

Comprehensive Progress Report

Mission:

The North Academy of World Languages seeks to develop a community of learners focused on global awareness, academic excellence, and cultural competence so that students are empowered to lead lives of impact.

Vision:

The North Academy of World Languages strives to equip students with 21st Century skills through a focus on cultural competency, one-way language study, and high-quality, standards-based instruction supported by close partnerships with parents and our community.

Goals:

Goal 1: The percent of kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 77.2% in SY2025-26 to 83% in SY2025-26. CMS Priority Indicator (Aligns to A2.04 and B3.03 and CMS Goal 1) CMS Pillar of Excellence (Academic & Engagement Excellence)

Goal 2: The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-8 will increase from 46.4% in SY2024-25 to 56% in SY2025-26. CMS Priority Indicator (Aligns to A2.04 and B3.03, E1.06 and CMS Goal 2) CMS Pillar of Excellence (Academic & Engagement Excellence)

Goal 3: The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 90.9% in SY2024-25 to 100% in SY2025-26. CMS Priority Indicator (Aligns to A2.04 and B3.03 and CMS Goal 3) CMS Pillar of Excellence (Academic & Engagement Excellence)

Guardrail 1: While ensuring schools have the resources needed to meet student needs, the Superintendent shall not neglect strategies or resources for significantly reducing achievement gaps. NAWL Guardrail 1 The percentage of 8th grade students who score at the College and Career (CCR) level - 4 or 5 - on the Grade 8 Mathematics EOG will increase from 39.5% (7th grade cohort) in SY 2024-25 to 50.% in SY 2025-26 (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

Guardrail 2 OSS for our highest group of suspended students will decrease to 19% in SY 2025-26 (Aligns to A1.07, A4.06 and CMS Guardrail 2)

Guardrail 3 The percent of Chronic Absenteeism will decrease from 5.62% in SY 2024-25 to 5.00% in SY 2024-25 (Aligns to A1.07, A4.06 and CMS Guardrail 3)

Guardrail 4 The school will retain 83% of qualified licensed classroom teachers throughout 2025-26 (Aligns to C3.04 and CMS Guardrail 4)

The percent of students scoring College and Career Ready (CCR) on science End of Grade assessment in grade 5 and 8 will increase from 69.8% in SY2024-25 to 80% in SY2025-26 (Aligns to A2.04 and CMS Goal 2)



! = 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>	<p>June 2025 Update:</p> <p>North Academy of World Languages achieved significant growth during the 2024-2025 academic year. Our comprehensive end-of-year data analysis demonstrates a 5.5% improvement in Grade Level Proficiency (GLP) and a 2.7% enhancement in College and Career Readiness (CCR) compared to the previous year's final performance metrics.</p> <p>Key Strategic Initiatives Implemented:</p> <ul style="list-style-type: none"> • Sustained implementation of comprehensive data tracking systems • Weekly Professional Learning Community (PLC) sessions • WIN (What I Need) instructional support block for grades 6-8 • Continuation of English Hour programming for 3rd grade students to strengthen English reading proficiency • Enhanced emphasis on small group instruction across all middle school classrooms and WIN block sessions • Regular administrative classroom walkthroughs using the Core Actions Walkthrough Tool to evaluate instructional quality and effectiveness • Tiered Coaching and Support for Beginning Teachers <p>Notable Achievements:</p> <ul style="list-style-type: none"> • According to Teacher Working Conditions(TWC) Survey, 90.7% of staff reported that school leadership helps teachers improve instructio • Implementation of the 3rd Grade English Hour program • Consistent utilization of data trackers by elementary and middle grade educators to monitor student progress • Strategic use of Mastery Connect platform by middle school teachers for ongoing student performance assessment <p>Areas of Challenge:</p>	Limited Development 08/08/2024		
----------------------------	---	-----------------------------------	--	--

- The number of staff members that are effectively trained to facilitate and support English instruction in grades 3 and 4
- According to the TWC Survey, only 82.9% of staff overall agree that as a result of their evaluation process, they have made positive changes to their classroom instruction

Strategic Opportunities for 2025-2026:

- Enhanced strategic implementation of data tracking systems across all grade levels
- Deeper, more analytical weekly PLC discussions focusing on qualitative student response analysis to inform targeted, intentional instruction
- Increased frequency of individualized teacher conferences to discuss walkthrough feedback, action planning, and follow-up strategies
- Expanded professional development opportunities for middle school educators in data utilization and small group instructional methodologies
- Expanded and differentiated professional development for staff

August 2024:

At North Academy a coaching model aligned to district professional development (Relay) continues to be established. Utilizing administrators, magnet facilitator and master teachers, international staff as well as teachers who implement the non-immersion curriculum are placed on individual coaching caseloads according to their identified areas of opportunity. In addition to identification, the ILT has developed a schedule to provide consistent observation and feedback.

Additionally, the Qualtrics feedback form as well as a language acquisition specific form is used to document and provide teacher feedback. A created schedule ensures equity in feedback. The Principal will monitor the quantity and quality of feedback. Instructional expectations have been created and communicated. Systems of accountability are in place, including varying admin assignments and walkthrough and evaluation schedules. Facilitator, master teachers and administrators meet weekly to discuss topics such as student mastery, data tracking, and teaching trends. The principal meets with each member of the ILT bi-weekly to determine the coaching needs of the team.

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>Artifacts that will determine the impact of efforts to meet this goal will include observation of teacher practice. The NAWL staff will have adopted the mantra, of "tell me, let me see it" as it relates to classroom instruction and data analysis. When this goal is fully met members of the ILT will have a clear understanding of how to prioritize the needs of the building with a laser like focus of keeping the main thing the main thing and that is to exceeded growth as measured by EVASS. Resources needed are are well trained staff (human capital) and a clear understanding of what it looks like when students have mastered standards.</p> <p>Data Metrics:</p> <p>Principal and leadership team are highly visible throughout school and classrooms to provide instructional support to teachers and instructional teams.</p> <p>Instructional teams conduct PLC meetings at least one time per week, with a focus on content planning and implementation and data analysis.</p> <p>Walk through data shows that 100% of teachers are following the district curriculum and are aligned within the team for pacing.</p> <p>Coaching logs will reflect feedback to all teachers identified. Frequency of visits will be increased for teachers needing additional support in terms of classroom management and/or instructional delivery.</p>			Lydia Ferguson	06/09/2026
Actions			0 of 2 (0%)		
	8/19/24	The principal will develop an observation schedule to formally monitor teacher instruction by using the NC Teacher Evaluation Instrument for assessing implementation of standards-aligned instruction. (Goal 2, Guardrail 1)		Lydia Ferguson	06/09/2026
<p><i>Notes:</i> Frequency will be determined based on the staff members assigned evaluation plan.</p>					

8/19/24	The principal will develop a weekly walkthrough calendar with focus look-fors to assess the current state of curriculum implementation, SEL instruction, tiered interventions, and classroom management. (Aligns to ALL goals and FAM-S)		Lori Disclafani	06/09/2026
<i>Notes:</i>				
Implementation:		06/25/2025		
Evidence	6/25/2025 Our school met growth for the 2024-2025 school year. Our end of year data review shows a 5.5 percent increase in the GLP and 2.7 percent increase in our CCR in relation to last year's EOY performance. Some action items that we have implemented this year is the continued use of data trackers, weekly PLC meetings, and WIN instructional block for grades 6-8. We continued incorporating the English Hour into the schedule for our 3rd grade students to assist them in their reading skills in English. Administrators also conducted walkthroughs to assess the quality of the instruction being provided in the classroom. Elementary and Middle Grade teachers were consistent in using data trackers to track student performance and middle school teachers also used Mastery Connect to monitor student performance.			
Experience	6/25/2025 The team followed the action steps to address this goal, which resulted in an increase in GLP and CCR as measured by the EOG.			
Sustainability	6/25/2025 The administrative team will continue to have a strategic focus on observation and feedback that impacts instruction. We will continue having English Hour as a part of our schedule and use the data trackers to monitor and respond to student performance.			

Core Function:		Domain 3: Instructional Transformation		
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs		
KEY	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)	Implementation Status	Assigned To
Initial Assessment:		June 2025 Update: North Academy of World Languages has strategically implemented	Limited Development 08/13/2024	

comprehensive practices to support our objective of meeting or exceeding academic growth targets. Our dedicated efforts have resulted in notable achievements, including a 5.5% increase in the school's Grade Level Proficiency (GLP) and a 2.7% improvement in College and Career Readiness (CCR) as measured by End of Grade assessments.

Key Strategic Practices Implemented:

- Regular team and Professional Learning Community (PLC) meetings focused on data review and responsive planning
- Continued with the restructured middle school WIN small group sessions to deliver targeted mathematics and English Language Arts instruction
- Continued Implementation of the 3rd Grade English Hour to address unique instructional needs of our immersion cohort
- Intensive data monitoring protocols for students transitioning from target language reading instruction
- Principal Ferguson continued to share ML strategies from the Amplifying the Curriculum text
- Afterschool tutoring program providing targeted support for ML students

Notable Achievements:

- Significant improvement in both GLP and CCR performance metrics
- Successful restructuring of middle school intervention programming
- Effective implementation of targeted English instruction for immersion students

Areas of Challenge:

Addressing the instructional complexities of our 3rd grade immersion cohort, particularly students who previously received reading instruction exclusively in their target language

Strategic Opportunities for 2024-2025:

- Continued intensive monitoring of incoming 3rd grade cohort reading performance data
- Enhanced utilization of data to inform Multi-Tiered System of Supports (MTSS) interventions
- Refined small group instruction strategies based on

- comprehensive data analysis
- Proactive planning for immersion cohort transitions to ensure seamless academic progression

August 2024:

Universal screeners are utilized to determine students needing intervention. For academics, iReady will be utilized, Panorama will be utilized for SEL and attendance and behavior reports will be used. The attendance plan, along with the technology plan will serve as additional supports to ensure the school is able to deliver a tiered instructional plan that is aligned to the individual needs of students. Data trackers will be used to determine which students need Tier 2 and Tier 3 behavior and attendance interventions. Branching Minds will be used to determine students for Tier 2 and Tier 3 (supplemental and intensive) interventions. Interventions will run through our Intervention Block for middle school and through well-planned small groups within the instructional block for elementary. The Student Support Team will meet monthly to review data points on behavior, attendance and academics via scheduled MTSS meetings. Students will be identified and moved to a tier as needed. Teachers and facilitators will be utilized to run researched-based academic interventions in math and ELA. Teachers will be trained in the standard treatment protocols to ensure all interventions are research based.

Priority Score: 3

Opportunity Score: 2

Index Score: 6

<p>How it will look when fully met:</p>	<p>When this objective is fully met, students will exceed their growth projections and increase in grade level proficiency. Teachers will understand the importance of small group instruction and action planning based on data analysis. Artifacts for this goal will be the progress monitoring on plans housed in Branching Minds, teacher ownership of data trackers, student academic celebrations, parent conferences to share the current state of their child's learning and how they may partner with the school.</p> <p>There will be a 15% reduction of scholars in Tiers 2 and 3 within the next two years.</p>		<p>Tiffany Leonard</p>	<p>06/09/2026</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>8/19/24</p>	<p>The MTSS Leadership Team will monitor student intervention plans quarterly to ensure all students are receiving consistent tiered support and that it is documented. (Goal 2, Guardrail 1)</p>		<p>Lori Disclafani</p>	<p>06/09/2026</p>
<p><i>Notes:</i></p>				
<p>8/19/24</p>	<p>The ILT, core subject area teachers and the EC and ML teachers will collaborate to use classroom, MAP, DIBELS, and benchmark data to make instructional decisions, determine interventions and enrichment, and monitor student progress during WIN time and small group instruction. (Aligned with FAM-S 3 and CMS Goals 1-3)</p>		<p>Lori Disclafani</p>	<p>06/09/2026</p>
<p><i>Notes:</i></p>				
<p>8/19/24</p>	<p>During weekly PLCs, the EC and ML teachers will provide specific strategies centered around making the content accessible to all learners to ensure that the core curriculum is robust and differentiated to address learner needs. They will also discuss ways to provide targeted support to student based on their data and student goals. (Aligned with FAM-S 3 and CMS Goals 1-3)</p>		<p>Lori Disclafani</p>	<p>06/09/2026</p>
<p><i>Notes:</i></p>				
<p>Implementation:</p>		<p>06/26/2025</p>		
<p>Evidence</p>	<p>6/26/2025 - PLC agendas, staff newsletters, Branching Minds data, and MTSS agendas can be used as evidence this objective has been fully and effectively implemented..</p>			
<p>Experience</p>	<p>6/26/2025 - To pursue this objective, we met as a MTSS PLC to address students needing additional support, incorporated strategies to address the needs of ML and EC students.</p>			

Sustainability	6/26/2025 - Continued strategic planning during MTSS meetings, targeted support to address the academic achievement of EC and ML students, and utilizing WIN time for MS students on an MTSS plan.			
-----------------------	--	--	--	--

Core Function:	Domain 3: Instructional Transformation			
-----------------------	---	--	--	--

Effective Practice:	Practice 3B: Provide rigorous evidence-based instruction			
----------------------------	---	--	--	--

	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
--	-----	-------	--	-----------------------	-------------	-------------

Initial Assessment:

June 2025 Update:

North Academy of World Languages has established comprehensive strategic initiatives for the 2024-2025 school year focused on equitable curriculum implementation, advanced coursework access, and data-driven instructional excellence. Our multi-faceted approach addresses the diverse needs of all student populations while maintaining our commitment to world language immersion education.

Key Strategic Initiatives:

- Implementation of district-provided curriculum equitably distributed to all students, addressing specific needs of Multilingual Learners (ML), Typically Developing students (TD), Students with Disabilities (SWD), Economically Disadvantaged Students (EDS), and English Language Learners (ELS)
- Continued use of Open Up Math Curriculum with target language translations provided by German, French, and Chinese language teachers
- Offering high-quality advanced coursework to all students through sister campus partnerships and North Carolina Virtual Public School (NCVPS) platform access
- Enhanced Professional Learning Community (PLC) processes focused on Instructional Planning Approach, transitioning from "what to teach" to "how to teach"
- Intentionally planned differentiation and scaffolding strategies with emphasis on amplifying curriculum for Multilingual learners
- Implementation of standards-based curriculum with effective coaching, feedback, and focused data conversations

Performance Targets and Expectations:

- Increased student achievement data across all student groups based on Beginning-of-Year (BOY) baseline and EVAAS projections
- Math 1 students achieving 100% targeted EVAAS growth goals across all student groups
- Student achievement data exceeding growth expectations according to district and state assessment metrics

Structural Framework Implementation:

- Linked teaming structure facilitating Multi-Tiered System of Support (MTSS) for attendance, academic, behavioral, and social-

Limited Development
07/18/2024

emotional support

- Core academic practices defined across grade levels and content areas through essential components of Instruction, Curriculum, and Environment (ICE)
- Full implementation across all grade levels and subject areas

Evidence of Success Indicators:

- Comprehensive PLC agendas documenting instructional planning and data discussions
- Benchmark and diagnostic screener data demonstrating student progress
- MTSS progress monitoring data showing intervention effectiveness
- Systematic documentation of differentiation strategies and scaffolding implementation

Strategic Opportunities for Enhanced Implementation:

- Continued professional development for target language teachers in curriculum translation and adaptation
- Expanded partnerships with sister campuses for advanced coursework delivery
- Refined coaching and feedback systems to support standards-based instruction
- Enhanced data analysis protocols to inform instructional decision-making and student support strategies

August 2024:

As of June 2024, North Academy of World Languages did not meet the following school improvement goals. The percentage of 8th grade students who score at the College and Career (CCR) level -- a 4 or 5 -- on the Grade 8 Mathematics EOG will increase from 28.0% in SY2022-23 and 30.0% in SY2023-24.

According to unofficial EOG data for Grade 8, we are at 13.2% CCR for Math 8. This is a 14.8% decrease from the 2022-2023 results. According to the 8th Grade Math MVPA data for the 2023-2024 SY, our scores ranged from 3-13% CCR, which is comparable to the actual EOG results. Our school experienced some successes related to this indicator: The successes we experienced related to this goal was consistent data driven planning and providing targeted small group instructions aligned to grade level standards. As we move into the 2024-2025 school year, we anticipate that we will need to continue to strengthen the use and

effectiveness of small group instruction. While challenges exist, we have opportunities to address these challenges during the 2024-2025 school year by providing explicit training and expectations related to the structure and outcomes of small group instruction.

In addition to this, students in grade 3 received reading instruction in English for the first time since being in school. The English Hour provided students with standards aligned instruction in small groups that were determined through the use of multiple data points. These students were not only taught and assessed their entire school careers in their target languages, they were not required to show proficiency on a math and reading EOG. As we move into the 2024-2025 school year, we anticipate that we will need to continue to strengthen the use and effectiveness of the 3rd Grade English Hour with additional support and progress monitoring of Black and Hispanic students. . While challenges exist, we have opportunities to address these challenges during the 2024-2025 school year by providing explicit training and expectations related to the structure and outcomes of the English Hour and the continued use of data to make in

Priority Score: 3

Opportunity Score: 2

Index Score: 6

<p>How it will look when fully met:</p>	<ul style="list-style-type: none"> • Implementation of district-provided curriculum that is equitably distributed to all students, that addresses the needs of student groups, such as ML, TD, SWD, EDS, ELS. This is relevant to the adoption of Open Up Math Curriculum that is translated by target language teachers; German, French and Chinese • The offering of high quality advanced coursework to all students, including those who will be offered access to high level courses across sister campuses and when needed the NCVPS platform. • Strong PLC processes focused on the Instructional Planning Approach, moving away from what to how • Intentionally planned differentiation and scaffolds, with an emphasis on amplifying the curriculum by designing quality learning opportunities for Multi-lingual learners. • Increasing student achievement data across all student groups based on the school's BOY baseline, and EVAAS projections • With the implementation of a standards-based curriculum, effective coaching and feedback, focused conversations about student data and planning, student achievement data will exceed growth according to district and state assessment data. • When this objective is fully met students in Math 1 would have met their targeted goal 100% for EVASS growth and student group. • Full implementation across grade levels and subject areas will be evidenced by PLC agendas, data from benchmark and diagnostic screeners, and MTSS progress monitoring. • A linked teaming structure exists that facilitates the implementation of a multi-tiered system of support for attendance, academic, behavior, and social emotional support. • Core academic practices exist that are defined across grade level/spans and content areas by essential components of instruction, curriculum, and environment (ICE). 		<p>Lydia Ferguson</p>	<p>06/06/2026</p>
<p>Actions</p>		<p>3 of 5 (60%)</p>		
<p>7/18/24</p>	<p>Data analysis of 23-24 data (Aligned with CMS Goals 1-3)</p>	<p>Complete 09/11/2024</p>	<p>Lydia Ferguson</p>	<p>09/15/2024</p>
<p><i>Notes:</i></p>				
<p>9/29/25</p>	<p>Duty Free Planning: The NC SBE's statutory provision 115C-105.27 (b)(7) requires all schools to have a plan to provide duty-free instructional planning time for every teacher under GS 115C-301.1, with the goal of providing an average of at least five hours of planning time per week (A2.04)</p>		<p>Shantel Briscoe</p>	<p>06/10/2026</p>
<p><i>Notes:</i></p>				

8/19/24	Establish PLCs in all subject areas and grade levels that have common norms around the use of the state unpacking documents, the use of the district provided curriculum, and the use of daily/weekly exit tickets, unit assessments, DIBELS, iReady, and MVPAs. (Aligned with FAM-S 29 and CMS Goals 1- 3)	Complete 06/11/2025	Tomekia Watson	06/30/2026
<i>Notes:</i>				
8/19/24	The NAWL Master Schedule will allow for common planning times for grade-level Professional Learning Communities (PLCs) to unpack grade level standards and align instruction with the support of a grade level administrator, DLI specialist, or Academic Facilitator. One action item that we are continuing for the 2024-2025 school year is a weekly shared common planning time with core middle school teachers and our ML and EC teachers. This includes embedded data components in which there will be a time designated for weekly data analysis and action planning based on formative assessments and the district benchmark assessments. ((Aligned with FAM-S 29 and CMS Goals 1 - 3).	Complete 06/11/2025	Tomekia Watson	06/30/2026
<i>Notes:</i>				
8/19/24	Teachers will monitor and update student achievement and growth using a common Data Tracker. Data Trackers will monitor student attendance, tiered plans of support, progress on IREADY, state assessments, and unit assessments. Teachers will use the data tracker to inform decisions when instructing small groups, and to closely monitor progress of students in alignment with the district goal 2024. (Aligned with FAM-S 29 and CMS Goals 1-3)		Tomekia Watson	06/30/2026
<i>Notes:</i>				
Implementation:		06/26/2025		
Evidence	6/26/2025 - Data Trackers, PLC Agendas, and the Master Schedule can all be used as evidence of fully implementing this goal.			
Experience	6/26/2025 - The principal and ILT monitored student schedules, master schedule, PLC notes, and data trackers to ensure the goal and action items were addressed and impacted student achievement.			
Sustainability	6/26/2025 - We are revisiting the Master Schedule to assess additional areas of improvement to address student achievement and PLC planning.			

Core Function:	Domain 4: Culture Shift
Effective Practice:	Practice 4A: Build a strong community intensely focused on student learning

KEY	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)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p><u>June 2025 Update:</u></p> <p>For the 2024-2025 school year, our disproportionality rate of Out-of-School Suspensions (OSS) for African-American students represented a significant percentage of total school suspensions, indicating we did not achieve our equity goal for this indicator. This data point highlights the critical need for continued focus on equitable disciplinary practices and interventions.</p> <p><u>Notable Achievements:</u></p> <ul style="list-style-type: none"> • Maintained relatively low overall suspension rates across the school population • Continued implementation of Positive Behavioral Interventions and Supports (PBIS) programming with 100% staff participation in the PBIS Rewards system • Sustained focus on proactive behavioral support strategies <p><u>Areas of Challenge:</u></p> <ul style="list-style-type: none"> • Disproportionate representation of African-American students in suspension data • Need for enhanced equity in disciplinary decision-making processes • Requirement for more targeted intervention strategies to address behavioral disparities <p><u>Strategic Initiatives for Continued Implementation:</u></p> <ul style="list-style-type: none"> • Continued implementation of a comprehensive behavioral matrix with consistent expectations across all school environments • Enhanced teaching and reinforcement of behavioral expectations throughout various school areas and contexts • Intensified monitoring and evaluation of PBIS program execution and effectiveness <p><u>Strategic Opportunities for 2025-2026:</u></p> <ul style="list-style-type: none"> • Mandatory active participation by all staff members in recognizing and rewarding students through the PBIS points 	Limited Development 08/20/2024		

system

- Increased acknowledgment of students who demonstrate and comply with established behavioral expectations
- Implementation of targeted interventions to address disproportionality in disciplinary outcomes
- Enhanced professional development focused on culturally responsive classroom management and restorative justice practices
- Data-driven analysis of suspension patterns to identify and address systemic factors contributing to disproportionate outcomes

August 2024:

NAWL will continue to implement a multi-tiered support system addressing student emotions. Through the use of a strong core, school-wide system we are working to onboard newly hired staff to Capturing Kids' heart and Handle With Care Trauma informed practices. Some successes that we had that relate to this indicator is that NAWL has very few suspensions, however due to the small cohort of students certain racial student groups present a high percentage of suspensions. Some things to continue in the future will be a common behavioral matrix and the teaching of expectations throughout different areas of the school. We will also more closely monitor the execution of our PBIS program. The expectation is that all staff members actively participate in giving students points and acknowledging students who both model and comply with the behavior expectations.

Priority Score: 3

Opportunity Score: 2

Index Score: 6

How it will look when fully met:

This indicator will be fully met when the following criteria are consistently practiced:

Increase in student attendance data as students will develop a sense of belonging.

Decrease in student behavior referrals for social-emotional issues

Students will have the ability to self-regulate and monitor their emotional states

All students will have access to the Caring Schools Curriculum through the implementation of daily Morning Meetings and Wellness Wednesdays during WIN time for middle school students

Students will be fully engaged in their academic courses

Teachers will consistently implement and reinforce SEL skills and core behavior expectations. Teachers will be responsive to students' needs as identified from various data sources. School staff will collaborate to implement interventions for students when necessary.

When this indicator is fully implemented

- less than 20% of our school population will be considered chronically absent.
- Discipline referrals will reduce by 10%.
- The number of students on Tier 2 and 3 of MTSS will reduce to below 10% of our school population.

Tiffany Leonard

06/20/2026

Actions		0 of 4 (0%)		
8/20/24	Teachers will implement daily Social emotional Learning time using the Capturing Kids' Hearts process (Morning Meetings, Journaling, Good Things Signals (Time Out, Check, Foul) as our schoolwide Core Social Emotional practices to support the SEL needs of our students. (Guardrail 3, FAM S 31)		Anderson/Furr	06/09/2026
<i>Notes:</i>				
8/20/24	The Administration Team will develop a weekly walkthrough calendar with strategic look-fors to assess the implementation of SEL instruction using the Capturing Kids Hearts process. (Guardrail 3)		Briscoe	06/09/2026
<i>Notes:</i>				
9/29/25	Duty-free Lunch: The NC SBE's statutory provision 115C-105.27(b)(6) requires all schools to include a plan to provide a minimum of 30 minutes for a duty free lunch period on a daily basis for every teacher under G.S 115C-301.1(a) (A4.06) .		Beverly Camp	06/10/2026
<i>Notes:</i>				
9/29/25	Bullying Prevention/Title IX: All students will be provided a positive school climate, under CMS Regulations JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (A4.06)		Julie Furr	06/10/2026
<i>Notes:</i>				
Implementation:		09/03/2025		
Evidence	6/25/2025 Agendas from ILT, ParentSquare Messages, Behavior Matrix, and PBIS can be used as evidence of meeting this goal.			
Experience	6/25/2025 Admin, counselors, BMT, and teachers are using the PBIS Rewards system.			
Sustainability	6/25/2025 There is a need for more culturally responsive training for some staff and additional support s for staff and assistance with classroom assistance.			