

Bremen City Schools

School Improvement Plan

School: Bremen Academy **School Year:** 2016-2017

Mission: Bremen Academy exists to provide its students with a 21st century educational experience with a personal touch. Our goal is to empower every student to become life-long learners who are engaged, productive, and responsible citizens within our global society.

Vision: All learners believe in their power to embrace learning, to excel, and to take ownership of their future.

Bremen Academy Staff Believes:

1. That we should provide a safe, nurturing environment for our students.
2. That the needs of learners with different learning styles and ability levels should be addressed through differentiated instruction.
3. That a partnership among school, home, and community enhances the education of our children.
4. That we must provide students with the skills to be successful in the *21st Century* which include: cooperative and collaborative learning opportunities, connections from theory to real life application, innovative problem solving skills and creative thinking opportunities, global exploration and understanding, integration of a *STEM* related focus, an understanding of the environment and environmental issues, and developing writing skills as a means for communicating effectively and efficiently.
5. That we should provide experiences which develop good citizenship, integrity, character, and responsibility.

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SMART Goals:

1.	As measured by the Spring 2017 Georgia Milestones End of Grade Assessment (GMA EOG), the BA regular education student population will Meet or Exceed the state of Georgia's average percentage of students scoring at the Proficient or Distinguished Achievement Level in ELA, Math, Science, and Social Studies on the assessment.
2.	As measured by the Spring 2017 Georgia Milestones End of Grade Assessment (GMA EOG), the BA student population will Meet or Exceed the state of Georgia's average on the Writing section of the Language Arts assessment.
3.	As measured by the Spring 2017 Georgia Milestones End of Grade Assessment (GMA EOG), the BA Special Education and Economically Disadvantaged (ED) student populations (individually) will Meet or Exceed the state of Georgia's average percentage of students scoring at the Developing Learner achievement level or above in ELA, Math, Science, and Social Studies on the assessment.
4.	As measured by the Spring 2017 STAR Reading and Math Benchmark Assessments, the BA student population will Meet or Exceed the 50 th percentile (Student Growth Percentiles) in each area based on the specific parameters set for each sub-group (Gifted Learners – 75% of students; Special Education – 50% of students; and Economically Disadvantaged – 50% of students).
5.	As measured by the Spring 2017 Course Post Assessment for Art, Music, and Physical Education, the student population will Maintain and/or Increase the number of students demonstrating proficiency based on data collected from the Course Pre-Assessment.
6.	Bremen Academy will continue to actively implement our STEM Program and move towards meeting the Georgia STEM School Certification process during the 2016-2017 school year.

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1-4	<p>Strategic Plan Goal Academic: 1-4</p> <p>Public Relations: 1,3</p> <p>CCRPI: Achievement, Progress Points, Achievement Gap Reduction</p>	<p>Systematic approach to using data:</p> <p>A. Disaggregation of data to analyze STAR Reading & Math Benchmark (focus on instructional strengths and weaknesses).</p> <p>B. Review of Data (Spring/Fall) to analyze GMA results to determine strengths and weaknesses in instruction and student performance.</p> <p>C. Content Benchmarks</p> <p>D. Progress Monitoring</p> <p>E. Schedule students for support classes (Co-Taught, EIP, Resource, and Acceleration).</p> <p>F. Utilize data to identify at-risk students in the areas of Reading and Math at each grade level.</p>	<p>Administrators</p> <p>Teachers</p> <p>Support Personnel</p> <p>Gifted Program Coordinator</p> <p>In-School SED Coordinator</p>	Aug. 2016-May 2017	<ul style="list-style-type: none"> • Close Reading Strategy • Thinking Maps Training • Vocabulary Training • Learning Targets Training • SED Math Training • RESA ELA Camp Training • RESA Math Camp Training • Lunch and Learn 	<ul style="list-style-type: none"> • Roster of students that fall into the Beginning Learner, Developing Learner, Proficient Learner, and Distinguished Learner categories on the Georgia Milestones End of Grade Assessment (GMA EOG) • RTI Tier I, II, III Process/Appropriate Checklists • Instructional Goals • Results of student Progress Monitoring and/or Benchmarking • Monthly Data Meetings • Data Wall (Summary of EOG Data and Content Area Benchmark Data)

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1-5	<p>Strategic Plan Goal</p> <p>Academic: 1-4</p> <p>Public Relations: 1,3</p> <p>CCRPI: Achievement, Progress Points, Achievement Gap Reduction</p>	<p>Standards based instruction</p> <p>A. Provide assignments that differ in content depth and rigor based on the needs of the students.</p> <p>B. Progress monitoring through STAR Reading/Math and/or Aimsweb and adjust instruction/determine interventions, as needed.</p> <p>C. Use flexible grouping in cooperative learning situations.</p> <p>D. Provide opportunities for Advanced Content instruction.</p> <p>E. Emphasis on student performance tasks.</p>	<p>Administrators</p> <p>Teachers</p> <p>Support Personnel</p> <p>Gifted Program Coordinator</p> <p>In-School SED Coordinator</p>	Aug. 2016- May 2017	<ul style="list-style-type: none"> • Close Reading Training • Thinking Maps Training • Vocabulary Training • Learning Targets Training • Reading Instruction Training • SED Math Training • Lunch and Learn 	<ul style="list-style-type: none"> • Georgia Standards of Excellence/Georgia Performance Standards posted • Frameworks Implemented • Student Commentary • Unit Plans (Differentiation) • Reports/Data from IXL ELA and Math, Study Island, FAST Math, Fraction Nation, STAR Reading/Math, Moby Max, Front Row Math • Student Data • Department Meeting Minutes • Acceleration Block Rosters

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1-5	<p>Strategic Plan Goal Academic: 1-4</p> <p>Public Relations: 1,3</p> <p>CCRPI: Achievement, Progress Points, Achievement Gap Reduction</p>	<p>21st Century Learning and Best Practices</p> <p>A. Provide opportunities for students to engage with technology on a daily basis.</p> <p>B. Provide integrated digital skills.</p> <p>C. Increase technology available to students and teachers.</p> <p>D. Exposure to new computer programs and technologies.</p> <p>E. Creative problem solving and higher order thinking including logical and creative thinking.</p>	<p>Administrators</p> <p>Teachers</p> <p>Support Personnel</p> <p>Gifted Program Coordinator</p> <p>In-School SED Coordinator</p>	<p>Aug. 2016-May 2017</p>	<ul style="list-style-type: none"> • Close Reading Strategy • Thinking Maps Training • Vocabulary Training • Learning Targets Training • SED Math Training • RESA ELA Camp Training • RESA Math Camp Training • Lunch & Learn 	<ul style="list-style-type: none"> • Data from TKES Walkthrough/Formative Observation • Interactive Smartboard activities and games • STEM Exploratory • STEM Lab • STEM Units • Elementary Coding Class • 3-D Printing Opportunities • Computer Lab • Exploratory Schedule • Reports from computer programs • Student Work Samples/Products

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2	Strategic Plan Goal: Academic 1, 2, 3, 5 CCRPI Indicator: 1-4	Writing Focus: A. Incorporate writing opportunities in all classes. B. Administer the Write Score practice writing assessment at all grade levels. C. Analyze writing samples to identify areas of need in instruction. D. Provide opportunities for students to cite evidence from text and write Narrative, Informational, and Persuasive essays. E. Consistent requirements at each grade level for writing assignments.	Administrators Teachers Support Personnel Gifted Program Coordinator In-School SED Coordinator	Aug. 2016-May 2017	<ul style="list-style-type: none"> • Close Reading Strategy • Thinking Maps Training • Vocabulary Training • Learning Targets Training • RESA ELA Camp Training • Write Score Training • Lunch and Learn 	<ul style="list-style-type: none"> • Provide publishing opportunities (writing across the curriculum) • Write Score Practice Exam for each grade level. • Teacher student conferencing w/opportunities for enrichment • Writing opportunities (documented in unit plans) • Peer sharing opportunities • Rubrics will include writing components when appropriate. • HERO Day • Living History Day • Rubric used for standard writing focus in each content area

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3-4	Strategic Plan Goal Academic: 1-4 Public Relations: 1,3 CCRPI: Achievement, Progress Points, Achievement Gap Reduction	Targeted Populations: A. Schedule students for support classes, including Co-Taught, EIP, Resource, and Acceleration. B. Utilize data to identify & target students requiring support in the areas of Reading and Mathematics. C. Progress Monitoring to check for academic gains and make necessary adjustments in instruction/interventions implemented. D. Scaffold assignments for low performing students	Administrators Teachers Support Personnel Gifted Program Coordinator In-School SED Coordinator EIP Teacher	Aug. 2016-May 2017	<ul style="list-style-type: none"> • Close Reading Strategy • Thinking Maps Training • Vocabulary Training • Learning Targets Training • SED Math Training • RESA ELA Camp Training • RESA Math Camp Training • Lunch and Learn 	<ul style="list-style-type: none"> • Differentiation documentation on Unit Plans • Early Morning Math • Early Morning Tutoring (provided by SED teachers) • Blue Devil K.I.D.S Program • Afternoon Tutoring • Acceleration Period Rosters • Modified assignments • Scaffold assignments for low performing students • Morning/Afternoon Tutoring • Math Intervention Services • Reports/Data from Study Island, FAST Math, Fraction Nation, STAR Reading/Math, IXL, Moby Max, Front Row Math

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3-4	Strategic Plan Goal Academic: 1-4 Public Relations: 1,3 CCRPI: Achievement, Progress Points, Achievement Gap Reduction	Differentiated instruction: A. Provide assignments that differ in content depth and rigor based on the needs of the students. B. Use flexible grouping in cooperative learning situations. C. Scaffold assignments for lower-level students. D. Provide opportunities to accelerate learning.	Administrators Teachers Support Personnel Gifted Program Coordinator In-School SED Coordinator	Aug. 2016-May 2017	<ul style="list-style-type: none"> • Close Reading Strategy • Thinking Maps Training • Vocabulary Training • Learning Targets Training • SED Math Training • RESA ELA Camp Training • RESA Math Camp Training • Lunch and Learn 	<ul style="list-style-type: none"> • GMA EOG student rosters (Beginning Learner, Developing Learner, Proficient Learner, and Distinguished Learner categories with subgroups delineated) • Tier I, II, III Process/Appropriate Checklists • Instructional goals • Results of student progress monitoring and/or benchmarking • Scheduled review of student data

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3-4	Strategic Plan Goal Academic: 1-4 Public Relations: 1,3 CCRPI: Achievement, Progress Points, Achievement Gap Reduction	Support Services for Students: A. Effectively schedule students into appropriate classes B. Utilize Acceleration Block to provide interventions for areas of need as determined by on-going data collection. C. Morning Tutoring offered by SED teachers. D. SED Resource (weekly).	Administrators Teachers Support Personnel Gifted Program Coordinator In-School SED Coordinator	Aug. 2016-May 2017	<ul style="list-style-type: none"> • Close Reading Strategy • Thinking Maps Training • Vocabulary Training • Learning Targets Training • SED Math Training • RESA ELA Camp Training • RESA Math Camp Training • Lunch and Learn 	<ul style="list-style-type: none"> • Monthly RTI/SST meetings • Data from monthly Progress Monitoring • Monthly Data Meetings • Individual student schedules • Aimsweb; STAR Reading; GMA • RTI Guidance • SED Guidance • EIP Guidance • Flexible Grouping • Services • RTI Tier I, II, III Process/Appropriate Checklists

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5	Strategic Plan Goal Academic: 1-4 Public Relations: 1,3 CCRPI: Achievement	Course Pre-/Post Assessments: A. Review of data from the Course Pre-Assessment to help guide/inform instruction. B. Individual item analysis to ensure that the assessment is fundamentally sound and assesses the content taught at a high level. C. Formative assessments aligned to the curriculum administered to monitor student progress in the acquisition of the content/skills taught.	Administrators Exploratory Teachers	Aug. 2016-May 2017	<ul style="list-style-type: none"> • Pre-/Post Assessment Development • Learning Targets Training • Thinking Maps Training • Higher-Order Thinking Training • Depth of Knowledge Training • Lunch and Learn 	<ul style="list-style-type: none"> • Data collected from each Course Pre/Post Assessment • Data collected from Formative Assessments • Data Analysis Results • Monthly Meetings to discuss student progress

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6	Strategic Plan Goal Academic: 1-4 Public Relations: 1,3 Operations: 2,3 CCRPI: Achievement, Achievement Gap Reduction	STEM Focus: A. Development of STEM Units for instruction at each grade level. B. Implementation of a STEM Lab to serve every student. C. Development of partnerships with community organizations and businesses. D. Implement Monthly STEM Challenge to provide opportunities for students to engage in the use of the Engineering Design Process for problem solving.	Administrators Teachers Support Personnel Gifted Program Coordinator In-School SED Coordinator	Aug. 2016-May 2017	<ul style="list-style-type: none"> • STEM School Visits • Collaborative Planning with facilitator from STEM Certified School • STEM Forum • Instructional Technology Conference • Flurry of Technology Conference • West GA RESA STEM Conference 	<ul style="list-style-type: none"> • Products from Monthly STEM Challenges • STEM Portfolios • STEM Unit Plans • STEM Bulletin Boards • Student Work Samples • Products/Activities from STEM Lab • Community/Business Support