

“Home of the Parker Bees”

1546 Walton Road

Charlotte, NC 28208

Parker Families,

I hope the school year is off to a successful start for you and your child. I am writing this letter to let you know that **Charles H. Parker Academic Center** has been designated as an Additional Targeted Support & Improvement (ATSI) school by the North Carolina State Board of Education. Per ESSA Section 1111(d)(2)(C), schools are identified as ATSI schools in North Carolina because one or more of the following subgroups received a subgroup performance grade score at or below the highest identified CSI-LP school's All Students group during the identification year; and is on the TSI-CU list for the subgroup(s) for the previous year. Subgroup performance scores are provided for the following subgroups: (1) Students with Disabilities, (2) Economically Disadvantaged, (3) Black, (4) White, (5) Hispanic, (6) Asian-Pacific Islander, (7) Multi-racial, and (8) English Learners. This letter is to notify our parents and guardians of our intentions to improve educational outcomes for underperforming student subgroups and close achievement gaps for all students.

As an ATSI school, **Charles H. Parker Academic Center** is required to develop an Additional Targeted Support and Improvement (ATSI) plan that specifically addresses how the school will improve outcomes for underperforming subgroups. The plan will also include strategies that our district or charter will employ to support our improvement efforts. The ATSI plan will address the following areas:

- Classroom Management
- Standards-aligned Instruction
- Professional Learning Communities (PLCs)
- Instructional Leadership
- Support for Grade-to-Grade Transitions
- Implementation of a Tiered Instructional System
- Data-Driven Decision Making
- Student Support Services
- Family and Community Engagement

We have set the following goals this school year:

- *The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 52.6% in SY2024-25 to 60.49% in SY2025-26.*
- *The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 42.4% in SY 2024-25 to 48.8% in SY 2025-26 (Aligns to A2.04 and B3.03 and CMS Goal 2).*
- *The percent of students scoring Grade Level Proficient (GLP), (by student group/s relevant to school), on math End of Grade assessments in grades 3-5 will increase from 59.7% in SY 2024-25 to 68.6% in SY 2025-26 (Aligns to A4.01, B3.03 and CMS Guardrail 1).*
- *The percent of identified EI students in grades K-5 that meet their yearly progress will increase from 52.3% in 2024-2025 to 60% in SY2025-2026.*
- *We will increase our students with disabilities subgroup performance grade from an F to a D or higher in 2025-2026.*

Here are some strategies that we will be implementing to improve student outcomes:

- *Teachers will effectively differentiate instruction to support the varying needs of students through progress monitoring of performance. Teachers will engage in conversations around student progress through Grade level and PLC meetings*
- *Instructional staff will collaborate with instructional leaders to disaggregate classroom and district data in order to design differentiated instruction, monitor student attendance and behavior, and plan for next steps.*

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- *Intentional PD needs to be created around differentiating curriculum at Tier 1 so that we are immediately addressing students’ response to learning. This involves active monitoring in the classroom during instruction to make real-time adjustments to teaching.*
- *Using iReady as our targeted instruction platform for standards mastery and skill gap instruction.*

Also, parent engagement is at the heart of our school improvement efforts. Here are some ways we can work together:

- Ensure that both you and your child know the academic expectations set for your child this school year. A list of learning objectives in student-friendly language is available from your student’s teacher through their newsletter communication.
- Call our school counselor, Ms. Law at 980-343-5533, if you have questions or concerns about your student or to set up an appointment to meet with a school staff member who will be working with your child.
- Make sure that your child is prepared and attends school each day.
- Monitor your child’s homework.
- Monitor the progress your child is making and attend meetings with your child’s teacher.
- Keep track of our website and social media sites:
 - www.cmsk12.org/parkerES
 - <https://www.facebook.com/ParkerAcademicCenter>
 - https://www.instagram.com/parkerac_cms
- Volunteer.
- Join the PAC PTA. Please visit pacpta.com for more information.

Additionally, listed below are a few resources available to help:

- Graduation requirements: www.ncpublicschools.org/gradrequirements/
- K-12 standards in academic subjects: www.ncpublicschools.org/curriculum/
- State student achievement test results: www.ncpublicschools.org/accountability/
- N.C. School Report Cards: <https://ncreportcards.ondemand.sas.com/src>

We are committed to improving student performance. It is important to remember that just as no single score or grade tells the whole story of a student, neither does it tell you everything about a school's performance or the opportunities that our school provides. The intent of receiving these designations is to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. We’re excited about this school year and are working to make it a success for your child. Already, we have:

- Developed a comprehensive Big Rocks Plan that addresses increasing literacy achievement performance.
- Created a school wide framework around close reading.
- Increased iReady engagement to provide differentiated support to all learners.
- Analyzed data during all day planning to drive instruction.
- Trained instructional assistants on intensive reading interventions for data-driven small group instruction.
- Trained teachers in the use of thinking maps as visual framework to support learning.
- Refined our master schedule to allow students an opportunity to engage in small group intervention and

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enrichment.

- Provided inclusive instructional practices for our advanced and gifted learners.
- Engaged all students in Enrichment Electives for a Fall session and are preparing for a Spring session.
- Hosted our first Hispanic Heritage Night celebrating our Hispanic population culture and history.

If you have questions about the a content of this letter, please feel free to reach out to our content specialists for more information regarding our instructional practices approach: K-2, Melanie Jolley (melanier.kriksciun@cms.k12.nc.us); 3-5 Literacy, Ms. Cierra Peake, (cierra.vinson@cms.k12.nc.us); 3-5 Math, Ms. Alexis Freeman (alexism.freeman@cms.k12.nc.us).



Warmest Regards,

A handwritten signature in black ink, appearing to read 'Darryl Conner, Jr.' with a stylized flourish at the end.

Darryl Conner, Jr., MEd

Principal, Charles H. Parker Academic Center

Charles H. Parker Academic Center is a nationally certified magnet school within Charlotte-Mecklenburg Schools. We welcome applications from families across Mecklenburg County for our Learning Immersion/Talent Development and Horizons programs. For more information about application processes and timelines, please contact our office or visit the CMS Advanced Studies website.