

## MMSD SCHOOL IMPROVEMENT PLAN

School: Affiliated Alternatives  
Principal: Anne Fischer

Annual Plan for: 2006-2007  
Date: October 2006

**SIP Goal #1:** All students who are enrolled for at least one semester will demonstrate gains in each core academic area and will have reduced suspension rate and increased attendance rate.

**Check the primary area addressed by the goal:**  Engagement  Learning  Relationships

**Rationale (Reference data sources that substantiate the need for this goal):** One common theme for the majority of our students, as evidenced by surveys and anecdotal records, is a lack of engagement, evidenced by poor attendance in their home schools and dropping out of school. Students in the AERO program are retained 8<sup>th</sup> graders and “at risk of failing” 9<sup>th</sup> graders. WLC students are credit deficient, and at risk of dropping out of school. SAPAR and Cluster students enroll for limited time- from one quarter to one year – and are typically struggling students, in regard to both academic performance and behavior. The small percentage of our students who take WKCE tests while with us, in grades 8 and 10 (typically 5-15 students of 180 enrolled) do not allow us to draw conclusions based on WKCE scores. It is our belief that the typical lack of achievement/success our students experience, can be reversed with an accelerated school approach which emphasizes Powerful Learning lesson. Smaller learning environments, fewer teachers to navigate, powerful learning lessons, work experience and collaboration with community agencies all contribute to student success.

**Objective 1.1** All students will demonstrate increased daily attendance and reduced tardy times.

**Measurement Strategies for Objective 1.1:** Individual case management, review of truancy data, review of attendance and suspension rates. Review of credits earned while a student. Report data on WLC students who move to the next level, as opposed to being diverted elsewhere to meet competency standards.

**Complete this section for staff development action steps only**

#	Action Steps for Objective 1.1 List each action step for this objective on a separate line. Add lines as needed. (The action steps should show a systemic approach to improvement that addresses the specific objective. Action steps should include at least one item that emphasizes collaboration/supports the achievement of a more collaborative culture.)	Timeline (Specify month and year.)	Person(s) Responsible	Progress (Please date each entry)	Staff Positions Involved (Specify grade levels, disciplines, etc.)	\$ Cost
						Source*
1	Work and Learn staff will conduct conferences for all student prior to beginning of the semester to identify student strength and challenge areas.	September 2006 and January 2007	Anne Fischer Dept. Chairs: Erik Shager and John Ivens	Oct: Conferences were held prior to Semester 1 classes. Staff will review the process to standardize the information gathered.		\$
2	AERO and Cluster staff will conduct conferences for all student prior to beginning of the semester to identify student strength and challenge areas.	September 2006 and January 2007	Anne Fischer Dept. Chair, Jill Olsen	Oct: Conferences were held for all registered students. Staff interview new enrollees as they register.		\$
3	Specific support staff will be assigned to teams to coordinate truancy and to team around issues of attendance.	Ongoing	Anne Fischer Kathy Blanda Shannon Barry Janice Lorch Carol McQuade	Oct: Staff have been assigned a truancy caselist. Clerical staff have developed a data base to track interventions.		\$
4	Staff will supplement the automated phone calls regarding absences, with personal calls for all students absent 2 or more days in a row.	Ongoing	Jill Olsen Erik Shager	Oct: Efforts to date have resulted in several chronically truant students to re-engage.		\$

			John Ivens Lesa Reisdorf Cluster Staff			
5	All programs will continue to offer "Achievement" opportunities so that absent and/or tardy students are provided with additional times to make up missed work, and to meet requirements to earn credits or promotion to the next level.	Ongoing	Jill Olsen Lesa Reisdorf John Ivens Erik Shager	Oct: All programs have reported success with their various approaches: Make-up days, Achievement Day, Guided Study.		\$
6	SAPAR staff and support staff will collaborate closely and with the home schools to ensure that barriers to attendance are identified and addressed at the time of referral. Case management will be developed at the point of referral.	Quarterly, at referral time	Shannon Barry Ali Model Carol Mcquade Lesa Reisdorf	Oct: Collaboration with school nurse for wellness check at referral time has been effective. Attendance rates for some students remains very problematic.		

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**Objective 1.2:** Students will demonstrate improved skills in a specific area of concern/interest through the application of Powerful Learning Lessons.

**Measurement Strategies for Objective 1.2:** Pre and Post test measures to include inventory of skills (ex: Vocational Competency, Parent Skills, Study Skills) Inventory of staff application of Powerful Learning paradigm in instructional planning and delivery of instruction.

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							Source*
1	Work and Learn staff will begin to examine learning outcomes by the various levels.	November 2006	Anne Fischer		Oct: Conferences with each staff member and also with the team to begin looking at curriculum.		\$
2	Work and Learn staff will work to develop scaffolding of curricular areas across the four levels.	February 2007	WLC Staff Anne Fischer Lisa Wachtel		Oct: Begun with 1-1 conferences		\$
3	Work and Learn staff will utilize the WIDS – Wisconsin Instructional Design software to communicate the goals and objectives of the various content areas of focus.	April 2007	WLC Staff Anne Fischer Gabrielle Banick		Oct: Continuing work to install WIDS software. Inservice was held in May 2006 in preparation.		\$
4	Program Teams will share class lessons utilizing a Powerful Learning paradigm, including the review of lessons posted on the website – and to include additional postings on the website.	May 2007	Erik Shager Beth Lynch		Oct: Website with lessons is up. Staff to be solicited to review/add.		\$
5	Staff will collaborate with colleagues and with Principal Fischer to examine curriculum using a Powerful Learning paradigm.		Anne Fischer and all staff		Oct: Begun with staff 1-1 conferencing and through Leadership Team		\$
6	Staff from the office of Accelerated Schools- PLUS will plan with teams and individuals to enhance lessons, and to provide identified professional development.	Nov 2006 Feb 2007 April 2007	ASP Coach, Erik Shager and Anne Fischer		Oct: ASP staff have met with AffAlt staff,		\$
7	Students will participate in appropriate “student groups” to address identified needs and specific areas of interests.	Ongoing	Shannon Barry Janice Lorch Anne Fischer		Oct: MENS (Men Encouraging Non-violent Strength) group and Young Women’s group have started for WLC students. Cluster girls and AERO girls groups are being developed. Continued partnership with DELTA Project.		

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**Objective 1.3** Students and caregivers will evidence a high level of satisfaction with the continued academic and personal growth.

**Measurement Strategies for Objective 1.3:** Survey of students, staff, community partners. School climate reports. Anecdotal records from students and families.

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#	Action Steps for Objective 1.3 List each step on a separate line. Add lines as needed. Together, all action steps should show a systemic approach to improvement that addresses school, classroom, and individual levels.	Timeline (Specify month and year.)	Person(s) Responsible	Date Comple ted	Progress	Staff Positions Involved (grade levels, etc.)	\$ Cost
							Source*
1	Students will experience activities that acquaint them with Affiliated Alternatives School, and that help them plan for improvement in achievement and behavior.	Quarterly	Anne Fischer Jill Olsen Cluster staff Erik Shager John Ivens Lesa Reisdorf	Ongoing	Oct: SAPAR conducts orientation for ½ day. AERO and Cluster team continue to add to orientation activities. WLC continue to plan ways to collaborate on this.		\$
2	Each program will review the Family Involvement Plan to identify areas that need enhancement. Program teams will identify an area of focus and plan interventions to address.	January 2007  April 2007	Anne Fischer Jill Olsen Cluster staff Erik Shager John Ivens Lesa Reisdorf		Oct. Principal Fischer has independently reviewed the plan and will share it with the Leadership Team.		\$
3	The Work and Learn staff will collaborate to outline policies and procedures regarding Referral Process and Community Partnerships.	June 2007	Anne Fischer WLC Staff		Oct: The elements of the policies have been outlined.		\$
4	Staff will collaborate directly with other MMSD alternative programs (such as Night School, CRIS, TLC) as they transition students back and forth from Affiliated Alternatives, to ensure continued movement towards graduation or the completion of HSED or GED programs.	Ongoing	All Staff		Oct: WLC staff have met with TLC/CRIS staff and have been working closely to monitor students.		\$
5	All teams will examine data related to individual student academic gains.	Quarterly	Anne Fischer Program Teams		Oct: READ 180 utilized for all incoming students. Individual student learning profiles created by staff. Use of Infinite Campus assessment information.		\$

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**SIP Goal #2:** Powerful Learning lessons will be evidenced across all programs as a means to improve student achievement and engagement in school.

Check the primary area addressed by the goal:  Engagement  Learning  Relationships

**Rationale (Reference data sources that substantiate the need for this goal.):** We are a National Demonstration Site this school year for the Accelerated School Model. This is our second year as such, and the designation carries with it, certain expectations regarding professional development, and the sharing of expertise. The Affiliated Alternatives have been an accelerated school since 1997. During this reflective application process, we identified this goal for our school programs. We continue to be affiliated with ASP and look forward to sharing our successful model with other interested schools. The development of Powerful Learning Lessons (Authentic, Student-Centered, Continuous, Interactive, Inclusive) is directed related to improved engagement, improved relationships, and consequently, improved student achievement.

**Objective 2.1:** Students will continue to explore the principles of Accelerated Schools within their programs and develop a working understanding of these principles and values and how they impact our programming, and ultimately, student success.

**Measurement Strategies for Objective 2.1:** Various surveys of students, parents/guardians, staff, community partners. Review of staff planning. Direct observation.

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#	Action Steps for Objective 2.1 List each action step for this objective on a separate line. Add lines as needed. (The action steps, considered together, should show a systemic approach to improvement that addresses the objective.)	Timeline (Specify month and year.)	Person(s) Responsible	Progress (Please date each entry)	Complete this section for staff development action steps only	
					Staff Positions Involved (grade levels, etc.)	\$ Cost Source*
1	Students will participate in activities related to "Visioning".	Ongoing	All staff	Oct: WLC staff have worked directly with this lesson, and have shared it with staff		\$
2	Staff will participate in "new comers" orientation to the values and principles of Accelerated Schools.	September 2006 and January 2007 for WLC and AERO; Quarterly for SAPAR and Cluster students	Erik Shager Dave Hoon ASP Staff Anne Fischer	Oct: New staff participated in an afternoon orientation with ASP coach, Erik Shager. ASP values are part of all staff development themes.		\$
3	Values and Principles will be present in discussions around curriculum, in the various communications (LINK, PassingLane), and in a visual way via student work, and staff displays.			Oct: Described ASP in newsletter, and continue to promote through district communications.		\$
4	Staff will participate in ongoing professional development related to the values and principles of the Accelerated Schools Model.	Ongoing	Anne Fischer Erik Shager Dave Hoon	Oct: Themes are evidenced at all staff gatherings – inservice, staff meetings, team meetings. Leadership to promote ASP themes has expanded with staff expertise.		\$

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**Objective 2.2:** Team meetings will be used to examine student achievement and behavior through the lens of cultural responsiveness, the impact of trauma on behavior and learning, and the Powerful learning paradigm.

**Measurement Strategies for Objective 2.2:**

						Complete This Section only for Staff Development Action Steps	
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							Source*
1	Staff will continue to participate in professional development regarding Equity and Cultural Responsiveness.	Ongoing	Anne Fischer Lesa Reisdorf Erik Shager John Ivens Jill Olsen		Oct: Staff all participated in Sept. Equity Professional Development		\$
2	Continue additions to professional library which support Equity and Cultural Responsiveness themes, and our new theme of the impact of Trauma. Ideas for contributions to the collection will be solicited at Leadership and team meetings.	Ongoing	Anne Fischer Dave Hoon Erik Shager Lesa Reisdorf		Oct: Several books have been added		\$
3	Staff will participate in professional development day around the theme of Trauma, with the focus being building awareness, and using awareness to reflect on curriculum and practice.		Anne Fischer Janice Lorch Shannon Barry Carol McQuade Kathy Blanda		Oct: Students surveyed in October, and initial, full day staff development was held Nov 6, 2006. Plans for follow-up include: Teacher Action Plans; Review of Curriculum; Support Staff follow-up for students who scored "high" for trauma/depression; classroom presentations for psycho-educational		\$

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**Objective 2.3:** Staff will continue to engage students in learning experiences which connect them to a variety of cultures and the arts.

**Measurement Strategies for Objective 2.3:** Staff will keep record of types of events in which students participate, as well as participation/satisfaction feedback. Staff and students will submit articles/pictures of various activities to a variety of publications.

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							Source*
1	Staff will review – through the Building Community Cadre, activities and school events, and ensure the addition of multi-cultural themes.	Ongoing	Building Community Cadre				\$
2	Community resources will be used to address student interests in various art/cultural activities.	Ongoing	Community Relations Cadre  Various Dept. Chairpersons		Oct: Collaboration with Madison Center for Creative Cultural Arts is continuing. Plan is for programming 2 <sup>nd</sup> semester. Dave Hoon remains ‘art contact’ Several student groups have participated in programming at the Overture.;		\$
3	Materials will be translated in Spanish and Hmong as needed.	Ongoing	Anne Fischer Miguel Leon Larry Palm		Oct: Continue to revise and translate brochures, and new, “FYI flyers” Mini version of PassingLane developed with Miguel for Spanish-speaking families.		\$

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**SIP Goal #3:** A data collection matrix will be developed across all programs.

Check the primary area addressed by the goal:  Engagement  Learning  Relationships

**Rationale (Reference data sources that substantiate the need for this goal.):** We continue to examine ways to demonstrate student growth in academic achievement, and ways we can substantively report student progress and growth in behavioral and social/emotional well being. We continue to look at various student assessment measures and student data systems to monitor success, as well as the various ways we define success. Our four alternative programs have each implemented a variety of strategies, pre/post tests, but feel that they need to continue to seek additional measures of success as well as standardize some practices in regard to assessment. Staff are interested in exploring multiple methods of student assessment - a "telling of our story". Few students take the WKCE tests, and our cohort groups change significantly each academic quarter. The WKCE and other measures have been helpful in plotting individual progress. One measure of assessment we repeatedly use is a "Value-added" approach.

**Objective 3.1** All staff will implement a variety of classroom assessment strategies that will communicate demonstrated student achievement.

### Measurement Strategies for Objective 3.1:

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#	Action Steps for Objective 3.1 List each action step for this objective on a separate line. Add lines as needed. (The action steps, considered together, should show a systemic approach to improvement that addresses the objective.)	Timeline (Specify month and year.)	Person(s) Responsible	Progress (Please date each entry)	Staff Positions Involved (grade levels, etc.)	\$ Cost
						Source*
1	Individual program teams will review current data, and plan for the collection and review of other data sources.	February 2007	Dept. Chairs Curriculum Cadre	Oct. WLC staff have begun to look at current measures, and identify ongoing needs.		\$
2	Ongoing professional development for assessment strategies for classroom teachers and for school climate.	Ongoing	Anne Fischer	Oct. Continue to seek out and share literature related to assessment		\$
3	Staff participation in NAREN-WICH – National at Risk Education Network – Wisconsin Chapter conference.	March 2007	All Staff			\$
4	Survey students prior to staff development on Trauma. Collaborate with Jennifer Wilgocki, Project and Training Coordinator from the Adolescent Trauma Treatment Program, Mental Health Center of Dane County.	October 2006	Anne Fischer Shannon Barry Janice Lorch	Oct: Survey results collected. Shared at inservie. Follow up plans include communication to families, and follow-up for select students.		\$
5	Program Teams will use team meetings to review individual student data related to achievement.	Ongoing	Department Chairs			\$

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**Objective 3.2:** Staff and students will participate in activities which allow them to share the success of students and our community collaborations.

**Measurement Strategies for Objective 3.2:** Publication of a variety sources which highlight our school. Staff participation in providing training to others. Review data from individuals registering at the Open House.

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							Source*
1	Staff and students will continue to develop a webpage for Affiliated Alternatives.	ongoing	Beth Lynch		Oct: The webpage is currently being revised.		\$
2	Staff will organize, with student assistance, ways to recognize our community partners.	May 2007			Oct: Data base of agencies, volunteers on shared file		\$
3	The Wellness Cadre will continue to build resources for the link to health issues on the AFFALT webpage.	Ongoing	Carol Mcquade		Oct: Work is ongoing, and is reviewed as students access		\$
4	Open House activities will be developed to encourage participation from families, community partners and MMSD partners.	Oct 2006	Anne Fischer Jill Olsen Erik Shager John Ivens Lesa Reisdorf		Oct: Open House was held. Reviewed success at staff meeting, noting desired changes, and recognizing the merits of the format.		\$
5	Staff and students will be nominated for recognition/honors within the school community, and outside the immediate school community.		Anne Fischer		Oct: Nomination of staff for Kohl Teacher Fellowship. Forwarding scholarship materials to Dept. Chairs and to Guidance staff		\$

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**Objective 3.3** Each cadre will develop a plan and embark on the process of TAKING STOCK to assist in identify challenge areas

**Measurement Strategies for Objective 3.3:** Plans will be reviewed, shared with the School as a Whole. Data gathered will be incorporated in the formulation of new, 5-year goals.

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							Source*
1	Examine vision statement with various stakeholders. Revise as desired.	March 2007	Anne Fischer		Oct: The current vision statement is included in a variety of publications, and is displayed in the school hallway.		\$
2	Participate in all school, "Taking Stock" planning with ASP staff..	April 2007	Anne Fischer Erik Shager ASP Staff		Oct: We have set a date for an all day inservice with ASP staff		\$
3	Cadres develop plans, coordinate data collection.	April 2007	Anne Fischer				\$
4	Each cadre will share data gathered, identify ongoing questions, with the School as a Whole	June 2007	Cadre Facilitators		Oct: All staff have begun discussions of this planned activity.		\$
5	Embark on the development of new, school wide goals, based upon the Taking Stock activities and report.	August 2007	Anne Fischer				\$

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#	Priority or Initiative	Staff Development Action Steps (List each component on a separate line. Add lines as needed.)	Timeline (Specify month and year)	Staff Positions Involved	\$ Cost
					Source*
1	Continued participation in National and Regional Accelerated Schools Networking and Professional Development.	Host Regional Network meeting.	September 2006	Anne Fischer Erik Shager	\$
		Presentation at National ASP Conference in Tennessee			\$
		Provide professional development for Manchester, CT school district	August 2006	Anne Fischer Dave Hoon Erik Shager	\$ All expenses were covered by Accelerated Schools-PLUS organization.
2					\$
					\$
					\$
					\$

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