

Wisconsin Statewide System of Support (SSOS)


The Wisconsin Department of Public Instruction assumes responsibility for implementing the Statewide System of Support (SSOS) and ensuring that all schools in our state are achieving at the highest level. The SSOS is a comprehensive framework of support that provides the infrastructure for systemic and sustained changes in student achievement and organizational effectiveness. This framework describes consequences and rewards for student learning and achievement, as well as levels of support for schools where student performance must be improved.


	INCENTIVES	CAPACITY	OPPORTUNITIES
Title I Schools/ Districts with Improving Achievement	<ul style="list-style-type: none"> Schools of Recognition Awards Schools of Recognition Grants Spotlight Schools Program Teacher Fellowship Program 	<ul style="list-style-type: none"> Title I Network participation including professional development opportunities <i>Characteristics of Successful Districts</i> Self-Assessment Process <i>Characteristics of Successful Schools</i> Peer Review process Guidance and technical assistance on use of funds to improve student achievement through print and electronic media Title I documents that assist schools in developing high quality programs, i.e., Schoolwide, Targeted Assistance, etc. Title I Consultant visits to schools 	<ul style="list-style-type: none">
Title I Schools/ Districts with Static Achievement	<ul style="list-style-type: none"> Schools of Recognition Awards Schools of Recognition Grants Spotlight Schools Program Teacher Fellowship Program 	<ul style="list-style-type: none"> Title I Network participation including professional development opportunities <i>Characteristics of Successful Districts</i> Self-Assessment process <i>Characteristics of Successful Schools</i> Peer Review process Guidance and technical assistance on use of funds to improve student achievement through print and electronic media Title I Consultant visits to schools 	<ul style="list-style-type: none">


Title I Schools/ Districts with Decreasing Achievement	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Title I Network participation including professional development opportunities • <i>Characteristics of Successful Districts</i> Self-Assessment process • <i>Characteristics of Successful Schools</i> • Peer Review process • Guidance and technical assistance on use of funds to improve student achievement through print and electronic media • Title I Consultant visits to schools • Supplemental Educational Services (SES) Toolkit • Principals' Leadership Retreat 	<ul style="list-style-type: none"> • Statewide meeting of schools that missed AYP or are SIFI to provide information about sanctions and share best practices on school improvement 	
INCENTIVES		CAPACITY		OPPORTUNITIES
Schools/Districts Identified for Improvement	<ul style="list-style-type: none"> • Corrective Action Plan (CAR) • Committee on School and District Improvement (CODSI) 	<ul style="list-style-type: none"> • Title I Network participation including professional development opportunities • <i>Characteristics of Successful Districts</i> Self-Assessment process • <i>Characteristics of Successful Schools</i> • Peer Review process • Guidance and technical assistance on use of funds to improve student achievement through print and electronic media • Supplemental Educational Services (SES) Toolkit • Principals' Leadership Retreat 	<ul style="list-style-type: none"> • Statewide meeting of schools that missed AYP or are SIFI to provide information about sanctions and share best practices on school improvement 	
Persistently Lowest Achieving (bottom 5%)	<ul style="list-style-type: none"> • Corrective Action Plan (CAR) • Public identification of being Persistently Low Achieving on DPI and USDE websites • Money to implement reforms • Additional reporting requirements • More prescriptive practices must be implemented 	<ul style="list-style-type: none"> • DPI Liaison to Milwaukee Public Schools • On-going monitoring by Title I and School Support Team • Vendor support: onsite consultants • MPS meetings with other SIG schools to share best practices • On-going technical assistance from DPI staff • Title I Network participation including professional development opportunities • Center for Innovation and Improvement Online SIG Monitoring Tool • Supplemental Educational Services (SES) Toolkit 	<ul style="list-style-type: none"> • Operational flexibility • Flexibility with CAR in Literacy, RtI, Positive Behavior Intervention Systems (PBIS), math, and professional development • On-going work toward licensure changes • Restart models • Closing ineffective schools 	

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Our Title I Schools fall along a continuum:

Title I Schools/Districts
with 
achievement

Title I Schools/Districts
with 
achievement

Title I Schools/Districts
with 
achievement

Schools/Districts
Identified for
Improvement

Persistently
Lowest
Achieving

