

Polk State Lakeland Gateway to College Collegiate High School

Annual Continuous Improvement Plan (ACIP)

Summary

I. Reading]

Reading Targets:

- Show that at least 65% of graduates meet the PERT cut score in reading or earn a concordant score on the ACT or SAT. Baseline Performance for 2023: 96% (113/118)
- Over six years ensure that the performance of each AMD subgroup meets the target as listed in indicator above. Baseline Performance for 2023: Female: 97% (72/74), Male: 92% (49/53), FRL: 92% (49/53), Black: 97% (31/32), White: 100% (52/52), Hispanic: 90% (27/30), Other: 75% (3/4)
- By the time of graduation 95% of seniors will have met the FSA/FAST reading requirement or earn a concordant score. Baseline Performance for 2023: 95% (112/118)

Reading Barriers:

- Students read below grade level
- Truancy
- Test anxiety and personal mindset because of prior reading struggles
- Vocabulary Barrier

Reading Action Steps:

- Differentiate instruction – make manageable goals for each student
- Integrate cross-curriculum reading material - Students are able to read science, history, math, and civics related content within the reading class
- Instructors identify students with excessive absences and make parent/guardian contact
- Maintains contact with students and parent/guardians related to attendance issues
- Introducing reading material into the curriculum on ways to eliminate test anxiety and mindset growth
- Create learning culture that promotes growth mindset in a safe environment that allows for mistakes
- Teach the students how to use context clues
- Expose the students to relatable and current vocabulary from different reading scenarios - reading for enjoyment vs. reading for meaning
- Morpheme analysis to help the students decode meaning within the word itself

- Students do not know how to use context clues to understand the vocabulary.

II. Math

Math Targets:

- Show that at least 45% of graduates meet the PERT cut score in math or earn a concordant score on the ACT or SAT. Baseline Performance for 2023: 91% (107/118)
- Over six years ensure that the performance of each AMD subgroup meets the target as listed in indicator above. Baseline Performance for 2023: Female: 92% (68/74), Male: 89% (39/44), FRL: 87% (41/47), Black: 91% (29/32), White: 94% (49/52), Hispanic: 87% (26/30), Other: 75% (3/4)
- Show that at least 45% of students in attendance for 80% of class time will show proficiency on the Geometry EOC. Baseline Performance for 2023: 4% (1/25).

Math Barriers

- Most students don't spend enough time to complete their math home/classwork assignment outside of the classroom to master important course materials.
- Attendance

Math Action Steps:

- Allow students part of class time to start homework assignments.
- No enough time to remediate what student needs to practice (priority of time).
- Contact parents to inform them of the issue.

III. Writing

Writing Targets

- Show that at least 65% of graduates meet the PERT cut score in sentence skills or earn a concordant score on the ACT or SAT. Baseline Performance for 2023: 83% (99/119)
- By the time of graduation 80% of graduates will have met the FSA/FAST reading requirement or earn a concordant score. Baseline Performance for 2023: 94% (112/119)

Writing Barriers:

- Students struggle to recognize thesis statement/main idea.
- Students fail to recognize structural issues in a text.
- Lack of Comprehension Relating to Three Provided Sources and Prompt.
- Issues Logically Organizing an Essay Using Multiple Sources Based on a Singular Controlling Idea.

Writing Action Steps:

- Renewed focus on creating and recognizing strong thesis statements through practice.
- Renewed focus on essay structural components in reading and writing.
- Instructor will train students on how to identify the main idea/controlling topic of source essays
- Instructor will help students distinguish between the major and minor details of a text
- Instructor will teach students methods for identifying similar topics/main ideas between multiple texts/sources
- Instructor will teach students how to generate a singular controlling idea/thesis statement and subsequent topic sentences relating to that controlling idea
- Instructor will teach students how to integrate evidence from multiple sources and properly cite them
- Instructor will create opportunities for students to meaningfully discuss evidence once it has been integrated

IV. Science

Science Target

- Demonstrate that at least 70% of GHS science course completers earn a grade of "C" or higher. Baseline Performance for 2023: 95% (269/283)

Science Barriers

- Low competency in science based vocabulary and writing skills.
- Breadth of course standards and fast pace of curriculum.
- Lack of student preparedness for college level STEM courses.

Science Action Steps:

- Emphasize vocabulary for each standard and unit.
- Weekly Lab write-ups.
- Incorporate science vocabulary and reading into curriculum.
- Instruct and emphasize time management skills.
- Ensure attendance is upheld and intervene when truancy occurs.
- Adjust pace to student needs.
- Schedule courses in an appropriate progression.
- Provide tutoring for GHS students enrolled in college STEM courses.

- Ensure competency in prerequisite courses to guide scheduling in college STEM courses.
- Increase rigor of high school STEM courses to prepare students for college level courses.
- Lack of knowledge of resources available, i.e. tutoring.
- Have not scheduled courses in appropriate progression, i.e. math.

V. Social Science

Social Science Targets

- Show that an appropriate percentage (=> 36%) of students who take the U.S. History End-of-Course exam meet the proficiency. Baseline Performance for 2023: 53% (27/51)
- Show that at least 30% of students who take the Civics Literacy Exam meet the proficiency. Baseline Performance for 2023:12% (16/129)
- Demonstrate that at least 70% of GHS AMH1010 and AMH1020 course completers earn a grade of C or higher. Baseline Performance for 2023:90% (132/146)

Social Science Barriers

- Reading below proficiency; low vocabulary; Low writing skills, lack of familiarity with historical concepts.
- Exam anxiety and a lack of test taking skills and strategies.
- Reading below proficiency; low vocabulary; Low writing skills.
- Lack of familiarity and baseline knowledge in civics education and concepts.
- Low familiarity with college grading standards
- Low writing and vocabulary skills; low understanding of complex relationships between events.

Social Science Action Steps

- Incorporate reading strategies to understand subject matter of history in a deeper manner.
- Incorporating EOC and Quarterly Exam style questions for unit reviews and tests.
- Quarterly argumentative essay based on teacher created prompt.
- Incorporate Quarterly Test and EOC Test style questions in unit reviews and tests.
- Post state standards and frequently review while associating them to classroom exercises.
- Incorporate Quarterly Test and EOC Test style questions in unit reviews and test
- Introduce the students to the Civics 360 resource to strengthen their knowledge base in the area of Civics. Civics360 is an interactive civics review tool to help Florida students improve their understanding of civics. (Civics 360)
- Incorporate weekly vocabulary concept circles and games to practice civics vocabulary.
- Review college grading rubrics in preparation of all assignments.
- Writing exercises including essay writing reviews.
- Weekly primary source reading materials with complex vocabulary.

VI. Stakeholder Engagement

Stakeholder Engagement Targets

- At least 20% of parents, 40% of students and 60% of staff members will participate in the climate survey process. Baseline Performance for 2023: 25% (61/246) of the school's parents, 61% (149/246) of students, and 100% (10/10) of full-time staff completed the climate survey.
- The average rating of each stakeholder group (parents, students, staff) on the annual climate survey will be three or higher on at least 6 of 7 correlates. Baseline Performance for 2023: The average rating of all three groups was 3 or higher on all 7 correlates.
- School documentation will show follow-up actions responding to student and parent recommendations and concerns as collected through focus groups and customer service surveys. Baseline Performance for 2023: Climate Survey (mid-year and final)
- Parents and students completing the school's objectives survey will show an average agreement of four or higher (on a scale of 1-5) with the school's objectives. (Survey done biannually) Baseline Performance for 2023: Climate Survey

Stakeholder Engagement Barriers

- Stakeholders often learn about the climate survey at the end of the school year, and they do not make it a priority.
- Stakeholders may believe that their opinion does not matter and will not improve the school.
- Faculty & Staff review survey and results once a year.
- While always interested in the results, we do not always follow up on the actions to respond to student and parent recommendations.
- Parents and Students do not take the survey seriously.

Stakeholder Engagement Action Steps:

- Remind stakeholders throughout the year during monthly/quarterly meetings the importance of the climate survey.
- Make climate surveys easily accessible and simplify the ease of answering questions.
- Methods of communication
- Plan for earlier dissemination
- Highlight how the climate survey drives decisions made at the school during SAC meetings and monthly newsletter.
- Show stakeholders survey result and how they drive faculty and staff behaviors to improve the school based on the climate survey.
- Will lead open discussions as faculty and staff reviews survey questions during one faculty/staff meeting in the Fall and the Spring
- Ensure that we constantly and consistently follow up on all actions to respond.

- Discuss with parents and students the importance of the survey and its results to accurately guide learning, etc... at GHS.
- Students are not familiar with the verbiage in the survey and therefore do not answer the survey accurately.
- Parents do not understand the reasoning.
- Parents may be concerned it really is anonymous.
- Parents cannot review our survey submission.

VII. School Sustainability

School Sustainability Targets

- Instructor observational data will show that 3 out of 6 design question behaviors are adequately demonstrated by each instructor. Baseline Performance for 2023: Teacher Walk-throughs and Teacher Observations
- At least 70% of first-time enrollees will pass all their first term classes. Baseline Performance for 2023: 65% (180/279); Fall: 59% (91/153); Spring: 60% (9/15)
- The average number of college credits earned by GHS graduates will meet or exceed 11. Baseline Performance for 2022: 29 credits.
- The percentage of GHS enrollees that do not graduate and that return to GHS in the next year will meet or exceed 85%. Baseline Performance for 2022: 78% (125/160)
- Less than 15% of GHS withdrawals will be as dropouts. Baseline Performance for 2022: 1% (1/160)
- At least 75% of GHS enrollees who do not exit to go to another school in or out of the 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 2022: 97% (118/119)

School Sustainability Barriers

- Instructor lacks the understanding of the Marzano model.
- Lack of or inadequate classroom instructional resources available.
- Students do not understand the difference between the high school and college processes.
- Students do not manage their time accurately as they try to balance work and social life with school, ultimately not devoting enough time to their studies.
- Students are scheduled into more online courses than what they were exposed to in high school and may have difficulty making the transition from face-to-face instruction.
- Students wait until it is too late to try to recoup grades necessary for them to graduate.
- Students are not successful in passing state tests required for graduation.
- Students give up instead of taking full advantage of the opportunities afforded to them at Gateway.
- Students do not see the benefit of GHS high school program when they do not attain PERT scores to obtain at least a 50% college schedule.

School Sustainability Action Steps:

- Monthly mini-PDs on the new Marzano Model during staff meetings.
- Frequently administer resources needs assessment to teachers.
- Enroll students in College Success or other SLS courses with Gateway instructors in which the importance of time management is emphasized. The student will also be made aware of the TLCC, and tutoring offered by Gateway Instructors.
- No information on how to transition into our school.
- No accountability with staff/teacher (HS)
- Students are expected to participate in an agreement that will state the differences between high school and college courses as well as highlight the expectations.
- Will use FOCUS and AXIOS to frequently monitor grades and meet with students and parents prior to changing student schedules.
- Hold weekly meetings with students who are failing classes
- No early warning system.
- Notify students and their parents in the Fall with warnings regarding not meeting graduation requirements due to not meeting state testing requirement.
- Offer ACT and SAT to help meet a concordant score to meet the state graduation testing requirement.
- Mentors meet monthly with students to provide support and remind students of the opportunities that they can take advantage of.
- Regular visibility and check in/check out meetings with the school counselor.
- The principal will develop and implement high school programs to attract new students and retain current students.
- Students who experience challenges in college (SAP) often choose to give up on college and go back to their zoned schools.