



School Improvement Plan 2023 - 2024



Barrow County
Barrow Arts and Sciences Academy

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Barrow County
School Name	Barrow Arts and Sciences Academy
Team Lead	Nick Scheman
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase the percentage of students reaching the distinguished level on our EOC assessments. This should include a focus on our black student subgroup, students with IEPs, as well as EL students.
Root Cause # 1	Make sure students are appropriately supported through Tiered support system and teachers receive PL as to appropriate tiered supports for classroom use. Increase academic rigor in terms of teacher consistency, data driven PLCs, and continued progress with PBL. Classroom assessments need to match the EOC and these discussions start with a productive and consistent PLC team. Increasing Extended Writing Tasks across all disciplines could help EOC scores as well as graduation rates. Implement meaningful and targeted study skills Expeditions for those identified by academic interventionists.
Goal	80% of BASA students will score at the proficient/distinguished level as measured on the 2023-24 Algebra, American Literature, Biology, and United States History EOC assessments.

Action Step # 1

Action Step	PLC teams will meet weekly to analyze data such as common benchmark assessments and EOC domain data to help inform appropriate remediation and enrichment activities. They will ensure that assessments align with the EOC in terms of question design as well as overall DOK question levels.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Weekly PLC meeting agenda and minutes
Method for Monitoring Effectiveness	Assessments aligned to EOC, grades, DOK questioning during classroom discussions, classroom visits
Position/Role Responsible	PLC team leads and Admin dept lead
Timeline for Implementation	Weekly

Action Step # 1

<p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	<p>Innovative Learning Coach to partner with PLC teams to create highly effective and meaningful PLCs. PLC PL and PLC document development and implementation that will be evident through classroom observations.</p>
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Action Step # 2

<p>Action Step</p>	<p>Academic Interventionists will use grades, MAP data, and observations to create a list of students most at risk of not meeting EOC course requirements. They will develop study plans, push into classrooms, and pull students out for remediation during Expeditions. They will implement PL on targeted Tiered supports for classroom teachers so that they will be equipped with strategies to better support their students leaving the AI to work with students in need of a more targeted support approach.</p>
<p>Funding Sources</p>	<p>N/A</p>
<p>Subgroups</p>	<p>Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant</p>
<p>Systems</p>	<p>Supportive Learning Environment</p>
<p>Method for Monitoring Implementation</p>	<p>Throughout the school year review/supplement teacher Tiered PL, AI agenda, purpose, student documents</p>
<p>Method for Monitoring Effectiveness</p>	<p>AI spreadsheet to indicate students who received support, improved grades, and movement out of direct AI support services</p>
<p>Position/Role Responsible</p>	<p>Academic Interventionists</p>
<p>Timeline for Implementation</p>	<p>Weekly</p>

<p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	<p>AI will partner with grad specialist, MTSS team, and classroom teachers.</p>
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Action Step # 2

<p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	<p>AI will partner with grad specialist, MTSS team, and classroom teachers.</p>
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Action Step # 3

<p>Action Step</p>	<p>Targeted and strategic study skills sessions to be offered during Expeditions to help with specific skills such as organization, notetaking, and test prep.</p>
<p>Funding Sources</p>	<p>N/A</p>
<p>Subgroups</p>	<p>Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant</p>
<p>Systems</p>	<p>Coherent Instruction</p>
<p>Method for Monitoring Implementation</p>	<p>Throughout the year AI will create study skills sessions to push out during Expeditions.</p>
<p>Method for Monitoring Effectiveness</p>	<p>Session completion data, grades, student feedback</p>
<p>Position/Role Responsible</p>	<p>Academic Interventionists School MTSS Coordinator</p>
<p>Timeline for Implementation</p>	<p>Monthly</p>

<p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	<p>AI to partner with grad specialist, innovative learning coach, and Crew teachers to create and implement appropriate study skills sessions.</p>
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Action Step # 4

Action Step	Based on Extended Writing Task data, PLC teams will design and implement extended writing tasks using stimulus material and a common writing rubric.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	PLC team agenda/minutes, creation of extended writing prompts and use of stimulus material with common rubric
Method for Monitoring Effectiveness	Increased writing endurance, grades, classroom assessments, classroom observations
Position/Role Responsible	Innovative Learning Coach Magnet Coordinator
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Innovative learning coach will partner with teachers, magnet coordinator, and ELA dept lead.
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase the number of students feeling safe, connected, and engaged at BASA (72%). Through greater focus and intentionality of a robust PBIS program, BASA can create a more supportive, safe, and engaging environment.
Root Cause # 1	The unique aspects of BASA appear to attract students heavily interested in The Arts, looking for a different way to learn, or a place to simply fit in. With this comes a larger population in need of support in areas other than academics. It speaks volumes when only about three quarters of our students feel safe, connected, and not bullied.
Goal	BASA will achieve full implementation for PBIS Tier 1 by the end of the 2023-24 school year as measured by at least an 80% score on the Tiered Fidelity Inventory (TFI).

Action Step # 1

Action Step	Tier 2 implementation includes the identification of key department and building representatives to meet monthly to discuss student needs as well as positive student recognitions.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Throughout the year, team meeting dates and agenda
Method for Monitoring Effectiveness	Team meeting agenda and minutes
Position/Role Responsible	PBIS Admin PBIS Team
Timeline for Implementation	Monthly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	PBIS team to partner with AP/AD.
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Action Step # 2

Action Step	The PBIS team will implement targeted lessons regarding PBIS strategies and talking points for Crew teachers to use regarding SEL, school safety, and community involvement.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Throughout the year, team should be rolling out targeted lessons to Crew teams.
Method for Monitoring Effectiveness	Student survey data through crew, discipline logs, and counseling appointment data
Position/Role Responsible	PBIS Admin PBIS Team
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	PBIS team to partner with AP/AD.
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Action Step # 3

Action Step	The PBIS team will implement a teacher, staff, student, and community member recognition plan to recognize those that exhibit what it means to be a BASA Blazer and to be FIRE'd up.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Visible bulletin boards, recognition posts, and signage
Method for Monitoring Effectiveness	Rotating recognition bulletin board, social media posts, student response to signage and recognitions
Position/Role Responsible	PBIS Admin PBIS Team
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	PBIS team to partner with AP/AD.
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Action Step # 4

Action Step	The PBIS team will develop and implement, with coordination of admin, a clear classroom expectation matrix as well as an expectation matrix for specific areas throughout the campus.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 4

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Posted expectations all over campus with the input of students.
Method for Monitoring Effectiveness	Monitor success through discipline data, classroom handled discipline, and counseling appointment data.
Position/Role Responsible	PBIS Admin PBIS Team
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	PBIS team to partner with AP/AD.
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	As a program of choice, BASA must pay close attention to retention and enrollment data. We must further define who we are, what makes us different than other schools, and how to best run a successful PR campaign.
Root Cause # 1	Determine why retention is a potential issue and how to best remediate it while still maintaining positive growth. Anecdotal information points to lack of specific school identity and to issues revolving around typical classroom academic activity. Increase focus and expectations regarding PBL, cross-curricular connections, and showcase events. Support teachers through very targeted and meaningful PL in these areas as we determine the best ways to get the word out about who we are and how we function.
Goal	Based on current enrollment data, for the 2023-24 school year, BASA will increase enrollment by at least 10% while retaining at least 97% of its current student body.

Action Step # 1

Action Step	Each PLC or department will implement a PBL or cross-curricular unit of study while still implementing elements of an effective PBL in every unit of study.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Throughout the year work with dept/PLCs to ensure PL support as units are designed
Method for Monitoring Effectiveness	Artifacts from PBL units Student work and presentations Increased student-centered learning and engagement, Instructional Rounds
Position/Role Responsible	PBL Admin Innovative Learning Coach
Timeline for Implementation	Monthly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	PBL Admin to partner with Innovative Learning Coach to provide appropriate PL and support for PLC teams and departments.
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Action Step # 2

Action Step	BASA counseling staff to create club, athletic, extracurricular fair to include parents and community members.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	AP/AD to ensure that the fair includes all activities that BASA has to offer.
Method for Monitoring Effectiveness	Monitor club and athletic participation data and compare to grades and discipline.
Position/Role Responsible	Counseling Staff
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Counseling staff to partner with AP/AD and club/athletic sponsors.
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Action Step # 3

Action Step	BASA counselors to implement specific and targeted sessions during Expeditions and at night to discuss college and career options as well courses and pathways unique to BASA with students and parents.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Meeting agenda, presentation, sign-in documentation
Method for Monitoring Effectiveness	Improved scheduling, decreased schedule change needs,
Position/Role Responsible	Counseling Staff AP/AD
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Counseling staff to partner with AP/AD and community partners to present information to students and families.
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Action Step # 4

Action Step	Recruitment sessions to be created and implemented on campus along with scheduled visits to our middle schools followed up with specific social media posts and flyers regarding attributes that make BASA unique.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless

Action Step # 4

Subgroups	English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	AP/AD to lead presentation creation, PR, and scheduled visits.
Method for Monitoring Effectiveness	Meeting presentation sign-in documentation, social media posts and subsequent inquires.
Position/Role Responsible	AP/AD Admin Team
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	AP/AD to partner with Admin team to schedule meetings with other schools as well community members.
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Action Step # 5

Action Step	Students identified as at risk of not being successful at BASA, will take part in interventions that include specific BASA team members, parents, and the creation of a student success plan while also creating a profile of those who decide to withdraw from BASA even after targeted interventions were put in place.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant

Action Step # 5

Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Creation of student success plan
Method for Monitoring Effectiveness	Follow-up sessions, grades, behavior, parent input
Position/Role Responsible	Academic Interventionists Graduation Specialist Admin Team
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Academic Interventionists to partner with Graduation Specialist and parents to create a student success plan. Partner with registrar to develop a profile of those who after various interventions still decide to leave BASA.
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Action Step # 6

Action Step	Teachers will receive PL regarding the creation and implementation of classrooms that are positive and culturally responsive to meet the needs of all students.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Innovative Learning Coach and Admin to implement appropriate PL
Method for Monitoring Effectiveness	Classroom visits, lessons, PLC minutes

Action Step # 6

Position/Role Responsible	Innovative Learning Coach Admin Team
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Admin team to partner with PLC team leads and department chairs to ensure appropriate implementation.
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3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>Our school SIP was part of our SGT monthly agenda and helped guide decisions made at our school. Throughout the school year, our SGT provided feedback as did community members who attended the principal's morning coffee or after school tea. The development of the current plan was nurtured through faculty and staff discussions using data from a variety of sources.</p>
<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>All BASA students will take courses by well trained teachers who have a growth mindset and participate in PL activities. We developed a master schedule based on teacher expertise, preference, and student need.</p>
<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>Though we are not listed as a Title I school, we do in fact address the needs of all students through well planned lessons, thoughtful student support, as well as through specific and meaningful remediation.</p>
<p>4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>NA</p>

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>NA</p>
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<p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>We will ensure a smooth transition from middle to high school by opening our doors for student campus visits, informational parent nights, as well as a summer Ignite program to help build excitement and basic skills. We will continue to have informational nights regarding AP, DE, and WBL opportunities. Our counselors work with grade levels, small groups, and individual students to discuss best options to meet the needs of individuals.</p>
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<p>7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>We empower our teachers through a four-step process and use PBIS as a means to reward positive behaviors. We will push out our Vision: Respect for All this year.</p>
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ADDITIONAL RESPONSES

<p>8. Use the space below to provide additional narrative regarding the school's improvement plan.</p>	<p>This year's SIP was prompted by a great and ongoing discussion between faculty, staff, and other stakeholders.</p>
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