

Comprehensive Progress Report

Mission:

Wake Forest Charter Academy students will learn to become powerful, critical, and independent thinkers, successful collaborators, and enthusiastic contributors to their learning processes in preparation for success in a vibrant, symbiotic world as they and our teachers, parents, and community prepare them for college and career readiness.

Vision:

WFCA encourages scholars to be independent problem solvers and collaborative community members and to exemplify high moral character. Scholars will develop social and emotional well-being and academic excellence in preparation for their future as leaders in society.

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:			Teachers currently use the Behavior App, Behave with Care, positive phone calls/notes, classroom incentives, Social Contract, and Moral Focus to communicate school-wide behavior expectations that are understood and achieved by students.	Limited Development 10/22/2024		
How it will look when fully met:			Evidence of full implementation includes... Daily- Teachers use the Behavior App with the goal to increase of positive behavior being entered and a decrease of negative behavior. Teachers will use the Behave with Care resources and strategies, which will lead to a decrease in negative behaviors. Weekly- Teachers entering positive behavior, making phone calls home, and writing positive notes home will be used as evidence to track positive behavior. Monthly- Students will be able to make connections of Moral Focus and positive behavior through monthly Moral Focus assemblies and content taught by teachers. The implementation of school-wide incentives created by the PBIS team will be an additional resource used as evidence for the increase in school-wide positive behaviors. Full implementation will lead to an overall decrease of in and out of school suspensions each month and the number of negative behaviors entered and/or documented. The Leadership Team will use Insite to track positive behavior, negative behavior, and in and out of school suspensions. The Leadership Team will provide teachers with continued professional development focused on classroom management, behavior, and Moral Focus. In addition, the Leadership Team will remind teachers of positive behavioral supports for students through communications including emails, Dean Newsletters, and Staff Meetings.		Heather Barringer (elected 2024/2025 school year)	06/30/2026
Actions				0 of 3 (0%)		
10/24/24		PBIS School-wide Incentives			Heather Barringer (elected 2024/2025 school year)	06/30/2026

Notes:						
10/24/24		Behavior App, Behave with Care, positive phone calls/notes home			Heather Barringer (elected 2024/2025 school year)	06/30/2026
Notes:						
10/24/24		Moral Focus Assemblies			Heather Barringer (elected 2024/2025 school year)	06/30/2026
Notes:						
		G1.02	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)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>The school has started to implement an intervention plan.</p> <p>The school has started identifying students who require Tier 3 intervention based on assessment data.</p> <p>The school has done professional development to train teachers on small group instruction in the classroom.</p> <p>The school has done professional development to train teachers on differentiation in the classroom.</p>	Limited Development 10/23/2024		
How it will look when fully met:			<p>All students will receive tiered intervention during designated intervention time based on a 3 tier system.</p> <p>All teachers will use differentiation during workshop time in small group instruction to meet the needs of all students.</p> <p>All teachers will utilize a robust MTSS system in their classroom to meet the needs and educational gaps.</p> <p>All teachers will use standards-based instruction in their direct instruction within the classroom.</p>		Connie Eastmann (elected 2023/2024 school year)	06/30/2026
Actions				0 of 3 (0%)		
10/23/24		Intervention program will be implemented in every Reading and Math class			Felicia McMenemy (elected 2024/2025 school year)	06/30/2026
Notes:						

10/23/24	All teachers will use a small group instruction rotation in their classroom during reading and math.		Felicia McMenemy (elected 2024/2025 school year)	06/30/2026
Notes:				
10/23/24	All teachers will utilize a robust MTSS system to be able to identify student gaps and interventions.		Felicia McMenemy (elected 2024/2025 school year)	06/30/2026
Notes: Every two weeks teachers will meet with interventionists and administrators to discuss the intervention needs of the students and the intervention methods that will be used by differentiation.				

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:			Currently the principal sends home a weekly newsletter to all families addressing how the parents can assist at home and communicating all important information about the school in general. The administrative team (deans) compose a weekly newsletter for the staff to push out any information that they may need and any information that needs to be pushed to staff. Each teacher sends newsletters each week to the families with information for the upcoming week and how families can support their students at home. We sponsored a family night for all EL and EC students and families to help support families and give them more information about the help they can give at home. We have held curriculum night here as well where we gave families ideas on how to help at home. There was literature available at both events for parents that contained strategies to help at home.	Limited Development 10/22/2024		
How it will look when fully met:			All teachers will have a section in their weekly newsletter for information on how parents can support their students learning at home. Parents will be able to access information and materials to be able to help students Curriculum nights will have an imbedded component helping parents to understand how to help and support their student's learning at home. 100% of parents will come for parent-teacher conferences at least one time per year.		Marsha Harvey-Howard (elected 2023/2024 school year)	06/30/2026
Actions				0 of 1 (0%)		
10/22/24		100% of teachers will add a section to their newsletter that includes how parents can help support their student at home.			Felicia McMenemy	02/28/2025

Notes:

		G2.02	Units of instruction and activities are aligned with AIG goals, ELL student progress, IEP goals and objectives for all students.(5106)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>The school does annual reviews of all IEPs, EL plans, and EP gifted AIG plans.</p> <p>Goals are tracked by special education teachers weekly.</p> <p>Regular PLCs are held weekly for teacher collaboration and focus on ensuring best practices for AIG, IEP, and EL plans and specially designed instruction.</p>	Limited Development 10/22/2024		

How it will look when fully met:		<p>Elementary: Full implementation of early interventions for students working below grade level in reading or math through personalized support and remediation programs (Response to Intervention and Multi-Tiered System of Supports). Full integration of SEL programs to help students develop resilience, critical thinking, collaboration, and problem-solving skills. Imbedding of STEM education through hands-on activities into the general education classroom, will encouraging curiosity and innovation.</p> <p>Middle School: Use data from NC check ins and Common Assessments to ensure students meet benchmarks for high school readiness, including advanced coursework in math and English. Use data-driven interventions to monitor student progress and address gaps in learning early on through Response to Intervention and Multi-Tiered System of Supports (MTSS). Evidence of critical thinking, creativity, and problem-solving through inquiry-based learning in the general education classroom, which will help students develop critical 21st century skills imperative for higher education and career readiness.</p> <p>Outcomes: Evidence of this will be increased placement into accelerated courses starting in 6th grade.</p>	Connie Eastmann (elected 2023/2024 school year)	06/30/2026
Actions		0 of 3 (0%)		
10/24/24	All special education teachers will have training on writing quality IEPs and EL plans.		Connie Eastmann (elected 2023/2024 school year)	06/30/2026
<i>Notes:</i>				
10/24/24	Professional Development for all teachers on how to collect data on accommodations and correctly document accommodations given.		Connie Eastmann (elected 2023/2024 school year)	06/30/2026
<i>Notes:</i>				

10/24/24	Professional Learning Communities (PLCs) are conducted for special education teachers and English Language Learner Teachers weekly. Special education teachers and EL teachers will also attend PLCs of grades levels monthly so they can collaborate on best practices inside the classroom.		Connie Eastmann (elected 2023/2024 school year)	06/30/2026
Notes:				

Core Function:			NC SBE Goal 3:			
Effective Practice:			Increase Educator preparedness to meet the needs of every student by 2027			
		G3.01	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
Initial Assessment:			Administration meets with teachers for post and pre-conference to discuss classroom teacher’s observations to help with classroom performance. Administration looks at school performance data every testing cycle to see what to see adjustments needed to teaching instructional practices so that they can support student growth in the classroom.	Limited Development 10/22/2024		
How it will look when fully met:			All teachers will know how to read and interpret data after each state assessment given. Teachers will make instructional changes to whole group instruction immediately to align with results of assessments. Teachers will have regular professional development based on results and analysis of assessment data. Create and implement a professional development plan for the school. Create and follow up with a professional development plan for each teacher.		Heather Barringer (elected 2024/2025 school year)	06/30/2026
Actions				0 of 3 (0%)		
	10/24/24	Professional Development for teachers to train how to look at trends and make adjustments as needed			Mike Fuga (elected 2024/2025 school year)	06/30/2026
Notes:						
	10/24/24	Data Dives to look at trends and make adjustments as needed			Mike Fuga (elected 2024/2025 school year)	06/30/2026
Notes:						

10/24/24			Create a professional development plan for each teacher based on observations, evaluations, and student assessments.		Heather Barringer (elected 2024/2025 school year)	06/30/2026
Notes:						
		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:			Professional Development plan was made for this year, but needs to be adjusted based on new staffing and needs. Create a plan based on current data and needs.	Limited Development 10/23/2024		
How it will look when fully met:			The school will have a comprehensive professional development plan that is differentiated based on the needs of the school and the needs of the teachers. Teachers will know what the plan is and have input to the needs so that administration can make the necessary changes. Regular needs assessments are done with staff to assess needs.		Marsha Harvey-Howard (elected 2023/2024 school year)	06/30/2026
Actions				0 of 2 (0%)		
10/23/24			Needs assessments are sent to teachers to see what training need are needed.		Mike Fuga (elected 2024/2025 school year)	06/30/2025
Notes:						
10/23/24			Year long, school-wide professional development plan		Mike Fuga (elected 2024/2025 school year)	06/30/2026
Notes:						