

Comprehensive Progress Report

Mission:

NHA exists to transform the lives of students and enrich communities by delivering high-quality educational choice to families.

Vision:

We will be recognized by communities and parents as the leader in public education based on the academic success and moral character of our students.

Goals:

Board Goal 1: Each year the mean normal curve equivalent gain on the Education Value Added Assessment System will be at a minimum "Meets Expected Growth." By the end of our first charter term the school will "Exceed Expected Growth" targets established by

Board Goal 2: Each year, the school will end the year with a balanced budget.

Board Goal 3: Each year, the school will average a student attendance rate at or above 93%.

22-23: Reduce attrition Gate City will reduce End of Year attrition by 5%(A4.09)

22-23 BEHAVIOR Goal: Decrease behavior referrals and suspensions (1.07)

22-23 MATH Goal: Increase teacher competence in the area of math and improve student outcomes. (2.01)

23-24 TEACHER DEVELOPMENT GOAL: Gate City will move 85% of teachers from developing to effective or exemplary by the end of the 23-24 School year based on coaching, feedback, observations, and modeling, and high accountability.

23-24 Absenteeism Goal: Gate City will decrease Chronic Absenteeism to less than 15% of students by the end of the school year.(A4.09)

23-24 ELA Goal: Improved student outcomes by 10% and increased proficiency to meet or exceed growth for subgroups (SWD, EDS, and EL) in ELA. (2.01)
22-23 MATH Goal: Improved student outcomes by 10% and increased proficiency to meet or exceed growth for subgroups (SWD, EDS, and EL) in MATH. (2.01)

Goal 1: Eliminate opportunity gaps by 2027

Goal 2: Improve school and district performance by 2027

Goal 3: Increase Educator preparedness to meet the needs of every student by 2027



Activity in the last 12 months

Core Function:		NC SBE Goal 1:			
Effective Practice:		Eliminate opportunity gaps by 2027			
	G1.01	School staff communicate school-wide behavior expectations that are understood and achieved by students, and staff provide positive behavioral supports.[7390]	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Gate City Charter Academy has established a School Improvement Team. The team is diverse, including an administrator, teachers from each wing, support staff, a school social worker, and parent representatives. Gate City Charter Academy created a behavior support team four years ago which is aligned with our Intervention Assistance Team, this team comprises different mindsets aimed at eliminating a punitive culture and following the MTSS process for both academics and behavior. The current needs assessment evaluates the existing schoolwide discipline program and identifies behavior problems. Parent and teacher surveys also provide opportunities for feedback on our behavior practices. The Schoolwide Rules and Procedures are based on the Behave with Care program. Teachers and students collaboratively create a social contract, which is a set of clearly defined, positively stated characteristics of ideal members of the community. These contracts are effectively communicated to students, teachers, and parents through newsletters, meetings, and visible postings around the school. Staff are provided training sessions during the New Teacher Summit, opening professional development days, and regional professional developments. Administrators have opportunities to learn during the July Leadership Professional Development each year. The school plans for professional development focused on effective classroom management practices and the importance of consistency in enforcing expectations. Professional Learning Communities (PLCs) are held throughout the year. The school created a new position, the ABSS (Achievement Behavior Support Specialist). This ABSS will work closely with the social worker, teachers, and parents, and will analyze current behavior data. He is working to establish a system for regularly monitoring rule enforcement and providing feedback to staff.	Limited Development 10/22/2024		

Gate City Charter Academy strives to foster safe and orderly learning environments. National Heritage Academies has created a framework similar to NCEES but more in-depth. This framework includes the physical environment as an indicator to ensure classrooms are clean, organized, and conducive to learning.

Gate City Charter Academy has safety protocols in place to review and reinforce safety procedures with staff and students, creating a secure atmosphere. Training is provided twice a year, and drills are practiced monthly to prepare for potential safety incidents.

Gate City Charter Academy promotes positive relationships within a student-centered culture. Our motto is: "Every child in this building should have a trusted adult", building a supportive culture is a top priority. Teachers are taught to foster positive relationships with students by employing engaging instructional strategies and maintaining open communication.

Students and staff are provided opportunities for engagement through our Moral Focus Virtue program and curriculum. The master schedule reflects dedicated time in our day to teach virtues like respect, wisdom, perseverance, encouragement, etc. Students attend in-person assemblies throughout the year to celebrate and learn about our culture and virtues. Monthly, students are awarded virtue awards, which are recognized and displayed at the front of the school.

How it will look when fully met:		The school will create a supportive environment that promotes positive behaviors, shows effective teaching practices, and meaningful student engagement. Tier 2 behavior should decrease by 5% yearly. Data Analysis: Utilize data from behavior incidents and academic performance to assess implemented strategies' effectiveness.		Hilary Clancy (Elected 2024)	05/28/2027
Actions		0 of 2 (0%)			
10/22/24	The school will create a supportive environment that promotes positive behaviors, shows effective teaching practices, and meaningful student engagement. Tier 2 behavior should decrease by 5% yearly.			Hilary Clancy (Elected 2024)	05/28/2027
Notes:					

10/22/24		Regular Review and Adapt at Regular Meetings: Schedule periodic meetings (December and June) for the school improvement team to review progress, share successes, and adjust the action plan as needed.			Hilary Clancy (Elected 2024)	05/28/2027
Notes:						
		G1.02	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
Initial Assessment:			Over the past several years, tiered intervention has been a top priority. MTSS and its supports have intensified our efforts. The school is fortunate to have a Reading Specialists, 2 full-time ELL staff, 6 full-time SPED teachers, 5 Sped Paras, 3 full-time Title I paras. Scholars making limited progress in tier 2 are referred to tier 3, with a 1/3 qualifying for SPED services. School data shows that as a school we have a large number of scholars who score just below the proficiency. These students are considered on the 'bubble', and are served with Intervention staff, along with differentiated classroom instruction. Teachers are concentrating in the K-2 classrooms on foundational focus skills in small groups based on mclass data. In upper elementary and middle school, core instruction has been strengthened through the use of the daily intervention block, in addition to utilizing common assessment data to inform instruction. A master schedule allows for streamlining of Interventionists to serve our K-8 school and overall needs. For the 2020-2021 school year, the master schedule was restructured to allow for a school-wide intervention block for all students in grades K-8. Gate City Charter Academy works with a Curriculum & Instruction team. Monthly visits provide observations and support for Regular, Special, and ELL teachers, in addition to instructional coaching strategies for each Dean. Regional PD is offered multiple times a year for strong collaboration amongst schools. New staff attend various PD throughout the school year to increase their knowledge of the procedures and structures of core instruction.	Limited Development 10/22/2024		

How it will look when fully met:		Teachers will utilize research from Science of Reading along with Phonics to Reading, Reading Mastery, Math numeracy, and common assessment data for core instruction and intervention needs. Evidence: lesson plans, classroom observations, formative and progress monitoring data. Tiered groups will show growth on assessment data. Evidence: formative and progress monitoring data.			Chelsea Carmichael (Elected 2024)	08/01/2026
Actions		2 of 4 [50%]				
10/22/24	Use universal screeners and diagnostic assessments to regularly evaluate student progress and determine tier placements	Complete 12/04/2025	Tamaria Broadnax	05/30/2025		
<i>Notes:</i>						
10/22/24	Schedule regular, structured meetings for teachers to discuss instructional practices and share feedback on classroom strategies and collaborate.	Complete 12/04/2025	Tamaria Broadnax	05/30/2025		
<i>Notes:</i>						
10/22/24	Offer PD/PLCs on differentiated instruction, data analysis, and effective teaching strategies, focusing on teacher needs identified through surveys and data.		Tamaria Broadnax	08/01/2026		
<i>Notes:</i>						
10/22/24	Conduct professional development sessions to define and explain the MTSS framework and its tiers, referencing state guidelines and research.		Tamaria Broadnax	08/01/2026		
	Beginning Teacher Meetings 03's/09's Data Dives					
<i>Notes:</i>						
Core Function:		NC SBE Goal 2:				

Effective Practice:			Improve school and district performance by 2027		
		G2.01	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
<i>Initial Assessment:</i>			Gate City Charter Academy Communication Channels and Family Engagement Initiatives Communication Channels: Gate City Charter Academy employs a comprehensive school communication plan that includes: · Monthly Newsletters: Updates from the office and grade levels. · Emails: Regular communication to keep parents informed. · School Connect: A platform for timely updates. · Social Media: Engagement with the school community. · Website Resources: A dedicated section on the school website for resources and updates related to parental involvement and student progress. · Family Engagement Plan: Gate City Charter Academy has a robust family engagement plan that includes various events designed to support parental involvement: Workshops and Informational Sessions: Regular workshops are held for parents to learn how to support their child's learning at home (e.g., homework strategies, reading programs). Events Include: · Meet the Teacher Night/Open House · Title I Night/ Back to School Night · Hispanic Heritage Night · EC Night · RTA Parent Meeting · Moving Up Night for 5th Grade · New Parent Orientation · Come Grow With Me Program	Limited Development 10/22/2024	

• Base(Behavior/Academics/Social Emotional) Events-New in 2024

Parents are also required to sign a parent compact, which is reviewed during the fall parent-teacher conferences. The school provides resources such as tip sheets and guides that help parents create a supportive learning environment at home, focusing on homework monitoring, reading habits, and fostering positive attitudes toward education.

Curriculum Integration: Gate City Charter Academy's math curriculum includes "Curriculum of the Home" books, newsletters, and online programs like Lexia and DreamBox to aid in individual learning plans. A monthly "Home Learning Calendar" is distributed, featuring suggested activities aligned with the school curriculum.

Teacher Training: In 2023, teachers received training on the National Heritage Academies communication plan, coinciding with the introduction of the School Messenger and Parent Portal app. Teachers are encouraged to communicate regularly with parents about their child's progress, not just in times of concern.

Parental Feedback: Parents are surveyed multiple times a year to gather feedback on school practices and share ideas for enhancing family engagement. This input is vital for involving parents in decision-making processes regarding school policies and programs.

Positive Communication: Teachers and administrators make regular phone calls to share positive news about students' achievements. The administration logs monthly attendance calls to combat absenteeism and attrition. Additionally, teachers maintain a parent communication log, which is monitored bi-monthly during the Monday Admin Meeting.

Interactive Homework: Many teachers create interactive homework assignments that require collaboration between students and parents, reinforcing skills taught in class.

Support for Families in Crisis: Gate City offers various resources to support families in crisis, including:

- Backpack Food Program
- Coat/Uniform Closet
- Food Pantry

- School Supplies Closet
- Access to a Social Worker: Providing support programs for families experiencing trauma or difficulties, helping to reestablish positive interactions and engagement in their child’s education.

How it will look when fully met:		The school can strengthen the connection between home and school, fostering an environment where both educators and parents collaboratively support student learning and success. The parent satisfaction survey will reflect an increase of highly satisfied and satisfied by 5% per year.	Chelsea Carmichael (Elected 2024)	08/01/2026
Actions			0 of 1 (0%)	
10/22/24	Administration, in partnership with the MTSS team, will host a series of Base Events for Parents to attend. The agenda will address Behavior, Absenteeism, and Social/Emotional events.		Shelby Hicks (Elected 2024)	05/25/2027
<i>Notes:</i>				
	G2.02	Units of instruction and activities are aligned with AIG goals, ELL student progress, IEP goals and objectives for all students.(5106)	Implementation Status	Assigned To
				Target Date

<i>Initial Assessment:</i>	Gate City Charter Academy has worked on creating collaborative instructional teams. Each instructional team will include general education teachers, ELL specialists, and special education teachers to ensure a comprehensive approach to meeting diverse learning needs. Teams will meet to design, review, and revise instructional units based on student needs and feedback. Curriculum and Development has created Instructional Units for teachers to use in their prepping for daily lessons. Learning Goals have been identified in the plans. The I cans establish clear, standards-aligned learning objectives for each unit. The NHA Curriculum and Instruction team have created assessments. All stakeholders use data from formative assessments and student profiles to inform instructional groups, plans, and intervention. Teachers plan for multiple means of representation, engagement, and expression within each unit. The EL and Sped Support staff also work with the Curriculum and instruction team to include diverse learners.	Limited Development 10/23/2024		
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	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	This school improvement plan aims to create a supportive and inclusive learning environment that addresses the diverse needs of all students. By focusing on targeted strategies and community involvement, the school can enhance student outcomes and foster a culture of continuous improvement. · Improve academic achievement for Tier 2 students. · Increase proficiency in reading and math · Reduce the number of Tier 2 students by 15% in two years. · Enhance support for English Language Learners (ELLs). · Provide targeted ELL instruction leading increase in language proficiency scores. · Address the needs of students with learning disabilities. · Implement individualized support plans for 100% of students identified with learning disabilities.		Objective Met 12/04/25	Hilary Clancy (Elected 2024)	06/30/2025
Actions					
10/23/24	EC and EL will have specialized data dives with Dean to review subgroup data toward yearly goal. Evidence: Data dive agenda, Common Assessment data, progress monitoring, benchmarking data		Complete 12/04/2025	Jasmine Ford (Elected 2024)	06/30/2025
Notes:					
10/23/24	Increase collaboration between general education and special education staff while regularly review and adjust Individualized Education Programs (IEPs).		Complete 12/04/2025	Jasmine Ford (Elected 2024)	06/30/2025
Notes:					

10/23/24	Host workshops for parents on supporting their children’s education at home, including resources for literacy and numeracy. New Family Events EL Night EC Learning Night Come grow with us	Complete 12/04/2025	Skye Clinckscale (Elected 2024)	06/30/2025
Notes:				
Implementation:		12/04/2025		
Evidence	12/4/2025			
Experience	12/4/2025			
Sustainability	12/4/2025			

Core Function:		NC SBE Goal 3:				
Effective Practice:		Increase Educator preparedness to meet the needs of every student by 2027				
		G3.01	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}	Implementation Status	Assigned To	Target Date
Initial Assessment:			Currently, Gate City utilizes data from student performance assessments and teacher classroom observations to inform decision making specific to school improvement and professional development. Additional PD has been provided in: Reading, classroom management/routines, and data analysis Student performance data has informed intervention services and use of curricular tools.	Limited Development 10/23/2024		
How it will look when fully met:			When this objective is fully met, the following will have occurred: 1) By the end of Q1, 100% of teachers are using the assigned core curriculum (including assessments) with fidelity, 2) By the end of Q2, 100% of teachers will be implementing classroom intervention 3) By the end of Q4, teachers will be able to break grade level/content standards and determine prerequisite skills achievement of these comprehensive goals will be measured by proficiency in grades 3-8 reading at 65%, and math at 55%. K-2 Numeracy assessment and mClass data would show 80% or above proficiency in grades K-2.		April Summers (Elected 2024)	08/01/2026
Actions				0 of 2 (0%)		
	10/23/24	Review end of quarter progress towards the goals.			Chelsea Carmichael (Elected 2024)	08/01/2026
Notes:						
	10/23/24	Schedule data days.			Chelsea Carmichael (Elected 2024)	06/30/2027
Notes:						

		G3.02	The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Gate City Charter Academy conducts a routine needs assessment and data review yearly. There are surveys with teachers to assess current PD effectiveness and needs for every PD event hosted. The admin review student learning, behavioral, and social-emotional data to identify areas for PD focus. Gate City Charter Academy and the Curriculum and Instruction team have created a green week schedule and protocol for collaborations between schools and Curriculum and instruction partners. This is a time to monitor progress, review data and needs, and then create a plan of support and next steps. This occurs 3x a school year. These data points and survey dates are analyzed. Results and data trends are documented and discussed during faculty meetings. school visits (Curriculum and Superintendent Partners), and planning meetings.	No Development 10/23/2024		
<i>How it will look when fully met:</i>			The school can create a culture of continuous professional growth that aligns with its instructional goals and effectively supports teachers in enhancing their practices. Monitoring the outcomes and adjusting strategies based on feedback will be crucial for sustained improvement. We will decrease the number of ineffective and developing teachers based on upon the interactive framework data for 2025.		April Summers (Elected 2024)	08/01/2026
Actions				0 of 2 (0%)		
	10/23/24	Schedule regular PLC meetings for collaboration and sharing of best practices.			Chelsea Carmichael (Elected 2024)	06/30/2026
<i>Notes:</i>						
	10/23/24	Monitoring Process/Data Collected: Document meeting agendas, participation, and outcomes from PLC discussions.			Chelsea Carmichael (Elected 2024)	06/30/2026
<i>Notes:</i>						
Core Function:			CSI and/or ATSI School Indicators			
Effective Practice:			Provide supports (personnel, programmatic, financial, etc.) for instructional priorities			

	CSI-ATSI.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Gate City Charter Academy aligns resource allocation (money, time, human resources) with the school's instructional priorities to enhance student learning and achievement. Needs assessments and surveys are collected from stakeholders and then analyzed by: 1. Data Collection: Gather data on current resource allocation, including financial expenditures, staffing levels, teacher experience, and student demographics. 2. Identify Gaps: Analyze the data to identify inequities in resource distribution and areas requiring additional support. 3. Stakeholder Input: Conduct surveys and focus groups with parents, students, teachers, and community partners to gather insights on resource needs and priorities. 4. Establish Resource Allocation Priorities Then the school defines priorities: Based on the needs assessment, collaboratively define resource allocation priorities linked to student performance goals. NHA, the grants coordinator, District of School Quality partner, business partner and principal meet 2x year. The team uses a resource allocation template: this outlines how resources will be distributed, ensuring alignment with instructional goals and adhering the law. During our meeting we review existing budgets and analyze current budgets to identify funds that can be redirected towards high-priority areas. During the meeting the discussion includes equitable distribution of resources by: • Targeted Allocation: Direct additional resources (funding, personnel, support) to schools and students with the greatest needs. • Staffing Strategies: Implement hiring practices that prioritize experienced and effective teachers for high-need areas. • Monitor Resource Use: Regularly review how resources are being utilized to ensure they align with the instructional priorities. The Professional development plan is reviewed and identifies training needs: Assess staff professional development needs based on	Limited Development 10/23/2024		

instructional goals and student performance data.			
Targeted PD Programs: Develop or source targeted professional learning programs that align with identified needs and instructional priorities.			

How it will look when fully met:	The school can ensure that its resources are effectively aligned with its instructional priorities, ultimately leading to improved student outcomes and school performance. · A responsive resource allocation strategy that evolves with the needs of the school community. · Increased transparency and accountability in resource allocation efforts. · Enhanced teacher effectiveness linked directly to school improvement goals. · Resource allocation strategy that responds to emerging needs and student performance data. · Identify inequities and prioritize resource needs based on instructional goals.	Hilary Clancy (Elected 2024)	08/01/2026
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Actions		0 of 3 (0%)		
10/23/24	In response to the needs of our ATSI SWD subgroup, Gate City will Increase opportunities for collaboration and data analysis between general and special education teachers.		Hilary Clancy	06/30/2027
<i>Notes:</i>				
10/23/24	Resource planning meetings will be held 2x per year to assess needs and allocate Funding for intervention and sped paras to support student needs.		Hilary Clancy	06/30/2027
<i>Notes:</i>				

10/23/24	Provide professional development to intervention staff in Reading Mastery and Corrective Reading as well as progress monitoring programs. Twice a year Create a master schedule with dedicated intervention blocks for each grade level. Once a year In response to the SWD ATSI plan, the school will develop and implement a professional development plan to better equip staff to support the needs of students with disabilities.		Hilary Clancy	06/30/2027
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Notes: