

Our Direction

Southwest Elementary School

Date of Report: 9/28/2022

Vision:

Southwest Elementary Global Academy will integrate global studies into our curriculum. We will utilize 21st century skills to create global citizens in a smaller world who will embrace cultures, traditions, and languages.

Values:

At Southwest Elementary Global Academy we value relationships, diversity, and our students. Our purpose is to provide our students with a superior academic program and maintain high expectations. Through a balanced academic curriculum, we will enable our students to gain a global perspective and knowledge of diverse cultures. We are committed to preparing each student to become a respectful, caring, and successful citizen in an ever-changing global society.

Mission:

Southwest Elementary Global Academy will make a better world one student at a time by empowering our students in a global society. We will empower students by focusing on diversity, growth, rigorous instruction, learning experiences, and the integration of technology.

Goals:

- 70% parental and familial engagement and improve communication to support student learning, home support and ways to support reaching or exceeding student goals and schoolwide goals.

Performance Measure(s)

Performance Indicator: *Create a SWE Facebook page. Log the number of followers. *Admin. Newsletter-Quarterly *School Messenger reports *Results from the 2019 Family Engagement survey (approx. 90 surveys returned). *Sign-in sheets for conferences, curriculum nights/evening events, awards days, etc. *Report from front office sign-in system that calculates the number of volunteer hours from year to year. *Parent Volunteer forms. As of October 2021, we have 30 parent volunteers signed up for one or more of the following opportunities: school or district committees, volunteer for special events, classroom parent/volunteer. *As of October 2021, Union Baptist Church & Faith Health have joined us as community partners. *Student-led conferences/Parent-Teacher conferences. *Compile spreadsheet of family involvement through sign-in sheets.

Data Source: Family Engagement survey; sign-in sheets; electronic reports	Baseline Year: 2021-22	Baseline: 2
Target Date: 2023	Target: 4	Actual:

- By June 2023, SWEGA will decrease the achievement gap between our Hispanic 48.6% and Black students 40.4% on the Reading EOG from 7 points to 3 percentage points.

Performance Measure(s)

Performance Indicator: *Administration will attend PLT's weekly. *Teacher/admin data (CASA-Collaboration of Student Achievement) meetings will occur twice a quarter; *Teacher weekly walkthroughs and scheduled NCEES observations; *Hire a tutor for 3.5 hours a day for 4th/5th grade reading support; *Monthly review of Student/Teacher Data notebooks *Implementation of student-led conferences. *Implementation of MClass and Progress Monitoring with fidelity.

Data Source: Scheduled meetings, agendas, and notes; CASA cards; electronic reports	Baseline Year: 2021-2022	Baseline: 75%
Target Date:	Target:	Actual:

Performance Indicator: *Surveyed staff for professional development needs. *Promote and support teacher participation in professional development opportunities via PTEC, NCEES, NCCAT, LCS PD, etc. *Track staff PD needs and attendance via their NCEES professional development plan.		
Data Source: Results from LCS PD survey; Attendance of PD and re-delivery to staff; Professional Development Plans	Baseline Year: 2018-2019	Baseline: 43%
Target Date:	Target:	Actual:

Performance Indicator: More specifically, Southwest will increase the growth index from -2.05 to 1.0		
Data Source: 2019-2020 NC School Report Card and EVAAS data	Baseline Year: 2018-2019	Baseline: -479%
Target Date: 2023	Target: -179%	Actual:

- By June 2024, Southwest Elementary Global Academy teachers will feel there is an atmosphere of trust and respect will increase from 25% to 65% as measured by the State/District TWC.

Performance Measure(s)

Performance Indicator: *2024 Teacher Working Conditions Survey *LCS generated surveys *Compliment Journal *"The Contest" Game/Activity *Visual celebrations and acknowledgments via Apple TV in the front office and Shout-Outs at staff meetings		
Data Source: quarterly surveys	Baseline Year: 2020	Baseline: 41%
Target Date: 2024	Target: 65%	Actual:

- We will become a Apple Distinguished School by May 2024.

Performance Measure(s)

Performance Indicator: Established one-to-one program. A one-to-one Mac or iPad program for students and faculty has been in place for more than two academic years. All students in a school use Apple devices as their primary learning device, and all teachers use Apple devices as their primary teaching device. Innovative use of the Apple platform Faculty deeply integrates Apple apps (Photos, iMovie, GarageBand, Pages, Keynote, Numbers, iBooks Author, and Clips), educational apps from the App Store, books from Apple Books, and other digital resources into the curriculum. Faculty proficiency with iPad and/or Mac.		
Data Source: Professional development & Reports from Imgain Math, NearPod, Reading Counts	Baseline Year: 2021-2022	Baseline: 0%
Target Date: 2024	Target: 80%	Actual:

Selected Indicators:

Curriculum and instructional alignment

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

Distributed leadership and collaboration

B2.03 The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)

Facilities and technology

D2.02 ALL teachers enable students to place selected work into a digital portfolio that is updated throughout the student's school experiences and provides a picture of interests, skills, competencies, and growth over time.(5174)

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)

High expectations for all staff and students

A1.07 ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)

Monitoring instruction in school

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

Quality of professional development

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.(5159)

Strategic planning, mission, and vision

B1.01 The LEA has an LEA Support & Improvement Team.(5135)

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 practices.(5137)

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)

Talent recruitment and retention

C3.04 The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)