

Don't forget the MAS/FPS Winter Institute is February 4 and 5, 2010, at the LEXINGTON HOTEL.



Michigan Association of State and Federal Program Specialists

January 2010

<http://www.masfps.org>

Facilitating Communication
Among Our Members

MAS/FPS Celebrates 40 Years of Helping Students Succeed

Maridada discusses Inkster successes at Boyne institute

BY RICK HEITMEYER, EDITOR

“Please remember that we don’t know WHO the child is sitting in front of us – every life has a value. Teach every child with such rigor ...” exclaimed Dr. Tom Maridada, Superintendent of the Pontiac School District.

Maridada shared the turnaround story of Inkster Public Schools at the Michigan Association of State and Federal Program Specialists

Fall Institute at Boyne Mountain Resort on September 30.

Students learn three languages (in addition to English, students learn Mandarin Chinese, Arabic, and Spanish) and the tenets of math and science. Students participate in exhibitions to show what they have learned. The district moved away from

SEE MARIDADA ON PAGE 3



WORKING TOGETHER

A team comprised of staff and parents from Escanaba Area Public Schools gathered over the summer to learn how to review and interpret a variety of data. As data leaders, they learned a process that they will be able to use and to replicate back at the building level.



Amendments must be done early in '10

- AMENDMENTS — Please realize that the amendments should be limited, e.g. one amendment. Final allocations will be announced (in the next week); carryover; summer school; staff changes; changes in function codes. Get the information and then make **ONE AMENDMENT**. You are allowed 10% deviation -- moving money within (less than 10%).

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Welcome from the President

The Michigan Association of State and Federal Program Specialists is an education organization committed to ensuring that the students of Michigan receive as many opportunities as possible to get the quality education needed to be successful in today's world. We seek to accomplish this by facilitating communication between educators and state and federal legislators; by providing timely and effective professional development opportunities for those who administer state and federal programs; and by serving as a source of information needed to successfully manage these education programs.

The challenges we face today in Michigan are great, but, the ingenuity, strength, and creativity our educators possess is greater — creating potential to lead to tomorrow's opportunities for success in classrooms across the state. The resourcefulness our teachers and administrators continuously demonstrate is a testament to their ability to transform problems into possibilities.

MAS/FPS is working hard to provide support to educators through relevant and targeted professional development activities. As we strive to help schools and districts not only be “compliant” with state and federal regulations, we also want to help them ensure that the instruction they provide the students that they serve is the highest quality possible. We want to invite you to stay abreast of the professional development offerings we will sponsor this year. Please let us know if there are areas in which you need additional support that are not included. We want to fill the needs of those we serve. If we cannot provide the specific assistance required, we will try to help you find that support.

In closing, we wish you much success this school year! Victory is ours!

Yours in service to educators and kids,

Dr. Paula Y. Daniels, President
Michigan Association of State and
Federal Program Specialists

Blueprint for writing

► BY SHARON SPENCER, MASFPS

Comparative Adjective List:

- both
- somewhat
- alike
- same
- similar
- different
- in common

Comparative Word Lists Sample Sentences:

- Both cats and dogs are somewhat alike.
- Cats and dogs are the same in many ways.
- Cats and dogs have a lot in common.

Don't neglect your SASA health!

► BY KARON E. YEAGER, KALAMAZOO PUBLIC SCHOOLS

Do you fear that you may be susceptible to GAAP's irregularity (Generally Accepted Accounting Principles), PAR anemia (Personnel Activity Report), EDGAR irritation (Education Department General Administrative Regulations), or ARRA fatigue (American Recovery and Reinvestment Act of 2009)?

If you are worried about “GAAP-itis”, “PAR-itis”, “EDGAR-itis”, or “ARRA-itis”, you may want to hurry and seek a SASA (Student Achievement and School Accountability) inoculation by reviewing the most recent SASA monitoring document. Since the monitoring document is routinely updated, subsequent booster shots also may be prescribed.

SASA is the office in the U.S. Department of Education responsible for monitoring the use of Title I, Part A, and related programs, including the Prevention and Intervention Program for Children and Youth Who are Neglected, Delinquent or At-Risk of Dropping Out of School (N/D), Title I, Part D; and the McKinney-Vento Homeless Education Assistance Act of 2001 (Homeless), Title X, Part C.

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paper and pencil tests.

Teachers retooled with new strategies and determined what to do with students who don't read at grade level.

Inkster worked with an Oakland ISD program that allowed for an accelerated reading intervention program with Laura Schiller. The results are phenomenal, according to Maridada.

Furthermore, Inkster enlisted the stakeholders in the community. The Inkster community has phenomenal group support. Community members lend their support, while corporations have helped sponsor trips to Europe, New York City, and other places, Maridada said.

The school used a grant writer to make additional things happen, including securing the Small Learning Communities (pays for early college initiative) and History Grants (\$2.4 million to cover certain expenses—multiple sources available at grants.gov). Edushift's grant writer, Carole Guse, wrote the grants, and the only cost to the district was the evaluation piece, which Guse provided.

Marva Collins Seminars helped at Inkster, as well. Maridada said the district was able to turn grade level meetings into a professional learning community dialogues.

Datawise provided a basis for "how to use data to make informed decisions in the classrooms."

"You have copious amounts of data — we test kids to death, instead of teaching them," Maridada said. He reiterated that we must have tests and assessments where kids can demonstrate what they learn, a Constructivist approach to education, he said.

"We put a focus on, 'Let's talk about how this fits in to what we're trying to do.'" How does it relate to the school improvement plan? We began to ask good questions regarding student achievement. We focused on best practices and moved principals from being managers to being INSTRUCTIONAL LEADERS.

Implementation of the Early College Program was a key component to the turnaround of Inkster Public Schools, Maridada said. We had to take advantage of the opportunities around us and used Wayne County Community College District.

How could we ensure our kids were finished on

"time?" We start in 10th grade and students have to attend school every semester. Yes, that means at least two classes every semester at WCCCD — and more classes in the summer as they advanced through the program to arrive at 62 credit hours.

High school representatives, i.e. chaperones, attended, as well, to help the high school kids. The chaperones provided tutoring, support, etc. Inkster's four academies (each with an academy coordinator) include Performing arts, Engineering, Allied health, International business. The district and community made a huge investment in young people in order to ensure they do well.

"Accountability is the key," Maridada highlighted. Costs include tuition, books, and transportation. We financed dual enrollment from Title I and the Small Learning Community grant.

We spent time planning all academies. First year was a foundation year to plan EVERYTHING that is in place. Our goal was two-pronged: set the standard for what we want teaching and learning to look like in our schools. We identified expectations for teaching and supervisors monitored instruction. We differentiated between good and not good instruction.

The second year included implementation. We believe you should always pilot before a full-fledged implementation.

"Success will show others you can be successful," Maridada explained.

We allowed teachers to become teacher leaders due to efficacy; allowed release time to plan and share practices; allowed teachers to demonstrate what they have done (show and tell); we avoided and destroyed isolation ...

Our power is to make sure we are transforming people's lives. Autonomy may develop as children grow. What resources can we use to help EVERY child? All of our young people have a value and can contribute, Maridada stated.

"For every single child who comes into our classroom, we must treat them as if they are Barack Obamas in waiting. Push the envelope and say, 'You can be successful.' Success might not look like what success might become. A seed does not look like the plant it will eventually become. Treat them as if they are born to be great; that it is their birthright."

MAS/FPS and MDE co-sponsored summer accelerated Schoolwide learning sessions

BY SARA SHRIVER, MASFPS EXEC. SECRETARY

The Michigan Association of State and Federal Program Specialists and the Michigan Department of Education sponsored an accelerated learning session for all schools wanting to become new Title I Targeted Assistance or Schoolwide school this past summer.

Over 750 participants came together in June and August to learn about designing, implementing and evaluating school improvement plans. The goal – one plan, all requirements, and schoolwide reform for everyone in attendance.

For schools that were not able to participate this year, there are several tips that we would like to share with you to assist you in the process of annually reviewing your school improvement plan and process.



All schools must have a school improvement plan. It does not matter if you are a

Title I school or not, **all schools must have a current plan that is evaluated and updated annually.**

Use the school improvement plan rubrics posted on the MDE website to evaluate your current plan for Federal requirements from NCLB. These can be found at <http://www.michigan.gov/mde>, Office of School Improvement, Field Services, Title I Targeted or Schoolwide.

Use the school improvement plan checklist from Public Act 25 to ensure your plan meets the State requirements for school improvement plans. This can be obtained by emailing Sam Ewing at samewing@aol.com.

Make sure you are holding district and

Over 750 participants came together in June and August to learn about designing, implementing and evaluating school improvement plans.



building level school improvement meetings regularly. Regularly means more than once or twice a year.

Furthermore, make sure you have the right stakeholders on the school improvement teams. You must have administrations, support staff, certified staff, community members, parents, and if appropriate, school board members and/or students on your team.

Know who to contact if you need support developing a school improvement process. You can contact your Field Service Consultant, any MAS/FPS Board member, or your ISD for assistance for school improvement planning support.

MAS/FPS would like to thank the Michigan Department of Education, Office of Field Services for supporting the project and the staff that helped to take the lead: Michele Sandro, Sybil Lenzi, Barbara Cloudman, Gayla Mann, Margaret Madigan and Mike Radke. We would also like to acknowledge the following facilitators that assisted participants at the Teaching for Learning conference in August: Tom Reeder, Marie VanDame, Marie Miller, Mike Syropoulos, Glenda Virden, Harmon Beekman, Paula Daniels, Karen Ruple, Darlene Scott, Sam Ewing and Sara Shriver. Lastly, thank you to Syndee Malek and Julie Milewski for presenting the panel discussion.

Over 750 participants came together in June and August to learn about designing, implementing and evaluating school improvement plans.



The success of an organization is directly related to the amount of energy its members are willing to invest, and to its ability to harness and direct those energies toward a single burning purpose.

Winter INSTITUTE

Michigan Association of State and Federal Program Specialists



Celebrating Change ... Doing What Works

*Lexington Hotel
(formerly the Sheraton on Creyts Road)
Lansing, Michigan
February 4 & 5, 2010*

*Institute Keynotes
February 4, 2010*

*Elementary, middle, and high school panels
"High Performing Schools That Beat Their Odds"*

*Linda Jordan
Hope College Education Professor
"Brain Research, Implications for the Classroom"*

and

*Institute Keynotes
February 5, 2010*

*Dr. William Daggett
International Center for Leadership in Education
"Rigor, Relevance, and Relationships"*

*Dr. Michael Radke and Margaret Madigan
MDE Field Services Office
Information regarding Michigan Department of
Education updates.*



Linda Jordan



Dr. William Daggett

Celebrating Change, Doing What Works

Often described as "a teacher's teacher," Linda Jordan brings great enthusiasm, competence, and common sense to her work. Her firsthand experiences implementing the integrated thematic instruction model convinced her of the importance of acting on insights from the brain research to boost student achievement.

Willard R. Daggett, Ed.D., President of the International Center for Leadership in Education, is recognized worldwide for his proven ability to move education systems toward more rigorous and relevant skills and knowledge for all students.

eNews

Michigan Association of State and
Federal Program Specialists



The E News is a publication of MAS/FPS. The information contained within aims at informing the school and community members about events both past and future within the organization's community.

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Paula Daniels

President-Elect:
Michele Burley

Past President:
Judy Handley

Secretary:
Willye Pigott

Treasurer:
Sam Ewing

Executive Secretary:
Sara Shriver

eNews Editor:
Rick Heitmeyer

Registration will be available soon

- Cost for MAS/FPS members: Day 1 – \$160; Day 2 – \$160; Both Days – \$289. Non-members: \$100 added to your registration and you will become a member of MAS/FPS. Early registration ends January 20.
- Watch the MAS/FPS website (<http://masfps.org>) for more lodging information.
- This institute is an allowable expenditure using Title I, Part A; Title II, Part A; or Title I, ARRA funds. Be sure to include this information in your Consolidated Application.

YEAGER FROM PAGE 2

The SASA Office monitors the implementation of Title I and McKinney-Vento programs using a document containing indicators for each monitored area (Standards, Assessment and Accountability; Program Improvement, Parental Involvement and Options; and Fiduciary). The indicator document includes the applicable law citations, guiding questions, and examples of acceptable documentation and interview evidence for both the State Educational Agency (SEA) and the Local Educational Agency (LEA).

The SASA publication also clearly explains the purpose of the monitoring process, the desk review, monitoring preparation, on-site monitoring, the monitoring team, and the exit conference.

Think you need an inoculation? Then go to the U.S. Department of Education website (<http://www.ed.gov>) to obtain your SASA shot and subsequent boosters.

The challenges we face today in Michigan are great, but, the ingenuity, strength, and creativity our educators possess is greater. —
Dr. Paula Daniels

Wayne-Westland Schools Get S.M.A.R.T.!

Reading and Math Success in Summer School

(S.M.A.R.T. = Summer Math And Reading Team)

What We Accomplished

- A successful math and reading program for 23 days
- 309 students officially enrolled
- 160 students attended 20 or more sessions
- program delivered at three sites
- (Roosevelt/McGrath Elementary, Taft-Galloway Elementary, and Walker-Winter Elementary)
- 40 students awarded a “Top Banana Perfect Attendance”

Certificate

Incentives

- Several prizes were awarded in Thursday morning drawings
- Prizes included
 - a variety of books (narrative, informational, and reference materials)
 - problem solving puzzles
 - skill games
 - science kits
 - art & crafts projects

Curriculum Used

For Reading Grades 1-4

- Houghton Mifflin’s Soar to Success Summer School Program
 - aligned to Michigan’s ELA Content Standards and Benchmarks
 - and Grade Level Content Expectations
 - paired fiction and non-fiction selections which engaged,
 - motivated and informed students
- For Kindergarten
- focused on reading and writing skills

For Math

- Everyday Mathematics
- selected for solid research base and strong alignment with
- Michigan Mathematical Standards and Benchmarks
- strong focus on

Parent Comment

“I love this program! This is my son’s 2nd year and I cannot say enough about it - I even tried to get my daughter in!! My son’s confidence and skill level jumps, his love for reading and math jumps: he is happy to do his homework or extra work!! The reason is this wonderful program called S.M.A.R.T.”

problem-solving

Rhymes ‘n’ Times (Turner Educational Products)

- uses multisensory method to teach basic math facts

Parenting Activities

- Instructional Department partnered with Wayne-Westland’s

- Family Resource Center to offer parenting sessions

Michigan Association of State and Federal Program Specialists

WINTER INSTITUTE

February 4 and 5 at the Lexington Hotel in Lansing.

Six characteristics of a Professional Learning Community

1. Shared mission, vision, values, and goals
2. Collective inquiry
3. Collaborative teams
4. Action orientation and experimentation
5. Continuous improvement
6. Results orientation

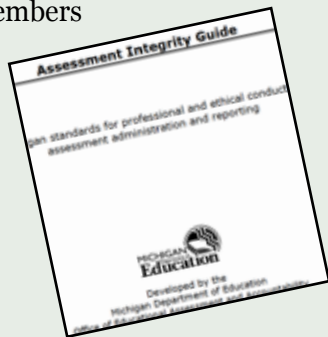
New Assessment Integrity Guide

► BY KAREN RUPLE, MASFPS

We have become aware of the newly-released Assessment Integrity Guide adopted by the State Board of Education on September 9, 2009; the guide replaces the current Professional & Accountability Practices for Educators and covers proper test administration procedures and how the MDE will handle improper assessment administration on OEAA assessments. Section 3 addresses assessment preparation.

The document reminds us that the overall focus of both instruction and assessment should be student learning for the long-term – including during the weeks prior to the state test – and not just test preparation. We particularly draw your attention to item 6 under Professional Assessment Preparation: Briefly review a previous grade’s content expectations (typically in the first two weeks), then move on to advance student learning by teaching the curriculum of the current grade level. Remediation of individual students who have not mastered previous content may also need to continue simultaneously. The state also reminds administrative staff to review these guidelines with all staff members and to document the meeting.

The entire integrity document can be accessed at http://www.michigan.gov/documents/mde/Assessment_Integrity_Guide_291950_7.pdf.



ARRA Reporting

► BY MICHELE BURLEY, MASFPS

The MAS/FPS Board of Directors met and discussed the new quarterly reporting requirements for districts to indicate how they are spending their ARRA funds. Specifically, the memo dated September 22, 2009, from Carol Wolenberg, Deputy Superintendent, directs districts to enter information into MEGS:

“The following information is required for each ARRA grant received and will be entered in MEGS:

1. The number of jobs created and/or retained due to the grant
2. A description such as a job title or job category for the jobs created and/or retained
3. The DUNS number OR name and zip code of all vendors paid with ARRA funds
4. An internal identifying number assigned by your organization to any sub-award given to a vendor
5. The total grant dollars expended on infrastructure investments for ARRA Education Stabilization Funds and IDEA grants only”

The point in question, was, what should be put for MAS/FPS sponsored events if they were paid for out of ARRA funding. MAS/FPS does not have a DUNS number, rather, they have a zip code.: 49287-0163.

We hope this information assists districts as they complete this required task. If you are not the MEGS Level 5 person in your district, please share this information with him/her. It is also recommended that you share this information with your school district business manager.

“I believe we will have achieved education reform when no teacher believes he or she can teach the same thing in the same way from one year to the next.”
— David Warlick —

“Have you thanked a frontline employee for a small act of helpfulness ...in the last three days?”
— Tom Peters —

Michigan Association of State and Federal Program Specialists

Empowering leaders to implement effective State and Federal programs to increase student achievement.



Northern Michigan **COMPENSATORY EDUCATION INSTITUTE**

Topics include
State and
Federal Program
Compliance, School
Improvement
and Parental
Involvement.



Watch www.masfps.org for additional information about registration and accommodations for the conference at the

Holiday Inn Conference Center

Marquette, Michigan

May 24 / 25, 2010