

## Polk State Chain of Lakes Collegiate High School (COL) School Improvement Plan (SIP) 2021-2022

**Vision Statement:** To provide focused students with a challenging environment wherein they can earn both a high school diploma and college credits

**Purpose Statement:** To provide academic and technical education for serious high school students who desire to undertake college-level study. The two-year curriculum enables students to complete simultaneously a high school diploma and many of the requirements for an associate degree in either academic transfer or technical education options.

### The COL Learning Community's Common Beliefs

1. All enrollees possess the capacity to participate and be successful in the rigorous curriculum in both the charter school and the College.
2. COL staff members are equipped with the expertise and skill to facilitate the success of their students.
3. Parents and other stakeholders are essential partners in making the school successful.
4. Resources from the College and the charter school combine to create a rich learning environment for enrollees.
5. The charter school initiative provides the vehicle that allows COL the creativity to maximize student success.

<p><b>COL Accountability Plan Performance Outcomes:</b> COL is responsible for meeting charter accountability plan performance measures for which performance is reported annually. These measures are reflected in the school improvement plan, updated annually.</p>	
<p>Student Performance: Measures define student performance expectations as listed below:</p> <ol style="list-style-type: none"> <li>1. COL graduates will perform better than those of the district and the state on ACT and/or SAT reading and math (higher average scores).</li> <li>2. Over 6 years (by 2020) COL will ensure that each subgroup meets ACT/SAT reading and math performance indicator (listed above) as reflected in ACT and SAT performance reports and disaggregated reports for economically disadvantaged generated within the school.</li> <li>3. At least 90% of COL enrollees completing the two Polk State composition courses (ENC1101 and ENC1102) will earn a "C" or higher</li> <li>4. Percentage of students meeting or exceeding proficiency as identified by DOE on the End of Course Exam for US History will meet or exceed 80% when applicable.</li> <li>5. Percentage of college science course enrollees completing the course with a "C" or higher will meet or exceed 80%. (Note that all Polk State College science courses are equally rigorous to high school chemistry and physics.)</li> </ol>	<p>School Performance: 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> <li>3. An active governance board that meets at least four times annually. School improvement goals mirror accountability plan goals</li> </ol>

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

COL SIP 2020-2021

1. Demonstrate the behaviors tied to academic success to include self-confidence, self-advocacy, respect for others, time-management, and appropriate study skills as indicated by success in high school and college courses
2. Take advantage of COL and college resources to make the most of the COL experience as indicated by:
  - a. High school graduation
  - b. College credits
3. Show engagement in the high school, the college, and the larger community as indicated by:
  - a. Participation in high school and college clubs and sports
  - b. The honors program
  - c. The theater, art, and music programs
  - d. College workshops
  - e. Hours earned through community service
  - f. Successful completion of the work-based learning process
4. Create personalized goals and carry out actions required to transition into further education when leaving COL as indicated by:
  - a. Personal career pathway
  - b. Planning forms submitted to guidance counselor
  - c. ACT and/or SAT scores
  - d. Postsecondary transition plan

### School Information

School Name: <b>Chain of Lakes Collegiate High School</b>	District Name: <b>Polk</b>
Principal: <b>Patrice Bryant-Thigpen</b>	Polk State President: <b>Dr. Angela Falconetti</b>
SAC Chair: Michael Tanner	

## School Advisory Committee (SAC)

The SAC has been established in compliance with Florida Statutes 1001.452 and operates as specified in its bylaws. Additionally, the annual SAC activities help the school meet a Southern Association of Colleges and Schools (SACS) accreditation standard which specifies as follows:

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

During 2020-2021, the SAC timeline and process will be as listed below.

1. **Summer Meeting (August 2020)**
  - a. Present purpose/role of SAC (Florida Statutes and By-Laws)
  - b. Review/edit/approve school purpose and school improvement plan
  - c. Agree on SAC committees and members of each
    - i. Business partnership (Diana)
    - ii. Fundraising (Keith)
    - iii. Graduation (Keith)
    - iv. Parent engagement (Patrice)
2. **September/October Meeting (September 2020)**
  - a. Present and clarify each committee's plan for the year
  - b. Address operational challenges or needed decisions
3. **November/December Meeting (November 2020)**
  - a. Present status of each committee's work/conduct committee work as needed
  - b. Address operational challenges or needed decisions
  - c. Address additional school issues including use of school incentive funds and plans to recruit a diverse student population
4. **January/February Meeting (January 2021)**
  - a. Present status of each committee's work/conduct committee work as needed
  - b. Address operational challenges or needed decisions including final vote on use of school incentive funds
  - c. List of budget needs and issues being addressed in planning for next year
5. **April/May Meeting (April 2021)**
  - a. Present status of each committee's work/conduct committee work as needed
  - b. Approve the upcoming year's school budget
  - c. Address operational challenges or needed decisions

**Staff**

Position	Name	Degree(s)/ Certification(s)	Years at School	Years of Experience
Principal	Patrice Bryant-Thigpen	Ed.S. Educational Leadership (all levels) Masters/Counseling and Psychology Certification Middle Grades English, Guidance and Counseling (all levels), and Educational Leadership (all levels)	3	18
Assistant Principal				
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)	10	21
Math	Misty Sparling	Bachelors/Mathematics Certification/Mathematics (grades 6-12)	9	29
English	Laura Abercrombie	Masters/English and Rhetoric Certification/ English (grades 6-12).	9	13
Math	Alric Fischle	MA Accounting Bachelors/Math Certification/Mathematics (grades 6-12)	7	23
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)	15	16
Spanish	Milcah Bentley	M.Ed in Curriculum and Instruction- World Language Bachelors/Spanish and Adolescent Education Certification/Spanish (grades K-12)	6	15
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)	14	14
Student Resource Specialist	Diana Gill	Masters/Educational Leadership BA Educational Studies Certification/ESE K-12	4	7
Physical Education	Demetrius Macon	Masters/Adult Education Physical Education K-12	3	6
Social Science	Heather Deiches-Wasemann	Masters/Instructional Media Masters/American History and Government Bachelors/Political Science Certification / Social Sciences 6-12	1	17

## **Strategies for Hiring and Retaining Highly Effective Teachers**

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

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

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

## **Teacher Mentoring Program/Plan**

New teachers are mentored by various staff depending on the subjects taught and needs of each staff member. Each new instructor is assigned an individual mentor for college and/or high school courses. Additionally, both the COL Principal and Assistant Principal work closely with new instructors in terms of transitioning them into the general culture of the school. COL has no new full-time staff people for the 2020-2021 school year.

## **Continuous Improvement Leadership Team**

Keith Bonney, Principal; Patrice Thigpen, Assistant Principal; Peter Preston, Guidance Counselor; and Diana Gill, Student Resource Specialist, make up the school's leadership team.

This team provides leadership during the May School Improvement Plan (SIP) Summit and the annual staff workshop, held in July or August of each year. Prior to and during the summit, staff members are assigned to groups where they review performance data from the prior year and then create 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 summer workshop, leadership team members act as presenters, facilitators and coaches as the faculty and staff participate in continuous improvement activities which include but are not limited to those listed below:

- Staff members review the climate survey report and other feedback from stakeholders collected through additional surveys and focus groups. They then agree to the actions to be implemented to address perceived improvement needs.
- They share learning from professional development activities attended during the prior year. They use this information to outline the upcoming year's professional development plan.
- Attendees review the Personnel Evaluation and Development System (PEDS) document, identify any Marzano domains posing challenges to faculty, and determine Marzano domains on which to focus in current year.

During the year, the leadership team facilitates activities to provide for ongoing collection of performance data and monitoring of 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 for the upcoming year.

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

**Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.**

The Guidance Office is responsible for the input and maintenance of student information and records. College Genesis is the source for data input for college classes and allows for reports to be generated by the COL administration. Longitudinal data may be requested from the Institutional Research Department at Polk State College.

Information for high school classes comes from Polk County Public Schools (PCPS) Focus Reports. PCPS Focus allows input for demographics, schedules, discipline, and other data. Reports can then be generated from PCPS Focus.

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

The student resource specialist maintains a data warehouse for standardized testing: ACT, SAT, PSAT, FSA, EOC exams, AP exams, AICE credits, CLEP, and PERT. Mrs. Gill also tracks college courses attempted and completed and college admission.

**Cross-Curricular Contributions to Teaching of Reading**

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

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

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

Juniors 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. Incoming seniors are enrolled in the Polk State SLS2930 (Special Topics in Student Success) taught by a COL instructor. This three-hour college course emphasizes both study skills and content area reading.

## **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 2020-2021 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.

**COL SIP Content Section Summary 2021-2022**

**Reading (Milcah, Laura and Lynsay)**

<b>Reading Performance Target 1: The average scores of COL graduates on both ACT and SAT reading will meet or exceed the average scores of both the state and the district on either ACT or SAT reading.</b>			
<b>Baseline Performance for 2017-2018 through 2020-2021: ACT: (2019- 25.18, 2020- 23.49, 2021- 24.81) = 24.5 SAT: (2019-580, 2020-563, 2021- 583) = 575</b>			
<b>Barriers</b>	<b>Action Steps</b>	<b>Mid-Year Performance</b>	<b>End-of-Year Performance</b>
<p>Students do not recognize the importance of preparing to take the ACT and the SAT</p> <p>Students don't have the necessary strategies to perform well on these test platforms</p> <p>Students don't understand the testing structure including time constraints (maybe particularly true of students coming from homeschool or private schools)</p> <p>Contact with COL students decreases as they matriculate to their senior year.</p>	<p>Contract with the Learning Resource Center (LRC) to provide ACT preparation course to be presented during the first two weeks of school (Principal)</p> <p>Provide ACT and SAT reading instruction as part of EI (instructors)</p> <p>Implement main office "word of the week" (Guidance Counselor)</p> <p>Ask for commitment from seniors as to when they will test when they meet with the student resource specialist (Ms. Gill)</p> <p>All COL Instructors incorporate SAT and ACT Reading preparation strategies in EI classes through learning resources like Khan Academy, test prep books, etc.</p> <p>COL faculty and staff emphasize earliest possible testing dates after COL-provided preparation in class and in parent outreach through administrative contact and social media (like Remind, Facebook)</p>	<p>2022 Graduates: SAT EBRW Score: 575 Total tester: 67</p> <p>ACT Reading Score: 22 Total Testers: 32</p>	<p><b>2022 Graduates</b> SAT EBRW Score: 571 Total SAT Testers: 77</p> <p>ACT Reading Score: 23 Total ACT Testers: 46</p> <p>Polk District Scores SAT EBRW: 541 ACT Reading: Pending</p> <p>State Scores SAT EBRW: 560 ACT Reading: Pending</p> <p>*Scores are rounded to the nearest whole number</p>

<b>Reading Performance Target 2: The average reading score of each COL subgroup (seniors) on ACT or SAT will meet or exceed the overall performance of the district and/or the state.</b>	
<b>Baseline Performance for 2021: ACT: W~ 25.06 (35), B~25.07 (11), H~24.81(20) , O~25.30(6), FRL~25.06 (14) SAT: W~583 (69), B~585 (17), H~583 (30), O~545(15), FRL~585 (28)</b>	

Barriers	Action Steps	Mid-Year Performance	End-of-Year Performance
<p>Contact with COL students decreases as they matriculate to their senior year.</p> <p>Students struggle with working with digital content.</p>	<p>Seniors will have contact with the COL mentors through monthly class meetings and mentor communication (e.g. Canvas, Remind)</p> <p>Reading instructor will work with reading students early in the Canvas learning platform, assigning digital content and assignments that coincide with the electronic test.</p>	<p>2022 Graduates <u>Subgroup Scores</u> SAT EBRW Total tester: 67 B: 535 (4) W: 576 (28) H: 596 (12) O: 568 (8) FRL: 569 (15)</p> <p>ACT Reading Total Testers: 32 B: 19 (5) W: 24(16) H: 22 (2) O: 25 (3) FRL: 19 (6)</p> <p>*Scores are rounded to the nearest whole number</p>	<p>2022 Graduates <u>Subgroup Scores</u> SAT EBRW Total tester: 77 B: 529 (13) W: 577 (33) H: 588(22) O: 564 (9) FRL:574 (16)</p> <p>ACT Reading Total Testers: 46 B: 20 (11) W: 24 (24) H: 22(7) O: 23 (4) FRL: 20 (9)</p> <p>*Scores are rounded to the nearest whole number</p>

**Professional Development and Budget Needs Tied to Reading Targets**

Professional Development	Participants	Cost
Materials, Equipment and Supplies		Cost
Chrome Books, student internet access		
Other		Cost

**Writing (Laura and Lynsay)**

Writing Performance Target 1: The percentage of COL completers in ENC1101 and ENC1102 earning a "C" or higher will meet or exceed 90%.			
Writing Performance Target 2: The percentage of COL completers in ENC1101 and ENC1102 earning a "B" or higher will meet or exceed 75%			
Baseline Performance for 2021 "C" or higher: ENC1101/1102 301/330=91%			
Baseline Performance for 2021 "B" or higher: ENC1101/1102 247/330=75%			
Barriers	Action Steps	Mid-Year Performance	End-of-Year Performance
<p>Student self-advocacy is low, creating a struggle with students to consistently work on and complete assignments on time.</p> <p>Students struggle with working with digital content and time management.</p> <p>Students struggle to earn a passing score on their final research papers because they have trouble identifying what constitutes plagiarism.</p>	<p>COL Faculty and staff in EI and monthly class meetings focus on honing student's soft skills for college success such as: self-advocacy, time-management, and study skills</p> <p>Through an increased implementation of Canvas as a course requirement for assignments, students will become acclimated to the process of checking the class site, understanding deadlines, and submitting work through various assignments (discussions, document submission, etc.).</p> <p>ALL COL instructors emphasize the importance of academic integrity in EI; English and Reading instructors have direct instruction lesson plans as well as coaching sessions designed to assist students in identifying and correcting plagiarism in their research papers.</p>	<p>Fall 2021 "C" or higher: 150/163= 92%</p> <p>Fall 2021 "B" or higher: 129/163= 79%</p>	<p><u>COL completers in ENC1101 and 1102</u> Earning a "C" or higher: 321/353=91%</p> <p>Earning a "B" or higher: 265/353=75%</p>

**Professional Development and Budget Needs Tied to Writing Targets**

Professional Development	Participants	Cost
Writing Conference	English Faculty/Principal	
College Board Conference	One English instructor	
Materials, Equipment and Supplies		Cost
Chrome Book, student internet access		
Other		Cost

**Math (Misty and Alric)**

**Math Performance Target 1: The average scores of COL graduates on both ACT and SAT math will meet or exceed the average scores of both the state and the district on either ACT or SAT reading.**

**Math Performance Target 2: The average math score of each COL subgroup (seniors) on ACT or SAT will meet or exceed the overall performance of the district and/or the state**

**Baseline Performance for 2018-2019 through 2020-2021: ACT: (2019-21.88, 2020-21, 2021- 21.52) = 21.5 SAT: (2019-555.71, 2020-564, 2021- 552) = 557**

**Baseline Performance for 2021: ACT B: 21.54 (11), W: 21.52 (35), H: 21.51 (20), O: 21.74 (6) FRL: 21.50 (14) SAT: B: 555(170, W:552 (69), H:551 (20), O: 554 (15) FRL: 556 (28)**

Barriers	Action Steps	Mid-Year Performance	End-of-Year Performance
<p>Students do not recognize the need to prepare to take the ACT and/or SAT.</p> <p>Students do not have the necessary strategies to perform well on these test platforms.</p> <p>Students have gaps in their math skill set due to factors such as COVID-19 and the amount of time that has elapsed since they have taken specific courses, such as Geometry.</p> <p>Students have gaps in their math skill set due to the amount of time that has elapsed since they have taken specific courses, such as Geometry.</p>	<p>Student Resource Specialist informs students of SAT/ACT testing changes via the junior and senior Canvas shell. Mathematics instructors will encourage incoming seniors to take advantage of online test preparation options to prepare to take the ACT and/or SAT in the fall of their senior year.</p> <p>Contract with the Learning Resource Center (LRC) to provide an ACT preparation course to be presented during the first two weeks of school (Principal).</p> <p>Provide ACT and SAT math instruction as part of EI to address skill gaps (instructors).</p> <p>Provide informal ACT/SAT and College Algebra tutoring services throughout the school year (math instructors).</p> <p>Math instructors recommend students seek TLCC tutoring sessions focused on math-related concerns.</p>	<p>2022 Graduates: SAT Math Score: 546 Total tester: 67</p> <p>ACT Math Score: 21 Total Testers: 32</p> <p><i>*Scores are rounded to the nearest whole number</i></p> <p><u>2022 Graduates Subgroup Scores</u> SAT Math Total Testers: 67 B: 485 (4) W: 543 (28) H: 565 (12) O: 562 (8) FLR: 542 (15)</p> <p><u>ACT Math</u> Total Testers: 32 B:17 (5) W: 21 (16) H: 22 (2) O: 26 (3) FRL: 20 (6) <i>*Scores are rounded to the nearest whole number</i></p>	<p><b>2022 Graduates</b> SAT Math Score: 541 Total SAT Testers: 77</p> <p>ACT Math Score: 21 Total ACT Testers: 46</p> <p>Polk District Scores SAT Math: Pending ACT Math: 505</p> <p>State Scores SAT Math: Pending ACT Math: 536</p> <p><i>*Scores are rounded to the nearest whole number</i></p> <p><u>2022 Graduates Subgroup Scores</u> SAT Math Total Testers: 77 B: 510 (13) W: 540 (33) H: 556 (22) O:558 (9) FLR: 547 (16)</p> <p>ACT Math Total Testers: 46 B: 18 (11) W: 21 (24) H: 21 (7) O: 25 (4) FRL: 19 (9) <i>*Scores are rounded to the nearest whole number</i></p>

Math Performance Target 3: At least 78% of students completing College Algebra (MAC1105) will earn a "C" or higher			
Math Performance Target 4: At least 50% of students completing College Algebra (MAC1105) will earn a "B" or higher			
Baseline Performance for 2021 "C" or better: MAC1105: 94/112=84%			
Baseline Performance for 2021 "B" or better: MAC1105: 64/112= 57%			
Barriers	Action Steps	Mid-Year Performance	End-of-Year Performance
<p>Students struggled with the online platform.</p> <p>Students were not prepared to take an online course in MAC 1105 when they were expecting it to be an in-person course.</p> <p>Students were not diligent in keeping up with assignments and expectations of the online course.</p> <p>Some students do not have a strong background in specific course prerequisites (skillsets).</p>	<p>The principal will offer to check out electronic devices to enable any students who need laptops for online course work.</p> <p>Polk State College offers free Wi-Fi hotspots in downtown Winter Haven and in the parking lot at Polk State College.</p> <p>Math instructors will provide informal College Algebra tutoring services throughout the school year.</p> <p>Math instructors will provide opportunity for remediation during weekly structured time with COL math auditing.</p> <p>Math instructors recommend students seek TLCC tutoring sessions focused on math-related concerns.</p> <p>Math instructors will recommend students utilize the "Get Ready MAT1033" Canvas course remediation.</p>	<p>Fall2021 College Algebra (MAC1105) "C" or higher: 54/58=93%</p> <p>Fall2021 College Algebra (MAC1105) "B" or higher: 50/58= 86%</p>	<p>COL Completers in College Algebra (MAC1105) Earning a "C" or higher: 128/145= 88%</p> <p>Earning a "B" or higher: 94/145= 65 %</p>

**Professional Development and Budget Needs Tied to Math Targets**

Professional Development	Participants	Cost
Training for the new Florida mathematics standards	Misty Sparling & Alric Fischle	
Materials, Equipment and Supplies		Cost
25 replacement iPads, Laptops for Professors to aid in online instruction, replace TI-84 graphing calculators, replace scientific calculators		
Other		Cost
Chromebooks for students		

## Science (Suzy)

<b>Science Performance Target 1: The percentage of COL completers in college science courses earning a “C” or higher will meet or exceed 90%.</b> <b>Science Performance Target 2: The percentage of COL completers in college science courses earning a “B” or higher will meet or exceed 75%</b>			
<b>Baseline Performance for 2021 “C” or better: College Science Courses 233/326=86%</b> <b>Baseline Performance for 2021 “B” or better: College Science Course 233/326=71%</b>			
Barriers	Action Steps	Mid-Year Performance	End-of-Year Performance
<ol style="list-style-type: none"> <li>All college science courses transitioned to blended learning. Specific challenges faced by many students included: how to effectively communicate with professors, lack of/needs for computer equipment, and some students lacked the online learning growth mindset.</li> <li>Some students do not have a strong background in specific course prerequisites (skillsets).</li> <li>Some students are not comfortable communicating/self-advocating with college science professors.</li> <li>Some students are unable to embrace, problem-solve, or apply critical-thinking skills for real-world problems.</li> </ol>	<ol style="list-style-type: none"> <li>Polk State Collegiate High School compiled a list of resources for students such as access to technology, Canvas tools and support, Office 365, online tutoring and library services.</li> <li> <ol style="list-style-type: none"> <li>Science instructor will strongly recommend TLCC tutoring sessions and supplemental educational opportunities in the Chart Lab such as tutoring and online resources that will assist students’ success in college science courses and specific course concepts.</li> <li>Guidance Counselor will encourage students to take courses such as biology, chemistry, physics, earth/space, etc. that will specifically help them prepare for success in future college science level courses and standardized exams such as the ACT/SAT.</li> </ol> </li> <li>COL instructors, during Executive Intern, will communicate and model how to locate Polk State College professors’ contact information and provide examples on how to effectively write an email to a professor that includes a proper greeting, body, and closing.</li> <li>Science instructor, during Executive Intern, will provide pre-assessments and post-assessments through differential learning activities to foster student-center learning to cultivate a learning environment that</li> </ol>	<p>Fall2021 Science courses “C” or higher: 81/88=92%</p> <p>Fall2021 Science course “B” or higher: 61/88=69%</p>	<p><b><u>COL completers in College Level Science Courses</u></b>  <b>Earning a “C” or higher: 240/269=89%</b></p> <p><b>Earning a “B” or higher: 196/269= 73%</b></p>

	utilizes daily practices (e.g. reflection questions and essential questions).		
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**Professional Development and Budget Needs Tied to Science Targets**

<b>Professional Development</b>	<b>Participants</b>	<b>Cost</b>
1. HOSA-Future Health Professionals Regional Leadership Conference	1. Suzanne Halverson	1. TBD
2. HOSA-Future Health Professionals State Leadership Conference	2. Suzanne Halverson, Patrice Thigpen, Diana Gill, and Dr. Bonney	2. TBD
3. HOSA Future Health Professional International Conference	3. Suzanne Halverson and a COL chaperone	3. Estimated \$2,000
<b>Materials, Equipment and Supplies</b>		<b>Cost</b>
1. Launchpad for Shuster's Scientific American Biology for a Changing World (12 month)		1. \$3,218.25
2. 25 Replacement Apple Laptops		2. TBD
3. Virtual labs		3. TBD
<b>Other</b>		<b>Cost</b>

## Social Studies

Social Studies Performance Target 1: The percentage of COL completers in AMH1010 and 1020 earning a "D" or higher will meet or exceed 90%			
Social Studies Performance Target 2: The percentage of COL completers in AMH1010 and 1020 earning a "B" or higher will meet or exceed 75%.			
Baseline Performance for 2021 "D" or better: AMH1010/1020: 89/92=97%			
Baseline Performance 2021 "B" or better: AMH1010/1020: 76/92=83%			
Barriers	Action Steps	Mid-Year Performance	End-of-Year Performance
<p>Students take AMH 1010 and AMH 1020 with professors outside of COL; therefore, the student must communicate progress and performance with COL faculty and staff.</p> <p>Students have difficulties communicating with professors.</p> <p>Students/faulty may have lacked needed technology to do online work.</p> <p>Students may have lacked the self-discipline needed to succeed in an online instructional environment.</p> <p>Students may not have had the support needed to be successful in an online instructional environment.</p>	<p>COL instructors will continue to instruct on how to write an appropriate email to professors and show the students how to locate professors' email addresses.</p> <p>COL to purchase additional laptop computers for students and faculty. Polk State College provided mobile Wi-Fi hotspots to assist students in the area with internet.</p> <p>Utilize the teacher/student mentoring process to identify and address individual student performance issues (Guidance Counselor).</p>	<p>Fall2021 AMH1010 and 1020 earning a "D" or higher: 69/72= 95%</p> <p>Fall2021 AMH1010 and 1020 earning a "B" or higher: 50/72= 69%</p>	<p><u>COL completers in AMH1010 and 1020</u> Earning a "D" or higher: 169/178= 95%</p> <p>Earning a "B" or higher: 134/178= 75%</p>

### Professional Development and Budget Needs Tied to Social Studies Targets

Professional Development	Participants	Cost
Materials, Equipment and Supplies		Cost
Other		Cost

### Retention (Diana and Peter)

Retention Performance Target 1: The percentage of COL juniors (2020-2021) that return to COL for their senior year will meet or exceed 90%			
Baseline Performance for 2021: 137/142=93%			
Barriers	Action Steps	Mid-Year Performance	End-of-Year Performance

<ol style="list-style-type: none"> <li>1. Transitioning into the COL environment and college coursework is too much of a challenge for some juniors.</li> <li>2. COL needs to revisit the strategies, safeguards, and processes required to successfully implement college courses within the high school environment.</li> <li>3. Due to the recent Covid-19 pandemic face to face communication with students was disrupted and moved to an online format. As an after effect, many college courses have remained online.</li> <li>4. Students do not use their Polk email for communication with faculty and staff.</li> <li>5. College level math courses are challenging for students.</li> <li>6. Students are absent for an extended period due to medical reasons and are not completing assignments during that time, making it more difficult to succeed in the course.</li> </ol>	<ol style="list-style-type: none"> <li>1. Initiate a student orientation activity to help students become familiar with the college environment. Students circulate through different classrooms to learn about different aspects of the college environment (Passport and CANVAS, how to read schedules, COL and College rules, virtual tour of campus, clubs/student activities. (Principal). Require incoming juniors to take executive intern (EI) (Principal).</li> <li>2. Identify key target goals through collaborative data review, research, discussions, and planning (Examine SIP performance outcomes and attendance throughout the year, grades by term, etc.) (Assistant Principal)</li> <li>3. Leadership team created a Junior and Senior Canvas shell to use as an internal platform to communicate school processes (e.g., scheduling one-on-one virtual meetings via Canvas). In addition, the Principal and Assistant Principal manage our Polk State Chain of Lakes Collegiate High School Facebook page with up-to-date information about our school and students as a mode of communication with our parents, students, and community.</li> <li>4. Student Resource Specialist meets with seniors, and Guidance Counselor meets with juniors over the summer. Students are advised to use their Polk State student email as their primary email to communicate with faculty and staff.</li> <li>5. Guidance counselor informs and/or assists students in registering into the <i>GET READY MAT1033</i> course provided by Polk State College.</li> <li>6. Faculty and staff place all coursework on CANVAS, include an updated syllabus, contact via announcement, CANVAS email and my.polk.edu email, especially when they are aware of an extended absence. PARENTS</li> </ol>	<p>Returning Juniors: 185/189=97.88%</p>	<p>Returning Juniors: 181/189=95.76%</p>
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**Retention Performance Target 2: No more than 5% of COL college course enrollments will result in withdrawals.**

Baseline Performance for 2021: 143/2680=5%

Barriers	Action Steps	Mid-Year Performance	End-of-Year Performance
<ol style="list-style-type: none"> <li>Students enter COL with a misperception of the effort needed to handle their college course load.</li> <li>Students don't understand the impact withdrawals have when applying to colleges/universities.</li> <li>Students have difficulties communicating with professors.</li> <li>Parents do not understand FERPA and how it can restrict college course information to them.</li> </ol>	<ol style="list-style-type: none"> <li>Identify students who are struggling with coursework and adjust schedules (Guidance Counselor).</li> <li>Utilize the teacher/student mentoring process to identify and address individual student performance issues (Guidance Counselor).</li> <li>Student Resource Specialist will educate students on the negative impact course withdrawal(s) have on their college transcripts during junior and senior meetings.</li> <li>Outreach with individual college professors to build rapport in order to address student needs (Guidance Counselor and Assistant Principal).</li> <li>FERPA requirements will be delivered to parents with specifics concerning FERPA rules (Principal).</li> </ol>	65/1166=5.57%	176/2975= 6%

**Retention Performance Target 3: The percentage of COL seniors exiting as graduates will meet or exceed 95%.**

Baseline Performance for 2021: 177/177=100%

Barriers	Action Steps	Mid-Year Performance	End-of-Year Performance
<ol style="list-style-type: none"> <li>Students want to take college-level courses to meet high school graduation requirements.</li> </ol>	<ol style="list-style-type: none"> <li>Schedules are structured for students to complete all high school graduation requirements by the fall term of their senior year (Guidance Counselor).</li> <li>Seniors who are not successful in college-level courses, which take the place of a high school graduation requirement, are scheduled in a high school-level course the spring term of their senior year (Guidance Counselor).</li> </ol>	N/A	133/133

**Professional Development and Budget Needs Tied to Retention**

Professional Development	Participants	Cost
Retention Conference	Administration and Leadership staff	
College Tours/Networking	Diana Gill and Peter Preston	
Materials, Equipment and Supplies		Cost
Other		Cost

**Student Attendance and Observable Performance (Patrice and Peter)**

<b>Attendance/Observable Performance Target 1: The COL attendance rate for both first and second semesters 2020-2021 will not fall below 95%.</b>			
<b>Baseline Performance for 2021: 93.37%</b>			
<b>Barriers</b>	<b>Action Steps</b>	<b>Mid-Year Performance</b>	<b>End-of-Year Performance</b>
1. Some students have difficulty adjusting to the COL scheduling model and/or lack of closely monitored attendance in college courses.	1. Students will be encouraged and reminded that attendance is one of the main indicators of student success at COL (Instructors, Administrators).  2. Upon instructors' reports of lack of regular attendance or early warning alerts, students will be contacted to discuss issues that are preventing them from regular attendance (Administrators).		<b>COL attendance:</b>

<b>Attendance/Observable Performance Target 2: Staff, faculty and students will document use of the Collegiate High School Observable Behavior Form to assess each student's behavior consistent with school success</b>			
<b>Baseline Performance for 2020-2021: Faculty 8/8=100%, Students 137/320= 43% Staff 0/6</b>			
<b>Barriers</b>	<b>Action Steps</b>	<b>Mid-Year Performance</b>	<b>End-of-Year Performance</b>
1. Students may not be self-reflective or adequately self-aware to objectively assess their own behaviors as it relates to student success.	1. Students will learn the typical behaviors of successful students as a part of their EI classes and will complete an initial self-assessment prior to needing to use the Observable Behavior form as issues arise.		Faculty:1/8 Students:20/326 Staff:0/6

**Professional Development and Budget Needs Tied to Attendance and Observable Performance**

<b>Professional Development</b>	<b>Participants</b>	<b>Cost</b>
Model Schools Conference Association of Florida Colleges (AFC) conference	Administrators and Faculty Guidance Counselor, Student Resource Specialist, Assistant Principal	
<b>Materials, and Supplies</b>		<b>Cost</b>
<b>Other</b>		<b>Cost</b>

**Stakeholder Satisfaction and Perception/Organizational Effectiveness Data (Patrice and Keith)**

<b>Perception/Organizational Effectiveness Performance Target 1: At least 20% of parents, 40% of students and 60% of staff members will participate in the 2020-2021 climate survey process.</b>

Baseline Performance for 2020-2021: 25% of parents, 63% of students and 79% of staff members participated in the survey.			
Barriers	Action Steps	Mid-Year Performance	End-of-Year Performance
1. The targeted survey participants do not see the importance of completing the survey.	<ol style="list-style-type: none"> <li>Staff will be asked to complete the survey via an anonymous online link in a staff meeting. (Principal)</li> <li>Students and parents will be notified at orientation about the significance of the surveys. (Principal)</li> <li>The principal will emphasize (through Remind texts, emails, Facebook and callouts) the importance of completing surveys as quickly as possible after receiving the online links.</li> </ol>	N/A	20% of the school's parents, 81% of students, and 79% of full-time staff completed the climate survey.

**Perception/Organizational Effectiveness Performance Target 2: The average rating of each stakeholder group (parents, students, staff) on the 2020-2021 annual climate survey will be 3 or higher on at least 6 of 7 correlates.**

Baseline Performance for 2020-2021: The average responses of all three groups were 3.0 or higher on all 7 correlates.

Barriers	Action Steps	Mid-Year Performance	End-of-Year Performance
1. Students and parents still do not believe they receive adequate updates on student performance.	<ol style="list-style-type: none"> <li>Students will be encouraged to complete the FERPA form so that parents can have access to their academic records. (Guidance Counselor)</li> <li>School leadership will remind parents that each student can log into Canvas and Focus to view the most current progress reports available. Parents may sit with their students and ask them for their login credentials on a regular basis.</li> </ol>	N/A	The average rating of all three groups was 3 or higher on all 7 correlates.

**Perception/Organizational Effectiveness Performance Target 3: COL leadership will ensure that college, business and community partners are actively engaged in at least two planning meetings during the 2020-2021 school year.**

Baseline Performance for 2020-2021: Due to Covid-19, Work-Based Learning did not take place, and business partner meetings were suspended.			
Barriers	Action Steps	Mid-Year Performance	End-of-Year Performance

1. Community partners and businesses don't always see the importance of engaging with the high school.	<ol style="list-style-type: none"> <li>1. During the first meeting of the 2020-2021 school year, COL staff and business/community representatives will agree on the roles partners will play to support the COL students. (Principal)</li> <li>2. COL leadership will then host regularly scheduled meetings throughout the year to address agreed-upon desired outcomes. (Principal)</li> </ol>	N/A	Due to Covid-19, Work-Based Learning did not take place, and business partner meetings were suspended.
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**Perception/Organizational Effectiveness Performance Target 4: Parents and students completing the school's objectives survey will show an average agreement of 4 or higher (on a scale of 1-5) with the school's objectives. (survey done biannually)**

Baseline Performance for 2020-2021: Parents and students recognized the importance of all objectives.			
Barriers	Action Steps	Mid-Year Performance	End-of-Year Performance
Not applicable for 2020-2021 because survey will not be administered again until 2021-2022.		N/A	2022 was not the year to complete the survey.

**Perception/Organizational Effectiveness Performance Target 5: School documentation will show follow-up actions responding to student and parent recommendations and concerns as collected through focus groups and customer service surveys.**

Baseline Performance for 2020-2021: Action steps to be implemented as follow-up to 2020-2021 focus groups and survey have been documented in individual reports and in the COL Annual Performance Summary 2019-2020. Follow-up actions are documented in the COL annual performance summary for 2020-2021. Due to Covid-19 restrictions, no focus groups were conducted.			
Barriers	Action Steps	Mid-Year Performance	End-of-Year Performance
School staff members are always interested in collecting stakeholder perceptions, but listing and implementing action steps to address student and parent concerns require additional efforts.	The principal will work closely with an outside consultant to ensure that action steps are both listed and implemented.	N/A	None conducted in 2021-22

**Perception/Organizational Effectiveness Performance Target 6: COL will show an unrestricted annual fund balance of at least 3%.**

Baseline Performance for 2020-2021: COL maintains an annual fund balance that greatly exceeds the required 3%.			
Barriers	Action Steps	Mid-Year Performance	End-of-Year Performance
1. Interruption in the recruitment of students in the spring and summer of 2020 due to COVID-19 could conceivably result in lower than anticipated enrollment and thus lower funding for 2020-2021 2. Possible cuts in state funding due to COVID-19 may result in increased use of fund balance for one-time purchases	1. Principal will facilitate with staff, college personnel and school advisory council to reach out to the community using a variety of non-traditional recruitment efforts 2. Principal will work with the Polk State Business Office and with school personnel to conservatively allocate funds and monitor expenditures throughout the school year.	N/A	

Perception/Organizational Effectiveness Performance Target 7: COL will have an active governance board that meets at least four times annually.			
Baseline Performance for 2020-2021: The school met this target 4/4= 100%			
Barriers	Action Steps	Mid-Year Performance	End-of-Year Performance
The principal must carefully consider issues to take to the governing board in order to best utilize the board's leadership and decision-making ability.	Principal will focus board presentations on those required by statute and charter board contract.  Principal will design board presentations to maximize efficiency of presentations and best utilize knowledge and skill of board members.		

Perception/Organizational Effectiveness Data Performance Target 8: Instructor observational data will show that 3 out of 6 design question behaviors are adequately demonstrated by each instructor.			
Baseline Performance for 2020-2021: 8/8 = 100% were rated highly effective on their annual evaluations.			
Barriers	Action Steps	Mid-Year Performance	End-of-Year Performance
Due to Covid-19, the instructors may have difficulty demonstrating these behaviors in a virtual setting.	1. During pre-observation, the principal will coach the instructors on how to adequately demonstrate the desired behaviors. 2. The instructors will pursue professional development for virtual instruction and implement strategies gained from it.		8/8 = 100% were rated highly effective on their annual evaluations.

**Professional Development and Budget Needs Tied to Perception/Organizational Effectiveness Data**

<b>Professional Development</b>	<b>Participants</b>	<b>Cost</b>
Florida Charter School Conference Florida Association of School Administrators Conference	Administrators and Faculty	\$0 Due to Covid-19, these conferences were not attended.
<b>Materials, Equipment and Supplies</b>		<b>Cost</b>
<b>Other</b>		<b>Cost</b>