

Accountability and School Improvement Plan

2014-2015

for

The STEM Academy @ Bartlett
Savannah-Chatham County Public Schools

Peter L. Ulrich, Principal

Thomas Lockamy, Ed.D. *Superintendent of Schools*

September 12, 2014

I. Principal's Message

September 12, 2014

Dear Friends:

At The STEM Academy at Bartlett, continuous student achievement is a process that we embed in every decision we make. 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 will serve as our roadmap for continued 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,

Peter L. Ulrich, 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
Peter L. Ulrich, Principal	Building Administration
School Leadership Team	Teachers & Support Staff
Data Team	Teacehrs & Support Staff
School Council	Parents, Teachers, & Support Staff

This plan can be shared in the following ways:
School Leadership and Data Management 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	
<ul style="list-style-type: none"> ▪ School Demographics (gender, race, poverty rate, etc.) ▪ SWD Data ▪ 8th Grade Writing Assessment ▪ CRCT Data ▪ SRI Data ▪ MAP Data ▪ EOCT Data ▪ Gifted Programs Data ▪ Promotion/Retention Data ▪ Governor’s Honors Program ▪ Attendance Data for Students ▪ CCRPI Data ▪ Quarterly Assessment Data ▪ Disproportional Data ▪ PowerSchool Database Data ▪ SLDS ▪ Grade Distribution Report 	<ul style="list-style-type: none"> ▪ HiQ Percentage ▪ Percent Staffed by Certified Teachers ▪ Professional Development Hours and Involvement Related to Academic Achievement ▪ Teacher Survey ▪ Parent Survey ▪ Student Survey ▪ Georgia Accred. Comm. ▪ Parent Involvement Data ▪ 21st 	<ul style="list-style-type: none"> ▪ 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 (linked to Tier 1)

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

For this focus area, we identified needs and formulated at least three corresponding Tier 2 indicators through 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 average percentage of students scoring commendable on the math section of the SY2014-2015 state standardized assessment.

RATIONALE: The STEM Academy had 6% of students scoring commendable on the state standardized assessment for the SY 2013-2014.

Instructional 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. Continue partnership with Carnegie Learning to develop their iOS App
6. Utilize math coaches from district to work with teachers in the area of mathematics
7. Invite STEM state coordinator to school to consult and assist in math and engineering concepts.
8. CCGPS Implementation

Related Professional Learning Strategies:

- Share differentiated learning strategies to enhance mathematics learning/teaching
- Participate in district led math activities such as Pi Day, etc
- Carnegie Learning Math PD to collaborate on the development of their iOS App - Alpha complete, moving to Beta test in Fall 2014

Monitoring (Artifacts):

- Lesson plans
- Classroom Observations
- Notes from content specialist/coach
- Displayed student products
- Progress Monitoring data
- Assessment data

Results (Evidence): Met Not Met

Data:
Results will be reviewed at the end of each marking period and EOY.

Cost:

\$2500 for PD with Carnegie Learning

Person(s) Responsible:

All

IV. Tier 2 Indicator (linked to Tier 1)

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

<p>Tier 2 Indicator: GOAL B: To increase the average percentage of students scoring commendable on the ELA section of the SY2014-2015 state standardized assessment.</p> <p>RATIONALE: The STEM Academy had 27% of students scoring commendable on the ELA section of the state standardized assessment for the SY 2013-2014.</p>	
<p>Instructional Strategies:</p> <ol style="list-style-type: none"> 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 	<p>Related Professional Learning Strategies:</p> <ol style="list-style-type: none"> 1. PLCs - sharing student work and research based strategies 2. Mini- workshops on constructed response 3. Writing analysis.
<p>Monitoring (Artifacts):</p>	<p>Results (Evidence): <input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p>Lesson plans Classroom Observations Notes from content specialist/coach Displayed student products Progress Monitoring data Assessment data</p>	<p>Data: Results will be reviewed at the end of each marking period and EOY.</p>
<p>Cost:</p>	<p>Person(s) Responsible:</p>
<p>N/A</p>	<p>All</p>

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

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

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

<p>Tier 2 Indicator: GOAL C: To increase the average percentage of students scoring commendable on the Science section of the SY2014-2015 state standardized assessment.</p> <p>RATIONALE: The STEM Academy had 97% of students scoring Met or Exceeds on the Science section of the state standardized assessment for the SY 2013-2014.</p>	
<p>Instructional Strategies:</p>	<p>Related Professional Learning Strategies:</p>
<p>1. Implementation of Common Core State Standards and the Literacy block in middle grades to teach Science literacy</p> <p>2. Increase the use of effective labs to reinforce key science standards</p> <p>3. Continue cross-content collaboration within all areas to enhance student experiences in science and research.</p> <p>4. Weekly monitoring of science lesson plans to determine labs and following pacing guides</p>	<p>1. Monthly collaborative science/research meetings to design lessons and discuss best practices</p> <p>2. Attend district level science coordinators meetings offered by district and share with staff during subject area meeting</p>
<p>Monitoring (Artifacts):</p>	<p>Results (Evidence): <input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p>Lesson plans Classroom Observations Notes from content specialist/coach Displayed student products Progress Monitoring data Assessment data</p>	<p>Data: Results will be reviewed at the end of each marking period and EOY.</p>
<p>Cost:</p>	<p>Person(s) Responsible:</p>
<p>N/A</p>	<p>All</p>

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

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

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

<p>Tier 2 Indicator: GOAL A: To develop, implement, and use Positive Behavioral Intervention Strategies to reduce office referrals in order to increase instructional time.</p> <p>Rationale: The STEM Academy @ Bartlett had a 10% referral rate for SY2013-2014.</p>	
<p>Instructional Strategies:</p>	<p>Related Professional Learning Strategies:</p>
<ol style="list-style-type: none"> 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 than 1 office misbehavior referrals. 3. Continue school-wide <i>Love Your People</i> campaign. 4. Implement school-wide incentive program for students and grade levels. 5. Develop Peer Mediation team. 	<ul style="list-style-type: none"> -School-wide implementation and development of PBIS plan. -Discuss disciplinary methods and strategies at PBIS/LYP/Faculty Meetings. -Discuss disciplinary methods and strategies at grade level team meetings -School wide Code of Conduct briefings. -Lessons that focus on Love Your People areas. -Train Peer Mediators in September -develop consistent whole-brain teaching methods across all classrooms
<p>Monitoring (Artifacts):</p>	<p>Results (Evidence): <input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p>Lesson plans Classroom Observations Notes from content specialist/coach Displayed student products Progress Monitoring data Assessment data Discipline Data</p>	<p>Data: Results will be reviewed at the end of each marking period and EOY.</p>
<p>Cost:</p>	<p>Person(s) Responsible:</p>
<p>N/A</p>	<p>All</p>

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

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

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

GOAL B: To implement an effective Emergency Response Team and train all staff members in the effective response to emergencies. Develop a PTA Committee that works with the Emergency Response Team and administration to identify areas of concern and provide suggested resolutions.

RATIONALE: The STEM Academy @ Bartlett added an additional 115 students for the SY2014-2015. As we grow, we need to ensure all students and families have complete knowledge about school safety and security.

Instructional 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

Related Professional Learning Strategies:

1. Emergency response team members complete FEMA training in at least three courses
2. CPR and first aid training for key staff
3. Mindset training for all staff members

Monitoring (Artifacts):

1. Quarterly Emergency Handbook review, minutes and attendance rosters for Emergency Response team meetings to district
2. Documentation of exercises and feedback to staff

Results (Evidence): Met Not Met

Data:
Results will be reviewed at the end of each marking period and EOY.

Cost:

N/A

Person(s) Responsible:

All

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

Focus Area (#3): Community Engagement

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

Tier 2: GOAL A: To develop a program that provides learning 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 and summer 2015.

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:

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, EdModo, Remind 101, Parent Access, Carnegie Learning Math App, and other technology to increase school-home connectivity
3. Develop an active School Council

Related Professional Learning Strategies:

- Carnegie Learning Math App development
- EdModo
- Google Drive
- School Council Training

Monitoring (Artifacts):

Parent sign-in sheets
Climate Survey Results
School Council sign-in sheets/minutes

Results (Evidence): Met Not Met

Data:
Results will be reviewed at the end of each marking period and EOY.

Cost:

N/A

Person(s) Responsible:

All

IV. Tier 2 Indicator *continued*

Focus Area (#4): Fiscal Responsibility

For this focus area, we identified needs and formulated at least one corresponding Tier 2 indicator through 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: Audits conducted by the SCCPSS Internal Auditing Department during the “Change in Principal” review discovered findings in all areas monitored.

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 for all staff
Monitoring	Results (Evidence): <input type="checkbox"/> Met <input type="checkbox"/> Not Met
-Follow-up Audits to be conducted throughout the SY2014-2015 by Internal Auditing Department	2014-2015 Internal Audit
Funding Source/ Approximate Amount	Person(s) Responsible
None	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 school opening in SY2013-2014, 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:

Principal's Signature

Date

Executive Director of School Governance's
Signature

Date