

Polk State College Collegiate High School Lakeland Collegiate (CHS) 2021-2022 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: LC 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
- High school and college courses taught by both Polk State and LC faculty
- Personalized college and career advising
- A variety of services and resources to address the well-being of each student
- Cultural events focused on students' diverse interests and needs
- Access to all college resources
- Opportunities to engage with community and business partners
- Opportunities to participate in various clubs and organizations that will fulfill the social needs of students with a sense of community, commitment, and relationships

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

The CHS Community's Common Beliefs	CHS Priorities	CHS Guiding Principles
<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. 	<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. 	<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

5. The charter school initiative provides the vehicle that allows CHS the creativity to maximize student success.	5. Students will earn a significant number of college credits prior to high school graduation.	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
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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.

Student Performance: Measures define student performance expectations as listed below: <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 	School Performance: Additional measures call on the school to show: <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%;
<p>performance reports and disaggregated reports for economically disadvantaged generated within the school. At least 90% of CHS enrollees completing the first Polk State</p> <ol style="list-style-type: none"> 3. composition (ENC1101) course will earn a “C” or higher At least 90% of CHS students completing the first Polk State American 4. History course (AMH1010) will earn a “D” or higher. 	<ol style="list-style-type: none"> 3. An active governance board that meets at least four times annually. School improvement goals mirror accountability plan goals.

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: Shauna Dykes	

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:

- 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.
- 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 2021-2022, the SAC timeline and process will be as listed below.

1. Summer Meeting (August 2021)

1. Present purpose/role of SAC (Florida Statutes and By-Laws)
2. Elect SAC president
3. Review/edit school purpose
4. Agree on SAC committees and members of each
 1. Business partnership (Rick and Bradley)
 2. Fundraising (Dawn and Virginia)
 3. Graduation (Dawn and Patty)

2. September/October Meeting (September 2021)

1. Approve school improvement plan for upcoming year
2. Present and clarify each committee's plan for the year
3. Address operational challenges or needed decisions

3. November/December Meeting (November 2021)

1. Present status of each committee's work/conduct committee work as needed
2. Address operational challenges or needed decisions
3. Address additional school issues including use of school incentive funds and plans to recruit a diverse student population

4. January/February Meeting (January 2022)

1. Present status of each committee's work/conduct committee work as needed
2. Address operational challenges or needed decisions including final vote on use of school incentive funds
3. List budget needs and issues being addressed in planning for next year

5. April/May Meeting (April 2022)

1. Present status of each committee's work/conduct committee work as needed
2. Approve the upcoming year's school budget
3. 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 (K12)	6	10
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 Graduate Certificate: Math Certification: Mathematics 6-12	9	16	Full Time
Lang Arts/Journalism	Lee Childree	Masters: Instructional Technology Graduate Certificate: Composition Certification: English (6-12), English (5-9), and ESOL	18	28	Full Time
Social Studies	Dawn Dyer	PhD: History Certifications: Social Studies (6-12)	6	14	Full Time
Science	Leah Whitehead	Masters: Advanced Studies (Integrated Chemistry) Certification: Biology 6-12, Chemistry 6-12, Math 6-12	14	15	Full Time
Guidance	Kaley Black	Masters: Counselor Education Certification: School Counseling (K-12) K-6 Elementary Education Exceptional Student Education (K-12)	1	11	Full Time
Learning Technologist	Virginia Richard	Masters: Curriculum and Technology Graduate Certificate: Psychology Certification: Psychology 6-12	10	24	Full Time
Student Resource Specialist	Bradley Hostetter	Bachelors: Psychology	4	6	Full Time
Language Arts	Jason Martin	Masters: English Certification: English 6-12, Social Studies 6-12, Journalism 6-12, and ESOL Graduate Certificate: Government	6	14	Full Time

Teacher Recruitment/Retention

Recruit/Retain	Strategy	Person Responsible	Projected Completion Date
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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:

1. 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
2. A participant in developing the school improvement plan (SIP), created during the spring and summer prior to the start of the school year
3. Provided with key school processes, included in the student handbook, posted on the website, and distributed at the beginning of each school year
4. 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
5. A participant in monthly staff meetings and smaller group meetings based on the individual's professional role
6. 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:

1. 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.
2. 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.
3. 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 on for the 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:

- 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 daily.

- 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.
- Kaley Black, School Counselor. She addresses both the 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.
- 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.
- 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 p.m., and on Saturday mornings
- The CHS CHART lab is staffed Monday through Friday 7:15-3:30 PM and offers supplemental instruction related to research, standardized test prep, etc.
- The TLCC and the CHART lab also have computers and printers available for use by students.
- The school does not interrupt instructional times 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 social studies instructor provides key terms on Canvas for every chapter.
 - Science students engage with vocabulary throughout activities such as note taking, discussions, labs, Kagan strategies, etc. Instructor provides students with additional resources such as Quizlet flash cards, video resources, and online text 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.
- 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 can 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 (AMH2930-Dyer, WOH1012-Dyer, WOH1022-Dyer, AMH1010-Dyer, AMH1020-Dyer, HUM2020-Dyer, ENC1101Childree, 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 can also 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 and US History teachers cover the Declaration of Independence.
- American history students study concepts that align with those emphasized in American literature assignments:
- McCarthyism and the fear of communism. The American History teacher teaches the Salem witch-trials. ○ Civil Rights. The film Selma is shown to encourage a dialogue about civil rights. Another English professor uses an episode of TV series Mad Men to analyze and compare/contrast the lifestyle 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.
- English teachers are history teachers and sometimes economics teachers or even math teachers.
- 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 and will then create academic resumes ○ Students are prepared for every facet of college application ○ Professors stress the meaningfulness of ACT/SAT exams ○ CHS provides 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 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 2021-2022

Reading (Lee & Jason)

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 2021: ACT Reading Score – 26/SAT Reading Score—581			
District ACT Average Reading Score: 20.3			
District SAT Average Reading Score: 521			
State ACT Average Reading Score: 21.4			
State SAT Average Reading Score: 513			
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. 	<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 Student Resource Specialist and School Counselor will assist students who qualify for formal test modifications to alleviate test anxiety. 3. The Student Resource Specialist will distribute availability of test dates when and if available via Canvas, print material, classroom posters, and individual student conferences. 4. The student resource specialist will post pertinent information on Facebook. 5. Leadership and staff will implement activities throughout the year to better inform students and parents. Activities will include FASA night, County Act Day for free for all juniors in March, and speakers. 	<p>ACT: 24 SAT: 597</p>	
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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 2021: ACT Subgroups—White: 27, Black: 29, Hispanic: 24, Other: 28, FRL: 25 SAT Subgroups--White: 593, Black: 557, Hispanic: 569, FRL: 559, Other: 567

District ACT Reading Subgroups - White: 22.6; Black 17.4; Hispanic 19.0; Other 22.0 District SAT Reading Subgroups - White: 559; Black 480; Hispanic 503; Other 557

State ACT Reading Subgroups - White: 23.7; Black: 17.4; Hispanic 20.4; Other 21.5
State SAT Reading Subgroups -White 545; Black 465; Hispanic 508; Other 517

Barriers	Action Steps	Mid-Year Performance	End-of-Year Performance
<ol style="list-style-type: none"> 1. Some educational institutions may not require an 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. 	<p>ACT Subgroups: W: 26 B: 23 H: 21 O: 26</p>	

	<p>2. The Principal, Assistant Principal and Learning Technologist will emphasize ACT and SAT prep materials and opportunities during visits to the minority community.</p> <p>3. The Student Resource Specialist will publicize ACT/SAT scores required for admittance to individual universities.</p> <p>4. The school leadership team and faculty members will incorporate information regarding the importance of taking the ACT and SAT as part of parent orientation and as part of SLS1261 Leadership course.</p>	<p>SAT Subgroups:</p> <p>W: 609 B: 590 H: 565 O: 584</p>	
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Professional Development and Budget Needs Tied to Reading Targets

Professional Development	Participants	Cost
N/A		
Materials, Equipment and Supplies		Cost
Other		Cost

Writing (Lee and Jason)

<p>Writing Performance Target 1: The percentage of CHS completers in ENC1101 earning a “C” or higher will meet or exceed 90%</p> <p>Writing Performance Target 2: The percentage of CHS completers in ENC1101 earning a “B” or higher will meet or exceed 75%</p>			
<p>Baseline Performance for 2021 Target 1: 95% (158/167)</p> <p>Baseline Performance for 2021 Target 2: 87% (145/167)</p>			
Barriers	Action Steps	Mid-Year Performance	End-of-Year Performance

<p>1. Some students are not prepared for rigorous academic writing and research.</p> <p>2. 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.</p> <p>3. If students take the course online, they may lack the discipline required for online learning.</p> <p>4. 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.</p>	<p>1. Professors often encourage students to use more on-campus writing resources to show improvement in their writing.</p> <p>2. 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.</p> <p>3. Professor's conference with students through the writing process of the major papers, allowing them ample time to revise their work multiple times.</p> <p>4. 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 that focus on helping students succeed in online writing classes.</p> <p>5. 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. 6. 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.</p>	<p>Target 1: 98% (170/174) Target 2:92% (160/174)</p>	
	<p>7. 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 or TLCC.</p> <p>8. Instructors will provide individualized instruction in a face-to-face learning environment.</p>		

Professional Development and Budget Needs Tied to Writing Targets

Professional Development	Participants	Cost
N/A		
Materials, Equipment and Supplies		
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 2021: ACT: 22/SAT: 547

District ACT Average Math Score: 18.1

District SAT Average Math Score: 480

State ACT Average Math Score: 19.6

State SAT Average Math Score: 480

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. 	<ol style="list-style-type: none"> ACT and SAT preparation will be introduced through the SLS Leadership Course to all new incoming students. 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 areas during junior year. Instructor will encourage students to sign up for Test Information Release (TIR), where students will receive a copy of the multiple-choice test question. The TIR provides valuable information about a student's strengths and weaknesses and will serve as a guide for the student's focus as they prepare. The ACT TIR dates are in April, June, and December. The Math Instructor will implement ACT Math Test Preparation and Taking Strategies learned through ACT Certified Educator course. 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 Zoom. The Student Resource Specialist will distribute availability of test dates when and if available via Canvas, print material, classroom posters, and individual student conferences. 	<p>ACT: 24 SAT: 567</p>	

	<p>7. The student resource specialist will work with individual students to establish a timeline and post a timeline on Canvas.</p> <p>8. The math instructor will talk to students about the timeline during SLS.</p>		
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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 2021:

CHS ACT Math Subgroups: White 23; Black 22; Hispanic 22; Other 22; FRL 25 and SAT Math Subgroups: White 550; Black 493; Hispanic 555; Other 540; FRL 523 District ACT Math Subgroups: White: 19.7; Black 16.0; Hispanic 17.1; Other 19.3
State ACT Math Subgroups: White 21.3; Black 16.3; Hispanic 18.7; Other 20.0

CHS SAT Math Subgroups - White 550; Black 493; Hispanic 555; Other 540; FRL 523
District SAT Math Subgroups - White 516; Black 440; Hispanic 463; Other 543
State SAT Math Subgroups – White 514; Black 425; Hispanic 474; Other 493

Barriers	Action Steps	Mid-Year Performance	End-of-Year Performance
<p>1. Individual students within subgroups lack 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.</p>	<p>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.</p> <p>2. Administration will encourage students to apply for free and reduced lunch so that more students will qualify for waivers.</p>	<p>ACT Subgroups: W: 22 B: 20 H: 20 O: 23</p>	

		SAT Subgroups: W: 577 B: 553 H: 538 O: 565	
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Math Performance Target 3: The percentage of CHS completers in MAC1105 earning a “C” or higher will meet or exceed 85%.

Baseline Performance: 97% (154/158)

Barriers	Action Steps	Mid-Year Performance	End-of-Year Performance
<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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 instructor has lecture videos setup for the entire course so that absent students may watch the video in case of an absence or may rewatch the lesson for remediation when necessary. 	98% (65/66)	
<p>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.</p> <p>If the school is required to transition to a fully on-line or hybrid environment due to COVID-19, some students could</p> <ol style="list-style-type: none"> 3. struggle with the online environment. 	<ol style="list-style-type: none"> 3. The TLCC offers math tutoring during most of its operating hours. In addition, any student who is struggling with the material learned in class is invited to setup a face to face or Zoom meeting to receive individualized help from the math instructor. 4. 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 Zoom. The instructor will refer struggling students to their administrative mentor. 		

Professional Development and Budget Needs Tied to Math Targets

Professional Development	Participants	Cost
<ol style="list-style-type: none"> 1. ACT Certified Instructor Workshop-Basic 2. ACT Certified Instructor Workshop-Math Leveraging 3. TI-84 Plus CE Graphing Calculator for ACT® Test Success 	Ami Gideons Ami Gideons Ami Gideons	<ol style="list-style-type: none"> 1. \$299 2. \$549 3. \$275
Materials, Equipment and Supplies	Cost	
N/A		
Other	Cost	

Science (Leah)

Science Performance Target 1: The average scores of CHS graduates on ACT science will meet or exceed the district and/or state average.

Baseline Performance for 2021: ACT Science 24

District ACT Average Science Score: 18.9

State ACT Average Science Score: 20.1

Barriers	Action Steps	Mid-Year Performance	End-of-Year Performance
<ol style="list-style-type: none"> 1. Students do not see the importance of ACT/SAT scores to their college career. 2. Students do not prepare or plan to study for ACT/SAT beyond the SLS1261 rotations. 3. Resurgence of COVID could result in transitioning back to the online environment. 	<ol style="list-style-type: none"> 1. The Instructors /School Counselor/ Student Resource Specialist will emphasize the importance of ACT/SAT scores for college admissions and Bright Future's scholarships. 2. The Science Instructor will implement new ACT Science Test Preparation and Test Taking Strategies learned through ACT Certified Educator course. 3. The science instructor will provide ACT Science preparation and test taking strategies through SLS1261 rotation to all new incoming students. 4. The science instructor will emphasize the additional ACT Science Practice resources through the Lakeland Collegiate High School 	ACT Science: 23	

	Canvas Page for students to continue practice beyond the classroom.		
	5. The Science Instructor will coordinate with the Math Instructor to provide study sessions beyond SLS 1261. 6. If there is a resurgence of COVID, ACT test prep instruction will transition to an online format.		

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 2021: 92% (485/527)			
Barriers	Action Steps	Mid-Year Performance	End-of-Year Performance
1. Students do not know the college science courses that align with their course needs, scientific strengths, and interest.	1. During leadership course rotations, the science instructor will present college science course guide to selecting science courses. 2. School Counselor will provide further guidance during student meetings.	89% (160/179)	

Professional Development and Budget Needs Tied to Science Targets

Professional Development	Participants	Cost
ACT Certified Educator	Leah Whitehead	\$299
Basic ACT Certified Educator Science	Leah Whitehead	\$549
Materials, Equipment and Supplies		Cost
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 2021 Target 1: AMH1010: 95% (124/131)/AMH1020: 93% (137/147) Baseline Performance for 2021 Target 2: AMH1010: 75% (98/131)/AMH1020: 71% (104/147)

Barriers	Action Steps	Mid-Year Performance	End-of-Year Performance
<ol style="list-style-type: none">1. Students lack work ethic, study skills, and critical thinking skills.2. Students do not understand the importance of regularly checking Canvas for announcements and assignments.	<ol style="list-style-type: none">1. Student expectations will be clearly outlined in a detailed course syllabus, which will be posted on Canvas.2. The instructor will provide key terms for every class meeting/lecture and assigned reading.3. The instructor will provide information on the Chicago style of documentation.4. The attendance policy is clearly stated in the course syllabus.	<p>AMH 1010-Target 1: 99% (140/141)</p> <p>AMH1020 – Target 1: 100% (4/4)</p> <p>AMH1010 Target 2: 92% (130/141)</p> <p>AMH 1020 – Target 2: 75% (3/4)</p>	

3. Students are not familiar with the Chicago 4. Style of documentation Students demonstrate poor attendance on an open college campus. Students do not appreciate the importance of the course syllabus.	5. Students will be required to analyze and interpret primary and secondary sources. 6. 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		
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Professional Development and Budget Needs Tied to Social Studies Targets

Professional Development	Participants	Cost
Attend conference(s) such as Model Schools and/or Marzano	1	\$1,285.00
EF Trip with other educators to Florence, Italy	6	\$1,000.00
	1	N/A EF sponsored trip
Materials, Equipment and Supplies		Cost
Other		Cost

Retention (Kaley 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%.			
Baseline Performance for 2021: 95%			
2021-2022 Percentage of Students Returning: 94% (152/162)			
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 and Assistant Principal will advertise school-wide opportunities for volunteering and engagement via class meetings, individual meetings, school newsletters, and social media outlets. 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. 6. The learning technologist and student resource specialist will work together to update resources posted on Canvas and post related QR codes on Facebook. 7. Faculty, staff, and students will plan multiple in person events during second semester 8. School leaders and staff will host forums and/or focus groups with students and conduct student/parent surveys to solicit input and recommendations. 9. School leaders and staff will encourage students to participate in Polk State campus events 10. The school counselor and student resource specialist will host and facilitate open labs during peak college application/registration sessions 	N/A	Next Fall for Juniors returning as Seniors
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Retention Performance Target 2: During 2021-2022, at least 95% of CHS college course enrollments will result in course completions.			
Baseline Performance for 2021: 95% (3208/3360)			
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. 	<ol style="list-style-type: none"> 1. School Counselor/College and Career Advisor will utilize Jenzabar Retention Early Alert warning system from college courses. 	96% (1434/1475)	

3. Students do not understand the consequences of withdrawing and/or lack the motivation to complete a course.	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 emphasize the seriousness of the impact withdraws/fails have on University Admissions and career training opportunities.		
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Retention Performance Target 3: The percentage of CHS seniors exiting as graduates will meet or exceed 96%.			
Baseline Performance for 2021: 100%=170/170 (1 graduated early)			
Barriers	Action Steps	Mid-Year Performance	End-of-Year Performance
Students are not on track for graduation during last semester at CHS.	1. School Counselor will conduct individual junior and senior conferences to discuss graduation requirements. 2. School Counselor will review high school graduation requirements that 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)	N/A	

Professional Development and Budget Needs Tied to Retention

Professional Development	Participants	Cost
Model School Conference	2	1,285.00 per person
Materials, Equipment and Supplies	Cost	
None		

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 2021-2022 will not fall below 95%			
Baseline Performance for 2021: 99.53%			
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. 	99.3%	

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 2021: Not Applicable (The form was completed first part of year but not at the end of year.)			
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 of 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 a form as an online survey at the beginning of the 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 Kaley and Bradley a 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. 	55% (183/333)	
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Professional Development and Budget Needs Tied to Attendance and Observable Performance

Professional Development	Participants	Cost
Model Schools Conference	7	1285.00 per person
Materials, Equipment and Supplies		Cost
None		
Other		Cost

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 2021-2022 climate survey process.			
Baseline Performance for 2021-2022: 27% of the school's parents, 61% of students, and 100% of full-time staff completed the climate survey.			
Barriers	Action Steps	Mid-Year Performance	End-of-Year Performance

1. Stakeholders do not 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 surveys to juniors face-to-face during class meetings. 3. CHS instructors will have students complete during class time. 4. Learning Technologist or Assistant Principal will administer surveys to seniors during face-to-face class meetings. 5. Learning Technologist or Assistant Principal will provide some type of incentive (probably food) to junior/senior class in order to obtain the most results. 	N/A	
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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 2021-2022: 100% on all correlates (7/7)

Barriers	Action Steps	Mid-Year Performance	End-of-Year Performance
1. Parents do not always read the information sent out via email or remind.	<ol style="list-style-type: none"> 1. Assistant Principal will create a communication plan so we will know the preferred method of communication to reach parents. 2. Assistant Principal will create a weekly newsletter sent out through remind text messaging system to parents about activities/events for the month. 	N/A	

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 2021-2022 school year.

Baseline Performance for 2020-2021: not tracked for 2020-2021 SY

Barriers	Action Steps	Mid-Year Performance	End-of-Year Performance
1. Business partners do not always see a meaningful role for engagement with CHS.	1. The leadership team will implement activities to engage students and staff with business partners.	N/A	
	<ol style="list-style-type: none"> 2. 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. 3. 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 2020-2021: Scored 4 or higher on each objective per report from One Smart Team			
Barriers	Action Steps	Mid-Year Performance	End-of-Year Performance
<ol style="list-style-type: none"> 1. Parents and students may not see the importance of completing the survey. 2. Parents and students may not understand the school's objectives. 	<ul 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. 	N/A	

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 2020-2021: Did not complete focus groups during the 2020-2021 school year.			
Barriers	Action Steps	Mid-Year Performance	End-of-Year Performance
		N/A	

Perception/Organizational Effectiveness Data Performance Target 6: CHS will have an active governance board that meets at least four times annually.

Baseline Performance for 2020-2021: 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"> 1. 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"> 1. The 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. 	N/A	

Perception/Organizational Effectiveness Data Performance Target 7: Instructor observational data will show that 3 out of 6 design question behaviors are adequately demonstrated by each instructor.

Baseline Performance for 2020-2021: All instructors met (Marzano)

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 	N/A	

Professional Development and Budget Needs Tied to Attendance and Observable Performance

Professional Development	Participants	Cost
Model Schools Conference	7	\$1285.00 per person
State Charter School Conference	2	\$ 490.00 per person
Materials, Equipment and Supplies		Cost
Other		Cost