

Polk State Lakeland Gateway to College Charter High School (GHS) 2018-2019 SCHOOL IMPROVEMENT PLAN

OVERALL SCHOOL PURPOSE 2018-2019: GHS, an individualized high school to college transition

GHS Mission Statement: The GHS mission is to provide an academic charter alternative for students who have at least 10 high school credits, are not older than 21, and want to graduate from high school and transition to college.

GHS Vision Statement (Summer 2018): All GHS enrollees will graduate from high school and college and become self-actualized citizens and successful leaders in their communities

The GHS Community's Common Beliefs

1. All enrollees possess the capacity to participate and be successful in the rigorous curriculum in both the charter school and the College.
2. GHS staff members are equipped with the expertise and skill to facilitate the success of their students.
3. Parents and other stakeholders are essential partners in making the school successful.
4. Resources from the College and the charter school combine to create a rich learning environment for enrollees.
5. The charter school initiative provides the vehicle that allows GHS the creativity to maximize student success.

Performance Objectives for GHS Enrollees: Every GHS student is expected to:

1. Exhibit work ethics as applied to school attendance and the completion of schoolwork (as indicated by attendance records and grades)
2. Show a positive self-concept and respect for others (as indicated by survey results and a lack of discipline records)
3. Earn a high school diploma (as indicated by graduation records)
4. Successfully complete at least 9 college credits prior to high school graduation if that meets an individual student's plan (as indicated by transcripts and school data)
5. Be prepared for success in college by the time of high school graduation (as indicated by PERT results)
6. Leave high school with a transition plan and a portfolio demonstrating post-high school goals (as indicated by portfolios with transition plans)

<p>GHS Accountability Plan Performance Outcomes: GHS is responsible for meeting charter accountability plan performance measures for which performance is reported annually. These measures are reflected in the school improvement plan, updated annually.</p>	
<p>Student Performance: Measures define student performance expectations as listed below:</p> <ol style="list-style-type: none"> 1. GHS graduates will earn PERT qualifying scores or concordant scores on the ACT or SAT with specific percentages as follows <ol style="list-style-type: none"> a. 65% in reading b. 65% in writing c. 45% in math 2. Over 6 years GHS will ensure that each subgroup meets reading and math performance indicators (listed above) as reflected in performance reports and disaggregated reports for economically disadvantaged generated within the school. 3. At least 70% of GHS science course completers will earn a passing grade. 4. An appropriate percentage of students taking the U.S. History EOC Exam will meet the proficiency. 	<p>School Performance: Additional measures call on the school to show:</p> <ol style="list-style-type: none"> 1. Stakeholder satisfaction by ensuring that parents, students, and staff completing the annual climate survey show an average satisfaction score of 3 or higher (on a scale of 1-4) on at least 6 of 7 effective school correlates 2. An unrestricted annual fund balance of at least 3% 3. An active governance board that meets at least four times annually. School improvement goals mirror accountability plan goals

School Name: Polk State Lakeland Gateway to College Charter High School	District Name: Polk
Principal: Dr. Corey Barnes, Principal	President of Polk State College: Dr. Angela Falconetti
Chairman of the Board of Trustees: Greg Littleton	School Designation: Public Charter School (Grades 11 and 12)
SAC Chair: Dr. Corey Barnes, Principal	

GHS School Information

School Advisory Council (SAC)

The Gateway to College SAC meets four times annually. During 2018-2019, meetings will be as listed below:

1. The summer 2018 meeting will be a strategic planning session in which SAC members will provide direct input into the 2018-2019 school improvement plan (SIP)
2. In October 2018, SAC members will approve the final version of the SIP and review (edit if needed) the school's mission and vision statements
3. During the January or February 2019 meeting, staff will present a mid-year report and share updates and plans for the upcoming year
4. The April or May 2019 meeting will include a preliminary end-of-year summary and an enrollment projection for 2019-2020

Additionally, issues or challenges are taken to SAC meetings as appropriate in order to collect feedback and recommendations.

Staff

Position	Name	Degree(s)/Certification(s)	Years at Current School	Years as Administrator
Principal	Corey Barnes	Masters Educational Leadership Educational Leadership; EDD Instructional Leadership	4	14
Assistant Principal	Meesha Downing	EDD in Organizational Leadership Masters Educational Leadership Educational Leadership	2	8.5

Subject or Position	Name	Degree(s)/ Certification(s)	Years at Current School	Years as Instructional or Support Staff	Full-time or Part-time
Instructional Technologist	Virginia Richard	Masters Curriculum and Technology Psychology 6-12	5	21	Full Time
Lead Resource Specialist/Guidance Counselor	Tanya Jones	EDS Educational Leadership Masters Science Counseling and Psychology Counseling K-12	5	12	Full time
Career Advisor	Tania Ortega	Masters in Educational Leadership Bachelors Supervision and Management	5	8	Full time
Math	Patrick Jean	Bachelors in Mathematics Math 6-12	2	12	Full time

Subject or Position	Name	Degree(s)/ Certification(s)	Years at Current School	Years as Instructional or Support Staff	Full-time or Part-time
Science	Amanda Ryan	Bachelors in Education Middle Grade Science 5-9	3	14	Full Time
English	Maya Smith	Masters in Education and in English English 6-12 both Reading ESOL Endorsed	3	14	Full Time
Social Studies	Amy McIntosh	Masters in Educational Administration Social Science 6-12 and Math 5-9	2	12	Full Time
Social Studies	Consuela Bonney	Masters in Education Social Science (5-9 and 6-12), ESE (K-12), ESOL and Reading Endorsements	1	19	Full Time

Teacher Recruitment/Retention

Recruit/Retain	Description of Strategy	Person Responsible	Projected Completion Date
Recruit	List open positions on school board and college websites	Principal	Ongoing as needed
Recruit	Use the Polk State College Procedures 6014 and 6052 to recruit and hire teachers	Principal	Ongoing as needed
Retain	Implement professional development opportunities at college and high school, both group and individual	Principal	Ongoing as needed
Retain	Maintain competitive salaries for teachers	Principal	Ongoing as needed
Retain	Ensure that High School Programs have representatives on the faculty senate and other important college committees	Principal	Ongoing as needed
Retain	Provide teachers with all the College benefits, including the fact that they and members of their immediate families can enroll in College courses at no cost.	Principal	Ongoing as needed
Retain	Give teachers access to professional development activities specific to both individual and group needs and involve them in creating the school's professional development plan each year.	Principal	Ongoing as needed

Teacher Mentoring Program/Plan

During the 2018-2019 school year, GHS will continue a revised mentoring program for new school personnel. It is called the Eagle's Nest. Every new employee (Eaglet) will have two eagle guardians, one from GHS and the other from either the high school or Polk State. At least one of the guardians assigned will have a similar profession as the Eaglet. Guardians will provide an array of information. The information will encompass high school and college values, high school and college teaching beliefs and technologies and simple day-to-day procedures.

Anticipated mentoring activities and individuals responsible for each are as listed in the table below.

What must be done	Who is responsible
Identify Eagle Guardians or Mentors	Principal

Document an array of information to be shared with mentee (Mentor will provide information)	Guardians with input from mentee and other staff
Create a virtual meeting room and folders for Mentor/Mentee to collaborate in Sharepoint or PIE	Instructional Technologist/Instructional Technology Department
Meet monthly with mentee	Assigned Mentor
Document meetings	Assigned Mentor/Mentee
Evaluate the mentoring experience through written surveys or focus groups	Instructional Technologist or Outside Consultant
Provide mentoring program graduation for mentee	Principal and mentors

School Leadership Team

The leadership team is made up of the GHS Principal, Assistant Principal, Lead Resource Specialist, College and Career Advisor, and Instructional Technologist. This team provides leadership during the annual staff retreat, held in the summer of each year. During the retreat, staff members are assigned to groups where they review performance data from the prior year and begin drafting performance targets and SIP actions for the upcoming year. Leadership team members work as both group members and as resources for data as SIP sections are created.

During the year, the leadership team facilitates activities to provide for ongoing collection of performance data and monitoring of SIP activities and outcomes. Team members also work with groups to modify actions in situations in which outcomes are not being met. At the end of each school year, the leadership team finalizes performance reports tied to each of the school's charter (accountability plan) and SIP goals. They then use those reports to initiate the planning process at the next annual retreat.

As part of the ongoing planning and monitoring processes, the leadership team ensures that resource allocations are sufficient to support school improvement initiatives and that all staff members, including teachers, receive the support, including training, required to be highly functional. As part of monthly staff meetings, staff members identify both group and individual student needs and compare needs seen across the curriculum. The leadership team facilitates discussions and provides leadership to facilitate support and guidance required for student success.

GHS utilizes the Plan, Do, Check, Act process and addresses performance concerns whenever and wherever they are identified.

Leadership team members include:

- a. Corey Barnes, GHS Principal. He guides the overall planning and administrative process and provides team guidance and direction. He also works closely with staff to address process issues and both teacher and student needs on a daily basis. He summarizes performance data on a quarterly basis and presents it to both staff and the SAC.
- b. Tanya Jones, Lead Resource Specialist. She addresses both academic and social needs of the school's enrollees. She is the point person for staff when student needs are identified. During planning retreat and monthly staff meetings, she provides specifics regarding individual student performance as appropriate.
- c. Tania Ortega, College and Career Advisor. She works directly with students to address college and career needs. She collects, sorts, and reports student performance data related to both charter and SIP goals. She creates both standard reports and those customized to specific information requests.
- d. Virginia Richard, Instructional Technologist. She researches instructional technologies and provides related staff development. She also acts as a resource for securing and organizing performance data as needed to assess school and student performance

- e. Meesha Downing, Assistant Principal. She has direct responsibility for monitoring the annual School Improvement Plan (SIP). She leads monthly conversations regarding attendance issues. She also works directly with the process to collecting/reporting performance data and for monitoring/reporting SIP performance as appropriate during the school year.

As described above, the leadership team uses monthly staff meetings to monitor school improvement activities and outcomes throughout the school year. Small group sessions are also used to review and address specific performance issues.

The College and Career Advisor accesses student performance data from Polk County Schools Genesis, Polk State College's Genesis, the Florida DOE website, and reports received from both ACT and SAT to produce performance reports. Polk State College's Office of Institutional Research and Effectiveness also creates reports to show both individual student and group performances in college courses.

All staff members participate in data review sessions at the annual professional development, in monthly staff meetings, and at end-of-year reviews. Data review in relation to both charter (accountability plan) and SIP goals is part of the school culture. Every instructor addresses performance issues related to his/her content area(s).

Increased Learning Time

Strategies used at Gateway to College to increase the amount and quality of learning time include the following:

- Teachers engage in professional development during an annual summer retreat and during work days and in after-school meetings during the year. Teachers also attend conferences to enrich their skills and provide learning strategies meaningful to their students.
- The assistant principal and instructional technologist meet with instructors to address individual and group needs of students and to share teaching/learning strategies applicable to GHS enrollees.
- The Polk State College Teaching Learning Computing Center (TLCC) provides free tutoring services to Gateway to College students. The TLCC is open Monday through Thursday until 9:00 p.m. and on Friday and Saturday mornings.
- The Gateway to College CHART labs offer supplemental instruction related to research, standardized test prep, etc.
- The TLCC and the CHART labs also have available computers and printers for use by students.
- When needed, Gateway to College conducts summer courses for students who are academically behind and may need remediation or for students wanting to take appropriate college classes.
- The Teaching Learning and Innovation Center (TLIC) creates online games based on GHS course requirements; students are able to use personal or school-based technology to engage.

Category	Target	2016-2017 and 2017-2018 Performance	Barriers	Action Steps	2018-2019 Performance																																	
		<ul style="list-style-type: none"> 7/7 – Other 28/29 – FRL <p>(includes graduates (1) enrolled at least 2 years and (2) those enrolled < 2 years that met requirement in < 2 years)</p>																																				
Math Patrick Amy	Show that at least 45% of graduates meet PERT cut score in the area of math or earn a concordant score on the ACT or SAT	<ul style="list-style-type: none"> 79% (45 of 57) 75% (60/80) <p>(includes graduates (1) enrolled at least 2 years and (2) those enrolled < 2 years that met requirement in < 2 years)</p>	<ol style="list-style-type: none"> Some students lack foundational math skills Some students have math anxiety and lack of confidence Most students do not work outside of class (i.e. homework, studying, using tutors) Some students don't see the relevance of PERT 	<ol style="list-style-type: none"> Teachers will incorporate time throughout the year for review and test taking strategies and provide students and parents feedback accordingly Teachers will use relevant student data throughout the year that is readily available (PERT scores, diagnostics, past course failures, EOC scores, etc.) Teachers will offer incentive(s) throughout the year for attending tutoring (Smart Thinking, TLCC) or doing work outside of class (recognition, homework-free pass, extra credit, etc.) Teachers will encourage and/or provide incentives or recognition throughout the year to individual students to increase the number and percentage of students who retest and improve scores Mentors and staff will encourage students not enrolled in high school math courses to attend math tutoring and retake the PERT. 																																		
	Over six years ensure that the performance of each AMO subgroup meets the target as listed in indicator above.	<table border="1"> <thead> <tr> <th>FRL</th> <th>B</th> <th>H</th> <th>W</th> <th>F</th> <th>M</th> </tr> </thead> <tbody> <tr> <td></td> <td>79%</td> <td>80%</td> <td>74%</td> <td>78%</td> <td>83%</td> </tr> <tr> <td>71%</td> <td>52%</td> <td>89%</td> <td>86%</td> <td>80%</td> <td>60%</td> </tr> </tbody> </table> <p>2017:</p> <ul style="list-style-type: none"> 35/45 – Females 10/12 - Males 12/15 – Hispanic 14/19 – White 15/19 – Black – FRL <p>2018:</p> <ul style="list-style-type: none"> 48/62 – Females 12/20 - Males 17/19 – Hispanic 25/29 – White 13/25 – Black 20/28 – FRL <p>(includes graduates (1) enrolled at least 2 years and (2) those enrolled < 2 years that met requirement in < 2 years)</p>			FRL	B	H	W	F	M		79%	80%	74%	78%	83%	71%	52%	89%	86%	80%	60%	<table border="1"> <thead> <tr> <th>FRL</th> <th>B</th> <th>H</th> <th>W</th> <th>F</th> <th>M</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	FRL	B	H	W	F	M									
FRL	B	H	W	F	M																																	
	79%	80%	74%	78%	83%																																	
71%	52%	89%	86%	80%	60%																																	
FRL	B	H	W	F	M																																	
Science Amanda	Demonstrate that at least 70% of GHS science course completers earn a grade of "D" or higher.	<ul style="list-style-type: none"> 92% (117 of 127) 97% (114/118) 	<ol style="list-style-type: none"> Some students are taking college level courses for first time Reading levels of some students are low 	<ol style="list-style-type: none"> Mentors, TLCC and teachers will support students with organizational skills and tutoring as requested Teachers will give incentives for attending tutoring per occurrence High school science class will be based on ability to understand science, not reading skills/comprehension. Teacher will provide accommodations where appropriate. 																																		
Writing Maya	Show that at least 65% of graduates meet the PERT cut score in the area of sentence skills or earn a concordant score on the ACT or SAT	<ul style="list-style-type: none"> 78% (54/69) 89% (74/83) 	<ol style="list-style-type: none"> Some students lack <ul style="list-style-type: none"> Knowledge of basic literary terms and techniques Confidence to synthesize fiction or non-fiction or to form intelligent opinions Grammar and syntax skills 	<p>The English instructor will:</p> <ol style="list-style-type: none"> Administer diagnostic tests (grammar, writing, literary) at the beginning of the school year Facilitate peer reviews Assign student(s) to a writing workshop tutor or a writing center tutor Conduct formal/informal individual conferences Mentors and staff will encourage students not enrolled in high school English courses to 																																		

Category	Target	2016-2017 and 2017-2018 Performance				Barriers	Action Steps	2018-2019 Performance			
						<ul style="list-style-type: none"> Knowledge of the writing process 2. Some students don't see the relevance of PERT	attend writing center tutoring and retake the PERT.				
Social Studies Amy Consuela	Show that an appropriate percentage of students who take the U.S. History End-of-Course exam meet the proficiency.	<ul style="list-style-type: none"> 15% 21% (3/14) for students who took course at GHS during 2017-2018 --14% (3/22) for all tested. 8 of those tested had taken the course at GHS (4) or elsewhere (4) in a prior year. 				1. Students are not able to pass the reading FSA or PERT because of low proficiency reading skills.	1. Instructor will incorporate reading strategies into the social science curriculum throughout the year. 2. Instructor will personalize curriculum throughout the year to fit the need of the student by identifying areas of weakness in reading.				
	Demonstrate that at least 70% of GHS AMH1010 and AMH1020 course completers earn a grade of "D" or higher.	<ul style="list-style-type: none"> 85% (82/97) 95% (102/107) 				1. Students are taking college level course for the first time	1. Mentors and Teachers will support students with organizational skills, advocacy skills to approach college professor, and tutoring (Social Studies instructors/TLCC) as requested.				
Retention/ Graduation Tania	At least 70% of first time enrollees will pass all their first term classes.	Aug-16	78	112	70%	1. Criteria students will be identified in the beginning of the school year. <ol style="list-style-type: none"> Fallout - students are classified as falling out of school if they fall significantly behind academically and can no longer achieve the requirements of a high school diploma Pushed out - Students are considered to be pushed out if the policies, procedures and support measures in school are the contributing reasons students decide to leave school. Pulled out - Students are considered to be pulled out of school if external factors are the driving force influencing their decision to leave school 	1. All staff will participate in mental health training at the beginning of the school year. 2. Staff members will identify individual students exhibiting potential harmful academic behavior during monthly staff meetings. 3. Throughout the year: <ul style="list-style-type: none"> Academic advisor will identify students that have exhibited extensive absences in previous years or have self-identified as a criteria student. Fallout – Students will participate in an individual student conference with the academic advisor in their first semester that will give students a clear path on the courses needed to graduate and a progression plan for success for their entire duration at Gateway. Pushed out – The administration at Gateway high school intentionally 	Aug-17			
		Jan-17	4	6	67%			Jan-18			
		Aug 17	106	118	90%			Aug 18			
		Jan 18	13	14	93%			Jan 19			
	The average number of college credits earned by GHS graduates will meet or exceed 11.	<ul style="list-style-type: none"> 23 37 									
The percentage of GHS enrollees that don't graduate and that return to GHS the next year will meet or exceed 85%.	<ul style="list-style-type: none"> 96% (91/95) August 2017 										
Less than 15% of GHS withdrawals	<ul style="list-style-type: none"> 4% (9/212) 2% (4/238) 										

Category	Target	2016-2017 and 2017-2018 Performance	Barriers	Action Steps	2018-2019 Performance
	<p>will be as dropouts.</p> <p>At least 75% of GHS enrollees who do not exit to go to another school in or out of district will graduate <u>with a standard high school diploma</u> within two years of enrollment if they come in as juniors and one year if they enroll as seniors.</p>	<ul style="list-style-type: none"> 71% (82/87) 85% (63/89) 		<p>accommodate student needs to ensure they are successful and graduate from high school within the two years. The guidance counselor will have weekly conferences with and identify effective accommodations and resources for students that have been identified as struggling through attendance reports, interim and final grades in both high school and college courses.</p> <ul style="list-style-type: none"> Pulled out – The guidance counselor will provide community resources to counter balance identified outside forces that are influencing the students to drop out of school. The guidance counselor will work with the student mentor to provide individual interventions for identified students. The guidance counselor will provide school and community resources to all mentors for school distribution to reach students that have not been individually identified. To create a school culture that supports high school completion at all educational levels. 	
Attendance Meesha	The GHS attendance rate for 2017-2018 will not fall below the school's average for the last three years.	<ul style="list-style-type: none"> 95.68% 94.7% 	<ol style="list-style-type: none"> Students get accustomed to the open campus, college activities and flexible schedule and begin to miss classroom instruction. Students have personal life circumstances that prevent them from coming to school. Students have transportation needs that are beyond the school's reach. 	<p>Throughout the year:</p> <ol style="list-style-type: none"> Guidance counselor will monitor attendance closely and meet with students who are missing classroom instruction regularly. Assistant principal will implement activities and responsibilities given for students on campus who have down time. Guidance counselor will provide students with on-campus and community resources to help them overcome life circumstances. Guidance counselor will work with students on accessing city transit transportation (schedules, requirements, locations, etc...) 	
Stakeholder Satisfaction Virginia	At least 20% of parents, 40% of students and 60% of staff members will participate in the climate survey process.	<ul style="list-style-type: none"> 21% of the school's parents, 46% of students, and 100% of full-time staff 23% of the school's parents, 51% of students, and 100% of full-time staff 	<ol style="list-style-type: none"> Parents do not see the importance of completing the survey. Students do not see the importance of completing the survey. 	<ol style="list-style-type: none"> The instructional technologist will administer student survey during class meetings and other school meetings or when textbooks are returned and will send remind text message frequently until we receive enough completed surveys. The instructional will send emails and call out to parents reminding them to complete the survey. 	

Category	Target	2016-2017 and 2017-2018 Performance	Barriers	Action Steps	2018-2019 Performance
	The average rating of each stakeholder group (parents, students, staff) will be 3 or higher on at least 6 of 7 correlates.	The average responses of all three stakeholder groups was 3 or higher on all seven correlates both years.		<p>3. Mentors or instructional technologist will share with students the importance of the survey during club and mentor meetings and provide community service hours for completion.</p> <p>4. During SAC meeting, the instructional technologist or principal will explain the importance of completing the Climate Survey and will explain what the correlates mean.</p>	

Professional Development and Budget Needs

Content Section	Requested Professional Development	Participants	Budget Need	Cost
Reading		Amanda Ryan	Rosetta Stone Software Class sets of books	
Math	Project Based Learning PERT Workshop	Patrick Jean Amy McIntosh	PBL Conference PERT Workshop	
Science		Amanda Ryan	Fuel Ed	
Writing		Maya Smith	Class sets of books	
Social Studies		Consuela Bonney Consuela Bonney Amy McIntosh	Teacher pay Teacher Newsela Florida Council for Social Studies Conference	
Retention/Graduation Attendance	Florida Council for Social Studies Conference ESSEI Conference Black, Brown and College Bound	Tania Ortega, Tanya Jones, Meesha Downing, Virginia Richard	ESSEI Conference Black, Brown and College Bound	
Stakeholder Satisfaction				

Model School Conferences June 2019
 Marzano Conference 2019
 ESE Training
 Florida Charter School Conference
 Leadership Conference – Ms. Battle