

Polk State College Collegiate High School

Lakeland Collegiate (LC)

2017-2018

SCHOOL IMPROVEMENT PLAN

PURPOSE: Lakeland Collegiate, an accelerated early-college experience

MISSION STATEMENT: Lakeland Collegiate 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: Lakeland Collegiate 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

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

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: Greg Littleton	School Designation: Public Charter School: Grades 11 and 12
SAC Chair: Rick Jeffries	

LC School Information

School Advisory Committee (SAC)

The LC SAC meets five times annually. During 2017-2018, meetings will be as follows

1. The July 2017 meeting will be a strategic planning session in which SAC members will provide direct input into the 2016-2017 school improvement plan (SIP)
2. In September 2017 SAC members will approve the final version of the SIP and review (edit if needed) the school's mission/vision statements
3. The November or December 2017 meeting will be used to present an enrollment update and the annual report for 2015-2016
4. During the January 2018 meeting, staff will present a mid-year report and share updates and plans for the upcoming year
5. The April or May 2018 meeting will include a preliminary end-of-year summary and an enrollment projection for 2017-2018

Laedership/Instructional Staff

Position	Name	Highest Degree/Certification(s)	Years at School	Years as Administrator
Principal	Rick Jeffries	Masters: Educational Leadership Certifications: Special Education, School Counseling, and Educational Leadership (K-12)	1	6
Assistant Principal	Joy	Masters: Educational Leadership Certifications: Physical Education (K-12), Health Education (7-12), Drivers Education (9-12), and Educational Leadership (K-12)	2	7

Subject or Position	Name	Highest Degree/Certification(s)	Years at School	Years as Instructional Staff	Full-time or Part-time
Math	Ami Gideons	Masters: Teaching and Learning Certification: Mathematics 6-12	5	11	Full Time
Lang Arts/Journalism	Lee Childree	Masters: Instructional Technology Graduation Certificate: Composition Certification: English (6-12), English (5-9), and ESOL	13	23	Full Time
Lang Arts/Spanish	Ward Hurst	Masters: Spanish Certification: English (6-12), Spanish/(6-12, and Administration/Supervision (6-12)	13	43	Full Time
Social Studies	Dawn Dyer	PhD: History Certifications: Social Studies (6-12)	1	9	Full Time
Science	Leah Whitehead	Bachelors: Biomedical Science Certification: Biology 6-12 and Chemistry 6-12	9	10	Full Time
Guidance	Patrice Bryant-Thigpen	Masters: Counseling and Psychology Certification: Guidance and Counseling PK-12 and English (5-9)	7	12	Full Time
Instructional Technologist	Virginia Richard	Masters: Curriculum and Technology Certification: Psychology 6-12	5	19	Full Time
College and Career Advisor	Zach Crum	Bachelors: Psychology	1		Full Time

Subject or Position	Name	Highest Degree/ Certification(s)	Years at School	Years as Instructional Staff	Full-time or Part-time
Language Arts	Jason Martin	Masters: English Certification: English 6-12, Social Studies 6-12, Journalism 6-12	1	9	Full Time

Teacher Recruitment/Retention

Recruit/Retain	Strategy	Person Responsible	Projected Completion Date
Recruit	List open positions on the School Board and College Websites	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 LC teachers have representatives on the faculty senate and other important college committees	Principal	Ongoing as needed
Retain	Provide teachers with all the College benefits, including the fact that they and members of their immediate families can enroll in College courses at no cost.	Principal	Ongoing as needed
Retain	Give teachers access to professional development activities specific to both individual and group needs and see that they are involved in creating the school's professional development plan each year.	Principal	Ongoing as needed

Teacher Mentoring Program/Plan

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

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

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

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

School Leadership Team

The school's leadership team has administrative, guidance, college/career, instructional technology, and instructional staff representation.

The leadership team is made up of the LC Principal, Assistant Principal, Guidance Counselor, Instructional Technologist, an instructor, and the College and Career Advisor. This team provides leadership during the annual staff retreat, held in July or August of each year. During the retreat, 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 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 at the next annual retreat.

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 and provides leadership in providing support and guidance required for student success.

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

Leadership team members include:

- a. Rick Jeffries, Principal. He guides the overall planning and administrative process and provides team guidance and direction. He also works closely with staff to address process issues and both teacher and student needs on a daily basis.
- b. Joy Greene, Assistant Principal. She has direct responsibility for monitoring the annual School Improvement Plan (SIP). She leads monthly conversations regarding attendance issues. She also works directly with the process required to collect/report performance data and monitor/report SIP performance as appropriate during the school year.
- c. Leah Whitehead, Instructor. She collects, organizes and reports performance outcomes as tied to both charter (Accountability Plan) and School Improvement Plan goals. She also acts as the contact with faculty to address improvement needs and tasks as they arise.
- d. Patrice Thigpen, Guidance Counselor. She addresses both academic and social needs of the school's enrollees. She is the point person for staff when student needs are identified. During planning retreat and monthly staff meetings, she provides specifics regarding individual student performance as appropriate.
- e. Zach Crum, College and Career 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.
- f. Virginia Richard, Instructional Technologist. She researches instructional technologies and provides related staff development. She also acts as a resource for securing and organizing 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.

LC staff members access student performance data from Polk County Schools Genesis, 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 addresses performance issues related to his/her content area(s).

Increased Learning Time

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

- Teachers engage in professional development during a three-day annual summer retreat and during work days and in after-school meetings during the year
- During 2017-2018 teachers will also attend outside conferences and professional development opportunities provided through Polk State College
- The Polk State College Teaching Learning Computing Center (TLCC) provides free tutoring services to LC students. The TLCC is open Monday through Thursday until 9:00 p.m., on Friday until 2:00, and on Saturday mornings
- The LC CHART lab is staffed Monday through Thursday 7:15-1:30 PM and offers supplemental instruction related to research, standardized test prep, etc.
- The TLCC and the CHART lab also have available computers and printers for use by students.
- The school does not interrupt instructional time to make announcements or have club meetings.
- English and social studies instructors refer students to or require them to use Smart Thinking, an online academic tutoring program that is free to students since they are Polk State enrollees.

Reading Improvement

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.
 - English instructors use graphic organizers to build vocabulary prior to reading literature selections. Students analyze and recognize synonyms and antonyms and show they can use vocabulary words in context
 - The textbook series used in English provides a list of key content words, “words to own”
 - The science instructor has built a glossary in PAL. Students also receive a list of vocabulary prior to starting each chapter. She then uses flash cards with students to reinforce understanding of vocabulary
 - The government, economics, and American History teacher provides students with lists of key terms
- Multiple instructors use 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 LC. One unit within that course focuses on test-taking skills.
- An English teacher has students read in unison to build an awareness of intonation and mood.
- The math and science instructors dissect word problems into segments so students can comprehend and build their ability to do so independently. Instructor models and students practice.
- English teachers tell students what to look for prior to reading a piece of literature. This contributes to active rather than passive reading. Discussion focuses on content, style, and literary devices.
- The science teacher teaches students to analyze a question prior to trying to answer it. One example relates to writing a chemical formula from its name and then predicting the products and learning applicable laws to solve a problem.
- Students are taught strategies to use during content area classes to ensure comprehension of the essential learning and/or learning objectives.
- The math instructor teaches students how to read word problems, deal with vocabulary in word problems, and move sequentially through the processes required to solve each.
- The social studies teacher teaches students to look for the causes leading up to historical moments and the effects after.
- The social studies teacher incorporates summarization techniques by starting various lessons with summaries of the key ideas in the lesson and ending by having students provide their own summaries from their learning to increase student retention.

College and Career Readiness

LC students have the opportunity to engage in real-world practical applications through the information technology career track. 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, LC partners with its School Advisory Council to provide students opportunities for exposure to real-world work situations to include mentors, guest speakers, and worksite visits.

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

- The government, US History, and English 3 Honors teachers cover the Declaration of Independence.

- American history students study concepts that align with those emphasized in American literature assignments:
 - Great Depression while in English they read *The Great Gatsby*
 - McCarthyism and the fear of communism. In English classes they read *The Crucible*. The American History teacher also teaches the Salem witch trials, a topic which aligns with the *Crucible*
 - Civil Rights. In English they read *A Raisin in the Sun* and *Freedom Writers*
- Many of the assignments in LC courses require students to reflect beyond their own experiences and beyond disconnected, isolated assignments. For example, a project in English requires students to consider the American dream and related questions such as:
 - What was it as established within The Declaration of Independence?
 - What is it for you today as an individual?
 - What has it been at different points in history?
 - How would it have differed for different cultures?
- English teachers are history teachers and sometimes economics teachers or even math teachers. For example, when teaching *A Raisin in the Sun*, students must know what was going on in history. Within that play, a character makes a down payment on a house. The English teacher addresses math and economics when explaining what that means.
- Collaboration also occurs regularly between science and math. For example, they both address dimensional analysis, unit conversions, and formula manipulations.
- The science instructor uses the Jabber Wocky poem in chemistry for dimensional analysis. It is also taught in English.
- The economics instructor reviews the simple principle formula ($I=PRT$) and 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.
- In one section of the new SLS Leadership course, students receive instruction in and will then create job and academic resumes.

Academic and Career Planning

Students have access to a full-time school counselor and college and career advisor. 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 college and career advisor guide the students in course selection as related to the desired degree and career choices of the students.

As part of the LC 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 LC with high school diplomas and an average of approximately 50 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 college and career advisor 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 LC Assistant Principal administers the PSAT. Students are encouraged to sit for the ACT, PSAT, and SAT.

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

Readiness for Postsecondary Education

Students participate in a fully integrated early college program incorporating rigorous high school courses combined with dual enrolled college courses leading to completion of or partial completion of the Associate in Arts Degree or the Associate in Science Degree.

LC Content Section of the 2017-2018 School Improvement Plan (SIP)

Category	2016-2017 Performance	2017-2018 Target	Barriers	Action Steps*
Reading (Ward and Zach)	<ol style="list-style-type: none"> 1. Performance of 2016-2017= ACT Reading: 26; SAT Reading: 551. 2. (Average Gap 2015-2017 = ACT: 5; SAT: 71). Average Gap 2016-2017= ACT: 4, SAT: 53. (Gap Between average scores) 3. (Average Performance 2015-2017 = 43% (168/389) 13% (51/389) Academic Scholars and 30% (117/389) Medallion 	<ol style="list-style-type: none"> 1. The average scores of LC 2018 graduates on both ACT and SAT reading will meet or exceed averages scores for 2017 2. The performance gaps between highest and lowest subgroups on both the ACT and SAT reading will be less than the school's average performance gap for the last three years 3. The percentage of LC 2018 graduates earning ACT/SAT scores required to earn Bright Futures will exceed the school's average percentage for the last three years 	<ol style="list-style-type: none"> 1. Students and parents do not see the importance of ACT/SAT scores to their college careers. 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. 2. Students will save upcoming ACT/SAT test dates as part of their Digital Portfolio assignment within the SLS class. They also will be required to provide links to the SAT/ACT web sites, Khan Academy videos, and the ACT Prep guide. 3. ACT/SAT practice and preparation workshops will be offered to students during their senior year. 4. Students will create an ACT/SAT account using the Polk State Library resources to help with practice and preparation. 5. The College and Career Advisor will cover the importance of taking the ACT and SAT and its relationship to earning a Bright Futures scholarship. 6. The College and Career Advisor will also provide students and parents with a (1) checklist of tasks to follow in preparing for the tests and for college entry and (2) dates tests will be administered. 7. The College and Career Advisor will assist students who qualify for formal test modifications (to alleviate test anxiety. 8. Provide test-taking practice sessions to alleviate test anxiety. 9. Publicize ACT/SAT scores required for admittance to individual universities. 10. Incorporate information regarding importance of taking the ACT and SAT as part of parent orientation and as part of the new SLS1261 Leadership course. 11. Use bulletin boards to publicize university entrance requirements.
Writing (Lee and Jason)	<ol style="list-style-type: none"> 1. (Average Percentage 2015-2017 = 88% (412/460)). 2. (Percentage 2016-2017= 94% (133/141)). 3. (Percentage 2016-2017 = 89% (125/141)). 	<ol style="list-style-type: none"> 1. The percentage of LC completers in ENC1101 earning a "C" or higher will meet or exceed the school's average performance for the last three years 2. The percentage of LC completers in ENC1101 earning a "C" or higher will meet or exceed 90% 3. The percentage of LC completers in ENC1101 earning a "B" or higher will meet or exceed 75% 	<ol style="list-style-type: none"> 1. Students may not have the academic background/skills to achieve targeted goals 2. Students may not have the time management or study skills necessary to achieve targeted goals 	<ol style="list-style-type: none"> 1. Ensure all students are enrolled in a core writing component prior to ENC1101 or that most students taking ENC1101 during term 1 do so with a LC professor 2. Encourage students to use "Smart Thinking" and/or the TLCC tutoring service to submit papers to tutors for feedback and coaching 3. Reinforce importance of attendance, work ethics, and time management at the beginning of and throughout each term
Math (Ami and Zach)	<ol style="list-style-type: none"> 1. Average Performance 2016-2017= ACT: 22; SAT: 589. 2. (Average Gap 2015-2017 = ACT 4; SAT: 85) Average Gap 2016-2017=ACT: 3; SAT: 51 3. (Average Performance 2015-2017 = 43% (168/389) 13% (51/389) Academic Scholars and 30% (117/389) Medallion 	<ol style="list-style-type: none"> 1. The average scores of LC 2018 graduates on both ACT and SAT math will meet or exceed averages scores for 2017 2. The performance gaps between highest and lowest subgroups on both the ACT and SAT math will be less than the school's average 	<ol style="list-style-type: none"> 1. Individual students within subgroups lack the math skills, test-taking strategies, or concern about performance on the ACT/SAT to 	<ol style="list-style-type: none"> 1. If possible, assign students taking college math to Math for College Success, a companion course to be taken along with MAT1033 or MAC1105 2. Provide the opportunity for students to take MAT1033 or MAC1105 with a collegiate professor.

Category	2016-2017 Performance	2017-2018 Target	Barriers	Action Steps*
	4. Average Performance 2015-2017=81% (324/402)	<p>performance gap for the last three years</p> <p>3. The percentage of LC 2018 graduates earning ACT/SAT scores required to earn Bright Futures will exceed the school's average performance for the last three years</p> <p>4. The percentage of LC completers in MAC1105 earning a "C" or higher will meet or exceed the school's average percentage for the last three school years</p>	<p>meet performance target</p> <p>2. Students don't always have the pre-requisite skills and work ethic to perform well in MAC1105—even if they have earned qualifying PERT score</p> <p>3. Some students experience test anxiety</p> <p>4. Students and parents do not see the importance of ACT/SAT scores to their college careers.</p>	<p>3. College & Career advisor will conduct an individual conference with every student who has not earned the targeted ACT/SAT score.</p> <p>4. Use ACT prep materials to provide test-taking strategies during SLS1261.</p> <p>5. Ensure that juniors register to take the ACT and/or SAT prior to leaving SLS1261.</p> <p>6. The College and Career Advisor will assist students who qualify for formal test modifications (to alleviate test anxiety).</p> <p>7. Provide test-taking practice sessions to alleviate test anxiety.</p> <p>8. Publicize ACT/SAT scores required for admittance to individual universities.</p> <p>9. Incorporate information regarding importance of taking the ACT and SAT as part of parent orientation and as part of the new SLS1261 Leadership course.</p> <p>10. Use bulletin boards to publicize university entrance requirements.</p>
Science (Leah)	<p>1. (Average Performance 2015-2017= ACT Science: 23) Average Performance 2016-2017: ACT: 23</p> <p>2. (Average Percentage 2015-2017 = 84% 1095/1296) Average Percentage 2016-2017= 82% (346/424).</p>	<p>1. The average scores of LC 2018 graduates on ACT science will meet or exceed the school's average performance for the last three years</p> <p>2. The percentage of LC completers in college science courses earning a "C" or higher will meet or exceed the school's average percentage for the last three school years</p>	<p>1. Students do not like the ACT workload or desire to participate.</p> <p>2. Students need to be guided to college classes that align with their scientific strengths and interest of study.</p> <p>3. Students do not have the detail-oriented skills needed for college science courses.</p> <p>4. Some students experience test anxiety</p> <p>5. Students and parents do not see the importance of ACT/SAT scores to their college careers.</p>	<p>1. Add interactive activities to increase student participation and increase student learning gains.</p> <p>2. Provide students with online access to Polk State Library Resources for ACT prep.</p> <p>3. During summer sessions with incoming juniors, present the associate degree requirements and recommended courses for students that are non-science, math, and science majors to help student's identify college courses that suit the student's scientific interest/abilities/strengths/desired career and collect information through google forms.</p> <p>4. Ensure students are scheduled into college science courses that fit their interest/abilities/strengths.</p> <p>5. Provide science tutoring with Science club members. Students will be able to request tutoring through google forms, and science club members will determine who can meet the student's needs, contact the student needing tutoring, and arrange a date/time to meet with student.</p> <p>6. Utilize reading action steps 1-5.</p> <p>7. The College and Career Advisor will assist students who qualify for formal test modifications (to alleviate test anxiety).</p> <p>8. Provide test-taking practice sessions to alleviate test anxiety.</p> <p>9. Publicize ACT/SAT scores required for admittance to individual universities.</p> <p>10. Incorporate information regarding importance of taking the ACT and SAT as part of parent orientation and as part of the new SLS1261 Leadership course.</p> <p>11. Use bulletin boards to publicize university entrance requirements.</p>

Category	2016-2017 Performance	2017-2018 Target	Barriers	Action Steps*
Social Studies (Dawn)	<ol style="list-style-type: none"> 1. NA 2. Percentage 2016-2017 AMH1010 = 96% (125/130), AMH1020= 96% (95/99)), and Total=96% (220/229) 3. Percentage 2016-2017 AMH1010 = 78% (101/130), AMH1020= 84% (83/99)) and Total=80% (184/229) 	<ol style="list-style-type: none"> 1. The percentage of LC U.S. History EOC Exam participants meeting proficiency as identified by the Florida Department of Education will meet or exceed the school's average performance for that last three years 2. The percentage of LC completers in AMH1010 and 1020 earning course credit will meet or exceed 90% 3. The percentage of LC completers in AMH1010 and 1020 earning a "B" or higher will meet or exceed 80% 	<ol style="list-style-type: none"> 1. Students don't understand the Chicago Style citations 2. Students often demonstrate poor attendance on the open college campus 3. Students lack study skills 4. Students may not have the academic background and study skills 	<ol style="list-style-type: none"> 1. Provide information on the Chicago Style in SLS, AMH1010, and AMH1020. 2. Require students to use "Smarthinking" for research papers. 3. Include attendance expectations in course syllabi. 4. Identify key note-taking terms 5. Teach students how to analyze political cartoons, historical pictures, maps and graphs. 6. Require students to interpret and evaluate primary and secondary sources.
Retention (Patrice)	<ol style="list-style-type: none"> 1. Percentage 2014-2015 through 2016-2017 = 96.6% (395/409) August 2017 = 96% (128/133). 2. (Total Percentage in 2016-2017 = 96% (2088/2169 not including summer semester) 84 courses were withdrawals. Students either withdrew themselves (64) or were withdrawn by professor (20) 3. (Percentage in 2016 = 100%) Percentage of 2016-2017 = 100% (151/151) 	<ol style="list-style-type: none"> 1. The percentage of LC juniors (2017-2018) that return to LC for their senior year will meet or exceed the school's average percentage for the last three years 2. During 2017-2018, at least 95% of LC college course enrollments will result in course completions 3. The percentage of LC seniors exiting as graduates will meet or exceed 96% 	<ol style="list-style-type: none"> 1. Students leave because they do not engage at LC. They don't "find a place." 2. Students have control over course selections and withdrawals. 	<ol style="list-style-type: none"> 1. Host orientation sessions for incoming students and their parents (spring prior to enrollment) 2. Require students to complete SLS1261 or EI during the first semester of enrollment 3. Utilize early warnings from college courses 4. Implement a "Convocation" just for LC students 5. Survey students through SLS or EI to monitor satisfaction with LC
Attendance (Joy and Rick)	<ol style="list-style-type: none"> 1. (Average Percentage 2015-2017 = 95.81%) Percentage for 2016-2017 = 96% 	<ol style="list-style-type: none"> 1. The LC attendance rate for both first and second semesters 2017-2018 will not fall below the school's average for the last three years 	Open college campus provides students with "too much freedom."	<ol style="list-style-type: none"> 1. Have students sign a copy of the attendance policy to ensure understanding. 2. During Interim reports, email Assistant Principal the names of students with 3 or more unexcused absences 3. Discuss student attendance issues at monthly staff meetings
Stakeholder involvement (Joy and Rick)	<ol style="list-style-type: none"> 1. (Percentages from 2015-2016 = parents: 21%, students: 52%, staff: 83%) Percentages from 2016-2017 = parents: 31%, students: 56%, staff: 83%. 2. (Ratings in 2015-2016 = parents: 7 of 7, students: 6 of 7, staff: 7 of 7) Ratings in 2016-2017 = parents: 7 of 7, students: 7 of 7, staff: 7 of 7. 3. This measure we not calculated in August of 2016. 	<ol style="list-style-type: none"> 1. At least 20% of parents, 40% of students and 60% of staff members will participate in the 2017-2018 climate survey process 2. The average rating of each stakeholder group (parents, students, staff) on the 2017-2018 annual climate survey will be 3 or higher on at least 6 of 7 correlates 3. At least 80% of parents will attend the annual LC orientation at the beginning of the school year. 	<ol style="list-style-type: none"> 1. Stakeholders don't see the importance of completing the survey. 2. Some parents are out of town or have other commitments. 3. Parents are not always fully informed about school activities. 	<ol style="list-style-type: none"> 1. Identify indicators to be addressed during 2016-2017 improvement process 2. Have parents complete survey during CARE Team meeting 3. Send link to parents to complete survey online 4. Administer survey to juniors online during EI classes 5. Administer survey to seniors during class meeting 6. Communicate orientation date and expectations to parents ahead of time. Make that communication part of spring meetings. 7. Host make-up for parents who miss scheduled orientation. 8. <u>Provide as much parent information as possible.</u> <ol style="list-style-type: none"> a. <u>Use text and email.</u> b. <u>Provide a "Resources for Parents" tab on the school's website. (Make sure it is obvious where parent information is found on the school's website)</u> c. <u>Invite parents to evening meetings.</u>

Category	2016-2017 Performance	2017-2018 Target	Barriers	Action Steps*
				d. <u>Provide a parent blog to provide for two-way communication to address parent questions.</u>

All costs associated with the 2017-2018 LC school improvement plan are tied to professional development activities. The school's 2017-2018 professional development plan is attached below. For each activity, the plan lists general topic, each activity's desired outcomes, the activity, planned follow-up, related school improvement plan section(s), and estimated cost.

Professional Development Plan 2017-2018

Desired outcome: Identify and implement a variety of schoolwide strategies to:

- Demonstrate use of Marzano techniques
- Elevate and diversify school and classroom practices to meet student needs
- Demonstrate that the school's continuous improvement process is stakeholder driven and based on data showing performance in past years
- Implement rigorous and relevant lessons to engage students in learning

Category	Desired Outcome(s)	PD Activity	Follow-up	SIP Category	Projected Cost
Model School Practices	Identify practices from "model schools" that will be beneficial to CHS: implement and evaluate effectiveness	Send representative staff members to the Model Schools Conference during the summer of 2018	<ul style="list-style-type: none"> • Have conference attendees report to staff as part of the summer staff retreat • Identify best practices for emphasis during the 2017-2018 • Include those practices for discussion in monthly staff meetings 	<ul style="list-style-type: none"> • All 	<ul style="list-style-type: none"> • 1500.00 per person
Differentiation of Instruction with Google Docs	Identify practices shown to result in excellence that will be beneficial to CHS: implement and evaluate effectiveness	FDLRS will provide a 3-4 hour PD class for all instructors on campus	<ul style="list-style-type: none"> • Identify instructional practices for emphasis during the 2017-2018 year that are working in classrooms • Include those practices for discussion in monthly staff meetings 	<ul style="list-style-type: none"> • Reading • Writing • Math • Science • Social Studies 	<ul style="list-style-type: none"> • 0.00 (FDLRS)
Team Building Using Data to Improve School Performance	<ul style="list-style-type: none"> • Work as a team of educators, parents, partners and students to identify the school's best practices and learning needs <p>Create the 2017-2018 CHS School Improvement plan listing performance categories, 2016-2017 performance, and 2017-2018 performance targets along with anticipated barriers and planned actions to achieve those targets</p>	Conduct the two-day summer retreat to examine performance data and create a plan for school improvement (All Staff)	<ul style="list-style-type: none"> • Take the school improvement plan to the September/October 2017 SAC meeting for final improvement • Review actions and ongoing performance data during monthly staff meetings throughout the 2017-2018 school year. 	<ul style="list-style-type: none"> • All 	<ul style="list-style-type: none"> • 700.00

Category	Desired Outcome(s)	PD Activity	Follow-up	SIP Category	Projected Cost
Project-Based Learning	<ul style="list-style-type: none"> Implement project-based learning activities to actively engage students in learning activities 	Send representatives to a project-based learning workshops throughout the year	<ul style="list-style-type: none"> Have workshop attendees report to staff as part of the summer staff retreat Identify project based learning activities for emphasis during the 2017-2018 Include those practices for discussion in monthly staff meetings 	<ul style="list-style-type: none"> Reading Writing Math Science Social Studies 	<ul style="list-style-type: none"> 0.00 (Participate with GHS PD sessions)
Diversity in the Classroom and the School	Implement strategies to meet the unique learning needs of a diverse student population	Send representatives to the Black, Brown, College Bound Summit	<ul style="list-style-type: none"> Have workshop attendees report to staff as part of the summer staff retreat Identify activities for emphasis during the 2017-2018 Include those practices for discussion in monthly staff meetings 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> 700.00 per person
Stakeholder Involvement	Identify strategies to engage more stakeholders in the school improvement process	Send one administrator to the National Association of Secondary School Principals Conference	<ul style="list-style-type: none"> Identify new strategies to involved more stakeholders in the SIP process Implement strategies learned during school year to obtain feedback from parents and community members during the 2017-2018 school year(s) 	<ul style="list-style-type: none"> Stakeholder Involvement 	<ul style="list-style-type: none"> 1,600.00
Student Engagement	Implement strategies to engage students in rigorous and relevant learning in all classes	Send an instructor and administrator to the Student Engagement Conference in September 2017 and the Florida Charter Conference in November 2017	<ul style="list-style-type: none"> Have workshop attendees report to staff as part of the summer staff retreat in 2018 on what worked Identify student engagement strategies/ activities for emphasis during the 2017-2018 Include those practices for discussion in monthly staff meetings 	<ul style="list-style-type: none"> Reading Writing Math Science Social Studies Science 	<ul style="list-style-type: none"> 600.00 per person
College and Career Advising	Implement strategies to empower students on the importance of taking the ACT/SAT and test taking strategies	Send the College and Career Advisor, Guidance Counselor and Assistant Principal to the College Board Forum in October 2017	<ul style="list-style-type: none"> Identify activities for emphasis during the 2017-2018 school year Include those practices in Junior and Senior meetings each month 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> 2,190.00 per person