

Gateway to College Charter High School (GHS)

Annual Continuous Improvement Plan (ACIP)

2024-2025

Contents

The annual school improvement plan is divided into eight parts:

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- 7) **Part 7: Professional Development details the year's professional development plan including:**
 - a) A needs assessment to show how to plan components were selected.
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 - c) Analysis of effectiveness
 - d) Content that will specify how the school will:
 - e) Include activities to increase faculty and staff skill sets in terms of analyzing data to further learning
 - f) Emphasize the application of action research (plan, do, check, act process) to strengthen schoolwide and classroom performance.
 - g) Address the use of formative and summative data in the learning process.

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School Name: Polk State Lakeland Gateway to College Collegiate High School (GHS)	District Name: Polk
Principal: Dr. Meesha J. Downing-Townsend, Principal	President of Polk State College: Dr. Angela Falconetti
Chairman of the Board of Trustees: Greg Littleton, Chair	School Designation: Public Charter School (Grades 11 and 12)
SAC Chair: David Butfiloski	

Part 1: UNDERSTANDING GHS

GHS is a Polk State College charter school authorized through a contract with the Polk County School Board. The school’s purpose, mission, vision, beliefs, priorities, guiding principles, and student objectives are aligned with the charter contract.

GHS Purpose: GHS, an individualized high school to college and career transition

GCHS Mission Statement: The GCHS mission is to provide an academic charter school choice for students with at least 11 high school credits who are not older than 21 and want to graduate from high school and transition to college and career.

GCHS Vision Statement: All GCHS 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.

Beliefs:

1. All enrollees possess the capacity to participate and be successful in the rigorous curriculum of 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.

Student Objectives: 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 annual continuous improvement school improvement plan, updated annually.

<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 readingb. 65% in writingc. 45% in math2. 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. At least 36% of students who take the US History EOC exam will meet 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. Continuous School improvement goals mirror accountability plan goals
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Part 2: School Conditions that Support Improvement

School Advisory Council

In order to provide a positive teaching, learning and growth environment, GHS emphasizes processes to ensure it has an active advisory council, qualified staff members, an actively engaged leadership team, an emphasis on protecting learning time, a focus on maximizing student reading skills, and activities to engage students in the college and career readiness process.

The GHS SAC has been established in compliance with Florida Statutes 1001.452 and operates as specified in its bylaws. Additionally, the annual SAC activities help the school meet a Southern Association of Colleges and Schools (SACS) accreditation standard which specifies as follows:

- Leaders implement a formal program that provides for meaningful roles and active participation of internal and external stakeholder groups, including staff, students, parents, community, governmental, and educational policy groups.
- Leaders consistently and deliberately enact strategies that provide opportunities for two-way communication with internal and external stakeholder groups, including staff, students, parents, community, governmental, and educational policy groups.

During 2024-2025, the SAC timeline and process will be as listed below.

1. **Summer Workshop (August 2024)**
 - a. Present purpose/role of SAC (Florida Statutes and By-Laws)
 - b. Review/edit/approve school purpose and school improvement plan.
 - c. Agree on SAC committees and members of each:
 - i. Business partnership (Meesha)
 - ii. Fundraising (Tania)
 - iii. Graduation (Lawrence)
 - iv. Parent engagement (Meesha)
2. **September/October Meeting (September 2024)**
 - a. Present and clarify each committee's plan for the year.
 - b. Address operational challenges or needed decisions.
3. **November/December Meeting (November 2024)**
 - a. Present status of each committee's work/conduct committee work as needed.
 - b. Address operational challenges or needed decisions.
 - c. Address additional school issues including use of school incentive funds and plans to recruit a diverse student population.

4. **January/February Meeting (January 2025)**
 - a. **Present status of each committee's work/conduct committee work as needed.**
 - b. **Address operational challenges or needed decisions including final vote on use of school incentive funds.**
 - c. **List of budget needs and issues being addressed in planning for next year.**

5. **April/May Meeting (April 2025)**
 - a. **Present status of each committee's work/conduct committee work as needed.**
 - b. **Approve the upcoming year's school budget.**
 - c. **Address operational challenges or needed decisions.**

Qualifications of Leadership and Instructional Staff Members

Position	Name	Degree(s)/Certification(s)	Years at Current School (counting current year)	Years as Administrator
Principal	Meesha Downing- Townsend	EdD in Organizational Leadership Masters Educational Leadership Elementary Education Social Science 5-9 Educational Leadership Principal	9	14.5
Assistant Principal	Tania Chandler	Masters in Educational Leadership Bachelors Supervision and Management Statement of Eligibility	12	3

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
School Counselor	Renee Portfilio	EdD Educational Leadership Masters in Counseling K-12 Bachelors in Education K-6 NBCT ECYA	2	31	Full time
Teacher Resource Specialist Trainer – Technology	Arthi Bonney	Masters in Educational Leadership Bachelor of Science in Cybersecurity Professional Teaching Certificate Math 5-9 Computer Science K-12 Elementary Education 1-6 Reading Endorsement Educational Leadership Certification	3	6	Full Time
Student Resource Specialist	Lawerence Shipmon	Master's in Educational Leadership Bachelor's Degree in Criminal Justice Statement of Eligibility	3	6	Full time
Math	Patrick Jean	Bachelors in Mathematics Education Math 6-12	9	18	Full time
Social Studies	Ernest Joe, III	Masters in Business Administration Social Science 6-12 Business Education 6-12	2	3	Full Time
Social Studies	Jeffrey Brown	Doctor of Philosophy MA, US History BA, US History Social Science 6-12	2	15.5	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
English	Tiffany Clayton	Masters Comparative and General Literature English 6-12 Reading K-12 ESOL Endorsements Reading endorsed.	6	15	Full Time
Science	Darci Odom	Masters in Anthropology Bachelors Biological Anthropology Biology 6-12	2	7	Full Time
English/Reading	Virginia Teppner	Master of Fine Arts Creative Writing English 6-12 ESOL endorsement	2	12	Full Time
Math	Jason Schwarze	Bachelor of Science – Computer Science Masters in Mathematics Education Math 9-12	3	14	Full Time

Teacher Recruitment/Retention Strategies

Recruit/Retain	Description of Strategy	Person Responsible	Projected Completion Date
Recruit	List open positions on college website	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

During the 2024-2025 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 a GHS employee as a mentor. The assigned mentor will have a similar profession or duties as the Eaglet. Mentors 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 Mentors	Principal
Document an array of information to be shared with mentee (Mentor will provide information)	Mentors with input from mentee and other staff
Create a virtual meeting room and folders for Mentor/Mentee to collaborate in SharePoint or PIE	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 workshop	All staff

School Leadership Team

The leadership team is made up of the GHS Principal, Assistant Principal, School Counselor, Instructional Technologist, Student Resource Specialist, Testing Coordinator and one Teacher. This team provides leadership during the annual staff workshop, held in the summer of each year. During the workshop, staff members are assigned to groups where they review performance data from the prior year and begin drafting performance targets and ACIP actions for the upcoming year. Leadership team members work as both group members and as resources for data as ACIP sections are created.

During the year, the leadership team facilitates activities to provide for ongoing collection of performance data and monitoring of ACIP 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 ACIP goals. They then use those reports to initiate the planning process at the next annual workshop.

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:

- **Meesha Downing-Townsend, GHS Principal.** She guides the overall planning and administrative process and provides team guidance and direction. She also works closely with staff to address process issues and both teacher and student needs on a daily basis. She summarizes performance data on a

quarterly basis and presents it to both staff and the SAC. She also creates and monitors the annual professional development plan.

- **Renee Portfilio, School Counselor.** She addresses the academic, social/emotional, and career and college exploration needs of the school's enrollees. She is the point person for staff when student needs are identified. During planning workshops and monthly staff meetings, she provides specifics regarding individual student performance as appropriate.
- **Tania Chandler, Assistant Principal.** She has direct responsibility for monitoring the Annual Continuous Improvement Plan (ACIP). She leads monthly conversations regarding attendance issues, behavioral issues, and curriculum.
- **Arthi Bonney, Teacher Resource Specialist Trainer – Technology (TRST).** She researches instructional technologies and provides related staff development. She also works directly with the process of collecting/reporting performance data and for monitoring/reporting ACIP performance as appropriate during the school year.
- **Lawerence Shipmon, Student Resource Specialist.**
- **Teacher (Tiffany Clayton) leads PLC's and disseminates information to the other faculty members.**

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 Assistant Principal, School Counselor and Testing Coordinator 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 ACIP goals is part of the school culture. Every instructor address performance issues related to his/her content area(s).

Strategies to Increase 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 workshop and during workdays 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 meets 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 8:00am – 7:00pm and Fridays until 5:00 p.m.
- Teachers are available outside of class times to support student learning.
- Students can participate in college clubs including The Writing Studio that support student learning outside of class.
- The Gateway to College computer labs offers supplemental instruction through software related to research, standardized test prep, etc.
- The TLCC and the computer labs also have computers and printers available 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) can create online games based on GHS course requirements; students are able to use personal or school-based technology to engage.

College and Career Readiness – E³ will be followed by all three collegiate high schools. Students will Explore, Engage and Embrace via the SLS courses.

EXPLORE: All students will take SLS1101 during their first semester at GHS, students who have already taken SLS1101 prior to enrollment @ GHS will be enrolled in SLS1261. During this phase students will explore all program options offered at Polk State College and compare salaries and expectations for desired career options. All options will be reviewed with a home room mentor.

ENGAGE: All students will be enrolled in SLS1250 during their second semester at GHS. During this phase students will participate in internships and/or community service in the field they identified during their first semester.

Embrace: All students will be enrolled in SLS2930 in the fall of their senior year. During this stage students will apply to the appropriate college/career options to solidify their academic or career choice as indicated by the experience in SLS1101 & SLS1250. During this Phase students who are identified by the Resource Specialist as needing more assistance will be registered in SLS1261 for the remaining semester (Spring) at GHS,

Part 3: ANTICIPATED ACADEMIC PERFORMANCE

Academic student performance targets are driven by:

- Targets specified in the five-year charter Accountability Plan
- Additional performance outcomes tied directly to the school's purpose

This part of the school improvement plan presents individual academic targets, perceived barriers, and planned action steps tied to individual academic content areas.

Reading

Reading PERT 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 2024: 90% (119/132)

- Over six years ensure that the performance of each AMO subgroup meets the target as listed in the indicator above.

Baseline Performance for 2024: Female: 91% (77/85), Male: 89% (42/47), TBA, Black: 84% (43/51), White: 94% (33/35), Hispanic: 92% (35/38), Other: 100% (8/8)

X	Five-Year Charter Accountability Plan
	Other

Reading PERT Targets Barrier #1

Students read below grade level

Action Steps

Who	Action Step	How Success Measured
Reading/English Instructor	Differentiate instruction – make manageable goals for each student	Formative assessments showing progress towards grade-level mastery
Reading/English Instructors	Integrate cross-curriculum reading material - Students are able to read science, history, math, and civics related content within the reading class	Answering comprehension related questions with 80% accuracy (PERT sample tests)

Reading PERT Targets Barrier #2

Truancy

Action Steps

Who	Action Step	How Success Measured
All Instructors	Instructors identify students with excessive absences and make parent/guardian contact	Documentation and improved attendance
Mrs. Murray	Maintains contact with students and parent/guardians related to attendance issues	Documentation and improved attendance

Reading FSA Target: By the time of graduation, 95% of end-of-year seniors will have met the FSA reading requirement.

Baseline Performance for 2024: 100% (132/132); 75.7% (100/132) met with FSA scores; 24% (32/132) met with Concordant scores.

	Five-Year Charter Accountability Plan
X	Other: School Mission

Reading FSA Target Barrier #1

Test anxiety and personal mindset because of prior reading struggle

Action Steps

Who	Action Step	How Success Measured
Reading Instructors	Introducing reading material into the curriculum on ways to eliminate test anxiety and mindset growth	Teacher made assessment
Reading/English Instructors	Create a learning culture that promotes growth mindset in a safe environment that allows for mistakes	Documented increased student class participation

Reading FSA Target Barrier #2

Vocabulary Barrier

Action Steps

Who	Action Step	How Success Measured
English/Reading	Teach the students how to use context clues	Students are able to identify the meaning of a word using the previous and following sentence with 75% accuracy
English/Reading	Expose the students to relatable and current vocabulary from different reading scenarios - reading for enjoyment vs. reading for meaning	Informal discussions/teacher records of observation
Reading	Morpheme analysis to help the students decode meaning within the word itself	Students are able to identify a prefix, suffix and root with 75% accuracy

Reading	Students do not know how to use context clues to understand the vocabulary	
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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 2024: 76% (100/132)

- Over six years ensure that the performance of each AMO subgroup meets the target as listed in indicator above.

Baseline Performance for 2024: 74% (63/85), Male: 79% (37/47), FRL: 80% (32/40), Black: 71% (36/51), White: 77% (27/35), Hispanic: 76% (29/38), Other: 100% (8/8)

- Show that at least 45% of students in attendance for 80% of class time will show proficiency on the Geometry EOC.

Baseline Performance for 2024: 26% (5/19).

X	Five-Year Charter Accountability Plan
	Other

Math Targets Barrier #1

Most students don't spend enough time to complete their math home/classwork assignment outside of the classroom to master important course materials.

Action Steps

Who	Action Step	How Success Measured
Mr. Jean & Mr. Schwarze	Allow students part of class time to start homework assignments.	The ratio of assignments completed / missing will increase
Mr. Jean & Mr. Schwarze	Not enough time to remediate what student needs to practice (priority of time)	

Math Targets Barrier #2

Attendance

Action Steps

Who	Action Step	How Success Measured
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Patrick and Jason	Contact parents to inform them of the issue.	The ratio of present / absent days will increase.
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Writing

Writing PERT Target: 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 2024: 88% (116/132).

X	Five-Year Charter Accountability Plan
	Other

Writing PERT Target Barrier #1

Students struggle to recognize thesis statement/main idea.

Action Steps

Who	Action Step	How Success Measured
English/Reading	Renewed focus on creating and recognizing strong thesis statements through practice.	Writing Portfolio

Writing PERT Target Barrier #2

Students fail to recognize structural issues in a text.

Action Steps

Who	Action Step	How Success Measured
English/Reading	Renewed focus on essay structural components in reading and writing.	Writing Portfolio

Writing FSA Target: By the time of graduation 80% of end-of-year seniors will have met the FSA reading requirement. Baseline Performance for 2024: 100% (132/132); 75.7% (1100/132) met with FSA scores; 24% (32/132) met with Concordant scores.

X	Other: School Mission

Writing FSA Target Barrier #1

Lack of Comprehension Relating to Three Provided Sources and Prompt

Action Steps

Who	Action Step	How Success Measured
English/Reading	Instructor will train students on how to identify the main idea/controlling topic of source essays	Formative Assessments and FAST Scores
English/Reading	Instructor will help students distinguish between the major and minor details of a text	Formative Assessments
English/Reading	Instructor will teach students methods for identifying similar topics/main ideas between multiple texts/sources	Formative Assessments

Writing FSA Target Barrier #2

Issues Logically Organizing an Essay Using Multiple Sources Based on a Singular Controlling Idea
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Action Steps

Who	Action Step	How Success Measured
English Instructor	Instructor will teach students how to generate a singular controlling idea/thesis statement and subsequent topic sentences relating to that controlling idea	Formative Assessments
English Instructor	Instructor will teach students how to integrate evidence from multiple sources and properly cite them	Formative Assessments
English Instructor	Instructor will create opportunities for students to meaningfully discuss evidence once it has been integrated	Formative Assessments

Science

Science Target: Demonstrate that at least 70% of GHS students completing science courses earn a grade of “D” or higher.

Baseline Performance for 2024: 2023: 85% (242/285)

X	Five-Year Charter Accountability Plan
	Other

Science Target Barrier #1

Low competency in science based vocabulary and writing skills

Action Steps

Who	Action Step	How Success Measured
Science teacher	Emphasize vocabulary for each standard and unit	Incorporate vocabulary specific questions in assessments

Science Teacher	Weekly Lab write-ups	Assessed for writing competency
Reading Teacher	Incorporate science vocabulary and reading into curriculum	Assess science reading competency

Science Target Barrier #2

Breadth of course standards and fast pace of curriculum

Action Steps

Who	Action Step	How Success Measured
Science teacher	Instruct and emphasize time management skills	Deadlines met
Program assistant	Ensure attendance is upheld and intervene when truancy occurs	Attendance tracking
Science teacher	Adjust pace to student needs	Formative assessments

Science Target Barrier #3

Lack of student preparedness for college level STEM courses

Action Steps

Who	Action Step	How Success Measured
Counselor	Schedule courses in an appropriate progression	Minimized drop rate in college stem courses
GHS STEM teachers	Provide tutoring for GHS students enrolled in college STEM courses	Minimized drop rate in college stem courses
Counselor	Ensure competency in prerequisite courses to guide scheduling in college STEM courses	Minimized drop rate in college level courses
GHS STEM teachers	Increase rigor of high school STEM courses to prepare students for college level courses	Minimized drop rate in college level courses
GHS STEM teachers	Lack of knowledge of resources available, i.e. tutoring	
Counselor	Have not scheduled courses in appropriate progression, i.e. math	

Social Studies

Social Studies Target 1: Show that an appropriate percentage (=>36%) of students who take the U.S. History End-of-Course exam meet the proficiency.

Baseline Performance for 2024: 36% (10/28)

X	Five-Year Charter Accountability Plan
	Other

Social Studies Target 1 Barrier #1

Reading below proficiency; low vocabulary; Low writing skills, lack of familiarity with historical concepts.

Action Steps

Who	Action Step	How Success Measured
History Teacher	Incorporate reading strategies to understand subject matter of history in a deeper manner.	Teacher Assessment
History Teacher	Incorporating EOC and Quarterly Exam style questions for unit reviews and tests.	Teacher Assessment
History Teacher	Quarterly argumentative essay based on teacher created prompt.	Teacher Assessment

Social Studies Target 1 Barrier #2

Exam anxiety and a lack of test taking skills and strategies.

Action Steps

Who	Action Step	How Success Measured
History Teacher	Incorporate Quarterly Test and EOC Test style questions in unit reviews and tests.	Teacher Assessment
History Teacher	Post state standards and frequently review while associating them to classroom exercises.	

Social Studies Target 2: Show that at least 30% of students who take the Civics Literacy Exam meet the proficiency.

Baseline Performance for 2024: 44% (136/82)

	Five-Year Charter Accountability Plan
X	Other: School Mission

Social Studies Target 2 Barrier #1

Reading below proficiency; low vocabulary; Low writing skills.

Action Steps

Who	Action Step	How Success Measured
Social Studies Teacher	Incorporate Quarterly Test and EOC Test style questions in unit reviews and test	Teacher Assessment

Social Studies Target 2 Barrier #2

Lack of familiarity and baseline knowledge in civics education and concepts.

Action Steps

Who	Action Step	How Success Measured
Social Studies Teacher	Introduce the students to the Civics 360 resource to strengthen their knowledge base in the area of Civics. Civics360 is an interactive civics review tool to help Florida students improve their understanding of civics. (Civics 360)	Teacher Assessment
Social Studies Teacher	Incorporate weekly vocabulary concept circles and games to practice civics vocabulary.	Teacher Assessment

Social Studies Target 3: Demonstrate that at least 70% of GHS AMH1010 and 1020 course completers earn a grade of “D” or higher
Baseline Performance for 2024: 88% (146/165)

	Five-Year Charter Accountability Plan
X	Other: School Mission

Social Studies Target 3 Barrier #1

Low familiarity with college grading standards

Action Steps

Who	Action Step	How Success Measured
History Teacher	Review college grading rubrics in preparation of all assignments.	

Social Studies Target 3 Barrier #2

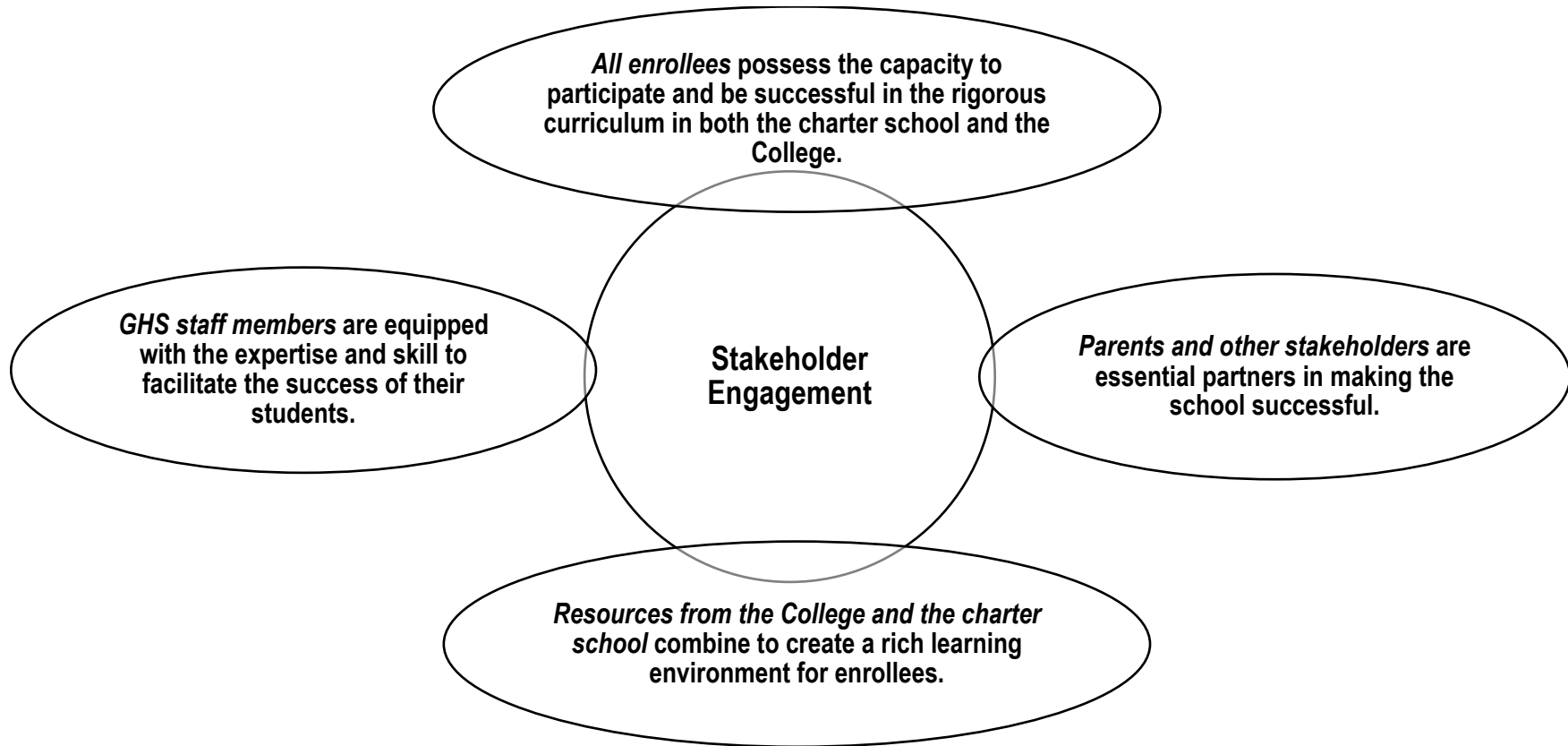
Low writing and vocabulary skills; low understanding of complex relationships between events.

Action Steps

Who	Action Step	How Success Measured
History Teacher	Writing exercises including essay writing reviews.	Teacher Assessment
History Teacher	Weekly primary source reading materials with complex vocabulary.	Teacher Assessment

Part 4: STAKEHOLDER ENGAGEMENT AND SATISFACTION

The common beliefs shared by all three Polk State College charter high schools emphasize the roles stakeholders play in maximizing school success. The figure below highlights beliefs about stakeholder engagement.



This section of the plan lists performance targets and related barriers and action steps tied to:

- Ensure stakeholder engagement.
- Maximize stakeholder satisfaction.

Stakeholder Engagement

Stakeholder Engagement Target 1: At least 20% of parents, 40% of students and 60% of staff members will participate in the climate survey process. Baseline Performance for 2024: 22% (61/279) of the school’s parents, 53% (149/279) of students, and 100% (14/14) of full-time staff completed the climate survey.

Performance for 2025:

X	Five-Year Charter Accountability Plan
	Other

Stakeholder Engagement Target 1 Barrier #1

Stakeholders often learn about the climate survey at the end of the school year, and they don’t make it a priority.

Action Steps

Who	Action Step	How Success Measured
Principal	Remind stakeholders during monthly student conferences and quarterly meetings of the importance of completing the climate survey.	Agenda Meeting Notes
Assistant Principal	Make Climate survey easily accessible and simplify the ease of answering questions.	Increased Number of Participants
Principal	Methods of communication	Climate Survey
Principal	Plan for earlier dissemination	Climate Survey

Stakeholder Engagement Target 1 Barrier #2

Stakeholders may believe that their opinion does not matter and will not improve the school.

Action Steps

Who	Action Step	How Success Measured
Assistant Principal	Highlight how climate survey drives decisions made at the school during SAC meetings and monthly newsletters.	Agenda meeting notes and newsletters.
TRST - Technology	Show stakeholders survey results and how they drive faculty and staff behaviors to improve the school based on the climate survey.	Compare the data to the different portions of the ACIP

Stakeholder Engagement Target 2: The average rating of each stakeholder group (parents, students, staff) on the annual climate survey will be 3 or higher on at least 6 of 7 correlates.

Baseline Performance for 2024: The average rating of all three groups was 3 or higher on all 7 correlates

Performance for 2025: The Data is not available at this time.

X	Five-Year Charter Accountability Plan
	Other

Stakeholder Engagement Target 2 Barrier #1

Faculty & Staff review survey and results once a year

Action Steps

Who	Action Step	How Success Measured
Principal	Will lead open discussions as faculty and staff reviews survey questions during one faculty/staff meeting in the Fall and the Spring	Agenda meeting notes

Stakeholder Engagement Target 3: School documentation will show follow-up actions responding to student and parent recommendations and concerns as collected through focus groups and surveys.

Baseline Performance for 2024: Climate Survey (mid-year and final)

Performance for 2025: The Data is not available at this time.

	Five-Year Charter Accountability Plan
X	Other: School Mission

Stakeholder Engagement Target 3 Barrier #1

While always interested in the results, we don't always follow up on the actions to respond to student and parent recommendations

Action Steps

Who	Action Step	How Success Measured
Admin	Ensure that we constantly and consistently follow up on all actions to respond	Parent and Student Surveys

Stakeholder Engagement Target 4: Parents and students completing the school's objectives survey will show an average agreement of 4 or higher (on a scale of 1-5) with the school's objectives. (survey done biannually)

Baseline Performance for 2024: Climate Survey

Performance for 2025: The Data is not available at this time.

	Five-Year Charter Accountability Plan
X	Other: School Mission

Stakeholder Engagement Target 4 Barrier #1

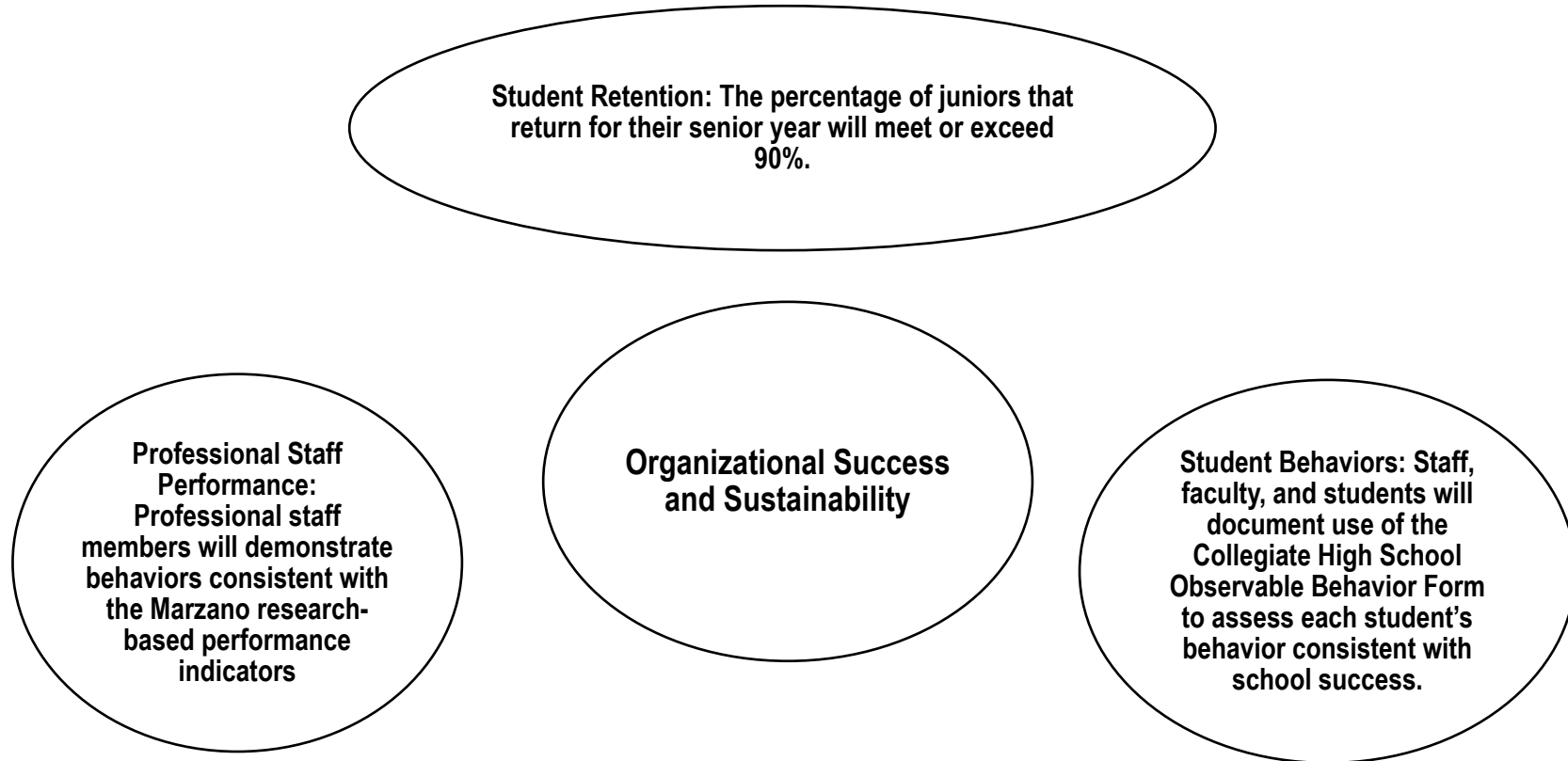
Parents and students don't take the survey seriously

Action Steps

Who	Action Step	How Success Measured
Principal	Discuss with parents and students the importance of the survey and its results to accurately guide learning, etc... at GHS.	Results from Climate Survey
Principal	Students are not familiar with the verbiage in the survey and therefore do not answer the survey accurately.	Results from Climate Survey
Principal	Parents do not understand the reasoning.	Results from Climate Survey
Principal	Parents may be concerned it really is anonymous	Results from Climate Survey
Principal	Parent cannot review our survey submission	Results from Climate Survey

Part 5: SCHOOL SUSTAINABILITY

To be a viable, sustainable organization, GHS must pay close attention to organizational performance targets that support student performance and affect stakeholder satisfaction. The figure below highlights performance targets included in this part of the school improvement plan.



School Sustainability

School Sustainability Target 1: Instructor observational data will show that 3 out of 6 design question behaviors are adequately demonstrated by each instructor.

Baseline Performance for 2024: Teacher Walk-throughs and Teacher Observations

Performance for 2025: The Data is not available at this time.

	Five-Year Charter Accountability Plan
X	Other: School Mission/Marzano Research Strategies

School Sustainability Target 1 Barrier #1

Instructors lacks the understanding of the Marzano Model

Action Steps

Who	Action Step	How Success Measured
Principal	Monthly mini-PD"S on the new Marzano Model during staff meetings	Instructor Observations/Walk-Throughs

School Sustainability Target 1 Barrier #2

Lack of or inadequate classroom instructional resources available

Action Steps

Who	Action Step	How Success Measured
Principal	Frequently administer resources needs assessment to teachers.	Instructor Observations/Walk-Throughs

School Sustainability Target 2: The average number of college credits earned by GHS graduates will meet or exceed 11.

Baseline Performance for 2024: 24 credits.

Performance for 2025: The Data is not available at this time.

	Five-Year Charter Accountability Plan
X	Other: Original Charter Document

School Sustainability Target 2 Barrier #1

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.

Action Steps

Who	Action Step	How Success Measured
Staff	Enroll students 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.	Have students demonstrate their understanding by completing an assignment wherein they plan a typical day's activities including the number of hours they will devote to each activity with an emphasis on number of hours spent studying.
Staff	No information on how to transition into our school.	
Staff	No accountability with staff/teacher (HS)	

School Sustainability Target 2 Barrier #2

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.

Action Steps

Who	Action Step	How Success Measured
Staff	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.	Have all students acknowledge participation by signing a document.

**School Sustainability Target 3: The percentage of GHS enrollees that don't graduate and that return to GHS the next year will meet or exceed 85%.
Baseline Performance for 2024: 83% (122/147)
Performance for 2025: The Data is not available at this time.**

	Five-Year Charter Accountability Plan
X	Other: Original Charter Document/GtC

School Sustainability Target 3 Barrier #1

Students wait until it's too late to try to recoup grades necessary for them to graduate

Action Steps

Who	Action Step	How Success Measured
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Assistant Principal	Will use FOCUS and AXIOS to frequently monitor grades and meet with students and parents prior to changing student schedules.	Reduced number of students with failing grades
Principal	Hold weekly meetings with students who are failing classes	Reduced number of students failing courses
	No early warning system.	

School Sustainability Target 3 Barrier #2

Students aren't successful in passing state tests required for graduation

Action Steps

Who	Action Step	How Success Measured
School Counselor & Assistant Principal	Notify students and their parents in the Fall with warnings regarding not meeting graduation requirements due to not meeting state testing requirement.	Higher high school graduation rate.
Testing Coordinator	Offer ACT and SAT to help meet a concordant score to meet the state graduation testing requirement.	ACT/SAT data

School Sustainability Target 4: Less than 15% of GHS withdrawals will be dropouts.

Baseline Performance for 2024: 3% (5/162)

Performance for 2025: The Data is not available at this time.

	Five-Year Charter Accountability Plan
X	Other: Original Charter Document/GtC

School Sustainability Target 4 Barrier #1

Students give up instead of taking full advantage of the opportunities afforded to them at Gateway

Action Steps

Who	Action Step	How Success Measured
Mentors	Meet monthly with students to provide support and remind students of the opportunities that they can take advantage of.	More students taking College courses and being successful.
School Counselor	Regular visibility and check in/check out meetings with the school counselor.	More student involvement in both Gateway and PSC classes and activities.

School Sustainability Target 5: 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 enroll as juniors, and one year if they enroll as seniors.

Baseline Performance for 2024: 83% (111/134)
 Performance for 2025: The Data is not available at this time.

	Five-Year Charter Accountability Plan
X	Other: Original Charter Document/GtC

School Sustainability Target 5 Barrier #1

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.

Action Steps

Who	Action Step	How Success Measured
Principal	Develop and Implement High School Programs to attract new students and retain current students	2024 Graduation Results of GHS enrollees.
Principal	Students who experience challenges in college (SAP) often choose to give up on college and go back to their zoned schools.	

Part 6: ANNUAL BUDGET

LL5 Budget for Gateway Collegiate High School

GHS currently has several sources of revenue to meet the school's needs throughout the year to support student, faculty, and staff member success. The budget is aligned with the mission and vision of GHS to provide meaningful opportunities for all students. Each year, the school principal meets with the finance department to align the budget with the anticipated revenues and expenditures for the upcoming school year. The largest component of our budget is dedicated to our faculty and staff, which significantly impact our student's education. Digital resources have also been allocated through our ESSER grants to enhance classroom and student use of resources 24/7 through a 1:1 initiative and carts of laptops for each instructor. The table below provides an example of our revenue. The attached documents provide the income and expenditures for the current year.

Title of Budget	Amount
GHS FTE Budget	
Total	

Overview of all monies the school received and a summary.

Part 7: PROFESSIONAL DEVELOPMENT PLAN

Polk State College
Lakeland Gateway High School
Professional Development Plan 2024-2025

The Gateway 2024-2025 Professional Development Plan focuses on increasing skill sets as required to:

1. Use data and analysis techniques to support continuous improvement.
2. Strengthen student voice and individual responsibility for learning.
3. Meet the needs of a diverse student population in a culture that emphasizes respect, fairness, equity, and inclusion.
4. Integrate the use of digital resources to support active learning.
5. Utilize action research (plan, do, check, act) to address GHS operational/instructional problems.
6. Implement Marzano research practices tied to effective schools.
7. Meet the annual continuous improvement plan performance targets.

In June 2024, GHS representatives attended four conferences and participated in sessions addressing each of the areas of emphasis listed above. Those representatives are prepared to conduct training sessions with their peers based on needs assessment results.

A needs assessment was completed in July 2024. The results are attached. The plan, completed in August 2024, includes:

The plan will be updated throughout the school year as new needs are targeted, and training opportunities are identified.

1. Use data and analysis techniques to support continuous improvement.

When	Who	What	Participants	How Effectiveness Assessed

2. Strengthen student voice and individual responsibility for learning.

When	Who	What	Participants	How Effectiveness Assessed

3. Meet the needs of a diverse student population in a culture that emphasizes respect, fairness, equity, and inclusion.

When	Who	What	Participants	How Effectiveness Assessed

4. Integrate the use of digital resources to support active learning.

When	Who	What	Participants	How Effectiveness Assessed

5. Implement Marzano research practices tied to effective schools.

When	Who	What	Participants	How Effectiveness Assessed

6. Utilize action research (plan, do, check, act) to address GHS operational/instructional problems.

When	Who	What	Participants	How Effectiveness Assessed
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7. Meet the annual continuous improvement plan performance targets.

When	Who	What	Participants	How Effectiveness Assessed

Polk State College
Lakeland Gateway High School
Technology Plan 2022-2025

Introduction

This three-year technology plan is consistent with and supportive of the Lakeland Gateway to College Collegiate High School, a charter school in Lakeland, Florida. The school currently serves 11th and 12th graders for a total of 300 students.

Major Sections of the Plan

- 1.0 Mission and Vision Statement
- 2.0 Technology Planning Process
- 3.0 Needs Assessment
- 4.0 Present Context
- 5.0 Goals and Objectives (2022-2025)
- 6.0 Projected Budget, Funding Sources and Schedule
- 7.0 Staff Development
- 8.0 Community Involvement and Support
- 9.0 Integration Into the Curriculum
- 10.0 Evaluation
- 11.0 Next Steps

1.0 Mission and Vision

1.1 Mission

The GHS mission is to provide an academic charter school choice for students with at least 11 high school credits and who are not older than 21 and want to graduate from high school and transition to college and career.

1.2 Vision

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.

Gateway to College Collegiate high school juniors and seniors will:

- Engage in a diverse small learning community where they are respected and valued.
- Master rigorous academic expectations and build college readiness skills.
- Determine career pathways that align with their interests and skills.
- Demonstrate civic-minded and service-oriented leadership.
- Develop healthy interpersonal relationships and team-building skills.

A needs assessment was completed in July 2024. The results are attached. The plan, completed in July 2024, includes:

2.0 Technology Planning Process

2.1 Coordination Efforts

Coordination of instructional technology with existing and planned facilities for technology implementation is essential. Gateway to College Collegiate high school coordinates meetings with Polk State College staff, GHS staff and faculty to develop and update the technology plan annually. The implementation of this plan will capitalize on all existing technology and training resources provided by Polk State College including email, the data warehouse, technology labs and telecommunication systems. The policies and procedures developed by Polk State College and Gateway to College Collegiate High School will be utilized to ensure education staff has access to training programs, including courses/workshops/conferences to prepare them to effectively use technology in the classroom. This plan is a living breathing document which must adapt and change with the needs of the GHS community and emerging technologies.

3.0 Needs Assessment

3.1 Online needs assessment survey

An online needs assessment is conducted annually to identify the needs of the school, faculty, and staff members as it relates to resource integration, lifecycle, and expected outcomes. The needs assessment survey will be conducted as needed to determine the following:

- Hardware, apps, programs, websites, or software needed in the classroom or school for students, staff, or faculty.
- How will the use of the device, tool or software encourage active engagement in learning?
- How will use of the device, tool or software stimulate learners' curiosity?

4.0 Present Context

4.1 Classrooms and Computer Labs

Using the resources of the Polk State College and Gateway to College Collegiate High School, computers and other digital tools will be employed in varying degrees within the classrooms to assist students to learn new concepts, apply academic skills

in simulations and development of student creativity. Computer labs are refreshed by the college every three years through the budget from Gateway to College Collegiate High School and Polk State College.

Labs for Gateway to College Collegiate High School & Classroom Equipment

- Gateway to College Collegiate High School CHART Lab (used daily for students to complete class work)
- Polk State College Teaching, Learning and Computer Center (available before, during and after school) (TLCC)
- Polk State College Library (available during and after school)
- iPad Carts for each Instructor classroom
- Laptop Cart for the English Instructor classroom
- Laptop for each instructor and staff member
- iPad Pro with Apple Pencil for each instructor and administrative staff member
- Apple TV for each instructor and administrative staff member
- MacBook Pro for each administrative staff member
- Chromebook for students to take home
- SMART Sympodiums
- Elmo's
- Meeting Owls
- Multimedia projectors/digital screens
- Printers
- Crestron system to control podium for instructor devices

4.2 Infrastructure

- Gateway to College Collegiate High School receives access for the technology infrastructure from Polk State College to include email, internet access, computers, networking technology, and tutoring labs.
- Gateway to College Collegiate High School provides the funds for the replacement costs of computers in two labs specifically utilized by our students only.
- Gateway to College Collegiate High School provides the funds for the replacement costs of laptops for each instructor and staff members (3 yr. refresh cycle)
- Computer access is available for all students through labs at both Gateway to College Collegiate High School and the Polk State College campus.

- iPads are available for each student.
- Laptops available for each student taking English courses.
- Chromebooks are available for each student to take home.
- Server space is provided by Polk State College for Gateway to College Collegiate High School's data warehouse and access to data relevant to the school.

5.0 Goals and Objectives

Instructional technology short term goals for 2022-2025 are:

- To ensure Gateway to College Collegiate High School is meeting the legislative mandate that all high school students must take an online course before graduation of high school.
- To provide professional development for instructors and students on Canvas Learning Management as a repository for the course syllabus, lectures, and digital resources pertinent for students.
- To ensure Gateway to College Collegiate High School is meeting the legislative mandate that all high school students will be provided access to digital content (i.e., electronic textbooks).
- To ensure instructors have access to digital tools and resources to integrate in the classroom.
- Ensure that all students have 1 to 1 access to a digital device during school and after hours.
- To continuously provide professional development on data disaggregation; how to use the data warehouse; and how to analyze the data to make informed decisions for student achievement for all staff members.
- Provide opportunities for staff members to attend professional development on the integration of digital resources and expected outcomes of implementation.

Instructional technology long term goals for the period of 2022-2025 are:

- To provide professional development on project-based learning to engage students.
- To provide access to various online interactive resources to enhance all courses.
- To provide upgraded computers for instructor's use in the classroom.

The objectives for accomplishing these goals include the following, for the school year period – July 1 to June 30 of each school year:

5.0 Goals and Objectives

Goals, objectives, timeline, status, and comments for Gateway Collegiate technology goal

<i>Strategic Activities</i>	<i>Timeline</i>		<i>Status/Comments</i>	<i>Staff Responsible</i>
	<i>Start</i>	<i>End</i>		
Staff development on Canvas Learning Management System	8/1	Ongoing	In progress, all faculty members 6 out of 6 have been trained;	A. Bonney
Continued staff professional development on the use of the data warehouse and how to utilize the data to make informed decisions	8/1	Ongoing	In progress; Meeting quarterly throughout the school year and at yearly staff retreat	T. Chandler
Digital Content Implementation (digital textbooks/resources)	8/1	Ongoing	In progress, instructors identify as needs arises; completes digital resource plan/request form; form is reviewed and approved/denied	T. Chandler/M. Downing-Townsend
Revise the technology plan yearly to assess technology needs of school and address new educational trends	8/1	Ongoing	Continue to review yearly at retreat	All Staff Members
Provide Digital Tools for students to access digital content and integrate technology in the classroom	8/1	Ongoing	Refresh digital devices as needed; purchasing new laptop carts for each classroom; purchased Acer Chromebook laptops for students after hours usage; purchasing new Dell Laptops for testing and the classrooms	A. Bonney

Provide computers for instructors that are five years old or more	8/1	Yearly	College reviews inventory yearly to determine computer/laptop needs for instructors and staff (Purchase Schedule)	A. Bonney/M. Downing-Townsend
Continue to provide access to Focus Student Information System and High School gradebook program	8/1	Yearly	In progress	A. Bonney/C. Murray/M. Downing-Townsend
Develop an online community through Canvas to connect with students	8/1	Ongoing	In progress	A. Bonney/Instructors/Staff
Provide opportunities for staff to attend Florida Educational Technology Conference	8/1	Yearly	In progress	M. Downing-Townsend
Provide training opportunities for students on the use of digital tools	8/1	Yearly	In progress	A. Bonney
Purchase printers for each GHS classroom	8/1	Yearly	In progress	L. Shipmon/M. Downing-Townsend

Develop an online Canvas community for parents to connect and find resources pertinent to their child's education	5/1	Yearly	In progress	A. Bonney / M. Downing-Townsend/ T. Chandler
Increase communication with multilingual parents/guardians of all students	5/1	Yearly	In progress	T. Chandler/M. Downing-Townsend

6.0 Projected Budget, Funding Sources and Schedule

Included in this section is a more detailed technology budget that itemizes the various components of the technology plan and vision. The budget provides a more concrete view of the specific technology vision, as well as the infrastructure design.

3-year plan

Items	2021-2022	2022-2023	2023-2024	2024-2025	Funding Source
Chromebooks	4500.00	2500.00	2500.00	2500.00	GHS & Digital Classroom Budget/ESSER grant
Edmentum digital curriculum	6,600.00	6,700.00	6,800.00	6,800.00	GHS Budget
GHS Staff & Instructor Laptop Computer Replacement (3yrs. Or older)	Purchase	Purchase	Purchase	Purchase	GHS Budget
Focus (Grade book & Student Information System Access)	2500.00	2600.00	2700.00	2700.00	GHS Budget
Florida Educational Technology Conference	1800.00	1900.00	2100.00	2100.00	Title II PD Budget & ESSER Grant

Technology Professional Development (Polk State)	0.00 (available through college)	0.00 (available through college)	0.00 (available through college)	0.00 (available through college)	0.00 (available through college)
Technology Professional Development – FDLRS	0.00	0.00	0.00	0.00	0.00 (Free to all Public/Charter Schools)
Marzano Teacher Evaluation PD	720.00 per person	750.00 per person	780.00 per person	780.00 per person	GHS Budget & ESSER Grant
Model School Conference	1500.00 per person	1600.00 per person	1700.00 per person	1700.00 per person	Title II PD Budget/GHS Budget/ESSER Grant
Canvas LMS	0.00	0.00	0.00	0.00	GHS Budget
Net Connect PD System	2400.00	2500.00	2600.00	2600.00	GHS Budget/ESSER Grant
Digital Tools PD	0.00	0.00	0.00	0.00	0.00 (available through college & Learning Technologist for GHS)
Digital Tools Training for Students	0.00	0.00	0.00	0.00	0.00 (LC Tech Club Students)
School Messenger Call-Out Service	700.00	800.00	900.00	900.00	GHS Budget/ESSER Grant
HP LaserJet printers for 6 classrooms and 1 staff member	500.00	1,000.00	1,000.00	1,000.00	GHS Budget
Black, Brown & College Bound Conference	1500.00 per person	1600.00 per person	1700.00 per person	1700.00 per person	ESSER Grant/GHS Budget
ISTE Technology Conference	2250.00 per person	885.00 per person	2500.00 per person	2500.00 per person	ESSER Grant/GHS Budget

Student laptops/carts	1500.00 per person	1500.00 per person	0.00	0.00	ESSER Grant/GHS Budget
Digital Cameras for Journalism	650.00 per person x 4 students	753.00 per person x 4 students	0.00	0.00	ESSER Grant
English 3 Online textbooks	25 students = 1822.98	0.00	0.00	0.00	ESSER Grant
Textbooks/Digital online textbook access for each college course	1,000.00 per student x 350 students	1200.00 per student	1500.00 per student	1500.00 per student	ESSER Grant
Aleks Software for student practice	\$0.00	\$0.00	\$590.00	\$590.00	ESSER Grant
Nearpod subscription	\$0.00	\$0.00	\$4160.00	\$4160.00	ESSER Grant
CPalms for teachers to access standards based instructional tools	\$0.00	\$0.00	\$1238.00	\$1238.00	ESSER Grant
Gizmos	\$0.00	\$0.00	\$2195.00	\$2195.00	ESSER Grant
Certiport Certifications & LearnKey Materials	\$0.00	\$13480.00	\$13480.00	\$13480.00	ESSER Grant

7.0 Staff Development

Staff development is a critical component of our technological planning. We are committed to ongoing training for all staff to ensure effective use of technology tools and digital resources, and to help instructors focus on integration of digital resources into the curriculum. Gateway Collegiate High School will provide staff development based on needs assessment survey results yearly.

Staff development will be provided for continued review of data from student assessments (ACT, SAT, PERT) to enhance the needs of our students via online and face-to-face delivery methods. Marzano and project-based learning strategies will continue to be implemented using computers/digital devices to deliver classroom instruction and engage students.

Staff members will continue to receive training on how to access the data warehouse to make data-driven decisions for all school improvement and charter goals.

Staff members will continue to attend professional development as it relates to job specifics to serve our students and the school.

8.0 Community Involvement and Support

Community members will be apprised of the goals and the need for support of the technology plan during School Advisory Meetings monthly.

9.0 Integration into the Curriculum

Instructors currently use technology and design lessons for students to access information from the Internet and other online sources. Digital resources will be provided on Canvas for instructors to utilize during classroom instruction. All Instructors will utilize Canvas learning management system provided by the college for students to access electronic resources providing 24/7 access. Instructors also utilize the GHS computer lab, mobile laptop carts, and other labs on the Polk State Campus as needed to integrate technology. Instructors also use digital resources from the library and online textbooks to engage students. Online textbooks and lab components will be purchased for each college course for students to engage in the content required for the classroom. These textbooks are integrated into the Canvas Learning Management System for easy access.

10.0 Evaluation

Gateway Collegiate High School will implement both formative and summative evaluation components of the Technology Plan yearly. The formative component includes examining the timeliness and completeness on the implementation of all components. For this component, we will review the completion of each objective targeted for the school year at the yearly staff retreat in July-August. Summative assessments will include staff surveys for continued staff development needs as it relates to technology.

11.0 Next Steps

- Review technology plan with staff members at yearly retreat in July/August
- Revise technology plan as necessary at yearly retreat
- Develop and research ways digital resources can be used more efficiently in the classroom.
- Review plans to set-up tutorials in the computer labs/online for students and instructor access.