


2021-2022 State of the School Report

<p>NORTH ACADEMY OF WORLD LANGUAGES K-8 (School opened 2021-22 school year)</p>	
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Principal Name	Lydia Fergison
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I. SCHOOL REPORT CARD SNAPSHOT (Student data from previous school year/school)

2020-2021 Snapshot (Student data compiled from results from previous school)

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 4	GLP	50.0%					
	CCR	36.7%					
Grade 6	GLP	52.3%					
	CCR	36.4%					
Grade 7	GLP	64.7%					
	CCR	35.3%					
School	GLP	53.3%					
	CCR	36.3%					

Math	All	Black	Hispanic	White	English Learners	Students with
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							Disabilities
Grade 4	GLP	43.3%					
	CCR	23.3%					
Grade 6	GLP	49.4%					
	CCR	31.5%					
Grade 7	GLP	56.3%					
	CCR	25.0%					
School	GLP	48.9%					
	CCR	28.9%					

EOG School Composite 2020-21	NA--New school 2021-22
School Letter Grade*	NA--New school 2021-22

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

All students will have access to a viable curriculum: All K-1 Immersions teachers will create units of study and topics based on EL curriculum, supported by target language texts both physical and digital. Teachers of grades 2-7 will guarantee a viable curriculum by implementing EL, Envisions, and Open Up resources. Teachers of all grade levels will work collaboratively to examine data from Reading, Math, and Science benchmark assessments and establish a student growth baseline that will drive instructional practices in our school's inaugural year (A2.04).

All students will have access to social, emotional, and mental health support resources: The school counseling team, teachers, and support staff will track student data from Panorama Surveys, Caring Schools Curriculum check-ins, and a school-wide system of positive behavior interventions to monitor students' social and emotional health (A4.06).

III. CHIEF CHALLENGES

- District support in translating EL and Envisions Curricula into target languages.
- Personnel to help implement multiple resources to support students needs in SEL based on Panorama Data.
- Personnel to provide MTSS interventions with fidelity for students in grades 2-4 and 6-7.
- Establishing partnerships with international organizations to maintain the hiring capital necessary to build a new one-way immersion program.

IV. PLANS FOR THE YEAR: SIP ACTIONS

NAWL implements a school-wide Positive Behavior System of Supports, using the PBIS Rewards App. Students are knowledgeable of our school-wide behavior matrix and earn digital points for being safe, respectful, responsible and may purchase rewards through our digital school store. This supports our SIP goal for students to have access to social emotional supports, as students are given autonomy in tracking their own behavior as it relates to their learning, peer relationships, and social-emotional health.

NAWL implements daily Morning Meetings and daily Student SEL Check-Ins. Students Check-In responses are monitored by our school counseling team and data is used to create student counseling groups, individual support plans, and inform immediate student support measures when necessary. This supports our SIP goal for students to have access to social emotional supports as students self-monitor their social emotional well-being.

NAWL implements several support structures to ensure K-1 students have access to a viable curriculum that is accessed in three target languages. K-1 Immersion teachers have collaborated with district specialist Mara Cobe in departmental planning sessions, received training on Level Learning and other web-based applications, and engaged in events with community partners like Alliance Française.