Accountability and School Improvement Plan

2018-2019

for

The STEM Academy @ Bartlett
Savannah-Chatham County Public Schools

Dr. Jimmie Cave, Principal

M. Ann Levett, Ed.D. *Superintendent of Schools*

July 23, 2018

I. Principal's Message

July 23, 2018

Dear Stakeholders:

At The STEM Academy at Bartlett, continuous improvement is a process that we embed in every decision we make. The mission of the STEM Academy is to provide students with a rigorous, relevant curriculum of academic study that will advance their knowledge in the areas of science, technology, and other branches of scholarship, empowering them to become college and career-ready and prepared to work in the twenty-first century. Our school will continue to engage in a fluid, ambitious school improvement planning process throughout the year which will focus on the SCCPSS vision and mission statements:

Vision: From school to the world: All students prepared for productive futures
Mission: To ignite a passion for learning and teaching at high levels

The STEM Academy at Bartlett's School Accountability Plan continues to serve as our roadmap for growing success. The plan is supported by research-based strategies and will focus on the continuous growth of student achievement, ensuring a safe, secure, and disciplined learning environment, and demonstrating that parents, business, and community members are actively engaged in the educational process. Because we value your input and support, you are invited to join us as we work to make our community and our world even stronger.

Sincerely,

Dr. Jimmie Cave, Principal
The STEM Academy at Bartlett

II. Development Plan and Communication Process

Various stakeholders are involved in the school improvement process to ensure that the needs of all students are addressed. The chart below illustrates the diverse group involved with the development of this plan. The plan is reviewed annually and communicated using a variety of formats such as, school website, parent meetings, school newsletters, staff meetings, etc. A comprehensive needs assessment is conducted annually and used to develop the *School Data Profile Narrative*, which helps paint a total picture of the school's progress and tells "the story behind the numbers."

Committee Member	Position
Jimmie Cave, Principal	Building Administration
School Leadership Team	Building Administration, Teachers & Support Staff
Data Team	Teachers & Support Staff
School Council	Parents, Teachers, & Support Staff
PTSA Executive Board Officers	Parents, Teachers, & Building Administration

This plan can be shared in the following ways:
School Leadership and Data Team Meetings
Faculty Meetings
Department Meetings
School Council Meetings
PTSA Executive Board and General Meetings

III. Needs Assessment Data Sources

Continuous Growth of Student Academic Achievement		Safe, Secure & Disciplined Learning Environment
• School Demographics (gender, race, poverty rate, etc.) • SWD Data • GMAS Data • MAP Reading Data • MAP Math Data • EOCT Data • Gifted Programs Data • Promotion/Retention Data • Attendance Data for Students and Staff	• Advanced Placement Exam Enrollment and Results • HiQ Percentage • Percent Staffed by Certified Teachers • Professional Development Hours and Involvement Related to Academic Achievement • Teacher Survey • Parent Survey • Student Survey • CCRPI Data • Quarterly Assessment Data • Disproportional Data • PowerSchool Database Data • State Longitudinal Data System (SLDS) • Grade Distribution Report	• Incidents of Physical Violence • Incidents of Possession of Firearms in School • Incidents of Possession of Weapons Other than Firearms in School • Incidents of Possession of Drugs/Alcohol on Campus • Hearing Office Data • Incidents of Out-of-School Suspensions • Incidents of In-School Suspensions • Incidents of Expulsions • Incidents of permanent Expulsion

IV. Tier 2 Indicator

Focus Area (#1): Continuous Growth of Student Academic Achievement

For this focus area, we identified the needs and formulated at least three corresponding Tier 2 indicators and developed strategies with an emphasis on academic achievement. These goals are directly aligned to the District Accountability System (DAS).

Tier 2 Indicator: Goal A: To increase the percentage of students making growth as indicated as proficient/distinguished on the math section of the SY2018-2019 state standardized assessment. Rationale: The STEM Academy had 51% of students scored proficient and 22% of students scored distinguished on the math state standardized EOG assessment. On the Algebra 1 EOC, 32% of 8th grade students scored proficient while 9% scored distinguished during SY2017-2018.	
Instructional Strategies:	**Related Professional Learning Strategies:**
1. Integrate Math across all content areas/classes 2. Emphasize the understanding and connection of conceptual math 3. Use hands-on and simulation activities to foster the understanding of various math concepts 4. Use MAP data to determine what students are able to do. 5. Use of technology integration for Math. 6. Utilize math coaches from district to work with teachers in the area of mathematics 7. GSE Implementation	1. Share differentiated learning strategies to enhance mathematics learning/teaching 2. Participate in district led math activities such as Pi Day, math competitions, etc.
Monitoring (Artifacts):	**Results (Evidence) □ Met □ Not Met**
Lesson plans Classroom Observations Notes from content specialist/coach Displayed student products Progress Monitoring data Assessment data	Data: Results will be reviewed at the end of each marking period and EOY.
Costs:	**Person(s) Responsible:**
N/A	All

IV. Tier 2 Indicator

Focus Area (#1): Continuous Growth of Student Academic Achievement

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Tier 2 Indicator: Goal B: To increase the percentage of students making growth as indicated as proficient/distinguished on the ELA section of the SY2018-2019 state standardized assessment. Rationale: The STEM Academy had 56% of students score proficient and 14% of students scored distinguished on the ELA state standardized EOG assessment. On the 9th grade Comp/Lit EOC, 65% of 8th grade students scored proficient and 11% scored distinguished for SY2017-2018.	
Instructional Strategies:	**Related Professional Learning Strategies:**
1. Differentiated instructional strategies 2. Grammar and Conventions taught in writing mini lessons 3. Daily Grammar practice 4. Writing in all content areas 5. Instructional strategies involving Total Physical Response 6. Integration of Language Arts skills in all content areas 7. Technology embedded into ELA lessons	1. PLCs - sharing student work and research based strategies 2. Mini- workshops on constructed response 3. Writing analysis. 4. STEM Academy Literacy Plan
Monitoring (Artifacts):	**Results (Evidence) □ Met □ Not Met**
Lesson plans Classroom Observations Notes from content specialist/coach Displayed student products Progress Monitoring data Assessment data	Data: Results will be reviewed at the end of each marking period and EOY.
Costs:	**Person(s) Responsible:**
N/A	All

IV. Tier 2 Indicator

Focus Area (#1): Continuous Growth of Student Academic Achievement

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Tier 2 Indicator: Goal B: To increase the percentage of students making growth as indicated as proficient/distinguished on the Science section of the SY2018-2019 state standardized assessment. Rationale: The STEM Academy had 44% of 8th grade students score proficient while 14% of 8th grade students scored distinguished on the physical science state standardized EOC assessment for SY 2017-2018.	
Instructional Strategies:	**Related Professional Learning Strategies:**
1. Implementation of Georgia Standards of Excellence 2. Increase the use of effective labs to reinforce key science standards 3. Continue cross-content collaboration within all areas to enhance student experiences in science and research. 4. Weekly monitoring of science lesson plans to determine labs and following pacing guides	1. Monthly collaborative science/research meetings to design lessons and discuss best practices 2. Attend district level science coordinators meetings offered by district and share with staff during subject area meeting
Monitoring (Artifacts):	**Results (Evidence) □ Met □ Not Met**
Lesson plans Classroom Observations Notes from content specialist/coach Displayed student products Progress Monitoring data Assessment data	Data: Results will be reviewed at the end of each marking period and EOY.
Costs:	**Person(s) Responsible:**
N/A	All

IV. Tier 2 Indicator (linked to Tier 1) *continued*

Focus Area (#2): Safe, Secure, and Disciplined Learning Environment

For this focus area, we identified the needs and formulated at least two corresponding Tier 2 indicators and developed strategies with an emphasis on academic achievement.

<table>
<tr><td colspan="2">Tier 2 Indicator: Goal A: To develop, implement, and use Positive Behavioral Intervention Strategies to reduce office referrals in order to increase instructional time.
Rationale: The STEM Academy averaged 7.3 office referrals per month for SY2017-2018.</td></tr>
<tr><td>Instructional Strategies:</td><td>Related Professional Learning Strategies:</td></tr>
<tr><td>1. School-wide implementation of Positive Behavioral Instructional Supports (PBIS) by all staff.
2. RTI Tier 2 strategies will be implemented for meeting the needs of students who have more that 1 office referral.
3. Continue school-wide Love Your People campaign.
4. Implement school-wide incentive program for students and grade levels.
5. Activate Peer Mediation team.
6. Utilize advisement sessions to address student needs</td><td>1. School-wide implementation and development of PBIS plan.
2. Discuss disciplinary methods and strategies at PBIS/LYP/Faculty Meetings.
3. Discuss disciplinary methods and strategies at grade level team meetings
4. School wide Code of Conduct briefings.
5. Lessons that focus on Love Your People areas.
6. Train Peer Mediators in September
7. Develop consistent whole-brain teaching methods across all classrooms</td></tr>
<tr><td>Monitoring (Artifacts):</td><td>Results (Evidence) □ Met □ Not Met</td></tr>
<tr><td>Lesson plans
Classroom Observations
Notes from content specialist/coach
Displayed student products
Progress Monitoring data
Assessment data</td><td>Data:
Results will be reviewed at the end of each marking period and EOY.</td></tr>
<tr><td>Costs:</td><td>Person(s) Responsible:</td></tr>
<tr><td>N/A</td><td>All</td></tr>
</table>

IV. Tier 2 Indicator (linked to Tier 1) *continued*

Focus Area (#2): Safe, Secure, and Disciplined Learning Environment

For this focus area, we identified the needs and formulated at least two corresponding Tier 2 indicators and developed strategies with an emphasis on academic achievement.

Tier 2 Indicator: Goal B: To develop and implement an effective Emergency Response Team and train all staff members in the effective response to emergencies. Rationale: As we continue to grow, we need to ensure all students and families have complete knowledge about school safety and security.	
Instructional Strategies:	**Related Professional Learning Strategies:**
1. Develop an Emergency Response Team and have quarterly meetings 2. Conduct table top and functional exercises that are connected to real-world scenarios 3. Train all staff members in their requirements as outlined in the school's/district's emergency response handbook 4. Monthly drills for staff and students	1. Emergency response team members complete FEMA training in all three courses 2. CPR and first aid training for key staff 3. Mindset training for all staff members
Monitoring (Artifacts):	**Results (Evidence) □ Met □ Not Met**
1. Quarterly Emergency Response Plan review, minutes and attendance rosters for Emergency Response team meetings to district 2. Documentation of exercises and feedback to staff	Data: Results will be reviewed at the end of each marking period and EOY.
Costs:	**Person(s) Responsible:**
N/A	All

IV. Tier 2 Indicator (linked to Tier 1) *continued*

Focus Area (#3): Community Engagement

For this focus area, we identified the needs and formulated at least one corresponding Tier 2 indicators and developed strategies with an emphasis on academic achievement.

Tier 2 Indicator: Goal A: To develop a program that provides experiences for parents, students, and - community members that provides a deeper understanding of STEM education and Problem-Based/Project-Based Learning. Offer these opportunities during the first three quarters of the school year. Rationale: Successful STEM education requires parents, community, and teachers work together to provide a collaborative learning environment for all. In order to enhance the learning process, we will provide parents, community members, and business partners with additional resources and activities to meet that expectation.	
Instructional Strategies:	**Related Professional Learning Strategies:**
1. Quarterly parent meetings will be offered to provide instructional activities that develop insight into daily instruction across all areas. 2. Parent trainings will be offered on iPad use, Google Drive use, Google Classroom, Remind 101, Parent Access, Carnegie Learning Math App, and other technology to increase school-home connectivity 3. Develop an active School Council	1. Google Drive 2. Google Classroom 3. School Council Training
Monitoring (Artifacts):	**Results (Evidence) □ Met □ Not Met**
1. Parent sign-in sheets meetings to district 2. Climate Survey Results 3. School Council sign-in sheets/minutes	Data: Results will be reviewed at the end of each marking period and EOY.
Costs:	**Person(s) Responsible:**
N/A	All

IV. Tier 2 Indicator (linked to Tier 1) *continued*

Focus Area (#4): Fiscal Responsibility

For this focus area, we identified the needs and formulated at least one corresponding <u>Tier 2</u> indicators and developed strategies with an emphasis on academic achievement.

Tier 2 Indicator: Goal A: To improve the accuracy and reliability of Payroll, Purchasing/Accounts Payable, Student Activity Funds, and Student Data as reflected in PowerSchool and the Permanent Records of all students. Rationale: Through audits conducted by the SCCPSS Internal Auditing Department discovered improvement in all areas monitored. We want to continue to make improvement in all processes.	
Instructional Strategies:	**Related Professional Learning Strategies:**
1. Develop, implement and train all staff on new procedures for leave slips and Student Activities Funds. 2. Develop central location for receiving materials and do not release to staff before verification by administrative secretary. 3. Verify and update Permanent Records for all students. 4. Comply with all recommendations outlined by Internal Auditors	Student Activities Fund training for all staff
Monitoring (Artifacts):	**Results (Evidence) □ Met □ Not Met**
Follow-up Audits to be conducted	Data: Audit Reports
Costs:	**Person(s) Responsible:**
N/A	All

V. Tier 3 Narrative
The Tier 3 narrative outlines the district's progress and provides more information regarding its advancement towards meeting the identified goals and tells "the story behind the numbers."

Even though The STEM Academy @ Bartlett had a very successful SY2017-2018, we still see multiple areas where we can continue to make improvements. We will continue to develop our partnerships with local universities, businesses, and community members. We will continue to promote strong parent-school communication in multiple areas. We will always maintain high expectations for our students in the areas of their academic success in all areas as well as their behavior and ownership of their learning.

Additional Comments:
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_____   _____
Principal's Signature   **Date**

_____   _____
Executive Director of School Governance's   **Date**
Signature