

Bremen City Schools

School Improvement Plan

School: Bremen Academy

School Year: 2019-2020

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. We should provide a safe, nurturing environment for our students.
2. Differentiated instruction should be incorporated into learning activities in an effort to meet the needs of learners with different learning styles and ability levels.
3. A partnership among school, home, and community enhances the education of our children.
4. We should provide students with the skills to be successful in the *21st Century* which include the following:
 - cooperative and collaborative learning opportunities
 - writing skills development for effective and efficient communication
 - 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
5. We should provide experiences that develop good citizenship, integrity, character, and responsibility.

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SMART Goals:

1.	As measured by the Spring 2020 Georgia Milestones End of Grade Assessment (EOG) in ELA, the 4 th -5 th grade student population will meet or exceed the CCRPI 3% Improvement Target set for the student groups in each Reporting Category (All Students - 0.583; Black - 2.000; Economically Disadvantaged - 1.125; Students with Disabilities - 2.455; White - 0.508)
2.	As measured by the Spring 2020 Georgia Milestones End of Grade Assessment (EOG) in Math, the 4 th -5 th grade student population will meet or exceed the CCRPI 3% Improvement Target set for the student groups in each Reporting Category (All Students – <i>Maintain 90 or above</i> ; Black – 1.200; Economically Disadvantaged – 0.620; Students with Disabilities – 1.864; White - <i>Maintain 90 or above</i>)
3.	As measured by the Spring 2020 Georgia Milestones End of Grade Assessment (EOG) in Science, the 5 th grade student population will meet or exceed the CCRPI 3% Improvement Target set for the student groups in each Reporting Category (All Students – <i>Maintain 90 or above</i> ; Economically Disadvantaged – 0.667; Black – Too Few Students; White - <i>Maintain 90 or above</i>)
4.	As measured by the Spring 2020 Georgia Milestones End of Grade Assessment (EOG) in Social Studies, the 5 th grade student population will meet or exceed the CCRPI 3% Improvement Target set for the student groups in each Reporting Category (All Students – 0.519; Economically Disadvantaged – 1.375; Black – Too Few Students; White – 0.496)
5.	As measured by the Spring 2020 STAR Reading and Math Benchmark Assessments, each identified sub group by grade level will Meet or Exceed the 50 th percentile based on specific targets set (Gifted Learners – ≥75%; SWD – ≥30%; ED – ≥40% of students)
6.	As measured by the Spring 2020 Content Benchmark Assessment in Science and Social Studies, the BA student population in 4 th grade will demonstrate proficiency by meeting the specific goals set (class average) for targeted performance (Science: ≥70%; Social Studies: ≥70%)
7.	As measured by the Spring 2020 Marzano Vocabulary Post Assessment, the BA student population in grades 4 th -5 th will demonstrate at least 80% accuracy in each core content area (ELA, Math, Science, and Social Studies) by grade level.
8.	During the 2019-2020 school year, Bremen Academy will implement a comprehensive STEAM program through an interdisciplinary and applied learning approach as measured by student participation in monthly STEAM projects and BCS STEAM activities.
9.	During the 2019-2020 school year, Bremen Academy will implement the Positive Behavior Interventions and Supports (PBIS) school-wide matrix with fidelity as measured by a reduction in discipline referrals for major discipline related incidents and the number of Positive Behavior Referrals issued by staff.

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1-7	Strategic Plan Goal Academic: 1-4 Public Relations: 3, 5, 7 CCRPI: Content Mastery, Progress, Closing Gaps, Readiness	Systematic approach to using data: A. Disaggregation of data to analyze STAR Reading & Math Benchmark (focus on instructional strengths and weaknesses). B. Disaggregation and Review of Data (Spring/Fall) to analyze GMA results to determine strengths and weaknesses in instruction and student performance. C. Disaggregation of Content Benchmark Data (focus on instructional strengths and weaknesses). D. Analysis of Essential Vocabulary Assessment data by content. E. Schedule students for support classes (Co-Taught, EIP, Resource, and Acceleration). F. Monthly Data Meetings as a means by which to identify at-risk students in the areas of Reading and Math at each grade level.	Administrators Teachers Support Personnel Gifted Program Coordinator Early Intervention Program Teacher In-School SED Coordinator	Aug. 2019-May 2020	<ul style="list-style-type: none"> • Close Reading Strategy • Thinking Maps Training • Marzano Vocabulary Training • Learning Targets Training • SED Math Training • Rigor Redefined ELA Training • Math Camp Training • Rigor Redefined Math • Narrative Writing Scoring Training • Common Planning Time 	<ul style="list-style-type: none"> • Georgia Milestones Assessment (Rosters of students by Achievement Levels – Levels I, II, III, and IV) • Curriculum Pacing Guides • Content Specific Essential Vocabulary (by grade level) • PLC Meetings/Logs • BA Writing Plan • BA Assessment Schedule • STAR Reading and Math Data (Benchmarks and Progress Monitoring) • Content Benchmarks (USA TestPrep) • Analysis of Content Benchmark Data • RTI Process (Tier I-III Checklists) • Instructional Goals • Monthly Data Meetings/Logs • Data Wall (Summary of EOG Data and Content Area Benchmark Data) • Instructional Software Programs Data

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1-7	Strategic Plan Goal Academic: 1-4 Public Relations: 3, 5, 7 CCRPI: Content Mastery, Progress, Closing Gaps, Readiness	Standards based instruction A. Provide assignments that differ in content depth and rigor based on the needs of the students. B. Progress monitoring through STAR Reading/Math and/or Aimsweb and adjust instruction/determine interventions, as needed. C. Content Specific Essential Vocabulary Instruction D. Use flexible grouping in cooperative learning opportunities. E. Use of BA Writing Plan for writing instruction F. Provide opportunities for Advanced Content instruction. G. Emphasis on student performance tasks. H. Full implementation of GSE standards in all content areas.	Administrators Teachers Support Personnel Gifted Program Coordinator Early Intervention Program Teacher In-School SED Coordinator	Aug. 2019-May 2020	<ul style="list-style-type: none"> • Close Reading Training • Thinking Maps Training • Marzano Vocabulary Training • Learning Targets Training • Reading Instruction Training • Rigor Redefined ELA Training • SED Math Training • Common Planning Time • Lunch and Learning Professional Learning 	<ul style="list-style-type: none"> • Georgia Standards of Excellence (Content Specific) • Content Specific Essential Vocabulary (by grade level) • BA Writing Plan • PLC Meetings/Logs • Daily Agenda for Classroom Instruction • Frameworks Implemented • Curriculum Pacing Guides • TKES Evaluations (Vocabulary) • Unit Plans (Differentiation) • Reports/Data from IXL ELA and Math, FAST Math, Fraction Nation, STAR Reading/Math, Moby Max, Flocabulary • Student Data (i.e. GMA, STAR Reading & Math, Content Benchmarks, etc.) • Department Meeting Minutes/Logs • Acceleration Block Rosters

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1-7	Strategic Plan Goal Academic: 1-4 Public Relations: 3, 5, 7 CCRPI: Content Mastery, Progress, Closing Gaps, Readiness	21 st Century Learning and Best Practices A. Provide opportunities for students to engage with technology on a daily basis. B. Continue to increase technology resources available to students and teachers. C. Exposure to new computer programs and technologies. D. Creative problem solving and higher order thinking including logical and creative thinking (STEAM Program). E. Identify professional learning opportunities to maximize teacher effectiveness in classroom technology instruction. F. Use communication tools such as Remind, Twitter, school website, Facebook, etc. to communicate important information to students, parents and other stakeholders.	Administrators Teachers Support Personnel Gifted Program Coordinator Early Intervention Program Teacher In-School SED Coordinator	Aug. 2019- May 2020	<ul style="list-style-type: none"> • Close Reading Strategy • Thinking Maps Training • Marzano Vocabulary Training • Learning Targets Training • SED Math Training • Rigor Redefined ELA Training • RESA Math Camp Training • School Visits/Collaboration • Common Planning Time • Lunch and Learn PL 	<ul style="list-style-type: none"> • Unit Plans/Lesson Plans • Curriculum Pacing Guides • BA Writing Plan • TKES Process: Walkthrough and Formative Observations • Maintain documentation related to the creation of and use of Google Classroom and REMIND by teachers • Science Lab • STEM Exploratory/STEM Lab • STEM Units • Elementary Coding Class • 3-D Printing Opportunities • Computer Lab • Exploratory Schedule (Coding Class, Computer Lab, STEM Class) • Instructional Software Program Reports • Student Work Samples/Products

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1-3	Strategic Plan Goal Academic 1-4 Public Relations: 4-6 Operations: 3-4 CCRPI: Content Mastery, Progress, Closing Gaps, Readiness	<p>Writing Focus:</p> <p>A. Incorporate writing across the curriculum.</p> <p>B. Administer the Georgia Center for Assessment practice writing assessment at all grade levels.</p> <p>C. Use of Content Area Action Plan for English Language Arts to guide instructional focus.</p> <p>D. BA Writing Plan used to guide the writing focus.</p> <p>E. Analyze writing samples to identify areas of need in instruction.</p> <p>F. Align Acceleration Block schedule to provide an opportunity to focus on writing.</p> <p>G. Provide opportunities for students to cite evidence from text and develop Narrative, Informational, Opinion, and Persuasive essays.</p> <p>H. Consistent requirements at each grade level for writing assignments.</p>	<p>Administrators</p> <p>Teachers</p> <p>Support Personnel</p> <p>Gifted Program Coordinator</p> <p>Early Intervention Program Teacher</p> <p>In-School SED Coordinator</p>	Aug. 2019- May 2020	<ul style="list-style-type: none"> • Close Reading Strategy • Thinking Maps Training • Marzano Vocabulary Training • Learning Targets Training • Rigor Redefined ELA Training • School Visits/Collaboration • Narrative Writing Scoring Institute (Redelivery) • GA Ctr. for Assessment Training • Common Planning Time 	<ul style="list-style-type: none"> • Content Area Action Plans • PLC Meetings/Logs • Content Specific Essential Vocabulary (by grade level) • Provide publishing opportunities (writing across the curriculum) • Georgia Center for Assessment practice writing exam • Teacher and student conferencing w/opportunities for enrichment • Acceleration Block scheduling to allow for extended writing • BA Writing Plan - Writing opportunities (documented in unit plans) • Peer sharing opportunities • Rubrics for assignments will include general writing expectations (as appropriate) • Writing samples from HERO Day and Living History Day • General Writing Standards Rubric

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1-6	Strategic Plan Goal Academic: 1-4 Public Relations: 4-6 Operations: 3-4 CCRPI: Content Mastery, Progress, Closing Gaps, Readiness	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. Use of Curriculum Pacing Guide to guide instructional focus. D. Focus on Content Specific Essential Vocabulary (by grade level) to assist students in better understanding the content. E. Progress Monitoring to check for academic gains and make necessary adjustments in instruction/interventions implemented. F. Scaffold assignments for low performing students.	Administrators Teachers Support Personnel Gifted Program Coordinator Early Intervention Program Teacher In-School SED Coordinator	Aug. 2019- May 2020	<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 • High Impact Learning Training (Redelivery) • Common Planning Time • GMA Data Retreat • Common Planning Time 	<ul style="list-style-type: none"> • Curriculum Pacing Guide • PLC Meetings/Logs • Content Specific Essential Vocabulary (by grade level) • Differentiation documentation on Unit Plans • Morning Tutoring (provided by SED teachers) • Blue Devil Homework Help Program • Morning/Afternoon Tutoring (core academic teachers) • Acceleration Block Rosters • Modified Assignments and Assessments • Scaffold assignments for low performing students • Morning/Afternoon Tutoring • Math Intervention Services • Reports/Data from FASTT Math, Fraction Nation, STAR Reading/Math, IXL, Math, USA Test Prep, Moby Max, Flocabulary, etc.

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1-7	Strategic Plan Goal Academic: 1-4 Public Relations: 4-6 Operations: 3-4 CCRPI: Content Mastery, Progress, Closing Gaps, Readiness	<p>Differentiated instruction:</p> <p>A. Provide assignments that differ in content depth and rigor based on the needs of the students.</p> <p>B. Use flexible grouping in cooperative learning situations.</p> <p>C. Scaffold assignments for lower-level students.</p> <p>D. Focus on Content Specific Essential Vocabulary (by grade level) to enhance knowledge and understanding of the content.</p> <p>E. Use of Curriculum Pacing Guides to guide instructional focus.</p> <p>F. Provide opportunities to remediate or accelerate learning in identified areas based on data.</p> <p>G. Group students homogenously during Acceleration Block for specific instruction (based on individual student needs).</p>	<p>Administrators</p> <p>Teachers</p> <p>Support Personnel</p> <p>Gifted Program Coordinator</p> <p>Early Intervention Program Teacher</p> <p>In-School SED Coordinator</p>	Aug. 2019- May 2020	<ul style="list-style-type: none"> • Close Reading Strategy • Thinking Maps Training • Marzano Vocabulary Training • Learning Targets Training • High Impact Learning Training (Redelivery) • SED Math Training • RESA ELA Camp Training • RESA Math Camp Training • Science Rigor Redefined • Common Planning Time • Co-Teaching PL • Lunch and Learn PL 	<ul style="list-style-type: none"> • Georgia Milestones Rosters (Achievement Levels – Levels I-IV) • Curriculum Pacing Guides • Content Specific Essential Vocabulary (by grade level) • Georgia Milestones Rosters (Achievement Levels – Levels I-IV) • BA Writing Plan • RTI Process (Tier I-III Checklists) • PLC Meetings/Logs • Instructional Goals • STAR Reading and Math (Benchmarks and Progress Monitoring) • Aimsweb Assessments (SED Program) • Acceleration Block Schedule • Monthly RTI/Data Meeting Schedule/Logs • Early Intervention Program (Assessment Data Collection)

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1-7	Strategic Plan Goal Academic: 1-4 Public Relations: 4-6 Operations: 3-4 CCRPI: Content Mastery, Progress, Closing Gaps, Readiness	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. Appropriately serve SED and EIP students in the classroom and during the Acceleration Block. D. Provide opportunities for struggling students to receive tutoring and/or participate in the Homework Help Program. E. Provide morning tutoring services for SED students as well as resource classes daily during the Acceleration Block.	Administrators Teachers Support Personnel Gifted Program Coordinator Early Intervention Program Teacher In-School SED Coordinator	Aug. 2019- May 2020	<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 • Common Planning Time • Redesigned Essentials of Co-Teaching Training 	<ul style="list-style-type: none"> • Monthly RTI Meetings • Monthly Data Meetings • Individual student schedules • Aimsweb Data • STAR Reading and Math Data (Benchmarks and Progress Monitoring) • Georgia Milestones Rosters (Achievement Levels – Levels I, II, III, IV) • RTI Guidance • SED Guidance • EIP Guidance • Flexible Grouping

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6	Strategic Plan Goal Academic: 1-4 Public Relations: 4-6 Operations: 3-4 CCRPI: Content Mastery, Progress, Closing Gaps, Readiness	Content Benchmark Assessments: A. Review of data from Content Benchmark Assessments to help guide/inform instruction (USA TestPrep). B. Alignment of Content Benchmark questions to Georgia Standards of Excellence. C. Focus on Content Specific Essential Vocabulary (by grade level) to enhance knowledge and understanding of the content. D. Common Formative Assessments aligned to the Georgia Standards of Excellence administered to monitor acquisition of grade level specific content/skills.	Administrators Teachers Support Staff	Aug. 2019- May 2020	<ul style="list-style-type: none"> • Pre-/Post Assessment Development • Learning Targets Training • Thinking Maps Training • Higher-Order Thinking Training • Depth of Knowledge Training • High Impact Learning Training (Redelivery) • Common Planning Time 	<ul style="list-style-type: none"> • PLC Meetings/Logs • Content Benchmark Data • Content Specific Essential Vocabulary (by grade level) • Data collected from Formative Assessments • Student Achievement Goals Data • Curriculum Pacing Guides • BA Assessment Schedule • BA Writing Plan • Unit Plans (grade level specific) • Monthly Data Meetings

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8	Strategic Plan Goal Academic: 1-4 Public Relations: 1-5 Operations: 3-4 CCRPI: Content Mastery, Progress, Closing Gaps, Readiness	STEM Focus: A. Development of STEM Units for instruction at each grade level. B. Provide a STEM Learning Lab to serve every student and provide exposure to collaborative hands-on learning in a stimulating and challenging environment. 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. 2019- May 2020	<ul style="list-style-type: none"> • Collaboration with STEM Certified Schools • West GA RESA STEM Conference • BCS STEM Night • Monthly STEM Project Planning • STEM Forum • Instructional Technology Conference • WGYSTC STEM Kit Training 	<ul style="list-style-type: none"> • STEM Monthly Project Planning • STEM Monthly Projects • STEM Team Meeting Minutes • STEM Portfolios • STEM Unit Plans • STEM Student Work Samples • STEM Lab Products/Activities • Community and Business Support/Partnerships • STEM Bulletin Boards • Grade Level STEM Planning (Important Dates Calendar) • STEM Team Meeting Minutes

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9	Strategic Plan Goal Academic: 1-4 Public Relations: 1-4 Operations: 10-11 CCRPI: Content Mastery, Progress, Closing Gaps, Readiness	Positive Behavior Interventions & Supports (PBIS): A. Development of PBIS Core Beliefs B. Development of the PBIS school-wide matrix C. Faculty orientation and training D. Implementation of the PBIS school-wide matrix E. Student orientation and training F. Recognition of Positive Behavior Referrals	Administrators Teachers Support Personnel Students	Aug. 2019-May 2020	<ul style="list-style-type: none"> • PBIS Team Training (NW Ga RESA) • PBIS School-Wide Matrix • PBIS Training Orientation Videos • Positive Behavior Referrals Development • SWIS Information System • Mindset Training 	<ul style="list-style-type: none"> • PBIS School-Wide Matrix (posted in each classroom w/classroom expectations) • Positive Behavior Referrals • Reduction in Overall Behavior Referrals (SWIS Information System) • Student/Teacher Survey • Parent/Community/Business Support • PBIS Team Meeting Minutes