

## Comprehensive Progress Report

### Mission:

Every student at Rolesville Charter Academy will develop the knowledge, tools, and skills for success. High academic and character standards, clear expectations, and quality instruction will support an enriched learning environment exemplified by academic excellence and the development of responsible, respectful, and life-long learners.

### Vision:

To be recognized by communities and parents as the leader in public education based on the academic success and moral character of our students.

### Goals:

Goal 1: Eliminate opportunity gaps by 2027

Goal 2: Improve school and district performance by 2027

Goal 3: Increase Educator preparedness to meet the needs of every student by 2027



Activity in the last 12 months

! = Past Due Objectives

KEY = Key Indicator

Core Function:			NC SBE Goal 1:			
Effective Practice:			Eliminate opportunity gaps by 2027			
		G1.01	School staff communicate school-wide behavior expectations that are understood and achieved by students, and staff provide positive behavioral supports.(7390)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>Rolesville Charter Academy follows the guidelines created by NHA outlined within the Behave with Care Manual. Responding to student misbehavior is a delicate process that involves student learning, restitution (when possible), and consequences for conduct. Each situation is unique and any/all guidelines are subject to change based upon the circumstances involved. It should be noted that, RCA does review disciplinary practices regularly to create uniformity across a grade level as well as the school overall. Specific details of each situation are considered when developing a response to student misbehavior. These details can include the intent of an action, the significance of the impact of the action, as well as the long-term ramifications of an action.</p> <p>Expectations have been communicated though our System of Rewards and Consequences document at the beginning of the school year.</p>	Limited Development 10/24/2024		
How it will look when fully met:			RCA will review data from the behavior app. RCA will look for decreased number of negative behavior incidents as well as in overall decrease in suspensions.		Shayla Lowman (elected 2023)	06/30/2026
Actions				0 of 2 (0%)		
10/24/24		Analyze behavior data in myNHA			Shayla Lowman (elected 2023)	06/30/2026
Notes:						
10/24/24		Require and monitor participation in Positive Behavioral Rewards program.			Shayla Lowman (elected 2023)	06/30/2026
Notes:						

		<b>G1.02</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			<p>All teachers meet with their representative dean and a school interventionist to analyze student data and determine who needs additional intervention support. Teachers consider the whole child and look at behavior, attendance, nationally normed academic tests, and classroom performance. These meetings occur every six to eight weeks.</p> <p>Students who need additional support are put into an intervention program as mentioned in the previous question. Students receive different amounts of intervention services depending on their current performance. Students who do not show growth during a 12 to 16 week intervention period are referred to child study to determine if further support is needed.</p> <p>These students are regularly monitored for growth and improvement. For academic interventions, reading and math, we utilize both Aimsweb, MmClass and assessments in both tier 2 and tier 3 interventions to progress monitor students. During that time, we continue to have intervention meetings for those tier 2 students to determine if they continue to need that support. For behavior interventions, we perform assessments to ensure curriculum understanding and maintain open communication about student behavior with their tier one teachers. During intervention meetings, student behavior is reviewed to determine if they continue to need that support.</p>	Limited Development 10/24/2024		
<b>How it will look when fully met:</b>			RCA will continue to monitor the data through meeting and progress monitor students. Progress monitoring data will be reviewed at data meetings. Teachers also regularly participate in "data dives" where larger assessments are reviewed, usually after receiving the results of NC Check-Ins. In both types of meetings, teachers look at grade level, class, and individual student data and leave with action steps to improve student performance.		<b>Shayla Lowman (elected 2023)</b>	<b>06/12/2026</b>
<b>Actions</b>				<b>0 of 1 (0%)</b>		
	10/24/24		RTI Meetings scheduled and held to review MTSS data.		Shayla Lowman (elected 2023)	06/30/2026

Core Function:			NC SBE Goal 2:			
Effective Practice:			Improve school and district performance by 2027			
		G2.01	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
Initial Assessment:			<p>RCA currently communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home by the following:</p> <p>Weekly newsletters sent home by the teachers with updates regarding instruction and standards.</p> <p>Weekly newsletters sent home by the principal regarding updates and important information pertaining to their child's education.</p> <p>Monthly Newsletters sent home by Dean regarding information pertaining to students' grade level.</p> <p>Quarterly curriculum events that invite families in the building to engage them in activities that will help them support their children at home.</p>	Limited Development 10/24/2024		

<b>How it will look when fully met:</b>			<b>Shayla Lowman (elected 2023)</b>	<b>06/20/2026</b>
Continued implementation of the following:				
RCA currently communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home by the following:				
Weekly newsletters sent home by the teachers with updates regarding instruction and standards.				
Weekly newsletters sent home by the principal regarding updates and important information pertaining to their child's education.				
Monthly Newsletters sent home by Dean regarding information pertaining to students' grade level.				
Quarterly curriculum events that invite families in the building to engage them in activities that will help them support their children at home.				

		<b>G2.02</b>	<b>Units of instruction and activities are aligned with AIG goals, ELL student progress, IEP goals and objectives for all students.(5106)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
		<b>Initial Assessment:</b>	RCA ensures that qualifying students have IEP and ELL plans that are monitored and implemented by EC, ELL and general education teachers. These plans are reviewed yearly and collaboration occurs between all stakeholders.	Limited Development 10/24/2024		
		<b>How it will look when fully met:</b>	<p>RCA will know the objectives are met when we see:</p> <p>1) Clear goals that are aligned to established content standards, allow for multiple pathways and options for achievement, and address the needs of every learner.</p> <p>2) Timely progress monitoring through frequent formative assessments that allow time for planning/redirecting instruction and building in additional support for intended outcomes, as well as a variety of summative assessments.</p>		<b>Nicki Montague (elected 2023)</b>	<b>06/30/2026</b>
		<b>Actions</b>		<b>0 of 1 (0%)</b>		
	10/24/24		Confirm weekly review of EC and ELL plans.		Nicki Montague (elected 2023)	06/30/2026
		<i>Notes:</i>				

<b>Core Function:</b>		<b>NC SBE Goal 3:</b>				
<b>Effective Practice:</b>		<b>Increase Educator preparedness to meet the needs of every student by 2027</b>				
		<b>G3.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<b>Initial Assessment:</b>	<p>The school annually evaluates the implementation of its school improvement efforts through its school improvement process. While the school regularly assesses its needs, when engaged in the school improvement process it specifically considers student academic performance data, demographic data, programs and processes data, and perceptions data, to gauge the impact of its school improvement plan on meeting identified needs. The school improvement process is an ongoing, cyclical effort that encompasses the following: 1) capturing, analyzing, and reporting data; 2) prioritizing needs based on data; 3) communicating priorities; 4) organizing and implementing specific action in accordance with priorities; and 5) evaluating progress. The evaluation of progress during the improvement process allows the school to assess the degree to which its school improvement plan is successful and fosters conversation for adjustments to its strategic initiatives and overall improvement efforts.</p>	Limited Development 10/24/2024		
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<p><b>How it will look when fully met:</b></p>	<p>All stakeholders review current school data and the continued implementation of the following;</p> <p>1) Capturing, analyzing, and reporting data</p> <p>2) Prioritizing needs based on data; 3) communicating priorities</p> <p>3) Organizing and implementing specific action in accordance with priorities</p> <p>4) The evaluation of progress during the improvement process allows the school to assess the degree to which its school improvement plan is successful and fosters conversation for adjustments to its strategic initiatives and overall improvement efforts</p>		<p><b>Shayla Lowman</b> <b>(elected 2023)</b></p>	<p><b>06/30/2026</b></p>
<p><b>Actions</b></p>		<p><b>0 of 1 (0%)</b></p>		
<p>10/24/24</p>	<p>Create unique PD plans for developing or ineffective teachers on Classroom Framework.</p>		<p>Heather Daughtery (elected 2023)</p>	<p>06/30/2026</p>
<p>Notes:</p>				



		G3.02	The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)	Implementation Status	Assigned To	Target Date
Initial Assessment:			In accordance with ESSA, the academy provides high-quality and ongoing professional learning for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards. The school plans to carefully integrate its professional learning for the staff—for both teachers and paraprofessionals—into its collaborative team-focused culture and its ongoing teacher supervision and support model. The cornerstone of that model is the grade level team arrangement which provides daily opportunities for common planning/professional learning time for the grade level teams within the regular school days as well as regularly scheduled vertical house/full faculty meetings outside of the school day.	Limited Development 10/24/2024		
How it will look when fully met:			Teacher effectiveness on the NHA Classroom Framework will improve from 50% to 95%.		Shayla Lowman (elected 2023)	06/30/2026
Actions				0 of 1 (0%)		
10/24/24		Hold weekly one on one meetings with low performing teachers to discuss and implement action steps for improvement.			Heather Daughtery (elected 2023)	06/30/2026
Notes:						