

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%.

2022-23: ATTRITION Goal Reduce attrition (A4.09)

2022-23 BEHAVIOR Goal: Decrease behavior referrals and suspensions (1.07)

2022-23 MATH Goal: Increase teacher competence in the area of math and improved student outcomes. (2.01)



! = 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
Initial Assessment:			<ul style="list-style-type: none">New Staff are getting PD and support with effective classroom management strategies.This is done through NTONew school on-boardingOngoing professional development from deans <p>Evidence of full implementation will include:</p> <ul style="list-style-type: none">Less infractions in My NHASmooth transition for guest teachersOn the classroom framework observation, feedback will be noted as effective or exemplary <p>The Next Step & Needs include:</p> <ul style="list-style-type: none">Collaborative strategies with other teachers to discuss what management strategies are being used in their classroomClass check-in & rewardsCommon language with rules and proceduresBuilding a positive relationships with parents	Limited Development 08/03/2022		
How it will look when fully met:			All staff will have solid classroom management PD development and support. There will be a decrease in office referrals. There are multiple positive touch points to parents, and students are celebrated routinely for positive behavior. Relationships are celebrated and refereed to if student correction is needed. Data will indicate a decrease in office referrals and an increase in PBIS schoolwide behavior celebrations.		Natasha Robertson	05/31/2023
Actions				1 of 2 (50%)		
	8/3/22	PD provided for all staff at beginning of the year to teach and support effective classroom management strategies		Complete 08/24/2022	Natasha Robertson	08/24/2022
Notes:						

8/3/22	<p>1. PLC meetings one time a month will focus on Dojo use, Social Contract Use, ZONES use, and Students with high behavior concerns.</p> <p>Teams will discuss the use of behavior tools.</p> <p>Teams will discuss documented interventions for high-need students</p> <p>Teams will monitor if additional interventions are needed a</p>		Matthew Snow	07/08/2023
<i>Notes:</i>				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
	A2.01	Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Our current PLC's meet weekly however, the majority of these meetings were rooted in conversations that were logistics based. The goal is to be very focused and intentional about PLC's rooted in data analysis and intervention.	Limited Development 10/15/2022		
<i>How it will look when fully met:</i>		All school teams review data in PLC's and are monitored to support positive student outcomes after the review of data and data analysis to make adjustments in teacher instruction.		Hilary Clancy	06/30/2023
Actions			0 of 1 (0%)		
10/15/22		<p>The principal will routinely participate in PLC days and provide feedback to deans.</p> <p>The principal and Dean calibrate what solid PLC norms and expectations are.</p>		Hilary Clancy	12/22/2023
<i>Notes:</i>					

	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Gate City will utilize NHA’s common core aligned curricular resources and instructional units with fidelity to ensure all state standards are taught.	Limited Development 10/23/2017		
How it will look when fully met:			Teams will meet in PICs to review upcoming units of instruction and the standards to be taught and assessed. Deans will lead teachers in unpacking and understanding grade level standards. Instruction will align to the unpacked skills. Deans will lead teachers to use student performance data to inform instructional decisions such as the need for scaffolding, leveled text, and extensions.		Hilary Clancy	06/22/2023
Actions				2 of 4 (50%)		
	10/23/17	2. Identifies the standards/benchmarks to be taught each week or unit through use of NHA curricular pacing guides.	Complete 06/13/2018	Roger Michael	06/13/2019	
Notes:						
	10/23/17	Prepare for instructional activities that are aligned to the standard and level of rigor required for mastery.	Complete 06/13/2018	Jamal Bailey	06/13/2019	
Notes:						
	10/23/17	Develops all objectives and I can statement that clearly align to the selected standards/benchmark.		Hilary Clancy	06/22/2023	
Notes:						
	10/23/17	Utilize exit ticket items that are clear and specific and would provide evidence of mastery consistent with the criteria established.		Hilary Clancy	06/22/2023	
Notes:						

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
Initial Assessment:			GCCA has an established MTSS system and process supporting teachers with development to assist with developing evidence based tired instruction for all students.	Limited Development 08/03/2022		
How it will look when fully met:			When full met each classroom teacher will provide multi tiered instruction and support to their class.		Matthew Snow	06/22/2023
Actions				0 of 1 (0%)		
	8/3/22	School wide PD of MTSS process and multi tiered instructional support.			Matt Compton	06/22/2023
Notes:						

	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
Initial Assessment:			All Gate City staff have been trained to implement Behave With Care strategies. The school also employs a school-wide positive intervention behavior system. Gate City’s teachers have the ability to refer students to social worker and an Intervention Assistance Team which meets to attend to students emotional and behavioral needs. The Gate City team has also developed the a BST and offered PD's with de-escalation strategies during staff meetings.	Limited Development 10/23/2017		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:			Teachers will be provided professional development on how to manage students emotional states, assist students with managing their emotions, and arrange for supports. When this objective is met, discipline issues should decrease and this will be evident in the suspension rate reducing, ISS rate reducing, and students being out of class due to misbehavior reducing. Teachers will feel more equipped and empowered to deal with students with emotional and social issues. This will be evident in the employee engagement survey. The discipline score should improve.	Objective Met 01/04/18	Jennifer Ganser	12/15/2017
Actions						
10/23/17		Students experiencing challenges with emotional and social behaviors will be referred to the school behavior support team and social worker.		Complete 11/07/2017	Matt Compton	11/30/2017
Notes:						
10/23/17		Administration will provide a PD for all staff on teacher mindset, behave with care, and addressing challenging behavior. A focus will be on building teacher student relationships as the foundation.		Complete 01/04/2018	Elena Brown	12/15/2017
Notes:						
10/23/17		Students may be referred to IAT for further investigation and possible assessment. One representative sit on the Behavioral Support Team and IAT committees to assist in referral of students.		Complete 11/07/2017	Jamal Bailey	12/15/2017
Notes:						
Implementation:				01/04/2018		

Evidence			1/4/2018 Evidence includes the BST notes and agendas as well as email communication regarding the teams status and implementation.			
Experience			1/4/2018 Gate City has created a behavior support team that implements support for our students we have seen this be very successful.			
Sustainability			1/4/2018 Teacher swill need to remain consistent in following the process and the team will need to met regularly to discuss students who pose a concern.			
		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
Initial Assessment:			<p>The current implementation plan includes the:</p> <ul style="list-style-type: none"> • We call families • Phone calls in attrition dashboard • Try to understand why families are choosing to leave 	Limited Development 08/03/2022		
How it will look when fully met:			When the objective is fully met we will see a decrease in students attrition as it related to last school year attrition data by 5%. YTD data for 2021-22 2.6% Attrition and 20 students. Expected results would yield 2% attrition and 17 students.		Natasha Robertson	09/30/2022
Actions						
Notes:						

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			There is a Kindergarten information event to help parents and students transition to K. There is also a summer K bootcamp to ensure that incoming students understand how Gate City operates. There is a student Moving Up party for the 5th to 6th grade transition and a parent information session.	Limited Development 10/23/2017		
<i>How it will look when fully met:</i>			Teams will meet in PICs to review upcoming units of instruction and the standards to be taught and assessed. Deans will lead teachers in unpacking and understanding grade level standards. Instruction will align to the unpacked skills. Deans will lead teachers to use student performance data to inform instructional decisions such as the need for scaffolding, leveled text, and extensions.	Objective Met 01/12/22	Austyn Denny	06/07/2020
Actions						
10/23/17		1. Develop partnerships with local pre-k programs to provide information on Gate City kinder program.		Complete 01/04/2018	Hilary Clancy	12/15/2017
<i>Notes:</i>						
10/23/17		2. Plan and hold Kinder Parent night to educate parents.		Complete 12/06/2018	Skye Clinkscles	12/15/2017
<i>Notes:</i>						
10/23/17		3. Plan and hold kinder bootcamp program to prepare students for a successful school entry.		Complete 01/04/2018	Skye Clinkscles	12/15/2017
<i>Notes:</i>						
10/23/17		4. BOY and Ongoing Curriculum Nights educate parents on the specifics of each grade level and performance expectations.		Complete 01/04/2018	Elena Brown	12/15/2017
<i>Notes:</i>						
10/23/17		5. Middle school information sessions for parents and students are held in the spring outlining short and long term academic goals to ensure successful high school entry.		Complete 01/12/2022	Roger Michael	03/30/2020
<i>Notes:</i>						
10/23/17		6. A high school night will be planned to help parents/students become familiar with high school choices in the district and to help them navigate the registration process.		Complete 01/12/2022	Roger Michael	04/27/2020

Notes:

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
	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
Initial Assessment:			Gate City Charter School has a leadership team which meets once a month to review implementation of effective practices. The school also has PLCs each week with grade level teams to review implementation of effective practices.	Limited Development 10/23/2017		
			Priority Score: 2 Opportunity Score: 3 Index Score: 6			
How it will look when fully met:			When this objective is fully met, Gate City will have evidence of a leadership team that meets monthly. Agendas and minutes will outline topics covered. Student data will drive improvement actions and student progress will be evidenced through assessment results. PLC's will occur weekly with a focus on upcoming objectives to be taught and student performance data. Agendas and PLC minutes will be sources of evidence.	Objective Met 08/03/22	Audrey Anderson	06/07/2022
Actions						
	10/23/17		Upload Leadership Team members list, agendas and minutes for first quarter.	Complete 01/04/2018	Natasha Robertson	11/03/2017
Notes:						
	10/23/17		Upload PLC agendas/ minutes from various grade levels at the end of each quarter.	Complete 06/24/2022	Hilary Clancy	06/01/2022
Notes:						
Implementation:				08/03/2022		
Evidence			8/3/2022			
Experience			8/3/2022			
Sustainability			8/3/2022			

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Distributed leadership and collaboration			
	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Gate City Charter School has established a master schedule which allows teachers to meet as grade level teams for instructional planning.	Limited Development 10/23/2017		
			Priority Score: 1 Opportunity Score: 3 Index Score: 3			
How it will look when fully met:			When this objective is fully implemented, a basic structure will be in place to address leadership, instruction, and school/community partnerships. Instructional planning and PLC's will occur weekly as dictated by the established schedule and needs identified by staff. Evidence will include master schedule, agendas and minutes.	Objective Met 08/03/22	Natasha Robertson	04/05/2020
Actions						
	10/23/17	A master schedule which outlines times for instructional team planning and PLC's has been developed and will be uploaded.		Complete 03/23/2021	Natasha Robertson	11/30/2020
Notes:						
	10/23/17	PLC and Instructional Team Planning agendas have been created and will be uploaded along with minutes as evidence.		Complete 06/24/2022	Hilary Clancy	11/30/2020
Notes: Add evidence quarterly						
Implementation:				08/03/2022		
Evidence			8/3/2022			
Experience			8/3/2022			
Sustainability			8/3/2022			

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Monitoring instruction in school			
	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
<i>Initial Assessment:</i>			Principal currently conducts regular walk throughs and provided feedback that help to support improved outcomes.	Limited Development 08/03/2022		
<i>How it will look when fully met:</i>			When complete the principal will support entering this feedback in the interactive framework that will provide immediate feedback for teachers.		Natasha Robertson	06/22/2023
Actions						
<i>Notes:</i>						
Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Quality of professional development			

	KEY	C2.01	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:			<p>Currently, Gate City utilizes data from student performance assessments and teacher classroom observations to inform decision making specific to school improvement and professional development. Currently, the team is operating on a 100 day plan to address needs.</p> <p>Additional PD has been provided in:</p> <p>Reading, classroom management/routines, and data analysis</p> <p>Student performance data has informed intervention services and use of curricular tools.</p>	Limited Development 10/23/2017		
			<p>Priority Score: 2</p> <p>Opportunity Score: 2</p> <p>Index Score: 4</p>			
How it will look when fully met:			<p>When this objective is fully met, the following will have occurred:</p> <p>1) By the end of Q1, 100% of teachers are using the assigned core curriculum (including assessments) with fidelity,</p> <p>2) By the end of Q2, 100% of teachers will be implementing classroom intervention</p> <p>3) By the end of Q4, teachers will be able to breakdown grade level/content standards and determine prerequisite skills achievement of these comprehensive goals will be measure by pre-pandemic proficiency grades 3-8 reading and math/ k-2 Maintaining or exceeding 2022 Mclass EOY grade level proficiency. K-2 Numeracy assessment 80% or above</p>		Chelsea Carmichael	06/22/2023
Actions				4 of 5 (80%)		
	10/23/17	Grade level teams will meet quarterly to do data dives to make decisions about rigorous instruction based on student assessment data.		Complete 03/23/2021	Matt Compton	06/01/2020

<i>Notes:</i>				
10/23/17	Leadership team will meet monthly to discuss data to determine the best uses of the school's resources for professional development.	Complete 03/23/2021	Natasha Robertson	06/01/2020
<i>Notes:</i>				
10/23/17	Meet bi-weekly for PLCs to discuss data from formative and summative assessments, improve instruction with the use of data, and determine resources, staffing, and programming	Complete 03/23/2021	Natasha Robertson	11/01/2020
<i>Notes:</i>				
10/23/17	SIT will meet monthly to review student performance data and teacher effectiveness. Meetings will be hard scheduled with agendas set to address these items.	Complete 06/10/2022	Natasha Robertson	06/01/2022
<i>Notes:</i>				
8/3/22	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 breakdown grade level/content standards and determine prerequisite skills achievement of these comprehensive goals will be measure by pre-pandemic proficiency grades 3-8 reading and math/ k-2 Maintaining or exceeding 2022 Mclass EOY grade level proficiency. K-2 Numeracy assessment 80% or above		Chelsea Carmichael	06/30/2023
<i>Notes:</i>				
Implementation:		08/03/2022		
Evidence	8/3/2022			
Experience	8/3/2022			
Sustainability	8/3/2022			

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To
					Target Date

Initial Assessment:	<p>To achieve this goal we have a regular:</p> <ul style="list-style-type: none">• Mixer• Staff recruitment plan• Partnership with our Talent Acquisition Team and sourcing team	<p>Full Implementation 08/03/2022</p>		
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Core Function:			Dimension E - Families and Community			
Effective Practice:			Family Engagement			
	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:			Gate City Charter School communicates with parents via school-wide emails, phone calls, team newsletters, text messages, parent learning events every other month, and parent coffees every other month. Evidence of parent communication to define expectations will be uploaded.	Limited Development 10/23/2017		
			Priority Score: 2 Opportunity Score: 2 Index Score: 4			
How it will look when fully met:			When this objective is fully met, parents will be more engaged in the education of their child---as evidenced by parent surveys and support of parent learning events. Parents will be fully aware of what they can do to support their children at home and at school. Parents will be provided strategies to assist their children via learning events held at the school, outside of school in the community, and any communications sent from the school. Evidence of support will be shown via emails home, parent newsletters home, parent conference sign in sheets, parent learning events (invites and sign in sheets), teacher phone logs. Goal will be met when 100% of staff communicate to parents the things they can do at home to support their children.	Objective Met 01/12/22	Tyra Kornegay	06/01/2020
Actions						
	10/23/17	School will hold open houses at the beginning of school as well as curriculum night to educate parents on school expectations and ways to support students at home.		Complete 01/04/2018	Knick Dixon	12/01/2017
Notes:						
	10/23/17	Principal will host parent coffee events 4x per year to collaborate with families in an informal setting.		Complete 06/01/2018	Natasha Robertson	06/01/2018
Notes:						

10/23/17	Parent Teacher conferences will be held 2x per year to provide additional communication and support for parents.	Complete 01/04/2018	Tiffany Currie	06/01/2018
<i>Notes:</i>				
10/23/17	Parent learning events will be held once per semester and focus on reading and math support.	Complete 01/12/2022	Matt Compton	06/01/2020
<i>Notes:</i>				
Implementation:		01/12/2022		
Evidence	1/12/2022 We have had a curriculum night and a donut with the deans presentation supporting parents			
Experience	1/12/2022 The staff outlined 2 events that we knew would support parents and worked to develop meaningful PD and workshops for our families.			
Sustainability	1/12/2022 regular review feedback regarding our events			