

Comprehensive Progress Report

Mission:

Mission Statement: To provide children in the Southeastern part of Durham a comprehensive elementary-middle school. To provide working parents in the Research Triangle Park an opportunity for quality education near their workplace. This will provide opportunities for them to visit during the day, reduce time away from their children and to know that they are only a short distance away from their child. The school will also serve as a clarion call to all of North Carolina on the cooperative abilities of industry and education to come together for the benefit of working parents and their children.

Vision:

Research Triangle Charter Academy will be a rigorous, college-preparatory learning environment where students are given the academic and character skills needed to obtain success in high school, college, and the competitive global economy.

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>The majority of our classroom teachers do this, but we have new teachers (some who are alternatively certified) that need more intensive training and support. At the end of each month to celebrate those students who have gotten positive points to encourage great behavior. Students receive Class Dojo points or points from our Behave With Care system in order to be admitted to party and to get rewards in other ways. The student behavior management is a balance of positive reinforcement with consequences that are enforced. Parents are a part of the process when student behavior is disruptive-behavior contracts are used.</p> <p>In the 25-26 school year we are adding an additional support position solely focused on academic and behavioral support.</p>	Limited Development 10/15/2024		
How it will look when fully met:			<p>All teachers will be use the schoolwide positive behavior system as a strategy to reduce negative behavior.</p> <p>CHAMPs will be visible on all whiteboards and in use. Basic classroom management observations show student compliance with routines and procedures, voice level and movement.</p> <p>Teachers will plan for and teach routines and procedures systematically at the beginning of the year and after each long break in the school year.</p> <p>Student behavior concerns will be reduced overall in MyNHA and positive recognitions will increase.</p>		Cynthia Powell	06/30/2027
Actions				0 of 4 (0%)		
	10/15/24	All teachers will implement CHAMPS in their classrooms and create social contracts to exhibit behavioral expectations.			Cynthia Powell	06/30/2027
Notes: All staff were trained on CHAMPs in the 24-25 school year and this will be reviewed in 25-26. Progress made during the 24-25 school year noted.						

10/17/24	Teachers will document disruptive behaviors and will make phone calls home before admin intervenes.		Cynthia Powell	06/30/2027
<i>Notes:</i> MyNHA behavior dashboard shows evidence of teacher usage to document disruptive behavior and teacher actions taken (such as phone calls to parents).				
10/17/24	Teachers will spend first few days of school year teaching protocols and procedures and building strong relationships with their students.		Cynthia Powell	06/30/2027
<i>Notes:</i> Back to School PD contained extensive professional development on behave with care. Agenda and documentation to be loaded as evidence.				
8/13/25	Teachers will enter positive behaviors into MYNHA, which are then emailed automatically to parents.		Cynthia Powell	06/30/2027
<i>Notes:</i>				

		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>Our school has the ATSI designation for the SWD category. Within the 24-25 school year our ATSI school will implement evidence based interventions to increase the performance of the SWD subgroup as noted in the action steps below. The professional development and collaboration action steps are particularly aligned to the ATSI status.</p> <p>School leadership and staff are currently conducting benchmark assessments to identify student needs. Intervention, EL and SWD caseloads will be developed based on benchmark data, EL plans and IEP's. Weekly coaching sessions with teachers will focus on ensuring instruction is aligned to student need and to weekly formative assessment. Grade level PLC's will be held weekly to monitor student performance data. Monthly RTI meetings will be held to monitor progress, implement and document interventions for students not responding to core instruction.</p>	Limited Development 10/17/2024		
How it will look when fully met:			<ul style="list-style-type: none"> School leadership and staff conducting benchmark assessments (BOGs, mClass, NWEA, AIMSWEB) to identify student needs at the beginning of the year for new students. Use of data from previous year for returning students. Weekly formative assessments will be given. Weekly coaching sessions with teachers will focus on ensuring instruction is aligned to student need and to weekly formative assessment. Progress monitoring of students by general education and EC teachers. Evidence of tier movement of students not responding to core instruction, Tier 1 and/or Tier 2 interventions. Intervention services will be implemented based on benchmarking data and weekly assessment data. Date to be used from following sources: NWEA, AIMSWEB, Common Assessments, Check-Ins, Mock assessments, EOGs, BOGs 		Tiffany Zelaya (elected 2023)	06/30/2027
Actions				1 of 6 (17%)		
	10/17/24	Benchmark new students at the beginning of the year. Use of data from previous year for returning students.		Complete 09/30/2024	Tiffany Zelaya (elected 2023)	06/30/2027

<i>Notes:</i> Benchmarking schedule will be built by lead intervention staff.				
10/17/24	Consistent use of common assessments from NHA		Tiffany Zelaya (elected 2023)	06/30/2027
<i>Notes:</i> Evidence uploaded that shows reading and math common assessments given with expected consistency.				
10/17/24	Use of MOY and EOY, as well as weekly assessment data to ensure students are given individualized instruction.		Tiffany Zelaya (elected 2023)	06/30/2027
<i>Notes:</i> PLC's held weekly during 24-25 school year. PLC Schedule has been developed for 25-26 and agendas will be uploaded.				
10/17/24	Intervention services to be given to students consistently based on data.		Tiffany Zelaya (elected 2023)	06/30/2027
<i>Notes:</i> Full time academic intervention specialist added to staff for 25-26. Reading Mastery./Corrective Reading intervention will be scheduled for students qualifying. Math Intervention will also be scheduled in grades 3-8.				
5/21/25	•Provide targeted professional development on co-teaching models, and differentiation.		Patrice Hardy	06/30/2027
<i>Notes:</i> Regional EC supervisor and EC dean will support staff in developing more effective practices in Co-teaching and differentiation.				
5/21/25	Increase opportunities for collaboration and data analysis between general and special education teachers.		Patrice Hardy	06/30/2027
<i>Notes:</i> A more consistent schedule will be created to provide collaboration time with general ed and EC teachers during the school day in PLC's or after school in wing meetings/staff meetings one time per month.				

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:			At RTCA, we: <ul style="list-style-type: none">• Provide different parent learning events to provide parents strategies to work with their children at home and provide parents with our expectations of them• Ask parents to sign a compact regarding their expectations of us, and our expectations of them.• Communicate in newsletter form weekly with all parents.• Update parent portal with student grades to ensure parents are informed about their child's progress.	Limited Development 10/15/2024		
How it will look when fully met:			<ul style="list-style-type: none">• We will have at least 50%+ participation at our parent learning events that we offer.• All parents will sign off on the parent compact.• Teachers will meet schoolwide expectations to return parent emails and phone calls within 24-48 hours.• Protocols for family engagement clearly communicated through handbooks, guides, expectations, etc.• Evidence of outreach using a variety of venues (i.e., websites, videos, mass phone messages, emails, handouts, parent nights, etc.)• Documentation of information provided to families regarding interventions, student response and progress on repeated assessments• Student/family handbook• Family and Community Survey Data		Armando Diaz	06/30/2027
Actions				0 of 3 (0%)		
	10/17/24	Increase posts from each teacher or team to families to provide a connection with the school.			Armando Diaz	06/30/2027
Notes:						
	10/17/24	Teacher teams send out weekly posts with homework and other necessary information for parents to help their scholars.			Armando Diaz	06/30/2027
Notes:						

10/17/24			Have a New family event 2x in the first semester and a Latino family event 2x/year.		Armando Diaz	06/30/2027
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
<i>Initial Assessment:</i>			School currently conduct benchmark assessments as well as weekly assessments to identify students needing assistance. Weekly coaching sessions with teachers have focused on ensuring instruction is aligned to student need and to the weekly assessments.	Limited Development 10/24/2024		
<i>How it will look when fully met:</i>			RTCA staff will review current student performance data in a weekly PLC to plan whole group and small group instruction that is needed after the assessments. Performance data will also be used to determine which students need intervention services daily for Tier 2 and 3 students. Progress monitoring will occur consistently to ensure students are growing.		April Putney	06/30/2027
Actions				0 of 3 (0%)		
10/24/24			EL students will be monitored during PLCS and especially during collaboration meetings held with EL teachers and gen ed teams		April Putney	06/30/2026
Notes:			EL students made gains on the 24-25 EOG: 9% gain ELA for EL students on EOG 6% gain math for EL students on EOG			
10/24/24			PLC meetings are scheduled and agendas developed to monitor student performance weekly and identify student needs.		April Putney	06/30/2027
Notes:						
10/24/24			EC student goals will match standards that students need to master to ensure progress is made and students are growing.		Becky Sneigle	06/30/2027
Notes:			SWD at RTCA improved proficiency rates on the EOG 24-25.... 3% gain in ELA and 5% gain in math			

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:			Admin team looks at data for the school to determine PD needed for staff during the year.	Limited Development 10/24/2024	
How it will look when fully met:			Staff will have PD tailored to their needs and not just general PD for everyone regardless of where teachers are in their level of experience.		Sharylene Barnes (elected 2023)
Actions				0 of 3 (0%)	
	10/24/24	Meet with admin weekly to discuss data and needs of teachers.			Sharylene Barnes (elected 2023)
Notes: Each staff member will have a weekly 03 with supervisor.					
	10/24/24	Meet with new teachers to provide specific PD prior to school opening and during the school year.			Sharylene Barnes (elected 2023)
Notes: New teachers received PD at New Teacher Summit (3 day event) All staff received PD in culture, teaching, learning and assessing. August 11-19 BTS PD week One day curriculum specific training from C&I Team August14					
	10/24/24	Provide necessary PD for staff based on data.			Sharylene Barnes (elected 2023)
Notes: Based on our data, pd will be provided (i.e. CKH) via outside source, Admin team, content leaders, or C&I.					

		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:			New staff are provided training at New Teacher summit. Returning staff are provided high quality training twice a year, regionally, and training within the school at the beginning of the school year before students are back, and during the year with Admin and C&I if needed.	Limited Development 10/24/2024		
How it will look when fully met:			New staff are provided training at New Teacher summit. Returning staff are provided high quality training twice a year, regionally, and training within the school at the beginning of the school year before students are back, and during the year with Admin and C&I if needed.		Armando Diaz	06/30/2027
Actions				0 of 3 (0%)		
	10/24/24		All new teachers will be assigned to New Teacher Summit prior to coming to the building when hired. Any late hires will be assigned to a NTS session happening later in August if available.		Armando Diaz	06/30/2027
<i>Notes:</i> All but one new hire was able to attend New Teacher Summit. Additional onboarding provided to this teacher through NHA Learn						
	10/24/24		All staff will be required to attend regional PD sessions twice a year. Also, will be required to attend sessions prior to school starting provided by Admin within the school.		Armando Diaz	06/30/2027
<i>Notes:</i> BTS PD 25-26 August 11-19 Regional PD dates set for October and March						
	10/24/24		Teachers are observed each week and coached in a one on one session to improve instructional delivery and support of student learning.		Armando Diaz	06/30/2027
<i>Notes:</i> Deans will build o3 schedules for 25-26						

Core Function:			CSI and/or ATSI School Indicators			
Effective Practice:			Provide supports (personnel, programmatic, financial, etc.) for instructional priorities			
		CSI-ATSI.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date

Initial Assessment:	<p>Within the 24-25 school year, our school identified professional development for staff in supporting SWD as an inequity. As a result, our plans to mitigate this inequity will be listed out in the action steps below.</p> <p>Other analysis of resources showed:</p> <ul style="list-style-type: none">• ESSA dollars are being used for interventionists to pull small groups for Reading and Math.• Board funds are being used for tutoring program during the year. All students from all subgroups with an academic need are eligible.• ESSA dollars are being used for Summer Programming. All students from all subgroups with an academic need are eligible.• General budget is being used for EC/EL teachers and paras to level playing field for students with disabilities and limited English.• ESSA dollars being used to help fund necessary materials, supplies for students experiencing homelessness.• ESSA/SPED/General budget being used to fund a Social Worker to assist with student behavioral and socio/emotional needs. A portion of the social worker's role is dedicated to SWD students with social skills needs.• SPED/ESSA being used to fund a Dean of Intervention/Academic Coach to coach teachers and implement intervention programming at RTCA	Limited Development 10/17/2024		
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How it will look when fully met:	Budgets are clearly driven by instructional priorities. Discretionary funds and grants are strategically used to support targeted interventions, extended learning time, or technology aligned with instructional goals.			Patrice Hardy	06/30/2027
	Daily and weekly schedules reflect instructional priorities. Time is allotted for data analysis, coaching, and targeted supports for struggling students (e.g., intervention/enrichment blocks, RTI meetings).				
	Instructional coaches, interventionists, and support staff roles are defined by school priorities—not just by tradition or funding availability. Teacher collaboration structures (e.g., PLCs, co-teaching models) are in place consistently and effectively.				
	Professional Development that supports teachers to become mor effective in differentiating and supporting SWD is embedded throughout the year.				
Actions			0 of 5 (0%)		
5/30/25	In response to the needs of our ATSI SWD subgroup, RTCA will Increase opportunities for collaboration and data analysis between general and special education teachers.			Patrice Hardy	06/27/2027
Notes:					
10/24/24	Fund paras for intervention services for math and reading.			Patrice Hardy	06/30/2027
Notes: 3 Paras are staffed for the 25-26 school year. One full time academic specialist has been added for more intense intervention for targeted grade levels.					
5/21/25	Provide professional development to intervention staff in Reading Mastery and Corrective Reading as well as progress monitoring programs.			Becky Sneigle	06/30/2027
Notes:					
5/21/25	Create a master schedule with dedicated intervention blocks for each grade level.			Patrice Hardy	06/30/2027
Notes:					

5/21/25	In response to the SWD ATSI plan, the school will develop and implement a professional development plan to better equip staff to support the needs of students with disabilities.		Patrice Hardy	06/30/2027
<i>Notes:</i>				