

# **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 2024: 90% (119/132)
- Over six years ensure that the performance of each AMD subgroup meets the target as listed in indicator above. Baseline Performance for 2024: Female: 94% (80/85), Male: 94% (44/47), FRL: TBD, Black: 84% (43/51), White: 94% (33/35), Hispanic: 92% (35/38), Other: 100% (8/8)
- By the time of graduation 95% of seniors will have met the FSA/FAST reading requirement or earn a concordant score. Baseline Performance for 2024: 100% (132/132)

##### **Reading Barriers:**

- Students read below grade level.
- Students have negative associations with Reading.
- Test anxiety and personal mindset because of prior experience.
- Vocabulary Barrier.

##### **Reading Action Steps:**

- Diagnostic assessment on SAT Reading and written reflection on how students read and what they choose to read.
- Integrate cross-curriculum reading material.
- Faculty and Staff will participate in posting signage of either their current reading list or why they read.
- Instructors will bring their students to the library quarterly to check out and read an approved text for personal book study.
- Introducing strategies on how to improve executive functioning skills, such as time management, organization, self-monitoring, and staying focused.
- Create a learning culture that promotes growth mindset in a safe environment that allows for mistakes.
- Teach the students how to use context clues.
- Introduce the students to relatable and academic vocabulary from different reading scenarios across content areas.

- Introduce prefixes, suffixes, and root words for building 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 2024: 76% (100/132).
- Over six years ensure that the performance of each AMD subgroup meets the target as listed in indicator above. Baseline Performance for 2024: Female: 74% (63/85), Male: 79% (37/47), FRL: TBD, Black: 71% (36/51), White: 77% (27/35), Hispanic: 76% (29/38), Other: 100% (8/8).
- Show that at least 45% of students in attendance for 80% of class time will show proficiency on the Geometry EOC. Baseline Performance for 2024: 45% (9/20).

### **Math Barriers**

- Some students are distracted by other factors such as cell phones.
- Attendance

### **Math Action Steps:**

- Collect cellphones when they are seen.
- Not enough time to remediate what student needs to practice (priority of time).
- Contact parents to inform them of the issue. Continue progressive discipline action as the problem continues.

## **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 2024: 88% (116/132).
- Over six years ensure that the performance of each AMD subgroup meets the target as listed in indicator above. Baseline Performance for 2024: Female: 91% (77/85), Male: 89% (39/44), FRL: TBD, Black: 88% (45/51), White: 89% (31/35), Hispanic: 87% (33/38), Other: 88% (7/8)

### **Writing Barriers:**

- Students struggle to recognize thesis statement/main idea.
- Students fail to recognize structural issues in a text.
- Misunderstanding the task from a writing Prompt.
- Issues synthesizing Multiple Sources Based on a Singular Central Idea.

### **Writing Action Steps:**

- Renewed focus on creating and recognizing strong thesis statements through practice.
- Renewed focus on appropriate grammar usage.
- Instructor will emphasize appropriate punctuation usage.
- Instructor will train students on how to break down and understand a variety of writing task prompts.
- Instructor will teach students how to generate a singular central idea/thesis statement and subsequent topic sentences relating to that central idea.
- Instructor will teach students how to integrate relevant evidence from multiple sources and properly cite them.
- Instructors will demonstrate how to successfully synthesize information from multiple sources.

## **IV. Science**

### **Science Target**

- Demonstrate that at least 70% of GHS science course completers earn a grade of "C" or higher. Baseline Performance for 2024: 85% (237/283)
- Demonstrate that at least 65% of GHS students passed the Biology End-of-course (EOC) exam with a score of "3" or higher. Baseline Performance for 2024: 31% (4/13).

### **Science Barriers**

- Decreased student attendance leads to missed information and difficulty catching up.
- Grade Level appropriate Curriculum.
- Students are not invested in science topics or engaged in the investigative process.
- High school students do not have immediate access to laboratory space for hands-on learning.
- Students are not prepared to take a comprehensive science examination with a large range of information.
- Students do not have the reading comprehension capabilities to complete higher order questions with passages.
- Students are not provided enough time to learn and understand the wide breadth of information covered by the biology standards.

### **Science Action Steps:**

- Ensure attendance is upheld and intervene when truancy occurs.
- Ensure attendance is taken daily in the first 15 minutes of class.
- Hold students accountable for excessive absences.
- Participate in professional development to learn best practice in curriculum development.

- Design new curriculum and pacing guides to meet the unique needs of collegiate high school students.
- Provide increased opportunities for students to participate in the investigative process.
- Provide the opportunity for students to participate in STEM fair.
- Require students to participate in science research projects throughout the year.
- Choose assignments that are relevant to students lives and interests.
- Coordinate field trips to show students practical applications of life science.
- Provide supplies that make laboratory exercises possible in the traditional classroom.
- Coordinate with the college to allow cooperative access to college laboratory space.
- Create a laboratory space devoted to high school use.
- Complete regular progress monitoring to ensure students are familiar with the structure of the exam.
- Provide frequent opportunities for students to practice with questions that follow the EOC format.
- Emphasize test taking strategies for students to break down questions and answer them effectively.
- Provide increased opportunities for students to practice science reading and analysis to prepare them for technical text analysis.
- Provide science focused and technical reading opportunities so students can analyze text with technical and specific vocabulary.
- Schedule students so they take a life science (Environmental Science, Ecology, or Zoology) course prior to taking Biology so they have increased time to become familiar with life science topics.
- Provide opportunities outside of scheduled class time for students to practice and solidify understanding of the information.

## **V. Social Science**

### **Social Science Targets**

- Show that an appropriate percentage ( $\Rightarrow 36\%$ ) of students who take the U.S. History End-of-Course exam meet the proficiency. Baseline Performance for 2024: 36% (10/28).
- Show that at least 30% of students who take the Civics Literacy Exam meet the proficiency. Baseline Performance for 2024:44% (136/282).
- Demonstrate that at least 70% of GHS AMH1010 and AMH1020 course completers earn a grade of C or higher. Baseline Performance for 2024:88% (146/165).

### **Social Science Barriers**

- Inability to critically examine non-text materials such as infographics, maps, and statistical data.

- Exam anxiety and a lack of test taking skills and strategies.
- Inability to critically examine non-text materials such as infographics, maps, and statistical data.
- Lack of familiarity and baseline knowledge in civics education and concepts.
- Low familiarity with college grading standards
- Lack of personal responsibility in daily effort a post-secondary college environment.
- Low essay composition skills.

### **Social Science Action Steps**

- Include exercises that incorporate statistical data that requires students to interpret applications of that data.
- Incorporate analysis of infographics to determine informational value and potential bias that may exists for the illustrator's perspective.
- Incorporate map exercises in which students interpret the impact of location on history and government.
- Incorporate opinion-based readings that require student analysis.
- Incorporate assignments in which students form opinions based on established historical or political facts.
- Include exercises that utilize statistical data, requiring students to interpret its applications in a civics context.
- Incorporate analysis of infographics to evaluate their informational value and identify any potential bias from the illustrator's perspective.
- Include map exercises where students assess the impact of geographic location on historical events.
- Incorporate ICivics and Civics 360 to reinforce knowledge gains acquired during the previous school term.
- Implement reading strategies to understand civics centric content in a deeper manner.
- Introduce college standard levels and practices in comprehensible portions.
- Scaffolding essay assignments in manageable portions.
- Using class time to review established essay writing techniques and standards.

## **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 2024: 22% (61/279) of the school's parents, 53% (149/279) of students, and 100% (14/14) 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 2024: 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 2024: 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 2024: 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 2024: Teacher Walk-throughs and Teacher Observations
- The average number of college credits earned by GHS graduates will meet or exceed 9. Baseline Performance for 2024: 24 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 2024: 83% (122/147).
- Less than 15% of GHS withdrawals will be as dropouts. Baseline Performance for 2024: 3% (5/162)
- 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 2024: 83% (111/134)

## **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 mentorship program director will provide students with a structured mentorship program to provide increased academic and psychosocial supports.
- 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.