



Washtenaw Intermediate School District

## Welcome to Washtenaw Intermediate School District

Washtenaw Intermediate School District (WISD) is a dynamic regional educational service agency, located in Ann Arbor, Michigan. WISD is one of Michigan's 57 intermediate school districts created to help local school districts maximize resources—so that local schools could deliver the best possible education for students. This charge is even more critical today as ISDs work together with their local school districts to provide an array of programs and services tailored to meet the ever-changing needs of local schools and learners.

WISD's 200 employees serve:

- more than 48,000 students in 10 communities
- more than 4,800 public school employees in 90+ buildings including teachers, principals, administrators, aides, secretaries and bus drivers
- more than 70 public school board members
- 10 public school districts
- 9 public school academies

WISD functions as a regional educational laboratory, serving constituents' educational needs by putting high quality education research into practice. WISD provides services and innovations that link research and practice to continuously improve student achievement in Washtenaw County's public schools.

Locally, WISD works with its member school districts (Ann Arbor, Chelsea, Dexter, Lincoln, Manchester, Milan, Saline, Whitmore Lake, Willow Run, and Ypsilanti, and public school academies)—**collectively and individually**—to help meet the needs of their students, parents, support staff, teachers, administrators and board members. WISD can provide--upon request--assistance to the 35 Washtenaw County non-public schools.

Working *collectively* for student success, WISD is guided by the **Common Washtenaw County Expectations for Student Learning** (Appendix A) adopted by the Washtenaw County Superintendents' Association in 2001. WISD:

- provides local school districts with school improvement consultation, assessment services and curriculum and instruction assistance to support improved student achievement.
- offers the latest workshops, seminars and classes for teachers, administrators, transportation department staff, bus drivers, secretaries, board members, other school staff and parents, featuring up-to-date technologies, techniques, and methods.

- provides consultant assistance, research assistance and resources including journals, books, curriculum materials, Internet access, instructional digital video resources, computer software and assistive technology.
- coordinates programs and services that are too expensive for a single school district to operate or that are very specialized and serves only a few students, including direct education service for youth/adults with special needs from birth through age 26.
- performs regulatory functions on behalf of the Michigan Department of Education including pupil accounting and special education monitoring, and compliance.

Responding to *individual* district needs, WISD is open to requests for school district and/or school-specific services within its broader, countywide focus. This allows WISD to customize its services to best meet the needs of its member schools, students, staff, parents, and community. District and WISD representatives craft local service plans annually. These plans frame WISD Board Goals which are evaluated and updated annually.

**At WISD, planning is ongoing.**

WISD recognizes the importance of planning as a process, not an event. The purpose of strategic planning is to identify and guide the direction of the Washtenaw Intermediate School District as established by the:

- Washtenaw Superintendents’ Association
- Conference on Teaching and Learning
- State and federal obligations
- Emerging needs of local school districts, students, parents and communities

Planning also guides decision-making with regard to the commitment of resources (next section) and establishment of policy and procedures. In addition, planning provides a mean for assessing the impact WISD has through collective work with its member districts, public school academies, and community constituents.

WISD’s first responsibility is to promote all students achieving at high levels as defined by the Common Washtenaw County Expectations for Student Learning. WISD builds internal capacity to support a high quality public education system and organizes to build local school district and school capacity to meet the Common Washtenaw County Expectations for Student Learning.

This includes developing staff and leadership at WISD to implement the vision that has been established through the Conference on Teaching and Learning and the ideas for developing and maintaining a high quality public school system for the citizens of Washtenaw County.

WISD annually assesses its progress through goals and objectives that guide the work of staff each year.

**WISD remains committed to equitable resources.**

WISD ensures that equitable and equal educational opportunities are made available for all students regardless of ability, race, ethnicity, class, or gender through the sharing of its resources. Annually, WISD levies area-wide taxes that are shared equitably to ensure quality programs for

all students. More than 91% of WISD's budget is either transferred directly to local schools or used to pay for direct services to their resident pupils. In 2006-07, WISD transferred more than \$54 million to its local school districts for programs and service to support student achievement.

**WISD's work is grounded in purpose and principles.** (Appendix B)

- *Equity and equal educational opportunity made available for all students regardless of ability, race, ethnicity, class or gender.*
- *All students learn, are held to the common county standards, and are prepared for post-school life.*
- *State policy, legislation, rules, regulations and funding are influenced to maximize success and resources for all students, families, and staff.*

**WISD is on a mission to improve student achievement.**

WISD's mission is: **to promote continuous improvement of achievement for every student while providing the highest quality service to our customers.**

WISD accomplishes this mission by:

- Supporting a personalized learning experience for each student and family.
- Initiating collaboration with school, businesses, agencies, and communities.
- Providing student programs and services.
- Modeling the use of technology for instruction.
- Serving as an education communication center.
- Providing administrative services that support teaching and learning.

**WISD embraces countywide student performance goals.**

WISD is guided by the Common Washtenaw County Expectations for Student Learning adopted by the Washtenaw County Superintendents' Association in 2001 (Appendix A). Though clearly in line with the Michigan Department of Education's Michigan Curriculum Framework and Content and Course Expectations, the eight common expectations reflect the broader values and purpose of education for all students and defines the "common work" of the ten districts.

The common expectations for all students focus on the following areas:

- Literacy
- Mathematical Knowledge and Application
- Identifying and Accessing Resources
- Content Knowledge
- Complex Thinking
- Communication
- Personal and Interpersonal Skills
- Habits of Mind

**WISD bases countywide strategies on research.**

The following educational "Big Ideas" frame WISD's work and are designed to create a personalized learning experience for every child:

- Personalized approach to learning assists students in meeting the defined high expectations.
- Effective instructional practices; research-based instructional strategies are evident across all schools.
- Multiple assessments; a system of balanced assessment that informs instruction, measures individual student performance and provides information for the community.
- Teaching/learning teams; professional teams of educators wrap resources around all students.
- Early childhood/family supports (0-5); working with the community for a successful early start.

### **Big Idea #1: Personalized Learning**

To have the greatest impact on quality achievement for all students, WISD aligns its leadership role, service activity and agency resources (both human and financial) behind clearly articulated efforts to assure that each child within the public education system receives a high-quality education.

The public education system envisioned by the Washtenaw Superintendents' Association eliminates barriers to equity and responds to academic and socially diverse student needs.

To accomplish this, WISD focuses on creating a personalized approach to learning for every child.

Personalized learning means teacher and students share responsibilities for learning based upon their mutual understanding of their needs and aspirations. Educators know and develop a relationship with each student and his/her family. That knowledge and relationship is then used to collaboratively plan and direct that young person's education based upon the Common Washtenaw County Expectations for Student Learning. Together, teachers and students determine and agree to learning opportunities, instructional choices and assessment criteria.

An important role of WISD is to mobilize community resources for developing personalized learning experiences that assist students in meeting the defined high expectations.

### **Big Idea #2: Effective Instructional Practices**

WISD's vision includes having highly qualified, competent, caring, and skilled teachers as a necessary condition for assuring high levels of achievement for all students. To accomplish this, it is imperative that effective, research-based, instructional practices are evident across all schools. These practices acknowledge differences among communities, schools and classrooms within a common framework of professional practice. Effective practices maintain a tight instructional focus, based on a single data-driven plan for improvement that is sustained over time and includes all students.

### **Big Idea #3: Multiple Assessments**

WISD's vision includes a system of balanced assessment that measures basic skills, but also measures the deeper and more meaningful purpose of education as defined by the Washtenaw

County Expectations for Student Learning. This system of assessment informs instruction and measures progress on a broad range of expectations for students over time.

This balanced assessment system defines Washtenaw County public schools based on measures that go beyond the requirements imposed at the state and national level. Multiple assessments are used to communicate the success of, and challenges faced by, public education in the community.

#### **Big Idea #4: Teaching/Learning Teams**

WISD's vision includes alternatives for effectively educating student who are having difficulty in school. Effective practices models provide "just-in-time" services to students before they experience failure, thereby preventing future learning problems and preventing referrals to and placement in special education, when possible. WISD accomplishes this by creating teaching and learning teams of professionals to meet the diverse academic and social needs of all learners.

To implement the vision, teams of professional staff are organized to address the support need for each student within the general education setting. WISD uses prevention models to provide students with the support they need before failure without labeling students for service. All educators, working as part of the Teaching/Learning team (administrators, teachers, counselors, support personnel, and special education staff), are responsible and accountable for the success of all students in their schools.

All students, including those with disabilities, have opportunities to receive their education in school and community environments with typical, similar-aged peers. Specialized services are provided for students, who are eligible for special education in accordance with state and federal rules.

To provide for the personalized learning needs of students with disabilities, options are provided in general education settings, as well as specialized settings. Educational placement, related services, and access to general education environments are based upon a student's individual need, not upon the label describing the student's disability.

#### **Big Idea #5: Early Childhood and Family Supports**

WISD's vision includes high levels of involvement of parents and significant others in the education of their children. This is evident in the agency's commitment to personalizing learning, and to the parent support that needs to begin before the onset of formal schooling for children to reach their achievement potential.

Therefore, WISD works with the community to sustain effective early childhood/family support programming so that all children have a successful start to learning and are ready to learn when they enter school.

The roots of reading problems can be largely attributed to children's early language experiences. Parents and teachers of young children are supported in providing learning opportunities that are rich in language-based activities, as well as nurturing social experiences and healthy lifestyle influences.

## **WISD implements its long-range plan.**

WISD, working with input from its member school districts and members of the community, crafted a multi-year strategic plan, the **2010 Plan**. This plan outlines several long-term focus areas and objectives that align with the vision and mission.

### **Focus Area 1: Community Collaboration**

WISD staff provides leadership and service to link Washtenaw County schools with business, industry, community service groups and organizations, governmental agencies, and institutions of post-secondary education. Committed to education as a life-long activity, these partnerships have resulted in opportunities for students to apply their academic skills in real-life settings and engage in varied learning experiences.

It is natural for education to occur throughout the community in numerous settings other than school buildings. Personalized learning experiences, which include career education, academic support, and service learning, are facilitated through cooperative interagency activity. Innovative internships and mentoring services are provided as students engage in community-based learning.

In collaboration with the community, early childhood and family education services are designed to provide young children with a successful early start in school.

In addition, as a cooperative regional educational service agency, WISD performs many of the assistance and management functions the Michigan Department of Education once conducted. Working with its constituents, WISD provides government relations services to advise and inform public policy makers on educational issues.

#### **Objective #1: Early Childhood/Family Support**

Work with the community to provide early childhood/family support opportunities for all families with a child, birth to age 5, in Washtenaw County.

#### **Objective #2: Career Preparation/Community-Based Learning**

Work with business, higher education, and our local school partners to expand career education and preparation options. Expand community-based learning options for students, including academic service learning, internships and mentorships.

#### **Objective #3: Government Relations**

Impact local and state education policy through government relations activity.

#### **Objective #4: Support for Public Education**

Maintain and expand community support for public education.

## **Focus Area 2: Education Programs and Student Services**

WISD provides both direct and consultative services for students. Personalized education services are provided for a growing number of students with specialized needs for support.

Through the development of a comprehensive county plan for education services, WISD performs its role to operate specialized student educational services and programs that provide cost effective, high-quality instruction through cooperative arrangements.

WISD works with the community to offer family education and support group programs. These programs provide education on issues affecting families and children.

### **Objective #1: High Expectations**

Establish high expectations for assessing and reporting student results in terms of the Washtenaw County Common Expectations.

### **Objective #2: Quality Instruction**

Continuously develop staff capacity to personalize learning, differentiate instruction and use research-based instructional strategies.

## **Focus Area 3: Technology and Business Services**

WISD provides cooperative services to assist districts in using technology in all aspects of school operations, facilitating the efficient and effective use of human, print, electronic, and interactive state-of-the-art instructional and administrative resources. Educators and students rely on WISD for leadership and demonstration of applications for the latest generation of technology. WISD provides year-round access to research data, resources, and equipment that connect educators to a global information network.

Through the operation of the school fiber network, WISD provides for and supports the infrastructure needed for local districts and schools to have high-speed reliable technology connections.

WISD provides cooperative services to assist districts with business and administrative functions. Administrative service partnerships maximize the resources available to the public schools in the county.

Through cooperative fiscal planning with local constituents, the districts develop plans to meet the need for adequate stable funding to implement a high-quality public education system in Washtenaw County.

### **Objective #1: Build a long-term financial base to support public education**

WISD developed a countywide strategy to determine the level of financial support necessary to support a comprehensive educational program based upon the Common Washtenaw County Expectations, and will establish funding goals and determine funding structures to support countywide educational programs.

### **Objective #2: WISD Resource Allocation**

WISD allocates resources to develop the agency capacity to implement the 2010 plan and allocates resources to local school districts and buildings in a way that is consistent with promoting the vision and the resulting partnership plans.

**Objective #3: Technology Infrastructure**

WISD's database management system is able to respond to local, county, state, and federal reporting requirements.

**Objective #4: Video Support System**

WISD built a just-in-time video delivery system for classroom instruction across the county.

**Focus Area 4: Achievement Initiatives and School Improvement Practices**

Schools in Washtenaw County are leaders in assuring that all students perform at high levels of achievement. WISD staff provides leadership and services to assist local schools in developing and implementing focused curriculum, high-quality instructional practices and balanced assessment that assure high levels of student performance.

Through WISD partnerships, local school staff finds ways to provide new structures to support team teaching, parent involvement and other forms of collaboration focused on personalized learning for all students.

WISD actively promotes and nurtures the professional growth of educators and educational support staff in the county. It provides opportunities for dialogue and action, leading to improved student learning. Because of its partnership with higher education institutions, professional associations, and unions, WISD assists with in-service education for experienced practicing teachers and new teachers, administrators, and support staff. Leadership development of both school principals and teachers occurs through county-wide professional development as well as through school partnerships.

Maintaining and continually updating an extensive collection of educational resources for staff development, WISD is a clearinghouse for the most innovative and exemplary ideas and programs throughout the county, state and nation. Staff development initiatives align with the common collaborative work of our constituents and are continuously evaluated to discern the impact on students' achievement and school improvement.

WISD facilitates the use of instructional applications of technology to improve student achievement. This instructional support technology is made available to students in all local public schools through outreach programs including distance learning and interactive networks.

Through its extensive and high-quality technological/electronic resources, learning programs are available for distance-education delivery as well as other more traditional methods of delivery involving consultants with broad expertise, "master" teachers, support groups and multi media exchanges.

**Objective #1: Local District Service Plan**

Annually, WISD, in concert with the district, develops a local service delivery plan for each member district in the WISD.

**Objective #2: Capacity Building**

WISD works with local districts to build the local school district and individual school capacity to serve all students in their local school or their school of choice.

**Objective #3: Assessment**

WISD builds the capacity to measure and communicate the accomplishment of students through the development and implementation of a comprehensive system of balanced assessment. This assessment system is designed to inform instruction and to communicate the progress and challenges of public education to the community.

**WISD's initiatives impact education.**

The focus for WISD this past year, was to: *Expand the implementation of the "Big Ideas" from the Conference on Teaching and Learning through leadership and design teams, mentoring and support for personalized learning.*

**Instructional Consultation Teams are working.**

Through training provided by a WISD Board-approved contract with Maryland University, general and special educators are working differently to wrap services around students before they fail. The result has been the implementation of Instructional Consultation Teams (ICT), a proactive model of service delivery that provides academic and behavioral support to all students who are struggling in the general education classroom. It is a systematic, problem-solving process for all teachers and staff to help them reflect on and develop instruction for all students. In ICT, the professional conversation shifts from: what a student cannot do or what disability a student may have, to a focus on what children can do and what instructional conditions educators need to create for students to have academic success. This model is growing beyond Washtenaw County. Livingston Educational Service Agency has contracted with the WISD Board to provide ICT services in its five local school districts for 2007-08. ICT data demonstrate a substantial reduction of students referred for and placed in special education.

**Personalizing learning is transforming local high schools.**

WISD received a planning grant from the Michigan Department of Education to develop an early college high school. *The Early College Alliance: Allied Health and Medicine Program*, is now a significant part of Washtenaw County's high school transformation effort. It will give participating Washtenaw County high school students the opportunity to graduate with a high school diploma that includes a technical certification or up to two years of college credit leading to a degree in a selected area of health and medicine. Students begin classes in the fall of 2007.

WISD has a contract with staff from Indiana University who is continuing to work with Milan, Whitmore Lake and Dexter High Schools. They've helped these high school leadership teams clearly identify the guiding principles for the school as well as refocus and realign the activities of the school. This has included developing 9<sup>th</sup> grade academies, effectively using advisory time,

and using the Understanding by Design lesson planning model. Each school has a WISD liaison who is working with the Indiana University facilitators to support and sustain the work.

**Effective instructional practices are impacting student literacy.**

To focus on the need to improve literacy skills, a county wide plan was co-developed by local districts, ISD staff and university partners. This plan, *Engaging Students in Literate Thinking: A Blueprint for Adolescent Literacy Success*, outlines the critical research-based effective instructional practices as well as infrastructure needs for successful student learning in 4<sup>th</sup> – 12<sup>th</sup> grade. This plan, reviewed and supported by the school board, began implementation with reading apprenticeship training during the 2006-07 school year.

**Multiple assessments provide data-rich student profiles.**

WISD's high school follow-up survey is administered to students 1-year and 5-years after high school graduation. In addition data has been collected for a second high school cohort study. Both of these data sets are included in a county data profile. The Washtenaw Public School County Data Profile will be used in multiple ways to gauge progress and identify areas for needed improvement.

Nearly nine years after its inception, WISD's Conference on Teaching and Learning, the spirit of collaboration across the county and the commitment of school leaders to keep resources and energies focused squarely on teaching and learning—what matters most—continues to generate excitement and action that benefits all students. Even as local school district leaders change, the Conference on Teaching and Learning and the five Big Ideas continue to remain the focus of educators' conversation, shaping local district and WISD programming and services for student achievement.

**WISD uses multiple assessments to evaluate its work.**

**WISD is successful in meeting client and district needs in professional development.**

WISD helps districts deliver quality instruction in core curriculum through trained staff. WISD strongly believes that education should be a continued process for learning, sharing and growth. Professional development is imbedded and focused on expanding staff capacity to personalize learning and to differentiate instruction using research-based assessment and instructional strategies. While written evaluations are used, feedback through participation is highly valued as well as actual improvements in student achievement. For example, the participation rates in the following two professional development offerings are growing exponentially.

The first phase of the adolescent literacy blueprint for Washtenaw County is being implemented in three ways:

- 1) the development of a cadre of Reading Apprenticeship trainers. Nineteen teachers from nine school districts attended Reading Apprenticeship training during the summer of 2006. During the 2006-07 school year, these teachers met monthly to examine student work, observe one another during instruction, and build their facilitation skills to become more skilled teachers and trainers. The agency is quantifying its impact; as together WISD and the University of Michigan are collecting an extensive amount of data in the schools and classrooms implementing the Reading Apprenticeship model.

2) the formation of literacy teams through the Leadership and Design Team Institute. Fourteen secondary schools in Washtenaw County have formed literacy teams through the Leadership and Design Team Institute. These schools include middle schools and high schools from eight school districts. The teams are planning and facilitating the focus on literacy in their buildings.

3) training of a second cadre of teachers. 120 teachers were trained in June 2007.

Using the successful Leadership and Design Team Institute process, the High School Transformation Institute is driving local implementation of high school transformation. This year, the Institute provided the time, structures and facilitation needed to develop an Action Plan for local implementation of high school transformation goals. Four districts now have five-to-seven team members representing key stakeholder groups with the capacity to lead and influence the implementation of identified strategies. Team members are serving as a collaborative leadership team working with the principal a full year as the action plan is developed, adopted and implemented by the high school staff.

#### **WISD is meeting client and district needs in Alternative Education.**

WISD supports the Center for Occupational and Personalized Education (C.O.P.E.), a countywide alternative education program that has served thousands of students since its inception in 1971. A cooperative program that serves students in all 10 constituent school districts, its funded slots are filled with students who need an alternative to traditional school. WISD supports C.O.P.E. in these ways: WISD serves as C.O.P.E.'s fiscal agent, provides staff training, provides special education support, allows C.O.P.E. staff to use its resources, and names a WISD staff member to serve on the C.O.P.E. Board of Directors. In 2005, C.O.P.E. Director Bob Collier, publicly presented the WISD Board with an award for its support.

#### **WISD is meeting client and district needs in Special Education.**

WISD supports a continuum of special education services and related support for some 7000+ eligible students from center-based to community-based programs. Client needs (including those of students, staff and districts) are identified in a number of structured ways: from students' Individualized Education Plans, to WISD's County Special Education Plan, to the Superintendents' agreeing on the reimbursement percentage for added costs, to the Special Education Directors discussion about (and unsolicited praise of) WISD Teacher Consultants, to the continuation of contracts for WISD staff to serve in local school districts as special education administrators and school nurses, to the continuing agreements for blended services with Michigan Rehabilitation Services, and, to the resounding approval of a countywide special education millage by voters in September 2004, all confirming that WISD is continuing to be a successful partner with our customers, constituents and community to meet student needs in this area.

In 2006-07, WISD sought formal feedback on our Young Adult (YA) Services. Dr. Nelson Maylone, an outside evaluator, completed the report which was discussed at the August 22, 2006 Board meeting. Parents, community agencies and local district personnel all had input through focus groups. Additional data were also compiled to capture the past and present state of YA services.

This school year, Dr. Brenda Doster, a retired WISD Hearing Impaired consultant and current professor at Eastern Michigan University, established a review process for the WISD Hearing Impaired program (resides in the Ann Arbor Public Schools). Dr. Doster also met with the Ann Arbor Hearing Impaired supervisor and staff to discuss the scope and sequence of the review. Once the review is complete, a report will be submitted to the WISD Board.

The WISD Board also receives feedback from the Washtenaw County Parent Advisory Committee in its official capacity of reviewing the WISD Countywide Special Education Plan.

**WISD is meeting client and district needs in Vocational/Technical and Career education.**

Along with providing support to existing vocational/technical/career education programs, WISD, four of its constituent school districts (Lincoln, Whitmore Lake, Willow Run and Ypsilanti) and Eastern Michigan University (EMU) developed The Early College Alliance<sup>SM</sup> (ECA). Under an MDE-funded middle college high school Health Partnership grant, the ECA is a collaborative education model designed to increase access to and success within the post-secondary environment for students in the partnering districts. Working in collaboration with EMU's College of Health and Human Services, the ECA – Allied Health and Medicine Program curriculum will align with both the Michigan high school graduation requirements and EMU's Clinical and Laboratory Sciences pre-professional program. The ECA is an innovative approach to creating small learning communities that are physically and pedagogically connected to post-secondary institutions, while operating within a K-12 organizational structure that is scalable, cost efficient and connected to the local community. Currently, 50 student slots are filled and there is a waiting list.

**WISD is meeting client and district needs in building an Early Childhood System.**

To assure children enter school ready to learn, WISD is working collaboratively with community partners (Washtenaw United Way, Ann Arbor Area Community Foundation, Rotary Club, Washtenaw County Government/Head Start and Ypsilanti Area Chamber of Commerce) to implement the Washtenaw Success by 6® model as developed by the United Way.

Specifically, WISD provides leadership and support for young children and families in our community by providing Washtenaw Success by 6® Program Manager Siân Owen-Cruise with office space and administrative support. Plus, WISD's Michigan Department of Education Great Parents/Great Start grant is helping fund the program manager's work. Additional funding has been provided by Pfizer, Ann Arbor Community Foundation, and Washtenaw County. Supervision and volunteer support is provided by Washtenaw United Way. WISD has assigned staff members to participate on each Washtenaw Success by 6® task group with Superintendent William Miller representing WISD on the Leadership Commission and the Executive Committee.

Although Washtenaw County did not receive a State of Michigan Early Childhood Investment Corporation (ECIC) grant on the first round of funding, the process moved the work forward. WISD took the lead in writing the application for the grant and will continue to follow the ECIC state initiative and assist in future applications for funding. One major opportunity for funding occurred this past fall with the United Way Campaign. Along with the new 211 Regional Call

Center, Washtenaw Success by 6® is now a designated community initiative of the Washtenaw United Way.

**WISD is meeting client and district needs for homeless youth.**

The Education Project for Homeless Youth (EPHY), a project works to ensure students experiencing homelessness enroll, regularly attend and succeed in school. Each year, more than 600 children and youth are homeless in Washtenaw County and WISD directly serves 250-300 students, ages 0-21, from the ten school districts and nine public school academies in the county.

The program is funded primarily through the federal McKinney-Vento Homeless Assistance Act, reauthorized in January of 2002. The Act guarantees that students who are homeless have equal access to the same free-and-appropriate public education provided to others. The federal McKinney-Vento Act defines homeless as individuals who lack a fixed, regular and adequate nighttime residence.

EPHY primarily serves homeless, school-age students. However, by using community funding children ages 0-5 and youth ages 18 and older, who do not yet have a high school diploma or GED, are also eligible for some support services. To ensure school stabilization, the Washtenaw County government provides funding for students transitioning from foster care.

**WISD collaborates to meet the needs of families who have children with disabilities.**

The Arc Michigan was awarded a Training and Technical Assistance for Family Involvement Grant (an IDEA mandated activity) by the Michigan Department of Education to serve Michigan families of children with disabilities. This five-year grant will build a statewide system that will provide information, family learning opportunities, peer mentoring for parents and parent leadership development activities. The Information and Dissemination Staff are parents and children or adults with disabilities.

The Arc Michigan serves as fiscal and operating agent of the grant on behalf of the Michigan Alliance for Families, a collaborative that includes Association for Children's Mental Health; Autism Society of Michigan; Citizens Alliance to Uphold Special Education (CAUSE); Michigan Association of Intermediate School Administrators; Michigan Disability Rights Coalition; Michigan Protection and Advocacy Service; United Cerebral Palsy Detroit; United Cerebral Palsy of Michigan; Washtenaw Intermediate School District; and Wayne State University Developmental Disabilities Institute, along with the Arc Michigan and the Michigan Department of Education.

This project combines and enhances the resources and expertise of two previous MDE grants, Family Information Exchange and Project PERFORM (formerly housed at WISD). Information on disabilities, early childhood, transition to adult life and educational topics are available at [www.wash.k12.mi.us/perform](http://www.wash.k12.mi.us/perform), [www.arcmi.org](http://www.arcmi.org) or 811-552-4821.

**WISD is a dynamic educational service agency pursuing its mission.**

WISD serves constituents' educational needs by linking research and practice to continuously improve student achievement in Washtenaw County's public schools. Its role and mission are critical as WISD works together with local school districts to provide an array of programs and services tailored to meet the ever-changing needs of its local schools and learners.

## Appendix A

### Common Washtenaw County Expectations for Student Learning

#### 1. Literacy

*Washtenaw County* students read with fluency and comprehension. They know how to read and write strategically for different purposes. They are well read, across a variety of genres. They construct meaning from, analyze, and appreciate text, electronic, and non-print media (e.g., speech, movies, video).

#### 2. Mathematical Knowledge & Application

*Washtenaw County* students are fluent with fundamental mathematical concepts, operations, strategies, modes of representation, problem-solving, and technological tools. They know how to apply their mathematical knowledge strategically for different purposes. They comprehend a variety of representations, including text, algebraic, geometric, graphic, etc.

#### 3. Identifying and Accessing Resources

*Washtenaw County* students know how to identify and locate information or resources for a range of purposes, from a variety of sources, and using diverse technological tools. They listen, view, discuss, and read to obtain, interpret, organize, and evaluate information. The information and resources include those related to languages, literature, mathematics, social science, science, technology, physical education and health, the arts, employability, career preparation, and daily life.

#### 4. Content Knowledge

*Washtenaw County* students possess, appreciate, and use, beyond simple recall, knowledge of important concepts, terms, vocabulary, modes of inquiry, operations, relationships, and systems within and across the disciplines of science, mathematics, language arts and literature, social sciences, technology, physical and health education, and the arts.

#### 5. Complex Thinking

*Washtenaw County* students apply creative and complex planning, thinking, reasoning, and/or problem-solving skills to authentic issues, problems, or systems within science, technology, math, language arts and literature, social sciences, the arts, physical education, math, and interdisciplinary issues. These complex thinking skills include making important connections within and across disciplines, i.e., interdisciplinary thinking. Students understand what they are asked to do; can define the problem, issue, or request; can identify relevant information and resources; can outline approaches or solution strategies and carry them out successfully.

#### 6. Communication

*Washtenaw County* students communicate information, knowledge, strategies, and personal opinions or expressions to a variety of audiences for a range of purposes and occasions. They speak and write well, and can be expressive as well as clear and concise, with control of the conventions of writing. They also communicate their ideas effectively in other modes, such as numeric, symbolic, graphic, video, and artistic. They employ good listening and speaking skills as they participate effectively in public discourse.

#### 7. Personal and Interpersonal Skills

*Washtenaw County* students work well both independently and collaboratively in a variety of authentic settings, with people of diverse backgrounds, in a range of roles (e.g., team member, leader, teacher, advocate, mediator). They monitor their own behavior, exhibit self-control, resolve conflicts, evaluate progress (self-assess), adapt to change, and set personal goals.

#### 8. Habits of Mind

*Washtenaw County* students display responsibility, confidence, integrity, eagerness and curiosity, as well as respect towards learning, others and self. They see themselves as continual learners, and show personal investment and pride in their work. They utilize their knowledge and skills as active, constructive participants and responsible citizens in our democratic society.

## Appendix B

### **WISD Purpose and Principles**

**Equity and equal educational opportunity made available for all students regardless of ability, race, ethnicity, class or gender.**

#### Guiding Principles

- All students in all communities have the right to learn and receive challenging, relevant, and motivating curriculum and instruction.
- Instruction should be personalized and differentiated for all students.
- Schools must distribute educational resources that build district, school, and classroom capacity.

**All students learn, are held to the common county standards, and are prepared for post-school life.**

#### Guiding Principles

- All staff should use data driven, research-based instruction and provide for the ongoing monitoring and examination of student progress through balanced assessment.
- All students should assume increased responsibility for their own learning.
- Local capacity exists to design and implement educational programs that will exceed state standards and lead to success for all students.
- Local responsibility for all students ensures their academic and social membership and success in their local community.
- Differentiating instruction for all students is critical so as to meet the diverse needs of all learners.
- Technology is an integral part of a student's education in the 21<sup>st</sup> century, vital to most students' post-school success, and levels the playing field to students across the county.
- Collaboration is required for staff to share responsibility for all students and meet their unique needs.
- WISD has the responsibility for coordination of education activities while serving our primary customers; the parents, students and staff in our 10 local school districts.

**State policy, legislation, rules, regulations and funding are influenced to maximize success and resources for all students, families, and staff.**

#### Guiding Principles

- Collectively, we represent public education in the county and are obligated to respond proactively to the political and economic forces shaping education statewide.
- Collectively, we are stronger and can have broader impact by sharing strengths and resources.
- Collectively, we need to increase our efficiency of operations and allocate our resources in effective and thoughtful ways.