



School Improvement Plan

Lawton Accelerated Academic Center

Lawton Community School District

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101 Primary Way
Lawton, MI

TABLE OF CONTENTS

Introduction	1
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Executive Summary

Introduction	3
--------------------	---

Description of the School	4
---------------------------------	---

School's Purpose	5
------------------------	---

Notable Achievements and Areas of Improvement	6
---	---

Additional Information	7
------------------------------	---

Improvement Plan Stakeholder Involvement

Introduction	9
--------------------	---

Improvement Planning Process	10
------------------------------------	----

School Data Analysis

Introduction	12
--------------------	----

Demographic Data	13
------------------------	----

Process Data	15
--------------------	----

Achievement/Outcome Data	17
--------------------------------	----

Perception Data	21
-----------------------	----

Summary	24
---------------	----

School Additional Requirements Diagnostic

Introduction 26

School Additional Requirements Diagnostic 27

LAAC School Improvement Plan 2016-2017

Overview 30

Goals Summary 31

 Goal 1: Students at Lawton Accelerated Academic Center will improve their attendance 32

 Goal 2: LAAC will engage Virtual Students 32

 Goal 3: Academic Achievement 33

Activity Summary by Funding Source 34

Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Lawton Accelerated Academic Center, known locally as the LAAC is an alternative high school, primarily serving students ages 16-20. LAAC serves students referred from our traditional high school as well as students from surrounding districts without a similar program. The program serves approximately fifty students, many of whom are off track for graduation. Students engage in self-paced online learning, blended with traditional classroom instruction in physical education and art. Risk factors common to students in the LAAC include poor attendance, economic hardship, and mobility. The vision of the school is "strong, motivated, ready" and we enjoy seeing students grow to demonstrate those traits while participating in their small school community and within the community at large.

In its second year, Lawton's new virtual school also falls under the umbrella of the LAAC. The seat time waiver school serves students in grades 6-12 with a personalized schedule including online learning and traditional classroom instruction. Students have opportunities to "drop in" a lab for extended assistance from a certified teacher as well as a certified teacher available by phone and email. With the growth of virtual schooling and its popularity, we want to be sure that those students who choose this option receive the best instruction from a teacher who is anything but virtual.

School's Purpose

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

The vision for LAAC is "Strong, Motivated, and Ready." We work to build self-confidence in learners as they move through the program. This begins by building core skills as well as physical strength in a daily PE program. Confidence and progress are vital to our student's success, whatever path they choose and we find confidence begins with growth.

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.

LAAC continues to move students more rapidly "on track." This represents quality instruction and confidence among our students as well as necessary individualization of program. Most importantly, more and more students are coming to the LAAC from other districts to participate in our peaceful, productive environment or for a seat time waiver opportunity in which they can choose to interact with a real teacher in person.

Additional Information

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

The LAAC was named by its students who wished to discard the stigma of a typical "alternative school" and better describe their vision. In order to earn the name, they first worked toward reflecting the name through their academic achievement then presented a formal proposal to the Board of Education. Thus, the students of the LAAC have built a short but strong tradition of going from students who may be considered "off track" to those firmly on the express line.

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.

The LAAC has regular community meetings held during the school day and including the student body as well as staff and volunteers. During these meetings we work on vision, public relations, and strategies toward our goals. Among the participants is a school board member who serves as a regular volunteer in the program.

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

The school community participates in the school improvement plan. They assist by providing input on their experiences goals and values. This assists us greatly in creating appropriate strategies for the program.

Staff members work together to do the day to day work of implementing the strategies with the support of our volunteers and our students, especially our informal student leaders.

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 improvement plan is updated in community meetings as is progress toward goals and regular update and strategy sessions.

School Data Analysis

Introduction

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

Demographic Data

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

Student Demographic Data

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

In the past three years, we have moved from an enrollment of seventeen students to an enrollment of nearly fifty. Most students meet the criteria for mobility. The majority of our new enrollees have been white males. Every student enrolling in the 2015-2016 year enrolled with a credit deficit -- ranging from one credit to three years of instruction. We have also seen a sharp intake in students in foster care -- serving four such students in the past year.

Student Demographic Data

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

Attendance continues to improve for daytime students using our current incentive program. Nearly every student who joins our program has a history of truancy. Additional work is underway to improve the attendance and engagement of virtual students.

Student Demographic Data

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

We typically do not face disciplinary challenges. We had two disciplinary events in the 2014-2015 school year -- one fight and one case of insubordination. We also had an assault during the 2015-2016 school year and a case of marijuana on school grounds. No students have been expelled.

Student Demographic Data

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

Our school improvement plan will address our attendance issues.

Teacher/School Leader(s) Demographic Data

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

The program has one teacher and one administrator. They have more than ten years and twenty-five years respectively. Their breadth of experience allows them to meet the needs of a varied population. This year we will be adding an additional teacher part time. He will receive supervision and training as he takes on new students.

Teacher/School Leader(s) Demographic Data

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

The varied experience of the teacher in this building allows him to work with all students in the many classes he must monitor and mentor seamlessly.

Teacher/School Leader(s) Demographic Data

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

The school leader was absent for professional learning which provided school improvement assistance and teaching strategies to the whole district. This benefits student achievement. There was only one other partial day of school leader absence.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

The teacher had no absences during the 2014-2015 or 2015-2016 school year. Including absences for professional learning may improve his student achievement.

Teacher/School Leader(s) Demographic Data

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

No challenges have been identified.

Process Data

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

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

Professional Learning Culture stands out as a strength.

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

School, family, and community relations stand out as challenge.

12. How might these challenges impact student achievement?

Student engagement and community engagement always improve student achievement.

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

Parents and community members will play a role in the strategies or activities.

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

All students in this program are at risk and have access to all district at risk programs.

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

Students can participate in virtual summer school, evening credit recovery, and flexible weekend online instruction. These are available in grades 6-12.

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

These are identified during the credit monitoring process and parents are notified by phone, as appropriate. Home visits, texts, and emails
SY 2016-2017

are also used.

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

We use an online program which is periodically reviewed for alignment. The program uses mastery learning.

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

NA

Achievement/Outcome Data

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

19a. Reading- Strengths

Students benefit from the reading driven instruction in our online program. Reading is our highest level of achievement and growth.

19b. Reading- Challenges

Students who cannot "read to learn" struggle in the program and often cannot be placed at the LAAC.

19c. Reading- Trends

Reading is our highest level of college readiness. With small numbers, trends are difficult to identify but reading has seen an upswing in average ACT score.

19d. Reading- Summary

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

NA

20a. Writing- Strengths

Our students participate in online writing programs.

20b. Writing- Challenges

Students have very few offline writing tasks -- two per semester and lack practice on the type of task required for standardized tests.

20c. Writing- Trends

Writing is an area in which students have shown some improvement in recent years. One third of our students were College Ready in English Composition.

20d. Writing- Summary

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

NA

21a. Math- Strengths

School Improvement Plan

Lawton Accelerated Academic Center

Mastery learning reduces the failure rate for students in math programs at the LAAC.

21b. Math- Challenges

None of our students qualified as college ready on the most recent ACT exam. Our average math ACT score is currently 16. Many students come to us with a background of failure in mathematics.

21c. Math- Trends

Math scores have dropped in the past three years. Students come to us extremely credit deficient in mathematics.

21d. Math- Summary

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

The general supports in the school improvement plan are hoped to assist students in becoming more at grade level in mathematics before their junior year.

22a. Science- Strengths

Seventeen percent of students are college ready in science.

22b. Science- Challenges

Our program does not provide for inquiry or lab work.

22c. Science- Trends

While stable now, science scores have dropped.

22d. Science- Summary

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

NA. However, we hope to have more lab experiences in our new product.

23a. Social Studies- Strengths

Students enjoy social studies classes online. We see a high passage rate in social studies.

23b. Social Studies- Challenges

Social studies online classes are reading and time intensive. Some students struggle with course completion.

23c. Social Studies- Trends

We have not tested sufficient students in social studies to see data trends. Students typically have high classroom achievement scores in social studies.

23d. Social Studies- Summary

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

NA

Perception Data

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

24a. Student Perception Data

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

Students are generally positive about the LAAC. They appreciate the attendance incentive.

24b. Student Perception Data

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

Students find mastery learning to be both tedious and challenging.

24c. Student Perception Data

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

More qualified support is available and we are transitioning to a more modern product.

25a. Parent/Guardian Perception Data

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

Very few parents are available to participate in parent satisfaction measures. Incidental measures find that parents like student achievement and that their students are "happy to attend school."

25b. Parent/Guardian Perception Data

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

Parents are uncomfortable with the stigma of their child attending an alternative school.

25c. Parent/Guardian Perception Data

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

We will continue to work on positive PR as well as parent communication.

26a. Teacher/Staff Perception Data

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

The program has a very small staff (three members total). They are proud of this year's graduation rate and student achievement as well as the success of the attendance incentive program in the 2013-2014 School Improvement Plan.

26b. Teacher/Staff Perception Data

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

We continue to worry about serving our virtual students and providing enough quality interaction with those students.

26c. Teacher/Staff Perception Data

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

A school improvement goal has been devised to address this need.

27a. Stakeholder/Community Perception Data

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

Community members often do not know about our program.

27b. Stakeholder/Community Perception Data

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

Community members who know us as "The Alternative School" have misconceptions about student skills and behavior.

27c. Stakeholder/Community Perception Data

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

We need to work to produce a positive presence in the community.

Summary

28a. Summary

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

LAAC is a school that is growing in both program and enrollment. The challenges include maintaining the momentum of success in the alternative school with a growing enrollment while providing stronger interaction and engagement with the virtual and blended students. Also, we need to stop being the best kept secret in Lawton.

28b. Summary

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

Students who aren't present don't make progress.

28c. Summary

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

The goals are based on student presence and engagement.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

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

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://www.lawtoncs.org/Our_District/Annual_Reports.html This will be updated after the fall release of scores.	

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

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

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

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Christopher Rice, Superintendent of Schools 101 Primary Way Lawton, MI 49065 (269)624-7901	

School Improvement Plan

Lawton Accelerated Academic Center

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	No	We follow the Lawton High School Parent involvement plan.	

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No	N/A. This is not a Title I School.	

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	In addition to their other work, the LAAC fully participates in the Lawton High School school improvement process and benefits from this collaboration.	

LAAC School Improvement Plan 2016-2017

Overview

Plan Name

LAAC School Improvement Plan 2016-2017

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	Students at Lawton Accelerated Academic Center will improve their attendance.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
2	LAAC will engage Virtual Students.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$720
3	Academic Achievement	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Students at Lawton Accelerated Academic Center will improve their attendance.

Measurable Objective 1:

demonstrate a behavior attend school by 05/04/2017 as measured by attainment of 90% attendance or 10% increase in attendance for scheduled students.

Strategy 1:

Parent Communication - Parents will receive daily attendance notifications.

Category: School Culture

Research Cited: "National Heritage Academies Reduce Unexcused Absences by 50% using SchoolReach® EZ Attendance Alert." [online]

<<http://www.schoolreach.com/02-23-10-national-heritage.html>>

Tier: Tier 1

Activity - Daily Attendance Notification	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will receive a call and/or email for each day their child is absent or tardy. At the end of the week, student with perfect attendance will receive perfect attendance tickets to take home.	Parent Involvement			09/03/2013	11/29/2013	\$0	No Funding Required	Danielle Triemstra, Paraprofessional

Goal 2: LAAC will engage Virtual Students.

Measurable Objective 1:

demonstrate a behavior 80% daily contact and engagement of virtual students by 05/04/2017 as measured by contact logs and student activity reports.

Strategy 1:

Instructor- Student Engagement - Available personnel including paraprofessionals, the teacher, and the principal will work to create multiple forms of interaction with students. While previously this was generally limited to email, this will be expanded to include more phone calls, "hangouts," and home visits. Designated "check-in times" will be assigned to students for teacher contact

Category: School Culture

Research Cited: Dixon, "Creating effective student engagement in online courses: What do students find engaging?" Journal of the Scholarship of Teaching and Learning. 10:2 (June 2010) pp.1-13. [Online]

Tier: Tier 1

Activity - Additional Instructor Interaction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Lawton Accelerated Academic Center

Staff will meet weekly to review virtual and blended students and determine what visits and/or communication must be made in the next week. The results of visits will be kept in a common notebook using the state's communication forms.	Other	Tier 1	Implement	09/08/2015	06/10/2016	\$720	General Fund	Mike Armbruster, Tamara Webster, Chad Shinabargar
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Goal 3: Academic Achievement

Measurable Objective 1:

collaborate to increase student achievement by 05/04/2017 as measured by number of credits earned per trimester in self-paced classes.

Strategy 1:

Group Incentives - Group incentives will be established for 80% of daytime students achieving short and long term individual and group goals.

Category: School Culture

Tier: Tier 1

Activity - Incentive Days	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work with teachers to establish individual goal and long term group goals.	Behavioral Support Program	Tier 1	Getting Ready	09/12/2016	11/24/2016	\$0	Section 31a	All Staff

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
Daily Attendance Notification	Parents will receive a call and/or email for each day their child is absent or tardy. At the end of the week, student with perfect attendance will receive perfect attendance tickets to take home.	Parent Involvement			09/03/2013	11/29/2013	\$0	Danielle Triemstra, Paraprofessional

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Incentive Days	Students will work with teachers to establish individual goal and long term group goals.	Behavioral Support Program	Tier 1	Getting Ready	09/12/2016	11/24/2016	\$0	All Staff

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Additional Instructor Interaction	Staff will meet weekly to review virtual and blended students and determine what visits and/or communication must be made in the next week. The results of visits will be kept in a common notebook using the state's communication forms.	Other	Tier 1	Implement	09/08/2015	06/10/2016	\$720	Mike Armbruster, Tamara Webster, Chad Shinabargar