

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

MISSION STATEMENT: Lakeland Collegiate (LC) 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
- College courses taught by both Polk State and LC faculty
- Personalized college and career advising
- Access to all college resources
- Opportunities to engage with community and business partners

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

<p>The LC Community's Common Beliefs</p> <ol style="list-style-type: none"> 1. All enrollees possess the capacity to participate and be successful in the rigorous curriculum in both the charter school and the College. 2. LC staff members are equipped with the expertise and skill to facilitate the success of their students. 3. Parents and other stakeholders are essential partners in making the school successful. 4. Resources from the College and the charter school combine to create a rich learning environment for enrollees. 5. The charter school initiative provides the vehicle that allows LC the creativity to maximize student success. 	<p>LC Priorities</p> <ol style="list-style-type: none"> 1. Student enrollment will reflect the diversity of the community. 2. Students will learn academic, interpersonal, community service, and life-success skills while at LC. 3. All students will graduate from high school on time with plans to transition to further education and careers. 4. Students will perform well on both the ACT and the SAT. 5. Students will earn a significant number of college credits prior to high school graduation. 	<p>LC Guiding Principles</p> <ol style="list-style-type: none"> 1. Foster a friendly, supportive small learning community that respects a diversity of thoughts and ideas 2. Challenge students with rigorous academic expectations and build college/career readiness skills that lead to successful postsecondary/career transition 3. Lead students to an understanding of future economic/career trends and encourage relevant education and training programs to match the trends 4. Develop civic-minded, service-oriented students with an eye towards building future leaders 5. Encourage students to engage in extra-curricular activities to develop healthy social, leadership and team-building skills
<p>LC Accountability Plan Performance Outcomes: LC is held accountability to charter accountability plan performance measures for which performance must be reported annually. These measures are reflected in the school improvement plan, updated annually.</p>		
<p>Student Performance: Measures define student performance expectations as listed below:</p> <ol style="list-style-type: none"> 1. LC graduates will better than those of the district and the state on ACT and/or SAT reading and math and on ACT science (higher average scores). 2. Over 6 years (by 2020) CHS will ensure that each subgroup meets ACT/SAT reading and math performance indicator (listed above) as reflected in ACT and SAT performance reports and disaggregated reports for economically disadvantaged generated within the school. 3. At least 90% of LC enrollees completing the first Polk State composition (ENC1101) course will earn a "C" or higher 4. At least 90% of LC students completing the first Polk State American History course (AMH1010) will earn a "D" or higher. 	<p>School Performance: Additional measures call on the school to show:</p> <ol style="list-style-type: none"> 1. Stakeholder satisfaction by ensuring that parents, students, and staff completing the annual climate survey show an average satisfaction score of 3 or higher (on a scale of 1-4) on at least 6 of 7 effective school correlates. 2. An unrestricted annual fund balance of at least 3%; 3. An active governance board that meets at least four times annually. School improvement goals mirror accountability plan goals. 	

Objectives for the LC Student: Each LC 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. Establish individual goals and a plan to pursue a chosen career as indicated by each student's individual pathway document
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

Attendees:

1. Virginia Richard, CHS Learning Technologist	6. Shauna Dykes, Parent	11. Yulonda Bell, Polk State College
2. Rick Jeffries, CHS Principal	7. Jackie Reyes, Parent	12. Desiree Huber, CHS Parent
3. Dawn Dell, CHS Assistant Principal	8. Jennipher Rogers, CHS Parent	13. Erica Davis, CHS Parent and CHS Co-Chair
4. Bradley Hofstetter, CHS Student Resource Specialist	9. Mary Iskra, CHS Parent	14. Kitty Wilson, CHS Parent
5. Jason Martin, CHS Faculty	10. Todd Moore, CHS Sac Chair, Parent	15. Amanda Gaspary, CHS Parent

Topic Agenda

1. **Welcome and updates:** Rick Jeffries, CHS Principal, welcomed attendees and provided the following school updates:
 - a. The school is still dealing with the Covid-19 challenge. Students are working diligently to adapt to the online instruction.
 - b. CHS does plan to have more instruction on campus beginning in January.
2. **SAC Membership and Organization:** Todd Moore, SAC chairperson, thanked everyone for participating in the SAC. He reviewed the required SAC membership and talked about the organization's role. He also referenced the bylaws that were reviewed in the first meeting. He reminded attendees of the dates of future meetings. He then talked about the position of co-chair and stated that Erica Davis is the only name currently being put forth as a possible co-chair. He asked if others were interested. No one voiced an interest. Everyone approved Erica as co-chair.
3. **CHS School Improvement Plan 2020-2021:** Rick presented a PowerPoint summarizing all parts of the school improvement plan, including the school's purpose statement. He emphasized the points below:
 - a. The school puts a strong focus on the support provided to students.
 - b. CHS only serves students in grades 11 and 12. The school's academic performance is evaluated based on student performance on the ACT and SAT and in specific college courses.
 - c. The faculty and staff are intensely engaged in reviewing and analyzing performance at the end of each school year. They then identify barriers to performance and action steps to use in the upcoming school year to overcome the barriers.
 - d. Non-academic performance goals include:
 - i. Attendance
 - ii. Retention
 - iii. Involvement of parents and the community and stakeholder satisfaction as reflected in climate survey results
 - iv. Graduation rate
 - e. A school focus this year is the online learning environment, the issues students are facing, and actions required to provide necessary support.
 - f. The process is all about continuous improvement. CHS is constantly evaluating and pushing to ensure we are always getting better.

Rick explained that the school improvement plan is a living document that is updated and edited as required. He asked for questions. There were none. The group unanimously approved the 2020-2021 plan.

4. **Committees:** Dawn Dell, CHS Assistant Principal, talked about the committees. Zoom may be used for the initial meetings.
 - a. Business/community partners (including student and parent representation)—Erica and Jennifer volunteered to be part of this committee, which will also include employers. The first committee meeting is scheduled for October 22nd.
 - b. Fundraising—Liz, Desiree, and Shauna volunteered for this committee. Funds raised by CHS are used to purchase student shirts, send students to conferences, provide food for events, etc. There are few ongoing fundraising strategies.
 - i. The Lakeland Collegiate Eagle Fund allows anyone to donate
 - ii. Mid-Florida Credit Union partnership can be used to donate money to CHS as people use debit cards
 - iii. When buying online from Office Depot, a purchaser can elect to donate part of the purchase price to CHS.

One new fundraiser requires the school to solicit shoe donations. An organization will take all shoes donated during the next 60 days. CHS must collect a minimum of 100 bags that each contain 25 pairs of shoes and will be paid for the weight of the shoes. The shoes will then be given to developing countries to be cleaned and sold.

- c. Graduation (junior parents and business/community partners)—Amanda, Yolanda, Jennifer, Jackie, and Shauna volunteered. CHS is planning an in-person graduation in May. This committee will be doing most of its work in the

spring. Rick said this committee provides breakfast for students when they have their final graduation practice. He emphasized that the school's operating budget cannot be used for food, shirts, etc.

- d. Parent involvement—Nobody volunteered so everyone will be engaged. Dawn stressed that the focus of this committee is to connect parents with the school. Rick talked about the fact that students and parents come from a variety of schools and don't know each other. Parent events might help connect parents with each other. Suggestions included the following ideas:
 - i. Parent coffees via Zoom might be a good idea.
 - ii. Coffee talk with Mr. Jeffries would be nice.
 - iii. One thing that would be extremely helpful would be an open Zoom meeting once a month with the student resource specialist to talk about the college application process and all the issues students and parents are experiencing. Bradley said he is meeting with students and will be happy to schedule the Zoom sessions with parents. Rick said that in-person events will also be scheduled when possible.

5. Additional discussion:

- a. CHS subscribes to a Messenger App, which allows the school to send out information via text, email and phone. Remind texts are currently used, but approximately 100 parents haven't signed up to receive Remind texts. Dawn and Rick asked attendees about using Messenger rather than Remind. The one discussion point focused on whether phone numbers listed in Focus are accurate since students may have been in the district school system for a number of years. Rick said that numbers provided by students when they apply to CHS are entered into Focus to update the information.
- b. Dawn and Rick asked for perceptions about whether CHS should have a Facebook page. Discussion included the following:
 - i. What about having a parent page? This can be a closed group. It would help parents get to know each other.
 - ii. A parent from another charter system said that the Facebook pages used within that system have never had a problem. It can be very valuable to parents.
 - iii. GJHS has a parent page that is invitation only. One parent has found it to be a good source for parents to get school information from other parents.
 - iv. A private group has been set up for South McKeel parents. One parent has found it helpful.
- c. Some of the new students are feeling very disconnected. Rick stated that the clubs are planning Zoom events for students. A parent asked if seniors could act as big brothers or big sisters. They could reach out to new students via Zoom and maybe even drop off something at their houses.

Upcoming SAC meetings: 11/19/20, 1/21/21, and 4/8/21