

# Polk State Lakeland Gateway to College Charter High School (GHS) 2020-2021 SCHOOL IMPROVEMENT PLAN

**OVERALL SCHOOL PURPOSE:** GHS, an individualized high school to college and career transition

**GHS Mission Statement:** The GHS mission is to provide an academic charter alternative for high school juniors and seniors who are not older than 21 and want to graduate from high school and transition to college and career.

**GHS Vision Statement:** 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.

**The GHS Community's Common Beliefs**

1. All enrollees possess the capacity to participate and be successful in the rigorous curriculum in both the charter school and the College.
2. GHS staff members are equipped with the expertise and skill to facilitate the success of their students.
3. Parents and other stakeholders are essential partners in making the school successful.
4. Resources from the College and the charter school combine to create a rich learning environment for enrollees.
5. The charter school initiative provides the vehicle that allows GHS the creativity to maximize student success.

**Performance Objectives for GHS Enrollees:** 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 school improvement plan, updated annually.

<p><b>Student Performance:</b> Measures define student performance expectations as listed below:</p> <ol style="list-style-type: none"> <li>1. GHS graduates will earn PERT qualifying scores or concordant scores on the ACT or SAT with specific percentages as follows               <ol style="list-style-type: none"> <li>a. 65% in reading</li> <li>b. 65% in writing</li> <li>c. 45% in math</li> </ol> </li> <li>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.</li> <li>3. At least 70% of GHS science course completers will earn a passing grade.</li> <li>4. At least 70% of GHS AMH1010 and AMH1020 course completers earn a grade of "D" or higher.</li> </ol>	<p><b>School Performance:</b> Additional measures call on the school to show:</p> <ol style="list-style-type: none"> <li>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</li> <li>2. An unrestricted annual fund balance of at least 3%</li> <li>3. An active governance board that meets at least four times annually. School improvement goals mirror accountability plan goals</li> </ol>
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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: Teresa Martinez	School Designation: Public Charter School (Grades 11 and 12)
SAC Chair: Dr. Jimmy Downing	

## GHS School Information

### School Advisory Council (SAC)

The 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:

1. 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.
2. 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 2020-2021, the SAC timeline and process will be as listed below.

The Gateway to College SAC meets four times annually. During 2020-2021, meetings will be as listed below:

1. The summer 2020 meeting will be a strategic planning session in which SAC members will provide direct input into the 2020-2021 school improvement plan (SIP)
2. In October 2020, 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 2021 meeting, staff will present a mid-year report and share updates and plans for the upcoming year. SAC members will list budget issues related to the 2021-2022 school budget and will approve the use of school incentive funds.
4. The April or May 2021 meeting will include a budget planning session, preliminary end-of-year summary and an enrollment projection for 2021-2022

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 (counting current year)	Years as Administrator
Principal	Corey Barnes	Masters Educational Leadership Educational Leadership; EDD Instructional Leadership	6	16
Assistant Principal	Meesha Downing-Townsend	EDD in Organizational Leadership Masters Educational Leadership Educational Leadership	4	10.5

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
Lead Resource Specialist/School Counselor	Tanya Jones	EDS Educational Leadership Masters Science Counseling and Psychology Counseling K-12	7	14	Full time
Student Resource Specialist	Tania Chandler	Masters in Educational Leadership Bachelors Supervision and Management	7	10	Full time
Math	Patrick Jean	Bachelors in Mathematics Education Math 6-12	4	14	Full time
Science	Amanda Ryan	Bachelors in Education Middle Grade Science 5-9 and ESE Ages 3-22	5	16	Full Time
English	Maya Smith	Masters in Education and in English English 6-12 both Reading ESOL Endorsed	5	16	Full Time
Social Studies	Amy McIntosh	Masters in Educational Administration Social Science 6-12, Math 5-9, and ESE K-12	4	14	Full Time
Social Studies	Consuela Bonney	Masters in Education Social Science (5-9 and 6-12), ESE (K-12), ESOL and Reading Endorsements	3	21	Full Time
English	Tiffany Clayton	Masters of Science in Comparative and General Literature English 6-12, Reading K-12, and both ESOL and Reading Endorsed	2	11	Full Time
College SLS Courses	Cynthia Terry	Masters in Education Educational Leadership (all grades), English (6-12), Speech (6-12), and Elementary Education (K-6)	5	37	Part Time
Math	Kari Misa	Masters in Math Education Math (6-12), Health (K-12), Physical Education (K-12)	1	14	Full Time

### **Teacher Recruitment/Retention**

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

Recruit/Retain	Description of Strategy	Person Responsible	Projected Completion Date
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 2020-2021 year, GHS will continue a revised mentoring program for new school personnel. It is called the Eagle's Nest. Every new employee (Eaglet) will have a GHS employee as a guardian or mentor. The assigned guardian 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.

<b><i>What must be done</i></b>	<b><i>Who is responsible</i></b>
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	Student Resource Specialist/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, and Student Resource Specialist. 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 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 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:

- 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. He also creates and monitors the annual professional development plan.
- b. Tanya Jones, School 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 workshop and monthly staff meetings, she provides specifics regarding individual student performance as appropriate.
- c. Tania Ortega, Student Resource Specialist. She works directly with students to address college and career needs and to create course schedules. 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. Meesha Downing, Assistant Principal. She has direct responsibility for monitoring the annual School Improvement Plan (SIP). She leads monthly conversations regarding attendance issues. She researches instructional technologies and provides related staff development. 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 Student Resource Specialist 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 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 an annual summer workshop 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 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 until 9:00 p.m. and on Friday and Saturday mornings.
- 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 offer supplemental instruction through software related to research, standardized test prep, etc.
- The TLCC and the computer 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) can create online games based on GHS course requirements; students are able to use personal or school-based technology to engage.

## Content Section of the GHS 2019-2020 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.

### GHS SIP Content Section Summary 2020-2021

#### Reading

Reading Performance Target 1: Show that at least 65% of graduates meet the PERT cut score in the area of reading or earn a concordant score on the ACT or SAT.			
Baseline Performance for 2020: 92% (113/123)			
Barriers	Action Steps	December 2020 Performance	May 2021 Performance
<ol style="list-style-type: none"> <li>1. Students will not take the PERT test multiple times.</li> <li>2. Some students do not take advantage of the testing opportunities presented</li> <li>3. Some students lack reading ability, specifically in the areas of identify main idea, identifying supporting details, and using context clues to figure out difficult vocabulary words</li> <li>4. Some students have Limited English Proficiency</li> <li>5. Students do not understand the importance of test taking strategies</li> <li>6. Some students do not have access to electronic devices and/or reliable internet</li> </ol>	<ol style="list-style-type: none"> <li>1. The Assistant Principal is coordinating tutoring sessions with a certified Reading teacher twice a month to prepare students for the SAT/ACT.</li> <li>2. Reading teacher will provide incentives for retaking PERT monthly.</li> <li>3. Reading teacher will offer multiple testing times monthly.</li> <li>4. The Assistant Principal will administer the PERT Diagnostic in the first month of school.</li> <li>5. Reading teacher will provide small group instruction for low level readers weekly.</li> <li>6. All teachers will teach content area reading strategies across the curriculum throughout the year.</li> <li>7. GHS Staff will provide technological resources to students who have expressed a need and will research ways to provide internet access</li> </ol>		

Reading Performance Target 2: Over six years ensure that the performance of each AMO subgroup meets the target as listed in indicator above.			
Baseline Performance for 2020: FRL 89% (51/57), Black 85% (35/41), Hispanic 93% (28/30), White 96% (44/46), Female 94%(77/82), Male 88% (36/41)			
Barriers	Action Steps	December 2020 Performance	May 2021 Performance

<ol style="list-style-type: none"> <li>1. Some students have Limited English Proficiency/504 Plan</li> <li>2. Some students have low reading ability</li> <li>3. Some students do not have access to electronic devices and/or reliable internet</li> </ol>	<ol style="list-style-type: none"> <li>1. Reading teacher will identify LEP and 504 students and use blended learning with computer programming daily.</li> <li>2. Reading teacher will work in small groups or 1:1 with lowest level readers weekly.</li> <li>3. Reading teacher will work on comprehension strategies daily.</li> <li>4. All teachers will teach content area reading strategies across the curriculum throughout the year.</li> <li>5. GHS Staff will provide technological resources to students who have expressed a need and will research ways to provide internet access</li> </ol>		
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**Professional Development and Budget Needs Tied to Reading Targets**

Professional Development	Participants	Cost
Model Schools	Tiffany Clayton and Consuela Bonney	
Materials, Equipment and Supplies		Cost
Laptops/Chromebooks with audio and visual capabilities; Zoom Memberships		
Other		Cost

**Math**

Math Performance Target 1: Show that at least 45% of graduates meet PERT cut score in the area of math or earn a concordant score on the ACT or SAT			
Baseline Performance for 2020: 76% (94/123)			
Barriers	Action Steps	December 2020 Performance	May 2021 Performance
<ol style="list-style-type: none"> <li>1. Some students lack basic math skills</li> <li>2. Some students have math anxiety and lack confidence</li> <li>3. Most students do not study math outside of classroom (i.e. completing homework and personal study, tutoring) and recent changes made it even harder for these students</li> <li>4. Due to unforeseen events such as cov-19, students may need to be able to self-teach, and</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers will incorporate time throughout the year for review and test taking strategies and provide feedback to students accordingly</li> <li>2. Teacher will have to create opportunity for those students to be successful and thereafter, increase their confidence. Teacher will also use relevant students data throughout the year that is readily available (PERT score, diagnostic test, past course failures, EOC scores etc.) for items error analysis to help students</li> <li>3. Teachers will offer incentives throughout the year to students for going to tutoring and incorporate outside studying as part of the grading process or categories (5% of grade)</li> <li>4. Teacher will model a lesson showing students how to retrieve key content and pertinent information from section or chapter of textbook to teach themselves the</li> </ol>		



require to use technology and know how to use readily available technology	material. Rotate face to face teaching to different classes and or specific group of students. Students may also need to sign out laptop or tablet.		
5. Some students have met high school graduation requirements and don't see the relevance of PERT	5. Encourage students to test and retest if necessary and provide incentive to those students.		
6. Some students do not have access to technology and/or reliable internet	6. Conduct formal individualized or small group conference		

<b>Math Performance Target 2: Over six years ensure that the performance of each AMO subgroup meets the target as listed in indicator above.</b>			
<b>Baseline Performance for 2020: FRL 72% (41/57), Black 66% (27/41), Hispanic 83% (25/30), White 85% (39/46), Female 76% (62/82), Male 78% (32/41)</b>			
<b>Barriers</b>	<b>Action Steps</b>	<b>December 2020 Performance</b>	<b>May 2021 Performance</b>
1. Most students lack basic math skills and math phobia and have math anxiety:	1. Create a mathematic community atmosphere where all stakeholders think positively about math 2. Create opportunity for students to be successful and review basic skills throughout the year during bell work. 3. When needed, provide individualized math instructions.		

**Professional Development and Budget Needs Tied to Math Targets**

<b>Professional Development</b>	<b>Participants</b>	<b>Cost</b>
Model schools	Patrick Jean	
<b>Materials, Equipment and Supplies</b>		<b>Cost</b>
Laptop, Ipad, Internet access, zoom membership		
<b>Other</b>		<b>Cost</b>

**Science**

<b>Science Performance Target 1: Demonstrate that at least 70% of GHS science course completers earn a grade of "D" or higher.</b>			
<b>Baseline Performance for 2020: 94% (163/173) HS Spring Courses are not included</b>			
<b>Barriers</b>	<b>Action Steps</b>	<b>December 2020 Performance</b>	<b>May 2021 Performance</b>
1) Covid 19 will impact class size, ability to attend class and may have difficulty with online/from-home work completion.	*Rotate students to get maximum exposure to class time and attention *Film lessons and post to class website *Friday will be held for students with higher need *Tutoring available for all students with teacher *All materials will be posted online and be available to students *Make class books available to students *Incentives provided for completion of assignments weekly		

2) Some students are taking college level science classes for the first time.	*Mentors, TLCC and teachers will support students with organizational skills and tutoring as requested *Teacher will give incentives for attending tutoring per occurrence		
3) Reading Level of some students is low	*High school science teacher will grade the student based on Science knowledge instead of reading skills and comprehension *High school teacher will provide tutoring *Teacher will provide appropriate accommodations to students needs		

**Professional Development and Budget Needs Tied to Science Target**

Professional Development	Participants	Cost
Online Learning Instruction	Amanda Ryan	
Materials, Equipment and Supplies		Cost
Internet access, electronic device with audio visual to film all lessons, zoom memberships, book at home for students		
Other		Cost

**Writing**

<b>Writing Performance Target 1: Show that at least 65% of graduates meet the PERT cut score in the area of sentence skills or earn a concordant score on the ACT or SAT</b>			
<b>Baseline Performance for 2020: 89% (110/123)</b>			
Barriers	Action Steps	December 2020 Performance	May 2021 Performance
<ol style="list-style-type: none"> <li>Some students lack: <ul style="list-style-type: none"> <li>Knowledge of basic literary terms and techniques</li> <li>Confidence to synthesize fiction or non-fiction or to form intelligent opinions</li> <li>Grammar and syntax skills</li> <li>Knowledge of the writing process</li> <li>Self-motivation/study skills</li> </ul> </li> <li>Some students don't see the relevance of PERT</li> <li>Access to the PERT may be limited due to COVID-19 restrictions or students may not be sure about the process for taking the PERT</li> <li>Some students do not have access to electronic devices and/or reliable internet</li> <li>Some students struggle with the lack of face-to-face instructional options</li> </ol>	<p>The English instructor will:</p> <ol style="list-style-type: none"> <li>Administer diagnostic tests (grammar, writing, literary) at the beginning of the school year</li> <li>Facilitate peer reviews</li> <li>Assign student(s) to a writing workshop tutor or a writing center tutor - <b>need</b></li> <li>Conduct formal/informal individual conferences</li> <li>Set clear, manageable deadlines for students to meet</li> <li>Increase the amount of in-class writing</li> <li>Create a writing rubric than can be utilized across multiple content areas</li> </ol> <p>Mentors/Staff will:</p> <ol style="list-style-type: none"> <li>Mentors and staff will encourage students not enrolled in high school English courses to attend writing center tutoring and retake the PERT.</li> <li>Mentors and staff will make sure that their students are able to get access to information relating to the updated process for taking the PERT during the COVID-19 epidemic</li> </ol>		

**Professional Development and Budget Needs Tied to Writing Target**

<b>Professional Development</b>	<b>Participants</b>	<b>Cost</b>
Model Schools	Tiffany Clayton	
<b>Materials, Equipment and Supplies</b>		<b>Cost</b>
Composition Notebooks, Laptop/Chromebook with audio and visual access, Zoom Membership		
<b>Other</b>		<b>Cost</b>

**Social Studies**

<b>Social Studies Performance Target 1: Show that an appropriate percentage of students who take the U.S. History End-of-Course exam meet the proficiency.</b>			
<b>Baseline Performance for 2020:</b>			
<b>Barriers</b>	<b>Action Steps</b>	<b>December 2020 Performance</b>	<b>May 2021 Performance</b>
<ol style="list-style-type: none"> <li>Many students struggle with the rigor of the class because of their current reading level and/or lack of test taking and study skills.</li> <li>Relevance, students sometimes have a negative view toward the curriculum or do not value it as much as other subjects. Their negative view impacts their attendance and willingness to read and complete assignments.</li> <li>Most students will take US History their Junior year, which is often the case their first year at GHS. Some students are struggling as they transition into GHS not knowing the instructor or other students. Some students lack relationships.</li> <li>COVID-19 impacts the classroom and poses a barrier from outside of class and within, examples are students work schedule, changes of instructional delivery, and access to technology.</li> </ol>	<ol style="list-style-type: none"> <li>Teachers incorporate reading, test taking, and study skills strategies into the Social Studies curriculum throughout the semester.</li> <li>To make the curriculum more relevant teachers will attempt to bring in guest speakers (ex. someone from Jewish center to speak on the Holocaust, local civil rights leader to speak during black history month, Hispanic lawmaker to speak during Hispanic month, etc.). Teachers will reach out for administrative approval and the possibility of having virtual guest speakers.</li> <li>In a face to face classroom, teachers usually incorporate group work to help establish student to student relationships. Teachers are aware of students struggling with relationships and work to assist students in transitioning.</li> <li>Teachers are aware of the barriers imposed due to COVID-19 and will work with students individually and the class by providing multiple learning resources, referrals to the GHS Office for technology or wrap around services, and working to have effective communication during this time.</li> </ol>		

**Social Studies Performance Target 2: Demonstrate that at least 70% of GHS AMH1010 and AMH1020 course completers earn a grade of "D" or higher.**

Baseline Performance for 2020: 97% (129/133)

Barriers	Action Steps	December 2020 Performance	May 2021 Performance
<ol style="list-style-type: none"> <li>Some students are in the first semester of college courses as a dual enrolled student and therefore have little experience in dealing with the rigor and challenges of college coursework.</li> <li>Some students struggle with academic skills including active listening, college-level reading, note taking, test taking, and library use, as well as the need to advance thier memory and recall techniques and the use of college resources.</li> <li>Due to COVID-19, students may have more personal struggles with variables such as health, finances, relationships, and attitudes that may interfere with academic success.</li> </ol>	<ol style="list-style-type: none"> <li>Both GHS Instructors are credentialed to teach AMH1010 and 1020 and one instructor has been assigned. This instructor will assist students as they transition into college coursework.</li> <li>Students will have access to multiple resources to assist in increasing their academic skills to include Canvas, Study.com, and Polk State Library resources.</li> <li>The instructor is aware of the barriers imposed due to COVID-19 and will work with students individually and the class by providing multiple learning resources, referrals to the GHS Office and/or Polk State College for additional support, and work to have effective communication during this time.</li> </ol>		

**Professional Development and Budget Needs Tied to Social Studies Targets**

Professional Development	Participants	Cost
2021 Model Schools Conference	Consuela Bonney and Amy McIntosh	
Materials, Equipment and Supplies		Cost
Computable electronic device, internet access, Zoom Memberships, Study.com membership/access		
Other		Cost

**Retention/Graduation**

**Retention/Graduation Performance Target 1: At least 70% of first time enrollees will pass all their first term classes.**

Baseline Performance for 2020: Fall 77% (101/131), Spring 31% (4/13) - waiting for HS grades on 3 students Tanya

Barriers	Action Steps	December 2020 Performance	May 2021 Performance

**Retention/Graduation Performance Target 2: The average number of college credits earned by GHS graduates will meet or exceed 11.**

Baseline Performance for 2020: 44 Average Credits, 94% earned more than 9 credits (116/123) Tania & Tanya

Barriers	Action Steps	December 2020 Performance	May 2021 Performance
<ol style="list-style-type: none"> <li>Students don't understand the expectations and rigor of college courses.</li> </ol>	<ol style="list-style-type: none"> <li>All students will be enrolled in one of the three SLS courses with a Gateway instructor. The course will emphasize the importance of time management along with the need for self-</li> </ol>		

<p>2. Student are used to the structure and format of high school courses and think they are interchangeable.</p>	<p>advocacy skills and independent learning. All SLS courses will highlight campus resources such as the writing studio, the TLCC and the tutoring available by Gateway instructors.</p> <p>2. All students will participate in the online student expectations/orientation agreement that will highlight key differences between high school and college courses.</p>		
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**Retention/Graduation Performance 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 2020: TBD Tania & Tanya			
Barriers	Action Steps	December 2020 Performance	May 2021 Performance
<ol style="list-style-type: none"> <li>1. Transportation</li> <li>2. High expectations and demands of college courses.</li> <li>3. Students lack self-discipline and are not able to handle the open college environment.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students can use the Citrus Connection Bus service for free. Students can be scheduled into hybrid and online courses reducing the amount of travel to the college campus.</li> <li>2. Students will be paired with a mentor; the curriculum is structured to identify students that are struggling with the college expectations. Students will receive a balanced schedule with appropriate high school courses and introductory college courses.</li> </ol>		

**Retention/Graduation Performance Target 4: Less than 15% of GHS withdrawals will be as dropouts.**

Baseline Performance for 2020:1% (2/236) This is mid-year data and has not changed - Tania & Tanya			
Barriers	Action Steps	December 2020 Performance	May 2021 Performance
<ol style="list-style-type: none"> <li>1. Criteria students will be identified in the beginning of the school year, these students need extra support and encouragement to remain enrolled. The following are barriers students face causing them to drop out of school: <ul style="list-style-type: none"> <li>• Fallout - students are classified as falling out of school if they fall significantly behind academically and can no longer achieve the requirements of a high school diploma</li> <li>• Pushed out - Students are considered to be pushed out if the policies, procedures and support measures in school are the contributing reasons students decide to leave school.</li> <li>• Pulled out - Students are considered to be pulled out of school if external factors are the driving force influencing their decision to leave school</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. All staff will participate in mental health training at the beginning of the school year.</li> <li>2. Staff members will identify individual students exhibiting potential harmful academic behavior during monthly staff meetings. Identified students will be contacted by the school counselor to identify individual barriers and provide applicable resources. Students that are identified in more than one meeting will be referred to the Student Assistance Team (SAT). The student will then go through the intervention steps as laid out in the SAT conference.</li> <li>3. Throughout the year: <ul style="list-style-type: none"> <li>• School counselor will identify students that have exhibited extensive absences in previous years or have self-identified as a criteria student.</li> <li>• Fallout – Students will participate in an individual student conference with the academic advisor in</li> </ul> </li> </ol>		

	<p>their second semester that will give students a clear path on the courses needed to graduate and a progression plan for success for their entire duration at Gateway.</p> <ul style="list-style-type: none"> <li>• Pushed out – The administration at Gateway high school intentionally accommodate student needs to ensure they are successful and graduate from high school within the two years. The school counselor will have weekly conferences with and identify effective accommodations and resources for students that have been identified as struggling through attendance reports, interim and final grades in both high school and college courses.</li> <li>• Pulled out – The school counselor will provide community resources to counterbalance identified outside forces that are influencing the students to drop out of school. The school counselor will work with the student mentor to provide individual interventions for identified students. The school counselor will provide school and community resources to all mentors for school distribution to reach students that have not been individually identified. To create a school culture that supports high school completion at all educational levels.</li> </ul>		
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**Retention/Graduation Performance 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 come in as juniors and one year if they enroll as seniors.**

Baseline Performance for 2020: 100% (112/112) Tania			
Barriers	Action Steps	December 2020 Performance	May 2021 Performance
<ol style="list-style-type: none"> <li>1. Students cannot earn the required test scores on state standardized exams to earn a standard High School Diploma.</li> <li>2. Students cannot pass course work required for a diploma.</li> </ol>	<ol style="list-style-type: none"> <li>1. The school will provide remediation and alternative exams to help students meet this requirement. Students will have four testing opportunities per academic year.</li> <li>2. Students will be enrolled in required courses to graduate with a standard high school diploma, the resource specialist will review interim grades and make necessary adjustment to schedules of students that are failing required courses. Identified students will be referred to the Student Assistance Team (SAT). The student will then go through the intervention steps as laid out in the SAT conference.</li> </ol>		

**Professional Development and Budget Needs Tied to Retention/Graduation**

Professional Development	Participants	Cost
Materials, Equipment and Supplies		Cost
Other		Cost

**Student Attendance and Observable Performance**

**Attendance/Observable Performance Target 1: The GHS attendance rate for 2020-2021 will not fall below the school's average for the last three years.**

Baseline Performance for 2017-2018 through 2019-2020: 94.7% (2017-2018), 98% (2018-2019), 98% (2019-2020)

Barriers	Action Steps	December 2020 Performance	May 2021 Performance
<ol style="list-style-type: none"> <li>Students get accustomed to the open campus, college activities and flexible schedule and begin to miss class instructions.</li> <li>Students have personal life circumstances that prevent them from attending school.</li> <li>Students have transportation needs that are beyond the school's reach.</li> <li>Students are not accustomed to online courses.</li> </ol>	<p>Throughout the year.</p> <ol style="list-style-type: none"> <li>School counselor will monitor attendance closely and meeting with students who are missing classroom instruction regularly, providing assistant principals with a weekly report.</li> <li>Assistant principal will implement activities and responsibilities given for students on campus who have down time.</li> <li>School counselor will provide students with on-campus and community resources to help them overcome life circumstances.</li> <li>School counselor will work with students on accessing city transit transportation (schedules, requirements, locations etc...)</li> <li>Teachers will provide a hybrid schedule for students so those who need face-to-face instruction will have that opportunity.</li> </ol>		

**Attendance/Observable Performance Target 2: Staff, faculty and students will document use of the Collegiate High School Observable Student Behavior Form**

Baseline Performance for 2019-2020: Not Applicable (The form was not used during 2019-2020.)

Barriers	Action Steps	December 2020 Performance	May 2021 Performance
<ol style="list-style-type: none"> <li>Students struggle to manage the school, work and social life balance.</li> <li>Students struggle to form meaningful relationships with peers and adults.</li> <li>Students lack time management and organizational skills.</li> </ol>	<ol style="list-style-type: none"> <li>School counselor will host small group meetings once a month to provide strategies to struggling students on life balancing.</li> <li>School Counselor will host small group meetings once a month to provide strategies for social interactions.</li> <li>School Resource Specialist will provide students will tools and strategies for time management and organization.</li> <li>Students will complete the Observable Student Behavior form with their parents during orientation.</li> </ol>		

	5. Instructors, mentors and office personnel will use this form to assist students with organization, management and social skills.		
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**Professional Development and Budget Needs Tied to Attendance and Observable Performance**

Professional Development	Participants	Cost
National Student Success Conference	1 Administrator, 1 Instructor	\$2300.52
Materials, Equipment and Supplies		Cost
Zoom membership		\$149.90 annually
Other		Cost

**Stakeholder Satisfaction and Perception/Organizational Effectiveness Data**

Perception/Organizational Effectiveness Data Performance Target 1: At least 20% of parents, 40% of students and 60% of staff members will participate in the 2020-2021 climate survey process.			
Baseline Performance for 2019-2020: This target was met during 2019-2020.			
Barriers	Action Steps	December 2020 Performance	May 2021 Performance
1. Parents do not see the importance of completing the climate survey.  2. Students do not see the importance of completing the climate survey.	1. The assistant principal will administer student survey during class meetings and other school meetings or when textbooks are returned and will send remind text messages frequently until we receive enough completed surveys. 2. The assistant principal will send emails and call out to parents reminding them to complete the survey. 3. Mentors or assistant principal will share with students the importance of the survey during club and mentor meetings and provide community service hours for completion. 4. During SAC meeting, the assistant principal or principal will explain the importance of completing the Climate Survey and will explain what the correlates mean.		

Perception/Organizational Effectiveness Data Performance Target 2: The average rating of each stakeholder group (parents, students, staff) on the 2020-2021 annual climate survey will be 3 or higher on at least 6 of 7 correlates.			
Baseline Performance for 2019-2020: All three stakeholder groups rated all 7 correlates higher than 3.			
Barriers	Action Steps	December 2020 Performance	May 2021 Performance
GHS staff identified four survey items that need to be explored with students and parents during the 2020-2021 school year to determine how they see and rate individual statements. Those items include the following: a. The collegiate high school principal and assistant principal are available to	1. During first semester 2020-2021 an outside consultant will conduct focus groups with parents and students to clarify perceptions tied to the four survey items. 2. Working with the consultant, the principal and staff will list and implement action steps to address perceptions.		



<p>address student learning needs (students)</p> <p>b. The instructors at the collegiate high school help students with their studies (students)</p> <p>c. Students are aware of their progress at the collegiate high school (students)</p> <p>d. Parent are encouraged to provide input and information to improve the collegiate high school (students and parents)</p>			
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**Perception/Organizational Effectiveness Data Performance Target 3: 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 2019-2020: Parents and students rated every objective as extremely important.**

Barriers	Action Steps	December 2020 Performance	May 2021 Performance
Not applicable—The survey will not be administered during 2020-2021.			

**Perception/Organizational Effectiveness Data Performance Target 4: School documentation will show follow-up actions responding to student and parent recommendations and concerns as collected through focus groups and customer surveys.**

**Baseline Performance for 2019-2020: The GHS Annual Performance Summary 2019-2020 lists all follow-up actions listed for student and parent recommendations collected through focus groups and customer surveys conducted throughout the school year.**

Barriers	Action Steps	December 2020 Performance	May 2021 Performance
<p>1. Schedules of faculty and staff may be difficult to align to schedule meetings.</p> <p>2. Student class schedules may prove difficult to attend focus groups.</p> <p>3. Parents may find it difficult to attend focus groups due to work schedules.</p>	<p>1. School will look to utilize the Zoom meeting platform to schedule focus groups to accommodate student and parent schedules.</p> <p>2. Mentors will assist with providing students the opportunity to attend Focus Groups if there is a schedule conflict.</p> <p>3. School will schedule meetings at various times to accommodate student and parent schedules</p> <p>4. Assistant principal will provide customer service survey in a digital format for ease of completion.</p> <p>5. Principal and staff will work with an outside consultant to list and implement action steps to follow-up on stakeholder perceptions and concerns.</p>		

**Perception/Organizational Effectiveness Data Performance Target 5: GHS will show an unrestricted annual fund balance of at least 3%.**

**Baseline Performance for 2019-2020: The GHS unrestricted fund balance fall exceeds the required 3%.**

Barriers	Action Steps	December 2020 Performance	May 2021 Performance
<ol style="list-style-type: none"> <li>1. Interruption in the recruitment of students in the spring and summer of 2020 due to COVID-19 could conceivably result in lower than anticipated enrollment and thus lower funding for 2020-2021</li> <li>2. Possible cuts in state funding due to COVID-19 may result in increased use of fund balance for one-time purchases</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal will facilitate with staff, college personnel and school advisory council to reach out to the community using a variety of non-traditional recruitment efforts</li> <li>2. Principal will work with the Polk State Business Office and will school personnel to conservatively allocate funds and monitor expenditures throughout the school year.</li> </ol>		

<b>Perception/Organizational Effectiveness Data Performance Target 8: GHS will have an active governance board that meets at least four times annually.</b>			
<b>Baseline Performance for 2019-2020: The number of GHS governing board meetings exceeded four during the 2019-2020 school year.</b>			
Barriers	Action Steps	December 2020 Performance	May 2021 Performance
The principal must carefully consider issues to take to the governing board in order to best utilize the board's leadership and decision-making ability.	<ol style="list-style-type: none"> <li>1. Principal will focus board presentations on those required by statute and charter board contracts.</li> <li>2. Principal will design board presentations to maximize efficiency of presentations and best utilize knowledge and skill of board members.</li> </ol>		

<b>Perception/Organizational Effectiveness Data Performance Target 9: Instructor observational data will show that 3 out of 6 design question behaviors are adequately demonstrated by each instructor.</b>			
<b>Baseline Performance for 2019-2020: All instructors showed adequate performance.</b>			
Barriers	Action Steps	December 2020 Performance	May 2021 Performance
<ol style="list-style-type: none"> <li>1. Instructors class schedules may make it difficult to be able to observe behavioral data.</li> <li>2. Design of the questions may not take into account instructor input prior to completion.</li> </ol>	<ol style="list-style-type: none"> <li>1. The principal/assistant principal will provide coverage of instructor classes so that they can observe other teachers as the schedule permits.</li> <li>2. The principal/assistant principal will obtain feedback from instructor to adjust design questions as needed and necessary</li> <li>3. Assistant Principal will meet with teachers after a teacher observation has taken place</li> </ol>		