

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.

BEHAVIOR: Decrease level 3, 4, and 5 referrals from 51 to 35 by the end of the June 2023. (A1.07)

ATTRITION: Decrease attrition totals for the first 20 days of school from 15 students to 10 students. (A4.09)

CHRONIC ABSENTEEISM: Reduce chronic absenteeism from 14.3% to 10% by June 2023. (A4.09/B3.05)

DEVELOPMENT : Observe increases in student proficiency in Mathematics as reflected in standardized assessments in grades K-8 (A3.09, A2.11, C1.01,A2.22)



Activity in the last 12 months

! = Past Due Objectives

KEY = Key Indicator

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1A: Prioritize improvement and communicate its urgency			
		B2.06	The traditional roles of the principal and other administrators are distributed to allow adequate time for administrative attention to instruction and student supports.(5146)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Principals and deans conduct informal walkthroughs and conduct observations as scheduled.	Limited Development 10/12/2020		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:			Deans and principal will visit each classroom regularly and give formal and informal feedback in O3 (one on one) meetings with their direct reports.	Objective Met 05/27/26	Kacey Gorman	06/30/2025
Actions						
9/19/23			Weekly walkthroughs are conducted by deans and principal to allow them to gather information so they can provide on the spot, or up to date, feedback in O3	Complete 12/02/2024	Kacey Gorman	12/01/2024
Notes:			Deans and principal try to visit each classroom weekly and give formal and informal feedback in O3 (one on one) meetings with their direct reports. 12/12/23			
5/27/26			Determine teacher leaders for each committee	Complete 09/09/2025	Kacey Gorman	09/09/2025
Notes:						
5/27/26			Provide opportunities for teachers to lead professional development throughout the school year in areas where they are strong.	Complete 05/27/2026	Kacey Gorman	05/27/2026
Notes:						
Implementation:				05/27/2026		
Evidence			5/27/2026 5/27/26- SIT notes, Professional development day plans throughout the year, presentations created by teacher leaders. 6/13/2025 lesson plan, O3 notes, observations			

Experience	5/27/2026 5/27/2026- Throughout the school year, leadership has worked to build leaders in the staff to lead different components to allow leadership to focus on academic instruction. For example, the committees in the building each had a teacher lead. Teachers have also been leading professional development in areas that they are experts. 6/13/2025 Weekly walkthroughs			
Sustainability	5/27/2026 5/27/2026- Continuing to rely on teacher leaders for committees and professional development and seeking additional opportunities for teacher leaders. 6/13/2025 maintain practice and expectation			

Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2B: Target professional learning opportunities			
	C1.02	The principal plans opportunities for teachers to share their strengths with other teachers.(5153)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Mentor/mentee program	Limited Development 09/19/2023		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		25-26 school year: Teachers will have the opportunity to choose the professional development options on work days that best fit their needs. Teachers that are experts in chosen areas will have the opportunity to lead sessions. Mentors/mentees are paired, whenever possible, by wing and or content area, to build and provide greater connection. Master teachers help to prepare and facilitate PD for their peers and colleagues to provide access to the skills and procedures that others can emulate.	Objective Met 05/27/26	Kacey Gorman	06/11/2026
Actions					
	9/19/23	Work to ensure teacher leaders prepare and facilitate job specific PD at least quarterly	Complete 06/30/2025	Steve Pond	06/30/2025

Notes: Teacher leaders have been given opportunity to lead PLCs, PD training, and have "dean days," to expose them to greater opportunities and or to nurture their desire to explore school administration 12/01/2024

10/30/23 Mentor/mentee meetings and BT training sessions take place as scheduled throughout the year

Complete 06/30/2025

Kacey Gorman

06/30/2025

Notes: BT meetings and separate Alt Cert meetings happen at least monthly and are led by Dean Angel and lead teachers 12/01/2024

5/27/26 Before the school based PD days, a member of the admin team will send a survey with PD options based on observational data, O3 conversations, and overall school needs.

Complete 05/27/2026

Joshua Akers

06/11/2026

Notes:

Implementation:

05/27/2026

Evidence

5/27/2026
5/27/2026- evidence of PD and growth opportunities scores on Chime In, presentations created by teachers.

Experience

5/27/2026
Wonderful feedback from teachers. They loved having the chance to choose their learning path. This is evident on the teacher survey and the growth in professional development scores. Teachers that were chosen to lead sessions felt that it helped expand their growth opportunities in the building.

Sustainability

5/27/2026
Continuing to provide opportunities for feedback from staff on what PD is needed and leaning into our leaders in the building.

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3B: Provide rigorous evidence-based instruction			
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:			BEHAVIOR: CHAMPS utilized along with PBIS to manage and teach student behavior.	Limited Development 03/11/2022		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			BEHAVIOR: Consistent use of CHAMPS and PBIS in classrooms and consistent monitoring in hallways and common areas. Training for de-escalation techniques will be provided during back to school professional development. Observation data from the classroom culture of the new framework will be an indicator for meeting this goal (teachers in the effective and exemplary ratings).	Objective Met 08/03/23	Kacey Gorman	12/31/2025
Actions						
	9/2/22	BEHAVIOR: Students collaborate and engage in positive, supportive relationships with one another.		Complete 06/30/2023	Steve Pond	06/30/2023
		Notes: Staff training in "5 Love Languages at School"				
		Student participation in lessons and self-assessment in "5 love languages" at School"				
	9/2/22	BEHAVIOR: Students are motivated to meet expectations and follow routines and procedures without prompting.		Complete 03/03/2025	Steve Pond	12/01/2024
		Notes: Continued focus on consistency in classroom and modeling and reteaching, especially after breaks 12/01/2024				
	9/2/22	BEHAVIOR: Teachers utilize and review CHAMPS expectations daily in class		Complete 12/31/2025	Kacey Gorman	12/31/2025
		Notes: School leaders will lead a de-escalation training and monitor student behavior utilizing the new observation form specifically focusing on the classroom culture portion.				
Implementation:				08/03/2023		

Evidence			8/3/2023 we monitored, discussed in O3s, reflected in lesson observations, and year end summary evaluations.			
Experience			8/3/2023 Training, re-teaching, monitoring, and ongoing evaluation were implemented.			
Sustainability			8/3/2023 continued reteaching, training for new staff, evaluation			
		A2.17	ALL teachers establish classroom norms for personal responsibility, cooperation, and concern for others.(5107)	Implementation Status	Assigned To	Target Date
Initial Assessment:			We currently focus on classroom routines and procedures.	Limited Development 05/27/2026		
How it will look when fully met:			Classroom teachers will employ at least one cooperative learning method in weekly lesson plans. model what this looks like; show kids how to cooperate? Beginning of year?) Vertical Teams will decide on one cooperative learning method to test throughout a unit/month (set of time). Vertical Teams will report findings and observations back to the Vertical team during the next monthly meeting.		Kacey Gorman	06/09/2027
Actions						
<i>Notes:</i>						

		A2.18	ALL teachers use cooperative learning methods and encourage student questioning, seeking help from others, and offering help to others.(5108)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Workshop model, Project based learning, Classroom Expectations.	Limited Development 05/27/2026		
<i>How it will look when fully met:</i>			Classroom teachers will host at least one Moral Focus or Social Contract initiative, PBIS, event, ect. each month that encourages responsibility, cooperation, and concern for others. (including parents have a breakfast or celebration for moral focus) (we have a moral Focus time built in)		Kacey Gorman	06/09/2027
<i>Actions</i>						
<i>Notes:</i>						

		A2.22	All teachers and teacher teams plan instruction based on the aligned and expanded curriculum that includes rich reading, writing, memorization, and vocabulary development.(5321)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			MATH DEVELOPMENT: Teachers and paras work to ensure math instruction is rich and engaging and use NHA provided resources.	Limited Development 09/02/2022		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
<i>How it will look when fully met:</i>			All teachers and teacher teams plan instruction based on the aligned and expanded curriculum that includes rich reading, writing, memorization, and vocabulary development and teach through our unique workshop based and differentiated instructional model. Incorporating strong differentiation in math workshop to address learning gaps.	Objective Met 03/17/26	Kacey Gorman	12/01/2025
Actions						
	9/2/22	DEVELOPMENT: Engage all staff in professional development in differentiated and tiered instruction		Complete 08/03/2023	Steve Pond	06/30/2023
	<i>Notes:</i> Training on PD days in August 2022 and 1st quarter 2022.					
	9/2/22	DEVELOPMENT: Teachers collaborate with NHA C&I experts to enhance their level of knowledge and implementation of the prescribed tools, content, and instructional strategies		Complete 12/01/2024	Kacey Gorman	12/01/2024
	<i>Notes:</i> NHA C&I experts continue to collaborate with school leaders regarding C&I coaching of teachers, and have also observed and met with teachers when they have been on campus 12/12/23					
	9/2/22	DEVELOPMENT: Teachers and paras follow instructional scope and sequence as prescribed to maximize effectiveness of instruction		Complete 12/01/2025	Kacey Gorman	12/01/2025
	<i>Notes:</i> Deans provide oversight and support through individual O3s, grade level PLC (weekly) and vertical content area meetings (monthly)					
Implementation:				03/17/2026		
<i>Evidence</i>			8/3/2023 We monitored and evaluated growth and knowledge of staff			

Experience	8/3/2023 Training and coaching were provided so that all teachers and teacher teams learned instructional expectations based on the aligned and expanded curriculum and school-based differentiation expectations.			
Sustainability	8/3/2023 Continued training and partnership, especially for new staff			

Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3C: Remove barriers and provide opportunities
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		D2.06	All teachers build students' ability to learn in contexts other than school.(5314)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	Teachers are exposed to training and practice related to differentiated and tiered instruction.	Limited Development 09/19/2023		
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	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
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How it will look when fully met:	Teachers will develop and facilitate learning experiences through which they elicit and extend student knowledge and learning, both of which expand on students' ability to learn from and in external contexts.	Objective Met 07/08/25	Kacey Gorman	12/01/2024
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Actions				
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9/19/23	Leadership team will facilitate renewal or first time PD, depending on each teacher's years of experience, about Peak's unique differentiated instruction learning model which focuses on the 5E's of learning and ads Elicit and Extend, both of which allow students to connect their in-school learning to their external lives.	Complete 10/01/2024	Steve Pond	12/01/2024
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Notes:	BT and Alt Cert meetings and PD are held regularly, in addition to training for all staff. 12/01/2024			
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Implementation:		07/08/2025		
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Evidence	7/8/2025 REVIEW OF LESSON PLANS, O3S, AND CLASSROOM OBSERVATIONS WITH FEEDBACK			
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Experience	7/8/2025 TRAINING AND OBSERVATION TO ENSURE IMPLEMENTATION			
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Sustainability	7/8/2025 CONTINUED MONITORING			
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Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4C: Engage students and families in pursuing education goals			
	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Communication to parents weekly from teachers and administrators via phone, text, and or email	Limited Development 03/11/2022		
			Priority Score: 2 Opportunity Score: 3 Index Score: 6			
How it will look when fully met:			Weekly school connect from admin Rubrics for graded assignments Admin and grade level teams checking for consistency in grading and timeliness of grades How many family events are happening (sign up geniuses, sign ins) Monitor grade level weekly emails Weekly blurb from admin (picture day, fall fest, book fair, days off of school) consistent grade level and teacher emails weekly to parents, consistent admin team messaging through text, email, phone Streamlining the information for grade level weeklys to improve parent understanding	Objective Met 05/27/26	Kacey Gorman	06/11/2026
Actions						
3/11/22			ensure all teachers or teams communicate weekly with a "week ahead" update to parents	Complete 12/01/2025	Lea Lawton	06/30/2024
Notes: Teams send a newsletter or post it on school connect. 12/12/23						

8/29/23	Consistently deliver one schoolwide message at a consistent time each week	Complete 03/04/2024	Kacey Gorman	12/01/2024
<i>Notes:</i> Principal uses SchoolConnect to sent a weekly email, call, and text alert each Sunday at 4:15pm. 12/01/2024				
5/27/26	Ensure monitoring of the following throughout the school year by providing updates monthly to the team. Weekly school connect from admin Rubrics for graded assignments Admin and grade level teams checking for consistency in grading and timeliness of grades How many family events are happening (sign up geniuses, sign ins) Monitor grade level weekly emails Weekly blurb from admin (picture day, fall fest, book fair, days off of school)	Complete 05/27/2026	Kacey Gorman	06/11/2026
<i>Notes:</i>				
Implementation:		05/27/2026		
Evidence	7/8/2025 School Connect messages for Peak at the Week			
Experience	7/8/2025 Creating and adjusting the weekly school wide communication based on feedback created a stronger community.			
Sustainability	7/8/2025 Continuing to seek feedback and strengthen communication. Maintaining the weekly messaging.			