



## The Role of School Support Teams in SIG Schools

Schools that have received a Section 1003(g) School Improvement Grant (SIG) in the first or second round are required to purchase the support of a School Improvement Facilitator from their local ISD/ESA for a charge of \$7500. This **ISD/ESA School Improvement Facilitator** will liaison with a **district representative** and schedule a minimum of four meetings in each SIG school in their service area including both Title I and non-Title I schools. The School Improvement Facilitator and district representative constitute a School Support Team that will meet with the School Improvement Team for the purpose of monitoring the school improvement process at the building level and providing technical assistance around instructional strategies and classroom level student achievement data. SIG schools in Corrective Action or Restructuring will also need an MDE Representative on the SST to ensure that MDE requirements are met.

The Local Education Agency (LEA) will work with the ISD/ESA to implement the transfer of funds from the SIG to the ISD/ESA.

### School Support Team Members

- **ISD/ESA School Improvement Facilitator**
  - Files Reform and Redesign Quarterly Monitoring Report with MDE as required
- **District Representative**
- **MDE Representative** (Title I Schools in Corrective Action or Restructuring)

### School Support Team Responsibilities

- Schedules with the School Improvement Team, the required Quarterly Monitoring Meetings (QMM) as outlined by the Michigan Department of Education (MDE)
- Provides technical assistance to support the school to implement, monitor and evaluate continuous school improvement with fidelity
- Actively participates in the Quarterly Monitoring Meetings (QMM) to review and monitor the implementation of strategies from the School Improvement Plan as well as monitoring the impact of the strategies on student achievement
- Supports development and refinement of internal building processes and procedures around school improvement
- Supports schools to integrate the components of the Reform and Redesign Plan that address instructional practices
  - Minimum of one strategy in reading and one in math
  - Should describe teacher actions in the classroom to delivery instruction
  - Activities supporting this strategy must include professional development and the use of data to identify and implement the instructional program