

Polk State Lakeland Gateway to College Collegiate High School

Annual Continuous Improvement Plan (ACIP)

Summary

I. Reading]

Reading Targets:

- Show that at least 65% of graduates meet the PERT cut score in reading or earn a concordant score on the ACT or SAT. Baseline Performance for 2022: 89% (106/119)
- Over six years ensure that the performance of each AMD subgroup meets the target as listed in indicator above. Baseline Performance for 2022: FRL 36% (83/233), Black 86% (44/51), Hispanic 96% (27/28), White 86% (31/36), Female 92% (82/89), Male 80% (24/30).
- By the time of graduation 95% of end-of-year seniors will have met the FSA reading requirement. Baseline Performance for 2022: 58% (72/124)

Reading Barriers:

- Students not reading on grade level.
- Students are not motivated to read.
- Lack of grammatical and linguistic competence
- Test anxiety and personal mindset because of prior reading struggles

Reading Barriers:

- Reading around the curriculum
- Relatable reading material
- Words of the week that tie into the reading plan to help with comprehension.
- Implementing relatable and current material to read
- Implementing a reward system. The teacher will assign points for reading and a certain number of points will yield a reward.
- Weekly Small group share out. Students will be given a short reading assignment each week. At the end of the week, students will be assigned to a small group to share their viewpoints on the story.
- Teacher implements material that helps students' school online reading program that teaches students to differentiate and recognize words and expressions from text.
- Schoolwide online reading program
- Saturday reading Bootcamp
- Implement test taking strategies into the curriculum.

- Implementing a reward system for reading gains
- Introducing reading material into the curriculum on ways to eliminate test anxiety and mindset growth.

II. Math

Math Targets:

- Show that at least 45% of graduates meet the PERT cut score in math or earn a concordant score on the ACT or SAT. Baseline Performance for 2022: 55% (65/119)
- Over six years ensure that the performance of each AMD subgroup meets the target as listed in indicator above. Baseline Performance for 2022: FRL 36% (83/233), Black 57% (29/51), Hispanic 64% (18/28), White 42% (15/36), Female 54% (48/89), Male 57% (17/30)

Math Barriers

- High number of homework assignments not completed (lack of practice skills)
- Lack of foundational Algebra skills and knowledge

Math Action Steps:

- Give time to students to start homework in class (or due before they leave if possible)
- Students can attend after school tutoring.
- Bell work and use scaffolding in class to review foundational algebra skills and knowledge.

III. Writing

Writing Targets

- Show that at least 65% of graduates meet the PERT cut score in sentence skills or earn a concordant score on the ACT or SAT. Baseline Performance for 2022: 79% (94/119)
- By the time of graduation 80% of end-of-year seniors will have met the FSA reading requirement. Baseline Performance for 2022: 58% (72/124)

Writing Barriers:

- Students lack basic proper grammar and syntax.
- Students struggle with comprehension which leads to unorganized ideas.
- Lack of comprehension relating to three provided sources and prompts
- Issues Logically Organizing an Essay Using Multiple Sources Based on a Singular Controlling Idea

Writing Action Steps:

- Instructor will train students on how to identify the main idea/controlling topic of source essays.
- Instructor will help students distinguish between the major and minor details of a text.
- Instructor will teach students methods for identifying related topics/main idea between multiple tests/sources.
- Instructor will teach students how to generate a singular controlling idea/thesis statement and subsequent topic sentences relating to that controlling idea.
- Instructor will instruct students on how to integrate evidence from multiple sources and properly cite them.
- Instructor will create opportunities for students to meaningfully discuss evidence once it has been integrated.

IV. Science

Science Target

- Demonstrate that at least 70% of GHS science course completers earn a grade of "C" or higher. Baseline Performance for 2022: 97% (153/158)

Science Barriers

- Issues of excessive absenteeism linked to failing grades in science.
- Lack of sufficient preparation for intellectually demanding coursework.

Science Action Steps:

- Amend the school handbook and implement an updated attendance policy/contract.
- Monitor daily attendance and ensure all teachers submit attendance for all classes daily.
- Implement class attendance as part of course grade/participation grade.
- Enroll students in Khan Academy course that corresponds with the science course being taken.
- Students can attend TLCC tutoring and teacher office hours.
- Create a class discussion board where students can ask questions for understanding or clarification.

V. Social Science

Social Science Targets

- Demonstrate that at least 70% of GHS students completing a dual enrollment HUM2020 course earn a grade of C or higher.
- Show that an appropriate percentage (\Rightarrow 36%) of students who take the U.S. History End-of-Course exam meet the proficiency. Baseline Performance for 2022: 67% (8/12) Winter results only
- Show that at least 30% of students who take the Civics Literacy Exam meet the proficiency. Baseline Performance for 2022: 13% (9/71)
- Demonstrate that at least 70% of GHS AMH1010 and AMH1020 course completers earn a grade of C or higher.

Social Science Barriers

- Students have difficulty in exploring a broad range curriculum covering many centuries and topics, including philosophy, art, music, drama, architecture, and literature.
- Students reading below the level needed to demonstrate success on the US History EOC
- Miscommunication of why the test matters
- Lack of motivation and understanding of the importance of learning American History.
- Complexity of depth of subject matter
- Students have difficulty in exploring a broad range curriculum covering many centuries and various geographical areas of the World.

Social Science Action Steps

- Provide course contents/subject matter in manageable modules/chapters along with internal and external resources (Ex: Polk State College Library Online Access).
- Look for opportunities to bring relevance into the classroom with current events or recent modern experiences (Example: Archeology of Today regarding the past).
- Help students build relationships to work cooperatively to support learning.
- Students will explore an area of Humanities to learn about and share their learning experience.
- Students will increase writing skills by having opportunities to write for a variety of purposes and for different audiences.
- Incorporate test taking strategies pre/post classroom assessments as needed.
- Offer comprehensive/cumulative practice test to help acclimate for the testing experience.
- Convey to the students the test matters.
- Coordinate with Polk State College/Polk County schools to understand the rollout of the FCLE; the Florida statute(s) and requirements. Receive any resources available during a professional development opportunity/staff meeting.

- Be aware of testing dates to best support students in understanding the testing schedule or when it is best to take the test? Can students be administered the FCLS right after the completion of AMH1020/POS2041 in the Summer for instance or Q1/Q3 of American Government? (When information is freshest)
- Students will practice questions where they are asked to recall, explain, interpret, categorize, or draw conclusions, among other approaches.
- Students will practice items that use a variety of stimuli, such as primary sources, charts, or graphs, require students to consider or interpret a scenario to answer a question.
- Bring in guest speakers to share historical stories (Ex. Military Vet, etc.)
- Introduce prior background knowledge to facilitate student's comprehension of new content before starting a lesson.

VI. Stakeholder Engagement

Stakeholder Engagement Targets

- At least 20% of parents, 40% of students and 60% of staff members will participate in the climate survey process. Baseline Performance for 2022: 36% (85/233) of the school's parents, 52% (121/233) of students, and 100% (12/12) of full-time staff completed the climate survey.
- The average rating of each stakeholder group (parents, students, staff) on the annual climate survey will be three or higher on at least 6 of 7 correlates. Baseline Performance for 2022: The average rating of all three groups was 3 or higher on all 7 correlates.
- School documentation will show follow-up actions responding to student and parent recommendations and concerns as collected through focus groups and customer service surveys. Baseline Performance for 2022: Climate Survey (mid-year and final)
- Parents and students completing the school's objectives survey will show an average agreement of four or higher (on a scale of 1-5) with the school's objectives. (Survey done biannually) Baseline Performance for 2022: Climate Survey

Stakeholder Engagement Barriers

- Stakeholders often learn about the climate survey at the end of the school year, and they do not make it a priority. (e.g., I do not have time someone else will do it)
- Stakeholders may believe that their opinion does not matter and will not improve the school.
- Faculty & Staff review survey and results once a year
- COVID-19 and social distancing has changed the way faculty and staff interact socially.
- While always interested in the results, we do not always follow up on the actions to respond to student and parent recommendations.
- Parents do not take the survey seriously.
- Students do not take the survey seriously.

Stakeholder Engagement Action Steps:

- Remind stakeholders throughout the year during monthly/quarterly meetings the importance of the climate survey.
- Make climate surveys easily accessible and simplify the ease of answering questions.
- Show stakeholders survey result and how they drive faculty and staff behaviors to improve the school based on the climate survey.
- Highlight how the climate survey drives decisions made at the school during quarterly SAC meetings and monthly newsletter.
- Admin will lead open discussions as faculty staff meeting in the fall and in the spring.
- Will provide multiple opportunities for faculty and staff to fellowship and increase vested interest in the students and school.
- Ensure that we constantly and consistently follow up on all actions to respond.
- Discuss with parents frequently the importance of the survey and its results to accurately guide learning, etc. at GHS.
- Discuss with students the importance of the survey and its results to accurately guide learning, etc. at GHS.

VII. School Sustainability

School Sustainability Targets

- Instructor observational data will show that 3 out of 6 design question behaviors are adequately demonstrated by each instructor. Baseline Performance for 2022: Teacher Walk-throughs and Teacher Observations
- Staff, faculty, and students will document use of the Collegiate High School Observable Behavior Form to assess each student's behavior consistent with school success. Baseline Performance for 2022: N/A
- At least 70% of first-time enrollees will pass all their first term classes. Baseline Performance for 2022: 73% (104/142); Fall: 73% (96/132); Spring: 80% (8/10)
- The average number of college credits earned by GHS graduates will meet or exceed 11. Baseline Performance for 2022: 30 credits.
- The percentage of GHS enrollees that do not graduate and that return to GHS in the next year will meet or exceed 85%. Baseline Performance for 2022: 96% (108/113)
- Less than 15% of GHS withdrawals will be as dropouts. Baseline Performance for 2022: 1% (2/252)
- At least 75% of GHS enrollees who do not exit to go to another school in or out of the 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. Baseline Performance for 2022: 47% (119/252)

School Sustainability Barriers

- Instructor lacks the understanding of the Marzano model.
- Lack of or inadequate classroom instructional resources available.
- High student absenteeism prevents students from being successful.
- Students do not understand the difference between the high school and college processes.
- Students do not manage their time accurately as they try to balance work and social life with school, ultimately not devoting enough time to their studies.
- Students are scheduled into more online courses than what they were exposed to in high school and may have difficulty making the transition from face-to-face instruction.
- Students wait until it is too late to try to recoup grades necessary for them to graduate.
- Students are not successful in passing state tests required for graduation.
- Students give up instead of taking full advantage of the opportunities afforded to them at Gateway.
- Students do not see the benefit of GHS high school program when they do not attain PERT scores to obtain at least a 50% college schedule.

School Sustainability Action Steps:

- Monthly mini-PDs on the new Marzano Model during staff meetings.
- Frequently administer resources needs assessment to teachers.
- Monitor student attendance (truancy) and implement attendance contracts.
- The admin team will work with students during orientation through an automated process and videos to help students distinguish the difference between high school and college processes.
- Mentors will meet with their mentees at least once per week to review this information and check-in with mentees.
- Students will be enrolled in College Success or other SLS courses with Gateway instructors in which the importance of time management is emphasized. The student will also be made aware of the TLCC, and tutoring offered by Gateway instructors.
- Students are expected to participate in an agreement that will state the differences between high school and college courses as well as highlight the expectations.
- The principal will develop and implement high school programs to attract new students and retain current students.