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:

All students will meet or exceed growth in Reading, Math, and Science as measured by the NC EOG assessments.

RTCA students will meet a goal of 70% proficient on NC EOG Reading and Math assessments.

RTCA students in grades 5 and 8 will meet a proficiency goal of 75% on NC Science EOG.

75% of students will be proficient or advanced on mClass TRC assessment.

Reduce attrition from 22% down to 17% by next school year 2023-24.

All teachers employ effective classroom management.

Reduce chronic absenteeism from 26% to 15% by the end of school year 2022-23.

School performance and classroom data will be used to make decisions about school professional development.

! = Past Due Objectives   KEY = Key Indicator

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			**High expectations for all staff and students**			
	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:			Staff spend the first two weeks of school focused on culture--ensuring that proper routines and procedures are in place, solid relationships are established with students, their classroom physical environment is conducive to learning, and that they effectively employ strategies to manage student behavior. Social contracts are created collaboratively with teachers and students, classroom rules are posted, and CHAMPS is posted and used for each activity to ensure students know the expectations for their behavior. Teachers are also provided and trained on a Behavior Matrix which outlines specific student misbehaviors and any actions needed to be taken by the teacher to address them.	Limited Development 10/10/2018		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			1. Teacher maximizes instructional time by effectively upholding classroom routines and procedures. 2. Students are motivated to meet expectations and follow routines and procedures without prompting. 3. Teacher effectively anticipates and responds to student behavior. When appropriate, teacher references Moral Focus virtues. 4. Teacher uses positive and proactive strategies to increase student motivation, engagement, and positive behavior. 5. Students are able to identify and define the monthly Moral Focus virtues, including examples of behaviors that exemplify them.		**Maddy Allen**	**06/30/2023**
Actions				**1 of 2 (50%)**		
	10/10/18		Dean coaching sessions and observations with teachers will emphasize a focus on routines/procedures/student behavior.	Complete 10/10/2018	Becky Sneigle	10/10/2018
	Notes:					
	10/18/22		Admin will rate teachers after the first 6 weeks on building culture in the classroom which includes routines and procedures, building relationships, classroom behavior.		Maddy Allen	06/30/2023
	Notes:		3X per year : 2 Full observations and 1 evaluation			
Implementation:				02/13/2022		

Evidence	2/13/2022 Evidence will be uploaded to show implementation.				
Experience	2/13/2022 Our company requires all staff to build culture and teachers are evaluated on whether they have built culture within the classroom				
Sustainability	2/13/2022 We will continue to do these actions to continue to build culture in the classrooms.				

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:	RTCA will utilize NHA's NC State Standard aligned scope and sequence, curricular resources, lesson plan templates, and weekly quizzes to ensure all state standards are taught.	Limited Development 10/10/2018			
	Priority Score: 3 Opportunity Score: 3	Index Score: 9			
How it will look when fully met:	Teachers will use the scope and sequence during instructional planning time. Deans will lead teachers in unpacking and understanding grade level standards. Instruction will align to the unpacked skills. Deans will support teachers in PLC's to use student performance data to inform instructional decisions such as the need for intervention, scaffolding, leveled text usage...			**jamila Bowser**	**06/30/2023**
Actions		**2 of 3 (67%)**			
	10/10/18 Provide PD for the scope and sequence documents.	Complete 08/28/2018		Wayne Muhammad	08/27/2018
	Notes: C&I visit monthly to ensure all questions regarding scope and sequence are answered.				
	10/10/18 Admin team and C&I will support teachers in developing unit plans based on standards using the playbook lesson plan format in reading, math, and science. This will occur in weekly PLC's and monthly C&I coaching visits.	Complete 06/30/2022		jamila Bowser	06/30/2023
	Notes:				
	10/10/18 Lesson plans will be turned in and reviewed weekly by each dean. Feedback will be provided.			Melanie Stack	06/30/2023

Notes:				
Implementation:		02/05/2019		
Evidence	2/5/2019			
Experience	2/5/2019			
Sustainability	2/5/2019			

Core Function:	Dimension A - Instructional Excellence and Alignment			
Effective Practice:	**Student support services**			
KEY A4.01	**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:	School leadership and staff are currently conducting benchmark assessments to identify student needs. Weekly coaching sessions with teachers will focus on ensuring instruction is aligned to student need and to weekly formative assessment.	Limited Development 10/10/2018		
How it will look when fully met:	RTCA staff will review current student performance data in a weekly PLC with the dean and principal to plan whole and small group instruction. Intervention services support personnel will also provide additional instruction for Tier 2 and 3 students. Progress monitoring and data dives are hard scheduled. Evidence: PLC agendas Small group lesson plans Intervention schedules Intervention plans Prog monitoring data		Carin Hunter	06/30/2023
Actions		**0 of 4 (0%)**		
10/10/18	PLC meetings are scheduled and agendas developed to monitor student performance weekly and identify student needs.		Carin Hunter	06/30/2023
Notes:				
10/10/18	Students performing in the bottom quartile are identified and provided additional intervention support through service from intervention staff or through an additional content area elective. Research based interventions may include Reading Mastery or Corrective Reading.		Carin Hunter	06/30/2023
Notes:				

	10/10/18	Students not responding to interventions are referred to the IAT - Intervention Assistance Team for further monitoring of performance. Students who continue to lack progress are referred for testing and assessment with the school psychologist.		Carin Hunter	06/30/2023
		Notes:			
	10/10/18	Teachers will implement instructional strategies developed by IAT and EC . EC teachers will also support Gen ED teachers with the implementation of research based interventions. Paraprofessionals will provide intervention services based on individual student plans.		Carin Hunter	06/30/2023
		Notes:			
KEY	**A4.06**	**ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:		All RTCA staff have been trained to implement Behave with Care strategies and support. The school also utilizes a school wide positive intervention behavior system that is token economy based. RTCA's teachers have the ability to refer students to the social worker and an Intervention Assistance Team which meets to attend to students emotional and behavioral needs. 1:1 behavior support personnel are assigned as needed.	Limited Development 10/10/2018		
How it will look when fully met:		When this objective is fully met, students are self managing their emotions and self correcting their behaviors. Strategies and supports, such as the "Peace Corner" are observable and effective. In and out of school suspension rates will be reduced. Reported instances of bullying will decrease.Teacher satisfaction with student behavior (as measured by the employee survey) will increase. Evidence: Social Worker Referrals Social worker schedule of student support Behavior dashboard data Glint Employee Survey	**Objective Met 07/27/22**	**Cynthia Powell**	**06/30/2022**
Actions					
	10/10/18	Students experiencing ongoing and severe challenges with emotional and social behaviors will be referred to the social worker.	Complete 06/30/2022	Cynthia Powell	06/30/2022

				Implementation Status	Assigned To	Target Date
		Notes:	Students referred as needed			
	10/10/18	Students may be referred to the Behavior Support Team or IAT for further support and investigation.		Complete 06/30/2022	Cynthia Powell	06/30/2022
		Notes:				
	10/10/18	Staff will be trained in mindfulness techniques and practices to support the management of student emotional needs.		Complete 06/30/2022	Cynthia Powell	06/30/2022
		Notes:				
	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**
Initial Assessment:		Admin team currently monitors attendance rate during the year to determine chronic absenteeism. Students missing 18+ days are given the opportunity to make up days in summer school. If grades are also an issue, they are given the opportunity to attend summer school and test on grade level so that they are not retained. Also, SW gets involved and sends out 10 day letters to parents regarding attendance.		Limited Development 09/05/2022		
How it will look when fully met:		Admin team will look at attendance monthly instead of on a semester basis. Registrar will look at attendance weekly with Principal to ensure accuracy. NHA SLE will be used to provide attendance data needed to ensure attendance is met.			**jamila Bowser**	**06/30/2023**
Actions				**2 of 5 (40%)**		
	9/5/22	Slogan created for school regarding attendance		Complete 09/01/2022	Melanie STack	06/30/2023
		Notes:				
	9/5/22	Create clear expectations for attendance and communicate to parents		Complete 10/18/2022	Melanie Stack	06/30/2023
		Notes:				
	9/5/22	Celebrate students with perfect attendance or improved attendance			Melanie Stack	06/30/2023
		Notes:				
	10/18/22	Admin team will look at attendance monthly instead of on a semester basis.			jamila Bowser	06/30/2023
		Notes:				
	10/18/22	Registrar will look at attendance weekly with Principal to ensure accuracy. NHA SLE will be used to track attendance data.			Melanie Stack	06/30/2023
		Notes:				

KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:		There are multiple events to support parents and students in transitioning to Kindergarten. A multi day kindergarten orientation is implemented prior to the start of school. With the second to third grade transition, parents are provided information regarding the BOG and state assessment expectations. With the fifth to sixth transition, a moving up evening event is held to support parents and students in learning about middle school expectations and procedures. 8th grade students are involved in a high school night event to meet high school counselors and learn about registration.	Limited Development 10/10/2018		
How it will look when fully met:		When fully implemented each targeted group of parents and students will be provided with information and support to successfully manage the transition. A large percentage of parents will attend events. Teachers and school leaders will report smooth behavioral and academic acclimation to the targeted grade level.	Objective Met	Terrance Knight	06/30/2022
Actions			6 of 6 (100%)		
	10/10/18	Plan and implement a multi day kindergarten camp to prepare students for successful school entry.	Complete 01/20/2022	Terrance Knight	06/01/2022
	Notes:				
	10/10/18	Plan and hold a BOG information session for parents at the end of 2nd grade.	Complete 01/20/2022	Terrance Knight	06/30/2022
	Notes:				
	10/10/18	Middle school information sessions for parents and students are held in the spring outlining short and long term goals and expectations to ensure successful transition to 6th grade. A Middle school multi day bootcamp is held prior to the start of school to acclimate students.	Complete 01/20/2022	Terrance Knight	06/30/2022
	Notes:				
	10/10/18	A high school night will be held to help parents and students become familiar with high school choices in the district and help navigate the registration process.	Complete 01/20/2022	Terrance Knight	06/30/2022
	Notes:				
	10/10/18	Develop partnerships with locak pre-K programs to provide information on the RTCA kindergarten experience.	Complete 01/20/2022	Terrance Knight	06/30/2022

	Notes:				
	10/10/18	Plan and hold kindergarten parent and student events to acclimate and provide information.	Complete 01/20/2022	Terrance Knight	06/30/2022
	Notes:				

Core Function:	Dimension B - Leadership Capacity				
Effective Practice:	**Strategic planning, mission, and vision**				
KEY	**B1.01**	**The LEA has an LEA Support & Improvement Team.(5135)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:		Currently have a team.	Limited Development 02/01/2022		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		Team will meet regularly to discuss decisions that effect the school-wide community. Team will discuss calendars, schedules for the staff, student discipline, staffing concerns, and other matters that will help to run a smooth operation.	**Objective Met 07/27/22**	**Melanie Stack**	**06/30/2022**
Actions					
	2/1/22	Staff will vote on nominations for SIP Team	Complete 06/30/2022	jamila Bowser	06/30/2022
	Notes:				
	2/1/22	Team will meet regularly to discuss school operations	Complete 06/30/2022	Melanie Stack	06/30/2022
	Notes:				
Implementation:			07/27/2022		
Evidence		7/27/2022			
Experience		7/27/2022 This objective has been ongoing for some time.			
Sustainability		7/27/2022 Continuously meeting each month.			

KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:		RTCA has a fully functioning leadership team that meets twice a month to review schoolwide needs and implementation of effective practice.	Limited Development 10/10/2018		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:		When this objective is fully met, RTCA will have evidence of leadership team meeting twice per month. Agendas and minutes will outline topics covered. Various sources of Data will be reviewed and used to monitor and inform improvement actions. Evidence: Leadership Team Agendas Leadership Team Minutes	Objective Met 07/27/22	Melanie Stack	06/30/2022
Actions					
	10/10/18	Create and upload all agendas and minutes for leadership team meetings.	Complete 06/10/2022	Melanie Stack	06/30/2022
	Notes:				
Implementation:			07/27/2022		
Evidence		7/27/2022 Agendas, notes			
Experience		7/27/2022 Objective has been pursued consistently each week.			
Sustainability		7/27/2022 Consistent leadership meetings			

Core Function:	Dimension B - Leadership Capacity			
Effective Practice:	**Distributed leadership and collaboration**			
KEY **B2.03**	**The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	The school has established a team structure among teachers with specific duties and time for instructional planning. Teachers will be on teams of 3 or 4 and will be scheduled to have a planning time at the same time so that they are able to do PLCs together. Teams of teachers will have common schedules each day for particular grade levels.	Limited Development 02/17/2022		
	Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	Teachers will be on teams of 3 or 4 and will be scheduled to have a planning time at the same time so that they are able to do PLCs together. Teams of teachers will have common schedules each day for particular grade levels. Evidence of a master schedule will be uploaded which will show common planning time for teachers. PLC notes will be uploaded to show evidence of common planning and data analysis.	**Objective Met 02/17/22**	**Curt Brooks**	**06/30/2022**
Actions				
2/17/22	Master schedule will be developed to include a common planning period.	Complete 02/17/2022	Curt Brooks	06/30/2022
Notes:				
2/17/22	Teachers will meet in a PLC each week to discuss data and planning. PLC notes will be uploaded as evidence.	Complete 02/17/2022	Curt Brooks	06/30/2022
Notes:				
Implementation:		02/17/2022		
Evidence	2/17/2022 Master schedule has been uploaded as well as PLC notes.			
Experience	2/17/2022 This objective has been completed some time ago.			
Sustainability	2/17/2022 We will continue to ensure that teams of teachers have common time to meet and discuss planning.			
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:	Currently the principal and assistant principals/deans monitor curriculum and classroom instruction regularly and provide timely, clear, constructive and corrective feedback to teachers in the following ways: 1. Weekly instructional walk-through rounds are completed by the ENTIRE admin team together to monitor and evaluate the quality of instruction in the building. These walkthroughs are done together to calibrate around what we perceive as quality instruction and to ensure alignment in practices and expectations across grade levels 2. Deans conduct observation walkthroughs weekly of various classrooms on their wings and among their direct reports to ensure quality instruction is talking place in those classrooms. 3. Weekly O3's are held by the principal with each dean to discuss teacher effectiveness based on the NHA classroom framework. Feedback is provided to the deans around coaching of the teachers on instructional practice. 4. Weekly O3's are held by the deans with their teachers to provide instructional coaching. Thee completion of these is monitored by the principal. 5. Formal classroom instructional observations are conducted each year for each teacher--2 for fully licensed teachers and 3 for beginning teachers.	Limited Development 10/11/2018		
	Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:	When this objective is fully met, there will be evidence of high quality instruction as shown by teacher evaluations on the "teaching" section of the Classroom Framework. Deans' observation and O3 notes will provide evidence of observations of instrcution, the feedback provided, and the coaching around points of improvement.	**Objective Met** **07/27/22**	**Melanie Stack**	**06/30/2022**
Actions				
10/15/18	Schedule is created for weekly admin team instructional observation walkthroughs.	Complete 06/10/2022	Melanie Stack	06/30/2022

	Notes:				
	10/15/18	Principla-Dean weekly O3 schedule will be followed. Dean-teacher weekly O3 schedule will be followed. Instructional coaching will occur on a weekly basis within each O3 structure.	Complete 06/10/2022	Melanie Stack	06/30/2022
	Notes:				
	10/15/18	Full lesson observations will be completed two times per year for each teacher. This data will be analyzed in an admin team meeting and in O3 meetings to monitor teacher progress. Additional support from the Curriculum and Instruction team will be provided as needed. Teachers will be placed on performance plans as needed.	Complete 06/10/2022	Melanie Stack	06/30/2022
	Notes:				
Implementation:			07/27/2022		
Evidence		7/27/2022 O3 notes; O3 schedule; evals			
Experience		7/27/2022 This objective has been ongoing for sometime.			
Sustainability		7/27/2022 Consistent and differentiated O3s and observations being done by admin team			
B3.04		**The LEA/School sets goals for professional development (based on data) and monitors the extent to which it has changed practice.(5150)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:		Every quarter, admin team looks at data to see what type of PD session needs to happen. Meets with C&I to help deliver professional development/training for staff. Also, BTSP gave new teachers a needs assessment to help with delivering specific PD sessions for new teachers.	Limited Development 10/18/2022		
How it will look when fully met:		Staff will have PD tailored to their needs and not just PD for everyone regardless of where teachers are in regards to their experience.		**Becky Sneigle**	**06/30/2023**
Actions			0 of 3 (0%)		
	10/18/22	Meet with admin to discuss all data.		Becky Sneigle	06/30/2023
	Notes:				
	10/18/22	Meet with new teachers to provide specific PD.		Carin Hunter	06/30/2023
	Notes:				

	10/18/22	Each dean will lead a teacher through the instructional coaching cycle		Melanie Stack	06/30/2023
	Notes:				

		B3.05	**The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out.(5151)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Currently, team uses data from SIS to analyze students that need intervention based on academics, attendance, and behavior	Limited Development 08/03/2022		
How it will look when fully met:			Students with Chronic Absenteeism will be assigned to academic intervention. Social Worker will be involved with students with chronic absenteeism to help with reduction. Teachers will partner with parents to help monitor absenteeism and reduce effects of chronic absenteeism. Students with more than 10% of days out of school will be sent letters home during a 6 and 10 days out to remind them that their absences could result in retention. Students will also be required to attend summer school to make-up attendance days.		**LaTasha McCollum**	**06/30/2023**
Actions				**0 of 1 (0%)**		
	8/3/22		Refer students with 6, 10, or more absences to Social Worker.		LaTasha McCollum	06/23/2023
	Notes:					

Core Function:	Dimension C - Professional Capacity			
Effective Practice:	**Teacher quality and experience**			
C1.06	**The LEA/School offers an induction program to support new teachers in their first years of teaching.(5157)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	The BTSP will meet monthly or every other month to have PD needed by the new teachers. They will have mentors that will meet with them as well. The program will have teachers meet socially as well to connect with the school. Seasoned teachers will deliver PD sessions for the new teachers or teachers will be registered for PD sessions outside of the building.	Limited Development 11/27/2022		
How it will look when fully met:	Teachers have meetings every other month or once a month. Meeting topics will be based on needs assessment given to teachers. Mentors will be assigned to new teachers. Beginning teachers will be evaluated 4X/year; once by mentor.		**Becky Sneigle**	**06/30/2023**
Actions		**0 of 4 (0%)**		
11/27/22	Teachers given a needs assessment to determine what areas they need assistance.		Carin Hunter	12/31/2022
Notes:				
11/27/22	BTSP teachers will be assigned mentors to work with them.		Carin Hunter	12/31/2022
Notes:				
11/27/22	New teachers will be observed by Peer Mentors at least once during the school year.		Carin Hunter	06/30/2023
Notes:				
11/27/22	Beginning Teachers Program meets often during the year to have PD sessions for new teachers		Carin Hunter	06/30/2023
Notes:				

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
Initial Assessment:	Currently, Research Triangle Charter Academy utilizes data from student performance assessments and teacher classroom observations to inform decision-making specific to school improvement and professional development. Currently, the principal and the deans analyze and discuss some piece of school performance data in our weekly admin team meetings and use that to make improvement decisions. Student performance data has informed our decisions regarding intervention services and the use of curricular tools. Based on classroom observation data, professional development sessions are developed and catered to meet the needs of teachers during the school year and in the opening PD sessions before the start of the school year.	Limited Development 10/15/2018		
How it will look when fully met:	When the objective is fully implemented, we will have professional development sessions for teachers based on their needs as informed by the classroom observation data and school wide performance data. We will see an increase in teacher effectiveness in the areas of culture, planning, teaching, and assessing as evidenced by the Classroom Framework ratings. 1. We will have SIT agendas and notes that show collaboration around performance data and planning for school improvement. 2. We will have admin team meeting notes and agenda which shows performance data as point of discussion among school leadership. 3. We will create professional development plan based on the observation data which will address the needs of teachers and the school. 4. We will have evidence of Data Dive Days with teachers to discuss and plan around school performance data (e.g. agendas, notes, handouts, data tracking sheets, etc.)		Melanie Stack	06/30/2023
Actions		0 of 2 (0%)		
10/15/18	Create final spreadsheet of Culture ratings for all teachers by the various indicators.		jamila Bowser	06/30/2023

	Notes:				
	2/1/22	We will create professional development plan based on the observation data, needs assessments from new teachers, and any other data we analyze which will address the needs of teachers and the school.		jamila Bowser	06/30/2023
	Notes:				

Core Function:	Dimension C - Professional Capacity			
Effective Practice:	**Talent recruitment and retention**			
KEY	**C3.04**	**The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:		Teachers are recruited by Talent Acquisition coordinator from our Service Center, online resumes, etc. Teachers, if new to the teaching field, are a part of the Beginning Teacher Support Program to ensure evaluation and support via peer teachers and mentors. Teachers have deans that observe and give feedback on a weekly basis. Teachers are evaluated four times per year if they are a beginning teacher and twice per year if they are not. Teachers are paid based on a merit system. If test scores and teachers' final evaluations are positive, this will positively impact the amount if salary increase a teacher will get at the end of the school year. Schools hire teachers-in-residence to work in the building all year to take on short-term or long-term sub assignments and to replace teachers that are not returning at any point in the year.	Limited Development 10/15/2018		

How it will look when fully met:	When this objective is fully met, teachers' vacancies will be filled in a timely manner with with best qualified candidates, teacher attrition will be reduced, and teacher engagement will increase. Evidence will be provided through teacher attrition and turnover data, engagement surveys, pay scales, and final evaluation and salary increase data.		Melanie Stack	06/30/2023

When this objective is fully met, teachers' vacancies will be filled in a timely manner with with best qualified candidates, teacher attrition will be reduced, and teacher engagement will increase. Evidence will be provided through teacher attrition and turnover data, engagement surveys, pay scales, and final evaluation and salary increase data.

NHA has a Talent Acquisition and Credentialing team dedicated to recruiting for all positions at the school and ensuring proper credentialing is met for all candidates.

RECRUITING

- This team uses an enterprise level applicant tracking system (ATS).
- This ATS manages all applications and progression of candidates through the recruiting process.
- The Talent Acquisition Team screens candidates for minimum qualifications before sending them to the school for a face-to-face interview with the principal and/or deans.
- The Principal decides who will get an offer and the Talent Acquisition Team prepares and makes an offer to the candidate.
- Once an offer is extended and accepted, the candidates begin the background check and onboarding process.
- The background check and onboarding process ensures the candidates meet the requirements of the state and school.
- Teachers are also presented to the school board for approval.

EVALUATING

- All staff receive an annual evaluation.
- The NHA locally-developed evaluation tool facilitates conversation around clear expectations for performance and fosters continuous development.
- Information from the evaluation system is used to determine teachers' compensation and employment decisions, in addition to providing a platform for ongoing conversation to inform professional development for all employees.
- All teachers in the Beginning Teacher Support Program (BTSP) are required to receive four full-lesson observations last at least 45 minutes each according to state standards.

REWARDING

- We encourage employees to achieve high performance, and

provide encouragement through reward and recognition programs, such as the annual Excellence In Teaching award, service awards, our High Five program, and our annual Teacher of the Year awards.

- High Five is NHA's online recognition program where employees and managers alike can recognize one another for living out NHA's values and our school values, creating a more engaging workplace, and helping the organization achieve success.
- In addition, we provide special recognition to employees during Schools of Choice Week, Administrator Appreciation Week, Administrative Professionals Week, Teacher Appreciation Week, and National Charter School Week.

REPLACING

- NHA has established high standards of professional conduct and performance that are outlined in our employee handbook. We effectively replace staff utilizing a detailed process called NHA's Coaching and Performance Model. Our organization additionally makes our processes and standards transparent using an internal website that is accessible to all staff.

Actions		0 of 2 (0%)		
10/15/18	Principal will work with Talent Acquisition to fill all vacancies.		Melanie Stack	06/30/2023
Notes:				
10/15/18	Evaluation and observation schedules are set and followed.		Melanie Stack	06/30/2023
Notes:				

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
Initial Assessment:			Research Triangle Charter Academy communicates with parents and families via school-wide emails, grade-level and wing emails, phone calls, team newsletters, parent learning events, Vision Meetings, Open House, and our Parent Teacher Academic Team Meetings and parent conferences. Evidence of parent communication will be uploaded.	Limited Development 10/15/2018		
How it will look when fully met:			When this objective is fully met, parents will be more engaged in the education of their child--as evidenced by parent surveys and support of and attendance at Parent learning events. Parents will be fully aware of what they can do to support their children at home and at school. Parents will be provided strategies and resources to assist their children via learning events held at the school, outside of the school community, and any communications sent from the school. Evidence of support will be shown via emails home, parent newsletters home, parent conference sign in sheets, parent learning event announcements and flyers, teacher phone logs, and parent learning events/PTAT meetings presentations. The goal will be met when 100% of staff communicate to staff the things they can do at home to support their children.		Curt Brooks	06/30/2023
Actions				3 of 4 (75%)		
		10/15/18	Principal will host parent coffee events 4 times per year to collaborate with families in an informal setting.	Complete 11/15/2021	Melanie Stack	06/14/2021
		Notes:				
		10/15/18	Parent Conferences/Parent Teacher Academic Team Meetings will be held two times per year to provide additional communication and support for parents.	Complete 11/15/2021	jamila Bowser	06/14/2021
		Notes:				
		10/15/18	School will hold Open House and Vision Meeting before the start of school, as well as a Title I Curriculum Night, to educate parents on school expectations and ways to support all students at home.	Complete 10/19/2021	jamila Bowser	12/14/2021

Notes:				
10/15/18	Parent leaning events will be held once per semester and focus on reading and math support.		jamila Bowser	06/30/2023
Notes:				