

Polk State Chain of Lakes Collegiate High School (COL) School Improvement Plan (SIP) 2016-2017

Mission Statement: To excel in providing focused students a challenging environment where they can earn a high school diploma and college credits

Purpose Statement: The purpose of COL 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 Information

School Name: Chain of Lakes Collegiate High School	District Name: Polk
Principal: Bridget Fetter	Polk State President: Dr. Eileen Holden
SAC Chair: Keith Bonney, Assistant Principal	Date of School Board Approval: Not applicable

Staff

Position	Name	Degree(s)/ Certification(s)	Years at School	Years of Experience
Principal	Bridget Fetter	Masters/ Educational Leadership (all levels) Endorsements/ Athletic Coaching and English For Speakers Of Other Languages Certification/English (grades 6 - 12) and Reading (grades K - 12)	10	34
Assistant Principal	Keith Bonney	Masters/Sports Administration (all levels) Educational Specialist/Educational Leadership (all levels) Certification in Health Phys/Education and Wellness (Grades K-12) Reading Endorsement Level 1 Teacher evaluation certification	0	15
Guidance Counselor	Peter Preston	Doctorate/Leadership and Higher Education Administration Masters/Educational Guidance (all levels) Masters/Mental Health Counseling Certification/English (grades 6-12) Certification/Guidance Counseling (K-12)	4	16
Math	Misty Sparling	Bachelors/Mathematics Certification/Mathematics (grades 6-12)	3	23
English	Laura Abercrombie	Masters/English and Rhetoric Certification/ English (grades 6-12);	3	7
Math	Alric Fischle	Bachelors/Math Certification/Mathematics (grades 6-12)	2	17
Science	Suzanne Halverson	Doctorate/Health Science Masters/ Science Education Masters/Biology Certificate/Emerging and Re-emerging Diseases Bachelors/Health Science Certification/Biology (grades 6-12)	9	10
Spanish	Milcah Bentley	Bachelors/Spanish and Adolescent Education Certification/Spanish (grades K-12)	0	9
English/ Reading/Visual Technology	Lynsay McCaulley	Masters/English (grades 6-12) Endorsement/Reading Endorsement/ English For Speakers Of Other Languages Certification/English (grades 6-12)	7	7
Social Science	Patricia Sullivan	Masters/ Education/Classroom Instruction/Differentiated Learning Bachelors/Social Science (6-12) Certification/Social Science (grades 6-12)	10	10
Student Resource Specialist	Josefina Mendoza	Masters/Social Work Masters/Spanish (6-12) Certification/Spanish (grades K-12)	7	7

Strategies for Hiring and Retaining Highly Effective Teachers

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

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

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

Instructional Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
11	0%	0% (0)	55% (6)	45% (5)	82% (9)	100% (11)	18% (2)	0%	18% (2)

Teacher Mentoring Program/Plan

New teachers are mentored by various staff depending on the subjects taught and needs of each staff member. Being a small staff, team mentoring of new staff takes place at all levels. During the 2016-2017 school year, COL has one teacher new to the school (Spanish). One of the COL math teachers will act as an instructional staff mentor for her. The Student Resource Specialist, who is also a Spanish instructor, will serve as a subject area mentor. Additionally, both the COL Principal and Assistant Principal will work closely with this new instructor in terms of transitioning her into the general culture of the school.

Continuous Improvement Leadership Team

Bridget Fetter, Principal; Keith Bonney, Assistant Principal; Dr. Peter Preston, Guidance Counselor; and Josefina Mendoza, Student Resource Specialist, make up the school's leadership team.

The Leadership Team coordinates the efforts of school teams by serving as leadership for each team. Every full-time faculty and staff member is a member of one of the teams. Teams meet to discuss pertinent sections of the SIP. The leadership team is responsible for enacting the processes necessary to accomplish the goals as set forth by the school teams.

Ms. Fetter, Dr. Preston and Mr. Bonney organize the meetings and agendas for school teams. Ms. Mendoza serves as the data/research coordinator for all teams. School office staff members assist in the process as needed.

School teams meet before the beginning of each school year to analyze available data and review and/or establish goals written in the Action Plan for each data-driven goal initiative. Teams then meet periodically as agreed upon and as necessary to effectively review and implement the goal initiative.

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. The Guidance Office is responsible for the input and maintenance of student information and records. College Genesis is the source for data input for college classes and allows for reports to be generated by the COL administration. Longitudinal data may be requested from the Institutional Research Department at Polk State College.

Information for high school classes comes from Polk County School Board (PCSB) Genesis Reports. PCSB Genesis allows input for demographics, schedules, discipline, and other data. Reports can then be generated from PCSB Genesis.

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

Josefina Mendoza maintains a database for standardized testing: ACT, SAT, PSAT, FSA, CPT, PERT. Ms. Mendoza also tracks college courses attempted and completed and college admission.

Cross-Curricular Contributions to Teaching of Reading

All faculty at the school engage in reading across the curriculum strategies. Teachers meet to coordinate classroom lessons and units of study to include reading as part of the curriculum. Teachers meet regularly to share curriculum plans and incorporate reading activities into all coursework. English teachers at the high school collaborate with college English professors to ensure curriculum aligns with college standards including reading concepts and skills.

Strategies to build reading skills include but are not limited to those listed below:

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

Juniors are enrolled in Executive Intern during their first term of enrollment. Preparation for the ACT and SAT are emphasized, and effective study skills are taught.

Academic and Career Planning

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

Postsecondary Transition

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

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 (Lynsay)

1. COL Reading Performance Target 1: The average scores of COL 2017 graduates on both ACT and SAT reading will meet or exceed the school's average performance for the last three years (2016 Performance = ACT: 25.08 SAT 544.95) (Average Performance 2014-2016= ACT: 24.09 SAT: 543.65)
2. COL 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 (2016 Performance GAP = ACT: 3.14 SAT: 54.46) (Average Gap 2014-2016 = ACT: 3.39 SAT: 57.46)
3. COL Reading Performance Target 3: The percentage of COL 2017 graduates earning ACT/SAT scores required to earn Bright Futures will exceed the school's average percentage for the last three years (2016 Percentage = ACT:30.50% SAT 16.31%) (Average Percentage 2013-2014 = ACT: 27.16% SAT: 18.50%)

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

1. Students do not recognize importance of preparing to take the ACT and the SAT
2. Students don't have the necessary strategies to perform well on these test platforms
3. Students don't understand the testing structure (may be particularly true of students coming from homeschool or private schools)

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**
Provide training to English instructors regarding changes in SAT	English instructors	Fall	College Board	\$6,412
Include "question of the week" as part of English 3 and ENC1101 classes	English instructors	Ongoing		

Reading Action Steps	Who	When	Training*	Budget**
Include ACT/SAT prep as part of EI	English instructors	Term 1		Cost of ACT Books????
Implement main office "word of the week"	Administrative Clerk	Ongoing		
Use new instructional materials that align with revised SAT	English instructors	Ongoing		No cost—already purchased

*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 2: Writing Performance Targets (Laura)

- COL Writing Performance Target 1: The percentage of COL completers in ENC1101 and ENC1102 earning a "C" or higher will meet or exceed the school's average performance for the last three years (2016 Percentage = 85.57%) (Average Percentage 2014-2016 = 88.37%)
- COL Writing Performance Target 2: The percentage of COL completers in ENC1101 and ENC1102 earning a "B" or higher will meet or exceed 70% (2016 Percentage = 68.04%) (Average Percentage 2014-2016=70.11%)

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

- Students do not demonstrate good attendance
- Students do not submit assignments in a timely manner
- Students lack experience with college-level writing

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**
Identify reasons that students need to be in class @30 classes per term	Instructors	Summer 2016		
Implement a Friday workshop to maintain contact with students when teaching ENC1101	English instructors	Spring term		
Conference with each student who misses class (first time) and talk about attendance requirements and communication expected	English instructors	Throughout each term		
Institute early warning system through which instructors will contact principal or guidance counselor if students miss 3 or more times prior to drop date	English instructors	Each term		
Use Friday workshop to assist students in completing and submitting assignments in a timely manner	English instructors	Ongoing		
Provide writing instruction and support to students during Term 1 English 3 classes, through tutoring, and in Friday workshops	English instructors	Ongoing		

*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 3: Math Performance Targets (Misty)

- COL Math Performance Target 1: The average scores of COL 2017 graduates on both ACT and SAT math will meet or exceed the school's average performance for the last three years (2016 Performance = ACT:22.81 SAT 529.17) (Average Performance 2014-2016 = ACT: 22.72 SAT: 525.42)
- COL 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 (2016 Performance GAP = ACT: 3.81 SAT: 69.36) (Average Gap 2013-2015 = ACT: 2.55 SAT: 64.57)
- COL Math Performance Target 3: The percentage of COL 2017 graduates earning ACT/SAT scores required to earn Bright Futures will exceed the school's average performance for the last three years (2016 Percentage = ACT:30.50% SAT 16.31%) (Average Percentage 2014-2016 = ACT: 27.16% SAT: 18.50%)
- COL Math Performance Target 4: At least 78% of students completing College Algebra will earn a "C" or higher. (2016: 91.67%) (Percentage 2014-2016=84.95%)

List one or more barriers that must be overcome in order to meet Math Performance Targets 1-4.

1. Students do not recognize the need to prepare to take the ACT and the SAT
2. Students don't have the necessary strategies to perform well on these test platforms
3. Students have gaps in skill set (including geometry) because it has been a while since they took specific math 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.

Math Action Steps	Who	When	Training*	Budget**
Provide training for math instructors regarding new SAT	Math instructors	Fall 2016	College Board	???
Provide ACT and SAT math instruction as part of EI	Math instructors	Fall 2016		0
Provide informal ACT/SAT and College Algebra tutoring services throughout the school year	Math instructors	Ongoing		0

*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 4: Science Performance Targets (Suzy)

1. COL Science Performance Target 1: The percentage of COL 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 (2016 Percentage = 91.42%) (Average Percentage 2014-2016 = 91.16%)
2. COL Science Performance Target 2: The percentage of COL completers in college science courses earning a "B" or higher will meet or exceed 75% (2016 Percentage = 76.87%) (Average Percentage 2014-2016 = 75%)

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

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

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**
Initiate TLCC tutoring sessions focused on science-related concerns	Guidance Counselor	Ongoing		0
Provide small COL tutoring sessions for students taking specific college courses (after school or Friday science workshops)	Science instructor	Ongoing		
Include Friday sessions regarding scientific terminology and reasoning	Science instructor	Ongoing		
Encourage students to take courses such as biology, chemistry, physics, earth/space, etc. that will specifically help them prepare for success on the ACT/SAT	Guidance Counselor	When scheduling		

*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 5: Social Studies Performance Targets (Trish)

1. COL Social Studies Performance Target 1: The percentage of COL 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 (2016 Percentage = 100%) (Average Percentage 2014-2016 = 99%)
2. COL Social Studies Performance Target 2: The percentage of COL completers in AMH1010 and 1020 earning a "C" or higher will meet or exceed 83% (2016 Percentage = 97.14%) (Average Percentage 2014-2016 = 93.87%)

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

1. When a student misses a class of American History, he/she misses a "chunk" of EOC information.

- Not all students perform well on standardized tests.
- Students do not perform well in online courses, and many of the AMH1010 and 1020 sections are taught online.
- Some students flounder when required to take responsibility for work in college 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.

Social Studies Action Steps	Who	When	Training*	Budget**
Reach out to parents at the first sign of excess absences	AH instructor	As needed		0
Teach standardized test-taking skills in EI	All EI instructors	Term 1		0
Advise students out of online AMH1010 and 1020 sections	Guidance Counselor	Each term		0
Include section in orientation regarding how to choose college courses	Guidance Counselor	Beginning of the year		0
Emphasize importance of TLCC services to students during EI (specifically for AMH1010 and 1020 tutoring)	All EI instructors	Term 1		0

*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 6: Retention/Graduation Performance Targets (Peter)

- COL Retention/Graduation Performance Target 1: The percentage of COL juniors (2016-2017) that return to COL for their senior year will meet or exceed the school's average percentage for the last three years (Average Percentage Fall of 2013-2014 through Fall of 2015-2016 = 91.19)
- COL Retention/Graduation Performance Target 2: No more than 2.75% of COL college course enrollments will result in withdrawals (Total Percentage in 2015-2016 = 2.72%)
- COL Retention/Graduation Performance Target 3: The percentage of COL seniors exiting as graduates will meet or exceed 95% (Percentage in 2016 = 100%)

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

- Transitioning into the COL environment and college coursework is too much of a challenge for some juniors. (#1 and #2)
- COL needs to revisit the strategies, safeguards, and processes required to successfully implement college courses within the high school environment. (#1 and #2)

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**
Require incoming juniors to take executive intern (EI)	Principal	Fall semester	No	No
Identify key target goals through collaborative data review, research, discussions, and planning	C.O.L. Staff	Circle B retreat and on-going	Yes	No
Identify students who are not succeeding in coursework	Fall/Spring 2015/16	Guidance Counselor	Principal / Asst. Principal	Identify students who are not succeeding in coursework
Adjust schedules	Fall/Spring 2015/16	Guidance Counselor	Principal / Asst. Principal	Adjust schedules
Outreach with individual college professors to build rapport in order to address student needs	Fall/Spring 2015/16	Guidance Counselor	Principal / Asst. Principal	Outreach with individual college professors to build rapport in order to address student needs

*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: Attendance Performance Target 1 (Alric)

COL Attendance Performance Target 1: The COL attendance rate for both first and second semesters 2016-2017 will not fall below 95% (2015-2016: 97.09%)

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

- The guidance counselor is not always aware of attendance issues
- Professors do not always effectively use early warning system for college 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.

Attendance Action Steps	Who	When	Training*	Budget**
Reach out/communicate with college professors to encourage better use of college early warning system	Guidance Counselor	First two weeks of each semester		0
Show diligence in ensuring accuracy of Pinnacle	All instructors	Ongoing		0
Monitor and be proactive in response to any attendance issue (contact parent when excessive absences are observed; inform AP if attendance doesn't improve; work with administration to determine when conference needed)	All instructors	Ongoing		0

*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 8: Stakeholder Satisfaction Performance Targets (Bridget)

- COL 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: 25%, students: 31%, staff: 100%)
- COL 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: >3 on 7 correlates, students: >3 on 7 correlates, staff: >3 on 7 correlates)

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

- Getting an adequate number of parents and students to complete the climate survey is a challenge

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**
Setup on-Line surveys to increase accessibility	Assistant Principal	Fall Semester	Assistant Principal will be trained through Institutional Effectiveness	No
Use rewards to inspire student and parent participation	Assistant Principal	Upon completion of the survey- Spring semester	No	No, Solicit sponsors
Administer senior climate surveys to seniors during club and other group meetings	Instructors/Assistant Principal	January and thereafter	No	
Administer junior climate surveys at the end of EI	EI Instructors/Assistant Principal	January	No	

*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