

**THE COLLEGIATE HIGH SCHOOL at NWFSC
2010-2011 ENHANCEMENT PLAN FOLLOW-UP**

GOAL	PRIMARY IMPLEMENTATION ACTIVITIES AND STRATEGIES	PROGRESS INDICATORS	EVIDENCE OF IMPLEMENTATION
<p>I. To institutionalize the process of continuous improvement through the review of current processes and procedures resulting in continued accreditation by the Southern Association of Colleges and Schools.</p>	<ul style="list-style-type: none"> ▪ Staff will review Quality School Standards of the AdvanceED Institute to continually monitor adherence to standards to maintain SACS accreditation. ▪ Staff will cooperate with NWFSC Quality Enhancement Plan SACS Committee to implement college reading initiative based upon best practices and experiences of the Collegiate High School. ▪ Staff will use available data to make school based decisions to maintain the unique mission and high quality academic outcomes of the school. ▪ Staff will submit 2 year compliance plan in accordance with SACS policies. 	<ul style="list-style-type: none"> ▪ Degree to which staff members use data for decision making as indicated by records of use and outcomes based on data. ▪ Degree to which NWFSC uses reading strategies and data to implement Read to Learn college reading initiative. ▪ Continued accreditation. 	<ul style="list-style-type: none"> ▪ Increased involvement by forming a School Advisory Council and establishing procedures for nominating and voting for parent members to the council. ▪ Continued coordination with NWFSC faculty to implement the college reading initiative QEP. ▪ To enhance the joy of reading, CHS students were given a book of their choice. ▪ CHS College Success instructors attended college training for QEP. ▪ FCAT, Nelson Denny, and FCPT scores were used to identify at risk students in reading. Five students were identified and placed in a remedial reading class. ▪ Compliance plan was submitted to AdvanceED.

<p>II. To increase and improve knowledge and skills of faculty and staff to enable continuous improvement of student performance, meet the challenges of changing educational technology, improve organizational efficiency, and to maintain the vision and purpose of the charter high school.</p>	<ul style="list-style-type: none"> ▪ Staff will engage in a variety of professional development opportunities during the 2010-11 school year including the following: <ul style="list-style-type: none"> ○ Read and discuss a book(s) and research based professional literature recommended and selected by the school faculty and staff dealing with educational innovations, philosophy, best practices, classroom management or other targeted topics as related to improving classroom instruction, school administration, guidance services, or other issues to improve student achievement. ○ Investigate current educational technology suitable to support the educational and technological needs of students for the future, e.g. iPads vs. laptops. 	<ul style="list-style-type: none"> ▪ Number of staff who participate in professional development opportunities through professional reading, conferences, formal coursework. ▪ Number of staff who evaluate current practices and implement innovative instructional strategies. ▪ Anecdotal reports of improvements in school climate, student engagement, and student achievement. ▪ Number of staff who receive training and use specific instructional software to enhance the student learning. ▪ Number of staff who complete post graduate degrees and/or graduate program of study or certificates. 	<ul style="list-style-type: none"> ▪ All Faculty and Staff received training in the administration of computer-based FCAT Math test for sophomores. ▪ Staff members read independently. New practices and other topics were brought to the staff meeting by staff members from independent readings, attending conferences, training, and formal coursework. ▪ Eight faculty and staff members received training with the Smart Board technology. ▪ All instructors used D2L, Turnitin, or Smartthinking programs to enhance student learning. ▪ Two staff members are pursuing higher degrees
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	<ul style="list-style-type: none"> ○ Monthly staff focus group on educational topics geared to support and maintain the vision and unique purpose of the high school ▪ Staff will improve skills in advising process for Senior Capstone Projects to promote maximum benefit to students and successful completion of the project. ▪ Staff will continue to use and to receive training in the latest versions of Microsoft Office, Desire To Learn, Smarthinking, Plato, Teacher Ease, Vision, and other software as appropriate to staff assignment. ▪ Staff will incorporate technology as appropriate (Smart Boards, Tegrity, iResponse System, etc.) to enhance students' engagement in their own learning process. ▪ Staff will work with administration and human resources to identify and employ appropriate personnel to meet needs of the school as retirements occur. 	<ul style="list-style-type: none"> ▪ Staff Meetings. ▪ Number of students who successfully demonstrate the ability to carry out field work, research, and communicate orally and in writing through completion of Senior Capstone Projects within the designated time frame ▪ Successful identification and employment of administrative and instructional staff to meet the needs of the school as personnel changes occur. 	<ul style="list-style-type: none"> ▪ Weekly meetings include a discussion of student issues and concerns. ▪ Capstone Coordinator trained and updated staff weekly on Capstone topics and procedures. Capstone Coordinator also met with AITP classes regularly to assist students with Capstone issues and procedures. ▪ Eight faculty and staff members received training with the Smart Board technology. ▪ All instructors used D2L, Turnitin, or Smarthinking programs to enhance student learning. ▪ Instructors received training and incorporated iResponse, ▪ A full-time Research lab assistant was hired.
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<p>III. To enhance the Collegiate High School comprehensive reading program, expand the CHS “Culture of Reading” focus, and ensure lowest level readers make reading gains</p>	<ul style="list-style-type: none"> ▪ Increase involvement of students with reading mentors/guest readers and visiting authors. ▪ Revise website for reading activities (e.g. student book reviews, reader photos, etc.) ▪ Increase selection of reading materials (non-fiction, magazines, free reading books, etc.) available to student. ▪ Maintain school-based activities and events which encourage and reward reading. ▪ Strengthen reading activities that promote “peer modeling” of good reading habits. ▪ Incorporate expository reading strategies across the curriculum. ▪ Implement scaffolding strategies to support lowest level readers. 	<ul style="list-style-type: none"> ▪ Data collected through evaluation systems: FCPT, FCAT, Nelson-Denny, ACT and SAT Scores-- percentage of students making reading gains; percentage of students scoring 3 and above; percentage of student above district, state and national averages ▪ Attitudinal Reading Inventory (ARI) ▪ Success rates in reading classes ▪ Participation rates and grades in summer reading programs ▪ Participation rates in optional reading enhancement activities 	<ul style="list-style-type: none"> ▪ FCAT Reading Statistics <ul style="list-style-type: none"> ○ 98 % of students made a passing score. ○ 93% of students scored 3 and above. ○ The cumulative school reading score was 384 or 75 points above the state average of 309; 54 points above the district average of 330. ○ Scores on FCAT and other state factors placed CHS as the number one high school in the state of Florida. ▪ FCPT/testing improvement statistics <ul style="list-style-type: none"> ○ Sophomores retesting on the FCPT reading, 81 improved their score and 6 scored the same or lower than their previous score. ○ Juniors retesting on the FCPT reading, 89 improved their score and 19 scored the same or lower than their previous score. ▪ 98% of students completed the Attitudinal Reading Inventory (ARI). ▪ 99 % of sophomores successfully completed the “Reading Across the Genres” course
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<p>IV. To continue to investigate, evaluate and incorporate administrative and instructional “best practices” in all aspects of CHS organization.</p>	<ul style="list-style-type: none"> ▪ Incorporate tutorial software for students to have increased access to academic assistance in selected subjects <i>i.e.</i>, economics, mathematics, science, writing. ▪ Provide NWFSC teacher education program with opportunities to observe and practice successful instructional strategies. ▪ Align instructional strategies and assessment to improve student comprehension and retention of core knowledge. ▪ Incorporate development of real world, relevant skills through research, seminar, and capstone experiences. 	<ul style="list-style-type: none"> ▪ Log of students who use on-line tutorial services. ▪ Submission of successful and promising practices by CHS faculty. ▪ Requests for curriculum materials conference presentations, and campus visits by other schools. ▪ Number of visitors to web site. ▪ Faculty evaluation of student success in innovative learning activities. 	<ul style="list-style-type: none"> ▪ Logs not available at time of report. All students instructed in use of services. ▪ Plato was utilized by students for remediation in a variety of classes. ▪ All students are trained on using Smart Thinking for writing assistance. 100% of sophomores and seniors used Smart Thinking for coursework. 100% of students were trained in and used Raidernet. ▪ Visit from Liza Jackson Preparatory School teachers and students. ▪ Florida A&M University sent a visiting team to gather charter school information. ▪ Between August 1, 2010 and May 31, 2011 there were 14,835 unique visitors to the website. ▪ 100% faculty support for Student-led conferences and agreement that they are a valuable tool for engaging students in their own academic progress.
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	<ul style="list-style-type: none"> ▪ Enhance and reinforce interest in writing through supplemental support such as writing societies, visiting authors, and juried competitions. ▪ All instructors participate in professional development experiences designed to enhance engagement of students in learning process. ▪ Enhance “Student-led Conferences” at all levels of advising process to develop and enhance students’ self-regulating learning strategies. 	<ul style="list-style-type: none"> ▪ Number of students who submit and who are selected for “Blackwater Review” and other literary/art publications. ▪ Number of instructors who incorporate research based strategies in learning process. ▪ Review of evaluation of student and parent experiences with student led conferences. 	<ul style="list-style-type: none"> ▪ Four students were published in the Spring 2010 Blackwater Review. ▪ Support for college visiting poets program. ▪ One student’s writing received awards from both Blackwater Review and The LaRoche Poetry Contest. ▪ Support for the college visiting poets program. ▪ Visit by Florida author Mary Anna Evans including a writer’s workshop for interested students. ▪ 100% of instructors incorporated research based strategies in the learning process including reading strategies, writing skills, math skills, and other study skills. ▪ 100% student participation in all phases of Student-led conferences including planning, presenting and evaluating the conferences. Positive feedback from parents on Student-led conferences post conference surveys.
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<p>V. To foster the development of independent learning skills and student engagement and responsibility for learning and to improve quality and value of Senior Capstone Project as the crowning achievement of the high school diploma and college degree.</p>	<ul style="list-style-type: none"> ▪ Develop, publish and distribute “Senior Capstone Handbook” for parents and students. ▪ Revise content objectives for senior seminar to include more self-directed learning activities. ▪ Refine the Senior Capstone ▪ Project mini-mester course in keeping with evolving needs of the Senior Project components ▪ Expand parent involvement and understanding of the Senior Capstone Project ▪ Expand mentor program throughout Northwest Florida State College and greater community ▪ Review and revise Senior Project Advisor (SPA) responsibilities for Capstone Project support ▪ Increase community support for students’ capstone experience by including Institute of Senior Professionals as advisors and mentors to provide a more authentic experience in project selection. ▪ Incorporate “Capstone Excellence Award” by Institute of Senior Professionals to award outstanding projects and to emphasize the concept of the capstone as a “crowning achievement” of the high school and college diploma and degree 	<ul style="list-style-type: none"> ▪ Success rates in seminar courses and Capstone Project completions ▪ Grade/GPA patterns in seminar courses ▪ Student evaluation of Academic Seminar ▪ Faculty evaluation of seminar ▪ Completion rates of capstone projects. ▪ Response of community to mentor opportunities ▪ Parent involvement and evaluation of value of Capstone Project to students ▪ Increase in number of community members to support the various phases of the Capstone Project. ▪ The degree to which students exhibit quality standards expected of the Capstone Excellence Award. 	<ul style="list-style-type: none"> ▪ Capstone handbook was developed by senior students and the Capstone Coordinator. All students and staff received a Capstone Handbook. Capstone Handbook was posted on the school website for parent access. ▪ 100% of seniors successfully completed the Capstone Project by the required deadline. ▪ Parent information sessions for capstone were held at Open House and Showcase. ▪ 82 seniors worked with experts/mentors from the school and community. ▪ 70 community members served as judges for capstone panels. ▪ Student capstone explanation was included as part of the student-led conference script. ▪ Revised minimester requirements. Student proposals for projects submitted. ▪ 5 scholarships - ISP ▪ 2 student presentations to ISP ▪ Conducted workshops
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	<ul style="list-style-type: none">▪ Continue to develop of “Student-led Conferences” as a method of communication and ownership of the learning process.	<ul style="list-style-type: none">▪ Level of parental involvement in conferences▪ Feedback/evaluation from parents and students of student-led conferences	<ul style="list-style-type: none">▪ 100% of students/parents in all grades completed a “Student-led conference”.▪ 98% of parents completed a Student-led conference evaluation with positive feedback.
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<p>VI. To increase student retention and success in core college credit classes through improved support services and early intervention strategies</p>	<ul style="list-style-type: none"> ▪ Develop directed study courses in core academic areas for students who fail to complete college courses to meet high school graduation requirements. ▪ Publish and distribute parent handbook of resources and information to enable well-informed, cooperative decisions for student success. ▪ Develop and implement systematic, ongoing study/tutorial sessions for high-risk college classes. ▪ Strengthen competencies in study skills for new students transitioning into college classes. ▪ Strengthen feedback and intervention aspects of current attendance and progress reporting system in college credit classes. ▪ Students proficient in use of Desire To Learn, turnitin.com and Smart Thinking. 	<ul style="list-style-type: none"> ▪ FCPT Scores ▪ ACT Scores ▪ PSAT/SAT Scores ▪ Participation Rates in Study Skills Activities ▪ Success Rates in Study Skills courses ▪ Success Rates in Core College Classes ▪ Attendance/Withdrawal Warning Rates ▪ Grades/GPA patterns in targeted core courses ▪ Acquisition of technology laboratory supplies ▪ Record number of students who use college resources in a given semester. 	<ul style="list-style-type: none"> ▪ Students with D/F in classes were assigned additional directed study time for academic support and study skills. ▪ Parents received a copy of the Student Handbook, Code of Conduct, and the Pupil Progression Plan. ▪ 100% of students participated in a variety of study skills activities throughout the year and in a variety of courses. ▪ 100% of students successfully completed study skills classes. ▪ In accordance with dual enrollment policies 36 students withdrew from 47 classes in the fall, 43 withdrew from 53 classes in the spring. ▪ Students received academic assistance through onsite tutors in math, science, and reading/writing. Students were also sent to the ASC for tutoring in other curriculum areas as needed. Students utilized the college Math Labs for additional academic support.
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	<ul style="list-style-type: none">▪ Increase the number of students who use college academic support resources, e.g. Math Lab, Academic Success Center ▪ Implement use of Tegrity software system for student access to course lecture content and selected high school information, e.g. Sr. Capstone Project.	<ul style="list-style-type: none">▪ Participation and success rates in mini-mester seminars	<ul style="list-style-type: none">▪ 100 % of sophomores and seniors used Smart Thinking to enhance writing skills. All students were trained in Smart Thinking. ▪ 100% of juniors logged on to FACTS.org to explore class progress and explore college opportunities. ▪ 99% of juniors visited the Career Center to take the Career Scope assessment. ▪ All sophomores were trained in My Math Lab online support for math classes. ▪ Sophomores were required to use Academic Success Center (ASC) for History research papers. ▪ 100% of juniors participated in Minimester workshops and seminars.
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VII. To maintain “small school” advantages for continued students success.

- Maintain visibility and accessibility of student services to students and parents
- Refine Orientation/fall mini-semester activities to encourage student bonding within classes
- Develop routine, targeted, systematic tutorial activities in challenging subject/class areas
- Develop and implement additional “school traditions/camaraderie strategies” at both the grade and school levels
- Use name-face recognition strategies to ensure all students are known by staff members
- Develop and implement small group activities such as “lunch with the director”, “student forum with the vice president”, class activities etc.

- Satisfaction rates on student surveys
- Satisfaction rates on parent surveys
- Return/participation rates on correspondence
- Participation rates in targeted parent activities
- Participation rates in targeted student activities
- Participation rates in targeted tutorial activities
- School attendance rates
- School success/graduation rates
- Drop-out rates
- Faculty-Staff/student ratios

- 100 % graduation rate.
- 103 parents responded to the Parent Satisfaction Survey, 80 sophomores, 99 juniors, and 77 seniors responded to the Student Satisfaction Survey.
- 94% of parents reported being satisfied or very satisfied with the attainment of a small school atmosphere.
- 92% of students reported being satisfied or very satisfied with the attainment of a small school atmosphere.
- 100% of sophomores and juniors participated in ROPES or Bridges to encourage student bonding within classes.

<p>VIII. To build database of follow-up information on CHS graduates for use in school improvement, community outreach and related activities</p>	<ul style="list-style-type: none"> ▪ Conduct successful 10th year CHS Celebration and class reunion for all alumni ▪ Develop student follow-up survey(s) ▪ Develop parent follow-up survey(s) ▪ Develop and implement ongoing graduate data collection ▪ Revise current graduate data sheet content, collection and review ▪ Work with NWF State College Enrollment Services to access associate degree follow-up data for CHS students ▪ Create a web link for CHS alumni to existing CHS website 	<ul style="list-style-type: none"> ▪ Number of participants in CHS Celebration and class reunion ▪ Feedback from participants in reunion and celebration ▪ Survey response rates ▪ Follow-up summary reports ▪ Follow-up current graduate data ▪ Number of hits on web site 	<ul style="list-style-type: none"> ▪ Held 10th year celebration July 2010. ▪ Approximately 30 alumni attended the CHS Celebration and class reunion. ▪ Alumni donated comments for the website and the CHS informational brochure. ▪ Survey responses not available at time of report. ▪ Between August 1, 2010 and May 31, 2011 there were 14,835 unique visitors to the website.
<p>IX. To implement policies and procedures to carry out current legislative initiatives affecting charter school operations, student performance, and staff accountability.</p>	<ul style="list-style-type: none"> ▪ Review Florida Statutes and Administrative Rules affecting charter schools and plan for adjustments as needed. ▪ Identify sources of course specific End of Course Tests in Algebra, Biology, American History, and English. 	<ul style="list-style-type: none"> ▪ Inclusion of policies and procedures in Student Handbook, Code of Student Conduct, and Pupil Progression Plan. 	<ul style="list-style-type: none"> ▪ Student Handbook, Student Code of Conduct and the Pupil Progression Plan were revised to reflect new Florida Statutes and Administrative Rules.
<p>X. To increase opportunities for involvement of stakeholders in assessment of school needs, communication of school mission & purposes and development of the Enhancement Plan.</p>	<ul style="list-style-type: none"> ▪ Establish a subcommittee of the “Parent Advisory Committee as a Whole” to review school needs, identify school initiatives, and assess effectiveness of school mission. 	<ul style="list-style-type: none"> ▪ Level of involvement of parents in committee processes ▪ Outcomes of committee work that communicates and enhances school mission 	<ul style="list-style-type: none"> ▪ Subcommittee met to establish standards for future “Parent Advisory Committee” ▪ Over 40 parents and community volunteers were involved in the annual fall Academic Team Tournament.