

## Coordination of MI Excel Services Guidance

### Continuous Support and Improvement (CSI) Schools

“Academic achievement and high graduation rates are two of the cornerstones of the Federal Every Student Succeeds Act (ESSA). The Michigan Department of Education (MDE) has identified Continuous Support and Improvement (CSI) Schools, those schools in the bottom 5% of all schools in the State and/or those that fail to achieve a graduation rate of 67% or higher. The districts with CSI Schools receive support services from the MDE through its partner Intermediate School Districts/Education Service Agencies to build capacity in order to increase student achievement and/or graduation rates.” (Source: Michigan Department of Education website, [https://www.michigan.gov/mde/0,4615,7-140-81376\\_63605---,00.html](https://www.michigan.gov/mde/0,4615,7-140-81376_63605---,00.html))

Many districts, including charter schools (designated as single-building districts) with CSI schools, have Partnership Agreements so it is important that the Partnership Agreement Liaison (PAL) work collaboratively with the Intermediate School District (ISD)/Educational Service Agency (ESA) Implementation Facilitators and MI Excel Statewide Field Team (SWFT) members to create sustainable systems for improvement. The PAL and MI Excel support should be coordinated, systemic and strategic, in alignment with partnership agreements and service plans.

### MDE Partnership Agreement Liaisons (PALs), ISD/ESA RAG Implementation Facilitators, MI Excel Statewide Field Team

The expectation for MDE Liaisons, ISD/ESA Implementation Facilitators and the MI Excel Statewide Field Team members providing support to and services for Partnership Districts and their schools is that all parties coordinate all efforts to help the district and schools manage continuous improvement efforts. As service providers, none of these parties will put up barriers to improvement nor complicate supports. Regular, clear, and detailed communication is expected from all service providers. It is critical that all entities providing services understand why, what, and how supports are being delivered to Partnership Districts and non-Partnership Districts with CSI schools. All district and school personnel should view technical assistance and support as seamless, coordinated, and for the good of all students.

The non-negotiables for all parties supporting **Partnership Districts** are the following:

- The Partnership Agreement is the primary driver of improvement efforts. All parties will obtain a copy of the Partnership Agreement from the districts they support to ensure that all services align with it.
- The Partnership District superintendent is the decision maker regarding all supports. If the superintendent is not in agreement with ISD/ESA or MI Excel Statewide Field Team staff or recommended services, the staff and services will be adjusted to meet the superintendent's expectations.
- If a Partnership District superintendent requests additional support from the MI Excel Statewide Field Team (SWFT), the SWFT will honor that request

after contacting the ISD/ESA Implementation Facilitator to inform them of the request and ensure that the support is coordinated and aligns with the ongoing work.

- MDE expects that each of the parties providing support and services informs the others involved in assisting the district/school to implement their Partnership Agreement and sets up a communication plan to keep abreast of current initiatives. The PAL will ensure that this communication plan includes email and face-to-face interactions that best meet the needs of the parties doing the work. The common outcome of all services and supports is to increase the systemic capacity of the adults in the organization to improve the cognitive, physical, behavioral, social and emotional well-being of every child.

### **MDE Partnership Agreement Liaisons (PALs)**

- Along with the ISD/ESA Implementation Facilitators, work with district and school teams to determine challenges to systems implementation and student achievement gains.
- In coordination with the superintendent and implementation facilitator, determine what resources are available to support the Partnership Agreement.
- Sign MI Excel service plans for assigned Partnership Districts.
- Include ISD/ESA Implementation Facilitator and MI Excel SWFT members in relevant correspondence regarding the Partnership Agreement and services provided.
- Encourage the superintendent to consider how the ISD/ESA Implementation Facilitator and MI Excel SWFT members can support the Partnership Agreement.
- Provide support, when needed, in building working relationships with ISD/ESA Implementation Facilitator and MI Excel SWFT members.
- Communicate regularly with ISD/ESA Implementation Facilitator and MI Excel SWFT members about progress on Partnership Agreement goals.

### **ISD/ESA Regional Assistance Grant Implementation Facilitators (CSI Schools)**

- Along with the MDE Liaison (Partnership Districts only), work with district and school teams to determine challenges to systems implementation and student achievement gains.
- In coordination with the superintendent, determine what MI Excel services could be implemented to meet those needs and align with the Partnership Agreement.
- In coordination with the superintendent, request MI Excel Statewide Field Team services for technical assistance, coaching and on-site support.
- If installation of Systems Alignment (Blueprint) or professional learning about Literacy or Assess Needs has been selected, assess the capacity of the ISD/ESA to attend trainings and do the work with the district/school. Contact the MI Excel Statewide Field Team as needed.
- Document needs and services in district and school service plans. Obtain signature of MDE PAL (Partnership Districts only).

- Monitor delivery of MI Excel services
  - When MI Excel training has been selected as a service, the ISD/ESA Implementation Facilitator, in coordination with the superintendent, will determine which trainings are appropriate to attend.
- Evaluate the impact of the MI Excel services to include findings in the End of Year Report.
- Communicate regularly with MDE PAL and MI Excel SWFT members about coordinated services being provided to districts/schools.

### **MI Excel Statewide Field Team (SWFT)**

- Provide professional learning in Systems Alignment (Blueprint) components, Literacy (in conjunction with the GELN Literacy Task Force), Assessing Needs, on-site Leadership Academies, Summer institutes.
- In collaboration with the superintendent and ISD/ESA implementation facilitator, utilize the partnership agreement and/or service plan to drive the selection of services provided to districts and appropriate levels of participation.
- Provide technical assistance, coaching, on-site support to districts/schools upon request of the superintendent in coordination with the IF.
- Collaborate with ISD/ESA Implementation Facilitators when a district makes a direct request for services to ensure there is not duplication of services
- Coordinate with MDE Liaison (PAL) and ISD/ESA Implementation Facilitators to plan and attend meetings and trainings as approved by the superintendent
- Communicate regularly with MDE PAL and ISD/ESA Regional Assistance Grant Implementation\_members about coordinated services being provided to districts/schools.

### **Targeted Support and Improvement (TSI) and Additional Targeted Support (ATS) Schools**

Targeted Support and Improvement (TSI) Schools have one or more student groups defined as performing in the bottom 25% within each applicable component. Additional Targeted Support (ATS) Schools have one or more student groups performing at or below the lowest performing 5% of schools. Supports for TSI and ATS schools are coordinated by the Calhoun Intermediate School District Consortium through the Title I Technical Assistance Grant (TAG).

### **ISD/ESA School Improvement Consultants (TSI and ATS Schools)**

- Determine what Technical Assistance Grant (TAG) services could be implemented to meet needs and align with the ATS and TSI SIPs
- If installation of Systems Alignment (Blueprint) or professional learning about Literacy or Assess Needs has been selected, assess the capacity of the ISD/ESA to attend trainings and do the work with the district/school. Contact the MI Excel Statewide Field Team as needed.
- Monitor delivery of MI Excel services

- When MI Excel training has been selected as a service, the ISD/ESA Implementation Facilitator, in coordination with the superintendent, will determine which trainings are appropriate to attend.
- When allowable RAG funds are used for any ATS/TSI supports, evaluate the impact of the MI Excel services to include findings in the End of Year Report.

### **MI Excel Statewide Field Team (SWFT)**

- Provide professional learning in Systems Alignment (Blueprint) components, Literacy (in conjunction with the GELN Literacy Task Force), Assessing Needs, on-site Leadership Academies, Summer institutes.
- In collaboration with the superintendent and ISD/ESA implementation facilitator, utilize the partnership agreement and/or service plan to drive the selection of services provided to districts and appropriate levels of participation.
- Provide technical assistance, coaching, on-site support to districts/schools upon request of the superintendent in coordination with the IF.
- Collaborate with ISD/ESA Implementation Facilitators when a district makes a direct request for services and ensure there is no duplication of services.
- Coordinate with MDE Liaison (PAL) and ISD/ESA Implementation Facilitators to plan and attend meetings and trainings as approved by the superintendent.
- Communicate regularly with MDE PAL and ISD/ESA Regional Assistance Grant Implementation\_members about coordinated services being provided to districts/schools.

**A list of districts receiving Blueprint, Literacy, or Assessing Needs supports may be found here:** <https://miexcelresourcecenter.org/miexcel/tag-supported-districts/>

### **MI Excel Liaison**

- Communicates with the ISD/ESA Implementation Facilitators and Statewide Field Team consultants to gather information on the coordination of supports based on needs identified by the district.
- Provides observational feedback on these meetings to the Calhoun Assistant Superintendent of Curriculum, Instruction and Assessment, the MI Excel Manager and the Executive Director of the Statewide Field Team.