

LISA Academy North Elementary School Improvement Plan July 2022

LISA Academy North Elementary Improvement Plan	
Section 1: Building Data	
1a. Building: LISA Academy North Elementary.	1g. Grade Span: K-5 School Type: Charter
1b. Principal: Bethany Ratermann	1h. Building Enrollment: 768
1c. District: LISA Academy	1i. F/R Percentage: 65%
1d. Gifted and Talented: 4%	1j. Special Education Percentage: 14%
1e. Plan Date: Jul 20, 2022	1k. English Learner Percentage: 16%

Section 2: School Leadership Team Members Parent-Community Partners Please list by (Name, Title/Role)	
Bethany Ratermann- Principal	

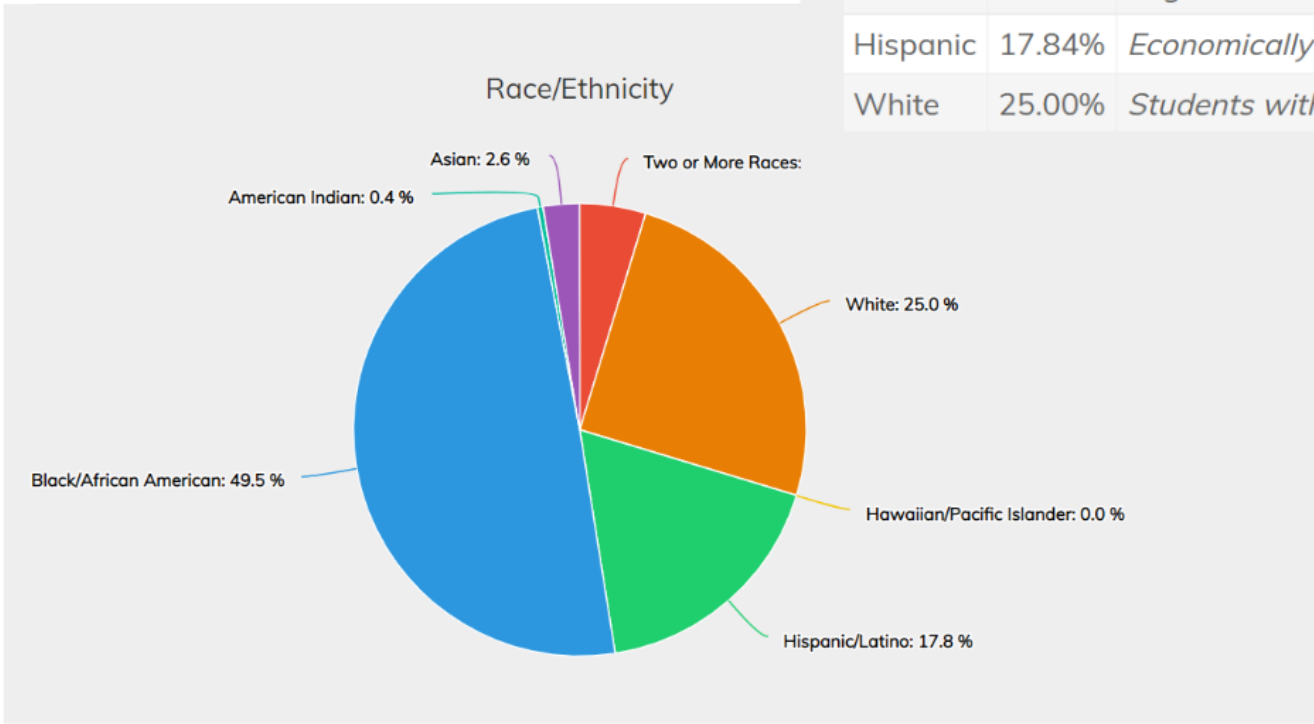
Section 3: Vision Statement
Our vision is to prepare students to succeed in education and in the workplace of their choice, while encouraging and providing pathways for students to enter STEM: Science, Technology, Engineering and Mathematics careers. This student-focused approach will lead to students becoming productive and responsible citizens and even Nobel Laureates.

Section 5: Student Populations

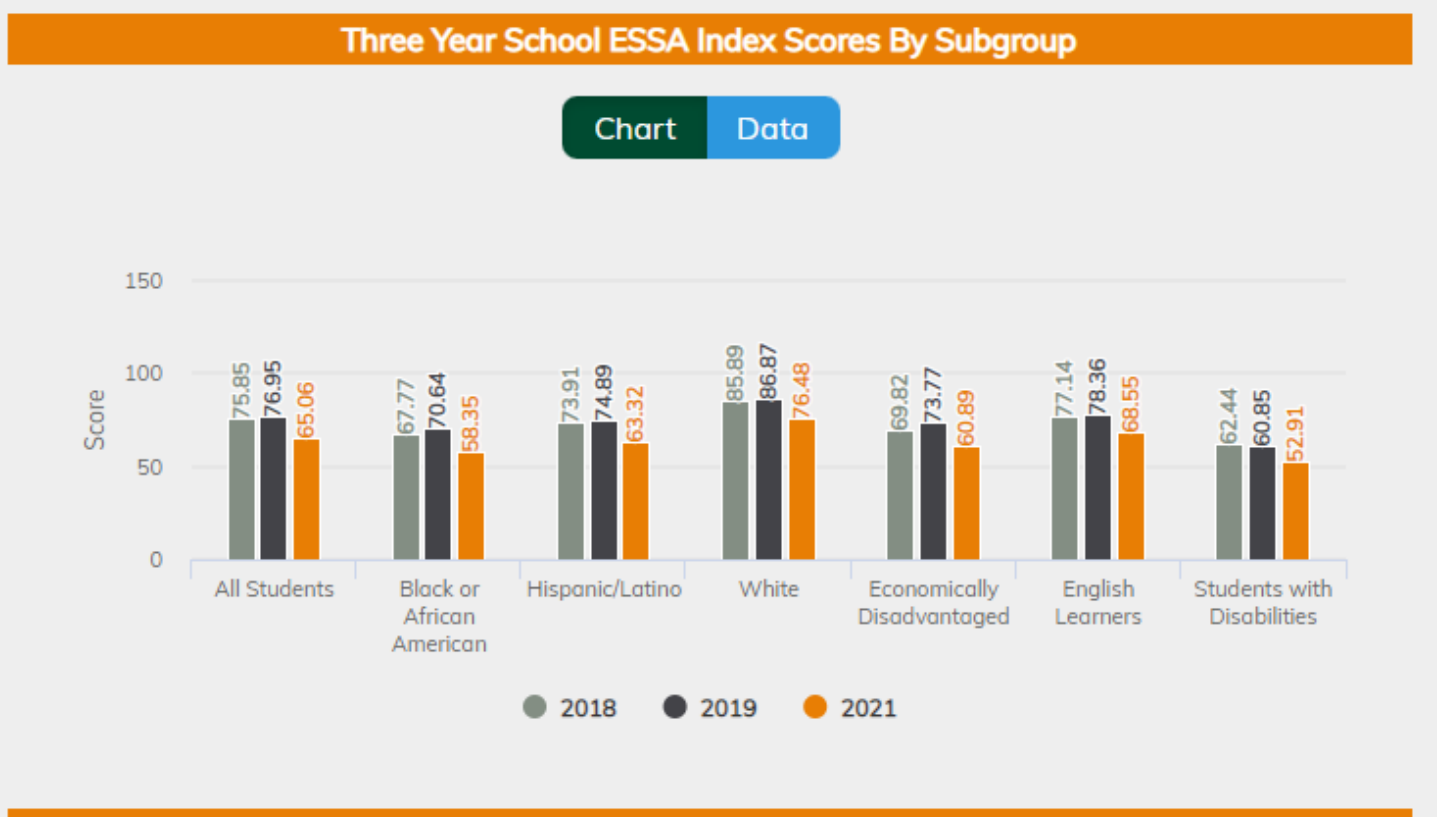
1. What key takeaways does your school have about how student groups are performing on state and locally determined indicators of learning and teaching success?

Who we serve

Student Information			
Grades	K - 5	Total Enrollment	768
Black	49.48%	English Learners	15.23%
Hispanic	17.84%	Economically Disadvantaged	62.63%
White	25.00%	Students with Disabilities	13.67%



Section 5: Student Populations



LISA Academy North Elementary has a history of improving student performance year after year. However as the data above shows the effects of COVID really hurt our student population. Distance learning was not as effective as our prior practices and student attendance also dropped during the 2020-21 school year. Because of this shocking data intensive supports were applied to students, but the most at risk groups received the most support (tutorings, interventions, 24 hour tutoring availability, and Saturday tutorials).

Based on our earliest assessments results are showing positive impacts:
English Language Proficiency exam administered in March of 2022:

Section 5: Student Populations

School/Year	K	1	2	3	4	5	# ELs tested Proficient
North Elementary 2021	3	1	4	4	3	0	27
North Elementary 2022	2	7	8	9	4	0	30

And K-2 NWEA data administered in Spring 2022

NWEA tracking shows progress on student growth goals:

2020-21: Percentage achieving growth goals 39.3%

2021-22: Percentage achieving growth goals 41.06

3. A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representational example of the student population. (Do not include identifiable information!)

a. What strengths do they possess?

Our math programs have continued to show consistent and strong performance regardless of the rubric. This is in part through the strong curriculum but also the personalized intervention platforms that students are using to practice mathematic topics like ALEKS, Reflex, IXL, and STEMScopes.

b. What challenges do they face?

Our diverse population is growing each year and as our population blossoms, we are seeing more ESL learners joining our population. We see that reading and writing in English proficiently is taking some time and we are working to assist these learners. Also, our special education population is also blossoming so we are closely monitoring growth each assessment towards grade level performance.

c. What are some important relationships in their life?

With COVID and the upheaval that it has caused many students are facing mental health battles that we have not seen before. LISA Academy North Elementary has hired an additional counselor to assist with day to day needs of students as well as partnering with clinically licensed therapists for more severe needs. UAMS STRIVE program comes to the building daily to work with students as well as Life Strategies so we can address both family and student concerns. In addition more professional development is being crafted to provide strategies for teachers to address these concerns in the classroom (piloted Purpose Prep and Choose Love curriculums, and researching Responsive Classroom as well).

We have also seen with population increase an increase in the number of students with ESL and special education needs. This means we have been developing these programs more fully to provide the level of support these diverse learners need to succeed. For instance, in 2019 we had only 1 self-contained classroom with limited special education staff. Starting in 2020 North Elementary has grown this program

Section 5: Student Populations

to include a self-contained class that can focus specifically on academics with another focusing specifically on functional life skills. For our special education students in the general population, we have also added additional special education support this year. We are continuing with inclusion services, delivering support now the teacher delivers the content, but we have also added some resource services for students needing to fill larger gaps in understanding. These services are provided in person as well as virtually for virtual students.

Section 6: PLAN/NEEDS ASSESSMENT Please check or share the most meaningful sources of data used in your needs assessment work

<input checked="" type="checkbox"/> ACT Aspire Assessment/Interim Assessment <input type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Progress Monitoring Data NWEA <input type="checkbox"/> Curriculum Based Assessments <input type="checkbox"/> Graduation Rate (1 Year, extended, etc.) <input type="checkbox"/> Credit Attainment <input checked="" type="checkbox"/> Discipline Referrals <input type="checkbox"/> Suspension/Expulsion Data (i.e. out of school suspensions/in-school suspensions)	<input checked="" type="checkbox"/> English Language Proficiency Data (i.e. ELPA) <input checked="" type="checkbox"/> Title III Data <input type="checkbox"/> Special Education Eligibility/Disproportionality Data <input checked="" type="checkbox"/> Special Education Placement Data (LRE) <input type="checkbox"/> Review of Student Plans (e.g. Written Student Learning Plans, Individualized Education Plans and/or 504 Plans) <input checked="" type="checkbox"/> Stakeholder Engagement (e.g. focus groups with families) <input checked="" type="checkbox"/> Community data (e.g. food pantry visits, calls/texts to crisis centers, hospital visits, homelessness, etc.)
--	--

Section 7: PLAN

SY 2019-2020 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES (COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES)

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.

Goal/Priority #1 (G1)	LISA Academy staff will work together to analyze data and guide students to achieve at or above state standards on the English Language Arts portion of the ACT Aspire exam <ul style="list-style-type: none"> • Walk to read- flexible intervention groups meeting three times a week for 30 minutes each working on their reading level instruction. • Reading tutoring- for students on the edge of failing after school will meeting with specialist, interventionist, or classroom teacher to meet educational needs. • Response to Intervention- Teams meeting to discuss placement and opportunities for students and move placements depending on student learning. • PLC coaching and sharing of best practices weekly • Increased PD support for lower elementary teachers on instruction of reading including RISE training and Connections OG in 3D training • Dyslexia intervention and Pre-intervention using the Connections OG in 3D program.
-----------------------	---

LISA Academy North Elementary School Improvement Plan July 2022

Section 7: PLAN

	<ul style="list-style-type: none"> • Departmentalization of 3rd-5th grade to focus teachers on ELA instruction. • Lexia Learning for ESOL K-12 • K-2 and 3-5 focused ELA coaches, and reading specialist with RISE evaluators • Improved behavior management structure utilizing PBIS
Goal/Priority #2 (G2)	<p>LISA Academy staff will work together to analyze data and guide students to achieve at or above state standards on the Mathematics portion of the ACT Aspire exam</p> <ul style="list-style-type: none"> • Moving with Math- flexible intervention groups meeting twice a week for 30 minutes each working on their reading level instruction. <p>Math tutoring- for students on the edge of failing after school will meeting with specialist, interventionist, or classroom teacher to meet educational needs.</p> <ul style="list-style-type: none"> • Reflex and IXL Math- developmental practice and reinforcement website for all elements of math • Mathematics interventionist to target mathematics skills.
Goal/Priority #3 (G3)	<p>LISA Academy staff will work together to implement and improve the district approved literacy plan by monitoring teacher lesson plans and classroom walk throughs.</p> <ul style="list-style-type: none"> • All k- 5 classrooms use Heggerty daily for morphology instruction in the classroom • New Arkansas approved ELA curriculum implemented for the 20 21- 20 22 school year Benchmark covering phonics, phonemic awareness, oral language development, vocabulary, fluency, comprehension, and writing. It also includes materials for small group instruction as well. • Professional development is also incorporated into beginning of the year FIREUP event with specific PD on morphology. • RISE trainer for K- 2 and 3- 6 located on campus daily • RISE Assessors performing walk throughs weekly with feedback for educator reflection. • Updated schedule to increase ELA minutes

Section 8: DO

SY 2019-2020 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY/ COMPONENT 4 COORDINATION AND INTEGRATION)

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your activities how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.

8a. Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. Resources
A1) Parent Curriculum Training	Fall Semester	Principal	Teachers and staff
A2) Home Visits	Winter Quarter	Principal/Engagement coor.	Digital sign up platform
A3)ESOL Parent Night	Fall semester	ESOL Coord.	Handouts and translators

LISA Academy North Elementary School Improvement Plan July 2022

Section 9a: STUDY

Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to progress monitor the effectiveness of your goals and activities supporting the targeted student population.

(COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)

Study
(Prior to implementation) What evidence will you examine to evaluate if your activities are working?

LISA Academy staff will work together to analyze data and guide students to achieve at or above state standards on the ESSA quality school index:

- School will improve attendance by moving away from out of school suspension to having in-school suspension.
- School will encourage perfect attendance by recognizing those students quarterly at the award ceremony.
- Assistant Principal will follow up weekly to check attendance.
- School staff will encourage attendance and importance at home visits
- Science scores will be improved with more hands on experiments
- Departmentalization will result in 1 teacher per grade specializing in science to focus on content
- Alternate Methods of Instruction utilized to keep students learning in the event of inclement weather

Section 9b: STUDY

Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to progress monitor the effectiveness of your goals and activities supporting the targeted student population.

(COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)

Study
(SY 19-20 mid-year implementation) Provide an evidence-based status update on how your activities are going: What is working and what needs adjustment?

School leaders and teachers will monitor NWEA scores, classroom assessments, local assessments and ACT Aspire interim test data. ESL students will be monitored through Lexia Core5

Section 10: ADJUST

Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to address adjustments to your goals and/or activities supporting the targeted student population.

(COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)

Adjust

LISA Academy will monitor progress toward meeting goals set out through ESSA school quality indicators for the school year 202-23