



# **School Improvement Plan**

**Warren Consolidated Community High School**

**Warren Consolidated Schools**

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## **Introduction**

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

# Improvement Plan Assurance

## **Introduction**

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

**Improvement Plan Assurance**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Which option was chosen for Goals and Plans?	Abbreviated Goals & Plans Template	Priority plan submitted.	



**SRO**

**STATE SCHOOL REFORM/REDESIGN OFFICE**  
Michigan Department of Technology, Management and Budget

*2016 Cohort  
Reform/Redesign Plan  
Transformation Model*

**Community High School**

ENTER NAME OF SCHOOL

**Warren Consolidated Schools**

ENTER NAME OF DISTRICT

## Transformation Model Cohort 2016

### Introduction

Schools identified in the bottom 5 percent of public schools in the State of Michigan are required to submit a Reform/Redesign (RR) plan to the State School Reform Officer. MCL 380.1280c (2) requires the plan to be submitted within **90 days** after being placed under the supervision of the State School Reform/Redesign Officer. The RR plan should be developed to be implemented for three consecutive school years after the initial planning year.

### Directions

- Use MS Word to draft and edit each item, a maximum of 325 words are allowed per item, cut and paste the text into the fillable form fields for each requirement.
- Provide a copy of any addendums to collective bargaining agreements necessary to implement the plan.
- Acquire the signature on the final page before submitting.
- Complete all requirements and submit by **Monday, May 1, 2017** to the State School Reform Redesign Office (SRO) at [DTMB-SROplans@michigan.gov](mailto:DTMB-SROplans@michigan.gov).
- Questions can be directed to Jill Baynes, Office Coordinator, at (517) 284-6972 or [baynesj@michigan.gov](mailto:baynesj@michigan.gov).

### PART A: REFORM TEAM PERSONNEL

Please list the individuals involved in the development of your Reform/Redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

John Bernia, Chief Academic Officer, [jbernia@wcskids.net](mailto:jbernia@wcskids.net)  
Sharon Irvine, Chief Operations Officer, [sirvine@wcskids.net](mailto:sirvine@wcskids.net)  
Pamela Fry, Executive Director of Curriculum, [pfry@wcskids.net](mailto:pfry@wcskids.net)  
Christine Lewis, Administrator of State and Federal Programs, [lewis@wcskids.net](mailto:lewis@wcskids.net)  
Annette Lauria, Administrator of School Improvement and MTSS  
John Cafagna, Data Analysis Specialist, [jcafagna@wcskids.net](mailto:jcafagna@wcskids.net)  
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Sarah Azar, Counselor Community High School, [sazar@wcskids.net](mailto:sazar@wcskids.net)

### PART B: TEACHING AND LEARNING PRIORITIES

State two or three “big ideas” for your Reform/Redesign plan that are intended to change teaching and learning *in ways that promote student growth* in your school. State what data were used to identify these ideas.

**Big Ideas (for 2017-18, 2018-19, 2019-20):**

1. Community HS will strengthen researched based tier 1 instructional practices, which support a meaningful and aligned college and career standards based curriculum.
2. Community HS will strengthen a tiered academic support system for struggling students.
3. Community HS will rebuild a positive school community.

**Data Sources Used:**

NWEA MAP, MiPHY, M-Step, SAT/PSAT, Demographic, WIDA, and AdvancED staff /student survey results.



## **PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS**

**Requirement #1:** Replace the Principal and increase leadership capacity at the school.

Indicator 1A: In your response, describe how the district has taken the following actions:

- (a) a new principal has been hired that has turnaround competencies, **or**
- (b) the current principal has turnaround competencies, **or**
- (c) a principal with turnaround competencies will be hired before the end of the planning year

Indicator 1B: Describe how the district will increase leadership capacity.

Indicator 1A: The District will hire a principal that demonstrates the five required turnaround competencies before the end of the planning year through review of credentials, resume, interview and reference checks.

Indicator 1B: The new principal will be provided: a facilitator to strengthen principal turnaround competencies; monthly MISD Principals' Series; MISD professional conferences/workshops that support the implementation of the school's big ideas; monthly Office of Curriculum (OCI)-HR teacher evaluation and walkthrough professional learning meetings; monthly district principals' PLC meetings and quarterly Superintendent's Administrative Council meetings.

OCI Administrators, including Language Acquisition/Title III, will provide assistance and support on an as needed basis. The district's Human Resources and Business office staff will provide the principal with the necessary resources and supports on an as needed basis. Additional resources provided are: district student data management warehouses; district-provided computer tablet; district professional library; professional subscriptions to ASCD and Michigan Reading Association; and membership in MEMSPA.

The district's OCI curriculum and instruction technology specialists (CITS) will provide professional learning to the principal and teachers to support the alignment of curriculum, instruction and assessment practices to state and national standards in order to reduce instructional variance and development and implementation of a Multi-Tier System of Support (MTSS) process. A CITS professional learning schedule based on specific teacher needs will occur at a minimum on a bi-weekly basis. School improvement team leadership will receive professional learning on the school improvement process, including data analysis and technical assistance in using state-mandated platforms, ex. ASSIST by OCI administrators and Data Analysis and Systems CITS.

In-class modeling and coaching, grade-level meetings, PLC meetings, and OCI-building administrative and peer-to-peer walk-throughs are examples of the types of structures in which professional learning will be delivered. Additional professional learning opportunities will be provided: bi-weekly leadership coaching by Intervention Specialist/or Macomb Intermediate School Improvement.

**Requirement #2:** Use rigorous, transparent, and equitable evaluation systems for teachers and principals.

Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (25% for 2017-2018, 40% by 2018-2019), of teachers' evaluation.

Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (25% for 2017-2018, 40% by 2018-2019), of leaders' evaluation.

2A: WCS uses Danielson's Framework for Teaching. The District engages staff in a collaborative process in order to create an annual teacher evaluation plan. The evaluation process begins with a collaborative goal-setting conference whereby the teacher works with the principal to develop a personal/professional goal. In addition to the personal goal, the staff and principal establish a building goal based on the school improvement process. In the evaluation process, the District measures student growth outcomes using pre/post measures of local common assessments. Student growth toward building goals is measured with building-based and state assessments. Finally, teachers establish personal goals tied to student growth through classroom-based assessments such as pre/post-tests and state assessments. Student growth is considered in the subdomains of content and understanding. The district's instrument includes student growth as a significant factor. Pursuant to Senate Bill 817. The evaluation process has been reviewed and revised and continues to be periodically reviewed through an on-going feedback process that involves the teacher association leadership, the Chief Academic Officer, and the Chief Operating Officer.

2B. The District's Administrator evaluation system is School Advance, developed by MASA and Michigan ASCD. The district engages staff in a collaborative process in order to create an annual administrator evaluation plan. Principals meet with the Chief Academic Officer to establish their performance goals. Student growth achievement is a significant factor in the evaluation as represented in a separate sub-domain that receives its own rating based on using pre/post measures of local common assessments and aligns with the growth percentages requirements of the teacher evaluation and legislative requirement, Senate Bill 817 Sec. 1249 (a) (i). The evaluation tool has been reviewed by the Warren Administrators Association leadership, the Chief Academic Officer, and the Chief Operating Officer. This process continues to be periodically reviewed through on-going feedback meetings that allows for the development of common expectations of performance. In these meetings, administrators provide input into the interpretation and application of these performance categories. The administrator evaluation instrument complies with R.S.C. § 380.1249 as amended by Senate Bill 817, July 2014.

Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.

Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement.

Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.

3A In priority schools that have successfully raised student achievement to a level that removes them from priority school status, the district will highlight their achievement and honor their work through a ceremony and/or recognition dinner. Teachers, who demonstrate exceptional work in the area of increased student achievement through successfully implementing the instructional program, may be recommended for a "Highly Effective" evaluation rating.

3B The district evaluation process guides the identification of educators who are not positively contributing to increasing student achievement. Professional learning opportunities will be provided to educators who have been identified as needing additional support. In the event that a teacher's performance is deemed minimally effective, or ineffective, that teacher will be placed on an individual development plan (IDP) at the point in time in which the teacher's poor performance is observed, brought to the attention of the teacher, and left uncorrected. Within the IDP process, if the teacher is unsuccessful in completing the requirements of the IDP, he or she will receive a minimally effective or ineffective rating on his or her final evaluation. Layoffs and terminations, pursuant to legal requirements addressing final evaluation ratings, will be applied. Any teacher whose performance in a priority school is minimally effective or ineffective shall be removed from the school. Placement and staffing for priority schools will be treated differently from that of schools which are not in priority school status. Separate from the district evaluation process, a priority school administrator may exercise his/her authority to surplus a teacher (remove from the building). The reasons include: not actively engaging and applying the reform plan's implementation, and/or unable to adjust to the demands of the redesign plan.

**Requirement #4:** Provide staff with ongoing, high-quality, job-embedded professional development aligned with the school’s comprehensive instructional program and designed with staff to ensure staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

Indicator 4: In your response, describe the school’s plan for professional development reflects the “Big Ideas”, is ongoing, high-quality, job-embedded and aligned to the instructional program.

Our big idea of strengthening Tier I instructional practice is supported by professional learning regarding PLC, Productive Discourse, Language and Literacy, Academic Vocabulary, Close Reading, Writing in the Content Areas and Problem Solving. Our second big idea of strengthening a tiered academic support system for students is supported by professional learning regarding PLC, MTSS and Balanced Assessment Practices. The implementation of our third big idea will be supported by professional learning regarding Operation Graduation.

Professional learning will be provided by administrators, MISD consultants, teacher leaders and CITS to all instructional staff throughout the 3-year plan. PLC (by inclusion MTSS and Balanced Assessment) learning-by-doing will occur during designated PLC time. Staff will be led through the four questions (What do we want students to know? How will we know they know it? What will we do when they do not? What will we do when they already know it?). This involves teachers regularly examining student learning. This also supports the refinement of instructional responses that meet student needs based on data, becoming part of daily practice. This will strengthen responsive Tier 1 instruction in all classrooms and lead staff to also strengthen supports for struggling students (big ideas 1, 2). All teachers will also be provided professional learning regarding Productive Discourse, Language and Literacy, Academic Vocabulary and Writing Across the Curriculum from CITS and an English language acquisition coach. These coaches are available for initial training and are available throughout implementation to continually re-visit key components of these instructional practices and provide on-going coaching through full implementation of these practices.

During PLC time teachers learn about PLC while answering the four questions. Additional team meeting days and after-school staff meetings also provide an opportunity for teachers to receive professional development and the access to coaches and exemplar videos, virtually “on-demand” allows teachers to follow-up and refine their implementation of strategies as needed, based on their own impressions or administrator walk-through feedback connected to the instructional program. Implementation of professional learning will be monitored through participation in PLCs (agendas, minutes, student work/data artifacts) and administrator walk-throughs.

**Requirement #5:** Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible working conditions.

Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.

Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school based on student needs.

5A: Teachers at a priority school will be provided staffing and material resources that meet or exceed those available in other schools. Based on a review of data, in which student needs are identified, additional staff will be recruited and/or assigned to assist in student achievement goals (i.e. If student growth is needed in math, the additional staff member assigned will have math expertise. If student growth is needed in ELA, the additional staff member will have ELA expertise.) In this way, classroom teachers will be uniquely supported in their efforts to reach students. Teachers in priority schools will also have access to additional professional development and/or additional professional development funding.

Priority schools will be protected from the placement processes of the rest of the district. Unless the teacher is removed from the building for performance or best-interest reasons, the teacher will have assurance that he or she will not be involuntarily transferred from his or her position. In this way, assignment in a priority school will provide stability and predictability to the development of mastery level teaching and the implementation of the instructional program. This continuity will also provide incentive to invest in the hard work of raising student performance and building a school culture of learning.

5B: To retain Community High School teachers, we provide a variety of opportunities for leadership and stipends for teachers willing to accept additional responsibilities. These opportunities include after-school tutoring; sponsoring academic and enrichment programs; serving as a Teacher Mentor; or School Improvement Chair. Our teachers get regular opportunities to be involved with the school's decision-making processes.

#### **PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES**

Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with State academic standards.

Indicator 6: In your response, detail the process the school used to select an instructional program through a diagnostic process that uses data to identify and implement an instructional program that is researched based and aligned from grade to grade, as well as State academic standards.

6A. Beginning in March of 2017, the Community High School staff engaged in a needs assessment by holding Data Dialogues with the entire staff during designated PLC and staff meeting times. Student work was analyzed and data was disaggregated from several sources, listed below. The school improvement team, in conjunction with staff, identified areas of need in all content areas through this data analysis.

Data Sources Used:

NWEA MAP, MiPHY, M-Step, SAT and PSAT, Demographic, WIDA, survey results.

Through the examination of the data above, we have drawn conclusions regarding possible root causes of low student performance. Academically, students struggle across all assessed content areas.

Demographically, there has been an increase among students from vulnerable populations (EL, SWD, Fr/RL). These students are currently underperforming their counterparts on various assessments.

Environmentally, the use of data to address unique learning needs of students is not occurring at scale.

6B. We will begin by focusing on strengthening our PLC (idea 1 and 3) as well as rebuilding a positive community following the work of DuFour et al (2006). All staff will participate in the learning community. Through the community, Balanced Assessment Practices and MTSS (idea 2) will naturally grow from the implementation of PLC practices. This will as enhance the vertical alignment and progression of a college and career ready curriculum through teacher collaboration. The second and third focal areas of improving instructional practices during the first two years will be Productive Discourse, Language and Literacy, and Academic Vocabulary across all content areas. During years 2 and 3, we will work towards including Writing in all Content Areas, Math Tasks (Math), Text Analysis (ELA, Sci, SocSt), and Close Reading (ELA, Sci, SocSt). Hattie (2011) identified high effect sizes for various components of this instructional program. Of particular focus within our big ideas are: collective teacher efficacy, response to intervention, clarity, feedback, formative evaluation, discussion, problem solving, comprehension and vocabulary.

Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.

Indicator 7: In your response, describe how the school promotes expectations for regular and ongoing building-wide use of data to differentiate instruction.

All Community High School staff gather as a professional learning community regularly throughout the year, approximately monthly. During these PLC meetings, data is to be analyzed regularly. In the fall, the SAT and WIDA results are to be examined from the year prior. At another meeting in the later fall, NWEA data is to be examined. In the winter, MiPHY and student/staff perception data is to be analyzed and in the spring NWEA and demographic data analysis will be a focus. The district's data warehouse system will continue to be used to provide relevant reports of the data to be examined by the community. Using the Wellman-Lipton protocol (Activate and Engage; Explore and Discover; Organize and Integrate), questions of root causes and possible actions are explored by the learning community and improvement planning is refined.

We are working towards a more balanced assessment system in which the data analysis above will be complimented by the examination of formative assessment data based on power standards in shorter intervals (in contrast to the length of interim – NWEA; and summative – SAT, WIDA) between the PLCs that may focus on more summative data. The big ideas of a stronger Tier I and academic support system will be a focus of data analysis occurring during these PLC meetings as well as the implementation of reform practices. Throughout these meetings, local student level data, derived from power standards will assist teachers in responding to varied student needs. Teachers will adopt a consistent protocol relative to the examination of formative assessment data (for example: Here's what, so what, now what; Stoplight highlight, etc.). Teachers will collaborate in PLC relative to this data in order to respond to differing student needs and provide instruction that meets those varied needs. Additionally, local Quality Reading Inventory (QRI) data will be examined to determine the effectiveness of that Tier 3 intervention to closing gaps as well. This will all provide a stronger database and cycle for Tier 1, Tier 2 and Tier 3 activities as related to big ideas 1 and 2.

We recognize the need to monitor the implementation of the reform plan strategies. Implementation monitoring data (agendas, minutes, surveys, walk-throughs, rubrics, student artifacts) of the instructional practices related to the reform plan will be also examined within PLC meetings.

## **PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT**

Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.

Indicator 8A: In your response, describe the district's plan to increase core instruction by:

- (a) adding additional minutes/hours/days in instruction for all core academic subjects, **or**
- (b) redesigning the current schedule to provide additional student learning time
- (c) identifying how much time has been allocated

The current schedule will be redesigned to increase instructional time in the core academic subjects. Additional time will be recaptured through lessening passing time 1-2 minutes and the expansion of reading and writing activities in all content areas. A bell-to-bell instructional model will be implemented that will allow recapture of a few minutes of each hour to support additional targeted and strategic intervention/instructional time, a minimum of four days each week. It is estimated that approximately 30 minutes daily may be recaptured through this schedule. Beginning in 2017-18, an additional 0.4 FTE Language Acquisition teacher will be allocated at Community High, providing additional targeted academic support for students. This teacher will conduct small group 20-30 minute interventions, pulling students from non-core content on a rotating basis. Planning continues in the development of this research-based model. Research supports the concept of maximizing instructional time through strategic student engagement activities and multi-tiered systems of support.

Indicator 8B: In your response, describe the district's plan to ensure enrichment activities will be available for all students by:

- (a) adding additional minutes/hours/days in for enrichment activities, **or**
- (b) redesigning the current schedule to provide additional time for enrichment activities
- (c) identifying how much time has been allocated

The current schedule will be redesigned to increase enrichment time similarly to intervention/academic support time. Additional time will be recaptured through lessening passing time 1-2 minutes and the expansion of reading and writing activities in all content areas. A bell-to-bell instructional model will be implemented that will allow recapture of a few minutes of each hour to support additional intervention and enrichment time. It is estimated that approximately one day each week, the 30 minutes recaptured for intervention will be used for enrichment activities. Additionally, students performing on grade level, rather than receive tier 3 intervention during the balance of the week, will be provided enrichment experiences. Research supports the concept of strategic student engagement/enrichment activities.

To summarize our explanation, the same, exact recaptured time is not used for both 8a intervention/increasing core instruction and 8b enrichment activities. Though the 30 recaptured minutes will occur each day of the week (5 days), 4 of those days are for intervention/increasing core instructional time and providing those students additional learning time (8a: 4 days, 30 minutes.) The remaining day not used for intervention/increasing instructional time will be used for enrichment for all (8b: 1 day, 30 minutes).

Indicator 8C: In your response, describe the district's plan to offer increased collaboration time for teachers by:

- (a) adding additional minutes/hours/days in for collaboration time, **or**
- (b) redesigning the current schedule to provide additional collaboration time
- (c) identifying how much time has been allocated

The schedule will be redesigned in order to allow, at minimum, ELA and Math teachers common collaboration time, as often as possible, in order to expand the work taking place during formal PLC meeting times. This will allow up to 5 hours each week for those teachers to collaborate. Additionally, the district will provide additional fiscal resources targeted at professional learning and collaboration. Content area teams may meet up to an additional 3 hours monthly, beyond regularly scheduled PLC meeting time, using these resources. Collaboration supports collective teacher efficacy, which research shows to have a high effect size on increasing student achievement.

Requirement #9: Provide ongoing mechanisms for engagement of families and community.

Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.

Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.

A. Community High staff uses multiple methods to encourage parent and community engagement. Staff and families have the opportunity to engage in two-way communication by attending school events, reviewing school website information, reading and writing newsletters, text, phone and e-mail applications and social media. Concerning reform plan efforts, specifically, during opportunities at Open House, parent-teacher conferences, student achievement celebrations and other scheduled parent events, parents will be provided training on understanding the State's standards, monitoring their child's progress towards meeting standards, and at-home learning activities. The reform plan will additionally be communicated to parents via one of the fall events and posted on the website. Specifically, connections will be made for parents to the big three ideas of the plan and how they can participate in the implementation of various plan components, particularly Operation Graduation. Parent representatives will continue to be invited to be members of the School Improvement Team, which plans, monitors and evaluates the plan.

B. Many community partnerships are in place that will receive particular focus under our reform plan. To support Operation Graduation, community partnerships are in place that focus on drop-out prevention, life skill development, and career/college readiness. The Adolescent Outreach Program and Community Assessment Referral and Education (CARE) provide services to our students related to substance-abuse prevention, which lessens the likelihood of dropping out. Prime for Life offers our students a life skills series to prepare them for life after graduation. The Winning Futures Mentor Program as well as Macomb Community College programming connect our students to college and career goal setting and opportunities. Additional career and college partnerships also forge such connections for our students. This provides our students additional motivation and skills moving towards graduation and beyond, supporting our Operation Graduation initiative. We will continue to network with our existing community partners to enlist additional partners.

## **PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT**

Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.

Indicator 10: In your response describe how the district provides the school with operational flexibility in the areas of staffing, use of time, professional learning and budget. Provide a copy of the addendum to the collective bargaining agreement if necessary.

The school receives an annual budget which includes a School Improvement budget and building supply budget that allows the principal and staff to make decisions on how to allocate resources which will effectively support the implementation of the plan.

Currently the building has operational flexibility in the following ways:

1. Principal has right of assignment to place teachers in appropriate grade levels/courses.
2. Principal has right of developing the school schedule. Principals and staff have the ability to adjust teaching and learning times within the current school day to meet the needs of their students.
3. The school maintains an adjusted calendar by increasing professional development hours after school. Common prep times, when possible, will be scheduled into the day to provide opportunities for common planning time within content areas.
4. Principal and SIP team/staff have the ability to determine and implement professional learning needs based on the school's SIP plan. They may allocate building budgets accordingly to implement the professional learning. Principals and SIP teams have the ability to plan professional learning during scheduled PLC half days and after school staff meetings, and if incorporated into their SIP plan, during the day content area team meetings. The district has completed a signed Memorandum of Understanding with a completed signature page.

Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD/RESA, Michigan Department of Education, or other designated external partners or organizations.

Indicator 11: In your response, describe how the district plans to access and provide supports for the school.

The district will insure that the school receives on-going technical assistance and related supports by engaging in collaborative relationships with the Michigan Department of Education staff, the Macomb Intermediate School District staff, the Warren Education Association, and the Warren Administrators' Association in order to provide the schools with the resources and tools needed to support and sustain the reform plan. Scheduled monthly meetings will be arranged as part of the planning, implementation and monitoring process established by the district. All district departments are committed to supporting the school at any time. Specifically, the Office of Curriculum and Instruction staff will provide technical assistance and professional development to the school on a scheduled basis.

-Principal will attend MISD Principal Series fostering principal collaboration.

-Principal and SIP chairs will attend Facilitators of School Improvement at the MISD.

-Principal will utilize the supports and resources of professional organizations (ex. MEMSPA, ASCD, IRA).

Central Office contact responsible for monitoring and supporting the school is: Christine Lewis, Administrator of State and Federal Programs. Additional supporters are: Robert D. Livernois, Ph.D., Superintendent; Mr. John Bernia, Chief Academic Officer; Ms. Sharon Irvine, Esq., Chief Operations Officer; Ms. Kari Elenbaas, Chief Financial Officer; Ms. Pam Fry, Executive Director of Curriculum; Ms. Annette Lauria, Administrator of MTSS Training and Development; Ms. Christina Kozlowski, Administrator of Language Acquisition; and Ms. Theresa Callahan, Administrator of Assessments.



# SIGNATURE PAGE

DISTRICT\_ Warren Consolidated Schools\_

SCHOOL\_ Community High School\_

The redesign plan was written with input from the local teacher bargaining unit and the local superintendent; and is signed by the School Board President or President of the Board of Directors.

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Signature of School Board President or President of Board of Directors

Date

Susan G. Trombley, President

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Printed Name of School Board President or President of Board of Directors

strombley@wcskids.net

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Email of School Board President or President of Board of Directors

586-698-4093

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Phone Number of School Board President or President of Board of Directors

An addendum is necessary for the implementation of the selected intervention model.

Attach an executed addendum for each applicable collective bargaining agreement.

An addendum is not necessary for the implementation of the selected intervention model.