

Old Main STREAM Academy - 78C

School Information	
Grades Served	Comparable LEA
0K-08	Public Schools of Robeson County

Enrollment – Final ADM		
2022 - 2023	2023 – 2024	2024 – 2025
276	338	433

Historical Charter Agreements		
Year	Charter Length	Start - End
2021	5 Years	2021 – 2026

Renewal Requirements		
Letter of Request to Renew	Renewal Self-Study	Renewal Site Visit
Submitted 7/11/2024	Submitted 11/27/2024	Completed April 15, 2025

Academic Performance								
2022 – 2023			2023 – 2024			2024 – 2025		
SPG	GLP	Growth	SPG	GLP	Growth	SPG	GLP	Growth
C	58.5	Met	C	61.8	Met	B	66.7	Met

Low-Performing Status		
2022 – 2023	2023 – 2024	2024 – 2025
No	No	No

Academic Comparability to LEA, Percent Level 3 and Above (GLP)								
2022 – 2023			2023 – 2024			2024 – 2025		
School	LEA	Comparison	School	LEA	Comparison	School	LEA	Comparison
58.5	35.9	22.6	61.8	36.3	25.5	66.7	37.5	29.2

Subgroup Comparability to LEA, Percent Level 3 and Above (GLP)									
Subgroup	2022 – 2023			2023 – 2024			2024 – 2025		
	School	LEA	Comparison	School	LEA	Comparison	School	LEA	Comparison
American Indian	55.4	37.4	18	61.2	38.7	22.5	66	39.5	26.5
Asian	n/a	64.9	n/a	n/a	56.2	n/a	n/a	54.1	n/a
Black	n/a	27	n/a	n/a	28.1	n/a	n/a	29.2	n/a
Economically Disadvantaged	41.4	31.4	10	50.3	32.4	17.9	58.6	33.6	25
English Learners	n/a	20.8	n/a	n/a	20.2	n/a	n/a	21.3	n/a
Hispanic	n/a	35.5	n/a	n/a	33.9	n/a	35.8	35.8	35.8
Students with Disabilities	31.4	18.3	13.1	21.3	19	2.3	18.3	18.3	18.3
Two or More Races	70	38.5	31.5	63.6	38.2	25.4	40	40	40
White	n/a	48.5	n/a	n/a	50.3	n/a	n/a	52.4	n/a

CHTR-007 - The term "Comparable" is defined as a proficiency score that is no less than 5 points of the local school administrative unit's Composite score based on the EOG/EOC courses offered.

The minimum number of scores needed to report data is 10. If the data contains less than 10 scores/students the data is masked or not provided.

Performance results greater than 95 percent are masked as >95 and results less than 5 percent are masked as <5.

Compliance

Financial Standing

Review Board Meeting Notes

Strengths

Concerns

Renewal Placement Per Renewal Guidelines

10 Years

Questions

Renewal Term + Rationale



Old Main STREAM Academy

202 North Odum Street

Post Office Box 128

Pembroke NC, 28372

(910) 775-9191

Dear Office of Charter Schools,

We have received notification that our charter agreement is scheduled to expire on June 30, 2026. Old Main STREAM Academy intends to seek the renewal term for a subsequent period of ten years. We understand that we are required to meet the criteria for that specific term.

We appreciate the upcoming guidance and dialogue concerning The Renewal Process as outlined in State Board Policy [CHTR-007](#).

Sincerely,

A handwritten signature in black ink, reading "Rose Marie Lowry-Townsend". The signature is fluid and cursive, with the first letters of each name being capitalized and prominent.

Rose Marie Lowry-Townsend
OMSA Board Chair

North Carolina Charter School | Renewal Self-Study

Overview + Instructions

The Review Board shall review the operations of each charter school at least once prior to the expiration of its charter to ensure that the school is meeting the expected academic, financial, and governance standards. (G.S. 115C-218.6)

To request renewal of a charter, a charter school shall submit a Self-Study form (16 NCAC 06G.0507). The self-study provides information on the school and its commitment to fulfilling the mission formally approved by the Review Board or State Board of Education. This is also the Office of Charter Schools' first look into the school as they prepare to make recommendations for the Renewal Term to the Charter Schools Review Board according to the Renewal Guidelines (Policy CHTR-007).

Charter schools should work with their board and leadership team to prepare the Self-Study to best represent the school and its desire for renewal of their Charter Agreement. Per 16 NCAC 06G .0507, all pages of the Self-Study shall be numbered consecutively and include a table of contents. No font smaller than 12 points shall be used in the typed report. Lastly, any charter school seeking renewal may use help from outside the school to complete the Self-Study report.

This document may be edited using Google Docs by making a copy, or in Microsoft Word by downloading the document with Microsoft Word. Please do not alter this document in any way other than answering the questions and providing the information listed. The table of contents has been started for you, but will need to be updated with correct page numbers once you complete the self-study.

This document is a public record and will be provided to both the Charter Schools Review Board and the State Board as part of the DEPARTMENT OF PUBLIC INSTRUCTION PORTFOLIO for Renewal Schools.

The Self-Study is due on November 30, 2024 via a submission in Epicenter.

References

- [N.C.G.S. 115C-218.6](#)
- [16 NCAC 06G .0507 CHARTER SCHOOLS RENEWAL PROCESS](#)
- [Policy CHTR-007: Charter School Renewal Process](#)

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I. Information

Charter School

School Name:	Old Main STREAM Academy
Mailing Address:	PO Box 128 Pembroke, NC 28372
Primary Contact Person:	Dr. Christopher Clark
Primary Contact Title:	Dean of OMSA
Phone:	(910) 775-9191
Fax (if applicable):	(910) 775-9196
Primary Contact Email:	christopher.clark@oms.academy

Board of Directors

Non-Profit Name: <i>(as filed with the NC Sec of State)</i>	<i>Old Main STREAM Academy, Inc.</i>
Chairperson Name:	Dr. Rose Marie Lowry-Townsend

Term of Office:	
Mailing Address:	P.O. Box 3639 Pembroke NC 28372
Phone:	(910) 316-2493
Fax (if applicable):	
Chairperson Email:	rlowry-townsend@lumbeetribe.com

II. Charter School Mission	
A. Mission	<i>Provide the school mission statement as stated in the original or amended charter application. If applicable, provide the revised school mission statement (and the year approved) by the Charter Schools Review Board or State Board of Education.</i>
Our mission is to engage students in STREAM disciplines that will prepare future leaders who are innovative, persistent, and self-determined.	
B. Narrative Statement	<i>Provide a narrative statement, not to exceed two pages, explaining how the school is fulfilling the Review Board or State Board approved mission statement.</i>

Old Main STREAM Academy intentionally operates as an autonomous, transparent, effective educational system that prioritizes students and their education. OMSA brands itself as a safe place for learning that uses engaging and transformative course disciplines and instructional strategies to prepare students for life. OMSA faculty encourages inquisitiveness and the joy of being a lifelong learner.

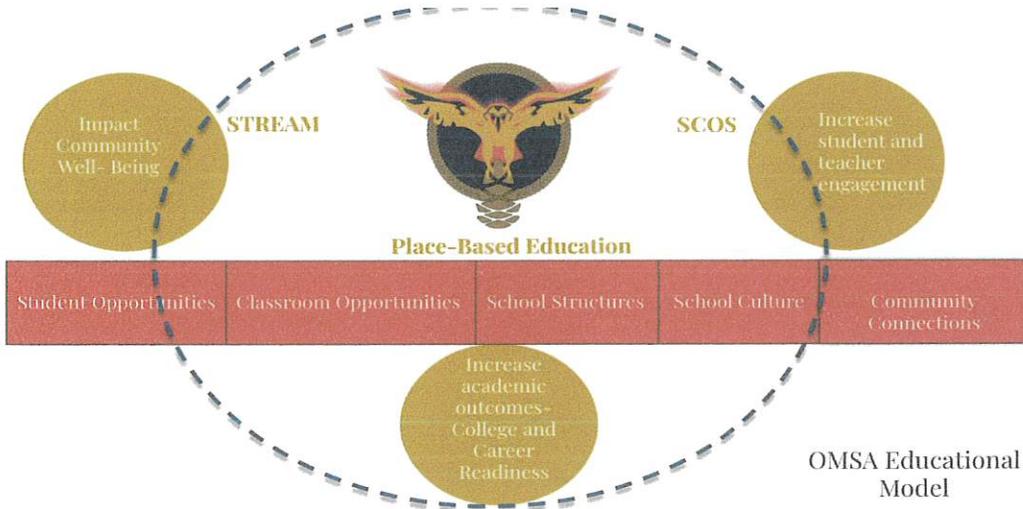
The US Department of Agriculture describes Robeson County as a rural county with persistent poverty and one of the poorest counties in the USA. The founders of OMSA are local grassroots Indigenous People who have lived in the community for the majority of their lives. The OMSA Educational Model was designed for a student population that is often described as rural, underrepresented, and defined in educational jargon as disadvantaged.

OMSA believed that pairing the existing strengths of the local communities, such as strong sensory perceptions, with culturally responsive pedagogies and rigorous academic expectations would influence outcomes as multifaceted relationships with academics, identity, and connectedness. OMSA's educational model integrates Science, Technology, Reading, Engineering, Arts, Mathematics (STREAM), DPI Standard Course of Study and Place Based Education. The founding members recognized the challenges of the local community and particularly the Indigenous population in Reading. However, it was critical to celebrate and acknowledge the skills, strength, and talents for improvisation, survival and the distinguished aptitude and mastery demonstrated in the Arts.

The founding chair coined the concept 'R²' or R to the 2nd power which provided equal weight for reading and the local river. This approach acknowledged strength in both reading and the river. Academics and a sustained lifeline established that OMSA was a community school that acknowledges academic resilience and cultural significance. Place Based Education (PBE) embraces relationships and connections in the local communities. The PBE approach connects OMSA educational systems to leverage the power of place through organic lived experiences and personalized experiences. This is critical to the success of the educational model. It makes learning relevant when ecology of past customs, practices, and ways are in classrooms and aligned or embedded into curriculum standards.

OMSA is a designed educational model for the school community that acknowledges and embraces people and what is critical to their well-being. The mission and vision is a living evolving reality that is reflected in parent engagement and healthy grade level waitlists.

OMSA believes that a positive school climate and school culture promote students' ability to learn and accomplish the mission of the school. Deep learning, sense of belonging, and the well-being of students and teachers are OMSA priorities. The Old Main STREAM Academy blueprint is documented in the charter application.



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Percentage of Students Proficient (Level 3, 4, or 5)	Subject Area	2022-2023	2023-2024 Unofficial	Increase/Decrease
	Reading	54.9%	58.6%	3.70%
	Math	61.7%	66.7%	5.00%
	Science	59.6%	59.6%	—

III. Goals

Provide five goals your school has during the next five years. This should include at least one academic, one financial, and one operational goal. Other goals may include (but not limited to) student or staff culture, additional academic goals, parent involvement, etc.

Goal 1 (Academic)	
Goal:	Using OMSA's educational model, Science, Technology, Reading, Engineering, Arts, and Math, OMSA will integrate real-world learning experiences and place-based practices to reflect critical thinking and problem-solving skills.
Action Steps:	Regular needs assessments will be conducted using data from classroom observations and student performance. Common areas where teachers need support are identified, such as classroom management, differentiated instruction, technology integration or in the use of OMSA's educational model. OMSA leadership team holds regular data review meetings where performance data and classroom observation data are discussed.
Evaluative Measures:	STREAM PD for all teachers Mastery of STREAM literacy for all students as demonstrated in student work and state mandates (measurable learning goals), including testing (expecting to perform 10% higher than the home district in all assessment areas). Documented evidence of 'active learning' or tangible evidence of students engaging in active, culturally relevant student learning processes throughout the school (projects, student conferences, lesson plans). SIP meeting minutes or agendas reflect discussions on how this data informs decisions about school improvement and professional development.
Plan:	<i>Indistar.org (for login use Guest20953 for login and password)</i>

Goal 2 (Financial)	
Goal:	OMSA will ensure compliance with state financial requirements by meeting the state financial reporting requirements on time with zero compliance issues.

Action Steps:	<p>Compliance Calendar: Develop and maintain a compliance calendar for all state reporting deadlines and requirements (using Epicenter as the determining factor regarding due dates).</p> <p>Training for Staff: Attend annual training on financial requirements for finance team members.</p> <p>Internal Audit: Conduct periodic internal audits to ensure all financial practices are aligned with state requirements (Budget Analysis reports from LINQ).</p>
Evaluative Measures:	<p>On-Time Submission Rate: Track the on-time submission rate for all required state financial reports.</p> <p>Audit Results: Evaluate annual audit results, aiming for zero compliance issues.</p> <p>Staff Training Completion: Measure training completion rate and assess post-training performance in terms of accuracy and timeliness of reporting.</p>
Plan:	<i>If your school has a forecasted budget for the next 3-5 years, please attach it to the submission or link it here.</i>

Goal 3	
Goal:	<p>Enhance education through place-based and culturally responsive teaching practices by implementing an interdisciplinary approach that integrates Science, Technology, Reading, Engineering, Arts, and Mathematics (STREAM) with place-based education and culturally responsive teaching, aiming to increase student engagement and achievement in these subjects.</p>
Action Steps:	<p>Provide teachers with training on culturally responsive teaching practices, specifically within STREAM subjects. Training will focus on how to incorporate students' cultural backgrounds into lessons and how to approach content from diverse perspectives.</p> <p>Create hands-on, project-based learning opportunities that connect STREAM topics with the local environment and community (e.g.,</p>

	<p>studying local ecosystems, analyzing community water usage, or creating art inspired by local heritage).</p> <p>Organize family nights, open houses, and community exhibitions to showcase student work in STREAM, inviting families and community members to share cultural knowledge and participate in place-based projects.</p>
Evaluative Measures:	<p>Evaluate the impact of professional development through teacher self-assessments, classroom observations, and student feedback on culturally responsive teaching practices in STREAM.</p> <p>Assess student projects using rubrics that include criteria for cultural relevance, understanding of local context, and STREAM skills. Review the variety of cultural perspectives reflected in completed projects. Track attendance and feedback from family and community STREAM events. Collect qualitative feedback on how well activities reflect local culture and community interests.</p>
Plan:	<p><i>If your school has a strategic plan, please attach it to the submission or link it here.</i></p>

Goal 4 (Operational)	
Goal	<p>Enhance school safety and student well-being by fostering a safe, supportive school environment that prioritizes the physical and emotional well-being of students, staff, and families, reducing disciplinary incidents by 15% over the school year.</p>
Action Steps:	<p>Implement a Comprehensive Safety Training Program: Provide training for all staff in emergency protocols, de-escalation techniques, and trauma-informed practices.</p> <p>Monitor and Update Safety Protocols Regularly: Conduct quarterly reviews of safety policies and practices, adjusting as needed based on school needs and updated guidance from safety experts.</p> <p>Strengthen Family and Community Engagement: Conduct monthly meetings with parents and community members to share safety updates, listen to concerns, and offer resources for supporting students' well-being.</p>

Evaluative Measures:	Track completion rates of safety and de-escalation training for all staff; conduct observations to assess the application of training in real scenarios. Conduct mid-year and end-of-year surveys to gather feedback from students and families on perceptions of safety, school culture, and well-being. Compare disciplinary data (suspensions, detentions, referrals) each quarter to baseline data to assess reductions and improvements in student behavior.
Plan:	(If applicable)

Goal 5	
Goal:	
Action Steps:	
Evaluative Measures:	
Plan:	(If applicable)

IV. Education Program

A. Instructional Methodology and Techniques

1. Provide a summary of instructional methodology and/or instructional techniques utilized at the school. (1 -2 Paragraphs)

OMSA implements the concept of teacher leaders and expertise; it is aligned with the OMSA Educational Model. OMSA recognizes that many or most of the teachers at OMSA have previous experience in working with multiple developmental levels of students in the grade level they are teaching. OMSA uses the original OMSA Educational Design and the connectivity movements discussed for application in the classrooms. There are five domains that include: Student Opportunities, Classroom Environment, School Structures, School Culture, and Community Connections. Each domain has specific deliverables and instructional approaches. Teachers meet in professional learning communities weekly and discuss

appropriate deliverables to align and integrate with curriculum goals and objectives. Student challenges and strengths are discussed to determine how to better support students. Data and varied assessments are used to work with students for engagement in small intense readiness based grouping. Students are provided intervention in Reading and/or Math. This past summer OMSA also provided accelerated readiness multi-aging grouping. OMSA implemented the OMSA educational model for delivery and instructional approaches, with an emphasis on instruction integrating content, varied learning approaches, and place-based education. It was a huge success with students.

2. Is this the design submitted in the original charter application? If not, please provide the date of approval from the Office of Charter Schools for the amendment.

Yes, the design was in the original charter application.

B. Curriculum

1. Name of or a description of the curriculum design currently used by the school. Please include names or descriptions for each grade band served. (Example: Math - K-5 Eureka Math², 6-8 Teacher Created Curriculum using Inquiry Based Learning Methods, etc)

Math - K-7 McGraw Hill Reveal Math

ELA K-5 McGraw Hill Open Court
6-7 CommonLit

Social Studies K-7 NC Standard Course of study supplemented with Scholastic News

Science K-7 NC Standard Course of study supplemented with Science4Us

Electives K-7 NC Standard Course of Study for Art, Music, Physical Education and Computer/Technology

Other -Placebased education, approaches, and instruction integrated in all subject areas.

2. How does the current curriculum support the mission and the school's academic goals?

The current curriculum supports the school's mission and academic goals. The current curriculum provides research-based resources and strategies that enable teachers to provide standards-based instruction, integrate real-world learning experiences and place-based practices that engage students in critical thinking and problem-solving. The current curriculum resources and strategies support OMSA's educational model, and our focus on Science, Technology, Reading, Engineering, Arts, and Math.

3. If the curriculum has changed since the original charter application, please provide the date of approval from the Office of Charter Schools for the amendment.

Curriculum choices did not change— however we have designed grade level place based courses of study. Place based education is not in the state curriculum.

C. Accountability

1. Please provide the names of evaluation instruments, other than State Tests, used to assess student performance, including descriptions of those assessments.

Learning Approaches as Described by the OMSA Educational Model-

Student Opportunities

Students Designing -(take the lead in solving a problem or answering a question)-students in: creating or executing an investigation or experiment, creating and completing a cycle of engineering design. Process and completing a cycle of computational thinking.

Students Working in Teams - students learn in teams with clearly defined individual and team expectations

Learning Connected to the Real World and to Cultural Practices- learning experiences that have explicit connections to current work in STREAM/STEM - related industries (e.g., learning about current STEM topics, addressing a current real - world problem, using the specific methods such as cultural practices that address that challenge and identifying how it can be used in STREAM/STEM

Student-led Conferences- Student demonstrate learning accountability and growing academic identity through maintaining digital files/data, and specific time to speak with parents/caretakers about their personal strengths and challenges.

Instruction integrated with content- subject - area is explicitly, intentionally integrated with another subject - area (any subject area – the arts, humanities, place-based, other STREAM/STEM subjects, PE, etc.), requiring students to organize knowledge across disciplines.

Teachers use varied learning approaches and assessments - related content area to include place-based education, teachers implement authentic, relevant, and student - centered/personalized lessons; two subject areas collaborate and coordinate , engaging students in project-based learning/place-based learning

2. Please provide a narrative statement explaining how the school uses student data to improve student learning and to raise the academic performance of all students.

OMSA uses data to high - level sources of data for tracking/measuring the strategies and outcomes (e.g., student grades and test scores) and more nuanced and informative data (e.g., student performance data, classroom observation data, data notebooks, web analytics, student participation tracking, place based engagement etc.) are being collected and analyzed.

Based on results of ongoing data collection, activities and/or near - term outcomes are adjusted to continuously improve the student's and the school performance (e.g., adjusting professional development offerings changing schedules, acquiring new materials, increasing goals for student participation in varied activities, PBE projects accelerating goals for student learning / growth, etc.).

Because OMSA is still adding grade levels every year, and experiencing space challenges, the faculty, administrators, students, and school stakeholders continue to build our school culture. OMSA administration, faculty, and stakeholders all understand and agree that measures of student learning/growth are important, in addition to measures of student achievement.

V. Additional Information (Optional)

The following information is part of the Renewal Process in CHTR-007. In order to assist the Office of Charter Schools in making a renewal recommendation to the Charter Schools Review Board, you may wish to provide some or all of the following:

- A. A school's charter is considered to result in it providing services to certain targeted subgroups if the charter, as presented in its application or self-study, indicates an intent to target certain subgroups and its enrollment reflects this intent. **If you believe your school serves a targeted subgroup(s), please fill out the information below related to each subgroup:**
1. Describe the subgroup(s):
 2. Enrollment (Percentage of Student Population, including the data source):
 3. Describe how the charter intentionally serves this subgroup(s):
- B. The local school administrative unit shall be assumed to be the local school administrative unit identified in the approved charter application, provided that the Charter Schools Review Board may consider additional factors such as where the charter school is physically located, its proximity to districts across county lines, and the base school district

from which a majority of the school's students are enrolled. The Charter Schools Review Board may consider more than one local school administrative unit, at its discretion.

1. Please list the LEA in which your charter school is located:
2. Please list other LEAs in which the charter school enrolls students from:
3. Please list by percentages, how many students are enrolled from each LEA:

C. If the school has any known compliance issues and the school has implemented and been making progress on a strategic improvement plan, please describe below:

1. Name Compliance Issues
2. Describe the strategic improvement plan in place to resolve compliance issues.
3. Describe the measurable progress being made toward meeting the strategic improvement plan
4. Name the individuals responsible for implementing the plan.

D. If the school has not been academically comparable (*the term "Comparable" is defined as a proficiency score that is no less than 5 points of the local school administrative unit's Composite score based on the EOG/EOC courses offered*) to the local administrative unit for the last 3 years and has a strategic improvement plan in place, please describe it below and describe any progress made on the plan.

1. Describe the strategic improvement plan in place.
2. Describe the measurable progress being made toward meeting the strategic improvement plan.
3. Name the individuals responsible for implementing the plan.

VI. Certify Submission

Type and sign your name below to certify all information is accurate.

Rose Marie Lowry-Townsend		<i>Rose M. Lowry-Townsend</i>		11/26/2024
Board Chair Name		Signature		Date

<i>Christopher Clark</i> School Administrator Name		<i>C. Clark</i> Signature	<i>11/27/24</i> Date

RENEWALS SITE VISIT FEEDBACK FORM

School:	78C Old Main STREAM Academy
Site Visit Date:	04/15/2025
Consultant(s) Visiting:	Jenna Cook

Glowing Practices:

- The board is deeply connected to the wants and the needs of its families and the community as a whole. The board regularly gathers feedback from various groups, including an advisory board, a parent board, and a booster club, as well as conducts surveys to gather feedback from families.
- The school has strong community ties, particularly with the American Indian community, reflected in both student population and board composition. Additionally, there is robust cultural integration through community elders visiting classrooms and traditional talking circles.
- The school has a partnership with UNC-Pembroke to provide additional instructional support.
- Successful implementation of arts and athletics programs despite facility limitations
- Positive parent-teacher relations with regular conferences and updates. Parents are very satisfied with the dedication of the staff and their students' engagement in school.
- The school ensures that food and transportation are not a barrier to any student who wishes to attend by providing transportation as well as free breakfast and lunch for all students.

Required Actions:

- Update the school's website to include the Read to Achieve results for the 2023-2024 School year ([G.S. 115C-218.85 \(b\)\(4\)](#)).
- The board must keep separate, full, and accurate minutes of closed sessions pursuant to [G.S. 143-318.10 \(e\)](#).
- Confirm inclusion of "no indebtedness language" in contracts as required by the Charter Agreement.
 - *No indebtedness of any kind incurred or created by the Public Charter School shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the Public Charter School shall involve or be secured by the faith, credit, or taxing power of the State or its political subdivisions. The Nonprofit shall clearly indicate to vendors and other entities and individuals that the obligations of the Nonprofit under agreement or contract are solely the responsibility of the Nonprofit and are not the responsibility of the SBE or the State.*
- Review and ensure the Charter School's internal background check procedures are aligned with those of Public Schools of Robeson County in compliance with G.S. 115C-218.90. (b)(1)

Recommendations and Growth:

- Ensure that board meeting minutes are updated regularly on the school's website (at the time of the visit, the board was missing minutes from November 2024 - February 2024). Additionally, board meeting minutes should be approved before being publicly posted on your website.
- The school is encouraged to mention within its student discipline policy, per G.S. 115C-390.11, "a PSU (for expulsion) may expel any student 14 years of age or older whose continued presence in school constitutes a clear threat to safety of other students or school staff" as some of the consequences could constitute expulsion.
- Consider posting a separate board meeting calendar from the school's academic calendar to increase transparency for the public about when board meetings are scheduled.
- As a best practice, all board members should sign the conflict of interest policy annually.
- The board should consider a more formal approach to evaluating itself to ensure that it is achieving its goals and mission. Linked below is an example of a board self-evaluation you may want to revise to fit your school's + board's specific mission.
 - [Standards-Based Self-Evaluation](#)
- Ensure board members receive regular financial training beyond initial RTO training. This can be provided during NC DPI's School Business Services conference over the summer, or the company you contract with for financial services.
- Review and update financial policies annually with full board participation.
- Strengthen and formalize the Social-Emotional Learning framework school-wide. While individual teachers are implementing valuable SEL practices in their classrooms, creating a coordinated, comprehensive approach would enhance consistency and maximize impact across all grade levels.
- Establish regular school-wide data analysis sessions to complement existing grade-level meetings. Additionally, develop structures that empower teachers to independently track, analyze, and apply student performance data to inform and adjust their instructional practices.
- Develop a more structured walk-through schedule for administrators. Creating such a structure would help maintain instructional visibility, support teacher growth, and ensure equitable attention to all grade levels despite administrative transitions and competing demands on leadership time.
- Create a more intentional professional development calendar aligned with assessment data.

Feedback From Parent Focus Group

Strengths of the School:

- Like that they really enforce place-based education and learning outside the classroom. My student is taking what she is learning and trying to apply that.
- My daughter loves the school and they get her to enjoy school and want to learn more.
- The staff love being there. Their experience and knowledge they bring into the school is phenomenal, as well as the partnership with UNC-P.
- My child is happy and loves learning and wants to go to school.
- The people. Staff and teachers are excited to be there.

- Staff are very curriculum minded, students growth is always tracked and communicated. Teachers meet students where they are.
- Staff - they care about the kids, and are invested in the kids. Getting the services that they need and follow-up with the parents.
- Communication. Lots of partnerships.
- Last year they started athletics, and the staff have done a phenomenal job of growing athletics on campus. They are very creative and innovative to be able to provide opportunities for students.

Areas to Improve:

- Limited resources - have to go off campus to have events.
- Limited resources.
- The space.
- Facilities (they do the best with what they have). Whats the high school going to look like? How is it going to happen?
- Facilities - limited on how great we can be because of the space.
- Agree with the others. Facilities and space.
- Agree with the others. (But agree the do the best with they have!)
- What will High School look like? What opportunities will my child have.

Feedback From Staff Focus Group

Strengths of the School:

- We are really good at teamwork. We get along really well.
- It is a wonderful learning community for all our boys and girls
- Excited I don't have a script and don't have to teach with lots of interruptions
- Parent support. My students participate 100%.
- You are allowed to do what is best for the children.
- My students come everyday. They want to come to school.
- Like that everyone is super nice and wants to help each other. We have awesome parents.
- Like that I have extra help in math to work with high students and low students.
- It is awesome that I am able to teach with traditional instruments and team teach and coordinate lessons with the teachers.

Areas to Improve:

- Getting our new building
- More space to continuously meet the needs of the students and staff
- Ready for more space
- Looking forward to having my own class
- New building and more space
- More space.