

Board Goals and Strategies

Mid-Year Update – February 2016

Goal Area 1: Guide the launch and development of the Cradle-to-Career Collaborative in order to ensure coordinated and aligned efforts from birth through college and career.

1.a. Develop and begin to utilize a sustainable governance and funding model for coordination of the cradle to career efforts.

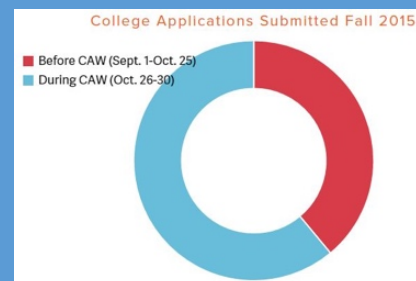
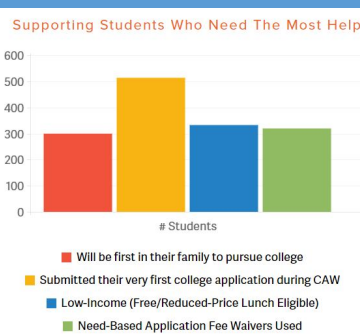
The Washtenaw ISD internal team is working with the business office to design a cradle-to-career funding model. This includes leveraging multiple revenue sources such as the community coordinated funders, Washtenaw Community College, and Michigan College Access Network. Additional requests are being considered.

All three collaborative networks are launching action team work, and our key leaders with each network are meeting, planning, and coordinating on a monthly basis to guide the change process. There is active engagement with all network activities. Key staff have held community conversations with other emerging networks to talk about alignment and collaborative efforts, such as My Brother's Keeper, Ypsilanti Communities That Care, and the School Justice Partnership.

In collaboration with ABLe Change (a systems change approach to addressing

significant social issues affecting children and families) through Michigan State University, we will offer a full day training in the spring of 2016. The action learning process, a critical piece of the collective impact social change model, will be presented to key community leaders. Additionally, we are planning to launch action work with a kick-off community event, in partnership with our leadership team members, as well as council of community investor participants. The team from ABLe Change will provide technical support to our local backbone team. This work should help design our memorandum of understanding with community funders for continued work with cradle-to-career community collaborations.

A Cradle-to-Career objective is to support college access and encourage college enrollment through the College Application Week (CAW) event. This activity engages students, who traditionally would not attend college.



1.b. Identify data that measures early childhood learning outcomes and propose a model data system to hold the data that bridges preschool data to the K-12 system in a longitudinal format.

Both Washtenaw and Livingston Counties are transitioning to similar data warehouse tools (all districts are shifting to Illuminate). The Early Childhood Executive Directors from both ISDs are working to identify an initial set of critical data indicators that would be tracked over time for children participating in early childhood programs and services such as:

- Participation in Pre-k programs (Head Start, GSRP, private program, no preschool)
- Participation in an ECSE or Part C program or service
- Participation in a home visiting program (Early Head Start, Early On, Parents As Teachers)
- Child Assessment Data such as (Teaching Strategies GOLD or High Scope COR)

Currently WISD's utilizes ChildPlus as the data management software for it's Head Start and Early Head Start children. ChildPlus provides for comprehensive data collection including, demographic, attendance, health, and other information required for federal reporting. WISD has budgeted to expand the use of ChildPlus to include GSRP children in 2016-17 and a team is working with LESA to help them evaluate the software for their needs. In addition, the team will investigate the possible alignment of ChildPlus with the Illuminate data warehouse system for long-term tracking of children's performance beyond birth through five.

1.c. Improve attendance and graduation rates through community and school partnerships that focus on understanding the root causes for chronic absence and building systems to track and manage truancy at the county level.

All local school districts engaged in early warning system technical assistance and networking sessions to explore the new capabilities for this tool, which will be available through PowerSchool in January 2016. All districts were interested in field testing or piloting the tool during the spring semester, and many expressed interest in a more extensive rollout for fall 2016.



Attendance contacts were identified for all districts to introduce the School Justice Partnership Attendance Protocol and Truancy Reporting Portal. The group discussed emerging cases, explored community supports, and local implementation in various communities. A listserv was created for communication between K12s, juvenile court administrators and probation teams, and WISD. County anchor institutions also convened to communicate on case management and explore resources that can be leveraged for root causes.

Currently, Washtenaw ISD is managing approximately 35 active cases of chronic absenteeism (20 or more missed days of school) and seeking to address root causes with wrap around supports and intervention. Emerging themes are: childhood trauma, mental/physical health issues including substance use, and limited parenting skills. Referrals have come from Ann Arbor, Chelsea, Dexter, Lincoln, Saline, Saline Alternative, WAVE, Whitmore Lake and Ypsilanti.

A Michigan State University team of doctoral students is conducting a research project, with focus groups, studying middle school youth to more deeply explore quantitative data, as well as qualitative data. Results are expected by summer 2016 and will provide valuable information for the local work.

A partnership with WCC Adult Transitions is being explored to create more high school completion options. The objective is to serve youth who are severely credit deficit, especially in geographic areas that have limited access to programming.

1.d. Support, as part of a community collaborative, the Washtenaw County My Brother's Keeper Initiative to implement a coherent cradle-to-college-and-career strategy for improving the life outcomes of all young people to ensure that they can reach their full potential, regardless of who they are, where they come from, or the circumstances into which they are born.



The WISD team assisted with the facilitation of the My Brother's Keeper Summit, held October 2015 at Eastern Michigan University. Trained staff guided conversations regarding the six milestones. A follow-up session took place at WISD to debrief with the MBK steering committee, with respect to quick wins, game changers, and long-range strategies.

WISD leadership participated in several MBK steering committee and planning meetings that contributed to the development of the policy analysis and recommendations that were submitted at the end of the calendar year.

Related to the summit work, Supt. Menzel participated in a student voice session. This EMU activity took place in conjunction with the Martin Luther King Jr. weekend celebrations.

Goal Area 2: Lead efforts to address digital convergence in Washtenaw County, ensuring that we are positioned to utilize technology to enhance and advance educational opportunities and outcomes for students.

2.a. Develop, in partnership with the local districts, a strategic approach to incorporating technology in teaching, learning, and school management systems.

After careful review Washtenaw ISD decided to partner with Modern Teacher to jumpstart the county digital convergence work. This decision came after district leaders visited Baltimore city schools and Fraser schools, as well as meetings and discussions with Modern Teacher leadership.

The partnership includes strategic planning during the 2015-16 school year with seven local districts as well as Washtenaw ISD. The strategic planning focuses on supporting technology-rich learning environments and the pedagogical practices necessary to personalize learning. All the strategic planning days, both for Washtenaw ISD and the local districts, are scheduled, and several have already occurred. The first phase of strategic planning is set to conclude in June 2016.



The Washtenaw ISD strategic planning days will focus on two activities: 1) convening a county digital convergence workgroup to identify technology-based systems that will be supported and shared across the county and 2) development of a sustainable and scalable professional development plan utilizing the instructional network model.

2.b. Review of technology infrastructure and capacity related to emerging opportunities.

The WISD owns 100 miles of fiber, both above and below ground, which is maintained and managed 24-hours per day by WISD staff. Following are key services and cost savings for local districts:

- In FY14-15, it served 41,768 students at a cost of \$1,441,598. This figure reflects the full cost of Internet access. The county submits a consortium application annually to the Universal Service Fund for a reduction in costs. The percentage reduction for this year is 55%

- A full replacement cost of the network was determined to be \$4,441,598
- Usage of the bandwidth is monitored on a continual basis and assistance provided to local districts for denial of service, Internet attacks, and disturbances
- The agency has positioned itself with improved capacity to handle 10GB speeds from the local districts for online testing and online learning
- Districts are provided services for TIENET (special education individualized educational plans), PowerSchool (student management software), online courses for Michigan Virtual High School, GENNET and Moodle
- Other shared applications that transport over the network are applicant processing (Applitrack), United Streaming, and library management services (Destiny)

Goal Area 3: Increase investments in education in order to ensure all students have access to high quality educational opportunities and supports, with specific focus on achieving an equitable system for students in poverty, students with disabilities and students of color.

3.a. Organize and collaborate with local districts to ensure stakeholders are well educated about a county Special Education Millage and programs.

Exploration of the prospect of a Special Education millage campaign began in early 2015. Conversations around the topic were formalized when Supt. Menzel put the topic on the fall 2015 agendas for the Washtenaw Superintendents' Association and the Washtenaw Association of School Boards. Both groups affirmed the decision to move forward with the proposal and the following action occurred:

- In December 2015 and January 2016, eight of the nine local school districts passed resolutions to support WISD placing a 1.5 Special Education Millage increase on the May 3, 2016 ballot
- WISD Board of Education passed a resolution on January 26, 2016, authorizing the ballot proposal
- January 27, 2016 documents were filed with the County Clerk's office to place the question on the May ballot
- Documents pertaining to campaign messages were created for the districts to use in providing stakeholders with factual information
- Huron Valley Labor Council requests millage information presentation on Feb. 2, 2016; Supt. Menzel and staff member Mike Sweeney represented WISD
- The first countywide information meeting was held February 4, 2016 at the Ann Arbor Center for Independent Living. Representatives from all districts attended



3.b. Investigate and develop models for revenue generation to sustain high quality programing and address emerging needs and opportunities within Washtenaw County—all with a focus on advancing our commitment to the continuous improvement of achievement for every student while providing high quality service to our customers.

When the WISD administrative team attends meetings and engages in conversations with contacts, generating revenue is often a topic of discussion. As we interact with local administrators, colleagues around the state, and statewide organizations, we look for opportunities that might exist for WISD to increase revenue.

This year, revenue generation opportunities have arisen primarily in the Achievement Initiatives and Technology Departments:

- The Achievement Initiatives (AI) Department worked with other Math/Science Center regions to secure the services of the WISD Math Coordinator to represent them at statewide meetings/trainings, for a fee
- The AI Department also worked to maximize existing and new grants to fund staff within the department
- The AI Department also secured a contract with the State School Reform/Redesign Office regarding priority school data collection and storage. This contract will fund a portion of AI and Technology staff time
- The Technology Department finalized contracts with Lincoln and Ypsilanti to provide technology staff to both districts. This provides savings to each district while also utilizing a portion of WISD technology staff time to provide some service to the districts
- Technology is currently in discussions with the Statewide Educational Network to provide wide area network coordination and expertise to the organization

The administrative team will continue to monitor local, regional, and state activities to identify any potential funding opportunities.