

Comprehensive Progress Report

Mission:

Pursuit of Excellence in Academics, Arts, and Humanities.

Vision:

“We are committed to helping the student develop intellectually, artistically, socially, emotionally, and physically, and in doing so, we will encourage the student to become a contributing member of society.

Goals:

The percent of NWSA high school students who score at the College and Career (CCR) level -- a 4 or 5 -- on the Math 1 EOC (grades 9-12) will increase from 54.1% in SY2024-2025 to 59.1% in SY2025-2026. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The number of ISS incidents will decrease from 21.3% in SY 2024-25 to 10.6% in SY 2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 2)

The percent of Chronic Absenteeism will decrease from 20.7% in SY 2024-25 to 10.24% in SY 2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 3)

The school will retain 95% of its highly effective classroom teachers remaining in the district throughout the 2025-26. (Aligns to C3.04 and CMS Guardrail 4)

The percent of rising NWSA 12th grade students on track to graduate from high school enrolled, enlisted or employed will increase from 84.1% in SY24-25 to 89.1% in SY25-26. (Aligns to A410 and A4.16 and CMS Goal 4)

The percent of NWSA students scoring Grade Level Proficient (GLP) by SWD students in Math I on the End of Course assessment will increase from 27.3% in SY2024-25 to 32.5% in SY2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)



! = 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>		As of September 2025, we are still working toward the ultimate goal of increasing student achievement using research-based practices which are embedded in our instructional practices. The goal for this indicator was created at the beginning of the 24-25 school year however, we will continue to craft goals surrounding this indicator to further improve our performance related to this goal. During the 24-25 school year,	Limited Development 08/01/2024		

staff received training on the 4 disciplines (4DX). All staff were given the task of creating a goal that would support the school goal of increasing CCR by 5% . During the 24-25 school year, DPI testing data revealed that NWSA staff did increase CCR by 5% or more. NWSA will capitalize on this goal and continue with this goal during the 25-26 school year of increasing CCR by 5%. Staff members will continue to utilize a scoreboard to reflect their progression towards this goal. During the 25-26 SY, administrators will continue to conduct bi-weekly walkthroughs of at least 10 classrooms. Teachers will continue to receive feedback via email when walkthroughs are completed. CMS Core Actions and the Equity Triangle as well as tenants surrounding culturally relevant teaching will be utilized to support the feedback that will be given to teachers. After each cycle, Administration will meet to discuss patterns and trends that were observed during their walkthroughs. This practice will be successful during the 25-26 SY as in the 24-25 SY because it will provide targeted professional development based on teachers' instructional needs. Professional Development opportunities will continue to be presented in a Paideia style format to give teachers a chance to experience it in an effort to customize for individual teachers or staff. NWSA admin team will utilize the RELAY model provided by the district. We will continue to utilize the tenants of the Get Better Faster coaching/feedback model which will provide teachers with targeted and effective feedback. We will continue to revisit and revamp our PLC protocols to strengthen our data analysis practices and its impacts data driven instruction.

The DPI assessment data for the 24-25 SY of patterns demonstrated that the strategies implemented during the school year were impactful and NWSA increased CCR by 5% as reported by DPI as of 9/2/2025. The implementation and discussion of the 4DX scoreboards forced teachers to be more intentional about their instructional practices to increase CCR. Instructional Coaches will continue their focus/practice by completing instructional rounds geared toward mastery in various content areas. We will continue to provide teachers with professional development opportunities derived from the patterns and data trends observed during walk-throughs. We will provide differentiated PD opportunities for teachers and staff.

PLC structure is as follows:

Monthly PLC Meeting Structure:

1st Meeting - Scoreboards and data analysis

2nd Meeting - Paideia (discussing literacy)

Responsibilities for PLC meetings:

- Bring their scoreboards
- How do they support teachers in tested subject areas
- Naviance can also be incorporated into the agenda
- Exemplar of the lesson that they used to support literacy in the classroom

Priority Score: 3

Opportunity Score: 1

Index Score: 3

How it will look when fully met:

The continued implementation of this objective will address the opportunities that were sighted in our current implementation efforts which include customized Get Better Faster coaching for our teachers. Teachers will receive consistent and targeted feedback from their assigned instructional coach that will provide them with a clear understanding of how to improve their performance in the classroom. This will be measured through various data methods such as coaching agendas, classroom assessment, benchmark and iReady data. Secondly, evidence of improvement via the revised PLC structure will help to undergird the 4DX and GBF instructional framework that will guide our SIP for this year. The impact of this improvement will be measured by the [criteria for success rubrics](#) and [4DX scoreboards](#) data that we will use to monitor and improve classroom instruction. Lastly, the collection of observation and bi-weekly walkthrough data will be an additional resource to monitor curriculum and instruction. Administration will perform at least 10 walkthroughs every 2 weeks and then discuss patterns and trends that were witnessed in the classrooms. This data will drive our PD framework as well as give us feedback on how well the criteria for success rubrics and GBF is working for our staff.

Katy Coffelt

06/26/2026

Actions

0 of 3 (0%)

8/7/24

The principal will train and monitor all PLC leads in the utilization of the "Four Disciplines of Execution" model, how to infuse literacy with in the disciplines, and how to analyze data to drive instruction (FAM-S 29)

Katy Coffelt

06/30/2026

Notes: Principal Coffelt will conduct differentiated PDs during the 25-26 SY based on the data collected from walkthroughs. Additionally, PDs will be conducted on Active Monitoring which is a tenant of the GBF coaching and feedback practices.

9/9/24 Administration and instructional coaches will continue to conduct weekly walkthroughs and capture this data for analysis to determine patterns and trends identified in the classroom that will be used to craft a professional development framework for teachers.

Katy Coffelt

06/30/2026

Notes:

9/9/24 All content area teachers will meet once per month as a grade level to report out data from their 4DX scoreboard and discuss the outcome of their interventions made towards the school wide goal of increasing CCR by 5% (FAM S -29)

King, Sutton,
J.Tuthill - Beam

06/30/2026

Notes:

Implementation:

09/08/2025

Evidence

6/26/2025 -
https://docs.google.com/document/d/1aVd_6woRtgJDuTaW_VJ6jJxZvvztjCGhBUdj3tzc4gA/edit?usp=sharing

Experience

6/26/2025 - The ILT meet bi-monthly to identify patterns and trends by analyzing walkthrough data. Each member of the ILT was charged with completing at least 9 walkthroughs every 2 weeks and reflect on what was observed in each classroom. This data was used to create instructional rounds for individual teachers and school wide instructional action steps.

Sustainability

6/26/2025 - ILT will continue to implement mandatory classroom visits, the identification of patterns and trends, as well as teachers keeping scoreboards to assess 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	Target Date
-----	-------	--	-----------------------	-------------	-------------

Initial Assessment:

NWSA will continue to strengthen indicator A4.01 through our continued implementation of MTSS processes and procedures during the 2025-2026 SY. The MTSS team will continue its composition of MCLs, Guidance Counselors and Administration. We will continue the MTSS practice of tiering students and holding monthly MTSS meetings to discuss appropriate interventions to produce positive outcomes both academically and behaviorally in the classroom. At each meeting, assessment, attendance, and behavioral data will continue to be analyzed to design wrap around services for identified students. Other interventions such as "Dragon-Time" is currently in the Master Schedule and MCLs will continue to push into classrooms and pulling small groups to provide interventions. This MTSS system was first implemented during the first semester during the 2024-2025 SY. Our district MTSS liaison will continue to support NWSA during the 2025-2026 SY. During the 2024-2025 SY, NWSA experienced some successes as it relates to our rankings on the FAM-S rubric. Here are the ratings that we received:

Leadership - Optimizing

Building the Capacity/Infrastructure for Implementation - optimizing

Communication and Collaboration - Optimizing

Data-Based Problem Solving - Optimizing

Three-Tiered Instruction/Intervention Model Percentage - Optimizing

Data Evaluation - Optimizing

Our MCLs will continue to meet with content area teachers weekly to review data (eg. D/F report, MAPS, and benchmark assessments, attendance reports) to coach teachers in using this data to customize instruction. This continued practice of weekly data meetings will produce a decrease in the number of D/Fs that students received during the 2025-2026 SY. The leadership team in an effort to meet the goals of this indicator will continue our efforts to assist all teachers in integrating MTSS interventions into lesson planning and classroom management. "Dragon Time" is the enrichment block that has been embedded in the Master Schedule. Teachers must use a "check-in" tracker with students during Dragon Time blocks. Homeroom teachers will be responsible for enrichment and this block will be monitored by the administrative team. The enrichment blocks will focus on EOC Prep, ACT, Remediation and CKH.

Instructional Coaches will continue to lead this effort during the 2025-

Limited Development
07/18/2024

2026 SY and we will continue to capitalize on this structure which proved to be successful as it relates to our NC Report Card Grade Northwest School of the Arts received of a B+ coupled by our school Meeting and Exceeding Growth with all of our demographic populations. Staff will continue to be trained in this practice to continue the work of improving our deficits as it relates to the FAM-s rubric. This will also help to undergird our PLC planning structure and to our work around the CMS core actions during the 2025-2026 SY.

Priority Score: 3

Opportunity Score: 1

Index Score: 3

How it will look when fully met:

When this indicator is fully met our MTSS team will be operating at the optimum level according to the FAM-S criteria by laser focusing its efforts on classroom instruction, and ensuring that all of our teachers are consistently implementing effective teaching practices and aligning them to the same standards and skills as their peers teaching other tiers of intervention along with a focus on student response to instructional practices, as opposed to student deficits or failures. This will allow Northwest to improve the success rates of struggling students and the accuracy of identifying students who truly have disabilities.

The team will also be able to identify students who need supports and attempt to provide them within the general education setting, such as peer tutoring or small group instruction. Additionally, the MTSS team will be able to discern if there is an issue with classroom instruction vs. classroom curriculum. This feedback and observance will be critical for teacher and student success and producing positive academic outcomes for students and a positive working environment and culture for teachers.

Lastly, the alignment of resources and practices with other providers will be a critical point of emphasis in our MTSS system. The EC and ML departments must collaborate to understand and coordinate the instruction occurring within these tiers to maximize their role of effectiveness within the system to drive student success.

**Objective Met
09/25/25**

Katy Coffelt

06/26/2026

Actions				
7/18/24	Teachers will receive customized professional development that targets differentiation and co-teaching strategies to assist students across all MTSS tiers to improve their performance in the classroom.	Complete 06/09/2026	LaTonya Washington	06/09/2025
<i>Notes:</i>				
1/17/25	The MTSS team will identify on-going student interventions and school processes that will produce positive academic and cultural outcomes, increase attendance, as well as provide social-emotional supports for students.	Complete 06/09/2026	LaTonya Washington	09/11/2025
<i>Notes:</i>				
9/23/25	The team will identify students who need supports and attempt to provide supports within the general education setting. Peer tutoring and small group instruction strategies will be used. The MTSS team will conduct classroom observations of students to determine if there is an issue with classroom instruction vs. classroom curriculum to support students effectively.	Complete 06/09/2026	LaTonya Washington/Steven Wilder	09/11/2025
<i>Notes:</i>				
7/18/24	The school's MTSS team will meet once per month to analyze student behavior, attendance, and academic performance. (FAM-S 3)	Complete 09/11/2026	LaTonya Washington	09/11/2025
<i>Notes:</i> The MTSS team has been meeting once per month since September and is in the process of creating an intervention framework to be implemented during 3rd block for Middle School.				
Implementation:		09/25/2025		
Evidence	6/26/2026 - https://docs.google.com/spreadsheets/d/1Pst6VRRhQaphtvH6Q0Rw_zgT7AjXPcnyxd2aFu1p8SE/edit?usp=sharing			
Experience	6/26/2026 - The MTSS team met once per month to identify targeted students in the areas of academics, attendance, and behavior. The data sources used were assesment data (benchmarks, classroom, and iReady), PowerSchool information and Educator Handbook referrals. This data was consistently analyzed and customized responses to data were created for each student.			
Sustainability	6/26/2026 - The MTSS team will need to continue to meet on a consistent basis to discuss interventions and to tier students. The master schedule will need to continue to include an enrichment block and teachers will need to continue to receive professional development around pulling and creating small groups.			

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
<i>Initial Assessment:</i>		<p>As of September 2025, the school has experienced a division of its middle school and high school component. Beginning in the 2026 school year, the school will only support students in grades 9-12. The staff is currently fully hired with two staff members expected to be at NWSA by the end of the quarter. One of these teachers does serve an EOC content area. PLC meet 3 times per week to develop standard aligned lesson in conjunction with district level curriculum.</p> <p>As of June 2025, this goal is met and remains ongoing. As of June 2025, we had met or exceeded the number of scholars in Math I and Math 8 that were projected to be grade-level proficient based upon 3rd quarter benchmark data. End of year grade level proficiency for HS Math I was 62.9% and MS Math I was 94.3%, and Math 8 was 56.6%. End of year career and college readiness for HS Math I was 38.6%, MS Math I was 71.4%, and Math 8 was 38.2%. HS Math I increased in CCR by 10.9% , MS Math I decreased by 13.9%, and MS Math 8 increased by 14.6%. One of the successes is that we have made progress in providing professional development for administrators and teachers as it pertains to the CMS Core Actions and Equity Triangle (intentional integration of three key engagement components into planning structure/lessons: intellectual rigor, emotional connection, and ethical reflection (culturally responsive teaching). This was achieved through the NWSA Planning Framework: https://docs.google.com/document/d/1cfvN0QS2o53-Oc7i09KbMMmiDQgsFsn-3XFk7Bc_0kl/edit?tab=t.0</p> <p>which was utilized throughout the school year to ensure that our school had aligned instruction. Additionally, the successes that sprung forth from this framework included the opportunity for all staff to implement the 4DX model in their content area and departments. The 4DX framework prompted staff to create an individual goal that undergirded our school goal of increasing CCR by 5%. The accountability of this goal pushed teachers to monitor and differentiate instruction for students. This increased the awareness of instructional gaps in teaching and caused teachers to better understand the academic needs of students in the classroom. A second success that was derived from the 4DX model is the requirement for administrators to complete 10 biweekly classroom walkthroughs every cycle. These walkthroughs gave Admin</p>	Limited Development 08/07/2024		

an opportunity to gauge the instructional climate of teachers by identifying patterns and trends and to assess what professional development was needed to help teachers to be more effective in the classroom. At the end of the year, Admin was able to complete 602 classroom visits. The challenges that we need to address for next year include ensuring that teachers understand how to utilize data to be able to drive and instruction, differentiate, and implement MTSS interventions into daily planning. The opportunities that exist going into this year weigh heavily on the training and solid as well as consistent implementation of MTSS interventions by teachers and staff, and the effectiveness of our PLC leads as well as instructional facilitators being able to monitor the classroom to ensure that teaching is aligned to the standards. Another opportunity is that this school year we were allowed to hire 3 MCLs. This will create an opportunity for a broader reach of more teachers to be coached and trained in their curriculum areas. A logistical plan of the effective utilization of MTSS has also been established and this blueprint will bring forth feedback regarding standards aligned instructional gaps.

Priority Score: 3

Opportunity Score: 1

Index Score: 3

How it will look when fully met:

When this objective is fully met it will be evidenced by the products and results produced through our PLCs and MTSS team. The PLCs will meet regularly twice a month to collaborate, plan, and create goals and targets that help to construct evidence based and standards aligned instruction for students. This will include, but not limited to, refining instructional units, creating student friendly objectives, and building models that demonstrate student criteria for mastery, pre and post tests, and well designed learning activities. These teams will also collaborate with the EC and ML departments to ensure that the standards-aligned instructional units address the needs of all learners.

The MTSS team will consistently and regularly review school-wide data to identify and improve instructional gaps. The team will make certain that core academic practices have been defined by all grade levels and content areas and that the academic practices take into account the following tenants:

- **Instruction** - practices include but not limited to culturally responsive instruction, specific practices for student engagement, and scaffolding
- **Curriculum** - standards aligned instruction, the utilization of materials and resources, and a defined scope and sequence of skills needed
- **Environment** - outlined behavioral expectations, grouping options, and time

The integration of the Arts will also be present when this indicator is fully met, by the use of cross-curricular projects into instruction at least once per quarter.

Katy Coffelt

06/06/2026

Actions		3 of 4 (75%)		
9/9/24	Leadership team will engage in systematic and cyclical classroom walkthroughs around the district's Core Actions and "Equity Triangle" to identify patterns and trends for continuous improvement through coaching, targeted professional learning, PLC support, action research, etc. (FAM-S 29)	Complete 09/09/2024	Katy Coffelt	09/09/2024
<i>Notes:</i> The Leadership Team continues to engage in systematic and cyclical classroom walkthroughs around the district's Core Actions and "Equity Triangle"				
8/7/24	Support and monitoring of high-functioning PLC systems and processes by instructional leadership by revamping the PLC planning structure and framework around core actions (Equity Triangle and Four Disciplines of Execution (training and implementation of research based continuous improvement model across all PLCs) (FAM-S 29)	Complete 06/06/2025	Maurice, Williams, Wilson	06/06/2025
<i>Notes:</i> This action step was completed for this school year, however, because it is a critical step in the implementation of the instructional NWSA framework, it will be integrated back into our school improvement plan for the 25-26 SY. The evidence that this step influenced positive academic outcomes is demonstrated by the increase in grade level proficiency in all tested areas except Math I and English II.				
9/9/24	All content area teachers will meet once per month as a grade level to report out data from their 4DX scoreboard and discuss the outcome of their interventions made towards the school wide goal of increasing CCR by 5% (FAM S -29)	Complete 06/06/2025	Przystanski, King, Sutton, J. Tuthill-Beam	06/09/2025
<i>Notes:</i>				
9/15/25	To provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and 301.1, with the goal of providing an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (A2.04)		Andrew Lawler	06/06/2026
<i>Notes:</i>				
Implementation:		06/26/2025		
Evidence	6/26/2025 - https://drive.google.com/drive/folders/1jRYIzbG4hierkOFKXCQdWQwIJqnCGDxe?usp=drive_link			

Experience	6/26/2025 - Teacher leaders were assigned the task of preparing and leading the monthly data share out sessions. Teachers met monthly to discuss best practices, examine data, and methods to respond to assessment data.			
Sustainability	6/26/2025 - The continued work necessary to sustain this work will be the careful and purposeful crafting of the master schedule to allow time for teachers to attend PLC meetings. There will also need to be an intentional professional development framework created to ensure that teachers have the opportunity to understand data analysis and give way for teachers to meet as a department.			

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
-----	-------	---	-----------------------	-------------	-------------

Initial Assessment:	<p>As of June 2025 we met our school improvement goals to develop, implement, and monitor an attendance plan to reduce chronic absenteeism and the reinstatement of the district’s attendance/credit recovery policy for high school students. At the beginning of the year, the student services team along with our attendance secretary created the attendance plan for students:</p> <p>Northwest continues to use the enrichment block that was built into the master schedule for credit recovery. That block is daily from 10:10-10:40 every day. Students have access to their support teacher afterschool both in person and virtually. Students check in which their current status weekly both with their support teacher and the coordinator. Also during enrichment time, students are engaged in social emotional learning using the Capturing Kids Hearts strategies. Lastly, we created an equity-centered behavior matrix that outlined tiered disciplinary consequences.</p> <p>This produced a reduced number of referrals for behaviors which can be attributed to the daily enrichment blocks and after school tutoring, as well as the weekly student services meetings where counselors discussed individual students' needs and interventions. However, the number of days of student suspensions increased from 179 days to 195 days compared to last year. The number of suspension days for the 24-25SY is still a concern and after examining Educator Handbook data, it shows that vaping ranked high in offenses by students. These students traditionally violate this infraction on multiple occasions and normally</p>	Limited Development 08/01/2024		
----------------------------	---	-----------------------------------	--	--

there are multiple other students involved in the referral which increases the number of students receiving consequences. Also, the consequences escalate after each incident. Lastly, we were able to broaden our range of communication with parents and the community primarily due to the fulfillment of the attendance plan. The attendance plan gave way to allowing us to be able to specifically identify what communication practices we needed to have in place to inform staff, students, and parents of attendance expectations and processes. We were able to become more familiar with Parent Square and aid staff in facilitating conversations digitally as opposed to being unable to reach some parents the traditional way via phone and email. One of the challenges that we face is the consistent use of social-emotional resources by teachers. Consistent use of social-emotional resources by teachers is crucial for fostering a positive learning environment. By incorporating these resources regularly, teachers can better support their students' emotional well-being and create a safe space for learning. This consistency helps build trust and rapport between teachers and students, leading to improved academic performance and overall student success. Another challenge is collaborating with parents that seem to struggle with getting their student to school whether it is due to familial or medical issues. This collaboration will involve working together to find solutions that address the underlying issues affecting school attendance, ensuring that the student receives the necessary support and resources to thrive academically. The opportunity that does exist within this indicator is the use of our Social worker. Our Social Worker continues to complete home visits and work with DSS and other community partners to foster a network to support students with chronic absenteeism.

<p>How it will look when fully met:</p>	<p>When this indicator is fully met it will be demonstrated by the continued use of our school attendance plan with fidelity by those assigned. The attendance plan this year has been left in the hands of our social worker, however there will be collaboration with MTSS team. The NW social worker will still make home visits and devise a check-in plan with students to gauge their emotional state. This responsibility will also be shared with our student services team, and a standard attendance line item will be placed on the weekly student services agenda. The attendance plan and its data will be monitored by the attendance secretary and the MTSS team.</p> <p>Additionally the NW staff continues to participate in trainings to learn how to confidently implement Capturing Kids Hearts. This program will help staff to implement transformational processes focused on strengthening trust between teachers and students, improving school culture, teaching accountability, improving academic performance, and fostering trauma informed care.</p> <p>Lastly, this year's enrichment plan has built in days that are specifically set aside for teachers to utilize Capturing Kid's Hearts with their students. Not only will they use the program methods, but infuse these methods with a Paidea seminar that will increase student literacy while enhancing their social and emotional wellness.</p>		<p>Katy Coffelt</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>8/7/24</p>	<p>The Student Services team while working along with our Social Worker will monitor the attendance plan to reduce chronic absenteeism and the Attendance Secretary will update the plan as needed. absenteeism (FAM-S 30 & 31)</p>		<p>Fee, Gaussion</p>	<p>06/06/2026</p>
<p><i>Notes:</i></p>				
<p>9/15/25</p>	<p>Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (Aligns to A4.06)</p>		<p>LaTonya Washington</p>	<p>06/06/2026</p>
<p><i>Notes:</i></p>				
<p>8/7/24</p>	<p>The administrative team will create and facilitate a structured professional development plan for teachers to execute Capturing Kids Hearts to enhance the school culture. (Guardrail 1, and Guardrail 4)</p>		<p>Steven Wilder</p>	<p>06/30/2026</p>

Notes:

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4C: Engage students and families in pursuing education goals			
KEY	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)	Implementation Status	Assigned To	Target Date

Initial Assessment:

As of June 2025, we have met two thirds of the goals that we crafted for this indicator. Our SIT meets monthly to discuss school performance data which includes ways that parents can assist their students in learning while at home. Our instructional facilitator shares this information during our meeting and regularly sends messages and updates to parents via mail and other media platforms such as parent square. Information such as after school tutoring, how to read MAP and MVPA scores, as well as specific information pertaining to grade levels is shared during these presentations. Admin also shares academic, behavioral, and event information during these meetings and on the Parent Square platform as well as through Connect 5. Currently, 99% of our families are contactable on Parent Square, 57% have downloaded the app, and there have been 51,865 direct messages created on the platform. The success that we have seen with the parent square initiative is the more efficient and direct engagement with parents and staff as compared to using other traditional methods such as phone and email. Another success that we have seen with this indicator pertains to the second goal of this indicator that we met, which is to maintain present partnerships associated with the Arts and cultivate new partnerships. These are the partnerships that we are presently affiliated with:

Harvey B. Gantt Center for African-American Arts + Culture, Mint Museum, the Bechtler Museum (Visual Arts)

Charlotte Ballet, North Carolina Dance Educators Organization, Moving Spirits Inc, UNC-Greensboro, UNC-Charlotte, High Point University, LaRoche College, Bodiography, Chris Thompson and the African-American Dance Ensemble, Charlotte Dance Medicine, Movement Migration, and the Alvin Ailey American Dance Theater (Dance)

Charlotte Symphony, Opera Carolina, Carolina Voices, and Carnegie Hall, Charlotte Symphonic Orchestra, Charlotte Symphonic Youth Orchestra, Charlotte Concerts, ArtsPlus (Music)

Carolina Voices, Hallmark Movie Channel, and Belk Theatre (Theatre)

Lastly, our Principal held monthly “Coffee with Coffelt” meetings for parents to voice their suggestions and concerns directly to her. These meetings were offered virtually and in person.

The challenges that we are having associated with this indicator is firmly establishing the responsibilities of our PTO. This year we acquired new leadership within the organization which impacted the regular PTO

Limited Development
07/18/2024

meeting schedule and its participation in decision making that affected school goals. Another challenge influenced by this indicator is the attendance of parents and staff of SIT meetings to be able to give insight of their specific needs, suggestions, and concerns. This feedback is crucial in building a strong academic foundation for students and a strong culture for the school. The opportunities that exist to address the challenges of this indicator include using direct marketing strategies to increase the use of parent square to prompt more engagement and communication with parents. Another opportunity is to assist the PTO in establishing a regular meeting schedule and inform parents of meeting dates.

How it will look when fully met:

When the objective of regular communication with parents/guardians about school expectations and the importance of the home curriculum is fully met at Northwest School of the Arts, it will look like this:

Communication - The school has a robust and multi-faceted communication system that ensures all parents are well-informed and actively engaged. This includes the use of Parent Square, Connect 5, the school's website, in-person and virtual meetings, and email. All parents/guardians are regularly updated about their children's academic progress, behavioral expectations, and school events. This includes detailed explanations on how to access and utilize Parent Square, PowerSchool, and Naviance, as well as how to interpret various academic scores like MAP and MVPA, as well as specific grade-level expectations.

High Engagement & Participation - A significant majority of parents (over 95%) are actively using Parent Square, with high download rates of the app and frequent engagement through messages and updates. Parent participation in meetings, such as the monthly "Coffee with Coffelt" sessions and SIT meetings will continue to be offered. Lastly, familial engagement through volunteering at school-related events is high. These opportunities offer valuable insights and foster a strong partnership between the school and families.

Effective PTO Involvement - The PTO is well-established with regular meetings and active participation in school based activities. This ensures that parents have a strong voice in the school community. The

LaTonya Washington

06/30/2026

PTO regularly collaborates with school administration to address and meet school goals, contributing to a cohesive and supportive learning environment.

Strengthened Partnerships (Community) - The school maintains and expands its partnerships with various arts and non-arts organizations, ensuring students have access to a rich array of cultural, artistic, and scholastic opportunities. These partnerships are actively promoted to parents, encouraging family participation in school-related arts events and programs.

Target Support & Resources - Parents receive tailored resources and support to help them assist their children's learning at home. This includes guidance on after-school tutoring options and strategies for supporting academic and behavioral development. Regular workshops and informational sessions are held to equip parents with the necessary tools and knowledge to support their children's education effectively.

Evidence and Data of Full Implementation

To determine that the objective has reached full implementation, Northwest School of the Arts will use various data points, resources, and evidence. Engagement metrics such as Parent Square data showing high engagement rates (e.g., 95%+ download and usage rates, high numbers of direct messages exchanged), the school's volunteer portal showing high engagement of families at school events, and attendance records for meetings such as "Coffee with Coffelt" and SIT meetings indicating robust parent participation will be used. Feedback from parents through surveys and direct communications indicating satisfaction with the communication methods and the support provided by the school will also be collected and analyzed to continually improve communication and support strategies.

Documentation of regular PTO meetings, including minutes and attendance records, and reports on the activities and contributions of community partnerships, showing active engagement and collaboration, will be reviewed. Improved student performance metrics (e.g., MAP scores) and positive behavioral reports, indicating the effectiveness of parental support at home, along with data showing increased student participation in after-school tutoring and other support programs, will also be considered. By using these data points, resources, and evidence, Northwest School of the Arts can determine that the objective of effectively communicating with parents and

supporting the home curriculum has been fully implemented, ensuring a strong foundation for student success.

Actions

0 of 3 (0%)

7/18/24 Partner with the CMS Family Engagement Team to assist with the following:

Volunteers
Student Incentives
Teacher Recognition
(FAM-S 3)

Katy Coffelt

06/30/2026

Notes:

9/9/24 The school will host events throughout the year such as Open House, Curriculum Nights, Orientations to communicate student and parent expectations, school culture, and protocols. (FAM-S 3)

Katy Coffelt

06/30/2026

Notes:

9/9/24 The principal and teachers will use ParentSquare for consistent communication between school and home to engage parents in ways that directly relate to their children's academic progress. (Goal 1, Guardrail 3)

Katy Coffelt

06/30/2026

Notes: Staff has utilized Parent Square for consistent communication for parents and students since the beginning of the school year. This is an on-going method of communication as it has been implemented by the district to foster communication between the school and parents.