



2026-27 LISA Academy Springdale School Improvement Plan



Note: This section will be updated following the release of the 2025 ATLAS scores

Note: Add K-2, IRP, MIP, ACT, AP, high school related data

Goal 1 - ATLAS				
Administration	Principal	Dean of Academics	Dean of Students	Dean of College Counseling
Name	David Moose	Chealsey Sappe	Matthew Piazza	Other Supportive Staff
	ELA Coach	Math Coach	Science Coach	
Name	Melissa Fryxell	Leyla Sarikaya	Mustafa Knot	
Current Data:	ELA - 99/267 (37.1%) students were proficient on 2025 ATLAS testing.			
SMART Goal:	Increase the amount of students who demonstrate proficiency on the ELA ATLAS Summative from 99/267 (34.3%) to 110/268 (41.2%)			

Steps	Action Plan	Who is responsible for this task	Start date	Completion Date
☐	The Principal, Dean of Academics, and Coaches will observe teachers frequently and give feedback and strategies to improve tier 1 instruction. The level of rigor will be assessed and monitored.	Admin/Coaches	BOY	EOY
☐	Teachers will implement SIOP focuses of listening, speaking, reading, and writing in daily instruction to increase student rigor and engagement.	Admin/Coaches/ELL Coordinator/Teachers	BOY	EOY
☐	Teachers will use testlets and classroom tools to prepare students for summative testing.	Admin/Coaches/Teachers	BOY	EOY
☐	Continue with our Paws and Read program to encourage students to read. Paws and Reading Program: K-8 students enter books read into a google form. Students in second grade and above include a	Admin/Sappe	BOY	EOY



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	summary of their book. This year we have added a paper option for students and student engagement has increased. All paper versions include an opinion piece and grades 2-8 still do the summary on the paper format. Students receive incentives for reading during their library class. Rewards include coupons from local book programs, dress passes, books, prize box items and certificates when milestones are reached.			
☐	Science of Reading-based resources will be used to supplement curriculum in all subject areas.	ELA Coach/Teachers	BOY	EOY
☐	Teachers will implement writing strategies in all subjects to boost students' ability to respond to prompts with effective grammar and structure.	Dean of Academics/ Coaches/Teachers	BOY	EOY
☐	Teachers will plan using HQIM and appropriately utilize district-provided platforms. 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.	Dean of Academics/ Coaches/Teachers	BOY	EOY
☐	Teachers will provide after-school tutoring for students needing a little extra support.	Teachers	BOY	EOY
☐	Utilize RELAX as a test strategy to increase student success on classroom, district, and statewide testing. (Read the question Carefully/Reread, Examine every choice, Label your answer/Look for proof, Always check your work, X-out any answers you know are not correct.)	Teachers	BOY	EOY
☐	Teachers will utilize district resources and provide targeted intervention during lab time, based on CFA's, data from testlets, classwork, and assessments, to close educational GAPS. For Students on IEPs, LIEP, IRP, MIP, and those receiving Dyslexia services, intervention will be documented.	Principal/Dean of Academics/Coaches/ Teachers/ Interventionists	BOY	EOY



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☐	Teachers will assign homework directly related to classwork and require reading each day to extend learning at home.	Teachers	BOY	EOY
When will the team review this goal/plan?	At weekly academic meetings, PLC times, and classroom walk-throughs			
Follow up				

Goal 2				
Current Data:	Math - 127/267 (47.6%) students were proficient on 2025 ATLAS testing.			
SMART Goal:	Increase the amount of students who demonstrate proficiency on the Math ATLAS Summative from 127/267 (47.6%) to 142/267 (53.2%)			
Steps	Action Plan	Who is responsible for this task	Start date	Completion Date
☐	The Principal, Dean of Academics, and Coaches will observe teachers frequently and give feedback and strategies to improve tier 1 instruction. The level of rigor will be assessed and monitored.	Admin/Coaches	BOY	EOY
☐	Teachers will use testlets and classroom tools to prepare students for summative testing.	Teachers	BOY	EOY
☐	Utilize RELAX as a test strategy to increase student success on classroom, district, and statewide testing. (Read the question Carefully/Reread, Examine every choice, Label your answer/Look for proof, Always check your work, X-out any answers you know are not correct.)	Teachers	BOY	EOY



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☐	Teachers will plan using HQIM and appropriately utilize district-provided platforms. 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.	Admin/Coaches/ Teachers	BOY	EOY
☐	Teachers will provide after-school tutoring for students needing a little extra support.	Teachers	BOY	EOY
☐	Teachers will utilize district resources and provide targeted intervention during lab time, based on CFA's, data from testlets, classwork, and assessments, to close educational GAPS. For Students on IEPs, LIEP, IRP, MIP, and those receiving Dyslexia services, intervention will be documented.	Principal/Deal of Academics/Coaches/ Teachers/ Interventionists	BOY	EOY
☐	Teachers will assign homework directly related to classwork and require reading each day to extend learning at home.	Teachers	BOY	EOY
☐	IXL personalized skill plans have been created by teachers with the support of the Math Coach/Department, using NWEA scores. The State Standard skill plan will be used in LAB time and sent home with students with MIPs for further support.	Math Department/ Teachers	BOY	EOY
When will the team review this goal/plan?	At weekly academic meetings, PLC times, and classroom walk-throughs.			
Follow up				

Goal 3



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Current Data:				
SMART Goal:	Teachers will use SIOP strategies for listening, speaking, reading, and writing at least 3 times per week during the 2025–2026 school year, measured through lesson plans and observations.			
Steps	Action Plan	Who is responsible for this task	Start date	Completion Date
☐	School Leader and Teacher Leader will provide training on SIOP.	Mr. Moose/ Mrs. Iglesias	BOY	EOY
☐	The Principal, Dean of Academics, Coaches, and Teacher Leader will observe teachers to determine how effectively SIOP strategies are used in classroom instruction.	Admin/Coaches/Mrs. Carmean	BOY	EOY
☐	Teachers will include SIOP in weekly lesson plans.	Teachers	BOY	EOY
☐	Teachers will provide ongoing reflection on their effectiveness in the use of SIOP during classroom instruction.	Teachers	BOY	EOY
When will the team review this goal/plan?	Weekly Academic Meetings, Quarterly Teacher Self-Evaluations, and review quarterly at Staff Meetings.			
Follow up				

Goal 4				
Current Data:				
SMART Goal:	The Admin and Coaches will complete an average of 15 observations weekly.			
Steps	Action Plan	Who is responsible	Start date	Completion



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		for this task		Date
☐	The admin and coaching team will ensure weekly observations are completed by looking at their Google calendar and blocking out space purposefully each day for observations.	Admin/Coaches	BOY	EOY
☐	The admin and coaching team will plan for observations in critical areas through monthly discussions about who is in our critical observation category, ensuring they receive regular feedback.	Admin/Coaches	BOY	EOY
☐	The admin and coaching team will maintain ongoing communication about urgency and focus to ensure the support team communicates a clear, focused goal for growth, supporting teachers in their areas of need.	Admin/Coaches	BOY	EOY
☐	The admin and coaching team will plan for observation for teachers not needing critical support to ensure classroom management, student engagement, rigor, and use of HQIM/platforms is adequate to support teacher and student growth outcomes.	Admin/Coaches	BOY	EOY
☐	The admin and coaching team will provide feedback to teachers by email or a face-to-face meeting.	Admin/Coaches	BOY	EOY
☐	The admin and coaching team will collaborate when possible to do walkthroughs to collaborate observations, compare analysis, and ensure we are giving consistent feedback to teachers.	Admin/Coaches	BOY	EOY
When will the team review this goal/plan?	Weekly Academic Meetings			
Follow up				



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Goal 5				
Current Data:				
SMART Goal:	LISA Academy Springdale will increase family engagement by hosting at least six school events during the 2025–2026 school year, with a goal of 50% family participation, measured by attendance and feedback surveys.			
Steps	Action Plan	Who is responsible for this task	Start date	Completion Date
☐	Plan and Schedule Events Develop a calendar of at least six family engagement events for the year, including a variety of academic, cultural, and social opportunities.	Admin/Coaches	BOY	EOY
☐	Promote Events Effectively Use multiple communication channels (newsletters, social media, flyers, text alerts) to inform families about upcoming events and encourage participation.	All staff	BOY	EOY
☐	Collaborate with Staff and Community Partners Involve teachers, student organizations, and local community partners in planning and hosting events to increase relevance and turnout.	All staff	BOY	EOY
☐	Monitor Participation and Gather Feedback Track attendance and distribute short feedback surveys to assess participation and improve future events.	Admin/Coaches	BOY	EOY
☐	Provide a monthly challenge for families to complete together at home.	Lighthouse Team	BOY	EOY
When will the team review this goal/plan?	Monthly during Staff Meetings and after events, with the feedback.			
Follow up				



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2025-2026 LISA Academy Springdale Family and School Engagement Plan

1: Jointly Developed

Describe how the School works with parents and families to develop and review relevant plans, policies, and strategies related to engagement.

LISA Academy Springdale School will schedule parent meetings twice a year. They will be held to address and improve any barriers that may be determined. Stakeholders will be asked to make verbal and/or written suggestions to the parent and family engagement policy; this will be noted on the district website.

LISA Academy Springdale will provide the necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance.

Parents will be allowed to meet with school employees to discuss the policy after school hours by calling the school to schedule times at their convenience.

Opportunities will be given to allow parents to volunteer to assist with school functions, such as chaperoning after-school activities and volunteering during the school day for events and field trips. Statistics on recent parent and family engagement will be reviewed, and goals for improvement will be named. A copy of the LISA Springdale's parent and family engagement plan will be posted to the school website before August 1st, 2025. This plan will also be reviewed by the Board of Directors & Administration for accuracy; it will then be included within the student handbook.

All parents are invited to participate in a parent survey twice a year to give their input regarding school programs. Parents will be invited to participate via e-mails, newsletters, and School Status.



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2: Communication

Describe how the School will communicate with and distribute information to parents and families.

LISA Academy Springdale School will invite parents to actively participate in decision-making concerning their children's education.

Our school will notify all parents about the family engagement policy in an understandable and uniform format. In addition, to the extent practicable, communications will be provided in a language the parents can easily understand via translation on School Status, etc.

Furthermore, monthly newsletters, website news, and links, social media accounts (specifically Facebook and Instagram), parent-teacher conferences, both in-person and virtual home visits, text and voice messages, and USPS are some of how LISA Springdale will communicate with our parents.

This Parent and Family Engagement Plan will be posted on the school website by August 1, 2025. ADE's Family and Community website link will be posted on the school website as well.

Communication between our school and families will be regular, two-way, and meaningful.

LISA Academy offers many other programs to enhance parent and family engagement. Parents will be invited to the language festival, competitions, and various awards ceremonies and/or celebrations of students' successes.

Parents will be given the opportunity to sign up to be classroom volunteers to help with class activities and field trips.

Parent-Teacher conference days are scheduled two times per year: September 22, 2025, and February 17, 2026. Parents will be invited via newsletter, e-mail, social media, and/or phone call.

Furthermore, students and parents have the opportunity to schedule meetings with teachers during office hours.

Our parents can contact the school engagement coordinator through his email: mpiazza@lisaacademy.org as needed.

Families have the opportunity to be involved in our Home Visit Program both in person and virtually.



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Staff may use various ways to translate school-based communications into various languages via Google Translate, TransACT, phone translation, or directly by our staff interpreter. ADE's Family and Community website link will be posted on the school website.

LISA Academy offers many other programs to enhance parent and family engagement. LISA Springdale will utilize the VOLY website, which allows parents to sign up and choose from existing opportunities to volunteer on our campus. Our parents can contact the school engagement coordinator directly as needed via email at jsnow@lisaacademy.org as needed.

3: Building Staff Capacity

Describe activities that will be used with School staff to build their capacity to work with parents as equal partners.

Staff will participate in training and workshops designed to strengthen family engagement throughout the year. LISA Academy will provide materials and training not otherwise available to assist parents in supporting their child's academic achievement. All staff will obtain at least two hours of professional development on understanding effective parent and family engagement strategies.

LISA Academy Springdale will enhance the awareness and skills of teachers and staff in reaching out to, communicating with, and working with parents as equal partners.

LISA Academy Springdale will use the findings from the evaluation process to make recommendations for parent and family engagement policy revision and to provide suggestions for designing school improvement policies as they relate to parent and family engagement using the process described above.

The LISA Academy Engagement website contains the district parent and family engagement policy as well as other family engagement information, including Home Visit information, LISA Academy's Volunteer Program (VOLY), Parent Academy, and/or Curriculum Night Events, Language and Culture Festival, plus useful links for summer programs, etc.

<https://sites.google.com/lisaacademy.org/parentandfamilyengagement/home>

LISA Academy Springdale encourages parents to read with their children, help with their homework, and discuss school events to keep their children engaged and motivated. The school will welcome parents of students to visit their children's classrooms upon request. School staff will be lenient and helpful to the parents.

LISA Academy Springdale encourages the parents to participate as a full partner in the decisions that affect his or her child and family, by including in the school's policy handbook the school's process for resolving parental concerns, including how to define a problem, whom to approach first, and how to



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develop solutions.

4: Building Parent Capacity

Describe how the School provides opportunities to build parents' capacity to play a role in their children's academic success. This may include conducting workshops, conferences, classes, online resources, Academic Parent-Teacher Team meetings or providing equipment or other materials.

Parent Orientation will be provided at the beginning of the school year to train parents on procedures and programs at LISA Academy Springdale. Parents will be given all policies, procedures, handbooks, schedules, supplies, instructional information, uniform policy, meal applications, etc., at this time.

Parents will be given all-district and state-required testing information and schedules, and they will also be available on our website.

LISA Academy Springdale will hold parent meetings, conferences, and activities regularly throughout the year: Academic nights, Parent Academy, Home Visits, etc.

Parents of students in K-2nd grade have access to his/her attendance records via Home Access Center accounts. In addition, paper copies of report cards will be sent home quarterly. Parents of students in 3rd-8th grade have access to his/her child's grades, assignments, and attendance records via Home Access Center accounts. In addition, paper copies of report cards will be sent home quarterly.

LISA Academy Springdale will provide assistance and instructions to parents of children to understand how to find the following topics through a school staff member:

- Building academic standards
- State and local academic assessments
- Title I Part A requirements
- Use of school websites and online resources for parents.



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- Methods parents can use to support their child's academic progress.

5: Coordination

Describe how the School will coordinate with other organizations, businesses, and community partners, including alumni, to provide additional supports, services, and resources to families.

District and school public relations coordinators will reach out to community partners by visiting or inviting them to our school. The Parent Academy also offers coordination with other parent activities, as members of the community present related resources of interest to our families, such as financial aid, budgeting, and literacy training. We plan to provide pamphlets offering community resources to parents in the coming school year.

Parents and community members are recruited to share their college and/or career experiences with students, families, and staff.

6: Annual Title I Meeting *(Title I schools)*

Describe the details regarding the Annual Title I meeting used to inform parents of the requirements of Title I, the School's participation, and the parents' rights to be involved.

The Annual Title I Meeting will tentatively be held on May 8, 2026, in the district office.



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Parents will be included in the committee that reviews the Annual Title I School Improvement Plan. Meeting minutes and agendas will be available upon request.

LISA Academy Springdale will conduct, with the involvement of parents, an annual review of the content and effectiveness of this parent and family engagement policy in improving the quality of its Title I programs.

An Annual evaluation of the students' progress in the goal of Title I will be provided to parents by the school administration and subject teachers.

7: School-Parent Compact *(Title I schools)*

Describe the process the School will follow to jointly develop with parents a School-Parent Compact as required under Title I, Part A.

LISA Academy Springdale will provide a student/parent compact with the information necessary to ensure their awareness of conferences, attendance policy, staff contact information, and volunteer opportunities during the enrollment process. The student/parent contract is reviewed with families during the orientation.

The school, parents, and students' responsibilities are included in the compact so all parties support student learning. This contract will be available on our website at the beginning of the school year and emailed to parents.

8: Reservation of Funds *(Title I schools)*

Describe how the School uses Title I, Part A funds set-aside for parent and family engagement programs and activities.

The committee will discuss the allocation of funds for parent and family engagement activities. Title I funds support salaries for certain instructional positions,



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as well as learning and intervention resources and portals. The committee recommended increasing virtual sponsorships with local businesses and exploring the use of online payment platforms to support enrichment events.

Assurances

Please read the following statements closely. By checking these boxes, the School understands the legal requirements and will meet them accordingly.

- **A.1:** The School understands that annually by August 1, the public School's Engagement Plan shall be developed, or reviewed, and updated.
[ADE Rules Governing Parental Involvement Section 3.02.3]
- **A.2:** The School understands that the following must be made available to families and the local community on the School or District website no later than August 1st:
 - The School Engagement Plan
 - a parent-friendly explanation of the School and District's Engagement Plan
 - the informational packet
 - contact information for the parent facilitator designated by the School.[A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02.4]
- **A.3:** The School understands that a parent-friendly summary/explanation of the Engagement Plan should be included in the current student handbook.
[A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02]
- **A.4:** The School understands its obligation for ensuring professional development requirements related to parent and family engagement are met and that records are maintained accordingly. (2 hours every 4 years with 2022 being a required year)
[A.C.A. § 6-15-1703(a); A.C.A. § 6-17-709; Standards for Accreditation of Arkansas Public Schools and School Districts July 2020 Standard 4-G.1 Professional Development (D/C)]
- **A.5:** The School understands its obligation to obtain signatures for each parent acknowledging receipt of the District's Engagement Plan summary/explanation.
[A.C.A. § 6-15-1704(a)(3)(B)]
- **A.6:** The School Principal understands their obligation to designate and pay a licensed staff member to serve as Parent Facilitator:
 - to help organize meaningful training for staff and parents,
 - to promote and encourage a welcoming atmosphere, and
 - to undertake efforts to ensure that engagement is recognized as an asset to the School.[A.C.A. § 6-15-1702(c)(1-2)]



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- **A.7:** The School understands its obligation to encourage school staff to use volunteer surveys to compile a volunteer resource book.
[A.C.A. § 6-15-1702(b)(6)(B)(ii)]
- **A.8:** The School understands its obligation to conduct no fewer than two parent-teacher conferences per school year.
[A.C.A. § 6-15-1702(b)(3)(B)(ii)]
- **A.9:** The School understands its obligation to incorporate the Engagement Plan into the School Improvement Plan.
[ADE Rules Governing Parental Involvement Section 3.02.2]
- **A.10:** The School understands its obligation to schedule regular parent involvement meetings at which parents are given a report on the state of the School and an overview of:
 - what students will be learning
 - how students will be assessed
 - what a parent should expect for his or her child's education
 - how a parent can assist and make a difference in his or her child's education.[A.C.A. § 6-15-1702(b)(5)(B)(i)(a-d)]
- **A.11:** Any School serving high school students understands its obligation to educate parents about their role in decisions affecting course selection, career planning, and preparation for postsecondary opportunities.
[A.C.A. § 6-15-1702(b)(7)(B)(ii)]
- **A.12:** The School understands its obligation to welcome parents into the School, and more specifically, not have any school policies or procedures that would discourage a parent from visiting the School or from visiting a child's classrooms.
[A.C.A. § 6-15-1702(b)(6)(B)]
- **A.13:** The School understands that all Title I, Part A funded engagement activities and strategies should remain consistent with all information set forth in this parent and family engagement plan.
[ESSA § 1116(a)(3)(D)]
- **A.14:** The School understands its obligation to submit to the State any comments from parents who deem the Title I Schoolwide Plan unsatisfactory. These comments can be sent to ade.engagementmatters@ade.arkansas.gov
[ESSA § 1116(b)(4)]
- **A.15:** The School understands its obligation, if requested by parents, to provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. [ESSA § 1116(c)(4)(C)]



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School Information

School Name:	LISA Academy Springdale
School Engagement Facilitator Name:	Matthew Piazza
Plan Revision/Submission Date:	6/24/26
District Level Reviewer Name, Title:	Dr. Faut Bakisli, District Engagement Coordinator
District Level Approval Date:	

Committee Members, Role

(Select "Repeat" to open more entry fields to add additional team members)

First Name	Last Name	Role <i>(Teacher, Staff, Parent, Student, or Community Member)</i>
First Name	Last Name	Role <i>(Teacher, Staff, Parent, Student, or Community Member)</i>
Matthew	Piazza	Engagement Coordinator
David	Moose	Principal



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Chealsey	Sappe	Assistant Principal
Jamie	Eastmade	Parent
Sara	Cienfuegos De Juarez	Translator
Erin	Jorgenson	Teacher

References

State

- [Ark. Code Ann. § 6-15-1701 et seq.](#)
- [Arkansas Department of Education Rules Governing Parental Involvement Plans and Family and Community Engagement](#)

Federal

- [Elementary and Secondary Education Act, as amended by Every Student Succeeds Act, 114 P.L. 95, 20 U.S.C. §§ 6312, 6318, 6320](#)

Find additional guidance on the [DESE Parent and Family Engagement Requirements](#) webpage. For any questions about completing this form or meeting legal compliance, please contact the DESE Engagement Unit at ade.engagementmatters@ade.arkansas.gov or visit our website [#EngagementMattersAR](#)