

NORTHWEST  
FLORIDA  
STATE COLLEGE

COLLEGIATE  
HIGH SCHOOL

# **2015-2016 Enhancement Plan Follow-up**

**Collegiate High School at Northwest  
Florida State College**

*Approved by the CHS Faculty and Staff on August 19, 2016  
Approved by the CHS School Advisory Council August 31, 2016*



**Collegiate High School at Northwest Florida State College (NWFSC)  
Mission Statement**

The purpose of the Collegiate High School at NWFSC is to provide academic and technical education for serious high school students who desire to undertake college-level study. The three-year curriculum will enable students to complete a high school diploma and an associate degree, simultaneously, in either academic transfer or technical education options. The high school will be distinguished by an application of varied instructional delivery and learning styles, a culture promoting the joy and value of reading, a technology-across-the-curriculum approach and incorporation of an integrated, academic seminar series at each grade level.

**Collegiate High School at Northwest Florida State College (NWFSC)  
Educational Principles**

Five essential educational principles provide the foundation on which the Collegiate High School is based:

- Students should develop the capacity to think critically, solve problems, and communicate effectively through mastery of academic courses with emphasis on language and mathematics.
- Students should learn about themselves, their heritage, and the interdependent world through academic courses.
- Students should prepare for further education and work through elective academic and technical courses.
- Students should learn to fulfill their civic obligations through school and community service.
- Students should experience the joy and value of reading to enhance their ability to be independent learners, critical thinkers, lovers of language, and life-long learners.



**The Collegiate High School at NWFSC**  
**School Enhancement Plan Follow up for 2015-2016**

**PERFORMANCE GOAL 1:**

To maintain and enhance the quality of continuous improvement through the review of current processes and procedures resulting in continued accreditation by the Southern Association of Colleges and Schools/AdvanceED.

**IMPLEMENTATION ACTIVITIES AND STRATEGIES**

- Faculty will continue implementing the NWFSC Quality Enhancement Plan (QEP) college reading initiative based upon best practices and experiences.
- CHS will implement a Data team and CHS 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 communicate with other high achieving high schools through visits, conferences, email and/or other means to share best practices, programs, and other successful policies.

**PERFORMANCE INDICATORS AND GOALS**

- 100% of CHS faculty will use reading strategies and data to implement college reading initiative as indicated in teacher lesson plans, evaluations and/or administrative classroom walk-throughs.
  - 100% of faculty implemented reading initiatives bases on QEP.
- 100% of staff will develop charts and graphs that will be used to maintain longitudinal data and trends in student achievement, school programs, and perceptions of stakeholders.
  - In progress – Data team will begin analysis Fall 2016 and staff will maintain and use data to make academic and program decision.
- Evidence/documentation of communication and implementation of new policies, procedures, and programs that support the unique mission and high quality academic outcomes of the school.
  - In progress

### PERFORMANCE GOAL 2:

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.

### IMPLEMENTATION ACTIVITIES AND STRATEGIES

- Staff will engage in a variety of professional development opportunities during the 2015-16 school year including the following:
  - Investigate current educational technology suitable to support the educational and technological needs of students for the future including, but not limited to D2L Capture, IRespond systems, and other curriculum specific programs.
  - 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 continue to improve skills in advising process for Senior Capstone Projects to promote maximum benefit to students and successful completion of the project.
- Staff will work with administration and human resources to identify and employ appropriate personnel to meet the needs of the school as retirements occur.

### PERFORMANCE INDICATORS AND GOALS

- 100% of staff will participate in professional development opportunities focusing on technology, use of data and/or curriculum development.
  - **In progress – focus will be for 2016-2017. 50% of staff participated in staff development with a technology and/or data focus during 2016-2017.**
- 100% of staff will evaluate current practices and implement innovative instructional strategies focusing on technology and the use of data as indicated in teacher lesson plans, evaluations and/or administrative classroom walk-throughs.
  - **In progress**
- Number of staff who complete post graduate degrees and/or graduate program of study or certificates.
  - **No staff completed a post graduate degrees and/or graduate program of study or certificates in 2016-2016. Two are currently pursuing degrees.**

**PERFORMANCE GOAL 2**

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.

**PERFORMANCE INDICATORS AND GOALS - (CONTINUED)**

- Training and staff meeting minutes will indicate Capstone training.
  - 100% of staff participated in Capstone training.
- 98% of seniors will successfully demonstrate the ability to carry out fieldwork, research, and communicate orally and in writing through completion of Senior Capstone Projects within the designated time frame.
  - 100% of seniors successfully completed the Capstone Project 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.
  - CHS personnel for Instructional Technology Support.



### PERFORMANCE GOAL 3

To enhance the Collegiate High School comprehensive reading program, expand the CHS “Culture of Reading” focus, and ensure lowest level readers make reading gains.

### IMPLEMENTATION ACTIVITIES AND STRATEGIES

- Increase reading involvement of all students through a variety of strategies including reading mentors/guest readers, visiting authors, Summer Reading Program, and Fall and Spring Read This.
- All faculty will incorporate expository reading strategies across the curriculum and scaffolding strategies to support lowest level readers.
- Initiate the collection and use of data as a tool to determine trends in student achievement and school programs to insure the success for all students.

### PERFORMANCE INDICATORS AND GOALS

- 85% of students will indicate a joy of reading on the annual Attitudinal Reading Inventory (ARI).
  - 90% of students indicated a joy of reading on the ARI.
- 95% of juniors will present a “Book Talk” to sophomores during Directed Independent Study.
  - 97% of juniors presented a “Book Talk” to sophomores during DIS.
- 95% of students will successfully participate in Summer Reading and the Summer Reading activities.
  - 98% of students successfully participated in Summer Reading and the Summer Reading activities.
- 90% of sophomores will show gains in one or more of the following tests:
  - PERT – English 87% showed gains, Reading 70% showed gains, Math 77% showed gains
  - FSA/ELA – FSA/ELA-77% showed gains, Math 87% showed gains, Lowest 25% - 94% showed gains in FSA/ELA
- 90% of sophomores taking US History and/or Geometry will pass (Level 3 or higher) the EOC test.
  - 100% of sophomores passed the US History EOC with a Level 3 or higher (State average-68%).
  - 95% of sophomores passed the Geometry EOC with a Level 3 or higher (State average-54%).

**PERFORMANCE GOAL 3**

To enhance the Collegiate High School comprehensive reading program, expand the CHS “Culture of Reading” focus, and ensure lowest level readers make reading gains.

**PERFORMANCE INDICATORS AND GOALS - CONTINUED**

- 85% of CHS students that take the SAT and/or ACT will exceed the county, state and national scores.

Average ACT Score Comparison				
ACT Average Scores- Class of 2015	CHS	COUNTY	STATE	NATIONAL
ENGLISH	27.1	21.9	18.9	20.4
MATHEMATICS	25.5	22.3	19.6	20.8
READING	27.4	23.3	21.0	21.4
SCIENCE	25.4	22	19.5	20.9
COMPOSITE	26.4	22.5	19.9	21

ACT College Readiness Benchmarks- Class of 2015	CHS	STATE
ENGLISH	98	54
MATHEMATICS	86	34
READING	84	42
SCIENCE	77	29
COMPOSITE	69	21

Average SAT Score Comparison-Class of 2015				
ACT Average Scores	CHS	COUNTY	STATE	NATIONAL
CRITICAL READING	578	546	486	495
MATHEMATICS	580	545	480	511
WRITING	547	511	468	484

- 95% of CHS sophomores will be college ready in reading by the end of the school year based on PERT scores.
  - 97% of sophomores were college ready by the end of the school year based on the PERT
- 85% of the bottom 25% of sophomores will show learning gains on the FSA/ELA test.
  - 94% of the bottom 25% of sophomores showed learning gains on the FSA/ELA (State Average-41%).
- Graphs and/or charts will be developed and used to maintain longitudinal data and trends in student achievement, school programs and teaching strategies
  - In progress – focus for 2016-2017.



**PERFORMANCE GOAL 4**

To continue to investigate, evaluate and incorporate administrative and instructional “best practices” in all aspects of CHS organization.

**IMPLEMENTATION ACTIVITIES AND STRATEGIES**

- Instructional software/programs will be incorporated into the curriculum for students to have increased access to academic assistance in selected subjects *i.e.*, economics, mathematics, science, writing.
- All 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.
- 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 Project experiences.
- Enhance and reinforce interest in writing through supplemental support such as writing societies, visiting authors, and juried competitions.
- Enhance “Student-led Conferences” (SLC) 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 in a partnership with the Costa Leadership Institute.



**PERFORMANCE GOAL 4**

To continue to investigate, evaluate and incorporate administrative and instructional “best practices” in all aspects of CHS organization.

**PERFORMANCE INDICATORS AND GOALS**

- Evidence of students who use on-line tutorial services and instructional programs.
  - No collected data.
- Evidence of teacher use as indicated in teacher lesson plans, evaluations and/or administrative classroom walk-throughs.
  - Evaluations and lesson plans indicate 100% of CHS staff are incorporating “best practices”.
- Requests for curriculum materials conference presentations, and campus visits by other schools.
- 100% of students will use technology to enhance and support learning across the curriculum as indicated in teacher lesson plans, evaluations and/or administrative classroom walk-throughs.
  - 100% of students are using technology to enhance learning including Teacherease, D2L, and online components to most college classes.
- 95% of seniors will indicate real world skill development as demonstrated through research and Capstone experience in a post-Capstone survey.
  - 98% of seniors indicated that Capstone helped them develop world and research skills in a post-Capstone survey.
- Record, graph and report over a five year period the number of students who are selected for “Blackwater Review” and other literary/art publications.

**College Level Writing Awards**

Award/Publication	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Blackwater Review	4	4	4	7	4
James and Christian LaRoche Memorial Poetry Contest	0	0	Second Place	First and Second Place	0

- Evidence of instructors incorporating research based strategies in learning process as indicated in teacher lesson plans, evaluations and/or administrative classroom walk-throughs.
  - 100% of instructors are incorporating research based strategies in learning process as indicated by teacher lesson plans and evaluations.
- 95% of CHS students and parents will participate in Student-Led Conferences.
  - 100% of CHS students and parents participated in Student-Led Conferences
- 80% of parents will indicate that SLCs are a beneficial educational experience.
  - 82% of parents indicated that SLCs are a beneficial educational experience
- Increased student participation in the leadership curriculum and supplemental educational activities.

Leadership Class Enrollment	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
	18	13	18	11	10

**PERFORMANCE GOAL 5**

To foster the development of independent learning skills and student engagement and responsibility for learning through Student-Led Conferences and Capstone. Work to improve quality and value of Senior Capstone Project as the crowning achievement of the high school diploma.

**IMPLEMENTATION ACTIVITIES AND STRATEGIES**

- Revise content objectives for junior Critical Thinking and Study Skills (CTSS) and senior Career Research and Decision Making (CRDM) classes.
- Revise and distribute “Senior Capstone Handbook” for parents and students.
- 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 continuing the relationship with Institute of Senior Professionals and the Costa Leadership Institute 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 diploma.
- Continue to develop “Student-Led Conferences” as a method of communication and ownership of the learning process.



## PERFORMANCE GOAL 5

To foster the development of independent learning skills and student engagement and responsibility for learning through Student-Led Conferences and Capstone. Work to improve quality and value of Senior Capstone Project as the crowning achievement of the high school diploma.

## PERFORMANCE INDICATORS AND GOALS

- 98% of juniors and seniors will successfully complete the CTSS curriculum and 98% of seniors will successfully complete the CRDM course and the Capstone Project.
  - 100% of juniors successfully completed the CTSS curriculum.
  - 100% of seniors successfully completed the CRDM curriculum.
- Newly revised handbooks distributed and explained during Mini-mester and placed on the CHS website for parents and students (available online at [www.nwfcollegiatehigh.org](http://www.nwfcollegiatehigh.org)).
  - Revised Capstone handbooks were distributed, explained, and posted on the CHS website for Class of 2017.
- 100% of parents will be advised for the rationale and requirements of the Capstone Project during summer orientations.
  - 100% of parents attended Spring orientation/registration meetings and were advised on the rationale and requirements for Capstone.
- Increase the number of community members willing to mentor students as experts or serve as judges for Capstone presentations.
  - 70 community members served as Capstone judges
- Increase or maintain the number of ISP members to support the various phases of the Capstone Project.
  - Four new ISP members worked with Capstone.
- 100% of seniors will work to achieve the quality standards expected of the Capstone Excellence Award by working with experts and faculty advisors throughout the project.
  - 100% of seniors successfully completed the Capstone project.

**PERFORMANCE GOAL 6**

To increase student retention and success in Core College credit classes through improved support services and early intervention strategies.

**IMPLEMENTATION ACTIVITIES AND STRATEGIES**

- Develop directed study courses in core academic areas for students who fail to complete college courses to meet high school graduation requirements.
- Publish and make available online a parent handbook of resources to enable well-informed, cooperative decisions for student success.
- Develop and implement systematic, ongoing study/tutorial sessions for high-risk students.
- 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.
- All students will be proficient in use of Desire to Learn (D2L), Turnitin.com and Smarthinking.
- Increase success rates in core college classes and decrease the number of students, withdrawing, or failing core college classes.

### PERFORMANCE GOAL 6

To increase student retention and success in core college credit classes through improved support services and early intervention strategies

### PERFORMANCE INDICATORS AND GOALS

- 100% of students who receive a D, F, FA, or Withdrawal in a college class will be assigned additional Directed Study time for each unsuccessful class attempt.
  - 100% of students who receive a D, F, FA, or Withdrawal in a college class received advising and additional Directed Study time for each unsuccessful class attempt each semester.
- Student Services/Parent Page on CHS website updated regularly.
  - Student Services page was updated.
- 100% of at-risk students will be required to attend on-site tutoring sessions or attendance at one or more of the college academic support programs.
  - Approximately 90% of at-risk students received tutoring. 100% were advised to attend tutoring sessions.
- 100% of sophomores and new juniors will be registered in a College Success course during their first semester of attendance.
  - 100% of sophomores and new juniors were registered and successfully completed the College Success course during the first semester.
- 80% of college instructors will complete two progress reports each fall and spring semester that indicates academic progress and attendance for all CHS students enrolled in a college class. Copies of these progress reports will be mailed to parents.
  - 95% of college instructors completed two progress reports each fall and spring semester that indicated academic progress and attendance for all CHS students.
- 80% of CHS students will achieve a passing grade in core college classes.
  - 88% of CHS students achieved a passing grade in core college classes.
- The total number of courses from which students withdraw will decrease by 5%.
  - The total number of courses from which students withdrew decreased by 5.7%



## PERFORMANCE GOAL 7

To maintain “small school” advantages for continued students success.

### IMPLEMENTATION ACTIVITIES AND STRATEGIES

- 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.
- School will stress attendance, graduation and Faculty-staff/student ratios to foster student success.
- Develop and implement Student Advisory Committee or focus groups for feedback on school issues.

### PERFORMANCE INDICATORS AND GOALS

- 80% of returned or completed parent and student satisfaction surveys will indicate being very satisfied or satisfied with accessibility of student services and overall small school atmosphere.
  - 91% of returned or completed parent and student satisfaction surveys will indicate being very satisfied or satisfied with accessibility of student services and overall small school atmosphere.
- 80% of returned or completed parent and student satisfaction surveys will indicate very satisfied or satisfied with fall WOW week, spring mini-mester, other co-curricular and extra-curricular activities that promote student interaction and participation at the high school and college level.
- 82% of returned or completed parent and student satisfaction surveys indicated very satisfied or satisfied with fall WOW week, spring mini-mester, other co-curricular and extra-curricular activities that promote student interaction and participation at the high school and college level.
- School daily attendance rate
  - Daily attendance rate was 99%.
- Graduation rate
  - 100% of the Class of 2016 received high school diplomas. 92% received an Associates Degree.
- Faculty-Staff/student ratios
  - Faculty-Staff student ratios are an average of 25:1.
- Committee or focus group formation.
  - In progress



## PERFORMANCE GOAL 8

To follow-up on CHS graduates for use in school improvement, community outreach and related activities

### IMPLEMENTATION ACTIVITIES AND STRATEGIES

- Develop and implement a graduate database to collect ongoing graduate data.
- 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 and update post-graduate information.

### PERFORMANCE INDICATORS AND GOALS

- Follow-up and analysis of current graduate data.
  - **In progress.**



**PERFORMANCE GOAL 9**

To implement policies and procedures to carry out current legislative initiatives affecting charter school operations, student performance, and staff accountability.

**IMPLEMENTATION ACTIVITIES AND STRATEGIES**

- 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 I, Biology, American History, and Geometry.

**PERFORMANCE INDICATORS AND GOALS**

- Inclusion of policies and procedures in Student Handbook, Code of Student Conduct, and Pupil Progression Plan. (Available online at [www.nwcollegiatehigh.org](http://www.nwcollegiatehigh.org))
  - New policies and procedures were included in the Student Handbook, Code of Student Conduct, and Pupil Progression Plan.





**PERFORMANCE GOAL 10**

To increase opportunities for involvement of stakeholders.

**IMPLEMENTATION ACTIVITIES AND STRATEGIES**

- Continue the School Advisory Council as a body that provides the opportunity for parents, students, instructional staff, non-instructional staff, and community members to participate in improving the Collegiate High School.
- Improved overall communication between all stakeholders.

**PERFORMANCE INDICATORS AND GOALS**

- Agendas and minutes from School Advisory Council meetings will be posted on the CHS website.
  - SAC agendas and minutes are posted regularly on the CHS website.
- Continuous evidence of updates to the CHS website and CHIPS.
  - CHS website and CHIPS are updated regularly as needed by staff and students.
- 95% of parents and students will participate in a parent/student orientation that will take place during the summer registration sessions.
  - 100% of parents and students participated in a parent/student orientation/scheduling meeting that took place April, 2016 for juniors and seniors, and May, 2016 for sophomores.
- 80% of parents and students indicate on the satisfaction survey that they are very satisfied or satisfied with the communication between school and home.
  - 98 % of parents and 92% of students indicated on the satisfaction survey that they are very satisfied or satisfied with the communication between school and home.
- Evidence of increased/improved communication between all stakeholders as indicated on surveys.
  - 98 % of parents and 92% of students indicated on the satisfaction survey that they are very satisfied or satisfied with the communication between school and home.