



2016-2021 Strategic Plan Update

PLAN YEAR: 4 OF 5

JUNE - AUGUST 2020 REPORT

2016-2021 Berrien RESA Strategic Plan Update

When developing programs and services for the education community, Berrien RESA considers a number of “layers” to ensure that federal and state laws and guidelines are met, local district needs are met and the goals and mission endorsed by our Board of Education are being implemented. After being filtered through these layers, our activities land in specific “service hubs” where teams from multiple departments work collaboratively to deliver educational resources for students, educators and the community.

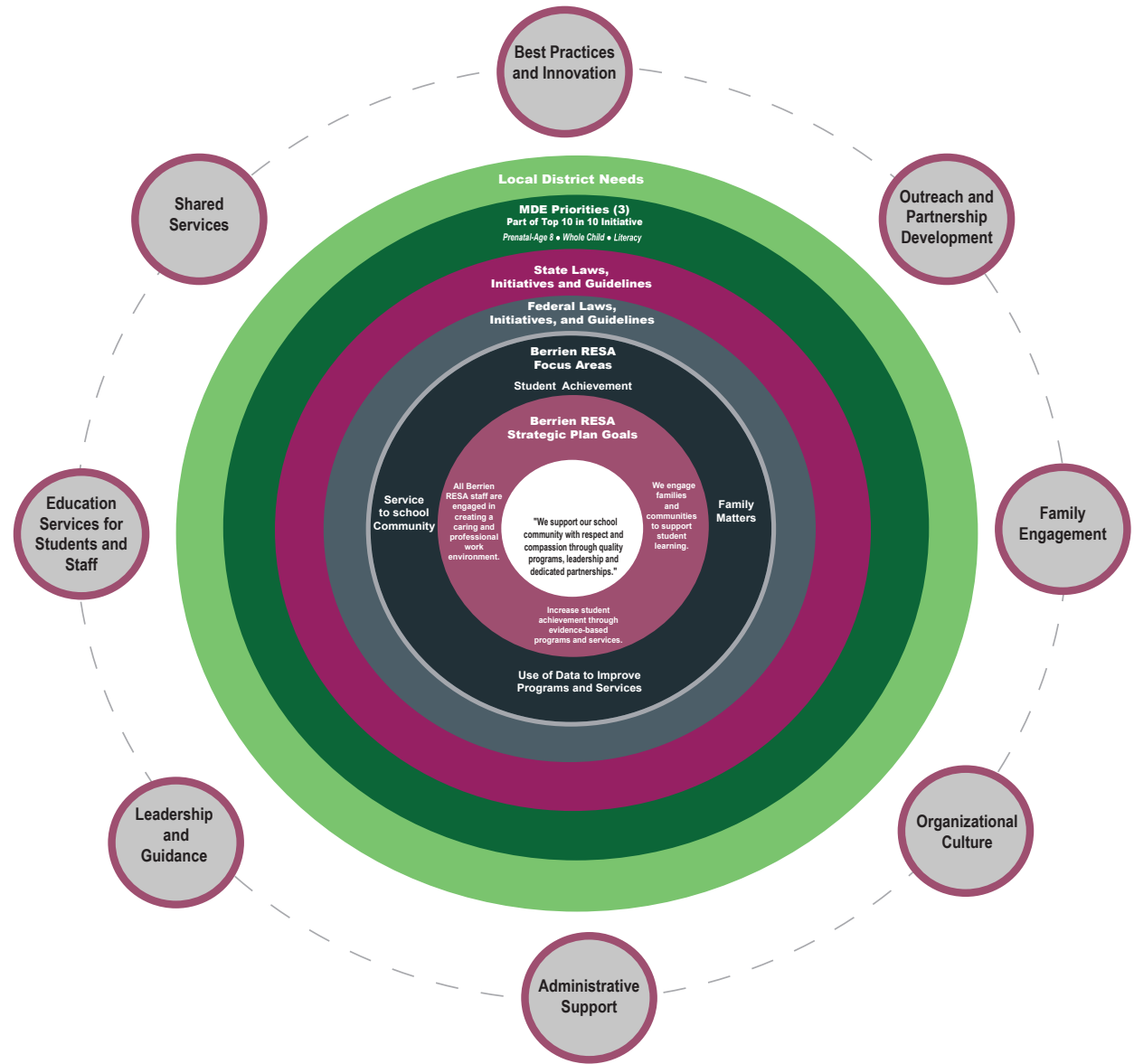
The Strategic Plan for the 2019-2020 document outlines Berrien RESA’s approach to reach our three overarching strategic plan goals:

1. Increase student achievement through evidence-based programs and services.
2. Engage families and communities to support student learning.
3. All Berrien RESA staff are engaged in creating a caring and professional work environment.

Also described in the plan are sub goals and strategies. The sub goals combine the efforts of multiple Berrien RESA departments and programs. Through these efforts, staff have identified strategies that will be used to help attain both the sub goals and the three overarching goals, all of which will ultimately meet the needs of our constituents.

The Berrien RESA Strategic Plan update is shared with our constituents quarterly. As Berrien RESA makes progress toward our goals, updates will be featured. The summer update will include annual reporting information as well as a look back at a our year’s accomplishments.

Berrien RESA Service Circle



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COVID-19 Work

Berrien RESA, in collaboration with the Berrien County Health Department and local districts, worked to develop and implement a number of health, safety and instruction plans to help staff and students prepare for in-person learning this fall. From participating in work groups and researching software/technology, to hosting town hall meetings and listening to constituent concerns, Berrien RESA staff members - from every building and representing every program - worked together to ensure the district can continue to offer high-level services, no matter the obstacle. The Berrien RESA team is committed to continuing this work throughout the school year, being flexible and understanding relative to the safety, health and instructional needs of our students, families, staff and education partners.

New Roles

In addition to return to school planning, Berrien RESA's administrative team changed. On July 1, Eric Hoppstock became the district's new Superintendent. Chris Machiniak is now the Assistant Superintendent overseeing Career & Technical Education and System Improvement. Tina Lawson accepted the position of Special Education Director. Blossomland Learning Center's new Principal is Craig Kuhn and Assistant Principal is Aaron Rubley. Also, Troy Boone has become the Supervisor of Facilities and Operations.

Mental Health Focus

As we began implementing the newly awarded 31n Mental Health Grant, one of the issues we faced this past year was the ability to find professionals that met the criteria to complete grant activities with appropriate certification and coordination of efforts to maximize the impact of the provision of mental health services.

To answer those issues, Berrien RESA has reallocated the skills of Amber Smith to serve as the 31n Mental Health Consultant. Her job will consist of two major elements:

1. Facilitate, coordinate quality mental health services to students.
2. Provide direct services to students, to help cover the difficulty finding appropriate staff to meet Medicaid billing requirements.

This is the final edition of the Berrien RESA Strategic Plan Quarterly Report. A new strategic plan for the district will be developed in the coming months with careful attention given to constituent education needs and goals. Further information will be shared with district superintendents in the near future.

Goal 1: Increase student achievement through evidence-based programs and services.	
Sub Goals and Strategies	What did Berrien RESA do? What was the Impact? What was the Feedback?
Sub Goal I: By improving literacy outcomes as measured by statewide assessment tools, Berrien RESA will:	
A) Provide and review relevant analysis of local, state, and national student assessment data to enable school districts to accurately adjust student instruction to address teaching and learning strategies.	<p>1st Quarter Update</p> <p>Berrien RESA, in cooperation with countywide special education programs, implemented the Let's Play-Learn and Soliday System 1 reading intervention systems in 24 classrooms beginning in March, 2019. The objective was to increase reading learning rates by increasing practice and adding feedback. Student progress results collected during the final 12 weeks of the school year were compared against reading learning rates as determined by the Individual Education Plan (IEP) progress reports for the prior two years.</p> <p>Teachers reported that the high degree of student engagement and consistency of instruction helped students progress quickly. Student reading confidence was evident. Barriers were noted at the time of year that implementation was started. Small groupings of students were a challenge that needs more discussion to "work out the kinks." It was recommended that paraprofessionals could take over this instruction to further support classroom efforts</p> <p>Based upon the outcomes of the relatively short pilot, it seems wise to continue implementation. Future implementation will add fidelity checks as well as follow up training checks to work out any barriers encountered during the implementation process.</p>
	<p>1st Quarter Update</p> <p>Lighthouse Education Center (LEC) is working to reduce the gap between the bottom 20 percent and the top 20 percent of students based upon the fall NWEA Reading Benchmark assessments. Students were given the fall NWEA Benchmark assessment in September of 2018. Based upon their NWEA score and summary of skills, the students were then grouped heterogeneously in the K-8 program based upon gaps in skills in reading centers. The students then received an hour per day of instruction in their reading center group.</p> <p>Results showed that the gap in reading between the bottom 20 percent and the top 20 percent of students was reduced by 13 points (from a gap of 69.4 points in the fall to a gap of 56.4 points in the spring). Seventy percent of the students who attended Lighthouse for a full calendar year showed a reduction in behavior referrals. Performance on state assessment improved from 41 percent of the assessments earning scores of partially proficient or above to 59 percent of the assessments earning scores of partially proficient or above. English language arts performance on state assessments earned scores of partially proficient or above and improved from 42 percent in 2017/2018 to 57 percent in 2018/2019. The percentage of students meeting or exceeding their growth expectation on the reading benchmark assessment in NWEA tests improved from 77 percent in 2017/2018 to 81 percent in 2018/2019.</p> <p>Staff report tremendous satisfaction with the program and the implementation. They report a greater ability to address student needs and celebrate student success in the skill groupings. Staff also report the groups allowed students to work within skill groups of students who were similar to them thus resulting in students letting their guard down and being open to learning.</p>
	<p>2nd Quarter Update</p> <p>LEC is continuing to work to reduce the gap between the bottom 20 percent and the top 20 percent of students based upon the fall NWEA Reading Benchmark assessments. Data indicates that the students are exhibiting growth in reading.</p> <ul style="list-style-type: none"> NWEA Reading—The percentage of students meeting or exceeding their growth expectation on the NWEA Winter Reading Benchmark assessment increased to 60 percent. This average is up from 48 percent based on the previous two years of testing. The gap from the bottom 20 percent to the top 20 percent in the fall was reduced from 69.4 points in the fall of 2018 to 52.6 points in the fall of 2019.

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Sub Goals and Strategies	What did Berrien RESA do? What was the Impact? What was the Feedback?
	<p>3rd Quarter Update</p> <p>The General Education Department created collective school-wide vision and action plans for literacy through Summer Summits and Vision Team meetings conducted with Instructional Leadership Teams with four local districts.</p> <ul style="list-style-type: none"> • All four schools met 90 percent of their Summit goals by February. • Three of the four districts has a Summit scheduled to plan for the 2020-21 school year. The fourth district has an embedded Berrien RESA educator on loan coach who will drive the work. • All districts have a fully implemented electronic data systems, collaborative data meetings, balanced assessment systems and intervention systems that drive instruction. <p>Comments:</p> <p>“Lowest percentage of Mid-Year BRs for 1st and 2nd grade since we have been tracking this data.” ~Principal email to staff regarding NWEA data</p> <p>“66% of our K and 55% 1st grade met Benchmark for NWEA. When considering the 40th percentile the K was 73% and 63% for 1st.” ~ Principal 100 percent Free and Reduced Lunch school</p> <p>“Across all 3 Cohorts Winter 2020 Aimsweb percentiles had already surpassed Spring 2019.” ~School in 1st year of Gen Ed Support whose BRESA support plan was driven by a Summit</p> <p>“This support has been essential to the program’s success and more importantly, to student growth. I look forward to seeing the M-STEP ELA growth that our students make this spring, after just a few short months with a new reading series and a revised WIN program. I feel confident that the growth will be significant and that with the continued support from the BRESA ELA staff, we will excel...”</p>
	<p>3rd Quarter Update</p> <p>Members of the ASD staff attended Student Learning Objectives (SLOs) training and an ASD SLO Professional Learning Community (PLC) was established to create a literacy based SLO for lower elementary ASD classrooms. The SLO PLC determined the essential literacy skills students need to have at the lower elementary level and aligned them with the AUEN standards. The PLC evaluated current literacy curriculum and assessments to determine if they addressed the identified critical literacy skills and standards. Sonday System reading program was selected as the main literacy curriculum for lower elementary classrooms. Reading A-Z assessment, with some adaptations/modifications was selected as the collective assessment for this age group. The assessment is ready to be used with students to obtain baseline data but will not be used until fall due to COVID-19 closures.</p> <p>The members of the SLO PLC believe that the SLO process and assessment that was developed will help to better monitor literacy skills in the younger students in the ASD program, thus providing better data to inform instruction. They also feel data from the SLO will be more meaningful for evaluation purposes. Staff will continue to meet to create a literacy SLO to roll out at the beginning of the 2020-2021 school year.</p>

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Sub Goals and Strategies	What did Berrien RESA do? What was the Impact? What was the Feedback?
	<p>3rd Quarter Update</p> <p>The General Education Department developed processes and protocols for supporting schools and teacher teams in developing a guaranteed and viable English Language Arts Curriculum. The processes include selection of essential learning outcomes in each grade level, unwrapping standards to create learning targets and establish success criteria for student learning. This process enables teacher teams to select, develop or use already developed common assessments to measure student learning. Protocols were developed and used to determine next steps in instruction.</p> <p>Feedback will be collected at the end of the school year. This process has been new this school year and will be on-going. This will give teachers and administrators time to finish this process in the 2019-20 school year. Student achievement data will be collected and compared from 2018-19 through 2021-22 school years to determine if the processes support student achievement on school level assessment systems and M-Step. This process is a 3-5 year process so it will be ongoing for schools. (Due to COVID-19 assessment data will not be able to be collected.)</p> <p>There are 8 schools who are currently participating in these processes. All of the 8 schools involved in this process have identified essential standards, unpacked the standards and developed student friendly learning targets and have aligned the standards to teacher resources. The next level of work will be focused on implementation of learning targets and success criteria at the student level as well as aligning summative and formative assessments.</p>
	<p>4th Quarter Update</p> <p>Teachers at Blossomland Learning Center worked collaboratively in PLCs based on disability groups to increase student achievement. Based on a staff survey, 86 percent of respondents meet both formally and informally throughout the school year. It was also found that 90 percent believe that the school provides both instructional time and resources to support the program's goals and priorities. It was also determined that 90 percent of staff members believe that program leaders monitor data related to continuous school improvement.</p> <p>Comments: "Working in our PLC teams provides us the opportunity to share resources, divide responsibilities and implement a program with consistency from room to room."</p>
	<p>4th Quarter Update</p> <p>LEC staff report that the K-8 Reading Centers provided opportunities to address gaps in student reading, but would like to plan for the Centers to be implemented within classrooms rather than to rotate the K-8 students based upon NWEA RIT scores and reading gaps. Staff also report that they would like behavioral data sent to them bi-weekly instead of monthly. This would allow for greater and deeper discussion related to students, trauma and MiBLSi.</p>
B) Provide training opportunities in Literacy Essentials.	<p>1st Quarter Update</p> <p>The Great Start Readiness Program (GSRP) teaching team increased literacy and math growth rates from fall 2018 to spring 2019 by 75-100 percent. This was accomplished through staff training in the 10 Literacy Essentials for preschoolers. Each teaching team picked a literacy related goal and worked on that goal throughout the year. Classrooms were enriched with a variety of literacy filled materials. Additionally, two staff members became state Literacy Essentials Trainers for preschool.</p>

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	<p>2nd Quarter Update</p> <p>Since October, GSRP has been offering training for Pre-K Literacy Essentials 1-8, serving 75 teachers within GSRP, community preschools and Young 5 programs. Based on pre and post surveys, there was a 77 percent growth rate in understanding/knowledge of the Pre-K Literacy Essentials after attending the trainings. One teacher shared, "Understanding that some children have not been exposed to writing before, I can spend more time talking about the connection between our words we say and the words written down."</p>
Sub Goal II: By improving school readiness as measured by statewide assessment tools, Berrien RESA will:	
A) Review school readiness assessment/surveys to Berrien County children and adjust programs/services to meet the needs of students.	<p>1st Quarter Update</p> <p>The Great Start Readiness Program (GSRP) increased the understanding of the evidenced based curriculum by bringing in a company trainer to help with curriculum fidelity in September and October. Through the training, GSRP teachers increased their understanding and ability to implement evidenced-based curriculum to help support high quality preschool classrooms. By increasing professional development through the curriculum training, the goal for the year is to increase success toward kindergarten readiness. Progress will be tracked over the year.</p> <p>Comments: "This session has made me rethink my TSG scoring and helped me see what I needed to make it more accurate." "This allowed me to become more confident in my knowledge of the curriculum and how best to approach each child and learning differences."</p>
	<p>3rd Quarter Update</p> <p>The GSRP program provided training opportunities in Literacy Essentials for Prekindergarten Early Literacy Essentials and training on preschool curriculum and assessment tools to all GSRP teachers. Additionally staff have provided topic trainings to teachers to support classroom teaching and use of data.</p> <p>Teachers increased GSRP Literacy and Math growth rates from Fall 2019 to Winter/Spring 2020 by 75-100 percent growth. This year, GSRP staff received additional Literacy Essentials for preschoolers training and training on the GSRP curriculum and data assessment tool. Each teaching team explored the increased use of studies in the classroom and increasing literacy opportunities throughout the year. Since March, teachers have continued to expand and provide resources and lessons to families virtually to continue to promote the growth in literacy, math and other areas of learning.</p> <p>With the additional expansion of the curriculum, literacy efforts and data assessment collection, the team continues to see increased literacy and math growth rates among all GSRP classrooms. The classrooms are enriched with curriculum, materials and literacy opportunities for children. During March/April teachers are providing in home learning opportunities and continue to have parent/child participation. Teachers are using the curriculum based guided learning plans with parents for at home learning.</p>
Sub Goal III: By improving behaviors needed for life and academic success as measured by school climate and behavior data, Berrien RESA will:	

Goal 1: Increase student achievement through evidence-based programs and services.	
Sub Goals and Strategies	What did Berrien RESA do? What was the Impact? What was the Feedback?
A) Improve student communication and social engagement skills.	<p>2nd Quarter Update</p> <p>At the recommendation of the SStatewide Autism Resources and Training (START) team, Gregory Hanley Ph.D., BCBA-D, creator of the Interview-Informed Synthesized Contingency Analysis (IISCA), asked Berrien RESA's ASD program to participate in training and ongoing support designed to test the IISCA's effectiveness in school settings. Students selected for participation present with significant communicative, behavioral and/or emotional regulatory challenges and have shown resistance to multiple behavior interventions in the past. Each is now undergoing guided participation in treatment designed to foster improved social, emotional, academic and behavioral outcomes.</p> <p>Since the start of guided treatment on November 23, 2019, each of the three students (two enrolled in the ASD program and one in the Emotionally Impaired program) has developed a communicative phrase to request play, a language-based tolerance response when denied said request and the ability to stop play and return to work tasks for a short period of time without engaging in behavior that has limited access to less restrictive educational settings in the past. Each is progressing through the ever-increasing demand sequences with far fewer delays brought about by engagement in dangerous and/or inappropriate social behavior.</p> <p>Though early in the process, parents and classroom staff report increased tolerance to frustration when receiving demands outside the treatment room. One parent, when asked how her son was doing outside school, said, "He's doing a lot better at home," and followed up by asking if the family could be taught to use the strategies in the home to assist with generalization of skills. Recently two additional students in the ASD program began receiving treatment in their offsite classrooms. Two more additional students from BLC and two from the EI program are on the list to begin soon. This addition is made possible by the fact that 25 employees received training in November and have access to support and supervision from the FTF Behavior Consulting, Worcester, Massachusetts.</p>
	<p>3rd Quarter Update</p> <p>During the 2019-2020 school year the ASD program classrooms have implemented a Core Vocabulary Curriculum in an effort to improve student communication and social engagement skills as well as increase learning. The core curriculum also teaches appropriate communication which can help improve positive behaviors. All 17 classrooms have access to the CORE curriculum and 15/17 classrooms are implementing the program to some degree. Students are increasing their engagement and communication by using core vocabulary throughout the school day in order to ask/answer questions, make comments, protest/reject, share information and participate in social experiences. Teachers have reported that they love having book, song and activity suggestions and they feel that their students are really benefiting from the program. The ASD program is working collaboratively with teachers to expand the curriculum to address varying levels of academic programing.</p> <p>Based on the work with the CORE curriculum, students in the ASD program are learning to communicate their wants and needs. Being able to do this results in increased opportunities to communicate and participate in activities alongside their general education peers. Having access to language through the core vocabulary gives students the ability to create meaningful relationships with members of the school and community.</p>
B) Review and update processes/procedures/professional development to address student behavior (i.e. Zones of Regulation, Lagging Skills, behavior committees).	<p>1st Quarter Update</p> <p>Lighthouse Education Center (LEC) implemented Zones of Regulation and Mindfulness programs in an effort to provide students opportunities to communicate their emotional state both verbally and non-verbally, as well as opportunities to learn introspectively about themselves. The programs, along with other strategies have resulted in an average reduction of 78 percent in behavior referrals for students who have been at LEC for a full calendar year, the use of Seclusion and Restraint has decreased, 18 students have been transitioned back to their local districts (since the 2017-18 school year), and the percent of students scoring partially proficient or above on the M-Step has increased by 18 points (from 33.8 percent to 51 percent).</p>

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	<p>1st Quarter Update</p> <p>During the 2018-2019 school year, local districts requested support from the ASD Program for 23 students with autism. ASD Consultants worked with the students' teachers to implement universal supports and strategies to prevent a majority of problem behaviors and promote learning. Of the 23 students whose teachers were supported by the ASD consultants, 21 were able to remain in their local district setting (in a lesser restrictive environment) and successfully access and participate in instruction.</p>
	<p>1st Quarter Update</p> <p>The General Education Department created a common trend report from identified initiatives and needs lifted from LEA district plans, strategic plans and summer 2018 listening tour data. Using that information, a common trend report and "hot topic" list were developed, including student behavior. This information was revised and shared with curriculum directors and superintendents for feedback. It was learned that curriculum directors see themselves as the key district personnel responsible for allocating resources for professional development planning within their districts, and many of them are responsible for either writing or informing their districts' consolidated grant applications. By engaging them in the planning conversation, Berrien RESA hopes to ensure alignment of offerings to needs and thus, increase attendance/participation for meaningful impact. In addition, by sharing information across Berrien RESA, the hope is to equip all departments with identified needs to inform and align all services provided.</p> <p>The top 5 needs identified: assessment, instruction, intervention, PLC and Whole Child. The needs fit into 2 categories: cognitive and non-cognitive processes. They also found alignment with Michigan Department of Education's top 3 priorities: Whole Child, Literacy and P-8.</p>
	<p>2nd Quarter Update</p> <p>The ASD Program has focused professional development on learning and implementing Zones of Regulation in an effort help students in the program identify and work through their emotions to reduce problem behavior, increase student learning, and increase opportunities to participate in lesser restrictive settings. A review of behavior incident reports from students in the ASD program and referrals of students to the ASD Program from local districts indicate a pattern in which students with ASD who are lacking skills in the area of emotion identification/regulation were more likely to receive special education services/instruction in more restrictive settings. Whereas, students who learned to demonstrate emotion identification/regulation skills were more likely to receive services in lesser restrictive settings and with general education peers.</p> <p>All 17 classrooms have implemented Zones of Regulation strategies. Students interact with the Zones daily, and with varying levels of staff support, are learning to identify and communicate their emotional level. They are also learning to choose a strategy to return to a calm/relaxed state (Green Zone). Students who have demonstrated success with Zones with minimal adult support are spending increased time in lesser restrictive and/or general education settings.</p> <p>Based on the work we are doing with Zones of Regulation, students in the ASD program are learning to identify and regulate their emotions. Being able to do this results in fewer problem behaviors and increases their opportunities to participate in activities alongside their general education peers. Fewer problem behaviors will result in increased instructional time and better long-term outcomes for our students. Families have also shared using the Zones resources our teachers have provided to them. This has allowed the students to generalize the skills outside of the classroom.</p>

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Sub Goals and Strategies	What did Berrien RESA do? What was the Impact? What was the Feedback?
	<p>3rd Quarter Update</p> <p>Currently, occupational therapists have over 460 students (up from 430 last school year) on their caseloads. Three therapists serve the ever-growing RESA ASD program. They provide services to students as well as professional development and coaching for staff. Additionally, they consult with teachers, general and special education, regarding support for students. Data from one occupational therapist indicated that three weeks of time at her assigned school was devoted to Multi-Tiered Systems of Support efforts to be proactive and keep students out of special education.</p> <p>Comments: "T always goes above and beyond for my students that she services. Her wealth of knowledge is so beneficial, not just for my students, but for all the students as well as staff at our school. She also goes out of her way to find resources that can be used by her occupational therapists students, but most of them can also be used for other students in the general education setting."</p>
C) Support the education of the "whole child" as defined by the Michigan Department of Education.	<p>1st Quarter Update</p> <p>Blossomland Learning Center (BLC) started exploring becoming a trauma-informed school during the 2018-2019 school year. Staff watched the video Resilience and read the article, "Trauma-Informed Classroom." The learning from both resources allowed staff to brainstorm "What is trauma and resilience, why are they important, what are the triggers, how do they impact relationships, how are they embedded in what we already do, and how do they relate to Therapeutic Crisis Interventions?"</p> <p>Additionally, in August 2019, Dr. Stephanie Grant educated staff about becoming trauma-informed. Based on the perception survey responses, administrators will follow up with a training on Dec. 2 and March 21.</p> <p>Comments: "She was the best speaker we have ever had here at BLC." "We would like more time to ask questions, to get give us more examples that relate to our interactions with students." "This session was so informative. It made me think about my own students and what could be impacting them."</p>
	<p>Local superintendents identified LGBTQ+ as one of three focus areas for the Section 31n Mental Health Grant. As part of the grant, Berrien RESA hosted two, 3-hour LGBTQ+ Safe Schools workshops. The workshops contained three basic sections: LGBTQ+ 101, the school experience and best practices. Berrien RESA has made significant progress on the focus area of student achievement and LGBTQ+ awareness. If school administrators have an understanding of the issues LGBTQ+ students face, they can find ways for them to be successful both emotionally and academically. The next step will be to convene a county-wide school mental health team to increase the number of adults who have been trained in LGBTQ+ awareness.</p>

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	<p>2nd Quarter Update</p> <p>Mobility Opportunities Via Education/Experience (MOVE) is an activity-based program used with students who have severe multiple impairments. It combines the individual's present abilities with an instructional process during motivational activities to help the student improve their mobility skills of sitting, standing, walking, and transitioning – leading to improved health, independence, dignity, and inclusion of the individual in the family and community.</p> <p>Currently, BLC is in the second year of the MOVE implementation plan. The eventual goal is for all students to have a MOVE program to reference when the students change classrooms. BLC also purchased equipment to support the efforts to get the students out of their wheelchairs, including a track system with slings and Hopsa dresses, changing stations, gait trainers, and Kid Walks.</p> <p>Training has also been provided. BLC's two MOVE trainers offered training to school nurses, administrators and to the staff that are outside of the classrooms of students with severe multiple impairments. In total, four days of training were provided to a total of 14 staff (two from a neighboring center-based program).</p> <p>According to one teacher, "This approach has changed how we toilet our students, involving them more in the process that can carry over into the home. Many homes cannot accommodate the equipment and building student independence is a way to support home limitations."</p>
	<p>3rd Quarter Update</p> <p>Blossomland Learning Center's behavior committee determined that increasing awareness and understanding that the impact trauma makes on our students and staff is an area to address in staff professional learning. Based on staff feedback through the meeting mechanics process, behavior is a goal area for our BLC School Improvement Plan. One focus area identified by the behavior committee was trauma. Providing professional learning related to the impact of trauma on behavior guided our plans for the year.</p> <p>In addition to other training, staff have completed the STARR Commonwealth Trauma-Informed Resilient Schools Training to continue to build on their understanding in how trauma can affect student behavior.</p> <p>Comments: "This is the best training we have received in all of the years I have been at BLC." "Getting to know the student's background and taking that information into consideration is important in being prepared to understand our students." "As we learn more about trauma, and now that school has been closed, this training brings to the forefront what our students could be experiencing now."</p> <p>During the 2019-2020 school year, there were zero uses of seclusion in the school. There were zero uses of seclusion during the 2018-2019 school year. During the 2019-2020 school year, three restraints were used with one student as a last resort to ensure peer, student and staff safety. Restraint time averaged 3 minutes. In the 2018-2019 school year, seven restraints were used with four students to ensure peer, student, and staff safety. (The 2019-2020 school year data is only from July 1, 2019 to March 13, 2020 due to school closure from COVID-19.)</p>
	<p>4th Quarter Report</p> <p>The School Improvement Facilitator developed multiple professional learning sessions to assist educators with addressing various district-identified areas of need, related to supporting the "whole child". Between November and May of the 2019-20 school year, professional learning was provided to 11 local districts, 18 staff groups, over 320 educators and 18 parents. Upon completion of the training, 102 educators across 14 districts requested individualized classroom-level coaching.</p>

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Sub Goals and Strategies	What did Berrien RESA do? What was the Impact? What was the Feedback?
<p>D) Increase school-wide Positive Behavior Intervention and Supports usage throughout the county to develop a systematic approach to reducing behavior referrals and increasing learning, as well as teaching appropriate behaviors.</p>	<p>1st Quarter Update</p> <p>BLC participated in refresher training for Positive Behavior Interventions and Support (PBIS) through the MiBLSi initiative. During the 2018-2019 school year, a core team received four days of in-service, reviewing and addressing areas of need in the current PBIS program. The Tiered Fidelity Inventory (TFI) was utilized in assessing the implementation of the PBIS program at BLC. The overall score as measured on the TFI in the spring 2018 was 79 percent. In the spring of 2019, the score was 80 percent. As the team went through the training, they realized areas they had previously rated themselves higher than they should have scored themselves. This resulted in lower scores on sub-areas of the TFI. They were able to address the areas of need and still raise the overall score. This was difficult, as they had to become more critical of what they are doing and change some of the ratings in the TFI. Overall, it will help BLC focus more clearly on next steps as a school improvement team.</p> <p>Comments: "Our STARS program is a common language used by all staff, which helps with consistency from classroom to classroom." "I love being a STAR student!" "We are pulling together as a building to reinforce positive behavior on a consistent basis."</p>
<p>Sub Goal IV: By preparing students to meet their personal and academic goals as measured by graduation rates, attendance, Community Based Instruction programs, Career & Technical Education and 5th Year Early/Middle College, Berrien RESA will:</p>	
<p>A) Provide high-quality STEM-based educational experiences, career pathways, and community-based instruction for students.</p>	<p>1st Quarter Update</p> <p>In November, Berrien County Career and Technical Education (CTE) hosted its second annual Career Pathway Day event. Over 2,000 9th grade students will visit Lake Michigan College's Mendel Center to explore Michigan's 6 Career Pathways and meet with Berrien County industry representatives to learn about future career opportunities. During the event, students explored their career interests through a number of hands-on activities, met with post-secondary representatives and talked to area employers about future career opportunities in southwest Michigan. Area employers benefited too. The event brought industry leaders and students together in an effort to help close the "skills gap" that is being experienced in our region.</p>
	<p>2nd Quarter Update</p> <p>Based on survey feedback, of the students who participated in Career Pathway Day, there was a significant increase in their awareness of CTE opportunities in high school, post-secondary options and career choices in southwest Michigan.</p> <ul style="list-style-type: none"> • There was a 22.1 percent increase in students' understanding of available post secondary options in Berrien County. • There was a 31.9 percent increase in students' understanding of what CTE program options are available to them while they are in high school after participating in Career Pathway Day. • Students gained 34.1 percent increase in understanding of available career choices in Berrien County.
	<p>4th Quarter Update</p> <p>Students participating in the 5th Year Early/Middle College program have earned (or attempted to earn) 2,836 college credits. The class of 2020 (Cohort 2) included 47 graduates, all of whom have a head start in life thanks to the E/MC program.</p>

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Goal 1: Increase student achievement through evidence-based programs and services.	
Sub Goals and Strategies	What did Berrien RESA do? What was the Impact? What was the Feedback?
B) Increase and develop authentic job experiences for transition-age students.	<p>1st Quarter Update</p> <p>A 5th cohort of transition-aged students completed the Michigan Rehabilitative Services-Department of Natural Resources Youth Works Project at Warren Dunes State Park. Six students from Buchanan, River Valley, Lakeshore, and Niles school districts participated. Students that completed the 8-week, paid program had over 95 percent attendance as well as an 81 percent average for 'very good' (the highest rating possible) on their final evaluation by their job coach. With the students' impressive job performance, the Transition Team is preparing them for future job opportunities at the park and other places of business. In addition to their noted positive attendance rate, students also displayed skills such as responsibility, teamwork and communication to further support their future vocational goals.</p> <p>The park manager and assistant manager both noted this was "the best group they had so far" and gave the students applications to become seasonal staff for next summer. A parent of one of the students noted his son had a "great" experience and learned many skills. "It was a 'meaningful' summer job." In addition to their noted positive attendance rate, students also displayed skills such as responsibility, teamwork and communication to further support their future vocational goals.</p>
	<p>3rd Quarter Update</p> <p>In an effort to improve the quality of instruction and post-secondary outcomes for transition-aged students in the ASD Program, the Transition PLC has worked to create a Transition Transcript. The Transition Transcript identifies critical skills a young adult needs to be taught, have an opportunity to practice in multiple settings, and demonstrate a level of proficiency prior to him or her completing his education and entering competitive employment.</p> <p>The ASD transition teachers and staff who have worked on this project are excited to have a targeted set of criteria for their students' specific to transition skills. This will help them to better monitor student growth and provide specific, targeted instruction. The ASD transition teachers and staff also have a better understanding of the services provided by outside agencies and have established a relationship with their representatives.</p>
	<p>3rd Quarter Update</p> <p>A Seal of Employability (SOE) represents an alternative pathway for high school special education students who are unable to meet the Michigan requirements for a high school diploma. Berrien RESA is funding the use of the Life Centered Education/LCE curriculum for students on the Seal of Employability path, so students who may move from district to district within the county will be on the same path. LCE includes competencies, assessments and lesson plans and is designed for experiential learning, creating partnerships among students, school, businesses and agencies.</p> <p>"I really appreciated the layout and how the program spelled out for me what my students needed to know. I felt like I had a detailed plan for four years, yet I had the autonomy to pull materials I needed and wanted to use to teach those subjects and skills. It was also great to know that most cognitive impaired classrooms in the county were using the same program, so if we had transient students, we could communicate and that student could essentially pick up where they left off." From a former SOE teacher.</p> <p>"I have four 2020 program graduates and ALL of them have earned GOLD seals! So many of my students who have graduated in the last four years have jobs. That's an amazing trend! Also, the volunteer work experiences prove to be so vital to future success and employment ... overall great opportunities for the students." From a current SOE teacher.</p>

Goal 2: Berrien RESA will engage families and communities to support student learning	
Sub Goals and Strategies	What did Berrien RESA do? What was the Impact? What was the Feedback?
Sub Goal I: By developing a comprehensive outreach and awareness plan that will align families, LEAs, organizations, and community partners to support student learning as measured by survey data, Berrien RESA will:	
A) Create community connection materials to cultivate and strengthen relationships between Berrien RESA and constituent groups.	<p>1st Quarter Update</p> <p>The Communications Office launched a number of social media platforms over the past few years (Facebook, Twitter, LinkedIn, Instagram, and Pinterest). Each platform is at a different stage of development. With a new strategic plan being established as well as a new communication plan being developed to implement the plan with a focus on social media, it was appropriate to conduct a social media audit to measure the success of each platform and identify areas of needed growth. Using the National School Public Relations Rubrics of Practice and Suggested Measures, a comprehensive study of all 5 platforms was performed. Data was collected regarding community engagement, staff engagement, posting types, frequency, reach, etc.</p> <p>It was evident, based on the audit's findings that school administrators tend to use Twitter in Berrien County than other platforms, the majority of Berrien RESA's constituents and staff are actively using Facebook and Facebook is the most frequently used outlet. There is room for growth when using LinkedIn, Pinterest and Instagram. Based on the feedback, Berrien RESA will be launching a variety of new social media campaigns that will highlight our staff, our programs and our success stories. It is also the district's goal to use unique social media methods to support staff recruiting processes.</p>
	<p>1st Quarter Update</p> <p>Blossomland Learning Center (BLC) hosted a Transition parent night. Eleven parents in attendance and participated in a survey to share their needs. Based on the survey data, parents would like additional nights that focus on special education law, parent rights, the Individual Education Plan process, and what will happen to students after they complete the program at BLC.</p>
	<p>2nd Quarter Update</p> <p>Based on the finding of the 2019 Berrien RESA Social Media Audit, the Communication Office developed and launched three social media campaigns.</p> <ol style="list-style-type: none"> 1. This is What Success Looks Like 2. Making a Difference-Data Snapshots 3. Berrien RESA has HEART <p>Baseline data was collected for each area of need. Since launching in the fall, engagement has significantly increased. The Berrien RESA has HEART campaign was launched in September 2019 as a way of highlighting staff accomplishments and recognition. The campaign has seen a return on investment of 88,466%. The Making a Difference campaign includes data snapshots from programs and student achievement throughout Berrien RESA. The district has realized a 2,288% return on investment after only one post. In an effort to share the district's strategic plan progress, data is collected quarterly from each department and is shared on social media. Since beginning this campaign in January, there has been a 1,244% return on investment.</p>

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Goal 2: Berrien RESA will engage families and communities to support student learning	
Sub Goals and Strategies	What did Berrien RESA do? What was the Impact? What was the Feedback?
	<p>2nd Quarter Update</p> <p>Based on the perception surveys distributed annually, parents seek information/supports relative to working with their children and community information. To fund such resources, BLC hosts an annual Holiday Bazaar. This year's event was held on December 6. Attendees included BLC parents and family members, LEA supervisors, students, community mental health/supported housing agencies, former students and staff, families of employees, Honor Credit Union volunteers, First Student Transportation personnel, and Berrien RESA employees.</p> <p>Comments about the Bazaar included:</p> <ul style="list-style-type: none"> • "The Holiday Bazaar serves as an opportunity for the students to work as a cashier, create items to sell, and the money helps provide for additional funds to use as reinforcements for positive behavior." • "We love coming the bazaar each year. My daughter loves seeing her family at school." <p>This is the fourth activity for the 2019-2020 school year that parents were able to attend. BLC hosted an Open House in September, a Parent Transition Night in November and Parent/Teacher Conferences in November.</p>
	<p>2nd Quarter Update</p> <p>As part of the Early Childhood Education Department's Outreach/Marketing Plan, a newsletter was developed for stakeholders – local school districts, community agencies, and parents. The first issue was published February 2020.</p> <p>Early analytics show 250 newsletter subscribers and an open rate of 22 percent. Berrien RESA has also learned that Ballard Elementary school in Niles has posted the newsletter on their Facebook page. Additionally, the publication prompted a new parent to volunteer to serve on an advisory committee.</p>
	<p>2nd Quarter Update</p> <p>The Career and Technical Education Department has been issuing a newsletter to the community focusing on student opportunities and career connections. The February issue focused on National CTE Month and highlighted a number of local district student stories. The newsletter has cultivated a consistent following and had an open rate of 76.6 percent for the February issue.</p> <p>The student stories are now being used on social media to further highlight CTE opportunities to the greater southwest Michigan community.</p>
	<p>3rd Quarter Update</p> <p>Due to the COVID-19 pandemic the CTE Awards Banquet was canceled for this year. To ensure we are still able to recognize outstanding CTE students, the program continued with the tradition of the Outstanding Awards and CTE Medals as well as Lake Michigan College offering their scholarship to the students - all of which were passed out to the districts on May 18. A CTE Newsletter was sent out on May 11 that focused on those students and businesses that we would normally recognize at the banquet. The newsletter at this time is at a 78.6 percent open rate for the 248 individuals that have subscribed. The CTE Awards and medals were passed out to ensure they were received by districts in time for their individual district senior awards distributions to the students.</p>
	<p>3rd Quarter Update</p> <p>In response to Berrien RESA's staff's commitment to serving families, students and constituents during the COVID-19 pandemic, the Communication Office established a new social media campaign called #theBRESAdifference. The campaign highlights the positive responses received by staff thanks to their continued work to support the education community. Stories will be featured throughout the summer and will continue into the fall.</p>

Goal 2: Berrien RESA will engage families and communities to support student learning	
Sub Goals and Strategies	What did Berrien RESA do? What was the Impact? What was the Feedback?
	<p>4th Quarter Update</p> <p>The Accountability and Program Improvement /API team conducted monitoring rounds to address a school's knowledge of procedures for Child Find and Discipline. They also consulted with countless Berrien RESA and LEA staff about special education topics. Additionally, they provided 57 hours of professional development.</p> <p>Comments: "...consistently goes above and beyond to work with Watervliet and help in any way. [Staff member] has come to our district to provide professional development for our admin team and our speech pathologist, just this year. She is able to answer ALL Special Education compliance questions."</p> <p>"[Staff member] has been a valuable partner in our work to become compliant in Special Education. We very much appreciate him and his level of professionalism."</p>
	<p>4th Quarter Update</p> <p>A survey was sent to all local district administrators to solicit feedback for professional learning. A need was expressed to have support around the new process for improvement as the Michigan Department of Education's development of the Michigan Integrated Continuous Improvement Process (MICIP) moved from an annual to a continuous improvement system with a focus on the Whole Child. Training was provided; 5 district participated in the School Improvement and Title Support Workshop series. One district completed the five-part MICIP Training.</p>
B) Establish a process that allows local districts to regularly measure Berrien RESA's services, level of customer services and its facilities.	<p>2nd Quarter Update</p> <p>Berrien RESA has developed a local district satisfaction survey to be deployed beginning next school year. It is anticipated that this survey will be issued in tandem with quarterly Strategic Plan updates so that local districts can help Berrien RESA as it reflects on its overall progress as well as inform the organization of additional needs.</p>
C) Provide skill development and enrichment activities for students, parents and community members.	<p>2nd Quarter Update</p> <p>From October to December, the Berrien RESA Technology Services Department organized and facilitated the SW Michigan Esports League. This provided a new opportunity to engage students who may have not previously found a place within the school community to do so. In addition, the Department partnered with Lake Michigan College to host an end-of-season championship that brought together students, parents and coaches for a culminating event. The League was comprised of 20 high school teams from 14 local area school districts, including 3 from outside Berrien County. In all, over 125 students participated as players or alternates during the season. The season championship tournament featured an eight team bracket and involved over 200 players and spectators.</p> <p>One team coach commented, "The championship was a ton of fun and definitely got the kids excited about competing more in the future."</p> <p>It is the hope that providing an opportunity for students to be involved in a school event will be a strong factor in keeping them engaged with learning. In addition, efforts will be made to connect Esports to increased student interest in technology-related careers as well as help address diversity and inclusion issues.</p>

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Goal 2: Berrien RESA will engage families and communities to support student learning	
Sub Goals and Strategies	What did Berrien RESA do? What was the Impact? What was the Feedback?
Sub Goal II: By working to create a "team" environment with our LEAs as measured by survey data, Berrien RESA will:	
A) Support local districts in their school improvement processes.	<p>2nd Quarter Update</p> <p>The General Education Department offered a Michigan Integrated Continuous Improvement Process (MICIP) series to local districts to support their understanding of the new school improvement process platform. Four districts as well as Berrien RESA team members participated in the training. Additionally, two districts submitted applications to serve as MICIP testing partners. Both districts were accepted to participate in the pilot program.</p> <p>Based on the focus of school improvement shifting toward the Whole School, Whole Community, Whole Child (WSCC) model, the team offered a list of professional development courses to meet needs expressed by local districts. Seventeen districts identified a focus on whole child supports within their district improvement plans including behavior, mental health, deescalation, classroom management, and restorative practices. In an effort to meet these identified needs/improvement goals, presentations were made to 18 different building staff groups in 9 districts and 94 teachers have indicated a desire for individual follow-up coaching/support.</p>
B) Identify and implement a project-based electronic workflow system so that multiple teams can track the progress of various projects.	<p>2nd Quarter Update</p> <p>Berrien RESA's Technology, Communication and General Education departments worked to investigate a number of systems aimed at improving workflow. Monday.com was the solution that best met the needs of internal projects, however did not provide the desired support for local school districts when documenting progress on collaborative projects. More investigation needs to be done to find a solution that meets everyone's needs.</p>
C) Develop professional development plans/ opportunities based on local districts' expressed needs.	<p>1st Quarter Update</p> <p>Administrator meeting topics and formats were major general education concerns addressed during the Summer 2018 LEA visits/administrator feedback sessions. Specifically, districts desired a Professional Learning Community (PLC)-style structure for principal meetings as well as increased discussion and collaboration. Last spring, the General Education Department surveyed administrator groups (curriculum directors, secondary principals, elementary principals, assistant principals) for interest in serving on a core planning team to help plan and facilitate 2018-2019 monthly meetings. This resulted in each group hosting a core planning team meeting prior to regularly scheduled meetings to plan agendas with topics/speakers addressing identified hot topics and members' purposes for attending meetings.</p> <p>Core planning teams will continue to collect feedback from administrators during the 2019-2020 school year. Curriculum directors will experience an opportunity for regional collaboration during three of their 2019-2020 meetings. Elementary principal core planners committed to each be responsible to reach out and routinely connect with/follow up with each principal in their network. Opportunities for new directors and new elementary principals was added one hour prior to each month's network meeting to allow for additional support while on-boarding to a new role. The intent is to increase meaningfulness of network meetings by engaging participants in meeting planning, sharing facilitation leadership and enhancing learning/networking opportunities, and to support Sub Goal 2; working to create a "team" environment with LEAs as measured by survey data.</p>
	<p>1st Quarter Update</p> <p>Berrien County Career and Technical Education (CTE) hosted a Countywide Professional Development Day for CTE district leaders, directors and staff. Sessions with the greatest benefit (according to participants) were about certifications and permits and developing industry partnerships. Participants felt that the topics in each of the breakout sessions were relevant to the work they expect to do this upcoming school year.</p>
	<p>1st Quarter Update</p> <p>The Special Education Department invited special education attorney Jeff Butler from Clark Hill law firm to present on various topics such as discipline, child find, and appropriate instruction. This was a required professional development activity for ancillary staff and open to special education directors throughout the county. Surveys indicated a 93 percent effectiveness and value ratings.</p>

Goal 2: Berrien RESA will engage families and communities to support student learning	
Sub Goals and Strategies	What did Berrien RESA do? What was the Impact? What was the Feedback?
	<p>1st Quarter Update</p> <p>The Michigan Association of Secondary School Principals hosted a half-day professional development focused on students Educational Development Plans, with a focus on the legislative process behind the law changes as well as what is required for K-12 students. This event was specifically requested by local district administrators. There were over 40 individuals registered for the event from Berrien and Cass counties.</p>
	<p>3rd Quarter Update</p> <p>On April 16 over 70 LEA staff members virtually met to develop the curriculum and timelines for the remainder of the school year in the midst of the COVID-19 pandemic. Berrien County programs were split into their individual career pathways to meet as breakouts including our school counselors. The goal of the day was to breakdown the curriculum to fit into a virtual format, share best-practices and create dialog on how to incorporate the 12-segments of CTE curriculum.</p> <p>CTE Directors met after the breakout sessions to give feedback and direction for the remainder of the school year. It was decided that the individual pathway groups would continue meeting as needed to ensure that expectations, curriculum and best practices were shared for the remainder of the year.</p>
D) Collaborate with local districts to support services received from Berrien RESA teams.	<p>2nd Quarter Update</p> <p>Berrien RESA is currently working to develop a Positive Behavior Intervention and Support (PBIS) system for the entire organization. As part of this infrastructure, the district will need to establish a workflow for needs assessment and the evaluation of services being offered to constituents. It is anticipated that development of this infrastructure will be a primary focus for the incoming superintendent.</p>
E) Provide and support an efficient technology environment containing applications and resources to be utilized by school district staff and students.	<p>2nd Quarter Update</p> <p>The Technology Services Department expanded the shared District System Administrator service to include a total of four local districts. This service provides expertise in keeping district computer systems and integrations running smoothly so that approximately 7,000 students and their teachers can focus on learning and instruction. The team also hosts Student Information System data for over 32,000 students in Berrien, Cass and Van Buren counties. They also provide Tier I support for local district staff as they work to support their own teachers and staff.</p> <p>The Technology Services Department support team has responded to over 200 help desk tickets as well as provided support via email, phone and onsite training.</p>

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Goal 2: Berrien RESA will engage families and communities to support student learning	
Sub Goals and Strategies	What did Berrien RESA do? What was the Impact? What was the Feedback?
	<p>3rd Quarter Update</p> <p>Assistive Technology (AT) is defined in the Individuals with Disabilities Education Act (IDEA) as both the AT device and the training/support to choose and use an AT device. Students within Berrien RESA can be considered for an assistive technology evaluation through the local district's referral process. IDEA requires that assistive technology be considered for all students within the development of an IEP.</p> <p>Berrien RESA's AT Specialist currently provides services to a caseload of approximately 16 students throughout Berrien RESA. This involves supporting students who use Augmentative Communication devices/apps along with students who need support with Chromebooks/laptops to help them complete day to day assignments. The AT Specialist provides updates on new assistive technologies to RESA Special Education staff at their regularly scheduled staff meetings. Trainings to other groups and/or workshops throughout the school year such as Seal of Employability teachers, ASD Coaches, Status Grow, local special ed staff training when requested, and individual teacher/parent consultations also occurs.</p> <p>Comments:</p> <p>"These Quizzes are saving my students' sanity. They love them and beg for more each day. I have utilized the pre-made ones and have even made a few myself. I am getting better. Thanks again. You have no idea how much this means to me and my crew." ~From BLC teacher after a training provided by AT Specialist.</p> <p>"'S' moved to the middle school this year, and the AT Specialist came with her. Guiding her new team on Touchchat, 'S's' team began asking, 'Is it possible to do thison her device?' AT Specialist researched and came back with answers. "'S's' language and communication skills have increased in multiple ways. As we are doing online learning now, I was in awe of how 'S' used her talker to complete her math assignments." ~Parent of student receiving AT services.</p>

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Goal 3: All Berrien RESA staff are engaged in creating a caring and professional work environment.	
Sub Goals and Strategies	What did Berrien RESA do? What was the Impact? What was the Feedback?
Sub Goal I: By providing competent and timely support for Berrien RESA staff as measured by authentic engagement rubrics, Berrien RESA will:	
A) Berrien RESA staff to productively meet their professional goals and responsibilities.	<p>2nd Quarter Update</p> <p>Berrien RESA has successfully migrated a number of department teams to the Perform Evaluation tool to help staff members learn about their performance and professional progress. The evaluation also measures how staff partner with colleagues and work to support their departments. Staff have been encouraged to not only meet with their work teams, but to also cross department boundaries to ensure all staff members are working collaboratively to meet the needs of the district's constituents.</p>
B) Coordinate learning opportunities for Berrien RESA staff to learn together and/or from each other to increase internal capacity.	<p>2nd Quarter Update</p> <p>As part of the Positive Behavioral Interventions and Supports (PBIS) work happening across the district, the PBIS Leadership Team is developing a Service Matrix to help staff identify areas of expertise, determine if there are gaps and if those gaps translate to local district needs. Based on the outcomes of the Matrix, and in cooperation with professional development planning, the strategic plan and personal learning goals, Berrien RESA will be able to begin mapping out long-term learning plans to increase internal capacity.</p>
	<p>4th Quarter Update</p> <p>A special focus group is being developed to explore technology solutions to support a Service Matrix database that can live on the Berrien RESA website.</p>
	<p>4th Quarter Update</p> <p>With feedback from local districts as well as Berrien RESA staff members, input was gathered to develop long-term professional development plans. A number of learning sessions were identified as well as a request to coordinate the PD offering announcement to coincide with the Consolidated Grant Application and the continuous improvement planning process. Based on the data collected, additional cross-department dialogue has taken place regarding virtual professional development opportunities. In fact, this spring, a Virtual Teacher's Lounge series was offered.</p>
C) Work to create an energy efficient environment.	<p>2nd Quarter Update</p> <p>The Building and Grounds Department, in addition to supporting the BLC renovation, installed LED lighting at BLC and in the parking lot fixtures at BLC and Administrative Center. The lighting at BLC now features occupancy sensors. The team also upgraded the HVAC control system featuring Smart Start software (predicts outdoor temperatures and determines when to best start HVAC equipment to heat/cool rooms based on that information). By purchasing energy efficient products, the district received \$20,561 in rebates (for all of our projects across the district) so far this year.</p>

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Goal 3: All Berrien RESA staff are engaged in creating a caring and professional work environment.	
Sub Goals and Strategies	What did Berrien RESA do? What was the Impact? What was the Feedback?
Sub Goal II: By incorporating procedures and structures that align with the Culture Guide and are measured by authentic engagement rubrics, Berrien RESA will:	
A) Roll out the Berrien RESA Culture Guide to staff through a series of professional development activities and resources.	<p>1st Quarter Update</p> <p>The Project RESA team unveiled the Culture Guide during Opening Day and provided an explanation of what each of the district's 7 Culture Principles mean. The team presented how the Guide was developed and talked about next steps as part of a "talk show" presentation. All staff members were able to hear the same message at the same time. The presentation was followed by small group/department discussions where concepts were reviewed, and questions were solicited from every department. Based on those questions, an FAQ was developed to support the entire organization's learning.</p> <p>Many of the responses have been positive. Staff members appreciated that amount of thought and work that went into the development of the Guide and felt like their personal work principles were reflected in the document. There is also a feeling of "let's wait and see" if the organization will live up to the expectations of the Guide.</p> <p>By launching the Guide, this is Project RESA's first public step toward supporting a work environment where staff are engaged and are creating a professional work environment. Outcomes will have to be continuously measured (through surveys and discussions with staff). It was shared by Project RESA that they will be focusing on three principles first – Trust, Transparency and Amazing People – working toward full comprehension before moving on to the next principle in the work that they do this year.</p>
	<p>3rd Quarter Update</p> <p>The Project RESA team successfully supported an organization-wide book study for the VitalSmarts book, "Crucial Conversations." The team will be offering a second book study beginning this fall focusing on step two of the district's improved communication process, "Crucial Accountability." The book study will be partnered with an Opening Day presentation from Mark Carpenter who helped launch the VitalSmarts training for all staff.</p> <p>The team also worked to transition its meeting process to better reflect the Positive Behavior Intervention and Support system the district has recently adopted.</p> <p>The Project RESA members have also created a Behavior Matrix which will be introduced to staff this fall. The Matrix will take a PBIS approach in helping staff members develop and understand the behavior expectations as they work with their colleagues, between departments and with constituents. The district's Culture Guide Principles will be exemplified through a matrix tool and will be paired with "culture stories" to help staff members remember each of the principles.</p>
B) Regularly elicit feedback from staff to improve Berrien RESA's culture.	<p>1st Quarter Update</p> <p>The Project RESA Team developed and issued the first quarterly satisfaction survey. The electronic survey asked four questions about the district's Culture Principles (familiarity with the principles and how well is the organization, the department and the individual employee are living the principles). The data collected will serve as the district's baseline status. Over 37 percent of the district's staff members participated. Based on their feedback, staff felt most familiar with the Service-Oriented principle. The principles with the most room for growth include Balance for individuals, Leadership at the department level and Transparency as an organization.</p>
	<p>3rd Quarter Update</p> <p>Prompted by the COVID-19 pandemic and the staff's need to work remotely between March 16 and the end of the school year, the Berrien RESA Management Team launched a "temperature-check" survey to measure staff members' ability to work remotely, feel connected and have access to technology to successfully complete their work. The survey results indicated that the majority of staff feel supported or very supported. Feedback from the survey helped inform the district's Back-to-Work plan which was issued (in its first draft) the week of May 18, 2020.</p>

Goal 3: All Berrien RESA staff are engaged in creating a caring and professional work environment.	
Sub Goals and Strategies	What did Berrien RESA do? What was the Impact? What was the Feedback?
C) Develop a process to onboard future staff that will enhance Berrien RESA's culture.	<p>2nd Quarter Update</p> <p>The Human Resource Office has started referencing the Berrien RESA Culture Guide during new employee interviews. The Guide helps explain workplace expectations as well as provides insight as to how the district is evolving. Interview questions have also been updated to align with the Guide and to be situational to help the district learn how candidates problem solve and work with others.</p> <p>As part of onboarding, the superintendent participates in the process by leading a discussion about the district's culture and the expectations set for all team members. Also, presented during new employee orientation, a copy of the Culture Guide and the book Crucial Conversations are distributed along with the Employee Handbook. New employees are also invited to participate in a tour of the district's three main buildings; the Administrative Center, BLC and LEC so that everyone has a complete understanding of the organizational makeup and services offered.</p>

Nondiscrimination Clause/Title IX

It is the policy of the Berrien Regional Education Service Agency not to discriminate in its policies and practices with respect to compensation, terms, or conditions of employment because of an individual's race, color, religion, sex, national origin, height, weight, marital status, political belief, genetic information, disability or handicap which does not impair an individual's ability to perform adequately in that individual's particular position or activity.

Lynda Hurlow, Executive Director of Human Resources, Berrien RESA, 711 St. Joseph Avenue, Berrien Springs, MI 49103

For procedural information, please review NEOLA Board Policy No. 2260.