

## Comprehensive Progress Report

**Mission:**

We empower the Northview students to become the best version of themselves by highlighting their talents, providing unwavering encouragement and support, and access to educational opportunities that prepare them to become valuable citizens.

As a result of strong, unwavering, trusting relationships with North View faculty and staff, innovative

**Vision:**

learning opportunities and emotional support tailored to meet their individual needs, all students will develop the knowledge, skills, and attitudes needed to contribute to the world as happy, healthy, and successful adults.

**Goals:**

Northview Academy Staff will monitor school-wide behavior data monthly to reduce the number of exclusionary discipline days by 10% (from 556 to 500 Days) with a particular focus on narrowing the gap between groups experiencing disproportionately high OSS rates. This includes a focus on the ODD days for the African American subgroup (57% to 37%) and EC Subgroup (32% to 20%) during the 2025-2026 school year.

Northview Academy Staff will increase our overall school composite score from 2.1% to 30% by May 2026 with a focus on increasing math in grades 6th (0 to 30%), 7th (0 to 30%), and 8th (0 to 30%) and reading grades 6th (0 to 30%), 7th ( 0 to 30%), and 8th (0% to 30%).

Northview Academy will decrease our chronic absenteeism from 59% to 35%. Northview Academy teachers will increase overall student engagement by ensuring the teacher is the instructional leader in every classroom.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership				
Effective Practice:		Practice 1B: Monitor short-and long-term goals				
	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			August 2025- At this stage, Northview Academy is working toward building consistency and shared ownership of our school wide goals. While progress has been made, efforts are still in the limited development/implementation phase.	Limited Development 09/05/2025		

The principal and assistant principal monitor curriculum and instruction through classroom visits and informal observations. Feedback is provided to teachers, but structures for ongoing, timely, and consistent feedback cycles are still being developed. The focus is on strengthening systems that ensure the principal's instructional leadership is visible, actionable, and connected to teacher growth.

Chronic Absenteeism: Northview Academy will decrease chronic absenteeism from 59% to 35%. Current work includes monitoring student attendance closely, implementing tiered interventions, and emphasizing parent communication.

Student Engagement: Teachers are increasing overall engagement by working to maintain the role of instructional leader in every classroom. Practices vary by teacher, and professional development is being explored to ensure alignment across grade levels.

Collaboration: Staff collaborate with each other and with stakeholders, though collaboration structures (PLC meetings, SST discussions, engagement nights) are still in early phases of consistency.

MTSS Model: Initial steps are underway to clarify the tiered support process for academics, behavior, and attendance.

Community & Family Engagement Nights: Events have been held with growing participation; strategies are being developed to increase stakeholder attendance.

Parent Conferences & Communication: ParentSquare is the primary tool and new to staff; monitoring reports show some engagement, but efforts are not widespread.

Student Attendance: Addressed through weekly monitoring, SST discussions, and parent outreach.

Instructional Environment: Classroom walkthroughs and feedback cycles are in place but need more structure and consistency.

<p><b>How it will look when fully met:</b></p>	<p>Northview Academy will demonstrate a schoolwide culture of instructional leadership, engagement, and accountability. The principal will consistently monitor curriculum and classroom instruction through structured walkthroughs, observation cycles, and collaborative coaching conversations. Teachers will receive timely, clear, and constructive feedback that leads directly to improved instructional practices and stronger student outcomes.</p> <p>Chronic absenteeism will no longer be a barrier to learning. Attendance supports will be integrated into the MTSS framework so that students at risk of disengagement are identified early, and interventions are applied consistently. These may include family outreach, attendance contracts, mentorship, incentives for positive attendance, and partnerships with community agencies. Families will be engaged as partners in solving attendance barriers, and data will be monitored monthly to ensure trends are improving. As a result, NVA's chronic absenteeism rate will have decreased from 59% to 35% or lower, with students consistently present and engaged in instruction.</p> <p>Student engagement will be visible in every classroom, with teachers clearly functioning as instructional leaders who maximize time on task, implement engaging strategies, and design lessons that connect to students' real-world experiences. Increased attendance will directly contribute to higher levels of engagement and achievement, creating a positive cycle of participation and success.</p> <p>Collaboration will be embedded in daily practice: staff will work together in PLCs, SST, and goal teams to problem-solve around attendance, behavior, and instruction. Families and community members will actively participate in engagement nights, conferences, and regular communication channels, supporting both attendance improvement and academic success. The school culture will be defined by shared ownership of goals, where every stakeholder recognizes their role in helping students come to school, stay engaged, and thrive.</p>		<p>Colleen Guerin (elected 2022)</p>	<p>05/31/2027</p>
<p><b>Actions</b></p>		<p><b>0 of 8 (0%)</b></p>		
<p>9/5/25</p>	<p>Develop a schedule of regular classroom walkthroughs and feedback cycles led by the principal and assistant principal.</p>		<p>Colleen Guerin (elected 2022)</p>	<p>09/30/2025</p>
<p><i>Notes:</i></p>				
<p>9/5/25</p>	<p>Create an attendance monitoring system (weekly data pulls, teacher check-ins, SST reports) to flag students at risk of chronic absenteeism.</p>		<p>Jeff Zimmerman (elected 2022)</p>	<p>09/30/2025</p>

<i>Notes:</i>				
9/5/25	Formalize PLC, SST, and Goal Team meeting agendas that integrate attendance, engagement, and instructional practices into every discussion.		Stewart Kincaid (elected 2023)	09/30/2025
<i>Notes:</i>				
9/5/25	Provide targeted interventions (check-ins, mentors, attendance plans) for students with high absenteeism.		Jeff Zimmerman (elected 2022)	09/30/2025
<i>Notes:</i>				
9/5/25	Leadership and teachers use ParentSquare consistently to share progress, celebrate successes, and communicate interventions around attendance and engagement.		Tracey Tripi (elected 2023)	09/30/2025
<i>Notes:</i>				
9/5/25	Provide professional development for teachers on strategies that promote engagement and relevancy, including instructional leadership practices.		Jon Weavil (elected 2025)	12/19/2025
<i>Notes:</i>				
9/5/25	Train staff on the MTSS attendance intervention framework (Tier 1 incentives, Tier 2 attendance contracts, Tier 3 intensive supports).		Breanna Davenport	12/19/2025
<i>Notes:</i>				
9/5/25	Host Family Engagement Nights focused on both academics and school culture, ensuring attendance data and strategies are part of the conversation.		Colleen Guerin (elected 2022)	05/30/2026
<i>Notes:</i>				

<b>Core Function:</b>		<b>Domain 3: Instructional Transformation</b>			
<b>Effective Practice:</b>		<b>Practice 3A: Diagnose and respond to student learning needs</b>			
<b>KEY</b>	<b>A4.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

August 2025- At this stage, Northview Academy is in the limited development/implementation phase of building a tiered instructional system that meets the needs of all students. While foundational pieces are in place, consistent execution and alignment across classrooms are still developing.

Teachers at NVA are beginning to implement practices that reflect tiered instruction. Teachers at Northview follow ISS district pacing guides that follow the NCSCOS. Core instruction (Tier 1) is in place across all classrooms, though the level of rigor, differentiation, and engagement varies by teacher. Tier 2 and Tier 3 academic interventions are occurring in pockets, but the model is not yet fully structured or consistently applied. Teachers are working toward designing and delivering lessons that are relevant, rigorous, and aligned to student needs, but professional learning and coaching are still needed to ensure fidelity.

MTSS Model: Staff are learning to align academic interventions within the MTSS framework. Current practice involves identifying struggling students, though interventions are not yet fully documented or consistently progress-monitored.

Differentiated Core Instruction: Teachers are experimenting with differentiation strategies, but further support is needed to ensure lesson design meets diverse learner needs.

Tier 2 & 3 Intervention Model: Intervention groups do not exist consistently and require consistency, documentation, and clear alignment to evidence-based practices. Lexia Learning are used for students who need tier 3 support.

Student Engagement: Engagement varies across classrooms, with

Limited Development  
12/07/2023

ongoing work to increase relevance and rigor in lessons.

Rigor (DOK): Teachers are beginning to embed higher-order questioning and tasks, though lesson design often remains at lower Depth of Knowledge levels.

In home tutoring is offered on an as needed basis for some of our most struggling and neglected students.

Priority Score: 3

Opportunity Score: 2

Index Score: 6

***How it will look when fully met:***

When this objective is fully met, Northview Academy will have a cohesive, schoolwide tiered instructional system embedded into daily practice. Teachers will consistently deliver evidence-based core instruction (Tier 1) that is rigorous, differentiated, and engaging for all learners. Lessons will reflect high levels of relevancy, Depth of Knowledge (DOK), and alignment to standards, ensuring that every student receives instruction that meets their individual needs.

A fully functioning Tier 2 and Tier 3 intervention model will operate alongside core instruction. Students identified through universal screeners, NC Check-Ins, and classroom performance data will receive timely interventions tailored to their specific gaps. Intervention cycles will be clearly documented, monitored for fidelity, and regularly adjusted based on progress monitoring results. Teachers will work collaboratively in PLCs and MTSS teams to analyze data, design interventions, and evaluate effectiveness.

Student engagement will be evident in every classroom. Students will take an active role in learning, demonstrating increased participation, persistence in problem-solving, and ownership of academic progress. Instruction will go beyond surface-level knowledge, requiring students

**Jon Weavil (elected 2025)**

**05/29/2026**

to apply skills in complex, real-world, and cross-curricular tasks.

The principal and instructional leadership team will monitor instruction through structured walkthroughs, coaching, and feedback cycles, ensuring that all tiers of instruction are implemented with fidelity. This system will support the schoolwide goal of increasing the overall composite score from 2.1% to 30% by May 2026, with targeted improvement in grades 6–8 reading and math (0% → 30%).

Collaboration across staff, families, and community partners will reinforce academic progress, with shared accountability for student growth. The culture of the school will reflect high expectations, academic relevance, and strong student-teacher relationships.

<b>Actions</b>		<b>0 of 5 (0%)</b>		
9/5/25	<p>Strengthen Tier 1 Core Instruction</p> <p>Ensure all teachers deliver rigorous, standards-aligned, differentiated lessons that engage students at appropriate Depth of Knowledge (DOK) levels.</p> <p>Use walkthroughs and coaching to provide consistent feedback.</p>		Jon Weavil (elected 2025)	09/30/2025
<i>Notes:</i>				
9/5/25	<p>Use Data to Drive Instruction</p> <p>Rely on universal screeners, IXL data, NC Check-Ins, and progress monitoring tools to identify gaps and adjust instruction/interventions in real time.</p> <p>Build data review into PLCs and MTSS meetings so decisions are collaborative and consistent.</p>		Tracey Tripi (elected 2023)	09/30/2025
<i>Notes:</i>				

9/5/25	Teachers design lessons that are relevant, responsive, and interactive, ensuring students see value in their learning. Lessons embed student goal-setting and progress tracking to build ownership.		Stewart Kincaid (elected 2023)	12/19/2025
<i>Notes:</i>				
9/5/25	Build Accountability Through Progress Monitoring & Feedback Loops  Establish a schoolwide system where administrators, teachers, and teams regularly review attendance, academic, and engagement data.  Provide timely feedback to teachers and celebrate student progress to reinforce growth.		Colleen Guerin (elected 2022)	12/19/2025
<i>Notes:</i>				
9/5/25	Implement a Structured Tier 2 & 3 Intervention Model  Create an academic intervention schedule with documented cycles of support for students below grade level.  Use evidence-based strategies in both reading and math, monitored every 4–6 weeks.		Stewart Kincaid (elected 2023)	12/19/2025
<i>Notes:</i>				
<b>Implementation:</b>		06/06/2024		
<b>Evidence</b>	6/6/2024 - PLC minutes should document coach attendance			
<b>Experience</b>	6/6/2024 - The district coaches met with our PLC's twice, monthly. While they were present, I don't feel they had a significant impact due to the structure of our school.			
<b>Sustainability</b>	6/6/2024 - A coach that is well versed in alternative education would be helpful			

<b>Core Function:</b>		<b>Domain 4: Culture Shift</b>			
<b>Effective Practice:</b>		<b>Practice 4A: Build a strong community intensely focused on student learning</b>			
<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		August 2025- Northview Academy is in the limited development/implementation phase of creating a student learning environment where teachers consistently attend to students' emotional states, support self-regulation, and provide appropriate interventions. While important systems and practices are in place,	Limited Development 09/14/2017		

consistency and fidelity across classrooms remain areas for growth.

Teachers at NVA are beginning to strengthen classroom practices that balance relationship-building, behavior management, and social-emotional supports. Staff recognize the importance of addressing emotional states and maintaining positive student-teacher relationships, but implementation varies by classroom and grade level. A more consistent framework is needed to ensure students receive equitable access to supports and interventions, especially for groups disproportionately impacted by exclusionary discipline.

Behavior Data Monitoring: Staff review Office Discipline Referrals (ODRs) and exclusionary discipline weekly, though intervention strategies are not yet systematically aligned with MTSS.

Teacher/Student Relationships: Staff prioritize building relationships, but structures for measuring impact or ensuring consistency across all classrooms are still emerging.

PBIS: Core expectations are in place, but reinforcement systems and Tier 1 strategies are inconsistently applied.

Everfi is being used for Tier 1 instruction, but integration into daily practice is new and accountability is not yet measured.

MTSS Model for Behavior: Conversations about tiered behavior supports occur in SST and goal teams, though documentation and follow-through are an area of need.

Priority Score: 2

Opportunity Score: 2

Index Score: 4

**How it will look when fully met:**

When this objective is fully met, Northview Academy will have a consistent, schoolwide culture where teachers proactively attend to students' emotional states, guide them in managing their emotions, and implement appropriate supports and interventions. Teachers will build strong, positive relationships with students that foster trust, connection, and resilience.

Behavior management will be preventative rather than reactive. Tier 1 behavioral expectations will be clear, explicitly taught, and reinforced daily in every classroom. Teachers will consistently implement PBIS strategies and use Everfi to deliver Tier 1 social-emotional lessons, equipping students with the skills to self-regulate and resolve conflict constructively.

When students demonstrate additional needs, the MTSS framework for behavior will provide Tier 2 and Tier 3 supports through small groups, individualized interventions, counseling, and community partnerships. Teachers will actively monitor and respond to student emotional cues, using de-escalation strategies, restorative practices, and referrals as needed.

As a result, the number of exclusionary discipline days will be reduced by at least 10% (556 → 500), and disproportionality in OSS will decrease significantly. The African American subgroup will show a reduction from 57% to 37% of OSS days, and the EC subgroup from 32% to 20%, indicating more equitable access to instruction and fewer lost learning days.

The schoolwide culture will be marked by:

Strong student-teacher relationships evident across grade levels.

Shared responsibility among staff for monitoring and addressing student behavior and needs.

**Jon Weavil (elected 2025)**

**05/30/2026**

Family and community involvement in reinforcing behavior expectations and skills.

To verify full implementation, NVA will use the following data, resources, and evidence:

Monthly ODR Reports: Show a consistent decline in discipline referrals across all subgroups.

Exclusionary Discipline Days: Reduced from 556 to  $\leq 500$ , with subgroup disproportionality narrowed (African American:  $\leq 37\%$ ; EC:  $\leq 20\%$ ).

Behavior CWT Indicators: Document consistent use of Tier 1 strategies and PBIS expectations across classrooms.

Everfi Accountability Logs: Indicate completion of modules schoolwide, with evidence of integration into classroom routines.

Teacher Reflections & Staff Feedback: Confirm growth in managing student behavior and supporting emotional states in SST.

9/5/25	<p>Strengthen Tier 1 Behavior Expectations and PBIS Consistency</p> <p>Re-establish clear, schoolwide expectations that are taught, modeled, and reinforced daily in every classroom.</p> <p>Use PBIS recognition and incentives consistently across grade levels to promote positive behavior.</p> <p>Monitor PBIS implementation through classroom walkthroughs (CWTs) and provide feedback to teachers.</p>		Jon Weavil (elected 2025)	09/30/2025
<i>Notes:</i>				
9/5/25	<p>Embed Tier 1 Social-Emotional Learning (SEL) with Fidelity</p> <p>Fully implement the Everfi curriculum, ensuring lessons are delivered consistently at all grade levels.</p> <p>Track implementation through the Everfi accountability log and follow up with coaching as needed.</p>		Jon Weavil (elected 2025)	09/30/2025
<i>Notes:</i>				
9/5/25	<p>Use MTSS Framework to Provide Tier 2 &amp; Tier 3 Behavioral Supports</p> <p>Identify students needing additional supports using ODR data, attendance, and teacher input.</p> <p>Provide Tier 2 interventions such as small-group, behavior contracts, and check-in/check-out.</p> <p>Deliver Tier 3 interventions such as individualized plans, counseling, and community partnerships.</p>		Jon Weavil (elected 2025)	09/30/2025
<i>Notes:</i>				
9/5/25	<p>Analyze monthly OSS data disaggregated by subgroup (African American, EC, etc.) to identify trends and gaps.</p> <p>Train staff in restorative practices and de-escalation strategies to minimize the use of OSS.</p> <p>Engage families early and often when behavior concerns arise, focusing on problem-solving and supports rather than punishment.</p>		Jon Weavil (elected 2025)	09/30/2025
<i>Notes:</i>				

<b>Implementation:</b>		05/22/2024		
<b>Evidence</b>	5/22/2024 - ODR's have been reduced by 65%			
<b>Experience</b>	5/22/2024 - Staff met weekly to discuss behavior issues and strategies to mitigate.			
<b>Sustainability</b>	5/22/2024 - Continued after school PD and de-escalation strategies.			