2020-2021
LISA Academy-Springdale
School Improvement Plan

Vision

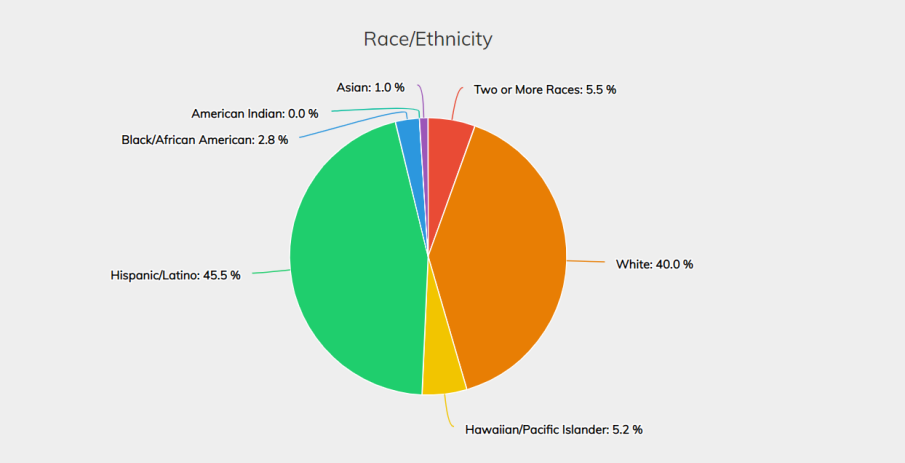
Our vision is to prepare students to succeed in education and in the workplace of their choice, while encouraging and providing pathways for students to enter STEM: Science, Technology, Engineering and Mathematics careers. This student-focused approach will lead to students becoming productive and responsible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

Demographics

	2019-20	2020-21	Change	Notes
Enrollment	226	290	+64	
New to campus in tested grades		45		
FRL%	58%	59%	+1%	
ELL%	30%	37%	+7%	
Sped%	9%	6%	-3%	
GT%				

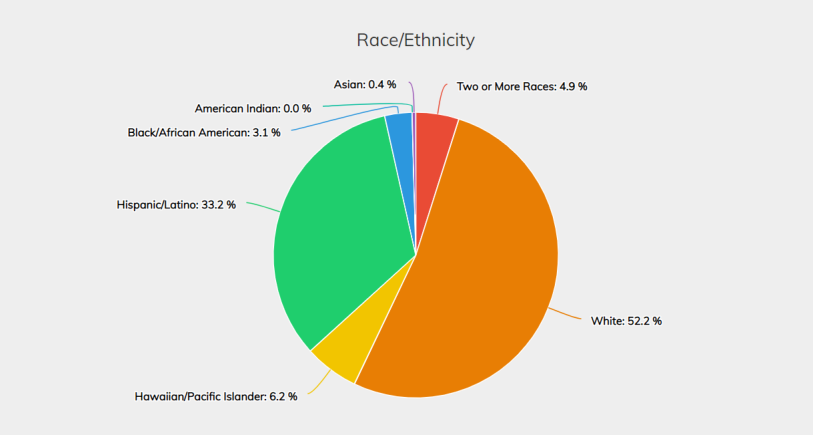
2020-2021 School Year

College Going Rate	N/A	English Learners	37 %
District Per Pupil Expenditures	$0.00	Low Income	59 %
Graduation Rate	N/A	Average Years Teaching Experience	3.67
Student to Teacher Ratio	12 : 1	Students Eligible to Receive Special Education	6 %
Average Class Size	12		



2019-2020 School Year

College Going Rate	N/A	English Learners	30 %
District Per Pupil Expenditures	$9,564.07	Low Income	58 %
Graduation Rate	N/A	Average Years Teaching Experience	5.02
Student to Teacher Ratio	5 : 1	Students Eligible to Receive Special Education	9 %
Average Class Size	19		



Celebrations

Enrollment increased

Incentive programs initiated for students online program participation and completion.

We had 100% teacher retention

We did not have any major school closures because of COVID-19 in the SY 2020-21 due to the

implemented proper protocols according to ADE, ADH, and CDC guidelines and close monitoring.

NWEA

NWEA Growth Ave.	2019-20	2020-21	Change
Reading	48.9%	51.4%	2.5%
Math	51.3%	52.3%	1.0%
Science	50.1%	52.0%	1.9%

NWEA Percentile Ave.	2019-20	2020-21	Change
Reading	46.4	45.3	-0.9
Math	45.8	51.5	5.7
Science	46.1	47.6	1.5

Our math, reading, and science programs have continued to show consistent and strong performance. This is in part through the strong curriculum but also the personalized intervention platforms that students are using to practice.

Academic Achievement:

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

Based on the NWEA Fall-Winter data

Academic Achievement	Area of Needs
Reading	1st, 3rd, and 6th Grades
Mathematics	3rd Grade
Science	3rd and 6th Grades

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	ESOL, 3rd grade
Mathematics	ESOL, 3rd grade
Science	ESOL, 3rd grade

Our diverse population is growing each year and as our population blossoms, we are seeing more ESL learners joining our population. We 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.

PLAN/NEEDS ASSESSMENT Please check or share the most meaningful sources of data used in your needs assessm work

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

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 • Reading intervention- flexible intervention groups meeting regularly according to students' reading level and gap between students' reading level and their peers' level. • 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 • Dyslexia intervention and Pre-intervention using the Connections OG in 3D program. • Lexia Learning for ESOL K-12 ● K-2 and 3-8 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 • Math Intervention-flexible intervention groups meeting regularly according to students' math level and gap between students' math level and their peers' level. 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 5th -8th 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-8 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 the beginning of the year FIREUP event with specific PD on morphology. ● RISE trainer for K-2, 3-6, and 7-8 will provide support to our teachers ● RISE Assessors performing walkthroughs regularly with feedback for educator reflection. ● Updated schedule to give more flexibility for interventions and support to teachers and students

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 2021Spring 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 Coordinator	Digital signup platform
A4) ESOL Parent Night	Fall 2021	ESOL coordinator	Handouts and translators

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 communicating with parents regularly and educating them for the importance of being in school. • 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 • Alternate Methods of Instruction utilized to keep students learning in the event of inclement weather.

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

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 are you making after*	LISA Academy will monitor progress toward meeting goals set out through ESSA school quality indicators for the school year 2021-2022

examining the results of your progress monitoring?	

Intervention Tracking and FTE:

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

LISA Academy Springdale has an RTI document for students to track students' progress and data. Teachers and DoA enter student data after each assessment to follow up. Teachers record their intervention session with content and students participation information to track students' progress. LISA Academy Springdale will hire more interventionists to support intervention programs.Addition to the interventionists, ELA and Math coaches and available teachers will provide interventions according to their workload. Incentive programs will continue to reward students academic and social progress. Student of the month, reaching projected NWEA RIT scores, students who improve their performance in academic programs such as I-Ready, ALEKS, Newsela,and Lexia will be rewarded. Celebrate students' and teachers' successes and special days to improve teachers' and students' morals.LISA Academy will implement more structured PLC to improve best practices and collaboration between teachers and departments.