



Michigan Continuous Improvement Conference

November 18, 2019

Breakout Session Descriptions

Monday, November 18, 2019 – 10:30 a.m. to 11:45 a.m.

MICIP: From Mindset to Process

MICIP, the Michigan Integrated Continuous Improvement Process, is a pathway for districts to improve student outcomes by assessing whole child needs to develop plans and coordinate funding. It also refers to a mindset, a process, and a platform. Participants in this session will get an overview of the process and a preview of how it will be reflected in the platform. (See map provided at Conference Registration for your location).

Concurrent Breakout Sessions 1:15 p.m. to 2:30 p.m.

A School's Journey from Top to Bottom – Banquet Room 1

This session will introduce participants to Maples Elementary School in Dearborn, and their continuous improvement journey as they moved from near Priority School status to National Distinguished School status in 2018. On the way, Maples received multiple state level recognitions including Reward School, Beating the Odds School and A State Academic Champ.

Addressing Leaks in the Educator Pipeline – Banquet Room 6

In order to ensure all children have access to a well-prepared, fully-qualified educator, districts should examine their activities across multiple parts of the educator pipeline. The presenters discuss processes districts can use to look systematically at their staffing system to prepare, place, develop, and retain educators.

Aligning Policy, Funding and Resources to Support Early Literacy 0 Banquet Room 7

Increasing literacy achievement is a statewide focus. Please join us as we explore aligning policy funding and resources to improve student outcomes.

An MTSS Success Story – How “Social Thinking” United Teachers and Learners in Pinckney – Room 104

Our approach targets students' social emotional needs as well as their academic success. In addition, using this approach in Tiers 1, 2 and 3 ensures that every child's needs are met at the exact level of support they require. General education and special education are systems that can at times, work in silos, independent of each other. By collaborating on all Tiers we address the needs of every student on every Tier.

Assess Needs (MiCSI) – Banquet Room 8

Teams engage in an Assess Needs Process in order to plan effectively, identify priorities, make decisions and solve problems. Its utilization affects every aspect of Continuous Improvement: Planning, Implementing, Monitoring and Evaluating. Participants will gain a better understanding of how the Assess Needs Process supports demonstrating and documenting a known need, builds a better understanding of the context or situation, and helps select a strategy or design an educational program to address needs.

Back to the Future: MISchoolData Redesign, MICIP, and Beyond – Banquet Room 2

With the Whole Child as a guide, what data sets support healthy, safe, engaged, challenged and supported students? How is MISchoolData changing to meet the needs of the Continuous Improvement Process? Come on a guided tour of the portal, the redesign, and the exciting plans for connections to MICIP. Find out how to join the Train-the-Trainer Network to gain access to resources to support local use.

Collaborating to Resource Initiatives Supporting Student Needs – Room 204

The session will provide an overview of school finance and return on investment. The presenters will also discuss the importance of strong communication between the business office, State & federal programs, human resources, program planners, regional consultant, ISD/RES partners, and community partners early in the continuous improvement process.

Connecting Families, Schools and Communities through Family Engagement – Room 102

When families, schools, and communities work effectively together, family engagement supports the learning, development, and health of every learner. This session will provide a research overview, provide strategies and an overview of MDE efforts to support programs in schools in supporting families as partners in their child's education. Participants will have an opportunity to interact with others to support local and statewide development and implementation of Michigan's Family Engagement Framework.

Educator Certification – Hall C #1

Educators are change agents for K-12 students and, as such, they are required to complete education-related professional learning to maintain certification and support the needs of the whole child. Appropriate for all educators, including administrators who support hiring and staffing, this session will outline the basics requirements for educator certification. This session will provide guidance on legislative changes and Administrative Rule revisions impacting re-certification, including MCL 380.1233 and MCL 380.1233b, specific to School Counselors.

Exploring Collaborative Inquiry to Foster the Whole Child Approach in Continuous Improvement – Banquet Room 3

Collaborative inquiry unleashes the resourcefulness and creativity of educators to continuously meet the needs of the whole child to ensure all students reach standards of excellence. As an active participant, you will gain knowledge about the whole child tenets, and insights into what collaborative inquiry is, its purpose and benefits, and strategies for engaging in collaborative inquiry.

Exploring Tools to Foster Applied Strategic Thinking and Planning – The Pub

Institutions can now cultivate a culture of continuous improvement by using a dynamic four-step strategic thinking and planning improvement process facilitated by eProve strategies. Attend this session to gain an introduction to the competencies and resources needed to be more strategically minded and forward-thinking. This workshop is for school leaders who are looking to:

- Increase leadership skills in data-driven strategic thinking and

- improvement planning
- Maximize resource utilization and focus day-to-day decision making

Improving Decision Making by Using Templates for Continuous Improvement – Hall C #2

Learners will be provided with templates that can be used within an MTSS framework for decision-making at the individual student, intervention group, grade, school, district, and ISD levels. The templates help to standardize the process for teams to use data to identify a problem area/need with precision, further determine the factors contributing to the identified area, develop a systematic plan using the MTSS framework, implement, and evaluate the effectiveness of the plan.

Jim Harris Breakout (TBD) – Room 201

Leadership for Computer Science Standards Implementation that Offers Deeper, Connected Learning – Hall C #3

Learn how one district is partnering with their community to create a comprehensive instructional process that engages diverse learners in deeper learning through computer science, preparing them for success. Dig into the new K-12 Computer Science (CS) Standards - the what and why. Hear about ways to implement including what is happening with CS @ Detroit Public Schools Community District.

Making the Rounds: A Systemic Approach to Literacy Improvement – Banquet Room 5

Explore the Instructional Rounds Networking Model which builds collective improvement around a problem of practice focused on GELN Essential Literacy Practices. This process enhances collective efficacy, as educators develop a shared understanding of high-quality instruction and how it might be supported. Schools engaging in this process develop a plan, guiding their next level of work, helping Michigan reach its goal of becoming a Top 10 education state one district/school at a time.

Making the Transition to Standard-Based Grading: One District's Journey – Room 103

Assessment: For eight years our district task force has researched best-practice assessment/grading and taken gradual steps to transition all grade levels from a "traditional" to standards-based model. This is the story of where we started, what we have done, where we are now, and where we hope to be.

MDE's MTSS Data Systems (MiMTSS) – Room 205

This session will provide participants with an overview of MDE's MTSS Data System (MiMTSS). This system is free to all Michigan districts and supports team-based, data-driven decision making within an MTSS framework. Dashboards are available to guide continuous improvement of MTSS at the school, district, and ISD levels using reach/scale, capacity, fidelity, and student behavior and reading data. The system is also used to identify schools, districts, and ISDs that are eligible for MTSS recognition based on strong outcomes and progress.

Not Your Mama's Preparation Program: Framing Teacher Preparation Around Equity and the Whole Child Approach – Room 101

Michigan's 21st century educator preparation programs have changed dramatically in the last two decades and now have requirements and flexibilities that were not in existence when many of our current, experienced teachers were certified. This session will examine new requirements for educator certification and provide an overview of certification pathways (traditional, alternative route, residency) and flexibilities schools and districts can utilize to assure all PK-12 students have an appropriately placed and effective teacher.

PBIS on the Bus: Addressing the Whole Child – Room 203

This session will highlight one district's journey in implementing PBIS on the school bus in with an out of district transportation company. It will provide details of the timeline used for implementation and systematic ways that collaboration occurred between transportation and the school district. Information will also be shared on lessons learned from the installation and implementation process. The presentation will describe how district-wide bus expectations decreased bus suspensions.

The Hexagon Approach: Leveraging Elegant Design for a Professional Learning System – Hall C #4

Whether implementing early literacy strategies to meet the needs of the Read by Grade Three law, supporting teachers through the adoption of the Next Generation Science Standards, or embedding Restorative Practices, learn how you can construct professional learning that will meet the varied needs of your teachers, principals, and district leaders. With this systematic approach, you can support teachers and leaders as they transfer their learning into action, instructional change, and ultimately student success.

Touch the Heart, then Teach the Child – Governors Room

All students have the right to be healthy, safe, engaged, supported and educated in environments in which they are challenged academically and have adults who care about them. Providing a positive climate requires that staff learn social/emotional skills and their applications to a range of meaningful practices. During this session we will share strategies that sustain the academic social/emotional and physical health of students as well as practices for increasing family/community engagement.

Transforming Schools by Fostering Great Lakes Literacy – Room 202

This dialogue will demonstrate strategies and best practices for grounding learning in the context of freshwater access by incorporating Great Lakes and Water Literacy principles into whole child models. The focus is on strengthening continuous improvement processes and student performance through place-based education and existing curricula. This is an announcement for a field test grant opportunity for the 2020-2021 school year that can be used to support continuous improvement strategies which address the learning needs of the whole child.

Whole School, Whole Community and the WSCC Framework: Where to Start – Banquet Room 4

Participants will get a thorough overview of the WSCC model and the role it plays in supporting the success of students in their schools and where to start to implement into their school or district.

Concurrent Breakout Sessions 2:45 p.m. to 4:00 p.m.

Beyond Practices: An Exploration into Restorative Leadership – Hall C #4

How do leaders transform their schools to be restorative? Inspired by "Implementing Restorative Practice in Schools" (Thorsborne & Blood) and "Unleashing the Positive Power of Differences" (Kise) this highly interactive session will engage participants in selected activities including constructing meaning around the social discipline window and fair process, as well as managing the polarities of these concepts. Participants will leave this session with tools and strategies that can be used in their own context.

Boosted by Technology: Integration in Continuous Improvement Process – Banquet Room 3

Framing the effective use of technology to support continuous improvement can be difficult. This session will highlight technology supports within the Continuous Improvement process to show the impact of deliberate student-focused, technology- leveraged learning strategies.

Continuous Improvement for Newbies – Banquet Room 8

This session is intended for those who are new to the Continuous Improvement Process and will cover some of the basics of the current reporting requirements and utilizing the Practical School Improvement Timeline. There will be time dedicated during this session for technical assistance and an opportunity to ask questions.

Creating Mathematical Mindsets: Can We Do the Fun Math? – Room 101

Using the work of Jo Boaler, see one school's journey to implement practical strategies and activities to show all children, even those who are convinced that they are bad at math, that they can enjoy and succeed in math. By allowing 4th and 5th graders to play, visualize, and investigate math, students were soon begging to "do the fun math". Join this session to see how one school has worked to help students see math as a series of beautiful connections rather than a list of "disconnected topics".

CSI Three Rivers: Family Engagement Project – Room 102

Continuous School Improvement (CSI): Three Rivers has created a system encouraging our entire staff and families to collaborate in reaching school-wide goals based on data. We partnered with our Family Advisory Board to create a culture where we are truly a learning community where families actively take part in their child's learning. See how our School Improvement Plan hasn't become a dusty binder on the shelf, but a living, breathing document that moves us forward.

Developing Social-Emotional Literacy: A Bridge to Understanding – The Pub

Participants will explore ways to improve and/or develop strategies to implement SEL into their classroom, professional, and personal relationships. With an emphasis on communication, non-verbal gestures, and questions

building empathy, participants will work to improve their EQ within themselves and within their instructional practice.

Did You Know That There are Options to Modify the Michigan Graduation Requirements? Let's Talk About the Michigan Merit Curriculum (MMC) and the Personal Curriculum (PC) Flexibility – Room 202

As Michigan strives to ensure that all students are "Career and College Ready", it becomes critical that school leaders know and understand the graduation requirements in order to support their educators and assure that students become proficient. This session thoroughly explains the MMC requirements as well as the extensive flexibility in meeting those requirements. Participants will also gain an understanding around the modifications that are allowable through a PC, providing options for students to customize their course of study based on their post-school goals.

Digital Strategies to Deepen Student Learning: 7 Big Ideas – Room 104

Come join us on a guided tour of 7 big ideas to improve teaching and learning. This session will explore innovative digital strategies that take classrooms to the next level. See best practice strategies in action for students to construct knowledge and deepen their learning while developing technology competencies. You will leave with classroom examples and guidance on how to use these ideas in your school to support continuous improvement.

Early Childhood Education Matters Most...Find Out How to Take the Steps in Your District to Make This Happen – Banquet Room 2

Each participant will be introduced to the Early Learning District Self-Assessment Tool that was designed and edited to allow a district to see if they are meeting the needs of their earliest Birth through Age Eight Learners. In addition, receive targeted information on the work the National AASA Early Learning Cohort is completing and how it is influencing districts around the nation.

Essential Instructional Practices for Disciplinary Literacy: Grades 6 to 12 – Banquet Room 7

This presentation will provide participants with an introduction to the newly released Essential Instructional Practices for Disciplinary Literacy: Grades 6 to 12. Participants will be able to consider how these practices connect,

extend, and challenge the current state of instruction. Additionally, participants will explore possible ways to move the work forward, as well as helpful resources.

Grow Your Own Staffing Options – Hall C #1

Recent revision of law and Administrative Rules surrounding the issuance and use of educator permits, authorizations and approvals makes staffing schools in a highly competitive job market easier than ever before. Understanding the nuances of these alternatives to fully certified individuals enables administrators and school leaders to think systematically about their needs and find creative and collaborative staffing solutions.

Implementing High Academic Standards and Social Emotional Learning in an Alternative High School – Room 103

For most at risk students, an alternative educational experience is the last resort to earn a high school diploma. Davison Alternative Education has designed and implemented a structured daily class schedule that has content aligned to standards and allows time during the school day to help our students with social and emotional needs.

Integrating the Whole Child into the Continuous Improvement Planning Process – Banquet Room 4

The Whole School, Whole Community, Whole Child (WSCC) model is highly recommended to local schools by MDE for addressing the needs of the whole child. Presenters will highlight successes of twenty-four Michigan schools integrating whole child strategies into their school improvement plans. Presenters include Paul Liabenow, Executive Director of MEMSPA; Steve Sukta, WSCC Specialist; and Principals of exemplary schools who will discuss how the WSCC framework is integrated into the continuous school improvement planning process.

M-STEP Score Reporting – Room 203

Join members of MDE's Office of Educational Assessment and Accountability (OEAA) team in a presentation discussing the M-STEP reports and data available to schools and districts. We will talk about what reports are there, when they are accessible, where you can find them, and how they can be used appropriately in a comprehensive and balanced assessment system.

Moving Beyond Compliance to Implementing a Continuous Improvement Process – Banquet Room 1

The session will inform participants about the district's school improvement initiative that focuses on continuous improvement through constructive feedback. The process involves all stakeholders including students and parents. Presenters will demonstrate how this practice has evolved from informal class visits to a well defined initiative that follows a schoolwide rubric and protocols to assess the level of fidelity with the implementation of the school improvement process.

Responsibility to Students: Educational Ethics in the 21st Century – Banquet Room 6

The Michigan Department of Education has approved a new Michigan Code of Educational Ethics. As technology advances and social media expands, it is necessary for districts to develop local policy and use available resources to support ensuring an effective education workforce. It is essential that policies provide educators with guidance in understanding how professional decision-making can impact the safety and well-being of children.

Support, Wellness and Accountability, the Story of Newaygo County Career-Tech – Governors Room

Come hear our story on how we sustained continuous improvement by moving from isolation to collaboration among teachers who all teach unique content. This has been our goal the past 3 years. Over this time, we have developed two strategic improvement goals focused on increasing employability skills and strong content skills. Through visiting others around the state, we have implemented systems to impact student's social and emotional needs and Evidenced-Based Reporting.

Understanding Root Cause – Banquet Room 5

Does your Continuous Improvement Plan address the same issues or problems year after year? Strengthening your Understanding Root Cause may be the key to ending the cycle of cause-and-effect reactions that ultimately lead to the problem(s). In this session you will gain an understand of Root Cause and explore common protocols and tools to help you develop more effective continuous improvement plans.

Using a System-Wide Data Review Process for Improved Student Outcomes – Hall C #2

Through the implementation of an MTSS Integrated Model, Hastings Area School System uses a systemic process for data review. A similar data review process is used at individual grade levels, buildings, and at the district level and focuses on literacy, behavior, course performance, and attendance. HASS follows the continuous improvement model, “Gather, Study, Plan, Do,” at least three times per year, and allows educators to focus on critical data for improved student outcomes.

Wait! I’m Biased? Understanding How Biases Affect Our Personal and Professional Interactions – Room 205

Unconscious bias is in each of us. Biases can be good or bad. Can you identify when you have a bias? Is it a good or bad bias? What makes it good or bad? What's the difference between a bias and a prejudice? Together participants will explore the answers to these and many other questions. We'll also engage in learning that explores how unconscious (often called Implicit Bias) bias affects personal and professional day-to-day interactions. Join me to uncover unconscious biases.

Who’s Talking, Who’s Listening?: Student Voice in Continuous Improvement – Room 204

We will explore the ways student voice can improve schools and systems through the continuous improvement process. Examples from 2 different school districts will provide concrete examples and attendees will have time to develop a plan bring back to their system.

District System Infrastructure for Guaranteed & Viable Curriculum – Niles Community School’s Story – Hall C #3

At Niles Community Schools (NCS) we have developed a systematic approach for the creation of a guaranteed and viable curriculum for all academic disciplines in grades K-12. In this session, we will discuss how district level curriculum teams and building level PLCs work to ensure that all students have access to a system that is responsive to their individual needs.