



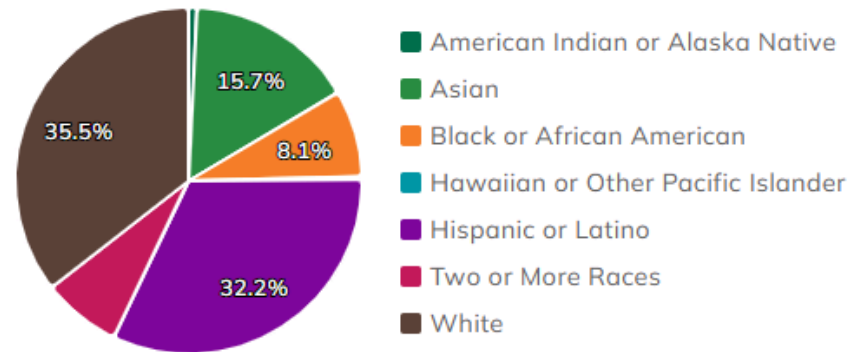
2025-26 LISA Academy Rogers-Bentonville Elementary SIP



Student Population

Data from the 2024-2025 school year.

Student race and ethnicity



Student groups

44%

Low Income

14%

Special Education

30%

English Learners

	Achievement		
	ELA: % Level 3 & 4	Math: % Level 3 & 4	Science: % Level 3 & 4
Official State Data - 2024	52	60	59
Official State Data - 2025	59	59	57
2026 Goal	63	65	67

	Overall Growth		
	ELA: % Meeting Growth Target	Math: % Meeting Growth Target	Science: % Meeting Growth Target
Official State Data - 2024	49	68	64
Official State Data - 2025	62	60	66
2026 Goal	63	66	66

	Growth of the Lowest 25%		
	ELA: % Meeting Growth Target	Math: % Meeting Growth Target	Science: % Meeting Growth Target
Official State Data - 2024	64	77	76
Official State Data - 2025	57	62	62
2026 Goal	61	70	69

2025 ATLAS Summative English Achievement %	Grade 3	Grade 4	Grade 5	Average
Level 1&2	47	35	37	41
Level 3&4	53	65	63	59

2025 ATLAS Summative Math Achievement %	Grade 3	Grade 4	Grade 5	Average
Level 1&2	42	43	30	41
Level 3&4	58	57	70	59

2025 ATLAS Summative Science Achievement %	Grade 3	Grade 4	Grade 5	Average
Level 1&2	49	47	36	43
Level 3&4	51	53	74	57

2025 ATLAS Summative English Growth %	Grade 3	Grade 4	Grade 5	Average		2025 ATLAS Summative Math Growth %	Grade 3	Grade 4	Grade 5	Average
Met Growth Target	60	61	60	60		Met Growth Target	54	57	66	59

2025 ATLAS Summative Science Growth %	Grade 3	Grade 4	Grade 5	Average
Met Growth Target	NA	63	72	68

Goals

Goal 1 - Accountability Rating

Goal 2 - Staff Morale

Goal 3 - PBIS/Leader In Me programs

Goal 1: School Accountability Rating				
Administration	Principal	Dean of Academics	Dean of Students	Counselor
Name	Ismail Dilber	Yakup Bulut	Barbara Padgett	Other Supportive Staff Helen Simmons
Current Data/Baseline:	ATLAS, NWEA, CFAs			
SMART Goal:	Maintain the school's accountability rating of "A" by achieving an average performance of 65% or above across three areas: student achievement, overall student growth, and growth of low-performing students, with particular emphasis on the progress of 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	Conducting the ATLAS interim tests, and CFAs.	Classroom teachers and Testing Coordinator	BOY	EOY		At bi-weekly academic meetings, weekly PLC times, and classroom walk-throughs
2	The Principal, Dean of Academics, and Coaches will observe teachers with a minimum of 15 observations in a week with feedback and strategies to improve tier 1 instruction. The level of rigor will be assessed and monitored.	Classroom teacher, District Instructional Coach, DofA, Principal	BOY	EOY		
3	Entailing the analysis of student data, both individually and collaboratively, during team discussions in data meetings to guide the development of small group instruction for Tier 2-3	Classroom teachers and District Instructional Coach	BOY	EOY		

	students in weekly Professional Learning Community (PLC) meetings. Targeted students receive continuous small-group instruction tailored to their specific learning objectives through methods such as after-school tutoring, in-class sessions, and pull-out programs, with necessary adjustments to group configurations. Additionally, the Dean of Academics (DoA) and the Instructional Coach provide support and training for core subject teachers on utilizing ATLAS classroom tools and the question bank, while the Principal and DoA monitor the implementation and effectiveness of these tools.					
4	● ELA: School-wide reading and math programs ("Braum's Book Buddies" for ELA,) for implementation were discussed and implemented with incentives and rewards (free cone, sundaes, frozen yogurt, or kids meal) ● IXL for Math – To increase student engagement and support mastery of math skills, the school has focused on the effective use of high-quality instructional math resources (HQIM – Reveal	DofA, District Instructional Coach, Teachers, Principal	BOY	EOY		

	Math) along with supplementary resources, including IXL. Teachers across K–5 consistently implement these tools in the classroom, and school-wide IXL proficiency competitions have been established to motivate students. Each teacher maintains a classroom leaderboard, complemented by a school-wide leaderboard managed by the Math Coach. Students are assigned monthly goals, and those who meet them are recognised with rewards, such as a free dress pass on the first Wednesday of each month. Additionally, the top five IXL performers at each grade level are showcased on hallway TVs, with interactive bulletin boards further celebrating student achievement and progress. ● Science IXL Science helps students build lasting critical thinking abilities. With IXL, they'll analyze data, build new vocabulary, and deepen their understanding of the world around them.					
5	Teachers have developed personalized skill plans using IXL based on NWEA scores and the State Standard skill plan, which are implemented during LAB time and distributed to students with MIPs for additional support. Interventions are provided during LAB time using district resources, informed by CFA data, testlets, classwork, and assessments to address educational gaps. For students with IEPs, LPAC, IRP, MIP, and those receiving Dyslexia services, all interventions will be documented.	District Instructional Coach, Teachers	BOY	EOY		

6	Teachers use HQIM (high-quality instructional materials) and appropriately utilize district-provided platforms. The academic team will view lesson plans, monitor instruction, observe during some lab times, and view usage/data from platforms to discuss and analyze student benefits and outcomes.	DofA, District Instructional Coach, Teachers, Principal	BOY	EOY		
7	Organizing and conducting Saturday ELA, Math and Science tutoring for the second semester before ATLAS Summative tests.	DofA, Volunteer teachers.	BOY	EOY		
8	The High-Impact Tutor will provide targeted, small-group instructional sessions focused on identified skill gaps using evidence-based strategies. The tutor will review student data weekly, plan aligned interventions, deliver structured lessons with frequent checks for understanding, and document progress after each session. Regular communication with classroom teachers will ensure instructional alignment and adjustments to support each student's growth.	High-Impact Tutor	BOY	EOY		

Goal 2: Staff Morale

Current Data/Baseline:	District staff survey					
SMART Goal:	Improve staff morale by at least 50%, as measured by a comparative staff survey, through the implementation of monthly recognition events designed to celebrate achievements, promote collaboration, and cultivate a positive work environment. Program effectiveness will be evaluated using feedback to guide future staff engagement initiatives. Organize monthly staff recognition events to celebrate achievements, promote collaboration, and foster a positive work environment.					
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	Dedicate one staff meeting per month to highlight successes and celebrations.	Admins				
2	Establish a rotating "Staff Member of the Month" award with small incentive	Principal				
3	Conduct morale-boosting activities like themed dress-up days or team-building events.	Admin, Lighthouse Team & PTO				
4	Coordinate with the Lighthouse Team to ensure teacher input is valued and implemented. "Suggestion Box" is in place for their anonymous input.	Admin				
6	Monthly birthday celebrations for staff.	Admin & PTO				

Goal 3: PBIS/Leader In Me programs

Current Data:	PBIS spreadsheet, Leader in Me class time and observations, Lighthouse teams meeting					
SMART Goal:	Implementation of the Leader in Me and PBIS programs to foster a positive school culture, and increase student engagement in school activities.					
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	Provide training for all staff on the Leader in Me and PBIS frameworks. Schedule regular professional development sessions to reinforce strategies.	Counselor, DofS	BOY	EOY		
2	Introduce the Leader in Me principles in classrooms through lessons and activities. Establish PBIS expectations and rewards that are communicated to all students.	Teachers, Counselor, DofS	BOY	EOY		
3	Establish light leadership teams among teachers to collaborate on academic, leadership, and cultural initiatives, meeting every two weeks in alternating sessions.	Teachers, Counselor	BOY	EOY		

4	Incentivize student behaviors by utilizing the PBIS store as they apply the principles from the Leader in Me program during the school year on a weekly basis using and reviewing the data from Leaderboard, PBIS spreadsheet and teacher feedback.	DofS	BOY	EOY		
5						