

**Gateway to College Charter High School
(GHS)**

**Annual Continuous Improvement Plan
(ACIP)**

2025-2026

Contents

The annual school improvement plan is divided into eight parts:

- 1) Part 1: Understanding GHS presents the:**
 - a) Purpose statement**
 - b) Mission statement**
 - c) Vision statement**
 - d) Beliefs**
 - e) Overarching student objectives**
- 2) Part 2: School Conditions that Support Improvement summarizes:**
 - a) The role of the School Advisory Council (SAC) in the improvement process**
 - b) Qualifications of leadership and instructional staff members**
 - c) Teacher recruitment/retention strategies**
 - d) Teacher mentoring program**
 - e) Make-up and role of the school leadership team**
 - f) Overall strategies to increase learning time**
 - g) Reading improvement initiatives**
 - h) College and career readiness processes**
- 3) Part 3: Anticipated Academic Performance lists academic performance targets, barriers to achieving them, and action steps designed to overcome the barriers**
- 4) Part 4: Stakeholder Engagement and Satisfaction includes stakeholder satisfaction and engagement targets with barriers and action steps**
- 5) Part 5: School Sustainability specifies other organizational performance targets and related barriers and action steps**
- 6) Part 6: Annual Budget summarizes the annual budget including expenditures required to support continuous improvement**
- 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.**
 - b) Delivery methods**
 - 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.**
- h) **Incorporate strategies to individualize student’s learning goals and career planning processes**

8) Part 8: Technology Plan

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 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.

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. At least 40% of students who take the US History EOC exam will meet 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. Continuous School improvement goals mirror accountability plan goals

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 and 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 2025-2026, the SAC timeline and process will be as listed below.

1. **Summer Workshop (August 2025)**
 - a. Present purpose/role of SAC (Florida Statutes and By-Laws)
 - b. Review/edit/approve school purpose and school improvement plan.
 - c. Agree with 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 2025)**
 - a. Present and clarify each committee's plan for the year.
 - b. Address operational challenges or needed decisions.
3. **November/December Meeting (November 2025)**

- 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 2026)**
- 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 2026)**
- 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	10	15.5
Assistant Principal	Tania Chandler	Masters in Educational Leadership Bachelors Supervision and Management Statement of Eligibility	16	4

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 Counseling K-12 Bachelors Education K-6 NBCT ECYA	3	32	Full time
Teacher Resource Specialist Trainer – Technology	Arthi Bonney	Masters Educational Leadership Bachelor of Science Cybersecurity Professional Teaching Certificate Math 5-9 Computer Science K-12 Elementary Education 1-6 Reading Endorsement Educational Leadership Certification Assistant Principal Certification	4	7	Full Time
Student Success Coach	Millicent Whitehead		2	1	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
Student Success Coach	MaryBeth Rutledge		1		Full time
Physical Education	Keith Bonney	EdD Organizational Leadership Masters Educational Leadership Physical Education K-12 Educational Leadership K-12	26	26	Part-time
Math	Patrick Jean	Bachelors Mathematics Education Math 6-12	10	19	Full time
Math	Jason Schwarze	Bachelor of Science Computer Science Masters Mathematics Education Math 6-12 Math 5-9	4	15	Full Time
English	Tiffany Clayton	Masters Comparative and General Literature English 6-12 Reading K-12 ESOL Endorsement Reading Endorsement	7	16	Full Time
English	Virginia Teppner	Master of Fine Arts Creative Writing English 6-12 ESOL Endorsement	3	13	Full Time
Social Studies	Ernest Joe, III	Masters Business Administration Social Science 6-12 Business Education 6-12	3	4	Full Time
Social Studies	Jeffrey Brown	Doctor of Philosophy Masters US History Bachelors US History Social Science 6-12	3	16.5	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
Science	Darci Odom	Masters Anthropology Bachelors Biological Anthropology Biology 6-12	3	8	Full Time
Mental Health Facilitator	Juan Mendez	MA Marriage and Family Therapy BS Psychology - Minors in Family Youth, Community Sciences, and Communication Studies	2	17	Part 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 – Change by Dr. Downing-Townsend and Mrs. Chandler

During the year 2025-2026, 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 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 addresses 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 2025: 89% (112/126)

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

Baseline Performance for 2025: Female: 88% (84/95), Male: 90% (28/31), FRL: 79% (55/66), Black: 83% (43/52), White: 90% (28/31), Hispanic: 83% (33/35), Other: 100% (8/8)

X	Five-Year Charter Accountability Plan
	Other

Reading PERT Targets Barrier #1

Action Steps

Who	Action Step	How Success Measured

Reading PERT Targets Barrier #2

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Action Steps

Who	Action Step	How Success Measured

Reading FAST Target: By the time of graduation, 95% of the graduating cohort will have met reading test requirements for graduation via FAST ELA or on a State-approved concordant exam.

Baseline Performance for 2025: 100% (126/126); 79% (100/126) met with FSA or FAST scores; 21% (26/126) met with Concordant scores.

	Five-Year Charter Accountability Plan
X	Other: School Mission

Reading FAST Target Barrier #1

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Action Steps

Who	Action Step	How Success Measured

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Reading FAST Target Barrier #2

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Action Steps

Who	Action Step	How Success Measured

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 2025: 98% (123/126)

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

Baseline Performance for 2025: Female: 97% (92/95), Male: 100% (31/31), FRL: 0% (0/132), Black: 94% (49/52), White: 100% (31/31), Hispanic: 100% (35/35), Other: 100% (8/8)

X	Five-Year Charter Accountability Plan
	Other

Writing PERT Target Barrier #1

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Action Steps

Who	Action Step	How Success Measured

Writing PERT Target Barrier #2

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Action Steps

Who	Action Step	How Success Measured

Writing Target Barrier #3

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Action Steps

Who	Action Step	How Success Measured

Writing Target Barrier #4

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Action Steps

Who	Action Step	How Success Measured

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 2025: 75% (95/126)

- Over six years ensure that the performance of each AMO subgroup meets the target as listed in the indicator above.
Baseline Performance for 2025: Female: 76% (72/95), Male: 74% (23/31), FRL:69% (38/55), Black: 62% (32/52), White: 90% (28/31), Hispanic: 77% (27/35), Other: 100% (8/8)

X	Five-Year Charter Accountability Plan
	Other

Math Targets Barrier #1

Students lack the basic and prerequisite required skills to understand and grasp mathematical content of their currently enrolled courses.

Action Steps

Who	Action Step	How Success Measured

Teacher	Identify Teach consistently and with fidelity those algebraic skills through bell work.	
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Math Targets Barrier #2

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Action Steps

Who	Action Step	How Success Measured

Math Target 2:

- Show that at least 45% of students in attendance for 80% of class time will show proficiency on the Geometry EOC.
Baseline Performance for 2025: 38% (12/32).

X	Five-Year Charter Accountability Plan
	Other

Math Targets Barrier #1

Students lack the basic and prerequisite required skills to understand and grasp mathematical content of their currently enrolled courses.
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Action Steps

Who	Action Step	How Success Measured
Teacher	Teach consistently and with fidelity those algebraic skills through bell work.	

Math Targets Barrier #2

With the advent of AI, students fail to complete homework with fidelity and; therefore, fail to practice taught concepts,

Action Steps

Who	Action Step	How Success Measured
Students	Plan time for students to complete all or part of their homework in class.	

Science

**Science Target 1: Demonstrate that at least 70% of GHS students completing science courses earn a passing grade.
Baseline Performance for 2025: 90% (172/191)**

X	Five-Year Charter Accountability Plan
	Other

Science Target 1 Barrier #1

Limited visibility and real-time tracking of student performance in college science courses prevents timely intervention.

Action Steps

Who	Action Step	How Success Measured
Mentors	Implement student self-check-ins where dual enrollment students report their perceived performance and challenges in college science classes using a structured reflection form.	Completion rate of check-in
Science teacher, academic tutors	Host optional academic support labs or office hours where dual enrollment students can bring science course materials for help with time management, study skills, or concepts they are struggling to understand.	Sign-in sheets; exit ticket reflections on support received
Mentors	Mentors help students set academic goals and track their own progress using grade portals (e.g., Canvas), empowering students to self-monitor and seek help when needed.	Goal tracking sheets; follow-up meeting notes logged in student records.

Science Target 1 Barrier #2

Students are not adequately prepared for the rigor and pace of science courses, especially in terms of study skills, self-regulation, and foundational content knowledge.

Action Steps

Who	Action Step	How Success Measured
Guidance counselors, science department	Establish a science course recommendation protocol to ensure students are academically and developmentally ready for specific college-level science classes.	Tracking of course placement success rates and pass/fail ratios
Science teacher	Facilitate quarterly science study skills workshops during advisory or lunch periods that focus on topics like Cornell note-taking, exam prep, and lab reporting.	Workshop attendance

Science Target 1 Barrier #3

Some students fail to complete high school science courses due to poor attendance, lack of engagement, or missing assignments.

Action Steps

Who	Action Step	How Success Measured
Science teacher, guidance counselor	Implement an early warning system to flag students with low assignment completion or attendance within the first three weeks of the semester.	Grade book and intervention logs
Science teacher	Create a credit recovery or assignment redemption plan (e.g., lunch lab, after-school science support) for students at risk of failing.	Student participation logs; tracking of made-up work and resulting grade changes.

Science Target 2: Demonstrate that at least 65% of GHS students passed the Biology End-of-course (EOC) exam with a score of “3” or higher. Baseline Performance for 2025: 75% (9/12)

	Five-Year Charter Accountability Plan
X	Other

Science Target 2 Barrier #1

Students are not prepared to take a comprehensive science examination with a large range of information.

Action Steps

Who	Action Step	How Success Measured
Biology Teacher	Implement cumulative unit assessments modeled after the EOC format throughout the year.	Assessment results
Biology teacher	Utilize weekly spiral review activities that revisit previously learned content.	Teacher documentation in lesson plans
Biology teacher, testing coordinator	Conduct a mock Biology EOC at the end of the third quarter.	Student performance data

Science Target 2 Barrier #2

Students do not have the reading comprehension capabilities to complete higher order questions with passages.

Action Steps

Who	Action Step	How Success Measured
Biology teacher, reading teacher	Integrate science literacy strategies (e.g., annotation, chunking, claim-evidence-reasoning) into biology lessons weekly.	student samples of annotated passages
Biology teacher	Include reading comprehension questions in bell ringers and formative assessments that mimic EOC item structure.	Performance tracking

Science Target 2 Barrier #3

Students are not provided enough time to learn and understand the wide breadth of information covered by the biology standards.

Action Steps

Who	Action Step	How Success Measured
Biology teachers	Leverage flipped classroom strategies for lower-priority content to maximize in-class time for discussion and practice.	feedback and completion data from students.
Biology teacher, science department chair	Create and follow a departmental pacing guide that prioritizes high-impact standards and includes built-in time for review and remediation.	Pacing guide adherence checks
	Offer after-school tutoring focused on reinforcement of major biology concepts.	Attendance logs; pre/post assessment data

Administration, biology teacher		
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Social Studies

Social Studies Target 1: Show that an appropriate percentage (=>40%) of students who take the U.S. History End-of-Course exam meet the proficiency.

Baseline Performance for 2025: 69% (29/42)

	Five-Year Charter Accountability Plan
X	Other: School Mission

Social Studies Target 1 Barrier #1

Lack of interest in the topic/lack of understanding of real-world applications.

Action Steps

Who	Action Step	How Success Measured
Social Studies Instructor	Attempt to bring student personal interests in class. For instance, highlighting the history of automobiles during the Second Industrial Revolution for students interested in cars.	Increased participation, more and improved assignment turns in and grades.
Social Studies Instructor	Show real world applications for lessons. For instance, showing students how cause and effect applies to daily interactions. Or showing how events of the past influence current events.	Students will demonstrate understanding through giving their own real world examples.

Social Studies Target 1 Barrier #2

Fear of contributing to class/fear of making public mistakes.

Action Steps

Who	Action Step	How Success Measured
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Social Studies Instructor	Demonstrate making errors and the steps to correct it in class.	Increased participation of students.
Social Studies Instruction		

**Social Studies Target 2: Show that at least 30% of students who take the Civics Literacy Exam meet the proficiency.
Baseline Performance for 2025: 34% (34/73)**

	Five-Year Charter Accountability Plan
X	Other: School Mission

Social Studies Target 2 Barrier #1

Limited foundational knowledge and vocabulary in civics concepts. Many students enter high school without a strong background in U.S. government, history, or the specific academic vocabulary needed for civics literacy. This makes it challenging to grasp higher-level civics concepts or to apply them in real-world or exam settings.

Action Steps

Who	Action Step	How Success Measured
Social Studies Instructor	Teach and review key civics terms each week using games, flashcards, and real-world examples.	<ul style="list-style-type: none"> • Vocabulary quizzes with at least 80% average class accuracy. • Improved use of key terms in class discussions and written responses.

Social Studies Instructor	Give students short practice tests modeled after the Civics Literacy Exam once a month.	<ul style="list-style-type: none"> • At least 10% growth in practice test scores each month • Students tracking their progress in data folders or goal charts
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Social Studies Target 2 Barrier #2

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Action Steps

Who	Action Step	How Success Measured

**Social Studies Target 3: Demonstrate that at least 70% of GHS AMH1010 and 1020 course completers earn a passing grade.
Baseline Performance for 2025: 94% (105/112)**

X	Five-Year Charter Accountability Plan
	Other: School Mission

Social Studies Target 3 Barrier #1

Limited in-class contact time. Students frequently become discouraged or indifferent.
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Action Steps

Who	Action Step	How Success Measured
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Instructor.	Using limited class time for constructive interactions that are as engaging as possible.	Student participation in class activities.
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Social Studies Target 3 Barrier #2

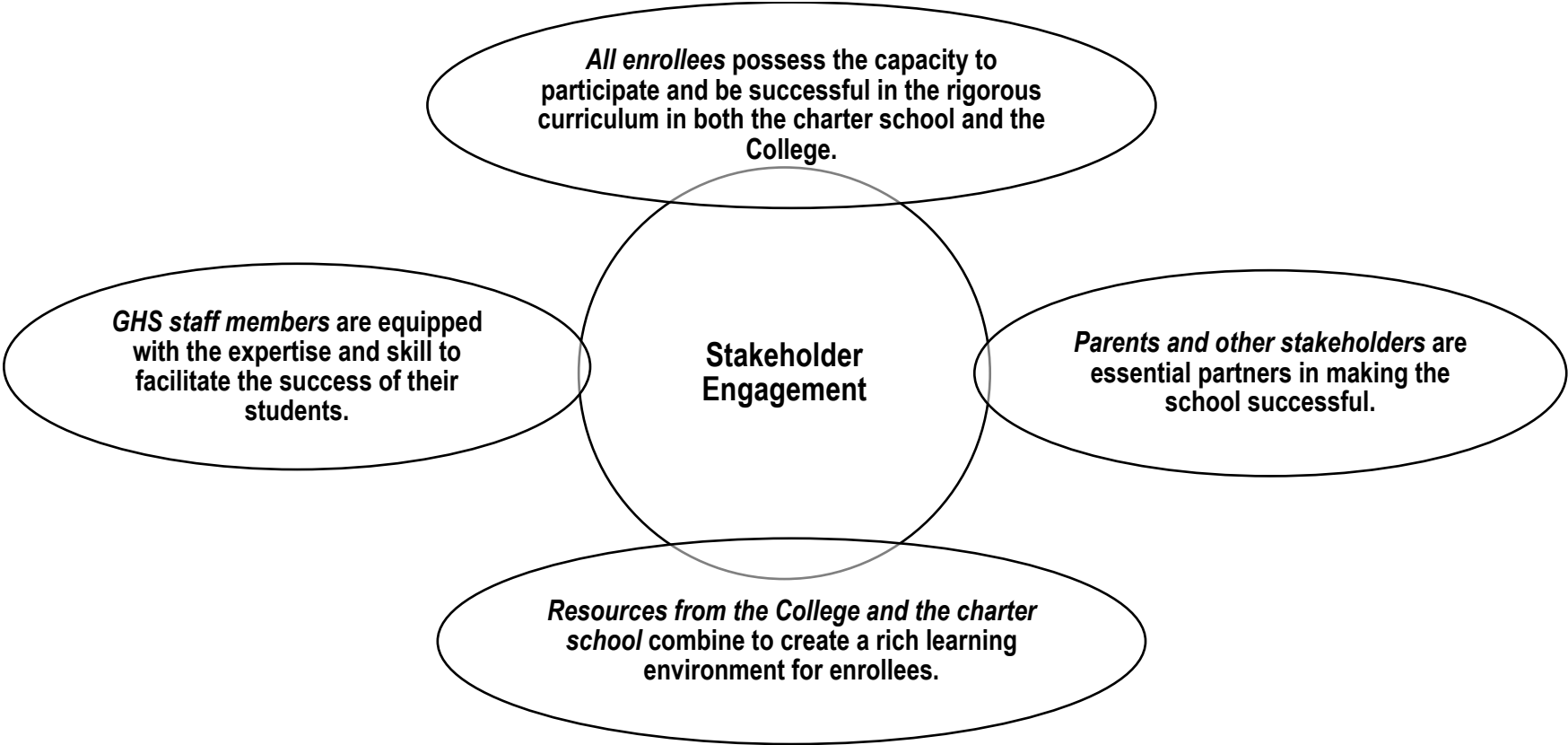
Lack of background information

Action Steps

Who	Action Step	How Success Measured
Instructor	Choose readings and primary resources that are informative and demonstrates the unique features of the time period and culture.	Summative and formative tests.

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 2025: 28% (89/322) of the school’s parents, 28% (90/322) of students, and 100% (13/13) of full-time staff completed the climate survey.

X	Five-Year Charter Accountability Plan
	Other

Stakeholder Engagement Target 1 Barrier #1

Action Steps

Who	Action Step	How Success Measured

Stakeholder Engagement Target 1 Barrier #2

Action Steps

Who	Action Step	How Success Measured

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 2025: The average rating of all three groups was 3 or higher on all 7 correlates

X	Five-Year Charter Accountability Plan
	Other

Stakeholder Engagement Target 2 Barrier #1

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Action Steps

Who	Action Step	How Success Measured

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 2025: Climate Survey (mid-year and final)

	Five-Year Charter Accountability Plan
X	Other: School Mission

Stakeholder Engagement Target 3 Barrier #1

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Action Steps

Who	Action Step	How Success Measured

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 2025: Climate Survey

	Five-Year Charter Accountability Plan
X	Other: School Mission

Stakeholder Engagement Target 4 Barrier #1

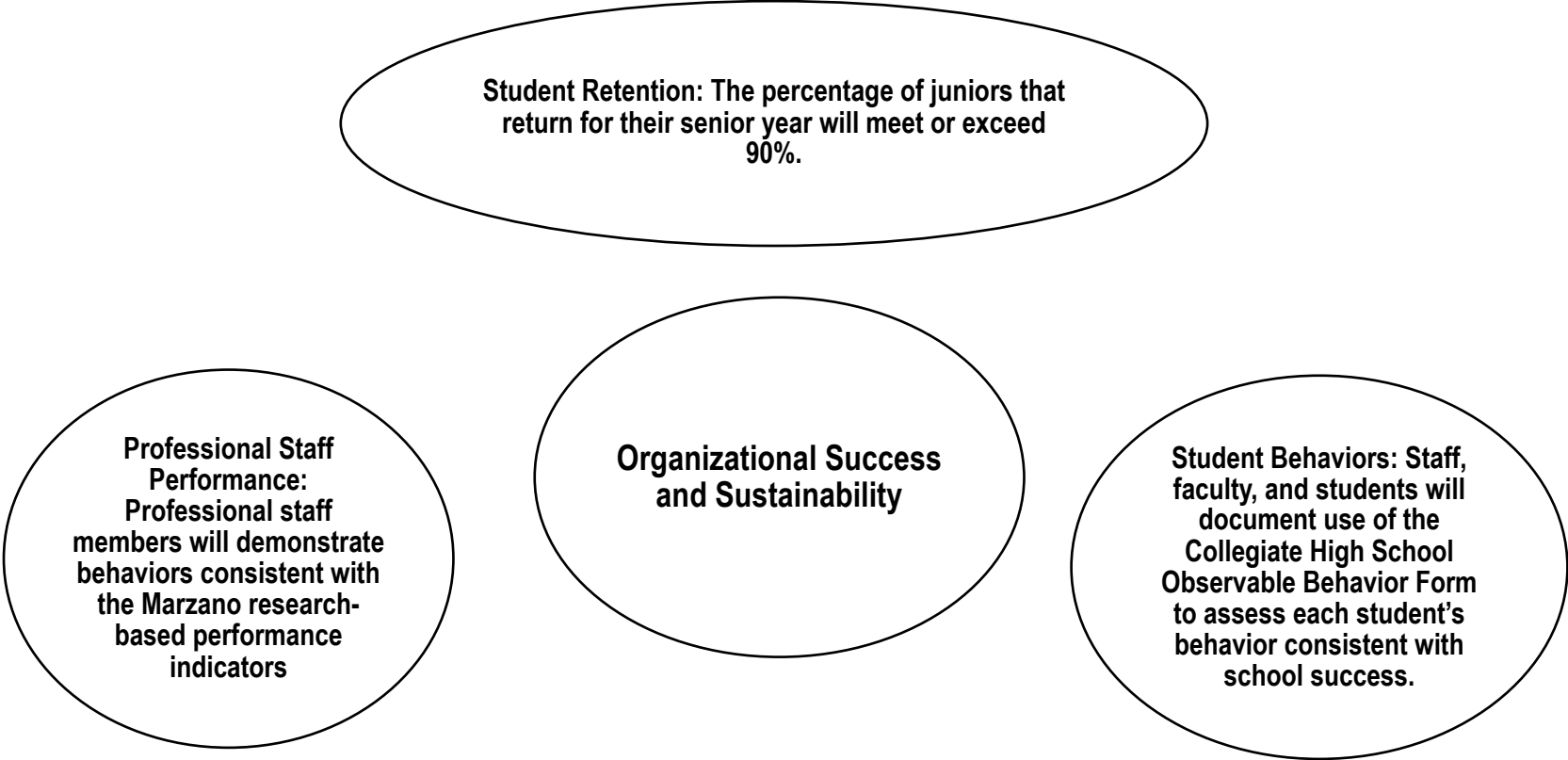
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Action Steps

Who	Action Step	How Success Measured

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 2025: Teacher Walk-throughs and Teacher Observations

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

School Sustainability Target 1 Barrier #1

Action Steps

Who	Action Step	How Success Measured

School Sustainability Target 1 Barrier #2

Action Steps

Who	Action Step	How Success Measured

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

Baseline Performance for 2025: 26 credits.

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

School Sustainability Target 2 Barrier #1

Action Steps

Who	Action Step	How Success Measured

School Sustainability Target 2 Barrier #2

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Action Steps

Who	Action Step	How Success Measured

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 2025: 91% (172/190)

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

School Sustainability Target 3 Barrier #1

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Action Steps

Who	Action Step	How Success Measured

School Sustainability Target 3 Barrier #2

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Action Steps

Who	Action Step	How Success Measured

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

Baseline Performance for 2025: 0% (0/17)

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

School Sustainability Target 4 Barrier #1

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Action Steps

Who	Action Step	How Success Measured

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 2025: 99% (126/127)

Performance for 2026:

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

School Sustainability Target 5 Barrier #1

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Action Steps

Who	Action Step	How Success Measured

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.

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 2025-2026

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

Part 8: TECHNOLOGY PLAN

Polk State College
Lakeland Gateway High School
Technology Plan 2023-2026

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 (2023-2026)
- 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 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 2025. The results are attached. The plan, completed in July 2025, 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 the Science Instructor classroom
- Laptop Carts for each classroom
- Laptop for each instructor and staff member
- iPad Pro with Apple Pencil for each instructor and staff member
- Apple TV or Roku Enabled TV for each instructor and staff member

- MacBook Pro for each administrative and office staff member
- Chromebook Laptops for students to take home
- Newline Interactive Boards for each classroom
- SMART Sympodiums
- Elmo's
- 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 (5 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

Teacher Resource Specialist Trainer short term goals for 2023-2026 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 2023-2026 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>		

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	2022-2023	2023-2024	2024-2025	2025-2026	Funding Source
Chromebooks	2500.00	2500.00	2500.00		
Edmentum digital curriculum	6,700.00	6,800.00	6,800.00		
GHS Staff & Instructor Laptop Computer Replacement (3yrs. Or older)	Purchase	Purchase	Purchase		
Focus (Grade book & Student Information System Access)	2600.00	2700.00	2700.00		

Florida Educational Technology Conference	1900.00	2100.00	2100.00		
Technology Professional Development (Polk State)	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		
Marzano Teacher Evaluation PD	750.00 per person	780.00 per person	780.00 per person		
Model School Conference	1600.00 per person	1700.00 per person	1700.00 per person		
Canvas LMS	0.00	0.00	0.00		
Net Connect PD System	2500.00	2600.00	2600.00		
Digital Tools PD	0.00	0.00	0.00		
Digital Tools Training for Students	0.00	0.00	0.00		
School Messenger Call-Out Service	800.00	900.00	900.00		
HP LaserJet printers for 6 classrooms and 1 staff member	1,000.00	1,000.00	1,000.00		
ISTE Technology Conference	885.00 per person	2500.00 per person	2500.00 per person		
Student laptops/carts	1500.00 per person	0.00	0.00		
Digital Cameras for Journalism	753.00 per person x 4 students	0.00	0.00		
English 3 Online textbooks	0.00	0.00	0.00		
Textbooks/Digital online textbook access for each college course	1200.00 per student	1500.00 per student	1500.00 per student		
Aleks Software for student practice	\$0.00	\$590.00	\$590.00		
Nearpod subscription	\$0.00	\$4160.00	\$4160.00		

CPalms for teachers to access standards based instructional tools	\$0.00	\$1238.00	\$1238.00		
Gizmos	\$0.00	\$2195.00	\$2195.00		
Certiport Certifications & LearnKey Materials	\$13480.00	\$13480.00	\$13480.00		

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.