

Polk State College Collegiate High School Lakeland Collegiate (CHS) 2020-2021 SCHOOL IMPROVEMENT PLAN

OVERALL PURPOSE: Lakeland Collegiate, an accelerated early-college experience

MISSION STATEMENT: Lakeland Collegiate (CHS) will empower students in a college environment to graduate high school with a significant number of college credits and a vision for their futures.

VISION STATEMENT: CHS will provide high school juniors and seniors with:

- A high school administrative and support staff located on the Polk State College Lakeland campus
- Individualized student mentoring and advocacy to bridge the transition from high school to college
- College courses taught by both Polk State and CHS faculty
- Personalized college and career advising
- Access to all college resources
- Opportunities to engage with community, college, and business partners

The two-year CHS curriculum will enable students to complete a high school diploma and many of the requirements for an associate degree.

<p>The CHS Community's Common Beliefs</p> <ol style="list-style-type: none"> 1. All enrollees possess the capacity to participate and be successful in the rigorous curriculum in both the charter school and the College. 2. CHS staff members are equipped with the expertise and skill to facilitate the success of their students. 3. Parents and other stakeholders are essential partners in making the school successful. 4. Resources from the College and the charter school combine to create a rich learning environment for enrollees. 5. The charter school initiative provides the vehicle that allows CHS the creativity to maximize student success. 	<p>CHS Priorities</p> <ol style="list-style-type: none"> 1. Student enrollment will reflect the diversity of the community. 2. Students will learn academic, interpersonal, community service, and life-success skills while at CHS. 3. All students will graduate from high school on time with plans to transition to further education and careers. 4. Students will perform well on both the ACT and the SAT. 5. Students will earn a significant number of college credits prior to high school graduation. 	<p>CHS Guiding Principles</p> <ol style="list-style-type: none"> 1. Foster a friendly, supportive small learning community that respects a diversity of thoughts and ideas 2. Challenge students with rigorous academic expectations and build college/career readiness skills that lead to successful postsecondary/career transition 3. Lead students to an understanding of future economic/career trends and encourage relevant education and training programs to match the trends 4. Develop civic-minded, service-oriented students with an eye towards building future leaders 5. Encourage students to engage in extra-curricular activities to develop healthy social, leadership and team-building skills
<p>CHS Accountability Plan Performance Outcomes: CHS is held accountability to charter accountability plan performance measures for which performance must be reported annually. These measures are reflected in the school improvement plan, updated annually.</p>		
<p>Student Performance: Measures define student performance expectations as listed below:</p> <ol style="list-style-type: none"> 1. CHS graduates will better than those of the district and the state on ACT and/or SAT reading and math and on ACT science (higher average scores). 2. Over 6 years (by 2020) CHS will ensure that each subgroup meets ACT/SAT reading and math performance indicator (listed above) as reflected in ACT and SAT performance reports and disaggregated reports for economically disadvantaged generated within the school. 	<p>School Performance: Additional measures call on the school to show:</p> <ol style="list-style-type: none"> 1. Stakeholder satisfaction by ensuring that parents, students, and staff completing the annual climate survey show an average satisfaction score of 3 or higher (on a scale of 1-4) on at least 6 of 7 effective school correlates. 2. An unrestricted annual fund balance of at least 3%; 3. An active governance board that meets at least four times annually. School improvement goals mirror accountability plan goals. 	

3. At least 90% of CHS enrollees completing the first Polk State composition (ENC1101) course will earn a “C” or higher 4. At least 90% of CHS students completing the first Polk State American History course (AMH1010) will earn a “D” or higher.	
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Objectives for the CHS Student: Each CHS student is expected to:

1. Be engaged in community service as indicated by each student’s transcript
2. Demonstrate personal responsibility, initiative and adherence to school policies as indicated by class attendance, participation in class meetings and completing required tasks on time
3. Earn a high school diploma and at least 30 college credits as indicated by graduation records and transcript
4. Choose a career pathway, list individual performance goals, and establish a plan to pursue a chosen career as indicated by each student’s individual portfolio.
5. Apply for Bright Futures, FAFSA, and chosen colleges as indicated by Bright Futures, FAFSA and college application records
6. Show civic engagement as indicated by school leadership roles, club membership and other civic engagement activities

School Name: Polk State College Collegiate High School	District Name: Polk
Principal: Rick Jeffries	President of Polk State College: Dr. Angela Falconetti
Chairman of the Board of Trustees: Teresa Martinez	School Designation: Public Charter School: Grades 11 and 12
SAC Chair: Todd Moore	

CHS School Information

School Advisory Committee (SAC)

The SAC has been established in compliance with Florida Statutes 1001.452 and operates as specified in its bylaws. Additionally, the annual SAC activities help the school meet a Southern Association of Colleges and Schools (SACS) accreditation standard which specifies as follows:

1. Leaders implement a formal program that provides for meaningful roles and active participation of internal and external stakeholder groups, including staff, students, parents, community, governmental, and educational policy groups.
2. Leaders consistently and deliberately enact strategies that provide opportunities for two-way communication with internal and external stakeholder groups, including staff, students, parents, community, governmental, and educational policy groups.

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

1. **Summer Meeting (August 2020)**
 - a. Present purpose/role of SAC (Florida Statutes and By-Laws)
 - b. Elect SAC president
 - c. Review/edit school purpose
 - d. Agree on SAC committees and members of each
 - i. Business partnership (Rick and Bradley)
 - ii. Fundraising (Dawn and Virginia)
 - iii. Graduation (Dawn and Patty)
2. **September/October Meeting (September 2020)**
 - a. Approve school improvement plan for upcoming year
 - b. Present and clarify each committee's plan for the year
 - c. Address operational challenges or needed decisions
3. **November/December Meeting (November 2020)**
 - a. Present status of each committee's work/conduct committee work as needed
 - b. Address operational challenges or needed decisions
 - c. Address additional school issues including use of school incentive funds and plans to recruit a diverse student population
4. **January/February Meeting (January 2021)**
 - a. Present status of each committee's work/conduct committee work as needed
 - b. Address operational challenges or needed decisions including final vote on use of school incentive funds
 - c. List budget needs and issues being addressed in planning for next year
5. **April/May Meeting (April 2021)**
 - a. Present status of each committee's work/conduct committee work as needed
 - b. Approve the upcoming year's school budget
 - c. Address operational challenges or needed decisions

Leadership/Instructional Staff

Position	Name	Highest Degree/Certification(s)	Years at School	Years as Administrator
Principal	Rick Jeffries	Masters: Educational Leadership Masters: School Counseling Certifications: Special Education, School Counseling, and Educational Leadership (K-12)	5	9
Assistant Principal	Dawn Dell	Masters: Educational Leadership Certifications: English (5-9), reading endorsement, ESOL certification, ESE (K-12) and Educational Leadership (K-12)	2	2

Subject or Position	Name	Highest Degree/Certification(s)	Years at School	Years as Instructional Staff	Full-time or Part-time
Math	Ami Gideons	Masters: Teaching and Learning Certification: Mathematics 6-12	8	15	Full Time
Lang Arts/Journalism	Lee Childree	Masters: Instructional Technology Graduation Certificate: Composition Certification: English (6-12), English (5-9), and ESOL	17	27	Full Time
Lang Arts/Spanish	Ward Hurst	Masters: Spanish Certification: English (6-12), Spanish (6-12), Administration/Supervision (6-12), and ESOL	17	47	Full Time
Social Studies	Dawn Dyer	PhD: History Certifications: Social Studies (6-12)	5	13	Full Time
Science	Leah Whitehead	Bachelors: Biomedical Science Certification: Biology 6-12 and Chemistry 6-12	13	14	Full Time
Guidance	Patricia Edgecomb	Masters: Counselor Education Certification: School Counseling (K-12)	2	8	Full Time
Instructional Technologist	Virginia Richard	Masters: Curriculum and Technology Certification: Psychology 6-12	9	23	Full Time
Student Resource Specialist	Bradley Hostetter	Bachelors: Psychology Certification: Social Science (6-12) and Earth Space Science (6-12)	3	5	Full Time
Language Arts	Jason Martin	Masters: English Certification: English 6-12, Social Studies 6-12, Journalism 6-12, and ESOL	5	13	Full Time

Teacher Recruitment/Retention

Recruit/Retain	Strategy	Person Responsible	Projected Completion Date
Recruit	List open positions on the College Website	Principal	Ongoing as needed
Recruit	Use the Polk State College Procedures 6014 and 6052 to recruit and hire teachers	Principal	Ongoing as needed
Retain	Implement professional development opportunities at college and high school, both group and individual	Principal	Ongoing as needed
Retain	Maintain competitive salaries for teachers	Principal	Ongoing as needed
Retain	Ensure that CHS teachers have representatives on the faculty senate and other important college committees	Principal	Ongoing as needed
Retain	Provide teachers with all the College benefits, including the fact that they and members of their immediate families can enroll in College courses at no cost.	Principal	Ongoing as needed
Retain	Give teachers access to professional development activities specific to both individual and group needs and see that they are involved in creating the school's professional development plan each year.	Principal	Ongoing as needed

Teacher Mentoring Program/Plan

When a new staff member enters the school, an existing staff member with similar or oversight duties is assigned as the new individual's mentor. Additionally, because of the school size, all staff positions provide ongoing support.

As part of the new staff member's induction process, he/she is:

- Introduced to the school's Personnel Evaluation and Development System (PEDS) and/or the college evaluation system (professional staff), used to evaluate personnel effectiveness and student performance and including performance expectations
- A participant in developing the school improvement plan (SIP), created during the spring and summer prior to the start of the school year
- Provided with key school processes, included in the student handbook, posted on the website and distributed at the beginning of each school year
- Included in professional development activities focused on acquiring, practicing, and implementing instructional, leadership and support strategies to meet both individual and group needs of CHS enrollees
- A participant in monthly staff meetings and smaller group meetings based on the individual's professional role
- Given regularly scheduled support through sessions with the assigned mentor

The induction process is evaluated at the end of each school year through a focus group conducted by an outside consultant with staff members ending their first year of employment. Results are used to refine the next year's process.

School Leadership Team

The school's leadership team has administrative, guidance, student support, and learning technology representation.

The leadership team is made up of the CHS Principal, Assistant Principal, School Counselor, Learning Technologist, and the Student Resource Specialist. This team provides leadership during the spring School Improvement Plan (SIP) Summit and annual staff retreat, held in July or August of each year. During these activities, staff members are assigned to groups where they review performance data from the prior year and then create SIP strategies/actions for the upcoming year. Leadership team members work as both group members and as resources for data as SIP sections are finalized.

During the summer workshop, leadership team members act as presenters, facilitators and coaches as the faculty and staff participate in continuous improvement activities which include but are not limited to those listed below:

- Staff members review the climate survey report and other feedback from stakeholders collected through additional surveys and focus groups. They then agree to the actions to be implemented to address perceived improvement needs.
- They share learnings from professional development activities attended during the prior year. They use this information to outline the upcoming year's professional development plan.
- Attendees review the Personnel Evaluation and Development System (PEDS) document, identify any Marzano domains posing challenges to faculty, and determine Marzano domains on which to focus in current year.

During the year, the leadership team facilitates activities to provide for ongoing collection of performance data and monitoring of SIP activities and outcomes. Team members also work with groups to modify strategies and actions in situations in which outcomes are not being met. At the end of each school year, the leadership team finalizes performance reports tied to each of the school's Accountability Plan and SIP goals/performance targets. They then use those reports to initiate the planning process in the spring.

As part of the ongoing planning and monitoring processes, the leadership team ensures that resource allocations are sufficient to support school improvement initiatives and that all staff members, including teachers, receive the support, including training, required to be highly functional. As part of monthly staff meetings, staff members identify both group and individual student needs and compare needs seen across the curriculum. The leadership team facilitates discussions as faculty and staff determine how to implement support and guidance required for student success.

CHS utilizes the **Plan, Do, Check, Act** process and addresses performance concerns whenever and wherever they are identified.

Leadership team members include:

- a. Rick Jeffries, Principal. He guides the overall planning and administrative process and provides team guidance and direction. He also works closely with staff to address process issues and both teacher and student needs on a daily basis.
- b. Dawn Dell, Assistant Principal. She has direct responsibility for monitoring the annual School Improvement Plan (SIP). She leads monthly conversations regarding attendance issues. She also works directly with the process required to collect/report performance data and monitor/report SIP performance as appropriate during the school year.

- c. Patricia Edgecomb, School Counselor. She addresses both academic and social needs of the school's enrollees. She is the point person for staff when student needs are identified. During the spring SIP Summit, the summer planning retreat and monthly staff meetings, she provides specifics regarding individual student performance as appropriate.
- d. Bradley Hostetter, Student Resource Specialist. He works with staff to address students' college and career aspirations and skillsets needed for success. He pays particular attention to all performance indicators tied to both evaluating and predicting college success
- e. Virginia Richard, Learning Technologist. She researches instructional technologies and provides related staff development. She also secures, summarizes and organizes performance data as needed to assess school and student performance

As described above, the leadership team uses monthly staff meetings to monitor school improvement activities and outcomes throughout the school year. Small group sessions are also used to review and address specific performance issues.

CHS staff members access student performance data from Polk County Schools Focus, Polk State College's Genesis, the Florida DOE website, and reports received from both ACT and SAT to produce performance reports. Polk State College's Office of Institutional Research and Effectiveness also creates reports to show both individual student and group performances in college courses.

All staff members participate in data review sessions at the annual retreat, in monthly staff meetings, and at end-of-year reviews. Data review in relation to both charter and SIP goals is part of the school culture. Every instructor address performance issues related to his/her content area(s).

Increased Learning Time

Strategies used at CHS to increase the amount and quality of learning time include the following:

- CHS instructors are available outside of class to provide student tutoring and support to increase learning time.
- The Polk State College Teaching Learning Computing Center (TLCC) provides free tutoring services to CHS students. The TLCC is open Monday through Thursday until 9:00 p.m., on Friday until 2:00, and on Saturday mornings
- The CHS CHART lab is staffed Monday through Friday 7:15-4:00 PM and offers supplemental instruction related to research, standardized test prep, etc.
- The TLCC and the CHART lab also have available computers and printers for use by students.
- The school does not interrupt instructional time to make announcements or have club meetings.
- Instructors refer students to or require them to use Canvas and other online academic tutoring programs that are free to students since they are Polk State enrollees.

Reading Improvement

CHS students who have not passed FSA reading are placed in a reading class with a certified teacher. Additionally, every high school teacher contributes to the reading improvement of students. Strategies include but are not limited to those below:

- Vocabulary is emphasized in every content area. Examples include the following:
 - The high school English instructor uses graphic organizers to build vocabulary prior to reading literature selections. Students analyze and recognize synonyms and antonyms and show they can use vocabulary words in context.

- The social studies instructor provides key terms on Canvas for every chapter.
 - The textbook series used in English provides a list of key content words, “words to own”
 - Science students receive a list of vocabulary prior to starting each chapter. The instructor then uses flash cards with students to reinforce understanding of vocabulary.
 - The math teacher places a heavy emphasis on math vocabulary metacognition by addressing lesson essential questions prior to a lesson and vocabulary specific reflection activities after each lesson.
- All instructors use a variety of activities to help students predict, question, clarify, and summarize content area material.
 - Juniors are enrolled in the SLS Leadership course during their first term at CHS. Course content includes test-taking skills.
 - An English teacher has students read in unison to build an awareness of intonation and mood.
 - The math and science instructors dissect word problems into segments so students can comprehend and build their ability to do so independently. Instructor models and students’ practice.
 - English teachers tell students what to look for prior to reading a piece of literature. This contributes to active rather than passive reading. Discussion focuses on content, style, and literary devices.
 - The science teacher teaches students to analyze a question prior to trying to answer it. One example relates to writing a chemical formula from its name and then predicting the products and learning applicable laws to solve a problem.
 - Students are taught strategies to use during content area classes to ensure comprehension of the essential learning and/or learning objectives.
 - The math instructor teaches students how to read word problems, deal with vocabulary in word problems, and move sequentially through the processes required to solve each.
 - The social studies teacher teaches students to look for the causes leading up to historical moments and the effects after.
 - The social studies teacher incorporates summarization techniques by starting various lessons with summaries of the key ideas in the lesson and ending with a summary discussion.

College and Career Readiness

CHS students have the opportunity to engage in real-world practical applications through the pathway initiative. All students take college-level courses that lead toward AA degree, AS degrees and/or industry certifications in their areas of specialty. The teachers also incorporate relevant knowledge and skills for career building into their content-area curriculum. Additionally, CHS partners with its School Advisory Council and business partners to provide students opportunities for exposure to real-world work situations to include mentors, guest speakers, and worksite visits.

Several Polk State College courses taught by CHS instructors (SPN1130-Hurst, SPN1131-Hurst, AMH2930-Dyer, WOH1012-Dyer, WOH1022-Dyer, ENC1101-Childree, and LIT1000-Martin) are global designated courses, which means that at least 20% of the course components focus on global initiatives. These courses are part of the Global Studies Program, designed to develop students’ subject area knowledge about global issues in diverse academic fields. The courses, study abroad opportunities, lecture series, and other components of the Global Studies Program increase Polk State students’ awareness and understanding of the personal and professional experiences of individuals across the globe. CHS students also have the opportunity to participate in trips abroad.

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

- The government, US History, and English 3 Honors teachers cover the Declaration of Independence.
- American history students study concepts that align with those emphasized in American literature assignments:
- Great Depression while in English they read *The Great Gatsby*

- McCarthyism and the fear of communism. In English classes they read *The Crucible*. The American History teacher also teaches the Salem witch trials, a topic which aligns with *The Crucible*
 - Civil Rights. In English they read *A Raisin in the Sun*, and in ENC1102 courses an instructor uses the film *Selma* to encourage a dialogue about civil rights. Another English professor uses an episode of TV series *Mad Men* to analyze and compare/contrast the life style of the 1960s to current times.
- Many of the assignments in CHS courses require students to reflect beyond their own experiences and beyond disconnected, isolated assignments. For example, a project in English requires students to consider the American dream and related questions such as:
 - What was it as established within The Declaration of Independence?
 - What is it for you today as an individual?
 - What has it been at different points in history?
 - How would it have differed for different cultures?
- English teachers are history teachers and sometimes economics teachers or even math teachers. For example, when teaching *A Raisin in the Sun*, students must know what was going on in history. Within that play, a character makes a down payment on a house. The English teacher addresses math and economics when explaining what that means.
- Collaboration also occurs regularly between science and math. For example, they both address dimensional analysis, unit conversions, and formula manipulations.
- The science and math instructors use the Jabberwocky poem in chemistry for dimensional analysis. It is also taught in English.
- The economics instructor reviews the need to know how to read linear functions to read supply/demand graphs and understand equilibrium price.
- In American History, students study the Atom Bomb and advances in Weapons of Mass Destruction. These topics connect with those some students use for projects in science courses.
- SLS Leadership course
 - Students receive instruction in and will then create academic resumes
 - Students are prepared for every facet of college application
 - Professors stress the meaningfulness of ACT/SAT exams
 - CHS provide community service opportunities
 - Professors provide guidance on four-year academic course planning

Academic and Career Planning

Students have access to a full-time school counselor and student resource specialist. Each student consults with the school counselor to create an individualized course of study and to develop a schedule each term. The schedules are either a combination of high school and college courses or all college courses leading toward a standard high school diploma and a college degree of the student's choice. The school counselor and student resource specialist guide the students in course selection as related to the desired degree and career choices of the students.

As part of the CHS program design, students take a combination of high school and college courses on the campus of Polk State College where the school is located. Students are given a rigorous academic schedule each term, affording them the opportunity to obtain the maximum number of college credits based on their programs of study and ability levels. Students graduate from CHS with high school diplomas and an average of approximately 59 college credits toward their terminal degrees. A number of the students in the program complete the 60 college credit hours required to obtain the Associate of Arts degree from Polk State College at the time of their high school graduation. Students apply and are accepted to numerous colleges and universities around the state and country and enter with a one- or two-year head-start compared to their peers who graduate from traditional high school programs.

In addition to the planning of schedules, the school counselor and the student resource specialist guide students and parents on matters concerning college admissions, career planning, and scholarship information. They are provided with various resources for career planning including the State of Florida's "FloridaShines.org" website, which contains a wide variety of career inventories, a college-degree search engine, testing information, academic evaluations, etc. The school counselor administers the PSAT. Students are encouraged to sit for the ACT, PSAT, and SAT.

The student resource specialist reviews PSAT scores with all juniors. He reviews ACT and SAT scores with juniors and seniors as they take those tests. He also encourages enrollees to review their perspective school matrices for admissions in order to prepare for application and enrollment. The student resource specialist has additionally implemented a college tour program through which groups of students visit Florida university campuses.

Lakeland Collegiate (CHS) SIP Content Section Summary 2020-2021

Reading (Ward, Patty, Bradley)

Reading Performance Target 1: Average scores of CHS graduates tested will meet or exceed average scores of both the state and the district in either ACT or SAT reading.			
Baseline Performance for 2020: ACT Reading Score – 26/SAT Reading Score—604			
Barriers	Action Steps	Mid-Year Performance	End-of-Year Performance
<ol style="list-style-type: none"> 1. Some students and parents do not see the value in taking both or either test. 2. Some students experience test anxiety. 3. The cancellation of ACT and SAT tests due to COVID 19 has reduced the availability of test taking attempts. 	<ol style="list-style-type: none"> 1. ACT and SAT preparation will be offered through the SLS Leadership Course to all new incoming students. The course also will emphasize the ACT and SAT's importance to earning Bright Futures scholarships and meeting college admission requirements. 2. The principal will arrange with the Learning Resource Center to provide either in-person or virtual ACT and SAT prep sessions throughout the year. 3. The Student Resource Specialist and School Counselor will assist students who qualify for formal test modifications to alleviate test anxiety. 4. The Student Resource Specialist will distribute availability of test dates when and if available via Canvas, print material, classroom posters, and individual student conferences. 		

Reading Performance Target 2: The average performance of each subgroup on ACT and/or SAT reading will be higher than that of the district and/or the state.			
Baseline Performance for 2020: ACT Subgroups—White: 25, Black: 24, Hispanic: 29, Other: 23, FRL: 25/SAT Subgroups--White: 605, Black: 575, Hispanic: 628, FRL: 587			
Barriers	Action Steps	Mid-Year Performance	End-of-Year Performance
<ol style="list-style-type: none"> 1. Some educational institutions may not require a SAT or ACT qualifying score for admission. 	<ol style="list-style-type: none"> 1. The Student Resource Specialist will also provide students and parents with a (1) checklist of tasks to follow-up in preparing for the tests and for college and entry and (2) dates tests will be administered. 2. The Principal, Assistant Principal and Learning Technologist will emphasize ACT and SAT prep materials and opportunities during visits to the minority community. 3. The Student Resource Specialist will publicize ACT/SAT scores required for admittance to individual universities. 		

	4. The school leadership team and faculty members will incorporate information regarding importance of taking the ACT and SAT as part of parent orientation and as part of SLS1261 Leadership course.		
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Professional Development and Budget Needs Tied to Reading Targets

Professional Development	Participants	Cost
ACT and College Board Counselor Workshops	School Counselor and Student Resource Specialist	NA
Model Schools Conference	SLS Reading Instructor and Leadership Team	1,500.00 per person
ACT Workshops (Certified ACT Instructor)	Assistant Principal	\$250.00 per person
Materials, Equipment and Supplies		Cost
None		
Other		Cost

Writing (Lee and Jason)

Writing Performance Target 1: The percentage of CHS completers in ENC1101 earning a "C" or higher will meet or exceed 90%			
Writing Performance Target 2: The percentage of CHS completers in ENC1101 earning a "B" or higher will meet or exceed 75%			
Baseline Performance for 2020 Target 1: 96% (150/156)			
Baseline Performance for 2020 Target 2: 88% (138/156)			
Barriers	Action Steps	Mid-Year Performance	End-of-Year Performance
<ol style="list-style-type: none"> Some students are not prepared for the rigors of academic writing and research. Students may not fully participate in the writing process, leaving major assignments to the last minute. This can often cause a poor grade, which may lead the student to finish the class with a grade lower than a C. If students take the course online, they may lack the discipline required for online learning. Students who miss more than three class periods are more susceptible to earning a C or less in the class. Students sometimes miss class because they have not done the writing required for in-class review. 	<ol style="list-style-type: none"> Professors often encourage students to use more on-campus writing resources to show improvement in their writing. As part of ENC 1101 and 1102, students visit the library and participate in sessions learning how to use the library catalog and database systems. Students spend several class periods doing academic research with the professor present. Professors conference with students through the writing process of the major papers, allowing them ample time to revise their work multiple times. Emphasis will be added to the technology learning component of the SLS Leadership class for incoming students to better prepare them for the rigors of online learning. Writing instructors will provide tips to those instructors that focus on helping students succeed in online writing classes. When teaching online classes, Collegiate professors will attempt to add components of traditional writing classes – such as weekly meetings and individual writing conferences - to keep better track of their students and hold them more accountable. Professors will emphasize the importance of full attendance throughout the semester to students by stating it in the class syllabi and include it as part of the first day class discussion. If students start to miss class frequently, professors will intervene with a conference. If a student misses a class due to not having written materials prepared, they will be given 		

	opportunities to reengage in the writing process if needed by utilizing College resources such as The Writing Studio.		
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Professional Development and Budget Needs Tied to Writing Targets

Professional Development	Participants	Cost
Two-Year College English Association (TYCA)	Two English Instructors	\$845.00 per person (1,690.00)
Materials, Equipment and Supplies		Cost
Chrome Books, webcams and other materials to support online learning		\$2,500.00
Other		Cost

Math (Ami)

Math Performance Target 1: Average scores of CHS graduates tested will meet or exceed average scores of both the state and the district in either ACT or SAT math.			
Baseline Performance for 2020: ACT: 22/SAT: 566			
Barriers	Action Steps	Mid-Year Performance	End-of-Year Performance
<ol style="list-style-type: none"> Students are not prepared to overcome the challenging structure of the test. Students struggle with test taking strategies for ACT Math. Students struggle to schedule adequate study time amid their college course work. Students do not always have the pre-requisite skills and work ethic to perform well. Some students experience test anxiety. Some students and parents do not see the value in taking both or either test. Some students do not understand the value of preparing for the tests during their junior year. If the school is required to transition to a fully on-line or hybrid environment due to COVID-19, it will be difficult to administer preparation workshops. The cancellation of ACT and SAT tests due to COVID 19 has reduced the availability of test taking attempts. 	<ol style="list-style-type: none"> The math instructor will offer ACT/SAT practice and preparation workshops throughout the first and second semesters. The math Instructor will use ACT prep materials to provide test-taking strategies during SLS1261. Math Instructor will provide strategies for how to reduce test-anxiety during SLS1261. Student Resource Specialist will assist students who qualify for formal test modifications (to alleviate test anxiety). Leadership instructors and Student Resource Specialist will ensure that juniors register to take the ACT and/or SAT prior to leaving SLS1261. During SLS1261, all instructors will place an emphasis on the importance of starting test preparation for all subject area during junior year. If the school is required to transition to a fully on-line or hybrid environment due to COVID-19, the math instructor will set up online ACT/SAT practice and preparation workshops through the Big Blue Button Conferences tool. The Student Resource Specialist will distribute availability of test dates when and if available via Canvas, print material, classroom posters, and individual student conferences. 		

Math Performance Target 2: The average performance of each subgroup on ACT and/or SAT math will be higher than that of the district and/or the state.
Baseline Performance for 2020: ACT Subgroups—White: 22, Black: 21, Hispanic: 22, FRL: 21

SAT Subgroups--White: 563, Black: 542, Hispanic: 583, FRL: 569			
Barriers	Action Steps	Mid-Year Performance	End-of-Year Performance
1. Individual students within subgroups lack the math skills, test-taking strategies, or concern about performance on the ACT/SAT to meet performance target. Low enrollment of subgroups may cause data to be skewed. Students within subgroups may lack the resources to pay for multiple test attempts.	1. The math instructor will specifically reach out to subgroups when offering ACT/SAT practice and preparation workshops. The Student Resource Specialist will determine which students qualify for test waivers and will reach out to each of them individually to ensure they know about the waivers and how to utilize them.		

Math Performance Target 4: The percentage of CHS completers in MAC1105 earning a “C” or higher will meet or exceed 85%.			
Baseline Performance: 97% (150/157)			
Barriers	Action Steps	Mid-Year Performance	End-of-Year Performance
1. Some students do not have the pre-requisite skills and work ethic to perform well in MAC1105—even if they have earned qualifying PERT score and passed MAT1033. 2. MAC1105 is a rigorous math course designed as a pre-requisite course for a STEM Track degree program. The course must ensure students are prepared for Pre-Calculus, Trigonometry, Calculus 1 and beyond. If a student has deficiencies in their math skills, they must be willing to overcome them with a strong work ethic. Some students are shy about reaching out for help and are especially shy about going to the TLCC for tutoring. 3. If the school is required to transition to a fully on-line or hybrid environment due to COVID-19, some students could struggle with the online environment.	1. The School Counselor will encourage students who are not working toward a STEM track career field to take MGF1106 or MGF1107. Any student who takes the CHS math instructor for high school classes or MAT1033, is required to receive approval from the CHS Math Professor before taking MAC1105. 2. The TLCC offers math tutoring during most of its operating hours. For students who are uncomfortable with going to the TLCC, the math instructor will offer “donuts and study group” workshops during a designated time outside of the normal class time. Any student who is struggling with the material learned in class is invited to attend and will receive individualized help from the math instructor. The math instructor will offer a virtual help session during a designated time outside of the normal class time through the Big Blue Button Conferencing tool. 3. If the school is required to transition to a fully on-line or hybrid environment due to COVID-19, the math instructor is prepared to offer a fully immersive online course designed to prepare them for future math courses. The instructor will provide additional support as needed through the Big Blue Button Conferencing tool. The instructor will refer struggling students to their administrative mentor.		

Professional Development and Budget Needs Tied to Math Targets

Professional Development	Participants	Cost
ACT Workshops (Certified ACT Instructor)	Math Instructor	\$250.00
Polk State Online Teaching Certification	Math Instructor	\$0.00
Model Schools Conference	Math Instructor	1,500.00 per person
Materials, Equipment and Supplies		Cost
Chrome Books, webcams and other materials to support online learning		\$2,500.00

Other	Cost

Science (Leah)

Science Performance Target 1: The average scores of CHS 2021 graduates on ACT science will meet or exceed the district and/or state average.			
Baseline Performance for 2020: ACT Science 23			
Barriers	Action Steps	Mid-Year Performance	End-of-Year Performance
<ol style="list-style-type: none"> Students do not see the importance of ACT/SAT scores to their college career. Students do not prepare and study for ACT/SAT beyond the SLS1261 rotations. Students do not have the discipline and resourcefulness to complete online courses. 	<ol style="list-style-type: none"> The Instructors /School Counselor/ Student Resource Specialist will emphasize the importance of ACT/SAT scores for college admissions and Bright Future's scholarships. The science instructor will provide ACT Science preparation and test taking strategies through SLS1261 rotation to all new incoming students. The science instructor will provide additional ACT Science Practice resources through the Lakeland Collegiate High School Canvas Page for students to continue practice beyond the classroom. If instruction for SLS1261 is fulling online in the fall, the SLS instructor will provide students with the strategies and skills to improve their ability to learn online. 		

Science Performance Target 2: The percentage of CHS completers in college science courses earning a "C" or higher will meet or exceed 89%.			
Baseline Performance for 2020: 90% (408/452)			
Barriers	Action Steps	Mid-Year Performance	End-of-Year Performance
<ol style="list-style-type: none"> Students need to be guided to college science courses that align with their scientific strengths and interest of study. Students do not have the discipline and resourcefulness to complete online courses. 	<ol style="list-style-type: none"> During leadership course rotations, the science instructor will present college science course guide to selecting science courses. School Counselor will provide further guidance during student meetings. Students will acknowledge their duties and responsibilities in an online course through new documentation. If instruction for SLS1261 is fulling online in the fall, students will be provided strategies and skills to improve their ability to learn online. 		

Professional Development and Budget Needs Tied to Science Targets

Professional Development	Participants	Cost
ACT Workshops (Certified ACT Instructor)	Science Instructor	\$250.00
Model Schools Conference	Science Instructor	\$1,500.00
Materials, Equipment and Supplies		Cost
Chrome Books, webcams and other materials to support online learning		\$2,500.00
Other		Cost

Social Studies (Dawn)

Social Studies Performance Target 1: The percentage of CHS completers in AMH1010 and 1020 earning course credit will meet or exceed 90%.			
Social Studies Performance Target 2: The percentage of CHS completers in AMH1010 and 1020 earning a "B" or higher will meet or exceed 75%.			
Baseline Performance for 2020 Target 1: AMH1010: 98% (135/138)/AMH1020: 96% (155/161)			
Baseline Performance for 2020 Target 2: AMH1010: 81% (106/131)/AMH1020: 74% (119/161)			
Barriers	Action Steps	Mid-Year Performance	End-of-Year Performance
<ol style="list-style-type: none"> Students lack the work ethic, study skills, and critical thinking skills Students do not understand the importance of regularly checking Canvas for announcements and assignments Students are not familiar with the Chicago Style of documentation Students demonstrate poor attendance on an open college campus Students do not appreciate the importance of the course syllabus If classes cannot be offered F2F because of COVID-19, students may struggle with online and/or hybrid classes 	<ol style="list-style-type: none"> Student expectations will be clearly outlined in a detailed course syllabus, which will be posted on Canvas The instructor will provide key terms for every class meeting/lecture and assigned reading The instructor will provide information on the Chicago style of documentation The attendance policy is clearly stated in the course syllabus Students will be required to analyze and interpret primary and secondary sources The instructor will hold office hours, which will include virtual office hours Students will be required to read the syllabus and take a graded syllabus quiz at the beginning of each semester 		

Professional Development and Budget Needs Tied to Social Studies Targets

Professional Development	Participants	Cost
CCID (Community Colleges for International Development) Conference		\$1,300.00 per person
NCSS (National Conference for the Social Sciences) Annual Conference in Washington, DC from Dec. 4-6, 2020		\$925.00
Materials, Equipment and Supplies		Cost
Web camera and microphone for livestreaming or recording lectures if classes are not F2F due to COVID		\$2,500.00
Other		Cost

Retention (Patty and Bradley)

Retention Performance Target 1: The percentage of CHS juniors (2020-2021) that return to CHS for their senior year (August 2021) will meet or exceed 90%.
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Baseline Performance for 2020: Not available yet 2019-2020 Percentage of Students Returning: 91.8% (158/172)			
Barriers	Action Steps	Mid-Year Performance	End-of-Year Performance
<ol style="list-style-type: none"> 1. Students do not engage at CHS. 2. Students struggle in college coursework with time management and performance. 3. Online or Hybrid courses may not be the best method of delivery for some students. 	<ol style="list-style-type: none"> 1. CHS Leadership will host orientation sessions for incoming students and their parents (spring prior to enrollment) 2. CHS will require students to complete SLS1261 leadership during first semester of enrollment 3. Student Resource Specialist will advertise school-wide opportunities for volunteering and engagement. 4. School Counselor & Student Resource Specialist will promote volunteering and other fellowship opportunities within CHS to faculty and students. 5. School Counselor will register students with more traditional face-to-face courses than online/hybrid if scheduling permits. Previous course performance is consideration in registration decision. 		

Retention Performance Target 2: During 2020-2021, at least 95% of CHS college course enrollments will result in course completions.			
Baseline Performance for 2020: 96% (3142/3267)			
Barriers	Action Steps	Mid-Year Performance	End-of-Year Performance
<ol style="list-style-type: none"> 1. Students have control over course selections and withdrawals. 2. Students are withdrawn from courses due to nonattendance. 3. Student do not understand consequences for withdrawing and/or lack the motivation to completing a course. 	<ol style="list-style-type: none"> 1. School Counselor/College and Career Advisor will utilize Jenzabar Retention Early Alert warning system from college courses. 2. School Counselor/College and Career Advisor will discuss any student retention and/or attendance issues during CHS monthly faculty meetings. 3. The Assistant Principal will host academic review team meetings with students who receive a "D" or "F" grade or a college GPA below 2.0. 4. School Counselor will meet with students who are requesting to withdraw from course to review the validity of withdraw and possible academic impact. 5. Learning Specialist will survey students through class meetings to determine satisfaction with CHS. 6. CHS Faculty and Support Staff will encourage students to utilize the TLCC & Library for tutoring and resources to assist with challenging courses. Provide them with current on campus tutor schedules. 7. Student Resource Specialist will meet with targeted students for Career advisement meetings and emphasis the seriousness of the impact withdraws/fails have on University Admissions and career training opportunities. 		

Retention Performance Target 3: The percentage of CHS seniors exiting as graduates will meet or exceed 96%.

Baseline Performance for 2020: 100%=161/161 (2 graduated early)			
Barriers	Action Steps	Mid-Year Performance	End-of-Year Performance
Students are not on track for graduation during last semester at CHS.	<ol style="list-style-type: none"> 1. School Counselor will conduct individual junior and senior conferences to discuss graduation requirements. 2. School Counselor will review high school graduation requirements are met by fall of senior year. 3. School Counselor will schedule students in CHS courses if any high school requirements remain spring of senior year. 4. School Counselor will schedule students in various online platforms to ensure graduation requirements are met (dual enrollment, Plato and/or FLVS) 		

Professional Development and Budget Needs Tied to Retention

Professional Development	Participants	Cost
<ul style="list-style-type: none"> • Polk County Public School Quarterly Secondary Counselor Meetings • Florida Career Pathways Network Conference 	<ul style="list-style-type: none"> • School Counselor • CHS Leadership Team 	<ul style="list-style-type: none"> • FREE • 1,200.00 per person x 5
<ul style="list-style-type: none"> • Florida School Counselor Conference • FDOE Curriculum Webinars 	<ul style="list-style-type: none"> • School Counselor • School Counselor 	<ul style="list-style-type: none"> • 1,000.00 per person (x 1 Counselor) • FREE
Materials, Equipment and Supplies		Cost
N/A		
Other		Cost

Student Attendance and Observable Performance (Dawn and Virginia)

Attendance/Observable Performance Target 1: The CHS attendance rate for both first and second semesters 2020-2021 will not fall below 95%			
Baseline Performance for 2020: 99.5%			
Barriers	Action Steps	Mid-Year Performance	End-of-Year Performance
1. Open college campus provides students with "too much freedom."	<ol style="list-style-type: none"> 1. Assistant Principal and Learning Technologist will have students sign a copy of the attendance policy to ensure understanding. 2. Assistant Principal will run attendance report bi-weekly to determine students with 3 or more unexcused absences. 3. Assistant Principal will conference with students about attendance requirements. 4. The leadership team and faculty members will identify students with excessive absences in monthly staff meetings. The Assistant Principal will follow up with individual students. 5. CHS instructors teaching college courses will also make the Assistant Principal aware of additional attendance issues identified throughout the month. 		

Attendance/Observable Performance Target 2: Staff, faculty and students will document use of the Collegiate High School Observable Behavior Form to assess each student's behavior consistent with school success.			
Baseline Performance for 2020: Not Applicable (The form was not used during 2019-2020.)			
Barriers	Action Steps	Mid-Year Performance	End-of-Year Performance
<ol style="list-style-type: none"> 1. Students may lack self-discipline or self-control when dealing with difficult situations. 2. Students may lack time management skills to attend/participate in classes and school meetings required for their success. 3. Students may lack understanding on how to build effective relationships with staff and faculty. 	<ol style="list-style-type: none"> 1. Instructors will have juniors complete online form at the beginning of SLS1261. 2. CHS instructors will have seniors complete form as an online survey at beginning of school year. (Have as many complete that are attending fall classes with one of our instructors) 3. The School Counselor and Student Resource Specialist will check to be sure juniors and seniors have completed survey when meeting with seniors at the beginning of first term. (Give Patty and Bradley list of students that have not completed by September 15th) 4. The Learning Technologist will post completed surveys online so instructors, mentors and leadership members can access completed forms when meeting with students. 		

Professional Development and Budget Needs Tied to Attendance and Observable Performance

Professional Development	Participants	Cost
Model School Conference	6	7,200.00
Materials, Equipment and Supplies		Cost
Online Survey Form		0.00
Other		Cost
N/A		0.00

Stakeholder Satisfaction and Perception/Organizational Effectiveness Data (Dawn and Virginia)

Perception/Organizational Effectiveness Data Performance Target 1: At least 20% of parents, 40% of students and 60% of staff members will participate in the 2020-2021 climate survey process.			
Baseline Performance for 2019-2020: 46% of the school's parents, 66% of students, and 100% of full-time staff completed the climate survey.			
Barriers	Action Steps	Mid-Year Performance	End-of-Year Performance
<ol style="list-style-type: none"> 1. Stakeholders don't see the importance of completing the survey. 	<ol style="list-style-type: none"> 1. Learning Technologist will have parents complete survey through link sent out through Remind. 2. Learning Technologist or Assistant Principal will administer survey to juniors online during class meetings. 3. CHS instructors will have students complete during class time. 		

	<ol style="list-style-type: none"> Learning Technologist or Assistant Principal will administer survey to seniors online during class meetings. Learning Technologist or Assistant Principal will provide some type of incentive (probably food) to junior/senior class in order to obtain the most results. 		
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Perception/Organizational Effectiveness Data Performance Target 2: The average rating of each stakeholder group (parents, students, staff) on the 2020-2021 annual climate survey will be 3 or higher on at least 6 of 7 correlates.

Baseline Performance for 2019-2020: 100% on all correlates (7/7)

Barriers	Action Steps	Mid-Year Performance	End-of-Year Performance
<ol style="list-style-type: none"> Parents are not always fully informed about school activities. 	<ol style="list-style-type: none"> Assistant Principal will create a communication plan so we will know the preferred method of communication to reach parents. Assistant Principal will create a monthly newsletter and mail to home address to remind parents about activities/events for the month. 		

Perception/Organizational Effectiveness Data Performance Target 3: CHS leadership will ensure that a group of business, community, and Polk State partners participate in at least two planning meetings during the 2020-2021 school year.

Baseline Performance for 2019-2020: not tracked for 2019-2020

Barriers	Action Steps	Mid-Year Performance	End-of-Year Performance
<ol style="list-style-type: none"> Business partners don't always see a meaningful role for engagement with CHS. 	<ol style="list-style-type: none"> The leadership team will implement activities to engage students and staff with business partners. School Counselor and Student Resource Specialist will help students select a career pathway they may be interested in when they enter CHS and formalize a final plan prior to graduation. The leadership team will evaluate the effectiveness of the 2020-2021 engagement activities and revise the plan for 2021-2022. 		

Perception/Organizational Effectiveness Data Performance Target 4: Parents and students completing the school's objectives survey will show an average agreement of 4 or higher (on a scale of 1-5) with the school's objectives. (survey done biannually)

Baseline Performance for 2019-2020: N/A

Barriers	Action Steps	Mid-Year Performance	End-of-Year Performance
<ol style="list-style-type: none"> Parents and students may not see the importance of completing the survey. Parents and students may not understand the school's objectives. 	<ol style="list-style-type: none"> Assistant Principal will collaborate with Office of Communication and Public Affairs (OCPA) to create poster board of CHS objectives to be placed in each classroom and CHS office. Assistant Principal will improve our communication of CHS objectives through monthly newsletter/email signature. 		

Perception/Organizational Effectiveness Data Performance Target 5: School documentation will show follow-up actions responding to student and parent recommendations and concerns as collected through focus groups and customer service surveys.			
Baseline Performance for 2019-2020: Completed through focus groups during the 2019-2020 school year.			
Barriers	Action Steps	Mid-Year Performance	End-of-Year Performance
<ol style="list-style-type: none"> COVID –19 has provided challenges for how we conduct face-to-face focus groups and customer service surveys. If focus group and customer service surveys are conducted online (via Zoom meeting) parents and students may not see the importance of attending and providing feedback. Online learning may provide challenges for the way we engage with students and parents and/or provide services to them. (Parents and students are used to immediate responses from CHS staff). 	<ol style="list-style-type: none"> Assistant Principal will provide a communication plan based on feedback from parents and students on the methods they wish to receive information. Assistant Principal will create the different user groups with parents and student address/email/phone no.'s to communicate more effectively. Assistant Principal will use a follow-up survey mid-year to analyze the effectiveness of communication. The leadership team will work with an outside consultant to list action steps tied to results of each survey and focus group. 		

Perception/Organizational Effectiveness Data Performance Target 6: CHS will show an unrestricted annual fund balance of at least 3%.			
Baseline Performance for 2019-2020: As of the end of FY 19, FB % is 31.21%			
Barriers	Action Steps	Mid-Year Performance	End-of-Year Performance
<ol style="list-style-type: none"> Possible cuts in state funding due to COVID-19 may result in increased use of fund balance for one-time purchases Reduced state funding may result in less annual rollover of funds thus, over time, depleting the total fund balance 	<ol style="list-style-type: none"> Principal will work with budget office staff to carefully allocate dollars into budget categories and plan for shortfalls in the near future due to the uncertain state and national economic outlook Principal will implement an intensive, targeted student recruitment program to ensure enrollment continues to provide adequate per student funding for the school 		

Perception/Organizational Effectiveness Data Performance Target 7: CHS will have an active governance board that meets at least four times annually.			
Baseline Performance for 2019-2020: DBOT Met 7 times with a quorum/CHS Principal presented 4 times			
Barriers	Action Steps	Mid-Year Performance	End-of-Year Performance
<ol style="list-style-type: none"> Once a month scheduling of the board meetings could result in missed opportunities to present if illness or schedule conflicts occur 	<ol style="list-style-type: none"> Principal will implement a plan in which the Assistant Principal is always prepared to present to the board if the principal is unable to attend 		

Perception/Organizational Effectiveness Data Performance Target 8: Instructor observational data will show that 3 out of 6 design question behaviors are adequately demonstrated by each instructor.			
Baseline Performance for 2019-2020: N/A for this school year			
Barriers	Action Steps	Mid-Year Performance	End-of-Year Performance
<ol style="list-style-type: none"> 1. Lack of updated training on the teacher evaluation model may result in instructors missing steps when implementing the model 2. Structure of college-based courses could hinder the implementation of some steps in the evaluation model that was designed for K-12 students 	<ol style="list-style-type: none"> 1. CHS administration will set aside budget dollars each year to send instructors to evaluation model training 2. CHS administration will hold annual evaluation model updates with all faculty to review requirements and share implementation strategies 		

Professional Development and Budget Needs Tied to Attendance and Observable Performance

Professional Development	Participants	Cost
Marzano Teaching Model Training Conference	2 Faculty plus 2 Leadership Team Members per year	\$3000
Materials, Equipment and Supplies		Cost
Other		Cost