

## Educator Supports Center of Excellence Update

Strengthening local school districts and educators by providing professional learning, consulting, coaching, and educational resources.

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**Month:** May 2025

**Administrator:** Stephanie Brown / Mindy Miller

### **Update:**

All Michigan school districts use the Michigan Integrated Continuous Improvement Process (MICIP) to develop goals, strategies, and plans in order to ensure improvement focused on student achievement. Educator Supports works with all of our local districts in developing and implementing these plans. Our Educational Improvement Consultants support school districts in understanding and using continuous improvement tools and processes. We help districts create plans that are tailored to their specific needs and are realistic to implement. In some of our districts we serve as thought partners for the district leadership, while in others we facilitate the process for their improvement teams. This includes working together to analyze data, identify root causes, set clear goals, and choose strategies that match the district's capacity to carry them out effectively. Once a plan is in place, we continue to support the work through coaching, building leadership and staff capacity, and tracking progress. Every district is different, so the support we provide looks a little different in each case and often evolves over time. Below are a few examples of how we have partnered with districts to support their improvement efforts.

One district has the following strategy to address their main goal: Create and implement a system to conduct rounds and utilize the data to include timelines, schedules, securing substitute teachers, processing rounds data, and sharing information. Buildings and districts will use the data to both monitor and drive areas of focus.

To support this work, our Educational Improvement consultant, Paul Holbrook, met with each of the school's improvement teams throughout the year to help develop and carry out the instructional rounds model. He also served as the district facilitator for the rounds allowing all of the district teachers and leaders to be full participants within the process. Paul worked with school leaders and teams to define the focus of the work, set clear expectations, build a schedule, and identify a specific problem of practice for each school. He provided training for multiple teams on how to conduct instructional rounds, led the classroom observations to gather data, and facilitated the debrief sessions to help teams analyze the information. The insights gained were used to identify strengths and areas for growth and to support the ongoing evaluation and monitoring of the district's improvement plan.



Another district we are working with has a building where our work has focused on strengthening systems that support student belonging, cultural awareness, high expectations, and engagement. The leadership team centered their work around three key initiatives: developing a House System to build school community, enhancing Team Time to raise academic and behavioral expectations, and implementing the Character Strong SEL curriculum to foster a deeper understanding of cultural awareness among staff and students.

Our early work focused on establishing new structures, including daily SEL/WIN time, integrated Team Time, and consistent planning and intervention cycles. An implementation plan was developed, aligning key strategies with measurable outcomes and integrating data tools like Panorama, SWIS, and PBIS to monitor progress. As the work evolved, the team recognized the need for stronger action plans, particularly around resource allocation, staff capacity, and the sequencing of key activities. In response, our KRESA team worked with school leadership to create documents that outlined and articulated a firm plan for each initiative to ensure that implementation would be sustainable and impactful.

Most recently, our collective team selected SEL as the initial focus for deeper work and began researching ways to enhance or complement their current program. Through collaborative planning, honest reflection, and an ongoing commitment to continuous improvement, the school has laid a strong foundation for building a more connected, supportive, and high-expectation culture for students and staff this year.

As previously mentioned, we are honored to get to work with all of our districts on continuous improvement. The examples above showcase some of that progress. We strive to build and maintain trusting relationships with our locals in order to continue being able to partner with them in this work.

**Action Item:** N/A

**Fiscal Impact:** N/A

**Attachments:**