

Mecosta-Osceola ISD

Annual Report
2022-2023



Dear Educational Partner

The MOISD Annual Report is designed to provide a summary of the 2022-2023 school year as well as provide detailed information regarding performance areas related to established goals. The Annual Report also intends to demonstrate how the MOISD operationalizes and strives to embrace its Mission/Vision/Core Values. From both an initial launch and long-term priority, building momentum, growing in efficacy, and communicating results have been priorities.

While there was intentionality in presenting information consistently, departmental priorities and focus areas are individualized. Departmental leadership was responsible for gathering and organizing their respective information, and it is likely that the personalities and values of each department will become evident throughout the document.

Though the Annual Report is not a comprehensive summary of the work and efforts of the MOISD, it is reflective of the district's priorities for the 2022-2023 school year.

Sincerely,

Marie Wilkerson, Board President
mwilkerson@moisd.org

Steve Locke, Superintendent
slocke@moisd.org



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OUR MISSION

*Supporting Schools
and Student
Achievement*



OUR VISION

*Impacting our
community through
high-quality educational
programs, services, and
learning experiences*

CORE VALUES

LOCAL SUCCESS IS OUR SUCCESS

- Positive partnerships with the local districts are a top priority.
- We are committed to collaboration in support of our local districts' students, staff, and school success.

EVERYONE TOGETHER

- We are one ISD with multiple departments working in collaboration.
- The biggest challenges require everyone pulling in the same direction.

PEOPLE FIRST

- All people are treated with respect.
- We value the roles and contributions of each employee and educational partner.
- We welcome feedback and are committed to self improvement.

STUDENT-FOCUSED

- Decisions are based on what's best for each student.
- We celebrate ALL student achievement.
- Resources are allocated to have the most significant impact on student supports and achievement.

MISSION

VISION

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Marie Wilkerson
Vice President



Mike Wyman
Vice President



Larry Sredersas
Treasurer



Wayne Stickler
Secretary



Randy Ostrander
Trustee



Mark Sochocki
Trustee



Heidi Speese
Trustee





MOISD ADMINISTRATION	Steve Locke , Superintendent
CAREER CENTER	Gretchen Spedowske Assistant Superintendent of CTE Services Caleb Martz – Principal
FINANCE	Josie Hill Business Manager
GENERAL EDUCATION	Tonya Harrison Assistant Superintendent of Instructional Services
SPECIAL EDUCATION	Christy Miller Assistant Superintendent of Special Education Services Pat Craven – Supervisor Jaime Knape-Supervisor Jenny Knopf-Supervisor Ayla Lockhart -Supervisor
TECHNOLOGY	Fred Sharpsteen Assistant Superintendent of Technology Services
TRANSPORTATION	Karlene Rader - Director



BIG RAPIDS PUBLIC SCHOOLS

<https://www.brps.org/>

Superintendent -Tim Haist

Board of Education

President – Jeff Godfrey

Vice President – Pete Kent

Treasurer – Dave Murray

Secretary – Jeremy Mishler

Trustee –Michelle Rasmussen

Trustee – Shavon Jane

Trustee – Christopher Vennix

CHIPPEWA HILLS SCHOOL DISTRICT

<http://www.chsd.us/>

Superintendent – Bob Grover

Board of Education

President - Guy Stricker

Vice President – Anthony Gibson

Treasurer – Amanda Cornell

Secretary – Sherry Anderson

Trustee– Jim Canham

Trustee – Amanda Cornell

Trustee – MacKenzie Lionel

Trustee- Randall Meagan

CROSSROADS CHARTER ACADEMY

<https://www.ccabr.org/>

Superintendent – Diane Grondin

Board of Education

President - Dominic Pace

Vice President – Angela Roman

Treasurer – James Swartzendruber

Secretary – Angela Buys

Member – Suzanne Finney

EVART PUBLIC SCHOOLS

<https://evartps.org/>

Superintendent – Shirley Howard

Board of Education

President - Alan Bengry

Vice President – Gerald Nichols

Treasurer – Eric Schmidt

Secretary – Karen Plyman

Trustee– Todd Bruggema

Trustee – Mark Moody

Trustee – Kelly Whitman

Morley Stanwood Community Schools

<https://www.morleystanwood.org/>

Superintendent – Roger Cole

Board of Education

President - Emily Bongard

Vice President – Greg Babbitt

Treasurer – Mary Engelsman

Secretary – Dennis G. Smith

Trustee– Michelle Frisbie

Trustee – Randall LaPreze

Trustee – Andrew Radle

REED CITY AREA PUBLIC SCHOOLS

<https://www.reedcityschools.org/>

Superintendent – Michael Sweet

Board of Education

President - Jamie Eichenberg

Vice President – Christine Mund

Treasurer – Nathaniel Vanderhoof

Secretary – Nicole Quinn

Trustee– Heidi Decker-Thomas

Trustee – Sherry Franklin

Trustee – Spenser Mund

Business Department

moisd.org/departments/business-Office/

The Business Department strives to operate in a high standard, effective manner to support the financial aspects of the Mecosta-Osceola Intermediate School District (MOISD). Collaboration is a primary focus to uphold valued connections with employees, internal departments, local school districts, vendors, the community, and state organizations. Priority is placed on transparency, continuous improvement, and efficient processes, while sustaining integrity, accuracy, and proper controls.

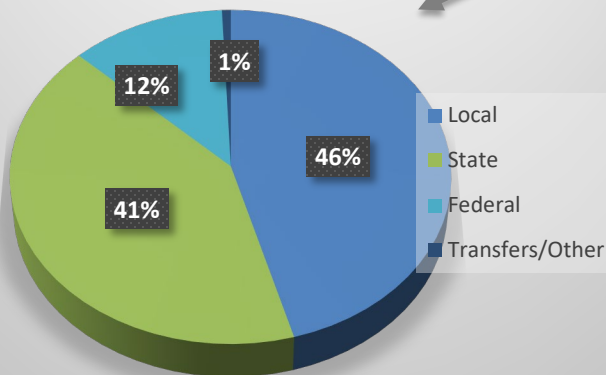
The MOISD Business Department provides the administration of the following business matters:

- Financial Statements
- Treasury Management
- Business Strategies
- Budgeting
- Payroll
- Personnel Benefits
- Accounts Payable
- Accounts Receivable
- Federal and State Reporting
- Grant Monitoring

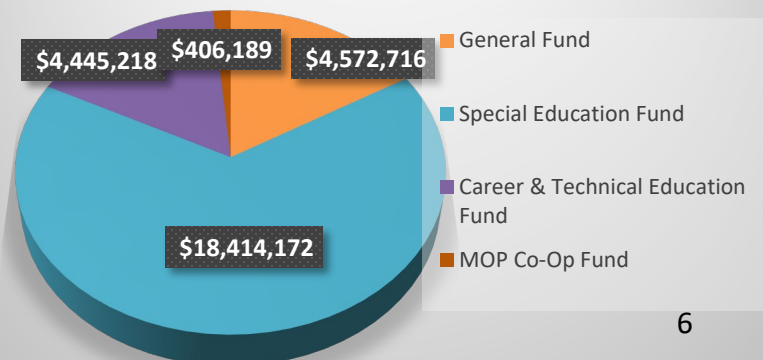


The largest revenue source for the school district is local revenue, mostly comprised of property tax revenue. The MOISD is thankful the community supports property tax millages to benefit the students of our area. The MOISD spans across seven counties; Clare, Isabella, Lake, Mecosta, Montcalm, Newaygo, and Osceola. In 2022, the MOISD levied the following millages; 0.2463 general fund operating millage, 3.2984 special education millage, and 1.4785 vocational education millage.

MOISD 2021-2022 Revenue By Source



MOISD 2021-2022 Expenditures Per Fund



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The MOISD Business Department works collectively with local school districts to provide:

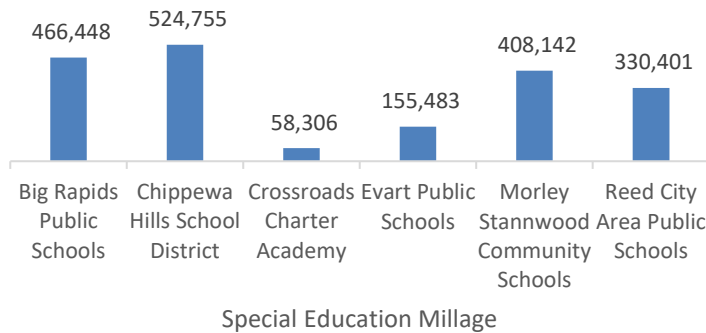
- Business Support Services
- Regular Affiliate Group Meetings
- Facilitation of Cooperative Opportunities



Local District Funding Support

The MOISD supports special education within local school districts by staffing programs and also by distributing funding to assist with unreimbursed special education costs. Below is a graph with the monetary details of the special education funding distribution.

MOISD Distribution Dollars to Local Districts
2021-2022
Total \$1,943,535



Financial Statement/Audit

The MOISD 2021-2022 financial statements resulted in low variances from budgeted expenditures to actual expenditures. Accurate budgeting is pertinent for current organizational and programmatic decisions as well as the long-term outlook for the school district.

MOISD 2021-2022 Variance of Budgeted Expenditures to Actual Expenditures:

- 0.5% General Education
- 0.7% Special Education
- 0.3% Career & Technical Education Fund

Financial Statement/Audit

A financial audit is performed by a Certified Public Accountant (CPA) firm to ensure school district funds are handled appropriately. In 2021-2022, the CPA firm provided an “unmodified” opinion of the MOISD audit, which is the highest level of assurance obtainable for compliance with accounting standards.



MECOSTA-OSCEOLA INTERMEDIATE SCHOOL DISTRICT SCHEDULE OF FINDINGS AND QUESTIONED COSTS FOR THE YEAR ENDED JUNE 30, 2022

Section I - Summary of Auditor's Results

Financial Statements

Type of auditor's report issued based on financial statements prepared in accordance with generally accepted accounting principals:

Unmodified

Internal control over financial reporting:

- | | | | | |
|---|-------|-----|----------|---------------|
| ➢ Material weakness(es) identified: | _____ | Yes | <u>X</u> | No |
| ➢ Significant deficiency(ies) identified that are not considered to be material weaknesses? | _____ | Yes | <u>X</u> | None reported |
| Noncompliance material to financial statements noted? | _____ | Yes | <u>X</u> | No |

Mecosta-Osceola Career Center (MOCC)

<https://www.moisd.org/schools/career-center/>

The Career and Technical Education staff strives to put learning in the hands of our students and make each day full of interactive and meaningful experiences that translate into real world skills. Students are focused and challenged because they choose to be here and are placed in programs that meet their interests and aptitudes.

Students have opportunities to create multiple projects, engage in leadership activities, and understand their environment and community through a more contextual approach to learning. We pride ourselves in a safe and nurturing environment that fosters a professional atmosphere.

Each career pathway-based programs simulates a work-based learning environment and promotes a sense of responsibility and awareness of connection between what one can accomplish today and what is possible for one's future.

Mecosta-Tech meets the need for adult learning to meet the local business and industry needs. Courses cover a full range of the principles, hands on experiences as well as critical thinking processing.



19,000 Students

Career and Technical Education was established in Mecosta-Osceola Counties in 1976. There has been approximately 19,000 students that have attended the MOCC.

In 2006, Congress replaced "vocational education" with "Career and Technical Education (CTE)" which impacted secondary and postsecondary CTE programs.

Postsecondary data

16

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MOCC TECHNICAL EDUCATION OFFERS:

- Allied Health
 - Certified Nurse Aide (CNA)
 - Emergency Medical Technician (EMT)
- Automotive Technology
- Construction
- Cosmetology
- Culinary Arts
- Cybersecurity & Information Technology
- Diesel Technology
- Graphic Communications
- Automated Manufacturing Technology
- Public Safety
 - Corrections Academy
 - Firefighter I & II
- Welding & Fabrication

The MOCC department has established 6 departmental questions, that when answered with data collected annually, can help us to measure the effectiveness of our department, areas we have improved, and areas that we can focus on in the coming year for continued improvement.

- 1 • Is the Mecosta-Osceola Career Center programming relevant and aligned to support students' educational/career goals and the educational programming of the local districts?
- 2 • What percentage of Mecosta-Osceola Career Center students will leave their local districts with either a Proficient or Advanced in Career Readiness?
- 3 • What percentage of Mecosta-Osceola Career Center students earn an industry-recognized credential in their program?
- 4 • What percentage of Mecosta-Osceola Career Center students obtain entry-level employment in their Career Technical Education field of study?
- 5 • What percentage of Mecosta-Osceola Career Center engage in work-based learning by category?
- 6 • What percentage of Early College students who enroll in the fall of their junior year complete the program through the 13th year?



Reflecting on data from previous years, the MOISD CTE department chose 2 departmental priorities to focus on over the course of the 2021-2022 school year. **The 2021-22 departmental priorities/goal included:**

- Enrollment
- Career Readiness
 - Attendance
 - Employability
 - Student Involvement

Below is a review of the initiatives taken throughout the year to support improvements in these areas, as well as data that is aligned with these priorities and our departmental questions for review.

DEPARTMENTAL PRIORITY/GOAL #1 ENROLLMENT

Is the Mecosta-Osceola Career Center programming relevant and aligned to support students’ educational/career goals and the educational programming of the local districts?

Enrollment this year has been a goal for the MOCC. As we focus on the district numbers, we have increased enrollment initiatives such as offering Summer Camps, increasing the number of opportunities for 8th and 10th-grade visits to the MOCC, annual Open House inviting the community to visit all programs, program instructors and ParaPros presenting at local districts, staff attending local district Freshman orientations, participation in district school events such as sporting events and community parades.



The United States has **1,200 career and technology centers** in **41 states?**

102,988 students were enrolled in 2,093 Career and Technical Education programs nationwide?

The goal for total enrollment is to increase 10% per year. In school year 2021-22, enrollment was 393, with a goal to increase in 2022-23 to 450 which is an increase 13.5%.

Enrollment by local district continues to increase.

Enrollment by year/district	BR	BRV	CH	EV	MS	RC	CCA	Mosaic	MOCC (13th year)	Total enrollment after drop
2022-23	127	16	66	59	109	78	21	2	3	450
2021-22	89	12	68	53	79	76	9	3	4	393
2020-21	72	5	71	48	82	68	12	3	1	362
2019-20	108	9	86	56	111	96	35	0	8	509
2018-19	100	6	63	70	97	121	45	3	9	514
2017-18	98	5	76	72	117	109	37	11	14	539

DEPARTMENTAL PRIORITY/GOAL #3

What percentage of Mecosta-Osceola Career Center students earn an industry-recognized credential in their program?

Certifications can be earned in the local Career Technical Education (CTE) programs. Credentials and their requirements may vary by student ages and work-based learning requirements. These certifications range from giving students an advantage in gaining entry-level employment to being a state-required license necessary for employment.

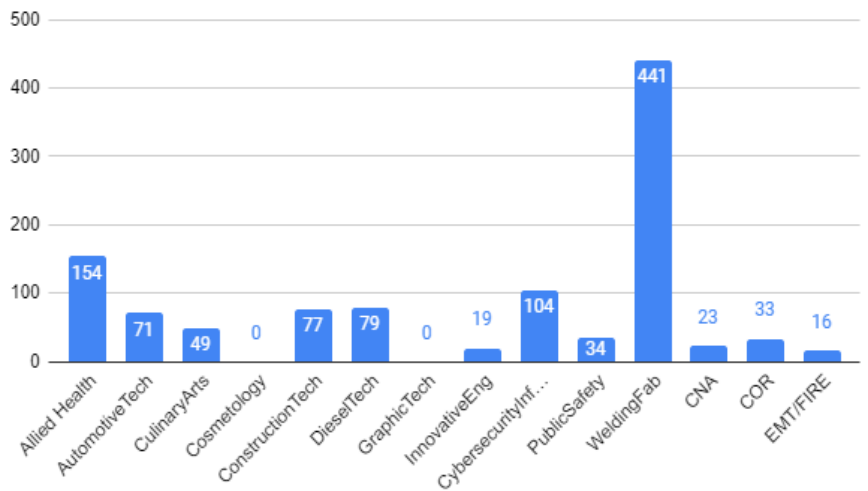
Credentials are also used by some post-secondary institutions for granting articulated college credit. Articulated credit offers students the opportunity to receive college credit while in the CTE program.

FUN FACTS

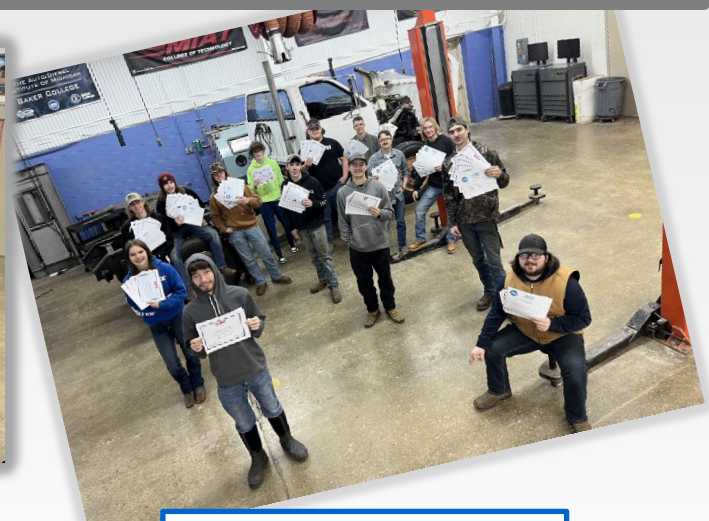
The term “credential” includes educational certificates and degrees, apprenticeship certificates, industry certifications and government-issued licenses?

1100

Total Credentials by Program 2021-22



MOCC students earned a total of 1100 industry-recognized certifications during the 2021-22 school year. MOCC programs offer state approved certifications as well as supplemental credentials. Supplemental credentials are credentials recommended by business and industry.



Credentials demonstrate competencies in a wide variety of technical skills that communicate a high level of career readiness and employability.

FUN FACTS

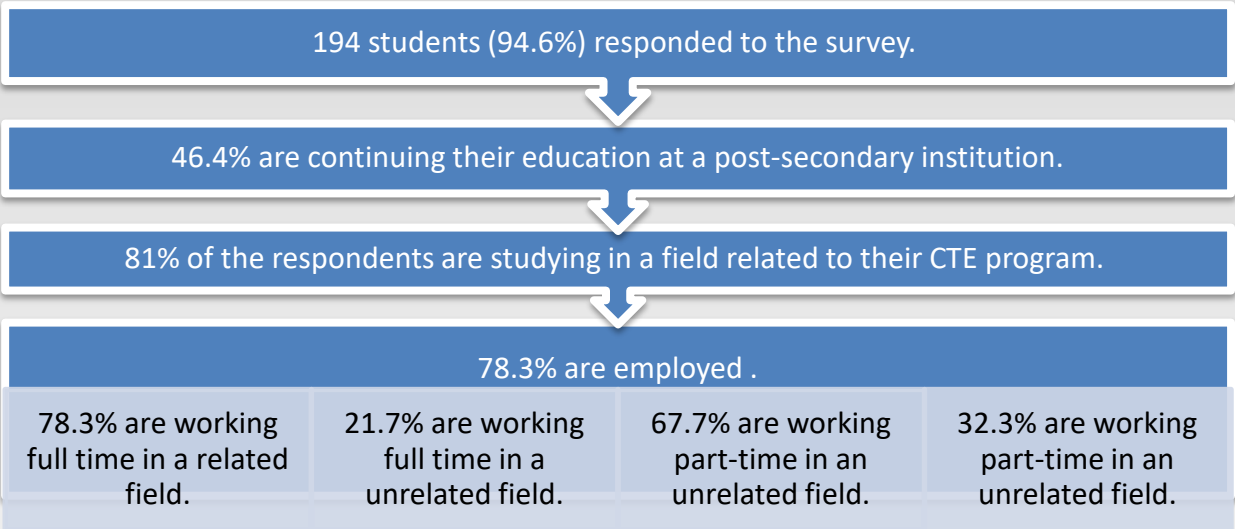


DEPARTMENTAL PRIORITY/GOAL #4

What percentage of Mecosta-Osceola Career Center students obtain entry-level employment in their Career Technical Education field of study?

Career center students have a **graduation rate of 93.44%**. CTE student graduation rates are 17.76% higher than the local district average of 75.68%. (CTEIS and MiSchool Data)

In October, 2022, 205 students who achieved “concentrator” status in 2021-22 school year were surveyed. Curriculum is measured by segments. A concentrator status is a successful completion of 8-11 segments in the MOCC program.



According to the U.S. Bureau of Labor Statistics, in 2022 workers age 25 and over without a high school diploma had median weekly earnings of \$682. Workers whose highest level of education was a diploma made \$853 per week, or just over 25 percent more than those who didn't finish high school—and earnings improved with every level of education completed.

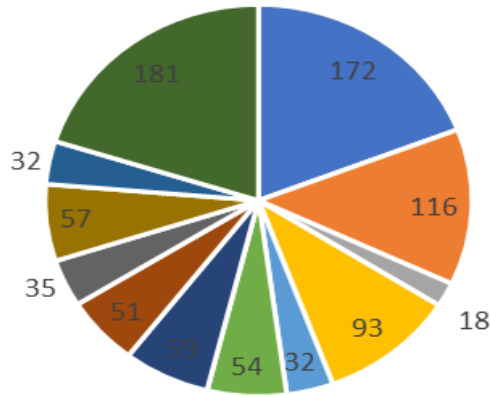


DEPARTMENTAL PRIORITY/GOAL #5

What percentage of Mecosta-Osceola Career Center engage in work-based learning by category?

Quality CTE Work-Based Learning (WBL) is demonstrated by a full continuum of experiences progressing in quality and intensity that is accessible to every student at some point during their program of study. To prepare a dynamic workforce for the future of Michigan, students need to be exposed to as many career options as early as possible. Career and technical education (CTE) students refine their career goals through coursework consistent with their career interest area, contextual learning, and career preparation while meeting academic and technical standards. The goal of WBL experiences for CTE student learners is to provide more advanced real-world experiences that help students link their educational decisions to career options.

386 MOCC students participated in WBL during the 2021-22 school year with a total of **900** WBL experiences.

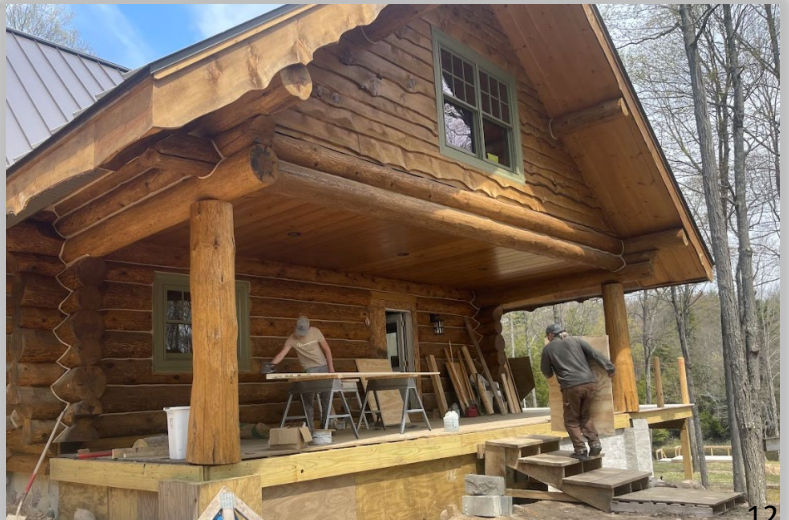


- Allied Health
- Automotive
- Systems Administration/Administrator
- Construction Trades
- Cooking and Related Culinary Arts
- Cosmetology
- Diesel Technology
- Graphics
- Machine Tool Technology
- Public Safety/Protect Services
- Systems Administration - EMC
- Welding

900

FUN FACTS

A student can be paid or unpaid for their work based learning opportunity with an employer?

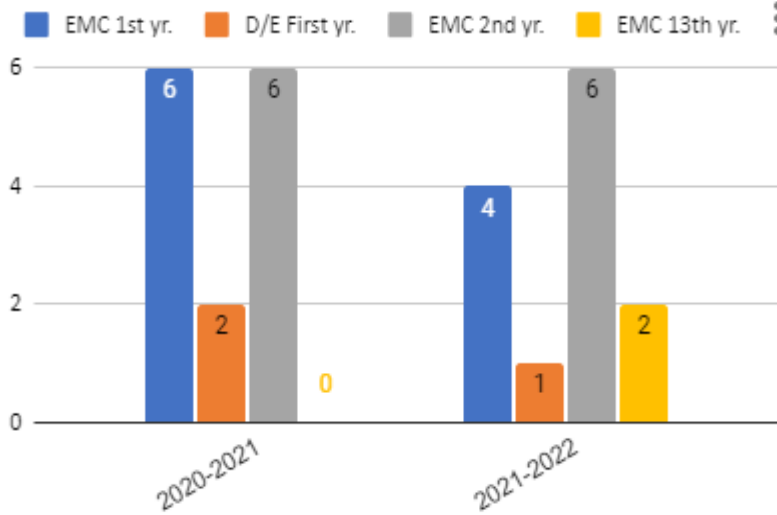


DEPARTMENTAL PRIORITY/GOAL #6

What percentage of Early College students who enroll in the fall of their junior year complete the program through the 13th year?

Cybersecurity & Information Technology (CsIT) is a one or two-year program designed to prepare students for a career in IT. Using industry-recognized certifications as the program's cornerstone, CsIT prepares students for technical support and IT operational roles. Students learn to troubleshoot and problem-solve computer issues ranging from hardware and software, operating systems, and networking. Second-year students focus on cybersecurity and networking technologies.

The instructional material is computer-based learning supplemented with hands-on labs in the classroom. Students can earn one or more of the following certifications: Microsoft Office Specialist, CompTIA A+, Network+ and Security+. Motivated students can earn additional certifications from Microsoft, CompTIA, Cisco, EC-Council, and others. Additionally, CsIT students have the opportunity to earn college credit at little to no cost. Students can earn up to 24 credits by dual-enrolling with Mid Michigan Community College (MID) and Ferris State University (FSU). Students enrolling in the Mecosta-Osceola CTE Early College program can also earn up to 48 credits.



CsIT students have the opportunity to earn college-credit at little to no cost. Students can earn up to 24 credits by dual-enrolling with Mid-Michigan College (MID and Ferris State University (FSU). Students by enrolling in the MOCC Early College program can also earn up to **48 credits**.

Cybersecurity & Information Technology students can save up to **\$34,212** by enrolling in CsIT at the MOCC as a dual enrollment or Early Middle College student.

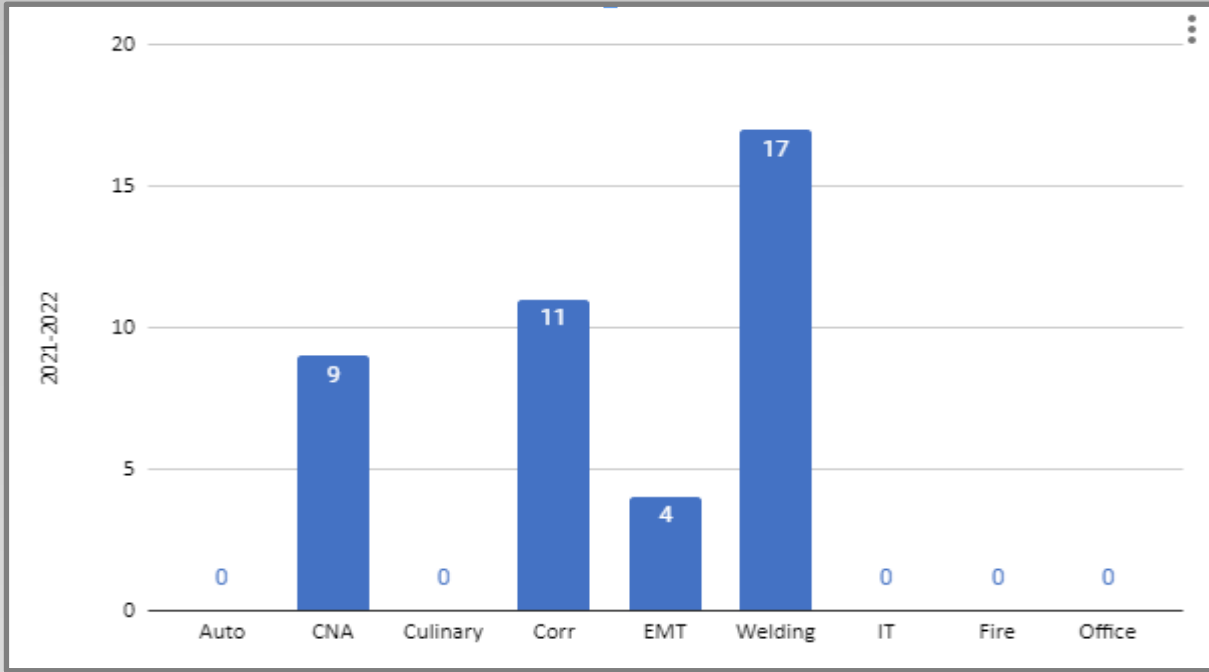
FUN FACTS



MICHIGAN
EARLY MIDDLE COLLEGES



Meceola-Tech positively impacts Mecosta and Osceola Counties through high quality adult learning Career and Technical Education.



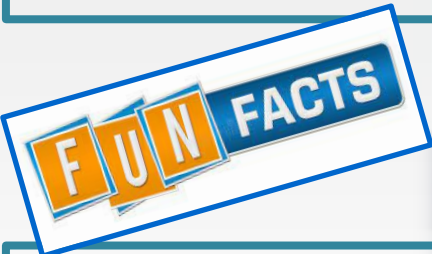
Meceola Tech values initiative and strives to support students in their efforts to succeed. Meceola Tech provides resources to help make the experience as smooth as possible.

Welding continues to have high enrollment. Local employers send their employees Meceola-Tech to increase their welding skills and gain certifications.

With the shortage in Allied Health, Meceola Tech validates the skills for Certified Nursing Assistant. After achieving certification, students can enter the working field at a nursing home.

The Corrections Academy is offered anyone interested in the skills and state wide to employees interested in becoming a Corrections Officer.

Meceola-Tech has been providing CTE programming for adults and employers since 2016.



MiWorks! Central Michigan has funding available to adult learners for training?



General Education Department

<https://www.moisd.org/departments/general-education/>

The General Education Department at the Mecosta Osceola Intermediate offers schools within the Mecosta-Osceola region a variety of learning opportunities and services designed to improve student achievement, classroom instruction, collaboration amongst districts and assist local district teachers and administrators. The Great Start Readiness Program provides preschool instruction to our local preschool students in collaboration with families.

PROGRAMS

- General Education
- Great Start Readiness Program (GSRP)



The MOISD operates ten GSRP programs for our local districts. In 2022-23, 154 students attended these programs.

The General Education Department has established six departmental questions, that when answered with data collected annually, can help us to measure the effectiveness of our department, areas we have improved, and areas that we can focus on in the coming year for continued improvement. **Those questions are:**

- 1 • Is the General Education Department a valued instructional/educational partner with our local districts? (Are services and supports aligned to the needs and requests of the local districts?)
- 2 • Is professional development offered through the MOISD effective? Are programming outcomes aligned with expectations from the local districts?
- 3 • Does the GE Department collaborate effectively with other MOISD Departments?
- 4 • Are ISD coaches/consultants impacting performance in local districts?
- 5 • Are GSRP students kindergarten ready as defined by the COR?
- 6 • Does professional development support student growth in Early Literacy and Early Math, as demonstrated through the end of year COR data?

The General Education Department uses a variety of sources including: survey data from meetings and locals, COR data from GSRP assessments, feedback from locals on training request, and the number of coaching sessions.



Direct literacy support was provided in 25 classrooms, through coaching cycles and resources, supporting nearly 500 students.



GENERAL EDUCATION DEPARTMENT

Reflecting on data from previous years, the MOISD General Education Department chose two departmental priorities to focus on over the course of the 2022-2023 school year. [The General Education Departmental priorities/goal included:](#)

Is the General Education Department a valued instructional/educational partner with our local districts? (Are services and supports aligned to the needs and requests of the local districts?)

Does professional development impact student growth in Early Literacy and Early Math, as demonstrated through the end of year COR data?

Below is a review of the initiatives taken throughout the year to support improvements in these areas, as well as data that is aligned with these priorities and our departmental questions for review.

DEPARTMENTAL PRIORITY/GOAL #1
Be a Valued Partner With Our Local Districts
Supports growth on Departmental Question #1

Is the Mecosta-Osceola Career Center programming relevant and aligned to support students' educational/career goals and the educational programming of the local districts?

The General Education team is made up of several team members, each serving a unique purpose for our local school districts. We facilitate monthly curriculum director meetings, bi-monthly principal meetings, monthly 31N direct service provider meetings (mental health supports), along with professional learning opportunities. We provide learning onsite in local buildings and on the MOISD campus.

Our team sought to meet the needs of our local principals and curriculum directors by listening to their feedback from trainings and surveys. All subsequent meetings focused on the feedback from the prior meeting. 72% of principals shared they wanted to keep meeting times and structure the same as the current format.

Here are topics they wish to add for the 2023-24 school year:

- Targeted MSTEP/SAT skills
- Behaviors
- Special Education programming that meets their local needs and issues
- Student supports
- Staff SEL support
- Attendance.



- DATA**
- **Principal Surveys:**
 - CTE Learning
 - Truancy
 - Behaviors
 - New Teacher Support
 - **Curriculum Surveys:**
 - MICIP
 - ESSER III
 - MTSS-practices
 - State Updates

- Truancy presented twice to principals.
- CTE Principal attends all Secondary Principal Meeting and two meetings spent on ESSER III.
- Principals toured the CTE building for a meeting and lunch!
- 182 MOISD & LEA staff** have been trained in ^{CPI} Three Special Education Supervisors attend elementary and secondary Principals meetings on a regular basis.
- A New Teacher Camp is planned for 2023-24.
- MICIP at all current meetings.
- State updates are sent out monthly.

DEPARTMENTAL PRIORITY #1

Be a Valued Partner With Our Local Districts

Supports growth on Departmental Question #1

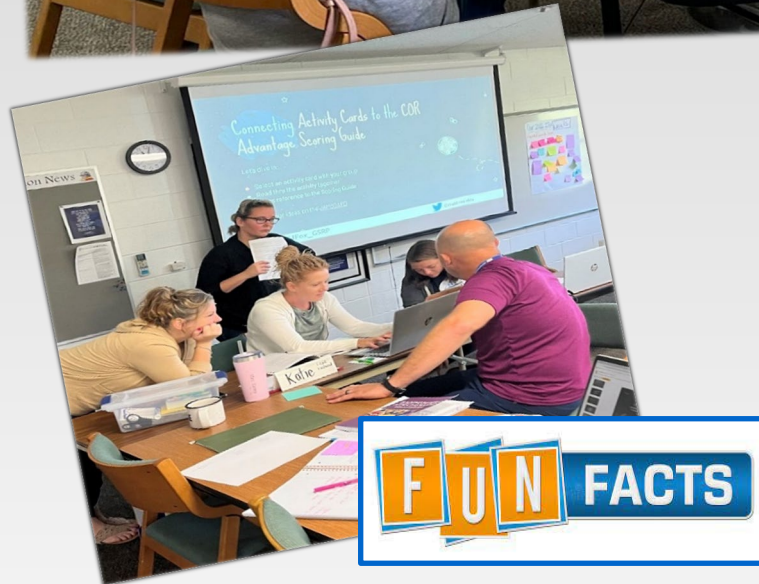
Our goal of meeting the local needs lead to an abundance of learning and coaching sessions over the 2022-23 School Year. The General Education Team facilitated learning in all of the local districts and on the MOISD campus. In addition to specific trainings, the locals were supported with opportunities surrounding MICIP (school and district improvement), MiSchool Data, TRAILS and 31N (mental health), and Instructional Rounds. Our math coach also provided specific learning for several new teachers, who needed “prep work” to prepare for the MTTC Assessment.



The Essential Practices in Literacy have been developed for birth to high school and are being utilized across all local districts.

Specific Training/Coaching:

- 5/10 Bead Math Racks-all GSRP rooms and 6 local Elementary Kindergarten classrooms
- Number Talks for Elementary Teachers
- Star Lab for students
- Family Engineering Night
- Phonogram Instruction
- Small Groups-what and how to design
- Literacy Rounds
- Foundations in Literacy at FSU for future teachers
- Common alphabet charts for all GSRP classrooms



FUN FACTS

182

Our behavior coach has facilitated **10 CPI Trainings** for **182 individuals** from Local Districts and the MOISD. The learning focused on teaching de-escalation strategies, along with safe holds and restraints for needed moments of safety.



DEPARTMENTAL PRIORITY/GOAL #2

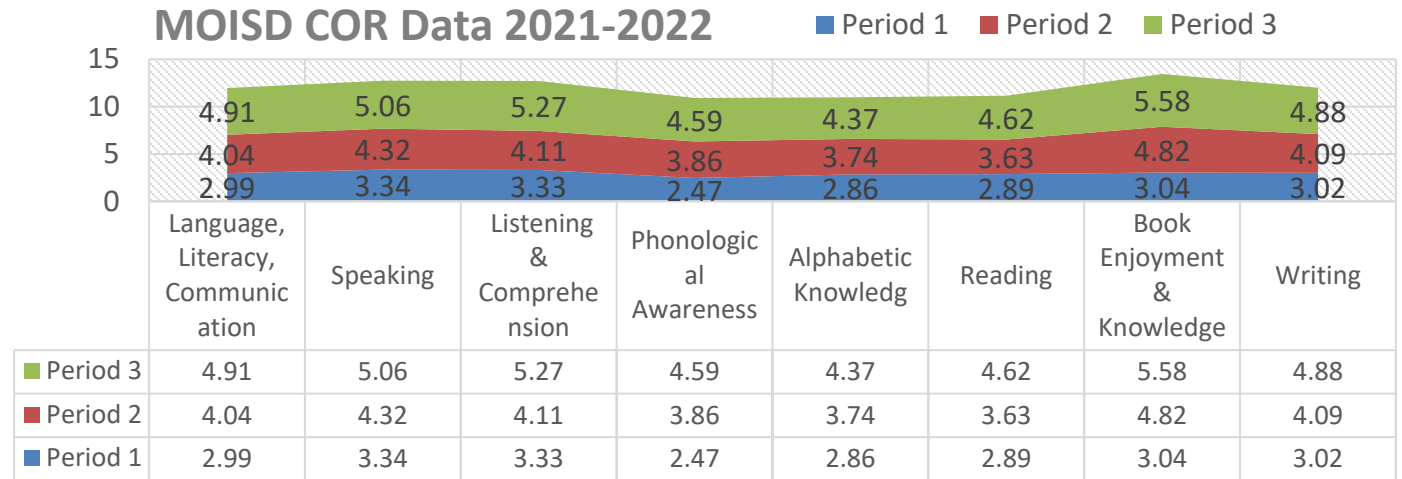
Improve COR Data in Literacy and Numeracy for Kindergarten Readiness

Supports growth on Departmental Questions #5 & 6

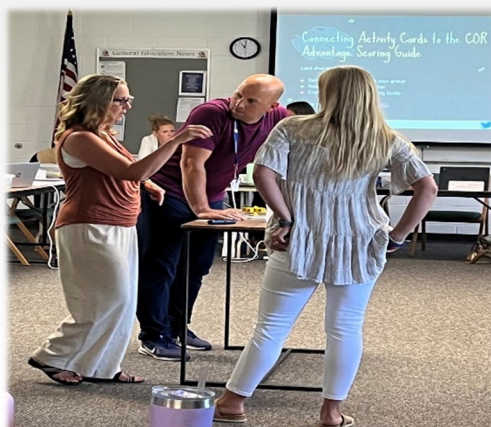
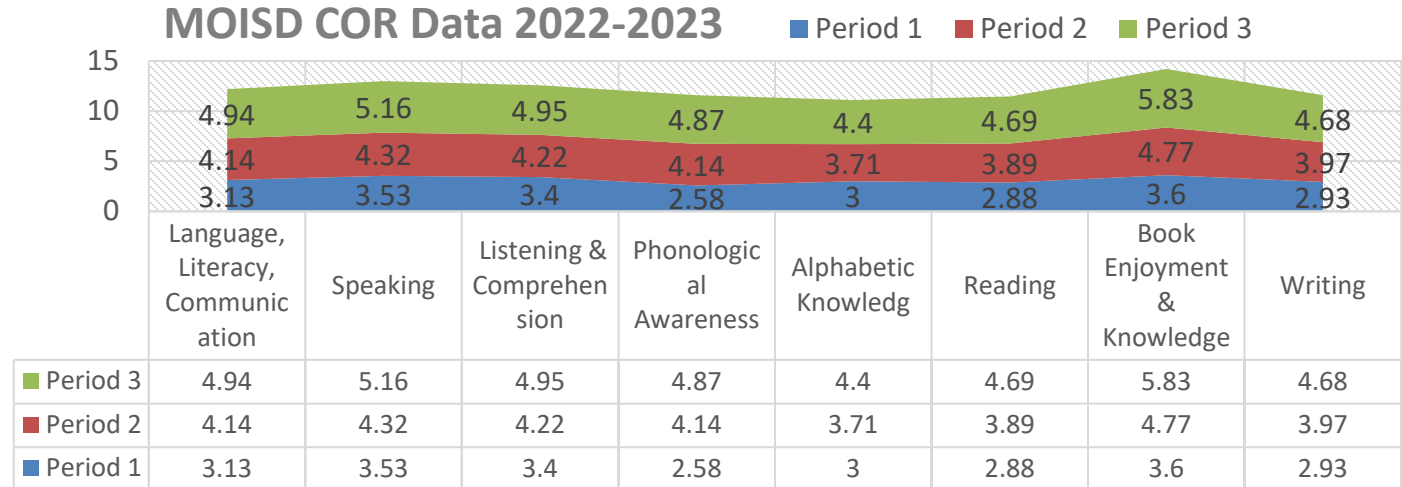
Our GSRP programs uses the High Scope programming for our instructional guide. All programming must be approved by the Michigan Department of Education. Based on COR (Child Observation Record) from the 2021-22 school year and feedback from local Elementary principals, our GSRP students needed more supports in literacy and numeracy. Our plan to address this divide was to provide specific learning for all GSRP staff in both areas, provided by our Early Literacy and Math coaches. The Essential Practice in Early Literacy and Math drives the adult instruction.



MOISD COR Data 2021-2022



MOISD COR Data 2022-2023

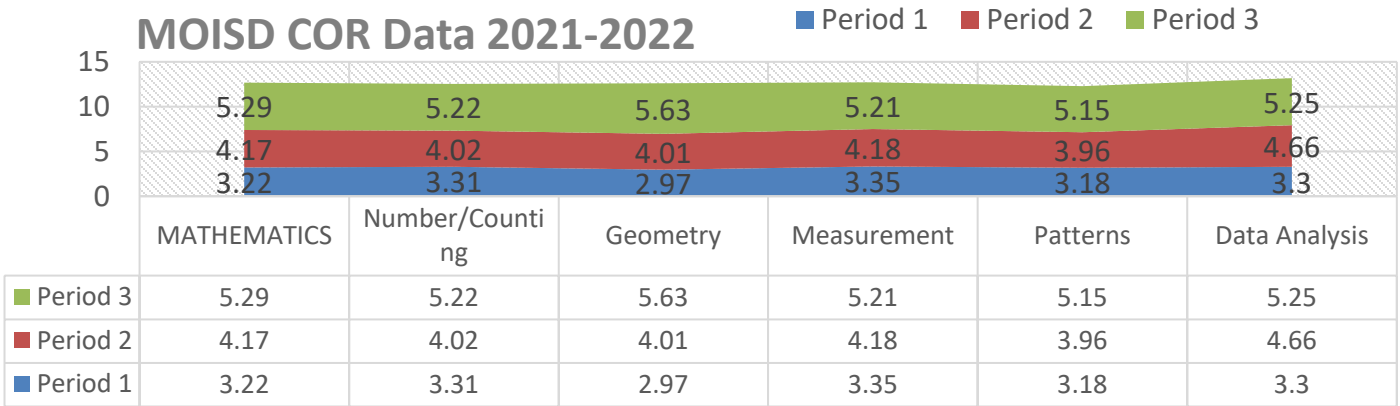


Our goal is to continue building the capacity of all GSRP teaching teams. Students are assessed through teacher observation and content work with individual students. The MOISD literacy and math coaches provided monthly learning to all GSRP teachers.

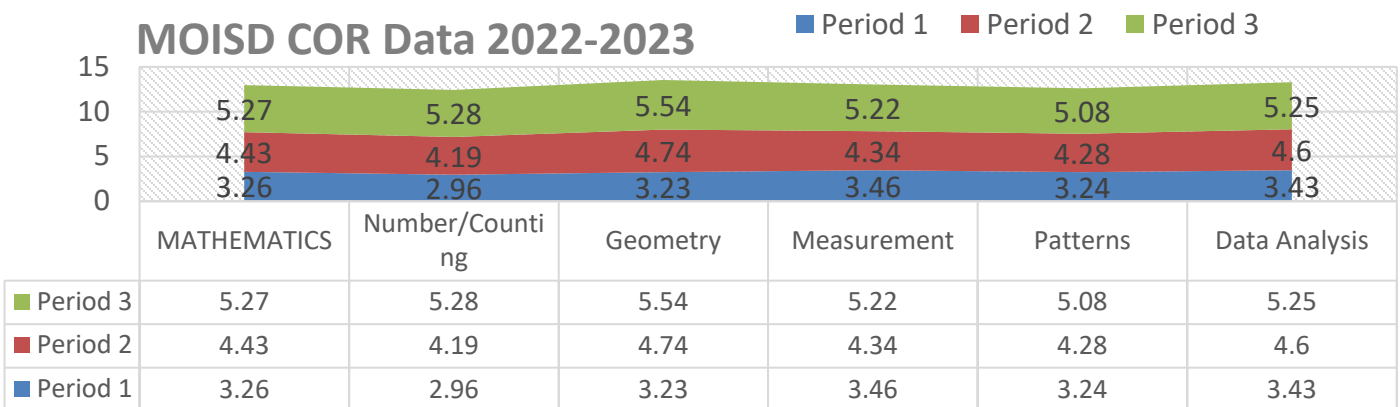
In literacy the focus was Phonological Awareness and Alphabetic knowledge. Our math focus surrounded numbers and counting.

N, U, M, E, R, A, C, Y

MOISD COR Data 2021-2022



MOISD COR Data 2022-2023



GSRP teachers participated in 12 Literacy and Numeracy learning sessions!



Beginning in the 2016-17 school year through 2022-23 school year, the MOISD has instructed over 1,079 GSRP students!



The team focused on instruction surrounding Phonological Awareness, Alphabet Knowledge, and Numbers and Counting. The benchmark score for Kindergarten Readiness a 5.0 in the COR. The data in the charts compares the data from 2021-22 (base year) and 2022-23 (year of one of comparison). The benchmark for students leaving preschool is to recognize 19 capital letters and 15 lower case letters in Alphabet Knowledge. Our students grew slightly in our focus areas of literacy and dropped by .02 in numbers and counting. The GSRP Leadership Team is already reviewing feedback from the teaching teams and the data reports on what and how to plan for next year's learning.

SPECIAL EDUCATION DEPARTMENT

<https://www.moisd.org/departments/special-education/>

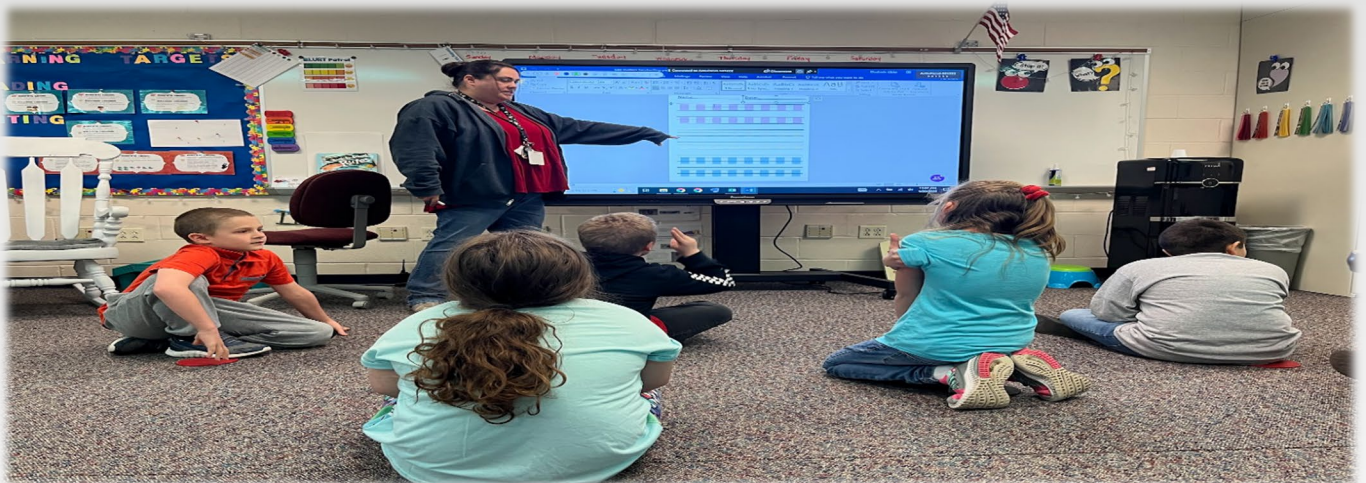
PROGRAMS

- Mecosta Osceola Education Center:
 - Elementary Moderately Cognitive Impaired (MoCI)
 - Intermediate Moderately Cognitive Impaired (MoCI)
 - High School Moderately Cognitive Impaired (MoCI)
 - Elementary Severe Emotional Impairment (SEI)
 - Elementary Resource Room (2)
 - Secondary Resource Room
 - Elementary Severe Cognitive Impaired (SCI)
 - Secondary Severe Cognitive Impaired (SCI)
 - Adult Transition Classroom
- Downtown Adult Transition Center
- Early Childhood Special Education (ECSEP)
- Satellite Resource Room- Riverview Elementary
- Satellite Resource Room- GT Norman Elementary
- Satellite Emotionally Impaired Classroom- Reed City Middle School
- Pineview Homes



SERVICES

- Early On
- School Psychologist
- Speech and Language Pathologists
- Physical Therapists
- Occupational Therapists
- School Social Workers
- Teacher Consultants



In Michigan, it is mandatory to provide a Free Appropriate Public Education to students birth- 26 found eligible for services under the Individuals with Disabilities Education Act (IDEA) and the Michigan Administrative Rules for Special Education. The Mecosta-Osceola ISD Special Education Department supports each local district's obligation to provide FAPE to their students by providing programming, services, and technical supports to local districts and students. Prior to the passage PL 94-142, the Education for All Handicapped Children Act in 1975 (later to become IDEA in 1997), the MOISD has been supporting the education of students with special needs in our 2 county ISD.

The special education department has established 6 departmental questions, that when answered with data collected annually, can help us to measure the effectiveness of our department, areas or where we have improved, and areas that we can focus on in the coming year for continued improvement. **Those six questions are:**

- 1 • Are our students benefiting from their special education instruction (are our students making growth)?
- 2 • Does the MOISD SE team create an environment & culture that helps students feel safe and appreciated at school?
- 3 • Does the MOISD SE team support the local districts in meeting state and federal results and compliance standards as well as model best practice?
- 4 • Does MOISD SE department staff and administration collaborate well with one another and with locals to do what is best for students?
- 5 • Does MOISD SE department staff and administration work with parents as partners in their student’s education?
- 6 • Are MOISD SE department staff and administration effective in their areas of discipline and do they continue to hone their skills through professional growth?

Reflecting on data from previous years, the MOISD special education department chose five departmental priorities to focus on for growth through targeted activities over the course of the 2021-2022 school year. **The five departmental priorities included:**

- 1.Continue to establish and hone IEP best practices (continued goal).**
- 2.Teaching and Tracking Social Emotional Skills.**
- 3.Community and Parent Connections and Involvement.**
- 4.Improve the quality, reliability, and effectiveness of evaluations.**

Below is a review of the initiatives taken throughout the year to support improvements in these areas, as well as data that is aligned with these priorities and our departmental questions for review.

**DEPARTMENTAL PRIORITY/GOAL #1
IEP BEST PRACTICES**

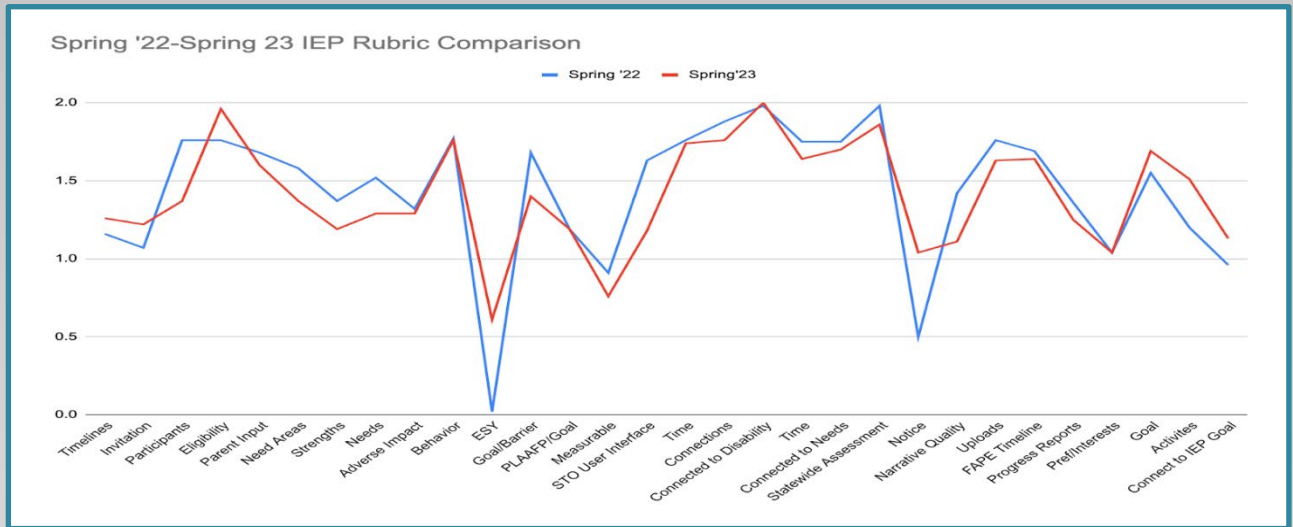
Supports growth on Departmental Questions # 3, 4, & 6

In June of 2022, the MOISD classified as Needs Intervention by the Michigan Department of Education office of Special Education Services. This means that the MOISD fell in the lowest tertile of ISDs in the state in the areas of compliance and results for students with disabilities. Results data consists of graduation rate, dropout rate, and performance on state testing). Compliance data elements that we continue to fall behind are timely and accurate data and meeting transition IEP compliance factors.

DETERMINATIONS DATA

	Results	Compliance	Determinations
2019	40	88.9	Needs Assistance
2020	30	77.8	Needs Assistance
2021	30	94.4	Needs Assistance
2022	25	77.8	Needs Intervention

In order to support districts in improving results for students with disabilities, the MOISD monitoring team did a deep dive into current IEP practices using 6% pulls and an IEP rubric. The IEP is where a student’s team lays out a plan for how a student will continue to make progress on their goals and in the curriculum, therefore a well written and well calculated plan is essential in assuring positive results for students



Through the general supervision system, our department offered 4 High Quality IEP Trainings that were open to all, but invitations were also targeted to individuals who scored lower on their best practices rubrics according to IEP reviews. We offered 2 trainings that were focused solely on the section of the IEP called the PLAAFP (Present Levels of Academic And Functional Performance). This is the foundation of the student’s IEP as it paints a picture of their strengths and needs. Lastly, we provided 3 trainings on B-13 and secondary transition plans; an area where we have traditionally not met compliance.

DEPARTMENTAL PRIORITY/GOAL #2 TEACHING AND TRACKING SOCIAL EMOTIONAL SKILLS

Supports growth on Departmental Questions # 1 & 2

At the end of last year, the ISD received a complaint with findings surrounding how we deliver school social work services. The resulting corrective action plan (CAP) required us to dive deep into our current service delivery model and create a new process that aligned more closely with the Individuals with Disabilities Education Act (IDEA) and the Michigan Administrative Rules for Special Education (MARSE). The social work team and administration worked hard to create a new set of guidelines and to develop themselves to support students within the system.

In the spring of last year, volunteers from the school social work team, special education admin, and other special education stakeholders took part in crafting a new functional behavioral intervention (FBA) and positive behavior support plan (PBSP) form. The two aforementioned documents are commonly collectively called behavior plans. Students who are struggling with meeting social/emotional/ or behavioral expectations, may need a behavior plan to assist with addressing the child’s individual needs and shaping the maladaptive behavior. FBAs are also specifically named in IDEA as a required tool to support students in certain circumstances. Therefore, the ease of use of the form and an understanding of the process is essential to the success of implementation. The new forms were introduced in the fall of this year. Three professional developments were offered to staff as well as office hours throughout the year to support individuals wanting to grow their skills in this area.



22-23 average percentage of school social work with DIRECT services

56%

Up from the 21-22 average of 9%



MOISD School Social Workers are currently serving 434 students located throughout the ISD and local districts.

The term Functional Behavioral Assessment is mentioned 5 times in MARSE and it is an evidence-based strategy to support students with behavioral challenges.

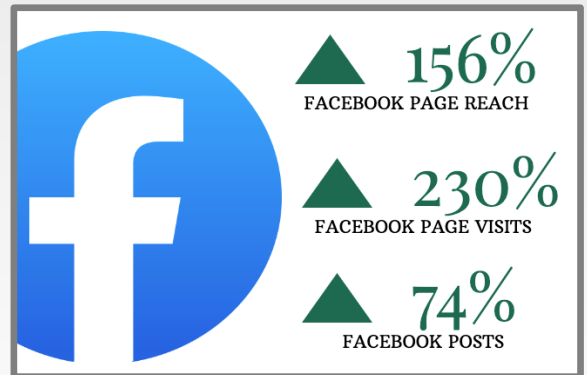
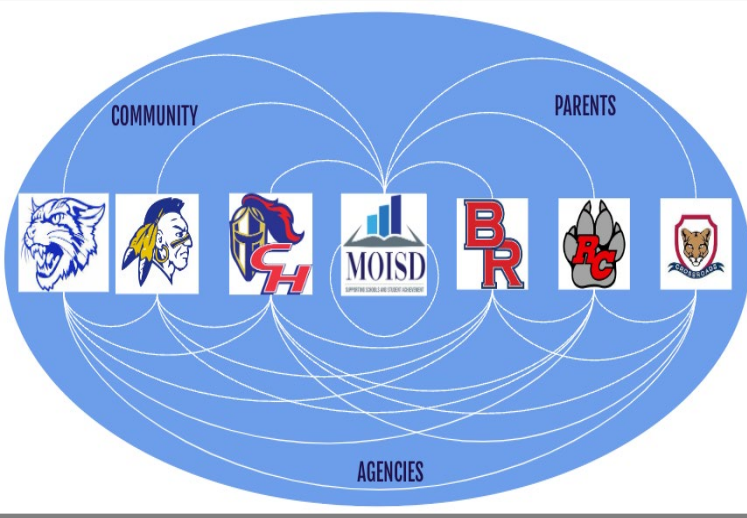
DEPARTMENTAL PRIORITY/GOAL #3 IEP BEST PRACTICES

Supports growth on Departmental Questions # 3, 4, & 5

Since the pandemic, we know that connections have been lost and the sense of isolation from one another, staff-staff, student-staff, student-student, and the school-community, still exists despite us having been back to school for over a year. The department felt that it was important to focus on connections and reestablishing connections, as they are the basis for learning for students. Connections also may work an enjoyable and less stressful place for our teachers and other staff members to come to work. Lastly, connections help us to ensure that we are utilizing our collective resources to support students and their needs.

Some of the initiatives we underwent in order to increase connections included:

- Increased resource sharing through Facebook, which resulted in increased engagement with the page.
- “The Great Escape” department event that encouraged staff to spend time together to connect outside of work!
- Transition Classroom events with community agencies and encourage community connection such as BINGO and Prom.
- Triannual meetings with local district administrative teams for Check-Ins
- Staff and administration growth goals surrounding stakeholder connections.
- Beginning of the year open house for parents at the Education Center
- Monthly Community Coffee opportunities in local districts with the assistant superintendent of SE.
- Community involvement in classrooms such as Michigan State Extension and Art Works!





FUN FACTS



Anyone is welcome to join our Facebook page and follow for tips and information to help support ALL students.



The Education Center had a 98% parent participation rate for Individualized Education Program (IEP) meetings!

98%

DEPARTMENTAL PRIORITY/GOAL #4

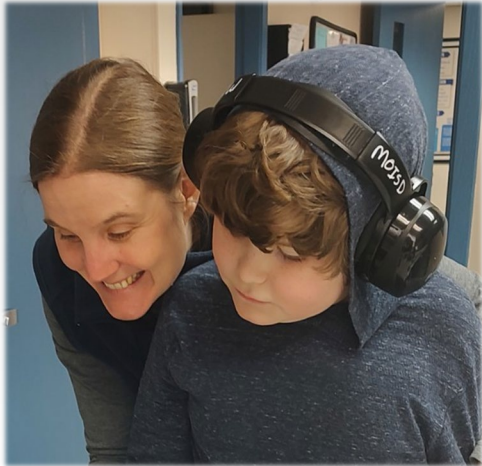
IMPROVE QUALITY, RELIABILITY, AND EFFECTIVENESS OF EVALUATIONS

Supports growth on Departmental Questions # 1-6

Employee evaluations are an operational reality and are required by Michigan Legislation for teachers. However, it is the belief of the department that the evaluation cycle and process is best viewed as a process to support the growth of educators, students, and programs. Therefore, it is important to SE administration that the evaluation tools and being consistently utilized, that feedback is provided in a timely and actionable fashion, and that we are measuring what we believe to be important qualities of professionals from a variety of professions. In order to ensure that the evaluation process is effective in supporting growth, the SE administrative team engaged in the following initiatives:

- Group during admin team meetings reviewing how to deliver quality, actionable feedback.
- Creating SE admin internal processes for evaluations.
- Working with staff on drafting possibilities for new itinerant evaluations.
- Creating an inner-rater reliability rubric that applies 5D principles to our ISD's programs.
- Individual growth goals on providing regular, immediate, and actionable feedback

FUN FACTS



The MOISD special education department has over 70 professional staff and over 50 support staff working in ISD programs and with locals to support students!



TEAM AWESOME

TECHNOLOGY DEPARTMENT

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DEPARTMENTS & SERVICES

- MOP Co-Op
- Data Center Shared Service
- Pupil Accounting
- Student Information Services
- Finance Software



Departmental Properties

- *We are one ISD with multiple departments working together*
- *The biggest challenges require everyone pulling in the same direction*

The Technology Department has established seven departmental questions, that when answered with data collected annually, can help us to measure the effectiveness of our department, areas we have improved, and areas that we can focus on in the coming year for continued improvement. **Those questions are:**

- 1 • **What data is used to measure the Technology Department's effectiveness?**
- 2 • **How is departmental performance communicated to or perceived by users?**
- 3 • **How do you evaluate the overall performance of the systems? (Data Center, Networks)**
- 4 • **Are Technology services and support aligned to support student performance?**
- 5 • **Are Technology services and support aligned to maximize efficiencies for instructional staff?**
- 6 • **Does the Technology Department serve as an educational resource (i.e. new and relevant technology for educators) for MOISD staff?**
- 7 • **How does the Technology Department provide support and leadership to the local districts?**

For the second year the technology department has a customer satisfaction rating of 100%, an outstanding achievement in any industry. This shows the commitment to the "Student-Focused" team effort. It is also indicative of the team's commitment to a "People First" approach that invites the students, staff, and the community to give us feedback. It is shown in the empathy with which the support is performed.



How do we build the relationships, training opportunities, and systems to achieve data accuracy and fidelity for pupil accounting and decisions?

- *Data - Pupil accounting accuracy.*
- *Data Informed Decisions.*
- *Request resources to make this all happen.*

DEPARTMENTAL PRIORITY/GOALS

- What data is used to measure the technology department’s effectiveness?
- How is departmental performance communicated to or perceived by users?
- How do you evaluate the overall performance of the systems? (Data Center, Networks)

The MOISD Technology department team stands ready to support schools and student achievement. We also help impact our community through high-quality services that assist them with learning experiences. We are committed to planning, acquiring, deploying, and supporting appropriate technology for all local districts in an efficient, timely, and cost-effective manner.

One of the major areas of concentration of the MOISD technology team is having an outstanding customer-focus and student-focus that supports and surpasses the metrics of K-12 organizations and others in the educational sector.



Technology Team Customer Satisfaction

The technology department has a **customer satisfaction rating of 100%**, an outstanding achievement in any industry. This shows the commitment to the “**Student-Focused**” team effort. It is also indicative of the team’s commitment to a “**People First**” approach that invites the students, staff, and the community to give us feedback. It is shown in the empathy with which the support TEAM performs.

2022-2023
100%

2021-2022
100%

2020-2021
98.0%

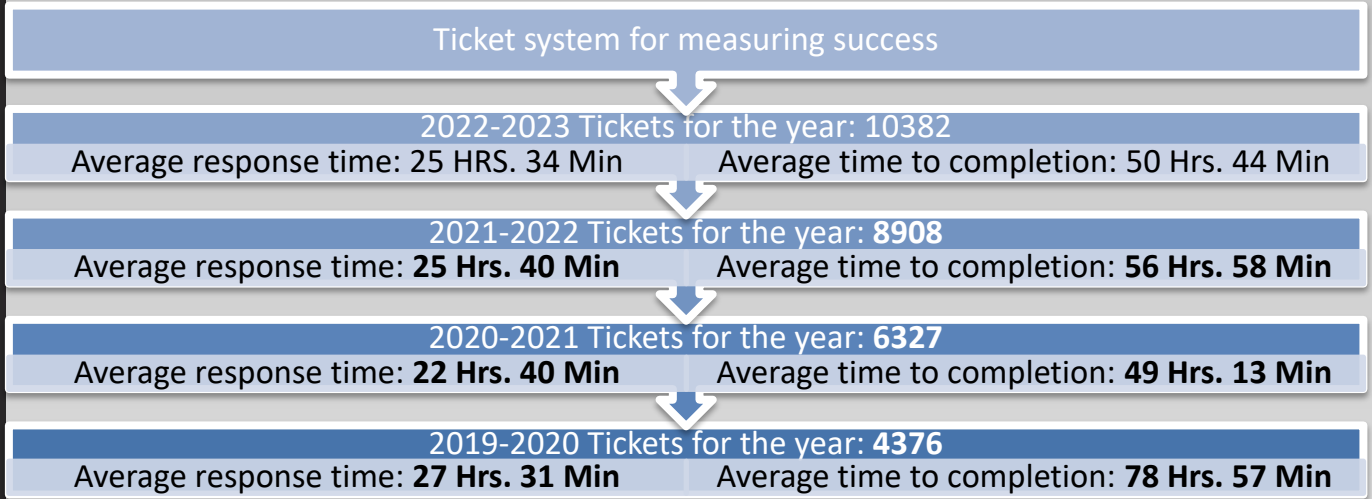
2019-2020
98.0%



Collaborative partnerships formed with local districts saves all schools money and helps to meet the core values of all schools. It further demonstrates that “**Everyone Together**” creates a TEAM atmosphere. No entity stands alone and, as the acronym spells out Together - Everyone - Achieves - More. This approach demonstrates that “**Local Success is Our Success**” creates a positive partnership and the commitment to collaborate with all partners.

- **How is departmental performance communicated to or perceived by users?**
- **How do you evaluate the overall performance of the systems? (Data Center, Networks)**

Over the last year, the team has continued to improve and automate the help ticket systems in an effort to gain efficiency in supporting the users. Improvements have been made in the Identity Management Systems. In the last year, the support of users has increased over the previous two years.



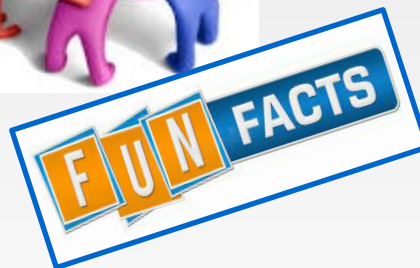
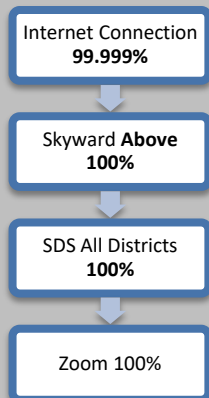
- **Are Technology services and support aligned to support student performance?**
- **Are Technology services and support aligned to maximize efficiencies for instructional staff?**

The MOISD Technology Department’s impact can be seen through high-quality services that assist in learning. Commitment to planning, acquiring, deploying, and supporting the technology that positively affects student learning. Good research is the goal of the team. The support and assistance with technology services, provided by the MOP Co-Op, at the MOISD encompasses four of the six local school districts. The MOISD is also an anchor institution for the libraries to connect to the MISEN. The team continues to provide outstanding customer focused support that surpasses the metrics of the K-12 organizations and others in the educational sector.



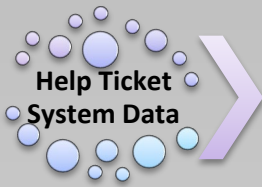
Service Uptime Goals

If you have 99.99% of systems uptime on a system that means it is only out of service an average of less than 60 minutes downtime per year.



We get perception data with a survey after a support ticket is completed. This gives us quick feedback on how the service experience was.

The technology team has touchpoints with all six school districts, including six public schools and three private schools, and all departments within the MOISD.



Satisfaction Surveys

System uptime reporting

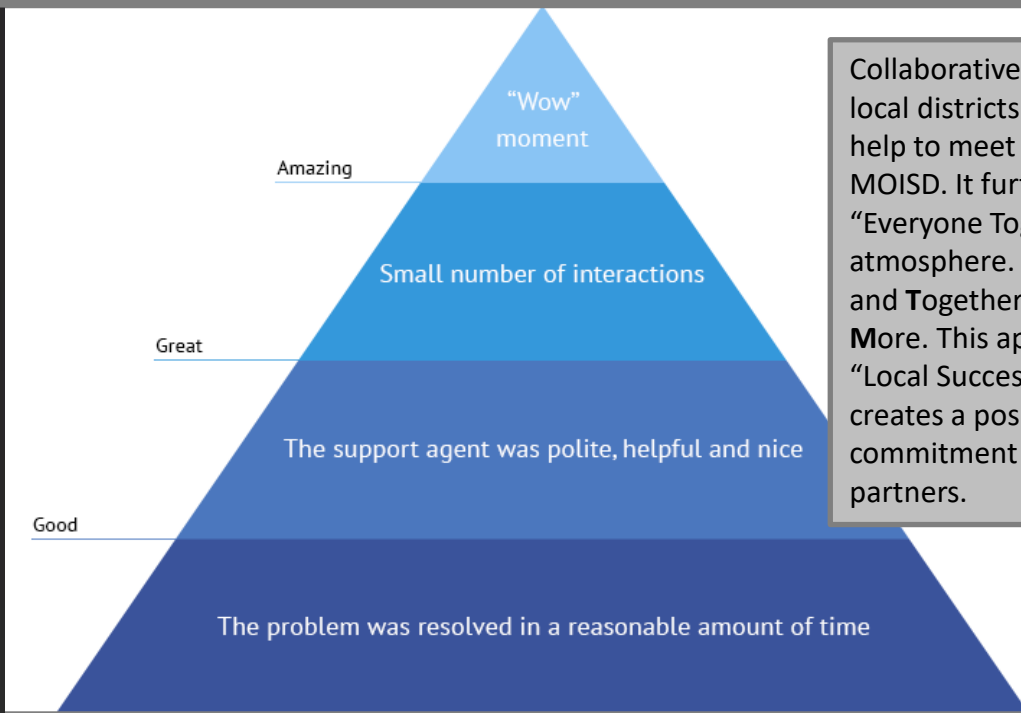
Communication with stakeholders

MEASURING SUCCESS

- Does the Technology Department serve as an educational resource for MOISD staff? (i.e. new and relevant technology for educators)
- How does the Technology Department provide support and leadership to the local districts?

One way that the MOISD helps to provide leadership is with cyber security. This is some uncharted territory for all of us in government and education as the “bad actors” are continuing to evolve and change their attacks. One way that we have been able to provide this additional leadership is to lead by example. We took on the challenge of measuring our security of the Active Directory system that is the basis of all our security. We found an assessment that we can run during the year to check if our baseline has improved or regressed. The vendor we worked with said they have done this assessment often and this is one of the highest scores they have seen in over 400 assessments.

B 88% AD Security Score



The technology team has touchpoints with all six school districts, including six public schools and three private schools, and all departments within the MOISD.



Smart boards — also called interactive whiteboards — improve the learning experience by making learning more engaging. Teachers and students learn collaboratively, share files, access online resources, and use educational software.

The team continues to help move the MOISD and the LEAs forward with new, innovative technology. A high level of support is important to maximize moments of learning opportunity for the students of the MOISD and local school districts. The team is looking forward to helping all students be successful in the upcoming school year.

TECHNOLOGY DEPARTMENT