



**Redesign Plan for Transformation Intervention
Basic Requirements
2010 Plan Template**

School District: Conner Creek Academy East

School Name: Michigan Collegiate High School

Grade Range: 9-12

Superintendent's Signature: _____

Board President's Signature: _____

Instructions: If you choose not to apply for a School Improvement Grant (SIG), this template may be used to submit your Redesign Plan. Please complete the template and save as a PDF. Then submit through the MEGS system on the SIG site. Be sure to include executed addendums to your collective bargaining agreement when you submit this report.

Overall Goals/Monitoring/Verification:

380.1280c(5): The school board or board of directors shall regularly submit monitoring reports to the state school reform/redesign officer on the implementation and results of the plan in the form and manner, and according to a schedule, as determined by the state school reform/redesign officer.

School Goals

Achievement 2009-2010

Reading: 33% Math: 13%

Goals for 2010-2011

Reading: 43% Math: 23%

In addition to the primary goal of increasing student achievement on the state assessment, please provide your goals for school year 2010-2011. Include baseline data for each goal if it is not already shown in the list below.

MICHIGAN COLLEGIATE SCHOOL IMPROVEMENT PLAN Overview 2010-2011

1. Reading Comprehension

GOAL: Students will strengthen their skills in reading comprehension, vocabulary, and fluency

Measurable Goal: Our student proficiency averages will meet or exceed our MME trajectory set by Ferris State University. MME Reading 2011: 43% (2010:33%)*

2. Mathematical Reasoning

GOAL: Students will become proficient in reasoning skills using mathematical content.

Measurable Goal: Our students' averages will meet or exceed our MME trajectory set by Ferris State University. MME math 2011: 23% (2010: 13%)*

3. Science Reasoning

GOAL: Students will become proficient in reasoning skills using science content.

Measurable Goal: Our students will meet or exceed our MME trajectory set by Ferris State University. MME science 2011: 30% (2010:20%)*

4. Writing and Grammar

GOAL: Students will be able to write a proficient persuasive essay, paying attention to grammatical conventions, fluency, word choice and style.

Measurable Goal: Our student averages on the writing MME will meet or exceed the following goals:

MME Writing 2011: 22% (2010:11%)*

- As a district, Conner Creek Academy East has chosen to use Ferris State University's annual trajectories for our measurable SIP goals (Ferris State is our authorizing university). Due to our status as a low performing Michigan school, we understand that we must surpass these trajectories in the upcoming years.

Monitoring/Verification

The state school reform/redesign officer will request quarterly reports on the implementation and results of the redesign plan and will request annual reports on the data elements to measure progress toward goals.

Please provide the following baseline data:

Number of minutes in school year	67,500 min
Student attendance rate	92% daily average
Teacher attendance rate	96%
Number and percentage of students completing:	
advanced placement courses	0
college credit bearing courses	6 sts./1.5%
dual enrollment courses	6 sts./1.5%
international baccalaureate courses	0
Number and percentage of students enrolled in postsecondary institution from previous graduating class	2009-36sts./51%
Number of disciplinary incidents	09-10yr: 194
Number of students involved in disciplinary incidents	09-10yr: 50
Number of truant students	09-10yr: 5

Transformation Plan Components

I. Developing and increasing teacher and leader effectiveness

Required Actions: For each required action, please provide a narrative description including your plan to identify baseline data and document improvement.

(Use as much space as you need to provide a clear picture of your plan.)

A. Replace principal*

Michigan Collegiate High School replaced its principal in July of 2010. A co-principal team was brought on to oversee transformation model in place. The new co-principal team has one vice principal.

Russ Woodruff: Co-Principal, 2010

Mr. Woodruff is currently responsible for daily building operations. He has been with Michigan Collegiate since 2001, serving as a teacher and athletic director. Due to his experience with the academy, he understands this population's needs. He received his Undergraduate Degree from Eastern Michigan University and his Master's Degree in School Administration from the University of Phoenix.

Erica Walsh: Co-Principal, 2010

Mrs. Walsh is currently responsible for academic leadership. She has been with Michigan Collegiate since 2002, serving as a teacher and curriculum director. Due to her experience with the academy, she understands this population's academic needs. She received her Undergraduate Degree in English and her Master's Degree in Curriculum and Instruction, both from Michigan State University.

Kirk Cannon: Assistant Principal, 2010

Mr. Cannon is currently responsible for 9th grade academy, In School Suspension (ISS), mathematics department oversight, and 9th/10th grade discipline. He has been with Michigan Collegiate since 2008, serving as a mathematics teacher for grades 9-11. He received his Undergraduate Degree from the University of Michigan and his Master's Degree from Eastern Michigan University in School Administration. Before coming to Michigan Collegiate, he was an administrator at Mount Morris Consolidated High School and Dundee Middle School.

- B. Use rigorous, transparent evaluation systems for teachers and principal*
- Student academic achievement/growth data is included as a significant factor in evaluation
 - Multiple observation-based assessments of performance
 - Designed and developed with teacher and principal involvement

After several individual meetings with teachers, the school improvement team, and administration, Michigan Collegiate has established the following as the teacher and principal evaluation system.

To assist teachers in improving instructional practices, the major focus will be on working intensively with classroom walk-throughs, Professional Learning Communities during common prep periods and embedded professional development for continuous improvement. Additionally, students are tested twice per year with our EPAS system to provide teachers with regular data on their effectiveness.

The Michigan Collegiate teacher evaluation system contains 3 parts: weekly classroom observations, trimester meetings with teachers, and test score improvement using the Explore, Plan and Pre-ACT (EPAS) system.

Part I: Weekly Classroom Observations

Teachers undergo classroom observations on a weekly basis. These observations are completed by all high school administrators and both district superintendents. These observations focus on a few key areas: student engagement, lesson rigor, time management, state benchmark alignment, and student behavior. Teachers are given copies of observation notes and opportunities to meet with administration to discuss classroom teaching needs.

Part II: Trimester Meetings with Teachers

Each trimester, administrators schedule individual progress meetings with every teacher on the high school staff. During these meetings we will discuss classroom teaching strengths and weaknesses, overall adherence to administrative expectations, and their progress toward meeting their EPAS goals.

Part III: Test Score Improvement

Every student in grades 9-11 takes two tests per year.

9th grade: pre and post Explore

10th grade: pre and post PLAN

11th grade: pre and actual ACT

These tests assist administration in determining student achievement growth in a given school year. All core area teachers will be connected to their students' pre to post achievement data. These scores will be discussed in each teacher's end-of-year evaluation. Teachers should demonstrate 2+ point growth in a given school year.

This 3-part evaluation system provides administration with an accurate measurement of teacher performance in a given school year. Administration will have knowledge of a teacher's daily performance in the classroom as well as that teacher's impact on student achievement. These measures will assist administration in determining teacher effectiveness and making employment decisions based on the 3 areas of evaluation.

The district is prepared to move or replace teachers or administrators who cannot demonstrate progress in student achievement. Since we are a charter school, we are all at-will employees. The district is not restricted to any union contracts that would interfere with the removal or movement of staff.

After given many opportunities to adapt instructional practices, implement new strategies provided through our embedded professional development, one-on-one coaching from administration and our ACT Lead Teacher, any teacher not finding success with student achievement will be removed from our district.

Teachers who find success with this evaluation system will be given opportunities for promotion within the district as well as opportunities to attend teacher leader trainings at the Macomb Intermediate School District (MISD-our external provider). Additionally, these teachers will continue to receive stipends to teach during our Academic Boot Camp Extended Learning Program as well as our ACT Jump Start Summer School Program.

Michigan Collegiate's administrative evaluation system contains 4 parts*:

- I. weekly visits to the high school building to assess overall climate and follow through of Transformation model
- II. weekly administrative meetings to discuss concerns and strengths of the Redesign Plan
- III. end of trimester evaluations of the building administration
- IV. a final evaluation to include the following:
 - analysis of student achievement data and teacher effectiveness in relationship to student growth

*Please see attached document for detailed administrative evaluation.

- C. Reward school leaders, teachers, staff who have increased student* achievement/growth and graduation rates and remove leaders and staff who have not increased student achievement

Reward teachers who have increased achievement:

Two teachers were promoted this year due to their ACT/MME achievement. Our Algebra II teacher and our ACT Prep teacher both impacted our scores during the 09-10 school year. These teachers were promoted to administrative roles within the building to oversee curriculum and administrative matters.

This year, MC changed the traditional "department head" structure. Four teachers were promoted to the role of ACT Lead for his or her department. These teachers showed a strong desire to increase student test scores and the intellectual capability to do so. This group is facilitated by our ACT Teacher Leader and Reading Specialist.

ACT Lead mathematics
ACT Lead ELA
ACT Lead-test prep
ACT Lead science

Remove leaders who have not increased achievement:

Two department heads (mathematics and ELA) were asked to step down from their leadership positions because they did not increase achievement to the desired degree. These positions were then given to teachers in the building who showed a strong desire to impact student achievement and the knowledge base to succeed in this undertaking.

Teachers who are finding success with raising achievement will be given opportunities to fill teacher leader positions if the current teacher leaders are not finding success.

- D. Provide ongoing, high-quality, job-embedded Professional Development (PD) to ensure that teachers are equipped to facilitate teaching and learning*

At Michigan Collegiate, we regularly screen and assess our students' achievement levels. In determining professional development for our staff, this is a primary source of information used.

After several meetings with our School Improvement Team to analyze our assessment data in the spring of 2010, our committee determined that teachers needed professional development to assist them with ACT teaching strategies in all core area subjects, data analysis, and assessment of reading levels.

Administration also met in the summer of 2010 to discuss areas of need within the high school and what kinds of professional development would best benefit the school leaders. The middle and high school principals determined that they needed professional development in school reform strategies, the EPAS system, leadership practices, and curriculum design.

The professional development plan supports and aligns with our instructional needs and has been established based on the differentiated needs of our staff.

Teaching and/or administrative staff will participate in the following professional development opportunities for the 10-11 school year.

Professional Development to increase reading levels:

Lexile Scoring Training-Scholastic: August
Reading Strategies in the Core Areas-MC Reading Specialist: Oct, March
Close and Critical Reading-MISD Consultant Carrie Wozniac (external provider): November, March
Data Dialogues-MISD (external provider): bi-monthly
Cambridge Educational System-Cambridge representative: August, November
EPAS System-Cambridge representative: August, November
Performance Series Testing-Rebecca Shankland, Ferris State University (our authorizer): January
ACT Reading test strategies-MC Reading Specialist: Oct, March
Reading Apprenticeship Series 73 and 74: Dec-March
Response to Intervention Institute: August 2010
Student Achievement Seminars: bi-monthly
New Teacher Academy Courses: all year
Co-teaching Model: September

Professional Development to increase mathematical reasoning:

PD for math teachers-MISD (external provider): February
Data Dialogues-MISD (external provider): bi-monthly
Cambridge Educational System-Cambridge representative
EPAS System-Cambridge representative: August, November
Performance Series Testing-Rebecca Shankland, Ferris State University (our authorizer): January
Response to Intervention Institute: August
Student Achievement Seminars: bi-monthly
New Teacher Academy Courses: all year
Co-teaching model: September

Professional Development to increase scientific reasoning:

MME Science Strategies-science department: September
Data Dialogue-MISD (external provider): September
Cambridge Educational System-Cambridge representative: August, November
EPAS System-Cambridge representative: August, November
Co-teaching model: September

Professional Development to achieve school-wide reform:

New 4.0 Grading Scale, failure is not an option-Administration: September
Adaptive Schools Model-MISD (external provider): bi-monthly
Michigan Association of Public School Academies (MAPSA) Conference: November

District Vision Revisited-Administration: August
E2020 On-line Learning-E2020: August
Walk-through training-MISD (external provider): August
Principal's Series-MISD (external provider): Monthly
Facilitators of School Improvement-Bi-monthly MISD (external provider)
ACT Lead Teacher Professional Learning Community: Weekly
Macomb Area Curriculum Administrators Monthly Meetings-MISD: Monthly

Michigan Collegiate Monthly Professional Development after school
1.5 hours per month of embedded professional development on the following topics:

September: Powerful Teaching Strategies in the Core Areas

October: Reading Strategies in the Core Areas

November: Close and Critical Reading, by Carrie Wozniac (MISD consultant-external provider)

December: Professional Learning Community-Reflection on Reform

January: Performance Series Assessments in the Core Areas-(Ferris State University, our authorizer)

February: Professional Learning Community-Reflection on Reform

March: Close and Critical Reading follow up

April: EPAS Data Analysis-Reflection on Reform

May: Professional Learning Community-Reflection on Reform

- E. Implement financial incentives, opportunities for career growth, and more flexible work conditions*

Several high school teachers have been given a significant salary increase in order to run and maintain our extended learning programs after school.

1. E2020 Credit Recovery Head
2. Academic Boot Camp (ABC) Head
3. After School Arts (ASA) teacher 1
4. ASA teacher 2

All core area staff members are now being paid \$30.00/hour to tutor during ABC Extended Learning.

All core area teachers will be eligible to receive awards throughout the school year for student performance. Global Bus Services, one of our community partners, is donating these awards to the teachers in our building who impact student achievement the most.

Administration has set up a teacher incentive account to reward teachers who go "above and beyond" in order to increase student

achievement. Teachers will receive high end gift cards to restaurants, stores, and other areas of interest.

Optional Actions: For each selected optional action, please provide a narrative description including your plan to identify baseline data and document improvement.

(Use as much space as you need to provide a clear picture of your plan.)

- A. Provide additional compensation to attract and retain staff*

(see section E. above)

- B. Institute system for measuring changes in instructional practices resulting from PD

Part I of the teacher evaluation system explains that administration will be observing classroom teachers on a weekly basis. After a teacher attends a professional development session, the co-principal will meet with that teacher. During this discussion of what was learned, the administrator will document the methods this teacher plans to implement. During weekly observations, the administrator will record if and when these new methods are used and whether or not they were effective with our students. If effective, administration will request that specific teacher to present these methods to the entire staff during a monthly professional development meeting.

During individual teacher meetings, administration will follow up with teacher about the new methods and if he/she is still using these regularly. We will work together to ensure that teacher allows new methods to become regular habit.

- C. Ensure the school is not required to accept a teacher without consent of teacher and principal regardless of seniority*

As a charter school, we are not obligated by terms set by a teacher's union. All of our employees are considered "At Will". Therefore the school administration is not required to accept or retain a teacher.

- D. Include in the planning teachers and principals from other buildings in the LEA

Due to the small size of our district, it is fairly easy to work with staff from other buildings in our LEA. Since the middle and high school share the same building, our subject area department meetings have representation from grades 7-12.

For example, when Cambridge Educational Services began to work with the HS, we also included our 8th grade teachers and MS administration in the planning process. Currently, our EPAS system begins in the fall of a student's 8th grade year when he takes his first Explore test. All 8th grade teachers have access to the Cambridge curriculum to give our students a jump start in the test preparation process.

The elementary school principal is also the assistant superintendent of our district, and is very involved in the high school planning process. She observes teachers weekly, attends staff meetings and gives advice from a K-12 perspective.

The district superintendent spends one day per week in the high school building to monitor climate and observe core area teachers. He is very involved in the high school transformation process.

II. Comprehensive instructional reform

Required Actions: For each required action, please provide a narrative description including your plan to identify baseline data and document improvement.

(Use as much space as you need to provide a clear picture of your plan.)

A. Use data to identify and implement instructional program

Michigan Collegiate High School is using two new programs to monitor student data: Cambridge Educational Services and Power School. We will also continue to use Scantron's Performance Series as a third means to assess our program.

Cambridge Educational Services will provide overall testing summaries for the Explore, Plan and pre-ACT tests taken by the 8th-11th grades. Cambridge will provide our school with data analysis within 7 days of taking each of these assessments. This data will be used to guide our teachers in differentiated instruction appropriate for their students' skill levels. The reports are user-friendly and are coupled with a skill-builder supplemental curriculum to refresh a student's skill level in various areas. When problems arise, such as lack of achievement in certain areas, staff members will use their Cambridge curriculum supplements to assist students in obtaining new skills. All core area teachers have a classroom set of Cambridge materials.

When EPAS tests are administered in order to monitor growth

September: pre-Explore 8th & 9th, pre-ACT 11th, pre-PLAN 10th

March: actual ACT 11th

May: post- Explore 9th, post-PLAN 10th

Powerschool is our new data management system for the school. Different from SASI, it will allow for parents and administration to check student grades on a regular basis to monitor their learning needs. Counselors check these grades on a weekly basis to accurately recommend students for ABC Extended Learning.

A third program we have used for a number of years is Scantron's Performance Series. All students take Scantron in the fall of each school year to assess ELA, mathematics, and reading skills. Students are then given a scaled score so we can monitor growth from year to year.

Lastly, because we are an North Central Accredited (NCA) school, we also utilize the Advanc-Ed school improvement tool to assist us in monitoring our school improvement data and initiatives throughout the school year.

- B. Continuous use of student data (formative, interim, summative) to inform and differentiate instruction

Teachers will use EPAS data to design the content they will teach for the upcoming months. Teachers will then use formative ACT-style assessments to regularly monitor whether or not students are acquiring the skills they previously failed to demonstrate. The Cambridge curriculum supplies them with the practice tests they need in order to test the skills accurately.

Our new ACT coach regularly monitors this process to ensure that teachers are teaching ACT lessons based on EPAS data.

Optional Actions: For each selected optional action, please provide a narrative description including your plan to identify baseline data and document improvement.

(Use as much space as you need to provide a clear picture of your plan.)

- A. Conduct reviews to ensure curriculum is implemented with fidelity and is impacting student achievement

Administration observes classroom teachers weekly in order to ensure that the curriculum is implemented with fidelity. Once per trimester, administration conducts individual teacher meetings to discuss a teacher's progress toward impacting student achievement.

Teacher meetings will cover the following topics:

- weekly observation notes
- professional development and its use
- administrative expectations beyond the classroom

-student achievement goals and monitoring process

Teachers will leave these meetings knowing whether or not they are impacting student achievement and the overall school climate in a positive manner.

B. Implement school-wide Response to Intervention (RtI) model

Michigan Collegiate's RtI model focuses on mathematics and reading. We believe that if students master higher level reading and mathematics, they can apply those skills to other subject areas.

Reading:

Tier I: general curriculum, additional trimesters of all core area classes, peer tutoring opportunities, dual enrollment at Macomb Community College

Tier II: general curriculum, E2020 on-line courses, Close and Critical Reading, Pull-Out Reading Program, mandatory ABC Extended Learning, student planners, Performance Series testing for growth

Tier III: general curriculum, E2020 on-line courses, Pull-Out ACT preparation and Reading Program* (based on the Lexile analyzer), mandatory ABC Extended Learning, access to starboards for hands-on learning, 504 plans, emotional/behavioral group therapy, Performance Series testing for growth

*see "Michigan Collegiate Reading Program" attachment

Mathematics:

Tier I: general curriculum, ACT based mathematics curriculum in geometry and Algebra II, Holt Math, graphing calculators, dual enrollment at Macomb Community College, peer tutoring opportunities

Tier II: general curriculum, Mandatory ABC Extended Learning, E2020 on-line courses, ACT based mathematics curriculum in geometry and Algebra II, school counselor support, student planners, Performance Series testing for growth

Tier III: general curriculum, E2020 on-line courses, Mandatory ABC Extended Learning, Cambridge Skill-builder book 1 to review basic skills, 504 plans, emotional/behavioral group therapy, Performance Series testing for growth

C. Provide PD to implement strategies to support students with disabilities and English language learners

During MC Professional Development week, we conducted a session on special education procedures for our learning disabled and cognitively impaired population. In September, our K-12 Student Services Director conducted a meeting on new special education

legislation and district-wide procedures for students with disabilities. This type of professional development is conducted regularly due to our growing population of special education students.

Our high school special education director regularly attends trainings at the MISD to train her staff on the latest strategies in special education. She is attending an upcoming session on Co-teaching in the secondary classroom.

MC does not have any ELL students at this time.

D. Use and integrate technology-based interventions

MC recently purchased E2020 as an integrated technology-based intervention for students in need of credits to graduate.

Additionally, we use E2020 for an advanced course for seniors and juniors who would like to take both physics *and* chemistry before they graduate.

E2020 is a web-based tool to provide students with the classes they have previously failed. Each student uses headphones and a student computer to engage in his or her class content. A classroom teacher monitors student progress and performance each day. Students have access to E2020 during the school day and during our E2020 Extended Learning program.

Interactive starboards are used throughout the high school to deliver English and math instruction. These tools are used regularly in high school classrooms to support learning.

Michigan Collegiate currently offers 19 E2020 courses in its menu.

E. (in high schools) Increase rigor (AP, IB, STEM, and others)

For advanced students, Michigan Collegiate offers E2020 physics, dual enrollment, an additional mathematics class senior year (pre-calculus and personal finance simultaneously), opportunities to tutor peers during ABC Extended Learning, and Spanish III.

To increase rigor, Michigan Collegiate now mandates that all students take a full year (3 trimesters) of nearly all core area subjects. In the past, students were required to take 2 trimesters of a given course. This increased student access to the core curriculum by 22% more than in previous years.

In addition, students with a 70% or less in a course are required to attend ABC Extended Learning until their achievement improves.

Parents are called every Friday to ensure that their students attend the program.

F. Improve student transition from middle to high school

Michigan Collegiate conducts 9th grade camp each year to ease the transition from middle to high school. This program is a part of our 9th grade academy. During camp, students engage in team building, learn about high school procedures and credits, and receive their schedules. Generally, the camp is conducted by three administrators and four 9th grade teachers.

In addition to camp, 9th graders also have a course called Academic Pathway 9. During this course, students learn how to manage peer pressure, develop interpersonal skills, recognize their learning strengths, and become a successful high school student.

The high school assistant principal serves also as the 9th grade academy head who is an added resource for 9th grade students in need. Students regularly access their 9th grade academy head for emotional, academic and social concerns.

G. (in high schools) Increase graduation rates through credit recovery and other strategies

Michigan Collegiate High School currently has an 88% graduation rate according to the Michigan Department of Education. This is slightly above the state average and 52% above the graduation rate of Detroit Public Schools (where our population resides).

To ensure that our graduation rate increases to 100%, we have implemented E2020 during and after school, ABC Extended Learning, and 3 trimesters of all core area courses.

H. Establish early-warning systems to identify students at risk of failure or dropping out.

Academic Boot Camp (ABC) is designed as an early-warning system to identify and assist students at risk of failure. Every Thursday, teachers are required to submit a list of students who fall under the following categories:

1. has 2 or more zeros or missing assignments in the last 2 weeks
2. currently obtains a 70% or lower in a course
3. received a 70% or lower on the most recent course assessment

Once the list of students is submitted, our ABC Head calls home (all day on Fridays) to inform all parents of their student's academic status.

Each core subject area is responsible for tutoring one day per week:
Monday- Science
Tuesday-Social Studies
Wednesday- Mathematics
Thursday-English Language Arts

Each day, all teachers in that department remain at school for ABC Extended Learning to assist those students who have fallen into one of the above named categories. Students attend ABC from 3:45-4:45. A (district provided) late bus brings those students home after ABC.

In addition to ABC, the Cambridge EPAS system gives us early indications of students who are testing below grade level. We are then able to classify those students into tiers to assist them appropriately.

Lastly, our newly implemented In School Suspension (ISS) room allows us to keep students at school when they have not followed the school handbook. In the past, these students were sent home. At home, we were unable to monitor their work habits. In ISS, students are provided their work and monitored throughout the entire day.

III. Increasing learning time and creating community-oriented school

Required Actions: For each required action, please provide a narrative description including your plan to identify baseline data and document improvement.

(Use as much space as you need to provide a clear picture of your plan.)

- A. Establish schedules to provide increased learning time*
--using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for core academic subjects, other subjects, enrichment activities, teacher collaboration or PD

In order to increase time in core academic subjects, the administration redesigned the master schedule to reflect 3 trimesters of nearly all core area classes. This is an additional 72 minutes per day for 12 weeks in most core classes. In the past, only 2 trimesters were provided. Along with this change, administration also designed the schedule so that all staff were given common prep periods with

other teachers in their departments. This would allow for Professional Learning Communities to occur on a regular basis.

ACT Lead Teachers (new department heads) share a common lunch period so they are able to meet weekly to discuss departmental concerns, ACT data, curriculum implementation, and overall strategies to assist students in becoming college ready.

ABC is also in place as a program to increase learning time for tier II and III students. (see "Optional" section H. above for more details)

ABC E2020 Credit Recovery is also available after school until 4:45 for students who need to make up credits to graduate.

After School Arts is available for students who are on-level and desire to enrich their lives through artistic expression in sculpture, drawing, painting, sewing, singing, or playing a musical instrument.

Late busses are provided for all extended learning programs.

Our extended day is a time where students not only enhance their academic achievement, but is a time for students to build relationships with staff in a smaller learning environment. One of our full time counselors is also available during this time to meet with students individually for career/college guidance and social/emotional concerns.

Scantron's Performance Series testing is another means for us to determine at risk students' reading and math proficiency levels. Ferris State University, our authorizer, funds this testing for our academy.

B. Provide ongoing mechanisms for family and community engagement

Every trimester, parents should attend parent teacher conferences. During conferences, we will conduct parent feedback meetings in order to understand parent concerns and areas where they desire improvement. Once parents establish their improvement desires, we will record, evaluate and implement them in the following year's School Improvement Plan (SIP). At P/T Conferences, we will also have an ACT Parent Information table with a staff member present for questions about the ACT.

Our new parent resource center is available to parents from 8am-5pm each day. The resource center is near the counseling office and provides parents with information about community resources, school activities, and ways we can support families as a school.

Starting this school year, we will distribute a parent survey* at all three parent/teacher conferences in order to glean data about parents' perceptions of our school. We use this data to make decisions about current and future school years. In years past, we have distributed this survey once each spring.

As of the fall of 2011, through the use of Powerschool, parents can access student attendance and grades each and every hour.

This year, we are partnering with Global Bus Services to assist us with connections to local Detroit area community members.

Even though we are a small learning community, we have two fully certified school counselors and a part-time social worker on staff to work with our students, community organizations and families. Not only do they provide support for college pursuits, they also provide emotional/social support for any Michigan Collegiate community member in need.

When our students and families need emotional/social support, our school has partnered with the Macomb County Mental Health and Community Services.

The CARE Network is also a community partner that works with our entire school district.

During our Extended Learning ABC program, we have staffed one counselor to be available

We partner with Macomb Community College each year to provide dual enrollment opportunities for our advanced learners. This year, we have several seniors who commute to and from Macomb Community College every day.

Each year, our counseling department partners with several in-state colleges and universities to conduct sessions for seniors interested in attending a post-secondary institution. This fall, these sessions included: Wayne State University, University of Detroit Mercy, Central Michigan University, Oakland University, Eastern Michigan University, Macomb Community Colleges and Western Michigan University.

In addition, we have partnered with Oakland University's teacher education program. Oakland University sends student teachers to our building to fulfill their teacher observation and/or tutoring hours.

Lakeview High School is one of our community partners for recreational activities. We use Lakeview's football stadium as our

home field and they use our gymnasium to host basketball camps throughout the year.

*Please see the attached parent survey for more details.

Optional Actions: For each selected optional action, please provide a narrative description including your plan to identify baseline data and document improvement.

(Use as much space as you need to provide a clear picture of your plan.)

- A. Partnering with parents and community organizations to create safe school environments that meet students' needs

This year, MC has partnered with:

- Macomb Intermediate School District (external provider)
- Global Bus Services: donating teacher incentives
- Oakland University: 7 student teachers are placed at MC
- Ferris State University (authorizer): supports overall district needs

- B. Extend or restructure school day to add time for advisory periods to build relationships between students and staff*

With the restructuring of our overall core program, we intend for staff to develop deeper relationships with students since they are spending more time with the same 5 teachers all year long.

In addition, our academic incentives program provides our honor students with 3 opportunities per year to be excused from their classes to enjoy a 1-hour event with all other honor students. Teacher sponsors take this time to build relationships with these students as they cook breakfast, host an ice cream social, or pop popcorn and watch a movie together. Students and families love this program.

- C. Improvement of school climate and discipline, for example, positive behavioral supports, anti-bullying

This year, we have implemented an In School Suspension (ISS) room. Teachers were trained in its intended use during professional development week. If a student disrupts the learning environment, he or she should be sent to ISS immediately. During ISS, the student is required to work on his or her class assignment. A student is not dismissed from ISS until the issuing teacher releases him or her. This program has already shown to be quite effective among the student body. Classrooms are quiet and students' willingness to remain on task seems to be much greater than ever before.

An ISS record is regularly maintained by the assistant principal and ISS monitor. This record assists administration with behavior trends so we are able to address student's individual problems and try to prevent future misbehavior. Parents are called in for an appointment with the vice principal when behavior trends are noticed.

In addition, all new teachers attend "Love and Logic" trainings once per month. This district-wide classroom management system assists new teachers in understanding our district's philosophy on shaping school climate through calm behavioral management techniques.

- D. Offer full-day kindergarten or pre-kindergarten

N/A- High School (However, our elementary provides full-day kindergarten)

IV. Providing operational flexibility and sustained support

Required Actions: For each required action, please provide a narrative description including your plan to identify baseline data and document improvement.

(Use as much space as you need to provide a clear picture of your plan.)

- A. Give the school sufficient operational flexibility (staffing, calendars/time, budgeting) to implement comprehensive approach*

During the next 3 years, the district has earmarked \$891,000.00 of the general budget to be spent on high school improvement efforts. This year, we will be spending \$333,165.00.

School Improvement Costs For MCHS	2011-2013
From General Budget	
Michigan Collegiate High School	

<u>Redesign Plan for School Improvement</u>	<u>Cost</u> <u>yr. 1</u>	<u>Cost</u> <u>yr. 2</u>	<u>Cost</u> <u>yr. 3</u>	<u>TOTAL</u>
ADDITIONAL STAFFING POSITIONS				
1 literacy teacher (tier III)	50,000	50,000	50,000	150,000
1 social studies/science/E2020 teacher	50,000	50,000	50,000	150,000
1 English teacher	50,000	50,000	50,000	150,000
1 hall monitor/In School Suspension Room	35,000	35,000	35,000	105,000
				555,000
CURRICULUM SUPPLEMENTS				
Plan, Explore ACT Tests + Skill-	36,365	17,818	17,818	72,000

Builders/Data: Cambridge Ed. Services				
Critical Thinking Bell Work	1,000	0	0	1,000
ELA Components for Tier I,II curriculum	10,000	5,000	0	15,000
Reading Specialist Coaching /Curricular Materials	500	300	200	1,000
Curriculum Review for ACT math focus	2,000	0	0	2,000
				91,400
OPERATIONAL NEEDS				
Bus Services for Extended Learning	25,000	16,000	10,000	51,000
				51,000
EXTENDED LEARNING OPPORTUNITIES				
After School Arts Extended Salaries (3)	8,800	8,800	8,800	26,400
Academic Boot Camp Head Extended Salary	6,500	6,500	6,500	19,500
ABC Credit Recovery Head Extended Salary	6,500	6,500	6,500	19,500
ACT Skill Builder Summer School	4,000	4,000	4,000	12,000
ABC Hourly Tutoring Pay for Teachers 30/hr.	14,000	14,000	14,000	42,000
E2020 Credit Recovery Program	24,000	20,500	20,500	65,000
				184,400
TECHNOLOGY TO SUPPORT LEARNING				
9 Student Computers for E2020 Media Center	9,500	0	0	9,500
				9,500
TOTALS from general budget	333,165	284,418	273,318	891,000

- B. Ensure the school receives ongoing intensive Technical Assistance from LEA, SEA, or turnaround organization

The MISD is our main external provider. They are committed to providing professional development and technical support to our district during our Redesign Plan period. (see section I,D. above) Through the Facilitators of School Improvement training, the MISD regularly monitors and assists in the implementation of our annual school improvement plan. Their technical support and oversight of our SIP assists us in accountability in the implementation of our transformation plan.

Michigan Collegiate has two superintendents to oversee our school. One is a school improvement and curriculum leader, while the other oversees the budget and building needs. Our district superintendents spend one day per week in our building to provide technical support and to ensure that our district remains committed to student achievement.

Ferris State University will continue to provide technical support to our district through Scanton's Performance Series.

Advance-Ed provides technical assistance through their school improvement tools. This web-based tool allows us to develop and monitor our annual school improvement plan.

Optional Actions: For each selected optional action, please provide a narrative description including your plan to identify baseline data and document improvement.

(Use as much space as you need to provide a clear picture of your plan.)

- A. Allow the school to run under new governance in LEA or SEA*

Michigan Collegiate replaced its principal with a new co-principal team in July of 2010. The school is now governed under new LEA leadership.

Our school board has remained the same and is closely monitored by our authorizer, Ferris State University.

- B. Implement weighted per-pupil school-based budget formula based on student needs

With the new general budget school improvement earmarks, an average of \$800.00 *more* will be spent per HS pupil each year for the next 3 years. Tier II and III students will utilize more services, therefore they will average more than \$800.00 each. A typical tier I student will average less than \$800.00 due to his or her lack of additional resources needed.

*May require collective bargaining amendment. Please attach any executed addendums to your collective bargaining agreement when you submit this document.