

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:

Each year, the mean normal curve equivalent gain on Education Value-Added Assessment System will be, at a minimum, "Meet Expected Growth."
By 6/23 65% of K-3 students will meet or exceed their WPM goal based on progress monitoring assessments.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
	A1.06	ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		1. Expectations of quality instruction are established. 2. Teachers submit lesson plans for the upcoming week. 3. Teachers have been shown the Key Levers documents and are aware of the coaching cycle.	Limited Development 10/17/2022		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		1. Teachers use NHA provided curriculum to drive instruction toward mastery through whole group, small group, independent and collaborative work. Evidence: Lesson plans, common assessment scores 2. Teachers preplan misconceptions and questioning to engage students in higher order thinking. They will use elicit and nudging questions to activate student learning and master skills / standards. Evidence: Lesson plans, teacher observations, common assessment scores. 3. Deans work with teachers to identify Key Levers to focus on their individualized growth needs and follow the instructional coaching and accountability cycle with fidelity. Evidence: teacher goals, coaching / O3 notes, Key Lever coaching cycle documentation		Shayla Lowman	06/09/2023
Actions			1 of 2 (50%)		
	10/17/22	Teacher's self-assessments are completed and shared with dean.	Complete 10/14/2022	Shayla Lowman	10/15/2022
		<i>Notes:</i>			
	10/17/22	Teachers work with deans to create goals based on the Key Levers and their Self Assessment. Goals are entered into the framework.		Shayla Lowman	06/09/2023
		<i>Notes:</i>			
<i>Implementation:</i>			10/17/2022		
<i>Evidence</i>		10/17/2022 10/17/2022: Self-Assessment tracker			

Experience		10/17/2022 10/17/2022: Teachers completed their self-assessment.			
Sustainability		10/17/2022 10/17/2022: Continue to revisit the self-assessment to assess growth / see progress.			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<p>1. All teachers were given a culture rating by their dean at the end of September to gauge the implementation of Routines & Procedures as well as Building positive Relationships.</p> <p>2. Deans observe classes on a regular basis and provide feedback to teachers on behavior management strategies including what behaviors can and should be taken care of in the classroom and when it is appropriate to call for admin support.</p> <p>3. CHAMPS is on the board in the classrooms but isn't always used with fidelity.</p>	Limited Development 10/17/2022		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:		<p>1. 95% of teachers will utilize CHAMPS with fidelity in their classroom to maximize instructional time and reduce transition time (goal for transitions <1 minute). Evidence: Walkthrough and Full Lesson Observation notes (including timed transitions) from deans and EOY teacher evaluations.</p> <p>2. 100% of teachers will greet all students by name at the door with some type of personalized greeting (handshake/fist bump, high five, affirmation, personalized statement or question). Evidence: Walkthrough and Full Lesson Observation notes from deans and EOY teacher evaluations.</p>		Shayla Lowman	06/09/2023
Actions			1 of 2 (50%)		
	10/17/22	New / Alternative Certification Teachers will be trained in the implementation of CHAMPS.	Complete 08/12/2022	Nicki Montague	09/01/2022
<i>Notes:</i>					

10/17/22	Deans conduct informal walkthroughs and/or formal observations of all classroom teachers at least 2x per month. During these walkthroughs/observations, deans note the usage of CHAMPS, transition times, and greeting at the door. Admin team will compare notes during leadership meetings three times per year (mid-trimester).		Nicki Montague	06/09/2023
<i>Notes:</i>				
Implementation:		10/17/2022		
Evidence	10/17/2022 10/17/2022: BOY PD New Teacher Training Slide and Sign-In sheet.			
Experience	10/17/2022 10/17/2022: New teachers were introduced to the Behave with Care / CHAMPS at New Teacher Summit. On our Opening PD on August 12th, we intentionally reviewed and practiced implementation of CHAMPS.			
Sustainability	10/17/2022 10/17/2022: New teachers will have to be reminded and coached on the importance of CHAMPS as well as reminders to implement it with fidelity over the next months so that it becomes habit.			

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		Curriculum and instructional alignment				
	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:			We have pre-made scope and sequence documents provided by NHA C and I. The admin team reviews the scope and sequence with teacher.	Full Implementation 08/03/2022		

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
A4.09		The Leadership Team monitors rates of student transfer, dropout, graduation, attendance, and post-high school outcome (e.g. student enrollment in college, student in careers).(5127)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<ol style="list-style-type: none"> The administration team makes monthly attrition calls to families that are at risk of withdrawing. The registrar is contacting withdrawing families to document withdrawal reasons with fidelity and is very diligent with all paperwork / steps in the withdrawal process. There were four different family retention events during the 2022 summer to engage families. There are also one event per month for family engagement that is already planned and on the calendar for the 2022-2023 school year. 	Limited Development 10/17/2022		
<i>How it will look when fully met:</i>		<ol style="list-style-type: none"> The admin team calendarizes when attrition phone calls will be made. The admin team will enter their notes from attrition phone calls into the Student Attrition and Recapture dashboard in SLE. Evidence: List of monthly due dates for attrition phone calls. SLE Report for students contacted/notes entered during the 2022-2023 academic year into dashboard. The admin team tracks student attendance and holds ACAP (Attendance Corrective Action Plan) meetings with fidelity. Evidence: ACAP Invitations / Meeting Minutes for the 2022-2023 school year. The admin team and registrar will calendarize monthly meetings to review attrition numbers and withdrawal reasons. Evidence: List of monthly meeting dates and meeting minutes. Attendance expectations are clearly communicated with families and stakeholders on a regular basis through monthly Principal Board Reports, weekly Principal messages to families, monthly dean messages, and teacher websites. Evidence: Principal Board Reports, Principal messages to families, dean messages, teacher websites showing the attendance "blurb" 		Shayla Lowman	06/09/2023
Actions			0 of 5 (0%)		
	10/17/22	Calendarize monthly attrition phone calls.		Shayla Lowman	06/09/2023

<i>Notes:</i>				
10/17/22	Calendarize monthly Admin/Registrar attrition meeting.		Shayla Lowman	06/09/2023
<i>Notes:</i>				
10/17/22	Admin team draft an attendance blurb (including the attendance motto "Be Cool, Come to School") to include in all Principal Messages, Dean Newsletters, and to post on the teacher's websites.		Shayla Lowman	06/09/2023
<i>Notes:</i>				
10/17/22	Recognize students for Perfect Attendance each trimester.		Shayla Lowman	06/09/2023
<i>Notes:</i> November 18, March 3rd, June 9th				
10/17/22	Share accountability of student attendance with stakeholders through the Principal's monthly board report.		Shayla Lowman	06/09/2023
<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:		1. The principal observes classes each week with each dean and debriefs / discusses next steps for coaching.	Limited Development 10/17/2022		
How it will look when fully met:		1. The principal will observe classes each week with the dean. Evidence: Notes from principal/dean observations with outlined next steps. 2. The principal will observe classes each week and leave a note / email for the teacher. Evidence: Notes/emails to teachers with clear, constructive feedback on principal observations.		Shayla Lowman	06/09/2023
Actions			0 of 1 (0%)		
10/17/22		Create a running list of teachers observed by the principal, date, time.		Shayla Lowman	06/09/2023
<i>Notes:</i> Observation list can include look fors / feedback notes for deans.					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
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
<i>Initial Assessment:</i>		1. Data dives following benchmark testing dates are calendarized. 2. A procedure for data dives is in place and implemented with fidelity. 3. Team data meetings are calendarized and set for every other week.	Limited Development 10/17/2022		
		Priority Score: 3 Opportunity Score: 3 Index Score: 9			
<i>How it will look when fully met:</i>		1. Teachers track common assessment and benchmark data by student. Evidence: data trackers, data walls, notes from data meetings. 2. Deans regularly discuss data (grade level, class, and individual student) with teachers during O3s. Evidence: O3 notes, data trackers 3. Teams meet regularly to review data and devise next steps. Evidence: O9 Worksheets/Notes, Data Dive Worksheets/Notes	Objective Met 12/05/22	Shayla Lowman	06/09/2023
Actions					
	10/17/22	Calendarize Data Dives	Complete 12/01/2022	Nicki Montague	11/04/2022
<i>Notes:</i>					
	10/17/22	Admin establishes yearly data goals and smaller benchmark goals for each grade and subject.	Complete 12/01/2022	Shayla Lowman	06/09/2023
<i>Notes:</i>					
Implementation:			12/05/2022		
<i>Evidence</i>		12/5/2022			
<i>Experience</i>		12/5/2022			
<i>Sustainability</i>		12/5/2022			

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	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)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		https://sites.google.com/nhaschools.com/rca-eagle-essentials/home	Full Implementation 10/17/2022		