



**School LEA:** 2605034

**School Name:** LAKE HAMILTON HIGH SCHOOL

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### Submitter Information

Submitter Name: JODI CHALMERS  
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Submitter Phone: 5016200616  
Date of application: 3/18/2016

### District Information

District LEA: 2605000  
District Name: LAKE HAMILTON SCHOOL DISTRICT  
Superintendent Name: PAUL ANDERSON  
Superintendent Email: [steve.anderson@lhwolves.net](mailto:steve.anderson@lhwolves.net)

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### General Questions

Special Conditions: Need Improvement School  
School Rating: B  
Is this a brand new LEA? No  
Is this an ALE School? Yes

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### Vision and Mission



The Lake Hamilton School District created the New Horizons Alternative program to ensure that all of the students of Lake Hamilton receive the opportunity to achieve academic and personal success on campus by providing additional supportive and educational services in a positive learning environment despite previous personal, educational, or behavioral challenges.

We currently serve both Lake Hamilton Junior High School and Lake Hamilton Senior High students who have exhausted their academic or behavioral opportunities within a traditional classroom setting and would benefit from an alternate method of instruction in order to attain their academic goals. With the addition of daily access to therapeutic support, weekly enrichment activities, use of restorative discipline policies and events tailored to enhance student connection, both student attendance and academic progress have improved yearly.

Over the past 5 years, the school district has seen an increase in high school completion due to the number of students who have participated in this smaller, more individualized program. Unfortunately, there are still students who are not on track to graduate in a timely manner despite the availability of an alternative education program. Some of these are students who are over age and under-credited as a result of past lack of investment, minimal parental support, or outside responsibilities that interfere with academic participation. Other students have struggled with the demands of the academic structure for a specific period of time and then are left with credit gaps regardless of past and or current academic achievement in other areas. If these students were to remain in the traditional high school setting with the current time/calendar constraints, they would not be able to meet graduation requirements. Our goal is to create more flexible instructional programming that will allow these students to actively engage in the development of an individualized instructional/vocational path, meeting the graduation criteria while allowing them to address the obstacles that initially cut across their ability to access education.



## Goals and Performance Targets

### Rationale for Innovation

At Lake Hamilton High School, students continue to leave school without a diploma despite variety of intervention programs. When interviewed, many students have stated that they leave school for reasons other than instructional. The primary factor driving most students is the personal responsibilities that conflict with attending the traditional day program. It is our goal to increase graduation rate by expanding traditional instructional options to include self paced learning, small group instruction, academic coaching sessions and exposure to postsecondary opportunities.

School administration has targeted students who may become drop out risks due to academic failure /poor attendance and offered them .

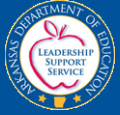
the possibility of attending alternative education. Although this program addresses the needs of many students, the ALE is still bound by the limitations of the traditional day schedule. These boundaries may hamper some students ability to attain the credits that they need, delay graduation and ultimately result in dropping out of school without a diploma. We would like to reduce student dropout rate by implementing a multi-faceted credit recovery program that incorporates online instruction, blended learning and mastery based assessment

Goal	Goal Description	
1	Reduce student dropout rate 90% by implementing a multi-faceted credit recovery program that incorporates online instruction, blended learning and mastery based assessment using district and state enrollment data as a means of measurement.	
2	Increase graduation rate to 90% by expanding traditional instructional options to include self paced learning, small group instruction, academic coaching sessions and exposure to post secondary opportunities, using district and state graduation rate data as barometer.	



## Innovations

Innovation	Purpose
Self Directed Credit Recovery Programming using online curriculum ( Apex) , academic coaches, and personal learning plan	Providing students with the ability to customize their study schedule around the other demands in their day should enhance buy in and participation. APEX is a user friendly on line learning system that provides differentiated curriculum. Students will be able to hone their independent study skills, setting internal limits while creating their own pace for credit completion. Being able to develop time lines and self motivate is a necessary skill for both the post secondary academic and vocational setting.
Alternative instructional programming outside of the traditional school day to allow students who have been unable to successfully meet the expectations of high school additional academic options.	Students who have consistently failed within the traditional academic settings due to financial, personal or social/emotional issues need additional opportunities to access education in order to eliminate or lesson the potential for conflict. Offering flexible academic delivery systems that can work within students schedules will encourage increased student participation and enhance the potential for increased graduation rate.
Blended learning opportunities that incorporate on line learning with direct instruction using academic coaches in both 1:1 and small group settings	On line learning combined with direct instruction should address any learning gaps that may prevent students from attaining academic mastery. Personalized attention from academic coaches create a stronger connection between students and their educational program. Students working together with instructors toward course completion increases the potential for graduation.
Academic coaches will meet with students to create an individualized educational plan including vocational opportunities, community support services and academic pathways.	Academic coaches will also act as mentors, helping students make connections with needed community supports that students were not aware of or could not access. They will also be the official record keeper, monitoring student's attendance and progress while they participate in programming. Vocational opportunities will also be managed through each academic coach
Non-traditional curriculum opportunities will be offered. Students will have access to on line learning opportunities off campus as well as on campus. Participants can work on an individualized pace and schedule weekly meetings with academic coaches. Students who interested in participating in vocational internships while accessing on line learning can also receive credit toward graduation.	Vocational opportunities, customized learning schedules, 1:1 coaching, small group instruction and 24 hour access to curriculum are all facets of a program designed to remove the obstacles students have identified as preventing them from receiving a meaningful education and graduating from high school.



## Innovation Plan

Plan Date	Action	Expected Outcome
01/04/2016	<p>Establish criteria for students appropriate for credit recovery program using feedback from school administrators, counselors, teachers, parents and students.</p> <p>Establish criteria for students appropriate for non-traditional on/off campus programming using feedback from school administrators, counselors, teachers, parents and students.</p>	<p>This will ensure that students participating in credit recovery program will have already received meaningful instruction and have the foundation to be successful in a self directed program and that students that are selected for non traditional program will be best served in that setting as opposed to the regular school day.</p>
03/04/2016	Revise Summer School policy to reflect credit recovery plan	This will create parity and consistency in the acceptance process of credit recovery for the upcoming school year.
02/28/2016	Create a course list from the APEX On Line Learning System offerings that reflect the Lake Hamilton School District course catalog to be available for students interested in credit recovery and non traditional programming- to be completed by high school guidance counselors and school based APEX administrators	<p>Students will only have the option to recover course work that they have already banked seat time in a direct instruction environment if they are pursuing credit recovery.</p> <p>Students involved in non-traditional programming will be working on a mastery based system using on line learning in conjunction with 1:1 and small group instruction from academic coaches</p>
03/28/2016	Identify teachers that would be appropriate as academic coaches based upon their availability, knowledge base and understanding of on line learning	Create a pool of instructors to draw from as the student population accessing after school credit recovery and non traditional programming grows
05/31/2016	Professional Development training teachers on APEX On Line Learning Prescriptive settings	Teachers will have the tools and knowledge to support students as they navigate credit recovery coursework
07/12/2016	A student list will be generated based upon transcript reviews and summer school completion scores, identifying potential participants in the after school credit recovery program.	A pool of candidates will be established, identifying credit deficits and possible obstacles for graduation



Plan Date	Action	Expected Outcome
07/18/2016	<p>Letters will be sent out to potential credit recovery participants, inviting them to an information session regarding the new program and requesting confirmation of attendance.</p> <p>This will be mimicked on School district social media sites requesting that those interested call for further information</p>	Generate community awareness and begin establishing a roster of students who may access new program
07/28/2016	Information meeting will be held to provide overview of program. This will also provide students and families opportunities to ask questions about individual situations/issues and potential methods of resolution	Students will enroll in after school credit recovery program
08/09/2016	Professional development inservice to continue to train teachers regarding the role of academic coach and how it ties into School of innovation plan	Teachers will be provided the information, community partner lists, training and tools necessary in order to effectively carry out role of academic coach
08/18/2016	Counselors will begin to review junior and senior attendance and transcript records to identify students who either did not return to school or who appear to have increased potential to not complete school year ( serious credit deficit, pattern of attendance issues, personal issues)	Establish a potential pool of students who may benefit from a non-traditional learning opportunity.
08/29/2016	Schedule individual meetings with students that were identified by counselors to discuss obstacles to academic success to determine if non traditional programming is an appropriate option. These meetings will be conducted by counselors and school administrators.	This will assess if student is available and interested in continuing to pursue an education if hurdles are removed.
08/29/2016	School social media sites will highlight non traditional programming in order to alert those in the community that left school prior to the start of the new school year.	Students that opted to not return to school at the start of the new school year will be given information regarding how they can return to high school and complete their education in a more customized manner.
06/06/2016	Meet with Career and Tech coordinator and JAG teacher to generate list of potential community partners for job shadowing opportunities, internships and career coaches	This information will be converted into a database for students and academic coaches to use when developing a personalized educational plan for students



Plan Date	Action	Expected Outcome
06/07/2016	Begin meeting with community partners to share program information, seek feedback and identify methods in which they can contribute/participate in the non traditional educational program	Dialogue with community partners will promote the program goals, assist the committee with feedback in order to keep the program goals relevant with community needs and expand the list of opportunities/experiences available to students



## Requested Waivers

Code section, Rule, or Local Policy	Goal	Rationale
10.01.4	1	<p>Waiving the 360 minutes of instructional time will allow students the flexibility to work at their own pace while addressing the need to balance other aspects of their schedule ( ie. childcare limitations, vocational classes, employment demands, mental/physical health appointments). In the past students would be unavailable for the learning process due to these hurdles. Allowing them to make appointments to work with academic coaches and tutors minimizes the potential for any type of scheduling conflict. Student investment and availability to the learning process will become more meaningful if they are afforded more control.</p> <p>Parents and students will sign a memorandum of understanding outlining expectations regarding program requirements and demonstration of mastery. Teachers/Academic Coaches will maintain logs that outline students progress toward academic and vocational/post secondary goals using attendance records, on line documentation , mastery assessments and 1:1 conferences.</p> <p>Students will sign in and sign out when attending coaching sessions. Attendance will also be documented by academic coach. Academic progress reports will be printed off weekly and reviewed jointly by coach and student to ensure that student continues to make gains. These progress reports will reflect time spent working on course work on line. APEX On Line Learning offers access to student grades as well as documentation for time on task.</p> <p>Amount of instructional time will vary dependent upon the number of courses students are enrolled in.</p>
4.03.3 Every classroom in an ALE program shall maintain student/teacher ratios as follows 4.03.3.2 For grades seven through twelve (7-12), no more than fifteen (15) students to one (1) teacher. If a paraprofessional is employed in addition to a licensed teacher, the student/teacher ratio shall be no more than eighteen (18) to one (1):.	1	<p>Both the credit recovery program and the self paced instructional program will utilize an on line instructional format coupled with scheduled small group and 1:1 instruction. Class roll will not reflect the true ratio of instructional group size. There will be no academic benefit for the learners if we are required to limit the number of students on the roster to only 15 students when the actual format is structured for multiple small learning groups to meet throughout the week. Teacher case load would remain limited to 150 students, it is just the number of students registered to a class that would be adjuste</p>





Code section, Rule, or Local Policy	Goal	Rationale
10.01.4	2	<p>Waiving the 360 minutes of instructional time will allow students the flexibility to work at their own pace while addressing the need to balance other aspects of their schedule ( ie. childcare limitations, vocational classes, employment demands, mental/physical health appointments). In the past students would be unavailable for the learning process due to these hurdles. Allowing them to make appointments to work with academic coaches and tutors minimizes the potential for any type of scheduling conflict. Student investment and availability to the learning process will become more meaningful if they are afforded more control. Parents and students will sign a memorandum of understanding outlining expectations regarding program requirements and demonstration of mastery. Teachers/Academic Coaches will maintain logs that outline students progress toward academic and vocational/post secondary goals using attendance records, on line documentation , mastery assessments and 1:1 conferences. Teachers/Academic Coaches will maintain logs that outline students progress toward academic and vocational/post secondary goals using attendance records, on line documentation , mastery assessments and 1:1 conferences.</p> <p>Students will sign in and sign out when attending coaching sessions. Attendance will also be documented by academic coach. Academic progress reports will be printed off weekly and reviewed jointly by coach and student to ensure that student continues to make gains. These progress reports will reflect time spent working on course work on line. APEX On Line Learning offers access to student grades as well as documentation for time on task.</p> <p>Amount of instructional time will vary dependent upon the number of courses students are enrolled in.</p>
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Code section, Rule, or Local Policy	Goal	Rationale
Ark Code 6-18-211	2	<p>The students that will be participating in the non traditional after hours educational program have already demonstrated that they were unable to successfully comply with the expectation to attend school daily. These are over age, under credited students who have financial responsibilities, personal responsibilities or interpersonal responsibilities that have undermined their attendance as well as investment. In order to provide them with an education that meets their academic needs while recognizing their situational limitations, a more flexible schedule needs to be offered.</p> <p>Students' participation will be monitored in a variety of methods. The APEX on line learning system has built in mechanisms that document log in/log out times, time on specific tasks, number of attempts, quiz grades and test grades. Academic coaches will also maintain a student portfolio that documents on site student conferences, small group instruction attendance, and on site learning time.</p> <p>JAG programming and internship programming will also account for part of the students academic pathway. Participants will be eligible to earn carnegie credits for time spent in the workforce when performed in conjunction with guidelines set forth by the JAG and Internship curriculum.</p> <p>Students that fully participate in this afterschool program will be putting in meaningful hours that result in academic success</p>



Code section, Rule, or Local Policy	Goal	Rationale
Ark Code 6-16-102	2	<p>The students that will be participating in the non traditional after hours educational program have already demonstrated that they were unable to successfully comply with the expectation to attend school daily. These are over age, under credited students who have financial responsibilities, personal responsibilities or interpersonal responsibilities that have undermined their attendance as well as investment. In order to provide them with an education that meets their academic needs while recognizing their situational limitations, a more flexible schedule needs to be offered.</p> <p>Students' participation will be monitored in a variety of methods. The APEX on line learning system has built in mechanisms that document log in/log out times, time on specific tasks, number of attempts, quiz grades and test grades. Academic coaches will also maintain a student portfolio that documents on site student conferences, small group instruction attendance, and on site learning time.</p> <p>JAG programming and internship programming will also account for part of the students academic pathway. Participants will be eligible to earn carnegie credits for time spent in the workforce when performed in conjunction with guidelines set forth by the JAG and Internship curriculum.</p> <p>Students that fully participate in this afterschool program will be putting in meaningful hours that result in academic success leading to the completion of high school while they are navigating their own realities.</p>



Code section, Rule, or Local Policy	Goal	Rationale
6-17-309	2	<p>Instructional staff working as academic coaches will be facilitating instruction for students using on line learning systems. The APEX system will be the foundation for the blended learning courses and the primary source for all on line learning. They will also be providing 1:1 support for students as they complete the academic and vocational expectations of the program. Coaches will become the primary support for students and meet with them weekly. Students will schedule appointments with academic coaches during the after hour sessions, maintain email contact and share assignments using share drive with their coach as well. In order to limit the amount of potential conflicts or obstacles to students being able to schedule time or communicate regularly, one person should be the designated representative. If multiple teachers are required to act as facilitators and small group instructors of the varying courses, student access to these supports would be limited and there is increased potential that student needs could not be met in a timely manner.</p> <p>Academic coaches will all be veteran instructors who maintain certifications in at least one curriculum area. They would be required to attend professional development in on line learning, blended learning and the role of academic coaches. Certified instructors in all subject areas would be available to act as consultants for additional instructional support. District curriculum pathways, instructional coaches, and on line resources are also available to assist the academic coaches when providing the blended instruction.</p>



## Council of Innovation

District:

School:

Minority at School 1.00%

Council Member Name	Representative Group	Minority	Position	Date Elected
Jodi Chalmers	Alternative Education Coordinator	N	co-chair	2/18/2016
David Church	Instructor	Y	member	2/18/2016
Jacob Logan	Alternative Ed Instructor	N	Member	2/18/2016
Tania Galligan	Alternative Education Instructor	N	member	2/18/2016
Dawn Shinn	Parent	N	member	2/18/2016
Chris Burrow	Community Service Provider	N	member	2/18/2016
Paola Holden	Instructor	Y	member	2/18/2016
Brooke Griffin	Instructor	N	member	2/18/2016
Demarcus Rayford	Para Professional	Y	member	2/18/2016
Tim Capel	Para Professional	N	member	2/18/2016
Kristie Anderson	District Curriculum Coordinator	N	member	2/18/2016
Stanley Barnes	Community Service Provider	Y	member	2/18/2016
Tracy Britt	Career and Tech coordinator	N	member	2/18/2016
Stephanie Webb	Parent	N	member	2/18/2016
Kirk Nance	High School Principal	N	co-chair	2/18/2016



## Shared Leadership

Meeting Date	Meeting Purpose	No. of Teachers Present	No. of School Staff Present	No. of Parents Present	No. of Community Members Present	No. of Students Present	Meeting Outcome/Planned Next Steps
11/11/2015	Present potential needs to Target 100 group	5	5	1	2	2	Group agrees that there are populations that would be better served with additional programming and possibilities will be pursued
12/15/2015	present school of innovation concepts to Target 100 group	3	7	1	1	0	Brainstorm list of potential Innovation Council members, plan for elections, plan methods to disseminate information
1/20/2016	share information regarding school of innovation and brainstorming	0	1	2	4	0	Continue to pursue feedback for innovation programming
2/29/2016	election feedback	45	5	0	0	0	Finalize draft of innovation plan and share for review
2/22/2016	solicit feedback	6	2	15	2	11	pursue school of innovation plan with agreed upon goals
10/20/2015	discuss facets of programming/population not being addressed	2	3	0	2	0	Present need to target 100 committee



## Election Results

Number of certified and classified on staff:	72
Number of staff who voted:	57
Number of staff who voted for proposed Plan:	54
Number of staff who voted against the proposed plan:	3
Percentage of staff voting in favor of the proposed Plan of Innovation:	95



## Professional Development Scope

### Professional Development Plan Part 1

Date	Audience	Purpose of the Session
7/13/2015	teachers, administrators, community service providers	review working school of innovation programs and identify methods that would be applicable for our school
8/13/2015	teachers, administrators, para professionals	increase understanding and comfort level using on line learning as a stand alone component as well as tool for blended learning
9/29/2015	administrators	review varying facets of schools of innovation programming
12/16/2015	teachers, administrators, para professionals	review educational data and identify student needs and program deficits
1/26/2016	teachers, administrators, para professionals	overview of school of innovation process
2/29/2016	teacher, administrator, para	educate staff on alternate methods of instructional delivery based on student needs
3/17/2016	teacher, administrator,	JAG programming and Vocational curriculum

### Professional Development Plan Part 2

Date	Audience	Purpose of the Session
7/11/2016	teachers, administrators, community members, para professionals	Instructional strategies, blended learning strategies
8/2/2016	teachers, administrators, staff,	multifaceted role of academic coach- exploring why students are not successful in traditional settings and methods that coaches facilitate student success in and out of classroom
8/3/2016	teachers, administrators, staff	accelerated credit recovery & blended learning- presenting variations on instructional delivery in order to address the needs of all learners. Focusing on more individualized learning strategies and empowering students as learners
8/9/2016	teacher, administrators, students, parents, community members	Educating community regarding alternate pathways to education, identifying new strategies for learners to find success academically
9/14/2016	teachers, community support services, staff, parents	Benefits of academic teams, creating meaningful student plans for success