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?

SECTION: Achievement

	Tested 2016-17	2014-2015						2015-2016							2016-2017						
		Not Met Expectations	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	Met or Exceeded Expectations	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding	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	100.00	10.84	14.46	21.69	40.96	12.05	53.01	11.20	16.00	26.40	46.40	72.80	74.07	47.48	27.52	21.10	16.51	34.86	51.38	53.64	52.94
All Students Number of Students															30	23	18	38	56		
TAGG	100.00	23.53	8.82	32.35	29.41	5.88	35.29	22.22	25.93	24.07	27.78	51.85	55.56	35.34	39.13	23.19	11.59	26.09	37.68	37.36	40.25
African American	100.00	18.60	20.93	25.58	27.91	6.98	34.88	9.84	16.39	36.07	37.70	73.77	73.24	25.62	29.63	25.93	14.81	29.63	44.44	43.66	30.33
Hispanic	100.00	RV	RV	RV	RV	RV	RV	22.22	33.33	22.22	22.22	44.44	50.00	40.13	35.71	17.86	17.86	28.57	46.43	48.48	45.80
Caucasian	100.00	5.00	10.00	5.00	60.00	20.00	80.00	9.38	9.38	12.50	68.75	81.25	84.00	55.43	9.09	18.18	18.18	54.55	72.73	77.14	61.15
Economically Disadvantaged	100.00	21.21	9.09	33.33	30.30	6.06	36.36	20.00	28.00	24.00	28.00	52.00	56.06	36.37	37.88	22.73	12.12	27.27	39.39	39.08	41.39
Students with Disabilities	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	30.00	4.70	RV	RV	RV	RV	RV	0.00	6.39
Limited English Proficient	RV	---	---	---	---	---	---	RV	RV	RV	RV	RV	50.00	23.88	RV	RV	RV	RV	RV	0.00	25.39
Number of recently arrived LEP students not assessed in 9th Grade Literacy							---						---								---
Female	100.00	6.67	15.56	22.22	40.00	15.56	55.56	8.82	10.29	20.59	60.29	80.88	80.00	57.89	21.13	18.31	23.94	36.62	60.56	61.36	62.00
Male	100.00	15.79	13.16	21.05	42.11	7.89	50.00	14.04	22.81	33.33	29.82	63.16	67.53	37.65	39.47	26.32	2.63	31.58	34.21	42.86	44.27
Migrant	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
10th Grade Literacy																					
All Students Percentage of Students	100.00	16.00	12.00	22.67	44.00	5.33	49.33	26.67	14.67	20.00	38.67	58.67	63.00	47.80	19.27	11.01	25.69	44.04	69.72	69.66	52.44
All Students Number of Students															21	12	28	48	76		
TAGG	100.00	29.41	17.65	20.59	32.35	0.00	32.35	44.83	10.34	24.14	20.69	44.83	45.71	34.87	40.48	16.67	21.43	21.43	42.86	42.86	39.69
African American	100.00	17.14	22.86	25.71	28.57	5.71	34.29	44.44	25.00	16.67	13.89	30.56	38.64	25.31	20.75	13.21	32.08	33.96	66.04	62.90	30.24
Hispanic	100.00	RV	RV	RV	RV	RV	RV	20.00	10.00	30.00	40.00	70.00	73.33	37.23	29.41	5.88	35.29	29.41	64.71	64.00	43.30
Caucasian	100.00	10.53	0.00	26.32	52.63	10.53	63.16	6.25	6.25	25.00	62.50	87.50	81.48	56.46	7.69	15.38	11.54	65.38	76.92	80.49	60.73
Economically Disadvantaged	100.00	26.67	16.67	20.00	36.67	0.00	36.67	42.86	10.71	25.00	21.43	46.43	50.00	35.92	41.03	15.38	20.51	23.08	43.59	45.10	40.88
Students with Disabilities	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	0.00	13.25	RV	RV	RV	RV	RV	0.00	14.03
Limited English Proficient	RV	---	---	---	---	---	---	---	---	---	---	---	---	---	RV	RV	RV	RV	RV	50.00	21.44
Number of recently arrived LEP students not assessed in 10th Grade Literacy							---						---								---
Female	100.00	20.00	11.43	20.00	42.86	5.71	48.57	20.45	15.91	25.00	38.64	63.64	67.24	56.64	12.07	10.34	18.97	58.62	77.59	74.68	60.79
Male	100.00	12.50	12.50	25.00	45.00	5.00	50.00	35.48	12.90	12.90	38.71	51.61	57.14	39.21	27.45	11.76	33.33	27.45	60.78	63.64	44.50
Migrant	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

	Tested 2016-17	2014-2015						2015-2016							2016-2017						
		Not Met Expectations	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	Met or Exceeded Expectations	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding	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	100.00	---	---	---	---	---	---	36.80	24.80	23.20	15.20	38.40	39.51	28.39	44.04	22.94	11.01	22.02	33.03	37.75	31.51
All Students Number of Students															48	25	12	24	36		
TAGG	100.00	---	---	---	---	---	---	57.41	14.81	20.37	7.41	27.78	26.39	17.75	57.97	20.29	8.70	13.04	21.74	24.18	20.38
African American	100.00	---	---	---	---	---	---	45.90	27.87	18.03	8.20	26.23	23.94	9.63	57.41	14.81	12.96	14.81	27.78	29.58	11.09
Hispanic	100.00	---	---	---	---	---	---	44.44	27.78	27.78	0.00	27.78	33.33	20.37	50.00	21.43	3.57	25.00	28.57	33.33	23.56
Caucasian	100.00	---	---	---	---	---	---	25.00	21.88	28.13	25.00	53.13	54.00	35.27	9.09	36.36	18.18	36.36	54.55	54.29	39.03
Economically Disadvantaged	100.00	---	---	---	---	---	---	58.00	16.00	22.00	4.00	26.00	25.76	18.27	57.58	19.70	9.09	13.64	22.73	25.29	21.00
Students with Disabilities	RV	---	---	---	---	---	---	RV	RV	RV	RV	RV	10.00	2.42	RV	RV	RV	RV	RV	0.00	3.03
Limited English Proficient	RV	---	---	---	---	---	---	RV	RV	RV	RV	RV	50.00	11.91	RV	RV	RV	RV	RV	0.00	10.10
Female	100.00	---	---	---	---	---	---	32.35	30.88	26.47	10.29	36.76	36.47	29.12	39.44	25.35	15.49	19.72	35.21	38.64	32.60
Male	100.00	---	---	---	---	---	---	42.11	17.54	19.30	21.05	40.35	42.86	27.69	52.63	18.42	2.63	26.32	28.95	36.51	30.47
Migrant	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
10th Grade Mathematics																					
All Students Percentage of Students	100.00	---	---	---	---	---	---	52.00	17.33	12.00	18.67	30.67	28.00	21.62	42.20	22.02	20.18	15.60	35.78	38.62	26.20
All Students Number of Students															46	24	22	17	39		
TAGG	100.00	---	---	---	---	---	---	72.41	13.79	6.90	6.90	13.79	11.43	12.16	66.67	14.29	16.67	2.38	19.05	19.64	16.42
African American	100.00	---	---	---	---	---	---	72.22	16.67	5.56	5.56	11.11	11.36	6.09	60.38	16.98	13.21	9.43	22.64	20.97	8.84
Hispanic	100.00	---	---	---	---	---	---	30.00	30.00	20.00	20.00	40.00	26.67	14.51	41.18	47.06	11.76	0.00	11.76	20.00	18.53
Caucasian	100.00	---	---	---	---	---	---	31.25	25.00	12.50	31.25	43.75	37.04	27.25	23.08	19.23	26.92	30.77	57.69	60.98	32.43
Economically Disadvantaged	100.00	---	---	---	---	---	---	71.43	14.29	7.14	7.14	14.29	12.50	12.48	66.67	15.38	15.38	2.56	17.95	19.61	16.80
Students with Disabilities	RV	---	---	---	---	---	---	RV	RV	RV	RV	RV	0.00	3.47	RV	RV	RV	RV	RV	0.00	10.18
Limited English Proficient	RV	---	---	---	---	---	---	---	---	---	---	---	---	---	RV	RV	RV	RV	RV	50.00	6.97
Female	100.00	---	---	---	---	---	---	50.00	18.18	13.64	18.18	31.82	27.59	21.30	34.48	22.41	25.86	17.24	43.10	40.51	25.79
Male	100.00	---	---	---	---	---	---	54.84	16.13	9.68	19.35	29.03	28.57	21.94	50.98	21.57	13.73	13.73	27.45	36.36	26.59
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. Areas of concern continue to be in the mathematics general education, and particular attention needs to continue to be given to our TAGG groups, again, particularly in mathematics.

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

Several new programs likely contributed to the rise in growth and achievement. Among these are new dedicated courses in mathematics and reading (ADE Approved Mathematics Elective I and II, Critical Reading, enhanced Oral Communication). These provided students with two credit courses in both mathematics and English at the 9th and 10th grade levels. Additionally, new technology platforms were added (e.g., ALEKS, NoRedInk) to enhance the student learning experience.

The downward pressure on scores can somewhat be attributed to the greater numbers in the high school in 2016-17. The increase in our 9th and 10th grades from 2015-6 to 2016-7, along with staffing changes as we grew to meet the greater population may well have been a factor, as well.

Team members;

Name	Position	Role
Necati Sahin	Principal	Leadership
Kevin K. Durand	Asst. P. / Parent	Academic
Judith Knieling	Assistant Principal	Discipline
Omer Turkakin	Assistant Principal	Academic
Jacob Lewis	Teacher	English
Ahmet Bayram	Teacher	Math
Jeshrine Mazhil	Student	
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**

Math	16-17	West Int 1	West Int 2	West Int 3
9	33%	37.86%	45.45%	46.07%
10	35%	25.81%	36.46%	20.65%

English	16-17	West Int 1	West Int 2	West Int 3
9	59%	65.00%	72.73%	70.41%
10	74%	51.65%	63.16%	68.09%

Science	16-17	West Int 1	West Int 2	West Int 3
9	29%	28.16%	33.33%	32.65%
10	42%	28.72%	35.48%	29.17%

Reading	16-17	West Int 1	West Int 2	West Int 3
9	41%	38.83%	39.39%	48.98%
10	50%	33.33%	40.86%	41.24%

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 2016-17. 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 2016-17 have shown improvement during their 10th grade year. However, there was a drop in Interim 3 in mathematics. 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.

Action Plan: LISA Academy West 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.

Objective 2: Students at LISA Academy West High will score above the regional and state averages in math.

Action Plan: LISA Academy West will 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, a class (ADE Approved Math Elective I, II) dedicated to improving students' mastery of mathematics has been implemented, and in the coming year, adjustments will be made to improve that implementation.

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

Action Plan: LISA Academy West 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 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 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 students reach 3, 6, and 9 absences in a semester.
Proficiency (Science)	Greater use of DOK 3 questions within curriculum; regular PD for science teachers on science literacy.
Student Growth (VAM for Science)	See above
Reading at grade level	Integrated reading programs included in curriculum, including extra class time and interventions like Critical Reading course.
ACT	ACT Prep local credit courses built into schedule. ACT scores for 11th grade already exceed last year's ACT average for the district and both high schools.
ACT Readiness Benchmark	See above
GPA	
Community service learning credits	Implementation of Community Service Learning in accordance with Commissioner's Memo
On-time credits	Curriculum and schedule entails that nearly all students who are part of LISA from 9th grade are at or above required credits. Individual work with transfers help get them to on-time status when they are not.
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.