

**Gateway Lab School
Balanced Score Card –Strategic Plan
2015-2018**

GLS Mission: To provide an individualized arts-based learning experience in a safe and nurturing environment using innovative approaches to equip students with the tools to achieve academic excellence and personal growth.								
Wildly Important Goals: 1. Academic Rigor 2. Grow Operational Capacity								
Goal 1: To meet or exceed the standards set forth in the Alternative Academic Framework established by the State Board of Education by end of 2018 school year.								
Strategic Objective	Goal	Measure	Measures/Growth Targets				Activities	Person(s) Responsible
			2014-15 Actual	2015-16	2016-17	2017-18		
1. Increase the % of students meeting their "growth target" in reading as measured by the fall to spring MAP assessment.	1	Spring MAP assessment: % mtg reading "growth target" on MAP Assessment	61.88%	65%	69%	74%	1a. Provide 3 to 4 professional development opp. Re: GLS ELA curriculum.	1a. R. Brooking
		----- Dec. MAP assessment: % of students meeting Dec. growth goal/target.	N/A	65%	69%	74%	1b. Conduct PD evaluations quarterly and end of year and analyze feedback after each session. Share analysis with principal. 1c. Complete weekly walk-throughs with focus on PD topics & provide meaningful feedback/coaching. 1d. Complete a data analysis cycle after each MAP test. Use analysis for small group and RTI grouping and	1b. A. White (w/ GLS Reading Staff) 1c. R. Brooking 1d. A. Sanders & R. Brooking

							<p>instructional purposes.</p> <p>1e. Maintain flexible Response to Intervention grouping throughout the 5 cycles using MAP, Curriculum assessments, Wilson and Dibels.</p> <p>1f. Provide PD on lesson planning (H.O. questioning, checking for understanding & student ownership.)</p> <p>1g. Maintain weekly Wilson Reading schedule for identified students in grades 3-5.</p> <p>1h. Provide 2 to 3 arts integrated professional development opportunities to enhance curriculum</p>	<p>1e. A. Sanders (w/ ILT)</p> <p>1f. R. Brooking</p> <p>1g. D. Rathmell</p> <p>1h. R. Brooking</p>
<p>2. Increase the % of students meeting their "growth target" in math as measured by the fall to spring MAP assessment</p>	<p>1</p>	<p>Spring MAP: % mtg math "growth targets" on MAP Assessment</p>	<p>62.38%</p>	<p>62%</p>	<p>65%</p>	<p>68%</p>	<p>2a. Provide 3 to 4 professional development opp. Re: GLS Math curriculum.</p> <p>2b. Conduct PD evaluations quarterly and end of year and analyze feedback after each session and share analysis with principal.</p> <p>2c. Complete weekly walk-throughs with focus on PD topics & provide meaningful feedback/coaching.</p> <p>2d. Complete a data analysis</p>	<p>2a. R. Brooking</p> <p>2b. Ray Pendley (w/ ILT)</p> <p>2c. R. Brooking</p> <p>2d. A. Sanders & R. Brooking</p>
		<p>Dec. MAP assessment: % of students meeting Dec. "growth goal/target"</p>	<p>N/A</p>	<p>62%</p>	<p>65%</p>	<p>68%</p>		

							<p>cycle after each MAP test. Use analysis for small group and RTI grouping and instructional purposes</p> <p>2e. Maintain flexible Response to Intervention grouping throughout the 5 cycles using MAP and Curriculum assessments</p> <p>2f. Provide 2 to 3 arts integrated professional development opportunities to enhance curriculum</p>	<p>2e. A. Sanders</p> <p>2f. R. Brooking</p>
<p>3. Increase the % of "Lowest Performing" students (bottom quarter) meeting their "growth target" in reading as measured by the fall to spring MAP assessment.</p>	<p>1</p>	<p>% of "lowest performing" students (bottom quarter @ each grade level) meeting reading "growth target" on MAP assessment.</p> <p>-----</p>	N/A	50%	52%	54%	<p>3a. Provide 2-3 professional develop opp. Re: small group instruction and centers</p> <p>3b. Complete a data analysis for this subgroup after each MAP test. Use analysis for small group and Response to Intervention grouping and instructional purposes.</p> <p>3c. Maintain flexible Response to Intervention grouping throughout the 5 cycles using Curriculum assessments</p> <p>3d. Complete monthly walkthroughs of small group instruction and Response to Intervention & provide meaning feedback/coaching</p> <p>3e. Maintain weekly Wilson</p>	<p>3a. R. Brooking</p> <p>3b. A. Sanders & R. Brooking</p>
		<p>Dec. MAP assessment: % of lowest performing subgroup (bottom quarter @ each grade level) meeting Dec. "growth goal/target"</p>	N/A	50%	52%	54%		<p>3c. Amy Sanders & R. Brooking</p> <p>3d. R. Brooking & A. Sanders</p> <p>3e. D. Rathmell</p>

							Reading schedule for identified students in grades 3-5.	
4. Increase the % of "Lowest Performing" students (bottom quarter) meeting their "growth target" in Math as measured by the Fall to spring MAP assessment.	1	Spring MAP: % of "lowest performing" students (bottom quarter @ each grade level) meeting math "growth target" on MAP assessment.	N/A	50%	52%	54%	4a. Provide 2-3 professional develop opp. Re: small group instruction and centers 4b. Complete a data analysis cycle after each MAP test. Use analysis for small group and Response to Intervention grouping and instructional purposes. 4c. Maintain flexible Response to Intervention grouping throughout the 5 cycles using Curriculum assessments 4d. Complete monthly walkthroughs of small group instruction and Response to Intervention & provide meaning feedback/coaching	4a. R. Brooking
		----- Dec. MAP assessment: % of low perf subgroup (bottom quarter @ each grade level) meeting Dec. "growth goals/target".	N/A	50%	52%	54%		4b. R. Brooking & A. Sanders 4c. A. Sanders & R. Brooking 4d. R. Brooking
5. Increase the % of students making more than one year's growth in reading as measured by the MAP Assessment	1	Spring Map: % of students making more than one year's growth in reading on MAP assessment	N/A	50%	55%	60%	5a. Provide 3 to 4 professional development opp. Re: GLS ELA curriculum. 5b. Conduct PD evaluations quarterly and end of year	5a. R. Brooking 5b. A. White

		----- Dec. MAP assessment: % students meeting ≥half a year's growth in reading.	N/A	50%	55%	60%	and analyze feedback after each session. Share analysis with principal. 5c. Complete weekly walk-throughs with focus on PD topics & provide meaningful feedback/coaching. 5d. Complete a data analysis cycle after each MAP test. Use analysis for small group and RTI grouping and instructional purposes. 5e. Maintain flexible Response to Intervention grouping throughout the 5 cycles using MAP, Curriculum assessments, Wilson and Dibels. 5f. Complete monthly walkthroughs of small group instruction and Response to Intervention I & provide meaning feedback/coaching 5g. Maintain weekly Wilson Reading schedule for identified students in grades 3-5.	5c. R. Brooking 5d. R. Brooking & A. Sanders 5e. R. Brooking & A. Sanders 5f. R. Brooking & A. Sanders 5g. D. Rathmell
6. Increase the % of students making more than one year's growth in math as measured by the MAP Assessment	1	Spring MAP: % of students making more than one year's growth in math on MAP assessment	N/A	50%	55%	60%	6a. Provide 3 to 4 professional development opp. Re: GLS Math curriculum. 6b. Conduct PD evaluations quarterly and end of year	6a. R. Brooking 6b. R. Pendley

		----- Dec. MAP assessment: % students meeting ≥half a year's growth in math.	N/A	50%	55%	60%	and analyze feedback after each session. Share analysis with principal. 6c. Complete weekly walk-throughs with focus on PD topics & provide meaningful feedback/coaching. 6d. Complete a data analysis cycle after each MAP test. Use analysis for small group and Response to Intervention grouping and instructional purposes 6e. Maintain flexible RTI grouping throughout the 5 cycles using MAP & Curriculum assessments 6f. Complete monthly walkthroughs of small group instruction and RTI & provide meaning feedback/coaching	6c. R. Brooking 6d. A. Sanders & R. Brooking 6e. A. Sanders & R. Brooking 6f. R. Brooking & A. Saunders
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GLS Mission: To provide an individualized arts-based learning experience in a safe and nurturing environment using innovative approaches to equip students with the tools to achieve academic excellence and personal growth.								
Wildly Important Goals: 1. Academic Rigor 2. Grow Operational Capacity								
Goal #2: Grow our operational capacity (revenue) to attract, retain, and support students and staff in the implementation of the GLS mission.								
Strategic Objectives	Goal	Measurement	Status 2014-15	Target 2015-16	Target 2016 - 17	Target 2017-18	Activities	Person(s) Responsible
1. Expand current funding sources by	2	\$500,000 secured above current state/local/federal allocation by 2018.	0	\$50,000	\$150,000	\$300,000	1a. Identify and contract with pro bono fundraising groups until ED is	1a. Board President

<p>\$500,000 to sustain anticipated annual operating budget through 2018.</p>		<p>(lag)</p> <p># of corporate/foundation sponsor prospects > \$15,000 by January (lead & lag)</p> <p># of grants >\$2500 by June 30th annually (lead & lag)</p> <p>Amount raised from internal community stakeholders by June 30 (lag) Lead: 60% of target by December 31</p>	<p>0</p> <p>\$11,388</p>	<p>2-4 corporate/foundation sponsor/donor prospects by March 31; 1 donor by June 30</p> <p>Identify and write 1 grant and have it received by June 30</p> <p>\$15,000</p> <p>\$9,000</p>	<p>2-4 donor prospects (Corporate, foundation, sponsor prospects) by March 31 At least 2 donors by June 30</p> <p>Identify and write 2 grants and have them received by June 30</p> <p>\$20,000</p> <p>\$12,000</p>	<p>4-8 donor prospects (Corporate, foundation, sponsor prospects) by March 31 At least 4 donors by June 30</p> <p>Identify and write 3 grants and have them received by June 30</p> <p>\$30,000</p> <p>\$18,000</p>	<p>hired</p> <p>1b. Hire executive director with proven fundraising experience</p> <p>1c. Develop and implement a comprehensive marketing and communications plan for GLS.</p> <p>1d. Broaden and expand the community outreach committee to include individuals outside of Board committee to identify and evaluate alternative funding sources inclusive of an annual fundraising event for GLS</p> <p>1e. Develop and implement a plan for one major annual fundraising event in the spring 2016.</p> <p>1f. Develop other activities such as: - Prepare database for Annual Fund Letter -send out "Annual Fund" letter in November</p>	<p>1b. Board President</p> <p>1c. Executive Director</p> <p>1d. Board President with Operations & Sustainability Committee</p> <p>1e. Parent Board Member (Nate) with Community Outreach Committee</p> <p>1f. Treasurer & Operations Sustainability</p>
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							<p>-Art show where kids sell their art for \$\$</p> <p>-Identify local retailer who would allow check-out fundraising for a certain period of time for Gateway</p> <p>1g. Develop a prospect database both inside and outside of education; organizations with a passion for learners with special needs.</p> <p>1h. Use GLS advisory committee to assist with identification and connection with potential funders</p> <p>1i. Generate List of Potential Grants; prioritize and submit grant application(s)</p> <p>1j. Revisit original donors (ex. Longwood Foundation)</p>	<p>Committee</p> <p>1g. Treasurer with Operational Sustainability Committee & President</p> <p>1h. Executive Director</p> <p>1i. Executive Director</p> <p>1j. Executive Director & Business Administrator</p> <p>1k. Executive Director & Business Administrator</p>
Strategic Objectives	Goal	Measurement	Status 2014-15	Target 2015-16	Target 2016 - 17	Target 2017-18	Activities	Person(s) Responsible

<p>2. Attract and retain GLS teachers and staff.</p>	<p>2</p>	<p>Decrease % of annual GLS Staff attrition rate (lag)</p> <p>Increase the # of GLS teachers hired with 3+ years' experience.</p> <p>Retain teachers that have 3+ years experience</p> <p>Use Satisfaction</p>	<p>45% (teacher attrition) 35% (school-wide)</p> <p>Nine (9) have at least 3 years exp.</p> <hr/> <p>Five (5) were retained that have at least 3 years exp.</p>	<p>≤ 25% (national avg. for charter schools)</p> <p>55%</p> <p>t current year target and then create a % above that</p>	<p>≤25%</p> <p>60%</p> <p>TBD</p>	<p>≤25%</p> <p>65%</p> <p>TBD</p>	<p>2a. Research and analyze the salary scales for DE charter schools to inform baseline information; Red Clay and Christina school districts.</p> <p>2b. Explore and bring forth recommendations for alternative incentives to salary compensation</p> <ol style="list-style-type: none"> 1. Retention Bonus offered at renewal time (April) 2. Tuition reimbursement <p>2c. Create a structured process and timeline for GLS staff committing to invite to return to GLS.</p> <p>2d. Create a Teacher Retention Committee responsible for leading the</p>	<p>2a. Business Administrator</p> <p>2b. Board Treasurer & Executive Director</p> <p>2c. Executive Director</p> <p>2d. Executive Director and Principal</p>
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		<p>scores from Exit Interviews to inform and create teacher retention strategies</p> <p>Increase teacher pay by 1 Step (on pay scale) annually</p> <p>Meet full enrollment by 9/30 to retrieve full unit funding (supporting increased pay costs)</p>	208	212	TBD	TBD	<p>implementation of employee surveys and assessments.</p> <p>2e. Create & Administer a Staff Satisfaction Survey</p> <p>2f. Offer retention bonuses</p> <p>2g. Explore and bring forth recommendations re: Use of incentive pay for professional development opportunities</p> <p>2h. Set aside \$100K annually to support Teacher Salary Step increases</p>	<p>2e. Executive Director & Principal</p> <p>2g. Executive Director & Treasurer</p> <p>2h. Executive Director & Treasurer</p>
3. Meet 3 rd grade enrollment capacity as indicated in GLS Charter	2	<p>Have 36 students enrolled by May 1st (lag)</p> <p>Have 25 students</p>	<p>May 1: 10 students</p> <p>April 1:</p>	<p>36</p> <p>25</p>	<p>36</p> <p>25</p>	<p>36</p> <p>25</p>	<p>3a. Include component in Marketing & Communications plan specific to 3rd grade enrollment.</p> <p>3b. Create a follow up plan for all incoming 3rd grade parent tours.</p>	<p>3a. Executive Director & Community Outreach committee</p> <p>3b. Principal and Executive Director</p>

		enrolled by April 1 st (lead)	9 students				3c. Update marketing pictures to include photos of younger children (targeting 3 rd grade enrollment) 3d. Add new video to website and social media 3e. Attend school fairs and Charter Network events	3c. Executive Director 3d. Executive Director 3e. Executive Director & Principal
Strategic Objectives	Goal	Measurement	Status 2014-15	Target 2015-16	Target 2016 - 17	Target 2017-18	Activities	Person(s) Responsible
4. Increase the number of board members serving to meet the allocated number in GLS bylaws.	2	11 board members serving GLS with potential replacements for members rotating off board (Reach minimum 9 Board members or 3 replacements) Lead	8	11	11	11	4a. Create a succession plan for board membership. 4b. Develop a policy/practice where board members rotating off assist at finding their replacement. 4c. Develop relationships with organizations that help to cultivate board members (State Leadership Program; UD; DTCC)	4a. Board President 4b. Board President & Operational Sustainability Committee 4c. Board President & Operational Sustainability Committee
5. Explore and decide if GLS will have a Foundation for	2	Make a decision about Foundation Board by end of June 30, 2015 (Lead)		TBD	TBD	TBD	5a. Research pros and cons of foundation board & make recommendations to the board	Executive Director

Revised 11.5.15

fundraising purposes .							<ol style="list-style-type: none">1. Obtain legal advice2. Vote on by Board of Directors	
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