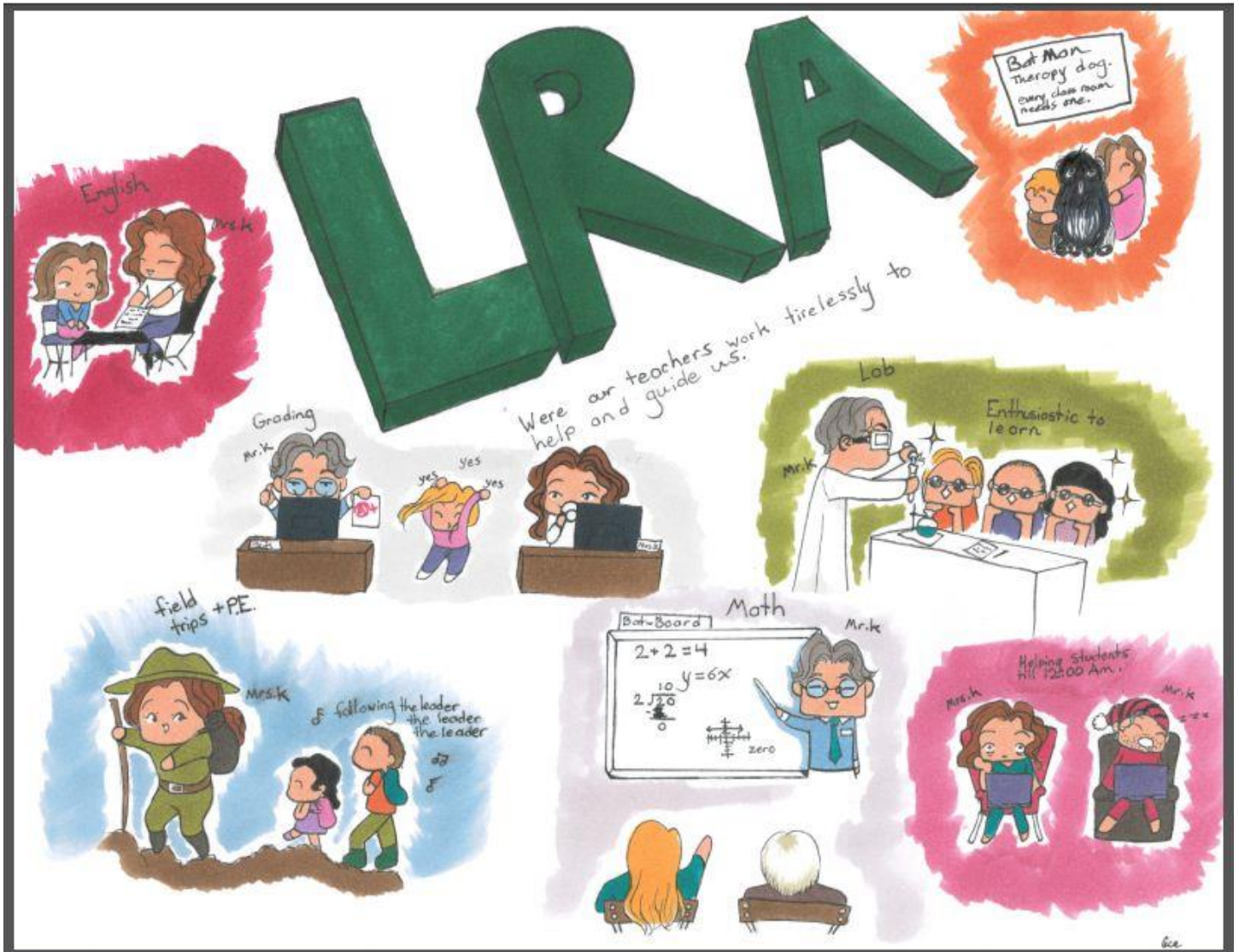


Lewis River Academy



A Day at LRA – By Aislinn Darden

School Improvement Plan 2014-2015

LRA School Improvement Plan 2014-2015

School Description:

Lewis River Academy is a K-12 alternative public education program hosted by Woodland Public Schools and designed to serve home-study students in Southwest Washington. Our program was founded by parents and staff to provide home-study families in Southwest Washington a greater level of support by offering learning activities such as field trips, literature circles, collaborative science labs, open learning labs, tutoring sessions as well as the typical online teacher support provided by most programs. Through the Lewis River Academy children can also have access to specialized on-site courses provided by Woodland school district through co-enrollment; many of our students enjoy classes like digital photography, art, career and technical education courses, physical education, and music and band classes.

Lewis River Academy serves students in grades K-12 with a range of courses to meet the needs of both highly capable and struggling learners. Due to the flexibility of our program we are able to serve sick, home-bound students, at risk students, students who regularly travel, as well as students in other unique circumstances.

Current Enrollment Data:

Kindergarten	3
1st	4
2nd	4
3rd	5
4th	5
5th	1
6th	7
7th	7
8th	5
9th	5
10th	6
11th	3
12th	8

Total Student Enrollment	63
Students Co-enrolled	8
Students out of district	7
Washougal	1
Longview	5
La Center	1
Percent Out of District	11%

School Data	2011-2012	2012-2013	2013-2014
Student Teacher Ratio	28.4:1	28.0:1	31.5:1
Completion Rate K-8	98%	93%	84%
Passing Rate K-8	98%	93%	82%
Completion Rate 9-12	98%	97%	98%
Passing Rate 9-12	98%	97%	96%

Grade Level Performance Data on State Assessments:

Elementary and Middle School Measure of Student Progress (percentage meeting standard)						
Grade	3 rd	4 th	5 th	6 th	7 th	8 th
Students	2	2	5	6	6	3
Reading	100	0	60	40	50	83.3
Math	100	0	40	60	33.3	16.7
Writing	n/a	0	n/a	n/a	33.3	n/a
Science	n/a	n/a	60	n/a	n/a	66.7

High School Proficiency Exam & End of Course Exam (percentage meeting standard)					
Grade	8 th	9 th	10 th	11 th	12 th
Students	3	3	3	2	0
Reading	n/a	n/a	66.7	100	n/a
Writing	n/a	n/a	n/a	100	n/a
Math 1	100	n/a	0	100	n/a
Math 2	n/a	n/a	n/a	100	n/a
Biology	n/a	100	100	100	n/a

Narrative of School Improvement Plan:

Strategies and Action Steps, 2014-2015

1. Clear and Shared Focus

- The staff at LRA School participated in analyzing state assessment data during the fall of 2014.
- State assessment data is used to satisfy state program goals.
- Staff will continue to monitor student participation and passing rates weekly, reporting to parents monthly.
- High school parents receive progress reports weekly and monthly.

2. High Standards and Expectations

- Develop support processes to ensure students are doing the work necessary to achieve understanding.
- All grade levels will switch to courses correlated to the Common Core Standards (Washington Learning Standards).
- Mastery-based learning is used throughout grade K-12. K-7 is set to 80% passing and 8-12 is 70% passing.

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 the areas of math, writing, and science to increase student achievement of concepts and skills.
- There will be an increased access to teacher support by adding an additional day and half of open learning lab in which students can come in for assistance and support.
- A “Retake Ticket” policy is in place to ensure students truly complete the lessons and practice necessary prior to retaking test they have failed.

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.

8. Supportive Learning Environment

- The school has recently relocated again to a larger building site close to the primary school in order to offer more opportunities for families and students to come in for academic support. As a result LRA will offer more access to teachers for tutoring, more open learning lab time, and more on-site courses for math, science, and writing. This will also enable students to access transportation from home to LRA open learning lab by riding to the primary school and walking over.

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.
- A new handbook is recently developed and 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.
All students labeled as unsatisfactory will successfully return to satisfactory status the subsequent month as result of effective interventions.
All high school students will meet their graduation requirements for the 2014-2015.
Increase student achievement on state assessments by 10% in each grade, in all content areas measured by the MSP, HSPE and EOC.

***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)

- A total of more than 20 overdue activities in all classes.
- Any class at or below 59% On Schedule (Apex indicator is red).
- Any class with a Grade to Date at or below 59% in 2 consecutive months (this is the equivalent of an F).

Elementary and Middle School (K-8)

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

All Grades

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