

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		
	Priority Score: 2	Opportunity Score: 2	Index Score: 4	
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.	Objective Met 09/01/25	Heather Barringer (elected 2024/2025 school year)	06/30/2026
Actions				
10/24/24	PBIS School-wide Incentives	Complete 08/12/2025	Heather Barringer (elected 2024/2025 school year)	06/30/2026
<i>Notes:</i>				

10/24/24	Behavior App, Behave with Care, positive phone calls/notes home	Complete 08/12/2025	Heather Barringer (elected 2024/2025 school year)	06/30/2026
<i>Notes:</i>				
10/24/24	Moral Focus Assemblies	Complete 08/12/2025	Heather Barringer (elected 2024/2025 school year)	06/30/2026
<i>Notes:</i>				
Implementation:		09/01/2025		
Evidence	8/12/2025 1. Wolf Bucks have been implemented to reward students on a daily basis for their positive behavior. 2. Monthly assemblies rewarding student(s) of the month. The requirements for the nominees are demonstration of our Moral Focus virtues. 3. Quarterly rewards for teachers who have input the most positive behaviors in the Behave with Care System. 4. Teachers and administrators are recording positive behaviors in the behave with care system. They are also calling and messaging parents for positive interactions with students.			
Experience	8/12/2025 The team was open and welcoming to the idea and they enjoyed having direction on what the expectations were for positive behavior incentives.			
Sustainability	8/12/2025 Staff must continue to reward students daily for their positive behavior. The administrative team must continue to monitor the use of the Behave with Care system to ensure continued use to expectations. The administrative team, along with the board of directors, will continue to monitor out of school suspensions to ensure they are continuing to decrease.			

		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:			The school has started to implement an intervention plan. The school has started identifying students who require Tier 3 intervention based on assessment data. The school has done professional development to train teachers on small group instruction in the classroom. The school has done professional development to train teachers on differentiation in the classroom.	Limited Development 10/23/2024		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:			All students will receive tiered intervention during designated intervention time based on a 3 tier system. All teachers will use differentiation during workshop time in small group instruction to meet the needs of all students. All teachers will utilize a robust MTSS system in their classroom to meet the needs and educational gaps. All teachers will use standards-based instruction in their direct instruction within the classroom.	Objective Met 12/08/25	Heather Barringer (elected 2024/2025 school year)	06/30/2026
Actions						
	10/23/24	Intervention program will be implemented in every Reading and Math class		Complete 08/20/2025	Heather Barringer (elected 2024/2025 school year)	06/30/2026
<i>Notes:</i>						
	10/23/24	All teachers will use a small group instruction rotation in their classroom during reading and math.		Complete 08/20/2025	Heather Barringer (elected 2024/2025 school year)	06/30/2026
<i>Notes:</i>						
	10/23/24	All teachers will utilize a robust MTSS system to be able to identify student gaps and interventions.		Complete 12/08/2025	Heather Barringer (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.

Implementation:		12/08/2025		
Evidence	12/8/2025 Staff has been trained on MTSS process and procedures. Weekly and monthly MTSS meetings are happening regularly since the start of the 25/26 school year. On going training is being provided to teachers on a monthly basis as our year long focus for professional development is MTSS, response to interventions, and small group instruction.			
Experience	12/8/2025 An MTSS team has been put into place in the school. We held two all staff trainings - one during back to school training and one during a professional development day. Staff has been fully trained on the MTSS process and the response to intervention required to have that multi-tiered system of supports.			
Sustainability	12/8/2025 monthly MTSS meetings are required to ensure that this practice is kept up on. An administrator is present at these meetings. Also, student data is discussed at every PLC meeting each week.			

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		
	Priority Score: 3	Opportunity Score: 3	Index Score: 9	
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.	Objective Met 09/01/25	Heather Barringer (elected 2024/2025 school year)	06/30/2026
Actions				
10/22/24	100% of teachers will add a section to their newsletter that includes how parents can help support their student at home.	Complete 02/28/2025	David LaCroix (elected 25/26 school year)	02/28/2025
Notes:				
Implementation:		09/01/2025		

Evidence			9/1/2025 Teacher weekly newsletters state that parents can read to or with their students 20 minutes per night. They also state that students can access Reading and Math online subscriptions at home. All Kindergarten through 2nd grade students also have a QR code in their folders that helps them access these programs at home.			
Experience			9/1/2025 The administration gave explicit instructions, with examples, to teachers to demonstrate the expectation for the family weekly newsletter.			
Sustainability			9/1/2025 It will require the administration to continue checking newsletters weekly to ensure that the expectations are being met. This includes a designated section for how parents can help their students at home.			
		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:			The school does annual reviews of all IEPs, EL plans, and EP gifted AIG plans. Goals are tracked by special education teachers weekly. Regular PLCs are held weekly for teacher collaboration and focus on ensuring best practices for AIG, IEP, and EL plans and specially designed instruction.	Limited Development 10/22/2024		

How it will look when fully met:		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. 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. Outcomes: Evidence of this will be increased placement into accelerated courses starting in 6th grade.		Brayden Lowek (elected 25/26 school year)	06/30/2026
Actions			2 of 3 (67%)		
10/24/24	All special education teachers will have training on writing quality IEPs and EL plans.	Complete 08/14/2025	Brayden Lowek (elected 25/26 school year)	06/30/2026	
<i>Notes:</i> On 8/14/2025 we had out SPED supervisor and our DPI SPED partner do specific training and professional development for our SPED team on quality IEPs, EL plans, and correct paperwork. We had special training by our regional SPED department for our new SPED and EL teachers and new SPED paraprofessionals to ensure all know the correct way to collect data and create paperwork. DPI also went over the new NC SPED audit and what they will be looking for when they conduct the audit.					

10/24/24	Professional Development for all teachers on how to collect data on accommodations and correctly document accommodations given.		Brayden Lowek (elected 25/26 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.	Complete 08/20/2025	Brayden Lowek (elected 25/26 school year)	06/30/2026
<i>Notes:</i> All SPED and EL teachers have been added to the PLC rosters for weekly PLCs for their servicing grade bands. They will also continue to have their weekly PLCs once a week with the SPED and EL teams.				

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
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	
			Priority Score: 3 Opportunity Score: 2 Index Score: 6		
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.	Objective Met 12/08/25	Heather Barringer (elected 2024/2025 school year) 06/30/2026
Actions					
	10/24/24	Professional Development for teachers to train how to look at trends and make adjustments as needed	Complete 02/14/2025	David LaCroix (elected 25/26 school year)	06/30/2026

Notes: Professional Development was given to teachers 4 times in the 24/25 school year. This helped all of the staff to look at trends and make adjustments to curriculum. We looked at pacing to ensure all standards were being taught with enough time to review. In the professional development sessions, we looked showed teachers how to look for patterns to see which standards were mastered and which ones were not.

10/24/24	Data Dives to look at trends and make adjustments as needed	Complete 09/19/2025	David LaCroix (elected 25/26 school year)	06/30/2026
----------	---	---------------------	--	------------

Notes: In the 24/25 school year, we conducted school wide data dives 3 times - after each NC Check in. The administration looked again once EOG scores came in.

10/24/24	Create a professional development plan for each teacher based on observations, evaluations, and student assessments.	Complete 12/08/2025	David LaCroix (elected 25/26 school year)	06/30/2026
----------	--	---------------------	--	------------

Notes:

Implementation:

12/08/2025

Evidence

12/8/2025
Each Assistant Principal has a running document of individualized notes discussed with each teacher. Weekly walk throughs and observations have been conducted since the beginning of the 25/26 school year and will continue indefinitely. Weekly feedback sessions with weekly goals are being conducted with each teacher. On the spot coaching is happening during observations in real time.

Experience

12/8/2025
This has been a lot of work, but time well spent. Having the individual plans for each teacher is causing them to grow at a quicker rate and individualizes their progress.

Sustainability

12/8/2025
Continued regular walk throughs and observations for every teacher. The goal is that we spend 70% of our day in classrooms, working with teachers. We will also be continuing regular weekly feedback sessions for teachers. We have also implemented on the spot coaching during observations.

		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		
			Priority Score: 2 Opportunity Score: 1 Index Score: 2			
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.	Objective Met 09/01/25	Heather Barringer (elected 2024/2025 school year)	06/30/2026
Actions						
	10/23/24		Needs assessments are sent to teachers to see what training need are needed.	Complete 06/17/2025	Heather Barringer (elected 2024/2025 school year)	06/30/2025
<i>Notes:</i> A needs assessment was completed during the first trimester of the 24-25 school year. It was done again at the end of the school year.						
	10/23/24		Year long, school-wide professional development plan	Complete 06/22/2025	Heather Barringer (elected 2024/2025 school year)	06/30/2026
<i>Notes:</i> A school wide professional development plan was developed during the summer for the 25-26 school year. This plan was developed using the needs assessment completed at the end of the year and the data collected during summative observations.						
Implementation:				09/01/2025		

Evidence	9/1/2025 2 needs assessments were completed - one in the fall of 2024 and one at the end of the 2024-2025 school year. A full year professional development plan was developed in June for the upcoming year. The development plan was aligned to the needs expressed by the teachers, the needs of the teachers observed by the administrators, and the observation tool used by National Heritage Academies. The plan was developed with monthly delivery on specific topics each month.			
Experience	9/1/2025 The staff was happy to offer where they felt they needed further assistance and development. It was great to develop a plan that will help our teachers			
Sustainability	9/1/2025 Continued needs assessments will need to be done in order to keep a pulse on what the teachers feel they need further development in. It will be necessary for the administrative team to continue observations to further know what is needed for teacher development.			