

Lewis River Academy Annual ALE Board Report 2015

1. School Board Policy for Alternative Learning Experience Programs

Policy No. 2255 - Instruction

2. School Courses

Instructional Materials:K-8 Program:

We utilize K12 curriculum. It is a comprehensive K-8 program that includes both textbooks and online learning opportunities. All the textbooks and instructional materials are delivered right to the family's doorstep--including books, CDs, and even materials for science labs.

8-12 Program:

We offer 46 online courses via APEX curriculum including those necessary to graduate with a high school diploma and Advanced Placement Courses. We also offer enrollment in the Skills Center and Running Start programs

3. Documentation of ALE student headcount and full-time equivalent enrollment claimed for basic education funding.

4. Identification of the overall ratio of certificated instructional staff to full-time equivalent students enrolled in each ALE program.

In the 2014 -15 school year Lewis River Academy was staffed with two full-time certificated teachers. As we transitioned into the 2015-16 school year we reduced our K-8 staffing to 1.2 full time certificated teachers (two teachers at .6 FTE).

Teacher to student ratio is listed in the chart above broken down on a monthly basis.

Date	Headcount	Teacher/Student Ratio
September 2014	59	1:29.5
October 2014	63	1:31.5
November 2014	57	1:28.5
December 2014	57	1:28.5
January 2015	55	1:27.5
February 2015	64	1:32
March 2015	67	1:33.5
April 2015	67	1:33.5
May 2015	65	1:32.5
June 2015	64	1:32
September 2015	47	1:25.8
October 2015	54	1:31.6
November 2015	55	1:34.2

5. Provide a description of how the program supports the overall goals for student achievement.

Mission Statement:

Lewis River Academy recognizes and supports family choice education where parents are the first and most important educators for their children. Through Lewis River Academy families can enjoy the benefits of being highly involved in their child's learning while accessing the resources made available to all public school students in Washington State.

Founding Principles:

- We recognize the parent as the first and most important educator. We are here to offer support, knowledge, feedback and guidance.
- We recognize that all students develop and learn differently, at different rates. It is our goal to empower each student with the educational tools necessary to learn and succeed.
- We recognize the teacher as a person of many roles including advisor, supporter, observer, learner, and facilitator. Teachers have the unique opportunity to guide and support our families and are always expected to act in the family's best interest.
- We encourage each parent's active participation, and allow both parents and students a voice in the program development.
- We recognize that in order to run our program successfully we need the input, respect, and cooperation of students, parents, teachers, and administrators, as well as any other staff or community members who may participate.
- Since the program is a partnership, we encourage parent involvement. One important way parents can be involved is to attend the Parent Partnership Forums and Workshops. These meetings include parents willingly working together with staff to make LRA a great place for our children. At these meetings parents discuss concerns and questions, plan events, express opinions, contribute ideas, and receive training from teachers. Please join other parents at these very important meetings.

An LRA certificated teacher meets with families to provide the following services:

- Create an environment of respect and instructional growth.
- Identify appropriate curriculum and academic goals.
- Develop a Written Student Learning Plan. Parents and students may assist.
- Determine appropriate instructional materials.
- Supervise, monitor, evaluate, and document the student's progress towards goals.
- Provide encouragement, academic support, and insight from their own teaching experiences.
- Provide one-on-one or group tutoring as needed.
- Assist in career guidance and high school and beyond plans.

Student/Family Expectations: Outlined in the attached Handbook provided to all families.

6. Share results of any self-evaluations.

LRA staff performed a self-evaluation recently as part of our accreditation review through Northwest Accreditation Commission. The results are below. Each area is evaluated on a rubric 1-4.

Northwest Accreditation Commission Standards Self Evaluation	
Mission Beliefs and Expectations	3.5
Curriculum	3.27
Instruction	3.46
Assessment	3.33
Leadership and Organization	3.65
Program Services	3.13
Facilities and Finance	3.58

Culture of Continual Growth	2.51
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7. LRA School Improvement Plan

State Smarter Balanced Assessment Results:

English Language Arts	Tested	Achievement
	2015	2015
3 rd	6	40
4 th	4	100
5 th	4	25
6 th	6	50
7 th	9	70
8 th	7	28.6

Mathematics	Tested	Achievement
	2015	2015
3 rd	5	50
4 th	4	100
5 th	3	0
6 th	6	50
7 th	9	40
8 th	7	42.9

Measure of Student Progress Results SCIENCE	Tested	Achievement	Tested	Achievement	Tested	Achievement
	2013	2013	2014	2014	2015	2015
5 th	5	60	5	60	5	25

8 th	5	40	3	66.7	5	100
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High School Proficiency and End of Course Exams	Tested	Math EOC 1	Math EOC 2	Reading	Writing	Biology EOC
9 th	3					100
10 th	3	0		66.7	66.7	100
11 th	2	100	100	100	100	100
12 th	NA					

Narrative of School Improvement Plan:

Strategies and Action Steps, 2015-16

1. Clear and Shared Focus

- The staff at LRA School participated in analyzing state assessment data during the fall of 2014.
- Staff will continue to monitor student participation and passing rates weekly and monthly.

2. High Standards and Expectations

- Develop support processes to ensure students are doing the work necessary to achieve understanding.

3. Effective School Leadership

- Frequent and clear communication will be a priority via google docs, google calendars to ensure principal is able to support interventions in a timely manner.
- Weekly collaboration with both teachers and principal will take place each week to review student progress, effectiveness of interventions, and discuss program changes needed to increase student learning success.

4. Collaboration and Communication

- Teachers at LRA School will collaborate on a daily basis. In addition they are provided with tuition reimbursement funds and instructional improvement days.
- Shared documentation of student progress, student learning plans and e-mail communications will continue to be practiced consistently by staff and principal

5. Curriculum, Instruction, and Assessment

- More on-site classes will be offered to students in grades K-8 in the area of math to increase student achievement of concepts and skills.

6. Frequent Monitoring of Teaching and Learning

- The literacy coach is available to model teaching strategies to staff, assist in developing lesson plans, have dialog with staff, and provide feedback.
- The administration is involved in learning opportunities to explore best practices.
- Staff will use data to make decisions regarding student improvement at weekly staff meetings each Friday morning
- Lewis River Academy teachers will measure the effectiveness of interventions by evaluating the end of year data to correlate which interventions had the greatest success in getting students back to satisfactory progress status in the shortest amount of time.

7. Focused Professional Development

- Teachers are provided with district-sponsored professional development opportunities.
- Teachers will attend professional development webinars regarding APEX.
- Teachers will attend the annual WALA conference.

8. Supportive Learning Environment

- It was recognized that sharing a classroom made it difficult for teachers to simultaneously teach K-8 groups while the 9-12 students needed support in open learning lab. It was noted that students in grades 8-12 received a majority of the onsite support as a result of sharing the space. As we shifted spaces this year we designated three learning spaces in the school. One 9-12 classroom located on the new HS campus, and two classrooms located in the remodeled wing of the old district office.

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9. Community Engagement and Parent Involvement

- Parent Partnership meetings are held monthly with a focus on supporting positive instructional practices at home. It is a professional development time provided free to parents to address common questions and student needs.
- The handbook was recently revised and is available to parents online
- An informational website is also available for parents and students with online access.
- Student academic information is available online for both parents and students.

Lewis River Academy Improvement Goals

The number of students in unsatisfactory progress in any month will not exceed 10% of our entire student population.
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All students labeled as unsatisfactory will successfully return to satisfactory status the subsequent month as result of effective interventions.

Increase student achievement on state assessments by 10% in each grade, in all content areas measured by the Smarter Balanced Assessment

*Unsatisfactory Progress is defined using the following criteria

Based on the progress reviews, weekly contact with each student, a review of input from parents, and input from LRA staff, the certificated teacher will make a determination of overall satisfactory progress each month. A student may receive the designation of "Failure to Make Satisfactory Progress" in any of the following situations.

High School (9-12)

1. A total of more than 20 overdue activities in all classes.
2. Any class at or below 59% On Schedule (Apex indicator is red).
3. Any class with a Grade to Date at or below 59% (this is the equivalent of an F).
4. Failure to satisfy Instructional Contact Time (ICT) requirements. An average of 1 hour per week with their teacher.

Elementary and Middle School (K-8)

1. Failure to satisfy an average Monthly Progress in all classes according to the K-8 Satisfactory Progress Schedule.
2. More than 10% behind the Total Progress percentage for any class according to the K-8 Satisfactory Progress Schedule.

All Grades

1. Failure to satisfy Direct Personal Contact (DPC) requirements. Students must have at least 1 two-way conversation with their teacher every week.
2. When a student demonstrates a pattern of not meeting the minimum hours per week either logging on to courses and/or completing graded assignments.
3. When a student demonstrates a pattern of non-response to teacher/school communications, including, email, mail, phone calls, and voice messages.