

**THE COLLEGIATE HIGH SCHOOL at NWFSC
ENHANCEMENT PLAN 2011-2012**

GOAL	PRIMARY IMPLEMENTATION ACTIVITIES AND STRATEGIES	PROGRESS INDICATORS
<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 implement the NWFSC Quality Enhancement Plan college reading initiative based upon best practices and experiences. ▪ Staff will use available data to make school based decisions to maintain the unique mission and high quality academic outcomes of the school. 	<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. ▪ Begin a collection of artifacts and documents to show evidence of SACS accreditation standards. ▪ Degree to which CHS uses reading strategies and data to implement college reading initiative. ▪ Evidence of new policies, procedures, and programs that support the unique mission and high quality academic outcomes of the school.

<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 2011-12 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. ○ Staff improvement with a focus on educational topics geared to support and maintain the vision and unique purpose of the high school ▪ Staff will continue to improve skills in advising process for Senior Capstone Projects to promote maximum benefit to students and successful completion of the project. 	<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 receives 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. ▪ 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
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	<ul style="list-style-type: none"> ▪ Staff will continue to use and to receive training in the latest versions of Microsoft Office, Outlook Live, Desire to Learn, Smart Thinking, Plato, Teacher Ease, Vision, CHIPS, 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"> ▪ Evidence of teacher attendance at workshops, use of technology in class and increased communication with parents and staff. ▪ Evidence of technology use in the classroom. ▪ Successful identification and employment of administrative and instructional staff to meet the needs of the school as personnel changes occur.
<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 ▪ Maintain school-based activities and events which encourage and reward reading. Increase the selections of reading materials. 	<ul style="list-style-type: none"> ▪ Data collected through evaluation systems: PERT, 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 ▪ Continuous evidence of updates to the CHS website and CHIPS. ▪ Attitudinal Reading Inventory (ARI). ▪ Success rates in reading classes

	<ul style="list-style-type: none"> ▪ 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"> ▪ Participation rates and grades in summer reading programs. ▪ Participation rates in optional reading enhancement activities. ▪ Participation rates in online reading activities. ▪ Anecdotal records and notations of scaffolding strategies. Evidence of an increase in students’ independent use of textbooks as a tool for learning.
<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. ▪ Students will receive training in the latest versions of Microsoft Office, Outlook Live. Desire to Learn, Smart Thinking, Raidernet, and other software as appropriate for student use. ▪ Provide NWFSC teacher education program and the educational community with opportunities to observe and practice successful instructional strategies. 	<ul style="list-style-type: none"> ▪ Evidence 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. ▪ Student use of technology to enhance and support learning. ▪ Faculty evaluation of student success in innovative learning activities. ▪ Evidence of real world skill development as demonstrated through research and capstone experience.

	<ul style="list-style-type: none"> ▪ Align instructional strategies and assessment to improve student comprehension and retention of core knowledge. ▪ Incorporate development of real world, relevant skills through research and capstone experiences. ▪ 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. ▪ Continue the development of a leadership skills and a leadership curriculum offered to students. 	<ul style="list-style-type: none"> ▪ Number of students who submit and who are selected for “Blackwater Review” and other literary/art publications. ▪ Evidence of instructors incorporating research based strategies in learning process. ▪ Review of evaluation of student and parent experiences with student led conferences. ▪ Student participation in the leadership curriculum and supplemental educational activities.
<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"> ▪ Revise and distribute “Senior Capstone Handbook” for parents and students. ▪ Revise content objectives for junior and senior seminar. 	<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.

	<ul style="list-style-type: none"> ▪ 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 ▪ 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. ▪ Evaluate and continue the "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 ▪ Continue to develop of "Student-led Conferences" as a method of communication and ownership of the learning process. 	<ul style="list-style-type: none"> ▪ Completion rates of capstone projects. ▪ Response of community to mentor opportunities ▪ Parent involvement and develop a parent 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. ▪ Level of parental involvement in conferences ▪ Feedback/evaluation from parents and students of student-led conferences
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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 online 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 through greater communication and coordination with college faculty. ▪ Students proficient in use of Desire To Learn, turnitin.com and Smart Thinking. ▪ Increase the number of students who use college academic support resources, e.g. Math Lab, Academic Success Center 	<ul style="list-style-type: none"> ▪ PERT 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. ▪ Record number of students who use college resources in a given semester. ▪ Evidence of increased communication and coordination with college faculty. ▪ Evidence of student use.
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<p>VII. To maintain “small school” advantages for continued students success.</p>	<ul style="list-style-type: none"> ▪ Maintain visibility and accessibility of student services to students and parents. ▪ Refine Orientation/fall mini-mester activities and other co-curricular and extra-curricular activities to encourage student interaction and participation at the high school and college level. ▪ Develop routine, targeted, systematic tutorial activities in challenging subject/class areas. ▪ Develop and implement Student Advisory Committee or focus groups for feedback on school issues. 	<ul style="list-style-type: none"> ▪ Satisfaction rates on student and parent surveys. ▪ Participation rates in targeted parent and student activities ▪ Evidence of activities in fall mini-mester and other co-curricular and extra-curricular activities that promote student interaction and participation at the high school and college level. ▪ Participation rates in targeted tutorial activities ▪ School attendance rates ▪ School success/graduation rates ▪ Drop-out rates ▪ Faculty-Staff/student ratios. ▪ Committee or focus group formation.
<p>VIII. To follow-up on CHS graduates for use in school improvement, community outreach and related activities</p>	<ul style="list-style-type: none"> ▪ 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"> ▪ Follow-up current graduate data

<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.
<p>X. To increase opportunities for involvement of stakeholders.</p>	<ul style="list-style-type: none"> ▪ Implement a subcommittee of the “Parent Advisory Committee as a Whole” to review school needs, identify school initiatives, and assess effectiveness of school mission. ▪ Improved overall communication between all stakeholders. 	<ul style="list-style-type: none"> ▪ Level of involvement of parents in committee processes ▪ Outcomes of committee work that communicates and enhances school mission ▪ Evidence of increased/improved communication between all stakeholders.

9/13/2011