



**SOUTHWEST
AERONAUTICS,
MATHEMATICS &
SCIENCE ACADEMY**

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School Name: Southwest Aeronautics, Mathematics, and Science Academy (SAMS)

School Address: 4100 Aerospace Pkwy NW, Albuquerque, NM 87120

Head Administrator: Coreen Carrillo

Business Manager: Ronda Joyce

Authorized Grade Levels: 7-12

Authorized Enrollment: 500

Contract Term: July 1, 2017 through June 30, 2019

SAMS Academy agrees with the primary analysis. We also believe in helping all students. We are focusing on students at-risk and have implemented the following programs for our students.

Current Mission Statement:

"The mission of the Southwest Aeronautics, Mathematics and Science Academy is to prepare students in grades 7-12 in an integrative STEM 21st century educational environment which offers a unique option in aeronautics. Students will be competent in the reading, writing, mathematics, science, technology and problem solving skills necessary for success in post-secondary education, high-tech, or aviation related careers."

Proposed Mission Statement:

The mission of the Southwest Aeronautics, Mathematics and Science Academy is to prepare students, with attention to high-risk students, in grades 7-12 in an integrative STEM 21st century educational environment which offers a unique option in aeronautics. Students will be competent in the reading, writing, mathematics, science, technology and problem solving skills necessary for success in post-secondary education, high-tech, or aviation related careers.

We believe in helping all students attain academic success. We have put many new systems into place. Below are the systems we are currently implementing to help all students:

Southwest Aeronautics Mathematics and Science Academy (SAMS) has maintained a C or above average since opening in 2012. The following table displays final grades earned each year.

Final School Grades					
2013	2014	2015	2016	2017	2018
A	A	B	C	B	C

The SAMS current charter contract term is from July 1, 2017 through June 30, 2019; therefore, we are addressing the 2018 School Grading Report Card which represents our performance for 2017-18, the first year of the contract.

SAMS received a 2018 final overall grade of C. (See Appendix G) Two indicators received grades of D (Current Standing and School Improvement) and one indicator received a grade of F (Improvement of Lowest-Performing Students).

In the spring of 2018, we knew with our short term assessments that our lowest performing students were struggling. We immediately started taking the following actions to develop a plan to target improvement for our students. An assistant principal was hired that could look and analyze data. With his help we put a new system in place over the summer. Here is what we put in place for the fall:

- Academic Absences
- Parent Conferences
- PLC's that are grouped by grade level as well as Sponsor Teachers
- iReady
- Success Lab
- Intervention software
- NM DASH
- Principals Pursuing Excellence

Action Taken:

Academic Absences: This is our first year implementing this process; every Sunday evening data is run to show which students have not completed their percent of coursework for the previous week and a warning is sent out. If they are still behind the following week, an Academic Absence is given. The third week an academic absence is given and their sponsor teacher is to immediately meet with the student and a parent(s) to discuss a Student Success Contract. This plan maps out for the student how many activities they are to work on each day to get back on track. Our focus is to first find areas the student needs support in, then to help them maintain their coursework, stay on track, and to prepare them for the PARCC assessment in the spring.

Parent Conferences: This is our first year that we have integrated Parent Conferences into our school calendar. During registration in August, Sponsor Teachers met with parents and students but this year we have added three different times during the year in which sponsor teachers will meet with their students and parents to discuss their student's progress. Our conferences are scheduled October 8 – 10th, January 8 and 9th and March 28th and 29th.

Professional Learning Communities: This year we restructured our PLC's by grade level. Each PLC is focused on their grade level and each team includes a special education representative and a S.A.T./504 coordinator. Instead of meeting once a month they will meet every two weeks. They will be looking at

student data, discuss Student Success Contract, and communicating student needs. The intent is to solely focus on student achievement.

iReady: This is our first year using iReady as our short term assessment. We switched from STAR assessment to iReady because it is more comprehensive, pinpoints the gaps in a student's learning and gives extensive resources for helping the student. We tested the week of August 20th and will test again during the weeks of January 14th and the week of May 6th.

Success Lab: We have taken our PARCC scores from the spring of 2018 and our recent iReady assessment data and implemented a program called Success Lab. Success Lab is a mandatory lab for students that scored low, either a 1 or a 2 on PARCC or two or more grade levels behind in reading and/or math on iReady. A regular education math and ELA teacher rotate into the Lab to provide a more blended learning environment to the students by using: whole group instruction, individualized instruction and content-specific Edgenuity time. They will be working in the areas that students scored low in and using the iReady recommendations to drive the lessons. Our focus is to raise students' reading and math skills.

Intervention Software: We have taken our intervention software, Ascend Math and Mind Play Reading, and restructured it to play a more active role during the individualized time in Success Lab.

NM DASH / Principals Pursuing Excellence Program (PPE): Our school principal is in her second year of the PPE program which helps the core leadership team focus on the areas our school is needing. This program has guided us to effectively find new systems for our school to help our students succeed. Last year in NM DASH, our focus areas were Observation and Feedback, Tier I (Core) Intervention and School Leadership and Systems (See Appendix F). This year our focus areas are Data Driven Instruction and School Culture. The Core Team believes the new systems put in place are changing the school culture to dig deep into the data so decisions can be made in regards to student achievement