

## Comprehensive Progress Report

**Mission:**

Peak Charter Academy develops students into critical thinkers, active collaborators, and eager contributors to their learning, thereby imparting them with the skills to excel in college, careers, and life

**Vision:**

To better educate more children

**Goals:**

- Each year, our school will average a student attendance rate at or above 93 percent.
- Each year, our school will have an overall parent satisfaction rate of 80 percent, with at least 50 percent of parents responding to the survey.

In both K and 1st grade, students will score at or above 65th percentile in reading and math as measured by BOY to EOY growth.

8th Grade students in at least their third year at the school will successfully complete Math 1 with a cohort passing percentage of 75% on the Math EOC.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
	A1.05	ALL teachers individualize instructional planning in response to individual student performance on pre-tests and other methods of assessment to provide support enhanced learning opportunities for students.(5086)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		<p>All teachers and instructional support staff are trained in differentiation and tiered instruction and by August, 2021, approximately 25 will have attended the Model Schools Conference to learn more about tools that are a part of our portfolio of strategies here.</p> <p>While we know pre-assessments and formative assessments are in regular use among Peak's faculty, we want to standardize their use and ensure that data-based decisions about differentiation and tiered instruction provided to scholars are made consistently based on data from these assessments.</p>	Limited Development 01/25/2021		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>		All teachers create standards-based pre-assessments and use the results to assign scholars to differentiated and tiered learning groups and complete assignments and activities based on their learning levels and needs.	<b>Objective Met 05/13/21</b>	<b>Steve Pond</b>	<b>06/17/2021</b>
<b>Actions</b>					
	1/25/21	Evaluate pre-assessments for quality and fidelity in relation to the goal of administering and evaluating data from pre-assessments in order to plan appropriately differentiated learning experiences	Complete 05/12/2021	Steve Pond	05/12/2021
		<i>Notes:</i> Each dean can review and evaluate from teachers in their wing			
<b>Implementation:</b>			05/13/2021		
<b>Evidence</b>	5/12/2021	Lessons are tiered and differentiated based on teachers' effective creation and use of pre-assessment in order to determine and discover prior knoweldge			
<b>Experience</b>	5/12/2021	Very important because it aligns with our academic goals			

<b>Sustainability</b>		5/12/2021 continue to focus on importance of developing and administering pre-assessments before each unit and using data from pre-assessments in order to structure differentiated learning experiences.			
<b>KEY</b>	<b>A1.07</b>	<b>ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		CHAMPS utilized along with PBIS to manage and teach student behavior.	Limited Development 03/11/2022		
<b>How it will look when fully met:</b>		Consistent use of CHAMPS and PBIS in classrooms and consistent monitoring in hallways and common areas		<b>Annie Polashock</b>	<b>06/09/2023</b>
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	3/11/22	Review CHAMPS and PBIS and form PBIS committee		Annie Polashock	06/14/2022
<i>Notes:</i>					

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>		<b>Curriculum and instructional alignment</b>			
	<b>A2.01</b>	<b>Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Teachers have common planning and meet once as a professional learning community but it is important that we ensure at least bi-monthly or even weekly meetings to connect to discuss effective instructional practice and student performance.	Limited Development 09/25/2020		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>		Instructional Teams will meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.	<b>Objective Met 01/21/21</b>	<b>Steve Pond</b>	<b>01/08/2021</b>
<b>Actions</b>					
	9/25/20	Plan master schedule to allow for bi monthly or weekly PLC that allow for collaboration to discuss and prepare effective teaching practices to better support scholars.	Complete 01/08/2021	Steve Pond	01/08/2021

Notes:

<b>Implementation:</b>		01/21/2021		
<b>Evidence</b>	1/21/2021 As outlined in staff handbook, grade level teams meet on the 1st and 3rd Tuesday afternoon of each month with their wing-mates and or in content area specific subgroups. Additionally, attendance and participation at weekly Wednesday PLCs is monitored by Dean of that grade level.			
<b>Experience</b>	1/21/2021 Even in virtual (plan C) and hybrid/virtual (plan B) learning environment, we have continued to ensure that the after school staff meetings 1st and 3rd Tuesday of each month are set aside for wing and or content/subject area meetings. Additionally, grade level teachers meet in Professional Learning Committees (PLCs) each Wednesday during their scheduled planning period, and those meetings are often attended by Dean, EC, EL, and or Intervention staff.			
<b>Sustainability</b>	1/21/2021 Continued emphasis on the importance of hard-scheduling these essential meetings and working to ensure attendance and collaboration in regards to the focus of each meeting and its impact on scholars.			

KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		Our instructional and grade level teams implements standards-aligned units of instruction for each subject and grade level. We are currently implementing new math curriculum and are focusing on independent and guided reading to supplement existing pedagogy and instructional tools in place. We have also implemented SPED/Gen.Ed. co-teaching this year to help enhance/improve student performance for those served in our EC program.	Limited Development 09/17/2019		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<b>How it will look when fully met:</b>		Our instructional and grade level teams will consistently teach standards-aligned units of instruction for each subject and at each grade level. Our new math curriculum and focus on independent reading and read aloud programs will be implemented in a manner to effectively align with and supplement existing pedagogy and instructional tools already in place. Our implementation of SPED/Gen.Ed. co-teaching this year will be successful and will have helped to improve student performance for those served in our EC program.	<b>Objective Met 09/22/20</b>	<b>Marva Pittman</b>	<b>06/12/2020</b>
<b>Actions</b>					
	9/17/19	Monitor implementation of new math, ELA and EC Co-teaching initiatives to ensure consistency and effectiveness in relation to improved and increased student performance outcomes.	Complete 06/12/2020	Marva Pittman	06/12/2020
<i>Notes:</i>					
<b>Implementation:</b>			09/22/2020		
<b>Evidence</b>	9/22/2020	Student performance data and teacher survey data up to and during our closure			
<b>Experience</b>	9/22/2020				
<b>Sustainability</b>	9/22/2020				

	A2.11	ALL teachers build student's metacognitive skills by teaching learning strategies and tools and their appropriate application as well as providing students with processes for determining their own mastery of tasks.(5101)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>	Instructional staff understand the importance of differentiated and tiered instruction but potentially may not have firm grasp on the science behind the need to differentiate and tier learning experiences. Engaging them in additional learning related to metacognition and metacognitive practices would be of great benefit to our staff and scholars.		Limited Development 01/25/2021		
	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	Instructional staff will have a deeper understanding of metacognition and its influence on increasing our scholars' ability to learn.		<b>Objective Met 03/11/22</b>	<b>Steve Pond</b>	<b>09/30/2022</b>
<b>Actions</b>					
1/25/21	Develop and facilitate metacognition related PD as a part of our training in tiered and differentiated instruction.		Complete 09/24/2021	Steve Pond	09/30/2022
<i>Notes:</i> PD can be at the beginning of the year, or on our designated PD day in September 2022					
<b>Implementation:</b>			03/11/2022		
<b>Evidence</b>	3/11/2022 Second cycle of PD and data analysis successfully held				
<b>Experience</b>	3/11/2022 Differentiated and tiered instruction training was provided along with a data day on 9/24/22, which allowed teachers time to tier based on performance data				
<b>Sustainability</b>	3/11/2022 Continued commitment to differentiated and tiered instruction. Additional training and data day set for Feb/March 2022				

	A2.20	All teachers use appropriate technological tools to enhance instruction.(5306)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>	With the shift to 100% virtual/remote instruction, we are seeking to provide teachers all essential and desired technological tools and resources to allow them to provide live instruction daily. We are also providing additional curriculum and supplemental programs to support their instruction of scholars.		Limited Development 09/25/2020		
	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
<b>How it will look when fully met:</b>	All teachers will have 2 computers to work with to support virtual learners. We also will provide external webcams and microphones to allow better communication with online learners at home, and will provide appropriate functional and user friendly software and online tools to help teachers guide instruction for scholars.		<b>Objective Met 10/16/20</b>	<b>Steve Pond</b>	<b>10/30/2020</b>
<b>Actions</b>					
9/25/20	Provide additional computer to each teacher, along with an external webcam and microphone.		Complete 10/16/2020	Steve Pond	10/30/2020
<i>Notes:</i>					
<b>Implementation:</b>			10/16/2020		
<b>Evidence</b>	10/16/2020 We worked to ensure that each teacher had an additional laptop or chromebook, plus an external camera and mic setup to allow them to engage virtual learners at home while still having full access to their teacher laptop on which they would direct/manage the class and what is shared both in the room for hybrid learners and at home				
<b>Experience</b>	10/16/2020 We worked to ensure that each teacher had an additional laptop or chromebook, plus an external camera and mic setup to allow them to engage virtual learners at home while still having full access to their teacher laptop on which they would direct/manage the class and what is shared both in the room for hybrid learners and at home				
<b>Sustainability</b>	10/16/2020 Meeting with teachers in weekly O3 to discuss progress and process for using technology to engage all learners, whether they be at home or in person 10/16/2020				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Data analysis and instructional planning			
	A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Data analysis takes place informally on an ongoing basis but also on designated Data Days, PD days and early release days that take place throughout the year	Limited Development 09/25/2020		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		By year end, teachers will discuss and review data, and develop appropriate data based goals at least two times per month, including during PLC time and on designated data days.	<b>Objective Met 05/12/21</b>	<b>Marva Pittman</b>	<b>06/11/2021</b>
<b>Actions</b>					
	9/25/20	"Hard schedule" data days throughout the year and seek commitment and adoption of data-based analysis and planning component within each PLC meeting	Complete 05/07/2021	Marva Pittman	06/11/2021
<i>Notes:</i>					
<b>Implementation:</b>			05/12/2021		
	<b>Evidence</b>	5/12/2021 Data days were scheduled and held throughout the school year. Some were full days and others half days, but all were focused on using data to plan differentiated instruction related to abilities and needs			
	<b>Experience</b>	5/12/2021			
	<b>Sustainability</b>	5/12/2021 Continue to schedule data days and also evaluate and create differentiated action plans			

	<b>A3.05</b>	<b>The school assesses each student at least 3 times each year to determine progress toward standard-based objectives.(5114)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		We have some built in data-days throughout the year and informally evaluate performance data individually and at various meetings.	Limited Development 09/25/2020		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<b>How it will look when fully met:</b>		Regardless of our being open or teaching remotely, Peak Charter Academy will have assessed each student at least 3 times each year to determine progress toward standard-based objectives.	<b>Objective Met 05/12/21</b>	<b>Marva Pittman</b>	<b>06/11/2021</b>
<b>Actions</b>					
	9/25/20	Ensure beginning, mid, and end of year assessments are offered to all scholars in order to identify benchmark, mid year gains or losses, and end of year outcomes to be measured against previous two test cycles.	Complete 05/12/2021	Marva Pittman	06/11/2021
	<i>Notes:</i>				
<b>Implementation:</b>			05/12/2021		
<b>Evidence</b>	5/12/2021	Scholars have been engaged in iReady activities and and assessments and have now taken NC check in 1-3 in grades 3-8. ORF and Numeracy assessments have also been administered in K-2.			
<b>Experience</b>	5/12/2021				
<b>Sustainability</b>	5/12/2021	Continue to engage scholars in Lexia and Dreambox activities and administer NC check in 1-3 and EOG in grades 3-8. ORF and Numeracy assessments can be utilized in K-2.			

	A3.09	All teachers differentiate assignments to provide the right balance of challenge and attainability for each student.(5350)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>	Teachers have all completed training related to differentiated and tiered instruction but in some cases, implementation is inconsistent or varies in frequency. This goal can be met by working to monitor to ensure consistency in the level differentiated instruction is utilized across classrooms, wings, and school-wide.	Limited Development 01/25/2021			
	Priority Score: 3                      Opportunity Score: 3	Index Score: 9			
<b>How it will look when fully met:</b>	Teachers will all engage learners through the "unique to Peak" workshop model we have put in place, and (after collecting data through pre-assessment) will consistently differentiate and tier instruction to better meet the needs of their learners.	<b>Objective Met 05/12/21</b>	<b>Kacey Gorman</b>	<b>06/30/2021</b>	
<b>Actions</b>					
1/25/21	monitor lesson planning to ensure differentiated and tiered learning experiences are taking place in each classroom	Complete 05/12/2021	Kacey Gorman	06/30/2021	
<i>Notes:</i> All administrators will need to monitor and review their teachers' plans as a part of O3 process					
<b>Implementation:</b>			05/12/2021		
<b>Evidence</b>	5/12/2021 Tiered and differentiated lessons are created and in use across all content area and grades.				
<b>Experience</b>	5/12/2021				
<b>Sustainability</b>	5/12/2021 Continue to develop data-rooted tiered and differentiated in all content area and at all grades.				

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
<i>Initial Assessment:</i>			System of tiered and differentiated instruction will be fully implemented as main pedagogy at PCA	Limited Development 03/11/2022		
<i>How it will look when fully met:</i>			Consistent and effective use of differentiated and tiered instruction across school		Steve Pond	06/09/2023
<b>Actions</b>				<b>0 of 1 (0%)</b>		
		3/11/22	PD will be provided with follow up observations		Steve Pond	06/14/2022
<i>Notes:</i>						
		A4.02	Teams of special educators, general education teachers, and related service providers meet regularly to enhance/unify instructional planning and program implementation for students with disabilities. (5118)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			EC, EL, and Intervention teachers communicate with general education classroom teachers but don't have a fixed, consistent schedule to follow.	Limited Development 09/25/2020		
			Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>			Teams of special educators, general education teachers, and related service providers will meet regularly and consistently to enhance/unify instructional planning and program implementation for students with disabilities.	Objective Met 05/12/21	Kacey Gorman	06/11/2021
<b>Actions</b>						
		9/25/20	Develop schedule to allow and ensure that teams of special educators, general education teachers, and related service providers meet regularly and consistently to enhance/unify instructional planning and program implementation for students with disabilities.	Complete 05/12/2021	Kacey Gorman	06/11/2021

Notes:

<b>Implementation:</b>			05/12/2021		
<b>Evidence</b>	5/12/2021 This year, EC, EL, and intervention staff have rotated to meet with each PLC team to ensure they can engage in dialogue about students they serve. We also continued our co-teaching, co-planning expectation for differentiated groups of students that these academic specialists serve				
<b>Experience</b>	5/12/2021 It was student-focused so we enjoyed working towards this goal				
<b>Sustainability</b>	5/12/2021 Ensure that EL, EC, and Interventionists continue to have hard-scheduled time to meet with each grade level team on PLC days				
<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>	See Something Say something training and Positive Action Kits. Social worker on site part time	Limited Development 03/11/2022			
<b>How it will look when fully met:</b>	Staff members are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.		<b>Jo Betts</b>	<b>06/09/2023</b>	
<b>Actions</b>		<b>0 of 1 (0%)</b>			
	3/11/22 Use positive action kits consistently and respond quickly and safely to calls from SS-ARS		Jo Betts	06/14/2022	
<b>Notes:</b>					

	A4.15	The school provides all students with opportunities to learn through nontraditional educational settings (e.g., virtual courses, dual enrollment, service learning, work-based internships).(5133)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Peak Charter Academy shifted to fully remote/online daily instruction 8/17/20. We had previously served scholars remotely after we closed last March due to the pandemic but often utilized recorded or prepared lessons, rather than offering engaging live classes each day as we are attempting now.	Limited Development 09/25/2020			
	Priority Score: 3                      Opportunity Score: 2	Index Score: 6			
<i>How it will look when fully met:</i>	Peak Charter Academy will provide all students with opportunities to learn through nontraditional educational settings including virtual and hybrid courses.	<b>Objective Met 01/21/21</b>	<b>Steve Pond</b>	<b>01/15/2021</b>	
<b>Actions</b>					
9/25/20	Fully implement virtual and hybrid teaching schedule that allows for consistency in content taught, teachers assigned, and academic expectations so that students have the same access to academic experiences whether they are learning at home (virtually) or in the building part-time (hybrid).	Complete 01/15/2021	Steve Pond	01/15/2021	
<i>Notes:</i>					
<b>Implementation:</b>			01/21/2021		
<b>Evidence</b>	1/21/2021 Peak Charter Academy live instruction schedule shows that each teacher facilitates a portion of every class live, and follows that up with individual and small group support. Our hybrid and virtual learners are engaged simultaneously, and get at least 3 hours of live direct instruction on M,T,Th, & F and up to an hour each Wednesday. Teachers are available and online during the designated "worktime" associated with each live session.				
<b>Experience</b>	1/21/2021 Our transitioning scholars and teachers to a fully virtual learning environment for the 2020-2021 school year was aided by our initial implementation of that model in Q4 of the 2019-2020 year, a period in which we could establish and standardize norms, expectations, and consistency. It made our virtual only opening in the Fall, and our subsequent transition to hybrid learning, with some scholars at home while others are at school, a bit smoother.				

<b>Sustainability</b>		1/21/2021 We must continue to uphold and maintain expectations related to teacher facilitation and learner participation and make sure they are consistent from class to class, wing to wing, and grade to grade.			
<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Peak Charter Academy focuses on implementing a system of tiered and differentiated instruction and assessment to support our scholars. Additionally, we have developed and implemented consistent plans to support student grade-to-grade transitions with systems and structures in place to communicate student strengths, needs at times of transition. MTSS team meets regularly to discuss needs and possible changes in instructional level. We have a planned data day on Sept. 27 to discuss level to level, and class to class movements to support needs for challenges or additional support.	Limited Development 09/17/2019		
		Priority Score: 2                      Opportunity Score: 3	Index Score: 6		
<b>How it will look when fully met:</b>		Peak Charter Academy will continue to implement and improve a system of tiered and differentiated instruction and assessment to support our scholars. Additionally, we will further develop and implement consistent plans to support student grade-to-grade transitions with systems and structures in place to communicate student strengths, needs at times of transition. We have have successfully held a data day on Sept. 27 to analyze BOY performance data to date, and discuss level to level, and class to class movements to support needs for challenges or additional support. Student class changes and movement will be made by end of Q1. Process will repeat at end of Q2.	<b>Objective Met 09/22/20</b>	<b>Kacey Gorman</b>	<b>06/12/2020</b>
<b>Actions</b>					
	9/18/19	Peak Charter Academy admin team will further develop and implement professional development programs to support our commitment to differentiation and tiered instruction. We will continue to adapt and modify schedules and systems to ease transitions for our scholars	Complete 06/12/2020	Kacey Gorman	06/12/2020

Notes:

<b>Implementation:</b>		09/22/2020		
<b>Evidence</b>	9/22/2020 Parent and student engagement meetings, PD, move up days, house model with older mentors for students.			
<b>Experience</b>	9/22/2020 Systems and structures created to support transitions from grade to grade and wing to wing.			
<b>Sustainability</b>	9/22/2020 Consistent implementation of support systems, student "PD" to better prepare them for next grade and level.			

A4.18		All teachers connect students' out-of-school learning with their school learning.(5315)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		One of the frameworks we have implemented is for our teachers to use the International Center for Leadership in Education's Relevance rubric, which is a tool that helps them to plan our scholars' learning activities to help them to think and write critically and make connections to real-world experiences they have in or out of school.	Limited Development 01/25/2021		
<b>How it will look when fully met:</b>		The three indicators for relevance are: meaningful work, authentic resources, and learning connections. When we reach full implementation, our scholars' work will be authentic, show a connection to both in, and out of school, experiences, which will make it more meaningful.		Steve Pond	06/09/2023
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	1/25/21	Monitor teacher lesson plans to ensure that teachers are planning using the relevance rubric (along with the rigor and engagement tools) to better connect in-school with out of school experiences.		Steve Pond	06/30/2022
<i>Notes:</i> all administrators will monitor their teachers' progress and use of the relevance rubric in their planning and teaching					

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Strategic planning, mission, and vision</b>			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		Peak has a school support and improvement team	Limited Development 03/11/2022		
<b>How it will look when fully met:</b>		School Improvement team will meet regularly to assess and evaluate progress towards open objectives and discuss other schoolwide matters		Charles Bates	06/09/2023
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	3/11/22	Hold regular monthly meetings (at minimum) to evaluate progress towards all objectives to date and school related matters		Charles Bates	06/14/2022
<i>Notes:</i>					

		<b>B1.02</b>	<b>The Leadership Team serves as a conduit of communication to the faculty and staff.(5857)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			Our administration team tries to share communication in as clear and timely manner as possible.	Limited Development 01/25/2021		
			Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>			Messaging from the leadership team will be timely, clear, specific, and consistent from member to member and across wings and departments. Communications that can be shared electronically will be (with follow up) to help reduce time spent in meetings that could be used for other purposes, such as professional development.	<b>Objective Met 05/12/21</b>	<b>Connie Eastmann</b>	<b>12/31/2021</b>
<b>Actions</b>						
	1/25/21		Work to ensure that each dean and principal work together to create and distribute shared and cascading messaging that reflect each other. This will help to ensure consistency of intent and purpose and restate the message to stress importance.	Complete 12/31/2021	Connie Eastmann	12/31/2021
<i>Notes:</i>						
<b>Implementation:</b>				05/12/2021		
	<b>Evidence</b>	5/12/2021	Principal continues to send out schoolwide communication by phone, text, and email, Deans worked to create a weekly update to send to all staff and families as well to further reinforce all important info and needs			
	<b>Experience</b>	5/12/2021	helped us to be more clear in communication			
	<b>Sustainability</b>	5/12/2021	continue to be purposeful in our engagement of parents and communication to them			

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
<i>Initial Assessment:</i>		Leadership team is the school improvement team and meets monthly	Limited Development 03/11/2022		
<i>How it will look when fully met:</i>		Meet 2x per month does not fit with our meeting rotation schedule since we are small school with limited staff. We will definitely meet monthly but can add additional meetings when schedules allow		Karmen Avery	06/09/2023
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	3/11/22	meet 2x per month if possible		Karmen Avery	06/14/2022
<i>Notes:</i>					

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Distributed leadership and collaboration</b>			
KEY	B2.01	School culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (5855)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Peak Charter Academy's culture, as evaluated by our staff survey (2x/year) is strong, and we want to keep it that way. We strive to support the physical, social, emotional, and behavioral health of all Peak personnel and monitor and act on the results of our staff survey to make improvements.	Limited Development 01/25/2021		
		Priority Score: 2                      Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		Staff will feel supported (above the benchmark and average of all schools in terms of rating) in regards to our support of their physical, social, emotional wellness as measured by Glint, Inc.	<b>Objective Met 03/25/22</b>	<b>Steve Pond</b>	<b>06/30/2022</b>
<b>Actions</b>					
	1/25/21	Evaluate GLINT, Inc. survey data by wing and across whole school to determine areas for growth where additional support may be needed and collaborate with SIP and admin team to develop strategies to increase that support.	Complete 03/25/2022	Marva Pittman	06/30/2022

Notes:

<b>Implementation:</b>		03/25/2022		
<b>Evidence</b>	3/25/2022 GLINT survey data			
<b>Experience</b>	3/25/2022 Culture is very positive as determined by GLINT			
<b>Sustainability</b>	3/25/2022 Continued focus on wellness			

	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
<b>Initial Assessment:</b>			Peak Charter Academy continues to adapt and modify our operating and bell schedules to maximize time for teachers to collaborate and to plan.	Limited Development 09/18/2019		
			Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>			Teachers will be provided daily planning time, duty free lunch, and additional planning time thanks to rotating coverage for them during recess. Additionally, we will limit the days on which we meet to allow for better personal planning and will schedule PD and meetings on already calendared days on our school schedule.	<b>Objective Met 09/22/20</b>	<b>Steve Pond</b>	<b>06/12/2020</b>
<b>Actions</b>						
	9/18/19		Peak will schedule planning days and meeting days within the school year for teachers to collaborate while substitutes are in their classrooms (Data Days, etc.) and will set-schedule all meetings to occur on Tuesdays.	Complete 06/12/2020	Steve Pond	06/12/2020
<i>Notes:</i>						
<b>Implementation:</b>				09/22/2020		
	<b>Evidence</b>	9/22/2020	Master schedule, PD schedule, lunch coverage schedule.			
	<b>Experience</b>	9/22/2020	We adapted master calendar and schedule to ensure time is protected along with planning time in a master schedule that allows for teachers to maximize time on task.			
	<b>Sustainability</b>	9/22/2020	Ensure master calendar and schedules all continue to support efforts.			

		<b>B2.06</b>	<b>The traditional roles of the principal and other administrators are distributed to allow adequate time for administrative attention to instruction and student supports.(5146)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Principals and deans conduct informal walkthroughs and conduct observations as scheduled.		Limited Development 10/12/2020		
<i>How it will look when fully met:</i>		Deans and principal will visit each classroom weekly at minimum and give formal and informal feedback in O3 (one on one) meetings with their direct reports.			<b>Steve Pond</b>	<b>06/09/2022</b>
<b>Actions</b>						
<i>Notes:</i>						

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>				
<b>Effective Practice:</b>		<b>Monitoring instruction in school</b>				
		<b>B3.02</b>	<b>The principal collects and acts on data from a variety of sources and in a timely manner.(5148)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Principal receives, reviews, and discusses school, wing, and grade-level performance data with Deans and teachers.		Limited Development 01/25/2021		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		By March 2022, Principal and deans will have had the opportunity to review, analyze, and facilitate data-based discussions based on schoolwide performance data from EOY 2020-21, BOY 2021-22, NWEA Fall 2022, and NC Check In 1&2 in 2021-22. Data can be shared across grade levels, wings, and the whole school.		<b>Objective Met 03/25/22</b>	<b>Steve Pond</b>	<b>03/31/2022</b>
<b>Actions</b>						
	1/25/21	Principal and deans facilitate school-wide data presentation in all-staff meetings, wings, or by grade level.		Complete 03/25/2022	Steve Pond	03/31/2022

Notes:

<b>Implementation:</b>		03/25/2022		
<b>Evidence</b>	3/25/2022 Data analysis allows our staff to develop and facilitate learning experiences that meet the needs of our scholars, whether they need challenge or support. Data based decisions guide instruction			
<b>Experience</b>	3/25/2022 Data based decision making has been a focus at Peak, and the use of data to drive instruction is key to meet the needs of all learners.			
<b>Sustainability</b>	3/25/2022 Continued focus on data based decision making to drive differentiated and tiered instruction			

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
<b>Initial Assessment:</b>		The principal and/or administrative team will monitor curriculum and classroom instruction regularly and provide timely, clear, constructive feedback to teachers. Formal and informal walkthroughs will be conducted regularly and feedback will be shared through our interactive classroom instructional framework and O3 (one-on-one) coaching sessions every week or every other week, depending on teacher needs and BT or continuing status.	Limited Development 09/18/2019		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>		The principal and/or administrative team will regularly visit classrooms to monitor the implementation of curriculum and instruction. Administrators will host O3 (one-on-one) coaching sessions every week or every other week, depending on teacher needs and BT or continuing status, and provide timely, clear, constructive feedback to teachers. Formal and informal walkthroughs will be conducted regularly as well.	<b>Objective Met 09/22/20</b>	<b>Steve Pond</b>	<b>06/12/2020</b>
<b>Actions</b>					
	9/18/19	Administrators will visit classrooms of their direct reports at least weekly and will host O3 (one-on-one) coaching sessions every week or every other week, depending on teacher needs and BT or continuing status, to provide timely, clear, constructive feedback to teachers.	Complete 06/12/2020	Steve Pond	06/12/2020
<i>Notes:</i>					
<b>Implementation:</b>			09/22/2020		
<b>Evidence</b>	9/22/2020	Observation schedules, O3 calendar, BT notes and meeting schedule			
<b>Experience</b>	9/22/2020				
<b>Sustainability</b>	9/22/2020	Continued emphasis on supporting and coaching teachers must be sustained			

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
<i>Initial Assessment:</i>		Peak Charter Academy's Beginning Teacher program is in place and we follow all NHA and State guidelines in regard to training and development. BT Coordinator holds monthly meetings with BTs on a variety of topics and BT's are assigned career-status teachers as mentors with whom they meet regularly as well.	Limited Development 01/25/2021		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		By December 31, 2021, Peak Charter Academy will have strengthened our induction program to identify a sequence of task/themed development experiences and created a schedule of events that can be followed from the beginning of the year to the end.  Peak will introduce and engage new educators in NHA's New Teacher Learning Platform, which is a online development tool provided by NHA for all of our new teachers. From curricular tool implementation to classroom management, there are modules for teachers to complete that will support their development.	<b>Objective Met 02/17/22</b>	<b>Kacey Gorman</b>	<b>12/31/2021</b>
<b>Actions</b>					
	2/17/22	Schedule monthly meetings and prepare information by topic	Complete 12/17/2021	Lisa Surprenant	12/31/2021
<i>Notes:</i>					
	1/25/21	Identify a sequence of task/themed BT development experiences and create a schedule of BT events that can be followed from the beginning of the year to the end.	Complete 12/17/2021	Lisa Surprenant	12/31/2022
<i>Notes:</i> BT development program with monthly meetings is in place and is replicable from year to year.					
<i>Implementation:</i>			02/17/2022		
<i>Evidence</i>		2/17/2022 Plans and overview of BT program and each month's topic			
<i>Experience</i>		2/17/2022 Cycle of BT topics created in alignment with school year "flow"			

<b>Sustainability</b>		2/17/2022			
		continue to engage existing BTs with new BTs that start next year			
<b>Core Function:</b>		<b>Dimension C - Professional Capacity</b>			
<b>Effective Practice:</b>		<b>Quality of professional development</b>			
	<b>KEY</b>	<b>C2.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<b>Initial Assessment:</b>		Peak Charter Academy's administrative and instructional staff will regularly analyze and evaluate performance data by class, grade, wing, and school-wide, and will conduct informal walkthroughs or formal observations on a weekly basis to provide aggregated classroom observation data that, when combined with performance data, will help us to make data-based decisions about school improvement processes and professional development needs.		Limited Development 09/18/2019	
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<b>How it will look when fully met:</b>		By June 12, 2020 Peak Charter Academy's administrative and instructional staff will have regular, consistent meetings to analyze and evaluate performance data by class, grade, wing, and school-wide, and will have conducted informal walkthroughs or formal observations on a weekly basis to collect classroom observation data that, when combined with performance data, will have helped us to make data-based decisions about school improvement processes and professional development needs.		<b>Objective Met 09/22/20</b>	<b>Marva Pittman</b>
					<b>06/12/2020</b>
<b>Actions</b>					
	9/18/19	By June 12, 2020 Peak Charter Academy's administrative staff will have conducted informal walkthroughs or formal observations on a weekly basis to allow us to collect classroom observation data and make data-based decisions about school improvement processes and professional development needs of our staff.		Complete 06/12/2020	Marva Pittman
		<b>Notes:</b> All administrators will conduct walkthroughs or formal scheduled observations of their direct reports each week.			
<b>Implementation:</b>				09/22/2020	

<b>Evidence</b>	9/22/2020 Informal walkthroughs or formal observations are recorded/documented. Opportunities to analyze and process data are hard scheduled throughout the year.			
<b>Experience</b>	9/22/2020 Our administrative staff was focused on conducting weekly informal walkthroughs or formal observations, even when we switched to remote learning which allowed to collect classroom observation data and make data-based decisions.			
<b>Sustainability</b>	9/22/2020 Implement continued formal observation cycle and informal walkthrough schedule with consistency and fidelity			
	<b>C2.03</b>	<b>The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<b>Initial Assessment:</b>	Provide PD related to virtual remote learning that is provided by NHA.	Limited Development 10/12/2020		<b>Target Date</b>
<b>How it will look when fully met:</b>	Ensure that general remote learning-related professional development provided by NHA is adapted and adjusted to meet the specific needs of teachers and scholars at Peak Charter Academy		<b>Kacey Gorman</b>	<b>06/09/2021</b>
<b>Actions</b>				
<i>Notes:</i>				

		<b>C2.04</b>	<b>The LEA/School structures professional development to provide adequate time for collaboration and active learning.(5164)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			Professional development experiences sometimes take place back to back, which does not allow for "think time" and collaboration and active implementation of work related tasks.	Limited Development 01/25/2021		
			Priority Score: 2                      Opportunity Score: 3	Index Score: 6		
<b>How it will look when fully met:</b>			Peak Charter Academy's annual PD schedule will allow for both learning time and processing time for learning experiences whenever possible. This allows time for staff members to learn new concepts and time to analyze and apply it, rather than just filing it away and moving on.	<b>Objective Met 02/17/22</b>	<b>Kacey Gorman</b>	<b>12/31/2021</b>
<b>Actions</b>						
	1/25/21		Ensure Peak Charter Academy's annual PD schedule allows for both learning time and processing time for learning experiences whenever possible.	Complete 12/17/2021	Kacey Gorman	12/31/2022
<i>Notes:</i>						
<b>Implementation:</b>				02/17/2022		
	<b>Evidence</b>	2/17/2022	PD cycle, plan, agendas, sign in forms			
	<b>Experience</b>	2/17/2022	Working with admin team to schedule PD throughout the year in advance to ensure it is timely and relevant when it occurs was productive.			
	<b>Sustainability</b>	2/17/2022	Continue to stay attuned to PD needs and new practices and topics that affect school.			

<b>Core Function:</b>		<b>Dimension C - Professional Capacity</b>			
<b>Effective Practice:</b>		<b>Talent recruitment and retention</b>			
	<b>C3.01</b>	<b>The principal celebrates individual, team, and school successes, especially related to student learning outcomes.(5165)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Principal is actively engaged in verbal, written, and recognition system (high five) acknowledgement of successes, accomplishments, and efforts of staff, but is inconsistent in regard to singling out specific teachers for the learning outcomes of their scholars.	Limited Development 01/25/2021		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>		Principal consistently singles out specific teachers for the positive learning outcomes of their scholars after each standardized assessment results are delivered.	<b>Objective Met 03/25/22</b>	<b>Steve Pond</b>	<b>06/30/2022</b>
<b>Actions</b>					
	1/25/21	Principal recognize specific teachers for the positive learning outcomes (percent proficient, growth, etc.) of their scholars after each standardized assessment results are delivered.	Complete 03/25/2022	Steve Pond	06/30/2022
<i>Notes:</i>					
<b>Implementation:</b>			03/25/2022		
	<b>Evidence</b>	3/25/2022 ,celebrations, regional recognitions, and evidence of positive focus			
	<b>Experience</b>	3/25/2022 huge celebrations (individual and teams) are taking place			
	<b>Sustainability</b>	3/25/2022 continue to focus on celebrating the positives			

	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
<i>Initial Assessment:</i>			Peak Charter Academy, in conjunction with National Heritage Academies, has implemented a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. We have formed a staff climate and culture committee and organize regular team building and celebratory events throughout the year to sustain high morale.	Limited Development 09/18/2019		
			Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>			Peak Charter Academy, in conjunction with National Heritage Academies (NHA), will have fully implemented a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. These include college and career fairs, online advertisement, collaborations with NHA People Services' team members, social media communications and community events to retain and recruit high quality staff members. We have formed a staff climate and culture committee and organize regular team building and celebratory events throughout the year to sustain high morale.	<b>Objective Met 09/22/20</b>	<b>Brandi Gill</b>	<b>06/12/2020</b>
<b>Actions</b>						
	9/18/19	Peak Charter Academy administrators will attend college and/or other hiring fairs in order to recruit potential teacher candidates to fill any open positions. We will also continue to focus on school culture and climate in order to retain our desired employees.		Complete 06/12/2020	Steve Pond	06/12/2020
<i>Notes:</i>						
<b>Implementation:</b>				09/22/2020		
<b>Evidence</b>			9/22/2020 Peak Charter Academy has implemented a system for recruiting, rewarding, retaining, and replacing staff. Our staff climate and culture committee organizes regular team building and celebratory events throughout the year to sustain high morale and we've won NHA's national Employee Engagement award 2 years in a row, finishing in the top 5 schools nationwide as measured by the GLINT survey (3rd party)			

<b>Experience</b>	9/22/2020 Culture and climate have been a HUGE focus for us at Peak over the past year. Our goal is to have happy and well-engaged teachers as we know that job satisfaction leads to better experiences for our scholars.			
<b>Sustainability</b>	9/22/2020 Continue to support and engage our scholars, providing intrinsic-focused and extrinsic-focused rewards to encourage them. Continue our "no team leads" programs to ensure all staff have equal voice, and continue to facilitate staff outings and experiences to create bonding times.			

<b>Core Function:</b>	<b>Dimension D - Planning and Operational Effectiveness</b>			
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<b>Effective Practice:</b>	<b>Resource Allocation</b>			
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	<b>D1.02</b>	<b>The LEA has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Between grant funds, Board funds, and discretionary funds, Peak Charter Academy has aligned resource allocation (money, time, human resources) to match our instructional priorities (Rigor, Relevance, Engagement and Differentiation and Tiered Instruction).	Limited Development 01/25/2021		
		Priority Score: 2                      Opportunity Score: 2	Index Score: 4		
<b>How it will look when fully met:</b>		Peak will continue to work with our Business Analyst and service center team members to ensure that we have appropriately allocated grant funds, Board funds, and discretionary funds to support systems and structures that match our instructional priorities.	<b>Objective Met 02/17/22</b>	<b>Steve Pond</b>	<b>12/31/2021</b>
<b>Actions</b>					
	1/25/21	Peak will continue to work with our Business Analyst and service center team members to ensure that we have appropriately allocated grant funds, Board funds, and discretionary funds to support systems and structures that match our instructional priorities.	Complete 12/17/2021	Steve Pond	12/31/2022

Notes:

<b>Implementation:</b>		02/17/2022		
<b>Evidence</b>	2/17/2022 Budget is still in the black for the 5th straight year.			
<b>Experience</b>	2/17/2022 Running a school is a business, and like any business, you have to effectively allocate funding to support systems and structures that allow us to meet and exceed our instructional priorities.			
<b>Sustainability</b>	2/17/2022 Adjusting budget expenditures to reflect changes in revenue, especially associated with pandemic related funding and allocations. Still have to remain in the black, when it comes to budgeting, you have to be able to anticipate as well as allocate.			

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Facilities and technology			
	D2.01	ALL teachers use online, hybrid, or blended learning as part of a larger pedagogical approach that combines the effective socialization opportunities within the classroom with the enhanced learning opportunities available through technology.(5173)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		All Peak teachers and support staff offer simultaneous online and in-person learning experiences to enhance learning opportunities and time on task during this season of modified learning due to the pandemic.	Limited Development 01/25/2021		
		Priority Score: 2                      Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		Peak teachers and support staff will continue to offer online and in-person learning experiences to meet the instructional model requirements during the window that this goal is reflective of. We will continue to improve and enhance learning opportunities and time on task during this season of modified learning by continuing to tier instruction to support scholars of all abilities through the use of online breakout rooms, in person workshop groups, tiered assignments and activities, and the provision of individualized or differentiated support for scholars by their teachers and support staff. Regardless of the learning models required or available by NCDPI, NCGA, or the Governor, Peak's commitment to distributing a Chromebook and or hotspot to anyone who needs it and to incorporating technology and ensuring it supports instruction, both in person or remote, will allow all scholars to continue to engage in live instruction, which we offer whether scholars are at home or at school.	<b>Objective Met 02/17/22</b>	<b>Kacey Gorman</b>	<b>09/30/2021</b>
<b>Actions</b>					
	1/25/21	Ensure that Peak staff use online breakout rooms, in person workshop groups, tiered assignments and activities, and/or the provision of individualized or differentiated support for scholars by their teachers and support staff.	Complete 06/04/2021	Steve Pond	06/30/2021
<i>Notes:</i>					
<b>Implementation:</b>			02/17/2022		
<b>Evidence</b>		2/17/2022 Differentiated lesson plan templates, google meet, google classrooms, pd schedules			

<b>Experience</b>	2/17/2022 Teaching virtually and in person learners simultaneously is difficult, however it is mandated by the presence of COVID in the community. Our teachers became leaders in the integration of tech in the classroom and at home in order to provide the same level of HQ instruction to all learners, regardless of their environment.			
<b>Sustainability</b>	2/17/2022 Continue to stay abreast of all technology programs and services available to adjust and adapt as needed.			
<b>D2.08</b>	<b>All teachers receive initial and ongoing training and support in effective use of blended learning methods.(5312)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>	Create and implement a blended learning approach while experiencing a pandemic and both school closure and attendance size cap.	Limited Development 10/12/2020		
	Priority Score: 2                      Opportunity Score: 2	Index Score: 4		
<b>How it will look when fully met:</b>	Standardize expectations of a desirable mix of traditional classroom instruction with online delivery of instruction and content. Work to ensure a combination of online learning and small group instruction time with teacher can be offered as we teach in-person and remote learners simultaneously.	<b>Objective Met 05/12/21</b>	<b>Marva Pittman</b>	<b>01/15/2021</b>
<b>Actions</b>				
	5/12/21 training on effectiveness of blended learning and guiding practices and philosophies	Complete 01/15/2021	Marva Pittman	01/15/2021
<i>Notes:</i>				
<b>Implementation:</b>		05/12/2021		
<b>Evidence</b>	5/12/2021 training in iReady, Dreambox, and Lexia was scheduled and held to ensure an effective blend of teacher led and online instructional experiences			
<b>Experience</b>	5/12/2021 stress for teachers to teach virtually and in person simultaneously			
<b>Sustainability</b>	5/12/2021 commitment to serve and support learners through online instruction and live classroom support			

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
	E1.03	ALL teachers systematically report to parents/guardians the student's mastery of specific standards-based objectives.(5179)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers and support staff report overall performance scores and progress in all classes, grades throughout the school. Some teachers share more detail than others regarding the specific standards and their scholar's progress on each.	Limited Development 01/25/2021		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		Teachers and support staff report will not only report overall performance scores and progress for each scholar but will share performance and mastery of specific standards as well.	<b>Objective Met 03/25/22</b>	<b>Steve Pond</b>	<b>06/30/2022</b>
<b>Actions</b>					
	1/25/21	Work to ensure that teachers and support staff share performance and mastery of specific standards as a part of the overall grade on an assessment or project. This will help parents have a better understanding of areas in which their scholar excels, and others in which they need to grow. Standard numbers can be noted on rubrics, assessments, assignments, etc. to help clarify.	Complete 03/25/2022	Connie Eastmann	06/30/2022
		<i>Notes:</i> Each administrator should monitor this for the teachers that report to them			
<b>Implementation:</b>			03/25/2022		
	<b>Evidence</b>	3/25/2022 Teachers and support staff report overall performance scores and progress in all classes, grades throughout the school.			
	<b>Experience</b>	3/25/2022 Teachers and support staff report overall performance scores and progress in all classes, grades throughout the school.			
	<b>Sustainability</b>	3/25/2022 All teachers need to share consistent amounts of data and on a similar timeline			

	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
<b>Initial Assessment:</b>			Communication to parents weekly from teachers and administrators via phone, text, and or email	Limited Development 03/11/2022		
<b>How it will look when fully met:</b>			consistent grade level and teacher emails weekly to parents, consistent admin team messaging through text, email, phone		Lea Lawton	06/09/2023
<b>Actions</b>				<b>0 of 1 (0%)</b>		
		3/11/22	ensure all teachers or teams communicate weekly with a "week ahead" update to parents		Lea Lawton	06/09/2023
<i>Notes:</i>						
		E1.11	All teachers meet with family members (parents or guardians) formally at least two times a year to engage in two-way communication regarding students' cognitive, socio-emotional, and physical development outside the classroom.(5187)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>			Conference days are scheduled 2x/year.	Limited Development 10/12/2020		
			Priority Score: 2                      Opportunity Score: 2	Index Score: 4		
<b>How it will look when fully met:</b>			Work to ensure that each teacher or member of a 3 teacher team meets twice (in person or virtually) with the parent/guardian for each scholar they serve during the school year. If parent/guardian is not able (or not allowed) to come in, ensure that conference is held by phone or through virtual means (Zoom, Google Classroom) in order to provide an opportunity for educator and parent to exchange insights about their scholar's social, emotional, and academic wellness.	<b>Objective Met 05/12/21</b>	Kacey Gorman	04/19/2021
<b>Actions</b>						
		5/12/21	Meet twice a year with each parent/guardian	Complete 04/19/2021	Kacey Gorman	04/19/2021

Notes:

<b>Implementation:</b>		05/12/2021		
<b>Evidence</b>	5/12/2021 Conference logs			
<b>Experience</b>	5/12/2021 Family connection is important. More difficult during pandemic but easier with meeting virtually			
<b>Sustainability</b>	5/12/2021 stress importance of conferences with new and returning families			

Core Function:		Dimension E - Families and Community			
Effective Practice:		Community Engagement			
E2.04		The school consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school.(5191)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Peak Charter Academy is fairly well known in the community, and is a member of the Chamber of Commerce as well. Peak has worked with the Apex Fire and Apex Police Departments to help support our commitment to safety and has "contacts" at each. In addition, Peak has worked with community partners in outreach events as well.	Limited Development 01/25/2021		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6	
<i>How it will look when fully met:</i>		Peak will work with our PTO and our marketing/school ambassador representative to establish additional partnerships in the community with whom we can work to help establish mutually beneficial relationships.	Objective Met 03/25/22	Connie Eastmann	06/30/2022
<b>Actions</b>					
1/25/21		Work with our PTO and our marketing/school ambassador representative to establish additional partnerships in the community with whom we can work to help establish mutually beneficial relationships, especially before/after care, daycamp, day cares, and other groups whose target audience is children	Complete 03/25/2022	Connie Eastmann	06/30/2022
<i>Notes:</i>					
<b>Implementation:</b>			03/25/2022		
<b>Evidence</b>		3/25/2022 Partnerships with police, fire department, mayor, town council, businesses have all been established			
<b>Experience</b>		3/25/2022 Partnerships with police, fire department, mayor, town council, businesses have all been established			
<b>Sustainability</b>		3/25/2022 sustain partnerships			