



## Michigan High School Initiative: Student Support and Interventions Action Team<sup>1</sup>

**MDE Charge to Action Team:** *Promoting **relevance** of high school academic study and the **relationships** necessary to foster academic success*

1. Student support
  - a. Provide support for students who need assistance to be successful in a rigorous course of study.
  - b. Integrate experiences that are individually meaningful to each student within all curriculum and instruction.
2. Professional support
  - a. Provide effective professional development of educators to increase student achievement.
  - b. Redesign pre-service teacher training to align with best practices and K-12 outcomes.
3. Supportive high school culture
  - a. Design schools, or portions of schools, as small learning communities.
  - b. Create an environment responsive to the educational needs of members in the learning community.
  - c. Unify involvement of home, school, and community cultures in support of student success and safety.

**Working Structure:** To help ensure that the needs of all vulnerable student groups would be considered, initially representatives of the following three groups were invited.

- ❖ IDEA Partnership Grant
- ❖ Michigan Transition Outcomes Project
- ❖ Universal Education State Board of Education Referent Group

Representatives of other groups were added to complement the interdisciplinary perspectives and diversity of experiences at the table. These individuals serve in various roles, including: administration, higher education, parents, policy makers, professional organizations, and service providers. The action team chair works in the Michigan Department of Education, Office of Special Education and Early Intervention Services. See attached list of action team members and their affiliations.

The action team has met every four to six weeks since February 23, 2005. Michigan Virtual University offered the use of its computer-assisted collaboratory and associated technology to expedite the identification and prioritization of key elements during the early meetings. Most work was accomplished through meetings of the action team as a whole with emails and conference calls in support.

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<sup>1</sup> This is one of the seven action teams of the Michigan High School Initiative. This document was submitted to Dr. Jeremy Hughes, Chief Academic Officer of the Michigan Department of Education on June 1, 2006. The Michigan High School Initiative Leadership Team is finalizing next steps. This report will be the basis for some of those next steps.

## Action team rationale for recommendations

The following rationale statements guided the interdisciplinary team's development of the innovative recommendations that follow.

1. Education is vitally important for all youth, and the team supports a rigorous curriculum, when coupled with relevant learning opportunities and the relationships necessary to foster academic success. If the student-centered strategies and resources described in this action plan are in place, students will be supported in such a way that they can embrace the rigor. Students will be less likely to:

- ❖ Fail
- ❖ Drop out or be pushed out
- ❖ Be suspended or expelled
- ❖ Become involved in the criminal justice system
- ❖ Not make long-term contributions to society

2. It is important for **all** educators in the field to consider the implications of efforts to implement high school reform for **each** student and plan comprehensively enough to reflect the needs and interests of **each** student with learning challenges in current high school environments. Such challenges can be

- ❖ **Cognitive and Language** –
  - Students learning English as a second language while simultaneously learning academic content, and
  - Those with the most severe cognitive impairments
- ❖ **Physical and Emotional** – Students, regardless of socioeconomic status, who are unable to cope effectively with barriers that challenge their intellectual engagement, such as those who:
  - Are acclimating to a new culture
  - Are hungry, ill, abused or neglected
  - Are personally or have family members who are involved in the juvenile justice or corrections systems
  - As teen parents, need quality, licensed childcare in order to attend high school
  - Experience significant physical or health concerns
  - Experience significant stress, loss, or mental health concerns such as depression, rage, substance abuse
  - Feel unsafe in school, at home, or in the community
  - Live in environments that expose them to unsafe levels of chemical toxins
  - Must fulfill adult roles as caretakers or employees

3. There is a need for stakeholders including preK-16 educators and MDE personnel to address intentionally the **barriers** to students' educational success such as:

- ❖ Confusion regarding options for middle schools and career/technical ed to contribute to credit for the Michigan Merit Standard
- ❖ Educators in the field feeling that significant additional funding will be necessary to implement the supports recommended

- ❖ Lack of belief by the students that success is possible, based on their skills when they enter high school
  - ❖ Learning gaps
  - ❖ Limited communication and coordination across buildings K-12 to identify each level's contribution/obligation to long term student success
  - ❖ Limited knowledge among educators of effective learning strategies for struggling students
  - ❖ Overcoming the sense of hopelessness by some students and school personnel
  - ❖ Reticence to embrace the vision and implement differentiated instruction/assessment/universal design for learning strategies that ensure all students' learning success
  - ❖ Some families not valuing current school expectations and/or high school completion
4. All students can learn and create positive futures when
- ❖ Learning gaps are addressed early, preventing the widening of gaps which make it more difficult for students to remain engaged and successful.
  - ❖ Supports and interventions are student-centered and individualized
  - ❖ They feel engaged in what they understand to be relevant curriculum and pedagogy
  - ❖ They have positive connections with adults and peers in a supportive learning environment

### **Research-Based Recommended Actions/Supports**

Research confirmed that for maximum student engagement and achievement, all three of the following areas (students, professionals, culture) need to be addressed. Implementation of the action team's recommendations will increase the likelihood of each student's success, with a particular focus on those students most at risk.

**Students – Essential supports and interventions to enhance learning success**

**1. Each student is known, respected, and supported.**

- ❖ Each student needs and deserves a concerned, accepting educational community that supports learners, in all of their diversity, who come from a variety of backgrounds and life situations that may pose barriers to their access to, experience with, and progress in public education. (Universal Education)
- ❖ Each student needs a meaningful relationship with caring adults at school.
- ❖ Each student needs opportunities to make meaningful contributions that impact school and community culture.

**Strategies**

- ❖ Develop a system that matches students with a coach who will connect with that student's specific needs and personality.

- ❖ School personnel explore with students their emerging attendance problems with the goal of re-engaging students promptly in the learning environment.
- ❖ School personnel frequently assess students' perceptions of educational relevance and school climate.
- ❖ School personnel routinely use strategies to foster a sense of belonging and affiliation (e.g. in classrooms, support groups).
- ❖ Teachers and other personnel serve as designated coaches who regularly meet individually with a student (e.g. during home room), being responsive to individual needs, learning styles and available family support.

**2. Students receive transitional support to help them succeed in a rigorous course of study as they enter high school, progress through high school, move across schools and districts, and graduate to their identified postsecondary options.**

**Strategies**

- ❖ Consider summer supports for students to improve social and academic readiness for the next year.
- ❖ Develop learning profiles with each student that are easily available to each of the student's new teachers through a central communication system.
- ❖ Establish and maintain community connections that help build student, family and staff capacity to access and utilize needed resources.
- ❖ Link students and families with needed post-school services, supports or programs well before the student exits the school system.
- ❖ Provide opportunities in which students can learn and demonstrate
  - Learning strategies to facilitate success in meeting unfamiliar expectations (e.g. Strategic Instruction Model)
  - Self-determination, "the ability to identify and achieve goals based on a foundation of knowing and valuing oneself." (Field & Hoffman).
  - Use of their individual learning plans and life situations, for reflection and to see how they can inform their own thinking and decisions.
  - Decision making based on their individual learning plan and life situations.
- ❖ Provide resources and time for students to investigate relevant post-school outcomes such as post-secondary education, job training or employment.
- ❖ Review student assessments annually to determine if additional or different supports or adjustments need to be offered to achieve the goals in the student's plan.
- ❖ Schools have orientation and peer-to-peer systems for new students, particularly during students' first days in the school.

**3. Students receive literacy and numeracy instruction to attain grade level performance.**

**Strategies**

- ❖ Assure equity of human, time, and technology resources in middle school and high school to support student learning in reading and mathematics.
- ❖ Connect literacy and numeracy learning to real world applications.
- ❖ Incorporate reading, writing, speaking and listening, and math across the curriculum.

- ❖ Proactively identify and address student learning gaps, beginning in early childhood.
- ❖ Provide students an opportunity to explore and utilize assistive technology that will enhance their access to literacy and numeracy learning and application.
- ❖ Teach students to analyze their own error patterns to improve their reading and mathematics skills.

**4. Students identify their interests, competencies and aptitudes in a written plan that is performance-based and designed to prepare them for post-secondary education, employment and independent living goals.**

**Strategies**

- ❖ Develop and implement with each student and the supporting adults in his/her life, an outcome-based, individual learning plan that includes courses and experiences that help the student reach his/her post-school vision.
- ❖ School personnel integrate experiences that are individually meaningful to each student within all curriculum and instruction.
- ❖ The student regularly reviews and updates the plan with coaches and the supporting adults in their lives.

**5. When Michigan is eligible to apply for this option, policy makers alter the state AYP formula so that individual academic growth receives greater weight.**

**Indicators of Student Success:** Students will be more likely to make choices that support positive social/emotional, educational and career outcomes:

- ❖ Advocate for own learning,
- ❖ Graduate,
- ❖ Have economic self-sufficiency,
- ❖ Have higher levels of skill development,
- ❖ Participate productively in adult life roles,
- ❖ Succeed in employment,
- ❖ Succeed in post-secondary education.

**Professionals – Essential supports and interventions to enhance their readiness to support vulnerable students**

**1. Professionals create a vision and evidence of commitment to expectations for high levels of learning for all students.**

**Strategy**

- ❖ Support professionals to recognize how their personal love of learning impacts their students' learning by
  - communicating belief in students' potential to succeed and
  - inspiring students to see the relevance of academic content to life possibilities.
- ❖ See Professional Development Action Team recommendations for primary focus on quality elements of professional learning.

## Resources

- ❖ Vision & Standards for Professional Learning of Michigan Educators
- ❖ Michigan Collaborative for Advancing Quality Professional Development
- ❖ Michigan Vision and Principles of Universal Education
- ❖ Michigan School Improvement Framework *Teaching for Learning and Personnel & Professional Learning* Strands and their Tools
- ❖ Michigan Office of Special Education and Early Intervention Services State Performance Plan
- ❖ Michigan Professional Learning Strategic Plan 2006-2010

## **2. The state encourages and districts facilitate professional learning environments that help all educators collaborate on curriculum, instruction and assessment to increase student achievement.**

### Strategies

- ❖ Develop cross-curricular working groups to create interdisciplinary instruction, teaming, and an emphasis on real-world applications.
- ❖ Engage educators in professional learning communities, using collaborative inquiry to improve classroom practice.
- ❖ Expect each staff member, with support, to develop the skills and strategies necessary to be effective with students vulnerable to academic failure.
- ❖ Integrate technology as a tool to support learning among professionals and by professionals with students.
- ❖ Offer learning opportunities addressing issues such as differentiated instruction, formative assessment, authentic assessment, positive behavior support, and cultural competence.
- ❖ Provide the essentials for professional learning such as time for implementation and reflection, as well as resource materials.
- ❖ Share disaggregated student performance data from multiple sources to improve school-wide and classroom practice.

## **3. Professionals implement effective literacy and numeracy strategies in each LEA and/or building to ensure that students can participate and progress in the general curriculum.**

### Strategies

- ❖ Blend core academic instruction with the skills required for the range of continuing education and employment opportunities.
- ❖ Design and provide meaningful professional learning in literacy and numeracy instruction across the curriculum.
- ❖ Integrate instructional approaches inclusive of speaking, listening, reading and writing, and numeracy across all content areas.
- ❖ Teachers teach and model error pattern analysis with their students to improve reading and mathematics skills.
- ❖ Teachers utilize analysis of error patterns in student assessments to guide instruction.
- ❖ Use student data and coaching supports to monitor and enhance ongoing student progress.

## **4. Work with Colleges of Education to enhance pre-service education to align with promising practices and K-12 content expectations.**

## Strategies

- ❖ Focus on instructional strategies that help each and every student learn at high levels.
- ❖ Prepare students to build a support system to enhance their success as beginning educators.
- ❖ Teach strategies to incorporate literacy, numeracy and learning strategy instruction into each curricular area.
- ❖ Teach the skills necessary to identify and engage families and other community partners in order to enhance student success.

**Indicators of Professionals' Success:** When educators respond and adapt successfully to the changing needs of vulnerable students, they:

- ❖ Become re-energized about teaching as they develop skills,
- ❖ Experience improved morale,
- ❖ Implement strategies that assure that all students learn,
- ❖ Increase learning expectations for all of their students,
- ❖ Remain actively engaged in the field of education.

## Culture – Essential supports and interventions important to success among vulnerable students

### 1. Create authentic school, family and community<sup>2</sup> partnerships that synchronize the human and fiscal resources that each brings to support student learning.

#### Strategies

- ❖ Address explicitly the contractual implications for schedule development and teacher assignments when considering proposed changes in the learning environment.
- ❖ Build stakeholder and community commitment to the vision of each student achieving increased levels of learning and the goals as defined by individual learning plans.
- ❖ Engage school, family and community partners as advocates for allocating and prioritizing use of resources for quality literacy and numeracy instruction.
- ❖ Help communities understand long term implications of cutting educational programs and services.
- ❖ Leverage the strengths that each partner brings to the process of supporting student learning.
- ❖ Promote partnerships that utilize problem-solving communication to improve student participation and learning.
- ❖ Respect the language and culture of students' families and their influence on education.

### 2. Create a learning environment in which multiple data sources inform changed policy and practice.

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<sup>2</sup> Community includes stakeholders such as agencies, businesses, individuals and organizations that can support a student's educational success. See Universal Education Vision and Principles.

## Strategies

- ❖ Educators, students, families and other community partners take part in state-of-the-art school improvement practices to determine the prioritized issues to address to enhance student performance.
- ❖ Professional learning communities analyze the relationship among student data, school culture and academic success as part of the school improvement process.
- ❖ Stakeholders disaggregate and use multiple sources of student data to inform school-wide and classroom practice.
- ❖ Students and their adult coaches use data to personalize the high school experience in a way that is relevant to students' personal goals.

### **3. Develop flexible structures including scheduling and student grouping patterns that personalize students' ability to maximize key learning.**

#### Strategies

- ❖ 9<sup>th</sup> grade academies
- ❖ Access to college credit through dual enrollment, e.g. AP and Direct Credit
- ❖ Block scheduling
- ❖ Credit recovery opportunities
- ❖ Flexible scheduling (evenings, zero hour option, begin @ 9am)
- ❖ Newcomer programs for new students (Adair)
- ❖ On-line learning
- ❖ On-site, state-funded, quality licensed childcare for children of teen parents
- ❖ School-business partnerships (work-based learning)
- ❖ Small learning communities
- ❖ Specialized supplementary curricula, e.g. parenting and child development
- ❖ Student support teams (Adelman)
- ❖ Tiered intervention to assure that students receive the level/kind of support needed for success (NASDSE)
- ❖ Tutorial assistance including peer tutoring
- ❖ Universal Design for Learning (CAST)
- ❖ Year-round learning opportunities

### **4. School districts and buildings address the critical impact of health/nutrition/safety issues, as well as school climate, on vulnerable students, in order to improve student readiness and achievement.**

#### Strategies

- ❖ Implement a systemic approach that provides a safe physical, social and emotional environment.
- ❖ Implement policies and programs that enable, teach and model healthy behaviors.

**Indicators of Success in School Culture:** Schools with a positive school culture for vulnerable students have:

- ❖ All partners participate in a coordinated way and serve as catalysts for positive school change.
- ❖ Meaningful communication includes accessible face-to-face opportunities as well as effective use of technology both within the school and with the community.



- ❖ Parents and students report that they feel welcome in the school and view themselves as positive contributors.
- ❖ Schedules, structures and strategies help students meet the Michigan Merit Standard requirements in ways that flexibly evolve and respond to changing needs and interests of students.
- ❖ Staff value and seek parent and community contributions to student learning.
- ❖ Students attend regularly, report feeling safe on the school grounds, and see school as a place of help.
- ❖ Students report that they are prepared to focus on learning when they come to school.
- ❖ The school allocates resources to support collaborative planning and instruction.

### **Essential Questions Emerging From This Action Team's Work**

The questions that follow potentially guide Next Steps in supporting schools' implementation of the new graduation requirements as well as the promising practices of effective high school practice.

#### **Who are the students?**

- ❖ Are communication mechanisms across relevant agencies/organizations working to assure collaboration about students for whom they share responsibilities?
- ❖ This group's responsibility has been to secondary students. What are the implications of the recommendations for younger children/students, both in terms of academic progress as well as school engagement?
- ❖ What are the implications for home-schooled students?
- ❖ What programs are vulnerable students enrolled in?
- ❖ Who are the students in your district for whom these recommendations apply?

#### **What works for whom, when, under what conditions?**

- ❖ By what characteristics should the data be disaggregated and analyzed?
- ❖ To what extent should this information be centralized for aggregation/disaggregation purposes?
- ❖ What are the critical interventions districts have in place that can support student success?
- ❖ What are the data sets to be analyzed? (more than MEAP)
- ❖ What are the MDE, ISD, and LEA roles in identifying and developing student self-assessments of learning?
- ❖ What is the evidence of impact of current interventions relative to individual student performance?
- ❖ What short-term interventions are contributing to long-term enduring learning for vulnerable students?
- ❖ Where are districts in their readiness to implement new student supports and interventions based on analysis of multiple measures of student need?

#### **How do the action team's recommendations link with effective implementation of the School Improvement Framework questions?**

- ❖ How are the planned instructional processes and practices appropriate for the levels and needs of all students?  
How are the planned instructional processes and practices engaging for all students?
- ❖ How are the planned instructional processes reviewed and refined to meet the needs of all students? *School Improvement Framework Strand I, Standard 2 (Instruction), Benchmark A, Characteristics 2 and 3 (Developmental Appropriateness, and Reflection and Refinement) and the associated rubric items*
- ❖ How do school leaders deploy and support human resources to maximize student learning? *School Improvement Framework Strand II, Standard 3, Benchmark A, Characteristic 1. (Human Resources deployment) —consider expansion of rubric to expect evidence of impact on students*
- ❖ How do schools assure the written curriculum in each content area is vertically aligned across grades?
- ❖ How do schools assure the written curriculum is horizontally aligned across content at each grade level? *School Improvement Framework Strand I, Standard 1 (Curriculum), Benchmark A, Characteristic 5 (Inclusiveness) and the associated rubric items*

### **Additional questions**

- ❖ Are other Action Teams identifying places where various innovative opportunities and practices are being demonstrated successfully with existing resources?
- ❖ Are there data that inform schools and the broader community regarding the causes for/effects of a student cycling among general education, alternative education, juvenile justice, and the Department of Corrections? Is there evidence of effective interventions that can interrupt that cycle?
- ❖ Given Michigan's emerging work in Universal Design for Learning, what policies should be considered to support this more comprehensive approach to differentiating instruction?—e.g. copyright issues relative to textbook accessibility
- ❖ How can the Universal Education Vision and Principles, adopted by the State Board of Education, support implementation of the action team recommendations?

### **Recommended Next Steps, Future Time Lines, and Strategies**

- ❖ Make the compiled recommendations of all action teams available to school improvement teams, teachers, administrative leadership and the broader community.
  - On the MDE website
  - Through low-cost professional learning opportunities. A starter list of possible hosting organizations is on file with the Office of Special Education and Early Intervention Services.
- ❖ Convene the multiple action teams to share their learning and prepare to disseminate information among constituent groups.
- ❖ Coordinate across state agencies to help disseminate the message.
- ❖ Emphasize the K-8 responsibilities and contributions to high school success, the critical nature of the middle to high school transition and provide the appropriate learning opportunities.

- ❖ Make career-oriented learning opportunities available beginning in 9<sup>th</sup> grade.
- ❖ Work with labor unions and employers to create the understanding of skills needed for employment in Michigan.
- ❖ This action team is interested in reconvening to understand Dr. Hughes' perspective on this team's document and to help assure dissemination of the accepted recommendations.

### Supporting Research Base

Resources that address one or more of this document's specific recommended actions or supports will reference those at the end of each notation. Notations in **bold** refer to specific recommendations within this document. Notations in ***bold italics*** note broad topics at issue in this document.

Within the table we are also indicating the connections each resource has with the five strands of the Michigan School Improvement Framework. Strand I. Teaching for Learning Strand II. Leadership Strand III. Personnel and Professional Learning Strand IV. School & Community Relations Strand V. Data and Information Management	-	=	≡	≥	>
Adair, Randy, Laura Fisher, Karin Schmidlechner, 1999, <i>Great Places to Learn: How Asset-Building Schools Help Students Succeed</i> , Minneapolis, MI: Search Institute. <a href="http://www.search-institute.org/catalog">http://www.search-institute.org/catalog</a> <b>Students 1, Developmental Assets</b>  Guide to infusing Developmental Assets (defined as positive experiences and personal qualities that young people need to grow up healthy, caring, and responsible) into any school community.		X		X	
Adelman, Howard, Linda Taylor, 2005, <i>About Mental Health in Schools: An Introductory Packet</i> , Los Angeles, CA, UCLA Center for Mental Health in Schools. <a href="http://smhp.psych.ucla.edu/">http://smhp.psych.ucla.edu/</a> <b>Students 1, Culture 4, Mental Health</b>  Resource from the website of the School Mental Health Project, UCLA Center for Mental Health in Schools		X			
Barley, Zoe, 2002, <i>Helping At-Risk Students Meet Standards: A Synthesis of Evidence-based Classroom Practices</i> , Aurora, CO: Mid-Continent Research for Education and Learning. <a href="http://www.mcrel.org/topics/productDetail.asp?topicsID=3&amp;productID=116">http://www.mcrel.org/topics/productDetail.asp?topicsID=3&amp;productID=116</a> <b>Instructional Strategies</b>  Synthesis of research on strategies to assist low-achieving students in meeting standards.	X	X	X		

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Biancarosa, G. and C. E. Snow, 2004, <i>Reading Next—A Vision for Action and Research in Middle and High School Literacy: A Report to Carnegie Corporation of New York</i> . Washington, DC: Alliance for Excellent Education. <a href="http://www.all4ed.org/publications/ReadingNext/ReadingNext.pdf">www.all4ed.org/publications/ReadingNext/ReadingNext.pdf</a> <b>Student 3, Professionals 3, Literacy</b>  Report, cited by many researchers, focusing on recommendations for meeting the needs of struggling adolescent readers.	X	X	X		
<i>Breaking Ranks II: Strategies for Leading High School Reform</i> , 2004, Reston, VA: National Association of Secondary School Principals. <a href="http://www.principals.org/s_nassp/index.asp">http://www.principals.org/s_nassp/index.asp</a> <b>School Redesign</b>  Report outlining tested strategies that have proven successful in all types of high school settings.	X	X	X	X	X
Center for Applied Special Technology, <a href="http://www.cast.org">http://www.cast.org</a> <b>Students 3, Professionals 2, Culture 3, Instructional Strategies, Universal Design for Learning</b>  Organization focusing on development of innovative, technology-based educational resources and strategies based on the principles of Universal Design for Learning (UDL).	X	X	X		
Connell, J. P. (2003). <i>Getting Off The Dime: First Steps Toward Implementing First Things First</i> , Philadelphia, PA, Institute for Research and Reform in Education. <a href="http://www.irre.org/publications/pdfs/getting_off_the_dime.pdf">http://www.irre.org/publications/pdfs/getting_off_the_dime.pdf</a> <b>Students 1, 2, &amp; 3, Professionals 1, 2 &amp; 3, Culture 1, 2 &amp; 3, School Redesign</b>  Report on five generations of implementation of First Things First, a comprehensive school change framework focusing on secondary schools developed by the Institute for Research and Reform in Education (IRRE).	X	X	X	X	X
Costa, Arthur, Ed., 2001, <i>Developing Minds: A Resource Book for Teaching Thinking</i> , 3 <sup>rd</sup> Edition, Alexandria VA, Association for Supervision and Curriculum Development. <a href="http://www.ascd.org/portal/site/ascd/menuitem.ccf6e1bf6046da7cdeb3ffd62108a0c/">http://www.ascd.org/portal/site/ascd/menuitem.ccf6e1bf6046da7cdeb3ffd62108a0c/</a> <b>Students 3 &amp; 4, Professionals 1 &amp; 3, Teaching Thinking Skills</b>  Book focusing on teaching thinking throughout the curriculum.	X	X	X		

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Costa, Arthur, and Bena Kallick, 2000, <i>Habits of Mind: A Developmental Series</i> , Alexandria VA, Association for Supervision and Curriculum Development. <a href="http://shop.ascd.org/productdisplay.cfm?productid=100036">http://shop.ascd.org/productdisplay.cfm?productid=100036</a> <b>Students 3 &amp; 4, Professionals 2 &amp; 3, Teaching Thinking Skills</b>  Four books that define and describe intelligent behaviors the authors call 'habits of mind'. These thinking skills essential to lifelong learning can aid both students and adults as they encounter life's challenges, dilemmas and enigmas.	X		X		
Daggett, Willard, <i>Leading with Reading in Grades 7-12</i> , 1587 Route 146, Rexford, NY 12148, International Center for Leadership in Education. <a href="http://www.leadered.com/book3.html">http://www.leadered.com/book3.html</a> <b>Students 3, Professionals 3, Literacy</b>  Professional development kit to create awareness that every teacher must teach reading in the content area.	X	X	X		
Daggett, Willard, 2005, <i>Successful Schools: From Research to Action Plans</i> , 1587 Route 146, Rexford, NY 12148, International Center for Leadership in Education. <a href="http://www.leadered.com/pdf/Successful%20Schools%206-05.pdf">http://www.leadered.com/pdf/Successful%20Schools%206-05.pdf</a> <b>School Redesign</b>  White paper on the use of research in the redesign of schools to educate all students to high levels of academic proficiency. Presented at the June 2005 Model Schools Conference.	X	X	X		
Darling-Hammond, Linda, 2005, <i>Redesigning Schools: Ten Features of Effective Design</i> , The School Redesign Network at Stanford University <a href="http://schoolredesign.net/">http://schoolredesign.net/</a> <b>School Redesign</b>  Ten design features of effective small schools that help all groups of students succeed academically, graduate at high levels, and go on to college and productive work.	X	X	X	X	X
Deshler, D.D., Schumaker, J.B., & Woodruff, S.K. 2004, "Improving Literacy Skills of At-risk Adolescents: A school-wide response." In D.S. Strickland & D.E. Alvermann (Eds.), <i>Bridging the Literacy Achievement Gap Grades 4-12</i> (pp. 86-104), New York: Teachers College Press <a href="http://www.ku-crl.org/publications/index.html">http://www.ku-crl.org/publications/index.html</a> <b>Students 3, Professionals 3, Literacy</b>  The Content Literacy Continuum, a conceptual framework for literacy instruction; instructional practices that improve students' performances; and a CLC implementation at Muskegon (MI) High School.	X	X	X		

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Field, Sharon and Hoffman, Alan, Fall 2002, "Preparing Youth to Exercise Self-Determination: Quality Indicators of School Environments That Promote the Acquisition of Knowledge, Skills, and Beliefs Related to Self-Determination," <i>Journal of Disability Policy Studies</i> , v13 i2 p 113(6) <a href="http://www.worksupport.com/documents/proed_preparingYouth.pdf">http://www.worksupport.com/documents/proed_preparingYouth.pdf</a> <b>Students 2, Self-Determination</b>  Quality holistic indicators of educational programs that promote self-determination of all school community members. Guidelines for use.	X		X	X	
<i>Gaining Traction, Gaining Ground: How Some High Schools Accelerate Learning for Struggling Students</i> , November, 2005, Washington, DC: The Education Trust, <a href="http://www2.edtrust.org/EdTrust/Product+Catalog/recentreports">http://www2.edtrust.org/EdTrust/Product+Catalog/recentreports</a> <b>School Redesign</b>  Report of practices of public high schools that serve high concentrations of low-income or minority children and have a strong record of accelerating learning for students who enter high school below grade level. Compares and contrasts the practices of <i>high-impact</i> schools with schools that have only <i>average</i> impact on student performance.	X	X	X	X	X
High Schools That Work, <a href="http://www.sreb.org/programs/hstw/hstwindex.asp">http://www.sreb.org/programs/hstw/hstwindex.asp</a> <b>School Redesign</b>  Southern Regional Education Board's school improvement initiative for high school and middle grades leaders and teachers. Framework of <i>HSTW</i> Goals and Key Practices used by more than 1,200 <i>HSTW</i> sites in 32 states to raise student achievement. Site includes extensive research briefs, outstanding practices, leadership preparation publications and other resources on school redesign.	X	X	X	X	X
<i>High-Quality High Schools: Preparing all Students for Success in Post-Secondary Education, Careers and Citizenship</i> , 2004, Ohio State Board of Education's Task Force on Quality High Schools. <a href="http://www.ecs.org/html/Document.asp?chouseid=5723">http://www.ecs.org/html/Document.asp?chouseid=5723</a> <b>School Redesign</b>  Ohio State Board task force study on: (1) transforming the high school experience to make programs more effective for students and allow them to meet the state academic standards; (2) developing a P-16 system in the state; and (3) integrating education and workforce development. Includes recommendations and suggested initiatives to help the state implement each of the recommendations.	X	X	X	X	X

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Horowitz, Jordan, California Academic Partnership Program, 2005, <i>Inside High School Reform: Making the Changes that Matter</i> , San Francisco, CA, WestEd. <a href="http://www.wested.org/cs/we/view/rs/777">http://www.wested.org/cs/we/view/rs/777</a> <b>School Redesign</b>  Report on the work of 28 California high schools where educators collaborated to fundamentally change expectations for students with a goal to prepare all students for postsecondary education.	X	X	X	X	X
Huebner, Tracy, and Grace Calisi, 2005, <i>Rethinking High School: Five Profiles of Innovative Models for Student Success</i> , San Francisco, CA, WestEd. <a href="http://www.wested.org/online_pubs/gates.profiles.pdf">http://www.wested.org/online_pubs/gates.profiles.pdf</a> <b>School Redesign</b>  Profiles of five high schools that have focused on creating an environment, usually small and personalized, that keeps students motivated academically and effectively prepares them for college, work and citizenship.	X	X	X	X	X
Langer, Judith A., Elizabeth Close, Janet Angelis, and Paula Preller, May, 2000, <i>Guidelines for Teaching Middle and High School Students to Read and Write Well</i> , Albany, NY: The Center on English Learning & Achievement, <a href="http://cela.albany.edu/">http://cela.albany.edu/</a> <b>Students 3, Professionals 3, Literacy</b>  Research report of findings from 25 schools in 4 states. Designed for middle and high school teachers and administrators who wish to improve their English programs.	X	X	X		X
Lieber, Carol Miller and Rachel A. Poliner, 2004, <i>The Advisory Guide: Designing and Implementing Effective Advisory Programs in Secondary Schools</i> , Cambridge MA: Educators for Social Responsibility, <a href="http://www.esrnational.org/Merchant2/merchant.mvc?Screen=PROD&amp;Store_Code=EOS&amp;Product_Code=W-ADVISO">http://www.esrnational.org/Merchant2/merchant.mvc?Screen=PROD&amp;Store_Code=EOS&amp;Product_Code=W-ADVISO</a> <b>Students 1 &amp; 2, Culture 3, Advisory Programs</b>  Guidelines for the design and implementation of advisory programs tailored to their school's needs and goals. Presents snapshots of various advisory models and helps planning teams think through nine major issues for programs and faculty advisors.	X		X	X	
Lindenberger, Dee, 2004, <i>Connections Resource Guide: Enhanced Community Service and Strategies for Keeping Kids in School</i> , Lansing, MI: Michigan Strategic Alternatives in Prevention Education Association, <a href="http://www.michigan.gov/safeschools">http://www.michigan.gov/safeschools</a> <b>Students 1 &amp; 2, Professionals 1, Culture 1, 2, 3 &amp; 4, Reducing Suspension and Expulsion</b>  Resource guide to support school/community teams looking for ways to keep kids connected to school.	X	X		X	

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Lindsey, Randall B., Kikanza Nuri Robins, Raymond D. Terrell, March 2003, <i>Cultural Proficiency A Manual for School Leaders</i> , Second Edition, Thousand Oaks, CA: Corwin Press, <a href="http://www.corwinpress.com/prINTERfriendly.aspx?pid=8817&amp;ptype=B">http://www.corwinpress.com/prINTERfriendly.aspx?pid=8817&amp;ptype=B</a> <b>Culture 1, Cultural Proficiency</b>  Book containing insights, discussion, and activities that delve deeply into who we are, the impact of culture, and how organizations can understand and integrate the dynamics of difference.				X	
Marzano, Robert J., Timothy Waters, Brian A. McNulty, 2005, <i>School Leadership That Works: From Research to Results</i> , Alexandria, VA: Association for Supervision and Curriculum Development. <a href="http://shop.ascd.org/productdisplay.cfm?productid=105125">http://shop.ascd.org/productdisplay.cfm?productid=105125</a> <b>Professionals 1 &amp; 2, School Redesign, Administrative Leadership</b>  Book identifying critical leadership principles that every administrator needs to know: 21 responsibilities that have significant effect on student learning, the difference between first-and second-order change and the leadership responsibilities that are most important for each.	X	X	X	X	X
Marzano, Robert J., 2000, <i>What Works In Classroom Instruction</i> , Aurora, CO: Mid-Continent Research for Education and Learning. <a href="http://www.mcrel.org/topics/productDetail.asp?topicsID=6&amp;productID=110">http://www.mcrel.org/topics/productDetail.asp?topicsID=6&amp;productID=110</a> <b>Instructional Strategies</b>  Book of detailed instructional strategies that research shows have the greatest likelihood of positively affecting student learning.	X	X	X	X	X
<i>Michigan Integrated Behavior and Learning Support Initiative (MiBLSi)</i> , 2004, <a href="http://www.cenmi.org/miblsi">http://www.cenmi.org/miblsi</a> <b>Students 3, Professionals 3, Literacy, Behavior</b>  Data-driven, problem-solving model of intervention to improve student achievement accomplished through the implementation of school-wide Positive Behavior Support (PBS) and school-wide reading instruction.	X	X	X	X	X
<i>MI-Map</i> , 2005, Michigan Department of Education <a href="http://www.michigan.gov/mimap">www.michigan.gov/mimap</a> <b>Professionals 1, School Redesign</b>  MDE tool kit designed to provide practical strategies and materials to support system-wide innovation and school improvement.	X	X	X	X	X



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Michigan Office of Special Education and Early Intervention Services <i>Part B State Performance Plan</i> , <a href="http://www.michigan.gov/documents/12-1-05PartBStatePerformancePlan_143754_7.pdf">http://www.michigan.gov/documents/12-1-05PartBStatePerformancePlan_143754_7.pdf</a> <b>Professionals 1, Special Education</b>  USDoE required special education plan of action organized around 20 key indicators of student and state performance.	X	X	X	X	X
<i>Michigan School Improvement Framework</i> , 2006, Michigan Department of Education, <a href="http://www.michigan.gov/documents/SIF_4-01-05_130701_7.pdf">http://www.michigan.gov/documents/SIF_4-01-05_130701_7.pdf</a> <b>Professionals 1, School Redesign</b>  Framework to assist school personnel in focusing on all elements of school improvement.	X	X	X	X	X
National Dropout Prevention Center for Students with Disabilities, Clemson University, 209 Martin St., Clemson SC 29631, <a href="http://www.dropoutprevention.org">www.dropoutprevention.org</a> <b>School Redesign, Dropouts</b>  US Department of Education's Office of Special Education Programs (OSEP) project providing knowledge and promoting networking for researchers, practitioners, policymakers, and families to increase opportunities for at-risk youth to receive the quality education and services necessary to successfully graduate from high school.	X	X	X	X	X
National Secondary Transition Technical Assistance Center, UNC Charlotte, 9201 University City Boulevard, Charlotte, NC 28223, <a href="http://www.nsttac.org/nsttac/">http://www.nsttac.org/nsttac/</a> <b>Students 2 &amp; 4, Transitions</b>  U.S. Department of Education's Office of Special Education Programs national technical assistance and dissemination center to support and improve transition planning, services, and outcomes for youth with disabilities.	X	X	X	X	X
<i>Reading to Achieve: A Governor's Guide to Adolescent Literacy</i> , 2005, National Governors Association Center for Best Practices, <a href="http://www.nga.org/portal/site/nga/menuitem.50aeae5ff70b817ae8ebb856a11010a0/">http://www.nga.org/portal/site/nga/menuitem.50aeae5ff70b817ae8ebb856a11010a0/</a> <b>Students 3, Professionals 3, Literacy</b>  Report by the Adolescent Literacy Advisory Panel, Center for Best Practices, National Governor's Association identifying research and best practices to support adolescent literacy.	X	X	X		X

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Rose, David H., Anne Meyer, 2002, <i>Teaching Every Student in the Digital Age: Universal Design for Learning</i> , Alexandria, VA, ASCD, <a href="http://www.cast.org/teachingeverystudent/ideas/tes/">http://www.cast.org/teachingeverystudent/ideas/tes/</a> <b>Culture 3, Universal Design for Learning</b>  Rationale and strategies for utilizing the theory and practices of <i>Universal Design for Learning</i> to address the unique learning needs of all students.	X	X	X		X
Rose, David H., Anne Meyer, and Chuck Hitchcock, 2005, <i>The Universally Designed Classroom: Accessible Curriculum and Digital Technologies</i> , Cambridge, MA: Harvard Education Press, <a href="http://gseweb.harvard.edu/hepg/universallydesigned.html">http://gseweb.harvard.edu/hepg/universallydesigned.html</a> <b>Culture 3, Universal Design for Learning</b>  Overview of the digital solutions to create universal access. Studies major policy and practice issues. Addresses crucial questions about how to create full access to the general education curriculum for children with disabilities.	X	X	X		
Rose, Mike, 1990, <i>Lives on the Boundary: A Moving Account of the Struggles and Achievements of America's Educationally Underprepared</i> , New York, NY, Penguin Books, <a href="http://www.engel-cox.org/text/lives_on_the_boundary_a_moving.html">http://www.engel-cox.org/text/lives_on_the_boundary_a_moving.html</a> <b>Students 3, Professionals 3, Literacy</b>  Analysis of the causes of and recommendations for addressing students who are academically underprepared. Includes discussion of teaching the process of error analysis.	X	X	X	X	X
Saddler, Bruce and Heidi Andrade, October 2004, "The Writing Rubric," <i>Educational Leadership</i> , v 62, <a href="http://www.ascd.org/portal/site/ascd/menuitem.a4dbd0f2c4f9b94cdeb3ffdb62108a0c/">http://www.ascd.org/portal/site/ascd/menuitem.a4dbd0f2c4f9b94cdeb3ffdb62108a0c/</a> <b>Students 3, Professionals 3, Literacy</b>  Article building a case for and including instructional rubrics to help students become self-regulated writers.	X	X	X		X
Schoenbach, Ruth, Jane Braunger, Cynthia Greenleaf, and Cindy Litman, 2003, "Apprenticing Adolescents to Reading in Subject-Area Classrooms", <i>Phi Delta Kappan</i> , v 85(2) <a href="http://www.pdkintl.org/kappan/k0310sch.htm">http://www.pdkintl.org/kappan/k0310sch.htm</a> <b>Students 3, Professionals 3, Literacy</b>  Rationale and strategies for teaching reading in the content areas at the secondary level.	X	X	X		X

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Sugai, George, and Robert H. Horner, 2000, <i>Applying Positive Behavioral Support, Technical Assistance Guide</i> , Center for Positive Behavior Interventions and Supports, <a href="http://www.pbis.org/files/TAG1.doc">http://www.pbis.org/files/TAG1.doc</a> <b>Behavior</b>  Technical assistance guide to implementing Positive Behavior Supports in regular and special education classrooms.		X	X	X	X
Swanson, H.L. and Donald D. Deshler, 2003, Instructing adolescents with learning disabilities: Converting a meta-analysis to practice. <i>Journal of Learning Disabilities</i> , 36 (2), 124-135. <a href="http://www.ku-crl.org/publications/index.html#lsce">http://www.ku-crl.org/publications/index.html#lsce</a> <b>Students 3, Professionals 3, Literacy</b>  Article describing several University of Kansas, Center for Research on Learning interventions that illustrate how advance organization and explicit practice can be effectively integrated into instructional routines for adolescents.	X	X	X	X	X
Teacher Expectations Student Achievement, <i>TESA Coordinator Manual</i> , 2002, <a href="http://streamer.lacoe.edu/tesa/">http://streamer.lacoe.edu/tesa/</a> <b>Behavior, Instructional Design</b>  Behavioral change staff development program for all educators, grade levels, and subject areas, designed to modify the way teachers interact with students through heightened awareness of how perceptions affect their expectations	X	X	X		X
<i>Vision and Principles of Universal Education: A Framework and Foundation for Policy Development</i> , Michigan State Board of Education, October, 2005. <a href="http://www.michigan.gov/mde">www.michigan.gov/mde</a> <b>Professionals 1, Universal Education</b>  Framework and foundation for policy development by the State Board of Education, the Department of Education, and local and intermediate school districts. Reflects beliefs that each person deserves and needs a concerned, accepting educational community that values diversity and provides a comprehensive system of individual supports from birth to adulthood.	X	X	X		
<i>Vision and Standards for Professional Learning of Michigan Educators</i> , Michigan State Board of Education, August, 2003, <a href="http://www.michigan.gov/documents/ITEM_G_72115_7.pdf">http://www.michigan.gov/documents/ITEM_G_72115_7.pdf</a> <b>Professionals 1, Professional Development</b>  Framework for quality professional learning in Michigan schools. Incorporates National Staff Development Council's Standards for Staff Development.	X	X	X	X	

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<i>Works in Progress: A Report on Middle and High School Improvement Programs</i> , January 2005, Washington, DC: The Comprehensive School Reform Quality Center, American Institutes of Research, <a href="http://www.csrq.org">http://www.csrq.org</a> <b>School Redesign</b>  Brief reviews of the critical issues facing America's middle and high schools, and a survey of approaches used to address these challenges.	X	X	X	X	X