2021-2022
LISA Academy West High School
Improvement Plan

Demographics

	2019-20	2020-21	Change
Enrollment	444	446	2
New to campus in tested grades	56	51	-5
FRL%	62.47	54.81	-7.66
ELL%	15.09	21.30	6.21
Sped and 504%	13.97	17.26	3.29
GT%	24.55	22.65	-1.9

NWEA

9th Grade

NWEA Growth Ave.	2019-20	2020-21	Change
Reading	213.38	216.27	2.89
Math	225.72	230.86	5.14
Science	210.43	213.13	2.7

NWEA Percentile Ave.	2019-20	2020-21	Change
Reading	45.99	48.01	2.03
Math	52.09	56.80	4.71
Science	53.14	54.30	1.16

10th grade

NWEA Growth Ave.	2019-20	2020-21	Change
Reading	221.18	224.18	3
Math	234.80	240.84	6.04
Science	214.47	216.93	2.36

NWEA Percentile Ave.	2019-20	2020-21	Change
Reading	55.15	56.64	1.49
Math	63.21	67.78	4.57
Science	58.11	59.20	1.10

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	9th and 10th grade Reading
Mathematics	9th 10th grade Math
Science	9th and 10th grade Science

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.)

Subgroup	**Value-Added Growth Score**	**Weighted Achievement**
Combined	80.19	46.51
AfricanAmerican	80.14	39.78
Hispanic	80.02	34.82
White	80.36	76.16
EconomicDisadvantage	79.62	38.15
EnglishLearner	81.31	25.66
SpecialEducation	81.55	6.25

Neighbourhood Schools Comparison

Campus	Grade Levels	Number of schools within the Area (similar grade levels)	Student Population	Final A-F REPORT CARD
Hall STEAM Academy	9-12	3	919	F
Parkview Arts & Science Magnet High School	9-12	3	1076	C
Central High School	9-12	3	2466	C
LISA West High	9-12	3	435	C

Challenges for fair competition with other schools:

- Lack of extracurricular activities (both athletic and academic based)
    - Mainly sports
- Minimal or no social clubs (school newspaper, FBLA (Future Business Leaders of America, debate club is missing)
- Wider variety of academic course option
- Early graduation option

Intervention Tracking and FTE:

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

- We have one Math and ELA full time interventionist.
- Coaches are creating tutoring schedules and following up with the interventionists
- Coaches are having weekly meeting with interventionist
- Intervention groups are updated periodically based on the NWEA/ACT Aspire Interim tests results.
- Additionally, after school tutoring is available for all core subjects by their classroom teachers.

ESSA School Quality and Student Success (SQSS) Indicator:

Please compare last two years data and add your plans

2018-2019 School Quality and Student Success Score: 57.22
Same score is not available for the 2019-2020 school year due to the COVID-19.

cademy - 6041700

Lisa Academy High - 6041703

LE: SQSS

	Student Engagement	Science Achievement	Reading At Grade Level	Science Growth	ACT Composite >=19	Final GPA >=2.8	Community Service Learning	Computer Science Credits	On-Time Credits	ACT Readiness Benchmark	AP/IB/Concurrent Credit	Total
s												
ts	CV	CV	CV	CV	42.22	63.33	0.00	43.82	95.75	35.00	65.17	CV
nerican	CV	CV	CV	CV	42.22	66.67	0.00	37.78	96.12	30.00	55.56	CV
	CV	CV	CV	CV	25.93	44.44	0.00	34.62	94.90	24.07	69.23	CV
	CV	CV	CV	CV	71.43	92.86	0.00	71.43	98.15	75.00	85.71	CV
ally Disadvantaged	CV	CV	CV	CV	33.90	50.85	0.00	34.48	93.48	25.42	63.79	CV
omically Disadvantaged	CV	CV	CV	CV	58.06	87.10	0.00	61.29	99.18	53.23	67.74	CV
vith Disabilities	CV	CV	CV	CV	N<10	N<10	N<10	N<10	96.15	N<10	N<10	CV
vithout Disabilities	CV	CV	CV	CV	44.71	63.53	0.00	46.43	95.71	37.06	69.05	CV
nglish Learners (EL)	CV	CV	CV	CV	N<10	N<10	N<10	N<10	94.12	N<10	N<10	CV
sh Learners (includes Former EL Monitored 1-4	CV	CV	CV	CV	45.78	68.67	0.00	46.34	96.08	37.95	65.85	CV
nglish Learner (Monitored 1-4 years)	CV	CV	CV	CV	58.82	76.47	0.00	75.00	98.08	47.06	93.75	CV
	CV	CV	CV	CV	---	---	---	---	---	---	---	CV
Foster Care	CV	CV	CV	CV	---	---	---	---	---	---	---	CV
ith Parent that is Military Connected	CV	CV	CV	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV
Talented	CV	CV	CV	CV	75.00	83.33	0.00	75.00	100.00	66.67	91.67	CV
udents	CV	CV	CV	CV	44.90	79.59	0.00	39.58	98.76	34.69	68.75	CV
nts	CV	CV	CV	CV	39.02	43.90	0.00	48.78	92.41	35.37	60.98	CV
	CV	CV	CV	CV	---	---	---	---	---	---	---	CV

Lisa Academy - 6041700

MODULE: SQSS

2018-2019

	Student Engagement	Science Achievement	Reading At Grade Level	Science Growth	ACT Composite >=19	Final GPA >=2.8	Community Service Learning	Computer Science Credits	On-Time Credits	ACT Readiness Benchmark	AP/IB/Concurrent Credit	Total
All Grades												
All Students	80.45	32.21	34.13	54.27	51.46	66.02	14.56	24.27	95.65	41.75	62.14	57.22
African-American	86.84	22.58	27.96	55.62	38.78	67.35	20.41	24.49	98.53	27.55	57.14	55.78
Hispanic	69.19	21.43	23.21	52.63	47.06	41.18	0.00	5.88	92.77	29.41	52.94	50.34
Caucasian	78.36	65.12	51.16	56.58	69.23	65.38	7.69	34.62	94.92	59.62	69.23	63.92
Economically Disadvantaged	77.48	22.22	25.25	54.21	38.89	44.44	5.56	22.22	93.96	27.78	50.00	52.35
Non-Economically Disadvantaged	82.96	41.28	42.20	54.33	58.21	77.61	19.40	25.37	97.33	49.25	68.66	60.97
Students with Disabilities	86.00	6.25	6.25	50.00	N<10	N<10	N<10	N<10	86.96	N<10	N<10	41.86
Students without Disabilities	80.00	34.38	36.46	54.57	54.64	68.04	15.46	24.74	96.38	44.33	64.95	58.37
Current English Learners (EL)	72.37	7.41	0.00	51.92	N<10	N<10	N<10	N<10	88.57	N<10	N<10	44.85
Non-English Learners (includes Former EL Monitored 1-4 years)	81.51	35.91	39.23	54.62	52.48	67.33	14.85	24.75	96.59	42.57	63.37	58.43
Former English Learner (Monitored 1-4 years)	89.29	N<10	N<10	N<10	N<10	N<10	N<10	N<10	100.00	N<10	N<10	71.21
Homeless	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Children in Foster Care	---	---	---	---	---	---	---	---	---	---	---	---
Children with Parent that is Military Connected	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Gifted and Talented	81.76	52.54	55.93	56.78	84.62	92.31	26.92	34.62	100.00	80.77	84.62	69.87
Female Students	80.71	33.33	36.75	50.44	63.16	78.95	17.54	26.32	98.81	51.75	73.68	60.60
Male Students	80.14	30.77	30.77	59.41	36.96	50.00	10.87	21.74	91.60	29.35	47.83	52.93
Migrant	---	---	---	---	---	---	---	---	---	---	---	---

Graduation Rate and College Acceptance

2019-2020 4 year Gr rate: 88.8%
2018-2019 4 year Gr rate: 89.3
2019-2020 4 year Gr rate: 93.6%
2018-2019 5 year Gr rate: >95%

We are currently working on all WD students documentation follow up to make sure we have the most accurate student list for the class of 2021 graduation rates.

ACT Average and AP

Please provide last two year's data and plans:

We currently have ACT Math and English prep classes for 10th and 11th grade students. Our goal is to increase the average score to 25.

	School	District	State
American College Test (ACT)			
Participation in Grade 11 Statewide ACT Administration	95	149	28,617
District Provided Remediation for Students Taking ACT		Y	237
Number of Students Taking ACT in Grades 9-11	101	171	34,978
Number of Graduates that have taken ACT in High School	81	110	29,972
ACT Reading Average	19.70	19.96	20.01
ACT English Average	18.57	19.26	18.96
ACT Math Average	18.52	18.95	18.56
ACT Science Average	19.16	19.49	19.57
ACT Composite Average	19.14	19.58	19.42

Advanced Placement Courses (AP)	
Number of Students Taking Advanced Placement (AP) Courses	145
Number of AP Exams Taken	216
Number of AP Exams Scored 3, 4, or 5	84

Passing rate 84/216= 39%

Focus Areas & Action Plans

Short-Term Plans (current year)

- Monitor student progress through data analysis and interventions where possible
- Improving Math and ELA intervention.
- Continue using a data-driven instructional model that utilizes the NWEA MAP Growth test in Reading and ACT Aspire Summative test to guide instruction.
- ACT practice to increase our ACT score averages. ACT prep classes built into the schedule starting from 10th grade will help achieve this goal.
- Continue to use ALEKS for targeted intervention and enrichment in 9th and 10th grades.
- Focus on ELL students for the coming year as the population keeps growing, by implementing pull-outs and specialized help from an ELL teacher.
- After school tutoring, as well as in-school tutoring through pull-outs, will help to focus extra help for those students who have been identified as struggling to reach grade-level due to the learning loss in the past two years..
- We will open additional CTE pathway courses on campus for the next school year.

Long-Term Plans

- School letter grade to be an A.
- Min 50% AP passing rate
- Min 25 ACT score average

Parent Involvement

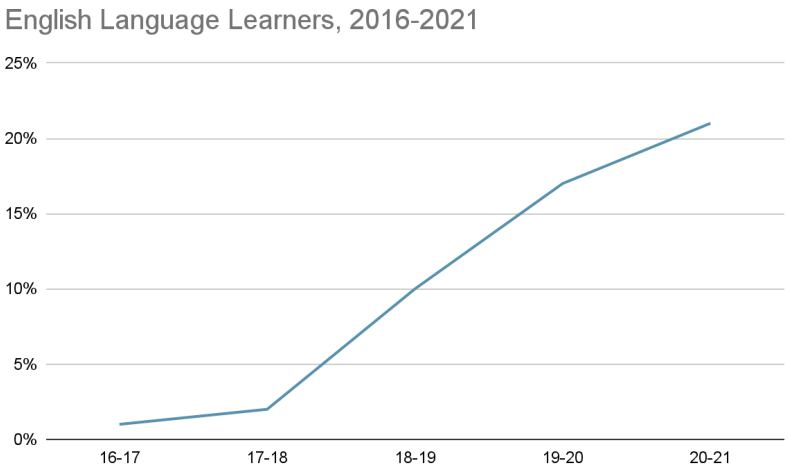
Action Plan: LISA Academy implemented the VOLY system for involving parents in volunteer opportunities at the school this year. This will be continued and expanded in the coming year. Additionally, parents are provided help with filling out FAFSA, college guidance (including evening programs for parents who cannot come throughout the day), and parent academic nights for discussion of schedules, graduation plans, opportunities for students, and fostering conversations about the betterment of the school from their perspective. LISA Academy has an ongoing home visit program in which teachers and administrators participate. Home Visits are done virtually this year due to covid restrictions. In the coming year we intend this program to continue to be implemented in a less covid world. LISA Academy organized and presented a parent academy, a weekend event in the past. We will continue to organize additional events if we go back to normal next year.

Literacy Support Plan for 2021-2022

- **Indicators, Concerns, and Goals**
    - *NWEA Reading Results*
      In our most recent administration of the NWEA (Fall 2020), 51% of 9th graders and 58% of 10th graders scored above the norm for their grade level. These are good results, in that more than 50% of our students are reading on or above level--but we can do better.
    - *Aspire Reading Results*
      Our Aspire Reading scores are less rosy. The following chart gives the percentage of students who passed the benchmark for each of the indicated tests. These numbers all reflect the current cohort of 9th and 10th graders:

	Summative 2019	**Interim 2 2021**	**Interim 3 2021**
20-21 9th Grade	43.42%	33%	29.2%
20-21 10th Grade	57.93%	32%	26.4%

      A lot can--and does--happen in two years, not all of it easily explained by pandemic backsliding or student attrition between Middle and High School. These numbers are much lower, and will need to be addressed.
    - *Increased ELL population*



Over the past five years, our population of English Language Learners has increased by 20%, from 1% in 2016 to 21% today. This is quite a jump, and while the ELA department has been successful in some respects--such as hiring more bilingual English faculty and merging ELL and RTI pullouts--we are still struggling to reach those students. This year also brought us a larger number of students with Level 1 (Beginning) scores on the ELPA-21, who have been particularly challenging for us to reach.

- **Goals for 21-22**
    - With a return to in-person schooling, we will be better able to reach our entire student population. We anticipate that our students may show some backsliding in performance and ability. Nevertheless, we intend to have our students grow from wherever currently are, and remain optimistic that they will grow beyond their previous years' performance.
- **Meeting the goals: Curriculum**
    - For the 21-22 school year, we will be implementing the myPerspectives curriculum from Savvas. This curriculum is aligned with the Science of Reading standards and will meet the literacy needs of the LISA Academy school district and LISA West High School.
    - The curriculum contains both grade-appropriate texts and morphological and etymological instruction and support. It also includes texts on a variety of reading levels, and scaffolding to help students with complex or difficult texts.
    - The curriculum also includes a large number of resources for ELL instruction, including worksheets, books, and audio selections in Spanish and a few other languages.
    - We have also purchased classroom sets of the out-of-class readings associated with each unit, so that students will have the opportunity to read at least five book-length works within the school year.
    - We will continue to include dedicated reading time during intervention this year, and be more diligent about free reading time.
- **Meeting the goals: Reading Outreach and Intervention**
    - *Interventions and Interventionists*

Since 2019, we've had one reading interventionist, and next year we will have two. This will allow each of them to focus their pullouts and will allow us to potentially double the number of times in a week that our students receive intervention.

- *Classroom Libraries*
  Each of our ELA classrooms has a dedicated library of several hundred grade-level appropriate books, and we anticipate continued funding from the district to expand those libraries. This provides students with the freedom to choose a book to read in class, or to take home for independent reading, and is especially important for those students who come from book-poor homes or who live in book deserts. Students will also have year-round access to the Little Free Library, which is posted just outside the front entrance.
- *Special Education Integration*
  We will work more closely with the ELA Specialist in the SPED department to ensure that we are meeting all the needs of those students. This will include curriculum training and involving the ELA Specialist in departmental decisions.
- *iLit20*
  The district has also elected to purchase iLit20 from Savvas, which is a supplemental literacy program that helps struggling learners build reading stamina and confidence. It is similar to myON, but geared to all grade levels, and will allow us to provide students with access to a large digital library, while providing teachers with a variety of metrics on students' engagement and understanding of those texts.

- **Meeting the goals: Professional development**
  - *Professional Learning Communities*
    LISA Academy will be implementing PLCs next year. As part of that, the English department will look for ways to improve literacy training for our non-ELA colleagues, and to encourage a culture of reading in every classroom, regardless of subject matter.