

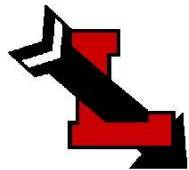
LOWELL AREA SCHOOLS

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February 1, 2023

Dear Parents and Community Members:



Central Administration

Nate Fowler

Interim Superintendent

Dustin Cichocki

Director of Human Resources

Sonia Hodge

Chief Financial Officer

Heather Sneider

Director of Special Education

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2021-2022 educational progress for Unity High School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessments, accountability and teacher quality. If you have any questions about the AER, please contact Steve Gough, Unity High School Principal, for assistance.

The AER is available for you to review electronically by clicking [here](#). You may also review the report by visiting the Lowell Area Schools web site at www.lowellschools.com (click on Our District, Annual Notifications) or you may review a copy in the main office at your child's school.

For the 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup in 2021-22. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67% in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given one of these labels.

Our key initiatives revolve around our mission of high-quality learning, for every student, in every classroom, every day with primary interventions focusing on the bottom 30% of our students in regard to achievement as well as our students with disabilities. These students are identified as having achievement gaps, their specific performance is analyzed, and an individual plan is established to assist them in achieving effective growth expectancies and proficiency norms.

Process for Assigning Pupils to the School

Lowell Area Schools assigns pupils to specific school buildings based on their primary address.

Status of the 3-5 Year Continuous Improvement Plan

Each building team within the District establishes goals for continuous improvement stemming from a variety of data sources including but not limited to M-STEP, SAT, PSAT 10, PSAT 8/9, NWEA MAP, classroom assessments, perception surveys, and demographic data. The District School Improvement Plan and Building Improvement Plan go hand in hand in regards to services provided and action steps that will be implemented during the next 3-5 years. Our focus is on providing high-quality learning for every student, in every classroom, every day. Progress monitoring of student learning on a frequent and continual basis assists us in accomplishing goals. We have also implemented a Positive Behavior Intervention Support System (PBIS). This is part of a comprehensive Multi-Tiered System of Support (MTSS). In addition to academic needs, building plans are developed to meet the physical, social, and emotional needs of students.

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We Value Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship

Description of School

Unity High School is a unique program, established in 1994, that remains an alternative to the traditional high school design. Unity consists of students from 10th-12th grade with a focus on seniors who are at risk of not graduating. The goals of the program include a reduced drop-out rate, an increase in the number of academic credits earned, a decrease in the number of classes failed, a reduction in the number of absences, an increase in grade point averages, and a reduction in behavioral problems. The program leads students back into educational success through credit recovery, active learning activities, access to counseling, individualized courses of study, flexible scheduling, lower student/teacher ratios and a supportive classroom atmosphere. The teachers employed with this program are all very experienced alternative educators who truly care about their students, who are flexible and open-minded and who know how to lead all willing students toward academic success. Classes are designed to challenge each student's abilities while remaining accessible to all. Courses are offered in all areas as required by the Michigan Merit Curriculum, plus elective courses that include college and career preparation.

Core Curriculum

Lowell Area Schools uses the Michigan Merit Curriculum as provided by the State at www.michigan.gov. Lowell Area Schools has implemented the Michigan Academic Standards which can be found at www.michigan.gov/mde. Lowell will continue to strive toward high-quality learning for every student. Providing an avenue for success of the essential content and skills each child needs for postsecondary experiences in a globalized world will be the focus. Each Building Leadership Team works with its teachers to provide collaboration time centered on individual student data of the curriculum to be learned. Planning for future instruction is centered on each student's mastery of the essential content and skills and demonstrating behavior expectations as identified within our Positive Behavior Intervention Support System (PBIS).

Student Achievement Results

Lowell Area Schools uses a four tiered standardized testing program (SAT, PSAT 10, PSAT 8/9) to monitor student achievement. The PSAT 8/9 test is given to 8th and 9th grade students, the PSAT 10 test is given to 10th grade students and the SAT is given to 11th grade students. The PSAT series evaluates student's academic strengths and weaknesses and provides useful information on each student's individual skill set. This information is used to guide students and parents on the coursework that should be pursued at school and give insight to a career plan. It also helps staff identify student strengths and weaknesses for course placement and interventions.

The SAT test builds upon the PSAT test by expanding the difficulty of the questions. Each section test in Math, and English and Reading, will test student's comprehension and knowledge of the material. Students receive a score for each subject of these tests and an overall composite score. The SAT is the capstone of a College and Career Readiness System. The SAT test uses the same score scale as the PSAT test making the system an effective tool to monitor academic progress and student growth. Lowell students do very well on these tests. In general, they score above the national, state and county averages. Lowell Area Schools is proud of the achievement that takes place within its schools, and the PSAT and SAT tests are a source of data that proves this high level of achievement is indeed taking place.


Parent/Teacher Conferences

2020-2021: 63% of parents attended the Fall conferences. 45% of parents attended the Spring conferences.

2021-2022: 40% of parents attended the Fall conferences. 53% of parents attended the Spring conferences.

Congratulations to the students and staff of Unity High School for a successful 2021-22 school year. Unity continues to serve students very well in regards to both graduation and retention rates of alternative students. With a student capacity of 20 students, 17 seniors graduated and 2 seniors returned in the fall of 2022, plus the remaining returning underclassmen. Unity students participate in Service learning projects like partnering with Senior Neighbors for socializing and with Gilda's Club for Laughfest Bingo catering and preparation. Students also participated in college visits and manufacturing tours to increase their postsecondary preparation. Unity students are provided with the opportunity to receive counseling from an outside agency. Through community projects and daily personal growth, Unity students learn to be a family, not just a school.

Sincerely,



Steve Gough
Principal