



North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) are accreditation divisions of AdvancED.

Standards Assessment Report

Warren Consolidated Schools

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Prepared for the AdvancED Quality Assurance Review

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Standards Assessment Report

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Introduction & Purpose of the Report

Introduction

Purpose of the Report

The Standards Assessment Report is designed to serve as a valuable self-assessment and as a tool to help school systems prepare for their Quality Assurance Review. The report is based on the AdvancED standards, which serve as the foundation of the accreditation process. In order to earn and maintain accreditation, school systems must meet the AdvancED standards, engage in a process of continuous improvement, and demonstrate quality assurance through internal and external review.

The Standards Assessment Report engages the school system in an in-depth assessment of each of the seven AdvancED standards. In completing the report, the school system identifies the data, information, evidence, and documented results that validate that it is meeting each standard. This self assessment helps the school system identify areas of strength and opportunities for improvement.

The Standards Assessment Report also serves as the primary resource for the Quality Assurance Review Team, which uses the report to prepare for the visit to the school system. The team uses insights gathered from the report and information obtained during the on-site visit to provide feedback to the school system and to make an accreditation recommendation.

Structure of the Report

The Standards Assessment Report includes four sections: 1) a review of each standard; 2) a description of the school system's methods for quality assurance; and 3) conclusion.

The review of each standard is divided into three components: 1) the Indicators rubric; 2) focus questions; and 3) overall assessment rubric. The Indicators rubric enables the school system to assess the degree to which practices and/or processes are in place that indicate adherence to the standard and Indicators. For each Indicator, the school system may check if the practices and/or processes are highly functional, operational, emerging, or not evident. The school system should use the rubric as an opportunity to ask itself challenging questions and to respond with accurate answers geared toward self-improvement. After completing the rubric, the school system can quickly see areas of strength and opportunity. The section asks, "To what degree are the noted practices/processes in place?"

The focus questions allow the school system to expand on and think more deeply about the responses to the Indicators rubric. The focus questions provide an opportunity for the school system to describe the systematic and systemic processes that are in place to support its ability to meet the Indicators. The section asks, "How are the practices/processes implemented?"

The overall assessment describes how well the school system and its schools are implementing practices and/or processes and the impact these practices and/or processes have on student results and overall school effectiveness. The overall assessment helps the school system judge where it is in relation to each standard. The "operational"

level is required in order to demonstrate meeting the standard. The section asks, "How well are we meeting the standard overall?"

The description of the school system's methods for quality assurance should include an overview of the practices and methods the school system uses to monitor and document improvement, provide meaningful feedback and support across the district, ensure that the AdvancED standards are met and strengthened, and regularly collect, use, and communicate results.

The conclusion provides an opportunity for the district to share final insights and information.

Completion and Submission of the Report

This Standards Assessment Report is to be completed by the school system between six months and six weeks prior to hosting a Quality Assurance Review (QAR) visit. It is strongly recommended that a wide and broad cross-section of the school system's community participate in completing this report. The report will become the basis of the Quality Assurance Review Team's review.

Directions for Completing the Report

Follow the instructions to complete each section of the report. Be thorough and concise in your answers, focusing on quality and depth over quantity.

Demographics

# Elementary Schools:	15
# Middle Schools:	5
# High Schools:	3
# Other:	3
Grade(s):	PK,K,1,2,3,4,5,6,7,8,9,10,11,12
Enrollment:	17692

Executive Summary

Please provide an overview of the school system's profile. Please include:

- The school system's vision and goals;
- A description of the programs and services (including number and type of schools) under the jurisdiction of the system;
- Demographic information about school system's community;
- A summary of student performance across the system;
- An overview of any major trends or issues impacting the school system; and
- A summary of the major strengths and needs of the school system.

Mission Statement

The mission of the Warren Consolidated Schools, in partnership with families and community, is to achieve a level of excellence in teaching and learning which enables all students to become knowledgeable, productive, ethical, and successful citizens.

Vision Statement

We're creating a collaborative culture of stakeholders committed to scholarship and creating success for our staff and students.

We are WCS: Student Achievement Clear Expectations Strong Relationships

Executive Summary

The stakeholders of Warren Consolidated School District are fully committed to providing an outstanding world-class educational program for every one of our 15,916 students. Our vision is steeped in long-standing tradition of academic excellence. Sixteen of our schools have earned the highly-regarded Michigan Blue Ribbon of Excellence and two of our schools achieved the National Blue Ribbon award! We are focused on creating success!

Warren Consolidated Schools (WCS) operates three high schools, five middle schools, fifteen elementary schools, an early childhood program, a Career Technical Education program, a Macomb Math, Science and Technology high school county consortium magnet program, a Performing Arts program, an alternative county consortium middle school and high school programs and special education programs. WCS is also a consortium partner in the Macomb County International Baccalaureate high school program and dual enrollment collaborations with local colleges. Our district is proud of its sixty year legacy of excellence and active partnership in the educational, economic and social growth of our communities: Warren, Sterling Heights and Troy.

Community Demographics

The Warren Consolidated School District encompasses over thirty-plus square miles in the communities of Warren, Sterling Heights and Troy. These communities are located in Macomb and Oakland Counties and are considered part of the greater Detroit Metropolitan Area of southeastern Michigan. Several small rural districts merged in the 1940s to establish the Warren Consolidated School district. The city of Warren began as a rural farming community in the 1800's. It has been the home of the General Motors Technical Center since 1956. Warren is the 3rd largest city in Michigan and has a current population of 133,872.

The City of Sterling Heights was incorporated in 1968 and evolved from the former rural community known as Sterling Township. It is now the Michigan’s fourth largest city and recently was recognized as one of the best and safest places to live and raise children in the United States. Furthermore, Sterling Heights celebrates a history of rich ethnic diversity with approximately 68 ethnicities represented among its population of 127,160. The city is home to the largest Iraqi Chaldean population outside of Iraq.

Warren Consolidated also includes approximately one square mile within the City of Troy which also evolved from a rural community to a suburb that is diverse in population as well as economic opportunities. These three communities are proud to be a part of the Motor City. Over the years our families have enjoyed the economic success of the big three automotive companies that have created jobs and opportunities for more than fifty years.

Our communities remain a remarkable a balanced mixture of residential homes, condominiums, apartments, manufactured homes, and commercial and manufacturing operations. Despite the harsh economic climate the state of Michigan has experienced for the past several years commercial and industries make up a large portion of our district. The economic recession has negatively impacted property values and school revenues. In the past three years, our Superintendent and Board of Education have focused on reducing the school operating budget by \$22 million dollars with minimal impact on the classroom. Despite the tremendous challenges many of our families have faced, they continue to demonstrate commitment to maintaining the quality of our school district by voting for two bond proposals in the past ten years. WCS completely renovated all twenty five schools and is currently in the process of replacing all schools’ roofs and parking lots as well as installing twenty-first century instructional technology in more than nine hundred classrooms.

WCS has experienced demographic and social changes. Increasing numbers of families are now experiencing economic hardship, which has resulted in unprecedented poverty. Our community has a long tradition of welcoming families from around the world. Our students represent a truly global community.

By maintaining clarity of focus on student achievement, active financial stewardship, and collaborative decision-making, Warren Consolidated Schools continues to deliver a world-class balanced blue ribbon education while enduring a harsh economic reality.

District Demographics

This year WCS educates 15, 916 K-12 students. We are experiencing some growth as a result of implementing the “Schools of Choice” enrollment plan. We gladly accept students from other districts within Macomb County. As a result the number of ‘choice’ students (approximately 1,000) has doubled in three years and has helped us realize small annual increases in enrollment.

Enrollment

<u>Year</u>	<u>K-12 Head Count</u>	<u>Schools of Choice</u>
2008-09	15,610	133
2009-10	15,734	178
2010-11	15,916	288

Title I resources are allocated based on the Title I School Selection process. In 2010-11 eleven schools operate a School wide program and six schools operate a Targeted Assistance program. District poverty has nearly doubled in the past five years. Additionally, our district homeless population also has seen increases. Many of our families live with relatives, or in local motels and shelters. This number is expected to increase as the year progresses.

<u>Year</u>	<u>% Free/Reduced Lunch</u>	<u># Homeless Students</u>
2006-07	28%	
2007-08	32%	
2008-09	46%	60
2009-10	53%	81
2010-11	55%	34 (as of 12/15/10)

Limited English Proficient

Currently WCS has 4,898 Limited English or Formerly Limited English Proficient students. To date, 2,317 Limited English Proficient (LEP) are receiving ESL services. Seventy languages are spoken in the homes of our LEP students. The primary languages spoken in our district are: Arabic/Chaldean, Albanian, Polish, Romanian, Assyrian, Hmong, Vietnamese, Chinese Mandarin, Urdu, Macedonian, Spanish, Bosnian, Korean, Bengali, Tagalog, Italian, Chinese, Punjabi, Hindi, Greek, Serbo-Croatian, Guarani, Malay, Slovak, Russian, Ukrainian, German, Tamil, Lao, Telugu, Kannada, Cantonese, Bulgarian, and Thai.

In the past three years, 2,295 students were found eligible to receive English as a Second Language (ESL) services by our qualified staff. As indicated in the table below, each year WCS screens several hundred potential LEP students with approximately 80% qualifying for ESL instruction.

<u>Year</u>	<u># Students Screened for English Proficiency</u>
2006	569
2007	1,151
2008	476
2009	721
2010	620 (as of 2/22/11)

In 2007 and 2009, an influx of refugee families from Iraq arrived in the community, resulting in 53-73% of students being identified at the Basic level of English proficiency. Many of these students have experienced interrupted schooling for several years and often experience post-traumatic stress.

Since 1977, Warren Consolidated Schools has recognized the unique linguistic, cultural, academic and social-emotional needs of its LEP students and has implemented supportive ESL programs and family outreach programs.

Special Education

Currently WCS provides special education services to 1,732 students or approximately 10.8% of our student enrollment (as of February, 2011). The district provides a continuum of services: walk-in speech for pre-school; Early Childhood Special Education Classes, Elementary, Middle and High School Resource Rooms; Cognitively Impaired, Emotionally Impaired and Severely Speech and Language Impaired Categorical Rooms; Teacher Consultant and Social Work services. The district also employs seven full-time psychologists as part of Multidisciplinary Education Team that evaluates and recommends certification and programming for eligible students.

<u>Year</u>	<u>Enrollment</u>
2007-08	1,255
2008-09	1,213
2009-10	1,695
2010-11	1,732

District Staff

Dr. Robert Livernois, has served as our Superintendent since April 1, 2008. WCS employs 69 central office and building administrators, 939 certified teachers; 224 clerical and 248 support staff (nutrition services, operations, transportation). The percentage of teachers identified as highly qualified is 99% and 11 teachers (10 Special Education, 1 Regular Education) have emergency certifications.

Eighty-one percent of our administrators have attained a Master's Degree or above. Seventy-seven percent of teachers have earned a Master's degree or above. All paraprofessionals meet the highly qualified status (at least sixty college credit hours).

Summary of Student Performance

WCS continues to make positive progress in meeting the State expectations for Adequate Yearly Progress (AYP). In Michigan, students in grades 3-8 take the Michigan Educational Assessment Program (MEAP) Reading and Math in October.

Additionally, students in grades five and eight take a Science MEAP and grades six and nine take Social Studies MEAP. Over the past several years, the Michigan Department of Education determines which grades will take the Writing MEAP assessment.

High School Juniors take the Michigan Merit Exam (MME) in the Spring. The MME is a combination of ACT, Work Keys and State-developed assessments in Math, Science and Social studies. Beginning with the class of 2011, the mandated State- adopted Michigan Merit Curriculum is now in alignment with the State-mandated assessment, MME. Multi-year trends demonstrate WCS achievement on State exams is closely aligned with Macomb County and State scores.

Our current 5th grade Math cohort demonstrates 90%+ achievement which are commensurate with the State and County scores. In reading, the same 5th grade cohort demonstrates mid 80% proficiency levels also in alignment with State and County scores. Our current 8th grade cohort demonstrates reading and math percentage proficiency over time in the mid 80s, also in alignment with the State and County. Our current 10th graders Science (Gr. 5 and 8) and Social Studies (Gr. 6 and 9) proficiency percentage scores also align with State and County scores of the mid-high 70s.

Finally our current 12th grade students MME proficiency percentages in reading and math are 5-8% difference between State and County scores. A comparison of ACT scores between the State average (19.5) and WCS students' average is a one point difference.

In the four core content areas, we are addressing the achievement gaps among our key subgroups (LEP, Students with Disabilities, Economically Disadvantaged) by strengthening our core curriculum, supporting our professional

learning communities, promoting research-based instructional professional development opportunities and by allocating State and Federal grants to our most at-risk populations.

Summary

We believe a shared vision and purpose is critical to our success as an organization and the success of our children. As Warren Consolidated Schools moves forward to meet the exciting challenges of the 21st century, we lead with purpose and are resolved to providing our students with a world class balanced blue ribbon education. One of our greatest strengths in pursuit of realizing our vision of success for all children is our professional learning communities (PLCs). Our Board of Education and Central Leadership's commitment to pursuing excellence is evident in its continued philosophical and financial support of the PLC model of continuous improvement. Our resolve is further demonstrated by the establishment of a District Improvement Team whose purpose is to develop a collaborative culture in which our shared vision and purpose are realized by the alignment and coordination of district and school improvement plans. District and school improvement plans are annually presented to the Board of Education for review and approval.

The PLC model represents our second strength: the WCS collective commitment to a collaborative teaching and learning environment. Administrators, staff and parents engage in shared decision-making practices and procedures based on data analysis to develop, implement and monitor instructional goals and strategies. Teacher representatives from all levels work in collaboration with the content specialists and administrators to write curriculum based on state standards and research-based instructional best practices. School staff strives to create a culture of shared vision and purpose utilizing data to inform instructional practices and ultimately improve learning for all students.

Finally, the economic and demographic changes our district has faced in the past several years have not deterred us from our vision and purpose: creating success. We believe our most significant strengths have been to continue to build an organization whereby we:

- engage in a robust continuous improvement process,
- protect the integrity of classroom instruction,
- maintain manageable class sizes, and
- continue to support curriculum and technology adoptions.

Upon reflection of our continuous process of improvement, we recognize the need to improve and strengthen the following: district and school improvement monitoring and evaluation system and our communications systems among stakeholders.

Each school year brings many challenges and changes, yet Warren Consolidated Schools remains focused on providing our students with a world class balanced blue ribbon education to meet the challenges of their global future.

Note: Please refer to the end of this report for a glossary of educational terms commonly used in Michigan.

Standard 1. Vision & Purpose

STANDARD: The system establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the system.

Impact Statement: A system is successful in meeting this standard when it commits to a purpose and direction that is shared system-wide. The leadership establishes expectations for student learning aligned with the system's vision that is supported by system and school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and district effectiveness. The system's vision guides allocations of time and human, material, and fiscal resources.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the system:

1.1 Establishes a vision and purpose for the system in collaboration with its stakeholders:

Operational

Evidence Provided:

Leadership demonstrates stakeholder support

Mission Statement visible throughout the district

Policies/Procedures manuals/handbooks demonstrating stakeholder involvement in development of mission

Stakeholder perception data used to develop mission

Stakeholders are knowledgeable about vision, mission

Strategic Plans include mission

1.2 Communicates the system's vision and purpose to build stakeholder understanding and support:

Operational

Evidence Provided:

Handbooks include vision, mission

Meetings incorporate elements of vision, mission

Newsletters include vision, mission

Signage includes vision, mission

Stakeholders are knowledgeable about vision, mission

Website/page includes vision, mission

1.3 Identifies system-wide goals and measures to advance the vision:

Operational

Evidence Provided:

District and school improvement planning incorporates vision, mission

District Improvement Plan includes vision, mission

Goals distributed through publications and communication

Goals that are data-driven and measurable

Stakeholders demonstrate involvement in and knowledge of goal setting

Strategic planning incorporates vision, mission

1.4 Develops and continuously maintains a profile of the system, its students, and the community :

Operational

Evidence Provided:

Annual Report

Community-based data

District Improvement Plan

District profile is used during parent/community meetings

District profile is used during staff meetings

Newsletters, articles

Publications, brochures, handbooks

Stakeholders demonstrate knowledge of District profile

1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services:

Operational

Evidence Provided:

District and school improvement planning demonstrates alignment with vision, mission

District Curriculum demonstrates alignment with vision, mission

District Improvement Plan demonstrates alignment of vision, mission with teaching and learning

Policies on instructional practices demonstrate alignment with vision, mission

Staff and Parent Handbooks demonstrate alignment of vision, mission with teaching and learning

Strategic Plan demonstrates alignment of vision, mission and teaching and learning

Student report cards demonstrate alignment with vision, mission

1.6 Reviews its vision and purpose systematically and revises them when appropriate:

Operational

Evidence Provided:

Agendas, minutes for strategic planning demonstrate review

Strategic Plan demonstrates review

Strategic planning process demonstrates review by stakeholders

Focus Questions:

1. What is the process for establishing and building understanding of and commitment to the vision statement among the school system and its stakeholders?

The vision of Warren Consolidated Schools is: we're creating a collaborative culture of stakeholders committed to scholarship and creating success for our students and staff.

We are WCS: Student Achievement Clear Expectations Strong Relationships

As stated in the executive summary, the district's commitment to engage all stakeholders in the process of becoming members of a dynamic professional learning community is the foundation for strengthening and practicing the district's mission and vision. For example, in preparation for the Quality Assurance Review visit, more than two hundred stakeholders participated in focus group meetings to assess the standards. Each specific group and/or organization within the district, participates in collaborative planning, discussions, and reviews of practices, policies, and beliefs.

At the district level the Superintendent and Board of Education oversee and assure that district wide practices align with the district's mission, vision, and goals.

- Superintendent presents clear message to all stakeholders: student achievement, clear expectations and strong relationships are the key to a successful organization
- Discussion and collaboration to ensure continuous improvement process, addresses and develops the district's vision, mission and belief statements
- District long term commitment to school improvement by allocating resources to implement Professional Learning Community (PLC) model and School Improvement Plan (SIP) activities, NCA/AdvancED initiative, Blue Ribbon and Golden Apple initiatives, and in development a Student Support and Intervention model
- District School Improvement Team (DSIT) – designed, adopted and implemented
- DSIT– All buildings, bargaining units, and stakeholders are represented
- District Improvement Plan (DIP) – Reviewed by Board of Education and Superintendent
- Course guides (middle and high school level) designed, developed and delivered to students, staff and parents based on the mission, vision and beliefs of the district.
- Internal Review: Superintendent's 90 Day Review and Evaluation of District Operations developed into the Strategic Plan; currently Strategic Plan is under review for revision
- Restructuring of Cabinet and Departments to ensure transparency and maximize efficiency
- Board Policies and Guidelines Revision Process by Cabinet and Administrators to ensure alignment with vision and purpose and district/building/department daily practices/procedures in 2010-11.

The district recognizes the importance of maintaining a strong, viable communication network for both the internal and external community. Examples of communication tools used to build understanding and commitment to the district's mission and vision include:

- New and improved district website, with links to Office of Curriculum and Instruction and various departments.
- Website includes curriculum library as well as a number of links focused on improving communication of vision, mission and beliefs with all stakeholders
- Mission and vision is posted throughout the district including website, boardroom, and school buildings
- Board of Education reads the district mission statement at the beginning of every Board Meeting
- All stakeholders can communicate with the Board of Education during the Public comment portion of the Board of Education meeting or via email and phone
- All district staff email addresses and phone numbers are posted on the webpage
- Handbooks and Student Code of Conduct – communicated to staff, students and parents through district website
- Building/District Annual Reports presented by building principals through Booster/PTO groups and posted on district web site
- Building/District newsletters
- District Cable TV Channel – broadcast in three communities that Warren Consolidated Schools serves
- District communication and media personnel develop and maintain relations with local news media to ensure Mission, Vision and Beliefs are communicated through local news media

Parents play a key role in helping to support the district's mission and vision. The district strives to keep them involved in the process through visual reminders and planned activities such as:

- District Parent Involvement Board Policy
- Vision statement is on district letterhead, district and school websites
- Parent Teacher Organization, Booster Club and Superintendent's PTO/Booster Club sharing meetings and Superintendent Stakeholders' Focus Groups
- WCS Health Advisory Board; English Language Learner (ELL) Parent Advisory Committee, District School Improvement Team (DSIT); WCS Health Council
- Parent/Teacher Conferences (Fall and Spring); IEP/504 Meetings; Title I Fall Meetings
- Title I Schools Parent Involvement Policies, Family-School Compacts and Meetings

- Open House/Curriculum Nights held at all buildings

All building staffs and instructional central office personnel are actively involved in collaborative professional learning community meetings every Monday. Content Specialists, Administrators of Language Acquisition and State and Federal Programs participate in building PLCs on a regular basis and afterwards participate in their own PLC meeting. Discussions, planning and outcomes are directly linked to the mission and vision of the district. Often staff is encouraged to expand their personal involvement and professional growth by participating in other district programs.

- External Review of Professional Learning Communities Program by Solution Tree (Dec 2008)
- Department/Building staff or grade level meetings – staff discussions and input – review vision and mission on a yearly basis; communicate via school websites, emails, agenda, etc.; decision-making process based on vision and purpose
- Professional Development days organized by the Office of Curriculum and Instruction (OCI) based on feedback from stakeholders and focused on the district’s mission, vision and belief statements
- Collaborative work committees (SIP, Counselor Meetings, Special Education Itinerant Meetings, Title I/Language Acquisition Meetings, Board Policy Review teams)
- Curriculum Steering Committee and Professional Staff Development Committee
- Extra-curricular activities (student council, sports, band/choir concerts, drama/theatre program, fine arts performances, ecology club, Science Olympiad, 5th grade camp) promote vision: creating success

2. What is the system's process for maintaining and using information that describes the school system, its programs, services, and schools and their performance?

WCS maintains and uses information that describes our programs, services schools and performance through our extensive district website. It is designed to convey information to meet the needs of all stakeholders by providing multiple links to schools and departments. The webpage is maintained and updated on a timely basis to provide stakeholders with up-to-date information. To assist our families with limited English skills, the website can be translated into twenty-one languages by clicking on the appropriate international flag icon at the bottom of the page.

Providing parents with easy access to information about district programs and services as well as on their own student’s academic achievement is important.

- Each school office and the Student Services Department are equipped with the *Language Line*, real-time translator conference phone system. School staff and parents can communicate with the assistance of a translator during a three-way phone conference.
- All classrooms have a dedicated computer station, TV and phone; all staff have a district email account
- Exterior signage/marques at all schools
- District/School website and newsletters and automated phone calling system
- District cable TV – Broadcast in three communities and updated regularly by media relations personnel
- Report cards and progress reports and extensive use of Power School “Parent Portal” at the secondary level allow parents instant access to student grades
- Parent – Teacher Conferences
- Schools and Departments present program information and assessment results at Board of Education Meetings on a regular basis
- PTO/Booster Club sharing meetings

Student achievement is the primary focus of all stakeholders. At the district level, a careful review of student achievement data across the district leads to the evaluation of current programs, services and goals. The tools, data sources, and processes used to ensure all students are prepared for success in a global society include:

- Executive Director of School Improvement organizes, coordinates and communicates school improvement process updates to all stakeholders, especially building level school improvement teams
- Regular meetings held by School Improvement Office to coordinate all school improvement efforts throughout the district
- OCI participates in District Improvement process of continuous improvement: collect data for the district profile, develop Goals, strategies and activities, professional development, determine allocation of resources, monitor and evaluate progress to improve student achievement
- OCI department shares data with Cabinet to inform decision-making process during the development of the annual budget and staffing for the new year
- Implementation: Use of district and state data management systems: Data Director, Powerschool, TieNet, OEAA website, CEPI website, MEIS website, Data for Student Success website to gather and analyze data to inform decision-making process
- Implementation: District Assessment Calendar
- Implementation: Common Assessments in K-5 Reading, K-12 Writing, K-8 Math, K-8 Science
- Implementation: District/Building Annual Education Reports completed and posted on websites; hard copies available in school offices
- High School and Middle School Course Guides and Code of Conduct posted on line

At the building level it is important to focus on the strengths and needs of students within the school community. Although some data sources may include district information the majority of data collected and studied is school specific. Time is allocated to each building to help collect, review, and use student data for school improvement planning on PLC Mondays as well as building SIP days. Tools and data sources that may be reviewed include:

- District/School website and newsletters
- Implementation: Student Data Management Systems, Data Director, Powerschool, OEAA, and district assessment calendar provided to all staff members
- Implementation: Child Study Process and Referral to Special Education Process; Referral for Title I/III and Section 31a services process
- Implementation: District and school improvement process
- School Data Profile and School Improvement Plan documents: Analyze and review all data sources: demographic, achievement, school process and perceptual data used to develop goals, strategies and activities in the School Improvement Plan

3. How does the leadership ensure that the system's vision, purpose, and goals guide the work of the school system and its schools?

WCS takes great pride in the strong leadership found among all categories of stakeholders within the district. Each member, at every level, works to ensure that the district's mission, vision, and goals are immersed in daily practices. At the district level a series of collaborative meetings and activities take place at regularly scheduled times.

- Superintendent and Cabinet engage stakeholders in meetings to ensure vision and purpose guide all system's work
- Board of Education meetings
- Central Leadership meetings
- Monthly Administrative Council meetings
- Superintendent or Cabinet meetings with union leaders, ex. OCI and Warren Education Association (WEA);

OCI and Warren Administrators Association (WAA); Superintendent and WAA; Human Resources and Local 1815 and Local 1346

- Curriculum Steering committee
- Stakeholder focus group meetings and District School Improvement Team meetings
- Department and Principal Meetings
- New staff orientation and training coordinated by the Human Resources Department and the Office of Curriculum and Instruction in cooperation with each bargaining unit
- District-wide Professional Development w/internal and guest trainers addressing a variety of research-based topics that support the implementation of district and school goals
- Curriculum development, review and adoption process gives all stakeholders an opportunity to provide feedback
- District assessment calendar
- In development: Administrators Academy for WEA staff

At the building level administrators and teachers participate in collaborative activities designed to promote the commitment to the district's mission, vision and goals.

- Weekly 45 minute late start Mondays for Professional Learning Community
- Staff meetings held on a regular basis
- Grade level meetings
- Building Policy Committee meetings held at each building
- Weekly lesson plans submitted by staff members
- Classroom observations
- Staff evaluations

4. What process is used to ensure that the vision and purpose of the school system remain current and aligned with the system's expectations in support of student learning and the effectiveness of the school system and its schools?

School improvement is ongoing for the district and each individual building. The process to keep both the district and individual buildings moving along the continuum of improvement requires careful monitoring of results. Review of goals, data sources, and outcomes directly relate to the district's mission and vision. Meetings are held at both the district and building level for a systematic study of student progress.

At the district level focus is on alignment of the district's expectations for student achievement.

- District and School mission and vision statements are reviewed annually by PLC teams and the District School Improvement Team. Revisions are made based on stakeholder input. District vision statement was developed this year as a result of stakeholder input
- Regularly scheduled District School Improvement Team (DSIT) meetings ensure district and school improvement plans are aligned
- Monthly meetings/PLC/SIP visits by OCI staff to coordinate and monitor building level school improvement process and progress
- NCA/AdvancED Process of Continuous Improvement is used in conjunction with the PLC model to ensure timely alignment
- District/Building Annual Report is a visual display of the culmination of results and demonstrates our effectiveness and growth in meeting our vision
- District Mission and vision statement is posted in all departments and schools to provide daily focus and serve as reminder of why we are here

- AdvancED Self-assessment completed by all schools; results are reviewed by the Office of School Improvement; inform the development of the Standards Assessment Report; and serves as a monitoring tool to evaluate the effectiveness of the district and school improvement process

At the building level each school community focuses on its own unique characteristics and needs. Each building, under the direction of the building administrator, coordinates its allocated time through PLC Mondays and building specific SIP days to ensure the school improvement process is in effect:

- School Improvement Plan
- School Profile-updated and reviewed annually
- Parent, staff, student surveys
- District/Building Annual Report
- MEAP/MME/ACT/NAEP/ ELPA/common assessment data collection and analysis
- Data Director is used to assist in analyzing data driven instructional decisions
- Grade level analysis
- Teacher evaluation

Overall Assessment:

Operational: The school system has committed to a shared purpose and direction. The system and its schools have clearly defined expectations for student learning aligned with the system's vision that is supported by system and school personnel and external stakeholders. These expectations serve as the focus for assessing student performance, system and school effectiveness. The vision guides allocations of time and human, material, and fiscal resources.

Standard 2. Governance & Leadership

STANDARD: The system provides governance and leadership that promote student performance and system effectiveness.

Impact Statement: A system is successful in meeting this standard when it has leaders who are advocates for the system's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders function with clearly defined authority and responsibility and encourage collaboration and shared responsibility for system and school improvement among stakeholders. The system's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the system operates under the jurisdiction of a governing authority that:

2.1 Establishes and communicates policies and procedures that provide for the effective operation of the system :

Operational

Evidence Provided:

Agendas, minutes of governing authority meetings

District-wide Staff and/or student handbooks

Governance Policy handbooks: board, district, school

Governing authority affirms understanding of their role in the operation of the school/district

Local, state, and federal policy handbooks

Organizational chart

Procedural policies: emergencies, contact information, calling tree, discipline, due process, logistics, placement and transfer

Staff and students affirm their understanding of emergency and operational procedures

Stakeholders affirm understanding of operational procedures

Students and staff affirm their understanding of discipline policies and due process

2.2 Recognizes and preserves the executive, administrative, and leadership authority of the administrative head of the system:

Highly Functional

Evidence Provided:

District staff are knowledgeable about leadership prerogatives

District staff are knowledgeable about organizational chart

District staff demonstrate knowledge about due process

Governing Board Policies demonstrate leadership prerogatives

Organizational chart

Policies demonstrate protocols for remediation and due process

Roles and responsibilities of governing board, advisory councils, and ad hoc committees are clearly outlined

Succession plan demonstrates leadership transitions

2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations:

Highly Functional

Evidence Provided:

District staff are knowledgeable about curriculum standards

District staff demonstrates knowledge and use of curriculum standards in the teaching and learning process

District staff responsible for the implementation of state and/or federal programs are knowledgeable about compliance

Documentation of adherence to ethical business practices

Documentation of compliance with all regulations regarding copyright law, intellectual property, and international

restrictions

Documentation of State and Federal Compliances and Assurances, including NCLB/Title I, EEO, Title IX

Documentation of utilization of all requirement elements of curriculum standards

Documentation with all regulations that apply to accreditation by NCA CASI, SACS CASI, or AdvancED

Stakeholders affirm compliance with Equal Employment Opportunity practices and procedures

Stakeholders affirm compliance with ethical business practices

Stakeholders are involved in the establishment and monitoring of adherence to all regulations

2.4 Implements policies and procedures that provide for the orientation and training of the governing board:

Operational

Evidence Provided:

District staff and governing board members affirm their knowledge of governing board policies and procedures

District staff and governing board members affirm their participation in orientation and training

Policies and procedures for governing board training and orientation

Roles and responsibilities of governing board, advisory councils, and ad hoc committees are clearly outlined

2.5 Builds public support, secures sufficient resources, and acts as a steward of the system's resources:

Highly Functional

Evidence Provided:

Documentation of adherence to ethical business practices

Policies and procedures for fiscal planning: short-term and long-range

Stakeholders affirm compliance with Equal Employment Opportunity practices and procedures

Stakeholders affirm compliance with ethical business practices

2.6 Maintains access to legal counsel to advise or obtain information about legal requirements and obligations:

Highly Functional

Evidence Provided:

District staff are knowledgeable about due process and complaint resolution

District staff are knowledgeable about access to legal counsel

Documentation of access to legal counsel

Staff and students affirm their involvement in the accreditation process

Other:

2.7 Maintains adequate insurance or equivalent resources to protect its financial stability and administrative operations:

Highly Functional

Evidence Provided:

District staff affirm knowledge and support for the district's fiscal responsibility

District staff affirm knowledge of district's insurance carrier, policies, and procedures

Policies and procedures for investments

Policies and procedures for protecting assets and financial resources

INDICATORS: In fulfillment of this standard, the system has leadership that:

2.8 Provides for systematic analysis and review of student performance and school and system effectiveness :

Operational

Evidence Provided:

Advisory Committee: agenda, minutes

District staff affirm the use of student performance and organizational effectiveness data for planning

District Staff meetings: agenda, minutes, decision points

Evaluation results: professional development, efficiency, effectiveness, instructional programming, etc.

Record of student performance data analysis

Staff and students affirm their involvement in the accreditation process

Student database management system

Student performance data are used during district staff meetings

Student performance database for formative assessments

2.9 Creates and supports collaborative networks of stakeholders to support system programs:

Operational

Evidence Provided:

Accreditation team members are representative of staff and students

Artifacts displayed throughout the district demonstrate inclusion of all stakeholder communities

Calendar, agendas, minutes of stakeholder meetings

Committee members are representative of all stakeholder groups

Parent/community compacts

Policies for staff/student leadership opportunities outside the district environment

Record of Advisory Committees: calendars, membership, minutes

Record of co-curricular organizations and activities: calendars, membership, sponsors

Stakeholder survey data

Stakeholders affirm a sense of belonging and engagement

Stakeholders affirm that leadership hears and acts upon their suggestions and recommendations

Stakeholders affirm their involvement in a district-wide decision-making process

Stakeholders affirm their involvement in the accreditation process

Stakeholders affirm their involvement on committees

Website provides forum for feedback and dialogue

2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals:

Operational

Evidence Provided:

Budget reflects allocation of support for student performance targets

District staff are knowledgeable about student performance targets

District staff are knowledgeable about the alignment of resources to support student performance

District-wide walk-about demonstrate monitoring of instructional practices

Guidelines outline expectations for instructional standards

Guidelines outline expectations for student performance

Organizational chart reflects allocation of support for student performance targets

Policies demonstrate established student performance targets, measures, and strategies

2.11 Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership:

Operational

Evidence Provided:

Accreditation team members are representative of stakeholder groups

Calendar, agendas, minutes of stakeholder meetings

Committee members are representative of all stakeholder groups

Parent/community compacts

Policies and procedures established for the inclusion of all stakeholders into appropriate district-wide decision making processes

Stakeholders affirm their involvement in a district-wide decision-making process

Stakeholders affirm their involvement on committees

2.12 Assesses and addresses community expectations and stakeholder satisfaction:

Operational

Evidence Provided:

Artifacts displayed throughout the district demonstrate inclusion of all stakeholder communities

District staff are knowledgeable about the results of a community satisfaction survey

Record of Advisory Committees: calendars, membership, minutes

Stakeholder survey data

Stakeholders affirm their satisfaction with their level of involvement

2.13 Implements an evaluation system that provides for the professional growth of all personnel:

Operational

Evidence Provided:

District staff are knowledgeable about access to and participation in a professional growth program

District staff are knowledgeable about the criteria, timeline, process, procedures, and dispositions by which they will be evaluated

Documentation of salary schedules

Handbooks demonstrate staff evaluation system

New staff orientation materials

Policies demonstrate evaluation criteria, timelines, and termination processes

Policies demonstrate professional growth opportunities

Professional development plan for all staff

Focus Questions:

1. What is the process for establishing, communicating, and implementing policies and procedures for the effective operation of the school system and its schools?

Organization, clarifying expectations and open communication are key components for operating a successful school system. The district takes great pride in the processes, activities, and tools it has in place to implement policies and procedures. The foundation for day to day operations emerges from the district’s vision statement: We’re creating a collaborative culture of stakeholders committed to scholarship and creating success for our staff and students.

Policies and procedures are conceived and developed based on the needs of the district. Policy drafts are written by a representative committee and submitted to NEOLA for proper formatting. District administrators receive hard copies of the draft for their review. The Board of Education receives the recommendation to adopt the draft policy from the Superintendent. At a follow up Board meeting the proposed policy is discussed and voted on to determine approval. Administrators receive final copies and discuss the implementation procedures at our monthly administrators’ meeting (Ad Council). New policy is posted on the “Board Policy and Guidelines” section of our district website.

Board-approved policies and guidelines are important tools used to inform and guide practices at the district and school level. Staff is instructed by the Superintendent and his Cabinet to refer to Board policy for problem solving and making decisions. The Board policies are communicated via the district webpage for all stakeholders to easily reference. Administrator and department representatives are currently completing an intensive review of policies and guidelines. Recommendations for revision will be presented to the Superintendent and the Board of Education in the spring, 2011.

Shared decision-making among stakeholders allow for the development and implementation of policies and procedures. For example, the Superintendent Stakeholder Focus Groups held last Spring allowed for the discussion and general consensus of future planning and direction for the district given the economic reality. The stakeholders included representatives from staff, labor groups, and parents. The outcome of this process was distributed via the district webpage, Journal, district newsletter which is mailed to all homeowners and businesses in the community and shared at Ad Council.

At the district level, the implementation of policies and procedures, flows through a variety of activities and tools:

- Organizational Structure supports the establishment, communication, implementation and oversight of policy implementation: Superintendent and Cabinet ? Central Leadership?Ad Council?Building and Department Administrators and staff? Parents and Community
- Scheduled meetings support communication, implementation and oversight of policies and procedures: Board of Education Meetings; Superintendent’s Cabinet Meetings, Central Leadership Meetings, Central Office and Union Leadership Meetings, Principal Meetings, Department Meetings, Health Advisory Board Meetings (district and parents); District PTO Leadership Meetings, District School Improvement Team Meetings, Building PTO/Booster Meetings, Building Staff Meetings, Building Policy Committee Meetings, Curriculum Steering Committee
- Communication processes: District Online Forms Repository; online Textbook Inventory and Ordering System; intra-district phones and conference calling capability; district media communications including press releases and Warren Consolidated Schools Journal mailed to all district homeowners and businesses; District cable TV,

District/Building/Teacher websites, District/Building/Teacher newsletters/e news; automated phone notification system to staff and families; district and phone fan-out phone system, internal mail system delivery; use of district server to deliver staff communications, surveys and webinars; district policies and guidelines accessible on District/Building websites; online time slips and out-of-pocket expenses forms require staff to acknowledge and assure fraud is not being committed; all auditors interview administrators responsible for budgets and seek assurance against fraud and that all financial procedures are followed accurately

- Internal Reviews: Superintendent's 90 Day Review and Evaluation of District Operations and Strategic Plan; Superintendent and Cabinet's Annual Goals reviewed on a quarterly basis; District School Improvement Team monitor and review District/School Mission and Vision and District and School Improvement Plans; Schools complete annual AdvancED Self-Assessment; District completes Standards Assessment Report based on stakeholder representatives input (in 2010-11 WCS had over 200 stakeholders input) for QAR visit

- External Reviews: Professional Learning Community Program Evaluation (Solution Tree; 2008); Title I and Title III MDE On Site Reviews (2009-10); Department Annual Audits: Business (Plante-Moran), Student Affairs (MISD and MDE Pupil Accounting), Human Resources (MI-TAP), Nutrition Services, Special Education (CIMS, MI-TAP)

Examples of Policy Implementation:

- Department Administrators oversee and manage the policy implementations: Office of Curriculum and Instruction oversees instructional programs, dual enrollment, staffing, grading policies, assessment and accountability, State and Federal Programs, Language Acquisition and ELL Program, Special Education Program; Office of Business and Finance oversees the implementation of budget, payroll, and accounting, taxation policies and procedures; Office of Human Resources oversees the implementation of hiring practices, staff evaluations, teacher mentor program, labor negotiations and business, staff attendance, online job applications, internal job postings, State and Federal regulations; Office of Student Affairs oversees the policy implementation of student data, attendance, pupil accounting procedures, centralized registration process, Schools of Choice process, student discipline (expulsion process), District crisis team coordinators and District and School Crisis plans; Intra-district communication with radios; Department of Operations oversees the policy implementation of building and grounds operations
- Data Management Systems: Powerschool, Data Director, Meal Magic, KALPA (professional development), AESOP (staff attendance) inform the decision-making process of policy and procedural development and implementation
- District Assessment Calendar emailed to all staff and available on OCI webpage: K-12 District Writing Common Assessment; K-8 Science Common Assessments; K-8 Math Common Assessments; Algebra I Common Assessments; Spanish I Common Assessments, K-3 Reading Common Assessments
- District and School Improvement Process: establishment of District School Improvement Team and School Improvement Teams
- Acceptable Use of Technology guidelines given to every family for review and signatures

Building administrators work directly with staff and parents to develop an effective two way communication system. For many parents, administrators and teachers are the key conduits for dispersing district information on policies and procedures. This is most evident in buildings with high percentages of ethnicity and economic issues.

A variety of activities and tools are used to promote effective day to day operations of the school building:

- Input from stakeholders through PTO/Booster Club Sharing/Title I Parent Meetings/School Improvement Team Meetings
- Parent-Teacher Conferences/IEP meetings/504 Meetings/Surveys/Focus Groups

- All staff have district email address and phone number links on district/school webpage
- Regular Staff meetings and Building Policy Committee meetings
- PLC delayed start Mondays- departmental and team meetings
- Committee leaders
- Staff Handbook and agenda
- Open Houses/Curriculum night held at each school
- Powerschool's Parent Portal (Secondary level): electronic access to child's grades
- Staff Bulletin – via e-mail
- Office of Curriculum and Instruction website: Online curriculum guides, pacing guides, supplemental resources
- District/Building/Teacher websites
- District/Building/Teacher newsletters/e news
- Staff Bulletin – via e-mail
- Teacher led clubs – Ecology Club (recycling), National Honor Society (tutoring), Student government and leadership program
- Comprehensive athletic programming at Middle and High School levels
- Band/Choir/Drama
- Warren Consolidated School of Performing Arts (WCSPA); Macomb Math Science and Technology Center (MMSTC)
- Lesson plans available to building administrators for review; optional online
- Preschool-Kindergarten Transition Programs (district and school: Kindergarten Parent Information Nights, Kindergarten round-ups at each school, district level Jumpstart Kindergarten transition summer program)
- 5th Grade Transition programs with Middle Schools
- 9th Grade Transition Programs at each high school

2. What process does the system's leadership use to evaluate system effectiveness and its impact on student performance?

The Superintendent and Cabinet develop annual goal which are reviewed on a quarterly basis. Results are discussed with the Board of Education regularly. Annual goals are designed to assist stakeholders with clear expectations of what work needs to be accomplished in order to improve the effectiveness of the organization and positively impact student performance.

For example, goals developed and achieved or in process within the past three years:

Curriculum and Instruction:

- Developed substitute calendar procedures
- Retooled curriculum development and renewal process
- Board approval of K-12 Social Studies, K-8 Science, Art, Music, HS ELA, K-8 Math, Algebra I, II, Spanish curriculum
- Implemented on-line curriculum guides, pacing guides, common assessments; common assessment and professional development calendar
- Developed curriculum resource room
- Implemented a K-12 Data Management System: Data Director
- Implemented an online Textbook Inventory and Ordering System; bar-coded over 85,000 instructional materials
- Conducted: Title I and III Michigan Department of Education On Site Reviews, PLC audit for all schools, Special Education CIMS audit
- Reviewed and revised ELL Program and Special Education Program; Early Childhood Program (in process)
- Implemented Section 31a Language Acquisition/Intervention Program
- Implemented District School Improvement Team
- Restructured Departments: School Improvement, State and Federal Programs, Language Acquisition, Special

Education

- Implementing new 21st century Technology into 900 classrooms
- Title I School wide Planning process completed and approved for eleven Title I Schools
- AdvancED District Accreditation (in process)
- Program Study: System of Intervention Support (in process)

Business and Finance:

- Assessed the organizational structure of the Business Office and reorganized
- Identified and assessed the processes of the Business Office and demonstrated the proper controls are in place as referred to in the audit report and management letter.
- Established performance objectives for staff members that support departmental goals and monitor staff members' progress.
- Implemented cash management procedures.
- Generated new budget structure, including budget forecasting.
- Implemented a copy machine replacement plan.
- Implementation of on line document repository (in process)
- Implementation of Energy management system
- Implementation of Bond projects: new roofs, parking lots, instructional technology (in process)

Human Resources:

- Implemented quarterly labor management meetings with 1346, 1815
- Reviewed and completed all employee evaluation formats, content, and process; new Teacher evaluation plan in process.
- Negotiated contract agreements with all labor unions
- Implemented Training Modules
- Implemented Digital scanning process of employee and student records

Student Affairs:

- Guide comprehensive review of all Board of Education Policies and associated Administrative Guidelines, including forms (in process)
- Developed and Implemented a county consortium strict discipline academy: North Star Academy
- Developed pilot program for conflict resolution (i.e. "Restorative Justice") at the secondary level.
- Developed district-wide centralized student registration process.
- Revised and coordinated an "Emergency Management Plan/Crisis Response Plan" for Warren, Sterling Heights and Troy.

Monitoring and measuring student achievement is an ongoing task throughout the district. The expectation to fulfill the district's mission and vision directly relates to the overall premise that the district is an educational setting - Where Children Succeed. A uniform process is used to evaluate student achievement at all levels. Student performance is reviewed and/or disaggregated by groups such as federal subgroups, grade level, subject; district common assessments; state and national assessments; and individual growth. Increased focus on "cohort" performance allows district staff to study growth trends and its impact on resource allocation and curriculum development.

The data review process involves classroom teachers, district committee members, departments, or other members of the leadership team. Four key questions, which drive our mission, are embedded in our district's commitment to Professional Learning Communities:

What do we want students to learn (essential outcomes)?

How will we know if they have learned the essential outcomes?

How will we respond when students are not learning?

How will we respond when students already know the essential outcomes?

A variety of practices demonstrate how we evaluate effectiveness and student performance;

- District/School Improvement Teams analyze data, construct goals and strategies; information is shared and discussed at PLC team meetings: focus is on implementing, monitoring and evaluating teaching and learning practices
- Department meetings (Content Specialists, Language Acquisition, Title I, School Improvement, Special Education, Early Childhood) analyze data results, program implementation, professional development results
- District/building curriculum/grade level committees review data, analyze assessment results, refine curriculum guides, discuss research based instructional strategies to incorporate into lesson planning
- AdvancED District and School Improvement Plan are monitored regularly by Department of School Improvement and DSIT

A variety of tools are used to study student data:

- Student Data Management Systems: Data Director –(District/County Data Management System) provides content area common assessment data, Explore/PLAN results, state assessments ; Data For Student Success (online State data management system); Power School (student data management system); OEAA Website: MME/ MEAP/MI ACCESS/ELPA reports from Michigan Department of Education; TIENET (special education student database)
- Parent and teacher surveys

3. In what ways are stakeholders, including system and school staff, given opportunities to provide leadership and to contribute to the decision-making process?

The district prides itself on living each statement within the district vision – “we’re creating a collaborative culture of stakeholders committed to scholarship and creating success for our staff and students”. The district offers many opportunities for both staff and school communities to provide leadership and contribute to the decision making process.

- Administrators: Superintendent and Cabinet, District Leadership Team, Administrator meetings (Ad Council), Principals meetings, Department meetings, School staff meetings, OCI-WAA meetings, OCI-WEA meetings, HR-1346 and 1815 meetings, WAA union leadership and meetings; Just for Kids program, Board of Education presenters, participation in AdvancED accreditation process)
- Parents: (Superintendent-Stakeholder Focus Groups District PTO Leadership, District School Improvement Team ELL Parent Advisory, Health Advisory Board, School-level PTO/Booster Clubs, Title I Parent Program meetings, School Improvement Team; participation in AdvancED accreditation process)
- Administrators and Teachers: Committee Work--District Curriculum Steering Committee, Report Card Committee, Board Policy Review Committee, Budget Recommendation committee, Blue Ribbon committee, RTI/Intervention Support committee, AdvancED/NCA committees; Board of Education presenters
- Teachers: MISD Teacher Leader Program, Mentor-mentee program, WEA union leadership and meetings; SIP committee, Building Policy committee, Just for Kids program, participation in AdvancED accreditation process
- Support Staff: Department meetings, Exempt clerical (non-union clerical that work for non-union administrators) attend Central Leadership meetings, 1815 and 1346 union leadership and meetings; Just for Kids program, participation in AdvancED accreditation process
- Student Opportunities: Student Council; High School Leadership Classes; Link Crew, Extra-curricular clubs, sports, fine arts program, participation in AdvancED accreditation process
- Collaboration on professional development days within building staff and between buildings; Informal

consultation with administrators – especially for teachers who travel between buildings

- Administrators and Teachers presenting information from workshops to staff

4. What policies and processes are in place to ensure equity of learning opportunities and support for innovation?

Warren Consolidated Schools is a very diverse community that requires the administration to carefully plan for the usage of all district resources in order to ensure equitable learning experiences for all students. The district services approximately 16,000 students. Approximately 9% of our students have learning and behavioral disabilities and 15% are Limited English Proficient students. On the other end of the spectrum, approximately 15% of seniors graduate with either Magna Cum-Laude or Summa Cum-Laude status. The district clearly recognizes the need for a variety of programs, settings, and instructional models to meet the needs of all students. Under the direction of our Superintendent, district resources are reviewed annually to determine which programs provide the most effective and equitable learning opportunities.

The non-discrimination statement* is posted in the Administration Building; on key district documents (newsletters, handbooks) and the district website's main page. Decisions are made based on our vision—creating success for our students and staff and with the non-discrimination policy in mind.

***Nondiscrimination Statement**

In compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disability Act of 1990, and the Elliott-Larsen Civil Rights Act of 1977, it is the policy of the Warren Consolidated Schools that no person shall, on the basis of race, color, religion, national origin or ancestry, gender, age, disability, age, height, weight, or marital status be excluded from participation in, be denied the benefits of, or be subjected to, discrimination during any program, activity, service or in employment. Inquiries should be addressed to the Executive Director of Human Resources, 31300 Anita, Warren, Michigan 48093, (586) 825-2400, ext 63110.

- Macomb Math, Science and Technology Center is a consortium program serving high achieving students in those content areas. MMSTC is open to all students who meet the eligibility requirements.
- Consortium member of Macomb International Baccalaureate high school program; open to all students who meet eligibility requirements
- WCSPA: Performing arts program at Sterling Heights High School; open to all high schools students; open to all students; audition required
- Advanced Placement Courses at all high schools; open to all students
- Dual Enrollment programs with area community colleges; open to all students
- Career Technical Education (CTE) internships & real-life experience; Business externship program—open to all students and/or Career Based Vocation training-real world experience for students with disabilities
- IEPS are developed to provide each student with a free and appropriate public education with equal access to the general education curriculum and programs/services
- Special Education program offers a range of services for students with disabilities in the district and through the Macomb Intermediate School District
- TIENET Data management system for Special Education
- ESL Programs offer a range of services for Limited English Proficient students
- Community High School serves as alternative education setting for non-traditional high school students
- North Star Academy, county consortium strict discipline program serving non-traditional middle school students;
- 504 Plans coordinated in each building under the direction of the Director of Student Affairs
- Smart Goal Planning-determine cause for gap in student learning through data analysis

- Summer School programs offered to non-proficient students
- Differentiated Instruction opportunities: Classroom centers, Writers Workshop, Guided Reading Groups, computer-aided instruction
- Middle School elective classes – open to all students
- Professional development opportunities to assist staff in differentiating instruction
- Internet access/computer labs open to all students in all schools
- Physical education/art/music/global language classes open to all students
- Extracurricular activities open to all students
- Sports teams schedules meet Title IX requirements
- Students are assigned to classes based on the practice of creating balanced demographic classrooms
- Staff allocations are based on contractual agreements in coordination with Office of Curriculum and Instruction. Chief Academic Officer utilizes spreadsheets by schools to ensure equity in staffing. Individual students' needs are considered for particular cases.
- Hiring practices follow a set of procedures to ensure equitable and ethical practices: online application process and job postings with consistent timelines; internal job postings with consistent timelines; written job descriptions, interview process with consistent set of questions and rating system (Ventures protocol); interview teams; recommendation to hire forwarded to Chief Human Resources Officer for final approval; background checks, drug testing procedures
- Evaluations are based on policy, law, and contractual agreements. Written timelines and consistent written tools of evaluation are used by all administrators to evaluate their staff.
- Policies are in place to ensure equal due process procedures are followed: Special Education; Student Code of Conduct, Disciplinary procedures. All union contracts describe the policy and procedures.
- Staffing assignments are based on objective criteria: use of written job descriptions, contractual agreements and for instructional staff their highly qualified status, budget, State and Federal laws
- Title I School Selection Process allows for the equitable identification of services and funding; Title I school allocations are based on a per pupil allocation and follow Federal laws
- Title I and Section 31a students are identified based on a set of objective criteria; open to all students who meet the criteria
- School level budgets for classroom/office supplies and equipment, media and early childhood supply budgets are based on a per pupil allocation. All Title I schools develop school-level budgets under the direction of the principal and Administrator of State and Federal Programs
- Innovative program proposals are presented to the Chief Academic Officer and follow the process which includes the Curriculum Steering Committee and Administrators and Cabinet approval prior to initiating program.

Overall Assessment:

Operational: The school system has leaders who are advocates for the system's vision and improvement efforts. The leaders provide direction and systematically allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for system and school improvement among stakeholders. The system's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation. While these processes and conditions are being implemented, the implementation is not systemic across the system, and the results are varied.

Standard 3. Teaching & Learning

STANDARD: The system provides research-based curriculum and instructional methods that facilitate achievement for all students.

Impact Statement: Impact Statement: A system is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. The system ensures that teachers use proven instructional practices that actively engage students in the learning process; provide opportunities for students to apply their knowledge and skills to real world situations; and give students feedback to improve their performance.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

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Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the system:

3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills:

Operational

Evidence Provided:

Communication of NCLB performance targets

Curriculum pacing guides

District staff can articulate student learning expectations

District staff/others meet regularly to discuss student progress and remediation

District staff/others meetings highlight discussions of student learning expectations

District-wide curriculum committee: review cycle, adoption/approval policies/criteria, membership

District-wide master schedule; hours of instruction

Formative assessments: quarterlies, etc.

Graphs, charts, displays of student learning goals

Individualized Development Plans

Policies on grading criteria

Policy on credit requirements for program completion

Special program promotion, completion requirements

Staff can articulate curriculum sequencing and grouping

Student Handbook outlines student learning expectations

Students affirm their knowledge of what is expected of them

Syllabi or course catalogues

Textbooks and text selection criteria are aligned to learning goals, curriculum

3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning:

Operational

Evidence Provided:

Course syllabi outlining criteria for student involvement

Samples of student work

Student discussion groups

Student mentoring programs

Students affirm their involvement in their own learning

3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels:

Operational

Evidence Provided:

Assessment data

District staff/others can identify research used to align instruction

District staff/others meet to analyze data and align instruction

District staff/others meet to review current research

District staff/others meetings regularly include data analysis

Grade reports

Professional development calendar and topics

Surveys

3.4 Supports instruction that is research-based and reflective of best practice:

Operational

Evidence Provided:

Agendas, minutes of staff/grade level/department/program meetings

District staff/others meet to share best practices

District staff/others meetings regularly include discussions about effective instructional design and delivery

Guidance on lesson plan development

Guidance that promotes a variety of instructional design and delivery strategies

Professional development plans

Professional learning opportunities focus on best practice instruction

Professional organization membership

Student display of project-based learning opportunities

Student portfolios

3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity:

Operational

Evidence Provided:

Curriculum includes attention to diversity

District staff are knowledgeable about state and national curriculum standards

District staff are representative of the school and community demographics

Graduation requirements

Master schedule

Policies that reflect attention to issues of equity

Promotion, graduation criteria

Standards-based curriculum: state and national standards

Students affirm that there are opportunities to excel

3.6 Allocates and protects instructional time to support student learning:

Operational

Evidence Provided:

Instructional calendar: days, hours

Lesson plans are followed during teacher absence

Master schedule

Policies and guidelines that demonstrate that all program requirements are met

Policies demonstrate that substitute teachers are responsible for delivery instruction

Staff affirm that their instructional time is protected

There are few instructional interruptions: PA system, visitors, etc.

3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment:

Operational

Evidence Provided:

Agendas, minutes of staff meetings indicating vertical and horizontal articulation

Articulation agreements between agencies

Content-specific staff are knowledgeable about each other's course syllabus

District staff are knowledgeable about student learning expectations of previous and subsequent grade levels

Policies and guidelines granting dual-credit, transfer of credit

Transition policies

3.8 Supports the implementation of interventions to help students meet expectations for student learning :

Operational

Evidence Provided:

After-school programs

Community-based programs

Counseling programs: curriculum, schedules, staffing

District staff affirm that there are multiple opportunities for students to get support

Individualized Development/Career Plans

Online support

Policies for student orientation, interventions, remediation

Schedule of opportunities, activities that support special learning needs

Students affirm that they have opportunities to explore their interests and career options

Students affirm that they have opportunities to get support for their school experience

Supplemental educational services: NCLB tutorial

Wrap-around programs

3.9 Maintains a system-wide climate that supports student learning:

Operational

Evidence Provided:

Database of student behavioral incidents

District staff affirm that they are involved in promoting positive school climate

District staff/others meetings provide time for discussions about climate

Guidance on team-teaching is a regular part of the instructional program

Parents/community indicate that the school/district focuses on positive school/district climate

Peer intervention programs; peer counseling

Policies for student behavior, remediation, due process, appeals

Reward system for positive behavior

Stakeholder Compact: adult and student expectations

Stakeholder satisfaction survey data

Students affirm that they are involved in promoting positive school climate

3.10 Ensures that curriculum is reviewed and revised at regular intervals:

Operational

Evidence Provided:

Agendas and minutes from school board meetings (they have to approve the curriculum changes)

Calendar of curriculum committee meetings

Data related to implementation of course(s)

District staff affirm that they are involved in the curriculum review and revision process

District staff are knowledgeable about the timeline and process for curriculum review

District staff stays informed of curricular changes in other entities (neighboring districts, state, federal, organizations)

Local school staff affirm that they are involved in the curriculum review and revision process

Written policies and procedures for composition of curriculum committee and its function

3.11 Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction:

Operational

Evidence Provided:

Budget allocating appropriate funds for technology - software, hardware, and infrastructure

Calendar and schedule of technology services to students

District staff affirm that technology supports their curriculum and instructional programs

Facilities map indicating technology services/lab

Staffing chart demonstrating allocation of appropriate technology staff

Students and staff affirm that technology is embedded within the teaching and learning process

Technology staff/services demonstrate their involvement in support of student achievement

Focus Questions:

1. How does the system ensure the alignment and articulation of curriculum, instructional strategies, and assessments in support of the expectations for student learning?

The Office of Curriculum and Instruction is the cornerstone that supports the building blocks for student learning.

Department collaboration among key personnel is essential in the successful articulation of district initiatives and curriculum and assessment development (Chief Academic Officer, Executive Director of School Improvement, Director of Special Education, and Administrator of Language Acquisition, and the Administrator of State and Federal Programs). Building Administrators monitor the implementation of instructional strategies to achieve district goals. Content Area Specialists act as liaisons for all instructional staff in the alignment process of district curriculum to state and national standards and support teaching staff by providing professional development.

At the district level some of the tools and activities that help to ensure curriculum alignment and clear articulation of expectations for student learning include:

- Curriculum design, planning, adoption and implementation are accomplished using recently board-adopted model from the Office of Curriculum and Instruction
- Curriculum development teams of teachers and content specialists write curriculum and common assessments based on State of Michigan's grade level content expectations (GLCEs) and high school content expectations (HSCEs); all teachers have the opportunity to review proposed curriculum and materials; Curriculum Steering Committee and Principals review and approve proposed curriculums and materials; Chief Academic Officer recommends proposed curriculum to Board of Education for approval
- District Improvement Plan coordinated and aligned with School Improvement Plans
- Virtual curriculum library available online - Office of Curriculum and Instruction website (pacing guides, curriculum guides, supplemental resources, research citations)
- Professional development opportunities coordinated through Office of Curriculum and Instruction and aligned with district and building goals
- District assessment calendar
- District common assessments K-12 Writing ; K-8 Science; K-8 Math; Algebra I; Spanish I; K-3 Reading; In development: K-8 Social Studies, Geometry, 9-12 ELA, K-5 Media
- Final Exams – common tests and review timeline
- Online library databases and instructional resources utilized by all schools
- AdvancEd participation
- Power School and Power School Parent Portal
- MISD workshop and training opportunities coordinated through the Office of Curriculum and Instruction
- Office of School Improvement and District School Improvement Team reviews all district and school improvement plans
- WCS Health Advisory Board (parents, community members, WCS staff) reviews health curriculum and materials and makes recommendations to the Board

At the building level administrators and teachers work collaboratively to meet the district's expectations for student learning through these activities and tools:

- Late start PLC Mondays provide staff an opportunity to address student achievement issues, curriculum review and data analysis
- GLCEs, HSCEs are followed and written into curriculum scope and sequence
- Regularly scheduled Building staff meetings
- Department and grade level meeting help during PLC Monday time
- Weekly lesson plans
- Teacher observation and evaluation
- Assemblies
- In-school field trips (Science Alive, Health Hearts, Macomb County Recycling, Paper People)
- Out of district field trips(ex. Detroit Zoo, Science Center, Lansing-Capital, local orchards, Henry Ford and Greenfield Village Museums, Warren Symphony, Mackinac Island, Chicago)
- Virtual field trip (distance learning opportunities)
- United Video Streaming available to all staff members

- Career Technical Education
- Math Department - curriculum review, revision and adoption based on current technology and aligned with GLCEs and HSCEs
- Adoption of new Texas Instruments Inspire calculator system in support of newly adopted Algebra curriculum
- 504 plans
- IEP's updated and processed using TIENET

2. In what ways does the system promote and support the implementation of research-based instructional strategies, innovations, and activities that facilitate achievement for all students?

The school improvement process and the district's commitment to Professional Learning Communities have immersed staff at all buildings as well as central office in multiple research studies (Marzano, differentiated instruction, "Close and Critical Reading" strategies, Writing Process, etc). District wide professional development is focused on specific instructional strategies proven to be effective methods to facilitate student achievement. The district has created an online "Research Citations" folder of research studies, Powerpoints, best practice strategies, etc. on the shared computer "G drive" to assist administrators with school improvement planning. Additional research-based strategies and web links are described in the "Curriculum Library" webpage.

The use of instructional technology is a core initiative being implemented across the district. All instructional staff has been trained on Data Director a data management system that allows the district to create and use common assessments and teachers to create and use classroom assessments. Group and individual data results can be easily used to plan for classroom instruction.

Other activities and tools used to support student achievement include:

- Implementation of curriculum adoption model including the addition of content area specialist assigned to each academic discipline
- Professional Staff Development coordinated through the Office of Curriculum and Instruction by content area specialist based on the needs of staff and the goals of the district:
- District level Professional Development based on research: Guided Reading, Writers Workshop, Close and Critical Reading Strategies, Oral Language Assessment; Hands on Science Instruction (Battle Creek, SEPUP), Math-TI Nspire Calculators and Navigator Systems; Sheltered Instruction Observation Protocol (SIOP), Academic Vocabulary
- 21st Technology: Interactive Projectors, Whiteboards, Document Cameras, Digital Cameras, Computer labs, software, located in buildings; all instructional classrooms to be fully-equipped by 2012
- Data Director training (workshops, online videos)
- Multiple Data Director scanners in school buildings
- Adoption of Special Education Feeder path model including the assignment of 3 special education supervisors Building staff meetings
- Special Programs: Macomb Math Science Technology Center, Warren Consolidated School of Performing Arts, Career Preparation Center, Macomb County International Baccalaureate; Alternative Education High School, Middle School Alternative Education Program (North Star Academy), online educational opportunities: E2020 Computer aided Credit Recovery Program and GEN-NET, New Century
- Leveled Readers Libraries: Extensive collection of leveled readers in all elementary schools; In development:

leveled reader libraries in all middle school resource rooms (fall, 2011).

- Formative and summative assessments: MEAP, MME, MI-Access, ELPA Common Assessments, DIBELS
- Intervention Programs: Title I teachers and aides at 12 elementary schools, 5 middle schools; Section 31a Intervention Teachers and aides at all elementary schools, ESL teachers in secondary schools, Title I and III extended and summer programs, general education summer school program
- Early Childhood Program: tuition-based district preschool programs, MI grant funded at-risk four year old preschool program (Great Start Readiness Program—World of 4s); current enrollment—approx 420 students; summer programs-Title III Preschool Program, Kindergarten Jumpstart program
- Adoption and use of TIENET for special education records
- Checklist through AdvancED concerning implementation of strategies
- Professional Development coordinated through Office of Curriculum and Instruction and Executive Director of School Improvement

3. What processes are implemented to ensure that all staff members are well-prepared to support and implement the district's expectations for student learning?

The district's commitment to strengthen the Professional Learning Community (PLC) initiative is the driving force for all district professional development and school improvement activities. Under the direction of our Superintendent, each building has hired and allocated a sufficient number of highly qualified staff; maintained manageable class sizes; and provides professional development time for staff to improve its professional skills. All schools and programs are allocated forty-five minutes of PLC meeting time every Monday morning, eight school improvement days, with substitute teacher support, for staff to participate in the school improvement process, and \$3500 to support improvement activities. Title I schools allocate federal funds to support professional development also.

Professional development supports our vision and purpose: our commitment to scholarship and creating success for our students and staff. Instructional staff is identified and assigned to participate in appropriate district initiatives' trainings that are aligned to the district improvement plan and support building plans.

Building-level professional development aligns with its improvement plan and the district improvement plan. Staff receives training during PLCs, out of district conferences, on-line programs and book study sessions.

At the district level, the activities and tools that are in place to support the implementation of the district's expectations for student learning include:

- Professional Development opportunities coordinated by Office of Curriculum and Instruction based on school and district improvement goals and staff surveys
- Professional Development opportunities and attendance managed using KALPA
- District/Building/Grade Level curriculum meetings
- Title I and III funding to support school-level professional development
- Title IIa funding to support professional development by content specialists and Administrator of Language Acquisition
- District Mentor/Mentee program
- New Teacher Academy – Macomb Intermediate School District (MISD)
- Out of district conferences/workshops – (Michigan Reading Association, MACUL, Facilitators of School Improvement, ELA and Math Common Core Standards, Algebra and Geometry Units, AdvancED and MDE School Improvement, MAS-FPS/Title I Conferences, Midwest Regional Differentiated Instruction; MISD Principal Series)
- District Shared drives available on District Server; Office of Curriculum and Instruction webpage includes

information and resources from all departments, online curriculum library; computer network accessible, “G” drive, contains the “OCI” folder which includes information and resources to support teachers and administrators with school improvement tasks

Building administrators monitor activities and use tools to ensure that all building staff receives the support needed to implement the district’s expectations for student learning:

- Weekly lesson plans placed on school web or turned into main office
- PLC release time every Monday
- Building staff meetings
- District/Building/Grade Level curriculum meetings
- Professional Growth Plan, New Teacher Individual Development Plan (IDP)
- Teacher evaluations
- Content Specialists provide individual teacher support by modeling instructional strategies and providing materials

4. How does the system ensure that all students and staff have access to comprehensive information, instructional technology, and media services?

Technology is an integral part of classroom instruction. Curriculum guides, pacing guides, cross curricular activities with grade level links are available on the district web site for staff, students, and parents. Every building has a certified media specialist working with staff and students promoting the use of technology/media in instruction and learning. Across the district the following activities and tools are in place to ensure that all students and staff have access to comprehensive information, instructional technology, and media services:

- Staff development opportunities coordinated by content area specialists and director of information technology in support of instructional technology
- Technology curriculum and 8th grade assessment
- District web page and school web pages
- United Streaming Videos
- Distance Learning labs utilized for virtual field trips
- Computer lab access
- Access MISD videos/labs
- TI-Inspires with projection systems in all High School math classes
- Fully equipped and up-to-date library and computer labs for use by students and staff
- 21st Technology: Interactive Projectors, Whiteboards, Document Cameras, Digital Cameras, Computer labs, Laptop Carts – “COWS” (computers on wheels), software; 900+ instructional classrooms to be fully-equipped with an interactive projector, computer station, whiteboard, document camera and software by 2012
- Currently, all teachers have a classroom computer with Internet, district email, software package; in class closed circuit TV monitor connected to building head end room for DVDs and TV viewing and classroom phone; additional access to printers; all elementary classrooms have audio enhancement technology
- All schools have fully equipped computer labs, distance learning capability, media centers with audio-visual resources, online library databases, Internet access
- All teachers have teacher resource materials that support curriculum and instruction
- Secondary Teachers utilize Powerschool Teacher’s online grade book for recording assignments and completing report cards; in development—Elementary teachers to use Powerschool teacher in Fall 2011
- Follett “Destiny” library and textbook management system in all schools
- Instructional technology equipment accessible to staff and students to enhance learning and student success

Overall Assessment:

Operational: The school system implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. The system demonstrates evidence of alignment between the curriculum and instructional practices with systematic implementation across the system. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide frequent opportunities for students to apply their knowledge and skills to real world situations. Teachers give students regular feedback to improve their performance.

Standard 4. Documenting & Using Results

STANDARD: The system enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and system effectiveness.

Impact Statement: A school system is successful in meeting this standard when it uses a comprehensive assessment system based on clearly-defined performance measures. The assessment system is used to assess student performance on expectations for student learning, identify gaps between expectations for student learning and student performance, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to system and school leaders, teachers, and other stakeholders in understanding student performance, system and school effectiveness, and the results of improvement efforts.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the system:

4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free :

Operational

Evidence Provided:

All stakeholders are knowledgeable about behavioral standards

All stakeholders are knowledgeable about grading and appeals

All stakeholders are knowledgeable about learning expectations and targets for student performance

Assessment system that records multiple assessments

Assessment system that safeguards validity, confidentiality, identification

Calendar of assessment activities

Database that records graduation, completion, GPA, placement, retention rates

Dedicated unit/staff for assessment and data reporting

District staff use data to inform policies and practice

Online assessment system

Policies outline administration of multiple assessments and their purpose

Policies that outline targets for behavioral standards: attendance, discipline

Policies that outline targets for student performance and are aligned to state/national standards

Record of multiple assessments administered, including program-specific required assessments

Special database for career preparation, special education, bilingual education programs

Staff affirm the use of multiple measures for student performance

Stakeholders are familiar with the administration and purpose of multiple assessments

Stakeholders are knowledgeable about the assessment schedule

Stakeholders implement multiple assessment system

Student/Staff Handbook that outlines grading scales, syllabus criteria, and appeal process

The development and administration of multiple assessments consider limited-language learners, students with disabilities, and multiple learning styles

4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning:

Operational

Evidence Provided:

Agendas, minutes from staff meetings indicate use of data to drive instructional planning discussions

Agendas, minutes from staff meetings indicate utilization of data systems

Criteria for feedback on performance

Data graphs, charts display student performance expectations

District staff affirm their understanding of how data are used to evaluate their effectiveness

District staff are knowledgeable about how to use student performance data for the purpose of instructional planning

District staff demonstrate the use of data when planning guidelines for instruction, through vertical and horizontal articulation

District staff meet regularly to discuss student work

District staff utilize assessment data for the purpose of instructional and program planning

Examples of student work are prominently displayed

Student performance data reports, charts, graphs indicate system-wide use of data for instructional planning

Students affirm knowledge about their learning expectations

4.3 Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance:

Operational

Evidence Provided:

Data from multiple surveys indicate wide scale use of data to analyze instructional and organizational effectiveness

Database that records graduation, post-graduate engagement

District staff utilize perception data from surveys to guide program planning

Stakeholders affirm their familiarity with student performance and organizational effectiveness

Stakeholders affirm their involvement in meetings in which the topic of student performance and organizational effectiveness were highlighted

4.4 Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders:

Operational

Evidence Provided:

Agendas, minutes from meetings where student performance and school effectiveness were highlighted

District staff affirm the use of various communication methods to report student performance

Newsletters demonstrate communication of student performance and school effectiveness

Stakeholders affirm the use of various communication methods to report student performance

4.5 Uses comparison and trend data from comparable school systems to evaluate student performance and system effectiveness:

Emerging

Evidence Provided:

Agenda, minutes of meetings in which comparative data were highlighted

District staff affirm their involvement in meetings in which comparative data were highlighted

Reports that outline comparable data analysis - across programs

Reports that outline comparable data analysis - across schools, districts, states, nationally

4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence:

Operational

Evidence Provided:

Data reports disaggregate student performance growth

Data reports include behavioral and environmental data

Data reports utilize identified growth model that is valid, reliable, and psychometrically appropriate

Data reports verify growth in student performance

District staff can identify reasons why student performance has increased/decreased

District staff can identify strategies for increasing student performance

Stakeholders can speak to and support the growth data

4.7 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations:

Operational

Evidence Provided:

District staff affirm their comfort with the level of data accuracy and security

Policies that outline the conditions for safeguarding and transferring transcripts

Policies that safeguard accuracy and security of all data

Reports that satisfy local, state, and national requirements

Stakeholders are knowledgeable about the conditions under which transcripts are safeguarded and transferred

Stakeholders indicate that they have seen reports that satisfy local, state, and national requirements

Focus Questions:

1. How is the assessment system currently used throughout the school system and its schools to guide analysis of changes in student performance?

Using student assessment data to drive classroom instruction is directly correlated to the district's commitment to Professional Learning Communities. The four essential questions that both the district improvement teams and individual building improvement teams focus on when studying student data are: What do we want students to learn?(essential outcomes) How will we know if they have learned the essential outcomes? How will we respond when students are not learning? How will we respond when students already know the essential outcomes?

Currently the district uses Data Director as the primary system to collect and study student common assessment and state assessment data. Data from state assessments, district assessments, and classroom assessments can be entered into Data Director for a systematic analysis of student data to support curricular decision making. The challenge for the district at this time is to help all staff understand the importance of data and its impact on student performance.

The activities and tools that guide the district's analysis of data and its impact on student performance are:

- District wide adoption and implementation of Data Director and Power School
- MISD presentation of disaggregated MME/ACT scores analysis and comparison of districts' results to other districts in Macomb County, Oakland County and Kent County
- Office of Curriculum and Instruction review MEAP/MME/MIACCESS/ELPA scores; conduct item analysis; identify strengths and weaknesses; uses analysis to inform the district improvement plan, curriculum and professional development
- District common assessments K-12 writing ; K-8 Science; K-8 Math; Algebra I; Spanish I; K-3 Reading (grades 4-5 will begin Fall, 2011); K-12 Social Studies completed and implementation Fall 2011
- ACT/ MME preparation programs at all high schools
- Advance Ed/NCA and School Improvement process
- Data Director, Data For Student Success, OEAA reports utilized for data analysis
- DIBELS testing/progress monitoring at some elementary schools
- MLPP folders in CA -60 student records
- District Literacy Assessments: DRA2/MLPP testing 2-4 times per year in grades K-5 and Math Assessments: Pre and Post annual tests in grades K-5
- Students' IEP goals are reviewed and revised on an annual basis
- CTE Senior Surveys and MISD Parent and Senior Surveys
- Cross curricular core academic opportunities available to CTE students at Career Preparation Center
- Examples of student work are prominently displayed

2. What are you doing to ensure that assessment results are timely, relevant, and communicated in a way that can be used by the system, its schools, and stakeholders to aid the performance of individual students?

Teachers and administrators have access to student data through Data Director, Data for Student Success, OEAA Website, and Powerschool. Results can be reviewed by class, subgroup or individual students. Parents have access to their child's performance in school through Power School Parent Portal. Parents can check attendance, grades, and assignments.

Other tools and activities that ensure that assessment results are communicated in a timely manner include:

- Power School "Parent Portal" provides real-time academic progress for parents and students
- Progress reports and report cards are distributed every five weeks to parents and students; cards include current assessment data
- Weekly progress reports are available for parents through the counseling office
- Common assessment calendar details when assessments are to be completed and inputted into Data Director;

calendar is submitted to instructional staff in September and December via email;

- MEAP/MME/MI-Access/ELPA state assessments are released internally to staff when the MI Department of Education releases the information; Parents and community receive results when the Department lifts the embargo, ex. MEAP preliminary results were given to schools in late December; final internal release early February; expected public release in Spring; Parents receive a hard copy of their child's results as soon as they are sent to us by the State; State assessments are reported in all local papers upon release; Board of Education is presented with results in August after all state assessments have been released. Additional reporting of results occur within the Annual Education Report (August) and district newspaper, Journal in the fall.
- District Translators for LEP parents and the hearing impaired and Language Line, phone conference system with translators are available to assist the schools with presenting assessment results to parents on as needed bases.
- Key ELPA documents are translated in the top two languages spoken in the district: Arabic and Albanian. District also has access to having documents translated using Language Line at an additional cost.

3. How are data used to understand and improve overall effectiveness of the school system and its schools?

District school improvement teams and building school improvement teams review student data. Results of data reviews should lead to planned professional development and improved classroom instruction. The district is beginning to see an increase in the number of teachers using district and classroom data to plan daily instruction.

Some of the tools and activities used to improve student learning are:

- Data Director Reports reviewed and analyzed to maximize effectiveness of instructional planning
- Extensive use of parent and student survey information in the development of school improvement plans
- Data from multiple sources used in the development of SMART goals as well as school improvement planning and goal setting
- PLC Monday staff sessions – data reviewed and analysis conducted to maximize instruction planning and decision making
- Disaggregated data from multiple sources such as MEAP, MME/ACT, PLAN, EXPLORE, Common assessments, discussed to determine overall student achievement and instructional planning
- Professional Development developed using disaggregated student achievement data and staff survey data to maximize efficiency and opportunity for all staff members.

Ultimately our effectiveness is based on a combination of Federal and State criteria: State assessment results, the AdvancED annual Self Assessment and accreditation process, EDYES school report card grade and our rating on the MI School Ranking List and whether the schools made AYP.

- 23 schools are NCA Approved schools;
- 16 Blue Ribbon Schools (2 are National Blue Ribbon Schools)
- 90% of our schools are making AYP
- No schools are listed on the Persistently Failing Schools List

District Departments utilize data collected from data management systems to monitor and evaluate department effectiveness. Internal and external audits also are used to inform the effectiveness of the organization. Department evaluations are presented to department administrators, Cabinet and the Superintendent for review of the entire organization. Budget development is based on the results of departments' goals and evaluations

4. How are staff members across the system and its schools trained to understand and use data to impact

teaching and learning in the classroom?

Teachers, administrators and building school improvement teams have had multiple opportunities for training with Data Director through after school workshops, MISD and district professional development or individual building trainings by the content specialist for Data Management and Media Technology. In addition, each content area specialists includes a Data Director component as they provide assistance or training in their specific content area. While many teachers are involved in data studies, there are still a number of teachers who do not understand the full impact of data collection to the classroom.

Some of the tools and activities that assist with building the understanding among all staff of how data can impact teaching and learning are:

- District/Building professional development opportunities focused on continuously improving our knowledge of Data Director, Power School and Data For Student Success
- Content area Specialist assigned to the management, use and training of Data Directory
- Collaborative teams at the building level help other staff with Data Director, Power School and analysis of common assessment data
- Professional development opportunities for Special Education Staff coordinated through Director of Special Education and Officer of Curriculum and Instruction; TIENET training
- Professional discussions, collaboration and sharing opportunities on PLC Mondays ; Grade level meetings; School improvement subcommittee meetings—all opportunities are available for data analysis and instructional planning
- Department meetings held using common assessment data, MEAP/MME data
- School Improvement professional development facilitated by Office of school improvement and State and Federal Programs: for Content Specialists, SIP Teams, Title I Administrators; training in School Data Profile and Comprehensive Needs Assessment; Data Wall presentation presented to Title I Schools and presentation posted on shared “G” drive
- State and Federal Programs Administrator provided support and professional development on data analysis during Title I School wide planning process for eleven schools in the past two years. Contracted consultant, Dr. Martha O’Kray also provided direct support.
- MISD “Facilitators of School Improvement” workshops offered each year. Currently 2 high schools, 2 middle schools, and 6 elementary schools have participated. A plan is in development for additional schools to attend in 2011-12.
- Administrators and School Improvement chairs attend AdvancED and MDE School Improvement conferences on a yearly basis. District rotates which principals will attend. Administrators attend MISD Principal Series for additional training
- OCI Department administrators and content specialists belong to professional organizations (MAS-FPS, TESOL, ASCD, MRA-IRA, NCTM, NCTS) and receive professional magazine subscriptions to build their knowledge base to support teaching and learning.
- Superintendent, Cabinet and Department administrators belong to professional organizations and attend professional conferences which assist them with professional growth
- District utilizes the services of the Macomb Intermediate School District to assist with Data Management instruction and tech support

Overall Assessment:

Operational: The school system uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results. The assessment system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to system/school leaders, teachers, and other stakeholders in understanding student performance, school and system effectiveness, and the results of improvement efforts.

Standard 5. Resource & Support Systems

STANDARD: The system has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Impact Statement: A system is successful in meeting this standard when it has sufficient human, material, and fiscal resources to implement a curriculum that: enables students to achieve expectations for student learning, meets special needs, and complies with applicable regulations. The system employs and allocates staff well-qualified for their assignments. The system provides ongoing learning opportunities for all staff to improve their effectiveness. The system ensures compliance with applicable local, state, and federal regulations.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: Human Resources. In fulfillment of this standard, the system:

5.1 Establishes and implements processes to recruit, employ, retain, and mentor qualified professional and support staff to fulfill assigned roles and responsibilities:

Operational

Evidence Provided:

Agendas, minutes, decisions for district and school level IEP meetings

Appropriate space is provided for special need support programs

District staff can affirm that special needs students receive needed support

IEP: Individualized Education Plans

Native language usage is evident for the purpose of supporting learning

Personnel policies ensuring appropriate hiring practices

Personnel policies ensuring certification, licensure, evaluation, training

Professional learning opportunities

Program descriptions: Special Needs Populations

Schedules: District, School, Extra-Curricular; Transportation

Staff Handbooks

Staff schedules and assignments

5.2 Establishes and implements a process to assign professional and support staff based on system needs and staff qualifications as may be required by federal and state law and regulations (i.e., professional preparation, ability, knowledge, and experience):

Operational

Evidence Provided:

Labor agreement

Personnel policies ensuring appropriate placement

Personnel policies ensuring certification, licensure, evaluation, training

Policies regarding NCLB highly qualified teachers

Professional learning opportunities

Staff can affirm that they are teaching in their major area of study

Staff Handbook

Staff schedules and assignments

Staffing of both administrative and teaching positions is appropriate and adequate

5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff:

Operational

Evidence Provided:

Budget demonstrates appropriate allocation for PD

Calendar, agenda, summaries of PD opportunities

District monitoring of professional development implementation

District staff are actively engaged in discussions that have resulted from their professional development experience

District staff can affirm their involvement in professional learning opportunities

Evaluation of PD data

Personnel policies that stipulate PD requirements

Professional development plan

Staff are aware of the requirements for continuous learning

Staff implement effective strategies based on their professional development experience

5.4 Ensures that staff are sufficient in number to meet the vision and purpose of the school system and to meet federal and state law and regulations, if applicable:

Operational

Evidence Provided:

Budget demonstrates appropriate allocation for staffing

Class size indicates appropriate and effective support of student learning

Master schedule

Personnel policies and practices

Policies regarding NCLB highly qualified teachers

INDICATORS: Financial Resources. In fulfillment of this standard, the system:

5.5 Engages in long-range budgetary planning and annually budgets sufficient resources to support its educational programs and to implement its plans for improvement:

Operational

Evidence Provided:

Annual budget - current, forecasted, fund-equity

Consolidated Application (federal)

Facilities plan - current, future

Facilities protection documentation: insurance, amortization

Fiscal policies: use of all funding, including donations, reserves, discretionary

Infrastructure plans: short and long range

Practices that support appropriate use of allocated funds

Purchasing/replacement policies: adherence to EEO

School-level budgets

Space is adequate and appropriate to support student learning

State and Federal program budgets for targeted support

5.6 Ensures that all financial transactions are safeguarded through proper budgetary procedures and audited accounting measures:

Operational

Evidence Provided:

Audit reports

Fiscal protection plans: insurance

Organizational oversight of fiscal authority

Payroll and purchasing policies and processes

Practices that support appropriate use of fiscal resources

Refund policies

Secure management of all fiscal processes

INDICATORS: Physical Resources. In fulfillment of this standard, the system:

5.7 Maintains sites, facilities, services, and equipment to provide a safe, orderly, and healthy environment:

Operational

Evidence Provided:

All district-wide facilities are properly maintained

Calendar of safety drills: fire, tornado, emergency crisis

Curriculum includes attention to cleanliness and safety

District staff are involved in developing and implementing safety policies

District support staff are knowledgeable about safety policies

District-wide environment is clean and safe

Facilities maintenance reports and plans

HAZMAT (hazardous materials): policies and training

Policies and processes regarding safety

Policies and processes related to student/staff injury

Policies regarding dispensing prescription medications

State and Federal regulations regarding special program safety requirements

5.8 Establishes and implements written security and crisis management plans with appropriate training for stakeholders:

Operational

Evidence Provided:

Crisis intervention committee

Crisis intervention plan

District staff and students are knowledgeable about emergency procedures

District staff are involved in the crisis intervention team

Emergency procedures

Health support staff are available

Secure record system

Staff Handbook

Student Handbook

Wellness policy

5.9 Implements processes and plans for maintaining and improving sites, facilities, and equipment:

Operational

Evidence Provided:

Appropriate district staff affirm their knowledge of the plan for physical asset maintenance and replacement

Physical assets plan: short-term and long-range

Policies and procedures for maintaining and improving physical assets: site facilities, infrastructure, equipment, etc.

5.10 Provides technology infrastructure and equipment that is up-to-date and sufficient to accomplish the system's goals:

Operational

Evidence Provided:

District staff are knowledgeable about the short and long range plans for maintenance and replacement of technology infrastructure

Policies and procedures for maintaining and improving technology infrastructure: hardware and software

Policies and procedures regarding appropriate internet access

Policies and procedures regarding the purchase of technology tools

Stakeholders are knowledgeable about policies regarding appropriate internet access

INDICATORS: Support Systems. In fulfillment of this standard, the system:

5.11 Provides and coordinates support services that meet the health, counseling, nutrition, safety, co-curricular, transportation, and special learning needs of all students:

Operational

Evidence Provided:

Advisory plan and program

Alternative Education Program

District monitors instruction for special needs inclusion

District provides guidelines for classroom instruction that demonstrates variety of instructional methodologies to support all students

District provides guidelines for Response To Intervention program and is demonstrated at classroom level

IEP: committee, minutes, calendar, agenda, sign-in sheets

Individualized Development Plans

Labor agreements demonstrating appropriate special needs staffing

Master schedules demonstrating support for special needs

Policies and procedures that are ADA and IDEA compliant

Policies regarding use of languages other than English for district communication

Professional development calendar and topics

Special Needs Department/Committee

Staff affirm their use of instructional strategies that support special needs inclusion

Staffing of Counseling and Guidance programs

Stakeholders affirm their support for the district's special needs programs

Student referral policies and practices

Student referral process and procedures

Students and staff affirm their understanding of special needs populations

Teacher certification, licensure, etc. supporting special needs

Translated materials demonstrate communication to special needs population

5.12 Provides student support services coordinated with the school, home, and community:

Operational

Evidence Provided:

Career Preparation Department/Committee

Community based programs

Curriculum for Career Preparation

District staff affirm that they receive regular training opportunities to support student behavior

District staff are knowledgeable in all aspects of appropriate social/emotional support for student learning behavior

Enrollment data - current status, trends

Guidance and Counseling Department/Committee

Job Placement program

Master schedule indicates availability of career preparation

Orientation to Career Preparation programs

Professional development: calendar, topics

Staff assigned to career preparation programs

Stakeholders are supportive of community-based programs to support student engagement

Students are enrolled in career preparation

Students are knowledgeable about career planning programs

Focus Questions:

1. What is the school system's process for recruitment, induction, placement, development, evaluation, and retention of qualified professional and support staff across the system and its schools?

Recruitment for personnel occurs through the district website. Job postings are listed on our district webpage that is open to the public. In the past job fairs were arranged at the county level or HR attended college job fairs. A district job fair is being considered for the current year to hire support staff (Nutrition services, Operations, Transportation and Clerical).

The district's hiring criteria for teachers and instructional support staff is vigorous. Teaching candidates must meet all of the requirements to be identified as highly qualified in their subject area and/or level. Interested applicants apply via an on-line application which includes a screening questionnaire. After a review of the application, a first interview is scheduled with a building administrator and team. Recommended candidates for hire participate in an additional administrator-led videotaped interview using the district-required "Ventures for Excellence" questions protocol. The protocol is scored and used to inform the hiring decision-making process. Recommended candidates complete a final interview with the Chief Academic Officer. Final recommendations are presented to the Superintendent who in turn requests Board of Education approval.

Candidates for support staff (preschool and latchkey) also complete an online application. Interviews are arranged with the Executive Director of School Improvement and the building administrator when available. The "Ventures for Excellence" Interview protocol is completed on each candidate. Other support staff follows same procedures and is interviewed by appropriate Department administrators. Contractual agreements detail specific components of staff development, placement and evaluation.

- Interview/hiring process conducted through Human Resources Department (drug testing, background checks and reference checks and clerical/department-specific testing)
- 99% of teachers are highly-qualified

Induction

- District-level New Teacher Induction Program: two-day workshop coordinated with Office of Curriculum and Instruction, Departments of Special Education and Language Acquisition and WEA teacher union
- New teachers may attend the MISD "New Teacher Academy" to complete the number of required hours
- District Mentor/Mentee program – new teachers mentored by tenured staff by building/grade/subject
- Individual departments conduct their own training for new staff
- Professional Development opportunities available to district staff; online training DVDs (Powerschool, OEAA website, Business office procedures, HR procedures, AESOP attendance system) via district website

Placement

- Staff are assigned assignments based on specific openings within the building or department; all contractual agreements are followed; building principals have right of assignment

Evaluation

- Individual Development Plan: Goal Planning for professional growth required yearly for all non-tenured teachers
- Annual Evaluation process for all staff

Retention

- Teachers earn tenure after four successful years of teaching
- Contractual union agreements are followed to ensure due process
- Administrators are at-will employees
- Preschool staff are at-will employees

2. How does the leadership ensure that the allocation of financial resources is supportive of the school system's vision, programs, services, and its plans for continuous improvement?

The district has faced significant changes over the past five years. A change in leadership during the 2007-2008 school years brought a new superintendent and the reorganization of Cabinet and Departments. The state's economic crisis over this time span forced critical reductions in the district budget and resources, approximately \$22 million. At the same time, the district's average poverty level rose from 28% to 51%. New state and federal mandates have impacted the delivery of services to our students (graduation requirements, Title I, Title III, Early Childhood). Yet through it all, the district has remained committed to moving forward with district and building school improvement initiatives.

District leadership seeks input from stakeholders throughout the year on the use of district resources related to effective programs and services. Some of the activities and tools that ensure the district is supporting and following its vision and plans for continuous improvement are:

- Financial decisions are made based on meetings the educational needs for all students
- Superintendent solicits feedback through a stakeholders focus group
- Superintendent and Cabinet present budget review at Board of Education meeting and staff meetings
- Superintendent discusses budget concern on a regular basis at monthly administrative council meetings
- Chief Academic Officer solicits feedback from administrators during monthly meetings
- Chief Financial Officer solicits feedback on budget issues at monthly administrative council meetings
- Building staff meetings are held and feedback is solicited from staff on budget needs
- Budgets are specifically earmarked for curriculum areas, ex. Fund Balance maintains \$1million for curriculum
- Title I funds are allocated to eligible schools using a per pupil allocation based on free and reduced lunch student population
- Section 31a, 41 and 52 funds are based on needs assessment of district and allocated to meet state required programs and services

3. How does the school system ensure, support, and monitor the provision of resource and support services that meet the needs of all students?

Although support services vary throughout the district from building to building, great care is taken at the district level to ensure that services are available for all students when needed. The Chief Academic Officer collaborates with The Executive Director of School Improvement, the Director of Special Education, the Administrator of Language Acquisition, and the Administrator of State and Federal Programs to identify, align, and monitor resources and support services available for students. Some of the activities and tools used to ensure students' needs are being met include:

Special Education Department

- Special Education department model utilizing a Director of Special Education and 3 special education supervisors based on high school feeder path
- IEPs managed through TIENET
- Special Education Itinerant Staff-Social Workers, Speech Pathologists, School Psychologists, Teacher Consultants---work in all schools
- Continuum of services available: Categorical and resource classrooms, Teacher Consultant Services, Early Childhood Special Education classrooms
- STARS program: in district alternative to suspension classroom

Title I Program

- Eleven School wide Programs and 6 Targeted Assistance Programs at Elementary and Middle School level
- Title I Staff provide supplemental instruction to eligible students; including extended programs

Section 31a Language Acquisition Program

- Language Acquisition staff provide supplemental instruction to eligible students in all schools

ESL Program

- ESL instruction for newcomers provided in three middle schools and two high schools; additional support for ELL students is through the language acquisition staff; Title III funds are distributed to schools for extended programs to support ELL student achievement

Counseling Programs

- Counselors in all schools
- CARE of MI provides Anger management classes at Community HS and North Star and is used as a referral system for all staff and students
- Section 504 cases coordinated by school counselors and the Director of Student Affairs
- PBS-Positive Behavior Support programs in most schools
- CPI trained staff in all schools

Full time departments supervised by department administrators.

Student Affairs Department

- District and Building Crisis Teams under the supervision of the Director of Student Affairs
- School liaison officers assigned to each feeder path and housed at each high school
- Security guards at high schools
- Camera Security System at high schools and middle schools and on buses
- District buildings front entry renovations security doors: requires entrance directly into the front office or doorbell/buzzer system is utilized; all exterior doors are locked at all times
- All staff wear district badges; volunteers wear temporary badges; volunteers background check
- Fire, tornado and lockdown drills conducted multiple times each year
- AED/CPR training by district nurses; all early childhood and latchkey staff are CPR and First Aid trained per state licensing requirements
- Blood Borne Pathogens Training
- Asthma Awareness and Peanut Allergy Training
- All staff who need training to assist students receive appropriate training
- Health aides are employed to assist medically fragile students
- District Incident Reports completed in the event of injury on school property; submitted to Student Affairs
- Intra-district two-way radios in all schools and departments

Nutrition Services

- Breakfast and lunch programs in all schools; afterschool snack program at eligible schools and programs
- District webpage
- Online free and reduced lunch application
- Online payment system

- MEAL MAGIC database in all schools
- Internal and external reviews
- Catering service available

Operation Department

- Custodial staff in all buildings
- Grounds crew, truck delivery system
- HVAC, Electrical, Plumbing crews available to repair and maintain all buildings
- Energy Management System online

Transportation Department

- Two way busing for eligible students (approx. 6,000 students transported each day)
- 100 busses
- Bus garage and mechanics
- Daily inspection of busses; certification training
- One way transportation for sports; transportation available for field trips at additional cost
- Online transportation software scheduling and database

Instructional Technology:

- Help Desk
- Full time tech support
- Computer, phone in every classroom and office
- Internet access, district email, throughout district
- Head end rooms in all schools for DVDs, CDs, TV and Radio
- Minimum of one computer lab, interactive projector, white board, document camera in all schools; new plan is to install technology in 900 classrooms by 2012
- Interactive projectors, sound system and screen in computer lab and cafeteria in all schools
- Instructional and business software on all district computers
- Phone conferencing capability; automated phone calling system to all homes

Overall Assessment:

Operational: The school system has human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The system employs and allocates staff members who are well qualified for their assignments. The system provides ongoing learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The system ensures compliance with applicable local, state, and federal regulations.

Standard 6. Stakeholder Communications & Relationships

STANDARD: The system fosters effective communications and relationships with and among its stakeholders.

Impact Statement: Impact Statement: A system is successful in meeting this standard when it has the understanding, commitment, and support of stakeholders. System and school personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the system:

6.1 Fosters collaboration with community stakeholders to support student learning:

Operational

Evidence Provided:

Agendas, minutes, calendar of parent meetings

Calendar of events that promote stakeholder involvement

District staff affirm that stakeholders are involved in many aspects of district events, activities, decisions

Internship/partnership agreements with community-based business and agencies

Parents and community members regularly volunteer time in district

Policies regarding suggestions, grievances

Stakeholder survey data

Stakeholders affirm that they are involved in many aspects of district events, activities, decisions

6.2 Uses system-wide strategies to listen to and communicate with stakeholders:

Operational

Evidence Provided:

Calendars, agendas, minutes of parent meetings

District Improvement Committee: agendas, minutes, membership

Emails, phone answering system

Newsletters, brochures, letters, memos

Parent - Teacher conferences schedule

Policies regarding formal inclusion of stakeholder involvement

Stakeholders affirm they have variety of opportunities to be formally involved in life of district

Steering Committee meetings: agendas, minutes, membership

Web page dedicated to parents/community members

Wide variety of stakeholder communication documents/avenues

6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the system:

Operational

Evidence Provided:

Advisory Committees

Calendar, agendas, minutes, committee membership

District staff affirm that they regularly include community in preparing instructional delivery activities

Policies regarding volunteer involvement

Schedule of volunteer activities

Stakeholder survey data

Stakeholders affirm that their suggestions and recommendations are acted upon

Stakeholders affirm that they are actively involved in providing expertise

6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders:

Operational

Evidence Provided:

Brochures, pamphlets

Newsletters about student performance

Online calendar, schedule, and news/updates

Parent -teacher conferences: calendar, procedures, participation data

Parent Handbook

Parent versions of Curriculum Pacing Guides

Parents and students are informed and involved in developing individualized learning plans for students

Parents and students are informed and involved in making course selections

Regularly published newsletters to community

Stakeholders affirm that they are knowledgeable about student learning

Student Handbook

6.5 Provides information that is meaningful and useful to stakeholders:

Operational

Evidence Provided:

Parent -teacher conferences: calendar, procedures, participation data

Policies regarding reporting schedule

Report cards

Other: District website regularly maintained and can be translated into multiple languages

Focus Questions:

1. How does the school system's leadership ensure that the system and its schools are responsive to community expectations and stakeholder satisfaction?

WCS is responsive to community expectations and stakeholder satisfaction. We offer multiple opportunities for two-way communication to occur on a timely basis. The Superintendent's Stakeholder Focus Groups are a key demonstration on the district's responsiveness to stakeholder needs. Parents, staff, union leadership met over a period of sessions last spring to discuss and plan the direction of the district. Stakeholders had significant opportunity to express what programs, practices and activities needed to be maintained despite the impending budget deficits. The leadership accepted all suggestions and worked diligently to plan and budget meeting most

expectations. A second example is the Superintendent's District PTO Leadership meetings held 4-5 times per year. School-level PTO/Booster leaders meet with our Superintendent, Dr. Livernois, to discuss current issues and to share special events happening at their schools.

The district uses a variety of tools and activities to cultivate strong communications among all stakeholders. Parents, staff, and community members are encouraged to share ideas, speak on issues, and actively participate in appropriate district committees. The district web site provides timely information for parents, staff, and students as well as contact information for all central office and school administrators.

Some of the tools and activities the district uses to respond to community expectations and stakeholders satisfaction are:

Two-way communication tools/practices:

- Warren Consolidated Schools Board of Education is available via email and phone to address community concerns
- Superintendent's stakeholder focus group meetings
- Superintendent's District PTO/Booster Leadership meetings
- Superintendent's Community Breakfast (local community leaders, elected officials, clergy)
- Superintendent's Community Legislative Forum
- Superintendent/Principal communications to community and staff regarding critical issues, ex. Safety information, crisis response—via email or posted on webpage or sent home with students
- District School Improvement Team
- Parent-Teacher Conferences in Fall, Spring
- IEP Meetings/504 Meetings
- School -level PTO/Booster Club /Parent/Teacher Organizations Meetings
- Title I Fall and Spring Parent Meetings
- All staff have district email and phone system to communicate with parents and community and district staff
- Student Government/Council
- Central Office administrator-Union Leadership Meetings (1-2 times per month or as needed)
- Parent Volunteers at school activities
- Administration visible in hallways, lunchroom, at bus and field trips for communicating with staff and students
- District/School Staff meetings
- Translators available for meetings; Language Line phone service available in all buildings and Dept. of Student Affairs
- District Facebook and Twitter accounts
- District/School Emergency Fan-out system
- Two-way emergency walkie-talkie radios; minimum of two per building and in all district departments
- District/school email, computer and phone systems; all call capability within and among schools

One-way communication tools/practices:

- Superintendent Welcome Video on DVD
- Board of Education video presentations
- Board of Education meetings televised on Cable station and broadcasted from district radio station
- District Board Policy on line
- Handbooks and Student Code of Conduct online
- District/Building/Department newsletters in print/email
- District website with translation option in multiple languages, District Television, District newsletter (Journal),

- District and School Annual Education Reports,
- Community newspapers articles,
- Public comment scheduled into all Board of Education meetings
- School-level Report cards and progress reports sent every five weeks
- School-level Parent, student and staff surveys
- Power School “Parent Portal”
- Teacher Web Pages
- Classroom/school Brochures/newsletters
- Signage in front of school showing important information
- Clear and consistent discipline policy and student expectations discussed at all schools
- District and School level automated calling system available 24/7 to communicate with homes of families and staff
- Translated documents when appropriate
- Video/DVD presentations in major languages (ex. Kindergarten registration; Understanding American Schools; How to help your child at school)
- Shared “G” Drive for different departments, ex. OCI Folder contains information on School Improvement, Research Citations, Board Presentations

2. What avenues are used to communicate information to stakeholders about the effectiveness of the school system and its schools, including the sharing of student performance results?

Stakeholders may use the following tools to seek information on the effectiveness of the district’s programs:

- District/School Annual Education Reports found on our district webpage: www.wcskids.net. Student achievement data is a major component of these reports.
- Student performance results may be found through various media tools such as local newspapers, building marquees, and newsletters and at Board of Education meetings.
- Additional websites: Data For Student Success www.data4rss.org; Michigan Department of Education at www.mi.gov/mde; OEAA website at www.mi.gov/oeaa
- Student achievement presentation to the Board of Education by Chief Academic Officer
- Department presentations to Board of Education ex. Financial audit results; Title I and III On Site Review and Action Plans; PLC Audit results, AdvancED District Accreditation results; Annual Education Reports, Bond updates, Energy Management Program
- Title I Schools report to parents on the effectiveness of the Title I Program each spring
- Parents receive annual MEAP/MME/MI ACCESS/ELPA Results via formal letter from the MI Department of Education
- District/building newsletters
- District media communications personnel report pertinent information to all local news media
- Booster club/PTO Sharing meetings
- Teacher websites

Overall Assessment:

Operational: The school system has the understanding, commitment, and support of stakeholders. System and school personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate good participation by some stakeholder groups.

Standard 7. Commitment to Continuous Improvement

STANDARD: The system establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

Impact Statement: A system is successful in meeting this standard when it implements a collaborative and ongoing process for improvement that aligns the functions of the system with the expectations for student learning. Improvement efforts are sustained and the system and its schools demonstrate progress in improving student performance. New improvement efforts are informed by the results of earlier efforts through analysis of student performance, system effectiveness, and assessment of the improvement process.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the system:

7.1 Engages in a continuous process of improvement that articulates the vision and purpose the system is pursuing (Vision); maintains a rich and current description of students, their performance, system effectiveness, and the community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform future improvement efforts (Results):
Operational

Evidence Provided:

Continuous Improvement Plan - district and individual schools

District staff affirm their involvement in a specific program that supports continuous improvement

District staff affirm their involvement in continuous improvement committees

Graduation and retention rates

Information/Data system

Postsecondary engagement: employment, college

Professional Development Plan: agenda, topics

Record of student performance improvement efforts

Specific program initiatives to support continuous improvement

Stakeholder survey (satisfaction) data

State/Federal Accountability Plan

7.2 Engages stakeholders in the processes of continuous improvement:

Operational

Evidence Provided:

Calendar, agendas, minutes, sign-in sheets demonstrating stakeholder involvement in district and school improvement

District and School Improvement plan indicating membership of committees

Parent compact

Policies, procedures for district and school improvement committee work

Stakeholder survey data demonstrating stakeholder involvement in district and school improvement

Stakeholders affirm their involvement in continuous improvement process

7.3 Ensures that each school's plan for continuous improvement is aligned with the system's vision and expectations for student learning:

Operational

Evidence Provided:

Calendar, agendas, minutes of school improvement meetings

Data: student performance, stakeholder opinion are used in development of school improvement plan

District staff affirm their understanding of the impact of programs that support student learning

District staff demonstrate capacity for providing methodologies to increase student performance

Evaluation data demonstrating impact of plan and actions taken to remediate

School improvement plans demonstrate alignment with district vision, purpose

Staff, students affirm their understanding of student performance targets

Student performance targets are communicated to all stakeholders

Vision, purpose posted in district-wide facilities

7.4 Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels:

Operational

Evidence Provided:

District guidelines and professional learning provide strategies for effective instruction for closing achievement gaps

District staff affirm that they regularly use data to inform their practices

District staff affirm their involvement in evaluating the impact of instruction on student growth

District staff meetings regularly use data to inform their discussions and decisions

School improvement plans demonstrate evaluation of goals, objectives, and strategies impact on student growth

7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals:

Operational

Evidence Provided:

Continuous Improvement Plan - district and individual schools

District staff affirm their involvement in professional learning

Personnel Policies that outline staff evaluation process

Professional Development Plan: agenda, topics

7.6 Monitors and communicates the results of improvement efforts to stakeholders:

Operational

Evidence Provided:

Annual Report

District staff and stakeholders affirm the use of performance data during Parent-Teacher conferences

Information/Data system

Newsletters, brochures

Parent-Teacher conferences

Staffing assignments support monitoring and reporting of continuous improvement efforts

Stakeholders affirm receipt of district communication regarding improvement efforts

7.7 Evaluates and documents the effectiveness and impact of its continuous process of improvement :

Operational

Evidence Provided:

District and School Improvement Committee meetings: calendar, agenda, minutes, dispositions

District Labor Agreement includes language protecting school improvement planning time

Evaluation of effectiveness of continuous improvement plan and process

Stakeholders affirm knowledge of an evaluation of the district's improvement efforts

7.8 Allocates and protects time for planning and engaging in continuous improvement efforts system-wide:

Operational

Evidence Provided:

District and School Improvement Committee meetings:calendar, agenda, minutes, dispositions

District staff affirm that time is allocated for improvement planning, implementation, and monitoring

Policies and procedures for engaging in district-wide and individual school improvement planning, implementation, and monitoring

7.9 Provides direction and assistance to its schools and operational units to support their continuous improvement efforts:

Operational

Evidence Provided:

District and School Improvement Committee meetings:calendar, agenda, minutes, dispositions

District expectations and guidelines for all schools and departments to engage in a continuous improvement process

District staff affirm their knowledge of the district's expectations and guidelines for supporting student performance

Focus Questions:

1. Describe the process for continuous improvement used by the school system and its schools and the impact of this process on student learning and system effectiveness.

Continuous improvement is supported throughout the district by blending the AdvancED/NCA School Improvement framework with the Professional Learning Communities process. Each building is assigned eight

school improvement days with floating subs to allow building teams to assess needs, develop goals, monitor student achievement, review and evaluate programs, and make adjustments as needed. In addition each building has approximately 36 “late start Mondays” when the entire building staff can be involved in reviewing the building’s improvement process and identify the instructional strategies that they will use to enhance student learning outcomes.

Some of the tools and activities the district uses to monitor school improvement efforts and their impact on student learning are:

- Executive Director of School Improvement oversees and coordinates district school improvement process and ensures building school improvement plans are in alignment with district mission, vision and goals; uses schools’ self assessment summaries to inform the standards assessment report and to monitor the effectiveness of school improvement across the district; meets with school principals to discuss the monitoring of their school improvement plans; Principals submit SIP Meeting agendas, sign-in sheets and minutes to the Office of School Improvement after each meeting; all documents are maintained in a binder and reviewed by the Executive Director regularly
- School improvement goals and strategies are incorporated into lessons across the curriculum.
- Monthly School Improvement meetings used to monitor progress, conduct systematic review of MEAP/MME/ACT scores by sub group, and modify plan for upcoming year
- All schools complete the AdvancED Self Assessment, School Data Profile, School Improvement Plan and Title I Required Components (as appropriate) in the AdvancED website annually; schools compare self assessment results
- Monthly administrator meetings with Chief Academic Officer
- Weekly PLC meetings provide for staff collaboration, discussion of best practices and goal setting
- Selected schools attend the MISD “Facilitators of School Improvement” Workshops; additional schools will attend each year
- Professional Development opportunities through the MISD and the District coordinated by the Chief Academic Officer
- Adopted model for Office of Curriculum and Instruction allow for a systemic approach to curriculum review, adoption and implementation
- Content area specialist meetings serve as a clearing house to identify instruction and curricular priorities in order to maximize student achievement; on-going review of student performance data using all relevant achievement data to inform the district improvement plan and to coordinate professional development activities
- Executive Director of School Improvement, Content Specialists and Special Education Administrators present District Improvement Plan’s monitoring results and final recommendation to District School Improvement team;
- Common assessment data is analyzed using Data Director to improve instructional decision making, this improving student achievement
- Building/staff staff meetings-to coordinate MME/MEAP testing
- Walk-throughs/Observation/Evaluation by principal to monitor instructional practices

Department activities and processes to ensure continuous improvement:

Internal reviews:

- All departments establish annual goals that are monitored on a quarterly basis with Cabinet and the Superintendent.
- Section 31a Language Acquisition program is reviewed annually by the Offices of Language Acquisition, State and Federal Programs, and School Improvement;
- Title I program is reviewed annually by the schools and the Office of State and Federal Programs
- ELL Program review and program modifications to improve instruction and student outcomes; Board Approved and implemented in 2010-11
- Special Education Program review in 2010-11; program modifications to be recommended to the Board in

Spring 2011

- Board Policy Review in 2010-11; recommendations to be made to the Board of Education in Spring 2011
- Superintendent Stakeholder Focus Groups—participated in an internal review presentation and then made recommendations for future planning and direction in budget development
- District AdvancED Self Assessment to prepare for District Accreditation
- District Stakeholder Input meetings for Standards Assessment Report

External reviews: All departments participate in external audits every one to three years

- Business office—Planet & Moran, accounting firm conducts a financial audit on a yearly basis;
- Human Resources—MI-TAPP annual audit
- Student Affairs—MISD and State audits for pupil accounting
- Title I program is reviewed every three years and Title III program every year by the MI Dept of Education
- Special Education- CIMS audit annually
- Nutrition Services—an audit and regularly scheduled Health Department reviews
- Curriculum and Instruction—PLC School Audit by Solution Tree, Inc.
- AdvancED District Accreditation Readiness Visit, Fall 2010
- AdvancED District Accreditation Quality Assurance Review Visit April 10-13, 2011

2. What process is used to ensure that the improvement goals reflect student learning needs and are aligned with the vision and purpose of the school system and its schools?

The vision of Warren Consolidated Schools is: “We’re creating a collaborative culture of stakeholders committed to scholarship and creating success for our staff and students”. Embedded in fulfilling that vision, is the district’s commitment to engage all stakeholders in the process of becoming members of a dynamic professional learning community. Allocating time every Monday for PLC meetings and eight SIP days allows building staffs to develop/review improvement goals and ensure that they are aligned with student learning needs.

Some of the tools and activities the district uses for this process include:

- Executive Director School Improvement coordinates content area specialists in order to address overall school improvement goals
- Curriculum development committee work facilitated by content area specialists
- Continuous review of curriculum expectations, GLCEs and HSCEs throughout the school year to ensure alignment
- PLC Monday meetings by grade level and/or content area
- MEAP/MME scores are disaggregated, analyzed by sub group results and item analysis to identify priorities and develop instructional goals and strategies
- Review which GLCEs/HSCEs need to be embedded in instructional practices based on yearly MEAP/MME scores
- Monitor underperforming students on a continuous basis utilizing the PLC model; develop intervention supports
- Common assessments developed to track progress in order to support continuous improvement of instructional decision making
- Regular use of Data Director to inform instruction and determine student learning
- Executive Director of School Improvement facilitates the District School Improvement Team meetings where district and school improvement plans are reviewed to ensure alignment with district vision and instructional goals

3. What process is used to ensure that system and school personnel are provided professional development and technical assistance to implement interventions and achieve improvement goals?

The Office of Curriculum and Instruction oversees professional development of all certified staff. The Chief Academic Officer and the Executive Director of School Improvement identify research-based instructional initiatives that align with district goals. Research is conducted by attending professional development workshops and conferences at the MISD or State to determine which research based initiatives should be implemented into the curriculum. A district professional development calendar is maintained by the Chief Academic Officer. The Executive Director of School Improvement works with the content specialists to identify grade level and/or content specific workshops that teachers may need to attend in order to implement instructional practices or interventions and achieve improvement goals.

Some of the tools and activities the district uses to assist all staff in strengthening their personal skill include:

- Superintendent communicates with teaching staff identifying long and short term goals as well as the importance of the school improvement process
- Professional Development days are organized by administration each year to provide guidance and assistance with school improvement goals
- Professional Development is coordinated with district vision, mission, and goals in mind
- Materials are provided for staff to help incorporate our district improvement goals in every classroom.
- Teacher technology leaders in every building
- Grade level and content area meetings during PLC release time every Monday
- District Professional Development Surveys track results of staff's impressions
- Professional development is tracked using KALPA, electronic database
- Content Specialists implement professional development at scheduled district PD days, and within schools during PLCs or in classrooms
- ASCD and IRA-MRA subscriptions for Office of Curriculum and Instruction and Special Education staff; IRA-MRA subscriptions for all School Administrators
- PD 360, an on-line professional development program subscription, is utilized by the Office of Curriculum and Instruction
- Title IIa funds allocated for district and school staff professional development opportunities outside of the district, includes private schools participation
- Title I and III funds allocated to schools for professional development
- Each school is allocated \$3500 from General Fund for school improvement activities
- General Funds support Curriculum Steering Committee and Professional Staff Development for professional development based on school improvement goals or professional growth
- General fund supports substitute allocations for staff to attend professional development
- All staff have access to the Office of Curriculum and Instruction staff and Instructional Technology staff to support their school improvement work
- All staff have computer Internet access to Data Director and Microsoft Office, MISD website MDE REMC videos, and a variety of software to complete school improvement and professional development

4. How does the leadership ensure that the improvement plan is implemented, monitored, achieved, and communicated to stakeholders?

District leadership maintains a collaborative rapport with all stakeholders. The district and schools' Annual Reports and the District and School Improvement Plans are posted on the district website. Presentation of plan summary by school administrator to the Board of Education in August. Information related to building goals and student achievement is reported regularly at parent meetings, through newsletters, and focus group meetings.

Some of the tools and activities the district uses to ensure that the improvement plan is implemented, monitored,

achieved, and communicated to stakeholders includes:

- Superintendent's stakeholder focus groups
- District School improvement team monitors and recommends plans for approval to the Board of Education
- Board of Education reviews plans and approves prior to submission to the State
- School improvement initiatives are communicated to staff members through meetings and Professional Staff Development
- School Improvement meetings coordinated by the Executive Director of School Improvement.
- Executive Director of School Improvement meets with administrators and SIP teams to monitor progress; Principals submit SIP meeting documentation to the Executive Director for review; all documentation is maintained in a binder in the Office of School Improvement; Executive Director works with content specialists to monitor district improvement plan using monitoring tool, also reviews progress via AdvancED website
- Building administrators participate in SIP meetings to ensure implementation; provides team with monitoring tool; submits plan on time to AdvancED and Office of School Improvement

Overall Assessment:

Operational: The school system implements a collaborative and ongoing process for improvement that aligns most functions of the system and its schools with the expectations for student learning. Improvement efforts are sustained and the system demonstrates progress in improving student performance, system and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process.

QA Methods

1. What processes does the district use to monitor and document improvement?

The Office of Curriculum Instruction and the Department of School Improvement instructs and supports the schools' efforts to develop and implement school improvement plans annually.

- Resources are allocated systematically to all schools to support the process.
- Professional development opportunities are scheduled within and outside the district to provide additional assistance.
- All Office of Curriculum and Instruction staff are available to provide technical assistance to building SIP teams.
- The Executive Director of School Improvement oversees the District Improvement Plan and Schools' Improvement Plans for implementation, monitoring and evaluation. She solicits the support and input of administrators during the process.
- School administrators submit SIP meeting agendas, sign in sheets and minutes after each meeting to the Executive Director for review.
- Building SIP documentation is maintained in a binder in the Office of School Improvement.
- In development is the process for Administrators to provide to the Chief Academic Officer and Executive Director of School Improvement a final report of school improvement results in June.
- Elementary Principals reported to the Chief Academic Officer a preliminary first quarter report on Data Director common

2. How does the district provide meaningful feedback and support to its schools and across the district?

The district provides meaningful feedback and support to its schools and across the district in the following ways:

- Executive Director has formal and informal meetings with Principals and staff regarding SIP progress
- Monthly administrative council meetings
- Administrator meetings hosted by the Chief Academic Officer
- District Curriculum Committees as prescribed by the district curriculum adoption model
- Content area specialist facilitate professional development to school staff

- Office of Curriculum and Instruction staff provide technical support to all schools at scheduled PLC and SIP meetings, pre-arranged classroom visits and via email and phone
- Curriculum Steering Committee Meetings
- District Shared “G” Drive
- School Improvement workshops/meetings
- District assessment results shared with all stakeholders

3. How does the district ensure that the AdvancED standards are met by all the schools and the district as a whole?

The district ensures that the AdvancED standards are met by all schools and the district as a whole by the following practices and activities:

- Stakeholder Input Meetings to complete the Standards Assessment Report;
- District level self assessment to be completed annually in non-QAR visit years by District School Improvement Team
- Schools complete the Self Assessment annually
- School Improvement Meetings for SIP Teams and Administrators
- School Improvement Process discussed at Ad Council, District Leadership and Department meetings
- Powerpoint slides at daily computer login communicate district accreditation, standards and evidence to all staff in a consistent and efficient systematic process
- Superintendent and Central Leadership QAR Visits to all schools and departments to inform staff about district accreditation, standards and QAR visits
- Building NCA/AdvancEd Chairperson(s) and administrators– present to staff at meetings, coordinate SIP initiatives and communicates with stakeholders

4. How does the district regularly collect, use, and communicate results?

The district collects data and results via local, county and state databases. It uses the results to create the district strategic plan, district and school improvement plans and to monitor system effectiveness. Results are communicated through a systematic process at the district and building level via Board of Education meetings,

Staff meetings, Parent /stakeholder meetings, email, websites, state reporting systems, mailings and district and local media.

Conclusion

The following focus questions reflect the school's overall analysis of its internal evaluation of the accreditation standards.

Focus Questions

As you review your responses to the standards, what major trends, themes, or areas of focus emerge that cut across the seven standards?

Three significant themes are explicitly expressed and demonstrated throughout the district: Student Achievement Clear Expectations Strong Relationships. Our superintendent consistently leads, supports and encourages all stakeholders to stay focused on our mission by holding strong to these three themes.

First and foremost is the district's dedication to our students' academic achievement and success. By protecting the core academic program and special programs, maintaining manageable class sizes, equitable allocation of human resources and support systems and rebuilding the Office of Curriculum and Instruction, district leadership and the Board of Education affirms its commitment to student achievement. Teachers work to attain this goal through PLCs and their efforts to close the learning gap among all populations. We are grateful to our parents, who play a vital role in their children's success. Their involvement in school activities, focus groups, and monitoring their own children's achievement is commendable and appreciated. Community programs and businesses provide partnership opportunities and financial support to our schools.

Clear expectations, our second theme, is evident by holding stakeholders accountable for implementing district curriculum initiatives, board policies and district/school procedures consistently and equitably throughout the district. This systematic and systemic district-wide approach focuses the work on our core mission.

The third theme that permeates across the district is building strong relationships among stakeholders through collaborative decision-making and effective communication. The Superintendent and the Board of Education respect and encourage input from parents, teachers, students, and community members by providing varied opportunities and multiple communication tools.

We are WCS: Student Achievement Clear Expectations Strong Relationships

We're creating a collaborative culture of stakeholders committed to scholarship and creating success for our staff and students.

Based on your review of these cross-cutting themes/trends and each of the seven standards, what would you consider to be your school system's greatest strengths?

One of our greatest strengths in pursuit of realizing our vision of success for all children is our professional learning communities. Warren Consolidated Schools committed to the process of implementing the PLC model of continuous school improvement in the Fall of 2005. Despite the economic challenges we face, WCS continues to move forward in developing as a professional learning community which serves as our bedrock for developing

strong relationships, promoting student achievement and holding high expectations for all. WCS and all schools have developed goals and strategies/activities that lead our efforts in continuous improvement and ensure the pursuit of our vision and mission.

An equally important strength is our collective commitment to a collaborative teaching and learning environment. This is demonstrated daily through shared decision-making, recognizing the value of including all stakeholders in the process. This is best exemplified by the development of the district school improvement team to build a bridge between the district and building-level school improvement process.

Finally, our ability to engage in robust continuous improvement is a significant strength. WCS consistently welcomes internal and independent external reviews of our processes in order to continuously improve the educational environment and opportunities for students and staff.

Although we are faced with economic challenges, we are proud of the fact that WCS has stayed focused on our mission of student achievement, clear expectations and strong relationships while maintaining responsible financial stewardship for the community we serve.

What would you consider to be your school system's greatest challenges?

The most critical challenge the district faces is state funding. It is an external force that significantly impacts day-to-day operations. Over the past three years, the district has cut approximately \$22 million dollars from the budget. By careful planning and fiscal stewardship, the district has been able to offset annual deficits by utilizing a portion of the 'rainy day' fund. District leadership has worked diligently to keep stakeholders informed about the State's funding challenges and its impact on district resources. The district continues to plan strategically, with the support of stakeholder input, to reasonably protect our core mission given an uncertain State economic climate.

A second challenge facing the district is the changing community demographics. Warren Consolidated Schools is experiencing a rapid change in school populations unprecedented in the district's history. The district recognizes the importance of educating our stakeholders about the demographic changes and its impact on the educational environment. Although the district recognizes the challenges we face, we are committed to providing professional development opportunities to staff to meet the needs of our students.

How will you use the insights gained from this self-assessment to inform and enhance your quality assurance and continuous improvement efforts?

The self assessment has allowed us to seriously analyze our vision and purpose and how it aligns with district policies, procedures and practices. We celebrate our efforts to lead with vision; continuously improve the organization's operations; and strengthen our instructional practices in order to create a collaborative, scholarly culture focused on creating success for students and staff. At the same time, we recognize the need to systematically improve the overall communication practices of the organization to ensure schools and departments no longer work in isolation. This will provide stakeholders a better understanding of how we collectively interact and respond as an organization that maintains our focus on the mission and vision of the district. We live in uncertain economic and social times, yet we remain strong in our commitment to our children's future success.

Glossary of Michigan and Warren Consolidated Schools Educational Acronyms

CEPI: Center for Educational Performance and Information; <http://www.michigan.gov/cepi>

CPC: Career Prep Center

CSC: Curriculum Steering Committee

DRA2: Developmental Reading Assessment 2nd edition

DSIT: District School Improvement Team

ELL: English Language Learner

ELPA: English Language Proficiency Assessment

FLEP: Formerly Limited English Proficient

GLCEs: Grade Level Content Expectations

GSRP: Great Start Readiness Program (MI early childhood grant for at-risk four year olds); WCS program--
“World of Fours”

HAB: Health Advisory Board

HSCEs: High School Content Expectations

LEP: Limited English Proficient

MDE: Michigan Department of Education

MEAP: Michigan Education Assessment Program for grades 3-9

MEIS: Michigan Education Information System; http://www.michigan.gov/mde/0,1607,7-140-5236_29341---,00.html

MI-Access: Michigan Alternative Assessment for students with severe disabilities

MISD: Macomb Intermediate School District

MLPP: Michigan Literacy Progress Profile

MME: Michigan Merit Examination; annual State assessment for grade 11

MMSTC: Macomb Math, Science and Technology Center

NEOLA: Provides service to district for developing/updating Board Bylaws and Policies; <http://www.neola.com>

OCI: Office of Curriculum and Instruction

OEAA: Office of Educational Assessment and Accountability; <http://www.oeaa.state.mi.us>

PLC: Professional Learning Communities

PTO/PTC: Parent Teacher Organization/Parent Teacher Committee

REMC: Michigan's Regional Educational Media Center Association

Section 31: Michigan State Grant for at-risk students

Ventures: *Ventures for Excellence, Inc.* provides training/materials for staff interviews; <http://www.venturesforexcellence.com>

WAA: Warren Administrators Association

WCSPA: Warren Consolidated School of Performing Arts

WEA: Warren Education Association

Local 1346: American Federation of State, County and Municipal Employees

(ex. Custodians, Technicians, Nutrition Services, Transportation, etc.)

Local 1815: American Federation of State, County and Municipal Employees

(ex. Clerical, Classroom Aides, ELL Support, Latchkey Caregivers, etc.)

Standards Assessment Report Summary

Standards & Indicators	Not Evident	Emerging	Operational	Highly Functional
1. Vision & Purpose				
1.1 Establishes a vision and purpose for the system in collaboration with its stakeholders			✓	
1.2 Communicates the system's vision and purpose to build stakeholder understanding and support			✓	
1.3 Identifies system-wide goals and measures to advance the vision			✓	
1.4 Develops and continuously maintains a profile of the system, its students, and the community			✓	
1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services			✓	
1.6 Reviews its vision and purpose systematically and revises them when appropriate			✓	
2. Governance & Leadership				
2.1 Establishes and communicates policies and procedures that provide for the effective operation of the system			✓	
2.2 Recognizes and preserves the executive, administrative, and leadership authority of the administrative head of the system				✓
2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations				✓
2.4 Implements policies and procedures that provide for the orientation and training of the governing board			✓	
2.5 Builds public support, secures sufficient resources, and acts as a steward of the system's resources				✓
2.6 Maintains access to legal counsel to advise or obtain information about legal requirements and obligations				✓
2.7 Maintains adequate insurance or equivalent resources to protect its financial stability and administrative operations				✓
2.8 Provides for systematic analysis and review of student performance and school and system effectiveness			✓	
2.9 Creates and supports collaborative networks of stakeholders to support system programs			✓	
2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals			✓	
2.11 Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership			✓	
2.12 Assesses and addresses community expectations and stakeholder satisfaction			✓	
2.13 Implements an evaluation system that provides for the professional growth of all personnel			✓	
3. Teaching & Learning				
3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills			✓	
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning			✓	
3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels			✓	
3.4 Supports instruction that is research-based and reflective of best practice			✓	
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity			✓	
3.6 Allocates and protects instructional time to support student learning			✓	
3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment			✓	
3.8 Supports the implementation of interventions to help students meet expectations for student learning			✓	
3.9 Maintains a system-wide climate that supports student learning			✓	
3.10 Ensures that curriculum is reviewed and revised at regular intervals			✓	
3.11 Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction			✓	
4. Documenting & Using Results				
4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free			✓	
4.2 Ensures that student assessment data are used to make decisions for continuous improvement of				

teaching and learning			✓	
4.3 Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance			✓	
4.4 Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders			✓	
4.5 Uses comparison and trend data from comparable school systems to evaluate student performance and system effectiveness		✓		
4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence			✓	
4.7 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations			✓	
5. Resource & Support Systems				
5.1 Establishes and implements processes to recruit, employ, retain, and mentor qualified professional and support staff to fulfill assigned roles and responsibilities			✓	
5.2 Establishes and implements a process to assign professional and support staff based on system needs and staff qualifications as may be required by federal and state law and regulations (i.e., professional preparation, ability, knowledge, and experience)			✓	
5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff			✓	
5.4 Ensures that staff are sufficient in number to meet the vision and purpose of the school system and to meet federal and state law and regulations, if applicable			✓	
5.5 Engages in long-range budgetary planning and annually budgets sufficient resources to support its educational programs and to implement its plans for improvement			✓	
5.6 Ensures that all financial transactions are safeguarded through proper budgetary procedures and audited accounting measures			✓	
5.7 Maintains sites, facilities, services, and equipment to provide a safe, orderly, and healthy environment			✓	
5.8 Establishes and implements written security and crisis management plans with appropriate training for stakeholders			✓	
5.9 Implements processes and plans for maintaining and improving sites, facilities, and equipment			✓	
5.10 Provides technology infrastructure and equipment that is up-to-date and sufficient to accomplish the system's goals			✓	
5.11 Provides and coordinates support services that meet the health, counseling, nutrition, safety, co-curricular, transportation, and special learning needs of all students			✓	
5.12 Provides student support services coordinated with the school, home, and community			✓	
6. Stakeholder Communications & Relationships				
6.1 Fosters collaboration with community stakeholders to support student learning			✓	
6.2 Uses system-wide strategies to listen to and communicate with stakeholders			✓	
6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the system			✓	
6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders			✓	
6.5 Provides information that is meaningful and useful to stakeholders			✓	
7. Commitment to Continuous Improvement				
7.1 Engages in a continuous process of improvement that articulates the vision and purpose the system is pursuing (Vision); maintains a rich and current description of students, their performance, system effectiveness, and the community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform future improvement efforts (Results)			✓	
7.2 Engages stakeholders in the processes of continuous improvement			✓	
7.3 Ensures that each school's plan for continuous improvement is aligned with the system's vision and expectations for student learning			✓	
7.4 Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels			✓	
7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals			✓	
7.6 Monitors and communicates the results of improvement efforts to stakeholders			✓	
7.7 Evaluates and documents the effectiveness and impact of its continuous process of improvement			✓	
7.8 Allocates and protects time for planning and engaging in continuous improvement efforts system-wide			✓	
7.9 Provides direction and assistance to its schools and operational units to support their continuous improvement efforts			✓	