Polk State Lakeland Gateway to College Charter High School (GHS)
2019-2020 SCHOOL IMPROVEMENT PLAN

OVERALL SCHOOL PURPOSE 2019-2020: GHS, an individualized high school to college and career transition

GHS Mission Statement: The GHS mission is to provide an academic charter alternative for high school juniors and seniors who are not older than 21 and want to graduate from high school and transition to college and career.

GHS Vision Statement: All GHS enrollees will graduate from high school prepared to transition to college and career and then 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 and career by the time of high school graduation (as indicated by PERT results and exit survey data)
6. Leave high school with a transition plan and a portfolio demonstrating post-high school goals (as indicated by portfolios with transition plans)

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.	

Student Performance: Measures define student performance expectations as listed below:
1. GHS graduates will earn PERT qualifying scores or concordant scores on the ACT or SAT with specific percentages as follows
   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.
	School Performance: Additional measures call on the school to show:
	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: Dan Dorrell	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 2019-2020, meetings will be as listed below:

1. The summer 2019 meeting will be a strategic planning session in which SAC members will provide direct input into the 2019-2020 school improvement plan (SIP)
2. In October 2019, 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 2020 meeting, staff will present a mid-year report and share updates and plans for the upcoming year
4. The April or May 2020 meeting will include a preliminary end-of-year summary and an enrollment projection for 2020-2021

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 (counting current year)	Years as Administrator
Principal	Corey Barnes	Masters Educational Leadership Educational Leadership; EDD Instructional Leadership	5	15
Assistant Principal	Meesha Downing	EDD in Organizational Leadership Masters Educational Leadership Educational Leadership	3	9.5

Subject or Position	Name	Degree(s)/ Certification(s)	Years at Current School (counting current year)	Years as Instructional or Support Staff	Full-time or Part-time
Instructional Technologist	Virginia Richard	Masters Curriculum and Technology Psychology 6-12	6	22	Full Time
Lead Resource Specialist/Guidance Counselor	Tanya Jones	EDS Educational Leadership Masters Science Counseling and Psychology Counseling K-12	6	13	Full time
Student Resource Specialist	Tania Ortega	Masters in Educational Leadership Bachelors Supervision and Management	6	9	Full time
Math	Patrick Jean	Bachelors in Mathematics Math 6-12	3	13	Full time

Subject or Position	Name	Degree(s)/ Certification(s)	Years at Current School (counting current year)	Years as Instructional or Support Staff	Full-time or Part-time
Science	Amanda Ryan	Bachelors in Education Middle Grade Science 5-9	4	15	Full Time
English	Maya Smith	Masters in Education and in English English 6-12 both Reading ESOL Endorsed	4	15	Full Time
Social Studies	Amy McIntosh	Masters in Educational Administration Social Science 6-12 and Math 5-9	3	13	Full Time
Social Studies	Consuela Bonney	Masters in Education Social Science (5-9 and 6-12), ESE (K-12), ESOL and Reading Endorsements	2	20	Full Time
English	Tiffany Bass	Masters of Science in Comparative and General Literature English 6-12/Reading K-12	1	10	Full Time
College SLS Courses	Cynthia Terry	Masters in Education Educational Leadership (all grades), English (6-12), Speech (6-12), and Elementary Education (K-6)	4	36	Part 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 2019-2020school 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	Student Resource Specialist/Assistant Principal
Meet monthly with mentee	Assigned Mentor
Document meetings	Assigned Mentor/Mentee
Evaluate the mentoring experience through written surveys or focus groups	Outside Consultant
Provide mentoring program graduation for mentee at next annual retreat	All staff

School Leadership Team

The leadership team is made up of the GHS Principal, Assistant Principal, Guidance Counselor, Student Resource Specialist, 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, Guidance Counselor. 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, Student Resource Specialist. She works directly with students to address college and career needs and to create course schedules. 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 Student Resource Specialist accesses student performance data from Polk County Schools Focus, 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 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.

Content Section of the GHS 2019-2020 School Improvement Plan (SIP)

The content section of the SIP establishes performance targets specific to seven performance categories:

1. Reading and writing (including performance of subgroups for reading)
2. Math (including performance of subgroups)
3. Science
4. Social Studies
5. Retention/Graduation Rate
6. Attendance
7. Stakeholder Satisfaction

Staff members have listed one or more barriers that must be overcome in order to meet each category's performance. For each barrier, the staff has specified:

- Action steps to overcome the barrier
- Responsibility for carrying out each strategy or action step
- When each strategy or action step will be implemented

Within each performance category, staff members have also listed training (if any) needed to implement an action step and expenditures required to successfully carry out action steps.

Category	2019-2020 Target	2016-2017 through 2018-2019 Performance	Barriers	Action Steps	2019-2020 Performance
Reading Amanda Consuela	Show that at least 65% of graduates meet the PERT cut score in the area of reading or earn a concordant score on the ACT or SAT.	• 81% (54/67) (2016-17) • 95% (78 of 82) (2017-18) • 95% (108/114) (2018-19) (includes graduates (1) enrolled at least 2 years and (2) those enrolled < 2 years that met requirement in < 2 years)	1. Students will not take the PERT test multiple times. 2. Some students lack reading ability	1. The Assistant Principal is coordinating tutoring sessions with a certified Reading teacher twice a month to prepare students for the SAT/ACT. 2. Reading teacher will provide incentives for retaking PERT monthly. 3. Reading teacher will offer multiple testing times monthly. 4. The Instructional Technologist will administer the PERT Diagnostic in the first month of school. 5. Reading teacher will provide small group instruction for low level readers weekly. 6. All teachers will teach content area reading strategies across the curriculum throughout the year.	

Second target row:

| | Over six years ensure that the performance of each AMO subgroup meets the target as listed in indicator above. | (see subgroup table below) | 1. Some students have Limited English Proficiency
2. Some students have low reading ability | 1. Reading teacher will identify LEP students and use blended learning with computer programming daily.
2. Reading teacher will work in small groups or 1:1 with lowest level readers weekly.
3. Reading teacher will work on comprehension strategies daily.
4. All teachers will teach content area reading strategies across the curriculum throughout the year. | (see performance table below) |

Subgroup performance table (2016-2017 through 2018-2019):

FRL	B	H	W	F	M
83%	70%	81%	85%	90%	56%
97%	88%	95%	100%	94%	100%
96%	97%	88%	95%	95%	95%

2017:
- 44/49 – Females
- 10/18 - Males
- 13/16 – Hispanic
- 23/27 – White
- 14/20 – Black
- 4/4 – Other
- 20/24 – FRL

2018:
- 58/62 – Females
- 20/20 - Males
- 18/19– Hispanic

2019-2020 Performance table:

FRL	B	H	W	F	M

Category	2019-2020 Target	2016-2017 through 2018-2019 Performance	Barriers	Action Steps	2019-2020Performance
		• 30/30 – White • 23/26 – Black • 7/7 – Other • 28/29 – FRL 2019: • 71/75 – 95% Females • 37/39 - 95% Males • 14/16– 88% Hispanic • 53/56 –95% White • 34/35 – 97% Black • 7/7 – Other • 46/48 – FRL 96% (includes graduates 1) enrolled at least 2 years and (2) those enrolled < 2 years that met requirement in < 2 years)			
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 Over six years ensure that the performance of each AMO subgroup meets the target as listed in indicator above.	• 79% (45 of 57) (2016-17) • 75% (60/80) (2017-18) • 84% (92/110) (2018-19) (includes graduates (1) enrolled at least 2 years and (2) those enrolled < 2 years that met requirement in < 2 years) Sub-table: <table><tr><td>FRL</td><td>B</td><td>H</td><td>W</td><td>F</td><td>M</td></tr><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><tr><td>87%</td><td>86%</td><td>80%</td><td>81%</td><td>85%</td><td>82%</td></tr></table> 2017: • 35/45 – Females • 10/12 - Males • 12/15 – Hispanic • 14/19 – White • 15/19 – Black • – FRL 2018: • 48/62 – Females • 12/20 - Males • 17/19 – Hispanic • 25/29 – White • 13/25 – Black • 20/28 – FRL 2019: • 61/72 – 85% Females • 31/38 - 82% Males • 12/15– 80% Hispanic • 44/54 –81% White • 30/35 – 86% Black • 6/6 – Other • 40/46 – FRL 87% (includes graduates (1) enrolled at least 2 years and (2) those enrolled < 2 years that met requirement in < 2 years)	1. Some students lack foundational math skills 2. Some students have math anxiety and lack of confidence 3. Most students do not work outside of class (i.e. homework, studying, using tutors) 4. Some students have fulfilled high school math graduation requirements and don't see relevance of PERT	1. Teachers will incorporate time throughout the year for review and test taking strategies and provide students and parents feedback accordingly 2. Teachers will use relevant student data throughout the year that is readily available (PERT scores, diagnostics, past course failures, EOC scores, etc.) 3. 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.) 4. 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 5.	<table><tr><td>FRL</td><td>B</td><td>H</td><td>W</td><td>F</td><td>M</td></tr><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><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>

Category	2019-2020 Target	2016-2017 through 2018-2019 Performance	Barriers	Action Steps	2019-2020 Performance

Science Amanda	Demonstrate that at least 70% of GHS science course completers earn a grade of "D" or higher.	• 92% (117 of 127) (2016-17)
		 • 97% (114/118) (2017-18)
		 • 86%* (177/206) (2018-19)
		   o 100% (43/43) HS
		   o 82% (134/162) college
		 * 4 students enrolled in summer courses TBA
			1. Some students are taking college level courses for first time
			 2. Reading levels of some students are low
				1. Mentors, TLCC and teachers will support students with organizational skills and tutoring as requested
				 2. Teachers will give incentives for attending tutoring per occurrence
				 3. High school science class will be based on ability to understand science, not reading skills/comprehension. Teacher will provide accommodations where appropriate.	

Writing Tiffany	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	• 78% (54/69) (2016-17) • 89% (74/83) (2017-18) • 92% (103/112) (2018-19)	1. Some students lack • Knowledge of basic literary terms and techniques • Confidence to synthesize fiction or non-fiction or to form intelligent opinions • Grammar and syntax skills • Knowledge of the writing process 2. Some students don't see the relevance of PERT	The English instructor will: 1. Administer diagnostic tests (grammar, writing, literary) at the beginning of the school year 2. Facilitate peer reviews 3. Assign student(s) to a writing workshop tutor or a writing center tutor 4. Conduct formal/informal individual conferences 5. Mentors and staff will encourage students not enrolled in high school English courses to 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.	• 15% (2016-17) • 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. (2017-18) • 62% (12/21) (2018-19)	1. Students have a negative view of history and sometimes lack the reading skills to grasp and understand the readings. Because of the negative view of history, it creates a barrier to encourage students to read homework or materials. 2. Lack of student computers in classroom to include fun interactive history assignments. Classes have to meet in labs when available.	1. Administrators will pay for online study.com program that allows students to complete fun and innovative history assignments online 2. Teachers work on reading strategies in history class to improve student's reading levels 3. Administrators will allow teachers to bring in guest speakers (someone from Jewish center to speak on the Holocaust, local civil rights leader to speak during black history month, Hispanic lawmaker to speak during Hispanic month, etc.	
	Demonstrate that at least 70% of GHS AMH1010 and AMH1020 course completers earn a grade of "D" or higher.	• 85% (82/97) (2016-17) • 95% (102/107) (2017-18) • *94% (106/113) (2018-2019) * 27 students enrolled in summer TBA	1. Lack reading readiness skills	1. Incorporate reading skills in history class and to prepare students for PERT or reading FSA. 2.	

Category	2019-2020 Target	2016-2017 through 2018-2019 Performance				Barriers	Action Steps	2019-2020 Performance			

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.
						   o Fallout - students are classified as falling out of school if they fall significantly behind academically and can no longer achieve the
							• Staff members will identify individual students exhibiting potential harmful academic behavior during monthly staff meetings.
							 • Throughout the year:
							   • Guidance Counselor will identify students that have exhibited extensive absences in previous years or have self-identified as a criteria				

		Jan-17	4	6	67%						
		Aug 17	106	118	90%			Aug 19			
		Jan 18	13	14	93%			Jan 20			
		Aug-18	91	122	75%						
		Jan-19	12	17	71%						

Category	2019-2020 Target	2016-2017 through 2018-2019 Performance	Barriers	Action Steps	2019-2020Performance
	The average number of college credits earned by GHS graduates will meet or exceed 11.	• 23 (2016-17) • 37 (2017-18) • 42 (2018-19)	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 2. Non-Criteria students require additional support on a college campus in order to meet the demands of college courses. Students often feel overwhelmed and miss the structures provided in a traditional high school.	student. Guidance Counselor will meet with students and provide them with applicable community resources to ensure they remain enrolled at GHS. Students that continue to exhibit behaviors synonymous with dropping out of school will meet with the guidance counselor on a weekly basis to work on strategies to remain enrolled at GHS. • Fallout – Students will G.P.A below a 2.0 will be enrolled in Intensive Reading and Critical Thinking high school courses to narrow and/or close academic gaps to allow students to complete the rigor needed to pass high school/college courses and overall high school graduation requirements (FSA/ALG 1). • Pushed out – The administration at Gateway high school intentionally accommodates 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. • 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. 2. 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. Students who fail college courses or withdraw from college courses or are withdrawn from college courses will have to have a conference with the resource specialist to review academic behaviors and determine if a high school schedule or a balanced high school/college schedule will be better suitable for the academic success of the student.	
	The percentage of GHS enrollees that don't graduate and that return to GHS the next year will meet or exceed 85%.	• 96% (91/95) August 2017 • 97% (112/115) August 2018 • TBD August 2019			
	Less than 15% of GHS withdrawals will be as dropouts.	• 4% (9/212) (2016-17) • 2% (4/238) (2017-18) • 1% (2/253) (2018-19)			
	At least 75% of GHS enrollees who do not exit to go to another school in or out of district will graduate with a standard high school diploma within two years of enrollment if they come in as juniors and one year if they enroll as seniors.	• 71% (82/87) (2016-17) • 85% (63/89) (2017-18) • 99% (117/118) (2018-2019)			
Attendance Meesha	The GHS attendance rate will not fall below	• 95.68% • 94.7% • 98%	1. Students get accustomed to the open campus, college activities and flexible	Throughout the year:	

Category	2019-2020 Target	2016-2017 through 2018-2019 Performance	Barriers	Action Steps	2019-2020Performance
	the school's average for the last three years.		schedule and begin to miss classroom instruction. 2. Students have personal life circumstances that prevent them from coming to school. 3. Students have transportation needs that are beyond the school's reach.	1. Guidance counselor will monitor attendance closely and meet with students who are missing classroom instruction regularly. 2. Assistant principal will implement activities and responsibilities given for students on campus who have down time. 3. Guidance counselor will provide students with on-campus and community resources to help them overcome life circumstances. 4. 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.	• 21% of the school's parents, 46% of students, and 100% of full-time staff (2016-17) • 23% of the school's parents, 51% of students, and 100% of full-time staff (2017-18) • 25% of the school's parents, 52% of students, and 91% of full-time staff	1. Parents do not see the importance of completing the survey. 2. Students do not see the importance of completing the survey.	1. 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. 2. The instructional will send emails and call out to parents reminding them to complete the survey. 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. 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.	
	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 all three years.			