WARREN MIDDLE SCHOOL

School District: Warren School District

Grade Levels: 6-8

Student Enrollment Cap: 450

Address of Proposed Charter: 210 Scobey Drive, Warren, AR 71671

PRE-APPLICATION MATERIALS

The Arkansas Department of Education requires that all applicants submit a Letter of Intent, outlining a general description of the proposed charter school.

Evaluation Criteria:

A response that meets the standard will guarantee that:

- A Letter of Intent was filed with Arkansas Department of Education on time and included all the necessary information.

Meets the Standard

PART B EXECUTIVE SUMMARY

The Arkansas Department of Education requires all applicants to include an executive summary.

Evaluation Criteria:

A response that meets the standard will present:

- A mission statement (with content to be evaluated for Prompt #2 of Part C); and
- The key programmatic features of the proposed charter school.

Meets the Standard

C-1   PUBLIC HEARING RESULTS

All districts must conduct a public hearing before applying for a district conversion or limited charter school, to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

Evaluation Criteria:

A response that meets the standard will present:

- A thorough description of the results of the public hearing;
- Evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing; and
- Documentation of required notices about the hearing being sent to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application.

Meets the Standard

C-2   MISSION STATEMENT

The Mission Statement should be meaningful and indicate what the school intends to do, for whom, and to what degree.

Evaluation Criteria:
A response that meets the standard will present:

- A mission statement that is clear and succinct.

- ==Explain how walk-through results indicate culture.==

Walk-through results indicate culture (as defined by WSD in our Strategic Design: beliefs, attitudes, and behaviors which characterize the school) in the following ways:

1. *Identifying the instructional practices, the grouping format, and the strategies used by the teachers and engaged in by the students indicating a collaborative culture of learning by all*
2. *Observing student and teacher actions and interactions such as respect and rapport, efficacy, celebration of meeting goals, student work posted and evidence of students and teacher tracking learning etc.*
3. *Using common language classroom to classroom, open and honest communication in PLCs and in advisee/advisor meetings, collaboration, and sense of community.*
4. *Observing "Standard-Operating Procedures" developed by teacher teams, interaction between students and teachers (mutual respect and rapport).*
5. *Observing teacher response to individual needs by noting differentiation by strategies and environment.*
6. *Observing evidence of implementing action plans based on SAI survey and any other surveys. (WSD has an established practice of not participating in any survey unless results are analyzed and used.)*

The Building Leadership Team (BLT) will frequently review data collected and utilize it as a planning tool for future professional development and focus team meetings.

C-3   EDUCATIONAL NEED
The Educational Need section should explain the need for a charter school in the proposed location and the innovative educational option offered by the charter school.
Evaluation Criteria:
A response that meets the standard will present:

- A description of the educational need for the charter school substantiated with valid and reliable data, and
- A description of the innovations that would distinguish the charter from other schools.

C-4   EDUCATIONAL PROGRAM
The Educational Program section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.
Evaluation Criteria:
A response that meets the standard will present:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed;
- Specific reasons that the school would be viable; and
- A description of the length of school day and school year that meets minimum state requirements.

Concerns and Additional Questions:
- Explain what is meant by, "Instruction moves forward only when all students are ready."

This quote is part of the explanation of what our model is NOT. It is from the section of the application in which standards-based, standards-referenced, and tracking were contrasted. For your convenience, we have added a chart detailing our design of these models.

Standards-based	Standards-referenced	Tracking (Ability Grouping)
Students are working at their readiness level in all content areas.	Students are working at grade level across content areas.	Grouped based on a few assessments.
Students own their learning- they are a part of the goal setting process.	Teachers control learning.	Teacher is the decision maker.
Porous system- grouped based on performance rather than age, students move in and out as needed.	Grouped by age – student progress in a time-bound system.	Group with limited movement
Individual needs are being met through students' interests, goals, and unique learning styles.	Group needs are being met through grade level standards.	Focus is on the system rather than the learning.
Instruction is balanced; students must understand the information and also be able to apply it in real life situations. (Declarative and Procedural Knowledge)	Instruction is driven by prescribed programs and textbook assessments.	Instruction moves forward only when all students are ready.
Progression is based on proficiency (to move through the learning levels).	Progression is based on seat time.	Progression is based on group readiness.
Students, parents, teachers, administrators, support staff and community members know the expectations.	Teachers know the expectations	Teachers control the expectations

We will use the standards-based model to meet the needs of our students.

We confirm the understanding that every digital course must be offered from a provider approved by the ADE and must meet or exceed curriculum standards and requirements established by the ASBE in accordance with all laws, rules, and procedures promulgated to ensure access to quality digital learning content and online learning.

C5:   CHARTER MODEL

The Charter Model section should explain the reasons that the district is requesting a charter school.

Evaluation Criteria:

A response that meets the standard will present:
- Specific reasons why it is critical for the district to have a charter school rather than implementing the plan outlined in the application on an existing traditional campus.

Does Not Meet the Standard

Concerns and Additional Questions:
- Provide specific reasons why it is critical for the district to have a charter school.
- Explain why the plan outlined in the application cannot be implemented as part of the current middle school.

WMS has applied for a charter school for the following reasons:

- *Our elementary schools have already been granted charter status; and as students come to Middle School, patterns of moving through learning levels by demonstrating proficiency, grouping and re-grouping, scoring procedures, standard operating procedures, vocabulary around the model, etc., will have been established. Students at Eastside New Vision Charter School and Brunson New Vision Charter School "own" their learning. They are part of the goal setting process, understand "their job" in providing evidence of learning, and because they have participated in data dialogues, they are able to discuss their learning goals and where they are on their learning path with others. We want this educational opportunity to continue as students grow up in our district. We have spent considerable time and effort in teaching our parents the new system as well. Part of our strategic design is to move the standards-based education model to the other campuses as the students move up for continuity of the program for the benefit of students, parents, and staff. This will provide an innovative opportunity for students at any point of their learning path to have their learning customized for their needs. (A copy of our District Strategic Design / CtAG which was created by a group of 69 stakeholders in January 2013 is attached to this document.)*

- *Our school proposes to use scoring scales of 4, 3, 2, and 1. This practice conflicts with the ADE requirements of using percentage and letter grades. We use a digital platform called Educate for recording and reporting progress on standards. While we are working with*

APSCN field representatives and our consultants to devise a way to record an omnibus scale score, we need to stay true to the standards-based model in which a student might be working at "6th grade" or in our system, learning level 7 in math and "8th grade" or learning level 9 in Literacy. With Educate reporting, districts receiving our students will know on which standards a student has demonstrated proficiency, which standards on which they are currently working, and which standards are next in their learning pathway.

- *WMS houses what is currently Grades 6, 7, & 8. Some teachers are certified to teach up to 6th grade, while others are certified to teach 7th grade and up. In personalizing student learning needs, we have a need for all of the teachers to be able to facilitate learning for any of the students as they will group and regroup according to needs. A charter setting will allow for this innovative opportunity.*

- *A "tight" part of our strategic design is for learning to be the constant and time the variable, and within this type of setting, it could be possible that a student's (s') learning need could be best met in a classroom that according to the standards is already full. It is not our intent to "load up" classes, but it is our intent to provide for student needs and therefore, we have asked for a waiver to allow an overage of up to 5 students if needed. Similarly, given this scenario, it could be possible that a teacher might see more than the allowable 150 students in a day. Again, the unique model that we are building is possible in a charter setting.*

- *As the district has worked on a new technology sequence of courses in preparation for the PARCC assessments, we see reasons to offer courses at different levels than those stipulated. Again, in a charter school, waivers to offer courses with flexibility is a preferred option.*

- *Futhermore, within the charter setting that we propose, we see a way to connect the PreAP classes to the core curriculum we have developed by establishing a norm that the PreAP students must demonstrate proficiency and consistent work at level 4 of the scale rather than level 3 which is the target in other classes. Other waivers, allowed through a charter setting include flexibility on scheduling as described in the application. Again, within a charter setting and with these waivers, this design is possible.*

- *Our district has invested untold hours and considerable funds in visits toxout-of-state schools implementing this type of system, research and investigation, and curriculum work because we believe this is a system of learning that can work for all students. We don't want to lose this momentum by stopping in Grade 5!*

C-6:   SCHOOL IMPROVEMENT PLAN

Evaluation Criteria:
A response that meets the standard will present:
- Meaningful and realistic ways to involve licensed employees and parents in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan;
- A plan that addresses how the charter school will improve student learning and meet the state education goals;
- Specific goals in:

- o Reading;
- o Reading Comprehension;
- o Mathematics; and
- o Mathematics Reasoning;
- Goals on improving student achievement; and
- Valid and reliable assessment tools for measuring each of the defined goals.

Concerns and Additional Questions:

- Explain if Warren Middle School teachers have been involved in working with "standards and formatting them into a curriculum soring scale format" in addition to the high school team.

The indication of WHS was a typo and should have read WMS. All schools in Warren School District have had teams involved in working with the standards and formatting them into a curriculum scoring scale format.

- Provide the increase, by percentage, of all students and students in subgroups to be college and career ready.

All Students:	Lit Performance – 3.19%	Lit Growth – 3.09%
	Math Performance – 2.21%	Math Growth – 2.47%
TAGG:	Lit Performance – 3.74%	Lit Growth – 3.52%
	Math Performance – 2.63%	Math Growth – 2.82%

These percentages are based upon the AMO chart.

- Explain "being active at the content level to or above their grade level."

The statement to which you refer reads as follows in our application: "being active at the content level **equal** to or above their grade level". In the SBE model, students work through learning levels as they demonstrate proficiency. Learning, not time, is the constant, however, Educate data points are available indicating if students are "on-track" with the pace of their learning- that is, we can identify if students are currently working at or above the expected pace for their "grade level". Even though grade levels are blurred in this system, pacing is still an important factor that we monitor. Our standards, written in scale scoring format, are based on common core standards, and therefor they meet (scale score level 3) or exceed (scale score level 4) state requirements.

- Explain who is developing scales for social-emotional goals. Explain when they will be written; how they will be taught, and how they will be evaluated. Explain how it will be determined if the evaluation of social-emotional goals is valid and reliable.

a.   *Our school will use Habits of Mind (HOM) by Kallick and Costa as the basis for our social-emotional development. The Maine Consortium for Mass Customized Learning (MCL), uses HOM as its social and emotional development, and they have already written the scales, and as our partner in learning, they have given us permission to use*

them as they are or to personalize them. WMS teachers will review the scales and revise as needed once they have received their training in HOM which we expect to begin this spring.

b. *The "paths" of HOM will be taught in our middle-level Advisory program; and students, as they did in Maine, will self-evaluate and track their progress on the achievement of the "paths" of HOM, as well as being evaluated by their teacher advisor.*

c. *Bena Kallick, co-author of HOM and educational evaluation expert, will continue consulting with us on how to ensure that the evaluation of the model is valid and reliable. Data points include: student discipline data, student self-assessments, and teacher surveys.*

C7: CURRICULUM DEVELOPMENT AND ALIGNMENT

The Curriculum Development and Alignment section should define the process by which the design team developed (or chose) the curricular program of the school and illustrate alignment with Arkansas Curriculum Frameworks and Common Core State Standards.

Evaluation Criteria:

A response that meets the standard of a curricular development and alignment program will present:

- Evidence that the curriculum aligns with, or a sound plan and timeline for aligning the curriculum with, the Arkansas Department of Education's content standards, benchmarks and performance standards.
- Evidence that the applicant is prepared to implement the requirements and timeframe of the Common Core State Standards.

<mark>Meets the Standard</mark>

C-8: STUDENT SERVICES

The Student Services section should describe how the school will address specific services for its student body.

Evaluation Criteria:

A response that meets the standard will describe the ways in which the following services will be provided to students even in those areas for which a waiver is requested:

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
- A transportation plan that will serve all **eligible** students;
- An alternative education plan for eligible students, including those determined to be at-risk and to offer access to one or more approved Alternative Learning Environments;
- A plan to serve students who are English language learners; and
- Plans for a gifted and talented program for eligible students.

<mark>Meets the Standard</mark>

C-9:   ANNUAL PROGRESS REPORTS

The Annual Progress Reports section should define how the academic progress of individual students and the school as a whole will be measured, analyzed, and reported.

Evaluation Criteria:

A response that meets the standard will present:

- A timeline for data compilation and completion of an annual report to parents, the community and the authorizer, **separate from the district's annual report** to the public, that outlines the school's progress; and
- A plan for dissemination of the annual report to appropriate stakeholders.

<mark>**Meets the Standard**</mark>

C-10:   ENROLLMENT CRITERIA AND PROCEDURES

The Enrollment Criteria and Procedures section should describe how the school will attract and enroll its student body, including any criteria for admission and enrollment. Applicants must also provide assurances for a random, anonymous lottery selection process.

Evaluation Criteria:

A response that meets the standard will present:

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school;
- An enrollment and admissions process that is open, fair, and in accordance with applicable law; and
- A process for, and a guarantee of, a random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter.

<mark>**Meets the Standard**</mark>

<mark>**Concerns and Additional Questions:**</mark>
- <mark>Confirm the understanding that amendment requests must be submitted to the Charter Authorizing Panel rather than State Board of Education.</mark>

The Warren School District and Warren Middle School understand that any amendment requests must be submitted to the Charter Authorizing Panel, not the State Board of Education.

C-11: STAFFING PLAN

The Staffing Plan section should describe the job duties of the school administrator(s) and other key personnel. This section should also describe the professional qualifications which will be required of employees.

Evaluation Criteria:

A response that meets the standard will present:

- A job description for the school administrators and other key personnel, including but not limited to counselors, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers, counselors, etc.;
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions, and
- The staffing plan consistent with the staff members noted in the budget.

When we got clarification on which teachers to include as "regular classroom teachers" for the budget, we failed to update that number on page 23. The correct number on page 23 should read 22 as it does on the budget page.

Warren School District and Warren Middle School understand that there must be highly qualified teachers in core content areas and will continue to require compliance.

C-12: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

The Arkansas Public School Computer Network (APSCN) Assurances section should provide documentation of the applicant's understanding of and participation in the required state finance and educational data reporting system.

Evaluation Criteria:

A response that meets the standard will present:
- Assurance that the charter school will participate in APSCN and will comply with all state statutory requirements regarding the APSCN finance and educational data reporting system.

C-13: FACILITIES

The Facilities section should identify and describe the facilities to be used by the school and any changes to be made to the facilities.

Evaluation Criteria:

A response that meets the standard will present:
- An identified facility appropriate to meet the needs of the school over the term of its charter;
- A realistic plan for remodeling or adapting a facility, if necessary, to ensure that it is appropriate and adequate for the school's program, the school's targeted population, and the public;
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan; and
- A sound plan for continued operation, maintenance, and repair of the facility.

C14: FOOD SERVICES

This section should describe how the school will address food services for its student body.

Evaluation Criteria:

A response that meets the standard will present:
- A food service plan that will serve all eligible students.
- A management plan that reflects a clear understanding of federal law and requirements if the

charter school plans to participate in the National School Lunch program.

C15:   PARENTAL INVOLVEMENT
The Parental Involvement section should describe how parents or guardians of enrolled students, the school employees, and other members of the community will make a positive impact on the school and its educational program.
Evaluation Criteria:
A response that meets the standard will present:
- A plan for involving parents and guardians in the school's education programs; and
- A proposal that involves the parents of students, employees and the broader community in carrying out the terms of the charter.

C-16:   WAIVERS
The Waivers section should discuss all waivers requested from local or state law.
Evaluation Criteria:
A response that meets the standard will present:
- Each law, rule, and standard by title, number, and description for which a waiver is requested;
- A rationale for each waiver request; and
- An explanation of the way that each waiver would assist in implementing the educational program of the charter and/or fulfilling the charter's mission.

See and respond to comments from the Arkansas Department of Education legal staff provided in a separate document.
- **Gifted and Talented**
  - The applicant should explain why this waiver is necessary based on the language provided on Page 20 of the Application.

    A waiver is requested so that we may craft an evaluation tool specific to the program we propose to implement. Without the waiver, the state evaluation tool will have to be used and we feel we can collect information for more effective use by using a tool aligned with our program. The programming for PreAP courses will be based upon our curriculum scales with the expectation that students in the PreAP courses will perform at level 4 of the scoring scale rather than level 3 which is the target in other courses.

- **Section 9.03.3.9 of the ADE Rules Governing the Standards for Accreditation**
  - Pursuant to Ark. Code Ann. §6-5-1003, the Department of Career Education develops program standards for career and technical education courses of study. While the Charter Authorizing Panel has the authority to grant this waiver, the applicant should also seek approval from the Department of Career Education to embed these courses.

Waivers were included in the transition plan for the new technology course offering sequence which was submitted to the Department of Career Education on December 2, 2013. (See transition plan on page 7-8.)

C-17: DESEGREGATION ASSURANCES

The Desegregation Assurances section should describe the applicant's understanding of applicable statutory and regulatory obligations to create and maintain a unitary system of desegregated public schools.

Evaluation Criteria:

A response that meets the standard will present:

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; and
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts.

Meets the Standard

OTHER COMMENTS

Budget
- Review the budget considering that the legislative session reduced the amount of funding for professional development in 2014-2015. The current estimate is approximately $26.67 per student.
- Provide documentation for the federal funds noted as revenue.
- Explain why maintenance general supplies for WHS are included in the budget.

Warren School District	14/15				15/16			
Transition Plan	1t Qt	2nd Qt	3rd Qt	4th Qt	1st Qt	2nd Qt	3rd Qt	4th Qt
4th Grade requesting 2 waivers for 4th/5th see below.*	Keyboarding/Input Technology 50 min week min.*	Keyboarding/Input Technology 50 min week min.*	Keyboarding/Input Technology 50 min week min.*	Keyboarding/Input Technology 50 min week min.*	Keyboarding OR Input Technology** Teacher	Keyboarding OR Input Technology** Teacher	Keyboarding OR Input Technology** Teacher	Keyboarding OR Input Technology** Teacher
5th Grade requesting 2 waivers for 4th/5th see below.*	Keyboarding/Input Technology 50 min week min.* Teacher	Keyboarding/Input Technology 40 min week min* Teacher	Keyboarding/Input Technology 40 min week min.* Teacher	Keyboarding/Input Technology 40 min week min.* Teacher	Keyboarding OR Input Technology** Teacher	Keyboarding OR Input Technology** Teacher	Keyboarding OR Input Technology** Teacher	Keyboarding OR Input Technology** Teacher
6th Grade	Keyboarding	Keyboarding	Input Technology Tcher: New Person	Technology Communication Tcher: New Person	Tech. Comm 366910 daily for 9 weeks OR 40 min per week Tcher:			
7th *see waiver request*	Intro to Bus Comm & Tech 378920 daily (60 clock hrs or 1 semester) Teacher: Gwen Sledge [These students will have keyboarding spring 2014 as 6th graders.]		Career Development (Take this semester or their 8th grade year; 8th graders may also have this 2nd semester course as an option.) Teacher: D. Cuthbertson		Info & Comm Tech 378910 daily (60 clock hrs or 1 semester) Teacher: Gwen Sledge OR **Careers (must have both courses 7th or 8th grade year)** Teacher: D.Cuthbertson		Info & Comm Tech 378910 daily (60 clock hrs or 1 semester) Teacher: Gwen Sledge OR **Careers (must have both courses 7th or 8th grade year)** Teacher: D.Cuthbertson	
8th *see waiver request*	Intro to Bus Comm & Tech 378920 daily (60 clock hrs or 1 semester) Teacher: New Person [These students will have keyboarding spring 2014 as 7th graders.] Career Development (All 8th graders must take it; option first semester or 2nd. 7th graders have an option to take it 2nd semester IF room with waiver.) Teacher: D. Cuthbertson		Info & Comm Tech 378910 daily (60 clock hrs or 1 semester) Teacher: Gwen Sledge					
9th Grade	CBA CBA MUST STILL BE TAUGHT DURING THIS SCHOOL YEAR .		CBA		TECH DESIGN & APPLICATION		TECH DESIGN & APPLICATION	
10TH					TECH DESIGN & APPLICATION NOTE: 15/16 WILL BE THE ONLY YEAR THAT THIS COURSE WOULD NEED TO BE OFFERED TO ALL 9TH & 10TH GRADERS.		TECH DESIGN & APPLICATION	

WAIVER REQUESTS:

*Any waiver needed from standards

*CTE Waiver Request embedding Keyboarding and Input Technologies:
We request a waiver to embed Keyboarding and Input Technologies to be taught at least 40 minutes a week for *both the 4th & 5th grade year*. We will begin keyboarding instruction with K-4th graders in spring of 2014 to begin this transition. With the standards-based model, students work through learning levels by demonstrating learning and skills. We want the flexibility for students to be able to work through proficiency in keyboarding and move directly into Input Technologies as they are ready whether this is a year-long process, shorter than or longer than a year. We plan to establish proficiency levels for keyboarding for each learning level starting with traditional kindergarten.

CTE WAIVER REQUEST FOR Flexibility in when 35510 is taught. We request a waiver for Input Technologies (355910) to be taught at the 4th **or 5th grade level due to our district conversion charter's standards-based design in which grade levels are blurred and students work through learning levels as they demonstrate proficiency.

CTE Waiver Request for Flexibility in when 366910, 378910, and 388910 are taught: We request a waiver for Technology Communications, Information and Communications Technology, and Career Development to be taught in the correct sequence during 6th-8th grade without specifying a particular grade level per course. This waiver has also been requested in our district conversion charter application due to our district conversion charter's standards-based design in which grade levels are blurred and students work through learning levels as they demonstrate proficiency. As you can see from our transition plan above, we will begin with keeping Technology Communications within the traditional 6th grade year but as we see students demonstrating proficiency, we ask for flexibility for them to move through the technology courses as readiness is demonstrated.

CTE Waiver Request for Flexibility in the length of time a course may be taught: We request a waiver for flexibility in the time requirement for Technology Communications and Information and Communications Technology due to the standards-based concept in which students must demonstrate proficiency in order to move through learning levels. The standards-based framework includes learning as the constant and time as a variable.

Teacher: = Ar teaching license & Endorsement
Teacher: = Business Technology License
Teacher: = Ar teaching license covering grade 8 and complete ACE PD & Endorsement

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The following pages are Warren School District's Strategic Design as referenced in C-5. This Strategic Design / CtAG plan was developed in January 2013 by 69 stakeholders including teachers, parents, administrators, community members, and board members.

Warren School District

"We are deeply committed to providing every child a safe, positive, environment for learning skills necessary to live productively in a global society."

Strategic Design
Closing the Achievement Gap (CtAG)

WSD Mission Statement:

"We are deeply committed to providing every child a safe, positive, environment for learning skills necessary to live productively in a global society."

Adopted: 8.31.09
Revisited: 5.25.10
Revisited: 1.24.13

WSD Core Values:

Accountability: *taking responsibility for the content and process of decisions made, actions taken, and the resulting outcomes.*
Alignment: *purposeful, direct matching of decisions, resources, and organizational structures with our mission and vision.*
Communication: *two-way process of reaching mutual understanding and transparency in exchanging information, news, and ideas, as well as developing rapport though open relationships with all stake-holders.*
Courage: *mental or moral strength to venture, persevere, take initiative, take risks breaking the mold, and withstand fear or difficulty.*
Data Driven: *ensuring new undertakings are supported by data; research based.*
Efficiency: *doing more with less; "getting the biggest bang for the buck", wise use of resources*
Excellence: *desire for, commitment to, and pursuit of the highest quality in any undertaking, process, product, result or attitude in an on-going effort for continuous improvement.*
Integrity: *embodiment of honesty, fairness, trustworthiness, honor, mutual respect, and consistent adherence to high-level moral principles.*
Teamwork: *Working collaboratively and cooperatively toward achieving a common recognized end.*

==WSD defines Core Beliefs/Guiding Principles as: statements that are grounded in research; proven rules that guide our work; what we know to be true.==

WSD Shared Core Beliefs/Guiding Principles

WSD beliefs about Students and Student Learning:
All students can learn.
Students learn in different ways and in different timeframes.
Students learn best in a safe, respectful, threat-free environment.
Active engagement (minds-on) is essential for optimal student learning.
Student learning is enhanced when it is goal-oriented; relevant; purposeful; and applicable to real-world.
Student learning is fostered by frequent, specific feedback.
Students can and should take ownership and responsibility in their learning and have a voice in how to demonstrate their learning.

WSD beliefs about Teachers and Teaching:
Teachers have a greater impact on student learning when they are knowledgeable about instruction, content, and their students.
Teachers have a stronger impact on student learning when they are role models of lifelong learning, collaboration, and continuous improvement.
Teachers have a greater impact on student learning when they are patient, passionate, learning facilitators who genuinely care about students and their learning.
Teachers set the conditions for motivation and for a safe, respectful, threat-free, joyful learning environment.
Teachers can impact learning when they demonstrate the appropriate use of humor in the classroom.
As the single most important factor in students' learning, teachers are confident and instill confidence in their students.
Teachers have a more profound impact on student learning when supported by parents/guardians involvement.

WSD beliefs about Adult Learning and Professional Learning Communities:

All stakeholders in the community are partners in educating the students in WSD.
Adult learning is purposeful and specific, designed to improve content knowledge and skills.
Professional Learning Communities (PLCs) function effectively when all members are committed to collaboration and sharing of ideas to promote student learning.
PLCs provide involvement opportunities for all staff and encourage innovation.
PLCs function effectively when a clear purpose and direction are established.
PLCs function effectively when they align practices to support our guiding principles that students learn in different ways and different time-frames.
PLCs function effectively when all members encourage learning through research and investigation and are future-focused.
PLCs embrace cultural diversity.
PLCs function effectively when all members welcome accountability.
PLCs function effectively when all members are committed to the mission and vision with willingness to embrace change.

WSD defines vision as: a photograph in words of how we see our future

WSD Vision for Learning
What learning is like for our students:

WSD students know what their learning goals are, they are challenged, they are successful, they are actively engaged, and they want to meet their learning goals because learning experiences are matched to their developmental learning levels, learning styles, and interests.

Students advance through learning levels as they demonstrate proficiency. Students have voice, and choice in how to demonstrate proficiency and feel ownership of the learning process.

Students are grouped and regrouped based on their learning levels and learning needs. Time is the variable; learning is the constant.

WSD Vision for Instruction
How we will help our students learn:

WSD utilizes customized instruction to meet the unique learning needs of each student to prepare them for a global society. Grade levels have been eliminated resulting in a shift from "what grade is he in" to "what is he learning now".

Student learning and motivation will be enhanced through technology integration.

Explicit instruction will be based on student learning goals.

Learning and demonstrating learning through real-world problem solving and projects are the norm.

Teachers serve as facilitators of learning.

WSD Vision for Curriculum
What we want our learners to learn:

A guaranteed and viable (doable) curriculum for each level of learning and each content area is based on required state standards and is written in a format that makes it clear what students must know and be able to do to be proficient.

The curriculum is designed to include student voice and choice in demonstrating proficiency and its design allows for learning opportunities 24/7.

The curriculum is relevant to preparing students for life which means the curriculum will be updated when new and relevant content/skills emerge.

WSD Vision for Assessment/Evidence of Learning
How we will know what students have learned:

Assessments measure the learning goals of our guaranteed, viable, and rigorous curriculum. Our definition of assessment extends to include any collection of evidence demonstrating what a student knows and can do in relation to the learning goals.

Because students must demonstrate learning at a 3 or try again, achievement gaps are eliminated resulting in higher achievement scores (state mandated tests, ACT, etc.) and resulting in more colleges and employers seeking Warren graduates.

WSD Vision for Technology
How we will use technology to increase access to learning opportunities:

All students will have the same access to technology at home and school giving them 24 hour access to learning through technology and giving parents 24 hour access to student learning records, to the curriculum, and to resources to use with their child.

Teachers use technology as one means of accelerating student learning when appropriate to challenge and motivate.

Technology acquisition is based upon what is most impactful for student learning.

WSD Vision for Personnel

Who will be our teachers, leaders, and support staff and how will we ensure quality personnel?

All personnel decisions are made with the best interests of students in mind.

Teachers, administrators, and support staff are highly qualified professionals who genuinely care about students and are committed to our mission and vision through the use of research-based practices. All staff members demonstrate high expectations for student learning and adult learning and they understand the importance of reflection and collaboration.

WSD Vision for Stakeholder Partnerships

How the community will support student learning:

The responsibility for educating our students is shared by family, school, and community.

Members of the community are familiar with and in support of WSD vision for student learning.

It is common to see parents and members of the community involved in various ways including providing additional, real-life learning opportunities for students (i.e. mentoring, job shadowing, and apprenticeships). Students, staff, and community work together to grow Warren's economy.

WSD facilities are safe, clean, inviting and include state-of-the-art technologies and other needed resources to support student learning.