

GATEWAY CHARTER SCHOOL
d.b.a. Gateway Lab School

**RENEWAL APPLICATION
2014-2015**

Submitted:

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I. Overview

1.1 Provide the following information requested.

a) Fill in the following chart with the school's basic information

BASIC INFORMATION	
Name of School	Gateway Charter School, d.b.a. Gateway Lab School
Year School Opened	Fall 2011
Grade Level(s) in 2012-2013 and additional grade levels approved to be served in the next charter cycle	Grades 3 to 8
Current Enrollment	212
Approved Enrollment	216
Current Waiting List by Grade	5th = 4, 6th = 10 and 7th = 9
School Address(es)	2501 Centerville Road, Wilmington, DE 19808
District(s) / Region of Residence	New Castle County
Website Address	www.gatewaylabschool.org
Name of School Leader	Catherine Dolan
School Leader Email and Phone Number	Catherine.Dolan@gls.k12.de.us - (302) 633-4091
Name of Board President	Joyce Henderson
Board President Email and Phone Number	Joyce.Henderson@gls.k12.de.us - (302) 766-0050

b) Fill in the following chart with the school's demographics at the time of submission (all information must be verifiable through state reporting tools):

CURRENT YEAR ENROLLMENT & DEMOGRAPHIC INFORMATION	
Total Enrollment	212
# of Students on Waiting List	23
Gender	
# Male	133
# Female	71
Ethnicity/Race	
# White	133
# Black	45
# Hispanic	17
# Asian	5
# Other	1
# Multiracial	3
Special Populations	
# Students with disabilities	120
# English Language Learners	0
# Low-Income	16 (free & reduced lunch)

II. Academic Framework

2.1 Is the academic program a success?

a) Discuss the school's academic achievement results over the last three or four years. How has the school performed with regard to student growth and proficiency

measures over the last charter term? In the absence of expected achievement, identify proposed changes to instructional practices that your school will implement to improve the school's academic performance and student outcomes.

The Gateway Charter School d.b.a. Gateway Lab School (GLS) has demonstrated continuous incremental gains over the past three years related to the percent of students meeting growth targets in the areas of Math and ELA as measured by the Delaware Comprehensive Assessment System (DCAS). During the last Charter Term (SY 2014) there were noteworthy gains in Math (19% increase). The significant gains made in ELA during SY 2013 (11.3% increase) were not realized in SY 2014 with student performance in ELA remaining flat. These incremental gains resulted in a positive shift from an overall school rating of "Falls Far Below Standard" to "Does Not Meet" standard. It is GLS's expectation that more significant gains in both Math and ELA will occur in the current school year (SY2015) as a result of a focused, comprehensive approach to instruction. We will be using the Proficiency Measures as data to drive instruction. It is the reason we implemented new curriculum with a focus on instructional rigor. In the areas where we show improvement, we intend to continue growing and making progress. (*GLS Academic Performance Framework Report - Appendix A, and The Alternative Performance Report - Appendix B, documents overall school ratings*)

Percent of Students Meeting Growth Targets

School Year	Math	School Rating: Math	ELA	School Rating: ELA
2010-11	N/A	N/A	N/A	N/A
2011-12	24.3%	Falls Far Below	31.7%	Falls Far Below
2012-13	26.7%	Falls Far Below	43.0%	Does Not Meet
2013-14	45.7%	Does Not Meet	43.5%	Does Not Meet

Percent of Students Meeting Proficiency Measures

Grade	% Meeting/Exceeding Standards: Math			% Meeting/Exceeding Standards: ELA		
	2013	2014	% Change	2013	2014	% Change
3	31.25%	45%	+13.75%	46.67%	65%	+18.33%
5	22.22%	25%	+2.78%	37.14%	28%	-9.14%
8	24.24%	20%	-4.24%	39.39%	17%	-22.39%

Changes in Instructional Practices

For SY 2014 the Founder of GLS who also served as the Head of School (SY2011-2013) stepped down as the Head of School and hired two education administrators charged with increasing student performance. In SY 2014 the new Head of School invited Delaware Academy of School Leaders (DASL) from the University of DE to conduct a Comprehensive Success Review of GLS. DASL's team of experts collected evidence on key areas related to successful schools (i.e., Leadership/Mission/Vision; Curriculum and Instruction, Assessment & Accountability, Professional Development

and School Environment). DASL conducted 144 classroom observations, held interviews with teachers, staff, parents, students, Head of School and the Assistant Head of School along with completing a GLS document review. The findings of the 2014 Comprehensive School Review were shared with the GLS board. In response to the findings below are the changes to instructional practices that GLS is undergoing for SY 2015.

This year we have created an Instructional Leadership Team to support our emphasis on instructional rigor. The team is made up of teachers from each grade level who have shown leadership among their peers. The Principal heads up this team. This was a recommendation from the DASL experts who conducted the Comprehensive Success Review.

1. Roles and responsibilities of the Head of School and Assistant Head were revised. The former Assistant Head of School position now carries the title of “principal”. The principal’s roles and responsibilities are more clearly focused on GLS’s instructional program. (*see job descriptions in Appendix C*)
2. GLS’s school year calendar and daily student schedule are revamped maximizing instructional time. DOE approved GLS’s SY 2015 school year calendar. The revised student schedule includes the following adjustments:
 - a) A daily Response to Intervention (RtI) opportunity in both ELA and Math. The RtI schedule happens at the same time throughout the school allowing for students to be grouped by their specific instructional needs where targeted instruction will occur.
 - b) Teachers and students are operating with a bell-to-bell schedule to further maximize instructional minutes/times.
 - c) Common planning time has been incorporated into the daily schedule for paraprofessionals and teachers. Paraprofessionals are receiving training on how to effectively be involved in the instructional process from planning to implementation. The expectation is for all paras to be actively engaged in classroom lessons allowing for more individual student instructional support.
3. An Instructional Focus has been developed, communicated to staff and is being implemented:
 - a) An instructional Leadership Team was created including the Principal, teacher and paraprofessional representatives who have a strong understanding of content and pedagogy.
 - b) The Instructional Leadership Team has communicated the year’s instructional focus with Common Core Standards being the umbrella for all instruction along with 3 core instructional strategies (*see Appendix D for instructional focus visual*):
 - ✓ Higher Order Questioning Strategies
 - ✓ Summarizing
 - ✓ Arts Integration
 - c) New ELA and Math Curriculum that is more closely aligned with Common Core Standards was purchased and provided to all teachers along with training.

- ✓ Elementary Math Core Curriculum - Investigations
- ✓ Elementary Intervention Curriculum - Do The Math
- ✓ Middle School Core Curriculum - Connected Mathematics Project 3
- ✓ Middle School Intervention Curriculum - Math XL and Do The Math
- ✓ ELA Elementary and Middle School - Achieve 3000

The SY2015 GLS professional development schedule better addresses on-going PD that is dynamic, research-based, includes follow-up and support is job-embedded and promotes self-reflection. GLS staff participates in a 50-minute PD opportunity 3 days a week every week. The GLS Instructional Leadership Team plans out the monthly PD calendar (*see Appendix E for PD calendars for Aug/Sept/Oct*). Throughout the year the weekly PD will include:

- a) training sessions & follow up
 - b) study groups
 - c) action research groups
 - d) peer coaching
4. GLS is implementing both formative and summative assessments using the Northwest Evaluation Association Measures of Academic Progress (MAP), a norm-referenced, adaptive assessment tool. MAP formative assessments will be administered three times throughout the year providing specific data related to individual students' needs allowing for more targeted instruction within Rtl groups and regular classroom instruction.
 5. A systematic approach to monitoring instructional practices has been developed and is being implemented this year (SY2015).
 - a) Routine classroom walkthroughs are occurring by the "principal". The walkthroughs have a clear focus on expected instructional practices.
 - b) The principal has devised a schedule for implementing the Delaware Performance Appraisal System (DPAS). The Principal's focus is on providing more meaningful feedback to teachers related to the DPAS rubrics. Teachers received PD in the DPAS rubric. (*See walk-through document in the Appendix F*)

2.2 Is the school meeting its mission?

- a) State the mission of the school as it appears in your charter application. How does your school measure and track mission accomplishment?

The mission of GLS is to *provide an extraordinary educational opportunity for our students using arts based, multi-sensory teaching techniques and curriculum that is aligned to Delaware Content Standards in a safe, secure and nurturing environment. The school plans to eventually serve the community as a center for the professional development and education of teachers, parents and students by providing access to the latest research-based curriculum, technology and training.*

The GLS mission statement was adopted from the original Gateway Lab School of Washington. The current mission statement has not been revisited since the inception of the charter (2010). As a result of the CSR conducted by DASL the GLS board plans

to revisit its mission statement during SY2015. The purpose of revisiting the mission statement is to ensure that it remains relevant, is clear, concise and focused on students' academic success.

Once the "revisiting" process is completed the GLS mission statement will be broadly communicated among internal and external stakeholders using multiple means, making it highly visible throughout the building, in school communications and online.

Measuring the accomplishment of GLS's mission will be four-fold:

- ✓ Increased rates of students meeting performance targets
- ✓ Parent satisfaction surveys
- ✓ Teacher/staff satisfaction surveys
- ✓ Student Summit

III. Organizational Framework

3.1 Is the school organizationally sound?

- a) Discuss the school's organizational performance over the last three or four years. How has the school performed with regard to organizational measures over the last charter term? In the absence of expected achievement, identify proposed changes to organizational practices that your school will implement to improve the school's organizational outcomes.

Gateway Lab School was incorporated in the state of Delaware on July 13, 2007; and currently meets all organizational standards as a charter educational school. The dedicated seven (7) member Board of Directors, which include four officers, are responsible for overseeing and governing the school, its administration and budget oversight. Among its duties, the Board of Directors are responsible for establishing the mission, goals, By-laws and governing principles, and ensuring that GLS is in compliance with all applicable federal and state statutes.

To maintain its collective experience, Board Members participate in board training, training offered by the Delaware Department of Education, and participate in professional development trainings related to their role as board members and all other related trainings that will enhance their capacity and responsibilities as board of directors. Currently, the Board Members are putting a 5-year strategic plan into place which will even better guide them as they govern GLS, its staff and students. The plan will be available on the school's website the fall of 2014.

Gateway Lab School's overall organizational rating is Does Not Meet. However, we do not agree with this rating. The school's student attendance rate is impacted negatively when students are in alternate placements/hospitals. Due to our unique student population, there are students that attend day treatment centers and inpatient facilities for extended stays to address their mental health needs. Attendance at these alternate placements/hospitals is often a result of a doctor's recommendation. Additionally, the

excused absence rate is impacted by anxiety and sleep related health problems that some of our students have. Furthermore, the board makeup has always included a parent director, and the annual report was emailed to the Charter School Office on the due date, however rejected by the DOE server. After several failed attempts it was faxed, and hard copy mailed to the Charter School Office. With approval from the DOE Pupil Accounting office, we are revising Measure 4b to: Gateway Lab School's average daily attendance will exceed 90%. By September 2014 we achieved the overall rating of "Meets," as measured by the Organizational Performance Framework. Each year, we will be on track to demonstrate performance aligned with those organizational performance expectations. This progress will be monitored through our annual performance review. (See the Board Member Self Evaluation, Board Evaluation Form and Board Packet in Appendix G)

3.2 Is the school implementing the essential terms of the charter's education program as defined in the current charter, and complying with applicable state and federal requirements?

- a) Provide specific examples of how your educational program is in compliance with instructional days/minutes requirements, the use of state assessments, Delaware content standards requirements, and providing an education and accommodations for at-risk students.

Gateway Lab School has and is implementing all essential requirements of the educational program as required in Delaware, including but not limited to Del. C., Title 14, Ch. 5, §512 (3), and the education program in operation reflects the essential terms as defined in the charter, including but not limited to: instructional days or minutes requirements; graduation and promotion requirements; state assessments; Delaware content standards and state program requirements; implementation of mandated programming as a result of state or federal funding; appropriate strategies to accommodate at risk students and those needing special education services, pursuant to Del. C., Title 14, Ch. 5 , §512 (7); and the education of at risk youth, pursuant to Del. C., Title 14, Ch. 1, §153.

Gateway Lab School's academic calendar is submitted to the DOE for approval. The school day starts at 8:45 am to 4:00 pm, Monday thru Friday. (You will find evidence of curriculum alignment to Common Core State Standards in Appendix H)

3.2 Is the school protecting the rights of students with disabilities and English language learners?

- a) Describe the process by which students with special needs are identified and evidence that the school is effective in providing the right resources and services for students with disabilities.

Gateway Lab School provides an equal opportunity and access to a free education for all students, including students with disabilities in accordance with Section 504 of the

Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and 14 Delaware Code §506.

When students request enrollment at GLS, a process of screening, diagnosing, providing accommodations, re-evaluating and testing for special education needs is administered. We also review and rely on previous school records, if available and applicable, in addition to conducting our own assessment in making a determination about special education needs, accommodations and placement.

Sixty-percent of the students at GLS are special education compared to 12% in the district. Additional support is provided to students with special needs from our Student Support Team (Director, School Psychologist, Nurse, Reading or Math Interventionist, Special Education Coordinator, and at least two teachers that have the student). This group makes up the IEP team once a student has been identified as needing special education services. The IEP team works with the student and family to ensure that academic and developmental success is reached. We also have group and individual counseling sessions throughout the day. Students meet with one of the IEP team members to develop or follow up with the student IEP plan.

To ensure that all special education services are provided by the most qualified teachers, GLS requires that all teachers working with disabled students must be certified as Special Education teachers with demonstrated experience and qualifications. Teachers are encouraged to use the AMSES manual as a reference to ensure that the school operates within state guidelines as they relate to at-risk students and students with disabilities. Teachers working with special education students are provided ongoing training, professional development opportunities, and training opportunities about the Response to Intervention model and Special Education Law.

Board responsibility also includes ensuring that Gateway Lab School is in full compliance with all applicable federal and state statutes related to the education and protection of students with disabilities.

- b) Describe the process by which students with English language learners are identified and evidence that the school is effective in providing the right resources and services for these students.

English language learners are identified at the time of enrollment and through assessments.

3.3 Is the school monitoring and minimizing attrition rates and maintaining enrollment stability?

- a) Fill in the following chart with the appropriate enrollment information over the last 4 years (3 years if this is the school’s first renewal):

School Enrollment Trends									
	2010-2011		2011-2012		2012-2013		2013-2014		Current Waitlist for the 2014-2015 School Year
	Approved Enrollment	Sept 30 Enrollment Count							
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 3	N/A	N/A	36	34	36	33	36	21	0
Grade 4	N/A	N/A	36	36	36	37	36	38	0
Grade 5	N/A	N/A	36	35	36	40	36	40	4
Grade 6	N/A	N/A	36	39	36	38	36	39	10
Grade 7	N/A	N/A	36	39	36	39	36	38	9
Grade 8	N/A	N/A	N/A	N/A	36	38	36	32	0
Grade 9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total	N/A	N/A	180	183	216	225	216	208	23

- b) Provide information regarding the school's attrition rate over the last 4 years (3) years if this is the school's first renewal). Using data starting with the number of students enrolled September 30, what number and percentage of students transferred out of the school by the end of the school year?

School Attrition Rates									
	2011-12			2012-13			2013-14		
	Sept 30 Enrollment Count	End of Yr Transfer Number	End of Yr Transfer Percent	Sept 30 Enrollment Count	End of Yr Transfer Number	End of Yr Transfer Percent	Sept 30 Enrollment Count	End of Yr Transfer Number	End of Yr Transfer Percent
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 3	34	33	3%	36	33	8%	20	21	+5%
Grade 4	35	34	3%	36	35	3%	38	37	3%
Grade 5	37	32	14%	40	36	10%	40	40	0%
Grade 6	39	39	0%	39	35	10%	39	38	3%
Grade 7	39	39	0%	39	36	8%	38	37	3%
Grade 8	N/A	N/A	N/A	38	34	11%	33	31	6%
Grade 9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

- c) How does the school both monitor and plan to minimize attrition rates? Provide a summary of why students left your school.

GLS monitors attrition rates through parent/teacher/principal conferences and have created a culture to make sure students receive individual attention in a safe school, we go beyond for our students by offering programs during the summer, weekends, and before and after school that provide tutoring and build on what students learn during the school day. A total of 19 students withdrew from GLS at the end of SY 2013/14. Four students moved out of the area/state, 7 transferred to a different public or charter school, 1 transferred to a private school, and 1 is now homeschooled. Of the 19 students, there were two sets of siblings, bringing the non re-enrollment number to 17. Eighty-nine percent of GLS students re-enrolled for SY 2014/15.

3.4 Is the school complying with governance and reporting requirements?

The following governance and reporting requirements have been and continue to be met. Budget oversight committee—Del Code, Title 14, Section 1508; Monthly financial reporting—Del Code, Title 14, Section 509(k); Audit—Del Code, Title 14, Section 513; Web posting of check register—Del Code, Title 14, Section 1509; Web posting of 990—Del Code, Title 14, Section 509(k); Annual report—Del Code, Title 14, Section 513

a) Provide a current organizational chart, which includes the Board of Trustees. (See *Appendix I for GLS organizational chart.*)

3.5 Is the school complying with closure requirements?

a) Describe the school's plan for procedures it will follow in the event of the closure or dissolution of the school, including a plan to set aside sufficient funds to cover the salaries owed to those employees who are paid over a 12-month period.

To prepare for a possible closure of the school, GLS will set aside adequate funds to assure that all employees are paid according to their contractual agreements with the school, to pay staff who would be required for close-out activities, and to pay vendors such as auditors, movers, liquidators, etc. that would be needed. All cash and cash equivalents will be distributed first to satisfy outstanding payroll obligations for employees, then to the remaining creditors. To ensure the cash reserve is sufficient, the Board has implemented a plan to build into its budget a cash reserve sufficient to maintain closing costs, review funding balances and financial projections on a monthly basis to ensure the fiscal health of the school and the reserve fund. In the event that GLS is closed for nonfinancial reasons and, following the authorizer's charter school closure protocol, GLS's Board would work closely with the DDOE concerning next steps (parent notification, transfer of records, disposition of school assets, etc.) to ensure a smooth and orderly closure and transition. The school would follow all legal and regulatory requirements such as those contained in Delaware Code 512, Section 16.

IV. Financial Framework

4.1 Is the school financially viable?

a) Provide an analysis of the results of your Financial Performance Reports over the last three years (2010-11, 2011-12, 2012-13). Where applicable, provide explanations for areas where standards were not met, including your plans and strategies for improving the individual measures and overall ratings.

Near Term Indicators:

As is demonstrated from the results, GLS received "Meets Standards" for all Near Term Indicators measuring financial resource factors for FY2012, FY2013 and FY2014 with a Summary and Overall Rating of also "Meets Standards". The results as measured were

a reflection of continuing funds each year for FY2012 through FY2014. Summer Pay was budgeted in its entirety based upon staff at the point of the final budget approval. A 2% Contingency is in place in preparation for planned priorities, and the administration set aside the remaining unused portion. Accounts Payable: vendor obligations were sufficiently budgeted to ensure that resources were available at year end to accommodate any unpaid vouchers carried into the New Year, thus not expecting New Year Funds to accommodate prior year obligations and the remaining contingency balance was made available for planned one time instructional initiatives.

While it is not expected that balances such as those demonstrated will continue, it is expected that board and administrative practices of funding summer pay will continue. In addition, the past continuing balances have also provided support for the unknown instructional needs for a special population at a time when enrollment is not expected to exceed the approved enrollment of 216 plus 5% to 226.

Sustainability Indicators:

When revenue for each year is compared to the expenditure activity, expenditures for FY2014 exceed revenue by \$259,160. During FY2014, one-time obligations for a planned renovation project and prior year vendor obligations (accounts payable) totaling \$298,053 have skewed the indicators where there is the appearance of deficit spending. The one-time obligations were supported by continuing funds from FY2013.

Financial Performance Framework									
Year	Current Working Capital Ratio	Unrestricted Days Cash	Enrollment Variance	Default	Total Margin	Debt to Asset Ratio	Cash Flow	Debt Service Coverage Ratio	OVERALL RATING
2011-12	M	M	M	M	NR	M	NR	N/A	M
2012-13	M	M	M	M	NR	M	NR	N/A	M

- b) Provide a summary of findings from independent audits and, where applicable, how the school developed and implemented a corrective action plan in response to audit findings.

Audit Summary: FY2012

Finding 01: Timely deposits of receipts posted to the First State Financial System.

Recommendation: Procedures be established that will require the outside accountant to periodically obtain a report from the School detailing all deposits made to ensure FSF entries are accurate and in agreement with the report. Finding resolved as of the FY2013 Audit. The school replaced part-time staff with fulltime FSF trained staff. No further instances were noted.

Finding 02: Related party organization using the School’s EIN

Recommendation: The Gateway Friends and Family obtain its own EIN for tax filing purposes. Finding resolved as of the FY2013 Audit. The Gateway Friends and Family obtained their own EIN.

Finding 03: Failure to retain adequate documentation for Expenditures.

Recommendation: The School establish a record retention policy that will establish that the school retains all invoices, purchase orders, and payment vouchers for its expenditures for a minimum period of time established by the School. Finding resolved as of the FY2014 Audit.

Finding 04: Lack of Capital Asset Inventory Listing

Recommendation: That management take an inventory listing of all its fixed assets to which the School has title, and create and maintain a schedule of those assets, including all additions and disposals that may occur. Finding resolved as of the FY2014 Audit. School had initiated the process of performing an inventory of its capital assets, creating a list to documents the assets and their related costs.

Finding 05: Lack of a formalized capitalization policy

Recommendation: The school formally establish a capitalization policy. Finding resolved as of the FY2014 Audit. School has drafted and implemented an approved capitalization policy.

Finding 06: Failure to create purchase orders for required expenditures.

Recommendation: The School establish a policy to consistently create purchase orders for expenditures over the \$5,000 threshold, and for any capital assets that are to be purchased. Finding resolved as of the FY2014 Audit. Recommendation accepted and followed.

Finding 07: Filing of 2010 Tax Return on a Calendar Year Basis

Recommendation: The school file all future returns on a fiscal year basis. Finding resolved as of the FY2013 Audit. Recommendation accepted and followed.

Finding 08: Filing FY2011 Tax Return late.

Recommendation: The school file future tax returns in a timely manner to the IRS, to avoid being assessed fines. Finding resolved as of the FY2013 Audit. Recommendation accepted and followed.

Audit Summary: FY2013

Finding 01: Approvals of Payment Vouchers and Purchase Orders by External Consultant.

Recommendation: Policies be enacted that will designate an employee the responsibility for creating purchase orders and payment vouchers in the FSF system with the Head of School or another administrator be solely responsible for the required approvals. Finding resolved as of the FY2014 Audit. The Head of School approves all payment vouchers, while the external consultant approves purchase orders.

Finding 02: Use of former Head of School's Procurement Card

Recommendation: The School immediately stop using the former Head of School's P-Card. Finding resolved as of the FY2014 Audit. P-Card was cancelled.

Finding 03: Preparation of Journal Entries

Recommendation: The School designate a suitably skilled employee to prepare the journal entries necessary to convert the financial statements from cash basis of accounting to the accrual basis of accounting and to ensure entries are posted to their proper accounts. Finding resolved as of the FY2014 Audit. The school contracted consultants to perform the conversion.

- c) As an appendix, provide the following documents:
 - *Final Fiscal Year 2014 Revenue & Expenditure Budget Report in the prescribed DDOE format found as Appendix J*
 - *Approved preliminary Fiscal Year 2015 Budget found as Appendix J*
 - *Fiscal Year 2014 Audited Financial Statements found as Appendix J*
 - *Projected revenue and budget worksheets and narrative through 2018-2019 in the prescribed DDOE projection format found as Appendix J*
 - *Financial Performance Framework Report found as Appendix K.*

V. Five-Year Planning

5.1 Projected Enrollment

- a) Provide a five-year enrollment chart by grade level, in the prescribed format below. Ensure that the chart allows for the natural progression of students from year-to-year.

Projected Enrollment					
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
K	N/A	N/A	N/A	N/A	N/A
Grade 1	N/A	N/A	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A	N/A	N/A
Grade 3	20	36	37	38	38
Grade 4	33	35	36	38	38
Grade 5	41	33	36	37	38
Grade 6	40	41	36	36	38
Grade 7	41	40	41	36	38
Grade 8	33	41	40	41	36
Grade 9	N/A	N/A	N/A	N/A	N/A
Grade 10	N/A	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A	N/A
Grade 12	N/A	N/A	N/A	N/A	N/A
TOTAL	208	226	226	226	226

5.2 What are the school's plans for the next five years of the charter?

- a) Describe what changes and improvements the school will undertake in the next five years based on the school's examination of student performance outcomes.

- Growth in every subgroup in subjects measured by the Common Core Standards
- MAP testing, assessing students up to 5 times per year as an alternative assessment
- Implemented new English and Math curriculum for SY 2014-15
- Purchased new RTI curriculum
- Focus on data-driven instruction
- Partnership with the University of Delaware Arts Bridge Scholars to embed the arts into core subject areas
- Change in daily schedule which provides for school-wide teacher PD 3 days a week and PLC 2 times per week where teachers meet by grade and by subject area for common planning
- Common Core lesson plan format has been implemented and will be checked with weekly walk throughs by administration
- Implemented Instructional Leadership Team (ILT) which consist of teachers from each grade and a paraprofessional. the ILT plan PD and PLC calendar each month
- Increased professional development in Special Education law and process
- Require each teacher to participate on a school or Board committee
- Implement a Balanced Calendar
- Develop relationship with a local university to provide special education training to student teachers
- Supply laptops or iPads to 100% of student body
- Fully develop the Center for Excellence model

b) Provide goals and performance outcomes, including assessment tools and measures to be used. Provide a rationale for the identified goals and assessment measures. Provide any mission-specific goals that you will include in your Performance Agreement.

- Change to MAP testing and assess up to five times per year. Our student population learns and retains information differently; therefore, frequent testing more accurately measures student growth and progress when given in closer intervals of learning time periods
- Develop RTI curriculum which provides early intervention for students at an earlier stage

c) Provide detailed information on the school's plan for any changes or improvements to its facility for the five years of the next charter renewal term. The plan should include an adequate and detailed financial arrangement and timeline for the proposed facility improvements.

Gateway is currently developing a five-year strategic plan that includes a feasibility study to explore future expansion, which may include changes to our current facility. If the school Board determines that expanding to grades 1 and 2, as outlined in our

original charter application, is feasible, a modification will be filed along with all required details.

- d) Provide information regarding how the Board of Trustees effectively evaluates the school administration.

The Board of Directors conducts an annual, 360-degree review of the Head of School. Likewise, there are in place oversight reviews of Principal and other administrators which are conducted along with the Head of School.

- e) What policies and procedures are in place to evaluate the school leader on an annual basis?

A 360-degree interview is conducted annually by the Board of Directors

- f) Identify the school's plan to ensure the effectiveness of its Board of Trustees, including governance training and new member induction.
- Annual meeting which includes governance training
 - Attendance at national conferences and local training provided by DEDOE and the Delaware Charter School Network
 - Recently revised Board Orientation Packet and new member induction procedures
 - Board meetings are held monthly
 - Plans are in place to expand Board committees by including non-board members, which can serve as a recruitment tool for future board members
 - We have recently implemented two board evaluations including a member self-evaluation and a general evaluation (See Appendix G)
 - An annual Parent Survey is in place to further evaluation governance effectiveness and performance. You can find our most recent parent survey at <https://www.surveymonkey.com/results/SM-LXV29V68/>

- g) Describe the school's process for succession planning including identification, development and retention of school leaders.

- Head of School works closely with the Principal through weekly meetings, shared responsibilities, and leadership development
- We provide opportunities for the school Counselor and Educational Diagnostician to assume greater responsibility and leadership in decision making
- There is an established Instructional Leadership Team which provides teacher-led Professional Development
- Teachers actively participate on Board committees

APPENDICES