

**Polk Community College
Chain of Lakes Collegiate Charter High School**

**Charter Renewal Document
October 2008**



Bridget Fetter, Director
PCC Chain of Lakes Collegiate Charter High School
999 Avenue H NE
Winter Haven, Florida 33881-4299
Telephone: 863-297-1010 extension 6188

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1. Is the academic program a success?

1A. Has the school made reasonable progress in meeting internally established educational goals during the term of its charter?

Polk Community College's Chain of Lakes Collegiate Charter High School, hereafter referred to as COL, has created goals that are included in two documents, the Accountability Plan and the Accountability Report.

Charter School Accountability Plan Initiated May 2007 & Finalized July 2007

COL was established in 2006, and its first Accountability Plan was drafted in May 2007. That draft was revised through negotiations with the Office of Magnet, Choice and Charter Schools; and the final plan was approved in July 2007. The final plan lists ten goals; the full text of these goals is included as **Attachment 1**. These goals address performance outcomes as listed below:

1. The majority of COL students will earn college credits upon high school graduation.
2. COL will maintain a high graduation rate.
3. The Information Systems Academy COL students will successfully earn industry certification in their area of study.
4. COL students will demonstrate college level reading ability at the time of graduation.
5. COL students will demonstrate college level mathematics ability upon high school graduation.
6. COL students will show mastery of science Sunshine State Standards through FCAT.
7. COL will operate with sound financial principles.
8. COL will have an active and supportive board of directors.
9. COL stakeholders will reflect their satisfaction with the overall school program.
10. COL will conduct a thorough self-study in 2008-2009 and host a successful SACS site visit in 2009-2010 as indicated by continued SACS accreditation, and through the process of a continuous improvement model.

Accountability Report of December 2007

The COL staff also collaborated with the Office of Magnet, Choice and Charter Schools in creating the Accountability Report of December 2007. The Accountability Report lists the same ten goals as are included in the Accountability Plan.

Progress in Meeting Internally Established Goals

Progress in meeting performance indicators attached to the ten Accountability Plan and Accountability Report goals is as follows.

1. Earning college credits by the time of high school graduation. **Performance Met**
 - *There was no baseline data for this goal in 2006-2007 since no class had graduated.*
 - *As of June 2008, outcomes for the first graduating class are as follows:*
 - i. *Seven of seven or 100% of criminal justice academy graduates had earned 17 or more credits in their program of study.*
 - ii. *Seven of eight or 88% of information technology graduates who had been in the program for two years had earned 36 or more college credits in their program of study.*
 - iii. *Thirty-four of 38 or 89% of allied health and A.A. graduates who had been enrolled at COL for the full two years earned 30 or more college credits by the time of high school graduation.*

Note: *Only 53 of 86 graduates in 2008 had been at COL for two complete school years because of the process of school start-up. Performance of those students is reported above. However, reporting on this goal will encompass*

a larger percentage of the graduating class in future years. Approximately 100 of the current 118 seniors will have been enrolled two years at the time of their graduation in June 2009. Additionally, the newly enrolled junior class (August 2008) has 121 students. By June 2010, most graduates should have been enrolled the full two years.

Figures 1 through 3 show the percentage of students meeting the Goal 1 indicator of progress, demonstrating success by program area, by gender and by race/ethnicity.

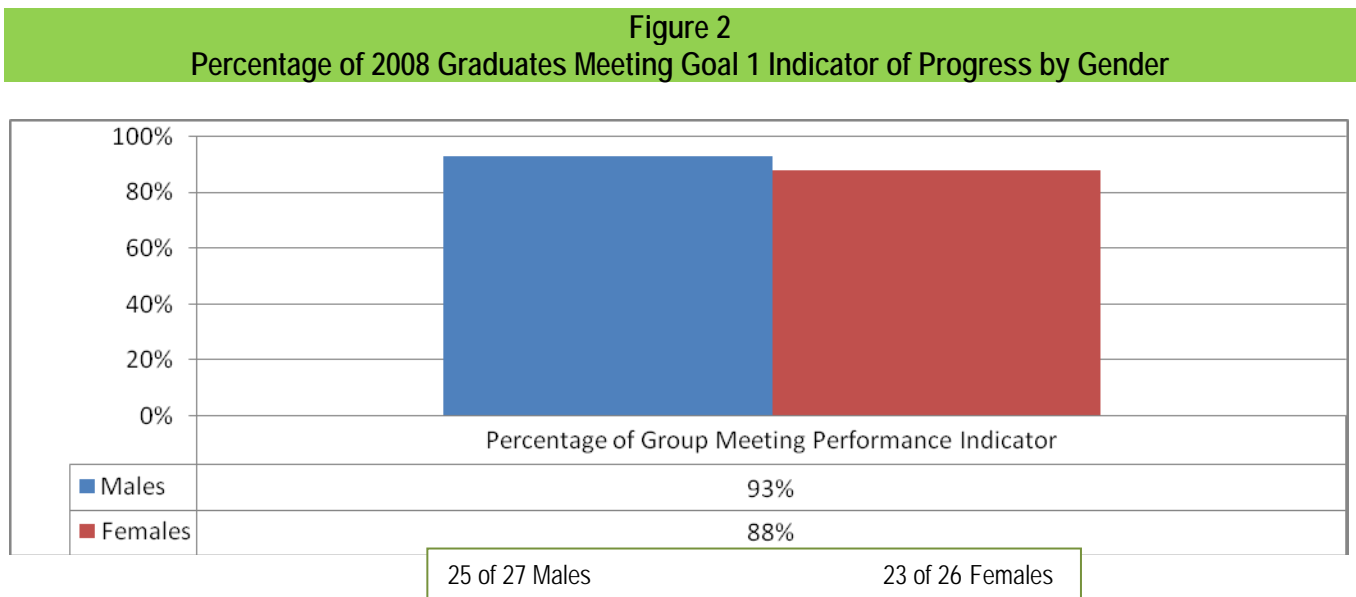
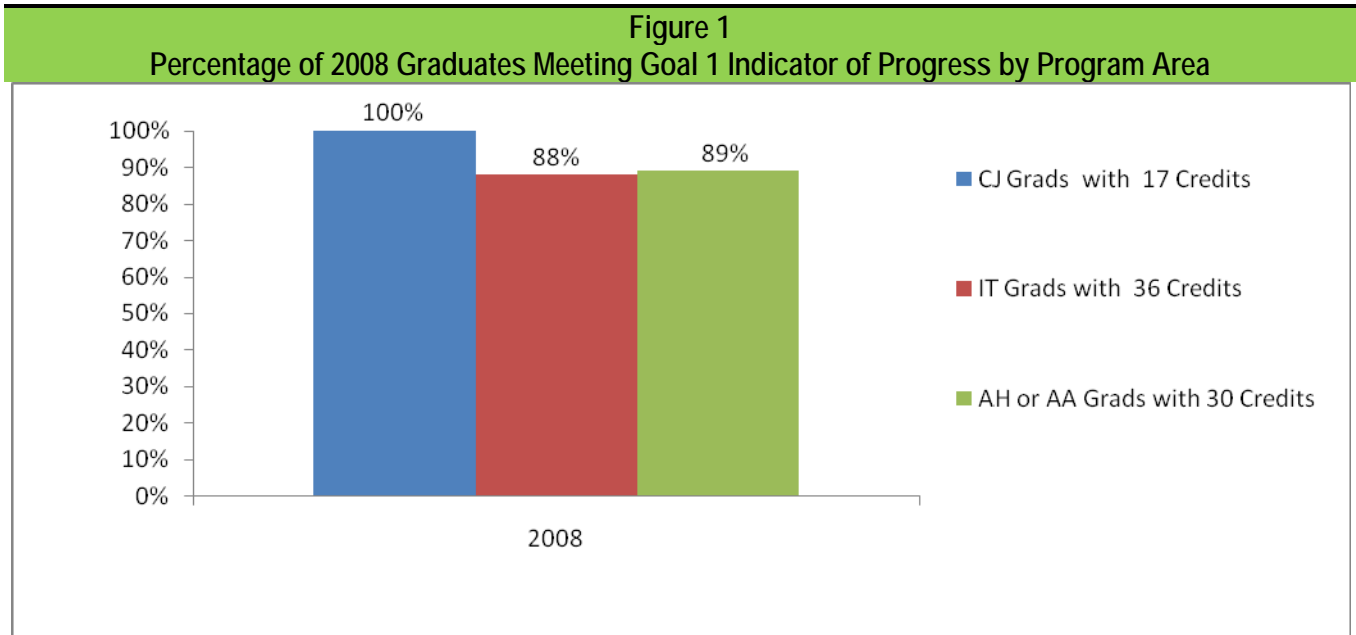
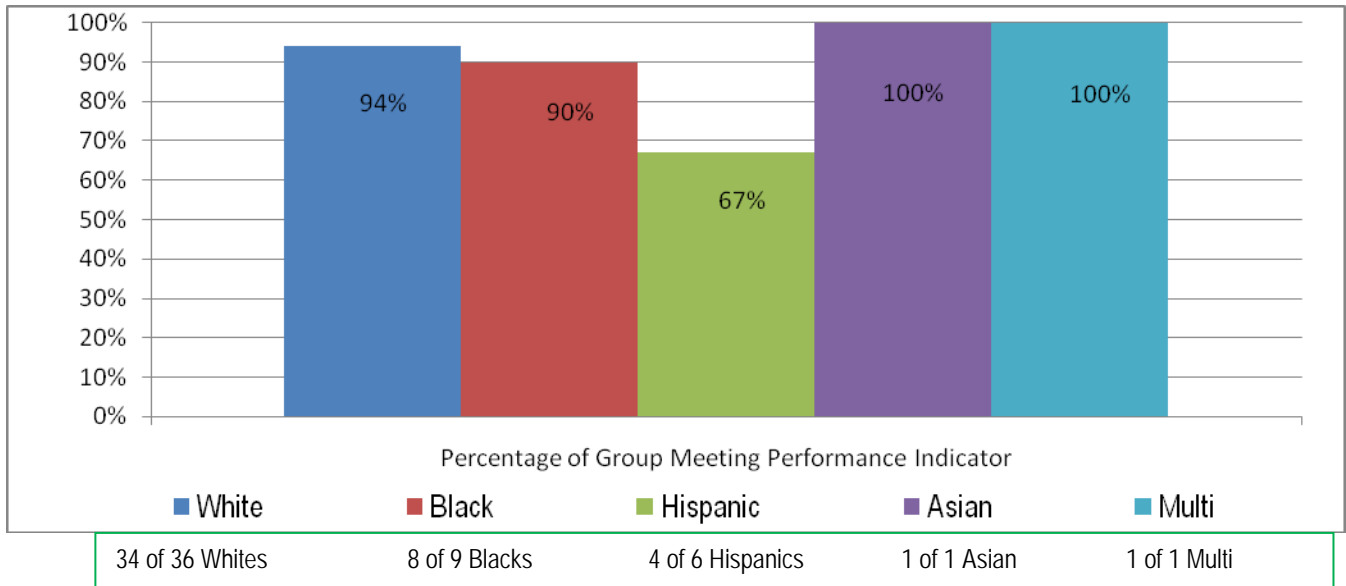


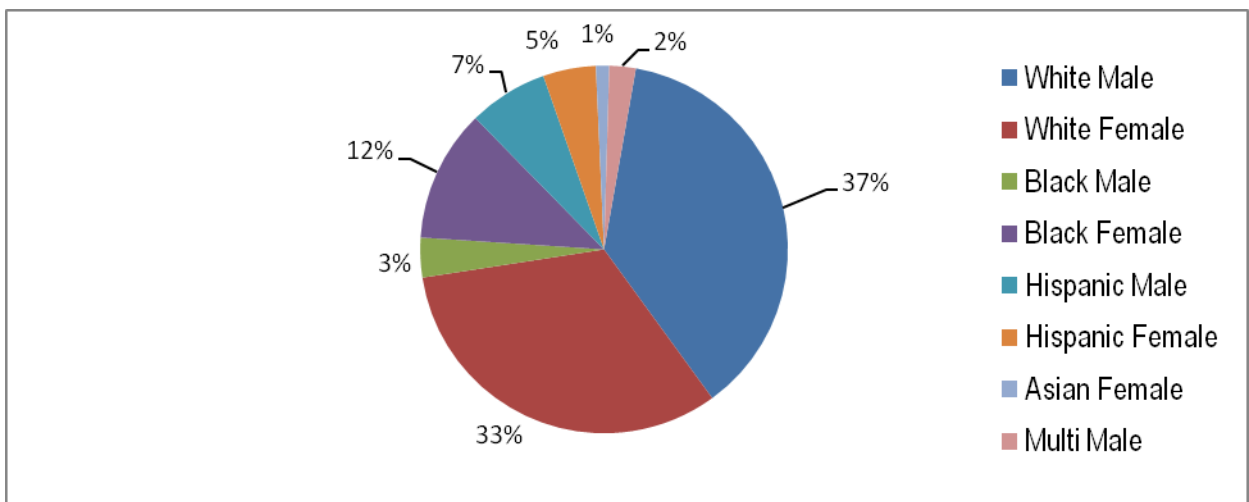
Figure 3
Percentage of 2008 Graduates Meeting Goal 1 Indicator of Progress by Race/Ethnicity



2. Maintaining a high graduation rate. **Performance Met**

- *No baseline data was available in the spring of 2007 since no class had graduated.*
- *In 2008, 86 of 87 or 99% of COL twelfth graders graduated on time. The one student who did not graduate on time is a black female (see Figure 4 for the composition of the entire senior class).*

Figure 4
Composition of 2008 Graduating Class by Gender and Ethnicity

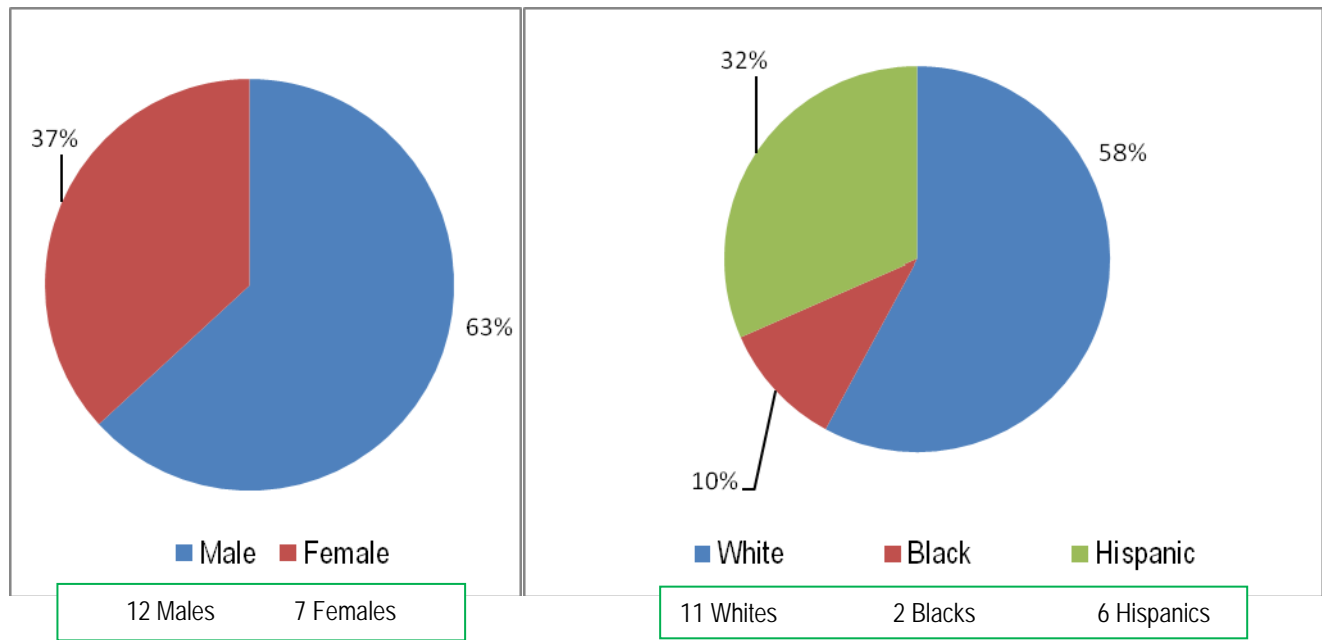


In 2008, 29% of the graduating class was designated as economically disadvantaged. All economically disadvantaged students in the senior class graduated on time. Economically disadvantaged students are those who qualify for free or reduced lunch.

3. Earning industry certification in information technology (IT). **Performance Met**
 - No baseline data was available in the 2006-2007 school year.
 - In the 2007-2008 school year, 19 of 19 students tested (100%) earned industry certification as measured by CompTIA A+ Essentials and CompTIA A+ 220-602 (two separate exams). Additionally, nine of these 19 students (47%) were economically disadvantaged.

Figures 5a and 5b show group composition by both gender and race/ethnicity.

Figure 5a 2008 IT Students Tested by Gender **Figure 5b** 2008 IT Students Tested by Race/Ethnicity



4. Demonstrating college level reading ability at the time of graduation. **Performance Met**
 - No baseline data was available in 2007 since no class had graduated.
 - Of the 2008 graduates, 84 of 86 (98%) demonstrated both college level reading and sentence skills ability at the time of graduation as indicated by performance on the College Placement Test (CPT).

Note: While both the Accountability Plan and the Accountability Report provide for students to demonstrate college reading through performance on either the SAT or ACT if it is not demonstrated through CPT scores, the two students who did not show mastery on the CPT also scored below the projected mastery scores on both the SAT and ACT. However, the goal calls for 90% of students to demonstrate college level reading, and that outcome was clearly met.

The two students who failed to pass both CPT reading and sentence skills by the time of graduation are both black females. When examining performance on CPT reading and sentence skills by both race and gender, we see the following:

- 100% of males and 95% of females met the indicator of progress.

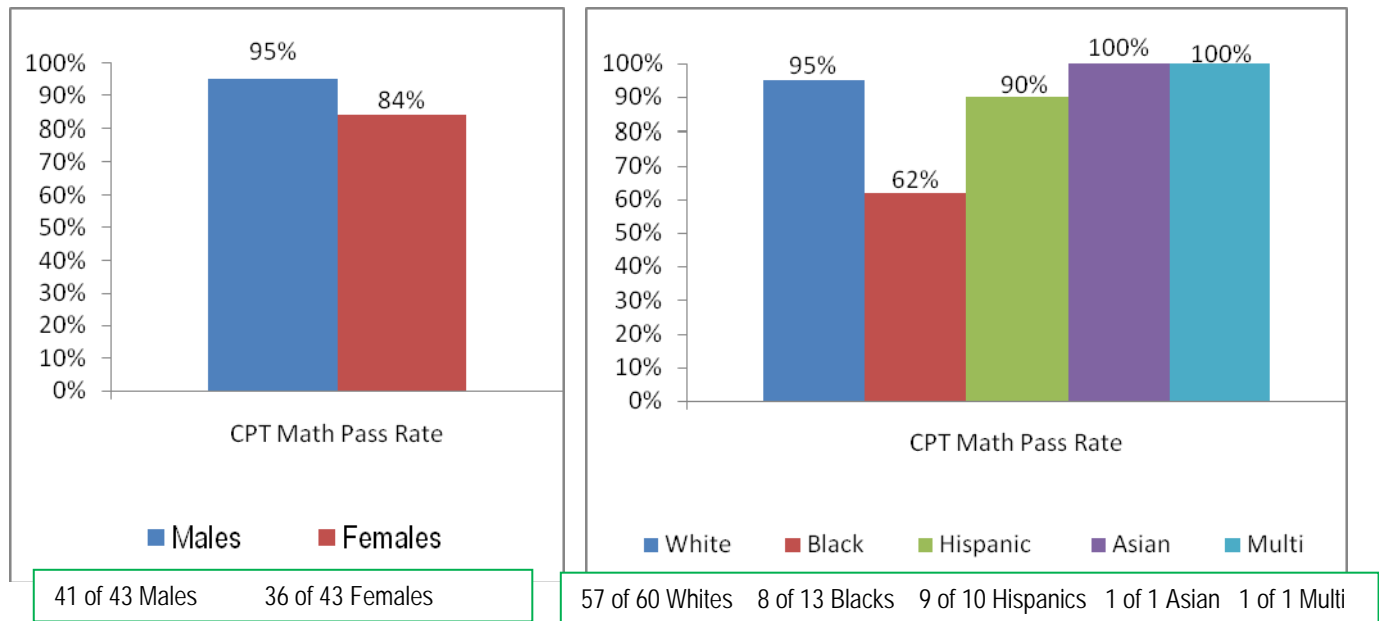
- 85% of blacks and 100% of whites, Hispanics, Asians, and multi-ethnic groups met the indicator of progress.
- 96% of economically disadvantaged students and 98% of other students met this performance indicator.

5. Demonstrating college level mathematics ability upon high school graduation. **Performance Met**

- *No baseline data was available in 2007 since no class had graduated.*
- *Of the 2008 graduates, 77 of 86 (90%) demonstrated college level mathematics ability at the time of graduation as indicated by individual performance on either the CPT or the SAT.*

Additionally, nine of the 2008 graduates failed to pass the math portion of the CPT by the time of graduation. Descriptively, seven of the students were females while only two were male; five were black, three white and one Hispanic. Moreover, 80% of the economically disadvantaged graduates met this performance indicator as compared to 93% of the remainder of the graduating class. Figures 6a and 6b reflect pass rate by gender and by race/ethnicity.

Figure 6a 2008 CPT Math Pass Rate by Gender **Figure 6b** 2008 CPT Math Pass Rate by Race/Ethnicity



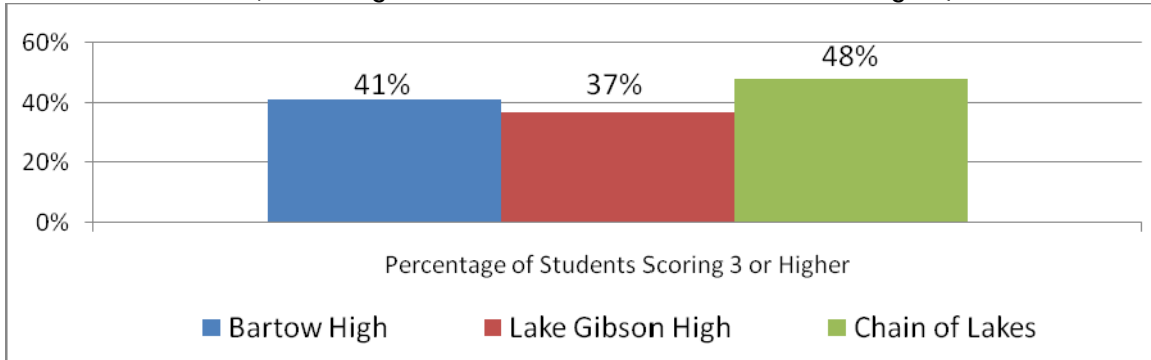
6. Showing mastery of Science Sunshine State Standards through FCAT. **Performance Met in 2007 but not in 2008**

COL FCAT Science results for both 2006-2007 and 2007-2008 are as listed below:

- *2006-2007 (Baseline)*
75% of COL students scored level 3 or higher on the grade 11 FCAT Science administered in March 2007. This exceeds the goal of 51% as listed in the COL Accountability Plan.
- *2007-2008*
48% of COL students scored level 3 or higher on the grade 11 FCAT Science administered in March 2008. This group of 108 students did not meet the COL performance goal.

While COL did not meet the performance outcome for this goal, the school had the second highest mean score in the district (second to only PCC's Lakeland CHS) and is one of two schools in the Polk County School District that are in the top 100 mean high school scores in the State. Additionally, the percentage of COL students scoring at 3 or higher on the grade 11 FCAT Science in the spring of 2008 (48%) is higher than all but one other school in Polk County (PCC's Lakeland CHS). Performance of COL and that of its comparable schools are reflected in Figure 7 below.

Figure 7
Performance of COL and Its Comparable Schools on the March 2008 FCAT Science
(Percentage of Students Tested who Scored 3 or Higher)

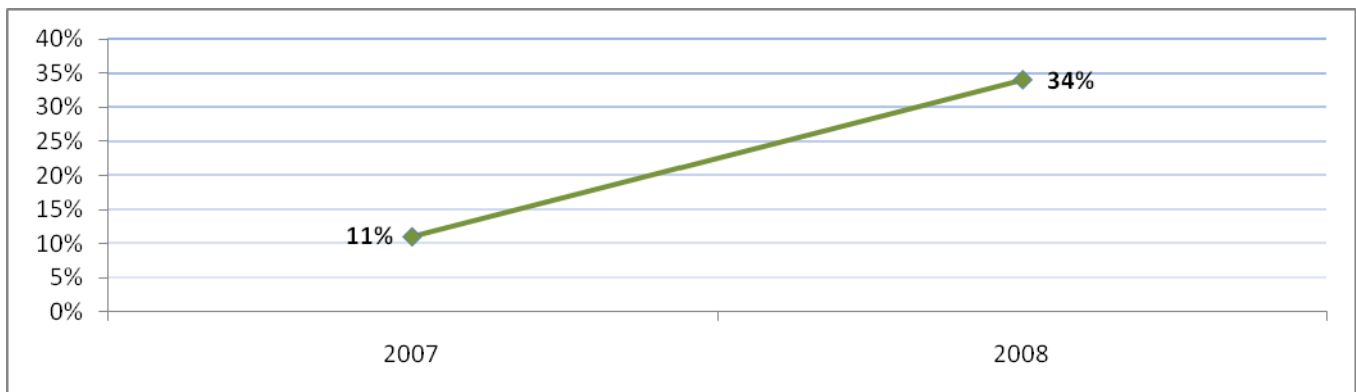


7. Operating the school with sound financial principles. **Performance Met**

The school has been operating with sound financial principles as described in detail on pages 13 through 15.

The goal projection in the Accountability Plan calls for COL to have an unreserved/unrestricted fund balance of 5% of annual revenue as evidenced on the annual financial audit. The COL's unreserved/unrestricted fund balance at the end of the 2006-2007 school year was \$104,734 or almost 11% of that year's annual revenue. At the end of the 2007-2008 school year, the unrestricted fund balance represents 34% of the annual revenue. Performance both years exceeded the Accountability Plan goal projection and are shown in Figure 8 below.

Figure 8
Actual 2007 and 2008 Unreserved/Unrestricted Fund Balances



8. Implementing an active and supportive board of directors with quarterly reports related to viability of COL.

Performance Met

The PCC District Board of Trustees (DBOT), composed of seven members, acts as the board of directors for COL. The role and effectiveness of the DBOT in performing governance duties are described on pages 16 through 17 of this document. The DBOT met 11 times per year for the first two years of charter implementation. A quorum was present for every meeting to review the school viability items. Meeting dates are posted on the PCC website at http://www.polk.edu/GENINFO/dbot_meeting.htm, and minutes of past meetings are available upon request. As of August 2008, the DBOT has scheduled 10 meetings for the 2008-2009 school year.

9. COL stakeholders will reflect their satisfaction with the overall school program. **Performance Met**

Results of satisfaction surveys for 2006-2007 and 2007-2008 are as follows:

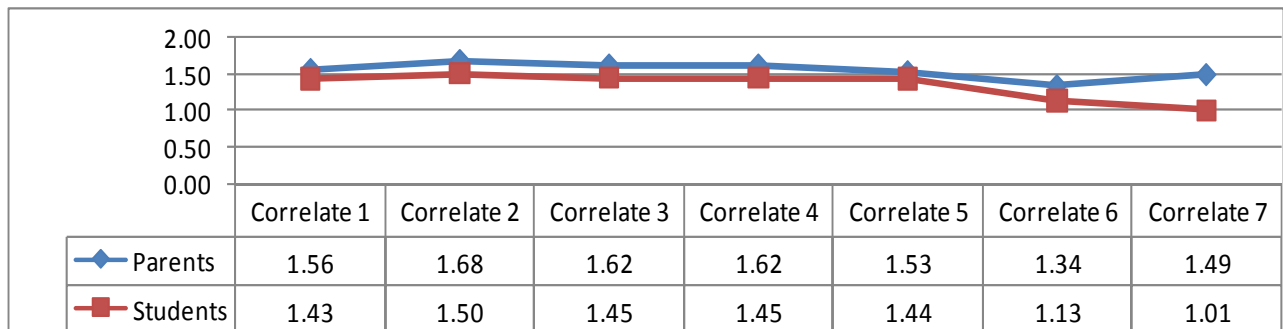
- 2006-2007 (Baseline)
 - The average response of parents was 1.0 or higher on 7 (100%) of the effective school correlates on the Annual Climate Survey.
 - The average response of students was 1.0 or higher on 7 (100%) of the effective school correlates on the Annual Climate Survey.
- 2007-2008
 - The average response of parents was 1.0 or higher on 7 (100%) of the effective school correlates on the Annual Climate Survey.
 - The average response of students was 1.0 or higher on 7 (100%) of the effective school correlates on the Annual Climate Survey.

The survey answers ranged from -2 to +2. The following effective school correlates were addressed through the survey.

- #1-safe and orderly learning environment
- #2-high expectations
- #3-instructional leadership
- #4-clear school mission
- #5-opportunity to learn/time on task
- #6-frequent monitoring of student progress
- #7-home/school/community relationships.

The average responses of both parents and students on each of the seven annual Climate Survey correlates for 2007-2008 are shown in Figure 9.

Figure 9
Average Responses of both Parents and Students on 2008 Annual Climate Survey



10. COL will conduct a thorough self-study in 2008-2009 and host a successful SACS site visit in 2009-2010 as indicated by the continuous improvement requirement of the SACS accreditation process. Additionally, a continuous improvement model of operation has been adopted. **Performance Met to Date**

- No baseline data was available in 2006-2007.
- *As of June 2008, COL had initiated its self study with deliverables as listed below:*
 - i. A list of individual staff members who have assumed leadership responsibilities for each of the seven SACS standards.*
 - ii. An action plan to address each standard.*
 - iii. A membership list of the COL SACS Steering Committee with parent, student, COL/PCC staff, and business/ community partner representatives.*
 - iv. A description of **Plan-Do-Check-Act**, which has been adopted as the school's continuous improvement process.*

1B. Has student performance significantly improved and/or been persistently strong on internal and external student assessments?

Persistently Strong Performance

COL students have shown excellent student performance in terms of the following:

- Demonstrating positive school and classroom behavior with no significant student discipline issues within the first two years of school operations.
 - Graduating on time (99%--Figure 4).
 - Earning a significant number of college credits while in high school (Figures 1, 2 and 3).
 - Earning industry certification with 100% of information technology students passing industry certification exams in 2008 (Figures 5a and 5b).
 - Completing high level math and science courses (95% of 2008 graduates passed Algebra II; 88% passed chemistry or anatomy & physiology).
 - Acquiring scholarship dollars of \$1,035,287 for the graduating class of 2008.
 - Showing mastery of reading comprehension, sentence skills and college algebra standards as measured by the CPT (Tables 1 and 2) (Figures 6a and 6b).*
 - Performing above district and State mean scores on the FCAT Science (Figure 7).*
- * *External student assessments*

Performance Improvement

CPT

An area in which performance improvement is clearly demonstrated is in the increase in the percentage of students earning a passing score on one or more sections of the CPT after receiving instruction at COL. Table 1 compares performance at school entry and as of June 2008 of both the 2008 graduating class and the upcoming senior class.

Table 1

CPT Reading/Sentence Skills and Math Performance at School Entry and at end of 2007-2008 School Year

CPT Reading Comprehension and Sentence Skills (Percentage of Students Earning a Passing Score)*		CPT College Level Algebra (Percentage of Students Earning a Passing Score)*	
2008 Graduates		2008 Graduates	
<i>At School Entry</i>	<i>At Graduation</i>	<i>At School Entry</i>	<i>At Graduation</i>
60% (52 of 86)	98% (84 of 86)	56% (48 of 86)	90% (77 of 86)
Upcoming 2008-2009 Seniors		Upcoming 2008-2009 Seniors	
<i>At School Entry</i>	<i>At End of Junior Year</i>	<i>At School Entry</i>	<i>At End of Junior Year</i>
37% (41 of 112)	89% (90 of 112)	40% (43 of 112)	87% (97 of 112)

**Note: Data represent the percentage of each class who passed the test(s) at entry into the school and percentage of the same class that had passed by June 2008.*

The number of students in the 2008 graduating class and in the upcoming senior class who did not pass the designated sections of the CPT at entry and the number and percentage of those same students who passed after instruction by COL personnel are included in the Table 2.

Table 2
CPT Performance Improvement from School Entry to June 2008

CPT Reading Comprehension and Sentence Skills			CPT College Level Algebra		
2008 Graduates			2008 Graduates		
<i>Number Who Did Not Pass at Entry</i>	<i>Number and Percentage of Those Not Passing at Entry Who Passed after COL Instruction</i>		<i>Number Who Did Not Pass at Entry</i>	<i>Number and Percentage of Those Not Passing at Entry Who Passed after COL Instruction</i>	
34	32	94%	38	29	76%
Upcoming 2008-2009 Seniors			Upcoming 2008-2009 Seniors		
<i>Number Who Did Not Pass at Entry</i>	<i>Number and Percentage of Those Not Passing at Entry Who Passed after COL Instruction</i>		<i>Number Who Did Not Pass at Entry</i>	<i>Number and Percentage of Those Not Passing at Entry Who Passed after COL Instruction</i>	
71	58	82%	69	54	78%

FCAT Reading and Math

Although they are not addressed in the goals listed above, the Reading and Math FCAT are also administered at the COL. While COL serves only 11th and 12th graders, some students enter COL without having passed reading and/or math FCAT. These students come from a home schooling environment, where the tests are not administered, and/or schools where the students did not earn a passing score in the 10th grade. However, in preparation for FCAT administration, COL students are instructed in test-taking skills and receive a review of reading and math skills as assessed on the FCAT.

The Reading and Math FCAT were administered in both October and March of the 2006-2007 and 2007-2008 school years. All students in the graduating class of 2008 either passed the FCAT or earned a concordant score of 15 or higher on the ACT. In some cases, student test performance demonstrates that they had overcome difficulties experienced the year before in a previous school. Table 3 shows the total number of 2008 graduates tested in both reading and math and the number and percentage who passed by gender and ethnicity. Please note that no Hispanic students were tested.

Table 3
Performance of 2008 COL Graduates Tested on FCAT Reading and Math

	Reading			Math		
	# Tested	# Passed	% Passed	# Tested	# Passed	% Passed
White Male	10	10 FCAT	100%	10	10 FCAT	100%
White Female	4	3 FCAT 1 ACT	100%	2	2 FCAT	100%
Black Male	1	1 FCAT	100%	0		NA
Black Female	6	3 FCAT 3 ACT	100%	1	1 FCAT	100%
Mixed Male	1	1 FCAT	100%	1	1 FCAT	100%
Asian Female	1	1 FCAT	100%	1	1 FCAT	100%
TOTAL	23	19 FCAT 4 ACT	100%	15	15 FCAT	100%

COL graduates categorized as economically disadvantaged have also excelled on both Reading and Math FCAT or on the ACT. Their performance is reflected in Table 4.

Table 4
Performance of 2008 Economically Disadvantaged COL Graduates Tested on FCAT Reading and Math

Economically Disadvantaged	Reading			Math		
	# Tested	# Passed	% Passed	# Tested	# Passed	% Passed
2008 Graduates	6	4 FCAT 2 ACT	100%	3	3 FCAT	100%

Additionally, 39 of the 86 (45%) COL graduates have both PSAT and SAT results. Twenty-one (54%) of the 39 showed improvement in math, critical reading and writing when comparing performance on the PSAT and SAT. Additionally, 34 of the 39 (87%) showed an overall improvement when comparing the total scores in the three areas. To further illustrate student success, case studies of two COL students are included below.

Case Study 1

Student A is a 2008 graduate of Chain of Lakes Collegiate High School. He applied in the spring of 2006 to be part of the first group of students to attend. Student A had little interest in school, but he shared with his twin brother a love of computers and all of the recreational activities computers can provide. Because of their computer knowledge and because of Student A's apathy towards his studies, his parents enrolled both boys in Polk County's Daniel Jenkins Academy. The twin flourished, but Student A discovered it was easy to procrastinate, and he eventually failed. Student A did not meet the entrance grade point average requirements for COL, but because his twin was accepted and Student A had met the minimum scores for dual enrollment on the College Placement Test, upon meeting with his parents, the director conditionally accepted Student A. The guidance counselor and the director set up a personalized and aggressive plan for Student A not only to begin

studies in the Information Systems curriculum at COL, but to catch up and improve his overall academic standing. The boys adapted well, as did most of the original COL cohort. Student A reported that although attending COL afforded him some freedom in terms of utilizing his time, he was surrounded by a group of adults who knew him by name, sought him out and spoke to him often. They showed genuine interest in his progress, encouraging him and admonishing him if necessary to keep him on track. Things clicked for Student A in the guided academic environment at COL. He volunteered for COL's first ongoing fundraising project, waiting tables monthly at a local Italian eatery. He signed up to do his required work-based learning hours at Winter Haven's Public Library, to troubleshoot IT issues, but volunteered many extra hours helping in all areas. He applied and was accepted to Flagler College and has enrolled in their Media/Library Science program as a result. As part of COL's Information Systems program affiliation with the University of South Florida's Students & Technology in Academia, Research, and Service (STARS) Alliance, he has attended two summer leadership programs at UNC Charlotte and Auburn University and mentored students at Sleepy Hill Middle School. Student A came to COL with Fs on his Student Scholastic Record, but graduated with a weighted grade point average of 3.05. He earned 54 college credits. He was nominated for a department award by COL faculty for excellent academic performance.

Case Study 2

Student B is a current senior at COL. Although always an excellent student, Student B found it difficult to fit in at his previous high school. The school was large and finding his niche was difficult. Student B's parents are migrants. English is not their primary language and neither one is college educated. COL became a chance for Student B to flourish academically, as well as become involved in outside activities. Student B took 8 college classes last year and earned an A in each of them. His weighted grade point average is 4.346. He immediately joined Student Government Association and was elected a Senator. He volunteers his time helping out with campus related projects as a student affiliated with PCC's Talent Search Program. Student B participated in COL's Ambassador Leadership Program and was a student host at the first Collegiate Conference hosted by PCC in July. When asked, Student B commented that he feels valued at COL. There is an openness that allows students to speak up, and differences are embraced, not ridiculed. Student B believes that COL/PCC has given him options, making a very long school bus commute to and from school well worth it.

2. Is the school a viable organization?

2A. Is the school financially solvent and stable?

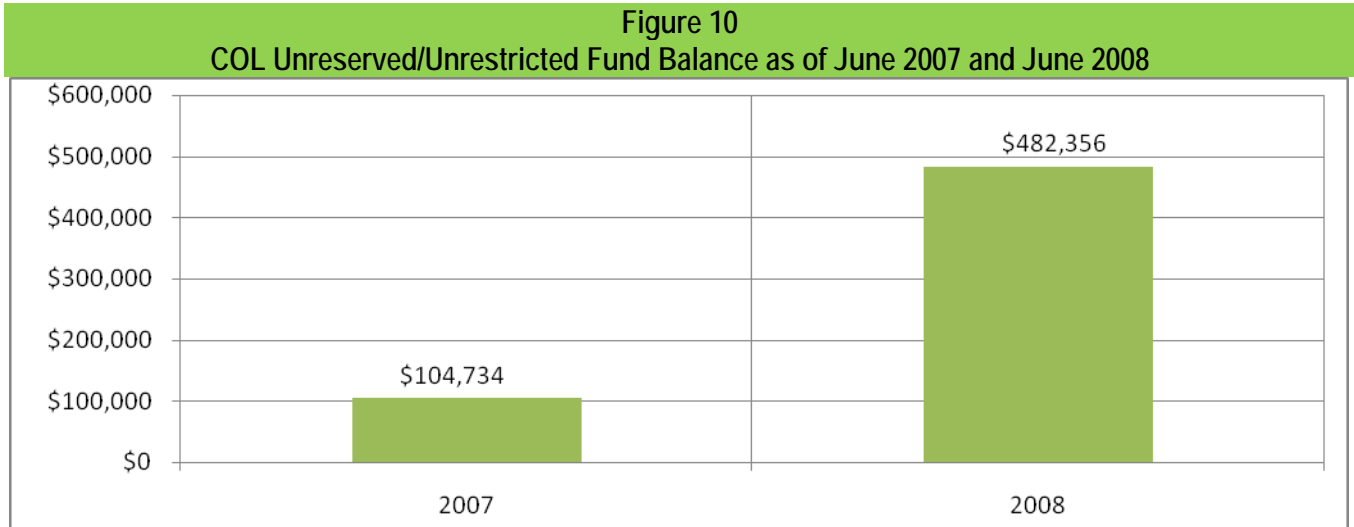
As an integral component of the overall PCC organization, COL enjoys the support, resources, and expertise of an established and successful public education institution. Furthermore, PCC has a designated Business Manager who coordinates all COL financial activities within the PCC Business Office.

The *Financial Statements and Auditor's Report* for COL for fiscal years 2007 and 2008 were completed by two different auditors. The audit and report of June 2007 was conducted and prepared by G.T. Nunez & Associates, P.A. while the June 2008 audit was conducted by Mike Brynjulfson, CPA, P.A.

The audit results for both years state as follows:

- There were no violations of laws, rules, regulations, contracts and grant agreements or abuse that were discovered within the scope of the financial audit.
- There were no improper expenditures discovered within the scope of the financial audit.
- There were no deficiencies in internal control discovered within the scope of the financial audit.

The auditor's report for the fiscal year ending June 30, 2007, shows revenues exceeded expenses by \$104,734. In the fiscal year ending June 30, 2008, COL revenues exceeded expenses by \$377,622, resulting in a net balance of \$482,356 (\$104,734 + \$377,622). The Independent Auditors' Management Letters for both 2007 and 2008 are included as *Attachments 2 and 3*. Figure 10 below shows the net balance for each year of charter operation.



Note: The goal projection in the Accountability Plan calls for COL to have an unreserved/unrestricted fund balance of 5% of annual revenue as evidenced on the annual financial audit. COL annual revenue for 2007 as reported in the auditor's report was \$974,874. Operating expenses were \$870,140. The resulting net assets or unreserved/unrestricted fund balance was \$104,734 or almost 11% of the 2007 annual revenue. In 2008, the unrestricted fund balance represents 34% of the annual revenue. Performance both years exceeded the Accountability Plan goal projection.

Additionally, COL students and staff have conducted fund raisers to support the school in general and to provide funding for specific projects. The PCC Foundation Office manages the fund-raising accounts. Table 5 below lists the activities or projects represented by accounts and lists the balance for each account. It also shows overall balance for the COL in the PCC Foundation accounts as of July 2008.

Table 5
COL Activities or Projects with Revenues, Expenses, and Net Balance through June 2008

Fundraising Activity or Project	Revenues
Non-Gift Income	\$80
Sr. Class	\$11,421
Jr. Class	\$192
Honor Society	\$491
Service Learning	\$356
Candy Sales	\$2,077
Yearbook	\$2,584
General Revenue	\$8,673
Association for Information Technology Professionals	\$41
TOTAL	\$25,915
Expenses	-\$18,399
NET BALANCE	\$7,516

2B. Is enrollment stable and near capacity?

PCC's COL Charter School Application calls for the school to enroll between 50 and 100 students during the first year with enrollment increasing to 250 students by year three. For the first three years of operation, enrollment has been as follows:

- The school opened its doors with 64 students in August 2006, but enrollment increased to 78 by January 2007. Four of the original 64 withdrew during the first semester, and 18 new students entered in January. Thus in 2006-2007, the first year of school operation, COL showed a total enrollment of 82, with a population that was 46% male and 54% female. Additionally, 26% of students were considered economically disadvantaged.
- In 2007-2008, an additional 133 students enrolled. With students returning from the 2006-2007 cohort, total COL enrollment increased to 203, with a population that was 40% male and 60% female. In 2007-2008, 34% of the student population met free and reduced lunch criteria.
- In August 2008, COL enrolled 15 new seniors and 122 new juniors. With students returning from 2007-2008, total school enrollment increased to 239, showing 96% of the enrollment capacity of 250. At the beginning of the 2008-2009 school year, males make up 35% of the student population while females account for 65%. Additionally, 32% of the student population qualifies for free or reduced lunch.

Figure 11 shows the increase in enrollment during the first three years of COL operations while Figure 12 reflects racial/ethnic make-up of the student body each year.

Figure 11
Total COL Enrollment 2006-2007 through Fall 2008

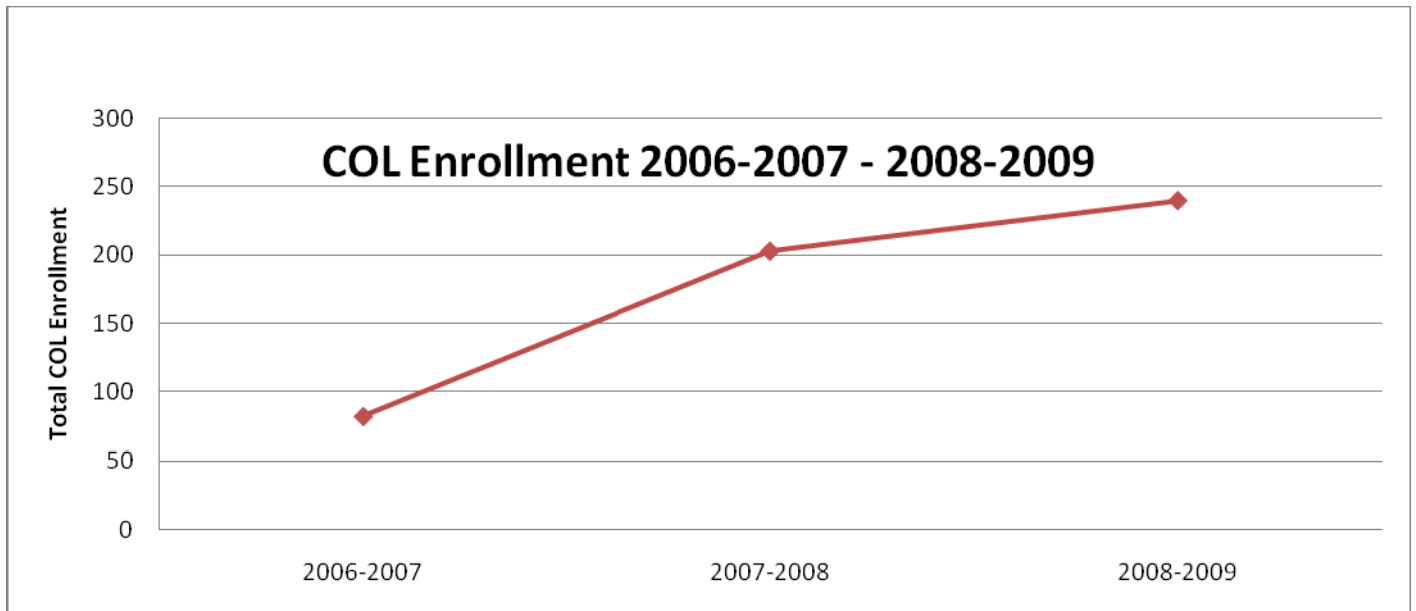
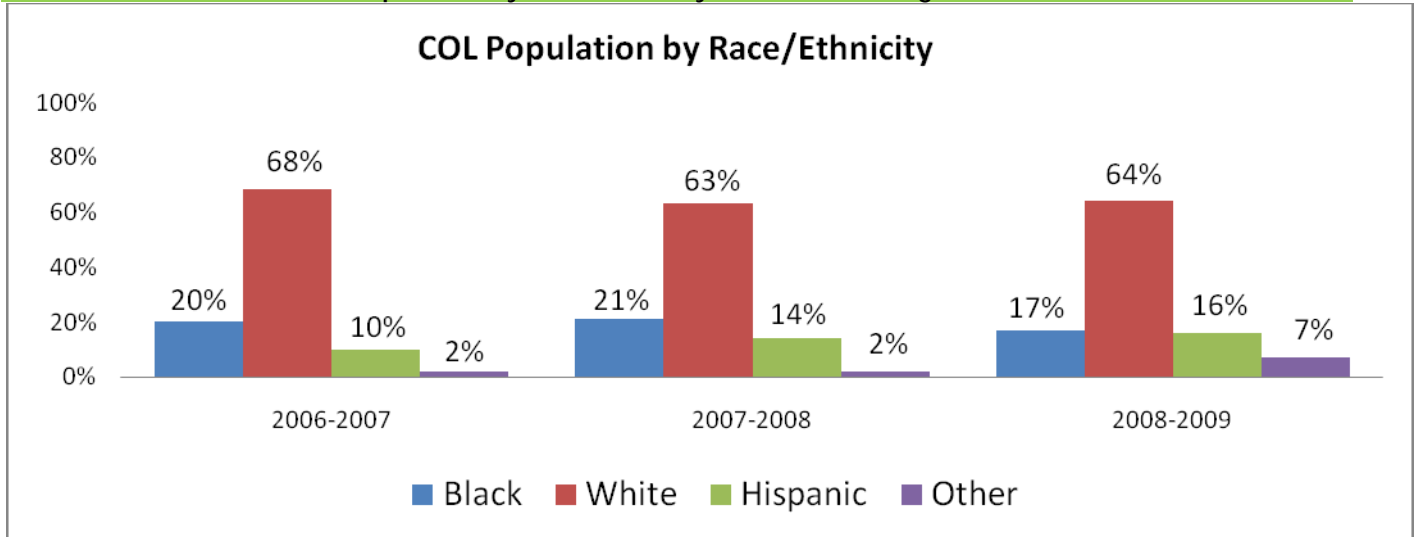


Figure 12
COL Population by Race/Ethnicity 2006-2007 through Fall 2008



In year one, the school met the projected enrollment of between 50 and 100 students as it served 82 students. With the new enrollees in 2007-2008, the total school enrollment for year 2 was 203, showing an increase of 149% over year one. As of September 2008, enrollment for year three is 239, reflecting an increase of 17% over year two, as the school approaches its enrollment capacity of 250.

2C. Is the school governance sound and professional in performing the governance duties of the charter school?

District Board of Trustees

COL is part of PCC and under its governance. Polk Community College, like Florida’s 27 other community colleges, is governed by a locally autonomous District Board of Trustees. The Trustees are vested with decision making power in all matters of college policy, programs, building, budget and personnel. The Governor of Florida appoints the Trustees who meet on the last Monday of the month. Specific Board meeting dates are posted on the PCC website at <http://www.polk.edu/>.

Current Trustees are as follows:

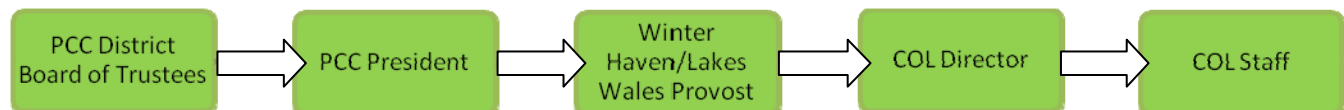
1. **Twyla G. Ely, Chair**, is a political and media consultant who has consulted on numerous political campaigns.
2. **Gregory Littleton, Vice Chair**, is president and chief executive officer of Citizens Bank & Trust.
3. **Dr. Neriah Roberts** is Director of the Association of School Based Administrators and Deputy Superintendent of Polk County Schools (retired).
4. **Ricardo Garcia** is the owner and operator of Gulf Coast Avionics Corp. of Lakeland and Pacific Coast Avionics of Portland, OR. He also is the owner and operator of two other Lakeland businesses: Sunstate Realty Investments Corp. and Polk Home Development Corp.
5. **E. S. "Ernie" Pinner** is Chairman/President/CEO of CenterState Banks of Florida, Inc.
6. **Cindy Ross** is a homemaker, community volunteer and a substitute school teacher. She also serves on numerous boards.
7. **Martha Santiago** is the owner and Executive Director of Ace it! Tutoring Services. It serves schools in Polk, Osceola and Hardee Counties. She is retired from Polk County Schools where she served as an administrator from 1988 until 2006.

Membership of the Board is established in accordance with Sections 1001.61-65 and 1004.70 of the Florida Statutes and State Board of Education Regulations 6A-14.024. Members of the Board are appointed by the Governor and confirmed by the Senate in regular session. Trustees shall be appointed for terms of four (4) years and may be reappointed. Terms shall expire on May 31 of the year of expiration, or as soon thereafter as the successor shall be qualified to serve. The Trustees, after considering recommendations submitted by the PCC President, adopt rules and policies as are necessary to operate the College in such a manner as to assure the fulfillment of their responsibilities. An Index to DBOT Rules is included as **Attachment 4**.

PCC Administrative Leadership

The PCC President reports directly to the District Board of Trustees. The Winter Haven/Lake Wales Campus Provost reports to the President, and the Chain of Lakes Collegiate Charter High School Director reports to the Provost. The director is responsible for all COL operations. Figure 13 clearly reflects the line of authority running from the school’s governing board through the PCC President to the COL Director and staff.

**Figure 13
COL Organizational Chart**



The Provost is a member of President’s Staff, which develops and approves procedures to implement the Board of

Trustees Rules and carry out the overall role and responsibilities of the College. An *Index to PCC Procedures* is included as **Attachment 5**.

District Board of Trustees Rules and PCC Procedures provide governance for the COL and specify how activities which include but are not limited to the following are carried out:

- staff recruiting and hiring with a focus on adherence to the Equal Employment Opportunity requirements
- budget development, approval and management
- staff evaluations
- management of staff and student complaints
- management of staff and student records
- staff leave regulations and procedures
- emergency evacuations, accidents and first aid
- property inventory and control
- purchasing
- public relations
- establishing the College calendar

Chain of Lakes Collegiate Charter High School has followed all Board Rules and PCC Procedures since its inception in 2006. There have been no formal complaints against the school and no instances of rule or procedure violations.

Workforce Education Council, Career Area Advisory Groups and SACS Steering Committee

The Workforce Education Council (WEC) served as the founding board for COL. During the first year of school operations, a WEC Subcommittee acted as the liaison between COL and the WEC. At the end of the 2006-2007 school year, the relationship with the WEC was replaced with that established with three career-focused advisory groups, one each for information technology, allied health and criminal justice. COL’s new SACS Steering Committee includes representatives from the advisory groups and is made up of individuals of the following stakeholder groups: parents, students, COL staff, PCC staff, and business/ community partners. This group will act as an overall advisory group for COL, examining performance in terms of both charter goals and SACS standards.

Membership lists for each of the three advisories and for the SACS Steering Committee are included as **Attachment 6**.

2D. Are the professional staff of the charter school competent and resourceful?

COL staff positions for the three years of the charter school operations are listed in Table 6 below.

**Table 6
Staff Positions Affiliated with COL**

2006-2007	
Total High School Positions: 11	
Position Type	Number*
Administrative and Professional/Technical	1
Business Manager	.5
Guidance /Advising	1.5
Support Personnel—Program Assistants and Lab Assistant	2
Individuals Teaching High School Classes (3 Full and 3 Part Time)	6
2007-2008	

Total High School Positions: 16	
Administrative and Professional/Technical	2
Business Manager	.5
Guidance/Advising	1.5
Support Personnel—Program Assistants and Lab Assistant	3
Individuals Teaching High School Classes (5 Full and 4 Part Time)	9
2008-2009	
Total High School Positions: 14.5	
Administrative and Professional/Technical	2
Guidance/Advising	1.5
Support Personnel—Program Assistants and Lab Assistant	3
Individuals Teaching High School Classes (4 Full and 4 Part Time)	8

* All staff members have certifications and/or background requirements as required for their jobs.

Attachment 7 lists the name, position, area of certification and highest degree earned for all administrative, guidance/ advising, and instructional COL personnel for 2006-2007, 2007-2008 and to date for 2008-2009.

Additionally, COL staff members participate in professional development activities during each school year. A professional development plan is directly tied to the goals developed through the annual continuous improvement process. The 2008-2009 professional development plan is included as **Attachment 8**. Professional development topics since charter implementation have included the following:

- 2006-2007—development of COL school mission, FISH Philosophy, Four-by-Four schedule model, use of PLATO lab, ESE regulations and policies, PINNACLE, collegiality, data drives the curriculum, community involvement and volunteers, information technology, and reading across the curriculum.
- 2007-2008—creating the roadmap, deliverables, planning the trip, data is the driving force, the trip down a changing highway, model school, exemplary teaching, professional learning communities, mapping is a tool for getting there, junior success class, work-based learning, owning our curriculum, FCAT science, CPT, IT certification, SAT/ACT.
- To Date and Projected for 2008-2009—mission and vision, improving individual student achievement, data driven decision making, charter renewal, technology training, continuous improvement (with implementation of Plan-Do-Check-Act), and strategic planning.

Staff evaluation results for 2006-2007 and 2007-2008 are reported in Table 7.

Table 7
Summary of COL Staff Evaluation Results for 2006-2007 and 2007-2008

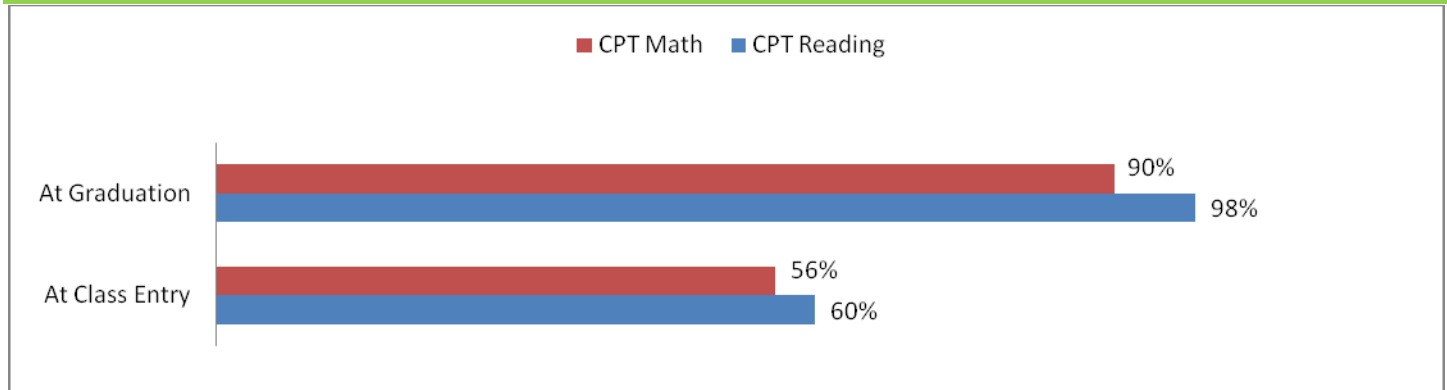
Year Ending	Total Number of Evaluations (Teacher)	*Total Number of Evaluations (Other)	** Total Number of Satisfactory	Total Number Above Satisfactory
2007	5	5	5	5
2008	8	7	8	7

* The director is not included in the table above. The director met expectations both years.

** The highest rating on the evaluation form used for instructors is satisfactory. All personnel performed in the highest rating category.

The COL staff has demonstrated creativity and resourcefulness in integrating a high school into an existing community college environment and in developing innovative scheduling strategies to maximize student opportunities to satisfy both high school and college course requirements. COL staff members have implemented a variety of strategies to meet academic needs of a diverse student population within a demanding academic setting. Staff effectiveness is clearly demonstrated by the improvement of student performance on the CPT. Figure 14 below shows the percentage of COL students who earned a passing score on the CPT at entry into the school and the percentage of the class who passed after instruction was provided by COL staff. Performance is shown for students graduating in 2008.

Figure 14
2008 Graduate Performance on the CPT at Entry and at Graduation



Resourcefulness by COL staff members is demonstrated by the innovations listed below:

- One strategy used to improve student academic performance is the mini-mester. A summary of mini-mester course content and skills for 2006-2007 is included as *Attachment 9*.
- During 2007-2008, the mini-mester was replaced by the Executive Intern class because of changes in the school calendar. The new class is required for all incoming juniors. A list of topics addressed through the Executive Intern curriculum is provided in *Attachment 10*.
- The COL staff is introducing Week of Workshops (WOW) in January 2009. It will provide ten full days of enhanced curriculum for all COL students enrolled in high school courses during the first semester 2008-2009. These workshops will allow students to complete the high school courses in which they are enrolled first semester while beginning second semester college coursework on schedule.

In addition to focusing on academic achievement, the COL staff has shown resourcefulness in terms of securing additional funding to support program offerings and projects of interest to students. These efforts include both of the following:

- Staff and students conducted fund raisers as listed on pages 14 and 15 of this document.
- The staff has secured a Learn and Serve Grant in the amount of \$1,500.

3. Is the school faithful to the terms of its charter?

3A. Have the school's program and operation been consistent with the terms of its charter?

Yes, the COL program and operation have been consistent with the terms of the charter. As stated in the original charter document, the school was established to provide a two-year curriculum for 11th and 12th graders to enable them to complete a high school diploma and many of the requirements for an associate degree, simultaneously in either academic transfer or technical education options. That continues to be the purpose of the school, and there have been no disagreements that required conference or mediation.

COL consists of two programs. The first is the dual enrollment and the second is the pre-collegiate. Both programs lead to the standard Florida High School diploma. However, students in the two programs pursue studies differently. Students enrolled in the dual enrollment program are simultaneously enrolled in high school and college courses, with the goal of completing an associate degree. Students in the pre-collegiate program enroll either in high-school-only courses or in a combination of high school courses and dual enrollment courses. The pre-collegiate student follows an individualized program of study leading to the standard high school diploma.

All COL goals are tied to the intent of the original charter, and the COL has made reasonable progress in meeting its goals.

3B. Is the school within the bounds of applicable statutory and regulatory requirements?

Special Education & Limited English Proficiency--COL follows all State and federal guidelines when meeting the needs of identified ESE and ESOL students. Staff regularly evaluates progress of these students to update and revise individual learning plans as needed.

COL contracts with McKeel Academy of Technology to provide certified staff for all exceptionalities of ESE to meet the needs of enrolled students. McKeel staff monitors ESE students, meets with instructors and parents each term to review Individual Education Plans (IEPs) and assists in developing services needed for student success. The McKeel staff also coordinates with the Polk County School Board assigned staffing specialists to finalize all staffings, sign off on all paperwork, and keep the student records updated.

COL staff follows established guidelines of the Polk County Schools to monitor the needs of their enrolled ESOL students. Partnering with the District ESOL office, PCC's COL staff meets LEP committee recommendations and testing requirements for these students. The results of quarterly monitoring conducted by the District Office of Magnet and School Choice indicate no incidences of non compliance in these areas.

Student Learning Time—COL has implemented State graduation requirements as defined in the Florida Statutes and the Rules of the Florida Department of Education. COL maintains a permanent record (transcript) for each student as official documentation of the student's high school course achievements. PCC Office of Student Services also maintains a permanent record (transcript) of all college course enrollments/completions. These records comply with all State requirements for recording and safe keeping of student records. If all requirements for high school and/or college graduation are met, a student is certified for graduation.

State Testing Requirements-- COL participates in the A Plus Assessment Program mandated by the Florida Legislature. The only FCAT requirement for grades 11 & 12 is the grade 11 Sunshine State Standard Science assessment given in March of the 11th grade. Students new to the public school system or any students who have not yet met the graduation requirements are administered the grade 10 Sunshine State Standard FCAT for reading and mathematics.

Student Discipline-- The default instrument for student discipline is the School Board of Polk County Code of Student Conduct. COL students are also subject to the rules and procedures of the Polk Community College Student Handbook.

Health and Safety—As noted on page 25, the COL has current inspection certificates for fire and health. As of August 2008, COL offices and high school classrooms have been moved into modular buildings, which meet all standard codes and occupancy requirements. There have been no recorded complaints regarding allegations of harassment or discrimination.

Legal—There are no pending or threatened legal actions involving the COL.

Miscellaneous

- The school has utilized and upgraded technology so that teachers and students have access to state-of-the-art facilities, equipment and software.
- The school follows the PCC Procedure and the Copyright Law PL 94-553 Title 17 U.S. Code, posted in PCC libraries and throughout the campus.
- DBOT Rules and PCC Procedures governing confidentiality of student records are followed in the COL and throughout the college. COL adheres to all requirements of the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) Federal law that protects the privacy of student education records.
- COL code of conduct is addressed in *Student Discipline* above.
- DBOT Rules and PCC Procedures establish and maintain an atmosphere free from discrimination for both students and staff. Applicable rules and procedures include the following: DBOT Rule 3.12, *Equal Employment Opportunity*; DBOT Rule 4.23, *Educational Opportunities for Students with Disabilities*; PCC Procedure 6078, *Accommodation of Disabilities*; DBOT Rule 4.24, *Policy Regarding Religious Observances by Students*; PCC Procedure 6077, *Accommodation of Religious Beliefs*. The Index of DBOT Rules is included as **Attachment 4**, and the Index of PCC Procedures is included as **Attachment 5**. The full text of any rule or procedure is found in any PCC administrative office and is available upon request.

4. If the school's charter is renewed, what are its plans for the five years of the next charter?

4A. Please describe how your founding charter has served the school during its initial contract term. What has the school learned during its first term about the strengths and weaknesses of its charter, and what changes in the charter does this experience suggest?

The implementation of COL has remained true to the founding charter. The school serves 11th and 12th grade students enrolled in dual enrollment and pre-collegiate programs. All students pursue a challenging program of study leading to high school graduation and an associate degree. School charter goals are listed in Section 1A, on pages 3 through 10. These ten goals are also included in the school's newly developed Accountability Plan. However, some minor changes are being proposed in performance indicators as stated in the new COL Accountability Plan, included as **Attachment 11**.

Learning during First Charter Term

During the two years of implementation, COL has learned many things about both the rewards and challenges of meeting the intent of the original charter.

Lessons learned that have been very rewarding include but are not limited to those listed below:

- There is a population of students and parents who are very excited about the opportunity for students to save both time and money as they accelerate their progress toward earning both a high school and associate degree.
- Individualized attention works with students who may not demonstrate all the academic skills for success when they enter the school.
- Students who are focused on a career goal and the postsecondary education required to meet that goal are able to see the relevance and importance of high school coursework.
- A group of interested students selected through a lottery system will rise to meet high expectations when in the right learning environment.
- Parents and students voice high satisfaction with a school that both challenges and nurtures the students.
- The dedication and commitment of a school staff are key to a school's success.

Implementing a nontraditional school has also presented many challenges and "opportunities to excel," which include the following:

- Polk County is large. Providing transportation for students who live great distances from school and supporting students who are dealing with issues such as high gas prices are part of the role of COL staff members.
- Establishing a school identity for a high school working within a college was a challenge during the first year of charter implementation. However, assuming the PCC mascot of "Vikings" worked out well. The COL has gone on to forge its own identity, activities and clubs within the college.
- COL students are on a campus with adults. While both students and parents know the climate when enrollment takes place, COL staff has been very alert for any problems or issues. However, the placement of COL in one section of the campus has helped establish and maintain its identity. Interaction with adults has not proven to be an issue.
- Several COL students are coming from a home schooling environment. Some have had transitional challenges, but most have adapted well.
- As in all high schools, each COL student has his/her individual coursework needs. Sometimes these needs create scheduling and course selection concerns. For example, there are often problems involved in meeting the foreign language requirements for Bright Futures and the Florida University System since they are different. Some COL students who have had one year of high school foreign language find college foreign language coursework challenging. COL hired a high school foreign language instructor to meet the needs of this student group.
- One of the biggest challenges at COL is one experienced in every high school, dealing with the personal issues of students. Too many students are living alone or with boyfriends or girlfriends, and too many parents are uninvolved.

COL leadership and staff are certainly more knowledgeable about the joys and challenges of charter implementation than they were in the spring of 2006. They are continually developing and implementing new and better strategies to ensure successful charter implementation.

In addition to pursuing the goals as listed above, COL leadership and staff will continue to be innovative and use the evaluation system, the planning process, and accountability reports for ongoing school improvements.

4B. Please attach an accountability plan that defines the school's student and school performance objectives for its next charter term. Describe how these objectives are aligned with the current state curriculum frameworks.

The new COL Accountability Plan is attached, **Attachment 11**, and includes ten goals as listed in Section 1A, on pages three through ten. Additionally, the Accountability Plan Progress Report, reflecting performance related to current school goals and indicators of progress, is included as **Attachment 12**.

Alignment with State Curriculum Frameworks

COL students will complete all State mandated testing as required under State and charter law. Additional testing will be utilized within the school to assist in the appropriate placement of students within learning teams as well as math and reading settings. As stated in Goal 6, COL students will continue to perform well on the FCAT Science with an indicator of progress calling for at least 51% of students to score three or higher on this State exam as of March 2011.

COL will continue to implement State graduation requirements as found in the Florida Statutes and the Rules of the Florida Department of Education.

COL will maintain an individual permanent record (transcript) for each charter school student as official documentation of the student's achievement. This record will comply with all State requirements for recording and safekeeping of student records. The student's permanent record will be compared to the requirements specified in State law and to all COL program requirements. If all requirements have been met, the student will be certified for graduation from COL by the Secondary Education Director. A standard Florida high school diploma will then be issued to the student and the graduation

date recorded on the student's permanent record. As stated in Goal #2 in the Accountability Plan, COL will maintain a graduation rate of 90%.

Among the formal measures that will be used to document academic progress and provide comparative achievement information are the following:

- Standard grades in individual classes
- FCAT (Florida Comprehensive Assessment Test)
- CPT (Florida College Placement Test)
- Graduation/completion rates
- Overall GPAs
- Course success rates
- Program completion rate
- Standardized test results such as ACT and SAT

4C. How will the school evaluate and disseminate effective elements of the school's structure or program?

Evaluation

COL will use the following strategies and processes to evaluate the school's effectiveness:

- COL currently works with an external evaluator to examine school performance in relation to indicators which include the following:
 - Enrollment
 - Student performance on the CPT
 - Student performance on FCAT Science
 - Student performance on FCAT Reading and Math
 - Student completion of challenging math and science courses
 - Number of students completing college credits as called for in the Accountability Plan
- Annual focus groups conducted with primary stakeholder groups also collect perceptions of the school's strengths, weaknesses, opportunities and threats. A focus group report summarizes findings, which are then incorporated into the school's continuous improvement process.
- A SACS self study will be conducted in the 2008-2009 and 2009-2010 school years with a site visit scheduled for the spring of 2010. This accreditation process will provide an intensive examination of the effectiveness of COL structure and programs. COL staff members will also attend an annual SACS Conference each year, complete an annual online SACS report, and conduct re-accreditation reviews every five years.

Dissemination

COL will aggressively disseminate information regarding school services and programs to all stakeholder groups. Both broad-based publicity efforts and targeted marketing will emphasize the mission of the school and publicize the school's achievements and outcomes. This will allow for self-selection by students and parents to help ensure an appropriate match between the school's mission and the educational and personal needs of applicants. It will also ensure that all stakeholder groups are kept informed about the events and accomplishments associated with the school.

A series of public relations endeavors will be employed by the PCC Office of Media/Public Relations to publicize COL to the community at large. Marketing materials will also be developed for potential students and may include but will not be limited to the following: brochures, videos, lists of support services available to students, lists of support groups available in the area, etc. Dissemination activities will include newspaper ads, direct mailings, the COL website (www.col.pcc.com), material distribution through the high schools and community-based organizations, etc.

Each potential enrollee and his/her parent(s) or guardian(s) will meet with the COL counselor prior to enrolling. Information regarding the results of school evaluations including a summary of school programs will be given to the student and

parent(s) or guardian(s). This information will form the basis for a conversation about whether COL will best meet the needs of each individual applicant.

Additionally, COL will use the following dissemination strategies:

- Press releases will be used to disseminate the highlights of school accomplishments and evaluations.
- The COL website will contain detailed information for prospective students regarding the school, its mission, school accomplishments, the application procedures, etc.
- Public workshops will be held throughout the region to explain the COL mission, share school accomplishments and walk prospective students and their parents and guardians through the application process.

The methods listed above are innovative and will continue to evolve as new dissemination processes are made available through the work of COL staff. All stakeholder groups are targeted for information and will be asked to share their perceptions of dissemination strategies. Strategies will then be adjusted as required to meet stakeholder needs.

4D. What facility or facilities do you plan to use during the term of the next charter? Please submit written documentation that the school remains in compliance with all building, health, safety and insurance requirements as described in Florida Statutes, and that all related inspections and approvals are current.

COL will continue to be housed on the PCC Winter Haven Campus located at 999 Avenue H NE, Winter Haven. As of August 2008, COL offices and high school classrooms have been moved into modular buildings, which meet all standard codes and occupancy requirements. This facility is up to date with fire and Department of Health Inspections. According to the most recent report from a *Charter School Quarterly Site Visit* (report of June 2008), the following were observed:

- *Health Inspection dated 10/17/07 with no violations.*
- *Fire Inspections dated 4/23/08 with no violations.*

4E. Please attach a projected budget for the requested length of term requested by the renewal. If requesting a long-term contract, please attach a comprehensive Business Plan that demonstrates support for the request.

The COL renewal budget and business plan are included as **Attachment 13**.

5. Please attach the results of any independent review of the school that may shed light on the school's performance during the term of its charter.

In the fall of 2006, the Florida SACS Council on Accreditation and School Improvement conducted an interview with the COL Director. Based on that interview and COL's application, COL became a SACS accredited school. A copy of the letter confirming that accreditation is included as **Attachment 14**. The next step for COL is to complete a self study that was initiated in January of 2007 in preparation for a SACS peer review visit to occur during 2009-2010.

Attachment 1: COL Accountability Plan of July 2007 Goals and Indicators of Progress

Goal 1: The majority of PCC COL students will earn college credits upon high school graduation. No baseline available until June 2008

Indicators of Progress: COL students will meet this goal in two of the following ways:

- 85% or more of COL criminal justice academy students will be completers of the 17 credit hour program of study as documented on the PCC transcript.
- 85% or more COL information systems academy students will be completers of the 36 credit hour program of study as documented on the PCC transcript.
- 85% or more of COL A.A. or Allied Health students will have earned 30 or more college credits upon high school graduation as documented on the PCC transcript.

Goal 2: The COL will maintain a high graduation rate.

Indicators of Progress:

- 90% or more of COL students will meet high school graduation requirements by their projected graduation date annually as evidenced on each student's graduation requirements completed information, housed on the district's student information system.

Goal 3: The Information Systems Academy COL students will successfully earn industry certification in their area of study.

Indicators of Progress:

- Annually, 70% or more of COL Information Systems Academy students will earn passing scores on industry certification examinations as documented by the following tests: CompTIA A+, CompTIA A+, Microsoft 70-306, CompTIA Project+, Microsoft 70-305

Goal 4: COL students will demonstrate college level reading ability at the time of graduation.

Indicators of Progress:

- At high school graduation, 90% or more of COL students will demonstrate college level reading ability in one of the following ways:
 1. Achieve scores of 83 or higher on the College Placement Test (CPT) in the areas of Reading and Sentence Skills
 2. Earn a score higher than 440 on the SAT critical reading or a score of 18 on the ACT reading.
(A score of 83 on the CPT is the cut score for taking college credit courses. The ACT/SAT scores listed in #2 above are College Board Equivalency scores with CPT.)

Goal 5: COL students will demonstrate college level mathematics ability upon high school graduation.

Indicators of Progress:

At high school graduation, 85% or more of COL students will demonstrate college level math ability in one of the following ways:

1. Achieve a score of 72 or higher on the math portion of the College Placement Test.
2. Earn a score higher than 440 on the SAT math or a score of 19 on the ACT math.
(A score of 72 on the CPT is the cut score for taking college credit courses. The ACT/SAT scores listed in #2 above are College Board equivalent scores with the CPT for math.)

Goal 6: COL students will show mastery of science of Sunshine State Standards through FCAT.

Indicator of Progress:

- Annually, 51% of COL students will achieve Level 3 or higher on the grade 11 FCAT Science test.

Goal 7: COL will operate with sound financial principles.

Indicators of Progress:

- COL will have an unreserved/unrestricted fund balance of 5% of annual revenue as evidenced on the annual financial audit.

Goal 8: COL will have an active and supportive board of directors.

Indicator of Progress:

- The seven member board of directors will hold a minimum of four meetings per year (with a quorum of 4 or more in attendance) as evidenced from minutes from those board meetings. At least quarterly, the board of directors will be briefed on the school viability, including but not limited to financial accounts, school success indicators, retention, attendance, behavior, credits earned, and parent/student satisfaction.

Goal 9: COL stakeholders will reflect their satisfaction with the overall school program.

Indicator of Progress:

- The average response of parents will be 1.0 or higher (on a scale of -2 - +2) on at least 6 (86%) of the effective school correlates on the Annual Climate Survey.
- The average response of students will be 1.0 (on a scale of -2 - +2) or higher on at least 6 (86%) of the effective school correlates on the Annual Climate Survey.

Goal 10: The Polk Community College Chain of Lakes Collegiate Charter High School will conduct a thorough self-study in 2008-2009 and host a successful SACS site visit in 2009-2010 as indicated by continued SACS accreditation, and through the process of a continuous improvement model..

Indicator of Progress:

Written documentation from the COL will confirm that the self study began 1st term, 2007 and will summarize the status of continuous improvement study progress by June 2008.

Attachment 2: Independent Auditor's Letter 2007



G.J. Nunez & Associates, P.A.

Certified Public Accountants

INDEPENDENT AUDITORS' MANAGEMENT LETTER

To the Board of Trustees
Polk Community College Chain of Lakes Collegiate Charter High School

We have audited the financial statements of the **Polk Community College Chain of Lakes Collegiate Charter High School**, as of and for the year ended June 30, 2007, and have issued our report thereon dated October 1, 2007.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States and have issued our report on compliance and internal control as required by these standards, which should be read in conjunction with this management letter. Our audit was also conducted in accordance with Chapter 10.850, Rules of the Auditor General, which requires that we address the following matters, if not otherwise addressed in the above reports:

1. **Prior Year Findings and Recommendations** - There were no prior year findings.
2. **Current Year Findings and Recommendations** - Our current year findings discovered within the scope of our financial audit are set forth below:
 - a) **Violations of Laws, Rules, Regulations** - There were no violation of laws, rules, regulations, contracts and grant agreements or abuse that were discovered within the scope of the financial audit.
 - b) **Improper Expenditures** - There were no improper expenditures discovered within the scope of the financial audit.
 - c) **Deficiencies in Internal Control** - There were no deficiencies in internal control discovered within the scope of the financial audit.
 - d) **Financial Emergencies** - As required by Florida Statutes, the scope of our audit included a review of the provisions of F.S. Section 218.503(1), regarding financial emergencies. In this regard, we determined that **Polk Community College Chain of Lakes Collegiate Charter High School** did not meet one or more of the financial emergency conditions described in Section 218.503(1), Florida Statutes.

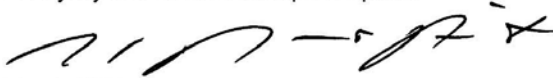
Second page of 2007 letter

INDEPENDENT AUDITORS' MANAGEMENT LETTER

(cont...)

We would like to take this opportunity to thank the Board of Trustees for allowing us the privilege to be of service and the School's staff and management for the courtesies and cooperation extended to us during our audit.

This management letter is intended solely for the information of the Board of Trustees and management of the **Polk Community College Chain of Lakes Collegiate Charter High School** and the State of Florida Office of the Auditor General, and is not intended to be and should not be used by anyone other than these specified parties.

A handwritten signature in black ink, appearing to be "M. J. ...", is written over the text.

October 1, 2007

Attachment 3: Independent Auditor's Letter 2008



999 Avenue H, Northeast • Winter Haven, Florida 33881-4299



Phone: 863.297.1098
Fax: 863.297.1053

September 22, 2008

Brynjulfson CPA, P.A.
100 S. Kentucky Ave., Suite 275
Lakeland, FL 33801

We are providing this letter in connection with your audit of the financial statements of **Polk Community College Chain of Lakes Collegiate Charter High School**, as of June 30, 2008 and for the year then ended for the purpose of expressing an opinion as to whether the financial statements present fairly, in all material respects, the financial position of the **Polk Community College Chain of Lakes Collegiate Charter High School** and the respective changes in financial position and cash flows, where applicable, in conformity with U.S. generally accepted accounting principles. We confirm that we are responsible for the fair presentation of the previously mentioned financial statements in conformity with U.S. generally accepted accounting principles. We are also responsible for adopting sound accounting policies, establishing and maintaining internal control, and preventing and detecting fraud.

We confirm, to the best of our knowledge and belief, as of September 22, 2008, the following representations made to you during your audits.

1. The financial statements referred to above are fairly presented in conformity with U.S. generally accepted accounting principles.
2. We have made available to you all:
 - a) Financial records and related data, and all audit or relevant monitoring reports, if any, received from funding sources.
 - b) Minutes of the meetings of the Board of Trustees, or summaries of actions of recent meetings for which minutes have not yet been prepared.
3. There have been no communications from regulatory agencies concerning noncompliance with, or deficiencies in, financial reporting practices.
4. There are no material transactions that have not been properly recorded in the accounting records underlying the financial statements or the schedule of expenditures of federal awards.
5. We believe the effects of any uncorrected financial statement misstatements are immaterial, both individually and in the aggregate, to the financial statements taken as a whole. In addition, you have recommended adjusting journal entries that have been posted to the School's accounts. We are in agreement with those adjustments.

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6. We acknowledge our responsibility for the design and implementation of programs and controls to prevent and detect fraud.
7. We have no knowledge of any fraud or suspected fraud affecting the entity involving:
 - a) Management,
 - b) Employees who have significant roles in internal control, or
 - c) Others where the fraud could have a material effect on the financial statements.
8. We have no knowledge of any allegations of fraud or suspected fraud affecting the entity received in communications from employees, former employees, analysts, regulators, or others.
9. The **Polk Community College Chain of Lakes Collegiate Charter High School** has no plans or intentions that may materially affect the carrying value or classification of assets, liabilities, or fund equity.
10. The following, if any, have been properly recorded or disclosed in the financial statements:
 - a) Related party transactions, including revenues, expenditures/expenses, loans, transfer easing arrangements, and guarantees, and amounts receivable from or payable to related parties.
 - b) Guarantees, whether written or oral, under which the **Polk Community College Chain of Lakes Collegiate Charter High School** is contingently liable.
 - c) All accounting estimates that could be material to the financial statements, including the key factors and significant assumptions underlying those estimates and measurements, and we believe the estimates and measurements are reasonable in the circumstances, consistently applied, and adequately disclosed.
11. We are responsible for compliance with the laws, regulations, and provisions of contracts and grant agreements applicable to us, including tax or debt limits and debt contracts; and we have identified and disclosed to you all laws, regulations and provisions of contracts and grant agreements that we believe have a direct and material effect on the determination of financial statement amounts, including legal and contractual provisions for reporting specific activities in separate funds.
12. There are no:
 - a) Violations or possible violations of budget ordinances, laws and regulations (including those pertaining to adopting and amending budgets), provisions of contracts and grant agreements, tax or debt limits, and any related debt covenants whose effects should be considered for disclosure in the financial statements or as a basis for recording a loss contingency.

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- b) Unasserted claims or assessments that our lawyer has advised us are probable of assertion and must be disclosed in accordance with Financial Accounting Standards Board (FASB) Statement No. 5, *Accounting for Contingencies*.
 - c) Other liabilities or gain, or loss contingencies that are required to be accrued or disclosed by FASB Statement No. 5.
 - d) Reservations or designation of fund equity that were not properly authorized and approved.
13. The financial statements properly classify all funds and activities.
 14. All funds meet the quantitative criteria in GASB Statement Nos. 34 and 37 for presentations as major are identified and presented as such and all other funds that are presented major are particularly important to financial statement user.
 15. Net asset components (invested in capital assets, net or related debt; restricted; and unrestricted) and fund balance reserves are properly classified and, if applicable, approved.
 16. Provisions for uncollectible receivables have been properly identified and recorded.
 17. Revenues are appropriately classified in the statement of activities within program revenues and general revenues.
 18. Interfund, internal and intra-entity activity and balances have been appropriately classified and reported.
 19. The **Polk Community College Chain of Lakes Collegiate Charter High School** has satisfactory title to all owned assets, and there are no liens or encumbrances on such assets nor has any asset been pledged as collateral except as disclosed in the financial statements.
 20. Deposits and investment securities are properly classified as to their category of custodial credit risk, concentrations of risk, maturity and Standard and Poors rating.
 21. Capital assets, including infrastructure assets, are properly capitalized, reported and, if applicable, depreciated.
 22. Required supplementary information (RSI) is measured and presented within prescribed guidelines, if applicable.
 23. The **Polk Community College Chain of Lakes Collegiate Charter High School** has complied with all aspects of contractual agreements that would have a material effect on the general purpose financial statements in the event of noncompliance.

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To the best of our knowledge and belief, no events, including instances of noncompliance, have occurred subsequent to the balance sheet date and through the date of this letter that would require adjustment to or disclosure in the aforementioned financial statements or, if applicable, in the schedule of findings and questioned costs.

Signed: Eileen Holden
President

[Signature]
Chief Financial Officer

[Signature]
Comptroller

**Attachment 4: Index to Polk Community College DBOT Rules—Rule Number and Title
(Full Text of Each Rule Available Upon Request)**

1.01	<i>Board Membership and Organization</i>	2.10	Facsimile Signatures
1.02	Board Meetings	2.11	Use of College Facilities, Properties and Services by Non-College Users
1.03	Duties and Powers of the Board	2.12	Disrupters on PCC Locations
1.04	Board Meeting Procedures	2.13	Cultural Events
1.05	Goals of the Board	2.15	Accessing PCC Public Records
1.06	Code of Ethics	2.16	Admission to College
1.07	Trustee Performance Standards	2.18	Campus Parking Policy
1.08	New Members	2.19	Emergency Evacuation
1.09	Authority to Sign Contracts	2.21	Construction Change Orders, Payments to Contractors During Construction and Authorization for Final Payment to Contractor
1.10	Selection and Appointment of a President	2.22	Polk Community College Foundation, Inc.
1.11	Trustees Meritorious Service Award	2.23	AIDS Policy
1.12	Endowed Faculty Chair Program	2.24	Faculty Senate Constitution
2.01	College Goals	2.25	Drug-Free Workplace
2.02	Educational Programs	2.26	Annual Curriculum Review
2.03	Standards	2.27	Animals on District Property
2.04	Organization	2.28	Academic Freedom
2.06	President's Powers and Duties	2.29	Information Resource Management
2.07	Campus Advertising	3.01	Definitions
2.08	Contracting for Professional Services		
2.09	College Publications		

3.02	Personnel Policy	3.23	Payroll Deductions From Employee Salaries
3.03	Responsibilities and Duties	3.24	Terminal Leave Payout
3.04	Faculty Titles	3.26	Volunteer Program
3.05	Contracts for Administrative, Instructional, Professional/Technical, Level D or E Personnel	3.27	Harassment/Sexual Harassment
3.06	Evaluation of Personnel	3.28	Service Awards
3.07	Suspension of Administrative and Instructional Personnel	3.29	Additional Requirements for Designated Employees
3.08	Suspension or Termination of Career Employees	3.31	Sick Leave Pool
3.09	Leaves of Absence	3.32	Acceptance of Personal Gifts
3.10	Substitute Personnel	4.01	Student Code of Conduct
3.12	Equal Employment Opportunity	4.02	Admissions Policy
3.13	Travel and Subsistence for Authorized Persons	4.06	Student Fees
3.14	Pay Plan Administrative Personnel	4.09	Student Records
3.15	Pay Plan Instructional Personnel	4.10	Student Loans
3.16	Pay Plan for Career and Professional/Technical Employees	4.11	Nursing Admission and Retention Criteria
3.17	Staff Reduction	4.12	Standards of Progress for Veteran Certification at Polk Community College
3.19	Non-Renewal Annual Contract and Suspension, Dismissal or Return to Annual Contract for Cause	4.14	Student Fee Deferments
3.21	Employee Education Fund	4.15	International Students
3.22	Teaching Faculty Staffing Levels and Contract Length	4.16	Hazing
		4.17	Allied Health Programs
		4.18	Use of the F Grade
		4.19	Scholarships
		4.21	Academic Honors

<p>4.23 Educational Opportunity for Students with Disabilities</p>	<p>Waivers</p>
<p>4.24 Policy Regarding Religious Observances By Students</p>	<p>5.16 Compliance with the Consultants' Competitive Negotiation Act</p>
<p>4.25 Recognition of Student Participation in College Decision-Making</p>	<p>5.20 Maintenance, Sanitation, and Housekeeping of College Facilities</p>
<p>4.26 Student Appeal/Complaint Policy</p>	<p>5.22 Tangible Personal Property</p>
<p>4.27 Academic Standards of Progress</p>	<p>5.23 Building Code Guidelines for Administration</p>
<p>4.29 College Preparatory Instruction</p>	
<p>4.30 Credit Course Repeat Policy</p>	
<p>5.01 General</p>	
<p>5.02 Insurance</p>	
<p>5.03 Funding of Student Activities and Organizations</p>	
<p>5.04 Funding Student Clubs and Organizations not Eligible for Student Activities and Service Fees</p>	
<p>5.05 Budget Amendments</p>	
<p>5.06 Investment of Funds</p>	
<p>5.07 Auxiliary Enterprises</p>	
<p>5.08 Funds Derived From Auxiliary Enterprises & Undesignated Gifts</p>	
<p>5.09 Petty Cash Funds</p>	
<p>5.10 Depository Transactions</p>	
<p>5.11 Bank Accounts - Depositories</p>	
<p>5.13 Delinquent Student Accounts</p>	
<p>5.14 College Expenditures, Bids and</p>	

**Attachment 5: Index to Polk Community College Procedures—Procedure Number and Title
(Full Text of Each Procedure Available Upon Request)**

1001	Communicating Course Information to Students	1024	Faculty Schedule Assignment
1002	Directed Independent Study Request	1025	Admissions Procedure
1003	Determining Class Size	1026	Adjunct Faculty Evaluation
1004	Final Course Examinations	1027	164f Contract Application Process
1005	Determining Workload Based Contracts & Extra Term teaching Assignments	1028	Faculty Campus Transfers
1006	Faculty Workload – Academic Accounting System	4001	Reconsideration of Materials
1007	Substitutes for Teaching Faculty	4003	Ordering Audio Visual Equipment Not Purchased Through Instructional Technology Services Accounts
1008	Educational Field Trips	4004	Copyright Law
1009	Criteria for Granting Exceptions to Nursing Disenrollment	5001	Code of Conduct for Student Participants
1010	Criteria for Implementing Admission and Selection Process for the Nursing Department	5006	College Loan Fund
1011	Criteria for Granting Exceptions to Radiologic Technology Disenrollment	5007	Delinquent Accounts
1013	Criteria for Implementing Admission & Selection Process for Radiologic Technology Program	5008	Accommodation for Students With Disabilities
1014	Criteria for Implementing Admission and Selection Process for the Physical Therapist Assistant Program	5011	Student Organizations
1015	Criteria for Admission & Selection Process for Paramedic Program	5013	Financial Aid Procedures Access
1016	Trustees Meritorious Service Award	5014	International Students
1017	Process for Awarding Endowed Faculty Chairs	5015	Telephone and Other Messages
1018	Student Complaint Procedure	5016	Scholarships
1020	Program Advisory Committees	5017	Academic Standards of Progress
1021	Workforce Guarantee	5018	Student Housing
1022	Faculty Continuing Contract	5019	Guidelines for Outdoor campus Events
1023	Lab Fees-Establishing and Reviewing	5021	Student media
		5022	Course Audits
		5023	Interpretation of Academic Rules
		5024	Presidential Fee Waiers
		5025	Student Appeals Hearing Protocol
		5026	Student Code of Conduct Violation – Academic Dishonesty
		5027	Student Code of Conduct Sexual Misconduct Procedure

5028	Student Code of Conduct Violation Procedure
5029	Student Code of Conduct Violation Procedure – Student Groups & Organizations
5030	Policy on Sexual Offenders and Sexual Predators
6001	Authority to Sign Various College Documents
6003	Budget Development
6004	Budget Amendments
6005	Overtime
6006	Scheduling and Use of College Facilities and/or Properties
6007	Supervisors' Guide for Performance Evaluation
6008	Career Employee Personnel Performance Evaluation System
6009	Administrator Evaluation System
6011	Request for Personnel Action (RPA)
6012	Teaching Faculty Evaluation System
6013	Employee Grievance Procedure
6014	Recruiting/Employment Process
6015	Student Worker Employment
6016	Monthly Distribution of Payroll Checks
6017	Sick Leave and Vacation Accumulation and Use Reporting Method
6019	Position Justification
6020	Scheduling Data Processing
6021	Accidents and First Aid
6022	Emergency Evacuation
6023	Disposal of Tangible Property
6024	Tangible Personal Property Capital Outlay Expenditures
6026	Distribution Services
6027	Printing and Photocopying
6028	Telephone Procedures
6030	External Public Relations

6031	College Catalog
6032	Special Parking Permit
6033	Payroll/Personnel Standards
6035	Reimbursement for Courses Using SPD and EEF Funds
6036	FACC Travel By PCC Employees
6037	Mail Containing Monies
6038	College Calendar
6040	Calendar of Cultural Events
6041	Credit Card Purchases
6042	Petty Cash
6043	Ticket Sales
6044	Employees Selling to College
6045	Employee Deductions for Supplemental Benefits
6046	Position Control System
6047	Traffic Regulations
6048	Cash Deposit Control
6049	Travel and Subsistence for Authorized Persons
6050	Selection of Art for Gallery Exhibitors
6051	Accounting Process, PCC Foundation
6052	Equal Opportunity/Equity and Access
6053	Employee Benefits, Enrollment and Claims
6054	Applicant Equity Complaint Procedure
6055	Blood Bank
6056	PCC Faculty Senate Bylaws
6057	Distributions of Literature on Campus
6058	College-Wide Service Hours
6059	Employee Education Fund (EEF)
6060	Authority to Record as Miscellaneous Revenue
6061	Promotional Materials on College Sites
6062	Process to Apply Foundation Funds
6063	Process to Implement Article VI Senate Constitution (DBOT Rule 2.24)

6064	Volunteer Services
6065	Access to PCC Employee records
6066	Substitution and Waivers Committee
6067	Family and Medical Leave
6068	Screening Committees
6069	Summer Flexible Work Schedules
6070	Fund Raising Activities
6072	Grant Development
6073	Procedure on Rules Procedure
6074	Completing Faculty Related Experience Form (REX)
6075	Cellular Phones
6076	Sexual Harassment
6077	Accommodation of Religious Beliefs
6078	Accommodation of Disabilities
6080	Procedure on Sick Leave Pool
6081	Use of Automatic External Defibrillator
6082	Emergency Closure Pay

6084	Purchasing Manual
6085	Investigations
6086	Employee Harassment
6087	Investment of College Funds
7001	Security Guard Operating instructions
7002	Maintenance Services
7003	Security of Health Center
7004	Security of Fine Arts Theatre
7006	Ban on Smoking in College Buildings/Florida Clean Indoor Air Act
7007	Safety Reports
7008	Safety Manual for PCC
7009	Florida Building Code Compliance Program
7010	Florida State Employee Tuition and Fee Waiver
7011	Renovation & Remodeling Procedure
7012	Staff and Program Development

Attachment 6: Membership Lists for Career Advisories and SACS Steering Committee

Criminal Justice

- Craig Smith, Polk County Sheriff's Office (SO) and Director of PCC Institute of Public Safety
- Morris West, Haines City Police Department (PD)
- Roger Boatner, Lakeland PD
- Mark Levine, Winter Haven PD
- Thrasey Tucker, Auburndale PD
- Nolan McLeod, Auburndale PD

Information Technology

- Sherry Bayless, State Farm
- Gary DeWitt, Florida Natural Growers, Inc
- Mark Gray, MidFlorida
- Melissa Grimmett, State Farm
- Brian Grip, Polk County Schools
- Lisa Harter, Publix
- Jim Herkel, Lakeland Regional Medical CenterLRMC
- Steve Long, City of Lakeland
- Hiep Nguyen, City of Winter Haven
- Brian Terrell, AITP
- Veryl White, Badcock
- Ed Wolfe, Polk County Board of County Commissioners

Allied Health

- Howard King, Bond Clinic
- Nat West, Winter Haven Hospital
- Dianna Chazmas, Polk County Board of Health
- Ivadene Howell, Lake Wales Medical Center
- Bennie Lake, EMS
- Don Guillette, PCC (Informal Member)

SACS Steering Committee

- Greg Harris, PCC
- Patricia Jones, PCC
- Tracy Porter, PCC
- Lynn Wilson, PCC
- Nat West, Winter Haven Hospital
- Howard King, Bond Clinic
- Charlotte Boysell, Polk County Health Department
- Hiep Nguyen, City of Winter Haven
- Gary DeWitt, Florida Natural Growers, Inc
- Craig Smith, Polk County Sheriff's Office (SO) and Director of PCC Institute of Public Safety
- Junior Parent (To Be Announced)
- Tammy Fawcett, COL Senior Parent
- Ashley Jones and Allison Cline, Junior Students
- Senior Students (To Be Announced)

Attachment 7: COL High School Staff Members 2006-2007 through Fall 2008-2009

NAME	DEGREE	CERTIFICATION	YEARS		
			2006-07	2007-08	2008-09
Bridget Fetter	Masters	Educational Leadership (all levels) English (grades 6-12) Reading (grades K-12)	•	•	•
Bill Lockhart	Masters	Educational Leadership (all levels) Social Science (6-12)		•	•
Rick Jeffries	Masters	Guidance and Counseling Specific Learning Disabilities (K-12)	•	•	•
Trish Sullivan	Bachelors	Social Science (6-12)	•	•	•
Erin Lesnansky	Masters	English (6-12)	•	•	
Kerry Armour	Masters	Mathematics (6-12)	•	•	•
Janet Golden	Masters	Chemistry (6-12)	•		
Chuck Lundy	Masters	Business Education (6-12)	•	•	•
Lance Egnatz	Bachelors	Physical Education (K-12)	•		
Doug Bingle	NA	Vocational Criminal Justice	•	•	
Bobbie Tucker	NA	NA	•	•	
Gwen Simmons	NA	NA		•	•
Rosa DeWitt	NA	NA		•	•
Suzy Halverson	Masters	Biology (6-12)		•	•
Amanda Jones	Masters	Chemistry (6-12)		•	•
Marguerite Coke Maxwell	Doctorate	Elementary Education (K-6) Reading		•	
Faith Pritchard	Bachelors	Out of Field		•	
Steve Scorpion	Bachelors	Physical Education (K-12) Health (K-12)		•	•
Sarah Brucato	Masters	English (6-12) Social Science (6-12)			•
Mailla Hurga	Bachelors	Spanish (K-12) pending			•
Terry Anne Weddington	Bachelors	English (K-12)			•
Phil Cohen	Bachelors	NA			•

Attachment 8: COL Professional Development Plan 2008-2009

The COL staff development plan is a combination of activities/topics committed to in the COL Tech Prep Grant application and the COL charter, as well as continuous improvement dictated by SACS accreditation and mandates from Federal/State legislation. The plan is comprehensive and includes in-service activities on the following:

- Mission and Vision
- Improving individual student achievement
- Data driven decision making
- Continuous Improvement Process
- Charter renewal

In addition, as part of the PCC college community, COL participates in college wide strategic planning. >>>>>>

Technology training is ongoing.

Activities:

June SACS Accreditation and Identifying Continuous Improvement Model

The Director and 3 staff members identified as key to preparation for SACS sight visit will attend the SACS state conference on June 9 & 10. These 4 individuals will be joined by the assistant director and two additional staff members for a full day planning/strategizing session conducted by OneSmartTeam on June 11. Planned outcomes include:

1. recap of conference sessions
2. Plan with dates for 1st semester SACS standards work
3. Focus questions review
4. Assignments

July Staff Development Conference

- Day One – review of Accountability Plan/Renewal process
 - Day Two – Learning Resource Center present seminar on Overview of topics mentioned for instructional strategies in charter document/TechPrep application (Cognitive Flexible Learning Theory, brain based
 - Day Three – Day to Day operations, Orientation, Work Week, Legislative update
- research, differentiated instruction, character education, NCLB, FCAT, Work Based Learning Experience & Review of Legislation

Participation in 1st Collegiate High School Conference at PCC.

August Work Week –Activities to include but not be limited to the following:

1. Follow up with Learning Resource Center
2. SACS/Continuous Improvement
3. Relocating in to modulars
4. Prepare for Orientation/first day
5. Collegiality with college colleagues
6. Renewal of Charter – ongoing

August – May

- Two meetings per month (or as needed) for followup activities, FCAT training,
- Continued SACS/Continuous Improvement. (This includes DATA day.)
- Participation in conferences, and workshops. Ethics training.

Attachment 9: Summary of MINI-MESTER Course content and Skills for 2006-2007

PCC/COL MINI-MESTER

Mini-Mester is an important part of the COL experience. Approved as part of our charter, the mini-mester is designed to provide students with an added boost to the skills they already possess, that will ensure their success as they complete high school and embark on the college adventure. The COL staff is interested in promoting life long learning. Students will not only achieve subject mastery, but will learn how to think critically and be adaptable in the changing world we live in.

The mini-mester curriculum will concentrate on the material on the “new” SAT, which includes a writing prompt and word usage/grammar questions. COL is offering the PSAT free of charge to all students in the 11th grade this October. The PSAT is a predictor of the score for the “real” SAT and is the National Merit Scholarship Qualifying exam. We hope that all will take advantage of this opportunity and will benefit from the mini-mester instruction.

The mini-mester class is organized around students setting their own goals “Plan your work – Work your plan” and having the confidence to be academically assertive when necessary. Learning to use their COL planners will be part of the mini-mester.

One of our long range goals is to have 100% of our students take either the SAT or ACT, the two most regarded college aptitude tests. To work towards meeting this goal, we will offer the Learning Resource Center’s successful SAT/ACT prep class.

In addition, we will partner with PCC CHS to introduce our students to representatives from many of our local colleges/universities at a College Fair. Several PCC college professors will participate in a panel discussion on expectations in college classes. The mini-mester, which is not optional, is presented at no cost to the student.

ATTENDANCE AT ALL ASSIGNED MINI-MESTER ACTIVITIES IS REQUIRED.

Attachment 10: topics Addressed through 2007-2008 Executive Intern Curriculum

❖ Polk Community College Library and TLCC Orientation

❖ Motivation/Procrastination

❖ Time Management/Study Tips

❖ Test Taking and Test Anxiety

❖ FCAT Science Prep and Review

❖ Computer Identity/Safety

❖ Diversity

❖ Writing a Thesis Statement and 5W Lead

❖ FACTS.org

❖ Goal Setting

❖ Stress Reduction

❖ Seven Ways to a Positive Attitude

❖ Brainstorming, Memory, Listening

❖ Note Taking

❖ Public Speaking/Speech

Attachment 11: COL Accountability Plan of October 2008

Polk Community College
Chain of Lakes
Collegiate High School
999 Ave. H. NE
Winter Haven, Fl. 33881

Charter School Accountability Plan
October 1, 2008

Board of Directors

Twyla G. Ely, Chair
Gregory Littleton, Vice Chair
Dr. Neriah Roberts
Ricardo Garcia
E. S. "Ernie" Pinner
Cindy Ross
Martha Santiago

Dr. Eileen Holden, President, PCC and Corporate Secretary to the Board

Bridget Fetter, Director
PCC Chain of Lakes Collegiate Charter High School
999 Avenue H NE
Winter Haven, Florida 33881-4299
Telephone: 863-297-1010 Ext. 6188

I. Academic Design

Mission: The purpose of the Chain of Lakes Collegiate Charter High School, PCC Winter Haven is to provide academic and technical education for serious high school juniors and seniors who desire to undertake college-level study. Our mission is to provide a diverse student population with the opportunity to earn college credits while pursuing a high school diploma, in a career oriented academic based curriculum.

Target Population: The Chain of Lakes Collegiate Charter High School, PCC Winter Haven, will serve students in grades eleven (11) and twelve (12). During the first year, approximately 75 students will be admitted to the charter high school. By the third year enrollment is anticipated to be approximately 250 students.

Educational Program: The Chain of Lakes Collegiate Charter High School, PCC Winter Haven, will offer a program of high school and college courses to meet high school diploma requirements. At the same time students will be given the opportunity to take dual-enrolled courses toward a certificate program in the Criminal Justice, Information Systems or Allied Health areas, or degrees in any of the AS, AAS or AA degree programs at PCC. The Chain of Lakes Collegiate Charter High School, PCC Winter Haven, will apply a variety of instructional delivery and learning styles, a technology-across-the-curriculum approach, differentiated instruction, and incorporation of an integrated, academic seminar series at each grade level in both high school and college level programs.

Student Assessment: The Chain of Lakes Collegiate Charter High School, PCC Winter Haven, will work with representatives of the Polk County School District to plan the alignment of testing for the district's high school level grades, which will include the Florida Comprehensive Assessment Test (FCAT). All students will be assessed on an individual basis in terms of math, reading and writing skills. Emphasis will be placed on the College Placement Test (CPT) to determine student's eligibility for dual-enrollment classes.

II. Governance and Management

School Governance: The PCC District Board of Trustees (DBOT) will serve as the governing board for the Chain of Lakes Collegiate Charter High School, PCC Winter Haven and will take full responsibility for all operations of the school. The Director, who currently reports directly to the Provost of Winter Haven/Lake Wales campuses, will administer the Chain of Lakes Collegiate Charter High School, PCC Winter Haven.

In August of 2006, the Chain of Lakes Collegiate Charter High School, PCC Winter Haven, opened with appropriate staff, facilities, and support to meet the needs of enrolled students.

Recruiting and Marketing Plan: Polk Community College an aggressive campaign to publicize the Chain of Lakes Collegiate Charter High School, PCC Winter Haven, to a broad audience in order to foster a student body that is representative of the local community. Marketing methods used include public meetings, full color brochure, parent/student meetings, advertising, press releases and a Chain of Lakes Collegiate Charter High School, PCC Winter Haven, web site as a link on the Polk Community College home page. As a result of marketing efforts, the school's enrollment in 2008-2009 is approaching its 250-student capacity.

III. Finance, Facilities and Risk Management

Facilities: The charter school is housed on the Winter Haven Campus of Polk Community College, located at 999 Avenue H NE, Winter Haven, Florida. The office is located in the administrative modular on southwest corner of the campus.

Finance: Accountability for sound financial management and internal accounting procedures are the responsibility of the DBOT. Existing Polk Community College financial management and accounting policies comprise the basic procedures of the Chain of Lakes Collegiate Charter High School, PCC Winter Haven. The finance department of PCC has established a separate internal accounting system for the Chain of Lakes Collegiate Charter High School, PCC Winter Haven, to meet the requirements of Florida Statutes and Department of Education regulations and comply with all state and federal financial reporting requirements.

Risk Management: The Chain of Lakes Collegiate Charter High School, PCC Winter Haven, as a component of Polk Community College, a public entity governed by the DBOT will be provided liability insurance, property insurance and workers' compensation insurance under the requirements of the standard operations governing the college. The Chain of Lakes Collegiate Charter High School, PCC Winter Haven, complies with all applicable Florida Statutory requirements. Appropriate coverage is provided as required, including accident insurance on the students at the appropriate level through a private insurer with an A rated carrier or better as rated by A.M. Best Rating Service.

IV. Operations

Admissions and Registration Plans: Students are considered for admission without regard to race, religion, national origin, gender or physical disability. The school is open to any student in grades eleven (11) and twelve (12) in Polk County and any student covered in an inter-district agreement with the School Board of Polk County that meets the minimum dual enrollment GPA entrance requirements. The Chain of Lakes Collegiate Charter High School, PCC Winter Haven, works with the Office of School Choice to create a fair and impartial admission plan to ensure that all students will have an equal opportunity, through random lottery, to attend this school. The Chain of Lakes Collegiate Charter High School, PCC Winter Haven, seeks to achieve a racial/ethnic balance comparable to the racial/ethnic balance of Polk County.

Human Resources: PCC has existing personnel policies and procedures, which serve as the framework for the charter school policies and procedures. As an established public employer and public education institution these policies and procedures meet appropriate legal and practical standards. All employees are chosen, interviewed and recommended for appointment by the director of the charter school. The President makes hiring recommendations to the DBOT. The DBOT has final approval concerning hiring of personnel.

Transportation: The Chain of Lakes Collegiate Charter High School, PCC Winter Haven, in conjunction with the Polk County School Board, plans for the transportation of students. As an option, the Chain of Lakes Collegiate Charter High School, PCC Winter Haven will negotiate with the district, mass transit, and existing charter and private schools to provide for students residing throughout our service area.

Goal 1: The majority of COL students will earn college credits upon high school graduation.

Indicators of Progress: COL students will meet this goal in two of the following ways:

- 85% or more of COL criminal justice academy students will be completers of the 17 credit hour program of study as documented on the PCC transcript.
- 85% or more COL information systems academy students will be completers of the 36 credit hour program of study as documented on the PCC transcript.
- 85% or more of COL A.A. or Allied Health students will have earned 30 or more college credits upon high school graduation as documented on the PCC transcript.

Baseline:

- June 2007—10.5% of the rising seniors had completed 24 or more credits. Only 2.6% had completed 30 or more.
- June 2008—
 - Seven of seven or 100% of criminal justice academy graduates had earned 18 or more
 - Seven of eight or 88% of information technology graduates who had been in the program for two years had earned 36 or more college credits in their program of study.
 - Thirty-four of 38 or 89% of allied health and A.A. graduates who had been enrolled at the COL for the full two years earned 30 or more college credits by the time of high school graduation.

Note: Only 53 of 86 graduates in 2008 had been at COL for two complete school years because of the process of school start-up. Performance of those students is reported above. However, reporting on this goal will encompass a larger percentage of the graduating class in future years.

• Approximately 100 of the current 118 seniors will have been enrolled two years at their graduation in June 2009.

• Additionally, the new newly enrolled junior class (August 2008) has 121 students. By June 2010, most graduates should have been enrolled the full two years.

Goal 2: The COL will maintain a high graduation rate.

Indicator of Progress: 90% or more of COL students will meet high school graduation requirements by their projected graduation date annually as evidenced on each student's graduation requirements completed information, housed on the district's student information system.

Baseline:

- June 2007—No data was available as school year 2007-2008 was the first year the school had graduating seniors.
 - June 2008—86 of 87 or 99% of COL twelfth grade enrollees graduated on time.
-

Goal 3: The Information Systems Academy COL students will successfully earn industry certification in their area of study.

Indicator of Progress: Annually, 70% or more of COL Information Systems Academy students will earn passing scores on industry certification examinations as documented by the following tests: CompTIA A+, CompTIA A+, Microsoft 70-306, CompTIAProject+, Microsoft 70-305. (*Note:* These examinations are the Microsoft industry certification tests for computer development programs.)

Baseline:

- June 2007—Data was not available as school year 2007-2008 was the first year the school had seniors.
- June 2008—In the 2007-2008 school year, 19 of 19 students tested (100%) earned industry certification as measured by Comp TIA A+ for certified IT technicians (two separate exams).

Recommended Adjustment in Indicator of Progress:

- Rationale—Changes have been made in the Information Systems Academy curriculum, resulting in changes in the industry certification exams to be administered in the future.

- New Indicator of Progress-- Annually, 70% or more of COL Information Systems Academy students will earn passing scores on industry certification examinations as documented by the following tests: CompTIA A+ Essentials, CompTIA A+ 220-602, and Microsoft Office Specialist (MOS).
-

Goal 4: COL students will demonstrate college level reading ability at the time of graduation.

Indicators of Progress: At high school graduation, 90% or more of COL students will demonstrate college level reading ability in one of the following ways:

- Achieve scores of 83 or higher on the College Placement Test (CPT) in the areas of Reading and Sentence Skills
- Earn a score higher than 440 on the SAT critical reading or a score of 18 on the ACT reading.
(*Note:* A score of 83 on the CPT is the cut score for taking college credit courses. The ACT/SAT scores listed in #2 above are College Board Equivalency scores with CPT.)

Baseline:

- June 2007—Data was not available as school year 2007-2008 was the first year the school had graduating seniors.
 - June 2008--98% of the 2008 graduates demonstrated both college level reading and sentence skills ability at the time of graduation as indicated by performance on the College Placement Test.
-

Goal 5: COL students will demonstrate college level mathematics ability upon high school graduation.

Indicators of Progress: At high school graduation, 85% or more of COL students will demonstrate college level math ability in one of the following ways:

- Achieve a score of 72 or higher on the math portion of the College Placement Test.
- Earn a score higher than 440 on the SAT math or a score of 19 on the ACT math.
(*Note:* A score of 72 on the CPT is the cut score for taking college credit courses. The ACT/SAT scores listed in #2 above are College Board equivalent scores with the CPT for math.)

Baseline:

- June 2007—Data was not available as school year 2007-2008 was the first year the school had graduating seniors.
 - June 2008—77 of 86 or 90% of the 2008 graduates demonstrated mathematics ability at the time of graduation as indicated by individual performance on either the CPT or the SAT.
-

Goal 6: COL students will show mastery of science of Sunshine State Standards through FCAT.

Indicator of Progress: Annually, 51% of COL students will achieve Level 3 or higher on the grade 11 FCAT Science.

Baseline:

- March 2007—75% of COL students scored level 3 or higher on the grade 11 FCAT Science administered in March 2007. This group of COL students met the performance goal.
- March 2008—In 2008, 48% of COL students scored level 3 or higher on the grade 11 FCAT Science administered in March 2008. This group of 108 students did not meet the COL performance goal.

Recommended Adjustment in Indicator of Progress:

- Rationale— While the COL did not meet the performance outcome for this goal, the percentage of COL students scoring at 3 or higher on the grade 11 FCAT Science in the spring of 2008 (48%) is higher than all but one other school in Polk County. COL personnel are initiating several strategies in 2008-2009 that are designed to improve performance on FCAT Science when it is administered in March 2009. Establishing a new indicator of progress will allow performance to improve over the next three years in order to meet the originally anticipated performance level.
 - New Indicator of Progress-- For each of the next three school years, the percentage of COL students who score Level 3 or higher on the grade 11 FCAT Science will increase by one percent and then will be maintained at 51% for future years with performance for each year as follows:
 1. 2009 = 49%
 2. 2010 = 50%
 3. 2011 and thereafter = 51%
-

Goal 7: COL will operate with sound financial principles.

Indicator of Progress: COL will have an unreserved/unrestricted fund balance of 5% of annual revenue as evidenced on the annual financial audit.

Baseline:

- 2007—The COL's annual revenue for 2007, as stated in the auditor's report, was \$974,874. Operating expenses were \$870,140. The resulting net assets or unreserved/unrestricted fund balance was \$104,734 or almost 11% of the 2007 annual revenue.
 - 2008—The COL's annual revenue for 2008, as stated in the auditor's report, was \$1,427,180. Operating expenses were \$1,049,558. The difference is \$377,622. When \$104,734 (the 2007 fund balance) is added, the resulting net assets or unreserved/unrestricted fund balance for 2008 is \$482,356 or 34% of the 2008 annual revenue.
-

Goal 8: COL will have an active and supportive board of directors.

Indicator of Progress: The seven member board of directors will hold a minimum of four meetings per year (with a quorum of 4 or more in attendance) as evidenced from minutes from those board meetings. At least quarterly, the board of directors will be briefed on the school viability, including but not limited to financial accounts, school success indicators, retention, attendance, behavior, credits earned, and parent/student satisfaction.

Baseline:

- June 2007—Eleven meetings were held with a quorum present to review the school viability items listed above.
 - June 2008—Eleven meetings were held with a quorum present to review the school viability items listed above.
-

Goal 9: COL stakeholders will reflect their satisfaction with the overall school program.

Indicators of Progress:

- The average response of parents will be 1.0 or higher (on a scale of -2 - +2) on at least 6 (86%) of the effective school correlates on the Annual Climate Survey.
- The average response of students will be 1.0 (on a scale of -2 - +2) or higher on at least 6 (86%) of the effective school correlates on the Annual Climate Survey.

Baseline:

- 2007
 - The average response of parents was 1.0 or higher on 7 (100%) of the effective school correlates on the Annual Climate Survey.
 - The average response of students was 1.0 or higher on 7 (100%) of the effective school correlates on the Annual Climate Survey.
 - 2008
 - The average response of parents was 1.0 or higher on 7 (100%) of the effective school correlates on the Annual Climate Survey.
 - The average response of students was 1.0 or higher on 7 (100%) of the effective school correlates on the Annual Climate Survey.
-

Goal 10: The Polk Community College Chain of Lakes Collegiate Charter High School will conduct a thorough self-study in 2008-2009 and host a successful SACS site visit in 2009-2010 as indicated by continued SACS accreditation, and through the process of a continuous improvement model.

Indicator of Progress: Written documentation from the COL will confirm that the self study began 1st term, 2007, and will summarize the status of continuous improvement study progress by June 2008.

Baseline: As of June 2008, COL had initiated its self study with deliverables as listed below:

- i. A list of individual staff members who have assumed leadership responsibilities for each of the seven SACS standards.
- ii. An action plan to address each standard.
- iii. A membership list of the COL SACS Steering Committee with parent, student, COL/PCC staff, and business/ community partner representatives.
- iv. A description of Plan-Do-Check-Act, which has been adopted as the school's continuous improvement process.

Attachment 12: COL Accountability Plan Progress Report

Polk Community College
Chain of Lakes (COL)
Collegiate Charter High School

Renewal Accountability Plan Progress Report

*Performance related to COL Collegiate Charter High School Accountability Plan
Goals*

Submitted October 2008

Bridget Fetter, Director
PCC Chain of Lakes Collegiate Charter High School
999 Avenue H NE
Winter Haven, Florida 33881-4299
Telephone: 863-297-1010 Ext. 6188

Introduction

The Polk Community College (PCC) Chain of Lakes (COL) Collegiate Charter High School, hereafter referred to as COL, was established in 2006. The school's first Accountability Plan was drafted in May 2007 and updated in July 2007. This document lists the COL Accountability Plan goals, indicators of progress and baseline data related to each goal.

The COL Accountability Plan has ten goals, only one for which performance was not met in the 2007-2008 school year. This progress report provides performance information related to every goal. For goal 6, not met in 2007-2008, this document also provides a list of strategies being used to ensure that the goal will be met in the future.

Graphs are used as appropriate to illustrate performance in relation to each goal.

Accountability Plan Goals

Goal One: The majority of COL students will earn college credits upon high school graduation.

Performance Met

Indicators of Progress:

- 85% or more of COL criminal justice academy students will be completers of the 17 credit hour program of study as documented on the PCC transcript.
- 85% or more COL information systems academy students will be completers of the 36 credit hour program of study as documented on the PCC transcript.
- 85% or more of COL A.A. or Allied Health (AH) students will have earned 30 or more college credits upon high school graduation as documented on the PCC transcript.

Baseline: There was no baseline data for this goal in 2006-2007 since no class had graduated.

Performance: As of June 2008, outcomes for the first graduating class are as follows:

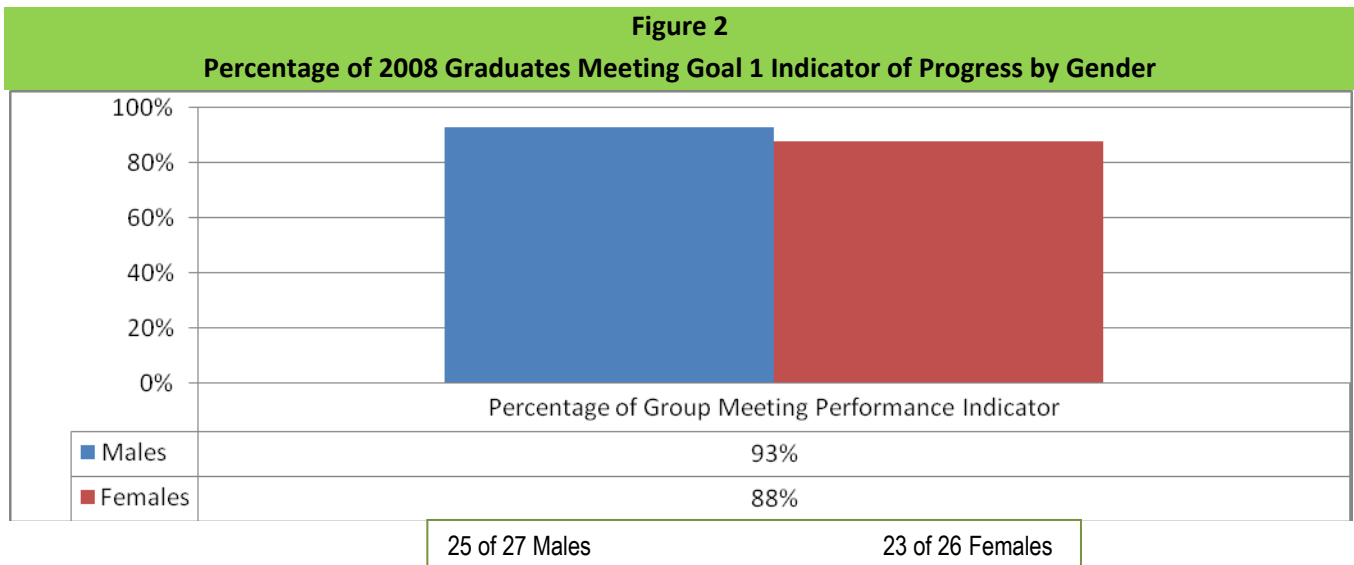
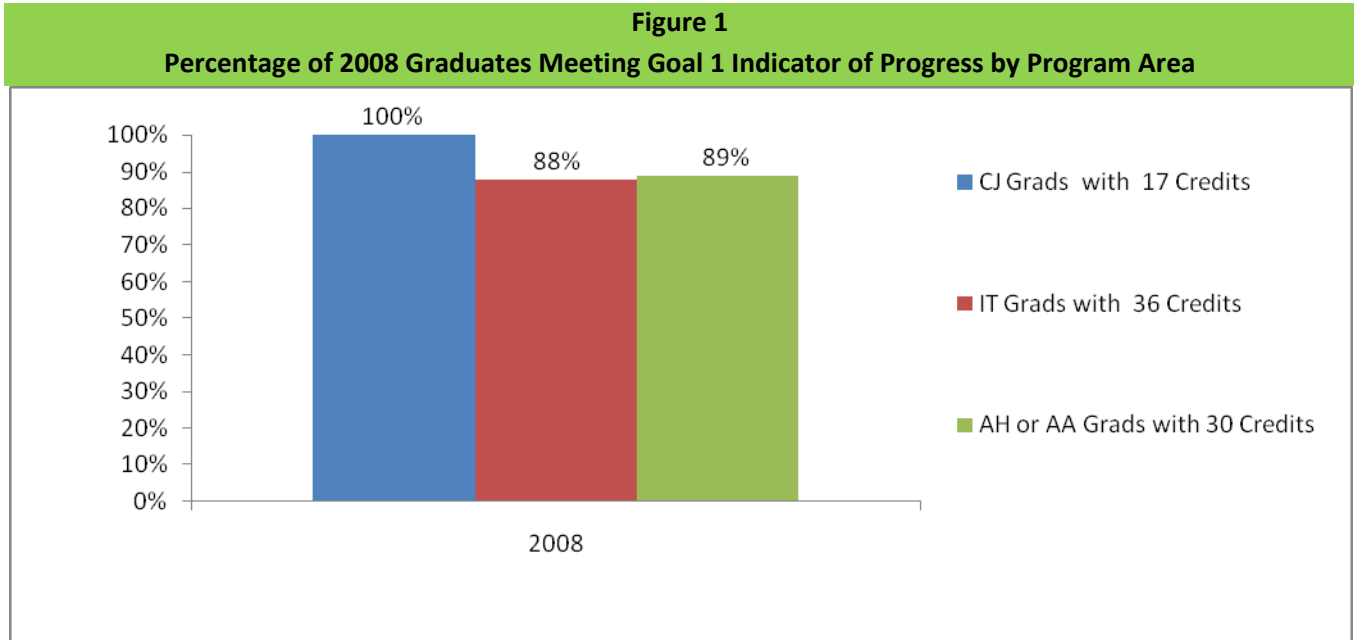
- Seven of seven or 100% of criminal justice academy graduates had earned 17 or more credits in their program of study.
- Seven of eight or 88% of information technology graduates who had been in the program for two years had earned 36 or more college credits in their program of study.
- Thirty-four of 38 or 89% of allied health and A.A. graduates who had been enrolled at the COL for the full two years earned 30 or more college credits by the time of high school graduation.

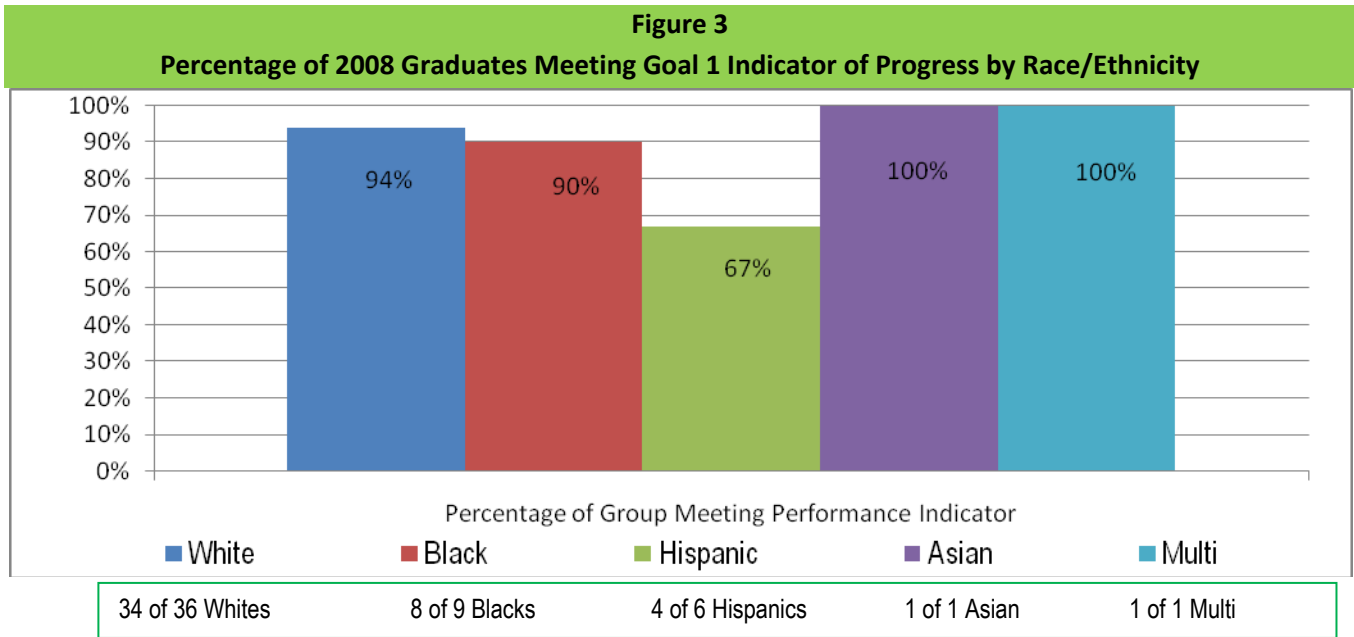
Documentation: COL database

Note: *Only 53 of 86 graduates in 2008 had been at COL for two complete school years because of the process of school start-up. Performance of those students is reported above. However, reporting on this goal will encompass a larger percentage of the graduating class in future years. Approximately 100 of the current 118 seniors will have*

been enrolled two years at the time of their graduation in June 2009. Additionally, the newly enrolled junior class (August 2008) has 121 students. By June 2010, most graduates should have been enrolled the full two years.

Figures 1 through 3 show the percentage of students meeting the Goal 1 indicator of progress, demonstrating success by program area, by gender and by race/ethnicity. The raw numbers underlying Figure 1 are included in the performance as listed above. Raw numbers for Figures 2 and 3 are listed within the appropriate figure.





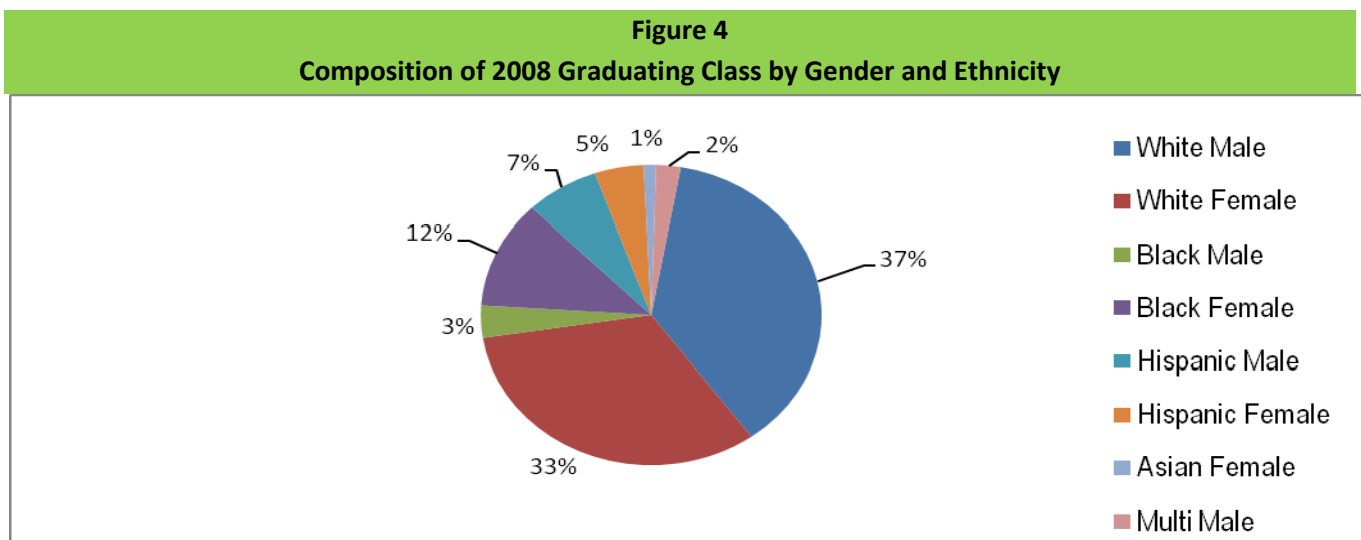
Goal Two: The COL will maintain a high graduation rate. **Performance Met**

Indicator of Progress: 90% or more of COL students will meet high school graduation requirements by their projected graduation date annually as evidenced on each student’s graduation requirements completed information, housed on the district’s student information system.

Baseline: Data not available as school year 2007-2008 was the first year the school had graduating seniors.

Performance: In 2008, 86 of 87 or 99% of COL twelfth grade enrollees graduated on time. The one student who did not graduate on time is a black female.

Documentation: COL database



In 2008, 29% of the graduating class was designated as economically disadvantaged. All economically disadvantaged students in the senior class graduated on time. Economically disadvantaged students are those who qualify for free or reduced lunch.

Goal Three: The Technology Academy COL students will successfully earn industry certification in their area of study. **Performance Met**

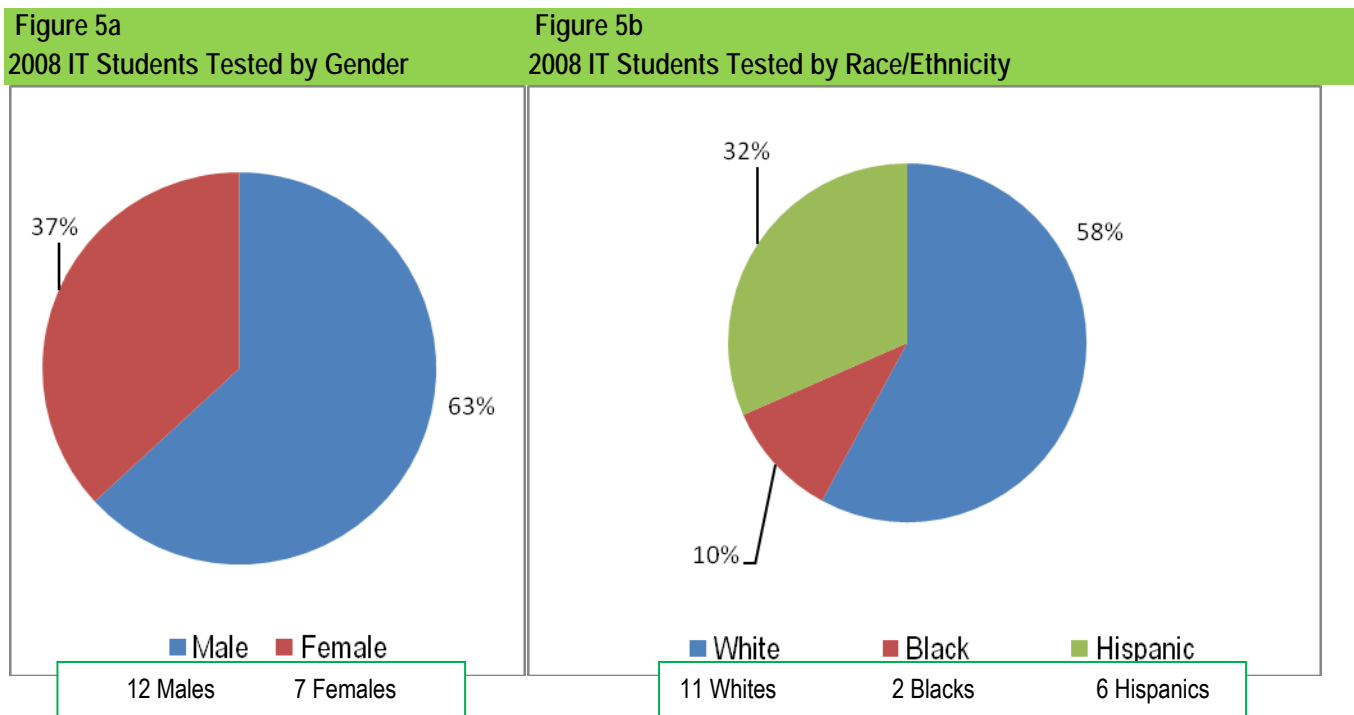
Indicator of Progress: Annually, 70% or more of COL Information Systems Academy students will earn passing scores on industry certification examinations as documented by the following tests: CompTIA A+ Essentials, CompTIA A+ 220-602, Microsoft 70-306, CompTIA Project+, Microsoft 70-305

Baseline: Data not available as school year 2007-2008 was the first year the school had seniors.

Performance: In the 2007-2008 school year, 19 of 19 students tested (100%) earned industry certification as measured by CompTIA A+ Essentials and CompTIA A+ 220-602 (two separate exams). Nine of these 19 students (47%) are economically disadvantaged.

Documentation: Information technology program record

Figures 5a and 5b show group composition by both gender and race/ethnicity.



Goal Four: COL students will demonstrate college level reading ability at the time of graduation. **Performance Met**

Indicators of Progress: At high school graduation, 90% or more of COL students will demonstrate college level reading ability in one of the following ways:

1. Achieve scores of 83 or higher on the College Placement Test (CPT) in the areas of Reading and Sentence Skills
2. Earn a score higher than 440 on the SAT critical reading or a score of 18 on the ACT reading.

Baseline: Data not available as school year 2007-2008 was the first year the school had graduates.

Performance: Eighty-four of 86 or 98% of the 2008 graduates demonstrated both college level reading and sentence skills ability at the time of graduation as indicated by performance on the College Placement Test (CPT).

Documentation: PCC and COL records

Note: While the Accountability Plan provides for students to demonstrate college reading through performance on either the SAT or ACT if it is not demonstrated through CPT scores, the two students who did not show mastery on the CPT also scored below the projected mastery scores on both the SAT and ACT. However, the goal calls for 90% of students to demonstrate college level reading and that outcome was clearly met.

The two students who failed to pass both CPT reading and sentence skills by the time of graduation are both black females. When examining performance on CPT reading and sentence skills by both race and gender, we see the following:

- 100% of males and 95% of females met the indicator of progress.
- 85% of blacks and 100% of whites, Hispanics, Asians, and multi-ethnic groups met the indicator of progress.
- 96% of free and reduced lunch students and 98% of other students met this performance indicator.

Goal Five: COL students will demonstrate college level mathematics ability upon high school graduation.

Performance Met

Indicators of Progress: At high school graduation, 85% or more of COL students will demonstrate college level math ability in one of the following ways:

4. Achieve a score of 72 or higher on the math portion of the College Placement Test.
5. Earn a score higher than 440 on the SAT math or a score of 19 on the ACT math.
(A score of 72 on the CPT is the cut score for taking college credit courses. The ACT/SAT scores listed in #2 above are College Board equivalent scores with the CPT for math.)

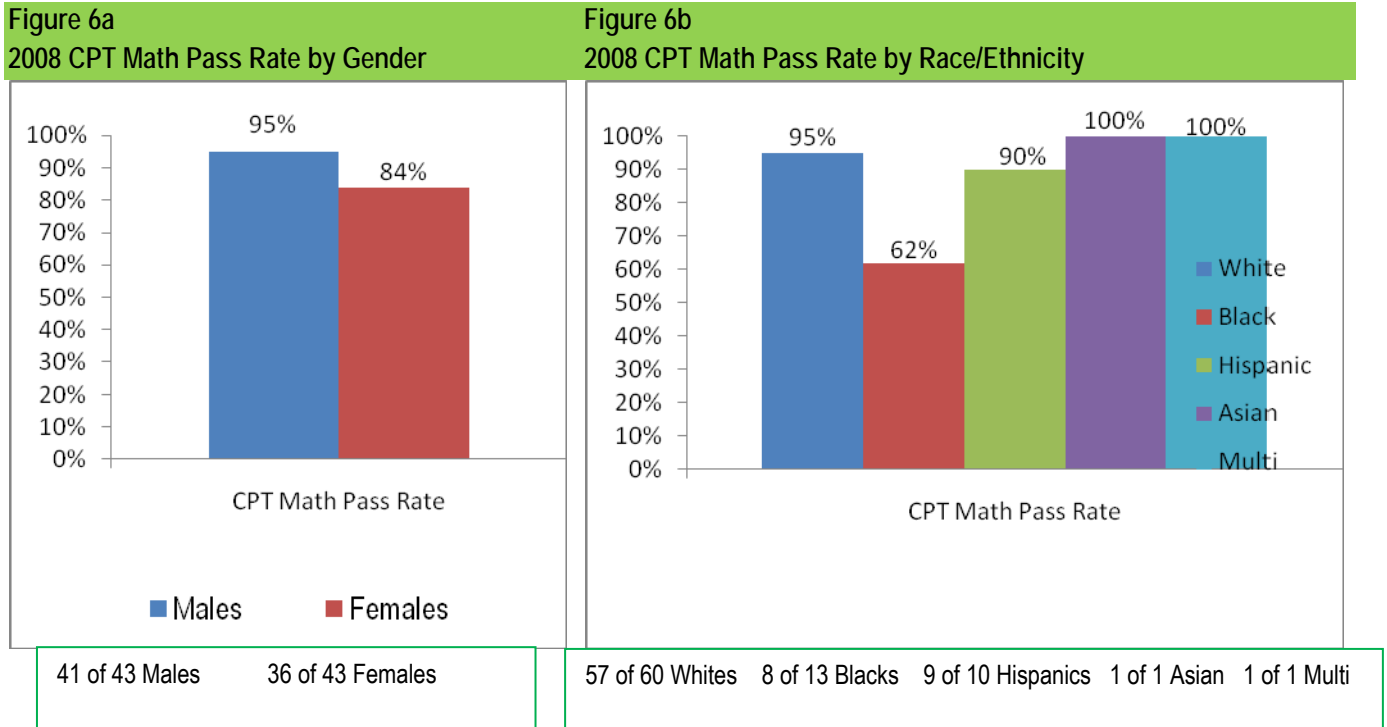
Baseline: Data not available as school year 2007-2008 was the first year the school had graduates.

Performance: 77 of 86 or 90% of the 2008 graduates demonstrated mathematics ability at the time of graduation as indicated by individual performance on either the CPT or the SAT.

Documentation: PCC and COL records

Nine of the 2008 graduates failed to pass the math portion of the CPT by the time of graduation. Seven of those students are females while only two are male. Five are black, three are white and one is Hispanic. Additionally,

80% of the economically disadvantaged graduates met this performance indicator while 93% of the rest of the graduate population did so. Figures 6a and 6b reflect pass rate by gender and by race/ethnicity.



Goal Six: COL students will show mastery of science Sunshine State Standards through FCAT scores.
Performance Met in 2007 but Not in 2008

Indicator of Progress: Annually, 51% of COL students will achieve Level 3 or higher on the grade 11 FCAT Science.

Baseline: In 2007, 75% of COL students scored level 3 or higher on the grade 11 FCAT Science administered in March 2007

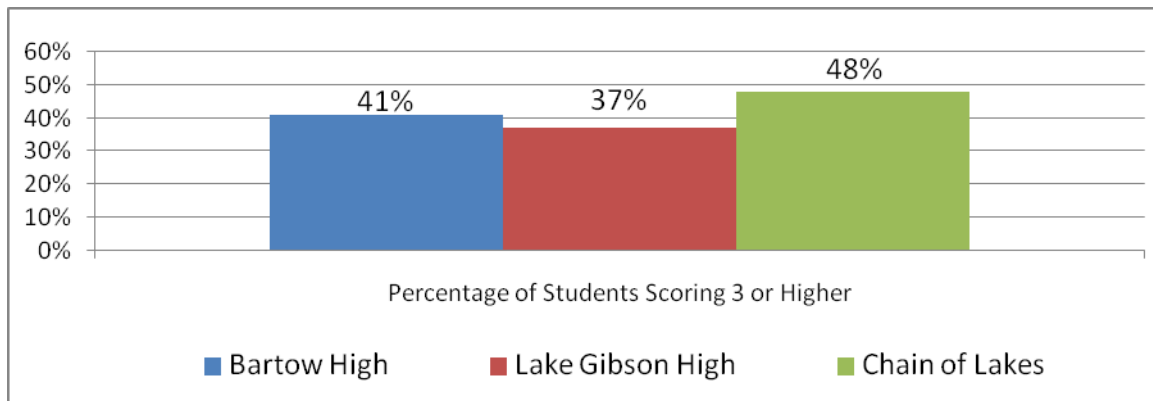
Performance: In 2008, 48% of COL students scored level 3 or higher on the grade 11 FCAT Science administered in March 2008. This group of 108 students did not meet the COL performance goal.

Documentation: Florida Department of Education reports

While the COL did not meet the performance outcome for this goal, the school had the second highest mean score in the district (second to only PCC's Lakeland CHS) and is one of two schools in the district that are in the top 100 mean high school scores in the State. Additionally, the percentage of COL students scoring at 3 or higher on the grade 11 FCAT Science in the spring of 2008 (48%) is higher than all but one other school in Polk County.

Performance of COL and that of its comparable schools are reflected in Figure 7 below.

Figure 7
Performance of COL and Its Comparable Schools on the March 2008 FCAT Science
(Percentage of Students Tested who Scored 3 or Higher)



What will be Done to Meet: In 2007, COL students exceeded the indicator of progress as 75% of juniors scored 3 or higher on the grade 11 FCAT Science administered in March 2007. While school personnel cannot identify any changes in instructional practices that were implemented between the 2006-2007 and the 2007-2008 school years, they are initiating several strategies in 2008-2009 that are designed to improve performance on FCAT Science when it is administered in March 2009.

Strategies being implemented to ensure that the goal and its new “indicator of progress” will be met are as listed below:

- Between August and December 2008, every COL junior will participate in 15 days (90 minutes per day) of concentrated instruction focused on the FCAT Science.
- Each of the COL’s high school instructors will infuse FCAT Science materials into their curriculum between January and March of 2009. They will use review packets with sample test materials provided by the Florida Department of Education.

Note: The “indicator of progress” for this goal is being adjusted in the new COL Accountability Plan. New wording is as follows: *For each of the next three school years, the percentage of COL students who score Level 3 or higher on the grade 11 FCAT Science will increase by one percent and then will be maintained at 51% for future years with performance for each year as follows:*

- 2009 = 49%
- 2010 = 50%
- 2011 and thereafter = 51%

Goal Seven: COL will operate with sound financial principles. Performance Met

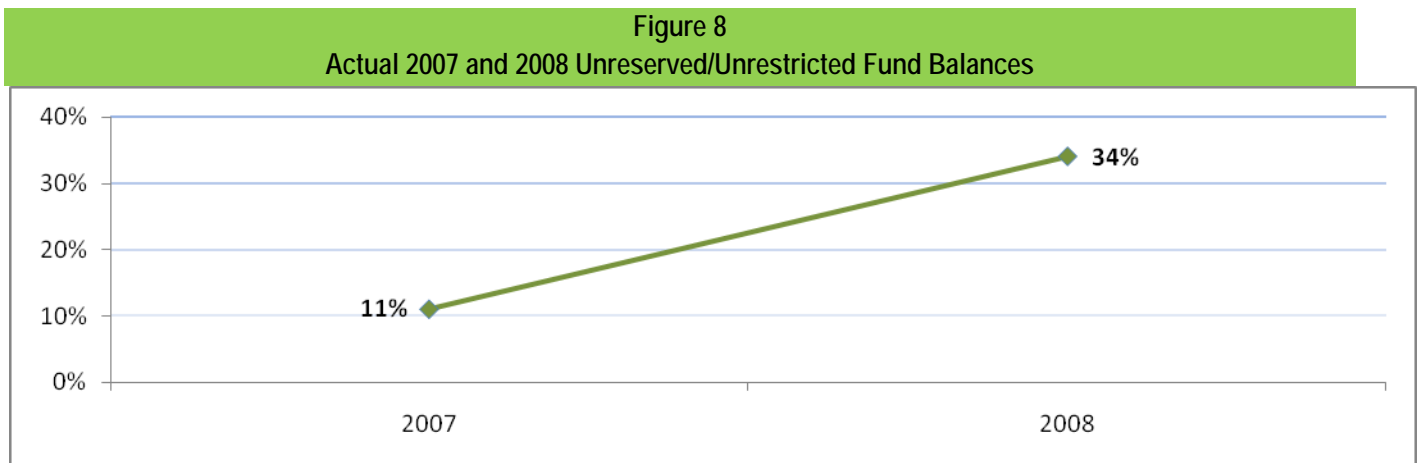
Indicator of Progress: COL will have an unreserved/unrestricted fund balance of 5% of annual revenue as evidenced on the annual financial audit.

Baseline: The COL's annual revenue for 2007, as stated in the auditor's report, was \$974,874. Operating expenses were \$870,140. The resulting net assets or unreserved/unrestricted fund balance was \$104,734 or almost 11% of the 2007 annual revenue.

Performance: The COL's annual revenue for 2008, as stated in the auditor's report, was \$1,427,180. Operating expenses were \$1,049,558. The difference is \$377,622. When \$104,734 (the 2007 fund balance) is added, the resulting net assets or unreserved/unrestricted fund balance for 2008 is \$482,356 or 34% of the 2008 annual revenue.

Documentation: 2007 report from Independent Auditor, G.T. Nunez & Associates, P.A . and 2008 report from Independent Auditor, Brynjulfson CPA, P.A.

The goal projection in the Accountability Plan calls for COL to have an unreserved/unrestricted fund balance of 5% of annual revenue as evidenced on the annual financial audit. The COL's annual revenue for 2007 as stated in the auditor's report was \$974,874. Operating expenses were \$870,140. The resulting net assets or unreserved/unrestricted fund balance was \$104,734 or almost 11% of the 2007 annual revenue. Performance exceeded the goal projection.



Goal Eight: COL will have an active and supportive board of directors. **Performance Met**

Indicator of Progress: The seven-member board of directors will hold a minimum of four meetings per year (with a quorum of 4 or more in attendance) as evidenced from minutes from those board meetings. At least quarterly, the board of directors will be briefed on the school viability, including but not limited to financial accounts, school success indicators, retention, attendance, behavior, credits earned, and parent/student satisfaction.

Baseline: In 2006-2007, eleven meetings were held with a quorum present to review the school viability items listed above.

Performance: In 2007-2008, eleven meetings were held with a quorum present to review the school viability items listed above.

Documentation: PCC District Board of Trustees meeting minutes

The PCC District Board of Trustees (DBOT), composed of seven members, acts as the board of directors for the COL. The DBOT met 11 times per year for the first two years of charter implementation. A quorum was present for every meeting. As of the 2008-2009 school year, the DBOT will meet 10 times annually. Meeting dates are posted on the PCC website, and minutes of past meetings are available upon request.

Current Trustees are as follows:

1. Twyla G. Ely, Chair, is a political and media consultant, who has consulted on numerous political campaigns.
2. Gregory Littleton, Vice Chair, is president and chief executive officer of Citizens Bank & Trust.
3. Dr. Neria Roberts is Director of the Association of School Based Administrators and Deputy Superintendent of Polk County Schools (retired).
4. Ricardo Garcia is the owner and operator of Gulf Coast Avionics Corp. of Lakeland and Pacific Coast Avionics of Portland, OR. He also is the owner and operator of two other Lakeland businesses: Sunstate Realty Investments Corp. and Polk Home Development Corp.
5. E. S. "Ernie" Pinner is Chairman/President/CEO of CenterState Banks of Florida, Inc.
6. Cindy Ross is a homemaker, community volunteer and a substitute school teacher. She also serves on numerous boards.
7. Martha Santiago is the owner and Executive Director of Ace it!, Tutoring Services. It serves schools in Polk, Osceola and Hardee Counties. She is retired from Polk County Schools where she served as an administrator from 1988 until 2006.

Goal Nine: COL stakeholders will reflect their satisfaction with the overall school program. **Performance Met**

Indicators of Progress:

- The average response of parents will be 1.0 or higher (on a scale of -2 - +2) on at least 6 (86%) of the effective school correlates on the Annual Climate Survey.
- The average response of students will be 1.0 or higher (on a scale of -2 - +2) on at least 6 (86%) of the effective school correlates on the Annual Climate Survey.

Baseline: 2007-

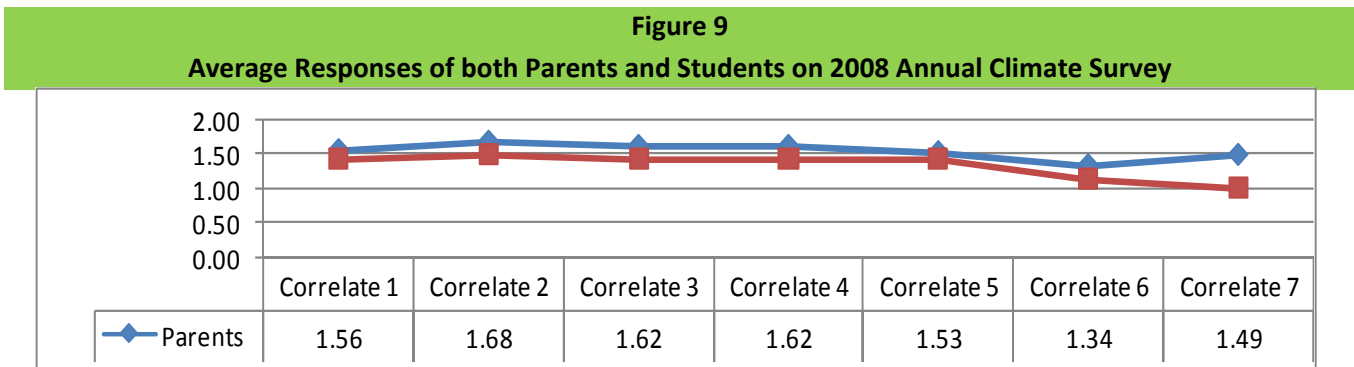
- The average response of parents was 1.0 or higher on 7 (100%) of the effective school correlates on the Annual Climate survey.
- The average response of students was 1.0 or higher on 7 (100%) of the effective school correlates on the Annual Climate Survey.

Performance: 2008-

- The average response of parents was 1.0 or higher on 7 (100%) of the effective school correlates on the Annual Climate Survey.
- The average response of students was 1.0 or higher on 7 (100%) of the effective school correlates on the Annual Climate Survey.

Documentation: Annual Climate Survey Results

The average responses of both parents and students on each of the seven annual Climate Survey correlates for 2007-2008 are illustrated below.



Goal 10: The Polk Community College Chain of Lakes Collegiate Charter High School will conduct a thorough self-study in 2008-2009 and host a successful SACS site visit in 2009-2010 as indicated by continued SACS accreditation and through the process of a continuous improvement model. **Performance Met to Date**

Indicator of Progress: Written documentation from the COL will confirm that the self study began 1st term, 2007 and will summarize the status of continuous improvement study progress by June 2008.

- Performance: As of June 2008, COL had initiated its self study with deliverables as listed below:
 - i. A list of individual staff members who have assumed leadership responsibilities for each of the seven SACS standards.
 - ii. An action plan to address each standard.
 - iii. A membership list of the COL SACS Steering Committee with parent, student, COL/PCC staff, and business/ community partner representatives.
 - iv. A description of Plan, Do, Check, Act, adopted as the school’s continuous improvement process.

Documentation: COL SACS files.

Attachment 13: COL Renewal Budget

POLK COMMUNITY COLLEGE
CHAIN OF LAKES COLLEGIATE HIGH SCHOOL

Budget year 2008-2009 DATE: 09/30/08

I. EXPENDITURE REQUEST										
ACCOUNT TITLE	FD	ORG UNIT	QUAL 1	LOC	GL CODE	QUAL 2	INCREASE	DECREASE	SIGNATURES	
Teacher Salaries	2	4698000	5000WH	00	52001		\$186,689.35			
Instructional overloads	2	4698000	5000WH	00	52100		\$16,979.67			
Substitute instruction	2	4698000	5000WH	00	52200		\$167.70			
Other professional	2	4698000	5000WH	00	53000		\$227,333.31			
Other prof work	2	4698000	5000WH	00	53002		\$4,080.00			
Career	2	4698000	5000WH	00	54000		\$51,828.02			
Career - OT	2	4698000	5000WH	00	54100		\$2,359.95			
OPS Instructor	2	4698000	5000WH	00	56001		\$37,720.00			
Part time Subs	2	4698000	5000WH	00	56100		\$8,488.00			
OPS-Other	2	4698000	5000WH	00	56500		\$12,623.00			
OPS Career	2	4698000	5000WH	00	57000		\$4,877.00			
Social Security	2	4698000	5000WH	00	59100		\$35,135.00			
Medicare	2	4698000	5000WH	00	59101		\$12,233.00			
FRS	2	4698000	5000WH	00	59203		\$46,859.00			
Retire PEORP	2	4698000	5000WH	00	59206		\$7,491.00			
Retire D	2	4698000	5000WH	00	59207		\$2,632.00			
Accrued annual leave exp.	2	4698000	5000WH	00	59301		\$4,000.00			
Accrued sick leave exp.	2	4698000	5000WH	00	59302		\$5,000.00			
Cellular service	2	4698000	5000WH	00	59510		\$480.00			
Health Insurance PPO	2	4698000	5000WH	00	59701		\$46,343.06			
Life Insurance	2	4698000	5000WH	00	59702		\$1,292.00			
Dental Insurance	2	4698000	5000WH	00	59703		\$2,808.00			
Disability Insurance	2	4698000	5000WH	00	59704		\$2,429.00			
Health Insurance HMO	2	4698000	5000WH	00	59711		\$24,491.94			
Travel In-district	2	4698000	5000WH	00	60501		\$1,000.00			
Travel Outof district	2	4698000	5000WH	00	60502		\$5,000.00			
Travel Out of State	2	4698000	5000WH	00	60503		\$8,000.00			
Student Travel	2	4698000	5000WH	00	60506		\$2,500.00			
Conf. Registration fees	2	4698000	5000WH	00	60510		\$5,000.00			
Postage	2	4698000	5000WH	00	61000		\$5,000.00			
Printing	2	4698000	5000WH	00	61504		\$1,000.00			
Printing	2	4698000	5000WH	00	62001		\$2,000.00			
Copier Service	2	4698000	5000WH	00	62002		\$100.00			
	2	4698000	5000WH	00	62005		\$5,000.00			
	2	4698000	5000WH	00	63001		\$2,000.00			
Lease Rentals/other	2	4698000	5000WH	00	63005		\$202,000.00			
	2	4698000	5000WH	00	63503		\$1,200.00			
Direct Mail	2	4698000	5000WH	00	64501		\$2,000.00			
Institutional Membership	2	4698000	5000WH	00	64502		\$1,500.00			
Contracted Transportation	2	4698000	5000WH	00	64508		\$25,000.00			
Advertising	2	4698000	5000WH	00	64510		\$5,000.00			
Tuition Reimbursement	2	4698000	5000WH	00	64512		\$2,000.00			
Background	2	4698000	5000WH	00	64515		\$300.00			
Professional Fees	2	4698000	5000WH	00	65000		\$7,000.00			
contracted services	2	4698000	5000WH	00	65001		\$11,000.00			
	2	4698000	5000WH	00	65002		\$200.00			
Other Prof. Fees	2	4698000	5000WH	00	65007		\$800.00			
	2	4698000	5000WH	00	65008		\$1,300.00			
Ed materials & supplies	2	4698000	5000WH	00	65501		\$35,000.00			
Office Supplies	2	4698000	5000WH	00	65502		\$11,000.00			
Diplomas and covers	2	4698000	5000WH	00	65503		\$200.00			
Computer materials and supp	2	4698000	5000WH	00	65506		\$2,000.00			
	2	4698000	5000WH	00	65507		\$2,000.00			
Ed Software	2	4698000	5000WH	00	65701		\$35,000.00			
	2	4698000	5000WH	00	65702		\$800.00			
	2	4698000	5000WH	00	66502		\$800.00			
Food	2	4698000	5000WH	00	66503		\$35,000.00			
	2	4698000	5000WH	00	66504		\$1,500.00			
Furniture & Equip < 750	2	4698000	5000WH	00	66506		\$2,000.00			
Computer Equip < 750	2	4698000	5000WH	00	66507		\$2,000.00			
	2	4698000	5000WH	00	67003		\$500.00			
Contingency	2	4698000	5000WH	00	69900		\$30,000.00			
	2	4698000	5000WH	00	70506		\$10,000.00			
Education Furniture	2	4698000	5000WH	00	70601		\$2,000.00			
Office Furniture	2	4698000	5000WH	00	70602		\$2,000.00			
Computer Equip 750-5000	2	4698000	5000WH	00	70606		\$11,000.00			
TOTALS							1,223,040.00	0.00		

II. JUSTIFICATION: To Establish the operating budget for the Chain of Lakes CHS for 2008-2009

Revenue										
ACCOUNT TITLE	FD	ORG UNIT	QUAL 1	LOC	GL CODE	QUAL 2	INCREASE	DECREASE	SIGNATURES	
Chain of Lakes Operating	2	4698000	5000WH	00	42504		1,102,914.00			
Prior Year Carry Forward							120,126.00			
TOTALS							1,223,040.00	0.00		

REMARKS:

IV. ADMINISTRATIVE APPROVAL:
PROGRAM HEAD:

Attachment 14: Original COL SACS Accreditation Letter



I am pleased to inform you that your school has been awarded initial accreditation! This action was taken at the Board of Directors' meeting of the Southern Association of Colleges and Schools, Council on Accreditation and School Improvement (SACS CASI) held in Atlanta, Georgia on December 9, 2006. On behalf of the accredited schools in the Association, we extend congratulations to your school, staff, and community.

Enclosed, please find an accreditation certificate for you to display. We encourage you to display your certificate in a visible location so that the school community is aware of your accreditation. To help you share and celebrate your accreditation with your community, we have created a press release for you to disseminate through your local media.

By achieving accreditation your school is committed to a proven process for raising student achievement. In addition, as a SACS CASI accredited school you have access to multiple resources (publications, manuals, software, professional development, and conferences) designed to support and facilitate school improvement. Accreditation provides your school access to the resources necessary for translating its vision into reality.

In addition, the professional staff in your school gains access to a network of approximately 13,000 schools for the sharing of best practices and professional knowledge. Your professional staff also gains valuable information about effective practices in other schools by serving on Quality Assurance Review teams. Through participation in the accreditation process and use of the resources available from SACS CASI, your professional staff can improve their ability to analyze and use data to make sound educational decisions. Finally, accreditation provides your school with deserved recognition for going above and beyond the minimum to demonstrate their continuous commitment to quality and the success of all students.

Again, congratulations on your accreditation. We look forward to serving you in the 2006-07 school year and years to come.

Sincerely,

A handwritten signature in black ink that reads "Mark A. Elgart".

Dr. Mark A. Elgart, Chief Executive Officer
Council on Accreditation and School Improvement
Southern Association of Colleges and Schools

Request all inquiries regarding accreditation to be referred to:

Attachment 15: COL Renewal Document Figures (Numbers and Titles with Page Numbers)

Figure	Title	Page
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Figure 2	Percentage of 2008 Graduates Meeting Goal 1 Indicator of Progress by Gender	4
Figure 3	Percentage of 2008 Graduates Meeting Goal 1 Indicator of Progress by Race/Ethnicity	5
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Figure 5a	2008 IT Students Tested by Gender	6
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Figure 6a	2008 CPT Math Pass Rate by Gender	7
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Attachment 16: COL Renewal Document Tables (Numbers and Titles with Page Numbers)

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Table 3	Performance of 2008 COL Graduates Tested on FCAT Reading and Math	12
Table 4	Performance of 2008 Economically Disadvantaged COL Graduates Tested on FCAT Reading and Math	12
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Table 7	Summary of COL Staff Evaluation Results for 2006-2007 and 2007-2008	19

Chain of Lakes Collegiate High School Proposed Financial Information

Chain of Lakes Collegiate High School's financial plan is based on an enrollment stabilization at 250 students, 10 more than COL's enrollment as of August, 2008. COL's staffing plan will be stabilized with the addition of a college and career advisor (planned for late fall 2008). Additional sections for needed course offerings will be covered by adjunct staff.

As of August 2008, COL is housed in 7 modular units, with an 8th due to arrive in October. These units are being paid for with current and previous Capital Outlay funds. Projected future facilities include a building to house the COL administrative and student services offices, two computer labs, and 8 classrooms. The future facilities expansion cost is anticipated to be \$2,933,000. This amount is proposed to be financed for 10 years at 3.5 to 4% interest rate through a building loan (based on February, 2008 calculations). Future facilities financing and budgets will be offset by COL Capital Outlay funds. Activities regarding the solicitation of financing and additional design work beyond original concept planning are on hold pending clarification of the current economic conditions.

Peter S. Elliott, CPA
Vice President Administration/CFO
Polk Community College
999 Avenue H, NE
Winter Haven, FL 33881
Voice: 863.297.1081
Email: pelliott@polk.edu

Bridget Fetter
Director
Chain of Lakes Collegiate H S
Polk Community College
863-298-6800
bfetter@polk.edu
www.colpcc.com