

Polk State College Collegiate Charter High School (CHS)

2015-2016 SCHOOL IMPROVEMENT PLAN

MISSION STATEMENT: The Mission of Polk State Collegiate High School is to enroll and graduate high school students who demonstrate a commitment to earn a college degree and position them to do so through an accelerated high school and state college curriculum.

PURPOSE/VISION STATEMENT: The purpose of the Polk State College Lakeland Collegiate High School (Lakeland Collegiate) is to provide academic and technical education for serious high school students who desire to undertake college-level study. The two-year curriculum will enable students to complete a high school diploma and many of the requirements for an associate degree, simultaneously, in either academic transfer or technical education options.

School Name: Polk State College Collegiate High School	District Name: Polk
Principal: Corey Barnes, Interim Principal	President of Polk State College: Dr. Eileen Holden
Chairman of the Board of Trustees: Teresa Martinez	School Designation: Public Charter School: Grades 11 and 12
SAC Chair: Corey Barnes, Interim Principal	

CHS School Information

School Advisory Committee (SAC)

The CHS SAC meets five times annually. During 2015-2016, meetings will be as follows

1. The July 2015 meeting will be a half-day strategic planning session in which SAC members will provide direct input into the 2015-2016 school improvement plan (SIP)
2. In September 2015 SAC members will approve the final version of the SIP and review (edit if needed) the school's mission statement
3. The November or December 2015 meeting will be used to present an FTE update and the annual report for 2014-2015
4. During the January 2016 meeting, staff will present a mid-year report and share updates and plans for the upcoming year
5. The April or May 2016 meeting will include a preliminary end-of-year summary and an enrollment projection for 2015-2016

Staff

Position	Name	Degree(s)/Certification(s)	Years at School	Years as Administrator
Interim Principal	Corey Barnes	M.Ed., Educational Leadership	4	11

Subject or Position	Name	Degree(s)/ Certification(s)	Years at School	Years as Instructional Staff	Full-time or Part-time
Math	Ami Gideons	Accounting/ Mathematics 6-12	3	9	Full Time
Lang Arts/Journalism	Lee Childree	English, Instructional Technology/ Language Arts 6-12	11	21	Full Time
Lang Arts/Spanish	Ward Hurst	English, Spanish/ Language Arts 6-12, Spanish 6-12	11	41	Full Time
Social Studies	Amy McIntosh	History/ Social Studies 6-12	1	10	Full Time
Science	Leah Whitehead	Biomedical Science/ Biology 6-12, Chemistry 6-12	7	8	Full Time
Reading	Marguerite Coke-Maxwell	Social Sciences/ Reading K-12	7	26	Full Time
Guidance	Patrice Bryant-Thigpen	Counseling, Psychology/ Guidance PK-12	5	10	Full Time
College and Career	Tania Ortega	Business Management Supervision	3	3	Full Time
Instructional Technologist	Virginia Richard	Instructional Technology/ Psychology 6-12	3	17	Full Time

Teacher Recruitment/Retention

Recruit/Retain	Strategy	Person Responsible	Projected Completion Date
Recruit	List open positions on the School Board and College Websites	Principal	Ongoing as needed
Recruit	Use the Polk State College Procedures 6014 and 6052 to recruit and hire teachers	Principal	Ongoing as needed
Retain	Implement professional development opportunities at college and high school, both group and individual	Principal	Ongoing as needed
Retain	Maintain competitive salaries for teachers	Principal	Ongoing as needed
Retain	Insure that Lakeland Collegiate teachers have representatives on the faculty senate and other important college committees	Principal	Ongoing as needed
Retain	Provide teachers with all the College benefits, including the fact that they and members of their immediate families can enroll in College courses at no cost.	Principal	Ongoing as needed
Retain	Give teachers access to professional development activities specific to both individual and group needs and are involved in creating the school's professional development plan each year.	Principal	Ongoing as needed

Staff Demographics

# of Instructional Staff	First-Year Teachers	1-5 Years of Experience	6-14 Years of Experience	15+ Years of Experience	Teachers with Advanced Degrees	Highly Effective Teachers	Reading Endorsed	National Board Certified	ESOL Endorsed
6	0% (0)	0% (0)	50% (3)	50% (3)	83% (5)	100% (6)	16% (1)	0% (0)	33% (2)

Teacher Mentoring Program/Plan

Lakeland Collegiate is a small learning community. In 2015-2016 the school has one new social studies instructor. When a new teacher joins the staff, all employees provide support and mentoring. Additionally, a veteran teacher is assigned as a formal mentor to each new teacher. The veteran's responsibility is to ensure that the new teacher becomes familiar with the school culture and its practices as soon and easily as possible. The mentor is available for daily conversations but also schedules formal weekly meetings to address issues specific to the school calendar and applicable processes and to answer new teacher's questions. The veteran connects the new teacher with other school resources when appropriate. Furthermore, the veteran teacher focuses on the skills and talents the new teacher brings to the school and encourages the teacher to share practices with other staff. This is part of the process of transitioning a new teacher into a highly interactive, engaged faculty.

Lakeland Collegiate has one new teacher for 2015-2016.

School Leadership Team

The leadership team is made up of the CHS Interim Principal, Guidance Counselor, College and Career Advisor, and Instructional Technologist. This team provides leadership during the annual staff retreat, held in July or August of each year. During the retreat, staff members are assigned to groups where they review performance data from the prior year and begin drafting performance targets and SIP strategies/actions for the upcoming year. Leadership team members work as both group members and as resources for data as SIP sections are created.

During the year, the leadership team facilitates activities to provide for ongoing collection of performance data and monitoring of SIP activities and outcomes. Team members also work with groups to modify strategies and actions in situations in which outcomes are not being met. At the end of each school year, the leadership team finalizes performance reports tied to each of the school's charter and SIP goals. They then use those reports to initiate the planning process at the next annual retreat.

As part of the ongoing planning and monitoring processes, the leadership team ensures that resource allocations are sufficient to support school improvement initiatives and that all staff members, including teachers, receive the support, including training, required to be highly functional. As part of monthly staff meetings, staff members identify both group and individual student needs and compare needs seen across the curriculum. The leadership team facilitates discussions and provides leadership in providing support and guidance required for student success.

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

Leadership team members include:

- a. Corey Barnes, CHS Interim Principal. He guides the overall planning and administrative process and provides team guidance and direction. He also works closely with staff to address process issues and both teacher and student needs on a daily basis.
- b. Patrice Thigpen, Guidance Counselor. She addresses both academic and social needs of the school's enrollees. She is the point person for staff when student needs are identified. During planning retreat and monthly staff meetings, she provides specifics regarding individual student performance as appropriate.
- c. Tania Ortega, College and Career Advisor. She collects, sorts, and reports student performance data related to both charter and SIP goals. She creates both standard reports and those customized to specific information requests.
- d. Virginia Richard, Instructional Technologist. She researches instructional technologies and provides related staff development. She also acts as a resource for securing and organizing performance data as needed to assess school and student performance

As described above, the leadership team uses monthly staff meetings to monitor school improvement activities and outcomes throughout the school year. Small group sessions are also used to review and address specific performance issues.

The Instructional Technologist and the College and Career Advisor access student performance data from Polk County Schools Genesis, Polk State College's Genesis, the Florida DOE website, and reports received from both ACT and SAT to produce performance reports. Polk State College's Office of Institutional Research and Effectiveness also creates reports to show both individual student and group performances in college courses.

All staff members participate in data review sessions at the annual retreat, in monthly staff meetings, and at end-of-year reviews. Data review in relation to both charter and SIP goals is part of the school culture. Every instructor addresses performance issues related to his/her content area(s).

Increased Learning Time

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

- Teachers engage in professional development during a three-day annual summer retreat and during work days and in after-school meetings during the year.
- During 2015-2016 some teachers will also attend outside conferences, the Polk State Innovate Academy, a blended learning workshop, and IPAD training to enrich their skills and provide learning strategies meaningful to their students.
- The Polk State College Teaching Learning Computing Center (TLCC) provides free tutoring services to CHS students. The TLCC is open Monday through Thursday until 9:00 p.m. and on Saturday mornings.
- The CHS CHART lab is staffed Monday through Thursday 7:15-1:30 PM and offers supplemental instruction related to research, standardized test prep, etc.
- The TLCC, the CHS student resource center, and the CHART lab also have available computers and printers for use by students.

Reading Improvement

Every high school teacher contributes to the reading improvement of students. *Strategies include but are not limited to those below:*

- *Vocabulary is emphasized in every content area.*
 - *English instructors use word maps to build vocabulary prior to reading literature selections. Students analyze and recognize synonyms and antonyms and show they can use vocabulary words in context.*
 - *The textbook series used in English provides a list of key content words, "words to own."*
 - *A math instructor uses a strategy through which students rate their understanding after hearing them taught. The teacher then reteaches and students rate again.*
 - *Many foreign terms are used in social studies courses. Part of instruction is learning the foreign vocabulary.*
- *Multiple 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 are enrolled in Executive Intern during their first term at Lakeland Collegiate. One unit within that course focuses on test-taking skills.*
- *An English teacher has students read in unison to build an awareness of intonation and mood.*
- *Math instructors dissect word problems into segments so students can comprehend and build their ability to do so independently. Instructor models and students practice.*
- *An English teacher tells students what to look for prior to reading a piece of literature. This contributes to active rather than passive reading. Discussion focuses on content, style, and literary devices.*
- *The science teacher teaches students to analyze a question prior to trying to answer it. One example relates to writing a chemical formula from its name and then predicting the products and learning applicable laws to solve a problem.*
- *Students are taught strategies to use during content area classes to ensure comprehension of the essential learning. One strategy includes a focus on questions asked at the beginning and end of a class period:*
 - *What am I supposed to learn today?*
 - *Did I learn what I was supposed to learn?*
- *Math instructors teach students how to read word problems, deal with vocabulary in word problems, and move sequentially through the processes required to solve each.*
- *The Kindle can aid in reading. All Lakeland Collegiate students have the ability to sign out a Kindle. Some students elect to read an electronic piece of literature. An English instructor encourages them to take the time to address words they don't know as they read through a document. He shows students how to identify synonyms electronically.*
- *The social studies teacher teaches students to look for the causes leading up to historical moments and the effects after.*
- *The social studies teacher incorporates summarization techniques by starting various lessons with summaries of the key ideas in the lesson and end by having students provide their own summaries from their learning to increase student retention.*

College and Career Readiness

Lakeland Collegiate students have the opportunity to engage in real-world practical applications through the following career tracks: Digital Multimedia and Allied Health. All students take college-level courses that lead toward AA degree, AS degrees and/or industry certifications in their areas of specialty. The teachers also incorporate relevant knowledge and skills for career building into their content-area curriculum. Additionally, Lakeland Collegiate partners with its School Advisory Council and Junior Achievement to provide students opportunities for exposure to real-world work situations through mentors, guest speakers, and worksite visits.

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

- The government teacher covers the Declaration of Independence.
- American history students study concepts that align with those emphasized in American literature assignments:
 - Great Depression while in English they read *The Great Gatsby*
 - McCarthyism and the fear of communism. In English classes they read *The Crucible*
 - Civil Rights. In English they read *A Raisin in the Sun*.
- Many of the assignments in collegiate high school courses require students to reflect beyond their own experiences and beyond disconnected, isolated assignments. For example, a project in English requires students to consider the American dream and related questions such as:
 - What is it for you as an individual?
 - What has it been at different points in history?
 - How would it have differed for different cultures?
- English teachers are history teachers and sometimes economics teachers or even math teachers. For example, when teaching *A Raisin in the Sun*, students must know what was going on in history. Within that play, a character makes a down payment on a house. The English teacher addresses math and economics when explaining what that means.
- Collaboration also occurs regularly between science and math. For example, they both address dimensional analysis, unit conversions, and formula manipulations
- The economics instructor reviews the simple principle formula ($I=PRT$) and the need to know how to read linear functions to read supply/demand graphs and understand equilibrium price.
- In American History, students study the Atom Bomb and advances in Weapons of Mass Destruction. These topics connect with those some students use for projects in science courses.

Academic and Career Planning

Students have access to a full-time school counselor. Each student consults with the school counselor to create an individualized course of study and to develop a schedule each term. The schedules are, in most cases, a combination of high school and college courses leading toward a standard high school diploma and a college degree of the student's choice. The school counselor guides the students in course selection as related to the desired degree and career choices of the students.

As part of the Lakeland Collegiate 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 amount of college credits based on their programs of study and ability levels. Students graduate from Lakeland Collegiate with high school diplomas and an average of 55 early college credits toward their terminal degrees. A number of the students in the program complete the 60 college credit hours required to obtain the Associate of Arts degree from Polk State College at the time of their high school graduation. Students apply and are accepted to numerous colleges and universities around the state and country, and enter with a one- or two-year head-start compared to their peers who graduate from traditional high school programs.

In addition to the planning of schedules, the school counselor and the college and career advisor guide students and parents on matters concerning college admissions, career planning, and scholarship information. They are provided with various resources for career planning including the State of Florida's FLVC.ORG website, which contains a wide variety of career inventories, a college-degree search engine, testing information, academic evaluations, etc. The CHS Assistant Principal administers the PSAT. Students are encouraged to sit for the ACT, PSAT, and SAT.

Readiness for Postsecondary Education

CHS staff members have reviewed the High School Feedback Report trends 2011-2013 and have observed that the percentage of CHS students qualifying for Bright Futures dropped from 2011 to 2013 while the percentage of state students remained essentially constant. Strategies being used to encourage students to qualify include the following:

- School improvement plan performance targets focus on ACT and SAT reading and math and ACT science performance
- The Guidance Counselor encourages students to complete test prep activities and to take both the SAT and the ACT
- The College and Career advisor emails students who are close to making the required scores and urges them to prepare and retest
- CHS is administering the PSAT to all juniors. Each student will receive a personalized plan. Mentors will be able to monitor student process on assigned plans. Academic Scholars

Lakeland Collegiate High School (CHS) School Improvement Plan 2015-2016
Polk State Collegiate High School (CHS) School Improvement Plan (SIP) Summary 2015-2016

Category	2014-2015 Performance	2015-2016 Target	Strategy	Action Steps	Needed Training or SS
Reading	ACT: 26 SAT: 560	Meet or exceed average scores of district and state on ACT or SAT reading	Use the executive intern class to express the importance of the tests and provide more time for test preparation.	<ul style="list-style-type: none"> Interactively discuss the importance of the ACT/SAT, using research. (reading instructor) Provide motivational encouragement. (reading instructor/college and career advisor) Have guest speakers either in person or via web. (reading instructor) Have students research a college and print the application and ACT/SAT requirements. (reading instructor) Give students updated scores on ACT/SAT. Meet with students whose scores are below average. (reading instructor/college and career advisor) Utilize Novanet and Plato to practice and enhance SAT/ACT skills. (reading instructor/instructional technologist) 	Training: Use of Novanet Budget: Cost of Novanet and Plato Software
Reading Subgroups	Black ACT 22/SAT512 White: ACT27/SAT 569 Hispanic ACT26/SAT571 Other ACT24/SAT544 FRL: ACT24/SAT539	Meet or exceed average scores of district and state on ACT or SAT reading	Provide individualized attention to student testing concerns.	<ul style="list-style-type: none"> Address individual testing needs in senior conferences (guidance counselor) Provide students with academic resources for ACT/SAT preparation (college and career advisor/guidance counselor) Follow-up with students to determine if they are utilizing ACT/SAT resources (college and career advisor/guidance counselor) Provide waivers for individual students to encourage testing/re-testing (college and career advisor/guidance counselor) 	Training: Use of Novanet Budget: Cost of Novanet and Plato Software
Writing	89% (88/89) <i>Prior to Summer School</i>	Ensure that 90% of enrollees pass ENC1101 with a "C" or better	Ensure that all juniors are enrolled in English III Honors. In this course, skills pertinent to ENC 1101 and other writing courses are addressed.	<ul style="list-style-type: none"> Within English III Honors course, assign writing assignments and other tasks that will better prepare students for ENC 1101 and other writing courses at the college. (English instructors) Specifically, teach students how to use MLA, the primary writing style of the college (English instructors) Decide when and if individual students are ready to take ENC 1101. (English instructor and guidance counselor) Orient students to the resources of the TLCC and library, including the writing tutoring services. Encourage students to use these services for help in the editing and revising stage of the writing process. (English instructors) 	Training: National MLA Conference Budget: Conference Cost
Math	ACT: 23 SAT: 540	Meet or exceed average scores of district and state on ACT or SAT math	Employ a comprehensive approach to improvement to provide for high achievement of all students and focus on performance of individuals rather than subgroups	<ul style="list-style-type: none"> Conduct an individual conference with every senior who has not met the target score and group or individual conferences with all juniors to emphasize the importance of the ACT/SAT performance to future educational choices. (guidance counselor, college and career advisor, EI instructors, and/or other designated staff) Use the PSAT to provide a math base line for all juniors. (assistant principal) Provide test-taking strategies based on this data and provide individualized attention to all students. (EI math instructors) Give students updated scores on ACT/SAT. Meet with students whose scores are below average. (college and career advisor) Review each student's ACT and/or SAT performance to create a plan for any student who has not met the target score. Make recommendations for them to receive instruction through specific classes, Plato Learning Environment, tutoring, etc, which will help prepare him or her to do so. (guidance counselor) 	Training: Workshop on ACT Prep Budget: Cost of Novanet and Plato Software

Category	2014-2015 Performance	2015-2016 Target	Strategy	Action Steps	Needed Training or SS
				<ul style="list-style-type: none"> Develop ACT prep materials for students that may be utilized daily within the classroom. (math instructor) Use Free Resources such as GALE and Khan Academy SAT Test Prep Software to incorporate Blended Learning. (math instructor) Utilize Kaplan ACT Math videos to teach strategies and high frequency skills. (math instructor) Use the innov8 academy project to determine technological resources that will promote student preparation. (math instructor) 	
Math subgroups	Black ACT 20/SAT497 White: ACT25/SAT 552 Hispanic ACT23/SAT536 Other ACT24/SAT528 FRL: ACT24/SAT535	Meet or exceed average scores of district and state on ACT or SAT math	Employ a comprehensive approach to improvement to provide for high achievement of all students and focus on performance of individuals rather than subgroups	<ul style="list-style-type: none"> Address individual testing needs in senior conferences. (guidance counselor) Provide students with academic resources for ACT/SAT preparation (college and career advisor/guidance counselor) 	Training: Use of Novanet Budget: Cost of Novanet and Plato Software
Science	ACT: 24	Meet or exceed average scores of district and state on ACT science	Incorporate different resources and multimedia within the executive intern course in order to improve student involvement.	<ul style="list-style-type: none"> Attain additional ACT science resources. (science instructor) Compare and contract the material between the resources (science instructor) Improve ACT science information on PowerPoints used in sessions. (science instructor) Incorporate videos to improve student participation (science instructor) Develop better methodology of using test examples (science instructor) Address individual testing needs in senior conferences (guidance counselor) Update provided ACT science test preparation resources through the Lakeland Collegiate High School PAL page. (science instructor) Email students their ACT scores with an indication of whether their scores are above or below the class average. Meet with individuals whose scores are below the class average in order to give them test preparation materials and resources. (college and career advisor) 	Training: None Budget: Cost of Kaplan ACT Math and Science and Kaplan ACT 2016 Strategies, Practice and Review with 6 Practice Tests for Instructor
Social Studies	100% (92/92)	Ensure that 95% of enrollees successfully complete AMH1010	Employ a comprehensive approach to improvement to provide for high achievement of all students and focus on performance of individuals rather than subgroups	<ul style="list-style-type: none"> Assign research papers to enhance written communication skills Teach students how to use the Chicago style, which is the preferred documentation for historical writing Instruct students in historiography Assign primary and secondary sources so students learn how to interpret evident and determine bias Invite a guest speaker from the TLCC to discuss writing tutoring services and encourage students to use the TLCC as they research and write their assigned papers Utilize Pal to email students, provide test scores, and enhance content mastery Require students to sign a syllabus contract to guarantee students understand the expectations of a college history class, especially the strict attendance policy Instruct students on the major historical trends and historical knowledge Provide exposure to factual historical narratives and trace historical themes such as gender and diversity 	Training: None Budget: Cost of two sets of primary source textbooks
Retention	99% (142/144)	Make certain that at least 95% of enrollees	Ensure that students are scheduled to complete their course requirements in time for graduation.	<ul style="list-style-type: none"> Require students enrolled in college courses to graduate high school to attend a mandatory grade status meeting before the withdrawal deadline. If students are not 	Training: Workshops and

Category	2014-2015 Performance	2015-2016 Target	Strategy	Action Steps	Needed Training or SS
		graduate on time.		<p>performing satisfactorily, students will be placed in a high school class or FLVS class to complete the required credit. (guidance counselor)</p> <ul style="list-style-type: none"> • Ensure that students know their graduation requirements via senior conference in the fall semester. (guidance counselor/college and career advisor) • Closely monitor students for passing grades in senior year. (guidance counselor/college and career advisor) • Encourage students to enroll and complete FLVS courses early. (guidance counselor) • Implement mentoring program to meet individual needs of the students. (guidance counselor, assistant principal, instructors) 	<p>conferences regarding high school requirements</p> <p>Budget: Travel costs</p>
Attendance	Fall Attendance rate- 95.8% Spring Attendance rate: 95.39%	Meet or exceed 2014-2015 attendance rate	Confirm communication of the attendance policy with students, and improve communication regarding attendance issues among staff members.	<ul style="list-style-type: none"> • Have students sign a copy of the attendance policy to ensure understanding. (instructors) • During Interim reports, remind teachers to check student attendance and email Assistant Principal the names of students with 3 or more unexcused absences (Leah Whitehead) • Discuss student attendance issues at monthly staff meetings. (instructors) 	<p>Training: None</p> <p>Budget: None</p>
Stakeholder involvement	<ul style="list-style-type: none"> • 71% Seniors completed • 97% Juniors completed • 24% Parents completed 	> or = 20% of parents, 35% of juniors, and 30% of seniors will complete the annual climate survey	<ul style="list-style-type: none"> • Schedule parent/student surveys at CARE Team Meeting • Ask students to complete survey during class time • Have seniors complete survey in spring 2016 Leadership class • Have juniors complete survey at Junior meeting in spring 2016 	<ul style="list-style-type: none"> • Create parent email list to send out monthly email blasts (instructional technologist) • Notify parents and students through school messenger service (instructional technologist/program assistant) • Encourage students in high school classes on the importance of survey completion (instructors) • Encourage students to complete survey during textbook dissemination (program assistant) 	<p>Training: None</p> <p>Budget: None</p>