

## 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)



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		BEHAVIOR: CHAMPS utilized along with PBIS to manage and teach student behavior.	Limited Development 03/11/2022		
<i>How it will look when fully met:</i>		BEHAVIOR: Consistent use of CHAMPS and PBIS in classrooms and consistent monitoring in hallways and common areas		<b>Steve Pond</b>	<b>06/30/2023</b>
<b>Actions</b>			<b>0 of 3 (0%)</b>		
	9/2/22	BEHAVIOR: Students are motivated to meet expectations and follow routines and procedures without prompting.		Steve Pond	06/30/2023
<i>Notes:</i>					
	9/2/22	BEHAVIOR: Teachers utilize and review CHAMPS expectations daily in class		Steve Pond	06/30/2023
<i>Notes:</i>					
	9/2/22	BEHAVIOR: Students collaborate and engage in positive, supportive relationships with one another.		Steve Pond	06/30/2023
<i>Notes:</i>		Staff training in "5 Love Languages at School"			
		Student participation in lessons and self-assessment in "5 love languages" at School"			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
	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
<i>Initial Assessment:</i>		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		
<i>How it will look when fully met:</i>		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			
<i>Implementation:</i>			03/11/2022		
<i>Evidence</i>	3/11/2022	Second cycle of PD and data analysis successfully held			
<i>Experience</i>	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			
<i>Sustainability</i>	3/11/2022	Continued commitment to differentiated and tiered instruction. Additional training and data day set for Feb/March 2022			

		<b>A2.22</b>	<b>All teachers and teacher teams plan instruction based on the aligned and expanded curriculum that includes rich reading, writing, memorization, and vocabulary development.(5321)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>			
<b>Initial Assessment:</b>	MATH DEVELOPMENT: Teachers and paras work to ensure math instruction is rich and engaging and use NHA provided resources.	Limited Development 09/02/2022			<b>How it will look when fully met:</b>	All teachers and teacher teams plan math 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.		<b>Steve Pond</b>	<b>06/30/2023</b>
<b>Actions</b>		<b>0 of 3 (0%)</b>			9/2/22	MATH DEVELOPMENT: Engage all staff in professional development in differentiated and tiered instruction		Steve Pond	06/30/2023
	<i>Notes:</i> Training on PD days in August 2022 and 1st quarter 2022.				9/2/22	MATH DEVELOPMENT: Teachers collaborate with NHA math experts to enhance their level of knowledge and implementation of the prescribed math content and instructional strategies		Steve Pond	06/30/2023
	<i>Notes:</i>				9/2/22	MATH DEVELOPMENT: Teachers and paras follow instructional scope and sequence as prescribed to maximize effectiveness of instruction		Steve Pond	06/30/2023
	<i>Notes:</i>								

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	06/14/2023
<i>Notes:</i>					
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		See Something Say something training and Positive Action Kits. Social worker on site part time	Limited Development 03/11/2022		
<i>How it will look when fully met:</i>		Staff members are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.		Lea Lawton	06/09/2023
<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	06/14/2023
<i>Notes:</i>					

		A4.09	The Leadership Team monitors rates of student transfer, dropout, graduation, attendance, and post-high school outcome (e.g. student enrollment in college, student in careers).(5127)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	ATTRITION: Phone calls and emails to try to ID reasons and potentially rescue student from withdrawing	Limited Development 08/03/2022				
<i>How it will look when fully met:</i>	ATTRITION: Fewer families/students withdraw from Peak and staff members remain in contact with parents to ensure effective and open communication. Parents are visible in the building as volunteers during the school day and are on campus to pickup and drop off children daily. Families engage in and attend events outside of school hours. Families feel engagement and connection to school and teacher(s) based on efforts made to connect.		Steve Pond	06/30/2023		
<b>Actions</b>				<b>3 of 7 (43%)</b>		
8/3/22	ATTRITION: Teachers call parent/guardian of all scholars who did not attend open house / meet the teacher night	Complete 08/23/2022	Teachers	08/23/2022		
<i>Notes:</i>						
8/3/22	ATTRITION: Homeroom teachers make positive introductory contact with parents/guardians of students in their homeroom.	Complete 09/22/2022	Homeroom Teachers	09/22/2022		
<i>Notes:</i> email, text, etc. by 20th day of school						
8/3/22	ATTRITION: Registrar will monitor rates of attendance and withdrawal over our first 20 days of school (Aug 24 - Sept 21, 2022) and notify school leadership	Complete 09/21/2022	Shauna Meyer	06/30/2023		
<i>Notes:</i> Each dean will call, and then email if not able to reach, parents of students who have not attended school once we open, who stop attending school during 1st 20 days, and or who submit withdrawal forms to provide counsel to parents to try to resolve any issues or concerns and to keep them enrolled and attending at Peak.						
8/3/22	ATTRITION: Teachers send parents weekly email and or printed communication		Lea Lawton	06/30/2023		
<i>Notes:</i>						

8/3/22	ATTRITION: School and or PTO offer at least 1 school spirit night at a community partner site within the first month of school		Kacey Gorman	06/30/2023	
<i>Notes:</i>					
8/3/22	ATTRITION: Dean or Principal will contact families of students in their grade level who have not enrolled, not attended regularly, or have submitted withdrawal form.		Steve Pond	06/30/2023	
<i>Notes:</i> Registrar and principal get communications from NHA when a withdrawal is submitted					
9/2/22	Each grade level will host curriculum night to bring parents into the building, to share the learning experience their scholar will have this year, and to make positive connections		Steve Pond	06/30/2023	
<i>Notes:</i>					
	<b>A4.18</b>	<b>All teachers connect students' out-of-school learning with their school learning.(5315)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		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		
<i>How it will look when fully met:</i>		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.		<b>Steve Pond</b>	<b>06/09/2023</b>
<i>Actions</i>			<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					

Core Function:		Dimension B - Leadership Capacity				
Effective Practice:		Strategic planning, mission, and vision				
	KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Peak has a school support and improvement team	Limited Development 03/11/2022		
<i>How it will look when fully met:</i>			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	06/14/2023
<i>Notes:</i>						
	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 needs arise or the 2nd meeting will be with the school leadership/administration team		Steve Pond	06/09/2023
<b>Actions</b>				<b>0 of 1 (0%)</b>		
		3/11/22	meet 2x per month if possible		Karmen Avery	06/14/2023
<i>Notes:</i>						

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
	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
<i>Notes:</i>					
<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			

		<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			

		<b>B3.05</b>	<b>The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out.(5151)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		CHRONIC ABSENTEEISM: Leadership team receives information from staff about students who have attendance, academic, behavior concerns.		Limited Development 09/02/2022		
<i>How it will look when fully met:</i>		The Leadership team will <b>proactively</b> seek and gather information about student who present with concerns related to their attendance, academics, behavior. While students cannot legally drop out of K-8 schools, they can be withdrawn from enrollment and or withdraw socially and emotionally.			<b>Steve Pond</b>	<b>06/30/2023</b>
<b>Actions</b>				<b>0 of 3 (0%)</b>		
9/2/22	CHRONIC ABSENTEEISM: Full-time social worker will provide small group and individual sessions for scholars with behavioral, social, and emotional needs.				Steve Pond	06/30/2023
<i>Notes:</i>						
9/2/22	CHRONIC ABSENTEEISM: Deans engage teachers to learn gather about scholars with academic, social, behavioral concerns should take place in O3s.				Steve Pond	06/30/2023
<i>Notes:</i>						
9/2/22	CHRONIC ABSENTEEISM: Deans make parent contact and or consult with social worker to partner to make contact to parents/guardians of students with academic, social, behavioral struggles.				Steve Pond	06/30/2023
<i>Notes:</i>						

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Teacher quality and experience			
	C1.01	The LEA/School directly aligns professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers.(5152)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		MATH DEVELOPMENT: We focus on engaging our teachers in professional development to build specific skills and knowledge of teachers.	Limited Development 09/02/2022		
<i>How it will look when fully met:</i>		MATH DEVELOPMENT: Professional development in math will help to build and enhance the specific skills and knowledge of our math teachers.		Steve Pond	06/30/2023
<b>Actions</b>			<b>0 of 3 (0%)</b>		
9/2/22		MATH DEVELOPMENT: Math teachers will attend and participate in NHA regional PD on August 16, October 27, and April 17		Steve Pond	06/30/2023
<i>Notes:</i>					
9/2/22		MATH DEVELOPMENT: Math teachers will work with NHA Math C&I representative Dan Hastings when he visits Peak Charter Academy		Steve Pond	06/30/2023
<i>Notes:</i>					
9/2/22		MATH DEVELOPMENT: Math teachers will meet in O3s with their deans and discuss strategies that let them to better share their knowledge and skills that enhance math instruction in their classrooms.		Steve Pond	06/30/2023
<i>Notes:</i>					

	<b>C1.06</b>	<b>The LEA/School offers an induction program to support new teachers in their first years of teaching.(5157)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		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		
<b>How it will look when fully met:</b>		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.				
<b>Implementation:</b>			02/17/2022		
<b>Evidence</b>	2/17/2022	Plans and overview of BT program and each month's topic			
<b>Experience</b>	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			

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
	<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>Target Date</b>
<i>Initial Assessment:</i>		Provide PD related to virtual remote learning that is provided by NHA.	Limited Development 10/12/2020		
<i>How it will look when fully met:</i>		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>
<i>Initial Assessment:</i>		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		
<i>How it will look when fully met:</i>		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

Notes:

<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.			

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
	C3.01	The principal celebrates individual, team, and school successes, especially related to student learning outcomes.(5165)	Implementation Status	Assigned To	Target Date
<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			

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Resource Allocation			
	D1.02	The LEA has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		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		
<i>How it will look when fully met:</i>		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
<i>Notes:</i>					
<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>Core Function:</b>	<b>Dimension E - Families and Community</b>			
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<b>Effective Practice:</b>	<b>Family Engagement</b>			
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	<b>E1.03</b>	<b>ALL teachers systematically report to parents/guardians the student's mastery of specific standards-based objectives.(5179)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
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<b>Initial Assessment:</b>	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		
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	Priority Score: 3	Opportunity Score: 3	Index Score: 9	
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<b>How it will look when fully met:</b>	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>
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<b>Actions</b>				
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	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
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Notes: 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				
<b>KEY</b>	<b>E1.06</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<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		<b>Lea Lawton</b>	<b>06/09/2023</b>	
<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>					

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.	<b>Objective Met 03/25/22</b>	<b>Connie Eastmann</b>	<b>06/30/2022</b>
<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			