

# **Lakeland Collegiate Charter High School (CHS)**

## **Annual Continuous Improvement Plan (ACIP)**

**2023-2024**

## Contents

The annual school improvement plan is divided into eight parts:

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4. **Part 4: Stakeholder Engagement and Satisfaction includes stakeholder satisfaction and engagement targets with barriers and action steps**
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7. **Part 7: Professional Development details the year's professional development plan including:**
  - a. A needs assessment to show how plan components were selected
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    - i. Include activities to increase faculty and staff with skillset in terms of analyzing data to further learning
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    - iii. Address the use of formative and summative data in the learning process
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## Part 1: UNDERSTANDING CHS

CHS is a Polk State College charter school authorized through a contract with the Polk County School Board. The school purpose, which includes the mission, vision, beliefs, and student objectives, is aligned with the charter contract.

**Mission Statement:** The Polk State College Lakeland Collegiate High School (CHS) mission is to provide an on-campus personalized, supportive accelerated early college experience for motivated high school juniors and seniors.

**CHS Vision - CHS students will:**

- Engage in a diverse small learning community on Polk State College's Lakeland campus where they are respected and valued
- Master rigorous academic expectations and build college readiness skills
- Determine career pathways that align with their interests and skills
- Demonstrate civic-minded and service-oriented leadership
- Develop healthy interpersonal relationships and team-building skills

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: Ashley Bell-Barnett	School Designation: Public Charter School: Grades 11 and 12
SAC Chair: Mrs. Amy Grainger	

## Part 2: School Conditions that Support Improvement

### 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 2023-2024, the SAC timeline and process will be listed below.

1. **Summer Meeting (August 2023)**
  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 2023)**
  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 2023)**
  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 2024)**
  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 2024)**
  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 (K-12)	7	11
Assistant Principal	Dawn Allen	Masters: Educational Leadership Certifications: English (5-9), reading endorsement, ESOL certification, ESE (K-12) and Educational Leadership (K-12)	3	3

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 Project Management Institute Certification	10	17	Full Time
Lang Arts/Journalism	Lee Childree	Masters: Instructional Technology Graduate Certificate: Composition Certification: English (6-12), English (5-9), and ESOL	19	29	Full Time
Social Studies	Dawn Dyer	Ph.D.: History Certifications: Social Studies (6-12)	7	15	Full Time
Science	Leah Whitehead	Masters: Advanced Studies (Integrated Chemistry) Certification: Biology 6-12, Chemistry 6-12, Math 6-12	15	16	Full Time
Guidance	Holly Arnaud	Masters: School Counselor Education Certification: Guidance and Counseling K 12, English 6-12, Math 5-9, ESOL K 12, Elementary K-6	1	20	Full Time
Instructional Technologist	Virginia Richard	Masters: Curriculum and Technology Graduate Certificate: Psychology Certification: Psychology 6-12	11	26	Full Time
Student Resource Specialist	Bradley Hostetter	Bachelors: Psychology	6	7	Full Time
Language Arts	Jason Martin	Masters: English Certification: English 6-12, Social Studies 6-12, Journalism 6-12, and ESOL Graduate Certificate: Government	7	15	Full Time
SLS/Special Topics/Intensive Reading	Marguerite Maxwell Terrell	Ph.D.: Social Work Certifications: K-12 Reading; ESE (K12) ESOL K12	1	35	Part-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:

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 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, Technology Resource Specialist Trainer, and Student Success Coach. 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 the 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 Allen, 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.

- Holly Arnaud, 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 Success Coach. 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, Technology Resource Specialist Trainer. She researches instructional technologies and provides related staff development. She also secures, summarizes, and organizes performance data as needed to assess the 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, monthly staff meetings, and 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 flashcards, video resources, and online text to reinforce their 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, 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 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.

### Part 3: ANTICIPATED ACADEMIC PERFORMANCE

Academic student performance targets are driven by:

- Targets specified in the five-year charter Accountability Plan
- Additional performance outcomes tied directly to the school's purpose.

This part of the school improvement plan presents individual academic targets, perceived barriers, and planned action steps tied to individual academic content areas.

#### READING

1. <b>Reading ACT/SAT Target:</b> 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. 2. <b>Reading ACT/SAT Target:</b> The average performance of each subgroup on the ACT and/or SAT reading will be higher than that of the district and/or the state.		<b>WHO: Jason &amp; Lee</b>	<b>EVAL: Yes</b>
<b>Baseline 2023:</b> #1. CHS ACT- 25; District ACT – 18.0; State ACT – 19.9 #2. CHS SAT – 607; District SAT – 604; State SAT- 582 #3. CHS ACT Subgroups: W- 26; H-25; B- 23; O- 24; FRL - not enough in subgroup #4. CHS SAT Subgroups: W-616; H-592; B-582; O- 609; FRL – not enough in subgroup		<b>Accountability Plan Target: Yes</b>	
<b>Barriers</b>	<b>Actions</b>	<b>When</b>	<b>Assessment of Action Results</b>
Students enter CHS with limited reading and English proficiency.	Creating curriculum in the high school English class designed to prepare students for the ACT and SAT reading and English sections.	Fall 2023 English III class	Practice ACT and SAT pre- and post- tests.
In the past, the school had no baseline.	Research resources, including practice tests.	Summer and Fall 2023	Results of instruction

## MATH

<p>3. <b>Math ACT/SAT Target:</b> 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.</p> <p>4. <b>Math ACT/SAT Target:</b> The average performance of each subgroup on the ACT and/or SAT math will be higher than that of the district and/or the state.</p>		<b>WHO: Ami and New Math Instructor</b>	<b>EVAL: Yes</b>
<p><b>Baseline 2023:</b>  <b>#5 CHS ACT – 22; District ACT – 16.3; State ACT – 18.4</b>  <b>#6 CHS SAT – 571; District SAT – 558; State SAT - 463</b>  <b>#6 CHS SAT subgroups: W – 566; B – 548; H- 563; O – 608; FRL – N/A</b>  <b>#7 CHS ACT subgroups: W – 22; B – 20; H21; O – 24; FRL – N/A</b></p>		<b>Accountability Plan Target: Yes</b>	
<b>Barriers</b>	<b>Actions</b>	<b>When</b>	<b>Assessment</b>
Individual students within subgroups lack math skills and fundamental math skills and test-taking strategies for the PERT (Postsecondary Education Readiness Test), ACT/SAT to meet performance targets (note: low enrollment of subgroups may cause data to be skewed).	The instructor will place a heavy emphasis on building fundamental math and study skills that will help students build confidence and promote student math growth. The instructor will utilize cooperative learning, formative and summative assessment with post-assessment analysis.	During Algebra 2 Classes.	PERT Test Sores. ACT/SAT Pre and post scores.
Lack of dedicated time toward preparation.	Implement ACT preparation into the FALL semester Algebra 2 curriculum. Implement drop-in ACT sessions for the fall to give students the opportunity to start planning their ACT study plan and work on ACT-style questions, along with ACT strategies.	Fall Semester on Fridays.	For students who attend 80% of the sessions, we will record pre- and post-scores.

## WRITING

5. <b>Writing Performance Target 1:</b> The percentage of CHS completers in ENC1101 earning a “C” or higher will meet or exceed 90%.			<b>WHO: Jason and Lee</b>	<b>EVAL: No</b>
<b>Baseline 2023: 99% (176/177)</b>		<b>Accountability Plan Target: Yes</b>		
<b>Barriers</b>	<b>Actions</b>	<b>When</b>	<b>Assessment</b>	
Students may lack the prerequisite skills in research.	1101 instructors teach 1101 students the research and writing skills necessary to do well on the research paper for 1101, other papers in the course, and other college writing assignments.	Fall 2023	Course grades	
Students may not be prepared for the rigors of a college writing class.	1101 instructors provide informal formative evaluations of student progress throughout the writing process for papers, including and especially the research paper.	Fall 2023	Course grades	

## SCIENCE

6. <b>Science Target 1:</b> Average score of CHS graduates on ACT Science will meet or exceed the district and/or state average.			<b>WHO: Leah</b>	<b>EVAL: No</b>
<b>Baseline 2023:</b>  <b>CHS ACT Science – 23</b> <b>District ACT Science – 16.8</b> <b>State ACT Science – 18.8</b>			<b>Accountability Plan Target: Yes</b>	
<b>Barriers</b>	<b>Actions</b>	<b>When</b>	<b>Assessment</b>	
Students lack test taking strategies.	Provide students with ACT study sessions to help students with test taking strategies.	Monthly	Practice test and ACT testing data	
Students lack the ability to analyze data.	Provide students with ACT study sessions to help students with analyzing data.	Monthly	Practice test and ACT testing data	

7. <b>Science Coursework Target 1:</b> The percentage of CHS completers earning a “C” or higher in science courses taught by CHS instructors will meet or exceed 85%.			<b>WHO: Leah</b>	<b>EVAL: Yes</b>
<b>Baseline 2023: 71% (46/65) Leah’s classes</b> <b>91% (401/439) All professors</b>			<b>Accountability Plan Target: No</b>	
<b>Barriers</b>	<b>Actions</b>	<b>When</b>	<b>Assessment</b>	
Students lack study skills	Implement strategies to teach students study skills through retrieval practice such as low stakes quizzing and self-testing, spaced out practice, interleaving the practice of different but related topics and skills, trying to solve a problem before teaching the solution, etc.	Throughout course	Exam and course grades	
	Provide students with group study sessions for students to practice and study with peers/instructor.	weekly	Homework, exam, and course grades	
Students do not understand the importance of detailed information in science.	Implement more opportunities for students to make connections between text information and lab experiences where students must write and provide detailed information to correlate them.	weekly	Lab reports	

## SOCIAL STUDIES

8. <b>Social Studies Target 1:</b> The percentage of CHS completers in AMH1010 and 1020 earning course credit will meet or exceed 90%.			<b>WHO: Dawn D</b>	<b>EVAL: Yes</b>
<b>Baseline 2023: AMH1010 - 100% (123/123)</b> <b>AMH1020 – 96% (134/139)</b>			<b>Accountability Plan Target: Yes</b>	
<b>Barriers</b>	<b>Actions</b>	<b>When</b>	<b>Assessment</b>	
Students do not understand how to research and write an analytical research paper.	The instructor teaches students how to write a scholarly research paper that utilizes the Chicago style of documentation.	Throughout the course	The students will submit a research paper that uses primary and secondary sources and the Chicago style of documentation.	
Students do not understand the importance of time management.	Due dates are posted on Canvas. The instructor posts weekly announcements on Canvas. The late policy is stated on the syllabus.	Throughout the semester	Work will be graded according to the rubrics provided	

9. <b>Social Studies Target 2:</b> At least 65% of students who take the U.S. History End-of-Course exam will show proficiency.			<b>WHO: Dawn D</b>	<b>EVAL: Yes</b>
<b>Baseline 2023: 100% (9/9)</b>			<b>Accountability Plan Target: Yes</b>	
<b>Barriers</b>	<b>Actions</b>	<b>When</b>	<b>Assessment</b>	
Only students who have not passed the PERT take the EOC.	In addition to teaching U.S. history, the instructor will utilize test prep materials and teach test-taking skills. The instructor will require the students to read primary and secondary sources.	Throughout the course	The instructor will administer closed notes exams throughout the semester.	
Students do not understand the importance of time management.	Due dates are posted on Canvas. The instructor posts weekly announcements on Canvas. The late policy is stated on the syllabus.	Throughout the semester	Work will be graded and late penalties will be applied equally to all	

10. <b>Social Studies Target 3:</b> At least 75% of students who take the Florida Civics Literacy Exam will show proficiency.			<b>WHO: Jason</b>	<b>EVAL: No</b>
<b>Baseline 2023: 78% (187/240) overall Juniors &amp; Seniors</b> <b>Juniors = 85% (129/152)</b>			<b>Accountability Plan Target: No</b>	
<b>Barriers</b>	<b>Actions</b>	<b>When</b>	<b>Assessment</b>	
Students are scoring lower on the landmark cases area of the FCLE test	As part of the POS 2041 and AMH 1020 courses, the instructors will implement more lessons regarding landmark Supreme Court cases	Spring 2024	Formative assessment of in-class assignments and summative assessment of POS 2041-unit test and final exam	
Students lack a clear resource to study and prepare for the FCLE	Working with the AMH 1020 instructor to find an intensive resource to better prepare students for the FCLE test. Both instructors will encourage the students to enroll in the PSC Canvas Civic Literacy Shell and teach landmark Supreme Court cases.	Spring 2024	Instructors will spend class time just prior to the test reviewing relevant concepts.	

## COLLEGE READINESS

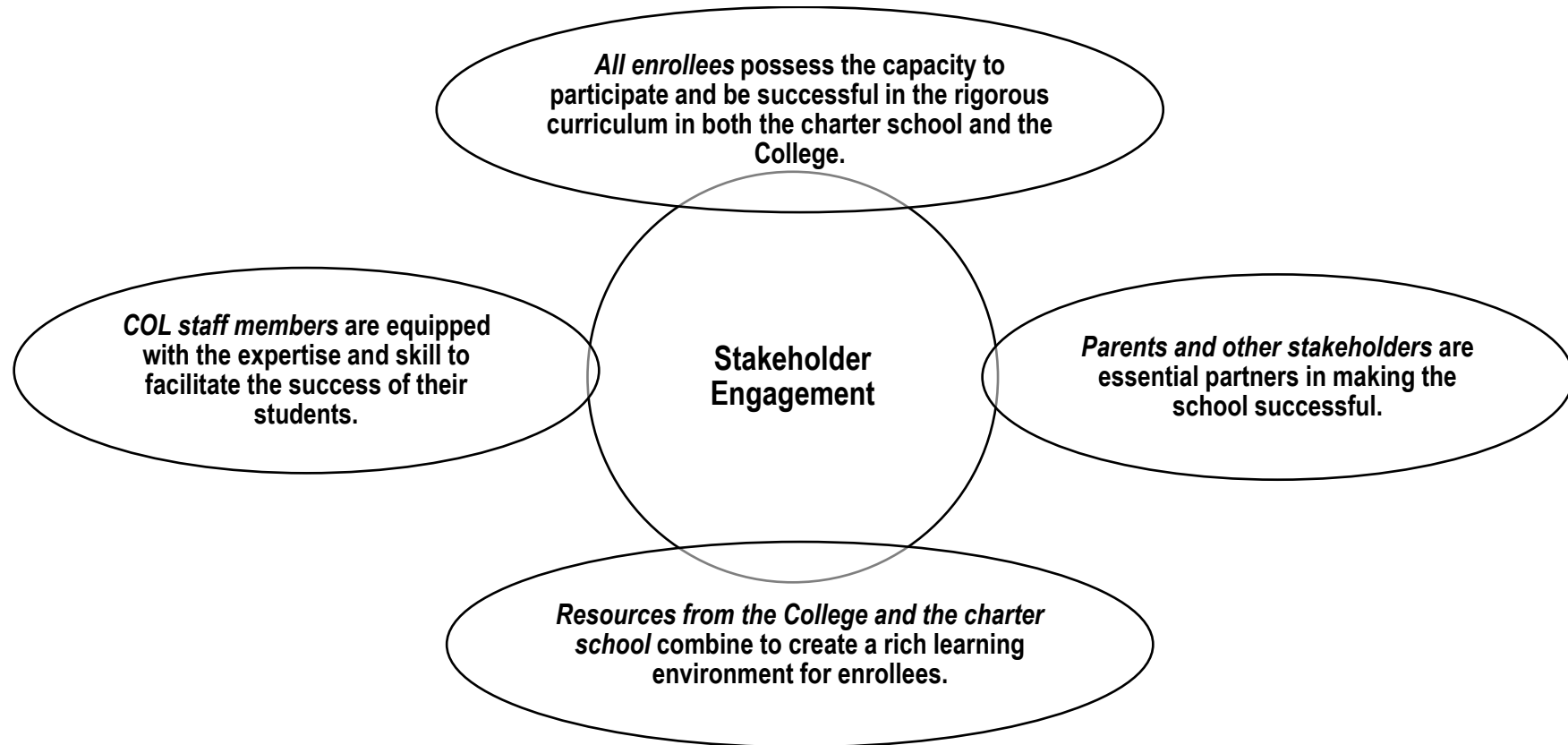
11. College Readiness/Course Performance Target: At least 95% of CHS college course enrollments will result in course completions.			WHO: Dawn A	EVAL: No
Baseline 2023: 98% (3458/3542)			Accountability Plan Target: No	
Barriers	Actions	When	Assessment	
Students do not report a professor withdrawal(W2)	Get reports from Polk State College weekly indicating students with a W2, grade check-ins through SLS, regular meetings with school counselor	Weekly beginning the start of school	W2 reports	
No administrative access to student grades for courses taught outside of CHS	Gain access to AVISO, a program/platform at Polk State College that will give CHS administration red flag notifications	Beginning of the school year	AVISO reports	

12. College Readiness/ACT, SAT and Bright Futures Target 1: At least 90% of CHS graduates will have taken either the ACT or the SAT.			WHO: Bradley and Holly	EVAL: Yes
13. College Readiness/ACT, SAT and Bright Futures Target 2: The percentage of CHS graduates who earn the qualifying score on the ACT or the SAT to earn Florida Medallion will increase by at least 5% over the previous year.				
Baseline 2023: Target 1: 96% (172/179) took the ACT/SAT Target 2: 42% (75/179) earned a 25 or 1210 on the ACT/SAT for FMS qualifying score			Accountability Plan Target: No	
Barriers	Actions	When	Assessment	
Access to Tests due to cost/location	ACT School Day (Free/On-Campus & PCS District Supported)	Spring Semester	Review of test day attendance & completion	
Costs issue for ACT/SAT retakes with lower Soc/Eco students	Provide greater access through promotion of Test Waivers to student body, make parents/guardians more aware, encourage all students to turn in Free & Reduced Lunch form at start of year.	Fall/Spring Semesters	Review percentage of students who qualify and those that use waivers.	
Students Not Completing FFAA for Bright Futures	Hold multiple FFAA completion sessions in CHART Lab & make it a graded assignment/attendance in SLS2930	Fall Senior Semester (After Oct. 1 <sup>st</sup> )	Review Florida FFAA Database for student completion	
Not meeting test score requirements	Test prep sessions/tools (boot camps, online platforms)	Fall/Spring	Percent who reach qualifying scores for Bright Futures	
Lack of knowledge of Bright Futures and the corresponding requirements	Information session(s) and resources for students and parents, parent night	Fall of 12 <sup>th</sup> grade	Percent of students who have tested and parents who have completed FFAA by March of student's 12 <sup>th</sup> grade year	



#### Part 4: STAKEHOLDER ENGAGEMENT TARGETS

The common beliefs shared by all three Polk State College charter high schools emphasize the roles stakeholders play in maximizing school success. The figure below highlights beliefs about stakeholder engagement.



This section of the plan lists performance targets and related barriers and action steps tied to:

- Ensure stakeholder engagement
- Maximize stakeholder satisfaction

14. <b>Stakeholder Engagement Target 1:</b> At least 20% of parents, 40% of students and 60% of staff members will participate in the climate survey process.			<b>WHO: Virginia</b>	<b>EVAL: Yes</b>
<b>Baseline 2023: 25% Parents; 91% of students; 100% of staff</b>		<b>Accountability Plan Target: Yes</b>		
<b>Barriers</b>	<b>Actions</b>	<b>When</b>	<b>Assessment</b>	
Parent and Students do not see the importance in completing the survey	1. Ask students to complete in SLS class for a grade 2. Have parents complete during Junior and Senior conferences in the spring	Spring 2024 Spring 2024	Climate Survey Results	

15. <b>Stakeholder Engagement Target 2:</b> The average rating of each stakeholder group (parents, students, staff) on the annual climate survey will be 3 or higher on at least 6 of 7 correlates.			<b>WHO: Virginia</b>	<b>EVAL: Yes</b>
<b>Baseline 2023: Met in all areas on climate survey</b>		<b>Accountability Plan Target: Yes</b>		
<b>Barriers</b>	<b>Actions</b>	<b>When</b>	<b>Assessment</b>	
Data could change from year to year	Strategically obtain input from parents through school meetings with school counselor and college and career advisor. Strategically obtain input from SAC members at SAC meetings throughout the school year.	Spring 2024	Climate Survey results	

16. <b>Stakeholder Engagement Target 3:</b> School documentation will show follow-up actions responding to student and parent recommendations and concerns as collected through focus groups and surveys.			<b>WHO: Rick</b>	<b>EVAL: No</b>
<b>Baseline 2023:</b>		<b>Accountability Plan Target: No</b>		
<b>Barriers</b>	<b>Actions</b>	<b>When</b>	<b>Assessment</b>	
Unwillingness of parents to participate	Parent nights in the Fall and Spring asking parents to complete surveys and be involved in Focus groups	Fall and Spring	% of completion	

#### #17 Not Applicable for 2023-2024

17. <b>Stakeholder Engagement Target 4:</b> 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 bi-annually)			<b>WHO: Rick</b>	<b>EVAL (Y/N)</b>
<b>Baseline 2023:</b>		<b>Accountability Plan Target: No</b>		
<b>Barriers</b>	<b>Actions</b>	<b>When</b>	<b>Assessment</b>	
Unwillingness of parents and students completing the survey	Educating students and parents at meetings	Bi-annually in the spring	% of completion	

## Part 5: SCHOOL SUSTAINABILITY TARGETS

To be a viable, sustainable organization, COL must pay close attention to organizational performance targets that support student performance and affect stakeholder satisfaction. The figure below highlights performance targets included in this part of the school improvement plan.



18. <b>School Sustainability Target 1:</b> Instructor documentation and observational data will show that individual growth plans have been implemented.			<b>WHO: Rick and Dawn A</b>	<b>EVAL: No</b>
<b>Baseline 2023:</b>			<b>Accountability Plan Target: No</b>	
<b>Barriers</b>	<b>Actions</b>		<b>When</b>	<b>Assessment</b>
Teachers may need help completing	Provide support/training through Marzano; completing at Retreat together		Retreat	Completed plans

19. <b>School Sustainability Target 2:</b> The percentage of CHS juniors (2023-2024) that return to CHS for their senior year (August 2024) will meet or exceed 90%.			<b>WHO: Holly and Dawn</b>	<b>EVAL: No</b>
<b>Baseline 2022- 2023: 167/171 = 98%</b> <b>2023-2024: 170/174 = 98%</b>			<b>Accountability Plan Target: No</b>	
<b>Barriers</b>	<b>Actions</b>		<b>When</b>	<b>Assessment</b>
Academic barriers – students are not college ready and drop below 3.0	Making students and parents aware of resources, strategic meetings throughout the semester, access to AVISO early warning system to catch issues earlier		Throughout the semester	Percent of students school retains
Personal issues	Connect students who are struggling earlier to resources such as TLCC and the district Mental Health counselor; provide tiered support through accessibility of individual meetings		Throughout the semester	Percent of students school retains

20. <b>School Sustainability Target 3:</b> The percentage of CHS seniors exiting as graduates will meet or exceed 96%.			<b>WHO: Holly and Dawn</b>	<b>EVAL (Y/N)</b>
<b>Baseline 2023: 100%</b>			<b>Accountability Plan Target: No</b>	
<b>Barriers</b>	<b>Actions</b>		<b>When</b>	<b>Assessment</b>
Students pushing off graduation requirements to spring of their senior year	Students will be scheduled to meet all high school graduation requirements by the end of the fall of their senior year		Through 1 <sup>st</sup> year academic planning (summer/fall of junior year)	Percent of students meeting graduation requirements by the end of the 1 <sup>st</sup> semester of senior year
Testing requirements may not be met	Accessibility to testing opportunities through testing windows provided by the state, as well as alternate routes such as ACT and SAT – all 11 <sup>th</sup> grade students are encouraged to take advantage of ACT School Day, a free opportunity		11 <sup>th</sup> grade	Percent of students meeting testing high school graduation requirements

**Part 6: ANNUAL BUDGET**

**Part 7: PROFESSIONAL DEVELOPMENT PLAN**

**Part 8: TECHNOLOGY PLAN**