

NORTHWEST
FLORIDA
STATE COLLEGE

COLLEGIATE
HIGH SCHOOL

2016-2017 Enhancement Plan Follow-up

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

*Approved by the CHS Faculty and Staff – June 28, 2017
Approved by the CHS School Advisory Council – June 28, 2017*



**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 motivated 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 analyze, 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 become independent learners, critical thinkers, lovers of language, and life-long learners.



**The Collegiate High School at NWFS
School Enhancement Plan 2016-2017**

PERFORMANCE GOAL 1:

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

GOAL 1: IMPLEMENTATION ACTIVITIES AND STRATEGIES

- A. Faculty will continue implementing the NWFS Quality Enhancement Plan (QEP) college reading initiative based upon best practices and experiences.
- B. CHS will implement a Data Team consisting of CHS faculty and staff. The Data Team will use available data from 2016-2017 to make school based decisions to ensure quality academic success of students.

GOAL 1: PERFORMANCE INDICATORS AND GOALS

- A1. 100% of CHS faculty will use reading strategies to implement college reading initiative as indicated in teacher lesson plans, evaluations and/or administrative classroom observations.
 - 100% of faculty implemented reading initiatives bases on QEP.
- B1. 100% of instructional staff will develop charts and graphs that will be used to maintain longitudinal data and trends in student achievement and school programs.
 - In progress – Data team will began analysis fall 2016 and staff will maintain and use data to make academic and program decision.



PERFORMANCE GOAL 2:

To increase knowledge and skills of faculty and staff to ensure continuous growth in student performance, meet the challenges of changing educational technology, improve organizational efficiency, and to maintain the vision and purpose of the charter high school.

GOAL 2: IMPLEMENTATION ACTIVITIES AND STRATEGIES

- A. Staff will participate in a variety of professional development opportunities during the 2016-17 school year including current educational technology suitable to support the educational and technological needs of present and future students.
- B. Instructional staff will use available data to make school based decisions to promote the mission and educational principles of CHS.

GOAL 2: PERFORMANCE INDICATORS AND GOALS

- A1. 100% of faculty will participate in professional development opportunities focusing on technology, use of data and/or curriculum development.
 - In progress – focus for 2017-2018 – goal of 100%. 50% of staff participated in staff development with a technology and/or data focus during 2016-2017.
- B1. 100% of faculty will evaluate current practices and implement innovative instructional strategies focusing on technology and the use of data as evident in teacher lesson plans, evaluations and administrative observations.
 - In progress



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.

GOAL 3: IMPLEMENTATION ACTIVITIES AND STRATEGIES

- A. Increase reading involvement of all students utilizing reading mentors/guest readers, visiting authors, Summer Reading Program, and Fall and Spring Read This.
- B. Reading strategies and tutorial support will be provided to support lowest level readers in core academic courses.
- C. Initiate data collection to determine trends in student achievement and school programs to monitor student success.

GOAL 3: PERFORMANCE INDICATORS AND GOALS

- A1. 85% of students will indicate a joy of reading on the annual Attitudinal Reading Inventory (ARI).
 - 92% of students indicated a joy of reading on the ARI.
- A2. 95% of juniors will present a “Book Talk” to sophomores during Directed Independent Study.
 - 98% of juniors presented a “Book Talk” to sophomores during DIS.
- A3. 95% of students will successfully participate in Summer Reading and the Summer Reading activities.
 - 99% of students successfully participated in Summer Reading and the Summer Reading activities.
- B1. Tutorial attendance records indicate tutoring support for the lowest level readers in core academic courses.
 - 100% of lowest level sophomores received tutoring in one or more core academic courses.
- C1. 90% of sophomores will show gains in one or more of the following tests:
 - FSA/ELA- 83% of sophomores made learning gains on the ELA between 9th and 10th grade.
 - PERT – Data still pending.
 - Nelson Denny- 88% of sophomores maintained or increased their reading level based on the Nelson Denny.
- C2. 85% of CHS students who take the SAT and/or ACT will exceed the county, state and national scores.

Average ACT Score Comparison					
ACT Average Scores- Class of 2016	CHS	OKALOOSA COUNTY	WALTON COUNTY	STATE	NATIONAL
ENGLISH	27.3			18.9	20.1
MATHEMATICS	25.9			19.5	20.6
READING	27.6			21.1	21.3
SCIENCE	26.1			19.5	20.8
COMPOSITE	26.9	26	24	19.9	20.8

ACT College Readiness Benchmarks- Class of 2016	CHS	STATE
ENGLISH	100	53
MATHEMATICS	88	33
READING	85	42
SCIENCE	81	29
COMPOSITE	71	21

SAT Average Scores	CHS	OKALOOSA COUNTY	STATE	NATIONAL
CRITICAL READING	591	536	476	493
MATHEMATICS	582	530	466	505
WRITING	559	507	453	480

- C3. 95% of CHS sophomores will be college ready in reading by the end of the school year based on PERT scores.
 - 96% of sophomores were college ready in reading by the end of the school year based on PERT scores.
- C4. 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-64%, Okaloosa County Average – 76%, Walton County Average -68%).
 - 96% of sophomores passed the Geometry EOC with a Level 3 or higher (State average-54%, Okaloosa County Average – 65%, Walton County Average -63%)
- C5. 85% of the bottom 25% of sophomores will maintain (level 5) or show learning gains on the Reading FSA/ELA test.
 - 99% of all sophomores passed the FSA/ELA with a Level 3 or higher ((State average-50%, Okaloosa County Average – 62%, Walton County Average -55%).
 - 94% of the bottom 25% of sophomores maintained (level 5) or showed learning gains on the Reading FSA/ELA test.

PERFORMANCE GOAL 4

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

GOAL 4: IMPLEMENTATION ACTIVITIES AND STRATEGIES

- A. Instructional technology will be incorporated into the curriculum for increased student academic support and productivity.
- B. 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.
- C. 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.
- D. Continue to develop “Student-Led Conferences” as a method of communication and ownership of the learning process. Enhance “Student-led Conferences” (SLC) at all levels of advising process to develop and enhance students’ self-regulating learning strategies.
- E. Enhance and reinforce interest in writing through supplemental support such as writing societies, visiting authors, and juried competitions.
- F. Continue the development of a leadership skills and a leadership curriculum offered to students in a partnership with the Costa Leadership Institute.

GOAL 4: PERFORMANCE INDICATORS AND GOALS

A1. 100% of students will use technology to enhance and support learning across the curriculum as indicated in teacher lesson plans, evaluations and/or administrative observations.

- 100% of students used technology to enhance learning including Teacherease, D2L, and online components to most college classes.

B1. 95% of seniors will indicate real world skill development because of the research and Capstone experience as reflected in a post-Capstone survey.

- 100% of seniors indicated real world skill development through the Capstone process

B2. 98% of juniors will successfully complete the CTSS curriculum.

- 100% of juniors successfully completed the CTSS curriculum.

B2. 100% of seniors will successfully complete the CRDM course and the Capstone Project.

- 100% of seniors successfully completed the CRDM course and the Capstone Project.

B2. 100% of parents will be advised of the rationale and requirements of the Capstone Project during annual orientations.

- 100% of parents attended orientation and were advised of the rationale and requirements of the Capstone Project.

C1. Increase the number of community members willing to mentor students as experts or serve as judges for Capstone presentations. Increase or maintain the number of ISP members to support the various phases of the Capstone Project.

- 100 community members served as Capstone Experts in the Field. 85 community members served as Capstone presentation judges (up from 70).

C2. 100% of seniors will work to achieve the highest expectations of the Capstone Excellence Award by working with experts and faculty advisors throughout the project.

- 100% of seniors successfully completed the Capstone project by the March presentation dates.

D1. 95% of CHS students and parents will participate in Student-Led Conferences.

- 100% of CHS students and parents participated in Student-Led Conferences.

D2. 80% of parents will indicate on SLC evaluations that SLCs are a beneficial educational experience.

- 92% of parents indicated that SLC are a beneficial educational experience.

E1. 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	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Blackwater Review	4	4	7	4	6
James and Christian LaRoche Memorial Poetry Contest	0	Second Place	First and Second Place	0	First Place

F1. Record, graph and report over a five year period the number of students who participate in the leadership course.

Leadership Class Enrollment	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	13	18	11	10	13

PERFORMANCE GOAL 5

To increase student retention and success in high school and college level classes through improved support services and early intervention strategies.

GOAL 5: IMPLEMENTATION ACTIVITIES AND STRATEGIES

- A. Develop high school courses in core academic areas for students who fail to complete college courses to meet high school graduation requirements.
- B. Strengthen competencies in study skills for new students transitioning into college classes.
- C. Strengthen feedback and intervention aspects of current attendance and progress reporting system in college credit classes through increased communication and coordination with college faculty.
- D. Identify and monitor potential at-risk students for academic failure through the Multi-Tier System of Support (MTSS) process.
- E. Implement early intervention strategies to expand success rates in core college classes and decrease the number of student withdrawing from or failing core college classes.

GOAL 5: PERFORMANCE INDICATORS AND GOALS

A1. 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 received a D, F, FA, or Withdrawal in a college class were assigned additional Directed Study time for each unsuccessful class attempt.

B1. 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 in a College Success course.

C1. 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.

- 90% of college instructors completed two progress reports each fall and spring semester that indicated academic progress and attendance for all CHS students.

D1. Implementation of the MTSS process for 100% of at-risk students in need of intervention.

- 100% (18 students) were identified and had the MTSS process implemented or had progress monitored throughout the year.

E1. 100% of at-risk students will be required to attend on-site tutoring sessions or attend one or more of the college academic support programs.

- 100% of at-risk students attended on-site tutoring sessions or one or more of the college academic support programs.

E2. 80% of CHS students will achieve a passing grade of “C” in core college classes.

- 90% of CHS students achieved a C or better in all of their core college classes.

E3. The total number of college courses students withdraw from will decrease by 5%.

- The total number of college courses students withdrew from through two semesters was 65 classes or 5.4%



PERFORMANCE GOAL 6

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

GOAL 6: IMPLEMENTATION ACTIVITIES AND STRATEGIES

- A. Continue to promote accessibility of student services to students and parents.
- B. Refine orientation/ mini-mester activities and other co-curricular and extra-curricular activities to encourage student interaction and participation at the high school and college level.
- C. School will enforce attendance, graduation and Faculty-staff/student ratios to foster greater student success.
- D. Develop and implement a student committee or focus group for feedback on school programs, concerns, and needs.

GOAL 6: PERFORMANCE INDICATORS AND GOALS

- A1. 80% of completed parent and student satisfaction surveys will indicate very satisfied or satisfied with accessibility of student services and overall small school atmosphere.
 - 93% of completed parent and student satisfaction surveys indicated very satisfied or satisfied with accessibility of student services and overall small school atmosphere.
- B1. 80% of completed parent and student satisfaction surveys will show 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.
 - 87% of completed parent and student satisfaction surveys will show 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.
 - C1. School daily attendance rate.
Daily attendance rate was 99%.
 - C2. Graduation rate.
 - 100% of the Class of 2017 received high school diplomas. 90% received an Associate degree.
 - C3. Faculty-Staff/student ratios.
 - Faculty-Staff student ratios are an average of 25:1.
- D1. Committee or focus group formation.
 - In progress.



PERFORMANCE GOAL 7

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

GOAL 7: IMPLEMENTATION ACTIVITIES AND STRATEGIES

- A. Develop and implement a graduate database to collect ongoing graduate data.
- B. Revise current graduate data sheet content, collection and review.
- C. Work with NWF State College Enrollment Services to access associate degree follow-up data for CHS students.
- D. Create a web link for CHS alumni on CHS website to allow alumni to share post-graduate information.

GOAL 7: PERFORMANCE INDICATORS AND GOALS

Follow-up and analysis of current graduate data.

- In progress. A new alumni survey was added to the CHS website. Survey was launched in late April 2017 and 55 graduates have completed the survey. Data to be analyzed for various factors during 2017-2018.



PERFORMANCE GOAL 8

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

GOAL 8: IMPLEMENTATION ACTIVITIES AND STRATEGIES

- A. Review Florida Statutes and Administrative Rules affecting charter schools and implement changes as needed.
- B. Identify sources of course specific End of Course Tests in Algebra I, Biology, American History, and Geometry.

GOAL 8: 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)
- New policies and procedures were included in the Student Handbook, Code of Student Conduct, and Pupil Progression Plan.

PERFORMANCE GOAL 9

To increase opportunities for involvement of stakeholders.

GOAL 9: IMPLEMENTATION ACTIVITIES AND STRATEGIES

- A. 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 Collegiate High School.
- B. Improved overall communication between all stakeholders.

GOAL 9: PERFORMANCE INDICATORS AND GOALS

- A1. Agendas and minutes from School Advisory Council meetings will be posted on the CHS website.
 - Agendas and minutes can be found at <http://chs.nwfsc.edu/profile/advisory.cfm>
- B1. 95% of parents and students will participate in an annual parent/student orientation/registration session.
 - 100% of parents and students participated in the annual parent/student orientation sessions.
- B2. 80% of parents and students indicate on the satisfaction survey that they are very satisfied or satisfied with the communication between school and home.
 - 97% of parents indicated on the satisfaction survey that they are very satisfied or satisfied with the communication between school and home.
 - 96% of students indicated on the satisfaction survey that they are very satisfied or satisfied with the communication between school and home.