

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

2016-2017 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.*

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

GHS School Information

School Advisory Council (SAC)

The Gateway to College SAC meets five times annually. During 2016-2017, meetings will be as listed below:

1. The summer 2016 meeting will be a strategic planning session in which SAC members will provide direct input into the 2016-2017 school improvement plan (SIP)
2. In September 2016, SAC members will approve the final version of the SIP and review (edit if needed) the school's mission statement
3. The November or December 2016 meeting will be used to present an FTE update and the annual report for 2015-2016
4. During the February 2017 meeting, staff will present a mid-year report and share updates and plans for the upcoming year
5. The April or May 2017 meeting will include a preliminary end-of-year summary and an enrollment projection for 2017-2018

Staff

Position	Name	Degree(s)/Certification(s)	Years at Current School	Years as Administrator
Principal	Corey Barnes	Masters Educational Leadership Educational Leadership	2	12
Assistant Principal	Meesha Downing	EDD in Organizational Leadership Masters Educational Leadership Educational Leadership	0	6.5

Subject or Position	Name	Degree(s)/ Certification(s)	Years at Current School	Years as Instructional Staff	Full-time or Part- time
Instructional Technologist	Virginia Richard	Masters Curriculum and Technology Psychology 6-12	3	19	Full Time
Guidance Counselor/Lead Resource Specialist	Tanya Jones	Masters Science Counseling and Psychology Counseling K-12	3	10	Full time
Career Advisor	Tania Ortega	Bachelors Supervision and Management	3	6	Full time
Math	Patrick Jean	Masters in Mathematics Math 6-12	0	9	Full time
Science	Amanda Ryan	Bachelors in Education Middle Grade Science 5-9	1	12	Full Time
English	Maya Smith	Masters in Education and in English English 6-12 both Reading ESOL Endorsed	1	12	Full Time
Social Studies	Amy McIntosh	Masters in Educational Administration Social Science 6-12	0	10	Full Time

Teacher Recruitment/Retention

Recruit/Retain	Description of Strategy	Person Responsible	Projected Completion Date
Recruit	List open positions on school board and college websites	Principal	Ongoing as needed
Recruit	Use the Polk State College Procedures 6014 and 6052 to recruit and hire teachers	Principal	Ongoing as needed
Retain	Implement professional development opportunities at college and high school, both group and individual	Principal	Ongoing as needed
Retain	Maintain competitive salaries for teachers	Principal	Ongoing as needed
Retain	Insure 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 2016-2017 school year, GHS will implement 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 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	Instructional Technologist
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 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 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.
- Gateway to College will conduct summer courses for students who are academically behind and may need remediation.
- 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 2016-2017 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)

1. **GHS Reading Performance Target 1: At least 40% of GHS 2017 graduates will have earned qualifying scores on both reading and sentence skills sections of the PERT (Percentage earning both reading and sentence skills qualifying scores in 2014= 50% 2015= 25% 2016= 45%)**
1. **GHS Reading Performance Target 2: The 2017 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 (2015 and 2016) (Average Gap 2015-2016= NA) As of the graduating class of 2016, subgroups have been too small to track.**

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. It is difficult to identify deficiencies or weaknesses and strengths
3. Students don't always maintain motivation and momentum to read required materials
4. 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	Training*	Budget**
Contact parents after attendance issues are identified in order to establish chain of communication	Reading/English Instructor	Ongoing		0
Make periodic phone calls home	Reading/English Instructor and Guidance Counselor	Weekly or Monthly		0
Monitor progress of individual students and modify instruction as needed	Reading/English Instructor	Ongoing		0
To the degree possible, choose reading selections that align with student interests and life challenges	Reading Instructor	Ongoing		0
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		0
Utilize a writing rubric across the content areas	All Instructors	Ongoing		0
Administer a PERT diagnostic test to juniors who have not earned the cut scores at the time of application	Instructional Technologist	Summer Prior to Junior Year		0
Provide instruction for incoming juniors based on PERT diagnostic results	Summer Instructors	Summer		0
Administer the PERT diagnostic to seniors who have not earned the qualifying PERT scores; provide tutoring by student volunteers and through the CHART lab	Instructional Technologist and College/Career Advisor	Term 1		0

*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 (Erik)

2. GHS Math Performance Target 1: At least 30% of GHS 2017 graduates will have earned the qualifying score on the math section of the PERT (Percentage earning math qualifying score in 2014= 20% 2015= 38% 2016= 50%)
3. GHS Reading Performance Target 2: The 2017 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 (2015 and 2016) (Average Gap 2015-2016=NA) As of the graduating class of 2016, subgroups have been too small to track.

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

1. Most students have math anxiety and lack of confidence
2. Most students do not work outside of class (ie homework, studying, using tutors)
3. Most students lack parental/guardian involvement
4. 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	Training*	Budget**
Provide daily encouragement, using incorporated success strategies (reinforce those from College	Math Instructor	Daily		0

Math Action Steps	Who	When	Training*	Budget**
Success)				
Offer incentive for attending tutoring (recognition, homework-free pass, etc.)	Math Instructor and Administrators	Monthly		0
Make periodic phone calls home	Math Instructor and Guidance Counselor	Weekly or Monthly		0
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		0
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		0
Administer a PERT diagnostic test to juniors who have not earned the cut scores at the time of application	Instructional Technologist	Summer Prior to Junior Year		0
Provide instruction for incoming juniors based on PERT diagnostic results	Summer Instructors	Summer		0

*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. (Percentage 2013-2014= 78%, 2014-2015= 53%, 2015-2016= 72%)

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	Training*	Budget**
Complete VARK Student Learning Style Assessment	Science Instructor	Beginning of Term		0
Complete lessons where student reading comprehension does not compromise science education	Science Instructor	Ongoing		0
Have planning period availability to support student tutoring or enhancement needs	Science Instructor	Daily		0
Meet with students who have a D or F in the class weekly to provide strategies to enhance grade	Science Instructor	Weekly		0
Utilize "Timed Reading Plus in Science" weekly	Science Instructor	Weekly		0
Make periodic phone calls home	Science Instructor and Guidance Counselor	Weekly or Monthly		0

*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 4: Social Studies Performance Target (Amy)

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 (Average Percentage 2013-2014 through 2015-2016 = 67%) (2013-2014=8/9 or 89%) (2014-2015=5/11 or 45%) (2015-2016=19/28 or 68%) Three year average=32/48 or 67%)

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 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	Training*	Budget**
-----------------------------	-----	------	-----------	----------

Social Studies Action Steps	Who	When	Training*	Budget**
Administer pre-test to determine what students already know; adjust instruction accordingly	American History Instructor	Beginning of Each Unit		0
Make periodic phone calls home	American History Instructor and Guidance Counselor	Weekly or Monthly		0
Provide continual unit reviews throughout the semester	American History Instructor	Ongoing		0
Meet with students and/or reach out to parents when students are not demonstrating success	American History Instructor	Ongoing		0

*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)

- GHS Retention/Graduation Performance Target 1: At least 70% of first time enrollees will pass all their first term classes. (Total Percentage in 2015-2016 = Fall Enrollees = 59%(44/75), Spring Enrollees = 60% (18/30))
- GHS Retention/Graduation Performance Target 2: At least 65% of first time enrollees will remain at GHS at least one year unless they move out of the geographical area. (Total Percentage in 2015-2016 = 82% 69/84) *(We looked at all new August 2015 enrollees = 86. 17 of those withdrew during the year. One left the county. One graduated. Those two were taken out of the original number = 84. 69 of 84 remained throughout the year = 82%)*
- GHS Retention/Graduation Performance Target 3: At least 61% of first time enrollees will remain at GHS at least two years unless they move out of the geographical area or graduate prior to the end of two years. (Total Percentage in 2015-2016 = 29% ????)
- GHS Retention/Graduation Performance Target 4: The average number of college credits earned by GHS graduates will meet or exceed 20. The average number of credits earned by GHS 2016 credits was 11 238 college credits earned by 21 Graduates.
- The percentage of first year GHS enrollees that don't graduate (2016-2017) and that return to GHS for a second year will meet or exceed the school's average percentage for the last three years (Average Percentage 2013-2014 through 2015-2016 = *(We looked at all new August 2014 enrollees = 74. 35 of those withdrew during the year. two left the county. One left the state. Six graduated. Those two were taken out of the original number = 65. 30 of 65 returned in the 2015-16 school year and 7 of the 30 returned in the 2016-2017 school year)*
- GHS Retention/Graduation Performance Target 5: Less than 15% of GHS withdrawals will be as dropouts (Total Percentage in 2015-2016 =22%(44/201))
- 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% (Percentage in 2016 = 28%(21/75))

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

- Students don't know how to balance a combination of college, high school and/or work schedules.
- Students lack the motivation to remain engaged in classroom instruction.
- When students are failing classes, they lose the motivation to continue.
- 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	Training*	Budget**
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		0
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		0
Mentors will show students how to utilize TLCC and online tutoring to improve grades	Mentors	Beginning of the Year		0
Mentors will coach students on how to advocate for themselves	Mentors	Beginning of the Year and Ongoing		0

*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 both first and second semesters 2016-2017 will not fall below the school's average for the last three years (Percentage 2013-2014 – 2015-2016 School Years: Overall = 95.48, Fall Semester = 96.15, Spring Semester = 95.08)

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	Training*	Budget**
Implement activities and responsibilities for students on campus during off time	Administration	Ongoing		0
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		0
Provide students with community resources to overcome life circumstances	Guidance Counselor	Ongoing		0
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		0
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 2016 and Ongoing		0

*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 2016-2017 climate survey process (Percentages from 2015-2016 parents= 24%, students=54%, staff=100%)
2. GHS Stakeholder Satisfaction Performance Target 2: The average rating of each stakeholder group (parents, students, staff) on the 2016-2017 annual climate survey will be 3 or higher on at least 6 of 7 correlates (Ratings in 2015-2016 parents= 7, students= 6, staff= 7)

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	Training*	Budget**
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		

Stakeholder Satisfaction Action Steps	Who	When	Training*	Budget**
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

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