LISA Academy North Improvement Plan	
Section 1: Building Data	
1a. Building: LISA Academy North Elementary	**1g. Grade Span:** K- 5 **School Type: Public Charter School**
1b. Principal: Bethany Ratermann	**1h. Building Enrollment:** 726
1c. District: LISA Academy	**1i. F/R Percentage:** 61%
1d. Gifted and Talented: 4%	**1j. Special Education Percentage:** 14%
1e. Plan Date: May 2021	**1k. English Learner Percentage:** 21%

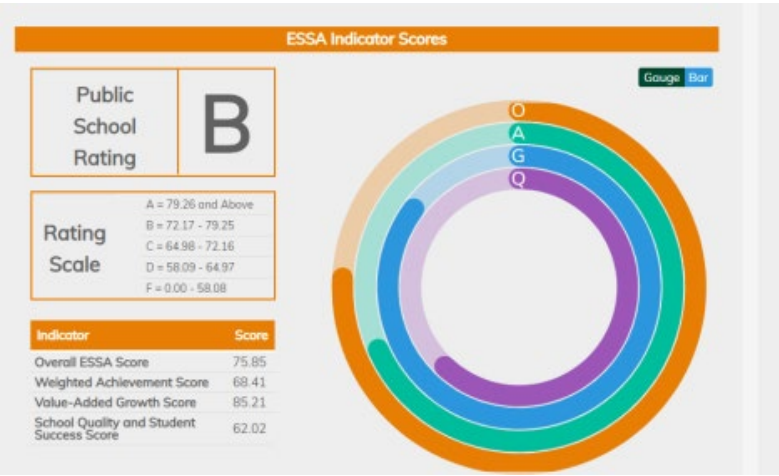
Section 2: School Leadership Team Members Parent- Community Partners Please list by (Name, Title/Role)	
Bethany Ratermann- Principal Suzanne Elrod- Assistant Principal Academics Melissa Fryxell- ELA Coach Tiffany Brown- Assistant Principal Student Affairs	Click or tap here to enter text. Carol Yarrington- Special Education Mia Meadows- Parent

Section 3: Vision Statement
Our vision is to prepare students to succeed in education and in the workplace of their choice, while encouraging and providing pathways for students to enter STEM: Science, Technology, Engineering and Mathematics careers. This student-focused approach will lead to students becoming productive and responsible citizens and even Nobel Laureates.

Section 5: PLAN/NEEDS ASSESSMENT (SY 20192020 COMPONENT #1: NEEDS ASSESSMENT SUMMARY)

Student Populations

1. What key takeaways does your school have about how student groups are performing on state and locally determined indicators of learning and teaching success?





On the 2019 ACT Aspire test data, LISA Academy performed well overall but because of the above average growth at 85.2% LISA Academy North Elementary was reward with additional funding for top 10% growth in the state of Arkansas. However, without 2020 state level data NWEA offers us a window on how our students are tracking in this regard (see chart below). Both math and science show improvements over the same time last year, however the reading scores show that more work is needed.

NWEA Growth Ave.	2019-20	2020-21	Change
Reading	14.4	13.3	-1.1
Math	15.1	15.9	+.8
Science	6.5	7.1	+.6

NWEA Percentile Ave.	2019-20	2020-21	Change
Reading	54.0	52.6	-1.4
Math	49.3	51.7	+2.4
Science	54.1	56.6	+2.5

2. W hat are some possible root causes your team has identified? Consider both identification of areas of strength and what it will take to build strength in other areas.

As LISA Academy North Elementary has been growing over the past 2 years we have seen increasing academic growth. With the additional students coming from outside schools we are working hard to assess the weak areas they are coming in with and provide targeted instruction to improve those areas.

2019 versus 2020 comparison of RIT	2019	2020
Math	169.69	185.54
Reading	169.36	182.71
Science	194.48	201.57

While we have seen an impressive increase in scores, there is one hesitation that occurs with this data. 2020 data was taken differently. Half of our students in the fall of 2020 were virtual thus took the tests at home, away from the standard testing environment. For some the environment may help, but the concern is that despite all our diligent efforts we are concerned some did not follow all testing protocol faithfully.

3. A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representational example of the student population. (Do not include identifiable information!)

    a. W hat strengths do they possess?

    Our math programs have continued to show consistent and strong performance regardless of the rubric. This is in part through the strong curriculum but also the personalized intervention platforms that students are using to practice mathematic topics like ALEKS, Reflex, IXL, and STEMScopes.

    b. W hat challenges do they face?

    Our diverse population is growing each year and as our population blossoms, we are seeing more ESL learners joining our population. W e see that reading and writing in English proficiently is taking some time and we are working to assist these learners. Also, our special education population is also blossoming so we are closely monitoring growth each assessment towards grade level performance.

    c. W hat are some important relationships in their life? W ith COVID and the upheaval that it has caused many students are facing mental health battles that we have not seen before. LISA Academy North Elementary has hired an additional counselor to assist with day to day needs of students as well as partnering with clinically licensed therapists for more severe needs. UAMS STRIVE program comes to the building daily to work with students as well as Life Strategies so we can address both family and student concerns. In

additional more professional devebpment is being crafted to provide strategies for teachers to address these concerns in the classroom (piloted Purpose Prep and Choose Love curriculums, and researching Responsive Classroom as well).

We have also seen with population increase an increase in the number of students with ESL and special education needs. This means we have been developing these programs more fully to provide the level of support these diverse learners need to succeed. For instance, in 2019 we had only 1 self-contained classroom with limited special education staff. Starting in 2020 North Elementary has grown this program to include a self-contained class that can focus specifically on academics with another focusing specifically on functional life skills. For our special education students in the general population, we have also added additional special education support this year. We are continuing with inclusion services, delivering support now the teacher delivers the content, but we have also added some resource services for students needing to fill larger gaps in understanding. These services are provided in person as well as virtually for virtual students.

With additional students needing support in acquiring English skills, we have implemented additional learning platforms and

Section 6: PLAN/NEEDS ASSESSMENT

Please check or share the most meaningful sources of data used in your needs assessment work

■ ACT Aspire Assessment/Interim Assessment	■ English Language Proficiency Data (i.e. ELPA)
☐ Universal Screening	■ Title III Data
■ Progress Monitoring Data NWEA	☐ Special Education Eligibility/Disproportionality Data
☐ Curriculum Based Assessments	■ Special Education Placement Data (LRE)
☐ Graduation Rate (1 Year, extended, etc.)	☐ Review of Student Plans (e.g. Written Student Learning Plans, Individualized Education Plans and/or 504 Plans)
☐ Credit Attainment	■ Stakeholder Engagement (e.g. focus groups with families)
■ Discipline Referrals	■ Community data (e.g. food pantry visits, calls/texts to crisis centers, hospital visits, homelessness, etc.)
☐ Suspension/Expulsion Data (i.e. out of school suspensions/in-school suspensions)	

☐ Time out of class (e.g., visits to nurse, counselor, etc.) ☐ School Climate data ☐ Perceptual Data: (Local/Organization): Click or tap here to enter text.	☐ Fiscal and Financial Data ☐ (Other) Click or tap here to enter text.

Section 7: PLAN

IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES (COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES)

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component Three- Practices and Strategies.

Goal/Priority #1 (G1)	LISA Academy staff will work together to analyze data and guide students to achieve at or above state standards on the English Language Arts portion of the ACT Aspire exam • Walk to read- flexible intervention groups meeting three times a week for 30 minutes each working on their reading level instruction. • Reading tutoring- for students on the edge of failing after school will meeting with specialist, interventionist, or classroom teacher to meet educational needs. • Response to Intervention- Teams meeting to discuss placement and opportunities for students and move placements depending on student learning. • MyOn- online developmental reading resource with thousands of ebooks available for all students to increase reading resources and monitor reading level • Increased PD support for lower elementary teachers on instruction of reading including RISE training and Connections OG in 3D training • Dsylexia intervention and Pre-intervention using the Connections OG in 3D program. • Departmentalization of 3rd-5th grade to focus teachers on ELA instruction. • Lexia Learning for ESOL K-12 ● K-2 and 3-5 focused ELA coaches, and reading specialist with RISE evaluators ● New behavior management structure utilizing PBIS
Goal/Priority #2 (G2)	LISA Academy staff will work together to analyze data and guide students to achieve at or above state standards on the Mathematics portion of the ACT Aspire exam • Moving with Math- flexible intervention groups meeting twice a week for 30 minutes each working on their reading level instruction. Math tutoring- for students on the edge of failing after school will meeting with specialist, interventionist, or classroom teacher to meet educational needs. • Reflex and IXL Math- developmental practice and reinforcement website for all elements of math • Mathematics interventionist to target mathematics skills. • New behavior management structure utilizing PBIS • ALEKS for 3rd-5th grade

Goal/Priority #3 (G3)	LISA Academy staff will work together to implement and improve the district approved literacy plan by monitoring teacher lesson plans and classroom walk throughs. ● All k-5 classrooms use Heggerty daily for morphology instruction in the classroom ● New Arkansas approved ELA curriculum implemented for the 2021-2022 school year Benchmark covering phonics, phonemic awareness, oral language development, vocabulary, fluency, comprehension, and writing. It also includes materials for small group instruction as well. ● Professional development is also incorporated into beginning of the year FIREUP event with specific PD on morphology. ● RISE trainer for K-2 and 3-6 located on campus daily ● RISE Assessors performing walk throughs weekly with feedback for educator reflection. ● Updated schedule to increase ELA minutes

Section 8: DO

(COMPONENT #3: ACTIVITIES TO ENSURE MASTERY/ COMPONENT 4 COORDINATION AND INTEGRATION)

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your activities how you will address the needs of those students served to satisfy the requirement of Component Three- Practices and Strategies.

8a. Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. Resources
A1)Parent curriculum training	Fall 2021 Spring 2022	Principal	Teachers and educators (video too)
A2) Online score follow up via eschool	Summer 2021	Principal	Eschool enrollment data
A3) Home visits	Fall 2021	Family Outreach Coodinator	Digital signup platform
A4) ESOL Parent Night	Fall 2021	ESOL coordinator	Handouts and translators

Section 9a: STUDY

Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to progress monitor the effectiveness of your goals and activities supporting the targeted student population.	
(COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)	
Study *(Prior to implementation) What evidence will you examine to evaluate if your activities are working?*	LISA Academy staff will work together to analyze data and guide students to achieve at or above state standards on the ESSA quality school index: • School will improve attendance by moving away from out of school suspension to having in-school suspension. • School will encourage perfect attendance by recognizing those students quarterly at the award ceremony. • Assistant Principal will follow up weekly to check attendance. • School staff will encourage attendance and importance at home visits • Science scores will be improved with more hands on experiments • Departmentalization will result in 1 teacher per grade specializing in science to focus on content • Alternate Methods of Instruction utilized to keep students learning in the event of inclement weather.

Section 9b: STUDY

Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to progress monitor the effectiveness of your goals and activities supporting the targeted student population.	
(COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)	
Study *(SY 1920 mid-year implementation) Provide an evidence-based status update on how your activities are going: What is working and what needs adjustment?*	School leaders and teachers will monitor NWEA scores, classroom assessments, local assessments and ACT Aspire interim test data. ESL students will be monitored through Lexia Core5

Section 10: ADJUST

Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to address adjustments to your goal and/or activities supporting the targeted student population.	
(COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)	
Adjust *(SY 1920 mid-year implementation) What adjustments to your activities*	LISA Academy will monitor progress toward meeting goals set out through ESSA school quality indicators for the school year 2021-2022

are you making after examining the results of your progress monitoring?	