2026 Renewal Data Sheet

Rocky Mount Preparatory - 64A

School Information

Grades Served	Comparable LEA
0K-12	Nash County Public Schools

Enrollment – Final ADM

2022 - 2023	2023 – 2024	2024 – 2025
960	841	818

Historical Charter Agreements

Year	Charter Length	Start - End
1997	5 Years	1997 – 2002
2002	5 years	2002 – 2007
2007	10 years	2007 – 2017
2017	3 years	2017 – 2020
2020	3 years	2020 – 2023
2023	3 years, with stipulations	2023 - 2026

Renewal Requirements

Letter of Request to Renew	Renewal Self-Study	Renewal Site Visit
Submitted 7/22/2024	Submitted 11/29/2024	Completed April 9, 2025

Academic Performance

2022 – 2023			2023 – 2024			2024 – 2025		
SPG	GLP	Growth	SPG	GLP	Growth	SPG	GLP	Growth
F	24.8	Not Met	F	23.3	Not Met	D	32.7	Exceeded

Low-Performing Status

2022 – 2023	2023 – 2024	2024 – 2025
CLP	CLP	CLP (Not LP)

Academic Comparability to LEA, Percent Level 3 and Above (GLP)

2022 – 2023			2023 – 2024			2024 – 2025		
School	LEA	Comparison	School	LEA	Comparison	School	LEA	Comparison
24.8	38.6	-13.8	23.3	43.5	-20.2	32.7	48	-15.3

Subgroup Comparability to LEA, Percent Level 3 and Above (GLP)

Subgroup	2022 – 2023			2023 – 2024			2024 – 2025		
	School	LEA	Comparison	School	LEA	Comparison	School	LEA	Comparison
American Indian	30	38.6	-8.6	12.5	51.5	-39	58.3	54.5	3.8
Asian	N/A	67.7	N/A	N/A	68.2	N/A	N/A	72.1	N/A
Black	22.2	28	-5.8	21.2	33.2	-12	30.5	37.9	-7.4
Economically Disadvantaged	23.5	31.8	-8.3	22	37.1	-15.1	31.5	40.5	-9
English Learners	27.8	20.8	7	<5	25.6	-20.6	12.5	28.8	-16.3
Hispanic	34.3	40.1	-5.8	38.3	42.9	-4.6	42	45.2	-3.2

CHTR-007 - The term "Comparable" is defined as a proficiency score that is no less than 5 points of the local school administrative unit's Composite score based on the EOG/EOC courses offered.

The minimum number of scores needed to report data is 10. If the data contains less than 10 scores/students the data is masked or not provided.

Performance results greater than 95 percent are masked as >95 and results less than 5 percent are masked as <5.

Students with Disabilities	16	13.7	2.3	16.8	16.3	0.5	31.7	16.2	15.5
Two or More Races	37	39.7	-2.7	22.7	45.2	-22.5	32.4	50.6	-18.2
White	46.6	58.4	-11.8	40.5	64.5	-24	56.7	66.9	-10.2

Compliance

- Office of School Nutrition has indicated that Rocky Mount Preparatory will undergo an additional Administrative Review during the 2025–2026 school year due to continued concerns about overall program oversight. Areas of non-compliance include insufficient and missing meal components, incomplete production records, and failure to complete daily reconciliation reports.
- The Office of Digital Teaching and Learning has reported ongoing challenges related to Rocky Mount Preparatory's transition to Infinite Campus.

Financial Standing

Review Board Meeting Notes

Strengths	Concerns

Renewal Placement Per Renewal Guidelines

3 Years

Questions

Renewal Term + Rationale

RM | ROCKY MOUNT PREP
Educate. Equip. Empower. Excel!

Rocky Mount Prep is a free, accredited public charter school.

Jul 10, 2024

Dear Charter School Review Board,

I am writing to formally request the renewal of Rocky Mount Preparatory School's charter agreement. As the Chairman of the Board of Directors, I am pleased to highlight our school's accomplishments and progress over the past charter term and affirm our commitment to continuing to provide high-quality education to our students.

Since its inception, Rocky Mount Preparatory School has been dedicated to fostering academic excellence, social-emotional learning, and positive behavior management. These guiding principles have enabled us to create a supportive, inclusive school environment that promotes student success and well-being.

We are proud of the significant achievements we have made, including:

- **Academic Performance:** Our students demonstrate solid academic growth, as evidenced by improved test scores and graduation rates. We have implemented rigorous curricula and innovative instructional strategies, such as AVID WICOR techniques, to prepare our students for college and career readiness.
- **Social-Emotional Learning (SEL):** We have integrated comprehensive SEL programs into our daily instruction, providing students with the skills necessary to navigate social and emotional challenges. Our commitment to SEL has contributed to a positive school climate and increased student engagement.
- **Community Engagement:** We have strengthened our partnerships with parents, community organizations, and local stakeholders to support student learning and development. Our efforts to foster solid home-to-school connections have resulted in increased parental involvement and community support.
- **Discipline and Behavior Management:** Our proactive approach to discipline and behavior management, including restorative practices, has created a respectful and safe learning environment. We have successfully implemented behavior intervention plans that address student needs and promote positive outcomes.

As we look to the future, we remain committed to providing a high-quality education that prepares our students for success in a rapidly changing world. We respectfully request the renewal of our charter agreement to continue our efforts to achieve this mission.

Thank you for considering our request. We look forward to the opportunity to continue serving our students, families, and community. Please do not hesitate to contact me if you require additional information or have any questions.

Sincerely,

E. Keen Gravely
Chairman of the Board of Directors

North Carolina Charter School | Renewal Self-Study

Overview + Instructions

The Review Board shall review the operations of each charter school at least once prior to the expiration of its charter to ensure that the school is meeting the expected academic, financial, and governance standards. (G.S. 115C-218.6)

To request renewal of a charter, a charter school shall submit a Self-Study form (16 NCAC 06G.0507). The self-study provides information on the school and its commitment to fulfilling the mission formally approved by the Review Board or State Board of Education. This is also the Office of Charter Schools' first look into the school as they prepare to make recommendations for the Renewal Term to the Charter Schools Review Board according to the Renewal Guidelines (Policy CHTR-007).

Charter schools should work with their board and leadership team to prepare the Self-Study to best represent the school and its desire for renewal of their Charter Agreement. Per 16 NCAC 06G .0507, all pages of the Self-Study shall be numbered consecutively and include a table of contents. No font smaller than 12 points shall be used in the typed report. Lastly, any charter school seeking renewal may use help from outside the school to complete the Self-Study report.

This document may be edited using Google Docs by making a copy, or in Microsoft Word by downloading the document with Microsoft Word. Please do not alter this document in any way other than answering the questions and providing the information listed. The table of contents has been started for you, but will need to be updated with correct page numbers once you complete the self-study.

This document is a public record and will be provided to both the Charter Schools Review Board and the State Board as part of the DEPARTMENT OF PUBLIC INSTRUCTION PORTFOLIO for Renewal Schools.

The Self-Study is due on November 30, 2024 via a submission in Epicenter.

References
- N.C.G.S. 115C-218.6
- 16 NCAC 06G .0507 CHARTER SCHOOLS RENEWAL PROCESS
- Policy CHTR-007: Charter School Renewal Process

Table of Contents

I. Information

Charter School

School Name:	Rocky Mount Preparatory School
Mailing Address:	3334 Bishop Road, Rocky Mount NC 27804
Primary Contact Person:	Dr. Heather D. Collins
Primary Contact Title:	Head of School
Phone:	252-443-9923
Fax (if applicable):	252-443-9932
Primary Contact Email:	heather.collins@rmprep.org

Board of Directors

Non-Profit Name: (as filed with the NC Sec of State)	Rocky Mount Preparatory School
Chairperson Name:	E. Keen Gravely

Term of Office:	07-01-2024 - 6-30-2026
Mailing Address:	3334 Bishop Road, Rocky Mount NC 27804
Phone:	252-885-6218
Fax (if applicable):	252-443-9932
Chairperson Email:	kgravely@rmprep.org

II. Charter School Mission

A. Mission
Provide the school mission statement as stated in the original or amended charter application. If applicable, provide the revised school mission statement (and the year approved) by the Charter Schools Review Board or State Board of Education.

Rocky Mount Prep will educate, equip, and empower each scholar to excel academically by providing equitable learning opportunities and collaborating with families and communities.

B. Narrative Statement
Provide a narrative statement, not to exceed two pages, explaining how the school is fulfilling the Review Board or State Board approved mission statement.

At Rocky Mount Prep, our mission to educate, equip, and empower each scholar to excel academically is at the core of everything we do. By providing equitable learning opportunities and collaborating with families and communities, we are committed to ensuring that every student has the tools, support, and environment needed to achieve their highest potential. This mission shapes our academic programs, school culture, and partnerships with families and community members.

Our mission emphasizes academic excellence, and at Rocky Mount Prep, we prioritize providing a rigorous, well-rounded curriculum that challenges students to think critically and engage deeply with their learning. We offer a wide variety of courses across core subjects such as mathematics, science, language arts, and social studies, as well as specialized offerings in technology, the arts, and world languages.

Teachers are dedicated to ensuring that all students can access high-quality instruction regardless of background. Professional development for staff is a critical component of this commitment, allowing educators to refine their skills and stay up-to-date on best practices continually. By focusing on personalized and differentiated instruction, we meet the diverse needs of our students and provide tailored support to ensure that all scholars have the opportunity to succeed.

Additionally, we offer Advanced Placement (AP) and honors courses for students ready for more challenging coursework. Through these offerings, students are prepared not only for academic success in high school but also for college and career readiness. Our academic achievements, reflected in state assessments and college acceptance rates, speak to our unwavering commitment to educational excellence.

One of the central tenets of our mission is the commitment to providing equitable learning opportunities for every student. At Rocky Mount Prep, we recognize that students come to us with different backgrounds, experiences, and needs, and we strive to meet those needs in a fair and supportive way.

Our school offers a comprehensive academic support system, including Response to Intervention (RTI), special education services, and English Language Development (ELD) programs. These initiatives ensure that all scholars—whether they are learning English as a second language, need additional academic support, or are gifted and talented—have the resources they need to succeed.

Equity is also embedded in our school culture. We believe in creating an inclusive environment where all students feel seen, valued, and respected. Our curriculum incorporates diverse

perspectives, ensuring that all students have opportunities to see themselves reflected in the content they study.

By addressing all students' academic and social-emotional needs, we create a school community where each scholar has access to the tools and opportunities necessary for success.

In addition to academic success, Rocky Mount Prep is committed to empowering students to become responsible, resilient, and engaged citizens. A strong foundation in social-emotional learning (SEL) is essential for students to develop the self-awareness, empathy, and leadership skills they need to succeed in school and life.

Our SEL curriculum focuses on helping students manage their emotions, set and achieve personal goals, and build positive relationships with peers and adults. We cultivate a culture of respect, responsibility, and collaboration through character education programs, leadership training, and community service opportunities.

Students are also encouraged to take on leadership roles within the school through student government, clubs, and mentorship programs. These opportunities help students develop essential life skills such as problem-solving, communication, and teamwork, which are crucial for success in the 21st century.

Central to our mission is the belief that the best outcomes for our students are achieved when the school partners with families and the broader community. At Rocky Mount Prep, we foster strong relationships with parents, caregivers, and community organizations to ensure every student has the support they need inside and outside the classroom.

Our school hosts regular family engagement events, parent-teacher conferences, and workshops to keep families informed and involved in their child's educational journey. Through open communication and collaborative problem-solving, we work with families to address challenges, celebrate successes, and create personalized plans for student success.

Furthermore, we actively engage local businesses, universities, and nonprofit organizations in supporting our students' academic and career aspirations. Through mentorship programs, internships, and career exploration activities, we expose students to real-world experiences that connect their academic learning to future career opportunities.

Rocky Mount Prep is steadfast in its commitment to educating, equipping, and empowering each scholar to excel academically. By providing equitable learning opportunities and working in collaboration with families and the community, we ensure that every student has the resources, support, and opportunities they need to succeed. Our dedication to academic rigor,

inclusivity, social-emotional development, and community partnership creates an environment where all scholars are empowered to reach their highest potential, both in school and beyond. We are proud of the progress we have made and will continue to work tirelessly to create a school culture that aligns with the mission and prepares our students for success in a rapidly changing world.

III. Goals

Provide five goals your school has during the next five years. This should include at least one academic, one financial, and one operational goal. Other goals may include (but not limited to) student or staff culture, additional academic goals, parent involvement, etc.

Goal 1 (Academic)	
Goal:	Achieve a 10% increase in proficiency scores on state-administered standardized tests by the end of the 2025-2026 school year.
Action Steps:	- Implement targeted interventions and tutoring for scholars needing additional support. - Fully integrate AVID strategies across all middle school grades by Q4 2024. - Enhance professional development opportunities for teachers focused on differentiated instruction.
Evaluative Measures:	- Review standardized test scores annually to track progress. - Monitor and analyze formative and summative assessments quarterly.
Plan:	If your school has an academic improvement plan, please attach it to the submission or link it here.

Goal 2 (Financial)	
Goal:	Maintain financial stability and allocate $3 million in RMP savings for contingencies by Q4 2026.
Action Steps:	- Review and adjust the school budget quarterly. - Develop and host annual fundraisers such as Jaguars & Jazz (Q2 2025) and a Golf Tournament (Q3 2025).

Evaluative Measures:	• Quarterly budget reviews showing alignment with savings targets. • Track revenue generated from fundraisers and other financial strategies.
Plan:	If your school has a forecasted budget for the next 3-5 years, please attach it to the submission or link it here.

Goal 3 (Operational)	
Goal:	Develop a high-class technological infrastructure and integrate technology into 100% of classrooms by Q1 2025.
Action Steps:	• Complete infrastructure upgrades by Q2 2025. • Provide comprehensive training for staff on integrating technology into instruction.
Evaluative Measures:	• Quarterly progress reports on infrastructure upgrades. • Classroom walkthroughs to verify technology integration.
Plan:	📄 3-5 Year RMP Goals

Goal 4 (School Culture)	
Goal	Reduce disciplinary incidents by 20% by the end of the 2024-2025 school year.
Action Steps:	• Implement a scholar accountability framework by Q1 2025. • Develop and enforce a staff and parent-professional conduct policy by Q3 2024.
Evaluative Measures:	• Analyze quarterly disciplinary data for trends. • Conduct surveys on school climate and stakeholder satisfaction.
Plan:	(If applicable)

Goal 5 (Community Engagement)	
Goal:	Increase parental participation in school events by 30% by Q4 2024.
Action Steps:	- Host family engagement events and workshops focused on scholar success. - Establish at least three new partnerships with local universities by Q2 2025 to promote a college preparatory atmosphere.
Evaluative Measures:	- Track parental attendance at events and workshops. - Document the establishment of university partnerships and their impact on college readiness initiatives.
Plan:	(If applicable)

IV. Education Program

A. Instructional Methodology and Techniques

1. Provide a summary of instructional methodology and/or instructional techniques utilized at the school. (1 -2 Paragraphs)

At Rocky Mount Preparatory School, our instructional methodologies focus on engaging and inclusive teaching practices that cater to the diverse needs of our scholars. Our goal is to provide a dynamic learning environment where every scholar feels supported and empowered to achieve academic excellence. The instructional techniques we employ include:

- **Differentiated Instruction:** Teachers adapt their teaching methods to address various learning styles, abilities, and interests. For example, scholars who need additional support receive tailored tasks, while those ready for advanced material are provided with enrichment opportunities to challenge their skills.
- **Collaborative Learning:** Group work fosters peer interaction, teamwork, and problem-solving skills. Scholars often participate in projects that require them to take on specific roles and contribute to collective goals. For instance, STEM classes frequently include design challenges where scholars develop innovative solutions together.
- **Inquiry-Based Learning:** This approach encourages scholars to formulate questions, investigate topics, and direct their own learning. In science classes, for example,

scholars explore environmental sustainability by researching local ecological challenges and presenting solutions.

- **Technology Integration:** Digital tools such as Google Classroom, Kahoot!, and STEMScopes are seamlessly incorporated into daily lessons to enhance learning experiences. Virtual simulations, educational apps, and online discussions provide interactive and hands-on opportunities for scholars to deepen their understanding.
- **Formative Assessment:** Teachers use frequent quizzes, peer reviews, and informal checks for understanding to provide ongoing feedback. This allows for real-time adjustments to instruction, ensuring scholars are always progressing toward their learning goals.
- **Experiential Learning:** Scholars engage in real-world experiences such as field trips, internships, and service-learning projects. These activities connect classroom knowledge to practical applications, helping scholars understand the relevance of their education.

By combining these methodologies, we ensure that every scholar receives a well-rounded education that aligns with our mission to educate, equip, and empower.

2. Is this the design submitted in the original charter application? If not, please provide the date of approval from the Office of Charter Schools for the amendment.

This is not the design submitted in the original charter. Under my leadership, I have only submitted the School Improvement Plan adopted in October 2023 with updates to culture, discipline, instruction, and assessments.

B. Curriculum

1. Name of or a description of the curriculum design currently used by the school. Please include names or descriptions for each grade band served. (Example: Math - K-5 Eureka Math[2], 6-8 Teacher Created Curriculum using Inquiry Based Learning Methods, etc)

Math	Zearn (K-8) & Envision (9-12)
ELA	Springboard (6-12)/ Journeys (K-2)/Wonders (3-5)/Accelerated Reading /Renaissance (K-3)
Social Studies	Envision (6-12)
Science	STEMScopes (All Subjects) Grade 5; 6-12

Electives   McGraw Hill - Health & PE (3-12)

Other

2. How does the current curriculum support the mission and the school's academic goals?

The curriculum is carefully aligned with our academic goals and mission:

*   **Fostering Holistic Development:** Our curriculum integrates social-emotional learning, character development, and creative arts, nurturing intellectual, emotional, and social growth.
*   **Promoting Academic Excellence:** Rigorous content, advanced coursework, and differentiated instruction ensure scholars are continually challenged to excel.
*   **Preparing for Global Citizenship:** International perspectives and cross-cultural communication are embedded throughout the curriculum, equipping scholars for success in a globalized world.
*   **Integrating Technology:** Digital literacy and online resources support academic achievement and prepare scholars for careers in technology-driven fields.

3. If the curriculum has changed since the original charter application, please provide the date of approval from the Office of Charter Schools for the amendment.

February 5, 2024

C. Accountability

1. Please provide the names of evaluation instruments, other than State Tests, used to assess student performance, including descriptions of those assessments.

The evaluation tools used at Rocky Mount Prep are:
1. Diebels - K-3
    a. Composite Scores, phonemic awareness, phonics, fluency, vocabulary, comprehension, progress monitoring, and ISRs
2. School Net - 3- 12
    a. Schoolnet is the instructional improvement system for the public schools in North Carolina. It is an all-in-one assessment, reporting, and instructional

management tool built to support educators and promote personalized student learning.

Schoolnet enhances the pedagogy experience with tools such as lesson planners, student workspaces, demographic and academic data comparisons, assessment creation and customization, and analytic data reporting. It also supports personalized learning by utilizing its fully integrated resource bank to house materials appropriately aligned with individualized student learning and career paths.

3. NC Check-Ins - 3-12
   a. A reliable estimate of students' current performance on the selected subset of content standards (provided by NCDPI)

2. Please provide a narrative statement explaining how the school uses student data to improve student learning and to raise the academic performance of all students.

At Rocky Mount Preparatory School (RMP), our education program is thoughtfully designed to empower scholars academically, socially, and emotionally. By combining innovative instructional methodologies, a rigorous and inclusive curriculum, and a robust accountability system, we create a learning environment where every scholar has the tools and opportunities to excel.

A cornerstone of our success is our commitment to using student data to enhance learning outcomes and elevate academic performance. Through the systematic collection and analysis of formative and summative assessments, classroom observations, standardized test scores, and attendance records, we gain a comprehensive understanding of each scholar's strengths and areas for growth. This data-driven approach allows teachers and school leaders to regularly collaborate, identify trends, address gaps, and implement targeted interventions. For instance, if a group of scholars is struggling in a specific subject, personalized learning strategies such as small-group instruction or after-school tutoring are employed to meet their needs.

Additionally, data helps inform and refine our instructional practices, enabling teachers to adjust their teaching methods to better serve diverse learners. Ongoing monitoring ensures the effectiveness of these interventions, and resources are allocated to scholars requiring additional support. This continuous feedback loop not only maximizes student success but also fosters a culture of transparency and collaboration. By sharing data with scholars and

families, we empower them to set realistic academic goals and take ownership of their learning journey.

Our differentiated and inquiry-based approaches ensure scholars are actively engaged in their education, fostering critical thinking, problem-solving, and a lifelong love of learning. Technology integration and experiential learning further enhance this experience, connecting classroom knowledge to real-world applications and preparing scholars for a dynamic global landscape. The curriculum reflects this holistic vision, blending academic rigor, social-emotional learning, and global perspectives to develop well-rounded individuals prepared to lead with integrity and resilience.

Ultimately, the education program at RMP exemplifies our mission to educate, equip, and empower each scholar to achieve their highest potential. By combining data-driven practices with innovative instruction, rigorous curriculum, and strong partnerships with families, we remain steadfast in our goal to create equitable learning opportunities. Together, we ensure that every scholar is supported in achieving academic success, personal growth, and readiness for the future.

V. Additional Information (Optional)

The following information is part of the Renewal Process in CHTR-007. In order to assist the Office of Charter Schools in making a renewal recommendation to the Charter Schools Review Board, you may wish to provide some or all of the following:

A. A school's charter is considered to result in it providing services to certain targeted subgroups if the charter, as presented in its application or self-study, indicates an intent to target certain subgroups and its enrollment reflects this intent. **If you believe your school serves a targeted subgroup(s), please fill out the information below related to each subgroup**:

    1. Describe the subgroup(s):
    2. Enrollment (Percentage of Student Population, including the data source):
    3. Describe how the charter intentionally serves this subgroup(s):

B. The local school administrative unit shall be assumed to be the local school administrative unit identified in the approved charter application, provided that the Charter Schools Review Board may consider additional factors such as where the charter school is physically located, its proximity to districts across county lines, and the base school district

from which a majority of the school's students are enrolled. The Charter Schools Review Board may consider more than one local school administrative unit, at its discretion.

1. Please list the LEA in which your charter school is located: Nash
2. Please list other LEAs in which the charter school enrolls students from:
   a. Franklin County Schools
   b. Halifax County Schools
   c. Edgecombe County Schools
   d. Nash County Schools
   e. Weldon County Schools
   f. Wilson County Schools

3. Please list, by percentages, how many students are enrolled from each LEA:
   a. Franklin County Schools - .3%
   b. Halifax County Schools - 5.5%
   c. Edgecombe County Schools - 18.29%
   d. Nash County Schools - 75%
   e. Weldon County Schools - .01%
   f. Wilson County Schools - .9%

C.   If the school has any known compliance issues and the school has implemented and been making progress on a strategic improvement plan, please describe below:

1. Name Compliance Issues - None at the time.
2. Describe the strategic improvement plan in place to resolve compliance issues.
3. Describe the measurable progress being made toward meeting the strategic improvement plan
4. Name the individuals responsible for implementing the plan.

D. If the school has not been academically comparable (the term "Comparable" is defined as a proficiency score that is no less than 5 points of the local school administrative unit's Composite score based on the EOG/EOC courses offered) to the local administrative unit for the last 3 years and has a strategic improvement plan in place, please describe it below and describe any progress made on the plan.

1. Describe the strategic improvement plan in place.

   Goal 1: Classroom Rigor and Standards Alignment (by September 30, 2023)

- **Objective**: Ensure 100% of classrooms deliver rigorous, grade-level content aligned with standards.
- **Strategies**:

- - **Strategy 1**: Implement the **AVID Strategies** with fidelity for teacher development through training and ongoing monitoring.
    - **Strategy 2**: Implement **Weekly Data & Planning Meetings**, ensuring effective lesson plans and curriculum execution.
- **Progress Indicators**:
  - 100% of tested classes in Phase II of the GBF Rigor Trajectory by October 2023.
  - 100% of lesson plans feedback implemented and Weekly Planning meetings held.
- **Professional Development**: Content training for ELA and Math, unit planning, and ongoing weekly planning meetings.

Goal 2: Scholar Academic Growth (by June 2024)

- **Objective**: Ensure 100% of scholars achieve academic growth and recover lost instructional time.
- **Strategies**:
  - **Strategy 1**: Use daily, weekly, and benchmark assessments to track scholar progress and guide interventions.
  - **Strategy 2**: Implement data-driven **interventions** for K-12 students to close learning gaps and recover instructional time.
- **Progress Indicators**:
  - By October 2023, 100% of classrooms will implement daily and weekly assessments.
  - By January 2024, all scholars will show measurable growth.
- **Professional Development**: Focus on data-driven intervention models, tutoring, and progress monitoring.

Goal 3: Reduce Discipline Referrals (by June 2025)

- **Objective**: Reduce discipline referrals and removals from instructional time by 50%.
- **Strategies**: Provide a positive, supportive environment by using best practices in **social-emotional learning** and addressing scholar behavior with care and accountability.

Goal 4: Staff Retention (by June 2024)

- **Objective**: Retain 90% of staff.
- **Strategies**:
  - **Strategy 1**: Establish regular **feedback loops** to value and recognize teachers.
  - **Strategy 2**: Protect teachers' planning and non-instructional time.
- **Progress Indicators**:
  - Monitor lesson plan submission and track staff retention throughout the year.

Goal 5: Teacher Effectiveness (by June 2024)

- **Objective**: Ensure 100% of teachers improve their effectiveness, leading to better student outcomes.
- **Strategies**:
  - **Strategy 1**: Provide **job-embedded professional development** with coaching, training, and resources for ELA and Math teachers.
  - **Strategy 2**: Implement **Weekly Data and Planning Meetings** to support high-quality instruction and Tier 1 interventions.
- **Progress Indicators**:
  - By October 2023, 100% of core content teachers will participate in Weekly Planning Meetings.
  - By March 2024, all teachers will be engaged in data-driven meetings.

These goals focus on rigorous instruction, academic growth, reducing discipline issues, staff retention, and improving teacher effectiveness through structured, research-based strategies and continuous monitoring and professional development.

2. Describe the measurable progress being made toward meeting the strategic improvement plan.

Significant progress has been made in completing training, assessments, and establishing structures (such as intervention programs and feedback loops).

There are early signs of successful implementation, with teachers and students actively engaged in the strategies outlined, such as adherence to the AVID Strategies and participation in **data-driven interventions**.

Specific progress indicators (such as participation in weekly planning meetings and implementation of assessments) are being met as planned, and ongoing monitoring ensures the goals are fully achieved by their respective deadlines.

3. Name the individuals responsible for implementing the plan.
   a. Dr. Heather Collins - Head of School
   b. Principals
   c. Director of Instruction
   d. Teachers

VI. Certify Submission

Type and sign your name below to certify all information is accurate.

E. Keen Gravely				11/25/24
				.
Board Chair Name				Date
		[signature]		
		Signature		
Dr. Heather D. Collins		*[signature]*		11/25/24
School Administrator Name				Date
		Signature		

Office of
CHARTER SCHOOLS
NC Department of Public Instruction

RENEWALS SITE VISIT FEEDBACK FORM

School:	64A - Rocky Mount Preparatory
Site Visit Date:	Wednesday, April 9th, 2025
Consultant(s) Visiting:	Megan Carter & Nicky Niewinski

Glowing Practices:
- The board and administration have established effective protocols for handling grievance communications. Their communication framework successfully addresses concerns in a timely manner.
- The school board should be commended for recruiting members with diverse backgrounds such as technology, dual college enrollment experience, and nonprofit community partnerships who share common educational values, purpose, and mission, creating a cohesive governing body.
- The board and administration collaborate to address student needs by providing after-school tutoring, arranging free medical screenings, collecting donations, and engaging community sponsors and local organizations.
- The administration should be commended for creating a culture fostering SEL activities for staff and students across the school, e.g., employing three guidance counselors and one social worker, and integrating teacher morning meeting check-ins with students.
- The school should be commended for partnering with Fernandez, a community organization, who provides therapy to students and staff on campus when needed.
- The school should be commended for transportation not being a barrier for students, especially those students who choose to participate in athletics and extracurricular activities within the school.
- The school has created an assessment testing calendar to collect student academic data. This structure allows teachers to identify the intervention needs of their students who require additional instruction and support. Friday is designated as a day specifically for grouping students according to their intervention requirements.
- The school should be commended for its community partnership with ECU to help support the Beginning Teacher Support Program (BTSP) for new teachers within the building.
- The administration has been commended by the board, staff, and parents for its consistency in maintaining the policies and high standards of the school across all stakeholder groups.
- The school is currently using AVID as a system driver across K-12.

Required Actions:
- The school should continue to work with the Office of School Nutrition to address the concerns with program oversight as it aligns with Production Records.
- Continue to monitor the percentage of teacher licenses to ensure it meets the 50% status in compliance with G.S. 115C-218.90. (a)(1)

- The board should review current school contracts/leases to ensure that the no indebtedness language is included in every contract and lease entered into as required by the Charter Agreement Section 19.
- Once approved and revised, the board should submit the board bylaws to be approved by the Office of Charter Schools through the amendment process. Please contact OCS Consultant Julie Whetzel (julie.whetzel@dpi.nc.gov) regarding this amendment.
- Update the website to include a schedule for the full year of board meetings. NCGS 143-318.12.(d)
- Update the school's hiring practices to include a review of the SBE's Revoked License list before offering employment, along with participation of volunteers within the school building.
- The school leader is encouraged to send the most updated charter application to OCS Assistant Director, Nicky Niewinski (nicole.niewinski@dpi.nc.gov) who will evaluate the document for any curriculum and/or assessment changes needed through the amendment process.
- Update the link for the North Carolina School Report Card, per G.S. 115C-218.65, as it currently is linked to SY19-20.
- Update the school's read to achieve scores on the website, as it currently reflects SY22-23.
- The board should continue to ensure that every reason for entering closed session is cited in the motion in compliance with NCGS 143-318.11. (c) as some of the minutes on the website were observed to be missing the cited reason to be entering into a closed session.
- The school board should evaluate whether it's necessary to enter a closed session at every board meeting, and should only do so when required under North Carolina General Statute 143-318.11(c).

Recommendations and Growth:
- School is encouraged to reach out to Integrated Academic & Behavior Regional Charter School Consultant Rhonda Harrell (rhonda.harrell@dpi.nc.gov) to complete a FAM-S Assessment for assistance to assess the fidelity of implementation of the Multi-Tiered System of Supports (MTSS) as aligned in the school's improvement plan.
- School is encouraged to update its key action items in the School Improvement plan within NCStar, as some action items were noted to be out of date.
- The board should consider annual finance training, which can be provided during NC DPI's School Business Services conference over the summer, or through the company you contract with for financial services.
- The board should consider a more formal self-evaluation process to ensure that it is achieving its goals and mission. Linked are some examples of board self-evaluations you may want to revise to fit your school's + board's specific mission, or use the current school resources within BoardonTrack.
  - Standards Based Self-Evaluation
- The school board is encouraged to review the school's charter agreement with the administration.
- The school board should consider reviewing its financial policies to ensure alignment with current practices.

- The school board should update its meeting minutes on the school website and provide virtual access links to these minutes before meetings take place. Additionally, the board should include information about the process for making public comments.
- The school board is encouraged to sign the conflict of interest policy annually. It would also be beneficial for the board to establish a policy review schedule during its annual retreat or to create a monthly calendar for policy submissions that aligns with Epicenter required policy submissions before each month begins.
- The administration should review the school's website so parents have access to each grade's promotion and retention requirements by providing electronic copies of the Parent Guide to Student Achievement (PGSA). The PGSA should include information on parental involvement, legal rights, and student achievement ([115C-76.30](115C-76.30)) (NCDPI PGSA considerations). The school spoke to having it on the website, but OCS was unable to locate the electronic version.
- The school is encouraged to mention within its student discipline policy per G.S. 115C-390.11 "a PSU (for expulsion) may expel any student 14 years of age or older whose continued presence in school constitutes a clear threat to the safety of other students or school staff." This language is currently missing within the "Scholar Code of Conduct" which includes expulsion as a method of discipline.
- The school is encouraged to update the school's current parent letter notification on the website for the school's current academic letter grade status.
- The board should consider being more visible at school events or adding a parent to the board. Parents seemed to feel a disconnect between the board and the school community.

Feedback From Parent Focus Group

Strengths of the School:
- The school is a family: They care
- Safety
- Nutritional program has improved
- On the right track if they stay consistent.

Areas to Improve:
- Go back to the open door policy.
- Reduce turnover, retain strong teachers. Has improved with Dr. Collins.
- Improve sport publicity, visibility especially with college access and scholarship opportunities.

Feedback From Staff Focus Group

Strengths of the School:
- Leadership. Dr. Collins has really stepped in and created an environment where we want to stay.
- Interventionists on site. They help with lesson plans, collaborate on different teaching strategies.
- Leadership that is approachable. The door is always open.
- Leadership/Director of Instruction visible, open. Roll up her sleeves.
- CCA/CTE/Athletic programs.

- Athletes are winning. A/B Honor Roll field trip.
- Like the direction Dr. Collins is taking us in.
- EC students are intentionally included in events.

Areas to Improve:
- Student retention. New students come in with wide gaps.
- Bridging gap for kindergarten students who come in with no pre-K
- Reducing behavior issues.
- Parental involvement.
- Smaller classroom sizes in HS. Highest is 26 students.
- Increase teacher assistants in lower grades.
- Teacher attendance and having to cover classes.