

Mid-Michigan Leadership Academy



2007-2008
School Improvement Plan



MID-MICHIGAN LEADERSHIP ACADEMY

730 West Maple St. • Lansing, MI 48906
Phone: (517) 485-5379 • Fax: (517) 485-5892



August 1, 2007

Dear Faculty and Staff:

Within the confines of this document are the basic goals and objectives for this year. It is my belief that every activity we perform at Mid-Michigan Leadership Academy must be related specifically to the enduring understanding of curriculum benchmarks and standards. Our goal, through continuous improvement, is to create a model school, where all students are learning at or above grade level, in a safe and nurturing environment. This document should help to provide us with a roadmap for movement in that direction.

I ask that each of you to review this document and to capture those elements that relate to your area of expertise. In doing so, I would also ask that you do your best to align and integrate those items with *MicroSociety* in an intentional way that benefits our students and their achievement. The goal of every school should be to provide their students with the opportunity to realize their academic potential. For us, that means we need to concentrate our efforts on following the curriculum in a way that supports student mastery of the Grade Level Content Expectations as defined by the State of Michigan. That also means that while we teach the curriculum, we must address the primary obstacles to success in each classroom. More specifically, that means we need to continue reducing the frequency of aggressive behavior and defiance in our classrooms. While we did a great job last year (a 30% reduction), we still have some distance to go. With increased emphasis and focus, I have no doubt that we are capable of attaining these two goals.

And finally, this document has been designed to be a living and breathing instrument of success. To the extent that we, as an entity, need to shift our focus with respect to the individual items contained within the document, I trust that you will be flexible and focused on the overarching goal of continuous learning and enduring understanding. I would also like to challenge each of you to take every opportunity to make this program better. The strength of our learning community at Mid-Michigan Leadership Academy comes from a unity of effort and a passion for excellence. If we are all willing to work together and participate in this transformation, I have no doubt that we will succeed.

With sincerest regards,

Mark S. Eitrem
Superintendent

2007-2008 School Improvement Plan

Mission Statement

The Mid-Michigan Leadership Academy is student-centered focusing on the academic success of all students through the transfer of knowledge from the traditional classroom environment to real world applications.

Vision Statement

To be the premier school of choice for families of the Greater Lansing area.

School Profile

Mid-Michigan Leadership Academy
730 West Maple
Lansing, Michigan 48906
(517)-485-5379
Fax: (517)-485-5892
www.michlead.org

Mark S. Eitrem, Superintendent
Aimee LeTarte, Principal

Student Population

African American	38%
White	28%
Hispanic	23%
Asian	1%
Multiracial	10%
Free/reduced lunch	78%

Staff Degree's

Master's Degree	5
Bachelor's Degree	10
Associate's Degree	5
Support Staff Certified	6

Overview

The Mid-Michigan Leadership Academy is a Title I school initially chartered in 1995 by Central Michigan University, and reauthorized in 2001 and then again in 2006. In 2002, we were awarded a Golden Apple Award for excellence in education. In 2003, we were awarded a Comprehensive School Reform Grant (CSR) to become a *MicroSociety* School. The *MicroSociety* program, as our attractor, is designed to draw a diverse population as well as to meet the learning needs of all the students.

Stakeholders

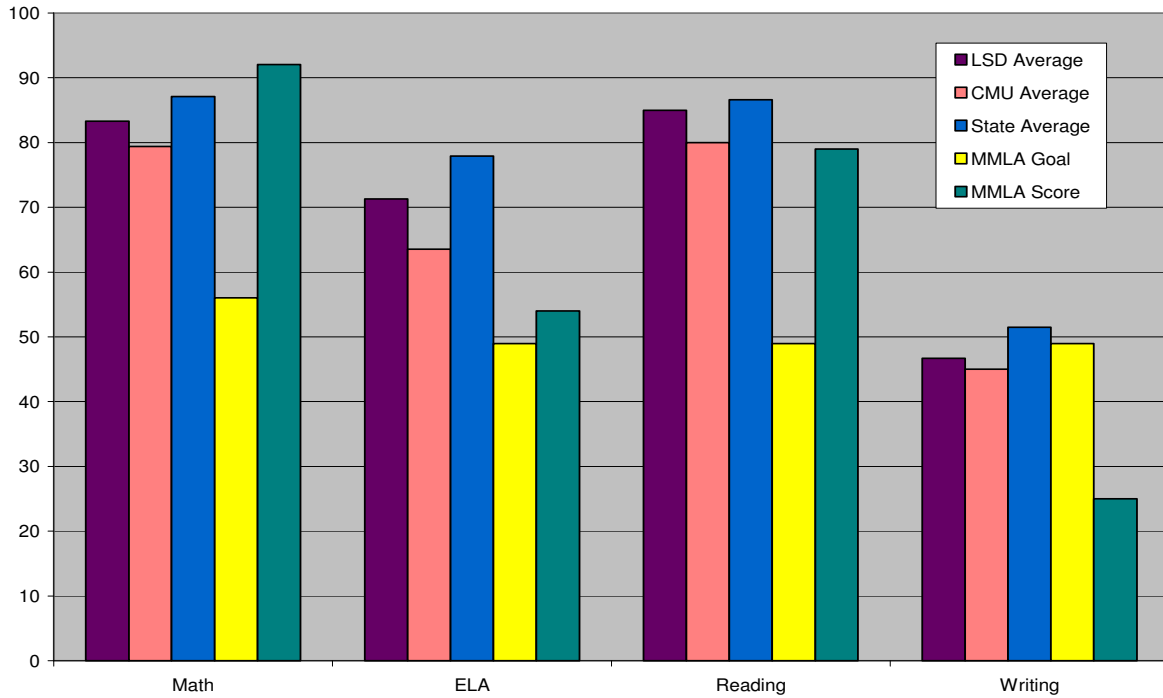
This plan was developed through the cooperative and collaborative efforts of many different stakeholder groups including parents, faculty, staff, administrators, and Board members. The School Improvement Team crafted the basic document with collaboration from every employee in the school. The names of the primary individuals involved and the stakeholder groups they represent are identified below:

Ms. Teresa Sumpter Board President	Ms. Leah Perkins Board Member & Parent	Mr. Ezabele wa Yasak Board Member & Parent
Mr. Mark S. Eitrem Superintendent & Parent	Ms. Aimee LeTarte Principal	Mr. Todd Ashworth Team Leader-Leadership
Ms. Jenny Poor Team Leader-Teaching & Learning	Ms. Melissa Hallock Team Leader-Data & Information Management	Ms. Nancy Pearsall Team Leader-Personnel & Professional Learning
Mr. Chuck Tolhurst Team Leader-School & Community Relations	Ms. Angela Stevenson Staff Member & Parent	Mr. Dan Stouffer Parent
Ms. Julie Sprunger Staff Member & Parent		

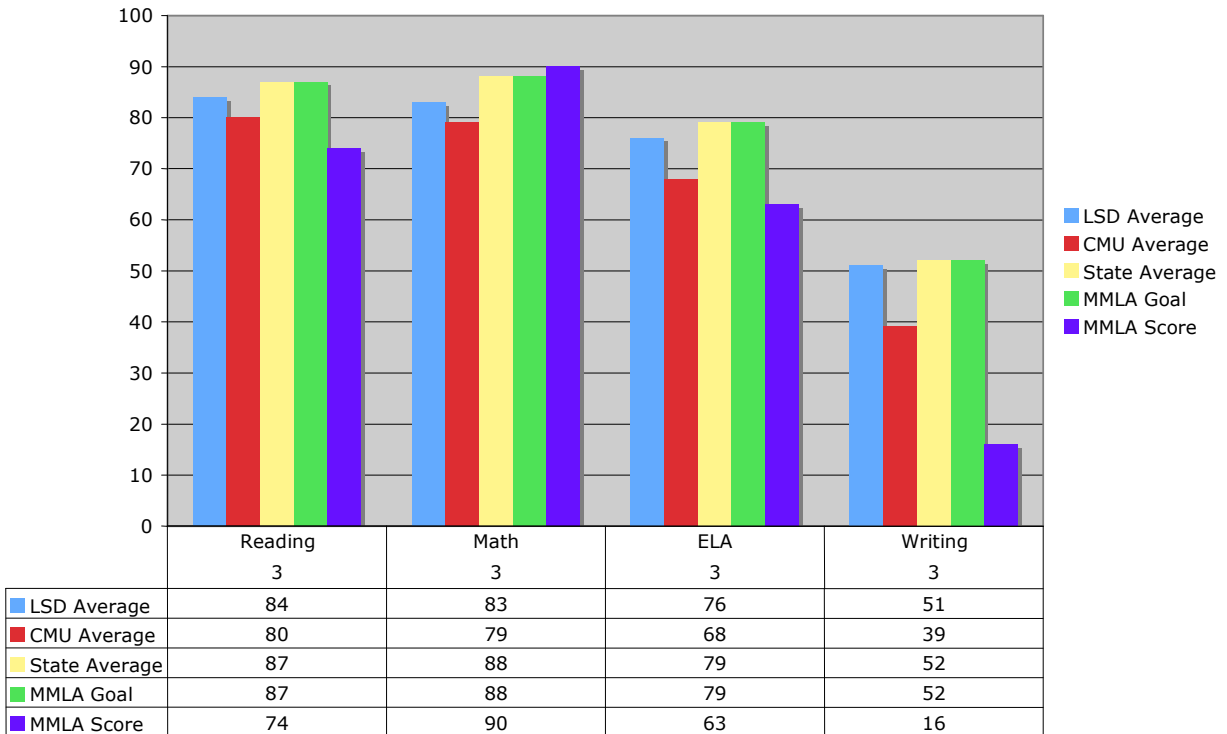
It should be noted that most of these individuals have daily interaction with other members of their stakeholder groups so it is very likely that many more individuals than those listed above had input into this document. The newly developed school improvement template created by the Michigan Department of Education was used as the primary mechanism for creating this document as well as a checklist provided by Central Michigan University's Charter Schools Office.

MEAP Outcome Data-Two Year Data

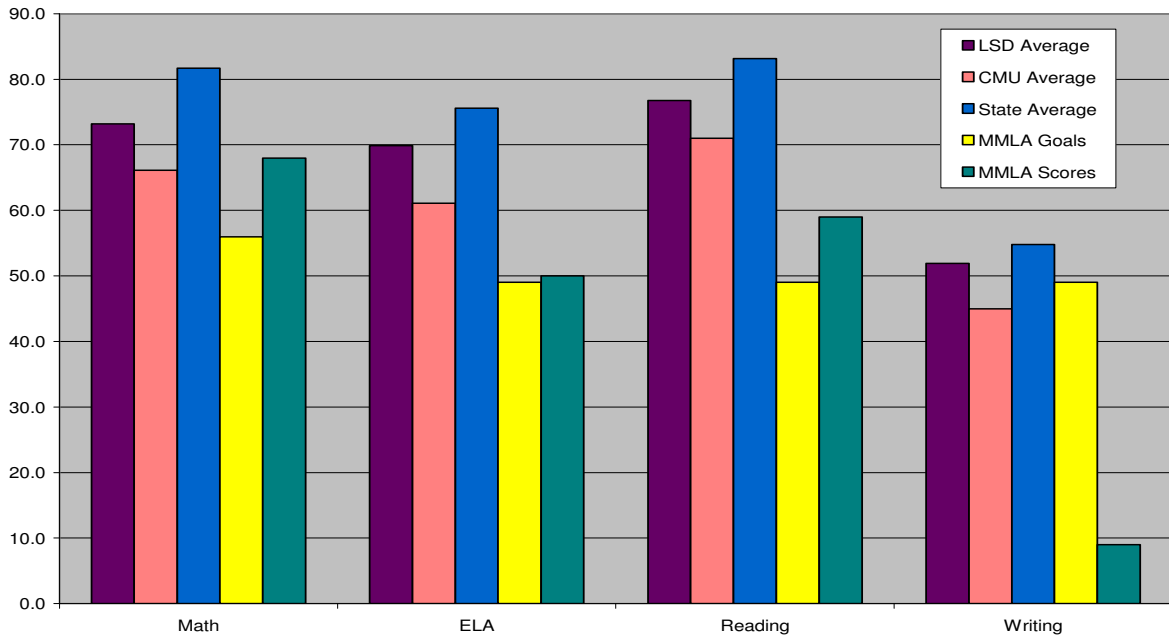
3rd Grade MEAP Fall 2005



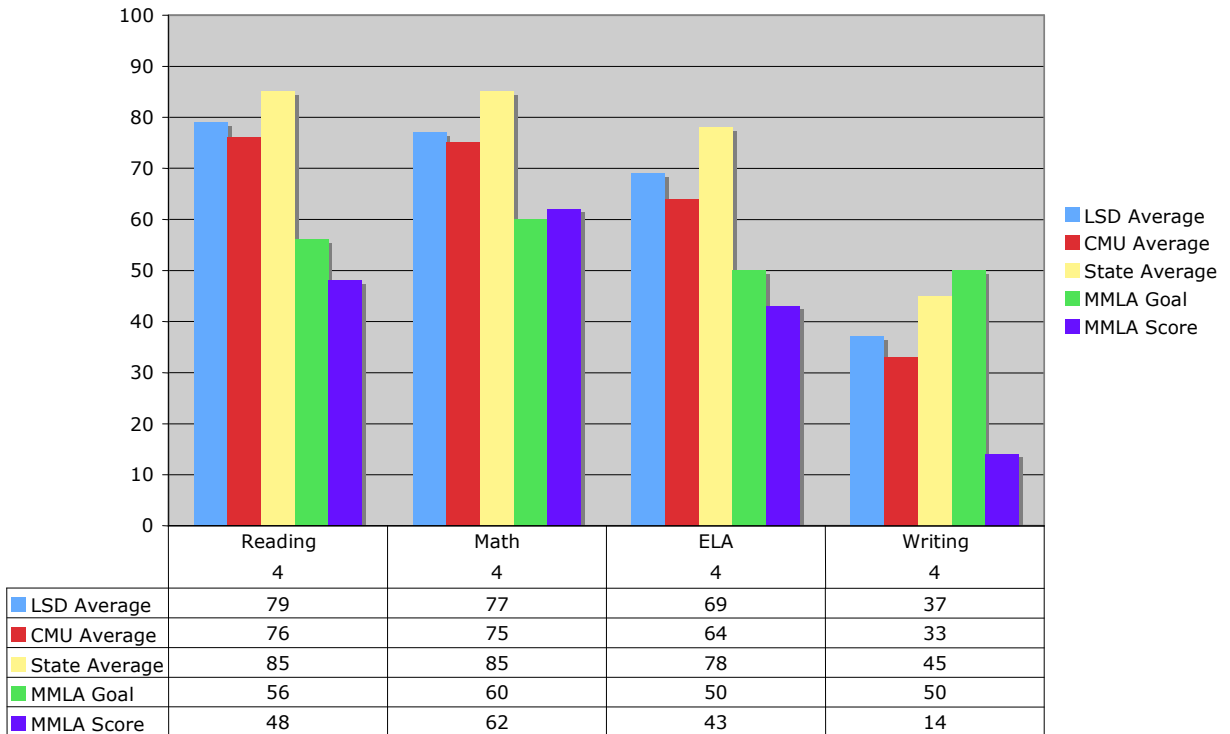
3rd Grade MEAP Fall 2006



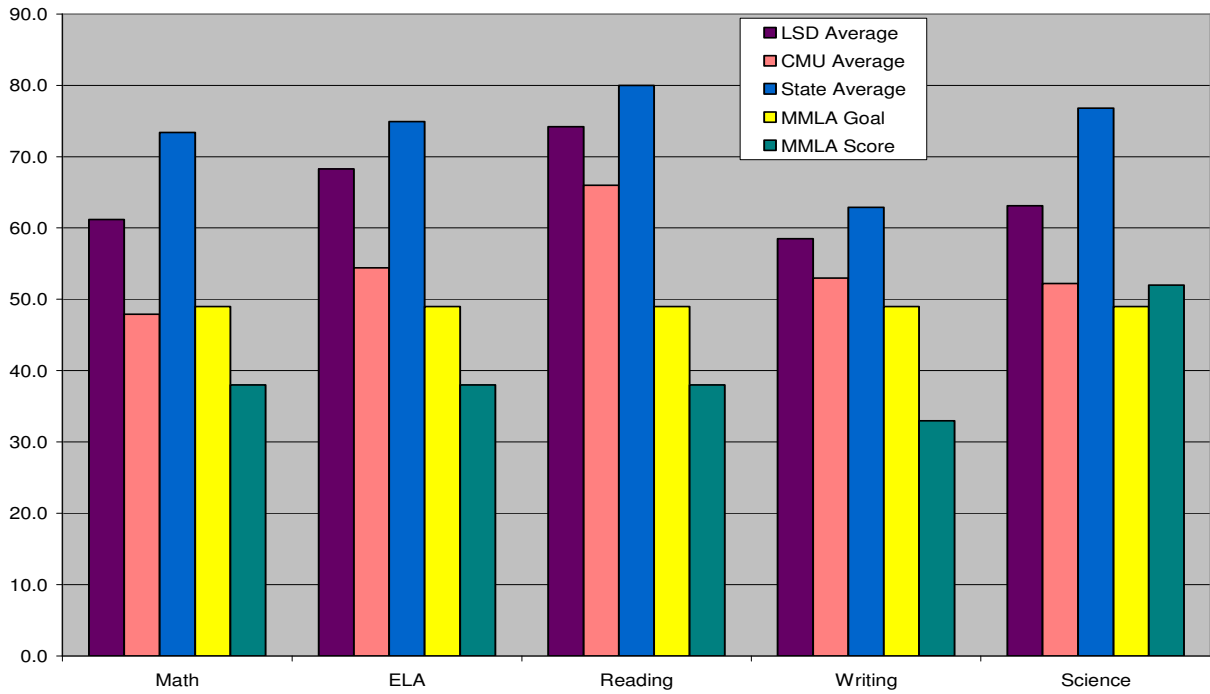
4th Grade MEAP Fall 2005



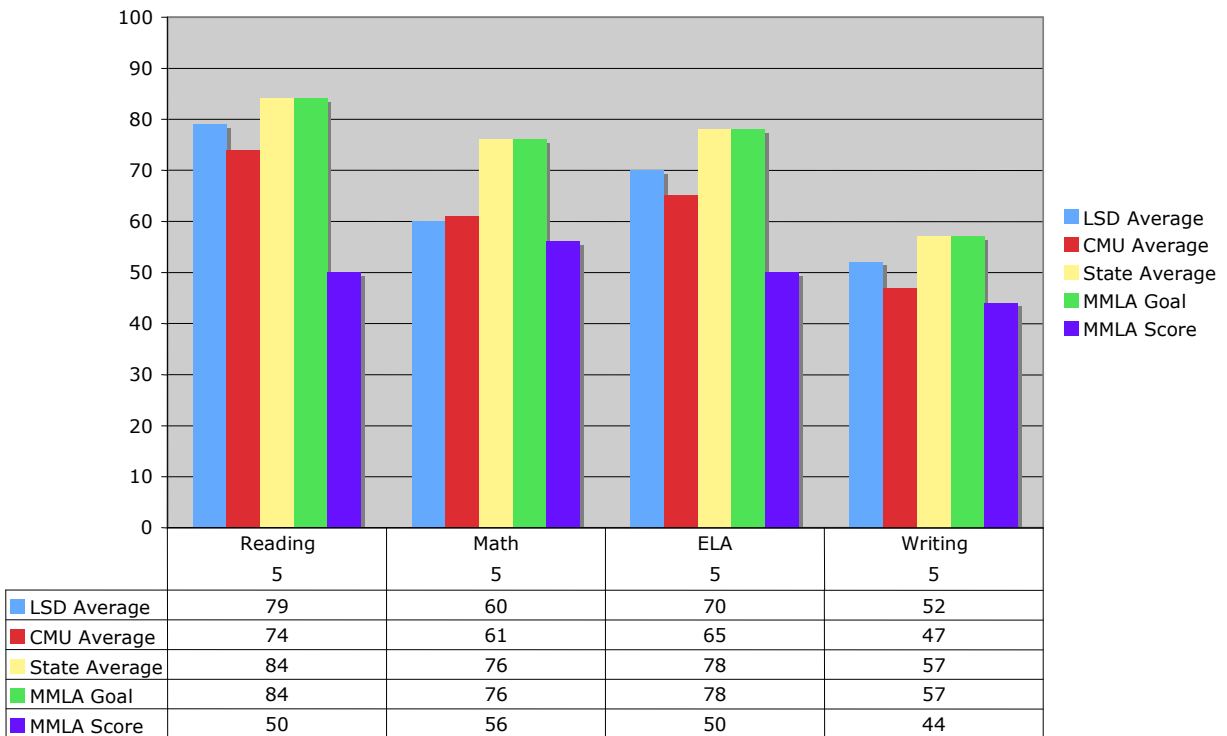
4th Grade MEAP Fall 2006



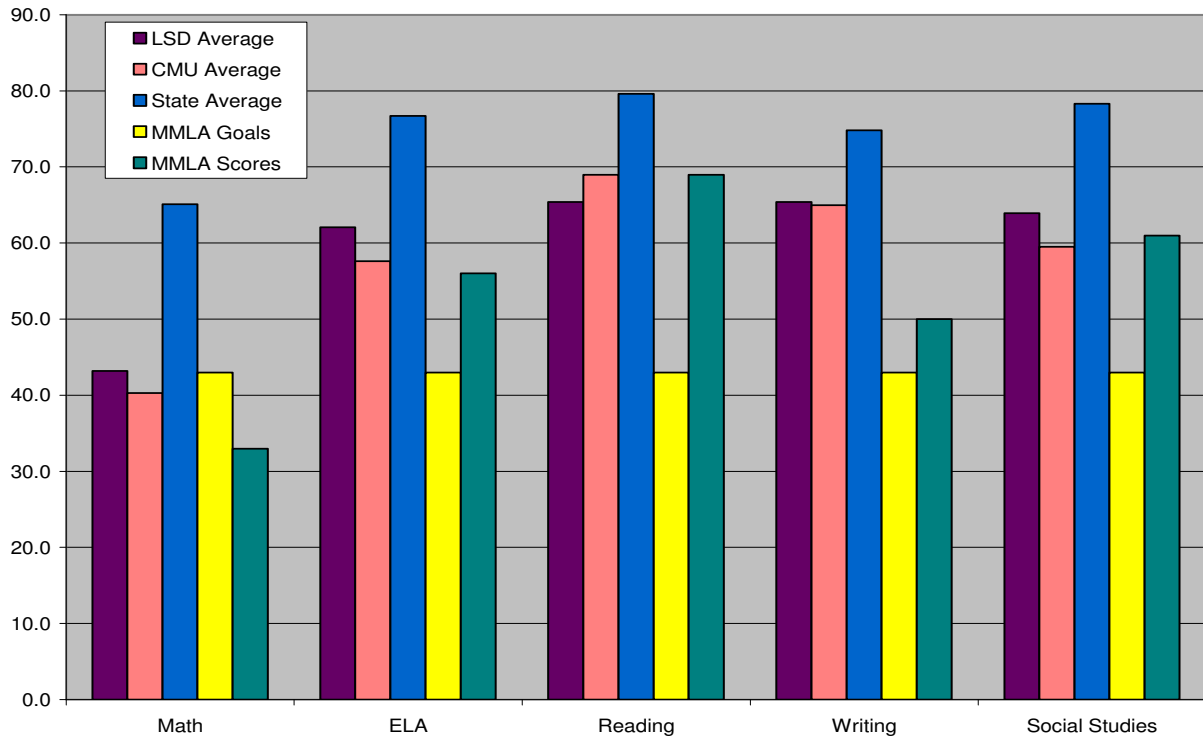
5th Grade MEAP Fall 2005



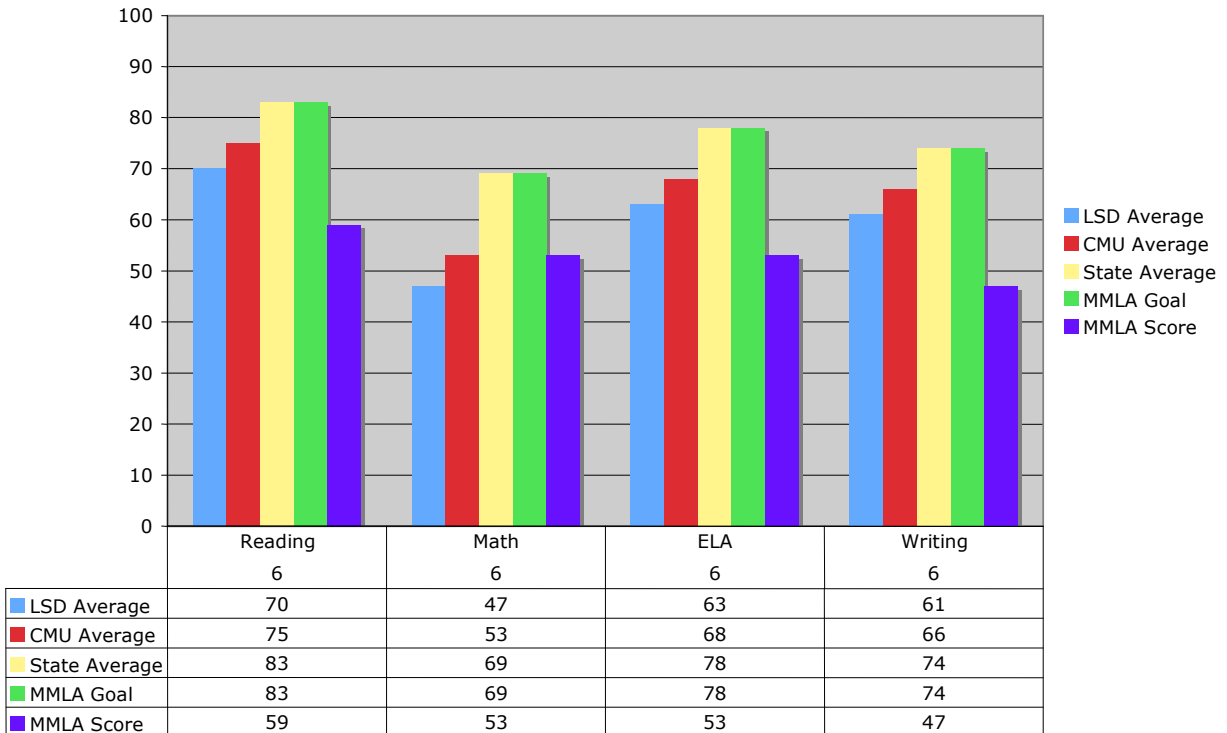
5th Grade MEAP Fall 2006



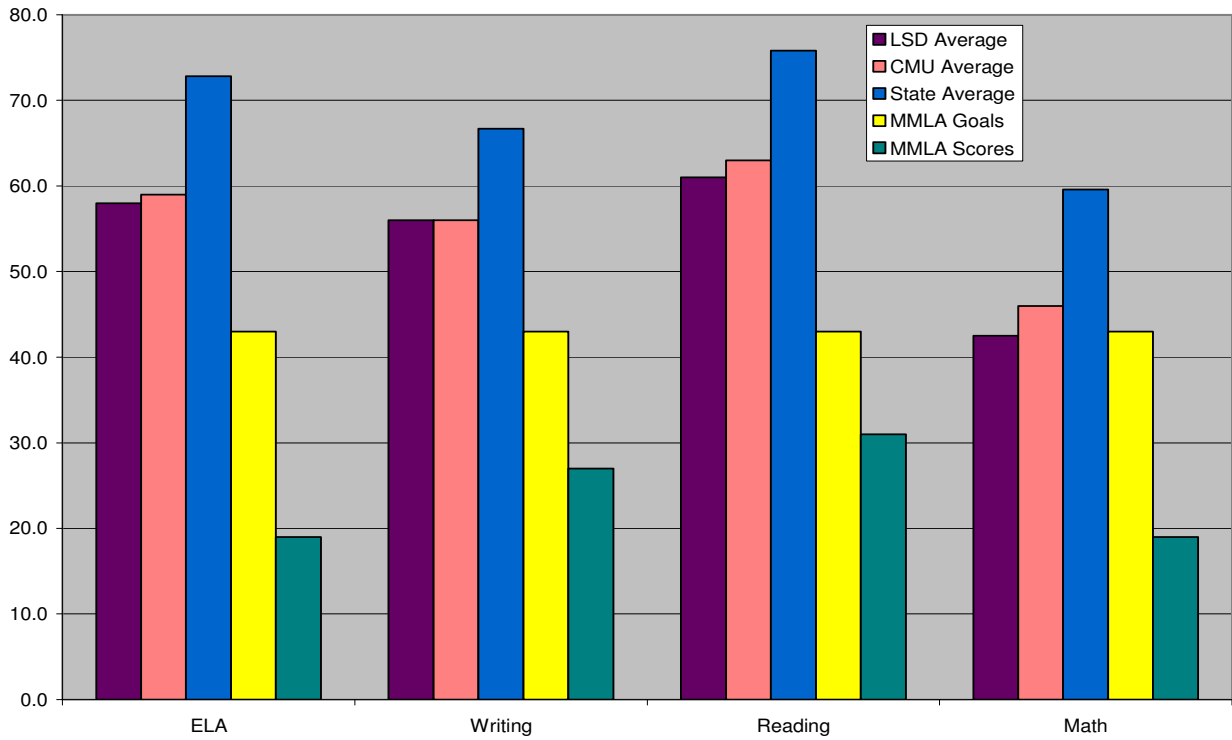
6th Grade MEAP Fall 2005



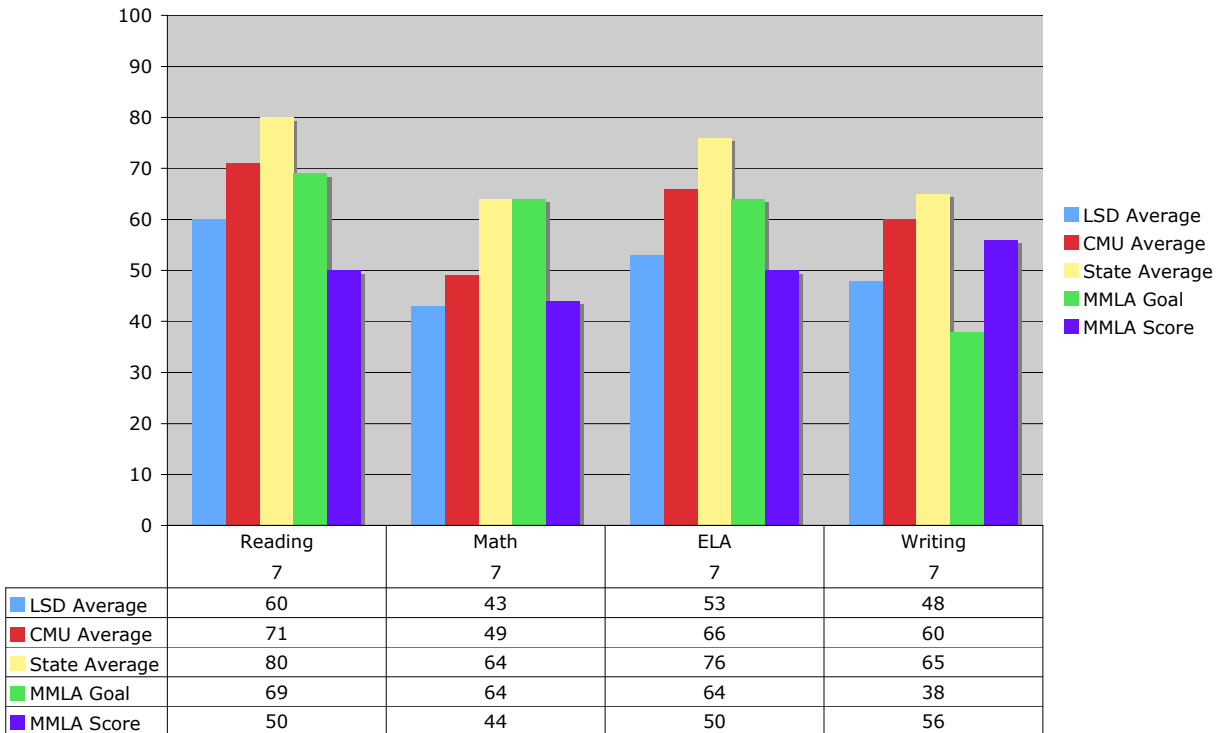
6th Grade MEAP Fall 2006



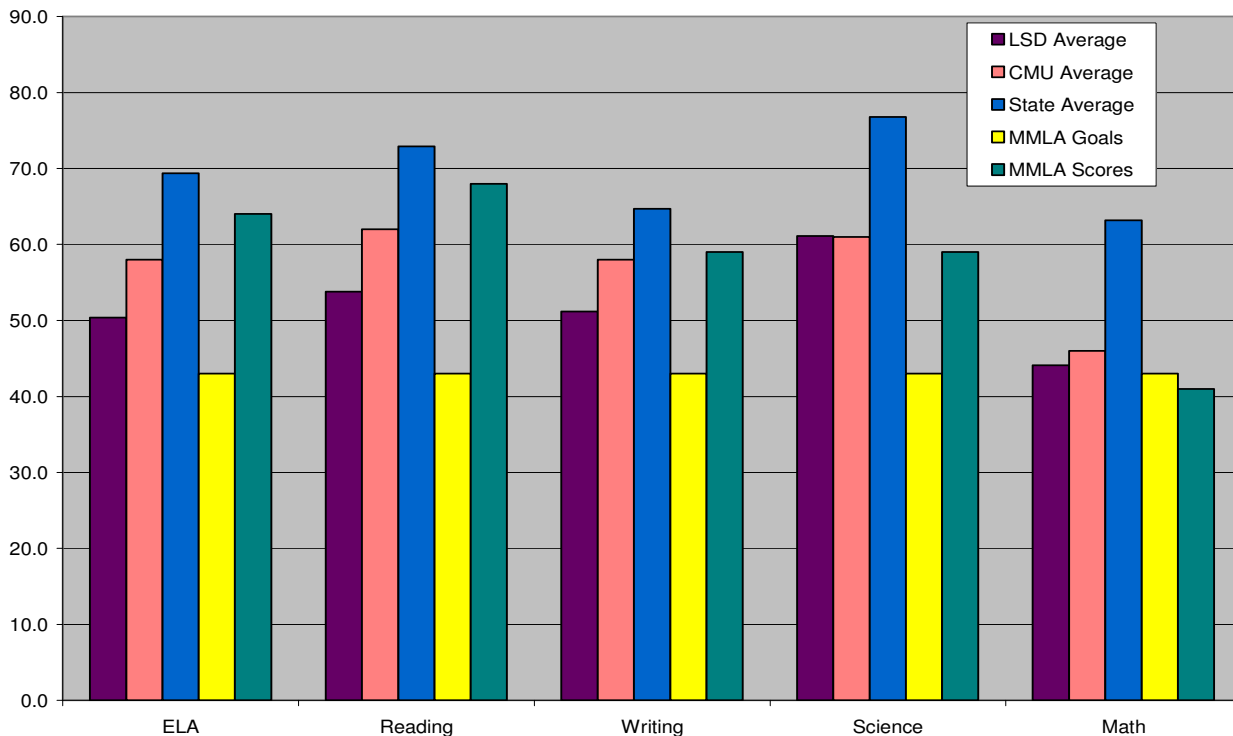
7th Grade MEAP Fall 2005



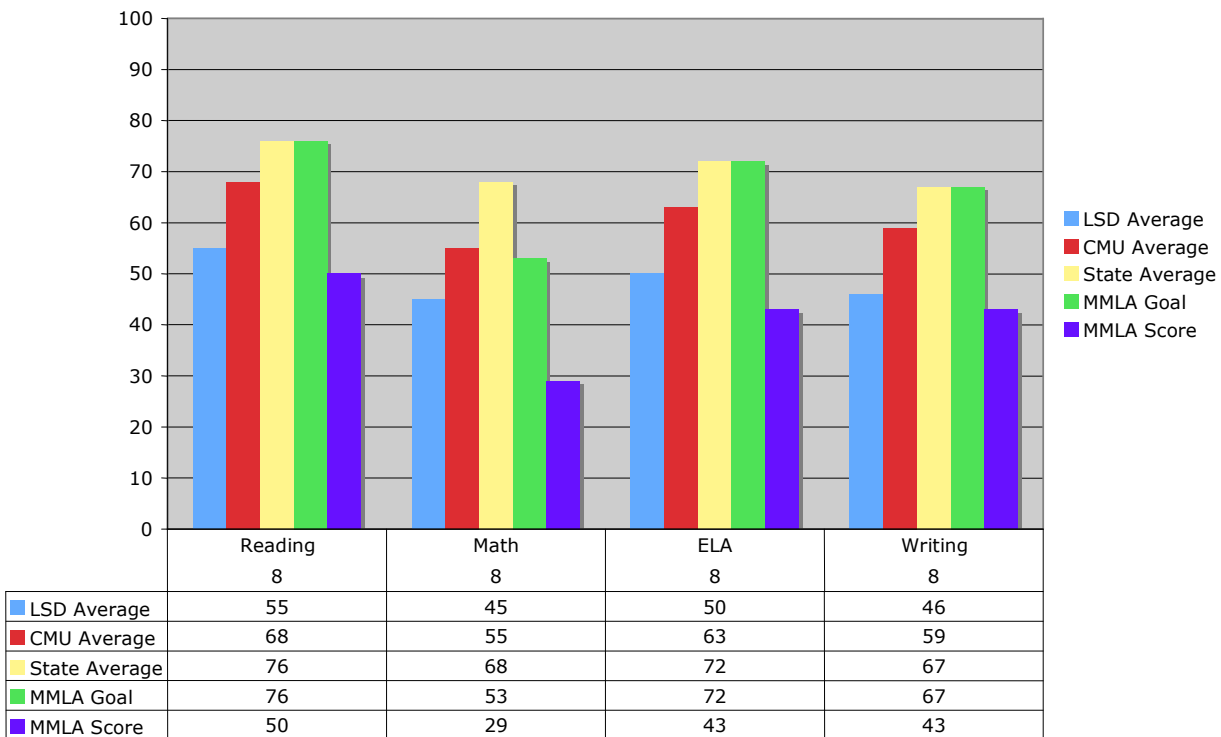
7th Grade MEAP Fall 2006



8th Grade MEAP Fall 2005



8th Grade MEAP Fall 2006



Year to Year Comparison

	2004 - 2005 Academy	Fall 2005 Academy	Fall 2006 Academy
Grade 3 Math		92	89
Grade 3 ELA		54	63
Grade 3 Reading		79	74
Grade 3 Writing		25	16
Grade 4 Math	53	68	62
Grade 4 ELA	15	50	43
Grade 4 Reading	45	59	48
Grade 4 Writing	9	9	14
Grade 5 Math		38	56
Grade 5 ELA		38	50
Grade 5 Reading		38	50
Grade 5 Writing		33	44
Grade 5 Science	34	52	78
Grade 5 Social Studies	4	Not Tested	
Grade 6 Math		33	53
Grade 6 ELA		67	53
Grade 6 Reading		61	59
Grade 6 Writing		72	47
Grade 6 Social Studies		61	59
Grade 7 Math		19	44
Grade 7 ELA	24	19	50
Grade 7 Writing	20	27	56
Grade 7 Reading	48	31	50
Grade 8 Math	50	41	29
Grade 8 ELA		64	43
Grade 8 Writing		68	43
Grade 8 Reading		59	50
Grade 8 Science	30	59	7
Grade 8 Social Studies	10	Not Tested	

It is important to remember that year to year test result comparisons are of little utility unless the analysis recognizes that students move from year to year. For example, if we compare the results of the 2005 Grade 5 class with the 2006 Grade 6 class one can easily recognize that significant improvement took place with that group of students. While everybody that took the test in the fall of 2005 was not available to test with us in the fall of 2006, a large percentage were. An individual analysis shows that the students leaving after the test in 2005 and new arrivals in 2006 were of equal academic standing.

Therefore, the 5th and 7th graders of 2005 reflected significant improvements in 2006. The vast improvement in every grade is extremely noteworthy.

Year	No.	Percent	
2005	12	50%	Green –Met State Goal
	1	4%	Yellow –Within 1 Student of State Goal
	11	46%	Red –Didn't Meet State Goal
2006	18	75%	Green –Met State Goal
	3	12.5%	Yellow –Within 1 Student of State Goal
	3	12.5%	Red –Didn't Meet State Goal

Evaluation Processes

The MMLA School Improvement Team will continue to review all academic and operational results from the previous school years. Particular attention will be paid to the essence, strategies, action plans and monitoring for both goals. Data domains used will obviously include achievement, perception, demographic, and contextual. A minimum of two years worth of achievement data from the MEAP will be used, especially that which is used by the Michigan Department of Education for determining Annual Yearly Progress. Periodic review and analysis of strategies and action plans will also take place as part of the monthly Leadership and Executive Team meetings.

This evaluation will be partly summarized in an annual progress report, the results of which will drive a school-wide review of goals, strategies, and expected outcomes. Staff and faculty will be closely involved in all decision-making and will be asked to submit recommended strategies for improvement/change. When school reopens in September 2008, these strategies and recommendations will be included in the revised 2008-2009 School Improvement Plan, completing the cycle of strategic planning and evaluation.

Core Curriculum

The MMLA curriculum complies with the State's core curriculum and is aligned with the Michigan Curriculum Frameworks and the Grade Level Content Expectations for the four core curriculum areas. This "new curriculum" was drafted in the summer of 2005 and relies heavily on the previously approved curriculum, the Michigan Curriculum Frameworks, and the Department of Education's newly established Grade Level Content Expectation. The strategies for instruction integrate the "learn by doing" modality envisioned and supported by the full implementation of our Comprehensive School Reform model entitled *MicroSociety*. With a book study completed in 2006, teachers and staff have become intimately familiar with the works of Robert Marzano, more specifically, the instructional strategies outlined in his book entitled, *Classroom Instruction That Works*, (2001). It was these instructional strategies that are outlined in the pacing guides developed to accompany the new mathematics and English language arts curriculum updates.

The School Improvement Team has reviewed and adopted a Curriculum Review and Development Cycle (CRDC), which is designed to systematically address the need for curriculum updates as necessary. The CRDC description begins on the next page.

Curriculum Review and Development Cycle

The Curriculum Review and Development Cycle is a dynamic tool that needs updating at least annually. Its purpose is to provide a vision and structure for continuous improvement through the intentional evaluation and planning of instructional techniques, assessment strategies, and professional development. The term “curriculum,” as used here, refers to the global or holistic view of teaching and learning in each subject matter area.

The broad definitions for each year of the “Cycle” are:

- *Research and Evaluate (R/E)* – During this year key staff investigate the “state of the art” and best practices in a given program area. This may include visitations, conferences, and applied research. The goal is to gain the knowledge of what is available for further consideration.
- *Develop and Recommend (D/R)* – During this year a team of interested educators use the research conducted in the previous year of the cycle and other available resources to prepare a recommendation. Again, work with external colleagues, consultants, and other outreach individuals, for more specific information and direction is undertaken. The purpose is to reach a decision on learner outcomes, appropriate assessment, and necessary professional development. Based on these recommendations, the Administration/Board of Directors may take action.
- *Implementation (I)* – This is the year that a “new curriculum” is installed. It may involve a slight variation or a complete overhaul. Attention must be given to staff development, communication, material acquisition, and formative evaluation. The “recommendation” must be considered, honoured (when possible) and properly facilitated.
- *Monitor, Maintain, Revise (MMR)* – In other words, “sustain, assess, and innovate.” During this three-year phases, the goal is to let the curriculum mature and improve, not stagnate. Educators must keep true to the implementation plan, but be prepared to recommend improvements as they emerge.

This cycle is not fixed and the definitions are not pure. The plan is to organize and structure staff/faculty and resources to improve “curriculum” in an ongoing and orderly fashion. Due to the late publication of the Social Studies Grade Level Content Expectations, it was decided that the Science and Social Studies reviews would be postponed one year. The chart on the next page reflects that change.

Curriculum Review and Development Cycle Chart

Subject Area	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012
ELA	MMR	R/E	D/R	I	MMR
Math	MMR	R/E	D/R	I	MMR
Science	R/E	D/R	I	MMR	R/E
Social Studies	D/R	I	MMR	R/E	D/R
Health	R/E	D/R	I	MMR	R/E
Technology	MMR	R/E	D/R	I	MMR
Visual Art	D/R	I	MMR	R/E	D/R
Physical Education	I	MMR	R/E	D/R	I
Music	MMR	R/E	D/R	I	MMR
Spanish	R/E	D/R	I	MMR	R/E

R/E – Research and Evaluate
D/R – Develop and Recommend
I – Implement
MMR – Monitor, Maintain, Revise

It should be noted that the published curriculum approved by Central Michigan University has been revised based on the current status of updates and the availability of newly approved Grade Level Content Expectations (GLCEs).

It is the intention of the Administration to continue placing emphasis on the benchmarks and the curriculum in a way that provides a much better assessment of the curriculum, the teaching modalities, and the school itself. Simply put, we cannot accurately evaluate our curriculum if we don't teach it the best way we know how. We also need to make sure that the three curriculums are aligned: the approved/written curriculum, the curriculum taught, and the curriculum learned.

Additionally, the implementation of "Focus Boards" and development of detailed pacing guides for English language arts and mathematics not only makes it very clear for the students to recognize and participate in the achievement of benchmarks and standards, but it also provides the teachers with an expectation reminder. By clearly defining the expectations in advance, both students and teachers are able to more clearly measure progress and success.

Goals Based in Student Academic Objectives for All Students

Behavior Goal

Reduce the incidence of physical aggression and fighting by 10% throughout all grades (K-8). The school's performance in 2005-2006 reflected a reduction of 30% for those students remaining from the previous year. The number of reported incidents increased in 2006-2007, but we believe the increase is not due to an increase in physical aggression incidents, but merely an increase in reporting, especially by new teachers and those that had chosen, for one reason or another, not to follow the discipline guidance in 2005-2006.

Essence of goal: Incidences of physical aggression and fighting are a reoccurring problem at MMLA. We recognize that teachers will have more time to spend on instruction when they spend less time on discipline. The behavior data recovered from PowerSchool reflects the situation where the majority of discipline infractions fell in these two areas. While staff training in the area of classroom management is ongoing, it is clear that a set of universal standards also needs to be enforced across all classrooms. In 2006-2007, we believe the standards were more universally applied which makes the data from this point forward more relevant.

Strategies:

- 1) Faculty and staff will identify students with recurring infractions and will set up appointments with the Dean of Students to establish a dialogue and to develop behavior plans.
- 2) Faculty will be provided with professional development in the areas of behavior management and classroom discipline.
- 3) Faculty and staff will enforce a set of school wide behavior standards as well as a set of standard disciplinary procedures.
- 4) The administration will work with parents and students to reinforce the policy that physical aggression and fighting will not be tolerated and those that continue that behavior will be subject to expulsion.
- 5) The Administration will work with parents and students to help find the best educational opportunity for students with behavior challenges.

Action Plan: The Dean of Students & Families will train staff to use common language. Two grade level teams (K-3 and 4-8) will schedule a minimum of one hour per week of preparation time to address behavior issues. A classroom behavior log will be kept by teachers to help identify students with reoccurring infractions. On an as needed bases, teams will be formed (Intervention Teams) to address students who have reoccurring infractions. In August, staff will be provided with workshops and training in establishing school wide standards and processes for discipline. That workshop and training will also include accountability methods. The processes used will be established by the staff, thereby integrating MicroSociety laws with school rules. While the Dean of Students & Families will take the lead in training students in proper social behavior, every single faculty member must also do their part. A review of the curriculum shows that instruction in the socialization process is visible at every grade level.

Academic Goal:

Improve our MEAP scores by 10% in all core curriculum areas including: math, English language arts, social studies and science. This goal will be measured both literally and longitudinally.

Essence of goal: Adequate Yearly Progress (AYP) is the annual process used by the State to measure a school's proficiency. MMLA successfully met its AYP goal in the 2004/2005 school year by virtue of "Safe Harbor" provision that recognizes improvement over a period of time. This is important to understand especially in light of the inconsistent and largely unacceptable scores received in previous years. In 2005/2006, the school met AYP without qualification, which we believe is a testament to the progress we've had in improving the focus on benchmarks and standards and simultaneously working to reduce the amount of distractions in the classroom. The results from 2006-2007 continue to show a marked increase in proficiency for both English language arts and mathematics. Even though we continue to make significant improvements, our raw scores are still below the State standards. Unfortunately, it would not be fair or reasonable to expect quantum improvements in student achievement when resources limit our ability to make the kinds of changes necessary to achieve them. So, for the 2007/2008 school year, MMLA will continue to demonstrate improvement in all curriculum areas by 10%. We believe that the best place to focus for this year is in the area of English Language Arts (more specifically writing) and through the ongoing integration of technology throughout the curriculum. We believe these focal points can be accomplished without additional resources and within the pre-existing curriculum frameworks.

Strategies:

- 1) MMLA faculty and staff will review all resource materials used to deliver the curriculum. Resource materials for all curriculum areas will be provided as needed.
- 2) Faculty to be trained in methods and use of resource materials to include the new Glory Math computer based mathematics program designed to assist students needing more practice.
- 3) All faculties will follow the written core curriculum.
- 4) All faculties will follow the existing pacing guides.
- 5) Paraprofessionals will be trained in core curriculum and methods of instruction and delivery and used in the best possible way to improve student achievement.
- 6) Faculty will use classroom assessments to drive instruction.
- 7) Faculty and staff will use assessment results (MEAP, Scantron, MAT 8) in identify areas to focus on for student achievement.
- 8) Special Education staff will meet with homeroom teachers to plan strategies for instructing students. The goal for every student receiving special education services is to have those students successfully assimilate into their grade level classrooms.

9) Faculty will use technology as a means to provide diversity in their teaching modalities with the expressed intention of reaching those students with multiple intelligences and diverse learning styles.

Action Plan: MMLA staff will review student results of standardized test (MEAP and Scantron) in their grade level to identify areas of focus for student achievement. At completion of each classroom assessments (end of unit test, weekly quizzes, etc.) teachers will review results and modify instruction based on those results. Weekly lesson plans should reflect the instructional changes. Teachers will be required to submit formal weekly lesson plans. Pacing guides for special subject areas (Art, Physical Education, Spanish, Music, Technology, and Health) will be developed in accordance with the curriculum development cycle identified previously. A mixture of traditional and authentic assessments will be used to target strengths and weaknesses and to place resources where they can increase the academic achievement of all students, particularly those operating at or below grade level.

At a minimum, every classroom teacher will have students write in every subject, every day. Writing across the curriculum will be the mantra for the 2007-2008 school year. While technology can be a great tool for writing, teachers are expected to have students write with pencil and paper before they depend on the use of technology.

Monitoring of Goals

Behavior Goal

1. Notes/Minutes of both grade level team meetings will be made available to faculty and staff.
2. Classroom behavior logs will be shared with administration as needed.
3. MMLA administration will collect infraction forms, and then will forward them to the *MicroSociety* Bureau of Census and Statistics, for weekly data analysis.
4. Monthly SIT (School Improvement Team) meetings will devote time to reviewing the infraction data, and making adjustments as needed.
5. The Dean of Students & Families will provide monthly reports to the Superintendent regarding the frequency of physical aggression and fighting incidents.

Academic Goal

1. Notes/Minutes of grade level team meetings will be made available to faculty and staff.
2. Individual classroom teachers will begin the assessment process immediately upon the arrival of students (September 4th) and will make a determination within 30 days as to the appropriate level of instruction required of each student in their assigned classrooms.
3. Individual Learning Plans (ILPs) will be developed and reviewed by November 7, 2006.
4. Every student enrolled at MMLA will be tested in Scantron, MAT 8, and the MEAP, based on the grade the students are currently assigned.
5. Pacing guides will be developed and followed.
6. Lesson Plans will detail curriculum benchmarks and assessment mechanisms.
7. Monthly SIT (School Improvement Team) meetings will devote time to reviewing the student achievement data, and making adjustments as needed.
8. Every teacher will use writing journals as one method of assessing student writing.

9. All students taking the MEAP will spend the first six weeks of school on review of the core curriculum from the previous year. Priority of effort will go to grade level mastery of mathematics and writing.

10. Before/After school programs will be focused on grade level mastery of writing and math.

Staff Development Plan

The staff and faculty development plan calls for thirteen professional development periods spread out throughout the year. The year will start on August 27, 2007 with four straight days of professional development. Then each month thereafter, with the exception of December and March, will have at least a four-hour block available for professional development. The actual schedule is outlined below. Additional, upon request a pre-approval, stipends are available for some extra periods of professional development.

Staff Professional Development Schedule

Date	Period	Professional Development Topic/Subject Area
August 27	Full Day	Staff Handbook, Blood Borne Pathogens, and Curriculum
August 28	Full Day	Science-Impression 5 Science Museum/Parent Night 6 to 7 pm
August 29	Full Day	The Myths of ADHD-Jennifer Desiderio
August 30	Full Day	Red Cedar Writing-Tracy Prush
September 6	1 hour	Digital Fingerprinting-ISD Lonnie
October 22	Full Day	GLCE Social Studies and Science
November 2	Full Day	MAPSA Conference
November 6	½ Day	Discussion about MAPSA Conference
January 28	½ Day	Diversity Ms. LaValle Gibson, MSU and LCC Staff
February 15	Full Day	First Aid and CPR Training
April 11	½ Day	To be Announced
May 16	Full Day	Team Building
June 11	½ Day	Report Cards and CA60's
June 12	Full Day	CA60's and Inventories

Technology Plan

The Mid-Michigan Leadership Academy's Technology plan was reviewed and approved by the Ingham Intermediate School District and the Michigan Department of Education in July 2005 and remains in effect until June 2008. This plan calls for curriculum integration and alignment with technology standards as with the expressed focus of improving the knowledge, skills, and abilities of our faculty, staff, and students. All interested stakeholders are encouraged to visit the school's website at www.michlead.org to review the technology plan.

Assessment Planning & Tools

Mid-Michigan Leadership Academy will rely on both quantitative and authentic assessments taken from the classroom and grade levels, as well as the individual level. The purpose of these assessments is accurately evaluating the academic status of each student so that teaching can be directed to the proper areas and levels. Our Comprehensive School Reform model (*MicroSociety*) provides ample opportunity for authentic assessments, given its reliance on real-world applications. Additional assessments are contained in student journals, portfolios, and in the various projects they may be involved in within each subject area.

Specifically, MMLA uses several different standardized tests to measure student aptitude. They include:

- The Scantron Performance Series Test; a revolutionary assessment tool used for grades three through eight. This computer-adaptive, on-line, standardized assessment provides teachers and administrators with immediate feedback on the performance of all students. This assessment tool has been recommended for use by Central Michigan University and has been in place since September 2003. This tool is especially useful due to its ability to measure value added, as tests are administered in the fall and then again in the spring. Student academic growth can then be measured.
- The Metropolitan Achievement Tests will continue to be given in first and second grades. Mid-Michigan Leadership Academy will use version 8 for the 2007-2008 school year.
- The Michigan Educational Assessment Program (MEAP) will be given grades three through eight according to State regulations. This will be the second year all students in grades three through eight will be required to take the test modules for the Mathematics and English Language Arts subject areas.
 - Evaluations of test scores are completed literally and longitudinally. That is, third grade math scores from this year are compared to last year's third grade scores. This is called a literal comparison and is of some utility even though it is comparing two different sets of students. Longitudinal analysis evaluates the fourth grade students' math scores with those same students' scores from the previous year. This analysis actually compares individual student and/or groups of students over time.
- MI-ACCESS (Phases I & II) are available but will be used sparingly, if at all.

The Mid-Michigan Leadership Academy is in full compliance with the Michigan State Board of Education Policy entitled "Michigan Education Assessment Systems" (MEAS).

All faculty members will provide some form of preparation for each of these student assessment instruments. Additionally, every faculty member administering these tests will receive instruction regarding their administration.

Additionally, every staff and faculty member participates annually in the school improvement self-assessment process (MI PLAN) in their respective teams (Teaching for Learning, Leadership, Personnel and Professional Learning, School & Community Relations, and Data & Information Management). It is their corporate input that determines the school's self-assessment score. For 2007, the self-assessment score was 83% with a grade of a "B."

Parental Involvement

A Parental Involvement Plan has been developed and was implemented during the 2006-2007 school year. This plan utilizes elements of the *MicroSociety*, as well as school events and staff outreach to engage parents directly in school activities. In addition, newsletters, bulletins, and electronic communication with parents were considered and included in that plan.

On August 28, 2007, MMLA will be hosting our annual “Welcome Back to School Night.” This will be a great opportunity to share the expectations for the coming year as well as go through the Student & Family Handbook, and to receive feedback from parents.

Community-School Relationships

The adoption of the *MicroSociety* Comprehensive School Reform model provides MMLA with an excellent opportunity to develop strategic partnerships and active engagements with members of the Lansing community. Each *MicroSociety* venture and/or agency will require a business or community “partner.” Given the school’s close proximity to state government and Michigan State University, which itself boasts a strong Institute for Public Policy and Social research, MMLA students stand to benefit from numerous opportunities to speak and otherwise interact directly with some of the state’s most prominent leaders.

During this last year our school spent considerable time in the media due mainly to our ongoing attempts to purchase a portion of our campus. This exposure has created numerous opportunities for networking with community and civic leaders. This networking will provide a wide variety of resources that can directly support both goals. More specifically, by creating more adult mentors and coaches and opportunities for students to network with positive role models, behaviour is more likely to improve. When students are focused on positive behavior, academic achievement is more likely to improve.

Community Resources

In addition to the many resources available in the business community, there are a significant amount of resources available throughout the adult and community education institutions, including libraries. With the use of the Michigan State University extension offices, along with field trips to local libraries, students and faculty are more familiar with what resources exist and what might be applicable for use at our school.

Additionally, the location of the newly formed North Neighborhood Center in close proximity to the Academy makes it very convenient for collaborative efforts. The implementation of the summer lunch program, the new school garden project, and the after-school tutoring program are all great examples of what can be done when the resources of the community are leveraged to the benefit of the students and families in the surrounding community.

Decision-Making Process

While State law mandates an hierarchical structure for the senior leadership of the Academy, the organization of the Mid-Michigan Leadership Academy resembles a matrix organizational structure that pushes the decision-making process to the individual stakeholder level. While this structure is clearly designed to facilitate involvement and collaboration, it does not relinquish the school's administration from the ultimate responsibility for whatever happens or fails to happen at the school.

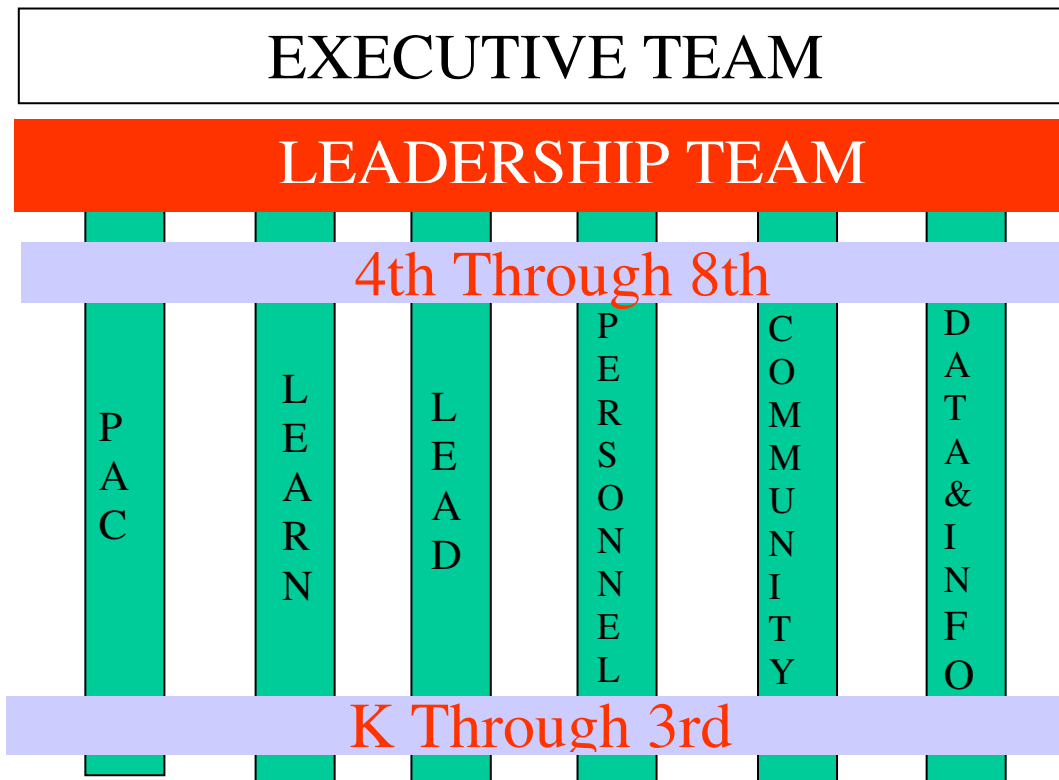
The Executive Team is composed of the Superintendent, Principal, the Dean of Students & Families, and the Student President.

The Leadership Team is composed of the chairs of the five school improvement teams, the President of the Parent Advisory Council, and the Student Vice President.

All of the five school improvement teams (Teaching for Learning, Leadership, Personnel & Professional Learning, Community Relations, and Data & Information Management) are composed of teachers, paraprofessionals, and staff members. The Parent Advisory Council is composed of parents and is chaired by a person selected by the parents.

The two grade-level teams are composed of teachers, paraprofessionals and resource room staff that service those grade levels.

MMLA Organizational Chart



Education YES

The Mid-Michigan Leadership Academy's continued focus on academic achievement over the last several years as has been clearly illuminated in the Michigan Department of Education's Education YES Report Card. While several areas within the Report Card have received passing scores, raw academic achievement has not. With the newly updated Education Yes criteria including a new self-assessment method and a new method of evaluating improvement, there is a renewed understanding of how well we are doing and what needs to be our areas of emphasis. For the 2007-2008 school year, as it was the previous year, the goals are focused on 10% improvement in all grade levels with a specific target of improving English Language Arts, and on improving student behavior with a specific target of reducing physical aggression and fighting by 10%. As was illustrated during the last two school years, the staff and faculty have proven that if they focus on improving something, they can make it happen.

While we expect to improve our scores on the MEAP, we are mindful of the need to improve incrementally. We are also aware that our students, on average, lose approximately 20 National Percentile Points (NPR) over the summer if they are not engaged in some sort of academic activity. In order to exploit the growth our students have made during the school year we have initiated a summer school program for the last two years, and are planning to do that again this year. This effort is designed to assist those students at risk of failing the MEAP with another opportunity to maintain and/or improve their academic status when the new school year starts.

However, our progress in this area should be considered as nothing short of remarkable. In 2005, the Academy's elementary students had a proficiency rate of 15.15% in English language arts. Just two years later, our proficiency rate was at 73.33%. In 2005, our mathematics proficiency rate was at 51.52%, while this year it jumped to 86.67%. These are quantum leaps of extraordinary proportions and everyone associated with the Academy should be extremely proud.

Staff Support and Participation

It is the clear intent of the Mid-Michigan Leadership Academy's administration to change the culture of the organization from one that was often divisive, confrontational, unresponsive and unfriendly to one that is collaborative, professional, and pleasant and participates in every school function. This transformation will take some time as trust is developed and those bent on maintaining the status quo are either transformed or replaced.

Studies have shown, and ample evidence of best practices at other schools suggests, that staff and faculty that work together toward a common goal can achieve great things. The administration, along with our partners in the faculty, will work together to create a positive learning environment where everybody looks forward to coming to work everyday. This transformation will not be easy nor will it happen overnight. However, all those interested in the success of the school should not doubt the expressed desire and expectation of the school's leadership to make it happen.

We can not reach our vision of being the school of choice in Lansing if we can not or are not willing to work together. We can and we must. Our students deserve nothing less.

Mentoring

A quality mentoring program starts with a quality sponsorship program. All new staff and faculty members are assigned sponsors for the school year. This checklist is used to assist the sponsor and the new employee become familiar with the school.

SPONSORSHIP CHECKLIST			
	Employee Name: _____	Sponsor's Name: _____	
Item	Orientation Item Description	Sponsor Initials	Employee Initials
1	Faculty & Staff Handbook (Review)		
2	Parking		
3	Staff Lounge		
4	Technology Resources		
5	Implement Weather/Emergency Procedures (Phone Tree & TV, Radio)		
6	CASS (Substitute Process)		
7	Campus Rules (Tobacco, Alcohol, etc)		
8	Classroom Maintenance/Cleanliness/Facility Maintenance Requests		
9	Automation Training (Power School, E-mail, Phone Orientation)		
10	Introduction of Key Staff & Faculty		
	a. Superintendent		
	b. Principal		
	c. Dean of Students & Families		
	d. Micro Coordinator		
	e. Media Specialist		
	f. Technology Integration Specialist		
	g. Executive Administrative Assistant		
	h. Members of Grade Level Team		
	i. Custodian		
11	Tour of Campus		
12	Classroom Resources (Supplies, Materials, etc.)		
13	Class Lists		
14	CA60 Orientation		
15	Curriculum Orientation		
16	Payroll & Benefit Orientation		
17	Other: _____		

Sponsor Signature

Date

New Employee Signature

Date

Note: This form should be completed by both parties within two weeks from the first day of school.

Online Teaching Resources

All Curricular Areas:

<http://www.proteacher.com>- online learning community, with lesson plans for all areas, advice on classroom management, and at the bottom of the page are links to discussion boards, (one of the boards is dedicated to venting called “The Vent”), check it out!

<http://tonybrewer.com> - A site run by education fanatic, Tony Brewer, that has links to 1000’s of web sites (with lesson plans) in all curricular areas.

Math:

Graph Master and Graph Club 2.0 are new software titles for you to use, they are located in your panels on the computer.

<http://www.col-ed.org/cur/math.html> - list of math lesson plans categorized by grade level, with over 50 for K-8. All lesson plans are in printable format.

<http://www.teachnet.com/lesson/math/fractioncity.html> - a math game that teachers: Continuous Fractions (partitioned wholes); Fraction Sense; Addition and Subtraction of Fractions; Equivalent Fractions Procedure.

<http://lessonplancentral.com/lessons/Math/Fractions>- site with 10 lessons for grades K-8.

Social Studies:

<http://abcnews.go.com/abcnews4kids/kids/index.html> - ABC News 4 Kids posts new stories every Tuesday and Thursday appropriate for elementary and middle school students. Each news article has an interactive, animated presentation. Also included is an archive of previous articles.

<http://www.csun.edu/~hcedu013u> - A teacher has gathered lesson plans and resources from the Internet which social studies teachers will find useful.

<http://www.col-ed.org/cur/social.html> - This is similar to the web site for math listed above, only it is for Social Studies.

http://lessonplanz.com/Lesson_Plans/Social_Studies - Site with 100’s of lesson plans for grades K-8. Also has links to lessons in other curricular areas.