



STATE SYSTEMIC IMPROVEMENT PLAN

*SEAP SSIP Update
June 2015*

Missouri Department
of Elementary and Secondary Education

Background

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- State Systemic Improvement Plan (SSIP)–Phase I sent to OSEP in March 2015
 - Part B teleconference with OSEP on June 17
 - Part C teleconference with OSEP on June 16
 - SEAP is MO’s primary stakeholder group
- Phase I – data and plan for implementing the **Collaborative Work** in 350 schools
- <http://dese.mo.gov/special-education/state-performance-plan>
- Phase II due April 2016



Phase II

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- Improve Infrastructure—internal and external
- Align and leverage current State improvement efforts
 - Agency Top 10 by 20 Plan
 - Build capacity to scale SSIP statewide
- Evaluate SSIP
 - University of Kansas—as part of the State Personal Development Grant (SPDG -- providing \$7 million over 5 years)



SSIP--Collaborative Work Observations

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- HQPD is still viewed as an event not a process—the brokerage model
- Collaborative teaming is still the event not the culture
- Need to greatly increase the focus on improving teaching/learning practices
- Leadership matters
- Struggle with the elements of “systems” work



Infrastructure Risk Analysis

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Category	Attribute	Low Risk	Medium Risk	High Risk
Governance	Independence related to each other and of the state			X
Fiscal	Fiscal/business plans in place for sustaining/ maintaining/expanding are observable		X	
	Defined process to bring projects to scale			X
Quality Standards	Uniform quality standards for staff skills, knowledge, and competencies		X	
	Uniform quality standards for training staff		X	
	Depth of knowledge related to curriculum	X		
	In-house expertise in areas specific to the Collaborative Work		X	
	Capability and capacity to provide individualized coaching	X		
	Capability and capacity to provide group coaching		X	
Professional Development	Uniform quality standards for PD delivery		X	
	Uniform quality process for materials development		X	
	Strategic use of technology to enhance and bring efficiency to technical assistance/professional development		X	
Data Capacity	Use of data to guide decisions observed in the RPDC operations			X
Technical Assistance and Accountability	Use of measurements to evaluate progress and success			X



Leadership—

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- New module designed to jump start building leadership to support:
 - Collaborative culture
 - Effective teaching and learning practices
 - Use of common formative assessments
 - Use of data to drive decisions
 - Students, families, community
- Voluntary participation



Making connections—Multi-Tiered System of Supports (MTSS)

UNIVERSAL LEVEL—All Districts/Buildings

Big Rocks	Leadership (Systemic and comprehensive approach)	Collaboration (Comprehensive Collaborative Structures)	Effective Teaching/Learning (High quality curriculum and instruction)	Measurement and Assessment (Balanced and comprehensive approach)	Data-Based Decision-Making (Data informs all educational decision)	Parent and Community Engagement
District Level	EQ					PAT
Building Level	PLC, SW-PBS, CW, EQ Protocol for the 4 stage model for effective leadership	PLC, SW-PBS Protocol to create and support collaborative environments Strategic systems which facilitate efficient and effective implementation.	PLC, SW-PBS Evidence based practices Evidence based strategies	PLC, SW-PBS Formal/informal measures and standardized processes for assessing progress and performance	PLC, SW-PBS Standardized protocol for building level data.	SW-PBS
Classroom Level	PLC, SW-PBS, CW, EQ Training in teacher leadership standards (exemplary).	PLC, SW-PBS, CW Protocol to create and support collaborative environments Strategic systems which facilitate efficient and effective implementation.	PLC, SW-PBS, CW Post Secondary Success (KU) Evidence based instructional practices Evidence based instructional strategies	PLC, SW-PBS, CW Formal/informal measures and standardized processes for assessing student progress and performance	PLC, SW-PBS, CW Standardized protocol for data-based decision making for classroom level data.	PAT



Do-It-Yourself (pilot)

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- Purpose: provide feedback on CW products to see if schools, districts and individuals can use the materials with little outside support –if they choose.
- Pilot in schools willing to conduct professional development on their own and provide feedback
- A strategy for building statewide capacity



DIY pilot (continued)

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- Resources available on-line re:
 - Data teams
 - Common formative assessments
 - Data-based decision making
 - 2-4 Teaching/learning practices
- 2 Levels
 - Level I—central hot line/chat line
 - Level II—periodic/scheduled support (webinars, group meeting, limited on-site)



CW Alternate Funding Schema—based on activities completed

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- Evaluate all teachers on 2 CW elements (**one of which must be a teaching/learning practice**)
- Evaluate all teachers on 3 CW elements
- Evaluate all teachers on 4 CW elements
- 85% of teachers administer 4 CFAs
- 85% of teachers administer 5 CFAs
- 85% of teachers participate in at least 6 CDT meetings



Credentialing

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- Being considered as a requirement for personnel using state resources and charging a fee-for-service
- Will likely cover all resources developed through OSE—PBIS, PLC, CW, etc.
- Especially important in Tiers 2 and 3 of MTSS where depth of knowledge increases



Contact Us

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