

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

## 2015-2016 SCHOOL IMPROVEMENT PLAN

**MISSION STATEMENT:** The mission of the Polk State College Gateway Charter High School is to provide an educational environment that will prepare previously disengaged students between the ages of 16 and 21 to graduate from high school with the skills for college success.

School Name: Polk State College Gateway High School	District Name: Polk
Principal: Corey Barnes, Interim Principal	President of Polk State College: Dr. Eileen Holden
Chairman of the Board of Trustees: Dan Dorrell	School Designation: Public Charter School: Grades 11 and 12
SAC Chair: Corey Barnes, Interim Principal	

## GHS School Information

### School Advisory Council (SAC)

The Gateway to College SAC meets five times annually. During 2015-2016, meetings will be as follows

1. The July 2015 meeting will be a half-day strategic planning session in which SAC members will provide direct input into the 2015-2016 school improvement plan (SIP)
2. In September 2015, 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 2015 meeting will be used to present an FTE update and the annual report for 2014-2015
4. During the January 2016 meeting, staff will present a mid-year report and share updates and plans for the upcoming year
5. The April or May 2016 meeting will include a preliminary end-of-year summary and an enrollment projection for 2015-2016

### Staff

Position	Name	Degree(s)/Certification(s)	Years at Current School	Years as Administrator
Interim Principal	Corey Barnes	M.Ed., Educational Leadership	2	11

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	Instructional Technology/ Psychology 6-12	2	17	Full Time
Resource Specialist	Darrence McGriff	Criminology/Educational Leadership K-12	2	4	Full Time
Guidance Counselor/Lead Resource Specialist	Tanya Jones	Counseling, psychology/guidance pre-k-12	3	10	Full time
Career Advisor	Tania Ortega	Business management supervision	2	2	Full time
Math	Erik Roldan	Math 6-12/MBA	2	10	Full time
Critical Thinking	Amanda Ryan	ESE/Middle Grades General Science	1	11	Full Time
Reading	Marguerite Coke-Maxwell	Social Sciences/Reading PK-12	2	26	Full Time
Social Studies	Dawn Dyer	Social Science 6-12/MA, PhD	1	7	Full Time
English	Maya Smith	English 6-12/Med, MA	1	11	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

Gateway to College is a small learning community. When a new teacher joins the staff, all employees provide support and mentoring. Additionally, veteran teachers in the same and different content areas work as mentors to each new teacher. This year there is only one full-time veteran teacher. He helps ensure that the new teachers become familiar with the school culture and its practices as soon and easily as possible. He is available for daily conversations, but instructors also schedule meetings to address issues specific to the school calendar and applicable processes and to answer new teachers' questions. Furthermore, during the first two months of the 2015-2016 school year, instructors and staff are having formal meetings almost weekly to address school and individual staff members' concerns.

## School Leadership Team

The leadership team is made up of the GHS Interim Principal, Guidance Counselor, College and Career Advisor, Resource Specialist, and Instructional Technologist. This team provides leadership during the annual staff retreat, held in July or August 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 strategies/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 strategies and 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 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 in providing 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 Interim 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 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. Darrence McGriff, Resource Specialist. He forms one-to-one relationships with students as he provides wrap-around services required for student success. As a member of the leadership team, he is the voice for both individual and group needs of enrollees.
- e. 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

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 Instructional Technologist 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 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 lab is staffed Monday through Thursday 9:00AM-4:30 PM and offers supplemental instruction related to research, standardized test prep, etc.
- The TLCC, the Gateway to College student resource center, and the CHART lab 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.

## **Reading Improvement**

Every high school teacher contributes to the reading improvement of students. Strategies include but are not limited to those below:

- Vocabulary is emphasized in every content area.
  - English instructors use word maps to build vocabulary prior to reading literature selections. Students analyze and recognize synonyms and antonyms and show they can use vocabulary words in context.
  - Many foreign terms are used in social studies courses. Part of instruction is learning the foreign vocabulary.
- Multiple instructors use activities to help students predict, question, clarify, and summarize content area material.
- Instructors provide guided reading activities, modeling good reading skills for students. Students then practice skills and discuss points of interest.
- Students are enrolled in Executive Intern during their first term at Gateway to College. Part of the course focuses on test-taking skills.
- An English and Reading teacher has students read in unison to build an awareness of intonation and mood.
- Math instructors dissect word problems into segments so students can comprehend and build their ability to do so independently. Instructor models and students practice.
- The social studies teacher teaches students how to read a text as opposed to reading literature. He gives them strategies for dealing with textbook chapters in subsections.
- An English teacher tells students what to look for prior to reading a piece of literature. This contributes to active rather than passive reading. Discussion focuses on content, style, and literary devices.
- The social studies instructor talks about strategies required to “use the brain while reading.” Reading requires active thinking.
- The science teacher teaches students to analyze a question prior to trying to answer it. One example relates to cell theory and the recognition of the stages of mitosis and meiosis.
- Students are taught strategies to use during content area classes to ensure comprehension of the essential learning. One strategy includes a focus on questions asked at the beginning and end of a class period:
  - What am I supposed to learn today?
  - Did I learn what I was supposed to learn?
- Math instructors teach students how to read word problems, deal with vocabulary in word problems, and move sequentially through the processes required to solve each.

## **College and Career Readiness**

Gateway to College students take college-level courses that may lead eventually toward AA and AS degrees and/or industry certifications in their areas of specialty. The teachers also incorporate relevant knowledge and skills for career building into their content-area curriculum. Additionally, Gateway to College partners with its School Advisory Council to provide students opportunities for exposure to real-world work situations through mentors and guest speakers.

Gateway to College teachers focus on making teaching and learning relevant to students. Strategies include but are not limited to those listed below:

- Many of the assignments in high school courses require students to reflect beyond their own experiences and beyond disconnected, isolated assignments. For example, a project in English requires students to consider the American dream and related questions such as:
  - What is it for you as an individual?
  - What has it been at different points in history?
  - How would it have differed for different cultures?
- □ Poor Richards Almanac is used in a variety of ways in different classes:
  - One English instructor has students share quotes with family members and identify favorite quotes of multiple family members?
  - The American history instructor asks students which ones they still hear on a daily basis.
- Anatomy and physiology students complete a research project about diseases their symptoms and how they are contracted and treated. Individuals can focus on careers of particular interest to them. Students also explore careers related to health occupations careers and the relationship between those careers and the anatomy and physiology curriculum.

- The math teacher incorporates manipulative items to make the learning more hands-on whenever possible to make the math curriculum relevant. Real life word problems are also used throughout the math courses.

### **Academic and Career Planning**

Students have access to a full-time school counselor. Each student consults with the school counselor to create an individualized course of study and to develop a schedule each term. The program of study leads to a standard high school diploma. A minimum of 9 college credit hours are included in each students program of study in order to experience success at the college level. As part of the Gateway to College program design, students are given the opportunity to experience an open college environment.

In addition to the planning of schedules, the school counselor and the college and career advisor guide students and parents on matters concerning college admissions, career planning, and scholarship information. They are provided with various resources for career planning including the State of Florida's FLVS.ORG website, which contains a wide variety of career inventories, a college-degree search engine, testing information, academic evaluations, etc.

### **Readiness for Postsecondary Education**

Gateway to College will be in its 3<sup>rd</sup> year of operation during the 2015-2016 school year. The High School Feedback Report is not yet available for its graduates.

**Polk State Lakeland Gateway High School (GHS) School Improvement Plan 2015-2016**

**Category: Reading/Writing**

<b>Performance 2014-2015</b>	<b>Anticipated Performance 2015-2016</b>
<b>57% (4/7)*</b>	40% of graduates will pass both Reading and Sentence skills on PERT

\*Includes all graduates enrolled for the full two years as well as graduates who earned both cut scores prior to two years of enrollment

**Primary Barrier to be addressed in order to improvement performance:** Students are not clear on expectations and importance of the PERT and are not prepared academically to take college preparatory tests

**Strategy:** Schedule students who have not met PERT reading and sentence skills cut scores into intensive reading and/or English classes in which instruction will be provided and then schedule the PERT for those students who have received remediation

**Action Steps:**

<b>Action Step with Position Responsible for Implementation</b>	<b>When</b>
1. Identify students who have not earned cut scores on reading and/or sentence skills PERT sections and schedule them into appropriate courses (Guidance Counselor)	1. When scheduling for each term
2. Conduct the PERT diagnostic test with those students to obtain data on specific skills students are lacking (Reading/English Instructor)	2. Beginning of term and thereafter as needed
3. Implement reading and grammar instruction and test taking strategies with students based on diagnostic outcomes (Reading/English Instructor)	3. After each administration of diagnostic
4. Provide motivational encouragement (Reading/English Instructor)	4. Throughout each term
5. Administer PERT in August, November, December/January, April, and May or June to provide students the opportunity to meet cut scores (College/Career Advisor and Guidance Counselor)	5. August, November, Dec/Jan, April, and May/June

**Principal and Assistant Principal will monitor implementation of activities during monthly staff meetings and will facilitate the process of making adjustments in strategies as needed.**

**Required Professional Development:**

<b>Activity</b>	<b>Participants</b>	<b>Who will Facilitate/Follow-Up</b>
Provide workshops for instructors: <ul style="list-style-type: none"> <li>• Blended learning</li> <li>• PERT test-taking strategies</li> <li>• Differentiated instruction</li> </ul>	Instructors in individualized sessions All instructors All instructors	Instructional technologist Instructional technologist working with Learning Resource Center Instructional technologist working with school system personnel

**Required Budget:**

<b>Action Step</b>	<b>Cost</b>	<b>When</b>	<b>Who Responsible for Implementing and Monitoring</b>
#3—Plato software for instruction	\$6,000	August	Instructional Technologist



**Category: Reading Subgroups**

Performance 2014-2015		Anticipated Performance 2015-2016	
<b>Black</b>	(0/6) 0%	Black	40%
<b>White</b>	(2/4) 50%	White	40%
<b>Hispanic</b>	(0/1) 0%	Hispanic	40%
<b>Other</b>	(1/1) 100%	Other	40%
<b>ELL</b>	N/A	ELL	40%
<b>ESE</b>	N/A	ESE	40%
<b>FRL</b>	(4/11) 36%	FRL	40%

**Primary Barrier to be addressed in order to improvement performance:** Students lack the academic knowledge and test taking skills to pass college preparatory tests and do not understand the importance of passing college preparatory tests

**Strategy:** Schedule students who have not earned PERT reading and/or sentence skills cut scores into intensive reading and/or English classes in which instruction will be provided and then schedule the PERT for those students who have received remediation

**Action Steps:**

Action Step with Position Responsible for Implementation	When
1. Implement blended learning strategies to enhance reading/writing strategies to meet a variety of learning styles (English/reading instructor)	1. Throughout each term
2. Conduct the PERT diagnostic test with students (English/reading instructor)	2. Beginning of term and thereafter as needed
3. Utilize data to drive academic instruction in critical thinking, intensive reading and English classes (English/reading instructor)	3. After each administration of diagnostic
4. Provide motivational encouragement (English/reading instructor)	4. Throughout each term
5. Administer PERT in August, November, December/January, April, and May or June to provide students the opportunity to meet cut scores (College/Career Advisor and Guidance Counselor)	5. August, November, Dec/Jan, April, and May/June

**Principal and Assistant Principal will monitor implementation of activities during monthly staff meetings and will facilitate the process of making adjustments in strategies as needed.**

Required Professional Development:

Activity	Participants	Who will Facilitate/Follow-Up
No additional		

Required Budget:

Action Step	Cost	When	Who Responsible for Implementing and Monitoring
No additional			

**Category: Math**

Performance 2014-2015	Anticipated Performance 2015-2016
67% (6/9)	35% of graduates will pass the Math PERT

\*Includes all graduates enrolled for the full two years as well as graduates who earned the cut score prior to two years of enrollment

**Primary Barrier to be addressed in order to improvement performance:** Students lack the academic background to demonstrate PERT math skills.

**Strategy:** Administer the PERT diagnostic test to determine areas of remediation and schedule students into appropriate classes for math instruction.

**Action Steps:**

Action Step with Position Responsible for Implementation	When
1. Ensure students are assigned to the appropriate courses, correlating with PERT success. (Guidance Counselor)	1. When scheduling for each term
2. Conduct PERT diagnostic test at the beginning and additionally as needed (math instructor)	2. Beginning of term and thereafter as needed
3. Use blended learning model with Plato to address student learning needs as revealed by the diagnostic (math instructor)	3. After each administration of diagnostic
4. Conduct individual conferences with every senior and require them to retake the PERT before graduation if they have not earned the cut score. (Guidance Counselor)	4. Throughout each term
5. Administer PERT in August, November, December/January, April, and May or June to provide students the opportunity to meet cut scores (College/Career Advisor and Guidance Counselor)	5. August, November, Dec/Jan, April, and May/June

*Principal and Assistant Principal will monitor implementation of activities during monthly staff meetings and will facilitate the process of making adjustments in strategies as needed.*

Required Professional Development:

Activity	Participants	Who will Facilitate/Follow-Up
No additional		

Required Budget:

Action Step	Cost	When	Who Responsible for Implementing and Monitoring
No additional			

**Category: Math Subgroups**

Performance 2014-2015		Anticipated Performance 2015-2016	
<b>Black</b>	(3/6) 50%	Black	35%
<b>White</b>	(2/4) 50%	White	35%
<b>Hispanic</b>	(0/1) 0%	Hispanic	35%
<b>Other</b>	(1/1) 100%	Other	35%
<b>ELL</b>	N/A	ELL	35%
<b>ESE</b>	N/A	ESE	35%
<b>FRL</b>	(6/11) 55%	FRL	35%

**Primary Barrier to be addressed in order to improvement performance:** Individual students within subgroups lack the math skills and test-taking strategies and do not understand the importance of passing the PERT.

**Strategy:** Advise students in regards to the importance of PERT success and utilize the PERT diagnostic results to ensure students receive remediation.

**Action Steps:**

Action Step with Position Responsible for Implementation	When
1. Schedule students into the appropriate courses to remediate them. (Guidance Counselor)	1. When scheduling for each term
2. Use differentiated instruction to meet the individual learning needs of each student. (Math Instructor)	2. After each administration of diagnostic
3. Administer PERT in August, November, December/January, April, and May or June to provide students the opportunity to meet cut scores (College/Career Advisor and Guidance Counselor)	3. August, November, Dec/Jan, April, and May/June

**Principal and Assistant Principal will monitor implementation of activities during monthly staff meetings and will facilitate the process of making adjustments in strategies as needed.**

Required Professional Development:

Activity	Participants	Who will Facilitate/Follow-Up
No additional		

Required Budget:

Action Step	Cost	When	Who Responsible for Implementing and Monitoring
No additional			

Category: Science

Performance 2014-2015	Anticipated Performance 2015-2016
65% (45/69)	70% (pass rate of students enrolled in a high school science course)

**Primary Barrier to be addressed in order to improvement performance:** Students have not received differentiated instruction and lack prior knowledge and skills to be proficient in science.

**Strategy:** Incorporate differentiated instruction into every science course.

**Action Steps:**

Action Step with Position Responsible for Implementation	When
1. Administer diagnostic pre-test to identify student-learning needs. (Science Instructor)	1. Beginning of term and thereafter as needed
2. Compile a list of students in each science who have had at least one D or F in prior science course and communicate individualized needs of students with prior failures to instructor in order to arrange for more individualized instruction. (Guidance Counselor)	2. At the beginning of each term and when additional information received
3. Use pre-test results as well as information received from guidance counselor regarding prior science course experience to design and implement differentiated instruction through the use of technology. (Science Instructor)	3. After each administration of diagnostic and when information received
4. Meet with each student who had prior D and/or F at the end of each nine-week period to assess current science performance and pinpoint individualized needs. (Guidance Counselor)	4. August, November, Dec/Jan, April, and May/June

*Principal and Assistant Principal will monitor implementation of activities during monthly staff meetings and will facilitate the process of making adjustments in strategies as needed.*

Required Professional Development:

Activity	Participants	Who will Facilitate/Follow-Up
No additional		

Required Budget:

Action Step	Cost	When	Who Responsible for Implementing and Monitoring
No additional			

**Category: Social Studies**

Performance 2014-2015	Anticipated Performance 2015-2016
45% (5/11)	31%

**Primary Barrier to be addressed in order to improvement performance:** Students' reading levels are low in regards to learning content and many lack prior knowledge and/or foundation for expectation(s) of US History EOC Exam.

**Strategy:** Design assessment and instructional strategies to address individualized student needs in preparing to meet EOC exam requirements.

**Action Steps:**

Action Step with Position Responsible for Implementation	When
1. Research format of EOC exam. (U.S. History Instructor)	1. Beginning of term
2. Pretest- to assess knowledge of subject matter, which helps correlate points of emphasis of students. (U.S. History Instructor)	2. Beginning of term and thereafter as needed
3. Use pre-test results to design instruction. (U.S. History Instructor)	3. After pre-test administration
4. Utilize computers to implement blended learning model to meet individual student needs. (U.S. History Instructor)	4. Throughout the term
5. Design instruction to prepare students for EOC format. (U.S. History Instructor)	5. Throughout the term
6. Bring multiple instructors together to design and implement cross-curricular learning activities. (U.S. History Instructor)	6. Beginning of year and ongoing
7. Provide incentive(s) for productive students. (U.S. History Instructor)	7. At testing points

*Principal and Assistant Principal will monitor implementation of activities during monthly staff meetings and will facilitate the process of making adjustments in strategies as needed.*

Required Professional Development:

Activity	Participants	Who will Facilitate/Follow-Up
No additional		

Required Budget:

Action Step	Cost	When	Who Responsible for Implementing and Monitoring
No additional			

**Category: Retention/Graduation**

Performance 2014-2015	Anticipated Performance 2015-2016
21% (35/170)	<15% of enrollees will exit with a dropout code

**Primary Barrier to be addressed in order to improvement performance:** Students begin to disengage once they see the rigor of the programs and as their life issues affect ability to perform.

**Strategy:** Identify and address individual student needs as they occur

**Action Steps:**

Action Step with Position Responsible for Implementation	When
1. Identify students for referral to the resource specialist. Focus on individuals who: <ul style="list-style-type: none"> <li>a. Display attendance problems</li> <li>b. Show a change in behavior or appearance</li> <li>c. Make statements about life issues that are impacting or potentially can impact academic performance</li> </ul>	1. As incidents occur
2. Make referrals to resource specialist	2. As soon as an situation is identified
3. Provide individualized attention to include, if needed: <ul style="list-style-type: none"> <li>a. Attendance contracts</li> <li>b. Student conferences/interview meetings</li> <li>c. Home visits</li> <li>d. Meetings with staff , instructors, and/or parents</li> <li>e. Referrals to other agencies</li> <li>f. Discussions regarding transitions to educational opportunities more suited to student needs</li> </ul>	3. As soon as referral is received and in a timely fashion as needed
4. Provide for communication between and among staff members to make all professionals working with student aware of status and to give them strategies to help ensure student success.	4. As soon as actions are taken or additional issues are identified

*Principal and Assistant Principal will monitor implementation of activities during monthly staff meetings and will facilitate the process of making adjustments in strategies as needed.*

**Required Professional Development:**

Activity	Participants	Who will Facilitate/Follow-Up
No additional		

**Required Budget:**

Action Step	Cost	When	Who Responsible for Implementing and Monitoring
No additional			

**Category: Attendance**

Performance 2014-2015	Anticipated Performance 2015-2016
Fall 72% Spring 61%	Fall 75% Spring 65%

**Primary Barrier to be addressed in order to improvement performance:** Open school campus and non-school related student issues cause students to abuse the attendance policy

**Strategy:** Provide, communicate, implement and monitor the attendance policy

**Action Steps:**

Action Step with Position Responsible for Implementation	When
1. Go over attendance policy on 1 <sup>st</sup> day of school with all students and explain to parents in the orientation.	1. Beginning of school year
2. Use School Messenger/Pinnacle daily to notify parents of student absences.	2. Daily
3. Initiate an attendance intervention meeting (AIM) when needed.	3. As soon as attendance situation is identified
4. Conduct home visits to locate disengaged students.	4. In a timely fashion as needed

*Principal and Assistant Principal will monitor implementation of activities during monthly staff meetings and will facilitate the process of making adjustments in strategies as needed.*

Required Professional Development:

Activity	Participants	Who will Facilitate/Follow-Up
No additional		

Required Budget:

Action Step	Cost	When	Who Responsible for Implementing and Monitoring
No additional			

**Category: Stakeholder Involvement**

<b>Performance 2014-2015</b>	<b>Anticipated Performance 2015-2016</b>
<b>4 parents and 57 students completed survey</b>	<b>At least 20% of parents and 40% of students will complete survey</b>

**Primary Barrier to be addressed in order to improvement performance:** The majority of parents and students do not see the importance of the climate survey.

**Strategy:** Use various communication outlets to stakeholders to make them aware of the important of the climate survey (Social Media, Website, PAL) and administer the climate survey at various times, formats, and meetings.

**Action Steps:**

<b>Action Step with Position Responsible for Implementation</b>	<b>When</b>
1. Create a parent email list of all parents and send out regular email blasts.	1. As soon as survey process begins
2. Mail out a monthly newsletter and include climate survey.	2. Monthly
3. Administer climate survey to juniors as part of Executive Intern Class.	3. End of fall term
4. Administer climate survey as an assignment to seniors in their SLS 1261 class.	4. During spring term

*Principal and Assistant Principal will monitor implementation of activities during monthly staff meetings and will facilitate the process of making adjustments in strategies as needed.*

**Required Professional Development:**

<b>Activity</b>	<b>Participants</b>	<b>Who will Facilitate/Follow-Up</b>
No additional		

**Required Budget:**

<b>Action Step</b>	<b>Cost</b>	<b>When</b>	<b>Who Responsible for Implementing and Monitoring</b>
No additional			