Wants vs. needs

MAISD Strategic Planning 2012
Results from Local District Meetings

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Carson City – Crystal

9th grade ELA teacher
Kindergarten teacher
School social worker
HS principal
HS science teacher

Question 1

1. Technology support for upcoming statewide assessments (Smarter Balance).
2. 1 to 1 – What do we see as a device of use (research and share info).
3. Teacher support with training based on growing trends (i.e. ASD population).
    a. Early childhood education
    b. Communication
    c. Collaboration
4. Promotion to community. (MAISD programs and services)
5. Student mentoring/partnering to build strong and positive climate in school community.
6. Partnership with local community businesses.
7. Focus on technology – accessibility and use in classroom and beyond.
8. Staff training to special ed (and maybe regular ed) how to teach skills (lagging) to students with high needs in regular ed/mainstreamed.
9. Staff training to regular ed, especially how to accommodate and teach to special needs, more extreme like a student in 8th/9th grade with 2nd grade reading level, so we can mainstream more.
10. Better explain to all staff how the ISD can help us, for example, the role of a TC.
11. ISD directed/organized collaboration for alternative/adult ed, transitions adult students, etc.
12. Navigating the state – keep us up to date and ahead of the curve with state requirements.
13. Expand options for junior year credits earned at The MACC.
14. Any type of a shared data base for teachers across county to use as a pool of resources.

Question 2

1. Expand collaboration among districts to create/improve student options.
2. Support at individual level. What does Johnny need to be successful in regular ed?
3. One-on-one para-pro?
4. After school tutoring?
5. Time to improve reading skills?
6. Assistive technology?
7. Enrichment opportunities for all students. Programs within schools? I don't know what this would look like.
8. Do we have the ability to offer Internet access to disadvantaged?
9. Training staff how to mainstream more with more challenging students and increase in demands for MEAP/AYP/graduation requirements.

Question 3

1. Expand collaboration among districts to create/improve student options in areas
    a. Alternative education, Adult transitions, Sharing staff
2. Technology
3. Communication
4. Training
5. Anticipate future needs for training and technology for all staff and community.
6. Teacher education and training

I help students succeed.

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Central Montcalm

Kristi Teall
Amy Meinhardt
MS/HS special ed

Question 1

1. Co-teaching – how to, suggestions for success in using this model, support for those using the model.
2. Career opportunities for the cognitive impaired programs.
3. Following the state standards for class size and not do an increase.
4. Do not deviate from the Michigan Administrative Rules, i.e., 23 on a case load instead of 18-20. Not the best for kids or best practice.
5. Have Deb Koepke do more inservices. She is a wealth of information.
6. More support on disaggregating state data.
7. Does the ISD have a strategic plan for technology?
8. Support for special ed staff adjusting to core curriculum/essential elements test for certificate students.
9. Clearer communication of who should be giving direction from ISD (laws, policies, strategies).
10. More support regarding how to move to a good researched based co-teaching model.
11. Consolidation of further services.
12. Supporting administration in research models of closing the gap with ED (economically disadvantaged) and SWD (students with disabilities). What works?

Question 2

1. Support blended learning opportunities (online learning).
2. With access to so much data help us identify strategies that are closing the gap (SWD).
3. Hair on Fire is going to be awesome!
4. Can we do some sort of 3 year plan to address SWD?
5. We currently have DSIT/BSIT/PLC's. What about an ISD team?
6. Intensive research based resources for small caseloads of students (i.e., 20 or less on a caseload).
7. Training on first best practice.
8. If we want student to not drop out, we may need to offer other supports such as LD self-contained or English/math in resource rooms.
9. Students are achieving "passing" scores on the essential elements test.

Question 3

1. Psychology services.
2. Co-teaching support. Providing a real viable plan of action to close the gap with short and long term goals.
3. Emphasize the different population of students we have. Poverty.
4. Closing the gap with SWD.
5. Ideal model to provide 80% or more in general ed and meet goals.

MAISD Strategic Planning 2012
Results from Local District Meetings

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Greenville

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Asst Supt Curriculum
Director Student Serv
HS Principal
Elementary Principal
School social worker
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Question 1

1. Recognize Greenville as a unique larger district that may have different needs than other locals.
2. Resources allocated by size of district and number of students.
3. Assuring services are provided proportionally (market share) in all areas.
4. Community education.
5. Continue expansion of alternative education.
6. Transition plus age 20-26 needs.
7. Special education.
8. Adult education.
9. Virtual learning.
10. Online learning (locals share staff, structure, courses with others).
11. Online learning options – high school, adult education, expelled.
12. School to work collaboration – Michigan Works, MRS, MCBH.
13. Substance abuse – courts, education, leadership, parental piece.
14. 19-26 year olds – how can we support those that are not SCI?
15. (MAISD is already) Viewed as a service organization to all local districts.
16. Consistent monitoring of programs – quality standards.
17. Consistency of programs and services (frequent shifting of staff).
18. Consistency in staff assignments (TC services, psych services).
19. Consistency with providers of ancillary services.
20. CTE and partnering with locals
21. Continue with MACC options and build on current programs.
22. Curriculum, instruction, leadership, collaboration (great work being done now – continue to build on it).
23. Collaborative decision making in reference to program/fiscal decision (may be specific to special ed) build in capacity and consensus.
24. Collaborative programming decisions (special education).
25. Collaborative process across all locals to determine and inform programming needs.
26. Collaborative hiring practices (sit in on interview teams, etc.).
27. Program visions communicated where are we headed, how does that impact ISD special education plan, input from locals.
28. Support/program for high need/low incidence population – consistent support – access based on size of district/support need.
29. Communication of why before the what.
30. Special education – clear definitions of programs.
31. Communication of program changes – discussion of impact – long and short term implications.
32. Technology support, collective purchase – PowerSchool support with customized reports & training.
33. Technology lead/support (Calhoun ISD).

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Greenville

Question 2

1. Student success - Transitioning services, ages 20-26, MACC, MCC, Transition Plus, MRS, Michigan Works, Adult Ed, GED Supports.
2. Support potential drop outs. West Michigan Virtual fills a need for a number of students.
3. Blended virtual learning, course offerings utilizing local teachers but house their classes through ISD.
4. Ombusdman services our ISD very well. How can we capture that success and build on it?
5. Student success – online learning – adult ed, high academic students, failing students, expelled students.
6. Advocacy for individual/collective district needs.
7. Leader in PD for best practices such as Hair on Fire, personal curriculum, creative programming options. Help us help kids.
8. Continued opportunities for high level professional growth opportunities and collaboration opportunities (things are very good now – keep up this great work).
9. Collaboration of locals to evaluate scope of services distribution, implication of changes, implementation, etc.
10. All students (special ed) have access to a full continuum of service within district/ISD programs/resources.
11. Greater integration and relationship building between building staff and ISD program staff.
12. Collaborative decision making – hiring, program decisions, why before the what, input for creative solutions.
13. "Trade" opportunities for hands on learners, culinary program.
14. Coordination of tech services and opportunities.
15. Help make better leaders at local provide PD to administration.
16. Increased communication of changes, etc.
17. Communication – frequent, accessible, collaborative, so we can support you because we have consensus.
18. Data provided ISD wide – where are the gaps, how do we learn from each other, county wide best practices, more opportunities to learn from each other.

Question 3

1. Online virtual course offerings.
2. Online learning opportunities – this supports successful students, failing students, adult ed, 20-26 year old, Michigan Works, MRS, MCC, MACC.
3. PowerSchool "expert" to support all districts in management and training.
4. Emphasize local input into hiring/program design where they have a vested interest.
5. Expanded opportunities through MACC.
6. Invest in and foster relationships, collaboration, and communication.
7. Plan activities that support locals and their kids – PD include tech – parent supports.
8. Problem solve with us – take time to listen to concerns – find ways to help us feel supported through services and resources.
9. Involve locals in decisions facilitate ways locals feel a part of the process – program, staffing, services.

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Lakeview

Question 1

1. Rtl tier training (as Kim mentioned).
2. How to empower/educate parents so students come to school prepare and able to learn.
3. Address how to handle non-special ed identified students with severe behavior issues.
4. Best practices – studies tied to districts proven longitudinal success.
5. Inclusion – making sure all teachers get the concept.
6. Rtl strategies for speech-language in classroom.
7. Student physical needs addressed (food, clothing, shelter).
8. Student transition to college/vocations.
9. Program evaluation – How do we evaluate PD?
10. Common core from start to finish – unpacking; curriculum documents; aligned assessments; parent guides; aligned report cards – Hair on Fire!
11. Develop classroom interventions: Include K-12 recording document.
    a. SLI language interventions
    b. Early literacy (phonemic awareness, letter sound ID)
    c. OT/PT interventions
    d. Math intervention strategies
12. Behavior interventionist.
13. There should be some overlap with the "Hair on Fire" plan. Is there a way to put that in the strategic plan?
14. Common core?
15. Common core – keeping everyone updated and on the same page.
16. Parent education.
17. Clarification and support for undiagnosed EI.

Elementary Principal
Spec Ed Coordinator
SLP
EL/MS Counselor

RTI / student support

CCSS

Question 2

Teachers overwhelmed

1. Student success and an exit plan for all students that define needs and goals.
2. All leading to student success: Rti, Behavior interventions, Parent education.
3. Provide service opportunities to staff to benefit the community.
4. Define Rtl process:
    a. Create an Rtl K-12 common recording intervention sheet.
    b. Compile SLI, OT, PT, literacy and math interventions.
    c. Train.
    d. Put intervention and resources in teachers' hands.
    e. Rtl specialist/expert to guide process.
5. Activities for service available for students.
6. Guide for students to take ownership.
7. Peer models, peer training, and opportunities to "do" leadership.
8. Plan opportunities for students to serve.
9. Students receiving diplomas.
10. Training and education on how to be effective leaders.

Question 3

1. Training opportunities for the concerns/topics from Question 1 (behavior, etc.)
2. Pair older student tutors/mentors with younger student.
3. Parent training to promote grade level readers.
4. Effective communicators for academics and social/peer interactions.

MAISD Strategic Planning 2012
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Montabella

Curriculum director
Food service
Clerical
HS science teacher
HS special ed
Elementary teacher

Question 1

1. Students transferring schools within ISD.
2. Updated and more professional development days for food service.
3. List serves.
4. Networking with teachers throughout the ISD that teach the same classes.
5. District wide food service meetings for training/sharing ideas.
6. Collaboration with other schools/teachers/ grade levels to share and receive ideas.
7. Group meetings for all schools (common subjects) to collaborate and share ideas for implementing curriculum.
8. Communicate offerings directly to teaching staff/community. I'm not exactly sure what you offer.
9. Technology training and common core. Common core asks for students to utilize technology a lot more.

Question 2

1. Provide assistance and support for special education for special education programs even if we can't send kids to ISD programs. Sharing with other locals and look at another special ed millage opportunity.
2. Preschool database through ISD. Since we don't count them can they be put on ISD PowerSchool?
3. Provide support in PowerSchool through the purchase of PD and providing work group sharing for office staff on Count Day.
4. More para-pro support for gen ed teachers or highly qualified spec ed staff in ELA and math to teach spec ed in separate classes.
5. Transitional community based programming for all students not just MiCI and work study.
6. Leadership training for students.
7. We have universal free breakfast. How close are we to universal free lunch?
8. Continued support for the Back Pack Buddies and sending food home with students.
9. RtI training. Student population low. Majority need some sort of intervention.
10. More services offered to secondary teachers.

Question 3

1. Teacher resources "clearing house"
2. Parent resource center.
3. Invest in RtI model.
4. Invest in training for behavior interventions and RtI.
5. Emphasize leadership. Teach adults and students how to be effective leaders.
6. Provide support for growth with gifted and talented students, knowing that with our evaluation system ALL students must make one year's growth.
7. Infrastructure of support for all initiatives.
8. Invest in training teachers to ensure student success.
9. County-wide initiative – involve all schools
10. RtI – (1)Process detailed, (2)RtI recording sheet common K-12, (3)RtI interventions SLI, O/PT, Literacy, Math – all from county put together, (4)Compile intervention packets and put in teachers hands
11. Compile parent/community resources for shelter, free glasses, counseling, mental health, physicians, parent training.
12. Behavior interventionist/specialist – staff training, work with parents, work directly with staff

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Tri County

Question 1

| Superintendent |
| Curriculum specialist |
| HS SS teacher |
| Elementary gen ed |
| Speech |

1. Supporting local districts with supports for children who are not fitting into the general ed setting but not qualify for special ed.
2. Improvement in graduation rate in Montcalm County. How is the ISD going to support the local district to increase this rate?
3. Supporting the RtI process and helping local districts implement these programs.
4. More professional development for special educators.
   a. positive behavior support
   b. technology
   c. new teaching strategies
5. Grant writers and finding funds.
6. We collaborate with the KISD. Could we increase offerings of MAISD PD through communication and having PD available in local itself?
7. What is offered to our local district with implementing the RtI process and needed supports?
8. The difficulty/resistance in getting a special ed student into an ISD program (more than 1 year?)
9. Continued focus on career tech/academic blend.
10. Increased support for regular ed teachers with special ed students in classes.
11. PD – assistance in analysis of data and using to drive curriculum and instruction.
12. College career readiness. Address strategies to keep students in college outside of academics.
13. Have PD come to districts. The ISD could offer a unique structure for PD given the size of our districts. Train the trainer model does not work well.
14. Instructional technology – train teachers how to use Ipad, Elmos, Smart Boards, Google drive, etc.
15. Strategically create county ends that districts work together on.
16. Communication between ISD and locals.
17. Moving to a true RtI model for LD students.
18. In special ed – more collaboration and less gatekeeper.
19. Support for special ed students.
20. More support for enrichment for high performing students.
21. Tech support for teachers/staff on how to keep up with society.
22. New teacher support.
23. Curriculum PD opportunities for teachers with all new changes with standards and assessments.

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Tri County

Question 2

1. Being more visible. We should know what you do and what is available.
2. Teen leadership programs for students ready to demonstrate or even develop leadership skills.
3. PD for teachers on leadership/collaboration with new changes like PLCs.
4. Train and teach leaders, especially to admin so they can take it back to buildings.
5. Too much of the same conversations at ISD meetings.
6. Continue talks with the ISD and locals on consolidation of services to provide better service for locals.
7. Helping every child achieve their best future.
8. No student "falls through the cracks" but is provided ever resource and support to succeed at their ability level.
9. PD/training – how can we get better at teaching students critical thinking and analytical skills? The DBQ training is great!
10. Preparing students for life after high school, i.e., career information, life skills, etc.
11. College planning.
12. Moving to the common core assessment – will the ISD be available to locals for training and how to prepare our students.
13. Offer opportunities to visit, research, etc. districts that are successful and have similar economic situations. For example, high performing low income districts on MEAP, NWEA.
14. Move from proficiency model for student success to a growth model.
15. Technology support so students are college/career ready.
16. More programs at career tech center for current trends (food service – cultural diversity).
17. Prep for teachers on how best to prepare students for curriculum and assessment changes.

Question 3

1. Development of teen leadership program.
2. Consultant who specializes in leadership, teacher, or staff growth.
3. Support program for students struggling in general ed.
4. Tech support at local districts. Consultants or such who can demonstrate what is new or how to use what they already have.
5. More program offerings for students at career/tech center.
6. Someone to research opportunities for students who need more enrichment. No funding currently but maybe a consultant could gather resources for local districts.
7. Behavioral specialist
8. Professional development and communication of PD
9. Teacher coaches for new curriculum.
10. Increased and improved communication.
11. Training and resources to implement RtI for ELA and math. Strengths and weakness model not working.
12. Focus on making children successful. Increase graduation rate. Support low IQ students within general curriculum. Offer PD in districts who have successful RtI programs.
13. PD at local level that is meaningful, immediately applicable, and beneficial to students beyond high school. Teachers need help moving towards skills-based instruction, critical thinking instruction, etc.
14. Hire more academic consultants by subject and possibly grade level (elementary/ms/hs) to support locals in
15. RtI – Assessment – PLC – Curriculum-Depth of Knowledge Have these consultants go to the districts.
16. PD communication (hard copy bulletin).
17. PD focusing on new state assessments.
18. Go to where ISD tech support helps TC within districts through tech training to staff possibly setting up technology.
19. Communication in the special ed department for more available access to ISD programs.

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Vestaburg

HS principal
Elementary principal
Spec ed coordinator
Elementary counselor
HS science teacher

Question 1
1. Behavior students support in the general education classroom.
2. Special education training for general education teachers.
3. Support with behavior students. Ross Green was great but could it be something on a county-wide PD day for all staff? They could benefit from this.
4. Best practice specific strategies – behavior.
5. Continue to beef up ELA and math at The MACC/CTE. (already really good – keep it up)
6. Strategies to incorporate special education students into general education settings.
7. County wide teacher collaboration.
8. More computer courses at The MACC.
9. Opportunities for special education staff to work together.
10. Differentiation training – smarter not harder. Increased numbers in rooms with different ability levels.
11. Opportunities for students at a lower functioning level toward job skills.
12. Timeliness
13. Follow-through
14. Consistency
15. CTE expand core offerings – science.
16. 504 trainings, new perspectives, legal issues.
17. Common PD day for departments/subjects.
18. Special ed transitions.

Expectations – results = frustration

Question 2
1. A person to come in and observe the behavior students and meet back with our team to assist us and check. New eyes. Your expertise.
2. 504 trainings.
3. Support/leadership in placing students in work places, helping communities understand disabilities.
4. Explanation of documents from ISD. Sit down with our team and make sure we are all on the same page.
5. Curriculum, assessment, etc.
6. Special education – the extreme cases, transitions, specialized programs.
7. PowerSchool collaboration, student, reporting, forms.
8. Transition needs, materials, ideas.
9. Ready to use strategies.
10. Quarterly meetings for special education teachers to share ideas and programming.
11. Parent outreach ideas.

Question 3
1. Emphasizing the collaboration.
2. Invest in specific teacher strategies.
3. Schedule and coordinate meetings for special education staff.
4. Curriculum sharing, resource sharing, collaboration opportunities.
5. Less paper. More student emphasis.
6. Emphasis on curriculum assistance with Hair on Fire set-up. (science)
7. Student behavior supports. Special ed students in general ed classrooms.