

Our Direction

Next Generation Academy

Date of Report: 2/17/2026

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:

At our school, we believe in helping every child become an independent and confident learner. We care deeply about nurturing their creativity, social skills, and emotional well-being. Our goal is to prepare every student for success both in school and in life by providing a modern, technology-rich education with teaching methods that are exciting and engaging. We're committed to supporting your child every step of the way.

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, 2026, Next Generation Academy will increase its overall Math Performance Composite in Grades 3-8 by 6 percentage points, from 43% to 49% as measured by the End of Grade Assessment for math.

Performance Measure(s)

Performance Indicator: Students in grades 3-8 will complete informal and formal assessments each fall, winter, and spring to monitor progress and guide individualized instructional pathways based on their specific math needs. Teachers will assign math activities aligned to standards and student skill levels, documented through lesson plans and assignment records, to support targeted skill development in counting, operations, algebraic thinking, measurement, data, and geometry. Individualized and small group instruction will be provided regularly to address students' specific math needs, with instructional time logged and reflected in student progress data. Student growth will be monitored using multiple data sources including assessment results, progress from math games and activities, informal checks for understanding, and feedback from afterschool staff. Students with special needs will receive appropriate instructional time and support to stay on track with math learning targets, as documented by assessment data and service logs. Lesson planning will include evidence of specialized group instruction informed by assessment data to meet diverse student needs in math.

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: 43
Target Date: June 2026	Target: 49	Actual:

- By June 30, 2026, Next Generation Academy will increase its overall Reading Performance Composite in Grades 3-8 by 7 percentage points, from 37% to 44% as measured by the End of Grade assessment for reading.

Performance Measure(s)

Performance Indicator: Students will demonstrate improved foundational reading skills, including decoding, phonetic, and phonemic awareness, as evidenced by increased scores on both informal and formal assessments administered throughout the year. Student reading comprehension will improve, monitored through formal and informal assessments conducted in the fall, winter, and spring, with data used to inform and adjust targeted instructional practices. Students will make measurable progress on individualized reading goals related to phonics, phonological awareness, high frequency words, vocabulary, and comprehension across literature and informational texts, as documented by assessment data and progress monitoring. Student engagement with a variety of literary genres will be reflected in comprehension assessment outcomes and participation records within the reading program. Small group and individualized instruction tailored to student needs will lead to improved reading performance, as demonstrated by assessment data, time logs of instructional support, and lesson plans indicating targeted interventions. Students with special needs will receive appropriate time and support to stay on track with learning targets, as shown by individualized progress monitoring and documented instructional accommodations. Teachers will regularly use DIBELS (K-6), NC Check-ins, and IXL (3-8) for progress monitoring and targeted practice, with data documented to inform instruction.

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: 37.8
Target Date: June 2026	Target: 44	Actual:

- By June 30, 2026, Next Generation Academy will increase its overall Science Performance Composite in Grades 5 and 8 by 5 percentage points, from 50% to 55% as measured by the End of Grade assessment for reading.

Performance Measure(s)

Performance Indicator: Students in grades 5 and 8 will complete informal and formal science assessments each fall, winter, and spring to monitor progress toward grade-level proficiency, with data used to guide instruction. Teachers will design and implement science lessons aligned to grade-level standards incorporating inquiry-based and hands-on activities, documented in lesson plans and instructional observations. Small group and individualized instruction will be provided to students based on assessment data to address specific science content gaps, with instructional time and student progress logged. Academic support programs such as afterschool tutoring and enrichment will be offered to reinforce science concepts and skills, with participation and outcomes tracked. Teachers and instructional coaches will participate in professional development focused on effective strategies for science instruction and data-driven decision-making. Students with special needs will receive targeted science supports and accommodations to help them meet grade-level learning targets, as documented in individualized plans and progress monitoring. Collaborative Data Review meetings will be held at least three times a year to analyze science assessment data, evaluate instructional effectiveness, and adjust teaching strategies accordingly.

Data Source: EOG Science Scores	Baseline Year: 2025	Baseline: 50
Target Date: June 2026	Target: 55	Actual:

- By June 30, 2026, Next Generation Academy will increase percentage of students on or above grade level in grades K-2 Reading by 25 percentage points, from 52% to 77% as measured by the DIBELS assessments.

Performance Measure(s)

Performance Indicator: K-2 teachers will implement Foundations as a daily component of their reading instruction, documented through lesson plans and classroom observations. K-2 teachers will integrate Ready Reading into daily instructional practices, with fidelity monitored by instructional walkthroughs and teacher self-reports. Grade-level appropriate writing programs will be used consistently by teachers to improve student writing skills, as evidenced by writing samples, lesson plans, and assessments. Teachers will regularly use DIBELS (K-6) and IXL for progress monitoring, assessment, and targeted skill practice, with data documented and analyzed to inform instruction. Teachers will utilize Learning A-Z resources (Raz Kids, Headsprout, Reading A-Z) for remediation, review, and enrichment, as reflected in lesson plans and student progress data. Academic coaches will provide individualized tutoring, small group instruction, and intensive interventions, documented through coaching logs and student progress monitoring. The afterschool program will deliver additional tutoring and academic support to students, with participation and progress tracked regularly. EC services will be provided to all eligible students with identified needs, ensuring targeted academic support as documented in service logs and individualized plans. Social and Emotional Learning strategies will be integrated into lessons and curricula across grade levels, as shown by lesson plans and observations.

Data Source: DIBELS	Baseline Year: 2023	Baseline: 48%
Target Date: June 2024	Target: 68%	Actual: 79%
Target Date: June 2025	Target: 73%	Actual: 52

Target Date: June 2026	Target: 77	Actual:
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- By June 30, 2026, Next Generation Academy will increase percentage of students on or above grade level in K-2 Math by 6 percentage points, from 74% to 80% as measured by the IXL Screener Assessments.

Performance Measure(s)

Performance Indicator: K-2 students will complete Beginning-of -Year (BOY), Middle-of-Year (MOY) and End-of-Year (EOY) IXL Screener Assessments to monitor math proficiency toward the goal of increasing students on or above grade level from 74% to 80%. The school will conduct Data Days at least three times annually to review assessment data, analyze student performance, and develop targeted instructional groupings in math. Teachers will design and assign student math activities aligned to grade-level standards within the IXL platform, documented through lesson plans and assignment records. Tutors will provide targeted support to leveled student groups through small group instruction from October through May, as tracked by tutoring schedules and progress logs. Teachers will create and administer pre- and post-assessments to measure student progress in math skills and adjust instructional strategies accordingly, with results documented. K-2 students will demonstrate measurable growth in key math domains—counting and cardinality, number operations, algebraic thinking, measurement and data, and geometry—as reflected in assessment data and progress monitoring.

Data Source: IXL Levelup Universal Screener	Baseline Year: 2025	Baseline: 41%
Target Date: June 2026	Target: 80	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:

[Next Generation Academy Data 2025](#)

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

Next Generation Academy's leadership teams are actively implementing the school's improvement framework and have made measurable progress across domains. Leadership has established a representative School Leadership Team and regular PLC structures; meeting protocols, agendas, minutes, and walkthroughs are in place to monitor instruction and guide data-driven decisions. Key leadership actions—such as forming the leadership team, setting instructional expectations, scheduling PLCs, conducting observations with feedback, and aligning the budget to instructional priorities—are largely complete or in progress, with many action items at 50–75% completion.

Selected Indicators:

Practice 1A: Prioritize improvement and communicate its urgency

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| 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

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| 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

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| 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

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| 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

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| 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

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| A1.07 | ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088) |
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A2.04 Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)

Practice 3C: Remove barriers and provide opportunities

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

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

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)