

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:

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) .

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)

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)

The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- on the English Language Arts (ELA) EOG will increase from 42.1% in SY2021-22 to 47.1% in SY2022-23 and 52.1% in SY2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 1)

The percent 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 in SY2021-22 to 28.0% in SY2022-23 and 30.0% in SY2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 2)

We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24. (Aligns to A4.01 and B3.03 and CMS Goal 4)

The percent of students reporting a positive self-perception of their self-efficacy, self-management, and/or engagement will increase from 61.0% on the Fall 2021 Panorama Screener (in Grades 3-5) to 66.0% in SY2022-23 and 71.0% in SY2023-24. The percent of students reporting a positive self-perception of their self-efficacy, self-management, and/or engagement will increase from 53.0% on the Fall 2021 Panorama Screener (in Grades 6-8)) to 58.0% in SY2022-23 and 63.0% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3)

Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 58.9% in SY2021-22 to 40.9% in SY2022-23 and 23.0% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 1)



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
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>		Following the Instructional Planning Approach (IPA) teams will plan rigorous tasks for students that will yield high instructional outcomes for students.	Limited Development 09/02/2021		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		<p>This indicator will be fully met when the following criteria are consistently practiced throughout the school:</p> <ul style="list-style-type: none"> • Implementation of district driven curricula that is equitably distributed to all students • Offering of high quality advanced coursework to all students • Strong PLC processes focused on the Instructional Planning Approach (IPA) • Intentionally planned differentiation and scaffolds • Increasing student achievement data across all subgroups based on the school's BOY baseline <p>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.</p>	06/20/22	Joycelyn Bryant	06/15/2024
Actions					

Notes:

Implementation:		06/20/2022		
Evidence	6/08/2022 Baseline data was gathered using unofficial EOY Grade Level Proficiency: 3rd Grade Reading (85.1%), 3rd Grade Math (91.9%), 4th Grade Reading (78.9%), 4th Grade Math (81.6%), 6th Grade Reading (53.2%), 6th Grade Math (53.2%), 7th Grade Reading (55.6%), 7th Grade Math (55.6%).			
Experience	6/08/2022 Our school improvement team aimed to gain baseline data in our school's inaugural year.			
Sustainability	6/08/2022 This data will be used to inform our school improvement goals for the 2022-23 school year to ensure equitable distribution of district curricula, with a focus on student subgroups in alignment with the CMS 2024 strategic plan. As our magnet school will double in student enrollment in the 2022-23 school year, we will need to revisit our baseline data in the fall to adjust our goals to support the needs of our incoming students.			

Core Function: Dimension A - Instructional Excellence and Alignment

Effective Practice: Student support services

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
		<p>Initial Assessment:</p> <p>MTSS procedures in German and French full immersion, require state supported target level approved intervention programs. Tier 1 includes:</p> <ul style="list-style-type: none"> • screening in the target language, • interventions in the target language, • referral to English team, • English benchmarking, interventions in English and referral to Tier 2 <p>MTSS procedures in Chinese full immersion: English literacy follows standard protocol during English literacy instruction. Tier 1 includes:</p> <ul style="list-style-type: none"> • screening in the target language • intervention in the target language 	Limited Development 09/02/2021		

	<ul style="list-style-type: none"> *unlike German and French there is not referral to the English team. 			
	Priority Score: 3	Opportunity Score: 1	Index Score: 3	
How it will look when fully met:	<p>This indicator will be fully met when the following criteria are consistently practiced:</p> <ul style="list-style-type: none"> implementation of screening, interventions, and benchmarking in students' target languages established and effective MTSS team, structures, and processes collaboration across all specialist areas including school counselors, ELL department, TD department, school psychologist, and speech pathologist aligned assessments to track student progress in core instruction and intervention use of diverse teaching strategies that are accessible to all learning styles 	06/20/22	Ashley Matthews	06/15/2024
Actions				
<i>Notes:</i>				
Implementation:			06/20/2022	
Evidence	<p>6/08/2022</p> <p>K-1 Immersion utilized interventions in the target language with support from the DLI department and our partner schools. Grades 2-4 utilized the iReady and Dreambox platforms to provide interventions and progress monitoring. Grade 6-7 also utilized the iReady and Dreambox platforms while participating in academic enrichment blocks informed by BOY and MOY Map data.</p>			
Experience	<p>6/08/2022</p> <p>Our school improvement team partnered with staff members to form our Multi-Tiered System of Supports (MTSS). The MTSS team met monthly to monitor student academic progress across all tiers and monitor the effectiveness of interventions. The MTSS Behavior team was also formed in the 2021-22 school year.</p>			

Sustainability		6/08/2022 In the 2022-23 school year our school improvement team will continue to monitor the implementation of middle school academic enrichment blocks, aimed at focused Tier II interventions. Our team will also continue to monitor interventions in the target language and explore resources with the CMS Dual Language Immersion department.			
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:		Using the PBIS framework, staff will increase social, emotional, and mental health resources and access for students. Data sources include: Panorama, PBIS Rewards, and Caring Schools Curriculum.	Limited Development 09/02/2021		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		This indicator will be fully met when the following criteria are consistently practiced: <ul style="list-style-type: none"> • Increase in student attendance data • 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 • Students will be fully engaged in their academic courses 	08/08/22	Joanne Anderson	06/15/2024
Actions					

Notes:

Implementation:		08/08/2022		
Evidence	6/08/2022 100% of students in K-4 and 6-7 had access to daily SEL lessons and completed daily SEL Check-Ins. EOY Panorama Results show SEL lessons and data informed counseling small-groups are growing students' Emotional Regulation (86%) Self-Efficacy (76%) Self-Management (71%) and Social Awareness (84%).			
Experience	6/08/2022 Our school improvement team partnered with the instructional leadership team to create a master schedule that aligns with daily Social Emotional Learning. Our school counseling team and homeroom teachers utilized the Caring School's Curriculum to provide daily SEL lessons to all students. Students all participated in daily SEL check-ins and quarterly Panorama screenings.			
Sustainability	6/08/2022 In the 2022-23 school year our school improvement team will continue to partner with our leadership team to adjust our master schedule to provide time for daily SEL lessons in each grade band, as well as time for counseling small groups and character lessons.			

Core Function: Dimension B - Leadership Capacity

Effective Practice: Monitoring instruction in school

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
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Initial Assessment:	<ul style="list-style-type: none"> Using the core actions learning walk tool (edited to include language acquisition) staff will monitor instructional implementation that supports clear expectations and outcomes. Staff will utilize Total Participation Techniques (TPT) to engage all students in active learning and personalize learning experiences for students. 	Limited Development 09/02/2021		
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	Priority Score: 3	Opportunity Score: 3	Index Score: 9	
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How it will look when fully met:	This indicator will be fully met when the following criteria are consistently practiced: <ul style="list-style-type: none"> Teachers will grow in their instructional expertise based on effective feedback, weekly informal walkthroughs, and collaboration with Professional Learning Communities (PLCs) 	06/20/22	Lydia Ferguson	06/15/2024
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	<ul style="list-style-type: none"> The Instructional Leadership Team (ILT) will follow a universal process for immediate feedback and coaching ILT members regularly attend weekly PLC planning sessions, monitor the Core Actions Learning Walk tool, and analyze data on teacher practice 			
Actions				
<i>Notes:</i>				
Implementation:		06/20/2022		
Evidence	<p>6/08/2022</p> <p>100% of staff members received coaching, feedback through each observation cycle. 100% of Beginning Teacher partnered with a peer mentor and completed quarterly peer observations. This work was documented in MyTalent through monthly coaching logs. The instructional leadership team completed bi-weekly learning walks utilizing the Core Actions tool. This tool was used as feedback for post observation conferences. Additionally, our school partnered with the DLI and other DLI schools across in a Language Immersion instructional walk, to gain feedback on our speaking and listening standards for our K-1 One-Way Immersion program.</p>			
Experience	<p>6/08/2022</p> <p>Our school improvement team worked with our instructional leadership team to learn more about the teacher evaluation cycle. The instructional leadership team completed teacher observations in alignment with the NCEES, teacher pre and post conferences, and individual teacher professional development plans. Our school improvement team also partnered with the instructional leadership team to form our school-based Beginning Teacher Support Program.</p>			
Sustainability	<p>6/08/2022</p> <p>In the 2022-23 school year our school improvement team will continue to support our Beginning Teacher Support Program as new staff members will join our team next year. Additionally, our team will need to work with the instructional leadership team to ensure Beginning Teachers are partnered with peer mentors (expert teachers) to support continuous growth.</p>			

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
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
<i>Initial Assessment:</i>		Using the PBIS Rewards and ParentSquare applications, parents/guardians and stakeholders engage in two-way communicative efforts to build a school culture centered around a shared focus on curriculum and instruction.	Limited Development 09/02/2021		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		<p>This indicator will be fully met when the following criteria are consistently practiced:</p> <ul style="list-style-type: none"> • Parents are aware of student progress through a shared commitment to the child's learning • The school has provided opportunities for families and the community to build a positive working partnership with the school through school events, organizations, etc. • Communication with families is accessible in native and target languages, so that all families have equal access to information about student progress and achievement. 	06/20/22	Lydia Fergison	06/15/2024
<i>Actions</i>					
<i>Notes:</i>					
<i>Implementation:</i>			06/20/2022		
<i>Evidence</i>		6/08/2022 99.4% of NAWL families are registered on ParentSquare. NAWL students earned a total of 655,036 positive behavior points on the PBIS Rewards App for safe, respectful, and/or responsible behavior in alignment with our school-wide behavior matrix.			

<p><i>Experience</i></p>	<p>6/08/2022 Our school improvement team supported the use of the ParentSquare and PBIS Rewards Apps as central modes of communication with families. Families received weekly principal mailers with key dates, reminders, and learning resources. Teachers created class groups on ParentSquare to communicate with families daily/weekly. Teachers also used the PBIS Rewards App to communicate progress students' daily behavior goals.</p>			
<p><i>Sustainability</i></p>	<p>6/08/2022 Our 2022-23 school improvement team will need to explore ways to limit cost incurred on families for the purchase of the ParentSquare and PBIS Rewards App. The team will also need to consider ways to educate incoming families and new staff members on our school-wide positive behavior system, behavior matrix, and consequences hierarchy. Additionally, our team will implement the use of the ParentSquare calendar as an effective way to share school and community events.</p>			