

Polk State Lakeland Gateway to College Charter High School (GHS)

2017-2018 SCHOOL IMPROVEMENT PLAN

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

VISION STATEMENT: *All GHS enrollees will graduate from high school and college and become self-actualized citizens and successful leaders in their communities.*

By the time of graduation, a GHS enrollee can expect to have:

- *A standard high school diploma*
- *At least 9 college credits*
- *A plan for transitioning to college or work*
- *Comfort with the overall college experience*
- *Skills for ongoing success in the workplace or in college*
- *Competencies for individual accountability*

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

GHS School Information

School Advisory Council (SAC)

The Gateway to College SAC meets four times annually. During 2017-2018, meetings will be as listed below:

1. The summer 2017 meeting will be a strategic planning session in which SAC members will provide direct input into the 2017-2018 school improvement plan (SIP)
2. In September 2017, SAC members will approve the final version of the SIP and review (edit if needed) the school's mission and vision statements
3. During the January or February 2018 meeting, staff will present a mid-year report and share updates and plans for the upcoming year
4. The April or May 2018 meeting will include a preliminary end-of-year summary and an enrollment projection for 2018-2019

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

Staff

Position	Name	Degree(s)/Certification(s)	Years at Current School	Years as Administrator
Principal	Corey Barnes	Masters Educational Leadership Educational Leadership; EDD Instructional Leadership	3	13
Assistant Principal	Meesha Downing	EDD in Organizational Leadership Masters Educational Leadership Educational Leadership	1	7.5

Subject or Position	Name	Degree(s)/ Certification(s)	Years at Current School	Years as Instructional or Support Staff	Full-time or Part-time
Instructional Technologist	Virginia Richard	Masters Curriculum and Technology Psychology 6-12	4	20	Full Time
Guidance Counselor/Lead Resource Specialist	Tanya Jones	Masters Science Counseling and Psychology Counseling K-12	4	11	Full time
Career Advisor	Tania Ortega	Bachelors Supervision and Management	4	7	Full time
Math	Patrick Jean	Bachelors in Mathematics Math 6-12	1	11	Full time
Science	Amanda Ryan	Bachelors in Education Middle Grade Science 5-9	2	13	Full Time
English	Maya Smith	Masters in Education and in English English 6-12 both Reading ESOL Endorsed	2	13	Full Time
Social Studies	Amy McIntosh	Masters in Educational Administration Social Science 6-12	1	11	Full Time
Social Studies	Consuela Bonney	Masters in Education Social Science (5-9 and 6-12), ESE (K-12), ESOL and Reading Endorsements	0	18	Full Time Temporary

Teacher Recruitment/Retention

Recruit/Retain	Description of Strategy	Person Responsible	Projected Completion Date
Recruit	List open positions on school board and college websites	Principal	Ongoing as needed
Recruit	Use the Polk State College Procedures 6014 and 6052 to recruit and hire teachers	Principal	Ongoing as needed
Retain	Implement professional development opportunities at college and high school, both group and individual	Principal	Ongoing as needed

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

Teacher Mentoring Program/Plan

During the 2017-2018 school year, GHS will continue a revised mentoring program for new school personnel. It is called the Eagle's Nest. Every new employee (Eaglet) will have two eagle guardians, one from GHS and the other from either the high school or Polk State. At least one of the guardians assigned will have a similar profession as the Eaglet. Guardians will provide an array of information. The information will encompass high school and college values, high school and college teaching beliefs and technologies and simple day-to-day procedures.

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

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

School Leadership Team

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

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

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

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

Leadership team members include:

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

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

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

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

Increased Learning Time

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

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

Content Section of the GHS 2017-2018 School Improvement Plan (SIP)

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

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

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

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

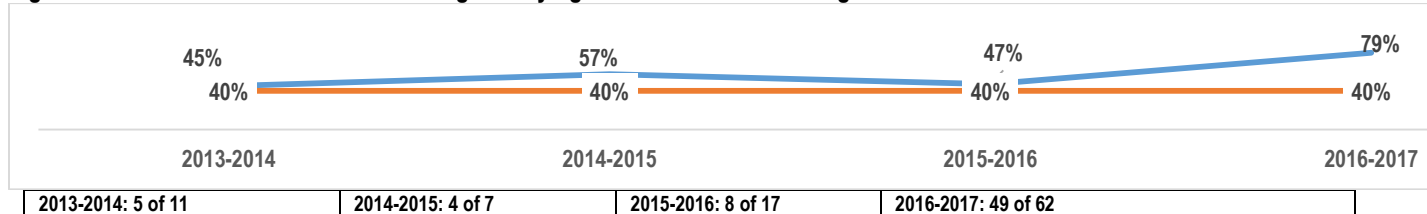
Within each performance category, staff members have also listed training (if any) needed to implement an action step and expenditures required to successfully carry out action steps.

Category 1: Reading and Writing Performance Targets (Maya and Amanda)

1. **GHS Reading Performance Target 1: At least 40% of GHS 2018 graduates will have earned qualifying scores on both reading and sentence skills sections of the PERT** Actual performance for each of the last four years was as listed in the table below.

Performance for each of the last four years was as listed in **Figure 1** below.

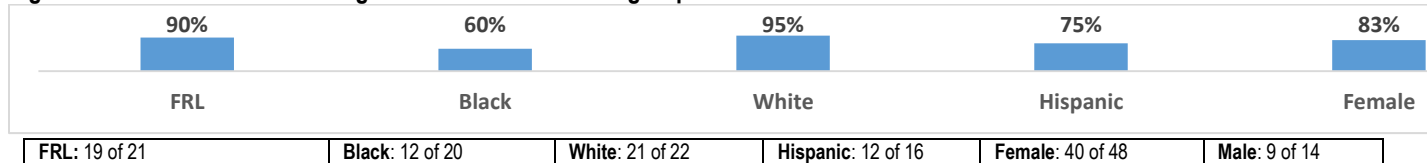
Figure 1: Percent of GHS Graduates Earning Qualifying Scores on PERT Reading and Sentence Skills*



*Performance for 2013-2014 includes all graduates since no one could be enrolled for two years. However, because GHS is designed to be a two-year program, graduates should have two years to attain performance targets. Reported 2013-2015 through 2016-2017 performance includes all graduates enrolled a full two years plus those who met the target in less than two years.

2. **GHS Reading Performance Target 2: The 2018 performance gap between highest and lowest subgroups in terms of percentage of members earning qualifying scores on both reading and sentence skills sections of the PERT will be less than the average difference of the last two years (2016 and 2017)** As of the end of the 2015-2016 school year, no graduating class subgroup had as many as 10 graduates. Therefore, no performance is reported. Performance for 2016-2017 subgroups is reported in **Figure 2**. It shows that all subgroups with 10 or more participants met the performance target of 40%. Graduates listed as "other" also met the target (100%), though only 3 students were in that subgroup. The gap between the highest racial/ethnic subgroup performance (white 95%) and the lowest performing subgroup (black 60%) was 35%. However, all groups met the benchmark.

Figure 2: 2016-2017 PERT Reading and Sentence Skills Subgroup Performance*



* Note that GHS is designed to be a two-year program. Therefore, graduates should have two years to attain performance targets. Reported 2016-2017 performance for this target includes all graduates enrolled a full two years plus those who met the target in less than two years.

List one or more barriers that must be overcome in order to meet Reading Performance Targets 1-2.

1. Students demonstrate poor attendance and academic insecurities
2. ELL and ESE students have specific issues tied to reading comprehension
3. It is difficult to identify deficiencies or weaknesses and strengths
4. Students don't always maintain motivation and momentum to read required materials
5. Students don't want to retake the PERT after being initially unsuccessful

Action Steps: In the table below list all action steps required to overcome the barriers and meet performance targets. Complete all fields for each action step.

Reading/Writing Action Steps	Who	When
Contact parents after attendance issues are identified in order to establish chain of communication	Reading/English Instructor	Ongoing
Make periodic phone calls home	Reading/English Instructor and Guidance Counselor	Weekly or Monthly
Monitor progress of individual students and modify instruction as needed	Reading/English Instructor	Ongoing
To the degree possible, choose reading selections that align with student interests and life challenges	Reading Instructor	Ongoing
Address common reading/writing performance issues across the curriculum with a focus on reading/writing skills identified as causing issues for multiple students	College/Career Advisor and Instructional Technologist (identify performance issues); all instructors reinforce teaching	Ongoing
Utilize a writing rubric across the content areas	All Instructors	Ongoing
Administer a PERT diagnostic test to juniors who have not earned the cut scores at the time of application	Instructional Technologist	Beginning of Junior Year
Provide instruction for incoming juniors based on PERT diagnostic results	Instructors	Ongoing
Administer the PERT diagnostic to seniors who have not earned the qualifying PERT scores; provide tutoring throughout the year	Instructional Technologist and College/Career Advisor	Term 1
Use Rosetta Stone with ELL students on a weekly basis	Reading Instructor	Weekly

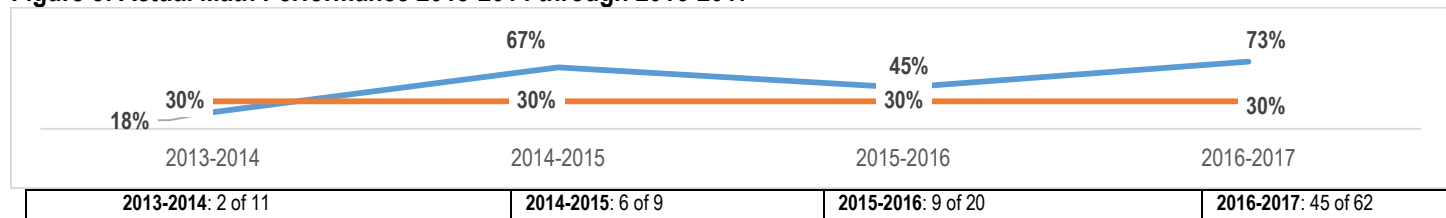
*For required training, specify what training is, who will participate and when it will occur

**List any activities that will require cost and estimate expected expenditure

Category 2: Math Performance Targets (Patrick)

- GHS Math Performance Target 1: At least 30% of graduates will earn the qualifying score on the math section of the PERT**
Performance for each of the last four years was as listed in **Figure 3** below.

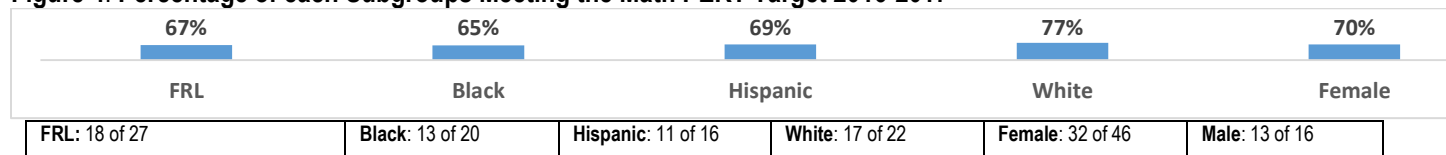
Figure 3: Actual Math Performance 2013-2014 through 2016-2017*



*Performance for 2013-2014 includes all graduates since no one could be enrolled for two years. However, because GHS is designed to be a two-year program, graduates should have two years to attain performance targets. Reported 2014-2015 through 2016-2017 performance for this target includes all graduates enrolled a full two years plus those who met the target in less than two years.

- GHS Reading Performance Target 2: The 2018 performance gap between highest and lowest subgroups in terms of percentage of members earning qualifying score on the math section of the PERT will be less than the average difference of the last two years (2016 and 2017)** As of the end of the 2015-2016 school year, no graduating class subgroup had as many as 10 graduates. Therefore, no performance is reported. Performance for 2016-2017 subgroups is reported in **Figure 4**. It shows that all subgroups with 10 or more participants met the performance target of 30%. Graduates listed as "other" also met the target (100%), though only 3 students were in that subgroup. The gap between the highest racial/ethnic subgroup performance (White 77%) and the lowest performing subgroup (Black 65%) was 12%. However, all groups met the benchmark.

Figure 4: Percentage of each Subgroups Meeting the Math PERT Target 2016-2017*



*Note that GHS is designed to be a two-year program. Therefore, graduates should have two years to attain performance targets. Reported 2016-2017 performance for this target includes all graduates enrolled a full two years plus those who met the target in less than two years.

List one or more barriers that must be overcome in order to meet Math Performance Targets 1-2.

- Most students have math anxiety and lack of confidence
- Most students do not work outside of class (i.e. homework, studying, using tutors)
- Most students lack parental/guardian involvement
- Some students have fulfilled math graduation requirements and don't see relevance of PERT

Action Steps: In the table below list all action steps required to overcome the barriers and meet performance targets. Complete all fields for each action step.

Math Action Steps	Who	When
Provide daily encouragement, using incorporated success strategies (reinforce those from College Success)	Math Instructor	Daily
Offer incentive for attending tutoring (recognition, homework-free pass, etc.)	Math Instructor and Administrators	Monthly
Make periodic phone calls home	Math Instructor and Guidance Counselor	Weekly or Monthly
Use relevant student data that is readily available (PERT scores, past course failures, EOC scores, etc.)	Math Instructor, College and Career Advisor, and Instructional Technologist	Monthly
Encourage and/or provide incentives or recognition to individual students to increase the number and percentage of students who retest and improve scores	College and Career Advisor and Instructors	Ongoing
Administer a PERT diagnostic test to juniors who have not earned the cut scores	Instructional Technologist	Beginning of Year
Provide instruction for incoming juniors based on PERT diagnostic results	Math Instructor	Ongoing

*For required training, specify what training is, who will participate and when it will occur

**List any activities that will require cost and estimate expected expenditure

Category 3: Science Performance Target (Amanda)

1. **GHS Science Performance Target 1: At least 70% of students enrolled in a high school science course will successfully complete the course.** Actual performance of GHS students taking student courses during each of the last four years is as listed in **Table 1** below.

Table 1: Percentages of Science Course-Takers that Earned a Passing Grade

Year	High School Courses	High School and College
2013-2014	78% (14 of 18)	81% (17 of 21)
2014-2015	62% (32 of 52)	66% (39 of 59)
2015-2016	66% (39 of 59)	75% (61 of 81)
2016-2017	94% (61 of 65)	92% (117 of 127)

List one or more barriers that must be overcome in order to meet Science Performance Target.

1. Students have not received differentiated instruction and have lack of prior knowledge and reading skills to be proficient in science.

Action Steps: In the table below list all action steps required to overcome the barriers and meet performance targets. Complete all fields for each action step.

Science Action Steps	Who	When
Complete VARK Student Learning Style Assessment	Science Instructor	Beginning of Term
Complete lessons where student reading comprehension does not compromise science education	Science Instructor	Ongoing
Have office hour availability to support student tutoring or enhancement needs	Science Instructor	Daily
Meet with students who have a D or F in the class weekly to provide strategies to enhance grade	Science Instructor	Weekly
Utilize "Timed Reading Plus in Science" weekly	Science Instructor	Weekly
Make periodic phone calls home	Science Instructor and Guidance Counselor	Weekly or Monthly

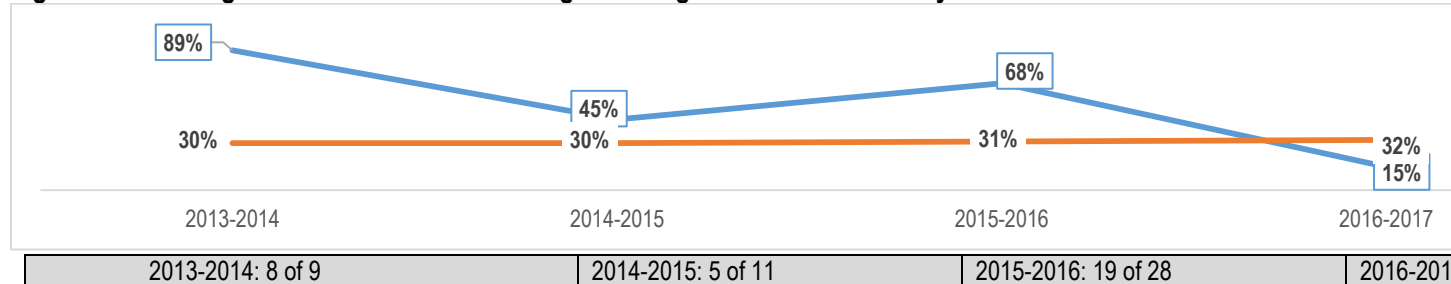
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Category 4: Social Studies Performance Target (Amy and Consuela)

1. **GHS Social Studies Performance Target 1: The percentage of GHS U.S. History EOC Exam participants meeting proficiency as identified by the Florida Department of Education will be at least 35% and will meet or exceed the school's average performance for that last three years.** Actual percentage of GHS students earning a 3 or higher on the U.S. History EOC Exam in each of the last four years is listed in **Figure 6** below.

Figure 6: Percentage of GHS Test Takers Earning a 3 or Higher on the U.S. History EOC Exam



List one or more barriers that must be overcome in order to meet Social Studies Performance Target.

1. Students lack prior knowledge and/or foundation for curriculum.
2. Students have difficulty retaining information throughout the semester.
3. Students lack test taking and reading skills
4. Students do not fully understand expectations to be successful in the course. (This issue is tied to both course grade and EOC Exam.)

Action Steps: In the table below list all action steps required to overcome the barriers and meet performance targets. Complete all fields for each action step.

Social Studies Action Steps	Who	When
Administer pre-test to determine what students already know; adjust instruction accordingly	American History Instructor	Beginning of Each Unit
Make periodic phone calls home	American History Instructor and Guidance Counselor	Weekly or Monthly
Provide continual unit reviews throughout the semester	American History Instructor	Ongoing
Meet with students and/or reach out to parents when students are not demonstrating success	American History Instructor	Ongoing
Increase academic vocabulary through vocabulary building exercises	American History Instructor	Ongoing
Increase reading skills and levels within the us history content.	American History Instructor	Ongoing
Give up to two mock EOC exams via computer when available to have a real life example of expectations	American History Instructor	Ongoing
Utilize strategies to build reading comprehension and test-taking skills	American History Instructor	Ongoing

*For required training, specify what training is, who will participate and when it will occur

**List any activities that will require cost and estimate expected expenditure

Category 5: Retention/Graduation Performance Targets (AP, Tanya, Virginia, and Tania)

1. **GHS Retention/Graduation Performance Target 1: At least 70% of first time enrollees will pass all their first term classes.** The number of students (enrolled at least 20 consecutive days) in each incoming group along with the number and percentage of those who passed all courses during their first semester of enrollment were as listed in the table below.

Number and Percentage of New GHS Students Passing All Courses During First Term of Enrollment

Term Group Entered GHS	# Passed All Courses	Total in Group	% Passed All Courses
Aug-13	23	36	64%
Jan-14	24	52	46%
Aug-14	28	44	64%
Jan-15	13	24	54%
Aug-15	40	73	55%
Jan-16	19	30	63%
Aug-16	78	112	70%
Jan-17	4	6	67%

2. **GHS Retention/Graduation Performance Target 4: The average number of college credits earned by GHS graduates will meet or exceed 11.** The average number of college credits earned by graduates each year was as follows:
 - o 2014 (7)
 - o 2015 (12)

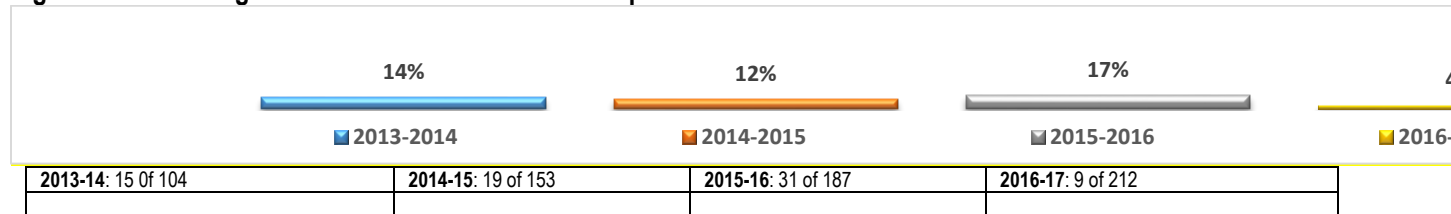
- 2016 (11)
 - 2017 (23)
3. The percentage of GHS enrollees that don't graduate and that return to GHS the next year will meet or exceed 85%. GHS records show student retention rates as listed in the table below.

Retention Rates for Total Enrollees Each Year Who Did Not Graduate or Transfer to Another School

Year	# Enrolled >= 20 Consecutive Days Who Didn't Graduate or Transfer	Number Returning Following Year	% Returning for Following Year
2013-14	75	69	92%
2014-15	99	83	84%
2015-16	144	122	85%
2016-17	95	91	96%

GHS Retention/Graduation Performance Target 5: Less than 15% of GHS withdrawals will be as dropouts. Figure 7 shows the number and percentage of students coded as dropouts each year.

Figure 21: Percentage of GHS Enrollees Coded as Dropouts Each School Year



4. GHS Retention/Graduation Performance Target 6: The percentage of GHS seniors entering the year with a GPA of at least a 1.8 that exit as graduates will meet or exceed 40%. Performance by year was as follows:
- a. In 2013-2014, 32 incoming seniors had a GPA of 1.8 or higher. 10 transferred to another school or out of state, leaving 22. 11 of the 22 (50%) graduated or received a COC (10 graduates/1COC) and 10 (45%) were retained to return the following year. Thus 21 of 22 or **95%** either graduated or remained in school.
 - b. In 2014-2015, 87 incoming seniors had a GPA of 1.8 or higher. 29 transferred to another school or out of state, leaving 58. 16 graduated (28%) and 33 (57%) returned the following year. Therefore, 49 of 58 or **84%** either graduated or stayed at GHS.
 - c. In 2015-2016, 80 seniors had a GPA of 1.8 or higher. 25 of the 80 transferred to another school or out of state, leaving 55. 26 of the 55 (47%) graduated or received a COC (23 graduates/3 COCs) and 13 (24%) stayed at GHS for the following year, showing that 39 of 55 or **71%** either graduated or remained in the school.
 - d. In 2016-2017, 94 seniors had a GPA of 1.8 or higher as of the beginning of the year. 9 of the 94 transferred to another school or out of state. Of the remaining 85 seniors, 71 (84%) graduated or received a COC (62 graduates and 9 COCs) and 9 (11%) returned the next year. Thus, out of the class of 2016-2017, 80 of 85 or **94%** of seniors who remained in the school throughout the year either graduated or stayed in school.

List one or more barriers that must be overcome in order to meet Retention/Graduation Performance Targets 1-3.

1. Students don't know how to balance a combination of college, high school and/or work schedules.
2. Students lack the motivation to remain engaged in classroom instruction.
3. When students are failing classes, they lose the motivation to continue.
4. Students don't know how to request help.

Action Steps: In the table below list all action steps required to overcome the barriers and meet performance targets. Complete all fields for each action step.

Retention/Graduation Action Steps	Who	When
Each student will have a planned program-of-study and schedule to see completion of HS/College/Work (promotes time management skills)	Mentors/Guidance Counselor	Beginning of each semester
Students require differentiated instruction to remain engaged in the learning process. Students will use technology in conjunction with Polk State College's differentiated instruction.	Teachers Instructional Technologist	Ongoing
Mentors will show students how to utilize TLCC and online tutoring to improve grades	Mentors	Beginning of the Year

Retention/Graduation Action Steps	Who	When
Mentors will coach students on how to advocate for themselves	Mentors	Beginning of the Year and Ongoing
Utilize an exit interview to determine why students leave the school	College/Career Advisor and Person Withdrawing Student	Ongoing

*For required training, specify what training is, who will participate and when it will occur

**List any activities that will require cost and estimate expected expenditure

Category 6: Attendance Performance Target 1: GHS Attendance Performance Target 1: The GHS attendance rate for 2017-2018 will not fall below the school's average for the last three years. The average attendance rate for 2014-2015 through 2016-2017 was 95.88 (2014-2015=95.61, 2015-2016=96.34, and 2016-2017=95.68)

List one or more barriers that must be overcome in order to meet Attendance Performance Target.

1. Students get accustomed to the open campus, college activities and flexible schedule and begin to miss classroom instruction.
2. Students think "respawn" is a real life function. (www.urbandictionary.com/define.php?term=respawn Also known as spawn, respawn is a gaming term used to describe the action of a computer player or human player coming back to life)
3. Students have personal life circumstances that prevent them from coming to school.

Action Steps: In the table below list all action steps required to overcome the barriers and meet performance targets. Complete all fields for each action step.

Attendance Action Steps	Who	When
Implement activities and responsibilities for students on campus during off time	Administration	Ongoing
Students will be allowed to make up work for unexcused absences without penalty after parental meeting and approval from Principal/AP. This will be restricted to work accumulated for up to five absences per semester	Teachers AP Principal	Ongoing
Provide students with community resources to overcome life circumstances	Guidance Counselor	Ongoing
Reinforce importance of students taking "excused absence" note to administration (In the past, students have had two weeks to turn in note. This may be adjusted.)	Teachers	Beginning of Term and Ongoing
Research availability of school-wide attendance reports available through Pinnacle; utilize if available to identify students skipping individual classes	Instructional Technologist, Instructors, and Administrators	Summer 2017 and Ongoing

*For required training, specify what training is, who will participate and when it will occur

**List any activities that will require cost and estimate expected expenditure

Category 7: Stakeholder Satisfaction Performance Targets (AP, Tanya, Virginia, and Tania)

1. GHS Stakeholder Satisfaction Performance Target 1: At least 20% of parents, 40% of students and 60% of staff members will participate in the 2017-2018 climate survey process (Percentages from 2016-2017 = 21% of the school's parents, 46% of students, and 100% of full-time staff)
 - GHS Stakeholder Satisfaction Performance Target 2: The average rating of each stakeholder group (parents, students, staff) on the 2017-2018 annual climate survey will be 3 or higher on at least 6 of 7 correlates (Ratings in 2016-2017=The average responses of all three stakeholder groups was 3 or higher on all seven correlates.)

List one or more barriers that must be overcome in order to meet Stakeholder Satisfaction Performance Targets 1-2.

1. Parents and students don't see the importance of completing the survey.
2. Students and parents don't perceive that student progress is monitored frequently

Action Steps: In the table below list all action steps required to overcome the barriers and meet performance targets. Complete all fields for each action step.

Stakeholder Satisfaction Action Steps	Who	When
Administer student survey during class meetings and other school meetings or when textbooks are returned; send hard-copy parent survey home with report cards, use a parent meeting to administer, or send email with link	Assistant Principal	Winter/Spring 2017
Hand out passwords for grade monitoring during the first week of school; continually remind students to use them	First Period Instructors	Beginning of term and ongoing
Monitor student performance; inform students and reach out to parents when 1) performance is at risk and 2) performance excels	All Instructors	Ongoing
Make sure students know how and when to access teachers for help	All Instructors	Ongoing
Informally survey students throughout the year to determine and address perceptions	All Instructors	Ongoing

*For required training, specify what training is, who will participate and when it will occur

The only budget expenditures required to carry out the 2017-2018 SIP are tied to professional development activities. The school's 2016-2017 (with some 2017-2018 follow-up activities) and the 2017-2018 professional development plans are attached below. For each activity, the plan lists general topic, each activity's desired outcomes, the activity, planned follow-up, related school improvement plan section(s), and estimated cost. The 2017-2018 costs support the SIP activities.