

24-25 SY' School Improvement Plan Summary:

Robbinsdale Armstrong High School

Strategic Priorities:

- Academic Achievement: *THEME A*
- Student Engagement and Wellness: *THEME B*
- Collaboration and Partnership: *THEME C*
- Strategic Plan

[RAS SIP Rubric](#)

Evidence Based Practice #1

x_Academic Achievement

_Student Engagement/Wellness

_Collaboration/Partnership

The strategies (components of the EBP) to be implemented: Utilize vocabulary acquisition strategies within the classroom to help increase proficiency in reading for AHS Students.

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 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, MCA Reading tests and student FAST Test scores

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

The percentage of Armstrong High School students achieving proficiency on FastBridge aReading test will increase from 61% to 70% by May 2025.

Strategy Implementation (Complete a chart for each component of the EBP):

Action Steps Component # _____	Team Responsible	How will we measure expected adult actions? (Fidelity - Take from Monitoring Plan)	Timeline	Fidelity Results of Adult Actions Data Review (Take from Monitoring Plan)

CLRT Vocabulary Strategies and AVID strategies introduced in PD and utilized in the classroom.	ILT and PLCs	Monitor usage of CLRT/AVID strategies and discuss in PLC meetings	Throughout the year	Anecdotal Evidence FAST Reading Scores ILT meetings/discussions PLC meetings/discussions Walk throughs
All students will take the Fastbridge Reading assessment	English Teachers and Interventionists	Monitor scores and growth	Fall, Winter and Spring testing windows	Admin and interventionists will ensure students have completed the My SAEBRS test in social studies classes.
Interdisciplinary PLC's by grade	Instructional Coaches and PLCs	Monitor usage of vocab strategies within PLC's	Throughout the year	Anecdotal Evidence FAST Reading Scores ILT meetings/discussions PLC meetings/discussions Monitor PLC goals at the end of year
Intervention for students that are showing high risk	Interventionists, ILT, Instructional Coaches	Growth on FastBridge reading test from Fall to Winter to Spring	Fall, Winter, Spring testing windows	Fast Reading Scores Interventionist PLC discussions BARR meeting/discussions PLC meetings/discussions

Add more rows if needed-for Artifacts

Reflective Questions to Answer: Progress Toward Goal #1:

- How is this EBP aligned to the Strategic Plan? Vocab strategies including CLRT Vocab strategies align with Strategic Plan Theme A by providing Culturally Relevant resources and activities
- To what extent has the Strategy of the EBP been implemented? What about the process went well, or not? What is the adult fidelity evidence of this? Last year we began our CLRT journey with 2 cadres along with multiple professional development opportunities for all staff. Professional development has been utilized for staff in both AVID and CLRT strategies to increase vocab. Administration has included Instructional Coaches and Interventionists into the plan this year to monitor improvement and help guide PLCs.
- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this? Literacy and Vocab strategies have been introduced through training during professional development work during workshop week. AVID staff is also a part of our ILT and uses modeling of their strategies in professional development as well. Teachers also had an opportunity to attend Dr. Hollie's CLRT Lite or Jump Start program during workshop week, furthering their understanding of some of the strategies.

- How has student achievement been impacted? What is the evidence? Through the use of CLRT strategies from our cadres in 23-24 we saw anecdotal evidence of staff building stronger relationships with students.
- How will implementation be adjusted and/or supported moving into the next year? We will meet as an ILT to analyze the FAST testing Data along with discussions on how to improve these strategies in our building to best serve our students. We will continue to use strategies to focus on literacy and vocabulary that meets our students' needs. We will evaluate the implementation of this strategies and intervention process for the start of the READ Act in 2025. Adjustments will be made based on data from FAST Testing and feedback from staff and admin.

Evidence Based Practice #2 Academic Achievement Student Engagement/Wellness Collaboration/Partnership

The strategies (components of the EBP) to be implemented: Increase sense of belonging and connectedness to the School Community

Addressing this Root Cause: Student wellness is directly tied to student achievement. It is important to assess the mental health and engagement of our students to assist our staff in increasing student success.

This will assist us with meeting this student outcome SMART Goal: Increase the Sense of Belonging from 88% to 90% on the MN State Student Survey.

Strategy Implementation: (Complete a chart for each component of the EBP)

Action Steps Component # _____	Team Responsible	How will we measure expected adult actions? (Fidelity - Take from Monitoring Plan)	Timeline	Fidelity Results of Adult Actions Data Review (Take from Monitoring Plan)
Students will take MySAEBRS FAST Test in	Social Studies	Student tests	Test 1- Week of	Admin and interventionists will ensure

Fall and Winter	Staff and interventionist team.	taken will be monitored by Interventionist team and Admin	9/16 Test 2- 2nd testing date TBD	students have completed the My SAEBRS test in social studies classes.
Students in 9th and 11th grade will complete the MN student survey	Social Studies Teachers	Survey students 9 and 11 in Social Studies courses	January 6th begins open survey window	Admin will monitor and set up time for students to complete the survey if it is missed in class time.
Review information for possible improvements to student wellness and belonging.	Admin, Psychs, ILT, Counselors	Review data	After surveys have been published	Community Connect will meet to discuss and analyze results for improvement in next year's SIP goal.
Increase staff phone calls home to students Both positive and negative through mandatory "calling weeks"	Staff	Infinte Campus Teacher contact Log	Dec. 11-18 Feb 19-26	Admin will onitor staff contacts
Promoting student activities and monitor student activity participation (Both in English and other languages)	Admin and Atheletic/Activiti es Director	Monitor Participation in student activities	After each season	Share out results with staff, admin, and coaches.
BARR program and the BARR mentoring program	BARR team, interventionist team and instructional coaches	Attendance will be taken at all mentor sessions BARR teams meet 4 times per week	1 time per week in 6 week cycles BARR Teams meet all year	Instructional Coaches, Barr and Interventionist teams will monitor for improvement in student engagement.

Add more rows if needed-for Artifacts

Reflective Questions to Answer: Progress Toward Goal #2:

- How is this EBP aligned to the Strategic Plan? Student wellness will be monitored by staff in the building through My SAEBRS test. Strategic Plan Theme B addresses student wellness.
- To what extent has the Strategy of the EBP been implemented? What about the process went well, or not? What is the adult fidelity evidence of this? Students have been taking My SAEBRS for 3 years. This year we will be more intentional about making sure students receive multiple opportunities to

complete My SAEBRS and the MN Survey. Activities/Athletics director has been monitoring student involvement, and makes suggestions to coaching staff and admin. Mentoring had been in place for 3 years, however this year we are being more intentional about including the SEL component of working with older students.

- 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 been monitoring My SAEBRS and discussing results in BARR meetings, however we have not done this school wide as of yet. This year community connect and peer mentoring will be included in monitoring SEL and student engagement.
- How has student achievement been impacted? What is the evidence? Student achievement and behavior is tied to wellness. Increasing student engagement will help to create a stronger community at AHS.
- How will implementation be adjusted and/or supported moving into the next year? We will monitor the successes of our push for engagement in Athletics and Activities. Additionally, community connect and BARR will assess data to look for adjustments that need to be made in the future.

Evidence Based Practice #3

Academic Achievement

Student Engagement/Wellness

Collaboration/Partnership

The strategies (components of the EBP) to be implemented: Facilitate Meaningful Mathematical Discourse.

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 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, MCA Reading tests and student FAST Test scores

This will assist us with meeting this student outcome SMART Goal: The percentage of Armstrong High School students achieving proficiency on the approved Math tests (FastReading AMath) will increase from 51% to 60% by May 2025.

Strategy Implementation:

Action Steps Component # _____	Team Responsible	How will we measure expected adult actions?	Timeline	Fidelity Results of Adult Actions Data Review (Take from Monitoring Plan)
-----------------------------------	---------------------	---	----------	---

		(Fidelity - Take from Monitoring Plan)		
Interdisciplinary PLCs and Content PLCs	Teachers, ILT, Admin, Instructional coaches	Instructional Coaches assist/guide in PLC meetings	All year	Anecdotal Evidence FAST Reading Scores ILT meetings/discussions PLC meetings/discussions Monitor PLC goals at the end of year.
Intervention based on Fastbridge	Math teachers, Interventionist, ILC	Monitor Fastbridge scores and student completion percentage	Fall, Winter and Spring	Review growth of students from Fall to Spring on Fastbridge
Licensed Math Resource Room interventionist	Interventionist Team	Records of students working in MRC	All hours of the school day	Monitor successes and failures of students who utilize the MRC. Monitor MRC usage by class and hour.
Peer Mentoring	Instructional Coaches/BARR team	Attendance will be taken at all mentor sessions along with a 6-week mentor tracking sheet	1 time per week in 6 week cycles	Review mentoring attendance, mentee grades and results of student growth to look for strengths and weaknesses in the program.

Add more rows if needed-for Artifacts

Reflective Questions to Answer: Progress Toward Goal #3:

- How is this EBP aligned to the Strategic Plan? Strategic Theme A addresses student achievement and responsiveness to their needs.
- To what extent has the Strategy of the EBP been implemented? What about the process went well, or not? What is the adult fidelity evidence of this? Staff are going to be focusing on vocabulary, which will help to increase discourse within the classroom. We being more intentional about this by using interdisciplinary PLCs so staff can get professional development on how other content areas use vocab and strategies to help bridge the gap between Math class and other courses.
- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this? Math staff have been using the new text for 3 years and have created common pacing calendars and

- How has student achievement been impacted? What is the evidence? Student Fastbridge achievement is currently at 51% we aim to use Math discussion and discourse to help raise it.
- How will implementation be adjusted and/or supported moving into the next year? In ILT and interventionist meetings we will monitor areas for growth and adjust the peer mentoring, and interventionist roles to best meet the needs of our students.