GATEWAY

STEM ACADEMY
K-8 PUBLIC CHARTER SCHOOL

12119 16th Avenue S

Burnsville, MN 55337

2022 - 2023 Annual Report

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2022 - 2023 World's Best Workforce Report

The annual report discusses the progress the school has made, existing and future challenges, and how it has responded directly to any concerns/challenges that we have faced. Because our school operation is approached as an ongoing process, this report should be thought of as a summary of our activities.

Section I. School Background Information

Charter School's Initial Opening Date: August 2018

Current Operational Grades for the School 2021-22: K-8

School Director: Ed Fellows fellowse@gatewaystemacademy.org

12119 16th Ave S, Burnsville, MN 55337

952-206-4050

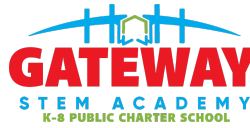# Section II. Student and Staff Report

Enrollment (by grade)	School Year 18-19	School Year 19-20	School Year 20-21	School Year 21-22	School Year 22-23
PK					
K	30	37	40	40	29
1st	31	31	35	40	26
2nd	17	25	30	30	27
3rd	23	22	30	30	24
4th	19	27	25	30	28
5th	14	26	20	25	19

6th		10	20	25	17
7th				15	11
8th					12
Gender					
Male	65	82	94	111	97
Female	69	96	106	124	99
Ethnicity/Race					
African American		99% (133)	100%	100%	100%
Specialized Populations					
Student with IEPS		2 (1.49%)	9 (5%)	8 (4%)	9 (5%)
English Language Learners		86 (64.18%)	114 (64.04%)	158 (79%)	127 (65%))
Homeless / Highly Mobile Students		0			
Eligible for free and Reduced lunch		>90%	>90%	>90%	>90%
# of in-school suspensions		0	0	0	0
# of out-of-school suspensions		0	0	0	0
# of students expelled		0	0	0	0
Total # of teacher positions		16	16	16	19
# of teachers returning to the school from the previous school year		first year	13	14	6
# of teacher hired due to growth in grade levels or enrollment		all	1	1	3

LAST NAME	FIRST NAME	ASSIGNMENT
Fellows	Edward	Executive Director
Irobe	Abdimajid	Dean of Students
Fellows	Jennybeth	Director of Curriculum and Instruction
Mohamed	Ruquiyyah	Office Manager
Ober	Tracey	Office Coordinator

Ahmed	Khadija	Family Liaison
Sahal	Mohamed	Family Liaison
Soberg	Patrick	English Language Teacher
Martinson	Kianna	Special Education Teacher
Ostovich	XiaoXiao	Kindergarten Teacher
Jansons	Ally	1st Grade
Omar	Abdihakim	2nd Grade
Buffington	Hannah	3rd Grade
Alcorn	Lindsey	4th Grade
Jibril	Dalmar	5th Grade
Fellows	Danielle	Middle School Language Arts
Haley	Brandon	Middle School Social Studies
Ovespyan	Ruben	Middle School Math
Anstett	Kenley	Middle School Science
Elnahrawy	Mona	Arabic Teacher
Nilsen	Seth	Physical Education Teacher
Hussein	Ayan	Stem Coordinator
Mursal	Amal	Social Emotional Learning Coordinator
Verney	Chris	Custodian
Aways	Habiba	Cafeteria Staff
Abdi	Hibaq	Cafeteria Staff
Hassan	Ayan	Special Education Paraprofessional
Ibraham	Muna	Special Education Paraprofessional
Hawadle	ZamZam	Special Education Paraprofessional
Jama	Khadra	Special Education Paraprofessional

Section III. Mission, Strategy & Goals

Gateway STEM Academy has found a successful niche in the community of Burnsville providing a rigorous academic environment for students to engage in STEM education. We have increased our enrollment, built a strong foundation of trust

among our families and students, retained quality educators, and found operational stability with strong governance and financial practices that create a stable and vibrant future for the school.

We see the trust of our families and students (and the stability of our staffing and educators, as well as our strong enrollment and financial operations) as an excellent foundation for academic progress with a population of students who need reinforcement and interventions to meet their academic potential.

The mission of Gateway STEM Academy is to be a K-8 Charter school that prepares a diverse community of students for academic success by providing an enriching and focused learning environment in science, technology, engineering and math. Our goal is to emphasize the use of technology and STEM learning for our students and to maximize individual potential to ensure students reach academic and career success. We provide a high-quality academic environment in a 21st century school setting which creates and improves student learning, closes the achievement gap and partners directly with students and their families.

We have succeeded in creating a community of learners through a deep partnership with our families. We have engaged successfully in building a culturally affirming community for students while engaging in an enriching and focused STEM learning environment. We utilize a STEM-focused curriculum as our academic foundation. Our students experience daily engagement with concepts and materials that are inspiring and affirming to their individual potential and academic success.

Our community partnerships (see below for specifics) as well as our operational success at building a community of partnerships with families has been a tremendous success. Since welcoming our first students in the fall of 2018, Gateway is making strides towards providing a well rounded educational experience. Since the pandemic, Gateway has focused on building knowledge and skills in recovering learning loss from the pandemic. Also, our baseline requirements as a MN public charter school - for finance, and governance, as outlined in our 2017-2022 contract - are met through diligent operational practices. In the next 5 years, we will be able to utilize this success to achieve the next phase of goals for our students' academic and individual needs.

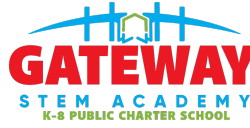| Pillsbury United Communities: Vision, Mission & Values	School Vision & Practice Indicators
Vision	
Higher Education	STEM initiatives prepare students to engage in analytical and creative problem-solving. STEM curriculum and standards prepare students to engage in the skills needed to succeed in higher

	educational pursuits. By holding students to high standards, and meeting them where they are in their academic and social development, we are preparing students with a strong foundation for the habits they will need to find success as they meet opportunities in their future academic pursuits.
Citizenship	We engage in Service learning projects that connect our students with the experience of being contributing community members, collaborating and supporting their neighborhoods and building relationships with others. (Examples of community partners we engage in service learning with include: 360 communities; Esperanza youth sports; and other local volunteering on a case-by-case basis.)
Personal Fulfillment	Fulfillment for our students comes through our efforts at family engagement, consistent teacher retention, and an investment in time and resources to build strong relationships. We create a cohesive community for our students because their families and their educators are on the same page, having met face to face in the home - and having a strong understanding of shared goals for the student as a scholar and member of the family and school community.
Mission	
Innovative Education Strategies	STEM initiatives emphasize analysis, problem-solving, and understanding the world through observation and confident application of mathematics, scientific principles, and the tools of technology. These experiences create confident students who are prepared to engage in the world around them.
Promotion of Respect	We build a consistent expectation of respect between students by demonstrating deep and abiding respect for families, for students themselves, and for each other as educators. Through our practice of home visits for every family and every student at the beginning of each school year, we reinforce the message that we are in this together and that we recognize the value and dignity of each learner in our community.
Engage students	We provide inspiring and intriguing experiences for our students, which create interest and the desire for inquiry. We use formative assessments to understand academic needs, and we construct a learning plan for our students that engages their interests and skill in pursuit of academic goals.
Service Learning	We engage in experiences that demonstrate responsibility and the impact that serving the community can have - both for the community and for us as individuals. Some examples of service learning that our students witness and participate in:

	- volunteering at homeless shelters in Scott and Dakota county
	- After School tutoring programs for language for adults and the wider community
	- Community support for housing assistance, energy assistance, self-sufficiency for families that occurs at the school as a result of organizing to meet the holistic needs of some families within our community
Personal Development	Our students create goals for their academic studies, and for their personal development. These goals are important for their independence and recognition of their agency as learners. Student personal development is strongly supported by the family-school partnership and the understanding that educators have of the family and student as a whole.
Values	
Motivated by the success of the people we serve	We start each school year with a home visit by GSA staff to the families of incoming students. Happens for all students every year, and throughout the year. We are able to build real relationships through these home visits, as the families have the opportunity for hospitality and welcome the school into their life. Students witness this and educators become an integrated part of the experience of the life of the student. Our mission and vision exist because of the students and families we serve.
Open and honest communication	Gateway STEM Academy practices an open door policy every moment of every day. Our employees, our families, and our administration are dedicated to the sharing of information and open listening to feedback. Open communication is the bedrock of trust in our relationships with families and internally as an organization.
Collaboration	We emphasize collaboration among educators and with our community partners. Through professional learning communities (PLC's) we share information and best practices and student progress toward academic achievement
Transparency	Our open door policy creates a strong expectation of feedback and listening to the ideas of every individual in our community. In our decision-making, we emphasize communicating the *why* and the *how* for any decision. We seek the understanding of each member of the community.

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Diversity	Gateway STEM is founded on the principles of equity and inclusion; people and partnerships; and innovation and creativity. We welcome all students to Gateway STEM Academy. Our staff participates in training for English Language Learners.
Continuous Improvement	We welcome an approach of continuous improvement by seeking critical feedback, and identifying ways we can grow and do our best work. We seek big challenges through our vision and mission, and we take steps to construct attainable, incremental goals to work consistently toward improvement.
Fiscal Responsibility	School budget is developed through a transparent and public process. Our board and committees review the school budget, and we have demonstrated successful management of our budget by building a healthy fund balance that supports long-term stability as a school.
Quality Board Training and Development	Board has completed state required training in governance, human resources, and finance. We emphasize the impact of our program on student achievement, and we operate committees that follows best practices. Our finance committee has been particularly active and effective in achieving the necessary goals to secure operational stability.

Section IV. Leadership and Operations

1. Describe the distribution of tasks and responsibilities. How does this distribution ensure compliance with state statutes and enable pupil performance for all students?

Our organizational model follows MN state statute - showing that a board of directors oversees all operations with transparency and open communication for all decisions and policies of the school. Our Director serves as a leader of the community and is primarily responsible for implementing school policy and strengthening the mission and vision of the school in daily life. Gateway School Director and administrative team oversee the operations of the school which includes facilities, operations, teaching and learning, and home-school outreach.

This organizational structure ensures that all implementation of policy, follow through on governance and operations receive the due attention required for compliance and successful execution by the school director and that the teaching and learning activities receive focused attention, planning, and oversight for student success by the dean of students and director of curriculum and instruction.

Organizational Chart
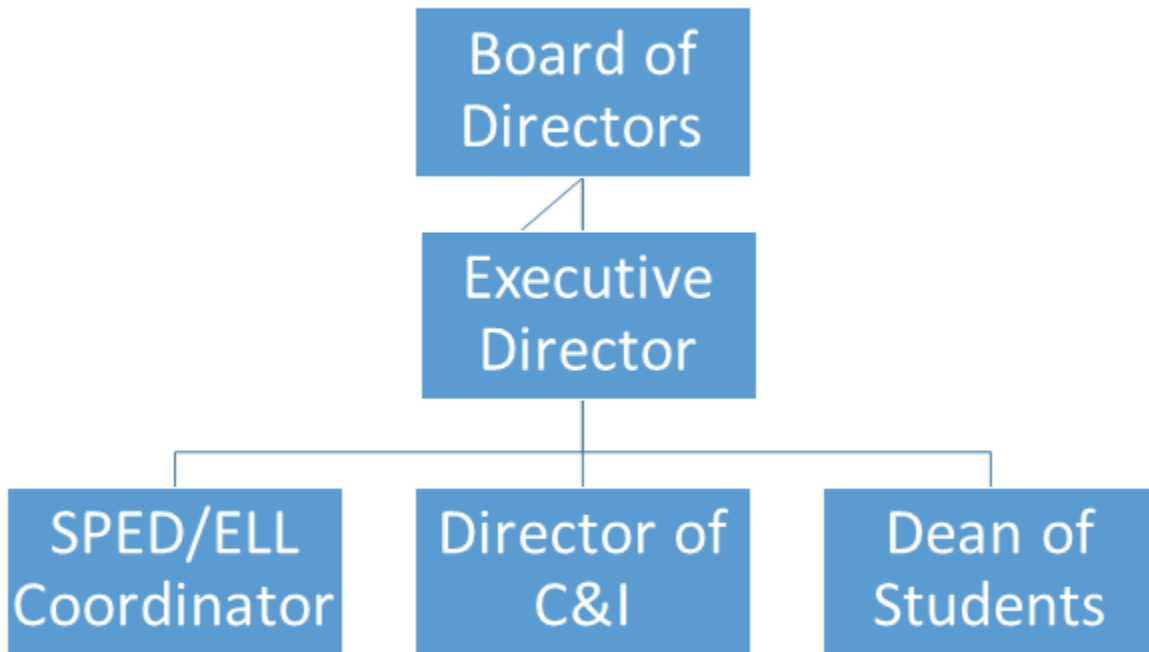
Professional development opportunities available to and required by staff members

Gateway STEM Academy provides professional development and learning opportunities integrated into our work and our meetings as school staff. We also provide instructional coaching to our educators and offer educators the opportunities to attend STEM teaching and learning workshops, seminars, and experiences to inspire their practice of education.

Below is an outline of professional development for educators at GSA:

   a. Required professional development for Gateway STEM educators:
   - ■ Curriculum
       1. Participate in training to use new curriculum
   - ■ Cultural competency
       1. Diversity Training - How to allow for English Language Learners to access core content through Sheltered Instruction Strategies
   - ■ De-escalation and crisis prevention
       1. CPI refreshers and intro training
   - ■ Special Education services -
       1. training through indigo Education
       2. SLD, EBD, and OHD specific
   - ■ Operations
       1. Emergency management
       2. CPR/First aid

3. official policy and processes
- ■ PLC - Professional Learning Communities
    1. Involves RTI processes
    2. Analysis of pedagogical practices and effectiveness
   b. *Available training and experiences:*
- ■ Individual growth plans and pursuit of training are encouraged
- ■ Specific skills within roles are encouraged for growth and training
    1. Administration: leadership and school operations
    2. Food and nutrition program staff
    3. Educators
        a. pursue the subject of interest training - STEM conferences
    4. EL teachers & SPED teachers: attending local conferences.

Performance evaluation process

Director & Administration performance review:

Gateway STEM Academy is in the process of developing a thorough school leader evaluation that includes individual goal setting, organizational goal alignment, regular feedback, and a cycle for continuous improvement and communication with the school board. The school board is reviewing these tools as starting points to be used in the 22-23 school year:
- ■ Including a draft rubric here to be specifically revised to meet Gateway STEM Academy's current strategic plan

Staff & Teacher goal setting and review
- ■ The Danielson framework is used to set clear goals and outline review for staff and teachers. Teachers receive 2 walk-through evaluations each year for observation. The cycle closes each year with a summative evaluation at the end of the year.
    1. First walkthrough observation in the first semester - less formal, engaging in open observation, general notes regarding successes, noticings, and open-ended observation of the learning environment.
    2. 1-2 observations next (based on prioritization of teachers according to history, experience, and performance)
    3. Summative Evaluation April-May

Behavior Intervention System

Gateway STEM Academy utilizes a detailed behavior intervention system that supports students through positive behavior interventions, and focuses classroom communities on how to be a part of a productive school environment. Below are the focuses of our work:

In each classroom, we focus on re-implementing PBIS with fidelity every day, week, month, and school year. These PBIS strategies include reinforcing positive behaviors with awards and recognition for students and classrooms. Teachers, paraprofessionals, and all staff and educators are oriented so that the PBIS system schoolwide can be as consistent as possible. We utilize a schoolwide PBIS ticket system that students can turn in for rewards on a biweekly basis. We also feature classroom-specific STAR tickets (STAR: safety, teamwork, accountability, responsibility. Students obtain STAR tickets for engaging responsibly in those four areas.)

We engage in monitoring behaviors that do not meet expectations. We use a system of redirecting small disruptive behaviors, tracking disruptive repeated behaviors, and referring for immediate consequence any major disruptive behaviors. In situations where a student engages in repeated disruptive behavior or large disruptive behavior, we engage in a tiered system that moves to behavior interventionists, and possible behavior plans for students that involve family/school partnerships to engage students and support positive behavior choices.

Behavior management coaches play a role within the classroom communities - engaging with students who demonstrate a challenge and engaging with appropriate behavior choices.

Students that go to the tier II referral process connect with an intervention and we use the following process as a staff to identify constructive interventions and responses to high-behavior situations.
- Equity lens to behavior management
  - We make sure to consider the data and patterns in our behavior interventions and referrals. Are there ways that the implementation of our behavior system or MTSS supports are showing us a bias based on identity (Race, Class, Gender) that we need to address as educators?
- Verbal de-escalation training through CPI
  - All educators participate in this training to understand how to use language - verbal syntax and tone as well as physical body language - to engage an activated or highly energetic person and de-escalate their mental/emotional state so that a rational and planful outcome can be reached.
- Responsive classroom
  - Gateway uses responsive classroom techniques to proactively engage with student needs and respond to students at the moment.

Admission and lottery process

We follow our enrollment policy to comply with all statutory requirements for enrollment in the state of MN. Our enrollment and lottery policy follow all parts of statute 124E.11.
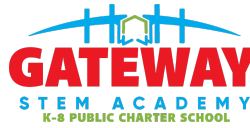
Key community partnerships

Our community partnerships focus primarily on afterschool programs that offer athletics to enrich students' lives and teach lessons of independence, persistence, collaboration, and hard work.

Contract Partnerships for operations management

    c.   Finances: EdFinnMN

    d.   HR: Krauss Anderson

    e.   Student Information System: JMC

    f.   Special Education Director and Policy oversight: Indigo Education

    g.   Transportation:Minnehaha

    h.   Nutrition: Kilimanjaro

Leadership and operations document references:

- Professional Development plan and calendar
    - 2022-2023 PD Plan and Calendar
- School schedule (class times, etc)

    - 2022-2023 Master Schedule

- Staff meeting schedules

    - PD Calendar/staff meetings every Wednesday morning at 8:00 am

- school strategic plan

    - Re-Evaluating Board strategic Plan - This plan is in the process of being re-evaluated to reflect post-covid goals

- School admission policies

    - GSA Application & Enrollment Policy

    - Early enrollment policy (Kindergarten Enrollment)

- enrollment and application documents

    - Link to page where families apply for enrollment lottery

    - Enrollment documents (After lottery, once students have opportunity to enroll, this paperwork is the step for families to take for registering at the school and fully enrolling.)

- Student and staff handbooks

    - Current Family & Student Handbook

    - Employee Handbook

Section V. Academics

Example documents for "community building" unit of study showing 1st grade and 5th grade examples:

- [5th grade community unit of study plan](#)
- [3rd grade community building unit of study plan](#)

Example documents for 1st grade units of study across disciplines:

- [Community unit map](#)
- [Physical Science unit map](#)
- [Author Unit Map](#)
- [Author Unit Map](#)
- [Master Book List (1st grade units of study)](#)

Below is a list of Curriculum that is aligned to MN standards used to support the implementation of the curriculum. Multisite, provide information regarding each site.

We use a variety of best-practice curriculum models to meet student needs

      a. Benchmark Universe

      b. Leveled literacy intervention English Language Learners

      c. Bridges Mathematics

      d. Foss Science

      e. Supplemental benchmark materials for social studies (purchased supplemental materials through a subsidiary of benchmark)

      f. iReady for screening reading and math

Professional development for teachers:

We lead training specific to the curriculums each fall in August in services for teaching staff. We also spend PD time training teachers on specific tools within any particular curriculum (for instance, each subject area or discipline would be focused on across all grades for a whole day of training, allowing alignment of sequence and scope and collaboration.) When appropriate, we invite experts in all 4 core curriculum areas to come directly to train staff in using the tools we've invested in.

Program differentiation:

We incorporate weekly and ongoing embedded professional development on differentiation with all teachers. We focus within the classroom on using learning stations to allow for small group and individual re-teaching and individualized instruction within the classroom. We track and analyze data to create small groups for shared re-instruction and intervention tools to address similar focused needs within larger classroom communities.

When appropriate, we utilize tier II supports to address individual and small group needs for additional tools, assessment, or instruction. This includes reading and math corps to support as well as EL staff across the school. (We currently have 6 reading corps, 5 math corps, 2.0FTE EL, as well as paraprofessionals to support intervention plans when identified through data analysis.) Our program utilizes federal title funding to support paraprofessionals and supplement the intervention program across the school.

After tracking student progress and academic change over the course of interventions for at least 6 weeks, we then meet as a team for any student and analyze what is working and what could improve in the environment and support we are offering a student. We go through at least 2 documented interventions for at least 6 weeks each before moving on to further supports or more intensive intervention. If, after interventions, we see signs of possible learning disabilities or other situations that are not addressed by best practice tier I or tier II intervention, we open a conversation and series of observations regarding the possibility of further assessment for learning needs that could require FAPE and special education.

Use of data

We track students using progress monitoring during data weekly PLCs within grade levels. Biweekly RTI meetings focus on analysis for students who need prescribed interventions. (Includes intervention teams for tier II interventions, SPED teams for students who have IEPs, EL teams for students who qualify, and overall the campus Instructional coach, Principal, and any other service professionals that intersect with the student learning plan.)

Assessments

The following link is the 2021-2022 Assessment calendar: 2021-2022 Assessment Calendar

Academic Assessment outcomes:

Iready is a tool we have used to assess reading and math engagement and learning progress. We find this tool to be flexible, accurate, and dynamic in our use to assess students both through summative exams and formative snapshots of student learning. Below are IReady results from these past 3 academic years:

Reading iReady assessment year		More than I Grade Level below	Below Grade Level	On or Above Grade Level
2019-2020		55%	30%	15%
2020-2021		36%	46%	18%
2021-2022		24%	40%	13%

Math iReady assessment year	More than I Grade Level below	Below Grade Level	On or Above Grade Level
2019-2020	28%	57%	15%
2020-2021	36%	45%	22%
2021-2022	53%	44%	3%

Process for intervention, identifying student needs, and serving students with accommodations

Tiered interventions prior to steps to comply with state requirements(see answer to question 3, section 5 above). Our parent advisory group and the involvement of parent feedback in both policy and individual cases is an important step and provides key indicators. Parent connection is essential at Gateway, and making sure families are educated and well informed regarding both interventions and what special education services look like in the public school setting are important steps to making clear and evidence-based decisions regarding individual student needs.

Transition plans are developed and applied for students when appropriate for services, and/or when moving to another educational institution. IEP's are developed appropriately under the supervision of our contracted special education director. Review and revision of IEP's occurs at appropriate intervals, no less than annually (following all MN and federal statute regarding the special education process).

Sped students generally integrated into classrooms. Small portions of the day are pull-out services based on IEP determination. Our small learning environment and community allows a diversity of student needs to participate in the same classroom environment for most students, most of the day.

Enrollment process for English learner students

When students enroll at Gateway STEM Academy, families fill out enrollment paperwork that includes a home language form. We supply interpreters when appropriate so that all families have access to the enrollment process. When enrolling students who qualify for EL services, we establish a team to work with that student and family to establish a baseline set of data about their academic and EL service needs. Specifically, we integrate any existing WIDA or ACCESS scores, and use a current standard assessment to understand where the student is in terms of capacity and ability with literacy, understanding, and speaking.

Within the classroom, we utilize Sheltered instruction (SIOP) models for instruction - EL students included in classroom activities and our best practices allow all students to benefit from the literacy and vocabulary benefits of SIOP approaches within any particular discipline. We apply a co-teaching model across grade levels, in which our licensed EL teachers collaborate and facilitate classroom materials with our licensed classroom teachers. Our EL tier I students participate in the LLI program to receive services appropriate for their needs. See our EL schoolwide plan linked here.

Since we have 75% of students identified EL, we make sure our instruction is meeting the needs of students as a matter of regular practice. We have an after school program families can utilize for reading, math, enrichment. M-TH 4:30-6:30 (8:30-3:30 typical day)
GSA partners with an organization (AFLAH) for a separate program for growth data working outside of gen ed instruction, to engage in language and literacy tutoring for families and students. As a partner site, our community and students benefit from this partnership.

Academic Policies and Procedures

- Policies & procedures (ELL, SPED, LIEP)

  - See our EL schoolwide plan linked here
- Sample lesson plans for various grades and subject areas

  - 1st grade lesson plan samples

  - EL Lesson plan sample

  - 2nd grade lesson plan sample

  - 3rd grade lesson plan sample

  - 4th grade lesson plan sample

Academic goals through our authorizer, Pillsbury United Communities:

Below are the the academic and non-academic goals established in the charter contract. How is the school measuring progress towards achieving these goals? Provide the results of each goal to date. Use the below table to organize if applicable.

Charter Contract Goal	Year 1 pre-op	Year 2 2018-2019	Year 3 2019-20	Year 4 2020-21	Year 5
Accountability Goal No. 1: Academic Proficiency - Math Delimitation: Annual By the second year of operation, at least 70% of students who have been continuously enrolled at GSA for two years will meet or exceed	☐ Goal met ☐ Goal partially met ☐ Goal currently not met *List source of information and any additional info pivotal to this goal.*	☐ Goal met ☐ Goal partially met X Goal currently not met *First year of operation, Goal requires continuous enrollment. Baseline data shows GSA first year students*	☐ Goal met ☐ Goal partially met x Goal currently not met *Testing Data Not available due to COVID impact on operations and student routine.*	☐ Goal met ☐ Goal partially met x Goal currently not met *Data not available for 2 years of continuous enrollment due to pandemic*	☐ Goal met ☐ Goal partially met ☐ Goal currently not met *List source of information and any additional info*

proficiency standards in math, as shown by performance on Minnesota Comprehensive Assessments (MCA).		*performing below goal standard.*		*interruption to testing.*	*pivotal to this goal.*
Accountability Goal No. 2: Academic Proficiency - Reading Delimitation: Annual By the second year of operation, at least 70% of students who have been continuously enrolled at GSA for two years will meet or exceed proficiency standards in reading, as shown by performance on Minnesota Comprehensive Assessments (MCA).	☐ Goal met ☐ Goal partially met ☐ Goal currently not met *List source of information and any additional info pivotal to this goal.*	☐ Goal met ☐ Goal partially met ☐ Goal currently not met *First year of operation, Goal requires continuous enrollment. Baseline data shows GSA first year students performing below goal standard.*	☐ Goal met ☐ Goal partially met ☐ Goal currently not met *Testing Data Not available due to COVID impact on operations and student routine.*	☐ Goal met ☐ Goal partially met ☐ Goal currently not met *Data not available for 2 years of continuous enrollment due to pandemic interruption to testing.*	☐ Goal met ☐ Goal partially met ☐ Goal currently not met *List source of information and any additional info pivotal to this goal.*
Accountability Goal No. 3: Academic Proficiency - Science Delimitation: Annual 50% of students in grade 5 will be proficient and above on the state MCA Science assessment.	☐ Goal met ☐ Goal partially met ☐ Goal currently not met *List source of information and any additional info pivotal to this goal.*	☐ Goal met ☐ Goal partially met X Goal currently not met *29% of 5th year students showed proficiency and above on the science MCA*	☐ Goal met ☐ Goal partially met ☐ Goal currently not met *Testing Data Not available due to COVID impact on operations and student routine.*	☐ Goal met ☐ Goal partially met ☐ Goal currently not met *Data not yet available from 20-21 testing year*	☐ Goal met ☐ Goal partially met ☐ Goal currently not met *List source of information and any additional info pivotal to this goal.*
Accountability Goal No. 4: Academic Growth – Growth in Math Delimitation: Annual Students who are below grade level will, on average, achieve growth of at least 1.2 years in Math for each year enrolled, as shown by progress on the Northwest Evaluation Association's Measures of Academic	☐ Goal met ☐ Goal partially met ☐ Goal currently not met *List source of information and any additional info pivotal to this goal.*	☐ Goal met ☐ Goal partially met X Goal currently not met incoming students showing below grade level performance did not - on average - show 1.2 years of growth.	☐ Goal met ☐ Goal partially met ☐ Goal currently not met *Testing Data Not available due to COVID impact on operations and student routine.*	☐ Goal met ☐ Goal partially met ☐ Goal currently not met *List source of information and any additional info pivotal to this goal.*	☐ Goal met ☐ Goal partially met ☐ Goal currently not met *List source of information and any additional info pivotal to this goal.*

Progress (NWEA) assessment. Students who are at or above grade level will achieve average growth of at least one year as shown by NWEA results in Math.				
Accountability Goal No. 5: Academic Growth – Growth in Reading Delimitation: Annual Students who are below grade level will on average achieve growth of at least 1.2 years in Reading for each year enrolled, as shown by progress on the Northwest Evaluation Association's Measures of Academic Progress (NWEA) assessment. Students who are at or above grade level will achieve average growth of at least one year as shown by NWEA results in Reading.	☐ Goal met ☐ Goal partially met ☐ Goal currently not met *List source of information and any additional info pivotal to this goal.*	☐ Goal met ☐ Goal partially met X Goal currently not met incoming students showing below grade level performance did not - on average - show 1.2 years of growth. NWEA assessment was not as useful as IReady assessment tool See data table below for Reading scores with IReady.	☐ Goal met ☐ Goal partially met ☐ Goal currently not met *Testing Data Not available due to COVID impact on operations and student routine.*	☐ Goal met ☐ Goal partially met ☐ Goal currently not met *GSA has transitioned to using IReady for academic assessments. See table below.*	☐ Goal met ☐ Goal partially met ☐ Goal currently not met *List source of information and any additional info pivotal to this goal.*
Accountability Goal No. 6: Literacy Delimitation: Annual Students in grades Kindergarten through third will show proficiency in critical literacy skills as indicated by Fountas & Pinnell Reading Level: · End of Kindergarten – at least 85% of continuously-enrolled students reach Level C-D · End of 1st grade – at least 85% of continuously-enrolled students reach Level I - K · End of 2nd grade – at least 85% of continuously-enrolled students reach Level L-N · End of 3rd grade – at least 85% of	☐ Goal met ☐ Goal partially met ☐ Goal currently not met *List source of information and any additional info pivotal to this goal.*	☐ Goal met ☐ Goal partially met X Goal currently not met *2019 data for F&P showed below 30% of students meeting the levels listed in these goals. GSA transitioned to using IREADY as an assessment*	☐ Goal met ☐ Goal partially met x Goal currently not met *Testing Data Not available due to COVID impact on operations and student routine.*	☐ Goal met ☐ Goal partially met x Goal currently not met *See I-Ready data below*	☐ Goal met ☐ Goal partially met ☐ Goal currently not met *List source of information and any additional info pivotal to this goal.*

continuously-enrolled students reach Level O - Q				
Non-Academic Accountability goals				
Accountability Goal No. 7: Student Engagement - Attendance Delimitation: Annual Each year, GSA students' overall average percent-of-attendance will be at least 95%.	☐ Goal met ☐ Goal partially met ☐ Goal currently not met *List source of information and any additional info pivotal to this goal.*	☐ Goal met ☐ Goal partially met X Goal currently not met *Attendance of 77.6%*	☐ Goal met ☐ Goal partially met X Goal currently not met *80.3%*	☐ Goal met ☐ Goal partially met X Goal currently not met *80.6%*	☐ Goal met ☐ Goal partially met ☐ Goal currently not met *List source of information and any additional info pivotal to this goal.*
Accountability Goal No. 8: Parent Engagement Delimitation: Annual Each year, at least 95% of GSA families will participate in parent teacher conferences.	☐ Goal met ☐ Goal partially met ☐ Goal currently not met *List source of information and any additional info pivotal to this goal.*	x Goal met ☐ Goal partially met ☐ Goal currently not met 100% of families received an in person home visit from a teacher at Gateway. *90% of families participated in conferences*	x Goal met ☐ Goal partially met ☐ Goal currently not met 100% of families received an in person home visit from a teacher at Gateway. *90% of families participated in conferences*	x Goal met ☐ Goal partially met ☐ Goal currently not met 100% of families received an in person home visit from a teacher at Gateway. *95% of families participated in conferences*	☐ Goal met ☐ Goal partially met ☐ Goal currently not met *List source of information and any additional info pivotal to this goal.*
Accountability Goal No. 9: Professional Development Delimitation: Annual Each year, GSA teachers will demonstrate growth in professional practice: at least 80% of teachers employed throughout the year will meet individual professional goals	☐ Goal met ☐ Goal partially met ☐ Goal currently not met *List source of information and any additional info pivotal to this goal.*	☐ Goal met Goal partially met ☐ Goal currently not met *60% of teachers completed their PDP*	☐ Goal met x Goal partially met ☐ Goal currently not met PDP process was interrupted by pandemic operations	☐ Goal met x Goal partially met ☐ Goal currently not met *75% of teachers completed their PDP successfully*	☐ Goal met ☐ Goal partially met ☐ Goal currently not met *List source of information and any additional info pivotal to this goal.*

on the professional development plan (PDP). PDP's will be created at the beginning of each school year, with professional goals determined by both individual teachers' interests and needs, and the needs of the school. The Principal will oversee the establishment of PDPs and will assess teachers' attainment of their professional goals by the conclusion of the school year					

Section VI. Governance

Gateway STEM Academy's board monitors academic performance and charter contract compliance regularly as a part of the agenda and discussion at quarterly board meetings. Specifically, school leaders and the school principal report to the board regarding goals and assessment data on student achievement. In regards to monitoring compliance with state law for charter schools, as well as charter contracts with our authorizer, we have regular updates for the board regarding our application for renewal, and we look forward to the new standards from PUC regarding charter measurement. We have engaged expert services from The Anton Group for business management, and also in an advisory capacity for compliance and review of statutory compliance for items such as policy and procedure for charter operations in MN.

In the case of goals and compliance, the board is comfortable and practiced at asking for direct reports back to the board in areas where data or evidence is needed to demonstrate success. If necessary, the board can take action to direct school administration in order to address needs. One recent example of board leadership includes an August 2021 meeting in which protocols and policies regarding COVID safety were being debated by the board, and in discussion with school administration it became clear that there was not a proposal for safety policy that satisfied the board's expectation for clear measures to address safety concerns. In response, the school board members made a motion to follow best practices recommended by the CDC and require masks for all students and staff onsite, including vaccinated teachers, and including for inservice and training. The board was clear and efficient in taking action to provide a clear expectation on school policy and procedure for the administration to follow.

Following the current academic continuous improvement plan, we regularly revisit our overall goals and progress towards the goal. We integrate information learned from internal formative assessments, as well as our tools such as IReady, WIDA and Fountas Pinnell to mark student progress through the year.

How we improve Learning and Teaching

We use these goals in individual classroom review, and as a benchmark to understand how and where adjustment or improvement is needed in order to meet the goals. Analysis of progress toward these academic improvements results in actions to impact change. These actions include hiring an instructional coach to support vertical alignment of teaching practices and impact for students; implementation of a writing process that includes all disciplines aligned for students across grades k-7; adjusted instructional times for disciplines to reflect needs as seen in student assessment results.

Evaluating School Leaders

The school board has this Assessment Calendar for 2021-2022. Also, GSA is implementing a format for school leader evaluation that includes a goal-setting component, as well as a rubric for metrics so that the evaluation process includes measurable community and school goals.

Professional Development Plan for school leader:

As a MN charter school, Gateway STEM Academy requires a publicly posted professional development plan for any school leader who does not hold a formal MN State School Administrator license. This professional development plan to be approved by the school board annually, and published here in the annual report.

School Leader: Edward Fellows, School Director
2021- 2022 School Leader Professional Development Plan: Better understanding of structures for organizational growth and stability:

- Strategic planning
- Special education
- School finance
- HR

Overall Big Future Goal: Build an organization that networks schools together to meet the needs of families that are not currently being met. Gain the skills to support schools with a similar mission, vision, and community role that Gateway STEM Academy fills in the world. Use this network of expertise to serve more families and students with the best possible practices across education, strategic planning, finance and operations for schools.

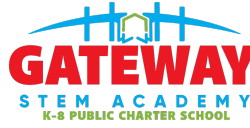| Area	Goal	Activity	How we know goal is met:
Strategic Planning	Build capacity for a strong successful academic and organizational plan. Roadmap for long-term goals, and the specific steps that are going to get the goals accomplished.	Facilitate a 5 year plan for Gateway including operations, education and community involvement.	May 15th, 2022: Completed draft strategic plan for the board to consider. (Starting process 6-8 weeks before.)

Special Education	Expertise, skills and knowledge to support families the opportunity to understand that Special Education is there to help their child succeed.	6 month special education overview with INDIGO education/Bethel University to understand the specifics of special education law and practice.	Completion by August 2022 of intensive survey to Special Education practices. Ability to articulate best practices in SpEd to other directors to serve school populations similar to Gateway STEM.
School Finance	Build expertise and understanding of practices in school finances that result in opportunities for meeting student goals. State funding, federal funding, compliance - how do these result in a successful school that is proactive and uses finances to create an excellent result.	3 month study plan working with TAG on reviewing organizational models of successful schools. (And the different approaches to finance and internal controls that are used.)	Completion by August 2022 of intensive survey of financial tactics and strategy in schools. Ability to articulate best practices in Finance to other directors to serve school populations similar to Gateway STEM.
HR	Build expertise in HR practices - especially in recruiting, engagement, and retention of staff in charter education.	See how other successful schools work. Schools that operationally have succeeded in retention and recruitment for an effective staffing plan.	By December 2022, survey of at least 6 other charters recognized for innovative and effective practices for engagement, recruitment and retention of high quality personnel.

Governance Reference Documents

- Board Handbook
- Board Strategic Plan

- Board Bylaws
- Board Conflict of interest statements
- Board meeting schedule
  - Link here for current board meeting schedules

Section VII. Financial

Gateway STEM Academy is on excellent footing in financial planning and execution. We are a school that operates within the boundaries of funds available. We have grown a strong fund balance, and look forward to using our success building our strategic reserve in order to look to the future.

Audit History

Gateway STEM Academy had no audits and received the 2021 School Finance Award.

Reference Documents
- [2021 audit](#)
- [2020 audit](#)
- [2019 audit](#)
- [2018 Board Resolution (audit exemption pre-operation)](#)

Section VIII. WBWF PLAN, GOALS, & REPORT

District Advisory Committee

Edward Fellows	Executive Director	District Advisory Committee
Abdimajid Irobe	Dean of Students	District Advisory Committee
Khadija Ahmed	Parent Liason	District Advisory Committee
Patrick Soberg	ELL Coordinator	District Advisory Committee

WBWF Goals and report:

I.   All Students Ready for School

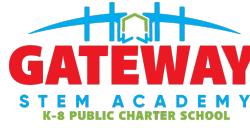| Goal	Result	Goal Status
Provide the established SMART goal for the 2021-22 school year. The percentage of all students in kindergarten at Gateway Stem Academy who met the Phonological Awareness benchmark at the end of the	Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."	*Check one of the following:* __x_ On Track (multi-year goal) ____ Not On Track (multi-year goal) ____ Goal Met (one-year goal)

2021-2022 school year will be 90%.	78% of kinder students were on or above grade level in phonological awareness.	_x__ Goal Not Met (one-year goal) ___ Met All (multiple goals) ___ Met Some (multiple goals) ___ Met None (multiple goals)

II.   All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
Provide the established SMART goal for the 2021-22 school year. The percentage of all students enrolled in grade three in Gateway Stem Academy who met the Third Grade Literacy proficiency benchmark as measured by the Minnesota Accountability Assessments (MCA-III, MTAS, and ACCESS) will increase from 27.3% in 2018-2019 school year to 37.3%% in the 2021-2022 as reported by Minnesota Report Card (Test Results and Participation).	Provide the result for the 2021-22 school year that directly ties back to the established goal. 21% of students met expectations on the 2020 3rd Grade Reading MCA test. 31% of 3rd grade students were on or above grade level on the iReady Reading Diagnostic assessment that was administered in May of 2022.	*Check one of the following:* _x_ On Track (multi-year goal) ___ Not On Track (multi-year goal) ___ Goal Met (one-year goal) ___ Goal Not Met (one-year goal) ___ Met All (multiple goals) ___ Met Some (multiple goals) _x__ Met None (multiple goals)

21% of students met expectations on the MCA reading test. There was a total of 34 students that participated in the 3rd Grade MCA assessment.

Reading Corp interventions will be offered to students during the school day. Additionally, after school small group tutorials will be offered both in-person and virtually to all students. A reading curriculum was also adopted for implementation for all grade levels.

III.   Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
Provide the established SMART goal for the 2021-22 school year. Math Goal: The proficiency gap between GSA students and the state average results was 31.5 % Reading Goal: The proficiency gap between GSA students and the state average results 36.6 %	Provide the result for the 2020-21 school year that directly ties back to the established goal. Due to a low participation rate on assessment, there is invalid results (52% of students participated and at least 90% is what is expected)	*Check one of the following:* ___ On Track (multi-year goal) _x__ Not On Track (multi-year goal) ___ Goal Met (one-year goal) _x__ Goal Not Met (one-year goal) ___ Met All (multiple goals) ___ Met Some (multiple goals) ___ Met None (multiple goals)

COVID-19 pandemic affected the quality of the data used to measure progress towards closing the achievement gap between Gateway Stem Academy students and the state average in the areas of reading and mathematics on the MCA assessments in grades 3rd-7th grades. There was a 95.5 % participation rate overall.