

Comprehensive Progress Report

Mission:

The mission of Charles H. Parker Academic Center is to create a challenging, nurturing, and diverse learning environment that fosters college and career-minded scholars and encourages leadership in a multicultural society.

Vision:

The vision of Charles H. Parker Academic Center is that we will be a premier elementary school in which all students acquire the knowledge, skills and values necessary to live rich and full lives as productive and enlightened members of society.

Goals:

The percent of OSS/ISS incidents will decrease from 274 in SY 2024-25 to 247 in SY 2025-26 (Aligns to A4.06 and CMS Guardrail 2).

The percent of identified ML students in grades K-5 that meet their yearly progress will increase from 52.3% in 2024-2025 to 60% in 2025-2026 (Aligns to A2.04, A4.01 and Guardrail 1).

Percent of K-2 students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 52.4% in June 2025 to 72.7% by June 2029. (Aligns to A2.04 and B3.03 and CMS Goal 1)

Percent of students scoring CCR (college and career ready) on Reading End-of-Grade assessments in grades 3-5 will increase from 40% in September 2025 to 53% by June 2026. (Aligns to A 2.04 and B3.03 and Goal 2).

The percent of Chronic Absenteeism will decrease from 24.8% in SY2024-25 to 21% in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 3)

The school will retain 90% of its highly effective classroom teachers throughout the 2025-26 (Aligns to C3.04 and CMS Guardrail 4)



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership				
Effective Practice:		Practice 1B: Monitor short-and long-term goals				
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	

Initial Assessment:

Our school has experienced a consistent decline in student proficiency and growth metrics, resulting in our overall school composite score decreasing from 57.1 to 54. This decline underscores the critical need for enhanced monitoring and support of curriculum and instruction to drive meaningful improvements in student outcomes. Our instructional leadership team is implementing a comprehensive monitoring system that moves beyond surface-level observations to deep, purposeful instructional support.

The instructional team will collaboratively develop specific "look fors" that will be consistently monitored throughout the academic year.

These research-based indicators will serve dual purposes:

- Classroom Instruction: Providing clear expectations and focus areas during classroom observations
- Lesson Planning: Guiding teachers in developing more intentional, standards-aligned instruction

Our monitoring approach represents a fundamental shift in instructional planning conversations. Rather than simply identifying what content will be taught, we are emphasizing the how – specifically:

- Identifying the clear purpose of each lesson
- Ensuring tight alignment between lesson objectives and state standards
- Examining instructional strategies that best serve student learning needs
- Connecting daily instruction to broader curricular goals

Our consistent coaching and feedback model, which focuses on:

- Timely Feedback: Providing actionable insights shortly after observations
- Clear Communication: Using specific, objective language tied to our established "look fors"
- Constructive Support: Offering concrete suggestions for strengthening lesson delivery
- Collaborative Growth: Engaging teachers as partners in the improvement process

Limited Development
07/30/2024

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>Full implementation of this Indicator will show administration prioritizing instructional leadership. EVAAS scores will improve for all teachers and the school will consistently exceed growth. Administration will have high visibility, particularly in classrooms with teachers feeling supported. Expectations and processes for team planning, common language around best teaching practices and exemplary instructional delivery need to be understood by all staff. Administration then monitors the work, meeting with teams and reinforcing and celebrating best practices. The coaching model used will be consistent, productive and effective with timely feedback to teachers on their professional practices.</p>			Darryl Conner	06/09/2026
Actions			0 of 2 (0%)		
	9/15/25	Ensure consistent and effective implementation of schoolwide instructional practices. Develop a walkthrough calendar with weekly look fors to provide individual coaching feedback, assess the current state of curriculum implementation, SEL instruction, tiered interventions, and classroom management. (Goal 2, Goal 3, Guardrail 3, Guardrail 4; FAM-S3)		Melanie Jolley	01/21/2026
	<i>Notes:</i>				
	9/15/25	The Instructional Leadership Team will provide feedback and support to every PLC through meeting attendance and PLC Lead coaching to increase the effectiveness of the schoolwide instructional practices and consistency in curriculum implementation. (CMS Goal 2, Goal 3, Guardrail 1, Guardrail 4)		Cierra Peake	06/05/2026
	<i>Notes:</i>				
Implementation:			06/25/2025		
Evidence	6/18/2025	https://docs.google.com/spreadsheets/d/1Xf8xTHOr7YjyyGWSxKgy_ualYaV3-Qm5CTfoCIBJvQE/edit?usp=sharing			
Experience	6/18/2025	We needed to revamp our coaching program to ensure we were prioritizing instruction and coaching for all teachers.			
Sustainability	6/18/2025	The coaching model and walk through form will need to be adjusted for next year to ensure effectiveness			

Effective Practice:			Practice 3A: Diagnose and respond to student learning needs			
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>		In response to our declining proficiency and growth, our school is working towards reestablishing our MTSS approach by implementing a comprehensive tiered instructional system designed to ensure all students receive evidence-based instruction tailored to their individual academic and behavioral needs. Our goal is to use this tiered intervention support to move the dial on student achievement. This multi-tiered approach will enable our teachers to deliver differentiated support across all levels of intervention while maintaining fidelity to research-based practices. Through this comprehensive approach to tiered instruction, we are committed to providing every student with the appropriate level of support needed to achieve academic and behavioral success while maintaining high expectations for all learners.	Limited Development 07/30/2024			
		Priority Score: 3 Opportunity Score: 2	Index Score: 6			
<i>How it will look when fully met:</i>		When this objective is fully met, data collected from strong core instruction (i.e. teachers' observations, instructional observations, iReady, etc) will guide the MTSS team in understanding academic trends across the school and grade levels. The MTSS Leadership Team will use this information to better inform and support teachers in implementing research-based strategies across the tiers that continuously fortify the core instruction, thus positively impacting student learning. Through flexible groups within Hive Time in ELA and Math, students will be placed in homogeneous targeted or intensive groups for support, or in enrichment groups to support current grade level learning and student interests. As a result, students will gain the academic skills to improve their understanding of the content and will be able to show proficiency on grade level standards. When fully implemented, we will meet our annual goals for K-2 Literacy, 3-5 Reading, 3-5 Math and 5th Grade Science.		Darryl Conner	06/30/2026	
<i>Actions</i>			0 of 4 (0%)			
	9/15/25	PLCs will collaborate with the leadership team to analyze data from IReady, Dibels, Benchmarks, and formal and informal assessments. (CMS Goal 2, Goal 3, Guardrail 1, Guardrail 4, FAM-3)		Darryl Conner	06/10/2026	

<i>Notes:</i>				
9/15/25	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. (Goals 1-2, Guardrail 1)		Cierra Peake	06/10/2026
<i>Notes:</i>				
9/2/25	Establish systems and processes to effectively use iReady resources as a way to differentiate instruction for students based on diagnostic data and growth monitoring data. (Goals 1-2, Guardrail 1)		Alexis Freeman	06/30/2026
<i>Notes:</i> Schools can establish additional action steps relative to I-Ready within their SIP, but the action step above is minimum expectation.				
9/17/25	Budget \$53, 423.53 Teacher Position (Natia Simmons) Action: School will use Title I funds to create a full time teaching position. This position will be used to support 4th grade students in their instructional needs. The teacher will focus on schoolwide instructional goals to increase literacy and math performance.		Lorenzo Moore	06/30/2026
<i>Notes:</i>				
Implementation:		06/18/2025		
Evidence	6/18/2025 https://docs.google.com/document/d/1LwhUBFcwlyD3MqINn0KN879sU9A86M2QvUeDgL6O7YQ/edit?usp=sharing			
Experience	6/18/2025 MTSS has been a focus for us this school year. While we did not make a tremendous difference in our Tiered cohorts, students were receiving the supports that they needed to show growth.			
Sustainability	6/18/2025 Math continues to be an area of growth for us. While our teachers and admin feel confident in our work around reading, we have struggled with our math intervention and progress monitoring.			

Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>While our school met overall growth targets for the current year, our data reveals concerning trends in early literacy that demand immediate attention and strategic intervention. Our three-year performance analysis shows significant challenges in reading proficiency, with 3rd grade reading declining from 53.7% in 2023-24 to 47.4% in 2024-25, falling short of growth expectations. Similarly, 4th grade reading proficiency decreased from 51.6% in 2023-24 to 49.4% in 2024-25, also missing growth targets. This represents a consistent decline in reading performance over the past three years that requires urgent intervention.</p> <p>However, our mathematics performance tells a different story, with 3rd grade mathematics achieving the highest performance levels in school history and 4th grade mathematics demonstrating modest but positive growth. Additionally, our 5th grade continues to be a bright spot, with performance across all tested areas including literacy, mathematics, and science continuing to exceed growth expectations.</p> <p>Our analysis of performance data reveals that while our instructional teams have planned curriculum units, implementation fidelity has been inconsistent, particularly in our foundational literacy and mathematics frameworks. We have identified gaps in the consistent delivery and pacing of Skills Block across K-2 classrooms, varied adherence to prescribed All Block components and time allocations, and limited implementation of all Math Workshop components, particularly small group instruction and differentiation strategies.</p>	Limited Development 07/25/2024		

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>With full implementation of this indicator, all staff have addressed these implementation gaps and exceeded growth targets in the coming school year by focusing on transforming the way we plan and internalize lessons while implementing robust progress monitoring systems. We will have implemented structured lesson internalization protocols requiring teachers to rehearse and anticipate instructional moves before delivery, established weekly grade-level planning sessions focused on standard-aligned unit components, and monitoring pacing guides with embedded checkpoint assessments to monitor unit effectiveness.</p> <p>Our fidelity monitoring efforts will have provided intensive coaching support for Skills Block implementation, establishing observation cycles to ensure consistent delivery of phonics, fluency, and comprehension components. We will have implemented structured protocols for guided reading, independent work, and differentiated instruction within the All Block framework, while establishing clear expectations for Math Workshop, guided practice, independent work, and small group instruction supported by regular coaching and feedback cycles.</p> <p>Progress monitoring will have become systematic through ongoing data collection cycles aligned to unit assessments, grade-level data meetings to analyze student progress and adjust instruction, and intervention protocols for students not meeting unit-specific benchmarks. Our professional development will target lesson internalization and intensive training on Skills Block, All Block, and Math Workshop implementation.</p> <p>Our instructional teams remain committed to continuous improvement, data-driven decision making, and ensuring that every standard-aligned unit is implemented with the fidelity necessary to accelerate student learning and close existing achievement gaps.</p>			LaShondra Graham	06/10/2026
Actions			0 of 9 (0%)		
	9/15/25	The administrative team will develop a calibrated walkthrough document to guide monthly walkthroughs of all teachers to identify coaching needs and for ensuring standards aligned instruction. (Goal 2, FAM-S 29)		Darryl Conner	06/10/2026
<i>Notes:</i>					

9/15/25	Based on the parent survey we completed in the Spring, parents want to have a better understanding of what students are learning and doing in the classroom. A consistent schedule for weekly newsletters needs to be established with either a template or an exemplar provided to teachers to ensure parents are receiving specific information about curriculum, standards and what can be done at home to support learning. (All goals)		LaShondra Graham	06/10/2026
<i>Notes:</i>				
9/15/25	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. (Goal 2, Goal 3, Guardrail 1)		Alexis Freeman	06/10/2026
<i>Notes:</i>				
9/15/25	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. (Goals 1-2, Guardrail 1)		LaShondra Graham	06/10/2026
<i>Notes:</i>				
9/8/25	Duty-Free Instructional Planning Time for Teachers: The NC SBE's statutory provision 115C-105.27(b)(7) requires all schools to have a plan to provide duty-free instructional planning time for every teacher under G.S. 115C-301.1, with the goal of providing an average of at least five hours of planning time per week.		Darryl Conner	06/30/2026
<i>Notes:</i>				
9/17/25	Budget \$20793.00 (Instructional Supplies) Action: School will use Title I funds to purchase supplies and materials along with additional science curriculum to support student learning at 5th grade. This will allow teachers to use the CMS curriculum in the classroom and the science teacher can use this to follow up the material in the science lab. We will also use additional funds for other needed classroom supplies.		Cynthia Gray	06/30/2026
<i>Notes:</i>				
9/17/25	Budget \$9000 (Professional Development Absences) Action: School will use Title I funds to provide coverage for teachers who are engaging in professional development, curriculum planning and data review.		Cynthia Gray	06/30/2026
<i>Notes:</i>				

9/23/25	<p>Charles H. Parker will use \$6,641 of Title I funds for extended employment/tutorials for teachers during the 2025-2026 school year in order to meet these goals:</p> <p>Percent of K-2 students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 52.4% in June 2025 to 72.7% by June 2029.</p> <p>Percent of students scoring CCR (college and career ready) on Reading End-of-Grade assessments in grades 3-5 will increase from 40% in September 2025 to 53% by June 2026. (Aligns to A 2.04 and B3.03 and Goal 2).</p>		Darryl Conner	06/30/2026
<i>Notes:</i>				
9/17/25	<p>Budget \$2700 (Staff Development Stipends) Total Needed: \$1500.00 Action: School will use Title I funds to provide stipends to Instructional Leaders on a PD around strong instructional practices and how to lead staff members into our new instructional framework for the year.</p>		Cynthia Gray	08/13/2026
<i>Notes:</i>				
Implementation:		06/18/2025		
Evidence	6/18/2025			
Experience	<p>6/18/2025 We continue to work with our PLCs to provide strong planning and data analysis. Teachers worked hard to develop Skills and All Block as well as small group instruction in Math.</p>			
Sustainability	<p>6/18/2025 Additional supports around data protocols are needed to strengthen analysis and supports of tiered instruction.</p>			

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4A: Build a strong community intensely focused on student learning			
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>		<p>Our school's current attendance rate is 92%, which is lower than the year prior- 93%. The percentage of chronic absenteeism went up from 20.4% to 24.8%.</p> <p>Teachers are able to engage with students through social-emotional lessons within the Capturing Kids' Hearts and Caring Schools lessons during their morning meeting and closing circle times during the school day.</p> <p>Our success continues to be the development of strong relationships with students and staff. These relationships have allowed us to have critical conversations with parents and staff about students' emotional needs. All students have access to a trusted adult in our building.</p>	Limited Development 07/31/2024		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6	
<i>How it will look when fully met:</i>		For this indicator to be successful, explicit teaching of social and emotional skills needs to take place every day consistently for all students. Teachers will continue to use the Caring Schools and Capturing Kids' Hearts curriculum with fidelity within their classroom lessons. In addition, the Social Emotional supports need to be available for all staff as well. It is imperative for a student's academic and emotional growth that they are able to express their emotions and understand the emotion of others. Teachers need to understand how to read and interpret students' emotional states, providing strategies to help students manage their emotions, and are able to determine appropriate supports and interventions to meet students' social-emotional needs. Finally, every student must feel connected with at least one adult in the building that they can trust and open up with regardless of the circumstances.		Darryl Conner	06/08/2026
<i>Actions</i>			0 of 6 (0%)		
	9/15/25	The Student Support Team will create, implement and monitor a weekly Advisory lesson and daily SEL activities to support students' self monitoring and engagement development. (Guardrail 3)		Franica Law	06/08/2026

<i>Notes:</i>				
9/15/25	School staff will implement and model Capturing Kids Hearts EXCEL model to include all classes, developing, rating and monitoring a Social Contract with each class to teach students self-monitoring and self-management skills, as well as develop a positive classroom community. (Guardrail 3)		Jared Norwood	06/08/2026
<i>Notes:</i>				
9/15/25	The Process Champions Team will monitor school wide behavior expectations to provide feedback to colleagues on areas of improvement for a prosocial environment along with monitoring school-wide initiatives for a positive school climate and culture. (Guardrail 2-3)		LaShondra Graham	06/08/2026
<i>Notes:</i>				
9/15/25	The attendance committee, consisting of an administrator, social worker, counselor and others, will address chronic absenteeism. (Goal 1, FAM-S 30, 31)		Jared Norwood	06/10/2026
<i>Notes:</i>				
9/8/25	Duty Free Lunch: The NC SBE's statutory provision 115C-105.27(b)(6) requires all schools to include a plan to provide a minimum of 30 minutes for a duty-free lunch period on a daily basis for every teacher under G.S. 115C-301.1(a)		Darryl Conner	06/30/2026
<i>Notes:</i>				
9/8/25	Bullying Prevention: Provide a positive school climate, under CMS regulations JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.		Darryl Conner	06/30/2026
<i>Notes:</i>				
Implementation:		06/18/2025		
Evidence	6/18/2025			
Experience	6/18/2025 We have done a lot of work around supporting students and families with social emotional supports. Our counselors work hard to provide small group as well as whole group lessons. We have worked with teachers to instruct students with self regulation strategies. Capturing Kids Hearts have been used to develop schoolwide expectations for community building.			

Sustainability	6/18/2025 The equity committee is an important component in the school to ensure all kids have access to programs, clubs and competitions. The committee needs to continue to support all students in this work.			
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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:			All teachers at our school send weekly updates and messages in some capacity. 100% of our teachers use ParentSquare to regularly communicate with parents. Our school will continue to maintain the strong relationships with families and the community around our school. We continue to challenge ourselves with how to extend engagement. We have several events, curriculum nights, and additional community visits planned for this school year. We are working on re-branding our school community to look at how we are supporting all students and sub-groups, with a focus on using the 2028 AIG Plan to provide high-quality instruction in all classrooms within our school. This year, we have identified five areas of improvement, two of them revolving around student culture and family engagement.	Limited Development 07/31/2024		
			Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:			It is imperative to keep parents included in what their scholars are learning, how they are growing, and up to date on their child's growths and struggles. Our school must maintain a trusting and collaborative relationships with families; families must feel respected, welcomed, and engaged. Teachers must share with parents what is happening in their classrooms, but parents must take ownership in their role as it pertains to their child's skills, motivations, habits, and attitudes.		LaShondra Graham	06/10/2026
Actions				0 of 3 (0%)		
	9/17/25	Charles H. Parker will use \$8,212 of Title I funds for parent and family engagement: -\$5,000 will be used for printing and binding -\$1,575 will be used for supplies and materials -\$1,637 will be used for food \$137.00 (Food Lion) of Title I funds to provide snacks to parents who attend Curriculum Night, which ties into two of the five areas of improvement (student culture and family engagement) our school has identified for the school year.			Cynthia Gray	10/01/2025

<i>Notes:</i>				
9/15/25	Utilize the What's The Buzz weekly communication, classroom newsletters and weekly voice messages call to share school updates and important information with families. (Goal 2, Goal 3, Guardrail 3).		Darryl Conner	06/10/2026
<i>Notes:</i>				
9/15/25	Host ongoing parent support initiatives to connect families to instructional resources and school culture efforts. (Goal 2, Goal 3, Guardrail 3).		Cierra Vinson	06/30/2026
<i>Notes:</i>				
Implementation:		06/19/2025		
Evidence	6/19/2025			
Experience	6/19/2025 This is a strong objective for us. We have strong connections with our families and have worked to create open dialogue using feedback to support continued growth.			
Sustainability	6/19/2025 We will continue the family survey to ensure we are focused on the correct priorities and doing the work that the school needs.			