



Career & Technical Education

Director of CTE Mike Miller Reports:

MOCC Open House

Despite the torrential downpour throughout the day, the MOCC held its annual open house on Thursday, March 14th from 5:00-7:00 PM. Our classrooms and labs were alive with excitement as students and staff members engaged with stakeholders from our community. There were refreshments, door prizes, and student-led demonstrations.



Mr. Ward and his Innovative Engineering students demonstrating machining equipment

While the primary audience for the open house is future students and their parents, it's also a great time for current students to show their friends and family members the engaging things they've been learning all year

long. Additionally, we reach out to our local district partners as well as community members in hopes that they will increase their level of understanding of the opportunities for students through our programs. To help tell our story, we enlisted the help of B103.9. In addition to advertisements the preceding days, they conducted a live broadcast that evening interviewing staff and students about our programs.



Mr. Martz is giving a student from Morley Stanwood a Kindle Fire she won.

Marshall Plan for Talent Grant Application Clears First Hurdle

On Friday, March 22, we received word that our application had cleared the first of three hurdles in the Marshall Plan for Talent Grant process. This first step, the Concept Summary, was approved by MDE and TED, and we have begun working on our Talent Agreement for submission on April 11th. We are scheduling a meeting of the Midwest Michigan Talent Consortium early that week. In the meantime, we're continuing to perfect our plan. The timeline is very tight:

- Step 1: Concept Summary, March 1 through March 15, 2019
- Step 2: Talent Agreement, March 25 through April 11, 2019
- Step 3: Grant Application, April 26 through May 9, 2019

Our plan aims to address the need in our community. According to the Michigan Department of Technology, Management, and Budget (DTMB), there will be nearly 2,500 annual openings in professional trades, healthcare, and IT within our region through 2024. Additionally, US Census data tells us that our 21.17% poverty rate is above the State's rate of 15%, and our counties' average household income of \$41,707 is below the State average of \$52,492. By connecting students with these high-wage, high-demand occupations, we will positively impact both of these metrics.

We will accomplish this by utilizing a career navigator who will work collaboratively with teachers to develop curriculum aligned to the Michigan Career Development Model. In addition to traditional career development activities (field trips, guest speakers, job shadows, etc.), the centerpiece of this effort will be mobile learning labs containing training equipment and virtual reality simulators.

We will continue to work diligently on this application in hopes that our efforts will result in the needed funds to bring this plan to fruition. We remain cautiously optimistic that we'll be successful.

Special Projects

Director of Special Projects Karen Roy Reports:

This month I have asked Jessica Wimmer, Coordinator for our Great Start Collaborative, to provide an update of the initiatives we are working on in the community through this state-funded initiative.

The Mecosta-Osceola Great Start Collaborative is a partnership of parents, businesses, faith based, child care providers, education, as well as health and human service organization leaders.

The Great Start Collaborative [GSC] is charged with creating and maintaining an early childhood system where all children are supported in order to reach their full potential from birth to school entry and beyond. The GSC explores current birth to age eight systems, identifies gaps and broken systems, and implements sustainable processes. This group focuses on system level work within four identified state outcomes:

- Children are born healthy.
- Children are healthy, thriving, and developmentally on track from birth to third grade.
- Children are developmentally ready to succeed in school at the time of school entry.
- Children prepared to succeed in fourth grade and beyond by

reading proficiently by the end of third grade.

Currently, the GSC is targeting the following strategic approaches:

1. **Mom Power** – Mom Power is a program that supports families who are facing or have faced adversity and stress through the challenges of caring for young children, offering a strength-based, nurturing approach to promoting **resilience** in parents and children. The format utilizes billable sources for financial support. In addition to billable groups, the GSC is seeking creative ways to implement Mom Power structure into existing groups with hopes to meet the needs of the community. A great way to view this initiative is to think of current groups [playgroups, mom's groups, etc.] becoming hybrid groups to help address basic needs within the group. The groups would work within their scope and provide referrals to individuals when more advanced services are identified. **Strong parents raise strong children.**
2. **Early Childhood Prevention Coalition** – Historically agencies and community members convened to respond to preventable injuries and/or deaths that occurred in the community and create community solutions to prevent further occurrences. Recently, the group took on a more formal role to raise community awareness in the 'top' preventable injuries and deaths on a yearly basis. Some of the identified awareness campaigns include: safe sleep, car seat safety, medication safety, water safety, early prenatal care, early childhood screenings, etc. **Parents are key to healthy births and children.**
3. **Strengthening Families** - Strengthening Families is not a different way of DOING but a different way of THINKING. Participants report after attending the training that they went from 'giving resources' to 'connecting families to resources'. This training embeds ACE's (Adverse Child Experiences) trauma training into the framework. Providing an initial training was the first of many steps to ensure community agencies are providing services with a strength approach. **Strength-based services builds strong families – strong families raise strong children.**
4. **Early Literacy** - Learning to read and write doesn't start in kindergarten or first grade. Developing language and literacy skills begins at birth through everyday loving interactions, such as sharing books, telling stories, singing songs and talking to one another [Zerothree.org]. Literacy deeply and persistently impacts access to education, economic development, and life outcomes. The earlier we intervene, the larger impact we can make. In an effort to increase literacy and combat the effects of illiteracy in our community, Mecosta County Reads was created in 2016. Mecosta County Reads is a collaboration between SLD Read, Ferris State University, the Mecosta County Area Chamber of Commerce, the Mecosta-Osceola Intermediate School District, Big Rapids Public Schools, Crossroads Charter Academy, the Mecosta-Osceola Great Start Collaborative, The Big Rapids Public Library, and the Mecosta County Development Corporation. The group has been collecting data and strategically planning the best course of action for our community. Mecosta County

Reads has begun work in the Big Rapids community to establish processes and hopes to expand these endeavors to other communities in our county. Similar groups exist and are thriving in other areas of the ISD. The core committee has split into 3 subcommittees that are looking at early care, school aged, and adult learners. The group has identified their primary goals as making the community aware of identified literacy needs, connecting people with available resources, and increasing employability. Early care will begin focusing on developing common literacy language as well as provide parents with kindergarten readiness information.

5. **Early High-Quality, Accessible, and Affordable Care** – is currently a barrier to parents securing and advancing employment and a identified factor for children who are entering school with the same abilities as their peers who have had access to high quality care. The GSC has engaged in a tri-fold approach with hopes to increase the three areas: high quality, accessibility, and affordability. Initiating and supporting an event, Celebrate YOU! for early childhood professions with three identified goals:
- Increase community level appreciation
 - Provide a networking opportunity
 - Recognize their ongoing commitment to high-quality early care.

The second, is to collaborate with Talent2025 to overcome obstacles keeping adults out of the workforce and increase the capacity of high-quality, affordable care. **High-quality care matters; beginning**

at birth. [Read more about Talent2025 efforts http://www.talent2025.org/uploads/files/T2025_Barrier_Childcare_2018.pdf]

Director of Technology Fred Sharpsteen Reports:

Project MOONSHOT:



The MOISD has been involved in an MSU and Merit project that looks at ways to close the homework gap for students. After searching for a school that would be willing to do a test of the Internet speed at students' homes, Morley Stanwood Community Schools stepped up to the plate. They were willing to be a pilot school for Phase One of the MOONSHOT Project. Phil Stier and Fred Sharpsteen met with Merit at the MACUL state educational technology conference to talk about how this project will work. After hearing about this opportunity, Mr. Stier believed it would fit nicely into their Thompson Foundation technology project that is currently being worked on in their district. A recent study shows that children with one or more electronic devices at home, along with adequate Internet connection, are more likely to do well on their ACT and SAT tests. Project Moonshot in Phase II and III will look at getting the last mile of Internet connection complete, helping with workforce readiness and literacy goals. This initiative can also play a

role in helping with communication between the organization and the family.

Newaygo RESA Visit

A group of MOISD LEA technology staff and the MOISD technology director will be going to Newaygo RESA on March 28th for a site visit. They plan to visit and look at the NCAT wireless Internet system. We also continue to keep an eye on the Federal Communication Commission and Educational Broadband Spectrum (EBS) spectrum that would help with internet connections to the homes of students. By completing this, we would help with the district goals of literacy and workforce readiness.

State Assessment (M-Step Testing)

As students return from spring break, they will be starting M-Step testing. We have been working over the last two months to get the system ready with the updated software for this test. This window will run until near the end of the school year.

2019 MACUL Preconference Training Session

Rick Webb from Newago Public Schools and Fred Sharpsteen Co-presented a Business Software Applications for Chief Technology Officer Certification class at the 2019 MACUL conference in Detroit. Two of our staff, Rose Kipfmiller and Mike Schonert, are finishing up this program to receive their certification. Many of the state technology directors were hired in the early 1990s. These

directors will be coming up for retirement in the next 5 to 10 years. We are promoting training for technology staff so that as the current leaders leave the system, there will be a well-trained staff to replace them. Michigan School Business Officials (MSBO) is a premier technology leadership program at a state level and the Consortium for School Networking (CoSN) Certified Educational Technology Leader (CETL) is at the national level. Michigan is one of 23 states that currently have a CoSN program. The CoSN group will be offering their first cohort opportunity starting in the fall of 2019.

General Education

Director of General Education Tonya Harrison Reports:

The General Ed Team

The Gen Ed team works to find ways to provide ongoing support and learning opportunities that align with the MOISD goals.



Secondary MiBLSI teams-PBIS Examples

The Special Education and General Education departments continue to

work together to support the Chippewa Hills School District, as they maneuver through the Integrated MiBLSI initiative (Positive Behavior Supports and Reading). We provide building coaches at all five buildings, along with district support through Kim Tufnell and Tonya Harrison. The elementary schools, Cohort 1, are beginning the Reading Integration, as they added the PBIS this past fall. The secondary schools, Cohort 2, are beginning the Positive School Climate (PBIS for the secondary schools) initiative, with implementation next fall. Teachers and administrators alike are working hard and feeling the positive changes in their buildings.

Early Literacy

Evert Public Schools and Big Rapids Public Schools attended a day-long webinar on the 4-5 Essentials with the researchers. There was a great dialogue about ways to embed the Essentials into their current practice. The participants will be invited to two more webinars with the researchers to deepen their learning.

Math and Science:

Math Recovery - Our Math Recovery Intervention Specialist 10-day professional learning workshop has concluded. Participants will be continuing with their implementation by providing diagnostic assessments and providing targeted lessons. Each participant will be receiving one-to-one coaching from Larry Wyn to support them as they complete their implementation.

The second cohort of Math Recovery Fractions will be finishing up by the end of April. This workshop was a blended learning of independent coursework along with eight webinar sessions where teachers met after school. Participants received materials, diagnostic assessments, and support to provide lessons to students that have gaps in their fraction understanding.

Our Math Recovery workshops were provided through a MiSTEM Council Grant and Math Science Partnership grant with Wexford-Missaukee ISD.

Behavioral Specialist

Trauma-Informed Learning with Evert Reads:



Michael Bausano-Evert Reads Learning

The General Education is working to embed our initiatives of Behavior/Trauma-Informed Learning with the Literacy Practices at Evert Elementary School, by providing a learning opportunity for the adults, who participate in Evert Reads. Michael shared information on how mentors can support students who come from trauma. He also shared PACE: playfulness, acceptance, curiosity, and empathy, which are all

things mentors can provide to the children they are working with. Their time ended on a positive note of hope, watching Removed (a YouTube video about a child, who enters foster care and the connection she builds with a teacher) in its entirety, revealing the message that every child needs that one person to whom they can connect.

Special Education

Director of Special Education Kim Tufnell Reports:

The Part B Parent Survey that is used to measure compliance with Indicators 8 and 14, Facilitated Parent Involvement and Post School Outcomes, is being deployed once again by the research team at Wayne State University on behalf of MDE this spring and summer. The surveys will be focused on Cohort 3 this year, which include Chippewa Hills, Morley Stanwood and Reed City. The survey will be sent to all parents of children ages 3 through 5 receiving special education services and to parents of students ages 6 through 26 with IEPs. The Former Student Survey will be for students who left high school during the 2017-18 school year. If parents have any questions regarding the survey, they may contact the Special Education Supervisor in their district or our office.

I attended the State Director meeting on March 13, 2018. One of the major topics discussed was the change in

the Determinations for State Performance Plan indicators (SPP indicators). In years past, each district received separate Determinations for each of the nine compliance indicators:

- Significant Discrepancy: Suspension/Expulsion > 10 days
- Disproportionate Representation (race/ethnicity) due to Inappropriate Identification Disproportionate Representation (race/ethnicity) due to Inappropriate Identification (six specific disabilities)
- Timely Initial Evaluations
- Part C to Part B Transitions
- Secondary Transition
- Timely Data Submissions
- Audit Findings
- Longstanding Noncompliance

Starting this year, Determinations will not only include **compliance** but **results** as well; plus only the ISD will receive the Determination based on the aggregate of all districts. The results component includes:

- Graduation Rates
- Dropout Rates
- Participation – State Assessment Reading – 4th & 8th grade Math – 4th & 8th grade
- Proficiency – State Assessment Reading – 4th & 8th grade Math – 4th & 8th grade

ISDs will receive their scores by averaging the compliance score with the results score to determine whether they

- 1 = MEET REQUIREMENTS
- 2 = NEEDS ASSISTANCE
- 3 = NEEDS INTERVENTION
- 4 = NEEDS SUBSTANTIAL INTERVENTION

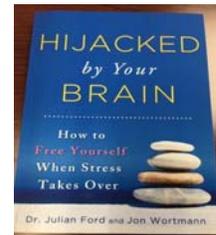
Technical assistance from the OSE will be determined as follows:

- Universal Resources – Available to All
- Targeted Resources – Necessary to Improve Results
- Directed Resources – Necessary to Improve Compliance
- Intensive Resources – Necessary to Improve Both

The Superintendents will first receive their ISD's Determination score in June at MASA, and then they will be released to the Special Education Directors. Our General Supervision Monitoring grant will need to be written to include whichever technical assistance category the MOISD falls under.

The entire Special Education staff received the book Hijacked by your Brain How to Free Yourself When Stress Takes Over by Dr. Julian Ford and Jon Wortmann in recognition of March is Reading Month. Dr. Sloane provided training on Secondary Traumatic Stress in the Workplace through our Trauma Initiative, and the book was recommended as a

"good read" for those who may experience secondary traumatic stress--like all of us do on a daily basis! We will be putting together a mini book study as a way to support each other through the remainder of the school year.



Special Education Supervisor Pat Craven Reports:

Team Approach Boosts Culture

As the MOISD continues to work to support local districts, communities, employees, and the US 10 Corridor Schools have not been left behind. A strong presence of support and encouragement has been felt by students and staff at both campuses of Youth Opportunity Evert Academy and Pineview Homes.

Over the last two years, an intentional effort has been made to foster an environment of teamwork and team success. MOISD administration such as Superintendent Locke, Assistant Superintendent Klumpp, and Ms. Tufnell, Director of Special Education, strategically visit classrooms and interact with teachers, staff, and students. MOISD Board of Education members, along with administration, have attended student celebrations for graduation and GED ceremonies.

These experiences have fostered strong relationships with students, their families, MOISD staff, and facility staff. As these relationships continue to positively grow, trusting partnerships are created to provide better experiences for students and staff.



Recently, Ms. Tufnell was invited by teacher, Penny Marek, to visit her classroom and assist with marking period awards and participate in a Dr. Seuss reading month celebration. Ms. Tufnell did her best to read "The Lorax" with the students and discuss the deeper meanings of Dr. Seuss' legendary book. Not only are these types of interactions important for student growth, it also strengthens the common goals of administration and staff. Being able to witness the great work our teams perform on a daily basis enables our staff to feel supported and our administration the lens of someone whose work directly impacts students' needs.

Special Education Supervisor Christy Miller Reports:

New Staff

The Special Education department has hired several new staff over the past few months to be part of our satellite and itinerant teams. This month, I'd like to take the opportunity to let the new teacher from our satellite classroom for students with emotional impairments introduce herself.



Hello, my name is Rachel Lovejoy, and I'm a graduate from Central Michigan University with a Bachelor of Science in Education. I focused my attention on Special Education with a major in Cognitive Impairments with a minor in Early Childhood. I went back to school at Ferris University this past year and received my Emotional Impairment endorsement as I began teaching a self-contained EI program. I've been teaching for seven years now and have worked with students mainly at the elementary level with various disabilities except for the last year and a half. During this time, I worked with students in a CI program at the high school level and an EI middle school program. My EI endorsement then led me here to the MOISD as I began teaching an EI elementary program at Crossroads.

My husband's name is James, and we've been married for five years. We have a two-year-old son named Elgin (El-jin) who will turn three in August. He is definitely all boy and keeps me on my toes at all times! I'm an animal lover and owner of three Pitbulls' named Bluto, Aries, and Bocephous. In my spare time, I enjoy reading, kayaking, spending time with family and friends, and running outside with my four-legged friends.

Welcome, Rachel!

March is Reading Month!

Every year the satellite classrooms and their itinerant teams join in and participate in their home districts' March is Reading Month festivities. This year the MOISD Resource Room located in GT Norman Elementary, lead by teacher Beth Kibler, got into the fun by participating in this year's theme of Charlotte Web. A few of the activities the students took part in were decorating the classroom door, reading books, and participating in assemblies!



Special Education Supervisor Carol Phelps Reports:

Early On Birth to Three General Mills Literacy Grant in Action

Andi Strickler, Early On Coordinator, wrote for and received a grant for \$5,000.00 from the General Mills Foundation Hometown Grant Making Program to serve the Early On families and students. The MOISD Early On program serves around 90 children and their families per month. Students in Early On range in age from birth to three years old.

With this grant, we were able to purchase a year's worth of books, supplies for activities to build on each story, and bags for the primary service providers to store and take the packets to each family. Each literacy packet contains developmentally appropriate activities for the family to increase skills in communication, fine and gross motor, as well as cognitive and social-emotional skills. Our staff leaves the book and activity for the family to do and makes it part of the follow-up conversation on the next visit to see how it went and what the family accomplished together. It is a great way to engage the family in the child's learning, encourage literacy as a part of early intervention and is a great fit into our existing process in the coaching model we use on each visit.

A big thank you to the General Mills Hometown Grant Making Program for

their support to literacy and our students and their families!

