

## 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



! = 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
<i>Initial Assessment:</i>		The majority of our classroom teachers do this, but we have new teachers that we are teaching how to do this. We have a positive party 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 focus should be on celebrating and recognizing the positive behaviors to reduce down negative behaviors.	Limited Development 10/15/2024		
<i>How it will look when fully met:</i>		All teachers will be giving positive rewards for positive behavior and recognizing positive behavior so much that the negative behavior will reduce.		<b>Cynthia Powell</b>	<b>06/30/2027</b>
<b>Actions</b>			<b>0 of 3 (0%)</b>		
10/15/24	All teachers will implement CHAMPS in their classrooms and create social contracts to exhibit behavioral expectations.			Cynthia Powell	06/30/2027
<i>Notes:</i>					
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>					
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>					

	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
<i>Initial Assessment:</i>		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 10/17/2024		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> <li>• 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.</li> <li>• Weekly formative assessments will be given.</li> <li>• Weekly coaching sessions with teachers will focus on ensuring instruction is aligned to student need and to weekly formative assessment.</li> <li>• Progress monitoring of students.</li> <li>• Intervention services will be implemented based on benchmarking data and weekly assessment data.</li> <li>• Data to be used from following sources: NWEA, AIMSWEB, Common Assessments, Check-Ins, Mock assessments, EOGs, BOGs</li> </ul>		Tiffany Zelaya (elected 2023)	06/30/2027
<b>Actions</b>			<b>0 of 4 (0%)</b>		
	10/17/24	Benchmark new students at the beginning of the year. Use of data from previous year for returning students.		Tiffany Zelaya (elected 2023)	06/30/2027
	<i>Notes:</i>				
	10/17/24	Consistent use of common assessments from NHA		Tiffany Zelaya (elected 2023)	06/30/2027
	<i>Notes:</i>				
	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>				
	10/17/24	Intervention services to be given to students consistently based on data.		Tiffany Zelaya (elected 2023)	06/30/2027
	<i>Notes:</i> Will look at rotating students in and out of intervention after 9 week period of time if needed.				

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
<i>Initial Assessment:</i>		<p>At RTCA, we:</p> <ul style="list-style-type: none"> <li>• Provide different parent learning events to provide parents strategies to work with their children at home and provide parents with our expectations of them</li> <li>• Ask parents to sign a compact regarding their expectations of us, and our expectations of them.</li> <li>• Improve communication with parents.</li> </ul>	Limited Development 10/15/2024		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> <li>• We will have at least 50%+ participation at our parent learning events that we offer.</li> <li>• All parents will sign off on the parent compact.</li> <li>• More posts, emails, phone calls made by teachers to communicate with families.</li> <li>• Protocols for family engagement clearly communicated through handbooks, guides, expectations, etc.</li> <li>• Evidence of outreach using a variety of venues (i.e., websites, videos, mass phone messages, emails, handouts, parent nights, etc.)</li> <li>• Documentation of information provided to families regarding interventions, student response and progress on repeated assessments</li> <li>• Student/family handbook</li> <li>• Family and Community Survey Data</li> </ul>		<b>Armando Diaz</b>	<b>06/30/2027</b>
<b>Actions</b>			<b>0 of 3 (0%)</b>		
10/17/24	Increase posts from each teacher or team to families to provide a connection with the school.			Armando Diaz	06/30/2027
<i>Notes:</i>					
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
<i>Notes:</i>					
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
<i>Notes:</i>					

	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	
<b>Actions</b>		<b>0 of 3 (0%)</b>			
10/24/24	EL students will be monitored during PLCS and especially during collaboration meetings held with EL teachers and gen ed teams		Nicole Brown (elected 2023)	06/30/2025	
<i>Notes:</i>					
10/24/24	PLC meetings are scheduled and agendas developed to monitor student performance weekly and identify student needs.		April Putney	06/30/2027	
<i>Notes:</i>					
10/24/24	EC student goals will match standards that students need to master to ensure progress is made and students are growing.		Nicole Brown (elected 2023)	06/30/2027	
<i>Notes:</i>					

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
<i>Initial Assessment:</i>		Admin team looks at data for the school to determine PD needed for staff during the year.	Limited Development 10/24/2024		
<i>How it will look when fully met:</i>		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.		<b>Sharylene Barnes (elected 2023)</b>	<b>06/30/2027</b>
<b>Actions</b>			<b>0 of 3 (0%)</b>		
10/24/24		Meet with admin weekly to discuss data and needs of teachers.		Sharylene Barnes (elected 2023)	06/30/2027
<i>Notes:</i>					
10/24/24		Meet with new teachers to provide specific PD prior to school opening and during the school year.		Sharylene Barnes (elected 2023)	06/30/2027
<i>Notes:</i> Meetings with new teachers can happen in BTSP meetings as well as with C&I team.					
10/24/24		Provide necessary PD for staff based on data.		Sharylene Barnes (elected 2023)	06/30/2027
<i>Notes:</i> 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
<b>Initial Assessment:</b>	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			
<b>How it will look when fully met:</b>	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	
<b>Actions</b>		<b>0 of 3 (0%)</b>			
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>					
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>					
10/24/24	Teachers are observed each week and coached to be better in their teaching craft by Deans.		Armando Diaz	06/30/2027	
<i>Notes:</i>					

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
<b>Initial Assessment:</b>		<ul style="list-style-type: none"> <li>ESSA dollars are being used for interventionists to pull small groups for Reading and Math.</li> <li>Board funds are being used for tutoring program during the year.</li> <li>ESSA dollars are being used for Summer Programming.</li> <li>General budget is being used for EC/EL teachers to level playing field for students with disabilities and limited English.</li> <li>ESSA dollars being used to help fund necessary materials, supplies for students experiencing homelessness.</li> <li>ESSA/SPED/General budget being used to fund a Social Worker to assist with student behavioral and socio/emotional needs.</li> <li>SPED/ESSA being used to fund a Dean of Intervention/Academic Coach to coach teachers and implement intervention programming at RTCA</li> </ul>	Limited Development 10/17/2024		
<b>How it will look when fully met:</b>		All of the above, plus funding to provide an Behavioral Specialist at the school.		Melanie Stack	06/30/2027
<b>Actions</b>			<b>0 of 3 (0%)</b>		
	10/24/24	Seek funding for a part-time behavioral specialists to assist staff with students with behaviors.		Melanie Stack	06/30/2027
		<i>Notes:</i> Meet with Grants person to figure out how to fund.			
	10/24/24	Fund summer school each year to help with attendance and poor grades/testing issues		Melanie Stack	06/30/2027
		<i>Notes:</i>			
	10/24/24	Fund paras for intervention services for math and reading.		Melanie Stack	06/30/2027
		<i>Notes:</i>			