



**Warren Consolidated Schools**

*Creating Dynamic Futures*

STUDENT ACHIEVEMENT \* HIGH EXPECTATIONS \* STRONG RELATIONSHIPS

**21<sup>ST</sup> CENTURY  
DYNAMIC  
STRATEGIC PLAN  
2019-20  
UPDATE**

*Preparing*

**21<sup>ST</sup> CENTURY LEARNERS**

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## MISSION

Purpose and Direction \* Advanced

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

Purpose and Direction \* Advanced

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

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## SUPERINTENDENT'S MESSAGE

Governance and Leadership \* AdvancED

### A New Reality...

Our district's strategic planning process is anchored by the word *dynamic*, reflecting the district's commitment to remaining flexible given the extraordinarily complex nature of public education as it currently exists in the state of Michigan. A historical or traditional method of strategic planning often entailed engaging stakeholders, establishing a mission and vision, and setting goals and objectives for a period of time that often extended 3-5 years into the future. This type of planning assumed that key factors such as state funding, assessments, and curriculum mandates had some level of stability, which allowed a local district to plan around them.

However, in recent years, dramatic under funding, high stakes testing, threats of school take-overs, constantly shifting legislation, and a myriad of other state required initiatives have prompted districts to adjust how they plan for the future, especially one that remains significantly unstable. This instability can best be demonstrated by the state government.

Since the Honorable Gretchen Whitmer's election as governor in November 2018, the state now has a divided government given she is a Democrat, but the State House of Representatives and the State Senate are majority-controlled by Republicans. This political divide has created gridlock across numerous areas of the legislative process in state government, including the approval of a budget for public schools. Unfortunately, the Warren Consolidated Schools' Board of Education had to approve a budget that was due to the state by June 30, 2019, without knowing how much funding the district will receive from the state. Ironically, we are on course to open our schools for our children without an approved amount of money to operate our district.

As a result, our strategic plan continues to reflect this new, unstable, reality by "weather proofing" the district from a sea of constant change by remaining focused on student achievement, high expectations, and strong relationships as the foundation for helping students prepare for the 21st Century. Key sources to guide our work include the WCS Strategic Plan for Programs & Courses, Instructional Practices, Learning Environments, and Evaluation supported by the AdvancED Standards for School Systems.

In the update that follows, strategic areas in the district are presented with a perspective on where we have been, where we are now, and where we intend to go in the future. In addition, each of these departments is connected to the appropriate AdvancED standards, which include: Purpose and Direction, Governance and Leadership, Teaching and Assessing for Learning, Resources and Support Systems, and Using Results for Continuous Improvement.

Most important, we are committed to a shared vision for decision-making with our constituent employee and parent groups, and in the end, this plan is about serving the children of our community.

Robert D. Livernois, Ph.D.  
Superintendent

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## GLOBAL VIEW

Purpose and Direction \* AdvancED

### State-of-the-Art PROGRAMS & COURSES

Continuous Improvement \* AdvancED

*State-of-the-Art Programs and Courses* includes high academic expectations, curriculum that connects to students' lives, cultures, and communities, career and technical education, partnerships with higher education, interdisciplinary courses, and project- and community-based learning. These learning experiences include a set of ideas, principles and strategies that lead to students being well prepared for post-secondary education, career and civic participation.

### Rigorous and Relevant INSTRUCTIONAL PRACTICES

Teaching and Assessment \* AdvancED

*Rigorous and Relevant Instructional Practices* should connect directly to students' lives and deeply engage them with the content in order for students to be better prepared for post-secondary education, career and civic participation. To succeed in postsecondary education and in a 21st century economy, students must be afforded opportunities to practice higher-order thinking skills, such as how to analyze an argument, weigh evidence, recognize bias, distinguish fact from opinion, balance competing principles, work collaboratively with others, and be able to communicate clearly what they understand. In other words, instruction must be rigorous, meaningful and real-world applicable.

### Dynamic and Flexible LEARNING ENVIRONMENTS

Resources and Support \* AdvancED

*Dynamic and Flexible Learning Environments* are educational philosophies and systems, concerned with providing learners with increased choice, convenience, and personalization to suit their particular learning need. In particular, flexible learning provides learners with choices about where, when, and how learning occurs.

## EVALUATION & ACCOUNTABILITY

*Evaluation and Accountability* is the measurement of the district's schools and personnel as it relates to student achievement through the use of local, state and national assessments as well as performance standards established by state, national, and international agencies. Evaluation and accountability also includes the analysis and allocation of district resources to focus all stakeholders in *Preparing 21<sup>st</sup> Century Learners for a Globally Competitive World*.

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## CURRICULUM DEVELOPMENT

Programs & Courses \* WCS

Teaching & Assessing for Learning \* AdvancED

**Our district curriculum represents the content we teach students, as well as the academic standards we expect students to meet.**

**Where We Have Been?** - In 2006, Michigan approved the Michigan Merit Curriculum for high school students. This change required additional math, science, social studies, and English courses, as well as mandated 2 credits of foreign language.

In 2010, the legislature approved the “Common Core State Standards” for ELA and Math, replacing the “Grade Level Content Expectations,” which were adopted in 2002.

In 2015, after 3 years of debate, the legislature approved the Next Generation Science Standards (NGSS).

In 2016, the state passed a law requiring that any child who is not proficient in reading at the end of their 3<sup>rd</sup> grade year “shall be” retained.

It is important to note that standards are a list of what students must know or be expected to do. Curriculum decisions (what we teach students in order for them to demonstrate they met the standards) are left to local districts to decide. Our work focuses on ensuring our curriculum aligns to the standards set by the state.

**Where We Are Now?** - Our district reviews curriculum on a 3-year cycle. We also must update curriculum as the state legislature adopts new standards. In addition to the general work of our Curriculum Review Cycle, our district is working on reviewing the new science standards the state approved last fall after nearly 3 years of debate. In addition, we are looking at the curriculum/programming for early childhood programs to ensure we are promoting Kindergarten readiness and that our students are not retained at the end of their 3<sup>rd</sup> grade year. The Curriculum Steering Committee (CSC) is comprised of teachers, building administrators, and central office administrators who meet monthly to discuss curricular programs and projects and to approve any updates and changes to what we as a district offer.

**Where We Are Going?** - Our 3-year review cycle and the work of Curriculum Steering Committee will continue. New Social Studies standards have been proposed and after 5 years of debate, were approved last spring. Our district will begin committee work, outside of our normal cycle, to comply with any changes. In addition, this year, we will focus on our Secondary Math curriculum and instructional practices.

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## DISTRICT SCHOOL IMPROVEMENT

Instructional Practices \* WCS

Teaching & Assessing for Learning \* AdvancED

**District School Improvement is our plan to focus our time and resources to improve student achievement on state and local assessments. In addition, Michigan’s compliance with No Child Left Behind and the Every Student Succeeds Act (ESSA) requires districts and school buildings to submit improvement plans annually.**

**Where We Have Been?** - In 2001, the federal government passed “No Child Left Behind,” (NCLB) a law that required states to submit plans to the Federal Department of Education on accountability for schools. In 2015, the “Every Student Succeeds Act” (ESSA) was passed, changing accountability requirements. At the time this document is written, the Federal Department of Education has not yet approved Michigan’s plan to comply with ESSA.

In 2010, legislation was approved that identified low performing, Priority Schools, which would fall under the supervision of the School Reform Office (SRO). In 2011, the state labeled schools with the largest gap between proficient and non-proficient students as “Focus Schools.” In 2015, the Governor moved the SRO from the Department of Education to the Department of Technology, Management, and Budget. In 2017, the Department of Education released all Focus Schools, and the Governor moved the SRO back to the Department of Education.

In 2010-2012, students in Michigan took the MEAP test every fall. In 2014, students took a pilot, M-STEP assessment, linked to new state standards in math and ELA. In the spring of 2015 and 2016, students took an M-STEP assessment that was different from the 2014 test. In the spring of 2016, the state also moved to the SAT assessment. Prior to that, students in Michigan had taken the ACT.

After a battle with pancreatic cancer, State Superintendent Brian Whiston passed away in the spring of 2018. Sheila Ailes was named interim state superintendent. The State Board of Education, who is empowered by the state constitution, hired a new state superintendent, Dr. Michael Rice, who began work in August of 2019.

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**Where We Are Now?** - In March of 2015, Dr. Livernois, in collaboration with the District Turnaround Network led an effort for our district, building by building, to “clean out the garage” and bring greater alignment to our district and building school improvement plans. This work led our district to identify 5 major focus areas:

- Professional Learning Communities
- Multi-Tiered System of Supports
- Quality Mathematics Instruction
- Quality Literacy Instruction
- Positive School Communities

Since that time, all building school improvement plans must align with these 5 focus areas. Monthly principal meetings are held with the Superintendent and Central Office to ensure we continue to focus on these areas. As we have moved forward in our work, we have adopted vision documents for Ambitious Instruction, and defined our Student Support Network, which focused on supporting the whole child, in a safe and inclusive environment.

It is our belief that a focus on these areas will allow our staff to work together, support all students, and focus on key math and literacy skills.

**Where We Are Going?** – Annually, we conduct a “School Improvement Audit,” by building to determine if everything we were doing in OCI and at the building level were aligned with our 5 major focus areas. We will continue to repeat this activity annually to ensure our focus areas remain linked to the work we are doing at the district and building level, and that no new focus areas are needed.

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## TECHNOLOGY

*Instructional Practices & Learning Environments \* WCS  
Teaching & Assessing for Learning \* AdvancED*

Technology is ever-present in our world, and continues to transform our society. Our Technology Department has led our district in the purchasing of hardware and software, as well as keeping up with cutting edge interactive and collaborative classroom technology.

**Where We Have Been?** - In 2016, voters in our community approved a \$134.5 million dollar bond. Technology was allocated \$25.3 million for upgrades and new equipment throughout the District.

**Where We Are Now?** - Buildings throughout the district received major infrastructure upgrades. Over the last year, new classroom interactive technology has been installed in all WCS buildings with a large focus on staff and student collaboration.

**Where We Are Going?** - Safety and security remain a top priority for WCS. In addition to district cameras and secure door entries, building public address systems continue being updated to make it easier for quick and efficient district communication.

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## SECURITY & CRISIS MANAGEMENT

Learning Environments \* WCS  
Resources & Support Systems \* AdvancED

In addition to providing support in emergency situations, our office of security and crisis management coordinates our emergency drill schedules, partners with local law enforcement, provides security at district events, manages our disciplinary hearing process, and ensures we comply with McKinney-Vento legislation, which governs support we offer homeless students.

**Where We Have Been?** - In 2016, the state passed legislation that aimed at reducing student expulsions across the state requiring districts to document and consider “Restorative Practices” before expelling a student.

McKinney-Vento is a federal law governing the responsibilities of schools to students who are homeless. The District has continued to identify and assist families who have been identified and are experiencing homelessness.

In May 2018, district staff participated in the ALICE active shooter response training. During the 2018-2019 school year, administrators in our district participated in monthly tabletop exercises, led by our Director of Security and Crisis Management to continue our implementation of the ALICE protocol. Administrators then took those activities back to district staff.

**Where We Are Now?** - In 2016, we reviewed our disciplinary hearing procedures to update our documents to ensure we comply with new legislation. We have also begun training on restorative practices, by sending a district leadership group to professional development. Most administrators, counselors, In School Suspension teachers, and social workers have been trained. We will continue with staff training throughout the year.

In late 2018, legislation was passed regarding a multitude of school security related issues. This prompted a complete review of our previous emergency operations plans, which identified areas of our previous plan which were not in compliance with the new law. Therefore, in conjunction with the MISD and the Macomb County Office of Emergency Management, our emergency operations plans were updated to incorporate all required aspects of the new law. Those plans were approved in August 2019 and distributed to staff.

The District formed an A.L.I.C.E. working group in March 2019 to discuss further training and implementation of the A.L.I.C.E. protocol throughout the District.

Also in March 2019, a new law became effective which makes cyberbullying a misdemeanor crime. Although it was previously defined in other areas of Michigan law, there was no penalty until earlier this year. In cases where cyberbullying continues or

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injury occurs, the crime is upgraded to a felony. The District has shared this information with administrators and is committed to informing victims of cyberbullying of their option to pursue charges. We will continue to educate our students on the ramifications of bullying and cyberbullying.

**Where We Are Going?** - Moving forward, we will continue to train, implement, and review our procedures around restorative practices.

We will continue to raise awareness for all staff about our responsibilities to students who are homeless.

District staff will participate in A.L.I.C.E trainings drills during the 2019-2020 school year. Feedback will be provided to the Director of Security and Crisis Management who will then determine further staff training opportunities.

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## LEADERSHIP DEVELOPMENT

Learning Environments \* WCS  
Governance & Leadership \* AdvancED

**Building leadership is critical to teacher and student success. While graduate education provides important foundational knowledge, it's important to recruit and develop the leadership skills of our staff on matters relating to serving as a building or district administrator.**

**Where We Have Been?** - Several years ago, our district provided a series of professional development for aspiring administrators.

**Where We Are Now?** - Two years ago, 18 teachers from our district met 8 times, as part of our next round of the Warren Consolidated Schools Aspiring Administrators Academy. Last year, we met with those individuals 3 times to continue the conversation and support of their leadership development. As of this writing, the district has hired 2 members of that Aspiring Administrators Cohort, and has internally promoted several administrators who have participated in informal leadership development work.

**Where We Are Going?** - This year, we will again offer an Aspiring Administrators Academy, and will continue to look for opportunities for candidates to grow their leadership capacity.

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## FACILITIES

Learning Environments \* WCS  
Resources & Support Systems \* AdvancED

WCS facilities consists of employees within skilled trades, grounds, warehouse and custodial operations. These team members are responsible for keeping our buildings clean, maintained, safe and looking presentable.

**Where We Have Been?** - All team members within the facilities department receive quality development and training. Buildings are cleaned daily by our custodial staff; each summer a thorough deep clean is performed on all buildings. Custodians also handle various building maintenance issues. Skilled trade employees (electricians, plumbers and HVAC specialists) keep buildings functioning properly and at comfortable temperatures. They also handle work orders and building requests. The warehouse team moves throughout the district on a daily basis transporting food, mail, equipment, supplies and furniture as needed. The grounds department handles over 600 acres of land including shrubs and bushes.

**Where We Are Now?** - Facilities team members are currently working closely with the bond team as bond work is in progress through the summer and fall, especially to coordinate summer cleaning and to help coordinate the movement of furniture and other items needed to facilitate the bond work.

With a number of open positions, team members are asked to be extremely efficient and productive each and every day. Facilities team members continue to serve our buildings both during the day and in the evening and on weekends during events.

**Where We Are Going?** - Facilities will continue to provide quality training to all WCS facilities team members and provide a high level of services for our students and staff as well as for parents and guests that visit our buildings. Each group will also be looking for ways to continue to be more efficient and improve cleaning, landscaping, maintenance and snow removal processes.

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## 2016 BOND

Learning Environments \* WCS  
Resources & Support Systems \* AdvancED

In May of 2016, WCS voters approved a bond for \$134.5 million. The bond was designed to preserve WCS as a leading district by providing tremendous improvements throughout our schools including upgrades to technology, safety and security, playgrounds, parking lots, athletic facilities, HVAC, lighting/electrical infrastructure and transportation through the purchase of new school buses.

**Where We Have Been?** - The first series of bonds were sold in June of 2016, providing approximately \$71 million of funding for bond related improvements. Projects funded with the 2016 Bond Program broke ground in the spring of 2017. Significant progress was made throughout the district during 2017 and 2018 with the bulk of the work taking place during the summer. A few of the highlights include new digital marquee signs at WCS schools, new boilers at many buildings, upgraded playgrounds at elementary schools, upgraded security entrances at all buildings, 30 new buses, new artificial turf at all three WCS high school athletic facilities, new water bottle filling stations, upgraded bathrooms and classroom flooring at several schools and new flooring at elementary media centers and new gym floors for all Mott, Cousino and Sterling Heights High School. From an IT perspective there have been many enhancements including the addition of new interactive classroom technology as well as the addition of security cameras and card reader entrance points.

**Where We Are Now?** - A significant amount of district improvements are currently in process this summer and will continue throughout the fall of 2019 during non-school hours. Highlights of the work for 2019 include additional interior renovations for Black, Cromie, Jefferson, Siersma, Susick, and Wilde Elementary Schools, as well as Cousino and Mott High Schools, the Career Preparation Center and the Educational Service Center.

Because of the vast amount of progress that has been made with the bond, the District has sold all of the bonds that were approved by the WCS voters with the final series being sold in May 2019 which generated approximately \$43 million to fund the district-wide improvements throughout 2019, 2020 and 2021.

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**Where We Are Going?** - Plans are well under way for the work that is slated to be performed during the summer of 2020 and the summer of 2021. During that time interior renovations for remaining buildings will be completed as well as other remaining projects including landscaping improvements, roofing improvements, furniture and fixture purchases and upgrades to the Administration Building. These changes will continue to make significant improvements to our learning environments for all students and staff members.

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## TEACHER EVALUATION

Evaluation & Accountability \* WCS

Using Results for Continuous Improvement \* AdvancED

**Teacher Evaluation, the monitoring of teacher performance, serves the valuable purpose of reinforcing the District's goals in teaching and learning.**

**Where Have We Been?** - In 2011, PA 1249 changed teacher evaluation in Michigan, requiring annual evaluations that consider student growth and making evaluation the basis of layoff and recall. For the years leading up to 2018-2019, student growth was required to make up 25% of the evaluation.

**Where Are We Now?** – Prior to this change, the law only required teachers to be evaluated every three years. The District had a negotiated teaching instrument that addressed matters such as facility conditions, classroom layout, student behavior, and student engagement. When the teacher's contract expired in 2012, the District was subject to the new law. The District moved to a locally developed assessment that met the statutory requirements. The evaluation considered whether the teacher was applying Classroom Instruction that Works. It used IOWA to measure student performance. The state reformed PA 1249 in 2015, requiring that the District adopt a pre-approved evaluation tool. In 2016, the District adopted the Danielson framework. The District customized the framework to reduce the high stakes of the instrument and allow professional conversations of improvement that reduces the conflict of considering job status. At the same time, the District moved to NWEA to track student performance.

**Where Are We Going?** – Beginning 2018-2019, PA 1249 requires student growth to make up 40% of the teacher's evaluation. Fifty (50) percent of the 40% growth data (20% of the total evaluation) must come from a state assessment, if available for the teacher's grade and subject. At this time, only M-STEP, PSAT, and SAT are considered state assessments. The District is working with MDE to collect all available growth data for WCS teachers. The District is revising its evaluations to adjust to the new statutory requirements.

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## ADMINISTRATOR EVALUATION

Evaluation & Accountability \* WCS

Using Results for Continuous Improvement \* AdvancED

Administrator Evaluation also considers administrative performance in the supervision of teaching and learning in his or her school or program.

**Where Have We Been?** – Administrators are subject to all PA 1249 evaluation requirements based on their teacher certification. Prior to PA 1249, administrators had a negotiated evaluation that considered building management, community relationships, and student performance. When PA 1249 passed, the District moved to a locally developed administrative tool that aligned with MISD’s work on Balanced Leadership. When the evaluation requirements changed in 2015, the District moved to School Advance for 2016-2017. In 2017-2018, the District moved to an improved evaluation instrument that was developed by our counsel, in partnership with MISD. The new instrument allowed the District to prioritize organizational management, school improvement, and community relationships differently than allowed in School Advance.

**Where Are We Now?** – In 2019-2020, the District will continue to use the instrument that was developed by our counsel, in partnership with MISD.

**Where Are We Going?** – In 2019-2020, the District is moving the administrator evaluation instrument to meet the statutory requirement of weighing student growth as 40% of the evaluation. For administrators, student growth is the aggregate performance of teachers in their student growth benchmarks.

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## PUBLIC RELATIONS

Programs & Courses \* WCS  
Purpose & Direction \* AdvancED

The office of Public Relations works to keep our community informed of the work that we are doing. This department “shows taxpayers how their dollars are spent.”

**Where We Have Been?** - In 1993, charter schools were established in Michigan. A “cap” was placed, limiting how many charters could open. In 2011, legislation was passed removing the cap on charter schools. In 1996, Michigan approved “Schools of Choice” legislation, allowing students to attend schools in districts where they were not residents. In 2012, the state began offering financial incentives to districts, calling Schools of Choice a “best practice.”

These two decisions at the state level created a need for our PR department to show how our schools are competitive with neighboring districts.

**Where We Are Now?** - Our PR department did a complete review of all spending and advertising to ensure we are focused on social media channels as well as traditional media. We also studied the impact of Schools of Choice and Charter Schools on our district last year. Our strategy, “WCS kids first” is primarily focused on making sure children from our community attend our schools, while remaining open to students from other communities.

**Where We Are Going?** - We will continue to transition to additional use of social media such as Facebook and Twitter (@wcskids), while looking for traditional local advertising through sources such as C&G Newspapers, the Macomb Daily, and Cumulus Media.

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## LABOR RELATIONS

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Governance & Leadership \* AdvancED

**Mediation is a legal tool whereby a third party trier-of-fact decides how labor groups and the District negotiate through the difficult decisions of expenditure maintenance. Mediation provides assurance to both the District and the labor group, allowing for the neutralization of the competitive nature of negotiations.**

**Where We Have Been?** - In 2012, the legislature waged its full assault against organized labor by passing Right-to-Work law. This attack was accompanied by several legislative efforts to undermine public education. In 2010, nearly \$420 per student was removed from State Aid. Over the past seven years, Michigan public schools have become severely underfunded. At the same time, school accountability was transferred to the governor. Lists of failing schools were published using evaluation scores for ever-changing student assessments. These scores and lists were used to discredit public schools. To complete the attack on public schools, the legislature lifted the cap on charter schools, pulling enrollment and thereby funding from public schools.

**Where We Are Now?** - To respond to these attacks, districts have had to make big changes in how they do business. At the same time, unions have had to prove their ability to protect the expectations of their members. Districts and unions had to choose to either engage in high-profile conflict or to align and work together to make changes in ways that unions can support. In 2014, the District and WEA voluntarily entered mediation to handle the FY 15 budget deficit. The mediator issued an award and the District negotiated with other bargaining groups to get similar concessions. Based on a projected increase to the deficit for FY 16, the District again engaged in mediation. This time, the WEA mediator insisted that the District negotiate with AFSCME first. With an RFP for custodial services, 1346 was able to produce an agreement that significantly reduced employee costs. 1815 was unable to produce such an agreement, so the District engaged in mediation separately with 1815. Once both groups were covered, the mediator offered a recommendation to WEA that changed the proportion of concessions taken from WEA compared to AFSCME. The District negotiated with WAA separately. For FY 17, 18, and 19 the District mediated with 1346, 1815, and WAA using George Roumell and mediated with WEA using Mark Glazer. The recommendations provided continual relief to members.

**Where We Are Going?** - The District plans to continue the mediation cycle for the purpose of financial and instructional problem-solving.

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## PERSONNEL

\* WCS

Resources & Support Systems \* AdvancED

**Personnel decisions and actions have to do with the District's ability to maintain staffing levels to meet the needs of the District.**

**Where We Have Been?** - The legislative attacks on school systems and employees have had a chilling effect on prospective teachers. At the same time the decrease in the Michigan unemployment rate has created a competitive employment market.

**Where We Are Now?** - The district has faced significant shortages in substitutes, latch-key staff, food service, and transportation. On any given day 15%-25% of positions in these areas go unfilled, forcing combined routes and delayed arrival/departures in transportation, reduced food lines in nutrition services, licensing ratios in staff, and expense increases in WEA staff coverage for absences. In 2014-2015, the District returned to the use of building subs, ensuring a committed number of substitutes able to take coverage. In 2016-2017, the District started a substitute incentive program, providing additional pay to those who take repeat sub jobs in WCS. In 2017-2018, Nutrition Services combined positions to increase the number of benefited positions and reducing the number of openings. The District also underwent MESSA plan design changes to reduce health care costs.

**Where We Are Going?** - The District will continue to explore solutions to our employee shortages and make adjustments accordingly to maintain the smooth operation of the district.

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## FINANCES & BUDGET

\* WCS

Resources & Support Systems \* AdvancED

The Business Office includes accounting and budgeting, accounts payable, payroll and fiscal services. The Business Office is responsible for preparing an annual budget and recording financial activity as it happens during the year including cash receipts and cash disbursements. The Business Office also monitors cash flow, approves purchases orders, approves and executes budget transfers and assists with grant reporting. The district's finances and certain operational procedures are subject to an annual audit. The audit is concluded each fall and results in a finalized fund balance for the district.

**Where We Have Been?** - Each year the amount of per pupil funding is determined by the state based on decisions made at the state budgeting level. Although the amount of state aid per student has increased slightly each year over the past several years, the amount of increase (or decrease) is typically not finalized by the state of Michigan at the time the annual WCS budget is being developed. On an annual basis there are a number of items that are uncertain including potential pension changes, at risk funding, grants and other program funding. Once the budget is finalized each year at the State level, the Business Office determines the impact of the budget on the District compared to the initial budget assumptions.

Previously within WCS, the budgets have been largely owned and managed by the business office. This practice has been improved to include the budget owner to assist in developing the budget as he/she has the best knowledge of the needs of the department.

**Where We Are Now?** - The business office is meeting with budget owners on a consistent basis to discuss their budget and spending. Budget owners are being asked to monitor their budgets regularly so that any potential overages can be identified and discussed timely. Budgets each year are being developed based on the needs and requirements of each department.

**Where We Are Going?** - The goal is to continue with the process of active communication and involvement with budget owners during all phases of the budgeting process including development and monitoring. That will allow for a more accurate illustration of the financial position of the district. It will also allow for the budget owner to become more aware of his/her spending and needs.

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## TRANSPORTATION

\* WCS

Resources & Support Systems \* AdvancED

The WCS Department of Transportation transports over 7,600 students to and from school on a daily basis. This includes approximately 64 routes and 3,750 stops each day. The department also transports students to and from field trips and to athletic events.

**Where We Have Been?** - The transportation department has maintained consistency over the last several years including infrequent changes in routes and stops in order to maintain stability for students and parents. Laws and regulations change periodically; these changes are communicated timely to ensure compliance.

**Where We Are Now?** - The transportation department with its 70 drivers works to transport all students as timely as possible. The transportation department also employs four mechanics that maintain our fleet of 90 buses. Each year all buses are subject to an annual state inspection so therefore regular and timely maintenance is crucial for the success of the department. Bus routes and stops are continuously monitored for safety and efficiency. The department also accommodates requests for field trips and sporting events. That can be at times challenging due to open positions within the department.

**Where We Are Going?** - The goal of the transportation department is to continue to move our kids safely around the district in an efficient manner. The department monitors federal, state and local laws and regulation to ensure that our drivers and mechanics are aware of and compliant with the latest guidelines.

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## NUTRITION SERVICES

\* WCS

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Each day our nutrition services staff serves over 2,500 breakfasts and 8,000 lunches to our students. In addition to student meals, WCS provides meals for Macomb County Meals on Wheels, handles district catering, instituted a summer feeding program and a dinner program at select schools, and makes pre-packaged lunches for students attending the MISD programs at seven different MISD sites.

**Where We Have Been?** - The nutrition services department has expanded in the last several years to go beyond lunch and include breakfast and dinner options at various locations. Each year the team monitors for changes in necessary training, funding, nutrition and disclosure requirements.

**Where We Are Now?** - Nutrition Services team members are focused on sanitation, safety and serving WCS students throughout the entire year. The department is represented on the wellness committee, and is also involved with the Best Food Forward initiative that includes Gleaners, the Michigan Department of Education, and many other organizations. The Nutrition Services department has a partnership with Harper Hospital, Michigan State University, and the University of Michigan to host dietetic interns that assist with taste testing of different foods, and providing nutrition education in the classroom.

**Where We Are Going?** - The goal of the nutrition services program is to continue to serve high quality, healthy meals to our students. Where possible, the department will expand services; particularly the breakfast, dinner and summer feeding programs. Additional, WCS looks to make strides in retaining and attracting nutrition services employees as current staffing levels are not currently adequate to continue the high level of service that the department prides itself on.

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## DISCRIMINATION STATEMENT

Advanced

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, the Elliott-Larsen Civil Rights Act of 1977, and the Genetic Information Nondiscrimination Act of 2008, it is the policy of the Warren Consolidated Schools that no person shall, on the basis of race, color, national origin, sex, (including sexual orientation or transgender identity), disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information, or any other legally protected category, (collectively, "Protected Classes") 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 Chief Human Resources Officer, 31300 Anita, Warren, Michigan 48093, (586) 825-2400, ext. 63110.

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