



2018-19 DDOE Charter School Annual Report

Charter Renewals

GATEWAY LAB CHARTER SCHOOL

**2501 Centerville Rd,
Wilmington, DE 19808**

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<http://www.gatewaylabschool.org/>

Charter School Program

BASIC INFORMATION	
Name of School	Gateway Lab Charter School
Year School Opened	2011
Current Enrollment	177
Approved Enrollment	216/226
School Address	2501 Centerville Rd, Wilmington, DE 19808
District(s) of Residence	Red Clay Consolidated School District
Website Address	http://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	joyce.henderson@gls.k12.de.us
Mission Statement: "Our mission is to maximize each student's academic ability and social growth through innovative arts-based learning in a safe and nurturing environment."	

Narrative:

Provide a Synopsis of the School's Mission and Educational Program, Including Key Components of the Education Model and Any Unique or Innovative Features of the School

Gateway Charter School, Inc., dba Gateway Lab School (GLS), is a nonprofit 501(c)(3) charter school located in Wilmington, Delaware, and serves families in New Castle County. GLS first opened its doors to the public as a charter school in the Fall 2011-12 school year; and, serves the educational needs of students in grades 3 through 8 who struggle to achieve academic success in a traditional classroom environment. Gateway's core philosophy is to provide an educational environment that combines integrated arts, experiential learning and social/emotional development for students. The educational model of GLS is aligned to the curriculum and standards of Delaware Content Standards and is modeled after aspects of The Lab School of Washington that serves students with learning differences and ADHD.

Gateway has an enrollment of 177 students. Our demographics include: Special education population: 50%, male students: 63%, female students: 37%, Caucasian: 40%, Black: 54%, Hispanic: 11%, Other 6% , ELL: 7%, Free or Reduced Lunch: 52%.

The Gateway Lab School philosophy is based on the belief that children, who have struggled to achieve academic success in the traditional school environment and learn differently, have the capacity to achieve academic success and to realize individual learning potential. This is accomplished by focusing on providing interventions in the areas of reading, oral and written language, math and social skills in an arts-integrated classroom model.

The core elements of our school-wide model include:

- **Small Group Instruction-** Gateway Lab School serves a 50% special education population with an additional 7.9% of students with 504 Plans and incorporates small group instruction into all major content classes in order to properly differentiate and scaffold learning to meet our students' unique needs. During small group instruction, students spend 15-25 minutes in a center or station with 3 to 4 other students focusing on one activity at a time to strengthen skills. Centers are run in all ELA and Math classes two times a week and are utilized in Science and Social Studies classes for review and development of skills.
- **Arts Integration-** Gateway Lab School integrates the arts into our general education curriculum by incorporating dance, movement, drama, visual arts, media, creative writing, play writing, public speaking, sculpting, and singing into thematic units to keep our students invested and engaged in their academic success. Integrating the arts allows our students to feel success in the classroom that they may not otherwise feel in a traditional setting.
- **Brain Breaks -** Gateway currently incorporates brain breaks into our curriculum blocks. These breaks are 5-10 minute increments of time where students stop their academics and engage in movement, cooperative play, and/or team building activities that help to refocus, rejuvenate, and re-engage them in their curriculum.
- **Sensory Needs-** In order to meet the diverse needs of our students with ADHD, Autism, and Sensory Processing Disorder, who make up the majority of our student population, Gateway integrates multi-sensory furniture and equipment such as flexible seating, standing tables, floor desks, carpet squares, and reflection zones in the classrooms to increase focus and accessibility to learning for all students.

- Responsive Classroom (RC) - Since its inception, Gateway has used the Responsive Classroom approach to social skill and character development. This approach equips our students with the knowledge to build positive relationships in community and approach new situations with confidence. Students learn to advocate for themselves by gaining an understanding of how they best learn.
- MAP Assessments- Gateway uses the Northwest Evaluation Association Measures of Academic Progress (MAP), a norm-referenced, adaptive assessment tool. MAP formative assessments are administered three times throughout the year providing specific data related to individual students' needs allowing for more targeted instruction within Response to Intervention (RTI) groups and regular classroom instruction.
- Professional Development- Teachers at Gateway meet 3-5 times a week in the morning and participate in Professional Learning Communities once a week, in addition to full days of PD throughout the year, focused on the areas of Academics, Culture, and Special Education. Staff participates in targeted professional development sessions based on the needs shown during walkthroughs and observations by the leadership team.
- After-school clubs- Gateway students are given the opportunity to participate in a variety of clubs to enrich their academic experience. Clubs give students the opportunity to express themselves, build self-esteem, and build social and collaboration skills. Some of our clubs and activities include, Chorus, Drumming, Volleyball, Cheerleading, Basketball, Running Cub, Chess Club, Odyssey of the Mind, Computer Science Club and Student Government and Leadership.

Discuss Key Accomplishments of the Charter School Program Over the 2018-19 School Year

1. **Re-alignment of Mission & Vision** – In 2018, Gateway board, staff, parents and community members expressed concern that the school had drifted off of its mission as a school that uses arts-integration and experiential learning as its core method of teaching students that struggle in a traditional school environment. During 2016-2018, school enrollment suffered due to a lack of clarity about the school’s mission which resulted in student and staff attrition. To address this concern, former GLS Board members and administrative staff returned to their previous roles at the school to get the school back on course with its approved charter.

2. **Implementation of Culture and Climate Improvements** – In SY2018-19, Responsive Classroom, Gateway’s school-wide social/emotional curriculum was restarted with fidelity. Twenty-two (22) new faculty and Paraprofessionals received an intensive, four day Responsive Classroom (RC) training in both FY2019 and FY2020 as well as three additional RC professional development workshops during the school year. Our Gladiator

Expectations:

- **Help Other Heroes**
- **Exhibit Exceptional Effort**
- **Respect Self & Others**
- **Own Your Actions**

are prominently displayed in classrooms and throughout the school. During weekly “Round-up” in the middle and elementary grades, the Head of School and Principal present “Badges of Honor” to students and staff who were found exhibiting Gladiator Expectations in the classroom and throughout the school. Joint efforts by the Principal, Dean of Students, Academic Dean and Behavior Interventionist to deal with behavior and truancy issues

swiftly and thoughtfully has helped to establish firm expectations of all stakeholders and create a climate of high expectations for personal and professional conduct throughout the building. In the last trimester of SY 2018-2019 behavior reporting from Data Service Center shows only 8.28% of our student population (14 students) with six or more referrals. 116 students had 0-1 referral and 39 students had 2-5 referrals. Positive Behavior Supports in the form of impromptu Block Parties provided additional motivation for students to exhibit good behavior.

- 3. Emphasis on Parent Engagement & Student and Community Advocacy** - Over the last 18 months, the school staff has made strides to re-engage parents and to build relationships with community stakeholders and leaders. Gateway Lab School draws students from every school district in New Castle County and our diverse student population and changing family dynamics have made it difficult to draw parents out to attend school events and volunteer at the school. We are focusing our efforts on opportunities to keep in touch with parents and encourage their involvement in their children's academics and school activities. A monthly school newsletter – Gateway Gazette and weekly News You Can Use keep our school community updated on events in school and classroom activities. The Gateway Friends and Family PTO and Parent Advisory Council meet monthly to assist in keeping parents informed and to help plan fundraisers to benefit the school. For SY2019-2020 we have hired a part-time Family Engagement Coordinator with funds from the state-wide Opportunity Grant. The Parent Engagement Coordinator will strengthen our communication with and support to the current and prospective families of Gateway students, particularly those classified as ELL and LI. The Harvard Family Research Project concluded that parental involvement is associated with higher student achievement

(<https://globalfrp.org>). The research found that student success was higher in several areas, including standardized test scores, grades and teacher ratings. Students were also more likely to pass their classes, attend school regularly, and have better social skills and move on to post-secondary education when parents are actively involved in their education. In addition to parent engagement we are focused on building deeper relationships with community stakeholders. We have invited state and local representatives, leaders and funders to visit and tour the school to get a better understanding of how we carry out our mission at GLS. Student advocacy is a major component of our educational program. Students regularly participate in social service and community-based educational opportunities like Youth in City Government, Breast Cancer Awareness, Food Bank of Delaware food drive, Kind to Kids Toy Collection, High School Night and Career Week.

II. Performance Reflection

Please Complete the Questions that Match the Charter School's Performance Tier.

Tier 1	Tier 2	Tier 3
"Meets Standard" overall ratings on all of the following: - 2017-18 and 2018-19 Org Frameworks - 2017-18 and 2018-19 Financial Frameworks - 2018-19 DE School Success Framework	"Meets Standard" overall Ratings on one or more Performance Framework reports during 2017-18 and 2018-19 school years OR Opened in 2018-19 School Year, Never on Formal Review	At any point during 2018-19 school year: - Renewed with Conditions - Placed on Formal Review - Earned "Falls Far Below Standard" on any Framework Report

Tier 2 Narrative:

Academic Performance

Identify areas or factors where the school has met standard in academic performance.

Identify areas or factors where the school has not met standard in academic performance. Provide an analysis of strengths, challenges, and opportunities for growth in these areas. What are the school’s academic performance outcomes that will improve student growth, proficiency, and college and career readiness levels as measured by the Performance Framework?

Please see pages 26-32 in the Gateway Lab School Charter Renewal Application.

Organizational Performance

Identify areas or factors where the school has met standard in organizational performance.

Gateway was rated Approaching Standard on its Organizational Performance in 2017-2018 and Meets Standard in 2018-2019.

<p>1a. Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?</p> <p><i>As a school that focuses on high needs students, our goal is to have students increase performance in Reading skills.</i></p>				
<p>Essential Question Indicator 1a. Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable</p>				
<p>Staff</p>				
Measure	Definition of Rating	Data Source	Data Collection Process	Measure
Students will demonstrate growth on the MAP assessment.	<p>Exceeds Standard -The school has at least 80 percent of all students meeting their growth target using MAP</p> <p>Meets Standard -The school has between 60 and 79 percent of all students meeting their growth target using MAP</p> <p>Does Not Meet Standard - The school has between 40 and 59 percent of all students meeting their growth target using MAP</p> <p>Fails Far Below Standard-The school has less than 40 percent of all students meeting their growth target using MAP</p>	Gateway Lab School provided data from MAP to demonstrate that the school is meeting standard in their mission specific goal. This data contains PII and therefore has not been posted publically.	PDF Upload and entry into system by DOE.	In1

GLS exceeded its mission-specific goal in MAP growth targets over the course of the most recent charter term for the overall student population and the Exceeded Standard for our students in the bottom third that made the highest gains of all students. Student participation in MAP assessment did not exceed 95% of our student population in SY 2018-2019. Student participation for that year was 92%. The percentage of students participating was affected by

the number of students that were out of the building in hospital or alternative placement. Our goals and outcomes for MAP growth targets for SY 2018-2019 were as follows:

For our overall student population:

- Fall-to-Spring, Reading: Target = 74% Outcome = 66%
- Fall-to-Spring, Math: Target = 68% Outcome = 67%

For our “Bottom Third” students:

- Fall-to-Spring, Reading: Target = 54% Outcome = 79%
- Fall-to-Spring, Math: Target = 54% Outcome = 63%

Students are assessed three times annually to track their progress and growth. In addition to the MAP assessment, struggling readers by our full-time Wilson Reading teacher receive additional support through the Wilson Reading Program. Wilson Reading is an intensive Tier 3 program for students with word-level deficits who are not making sufficient progress through their current intervention; have been unable to learn with other teaching strategies and require multisensory language instruction; or who require more intensive structured literacy instruction due to a language-based learning disability, such as dyslexia.

The percentage of Wilson students who met their growth targets in SY 2017-18 was 83% (30/36).

The percentage of Wilson students who met their growth targets in SY 2018-2019 was 94% (33/35).

Identify areas or factors where the school has not met standard in organizational performance. Provide an analysis of strengths, challenges, and opportunities for growth in these areas. What are the school's performance outcomes in meeting its organizational responsibilities including, but not limited to, administrative operations, reporting, and legal responsibilities as measured by the Performance Framework?

With more than three complete changes in administrative staff since our first year, there have been notable challenges to the fidelity of our mission. Board assessment of the effects of the turnover and mission creep, lead to a concerted effort to implement changes at the end of SY2017-2018 to guide the school back to its established mission as defined by our charter. Despite the challenges, students are showing progress on many fronts. Foundationally, GLS has remained strong organizationally and financially. This has helped us implement necessary academic supports and add staff that our children need to meet their goals. As we move forward with dedicated, skilled administrators, teachers and Board members, we believe that our students are on a trajectory that will lead to tremendous academic and social emotional growth. The Board is strengthening its oversight and professional development by working with seasoned consultants, including the Delaware Association for Non-profit Advancement (DANA) for Board training and strategic planning. Head of School, Catherine Dolan returned to Gateway in 2018 to ensure that the mission of the school is defined and implemented with fidelity. Gateway was established as a school “where arts are the Gateway to learning”. Since most teachers do not receive education or training on how to design arts-integrated lessons, there have been challenges with school staff understanding how to integrate the arts into their lessons in a dynamic, rigorous way. Dr. Linda Krakaur was hired in 2018 to work with the teachers and paraprofessional staff monthly. Dr. Krakaur specializes in training teachers curriculum development using “inquiry-based” arts integration. Three cohorts rotated through hands-on training in lesson planning using various art forms – visual, music, drama and movement. In 2019-20, GLS is partnering with Dr. Lynette Overby from the University of Delaware to train teachers and paraprofessionals in hands-on practical application of arts integration. Teachers continue receiving intensive training on Responsive Classroom, our social

skills curriculum. Gateway has a dedicated, certified Wilson Reading instructor whose students have exceeded their goals and have advanced between 1-3 years of progress in reading in a single year. Teachers and support staff participate in daily morning professional development covering special education, lesson planning, classroom management and data-driven instruction to name a few.

***Please see 3.2a and 3.2c in the Charter Renewal Application for additional details.**

Financial Performance

Identify areas or factors where the school has met standard in financial performance.

Gateway Lab Charter School has maintained an overall rating of meets standard for the past three years on the Financial Performance Framework. Please see 4.1b on the GLS Charter Renewal Application.

Identify areas or factors where the school has not met standard in financial performance. Provide an analysis of strengths, challenges, and opportunities for growth in these areas. What are the school's financial performance outcomes that will demonstrate viability and sustainability as measured by the Performance Framework?

Please see answer 4.1a (2017-2018) and 4.1c on the GLS Charter Renewal Application.

Additional information will be completed when DOE provides the template with details for 2018-2019.