
- Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of students in the school, taking into consideration the results from the teacher and principal evaluation and support system, if applicable.
- Use data to identify and implement an instructional program that (1) is research-based, developmentally appropriate, and vertically aligned from one grade to the next as well as aligned with State early learning and development standards and State academic standards and (2) in the early grades, promotes the full range of academic content across domains of development, including math and science, language and literacy, socio-emotional skills, self-regulation, and executive functions.
- Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the educational and developmental needs of individual students.
- Provide staff ongoing, high-quality, job-embedded professional development such as coaching and mentoring (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to

facilitate effective teaching and learning and have the capacity to implement successfully school reform strategies.

The definition of a “high-quality preschool program” is based on the definition that is used in the Preschool Development Grants program. This defines a “high-quality preschool program” as an early learning program that includes structural elements that are evidence-based and nationally recognized as important for ensuring program quality, including at a minimum—

- High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a State-approved alternate pathway, which may include coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, and teaching assistants with appropriate credentials.
- High-quality professional development for all staff.
- A child-to-instructional staff ratio of no more than 10 to 1.
- A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications as outlined in the final requirements.
- A full-day program.
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities.
- Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State early learning and development standards, for at least the year prior to kindergarten entry.
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.
- Instructional staff salaries that are comparable to the salaries of local kindergarten through grade 12 (K-12) instructional staff.
- Program evaluation to ensure continuous improvement.
- On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development.
- Evidence-based health and safety standards.

### The following items are required elements of the model.

Implement, in partnership with an Evidence Based Whole School Reform Model Developer, an evidence-based, whole-school reform model in a school.

An evidence-based, whole-school reform model is defined as:

- A model that is supported by evidence of effectiveness, which must include at least one study of the model that—
  - Meets What Works Clearinghouse evidence standards with or without reservations;
  - Found a statistically significant favorable impact on a student academic achievement or attainment outcome, with no statistically significant and overriding unfavorable impacts on that outcome for relevant populations in the study or in other studies of the intervention reviewed by and reported on by the What Works Clearinghouse; and
- A model, that if in meeting What Works Clearinghouse evidence standards with reservations, includes a large sample and a multi-site sample as defined in 34 CFR 77.1, which states “multi-site sample means more than one site, where site can be defined as an LEA, locality, or State.” (Note: multiple studies can cumulatively meet the large and multi- site sample requirements so long as each study meets the other requirements in this section);

A “whole-school reform model” is further defined as a model that:

- is designed to improve student academic achievement or attainment;
- is implemented for all students in a school; and
- addresses, at a minimum and in a comprehensive and coordinated manner, each of the following:
  - School leadership
  - Teaching and learning in at least one full academic content area (including professional learning for educators)
  - Student non-academic support.
  - Family and community engagement

A “Whole School Reform Model Developer” is defined as an entity or individual that maintains proprietary rights for the model or, if no entity or individual maintains proprietary rights for the model, an entity or individual that has a demonstrated record of success in implementing a whole school reform model and is selected through a rigorous review process that includes a determination that the entity or individual is likely to produce strong results for the school.

\*Note: Facilitator-Monitors who are assigned to schools implementing the Whole School Reform model will work collaboratively with the State SIG Coordinator in developing appropriate Program Review Indicators according to the developer model selected.

# Assisting with Fiscal Reviews

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While the Program Review is the responsibility of the Facilitator-Monitor, the Fiscal Review is conducted by an MDE Audit team. The team is comprised of various individuals with a wide background of experience in education. The role that the Facilitator-Monitor plays is essential. Review this section to better understand how your assistance is pivotal to the work.

## **Providing Assistance to Districts**

Districts that are organized and prepared for the fiscal audits allow for the reviewers to examine documentation and collect evidence in a timely and efficient manner. The Facilitator-Monitor can assist districts with this organization and preparation by hosting a central office meeting prior to the scheduled audit. Each year, districts are given 2-3 month advanced notice of their fiscal audit date. From this information, you may schedule and plan a session to work with key central office personnel in preparation for the audit. You can also ensure that all key personnel know to be available for interviewing on the day of the review. Finally, you may assist districts by guiding them through the self-evaluation process using the self-evaluation tool.



**See Tool 12: Self-Assessment of Internal Controls**

## **Providing Background Information**

The Facilitator-Monitor is key to providing the Fiscal Audit Team with important background information about the school and district. Because they frequently visit the school and district, they are often aware of existing issues, ensuing issues, personnel changes, and/or other major changes and events that could have an impact on the management of the SIG. For this reason, Facilitator-Monitors are invited to participate in the Fiscal Audit Teams preliminary planning meeting hosted immediately before the fiscal reviews commence. Facilitator-Monitors are encouraged to share any relevant information that needs attention and/or that may mitigate certain circumstances, allowing issues to be understood in context.

## **Supporting the Onsite District Review**

Facilitator-Monitors are encouraged to attend the onsite fiscal review as support for both the Fiscal Audit Team and the District. As a monitor, you have the opportunity to provide clarification in conversations, identify central office personnel that may have relevant information for the team, and assist in getting team members to schools for inventory checks. All in all, the Facilitator-Monitor has the ability to help ensure an efficient and effective fiscal review.

## Supporting Districts after the Onsite Review

Lastly, once the district fiscal review is completed and the Facilitator-Monitor completes the program review, both reports are combined to create the SIG Indicator Scorecard. The scorecard identifies four areas: (a) Promising Practices, (b) Recommendations, (c) Minor Corrective Actions, and (d) Corrective Actions. Refer to *SIG Fiscal and Program Review Scorecard* topic in this section for a more detailed explanation of the scorecard system.

Facilitator-Monitors are to take particular note of their districts' scorecards and provide periodic checks to ensure that the "Minor Corrective Actions" are being addressed and corrected throughout the school year. The minor corrective actions are not required to be completed until the next fiscal audit; however, minor corrective actions that go uncorrected become "Corrective Actions" and are subject to possible financial sanctions. For this reason, the Facilitator-Monitor is asked to follow up on progress, provide technical assistance, and/or refer the district to MDE to receive further support in correcting the minor corrective actions.

## Program and Fiscal Review Timeline

Task	Responsibility of	Date
Mid-Year Fiscal Review (if needed)	MDE Review Team	December
Interim Program Review	Facilitator-Monitor	January
Interim Program Review shared with site	Facilitator-Monitor	February
Year-End Fiscal Review	MDE Review Team	April-June
Year-End Program Review	Facilitator-Monitor	May-June
Scorecard compiled and shared with district and site	MDE	June-August
Response from District for corrective action items	District	Within 30 days of receipt of Scorecard
Corrective actions resolved	District	Self-imposed timeline
Minor Corrective Actions addressed	District	Before Year-End Fiscal Review of the following year
Monitoring of Minor Corrective Actions being addressed	Facilitator-Monitor	September-June

# Section IV

## Peripheral Duties

# Attending Networking Events

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SIG Networking Events are a requirement of the School Improvement Grant. All schools accepting the award agree to participate- to the fullest extent possible- in every event. Over the years, MDE has collaboratively developed high quality, relevant networking events to the meet the needs of the cohorts. Currently, the format is as follows:

<b>Networking Events</b>	<b>Audience</b>	<b>Frequency</b>
Bi-Annual Fall & Spring Networking Events	District & School Staff	Twice a Year
Leadership Roundtable Networking Events	SIG Coordinators	4-6 Times a Year
Data Share Networking Events	SIG Data Coaches	3 Times a Year
Culture & Climate Networking Events	SIG Parent Liaisons	3 Times a Year

**\*See the Resource section for the full 2016-17 Calendar of Networking Events**

Facilitator-Monitors are expected to attend each event to the fullest extent possible. These events allow for the SIG required positions to collaborate and learn from each other. Facilitators are often asked to assist in planning the events if their school is a host and from time to time, present and lead topics of discussion. Ultimately, these events serve as professional learning for you and help you to better meet the needs of your schools.

# Attending Meetings & Workshops

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## **Attending Required Meetings**

In addition to the Networking Events, Facilitator-Monitors may be required or have the option to attend other meetings. On rare occasions, Facilitator-Monitors are mandated to attend meetings outside of their schools and districts. These mandated meetings may be due to compliance issues or other technical issues that MDE deems necessary to require your attention. Be aware that you may be asked to rearrange schedules to accommodate this type of meeting and that is not a normal occurrence in your job.

## **Attending Optional Meetings**

Facilitator-Monitors have the option of attending meetings outside of their school or district if they deem the meeting to be relevant to the work. MDE does not impose a protocol to seek permission and relies on your professional judgement when selecting to attend meetings. For example, the MI Excel Quarterly Meetings provide a wealth of information about Priority Schools and the supports received from the ISDs and RESAs. Over the years, many Facilitator-Monitors have opted to attend these meetings to stay informed about Priority School issues and the School Reform Office.

## **Attending Workshops & Conferences**

All workshops and conferences are optional. As a Facilitator-Monitor, you are often invited to attend, participate, and/or assist in MDE workshops and conferences. Your attendance is never mandatory, and you need never feel obligated to attend. Many of the workshops, i.e. writing manuals, editing SIG documents, occur during summer hours, and your participation should never interfere with vacation and other summer plans.

Conferences that you find relevant to your work are typically encouraged and approved. If there is a conference that you would like to attend, contact your MDE SIG coordinator to discuss the appropriateness of your attendance. Out of State travel is rarely approved; however, permission may be granted on an individual basis according to the need and relevance of your work assignment.



# Glossary of Terms

### **Collaborative Conversation**

Conversations that are directed through a series of questions and reflections. Collaborative conversations are not dominated by one participant. All participants are expected to listen, contribute, and reserve from criticizing or confronting other participants.

### **Communication Loop**

The process by which communication is guaranteed. Communication occurs in an efficient and effective manner. Communication loops always include key stakeholders as recipients of the information.

### **Descriptive Data**

Descriptive data are data or information that is gathered in a non-biased, non-opinionated methodology. Descriptive data does not identify individuals. Gathering descriptive data is a clinical process that allows the reader to focus on the task being implemented. Descriptive data are used when engaged in implementation walkthroughs and when conducting interim and year-end program and fiscal reviews.

### **Intensive Visit**

An intensive visit requires that the Facilitator-Monitor provide support on a weekly basis at the selected school. Schools receiving intensive visits are either new or struggling with implementation of the approved plan and budget.

### **Job-Embedded Professional Learning**

JEPL when conducted correctly, is more effective than traditional PD because it better addresses the needs of adult learners. Specifically, job-embedded professional development is defined by the following: a learn-try-evaluate cycle that repeats over time, active teacher involvement, and immediate implementation. Job-embedded professional learning is more effective than traditional PD because educators work on concepts or initiatives more than once. They have a chance to learn, try it in their own classrooms, and then evaluate their performance. This learning-try-evaluate cycle is what makes job-embedded PD so powerful.

### **Low Hanging Fruit (Quick Wins)**

Low hanging fruit or quick wins refer to those strategies, tasks, processes, and procedures that can be implemented immediately without causing major interruption to instruction. These quick win tasks support rapid turnaround efforts and are often tasks that have been neglected or overlooked.

### **Moderate Visit**

A moderate visit requires that the Facilitator-Monitor provide support on a bi-weekly or bi-monthly basis at the selected school. Schools receiving moderate visits are progressing along a continuum of rapid turnaround and improvement.

### **Capacity Visit**

A capacity visit require that the Facilitator-Monitor provide support on a monthly basis at the selected school. Schools receiving capacity visits are at the highest level of autonomy

and implementation of their approved plan and budget. These schools often serve as model schools for one or more successful implementation strategies.

### **Instructional Rounds**

The intersection of three current popular approaches to the improvement of teaching and learning—walkthroughs, networks, and district improvement strategies. A process that involves teams, groups, and/or cohorts of educators that support systems of instructional improvement at scale.

### **Implementation Walk-through**

Classroom observations conducted by a team to gather descriptive data on adult implementation of a targeted practice or strategy in the classroom.

### **Implementation Guide**

A process and procedures manual that provides detailed steps in implementing instructional strategies, practices, and programs to ensure consistent implementation by all practitioners.

### **Readiness Visit**

The first monitoring visit conducted to set the tone and prepare the school for all subsequent visits. Readiness visits provide a snapshot of what will be expected during monitoring visits.

### **Unpacking Tool**

A living document created to bring a strategic plan into actionable steps. It is the guiding document in developing effective and efficient cycles of progress monitoring of the implementation of adult actions.



# Tool 1

## Code of Conduct Handout

### Transparency

- Remind everyone of the larger purpose: build capacity for data-driven implementation and focus supports and interventions.
- Maintain focus on collecting descriptive data and facilitating collaborative conversations related to the overarching questions.
- Communicate proactively with school and district leaders, and MI Excel partners.
- Gather, report, and share descriptive data in a timely, clear, and frank manner.

### Advocacy

- Make suggestions by asking probing questions
- Share what others do to increase student achievement.
- Share and recommend resources.
- Redirect questions from schools and districts who ask for directives or recommendations

### Integrity

- Respect the privacy and confidentiality of individuals. Avoid judgments about individual teachers and their work.
- Gather and report descriptive data clearly and frankly.
- Listen carefully to those who participate in individual interviews and focus groups. Report what people say, not what you think they meant.
- Fully participate in all collaborative conversations.

### Sensitivity

- Be polite and sensitive to the school's needs. Try to minimize stress. Be courteous to all you meet.
- Phrase questions carefully to avoid hidden meaning or judgment.
- Emphasize that the central focus of monitoring and facilitation is the school and district's implementation of its plan and how it impacts teaching and learning.
- Work to other's convenience whenever possible. Meet appointments as scheduled.
- Do not direct school personnel—you are not their boss and should not act like one.

## Authority

- Do more listening than talking
- Use your expertise to inform the questions you ask and what data you select to share as part of the collaborative conversations. Do not impose your opinions or recommend alternative strategies.
- Be cautious of “off the record” conversations, as when you may be invited by school or district staff to offer advice in your area of expertise. Urge school’s to discuss and determine possible solutions and next steps to issues that come to light during the monitoring process.
- Hold schools and districts accountable for implementing their plans and executing their budgets as approved.

# Tool 2

## Overarching Questions Worksheet

<b><i>School Name:</i></b>	
<b><i>Date of Visit</i></b>	

### What school-wide instructional strategies is the school implementing?

What strategies are teachers expected to use? What practices are students expected to use? What is the curriculum that is being taught? What proportion of teachers is using the instructional program? How have teachers incorporated the instructional program into their practice? To what extent is the school focused on the implementation and impact of its instructional program?

### What professional learning opportunities are the school and district providing?

To what extent does the use of professional time reflect a limited number of instructional priorities? How are the professional learning needs of staff determined? How clearly are professional learning activities linked to the instructional program? How does the district support professional learning and to what extent is it aligned with the school's instructional program?

**How are the school and district monitoring the implementation and impact of the instructional program?**

What data on teachers' implementation of the instructional program are collected, analyzed and used? How do school and district leaders use this data? What proportion is engaged in the collaborative analysis of individual student data? How is this work supported and monitored? What has been learned through these efforts? What data on student learning are collected, analyzed and used?

[Empty dashed box for response]

**Are the supports the school receives from the district, MI Excel partners, and other providers adequate and reflect identified needs?**

What supports do the various providers offer the school? How is it determined what supports are provided? What additional support would improve the quality and effectiveness of plan implementation? How is the effectiveness of external supports assessed? What is the relative emphasis placed on providing versus building capacity?

[Empty dashed box for response]

**Are SIG funds being used in ways consistent with the school's approved SIG application?**

Is the school spending SIG funds on what it proposed? Why or why not? What, if any, difficulties are the school facing in the spending the grant funds in the manner or timeframe specified in the grant? What, if any barriers exist at the school level? Identify the specific policies or procedures that are causing difficulties. What, if any barriers exist at the district level? Identify the specific policies or procedures that are causing difficulties. Is the school allowed sufficient operational flexibility to identify, select, and implement programs and services tied to data-based needs? Is extended learning time being implemented in a manner consistent with the approved SIG application? How is the school assessing/evaluating the effectiveness of how SIG resources are used? What needs do school leaders anticipate for next year that may differ from what they are using funds for now? What aspects of the work will continue after the grant ends? What work has the school and district begun to sustain the work when the grant ends? Has the school or district identified any early successes with SIG programs that are likely to sustain long-term student achievement? Does/will the district support the continuation of SIG funded programs that have demonstrated a positive effect on student achievement? What evidence exists to document this commitment?

[Empty dashed-line box for response]

# Tool 3

## Visitation Standard Procedure Checklist

**Explanation:** The Visitation Standard Procedure Checklist is designed for the Facilitator-Monitor to keep track of the running totals of the types of visitation activities conducted throughout the year. This checklist which serves as tally sheet will help to inform your interim and year-end program review. It also serves as documentation when having crucial conversations with your school about the data, student achievement, and adult implementation of instructional strategies and programs.

**School Name:**

Visitation Activities		Dates Conducted			
<input type="checkbox"/>	Participating in classroom implementation walk-throughs.				
<input type="checkbox"/>	Observing and/or participating in Leadership Team Meetings				
<input type="checkbox"/>	Observing Professional Learning Community gatherings				
<input type="checkbox"/>	Meeting with required SIG Personnel (Coordinator, Data Coach, and Parent Liaison)				
<input type="checkbox"/>	Facilitating and providing feedback on budget development and/or amendments				
<input type="checkbox"/>	Ensuring SIG purchased materials, products, and programs are being used as intended				
<input type="checkbox"/>	Facilitating, providing feedback, and/or observing the development, revision, and/or editing of the Unpacking Tool				

Optional Visitation Activities		Dates Conducted			
<input type="checkbox"/>	Attending Professional Learning				
<input type="checkbox"/>	Interviewing External Service Providers				
<input type="checkbox"/>	Conducting Focus Groups				
<input type="checkbox"/>	Attending Staff Meetings				
<input type="checkbox"/>	Attending Central Office SIG related meetings				

# Tool 4

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## Sample Weekly Visit Calendar

### October 2016

#### Week One

Monday, October 3<sup>rd</sup>

Full Day: 9:00-4:00

- 9:20- 11:00 Implementation Walk-Throughs
- 11:00-11:30 Gather Observation Notes
- 11:30-1:15 SIG Coordinator Meeting & Lunch
- 1:15-2:00 Blocked time to meet as needed with Stakeholders
- 2:00-3:00 Bi-Weekly SIG Data Coach Meeting
- 3:30-4:00 Principal Debrief

#### Week Two

Monday, October 10<sup>th</sup>

Full Day: 9:00-4:00

- 9:20- 11:00 SIG Materials Walk-Throughs
- 11:00-11:30 Gather Observation Notes
- 11:30-1:15 SIG Coordinator Meeting & Lunch
- 1:15-2:00 Blocked time to meet as needed with Stakeholders
- 2:00-3:00 Bi-Weekly SIG Parent Liaison Meeting
- 3:30-4:00 Principal Debrief

#### Week Three

Tuesday, October 18<sup>th</sup>

Full Day (Altered Schedule): 11:00-6:00

- 11:20-1:00 SIG Coordinator Meeting & Lunch
- 1:00- 2:00 Focus Group Interview & Note Gathering
- 2:00-3:00 Bi-Weekly SIG Data Coach Meeting
- 3:30-4:00 Principal Debrief
- 4:00-6:00 Observe Staff Meeting and Professional Learning

## Week Four

Monday, October 24<sup>th</sup>

Full Day: 9:00- 4:00

- 9:20- 10:10 & 10:10- 11:00 Focused Implementation Classroom Visit (maximum 2 classrooms)
- 11:00-11:30 Gather Observation Notes
- 11:30-1:15 SIG Coordinator Meeting & Lunch
- 1:15- 2:00 Blocked time to meet as needed with Stakeholders
- 2:00-3:00 Bi-Weekly SIG Parent Liaison Meeting
- 3:30-4:00 Principal Debrief

## Week Five

Monday, October 31<sup>st</sup>

Full Day: 9:00-4:00

- 9:20- 11:00 Implementation Walk-Throughs
- 11:00-11:30 Gather Observation Notes
- 11:30-1:15 SIG Coordinator Meeting & Lunch
- 1:15-2:00 Blocked time to meet as needed with Stakeholders
- 2:00-3:00 Bi-Weekly SIG Data Coach Meeting
- 3:30-4:00 Principal Debrief

# Sample Bi-Monthly Visit Calendar

## October 2016

### Week One

Monday, October 3rd

Full Day: 9:00-4:00

- 9:20- 11:00
  - Implementation Walk-Throughs
  - Focused Implementation Classroom Visit (maximum 2 classrooms)
  - SIG Materials Walk-Throughs
- 11:00-11:30 Gather Observation Notes
- 11:30-1:15 SIG Coordinator Meeting & Lunch
- 1:15-2:00 Blocked time to meet as needed with Stakeholders
- 2:00-3:00 Monthly SIG Data Coach Meeting
- 3:30-4:00 Principal Debrief

### Week Three

Tuesday, October 18th

Full Day (Altered Schedule): 11:00-6:00

- 11:20-1:00 SIG Coordinator Meeting & Lunch
- 1:00- 2:00
  - Focus Group Interview & Note Gathering
  - Blocked time to meet as needed with Stakeholders
- 2:00-3:00 Monthly SIG Parent Liaison Meeting
- 3:30-4:00 Principal Debrief
- 4:00-6:00 Observe Staff Meeting and Professional Learning

## Sample Monthly Visit Calendar

### October 2016

#### Week Two

Monday, October 10th

Full Day: 9:00-4:00

- 9:20- 11:00 SIG Materials Walk-Throughs
- 11:00-11:30 Gather Observation Notes
- 11:30-1:15 SIG Coordinator Meeting & Lunch
- 1:15-2:00 Blocked time to meet as needed with Stakeholders
  - Focus Group Interview & Note Gathering
  - Blocked time to meet as needed with Stakeholders
- 2:00-2:30 Monthly SIG Data Coach Meeting
- 2:30-3:00 Monthly SIG Parent Liaison Meeting
- 3:30-4:00 Principal Debrief

**Or**

#### Week Three

Tuesday, October 18th

Full Day: 11:00-6:00

- 11:20-1:00 Monthly SIG Coordinator Meeting & Lunch
- 1:00- 2:00
  - Focus Group Interview & Note Gathering
  - Blocked time to meet as needed with Stakeholders
- 2:00- 2:30 Monthly Data Coach Meeting
- 2:30 -3:00 Monthly SIG Parent Liaison Meeting
- 3:30-4:00 Principal Debrief
- 4:00-6:00 Observe Staff Meeting and Professional Learning

Monthly visits may alternate days, weeks, and times. The objective is to conduct monthly visits that are relevant to your overall goal.

# Tool 5

## Implementation Walk-through Protocol

**Classroom:**

*(write grade or give a generic number)*

Observation Protocol: Use the following questions to collect descriptive data during your walk-through. Remember, the purpose is to gather information on implementation as a whole and not on individual teachers. Provide a summary of discussions with various school/district groups and classroom observations. Summaries of classroom observations should align to the following questions:

<b>State the focus of the walk-through:</b>	
<b>What are students doing/saying?</b>	
<b>What are teachers doing/saying?</b>	
<b>What is the learning task?</b>	

# Tool 6

## Site Visit Protocol-Student focus group

This form is completed by SIG monitors during focus group discussions with the Students during on-site visits.

Plan Requirement	Key Questions	Monitor Notes
<b>Instructional Program</b>	<ul style="list-style-type: none"> <li>• Describe some of the activities that you do in your classes.</li> <li>• Are your classes challenging (hard/easy)?</li> <li>• Do you do a lot of group work? Work alone?</li> <li>• Do you get to use technology?</li> </ul>	Date of Visit:
<b>Data Driven Instruction</b>	<ul style="list-style-type: none"> <li>• How does your teacher let you know how you are doing in your classes?</li> </ul>	Date of Visit:
<b>Leadership</b>	<ul style="list-style-type: none"> <li>• How does the principal and other staff help you succeed?</li> <li>• Are the rules in your school clear?</li> </ul>	Date of Visit:
<b>Family &amp; Community Engagement</b>	<ul style="list-style-type: none"> <li>• How does the school communicate with your family?</li> <li>• Describe the kinds of activities that you parents have participated in at school.</li> </ul>	Date of Visit:
<b>School Climate &amp; Culture</b>	<ul style="list-style-type: none"> <li>• What about your school makes you proud/what is the best thing about your school?</li> <li>• What do you like least about your school?</li> </ul>	Date of Visit:

# Tool 7

## Site Visit Protocol-Teacher focus group

This form is completed by SIG monitors during focus group discussions with Teacher and Instructional Staff during on-site visits.

Plan Requirement	Key Questions	Monitor Notes
<b>Instructional Program</b>	<ul style="list-style-type: none"> <li>•What instructional strategies are you currently implementing in your classrooms?</li> <li>•How are you involved with curriculum planning?</li> </ul>	Date of Visit:
<b>Professional Learning</b>	<ul style="list-style-type: none"> <li>• Describe your professional learning activities.</li> <li>• What kind of support do you receive to implement PL?</li> </ul>	Date of Visit:
<b>Data Driven Instruction</b>	<ul style="list-style-type: none"> <li>• How do you use data to plan for instruction?</li> <li>• Describe the process for determining if students' needs are being met? What kind of data is collected?</li> <li>• Describe what happens when students do not meet academic outcomes.</li> </ul>	Date of Visit:
<b>Leadership</b>	<ul style="list-style-type: none"> <li>•How does the principal and leadership team support you in implementing the reform plan?</li> <li>•Describe how you receive feedback on your instructional practice?</li> </ul>	Date of Visit:
<b>Family &amp; Community Engagement</b>	<ul style="list-style-type: none"> <li>• How do you communicate with parents?</li> <li>• How do you (the school) engage the community in the school reform work?</li> </ul>	Date of Visit:

Plan Requirement	Key Questions	Monitor Notes
<b>School Climate &amp; Culture</b>	<ul style="list-style-type: none"><li>• Describe the working environment.</li><li>• How do you think students perceive the culture of the school?</li></ul>	Date of Visit:

# Tool 8

## Site Visit Protocol-Principal and Leadership Team

This form is completed by SIG monitors during focus group discussions with the Principal and School Leadership Team during on-site visits.

Plan Requirement	Key Questions	Monitor Notes
<b>Instruction</b>	<ul style="list-style-type: none"> <li>• What are the current instructional priorities?</li> <li>• Describe how the leadership team is involved with curriculum planning.</li> <li>• How does the Leadership team monitor the implementation of appropriate instructional strategies?</li> </ul>	Date of Visit:
<b>Professional Learning</b>	<ul style="list-style-type: none"> <li>• What is the focus of PL activities?</li> <li>• How does the leadership team monitor and evaluate the impact of PL on teacher practices and student learning?</li> </ul>	Date of Visit:
<b>Data Driven Instruction</b>	<ul style="list-style-type: none"> <li>• Describe how data is gathered, analyzed, and used to plan and implement instructional interventions.</li> </ul>	Date of Visit:
<b>Leadership</b>	<ul style="list-style-type: none"> <li>• What is the role of the leadership team (and principal) in the school turnaround process?</li> </ul>	Date of Visit:
<b>Family &amp; Community Engagement</b>	<ul style="list-style-type: none"> <li>• Describe your current family (and community) engagement activities.</li> </ul>	Date of Visit:
<b>School Climate &amp; Culture</b>	<ul style="list-style-type: none"> <li>• Describe the climate and culture of the building.</li> </ul>	Date of Visit:

# Tool 9

## Site Visit Protocol-District

This form is used by SIG monitors during focus group discussions with the District team.

### Transformation & Early Learning

Plan Requirement	Key Questions	Monitor Notes
<b>Build Leadership Capacity</b>	<ul style="list-style-type: none"> <li>• What strategies have been implemented to support building leaders?</li> <li>• How is the district monitoring the effectiveness of building leadership capacity?</li> </ul>	Date of Visit:
<b>Teacher &amp; Leader Evaluation</b>	<ul style="list-style-type: none"> <li>• How is the district implementing its evaluation process? What are the aggregated results?</li> </ul>	Date of Visit:
<b>Educator Reward/Removal</b>	<ul style="list-style-type: none"> <li>• How is the district implementing its reward system? In what ways are struggling teachers provided support? How many teachers identified/removed?</li> </ul>	Date of Visit:
<b>Educator Recruitment/Assignment &amp; Retention</b>	<ul style="list-style-type: none"> <li>• What criteria were used to recruit/assign teachers?</li> <li>• What strategies have been implemented to retain teachers? Are they working?</li> </ul>	Date of Visit:
<b>Use of Instructional Time</b>	<ul style="list-style-type: none"> <li>• How much time has been added for core (teacher collaboration, and enrichment) How does the district monitor the use and effectiveness of the time (in all areas)?</li> </ul>	Date of Visit:
<b>Operational Flexibility</b>	<ul style="list-style-type: none"> <li>• In what ways has the building been provided operational flexibility?</li> </ul>	Date of Visit:
<b>External Support</b>	<ul style="list-style-type: none"> <li>• Describe the sources of external support that are currently provided to the building.</li> </ul>	Date of Visit:

## Turnaround District-level Requirements

Plan Requirement	Key Questions	Monitor Notes
<b>Build Leadership Capacity</b>	<ul style="list-style-type: none"> <li>• What strategies have been implemented to support building leaders?</li> <li>• How is the district monitoring the effectiveness of building leadership capacity?</li> </ul>	Date of Visit:
<b>Teacher &amp; Leader Evaluation</b>	<ul style="list-style-type: none"> <li>• How is the district implementing its evaluation process? What are the aggregated results?</li> </ul>	Date of Visit:
<b>Teacher Recruitment, Assignment, Retention</b>	<ul style="list-style-type: none"> <li>• What criteria were used to recruit/assign teachers?</li> <li>• What strategies have been implemented to retain teachers? Are they working?</li> </ul>	Date of Visit:
<b>Governance Structure &amp; Operational Flexibility</b>	<ul style="list-style-type: none"> <li>• What criteria were used to screen staff?</li> <li>• How many staff was removed and retained?</li> <li>• In what ways has the building been provided operational flexibility?</li> </ul>	Date of Visit:
<b>Use of Instructional Time</b>	<ul style="list-style-type: none"> <li>• How much time has been added for core (teacher collaboration, and enrichment) How does the district monitor the use and effectiveness of the time (in all areas)?</li> </ul>	Date of Visit:

# Tool 10

## Budget Pre-Approval Protocol

- Inform the SIG Coordinator that all pre-approval requests must first be discussed with you. Use this opportunity to fully understand why the request is necessary. This discussion is not intended to discourage from making this type of request, it is simply to have a thorough understanding of what is being proposed.
- Provide the SIG Coordinator with your recommendation. There are no limitations to your recommendations. Your recommendations should not be based on personal preferences or beliefs but rather grounded in the context of the schools identified needs, goals, and approved application and Unpacking Tool.
- Once your recommendation has been made and both you and the SIG Coordinator are clear on the request, an official written request for pre-approval must be sent via email to the Michigan Department of Education SIG Coordinator, Unit Supervisor, or designee.
- The official correspondence must include the SIG Facilitator-Monitor and the Principal. Additional recipients of the email are at the discretion of the SIG Coordinator.
- Pre-Approval requests must briefly state the purpose, how it connects to the overall plan, the costs involved, and any detail related to the expenditure that clarifies the request.
- Inform the SIG Coordinator that no action can take place prior to receiving a written response from MDE. Any expenditure occurring prior to approval could result in defunding the expenditure. In this situation, the school/district is responsible for funding the cost.
- Once the request is received by MDE, a written response will be emailed and will indicate approval, denial, or needs modifications or further explanation. If approved, the response will remind the SIG Coordinator to include the pre-approval in the next budget amendment window.
- Encourage the SIG Coordinator to retain a copy of the entire email correspondence as evidence for the fiscal review. (Fiscal Review Indicator 4.1: Did the amounts expended during the grant period agree with the activities in the approved application? Were the proper budget amendments made in MEGS+)

For Duplication and Dissemination

July, 2016

# Tool 11

## Amendments

### FEBRUARY AMENDMENTS

The first official budget amendment period is February of each year. Please use the following naming conventions described below:

- All line items that are new must begin their description with the **FEB-Amend-New**.
- All line items that are revised must begin their description with the **FEB-Amend-Modification**.

### MAY AMENDMENTS

The second and final official budget amendment period is May of each year. Please use the following naming conventions described below:

- All line items that are new must begin their description with the **May-Amend-New**.
- All line items that are revised must begin their description with the **May-Amend-Modification**.

**All Amendments must follow this protocol (see examples provided below):**

- Begin line item description with **FEB-Amend-New** or **FEB-Amend-Modification** or **MAY-Amend** or **May-New**
- Indicate if line item is "New." If new, then provide explanation as always **May-Amend New**: Provide teachers with iPads to further support 1:1 initiative. Cost per iPad is \$230.00 for 16 Teachers. Total new item \$3680.00
- Indicate if line item is being "Modified." If modification is occurring, then specify how the modification differs from the originally approved line item. Provide students with iPads to support 1:1 technology initiative. 230 students at \$230.00 per unit. Total \$52,900. **May-Amend Modification**: Unit price decreased by \$5200.00 due to bulk order discount. New total \$47,700.00

### CHANGES OUTSIDE OF THE AMENDMENT WINDOW

Changes or amendments to your budget may be preapproved. Preapprovals will always be sent via email. Be sure to keep a copy of any preapproval as evidence for fiscal audits. If MEGS+ is opened for you to make changes begin each description with the actual date of the change. i.e. 03.14.2016. You may also want to include language like: Preapproved 2.16.2016. This will save time in reviewing your requests.

### ATTACHMENTS

All attachments must begin with the date i.e. **08.21.2015**. Each attachment must be followed by the title of the document i.e. **Merit Pay, After School Enrichment**. If your district has more than one School Improvement Grant the name of the school should follow the title. For example your document could look like the following: **08.21.2015–Merit Pay–ABC Academy**

# Tool 12

## School Improvement Grant Final Expenditure Report Procedure to Correct 10% Variances

### Summary

One or more line items of your Final Expenditure Report (FER) exceeds the 10% variance allowance. As a result, your 2014-15 Year 1 SIG budget must be amended and approved in MEGS+ and your FER must be resubmitted in CMS. Please follow the instructions below.

### Instructions

Districts must:

- Review identified line items that exceed 10% variance in the attached CMS document. Note that these line items are accumulated totals of each function code. Therefore, districts with multiple schools may need to adjust multiple budgets.
- Make amendment(s) to your MEGS+ budget(s) by selecting Modify Application. Enter a brief summary of the amendment justification window.
- Enter budget adjustments as appropriate.
- Submit the amendment.

MDE must:

- Review, approve, and/or deny amendment.
- Process may be repeated until approvable budget is obtained.
- Once approved, MDE will GFA the budget and submit a request to reopen your FER.
- The CMS will notify the district of the reopen status.
- CMS will allow **14 days** from the reopen date to complete the FER.

District must:

- Resubmit FER in the CMS within the 14 day window or CMS will automatically FER the grant and you will be in Overpayment status.

# Tool 13

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## Self-Assessment of Internal Controls

The Self-Assessment of Internal Controls will assist in confirming the presence of a sound system of internal controls. A sound system provides reasonable assurance that the financial statements are fairly presented and that goals are being properly pursued. A sound system includes fully documented policies and procedures which accomplish, (a) transactions that are executed according to the authorization, (b) transactions that are recorded to prepare financial statements and account for assets, (c) access to assets is permitted only according to management's authorization, and (d) asset records are compared with the existing assets at reasonable intervals and action is taken to reconcile any differences.

### **Definition of Internal Controls:**

The routine actions surrounding certain transactions meant to ensure correctness and reduce risk of error and loss.

### **Preparing for SIG Fiscal Review:**

Use this self-assessment to assist your preparation for the SIG Fiscal Review. This tool is meant to prepare districts for on-site visits. It is not a mandatory document that will be collected. Its completion will only help to better prepare for the types of documents that will be reviewed and inform personnel who will be interviewed.

YES	NO	N/A	<b>1.0 Activities Allowed or Unallowed Allowable Cost/Cost Principles</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Does the agency maintain written policies and procedures regarding expenditures eligible for Federal reimbursement (direct or indirect)?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are grant agreements, program regulations, and cost principles circulars available to staff responsible for determining allowable costs (direct and indirect)?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are costs allocated according to a plan that has been approved by MDE?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is the cost allocation plan reconciled to the agency's budget report(s) and the general ledger?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Does the agency have a cost system which allocates cost?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are records maintained supporting the basis for allocating cost?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are costs treated consistently?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are the following duties performed by different people: Coding expenditures to Federal programs? Reviewing and approving expenditures?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is the method of allocating cost understood by staff responsible for coding expenditures?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are expenditures and supporting documents reviewed for allowable costs and approved by a person knowledgeable of the provisions of OMB Circular A-87?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are payments to vendors or sub-recipients compared to contracts, agreements or contract subsystems to ensure that payments do not exceed the contract or budgeted amount?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are comparisons made between budget and actual allowable costs?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is there a written policy that establishes responsibility and provides procedures for periodic monitoring, verification, and reporting of program progress and accomplishments?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is the staff responsible for reporting knowledgeable of the Federal requirements and due dates?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is a tracking system used to inform staff of report due dates?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is the correct accounting method used (cash or accrual)?

YES	NO	N/A	<b>1.0 Activities Allowed or Unallowed Allowable Cost/Cost Principles</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are reports compared to the general ledger or other accounting records?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Does management review the reports to assure the accuracy and completeness of data included in the reports?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Does information from the Federal agency flow to personnel responsible for determining if activities are allowable? Are supporting documents reviewed for allowable services information?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is there a process or procedures in place to document, monitor, and sign-off on PARS?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is there a process or procedures in place to document, monitor, and sign-off on Semi-Annual Certifications

YES	NO	N/A	<b>2.0 Cash Management</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is responsibility for requesting grant drawdowns assigned to a person knowledgeable of the cash management requirements?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are the following duties performed by different people: a. Estimating or determining cash requirements for the agency? b. Reviewing and approving the request for reimbursement?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Does the agency have established procedures for estimating or determining cash requirements?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are requests for reimbursement reviewed and approved by persons with approval authority?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are requests for reimbursements based on actual cash outlays if required by the program?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is there a cash log or record showing expenditures and cash balances for federally financed programs?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is the Federal cash drawdown enough to prevent excess positive or negative cash balances from accumulating?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are grant funds accounted for separately in the accounting system?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are cash requirements for sub-recipients monitored to prevent excess cash transfers?

YES	NO	N/A	<b>3.0 Matching, Level of Effort, Earmarking Supplemental not Supplant</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are there written policies that outline the following:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	➤ Responsibilities for determining required amounts or limits for matching, level of effort, or earmarking?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	➤ Allowable costs that may be claimed for matching, level of effort, or earmarking?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	➤ Methods of accounting for and documenting amounts used to calculate amounts claimed for matching, level of effort, or earmarking?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are matching, level of effort and earmarking requirements considered when the budget is established?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is there a system in place to ensure that expenses/expenditures, refunds, and cash receipts or revenues are properly classified and recorded only once as to their effect on matching, level of effort, or earmarking?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Does management review the source of funds for the budgeted amounts to ensure that they are allowable?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are budget reports reviewed periodically to determine that requirements are being met as scheduled?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is appropriate action taken when requirements are not being met as scheduled?

YES	NO	N/A	<b>4.0 Accounting and Internal Controls</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are there written policies that outline expenditure reconciliation?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is there one person or more assigned to reviewing budget amendments?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is there one person or more assigned to reviewing SIG application amendments?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is there one person or more trained and have access to MEGS+?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is staff knowledgeable of amendment windows?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are personnel assigned to maintain separate accounting records?

YES	NO	N/A	<b>5.0 Procurement and Suspension and Debarment</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are there written policies for the procurement and contracts establishing:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	➤ Maintenance of contract files?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	➤ Methods of procurement, contractor selection or rejection, basis of contract price?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	➤ Verification of full and open competition?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	➤ Requirements for cost or price analysis?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	➤ Obtaining and reacting to suspension and debarment certifications?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	➤ Other applicable requirements for Federal procurement?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is there established segregation of duties between employees responsible for contracting, accounts payable, and cash disbursing?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is the contractor's performance with the terms, conditions, and specifications of the contract monitored and documented?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are procedures established to verify that vendors providing goods and services under the award have not been suspended or debarred by the Federal Government?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Does management perform periodic reviews of procurement and contracting activities to determine whether policies and procedures are being followed?

YES	NO	N/A	<b>6.0 Fixed Assets</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Does the management have an established system for inventory?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is there policy or procedures for identifying SIG-purchased equipment?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are inventories maintained and periodically sampled to ensure identification and location are consistent?

# Resources

# Literature

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The following list of literature represents books that have been and/or are being used as resources in our School Improvement Grant Work.

Dufour, R., Dufour, R., Eaker, R., and Many, T. (2006). *Learning by Doing: A Handbook for Professional Learning Communities at Work*. Second Edition. Solution Tree Press.

Epstein, J., et al. (2009). *School, Family, and Community Partnerships: Your Handbook for Action*. Third Edition. Corwin Press.

Earl, L., and Katz, S. (2006). *Leading Schools in a Data-Rich World: Harnessing Data for School Improvement*. Corwin Press.

Price, H. (2008). *Mobilizing the Community to Help Students Succeed*. Association for Supervision and Curriculum Development, Alexandria, Virginia USA

# Present & Past SIG Cohorts in Michigan

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## School Improvement Grant Cohort V 2016-2021

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<b>District/Schools</b>	<b>Codes</b>	<b>Status</b>
<b>Bay City School District</b> MacGregor Elementary School	<b>09101</b> 06967	<b>Good Standing</b>
<b>Detroit City School District</b> Detroit Collegiate Preparatory High School Detroit Institute of Technology at Cody Earhart Elementary-Middle School Osborn Academy of Mathematics	<b>82010</b> 02778 00022 00860 00032	<b>Good Standing</b>
<b>Education Achievement Authority of Michigan</b> Denby High School Ford High School	<b>84060</b> 00902 01634	<b>Good Standing</b>
<b>Flint, School District of the City of</b> Southwester Classical Academy	<b>25010</b> 03554	<b>Good Standing</b>
<b>Godwin Heights</b> Godwin Heights High School	<b>41020</b> 01434	<b>Good Standing</b>
<b>Lansing Public Schools</b> North School	<b>33020</b> 06662	<b>Good Standing</b>
<b>Litchfield Community Schools</b> Litchfield High School	<b>30040</b> 02237	<b>Good Standing</b>
<b>Muskegon, Public Schools of the City of</b> Nelson Elementary School	<b>61010</b> 02675	<b>Good Standing</b>
<b>Redford Union Schools, District No. 1</b> Beech Elementary	<b>82110</b> 00748	<b>Good Standing</b>
<b>Vassar Public Schools</b> Vassar Senior High School	<b>79150</b> 04287	<b>Good Standing</b>

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## School Improvement Grant Cohort IV 2015-2020

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District/Schools	Codes	Status
Lansing Public School District Cavanaugh Elementary Reo School Riddle Elementary Willow Elementary	33020	Good Standing

## School Improvement Grant Cohort III 2014-2017

District/Schools	Codes	Status
<b>Battle Creek Public Schools</b> Dudley School	<b>13020</b> 00965	<b>Good Standing</b>
<b>Benton Harbor Area Schools</b> Benton Harbor High School International Academy at Hull Montessori at Henry C Morton	<b>11010</b> 00286 03502 00373	<b>Terminated 6/2014</b>
<b>Detroit City School District</b> Carstens Elementary/Middle School Noble Elementary/Middle School Osborn College Prep Academy Osborn Evergreen Aca of Design-Alternative Energy	<b>82010</b> 00542 06103 00030 00035	<b>Good Standing</b>
<b>Ecorse Public Schools</b> Ecorse Community High School Ralph J. Bunche Academy	<b>82250</b> 01069 03144	<b>Terminated 6/2016</b>
<b>Kalamazoo Public Schools</b> Washington Writers' Academy Woodward School for Technology and Research	<b>39010</b> 04358 04600	<b>Good Standing</b>
<b>Lansing Public School District</b> Eastern High School Forrest G. Averill	<b>33020</b> 01044 01270	<b>Good Standing</b>
<b>Lincoln Park School District</b> Raupp School	<b>82090</b> 03153	<b>Good Standing</b>
<b>Litchfield Community Schools</b> Litchfield Elementary School	<b>30040</b> 02238	<b>Good Standing</b>
<b>Michigan Technical Academy</b> MI Technical Academy Elementary	<b>82907</b> 09099	<b>Terminated 6/2016</b>
<b>River Rouge School District</b> Ann Visger K-5 Prep Academy	<b>82120</b> 00105	<b>Good Standing</b>
<b>Roseville Community Schools</b> John R. Kment Elementary School	<b>50030</b> 01049	<b>Good Standing</b>

## School Improvement Grant Cohort II 2011-2014

District/Schools	Codes	Status
<b>Albion Public Schools</b>	<b>3010</b>	
Albion High School	04936	
<b>Detroit City School District</b>	<b>82010</b>	
A. L. Holmes Elementary School	00005	
Bethune Academy	01518*	Moved to EAA
Brenda Scott Middle School	09341	<b>Terminated</b>
Burns Elementary School	00456*	Moved to EAA
Central High School	00617*	Moved to EAA
Crockett High School	07024	
King High School	01043	
Mumford High School	02644*	Moved to EAA
Murphy Elementary/ Middle School	02648*	Moved to EAA
Pershing High School	03015*	Moved to EAA
Schulze Elementary School	03420	
Western International High School	04477	
<b>Education Achievement Authority</b>	<b>84060</b>	<b>Good Standing</b>
Bethune Academy	01518**	Moved from DPS
Burns Elementary School	00456**	Moved from DPS
Central High School	00617**	Moved from DPS
Mumford High School	02644**	Moved from DPS
Pershing High School	03015**	Moved from DPS
<b>Flint City School District</b>	<b>25010</b>	<b>Good Standing</b>
Northwestern High School	02777	
<b>Harper Woods Schools</b>	<b>82320</b>	<b>Good Standing</b>
Harper Woods High School	01578	
<b>Highland Park City Schools</b>	<b>82070</b>	<b>Good Standing</b>
Highland Park Community High School	01666	
<b>Kalamazoo Public School</b>	<b>39010</b>	<b>Good Standing</b>
Maple Street Magnet School for the Arts	03518	
Milwood Middle School	02575	
<b>Lincoln Park Public Schools</b>	<b>82090</b>	<b>Good Standing</b>
Lincoln Park Middle School	08692	
<b>MI Educational Choice Center</b>	<b>82751</b>	<b>Good Standing</b>
Murphy Elementary/Middle School	02648**	

<b>River Rouge School District</b> River Rouge Middle College HS Academy	<b>82120</b> 03208	<b>Good Standing</b>
<b>Roseville Community Schools</b> Eastland Middle School Roseville Middle School	<b>50030</b> 01050 03295	<b>Good Standing</b>
<b>Saginaw City School District</b> Ruben Daniels Middle School	<b>73010</b> 00606	<b>Good Standing</b>
<b>Waverly Community Schools</b> Waverly Middle School	<b>33215</b> 05685	<b>Good Standing</b>

## School Improvement Grant Cohort I 2010-2013

District/Schools	Codes	Status
<b>Adrian City School District</b> Adrian High School	<b>46010</b> 00027	<b>Good Standing</b>
<b>Buchanan Community Schools</b> Buchanan High School	<b>11310</b> 00435	<b>Good Standing</b>
<b>Buena Vista School District</b> Buena Vista High School	<b>73080</b> 00440	<b>District Closed Suspended</b>
<b>Detroit Public School</b> Farwell Middle School Lessenger/Dixon Elementary/ Middle School Nolan Elementary School Phoenix Elementary Southwestern High School	<b>82010</b> 00925 00925 02708 04554 03555	<b>Terminated No funding</b>
<b>Fitzgerald Public Schools</b> Fitzgerald Senior High School	<b>50090</b> 01242	<b>Good Standing</b>
<b>GEE White Academy</b> White Elementary School	<b>04500</b> 04500	<b>Good Standing</b>
<b>Godfrey-Lee Public Schools</b> Lee High School	<b>41120</b> 02148	<b>Good Standing</b>
<b>Grand Rapids Public Schools</b> Alger Middle School Gerald R. Ford Middle School Ottawa Hills High School Union High School Westwood Middle School	<b>41010</b> 09538 09539 03197 04251 04489	<b>Funds Frozen</b>
<b>Grant Public School District</b> Grant High School	<b>62050</b> 01475	<b>Good Standing</b>
<b>Inkster School District</b> Inkster High School	<b>82080</b> 01840	<b>District Closed Terminated</b>
<b>Mt. Clemens Community School</b> Mount Clemens High School	<b>50160</b> 02624	<b>Good Standing</b>
<b>Mt. Morris Consolidated Schools</b> E. A. Johnson Memorial High School	<b>25040</b> 05763	<b>Good Standing</b>
<b>Oak Park School District</b>	<b>63250</b>	<b>Good Standing</b>

Oak Park High School	02798	
<b>Romulus Community Schools</b>	<b>82130</b>	<b>Good Standing</b>
Romulus Middle School	06678	
<b>Saginaw School District</b>	<b>73010</b>	<b>Good Standing</b>
Arthur Hill High School	00125	
Thompson Middle School	03532	
<b>Springport Public Schools</b>	<b>38150</b>	<b>Good Standing</b>
Springport High School	03574	
<b>Van Dyke Public Schools</b>	<b>50220</b>	<b>Good Standing</b>
Lincoln High School	02201	
<b>Waldron Area Schools</b>	<b>30080</b>	<b>Good Standing</b>
Waldron Middle School	08826	
<b>Weston Preparatory Academy</b>	<b>82943</b>	<b>Good Standing</b>
Weston Preparatory Academy	08641	

## School Improvement Grant Schedule of Networking Events for 2016-2017



### Bi-yearly Networking Events

Event	Attendees	Location	Date
Fall Bi-Annual SIG Networking Event	District & School Leadership	Double Tree Hotel, Detroit	10/20/2016
Spring Bi-Annual SIG Networking Event	District & School Leadership	Lansing Community College West, Lansing	3/21/2017

### SIG Leadership Roundtable Networking Events MDE SIG Monitors and School SIG Coordinators

Event	Attendees	Location	Date
SIG Leadership Roundtable	SIG Facilitators & Coordinators	LCC West	9/8/2016
SIG Leadership Roundtable	SIG Facilitators & Coordinators	LCC West	11/3/2016
SIG Leadership Roundtable	SIG Facilitators & Coordinators	LCC West	2/2/2017
SIG Leadership Roundtable	SIG Facilitators & Coordinators	LCC West	5/4/2017

### SIG Data Share Networking Events MDE SIG Monitors and School SIG Data Coaches

Event	Attendees	Location	Date
SIG Data Share	SIG Facilitators & Data Coaches	Lincoln Park City Schools ( <b>Lincoln Park</b> )	9/22/2016
SIG Data Share	SIG Facilitators & Data Coaches	Litchfield Community Schools ( <b>Litchfield</b> )	1/19/2017
SIG Data Share	SIG Facilitators & Data Coaches	Battle Creek Public Schools ( <b>Battle Creek</b> )	4/27/2017

### SIG Culture & Climate Collaboration Networking Events MDE SIG Monitors and School SIG Family Liaisons & Mental Health Specialists

Event	Attendees	Location	Date
SIG Culture & Climate Collaboration	SIG Facilitators, Family Liaisons & Mental Health Specialist	Detroit Public Schools ( <b>Detroit</b> )	11/17/2016
SIG Culture & Climate Collaboration	SIG Facilitators, Family Liaisons & Mental Health Specialist	Lansing Public Schools ( <b>Lansing</b> )	2/16/2017
SIG Culture & Climate Collaboration	SIG Facilitators, Family Liaisons & Mental Health Specialist	Ecorse Public Schools (Tentative)	6/8/2017 or TBD

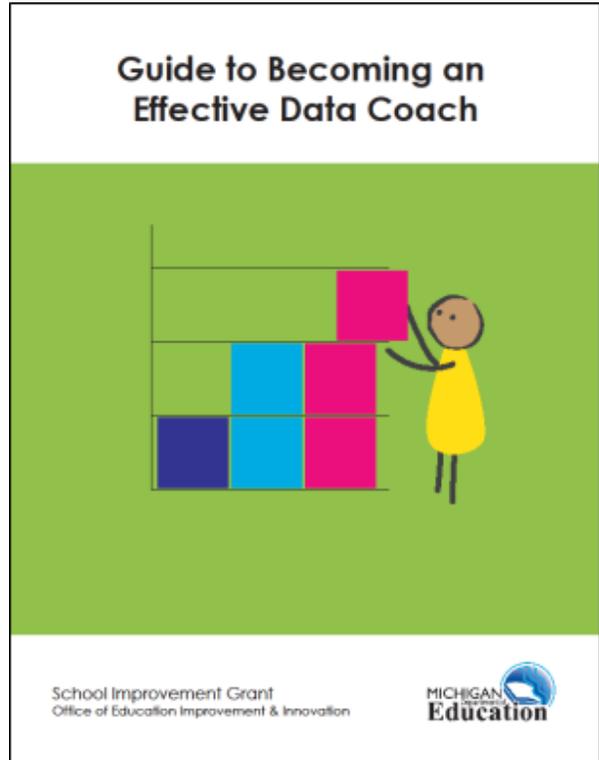
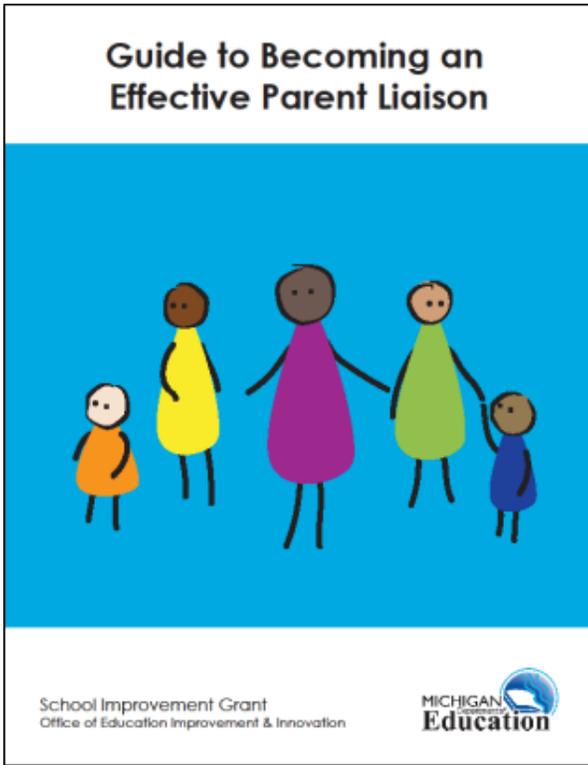


### MDE SIG Facilitator/Monitor Planning Meetings

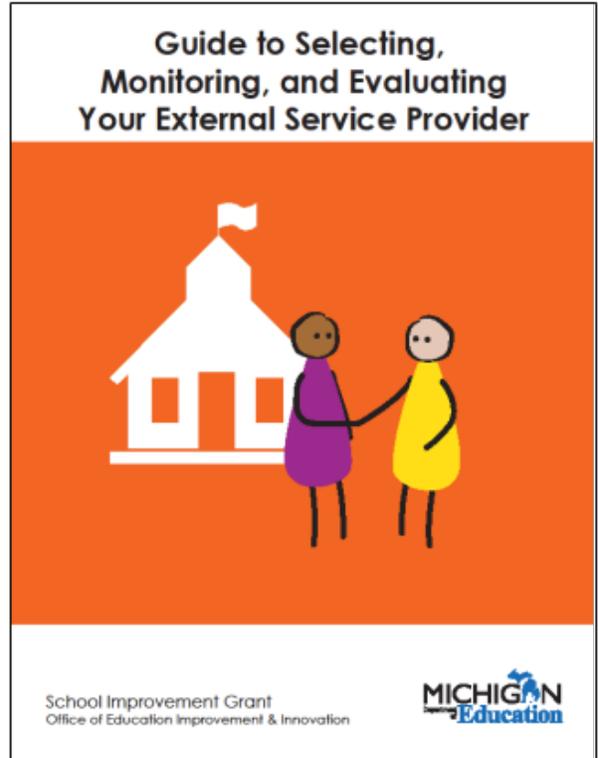
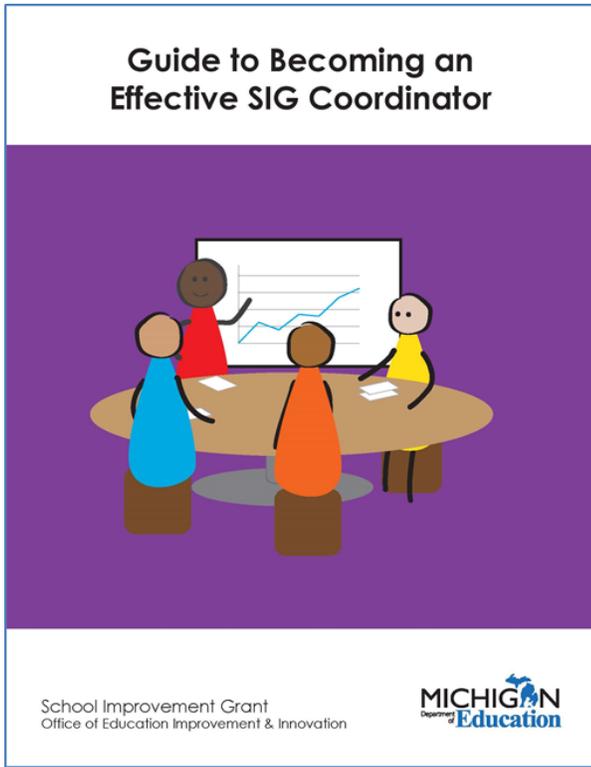
Event	Attendees	Location	Date
SIG Facilitator-Monitor Meeting	SIG Facilitators	Conference Room B	10/6/2016
SIG Facilitator-Monitor Meeting	SIG Facilitators	Conference Room B	12/1/2016
SIG Facilitator-Monitor Meeting	SIG Facilitators	Conference Room B	1/12/2017
SIG Facilitator-Monitor Meeting	SIG Facilitators	Conference Room B	3/2/2017
SIG Facilitator-Monitor Meeting	SIG Facilitators	Conference Room B	4/13/2017
SIG Facilitator-Monitor Meeting	SIG Facilitators	Conference Room B	6/1/2017



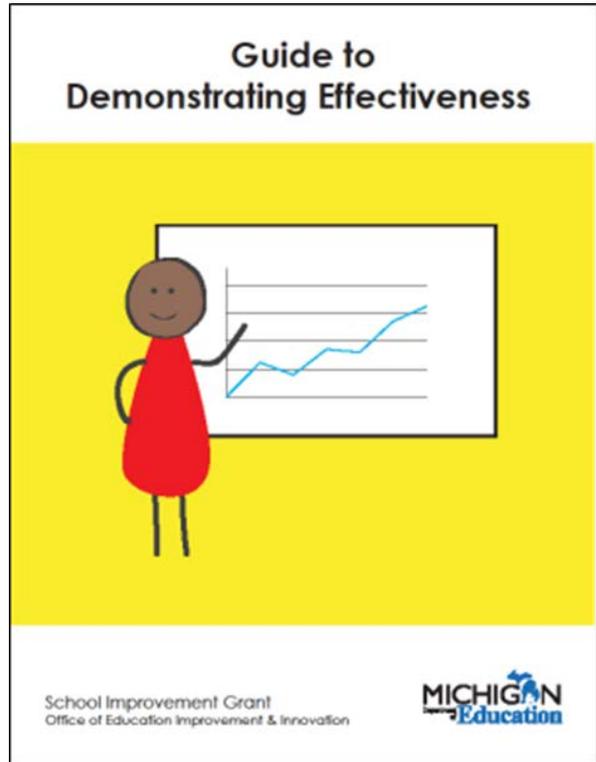
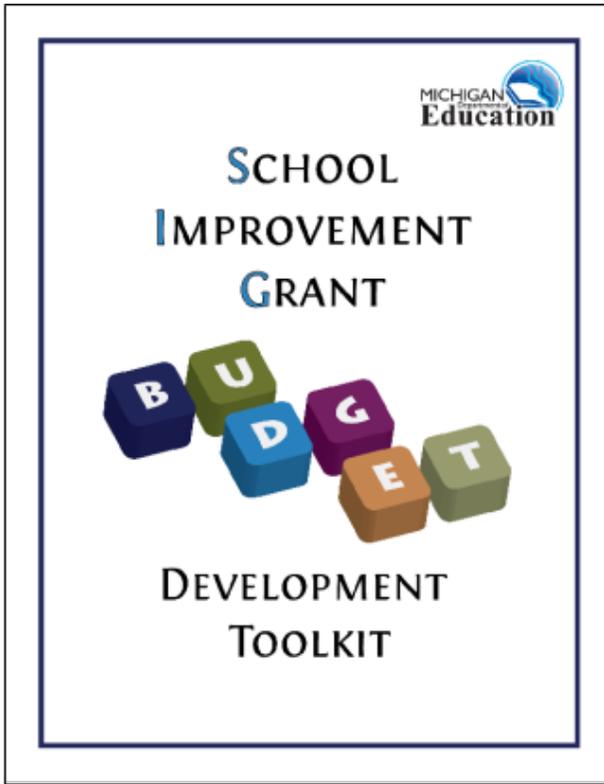
[www.michigan.gov/SIG](http://www.michigan.gov/SIG)



[www.michigan.gov/SIG](http://www.michigan.gov/SIG)



[www.michigan.gov/SIG](http://www.michigan.gov/SIG)



## SIG Directory

### Battle Creek Public Schools

Dudley School Principal	Deborah Linden	<a href="mailto:dlinden@battle-creek.k12.mi.us">dlinden@battle-creek.k12.mi.us</a>
SIG Coordinator	Wesley Seeley	<a href="mailto:wseeley@battle-creek.k12.mi.us">wseeley@battle-creek.k12.mi.us</a>
SIG Data Coach	Shannon Sweet	<a href="mailto:ssweet@partnersinschools.org">ssweet@partnersinschools.org</a>
SIG Data Coach	Melissa Wierenga	<a href="mailto:mwierenga@partnersinschools.org">mwierenga@partnersinschools.org</a>
SIG Data Coach	Barb Starring	<a href="mailto:bstarring@battle-creek.k12.mi.us">bstarring@battle-creek.k12.mi.us</a>
SIG Family Liaison	Patty Gray	<a href="mailto:pgray@battle-creek.k12.mi.us">pgray@battle-creek.k12.mi.us</a>
Mental Health Representative	Lisa Henry	<a href="mailto:lhenry@battle-creek.k12.mi.us">lhenry@battle-creek.k12.mi.us</a>

### Detroit City School District

DPS Central Office Representative	Barbara Wells-McKeown	<a href="mailto:barbara.wells-mckeow@detroitk12.org">barbara.wells-mckeow@detroitk12.org</a>
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### **Lansing Public School District**

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