2022-2023
LISA Academy West High School
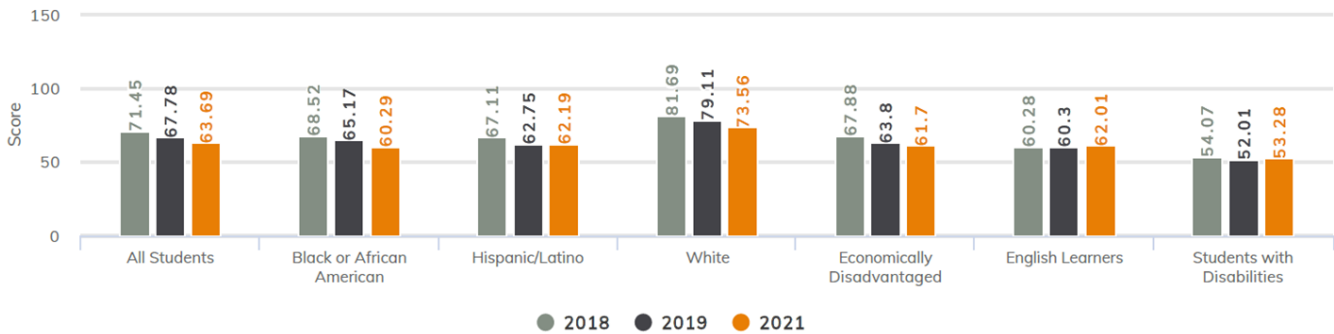# Improvement Plan

Demographics

	2020-21	2021-22	Change
Enrollment	446	451	5
Low income%	54.8	63	8.2
ELL%	21.3	23	1.7
SPED and 504%	17.3	16.1	-1.2
GT%	22.7	18	-4.7

ESSA School Index Overview

Three Year School ESSA Index Scores By Subgroup

Subgroup	2018	2019	2021
All Students	71.45	67.78	63.69
Black or African American	68.52	65.17	60.29
Hispanic/Latino	67.11	62.75	62.19
White	81.69	79.11	73.56
Economically Disadvantaged	67.88	63.8	61.7
English Learners	60.28	60.3	62.01
Students with Disabilities	54.07	52.01	53.28

Weighted Achievement

Performance Level and Multiplier	ELA - Students	Math - Students	Total Points	ELA + Math - Students
In Need of Support (0)	117	135	0	252
Close (0.5)	43	49	46	92
Ready (1.0)	39	34	73	73
Exceeds (1.0 or 1.25*)	40	21	61	61
Totals			180	478

2021 Weighted Achievement Score Details for All Students

Weighted Performance Points Earned = (180 / 478) * 100 = 37.66

Three Year Weighted Achievement By Subgroup

Legend: ● 2018 ● 2019 ● 2021

Subgroup	2018	2019	2021
All Students	53.82	46.51	37.66
Black or African American	48.67	39.78	29.44
Hispanic/Latino	42	34.82	35.47
White	79.08	76.16	60.9
Economically Disadvantaged	45.73	38.15	32.26
English Learners	33.7	25.66	34.65
Students with Disabilities	9.38	6.25	8.33
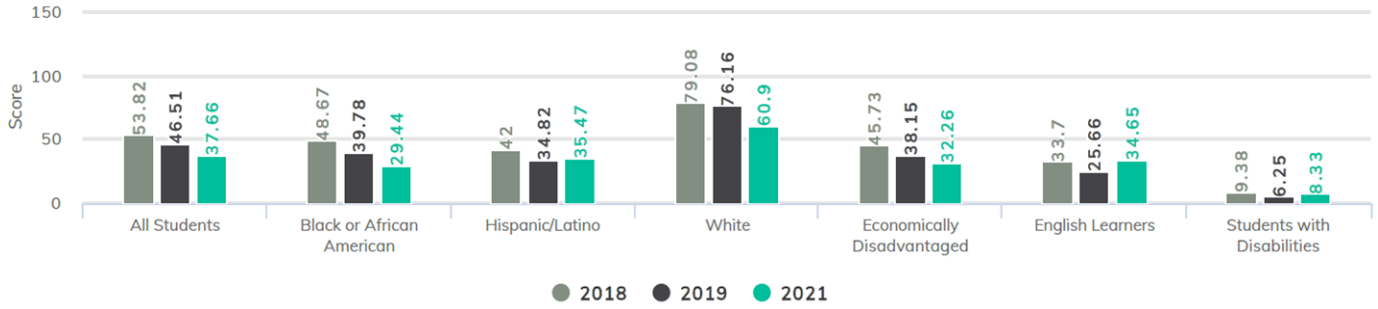
Value Added Growth

School Content Value-Added Growth (VAS) and ELP Growth

	ELA Value-Added Score	Math Value-Added Score	Content Growth Score	ELP Growth Score	School Overall Value-Added Growth Score
Score	81.84	80.03	80.89	81.9	81.11
Number of Students	228	228	229	62	291

School Value-added Growth Score by Subgroup for 2018 - 2021
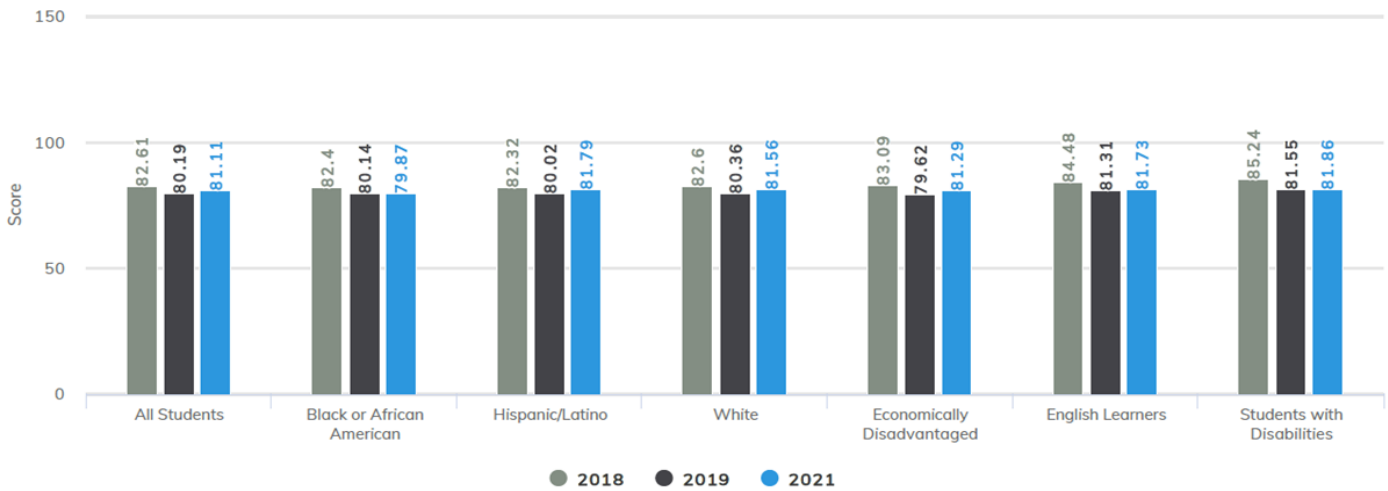
Legend: ● 2018 ● 2019 ● 2021

Subgroup	2018	2019	2021
All Students	82.61	80.19	81.11
Black or African American	82.4	80.14	79.87
Hispanic/Latino	82.32	80.02	81.79
White	82.6	80.36	81.56
Economically Disadvantaged	83.09	79.62	81.29
English Learners	84.48	81.31	81.73
Students with Disabilities	85.24	81.55	81.86

| Population	2018 School Value Added Growth Score	2019 School Value Added Growth Score	2021 School Value Added Growth Score
All Students	82.61	80.19	81.11

Population	2018 School Value Added Growth Score	2019 School Value Added Growth Score	2021 School Value Added Growth Score
Black or African American	82.4	80.14	79.87
Hispanic/Latino	82.32	80.02	81.79
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Economically Disadvantaged	83.09	79.62	81.29
English Learners	84.48	81.31	81.73
Students with Disabilities	85.24	81.55	81.86

Neighborhood Schools Comparison (ESSA 2019)

Campus	Grade Levels	Number of schools within the Area (similar grade levels)	Student Population	Final A-F REPORT CARD
Hall STEAM Academy	9-12	3	919	F
Parkview Arts & Science Magnet High School	9-12	3	1076	C
Central High School	9-12	3	2466	C
LISA West High	9-12	3	435	C

Graduation Rate

2020 Adjusted Cohort Graduation Rates By Subgroup
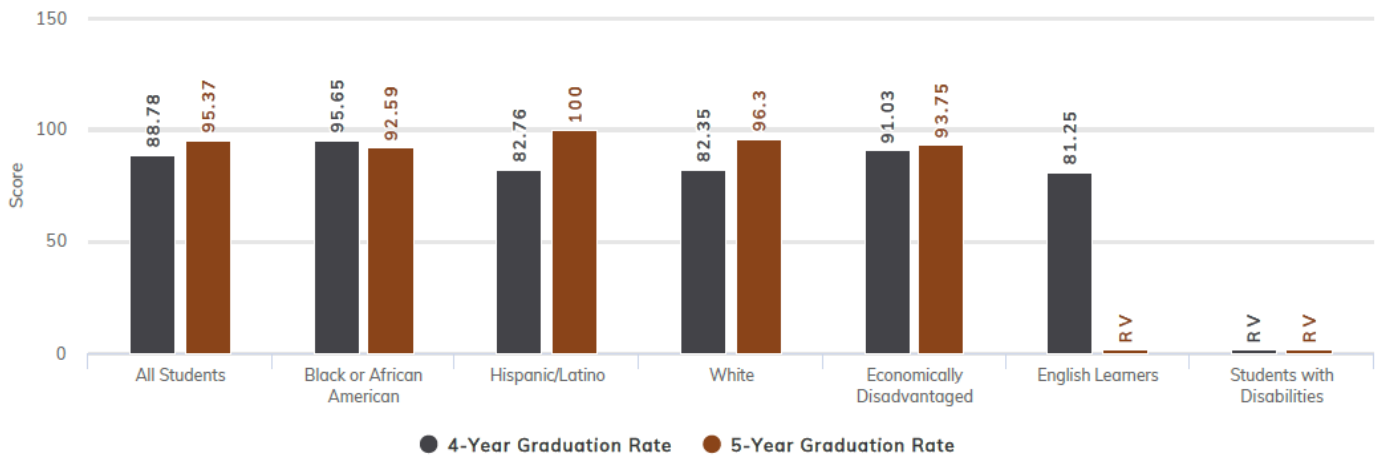
Population	4-Year Graduation Rate	5-Year Graduation Rate
All Students	88.78	95.37
Black or African American	95.65	92.59
Hispanic/Latino	82.76	100
White	82.35	96.3
Economically Disadvantaged	91.03	93.75
English Learners	81.25	RV
Students with Disabilities	RV	RV

2020-2021 4 year Graduation rate: 88.8%
2019-2020 4 year Graduation rate: 88.8%
2018-2019 4 year Graduation rate: 100%

2020-2021 5 year Graduation rate: 95.4%
2019-2020 5 year Graduation rate: 93.6%
2018-2019 5 year Graduation rate: 97.1%

SQSS - Student Quality & Student Success

## SQSS Overall Indicator Score by Subgroup

Subgroup	2018	2019	2021
All Students	59.95	57.22	56.52
Black or African American	53.2	55.78	52.22
Hispanic/Latino	57.35	50.34	52.5
White	70.83	63.92	70.99
Economically Disadvantaged	55.57	52.35	54.44
English Learners	59.45	52.38	54.33
Students with Disabilities	39.68	41.86	49.49
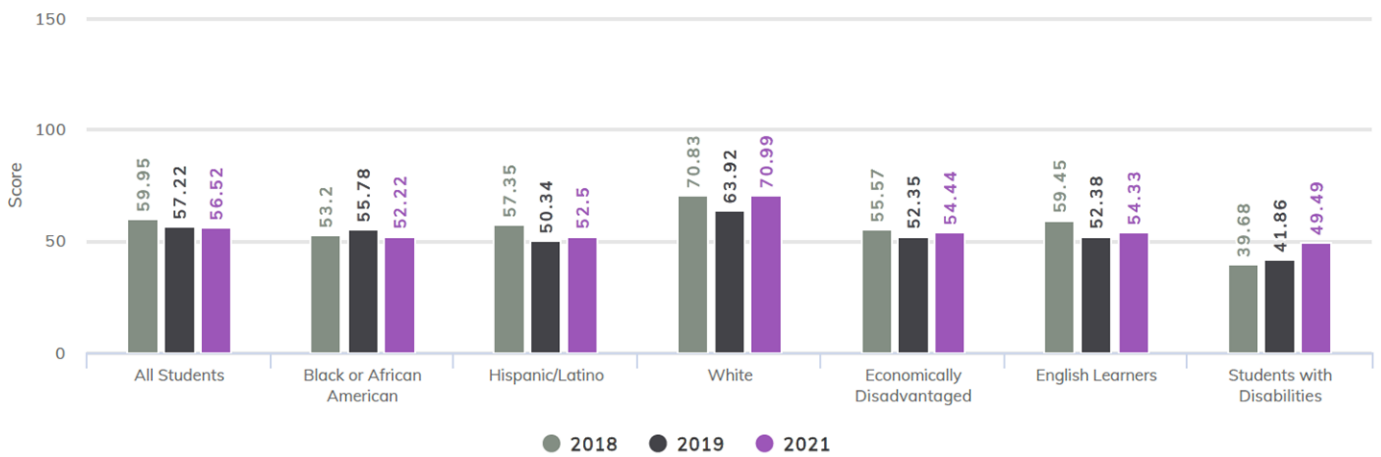
AP Course Passing Rates

SCHOOL SUMMARY

	2018	2019	2020	2021	2022
Total AP Students	171	169	120	112	126
Number of Exams	406	377	222	233	267
AP Students with Scores 3+	65	63	50	33	50
% of Total AP Students with Scores 3+	38.01	37.28	41.67	29.46	39.68
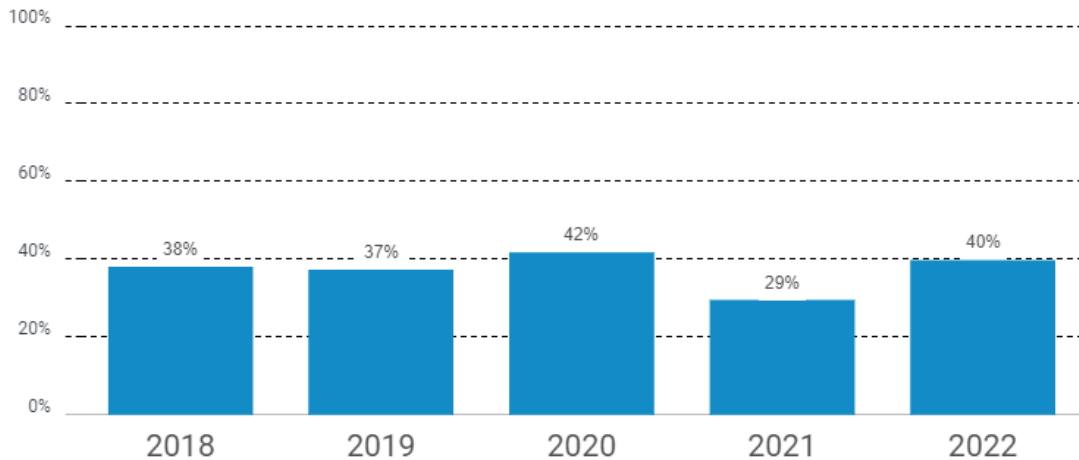
Focus Areas & Action Plans

Short-Term Plans
- Monitor student progress through data analysis and interventions
- Math and ELA small group interventions
- Continue using a data-driven instructional model that utilizes the NWEA MAP Growth test in Reading and ACT Aspire Summative test to guide instruction.
- ACT test prep to increase our ACT score average. ACT prep classes built into the schedule in 11th grade will help achieve this goal.
- Continue to use ALEKS for targeted intervention and enrichment in 9th and 10th grades.
- Focus on low performing sub groups
- Focus on ELL students for the coming year as the population keeps growing, by implementing pull-outs and specialized help from an ELL teacher.
- 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 due to the learning loss in the past two years..
- We will open additional CTE pathway courses on campus for the next school year.
- Office hours for all teachers - including electives
- Set up tutoring, parent meetings, or any other meeting to meet the needs of their students
- Teacher assigned tutorings
- All students are assigned Chromebooks that they can use at school and at home.
- Teacher one-on-one meetings
- College Counselors individual meetings with each student
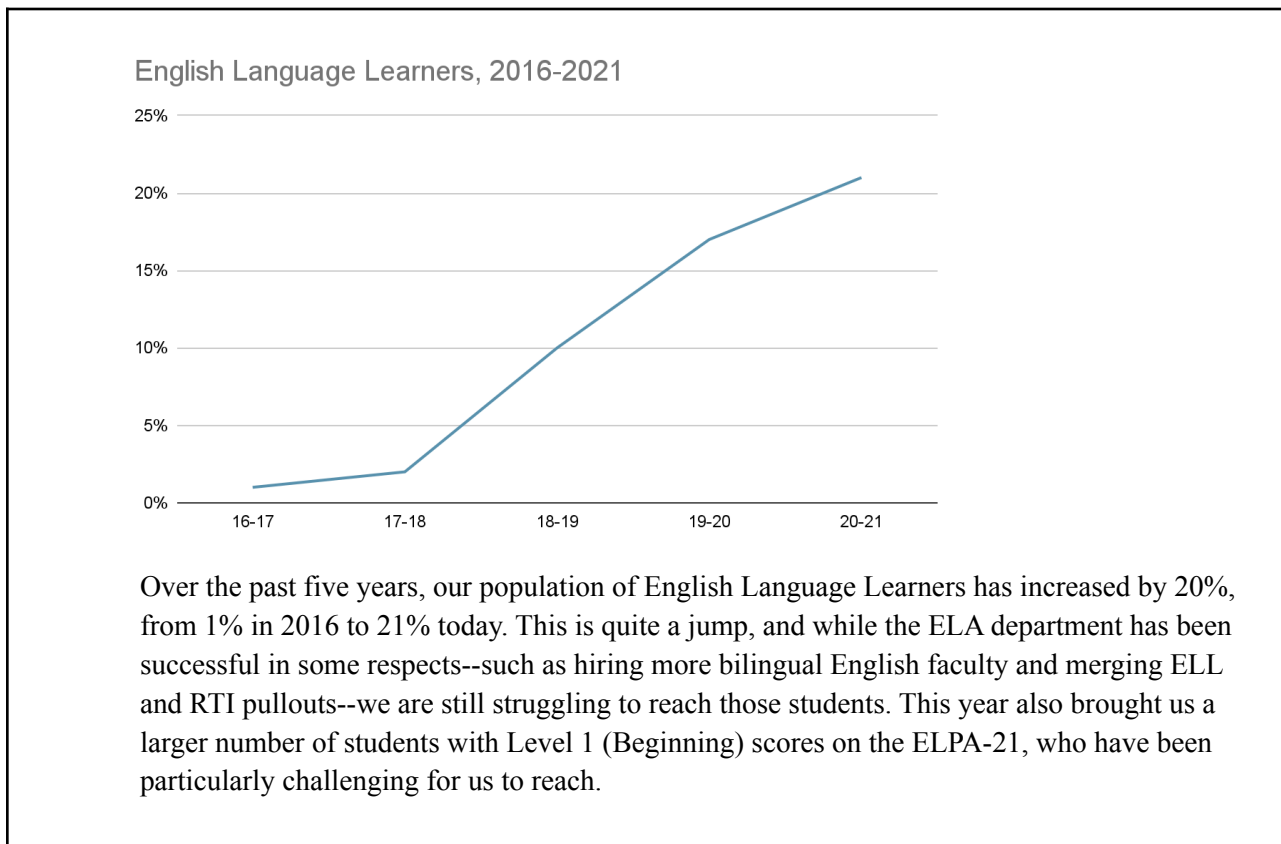- Advisory class for seniors

Long-Term Plans
- School letter grade to be an A.
- Min 50% AP passing rate
- Min 25 ACT score average

Parent Involvement

Action Plan: LISA Academy implements 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 improvement of the school from their perspective. LISA Academy has an ongoing home visit program in which teachers and administrators participate. Home Visits are done mostly virtually this year due to covid restrictions. In the coming year we intend this program to continue to be implemented in a less covid world. LISA Academy organized and presented a parent academy, a weekend event in the past. We will continue to organize additional events if there isn't another outbreak.

Literacy Support Plan

English Language Learners, 2016-2021

Over the past five years, our population of English Language Learners has increased by 20%, from 1% in 2016 to 21% today. This is quite a jump, and while the ELA department has been successful in some respects--such as hiring more bilingual English faculty and merging ELL and RTI pullouts--we are still struggling to reach those students. This year also brought us a larger number of students with Level 1 (Beginning) scores on the ELPA-21, who have been particularly challenging for us to reach.

- **Goals**
  - With a return to in-person schooling, we will be better able to reach our entire student population. We anticipate that our students may show some backsliding in performance and ability. Nevertheless, we intend to have our students grow from wherever currently are, and remain optimistic that they will grow beyond their previous years' performance.
- **Meeting the goals: Curriculum**

- ○ For the 22-23 school year, we will continue implementing the myPerspectives curriculum from Savvas. This curriculum is aligned with the Science of Reading standards and will meet the literacy needs of the LISA Academy school district and LISA West High School.
  - ○ The curriculum contains both grade-appropriate texts and morphological and etymological instruction and support. It also includes texts on a variety of reading levels, and scaffolding to help students with complex or difficult texts.
  - ○ The curriculum also includes a large number of resources for ELL instruction, including worksheets, books, and audio selections in Spanish and a few other languages.
  - ○ We have also purchased classroom sets of the out-of-class readings associated with each unit, so that students will have the opportunity to read at least five book-length works within the school year.
  - ○ We will continue to include dedicated reading time during intervention this year, and be more diligent about free reading time.
- **Meeting the goals: Reading Outreach and Intervention**
  - ○ **Interventions and Interventionists**
    Reading interventionists will focus their pullouts and this will allow us to potentially increase the number of times in a week that our students receive intervention.
  - ○ **Classroom Libraries**
    Each of our ELA classrooms has a dedicated library of several hundred grade-level appropriate books, and we anticipate continued funding from the district to expand those libraries. This provides students with the freedom to choose a book to read in class, or to take home for independent reading, and is especially important for those students who come from book-poor homes or who live in book deserts. Students will also have year-round access to the Little Free Library, which is posted just outside the front entrance.
  - ○ **Special Education Integration**
    We will work more closely with the ELA Specialist in the SPED department to ensure that we are meeting all the needs of those students. This will include curriculum training and involving the ELA Specialist in departmental decisions.
  - ○ **iLit20**
    The district has also elected to purchase iLit20 from Savvas, which is a supplemental literacy program that helps struggling learners build reading stamina and confidence. It is similar to myON, but geared to all grade levels, and will allow us to provide students with access to a large digital library, while providing teachers with a variety of metrics on students' engagement and understanding of those texts.

- **Meeting the goals: Professional development**
  - ○ **Professional Learning Communities**
    LISA Academy will continue implementing PLCs in the upcoming year. As part of that, the English department will look for ways to improve literacy training and increase collaboration opportunities for our ELA colleagues. Also, we will work on establishing a culture of reading in every classroom, regardless of subject matter.