

Our Direction

Southwest Charlotte STEM Academy

Date of Report: 11/30/2023

Vision:

Vision

SCSA and the greater school community are committed to multiple pathways toward excellence and achievement for ALL students.

Students will imagine, reflect, discover, and innovate within a safe, equitable, responsive learning environment that develops their academic, social, and emotional growth and holistic well-being.

Teachers and staff will provide students with high quality and intentional instruction alongside research based social and emotional support in a safe, respectful and inclusive environment that builds a foundation for life-long learning. Staff will also routinely, clearly and consistently communicate with parents.

Parents will partner with the staff and school community to bridge the gap between home and school, which empowers families to become proactive in their children's education on a continuous basis.

Values:

Core Values

Southwest Charlotte STEM Academy is committed to:

A Culture of Care: We enhance our learning environments and recognize the strengths and needs of all students and staff through an ethos of caring for oneself, others, and community.

Honoring the Whole Child: We focus on all aspects of a child's education to include academic growth, extracurricular pursuits, emotional intelligence and resilience, and physical well-being.

Innovative Instruction: We strive to offer academic experiences that inspire all students to build agency and fully engage in their learning. We want them to leave us inspired and well prepared.

Equity and Social Justice: We are committed to access, equity, diversity, participation and human rights for all members of our community.

Global Citizenship: We will develop citizens who understand the world around them and value other perspectives, communicate and collaborate with culturally diverse audiences, and take the needed and appropriate action to improve local, national, and global communities.

Mission:

Mission Statement

Southwest Charlotte STEM Academy promotes high academic achievement by increasing student engagement through a workshop model that encourages and empowers students to take ownership of their own learning.

Goals:

- 1. We will increase the overall achievement for Students With Disabilities (SWD) from 13.2 to 17 in the 23-24 school year.
- 2. We will Increase the overall achievement for Economically Disadvantaged Students (EDS) from 37.3 to 43 in the 23-24 school year.
- 3. We will increase the overall Math performance grade level from 42.6% to 50% in the 23-24 school year.
- 4. We will increase the overall Reading (ELA) performance grade level from 51.9% to 57% in the 23-24 school year.

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

SCSA will use a variation of staff and parent surveys, student assessment data, school renewal visit feedback and weekly and monthly classroom observations in obtaining data toward our school improvement efforts.

Student Outcome Data:

SCSA will use the 22-23 End of Grade and End of Course student data (sub groups, proficiency, etc) as our primary source in student outcome data. Alongside this, we will utilize both iReady and Case 21 beginning, middle and end of year assessment data as we progress monitor. We will also use student surveys and focus group data.

Our Leadership Team’s progress in fully implementing Indicators and meeting Objectives:

The Leadership Team (LT) will meet monthly to discuss how we are progress monitoring our indicators, review key performances and discuss how we are collectively reaching each goal and objective. LT members will be assigned specific indicators to facilitate and monitor as well.

Selected Indicators:

Curriculum and instructional alignment

A2.04 Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)

Family Engagement

E1.06 The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)

Monitoring instruction in school

B3.03 The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)

Student support services

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.(5117)

A4.06 ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)

A4.16 The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)