

23-24 SY' School Improvement Plan Summary:

Armstrong High School

Strategic Priorities:

- Academic Achievement: Increase FastReading scores for grades 9-11 from 60% to 70% in the meets proficiency category.
- Student Engagement and Wellness: Increase MySabers (self-reported engagement) scores for all grades from 85% to 90% by the end of the year.
- Collaboration and Partnership: Increase student and family feedback responses after school events from zero to 30% in an organized and systematic process via Google form.
- Strategic Plan [AHS Rubric Template](#)

Evidence Based Practice Strategy #1

x_Academic Achievement

x_Student Engagement/Wellness

x_Collaboration/Partnership

The EBP Strategy to be implemented:

Culturally Responsive Practices that focus on attention, incorporating movement and culturally significant student behaviors, using forms for responding and discussion. Engaging students in their learning is the first step to increasing our proficiency and FastReading scores.

Addressing this Root Cause:

Students are not meeting academic benchmarks because we are not accommodating to all cultural and linguistic differences ([CLRT](#)) within our school. Moving forward with CLRT work in our Professional Development and Cadres will help our staff shift towards more cultural awareness and responsiveness with our students. Building strong relationships with students is important in addressing other data points that have been observed such as attendance data, NC rates, and student test scores.

This will assist us with meeting this student outcome SMART Goal:

- Increase FastReading scores for grades 9-11 from 60% to 70% in the meets proficiency category.

ACTION STEPS:

Strategy Implementation	Team Responsible	Measurement	TimeLine/ FidelityResults /Learning Walks/Data Review
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Continue PD for CLRT	Instructional Leaders (ILT)	Use of strategies in classrooms learned in CLRT training. Much of our building PD time will be dedicated to spreading CLRT awareness and instructional strategies.	Workshop week, November Professional Development, Administrative walkthroughs (anecdotal evidence), ILT meetings, Cadre 1 and 2 CLRT walkthrough feedback.
Cadre #1 and 2 meetings,	Cadre Team Members (CLRT)	Binder study and implementation of strategies in the cadre member classes. Begins in October.	Monthly
Equity Team Meetings	Equity Team Members	Review of racial harm protocols and applications to the classroom practices.	Monthly

Add more rows if needed-for Artifacts

Reflective Questions to Answer: Progress Toward Goal #1:

- How is this strategy aligned to the Strategic Plan? CLRT aligns with Themes 1 (1a) and 2 (3a) because it focuses on implementing culturally responsive teaching and culturally relevant resources. Additionally, it builds staff and student skills to be responsive to individuals.
- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this? We have 2 cadres of 14 teachers and staff who will be the building leaders. These cadres will also be provided classroom feedback from CLRT to improve their skills and abilities.
- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this? This is year 1 of fully implemented cadres of CLRT in AHS. It will give us an opportunity to work with CLRT professionals who provide classroom feedback. Staff will be given professional development training on CLRT strategies during building PD time throughout the year.
- How has student achievement been impacted? What is the evidence? According to surveys completed in post CLRT trainings over 60% of the attendees believe that CLRT greatly impacts their mindset around student behavior. Additionally, after additional sessions 98% of attendees see some to significant confidence in implementing CLRT strategies.
- How will implementation be adjusted and/or supported moving into the next year? ILT members (many of which are on CLRT Cadre) will be meeting and working towards strategies to implement building wide and at Professional Development. These meetings will be held monthly and will allow for PD planning at the building level as well.

The EBP Strategy to be implemented:

School guidelines that require students to put away personal technology devices.

Addressing this Root Cause:

Students have been distracted by their personal technology devices and not engaging in lessons. By having personal technology devices away during instruction, we are limiting the distractions and students can focus on learning. Phone problems in the school go beyond distracting students from learning. Studies have shown that there are several mental health concerns that are associated with phone usage, along with social media problems and bullying. By limiting phone usage to our best ability we will help take away those distractions and allow students to focus on the learning.

This will assist us with meeting this student outcome SMART Goal:

- Increase MySabers (self-reported engagement) scores for all grades from 85% to 90% by the end of the year.

ACTION STEPS:

Strategy Implementation	Team Responsible	Measurement	TimeLine/ FidelityResults /Learning Walks/Data Review
Letter to families and students	Admin, teacher committee	Student achievement, engagement and grades	August Responding to inquiries as needed
Guidelines	Instructional Leaders	Student Support Center responses	Quarterly review of process and personal technology reports from staff.
Advisory Lessons	Teachers	Student achievement	Quarterly lessons for students.
BARR Community Connect grades 9-12	BARR	9th gr. NC rates	Weekly BARR big block meetings

Add more rows if needed-for Artifacts

Reflective Questions to Answer: Progress Toward Goal #2:

- How is this strategy aligned to the Strategic Plan? This aligns with Theme 1 (3a) to implement systems to address student behavior in the classroom.
- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this? School guidelines were introduced to students, staff and parents prior to the school year in 2023-24. Feedback was given to principals, counseling and other staff.
- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this? We began these guidelines at the beginning of the 23-24 school year.
- How has student achievement been impacted? What is the evidence? We will review student grades, and provide time for feedback from staff.
- How will implementation be adjusted and/or supported moving into the next year? The guidelines and actions will be reviewed at the end of each semester to look for possible improvements to the policy.

Evidence Based Practice Strategy #3

_Academic Achievement

_Student Engagement/Wellness

_Collaboration/Partnership

The EBP Strategy to be implemented:

We will provide QR Codes for our parent engagement events so families can give us feedback about what went well, what they want more information about, and what we can improve for the next time when we welcome them into the building.

Addressing this Root Cause:

This will help us identify a systematic way to gather and review feedback from students, families, community and staff to review and make changes in the future and to highlight student and family voices. Providing this opportunity for feedback will help us to improve our engagement with families and the community while at the same time guiding us towards solutions to our shortcomings.

This will assist us with meeting this student outcome SMART Goal:

Increase student and family feedback responses after school events from zero to 30% in an organized and systematic process via Google form.

ACTION STEPS:

Strategy Implementation	Team Responsible	Measurement	TimeLine/ FidelityResults /Learning Walks/Data Review
Student Series Professional Development	ILT	Feedback from teachers	All professional development sessions through the year.

BARR Community Connect	BARR & Admin	Feedback from adults and families	Check and review feedback on a regular basis (quarterly)
Parent Engagement survey	Admin	Surveys completed	Produce, check and review feedback on a regular basis (quarterly)

Add more rows if needed-for Artifacts

Reflective Questions to Answer: Progress Toward Goal #3:

- How is this strategy aligned to the Strategic Plan? Theme C (2a) establishes a practice to increase family and community engagement and feedback.
- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this? This is a new procedure we will be using to provide a space for feedback and communication.
- How has student achievement been impacted? What is the evidence? Not as of yet, however, giving an opportunity for students and community voice will increase the self-efficacy and agency of students and families.
- How will implementation be adjusted and/or supported moving into the next year? Feedback and comments will be reviewed and discussed by Admin. Quarterly. Action plans will be created based on feedback and comments.