2025-26 LISA Academy West High School - School Improvement Plan

I. Executive Summary

- LISA Academy West High School currently holds a B rating and is recognized for its strong academic growth, particularly among low-performing students. Despite this progress, the school continues to face challenges in overall proficiency—especially in Geometry, Math, and Science—as well as in college and career readiness indicators such as ACT performance.
- For the 2025–2026 school year, the school aims to strengthen student achievement and move toward becoming an A-rated school. The primary goals include improving Geometry proficiency, increasing ELA growth for students in the lowest quartile, and raising ACT scores so that 65% of students earn a composite score of 19 or higher. Through focused instruction, targeted interventions, ongoing professional development, and increased family engagement, the school expects measurable academic gains and improved readiness for postsecondary success.

II. School Profile & Context

- Mission: 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 by providing dynamic, resource-rich learning environments.
- West High School Core Beliefs:

- Key Demographics: (Briefly describe student population, e.g., enrollment, demographics, special programs)
  - Enrollment: 397
  - Population:
    - Male:52%
    - Female:48%
  - Student Demographics:
    - Hispanic/Latino: 44.6 %
    - Black/African American: 37.5 %
    - White: 12.3 %
    - Asian: 3.4 %
    - Two or More Races: 1.7 %
    - American Indian: 0.5 %
  - English Learners: 27%
  - Students Eligible to Receive Special Education: 11%
  - Free/Reduced Lunch: 84.31%
- Strengths & Challenges: (Based on recent data, identify key areas of strength and areas needing improvement)
  - Strengths
    - Overall school rating is a "B." For 2024-2025, the school earned a B under the state accountability system.
    - Strong academic growth on state assessments. Top 5% Growth - Recognition
    - Low-performing students show strong growth, especially in Math and Science: 80% met growth targets in Math (vs. 56% statewide) and 80% in Science (vs. 57% statewide), indicating the school effectively supports lower-performing students.
    - Resilience / "beating odds" despite socio-economic challenges. The school has a high share of economically disadvantaged students (≈ 76%), yet still shows strong growth — and that growth has earned special recognition.
    - High on-time graduation rate.
  - Challenges
    - Low achievement in Math and Science: Only 18% of students are proficient in Math (vs. 22% statewide) and 28% in Science (vs. 35% statewide), indicating these are key areas needing improvement.
    - High economically disadvantaged population: 84.3% of students are currently classified as economically disadvantaged, up from 76% last year, highlighting ongoing socioeconomic challenges.
    - "Merit and distinction" (college/career readiness) is below average. Only 40% of graduates met the state-defined "success-ready" criteria (advanced coursework, credentials, etc.), versus 54% statewide.

III. Goal Setting

Goal 1: Improving Geometry Achievement				
Administration	**Principal**	**Dean of Academics**	**Dean of Students**	**Counselors**
Name	Murat Konac	Bree French	Nakita Blair	Emrah Unal and Bilal Acikgoz
Current Data/ Baseline:	On the 2025 ATLAS test, only **8% of students** passed Geometry. The state average pass rate for Geometry is 22%			
SMART Goal:	Increase student achievement on the ATLAS EOC Geometry assessment to 16% by the end of the school year, using interim assessments in November and February to monitor progress.			

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	Teachers will continue to assess students through Common Formative Assessments.	Teachers and District Coach	BOY	EOY	Data summary	CFA Tracking
2	Teachers will hold after-school sessions for “bubble” students in Math	Teachers	December	April	Tutoring schedules; attendance logs	Track student attendance and improvement on formative/interim assessments
3	Continue targeted instruction, remediation, and enrichment based on Interim Test 1 data.	Teachers	December	February	Updated lesson plans; student improvement on formative assessments	Monitor growth using formative quizzes; track skill mastery
4	HIT tutoring will focus on Level 1 and Lowest Quartile students in Math.	Dean of Academics	January	April	HIT tutoring schedules; student improvement data	Monitor progress of targeted students; track growth on assessments
5	Collaborate in PLCs to create and analyze common formative assessments aligned with ATLAS EOC standards.	Mr. Dunn/ Teacher Leader	August 2025-Bi weekly	Ongoing	PLC notes; assessment data	Adjust instruction based on formative data; track student progress
6	Teachers will participate in APSRC Geometry Academy PD: "From Points to Proof: A Complete Journey in Geometry	Teachers	Oct 1	Mar 11	PD certificates	Monitor teacher attendance for each session; gather

	Instruction." This PD is designed to build teacher capacity and deepen content knowledge to improve instruction, sequencing, use of representations, and anticipation of student misconceptions. Teachers are encouraged to attend all 5 sessions for maximum benefit.					reflections and apply learning to classroom instruction
7	Organize a Parent Information Night to inform parents about the ATLAS testing process and support strategies.	Admin	Second Semester		Event agenda; attendance logs; parent feedback	Track parent participation; gather survey/feedback for follow-up

Goal 2: Boost ATLAS ELA Growth for Low-Performing Students						
Current Data/ Baseline:	At West High School last year, 58% of low-performing students met targets. The state average was 54%.					
SMART Goal:	By the end of the 2025–2026 school year, at least 70% of students who begin the year in the lowest quartile on ELA will meet their individualized growth targets on the ATLAS ELA assessment. This represents an increase from the current 58% (2024–2025) who met growth targets for low-performing students.					
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	Place 9th and 10th grade ELL students in English Language Development (ELD) courses based on proficiency level instead of Strategic Reading	Dean of Academics and ELL Teacher	BOY	EOY	Placement list	ELPA Test, Interim Test
2	Teachers will continue to assess students through Common Formative Assessments.	Teachers and District Coach	BOY	EOY	Data summary	CFA Tracking

3	Teachers will hold after-school sessions for lowest quartile students.	Teachers	December	April	Tutoring schedules; attendance logs	Track student attendance and improvement on formative/interim assessments
4	Collaborate in PLCs to create and analyze common formative assessments aligned with ATLAS EOC standards.	Mr. Anderson/ Teacher Leader	August 2025-Bi weekly	Ongoing	PLC notes; assessment data	Adjust instruction based on formative data; track student progress
5	Organize a Parent Information Night to inform parents about the ATLAS testing process and support strategies.	Admin	Second Semester		Event agenda; attendance logs; parent feedback	Track parent participation; gather survey/feedback for follow-up

Goal 3: Improve ACT Score						
Current Data/ Baseline:	Current Juniors ACT average: 17 19 or Higher Score: 29% State average ACT score: 18.5					
SMART Goal:	By the end of the 2025–2026 school year, 65% of 11th Grade students will achieve an ACT composite score of 19 or higher, as measured by the official ACT 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	ACT Prep Courses	Dean of Academics and Teacher	BOY	EOY	Attendance	ACT Test Fall and Spring
2	Fall ACT Boot Camps	Counselors	September	October	Attendance	Compare pre- and post-test scores to measure growth
3	Spring ACT Boot Camps	Counselors	February	March	Attendance	Compare pre- and post-test scores to measure growth

4	Implement a student incentive program for overall growth	Counselors and Admins	Fall	Spring	Incentive distribution records	ACT Scores
5	Provide training for teachers on the Method Learning ACT Prep tool to ensure proper implementation	ACT Prep Teachers,	September	September	Training attendance	Teacher usage the platform

IV. Professional Development & Support

- APSRC Geometry Academy PD: "From Points to Proof: A Complete Journey in Geometry Instruction
  - PD Schedule:
    Day 1: October 1, 2025
    Day 2: November 5, 2025
    Day 3: January 28, 2026
    Day 4: February 11, 2026
    Day 5: March 11, 2026
- Method Learning ACT Prep Training

High 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 **combined** percentages of students within the lowest quartile for achievement who met their growth targets for each subject.		**Success Ready Graduate:** Enter 1) the percentage of students who graduated on time for your previous school year's graduating cohort; and, 2) the percentage of students who graduated with diplomas of merit or distinction.	
English Language Arts	35.00	English Language Arts and English Language Proficiency	74.00	English Language Arts and English Language Proficiency, Math, and Science	229.00	Cohort 5-Year Graduation Rate	96.15
Math	22.00	Math	70.00			Graduating with Merit or Distinction	50.00
Science	40.00	Science	70.00				
Points Possible	**300.00**	**Points Possible**	**300.00**	**Points Possible**	**100.00**	**Points Possible**	**200.00**
Achievement Score:	**97.00**	**Growth of All Students Score:**	**214.00**	**Growth of Lowest Quarter Score:**	**76.33**	**Success Ready Graduate Score:**	**146.15**

Letter Grade	A
School Rating Index	533.48

	Achievement			Overall Growth			Growth of the Lowest 25%			Success Ready Graduate:	
	ELA: % Level 3 & 4	Math: % Level 3 & 4	Science: % Level 3 & 4	ELA: % Meeting Growth Target	Math: % Meeting Growth Target	Science: % Meeting Growth Target	ELA: % Meeting Growth Target	Math: % Meeting Growth Target	Science: % Meeting Growth Target	Cohort 4-Year Graduation Rate	Graduating with Merit or Distinction
Official State Data - 2024	31.31	13.16	24.75	69.9	69.95	57.58	81.13	68.63	88.89	96.12	41.75
Official State Data - 2025	33.81	18.44	27.71	72.11	67.05	68	58	80.49	80	93.59	37.18
2026 Goal	35	22	40	74	70	70	70	75	84	96.15	50
Difference Between 2025 Data and 2026 Goal	1.19	3.56	12.29	1.89	2.95	2	12	-5.49	4	2.56	12.82