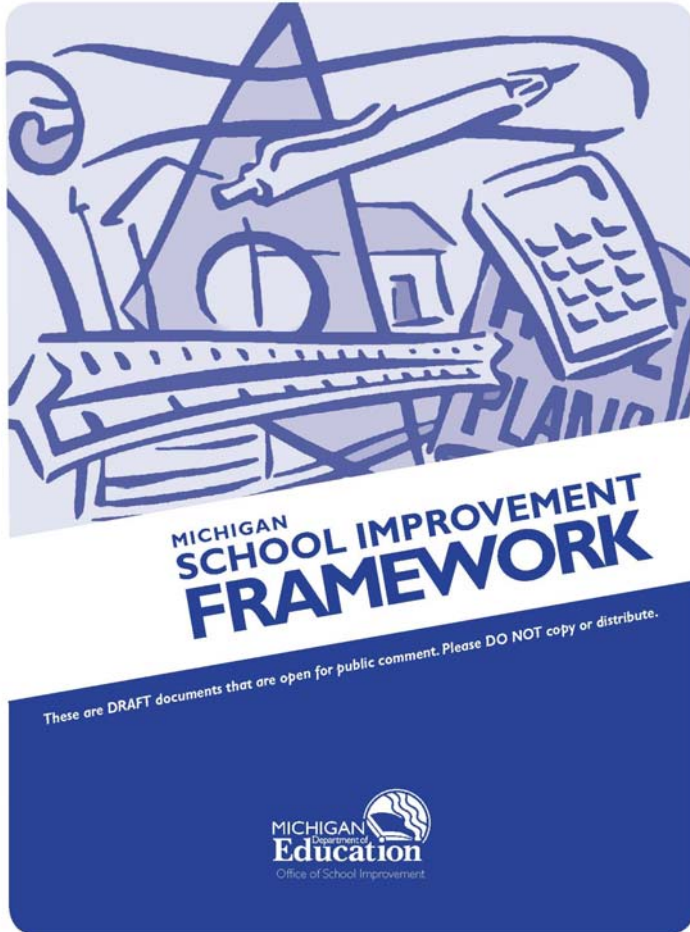


The Michigan Statewide System of Support for Title I Schools

Foundations of School Improvement

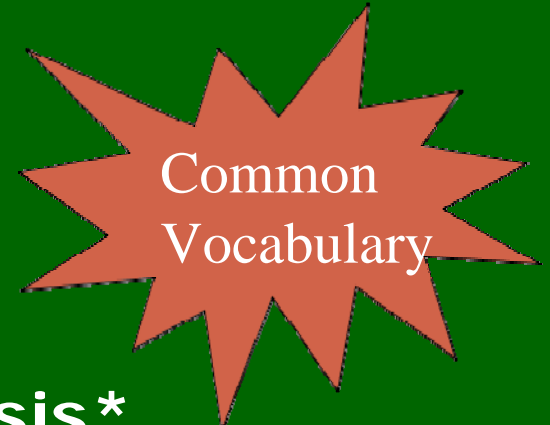
The Framework



Creating a Common Vocabulary For School Improvement One Common Voice-One Plan

A comprehensive needs assessment
includes three components...

1. School Data Profile/Analysis
2. School Process Profile/Analysis*
3. Summary Report (Goals Management)



In Michigan, the School Process Profile/Analysis is part of the Michigan School Accreditation & Accountability System (MI-SAAS) requirement and **must include one of four designated options.*



School Process Profile

In Michigan, all schools must complete one of these four School Process Profile options as a component of the MI-SAAS requirements:

School Process Rubrics (90)

or

School Process Rubrics (40)
(Formerly *Education YES!*)

or

ASSIST Self Assessment
(ASSIST SA)

or

Self Assessment (SA)

MDE

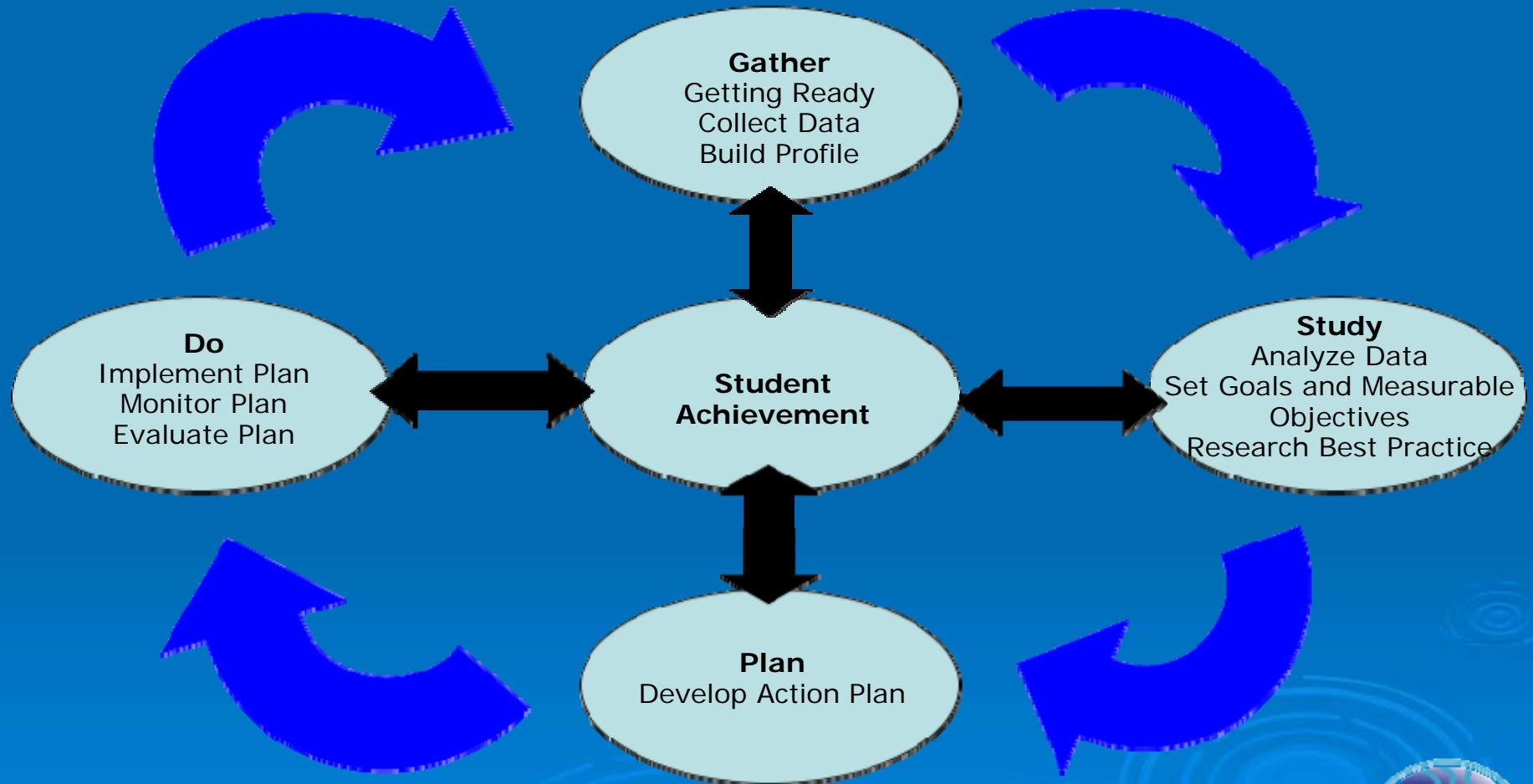
Common
Vocabulary

AdvancED
Michigan

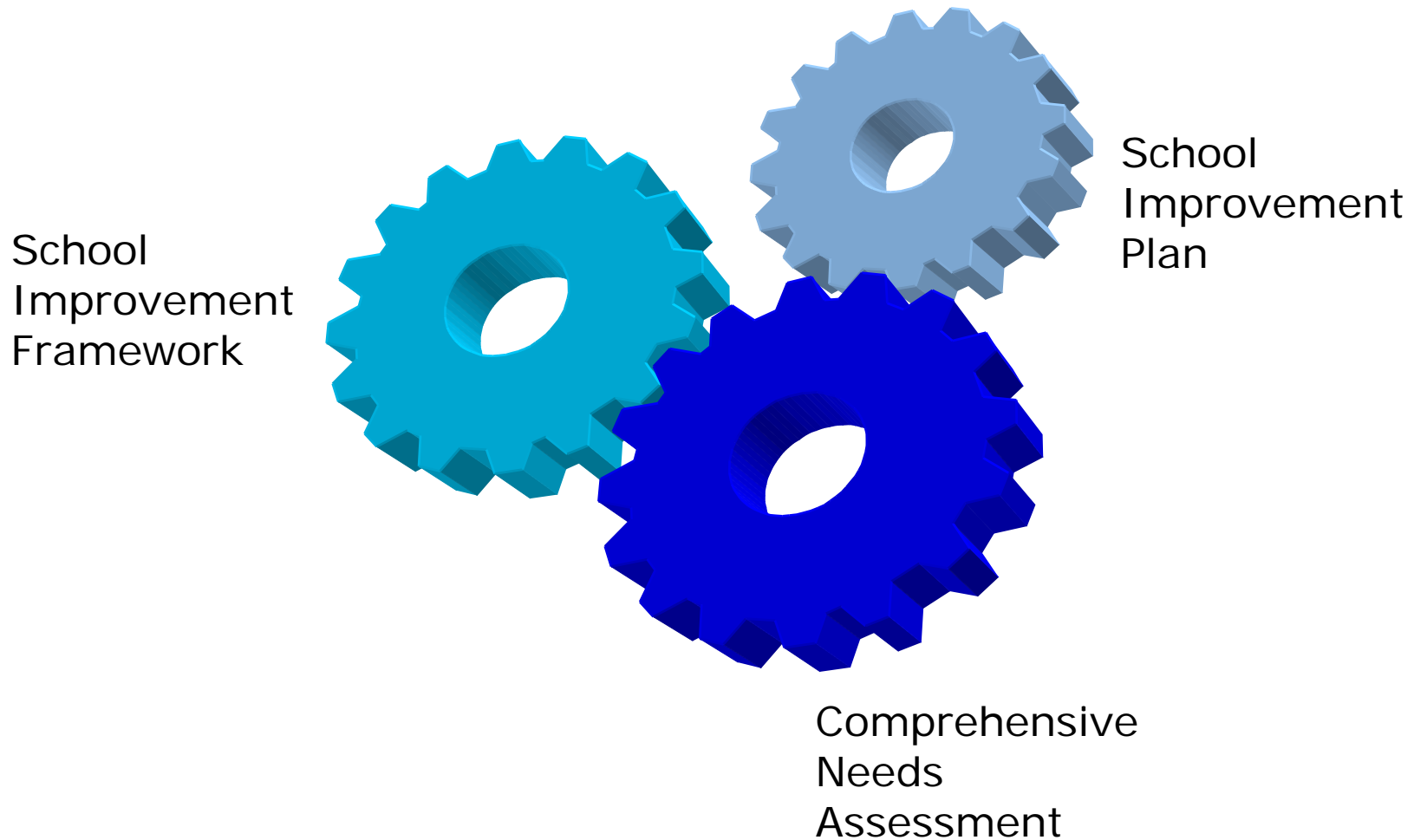


One Common Voice – One Plan

Michigan Continuous School Improvement

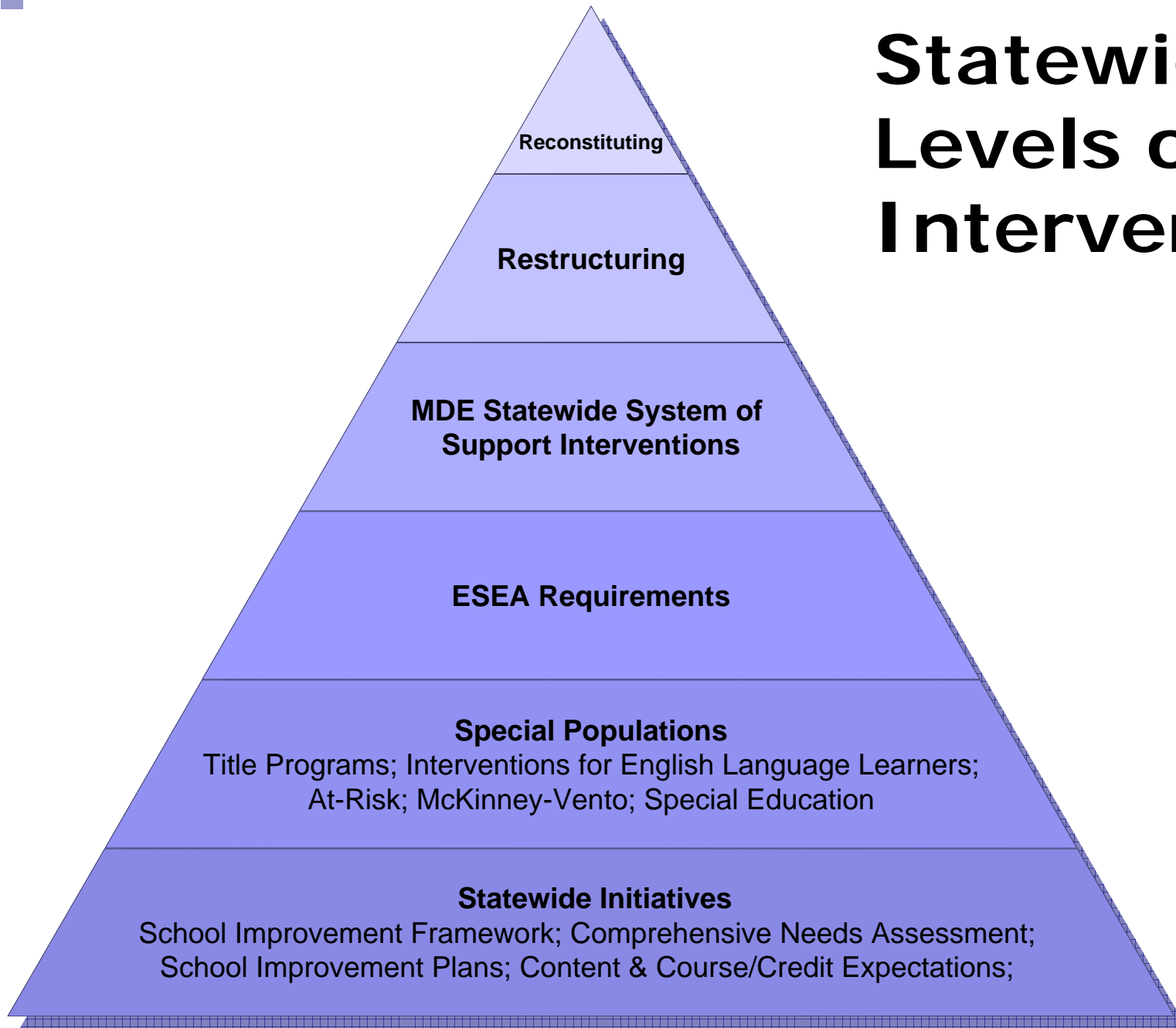


Putting it all Together





Statewide Levels of Intervention

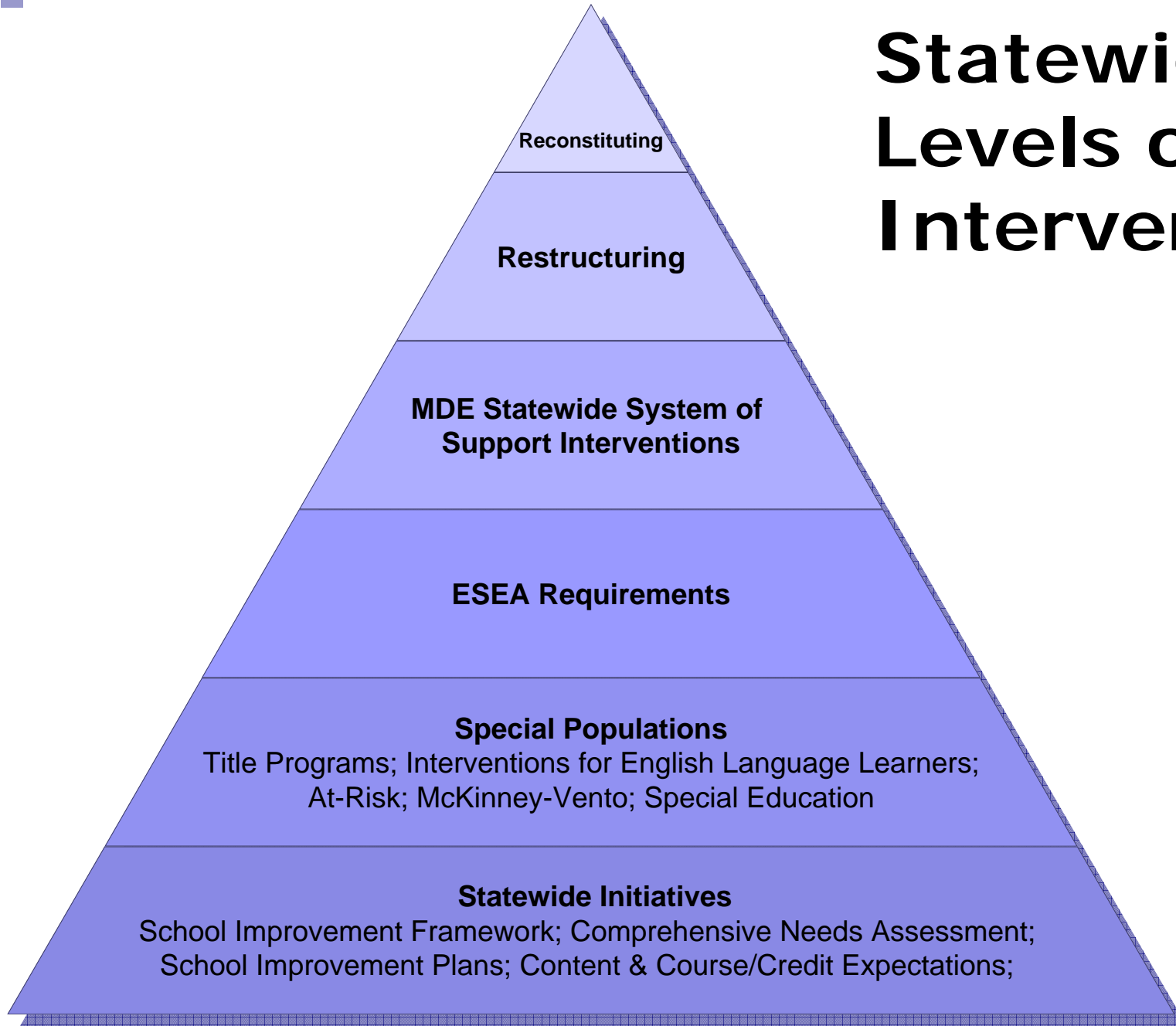


ESEA REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

ESEA Legislation – AYP Identification level	Identified for School Improvement – Year One	Identified for School Improvement – Year Two	Identified for Corrective Action	Identified for Restructuring –Year One (Planning)	Identified for Restructuring –Year Two (Implementation)
Years the school has not made AYP	No AYP for <i>two</i> consecutive years	No AYP for <i>three</i> consecutive years	No AYP for <i>four</i> consecutive years	No AYP for <i>five</i> consecutive years	No AYP for <i>six or more</i> consecutive years
ESEA Title I, Part A requirements by level of identification	<ul style="list-style-type: none"> • Parent Notification of AYP Status and Right to Transfer • Offer Public School Choice/Transfer • Technical Assistance • Peer review of the revised School Improvement Plan • Revise/develop 2-yr. School Improvement Plan • Approval of revised SIP • Set Aside 20% of District Title I Allocation for Choice • Use 10% of School's Title I Allocation for Professional Development 	<ul style="list-style-type: none"> • Parent Notification of AYP Status and Right to Transfer • Offer Public School Choice/Transfer • Implement 2-Yr. School Improvement Plan • Offer Supplemental Educational Services (SES) • Technical Assistance • Set Aside 20% of District Title I Allocation for Choice and SES • Use 10% of School's Title I Allocation for Professional Development 	<ul style="list-style-type: none"> • Parent Notification of AYP Status and Right to Transfer • Offer Public School Choice/Transfer • Offer Supplemental Educational Services (SES) • Technical Assistance • Corrective Action; Information to Public and Parents • Set Aside 20% of District Title I Allocation for Choice and SES 	<ul style="list-style-type: none"> • Parent Notification of AYP Status and Right to Transfer • Offer Public School Choice/Transfer • Technical Assistance • Offer Supplemental Educational Services (SES) • Develop Restructuring Plan; involve teachers & parents; Should be part of school improvement plan, not a separate document • Prepare to implement the Restructuring Plan • Set Aside 20% of District Title I Allocation for Choice and SES 	<ul style="list-style-type: none"> • Parent Notification of AYP Status and Right to Transfer • Offer Public School Choice/Transfer • Technical Assistance • Offer Supplemental Educational Services (SES) • Implement the Restructuring Plan (included in School Improvement Plan) • Set Aside 20% of District Title I Allocation for Choice and SES



Statewide Levels of Intervention




Michigan's Statewide System of Support (SSoS)




Who Receives Support?

- The Statewide System of Support is a system of interventions for Title I schools only.
- A Title I High Priority School is any school that is not making AYP for reasons of proficiency.



Overview of the Statewide System of Support for Title I Schools

- Provide technical assistance to High Priority Title I schools
- Provide cohesive activities with other state and federal initiatives
- Align resources with best practices

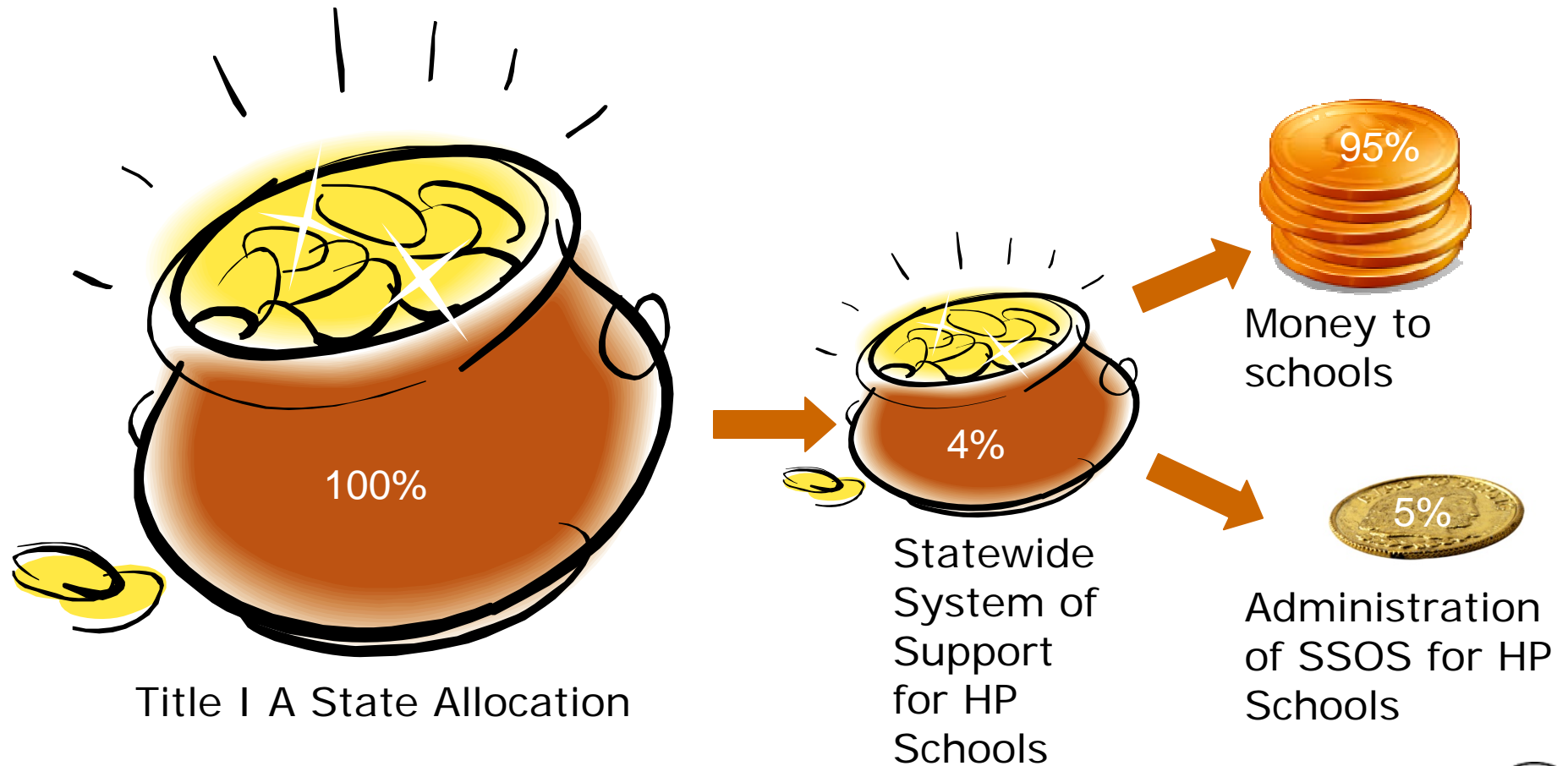


Purpose of the Statewide System of Support

- To improve student achievement
- To focus on leadership at the building level
- To support the school improvement process using the School Improvement Framework, the Comprehensive Needs Assessment and the School Improvement Plan
- To build regional capacity for assistance

Funding the Statewide System of Support

Source of Funding for School Improvement Funds





Priorities for the Regional Assistance Grant

- Title I Schools Identified for Reasons of Proficiency

- Title I Schools Identified for Attendance, Participation or Graduation Rate
 - Kicks in only if there are extenuating circumstances that prevent an ISD/ESA from providing services to Title I Schools identified for proficiency

Components of the Statewide System of Support

Components of the Statewide System of Support (SSOS)

- Process Mentor Teams
- Principals Fellowship
- Coaches Institute
- Evidence Based Interventions
- Instructional Coaches
- Data Coaches
- Individual ISD/ESA Initiatives



Facilitated Continuous Improvement Process Mentor Team

This component of the SSoS is required

- Two or Three-Person Team
 - ISD/ESA Facilitator – Case Manager
 - District level leader
 - Michigan Department of Education (MDE) representative added in Corrective Action and Restructuring
 - The MAISA Regional Support Coordinator is available for those schools using their Instructional and/or Data Coaches



Facilitated Continuous Improvement Process Mentor Team (cont.)

- Monitors SI Process and Action Research Objective
- Removes Barriers at the District Level
- Coordinates Services
- Provides Technical Assistance



Available Services of the SSoS

- The PMT, with the ISD/ESA representative or Regional Support Coordinator as the lead, will lead a school team through a needs assessment
- Based on the identified needs, the ISD/ESA representative will complete a Request for Services form to access the appropriate SSoS services

Available Services: Leadership Coach



- Leadership Coaches recruited, selected, and employed by ISDs/ESAs; trained by MSU
- Intensive and ongoing support through the Coaches Institute focused on building a cadre of highly skilled leadership coaches to assist principals and leadership teams
- Focused on building the capacity of school leaders by supporting, challenging, and assessing their progress around instructional leadership

Available Services: Principals Fellowship



- Intensive and ongoing support focused on building principal's and leadership team's capacity to lead the systematic instructional improvements needed to raise student achievement
- Combination of residential institutes and follow-up workshops
- Focused primarily on the Teaching for Learning and Leadership strands of the School Improvement Framework



Available Services:

Data Coach

- Engage staff in data analysis process
- Engage staff in clarifying the problem
- Identify additional data needed
- Help identify professional development needs
- Review alignment with the School Improvement Plan



Available Services:

EBI Investigation and Selection

- Evidence Based Interventions are backed by extensive documentation and theoretical links and can be used when a targeted need does not yet have a formally established research based
- Support given to school teams in this investigation and selection



Available Services: Instructional Coach Support

- Helps teachers implement selected literacy and/or math evidence-based intervention
- Collaborates with teachers in lesson planning and/or delivery
- Works with teachers on literacy and/or math strategies



Available Services: ISD/ESA Initiatives

- Technical support for data collection and data analysis
- Support for building level literacy and/or math initiatives
- Research-based professional development aligned with school improvement plans
- Other specific initiatives

Required Service: School Process Review



Intended for schools that are Identified for School Improvement - Planning

STATEWIDE SYSTEM OF SUPPORT (SSOS) SERVICES PROVIDED TO ALL IDENTIFIED SCHOOLS

SERVICES DETERMINED BY DATA AND DEMONSTRATED NEED

- **Process Mentor Teams (PMTs) to facilitate a Continuous School Improvement Process for ALL Identified Schools**
 - A PMT consists of a District Rep, ISD/ESA Rep and Regional Support Coordinator (if applicable); for schools in corrective action or restructuring, a Michigan Department of Education (MDE) is added to the team.
 - The PMT meets with the school improvement/leadership team at least four times per year. These meetings are focused on student achievement, implementation of instructional strategies, and the impact of the components of the Statewide System of Support.
 - The PMT works with the school team to review classroom-level student achievement data, monitor the action research required for the PMT process, and ensure that the School Improvement Plan is being implemented.
 - For schools Identified for Restructuring: Planning, the MDE representative leads four additional meetings to support the development of the Restructuring Plan.

FUNDING SOURCES for School Improvement

- **Title I Building Level School Improvement Grants for High Priority Schools** (non-competitive). \$30,000-\$45,000 will be awarded to the district for each High Priority school to provide staff with intensive professional development addressing the reasons the school was identified for improvement. Professional development is aligned with the School Improvement Plan and existing SSOS components for the purpose of improving instructional skills and/or content area depth of knowledge in order to increase student achievement.
- **Title I ISD/RESA Regional Assistance Grants for High Priority Schools** (non-competitive). ISDs/RESAs will receive an allocation for each identified school between \$60,000 and \$150,000, based on student enrollment, to:
 - Build the capacity of the school to increase student achievement; and
 - Build the capacity of the ISD to serve high priority schools.
- **Title I Combined Technical Assistance Grant** (non-competitive). Michigan Association of Intermediate School Administrators (MAISA) administers these funds to provide instructional supports to High Priority Schools.

SERVICES AVAILABLE THROUGH STATEWIDE SYSTEM OF SUPPORT

The PMT, with the ISD/RESA representative as lead, will facilitate the school team in identifying building needs and selecting interventions from the SSOS that have a high likelihood of improving the school's processes and student achievement. The available services include the following:

- | | |
|---|---|
| ◦ Professional Development and Technical Assistance on Research- and Evidence-Based Practices | ◦ Leadership Coach |
| ◦ Evidence-Based Intervention (Support for Selection and Implementation) | ◦ Principals Fellowship with Leadership Coach |
| | ◦ Instructional Coach for ELA/Literacy and/or Mathematics |



Turn and Talk

Based on what you have heard thus far:

- What seems most beneficial for your school in the SSoS?
- What provides a challenge for your school in the SSoS



Squeak Video here



How do Schools Select SSoS Services?

- MDE is asking the ISD/ESA rep with the Regional Support Coordinator (if applicable) to take the lead on this as they are the school improvement experts on the PMT as well as the people who have the relationship with the schools.



Service Matrix

- This is a tool to guide the schools in looking at their data and identifying needs that are reasonable and necessary and will help increase student achievement
- It is not the tool that is going to provide the quality of the service choice, it is the process of the school team looking at their data and having the substantive guided conversations about what will best support the needs of the students and improve the processes of the school




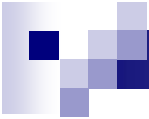
Request for Services

- MDE is asking that all schools use this form to request appropriate services from the Statewide System of Support
- PMT is responsible for meeting with the school team and completing the form.
- ISD/ESA rep or Regional Support Coordinator submits to MDE



Service Agreement

- The Request for Services form also serves as a Service Agreement among all of the stakeholders:
 - Building
 - District
 - ISD/ESA
 - MAISA (Regional Support Coordinator, if applicable)
 - MDE (if applicable)



What makes sense about choosing services based on need rather than having services assigned based on AYP stage?

Statewide System of Support Expectations

What can a district expect from SSoS?

- Insight into the processes and instructional core of the high priority building through participation in the Process Mentor Team
- A \$30,000 - \$45,000 Building Level School Improvement Grant for the high priority building to provide staff with intensive professional development addressing the reasons the school was identified for improvement.

What can a building principal expect from SSoS?

- Assistance with monitoring and implementing a building school improvement plan through the Process Mentor Team
- Assistance from the PMT in the completion of a needs assessment based on the building's School Process Profile and School Data Profile
- The opportunity to request appropriate services from the SSoS

What can a building principal expect from SSoS?

Principals in buildings that are Identified for School Improvement – Year One will receive:

- A Mi-Map kit
- Membership to:
 - Association for Supervision and Curriculum Development (ASCD)

What does a district need to do?

- Appoint a central office representative to participate regularly as part of the Process Mentor Team, meeting a minimum of four times
- Actively support the building's continuous improvement efforts
- Assure that the \$30,000 - \$45,000 is allocated to the High Priority building on high quality professional development

What does a building principal need to do?

- Actively and regularly participate in the Process Mentor Team meetings a minimum of four times per year
- Help the building achieve short term Action Research Objectives between PMT visits
- Monitor the school improvement process throughout the year

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