



# **School Improvement Plan**

Spring Lake Alternative Education

Spring Lake Public Schools

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## **Introduction**

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

### Features

Spring Lake Alternative Education is located in the Township of Spring Lake and services approximately 774 students in grade 9-12.

### Community

Spring Lake is located in south Michigan. Spring Lake is between the Ottawa, Muskegon County. Spring Lake has 1.18 square miles of land area and 0.56 square miles of water area. As of 2010, the total Spring Lake population is 2,323 (96.73%white, 47%female, and 53%male) which has shrunk 7.60% since 2000. The population growth rate is much lower than the state average rate of -0.55% and is much lower than the national average rate of 9.71%. Spring Lake median household income is \$45,404 and has grown by 19.83% since 2000. The income growth rate is much higher than the state average rate of 1.67% and is about the same as the national average rate of 19.17%. Spring Lake median house value is \$144,900 and has grown by 35.67% since 2000. The house value growth rate is much higher than the state average rate of 6.66% and is lower than the national average rate of 50.42%. The percentage of Spring Lake residents having an Associate's Degree is 6%, Bachelor's is 16%, Master's is 6%, or a Doctorate is 1%

### Staff

The Alternative Education employs: 3 teaching staff.

### Challenge

An increasing challenge that the community and school have is the rapidly growing number of students who are experiencing poverty. Furthermore, more than 20% of the student population is non-resident. This needs to be taken into consideration as this group of individuals may not have as much ownership in our school climate and culture as we would like them to have. Spring Lake Alternative Education continues to see an achievement gap between economically advantaged and economically disadvantaged students is widening.

## School's Purpose

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

The Purpose of Spring Lake High School is to produce/graduate students who exhibit the following characteristics:

### Effective Communicators

- Possess interpersonal and teamwork skills that ensure success in work, social, and family setting
- exhibit proficiency in the language skills of reading, writing, listening, and speaking

### Future Oriented Thinkers who:

- effectively utilize and apply technology
- locate, manage, and use informational and technological resources

### Responsible Citizens who:

- respect and accept the multi-cultural nature of our global society
- practice responsible decision-making in regard to socioeconomic, environmental, and political issues
- contribute their time, energy, and talents to the stability of the family and the welfare of the community
- exercise personal and social responsibility in dealing with the issues of health, wellness, and leisure time activities

### Problem Solvers who:

- have the ability to recognize and define a problem, identify possible strategies and alternatives, implement and complete a plan of action, assess their progress, and adjust their actions accordingly
- critically and creatively apply high level thinking skills in independent and collaborative situations

### Self-Directed Learners who:

- have acquired skills essential to achieve success in future employment or education settings
- create positive visions for themselves and their future, and set priorities and achievable goals
- possess the desire to learn over a lifetime

### Creative Individuals who:

- participate in the arts or engage in original expression

Spring Lake High School accomplishes this purpose by effectively articulating the following vision, mission, and beliefs to all stakeholders.

### Vision Statement

Spring Lake Public School, as partners with family and community, will ensure that all students value learning throughout their lives.

### Mission Statement

Our mission is to challenge all students with educational experiences which enable them to become literate, responsible, productive citizens and to create an environment which fosters high expectations, a positive self-image, and a belief in the value of learning.

### Belief Statement

We at Spring Lake High School believe that:

## School Improvement Plan

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Every student can learn.

Teaching Makes A Difference.

Planning For Instruction Improves Student Opportunities To Learn.

Frequent Monitoring Of Student Progress Contributes To Effective Teaching And Learning.

The high school embodies its purpose through effective instruction and instructional programming offered to students:

### General Course Offerings

#### Math

Algebra I, Algebra II, Geometry, Trigonometry, Calculus, Statistics, Accounting

#### English Language Arts

English I, English II, Advanced Composition, American Literature, Mythology, Senior English, Speech

#### Science

Astronomy, Earth Science, Chemistry, Biology, Physics, Psychology

#### Social Studies

World History, United States History, World Cultures, Government, Economics

#### Foreign Languages

Spanish (I, II, III, IV), French (I,II, III, IV)

#### Technology Design

Technology Design, Construction Design, Architectural Draft (I, II), Manufacturing Technology, Engineering Design (I, II), Computer Graph

#### Physical Education

Cross Fitness Training, Lifetime Wellness, Advanced Physical Education, Health and Fitness

#### Special Education Services

Spring Lake High School effectively services students with special learning requirements through a variety of regular and special program offerings.

#### Extra-Curricular

#### Sports

Basketball, Football, Baseball, Softball, Soccer, Lacrosse, Swimming, Volleyball, Wrestling, Golf, Competitive Cheerleading, Tennis

#### National Honors Society

Combination of academic and service

#### Student Council

Student government, positions are elected for each grade

#### Performing Arts

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Choir, Band, Drama

Independent Study

Offered for students looking for advancement level of learning beyond course offered

Online Learning/Exploring

Students may enroll in courses offered through Michigan Virtual Learning Student may also take courses on E2020

Dual Enrollment

Students are allowed to enroll in college course work during their high school academic years

Career Tech Center

Students may enroll in selected programming that applies to real world training in the work place

Advanced Placement Offerings

Spring Lake High School offer 6 Advanced Placement courses (Microeconomics, Spanish, Biology, English Composition, Calculus, United States History) and currently has administered 210 A.P. assessments this school year.

International Baccalaureate

The high school is committed to implement International Baccalaureate program over the next three years. The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. Spring Lake High School offers a variety of programs, activities, and effective instructional experiences to help all students achieve at high levels

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

### Notable Achievements

For the last five years Spring Lake High School has achieved 30% higher in Math, English, Science and Social studies than the state average on Michigan Merit Exam. Spring Lake High School has also been ranked in the top 2% of schools in Michigan based on academic achievement since 2007.

### Areas for Improvement

In the last three years the gap between economically disadvantaged students and economically advantaged students has widened. Furthermore, more than 20% of our student population is non-resident students. This creates two challenges in the future. The first challenge is making sure all students perform at high academic levels. The second is maintaining the culture and climate of the high school with a growing number of non-resident students.

### Science

Science dropped 20% from 2012 where proficiency was at a five year high at 58%

### Reading and Writing

Proficiency levels in reading and writing have maintained at 77% over the last five years

### Math

Math has averaged 50% proficient over the last five years. Math has a 32% achievement gap between economically disadvantaged students and economically advantaged students.

### Social Studies

At 53% proficient social studies is at the lowest proficiency level in five years.

Three Year Achievement Goals Close the achievement gap in math, writing, and science between economically disadvantaged students and economically advantaged students.

80% of students proficient in Reading

78% of students proficient in Writing

51% of students proficient in Mathematics

50% of students proficient in Science

66% of students proficient in Social Studies

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

No additional information is necessary.

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## **Improvement Planning Process**

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

To engage a variety of stakeholders a variety of building level teams have been organized and meet regularly throughout the year to discuss achievement data, school culture, policy, technology curriculum, and various instructional strategies that are aligned with building school improvement goals: Student Task Force (Students/Administration), Parent Advisory Committee (Parents/Administration), Student Advisory Committee (Students/Administration), Building Leadership Team (Administration and Teachers), Be Nice Team (Students/Teacher/Administration). The building leadership team is the high school representatives on the district level. While meeting as a building this team will also take part in district wide school improvement meetings. This team is made up with the department head in each content area and building administration.

Teams are organized based on needs and goals of the building. Building administration selects stakeholders for leadership teams by their capacity to take on additional responsibilities, their relationships among the community/staff, and based on the characteristic strengths of the individual. Diversity is also a piece of the selection process. The goal of the high school is to bring variety of diverse leadership teams together so that all culture, beliefs, and experiences are represented. This process is used to place effective students, parents, and staff in roles to be successful and to develop leadership within the school.

Before any of the leadership teams mentioned above begins the process to achieving the teams goals, informational meetings are held to organize, plan, set the focus, and assign roles for each group. These planning meetings are held with building administration and the designated team. Once these organizational meetings occur, the designated leadership team then begins with the implementation of their plan. Meetings for the variety of leadership teams mentioned are scheduled based on the availability, location, and timeline organized by the team members. For example, the building leadership team meets monthly, during school and after. Our Student Advisory Committee meets during the school day. Parent Advisory Committee meets in the evenings three times a year. Again these are a few examples of the many leadership teams organized and operating in the high building.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

The representation from stakeholders that participated in the development of the improvement plan and their responsibilities in the process are as follows:

Mike Gilchrist, Building Principal

The principal is responsible for developing a building vision, mission, and goals for the high school based on multiple sources of data. He also is responsible for the implementation of the goals and monitoring of student achievement. Improvement Plan Stakeholder Involvement  
Spring Lake High School

Jon Fitzpatrick, Assistant Principal

The assistant principal is responsible in assisting the development of the building vision, mission, and goals. The assistant principal also helps monitor the implementation of the school improvement plan and student achievement. Implement vision, mission, and goals of the  
SY 2015-2016

## **School Improvement Plan**

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school improvement plan. Offered insight on research and instructional practices needed by students in order to obtain high academic achievement. Served as a teacher leader within the department and articulated the school improvement plan to staff.

Mitzi Milanowski, Alternative Education Teacher

Implement vision, mission, and goals of the school improvement plan. Offered insight on research and instructional practices needed by students in order to obtain high academic achievement. Served as a teacher leader within the department and articulated the school improvement plan to staff.

### **Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

The final improvement plan was communicated to all stakeholders at the beginning of the school year in September. The school improvement plan was given to staff in a binder at the first staff meeting on August 2nd. Discussion on the school's goals and plan of implementation are reviewed. The school improvement plan is then discussed and monitored with all stakeholders each month at staff meetings and once per month with the building department chairs. At the last staff meeting of the year a final review is held and discussed Improvement Plan Stakeholder Involvement Spring Lake High School staff.

# School Data Analysis

## **Introduction**

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

## **Demographic Data**

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

### **Student Demographic Data**

#### **1. In looking at the three year trend in student enrollment data, what challenges have been identified?**

Enrollment trends are have decreased by 26 students since the 2002-2003 school year. Currently we 35-40 students enrolled. Staffing has consistently been constant with three instructors. The use of E2020 has been used to help service more students who may need services to meet credits for graduation.

### **Student Demographic Data**

#### **2. In looking at the three year trend in student attendance data, what challenges have been identified?**

Staff recruitment has not been an issue in the past six years due to enrollment. Spring Lake Public Schools attracts students and families to live in the district or apply for school of choice. Our enrollments projections in the high school suggest an increase in future enrollment. Staff recruitment has not been an issue at Spring Lake High School.

Currently our foundation allowance per student is \$6,966. When enrollment decreases Spring Lake High School gets less money. Therefore, budgeting programs/staffing potentially becomes an issue. We recently have not had to cut needed programs or staffing as our total enrollment has dropped 26 students in the last ten years.

Student enrollment trends have affected facility planning and maintenance by needing more classrooms/space for learning. While our high school enrollment is down our district enrollment is up. Large class numbers will lead to an increase in enrollment in the next five years at the high school. The district has potential plans to construct facilities with more space to accommodate the increase in students, keep appropriate class sizes, and update our facilities so that maintaining them is easier and more cost effective.

Very slowly the demographics are changing within the local enrollment and our school of choice enrollment. Over the last ten years our economically disadvantaged students have increased from 12 percent to 22 percent. Statistically this places a larger group of students at risk of failing, needing support out of school, and gaining skills for college and career readiness.

### **Student Demographic Data**

#### **3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?**

Credit recovery is the largest challenge identified in regards of students demographic data. Occasionally we have instances with tobacco use/possession. However, the numbers identified through discipline referrals is not at a level of concern when compared to students needing to recover credits for graduation.

### **Student Demographic Data**

#### **4. What action(s) could be taken to address any identified challenges with student demographic data?**

Currently there is a strategic planning committee that includes the community, board of education members, principals, and teachers to develop a vision of Spring Lake Public Schools. Their goals consist of one to one technology, developing state of the art facilities, and creating a the best atmosphere, communication, collaboration, creative and innovation opportunities, and critical thinking skills needed for every student to achieve at high levels.

The use of E2020 creates a very flexible environment for our Alternative Education students Students have a variety of daily schedules, and they can even complete courses at home. The flexible schedules have increased student attendance in the last ten years.

Spring Lake Public Schools will continue to research and implement the best medium to deliver an alternative education that ensures all students graduate.

### **Teacher/School Leader(s) Demographic Data**

#### **5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?**

Experienced teachers have more strategies to use with students and less experienced teachers tend to bring youth and energy to instruction. The combination of the two allows students to relate to an instructors and learn.

### **Teacher/School Leader(s) Demographic Data**

#### **6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?**

Experienced teachers have more strategies to use with students and less experienced teachers tend to bring youth and energy to instruction. The combination of the two allows students to relate to an instructors and learn.

### **Teacher/School Leader(s) Demographic Data**

#### **7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?**

The instructors attendance is crucial for effective instruction and student achievement. At no time are all instructors out of the building at once. This strategy helps minimize the instructional days missed by students. Schoology allows and online component to all content areas. Students are never not connect to their instructor and have the ability to view class instructions/lesson plans when the teacher or student may be absent. Also E2020 allows modules to instruct and pace students in some content areas.

### **Teacher/School Leader(s) Demographic Data**

#### **8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this**

**have on student achievement?**

The instructors attendance is crucial for effective instruction and student achievement. At no time are all instructors out of the building at once. This strategy helps minimize the instructional days missed by students.

**Teacher/School Leader(s) Demographic Data**

**9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?**

Continue to offer a variety of educational opportunities to earn graduation credits. Students and parents are informed of extended learning opportunities at conferences, emails, news letters, and numerous meeting and announcements throughout the school day.

Extended learning opportunities offered: E2020, Tutoring, After school help from instructor.

## Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

**10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?**

Building Culture  
Professional Collaboration  
Instruction

**11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?**

Family/Community Involvement

**12. How might these challenges impact student achievement?**

Having students who are identified as being at risk of failing not have family support outside of school will adversely effect the students academic progression.

**13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.**

Frequent communication via email, phone, and parent conference to get involvement from parents. Extended time, events to involve parents in the school setting.

**14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?**

Students and parents are informed of intervention programs at conferences, emails, news letters, and numerous meeting and announcements throughout the school day

**15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?**

E2020 - online learning  
Tutoring  
Individual help from instructor

Math Interventionist

**16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?**

Parents are notified regularly of their child's progress and if they qualify for the intervention/extended learning opportunities. Students are identified by the state rubric for identifying "at risk" students.

**17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?**

The evidence to indicate the Common Core State Standards are being implemented are as follows. All staff was trained by the Ottawa County Intermediate School District in each academic area on the implementation of the Common Core. Staff was then given building release time for each department to meet district wide and align/pace/implement the common core curriculum. Resources to enhance and support the Common Core State Standards have been purchased as needed. Example: Purchase of new Math Textbooks for 6-12 (aligned to Common Core State Standards)

**18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.**

N/A

## **Achievement/Outcome Data**

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

### **19a. Reading- Strengths**

78% of students are proficient in reading as identified by the MME 2014

### **19b. Reading- Challenges**

Continuing to strive for all students being proficient in reading.

### **19c. Reading- Trends**

Student achievement in all content areas are below the state targets of performance with exceptions to reading. 78% of the students are proficient.

### **19d. Reading- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

The trends of the bottom 30% of the students in each content area are poor attendance, lack of motivation, and incomplete assignments/E2020 courses. Continue to offer extended learning opportunities to students and parents.

**20a. Writing- Strengths**

78% of students are proficient as identified by the MME 2014

**20b. Writing- Challenges**

The trends of the bottom 30% of the students in each content area are poor attendance, lack of motivation, and incomplete assignments/E2020 courses.

**20c. Writing- Trends**

Writing proficiency trends are high. Only and average of 11% of the students are not proficient.

**20d. Writing- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

N/A

**21a. Math- Strengths**

Math is a challenge for the Alternative Education building.

### **21b. Math- Challenges**

Only 11% of students are proficient as identified by the MME 2014

### **21c. Math- Trends**

Math tend to be one of two areas that are consistently low when measured by the MME

### **21d. Math- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

A math interventionist will provide additional math support for students identified as being at risk of failing. Extended learning opportunities will be offered to student who need additional support.

### **22a. Science- Strengths**

Science is a challenge for the Alternative Education building.

### **22b. Science- Challenges**

Only 18% of students are identified as proficient by the MME 2014.

**22c. Science- Trends**

Science trends are consistently low when measured by the MME

**22d. Science- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

Collaborative efforts by staff will allow for extended learning opportunities for students struggling in science.

**23a. Social Studies- Strengths**

67% of students are identified as being proficient in Social Studies by MME 2014.

**23b. Social Studies- Challenges**

Social studies is not a challenge for the Alternative Education building.

**23c. Social Studies- Trends**

Trends in Social Studies scores are consistently higher than other content areas when measured by the MME.

**23d. Social Studies- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

N/A

## **Perception Data**

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

### **24a. Student Perception Data**

**Which area(s) indicate the overall highest level of satisfaction among students?**

The areas students indicate as being the highest overall level of satisfaction are flexible schedule, online format of coursework, individualized pace for each student, and small class size/familiar with all students.

### **24b. Student Perception Data**

**Which area(s) indicate the overall lowest level of satisfaction among students?**

The areas student expressed the lowest overall level of satisfaction are understanding content. Students have identified content to be difficult while still being able to complete the coursework. Students have demonstrated a lack of motivation to complete coursework.

### **24c. Student Perception Data**

**What actions will be taken to improve student satisfaction in the lowest area(s)?**

Parent communication and involvement opportunities. Having students share their success stories with other students. Allow more flexible learning environments for students and continue to develop creative ways to allow students to demonstrate proficiency in required content areas.

### **25a. Parent/Guardian Perception Data**

**What area(s) indicate the overall highest level of satisfaction among parents/guardians?**

Flexible schedule and online format of coursework.

### **25b. Parent/Guardian Perception Data**

**What area(s) indicate the overall lowest level of satisfaction among parents/guardians?**

Difficulty of required coursework. Parents can not help their child with the content because it is difficult and they do not understand how to help.

**25c. Parent/Guardian Perception Data**

**What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?**

Increased opportunities to educate parents and students on educational opportunities and advantages.

**26a. Teacher/Staff Perception Data**

**What area(s) indicate the overall highest level of satisfaction among teachers/staff?**

Administrative support, students, and opportunities for students to succeed.

**26b. Teacher/Staff Perception Data**

**What area(s) indicate the overall lowest level of satisfaction among teachers/staff?**

Student behavior and lack of motivation are the lowest levels of satisfaction among teachers and staff.

**26c. Teacher/Staff Perception Data**

**What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?**

Continued support by administration and opportunities for students to succeed are the areas that show the trend to increasing teacher/staff satisfaction.

**27a. Stakeholder/Community Perception Data**

**What area(s) indicate the overall highest level of satisfaction among stakeholders/community?**

Rigorous curriculum and tradition of academic success.

**27b. Stakeholder/Community Perception Data**

**What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?**

Family/Community engagement opportunities.

**27c. Stakeholder/Community Perception Data**

**What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?**

Provide more engagement activities/opportunities for community involvement.

## Summary

### 28a. Summary

**Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.**

Strengths

Rigor curriculum

Variety of learning opportunities for students

Flexible Learning Schedule

Challenges

Closing gap of bottom 30%

Students earning appropriate graduation requirements

Math and Science tend to be challenges academically for our students at Alternative Education building

### 28b. Summary

**How might the challenges identified in the demographic, process and perception data impact student achievement?**

Lack of motivation and valued education of the living environment of parents and students. Students do not value the educational opportunities available due to their living environments from which they have developed.

External factors contributing to the increasing gap are an increase in graduation requirements. Also economically disadvantaged students on average do not have the educational support or educational experiences when entering public school to be successful. Many of our alternative education students are economically disadvantaged.

Many students needing to make up credits for graduation are missing/needng credits in Algebra, Geometry, Algebra II, and Trigonometry

### 28c. Summary

**How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?**

Math Interventionist will provide additional instruction to students identified as being at risk of failing. Progress monitoring will review data of student achievement to determine success of program.



# **School Additional Requirements Diagnostic**

## **Introduction**

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

## School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	<a href="http://www.springlakeschools.org/sites/default/files/alt%20ed%20combined%20report.pdf">http://www.springlakeschools.org/sites/default/files/alt%20ed%20combined%20report.pdf</a>	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Mike Gilchrist High School Principal 16140 148th Avenue Spring Lake, MI 49456 616-846-5501	

## School Improvement Plan

Spring Lake Alternative Education

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		PIP

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		PC

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	No		

# **Title I Targeted Assistance Diagnostic**

## **Introduction**

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

## Component 1: Needs Assessment

### 1. How was the comprehensive needs assessment process conducted?

The Comprehensive Needs Assessment was conducted in a annual data analysis with each content department. Through these meetings, teachers, parents, and building administration review student progress/achievement to identify learning gaps and trends to develop areas/needs of improvement on an annual basis. Data analysis meetings with teachers occur regularly throughout the school year.

### 2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

A triangulation of data when identifying children who are failing or most at risk. MEAP, MME, PLAN, EXPLORE, and local common assessments are used throughout this process.

### 3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

Teachers and building administration monitor the academic progress of students within our building. Regular progress monitoring of student achievement on local, state, and national assessments allows us to quickly identify and students who are showing any single risk factor of failing.

### 4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

Our building encompasses grades 9-12. We do not service preschool through 2nd grades

## **Component 2: Services to Eligible Students**

### **1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.**

The Title I Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas are as follows;

Monitoring - students are offered assistance if an when it is needed

Intermittent - students will meet on a weekly basis to be offered support with interventionist

One on One Intensive - students will have one on one sessions daily with interventionist

### **Component 3: Incorporated Into Existing School Program Planning**

#### **1. How is program planning for eligible students incorporated into the existing school improvement planning process?**

Program planning for eligible students becomes a part of the school improvement process as we are asked to evaluate each of the following:

Trends among the bottom 30% of students in each content area

Factors or causes that contributed to the decline in student achievement

Factors that made a negative impact on student achievement

Actions that could be taken to address achievement challenges

Program Planning for at-risk students is based on the findings of our annual comprehensive needs assessment.

## Component 4: Instructional Strategies

### **1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?**

Students identified as being below benchmark will receive three levels of intervention depending on the need of the student. Students in need of additional instruction would be eligible for remediation before, during, and after the normal school day. Staff will identify the students in need and coordinate activities to close their learning gaps in a specific content area.

### **2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.**

Students will receive a three tier instructional approach which is monitored for progress regularly. Student receive immediate feedback on their progress and instruction is differentiated by a highly qualified teacher to ensure learning gaps are closed and student achievement improves.

### **3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.**

Students who are identified as needing intervention through progress monitoring will be eligible to receive additional instruction before, during and after the regular school day. When the learning gap for students receiving services closes and the students is functioning at benchmark then they are exited from receiving services. When interventions are not helping a student get to the benchmark level, plans for this individual are reviewed and then modified.

### **4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.**

Elective courses are used if students are needing additional instruction within the middle of the school day. Morning hours and after school hours are made available for Title I and Non Title I students.

## **Component 5: Title I and Regular Education Coordination**

**1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?**

Our before and after school homework assistance programs service both Title and Non Title I students. The interventionist who runs the program communicates with classroom teachers on who is attending and how they are doing. We currently do not have students who are limited English proficient.

**2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.**

We do not service preschool as we are grades 9-12 only.

### Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All instructional paraprofessionals meet the NCLB requirements for highly qualified	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All teachers meet the NCLB requirements for highly qualified.	

## Component 7: High Quality and Ongoing Professional Development/Learning

**1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?**

During the 2013-2014 school year all staff members, district wide, were involved with professional development that would help both eligible students and those who are not eligible in the area of literacy. At the start of the year the ELA instructors throughout the district in-serviced everyone on reading strategies that are applicable to all content areas. For the mid-year session the format was identical, but the emphasis was then shifted to writing.

**2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?**

At this point, professional development activities have not been extended to parents, pupil services personnel, or other members of staff support.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes	See Attached	District PD Plan

## Component 8: Strategies to Increase Parental Involvement

### 1. How are parents involved in the design of the Targeted Assistance program plan?

Parents are involved with our building level improvement team. All title I requirements regarding parental involvement are adhered to, including parent notification of eligibility for Title I services. Additionally, SLHS involves parents in meetings and the process of creating individual intervention plans.

### 2. How are parents involved in the implementation of the Targeted Assistance program plan?

Parents are notified annually of their child's eligibility for Title 1, in math. They are then invited to meetings that are conducted by the administration and interventionists. If parents have a desire to do so, they can be involved with the specific details of creating a plan for their son or daughter.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	Parents receive guides for interpreting standardized test scores (ACT, MME, EXPLORE, PLAN, AP) Grade progress for students are updated online via Powerschool regularly so parents can log on on see how their son or daughter is performing in a particular class. Progress Report letters are sent home to parents Parent Teacher Conferences occur twice a year	

### 4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

Our building has a Parent Involvement plan that addresses section 1118 activities. A link to the this plan is included in an earlier portion of this document.

### 5. Describe how the parent involvement activities are evaluated.

The parent involvement activities are evaluated annually by the building teams and district school improvement team.

### 6. Describe how the school-parent compact is developed.

The school-parent compact is developed by our building school improvement team and building leadership team. These teams include parent, student, teacher, and administration. The compact has been attached earlier in this document and is reviewed annually.

## School Improvement Plan

Spring Lake Alternative Education

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Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	See attached	Parent Compact

### 8. How does the school provide individual student academic assessment results in a language parents can understand?

Standardized test results are given to parents with an easy to read interpretation guide. Report cards are also offered to parents with corresponding teacher remarks. Parent-teacher conferences are held at the half way point of both first and second trimesters. Parents also receive the daily announcements in electronic form each day. Lastly, the vast majority of our parents access academic information that pertains to their child by logging in to our student management system. For many, this happens daily.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes	We have a school wide parent involvement plan.	Parent Involvement Plan

### 10. Describe how the parent compact is used at elementary-level parent teacher conferences.

N/A

## **Component 9: Coordination of Title I and Other Resources**

### **1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.**

At Spring Lake High School, federal, state, and local programs are coordinated and integrated through the respective building level coordinators. A specific example of this would be an anti-violence lesson being delivered to students by the guidance counselor. Another example would be a reproductive health unit being administered by our health and physical education instructor.

### **2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

The coordination of federal, state and local programs at Spring Lake High School are primarily involved with violence prevention, nutrition, and Targeted Title 1 assistance. Interaction takes place between district level and building level coordinators to be certain that materials and information are distributed accordingly.

## **Component 10: Ongoing Review of Student Progress**

### **1. Describe how the progress of participating students is reviewed on an ongoing basis.**

Students are progressed monitored regularly using the following sources of student achievement data:

MME

ACT

EXPLORE

Discovery Ed

Letter grade

Local Common Assessments

### **2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.**

When data indicates that a student's achievement levels are not at benchmark, programming for that individual will be adjusted accordingly. Conversely, when a student has attained mastery, they may be removed from the targeted assistance program.

### **3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.**

Department meetings are held monthly to review student achievement data and to identify needs and strengths of students, data is provided for them to monitor and differentiate instruction accordingly.

## **Evaluation**

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

**1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.**

Department meetings are held monthly throughout the school year. Data such as, Discovery Ed, AP, MME, ACT, Local Assessments are provided and used to have discussion on instruction, learning and improvement on learning gaps.

**2. Describe how the school evaluates the results achieved by the Targeted Assistance program using data from the State's annual assessments and other indicators of academic achievement.**

Department meetings are held monthly throughout the school year. Data such as, Discovery Ed, AP, MME, ACT, Local Assessments are provided and used to have discussion on instruction, learning and improvement on learning gaps.

**3. Describe how the school determines whether the Targeted Assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards.**

We utilize the performance level change report to view how their learning gap has closed or widened. Monitoring the progress with all students who receive services allows for deeper discussion on the programs effectiveness.

**4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.**

The progress monitoring of data triangulation through local common assessment, Standardized Testing, grades, and assessment screeners will ensure continuous improvement of eligible students.

# **Alternative Education School Improvement Plan**

## Overview

### Plan Name

Alternative Education School Improvement Plan

### Plan Description

2012-2013

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Spring Lake Alternative Education will become proficient writers.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$200
2	All students at Spring Lake Alternative Education will become proficient in mathematics	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$200
3	All students at Spring Lake Alternative Education will become proficient in science.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$500

## Goal 1: All students at Spring Lake Alternative Education will become proficient writers.

### Measurable Objective 1:

40% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of 40% in Writing by 09/05/2016 as measured by Michigan Merrit Exam.

### Strategy 1:

Informational Reading and Writing - Staff members will require information reading and writing in all ELA courses.

Category:

Research Cited: "NCTE Beliefs about the Teaching of Writing." NCTE Comprehensive News. N.p., n.d. Web. 14 Aug. 2013.

"Resolution on the Essential Roles and Value of Literature in the Curriculum." NCTE Comprehensive News. N.p., n.d. Web. 14 Aug. 2013.

Tier:

Activity - Informational Reading and Writing Inventory	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will identify the current amount of informational reading and writing in each ELA course and then work to align the amount required with the common core state standards. The addition of E2020 online learning will assist in content delivery.	Professional Learning			09/03/2013	09/05/2016	\$200	General Fund	Mitzi Milanowski

## Goal 2: All students at Spring Lake Alternative Education will become proficient in mathematics

### Measurable Objective 1:

50% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency level of a 1 or 2 in Mathematics by 09/05/2016 as measured by Michigan Merrit Exam.

**Strategy 1:**

Math Lab - Staff members at the alternative education building will require students to report to the high school for math lab after school if performance is low on assessments.

Category:

Research Cited: "Trends in International Mathematics and Science Study (TIMSS) - Overview." Trends in International Mathematics and Science Study (TIMSS) - Overview. N.p., n.d. Web. 14 Aug. 2013.

"Math." Response to Intervention. N.p., n.d. Web. 14 Aug. 2013.

Tier:

Activity - Math Lab Criteria Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teachers will determine criteria for requiring some students to attend math lab for assistance. This will be addressed and communicated to parents in course outlines.	Professional Learning			09/03/2013	09/05/2016	\$200	General Fund	Mitzi Milanowski

**Goal 3: All students at Spring Lake Alternative Education will become proficient in science.**

**Measurable Objective 1:**

50% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of a level 1 or 2 in Science by 09/05/2016 as measured by Michigan Merit Exam.

**Strategy 1:**

Curriculum Alignment - Staff will participate in staff development opportunities that aligns curriculum and instruction with the new Common Core Standards.

Category:

Research Cited: "How People Learn: Brain, Mind, Experience, and School: Expanded Edition [Paperback]." How People Learn: Brain, Mind, Experience, and School: Expanded Edition: Committee on Developments in the Science of Learning with Additional Material from the Committee on Learning Research and Educational Practice, Cognitive, and Sensory Sciences Board on Behavioral, Division of Behavioral and Social Sciences and Education, National Research Council:

SY 2015-2016

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## School Improvement Plan

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9780309070362: Amazon.com: Books. N.p., n.d. Web. 14 Aug. 2013

"National Institute of Science Education and Research." Wikipedia. Wikimedia Foundation, 13 Aug. 2013. Web. 14 Aug. 2013.

"America's Lab Report:." The National Academies Press. N.p., n.d. Web. 14 Aug. 2013

Tier:

Activity - Online Education Oportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All members of the alternative education staff will attend online learning opportunities for students through the OAISD. Staff will also investigate the E2020 program to determine if the provided curriculum is better suited for their students	Professional Learning			09/03/2013	09/05/2016	\$500	General Fund	Mitzi Milanowski

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Lab Criteria Development	The teachers will determine criteria for requiring some students to attend math lab for assistance. This will be addressed and communicated to parents in course outlines.	Professional Learning			09/03/2013	09/05/2016	\$200	Mitzi Milanowski
Informational Reading and Writing Inventory	Staff will identify the current amount of informational reading and writing in each ELA course and then work to align the amount required with the common core state standards. The addition of E2020 online learning will assist in content delivery.	Professional Learning			09/03/2013	09/05/2016	\$200	Mitzi Milanowski
Online Education Opportunities	All members of the alternative education staff will attend online learning opportunities for students through the OAISD. Staff will also investigate the E2020 program to determine if the provided curriculum is better suited for their students	Professional Learning			09/03/2013	09/05/2016	\$500	Mitzi Milanowski