



2026-27 LISA Academy Rogers-Bentonville SIP

Middle School 2026 GOAL

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		Growth of All Students:		Growth of Lowest Quarter:	
Enter the percentage of students who achieved Level 3 or Level 4 on the ATLAS Assessment for each subject.		Enter the percentage of students who met their yearly growth targets on the ATLAS Assessment for each subject.		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	63.00	English Language Arts and English Language Proficiency	65.00	English Language Arts	65.00
Math	64.00	Math	65.00	Math	65.00
Science	77.00	Science	65.00	Science	65.00
Points Possible	300.00	Points Possible	300.00	Points Possible	300.00
Achievement Score:	204.00	Growth of All Students Score:	195.00	Growth of Lowest Quarter Score:	195.00

School Letter Grade	A
School Rating Index	594.00
Middle School Letter Grade Scale	Points
A	519.16 - 900
B	445.54 - 519.15
C	380.59 - 445.53
D	345.70 - 380.58
F	0 - 345.69



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High School 2026 GOAL

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		Growth of All Students:		Growth of Lowest Quarter:	
Enter the percentage of students who achieved Level 3 or Level 4 on the ATLAS Assessment for each subject.		Enter the percentage of students who met their yearly growth targets on the ATLAS Assessment for each subject.		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	60.00	English Language Arts and English Language Proficiency	65.00	English Language Arts	65.00
Math	75.00	Math	65.00	Math	65.00
Science	66.66	Science	65.00	Science	65.00
Points Possible	300.00	Points Possible	300.00	Points Possible	300.00
Achievement Score:	201.66	Growth of All Students Score:	195.00	Growth of Lowest Quarter Score:	195.00

School Letter Grade

A

School Rating Index

591.66

Middle School Letter Grade Scale

Points

A	519.16 - 900
B	445.54 - 519.15
C	380.59 - 445.53
D	345.70 - 380.58
F	0 - 345.69



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

Goal 1 - ATLAS State Test ELA-Math				
Administration	Principal	Dean of Academics	Science Instructional Coach	Other Supportive Staff
Name	Mahmut Koca	Yeliz Tuna	Mustafa Kont	• All Staff Members • Activity Coordinator • Engagement Coordinator • School Guidance Counselor
	Math Instructional Coach	ELA Coach	Testing Coordinator	
Name	Leyla Sarikaya	Rachael Armstrong	Julian Tardy	
Current Data:	ATLAS 25 summative, NWEA Fall 25, ATLAS interim 1 fall 25 test			
SMART Goal:	Academic Excellence – Our goal is to maintain an “A” school letter grade by setting the following performance expectations, including a minimum listed percentage of middle school students demonstrating proficiency (Level 3 & 4) in Science on the ATLAS 26 summative test.  Science: 77% proficiency in middle school; 67% proficiency in high school  Math: 64% proficiency in middle school; 75% proficiency in high school  English: 63% proficiency in middle school; 60% proficiency in high school In addition, we aim for at least 65% of all students to demonstrate academic growth and for at least 65% of the lowest quartile students to show measurable growth.			



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Steps	Action Plan	Who is responsible for this task	Start date	Completion Date
1	Conducting the NWEA, ATLAS interim tests, and CFAs.	Classroom teachers and Testing Coordinator	August, September	May
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, Instructional Coach, DofA, Principal	August, September	May
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 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 (Monday-Science, Tuesday-Math, Thursday-ELA) 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. Utilize RELAX as a test strategy to increase student success on classroom, district, and statewide testing which follows as • Read the question Carefully/Reread, • Examine every choice, • Label your answer/Look for proof,	Classroom teachers and Instructional coach	August, September	May



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	- Always check your work, - X-out any answers you know are not correct.			
4	School-wide reading and math programs (“40 books challenge” for ELA, and “ALEKS” for Math) for implementation were discussed and implemented with incentives and rewards (3D-printed trophies, certificates during monthly assemblies, etc...)	DofA, Instructional coach, Teachers, Principal,	August, September	May
5	Teachers have developed personalized skill plans using IXL and ALEKS based on NWEA scores and the State Standard skill plan, which are implemented during LAB time and distributed to students with Tier 2 and 3 groups 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, LIEP, IRP, and those receiving Dyslexia services, all interventions will be documented and after-school tutoring is being implemented.	Instructional coach, Teachers,	August, September	May
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, Instructional coach, Teachers, Principal,	August, September	May
7	Organizing and conducting Saturday ELA, and Math tutoring for the second semester before ATLAS Summative tests.	DofA, Volunteer teachers.	August, September	May



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When will the team review this goal/plan?	At bi-weekly academic meetings, weekly PLC times, and classroom walk-throughs
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Goal 2 - College/Career Readiness				
Current Data:	College Career Counseling and Support			
SMART Goal:	Enhance college and career counseling services to improve student awareness, readiness, and access to post-secondary opportunities, aligning with the LISA 2.0 framework.			
Steps	Action Plan	Who is responsible for this task	Start date	Completion Date
1	Beginning in middle school, students regularly meet with college and career counselors to develop their plans and stay on track. Arranging college visits and visitors to the campus. Even continuing communication post-graduation to ensure students follow through on their dreams. Invite guest speakers from various career fields to motivate and educate students about different career paths and industries,	Principal, DofA, School college counselor	December	



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	broadening their understanding and inspiring future aspirations. LISA Academy is growing its Alumni efforts to support students for life, not just while they are in school. This is the goal of LISA 2.0: to encourage students to become successful STEM-C professionals, which is a growing, higher-paying career field than most. For that reason, encouraging students to pursue the honors graduation pathway by meeting the minimum requirements for honors-level graduation is as follows: • GPA of 4.0 or above • Minimum ACT Score: 25 • Foreign language: 2 credits • Minimum (27) credits • Industry certification • Minimum 5 AP course credits in high school • Minimum 2 PLTW courses • Completion of career path • Minimum 2 Pre-AP courses.			
2	Middle school students begin taking high school credit courses in 7th grade and after. Depending on their academic level, they can earn up to 5 high school credits in subjects such as Algebra 1, Geometry, Foreign Language, Biology, and Physical Science.			



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Goal 3 - PBIS/Leader In Me programs				
Current Data:	PBIS spreadsheet, Leader in Me class time and observations, Lighthouse teams meeting			
SMART Goal:	With initial Leader In Me training complete and a four-house system supported by specialized Academic, Culture, and Leadership Lighthouse teams in place, the school aims to create a student-centered culture of leadership and accountability by integrating the <i>7 Habits of Highly Effective People</i> with a PBIS model to decrease behavioral incidents and increase student engagement.			
Steps	Action Plan	Who is responsible for this task	Start date	Completion Date
1	To operationalize decision-making through distributed leadership, the school divides the Lighthouse Team into three focused sub-committees: Academic, Culture, and Leadership. Representatives from these teams collaborate monthly in a "Lighthouse Council"	Teachers, Guidance counselor, Admins, Engagement Coordinator, Activity	August	Ongoing



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	alongside the administration and coordinators to review House point data and finalize strategic plans for school assemblies.	Coordinator		
2	To ensure all students master the <i>7 Habits</i> , designated Leader In Me teachers deliver weekly instruction aligned with monthly themes set by the Lighthouse Council. Simultaneously, the Academic, Culture and Leadership Lighthouse Teams facilitate cross-curricular integration by equipping general subject teachers with resources to reinforce these habits within core academic lessons.	Guidance counselor, Teachers in each Light Team	October	Ongoing
3	To foster community and incentivize positive behavior, every student and staff member is assigned to one of four Houses, promoting identity through House colors and lanyards. A standardized Point System rewards students for demonstrating the <i>7 Habits</i>, and these points are tallied quarterly to determine the winning House, which earns an off-campus field trip to celebrate their collective success. Students meeting behavioral expectations will be able to choose from a variety of incentives, such as a "Free Dress Day" where uniforms are not required, or the privilege of eating lunch outside with friends. Additionally, Friday afternoons (1:00–3:00 PM) will offer specific engagement opportunities, where students can elect to watch a movie or stay with a designated teacher to play games, draw, help out, and enjoy mentorship time.	House Master Teachers	Sept	May
4	To celebrate success and reinforce the monthly theme, the Engagement and Activity Coordinators plan assembly logistics based	House Master Teachers, Activity coordinator	Last Friday of each school month	Ongoing



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	on Lighthouse Council decisions. These assemblies feature motivational topics aligned with the month's Habit and House competitions led by Master Teachers. Additionally, Character Awards are presented to students, with nominations coming from both teachers and peers to ensure comprehensive recognition of leadership.			
5	To bridge the gap between school culture and home life, the Engagement Coordinator ensures parents of award recipients receive both digital and physical invitations prior to assemblies. During the recognition ceremony, parents are invited to join their students on stage or in a VIP section, actively reinforcing the partnership between families and the school.	Engagement Coordinator	Last Friday of each school month	Ongoing