

Polk State College Collegiate High School (CHS)

2016-2017 SCHOOL IMPROVEMENT PLAN

MISSION STATEMENT: CHS will empower students in a college environment to graduate high school with a significant number of college credits and a vision for their futures.

PURPOSE/VISION STATEMENT: CHS will provide high school juniors and seniors with:

- **A high school administrative and support staff located on the Polk State College Lakeland campus**
- **Individualized student mentoring and advocacy to bridge the transition from high school to college**
- **College courses taught by both Polk State and CHS faculty**
- **Personalized college and career advising**
- **Access to all college resources**

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

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

CHS School Information

School Advisory Committee (SAC)

The CHS SAC meets five times annually. During 2016-2017, meetings will be as follows

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

Leadership/Instructional Staff

Position	Name	Highest Degree/Certification(s)	Years at School	Years as Administrator
Principal	Rick Jeffries	Masters: Educational Leadership Certifications: Special Education, School Counseling, and Educational Leadership (K-12)	0	5
Assistant Principal	Joy Greene	Masters: Educational Leadership Certifications: Physical Education (K-12), Health Education (7-12), Drivers Education (9-12), and Educational Leadership (K-12)	1	6

Subject or Position	Name	Highest Degree/Certification(s)	Years at School	Years as Instructional Staff	Full-time or Part-time
Math	Ami Gideons	Masters: Teaching and Learning Certification: Mathematics 6-12	4	10	Full Time
Lang Arts/Journalism	Lee Childree	Masters: Instructional Technology Graduation Certificate: Composition Certification: English (6-12), English (5-9), and ESOL	12	22	Full Time
English/Social Sciences	Jason Martin	Masters: English Education Certification: English (9-12), Social Sciences (9-12), Journalism	0	8	Full-time
Lang Arts/Spanish	Ward Hurst	Masters: Spanish Certification: English (6-12) , Spanish/(6-12, and Administration/Supervision (6-12)	12	42	Full Time
Social Studies	Dawn Dyer	PhD: History Certifications: Social Studies (6-12)	0	8	Full Time

Subject or Position	Name	Highest Degree/ Certification(s)	Years at School	Years as Instructional Staff	Full-time or Part-time
Science	Leah Whitehead	Bachelors: Biomedical Science Certification: Biology 6-12 and Chemistry 6-12	8	9	Full Time
College and Career Advisor	Zach Crum	Bachelors: Psychology	0	NA	Full Time
Guidance	Patrice Bryant-Thigpen	Masters: Counseling and Psychology Certification: Guidance and Counseling PK-12 and English (5-9)	6	11	Full Time
Instructional Technologist	Virginia Richard	Masters: Curriculum and Technology Certification: Psychology 6-12	4	18	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 CHS teachers have representatives on the faculty senate and other important college committees	Principal	Ongoing as needed
Retain	Provide teachers with all the College benefits, including the fact that they and members of their immediate families can enroll in College courses at no cost.	Principal	Ongoing as needed
Retain	Give teachers access to professional development activities specific to both individual and group needs and see that they are involved in creating the school's professional development plan each year.	Principal	Ongoing as needed

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)	67% (4)	33% (2)	83% (5)	100% (6)	16% (1)	0% (0)	33% (2)

Teacher Mentoring Program/Plan

CHS is a small learning community. In 2016-2017 the school has two new instructors. 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.

School Leadership Team

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

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

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

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

Leadership team members include:

- a. Rick Jeffries, Principal. He guides the overall planning and administrative process and provides team guidance and direction. He also works closely with staff to address process issues and both teacher and student needs on a daily basis.
- b. Joy Greene, Assistant Principal. She has direct responsibility for monitoring the annual School Improvement Plan (SIP). She leads monthly conversations regarding attendance issues. She also guides the process required to collect/report performance data and monitor/report SIP performance as appropriate during the school year.
- c. 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.
- d. Zach Crum, College and Career Advisor. He works with staff to address students' college and career aspirations and skillsets needed for success. He pays particular attention to all performance indicators tied to both evaluating and predicting college success.
- e. Starr Barham, Program Assistant. She works with the guidance counselor and the college and career specialist to collect, sort, and report student performance data related to both charter and SIP goals. She creates both standard reports and those customized to specific information requests.

- f. Virginia Richard, Instructional Technologist. She researches instructional technologies and provides related staff development. She also acts as a resource for securing and organizing performance data as needed to assess school and student performance

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

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

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

Increased Learning Time

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

- Teachers engage in professional development during a three-day annual summer retreat and during work days and in after-school meetings during the year
- During 2016-2017 some teachers will also attend outside conferences and professional development opportunities provided through Polk State College
- The Polk State College Teaching Learning Computing Center (TLCC) provides free tutoring services to CHS students. The TLCC is open Monday through Thursday until 9:00 p.m., on Friday until 2:00, 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 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 graphic organizers to build vocabulary prior to reading literature selections. Students analyze and recognize synonyms and antonyms and show they can use vocabulary words in context*
 - *The textbook series used in English provides a list of key content words, "words to own"*
 - *The science instructor has built a glossary in PAL. Students also receive a list of vocabulary prior to starting each chapter. She then uses flash cards with students to reinforce understanding of vocabulary*
 - *The government, economics, and American History teacher provides students with lists of key terms*
- Multiple instructors use activities to help students predict, question, clarify, and summarize content area material
- Juniors are enrolled in Executive Intern during their first term at CHS. One unit within that course focuses on test-taking skills.
- An English teacher has students read in unison to build an awareness of intonation and mood.
- The math and science instructors dissect word problems into segments so students can comprehend and build their ability to do so independently. Instructor models and students practice.

- English teachers tell students what to look for prior to reading a piece of literature. This contributes to active rather than passive reading. Discussion focuses on content, style, and literary devices.
- The science teacher teaches students to analyze a question prior to trying to answer it. One example relates to writing a chemical formula from its name and then predicting the products and learning applicable laws to solve a problem.
- Students are taught strategies to use during content area classes to ensure comprehension of the essential learning and/or learning objectives.
- The math instructor teaches students how to read word problems, deal with vocabulary in word problems, and move sequentially through the processes required to solve each.
- The social studies teacher teaches students to look for the causes leading up to historical moments and the effects after.
- The social studies teacher incorporates summarization techniques by starting various lessons with summaries of the key ideas in the lesson and ending by having students provide their own summaries from their learning to increase student retention.

College and Career Readiness

CHS 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 degrees, 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. As of the 2016-2017 school year, CHS is:

- Emphasizing student use of the Polk State College online degree audit, which allows students to select a university and a major and be provided with a list of courses to be taken at Polk State to prepare to enter the major
- Planning a work-based learning requirement to be implemented during 2017-2018

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

- The government and English 3 Honors teachers cover the Declaration of Independence.
- American history students study concepts that align with those emphasized in American literature assignments:
 - Great Depression while in English they read *The Great Gatsby*
 - McCarthyism and the fear of communism. In English classes they read *The Crucible*. The American History teacher also teaches the Salem witch trials, a topic which aligns with the *Crucible*
 - Civil Rights. In English they read *A Raisin in the Sun* and *Freedom Writers*
- Many of the assignments in 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 was it as established within The Declaration of Independence?
 - What is it for you today as an individual?
 - What has it been at different points in history?
 - How would it have differed for different cultures?
- English teachers are history teachers and sometimes economics teachers or even math teachers. For example, when teaching *A Raisin in the Sun*, students must know what was going on in history. Within that play, a character makes a down payment on a house. The English teacher addresses math and economics when explaining what that means.
- Collaboration also occurs regularly between science and math. For example, they both address dimensional analysis, unit conversions, and formula manipulations
- The 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 and college and career advisor. Each student consults with the school counselor to create an individualized course of study and to develop a schedule each term. The schedules are, 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 and college and career advisor guide the students in course selection as related to the desired degree and career choices of the students.

As part of the CHS program design, students take a combination of high school and college courses on the campus of Polk State College where the school is located. Students are given a rigorous academic schedule each term, affording them the opportunity to obtain the maximum number of college credits based on their programs of study and ability levels. Students graduate from CHS with high school diplomas and an average of approximately 50 college credits toward their terminal degrees. A number of the students in the program complete the 60 college credit hours required to obtain the Associate of Arts degree from Polk State College at the time of their high school graduation. Students apply and are accepted to numerous colleges and universities around the state and country, and enter with a one- or two-year head-start compared to their peers who graduate from traditional high school programs.

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

Readiness for Postsecondary Education

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

CHS Content Section of the 2016-2017 School Improvement Plan (SIP)

The content section of the SIP establishes performance targets specific to eight performance categories:

1. Reading (including performance of subgroups)
2. Writing
3. Math (including performance of subgroups)
4. Science
5. Social Studies
6. Retention/Graduation Rate
7. Attendance
8. Stakeholder Satisfaction

Staff members have listed one or more barriers that must be overcome in order to meet each category's performance. For each barrier, the staff has listed:

- Action steps to overcome the barrier
- Responsibility for carrying out each strategy or action step
- When each strategy or action step will be implemented

Within each performance category, staff members have also listed training (if any) needed to implement an action step and expenditures required to successfully carry out action steps.

Category 1: Reading Performance Targets

1. CHS Reading Performance Target 1: The average scores of CHS 2017 graduates on both ACT and SAT reading will meet or exceed the school's average performance for the last three years (Average Performance 2014-2016 = ACT:24.7 SAT: 543.3)
2. CHS Reading Performance Target 2: The performance gaps between highest and lowest subgroups on both the ACT and SAT reading will be less than the school's average performance gap for the last three years (Average Gap 2014-2016 = ACT: 4.9 SAT: 72.3)
3. CHS Reading Performance Target 3: The percentage of CHS 2017 graduates earning ACT/SAT scores required to earn Bright Futures will exceed the school's average percentage for the last three years (Average Percentage of graduates from the classes of 2014, 2015, and 2016 having earned Bright Futures = 39.7%)

List one or more barriers that must be overcome in order to meet Reading Performance Targets 1-3.

1. Most students (those in the bottom quartile) are not engaged in CHS programs and curriculum prior to junior year.

Action Steps: In the table below list all action steps required to overcome the barriers and meet performance targets. Complete all fields for each action step.

Reading Action Steps	Who	When	Training*	Budget
Determine how ACT/SAT/PERT reading prep will be provided	Principal and Assistant Principal	Summer 2016		
Schedule students into ACT/SAT/PERT reading prep as needed	Guidance Counselor	Ongoing		
Provide reading instruction techniques as part of EI and College Success	CHS Instructors	First term	<ol style="list-style-type: none"> 1. Plato training for instructors and instructional technologist (differentiated instruction) 2. FLRS training related to differentiated instruction, graphic organizers, planning for instruction, engagement strategies, etc. 3. Use of digital media training provided by PBS 	<p>Paid for as part of Plato subscription (\$6,300 annually)</p> <p>No cost</p> <p>No cost</p>

Reading Action Steps	Who	When	Training*	Budget
Differentiate content area reading instruction based on individual student needs	CHS Instructors	Ongoing	4. Black, Brown, and College Bound Conference in Tampa for 2 school delegates who will share learning with staff	\$2,200
Emphasize the requirements for and the value of Bright Futures during EI	All EI instructors	First term		

*Professional development as listed in the table above relates to multiple sections and action steps listed in this SIP, though it is not listed in additional tables.

Category 2: Writing Performance Targets (Ward and Lee)

1. CHS Writing Performance Target 1: The percentage of CHS completers in ENC1101 earning a “C” or higher will meet or exceed the school’s average performance for the last three years (Average Percentage 2014-2016 = 90% 340/379)
2. CHS Writing Performance Target 2: The percentage of CHS completers in ENC1101 earning a “C” or higher will meet or exceed 90% (Percentage 2015-2016 = 92% 138/150)
3. CHS Writing Performance Target 3: The percentage of CHS completers in ENC1101 earning a “B” or higher will meet or exceed 75% (Percentage 2015-2016 = 77% 116/150)

List one or more barriers that must be overcome in order to meet Writing Performance Targets 1-3.

1. Students may not have the academic background/skills to achieve targeted goals
2. Students may not have the time management or study skills necessary to achieve targeted goals

Action Steps: In the table below list all action steps required to overcome the barriers and meet performance targets. Complete all fields for each action step.

Writing Action Steps	Who	When	Training	Budget
Ensure all students are enrolled in a core writing component prior to ENC1101 or that students taking ENC1101 during term 1 do so with a CHS professor	Administration	Ongoing		
Encourage students to use “Smart Thinking” and/or the TLCC tutoring service to submit papers to tutors for feedback and coaching	English instructors	Ongoing	1. Training by TLCC staff for instructors, instructional technologist, and administrators regarding tutoring services	No cost
Reinforce importance of attendance, work ethics, and time management at the beginning of and throughout each term	English instructors	Ongoing		

Category 3: Math Performance Targets

1. CHS Math Performance Target 1: The average scores of CHS 2017 graduates on both ACT and SAT math will meet or exceed the school’s average performance for the last three years (Average Performance 2014-2016 = ACT: 22 SAT: 523.3)
2. CHS Math Performance Target 2: The performance gaps between highest and lowest subgroups on both the ACT and SAT math will be less than the school’s average performance gap for the last three years (Average Gap 2014-2016 = ACT: 4.3 SAT: 49)
3. CHS Math Performance Target 3: The percentage of CHS 2017 graduates earning ACT/SAT scores required to earn Bright Futures will exceed the school’s average performance for the last three years (Average Percentage of graduates from the classes of 2014, 2015, and 2016 having earned Bright Futures = 39.7%)
4. CHS Math Performance Target 4: The percentage of CHS completers in MAC1105 earning a “C” or higher will meet or exceed the school’s average percentage for the last three school years (Average Percentage 2014-2016 = 83% 299/362)

List one or more barriers that must be overcome in order to meet Math Performance Targets 1-3.

1. Individual students within subgroups lack the math skills, test-taking strategies, or concern about performance on the ACT/SAT to meet performance target
2. Students don’t always have the pre-requisite skills and work ethic to perform well in MAC1105—even if they have earned qualifying PERT score

Action Steps: In the table below list all action steps required to overcome the barriers and meet performance targets. Complete all fields for each action step.

Math Action Steps	Who	When	Training	Budget
If possible, assign students taking college math to Math for College Success, a companion course to be taken along with MAT1033 or MAC1105	Administration, Guidance Counselor and Math Instructor	Term 2		
Use EI to provide targeted support to students taking college math during the fall term of junior year	Math Instructor	Term 1		
Conduct an individual conference with every student who has not earned the targeted ACT/SAT score	College and Career Advisor	Ongoing		
Use ACT prep materials to provide test-taking strategies during EI	Math Instructor	Term 1		
Ensure that juniors register to take the ACT and/or SAT prior to leaving EI	EI Instructors and College and Career Advisor	Term 1		

Category 4: Science Performance Targets

1. CHS Science Performance Target 1: The average scores of CHS 2017 graduates on ACT science will meet or exceed the school's average performance for the last three years (Average Performance 2014-2016 = ACT Science: 22.3)
2. CHS Science Performance Target 2: The percentage of CHS completers in college science courses earning a "C" or higher will meet or exceed the school's average percentage for the last three school years (Average Percentage 2014-2016 = 85% 638/748)

List one or more barriers that must be overcome in order to meet Science Performance Targets 1-2.

1. Students do like the ACT workload or desire to participate.
2. Students need to be guided to college classes that align with their scientific strengths
3. Students have diverse interests/abilities/strengths/career goals
4. Students do not have the detail-oriented skills needed for college science courses.

Action Steps: In the table below list all action steps required to overcome the barriers and meet performance targets. Complete all fields for each action step.

Science Action Steps	Who	When	Training	Budget
Add interactive activities to increase student participation and increase student learning gains	Science instructor	Ongoing		
Identify student's scientific interest/abilities/strengths/desired career (live sciences/ informative lessons <u>versus</u> physical sciences/math oriented)	Assistant Principal and Guidance Counselor (looking at student majors) Science instructor through interest survey	Summer 2016 Term 1		
Ensure students are scheduled into college science courses that fit their interest/abilities/strengths	Guidance Counselor	Summer 2016 and Ongoing		
Teach students to address learning objectives and application to both science courses	Science instructor	Ongoing		
Provide science tutoring through the CHART lab	Science instructor	Both terms		

Category 5: Social Studies Performance Targets

1. CHS Social Studies Performance Target 1: The percentage of CHS U.S. History EOC Exam participants meeting proficiency as identified by the Florida Department of Education will meet or exceed the school's average performance for that last three years (Average Percentage 2014-2016 = 91%) 98%, 100%, 75% = 91% three-year average
2. CHS Social Studies Performance Target 2: The percentage of CHS completers in AMH1010 and 1020 earning course credit will meet or exceed 90% (Percentage 2015-2016 = 98% (231/235)
3. CHS Social Studies Performance Target 2: The percentage of CHS completers in AMH1010 and 1020 earning a "B" or higher will meet or exceed 80% (Percentage 2015-2016 = 74% (174/235)

List one or more barriers that must be overcome in order to meet Social Studies Performance Targets 1-2.

1. Students may not have the academic background and study skills to achieve targeted goals on the US History EOC Exam
2. Students don't understand the Chicago Style citations
3. Students often demonstrate poor attendance on the open college campus
4. Students lack study skills

Action Steps: In the table below list all action steps required to overcome the barriers and meet performance targets. Complete all fields for each action step.

Social Studies Action Steps	Who	When	Training	Budget
Teach Chicago Style citations during EI	AH instructor	Term 1		
Bring TLCC staff person to present Chicago Style citations during AMH1010 and AMH1020 and encourage students to take advantage of the TLCC resources	AH instructor	Each term	1. Training by Media staff for instructors, instructional technologist, and administrators	
Encourage students to use "Smart Thinking" to submit papers to tutors	AH instructor	Ongoing		
Include attendance expectations in course syllabi	AH instructor	Each term		
Provide key note-taking terms to help students take notes	AH instructor	Each term		
Teach students note-taking and organizational skills	AH instructor	Ongoing		
Teach students how to analyze political cartoons, maps and graphs	AH instructor	Ongoing		
Instruct students how to evaluate and interpret primary and secondary sources	AH instructor	Ongoing		

Category 6: Retention/Graduation Performance Targets

1. CHS Retention/Graduation Performance Target 1: The percentage of CHS juniors (2016-2017) that return to CHS for their senior year will meet or exceed the school's average percentage for the last three years (Average Percentage 2014-2016 = 91% (379/418))
2. CHS Retention/Graduation Performance Target 2: During 2016-2017, at least 95% of CHS college course enrollments will result in course completions. (Total Percentage in 2015-2016 = 96% (2223/2317 not including 354 pending grades) 94 students either withdrew themselves (73) or were withdrawn by professor (21))
3. CHS Retention/Graduation Performance Target 3: The percentage of CHS seniors exiting as graduates will meet or exceed 96% (Percentage in 2016 = 100%)

List one or more barriers that must be overcome in order to meet Retention/Graduation Performance Targets 1-2.

1. Students leave because they do not engage at CHS. They don't "find a place."
2. Students have control over course selections and withdrawals.

Action Steps: In the table below list all action steps required to overcome the barriers and meet performance targets. Complete all fields for each action step.

Retention/Graduation Action Steps	Who	When	Training	Budget
Host orientation sessions for incoming students and their parents (spring prior to enrollment)	Guidance Counselor	Spring		
Encourage students to complete SLS1101 within the first two semesters	Guidance Counselor	Ongoing		
Work with Polk State personnel to access early warnings from college courses	College and Career Advisor	Ongoing		
Implement a "Convocation" just for CHS students	Assistant Principal	Beginning of the year		
Survey students through EI to monitor satisfaction with CHS	Guidance Counselor	Monthly during Term 1		

*For required training, specify what training is, who will participate and when it will occur

**List any activities that will require cost and estimate expected expenditure

Category 7: CHS Attendance Performance

Target 1 The CHS attendance rate for both first and second semesters 2016-2017 will not fall below the school's average for the last three years (Percentage 2013-2014 – 2015-2016 School Years = 96%) 97% for 2016

List one or more barriers that must be overcome in order to meet Attendance Performance Targets 1-2.

1. Open college campus provides students with “too much freedom.”

Action Steps: In the table below list all action steps required to overcome the barriers and meet performance targets. Complete all fields for each action step.

Attendance Action Steps	Who	When	Training	Budget
Have students sign a copy of the attendance policy to ensure understanding.	All first period Term 1 and Term 2 high school instructors	First week of school		
During Interim reports, email Assistant Principal the names of students with 3 or more unexcused absences	All high school instructors	@ every 22 school days		
Discuss student attendance issues at monthly staff meetings	Principal	Monthly		

Category 8: Stakeholder Satisfaction Performance Targets

1. CHS Stakeholder Satisfaction Performance Target 1: At least 20% of parents, 40% of students and 60% of staff members will participate in the 2016-2017 climate survey process (Percentages from 2015-2016 = parents: 21%, students: 52%, staff: 83%)
2. CHS Stakeholder Satisfaction Performance Target 2: The average rating of each stakeholder group (parents, students, staff) on the 2016-2017 annual climate survey will be 3 or higher on at least 6 of 7 correlates (Ratings in 2015-2016 = parents: 7 of 7 , students: 6 of 7, staff: 7 of 7)

List one or more barriers that must be overcome in order to meet Stakeholder Satisfaction Performance Targets 1-2.

1. Stakeholders don't see the importance of completing the survey.

Action Steps: In the table below list all action steps required to overcome the barriers and meet performance targets. Complete all fields for each action step.

Stakeholder Satisfaction Action Steps	Who	When	Training*	Budget**
Identify indicators to be addressed during 2016-2017 improvement process	Assistant Principal	Summer/fall 2016		
Have parents complete survey during CARE Team meeting	Assistant Principal	Spring 2017		
Send link to parents to complete survey online	Assistant Principal	Spring 2017		
Administer survey to juniors online during EI classes	Assistant Principal	Winter 2017		
Administer survey to seniors during class meeting	Assistant Principal	Winter/Spring 2017		