

Version 05-02

ST. JOSEPH COUNTY ISD

# **STRATEGIC PLAN**

2005-06

*Building Better Futures for Children and Communities*

**Our Pledge** is to be proactive, begin with the end in mind, put first things first, think win-win, seek first to understand then to be understood, synergize, sharpen the saw, be there, make their day, choose our attitude and provide an enjoyable learning environment.

**Our Job** is to work with our nine local communities to do together what cannot be done alone.

**Our Mission** is to enable all students to become contributing members of society by equalizing and improving educational opportunities cooperatively with students, educators, parents, and the community.

**Our Strategic Plan** contains goals and strategies that align with the MDE/ISD Matrix of Services, and is based upon a survey of our customers and the services and products that they receive. Each strategy has received a rating as follows:

- 0 = Our ISD does not currently provide this service.
- 1 = Our ISD provides this service on a limited basis.
- 2 = Our ISD provides this service and is meeting the needs of our customers. The strategies that received a rating of 2 are listed as “On-going maintenance” in the Progress Report column.

**GOAL 1: TEACHING AND LEARNING:** To improve student achievement for all learners and close the achievement gap for all sub-groups.

STRATEGY	WHAT IS	CAPACITY		RESPONSIBILITY	DESIRED FUTURE	OUTCOMES ASSESSMENT (Method/Rating)	PROGRESS REPORT
		Have	Need				
<b>SCHOOL IMPROVEMENT</b>							
1. Create training model and materials for dissemination and implementation.	Utilizing model from Successline, Inc.	<i>Rated: 1</i> Model to use	Data support	Instructional Leadership Dept.	More support for local assessments	Continued improvement in percentage proficient in all areas	
2. Clarify and support local district self-assessment through training and access to resources.	School strategy cards from Successline and SIF	<i>Rated: 1</i> Model	Continue involvement with Successline and OSI	<ul style="list-style-type: none"> <li>Instructional Leadership Dept.</li> <li>Special Ed Dept.</li> </ul>	Integration of SIF and CIMS	Continued improvement in percentage proficient in all areas and all subgroups	
3. Train and facilitate local adoption of school improvement model and process.		<i>Rated: 2</i>					On-going maintenance
4. Provide technical assistance to school improvement teams in the areas of:							
a. Data knowledge and management	MI-Tracker software purchased by the districts	<i>Rated: 1</i> Tracker and intro training MEAP	Support local assessments	Instructional Leadership Dept.	Ability to support formative as well as summative	Progress in loading and using local assessment data	
b. Goal setting	Good growth K-8, high school goals less aligned	<i>Rated: 1</i> Tracker	PD to train high school support for reform	Instructional Leadership Dept.	Support for curriculum goals is needed	<ul style="list-style-type: none"> <li>Dropout rate down</li> <li>Graduation rate up</li> <li>Percentage proficient – aggregate and subgroup</li> </ul>	
c. Implementing and monitoring the school improvement process.	Monitored through CLC meetings and on-site support	<i>Rated: 1</i> 1 person – a generalist	Curriculum support	Instructional Leadership Dept.	Need support for curriculum areas	<ul style="list-style-type: none"> <li>Dropout rate down</li> <li>Graduation rate up</li> <li>Increase in percentage of students proficient</li> </ul>	
d. Providing feedback on initiatives	<ul style="list-style-type: none"> <li>Monitored through CLC and principals</li> <li>On-site support from Instructional Leadership Department</li> </ul>	<i>Rated: 1</i> 1 person – a generalist	Curriculum support	Instructional Leadership Dept.	Need support for curriculum areas	<ul style="list-style-type: none"> <li>Dropout rate down</li> <li>Graduation rate up</li> <li>Increase in percentage of students proficient</li> </ul>	

STRATEGY	WHAT IS	CAPACITY		RESPONSIBILITY	DESIRED FUTURE	OUTCOMES ASSESSMENT (Method/Rating)	PROGRESS REPORT
		Have	Need				
<b>PROFESSIONAL DEVELOPMENT</b>							
1. Support local districts to meet requirements in the following areas:							
a. Highly qualified staff	<ul style="list-style-type: none"> <li>Local districts have assumed this responsibility</li> <li>Special Ed is different from general ed, especially with secondary teachers and temporary approvals.</li> <li>Locals need current information from the Office of Special Education (OSE).</li> </ul>	<i>Rated: 1</i> <ul style="list-style-type: none"> <li>Special Ed Monitor</li> <li>Executive Secretary</li> </ul>		<ul style="list-style-type: none"> <li>Local districts</li> <li>Special Ed Dept.</li> </ul>	All staff are highly qualified	Teachers who are or can be highly qualified are employed	
b. New teacher induction and mentoring	<ul style="list-style-type: none"> <li>A county-wide program is provided at Three Rivers Schools</li> <li>Special Ed teachers require specialized training in ISD procedures</li> </ul>	<i>Rated: 1</i> <ul style="list-style-type: none"> <li>Hired consultant</li> <li>Special Ed Monitor</li> <li>Teacher consultants</li> </ul>		<ul style="list-style-type: none"> <li>Three Rivers Schools</li> <li>Special Ed Dept.</li> </ul>	All special education teachers are effective	<ul style="list-style-type: none"> <li>All new teachers have effective mentors and are supported by appropriate professional development</li> <li>Procedures, rules, regulations, EasyIEP, Medicaid, etc. are done correctly</li> </ul>	
c. Teacher development	<ul style="list-style-type: none"> <li>Ongoing opportunities are provided at the ISD and on-site</li> <li>Monitoring is moved to a local level and special education teachers need to understand their part in it, especially with education benefit</li> </ul>	<i>Rated: 1</i> <ul style="list-style-type: none"> <li>Instructional Leadership Dept.</li> <li>Paid consultants</li> <li>Hand registrations</li> <li>Special Ed Monitor</li> <li>Last year's teams</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum help</li> <li>On-line registration system</li> </ul>	<ul style="list-style-type: none"> <li>Instructional Leadership Dept.</li> <li>Technology Dept.</li> <li>Special Ed Dept.</li> </ul>	<ul style="list-style-type: none"> <li>On-line registration for all ISD departments and local districts</li> <li>All special ed teachers will use the education benefit process to plan student services</li> </ul>	<ul style="list-style-type: none"> <li>Collaborative countywide professional development program</li> <li>50% of special education teachers will be trained in 2005-06</li> </ul>	
2. Provide conference and meeting facilitation for in-service and professional development.		<i>Rated: 2</i>					On-going maintenance
3. Act as MDE/LEA Liaison		<i>Rated: 2</i>					On-going maintenance
4. Provide support in the following areas of teaching and learning:							
a. Michigan Curriculum Framework/GLCE	Onsite support is provided as requested to assist with alignment	<i>Rated: 1</i> <ul style="list-style-type: none"> <li>Generalists in curriculum</li> </ul>	Content area specific support	<ul style="list-style-type: none"> <li>Instructional Leadership Dept.</li> <li>Special Education</li> </ul>	Ability to assist teachers to understand and instruct to effectively deliver the Michigan Curriculum Framework	Increased alignment as evidenced by MEAP scores/HOPE reports.	

STRATEGY	WHAT IS	CAPACITY		RESPONSIBILITY	DESIRED FUTURE	OUTCOMES ASSESSMENT (Method/Rating)	PROGRESS REPORT
		Have	Need				
b. Curriculum alignment	Onsite support is provided as requested to assist with alignment	<i>Rated: 0</i> Generalists in curriculum	Content area specific support	<ul style="list-style-type: none"> <li>Instructional Leadership Dept.</li> <li>Special Education</li> </ul>	Ability to assist teachers to understand and instruct to effectively deliver the Michigan Curriculum Framework	Increased alignment as evidenced by MEAP scores/HOPE reports.	
c. Instructional strategies	Little support	<i>Rated: 1</i> Awareness	PD in instructional strategies	<ul style="list-style-type: none"> <li>Instructional Leadership Dept.</li> <li>Special Education</li> </ul>	More effective use of research-based instructional strategies, assessments, etc.		
d. Research-based best practice	Little support	<i>Rated: 1</i> Awareness	PD in instructional strategies	<ul style="list-style-type: none"> <li>Instructional Leadership Dept.</li> <li>Special Education</li> </ul>	More effective use of research-based instructional strategies, assessments, etc.		
e. Assessment services	Little support provided, some with Calhoun Science Project	<i>Rated: 0</i> Minimal implementation	Support for mature assessment	Instructional Leadership Dept.	Assistance using and analyzing results from standardized and criterion-referenced tests to make informed curriculum and instruction decisions	Improved use of data to meet the students' needs and increase achievement	
f. MEAP analysis and consultation	Support through Tracker	<i>Rated: 1</i> On-site support	Data upload support	Instructional Leadership Dept.	Assistance using and analyzing results from standardized and criterion-referenced tests to make informed curriculum and instruction decisions	Improved use of data to meet the students' needs and increase achievement	
g. Standardized testing	Minimal support	<i>Rated: 0</i>	Data upload staff	Instructional Leadership Dept.	Assistance using and analyzing results from standardized and criterion-referenced tests to make informed curriculum and instruction decisions	Improved use of data to meet the students' needs and increase achievement	
h. Program evaluation for school improvement and accreditation.	Support for school improvement. No support for program evaluation	<i>Rated: 0</i> School Improvement support	Additional on-site support	Instructional Leadership Dept.	Ability to provide on-site support to analyze programs, provide feedback, and determine action plans and interventions	Effective school improvement process implemented county-wide	
i. Assistance in improving student achievement.	On-site support and information sharing	<i>Rated: 1</i> Building capacity	Additional on-site support	Instructional Leadership Dept.			
<b>RESEARCH AND DEVELOPMENT</b>							
1. Identify and expand knowledge of educational best practices.		<i>Rated: 2</i>					On-going maintenance

STRATEGY	WHAT IS	CAPACITY		RESPONSIBILITY	DESIRED FUTURE	OUTCOMES ASSESSMENT (Method/Rating)	PROGRESS REPORT
		Have	Need				
2. Assist in program evaluation to help identify programs, services, and practices that are effective and/or need to be changed.	The new monitoring model (CIMS) focuses on special education student performance. This will be implemented in all districts over the next three years.	<i>Rated: 1</i> • Special Ed Monitor • Local district teams		Special Ed Dept.	Local districts will analyze their systems for special education and write improvement plans	Three districts will do the Service Provider Self Review process in 2005-06	
3. Investigate and pilot non-traditional forms of instruction and delivery of educational services.	No services	<i>Rated: 0</i>		Instructional Leadership Dept.			
4. Create access to a broader range of research-based practices.	We explore our opportunities within the realm of known educational/school research resources.	<i>Rated: 1</i> Our Instructional Leadership Department keeps abreast of current trends and needs.	All ISD employees actively look for learning opportunities in various settings within our communities.	ISD staff	Creation of a leading learning across the community initiative where the ISD, LEAs, local agencies, non-profits, and private sector organizations all share trainings and learning opportunities.		
5. Design models and assist in implementation of models for continuous improvement.	School improvement model is supported. No services in other areas of general education.	<i>Rated: 1</i>		Instructional Leadership Dept.			
6. Design models for educational planning, programming, and decision-making and assist in implementation at the local districts.	Minimal support through the school improvement process	<i>Rated: 0</i>		• Instructional Leadership Dept. • Special Ed. Dept.			
7. Build awareness of opportunities that will support improvement efforts in the local districts.	Provided through County Leadership Council (CLC), Principal Academies, and Data Coach Series	<i>Rated: 1</i> Strong network	Increased support for early literacy	Instructional Leadership Dept.	Sufficient support to locate and implement initiatives locally	Effective implementation of state initiatives; i.e., LETRS, Dibels, Technology Literacy Benchmarks, MIBLSI.	

**GOAL 2: SPECIALIZED STUDENT SERVICES:** To meet the specific needs of learners.

STRATEGY	WHAT IS	CAPACITY		RESPONSIBILITY	DESIRED FUTURE	OUTCOMES ASSESSMENT (Method/Rating)	PROGRESS REPORT
		Have	Need				
<b>SPECIAL EDUCATION</b>							
1. Provide center-based programs for low-incidence students.	We have programs that address a variety of students' special needs.	<i>Rated: 1</i> 14 programs	Align service to meet student needs	<ul style="list-style-type: none"> <li>• Director of Special Education</li> <li>• Special Ed Supv.</li> </ul>	Meeting student needs to assure that all students receive a Free and Appropriate Public Education (FAPE)	Compliance according to ISD Plan	
2. Monitor higher incidence programs.		<i>Rated: 1</i>					
3. Place itinerant staff in local districts.		<i>Rated: 2</i>					On-going maintenance
4. Contract for services with vendors.		<i>Rated: 2</i>					On-going maintenance
5. Provide community-based instruction.	There is an informal alignment of CBI with core curriculum.	<i>Rated: 1</i> <ul style="list-style-type: none"> <li>• Teachers</li> <li>• Asst. Teachers</li> <li>• Principals</li> </ul>	PD time to align CBI activities with curriculum	<ul style="list-style-type: none"> <li>• Director of Special Education</li> <li>• Principals</li> <li>• Teachers</li> </ul>	Clear and direct tie between CBI activities and curriculum	Documentation of CBI as it relates to curriculum	
6. Provide transition services		<i>Rated: 2</i>					On-going maintenance
7. Provide homebound services.		<i>Rated: 2</i>					On-going maintenance
8. Provide diagnostic services		<i>Rated: 2</i>					On-going maintenance
9. Provide wrap-around services		<i>Rated: 1</i>					
10. Provide appropriate pupil transportation.	Resident district provides special education transportation to ISD programs	<i>Rated: 0</i> <ul style="list-style-type: none"> <li>• Long bus runs</li> <li>• Time concerns</li> <li>• Parental complaints</li> </ul>	Better alignment with locals	<ul style="list-style-type: none"> <li>• Director of Special Education</li> <li>• Superintendent</li> <li>• Transportation supervisors</li> </ul>	School day equal to that of the general education student	Monitored	
11. Provide technical assistance to local districts.		<i>Rated: 2</i>					On-going maintenance
12. Consultative services		<i>Rated: 2</i>					On-going maintenance
13. Supervise staff		<i>Rated: 2</i>					On-going maintenance
14. Coordinate parent and inter-agency groups.	We have the Parent Advisory Committee (PAC), Wrap-Around, Juvenile Day Treatment, Service Coordination Group, and MUST	<i>Rated: 1</i> Limited involvement	More people	Special Education	Full representation in all groups	<ul style="list-style-type: none"> <li>• Full representation for all districts on PAC.</li> <li>• Capacity to attend meetings</li> </ul>	
15. Provide professional development to improve instruction for students with disabilities.	We provide a variety of professional development opportunities.	<i>Rated: 1</i> Local and ISD customized PD activities	More alignment to current best practices and laws	<ul style="list-style-type: none"> <li>• Director of Special Education</li> <li>• Special Ed Supv.</li> <li>• Instructional Leadership Dept.</li> </ul>	<ul style="list-style-type: none"> <li>• Needs expressed by staff are addressed and made available</li> <li>• Informed staff who are current with best practices and laws</li> </ul>	Attendance at PD activities	

STRATEGY	WHAT IS	CAPACITY		RESPONSIBILITY	DESIRED FUTURE	OUTCOMES ASSESSMENT (Method/Rating)	PROGRESS REPORT
		Have	Need				
16. Assist in the interpretation and implementation of Federal rules and regulations.	We continue to provide current information to local districts regarding Federal and State laws.	<i>Rated: 1</i> Administrative staff	Strategy to implement IDEIA 04 to meet requirements regarding parochial schools	Special Ed Dept.	Meet requirements of the law	<ul style="list-style-type: none"> <li>Documentation of informational meetings held</li> <li>Documentation of notice of meetings sent to school administrators</li> </ul>	
<b>CAREER TECHNICAL EDUCATION (CTE)</b>							
1. Provide CTE Center classes.		<i>Rated: 2</i>					On-going maintenance
2. Provide student and staff internships.		<i>Rated: 2</i>					On-going maintenance
3. Provide apprenticeship programs.		<i>Rated: 2</i>					On-going maintenance
4. Support and/or delivery of local school-based CTE classes.		<i>Rated: 2</i>					On-going maintenance
5. Provide career information and training for students		<i>Rated: 2</i>					On-going maintenance
6. Specific design training for an existing workforce.		<i>Rated: 2</i>					On-going maintenance
<b>TECH PREP (11-14)</b>							
1. Direct/Articulated Credit		<i>Rated: 2</i>					On-going maintenance
<b>K-12 CAREER PREP</b>							
1. Career Awareness in the elementary/middle school.		<i>Rated: 2</i>					On-going maintenance
2. EDP's: middle/high school		<i>Rated: 2</i>					On-going maintenance
3. Career Pathways: high school		<i>Rated: 2</i>					On-going maintenance
4. Promote entrepreneurial education		<i>Rated: 2</i>					On-going maintenance
<b>TALENT DEVELOPMENT</b>							
1. Coordinate student programs.	Coordinate regional and countywide programs	<i>Rated: 0</i> Completed by support staff		Instructional Leadership Secretary	Continue provision of student programs	Provide opportunity for children to participate in Talent Development activities	
2. Coordinate student events		<i>Rated: 2</i>					On-going maintenance
3. Coordinate advanced programming.	No services	<i>Rated: 0</i>					

STRATEGY	WHAT IS	CAPACITY		RESPONSIBILITY	DESIRED FUTURE	OUTCOMES ASSESSMENT (Method/Rating)	PROGRESS REPORT
		Have	Need				
<b>COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION</b>							
1. Implement state mandates for higher education.	No services	<i>Rated: 0</i>					
2. Provide professional development for teachers and administrators.	No services in this area. Region 3 shared opportunities.	<i>Rated: 0</i>					
3. Distribute curriculum materials.	No services	<i>Rated: 0</i>					
4. Provide technical assistance to local school districts.	No services	<i>Rated: 0</i>					
<b>MATH AND SCIENCE CENTERS</b>							
1. Collaborate with math and science centers.	A relationship has been developed with KAMSC for PD, as requested	<i>Rated: 1</i>					
2. Provide development and technical assistance for local districts.	Support provided as requested	<i>Rated: 0</i>					
<b>AFTERSCHOOL EXEMPTIONS</b>							
1. Accept resolutions from local school boards regarding compliance with policies on before and after school programs.		<i>Rated: 0</i>	No action required at this time.				
<b>ALTERNATIVE EDUCATION PROGRAMS</b>							
1. Support alternative programs for specialized groups of students.		<i>Rated: 2</i>					On-going maintenance

**GOAL 3: EARLY CHILDHOOD/GREAT START:** To ensure a Great Start for every child: safe, healthy, and eager to succeed in school and in life.

STRATEGY	WHAT IS	CAPACITY		RESPONSIBILITY	DESIRED FUTURE	OUTCOMES ASSESSMENT (Method/Rating)	PROGRESS REPORT
		Have	Need				
<b>PARENTING EDUCATION</b>							
1. Administer Great Parents, Great Start grants.		<i>Rated: 2</i>					On-going maintenance
2. Distribute R.E.A.D.Y. Kits		<i>Rated: 2</i>					On-going maintenance
3. Provide and maintain a state-wide website of parenting and community resources.	St. Joseph County Great Start information is posted on <a href="http://migrateparents.org">migrateparents.org</a>	<i>Rated: 1</i> <ul style="list-style-type: none"> <li>Weekly updates by Great Start Assistant</li> <li>Monthly updates from HSC calendar</li> </ul>	Method of tracking use of website	<ul style="list-style-type: none"> <li>Great Start Program Manager</li> <li>Great Start Asst.</li> <li>Technology Dept.</li> </ul>	<ul style="list-style-type: none"> <li>Current information for families under all tabs of website</li> <li>A way to determine usage of website by St. Joseph County families</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Ongoing tally of who is using the website</li> </ul>	
<b>INFANT, TODDLER, AND PRESCHOOL ASSESSMENT, IDENTIFICATION, AND PROGRAMMING</b>							
1. Provide and support Early On, Child Find, and Early Childhood Special Education.	System in place, but broken	<i>Rated: 1</i> <ul style="list-style-type: none"> <li>Dedicated staff</li> <li>Community partners</li> </ul>	More staff for Child Find	Early Childhood Program Manager	Regularly meet timelines, find children, and serve children year-round.	<ul style="list-style-type: none"> <li># of children being served</li> <li># of children with special ed services in kindergarten</li> </ul>	
2. Convene and participate in Parent and Interagency Advisory Groups.	Early Childhood Workgroup meets monthly	<i>Rated: 1</i> <ul style="list-style-type: none"> <li>Large county involvement</li> <li>Parent support</li> </ul>	<ul style="list-style-type: none"> <li>Parent support</li> <li>Respect each other</li> <li>Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Early Childhood Program Manager</li> <li>Community Partners</li> </ul>	Collaborate with community partners to strengthen families and provide needed services.	<ul style="list-style-type: none"> <li>Attendance documented on minutes</li> <li>Parent involvement</li> <li>Community involvement</li> </ul>	
<b>IMPLEMENT THE EARLY CHILDHOOD CORE TEAM VISION (CHILDREN'S ACTION NETWORK)</b>							
1. Participate in leadership of Early Childhood systems building efforts.	Special Quest through Head Start	<i>Rated: 1</i> Parents and professionals of Early On and Head Start	Community education	<ul style="list-style-type: none"> <li>Early Childhood Program Manager</li> <li>Early Childhood Workgroup</li> <li>Head Start</li> </ul>	Countywide awareness of all early childhood programs	<ul style="list-style-type: none"> <li># of children in Early On</li> <li># of children with disabilities served through Early On</li> </ul>	
2. Administer programs in systems-building mode.	Early On partners	<i>Rated: 1</i> Community partners (CMH, CHA, local schools, MSUE, CAASC, CAN Council, DHS, parents)	Review and growth	All early childhood community partners	Seamless system for families and children	Family survey	

STRATEGY	WHAT IS	CAPACITY		RESPONSIBILITY	DESIRED FUTURE	OUTCOMES ASSESSMENT (Method/Rating)	PROGRESS REPORT
		Have	Need				
3. Coordinate the collaboration of faith-based and community organizations, specifically the Departments of Community Health and Human Services.	<ul style="list-style-type: none"> <li>• Early Childhood Workgroup</li> <li>• Presentations at public events</li> <li>• Great Start efforts</li> </ul>	<i>Rated: 1</i> Strong participation on Early Childhood Workgroup, DHS, and CMH	Need faith-based and community organizations	<ul style="list-style-type: none"> <li>• Great Start</li> <li>• Early On</li> </ul>	Seamless system of services for families and children	<ul style="list-style-type: none"> <li>• Local survey</li> <li>• Kindergarten readiness survey</li> </ul>	
<b>SCHOOL PREPARATION SERVICES (READY TO LEARN)</b>							
1. Support local district pre-K (Michigan School Readiness Program) activities and services, as well as tuition-based, Title I, Head Start, and other preschool programs.		<i>Rated: 2</i>					On-going maintenance
2. Participate in and convene local early childhood collaboratives and advisory committees.		<i>Rated: 2</i>					On-going maintenance
3. Coordinate professional development and training for service providers, parents, and community members.	<ul style="list-style-type: none"> <li>• 3-day Creative Curriculum training offered to all Early Childhood service providers, administrators, and child care providers.</li> <li>• Parent training through home visits and playgroups</li> <li>• ISD trainings for staff</li> <li>• Early On trainings</li> <li>• Frontline lunches</li> </ul>	<i>Rated: 1</i> PD opportunities for staff and service providers	More PD training opportunities for parents and community members	Great Start Program Manager	Anyone and everyone to be included in any trainings offered	Attendance roster at trainings will indicate who participants	

STRATEGY	WHAT IS	CAPACITY		RESPONSIBILITY	DESIRED FUTURE	OUTCOMES ASSESSMENT (Method/Rating)	PROGRESS REPORT
		Have	Need				
4. Collaborate with Head Start service providers.	<ul style="list-style-type: none"> <li>• Special Quest Head Start strives to serve children with disabilities</li> <li>• Referrals for income eligible children are sent to Head Start</li> <li>• Request all children not enrolled in Head Start be forwarded to Michigan School Readiness MSR) in a timely fashion</li> <li>• Enrollment and waiting lists are not given to Great Start regularly (frequent requests need to be made – takes too long to obtain info)</li> <li>• MSR and Head Start directors decide together which children are assigned to each MSR program</li> <li>• Head Start now services coordinators for Early On</li> </ul>	<i>Rated: 1</i> <ul style="list-style-type: none"> <li>• Actively meets in Battle Creek</li> <li>• Evolving system of enrollment</li> <li>• Strong partnership</li> <li>• Serving on each others committees</li> <li>• Serving some children</li> </ul>	<ul style="list-style-type: none"> <li>• Continued collaboration</li> <li>• Participants on core and policy council</li> <li>• More efficient method of collaborative enrollment</li> </ul>	<ul style="list-style-type: none"> <li>• Early Childhood Program Manager</li> <li>• Great Start Program Manager</li> <li>• Great Start Asst.</li> <li>• Head Start Administration</li> </ul>	<ul style="list-style-type: none"> <li>• Stronger programs to find all children with unmet needs.</li> <li>• Enrollment/waiting lists supplied regularly to Great Start</li> <li>• All Head Start and MSR directors will determine together each child's placement</li> <li>• All eligible children will be enrolled in pre-school</li> <li>• No children will “fall through the cracks” for enrollment</li> <li>• Countywide understanding of early childhood programs</li> </ul>	<ul style="list-style-type: none"> <li>• Continually updated enrollment lists will reveal all children who are involved</li> <li>• # of children with special needs enrolled in Early Head Start</li> <li>• # of services coordinators from Head Start</li> <li>• ISD participation on Special Quest</li> </ul>	

**GOAL 4: ADMINISTRATIVE SERVICES:** To provide administrative services that promote quality, efficiency, and cost containment.

STRATEGY	WHAT IS	CAPACITY		RESPONSIBILITY	DESIRED FUTURE	OUTCOMES ASSESSMENT (Method/Rating)	PROGRESS REPORT
		Have	Need				
<b>PUPIL ACCOUNTING (AUDITS AND CONSULTATION ON STUDENT ATTENDANCE ISSUES)</b>							
1. Provide assistance in the development and management of student databases.	Assistance is provided, as required. Three different student databases are used throughout the county.	<i>Rated: 1</i>					
2. Maintain and manage student databases.	Assistance is provided, as required. Three different student databases are used throughout the county.	<i>Rated: 1</i>					
<b>BUSINESS AND FINANCIAL SERVICES</b>							
1. Provide centralized payroll and related services.	Offer payroll services to local districts	<i>Rated: 1</i>	Hire more staff	<ul style="list-style-type: none"> <li>• Business Manager</li> <li>• Business Office</li> </ul>	Consolidate and save money – possible with additional staff		
2. Support professional negotiations ~ data collection, analysis, and dissemination.	Currently, there is sharing of information between LEAs and ISD regarding details of negotiated agreements between Boards of Education and various Union groups	<i>Rated: 1</i> We have the staff to do this	We need to create the data base and then keep this on our radar screen so that it will be continuously updated.	<ul style="list-style-type: none"> <li>• Supt. Office</li> <li>• Business Office</li> </ul>	A Countywide data base of contracts will be created and kept up-to-date.	Success will be indicated by satisfaction expressed by LEAs for this service	
3. Financial, accounting, investment, cash management, and data processing services.	Offer payroll services to local districts	<i>Rated: 1</i>	Hire more staff	<ul style="list-style-type: none"> <li>• Business Manager</li> <li>• Business Office</li> </ul>	Consolidate and save money – possible with additional staff		
4. Provide financial consulting services to local districts with focus on avoiding potential or eliminating deficits.	Offer payroll services to local districts	<i>Rated: 1</i>	Hire more staff	<ul style="list-style-type: none"> <li>• Business Manager</li> <li>• Business Office</li> </ul>	Consolidate and save money – possible with additional staff		
5. Coordinate cost containment initiatives (e.g., centralized purchasing, cooperative bids, benefit purchase, etc.)		<i>Rated: 2</i>					On-going maintenance
<b>TRANSPORTATION</b>							
1. Assist in bus routing, centralized purchasing, fleet operation, and bus driver training.	Bus routing and analyzing routes	<i>Rated: 0</i>	Cooperation of local districts	<ul style="list-style-type: none"> <li>• Director of Special Education</li> <li>• Pathfinder Center Principal</li> <li>• Transportation Directors</li> </ul>	Eliminate overlapping routes, consolidate routes – map/chart out		

STRATEGY	WHAT IS	CAPACITY		RESPONSIBILITY	DESIRED FUTURE	OUTCOMES ASSESSMENT (Method/Rating)	PROGRESS REPORT
		Have	Need				
2. Participate on and facilitate the Pupil Transportation Advisory Committee (PTAC).		<i>Rated: 0</i>					
<b>TRUANCY</b>							
1. Coordinate the monitoring and supervision of student attendance.		<i>Rated: 2</i>					On-going maintenance
2. Liaison with court system		<i>Rated: 2</i>					On-going maintenance
3. Visit families		<i>Rated: 2</i>					On-going maintenance
4. Refer to alternative programs.	We remind principals and counselors to offer alternative education programs to students with attendance difficulties.	<i>Rated: 0</i> Little to no capacity to remind in a timely fashion	Improved understanding of alternative program options on the part of those that administer discipline for truancy	Deputy Marc Pashby	No child left behind without a school	School reported dropout rates	
<b>STAFF RECRUITMENT</b>							
1. Assist in the hiring and orientation of all staff.	General Education staff receive a comprehensive orientation on their first day at the ISD.	<i>Rated: 1</i> Personnel and general ed system to share with special ed	Improve systematic coordination of existing general ed orientation procedure	Asst. Superintendent Executive Secretaries Personnel Office	A consistent and constant first-day orientation for all employees, contracted service workers, and interns	New Employee Checklist for every new employee	
2. Provide centralized processing and placement (FBI fingerprinting, criminal background check, credentials review, etc.)		<i>Rated: 2</i>					On-going maintenance
3. Sponsor and support teacher and substitute teacher recruitment initiatives		<i>Rated: 2</i>					On-going maintenance
4. Facilitate criminal background checks		<i>Rated: 2</i>					On-going maintenance

STRATEGY	WHAT IS	CAPACITY		RESPONSIBILITY	DESIRED FUTURE	OUTCOMES ASSESSMENT (Method/Rating)	PROGRESS REPORT
		Have	Need				
<b>FUND PROCUREMENT AND GRANT DEVELOPMENT</b>							
1. Identify consortia for grant applications.	This is fairly episodic and not driven by our strategic plan or the alignment of our plan with LEA needs	<i>Rated: 1</i> Various administrators and support staff	<ul style="list-style-type: none"> <li>Data/information systems</li> <li>Staff</li> <li>Software development to facilitate process</li> </ul>	Cabinet	<ul style="list-style-type: none"> <li>Grants will be applied for as we see alignment between our Strategic Plan and LEA School Improvement Plans.</li> <li>As grants are announced, our involvement will be filtered through this system.</li> </ul>	Evaluation per project/grant and sustainability plan developed.	
2. Provide fiscal agent responsibilities.	Career Prep Grant, Special Education Early Childhood Grants	<i>Rated: 1</i>					
<b>STATE BOARD CEU COORDINATION</b>							
1. Develop, coordinate, and maintain CEU database.	Currently we do not do this.	<i>Rated: 0</i> Little or no capacity to do this	1 part-time person to address the record keeping needed for this	<ul style="list-style-type: none"> <li>Instructional Leadership Dept.</li> <li>Supt. Office</li> </ul>	All in-services and meetings held will offer SB-CEUs	<ul style="list-style-type: none"> <li># of CEUs granted per year</li> <li>Percent change each year</li> </ul>	
<b>GOVERNMENT RELATIONS</b>							
1. Coordinate legislative information.	Currently we coordinate quarterly legislative breakfasts and invite legislators to attend our summer Superintendent's Academy and Christmas Dinner meeting. We also invite legislators to attend CASBA meetings.	<i>Rated: 1</i> This is primarily done through the Assistant Superintendent's Office	Additional part-time individual or contracted service personnel	<ul style="list-style-type: none"> <li>Supt. Office</li> <li>Asst. Supt. Office</li> </ul>	Provide monthly legislative updates to LEAs and community	Measured by level of satisfaction stated by LEAs and communities regarding this service	
2. Facilitate opportunities to improve governmental relations.		<i>Rated: 2</i>					On-going maintenance
<b>CONSOLIDATIONS, ANNEXATIONS, AND PROPERTY TRANSFERS (DISTRICT BOUNDARIES)</b>							
1. Respond to requests for property transfer pursuant to School Code sections 951-976.		<i>Rated: 2</i>					On-going maintenance
<b>PUBLIC SCHOOL ACADEMIES</b>							
2. Authorize PSAs and/or assume the role of charter administrator pursuant to Sections 380.501-380.529 of the School Code		<i>Rated: 0</i>	No action required at this time.				

**GOAL 5: PARTNERSHIP DEVELOPMENT:** To build strong and supportive community partnerships around our schools and students.

STRATEGY	WHAT IS	CAPACITY		RESPONSIBILITY	DESIRED FUTURE	OUTCOMES ASSESSMENT (Method/Rating)	PROGRESS REPORT
		Have	Need				
<b>INTER-AGENCY COLLABORATION</b>							
1. Participate in the local community collaboratives.		<i>Rated: 2</i>					On-going maintenance
2. Coordinate homeland security efforts		<i>Rated: 2</i>					On-going maintenance
3. Partner with higher education institutions.		<i>Rated: 1</i>					
4. Coordinate services for homeless youth.	Currently hold McKinney-Vento Grant with Keystone Place as the fiscal agent.	<i>Rated: 1</i> McKinney-Vento Grant activities	Liaison training capability	Instructional Leadership Dept.	Provide countywide training for liaisons and staff on-site	Increased grant compliance	
<b>COMMUNITY DEVELOPMENT</b>							
1. Participate in local and regional economic community partnership activities.		<i>Rated: 2</i>					On-gong maintenance
2. Economic and Community Development.		<i>Rated: 2</i>					On-going maintenance
3. Partnership Development		<i>Rated: 2</i>					On-going maintenance
4. Outreach		<i>Rated: 2</i>					On-going maintenance

**GOAL 6: TECHNOLOGY SERVICES:** To ensure all students and staff have access to technology as a learning, management, and communication tool.

STRATEGY	WHAT IS	CAPACITY		RESPONSIBILITY	DESIRED FUTURE	OUTCOMES ASSESSMENT (Method/Rating)	PROGRESS REPORT
		Have	Need				
<b>TECHNOLOGY</b>							
1. Provide direct assistance and consulting services to districts in website development.		<i>Rated: 2</i>					On-going maintenance
2. Provide technical assistance, including on-site and dial-up repairs and consulting services, network engineering and consultation, standards development for hardware, direct programming.		<i>Rated: 2</i>					On-going maintenance
3. Facilitate group hardware and software purchases, use of Internet bandwidth, connectivity networks, telephone services.		<i>Rated: 2</i>					On-going maintenance
<b>REGIONAL EDUCATION MEDIA CENTER (REMC)</b>							
1. Utilize media/library resources for local district use (thousands of video selections, graphics, and printing services, teacher work centers, and other assistance).	Utilize resources through KRESA	<i>Rated: 1</i>					
2. Provide leadership to develop video streaming opportunities.	Some capacity	<i>Rated: 1</i> Some		Technology Manager	Video streaming for all districts from KRESA		
3. Provide WAN/LAN connectivity and Internet access.	Some districts are connected	<i>Rated: 1</i> Yes	Nothing	Technology Manager	<ul style="list-style-type: none"> <li>All districts connected.</li> <li>Negotiate better contracts for things like Telco services.</li> </ul>		
<b>DISTANCE LEARNING</b>							
1. Plan and host tele-conferences.	We do not currently have the capacity to do this	<i>Rated: 0</i> Nothing	Equipment	Technology Manager	Ability to host satellite feeds from Lansing and others		

STRATEGY	WHAT IS	CAPACITY		RESPONSIBILITY	DESIRED FUTURE	OUTCOMES ASSESSMENT (Method/Rating)	PROGRESS REPORT
		Have	Need				
<b>TECHNOLOGY LITERACY</b>							
1. Provide informational and instructional technology training.	Awareness training provided. Technology Integration Network (TIN) has begun	<i>Rated: 0</i> TIN	Additional support	Instructional Leadership Dept.	Provide appropriate training and support for the successful implementation of the technology benchmarks		
2. Maximize the effective use of technological advances for instruction and administration.	Minimal support through TIN meetings	<i>Rated: 0</i> TIN Quarterly Meetings	Additional support	Instructional Leadership Dept.			
3. Assist with the implementation of the 8 <sup>th</sup> Grade Technology Assessment (NCLB).	Awareness training provided. Support being pursued through TIN, CLC, and RIC (state group)	<i>Rated: 0</i> TIN, CLC	Additional support	Instructional Leadership Dept.	Successful implementation, evaluation, and reporting of 8 <sup>th</sup> grade literacy for 2005-06		

**GOAL 7: ISD CUSTOMIZED SERVICES:** To meet the specific and unique needs as requested by the communities served.

STRATEGY	WHAT IS	CAPACITY		RESPONSIBILITY	DESIRED FUTURE	OUTCOMES ASSESSMENT (Method/Rating)	PROGRESS REPORT
		Have	Need				
1. Building Strong Youth		<i>Rated: 2</i>					On-going maintenance
2. Calendar		<i>Rated: 2</i>					On-going maintenance
3. Counselors' Academy		<i>Rated: 2</i>					On-going maintenance
4. County Curriculum Council		<i>Rated: 2</i>					On-going maintenance
5. County School Boards Association		<i>Rated: 2</i>					On-going maintenance
6. LeadershipPlenty		<i>Rated: 2</i>					On-going maintenance
7. New Teachers' Academy		<i>Rated: 2</i>					On-going maintenance
8. Superintendents' Academy		<i>Rated: 2</i>					On-going maintenance
9. Principals' Academy		<i>Rated: 2</i>					On-going maintenance
10. Youth Leadership Council		<i>Rated: 2</i>					On-going maintenance
11. Public Notices		<i>Rated: 2</i>					On-going maintenance
12. Brochure and newsletter development		<i>Rated: 2</i>					On-going maintenance
13. Customer service training		<i>Rated: 2</i>					On-going maintenance
14. Communications		<i>Rated: 2</i>					On-going maintenance
15. Public relations, media relations, and publications		<i>Rated: 2</i>					On-going maintenance
16. Schools of Choice Program		<i>Rated: 2</i>					On-going maintenance
17. Special Olympics		<i>Rated: 2</i>					On-going maintenance

STRATEGY	WHAT IS	CAPACITY		RESPONSIBILITY	DESIRED FUTURE	OUTCOMES ASSESSMENT (Method/Rating)	PROGRESS REPORT
		Have	Need				
18. Para-Professional Training and Testing		<i>Rated: 2</i>					On-going maintenance
19. Partnership in review of Michigan Test for Teacher Certification (MTTC) and higher ed standards		<i>Rated: 2</i>					On-going maintenance
20. Satellite sites for higher education		<i>Rated: 2</i>					On-going maintenance
21. Support for aspiring administrators		<i>Rated: 2</i>					On-going maintenance
22. Shared offerings with universities		<i>Rated: 2</i>					On-going maintenance
23. Staff training partnerships		<i>Rated: 2</i>					On-going maintenance