

SCHOOL IMPROVEMENT PLAN –LISA Academy West High

Section I-A Data & Analysis - Report Card Data

Data - What do your School Report Card data tell you about student performance in your school? What areas of weakness are indicated by these data? What areas of strength are indicated?

	% Tested	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
9th Grade Mathematics								
All Students Percentage of Students	>95%	39.25	22.43	14.95	13.36	38.32	45.78	33.75
All Students Number of Students		42	24	16	25	41		
African American	>95%	45.24	28.57	RV	RV	26.19	30.00	12.30
Hispanic	>95%	44.83	RV	RV	17.24	24.14	36.36	25.80
Caucasian	>95%	RV	RV	14.81	44.44	59.26	64.58	41.66
Economically Disadvantaged	>95%	43.64	25.45	RV	RV	30.91	39.08	22.88
Non-Economically Disadvantaged	>95%	34.62	19.23	21.15	25.00	46.15	53.16	50.70
Students with Disabilities	N<10	N<10	N<10	N<10	N<10	N<10	0.00	3.77
Students without Disabilities	>95%	34.34	24.24	16.16	25.25	41.41	49.67	37.20
Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent)								RV (RV %)
Current English Learners (EL)	>95%	RV	RV	5.56	22.22	27.78	33.33	20.34
Non-English Learners (includes Former EL Monitored 1-4 years)	>95%	38.20	21.35	16.85	23.60	40.45	47.89	35.20
Former English Learner (Monitored 1-4 years)	N<10	N<10	N<10	N<10	N<10	N<10	66.67	54.92
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent)								RV (RV %)
Homeless	---	---	---	---	---	---	---	---
Children in Foster Care	---	---	---	---	---	---	---	---
Children with Parent on Active Military Duty	---	---	---	---	---	---	---	---
Gifted and Talented	>95%	RV	RV	14.29	45.71	60.00	65.12	75.14
Female Students	>95%	41.79	17.91	17.91	22.39	40.30	43.75	35.44
Male Students	>95%	35.00	30.00	RV	RV	35.00	48.57	32.17
Migrant	---	---	---	---	---	---	---	---

	% Tested	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
10th Grade Mathematics								
All Students Percentage of Students	>95%	48.98	12.24	22.45	16.33	38.78	39.85	28.97
All Students Number of Students		48	12	22	16	38		
African American	>95%	48.08	RV	23.08	RV	32.69	33.33	10.25
Hispanic	>95%	60.87	RV	RV	17.39	30.43	31.03	20.96
Caucasian	>95%	RV	RV	36.84	31.58	68.42	60.00	35.98
Economically Disadvantaged	>95%	58.73	RV	15.87	RV	28.57	31.65	18.60
Non-Economically Disadvantaged	>95%	31.43	RV	34.29	RV	57.14	51.85	43.64
Students with Disabilities	N<10	N<10	N<10	N<10	N<10	N<10	0.00	8.66
Students without Disabilities	>95%	45.56	12.22	24.44	17.78	42.22	44.17	31.46
Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent)								RV (RV %)
Current English Learners (EL)	N<10	N<10	N<10	N<10	N<10	N<10	0.00	16.06
Non-English Learners (includes Former EL Monitored 1-4 years)	>95%	46.74	11.96	23.91	17.39	41.30	42.40	30.28
Former English Learner (Monitored 1-4 years)	N<10	N<10	N<10	N<10	N<10	N<10	0.00	51.23
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent)								RV (RV %)
Homeless	---	---	---	---	---	---	---	---
Children in Foster Care	---	---	---	---	---	---	---	---
Children with Parent on Active Military Duty	---	---	---	---	---	---	---	---
Gifted and Talented	>95%	RV	RV	42.86	28.57	71.43	78.95	71.23
Female Students	>95%	40.35	RV	28.07	RV	45.61	43.06	29.51
Male Students	>95%	60.98	RV	RV	14.63	29.27	36.07	28.45
Migrant	---	---	---	---	---	---	---	---

	% Tested	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
9th Grade Literacy								
All Students Percentage of Students	>95%	24.30	28.97	19.63	27.10	46.73	52.41	44.06
All Students Number of Students		26	31	21	29	50		
African American	>95%	23.81	42.86	RV	RV	33.33	41.67	21.66
Hispanic	>95%	41.38	RV	RV	6.90	34.48	38.64	34.53
Caucasian	>95%	RV	RV	7.41	59.26	66.67	72.92	52.83
Economically Disadvantaged	>95%	25.45	32.73	23.64	18.18	41.82	47.13	32.74
Non-Economically Disadvantaged	>95%	RV	25.00	RV	36.54	51.92	58.23	61.69
Students with Disabilities	N<10	N<10	N<10	N<10	N<10	N<10	0.00	4.58
Students without Disabilities	>95%	21.21	28.28	21.21	29.29	50.51	56.86	48.60
Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent)								RV (RV %)
Current English Learners (EL)	>95%	RV	RV	16.67	11.11	27.78	29.17	25.89
Non-English Learners (includes Former EL Monitored 1-4 years)	>95%	20.22	29.21	20.22	30.34	50.56	56.34	46.02
Former English Learner (Monitored 1-4 years)	N<10	N<10	N<10	N<10	N<10	N<10	58.33	69.49
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent)								RV (RV %)
Homeless	---	---	---	---	---	---	---	---
Children in Foster Care	---	---	---	---	---	---	---	---
Children with Parent on Active Military Duty	---	---	---	---	---	---	---	---
Gifted and Talented	>95%	RV	RV	34.29	42.86	77.14	79.07	86.23
Female Students	>95%	22.39	28.36	20.90	28.36	49.25	51.04	52.70
Male Students	>95%	27.50	30.00	RV	RV	42.50	54.29	35.99
Migrant	---	---	---	---	---	---	---	---

	% Tested	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
10th Grade Literacy								
All Students Percentage of Students	>95%	34.69	15.31	24.49	25.51	50.00	51.88	43.58
All Students Number of Students		34	15	24	25	49		
African American	>95%	34.62	RV	25.00	RV	48.08	45.45	21.25
Hispanic	>95%	52.17	RV	RV	17.39	34.78	37.93	33.97
Caucasian	>95%	RV	RV	31.58	47.37	78.95	76.67	52.41
Economically Disadvantaged	>95%	42.86	20.63	15.87	20.63	36.51	37.97	32.14
Non-Economically Disadvantaged	>95%	RV	RV	40.00	34.29	74.29	72.22	59.73
Students with Disabilities	N<10	N<10	N<10	N<10	N<10	N<10	0.00	10.51
Students without Disabilities	>95%	31.11	14.44	26.67	27.78	54.44	57.50	47.63
Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent)								RV (RV %)
Current English Learners (EL)	N<10	N<10	N<10	N<10	N<10	N<10	0.00	23.06
Non-English Learners (includes Former EL Monitored 1-4 years)	>95%	31.52	15.22	26.09	27.17	53.26	55.20	45.66
Former English Learner (Monitored 1-4 years)	N<10	N<10	N<10	N<10	N<10	N<10	0.00	72.63
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent)								RV (RV %)
Homeless	---	---	---	---	---	---	---	---
Children in Foster Care	---	---	---	---	---	---	---	---
Children with Parent on Active Military Duty	---	---	---	---	---	---	---	---
Gifted and Talented	>95%	RV	RV	28.57	64.29	92.86	94.74	86.29
Female Students	>95%	RV	RV	29.82	31.58	61.40	58.33	51.39
Male Students	>95%	51.22	RV	RV	17.07	34.15	44.26	36.00
Migrant	---	---	---	---	---	---	---	---

The data indicate that students overall made gains from one year to the next, in both math and literacy, with the greatest gains in literacy. The data also indicate that the students who were scoring below the readiness level showed statistically significant growth. In the past year, there was growth higher than the state level by students classified as Economically Disadvantaged, as well as within the TAGG group. While this was an area of focus of the previous year, it remains a focus going forward. Additionally, with a greater population of ELL students, there will be a greater focus on their success going forward.

Factors - What factors are likely to have contributed to these results? Consider both external and internal factors to the school.

Several new programs initiated in the 2016-17 school year contributed to the rise in growth and achievement. Among these were new courses in ELA (Critical Reading, enhanced Oral Communication). The extended and enhanced courses have undergone some changes to reflect the data collected throughout the year. In mathematics, a shift was made from ADE Mathematics Elective I and II to extensions and enhancements of Algebra 1 and Geometry (Algebra 1A and B and Geometry A and B, respectively). Additionally, greater use of technology platforms that were previously added (e.g., ALEKS, NoRedInk) to enhance the student learning experience has been useful in enhancing performance.

While there was downward pressure noted in the 2015-16 and 2016-17 years due in large part to greatly increased admissions at the 9th and 10th grade levels, the adjustments to curriculum in 2016-17 and 2017-18 have addressed that pressure such that while the increased admissions have remained steady, growth and achievement have been heightened.

Team members;

<u>Name</u>	<u>Position</u>	<u>Role</u>
Necati Sahin	Principal	Leadership
Kevin K. Durand	Asst. P. / Parent	Academic
Nakita Blair	Assistant Principal	Discipline
Ahmet Bayram	Assistant Principal	Academic/Math
Jacob Lewis	Teacher	English
Haley Stanton	Student	
Alexandria Cade	Student	
Ismail Dilber	Counselor	College Guidance
Tina McKee	Nurse	Student Health

Section I-B Data & Analysis - Local Assessment Data (Optional)

Data – Briefly describe the relevant local assessment data used in this plan. What do these data tell you? What areas of weakness are indicated by these data? What areas of strength are apparent?

In creating improvement plans LISA Academy West High School, we looked at multiple data sources;

- NWEA
- ACT Aspire summative
- ACT Aspire interims

		Fall Math RIT	% Achieving	Winter Math RIT	% Achieving	RIT Change	Achieving Change	Fall Reading RIT	% Achieving	Winter Reading RIT	% Achieving	RIT Change	Achieving Change
West High	10th	237.9	35.6	236.0	33.7	-1.9	-1.9	225.2	39.0	225.5	42.7	0.3	3.7
West High	9th	237.3	31.6	239.7	42.2	2.4	10.6	224.8	29.9	220.8	27.2	-4.0	-2.7

WEST

	Interim 1	Interim 2	Change	% Growth
9	65.0%	72.7%	7.7%	60.9
10	51.6%	63.9%	12.3%	76.7

ACT Aspire Interims 1 and 2

West	English			Math			Reading			Science		
	9	10	11	9	10	11	9	10	11	9	10	11
	65.0%	72.7%	7.7%	37.9%	45.5%	7.6%	38.8%	39.4%	0.6%	28.2%	33.3%	5.2%
	51.6%	63.9%	12.3%	25.3%	35.7%	10.5%	32.6%	40.0%	7.4%	28.1%	55.8%	27.7%

This data clearly shows that in terms of projected readiness (as determined by ACT) for state standardized testing, the students are scoring at levels equal to or higher than the summative for 2017-18. However, though the scores are above the state and region, they are not at our intended levels, nor are they at the levels we envision for our students.

The 9th graders of 2017-18 have shown improvement during their 10th grade year. There was a small drop in the NWEA numbers, but this drop was not reflected in the ACT Aspire Summative. The team has discussed the correlation of lesson planning and technological resources (ALEKS, for example) as well as extra reading courses with the test scores, and there seems to be a statistically significant change.

Factors - What factors are likely to have contributed to these results? Consider both external and internal factors to the school.

Students who enrolled in LISA Academy West High from the LISA district middle schools tended to show greater achievement through 9th and 10th grade, while students who were new to the LISA Academy system tended to lag in achievement, but show better than average growth. This growth is largely a function of the greater time and intensity of the curriculum and greater amounts of time spent with teachers that the LISA Academy curriculum affords. While the implementation of some of the technology platforms were initially a little rocky, they ultimately provided students with greater access to personal instruction and individual practice.

Section II-A Action Plan - Objectives

Objective 1: Students at LISA Academy West High will score above the regional and state averages in English, with a Growth score of more than 80 for ELL students.

Action Plan: LISA Academy West High will employ a data-driven instructional model that utilizes the NWEA MAP Growth test and ACT Aspire Interim tests and Summative test to guide instruction. In 9th and 10th grade, a class (oral communication – full year, debate and critical reading) dedicated to improving students’ reading and communication skills was implemented in 2016-17, upgraded and adjusted in 2017-18, and in the coming year, adjustments will be made to further improve that implementation. ELL students scored slightly below the 80 level in growth and will be a focus for the coming year, including pull-outs and specialized help from an ELL teacher.

Objective 2: Students at LISA Academy West High will score above the regional and state averages in math, with particular attention being paid to African-American students, Hispanic Students and Economically Disadvantaged students.

Action Plan: LISA Academy West High will continue to employ a data-driven instructional model that utilizes the NWEA MAP Growth test in Math and ACT Aspire Interim tests and Summative test to guide instruction. In 9th and 10th grade, Algebra 1 and Geometry have been extended to 10 hours per week a class (Algebra 1A and 1B, and Geometry A and B, respectively) dedicated to improving students’ mastery of mathematics has been implemented, and in the coming year, adjustments will be made to improve that implementation. After school tutoring, as well as in-school tutoring through pull-outs, will help to focus extra help for those students who have been identified as struggling to reach grade-level.

Objective 3: Students at LISA Academy West High will score above the regional and state averages in reading.

Action Plan: LISA Academy West High will employ a data-driven instructional model that utilizes the NWEA MAP Growth test in Reading and ACT Aspire Interim tests and Summative test to guide instruction. In 9th and 10th grade, a class (oral communication – full year, debate and critical reading) dedicated to improving students’ reading and communication skills has been implemented, and in the coming year, adjustments will be made to improve that implementation.

Objective 4: Students at LISA Academy West High will score above the regional and state averages in science.

Action Plan: LISA Academy West High will employ a data-driven instructional model that utilizes the NWEA MAP Growth test in Science and ACT Aspire Interim tests and Summative test to guide instruction. Programs like Project Lead The Way, Science Fair, STEM Festival, Coding classes, and robotics will be made available to even more students to heighten awareness of and interest in science.

Objective 5: Students at LISA Academy West High will score above the regional and state averages in writing.

Action Plan: LISA Academy West High will employ a data-driven instructional model that utilizes the NWEA MAP Growth test and ACT Aspire Interim tests and Summative test to guide instruction. In 9th and 10th grade, a class (oral communication – full year, debate and critical reading) dedicated to improving students’ reading and communication skills has been implemented, and in the coming year, adjustments will be made to improve that implementation. Online platform No-Red-Ink is used to help students practice writing with attention to grammar and composition.

Objective 6: LISA Academy will make measurable progress in improving the School Quality and Student Success element of the ESSA standards.

Action Plan:

Student Engagement (Chronic Absenteeism)	Greater monitoring of student absences and response. Examples: A. Secretaries contacting parents directly in the event of two concurrent absences during the day - e.g. period 1 and 2) B. Contacting parents via administrative communication when student read 3, 6, and 9 absences in a class for a semester. C. Assembly at the beginning of the year that focuses on attendance rules. Assembly after the first 9 weeks to recognize perfect attendance.
Proficiency (Science)	Greater use of DOK 3 questions within curriculum; regular PD for science teachers on science literacy and science literacy instruction
Student Growth (VAM for Science)	See above
Reading at Grade Level	Integrated reading programs included in curriculum, including extra class time and interventions like the Critical Reading course.
ACT	ACT Prep local credit courses built into the schedule. Pre-ACT given to all 9th, 10th, and 11th grade students in the Fall; given to all 9th and 10th grade students in the Spring.
ACT Readiness Benchmark	See above
GPA	
Community Service Learning Credits	Wider implementation of Community Service Learning in accordance with Commissioner's Memos.
On-time credits	Curriculum and scheduling entail that nearly all students who are part of LISA from 9th grade are at or above required credits. Individual work and counseling with transfer students help them to on-time status when they are not on their arrival.
Advanced Placement, dual/concurrent credits	Continuing robust AP participation and expanding concurrent credit opportunities.

Objective 7: LISA Academy will increase parent involvement in the life of the school.

Action Plan: LISA Academy implemented the VOLY system for involving parents in volunteer opportunities at the school this year. This will be continued and expanded in the coming year. Additionally, parents are provided help with filling out FAFSA, college guidance (including evening programs for parents who cannot come throughout the day), and parent academic nights for discussion of schedules, graduation plans, opportunities for students, and fostering conversations about the betterment of the school from their perspective. LISA Academy has an ongoing home visitation program in which teachers and administrators participate. In the coming year we intend this program to continue to grow. LISA Academy organized and presented a parent academy, a weekend event that covered topics including but not limited to Personal Finance, Cyber Security, Eating healthy and Obesity. Additionally, a Parent Recognition Program is being started to encourage parental involvement. Part of that program will include a weekend activity made available to parents during the fall semester.