

# Polk State College Collegiate High School Lakeland Collegiate (LC) 2019-2020 SCHOOL IMPROVEMENT PLAN

**OVERALL PURPOSE:** Lakeland Collegiate, an accelerated early-college experience

**MISSION STATEMENT:** Lakeland Collegiate (LC) will empower students in a college environment to graduate high school with a significant number of college credits and a vision for their futures.

**VISION STATEMENT:** LC will provide high school juniors and seniors with:

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

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

<p><b>The LC Community's Common Beliefs</b></p> <ol style="list-style-type: none"> <li>1. All enrollees possess the capacity to participate and be successful in the rigorous curriculum in both the charter school and the College.</li> <li>2. LC staff members are equipped with the expertise and skill to facilitate the success of their students.</li> <li>3. Parents and other stakeholders are essential partners in making the school successful.</li> <li>4. Resources from the College and the charter school combine to create a rich learning environment for enrollees.</li> <li>5. The charter school initiative provides the vehicle that allows LC the creativity to maximize student success.</li> </ol>	<p><b>LC Priorities</b></p> <ol style="list-style-type: none"> <li>1. Student enrollment will reflect the diversity of the community.</li> <li>2. Students will learn academic, interpersonal, community service, and life-success skills while at LC.</li> <li>3. All students will graduate from high school on time with plans to transition to further education and careers.</li> <li>4. Students will perform well on both the ACT and the SAT.</li> <li>5. Students will earn a significant number of college credits prior to high school graduation.</li> </ol>	<p><b>LC Guiding Principles</b></p> <ol style="list-style-type: none"> <li>1. Foster a friendly, supportive small learning community that respects a diversity of thoughts and ideas</li> <li>2. Challenge students with rigorous academic expectations and build college/career readiness skills that lead to successful postsecondary/career transition</li> <li>3. Lead students to an understanding of future economic/career trends and encourage relevant education and training programs to match the trends</li> <li>4. Develop civic-minded, service-oriented students with an eye towards building future leaders</li> <li>5. Encourage students to engage in extra-curricular activities to develop healthy social, leadership and team-building skills</li> </ol>
<p><b>LC Accountability Plan Performance Outcomes:</b> LC is held accountability to charter accountability plan performance measures for which performance must be reported annually. These measures are reflected in the school improvement plan, updated annually.</p>		
<p><b>Student Performance:</b> Measures define student performance expectations as listed below:</p> <ol style="list-style-type: none"> <li>1. LC graduates will better than those of the district and the state on ACT and/or SAT reading and math and on ACT science (higher average scores).</li> <li>2. Over 6 years (by 2020) CHS will ensure that each subgroup meets ACT/SAT reading and math performance indicator (listed above) as reflected in ACT and SAT performance</li> </ol>	<p><b>School Performance:</b> Additional measures call on the school to show:</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. An unrestricted annual fund balance of at least 3%;</li> </ol>	

<p>reports and disaggregated reports for economically disadvantaged generated within the school.</p> <p><b>3.</b> At least 90% of LC enrollees completing the first Polk State composition (ENC1101) course will earn a “C” or higher</p> <p><b>4.</b> At least 90% of LC students completing the first Polk State American History course (AMH1010) will earn a “D” or higher.</p>	<p><b>3.</b> An active governance board that meets at least four times annually. School improvement goals mirror accountability plan goals.</p>
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**Objectives for the LC Student:** Each LC student is expected to:

1. Be engaged in community service as indicated by each student’s transcript
2. Demonstrate personal responsibility, initiative and adherence to school policies as indicated by class attendance, participation in class meetings and completing required tasks on time
3. Earn a high school diploma and at least 30 college credits as indicated by graduation records and transcript
4. Establish individual goals and a plan to pursue a chosen career as indicated by each student's individual pathway document
5. Apply for Bright Futures, FAFSA, and chosen colleges as indicated by Bright Futures, FAFSA and college application records
6. Show civic engagement as indicated by school leadership roles, club membership and other civic engagement activities

<b>School Name: Polk State College Collegiate High School</b>	<b>District Name: Polk</b>
<b>Principal: Rick Jeffries</b>	<b>President of Polk State College: Dr. Angela Falconetti</b>
<b>Chairman of the Board of Trustees: Dan Dorrell</b>	<b>School Designation: Public Charter School: Grades 11 and 12</b>
<b>SAC Chair: Rick Jeffries</b>	

## LC School Information

### School Advisory Committee (SAC)

The LC SAC meets five times annually. During 2019-2020, the SAC timeline and process will be as listed below.

1. **Summer Meeting (August 29, 2019)**
  - a. Present purpose/role of SAC
  - b. Review/edit school purpose
  - c. Agree on SAC committees and members of each
    - i. Business partnership (Cliff and Virginia)
    - ii. Fundraising (Joy)
    - iii. Stakeholder communication and participation (Rick)
    - iv. Community service (Zach)
2. **September/October Meeting (September 26, 2019)**
  - a. Approve school improvement plan for upcoming year
  - b. Present and clarify each committee's plan for the year
  - c. Address operational challenges or needed decisions tied to each committee
3. **November/December Meeting (November 7, 2019)**
  - a. Present status of each committee's work
  - b. Address operational challenges or needed decisions tied to each committee
  - c. Address additional school issues including use of school incentive funds and plans to recruit a diverse student population
4. **January/February Meeting (January 16, 2020)**
  - a. Present status of each committee's work
  - b. Address operational challenges or needed decisions tied to each committee
  - c. Address additional school issues
5. **April/May Meeting (April 16, 2020)**
  - a. Present status of each committee's work and plans for 2020-2021
  - b. Address operational challenges or needed decisions tied to each committee
  - c. Address additional school issues

**Leadership/Instructional Staff**

Position	Name	Highest Degree/Certification(s)	Years at School	Years as Administrator
Principal	Rick Jeffries	Masters: Educational Leadership Masters: School Counseling Certifications: Special Education, School Counseling, and Educational Leadership (K-12)	3	8
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)	4	9

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	7	13	Full Time
Lang Arts/Journalism	Lee Childree	Masters: Instructional Technology Graduation Certificate: Composition Certification: English (6-12), English (5-9), and ESOL	15	25	Full Time
Lang Arts/Spanish	Ward Hurst	Masters: Spanish Certification: English (6-12) , Spanish(6-12, Administration/Supervision (6-12), and ESOL	15	45	Full Time
Social Studies	Dawn Dyer	PhD: History Certifications: Social Studies (6-12)	3	11	Full Time
Science	Leah Whitehead	Bachelors: Biomedical Science Certification: Biology 6-12 and Chemistry 6-12	11	12	Full Time
Guidance	Patricia Edgecomb	Masters: Counselor Education	0	6	Full Time
Instructional Technologist	Virginia Richard	Masters: Curriculum and Technology Certification: Psychology 6-12	7	21	Full Time
Student Resource Specialist	Zach Crum	Bachelors: Psychology	3	11	Full Time
Language Arts	Jason Martin	Masters: English Certification: English 6-12, Social Studies 6-12, Journalism 6-12, and ESOL	3	11	Full Time

**Teacher Recruitment/Retention**

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

### **Teacher Mentoring Program/Plan**

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

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

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

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

### **School Leadership Team**

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

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

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

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

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

Leadership team members include:

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

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

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

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

### **Increased Learning Time**

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

- Teachers engage in professional development during a three-day annual summer retreat and during work days and in after-school meetings during the year
- During 2019-2020 teachers will also attend outside conferences and professional development opportunities provided through Polk State College
- The Polk State College Teaching Learning Computing Center (TLCC) provides free tutoring services to LC students. The TLCC is open Monday through Thursday until 9:00 p.m., on Friday until 2:00, and on Saturday mornings
- The LC CHART lab is staffed Monday through Thursday 7:15-1:30 PM and offers supplemental instruction related to research, standardized test prep, etc.
- The TLCC and the CHART lab also have available computers and printers for use by students.
- The school does not interrupt instructional time to make announcements or have club meetings.
- English and social studies instructors refer students to or require them to use Smart Thinking, an online academic tutoring program that is free to students since they are Polk State enrollees.

### **Reading Improvement**

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

- Vocabulary is emphasized in every content area. Examples include the following:
  - The high school English instructor uses 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 social studies instructor provides key terms on Canvas for every chapter.
  - The textbook series used in English provides a list of key content words, "words to own"
  - Science students receive a list of vocabulary prior to starting each chapter. The instructor then uses flash cards with students to reinforce understanding of vocabulary.
  - The math teacher places a heavy emphasis on math vocabulary metacognition by addressing lesson essential questions prior to a lesson and vocabulary specific reflection activities after each lesson.
- All instructors use a variety of activities to help students predict, question, clarify, and summarize content area material.
- Juniors are enrolled in the SLS Leadership course during their first term at LC. Course content includes 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 with a summary discussion.

### **College and Career Readiness**

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

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

- The government, US History, and English 3 Honors teachers cover the Declaration of Independence.
- American history students study concepts that align with those emphasized in American literature assignments:
  - Great Depression while in English they read *The Great Gatsby*
  - McCarthyism and the fear of communism. In English classes they read *The Crucible*. The American History teacher also teaches the Salem witch trials, a topic which aligns with *The Crucible*
  - Civil Rights. In English they read *A Raisin in the Sun*, and in ENC1102 courses an instructor uses the film *Selma* to encourage a dialogue about civil rights. Another English professor uses an episode of TV series *Mad Men* to analyze and compare/contrast the life style of the 1960s to current times.
- Many of the assignments in LC courses require students to reflect beyond their own experiences and beyond disconnected, isolated assignments. For example, a project in English requires students to consider the American dream and related questions such as:
  - What was it as established within The Declaration of Independence?
  - What is it for you today as an individual?
  - What has it been at different points in history?
  - How would it have differed for different cultures?
- English teachers are history teachers and sometimes economics teachers or even math teachers. For example, when teaching *A Raisin in the Sun*, students must know what was going on in history. Within that play, a character makes a down payment on a house. The English teacher addresses math and economics when explaining what that means.
- Collaboration also occurs regularly between science and math. For example, they both address dimensional analysis, unit conversions, and formula manipulations.
- The science and math instructors use the Jabberwocky poem in chemistry for dimensional analysis. It is also taught in English.

- The economics instructor reviews 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.
- SLS Leadership course
  - Students receive instruction in and will then create academic resumes
  - Students are prepared for every facet of college applications
  - Professors stress the meaningfulness of ACT/SAT exams
  - LC provide community service opportunities
  - Professors provide guidance on four-year academic course planning

### **Academic and Career Planning**

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

As part of the LC program design, students take a combination of high school and college courses on the campus of Polk State College where the school is located. Students are given a rigorous academic schedule each term, affording them the opportunity to obtain the maximum number of college credits based on their programs of study and ability levels. Students graduate from LC with high school diplomas and an average of approximately 59 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 student resource specialist guide students and parents on matters concerning college admissions, career planning, and scholarship information. They are provided with various resources for career planning including the State of Florida's "FloridaShines.org" website, which contains a wide variety of career inventories, a college-degree search engine, testing information, academic evaluations, etc. The LC Assistant Principal administers the PSAT. Students are encouraged to sit for the ACT, PSAT, and SAT.

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

Lakeland Collegiate (LC) SIP Content Section Summary 2019-2020

LC Content Section of the 2019-2020 School Improvement Plan (SIP)

Category	2018-2019 Performance	2019-2020 Target	Barriers	Action Steps*	Actual Performance May 2020
<b>Reading (Ward and Zach)</b>	<p>2018-2019 Average Reading Scores: ACT:26 (84/157) SAT: 603 (126/157)</p> <p>2018-2019 Average Scores for Subgroups: ACT: White: 27; Black: 23; Hispanic: 23; Other: 27; Free Reduce Lunch: 23 SAT: White: 605; Black: 594; Hispanic: 602; Other: 596; Free Reduced Lunch: 593</p> <p>2018-2019 Percentage of Students Earning Bright Futures: 59% (93/157) 3-Year Average of Students Earning Bright Futures: 44% (225/454)</p>	<ol style="list-style-type: none"> <li>1. The average scores of LC 2020 graduates on both ACT and SAT reading will meet or exceed averages scores for 2019</li> <li>2. The average performance of each subgroup on ACT and/or SAT reading will be higher than that of the district and/or the state.</li> <li>3. The percentage of LC 2020 graduates earning ACT/SAT scores required to earn Bright Futures will exceed the school's average percentage for the last three years.</li> </ol>	<ol style="list-style-type: none"> <li>1. Some students and parents do not see the value in taking both or either test.</li> <li>2. Some students experience test anxiety.</li> </ol>	<ol style="list-style-type: none"> <li>1. ACT and SAT preparation will be offered through the SLS Leadership Course to all new incoming students. The course also will emphasize the ACT and SAT's importance to earning Bright Futures scholarships.</li> <li>2. The College and Career Advisor will cover the importance of taking the ACT and SAT and its relationship to earning a Bright Futures scholarship.</li> <li>3. The College and Career Advisor will also provide students and parents with a (1) checklist of tasks to follow in preparing for the tests and for college entry and (2) dates tests will be administered.</li> <li>4. The College and Career Advisor will assist students who qualify for formal test modifications to alleviate test anxiety.</li> <li>5. Publicize ACT/SAT scores required for admittance to individual universities.</li> <li>6. Incorporate information regarding importance of taking the ACT and SAT as part of parent orientation and as part of SLS1261 Leadership course.</li> <li>7. Use bulletin boards to publicize university entrance requirements.</li> </ol>	
<b>Writing (Lee and Jason)</b>	<p>2018-2019 ENC1101 Percentage of Students Earning a C or Higher: 94% (171/181)</p> <p>2018-2019 ENC1101 Percentage Earning a B or Higher: 85% (154/181)</p>	<ol style="list-style-type: none"> <li>1. The percentage of LC completers in ENC1101 earning a "C" or higher will meet or exceed 90%</li> <li>2. The percentage of LC completers in ENC1101 earning a "B" or higher will meet or exceed 75%</li> </ol>	<ol style="list-style-type: none"> <li>1. Some students are not prepared for the rigors of academic writing and research.</li> <li>2. Students may not fully participate in the writing process, leaving major assignments to the last minute. This can often cause a poor</li> </ol>	<ol style="list-style-type: none"> <li>1. Professors often encourage students to use more on-campus writing resources, including The Writing Studio, Smarthinking, and the TLCC writing tutors.</li> <li>2. As part of ENC 1101 and 1102, students visit the library and participate in sessions learning how to use the library catalog and database systems. Students spend several class periods</li> </ol>	

Category	2018-2019 Performance	2019-2020 Target	Barriers	Action Steps*	Actual Performance May 2020
			grade, which may lead the student to finish the class with a grade lower than a C.	3. doing academic research with the professor present. Professors conference with students through the writing process of the major papers, allowing them ample time to revise their work multiple times.	
Math (Ami and Zach)	<p>2018-2019 Average Math Scores: ACT: 23 (84/157); SAT: 578 (126/157)</p> <p>2018-2019 Average Scores for Subgroups ACT: White: 24; Black: 20; Hispanic: 21; Other: 24; Free Reduced Lunch: 21; SAT: White: 581; Black: 564; Hispanic: 568; Other: 579; Free Reduced Lunch: 563</p> <p>2018-2019 Percentage of Students Earning Bright Futures: 59% (93/157) 3-Year Average of Students Earning Bright Futures: 44% (225/454)</p> <p>2018-2019 Percentage of LC completers in MAC1105 earning a "C" or higher: 81% (125/155)</p> <p>Average Percentage for Last 3 Years: 85% (359/420)</p>	<ol style="list-style-type: none"> <li>1. The average scores of LC 2020 graduates on both ACT and SAT math will meet or exceed averages scores for 2019.</li> <li>2. The average performance of each subgroup on ACT and/or SAT math will be higher than that of the district and/or the state.</li> <li>3. The percentage of LC 2020 graduates earning ACT/SAT scores required to earn Bright Futures will exceed the school's average performance for the last three years</li> <li>4. The percentage of LC completers in MAC1105 earning a "C" or higher will meet or exceed the school's average percentage for the last three school years</li> </ol>	<ol style="list-style-type: none"> <li>1. Individual students within subgroups lack the math skills, test-taking strategies, or concern about performance on the ACT/SAT to meet performance target</li> <li>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</li> <li>3. Some students experience test anxiety</li> <li>4. Students and parents do not see the importance of ACT/SAT scores to their college careers.</li> </ol>	<ol style="list-style-type: none"> <li>1. If possible, the Guidance Counselor will assign students taking college math to Math for College Success, a companion course to be taken along with MAT1033 or MAC1105.</li> <li>2. If possible, the Guidance Counselor will assign students to a high school or college math course each semester until all required math credits are earned.</li> <li>3. Administration and the Guidance Counselor will provide the opportunity for students to take MAT1033 or MAC1105 with a collegiate professor.</li> <li>4. College &amp; Career advisor will conduct an individual conference with every student who has not earned the targeted ACT/SAT score.</li> <li>5. Math Instructor will use ACT prep materials to provide test-taking strategies during SLS1261.</li> <li>6. Math Instructor will teach math study skills needed for success in college math courses.</li> <li>7. Math Instructor will identify students who lack the study skills, ethical attendance practices, and work ethic necessary to be successful in college math courses.</li> <li>8. Math Instructor will increase the rigor in Algebra 2 and MCR to better prepare students with skills needed to be successful in college course work.</li> <li>9. The science instructor will facilitate ACT/SAT practice and preparation workshops to students during their senior year.</li> <li>10. Leadership instructors and College &amp; Career Advisor will ensure that juniors register to take the ACT and/or SAT prior to leaving SLS1261.</li> <li>11. College and Career Advisor will assist students who qualify for formal test</li> </ol>	

Category	2018-2019 Performance	2019-2020 Target	Barriers	Action Steps*	Actual Performance May 2020
				modifications (to alleviate test anxiety).	
<b>Science (Leah)</b>	<p>2018-2019 Average Scores on ACT Science: 24 (84/157)</p> <p>2018-2019 Percentage of college science courses earning a "C" or higher: 94% (418/443)</p> <p>Average Percentage for Last 3 Years: 89% (1082/1217)</p>	<ol style="list-style-type: none"> <li>The average scores of LC 2020 graduates on ACT science will meet or exceed the district and/or state average.</li> <li>The percentage of LC completers in college science courses earning a "C" or higher will meet or exceed the school's average percentage for the last three school years.</li> </ol>	<ol style="list-style-type: none"> <li>Students struggle with test taking strategies for ACT Science.</li> <li>Students and parents do not see the importance of ACT/SAT scores to their college careers.</li> <li>Some students experience test anxiety.</li> <li>Students need to be guided to college classes that align with their scientific strengths and interest of study.</li> <li>Students do not have the detail-oriented skills needed for college science courses.</li> </ol>	<ol style="list-style-type: none"> <li>Instructors will provide ACT and SAT preparation will be offered through the SLS Leadership Course to all new incoming students. The course also will emphasize the ACT and SAT's importance to earning Bright Futures scholarships.</li> <li>Science Instructor will provide the test taking strategies for ACT Science.</li> <li>The College and Career Advisor will cover the importance of taking the ACT and SAT and its relationship to earning a Bright Futures scholarship.</li> <li>The College and Career Advisor will assist students who qualify for formal test modifications (to alleviate test anxiety).</li> <li>During Leadership class, science instructor will present the associate degree requirements and recommended courses for students that are non-science, math, and science majors to help student's identify college courses that suit the student's scientific interest/abilities/strengths/desired career and collect information through google forms.</li> <li>Guidance counselor will ensure students are scheduled into college science courses that fit their interest/abilities/strengths.</li> <li>The Science NHS club will provide science tutoring. Science NHS Officers will create a page with their science courses taken which they excelled along with their contact information for students to be able to request tutoring.</li> </ol>	
<b>Social Studies (Dawn)</b>	<p>2018-2019 Percentage of students earning credit in AMH1010: 99% (143/145), AMH1020: 100% (151/151)</p>	<ol style="list-style-type: none"> <li>The percentage of LC U.S. History EOC Exam participants meeting proficiency as identified by the Florida Department of Education will meet or exceed the school's average performance for that last three years.</li> <li>The percentage of LC completers in AMH1010 and 1020 earning course credit will meet or exceed 90%.</li> </ol>	<ol style="list-style-type: none"> <li>Students don't understand the Chicago Style citations</li> <li>Students often demonstrate poor attendance on the open college campus</li> <li>Students lack study skills</li> </ol>	<ol style="list-style-type: none"> <li>Provide information on the Chicago Style in SLS, AMH1010, and AMH1020.</li> <li>Require students to use "Smarthinking" for research papers.</li> <li>Include attendance expectations in course syllabi.</li> <li>Identify keynote-taking terms</li> <li>Teach students how to analyze political cartoons, historical pictures, maps and graphs.</li> </ol>	

Category	2018-2019 Performance	2019-2020 Target	Barriers	Action Steps*	Actual Performance May 2020
	2018-2019 Percentage of LC completers earning a "B" AMH1010: 67% (97/145), AMH1020: 75% (114/151)	3. The percentage of LC completers in AMH1010 and 1020 earning a "B" or higher will meet or exceed 75%	4. Students may not have the academic background and study skills	6. Require students to interpret and evaluate primary and secondary sources.	
<b>Retention (Patty)</b>	2018-2019 Percentage of Students Returning: 97% (142/146)  2018-2019 Percentage of College Course Completion: 97% (2827/2910)  2018-2019 Percentage of Graduates: 100% (157/157)	1. The percentage of LC juniors (2019-2020) that return to LC for their senior year will meet or exceed 90%. 2. During 2019-2020, at least 95% of LC college course enrollments will result in course completions. 3. The percentage of LC seniors exiting as graduates will meet or exceed 96%.	1. Students leave because they do not engage at LC. They don't "find a place." 2. Students have control over course selections and withdrawals.	1. Host orientation sessions for incoming students and their parents (spring prior to enrollment) 2. Require students to complete SLS1261 leadership during first semester of enrollment 3. Utilize early warnings from college courses 4. Implement a "Convocation" just for LC students 5. Survey students through class meetings to determine satisfaction with LC	2019-2020 Percentage of Students Returning: 93% (158/170)
<b>Attendance (Virginia)</b>	2018-2019 Percentage of Average Attendance Rate: 99.6% Last 3-Year Average Attendance: 96%	The LC attendance rate for both first and second semesters 2019-2020 will not fall below the school's average for the last three years.	Open college campus provides students with "too much freedom."	1. Have students sign a copy of the attendance policy to ensure understanding. 2. During Interim reports, email Assistant Principal the names of students with 3 or more unexcused absences. 3. Discuss student attendance issues at monthly staff meetings.	

Category	2018-2019 Performance	2019-2020 Target	Barriers	Action Steps*	Actual Performance May 2020
Stakeholder involvement (Joy and Rick)	2018-2019 Climate Survey Participation: 27% (88/324) parents, 68% students (218/324), and 100% staff (18/18)	1. At least 20% of parents, 40% of students and 60% of staff members will participate in the 2019-2020 climate survey process.	1. Stakeholders don't see the importance of completing the survey.	1. Identify indicators to be addressed during 2019-2020 improvement process 2. Have parents complete survey through link sent out through remind. 3. Administer survey to juniors online during class meetings. 4. Administer survey to seniors during class meetings 5. Communicate orientation date and expectations to parents ahead of time. Make that communication part of spring meetings.	2019-2020 Percentage of Parents Attended LC Convocation: 63% (203/320)
	2018-2019 Percentage of correlates with a 3 or higher: 100% (7/7)	2. The average rating of each stakeholder group (parents, students, staff) on the 2019-2020 annual climate survey will be 3 or higher on at least 6 of 7 correlates.	2. Some parents are out of town or have other commitments.		
	2018-2019 Percentage of Parents Attended LC Convocation: 48% (156/324)	3. At least 80% of parents will attend the annual LC orientation at the beginning of the school year.	3. Parents are not always fully informed about school activities.		
	(No prior year performance is available for 4 or 5 because these targets are new)	4. Ensure that at least two business partners representing each of the Polk State College Pathways are actively engaged in at least two planning meetings during the 2019-2020 school year.  5. Carry out at least two business events during the 2019-2020 school year to engage in business partners with students.	Business partners don't always see a meaningful role for engagement with CHS.	1. Engage a consultant to work with school leaders, staff and faculty to build a business engagement initiative. 2. Create career pathways tied to both. Polk State terminal degrees and to transfer degrees and recruit business partners representing each. 3. Implement activities to engage students and staff with business partners. 4. Evaluate the effectiveness of the 2019-2020 engagement activities and revise the plan for 2020-2021.	