



Gate City Charter School for the Arts Title I Needs Assessment Guidelines

The Needs Assessment Procedure describes the systematic process that Gate City Charter School for the Arts (GCCSA) uses to establish priorities for action and make appropriate decisions about the allocation of resources—people, materials, time, and fiscal (including all Title I funds).

1. Considers a Range of Needs and Issues:

GCCSA's Title I needs assessment reviews a wide range of student and school factors. At a minimum, it includes:

Student Needs

- Performance on State assessments (schoolwide, by subgroups, and individually).
- Measurable goals for achievement, communicated to parents, teachers, and students.
- Student mobility, attendance rates, and discipline data.
- Identification of at-risk students and timely intervention processes.

Curriculum and Instruction

- High expectations for student achievement communicated by staff.
- Core content areas supported by evidence-based instruction.
- Regular use of diagnostic, formative, and summative assessments (3–4 times per year).
- Evidence of assessment results being used to inform curriculum, instruction, and interventions.
- Teacher involvement in selecting assessments.
- Availability and integration of instructional technology for all students.
- Ongoing evaluation of instructional programs and practices.

Professional Development

- Teacher and paraprofessional qualifications.
- Process for identifying professional development needs.

- Staff participation in PD aligned to classroom practice.
- Ongoing, job-embedded professional development with opportunities for collaboration and mentoring.
- Scheduling that supports common planning time across grade levels.
- Evaluation of PD effectiveness and adjustments as needed.

Family and Community Involvement

- Routine teacher communication with parents on student progress.
- Parent/community participation in learning activities and governance.
- Access to health and human services for families.
- Outreach methods for non-English speaking families.
- Partnerships with local social service, business, and arts organizations.
- Evaluation of parent/community involvement strategies.

School and Organization

- Alignment with the school's mission and vision.
- Evidence of progress toward student achievement goals in the last 2–3 years.
- Role of leadership and staff in instructional improvement.
- Transparent and equitable budget/priority setting across all ESEA funds.
- School climate, discipline, and safety policies.

2. Includes Information from Multiple Sources

The needs assessment uses both quantitative and qualitative data:

- Quantitative Data: standardized test results, rubrics, enrollment counts, attendance, discipline, retention, graduation rates, and demographics.

- Qualitative Data: surveys, interviews, focus groups, classroom observations. Data collection methods are selected to ensure accessibility for all families and stakeholders.

3. Employs Valid and Reliable Data

Data are presented in clear, stakeholder-friendly formats. Confidentiality is preserved, and limitations to generalizability are clearly stated.

4. Meaningful Involvement of Stakeholders

A formal planning team oversees the needs assessment. This includes:

- Administrators, teachers, and paraprofessionals.
- Guidance counselors, curriculum specialists, and arts integration coaches.
- Parents, students, and community members.

The team reflects diverse knowledge, skills, and expertise, and ensures compliance with Title I requirements.

5. Results in Goals and Action Plans

Analysis of the data leads to clear, measurable plans:

- Strategies at both the classroom and school level.
- Inclusion of State performance and improvement targets.
- Incremental learning objectives based on gaps in student skills/knowledge.
- Activities and professional development aligned to student learning goals.
- Clear accountability for implementation of strategies.

6. Basis for Resource Allocation

Needs assessment results are prioritized to target the most impactful strategies for improving achievement. Resources—including staff, materials, time, and fiscal supports (Title I and all ESEA funds)—are allocated to support identified priorities.



7. Regular Follow-Up and Evaluation

Plans and strategies are monitored, evaluated, and refined on a regular basis:

- Progress toward expected changes in student learning experiences.
- Use of observable indicators to anchor goals in concrete outcomes.
- Ongoing opportunities for parent and stakeholder input.
- Evaluation results directly inform future program and policy improvements.