

Lakeland Collegiate Charter High School (CHS)

Annual Continuous Improvement Plan (ACIP)

2022-2023

Contents

The annual school improvement plan is divided into eight parts:

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 - a. Purpose statement
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 - c. Vision statement
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 - f. Guiding principles
 - g. Overarching student objectives
2. **Part 2: School Conditions that Support Improvement summarizes:**
 - a. The role of the School Advisory Council (SAC) in the improvement process
 - b. Qualifications of leadership and instructional staff members
 - c. Teacher recruitment/retention strategies
 - d. Teacher mentoring program
 - e. Make-up and role of the school leadership team
 - f. Overall strategies to increase learning time
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 - h. College and career readiness processes
3. **Part 3: Anticipated Academic Performance lists academic performance targets, barriers to achieving them, and action steps designed to overcome the barriers**
4. **Part 4: Stakeholder Engagement and Satisfaction includes stakeholder satisfaction and engagement targets with barriers and action steps**
5. **Part 5: School Sustainability specifies other organizational performance targets and related barriers and action steps**
6. **Part 6: Annual Budget summarizes the annual budget including expenditures required to support continuous improvement**
7. **Part 7: Professional Development details the year's professional development plan including:**
 - a. A needs assessment to show how plan components were selected
 - b. Delivery methods
 - c. Analysis of effectiveness
 - d. Content that will specify how the school will:
 - i. Include activities to increase faculty and staff with skillset in terms of analyzing data to further learning
 - ii. Emphasize the application of action research (plan, do, check, act process) to strengthen schoolwide and classroom performance
 - iii. Address the use of formative and summative data in the learning process
 - iv. Incorporate strategies to individualize student's learning goals and career-planning processes
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Part 1: UNDERSTANDING CHS

CHS is a Polk State College charter school authorized through a contract with the Polk County School Board. The school purpose, which includes the mission, vision, beliefs, and student objectives, is aligned with the charter contract.

Mission Statement: The Polk State College Lakeland Collegiate High School (CHS) mission is to provide an on-campus personalized, supportive accelerated early college experience for motivated high school juniors and seniors.

CHS Vision - CHS students will:

- Engage in a diverse small learning community on Polk State College’s Lakeland campus where they are respected and valued
- Master rigorous academic expectations and build college readiness skills
- Determine career pathways that align with their interests and skills
- Demonstrate civic-minded and service-oriented leadership
- Develop healthy interpersonal relationships and team-building skills

School Name: Polk State College Collegiate High School	District Name: Polk
Principal: Rick Jeffries	President of Polk State College: Dr. Angela Falconetti
Chairman of the Board of Trustees: Ashley Bell-Barnett	School Designation: Public Charter School: Grades 11 and 12
SAC Chair: Mrs. Kelly Grainger	

Part 2: School Conditions that Support Improvement

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:

- 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.
- 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 2022-2023, the SAC timeline and process will be listed below.

1. **Summer Meeting (August 2022)**
 1. Present purpose/role of SAC (Florida Statutes and By-Laws)

2. Elect SAC president
3. Review/edit school purpose
4. Agree on SAC committees and members of each
 1. Business partnership (Rick and Bradley)
 2. Fundraising (Dawn and Virginia)
 3. Graduation (Dawn and Patty)
2. **September/October Meeting (September 2022)**
 1. Approve school improvement plan for upcoming year
 2. Present and clarify each committee's plan for the year
 3. Address operational challenges or needed decisions
3. **November/December Meeting (November 2022)**
 1. Present status of each committee's work/conduct committee work as needed
 2. Address operational challenges or needed decisions
 3. Address additional school issues including use of school incentive funds and plans to recruit a diverse student population
4. **January/February Meeting (January 2023)**
 1. Present status of each committee's work/conduct committee work as needed
 2. Address operational challenges or needed decisions including final vote on use of school incentive funds
 3. List budget needs and issues being addressed in planning for next year
5. **April/May Meeting (April 2023)**
 1. Present status of each committee's work/conduct committee work as needed
 2. Approve the upcoming year's school budget
 3. Address operational challenges or needed decisions

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)	7	11
Assistant Principal	Dawn Allen	Masters: Educational Leadership Certifications: English (5-9), reading endorsement, ESOL certification, ESE (K-12) and Educational Leadership (K-12)	3	3

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 Graduate Certificate: Math Certification: Mathematics 6-12	10	17	Full Time
Lang Arts/Journalism	Lee Childree	Masters: Instructional Technology Graduate Certificate: Composition Certification: English (6-12), English (5-9), and ESOL	19	29	Full Time
Social Studies	Dawn Dyer	Ph.D.: History Certifications: Social Studies (6-12)	7	15	Full Time
Science	Leah Whitehead	Masters: Advanced Studies (Integrated Chemistry) Certification: Biology 6-12, Chemistry 6-12, Math 6-12	15	16	Full Time
Guidance	Holly Arnaud	Masters: School Counselor Education Certification: Guidance and Counseling K 12, English 6-12, Math 5-9, ESOL K 12, Elementary K-6	1	20	Full Time
Instructional Technologist	Virginia Richard	Masters: Curriculum and Technology Graduate Certificate: Psychology Certification: Psychology 6-12	11	25	Full Time
Student Resource Specialist	Bradley Hostetter	Bachelors: Psychology	5	7	Full Time
Language Arts	Jason Martin	Masters: English Certification: English 6-12, Social Studies 6-12, Journalism 6-12, and ESOL Graduate Certificate: Government	7	15	Full Time
SLS/Special Topics/Intensive Reading	Marguerite Maxwell Terrell	Ph.D.: Social Work Certifications: K-12 Reading; ESE (K12)	1	35	Part-Time
School Counselor	Holly Arnaud	Masters: School Counseling Certification: English 6-12; Elementary K-6; ESOL K-12; Guidance and Counseling K-12; Math 5-9	1	20	Full Time

Teacher Recruitment/Retention

Recruit/Retain	Strategy	Person Responsible	Projected Completion Date
Recruit	List open positions on the College Website	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 CHS teachers have representatives on the faculty senate and other important college committees	Principal	Ongoing as needed
Retain	Provide teachers with all the College benefits, including the fact that they and members of their immediate families can enroll in college courses at no cost.	Principal	Ongoing as needed
Retain	Give teachers access to professional development activities specific to both individual and group needs and see that they are involved in creating the school's professional development plan each year.	Principal	Ongoing as needed

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:

1. 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
2. A participant in developing the school improvement plan (SIP), created during the spring and summer prior to the start of the school year
3. Provided with key school processes, included in the student handbook, posted on the website, and distributed at the beginning of each school year
4. Included in professional development activities focused on acquiring, practicing, and implementing instructional, leadership and support strategies to meet both individual and group needs of CHS enrollees
5. A participant in monthly staff meetings and smaller group meetings based on the individual's professional role
6. 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 next year's process.

School Leadership Team

The school's leadership team has administrative, guidance, student support, and learning technology representation.

The leadership team is made up of the CHS Principal, Assistant Principal, School Counselor, Instructional Technologist, and Student Resource Specialist. This team provides leadership during the spring School Improvement Plan (SIP) Summit and annual staff retreat, held in July or August of each year. During these activities, 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:

1. 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.
2. They share learnings from professional development activities attended during the prior year. They use this information to outline the upcoming year's professional development plan.
3. 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 on for the current year.

During the year, the leadership team facilitates activities to provide for the 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 in the spring.

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 as faculty and staff determine how to implement support and guidance required for student success.

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

Leadership team members include:

- 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 daily.
- Dawn Dell, 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.

- Holly Arnaud, School Counselor. She addresses both the academic and social needs of the school's enrollees. She is the point person for staff when student needs are identified. During the spring SIP Summit, the summer planning retreat, and monthly staff meetings, she provides specifics regarding individual student performance as appropriate.
- Bradley Hostetter, 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
- Virginia Richard, Instructional Technologist. She researches instructional technologies and provides related staff development. She also secures, summarizes, and organizes performance data as needed to assess the school and student performance

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

CHS staff members access student performance data from Polk County Schools Focus, 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, monthly staff meetings, and end-of-year reviews. Data review in relation to both charter and SIP goals is part of the school culture. Every instructor address performance issues related to his/her content area(s).

Increased Learning Time

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

- CHS instructors are available outside of class to provide student tutoring and support to increase learning time.
- The Polk State College Teaching Learning Computing Center (TLCC) provides free tutoring services to CHS students. The TLCC is open Monday through Thursday until 9:00 p.m., on Friday until 2:00 p.m., and on Saturday mornings
- The CHS CHART lab is staffed Monday through Friday 7:15-3:30 PM and offers supplemental instruction related to research, standardized test prep, etc.
- The TLCC and the CHART lab also have computers and printers available for use by students.
- The school does not interrupt instructional times to make announcements or have club meetings.
- Instructors refer students to or require them to use Canvas and other online academic tutoring programs that are free to students since they are Polk State enrollees.

Reading Improvement

CHS students who have not passed FSA reading are placed in a reading class with a certified teacher. Additionally, 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 social studies instructor provides key terms on Canvas for every chapter.
 - Science students engage with vocabulary throughout activities such as note-taking, discussions, labs, Kagan strategies, etc. Instructor provides students with additional resources such as Quizlet flashcards, video resources, and online text to reinforce their 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 CHS. Course content includes test-taking skills.
- 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

CHS students can 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, CHS 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.

Several Polk State College courses taught by CHS instructors (AMH2930-Dyer, WOH1012-Dyer, WOH1022-Dyer, AMH1010-Dyer, AMH1020-Dyer, HUM2020-Dyer, ENC1101-Childree, and LIT1000-Martin) are global designated courses, which means that at least 20% of the course components focus on global initiatives. These courses are part of the Global Studies Program, designed to develop students' subject area knowledge about global issues in diverse academic fields. The courses, study abroad opportunities, lecture series, and other components of the Global Studies Program increase Polk State students' awareness and understanding of the personal and professional experiences of individuals across the globe. CHS students can also participate in trips abroad.

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

- The government and US History teachers cover the Declaration of Independence.
- American history students study concepts that align with those emphasized in American literature assignments:
- McCarthyism and the fear of communism. The American History teacher teaches the Salem witch-trials.
 - Civil Rights. The film Selma is shown to encourage a dialogue about civil rights. Another English professor uses an episode of TV series Mad Men to analyze and compare/contrast the lifestyle of the 1960s to current times.
- Many of the assignments in CHS courses require students to reflect beyond their own experiences and beyond disconnected, isolated assignments.
- English teachers are history teachers and sometimes economics teachers or even math teachers.
- 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 and will then create academic resumes
 - Students are prepared for every facet of college application
 - Professors stress the meaningfulness of ACT/SAT exams
 - CHS provides 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 CHS program design, students take a combination of high school and college courses on the campus of Polk State College where the school is located. Students are given a rigorous academic schedule each term, affording them the opportunity to obtain the maximum number of college credits based on their programs of study and ability levels. Students graduate from CHS with high school diplomas and an average of approximately 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 school counselor 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 to prepare for application and enrollment. The student resource specialist has additionally implemented a college tour program through which groups of students visit Florida university campuses.

Part 3: ANTICIPATED ACADEMIC PERFORMANCE

Academic student performance targets are driven by:

- Targets specified in the five-year charter Accountability Plan
- The Five-Year Polk State College Strategic Plan
- Additional performance outcomes tied directly to the school's purpose.

This part of the school improvement plan presents individual academic targets, perceived barriers, and planned action steps tied to individual academic content areas.

Reading

Reading ACT/SAT Targets:

- Average scores of CHS graduates tested will meet or exceed average scores of both the state and the district in either ACT or SAT reading.
Midterm Baseline Performance for 2023: ACT Reading Score – 25 SAT Reading Score – 606
 District ACT Average Reading Score:
 District SAT Average Reading Score:
 State ACT Average Reading Score:
 State SAT Average Reading Score:
- The average performance of each subgroup on the ACT and/or SAT reading will be higher than that of the district and/or the state.
Midterm Baseline Performance for 2023:
 - CHS ACT Subgroups—White: 25, Black: 23, Hispanic: 25, Other: 24, FRL: (less than 10)
 - CHS SAT Subgroups--White: 615, Black: 578, Hispanic: 591, Other: 571, FRL: (less than 10)
 - District ACT Subgroups—
 - District SAT Subgroups--
 - State ACT Subgroups—
 - State SAT Subgroups--

X	Five-Year Charter Accountability Plan
	Five-Year Polk State College Strategic Plan
	Other

Reading ACT/SAT Targets Barrier #1

Students don't access materials, resources, and support to prepare for the tests.

Action Steps

Who	Action Step	How Success Measured
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Mrs. Arnaud	The guidance counselor will promote and coordinate the PSAT to all juniors.	The number of students taking the PSAT will increase.
All Collegiate professors	Using data from student PSAT results, the professors will provide ACT/SAT prep materials and instruction during a time when students should be preparing to take these college entrance exams. This will occur in the course Career Exploration.	Students will analyze their results and determine key areas that they need to improve in.
Mrs. Arnaud and Mr. Hofstetter	The guidance counselor and college and career advisor will ensure that eligible students will receive waivers for the ACT and SAT.	Number of students that take the ACT/Sat test.

Reading ACT/SAT Targets Barrier #2

Many students don't see the importance of the tests.

Action Steps

Who	Action Step	How Success Measured
Mrs. Arnaud and Mr. Hofstetter	The guidance counselor and college and career advisor will, during individual meetings with each student, explain in detail Bright Futures scholarships and other benefits of taking and doing well on the college entrance exams.	The percentage of students taking a college entrance exam at Collegiate will increase.
All Collegiate professors	During the Career Exploration course, and as part of their ACT/SAT instruction, professors will explain the advantages of taking and doing well on the college entrance exams.	The percentage of students taking a college entrance exam at Collegiate will increase.

Math

Math ACT/SAT Targets:

- Average scores of CHS graduates tested will meet or exceed the state and district average scores in either ACT or SAT math.
Midterm Baseline Performance for 2023:
 ACT Math Score – 24
 SAT Math Score—570
 District ACT Average Math Score:
 District SAT Average Math Score:
 State ACT Average Math Score:
 State SAT Average Math Score:
- The average performance of each subgroup on the ACT and/or SAT math will be higher than that of the district and/or the state.

Midterm Baseline Performance for 2023:

- CHS ACT Subgroups—White: 22, Black: 20, Hispanic: 21, Other: 23, FRL: (less than 10)
- SAT Subgroups--White: 564, Black: 548, Hispanic: 562, FRL: (less than 10), Other: 546
- District ACT Subgroups—
- District SAT Subgroups--
- State ACT Subgroups—
- State SAT Subgroups—

X	Five-Year Charter Accountability Plan
	Five-Year Polk State College Strategic Plan
	Other

Math ACT/SAT Targets Barrier #1

Lack of dedicated time toward preparation.

Action Steps

Who	Action Step	How Success Measured
Ami Gideons	Implement drop-in ACT sessions for the fall to give students the opportunity to start planning their ACT study plan and work on ACT-style questions, along with ACT strategies.	Participation Metrics. For students who attend 80% of the sessions, we will record pre- and post-scores.
Ami Gideons	Implement ACT preparation into the Spring semester SLS curriculum. Data Metrics such as attendance at the workshops and pre- and post-workshop test score comparisons.	Data Metrics such as attendance and pre- and post-workshop test score comparisons. Attendance goal: 90% Score improvement for students who attend at least 90% of classes: 2-3 points.
Ami Gideons	Engage student clubs such as NHS to host ACT study sessions. Data Metrics such as attendance at the workshops and pre- and post-workshop test score comparisons.	<ul style="list-style-type: none"> • Sessions are planned and implemented. • At least 10 students per week attend the sessions. • Score improvement for students who attend at least 90% of classes: 2-3 points.

Math ACT/SAT Targets Barrier #2

Individual students within subgroups lack math skills and test-taking strategies ACT/SAT to meet performance targets (note: low enrollment of subgroups may cause data to be skewed).
Students within subgroups may lack the resources to pay for multiple test attempts.

Action Steps

Who	Action Step	How Success Measured
Bradley Hofstetter	The Student Resource Specialist will determine which students qualify for test waivers and will reach out to each of them individually to ensure they know about the waivers and how to utilize them.	The student resource specialist will document where she has reached out to students.

Math Coursework Target: The percentage of CHS completers in MAC1105 earning a “C” or higher will meet or exceed 85%.

Mid-Term Baseline Performance for 2023: (56/62) = 90%

	Five-Year Charter Accountability Plan
	Five-Year Polk State College Strategic Plan
X	Other: School Mission

Math Coursework Target Barrier #1

Some students do not have the pre-requisite skills and work ethic to perform well in MAC1105—even if they have earned a qualifying PERT score and passed MAT1033. The state has relaxed requirements for high school students taking college coursework. This may result in students taking a course they are not prepared for. MAC1105 is a rigorous math course designed as a pre-requisite course for a STEM Track degree program. The course must ensure students are prepared for Pre-Calculus, Trigonometry, Calculus 1, and beyond. If a student has deficiencies in their math skills, they must be willing to overcome them with a strong work ethic. Some students are shy about reaching out for help and are especially shy about going to the TLCC for tutoring.

Action Steps

Who	Action Step	How Success Measured
School Counselor	The School Counselor will encourage students who are not working toward a STEM track career field to take MGF1106 or MGF1107. Any student who takes the CHS math instructor for high school classes or MAT1033, is required to receive approval from the CHS Math Professor before taking MAC1105.	The student resource specialist will document where they have conferred with students.
Math Instructor	The instructor has lecture videos set up for the entire course so that absent students may watch the video in case of an absence or may rewatch the lesson for remediation when necessary.	Students are utilizing the videos.
Math Instructor	The math instructor will continuously monitor student progress. If a student is showing signs of struggle in the class, she will reach out to the student to determine the best intervention strategies.	Students show improvement.

Math Coursework Target Barrier #2

Students have difficulty adapting to the college environment and expectations, particularly as it pertains to the writing process.

Action Steps

Who	Action Step	How Success Measured
Math Instructor	The professor will help students understand the expectations of a college course versus those in their previous high school courses.	Students show improvement.
Math Instructor	The math instructor will continuously monitor student progress. If a student is showing signs of struggle in the class, she will reach out to the student to determine the best intervention strategies.	Students show improvement.

Writing

Writing Target: The percentage of CHS completers in ENC1101 earning a “C” or higher will meet or exceed 90% and the percentage earning a “B” or higher will meet or exceed 75%.

b. Midterm Baseline Performance for 2023: 100% (164/165) earned a “C” or higher and 93% (154/165) earned a “B” or higher.

X	Five-Year Charter Accountability Plan
	Five-Year Polk State College Strategic Plan
	Other

Writing Target Barrier #1

Students enter Collegiate without the necessary research skills and knowledge of MLA Style.

Action Steps

Who	Action Step	How Success Measured
Professors Martin and Childree	The professors will provide MLA instruction early in their courses, including pretesting and post-testing students.	The professors will gauge the success of their students on the pretest and determine the level of MLA instruction necessary.
Same	The professors will assign all major essays to be completed in MLA formatting, and they will provide individual feedback to each student.	The professors will gauge student performance on the assignment rubric section “Use of MLA.”

Writing Target Barrier #2

Students have difficulty adapting to the college environment and expectations, particularly as it pertains to the writing process.

Action Steps

Who	Action Step	How Success Measured
Professors Martin and Childree	The professors will help students understand the expectations of a college writing course versus those in their previous high school courses, particularly in Leadership and Composition courses.	The professors will compare the number of students submitting writing assignments on time to those who submit their work late.
Same	The professors will address the writing progress of each student via individual writing conferences.	The professors will gauge student progress between drafts of essays (which are measured through rubric scores).

Science

Science ACT Target: Average score of CHS graduates on ACT Science will meet or exceed the district and/or state average.

Midterm Baseline Performance for 2023:

CHS ACT Science Score – 23

District ACT Science Score:

State ACT Science Score:

X	Five-Year Charter Accountability Plan
	Five-Year Polk State College Strategic Plan
	Other

Science ACT Target Barrier #1

Students do not know how to read and interpret data.

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Action Steps

Who	Action Step	How Success Measured
Science Instructor	Provide opportunities for analyzing and interpreting data.	Assignments
Instructors	Through SLS, students will learn to access SAT/ACT test prep materials through Canvas.	Assignments

Science ACT Target Barrier #2

Students do not know how to effectively use the allotted time in the ACT Science section.

Action Steps

Who	Action Step	How Success Measured
Instructors	Provide students with test-taking strategies that pertain to the time constraints of the ACT.	ACT Scores

Science Coursework Target: The percentage of CHS completers in college science courses earning a “C” or higher will meet or exceed 89%.

c. Midterm Baseline Performance for 2023: 83% (197/236)

	Five-Year Charter Accountability Plan
	Five-Year Polk State College Strategic Plan
X	Other: School Mission

Science Coursework Target Barrier #1

Students do not always select or get scheduled into the appropriate science course.

Action Steps

Who	Action Step	How Success Measured
Guidance Counselor and College and Career Advisor	Students will be advised on the science courses that they will need to take toward their career goals.	College Science Course Grades
Guidance Counselor and College and Career Advisor	Students will be advised on the type of science courses that may be more challenging and actions the student should take to seek out additional assistance when they are not performing well.	College Science Course Grades

Science Coursework Target Barrier #2

Students do not take responsibility for their own learning or studying in their college chemistry courses.

Action Steps

Who	Action Step	How Success Measured
Science instructor	CHS instructor will provide students with Chapter reviews that outline the learning outcomes and additional practice problems.	Exam scores

Social Studies

Social Studies Performance Target 1: The percentage of CHS completers in AMH1010 and 1020 earning course credit will meet or exceed 90%, and the percentage earning a “B” or higher will meet or exceed 75%.

- d. Midterm AMH 1010 Baseline Performance for 2022: 100% (123/123)
- e. Midterm AMH 1010 Baseline Performance for 2022: 87% (107/123)
- f. Midterm AMH 1020 Baseline Performance for 2022: 100% (4/4)
- g. Midterm AMH 1020 Baseline Performance for 2022: 100% (4/4)

X	Five-Year Charter Accountability Plan
	Five-Year Polk State College Strategic Plan
	Other

Social Studies Target 1 Barrier #1

Students are not familiar with the Chicago style of documentation

Action Steps

Who	Action Step	How Success Measured
Instructors	The instructor will teach the Chicago style of documentation.	Students must write a research paper using the Chicago style.
		Attendance will be tracked.

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Social Studies Target 1 Barrier #2

Students demonstrate poor attendance on an open college campus.

Action Steps

Who	Action Step	How Success Measured
Instructor	The instructor will emphasize the importance of attendance in the syllabus and take attendance.	Attendance will be counted at the end of each marking period.

Social Studies Target 2: At least 65% of students who take the U.S. History End-of-Course exam will show proficiency.

a. Baseline Performance for 2022: None – test results are not in yet

	Five-Year Charter Accountability Plan
	Five-Year Polk State College Strategic Plan
X	Other: School Mission

Social Studies Target 2 Barrier #1

Students do not appreciate the importance of the course syllabus.

Action Steps

Who	Action Step	How Success Measured
Instructor	The instructor will discuss the syllabus and post it online.	Students will pass a syllabus quiz.

Social Studies Target 2 Barrier #2

Students lack knowledge of key historical terms.

Action Steps

Who	Action Step	How Success Measured
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Instructor	The instructor will explain key historical terms and will provide the students with a list of key terms.	Students will be tested on key historical terms.

Social Studies Target 3: At least 75% of students who take the Florida Civics Literacy Exam will show proficiency.

- a. Midterm Baseline Performance for 2022: 147/208 = 71%
- b. Or 147/353 = 42%

	Five-Year Charter Accountability Plan
	Five-Year Polk State College Strategic Plan
X	Other: School Mission

Social Studies Target 3 Barrier #1

Testing of students occurred prior to students taking necessary coursework.

Action Steps

Who	Action Step	How Success Measured
Holly	Students will take AMH1010 and AMH 1020	Scheduling before test

Action Steps

Who	Action Step	How Success Measured
Instructor	Instructors will emphasize the test components in AMH1010, AMH1020, and POS 2041	Test Results

College Readiness

College Readiness/ Course Performance Target: At least 95% of CHS college course enrollments will result in course completions.

Midterm Baseline Performance for 2023: 1722/1768 = 97%

	Five-Year Charter Accountability Plan
	Five-Year Polk State College Strategic Plan
X	Other: School Mission/College Course Performance

College Readiness/ Course Performance Target Barrier #1

Students are not interested in the course material

Action Steps

Who	Action Step	How Success Measured
Guidance Counselor	The counselor will meet with students individually to discuss college/career goals and create individual course progression plans that mirror their career interests.	Student completion of the individualized academic plan

College Readiness/ Course Performance Target Barrier #2

Students are unaware of the possible consequences of a W on their college transcripts.

Action Steps

Who	Action Step	How Success Measured
Guidance Counselor/AP	The counselor and AP will implement the CHS Withdraw policy before a student can be withdrawn from a course.	How many students have W's from course completion

College Readiness/ACT, SAT, and Bright Futures Targets

- At least 90% of CHS graduates will have taken either the ACT or the SAT.
Midterm Baseline Performance for 2023: 95% (170/179)
- The percentage of CHS graduates who earn the qualifying score on the ACT or the SAT to earn Florida Medallion will increase by at least 5% over the previous year.
Midterm Baseline Performance for 2023: N/A until the end of the year

	Five-Year Charter Accountability Plan
	Five-Year Polk State College Strategic Plan

X	Other: School Mission/College Course Performance
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College Readiness/ACT, SAT, and Bright Futures Targets Barrier #1

Attendance and Out-of-Pocket costs for tests

Action Steps

Who	Action Step	How Success Measured
Dawn	Free ACT School Day for all Juniors	Test outcomes
Dawn/Bradley	Eagle Fund Scholarship Program for Testing Costs	All Sch. Funds Used

College Readiness/ACT, SAT, and Bright Futures Targets Barrier #2

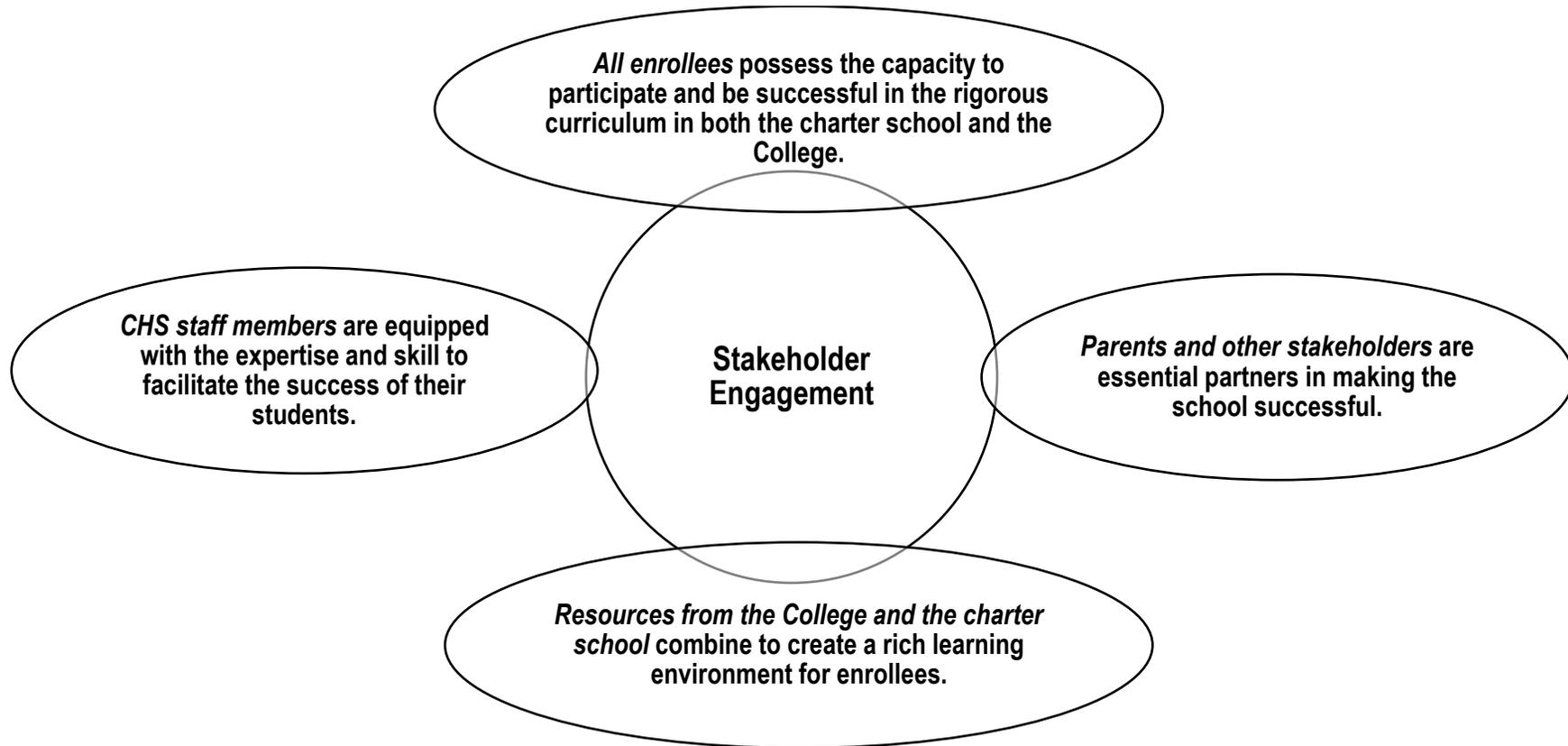
No formal ACT/SAT prep outside of instructional day is provided free to students by the school.

Action Steps

Who	Action Step	How Success Measured
Bradley/Holly	Offering of ACT/SAT test taking prep strategies session after the instructional day	Higher % Test Pass Rates
ALL (Possible)	Sending Faculty & Staff to attend ACT College and Career Readiness Workshops (CCRWs)	Higher % Test Pass Rates

Part 4: STAKEHOLDER ENGAGEMENT AND SATISFACTION

The common beliefs shared by all three Polk State College charter high schools emphasize the roles stakeholders play in maximizing school success. The figure below highlights beliefs about stakeholder engagement.



This section of the plan lists performance targets and related barriers and action steps tied to:

- Ensure stakeholder engagement
- Maximize stakeholder satisfaction

Stakeholder Engagement

Stakeholder Engagement Target 1: At least 20% of parents, 40% of students, and 60% of staff members will participate in the climate survey process.
Baseline Performance for 2023: N/A of the school's parents, N/A of students, and N/A of full-time staff completed the climate survey.

X	Five-Year Charter Accountability Plan
	Five-Year Polk State College Strategic Plan
	Other

Stakeholder Engagement Target 1 Barrier #1

Parent completion

Action Steps

Who	Action Step	How Success Measured
Dawn & Virginia	Create a parent group to encourage stakeholder participation. Parent 101 will be used as one of the groups to encourage participation	The number of surveys that are completed.

Stakeholder Engagement Target 2: The average rating of each stakeholder group (parents, students, staff) on the annual climate survey will be 3 or higher on at least 6 of 7 correlates.

Baseline Performance for 2023: N/A until end of year

X	Five-Year Charter Accountability Plan
	Five-Year Polk State College Strategic Plan
	Other

Stakeholder Engagement Target 2 Barrier #1

The response rate to the annual climate survey is not adequate in some years

Action Steps

Who	Action Step	How Success Measured
Virginia & Dawn	Continue to strategically provide the survey to all stakeholder groups to address concerns.	Survey results in 3 or higher in each correlate.

Stakeholder Engagement Target 3: School documentation will show follow-up actions responding to student and parent recommendations and concerns as collected through focus groups and surveys.

Baseline Performance for 2023: N/A

	Five-Year Charter Accountability Plan
	Five-Year Polk State College Strategic Plan
X	Other: School Mission

Stakeholder Engagement Target 3 Barrier #1

Time constraints inhibit specific follow-up for recommendations from stakeholders

Action Steps

Who	Action Step	How Success Measured
Rick/Dawn	Leadership and staff will list follow-up actions after reviewing the results of Focus Groups and Surveys.	Follow-up actions will be listed in Focus Groups/Survey reports
Rick/Dawn	Leadership will monitor to ensure that follow-up actions are implemented.	Reports from Leadership

Stakeholder Engagement 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 bi-annually)

Baseline Performance for 2023: NA

	Five-Year Charter Accountability Plan
	Five-Year Polk State College Strategic Plan
X	Other: School Mission

Stakeholder Engagement Target 4 Barrier #1

Parents and students do not know the objectives of the school.

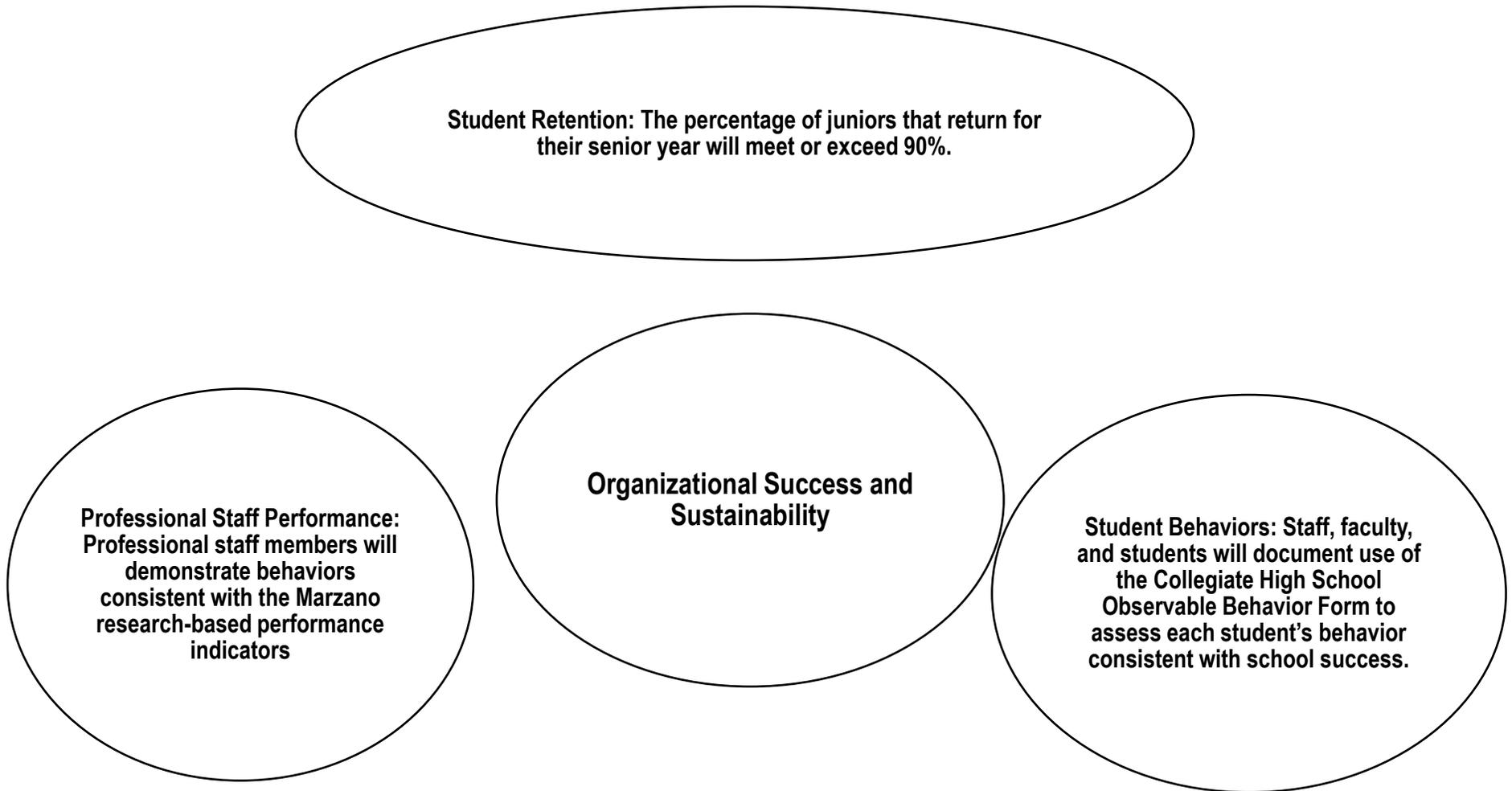
Action Steps

Who	Action Step	How Success Measured
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Rick & Dawn	Review the objectives with parents in orientation, parent 101 and continue to post in newsletter.	Objectives survey results remain at 4 or higher for each objective.
Rick & Dawn	Create a small video to share what the school objectives are periodically throughout the year.	Objectives survey results remain at 4 or higher for each objective.

Part 5: SCHOOL SUSTAINABILITY

To be a viable, sustainable organization, CHS must pay close attention to organizational performance targets that support student performance and affect stakeholder satisfaction. The figure below highlights performance targets included in this part of the school improvement plan.



School Sustainability

School Sustainability Target 1: Instructor observational data will show that 3 out of 6 design question behaviors are adequately demonstrated by each instructor.

Baseline Performance for 2023: N/A

	Five-Year Charter Accountability Plan
	Five-Year Polk State College Strategic Plan
X	Other: School Mission/Marzano Research Strategies

School Sustainability Target 1 Barrier #1

The structure of college-based courses could hinder the implementation of some steps in the evaluation model that was designed for K-12 students.

Action Steps

Who	Action Step	How Success Measured
Rick and Dawn	Administrators will conduct observation using I-Observation	Teachers' scores on the I-Observation tool

School Sustainability Target 2: The percentage of CHS juniors (2022-2023) that return to CHS for their senior year (August 2023) will meet or exceed 90%.

Baseline Performance for 2023: 167/171 = 98%

	Five-Year Charter Accountability Plan
	Five-Year Polk State College Strategic Plan
X	Other: School Mission/Student Retention

School Sustainability Target 2: Barrier #1

New students are unaccustomed to the rigor and the open scheduling of the collegiate high school

Action Steps

Who	Action Step	How Success Measured
Holly/Dawn	Implement a new process where students must attend 3 TLC tutoring sessions; document communication with the professor; students must meet with School Counselor and parents; students fill out a withdrawal form on why they need to withdraw.	# Of withdrawals from college courses

Holly/Dawn	Scheduling will be predetermined by academic testing for Juniors.	College course performance and # of withdrawals

School Sustainability Target 3: The percentage of CHS seniors exiting as graduates will meet or exceed 96%.
Baseline Performance for 2023: N/A until the end of the school year

	Five-Year Charter Accountability Plan
	Five-Year Polk State College Strategic Plan
X	Other: School Mission/Student Retention

School Sustainability Target 3: Barrier #1

An occasional student disconnects due to extenuating circumstances and the student is not able to complete the academic obligation.

Action Steps

Who	Action Step	How Success Measured
Holly/Dawn	Frequency of intervention steps are increased to daily and weekly contact based on needs of student	Zero dropouts

Part 6: ANNUAL BUDGET

See LL5 Budget for Collegiate
 See LL5 Budget Worksheet for Collegiate

Part 7: PROFESSIONAL DEVELOPMENT PLAN

See CL 24 CHS Professional Development Plan

Part 8: TECHNOLOGY PLAN

See CL 26 Polk State College Lakeland Collegiate High School Technology Plan 2022-2025