

## 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)



Activity in the last 12 months

! = 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>			<ul style="list-style-type: none"> <li>New Staff are getting PD and support with effective classroom management strategies.</li> <li>This is done through NTO</li> <li>New school on-boarding</li> <li>Ongoing professional development from deans</li> </ul> <p>Evidence of full implementation will include:</p> <ul style="list-style-type: none"> <li>Less infractions in My NHA</li> <li>Smooth transition for guest teachers</li> <li>On the classroom framework observation, feedback will be noted as effective or exemplary</li> </ul> <p>The Next Step &amp; Needs include the following:</p> <ul style="list-style-type: none"> <li>Utilization of the system-wide behave with care program</li> <li>Utilization of behavior calendars and agendas to communicate positive and adjusting behavior with students</li> <li>Collaborative strategies with other teachers to discuss what management strategies are being used in their classroom</li> <li>Class check-in &amp; rewards</li> <li>Common language with rules and procedures</li> <li>Building positive relationships with parents</li> </ul>	Limited Development 08/03/2022		
<i>How it will look when fully met:</i>			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	12/15/2023
<b>Actions</b>				<b>1 of 3 (33%)</b>		
	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	08/24/2023

*Notes:*

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

Matthew Snow

12/01/2023

*Notes:*

10/25/23 Teachers will employ the following foundational skills to ensure solid classroom management:  
attention signal  
  
Intentional circulation  
  
Set clear expectations  
  
Positive framing  
  
Student discourse  
  
Redirection

Christina Graves

12/15/2023

*Notes:*

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	12/30/2023
<b>Actions</b>				<b>0 of 1 (0%)</b>		
	10/15/22		The principal will routinely participate in PLC days and provide feedback to deans. The principal and Dean calibrate what solid PLC norms and expectations are.		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
<i>Initial Assessment:</i>			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		
<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.		Hilary Clancy	12/22/2023
<b>Actions</b>				<b>2 of 4 (50%)</b>		
	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
<i>Notes:</i>						

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
<i>Notes:</i>				
10/23/17	Develops all objectives and I can statement that clearly align to the selected standards/benchmark.		Hilary Clancy	06/22/2024
<i>Notes:</i>				
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	06/22/2024
<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>		<b>Data analysis and instructional planning</b>			
<b>!</b>	<b>A3.10</b>	<b>All teachers use assessment data and match instruction and supports to individual student needs. (6827)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		All of our teachers are trained in instructional differentiation, however, each teacher needs support with formative assessments, including criteria to gauge each student's mastery as demonstrated in their work and using assessments to adjust their plans for students.	Limited Development 10/25/2023		
<b>How it will look when fully met:</b>		When this goal is met All of our teachers are trained in instructional differentiation, each teacher will be able to understand support with formative assessments, including criteria to gauge each student's mastery as demonstrated in their work and using assessments to adjust their plans for students.		<b>Tamari Broadnax</b>	<b>02/29/2024</b>
<b>Actions</b>			<b>0 of 1 (0%)</b>		
10/25/23	Teachers will utilize the intervention map to show how students have performed on recent assessment data. Teachers will use the data to determine the next instructional steps to improve instruction.			Hilary Clancy	03/02/2024
<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>			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		
<i>How it will look when fully met:</i>			When full met each classroom teacher will provide multi tiered instruction and support to their class.		Matthew Snow	12/22/2023
<b>Actions</b>				<b>1 of 2 (50%)</b>		
	10/25/23		Professional development centered on the intervention model and the teacher's role in intervention instruction, data collection, and progress monitoring.		Chelsea Carmichael	12/15/2023
<i>Notes:</i>						
	8/3/22		School wide PD of MTSS process and multi tiered instructional support.	Complete 09/01/2023	Matt Compton	12/22/2023
<i>Notes:</i>						

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	06/22/2024
<b>Actions</b>				<b>0 of 2 (0%)</b>		
	10/25/23		The principal will conduct weekly classroom walkthroughs to observe instructional delivery and key foundational skills such as I Can, CHAMPS, and Moral focus Virtues.		Natasha Robertson	06/15/2024
<i>Notes:</i>						

10/25/23	The principal will conduct weekly walkthroughs and provide feedback to the teacher or teacher's dean regarding areas that are strong as well as areas the teacher can continue to develop and grow.		Natasha Robertson	06/15/2024
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension C - Professional Capacity</b>
<b>Effective Practice:</b>	<b>Quality of professional development</b>

!	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
<b>Initial Assessment:</b>			<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		
			Priority Score: 2                      Opportunity Score: 2	Index Score: 4		
<b>How it will look when fully met:</b>			<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	12/22/2023
<b>Actions</b>				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	06/30/2024
<i>Notes:</i>				
<b>Implementation:</b>		08/03/2022		
<b>Evidence</b>	8/3/2022			
<b>Experience</b>	8/3/2022			
<b>Sustainability</b>	8/3/2022			

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
<i>Initial Assessment:</i>		<p>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.</p> <p>Evidence of parent communication to define expectations will be uploaded.</p>	Limited Development 10/23/2017		
		Priority Score: 2                      Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		<p>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.</p>	<b>Objective Met 01/12/22</b>	<b>Chealsea Williamson</b>	<b>06/01/2020</b>
<b>Actions</b>					
	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
<i>Notes:</i>					
	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
<i>Notes:</i>					

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>				
<b>Implementation:</b>		01/12/2022		
<b>Evidence</b>	1/12/2022 We have had a curriculum night and a donut with the deans presentation supporting parents			
<b>Experience</b>	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.			
<b>Sustainability</b>	1/12/2022 regular review feedback regarding our events			