

Neil Armstrong Academy 2021-2022 Continual Improvement Plan

Needs Assessment:

Levels of Achievement:

What strengths and areas for improvement stood out while reviewing student levels of achievement?

Based on available data, the school leadership team has identified the following trends in our data:

- Mathematics and Science are two academic areas of strength for the school.
- Literacy is an area of potential growth.
- Students are not making expected gains in DIBELS with regards to improved proficiency.
- Our WIDA scores indicate that our MLL students are underperforming as a subgroup.

School Goals, Strategies:

School SMART Goal #1

By the end of year DIBELS benchmark, we will increase the percentage of students who are making at-or-above adequate progress on DIBELS POP goal measures from 60% (Current) to 66%. This is a 10% increase.

Tracking School SMART Goal #1

Data Used to Track School Goal 1 (check all that apply):

- RISE Proficiency Scores RISE Growth Scores WIDA Scores RISE Interim Scores
 Other data: DIBELS POP Other data: _____

How will Goal 1 be monitored (check all that apply):

- Consistent data review in department or grade-level teacher PLCs
 Consistent data review in Building Leadership Teams and/or school MTSS team
 Consistent data review with Community Council and other parent stakeholder groups
 Other goal monitoring: Progress monitoring w/ fidelity checks

How will the success of Goal 1 be communicated to stakeholders (check all that apply):

- Shared with Community Council and other parent stakeholders School website
 Published on Community Section of school website Shared at school events
 Other ways: _____

Strategy #1 to accomplish this goal

Targeted intervention: If we provide strategic and targeted intervention to students who are struggling with reading, their skills will improve thus increasing DIBELS proficiency scores. We will provide such interventions through summer school, paraeducator support, and grade level collaboration to study data and design interventions.

Strategy #2 to accomplish this goal

Build collective capacity around literacy: If we build the capacity of teachers and parents to support students' reading, they can, in turn, help students to increase their reading skills and DIBELS proficiency scores. We will build such capacity through vertical articulation, instructional coaching, and a parent literacy night.

Strategy #3 to accomplish this goal

Provide necessary materials and resources: If we provide high quality hardware, software, and materials to students and teachers, then instruction will be more impactful resulting in improved reading proficiency.

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School SMART Goal #2	In the 2021-2022 school year, we will increase the number of achievement and growth points obtained by our MLL students on the state administered WIDA test from 39% to 44%. This is a 10% increase.
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Tracking School SMART Goal #2	<p>Data Used to Track School Goal 2 (check all that apply):</p> <p> <input type="checkbox"/> RISE Proficiency Scores <input type="checkbox"/> RISE Growth Scores <input checked="" type="checkbox"/> WIDA Scores <input type="checkbox"/> RISE Interim Scores <input type="checkbox"/> Other data: _____ <input type="checkbox"/> Other data: _____ </p> <p>How will Goal 2 be monitored (check all that apply):</p> <p> <input checked="" type="checkbox"/> Consistent data review in department or grade-level teacher PLCs <input checked="" type="checkbox"/> Consistent data review in Building Leadership Teams and/or school MTSS team <input checked="" type="checkbox"/> Consistent data review with Community Council and other parent stakeholder groups <input type="checkbox"/> Other goal monitoring: _____ </p> <p>How will the success of Goal 2 be communicated to stakeholders (check all that apply):</p> <p> <input checked="" type="checkbox"/> Shared with Community Council and other parent stakeholders <input checked="" type="checkbox"/> School website <input checked="" type="checkbox"/> Published on Community Section of school website <input type="checkbox"/> Shared at school events <input type="checkbox"/> Other ways: _____ </p>
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Strategy #1 to accomplish this goal:	Paraeducator Training: If we provide WIDA training to our reading paraeducators, then they can provide more comprehensive support to MLL students who will, in turn, demonstrate better outcomes on WIDA testing.
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Reflection:

Celebration(s):	MLL students made growth in their WIDA overall composite score across every grade level. ELA scores increased school-wide, which was an area of focus from the previous school year.
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Reflection on goal(s):	Teachers found a way to provide Tier II instruction within COVID19 restrictions. Differentiated learning took place, if a bit differently than in years past. By the end of the year, more formal Tier II instruction was happening across grade levels.
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Link between expenses and school success:	A culture of ongoing collaboration and teaming was sustained through TSSA funding even though such efforts were truncated and hampered by COVID 19. Towards the end of the year, teachers had transitioned to more data- driven conversations and a more effective PLC model. Also, the groundwork was laid for a culture of instructional coaching in grades 4-6 as evidenced by a faculty vote to continue funding an instructional coach for 2021-2022. Student gains were not as high as hoped, but given the many mitigating circumstances at work, student achievement levels were not unexpectedly low.
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Closing learning gaps (how to find, assess, and address student needs):

- Find - Using DIBELS benchmark scores, teachers will identify learning gaps among students in their classrooms and work with them through the school MTSS process.
- Assess - DIBELS Benchmark and Progress Monitoring
- Address - Summer School for targeted students K-6. During the school year, Tier II instruction in the general ed classroom as well as targeted interventions from teachers and/or paraeducators through the SST process.
- How ESSER II funds will support - Summer School 2021 and paraeducators in SY 2021-2022.