

The School District of Lee County

Gateway Charter School



2018-19 Schoolwide Improvement Plan

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Gateway Charter School

12850 COMMONWEALTH DR, Fort Myers, FL 33913

www.gatewaycharterschool.org

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-12	Yes	70%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	74%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	C	B	B*

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Gateway Charter Elementary school's mission statement is empowering life long learners and leaders.

Provide the school's vision statement.

All stakeholders will share the commitment to develop students, who are reflective, life long learners prepared to contribute to society.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Carter, Angela	Principal
Jakubowski, Lisa	Dean
Laine, Andrea	Instructional Coach
Whalen, Jennifer	School Counselor
Sherman, Carol	Teacher, K-12
Fitzpatrick, Wendy	Assistant Principal
Eding, Laura	Instructional Coach
Kennedy, Kathereen	Teacher, K-12
Le Masters, Aubrey	Teacher, K-12
Hagen, Jennifer	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Dr. Angela Carter is the principal of the school who oversees all day to day actions that lead to student success.

Mrs. Fitzpatrick is the assistant principal who will assist in any area that Dr. Carter may need. Mrs. Fitzpatrick will lead and guide our new teachers through apples, grow our SAC committee and be the first line of communication pertaining to parent concerns.

Mrs. Jakubowski is the dean of students. She will assist in any line of communication dealing with student services.

Mrs. Whalen is our Guidance Counselor who will handle all behavior plans and provide counseling to students in need along with any peer to peer counseling that is reported.

Mrs. Laine and Mrs. Lemos are instructional coaches who will support all tier three teachers by using to coaching model to assist these teachers in provide the best environment for our students.

Mrs. Hagen & Mrs. Black- intensive math coaches

Classroom Teacher - share academic and behavior data and observations

Other leaders in our building will lead in areas when needed:

Parent Engagement specialist- Reaching out to all families
ESOL Specialist- Reach out to our ESOL families and provide support
School Nurse- Address any medical needs
Speech and Language Pathologist - address articulation and language communication needs
Parent: One parent who will make it to all SAC meetings and work with other parents to keep everyone involved.

Early Warning Systems

Year 2017-18

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	29	34	28	40	42	0	0	0	0	0	0	0	0	173
One or more suspensions	2	3	5	15	23	0	0	0	0	0	0	0	0	48
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	26	44	0	0	0	0	0	0	0	0	70

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	6	6	12	13	0	0	0	0	0	0	0	0	41
Retained Students: Previous Year(s)	0	0	0	8	0	0	0	0	0	0	0	0	0	8

Date this data was collected

Tuesday 8/28/2018

Year 2016-17 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA or Math														
Level 1 on statewide assessment														

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
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Students exhibiting two or more indicators

Year 2016-17 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data component that performed the lowest was our Math Lowest 25th Percentile. This seems to be a trend including last year and this year.

Which data component showed the greatest decline from prior year?

All of our data component showed growth from the prior year.

Which data component had the biggest gap when compared to the state average?

Our school did not show an achievement gap compared to the state as we exceed all of the state proficiency percentages.

Which data component showed the most improvement? Is this a trend?

The data component that showed the most improvement was our ELA Lowest 25th Percentile at an 18% gain. Our school has continue to show gains in ELA.

Describe the actions or changes that led to the improvement in this area.

Here at Gateway we focused heavily on instructional software for reading, targeted the bottom 25% by providing pull out intensive reading classes and used our extra support to push in and work with small groups during ELA instructional time.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	69%	55%	60%	58%	52%	55%
ELA Learning Gains	57%	53%	57%	55%	52%	54%
ELA Lowest 25th Percentile	58%	46%	52%	64%	47%	49%
Math Achievement	71%	55%	61%	65%	52%	56%
Math Learning Gains	64%	55%	58%	63%	53%	54%
Math Lowest 25th Percentile	54%	52%	52%	52%	46%	48%
Science Achievement	0%	51%	57%	0%	44%	52%
Social Studies Achievement	0%	75%	77%	0%	68%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	29 ()	34 ()	28 ()	40 ()	42 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	173 (0)
One or more suspensions	2 ()	3 (0)	5 (0)	15 (0)	23 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	48 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	26 (0)	44 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	70 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	67%	55%	12%	57%	10%
	2017	71%	57%	14%	58%	13%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2018	68%	53%	15%	56%	12%
	2017	49%	53%	-4%	56%	-7%
Same Grade Comparison		19%				
Cohort Comparison		-3%				
05	2018					
	2017					
Cohort Comparison		-49%				
06	2018					
	2017					
Cohort Comparison		0%				
07	2018					
	2017					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				
08	2018					
	2017					
Cohort Comparison		0%				
09	2018					
	2017					
Cohort Comparison		0%				
10	2018					
	2017					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	69%	58%	11%	62%	7%
	2017	71%	56%	15%	62%	9%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2018	70%	58%	12%	62%	8%
	2017	60%	62%	-2%	64%	-4%
Same Grade Comparison		10%				
Cohort Comparison		-1%				
05	2018					
	2017					
Cohort Comparison		-60%				
06	2018					
	2017					
Cohort Comparison		0%				
07	2018					
	2017					
Cohort Comparison		0%				
08	2018					
	2017					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018					
	2017					
Cohort Comparison						
08	2018					
	2017					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	33	67		33	47						
ELL	35	50		43	50						
ASN	73			83							
BLK	64	52	58	60	48	56					
HSP	69	62	65	70	69	52					
WHT	72	58	50	78	71						
FRL	65	56	57	66	60	57					
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	32	17		36	33						

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
ELL	17	35		45	63						
ASN	91			91							
BLK	51	36	32	52	45	38					
HSP	57	44	48	69	61	38					
MUL	58			50							
WHT	74	61	40	77	63						
FRL	56	42	38	62	57	40					

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Academic focus on increasing our students proficiency in all subject areas.
Rationale	<p>Gateway Charter School will focus on increasing proficiency in all subject areas using data-driven, individualized instruction with fidelity driven by the Rigor/Relevance framework. We will focus on earlier intervention and continued intervention in our testing grades by adding intensive coaches for reading and math subjects Intensive coaches will have pull out groups based off benchmark assessments and other formative assessments. Co-teachers will be utilized as teachers have extra time throughout the day. We plan to increase our ELA proficiency by adding vocabulary and writing programs which include, Flocabulary, Word Wisdom and Write score to help guide our teachers and students to a successful writing experience. A focus on Social Studies and science will be integrated using the Studies weekly program in order to build students knowledge and support the cross curricular infusion with the Math and ELA subjects. Our tutoring program will be a heavy focus as well. Tutoring will provide individualized ELA, Math, and science instruction to students to increase remediation, enrichment, and intensive instructional support to master and exceed grade level standards.</p>
Intended Outcome	<p>Our intended outcome is that 50% or more of our students at Gateway Charter School show proficiency in both ELA and Math in each grade level. This will be measured using our NWEA Benchmark assessment. Our goal in our testing grades, both third and fourth is to show growth from last years data in all component areas. As a school, one main goal is to maintain a school grade of an A. We would also like to see our percentage in the A category increase. We will also see mastery of all other subject areas from the extra support. Science and Social Studies mastery will be shown by integrating these subjects into Math and ELA formative assessments, so that students are familiar with cross curricular question and answers. The goal of our tutoring program is to shrink the achievement goals for our bottom 25% groups. These students have been identified and which standards they are lacking will be identified as well in order to target instruction. The goal of our top 10% group of tutoring is to flourish those students and continue to see growth.</p>
Point Person	Angela Carter (angelac@leeschools.net)
Action Step	
Description	<p>Tutoring:</p> <ol style="list-style-type: none"> 1. All students who fall in the lowest 25% based off NWEA Benchmark data will be invited and encouraged to attend our tutoring program. 2. Teachers will be able to recommend students who do not fall in the lowest 25% category who they feel need the extra support. 3. Students in tutoring will take a baseline assessment and a final assessment in order to determine fidelity. 4. Tutors will follow and use the Triumph curriculum during tutoring. 5. Tutors will target most important concepts based on their tutoring groups baseline assessments. <p>1. Top 10% of students have been invited to an enrichment tutoring program that will be</p>

carried out using novel engineering.

2. A baseline and final assessment will be administered to track fidelity.

1. Teachers will receive training on Rigor and Relevance and implement it in their planning and instruction.

2. Co- teachers will be strategically placed in third and fourth grade classrooms during math instruction.

3. Intensive coaches will create pull-out groups based on retainees and students who fall substantially below grade level.

Person Responsible Angela Carter (angelac@leeschools.net)

Plan to Monitor Effectiveness

1. Bottom 25% are identified- these students have all been invited and encouraged to participate in our after school tutoring program.

2. Tutoring baseline assessments will be compared with final assessments, along with NWEA Benchmark data to insure fidelity.

3. Standardized Unit Assessments have been created for each grade level by Charter Schools USA. Data chats will be held after each Unit Assessment to ensure standards are being met.

Description 4. Intensive coaches will go off NWEA data, retainees from last year and any students who struggled to score an A in order to pull students for intensive instruction time.

5. Writing prompts will be administered once a month to analyze students writing and growth using write score and our vocabulary programs.

6. NWEA will be administered 3 times a year and groups in tutoring and intensive instruction will be reevaluated.

7. Standards that are not being met will be honed in on and put on our Instructional Focus Plan Calendars for teachers to reteach and review with students.

Person Responsible Angela Carter (angelac@leeschools.net)

Activity #2	
Title	Social Emotional Learning and Character Education
Rationale	<p>Gateway Charter School will incorporate the Leader in Me program along with a social-emotional character education program called Second Step. We will add a Guidance Counselor as a new team member to help lead the social emotional aspect. Students will also use the studies weekly issues to look at different aspects of character once a week throughout the school year.</p> <p>The addition of a guidance counselor will support the social/emotional needs of our students, resulting in meeting the needs of the whole child and therefore allowing students to meet their full academic potential. The addition of a student services teacher will support a proactive discipline approach.</p>
Intended Outcome	Our intended outcome is that students of all ages learn how to be a respectable human being with high expectations not only for the world around them, but for their selves as well. Students will be able to hold their selves accountable by taking initiative through the Leader in Me seven habits! The Second Step program will help students learn about character education. Studies Weekly character Education will be used weekly in the classroom to promote positive character and be sure students are connecting character to the real world. These programs will help meet the whole child. Meeting the needs of the whole child will in return help increase students academics. In response to using these programs, we will see a decrease of student referrals and discipline issues. We will see an increase of positive referrals and griffin bucks given out to students.
Point Person	Angela Carter (angelac@leeschools.net)
Action Step	
Description	<ol style="list-style-type: none"> 1. Discuss and incorporate one habit from the Leader in Me program a month. The Leader in Me program is infused into the academics and the academic language throughout the school day. 2. Habit nights to introduce the habit to students and families will be held each month in the evening.
	<ol style="list-style-type: none"> 1. Teachers will be trained in the social-emotional character program, Second Step. 2. Second Step will be utilized and infused into the academic day.
	<ol style="list-style-type: none"> 1. Studies weekly will be given to each teacher for each student to use. 2. Once a week our school will conduct "studies weekly time" to use the booklets to learn about and reflect on character education.
	<ol style="list-style-type: none"> 1. The guidance counselor will handle all behavior plans throughout the year. Each child who has three of the same incidents with our disciplinary will be referred to the guidance counselor and a behavioral plan will be written to help the student. 2. The guidance counselor will be available to conduct peer counseling when needed. 3. The guidance counselor will also take referrals from teachers and families for any students who may need counseling for any issues that are happening outside of school.
<ol style="list-style-type: none"> 1. The student services teachers will conduct small group lessons with students as well as conduct professional development with teachers on proactive measures to prevent discipline issues. 2. The student services teacher will be in charge of The Leader in Me. 3. She will work closely with our guidance counselor in the implementation of the Second 	

Step social/emotional program.

4. She will lead our school-wide PBIS and student incentive programs.

Person Responsible Jennifer Whalen (jenniferlw@leeschools.net)

Plan to Monitor Effectiveness

Description This will be monitored by keeping track of referrals, discipline issues, positive referrals and griffin bucks going out to students! Mrs. Whalen will also keep track of behavioral plans and evaluate if she sees improvement using our programs.

Person Responsible Jennifer Whalen (jenniferlw@leeschools.net)

Activity #3

Title Increase of Community Engagement and Family Involvement to Build Culture

Rationale Parent Engagement along with family involvement is a vital aspect in student academic success. Community partnerships will help provide students with more opportunities.

Intended Outcome Our intended outcome is to improve community partnerships, obtain sponsorship, increase parental and community involvement to indirectly increase overall culture and academic performance.

Point Person Andrea Laine (andreanes@leeschools.net)

Action Step

Description 1. Reach out to communities in the area and build partnerships.
2. Encourage parent involvement by holding multiple events laid out on our family plan throughout the year at different times of the day to give everyone an opportunity to be a part of their child's academic success.

Person Responsible Liliana Lemos (lilianal@leeschools.net)

Plan to Monitor Effectiveness

Description We will set a goal of building five community partnerships throughout the year and track our progress. We will track parent involvement by using sign in sheets, surveys and workshop comment forms for every event.

Person Responsible Wendy Fitzpatrick (wendylfi@leeschools.net)

Activity #4	
Title	Blended Learning
Rationale	We will be introducing blended learning to our teachers and students. Blended learning will integrate technology and innovative ideas to enhance student achievement that will prepare them for real world scenarios to come in the 21st century.
Intended Outcome	We want to prepare our students for academics and jobs that are to come about in the future. Blended learning will have students utilizing more hands on technology. Students will have the opportunity to go beyond the thinking and recall to create and apply more of their own ideas. Learning will be more individualized to meet student needs.
Point Person	Angela Carter (angelac@leeschools.net)
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will have on going PD about blended Learning as introduce the why behind the what and new ides they can incorporate. 2. Teachers will also have training on apps that can be used on the ipads to incorporate blended learning. 3. Teachers will have training on Lexia and Dreambox as instructional software programs that when used with fidelity will increase a student's reading level by 1-2 grades. 3. Lexia and Dreambox will be tracked weekly and ongoing training's of how to blend with learning will be ongoing.
Person Responsible	Andrea Laine (andreanes@leeschools.net)
Plan to Monitor Effectiveness	
Description	We will ask that each teacher incorporate one blended learning activity for the quarter after the training is given. Teachers will let us know what that activity will be and how they will monitor how it is working in their classroom. We will have a follow up team meeting at the end of the quarter where the teachers will all share their findings. Lexia and Dreambox will be monitored and tracked each week. Classroom and grade level leader boards will be updated by data coaches weekly. Teachers who have students who are not meeting full usage will meet and discuss why they are not and how we can improve their usage.
Person Responsible	Andrea Laine (andreanes@leeschools.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Gateway Charter Elementary encourages and requires parent engagement. We require parents to complete a minimum of ten volunteer hours per child, with a maximum of twenty hours per house hold annually. We host many events at various times of the days in which we invite families to learn, engage and enjoy with their students. Events that we host include, but not limited to Seven Habits kick-off nights,

curriculum and literacy night, Grade level plays and art shows, movie nights, grandparent lunches, SAC meetings, 7 Habits Family Training, community craft sale, etc.

PFEF Link

The school completes a Parental Involvement Plan (PFEF), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Gateway Charter School is a Leader in Me school that infuses the 7 Habits of Happy Kids into the academic setting. Students are taught how the 7 Habits can be carried over into their home life. This year, we now have a guidance counselor on staff that will assist with social-emotional needs, provide counseling and peer conflict resolution. Each class has a mentor-ship class that they will meet with once a week to complete various projects together.

Gateway Charter School will implement a new social-emotional character called Second Step. Second Step is a program rooted in social-emotional learning (SEL) that helps transform schools into supportive, successful learning environments uniquely equipped to encourage children to thrive.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Gateway Charter School provides:

1. Summer Tutoring Packet
2. "Summer Review Packets" for completed year review
3. "Moving Up" Workbooks and support

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

There are many process' that the leadership at Gateway Charter uses in order to identify and align all available recourse. Charter School's USA principles meet once a month to discuss school strategic initiative plans and track progress. At the school level, the admin staff meets weekly to discuss and monitor vision, goals and strategic plan initiatives. Curriculum, data and culture "coaches" from each grade level meet monthly to discuss goals, visions and progress. Grade levels will after Unit assessments and benchmark assessments to discuss what standards students are mastering and not mastering. During this time, teachers take ownership of their classes data including the "why's and why not's" pertaining to the standards. Grade level teams also meet weekly to team plan, collaborate and discuss innovative ideas that are happening in the classroom. For MTSS plans, students are identified through observations from teachers and our on site MTSS coordinator.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Gateway Charter participates in career week every year. We invite family and community members into the school to introduce and discuss their career. Gateway has a Cambridge program that holds students to exceptional standards which teaches responsibilities that lead to both college and career pathways. Gateway is also working with outside community partners to open up any available resources. Gateway Charter has a middle and high school within two miles that we promote students to.

Part V: Budget

Total:	\$538,382.92
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