

Education YES! Report

Mid-Michigan Leadership Academy

Lansing, Michigan, United States

Prepared for the Michigan Department of Education

Submitted: February 22, 2008

Education YES! Report

Contents

Introduction	3
School Information	4
Strand I - Teaching For Learning	5
Standard 1 - Curriculum	5
Standard 2 - Instruction	6
Standard 3 - Assessment	8
Strand II - Leadership	10
Standard 1 - Instructional Leadership	10
Standard 2 - Shared Leadership	11
Standard 3 - Operational and Resource Management	13
Strand III - Personnel and Professional Learning	14
Standard 1 - Personnel Qualifications	14
Standard 2 - Professional Learning	14
Strand IV - School and Community Relations	18
Standard 1 - Parent/Family Involvement	18
Standard 2 - Community Involvement	19
Strand V - Data and Information Management	21
Standard 1 - Data Management	21
Standard 2 - Information Management	22
Report - Summary	25

Introduction

Purpose of the Report

Education YES! provides both a snapshot of current school performance and a ladder for educators, supplying feedback and directions to assist them on a path of meaningful change. The Education YES! School Performance Indicators are based on the School Improvement Framework. Based on a review of the research on school improvement, rubrics to measure 40 key characteristics have been selected as having the most effect on student achievement. The Education YES! School Performance Indicators engage the school community in an in-depth assessment of each of the 40 Key Characteristics. In completing the report, the school identifies the level of achievement on each Key Characteristic, and documents the evidence used to support the level of achievement. The self assessment helps the school identify areas of strength and opportunities for improvement.

Michigan Department of Education began publishing both the school's self-rating and the evidence reported for each indicator in 2005. The school's self-rating for each characteristic, and the evidence provided, is available to the public on the School Report Card.

Structure of the Report

The Education YES! report is organized by the School Improvement Framework Strands and Standards. For each standard, the report addresses a set of key characteristics and evidence. Each characteristic has four levels of achievement: Getting Started, Partially Implemented, Implemented, and Exemplary. The school should use the rubrics for each characteristic as an opportunity to ask itself tough questions and to respond with accurate answers geared toward self-improvement. The process for assigning a rating involves reading the rubric descriptors that correspond to each rating, and clicking on each descriptor box that accurately describes activities or processes in place at your school. The system is designed to display a check mark for the highest level in which your school has completed all the descriptors. In addition to assigning a rating, the school must list or describe the evidence used that supports the rating on each characteristic. Sample evidence is provided that school users may highlight, copy, and paste into the evidence box. Ample space is provided to list additional school-specific evidence that supports the level of achievement. For each key characteristic in which a rating of "Getting Started" or "Partially Implemented" is earned, schools must also check the content area impacted by this characteristic's rating. After completing the 40 Indicators in EdYES!, a summary page is available so the school can quickly see areas of strength and opportunity.

School Information

School:	Mid-Michigan Leadership Academy
District:	Mid-Michigan Leadership Academy
Public/Non-Public:	Public
Grades:	K-8, Spec
School Code Number:	08323
City:	Lansing
State/Province:	Michigan
Country:	United States

Strand I - Teaching For Learning

The school holds high expectations for all students, identifies essential curricular content, makes certain it is sequenced appropriately and is taught effectively in the available instructional times. Assessments used are aligned to curricular content and are used to guide instructional decisions and monitor student learning.

Standard 1 - Curriculum

Schools/districts have a cohesive plan for instruction and learning that serves as the basis for teachers' and students' active involvement in the construction and application of knowledge.

Key Characteristics

Benchmark A: Aligned, Reviewed and Monitored

School/district written curriculum is aligned with, and references, the appropriate learning standards (MCF, AUEN, ISTE, GLCE, HSCE, METS, etc.).

I.1.A.2 Standards Alignment: The local curriculum framework is based upon and organized around the adopted state and local curriculum documents.



Response:

Partially Implemented

Evidence:

-Michigan Curriculum Frameworks are implemented K-8 in all subjects. -Grade Level Content Expectations (GLCE) are implemented K-8 in Language Arts and Math. -Professional Development meetings are focusing on Science and Social Studies GLCE K-8. -Curriculum updates (including pacing guides) for Social Studies, Technology and Physical Education will be completed this year. The curriculum update for science (including pacing guides) are planned for next year.

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Benchmark B: Communicated

School/district curriculum is provided to staff, students, and parents in a manner that they can understand.

I.1.B.1 Staff: Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to the other.



Response:

Partially Implemented

Evidence:

-Monthly staff meetings have a small portion of time for staff sharing about the general curriculum and best practices. -We will continue to move towards ensuring that all staff is made aware of and involved in curriculum issues and review. -Professional Development focuses on best practices, assessment methods and sharing grade level content expectations. -Time is allotted each day for grade level teams to meet for professional development and classroom instruction preparation.

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

I.1.B.2 Students: The school makes a concerted effort to assure that all students have a clear understanding of what they are studying and why they are studying it.



Response:

Implemented

Evidence:

-Parents and students receive the Michigan Department of Office of School Improvement web site: www.michigan.gov/mde to access curriculum information. -Parents are given individual copies of A Parent's Guide to English Language Arts and A Parent's Guide to Math. Individual teachers provide printouts about additional curriculum when requested. -Internet resources and information are given to parents by individual teachers. -Spanish speaking aide in on site daily.

Standard 2 - Instruction

Intentional processes and practices are used by schools and teachers to facilitate high levels of student learning.

Key Characteristics

Benchmark A: Planning

Processes used to plan, monitor, reflect and refine instruction that supports high expectations for all students

I.2.A.1 Content Appropriateness: The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.




Response:

Implemented

Evidence:

-Alignment of instructional activities is based on Grade Level Content Expectations. -Instructional materials are aligned with the standards. -Grade level Focus Boards highlight curriculum weekly. - Individual Learning Plans (ILPs) target student need on report cards. -Recognition of individual student achievement is made at daily morning meetings. -Written instructional plans are turned in weekly.


I.2.A.2 Developmental Appropriateness: Instructional planning is focused upon ensuring student success.  Instructional practice is designed around the needs, interests and aptitudes of the individual students that results in a curriculum that allows students to derive meaning from all of their educational experiences.

Response:

Implemented

Evidence:

-Instructional plans are based on pre/post tests to assess individual student needs. -Curriculum guides provide a foundation for a variety of instructional activities. -Teachers share activities/plans that enhance best practices in multiple learning styles at grade level team meetings (K-2, 3-5 and 6-8). -Professional development teaches a variety of instructional approaches. -Curriculum guides are used in Language Arts and Math. Pacing guides are being written for Social Studies, Technology and Physical Education.

I.2.A.3 Reflection and Refinement: A collaborative culture that incorporates a philosophy of continuous improvement exists at the school. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice. 

Response:

Partially Implemented

Evidence:


-All teachers are on at least one school improvement committee. -Survey data about professional development is used to ensure decision-making process by stakeholders. -Board meetings have a continuous school improvement philosophy. -Both of the primary school goals relate specifically to improvement from the previous year.

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Benchmark B: Delivery

Instructional practices are used to facilitate student learning.

I.2.B.1 Delivered Curriculum: The school assures that students have the supports they need to meet the required standards/expectations. Teachers expect and provide opportunities for students to use many and varied approaches to demonstrate competency. The school continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs. 

Response:

Implemented

Evidence:

-Records are kept by teachers to document individualized instruction. -Pre/Post tests on standards are recorded and maintained by individual teachers. -Paraprofessionals demonstrate support for targeted students by working with classroom teachers. Teachers provide support staff with materials and curriculum. -On-going discussions about instructional strategies are evidenced and recorded during

monthly professional development training. -Student work and examples of differentiated instruction are displayed outside of classrooms.

I.2.B.2 Best Practice: There is a strong belief within the school community that all students can succeed. This is demonstrated in the broad use at both the school and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.



Response:

Partially Implemented

Evidence:

-Quarterly report cards include Individualized Learning Plans (ILPs) for each student, K-8. -Best practice strategies are shared by teachers at monthly staff meetings. -Written lesson plans that incorporate new strategies are turned in weekly. -Focus Boards are used in each classroom to display weekly curriculum goals.

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

I.2.B.3 Student Engagement: School staff believe that active student engagement is a key feature of their school and there is an expectation that all teachers at the school will design lessons and assessments that engage their students.



Response:

Implemented

Evidence:

-Teachers share assessment practices that demonstrate mastery of goals. -MicroSociety is practiced daily with community partnerships and school-wide participation. -Classroom teachers encourage students to mentor others in lower grades. -Demonstration of mastery of skills can be attained through MicroSociety. -Community resources are used in MicroSociety and throughout the curriculum.

Standard 3 - Assessment

Schools/districts systematically gather and use multiple sources of evidence to monitor student achievement.

Key Characteristics

Benchmark A: Aligned To Curriculum and Instruction

Student assessments are aligned to the school's curricula and instruction.

I.3.A.1 Alignment/Content Validity: Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition.)



Response:

Partially Implemented

Evidence:

-Michigan Grade Level Content Expectations are used in Language Arts and Math assessments tests. - Teacher tests are written to reflect individual student need. -Multiple instructional strategies are used to address various student learning styles. -The appropriate learning style is found through formative and summative assessments. -Learning targets are highlighted quarterly through the Individual Learning Plans found on all report cards.

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

I.3.A.3 Multiple Measures: The school views student assessment as an essential component in the monitoring of student achievement and incorporates into daily practice aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments. In addition, teachers use frequent formative assessment activities to inform instruction.



Response:

Implemented

Evidence:

-Teachers keep records of formative and summative tests for individual students. -Grade level teams meet informally to discuss test reliability and content appropriateness. -Teachers informally and formally share best practices of assessments and learning targets. -All formal assessments are administered with consistency and reliability. Individual student needs are met through the use of paraprofessionals and special education staff. -Report cards are reviewed and amended to reflect Grade Level Content Standards.

Benchmark B: Data Reporting and Use

Student assessment results are communicated to, and used by, staff, students and parents to improve student achievement.

Strand II - Leadership

School leaders create a school environment where everyone contributes to a cumulative, purposeful and positive effect on student learning.

Standard 1 - Instructional Leadership

School leaders create and sustain a context for learning that puts students' learning first.

Key Characteristics

Benchmark A: Educational Program

School leaders are knowledgeable about the schools educational programs and act on this knowledge.

II.1.A.1 Knowledge of Curriculum, Instruction and Assessment: School leaders are regarded as experts within and outside their school and are frequently consulted by others who are making decisions regarding curriculum, instruction, or assessment.



Response:

Implemented

Evidence:

-Professional Development Schedule reflects training priorities and competencies. -Pacing Guide development shows awareness and appropriate knowledge. -Data analysis of standardized tests reflects an understanding of teaching and learning processes.

II.1.A.5 Knowledge of Adult Learning: School leaders have a strong belief in the value of developing and sustaining professional learning communities. The enhancement of professional knowledge and growth is supported as well as modeled by the leaders themselves.



Response:

Implemented

Evidence:

-Professional Development Schedules and activities reflect focus and priorities for adult learning. - Professional development subjects are selected based on a recurring analysis of perceived staff, faculty and student needs. -Staff and teachers have input on professional development topics.

II.1.A.7 Focus on Student Results: School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.



Response:

Implemented

Evidence:

-Data analysis of standardized tests reflects an awareness the process and the involvement of the staff. - Professional Development schedule and minutes reflects the student achievement priorities of the school derived from data analysis. -Individual Learning Plans are developed by teachers using data from formative and summative assessments for the expressed purpose of providing an individual focus for each student.

Benchmark B: Instructional Support

School leaders set high expectations, communicate, monitor, support and make adjustments to enhance instruction.

II.1.B.1 Monitoring: School leaders have a visible presence throughout the school. They have a well-established system for monitoring instruction, guiding school improvement and assessing school climate.



Response:

Partially Implemented

Evidence:

-Committees/groups are organized to focus on specific areas of school improvement. -Morning meetings provide visibility of program execution. -Staff evaluations (informal and formal) provide feedback for individual teachers and other staff.

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

II.1.B.4 Clear Expectations: School leaders are able to clearly and consistently communicate and articulate the high expectations for instruction to all with whom they come in contact. The result of this effort is demonstrated in its shared belief by all stakeholder groups.



Response:

Implemented

Evidence:

-Professional Development Schedules and minutes reflect priorities and expectations. -Lions Pride newsletter provides evidence of expectations. -The "Value of the Month" program -Parent & Student Handbook -Participation in neighborhood association meetings -Parent Advisory Council participation - Data Analysis -Surveys -Posted "Expectations" charts. -Classroom Focus Boards

Standard 2 - Shared Leadership

Structures and processes exist to support shared leadership in which all staff has collective responsibility for student learning.

Key Characteristics

Benchmark A: School Culture and Climate

Staff creates an environment conducive to effective teaching and learning.

II.2.A.4 Collaborative Inquiry: A spirit of collaboration, inquiry, risk-taking, and reflective practice is incorporated into the school culture. School staff members collaborate frequently to dialog about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.



Response:

Implemented

Evidence:

-Professional Development Schedules and minutes reflect collaboration -Morning meetings display collaboration. -MicroSociety curriculum maps -Grade level teams are encouraged to discuss best practices during daily preparation times.

II.2.A.5 Data-Driven Culture: All decisions affecting student achievement are based on data. All instructional staff are involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments.



Response:

Implemented

Evidence:

-Data Analysis of MEAP scores reflects a movement toward a more focused and data driven approach to teaching and learning. -ILP/IEP's are designed with student improvement as the primary focus. -Pacing guides are developed and used based on data from formative and summative pre-tests. -Report cards are tailored to assess student mastery of curriculum benchmarks.

II.2.A.6 Collaborative Decision-Making Process: Membership on the school improvement committees is a common expectation for all teachers, administrators, and support staff. Shared ownership and responsibility for the implementation of the decisions is evident by the collective actions of the members.



Response:

Implemented

Evidence:

-Curriculum reviews and pacing guide development and refinement -School improvement teams include all staff and faculty -Professional Development schedules and surveys reflect a congruence of priorities for training -Teams are task-organized and internally led by subject-matter experts from the staff & faculty.

Benchmark B: Continuous Improvement

Staff engages in collaborative inquiry focused on continuous improvement to increase student achievement.

II.2.B.4 Monitored: Monitoring of the school improvement plan is the responsibility of all staff



implementing strategies as the result of the plan. Data analysis occurs on a continuous basis and staff frequently collaborate to make adjustments in the plan based upon the data analyzed.

Response:

Implemented

Evidence:

-Committee meetings and minutes reflect assessment mechanisms. -Data analysis includes variable evaluations. -All goals are specific, measurable, achievable, results-oriented, and time-sensitive. -Strategies are developed individually and collectively to address growth opportunities.

Standard 3 - Operational and Resource Management

School leaders organize and manage the school to support teaching and learning.

Key Characteristics

Benchmark A: Resource Allocation

School leaders allocate resources in alignment with the vision, mission, and educational goals of the school.

II.3.A.4 Time: Decisions regarding the allocation of instructional time and planning time are data-driven and focused on the attainment of school goals. School leaders develop the weekly schedule with a high priority placed on collaborative team planning time within the school day.



Response:

Implemented

Evidence:

-Instructional time is maximized by minimizing transitions. -Focus Boards and pacing guides are used to drive instruction. -Efficiencies in school operations leaves more funds to directly support student achievement. -Daily preparation time permits grade level teams to collaborate and share opportunities and best practices.

Benchmark B: Operational Management

School leaders develop, implement and/or monitor policies and procedures for the operation of the school.

Strand III - Personnel and Professional Learning

The school has highly qualified personnel who continually acquire and use skills, knowledge, attitudes and beliefs necessary to create a culture with high levels of learning for all.

Standard 1 - Personnel Qualifications

School/district staff qualifications, knowledge and skills support student learning.

Key Characteristics

Benchmark A: Requirements

Staff meet requirements for the position held.

Benchmark B: Skills, Knowledge and Dispositions

Staff has the professional skills to be effective in their positions.

III.1.B.1 Content Knowledge: Staff members have extensive knowledge of their content area and/or grade level and maintain this knowledge through accessing frequent professional development opportunities. They seek frequent opportunities to share this knowledge through collaboration with other staff.



Response:

Implemented

Evidence:

-In addition to being posted in the main office, every staff and faculty member receives a Professional Development Schedule. -Records are maintained of all Professional Development training. -MMLA offers a variety of Professional Development. The staff has received training in MicroSociety, Red Ceder Writing Project, Science, ADHD, Diversity, Technology, CPR, MAPSA Conference, CPI De-escalating Training, Bullying Training, and Literacy Training. -Some staff members are even taking classes online to further their education and to enhance their own knowledge in specific fields. -Teacher resumes are in their own personell file on campus. -Every faculty member has an informal observation and a formal observation to help with their instructional strategies and teaching ability.

Standard 2 - Professional Learning

Professional learning is conducted with colleagues across the school/district on improving staff practices and student achievement.

Key Characteristics

Benchmark A: Collaboration

Professional development is conducted with colleagues across the school/district on improving staff practices and student achievement.

III.2.A.1 Staff Participates in Learning Teams: Professional development is seen as a collaborative staff activity. Teams of staff members are provided regularly scheduled time in order to collaborate around common professional development opportunities.



Response:

Implemented

Evidence:

-Staff meets in two sessions on Professional Development days, (morning and afternoon). -The staff meets with their grade level teams on a weekly basis to discuss their students growth, curriculum and content areas. -The staff meet with their other teams and committees periodically. -MMLA provides a Professional Development schedule for each staff member at the beginning of every school year, at the end of the school year and many reminders of when a session is scheduled. -The staff has many opportunities to attend outside workshops, conference(s) and training sessions. After each PD training or conference each staff member fills out a survey about the training. -Teachers/staff do have time to collaborate with one another to grow and learn. -Special Education teacher collaborates with grade level teachers on a recurring basis.

Benchmark B: Content and Pedagogy

Professional development at schools/districts emphasizes both content and pedagogy of teaching and learning.

III.2.B.1 Uses Best Practices: Professional development initiatives lead teachers to reflect on their content and pedagogy. These initiatives inform and strengthen the connection between classroom application and student achievement.



Response:

Implemented

Evidence:

-The staff has time to meet with one another to discuss instructional practices and to collaborative with one another. -The Principal does informal and formal observations to help staff with their teaching and strategies. The staff discusses that they need to implement the strategies and information they learn at conferences into their teaching. -Each staff member fills out a survey after a training/conference to state what they liked about the training. Much of the staff tries to implement the knowledge they received from the training into their teaching. -Each Professional Development session is based on the needs of the staff and the students. The training does focus on curriculum content: data analysis, literacy, math, writing, brain based practices and content areas. -Committees meet and discuss test scores, assessments or the school climate.

III.2.B.3 Induction/Mentoring/Coaching: To enhance the quality of instruction at the school, each new staff member participates in an extensive induction program prior to the beginning of school. A mentor/coach with common responsibilities is assigned to each new staff member and maintains a mentoring relationship over time.



Response:

Partially Implemented

Evidence:

-New teacher orientation happens a week prior to the beginning of teaching assignments. There is training for at least three if not four days before the students come back. Each staff receives a staff handbook, trainings on the curriculum, rules, discipline policy, blood borne pathogens, a tour of the campus, and is assigned a sponsor. The sponsor is assigned based on the new teacher's assignment, experience and background. Each new teacher receives a checklist to go through with their sponsor to help answer their questions and concerns. The new staff member and the sponsor signs the checklist and turns it into the Principal. -The staff receives training in reading, writing, math, and other content areas. -Staff and faculty surveys are completed and maintained by the Principal.

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Benchmark C: Alignment

School/district professional development is needs-based, aligned, job-embedded, and results-driven.

III.2.C.1 Aligned: Professional development is strategically aligned with the school improvement plan. The expected outcome from these initiatives is an increase in student achievement.



Response:

Partially Implemented

Evidence:

-The PD schedule is developed by the school improvement teams and the senior administrative staff. -All training received by the staff is aligned with the Michigan Curriculum Framework and Grade Level Content Expectations. -Staff are asked for input in deciding what type of professional development training they would prefer. Based on an analysis of the data and collaborative input from the staff, teachers are provided a variety of training that goes along with our curriculum, pacing guides and the state standards. -Some of the staff does implement the knowledge and information they have learned at the training into their instructional teaching strategies in the core content areas right away. While others need to feel a little bit more comfortable before they add the information into their teaching. Staff are also changing their instructional and teaching strategies to help meet the needs of each student.

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

III.2.C.2 Job-Embedded: Professional development is an essential component of the school improvement plan. Its job-embedded nature has been accepted as an integral part of the school culture. The professional needs of the staff and adult learning theory drive professional development pedagogy.



Response:

Partially Implemented

Evidence:

-The staff receives a variety of professional development training opportunities that pertain to new practices, techniques, and strategies. The Principal maintains the PD schedule, agendas, summaries and notes regarding the training sessions being offered. There is a record of all the PD's offered and a survey for each PD. -MMLA offers a variety of training to the staff that has merit and value. The staff does have time to collaborate with one another to discuss how each of them are going to implement the information into their teaching of the core content subjects. The staff has access to a variety of resources (books, journals, and articles) to help them keep current with new practices for their jobs and discusses the readings with one another. Everything is documented in the school's School Improvement Plan (which every staff members receives). -Much of the staff tries to implement the information they receive at trainings into their teaching right away. Others take a little bit more time to learn more about it before they actually input the strategies into their teaching.

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

III.2.C.3 Results-Driven: Teacher input is a key feature in the analysis of professional development initiatives. Results are solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and instructional program, and the impact on student achievement.



Response:

Partially Implemented

Evidence:

-MMLA has a School Improvement Plan and a team that meets to discuss the progress of the students, the school climate, and the PD schedule. -The staff looks at each student's test scores from the MEAP, Scantron, MAT8, Running Records, ILP's and IEP's, and other classroom assessments to analyze how each student is doing. The staff adjust their teaching to accommodate the student's needs. Staff uses pacing guides, ILP's, and grade level content curriculum to help make up lessons. Grade level teachers do collaborative with one another to make sure they are teaching the objectives at their level and meeting the needs of the students. -The staff hands in weekly lesson plans and modifies them to help reach each student and their content area. The bottom line is to reach each student and to get each student to their level of learning. -Each staff member does fill out an evaluation of each training/conference they take. Some of the staff starts to implement the information they have learned from the training into their classroom as soon as they can or feel comfortable doing it. -We have had many trainings on writing, literacy, and brain gym functions to help the staff feel comfortable about teaching these areas.

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Strand IV - School and Community Relations

The school staff maintains purposeful, active, positive relationships with families of its students and with the community in which it operates to support student learning.

Standard 1 - Parent/Family Involvement

Schools actively and continuously involve parents and families in student learning and other school activities.

Key Characteristics

Benchmark A: Communication

School/parent/family communications are two-way, ongoing and meaningful.

IV.1.A.2 Diversity: The school places particular value on the diversity of its population. It demonstrates this belief through the diversity of its communication systems taking into account language, culture, economic status, and belief systems. Staff members are constantly looking for ways to bridge the gap between the culture at home and the school in order to develop meaningful conversations.



Response:

Implemented

Evidence:

-The school calendar is posted in the office with copies available and on our school's websites. -The school calendar is sent home with students. -Board Meetings are announced and posted in the school office. -The school newsletter is sent home with students. -The school secretary speaks Spanish and acts as a translator when necessary. -School assemblies celebrate diverse cultures. -The school bus service extends beyond the school neighborhood. -The school has a Bilingual Spanish Paraprofessional to assist students with academic needs as a result of a language barrier.

Benchmark B: Engagement

Schools have a systematic approach that encompasses a variety of meaningful activities/actions that engage parents/families as partners in helping students and schools succeed.

IV.1.B.2 Extended Learning Opportunities: The school is seen as a "learning organization" and the parents are an integral part of this philosophy. Numerous extended learning opportunities are provided to parents in order to enhance their own education, as well as to reinforce and support their children learning at home.



Response:

Partially Implemented

Evidence:

-The school website and newsletter provides a variety of helpful information and also offers links to educational activities that reinforce and support learning at home. -Invitations are sent home announcing meetings and programs at school. -The school participates in the "Backpack Program" through the Safe & Drug Free Schools programming. -Parents are provided with Individual Learning Plans for their children. -Parents are encouraged to work with their children on the Glory Math program. -Parents are encouraged to participate in a school-sponsored Love & Logic program.

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

IV.1.B.3 Decision-Making: The school believes that parents and families are partners in helping students and the school succeed. In this role, they serve an important function as participants in the decision-making process. Particular efforts are made by the school to assure that the demographics of parents in leadership roles represent the diversity of the school population.



Response:

Implemented

Evidence:

-The school has a Parent Advisory Committee which meets regularly with meeting time and places posted. -The school's Board of Directors membership includes parents from two different families whose students attend the school. -The School Improvement Team membership includes paraprofessionals who are also parents of students attending the school.

Standard 2 - Community Involvement

The community-at-large is supportive and involved in student learning and other school activities.

Key Characteristics

Benchmark A: Communication

Communications within the community are welcoming, visible, purposeful and take into account diverse populations.

IV.2.A.2 Diversity: In order to benefit the diverse student body represented at the school, the school reaches out to community organizations that reflect this diversity. The voice of community organizations are represented in the school.



Response:

Partially Implemented

Evidence:

-The school secretary is bilingual which makes communication with Spanish-speaking parents possible. The school also employs a paraprofessionanl/translator that is available for translation services. They are available for communication needs for Spanish-speaking families for everything from enrollment, parent


conferences to other school functions. -The school calendar demonstrates a sensitivity with cultural and days of religious significance.

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Benchmark B: Engagement

The school and community work collaboratively and share resources in order to strengthen student, family, and community learning.

IV.2.B.3 Community Agencies: Community agencies play a key role at the school in providing services to students and families. They work collaboratively and share resources with the school to strengthen the comprehensive network of support. 

Response:

Implemented

Evidence:

-The school regularly schedules "The School Dentist" to provide services on campus. -The Ingham ISD provides a range of services including hearing, vision, testing, and special educational needs. -The school maintains CA60's and other school records that document these services. -The school social worker maintains a file of community agencies for family needs. -The school calendar and newsletter reflect information regarding services scheduled on campus.

Strand V - Data and Information Management

Schools/districts have a system for managing data and information in order to inform decisions to improve student achievement.

Standard 1 - Data Management

The school has policies, procedures and systems for the generation, collection, storage and retrieval of its data.

Key Characteristics

Benchmark A: Data Generation, Identification and Collection

Schools have a process for the generation, identification and collection of student and school information.

V.1.A.2 Systematic: There is systematic generation, identification, collection, and storage of relevant data about the operation of the school, including its staff and students.



Response:

Partially Implemented

Evidence:

-Surveys are given to collect data on many things throughout the year. -The data that is put into the system on a regular basis are student management records such as MEAP, demographics, grades, and attendance. Most data is entered by key staff members. Our administrative executive is responsible for verifying the data and entering most of the data. Teachers upload attendance and grades. -Administrators often give surveys and study collection of data. -The culture of the organization reflects a recognition that data management is in need of significant focus and improvement.

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

V.1.A.4 Multiple Sources: The school generates, identifies, collects, and stores data from many different sources for use in determining the technical quality of the data, supporting more robust analyses, and supporting more accurate data-based decision-making.



Response:

Partially Implemented

Evidence:

-We are currently using MEAP testing, Scantron, MAT 8 and surveys as collection methods and instruments. -Administration uses this information and makes charts and graphs to display attainment of standards -We are currently using Power School and Focus SIS -Test scores are imported to Testwiz and

Pearson Inform so student performance can be analyze. -We continue to inquire about new software that can gather useful information and analyze data

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Benchmark B: Data Accessibility

The appropriate information and data is readily accessible.

Benchmark C: Data Support

The system provides multiple types and sources of data.

V.1.C.1 Process: Defined / documented data support processes exist for the use of the data system and the management of the school's data resources.



Response:

Partially Implemented

Evidence:

-We have professional development meetings in effort to help our teachers increase knowledge of data use and management. -We are in the initial stages of becoming familiar and acimated with some of the new software. -Staff member receive individual lessons from technology specialist -The creation of tutorials for the staff is ongoing.

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Standard 2 - Information Management

The school/district staff collaborate to derive information from data and use it to support decisions.

Key Characteristics

Benchmark A: Analysis and Interpretation

Staff use appropriate methods to examine data and collaboratively determine its possible meaning.

V.2.A.1 Analysis: Staff is trained in and uses data analysis techniques that include consideration of such factors as multiple types of data, multiple sources, comparisons across groups, benchmarking and longitudinal data. The data system allows for efficient use and manipulation by collaborative teams.



Response:

Implemented

Evidence:

-Our teachers are provided information derived from data provided by standardized tests such as the

SCANTRON, and MEAP. -This information provides teachers with testing to help them with placement and keeping the kids challenged. This is especially true with new students and students with disabilities. - School Improvement team meetings, staff meeting agendas/minutes -We have team meeting, staff meetings on a regular basis to help our staff learn what tools are there for their use. The team leader usually helps everyone to understand the processes, and the team brainstorming sessions. -The PD schedule provides evidence of focus and prioritization based on data analysis.

V.2.A.2 Dialog About Meaning: The school community is engaged in dialog about the meaning of the information derived from the analysis of their data.



Response:

Getting Started

Evidence:

- Agendas/minutes from School Improvement staff and/or grade/course meetings -Agendas/minutes from Parent Advisory Council and/or Parent-Teacher Association, Board of Education meetings - Surveys -MEAP Data information is analyzed and discussed at staff meetings and individual discussions between administrators and faculty members.

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Benchmark B: Applications

Data is used to inform school decisions including monitoring and adjusting teaching for learning.

V.2.B.1 Dissemination: The information and meaning resulting from the analysis and interpretation of the school's data is shared in a variety of ways with a broad range of stakeholders in a timely manner.



Response:

Exemplary

Evidence:

-We have special meetings whenever certain information needs to be provided. -We send out newsletters every month to staff, parents and students. -Board of Education Reports -Data reports (MEAP & SCANTRON) -Information is posted on the school website -ILP's are developed for every student which outline an individual instructional and assessment strategies.

V.2.B.2 Data-Driven Decision Making: Decisions are informed /supported by the careful, appropriate analysis and interpretation of sufficient data of good technical quality. Multiple types of data from multiple sources are used whenever possible.



Response:

Partially Implemented

Evidence:

-We continue to improve our abilities to implement intervention and/or differentiation plans. - Collaborative learning is a preferred method. -Familiarity with the web-based program is improving with

ongoing use.

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Report - Summary

Key Characteristics	Getting Started	Partially Implemented	Implemented	Exemplary
Strand I - Teaching For Learning				
Standard 1 - Curriculum				
Benchmark A - Aligned, Reviewed and Monitored				
I.1.A.2 Standards Alignment		✓		
Benchmark B - Communicated				
I.1.B.1 Staff		✓		
I.1.B.2 Students			✓	
Standard 2 - Instruction				
Benchmark A - Planning				
I.2.A.1 Content Appropriateness			✓	
I.2.A.2 Developmental Appropriateness			✓	
I.2.A.3 Reflection and Refinement		✓		
Benchmark B - Delivery				
I.2.B.1 Delivered Curriculum			✓	
I.2.B.2 Best Practice		✓		
I.2.B.3 Student Engagement			✓	
Standard 3 - Assessment				
Benchmark A - Aligned To Curriculum and Instruction				
I.3.A.1 Alignment/Content Validity		✓		
I.3.A.3 Multiple Measures			✓	
Strand II - Leadership				
Standard 1 - Instructional Leadership				
Benchmark A - Educational Program				
II.1.A.1 Knowledge of Curriculum, Instruction and Assessment			✓	
II.1.A.5 Knowledge of Adult Learning			✓	
II.1.A.7 Focus on Student Results			✓	
Benchmark B - Instructional Support				
II.1.B.1 Monitoring		✓		
II.1.B.4 Clear Expectations			✓	
Standard 2 - Shared Leadership				
Benchmark A - School Culture and Climate				
II.2.A.4 Collaborative Inquiry			✓	
II.2.A.5 Data-Driven Culture			✓	
II.2.A.6 Collaborative Decision-Making Process			✓	
Benchmark B - Continuous Improvement				
II.2.B.4 Monitored			✓	
Standard 3 - Operational and Resource Management				

Report - Summary: Continued.....

Key Characteristics	Getting Started	Partially Implemented	Implemented	Exemplary
Benchmark A - Resource Allocation				
II.3.A.4 Time			✓	
Strand III - Personnel and Professional Learning				
Standard 1 - Personnel Qualifications				
Benchmark B - Skills, Knowledge and Dispositions				
III.1.B.1 Content Knowledge			✓	
Standard 2 - Professional Learning				
Benchmark A - Collaboration				
III.2.A.1 Staff Participates in Learning Teams			✓	
Benchmark B - Content and Pedagogy				
III.2.B.1 Uses Best Practices			✓	
III.2.B.3 Induction/Mentoring/Coaching		✓		
Benchmark C - Alignment				
III.2.C.1 Aligned		✓		
III.2.C.2 Job-Embedded		✓		
III.2.C.3 Results-Driven		✓		
Strand IV - School and Community Relations				
Standard 1 - Parent/Family Involvement				
Benchmark A - Communication				
IV.1.A.2 Diversity			✓	
Benchmark B - Engagement				
IV.1.B.2 Extended Learning Opportunities		✓		
IV.1.B.3 Decision-Making			✓	
Standard 2 - Community Involvement				
Benchmark A - Communication				
IV.2.A.2 Diversity		✓		
Benchmark B - Engagement				
IV.2.B.3 Community Agencies			✓	
Strand V - Data and Information Management				
Standard 1 - Data Management				
Benchmark A - Data Generation, Identification and Collection				
V.1.A.2 Systematic		✓		
V.1.A.4 Multiple Sources		✓		
Benchmark C - Data Support				
V.1.C.1 Process		✓		
Standard 2 - Information Management				
Benchmark A - Analysis and Interpretation				
V.2.A.1 Analysis			✓	
V.2.A.2 Dialog About Meaning	✓			

Report - Summary: Continued.....

Key Characteristics	Getting Started	Partially Implemented	Implemented	Exemplary
Benchmark B - Applications				
V.2.B.1 Dissemination				✓
V.2.B.2 Data-Driven Decision Making		✓		