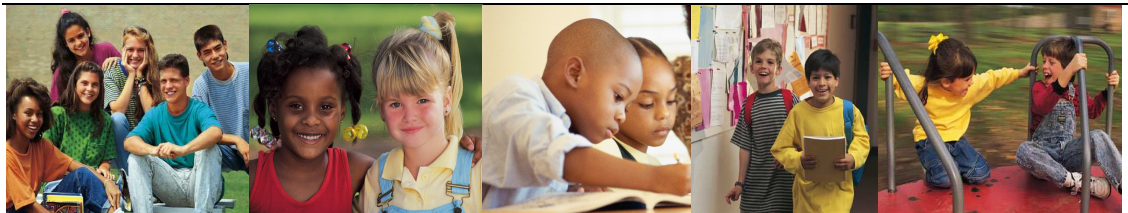


Washtenaw Intermediate School District

# Education **20/20**



**Students First**

**Washtenaw Intermediate School District** is the regional educational service agency for the public school districts of [Ann Arbor](#), [Chelsea](#), [Dexter](#), [Lincoln](#), [Manchester](#), [Milan](#), [Saline](#), [Whitmore Lake](#), [Willow Run](#), [Ypsilanti](#) and [Public School Academies](#).

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### **Washtenaw Intermediate School District**

[www.wash.k12.mi.us](http://www.wash.k12.mi.us)  
1819 S. Wagner Road  
Ann Arbor, MI 48103

734-994-8100

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# Introduction

The future state of public education will profoundly impact our children, our democracy and our quality of life. As educators, we are morally obligated to influence that future by reinventing our public schools to provide opportunities for all students to receive a high-quality, 21<sup>st</sup> century education.

To accomplish this, Washtenaw Intermediate School District (WISD) must work with diverse learners and communities to raise the expectation for the performance of every student. In Washtenaw County, our current education system is one of the finest in the state, providing many benefits for students and the community, yet more than 12% of our students drop out of high school before they graduate. And many who graduate lack the necessary skills to continue their education or enter the workforce.

We choose to meet these challenges head-on. Rather than accept them as inevitable, through this plan, we will use them to redefine our education system so that each child has a flexible and personalized education experience.

This plan will guide WISD's direction over the next 10 years. It will direct resources, determine programs, affect partnerships and assess our efforts. Each of these elements will be addressed through the collective work of WISD and its member school districts, public school academies, parents, students and community constituents.

This proactive, optimistic document shows how, together, we can choose to create our region's future state of education.

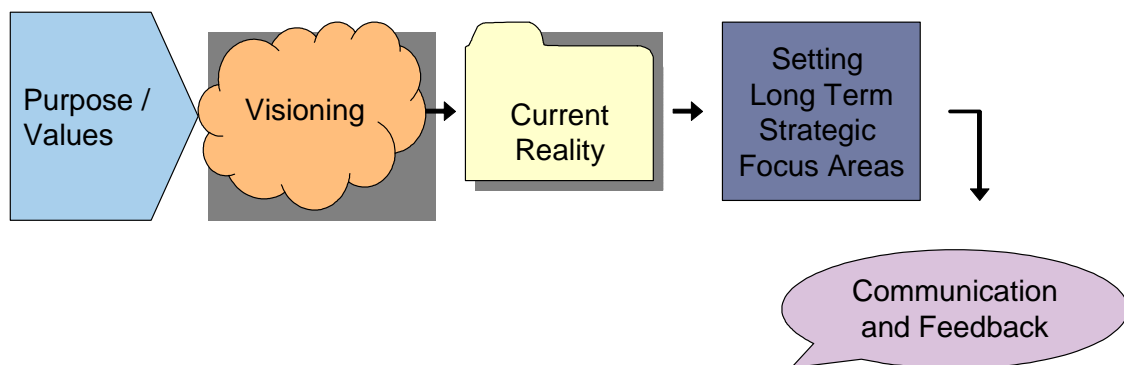
And, we choose the future that puts our *students first*.

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# Process

## Preferred Futuring

This plan was created using a process called “preferred futuring.” It started with a focus on values, looked at future trends, and then considered the future that we would prefer. Once we established a vision for a preferred future, we looked at current reality and developed some key strategies and objectives for moving from current reality toward the vision for a preferred future. Input from key constituents occurred throughout the year-long process, with much communication and feedback during the development of plan drafts.



This plan would not have been possible without the extensive community-based visioning work that occurred in 2008 through several county groups. Much of that work resulted in the Washtenaw County Success Strategy and the Washtenaw Cultural Plan. Both of these community-initiated plans embraced education as a key strategy for the success of our region, and they provided rich and detailed suggestions for future work. Those ideas are incorporated into this plan.

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# Values

*Because we put students first, we value...*

## **Meeting the diverse needs of students**

All students have a right to learn and engage in a challenging, relevant and motivating learner-centered environment where diversity is appreciated, all students are included, and instruction is personalized to student needs. Diversity is valued and viewed as a strength for moving education forward.

## **Effective leadership**

Leaders work together, are proactive, evidence-based, and focused in their efforts to represent public education in Washtenaw County, influence state educational policy, and ultimately maximize success and resources for students, family, staff and community.

## **A culture of improving educational access and performance**

Meaningful, high quality professional growth opportunities with an emphasis on a culture of continuous improvement through collaboration are centered on student learning, use of evidence-based instructional techniques, helping students assume responsibility for their own learning, and effective use of technologies.

## **Quality and efficiency**

We support only programs and services that are of high quality or that have the potential to develop into high quality programs through continuous improvement. We must maintain efficient operations with high-quality service and effective communication. We will work with local districts to develop efficiencies through shared services.

## **Building individual and organizational capacity**

Local districts and schools are responsible for ensuring all students are valued members of their learning and social communities. County support is in the building of capabilities of individuals and the capacity of schools and districts to meet the needs of their students and communities.

## **Support for systemic change**

We stretch outside the boundaries of the traditional K-12 systems to quality PK-16 model partnerships with colleges/universities, businesses and community organizations and early childhood/family support systems. Through partnerships we assume many of the functions previously performed by the Michigan Department of Education. Change involves taking measured risks to develop multi-year, innovative and creative solutions to educational needs with a focus on sustainability.

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# Mission and Services

The overarching WISD mission: **is to promote continuous improvement of achievement for every student while providing the highest quality service to our customers.**

The WISD accomplishes this mission by putting students first, when:

- ❖ Meeting the needs of diverse learners while building inclusive communities.
- ❖ Providing programs and services that address the needs of the whole child.
- ❖ Supporting a personalized learning experience for each student and family.
- ❖ Maximizing collaboration with schools, businesses, agencies, and communities.
- ❖ Modeling the use of technology for instruction.
- ❖ Serving as an educational communication center.
- ❖ Providing shared administrative services that support teaching and learning.
- ❖ Securing educational resources and using them equitably and efficiently.

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# Big Ideas

The following **educational ideas that frame our work** are designed to meet the needs of the whole child\*:

- ❖ Quality, equity, inclusiveness and social justice
- ❖ Boundary-spanning partnerships
- ❖ Innovative Change
- ❖ Excellent teaching and leading
- ❖ Learner-centered design
- ❖ Common high expectations for teaching, leading and learning

Each idea is described on the following pages and depicted in the diagram on page 11.

\*See appendix for web links to information on the ASCD *Whole Child* initiative



## **Quality, equity, inclusiveness and social justice**

This foundational idea emphasizes the practice of creating inclusive communities where different perspectives are encouraged, where diverse backgrounds are respected, and where talent and hard work are focused on achieving success for each and every student.

Strategies that emphasize this focus include the World Languages collaborative with the University of Michigan, the Washtenaw Promise with Ann Arbor Area Community Foundation, the Young Peoples Project and Washtenaw Success by 6.

## **Boundary-spanning partnerships**

This idea is about stretching outside the boundaries of the traditional K-12 system to quality preK-16 model partnerships with colleges/universities, businesses, community and governmental organizations, and early childhood and family support systems. It is also about increasing collaboration and service sharing among local districts and between local districts and the intermediate school district as well as entering into partnerships to provide many of the functions previously performed by the Michigan Department of Education.

Examples of models working toward system change include the Early College Alliance, Success by 6®, and New Tech High.

## **Innovative change**

This idea focuses on educators and school partners employing a data culture for decisions that informs instruction, measures individual student performance, and provides information about our students and system to the community. The success of the system is determined by the results for students as measured in multiple ways. The system prepares all young people with the skills as well as economic, social and intellectual capital needed for success in the 21<sup>st</sup> Century. This includes partnering with state-level organizations to provide regional and statewide leadership and technical assistance to promote and sustain innovations statewide as well as employing innovative ways to seek solutions for greater efficiency to create a sustainable funding system.

Examples include student perception surveys, post-high school follow-up surveys, measures of 21<sup>st</sup> Century learning skills, one-on-one computing, and project-based learning.

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# Big Ideas

## ***Excellent quality teaching and leading***

High quality teaching and leading are essential for building and shaping the classroom, school and system environments. Teachers, students and parents share responsibilities for learning based upon their mutual understanding of their needs and aspirations. Educators know and develop a relationship with each student and his/her family. That knowledge and relationship is then used to collaboratively plan that young person's education. Leaders are proactive, collaborative and use evidence to make decisions. They focus on efforts to create and advocate for learner-centered teaching and learning opportunities.

Strategies that emphasize quality teaching and leading include Reading Apprenticeship, Instructional Consultation Teams, Universal Design for Learning, Studying Math Learning, the Algebra Project and STEM (Science, Technology, Engineering, Mathematics) curriculum and partnerships with higher education institutions.

## ***Learner-centered design for a flexible and personalized system***

The student is at the heart of instruction and the design of the educational system. Teachers focus on learners—first understanding their needs and how they learn best and then providing guidance, instruction and support—teaching students how to create their own learning. Learner-centered education is individual, flexible, personal, and varied and can occur at any time or place.

Strategies that emphasize flexible and personalized learning include, expansion of the Early College Model and partnerships with higher education, online learning options, and personalized planning systems.

## ***Common high expectations***

Expectations are high for teaching, leading and student learning. Teachers use research-based effective instructional strategies. Leaders work together, are proactive and use evidence-based decision making to shape instructional practices, organizational processes and system activities.

Using an emphasis on the whole child model, learning expectations are high for all students in Washtenaw County. The effective learner not only understands the educational content but also creates his/her own learning opportunities, works well with others, thinks critically and creatively, is personally effective and communicates well.

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# Big Ideas

## Common High Expectations for Teaching, Leading and Student Learning

### Learner-Centered

Creating options that increase learner achievement through engagement and personalization

### Teaching and Leading

Investing in research-based processes and programs that use 21<sup>st</sup> Century learning models to shape the system

### Innovative Change

Employing a system that uses data to inform instruction, inform the community and support systems change

### Boundary-Spanning Partnerships

Stretching outside the boundaries of traditional K-12 systems to quality PK-16 model partnerships with colleges/universities, businesses, community organizations & early childhood/family support systems. Increasing collaboration and service sharing among local districts and between local districts and the intermediate school district and at the state level.

### Quality, Equity, Inclusiveness and Social Justice

Providing high-quality equitable opportunities for all students

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# Future-focused Scenarios

## Learner-Centered Education

Learner-centered education is a moral imperative. Students learn core instructional content as well as self-selected learning content. Instructional practice builds on interest, motivation and cooperative approaches related to the personal plan for each learner. Central to the system is a team of skilled learning coordinators that helps each learner set high expectations for success. The learning coordinators encourage learners to engage in the pursuit of self-selected real issues and problems. The philosophy develops; the desire to continue to learn, to be trusting, joyful and enthusiastic. As a seamless personal path from birth through higher education, the learner-centered approach has resulted in an effective system for all learners.

Learner-centered education has created collaborative pathways from pre-kindergarten through higher education completion where learning is personal and planned to meet the needs of the whole child.

The boundaries have melted away between public K-12 education systems, colleges and universities, home schooling, early childhood education and care programs and government-training centers.

Learner-centered education teaches people how to learn and has resulted in opportunities for all learners to be successful. In this system effective learners create their own learning, work with others, think critically and creatively, are personally effective, communicate well and understand educational content. The learner seeks his/her own learning opportunities.

Technological advances have enabled access to learning opportunities that are self-selected and that can be accessed anytime and anywhere. This enables individuals to move at their own pace with guidance, mentoring and direct teaching provided by professional learning coordinators.

Learning opportunities are available for all regardless of the learners' background or ability. Learning opportunities respect individual diversity and support inclusion on the community, national and global level. Every student has access to the emerging opportunities.

There is at least one learning center for infants, young children and their parents in each community. Besides school centers, children and young adults also attend other locations for learning including businesses, libraries, higher education institutions and learning at home. Virtual learning is common within households, and families often learn together.

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# Scenarios

## **Creating Collaboration and Connected Communities**

WISD links Washtenaw County schools—through human and electronic networks—with business, industry, community service groups, organizations, governmental agencies, and institutions of post-secondary education touching learners throughout their educational careers.

It begins with community collaboration that supports early childhood and family education services working with the community; providing young children with a successful early start in school. It continues with community connections that enable elementary and secondary learners to apply their academic skills in real-life settings through community-based learning. These learning experiences—like career and technical education, academic support, and service learning—are facilitated through cooperative interagency efforts. Throughout their careers, learners are engaged in innovative internships, projects and mentoring both in school and in settings beyond the school building.

These experiences are enhanced through the operation and maintenance of a school technology network, as WISD supports the infrastructure needed for schools and learners to have reliable, high-speed electronic connections and virtual learning opportunities. WISD provides cooperative services to assist districts in using technology in all aspects of school operations, facilitating the efficient and effective use of human, print, electronic, and interactive state-of-the-art instructional and administrative resources. WISD provides year-round access to research data, resources, and equipment that connect educators to each other, to the community and to the global information network, often demonstrating applications for the latest generation of technology.

WISD employs cooperative/shared services to assist districts with business and administrative functions to support learners. Administrative service partnerships maximize the resources available to the public schools in Washtenaw County. Through cooperative fiscal planning school districts are able to meet the need for adequate, stable funding to implement a high quality, public education system.

In cooperation with its constituents and neighboring ISDs, WISD provides communications and government relations services to inform public policy makers and the community on educational issues, including innovation, student engagement and needed support from the community.

At WISD we set the standard for delivering the highest quality customer service. We acknowledge the uniqueness of individuals and embrace the diverse life experiences, knowledge and personal perspectives that are brought to school and the workplace. We use these opportunities to improve communication, teaching, creativity, teamwork and innovation.

And, as one of Michigan's regional educational service agencies, WISD is directly connected to the state and other educational regions, performing many of the assistance and management functions once conducted by the Michigan Department of Education.

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# Scenarios

## **Serving Diverse Communities**

As a regional educational service agency, WISD is responsible for educating and empowering the next generation; and helping to create inclusive communities where different perspectives are encouraged, where diverse backgrounds are respected, and where talent and hard work are focused on achieving student success. We model an inclusive and hospitable school and work place that includes a productive and diverse workforce, a responsive educational system, a bias-free organization and a respectful work and school culture. Service to our diverse communities involves respectful treatment of all people.

Inclusive student programming is a key to developing the workforce and culture of the 21<sup>st</sup> century. All students have access to high quality learning options and opportunities where diversity is appreciated, all students are included, and instruction is personalized to student needs. Each student feels valued and is highly productive. All educators are culturally sensitive and competent, and they understand how to tap a student's prior knowledge, experience and home culture to assist in their learning experience.

Because diversity is valued we have found new creative ways of thinking. These creative solutions to difficult problems are routine due to high levels of collaboration between individuals with diverse experiences and thinking. Each voice is heard and new opportunities are created. We are able to meet the challenge of global competition and economics through cultural competence, world languages and high achievement.

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# Focus Areas & Goals

## **Focus Area 1: Boundary Spanning Partnerships & Regional Collaboration**

2009 – 2010 WISD District Goals

- A. Work with the community to create structures, align resources and develop stakeholder agreements for a model “Washtenaw Promise” program. Creating equitable and affordable opportunities for post high school education degrees and certifications.
- B. Adopt and begin implementation of the WISD 20/20 Plan.
- C. Collaborate with local districts to inform the community about the November 3, 2009 Enhancement Millage proposal.
- D. Study and implement additional areas of regional collaboration and partnership around central office services, support services, technology and instruction, including the development of standards for platforms, applications and procedures to facilitate regional collaboration and service sharing.

## **Focus Area 2 : Education Programs & Student Services**

2009 – 2010 WISD District Goals

- A. Connect with area employers to create additional job training opportunities for young adult students with disabilities. Define a partnership with at least one major employer in a high demand occupational area.
- B. Identify key quality program components for special education programs and services provided by WISD. Utilize the data for program evaluation and improvement.

# Focus Areas & Goals

## Focus Area 3: Diversity, Inclusiveness and Customer Service

2009 – 2010 WISD District Goals

- A. Expand efforts to create an inclusive work place that includes a productive and diverse workforce and a respectful work culture.

## Focus Area 4: Innovative Change in Teaching and Leading

2009 – 2010 WISD District Goals

- A. Plan and develop county secondary school options including New Tech High, International Baccalaureate, online options, Early College Alliance expansion, credit recovery, drop-out prevention and a Briarwood education resource program.

County Secondary Options							
	New Tech High	International Baccalaureate	Briarwood & SYF Partnership	Ombudsman	Online Options Academy Seat Waiver	Early College Alliance (ECA)	ECA Expansion
Key Attributes	Model to develop innovative high schools which rethink teaching and learning, empowering students to become the creators, leaders, and producers of tomorrow; project based learning, integrated use of technology & culture that empowers students & teachers	High quality international education for a better world: international-mindedness, positive attitude to learning, real life, communication skills & learner profile	Potential partnership with Simon Youth Foundation (SYF) and Briarwood Mall to create an education resource center. The focus would be on at-risk youth through high quality education opportunities, career development, life skills and college readiness.	An alternative high school program for students who learn better in a non-traditional classroom setting and want an alternate route to high school graduation.	LESA & WISD districts able to utilize Genesee ISD Seat Waiver to educate students full time in an online format. All classes offered utilized a Michigan certified teacher.	The Early College Alliance <sup>SM</sup> (ECA) is a new, public early / middle college program on the campus of Eastern Michigan University in partnership with local school districts, Washtenaw Intermediate School District and EMU.	Potential expansion of the Early College Alliance <sup>SM</sup> (ECA) to include additional districts, focus of study & higher education institutions.
More Info Web Site	<a href="http://www.newtechnetwork.org">www.newtechnetwork.org</a>	<a href="http://www.ibo.com">www.ibo.com</a>	<a href="http://www.syf.org">www.syf.org</a>	<a href="http://www.ombudsman.com">www.ombudsman.com</a>	<a href="http://www.geneseeisd.org">www.geneseeisd.org</a>	<a href="http://www.earlycollegealliance.org">www.earlycollegealliance.org</a>	<a href="http://www.earlycollegealliance.org">www.earlycollegealliance.org</a>
Contact Persons	Holly Heaviland	Naomi Norman	Naomi Norman	Naomi Norman	Holly Heaviland & Karen Domino	David Dugger	David Dugger
Potential Open date	Fall 2010	Fall 2011	Fall 2011	Fall 2010	Fall 2009	Open	Fall 2011
District Participants	Pinckney, Ypsilanti, Holland & Westwood	All for exploratory & planning stage	All for exploratory & planning stage	TBD	All	Lincoln, Milan, Ypsilanti, Whitmore Lake	TBD

- B. Plan for expansion of the Algebra Project and the Young People's Project. Assist with the evaluation and scale-up including partnerships with universities, marketing and training.



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# Key Reference Documents

## Appendix A

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