

I. Current Charter School Performance

In October of 2015, Alliance High School was named one of the forty-one most innovative k-12 schools in America by Noodle, the most comprehensive website for education information and resources. Alliance was commended for its innovation, due to being the first school created expressly as an anti-bullying institution, with the aim of educating students in a safe, accepting environment. Another part of what makes Alliance innovative is its utilization of a democratic governance, which creates an environment where students and teachers are empowered to make the school the best place it can be.

The Alliance School is a small, democratically run Instrumentality charter school opened in 2005, as the first school in the nation to start with a mission of reducing bullying. At our inception, we were at the forefront of providing a safe educational space for LGBTQ youth. Our work has continued to this day, and we continue to lead the way in gender inclusion practices locally and nationally.

Additionally, we are often consulted to share our expertise in gender inclusion practices, trauma-informed care, student-led learning, and restorative practices both within the district and beyond. Many of the practices we have successfully implemented from our inception are recognized as best practices across the nation in educational settings.

Approximately 50% of the students at Alliance self-identify as LGBTQ and over 30% of students at Alliance are students with disabilities. These two groups have a higher than average risk of victimization in traditional school settings, and since most of the students who come to Alliance experience this victimization before attending the school, The Alliance School has a unique challenge of addressing the educational and emotional delays created by these past experiences of victimization and serves an invaluable purpose within the Milwaukee Public School community. The school community is committed to helping students develop a trusting relationship with school while at the same time preparing students to meet the academic and behavioral expectations needed for post-secondary education.

a. Educational Program

Our educational program is designed around the following currently embedded best practices:

- Safe learning environment
- Restorative Practices
- Inquiry-based learning
- Experiential learning
- Service Learning
- Blended learning
- Additional practices

Safe Learning Environment

Safety is one of the most important components of any productive, educational environment. Students will not be able to learn or take the risks needed to learn if they feel that their safety is threatened. The Alliance School places safety as a top priority, knowing that our students often come from unsafe environments in which bullying and harassment occurred. According to SPEAK, a leading organization that promotes the prevention of youth suicide:

- Suicide is the leading cause of death among Gay and Lesbian youth nationally.
- 30% of Gay youth attempt suicide near the age of 15.
- Gays and Lesbians are two to six times more likely to commit suicide than Heterosexuals.
- Almost half of the Gay and Lesbian teens state they have attempted suicide more than once.
- It has been conservatively estimated the 1,500 Gay and Lesbian youth commit suicide every year.

With these sobering statistics in mind, The Alliance School continues to provide a safe and inclusive environment for students who are often bullied or harassed because of their sexual orientation, gender, abilities, appearance and/or beliefs. One of the reasons for starting the school was that research showed that approximately 10% of students who drop out of school drop out because of repeated bullying or harassment. The issue of bullying and harassment is still a pervasive issue in schools.

According to data from the website www.stopbullying.gov, 20% of high school students experience bullying, and bullying decreases academic achievement (GPA and standardized test scores) and school participation. Students who have experienced bullying are more likely to miss, skip, or drop out of school. Students who transfer to Alliance, on the other hand, show increased attendance, fewer incidents and suspensions, and a higher GPA, according to our school impact summary.

Students who identify as LGBTQ (lesbian, gay, bisexual, transgender, or queer) face an even greater risk of bullying than their straight peers. The 2011 GLSEN (Gay, Lesbian, Straight Educators Network) National School Climate Survey reports that in the nation's schools: 63.5% of students surveyed felt unsafe because of their sexual orientation; 81.9% were verbally harassed in the past year because of their sexual orientation; 38.3% were physically harassed because of their sexual orientation; 18.3% were physically assaulted because of their sexual orientation. The report also found that: 29.8% of students skipped a class at least once in the past month because they felt unsafe or uncomfortable; 31.8% missed at least one entire day because they felt unsafe or uncomfortable. LGBTQ students are well-accepted members of the Alliance community. The students feel safe and accepted, and because of that they are able to thrive in high school rather than just survive. We achieve this safe environment through multiple practices including but not limited to:

- Full inclusion for students with special needs
- Gender neutral bathrooms
- The use of a year round schedule to meet the social-emotional and academic needs of students
- A full-time social worker

- The use of first names amongst students and teachers to create a collaborative learning environment
- Daily advisories for continual student check-ins
- Bullying report forms
- Honoring student voice and choice
- Established community partnerships

Restorative Practices

The Restorative Practices Program at Alliance integrally facilitates the creation and sustainment of a safe space by teaching others and collaborating between the disciplines. All staff members are trained in restorative practices. This training is led by our restorative practices teacher and supported by students.

We are currently offering two restorative practice classes each day, a beginning class and an advanced class; these classes cultivate critical ELA skills while focusing on leading a variety of circles within our school, as well as with people from the local, national, and international communities.

This year, the students in our advanced class will be traveling to Harvard University to facilitate circles with students in the Ph.D. program. They will also share and teach the circle process to young people from Milwaukee at The Youth Social Justice Forum and schools like Milwaukee Collegiate Academy.

During the 2015-2016 school year, Alliance became an Arts@Large school. This school year, the students in the restorative practices classes are working with a professional video producer and a web designer to create a web site to support their work in the community.

The Restorative Practices are fundamental in the operation of the school. We begin each staff meeting with a community building circle, hold quarterly school-wide circles to build connections between students, solve problems using the circle process, address staff and student discipline issues in the circle, and we teach in circle. All of these practices work together to help build the strong school climate that Alliance is known for.

Inquiry-based Learning

Over the last four years, Alliance has incorporated inquiry-based learning as an essential teaching practice in science and our general curriculum. Inquiry learning is “the process of active exploration by which [students] use critical, logical, and creative thinking skills to raise and engage in questions of personal interest” (Llewellyn, 2013 p. 15). Inquiry-based learning is a best practice connected to: 1) increases in science content understanding, process skills, and higher pass rates on the statewide test (Geier et. al, 2004); 2) increases in content mastery when paired with peer teaching (Schunk, 2012); and 3) increases in ELL and SPED content mastery using “mechanisms of learning by modification by association” (Green, 2012).

Specifically, over the last two years we have used inquiry-based learning to develop an aquaponics system at Alliance. Students first model our large aquaponics system and propose ideas for how fish and plants grow together without a physical filter. Then, students engage in discussions, map-making activities, and field trips related to food deserts, nutrition, and nutrient cycling to critique aquaponics as a sustainable food source in an urban environment. This example also highlights the use of student-driven solutions to problems that matter to students

and are emotionally relevant (as we apply the concepts of food deserts to Milwaukee and connect to Milwaukee's history of institutional segregation and racism), which is related to higher engagement in STEM classrooms (Fischer, K., Immordino-Yang, M.H., and Matthew H. Schneps, 2010). The last step in this process is group-driven designs for small-scale aquaponics systems that could be applied in the classroom and homes. In this stage, students incorporate 3D drawings and designs, budgeting, and fish/plant/materials research to ensure the system provides nutritional value that is safe for human consumption.

During the 2016-2017 school year, Biology teachers are focusing on incorporating models into the classroom to help facilitate student learning for difficult concepts in biochemistry, DNA replication, and cell processes. We are specifically utilizing materials from the Milwaukee School of Engineering to follow an "activity-before-content" (ABC) strategy with introduction to new material for our students. In the ABC model, students are given hands-on learning opportunities to analyze natural phenomena before teachers introduce content. In this way, students are accessing prior knowledge and re-evaluating previous mental constructs about a specific subject in a self-guided, differentiated manner. Teachers are comparing previous averages on Biology content tests to tests given in this year to evaluate the incorporation of ABC teaching strategies in science.

Experiential Learning

In addition to inquiry-based learning, experiential learning is an essential cornerstone of our teaching practices. Experiential learning is sometimes defined as "hands-on" learning. Our teachers utilize experiential learning to give students authentic learning experiences where they apply theoretical and conceptual understandings to real world problems and situations (Wurdinger & Carlson, 2010). Experiential learning allows students to learn real-world applications, motivates students through authentic and relevant learning opportunities (Ambrose, et.al., 2010), and creates self-sufficient and independent learners.

Alliance has implemented experiential learning in a variety of content areas. For example, through our partnership with Arts@Large, our chemistry and physics classes applied concepts they learned in class about matter, chemical reactions, and light to a glassblowing workshop, resulting in an installation piece for the school. Additionally, many of our classes regularly engage in learning projects with a real world lens, such as public service announcements tackling social inequities within the Milwaukee community, student created infographics about the effects of human trafficking, and conducting interviews within the community about social justice issues.

Service Learning

Service learning affords students the opportunity to apply what they are learning by providing service to the community. Our Restorative Practices classes engage in service learning and will be teaching Restorative Practices to young people and adults in the following places: Harvard University, The Youth Social Justice Forum at The University of Wisconsin, Milwaukee, Highland Community School, Community High School, and Milwaukee Collegiate Academy. The students will also teach ambassadors, from various countries, who participate in the International Visitors Program through the Department of State.

Blended Learning

The staff at Alliance has been at the forefront of teaching and learning through the use of technology and blended learning. While some might think blended learning is solely a combination of technology and traditional classroom instruction, the true definition of blended learning goes beyond that concept. In a blended learning classroom, teachers utilize a mixture of web-based technologies and combine a variety of pedagogical approaches to create an optimal learning environment (Driscoll, 2002). Within a blended classroom, one might see a lesson built through a constructivist lens, while also noting a teacher delivering direct instruction, followed by students using an innovative web-based program meant to reinforce learned skills. During the September 29th High School Regional Walk-Through, team members observed a high level of student-led engagement through the use of technology. During the debriefing they continually noted the remarkable use of technology in every classroom they visited.

With blended learning, teachers are able to easily differentiate learning, make learning global, and allow for student application of skills. Through the use of programs like Khan Academy, students are able to practice their algebraic equations from their phones. With the utilization of Google Classroom during our school-wide “Write Days,” students and teachers were able to submit, edit, and converse about their essays in every single classroom, with every single teacher.

Through our use of Edgenuity, Achieve 3000, and Newsela, we are seeing students recover credits, improve their lexile levels, and annotate and discuss articles on current events. With the read and write google tool, we are seeing students who have struggled with writing in previous educational settings develop thoughtful and analytical essays through the help of these revolutionary tools.

Whether students are participating in a video conference with a cartoonist from across the country, fighting for the right answer in a competitive game of kahoot, or developing their own definition of a “memoir” through research, blended learning allows for a differentiated and rigorous classroom setting.

Additional Practices

In addition to core constructs, Alliance attributes growth, achievement, and behavior improvements to the following practices:

- Weekly professional development
- Full inclusion of students
- A co-teaching model in core classrooms
- Freshmen cohort classes and a “double-dose” of Math and English for 9th graders
- Small class sizes
- Democratic governance practices
- Parent engagement, support and commitment
- Authentic collaboration and ownership amongst staff
- Year round schedule

Growth Measures

During the term of the Alliance contract, Alliance has worked on a considerable number of objectives, goals, and areas of academic performance and has met many of these goals and measurable objectives. The following data illustrates how far we have moved forward in academic success since the last charter review. Our ACT scores have increased, we have demonstrated double-digit increases in college readiness, high ratings in all four Regional Walk-Through quadrants, our transfer cohort improves in multiple categories, and our failure rate has reduced by double digits.

The Alliance School ACT Scores:

2014 ELA: 13.9	2014 MATH: 14.8	2014 READING: 15.8	2014 SCIENCE: 15.2
2015 ELA: 14.4	2015 MATH: 16.1	2015 READING: 16	2015 SCIENCE: 17.2
Difference: 3.60%	Difference: 8.78%	Difference: 1.27%	Difference: 13.16%
2014 ENG/WRIT: 12.6	2014 COMPOSITE: 15.1		
2015 ENG/WRIT: 14.3	2015 COMPOSITE: 16.1		
Difference: 13.49%	Difference: 6.62%		

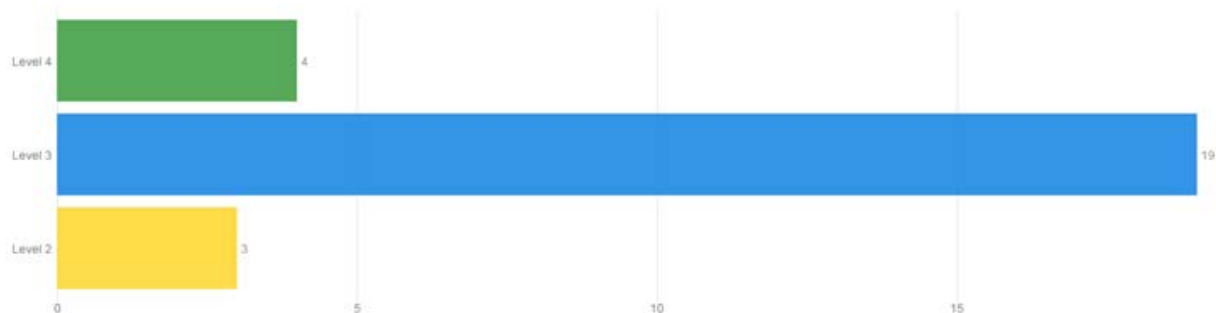
Alliance is one of 4 sites in MPS to increase proficiencies in every category on the ACT, and one of 3 sites to demonstrate double-digit proficiency gains in one or more category.

Alliance demonstrated double-digit gains in College-Readiness in 3 categories of the ACT:

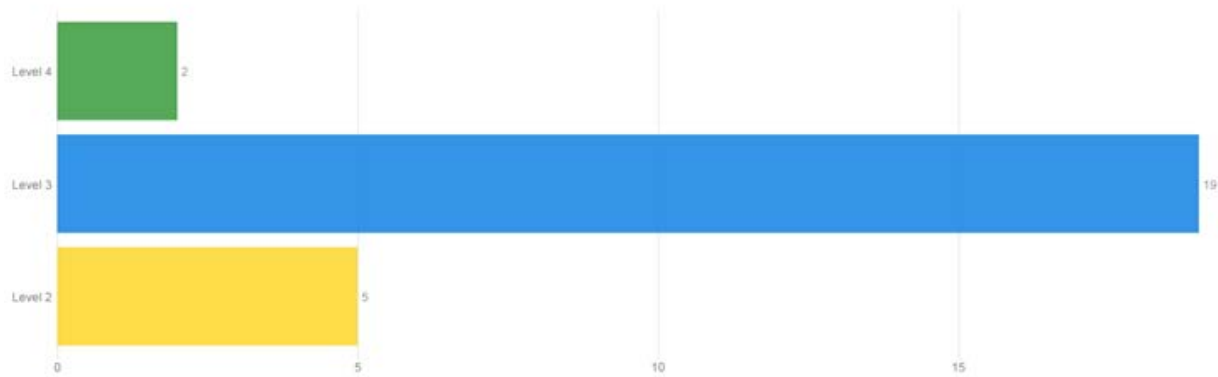
- +10% Math
- +16% Reading
- +10% Science

Alliance also received very high ratings in all four Danielson quadrants, during the September 2016 Regional Walk-Through.

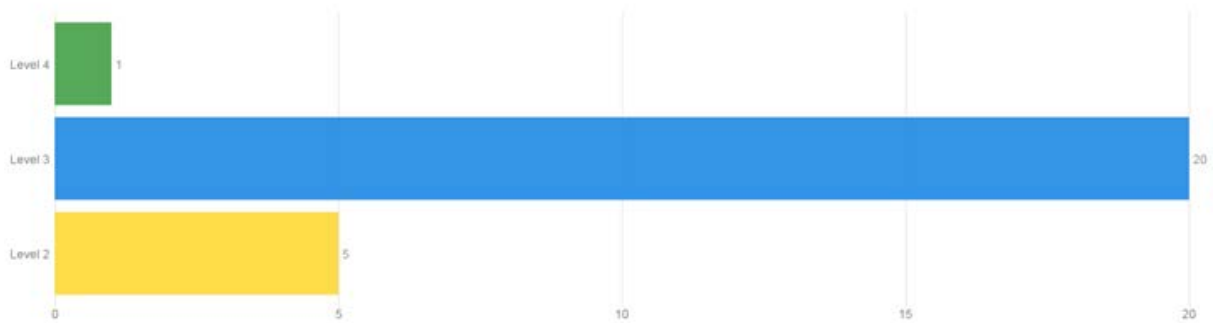
2A: Creating an Environment of Respect and Rapport



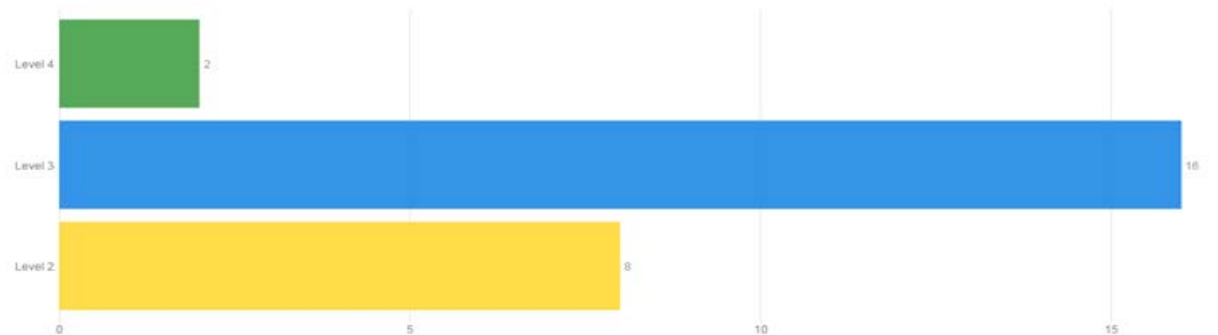
2B: Establishing a Culture for Learning



3A: Communicating with Students



3C: Engaging Students in Learning



This walk-through, as well as the Instructional Rounds held in the same month, commended our use of technology in every classroom, setting an example of the student-led model, as well as leading the High School Writing Literacy Initiative.

Finally, the School Impact Summary and the Failure Reduction Report show Alliance's growth in key areas.

School Impact Summary 10/31/2016: Transfer Cohort: 61

Listed Attendance Rate: 79.7% Prev Attendance Rate 76.1%

- % Attendance Increase: 4.7%

Listed Incidents per 100 Days: 0.45, Prev Incidents per 100 Days: 1.47

- % Reduction in Incidents per 100 Days: 69.4%

Listed Suspensions per 100 Days: 0.16, Prev Suspensions per 100 Days: 0.33

- % Reduction in Suspensions per 100 Days: 51.5%
- Listed GPA: 1.83, Prev GPA: 1.18
- % Increase in GPA: 55.1%
- Listed Credits Earned per 100 Days: 2.06, Prev Credits Earned per 100 Days: 1.65
- % Increase in Credits Earned per 100 Days: 24.8%

Failure Reduction Report

Alliance	2014-15	2015-16	change
ELA	39	25	-14
Math	52	36	-16
Social Studies	44	23	-21
Science	39	33	-6
Total	43.5	29.25	-14.25

b. Financial Performance

In the area of financial performance, The Alliance School has shown a great strength. The Alliance School has maintained a sound and balanced budget for the past ten years, and has complied with all fiscal and financial management requirements as is evidenced in the 2014-20125 and 2015-2016 Alliance Charter School Performance and Compliance Audit Reports. The school ensures that it remains financially sound by employing the following practices:

- The school leader works with the assigned bookkeeper and district staff in the Office of Finance to ensure that all accountability measures and district practices for spending and receiving money are followed.
- The school continues to meet its targeted enrollment number each year and to maintain a waiting list at times throughout the year. This ensures that we have the budget to maintain a sound and effective learning environment.
- The school leader checks the budget accounts in IFAS frequently throughout the year to ensure that no errors or unauthorized charges are made in the school budget accounts.
- The school is well-supported in the Milwaukee community and receives donations that help the school to offer additional services and experiences for the youth. All donations are reported to the Board using the required "Donation from an Outside Source" form.
- The School Governance Council meets monthly and is involved in all budgeting decisions, including decisions around staffing and purchasing.

c. Organizational Performance

When the charter team chose to petition the School Board for a contract with the Milwaukee Public Schools, one of the key reasons for the decision to become an instrumentality

charter of the Milwaukee Public Schools was the ability to work with the district offices to provide the best opportunities and resources for youth. As an instrumentality charter school, The Alliance School has the benefit of being able to work with a team of individuals in central office who provide training, support, and resources to the school and help to ensure that all Board policies are followed. This district level of support nourishes the school's organizational structure, which is the heart of what makes this school work.

The Alliance School uses a democratic model of leadership, where the administrative responsibilities and decision-making are shared amongst the staff. This shared leadership creates a greater sense of ownership, responsibility and buy-in from teachers and staff and ensures that all staff members maintain strong connections with students, families, and the community.

The relationships that we have built with community agencies and organizations help us to provide a continuum of services to students. In the past two years, we have partnered with the following organizations, as well as many others:

- The Black Health Coalition of Wisconsin to address health and wellness issues for youth
- Pathfinders of Milwaukee, to address the issue of homelessness and counseling services for families
- The Milwaukee LGBTQ Community Center and Project Q, to provide opportunities for LGBTQ youth to engage in activities outside of school
- Riverside University High School for athletics
- New School for Community Service, to offer additional sports opportunities
- The Wisconsin Innovative Schools Network, to provide and participate in trainings on restorative justice and other best practices in education
- Illinois State University, Alverno College, MATC, and UWM, for observation opportunities for teachers in training
- The International Peace Studies Program, to share information about restorative practices in schools
- The ACLU of Wisconsin, to provide opportunities for youth to become civically engaged
- The Medical College of Wisconsin, to provide nurse practitioner services for students
- Diverse and Resilient, to provide information and resources on Healthy Relationships, HIV, STI, and alcohol abuse

These connections and many other partnerships create a safety net of resources for students and families, many of whom are dealing with hardships that extend beyond the school day.

The relationships we build with parents and family members are also key to the organizational performance. Parent involvement is valued and invited at The Alliance School. We host monthly Governance Council meetings and Family Unity Nights, and we share information with families regularly through newsletters, phone calls, letters, emails, and postcards. Parents are encouraged to join students in the classroom or to stop in to talk to teachers or staff members if they have a concern.

Students also play a critical role in the running of the school. The Student Council meets weekly to participate in leadership activities, organize student events, and address student body concerns. We honor all student voices, and our students collaborate regularly to create

solutions to issues facing our student population. Whether it is creating an action-based research project to address trash in the hallways or creating repair harm circles for students who have negatively impacted the school environment, our students take strong ownership of Alliance as *their* school. The students maintain a school climate that is safe, comfortable and welcoming to all.

The fact that we continue to enroll students from Milwaukee and the surrounding communities, with many students coming to Alliance from suburban communities or coming back to MPS after having attended schools outside of our district, is a testament to the success of the program. In 2015, 10.6% of Alliance students enrolled from outside the district while using the open enrollment program at Alliance. This brings and keeps a significant amount of resources into the district and shows that families that might have chosen other educational options, trust us with the education of their children.

Another testament to our success and student and parent satisfaction is our stability measures. Our May to September stability rates have remained steadily high and regularly surpass other high schools in the district. Our September to September stability rates have increased over the last four years indicating our growing presence in the community and the satisfaction of families.

II. Plans for Continued Success:

a. Educational Performance

In the next term of the school's charter, the school will continue to serve students in grades 9-12. Our proposed enrollment for the upcoming term is 190 students. This will allow us to keep our class sizes small and focus our resources on sustaining and improving best practices.

The school will maintain the implementation of the school-wide literacy initiative that was begun in the Spring of 2016. The literacy plan has become a cornerstone of our educational mission and is embedded in every discipline. In the upcoming years, we will continue to expand the initiative by fostering more writing across the curriculum, continuing to host school-wide Write Days, reading and comprehending informational texts, and strengthening grammar and conventions school-wide. Our literacy initiative has been highly successful and resulted in the first district-wide literacy walk-through of the 2016-2017 school year, the implementation of analytical writing skills such as the PEE Chain (Point, Evidence, Explain) in every classroom, and various student driven writing intensive projects such as the Freshmen research project and Issues Fair.

Below are the results of our first Write Days. Our essays were scored by the entire Literacy Think Tank. The team utilized the ACT Style Rubric that was included in the Write Days packet. The rubric and scoring focused primarily on organization (an introductory statement, and a three point thesis statement that is linked to three PEE Chains). The scores were then calibrated/normalized between the Think Tank members.

WRITE DAYS	Male	Female	TOTALS
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Advanced	2.7%	8.9%	11.6%
Proficient	19.2%	39.7%	58.9%
Basic	15.1%	7.5%	22.6%
Minimal	4.8%	2.1%	6.9%
Totals	41.8%	58.2%	100%

WRITE DAYS	BLACK FEMALE	BLACK MALE	WHITE FEMALE	WHITE MALE	HISPANIC FEMALE	HISPANIC MALE	ASIAN FEMALE	ASIAN MALE	NATIVE FEMALE	NATIVE MALE
ADVANCED	6%	3%	32%	11%	20%	0%	100%	0%	33%	N/A
PROFICIENT	70%	41%	53%	67%	80%	33%	0%	100%	66%	N/A
BASIC	20%	44%	10%	11%	0%	50%	0%	0%	0%	N/A
MINIMAL	4%	12%	5%	11%	0%	17%	0%	0%	0%	N/A
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	N/A

The Alliance School Write Days: September 8th and 9th, 2016; 146 students participated = 100%

Additionally, we have implemented weekly Think Tanks (Literacy, Math, and Restorative Practices) that are foundational components of our rigorous educational plan at The Alliance School. Think Tanks are composed of teachers from all disciplines who work toward creating school-wide innovations.

In order to address such pressing issues as attendance, GPA, behavior, and graduation, we developed lunch advisories that meet three times a week. Lunch advisories are small groups of 10-20 students per teacher. These advisories allow for students to have a contact person within the school with whom they can discuss their grades, attendance, and any other concerns they may have and provides a quiet place to work. Attendance is key to obtaining a high GPA and graduation, and these advisories encourage students to be accountable and regularly discuss progress toward their goals.

Lastly, we have continued our ongoing relationship and partnership with Arts@Large. Not only has our partnership with Arts@Large added to our Restorative Practices program, but also has enriched our English and social studies programs. Arts@Large, as well as Serve2Unite, partner in World Studies, Sociology, and English classes to bring art-focused projects to the classroom with a community and civic-minded conscience. The students explore topics of local and global significance like gender-based violence and then create art to educate our community. For example, Alliance participates in the Mount Mary Untold Stories program in which sex abuse and sex traffic survivors tell their stories that are in turn interpreted and validated through art projects in the classroom.

Goals and Measurable Objectives:

- Reduce overall failure rate from 29.5% to 20% over a five year contract term
- Increase the average ACT composite score from 16.1 to 18 over the course of a five year contract term
- Increase the percentage of students scoring “on target” or “significantly above target” on their STAR reading test from 14% to 20% over the course of a five year contract term
- Increase the percentage of students scoring “on target” or “significantly above target” on their STAR math test from 19% to 25%
- Continue to maintain the school daily attendance rate of 87%
- Decrease suspension rate from 20.7% to 18% over the course of a five year contract term
- Accomplish the following major ACT Aspire goals over the course of a five year contract term
 - Increase the percentage of sophomore students who rate in the range of READY or EXCEEDING on the English subject test by 5%
 - Increase the percentage of sophomore students who rate in the range of READY or EXCEEDING on the Reading subject test by 5%
 - Increase the percentage of sophomore students who rate in the range of READY or EXCEEDING on the Writing subject test by 5%
 - Increase the percentage of sophomore students who rate in the range of READY or EXCEEDING on the Math subject test by 5%
 - Increase the percentage of sophomore students who rate in the range of READY or EXCEEDING on the Science subject test by 5%
- Increase the graduation rates of African American male students
- Continue to close the achievement gaps in reading and in math on the state assessments

- 2015-2016 9th Grader ACT Aspire Data:

RACE	TYPE OF TEST	AVERAGE SCORE	AVERAGE PERCENTILE
BLACK	READING	414	20
WHITE	READING	419	35
HISPANIC	READING	412	12
ASIAN	READING	413	16
NATIVE	READING	420	38
BLACK	MATH	415	16
WHITE	MATH	422	38
HISPANIC	MATH	415	16
ASIAN	MATH	419	29
NATIVE	MATH	413	6

- 2015-2016 10th Grader ACT Aspire Data:

RACE	TYPE OF TEST	AVERAGE SCORE	AVERAGE PERCENTILE
BLACK	READING	415	21
WHITE	READING	422	45
HISPANIC	READING	424	50
ASIAN	READING	423	47
NATIVE	READING	426	58
BLACK	MATH	415	11
WHITE	MATH	420	27
HISPANIC	MATH	419	46
ASIAN	MATH	425	48
NATIVE	MATH	423	42

- Sustain increasing GPA growth from 9th - 10th grade for individual students by an average of 3% per year over the course of a five year contract term

b. Financial Performance

The school is on track for continued financial accountability and success. The school continues to work with the bookkeeper and has streamlined many of the accounting practices, making them more efficient and lightening the load for the administrative and secretarial staff. By implementing staff advisors for all club accounts, procedures for fundraising and reporting, and utilizing My Payments Plus and IFAS DirectPay, we have created a more unified financial environment moving forward.

Based on the Third Friday numbers from the 2016-2017 school year, the school has seen an increase in the working budget, which has allowed us to allocate funds toward coaching for after school extracurricular activities, college field trips, one-to-one chromebooks in the classroom, and additional support and resources for staff and teachers, including extending the hours of paraprofessionals.

The Alliance School continues to receive support from organizations, agencies, and individuals from the community. We plan to continue to celebrate our successes with an annual fundraising gala and other fundraisers for staff and community members.

c. Organizational Performance

In the summer of 2016 The Alliance School underwent a change in leadership. Tina Owen-Moore, who was previously the Teacher-In-Charge, resigned, and Allan Laird and Stephanie Nook assumed leadership responsibilities. Allan Laird was named the Teacher-In-Charge and Stephanie Nook was named the Director of Instruction.

The Alliance School leadership worked diligently throughout the summer of 2016 in order to prepare for the 2016-2017 school year. In order to meet the needs of the school

community and the community at large we implemented some changes within our educational mission.

The Alliance School will continue to maintain and strengthen the following systems and programs to engage parents and community alike:

- We will maintain a strong Special Education Department with a minimum of four special education teachers and four paraprofessionals. This will allow for more teacher to parent communication for a greater number of our students regardless of their specific educational needs.
- We will continue to maintain a dedicated full-time SST position to support teachers, parents, and students.
- We will offer Credit Recovery through the district approved programs and funding. Currently we utilize the Edgenuity program that allows for weekly updates and progress reports to be sent directly to parents of students in those classes.
- Students will create and sustain programs, clubs, events, and initiatives that both bolster school culture and invite the community at large.
- Our Parent Coordinator will engage families in the school community with variety of events, such as: mother-daughter circles, Title 1 Parent Meetings, Family Unity Nights, and holiday potlucks. Our Parent Coordinator will continue to actively recruit parents and community members to attend our governance council meetings.
- We will grow our restorative practices program and expand our practices within the community by offering trainings for students, teachers, district leaders, and community members from around the world.
- Our staff will continue to warmly invite visitors from the district and the community to participate in initiatives and student led programs, such as: Write Days, Restorative Practice Circles, and The Freshmen Issues Fair.
- Through our Freshmen Bridge Program and New Student Orientation we will initiate strong parent involvement through parent registration, parent circles, and a family potluck.
- Through our partnership and projects with Arts@Large we will continue to grow our presence and involvement in community issues that affect Milwaukee and their relation to our global community.

In the upcoming years, we have the following plans for implementation:

- Increase exploration of community opportunities through local college visits

- Increase community partnerships such as: the rock climbing team with Adventure Rock, the basketball team's partnership with the Boys and Girls Club, the collaboration with Serve2Unite and Arts@Large, and our ongoing relationship with Robert W. Baird
- Increase the number of students who apply for FASFA thereby increasing parent involvement in post-secondary planning
- Continue to embed academic interventions within the classroom using programs such as Achieve 3000 Boost, Khan Academy, and NewsELA
- Continue to expand the practices of our Think Tanks and Administrative Committees through regular collaboration, thereby increasing parent communication and involvement in testing, events, restorative practices, and literacy initiatives

The Alliance school continues to honor our democratic governance structure. Through the utilization of restorative practices, a healthy and strong governance council, and the year-round calendar we have continued to maintain an organizational structure led by staff, students, and community alike.

Conclusion

The Alliance School community is proud to be an instrumentality charter of the Milwaukee Public School system and hopes to continue this relationship with a five year contract term. The school community is committed to the continuous investment in practices that positively affect student achievement and to the continued collaboration with district, state, and national education leaders. The staff, students, and families appreciate the ability to work in a district that is dedicated to meeting the needs of all students and that turns no student away. As a small school dedicated to that same mission, we have made MPS our first choice for our charter contract relationship. We hope that the Milwaukee Public Schools will support the continued relationship by renewing its charter contract with The Alliance School of Milwaukee.