

Chain of Lakes Collegiate Charter High School (COL)

Annual Continuous Improvement Plan (ACIP)

2022-2023

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. 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: Blending high school traditions with a true college experience

Vision Statement:

- Foster a close knit, small learning community
- Support individual student goals, interests, and needs
- Encourage connections among students and between students and staff
- Strengthen a home to school to community connection
- Amplify student voice through a student-centered culture
- Support students in an immersive college campus experience

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.

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.

Student Performance: Measures define student performance expectations as listed below:

1. COL graduates will perform better than those of the district and the state on ACT and/or SAT reading and math (higher average scores).
2. Over 6 years (by 2020) COL will ensure that each subgroup meets ACT/SAT reading and math performance indicator (listed above) as reflected in ACT and SAT performance reports and disaggregated reports for economically disadvantaged generated within the school.
3. At least 90% of COL enrollees completing the two Polk State composition courses (ENC1101 and ENC1102) will earn a "C" or higher
4. Percentage of students meeting or exceeding proficiency as identified by DOE on the End of Course Exam for US History will meet or exceed 80% when applicable.
5. Percentage of college science course enrollees completing the course with a "C" or higher will meet or exceed 80%. (Note that all Polk State College science courses are equally rigorous to high school chemistry and physics.)

School Performance: Additional measures call on the school to show:

1. Stakeholder satisfaction by ensuring that parents, students, and staff completing the annual climate survey show an average satisfaction score of 3 or higher (on a scale of 1-4) on at least 6 of 7 effective school correlates
2. An unrestricted annual fund balance of at least 3%
3. An active governance board that meets at least four times annually. School improvement goals mirror accountability plan goals

Objectives for the COL Student: Each COL student is expected to:

1. Prioritize graduating from high school on time
2. Demonstrate the behaviors tied to academic success to include personal accountability, self-confidence, self-advocacy, respect for others, time-management, and appropriate study skills as indicated by success in high school and college courses
3. Take advantage of COL and college resources to make the most of the COL experience as indicated by:
 - a. High school graduation

- b. College credits
- 4. Show engagement in the high school, the college, and the larger community as indicated by:
 - a. Participation in high school and college clubs and sports
 - b. The honors program
 - c. The theater, art, and music programs
 - d. College workshops
 - e. Hours earned through community service
 - f. Successful completion of the work-based learning process
- 5. Create personalized goals and carry out actions required to transition into further education when leaving COL as indicated by:
 - a. Personal career roadmap
 - b. Planning forms submitted to guidance counselor
 - c. ACT and/or SAT scores
 - d. Postsecondary transition plan

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: Michael Tanner	

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. Additionally, the annual SAC activities help the school meet a Southern Association of Colleges and Schools (SACS) accreditation standard which specifies as follows:

1. Leaders implement a formal program that provides for meaningful roles and active participation of internal and external stakeholder groups, including staff, students, parents, community, governmental, and educational policy groups.
2. Leaders consistently and deliberately enact strategies that provide opportunities for two-way communication with internal and external stakeholder groups, including staff, students, parents, community, governmental, and educational policy groups.

During 2022-2023, the SAC timeline and process will be as listed below.

1. **Summer Meeting (August 2022)**
 - 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. Marketing/Enrollment
 - ii. Fundraising (Diana)
 - iii. Parent engagement (Patrice)
2. **September/October Meeting (September 2022)**
 - a. Present and clarify each committee's plan for the year
 - b. Address operational challenges or needed decisions
3. **November/December Meeting (November 2022)**
 - 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 2023)**
 - 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 2023)**
 - 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)	4	19
Assistant Principal	Jason Fields	Masters/Educational Leadership (all levels) Bachelors/Psychology Certification/Educational Leadership and General Science	0	14
School Counselor	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)	11	22
Math	Misty Sparling	Bachelors/Mathematics Certification/Mathematics (grades 6-12)	10	30
English	Laura Abercrombie	Masters/English and Rhetoric Certification/ English (grades 6-12).	10	14
Math	Alric Fischle	MA Accounting Bachelors/Math Certification/Mathematics (grades 6-12)	8	24
Science	Suzanne Halverson	Doctorate/Health Science Masters/ Science Education Masters/Biology Certificate/Emerging and Re-emerging Diseases Bachelors/Health Science Certification/Biology (grades 6-12)	16	17
Spanish	Milcah Bentley	M.Ed. in Curriculum and Instruction- World Language Bachelors/Spanish and Adolescent Education Certification/Spanish (grades K-12)	7	16
English/ Reading/Visual Technology	Lynsay McCaulley	Masters/English (grades 6-12) Endorsement/Reading Endorsement/ English for Speakers of Other Languages Certification/English (grades 6-12)	15	15
Student Resource Specialist	Diana Gill	Masters/Educational Leadership BA Educational Studies Certification/ESE K-12	5	8
Physical Education	Demetrius Macon	Masters/Adult Education Physical Education K-12	4	7
Social Science	Heather Deiches-Wasemann	Masters/Instructional Media Masters/American History and Government Bachelors/Political Science Certification / Social Sciences 6-12	2	18

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 teachers are mentored by various faculty depending on the subjects taught and needs of each faculty 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. COL has no new full-time faculty for the 2022-2023 school year.

Continuous Improvement Leadership Team

Patrice Bryant-Thigpen, Principal; Jason Fields, Assistant Principal; Peter Preston, School Counselor; and Diana Gill, Student Resource Specialist, make up the school's leadership team.

This team provides leadership during the May Annual Continuous 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.
- Attendees review the Personnel Evaluation and Development System (PEDS) document, identify any Marzano domains posing challenges to faculty, and determine Marzano domains on which to focus in current year.

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 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.

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 Guidance Office is responsible for the input and maintenance of student information and records. College Genesis 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 student resource specialist maintains a data warehouse for standardized testing: ACT, SAT, PSAT, FSA, EOC exams, AP exams, AICE credits, CLEP, and PERT. Mrs. Gill 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 strategies. Teachers meet to coordinate classroom lessons and units of study to include reading as part of the curriculum. Teachers meet regularly to share curriculum plans and incorporate reading activities into all coursework. English teachers at the high school collaborate with college English professors to ensure curriculum aligns with college standards including reading concepts and skills.

Strategies 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.

Juniors and newly enrolled seniors are scheduled for SLS2930 (Special Topics in Student Success) during their first term of enrollment. This three-hour college course emphasizes: ACT and SAT preparation, effective study skills, college readiness, career exploration, self-awareness and care, and soft skills.

Academic and Career Planning

The school counselor provides an educational plan for each individual, incorporating the student's college/career goals. Students are participating in an early college program, which includes specific goals and academic plans leading to completion or partial completion of the Associate in Arts Degree or Associate in Science Degree. The school staff includes both a school counselor and a student resource specialist for all enrollees. Because these professionals serve fewer students than their colleagues in traditional high schools, they are better able to address individual student career plans.

Postsecondary Transition

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.

Part 3: ANTICIPATED ACADEMIC PERFORMANCE

Academic student performance targets are driven by:

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

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

Reading

Reading ACT/SAT Targets:

- The average scores of COL graduates on both ACT and SAT reading will meet or exceed the average scores of both the state and the district on either ACT or SAT reading.

Baseline Performance for 2022:

Average Reading Score –

ACT: 26

SAT: 571

District Average Reading Score:

ACT: 17.6

SAT: 513

State Average Reading Score:

ACT: 20.0

SAT: 510

2023 Results:

Average Reading Score: Pending

District: Pending

State: Pending

- The average reading score of each COL subgroup (seniors) on ACT or SAT will meet or exceed the overall performance of the district and/or the state.

Baseline Performance for 2022:

▪ COL Subgroups-

ACT: White: 24 (24), Black: 20 (11), Hispanic: 22 (7), Other: 23 (4), FRL:20 (9)

SAT: White: 577 (33), Black: 529 (13), Hispanic: 588 (22), FRL: 564 (9), Other: 574 (16)

2023 Results: SAT- W: 587 (62), B: 583 (20), H: 580 (42), O: 588 (11) FRL:575 (36) / ACT : W: 26 (38), B: 23 (11), H: 26 (23),
 FRL:25 (20)

X	Five-Year Charter Accountability Plan
	Other

Reading ACT/SAT Targets Barrier #1

In high-pressure and/or timed settings, students lack analytical reading, critical thinking, and comprehension skills for the SAT Evidence-Based Reading and ACT Reading tests

Action Steps

Who	Action Step	How Success Measured
Faculty, Staff (Mentors)	Provide students with sample testing materials to help practice mock exams that will prepare them for the pacing and rigor of the test(s)	Practice test outcomes
English Instructors	Provide students with strategies in reading the questions to decipher meaning (e.g. “What is the question <i>really</i> asking?”)	Practice test outcomes

Reading ACT/SAT Targets Barrier #2

Students may not have access to study materials due to financial restrictions

Action Steps

Who	Action Step	How Success Measured
Faculty, Staff (Mentors)	Provide students with ACT/SAT prep materials (e.g. textbooks) that they may check out and return.	Student awareness of this free resource and their usage of it
Faculty, Staff (Mentors)	Guide students to Khan Academy for their free online SAT resources; use the class Canvas shell to link free online ACT resources	Student awareness of this free resource and their usage of it

Reading ACT/SAT Targets Barrier #3

Students have little to no formal grammar instruction prior to entering COL; therefore, they are unprepared for the SAT Writing and ACT English tests

Action Steps

Who	Action Step	How Success Measured
English Instructors	Scaffold and teach foundational grammar rules and reinforce for growth through continuous instruction and writing assignments	Practice test outcomes

Reading FSA Target: 100% of end-of-year seniors will have met the FSA reading requirement.

Baseline Performance for 2022: 100% (133/133) *new target*

2023 Results: 100% (191/191) of seniors met the FSA reading requirement.

	Five-Year Charter Accountability Plan
X	Other: School Mission

Reading FSA Target Barrier #1

The initial retake window is first given early in the fall semester. The 2021 window was September 14 – October 1.

Action Steps

Who	Action Step	How Success Measured
Preston	Identify all students who need to take the FSA by the testing window date.	All testers identified
Preston	For spring retake window, identify those who did not pass in fall.	All testers identified
Preston & McCaulley	Promote ACT and SAT for concordance scores	ACT & SAT testing rates

Reading FSA Target Barrier #2

There are two distinct groups of testers among incoming students: those who previously did not meet the passing score as sophomores, and those who have never taken the FSA due to having come from out-of-state, home school, or private school.

Action Steps

Who	Action Step	How Success Measured
Preston	Confirm these individual students' awareness of their testing needs and schedule them to test at the earliest opportunity.	Passing rate
McCaulley	Provide prep and instruction to (1) prepare students who've never taken the FSA for its format, and/or (2) help previous takers practice various types of questions	Practice test scores (diagnostic), FSA retake scores

Reading PERT Target: At least 95% of graduates will have met the PERT reading requirement.

Baseline Performance for 2022: 100% (133/133) *new target*

2023 Results: 100% (191/191) graduates met the PERT reading requirement.

	Five-Year Charter Accountability Plan
X	Other: School Mission

Reading PERT Target Barrier #1

High school 10th – 12th grade students do not have the necessary strategies and prior knowledge to perform well on a PERT testing platform designed for college entrance placement.

Action Steps

Who	Action Step	How Success Measured
McCaulley	Provide content knowledge and skills practice through rigorous instruction in English III/English IV	Assignment participation, new PERT score

Reading PERT Target Barrier #2

Students experience testing anxiety, which prohibits them from performing at their full capacity.

Action Steps

Who	Action Step	How Success Measured
Faculty, Staff (Mentors)	Provide students with sample testing materials to help practice exam questions that will help them feel ready	Practice outcomes
Faculty, Staff (Mentors)	Provide students with testing and prep Best Practices (e.g. study skills, mindfulness, resource awareness)	Mentor check-ins through SLS course/Canvas

Math

Math ACT/SAT Targets:

- The average scores of COL graduates on both ACT and SAT math will meet or exceed the average scores of both the state and the district on either ACT or SAT reading.

Baseline Performance for 2022:

Average Math Score –

ACT: 21

SAT: 541

District Average Math Score:

ACT: 16.3

SAT: 475

State Average Math Score:

ACT: 18.4

SAT: 473

2023 Results:

Average Reading Score: Pending

District: Pending

State: Pending

- The average math score of each COL subgroup (seniors) on ACT or SAT will meet or exceed the overall performance of the district and/or the state

Baseline Performance for 2022:

▪ **COL Subgroups—**

ACT: White: 21(24), Black: 18 (11), Hispanic: 21 (7), Other: 25 (4), FRL:19 (9)

SAT: White: 540 (33), Black: 510 (13), Hispanic: 556 (22), FRL: 558 (9), Other: 547(16)

2023 Results:

SAT- W: 560 (62), B: 510 (20), H: 554 (42), O: 570 (11), FRL: 553 (36)

ACT- W: 23 (38), B: 21 (11), H: 22 (23), O: 23 (8), FRL: 23 (20)

X	Five-Year Charter Accountability Plan
	Other

Math ACT/SAT Targets Barrier #1**Students do not recognize the need to prepare to take the SAT and/or ACT.****Action Steps**

Who	Action Step	How Success Measured
Alric, Misty	Mathematics instructors will encourage incoming students to take advantage of online test preparation options to prepare to take the SAT and/or ACT in the fall of their junior year.	SAT and/or ACT enrollment data.

Math ACT/SAT Targets Barrier #2**Students do not have the necessary strategies to perform well on these test platforms.****Action Steps**

Who	Action Step	How Success Measured
Alric	Prior to college classes starting, math instructors will provide workshop(s) for SAT/ACT preparation.	Pre/Post Assessment. SAT/ACT data score.

Math Coursework Target: At least 80% of completers of College Algebra (MAC1105) will earn a “C” or higher and at least 50% will earn a “B” or higher.
Baseline Performance for 2022: 88% (128/145) earned a “C” or higher and 65% (94/145) earned a “B” or higher.

2023 Results:

MAC1105 Performance with grade C or higher: 79% (119/150)

MAC1105 Performance with grade B or higher: 52% (78/150)

	Five-Year Charter Accountability Plan
X	Other: School Mission

Math Coursework Target Barrier #1**Some students do not have a strong background in specific course prerequisites (skillsets).****Action Steps**

Who	Action Step	How Success Measured
Misty, Alric	Math instructors will provide informal College Algebra tutoring services throughout the school year.	Course data.
Misty, Alric	Math instructors will provide opportunities for remediation during weekly structured time with COL math auditing.	Math Auditing.

Writing

Writing Targets:

Writing Performance Target: The percentage of COL completers in ENC1101 and ENC1102 earning a “C” or higher will meet or exceed 90%, and the percentage earning a “B” or higher will meet or exceed 75%.

Baseline Performance for 2022: 91% (321/353) earned a “C” or higher and 75% (265/353) earned a “B” or higher.

2023 Results:

ENC1101 and 1102 Performance with grade C or higher: 85% (203/238)

ENC1101 and 1102 Performance with grade B or higher: 68% (162/238)

X	Five-Year Charter Accountability Plan
	Other

Writing Targets Barrier #1

Students lack basic research, documentation, critical thinking, and analytical-writing skills.

Action Steps

Who	Action Step	How Success Measured
English Instructors	Provide direct instruction and hands-on practice for students to: (1) access using various media tools and outlets, (2) evaluate the validity of source material, (3) properly synthesize information and incorporate into writing exercises, (4) properly document and format writing according to accepted conventions, and (5) utilize argumentation writing styles.	Writing assignment submissions used as assessments

Writing Targets Barrier #2

Students have a limited background in instruction in grammar, vocabulary, and language mechanics.

Action Steps

Who	Action Step	How Success Measured
English Instructors	Provide direct instruction in foundational grammar rules, and provide exposure to college-level vocabulary through guided, close readings, as well as reinforce growth through guided practice and writing assignments.	Writing assignment submissions used as assessments

Writing Targets Barrier #3

Students do not have practice writing for specific genres and lack awareness of the importance of purpose and audience in writing.

Action Steps

Who	Action Step	How Success Measured
English Instructors	Provide direct instruction and guided practice for students to address specific audiences and write for multiple genres.	Writing assignment submissions used as assessments

Science

Science Target: The percentage of COL course completers in college science courses earning a “C” or higher will meet or exceed 90%, and the percentage earning a “B” or higher will meet or exceed 75%.

Baseline Performance for 2022: 89% (240/269) earned a “C” or higher and 73% (196/269) earned a “B” or higher.

2023 Results:

COL Student Performance in College Science Courses with grads C or higher: 92% (507/551)

COL Student Performance in College Science Courses with grade B or higher: 73% (406/551)

X	Five-Year Charter Accountability Plan
	Other: School Mission

Science Target Barrier #1

Some students don’t have a strong background in specific course prerequisites (skillset).

Action Steps

Who	Action Step	How Success Measured
Suzy, Peter	Direct students to TLCC tutoring sessions focused on science-related concerns and encourage students to take courses such as biology, chemistry, physics, earth/space, etc. that will specifically help them prepare for success on the ACT/SAT.	Baseline Performance for 2020 “C” or better: College Science Courses.

Science Target Barrier #2

Students are not comfortable communicating/self-advocating with PSC professors.

Action Steps

Who	Action Step	How Success Measured
COL Instructors	During SLS2930 and orientation, COL instructors model how to find PSC professors’ contact information and communicate their individual needs with the professors to receive the help they need.	Baseline Performance for 2020 “B” or better: College Science Course.

Social Studies

Social Studies Target 1: The percentage of COL completers in AMH1010 and AMH1020 earning a “D” or higher will meet or exceed 90%, and the percentage earning a “B” or higher will meet or exceed 75%.

Baseline Performance for 2022: 95% (169/178) earned a “D” or higher, and 75 (134/178) earned a “B” or higher.

2023 Results:

COL Student Performance in AMH1010 and 1020 with grade D or higher: 98% (120/122)

COL Student Performance in AMH1010 and 1020 with grade B or higher: 92% (112/122)

X	Five-Year Charter Accountability Plan
	Other

Social Studies Target 1 Barrier #1

Students do not enter the course with college level historical reading, writing, and thinking skills.

Action Steps

Who	Action Step	How Success Measured
Heather	Implement college level document based primary and secondary source reading, writing and thinking skills activities throughout each unit.	End of unit assessments.

Social Studies Target 2: At least 75% of students who take the U.S. History End-of-Course exam will show proficiency.

Baseline Performance for 2022: A small percentage of students take the U.S. History EOC due to the majority completing AMH1010 and AMH1020. 2021-22 EOC data is pending. *new target*

2023 Results: 89% earned a level 3 or higher (19 testers)

	Five-Year Charter Accountability Plan
X	Other: State Statute

Social Studies Target 2 Barrier #1

Students enter the course without the historical content, writing, strategies, and knowledge of the testing format.

Action Steps

Who	Action Step	How Success Measured
Heather	Implement document based primary and secondary source reading, writing, and thinking skills activities through each unit.	Unit Assessment and EOC State Exam
Heather	Students will have a testing EOC boot camp in U.S. History honors. Along with boot camp lessons, study sessions, and given resources, they will take several realistic practice exams with feedback to prepare.	EOC State Exam

Social Studies Target 3: At least 60% of students who take the Florida Civics Literacy Exam will show proficiency.

Baseline Performance for 2022: 50% (77/155) *new target*

2023 Results: 56% (76/135)

	Five-Year Charter Accountability Plan
X	Other: State Statute

Social Studies Target 3 Barrier #1

Because this test is new, students who are required to take the Florida Civics Literacy Exam are in classes in which test content has not necessarily been emphasized.

Action Steps

Who	Action Step	How Success Measured
Heather	FCLE content will be emphasized in COL social studies courses.	Test results
Heather	FCLE Test-Prep workshop will be implemented.	Workshop content, workshop attendance

Social Studies Target 3 Barrier #2

Some students have a time gap between completing the course and taking the test.

Action Steps

Who	Action Step	How Success Measured
Peter	Implement communication strategies to insure that students recognize the importance of the test and participate in the test prep.	Workshop attendance and test participation

College Preparation

College Preparation Target 1: No more than 5% of COL college course enrollments will result in withdrawals.

Baseline Performance for 2022: 6% (176/2975)

2023 Results: 4% (114/3231)

	Five-Year Charter Accountability Plan
X	Other: School Mission/College Course Performance

College Preparation Target 1 Barrier #1

Students often have an unrealistic estimation of their own academic and work-load abilities.

Action Steps

Who	Action Step	How Success Measured
Peter	Institute five class maximum rule instituted all semesters	Class load examination
Peter	Emphasize quality over quantity and deemphasize rigid need to earn AA degree in five semesters	Decrease in withdrawal rates
Peter	Use discretion in scheduling based on prior student performance	Target is met
Peter	Implement the withdrawal procedures form	Decrease in withdrawal rates

College Preparation Target 2: At least 90% of COL graduates will have taken either the ACT or the SAT.

Baseline Performance for 2022: 66.91% (89/133) *new target*

2023 Results: 82% (158/191)

	Five-Year Charter Accountability Plan
X	Other: School Mission/College Course Performance

College Preparation Target 2 Barrier #1

Students do not see the importance of taking the ACT or SAT test.

Action Steps

Who	Action Step	How Success Measured
Diana	Provide School Day ACT and SAT testing	Meet target
COL Instructors	Require ACT or SAT testing within the SLS2930 curriculum.	Meet target

College Preparation Target 2 Barrier #2

Students who plan to remain at Polk State post-graduation are not required to have ACT or SAT scores.

Action Steps

Who	Action Step	How Success Measured
Diana, Peter	Educate students on the importance of having test scores for scholarship purposes.	Meet target

College Preparation Target 3: The percentage of COL graduates who earn the qualifying score on the ACT or the SAT to earn either Florida Medallion or Florida Academic Scholars will increase by at least 3% over the previous year.

Baseline Performance for 2022: 19.5% (26/133) *new target*

2023 Results: 29% (56/191)

	Five-Year Charter Accountability Plan
X	Other: School Mission/College Course Performance

College Preparation Target 3 Barrier #1

Not enough students take the ACT or SAT.

Action Steps

Who	Action Step	How Success Measured
Diana, Peter	Encourage and educate students on the importance of taking the tests for scholarship eligibility.	Increase in testers
Diana	Provide school day testing and fee waivers for eligible students to take exams at no charge.	Increase in testers

College Preparation Target 3 Barrier #2

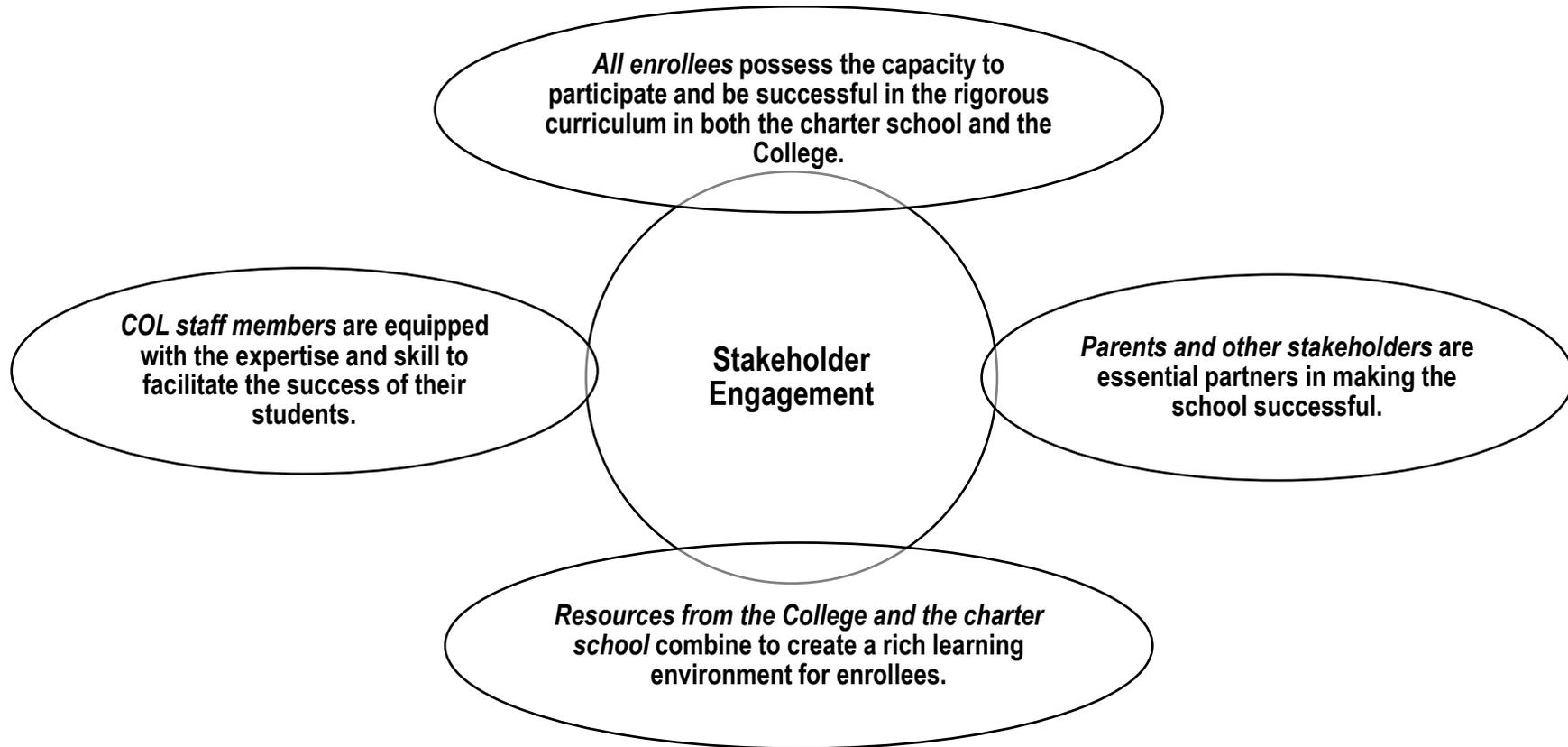
Students taking the ACT or SAT do not earn the scores necessary to qualify for either Bright Futures scholarship

Action Steps

Who	Action Step	How Success Measured
COL instructors	Test preparation will be included in the SLS2930 curriculum	Curriculum
Diana	Encourage students to use Khan Academy to prepare and remediate for SAT	Percentage of students with Khan Academy accounts
COL instructors	Use the free ACT test preparation that is included in the ACT testing book that COL provides	Increase in scores

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 20% of parents, 40% of students and 60% of staff members will participate in the climate survey process.

Baseline Performance for 2022: 20% of the school's parents, 81% of students, and 79% of full-time staff completed the climate survey.

2023 Results: Met Target.

X	Five-Year Charter Accountability Plan
	Other

Stakeholder Engagement Target 1 Barrier #1

Stakeholders are not informed as to the role/importance of the climate survey, and the impact their opinions have on accreditation and school effectiveness.

Action Steps

Who	Action Step	How Success Measured
Jason, Milcah	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.	Increase in completions of survey
Patrice	Implement a reward for the grade level with the highest level of parent participation	Percentage of parent participation

Stakeholder Engagement Target 1 Barrier #2

Staff is reluctant and lackadaisical when it comes to completing the survey.

Action Steps

Who	Action Step	How Success Measured
Jason, Patrice	Provide a specific time during a faculty meeting for staff to complete the survey online at once.	100% staff completion

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.

Baseline Performance for 2022: The average rating of all three groups was 3 or higher on all 7 correlates.

2023 Results: 3 out of 4 , 6 out of 7 correlates- met

X	Five-Year Charter Accountability Plan
	Other

Stakeholder Engagement Target 2 Barrier #1

Based on climate survey results students are not aware of their progress at COL

Action Steps

Who	Action Step	How Success Measured
Jason, Milcah	In the SLS program, teachers will explicitly show students how to sign-on to Focus, Canvas Gradebook, and Passport Grades.	Students will indicate their increase in awareness of their progress on the survey
Instructors	Immediately after an issue is evident, implement office hours invite system to alert students to see the instructor individually for a status conference.	Students will indicate their increase in awareness of their progress on the survey

Stakeholder Engagement Target 2 Barrier #2

Based on climate survey results students state that they don't receive frequent updates to their grades

Action Steps

Who	Action Step	How Success Measured
Instructors	A timeline of when grades will be posted after assignments are submitted will be stated in each instructor's syllabi.	Students will indicate an increase in frequency of their grade updates.

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 customer service surveys.

Baseline Performance for 2022: None conducted in 2021-22

2023 Results: Not Focus groups this year/ Satisfactory on surveys

	Five-Year Charter Accountability Plan
X	Other: School Mission

Stakeholder Engagement Target 3 Barrier #1

Parents do not see the need to engage with the school.

Action Steps

Who	Action Step	How Success Measured
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Jason, Patrice	Implement a quarterly Chat and Chew with administration to invite parents to campus to mingle with administration without a particular agenda.	Parents will indicate their feelings of being welcomed on the climate survey.
Jason, Patrice	Implement a Parent Probe question of the month soliciting parental feedback on program initiatives, student progress, suggestions, etc.	Parents will indicate their feelings of being welcomed on the climate survey.

Stakeholder Engagement Target 3 Barrier #2

Parents are uninformed of opportunities to engage on campus.

Action Steps

Who	Action Step	How Success Measured
Jason, Patrice	Release a calendar of events onto the school website and provide hard copies in Parent 101.	Parents engagement will increase.
Jason, Patrice	Increase the visibility of Facebook, Remind texts, website and the weekly newsletter to announce engagement opportunities.	Consistent use of the mentioned systems

Stakeholder Engagement Target 4:

Baseline Performance for 2022: 2022 was not the year to complete the survey.

2023 Results: No Objective Survey, completed bi-annually.

	Five-Year Charter Accountability Plan
X	Other: School Mission

Stakeholder Engagement Target 4 Barrier #1

Parents and students may not see the relevancy in completing the survey.

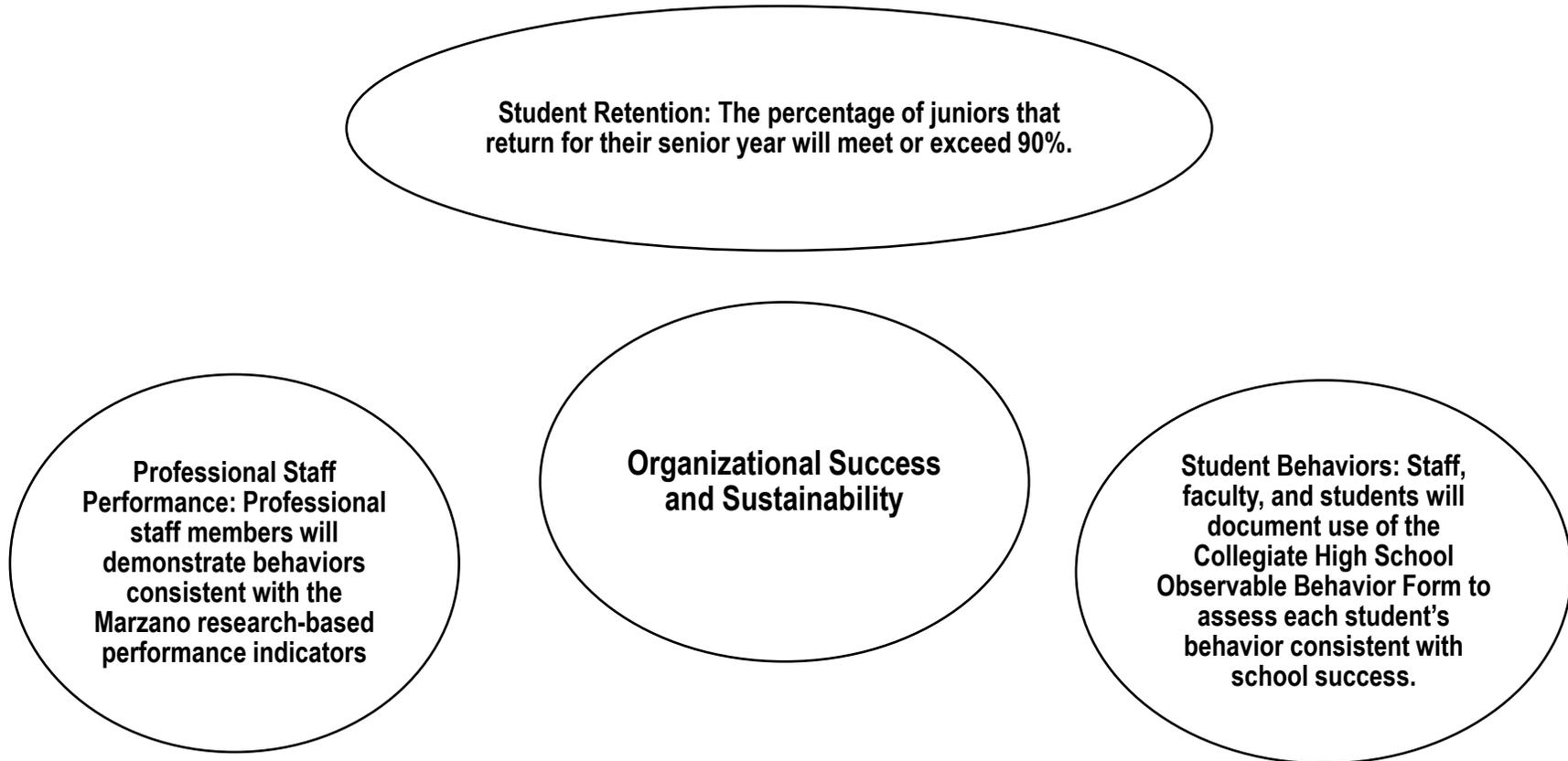
Action Steps

Who	Action Step	How Success Measured
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Jason, Patrice	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.	Most students and parents will complete the survey with an average score of 4 or higher on the objectives.
Jason, Patrice	Provide easy access/links to the survey to facilitate completion.	Most students and parents will complete the survey with an average score of 4 or higher on the objectives.

Part 5: SCHOOL SUSTAINABILITY

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

School Sustainability Target 1: Instructor observational data will show that 3 out of 6 design question behaviors are adequately demonstrated by each instructor

Baseline Performance for 2022:

2023 Results:

	Five-Year Charter Accountability Plan
X	Other: School Mission/Marzano Research Strategies

School Sustainability Target 1 Barrier #1

Action Steps

Who	Action Step	How Success Measured

School Sustainability Target 2: Staff, faculty and students will document use of the Collegiate High School Observable Behavior Form to assess each student's behavior is consistent with school success.

Baseline Performance for 2022:

2023 Results:

	Five-Year Charter Accountability Plan
X	Other: School Mission/Student Behaviors

School Sustainability Target 2 Barrier #1

The Observable Behavior Form is paper based and not available digitally.

Action Steps

Who	Action Step	How Success Measured
Jason	A digital Observable Behavior Form (OBF) will be created to increase access and availability.	Completion of Form
Students	The OBF will be completed by the student as a form of self-assessment.	Data collected

Staff, Faculty	The OBF will be completed by staff and/or faculty as needed to assess behaviors as they work with students.	Data Collected, Evaluated and Disseminated
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School Sustainability Target 3: The percentage of juniors (2022-2023) that return to COL for their senior year (August 2023) will meet or exceed 90%.
Baseline Performance for 2022: 96% (181/189)

2023 Results:

	Five-Year Charter Accountability Plan
X	Other: School Mission/Student Retention

School Sustainability Target 3 Barrier #1

Students may be unable to successfully manage the scheduling flexibility and required self-advocacy associated with attending COL.

Action Steps

Who	Action Step	How Success Measured
COL faculty/mentors School Counselor	Warn students and parents against the pitfalls of becoming complacent in the behaviors and monitoring of behaviors of students, like attendance, seeking tutoring, using resources and communicating with professors in SLS2930 and Parent 101.	Examples of communication strategies

School Sustainability Target 3 Barrier #2

Parents may not see the need to diligently and regularly check their student's progress and thus are not aware of poor performance in college classes.

Action Steps

Who	Action Step	How Success Measured
COL faculty and admin	Parents will attend a Parent 101 orientation at the beginning of the school year to provide them guidance and advice on active parenting, including how to check their child's progress and what to do if they notice a problem.	Parent attendance
Instructors	Initiate parent contact via email and/or phone call immediately after an issue arises.	Parents will indicate an increase in their awareness of students' progress on climate survey.
Administration	Initiate parent conference if no significant and immediate improvement after previous step.	Documentation of follow-up

School Sustainability Target 4: The percentage of enrolled COL seniors exiting as graduates will meet or exceed 95%.

Baseline Performance for 2022: 100% (133/133)

2023 Results:

	Five-Year Charter Accountability Plan
X	Other: School Mission/Student Retention

School Sustainability Target 4 Barrier #1

Students do not take ownership of their timely completion of all FL-DOE high school graduation requirements.

Action Steps

Who	Action Step	How Success Measured
Peter	Counselor will evaluate and schedule students in a manner that allows them to complete their requirements on time.	Graduation rate
Peter	Provide training and instructions for students on how to obtain from FOCUS their Student Scholastic Report (SSR) transcripts along with providing each student with their SSR and a follow-along form.	Graduation rate
Peter	Target all seniors to be completed with all FL-DOE requirements by the end of their senior fall semester and allow only high school versions for needed graduation requirements in spring of senior year.	Graduation rate
Peter	Accurate compilation and monitoring of concern lists for all students in need of graduation requirements throughout their senior year.	Graduation rate

Polk State College
Chain of Lakes Collegiate High School
Technology Plan

2022-2025

Introduction

This three-year technology plan is consistent with and supportive of the Chain of Lakes Collegiate High School (COL), a charter school in Winter Haven, Florida. The school serves 11th and 12th grades with approximately 325-350 students.

Sections of the Plan

- 1.0 Mission and Vision Statement
- 2.0 Technology Planning Process
- 3.0 Needs Assessment
- 4.0 Present Context
- 5.0 Goals and Objectives (2022-2025)
- 6.0 Staff Development
- 7.0 Community Involvement and Support
- 8.0 Integration Into the Curriculum
- 9.0 Evaluation
- 10.0 Next Steps

1.0 Mission and Vision

1.1 Mission

Blending high school traditions with a true college experience

1.2 Vision

- Foster a close-knit, small learning community
- Support individual student goals, interests, and needs
- Encourage connections among students and between students and staff
- Strengthen a home to school community connection
- Amplify student voice through a student-centered culture
- Support students in an immersive college campus experience

2.0 Technology Planning Process

2.1 Coordination Efforts

Coordination of instructional technology with existing and planned facilities for technology implementation is essential. The collegiate high school coordinates meetings with Polk State College staff, COL staff, and faculty to develop and update the technology plan annually. The implementation of this plan will capitalize on all existing technology and training resources provided by Polk State College including email, the data warehouse, technology labs, and telecommunication systems. The policies and procedures developed by Polk State College and COL will be utilized to ensure education staff has access to training programs, including

courses/workshops/conferences to prepare them to effectively use technology in the classroom. This plan is a living breathing document that must adapt and change to the needs of the COL community and emerging technologies.

3.0 Needs Assessment

3.1 Needs Assessment Survey

A needs assessment is conducted annually to identify the needs of the school, faculty, and staff members as it relates to resource integration, lifecycle, and expected outcomes. The needs assessment survey will be conducted as needed to determine the following:

- Hardware, apps, programs, websites, or software needed in the classroom or school for students, staff, or faculty
- How the use of the devices, tools, or software encourages active engagement in learning
- How the use of the devices, tools, or software stimulates learners' curiosity

4.0 Present Context

4.1 Classrooms and Computer Labs

Using the resources of the Polk State College and COL, computers, and other digital tools will be employed in varying degrees within the classrooms to assist students in learning new concepts, applying academic skills in simulations, and developing personal/student creativity. Computer labs are refreshed by the college every three years through the budget from COL and Polk State College.

Labs for Chain of Lakes High School & Classroom Equipment:

- COL CHART Lab (used daily for students to complete class work)
- Polk State College Teaching, Learning, and Computer Center (available before, during, and after school) (TLCC)

- Polk State College Library (available during and after school)
- Laptop Carts
- Laptops for each instructor and staff member
- SMART Sympodiums
- Elmo's
- Apple TV
- Multimedia projectors/digital screens
- Printers
- Crestron system to control podiums

4.2 Infrastructure

- COL receives access to the technology infrastructure from Polk State College, including email, internet access, computers, networking technology, and tutoring labs
- COL provides the funds for the replacement costs of computers in one lab specifically utilized by our students only
- COL the funds for the replacement costs of laptops for each instructor and staff members (3 yr. refresh cycle)
- Computer access is available for COL students through labs at both COL and the Polk State College campus
- Laptops are available for check out to COL students
- Server space is provided by Polk State College for the COL data warehouse and access to data relevant to the school

5.0 Goals and Objectives

5.1 Instructional Technology Short-term Goals for 2022-2025

- To ensure COL is meeting the legislative mandate that all high school students must take an online course before graduating from high school
- To ensure COL is meeting the legislative mandate that all high school students will be provided access to digital content (i.e., electronic textbooks)
- To ensure instructors have access to digital tools and resources to integrate with the classroom
- To continuously provide professional development on data disaggregation; how to use the data warehouse; and how to analyze the data to make informed decisions for student achievement for all staff members
- Provide opportunities for staff members to attend professional development on the integration of digital resources and expected outcomes of implementation

5.2 Instructional Technology Long-term Goals for the Period of 2022-2025

- To provide professional development on project-based learning to engage students
- To provide access to various online interactive resources to enhance all courses.
- To provide upgraded computers for instructor's use in the classroom.

5.3 Objectives, Timeline, Status, and Staff Responsibilities

The objectives for accomplishing these goals include the following, for the school year time period: July 1 to June 30 of each calendar year.

<i>Objectives</i>	<i>Timeline</i>		<i>Status</i>	<i>Staff Responsible</i>
	<i>Start</i>	<i>End</i>		
Digital Content Implementation (digital textbooks/resources)	8/17	Ongoing	In progress: instructors identify needs, email a	Identify Needs-Faculty and Staff Reviewed by-P. Thigpen

			request, and it is reviewed for approval, further development, or denial	
Revise the technology plan yearly to assess the technology needs of the school and address new educational trends	6/18	Ongoing	Continue to review yearly at the retreat	All Staff Members
Provide computers for instructors that are five years old or more	6/17	Yearly	College reviews inventory yearly to determine computer/laptop needs for instructors and staff	All Staff Members
Continue to provide access to Focus Student Information System and High School grade book program	8/17	Yearly	In progress	P. Thigpen, J. Fields, P. Preston
Develop an online community through Canvas to connect with students	6/17	Ongoing	In progress	P. Preston
Provide opportunities for staff to attend Florida Educational Technology Conference	1/17	Yearly	In progress	P. Thigpen

Provide training opportunities for students on the use of digital tools	1/17	Yearly	In progress	Faculty
Purchase printers for each COL classroom	9/17	Yearly	In progress	P. Thigpen, J. Fields, D. Armbruster

6.0 Staff Development

Staff development is a critical component of our technology planning. We are committed to ongoing training for all staff to ensure effective use of technology tools and digital resources, and to help instructors focus on the integration of digital resources into the curriculum. COL will provide staff development based on needs assessment survey results yearly.

Staff development will be provided for continued review of data from student assessments (ACT, SAT, PERT) to enhance the needs of our students via online and face-to-face delivery methods. Marzano and project-based learning strategies will continue to be implemented using computers/digital devices to deliver classroom instruction and engage students.

Staff members will continue to receive training on how to access the data warehouse to make data-driven decisions for all school improvement and charter goals.

Staff members will continue to attend professional development as it relates to job specifics to serve our students and the school.

7.0 Community Involvement and Support

Community members will be apprised of the goals and the need for support of the technology plan during School Advisory Meetings monthly.

8.0 Integration into the Curriculum

Instructors currently use technology and design lessons for students to access information from the Internet and other online sources. Digital resources will be provided in Canvas for instructors to utilize during classroom instruction. All Instructors will utilize Canvas learning management system provided by the college for students to access electronic resources providing 24/7 access. Instructors also utilize the CHS computer lab, mobile laptop carts, and other labs on the Polk State Campus as needed to integrate technology. Instructors also use digital resources from the library and online textbooks to engage students. Online textbooks and lab components will be purchased for each college course for students to engage in the content required for the classroom. These textbooks are integrated into the Canvas Learning Management System for easy access.

9.0 Evaluation

COL will implement the Technology Plan's formative and summative evaluation components yearly. The formative component includes examining the timeliness and completeness of the implementation of all components. For this component, we will review the completion of each objective targeted for the school year at the yearly staff retreat in July-August. Summative assessments will include staff surveys for continued staff development needs as it relates to technology. Summative assessments will include student surveys to determine course satisfaction and identify areas of improvement related to technology provided for classroom use.

10.0 Next Steps

- Revise technology plan as necessary at the yearly retreat
- Develop and research ways the digital resources can be used more efficiently in the classroom
- Review plans to set up tutorials in the computer labs/online for students and instructor access.