

Chain of Lakes Collegiate Charter High School (COL)

Annual Continuous Improvement Plan (ACIP)

2025-2026

Contents

The annual school improvement plan is divided into eight parts:

1. **Part 1: Understanding COL presents the school's**
 - a. Purpose statement
 - b. Vision statement
 - c. Beliefs
 - d. Performance outcomes
 - e. Overarching student objectives
2. **Part 2: School Conditions that Support Improvement summarizes:**
 - a. The role of the School Advisory Council (SAC) in the improvement process
 - b. Qualifications of leadership and instructional staff members
 - c. Teacher recruitment/retention strategies
 - d. Teacher mentoring program
 - e. Make-up and role of the school leadership team
 - f. Overall strategies to increase learning time
 - g. Data Sources and Data Management Systems
 - h. Reading improvement initiatives
 - i. College and career readiness processes
 - j. Postsecondary Transition
3. **Part 3: Anticipated Academic Performance lists academic performance targets, barriers to achieving them, and action steps designed to overcome the barriers**
4. **Part 4: Stakeholder Engagement and Satisfaction includes stakeholder satisfaction and engagement targets with barriers and action steps**
5. **Part 5: School Sustainability specifies other organizational performance targets and related barriers and action steps**
6. **Part 6: Annual Budget summarizes the annual budget including expenditures required to support continuous improvement**
7. **Part 7: Professional Development Plan details the year's professional development plan including:**
 - a. A needs assessment to show how plan components were selected
 - b. Delivery methods
 - c. Analysis of effectiveness
 - d. Content that will specify how the school will:
 - i. Include activities to increase faculty and staff with skillset in terms of analyzing data to further learning
 - ii. Emphasize application of action research (plan, do, check, act process) to strengthen schoolwide and classroom performance
 - iii. Address the use of formative and summative data in the learning process
 - iv. Incorporate strategies to individualize student's learning goals and career planning processes
8. **PART 8: Technology Plan ...**

PART	TITLE	PAGE
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Part 1: COL Purpose

Mission Statement: To blend high school traditions with a true college campus experience where focused students in a challenging environment earn both a high school diploma and college credits towards a post-secondary degree.

Vision Statement:

- Nurture a close-knit learning community
- Support individual student goals, interests, and needs
- Foster mentor relationships between students and staff
- Strengthen connections to home, school, and the community
- Amplify student voice through a student-centered culture
- Guide the student's transition into the college environment

The COL Learning Community's Common Beliefs

1. All enrollees possess the capacity to participate and be successful in the rigorous curriculum in both the charter school and the College.
2. COL 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 COL the creativity to maximize student success.

Student Performance: Measures define student performance expectations as listed below:	COL Accountability Plan Performance Outcomes: COL is responsible for meeting charter accountability plan performance measures for which performance is reported annually. These measures are reflected in the school improvement plan, updated annually.	
Reading/ Writing, Math	During each year of the charter renewal: <ul style="list-style-type: none"> • At least 95% of eligible students will take the state-required testing • At least 65% of spring test-takers will earn a score of 3 or higher on state-required testing • At least 65% of students tested in each subgroup (black, white, Hispanic, other, FRL, ESE, and ELL) with at least 10 test takers will earn a score of 3 or higher 	School Performance: Additional measures call on the school to show: <ol style="list-style-type: none"> 1. Stakeholder satisfaction by ensuring that parents, students, and staff completing the annual climate survey show an average satisfaction score of 3 or higher (on a scale of 1-4) on at least 6 of 7 effective school correlates 2. An unrestricted annual fund balance of at least 3%
Science, Social Studies	During each year of the charter renewal:	

	<ul style="list-style-type: none"> • At least 95% of eligible students will take their EOC exam • AT least 65% of EOC test-takers will earn a score of 3 or higher 	3. An active governance board that meets at least four times annually. School improvement goals mirror accountability plan goals
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Objectives for the COL Student: The school's objectives specify that each COL student is expected to:

1. Demonstrate the behaviors tied to academic success through personal accountability, time management, and appropriate study skills to prioritize graduating from high school on time.
2. Demonstrate the behaviors tied to interpersonal skills through self-advocacy, self-confidence, and respect for others.
3. Take advantage of COL college and career resources such as college credits, workshops and seminars, scholarships, and standardized test prep (ACT/SAT) to make the most of the COL experience.
4. Engage in high school and college activities such as clubs and programs (honors, fine arts, sports, etc.)
5. Engage in the larger community by successfully completing community service and work-based learning.
6. Create personalized goals and carry out actions required to transition into a postsecondary plan when leaving COL. For example, personal career roadmap, planning forms submitted to guidance counselor, and further options.

School Information

School Name: Chain of Lakes Collegiate High School	District Name: Polk
Principal: Patrice Bryant-Thigpen	Polk State President: Dr. Angela Falconetti
SAC Chair: April Mole	

Part 2: School Conditions that Support Improvement

School Advisory Council (SAC)

The SAC has been established in compliance with Florida Statutes 1001.452 and operates as specified in its bylaws.

During 2025-2026, the SAC timeline and process will be as listed below.

1. Summer Meeting (August 2025)
 - a. Present purpose/role of SAC (Florida Statutes and By-Laws)
 - b. Review/edit/approve school purpose and school improvement plan
 - c. Agree on SAC committees and members of each
 - i. Fundraising (Ms. Gill)
 - ii. Parent engagement (Dr. Jason Fields)
 - iii. Marketing and Enrollment (Ms. Bryant-Thigpen)
2. September/October Meeting (September 2025)
 - a. Present and clarify each committee's plan for the year
 - b. Address operational challenges or needed decisions
3. November/December Meeting (November 2025)
 - a. Present status of each committee's work/conduct committee work as needed
 - b. Address operational challenges or needed decisions
 - c. Address additional school issues including use of school incentive funds and plans to recruit a diverse student population
4. January/February Meeting (January 2026)
 - a. Present status of each committee's work/conduct committee work as needed
 - b. Address operational challenges or needed decisions including final vote on use of school incentive funds
 - c. List of budget needs and issues being addressed in planning for next year
5. April/May Meeting (April 2026)
 - a. Present status of each committee's work/conduct committee work as needed
 - b. Approve the upcoming year's school budget
 - c. Address operational challenges or needed decisions

Staff

Position	Name	Degree(s)/ Certification(s)	Years at School	Years of Experience
Principal	Patrice Bryant-Thigpen	Ed.S. Educational Leadership (all levels) Masters/Counseling and Psychology Certification Middle Grades English, Guidance and Counseling (all levels), and Educational Leadership (all levels)	7	22
Assistant Principal	Dr. Jason Fields	Doctorate/Educational Leadership Masters/Educational Leadership (all levels) Bachelors/Psychology Certification/Educational Leadership and General Science	3	17
TRST for Technology	Austin Dollison	Masters/Business Administration Bachelor/Management Information Systems	2	11
School Counselor	Dr. Peter Preston	Doctorate/Leadership and Higher Education Administration Masters/Educational Guidance (all levels) Masters/Mental Health Counseling Certification/English (grades 6-12) Certification/Guidance Counseling (K-12)	14	25
School Counselor/Testing Coordinator	Angela Ambrose	Masters/Educational Guidance (all levels) Certification/Guidance Counseling (K-12) Masters/Educational Leadership (all levels) Certification/Educational Leadership	1	16
Student Success Coach	Diana Gill	Masters/Educational Leadership Bachelor/Educational Studies Certification/ESE K-12 Endorsement/ English for Speakers of Other Languages	7	12
Registrar Secretary	Matel Malpartida	Bachelor/Communication with a Major in Journalism Microsoft Excel Office Specialist/Microsoft Office Business Application Notary	3	17
Principal Secretary	Dawn Ambruster	High School Diploma	4	15
School Secretary	Nelida Torres	High School Diploma Certification in Business	2	15
Senior Teaching Lab Assistant	Danielle Lauver	Associates of Science/Business Management Certification/Correctional Standards, Christian CDA In Early Education	2	21
Math Instructor	Misty Sparling	Bachelors/Mathematics Certification/Mathematics (grades 6-12)	12	32
Math Instructor	Alric Fischle	Masters/Accounting Bachelors/Math Certification/Mathematics (grades 6-12)	11	26
Science Instructor	Christy McCullough	Bachelors/Animal and Dairy Science Certification/Agriculture (grades 6-12) Certification/Biology (grades 6-12)	2	21

Position	Name	Degree(s)/ Certification(s)	Years at School	Years of Experience
		Certification/Physics (grades 6-12) Certification/Mathematics (grades 6-12)		
Spanish/SLS Instructor	Milcah Bentley	M.Ed. in Curriculum and Instruction- World Language Bachelor/Spanish and Adolescent Education Certification/Spanish (grades K-12)	9	18
English Instructor/Yearbook Sponsor	Lynsay McCaulley	Masters/English (grades 6-12) Endorsement/Reading Endorsement/ English for Speakers of Other Languages Certification/English (grades 6-12)	18	18
English Instructor	Annmarie Walker	Bachelor/ Psychology Endorsement/Reading Certification/Elementary K-6, English (grades 6-12), ESOL	1	27
Social Science Instructor	Richard Stafford	Masters /History Certification/English Certification/Social Science	2	14

Strategies for Hiring and Retaining Highly Effective Teachers

All hiring of faculty and staff at Chain of Lakes Collegiate High School follows the policies and procedures set forth by Polk State College's Board of Trustees. All instructional faculty hired are required to hold current certification and meet highly effective status.

When hiring teachers and other school personnel, Polk State College and Chain of Lakes Collegiate High School pursue individuals with the skills, qualifications, enthusiasm, and demeanor to actively pursue the school's mission and vision. The Chain of Lakes Collegiate High School Principal uses College Procedure 6014, Recruiting/Employment Processes, to advertise and fill the position. The Principal and other College personnel also demonstrate a commitment to providing for equity in employment as specified in Procedure 6052, Equal Opportunity/Equity and Access. The full text of both procedures is found on the Polk State College website at <http://www.polk.edu/businessandcommunity/rulesproc/Proc/6014.pdf>.

Chain of Lakes Collegiate High School teachers are part of a small learning community. They earn competitive salaries and have active decision-making roles in all aspects of the school's operations. They enjoy all the College benefits, including the fact that they and members of their immediate families can enroll in College courses at no cost. They have access to professional development activities specific to both individual and group needs and are involved in creating the school's professional development plan each year.

Teacher Mentoring Program/Plan

New instructors are mentored by various staff depending on the subjects taught and needs of each staff member. Each new instructor is assigned an individual mentor for college and/or high school courses. Additionally, both the COL Principal and Assistant Principal work closely with new instructors in terms of transitioning them into the general culture of the school.

Continuous Improvement Leadership Team

Patrice Bryant-Thigpen, Principal; Jason Fields, Assistant Principal; Austin Dollison, TRST; Peter Preston, 11th and 12th grade School Counselor; Angela Ambrose 10th grade School Counselor/Testing Coordinator; and Diana Gill, Student Success Coach, comprise the school's leadership team.

This team provides leadership during the May Annual Continuous School Improvement Plan (ACIP) Summit and the annual staff workshop, held in July or August of each year. Prior to and during the summit, staff members are assigned to groups where they review performance data from the prior year and then create ACIP strategies/actions for the upcoming year. Leadership team members work as both group members and as resources for data as ACIP sections are finalized.

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

- Staff members review the climate survey report and other feedback from stakeholders collected through additional surveys and focus groups. They then agree to the actions to be implemented to address perceived improvement needs.
- They share learning from professional development activities attended during the prior year. They use this information to outline the upcoming year's professional development plan.
- Faculty and staff members engage in a comprehensive SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis to reflect on the past year and set priorities for the future.

During the year, the leadership team facilitates activities to provide for ongoing collection of performance data and monitoring of ACIP 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 ACIP goals/performance targets. They then use those reports to initiate the planning process for the upcoming year.

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 effective. 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 the support and guidance required for student success.

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

Increased Learning Time

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

- COL instructors are available outside of class to provide student tutoring and support.
- The Polk State College Teaching Learning Computing Center (TLCC) provides free tutoring services to COL students. The TLCC is open Monday through Thursday until 7:00 p.m. and on Friday until 5:00 p.m.
- The COL 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 routinely interrupt instructional times to make announcements or have club meetings.
- Instructors refer students to or require them to use Canvas and online academic tutoring programs that are free to students since they are Polk State enrollees.

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

The School Counselors are responsible for the input and maintenance of student information and records. College Banner is the source for data input for college classes and allows for reports to be generated by the COL administration. Longitudinal data may be requested from the Institutional Research Department at Polk State College.

Information for high school classes comes from Polk County Public Schools (PCPS) Focus Reports. PCPS Focus allows input for demographics, schedules, discipline, and other data. Reports can then be generated from PCPS Focus.

Attendance and grade reports are managed via the Focus system with data collected from teachers. Reports are generated by both teachers and administrators for analysis.

The TRST maintains a data warehouse for standardized testing: ACT, SAT, PSAT, CLT, FSA, EOC exams, AP exams, AICE credits, CLEP, and PERT. Mr. Dollison also tracks college courses attempted and completed and college admission.

Cross-Curricular Contributions to Teaching of Reading

All faculty at the school engage in reading across the curriculum. The English 2 Honors course emphasizes reading strategies designed to prepare students for the FAST, PERT, and future college-level coursework. For students who demonstrate reading challenges, a dedicated literacy strategies course is available to provide targeted support.

Strategies used in all COL classes to build reading skills include but are not limited to those listed below:

- Vocabulary is emphasized in every content area.
- Instructors use activities to help students predict, question, clarify, and summarize content area material.
- Instructors provide guided reading activities, modeling good reading skills for students. Students then practice skills and discuss points of interest.

All students participate in our E3 Program (Explore, Engage, Embrace) where they are enrolled in a series of Polk State college-level student success courses taught by COL instructors. These college courses emphasize study skills, content area reading, college readiness, and career planning.

Preparation for SAT, ACT, and CLT is provided in subject area course content and targeted subject-focused workshops available to students by self-registration.

Academic and Career Planning

Students have access to a full-time school counselor and student success coach. Each student consults with the school counselor to create an individualized course of study and to develop a schedule each term. The schedules are made of either all high school courses, 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 success coach guide the students in course selection as related to the desired degree and career choices of the students.

As part of the COL 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 apply and are accepted to numerous colleges and universities around the state and country and enter with a 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 success coach 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/testing coordinator administers the PSAT. Students are encouraged to sit for the ACT, PSAT, and SAT.

The student success coach reviews PSAT scores with all juniors. She 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 success coach has additionally implemented college fair visits.

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.

ACADEMIC TARGETS

READING

Reading Target 1: At least 95% of eligible students will take the FAST in the spring.		WHO: Walker/McCaulley/Ambrose		EVAL: Yes
2025 EOY Data: 100% (65/65)		Accountability Plan Target: Yes		
Barriers	Actions	When	Assessment of Action Results	
Students may not attend on test dates.	Use ParentSquare to communicate with families to ensure students are present during the testing window. Emphasize the importance of the test to students, as it affects future courses and graduation requirements.	Prior to each testing window During class	Student attendance during tests, therein showing shareholder buy-in	
Students don't take the test seriously.	Conduct student/teacher conferences to help augment understanding of testing relevance and importance.	After each progress monitoring window	Student preparation for and attendance during tests, therein showing shareholder buy-in	

<p>Reading Target 2: At least 65% of spring FAST test-takers will earn a score of 3 or higher.</p> <p>Reading Target 3: At least 65% of each federal ESEA (Elementary and Secondary Education Act) subgroup of FAST test-takers will earn a 3 or higher.</p> <p>Reading Target 4: At least 65% of test-takers will show a learning gain.</p> <p>Reading Target 5: At least 65% of L25 (lowest quartile) will show a learning gain.</p>		WHO: Walker/McCaulley	EVAL: Yes
<p>2025 EOY Data:</p> <p>Target 2: 97% (63/65)</p> <p>Target 3: W: 100%(25/25) H: 95%(21/21) B: 94%(15/16)</p> <p>Target 4: 85% (44/52) (13 test-takers were already at level 5)</p> <p>Target 5: 92% (12/13)</p> <p><i>*Note: Any subgroup not listed had fewer than 10 participants</i></p>		Accountability Plan Target: Yes (Target 2 and 3)	
Barriers	Actions	When	Assessment of Action Results
Students are currently working within 5 points of proficiency and below.	Enroll students performing below level in literacy strategies class.	Fall Semester	Scores on Progress Monitoring 2 (PM2) in January
	Ensure that students take advantage of guided/independent activities and skill-based lessons in Achieve 3000.	Fall Semester	Scores on Progress Monitoring 2 (PM2) in January
Students don't take the progress monitoring assessments seriously.	Conduct teacher/student conferences with visual progress monitoring that highlights standards-based strengths and weaknesses.	August, January	Scores on Progress Monitoring 2 (PM2) in January
	Implement standards-based remediation throughout the semesters.	Fall & Spring Semesters	Compare progress on in-class standards-based assessments to the PM2 scores
	Provide incentives to students to aid in progressing toward goal-oriented curriculum. (e.g. upper-level high school classes and college courses)	Fall & Spring Semesters	Compare progress on in-class standards-based assessments to the PM2 scores

Questions on FAST assessments are often multitiered.	Start an intensive review 4 weeks prior to the testing window.	April	Scores on progress monitoring 3
	Provide guidance for breaking down questions.	Throughout the school year	
	Provide error analysis for standards-based practice quizzes	Throughout the school year	

MATH

Math Target 1: At least 95% of eligible students will take the Geometry EOC exam.			WHO: Fischle/Ambrose	EVAL: Yes
2025 EOY Data: 100% (27/27)		Accountability Plan Target: Yes		
Barriers	Actions	When	Assessment	
Students don't attend geometry EOC test reviews.	Communicate dates and locations through email, CANVAS notifications, and ParentSquare. Communicate verbally to the students. Offer retakes during the testing windows.	In the days leading up to the tests	Attendance at Geometry EOC	
Students may not attend on test dates.	Send lists of testing students to faculty to ensure all students in attendance report for testing. Take additional steps as necessary to ensure all students are present for testing.	Day of test	Attendance at Geometry EOC	

Math Target 2: At least 65% of testers on the Geometry EOC exam will earn a score of 3 or higher. Math Target 3: At least 65% of each federal ESEA (Elementary and Secondary Education Act) subgroup of Geometry EOC test-takers will earn a 3 or higher. Math Target 4: At least 65% of Geometry EOC test-takers (lowest quartile) will show a learning gain.	WHO: Fischle	EVAL: Yes
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Math Target 5: At least 65% of L25 (lowest quartile) will show a learning gain.			
2025 EOY Data: <u>Target 2:</u> 69% (18/26) <u>Target 3:</u> H: 60%(6/10) <u>Target 4:</u> 62% (16/26) <u>Target 5:</u> Fewer than 10 were in this group so no performance is reported. <i>*Note: Any subgroup not listed had fewer than 10 participants</i>		Accountability Plan Target: Yes (Target 2 and 3)	
Barriers	Actions	When	Assessment
Geometry is almost a new language and can be difficult to learn all the new terms and approaches.	Introduce and emphasize geometry vocabulary.	Fall	Geometry EOC
Students who are in the lower 25 th percentile may struggle due to previous knowledge or habits.	Administration will provide additional support as needed. (Enrichment materials, test-taking strategies, and study skills workshops) Professor(s) will tutor during office hours.	Fall	Geometry EOC

Math Target 6: The percentage of COL completers earning a “C” or higher in Algebra 2 honors with COL instructors will meet or exceed 90%.		WHO: Sparling	EVAL: Yes
2025 EOY Data: Target 6: 90 % (80/89)		Accountability Plan Target: No	
Barriers	Actions	When	Assessment
Students do not always understand the need to complete their homework.	Assess homework as 20% of their overall grade.	Fall/Spring	Daily or semi-daily assessment of homework assignments

Students do not understand how to study or prepare for a test.	<p>Provide practice tests and test reviews to narrow focus on topics that will be assessed emphasizing acceptable answer forms discussed throughout instruction.</p> <p>Students use practice test corrections to prepare for the upcoming test.</p>	Reviews for tests are addressed before each test day.	Unit test results
Some students do not have a strong background in specific course prerequisites (skillsets).	Provide Algebra II tutoring services throughout the school year.	After school hours throughout the school year	Individual student results

Math Target 7: The percentage of COL completers earning a “C” or higher in college-level math courses taught by COL instructors will meet or exceed 90%.		WHO: Fischle	EVAL: Yes
2025 EOY Data: Target 7: 91% (150/164)		Accountability Plan Target: No	
Barriers	Actions	When	Assessment
Students tend to procrastinate	Adjust frequency of homework assignment due dates (more often). Make all due dates easily accessible.	Fall/Spring	Homework checks
Some students do not have a strong background in specific course prerequisites (skillsets).	Provide math tutoring services throughout the school year.	After school and office hours throughout the school year	Individual student results

WRITING

Writing Target 1: Writing Performance Target: The percentage of COL completers in ENC1101 and ENC1102 courses taught by COL professors earning a “C” or higher will meet or exceed 90%.			WHO: McCaulley	EVAL: Yes
2025 EOY Data: Target 1: 94% (80/85)			Accountability Plan Target: No	
Barriers	Actions	When	Assessment	
Students come in with limited understanding of college writing expectations. (e.g. academic research, formatting)	Teach CRAAP – Currency, Relevance, Authority, Accuracy, and Purpose – to help students assess sources for research papers. Reinforce formatting expectations with the MLA Style Guide and provide opportunities to practice prior to the final research paper.	Throughout the semester	End-of-course research project(s)	
Students have not achieved success in providing evidence and text support with reliable sources.	Teach CRAAP – Currency, Relevance, Authority, Accuracy, and Purpose – to help students assess sources for research papers. Have students practice with course assignments that highlight strengths and weaknesses.	Throughout the semester	End-of-course research project(s)	
Students’ deliberate use of Artificial Intelligence in lieu of critical thinking and writing.	Present AI-created content juxtaposed with human-developed critical thinking materials. Require materials for research papers to be handwritten in class.	Throughout the semester	End-of-course research project(s)	

SCIENCE

Science Target 1: At least 95% of eligible students will take the biology EOC exam.			WHO: McCullough/Ambrose	EVAL: Yes
2025 EOY Data: Target 1: 100% (17/17)			Accountability Plan Target: Yes	
Barriers	Actions	When	Assessment. Administr	
Students may not attend on test dates.	Communicate dates and locations through email, CANVAS notifications, Parent Square, and direct to the student. Offer retakes during the testing windows.	In the period leading up to the tests	Attendance at Biology EOC	
Students may forget their testing dates.	Email test lists to faculty on test day to send students to their testing locations. Administration goes to classes of missing students to locate and send them to testing.	On test day before school	Attendance at Biology EOC	

Science Target 2: At least 65% of biology EOC test-takers will earn a score of 3 or higher.			WHO: McCullough	EVAL: Yes
2025 EOY Data: Target 2: 100% (17/17)			Accountability Plan Target: Yes	
Barriers	Actions	When	Assessment	
Students are expanding their understanding by revisiting key ideas from prior science courses.	Incorporate the scientific method in daily instruction. Develop scientific vocabulary to provide a common foundation.	Ongoing throughout the course	Evaluation of comprehension through oral questions as the material is taught	

Students are developing reading comprehension skills.	Emphasize the meaning of scientific prefixes and suffixes as they are encountered to build their ability to decipher future scientific texts.	Ongoing throughout the course	Evaluation of case studies and other reading passages throughout the year
Students need help to recognize the importance of precision and accuracy.	Emphasize the importance of accuracy and precision by relating to real-life examples. Clear expectations in the written standards for each unit.	By unit on the SOAR sheets and while teaching each unit	Monitoring responses during oral questions and work to provide correction when the correct level of precision is not used

Science Target 3: The percentage of COL students earning a “C” or higher in science courses taught by COL instructors will exceed 90%		WHO: McCullough	EVAL: Yes
2025 EOY Data: Target 3: 93% (69/74)		Accountability Plan Target: No	
Barriers	Actions	When	Assessment
Students are expanding their understanding by revisiting key ideas from prior science courses.	Incorporate the scientific method in daily instruction. Develop scientific vocabulary to provide a common foundation.	Ongoing throughout the course	Evaluation of comprehension through oral questions as the material is taught
Students need help to recognize the importance of precision and accuracy.	Emphasize the importance of accuracy and precision by relating to real-life examples. Clear expectations in the written standards for each unit.	By unit on the SOAR sheets and while teaching each unit	Monitoring responses during oral questions and work to provide correction when the correct level of precision is not used
Students need to develop organizational skills.	Model organizational skills using the structure of the science binder.	Ongoing throughout the course	Binder checks

SOCIAL STUDIES

Social Studies Target 1: The percentage of COL completers earning a “D” or higher in AMH 1010 and AMH 1020 courses taught by COL instructors will meet or exceed 90%.			WHO: Stafford	EVAL: Yes
2025 EOY Data: Target 1: 100% (122/122)			Accountability Plan Target: No	
Barriers	Actions	When	Assessment	
Students are developing vocabulary relating to US History.	Provide keyword vocabulary worksheets to emphasize important terms.	Ongoing throughout the course	Give vocabulary quizzes and monitor written work for inclusion and accuracy of key vocabulary terms.	
Students are developing reading comprehension skills.	Emphasize the meaning of historical terms and texts to build their ability to decipher future historical events.	Ongoing throughout the course	Individual student results	

Social Studies Target 2: At least 95% of eligible students will take the U.S. History EOC exam			WHO: Stafford/Ambrose	EVAL: Yes
2025 EOY Data: Target 2: 100% (25/25)			Accountability Plan Target: Yes	
Barriers	Actions	When	Assessment	
Students are improving attendance and participation.	Inform parents through ParentSquare on key test dates and the importance of their student’s attendance.	Throughout the school year	Monitor attendance	
Students are not spending time studying	The National Honor Society would like to start EOC studying committees to help students prepare for EOC exams.	In the weeks leading up to the exam	Monitor student performance on EOC exam	

Social Studies Target 3: At least 65% of U.S. History EOC exam will earn a score of 3 or higher.			WHO: Stafford	EVAL: Yes
2025 EOY Data: Target 3: 86% (32/37)			Accountability Plan Target: Yes	
Barriers	Actions	When	Assessment	
Students are developing their skills for analyzing and interpreting era-specific political cartoons.	Provide instruction on how to analyze and interpret political cartoons. Implement opportunities for students to practice analyzing and interpreting political cartoons.	Throughout the school year	Unit assessment quizzes	
Students may not understand how events from the past relate to current events	Make lessons relatable to today's society. Have students use current language to describe events from the past.			

Foreign Language

Foreign Language Target 1: The percentage of COL students earning a “D” or higher in Spanish 2 honors will exceed 90%			WHO: Bentley/Preston/Ambrose	EVAL:
2025 EOY Data: Target 1: 100% (23/23)			Accountability Plan Target: No	
Barriers	Actions	When	Assessment of Action Results	
Students enroll with varying levels of knowledge from Spanish 1.	Students complete a self-assessment survey reflecting on their comfort level and previous Spanish experience. Incorporate review units, at an accelerated speed, covering key Spanish 1 concepts (verb conjugations, basic grammar, common vocabulary) during the first 2 months.	At the start of the Fall term and during the first 2 months. Ongoing throughout the course	Survey results By the end of the term, students should be able to reach Intermediate Low to Intermediate Mid in the areas of speaking, reading and writing	

	<p>Pair stronger students with those needing support for peer learning opportunities.</p> <p>Provide students with a personal goal regarding speaking and writing on their ACTFL rubric.</p>	<p>Ongoing throughout the course</p> <p>Ongoing throughout the course</p>	<p>Monitor student performance on embedded review activities and formative assessments</p> <p>Observe peer interactions and track progress</p> <p>Review student progress toward individual ACTFL rubric goals over time</p>
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COLLEGE PREPARATION

College Preparation Target 1: Implement a thoughtful, research-based scheduling process that will ensure that no more than 5% of COL college course enrollments will result in withdrawals.			WHO: Preston/Ambrose	EVAL: No
2025 EOY Data: Target 1: 1.5% (43/2825)			Accountability Plan Target: No	
Barriers	Actions	When	Assessment	
Students often have unrealistic expectations regarding their ability to handle course loads each semester.	<p>Schedule individual meetings each semester before and/or after students request their courses will be held.</p> <p>Provide scheduling guidelines such as limiting first-semester fall students to four full credit courses and five thereafter. Implement a limit on fully online courses to two per semester</p> <p>Advertise the details of the withdrawal process form to all students, emphasizing the need for parent, counselor, administrator, and professor signatures on the "Withdrawal Plan" form.</p>	Each semester and as needed throughout the year	Withdrawal data collected per semester	
Students are eager to challenge themselves with higher-level courses	Review student scholastic record to ensure correct placement and prerequisites are met.	During scheduling for each semester	Review High school and College Academic records	

they may not be prepared for.	Review previous student performance, including Ws, Ds, and Fs, to ensure appropriate placement. Review academic warning, probation, and suspension status.		
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College Preparation Target 2: At least 90% of COL graduates will have taken either the ACT, SAT, or CLT.		WHO: Gill, Dollison and Ambrose	EVAL: Yes
2025 EOY Data: Target 2: 95% (130/136)		Accountability Plan Target: No	
Barriers	Actions	When	Assessment
Students do not see the importance of taking the ACT, SAT, and CLT.	Encourage and educate students on the importance of taking tests for scholarship eligibility. Provide workshop sessions on college entrance exam test-taking skills. Advertise the availability of test preparation resources online.	Continuous. At least three Friday workshops	Attendance log at workshops
Not enough students take the ACT or SAT.	Provide School Day ACT and /or SAT testing for all juniors. Allow open seats for seniors. Encourage students to complete the free and reduced lunch form to identify students who are eligible for fee waivers. Provide additional testing opportunities on campus. Provide an opportunity to take the CLT.	Continuous	Review ACT, SAT, and CLT data
Students are unaware of the test dates and costs.	Provide students with all testing dates and place them on the calendar on Canvas.	Continuous	Testing Dates document Calendar reminders

	Send reminders of when registration deadlines are approaching.		
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College Preparation Target 3: 25% of COL graduates will meet/exceed the qualifying score on the ACT, SAT or CLT to earn either Florida Medallion or Florida Academic Scholars.			WHO: Gill and Preston	EVAL: Yes
2025 EOY Data: Target 3: 26% (36/136)			Accountability Plan Target: No	
Barriers	Actions	When	Assessment	
Students wait till Senior year to schedule exams outside of school days.	Provide ACT, SAT, and CLT information at junior meetings. Make sure juniors attend school day ACT or SAT testing.	Junior Meeting in the Spring (Monthly) School Day Testing	Review ACT, SAT, and CLT data Attendance for School Day ACT or SAT	
Students are not prepared for the exams.	Provide test prep workshops. NHS to partner with the school counselor to provide test prep sessions. Provide test prep materials. (Study book, practice tests) Incoming students create Khan Academy accounts and have access to practice tests and review materials.	Fall and Spring	Test prep attendance	
Students are unaware of their Bright Futures status, and what they still need.	Review scholastic record to ensure all courses and community service hours are posted. Print and review the Bright Futures transcript report.	Junior Conferences (April-May) Senior Conferences (September-October)	Review transcript reports through the OTEES website for Bright Futures eligibility	

Work-Based Learning (WBL)

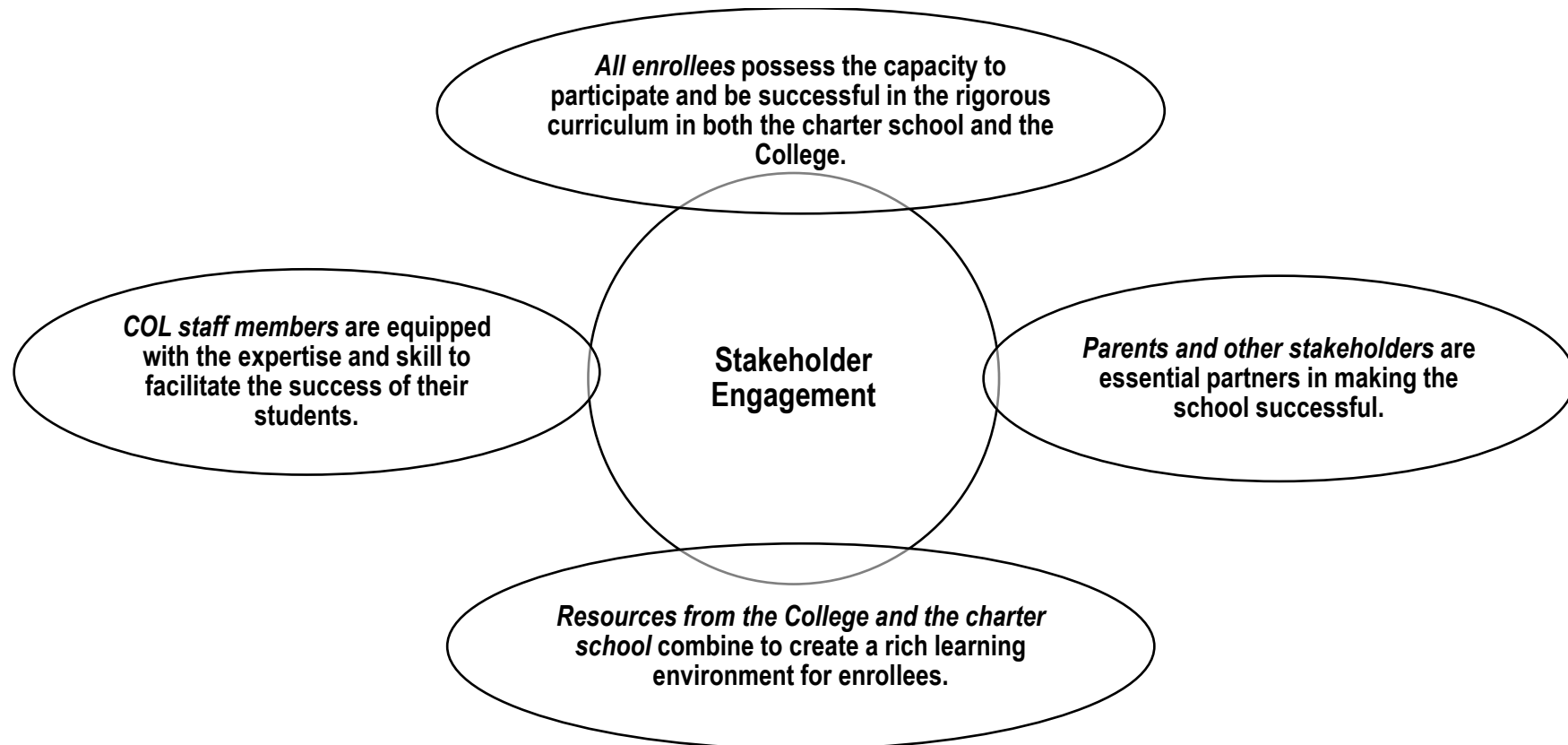
College Preparation Target 4: At least 90% of seniors will participate in Work-Based Learning.			WHO: SLS Professors	EVAL: No
2025 EOY Data: Target 4: 80% 109/136 – Not Met			Accountability Plan Target: No	
Barriers	Actions	When	Assessment	
Students are disengaged in assigned activities.	Place students in a high school-level work-based learning course where they will do research on a career of their choice.	Spring of Senior year	WBL completion percentage	
Students have difficulty finding locations.	Build a matrix of available resources and locations where students can job-shadow by way of a survey in SLS course.	Spring of Junior year	Spreadsheet of participating businesses	
Students show procrastination in preparation and organization.	Provide information and deadlines through their SLS course during their junior year.	Spring Junior	Canvas assignments	
	Inform students during sophomore year of the upcoming work-based learning requirements.	Spring Sophomore	Canvas assignments	
Students have transportation challenges getting to the work location.	Identify businesses more local to the student to provide an alternative job-shadow location.	Year-long	Spreadsheet of participating businesses	
Parents are unaware or don't understand the importance of WBL.	Communicate at Parent 101 and provide reminders through ParentSquare and COL newsletter.	Parent 101 and throughout the school year	WBL completion percentage	

Digital Learning/Artificial Intelligence (AI)

Digital Learning/AI Target 1: <ul style="list-style-type: none"> At least 80% of students surveyed will respond with a 3 or higher for at least one instructor on 6 or more of the classroom outcomes. Digital Learning/AI Target 2: <ul style="list-style-type: none"> At least 60% of students surveyed will respond with a 3 or higher for at least two instructors on 6 or more of the classroom outcomes. 		WHO: All COL Professors	EVAL: No
2025 EOY Data: Target 1: New Target/No Baseline Target 2: New Target/No Baseline		Accountability Plan Target: No	
Barriers	Actions	When	Assessment
Teachers are not familiar with AI.	Provide AI training for teachers and develop strategies to implement it in the classroom.	Throughout the school year	Student survey results
Students don't understand how to use AI effectively/ethically.	Train students on the ethical use of AI and how it can enhance their learning experience	Throughout the school year	Student survey results
Stakeholder communication	Send communication to parents and students through Parent Square, Canvas, face-to-face, email, etc, on the implementation of AI in the school's curriculum.	Year-long	Platform communication

Part 4: STAKEHOLDER ENGAGEMENT AND SATISFACTION

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

STAKEHOLDER ENGAGEMENT

Stakeholder Engagement Target 1: At least 75% of parents, 75% of students and 75% of staff members will participate in the climate survey process.			WHO: Dollison	EVAL: Yes
2025 EOY Data: Target 1: Met previous targets <ul style="list-style-type: none"> • Parents – 25% (target 20%) • Students – 96% (target 40%) • Staff – 100% (target 60%) 			Accountability Plan Target: Yes	
Barriers	Actions		When	Assessment
Stakeholders do not make it a priority to participate in the climate survey, and do not understand the impact their opinions have on accreditation and school effectiveness.	During orientations and Parent 101, COL presenters will inform stakeholders as to the importance of the climate survey and when to expect to begin completing it. Implement a reward for the grade level with the highest level of parent participation.		Provided during the beginning of the year. Provided during class meetings.	Increase in completions of survey Percentage of parent participation

Stakeholder Engagement Target 2: 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.			WHO: Dollison	EVAL: Yes
2025 EOY Data: Target 2: Met			Accountability Plan Target: Yes	
Barriers	Actions	When	Assessment	
Based on climate survey results students are not aware of how or when to monitor their progress at COL.	In the SLS program, teachers will explicitly show students how to sign-on to Focus, Canvas Gradebook, and Polk Portal grades.	During the first week of school on "Tech Day"	Students will indicate their increase in awareness of their progress on the survey	
	Instruct parents on how to monitor and check students' academic progress.	Parent 101	Students will indicate their increase in awareness of their progress on the survey	
	Provide digital interim reports and report cards to all students. Printed reports are provided to students who earned grades of D or F.	Each quarter		
	Provide updates and reminders to students via Canvas and parents via ParentSquare.	Throughout the year		
Based on climate survey results students state that they don't receive frequent updates to their grades.	A timeline of when grades will be posted after assignments are submitted will be stated in each instructor's syllabus.	Provided in each course throughout the year.	Students will indicate an increase in frequency of their grade updates.	
	Emphasize the importance of communication and self-advocacy with professors.	Class meetings and individual student conferences		

Stakeholder Engagement Target 3: School documentation will show follow-up actions responding to student and parent recommendations and concerns as collected through focus groups and surveys.			WHO: Bryant-Thigpen	EVAL: No
2025 EOY Data: Target 3: <ul style="list-style-type: none"> 10th grade student and parent survey report spring 2025 COL Response to 2025 Climate Survey COL New staff mentoring questionnaire/focus group report spring 2025			Accountability Plan Target: No	
Barriers	Actions		When	Assessment
Parents do not see the need to engage with the school.	Provide ParentSquare introduction and training during Parent Orientation. Implement a Parent Probe question of the month soliciting parental feedback on program initiatives, student progress, suggestions, etc.		Provided throughout the year.	Parents will indicate their feelings of being welcomed on the climate survey. Parents will indicate their feelings of being welcomed on the climate survey.
Parents are uninformed of opportunities to engage on campus.	Release a calendar of events onto the school website and provide hard copies in Parent Orientation. Increase the visibility of Facebook, COL website, and the weekly newsletter to announce engagement opportunities.		Provided at the beginning of the year and updated throughout the year.	Parents engagement will increase. Consistent use of the mentioned systems

Stakeholder Engagement Target 4: Parents and students completing the school's objectives survey will show an average agreement of 4 or higher (on a scale of 1-5) with the school's objectives. (Survey done bi-annually)			WHO: Bryant-Thigpen	EVAL: No
2025 EOY Data: Target 4: Objectives/priorities survey is administered biannually. Will be administered in the fall of 2025			Accountability Plan Target: No	
Barriers	Actions		When	Assessment
Parents and students may not see the relevancy in completing the survey.	<p>Explain to parents and students that honest feedback on these surveys is very important to COL's accountability plan, reaccreditation process and continuous improvement plan.</p> <p>Provide easy access/links to the survey to facilitate completion.</p>		Provided at the Parent orientation meeting during the year of implementation	<p>Most students and parents will complete the survey with an average score of 4 or higher on the objectives.</p> <p>Most students and parents will complete the survey with an average score of 4 or higher on the objectives.</p>



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.

School Sustainability Target 1: The percentage of sophomores and juniors (2024-2025) that return to COL for the following year (August 2026) will meet or exceed 90%.			WHO: Bryant-Thigpen and Fields	Eval: No
2025 EOY Data: Target 1: <ul style="list-style-type: none"> 10th grade: 94% (65/69) 11th grade: 93% (121/130) 			Accountability Plan Target: No	
Barriers	Actions	When	Assessment	
Students decide to leave to attend a district school or an alternative placement.	Conduct exit interview to gain insight into the reasoning behind leaving COL and ensure no widespread issues may cause other students to leave COL.	At the time student withdrawals	Withdrawals Spreadsheet (Focus)	
Students are not able to be successful in the collegiate setting.	Emphasize the mentorship program Check academic and non-academic status throughout the school year. Schedule parent conferences Use ParentSquare (2-way communication) to engage all stakeholders.	Continuously throughout the school year	Meeting Logs/ Office Sign-In Sheets	

School Sustainability Target 2: The percentage of COL seniors exiting as graduates will meet or exceed 96%.			WHO: Bryant-Thigpen and Fields	Eval: No
2025 EOY Data: Target 2: 100% (137/137)			Accountability Plan Target: No	
Barriers	Actions	When	Assessment	
Students must meet many state requirements to obtain a high school diploma.	Check academic and non-academic status throughout the school year. Schedule parent conferences.	Continuously throughout the school year	High School Transcript (Focus)	
Students must pass dual enrollment courses for high school credit.	Check academic and non-academic status throughout the school year. Schedule parent conferences.	Continuously throughout the school year	Student Grades (Focus and Banner)	