

# Our Direction

**Next Generation Academy**

**Date of Report: 3/11/2025**

## **Vision:**

In order to become a productive 21st century citizen, every student will develop and demonstrate effective reading, writing, speaking, and listening skills by participating in high quality, explicit literacy instruction across all content areas.

## **Values:**

Eagles Always SOAR!

S- Strive for Excellence

O- Overcome any Obstacle

A- Act with Integrity

R- Respect Yourself and Others

## **Mission:**

Next Generation Academy will inspire students to become productive, literate, 21st century citizens by personalizing their learning experience, and encouraging them to realize their individual strengths and abilities.

## **Goals:**

- By June 30, 2025, Next Generation Academy will increase its overall Performance Composite in Grades 3-8 Math by 5 percentage points, from 42% to 47% as measured by the End of Grade Assessment for Math.

**Performance Measure(s)**

Performance Indicator: Students will have improved mathematical skills We will use informal and formal assessments from the program to measure student progress and adjust instructional practice. Students will improve on skills specific to their individual needs as it relates to counting, numbers and operations, algebra and algebraic thinking, measurement and data, and geometry. Assessments will be taken by students in the fall, winter, and spring to monitor overall progress. These assessments will also place students on a ‘pathway’ with the program based on their performance that is individually catered to their needs. Assignments based on skills and/or standards assigned by the teacher. Student performance will improve due to individualized and small group instruction geared towards their specific needs. Informal and formal assessment data Time logs for work with students and skills addressed Evidence in lesson planning for specialized groups Student performance will improve due to individualized and small group instruction geared towards their specific needs. Feedback from afterschool staff on student progress, continued needs Performance data from games, activities, and informal assessments of student understanding Students with special needs will be provided the time and support needed for them to on track with learning targets. Informal and formal assessment data

Data Source: EOG Math Scores	Baseline Year: 2023	Baseline: 38.9%
Target Date: June 2024	Target: 45%	Actual: 42%
Target Date: June 2025	Target: 47%	Actual:

- By June 30, 2025, Next Generation Academy will increase its overall Performance Composite in Grades 3-8 reading by 6 percentage points, from 35% to 41% as measured by the End of Grade Assessment for Reading.

**Performance Measure(s)**

Performance Indicator: Students will have improved foundational skills such as decoding, phonetic and phonemic awareness. We will use informal and formal assessments from the program to measure student progress and adjust instructional practice. Students will have improved reading comprehension. Informal and formal assessments of students’ reading comprehension. Students will improve on skills specific to their individual needs as it relates to phonics, phonological awareness, high frequency words, vocabulary, and reading comprehension for literature and informational text. Assessments will be taken by students in the fall, winter, and spring to monitor overall progress. Students will improve on reading skills, specifically vocabulary, and comprehension. Students will be exposed to a variety of text from various genres of literature. Students answer reading comprehension questions within the program as an informal assessment of their understanding. Student performance will improve due to individualized and small group instruction geared towards their specific needs. Informal and formal assessment data Time logs for work with students and skills addressed Evidence in lesson planning for specialized groups Students with special needs will be provided the time and support needed for them to on track with learning targets. Informal and formal assessment data

Data Source: EOG Reading Scores	Baseline Year: 2023	Baseline: 35%
Target Date: June 2024	Target: 43%	Actual: 35%
Target Date: June 2025	Target: 41%	Actual:

- By June 30, 2025, Next Generation Academy will increase percentage of students Composite Scale Score in grades K-2 Math by 7 percentage points, from 41% to 48% as measured by the IXL Screener Assessments.

**Performance Measure(s)**

Performance Indicator: Students will complete MOY and EOY Benchmark screeners. Data Days will be conducted 3 times a year to discuss and review data as well as develop student groupings. Teachers will create student assignments based on math stands in IXL. Tutors will be assigned to support leveled groups from October-May. Tutors will be assigned to support the students with small group instruction. Teachers will create pre and post assessments to measure student progress and adjust instructional practice. Students will improve on skills specific to their individual needs as it relates to counting and cardinality , numbers and operations, algebra and algebraic thinking, measurement and data, and geometry.

Data Source: IXL Levelup Universal Screener	Baseline Year: 2025	Baseline: 41%
Target Date:	Target:	Actual:

- By June 30, 2025, Next Generation Academy will increase percentage of students Composite Scale Score in grades K-2 Reading by 20 percentage points, from 53% to 73% as measured by the DIBELS Assessments.

**Performance Measure(s)**

Performance Indicator: Teachers will use ‘Foundations’ as a part of their daily instructional practice. Teachers will use Ready Reading as a part of their daily instructional practice. Teachers will use grade level specific writing programs to enhance students’ writing skills. Teachers will use DIBELS (K-6), NC Check-ins and IXL (grades 3-6) for progress monitoring, assessment, and practice working with specific skills and content for students. Teachers will use ‘Learning A-Z’ (Raz Kids, Headsprout, Reading A-Z) as a part of their remediation, review, and enrichment for students. Academic coaches will support students through individualized tutoring, small group instruction, and intensive interventions. Through our afterschool program students will be provided additional tutoring and academic support. EC services will be provided to students with identified needs for academic support. Social and Emotional Learning strategies will be incorporated into lessons and curricular activities for students.

Data Source: DIBELS	Baseline Year: 2023	Baseline: 48%
Target Date: June 2024	Target: 68%	Actual: 79%
Target Date: June 2025	Target: 73%	Actual:

**Data Review:**

**Needs Assessments, Accreditation Reports, Similar Feedback:**

Our leadership conducts a yearly needs assessment using the Comprehensive Needs Assessment tool. We completed this in small groups, dividing the categories up amongst team members. The teams met to discuss their respective area. We conducted a share out at our Leadership Retreat on Friday, June 21, 2024. We also used data from our yearly staff survey, which models, in part, the Teacher Working Conditions Survey. From these two sources we were able to categorize six areas of focus and improvement for the upcoming school year. These areas include- Academics, Attendance, Discipline, Communication, School-wide Events, and Social/Emotional Learning. The team organized and strategized on ways to make improvements in these areas. The action steps were outlined for each category and will serve as a guide to continuous improvement this school year.

## Student Outcome Data:

### [School Data](#)

## Our Leadership Team's progress in fully implementing Indicators and meeting Objectives:

### Selected Indicators:

#### Practice 1A: Prioritize improvement and communicate its urgency

- A1.01 The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of effective practices.(5082)
- B1.03 A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)
- B2.03 The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)

#### Practice 1B: Monitor short-and long-term goals

- B3.03 The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)
- D1.02 The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)

#### Practice 2A: Recruit, develop, retain, and sustain talent

- C1.06 The LEA/School offers an induction program to support new teachers in their first years of teaching.(5157)
- C3.04 The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)

#### Practice 2B: Target professional learning opportunities

- A1.03 The LEA/School promotes a school culture in which professional collaboration is valued and emphasized by all.(5084)
- C2.01 The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)

#### Practice 3A: Diagnose and respond to student learning needs

- A1.04 ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)
- A3.05 The school assesses each student at least 3 times each year to determine progress toward standard-based objectives.(5114)
- 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)

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

- A1.07 ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)

A2.04 Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)

**Practice 3C: Remove barriers and provide opportunities**

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A4.16 The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)

D2.05 The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)

**Practice 4A: Build a strong community intensely focused on student learning**

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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)

E2.02 The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website.(5189)

**Practice 4C: Engage students and families in pursuing education goals**

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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)