

**(CHS)**

# **Annual Continuous Improvement Plan (ACIP)**

**2024-2025**

## Contents

The annual school improvement plan is divided into eight parts:

1. **Part 1: Understanding CHS presents the school's:**
  - a. Purpose statement
  - b. Mission statement
  - c. Vision statement
  - d. Beliefs
  - e. Priorities
  - 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
  - g. Reading improvement initiatives
  - 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
8. **PART 8: Technology Plan ...**

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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 CHS mission is to provide a supportive on-campus early college experience for high school students.

**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: Cindy Hartley-Ross	School Designation: Public Charter School: Grades 10, 11 and 12
SAC Chair: Flor Reyes	

## 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 2024-2025, the SAC timeline and process will be listed below.

1. **Summer Meeting (August 2024)**
  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 Holly)
2. **September/October Meeting (September 2024)**
  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 2024)**
  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 2025)**
  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 2025)**
  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)	8	12
Assistant Principal	Dawn Allen	Masters: Educational Leadership Certifications: English (5-9), reading endorsement, ESOL certification, ESE (K-12) and Educational Leadership (K-12)	4	4

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 Project Management Institute Certification	11	18	Full Time
Lang Arts/Journalism	Lee Childree	Masters: Instructional Technology Graduate Certificate: Composition Certification: English (6-12), English (5-9), and ESOL	20	30	Full Time
Social Studies	Jonathan Rutledge	Masters: Exceptional Student Education Certification: Social Sciences 5-9; 6-12	1	13	Full Time
Science	Leah Whitehead	Masters: Advanced Studies (Integrated Chemistry) Certification: Biology 6-12, Chemistry 6-12, Math 6-12	16	17	Full Time
School Counselor	Holly Arnaud	Masters: School Counselor Education Certification: Guidance and Counseling K 12, English 6-12, Math 5-9, ESOL K 12, Elementary K-6	2	21	Full Time
Teacher Resource Specialist Trainer (Technology)	Virginia Richard	Masters: Curriculum and Technology Graduate Certificate: Psychology Certification: Psychology 6-12	12	27	Full Time
Student Success Coach	Bradley Hostetter	Bachelors: Psychology	7	8	Full Time
Testing Coordinator	Lee Kranek	Masters: Educational Leadership Certification: Elementary Education 1-6 Educational Leadership K-12 ESOL K12 Reading K-12	1	24	Full Time
Language Arts	Jason Martin	Masters: English Certification: English 6-12, Social Studies 6-12, Journalism 6-12, and ESOL Graduate Certificate: Government	8	16	Full Time
SLS/Special Topics/Intensive Reading	Marguerite Maxwell Terrell	Ph.D.: Social Work Certifications: K-12 Reading; ESE (K12) ESOL K12	2	36	Part-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, Technology Resource Specialist Trainer, Testing Coordinator and Student Success Coach. 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 Allen, 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 Success Coach. 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, Teacher Resource Specialist Trainer (Technology). 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.
- Lee Kranek, Testing Coordinator, attends testing training to coordinate and schedule testing for 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students. She analyzes the data from all state required tests and reviews that data with teachers during the professional learning community meetings.

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 issue related to his/her content area(s).

### **Support 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 FAST 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.
  - Word maps are used to explore the etymology, synonyms, antonyms, and connotations; students are required to demonstrate understanding of words prior to reading new literature.
- All instructors use a variety of activities to help students predict, question, clarify, and summarize content area material.
- Sophomores are enrolled in Leadership Techniques and 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. The new Leadership Techniques course will explore career interests, career readiness, and college major choices. The course will also include completing academic resumes, job resumes, and personality inventories, all of which will aim to prepare students for future careers.

## **Academic and Career Planning**

Students have access to a full-time school counselor and student success coach. 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 success coach 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 61 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 success coach 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 testing coordinator administers the PSAT. Students are encouraged to sit for the ACT, PSAT, and SAT.

The student success coach 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 success coach 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
- 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

<p>1. <b>FAST Reading PM3 Target:</b></p> <ul style="list-style-type: none"> <li>• <b>PM 3</b> - 100% (16/16) of students in the bottom 25% will either make a gain or maintain proficiency.</li> </ul>		<p><b>WHO: Jason and Lee for 16 PM3</b></p>	<p><b>EVAL: Yes</b></p>
<p>2. <b>Reading ACT/SAT Target:</b> 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.</p> <p>3. <b>Reading ACT/SAT Target:</b> 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.</p>		<p><b>WHO: Leadership Team</b></p>	
<p><b>Baseline Data for FAST Reading Scores:</b> 15 students scored between 226 and 251</p> <p><b>Baseline ACT/SAT Data 2024:</b> ACT Reading: 25 ACT Reading Subgroups: W 26; B 24; H 24; O 26; FRL 25 District Scores for ACT Reading: 17.8 State Scores for ACT Reading: 20.0</p> <p><b>SAT Reading: 588</b> SAT Reading Subgroups: W 579; B 556; H 601; O 622; FRL 588 District Scores SAT Reading: 495 State Scores for SAT Reading:493</p>		<p><b>Accountability Plan Target: Yes</b></p>	
Barriers	Actions	When	Assessment of Action Results
<p><b>ACT/SAT Barriers</b> Accessibility to test. Some students do not test unless we control the time and date of the test. Some of our students cannot pay for the test.</p>	<p>We will participate in the states' ACT/SAT day and schedule all juniors to take it.</p> <p>We will encourage all students to fill out the Free and Reduced Lunch form to increase the number of ACT/SAT waivers.</p>	<p>Yearly</p>	<p>Results of ACT/SAT Test</p>

<p><b><u>FAST Reading Barriers:</u></b> Some students may have had poor foundational reading instruction on benchmarks areas that students will be assessed on in PM 3.</p>	<p>Using Study Sync materials, reading passage instruction and practice will be integrated into the curriculum, particularly during the second and fourth quarters, before PM 2 and PM 3.</p>	<p>After completion of PM 2</p>	<p>Professors can analyze specific benchmark results on PM 2 and compare them to PM 1 results.</p>
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**MATH**

<p>1. <b>Geometry EOC:</b></p> <ul style="list-style-type: none"> <li>90% of students will score a “3” or above on the EOC exam.</li> </ul>		<p><b>WHO:</b> A. Gideons/Geometry EOC</p>	<p><b>EVAL: Yes</b></p>
<p>2. <b>Math ACT/SAT Target:</b> 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.</p>		<p><b>WHO: Leadership Team</b></p>	
<p>3. <b>Math ACT/SAT Target:</b> 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.</p>			
<p><b>Baseline for Geometry EOC: N/A</b></p> <p><b>Baseline 2024 for ACT/SAT:</b>  <b>ACT Math: 22</b>  <b>ACT Math Subgroups: W 22; B 22; H 21; 25; FRL 22</b>  <b>District ACT Math Score: 16.2</b>  <b>State ACT Math Score: 18.3</b></p> <p><b>SAT Math: 556</b>  <b>SAT Subgroups: W 541; B 540; H 565; O 621; FRL 556</b>  <b>District SAT Math Score: 456</b>  <b>State SAT Math Score: 455</b></p>		<p><b>Accountability Plan Target: Yes</b></p>	
<b>Barriers</b>	<b>Actions</b>	<b>When</b>	<b>Assessment</b>
No prior year data for Geometry EOC	TBD	May 2025	Geometry EOC
ACT/SAT is not taken by some students/Some students cannot afford the cost	Encourage students to take the test during their coaching/mentoring sessions with Mrs. Kranek, Mrs. Simmons, and Mrs. Curry.	SAT Day in Spring of 2025/ And outside testing opportunities	SAT Test Results

**WRITING**

<p><b>Writing Performance Target 1:</b> The percentage of CHS completers in ENC1101 earning a “C” or higher will meet or exceed 90%.</p> <p><b>Writing target for 10<sup>th</sup> Grade Students:</b> 70% of 10<sup>th</sup> grade students will earn a score of 8/12 on the BEST Writing Assessment in Spring 2025.</p>		<p><b>WHO: Leadership Team</b></p>	<p><b>EVAL: No</b></p>
		<p><b>WHO: Lee Childree &amp; Jason Martin</b></p>	<p><b>EVAL: Yes</b></p>
<p><b>Baseline 2024 for ENC1101: 99% (157/158)</b></p>		<p><b>Accountability Plan Target: Yes</b></p>	
Barriers	Actions	When	Assessment
<p><b>ENC 1101 Barriers:</b> Incoming Juniors will not have our teachers for any writing instruction.</p>	<p>Students will be in mentor groups and SLS 1122 to have exposure to resources at the college to be successful.</p>	<p>During student success coach meetings with Mrs. Kranek, Mrs. Simmons, Mrs. Curry</p>	<p># of college course completers for juniors.</p>
<p><b>10th Grade Writing target barriers:</b> Students have become dependent upon AI in composing their papers.</p>	<p>The professors will give impromptu and specific writing tasks during classes to ensure authenticity.</p>	<p>All school year.</p>	<p>Periodic tests that include specific writing questions.</p>

**SCIENCE**

4. <b>Science Target 1:</b> Average score of CHS graduates on ACT Science will meet or exceed the district and/or state average.		<b>WHO: Leadership Team</b>	<b>EVAL: No</b>
<b>Baseline 2024: 23.0</b> <b>District: 16.9</b> <b>State: 18.7</b>		<b>Accountability Plan Target: Yes</b>	
<b>Barriers</b>	<b>Actions</b>	<b>When</b>	<b>Assessment</b>
Incoming Juniors will not have our teachers for any science instruction.	Students will be enrolled in an SLS course with exposure to resources at the college to be successful.	During student success coach meetings with Mrs. Kranek.	ACT Test Score results

5. <b>High School Science Courses:</b> A hundred percent (100%) CHS high school students will show learning gains from pre-test to post test in each unit.		<b>WHO: Leah Whitehead</b>	<b>EVAL: Yes</b>
<b>Baseline 2024: N/A</b>		<b>Accountability Plan Target: No</b>	
<b>Barriers</b>	<b>Actions</b>	<b>When</b>	<b>Assessment</b>
Students will be new to CHS establishing a climate and culture of safe learning space.	Instructor will establish relationships with students individually through one-on-one discussions during practice and labs.	During classes	Unit pre-test and post test
Students will need to adjust to the rigor of an honors level course.	Students will be taught study skills and strategies to help them acclimate to the rigor of the science courses. -Kagan Flashcards -Kahoot! Games -creating study guides -spaced practice	During classes	Unit pre-test and post test

**SOCIAL STUDIES**

6. <b>Social Studies Target 1:</b> The percentage of CHS completers in AMH1010 and 1020 earning course credit will meet or exceed 90%.		<b>WHO: Leadership Team</b>	<b>EVAL: Yes</b>
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<b>Baseline 2024: 99% (110/111) AMH1010</b>		<b>Accountability Plan Target: Yes</b>	
<b>Baseline 2024: 97% (106/109) AMH1020</b>			
<b>Barriers</b>	<b>Actions</b>	<b>When</b>	<b>Assessment</b>
Students withdraw or are withdrawn from classes due to failing grades. AMH classes are mostly online.	All Juniors will meet bi-monthly with a staff appointed mentor who will go over course grades and coach/provide resources for support if needed.	Bi-monthly meetings.	End of course grades.
Seniors do not meet with a mentor to check grades.	All Seniors will report grades via SLS2930. Resources and support will be given as needed.	Monthly grade checks.	End of course grades.

<b>7. Social Studies Target 2:</b> At least 80% of students who take the U.S. History End-of-Course exam will show proficiency.		<b>Jon Rutledge</b>	<b>EVAL: Yes</b>
<b>Baseline 2024: 80% (8/10)</b>		<b>Accountability Plan Target: Yes</b>	
<b>Barriers</b>	<b>Actions</b>	<b>When</b>	<b>Assessment</b>
Students may experience difficulty adjusting to level of expectation – as well as interpreting benchmarks needing to be mastered in order to be successful on EOC test.	Students will be required to systematically analyze, interpret/understand, and respond to each benchmark for every standard that will be tested on the EOC.	All year	US History EOC

<b>8. Social Studies Target 3:</b> At least 80% of students who take the Florida Civics Literacy Exam will show proficiency.		<b>WHO: Leadership Team</b>	<b>EVAL: No</b>
<b>Baseline 2024: 85% (110/129)</b>		<b>Accountability Plan Target: No</b>	
<b>Barriers</b>	<b>Actions</b>	<b>When</b>	<b>Assessment</b>
Students take the test when not enrolled in the course tied to the test.	All students enrolled in US Government will be required to take the FCLE during the testing window that falls in the term that they have the class	Nov 4 – Dec 20, 2024 Mar 31 – May 30 2025	FCLE test results



Students do not pass the test the first time	A Canvas shell of study resources will be available for students to study before retesting.	All year	FCLE test results
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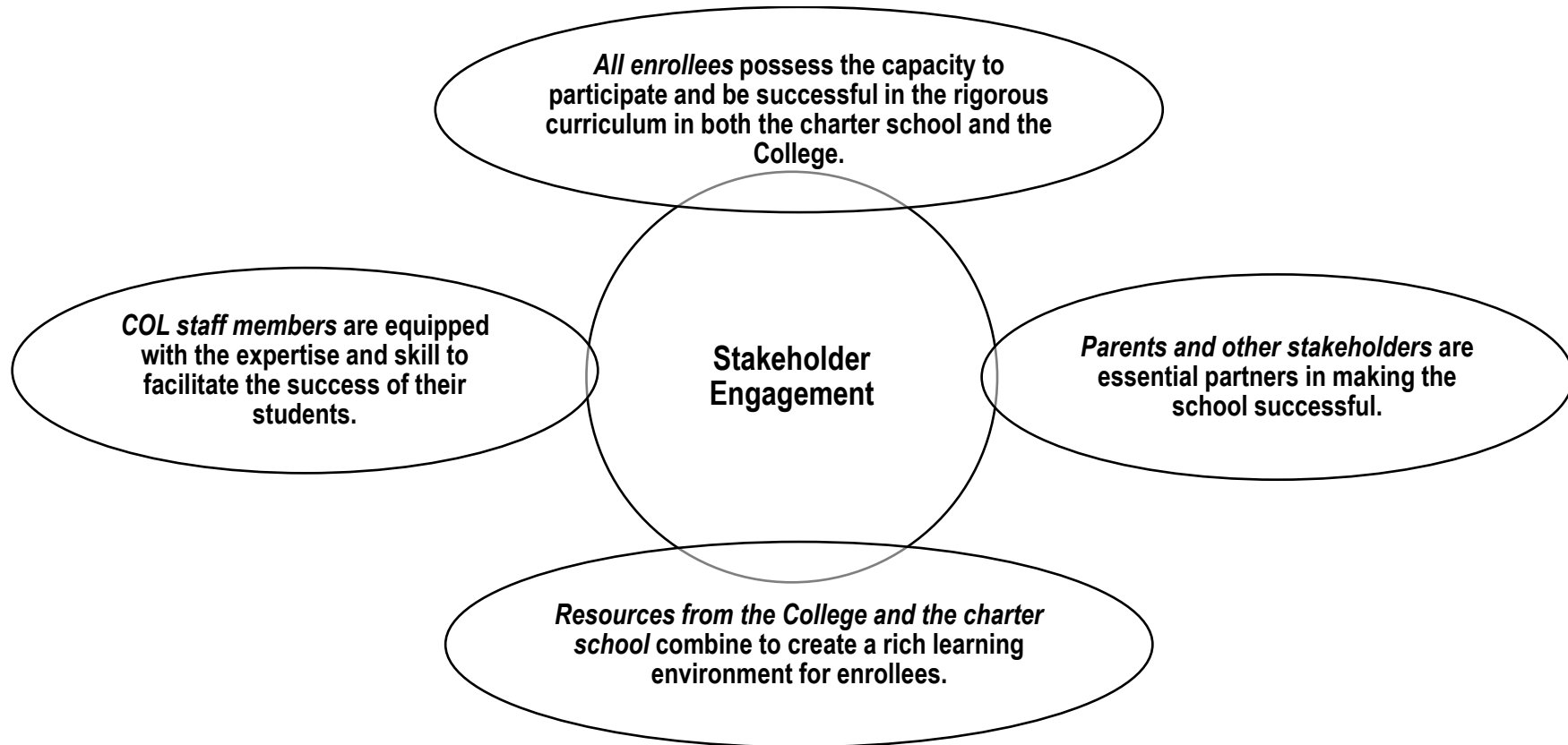
**COLLEGE READINESS**

9. <b>College Readiness/Course Performance Target:</b> At least 95% of CHS college course enrollments will result in course completion.		<b>WHO: Dawn A</b>	<b>EVAL: No</b>
<b>Baseline 2024: 97% (2952/3033)</b>		<b>Accountability Plan Target: No</b>	
<b>Barriers</b>	<b>Actions</b>	<b>When</b>	<b>Assessment</b>
Many classes are still only offered online, and our students continue to struggle with online courses.	Courses will be monitored for Juniors during bi-monthly meetings with staff mentors. Courses will be monitored for Seniors with monthly grade submissions to the SLS class.	Bi-monthly and monthly grade checks.	College transcript indicating course completion.
Students do not reach out if they are struggling with a class.	When juniors meet bi-monthly (face to face) with their mentors, individual courses will be talked about if grades fall below a C. Resources will be shared and followed up on. Seniors who report a course grade lower than a C will be met with by Mrs. Arnaud or Mrs. Allen to discuss resources and next steps.	Bi-monthly and monthly check-ins.	College transcript indicating course completion.

10. <b>College Readiness/ACT, SAT and Bright Futures Target 1:</b> At least 90% of CHS graduates will have taken either the ACT or the SAT.		<b>WHO: Bradley and Holly</b>	<b>EVAL: Yes</b>
11. <b>College Readiness/ACT, SAT and Bright Futures Target 2:</b> 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.			
<b>Baseline 2024:</b> <b>Target 1: 92%</b> <b>Target 2: 28% (48/171) versus 42% in 2023</b>		<b>Accountability Plan Target: No</b>	
<b>Barriers</b>	<b>Actions</b>	<b>When</b>	<b>Assessment</b>
Cost of test for those that do not qualify for financial waiver	Promoting SAT/ACT School Day and encouraging 100% participation of juniors	Spring	Percent of students tested for SAT/ACT School Day
Accessibility of testing	Encouragement usage of waivers for those who qualify and purchasing waivers for those who do not qualify but still need financial assistance	May 2025	Percent of students tested by end of 24-25 school year
Knowledge of how to register for tests	Individual meetings/mentorships of students being walked through sign-ups	Throughout the school year	Percent of students tested by end of 24-25 school year

## Part 4: STAKEHOLDER ENGAGEMENT TARGETS

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

12. <b>Stakeholder Engagement Target 1:</b> At least 20% of parents, 40% of students and 60% of staff members will participate in the climate survey process.		<b>WHO: Virginia</b>	<b>EVAL: Yes</b>
<b>Baseline 2024: 28% parents; 71% of juniors; 100% of seniors; and 87% of staff members completed.</b>		<b>Accountability Plan Target: Yes</b>	
<b>Barriers</b>	<b>Actions</b>	<b>When</b>	<b>Assessment</b>
Parents and students do not see the importance of completing the survey- Seniors and Sophomores will take it in SLS, but Juniors take it with no accountability.	Ask juniors to take during their meeting with Mrs. Kranek, Mrs. Simmons, and Mrs. Curry during their meetings in the Spring of 2025	Spring 2025	Number of completers for each stakeholder group.

13. <b>Stakeholder Engagement Target 2:</b> 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.		<b>WHO: Virginia</b>	<b>EVAL: Yes</b>
<b>Baseline 2024: 7/7</b>		<b>Accountability Plan Target: Yes</b>	
<b>Barriers</b>	<b>Actions</b>	<b>When</b>	<b>Assessment</b>
Students do not see the importance of completing the survey (Juniors)	Ask juniors to complete when meeting with Mrs. Kranek, Mrs. Simmons, and Mrs. Curry.	Spring 2025	Number of completers on the climate survey.

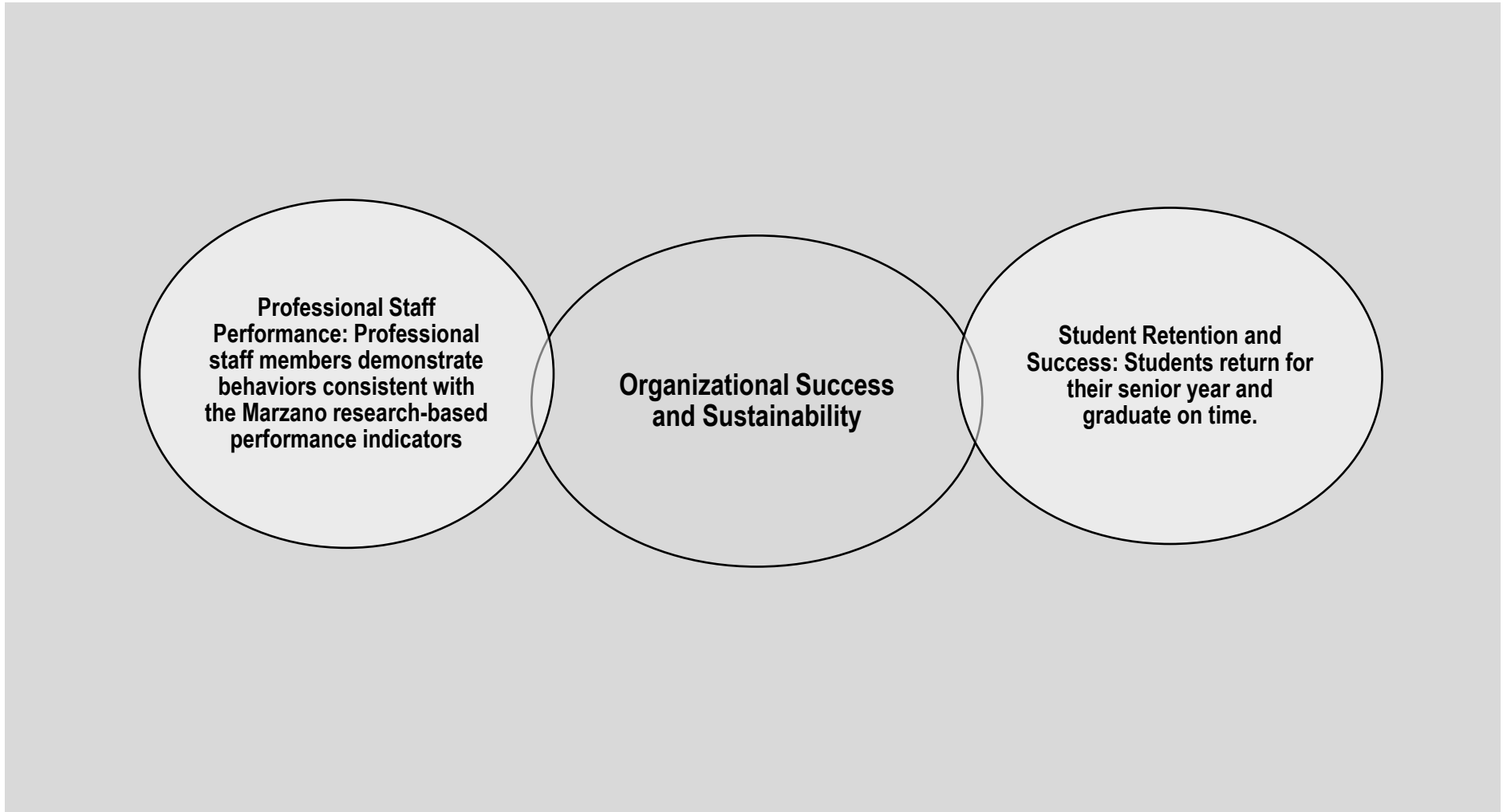
14. <b>Stakeholder Engagement Target 3:</b> School documentation will show follow-up actions responding to student and parent recommendations and concerns as collected through focus groups and surveys.		<b>WHO: Rick</b>	<b>EVAL: Yes</b>
<b>Baseline 2024: Did not complete last year – Complete in 2024-2025 SY</b>		<b>Accountability Plan Target: No</b>	
<b>Barriers</b>	<b>Actions</b>	<b>When</b>	<b>Assessment</b>
Getting volunteers for the Focus Groups	We will offer various time slots for parents to accommodate schedules.	Spring 2025	Participation levels and outcomes of the focus groups.

**#17 Applicable for 2024-2025**

15. <b>Stakeholder Engagement Target 4:</b> 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)		<b>WHO: Rick</b>	<b>EVAL (Y)</b>
<b>Baseline 2024: Did not complete this year; Will complete in 2024-2025 SY</b>		<b>Accountability Plan Target: No</b>	
<b>Barriers</b>	<b>Actions</b>	<b>When</b>	<b>Assessment</b>
Getting students and parents to complete the survey	Multiple attempts at sending the survey via various communication methods.		

## Part 5: SCHOOL SUSTAINABILITY TARGETS

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.



16. <b>School Sustainability Target 1:</b> Instructor documentation and observational data will show that individual growth plans have been implemented.			<b>WHO: Rick</b>	<b>EVAL: No</b>
<b>Baseline 2024:</b>			<b>Accountability Plan Target: No</b>	
<b>Barriers</b>	<b>Actions</b>	<b>When</b>	<b>Assessment</b>	
Implementing a new observation tool	Training all users on the new tool.	January 2025	User feedback	

17. <b>School Sustainability Target 2:</b> The percentage of CHS juniors (2023-2024) that return to CHS for their senior year (August 2024) will meet or exceed 90%. <b>Calculate in the Fall of 2024</b>			<b>WHO: Holly and Dawn</b>	<b>EVAL: No</b>
<b>Baseline 2024: 156/161 = 97%</b>			<b>Accountability Plan Target: No</b>	
<b>Barriers</b>	<b>Actions</b>	<b>When</b>	<b>Assessment</b>	
Students struggle academically with time management and are unable to maintain good grades.	Juniors will meet bi-monthly with a staff appointed mentor to go over grades and support students with resources. Any major concerns are reported to Mrs. Arnaud and Mrs. Allen.	Bi-monthly throughout the year.	Retention percentage in the Fall	
Students miss the engagement/social piece that the traditional high school has.	Junior mentors will keep students informed of clubs and social events that are going on and encourage juniors to attend.	Bi-monthly throughout the year.	Retention percentage in the Fall	

18. <b>School Sustainability Target 3:</b> The percentage of CHS seniors exiting as graduates will meet or exceed 96%.			<b>WHO: Holly and Dawn</b>	<b>EVAL (Y/N)</b>
<b>Baseline 2024: 100% 171/171 (May 2024)</b>			<b>Accountability Plan Target: No</b>	
<b>Barriers</b>	<b>Actions</b>	<b>When</b>	<b>Assessment</b>	
Students fail required classes for high school graduation.	Utilize PLATO for credit recovery option.	As needed	Graduation List	
Students do not follow through on taking required graduation courses that are not offered at CHS (PE, Foreign Language)	Hold parent meetings with students who are not enrolling/completing graduation requirements through FLVS.	As needed	Graduation list	

**Part 6: ANNUAL BUDGET**

**Part 7: PROFESSIONAL DEVELOPMENT PLAN**

**Part 8: TECHNOLOGY PLAN**