

©Mid-Michigan Leadership Academy



2011-2012
School Improvement Plan

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MID-MICHIGAN LEADERSHIP ACADEMY

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



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 environment to real world applications.

Vision Statement

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

School Profile

Aimee LeTarte-Alaniz, Principal/Superintendent
Mid-Michigan Leadership Academy
730 West Maple
Lansing, Michigan 48906
(517)-485-5379
Fax: (517)-485-5892
www.michlead.org

Grade levels-K-8th

Student Population

<i>African American</i>	<i>36%</i>
<i>White</i>	<i>21%</i>
<i>Hispanic</i>	<i>25%</i>
<i>Asian</i>	<i>0%</i>
<i>Multiracial</i>	<i>18%</i>
<i>Free/reduced lunch</i>	<i>96%</i>

Staff Degree's

<i>Master's Degree</i>	<i>6</i>
<i>Bachelor's Degree</i>	<i>10</i>
<i>Associate's Degree</i>	<i>5</i>
<i>Support Staff Certified</i>	<i>6</i>

Overview

The Mid-Michigan Leadership Academy is a Title I school initially chartered in 1996 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:

Mrs. Aimee LeTarte-Alaniz
Superintendent

Mr. Paul Grienke
Board President

Mrs. Leah Perkins
Board Vice-President

Ms. Crystal Perry
Board Member

Mr. Kevin Bonds
Board Member

Mrs. Diane Davis
Business Manager (On-Site)

Ms. Jenny Poor
Team Leader-Teaching &
Learning

Mr. Hmong Vue
Team Leader-Data &
Information Management

Mr. Chuck Tolhurst
Team Leader-Personnel &
Professional Learning

Mr. Steven Keyton
Team Leader-School &
Community Relations

Ms. Angela Stevenson
Staff Member

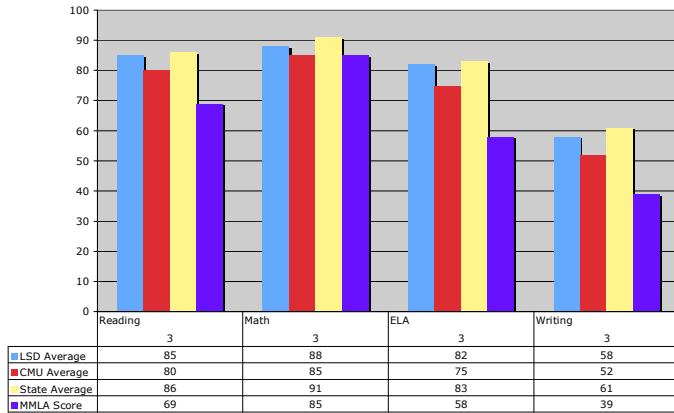
Mr. Todd Ashworth
Team Leader-Leadership

Ms. Rosemary Contreras
Parent

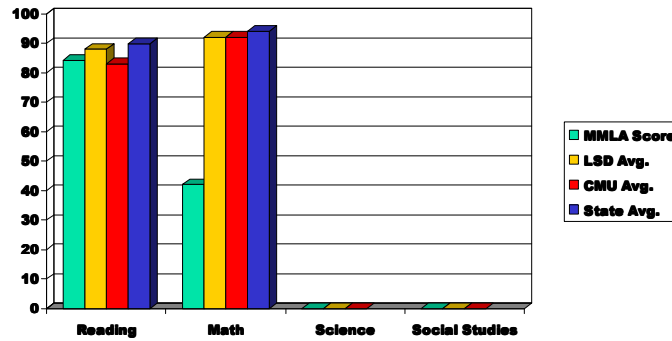
It should be noted that most of these individuals have daily interaction with other members of their stakeholder groups so it is very likely that many more individuals than those listed above had input into this document. The newly developed school improvement template created by the Michigan Department 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 Results

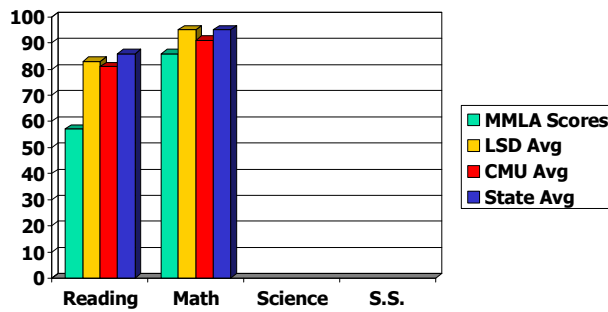
3rd Grade MEAP Fall 2008



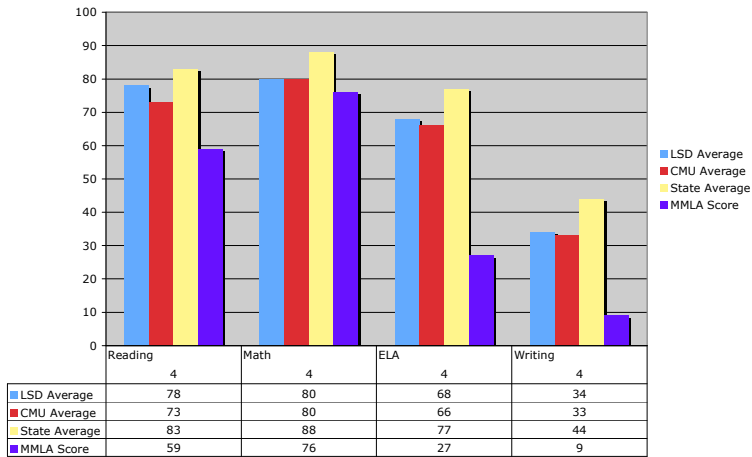
3rd Grade MEAP – Fall 2009



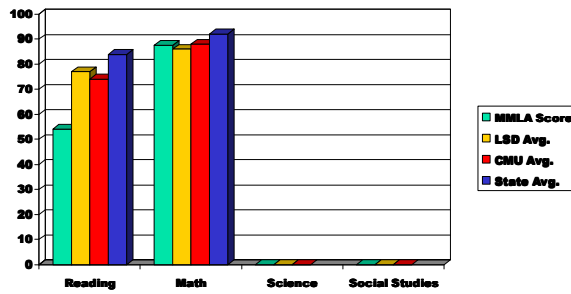
3rd Grade MEAP – Fall 2010



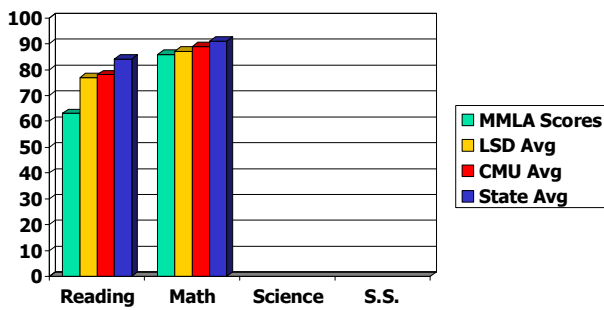
4th Grade MEAP Fall 2008



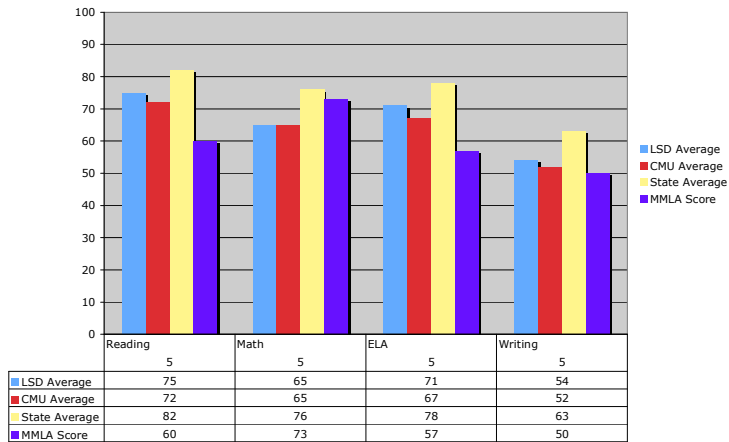
4th Grade MEAP – Fall 2009



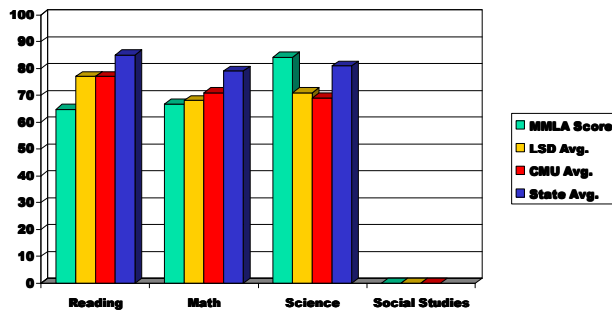
4th Grade MEAP – Fall 2010



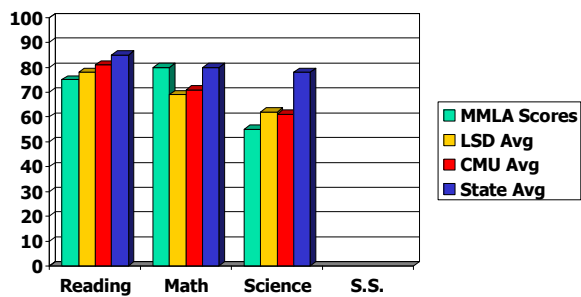
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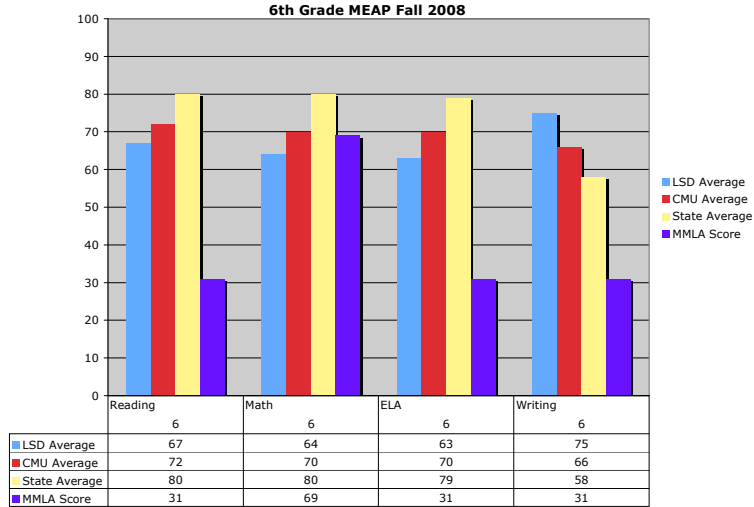


5th Grade MEAP – Fall 2009

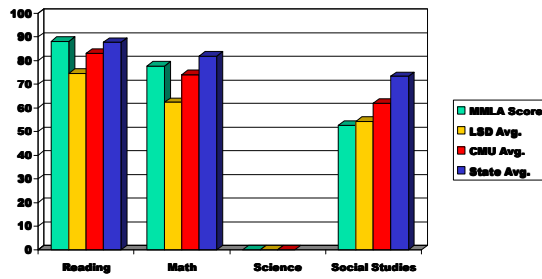


5th Grade MEAP – Fall 2010

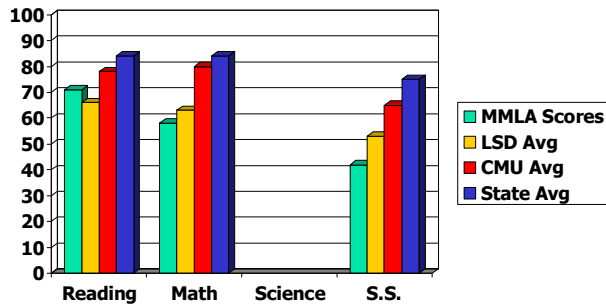




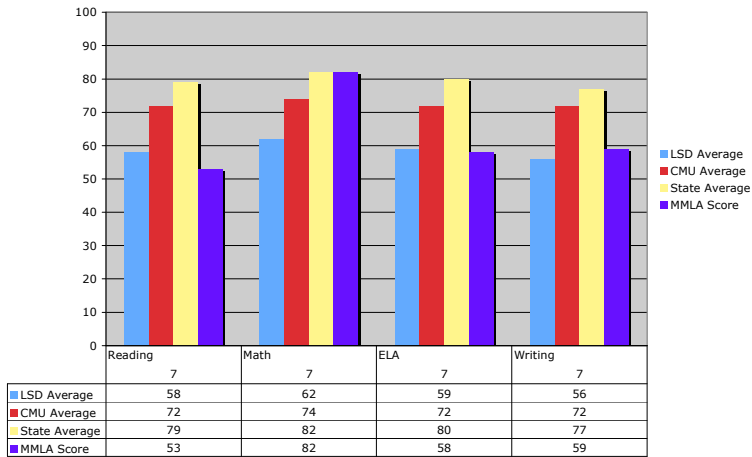
6th Grade MEAP – Fall 2009



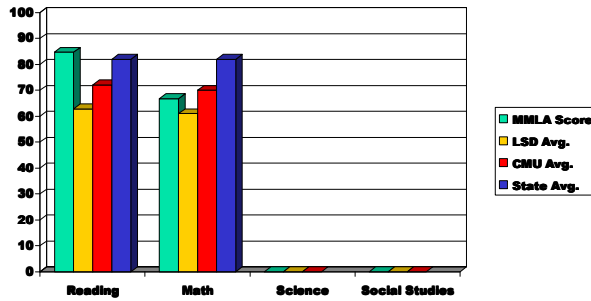
6th Grade MEAP – Fall 2010



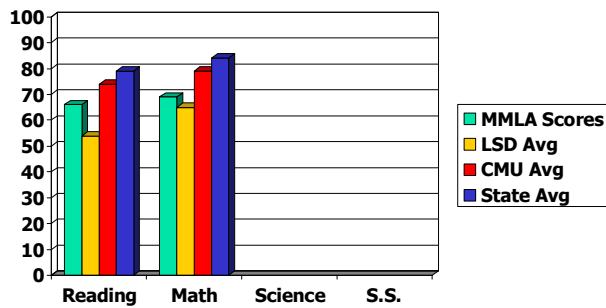
7th Grade MEAP Fall 2008

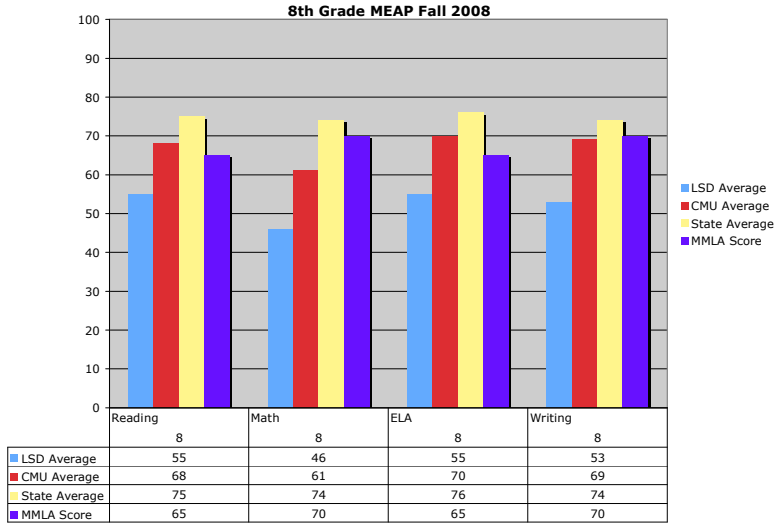


7th Grade MEAP – Fall 2009

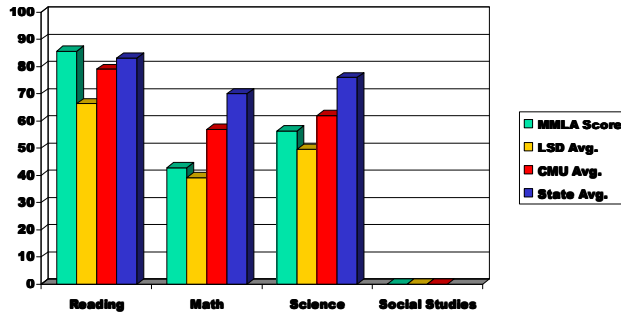


7th Grade MEAP – Fall 2010

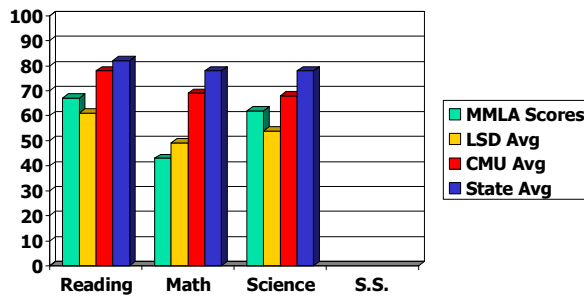




8th Grade MEAP – Fall 2009



8th Grade MEAP – Fall 2010



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 2011, these strategies and recommendations will be included in the revised 2011-2012 School Improvement Plan, completing the cycle of strategic planning and evaluation.

Core Curriculum

The academic program focuses on the four core curriculum areas with the integration of technology, health and physical education, art, and character development. Beginning Fall 2011, the Academy will utilize the Curriculum Crafter Tool[®] to deliver the curriculum. This is a web-based curriculum management and design tool based on the Kent County Collaborative Core Curriculum (“KC4”). The KC4 is an articulated K-12 standards-based curriculum aligned to the Michigan Curriculum Framework. The standards included in the curriculum also include differentiated resources, which assist in the attainment of the standards and help close the achievement gap. Technology is not only integrated within the core curriculum but includes keyboarding, internet, and acquisition and application of basic computer skills. Technology is also utilized in the classrooms, as 80% of the general education classrooms have SmartBoards to assist in interactive learning, differentiated instruction, and monitoring student mastery.

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). During the 2009-2010 school year, there was a slight reduction in the amount reported, but still off the 10% goal. This will continue to be a goal and a great amount of focus will be placed on classroom management strategies. In addition, the staff will receive training and implement the CHAMPS program as part of RtI in the Fall of 2011.

Essence of goal: We recognize that teachers will have more time to spend on instruction when they spend less time on discipline, therefore plan to utilize RtI to decrease the number of classroom distractions due to behavior. 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, therefore will implement the CHAMPS program beginning Fall 2011.

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 ongoing professional development in the areas of behavior management, classroom discipline, and RtI.
- 3) Faculty and staff will enforce a set of school wide behavior standards as well as a set of standard disciplinary procedures, based on the CHAMPS program.
- 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.
- 6) The faculty and students will be trained and practice the “Fish Philosophy” on a daily basis.

Action Plan: The Dean of Students & Families will train staff to use common language based on the CHAMPS program. 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. The SWIS data system has been purchased and will be in use beginning the 2011-12 school year to track data. 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:

Every student will achieve at a minimum of 1 year of growth in the Scantron Performance Series Testing in the areas of math & Reading. This goal will be measured both literally and longitudinally.

Essence of goal: For the 2011/2012 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 both areas of math and English Language Arts 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 Study Island, Brain Pop, and SmartBoards, all technology based programs designed to assist students needing more practice.
- 3) All faculties will follow the written core curriculum.
- 4) Paraprofessionals will be trained in core curriculum and methods of instruction and delivery and used in the best possible way to improve student achievement.
- 5) Faculty will use classroom assessments to drive instruction, including AIMSweb beginning 2011-12.
- 6) Faculty and staff will use assessment results (MEAP, Scantron, IOWA, ACT EXPLORE, and AIMSweb) in identifying areas to focus on for student achievement.
- 7) 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.
- 8) A Director of Curriculum and Instruction has been hired to guide both teachers and students in curriculum areas, as well as assisting in creating assessment frameworks.
- 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 tests (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 to the Director of Curriculum and Instruction. 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 continue for the 2011-2012 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 6th) 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 18, 2011.
4. Every student enrolled at MMLA will be tested in Scantron, IOWA, and the MEAP, based on the grade the students are currently assigned.
5. Lesson Plans will detail curriculum benchmarks and assessment mechanisms.
6. Monthly SIT (School Improvement Team) meetings will devote time to reviewing the student achievement data, and making adjustments as needed.
7. Every teacher will use writing journals as one method of assessing student writing.
8. 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 ELA.
9. 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 professional development periods spread out throughout the year. The year will start on August 29, 2011 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 2011-2012

Date	Period	Professional Development Topic/Subject Area
August 29	Full Day	Welcome Back, Human Resources, Micro, Misc.
August 30	Full Day	CHAMPS Classroom Management/RtI
August 31	Full Day	CHAMPS Classroom Management/RtI, Blood Borne Pathogens, Fire/Tornado/Lockdown, Technology
September 1	Full Day	Team Building
October 14	Full Day	RtI/Assessments
November 4	Full Day	½ day TBA and ½ Report Cards-end of 1 st quarter
November 16	Full Day	Parent-Teacher Conferences
January 27	Full Day	½ day Review RtI and ½ Report Cards-end of 2nd quarter
February 17	Full Day	TBA
March 30	Full Day	½ day TBA and ½ Report Cards-end of 3 rd quarter
April 18	Full Day	Parent-Teacher Conferences
May 25	Full Day	Team Building
June 11	Full 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. 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, winter and spring. Student academic growth can then be measured.
- The IOWA test is being given in first and second grades. Mid-Michigan Leadership Academy switched over to the IOWA from the MAT8 in the school year 2008-2009 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 ACT EXPLORE will be given in the spring.
- AIMSweb will be used periodically to track Literacy growth and proficiency.

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 2010-11, the self-assessment score was 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 Wednesday, August 31, 2011 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. Once the school year has begun, we will also host an "Open House" within the first 3 weeks of school.

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, Michigan State University, which itself boasts a strong Institute for Public Policy and Social research, and Lansing's Old Town, MMLA students stand to benefit from numerous opportunities to speak and otherwise interact directly with some of the state's most prominent leaders.

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.

Decision-Making Process

While State law mandates a 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.

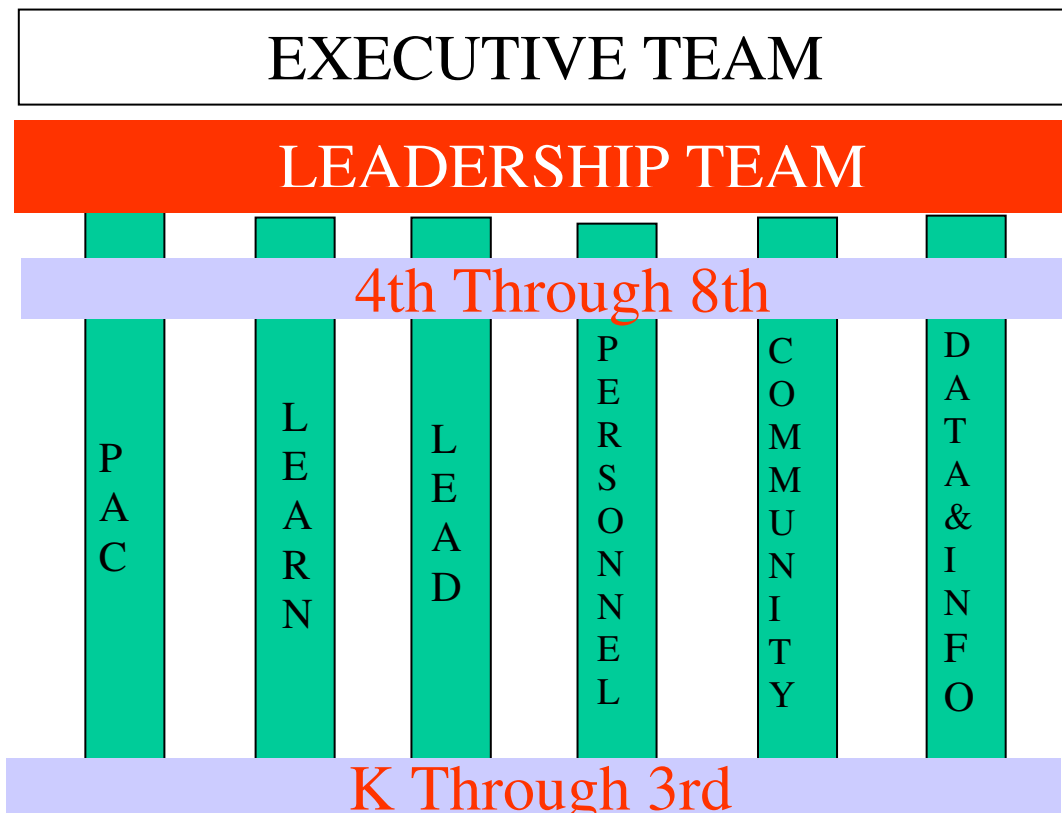
The Executive Team is composed of the Superintendent, the Director of Curriculum and Instruction, the Business Manager, the Dean of Students & Families, and the Student President.

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 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. While we expect to improve our scores on the MEAP as well as our student growth rate on the Scantron Performance Series Testing, 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 four years. 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.

Staff Support and Participation

The administration and staff, along with our partners in the faculty, have worked together to create a positive learning environment where everybody looks forward to coming to work everyday. The climate and culture of the school has improved dramatically over the past few years, building an atmosphere of trust, respect, collaboration, and dedication to one another and our students and families.

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. This form needs to be completed by both parties and handed in within the first two weeks of 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 <ul style="list-style-type: none"> a. Superintendent b. Director of Curriculum & Instruction 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

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.