



CHARTER SCHOOL RENEWAL APPLICATION

For Polk State Lakeland Gateway

Polk County School Board / Office of Charter Schools

2022

CHARTER RENEWAL COVER SHEET

NAME OF CHARTER SCHOOL SEEKING RENEWAL: Polk State Lakeland Gateway to College Charter High School

CHARTER SCHOOL LOCATION NUMBER: 8003

MAILING ADDRESS: 3425 Winter Lake Road, Lakeland, Florida 33803

TELEPHONE: 863-669-2923

GRADES SERVED: 11-12

This School has been designated a High Performing Charter School pursuant to s. 1002.331, Florida Statutes. Provide the name of the person who will serve as the primary contact for this charter renewal application. The primary contact should serve as the contact for follow-ups, interviews, and notices regarding the renewal process.

CONTACT PERSON: Dr. Meesha Downing-Townsend

TITLE/RELATIONSHIP TO GOVERNING BOARD: Principal

PRIMARY TELEPHONE: 863-669-2923

E-MAIL ADDRESS: mdowning-townsend@polk.edu

NAME OF EDUCATION SERVICE PROVIDER (if any): N/A

CHARTER RENEWAL APPLICATION CERTIFICATION STATEMENT

I hereby certify that the information submitted in this application for renewal of a public charter school is true to the best of my knowledge and belief: that this application has been approved by the school's Governing Board; and that, if awarded a renewed charter, the school shall continue to be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, or proficiency in the English language, or academic achievement. This is a true statement, made under the penalty of perjury.

SCHOOL NAME: Polk State Lakeland Gateway to College Charter High School MSID #: 8003

GOVERNING BOARD CHAIR: Greg Littleton

DATE OF APPROVAL BY GOVERNING BOARD: August 22, 2022

SIGNATURE:



DATE: August 22, 2022

EXECUTIVE SUMMARY

School Name	Polk State Lakeland Gateway to College Charter High School		
School Number	8003	Location	3425 Winter Lake Road, Lakeland, Florida 33803
Principal	Dr. Meesha Downing-Townsend	Board Chair	Greg Littleton
Management Company (ESP)			
Opening Year	NA	Current Contract Term	5 Years 2018-19 through 2022-23
Current Grades Served	11-12	Chartered Grade Span	11-12
Current Enrollment	249	Requested Charter Term	5 Years
Maximum Enrollment	300	Student Waitlist	No
Meets Class Size Requirement	Yes	Title I School	No
Fiscally Sound	Yes	High Performing	Rating of Commendable from State of Florida, but this doesn't meet requirement of s. 1002.331

Mission Statement: The GHS mission is to provide an academic charter choice 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.

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.

Target Population: The target population is made up of motivated youth who have disengaged from the traditional high school experience.

Curriculum Focus: The educational program and curriculum are specifically designed to serve disengaged youth, introduce them to college coursework, and position them for college success when they graduate from high school.

Student Demographics

% FRL/CEP	% Minority	% Students w/ Disabilities	% 504	% Gifted	% ELL
34%	66%	4%	10%	11%	2%
(85 of 249)	(165 of 249)	(9 of 249)	(25 of 249)	(28 of 249)	(4 of 249)

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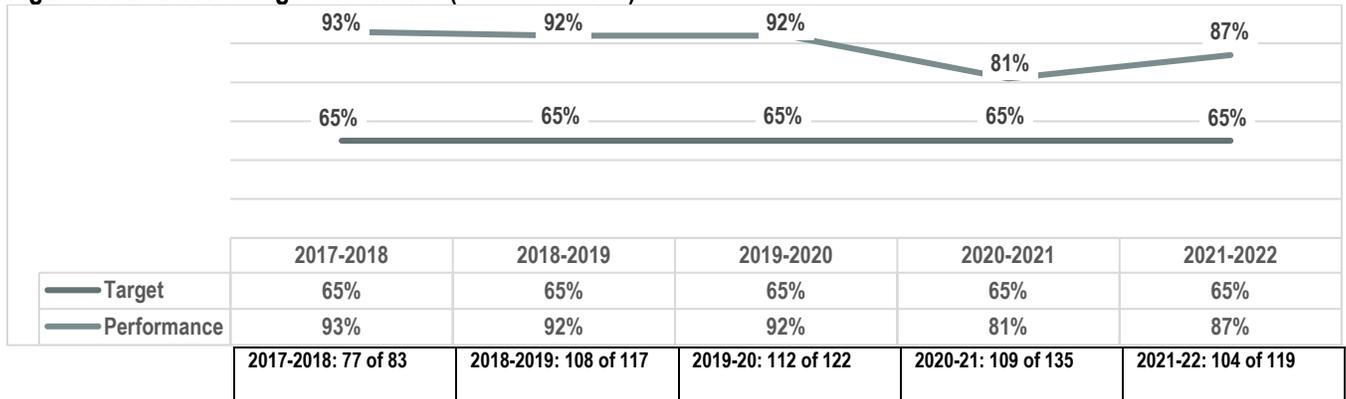
SECTION 1: IS THE ACADEMIC PROGRAM A SUCCESS?

1A. Has the school made reasonable progress in meeting internally established educational goals during the term of its charter?

Polk State Lakeland Gateway to College Charter High School, hereafter referred to as GHS, monitors the achievement of performance targets as stated in the Charter Accountability Plan. Progress in meeting these targets is reported below.

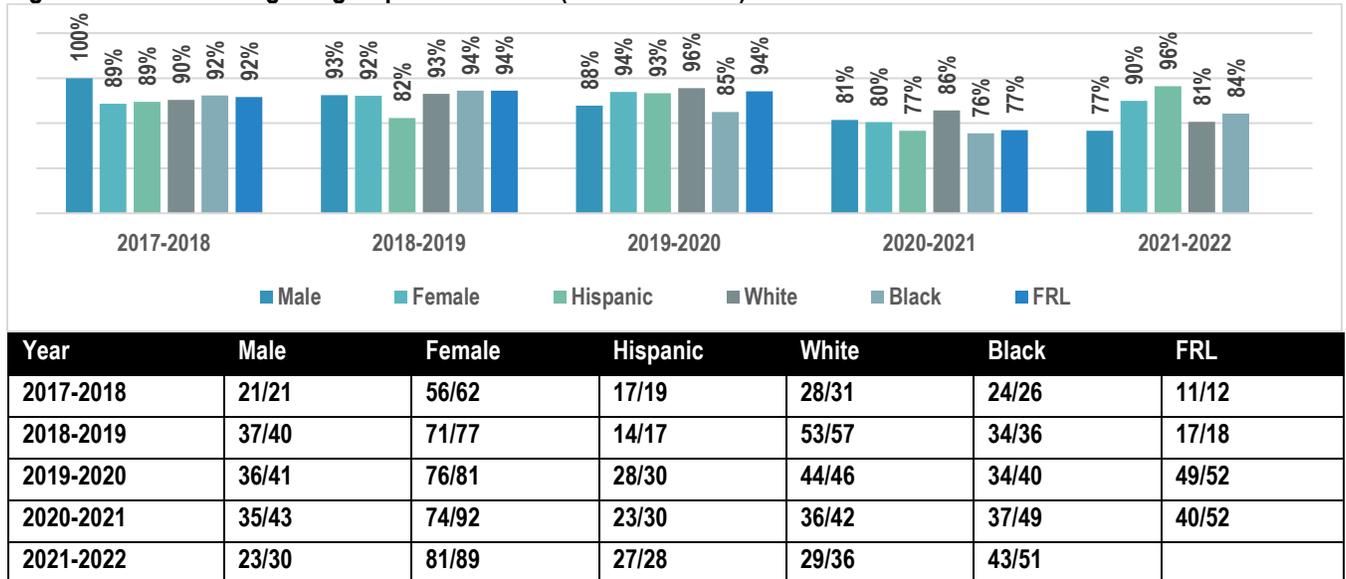
Reading Target 1: Show that at least 65% of graduates meet the PERT cut score in reading or earn a concordant score on the ACT or SAT

Figure 1: Actual Reading Performance (school records)



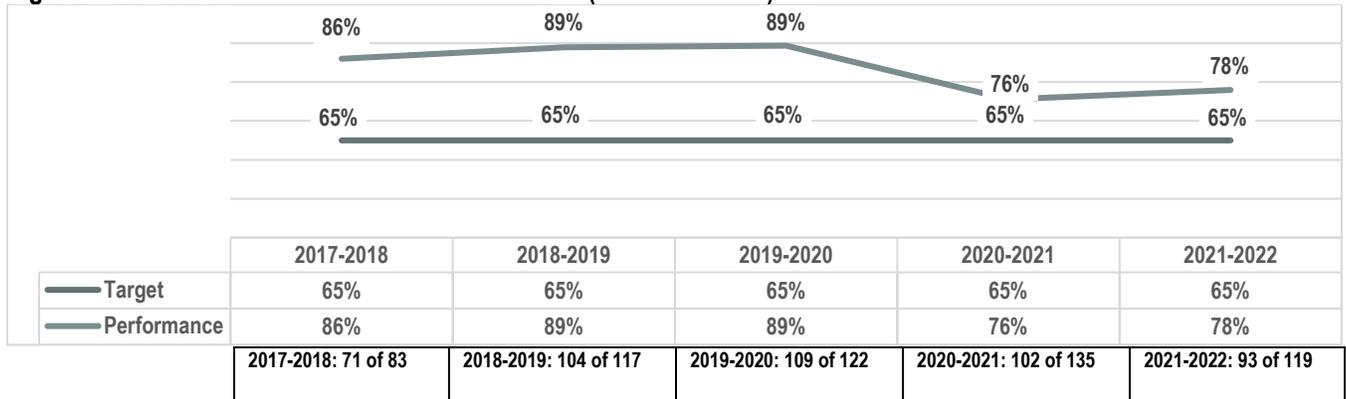
Reading 2: Ensure that the performance of each AMO subgroup meets the target as listed in Goal 1.

Figure 2: PERT Reading Subgroup Performance (school records)



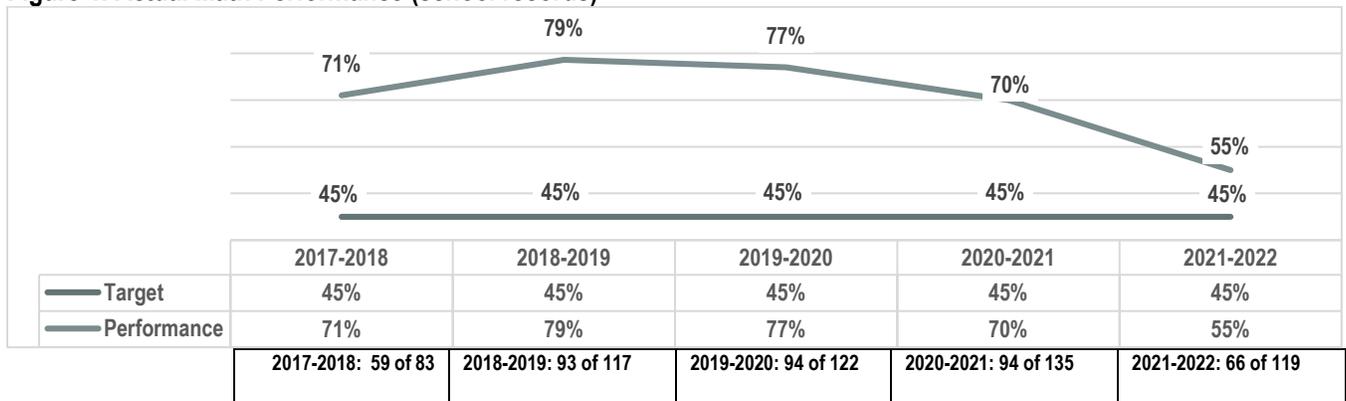
Writing Target 1: Show that at least 65% of graduates meet the PERT cut score in sentence skills or earn a concordant score on the ACT or SAT

Figure 3: Actual PERT Sentence Skill Performance (school records)



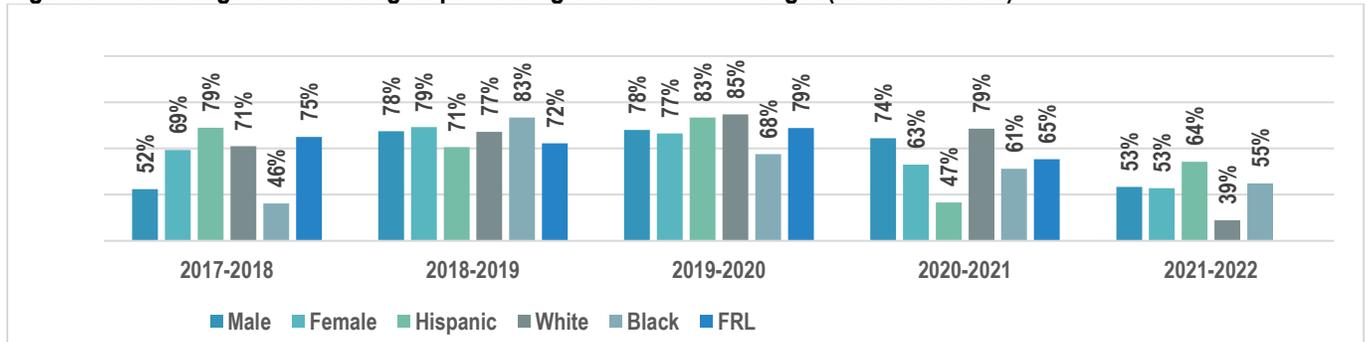
Math Target 1: Show that at least 45% of graduates meet PERT cut score in math or earn a concordant score on the ACT or SAT

Figure 4: Actual Math Performance (school records)



Math Target 2: Ensure that the performance of each AMO subgroup meets the target as listed in Goal 3.

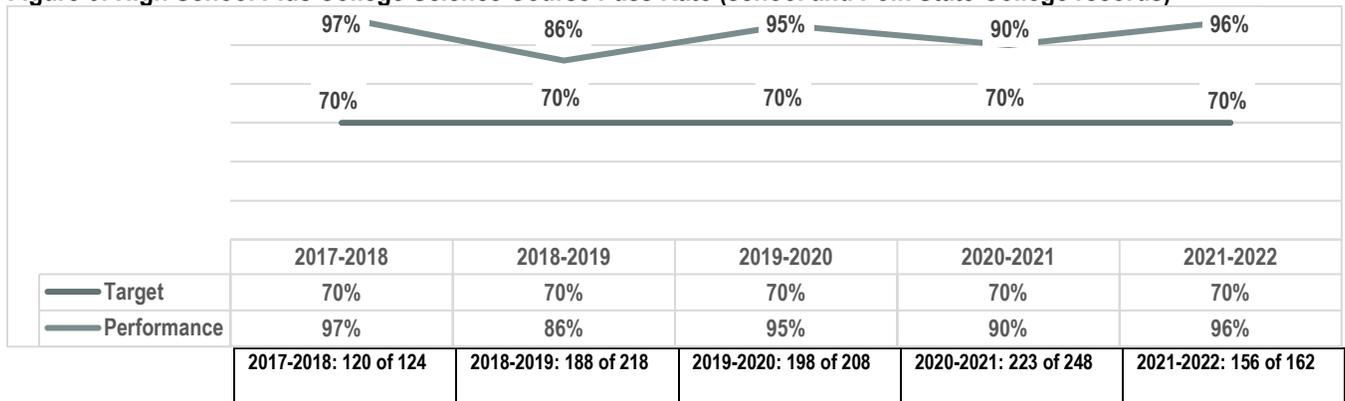
Figure 5: Percentage of each Subgroups Meeting the Math PERT Target (school records)



Year	Male	Female	Hispanic	White	Black	FRL
2017-2018	11/21	43/62	15/19	22/31	12/26	9/12
2018-2019	31/40	61/77	12/17	44/57	30/36	13/18
2019-2020	32/41	62/81	25/30	39/46	27/40	41/52
2020-2021	32/43	58/92	14/30	33/42	30/49	34/52
2021-2022	16/30	47/89	18/28	14/36	28/51	

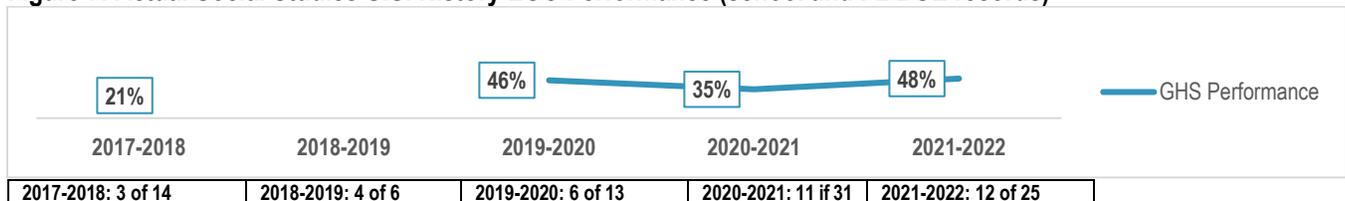
Science Target 1: Demonstrate that at least 70% of GHS science course completers earn a grade of "D" or higher

Figure 6: High School Plus College Science Course Pass Rate (school and Polk State College records)



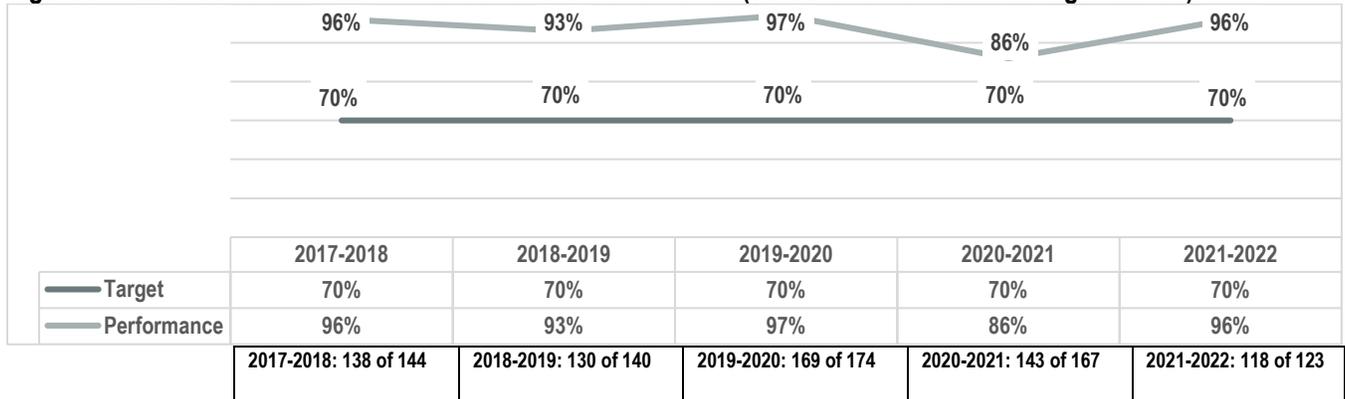
Social Studies Target 1: Show that at least 35% of students who take the U.S. History End-of-Course exam meet the proficiency

Figure 7: Actual Social Studies U.S. History EOC Performance (school and FL DOE records)



Social Studies Target 2: Show that at least 70% of AMH 1010 and 1020 completers exit the course with a passing grade.

Figure 8: Actual Social Studies AMH1010 and 1020 Performance (school and Polk State College records)



GHS has met all Accountability Plan targets for each of the last five years except for white student subgroup performance on PERT math in the 2021-22 school year. The percent of white students meeting the math PERT performance target was only 39% rather than 45%

Additional outcomes that demonstrate student and/or school performance are addressed below.

GHS pays particular attention to students enrolled at least 20 consecutive days in a school year, examining their retention and graduation data. The original charter proposal calls on the school to ensure that at least 82% of students leaving the school transfer to another school or graduate (do not drop out). The school has met that target in every year. Table 1 provides total enrollment (20 or more consecutive days) and withdrawal numbers for each of the last five school years.

Table 1: Total Enrollment and Withdrawal Codes (school records)

Year	Total*	Coded to Return**	Transferred in District	Dropped Out	Graduated	Withdrawn Court Action	Transferred to Adult School	Moved Out of District	COC***
2017-18	229	115	17	3	83	1		6	4
2018-19	249	119	11	1	117		1		
2019-20	259	126	8	1	122			2	
2020-21	288	119	32	2	135				
2021-22	252	113	15	2	119		2	1	
TOTAL	1277	592	83	9	576	1	3	9	4

*Enrolled at least 20 consecutive days during the school year

**Ended year with a W01

***Completed senior school with Certification of Completion

Table 2 reports percentages represented by each withdrawal code in Table 1.

Table 2: Percent of Enrollees Exiting with Designated Withdrawal Codes (school records)

Year	Coded to Return	Transferred in District	Dropped Out	Graduated	Withdrawn Court Action	Transferred to Adult School	Moved Out of District	COC
2017-18	50%	7%	1%	36%	0%	1%	3%	2%
2018-19	48%	4%	0%	47%	0%	0%	0%	0%
2019-20	49%	3%	0%	47%	0%	0%	1%	0%
2020-21	41%	11%	1%	47%	0%	1%	0%	0%
2021-22	45%	6%	1%	47%	0%	1%	0%	0%
TOTAL	46%	6%	1%	45%	0%	1%	1%	0%

The original charter application states that GHS graduates will earn college credits by the time of high school graduation and that the average number of credits earned by graduates each year will to be 11 or more. Table 3 reports performance as tied to these indicators.

Table 3: Percent of Graduates Earning College Credits, Percent Earning at Least 9 College Credits, and Average Credits Earned by Class (school and Polk State College records)

Graduating Class	Percent Earning College Credits	Percent Earning 9 or More	Average Number Earned
2017-2018	92%	70%	40
2018-2019	100%	97%	40
2019-2020	99%	94%	44
2020-2021	97%	90%	38
2021-2022	92%	77%	30

Performance indicators tied directly to the annual school rating are listed in Table 4.

Table 4: GHS School Improvement Rating Components 2015-16 through 2021-22

Polk State Lakeland Gateway to College High School						
	2021-22	2020-21	2018-19	2017-18	2016-17	2015-16
Learning Gains English Language Arts	73	60	80	69	54	-
Learning Gains Mathematics	90	83	94	95	98	29
Algebra I EOC Proficiency	38	18	**	60	-	-
Geometry EOC Proficiency	28	14	**	**	**	**
Biology EOC Proficiency	47	22	**	-	**	**
US History EOC Proficiency	43	35	62	14	16	69
College and Career Acceleration	99	98	100	100	83	100
Graduation Rate	97	98	84	78	26	9
Percent Tested	98	97	99	100	96	77
Percent of Points School Grade	82	72	87	82	76	29
School Improvement Rating	Commendable	*	Commendable	Commendable	Commendable	Maintaining
* For 2020-21, schools may opt-in for a school grade to be recorded and reported.						
** Less than 10 students.						
- No data						

Curriculum Alignment with Current Standards: Classroom teachers are provided the state standards for their individual classes from the assistant principal. They then generate/facilitate their lessons based on those standards. The standards focus on the core content such as math, reading, English, science, and social science. Teachers reference the content area standards in their class syllabus that is submitted to the assistant principal at the beginning of each year. A sample syllabus is included as Attachment P on page 59.

Academic Intervention for Tier 2 and Tier 3 Students: Students who are identified as tier 2 and 3 are identified and scheduled accordingly. These students are placed in their intensive reading and intensive math class based on their tier and it's signified by the course code.

1B. Has student performance significantly improved and/or been persistently strong on internal and external academic assessments?

GHS and its students have shown persistently strong performance in terms of the following:

- **Graduates have consistently met the Accountability Plan performance targets as related to overall class performance tied to the number and percentage that have earned the qualifying scores in PERT reading, sentence skills, and math.**
- **Each year, at least 90% of GHS graduates have successfully completed at least one dual enrollment course.**
- **Average credits earned by graduates have been consistently higher than the 11 listed in the original charter application.**
- **Stakeholder satisfaction has been consistently high as indicated by responses on the Annual Climate Survey.**
- **The school received a rating of commendable for each year in the charter contract for which a rating was awarded**
- **Based on both school and state records, GHS has shown:**
 - **A consistently high graduation rate**
 - **A dropout rate that has not been higher than 1% any year**
 - **A high percent of students tested**
- **Based on the Florida Department of Education's High School Feedback Report trend data (Attachment Q on page 64) for school year's 2018-2020 (most recent available), GHS performance was higher than the district and the state all three years in terms of:**
 - **Percent of graduates scoring 3 or higher on FSA reading**
 - **Percent completing a college prep curriculum**
 - **Percent completing at least one dual enrollment math course**
 - **Percent completing at least one level 3 high school science course**
 - **Percent completing at least one dual enrollment course**
 - **Percent taking the PERT**
 - **Percent enrolling in a Florida public postsecondary institution in the fall after graduation**
 - **Percent enrolled in college credit courses in a Florida public postsecondary institution and in Independent Colleges and Universities of Florida earning a GPA above 2.0**

SECTION 2: IS THE SCHOOL A VIABLE ORGANIZATION?

2A. Is the school financially solvent and stable?

As an integral component of the overall Polk State organization, GHS enjoys the support, resources, and expertise of an established and successful public education institution. Furthermore, Polk State has a designated business manager who coordinates all GHS financial activities within the Polk State Business Office. Three Accountability Plan performance indicators address financial viability. Those targets and performance for each over the last five years are reported below.

Financial Viability Goal 5/Indicator 1: Percentage of unrestricted fund balance will be at least 3% annually of annual revenue per the Independent Annual Financial Audit. (Met Projected Performance) The GHS unrestricted fund balance for each year of the current charter contract is reported in Figure 15. The fund balance exceeded the targeted 3% for each year: 38.73% in 2018, 39.99% in 2019, 29.72% in 2020, 40.08% in 2021, and 45.21% in 2022. Note that the revenue used to calculate these percentages includes only FEFP funding. Funding amounts were provided by the Polk State Business Office.

Figure 9: GHS Unrestricted End-of-Year FEFP Fund Balance for each Year of Charter Contract



Financial Viability Goal 5/Indicator 2: Absence of material or repeated audit findings will be noted in the annual audit by a qualified independent auditor. (Met Projected Performance) GHS had no material or repeated audit findings in annual audits completed by a qualified independent auditor. Audit reports for 2017-2018 through 2020-2021 can be found on the school's website at <https://www.polk.edu/lakeland-gateway-to-college-high-school/required-documents/>. The report for 2021-2022 is not yet available.

The Financial Statements and Auditor's Report for GHS for fiscal years 2018 through 2022 were conducted by Mike Brynjulfson, CPA, P.A. Copies of all Annual Financial Reports are found on the school's website with a link at <https://www.polk.edu/lakeland-gateway-to-college-high-school/required-documents/>.

The audit results for years 2017-2018 through 2020-2021 specify as follows:

- There were no prior audit findings found in any year.
- The school did not meet any of the conditions described in Section 218.503(1), Florida Statutes.
- There were no recommendations to improve financial management.
- There were no findings regarding noncompliance with provisions of contracts or grant agreements, or abuse, that have occurred, or are likely to have occurred, that have an effect on the financial statements that is less than material, but which warrants the attention of those charged with governance.

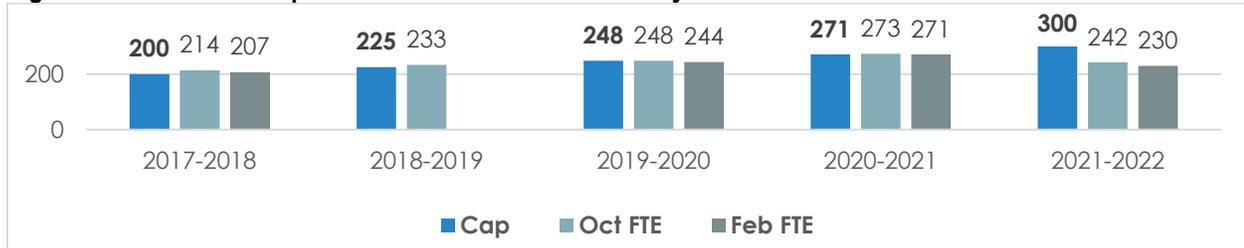
Financial Viability Goal 5/Indicator 3: Monthly financial statements will be submitted timely per the deadline set forth in the School's charter contract. (Met Projected Performance) All monthly financial statements have been submitted in a timely manner.

The projected budget for the five year requested charter contract is included as attachment H on page 49.

2B. Is enrollment stable and near capacity?

The GHS enrollment cap was 200 for 2017-2018, 225 for 2018-2019, 248 for 2019-2020, 271 for 2020-2021, and 300 for 2021-2022 and 2022-2023. Figure 10 lists the enrollment cap and both October and February FTE counts for school years 2017-2018 through 2021-2022.

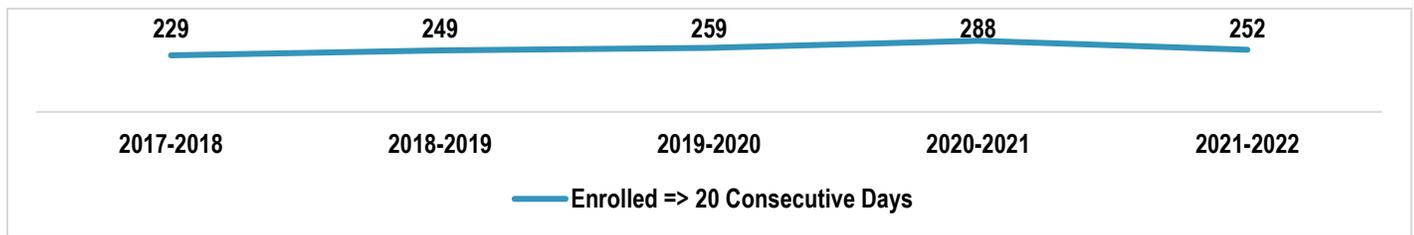
Figure 10: Enrollment Caps and Both October and February FTE Counts



Enrollment increased steadily from 2017-2018 through 2020-2021. However, after a full year of Covid restrictions, GHS saw a dip for 2021-2022. As of August 2022, GHS has 249 students.

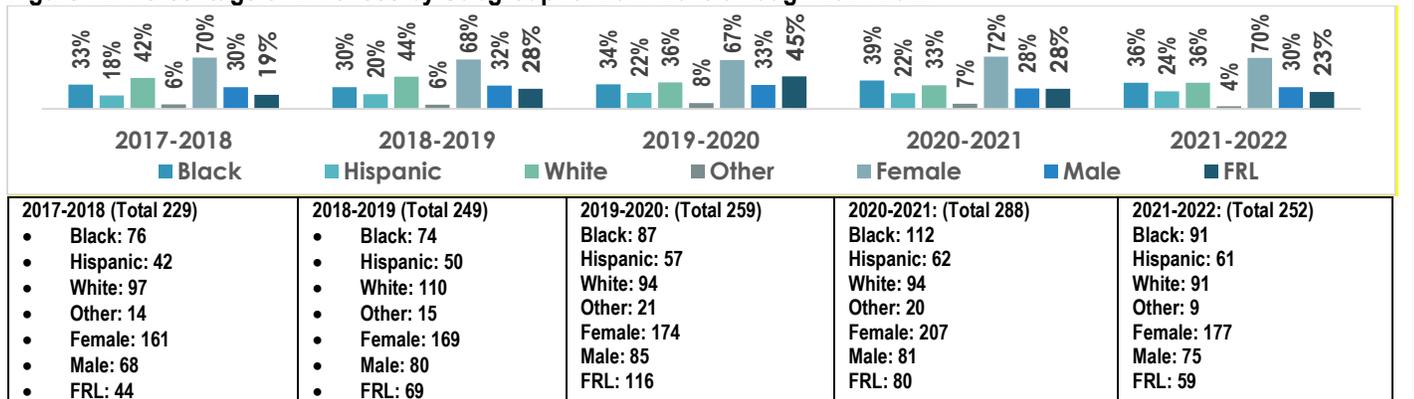
In addition to looking at October and February FTE counts, GHS pays close attention to the number of students enrolled 20 or more consecutive days during the school year.

Figure 11: Total Number of Students Enrolled 20 or More Consecutive Days by School Year



Subgroup enrollments per year are listed in Figure 12 below.

Figure 12: Percentage of Enrollees by Subgroup for 2017-2018 through 2021-2022



The school's charter focuses on specific groups considered to be priorities for enrollment. The six priority categories include any applicant who:

1. Has been out of school for a minimum of three months
2. Is a custodial parent or a parent participating in financial support of a child
3. Can demonstrate that he or she is the primary caretaker for family members during traditional school hours
4. Is considered to be over age
5. Is homeless
6. Can provide any other documentation acceptable to GHS administration to show that he or she has significant difficulty participating in a traditional high school setting and will benefit from enrollment at GHS (Examples include the following: has been administratively placed at least once, had demonstrated excessive absences, or has been enrolled in BEST, Bill Duncan or another alternative education site, Home School, Hospital Homebound, Migrant Education, PACE, Polk Acceleration, multiple high schools, or Polk Sheriff's Detention Center)

The school did not conduct a lottery and thus did not apply the priority categories for any school years other than 2017-2018 and 2019-2020.

GHS is requesting a five-year charter contract (Attachment G on page 48). Projected enrollment for each of the next five years is presented in Attachment I on page 52.

2C. Is the school governance sound and professional in performing the governance duties of the charter school?

District Board of Trustees

GHS is part of Polk State and under its governance. Polk State, like Florida’s 27 other state colleges, is governed by a locally autonomous District Board of Trustees. The trustees are vested with decision-making power in all matters of college policy, programs, building, budget, and personnel. The Governor of Florida appoints the trustees who meet on the last Monday of the month. Board meeting dates are posted on the Polk State website at <http://www.polk.edu/>.

Current Trustees are as follows:

- **Ashley Bell Barnett**—Ashley Bell Barnett is a community advocate who has worked as a public educator, workforce development analyst, and nonprofit leader.
- **Greg Littleton, Chair**—Greg Littleton is president and chief executive officer of Citizens Bank & Trust.
- **Cindy Hartley Ross**—Cindy Hartley Ross is the owner of Social Graces, a company specializing in etiquette and protocol training.
- **Teresa V. Martinez, Vice Chair**—Teresa V. Martinez is the president and founder of the Institute of Spanish Communication Inc., and a Polk State College alumna.

Two board members, Dan Dorrell and Mark Turner, left the board at the end of the 2021-2022 school year and have not yet been replaced by the governor.

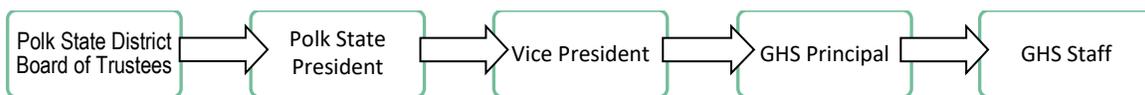
Board membership is established in accordance with Sections 1001.61-65 and 1004.70 of the Florida Statutes and State Board of Education Regulations 6A-14.024. The Governor appoints Board members who are then confirmed by the Senate in regular session. Trustees are appointed for terms of four (4) years and may be reappointed. Terms expire on May 31 of the year of expiration or as soon thereafter as the successor shall be qualified to serve. The Trustees, after considering recommendations submitted by the Polk State College President, adopt rules and policies as are necessary to operate the College in such a manner as to assure the fulfillment of their responsibilities. An Index to DBOT Rules and a link to the text of each Rule are found at <https://www.polk.edu/lakeland-gateway-to-college-high-school/required-documents/>.

Governing board membership and turnover is included in Attachment J on page 53.

Polk State Administrative Leadership

The Polk State President reports directly to the District Board of Trustees. The Vice President of Institutional Research, Effectiveness, and Planning reports to the President, and the GHS Principal reports to the Vice President. The principal is responsible for all GHS operations. Figure 13 clearly reflects the line of authority running from the school’s governing board through the Polk State President to the GHS Principal and staff.

Figure 13: GHS Organizational Chart



The Vice President is a member of President’s Staff, which develops and approves procedures to implement the Board of Trustees Rules and carry out the overall role and responsibilities of the College. An Index to College Procedures and a link to the text of each Procedure are found at <https://www.polk.edu/lakeland-gateway-to-college-high-school/required-documents/>.

District Board of Trustees Rules and Polk State Procedures provide governance for GHS and specify how activities are carried out, including but not limited to the following:

- Staff recruiting and hiring with a focus on adherence to the Equal Employment Opportunity requirements
- Budget development, approval, and management
- Staff evaluations
- Management of staff and student complaints
- Management of staff and student records
- Staff leave regulations and procedures
- Emergency evacuations, accidents, and first aid
- Property inventory and control
- Purchasing
- Public relations
- Establishing the College calendar

GHS has followed all Board Rules and Polk State Procedures since its inception in 2013. There have been no formal complaints against the school and no instances of rule or procedure violations.

The GHS principal and the Vice President use the Personnel Evaluation and Development System (PEDS), approved by the DBOT and in compliance with Florida Statute 1024.34, to evaluate school leaders and professional staff members.

GHS's SAC is made up of individuals of the following stakeholder groups: parents, students, GHS staff, Polk State staff, Polk County Public Schools representatives, and business/community partners. This group meets five times a year and acts as an overall advisory group for GHS, examining performance in terms of both charter targets and accreditation standards, making recommendations regarding school operations, and providing oversight in developing and monitoring the annual continuous improvement plan. SAC membership for the 2022-2023 school year is included as Attachment O on page 58.

Five Accountability Plan performance indicators address governance. Those targets and performance for each over the last five years are reported below.

Governance Goal 6/Indicator 1: Number of Governing Board Meetings held in Polk County with a quorum of board members present will meet or exceed four meetings per year. (Met Projected Performance) All Polk State District Board of Trustees (DBOT) and GHS's governing board meetings held during years 2017-2017 through 2021-2022 were conducted with a quorum present.

Ten meetings were held each year. Ten meetings are scheduled for 2022-2023.

Governance Goal 6/Indicator 2: Governing board minutes will be detailed and publicly posted in compliance with Polk State College procedures. (Met Projected Performance)

All DBOT meeting notes are posted on the website at www.polk.edu.

Governance Goal 6/Indicator 3: No official business may be transacted in any board meeting unless a quorum is present (Polk State DBOT Rule 1.02). (Met Projected Performance)

The Polk State DBOT, currently composed of four members, acts as the governing board for GHS. The role and effectiveness of the DBOT in performing governance duties are described on pages 15-18 of this document. The DBOT meets 10 times per year. A quorum must be present for the meeting to proceed.

Governance Goal 6/Indicator 4: Board Meeting(s) will be held with a quorum present to address:

- **Annual Accountability Report as required in FS 1002.33 (9)(k)**
The Annual Accountability Report was presented in the fall of each year.
- **School Grades and Accountability Plan Progress as required in FS 1002.33 (9)(c)— Accountability Plan Progress was reported in the fall of each year.**
GHS received a grade of commendable for 2017-18, 2018-2019, and 2021-2022. The school did not receive a grade for 2019-2020 or 2020-2021.
- **School Leader/Staff Evaluation(s) as required in SB736—**
In the spring of each year, administrator contract renewals showing effective evaluation results are presented to the DBOT.

(Met Projected Performance)

Governance Goal 6/Indicator 5: Board Members will complete required board member training by the deadlines established in SBR 6A-6.0784. (Met Projected Performance) Every DBOT member completed the required four-hour training when first appointed to the governing board. Members then completed required training annually as listed in Table 5.

Table 5: Documentation of Board Member Training 2017-2018 through 2021-2022

	Ashley Bell Barnett	Dan Dorrell	Greg Littleton	Teresa V. Martinez	Cindy Hartley Ross	Mark Turner
Joined the Board	Feb 2018	Aug 2011	Aug 2007	Aug 2009	Nov 1999 May 2017	Aug 2011
Initial 4-Hour Training	Completed	Completed	Completed	Completed	Completed	Completed
2017-2018 (5 hours total)						
• 1-Hour Refresher/Audit Review (October)		X	X			
• 2-Hour Refresher/Board Training on Governance, Government in the Sunshine, Conflicts of Interest, and Ethics (November)		X		X		X
• Two 1-Hour Refreshers/Board Training on Budget and Finance (May/June)	X	X	X (June)	X	X (June)	X
2018-2019 (5 hours total)						
• 1-Hour Refresher/Audit Review (October)	X	X	X	X	X	
• 2-Hour Refresher/Board Training on Governance, Government in the Sunshine, Conflicts of Interest, and Ethics (October)	X	X	X	X		X
• Two 1-Hour Refreshers/Board Training on Budget and Finance (May/June)	X (May)	X	X (May)	X	X	X
2019-2020 (5 hours total)						
• 3-Hour Refresher/ Board Training on Governance, Government in the Sunshine, Conflicts of Interest, and Ethics (October)		X	X	X	X	X
• 1-Hour Refresher/Audit Review (October)	X	X		X	X	
• 1-Hour Refresher/Board Training on Budget and Financial Matters (June)	X	X	X	X	X	X

	Ashley Bell Barnett	Dan Dorrell	Greg Littleton	Teresa V. Martinez	Cindy Hartley Ross	Mark Turner
2020-2021 (5 hours total)						
• 2-Hour Refresher/Board Training on Governance, Government in the Sunshine, Conflicts of Interest, and Ethics (October)	X	X	X	X	X	X
• 1-Hour Refresher/Audit Review (November)				X		
• Two 1-Hour Refreshers/Board Training on Budget and Finance (May/June)	X (May)	X (May)	X	X	X	X
2021-2022 (5 hours total)						
• 2-Hour Refresher/Board Training on Governance, Government in the Sunshine, Conflicts of Interest, and Ethics (October)	X	X		X	X	
• Three 1-Hour Refreshers/Board Training on Audit Review, Budget, and Finance (November/May/June)	X Nov/May	X	X	X (May/June)	X	X (Nov)

Governance Goal 6/Indicator 6: The average responses of students, parents, and staff will equal 3.0 or higher on at least 6 of 7 correlates on the annual climate survey (scale of 1.0 to 4.0). (Met Projected Performance) GHS has met this target during each year of operations.

Correlates include:

- Correlate 1/Safe and Orderly Environment
- Correlate 2/High Expectations
- Correlate 3/Instructional Leadership
- Correlate 4/Clear School Mission
- Correlate 5/Opportunity to Learn
- Correlate 6/Frequent Monitoring of Student Progress
- Correlate 7/Home-School Community Relationship

Table 6 reports the average response of each stakeholder group by year and correlate.

Group	Safe and Orderly Environment	High Expectations	Instructional Leadership	Clear School Mission	Opportunity to Learn	Frequent Monitoring of Student Progress	Home-School Community Relationship	Overall
Parents								
2017-2018	3.45	3.48	3.40	3.47	3.43	3.23	3.30	3.39
2018-2019	3.64	3.68	3.58	3.65	3.65	3.45	3.52	3.59
2019-2020	3.41	3.47	3.46	3.52	3.47	3.47	3.42	3.46
2020-2021	3.33	3.36	3.32	3.40	3.31	3.25	3.28	3.32
2021-2022	3.35	3.43	3.38	3.45	3.36	3.34	3.39	3.39
All Students								
2017-2018	3.48	3.55	3.43	3.52	3.45	3.27	3.35	3.44
2018-2019	3.53	3.43	3.47	3.49	3.47	3.38	3.53	3.48
2019-2020	3.29	3.36	3.24	3.35	3.28	3.15	3.15	3.26
2020-2021	3.47	3.56	3.51	3.56	3.51	3.38	3.48	3.49
2021-2022	3.30	3.39	3.36	3.47	3.39	3.29	3.31	3.36

Table 6: Average Responses by Correlate

Group	Safe and Orderly Environment	High Expectations	Instructional Leadership	Clear School Mission	Opportunity to Learn	Frequent Monitoring of Student Progress	Home-School Community Relationship	Overall
Staff								
2017-2018	3.52	3.56	3.63	3.75	3.67	3.52	3.59	3.60
2018-2019	3.62	3.77	3.70	3.77	3.57	3.60	3.58	3.66
2019-2020	3.34	3.54	3.59	3.56	3.36	3.51	3.46	3.48
2020-2021	3.21	3.45	3.36	3.67	3.30	3.45	3.41	3.41
2021-2022	3.38	3.44	3.44	3.53	3.36	3.39	3.29	3.41
Overall*								
2017-2018	3.48	3.53	3.49	3.58	3.52	3.34	3.41	3.48
2018-2019	3.60	3.63	3.58	3.64	3.56	3.48	3.54	3.58
2019-2020	3.35	3.46	3.43	3.48	3.37	3.38	3.34	3.40
2020-2021	3.34	3.46	3.40	3.54	3.37	3.36	3.39	3.41

* Overall scores derived by adding the mean scores of parents, all students, and staff and dividing by 3

In 2021-2022, the average responses of all three groups were 3 or higher on all 7 correlates. The 2021-2022 GHS Climate Survey Report is found at <https://www.polk.edu/lakeland-gateway-to-college-high-school/required-documents/>

2D. Are the professional staff of the charter school competent and resourceful?

GHS staff positions for the five years of the charter school operations are listed in Table 7 below.

Table 7: Staff Positions Affiliated with GHS (2017-2018 through 2022-2023)				
	2017-2018 Total High School Positions	Full Time	Part Time	Adjunct
Principal and Assistant Principal		2		
Instructional Technologist			1	
Guidance /Advising/Resource Specialist		2		
Support Personnel—Program Assistant and Administrative Assistant		1	1	
Individuals Teaching High School Classes (4 Full, 0 Part Time, 1 Adjunct)		4		1
2018-2019 Total High School Positions				
Principal and Assistant Principal		2		
Instructional Technologist			1	
Guidance/Advising/ Resource Specialist		2		
Support Personnel—Program Assistant and Administrative Assistant		1		
Individuals Teaching High School Classes (5 Full, 0 Part Time, 1 Adjunct)		5		1
2019-2020 Total High School Positions				
Principal and Assistant Principal		2		
Instructional Technologist				
Guidance/Advising		2		
Support Personnel—Program Assistant and Administrative Assistant		2		
Individuals Teaching High School Classes (6 Full, 0 Part Time, and 1 Adjunct)		6		1
2020-2021 Total High School Positions				
Principal and Assistant Principal		2		
Learning Technologist				
Guidance/Advising		2		
Support Personnel—Program Assistant and Administrative Assistant		2		
Individuals Teaching High School Classes (7 Full, 0 Part Time, and 1 Adjunct)		7		1
2021-2022 Total High School Positions:				
Principal and Assistant Principal		2		
Learning Technologist				
Guidance/Advising		2		
Support Personnel—Program Assistant and Administrative Assistant		2		
Individuals Teaching High School Classes (7 Full, 0 Part Time, and 1 Adjunct)		7		1
2022-2023 Total High School Positions:				
Administrative and Professional/Technical		2		
Learning Technologist		1		
Guidance/Advising		2		
Support Personnel—Program Assistant and Administrative Assistant		2		
Individuals Teaching High School Classes (7 Full)		7		

As the school has grown, the number of assistants has increased from 1 to 2, and the number of full-time instructors has increased from 4 to 7.

Additional changes in personnel all occurred during or at the end of the 2021-2022 school year.

- The principal moved out of state in December of 2021, and the assistant principal was promoted to principal. The student resource specialist is acting as interim assistant principal.
- Three instructors left at the end of the 2021-2022 school year. One resigned because of a family medical emergency. One resigned to take another position. A third instructor’s contract was not renewed.

Attachment K on page 54 also provides specifics about administration and staff turnover. Attachment L on page 55 lists the name, position, area of certification, and highest degree earned for each administrative, counselor/advising, and instructional GHS employee for 2022-2023.

Additionally, GHS staff members participate in professional development activities during each school year. The GHS 2022-2023 Professional Development Plan focuses on increasing skill sets as required to:

1. Use data and analysis techniques to support continuous improvement
2. Strengthen student voice and individual responsibility for learning
3. Meet the needs of a diverse student population in a culture that emphasizes respect, fairness, equity, and inclusion
4. Integrate the use of digital resources to support active learning
5. Utilize action research (plan, do, check, act) to address GHS operational/instructional problems
6. Implement Marzano research practices tied to effective schools
7. Meet the annual continuous improvement plan performance targets

Staff evaluation results for 2017-2018 through 2021-2022 are reported in Table 8.

Table 8: Summary of GHS Staff Evaluation Results for 2017-2018 through 2021-2022

Year Ending June	Total Number of Evaluations (Teacher)	*Total Number of Evaluations (Other)	** Total Number of Satisfactory	Total Number Above Satisfactory
2018	4	4	0	8
2019	5	4	0	9
2020	6	5	0	11
2021	7	5	1	11
2022	5	4	1	8

* The principal is not included in the table above. The principal met expectations each year.

** All staff members demonstrated performance of satisfactory or above.

The GHS staff has demonstrated creativity and resourcefulness in integrating an alternative education high school into an existing college environment. GHS staff members have implemented a variety of strategies to meet academic needs of a diverse student population within a demanding academic setting. A few examples are listed below:

- The school has implemented a student mentoring program that was recognized during an accreditation site visit as an exemplary practice. That program is being further strengthened during 2022-2023 with a homeroom initiative to guarantee regular meetings between mentors and mentees.
- GHS leadership, faculty, and staff participate in a two- or three-day summer workshop every July. During that workshop, they:
 - Review prior year performance as tied to both Accountability Plan and school improvement performance targets
 - Review the climate survey report and other feedback from stakeholders collected through additional surveys and focus groups
 - Share learnings from professional development activities attended during the prior year
 - Use all this information to plan improvement initiatives and outline the upcoming year's professional development plan
 - Address additional issues as required
- In the summer of 2020, as the school moved into a fully virtual learning environment, workshop attendees completed a digital learning survey through which they assessed their own expertise in terms of demonstrating actions related to seven digital learning components: Learners' Experience, Digital Learning Community, Curriculum and Assessment, Academic Integrity, Effective Environment, and Technology Infrastructure. They then completed a second survey assessing their expertise in implementing the research-based Marzano teacher behaviors. The results of both surveys were then addressed in faculty meetings to ensure that teachers had the support from leadership and from each other to meet the needs of their students in the virtual environment.
- In every monthly staff meeting, the GHS principal asks instructors to talk about individual students who have excessive absences and/or are not performing in their classes. Often, other instructors can provide insight or suggestions to their colleagues. The principal and assistant principal also address how they will follow up with individual students and their parents.

- **GHS has hosted PERT bootcamps to help students who haven't earned qualifying PERT scores prepare to retest and be positioned to take college courses.**
- **School staff members have implemented holistic support practices emphasized by the GtC National Network to address individual student needs.**
- **Each student's College Success Plan is reviewed with the student annually; and with the guidance of GHS staff, every student creates an individualized education plan for moving into a career field.**
- **Instructors teach and re-teach to maximize opportunities for student success.**
- **Through wrap around services, GHS staff closely monitor student academic progress and attendance.**
- **Remediation is provided as necessary.**
- **Semester "gut checks" occur to ensure that students are taking ownership of their academic success and creating strategic solutions to regroup as needed.**

SECTION 3: IS THE SCHOOL FAITHFUL TO THE TERMS OF ITS CHARTER?

3A. Have the school's program and operation been consistent with the terms of its charter?

Yes, GHS has been consistent with the terms of the charter. As stated in the original charter document, the school was established to replicate a model established by the GtC National Network and recognized by the Bill and Melinda Gates Foundation. The school received a GtC grant and is a member of the national network. A letter of support from the GtC National Network is included as Attachment M on page 56.

The educational program and curriculum are specifically designed to serve disengaged youth, introduce them to college coursework, and position them for success when they graduate from high school. Enrollees take college courses while in high school; and while graduates are encouraged to earn a minimum of nine college credits, many earn more.

The application process identifies students who demonstrate a willingness to engage in education and who have foundational skills in reading, writing, and math. Additionally, as part of the lottery and selection process, priority is given to applicants who also exhibit one or more of the priority categories listed on page 14.

All GHS performance are tied to the intent of the original charter. Specific targets with performance outcomes for the last five years are presented in Section 1, beginning on page 6. The Educational Program Design Self-Evaluation 2022 is included as Attachment F on page 46. The school was accredited by Cognia in the spring of 2021. In its final report, the Cognia review team made the following observations about the school:

- GHS is a mission-guided institution whose stakeholders share a strong sense of purpose to achieve students' desired outcomes.
- The institution implements operational processes and procedures and monitors the continuous improvement process to improve student learning and professional practices.
- The institution implements processes to monitor and adjust curriculum, programs, and assessment to meet learning needs and promote student growth.
- The institution implements strategies that provides equitable learning opportunities and impacts the learning culture to enhance the learning experience.
- GHS plans and delivers professional learning through induction, mentoring, and coaching that promotes collaboration while improving student performance and organizational effectiveness.
- The Institution has a well-developed and goal-oriented resource management plan, allocating resources based on identified needs in support of the curriculum and programs to improve learning outcomes.

3B. Is the school within the bounds of applicable statutory and regulatory requirements?

ESE/Learning Support and English Language Learners—GHS follows all state and federal guidelines when meeting the needs of identified ESE and ESOL students. Staff regularly evaluates progress of these students to update and revise individual learning plans as needed. GHS ESOL students are provided with Rosetta Stone to assist them with English language transition.

GHS contracts with Mrs. Shenita Seeden-Downing, a certified ESE specialist/LEA for all exceptionalities of ESE, to meet the needs of enrolled students. Mrs. Seeden-Downing monitors ESE students, meets with instructors and parents to review Individual Education Plans (IEPs), and assists in developing services needed for student success. Mrs. Seeden-Downing also coordinates with the Polk County School Board assigned staffing specialists to finalize all staffing, signs off on all paperwork, and keeps the student records updated.

GHS staff follow established guidelines of the Polk County Schools to monitor the needs of their enrolled ESOL students. Partnering with the District ESOL office, GHS staff meet LEP committee recommendations and testing requirements. The results of quarterly monitoring conducted by the District Office of Magnet and School Choice indicate no incidences of noncompliance in these areas.

Mental Health— GHS offers mental health to its students as a wraparound service. These services are through Bay Care with Polk State College. Students are able to confidentially get the mental health assistance they need.

State Testing Requirements—GHS participates in all testing mandated by the Florida Legislature. GHS students participate in the Algebra 1, Biology, and Geometry EOC Exams as necessary, and students enrolled in the U.S. History class participate in the U.S. History EOC Exam in December and May. Students new to the public school system or any students who have not yet met the graduation requirements are administered the grade 10 Sunshine State Standard FSA for reading.

Student Learning Time—GHS has implemented state graduation requirements as defined in the Florida Statutes and the Florida Department of Education rules. GHS maintains a permanent record (transcript) for each student as official documentation of the student's high school course achievements. The Polk State Office of Student Services also maintains a permanent record (transcript) of all college course enrollments/completions. These records comply with all State requirements for recording and safe keeping of student records. If all requirements for high school and/or college graduation are met, a student is certified for graduation.

Student Discipline—GHS students are subject to the rules and procedures of the Polk State College Student Handbook and to any K-12 State statutes not addressed by Polk State Procedures.

School Safety—As noted on page 32, GHS has current inspection certificates for fire and health. There have been no recorded complaints regarding allegations of harassment or discrimination. As a part of the MSD Act, students and faculty/staff are now required to wear their Polk State College/ GHS student ID, all doors are required to be locked at all times (classroom/office, labs, etc...)

Student Services – GHS students have student services available to them:

- Individualized Scheduling
- Mentoring
- FOCUS – Student Portal
- Test Prep (ACT, SAT, PERT, FSA)
- Tutoring
- Technology (one-to-one devices), email help
- College application Workshops
- College financial Aid Workshops
- College Tours
- HEARTH
- Resume & Interview Help
- Canvas, Passport (College Platforms)
- Attendance
- Textbooks
- Food Services (Pantry)
- Transportation (Citrus Connection)

Legal—There are no pending or threatened legal actions involving GHS.

Miscellaneous

- The school has utilized and upgraded technology so that teachers and students have access to state-of-the-art facilities, equipment, and software.
- The school follows the Polk State Procedure and the Copyright Law PL 94-553 Title 17 U.S. Code, posted in Polk State libraries and throughout the campus.
- DBOT Rules and Polk State Procedures governing confidentiality of student records are followed in GHS and throughout the college. GHS adheres to all requirements of the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) federal law that protects the privacy of student education records.
- GHS code of conduct is addressed in Student Discipline above.
- DBOT Rules and Polk State Procedures establish and maintain an atmosphere free from discrimination for both students and staff. Applicable rules and procedures include the following: DBOT Rule 3.12, Equal Employment Opportunity; DBOT Rule 4.23, Educational Opportunities for Students with Disabilities; Polk State Procedure 6078, Accommodation of Disabilities; DBOT Rule 4.24, Policy Regarding Religious Observances by Students; and Polk State Procedure 6077, Accommodation of Religious Beliefs. An Index to DBOT Rules and Polk State Procedures and a link to the full text of each Rule and Procedure are found at <https://www.polk.edu/lakeland-gateway-to-college-high-school/required-documents/>. The full text of any rule or procedure is found in any Polk State administrative office and is available upon request.

SECTION 4: IF THE SCHOOL'S CHARTER IS RENEWED, WHAT ARE ITS PLANS FOR THE REQUESTED NUMBER OF YEARS OF THE NEXT CHARTER?

4A. Please describe how your founding charter has served the school during its current contract term. What has the school learned during its first term about the strengths and weaknesses of its charter, and what changes in the charter does this experience suggest?

The implementation of GHS has remained true to the founding charter. The school serves 11th and 12th grade students enrolled in both high school and dual enrollment courses. All students pursue an individualized, challenging program-of-study leading to high school graduation and the accumulation of college credits. Original charter and Accountability Plan performance targets and the progress the school has made toward meeting these targets are listed in Section 1A, beginning on page 6. Proposed Accountability Plan targets for the new contract are listed on pages 28 and 29. They reflect only minor changes in performance indicators.

Learning during Charter Term

During the past five years of implementation, GHS has learned many things about both the rewards and challenges of meeting the intent of the original charter.

Lessons learned that have been very rewarding include but are not limited to those listed below:

- There is a population of students and parents who are very excited about the opportunity for students who have had prior challenges to engage in a high school on a college campus and to create a path to life-long productivity and success. Watching students excel has been exhilarating.
- Individualized attention and wrap-around services work with many students who may not demonstrate the academic and life skills for success when they enter the school.
- Once students experience success and know that adults in the school care for them, they often surprise themselves, their parents, and the staff with their success.
- Parents and students voice high satisfaction with a school that both challenges and nurtures the students. A high level of satisfaction is reflected in annual climate survey reports. GHS staff members also hear from parents and students about how much they appreciate the school. A letter received from an appreciative parent in July 2022 is included as Attachment R on page 70.
- The dedication, creativity, and commitment of school staff are key to success.

Implementing a nontraditional school has also presented many challenges, which include the following:

- Recruiting and ensuring the success of males has been a challenge. GHS staff members recognize that many males are engaged in athletics in their home schools and don't choose to come to GHS even though they can participate in sports after school. The staff hopes that a support group being created for males during the 2022-2023 school year will both improve the performance of male enrollees and will help recruit additional male applicants.
- GHS students deal with a multitude of personal issues. Too many students are living alone or with boyfriends or girlfriends, and too many parents are uninvolved. Many of the GHS students have also had issues with drugs and violence in their lives. The wrap-around services provided through the GtC model have proven to be very helpful with these individuals.
- Covid lockdowns and restrictions provided challenges for all schools. However, it was a particular challenge for GHS since many college classes remained online through the 2021-2022 school year, and the campus did not have student activities that had been in place in the past. It has also resulted in a recruitment challenge. It has been more difficult to attract students to an empty campus.
- GHS leaders and staff have found that admitting only juniors and seniors provides very little time to transition new students into the unique GHS/college environment prior to sending them out into college courses. Since many enrollees have both academic and personal challenges, school leaders believe it would

be helpful to enroll 10th graders in order to have the necessary time to build their success and confidence prior to college course enrollment.

- GHS has not provided a direct link between GHS curriculum and Polk State's AS, BAS, and BS degree programs. The focus has instead been on building interests and skillsets for students so they can make that transition when they graduate. High school academies would be helpful in making a direct link and supporting the transition process.

In the next contract, GHS will:

- Continue its established mission and vision
- Maintain its current enrollment cap of 300
- Accept 10th graders in order to provide additional time to meet student needs
- Establish both information technology and civics academies directly tied to Polk State degree programs
- Establish a support group specific for male students
- Implement marketing strategies, including student and parent testimonials, to let potential applicants know that the Polk State campus has returned to more traditional operations

In addition to pursuing the school's goals, GHS leadership and staff will continue to be innovative and use the evaluation system, the annual continuous improvement planning process, the support of the GtC National Network, and the Cognia accreditation process for ongoing school improvements.

4B. Please attach a 1-year School Improvement Plan/Accountability Plan that defines the school's student and school performance objectives for its next charter term. Describe how these objectives are aligned with the current state curriculum frameworks.

GHS creates an annual continuous improvement plan (ACIP) annually. This plan is used internally to identify gaps in Accountability Plan performance and to list barriers and action steps to be taken during the upcoming year to narrow that gap. The current plan can be found at <https://www.polk.edu/lakeland-gateway-to-college-high-school/required-documents/>. The new GHS Accountability Plan is included as Attachment D, beginning on page 36. It includes performance targets as listed in Table 9.

Table 9: Proposed and Current Accountability Plan Performance Targets

#	Proposed Targets 2023-2024 through 2027-2028	Current Targets 2018-2023
1	Reading: Show that at least 65% of graduates meet the reading PERT cut score or earn a concordant score on the PSAT, ACT, or SAT or meet any other qualifying indicator as listed in Florida Statute 1007.271 and Rule 6A-10.0315,FAC	Reading: Show that at least 65% of graduates meet the reading PERT cut score or earn a concordant score on the ACT or SAT
2	No Change	Reading Subgroups: Over six years ensure that the performance of each AMO subgroup meets the target as listed in Indicator 1.
3	Writing: Show that at least 65% of graduates meet the writing PERT cut score or earn a concordant score on the PSAT, ACT, or SAT or meet any other qualifying indicator as listed in Florida Statute 1007.271 and Rule 6A-10.0315,FAC	Writing: 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
4	Math: Show that at least 45% of graduates meet the math PERT cut score or earn a concordant score on the PSAT, ACT, or SAT or meet any other qualifying indicator as listed in Florida Statute 1007.271 and Rule 6A-10.0315,FAC	Math: Show that at least 45% of graduates meet PERT cut score in math or earn a concordant score on the ACT or SAT
5	No Change	Math Subgroups: Over six years ensure that the performance of each AMO subgroup meets the target as listed in indicator 4.
6	No Change	Science: Demonstrate that at least 70% of high school GHS science course completers earn a grade of "D" or higher
7	No Change	Social Studies: Show that an appropriate percentage of students who take the U.S. History End-of-Course exam meet the proficiency (2018-19=32%, 2019-2020=33%, 2020-2021=34%, 2021-22=35%, 2022-23=35%)
8	Social Studies: Show that at least 70% of AMH1010 and 1020 completers earn a passing grade.	
9	No Change	Financial Viability: <ul style="list-style-type: none"> Percentage of unrestricted fund balance will be at least 35 of annual revenue per the Independent Annual Financial Audit Absence of material or repeated audit findings will be noted in the annual audit by a qualified independent auditor Monthly financial statements will be submitted timely per the deadline set forth in the school's charter contract
10	No Change	Governance: <ol style="list-style-type: none"> Number of Governing Board meetings held in Polk County with a quorum of board members present will meet or exceed four meetings per year.

#	Proposed Targets 2023-2024 through 2027-2028	Current Targets 2018-2023
		2) Governing board minutes will be detailed and publicly posted in compliance with Polk State College procedures 3) No official business may be transacted in any board meeting unless a quorum is present (Polk State DBOT rule 1.02) 4) Board meeting(s) will be held with a quorum present to address: <ul style="list-style-type: none"> ○ Annual Accountability Report as required in FS 1002.33 (9)(k) ○ School Grades and Accountability Plan Progress as required in FS 1002.33 ○ School Leader/Staff evaluation(s) as required in SB736 5) Board Members will complete required board member training by the deadlines established in SBR 6A-6.0784 6) The average responses of students, parents, and staff will equal 3.0 or higher on at least 6 of 7 correlates on the annual climate survey (scale of 1.0 to 4.0)

Additionally, the Accountability Plan Progress Report, reflecting performance related to current school goals and indicators of progress, is included as Attachment E, beginning on page 38.

Alignment with State Curriculum Frameworks

- GHS students will complete all State-mandated testing as required under State and charter law. GHS will continue to implement State graduation requirements as found in the Florida Statutes and the Rules of the Florida Department of Education.
- GHS will maintain an individual permanent record (transcript) for each charter school student as official documentation of the student’s achievement. This record will comply with all State requirements for recording and safekeeping of student records. The student’s permanent record will be compared to the requirements specified in State law and to all GHS program requirements. If all requirements have been met, the student will be certified for graduation from GHS. A standard Florida high school diploma will then be issued to the student and the graduation date recorded on the student’s permanent record.
- Among the formal measures that will be used to document academic progress are the following:
 - Standard grades in individual classes
 - Florida Standards Assessments (FSA) in English Language Arts (ELA) and end-of-course (EOC) exams
 - PERT (Postsecondary Education Readiness Test)
 - Graduation/completion rates
 - Overall GPAs
 - Standardized test results such as ACT and SAT

4C. How will the school evaluate and disseminate effective elements of the school's structure or program?

Evaluation

GHS will use the following strategies and processes to evaluate the school's effectiveness:

- GHS currently works with an external evaluator to examine school performance in relation to indicators which include the following:
 - Enrollment and retention
 - Graduation rate
 - Student performance in high school and college science courses, college social studies courses (AMH1010 and 1020), and on EOC exams
 - Student performance on PERT Reading, Sentence Skills, and Math
 - Number of students completing college credits
- The entire school staff participates in a staff workshop every summer. Staff members review prior year performance and create the annual continuous improvement plan (ACIP) for the upcoming year. They also review the mission and vision statements and suggest edits as appropriate.
- School Advisory Council (SAC) representatives provide input into the ACIP and respond to suggested edits to the mission and vision. The SAC then approves the ACIP and mission and vision statements during their fall meeting. A list of current SAC members is provided as Attachment O on page 58.
- Targeted surveys and focus groups conducted by an external consultant with primary stakeholder groups also collect perceptions of the school's strengths, weaknesses, opportunities, and threats. Summary reports with follow-up actions are then incorporated into the school's continuous improvement process.
- The Cognia accreditation process provides an intensive examination of the effectiveness of the GHS structure and programs. The school was reaccredited in 2021. The Cognia certificate is included as Attachment N on page 57.
- GHS performance is also reviewed by the Gateway to College (GtC) National Network. A letter of support from GtC is included as Attachment M on page 56.

Dissemination

GHS aggressively disseminates information regarding school services and programs to all stakeholder groups. Both broad-based publicity efforts and targeted marketing emphasize the mission of the school and publicize the school's achievements and outcomes. This allows for self-selection by students and parents to help ensure an appropriate match between the school's mission and the educational and personal needs of applicants. It also ensures that all stakeholder groups are kept informed about the events and accomplishments associated with the school.

A series of public relations endeavors are employed by the Polk State Office of Communication and Public Affairs to publicize GHS to the community at large. Marketing materials are developed for potential students and include brochures, videos, and lists of support services available to students.

Dissemination activities include direct mailings, the GHS website (www.polk.edu/gateway), and material distribution through community-based organizations.

The GHS leadership team, faculty, and staff host group meetings with the parents/guardians of both incoming and returning students during the summer to:

- Make staff introductions
- Testing requirements
- School safety to include student ID, parking, attendance, mental health services, and bullying
- Maintaining one- and two-way communication

- Parent access to high school and college course performance information
- Present course and program offerings (high school and college)
- Clubs and activities
- Describe the school schedule
- Transportation and lunch
- Present forms to be completed
- Parent involvement through the school advisory council, focus groups, and the GHS parent group
- Outline wraparound services to include Bay Care mental health counseling, one-on-one assistance with financial aid and Bright Futures applications, career counseling, community resources based on individual needs, an individual education plans for each student

In the summer, information is disseminated to students through Canvas. Videos and reading material are provided to address:

- | | |
|----------------------------------|--|
| • Welcome to GHS | • Textbooks |
| • Testing | • Transportation |
| • Wraparound services | • Food |
| • Social media | • Scheduling |
| • Bullying | • Dual enrollment |
| • FERPA | • Student IDs |
| • Hearth for unaccompanied youth | • Communication strategies used by GHS |
| • Community service | • Student handbook |
| • Attendance | |

Additionally, GHS uses the following dissemination strategies:

- Press releases to disseminate the highlights of school accomplishments and evaluations
- The GHS website with detailed information for prospective students regarding the school, its mission, school accomplishments, the application procedures, etc.
- Public recruit nights held to explain the GHS mission, share school accomplishments, and walk prospective students and their parents and guardians through the application process

The methods listed above are innovative and will continue to evolve as new dissemination processes are made available through the work of GHS staff. All stakeholder groups are targeted for information.

4D. What facility or facilities do you plan to use during the term of the next charter? Please submit written documentation that the school remains in compliance with all building, health, safety, and insurance requirements as described in Florida Statutes, and that all related inspections and approvals are current.

GHS will continue to be housed on the Polk State Lakeland Campus located at 3425 Winter Lake Rd, Lakeland, FL 33803. This facility is up to date with fire and Department of Health Inspections. The most recent inspection reports and Certificate of Liability Insurance show as follows:

- **Health Inspection dated 2/11/22 with no violations.**
- **Fire Inspection dated 2/7/22 with no violations.**
- **Certificates of Liability Insurance 2022**

CHART OF ATTACHMENTS

A. FSA AND/OR OTHER STATE ACCOUNTABILITY TESTS AS APPLICABLE WITHIN THE LAST SIX (6) YEARS.

Polk State Lakeland Gateway to College High School						
	2021-22	2020-21	2018-19	2017-18	2016-17	2015-16
Learning Gains English Language Arts	73	60	80	69	54	-
Learning Gains Mathematics	90	83	94	95	98	29
Algebra I EOC Proficiency	38	18	**	60	-	-
Geometry EOC Proficiency	28	14	**	**	**	**
Biology EOC Proficiency	47	22	**	-	**	**
US History EOC Proficiency	43	35	62	14	16	69
College and Career Acceleration	99	98	100	100	83	100
Graduation Rate	97	98	84	78	26	9
Percent Tested	98	97	99	100	96	77
Percent of Points School Grade	82	72	87	82	76	29
School Improvement Rating	Commendable	*	Commendable	Commendable	Commendable	Maintaining
* For 2020-21, schools may opt-in for a school grade to be recorded and reported.						
** Less than 10 students.						
- No data						

Additional performance data is provided in Section 1A, beginning on page 6.

B. ANNUAL STUDENT GAINS TO INCLUDE LOWEST 25% WITHIN THE LAST SIX (6) YEARS.

Polk State Lakeland Gateway to College High School						
	2021-22	2020-21	2018-19	2017-18	2016-17	2015-16
Learning Gains English Language Arts	73	60	80	69	54	-
Learning Gains Mathematics	90	83	94	95	98	29
Algebra I EOC Proficiency	38	18	**	60	-	-
Geometry EOC Proficiency	28	14	**	**	**	**
Biology EOC Proficiency	47	22	**	-	**	**
US History EOC Proficiency	43	35	62	14	16	69
College and Career Acceleration	99	98	100	100	83	100
Graduation Rate	97	98	84	78	26	9
Percent Tested	98	97	99	100	96	77
Percent of Points School Grade	82	72	87	82	76	29
School Improvement Rating	Commendable	*	Commendable	Commendable	Commendable	Maintaining
* For 2020-21, schools may opt-in for a school grade to be recorded and reported.						
** Less than 10 students.						
- No data						

C. PERCENTAGE OF STUDENTS TESTED WITHIN THE LAST SIX (6) YEARS.

Polk State Lakeland Gateway to College High School						
	2021-22	2020-21	2018-19	2017-18	2016-17	2015-16
Learning Gains English Language Arts	73	60	80	69	54	-
Learning Gains Mathematics	90	83	94	95	98	29
Algebra I EOC Proficiency	38	18	**	60	-	-
Geometry EOC Proficiency	28	14	**	**	**	**
Biology EOC Proficiency	47	22	**	-	**	**
US History EOC Proficiency	43	35	62	14	16	69
College and Career Acceleration	99	98	100	100	83	100
Graduation Rate	97	98	84	78	26	9
Percent Tested	98	97	99	100	96	77
Percent of Points School Grade	82	72	87	82	76	29
School Improvement Rating	Commendable	*	Commendable	Commendable	Commendable	Maintaining
* For 2020-21, schools may opt-in for a school grade to be recorded and reported.						
** Less than 10 students.						
- No data						

D. 1-YEAR ACCOUNTABILITY PLAN THAT DEFINES THE SCHOOL'S STUDENT AND SCHOOL PERFORMANCE OBJECTIVES FOR ITS NEXT CHARTER TERM.

CATEGORY AND 2021-2024 TARGET	GRADE LEVEL	# IN GROUP 2021-2022	2021-2022 PERFORMANCE
READING INDICATOR 1: Show that at least 65% of graduates meet the reading PERT Cut score or earn a concordant score on the PSAT, ACT, or SAT or meet any other Qualifying indicator as listed in Florida Statute 1007.271 and Rule 6A-10.0315, FAC	12	115/119	97%
READING INDICATOR 2: Ensure that the performance of each AMO subgroup meets the target as listed in Reading Indicator I.	12	BLACK: 50/51	BLACK: 98%
		WHITE: 32/36	WHITE: 89%
		HISPANIC: 28/28	HISPANIC: 100%
		OTHER: *	OTHER: *
		SWD: *	SWD: *
		ELL: *	ELL: *
FRL: 27/27	FRL: 100%		
MATH INDICATOR 1: Show that at least 45% of graduates meet the math PERT cut score or earn a concordant score on the PSAT, ACT, or SAT or meet any other qualifying indicator as listed in Florida Statute 1007.271 and Rule 6A-10.0315, FAC	12	85/119	71%
MATH INDICATOR 2: Ensure that the performance of each AMO subgroup meets the target as listed in Math Indicator I.	12	BLACK: 40/51	BLACK: 78%
		WHITE: 18/36	WHITE: 50%
		HISPANIC: 28/28	HISPANIC: 100%
		OTHER: *	OTHER: *
		SWD: *	SWD: *
		ELL: *	ELL: *
FRL: 21/27	FRL: 78%		
SCIENCE INDICATOR 1: Demonstrate that at least 70% of GHS science course completers earn a grade of "D" or higher.	10		
	11		
	12		
WRITING INDICATOR 1: Show that at least 65% of graduates meet the writing PERT cut score or earn a concordant score on the PSAT, ACT, or SAT or meet any other qualifying indicator as listed in Florida Statute 1007.271 and Rule 6A-10.0315, FAC	12	89/89	100%
SOCIAL STUDIES INDICATOR 1: Show that an appropriate percentage of students who take the U.S. History End-of-Course exam meet the proficiency	11		
	12		
SOCIAL STUDIES INDICATOR 2: Show that at least 70% of AMH1010 and 1020 completers earn a passing grade.	11	90/94	96%
	12	28/29	97%

CATEGORY AND 2021-2024 TARGET	GRADE LEVEL	# IN GROUP 2021-2022	2021-2022 PERFORMANCE
FINANCIAL VIABILITY INDICATOR 1: Show an unrestricted fund balance of at least 3% annually of annual revenue per the Independent Annual Financial Audit.	NA	NA	45.21%
FINANCIAL VIABILITY INDICATOR 2: Demonstrate absence of material or repeated audit findings in annual audit by qualified independent auditor.	NA	NA	MET
FINANCIAL VIABILITY INDICATOR 3: Submit monthly financial statements timely per the deadline set forth in the School's charter contract.	NA	NA	MET
GOVERNANCE INDICATOR 1: Hold 4 or more Governing Board Meetings annually with a quorum of board members present.	NA	NA	10
GOVERNANCE INDICATOR 2: Publicly post detailed Governing Board minutes in compliance with Polk State College procedures.	NA	NA	MET
GOVERNANCE INDICATOR 3: Transact no official business in any board meeting unless a quorum is present (Polk State DBOT Rule 1.02)	NA	NA	MET
GOVERNANCE INDICATOR 4: Hold Board meetings with a quorum present to address: Financial Audit responsibilities as required in FS 1002.33 (9)(j)(1-3) Annual Accountability Report as required in FS 1002.33 (9)(k) School Grades and Accountability Plan Progress as required in FS 1002.33 (9)(c) School Leader/Staff Evaluation(s) as required in SB736	NA	NA	MET
GOVERNANCE INDICATOR 5: Ensure that Board members complete required board member training by the deadlines established in SBR 6A-6.0784.	NA	NA	MET
GOVERNANCE INDICATOR 6: Show that average responses of students, parents, and staff equal 3.0 or higher on at least 6 of 7 correlates on the annual climate survey (scale of 1.0 to 4.0).	NA	NA	MET

E. ACCOUNTABILITY PLAN PROGRESS REPORT SUMMARY FOR RENEWAL

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

The GHS Accountability Plan for school years 2018-19 through 2022-23 lists a total of 16 performance indicators distributed among the following performance categories:

- Reading (2 indicators/standardized test performance)
- Math (2 indicators/standardized test performance)
- Science (1 indicator/high school and college course performance)
- Writing (1 indicator/standardized test performance)
- Social Studies (1 indicator/standardized test performance)
- Financial Viability (3 indicators/financial accountability)
- Governance (6 indicators/governance accountability and stakeholder satisfaction)

Reading

Indicator 1: Show that at least 65% of graduates meet the PERT cut score in reading or earn a concordant score on the ACT or SAT

Year:		Met/Not Met:
2017-2018	93% (77/ 83)	NA
2018-2019	92% (108/ 117)	Met
2019-2020	92% (112/ 122)	Met
2020-2021	81% (109 of 135)	Met
2021-2022	87% (104 of 119)	Met

Because GHS is designed to be a two-year program, graduates should have two years to attain performance targets. Performance includes all graduates enrolled a full two years plus those who met the target in less than two years.

Indicator 2: Over six years ensure that the performance of each AMO subgroup meets the target as listed in Indicator 1.

Year:	FRL	Black	White	Hispanic	Female	Male	Met/Not Met:
2017-2018	92% (11/12)	92% (24/26)	90% (28/31)	89% (17/19)	89% (56/62)	100 (21/21)	NA
2018-2019	94% (17/18)	94% (34/36)	93% (53/57)	82% (14/17)	92% (71/77)	93% (37/40)	Met
2019-2020	94% (49/52)	85% (34/40)	96% (44/46)	93% (28/30)	94% (76/81)	88% (36/41)	Met
2020-2021	77% (40/52)	76% (37/49)	86% (36/42)	77% (23/30)	80% (74/92)	81% (35/43)	Met
2021-2022		81% (43/51)	96% (29/36)	96% (27/28)	90% (81/89)	77% (23/30)	Met

Because GHS is designed to be a two-year program, graduates should have two years to attain performance targets. Performance includes all graduates enrolled a full two years plus those who met the target in less than two years.

Writing

Indicator 1: 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

Year:		Met/Not Met:
2017-2018	86% (71/83)	NA
2018-2019	89% (104/117)	Met
2019-2020	89% (109/122)	Met
2020-2021	76% (102/135)	Met
2021-2022	78% (93/119)	Met

Because GHS is designed to be a two-year program, graduates should have two years to attain performance targets. Performance includes all graduates enrolled a full two years plus those who met the target in less than two years.

Math

Indicator 1: Show that at least 45% of graduates meet PERT cut score in math or earn a concordant score on the ACT or SAT

Year:		Met/Not Met:
2017-2018	71% (59/83)	NA
2018-2019	79% (93/117)	Met
2019-2020	77% (94/122)	Met
2020-2021	70% (94/135)	Met
2021-2022	55% (66/119)	Met

Because GHS is designed to be a two-year program, graduates should have two years to attain performance targets. Performance includes all graduates enrolled a full two years plus those who met the target in less than two years.

Indicator 2: Over six years ensure that the performance of each AMO subgroup meets the target as listed in Indicator 1.

Year:	FRL	Black	White	Hispanic	Female	Male	Met/Not Met:
2017-2018	75% (9/12)	46% (12/26)	71% (22/31)	79% (15/19)	69% (43/62)	52% (11/21)	NA
2018-2019	72% (13/18)	83% (30/36)	77% (44/57)	71% (12/17)	79% (61/77)	78% (31/40)	Met
2019-2020	79% (41/52)	68% (27/40)	85% (39/46)	83% (25/30)	77% (62/81)	78% (32/41)	Met
2020-2021	65% (34/52)	61% (30/49)	79% (33/42)	47% (14/30)	63% (58/92)	74% (32/43)	Met
2021-2022		55% (28/51)	39% (14/36)	64% (18/28)	53% (47/89)	53% (16/30)	Not Met

Because GHS is designed to be a two-year program, graduates should have two years to attain performance targets. Performance includes all graduates enrolled a full two years plus those who met the target in less than two years.

Science

Indicator 1: Demonstrate that at least 70% of GHS science course completers earn a grade of "D" or higher		
Year:		Met/Not Met:
2017-2018	97% (120/124)	NA
2018-2019	86% (188/218)	Met
2019-2020	94% (163/173)	Met
2020-2021	90% (223/248)	Met
2021-2022	96% (146/162)	Met

Social Studies

Indicator 1: Show that an appropriate percentage* of students who take the U.S. History End-of-Course exam meet the proficiency		
Year:		Met/Not Met:
2017-2018	21% (3/14)	NA
2018-2019	62% (12/21)	Met
2019-2020	46% (6/13)	Met
2020-2021	35% (11/31)	
2021-2022	48% (12/25)	

Financial Viability

Indicator 1: Percentage of unrestricted fund balance will be at least 3% annually of annual revenue per the Independent Annual Financial Audit.

Year:		Met/Not Met:
2017-2018	38.73%	NA
2018-2019	39.99%	Met
2019-2020	29.72%	Met
2020-2021	40.08%	Met
2021-2022	45/21%	Met

Indicator 2: Absence of material or repeated audit findings will be noted in the annual audit by a qualified independent auditor.

Year:		Met/Not Met:
2018-2019	No audit findings	Met
2019-2020	No audit findings	Met
2020-2021	No audit findings	Met
2021-2022	No audit findings	Met

Indicator 3: Monthly financial statements will be submitted timely per the deadline set forth in the School's charter contract.

Year:		Met/Not Met:
2018-2019	All statements were submitted on time.	Met
2019-2020	All statements were submitted on time.	Met
2020-2021	All statements were submitted on time.	Met
2021-2022	All statements were submitted on time.	Met

Governance

Indicator 1: Number of Governing Board Meetings held in Polk County with a quorum of board members present will meet or exceed four meetings per year.		
Year:		Met/Not Met:
2018-2019	10 Meetings Per Year	Met
2019-2020	10 Meetings Per Year	Met
2020-2021	10 Meetings Per Year	Met
2021-2022	10 Meetings Per Year	Met

Indicator 2: Governing board minutes will be detailed and publicly posted in compliance with Polk State College procedures. (Met Projected Performance)		
Year:		Met/Not Met:
2018-2019	Board minutes are posted on the college website.	Met
2019-2020	Board minutes are posted on the college website.	Met
2020-2021	Board minutes are posted on the college website.	Met
2021-2022	Board minutes are posted on the college website.	Met

Indicator 3: No official business may be transacted in any board meeting unless a quorum is present (Polk State DBOT Rule 1.02)		
Year:		Met/Not Met:
2018-2019	A quorum was present for every meeting.	Met
2019-2020	A quorum was present for every meeting.	Met
2020-2021	A quorum was present for every meeting.	Met
2021-2022	A quorum was present for every meeting.	Met

Indicator 4: Board Meeting(s) will be held with a quorum present to address:	
<ul style="list-style-type: none"> • Annual Accountability Report as required in FS 1002.33 (9)(k)—The Annual Accountability Report was presented in November of each year. 	

- **School Grades and Accountability Plan Progress as required in FS 1002.33 (9)(c)**— Accountability Plan Progress was reported in November of each year. GHS does not receive a school grade. It received a “commendable” rating for 2016-2017 and 2017-2018.
- **School Leader/Staff Evaluation(s) as required in SB736**—In April of each year, administrator contract renewals showing effective evaluation results were presented to the DBOT.

Year:		Met/Not Met:
2018-2019	See notes above. All were presented each year.	Met
2019-2020	See notes above. All were presented each year.	Met
2020-2021	See notes above. All were presented each year.	Met
2021-2022	See notes above. All were presented each year.	Met

Indicator 5: Board Members will complete required board member training by the deadlines established in SBR 6A-6.0784

Year:		Met/Not Met:
2018-2019	1-Hour Refresher/Audit Review (October)	Met
	2-Hour Refresher/Board Training on Governance, Government in the Sunshine, Conflicts of Interest, and Ethics (October)	
	Two 1-Hour Refreshers/Board Training on Budget and Finance (May/June)	
2019-2020	3-Hour Refresher/ Board Training on Governance, Government in the Sunshine, Conflicts of Interest, and Ethics (October)	Met
	1-Hour Refresher/Audit Review (October)	
	1-Hour Refresher/Board Training on Budget and Financial Matters (June)	
2020-2021	2-Hour Refresher/Board Training on Governance, Government in the Sunshine, Conflicts of Interest, and Ethics (October)	Met
	1-Hour Refresher/Audit Review (November)	
	Two 1-Hour Refreshers/Board Training on Budget and Finance (May/June)	
2021-2022	2-Hour Refresher/Board Training on Governance, Government in the Sunshine, Conflicts of Interest, and Ethics (October)	Met
	Three 1-Hour Refreshers/Board Training on Audit Review, Budget, and Finance (November/May/June)	

Indicator 6: The average responses of students, parents, and staff will equal 3.0 or higher on at least 6 of 7 correlates on the annual climate survey (scale of 1.0 to 4.0).

Year:	Parents	Students	Staff	Met/Not Met:
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2018-2019	7 of 7	7 of 7	7 of 7	Met
2019-2020	7 of 7	7 of 7	7 of 7	Met
2020-2021	7 of 7	7 of 7	7 of 7	Met
2021-2022	7 of 7	7 of 7	7 of 7	Met

F. EDUCATIONAL PROGRAM DESIGN SELF-EVALUATION

Name of School: Polk State Lakeland Gateway to College Charter High School

Tab	Academic goal or practice stated in school's application	Specific Reference in Application	Site Visit Evidence observed or documented
x1	The members of each cohort exiting the GHS Foundation will have experienced success and will voice intent to remain in school through graduation.	Pg. 41	
2	GHS enrollees will stay in school through high school graduation.	Pg. 41	
3	By the time of high school graduation, GHS graduates will have demonstrated a readiness to succeed in college coursework.	Pg. 42	
4	GHS students will participate in appropriate state assessments and will demonstrate success in the assessment processes.	Pg. 42	
5	GHS graduates will have earned college credit prior to graduating from high school and will transition into a college or other postsecondary program when they leave GHS.	Pg. 43	
6	<p>GHS will emphasize four operational practices:</p> <ul style="list-style-type: none"> • Students who have disengaged from the traditional high school experience will be given the opportunity to accelerate their learning and prepare for college. • Each student will receive individualized support through mentoring, academic guidance, and a College Success Plan to meet academic, personal, and career development needs. • Students will be on an open college campus and will acquire the study skills, self-discipline, and self-awareness to be successful in a highly academic environment. • Students will complete high school and demonstrate the skills to have full access to the Polk State College coursework without the need for academic remediation. 	Pg. 6	
7	<p>As part of the selection process, priority will be given to any applicant who:</p> <ul style="list-style-type: none"> • Has been out of school for a minimum of three months as indicated by school enrollment records • Is a custodial parent or a parent participating in financial support of a child as indicated by birth, court, or financial records • Can demonstrate that he or she is the primary caretaker for family members during traditional school hours as indicated by a notarized statement of parent or guardian • Is considered to be over age as verified by birth certificate or student records • Is homeless as verified by a state-approved organization • Can provide any other documentation acceptable to GHS administration to show that he or she has significant difficulty participating in a traditional daytime high school schedule and will benefit from enrollment at GHS 	Pg. 11	

8

GHS will replicate a model established by the Gateway to College National Network and recognized by the Bill and Melinda Gates Foundation.

Pg. 7

Add additional lines as necessary.

G. REQUESTED CHARTER CONTRACT TERM.

Requested charter contract term: 5 years

GHS leadership and the governing board approved a five-year requested charter term to align this self-assessment process with the one used for Cognia accreditation.

1. Florida Statute 1002.33 Section 9 (c)1. States: A charter may be renewed provided that a program review demonstrates that the criteria in paragraph (a) have been successfully accomplished and that none of the grounds for nonrenewal established by paragraph (8)(a) has been documented. In order to facilitate long-term financing for charter school construction, charter schools operating for a minimum of 3 years and demonstrating exemplary academic programming and fiscal management are eligible for a 15-year charter renewal. Such long-term charter is subject to annual review and may be terminated during the term of the charter.

2. The 15-year charter renewal that may be granted pursuant to subparagraph 1. shall be granted to a charter school that has received a school grade of "A" or "B" pursuant to s. 1008.34 in 3 of the past 4 years and is not in a state of financial emergency or deficit position as defined by this section. Such long-term charter is subject to annual review and may be terminated during the term of the charter pursuant to subsection (8).

H. PROJECTED BUDGET FOR THE REQUESTED LENGTH OF CHARTER CONTRACT TERM.

Include a comprehensive Business Plan that demonstrates support for the request.

POLK STATE COLLEGE GATEWAY TO COLLEGE HIGH SCHOOL BUDGET ANALYSIS						FTE 255	FTE 275
ACCOUNT TITLE	FD	ORG UNIT	QUAL 1	LOC	GL CODE	BUDGET REQUEST 2022/23	BUDGET REQUEST 2023/24
Institutional Admin	2	24698000	469833	00	51200	\$ 79,684.00	\$ 81,278.00
Teacher Salaries	2	24698000	469833	00	52001	\$ 425,930.00	\$ 496,513.00
Instructional Overloads	2	24698000	469833	00	52100	\$ 16,532.00	\$ 16,863.00
Other Professional	2	24698000	469833	00	53000	\$ 168,510.00	\$ 171,880.00
Career	2	24698000	469833	00	54000	\$ 63,563.00	\$ 64,834.00
Career - OT	2	24698000	469833	00	54100	\$ 5,000.00	\$ 5,100.00
FT/PT Temp Faculty	2	24698000	469833	00	56001	\$ 33,649.00	\$ 34,322.00
Part Time Subs	2	24698000	469833	00	56100	\$ 2,500.00	\$ 2,550.00
Social Security	2	24698000	469833	00	59100	\$ 49,314.00	\$ 50,300.00
Medicare	2	24698000	469833	00	59101	\$ 11,532.00	\$ 11,763.00
FRS Pension	2	24698000	469833	00	59203	\$ 75,998.00	\$ 77,518.00
FRS Investment	2	24698000	469833	00	59206	\$ 15,106.00	\$ 15,408.00
Health Insurance PPO	2	24698000	469833	00	59701	\$ 91,713.00	\$ 110,973.00
Life Insurance	2	24698000	469833	00	59702	\$ 4,298.00	\$ 4,341.00
Dental Insurance	2	24698000	469833	00	59703	\$ 3,432.00	\$ 3,466.00
Disability Insurance	2	24698000	469833	00	59704	\$ 2,779.00	\$ 2,807.00
Health Insurance HMO	2	24698000	469833	00	59711	\$ 60,460.00	\$ 66,506.00
SUBTOTAL PERSONNEL EXP.						\$ 1,110,000.00	\$ 1,216,422.00
Freight & Postage	2	24698000	469833	00	61000	\$ 1,500.00	\$ 1,515.00
Printing - Off Campus	2	24698000	469833	00	62001	\$ 3,000.00	\$ 3,030.00
Printing - PSC Provided	2	24698000	469833	00	62002	\$ 100.00	\$ 101.00
Insurance	2	24698000	469833	00	63503	\$ 2,000.00	\$ 2,020.00
Institutional Membership	2	24698000	469833	00	64502	\$ 3,000.00	\$ 3,030.00
Advertising	2	24698000	469833	00	64510	\$ 1,000.00	\$ 1,010.00
Tuition Reimbursement	2	24698000	469833	00	64512	\$ 5,000.00	\$ 5,050.00
Tech Services	2	24698000	469833	00	64514	\$ 500.00	\$ 505.00
Background	2	24698000	469833	00	64515	\$ 515.00	\$ 520.00
Contracted Services	2	24698000	469833	00	65001	\$ 30,000.00	\$ 22,220.00
Auditing Fees	2	24698000	469833	00	65004	\$ 8,000.00	\$ 8,080.00
Accreditation	2	24698000	469833	00	65008	\$ 2,400.00	\$ 2,424.00
Ed Materials & Supplies	2	24698000	469833	00	65501	\$ 2,500.00	\$ 2,525.00
Office Supplies	2	24698000	469833	00	65502	\$ 3,000.00	\$ 3,030.00
Diplomas & Covers aka Graduation	2	24698000	469833	00	65503	\$ 7,000.00	\$ 7,070.00
Testing Supplies	2	24698000	469833	00	65507	\$ 5,000.00	\$ 5,050.00
Ed Software	2	24698000	469833	00	65701	\$ 6,500.00	\$ 6,565.00
Food	2	24698000	469833	00	66503	\$ 40,000.00	\$ 55,000.00
Subscriptions	2	24698000	469833	00	67001	\$ 1,000.00	\$ 1,010.00
Books	2	24698000	469833	00	67003	\$ 100,000.00	\$ 101,000.00
PSC Admin Fee	2	24698000	469833	00	67600	\$ 294,000.00	\$ 323,400.00
PCSB Admin Fee	2	24698000	469833	00	69510	\$ 87,207.00	\$ 88,079.00
Current Expense Contingency	2	24698000	469833	00	69900	\$ 8,494.00	
Computer Equip Lease - Dell	2	24698000	469833	00	70606	\$ 24,269.00	\$ 24,269.00
SUBTOTAL CURRENT EXP.						\$ 635,985.00	\$ 666,503.00
SUBTOTAL CAPITAL EXP.						\$ -	\$ -
TOTALS						\$ 1,745,985.00	\$ 1,882,925.00
REVENUE SOURCES:						255	275
EXP. CONTRACTED SERVICES						1,745,985.00	1,882,925.00
TOTAL						1,745,985.00	1,882,925.00
						\$ -	\$ -

I. PROJECTED ENROLLMENT FOR THE NEXT CONTRACT TERM

Projected Enrollment by School Year	Grades			Total
	10	11	12	
2023-2024	50	125	125	300
2024-2025	75	100	125	300
2025-2026	75	100	125	300
2026-2027	75	100	125	300
2027-2028	75	100	125	300

Add additional lines/columns as necessary

J. GOVERNING BOARD MEMBERSHIP AND TURNOVER

Current Governing Board Information *Add and delete rows as necessary*

2022-2023

Name of Board Member	Role on Board	Board Term Dates	Governance 4-hr Training or 2-hr Refresher Completion Date
Ashley Bell Barnett		12/23/20-5/31/23	See Table 5 on page 17
Greg Littleton	Chair	12/23/20-5/31/23	
Teresa Martinez	Vice Chair	8/27/21-5/31/25	
Cynthia Hartley Ross		5/31/99-9/5/11 12/21/17-5/31/21 (Term expired –Trustee Ross continues to serve until reappointed by the Governor, removed, or replaced.)	

Two board members, Mark Turner and Dan Dorrell, left prior to the start of the 2022-2023 school year. The governor will appoint replacements.

Governing Board Member History *Enter relevant information according to changes endured over the contract term.*

School Year	Name of Governing Board Chair	Number of Members Required per By-Laws	Member Total Number	Number of New Members Added
2017-2018	Mark Turner	5*	6	1
2018-2019	Dan Dorrell	5	6	0
2019-2020	Teresa Martinez	5	6	0
2020-2021	Cynthia Hartley Ross	5	6	0
2021-2022	Ashley Bell Barnett	5	6	0

***Board Membership:**

- From Polk State College District Board of Trustees rule number 6Hx21 1.01: Membership of the Board is established in accordance with Sections 1001.61-65 and 1004.70 of the Florida Statutes and State Board of Education Regulations 6A-14.024. Members of the Board are appointed by the Governor and confirmed by the Senate in regular session. Trustees shall be appointed for terms of four (4) years and may be reappointed. Terms shall expire on May 31 of the year of expiration, or as soon thereafter as the successor shall be qualified to serve.
- From Florida Statute 1001.61: 1001.61 Florida College System institution boards of trustees shall be comprised of five members when a Florida College System institution district is confined to one school board district; seven members when a Florida College System institution district is confined to one school board district and the board of trustees so elects; and not more than nine members when the district contains two or more school board districts, as provided by rules of the State Board of Education. However, Florida State College at Jacksonville shall have an odd number of trustees, and St. Johns River State College shall have seven trustees from the three-county area that the college serves.

K. ADMINISTRATION AND STAFF TURNOVER

Complete the table below and provide a brief explanation of administrator and teacher turnover.

School Year	17-18	18-19	19-20	20-21	21-22
Total Number of Administrators	2	2	2	2	2
Total Turnover of Administrators	0	0	0	0	1
Total Turnover of Administrators	0	0	0	0	1

Provide an explanation of any notable trends, if applicable.

School Year	17-18	18-19	19-20	20-21	21-22
Total Number of Teachers	4	5	6	7	7
Total Turnover of Teachers	0	0	0	0	3*
Total Turnover of Teachers	0	0	0	0	0

*Three teachers left at the end of the school year. One resigned because of a family medical emergency. One left to take another teaching position. A third teacher's contract was not renewed.

**L. 2022-2023 GHS PROFESSIONAL STAFF MEMBER NAMES,
CERTIFICATIONS, AND HIGHEST DEGREES**

Position	Name	Highest Degree	Certification
Principal	Dr. Meesha J. Downing-Townsend	EDD in Organizational Leadership	Educational Leadership Elementary Education Social Science 5-9 Educational Leadership Principal
Interim Assistant Principal	Mrs. Tanya Chandler	Masters in Educational Leadership	Statement of Eligibility
School Counselor	Ms. Tanya Jones	Masters in Educational Leadership	Prekindergarten/Primary Education Counseling K-12
Interim Instructional Technologist	Mrs. Arthi Bonney	Bachelor of Science Cybersecurity	Math 5-9 Computer Science K-12 Elementary Education K-6 Reading Endorsement
Interim Science Teacher	Mrs. Kelly Dodsworth	Bachelor of Science Environmental Science and Policy	Biology 6-12
Social Science Teacher	Mrs. Consuela Bonney	Master of Science in Educational Leadership	Social Science 5-9, Social Science 6-12 ESE K-12 ESOL & Reading Endorsed
Social Science	Mrs. Amy McIntosh	Master of Science in Educational Administration	Social Science 5 – 9, Social Science 6-12, ESE K-12
Interim Reading Teacher	Mrs. Rebecca Linton	Master of Science in Reading and Literacy	English 9-12, Reading 9-12, ESOL Endorsement
English Teacher	Mrs. Tiffany Clayton	Masters in Science in Comparative & General Literature	English 6-12, Reading K-12, ESOL & Reading Endorsement
Math Teacher	Mr. Patrick Jean	Bachelor of Science in Mathematics	Mathematics 6 – 12
Interim Math Teacher	Mr. Jason Schwarze	Masters of Science in Mathematics Education	Mathematics 9-12, Computer Science K-12, Elementary Education 1 – 6, Reading Endorsement

M. GATEWAY TO COLLEGE NETWORK LETTER OF SUPPORT

Achieving the Dream GATEWAY to COLLEGE

July 30, 2022

Achieving the Dream 

Greetings members of the charter authorizing body,

I write this letter of support on behalf of Polk State College's Gateway to College program. We recognize the need for equitable education alternatives to meet the varied needs of youth in the Lakeland area.

Increasingly, this need has made itself more prominent as of late. We know that the pandemic of the past two academic years has made the job of serving youth much more difficult. Despite the challenges, we remain impressed by the Gateway team's hard work and tireless dedication to students and their success.

Given the current context, it becomes even more important that communities find ways to best serve their youth and provide a trajectory to a brighter future. We believe that Gateway to College at PSC does just that.

The PSC Gateway program exceeded three of our four key benchmarks for the 2020-21 academic year and we were happy to present them with the *Graduation Achievement Award* in July.

To highlight their success, the Gateway to College program at PSC:

- is above the network average one year persistence by cohort
- has one of the highest two year persistence rates by cohort year in our network
- has one of the highest graduation rates by cohort year in our network

It is noteworthy that their work has contributed to our collective graduation rates increase again, rising another four percentage points over the previous year.

We look forward to continuing to work with PSC and its Gateway to College program to continue to support students holistically and help them find educational success.

If there are any questions that I am able to help clarify, please feel free to contact me anytime.

Sincerely,



Prentice D. Davis
Senior Manager, Gateway to College, K-12 Partnerships
Achieving the Dream, Inc.
529 SE Grand Ave. Suite 300 • Portland, OR • 97214
Main 971-634-1210 • Direct 503.267.1668
pdavis@achievingthedream.org

8484 Georgia Ave, Suite 500 | Silver Spring, MD 20910-5606 | (240) 450-0075



N. GHS COGNIA CERTIFICATE

THIS IS TO CERTIFY THAT

Polk State Lakeland Gateway to College Charter High School

has met the criteria for educational quality established by the Cognia Global Commission and is hereby presented this

Certificate of Accreditation

by the North Central Association Commission on Accreditation and School Improvement, the Northwest Accreditation Commission, and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement.



Mark A. Elgart

Mark A. Elgart, Ed.D.
President and CEO, Cognia
VALID THROUGH 6/30/2026

0. 2022-2023 SCHOOL ADVISORY COUNCIL (SAC) MEMBERSHIP LIST

SAC Chairman	Dr. Jimmy L. Downing, Jr. Polk County Public Schools and Parent of Former Student
	Rick Jeffries Principal, Polk State Lakeland Collegiate High School
	Consuela Bonney GHS Instructor
	Arthi Bonney GHS Instructional Technologist and Parent of a Current Student
	David Butfiloski Polk State College Office of Communications and Public Affairs
	Jeffrey Williams Community Liaison and Gateway Ghents Mentoring Program
	Alyssia Keys Mental Health Counselor
	Luis Rivera Badcock Corporation
	Melvin Thompson Polk State College Student Activities and Leadership Director
	Paul McLain Polk State College Professor and Parent of a Former Student
	Rae Edwards Parent of Current Student
	Tania Chandler GHS Assistant Principal and Parent of a Former Student
	Tanya Jones GHS School Counselor
	Lawerence Shipmon Former Student
	Yulonda Bell Polk State College Associate Dean of Student Services
	GHS Student A GHS SGA President and Current Student
	GHS Student B GHS SGA Legal Legislative Officer and Current Student

P. COURSE SCHEDULE

English 4
Mrs. Clayton
Classroom LAC 1286 / Office LAC 1209
12:40 to 2:10 p.m.
tclayton@polk.edu

Tentative Course Syllabus

There will be a QUIZ on this syllabus – Located in Canvas

Course Goals and Learning Objectives

- To study representative work from various genres and periods
- To focus on major works of literature to discover the work's complexity
- To understand how authors use tone, diction, figurative language, syntax, and imagery symbolism to communicate meaning
- To write critically and effectively
- To learn how to revise to understand the most effective way to use the language to express ideas as clearly, concisely, and elegantly as possible

Keys to Success

- Be prompt with your assignments
- Be organized in your approach
- Actively engage the literature; read and react to the reading assignments
- Think critically about your writing; learn from your mistakes and successes.
- Always seek improvement

Key Contacts:

Newsletters, Parents Conferences, Business Partners, SAC, - Dr. Downing-Townsend: mdowning-townsend@polk.edu - 863-669-2923

Back up to Jones for Scheduling, Resources, and Funding – Mrs. Chandler: tchandler@polk.edu

Academic Support, Mental Health, Scheduling – Ms. Jones: tajones@polk.edu

Canvas and Email Assistance – Technology Questions – Mrs. Arthi Bonney – abonney@polk.edu

Attendance, Textbooks, Student Portal, Parent Portal, Beginning of the year forms – Mrs. Murray: clmurray@polk.edu

Supplies List:

Folder for syllabus, notes and past relevant assignments

Colored pens or pencils

Communication/Contact/Band

The best way to keep in contact with Mrs. Clayton, receive updates on classroom assignments, changes in location, and general need-to-know updates is to join **Band**. Through this program, you will also be able to send Mrs. Clayton classroom and school-related questions.

Sign up for Band is MANDATORY. To sign up, use one of the following methods listed below. If you are having issues, please let Mrs. Clayton know as soon as possible, and she will be happy to assist you.

Mrs. Clayton's Office Hours

Band "Office" Hours

Time: Monday through Friday 7:00 a.m. to 4:00 p.m. Any text message received after 4:00 may be returned the following morning.

Email "Office" Hours:

Any email sent after 3:00 may not be answered until the following morning.

Microsoft Teams Link for Class Streaming

This link can be located in Discussions on Canvas

Important Note: The time will always be: 7:30 (M/W [Q code on your syllabus] or T/R) Except for Fridays – All Fridays are Face-to-Face for ALL STUDENTS

Classroom Expectations

Grading

Important: Grades will be reported through Focus, NOT Canvas.

Point values for assignment types are (roughly) as follows: Daily class participation/notes (10-25 points) – MICROSOFT TEAMS STREAMING INCLUDED Quizzes (10-75 points), quizzes/tests (30-200 points), in-class essays (50-100 points), exams (100 points), worksheets (20-60 points), projects (200)

**Important note: The printed out notes for the following week will be provided on Fridays. It is the student's responsibility to print out their notes if they are absent on that day.

Deadlines

- It is the students' responsibility to check Canvas daily and complete the assignments by the deadline – USUALLY THE END OF CLASS – especially if they are scheduled for a classroom streaming day.
- Additionally, it is the student's responsibility to request additional time on an assignment if they feel like they will not be able to complete it by the time and date deadline. To do this, students will need write Request 24 Hour Extension in BAND the BEFORE THE ASSIGNMENT IS DUE. After the extension deadline, the assignment is considered late. The extension will be reflected in the Feedback section on Canvas.
- Not all assignments can have extended time. Some will have **HARD DEADLINES**. Typically, these types of assignments will be used or reviewed in class.

Resubmissions

It is incredibly important that you check your submissions. If the deadline has passed and Mrs. Clayton goes to grade an assignment that **is blank or incorrect**, that assignment will automatically receive a 10% deduction (after the first time)

Late Work - Penalties for late work are as follows:

1-5 days late = loss of 1 grade on the assignment (Example: a "B" will drop to a "C")

6-10 days late = loss of 2 grades (Example: a "B" will drop to a "D")

11 or more days late = 59% (F) for the assignment

Longer than 14 days late = 50% at the highest

*It is not the expectation for late work to be turned in at the end of each quarter for points. This is not helpful to the student. Work should be completed sequentially and not at the end of a grading period.

Attendance and Absences

IMPORTANT: Face-to-face and Microsoft Teams classes will begin promptly at the designated class time. Attendance will be taken within the first 15 minutes of class. If you are not there within that time, you will be marked as ABSENT. If you are going to be late for any reason, please message Mrs. Clayton through Band BEFORE the Attendance Deadline. In that event, Mrs. Clayton will mark you as TE (excused tardy). If she does not hear from you before the deadline, you will be marked TU (unexcused tardy) once you arrive. Three TU add up to one Unexcused Absence. If you have to leave early (before half of the class is over), you need to get permission from the office.

***NOTE: on days where you are not physically meeting with the rest of the class a.k.a you are scheduled for Microsoft Teams (M/W – T/R respectively), you will be marked SB (School Business) or AU (Absent Unexcused).**

Important Note! You may choose to come to class on your scheduled Microsoft Teams day (face-to-face), but you may NOT request to stream on a day where you are meant to physically meet with the class.

Absences:

- **MICROSOFT TEAMS ABSENCES COUNT TOWARDS YOUR ABSENT TOTAL.**
- **Work is not an acceptable reason to miss class. The is a Gateway mandate. Any classes/days missed due to work will be counted as unexcused.**
- If you are absent three consecutive days in a row and have not contacted Mrs. Clayton, a Wellness Check will be conducted wherein Mrs. Clayton will contact your parent or guardian. If Mrs. Clayton is unable to make contact with your parent/guardian, there is a possibility that a police officer will be sent to your house to check on you.
- **A student may lose his/her place in the program for non-attendance.**
- **If you are absent for 10 or more classes, you have failed to meet the minimum requirement of seat time and will have to take a mandatory course exam and receive a 70%. This exam is comprehensive and reflective of all the content in the class. Should you fail this exam, you will fail the course – even if your semester grade averages to a D/60% or even a 90%/A. THIS IS A POLK COUNTY SCHOOL BOARD MANDATE**
- **You are 100% responsible for collecting your make-up assignments for the time you were absent.** The assignments will be posted on Canvas or discussed via Band. You will have *double* the amount of time you were absent to make up the work. Ex. Absent on Monday. You have until Thursday to turn in the work. UNLESS: the deadline is a hard deadline. Then, there will absolutely be a point penalty.
- **Unexcused Absences:** You will only be able to make-up the assignment for up to 70% *if* it is turned in within the acceptable timeframe. After that time, additional points may be subtracted. UNLESS: the deadline is a hard deadline. Then, there will absolutely be a point penalty.
- **Excused Absences:** You will be able to make-up the assignment for up to 100% within the time frame

Cheating and Plagiarism – “Neither a borrower, nor a lender be” - Shakespeare

I have ZERO tolerance for cheating. Passing someone’s work off as your own without giving credit to the source is unethical and considered theft. Alternatively, if someone in the class has provided their work for you to copy or the answers to a test, **you will both receive a zero or “F” for the assignment: one for the borrower and one for the lender.** Each is equally responsible. Never assume identical papers are okay. There are no excuses for cheating and second chances will not be given. **There is difference between group work and cheating. Guidelines related to group work and proper group work norms will be discussed in class.

Classroom Website

Even though this is a high school class, Canvas will be utilized and will be the official class website. Resources, due dates, quizzes, essay submissions, etc. will all be through Canvas. If you have not been added to this site, please see Mrs. Clayton immediately

Units of Study

The content of this course aligns with the Florida State Standards: They can be located at the following website:

<https://www.cpalms.org/Public/search/Standard#>

Unit One: Grammar as the Bedrock of English

Standards: LAFS.1112.L1.1, LAFS.1112.L1.2

Unit Two: The Foundations of Writing Research Essays

Standards: LAFS.1112.L.2.3, , LAFS.1112.L.3.4, , LAFS.1112.W.1.1,
LAFS.1112.W.1.2, LAFS.1112.W.2.4, LAFS.1112.W.2.5, LAFS.1112.W.2.6

Unit Three: How to Read Literature Like a Professor

Standards: LAFS.1112.RI.1.3, LAFS.1112.RI.2.5, LAFS.1112.RI.2.6,
LAFS.1112.RI.4.10, LAFS.1112.RL1.1, LAFS.1112.RL1.2, LAFS.1112.RL1.3, LAFS.1112.RL.2.6

Unit Five: Senior Project

Standards: LAFS.1112.RI.1.1, LAFS.1112.RI.1.2, LAFS.1112.RI.3.7,
LAFS.1112.RL.2.5, LAFS.1112.RL.3.7, LAFS.1112.RL.3.9, LAFS.1112.RL.4.10, LAFS.1112.W.1.3,
LAFS.1112.W.2.5, LAFS.1112.W.2.6, LAFS.1112.W.3.7, LAFS.1112.W.3.8, LAFS.1112.W.4.10

Additional Standards that may be addressed in the class.

Standards: LAFS.1112.L.3.5, LAFS.1112.L.3.6, LAFS.1112.RI.1.1, LAFS.1112.RI.1.2, LAFS.1112.RI.2.4, LAFS.1112.RL.2.4,
LAFS.1112.RL.2.6

If you have any questions, please feel free to reach out the Mrs. Clayton!



POLK STATE

Lakeland Gateway to College Collegiate High School

**Mrs. Clayton
Syllabus Acknowledgement Form
2022-2023**

I acknowledge that I have received and read over the syllabus for the following class:
ENGLISH 4

- I understand the expectations of the instructor as expressed in the syllabus.
- I understand the student's role and responsibilities associated with the course.
- I have related this information to my parent/guardian.
- I understand that if I have any questions or concerns regarding the course grade, content, or requirements, I can contact the instructor.

This document must be returned to Mrs. Clayton the Friday immediately following the day the syllabus was provided

Q. GHS HIGH SCHOOL FEEDBACK REPORT TRENDS 2018-2020

DISTRICT	2018			2019			2020		
	SCHOOL	DISTRICT	STATE	SCHOOL	DISTRICT	STATE	SCHOOL	DISTRICT	STATE
SCHOOL: 8003 - POLK STATE LAKELAND GATEWAY TO COLLEGE CHARTER HIGH SCHOOL									
1. Number high school graduates with standard diploma	75	6,025	180,059	113	6,279	184,209	119	6,724	187,942
PRE-GRADUATION INDICATORS	SCHOOL	DISTRICT	STATE	SCHOOL	DISTRICT	STATE	SCHOOL	DISTRICT	STATE
2. Percent of graduates who scored at level 3 or better on the 10th grade FSA in:									
Math.....	NA	NA	NA	NA	NA	NA	NA	NA	NA
Reading.....	72.00%	66.30%	71.30%	78.70%	60.40%	68.00%	71.70%	56.60%	66.70%
Both Reading and Math.....	NA	NA	NA	NA	NA	NA	NA	NA	NA
3. Percent of graduates who completed a college prep curriculum:	65.30%	56.00%	61.60%	68.10%	59.00%	61.30%	52.10%	50.40%	59.90%
4. Percent of graduates who were eligible for the maximum Bright Futures award:									
FL Academic Scholars.....	2.60%	5.40%	10.70%	NA	5.20%	10.80%	2.50%	5.10%	10.80%

FL Medallion Scholars.....	2.60%	5.70%	8.10%	7.90%	5.30%	8.30%	9.20%	4.50%	7.80%
FL Gold Seal Vocational.....	2.60%	2.80%	2.10%	NA	2.50%	2.10%	0.80%	2.50%	2.20%
5. Percent of graduates who completed at least one AP, IB, AICE or Dual Enrollment course:	100.00%	55.30%	61.20%	98.20%	57.70%	63.00%	98.30%	57.20%	63.00%
6. Percent of graduates enrolled in Algebra I or equivalent in a FL public school prior to 9th grade:	22.60%	32.30%	41.40%	37.10%	32.50%	41.60%	34.40%	28.70%	37.20%
7. Percent of graduates who completed at least one level 3 high school math course:	34.60%	50.30%	55.50%	64.60%	52.60%	54.50%	65.50%	52.00%	54.60%
8. Percent of graduates who completed at least one dual enrollment math course:	56.00%	9.80%	8.90%	64.60%	10.70%	9.30%	62.10%	10.90%	9.00%
9. Percent of graduates who completed at least one level 3 high school science course:	81.30%	72.20%	69.40%	75.20%	72.10%	69.80%	82.30%	69.00%	69.10%
10. Percent of graduates who completed at least one dual enrollment science course:	52.00%	6.40%	5.40%	47.70%	5.80%	5.70%	39.40%	5.10%	5.20%

11. Percent of graduates who took the SAT, ACT, or PERT:										
SAT.....	54.60%	53.30%	77.10%	64.60%	53.20%	81.30%	76.40%	62.50%	80.90%	
ACT.....	4.00%	57.70%	48.60%	63.70%	58.40%	40.70%	59.60%	37.70%	34.80%	
PERT.....	94.60%	65.90%	53.60%	96.40%	76.20%	60.60%	98.30%	79.30%	65.00%	
12. Percent of graduates with standard high school diploma who took the SAT / ACT / PERT, and scored at or above college-level cut scores - Trend data unavailable:		NA	NA	NA	NA	NA	NA	NA	NA	NA
POST-GRADUATION INDICATORS	2018			2019			2020			
	SCHOOL	DISTRICT	STATE	SCHOOL	DISTRICT	STATE	SCHOOL	DISTRICT	STATE	
13. Percent of graduates enrolled in a Florida public postsecondary institution in Fall		62.60%	42.50%	54.60%	69.00%	41.50%	54.30%	61.30%	35.50%	48.60%
14. Percent of graduates found enrolled in Independent Colleges and Universities of Florida (ICUF) in Fall		9.30%	5.50%	3.80%	7.00%	5.30%	3.70%	5.80%	5.40%	3.70%
15. Percent of graduates:										
at a community college in Florida during Fall		54.60%	30.50%	35.40%	52.20%	29.50%	35.10%	45.30%	24.00%	29.80%

at a <u>state university in Florida</u> during Fall	16.00%	11.10%	19.50%	23.80%	10.50%	19.10%	21.00%	10.00%	18.70%	
at a <u>technical education center in Florida</u> during Fall	1.30%	2.20%	1.60%	1.70%	2.50%	1.90%	NA	2.50%	1.80%	
16. Percent of 2021 graduates enrolled in college credit courses in Fall 2021 at a FL public postsecondary institution earning a GPA above 2.0:	78.20%	78.10%	78.60%	88.00%	79.00%	81.00%	79.40%	76.50%	78.50%	
17. Percent of graduates enrolled in college credit courses at Independent Colleges and Universities of Florida (ICUF) earning a GPA above 2.0:	85.70%	82.20%	82.40%	87.50%	83.40%	84.20%	100.00%	72.20%	79.10%	
18. Of the graduates enrolled in a Math course in Florida in Fall, the percent who successfully completed the course:										

Remedial Math (non-college credit).....	100.00%	60.00%	58.20%	NA	53.80%	56.30%	100.00%	66.60%	59.90%
Intermediate Algebra (for elective credit only).....	50.00%	51.60%	58.20%	28.50%	37.80%	56.20%	42.80%	52.00%	69.20%
Entry-level Math (for Math credit).....	66.60%	72.00%	75.10%	50.00%	73.20%	75.30%	44.40%	70.80%	75.90%
Advanced Math	63.60%	63.90%	66.70%	60.00%	57.70%	66.90%	50.00%	63.00%	74.40%
19. Of the graduates enrolled in an English course in Florida in Fall, the percent who successfully completed the course:									
Remedial Reading or Writing.....	NA	83.70%	75.10%	NA	74.00%	76.70%	NA	64.70%	68.00%
Freshman Comp I or II.....	40.00%	72.60%	78.00%	83.30%	70.10%	77.20%	10.00%	64.60%	73.40%

Other College-level English.....	66.60%	80.30%	77.90%	100.00%	78.00%	76.40%	40.00%	74.10%	71.60%
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R. Parent Letter Received July 2022

Hi Mrs. Chandler,

My apologies for responding so late; however, please know that [REDACTED] and I have been doing our best with getting the ball rolling to get everything aligned as discussed at the senior conference.

I must tell you, since the conference I have BOASTED about experience. My mother, who was also in attendance, and I both have been a part of the education field for years. My mother has been in education for over thirty years and soon to retire in it while I did have some years before exiting back out. We have both stated just how AMAZING the experience with you two was. I have witnessed very unhealthy guidance for students throughout my life, including horrible experiences with my sister, my nephew, myself, and [REDACTED] (which led to home/world/unschooling). My mother mentioned wishing to have a video recording of the conference to showcase to the rest of the advisors in the US of how true supportive guidance should look. You did not put [REDACTED] down for his struggles or paint the picture of him not being suitable for higher education. You listened, you paid attention to his grades and saw signs of his capabilities, and you brought awareness of his struggles that he can overcome in order to stay on track for his marine biology dream. Thank you for not letting his failed classes be the end-all for him. Thank you for encouraging and showing support. Thank you for not making [REDACTED] feel like just another number in the system. Thank you for treating him as a human, one that has and will make mistakes yet guiding him to possibilities to correct his mistakes and get better. I feel so relieved to know he is in the best administrative hands a mother could ask for.

I will say we are still in the process of getting him tested for ADHD just in case this is an underlying issue; however, there have been way more hoops than I was prepared for. I have a child advocate I will be speaking to in order to help me through the necessary steps of not only the school system requirements but also the American medical system which has been pure overwhelming for me upon returning. I do not want to disclose my personal happenings, but this year has been extremely extremely tough since returning and my own mind doesn't function as sharp as usual as I have been trying to navigate other major ordeals simultaneously. With that being said, the nurse from my son's pediatrician made an appointment for a check up but told me that it may be a lot easier if the school itself put in the recommendation for ADHD testing. I know that he hasn't had many classes with the high school itself but as his previous educator, he checks many boxes which is why the possibility is strong in my perspective. I noticed dating back to his 4th grade year and had pulled him out and went homeschool by the time he was in 6th grade. Is this recommendation something that we could possibly get from Gateway?

Also, is there a way to view what was being shown on the screen at the conference? My apologies for not knowing exactly what it is called, maybe the student plan or something along that route. Just so I can also see what is needed, what is missing, etc.

Again, thank you so much!

Kindest regards,

S. LINKS BETWEEN HIGH SCHOOL ACADEMIES AND POLK STATE DEGREE PROGRAMS

Information Technology Pathway to College



Pass the 3 certification exams shown above



Earns 3 credit hours in CGS 1100 Computer Applications for Business (entry-level course for many pathways)

- Supervision and Management (Business Information Technology), BAS
- Accounting Technology, AS
- Associate in Science in Computer Systems and Business Analysis, AS
- Aerospace Administration, AS
- Computer Systems and Business Analysis, AS

Can continue into any of the above programs at Polk State College.



Entrepreneurship and Small Business Certification translates to two classes

ENT 1000

SBM 2000

- Business Administration, AS
- Entrepreneurship Certificate*

* The certificate provides a pathway to continue and complete a/an:

- Associate in Science in Business Administration
- Bachelor of Applied Science in Supervision and Management.

T. HEALTH INSPECTION 2/11/22



STATE OF FLORIDA
DEPARTMENT OF HEALTH
Sanitation Certificate

53-48-01300

53-BID-5452843

Food Hygiene - School (more than 9 months)

Issued To: Polk State College - Lakeland
3425 Winter Lake Road
Lakeland, FL 33801

County: **Polk**
Amount Paid: \$225.00
Date Paid: 02/11/2022
Issued Date: 02/11/2022
Expires On: 09/30/2022

Mail To: Polk State College
999 Avenue H NE
Winter Haven, FL 33882

Issued By:
Department of Health in Polk County
2090 E Clower Street
Bartow, FL 33830
(863) 519-8330

Owner: Polk State College

Food Type: Full Service

Seating Capacity (Max): 125.00[Restricted by Sewage Disposal Type: Central System serving only this facility]

Food Hygiene Restrictions (if applicable)

Original Customer: Polk State College - Lakeland (NON-TRANSFERABLE)

DISPLAY CERTIFICATE IN A CONSPICUOUS PLACE



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Sanitation Certificate

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Department of Health in Polk County
2090 E Clower Street
Bartow, FL 33830
(863) 519-8330

Owner: Polk State College

U. FIRE INSPECTION 2/7/22



POLK STATE COLLEGE

Agenda Item: College-Wide Comprehensive Safety Inspection, FY 2021-22 – Ms. Erin Montgomery

Date: May 23, 2022

POLK STATE COLLEGE BOARD OF TRUSTEES AGENDA TRANSMITTAL SHEET

Issue:

Pursuant to Florida Statute 1013.12, each public college facility shall be inspected annually. Further, Florida Administrative Code 6A-2.0010 - as the State Requirements for Educational Facilities (SREF) Chapter 4.4 and Chapter 5(1)(a) requires that each Board shall conduct at least one fire safety, one casualty safety, and one sanitation inspection of each building of each educational and ancillary plant in its jurisdiction, whether owned or leased, each fiscal year, to determine compliance.

Background/Analysis:

College representatives, along with representatives from the local fire district and the Florida College System Risk Management Consortium, conducted the annual comprehensive inspection of all buildings on all College sites to assure compliance with appropriate fire, safety, and health regulations.

The inspection reports are included for your review and comment. In summary, the FY 2021-22 report will note one deficiency on the Winter Haven Campus and four deficiencies on the Lakeland Campus, each targeted for correction in August 2022. All other deficiencies encountered during the inspections have been corrected.

Fiscal Impact:

Budgeted operations funds were used to correct the noted deficiencies.

Erin Montgomery, Executive Director, Business Affairs/Controller

Initiating Official

THIS RECOMMENDED ITEM MEETS THE FOLLOWING ELEMENT(S) OF POLK STATE COLLEGE'S MISSION STATEMENT, VISION STATEMENT, AND CORE VALUES:

Commitment to Knowledge, Diversity, Integrity, Leadership, and Service

President's Recommendation:

Recommend Approval

ATTACHMENTS:

