



# **Single Building District Improvement Plan**

Alternative Educational Academy of Iosco County

Alternative Educational Academy of Iosco County

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## **Introduction**

The Single Building District Improvement Plan is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the Single Building District Improvement Plan 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. <br><br> 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?**

The Alternative Educational Academy of Iosco County (AEA) is a 6th through 12th grade Public School Academy. It was chartered by the Iosco Regional Educational Service Agency in 2012. AEA is located at the Michigan Works! Service Center in East Tawas, Michigan. East Tawas, Michigan is a small town in the Northeastern, Lower Peninsula; approximately 60 miles South of Alpena, Michigan.

In 2012, the AEA began its first school year with approximately 40 students. By the end of that year, enrollment doubled and has continued to be consistent throughout the 2013-2014 school year. The AEA services students from Iosco, Alcona, Arenac, and Ogemaw counties and offers them a means of completing their high school diploma through nontraditional methods. Students of the AEA are typically those who are unsuccessful in a traditional brick and mortar school setting. The AEA's student population is 90.5% Caucasian, 6.7% Multi-racial, 1.9% Hispanic or Latino, and 1.0% American Indian/Alaska Native which is reflective of the population of the districts where the students reside. Currently, the AEA has a 49.5% free and reduced lunch population.

Operating with a Seat Time Waiver, students are instructed by a 100% on-line format and are mentored by Michigan certified teachers. Students may choose to physically take their courses at home, but are encouraged to use the AEA lab. Mentor teachers assist students with their coursework at the AEA lab or at other designated facilities within the four service counties. Typically, AEA students face greater amounts of educational barriers than those enrolled with the local school districts. Because of this, the AEA has specific challenges in the areas of student retention and graduation rates. It is our goal to see progress in both areas as the AEA continues to provide students with needed alternative educational services.

## **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.**

### MISSION STATEMENT

The mission of the Alternative Educational Academy of Iosco County is to provide innovative and responsive educational experiences through non-traditional programs that effectively meet the needs of at-risk students. The Academy will enhance educational opportunities for students by developing programs based on students' individual needs and circumstances.

### ALTERNATIVE EDUCATION

Alternative Education is designed to serve 14 to 19 year olds who, for any number of reasons, have fallen behind in traditional high school or have dropped out of school. Special areas of service include: life-competency skills, vocational education, and remediation. Credits for Alternative Education may be transferred from previous high schools or vocational schools. Credits will be evaluated according to the standards established by the Academy Board of Education.

## **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.**

Although we are a newly established Public School Academy, the AEA has some data that would indicate success for the student population we serve. 20 students completed the requirements for the Michigan Merit Curriculum throughout the 2013-2014 school year and have graduated from the Alternative Educational Academy. We expect our graduation rates to grow and will continue to focus on this area of improvement over the next three years. We also acknowledge the need to improve upon our student retention rates; as much as 41% of the students enrolled with our school have exited before completion.

## **Additional Information**

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

N/A

# **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.**

Stakeholder involvement with the improvement plan is an area that the AEA needs to address to ensure that a variety of stakeholders are involved in the process. Currently, parental involvement consists of individual meetings and/or phone soliciting. Parents have also been solicited through mailed newsletters and emails. Other stakeholders include members of our school board as they represent each of the area school districts within our isd. Those superintendents and the COO of Michigan Works! Service Center Region 7B (where our academy is located) are informally included in our improvement process.

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

Parental involvement representing grades 6-12, superintendents of local area school districts, COO of Michigan Works! Region 7B, AEA teachers, assistant, and administration all participate in the development of goals of the improvement plan.

**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 school board will be reviewing and approving the plan submitted by the AEA director. Stakeholders will be informed of the improvement plan annually during a publicly announced board meeting and by posting the plan on the AEA website.

# 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, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (\*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

## **Student Enrollment Data**

### **How do student enrollment trends affect staffing?**

Student enrollment directly affects staffing. We have hired more staff as enrollment increases.

### **How do student enrollment trends affect staff recruitment?**

Student enrollment trends directly affect staff recruitment. For example, if we have an increase of students needing assistance in Math, we recruit Math certified teachers for our teacher-mentors.

### **How do student enrollment trends affect budget?**

Our budget is directly affected by enrollment trends. The budget is adjusted accordingly.

### **How do student enrollment trends affect resource allocations?**

Student enrollment does not typically affect resource allocations. If enrollment increases, we increase resources as well.

### **How do student enrollment trends affect facility planning and maintenance?**

It typically does not affect facility planning and maintenance because we are operating on a Seat Time Waiver.

### **How do student enrollment trends affect parent/guardian involvement?**

Thus far, we have not seen any correlation with enrollment and parent/guardian involvement.

### **How do student enrollment trends affect professional learning and/or public relations?**

Student enrollment may affect professional learning as we seek to provide learning opportunities specific to the students who are enrolled with the AEA.

### **What are the challenges you noticed based on the student enrollment data?**

Based on student enrollment data, the biggest challenge the AEA faces is student retention. Our students are extremely transient and 7.6

percent are homeless. We would like to retain more students through to graduation.

**What action(s) will be taken to address these challenges?**

We are in the development process of this particular goal. We would like to interview/survey students to best understand how to engage and retain more of this population. A focus on data collection next school year will assist us in further developing this area of concern.

**What are the challenges you noticed based on student attendance?**

Our student population is high risk for dropping out of school. They face many educational barriers and therefore are sporadic in their attendance. Students may be extremely active in their coursework and then must reduce attendance to address more pressing, fundamental needs. Our challenge is to keep our students motivated towards their goals and engaged in the learning process.

**What action(s) will be taken to address these challenges?**

We have researched different service providers and are adding to our current offerings in the 2014-2015 school year. Our expectation is that an increased number of students will stay engaged and attendance will increase by this change.

## **Student Achievement Data for All Students**

This area includes data questions.

**Which content area(s) indicate the highest levels of student achievement?**

Health, Social Studies, and Science

**Which content area(s) show a positive trend in performance?**

Health, Social Studies, and Science

**In which content area(s) is student achievement above the state targets of performance?**

N/A

**What trends do you notice among the top 30% percent of students in each content area?**

These students typically have less educational barriers than other students enrolled at the Academy.

**What factors or causes contributed to improved student achievement?**

Age and maturity of the student, regular communication between student and teacher-mentor, good attendance rate, and consistent progress in coursework are all factors that contribute to improved student achievement at the AEA.

**How do you know the factors made a positive impact on student achievement?**

I know the factors made a positive impact on student achievement because the students were successful in completing their coursework.

**Which content area(s) indicate the lowest levels of student achievement?**

Math and English

**Which content area(s) show a negative trend in achievement?**

Math and English

**In which content area(s) is student achievement below the state targets of performance?**

N/A

**What trends do you notice among the bottom 30% of students in each content area?**

Students at the bottom 30% of each content area are usually not engaged with the coursework, do not have their basic needs met, and are facing other barriers to their education. These students struggle with teacher-mentor communication, attendance online, and with the course content in general.

**What factors or causes contributed to the decline in student achievement?**

Low socioeconomic status, little or no parental involvement, low attendance rates, inconsistent or no progress made in coursework, are some of the factors that contribute to students' decline in achievement.

**How do you know the factors made a negative impact on student achievement?**

Through observation and compiling of data. Students with lower achievement rates have many commonalities.

**What action(s) could be taken to address achievement challenges?**

Increase in staff to allow more intensive teacher mentoring of these students

Increase in social services available to these students

Professional development opportunities for our teachers in content areas and student motivation

## **Subgroup Student Achievement**

**Statement or Question:** Which subgroup(s) show a trend toward increasing overall performance?

**Response:**

- None

**Statement or Question:** For which subgroup(s) is the achievement gap closing?\*

**Response:**

- None

**In what content areas is the achievement gap closing for these subgroups?\***

N/A

**How do you know the achievement gap is closing?\***

N/A

**What other data support the findings?**

N/A

**What factors or causes contributed to the gap closing? (Internal and External)\***

N/A

**How do you know the factors made a positive impact on student achievement?**

N/A

**What actions could be taken to continue this positive trend?**

N/A

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**Statement or Question:** Which subgroup(s) show a trend toward decreasing overall performance?

**Response:**

- None

**Statement or Question:** For which subgroup(s) is the achievement gap becoming greater?\*

**Response:**

- None

**In what content areas is the achievement gap greater for these subgroups?\***

N/A

**How do you know the achievement gap is becoming greater?\***

N/A

**What other data support the findings?\***

N/A

**What factors or causes contributed to the gap increasing? (Internal and External)\***

N/A

**How do you know the factors lead to the gap increasing?\***

N/A

**What actions could be taken to close the achievement gap for these students?\***

N/A

**How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?**

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N/A

**How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?**

N/A

**How are students designated 'at risk of failing' identified for support services?**

N/A

**What Extended Learning Opportunities are available for students (all grade configurations respond)?**

N/A

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	0.0

**What is the school doing to inform students and parents of Extended Learning Opportunities?**

N/A

Label	Question	Value
	What is the total FTE count of teachers in your school?	2.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	1.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	1.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	0.0

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Label	Question	Value
	How many teachers have been teaching >15 years?	0.0

### What impact might this data have on student achievement?

Our teachers are teacher mentors, students have teachers provided by the service providers as well. More experienced teacher mentors may or may not lead to an increase in student achievement.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	0.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	0.0

### What impact might this data have on student achievement?

N/A

## Perception Data - Students

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

N/A

**Which area(s) show a positive trend toward increasing student satisfaction?**

N/A

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

N/A

**Which area(s) show a trend toward decreasing student satisfaction?**

N/A

**What are possible causes for the patterns you have identified in student perception data?**

N/A

**What actions will be taken to improve student satisfaction in the lowest areas?**

N/A

## **Perception Data – Parents/Guardians**

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

N/A...we plan to survey parents during the 2014-2015 school year

**Which area(s) show a trend toward increasing parents/guardian satisfaction?**

N/A

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

N/A

**Which area(s) show a trend toward decreasing parents/guardian satisfaction?**

N/A

**What are possible causes for the patterns you have identified in parent/guardian perception data?**

N/A

**What actions will be taken to increase parent/guardian satisfaction in the lowest areas?**

N/A

**Perception Data – Teachers/Staff**

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

N/A. We will be surveying staff during the 2014-2015 school year.

**Which area(s) show a trend toward increasing teacher/staff satisfaction?**

N/A

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

N/A

**Which area(s) show a trend toward decreasing teacher/staff satisfaction?**

N/A

**What are possible causes for the patterns you have identified in staff perception data?**

N/A

## Other

**How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)**

N/A

**Describe how decisions about curriculum, instruction and assessment are made at this school and which stakeholders are involved in the process.**

Decisions about curriculum, instruction, and assessment are made collaboratively among stakeholders including board members and AEA staff.

**What evidence do you have to indicate the extent to which the standards are being implemented?**

Student online coursework and content is electronically recorded

Board approved course list meets MMC

# **Single Building District Additional Requirements Diagnostic**

## **Introduction**

This diagnostic tool contains certification requirements for single building districts. All single building districts must complete this diagnostic.

Single Building District Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	No	AEA grades are 6-12	

Label	Assurance	Response	Comment	Attachment
	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.	No		

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	We began the EDP process this year. Each student has an EDP in their file. Although they are not parent approved, that can easily be resolved. Student EDPs will be revisited and updated annually.	Alternative Educational Academy EDP

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

Label	Assurance	Response	Comment	Attachment
	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		

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Label	Assurance	Response	Comment	Attachment
	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	Tina Williams, Director 1230 East US-23 East Tawas, MI 48730 989-362-2575	

Label	Assurance	Response	Comment	Attachment
	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.	No		

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No		

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

Label	Assurance	Response	Comment	Attachment
	The School Improvement Team reviews the CIMS data.	Yes		

Label	Assurance	Response	Comment	Attachment
	CIMS data is used to prepare our Improvement Plan.	No		

Label	Assurance	Response	Comment	Attachment
	The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).	Yes		

Label	Assurance	Response	Comment	Attachment
	The district has a process to monitor adult and student use of the internet.	Yes		

Label	Assurance	Response	Comment	Attachment
	The district has an Internet Safety Policy in place.	Yes		

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Label	Assurance	Response	Comment	Attachment
	The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
	The district has a process to provide public notice and hearings about the Internet Safety Policy.	Yes	In Student Parent Handbook	

Label	Assurance	Response	Comment	Attachment
	The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.	No		

Label	Assurance	Response	Comment	Attachment
	The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes", specify the needs in the comments section.	No		

Label	Assurance	Response	Comment	Attachment
	The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes", specify the actions in the comments section.	Yes	The AEA is under a Seat Time Waiver, all students use technology to access curriculum. Teacher-mentors provide additional web-based tools to further support curriculum as needed (supportive websites, online graphing calculators, etc...)	

Label	Assurance	Response	Comment	Attachment
	The district adjusts its curriculum to include technology literacy for all students.	No		

Label	Assurance	Response	Comment	Attachment
	The district adjusts its instructional program to promote technology literacy. If "yes", specify the adjustments in the comments section.	No		

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Label	Assurance	Response	Comment	Attachment
	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.	Yes		

Label	Assurance	Response	Comment	Attachment
	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	Tina Williams, Director 1230 East US-23 East Tawas, MI 48730 989-362-2575	

Label	Assurance	Response	Comment	Attachment
	The District has a District Board Policy that is related to Parent Involvement.	No		

Label	Assurance	Response	Comment	Attachment
	The District has additional information necessary to support your improvement plan.	No		

# **Health and Safety (HSAT) Diagnostic**

## **Introduction**

The content for this tool comes directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess its school health environments. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

This diagnostic is optional and should be completed only if you took the HSAT.

## Health and Safety (HSAT)

The following assurances come directly from the [Healthy School Action Tool \(HSAT\) Assessment](http://www.mihealthtools.org/hsat), an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary - whether you've completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 1</b>	Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.	Written policy, fully implemented	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 2</b>	All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.	No	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 3</b>	Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.	Yes	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 4</b>	Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.	No	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 5</b>	Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.	Adopted policy, but not fully implemented	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 6</b>	All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.	No	N/A

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 7</b>	The health education curriculum used in our school is the Michigan Model for Health® Curriculum.	No, but use a health education curriculum	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 8</b>	The health education curriculum used in our school involves student interaction with their families and their community.	No	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 9</b>	Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.	No action taken	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 10</b>	At our school, physical education teachers annually participate in professional development specific to physical education.	No	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 11</b>	Our school uses the Exemplary Physical Education Curriculum (EPEC)	Other curriculum	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 12</b>	At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.	No	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 13</b>	Our school offers the following amount of total weekly minutes of physical education throughout the year.	59 minutes or less at elementary level, 105 minutes or less at middle/high level	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 14</b>	Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.	No action taken	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 15</b>	The food service director/manager participated in professional development related to food or nutrition during the past 12 months.	No	N/A

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 16</b>	The food service director/manager supports/reinforces in the cafeteria what is taught in health education.	No	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 17</b>	During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.	No	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 18</b>	Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.	No	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 19</b>	Our school has a health services provider or school nurse accessible to students.	No	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 20</b>	Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.	Written policy, fully implemented	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 21</b>	Our school has a system in place for collecting relevant student medical information.	Yes	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 22</b>	Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.	No action taken	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 23</b>	During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.	No	N/A

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Alternative Educational Academy of Iosco County

	Statement or Question	Response	Rating
<b>Question 24</b>	During the past 12 months, the school counselor/psychologist/social worker offered information to students (presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.	No	N/A

	Statement or Question	Response	Rating
<b>Question 25</b>	During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.	No	N/A

	Statement or Question	Response	Rating
<b>Question 26</b>	During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.	No	N/A

	Statement or Question	Response	Rating
<b>Question 27</b>	Our school's mission statement includes the support of employee health and safety.	No	N/A

	Statement or Question	Response	Rating
<b>Question 28</b>	During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.	No	N/A

	Statement or Question	Response	Rating
<b>Question 29</b>	During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.	No	N/A

	Statement or Question	Response	Rating
<b>Question 30</b>	Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.	Written Policy, but not fully implemented	N/A

	Statement or Question	Response	Rating
<b>Question 31</b>	Our school has a parent education program.	No	N/A

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 32</b>	During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.	No	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 33</b>	During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).	Access to no indoor facilities	N/A

# **Plan for Single Building District Improvement Plan**

## Overview

### Plan Name

Plan for Single Building District Improvement Plan

### Plan Description

## 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	The AEA will identify retention challenges and common risk factors of students in the district.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
2	All students will be mentored according to their individual academic needs.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

## Goal 1: The AEA will identify retention challenges and common risk factors of students in the district.

### Measurable Objective 1:

collaborate to increase our knowledge base about the general population of students at the Alternative Educational Academy. by 06/30/2015 as measured by surveying students upon enrolling in and exiting our school..

### Strategy 1:

Information Gathering - Students will be surveyed within the first two weeks of enrolling into the Academy by their teacher-mentors. Students will answer survey questions about why they sought out an alternative setting and what challenges they faced in in a traditional school. Students and/or parents will be surveyed or interviewed within the first two weeks after leaving the Academy.

Research Cited: Surveys are a common practice in gathering data.

Tier: Tier 1

Activity - Surveying students and parents	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and parents will be asked to complete and entrance and exit survey. The survey will be used to gather data to be used in student retention at the AEA	Policy and Process	Tier 1	Getting Ready	09/02/2014	06/30/2015	\$0	No Funding Required	Director, assistant, and teacher-mentors

## Goal 2: All students will be mentored according to their individual academic needs.

### Measurable Objective 1:

collaborate to provide mentoring services that best meet our students' individual academic and motivational needs. by 06/30/2015 as measured by student and parent surveys, weekly communication logs, and teacher evaluations.

### Strategy 1:

Communication - Good communication will be established between teacher-mentors and their students and students' families in order to accomplish this goal.

Communication logs will be recorded and turned in to the director of the program on a weekly basis. Communication logs will demonstrate two-way communication and will include discussion on how students' learn and communicate best. The building of student relationships is key to students receiving mentoring services that meet their needs.

Tier: Tier 1

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Alternative Educational Academy of Iosco County

Activity - Weekly Updates	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Upon implementation of this goal, students will receive weekly communication through email from their teacher mentors. These emails will serve as a starting point in the ongoing weekly communication between the student and the teacher. Through these updates, teacher mentors will learn how students communicate best and what their academic needs are. Information gathered during the weekly updates will support student learning and achievement.	Community Engagement	Tier 1	Implement	09/02/2014	06/30/2015	\$0	No Funding Required	Teacher-mentors and program director

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Surveying students and parents	Students and parents will be asked to complete and entrance and exit survey. The survey will be used to gather data to be used in student retention at the AEA	Policy and Process	Tier 1	Getting Ready	09/02/2014	06/30/2015	\$0	Director, assistant, and teacher-mentors
Weekly Updates	Upon implementation of this goal, students will receive weekly communication through email from their teacher mentors. These emails will serve as a starting point in the ongoing weekly communication between the student and the teacher. Through these updates, teacher mentors will learn how students communicate best and what their academic needs are. Information gathered during the weekly updates will support student learning and achievement.	Community Engagement	Tier 1	Implement	09/02/2014	06/30/2015	\$0	Teacher-mentors and program director