

## 2023-2024 Continual Improvement Plan - Armstrong Academy

### **Year-End Mission, Vision, and Goal Reflection:**

What is your school's **vision statement**?

Teachers and staff will continuously focus on student-learning outcomes as they work collaboratively to address the questions: (1) What do we want our students to learn? (2) How will we know when each student has learned it? (3) How will we respond when some students don't learn? and (4) How can we extend and enrich the learning for students who have demonstrated proficiency? We will use many forms of data to drive student achievement.

What is your school's **mission statement**?

At Neil Armstrong Academy, we are committed to a focus on learning, high levels of engagement, and a problem-solving process common to the science, technology, engineering, and math (STEM) fields to prepare all students with the skills they will need for their future.

How do you **communicate your vision and mission** statements to stakeholders?

We display these, along with our collective commitments prominently on our website, in posters, during assemblies, and we hope to incorporate them into our new "State of the School" event.

### **Review and Reflection of Stakeholder Input:**

What are some themes that surfaced in the stakeholder survey responses regarding school **strengths**?

Feedback about the school was generally very positive, although responses were limited. No feedback was given specifically about PBL.

What are some themes that surfaced in the stakeholder survey responses regarding school **areas of improvement**?

The limited responses indicated that the school could do more to meet the needs of individual students.

### **Reflection on School Achievement Data**

What **strengths** stood out while reviewing student levels of academic achievement?

Both our leadership team and SCC reviewed school data, The conclusions from the two groups were congruent. Good academic growth was made in both reading and math last year. We appeared to be well on the way to achieving our math goals, with 48% of students showing proficiency. Our POP reading goals were met with steady progress of 66%. Science, as always, also looked to be going well.

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What are areas of school “critical academic need?”

Both groups determined that reading continued to be an area of critical academic need despite good progress. It was also determined that the momentum gained in math instruction would need to be maintained until higher levels of proficiency were obtained. Furthermore, we were concerned about the academic growth of our MLL population.

To that end, we determined to draft three academic goals addressing these areas. We also determined that we needed to carefully evaluate the measures we would use to gauge success. While we believe that Acadience Reading POP goals are a valid and useful measure, we decided to shift our math measure to the more immediate iReady diagnostic assessment, and the WIDA results for MLL students in favor of Acadience reading POP goals.

### **Setting School Goals:**

#### **Academic Goals**

Goal:	Leading Indicators:	Review intervals:
1a. At least 70% of students will be at typical or above typical progress on the Acadience Reading POP goals for the EOY assessment.	This goal is a carryover from last school year. The COVID-19 pandemic has had a significant impact on student literacy, particularly in lower grades. We embarked on several literacy initiatives that are having a positive impact, and we hope to continue to support this progress.	We will monitor progress in this goal with Acadience Reading benchmarks and progress monitoring data.
1b. 80% of students will show typical or above typical growth in math as measured by EOY iReady diagnostic in 2024.	After much discussion and analysis, the school leadership team and community council agreed that while we have made significant gains in math over the last two years, it is imperative to maintain the momentum of the quality initiatives that have been driving that progress. However, it was determined that the RISE summative was not the ideal measure for this goal moving forward. Accordingly, we will be using the iReady diagnostic, which is administered school-wide, to monitor progress toward the goal.	iReady Diagnostic will be administered at BOY, MOY, and EOY.
1c. At least 72% of MLL students will be at typical or above typical progress on the Acadience Reading POP goals for the EOY assessment.	Data analysis supports the conclusion that our MLL (Multi Language Learner) population is not making adequate progress toward academic and English language proficiency. We want to monitor their academic progress closely, but, after much discussion, it was decided that neither WIDA nor RISE measures	Acadience Reading is administered BOY, MOY, and EOY, and progress monitoring is done at least monthly.

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		<p>would be appropriate because, firstly, they cannot be accurately calibrated with non-MLL peers, and secondly, they are not administered frequently enough to provide necessary data for real-time decision making. We have decided to use Acadience reading POP goals under the assumption that if students are making good progress in reading in relation to their peers, then they should also perform well on other assessments.</p>	
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### Social Skills and Dispositions Goals

Goal:	Leading Indicators:	Review Indicators:
2a. By the end of the 2023-2024 school year, at least 80% of students will report that they believe they can succeed in achieving academic outcomes.	We will use the results of the new panorama survey.	The survey will be administered at BOY, MOY, and EOY.

### Talent Development Goals

Goal:	Leading Indicators:	Review Indicators:
3a. 100% of PLCs will meet at least once each week with prepared agendas, student data to review, and following a data protocol for the purpose of problem solving student learning on standards.	Meeting agendas will be housed in a shared drive for review by the coaching, admin, and leadership teams.	Progress on this goal will be reviewed collectively at least quarterly.

### Strategies:

#### Academic Strategies

Academic Learning Strategy #1	We will provide a master calendar with common times set aside for embedded PLC meetings which are held in addition to the negotiated Tuesday meetings. These times will provide opportunities for teachers to delve deeply and diagnostically into student learning needs.
Academic Learning Strategy #2	We will provide increased instructional support through the use of paraeducators to support MLL students, Reading small groups, SST interventions, and extra support for kindergarten.
Academic Learning Strategy #3	We will acquire digital and tactile curriculum for math and reading to assist in high quality instruction and support MLL and special needs students.

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Academic Learning Strategy #4	We will continue to refresh and renew our technology to maintain a 1 to 1 device ratio to facilitate personalized digital learning.
Academic Learning Strategy #5	We will make improvements and augmentations to our learning spaces in the form of upgrades to classroom instructional furniture, makerspace upgrades for integrated learning, improvements to our auditorium for integrated student performances, and creation of a new immersive learning environment. (Many of these initiatives, marked by an asterisk*, may be postponed should enrollment facilitate the use of ESSER funds for FTE allocation.)
Academic Learning Strategy #6	We will provide an allocation to each classroom to purchase non-consumable instructional supplies such as reading materials and math manipulatives. (Again, this initiative, as marked by an asterisk*, may be postponed should enrollment facilitate the use of ESSER funds for FTE allocation.)

### Social Skills & Dispositions Strategies

School Behavioral Plan	To accomplish our school's SSD goals above, we annually create a School Behavior Plan that outlines schoolwide positive behavior expectations for students, outline our school's bully prevention, suicide prevention, and substance abuse prevention initiatives, summarize tiered student interventions, and outline our plan to communicate these efforts.  The link to your current School Behavior Plan is <a href="#">here</a> .
SSD Strategy #1	We will launch the first ever home visit initiative here at Armstrong. The strong connection with home should strengthen relationships and improve SSD outcomes. (This initiative may also be placed on hold should enrollment facilitate the use of funds for FTE allocations.)*
SSD Strategy #2	We will seek to increase meaningful parent involvement in the school by providing for another PLP Literacy night, creating a new communication event, and providing increased support to families struggling with attendance.
SSD Strategy #3	We will provide training to staff on PBIS implementation including clearer expectations on use of the EdHandbook tool and discipline flow chart.

### Talent Development Strategies

Talent Development Strategy #1	We will provide a master calendar with common times set aside for embedded PLC meetings which are held in addition to the negotiated Tuesday meetings. These times will provide opportunities for teachers to delve deeply and diagnostically into student learning needs.
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