



Gate City Charter School for the Arts Title I Schoolwide Plan 2025–2026

A. Comprehensive Needs Assessment

Describe how the comprehensive needs assessment was conducted and what needs were identified.

- GCCSA conducted a review of student achievement data, SAS participation rates, family and staff surveys, and attendance/retention records.
- **Identified needs:**
 - Increase statewide assessment participation (target 90% by spring 2026).
 - Improve reading and math proficiency (5% annual growth).
 - Expand interventions for at-risk students both with frequency and number by hiring a full-time interventionist.
 - Training on SPIRE, TOUCH Math, and ZEARN programs.
 - Strengthen professional development in arts-integration and literacy instruction.

B. Schoolwide Reform Strategies

Describe the strategies the school will implement to address identified needs.

- **Curriculum & Instruction:** Arts-integrated, project-based learning in all classrooms; Foundations K–3, EL and Savvas literacy, iCivics 6–8, math interventions.
- **Intervention Programs:** Use TOUCH Math and SPIRE and Zearn as remediation programs.
- **Academic Goals:** Provide Tier II small-group support in literacy and math, with measurable growth targets.
- **Engagement:** Use informal and formal assessment to track learning growth.
- **SEL:** Continue Responsive Classroom and Choose Love frameworks.
- Math Stars and Math Buddies.



C. Instruction by Qualified Staff

Describe how instruction will be provided by highly qualified teachers.

- All classroom teachers are NH state-certified in their content or grade area or a plan will be in place for credentialing.
- Title I staff meet ESSA paraprofessional requirements.
- Hiring practices require appropriate certification and DOE credential checks.

D. Professional Development

Describe how the plan provides professional development for staff.

- Literacy and math instructional strategy training.
- Staff training on interventions.
- "Push-in" services to model interventions.
- Common language for students and staff.
- Collaboration and planning opportunities with interventionists and educators.

E. Parent and Family Engagement

Describe how the plan meets parent and family engagement requirements.

- Annual Title I meeting held in fall (with notices in multiple formats).
- Ongoing communication via newsletters, website, and family nights.
- Two annual parent-student-teacher conferences.
- Family Arts Nights and exhibitions integrate parent engagement with student learning.
- Parent input solicited through surveys and representation on the CSO.

F. Transition Plans

Describe plans for assisting preschool children, and students moving from one school level to another.

- **Preschool–Kindergarten:** Family orientation events, classroom visits, and parent meetings.



- **Middle–High School:** Transition counseling and collaboration with local high schools to prepare 8th graders.

G. Coordination of Federal, State, and Local Services

Describe how the plan coordinates and integrates federal, state, and local services and programs.

- Funds allocated for: intervention staff, instructional supplies, PD, and family engagement.
- Coordination with local organizations (YMCA, Saval Dance Academy, Thrive Outdoors) to expand enrichment and family resources

H. Evaluation

Describe how the school will evaluate the implementation and results of the schoolwide program.

- Quarterly progress monitoring of student achievement and attendance.
- Annual family and staff surveys.
- Title I performance report shared with the Board annually.
- Adjustments made based on evidence of student achievement and engagement.