

Old Main STREAM Academy School Improvement Plan 2022-2023

**OMSA Mission:** To engage students in STREAM discipline’s that will prepare future leaders who are innovative, persistent, and self-determined.

**SIP Purpose:** To provide clear and strategic direction of the school that will ensure the OMSA Educational Model is implemented with fidelity in order to engage students in meaningful learning that will assist them in their journey to becoming productive and responsible citizens.

|  |  |
| --- | --- |
| **Members** | **Title** |
| Dr. Christopher Clark | School Leader |
| Delois L. Lowry | SIT Chair, Media Coordinator |
| Mechelle Brayboy | Kindergarten Teacher |
| Sue Ann Oxendine | First Grade Teacher |
| Sharon Revels | Second Grade Teacher  |
| Deborah Freeman | Third Grade Teacher-Recorder |
|  Hugh Oxendine | Fourth Grade Teacher |
| Millicent Jones | Teacher Assistant |
| Gwen Hammonds | School Counselor |
| Dr. Sara Whitaker | School Consultant |
| Christopher Conner | Parent Representative |

# Areas of Strength

Data Source(s): North Carolina Teacher Working Condition Survey, mCLASS, North Carolina End of Grade Assessments, North Carolina Check-Ins, North Carolina Beginning of Grade 3 Assessment, Teacher Observations, North Carolina Leadership Standards, Old Main STREAM Academy Needs Assessment Survey, Old Main STREAM Academy Educational Model

* Teachers are effective leaders in the school
* Community members support students teachers, contributing to their success with students
* Teachers are recognized as educational experts
* Administration supports teachers’ efforts to maintain discipline in the classroom
* The faculty are recognized for their accomplishments
* The school provides quality services to help students with social or emotional needs
* Faculty and staff take steps to solve problems before they occur
* Teachers have an appropriate level of influence on decision making
* There is an atmosphere of trust and mutual respect in this school
* Teachers are held to high professional standards for delivering instruction
* Efforts are made by administration to decrease the amount of non instructional tasks performed by faculty and staff
* Teachers are assigned classes that maximize their likelihood of success with students
* Teachers believe what is taught will make a difference in students’ lives
* At this school, all students are treated equitably, justly and fairly
* Students and staff are not bullied about their race, ethnicity, cultural background, or religion
* Teachers do not have adequate space to work productively
* Professional learning communities/opportunities are not aligned with the OMSA Educational Model
* Teachers do not have sufficient access or training to fully utilize instructional technology
* There is not a written plan that describes procedures to be performed in active shooter situations or lock-down situations
* The instructional schedule does not reflect the OMSA Educational Model
* Data is not consistently used to foster the development of students, effective instructional approaches, and teacher performance

**Areas of Concern**

*Data Source(s): North Carolina Teacher Working Condition Survey, mCLASS, North Carolina End of Grade Assessments, North Carolina Check-Ins, North Carolina Beginning of Grade 3 Assessment, Teacher Observations, North Carolina Leadership Standards, Old Main STREAM Academy Needs Assessment Survey, Old Main STREAM Academy Educational Model*

**Goal 1**

*Students will improve their performance in reading based on NCDPI assessments by at least 5%. Additionally, students will perform higher than their peers in Robeson and surrounding counties on the Reading and Math End of Grade Assessments, as demonstrated by a higher percentage of student proficiency and overall student growth*

**Goal 2**

*To prepare future leaders who are innovative, persistent, and self-determined, all students at Old Main STREAM Academy will complete a STREAM/Place-Based Education Project accompanied by a Project Rubric, established by the teaching staff, with achievement scores averaging 80%.*

**Priority Goals**

*Based on the Areas of Concern and the Old Main STREAM Academy SMART Goals, list the goals that the School Improvement Team will work toward implementing.*

**ACTION, MONITORING, AND EVALUATION PLAN DESIGN**

List the objectives and action items that will be implemented in order to provide solutions for each goal. Include evidence that will be utilized to monitor each objective. SIT members will evaluate bi-monthly and include the dates that evaluations occurred for each action item, in addition to the progress that has been made toward each action item.

|  |
| --- |
| **Goal 1:***Students will improve their performance in reading and math based on NCDPI assessments by at least 5%. Additionally, students will perform higher than their peers in Robeson and surrounding counties on the Reading and Math End of Grade Assessments, as demonstrated by a higher percentage of student proficiency and overall student growth.* |
| **Objectives** | **Action Items** | **Monitoring/Evidence** | **Evaluation** |
| ***A4.01****The school implements a tiered instructional system that allows teachers to deliver**evidence-based instruction aligned with the individual needs of students across all tiers.****B3.03****The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.* | Identify grade level and core subject area curriculum used district-wide and assure alignment with state content standards in math/ELA; including vertical and horizontal alignment of curriculum to meet the needs of students.Identify at-risk student needs according to school and state assessment methods and remediate math & ELA, through small group instruction, tutoring, intervention blocks, and after school programsSupport Social Emotional Learning multi-tiered system in the schools that focuses on a growth mindset, goals, values, friendships, thoughts, emotions, decisions, and serious peer conflicts with prevention strategies. | NCSCOS Implementation Daily Instructional SchedulesMTSS Trainings, Meeting Agendas, Minutes, and Sign-InExceptional Teacher Schedule Reading Specialist Schedule Math Specialist Schedule Teacher Walk-Throughs Teacher Formal Evaluations Staff-Led Faculty Meetings Weekly Lesson PlansData Notebooks (to include NC Check-In, mCLASS, BOG3, EOG) |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Utilize MTSS and/or formative assessments to track student functional achievement levels and growth patternsIdentify high priority needs of the school and assign tasks to the Leadership Team in order to eliminate student achievement gapsImplement a school-wide PLC structure that focuses on meeting the individual needs of studentsEnsure school-wide cohesiveness of classroom observations and teacher evaluationsIdentify methods to hold all staff accountable for student achievement | Student Achievement/Growth DataPLC Meeting Agendas, Minutes, and Sign-InParent Communication LogsSIT Meeting Agendas, Minutes, and Sign-In |  |

|  |
| --- |
| **Goal 2***To prepare future leaders who are innovative, persistent, and self-determined, all students at Old Main STREAM Academy will complete a STREAM/Place-Based Education Project accompanied by a Project Rubric, established by the teaching staff, with achievement scores averaging 80%. Students and staff will be well-versed in STREAM/Place-Based Education and the implementation will be embedded in the curriculum and evident within lessons, activities, and assignments.* |
| **Objectives** | **Action Items** | **Monitoring/Evidence** | **Evaluation** |
| ***B1.03****A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective instructional practices and STREAM/placed based activities and assignments.****C2.01****The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.* | Identify methods to document curriculum used and interim benchmark assessments used to identify student growth patterns in all core classesStaff will participate in professional development opportunities which reinforce coordination of classroom curriculum with state content standards and the OMSA ModelSTREAM/PBE is embedded into the core curriculum and does not stand as an isolated component.PBE is characterized by student-driven, project- based explorations of local environmental issues, social questions, cultural heritage, or civic leadership. One of these explorations will be the focus ofeach quarter. | Weekly Lesson PlansPLC Meeting Agendas, Minutes, and Sign-InFaculty Meeting Agendas, Minutes, and Sign-InContinuous Professional Development Opportunities and Follow-Up AssessmentsFormative and Informative Student Assessment DataTeacher ArtifactsParent Information EventsSIT Meeting Agendas, Minutes, and Sign InStudent-Led Conferences |  |
|  | Identify grade level and core subject area curriculum used school-wide and assure alignment with state content standards and | North Carolina Teacher Working Conditions SurveyOMSA Needs Assessment Surveys |

|  |  |  |  |
| --- | --- | --- | --- |
|  | the OMSA Educational Model; including vertical and horizontal alignment of curriculum to meet the needs of students.Review input from staff, parents, and community stakeholders concerning the effectiveness of the implementation of the OMSA Educational ModelReview student and school data to ensure implementation of the SIP and the OMSA Educational Model |  |  |