2025-26 LISA Academy North Elementary School Improvement Plan

I. Executive Summary

- **Rating:** Based on the 2025 Arkansas School Rating, LISA Academy North Elementary [LNES] holds a "C" rating.

- **Performance:** While, in 24-25, LNES scored well in Growth of All Students (160.64) and Growth of Lowest Quarter (170.77), it did not score as well in Achievement (101.26).

- **Goal:** Move from a "C" (432.67) to a "B" rating by continuing our exceptional growth and simultaneously increasing Achievement.

- **Plan:** LNES will achieve this goal by increasing the percentage of students scoring a 3 and 4 in ELA, Math, and Science by:
  - Aligning all interim assessments to ATLAS standards to ensure data validity.
  - Improving Tier 1 delivery (specifically differentiation and feedback, which scored 1.3 and 1.7 in observations).
  - Optimizing human resources by using HIT, Interventionists, and Specials teachers for Tier 2/3 during general remediation.

II. School Profile & Context

- **Mission/Vision Statement:** The mission of LISA Academy is to provide an academically rigorous college preparatory program, in partnership with students, families, and the community, and guide all students in gaining knowledge, skills, and the attitude necessary to direct their lives, improve a diverse society, and excel in a changing world.

- **Key Demographics:**

Population: 635 students		**Low Income**: 72%	**SPED**: 12%	**ELL**: 22%
Black: 48%	**Hispanic**: 22%	**White**: 20%	**Asian**: 4.6%	**Two or more:** 2.5%

- **Key Strengths:** The school demonstrates exceptional strength in academic growth, particularly in ELA. The "Growth of the Lowest 25%" for ELA (66.04%) is a significant bright spot, as is the "Overall Growth" for ELA (59.39%).

- **Key Challenges:** The primary area for improvement is overall student Achievement (Proficiency). Baseline proficiency scores in all subjects are the main factor holding the school from a higher rating:
  - ELA (L3/L4): 34.69%
  - Math (L3/L4): 35.94%
  - Science (L3/L4): 30.63%
  - Additionally, Math growth (Overall: 50.78%, Lowest 25%: 53.85%) significantly lags behind ELA growth and presents a key opportunity.

III. Goal Setting

Goal 1: Implement a school-wide, standards-aligned assessment system to power a data-driven coaching cycle.				
Administration	**Principal**	**Dean of Academics**	**Dean of Students**	**Dean of College Counseling**
Name	Whitley	Griffin	Burrow	**Other Supportive Staff**
Current Data/ Baseline:	• Current assessments are based on curriculum and not guaranteed to be aligned with state standards. • Assessment data analysis is not consistently immediate. • Item analysis data is not systematically used to identify and support teacher instructional needs. • No formal coaching cycle exists tied directly to interim assessment data. • **Data:** 25-26 Interim 1 proficiency scores (L3/L4): ELA 26%, Math 16%, Science: 23% • **Data: ELA (L3/L4): 34.69%, Math (L3/L4): 35.94%, Science (L3/L4): 30.63%**			
SMART Goal:	By March 2026, the school will fully implement a standards-aligned assessment system and formal data-driven coaching cycle, resulting in an average increase of 10 percentage points in the percentage of students scoring L3/L4 across ELA, Math, and Science compared to the 2025 baseline scores, as measured by the 2026 end-of-year state assessment.			

Steps	Action Plan (Detailed Description of Task)	Who is responsible for this task (Name/Role)	Start date	Completion Date	Evidence of Completion	Monitoring & Evaluation
1	**Audit and Inventory Existing Assessments:** Map all existing K-5 unit assessments into a single calendar/inventory. For each assessment, document its scheduled date, review for alignment to state standards, and document its current format (e.g., paper/pencil).	Dean of Academics (Griffin), District Support Staff	10/30/25	12/18/25	Completed Google Sheet or tracking document detailing all K-5 unit assessments, their scheduled date, alignment status, and current format.	Principal and Dean of Academics review the assessment inventory for completeness and initial alignment status by the end of November 2025.
2	**Select and Digitize Aligned Assessments:** Identify the high-priority, non-aligned/non-digital assessments from the inventory (Step 1). Select a digital	Dean of Academics (Griffin), District Support Staff	12/6/25	1/31/26	Assessment platform purchased/implemented. 80% of priority K-5 assessments	Monthly progress check on digitization rates and

	platform/tool and begin the process of revising and digitizing these priority assessments to ensure 100% state standards alignment.				revised, digitized, and tagged to specific standards in the new system.	platform adoption during Administration meetings.
3	**Initial Assessment & System Launch:** Administer the first round of standards-aligned interim assessments using the new digital platform. Ensure all student data is accurately entered and analyzed to identify Tier 1 instructional needs.	Dean of Academics (Griffin), Teachers	1/6/26	3/31/26	Assessment reports showing 95% student participation. Teachers submitting item analysis reports to Dean of Academics.	Administration team meeting to review aggregate data from the first assessment round.
4	**Targeted Tier 1 Coaching:** Using the data from Step 3, initiate coaching cycles specifically focused on Differentiation (1.3) and Meaningful Feedback (1.7). Shift from general observation to targeting these two low-scoring areas.	Principal (Whitley), Dean of Academics (Griffin), Dean of Students (Burrow)	2/1/26	Ongoing	Observation scores in "Differentiation" rising from 1.3 to 2.0 by March.	Weekly review of observation data
5	**Build PLC Leader Capacity:** Select and train each grade level's teacher leader. Conduct a focused training workshop on how to facilitate a data dive, how to identify students needs, and how to lead peers in creating a re-teach plan without administrative hand-holding.	Dean of Academics (Griffin)	12/05/25	1/15/26	Weekly PLC Agendas address student data, student work, and reteach plans.	Weekly review of PLC agendas, student work samples, and reteach plans.
6	**PLC Focus and Alignment:** Teams review the previous week's assessment data and commit to one specific instructional adjustment for the upcoming week.	Teacher Leaders	1/20/26	Ongoing	Weekly data analysis reports submitted to Dean of Academics	Review reports and observe instructional adjustments in class
7	**Monthly Calibration:** Admin team meets with Teacher Leads once per quarter to review the effectiveness of the PLC process and adjust the data analysis protocol if needed.	Dean of Academics	2/15/26	Ongoing	Meeting minutes and updated PLC protocols (if changed).	Dean submits monthly PLC reports to Principal

Goal 2: School, Grade, Class, and Student WIGs: Align School on ATLAS Growth Goals using the 4DX System	
Current Data/ Baseline:	• **Data:** 24-25 Summative proficiency scores (L3/L4): ELA 34.69%, Math: 35.94%, Science: 30.63%. • **Data:** 25-26 Interim 1 proficiency scores (L3/L4): ELA 26%, Math 16%, Science: 23% • 2Q Report Cards are not yet completed.
SMART Goal:	By January 31, 2026, every student, each class, all grade levels, and the entire school will have an aligned goal for the ATLAS Interim II assessment (3-5) and the 3Q report cards (K-2) resulting in an average increase of 10 percentage points on the Interim II assessment and 60% of students growing on 80% of skills on their report cards (K-2).

Steps	Action Plan (Detailed Description of Task)	Who is responsible for this task (Name/Role)	Start date	Completion Date	Evidence of Completion	Monitoring & Evaluation
1	**Define the School-Wide Lead Measure (Discipline 1):** The Administration team will analyze current ATLAS data to **identify** the 1-2 highest-leverage teacher actions (Lead Measures) that directly influence ATLAS growth goals (e.g., student-led data analysis, standards-based questioning). Train all staff on the new **Class-Wide Lead Measure**.	Principal (Whitley), Dean of Academics (Griffin)	**1/6/26**	**1/6/26**	Finalized document outlining the 1-2 Class-Wide Lead Measures. Training sign-in sheets and presentation materials.	Administratio n team reviews and approves the final Lead Measures to ensure high leverage.
2	**Establish the Student-Level WIG/Lead Measure (Commitment):** Each K-5 teacher and student will set a cascading 4DX WIG (e.g., specific target mastery on an interim assessment, or a behavioral goal), with a corresponding **Student-Level Lead Measure** (e.g., completing 3 weekly practice assignments). Train teachers and students on setting and tracking these commitments.	Dean of Academics (Griffin), Teachers	1/7/25	1/9/25	Templates for student/class WIG/Lead Measure forms distributed. Teacher lesson plans showing WIG/Lead Measure implementation.	Dean of Academics audits 10% of class WIG scoreboards for clarity and alignment.

3	**Create and Implement the Compelling Scoreboard (Discipline 3):** Design a simple, visual, school-wide scoreboard (Discipline 3) that tracks the School-Wide Lag Measure (proficiency) and the **Class-Wide Lead Measure** (teacher action fidelity). Scoreboard must be visible to all staff, updated weekly, and owned by a dedicated staff member.	Principal (Whitley), Other Supportive Staff	1/6/26	1/9/26	Digital or physical scoreboard launched and visible in the staff common area. Scoreboard data updated weekly.	Principal and Dean of Academics ensure weekly data updates and visibility.
4	**Establish the Cadence of Accountability (Discipline 4):** Implement mandatory weekly 15-minute WIG Sessions (Discipline 4) at the grade-level/department level. The session agenda must be: 1. Review the Class-Wide Lead Measure Scoreboard. 2. Review Student-Level Lead Measure Commitments. 3. Make new Lead Measure commitments for the coming week.	All Staff, Dean of Academics (Griffin)	1/6/26	Ongoing	Weekly WIG Session sign-in sheets. Sample WIG Session commitment forms/notes.	Dean of Academics samples WIG session notes monthly to ensure consistent adherence to the 4DX process.
5	**Monthly Leadership Review and Problem Solving:** The Administration team will review the School-Wide WIG Lag Measure (Interim Assessment Data) and the Class-Wide Lead Measure Scoreboard data monthly. Problem-solve and implement changes to the Class-Wide Lead Measure or coaching plan as needed to keep the WIG on track.	Principal (Whitley), Dean of Academics (Griffin)	1/12/26	Ongoing	Monthly Leadership Team Meeting agendas focused on WIG/Lead Measure data. Documentation of strategic shifts or commitment changes.	Quarterly review of the WIG Scoreboard to ensure it is predicting a successful outcome on the final state assessment (Lag Measure).

Goal 3: Using Strategic Tier 2 Supports to Accelerate Student Proficiency

Current Data/ Baseline:	• **Observation Data:** "Students experience differentiated instruction" is currently rated **1.3/4.0**. • **Data:** 24-25 Interim 1 proficiency scores (L3/L4): ELA 20%, Math 16%, Science: 18% • **Data:** 25-26 Interim 1 proficiency scores (L3/L4): ELA 26%, Math 16%, Science: 23% • **Growth:** "Growth of Lowest Quarter" score is currently **170.77**.
SMART Goal:	By February 28, 2026 (Interim 2), the school will increase the percentage of students scoring Proficient (Level 3 or 4) by 10 percentage points across all subjects compared to Interim 1, achieved by converting high level 2 students into proficient learners through targeted staffing utilization.

Steps	Action Plan (Detailed Description of Task)	Who is responsible for this task (Name/Role)	Start date	Completion Date	Evidence of Completion	Monitoring & Evaluation
1	**Identify Target Students:** Analyze Interim 1 data to identify students scoring a "High Level 2" (within 5-10% of the proficiency cut score). These students become the "Priority Cohort" for Tier 2 intervention.	Dean of Academics (Griffin)	12/04/25	12/19/25	"Priority Cohort" rosters generated for Math, ELA, and Science.	Weekly progress monitoring using CFAs
2	**Deploy "All Hands" Support:** Assign HIT Tutors, Interventionists, and Specials Teachers to small groups of the "Priority Cohort" during the remediation block. Focus on standard-specific reteaching.	Dean of Academics (Griffin)	1/6/25	Ongoing	Schedules for all staff performing interventions	Weekly walkthroughs during remediation block to ensure Specials teachers are actively teaching the targeted standard.
3	**Interim 2 Proficiency Check:** Immediately following the Feb Interim, analyze the "Priority Cohort" data. Calculate the conversion rate (What % of Level 2 students moved to Level 3?).	Dean of Academics (Griffin)	2/12/26	2/19/26	Data report showing the # of students moved from L2 to L3.	Report presented to the Leadership Team on 2/19/25
4	**Proficiency-Based Saturday Academy:** Invite students to Saturday Camp if they are in the "Priority Cohort" (High Level 2).	Dean of Academics (Griffin)	1/8/25	1/8/25	Attendance Logs, Student Work Samples, and Assessment Results	Review end of camp assessment results

	Market this to parents as a Learning Acceleration camp rather than remediation to increase attendance.					

IV. Professional Development & Support

Priority 1: Tier 1 Differentiation

- **Rationale:** Observation data shows "Differentiated Instruction" at **1.3**.
- **Action:** PD sessions must model *how* to differentiate materials for Tier 2 students within the Tier 1 classroom (Scaffolding), rather than just differentiating by "grouping."

Priority 2: Data-Driven Instruction (The "How-To")

- **Rationale:** Observations and feedback from teams indicate assessment data analysis is not consistent or timely.
- **Action:** Train staff on how to read the new ATLAS-aligned reports and, more importantly, how to plan a *re-teach* lesson for the next day based on that data. Eventually train staff on Cognitive Task Analysis as the strategy for Lesson Preparation

Priority 3: Behavior Management for Tier 1 (PBIS)

- **Rationale:** The number of Out-of-School Suspensions (OSS) and In-School Suspensions (ISS) suggests that our current disciplinary consequences, such as lunch detention, Saturday school, and ISS, are not consistently leading to desired behavioral improvements. Furthermore, there is a need to ensure that consequences are developmentally appropriate across all grade levels, recognizing that what is effective for a 5th grader may not be appropriate for a Kindergartener.
- **Action:** Refresher training on the PBIS framework with a focus on "Redirection vs. Correction". Work with the district on effective disciplinary measures differentiated by age.

Elementary School Letter Grade Calculator

Directions: Use the blank spaces in the table below to enter the percentages, as a number without a percentage sign (ex. 42.3), of students within each category. If the percentage of students in a cell would be zero, please leave that cell blank. The table will calculate your school measure, indicator, and overall scores automatically.

Achievement: ATLAS and DLM Enter the percentage of students who achieved Level 3 or Level 4 on the ATLAS Assessment for each subject.		**Growth of All Students:** Enter the percentage of students who met their yearly growth targets on the ATLAS Assessment for each subject.		**Growth of Lowest Quarter:** Enter the percentage of students within the lowest quartile for achievement for each subject who met their growth targets for each subject.	
English Language Arts	40.00	English Language Arts and English Language Proficiency	62.00	English Language Arts	66.00
Math	40.00	Math	62.00	Math	60.00
Science	35.00	Science	52.00	Science	51.00
Points Possible	**300.00**	**Points Possible**	**300.00**	**Points Possible**	**300.00**
Achievement Score:	**115.00**	**Growth of All Students Score:**	**176.00**	**Growth of Lowest Quarter Score:**	**177.00**

School Letter Grade	B
School Rating Index	468.00