2020-2021
LISA Academy West Middle
Improvement Plan

Demographics

	2019-20 7th/8th	2020-21 6th/7th/8th	Change	Notes
Enrollment	317	513	196	
New to campus in tested grades				
FRL%	63	60	-3	
ELL%	21	17	-4	
Sped%	9	7	-2	
GT%	18	18	0	

Celebrations

Opening the new 6th Grade Academy – looking to expand the offerings going forward.

NWEA

NWEA Growth Ave.	2019-20	2020-21	Change
Reading	49.5	45.95	-2.15
Math	54.4	54.01	1.8
Science	52.4	41.64	-9.46

NWEA Percentile Ave.	2019-20	2020-21	Change
Reading	47.9	48.83	0.93
Math	50.0	49.86	-0.14
Science	48.1	50.27	2.17

Academic Achievement:

List the area of needs based on ACT Aspire, Interim, and NWEA (E.g. 3rg grade reading, 6th grade math, etc.)

Academic Achievement	Area of Needs
Reading	6^{th}, 7^{th} , 8th
Mathematics	6^{th}, 7^{th}, 8^{th}
Science	6^{th}, 7^{th}, 8^{th}

CLOSING THE GAPS

Based on the final state assessments, list the subgroups with high gaps compared to all students such as: (E.g. ESL, SPED, etc.)

Academic Achievement	Subgroups with high gaps
Reading	ELL, Hispanic, African-American
Mathematics	ELL, Hispanic, African-American
Science	ELL, Hispanic, African-American

Neighborhood Schools Comparison

Campus	**Grade Levels**	**Number of schools within the Area (similar grade levels)**	**Average A-F Grade of Surrounding Schools**	**2018-19 Final A-F REPORT CARD**
Henderson Middle	6-8			F
Forest Heights STEM	K-8			A (79.62)
Pinnacle View Middle	6-8			A (75.69)
Cloverdale Middle	6-8			D
Pulaski Heights Middle	6-8			C
Dunbar Magnet Middle	6-8			D
Mann Magnet Middle	6-8			C
eStem	7-9			C
LISA Academy	6-8			B (75.47)

Challenges for fair competition with other schools:

The primary challenge that we have not overcome already is travel accommodations. Because we are not a “neighborhood school,” we must also work on visibility.

We must continue to advertise to counteract the adverse “anti-charter” sentiment in some media outlets and in community sentiment.

The creation of “new” schools in the area has blunted some of our “top of mind” attention in the community. We are no longer the new, novel school, but an established school with a track record that, while exemplary, needs more exposure to the communities in Little Rock.

South and South Central Little Rock have four charters - Scholar-Made, Premier, Exalt, and eStem - that students would pass on their way to LISA West Middle (two of which have bus systems).

Intervention Tracking and FTE:

Describe briefly how your campus tracks intervention. And, include the number of interventionists available.

English – Utilize NoRedInk and NewsELA as well as other online resources to provide structured practice during class lab hours. Monitor student progress through data analysis (including individual data meetings at least each semester). We currently do not have a dedicated interventionist as we are using our interventionist from last year as a teacher due to Covid virtual/online teaching requirements. Similarly, the chair of the department is also teaching. Intervention is being provided by classroom teachers during lab hours.

Math – Utilize ALEKS for both targeted intervention and lab classes. Monitor student progress through data analysis (including individual data meetings at least each semester). We currently do not have a dedicated interventionist as we are using our interventionist from last year as a teacher due to Covid virtual/online teaching requirements. Similarly, the chair of the department is also teaching. Intervention is being provided by classroom teachers during lab hours.

ESSA School Quality and Student Success (SQSS) Indicator:

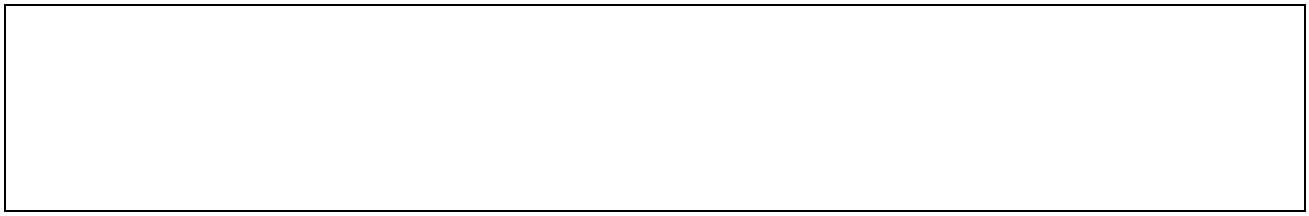
Please compare last two years data and add your plans

- Continue to expand the “Advocate Parents” program into recruitment, tutoring, and mentoring activities
- Closely monitor absences and work with students to reduce unnecessary absences from school.
- Provide after-school tutoring support when allowed by guidelines, particularly with respect to Science.
- Continue to develop the reading culture for all students through school-wide initiatives and incentives for reading growth.
- Continue to have three Parent/Principal Chats available weekly for better supporting parents in supporting their students
- Invite parents to participate in virtual student activities like Language Festival
- Continue to expand home visits with the goal of having a virtual visit with 70% of parents.

Graduation Rate and College Acceptance (High School only):

Please provide last two year’s data and plans

N/A



Focus Areas & Action Plans

(subject/grade specifics)

Short-Term Plans (current year)

- ELA – Building-wide reading focus to improve student reading levels (Science of Reading will be completed by all teachers; All adults in the building are encouraged to read and talk with students about the importance of reading; weekly mentions of reading and the importance of reading in the Newsletter)
- ELA – Build grammar and writing skills for all students
- ELA – monitor student progress through data analysis and interventions where possible

Long-Term Plans

- Continue building-wide focus on reading
- Increase interventions in a less Covid-restricted world.

Short-Term Plans (current year)

- Math – Continue to use ALEKS for targeted intervention and enrichment. Continue professional development as needed with teachers in ALEKS (all teachers currently proficient in use of ALEKS).
- Math – monitor student progress through data analysis and interventions where possible

Long-Term Plans

- Expand participation in state-, regional-, and nationwide competitions
- Continue AR Math Quest participation with APSRC
- Increase interventions in a less Covid-restricted world.

Short-Term Plans (current year)

- Science – Continue to offer enrichment programs – Science Olympiad, Science Quiz Bowl, Robotics, Destination Imagination
- Science – provide greater PD for science teachers involved in PLTW Science class expansions

Long-Term Plans

- Expand PLTW Science offerings
- Use classroom assessments in ACT Aspire portal to monitor achievement and needs for improvement
- Begin interventions in science