

Comprehensive Progress Report

- Mission:** Mission statement: North Oak Academy exists to prepare students with the academic skills and character traits necessary for success in college, careers, and life.
- Vision:** Vision: We will create a school for families that meets the needs of students with a research-based, rigorous academic program and develops students’ personal character through a moral focus curriculum to promote good citizenship.
- Goals:** Academic: Meet or Exceed expected Growth (as determined by EOG test scores)

 Activity in the last 12 months

! = Past Due Objectives KEY = Key Indicator

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1A: Prioritize improvement and communicate its urgency			
		B1.06	Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(5858)	Implementation Status	Assigned To	Target Date
Initial Assessment:			North Oak has a comprehensive data spreadsheet to monitor student data (EOG scores, mClass, NWEA, Check-ins, BOY) Behave with Care system to monitor behaviors	Limited Development 04/13/2026		
How it will look when fully met:			All students will meet or exceed their academic growth targets. All students will read at or above grade level. All students will exhibit math proficiency at or above grade level. All students in grade 5 science will exhibit academic proficiency.		Michael Fuga	06/11/2027
Actions				0 of 1 (0%)		
	4/13/26	Weekly leadership team meetings to monitor progress, monthly staff meetings and wing meetings to review student data, quarterly reviews to monitor progress and make adjustments.			Michael Fuga	06/11/2027
Notes: Ongoing goal until all students exhibit growth and proficiency.						

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1B: Monitor short-and long-term goals			
		B3.05	The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out.(5151)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			North Oak functions with a social worker that also covers counseling responsibilities. Since we are in year one, we are developing an MTSS team that can analyze student progress data (academic, behavioral, attendance) and work to provide appropriate interventions to meet development needs. Academic: Progress monitoring, Intervention block, tutoring, Summer RtA Camp, Retention Monitoring Behavioral: Behave with Care (Positive/Negative behavior tracking) Attendance: Social worker monitors attendance, early dismissals, late arrivals. Parent and school meetings/communication to reform chronic absenteeism behaviors.	Limited Development 04/14/2026		
<i>How it will look when fully met:</i>			Schoolwide progress monitoring system is in place. All staff are aware of the processes and systems and utilize MTSS schoolwide. Meetings occur regularly to progress monitor targeted students. Systems and interventions are in place to monitor progress. All students that are part of the MTSS show consistent progress with academics, behaviors and attendance. Attendance: There is not chronic absenteeism at North Oak. Behavior: No repetitive behaviors interfering with the safety, academics, processes at North Oak. Academics: All students are meeting or exceeding academic targets as monitoring by assessments, grades, standards mastery.		Sara Schomburg	06/11/2027
<i>Actions</i>				0 of 4 (0%)		
	4/14/26		Retention Monitoring (Using NHA processes, documentation and communication)		Michael Fuga	06/12/2026

	<i>Notes:</i> Quarterly check-ins to monitor student retention progress. Regular progress monitoring to ensure consistent student development towards goals and promotion.			
4/14/26	Attendance Monitoring		Sara Schomburg	06/12/2026
	<i>Notes:</i> Social worker monitors attendance weekly. Meets with Principal weekly in O3 to review attendance data and students struggling with chronic absenteeism. Letters and emails to families communicating attendance data and needs. Meetings with the school and families to discuss a plan of reform. North Oak has gone to court for families that have not been able to make adjustments to chronic absenteeism behaviors.			
4/14/26	Progress reports, report cards.		Michael Fuga	06/12/2026
	<i>Notes:</i> Progress reports actually are every three weeks to notify parents of progress. Parents get a report card at the end of each quarter as well.			
4/14/26	Parent conferences.		Michael Fuga	06/12/2026
	<i>Notes:</i> We have mandatory parent conferences in the fall and spring. They can be ongoing all year at the parent request and student need.			

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1C: Customize and target support to meet needs			
		B2.01	School culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (5855)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Behavioral expectations for all classrooms are clearly defined and followed. Schoolwide systems are in place for all transitions and learning spaces. Processes and procedures are clearly communicated, followed and reinforced. Safety protocols are communicated and reinforced by all school staff. NHA school compact signed by students, parents and the school that details policies and student/parent handbook expectations. Social worker has small group and individual counseling to meet students needs. Forum for continual staff feedback on schoolwide systems and protocols.	Limited Development 04/14/2026		

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	Behavioral expectations for all classrooms are clearly defined and followed. Schoolwide systems are in place for all transitions and learning spaces. Processes and procedures are clearly communicated, followed and reinforced. Safety protocols are communicated and reinforced by all school staff. NHA school compact signed by students, parents and the school that details policies and student/parent handbook expectations. Social worker has small group and individual counseling to meet students needs. Forum for continual staff feedback on schoolwide systems and protocols. Full implementation: Voice of the Parent Survey and ChimelN Survey communicate 100% support in all designated areas that reflect school culture (physical, social, emotional and behavioral well-being of school personnel).			Michael Fuga	06/11/2027
Actions			2 of 5 (40%)		
4/14/26	First 6 weeks culture walk-throughs and clearly defined classroom and schoolwide expectations matrix.		Complete 10/01/2025	Michael Fuga	10/01/2025
	<i>Notes:</i> This was completed in the first 6 weeks of school.				
4/14/26	Schoolwide expectations consistently communicated and monitored (adjustments as needed).			Michael Fuga	06/12/2026
	<i>Notes:</i> This is ongoing and will never be fully met as expectations are defined and communicated but follow through for students and staff is a continual process.				
4/14/26	Individual and small group counseling			Sara Schomburg	06/12/2026
	<i>Notes:</i> Groups rotate periodically as needed (teacher recommendation or data).				
4/14/26	Link for continual staff feedback (ongoing forum for anonymous communication).			Michael Fuga	06/12/2026
	<i>Notes:</i> Ongoing for staff use/communication				

4/14/26	School Compact	Complete 10/01/2025	Michael Fuga	10/01/2026
<i>Notes:</i> These are completed for all students/families and kept in the office.				
Implementation:		04/14/2026		
Evidence	4/14/2026 All classrooms have the designated NHA expectations to address school culture present in their classrooms.			
Experience	4/14/2026 School admin clearly outlined the first 6 weeks classroom and schoolwide expectations. This was consistently monitored and communicated for the first 6 weeks of school.			
Sustainability	4/14/2026 During the year, systems and expectations need to be monitored and adjusted. Review of observational and documented data for school progress. Staff meetings, wing meetings, and individual O3 meetings to review expectations.			

Core Function:		Domain 2: Talent Development		
Effective Practice:		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)	Implementation Status	Assigned To
Initial Assessment:		North Oak currently has a BT program for teachers. We are working on continually enhancing the professional development of our staff. New teachers require enrollment in a program to secure their license. NHA does a good job assisting new teachers in fulfilling their new teacher obligations/coursework. Funding/paying staff (certified and classified) has been a challenge in NC/NHA to ensure staff does not leave for districts or careers that pay more.	Limited Development 04/14/2026	
How it will look when fully met:		Full implementation: All BT teachers will fulfill their requirements for the BT program. Yearly documentation until the program is complete for all BT staff. Monthly professional development meetings, mentor assignments and meetings, full observations from administration, mentor observations.		Clarencia Green 06/12/2026
Actions		0 of 3 (0%)		
4/14/26	EOY BT celebration		Clarencia Green	06/01/2026
<i>Notes:</i>				

4/14/26	BT meetings (professional development)		Clarencia Green	06/12/2026
<i>Notes:</i>				
4/14/26	Continual professional development for all staff (with link for feedback)		Michael Fuga	06/12/2026
<i>Notes:</i> Staff meetings and wing meetings for additional PD opportunities (link ongoing for feedback)				

Core Function:	Domain 2: Talent Development
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Effective Practice:	Practice 2B: Target professional learning opportunities
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	KEY	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)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	Two full formal observations per year for all certified teachers. One culture observation in the first 6 weeks of the school year. Informal observations with video feedback using app called Sibme. Regular informal walk-throughs with feedback. Spreadsheet to track all student performance data.			Limited Development 04/14/2026		
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	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
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<i>How it will look when fully met:</i>	All observations completed in a timely fashion with feedback and development for all staff. Spreadsheet is created and used by teachers to monitor students progress, adjust instruction, reteach standards, form small groups/intervention and exhibit student growth progress for all students. Professional development feedback shows full implementation (100% on ChimeIn).				Michael Fuga	06/12/2026
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Actions	1 of 6 (17%)
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4/17/26	Cultural Framework Observation	Complete 10/10/2025	Michael Fuga	10/03/2025
<i>Notes:</i> These were completed in the first 6 weeks of school for all classroom staff.				
4/17/26	Full Length Observations and Summative Evaluations		Michael Fuga	06/12/2026
<i>Notes:</i>				

4/17/26	Frequent informal walk-through observations for all staff with feedback		Michael Fuga	06/12/2026
<i>Notes:</i>				
4/17/26	SIBME observations (video coaching app)		Michael Fuga	06/12/2026
<i>Notes:</i> All staff will receive video coaching with our SIBME app. This provides feedback based on video observations.				
4/17/26	Data digs to review observations and feedback with data		Michael Fuga	06/12/2026
<i>Notes:</i>				
4/17/26	O3 meetings with all staff- One-on-one meetings with admin and their assigned staff members to review performance and data		Michael Fuga	06/12/2026
<i>Notes:</i>				
Implementation:		04/17/2026		
Evidence	4/17/2026 Completed cultural framework observations in the NHA database/dashboard.			
Experience	4/17/2026 All staff received cultural framework observations in the first 6 weeks, with feedback, to ensure schoolwide calibration on expectations.			
Sustainability	4/17/2026 Consistent walk-throughs and class observations with feedback throughout the year.			

Core Function:			Domain 2: Talent Development			
Effective Practice:			Practice 2C: Set clear performance expectations			
		C3.01	The principal celebrates individual, team, and school successes, especially related to student learning outcomes.(5165)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Monthly staff meetings end with each administrator recognizing staff members for instruction or other performance indicators according to the Interactive and Schoolwide Frameworks. Administration informally acknowledges and recognizes the regular contributions of staff members on a daily basis. Intentionality with interactions and relationship building to ensure a positive, transparent school culture of high expectations, intentionality and follow-through with recognition for staff that regularly uphold professional obligations and responsibilities (at or above standard expectations). Moral Focus assemblies to recognize students and staff that exhibit desired character traits the uphold the NHA accountabilities around character development. Schoolwide PBIS system to acknowledge student behaviors that exemplify North Oak expectations of excellence. Weekly communication (School Connect and staff newsletters) with schoolwide expectations that also recognizes individual and schoolwide successes.	Limited Development 04/17/2026		
How it will look when fully met:			Students and staff are always earning opportunities to be recognized for character, effort, improvement, and performance. This will always be ongoing and never "fully implemented." However, if feedback on Chimeln (staff working conditions), TWC, and parent engagement surveys all share at 100% that the school recognizes and rewards students and staff at an effective level, then our systems and organic school culture will show that we have fully implemented principal/schoolwide celebrations.		Michael Fuga	06/12/2026
Actions				0 of 6 (0%)		
4/17/26		Staff and wing meetings (Good things and staff celebrations)			Michael Fuga	06/12/2026
Notes: Each meeting happens monthly and starts with "Good things." We also end every meeting with recognitions of colleagues that are functioning at a high level. Each staff meeting starts with sharing a positive student performance with that parent/guardian.						

4/17/26	PBIS celebrations (Fun Friday, Blue Buck Store, Blue Buck Parties-monthly, student behavior trackers)		Shayla Lowman	06/12/2026
<i>Notes:</i> These all happen on different timelines but the Blue Buck and PBIS system is daily and ongoing.				
4/17/26	Moral Focus Awards Assemblies		Shayla Lowman	06/12/2026
<i>Notes:</i>				
4/17/26	ChimeIn, Voice of Parent, TWC Surveys		Michael Fuga	06/12/2026
<i>Notes:</i>				
4/17/26	Weekly communication (newsletters and School Connect messages)		Michael Fuga	06/12/2026
<i>Notes:</i> Required weekly but happen more frequently throughout the week as we regularly communicate with parents.				
4/22/26	Schoolwide celebrations for recognition weeks (Ex. Dean Appreciation, Board Appreciation, Office Staff Appreciation, Teacher Appreciation, etc).		Michael Fuga	06/12/2026
<i>Notes:</i> Each time a celebration week or day occurs to recognize staff members, our school has done a good job creating celebrations (banners, cards, meals, etc).				

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3A: Diagnose and respond to student learning needs			
		A1.05	ALL teachers individualize instructional planning in response to individual student performance on pre-tests and other methods of assessment to provide support enhanced learning opportunities for students.(5086)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Teachers regularly collect student learning data (informal and formal) and develop a student data folder. This information is used for differentiation, reteaching, enrichment, small groups, intervention, and tutoring. North Oak provides intervention, EC, and EL services to bridge learning gaps identified through formal and informal assessing for learning (standards based). North Oak has a MTSS system to identify factors that may interfere in learning for students and has put systems in place to address the variables that may be contributing to learning loss/gaps.	Limited Development 04/17/2026		
How it will look when fully met:			All teachers are able to develop a system for tracking student learning progress (informal and formal). They are then able to utilize this data regularly to monitor student progress towards mastery. The results would be all students meet and/or exceed learning projections according to data (NWEA, EOG, EVAAS, etc). All EL students would show growth on subgroup performance and ACCESS domains growth. All SPED students will meet or exceed subgroup performance targets. MTSS would be fully implemented with resources and procedures that meet the needs of all identified students and bridge all gaps that potentially interfere with learning capacity.		Michael Fuga	06/12/2026
Actions				0 of 3 (0%)		
	4/17/26	Data Spreadsheet (K-2, 3-5) monitoring performance data			Michael Fuga	06/12/2026
	Notes:	This is ongoing as the year goes to adjust based on data/assessments throughout the year.				
	4/17/26	EL, SPED intervention with progress monitoring			Michael Fuga	06/12/2026
	Notes:	Students are receiving services, progress is monitored and evidence of growth is measured/observed for all students.				
	4/17/26	MTSS support (tracking and intervention for all identified students)			Sara Schomburg	06/12/2026

Notes: Monthly MTSS meetings to monitor progress of identified students.

Core Function:			Domain 3: Instructional Transformation		
Effective Practice:			Practice 3B: Provide rigorous evidence-based instruction		
		A2.18	ALL teachers use cooperative learning methods and encourage student questioning, seeking help from others, and offering help to others.(5108)	Implementation Status	Assigned To
Initial Assessment:			Administration collaborates with instructional staff on best practices for classroom instruction. A prioritized instructional focus is student discourse and collaborative learning. We are working on shifting from teacher-centered to student-centered instruction that with teacher as facilitator of discussion and students engage in organic content discourse. Some examples are think-pair-share, turn and talk, student lead small group activities with share out.	Limited Development 04/17/2026	
How it will look when fully met:			All classrooms will have significantly more student discourse than teacher talk. Student discourse and collaborative learning are core instructional practices that are observable and evaluated on the Interactive Framework. When all teacher are evaluated at "effective" in these ratings on the rubric, we will be at full implementation.		Michael Fuga
Actions				0 of 1 (0%)	
	4/17/26	Student lead learning opportunities to collaborate with teams.			Michael Fuga
Notes:			This should be an ongoing practice in all classrooms. With administrative observations and feedbacks we will work to increase student discourse so all teachers effectively implement this practice. Examples: Think-pair-share, turn and talk, small group/pair projects with share out, Socratic seminars, presentations, etc.		

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3C: Remove barriers and provide opportunities			
	KEY	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)	Implementation Status	Assigned To	Target Date
Initial Assessment:			We are a first year school so we have not had grade level transitions yet. We have developed a plan for potential retentions and created documentation folders for all students to present to parents on several occasions to show progress towards promotion. North Oak hosted a Kindergarten Camp prior to the start of school to help rising kindergarten students transition into the school setting. This summer we will have a 6th grade orientation to help our 5th grade students prepare for the transition to middle school.	Limited Development 04/17/2026		
How it will look when fully met:			All students will be promoted from one grade to the next to show preparedness for the transition. We will have an effective Kindergarten Camp to prepare kids for entering the school environment. Each grade level will prepare information for the rising students next year teachers to be best prepared for their incoming students. We will have a 6th grade information and transition night to help students prepare for the transition to middle school. Each grade will close out the year with an awards ceremony to recognize student successes for the year.		Michael Fuga	06/12/2026
Actions				1 of 6 (17%)		
	4/17/26	Kindergarten Camp		Complete 08/19/2025	Shayla Lowman	08/20/2025
	Notes: Two day camp to prepare kindergarteners before school starts.					
	4/17/26	PLCs meetings across grade levels.			Michael Fuga	06/12/2026
	Notes: Wing meetings focus on vertical alignment.					
	4/17/26	Step up days, meetings and work to prepare students and teachers for the transition between grade levels.			Michael Fuga	06/12/2026
	Notes: Each will occur at the end of the year to prepare them for the transitions: Meeting/Day and work!					

4/17/26	End of year awards to celebrate the end of one grade for students.		Michael Fuga	06/12/2026
	<i>Notes:</i> Each grade will have an end of year awards assembly			
4/17/26	Retention meetings		Michael Fuga	06/12/2026
	<i>Notes:</i> Each quarter we will evaluate our retention list and students and prepare parents and students for the potential of retention. We will set attainable goals for students to work towards to show progress towards promotion capacity.			
4/17/26	6th grade transition night/locker party		Clarencia Green	08/20/2026
	<i>Notes:</i> Summer of 2026 event			

		D2.05	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)	Implementation Status	Assigned To	Target Date
Initial Assessment:			North Oak Academy has established rules and expectations for student behavior, teacher expectations, processes and procedures, and schoolwide safety protocols. Professional development and drills for all staff to enforce schoolwide safety protocols. We have a social worker that provides individual and small group counseling for students. She also provides whole class lessons on grade level appropriate topics to support social-emotional development. North Oak offers free and reduced lunch along with a food and clothing pantry to meet families basic needs.	Limited Development 04/17/2026		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:			Priority one is making it through the school year with no major incidents that jeopardized the safety of students, staff, or any people that were at North Oak throughout the year. Minor incidents will always occur in a school; however, the goal is to ensure the overall safety of the school environment and all those that enter the school throughout the year. Meeting the social-emotional needs of all students is an ongoing priority. We have systems in place to support that. If our parent and staff surveys communicate at 100% that we are meeting the SEL needs of our students then we will reach full implementation. All students eat free and reduced lunch to ensure everyone receives at least two meals per day.		Michael Fuga	06/12/2026
Actions				1 of 4 (25%)		
4/17/26			North Oak Academy has established rules and expectations for student behavior, teacher expectations, processes and procedures, and schoolwide safety protocols.	Complete 10/01/2025	Michael Fuga	10/01/2025
Notes: Daily implementation of the expectations and schoolwide rules and policies took time to establish routines. By October 1 all staff had the schoolwide processes and procedures and expectations calibrated and implemented.						

4/17/26	Professional development and drills for all staff to enforce schoolwide safety protocols.		Michael Fuga	06/12/2026
<i>Notes:</i> School safety PD and drills happen throughout the school year to ensure we are always effective and efficient with protocols.				
4/17/26	We have a social worker that provides individual and small group counseling for students. She also provides whole class lessons on grade level appropriate topics to support social-emotional development.		Sara Schomburg	06/12/2026
<i>Notes:</i> Ms. Schomburg meets with different students daily to support SEL development.				
4/17/26	Student assemblies/workshops on school safety.		Michael Fuga	06/12/2026
<i>Notes:</i> This is an idea presented by the School Improvement Team but not something we have been able to put in place in year one.				
Implementation:		04/17/2026		
Evidence	4/17/2026 School Compacts are signed by all families enforcing understanding of schoolwide expectations.			
Experience	4/17/2026 Schoolwide expectations were communicated, implemented, evaluated and routinely enforced. School Compact was signed by all families to align with staff obligations agreed upon by all staff to ensure alignment and calibration.			
Sustainability	4/17/2026 Safety is an all day, every day process that requires ongoing monitoring and enforcement to ensure that all students and staff are safe daily.			

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:			All teachers went through initial professional development at the beginning of the year to outline expectations to support students SEL. Process and procedures for daily interactions and support have been communicated, implemented, assessed, adjusted, and supported. We have systems in place to identify students struggling to function within our outlined schoolwide expectations or having challenges outside of school that are interfering with their day-to-day functioning at school. Our social worker provides individual, small group, and whole class counseling sessions to communicate and support SEL. We also have monthly moral focus character traits that we focus on as a school. At the end of each month we have recognition assemblies to highlight the students that have best represented those character traits.	Limited Development 04/19/2026		
How it will look when fully met:			At full implementation, all staff will see students receiving the intervention support from teachers and the social worker when necessary so that behaviors reflect transformation (no repetitive negative behaviors). Based on the Chimeln teacher survey, teachers will share that the school is able to effectively intervene and support student behaviors (100% rating). During the course of the year, all students will receive at least one recognition for "moral focus" monthly assemblies.		Sara Schomburg	06/12/2026
Actions				1 of 7 (14%)		
		4/19/26	Beginning of the year outlining of expectations for staff to student SEL interactions and supports.	Complete 09/30/2025	Michael Fuga	10/01/2025
Notes: We conducted opening professional development and an outline of expectations for SEL interactions and support for all students for the year at North Oak.						

4/19/26	Teachers developing more proactive and progressive strategies to support students' SEL. Example: Restorative Circles		Michael Fuga	06/12/2026
<i>Notes:</i> We will review students' need to implement the PD needed to support.				
4/22/26	Moral Focus Celebration Wall to show all students that earned a Moral Focus Awards throughout the year.		Michael Fuga	06/12/2026
<i>Notes:</i>				
4/22/26	PBIS- Recognitions and celebrations (Ex. Fun Friday, Blue Bucks Store, Blue Bucks Dance, etc)		Michael Fuga	06/12/2026
<i>Notes:</i> This is an ongoing opportunity for our students to receive recognition for positive behaviors and choices.				
4/19/26	Social worker conducts individual, small group, and whole class counseling sessions to support all students SEL needs.		Sara Schomburg	06/12/2026
<i>Notes:</i> These sessions are happening daily depending on the students' needs.				
4/19/26	Behavior interventionists to support all students' behavioral needs.		Michael Fuga	06/12/2026
<i>Notes:</i> Behavior interventionists support student behavior daily.				
4/19/26	Professional development to support ongoing students' SEL needs.		Michael Fuga	06/12/2026
<i>Notes:</i> Based on observation, survey, and needs, admin will conduct professional development and staff conferences to support expectations and development of students SEL needs.				

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4B: Solicit and act upon stakeholder input			
		E2.01	Parent and/or Community representatives advise the School Leadership Team on matters related to family-school relations.(5188)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Voice of the Parent survey happens twice per year to give admin feedback (Fall and Spring). ChimeIn Survey happens twice a year from staff to provide admin feedback (Fall and Spring). North Oak developed an initial PTO to support school initiatives (separate 501c3 organization with their own bylaws and accounts).	Limited Development 04/19/2026		
How it will look when fully met:			Full implementation will be when feedback results are all at 100% from parents and staff. As long as the feedback has suggestions and needs for improvement, we still have work to do to improve. Format/systems to receive feedback is already at full implementation.		Michael Fuga	06/12/2026
Actions				1 of 5 (20%)		
	4/19/26	Develop a functioning PTO to support North Oak initiatives.		Complete 12/18/2025	Michael Fuga	01/01/2026
	Notes:	PTO has been established and is fully functioning as a separate organization to support North Oak initiatives.				
	4/19/26	VOP survey. Receive results, make adjustments, communicate with parents.			Michael Fuga	06/12/2026
	Notes:	Adjustments are ongoing but the survey is twice per year.				
	4/19/26	ChimeIn survey. Take the feedback and make adjustments to support teacher needs and development.			Michael Fuga	06/12/2026
	Notes:	Survey is twice a year but adjustments and feedback are ongoing.				
	4/19/26	Staff anonymous feedback survey. We created a link where staff can drop continuous communication for recognition and feedback all year.			Michael Fuga	06/12/2026
	Notes:	Link is ongoing so full implementation will not happen as feedback and progress is continual.				
	4/22/26	6th grade student perception survey			Clarencia Green	06/11/2027

Notes: This is for next year when we initiate the middle school.

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4C: Engage students and families in pursuing education goals			
	E1.11	All teachers meet with family members (parents or guardians) formally at least two times a year to engage in two-way communication regarding students' cognitive, socio-emotional, and physical development outside the classroom.(5187)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We had Fall and Spring conferences with all families that agreed to meet. There were a few families that declined to meet in-person, virtually or by phone and accepted email communication from the teachers as an update. We held over 350 in-person or virtual conferences in a 6 week window in the Fall and again in the Spring. This is an every year organizational requirement so will never reach full implementation, it will be something we do every year.	Limited Development 04/20/2026		
How it will look when fully met:		Full implementation will be when every family agrees to and participates in a face-to-face conference or virtual conference in the Fall and Spring. This is a yearly organizational requirement so will be repeated every year.		Michael Fuga	06/12/2026
Actions			1 of 4 (25%)		
	4/20/26	Fall and Spring conferences: In-person, virtual, by phone	Complete 03/26/2026	Michael Fuga	04/06/2026
Notes: This is an ongoing organizational requirement so will be repeated year after year.					
	4/20/26	Behave with care app: Regular communication with parents about behaviors (positive and negative).		Michael Fuga	06/12/2026
Notes: This app tracks student behaviors and communicates with families.					
	4/20/26	Parent communication logs		Michael Fuga	06/12/2026
Notes: Teachers are required to keep ongoing logs with parent communication.					
	4/20/26	School Connect: Staff Newletters		Michael Fuga	06/12/2026
Notes: All staff send out weekly communication to their parents.					