Florida SouthWestern Collegiate High School - Lee Campus

Fort Myers, Florida

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Cognia Continuous Improvement System

Cognia defines continuous improvement as "an embedded behavior rooted in an institution's culture that constantly focuses on conditions, processes, and practices to improve teaching and learning." The Cognia Continuous Improvement System (CIS) provides a systemic, fully integrated solution to help institutions map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. Cognia expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions.

The findings of the Engagement Review Team are organized by the ratings from the Cognia Performance Standards Diagnostic and the Levels of Impact within the i3 Rubric: Initiate, Improve, and Impact.

Initiate

The first phase of the improvement journey is to **Initiate** actions to cause and achieve better results. The elements of the Initiate phase are defined within the Levels of Impact of Engagement and Implementation. Engagement is the level of involvement and frequency of stakeholders in the desired practices, processes, or programs within the institution. Implementation is the process of monitoring and adjusting the administrations of the desired practices, processes, or programs for quality and fidelity. Standards identified within Initiate should become the focus of the institution's continuous improvement journey toward the collection, analysis, and use of data to measure the results of engagement and implementation. Enhancing the capacity of the institution in meeting these Standards has the greatest potential impact on improving student performance and organizational effectiveness.

Improve

The second phase of the improvement journey is to gather and evaluate the results of actions to **Improve**. The elements of the **Improve** phase are defined within the Levels of Impact of Results and Sustainability. Results come from the collection, analysis, and use of data and evidence to demonstrate attaining the desired result(s). Sustainability is results achieved consistently to demonstrate growth and improvement over time (a minimum of three years). Standards identified within Improve are those in which the institution is using results to inform their continuous improvement processes and to demonstrate over time the achievement of goals. The institution should continue to analyze and use results to guide improvements in student achievement and organizational effectiveness.

Impact

The third phase of achieving improvement is **Impact,** where desired practices are deeply entrenched. The elements of the **Impact** phase are defined within the Level of Impact of Embeddedness. Embeddedness is the degree to which the desired practices, processes, or programs are deeply ingrained in the culture and operation of the institution. Standards identified within Impact are those in which the institution has demonstrated ongoing growth and improvement over time and has embedded the practices within its culture. Institutions should continue to support and sustain these practices that yield results in improving student achievement and organizational effectiveness.

Cognia Performance Accreditation and the Engagement Review

Accreditation is pivotal in leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the Cognia Accreditation Process examines the whole institution—the program, the cultural context, and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. Through the accreditation process, highly skilled and trained Engagement Review Teams gather first-hand evidence and information pertinent to evaluating an institution's performance against the research-based Cognia Performance Standards. Review teams use these Standards to assess the quality of learning environments to gain valuable insights and target improvements in teaching and learning. Cognia provides Standards that are tailored for all education providers so that the benefits of accreditation are universal across the education community.

Through a comprehensive review of evidence and information, our experts gain a broad understanding of institution quality. Using the Standards, the review team provides valuable feedback to institutions, which helps to focus and guide each institution's improvement journey. Valuable evidence and information from other stakeholders, including students, also are obtained through interviews, surveys, and additional activities.

Cognia Standards Diagnostic Results

The Cognia Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution's effectiveness based on the Cognia Performance Standards. The diagnostic consists of three components built around each of three Domains: **Leadership Capacity**, **Learning Capacity,** and **Resource Capacity**. Results are reported within four ranges identified by color. The results for the three Domains are presented in the tables that follow.

Color	Rating	Description
Red	Insufficient	Identifies areas with insufficient evidence or evidence that indicated little or no activity leading toward improvement
Yellow	Initiating	Represents areas to enhance and extend current improvement efforts
Green	Improving	Pinpoints quality practices that are improving and meet the Standards
Blue	Impacting	Demonstrates noteworthy practices producing clear results that positively impact the institution

Under each Standard statement is a row indicating the scores related to the elements of Cognia's i3 Rubric. The rubric is scored from one (1) to four (4). A score of four on any element indicates high performance, while a score of one or two indicates an element in need of improvement. The following table provides the key to the abbreviations of the elements of the i3 Rubric.

Element	Abbreviation
Engagement	EN
Implementation	IM
Results	RE
Sustainability	SU
Embeddedness	EM

Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

Leadership Capacity Standards											Rating
1.1	The institution commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.										Impacting
	EN:	2	IM:	3	RE:	4	SU:	4	EM:	4	
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learning.										Impacting
	EN:	4	IM:	3	RE:	3	SU:	4	EM:	4	
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.										Improving
	EN:	3	IM:	2	RE:	2	SU:	2	EM:	2	
1.4	The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4	
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4	
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.										Improving
	EN:	4	IM:	2	RE:	2	SU:	2	EM:	3	
1.7	Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.										Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	4	
1.8	Leaders engage stakeholders to support the achievement of the institution's purpose and direction.										Impacting
	EN:	3	IM:	3	RE:	4	SU:	4	EM:	4	
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4	
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.										Impacting
	EN:	3	IM:	3	RE:	3	SU:	3	EM:	4	

Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships, high expectations and standards, a challenging and engaging curriculum, quality instruction and comprehensive support that enable all learners to be successful, and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.

Learning Capacity Standards										Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.									Impacting
	EN:	4	IM:	3	RE:	3	SU:	3	EM:	3	
2.2	The learning culture promotes creativity, innovation, and collaborative problem-solving.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4	
2.3	The learning culture develops learners' attitudes, beliefs, and skills needed for success.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4	
2.4	The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4	
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4	
2.6	The institution implements a process to ensure the curriculum is aligned to standards and best practices.									Improving
	EN:	2	IM:	3	RE:	2	SU:	2	EM:	4	
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	4	EM:	4	
2.8	The institution provides programs and services for learners' educational futures and career planning.									Impacting
	EN:	3	IM:	4	RE:	4	SU:	4	EM:	3	
2.9	The institution implements processes to identify and address the specialized needs of learners.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4	
2.10	Learning progress is reliably assessed and consistently and clearly communicated.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4	

Learning Capacity Standards											Rating
2.11	Educators gather, analyze, and use formative and summative data that lead to the demonstrable improvement of student learning.										Impacting
	EN:	4	**IM:**	4	**RE:**	4	**SU:**	4	**EM:**	4	
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.										Impacting
	EN:	3	**IM:**	3	**RE:**	4	**SU:**	4	**EM:**	4	

Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably, so the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

Resource Capacity Standards											Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.										Improving
	EN:	4	**IM:**	2	**RE:**	2	**SU:**	2	**EM:**	2	
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.										Improving
	EN:	2	**IM:**	2	**RE:**	2	**SU:**	2	**EM:**	4	
3.3	The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.										Improving
	EN:	3	**IM:**	3	**RE:**	3	**SU:**	3	**EM:**	3	
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction.										Impacting
	EN:	4	**IM:**	3	**RE:**	3	**SU:**	3	**EM:**	4	
3.5	The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.										Impacting
	EN:	4	**IM:**	4	**RE:**	4	**SU:**	4	**EM:**	4	
3.6	The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.										Impacting
	EN:	4	**IM:**	4	**RE:**	4	**SU:**	4	**EM:**	4	
3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.										Impacting
	EN:	4	**IM:**	3	**RE:**	4	**SU:**	4	**EM:**	4	

Resource Capacity Standards		Rating
3.8	The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.	Impacting
	EN: 4 **IM:** 4 **RE:** 4 **SU:** 4 **EM:** 4	

Assurances

Assurances are statements that accredited institutions must confirm they are meeting. The Assurance statements are based on the type of institution, and the responses are confirmed by the Accreditation Engagement Review Team. Institutions are expected to meet all Assurances and are expected to correct any deficiencies in unmet Assurances.

Assurances Met		
YES	**NO**	**If No, List Unmet Assurances by Number Below**
X		

Accreditation Status and Index of Education Quality®

Cognia will review the results of the Accreditation Engagement Review to make a final determination concerning accreditation status, including the appropriate next steps for your institution in response to these findings. Cognia provides the Index of Education Quality (IEQ) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. This formative tool for improvement identifies areas of success and areas in need of focus. The IEQ comprises the Standards Diagnostic ratings from the three Domains: Leadership Capacity, Learning Capacity, and Resource Capacity. The IEQ results are reported on a scale of 100 to 400 and provide information about how the institution is performing compared to expected criteria. Institutions should review the IEQ in relation to the Findings from the review in the areas of Initiate, Improve, and Impact. An IEQ score below 250 indicates that the institution has several areas within the Initiate level and should focus their improvement efforts on those Standards within that level. An IEQ in the range of 225–300 indicates that the institution has several Standards within the Improve level and is using results to inform continuous improvement and demonstrate sustainability. An IEQ of 275 and above indicates the institution is beginning to reach the Impact level and is engaged in practices that are sustained over time and are becoming ingrained in the culture of the institution.

Below is the average (range) of all Cognia Improvement Network (CIN) institutions evaluated for accreditation in the last five years. The range of the annual CIN IEQ average is presented to enable you to benchmark your results with other institutions in the network.

Institution IEQ	365.00	CIN 5 Year IEQ Range	278.34 – 283.33

Insights from the Review

The Engagement Review Team engaged in professional discussions and deliberations about the processes, programs, and practices within the institution to arrive at the findings of the team. These findings are organized around themes guided by the evidence, with examples of programs and practices, and suggestions for the institution's continuous improvement efforts. The Insights from the Review narrative should provide contextualized information from the team's deliberations and analysis of the practices, processes, and programs of the institution organized by the levels of Initiate, Improve, and Impact. The narrative also provides the next steps to guide the institution's improvement journey in its efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Accreditation Engagement Review Report will assist the institution in reflecting on its current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

The Engagement Review Team (team) conducted the Florida Southwestern Collegiate High School (F.S.W.C.H.S.) engagement review remotely due to the Covid19 pandemic. The school arranged for staff interactions and presentations before the remote visit and organized additional requested evidence and interviews with 40 stakeholders during the review. Within this context, the team offers the following themes and considerations for the next steps. The themes, presented in no order of priority, allow the school to prioritize undertakings in its continuous improvement planning. F.S.W.C.H.S. staff and stakeholders can make informed decisions about short and long-range plans to continue their improvement path.

F.S.W.C.H.S. stakeholders exhibit a unified belief in a growth mindset evident throughout the institution. Stakeholders foster an inclusive climate of support and caring. A collaborative culture based on nurturing and meaningful human interactions, relationships, and hard work, underscore academic effectiveness. All stakeholders spoke to the belief in success through high expectations for all students, and the development of learners' attitudes, knowledge, and skills exemplified in the slogan, "Work to Learn, Learn to Lead." The stakeholders additionally support the mindset that failures and setbacks are growth opportunities. The small staff, when interviewed, all projected a strong sense of commitment to helping students succeed.

F.S.W.C.H.S. is a division of Florida Southwestern State College (F.S.W.). Transparency of actions, procedures, and policies result from being a significant part of the college and additionally from partnering with Lee County School District (L.C.S.D.). The charter school contract with L.C.S.D. requires the school to abide by Florida State and L.C.S.D. mandates, policies, and procedures. The school annually conducts open student enrollment through a random selection lottery process. Currently, the school received 180 student applications for the 2021-2022 school year. F.S.W. and L.C.S.D. require the school to annually report progress toward goals, financial status, budget, resource allocation, and other contract-specific reporting. Following the requirements set out by F.S.W., the State of Florida, and L.S.C.D. assure validity to stakeholders that unified policies and practices will sustain the school. The annual, semi-annual, quarterly, monthly, and daily practices demonstrate the learning culture's shared beliefs.

The institution builds leadership through its peer mentor program in which juniors and seniors mentor struggling first-year students and sophomores. Through this program, students develop positive relationships with their peers and the educational staff. Homeroom is scheduled for the first period of the day, allowing time to connect regularly and create a shared student collaboration space. The

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institution also builds a sense of community with staff and students getting involved with outreach events to help the community in times of need.

The school's small population allows the principal, staff, students, and parents to have open, ongoing communications conducive to developing relationships. The day-to-day practices and operations are most often collaborative and agreed upon in faculty meetings, pre-school operations, parent meetings, digital communications, learning platforms, social media platforms, and other formal and informal venues.

The curriculum, standard operating procedures, and beliefs are outlined in handbooks and captured in activities and frequent presentations by guidance counselors, teachers, principal, and students. Stakeholders are comfortable using and have a constant connection through digital online platforms that provide secure student information about enrollment, scheduling, discipline, attendance, assignments, resources, grades, report cards, and transcripts. All the stakeholders spoke with a common language and belief in building and sustaining the school and classroom culture as a foundation for positive relationships and learning. Stakeholders expressed this commitment through quotes, "We all love our kids, they are at the heart of what we do," "we don't leave anyone behind," and "we are constant educators." A collective responsibility for all students, with expectations for shared student collaboration that efficiently addresses individual student needs as they surface, exists. In interviews, teachers, guidance counselors, and students all expressed how to be "learners and leaders."

All staff have routines for regularly touching base to identify and learn more about students' academic and social-emotional needs. In this way, students connect to needed resources and effective school-based services. Student success is the consistent focus that drives operations. Regular instructional monitoring of practices in support of learner engagement and development of creative, innovative, and problem-solving skills will uphold the existing shared beliefs.

Internal and external stakeholders have a solid commitment to the school's purpose, which drives the organization and defines operations. This small collegiate high school empowers students to simultaneously earn a traditional high school diploma and Associate in Arts degree by taking dual enrollment classes during their junior and senior years on the campus of F.S.W. The school has many practices in place to achieve this goal. The school is located directly on F.S.W.'s campus with one principal, two guidance counselors, eleven teachers, and two support staff for information technology and security provided by F.S.W. The State of Florida shows the student population for the 2020-2021 school year at 376 students. Additionally, 176 ninth/tenth and 200 eleventh/twelfth-grade students are also considered college students. Ninth and tenth-grade students are on the F.S.W.C.H.S. campus, while all eleventh and twelfth-grade classes are on the F.S.W. campus. The juniors and seniors only return to the F.S.W.C.H.S. campus if they are mentoring other students or need academic assistance. They are considered college students by F.S.W.

Students benefit significantly from smaller, needs-based classes and from the requirement to take Algebra I and II in ninth and tenth grades. Of the 2019-2020 enrolled freshman, 98% qualified for Dual Enrollment by the end of their sophomore year, with 93% of them passing the Postsecondary Education Readiness Test (PERT). All students graduate with college credits. Students graduate with high-school and college diplomas at the rate of 98.8%. The school continually monitors student progress measured by the Graduation Rate at 99% and the College and Career Acceleration at 100%, as reported by the State of Florida testing results (2018, 2019). Annual Effectiveness Reports presented to F.S.W. demonstrated accomplishment of the long-term goals on College Readiness in mathematics and English Language Arts at greater than 90% from 2015 to 2020.

Parents, students, and teachers monitor unit and daily progress in Canvas, an online learning platform. Informally, the principal, guidance counselors, and teachers do quarterly checks on student behavioral and achievement data to "get every student into college," as stated by guidance counselors. Students commented on how helpful it is when the guidance counselors provide and review the quarterly checks. The school uses two guidance counselors in a deliberate effort to build a synergistic focus on the unique needs of students in high school and students in dual enrollment at F.S.W. The guidance counselors provide direct and indirect comprehensive counseling services focused on academic success, college/career readiness, and social-emotional development. One counselor focuses on individual advisement of students' academic and social-emotional needs, classroom presentations geared toward preparing students for the rigors of dual enrollment, facilitating parent/teacher meetings, master schedule coordination, and supporting Crow's Nest, the student intervention program. The Dual Enrollment Counselor oversees student transition to college, transcript review, the admission application process, and coordination of services with college academic counselors. Both counselors regularly scaffold families through scheduled seminars, webinars, and workshops.

The school leverages eleventh and twelfth-grade students, guidance counselors, and parents who support learning directly and indirectly. Students are a foundational part of the school's peer counseling and the Crow's Nest intervention support program. Through the Crow's Nest, students receive additional support from teachers and students during class, lunch, and after school. Parents stay connected to the operations through social media platforms, digital learning platforms, emails, and face-to-face encounters. Student progress, report cards, transcripts, event updates, and school meetings empower parents to be an integral part of their child's educational progress toward a unified goal.

Since the school's opening in 2010-2011, 628 students have graduated, with 474 earning a high school diploma and an Associate of Arts degree. Currently, 36,410 college credits have been acquired, averaging 58 college credits per F.S.W.C.H.S. graduate. In total, F.S.W.C.H.S. families have saved $2,620,791 in college tuition. Throughout the school's history, high school graduate students were offered $36,877,837 scholarship money by post-secondary institutions. The small size of the school allows many touchpoints for all stakeholders and allows the principal to constantly and continuously engage stakeholders in proactive student support practices. The team suggests embedding planning for educational futures, career programs, and activities across all areas of the institution to support the institution's drive for early college enrollment.

High expectations are held for students to rise to the academic demands of empowering, adaptable instruction that is motivating, appropriately challenging, and meets their unique needs. While high stakes testing performance is a convenient indicator and broad academic success measure, the school's focus is not rooted in traditional test preparatory methods. A common understanding for the "3C's," critical thinking, communication, and collaboration, are the underpinning for student interaction. Teachers use hands-on, project-based learning to engage students in active learning. Incoming first-year students take a standardized schedule of English I, International Relations, H.O.P.E. (Physical Education Core Subject), Physical Science, STEM I, Geometry, and Financial Algebra or Algebra I. Sophomores take English II, World History, Biology, Algebra II, and a rotating wheel of semester-long electives. An emphasis on mathematics comes from in-house data analysis. The analysis uncovered a correlation between students passing college admission tests for mathematics and sophomore year enrollment in Algebra II at 100%. All students participate in cross-curricular activities during their freshman and sophomore years; a few activities include schoolwide reading projects. Students use No Red Ink, an online skill builder for the English Language Arts grammar component, and 1XL, an online skill builder to provide unlimited practice for Geometry.

Southwestern State College uses the Canvas digital platform which is provided to F.S.W.C.H.S. for syllabus distribution, grades, assignments, essays, quizzes, unit tests, resource material access, and communications. The Crow's Nest intervention program offers students who are not on track entry into the dual enrollment program academic and organizational assistance from counselors, teachers, and other students. The peer mentor program uses seniors to mentor freshman and sophomore struggling learners.

Students, during interviews, overwhelmingly described the school environment as rigorous. Student survey results represent the school culture as deliberately designed to be challenging. Principal, guidance counselors, teachers, and students constantly and consistently track academic and discipline student data to monitor student progress in meeting the requirements to enter the Dual Enrollment (D.E.) program. The DE counselor hosts a series of seminar courses for both junior and senior students to help maintain the connections built on the F.S.W.C.H.S. campus during ninth and tenth grade. The seminar course includes scaffolding in college applications, financial aid, academic advising, and college resources orientations.

A strong culture of collaboration allows for vertical, horizontal, and interdisciplinary instructional planning. Interviews with teachers and students emphasize developing students' communication skills through student presentations, written work, projects, and digital creations. Students and educators have sufficient time for foundational, high-priority subjects and skill development. Teachers and students described monitored and adjusted instruction that provides personalized and equitable learning opportunities for all learners. One student said, "students believe they can learn because teachers believe they can learn." Teachers provide flexible, "just-in-time" support to students based on their particular learning needs at various points in time.

The school has consistently received an A rating from the Florida Department of Education (F.L.D.O.E.) since its opening in 2010. The current school grade and testing results remain higher than district and state scores. English language arts (E.L.A.) Achievement is 89%, Learning Gains is 71%, and Learning Gains for the lowest 25% is 63%. Mathematics Achievement is 98%, Learning Gains is 88%, and Learning Gains for the lowest 25% is 95%. Science Achievement is 100%, the Current Grade Rate is 99, and College and Career Acceleration is 100%. F.S.W.C.H.S. earned the title of a high-performing charter school every year since 2014 and a school of excellence in 2019.

Given the academic setback to instruction caused by the pandemic, the team acknowledges Florida Southwestern Collegiate High School in providing an educational atmosphere focused on high expectations throughout the quarantine. The F.S.W. students have made significant progress in standardized test scores, high school graduation rates, early college admission, and in receiving Associate of Arts diplomas. Instructors use student progress for early college admission as a way to monitor and adjust the curriculum. Teachers reported relying on Canvas and other digital learning support services to ensure standard alignment. The team recommends using formalized processes of curriculum review and revision to support the school's high expectations.

School leadership guarantees the effective allocation of resources for the needs of an independent charter school by optimizing the benefits of being attached to and located on a college campus. The principal's visionary leadership blends input from students and families with collaborative decision-making from teachers to leverage or expand resources and services. The collegiate high school operates as a division of the School of Education of F.S.W. This public-to-public partnership between the L.C.S.D. and F.S.W. allows F.S.W.C.H.S. students access to an early college experience using both organizations' benefits and resources. As an F.S.W. division, the high school has access to all the necessary student support services and back-office functions of the entire state college system, including monitoring and updates associated with legislative changes. F.S.W.C.H.S.

employees are participants in Florida Retirement System and retain all the rights and benefits of full-time college employees, including tuition reimbursement for advanced degrees and free tuition for employee dependents. As part of F.S.W. funds, the high school budget is administered annually by the college, allowing for a safety net if and when a large-scale project might exceed expenditures in any given year. L.C.S.D, serving as the Charter School Contract sponsor, manages Full-Time Equivalent (FTE) funds, administers exceptional education support services, offers professional development opportunities, shares established policies, procedures, and regulations in alignment with Florida State laws, and facilitates statewide assessment program support services. One example of significant support procedures is L.C.S.D.'s new teacher program, Accomplished Professional Practices for Lee County Education System (A.P.P.L.E.).The high school utilizes the support and regulatory operations from F.S.W. and L.C.S.D., allowing F.S.W.C.H.S. to focus on role assignments, routines, and operating norms that help educators and students build and sustain a positive school and classroom culture.

A priority is to ensure certified teachers, counselors, and administrative staff work in the field. All high school employees adhere to the state code of ethics and F.S.W. College Operating Policies and the Staff Handbook. Ten of the fourteen staff members hold advanced degrees. Interviews and evidence indicate less turnover at F.S.W.C.H.S than other comparable schools, and remediation is rarely necessary. Value is placed on employing two guidance counselors, one for first-year students and sophomores and the second for dual enrollment students. Along with the advisement services directed to college readiness and dual enrollment, a rapid connection to needed resources and effective school-based and third-party assistance to meet a student's distinct need is in place. Additional financial saving comes from Informational Technology School Assistant (I.T.S.A.) Support Staff and Safety Resource Officer (S.R.O.) positions provided by F.S.W. as a part of the division services for daily operations. I.T.S.A.'s role is to provide embedded support for the teachers in the actual delivery of technology-infused lessons. Covid19 has impacted education and rocketed instruction into the digital format. F.S.W.C.H.S. equipped the high school with college digital resources and the technical support to successfully rise above many of the constrictions. Another benefit of being part of the college involves the use of a credit card (pCard) for immediate purchases. The high school uses a "pCard," as a corporate buyer through local vendors and a system of grant and budget-funded purchase orders to allow for ordering from Amazon. Annually, the high school budget is part of F.S.W.'s overall budget and provides a safety net if and when large-scale projects might exceed what could be paid for in a given year.

The dean for the School of Education at the college supervises high school operations. The dean is the main administrative conduit for the college, on the Board of Trustees for F.S.W., and serves as the Governing Board for the high school. The high school receives resources from L.C.S.D. and F.S.W. The facilities are maintained by F.S.W., allowing the concentration of the high school efforts on strategic management to allocate human and academic resources. As a part of the process, the school is encouraged to include strategic resource management that includes long-range planning aligned to its purpose and direction.

Non-negotiable curricular practices are not standardized for consistency across operations. The school uses informal practices and processes for collaborative planning and lesson plan development. As the school continues to grow or change in personnel, standardizing procedures and processes serve to provide a foundation of organizational effectiveness. Teachers frequently meet informally to align instruction, as evidenced in the interviews with the principal, guidance counselors, and teachers. The school leader attends the lunch-time professional learning community (P.L.C.) conversations when possible. Staff schedules are aligned so content teachers can lunch together. Staff spoke about informal instructional discussions that often happen during lunch. The principal,

guidance counselors, teachers, and students affirmed a commitment to and evidence of a culture of collaboration. The agenda for bi-weekly staff meetings are anecdotal and based on schoolwide topics and holistic, coordinated efforts. The school utilizes an assignment board located in the lunch meeting room to monitor student work in each class. The assignment board is displayed, allowing for vertically and horizontally coordinated projects, unit assignments, and assessments related to the students' workload. A duplicate assignment board reproduced in a student-accessible area is used to coordinate peer mentor and tutor support services.

Students are engaged in regular formal and informal assessments. Results are managed and monitored in Canvas by all stakeholders to inform future instruction and student progress. Teacher's report using open-source documents in Canvas and each year tweaking and re-organizing lesson plans. Teachers suggested that there was no need to spend time re-creating and submitting lesson plans on a daily or weekly basis as they can efficiently manage all course content, due dates, grade work, and feedback in this robust system. Staff report planning instruction using a scope and sequence document that is adjusted each year based on previous years' experience, student performance on P.S.A.T., Accuplacer, state standardized tests, and reflecting on new efforts of collaboration between disciplines.

During interviews, teachers and students discussed practices by individual teachers. Still, they could not necessarily identify the new priorities for the annual school goals or standards and lessons relative to the State of Florida or L.C.S.D.'s Scope and Sequence. Developing non-negotiable protocols and practices for P.L.C. meetings, lesson planning, and assignment board configuration will provide standardized methods with specific content goals that use annually approved, recognized, and rigorous best processes and are implemented by the school's educational partners. An example is to incorporate and designate a specifically identified learning target into P.L.C.s, lesson plans, and assignment boards relative to the development and implementation of the current standardized curriculum or study units for vertical and horizontal planning purposes.

The staff is committed and intuitively operates in the students' best interest; however, data-driven professional development activities and supervision evaluation processes aligned to the continuous improvement plan will support improved instructional practices and organizational effectiveness. F.S.W. and L.C.S.D. provide opportunities to the high school staff for professional development. All teaching staff at F.S.W. and F.S.W.C.H.S. staff complete Canvas and Zoom training and receive individual certificates of completion. F.S.W.C.H.S. staff have the luxury of participating in professional development opportunities for F.S.W. college-level academic development, L.C.S.D. for professional and program development, and attend conferences or seminars using the high school's dedicated budget. Staff selects professional development based on anecdotal or recertification purposes. Teachers can self-select training based on their interest, recertification needs, and the Professional Deliberate Practice (P.D.P.), the annual self-evaluation plan.

While professional autonomy is vital to staff who report participation in professional learning activities, the documentation and interviews were inconsistent in indicating effectiveness or impact on pedagogy. The team suggests cooperatively developing guidelines for professional learning activities relevant and aligned to the continuous improvement plan and the P.D.P., which provides a vehicle for monitoring the impact on professional practices. As a college division, the principal's evaluation by F.S.W.'s Dean for the School of Education follows the evaluation process for the college teaching staff. The principal indicated that the annual school goals are part of a principal's evaluation measure. The high school uses an in-house developed practice for teacher evaluations. The P.D.P., as defined by the principal, allows teachers to do an annual self-evaluation and is checked mid-year and at the end of the school year. The informal evaluation and supervision for the P.D.P.s have the expectations

that the results will influence professional practices and student learning. Whereas the high school continuously fosters formal and informal collaboration on many of the school's protocols, it is highly possible to develop a more encompassing P.D.P. with specific criteria for quality performance and ongoing professional practices feedback. Additionally, the team recommends analyzing longitudinal evaluation processes to provide ongoing alignment and fidelity impacting organizational effectiveness.

The high school's annual goals and progress are reported through F.S.W.'s Office of Instructional Effectiveness and checked by F.S.W.'s Dean for the School of Education. The documented and shared continuous improvement plan includes measured goals based on circumstantial current challenges. According to documentation and the principal, the goal outcomes are represented in percentages of improvement as measured by multiple student data sources from surveys, student achievement, and discipline. Stakeholders indicated that they lacked involvement in developing the current plan nor knew the up-to-date continuous improvement goals. The team did not see specific strategies, activities, and incremental measures related to each plan's goal. Capitalizing on the school's collaborative culture and "idea bombs" (a favorite statement by stakeholders), the school can enhance the current required plan with improvements that include strategies, activities, and incremental measures monitored and checked on a regular schedule. Alignment of organizational processes, professional development, and evaluations to the continuous improvement plan will support system effectiveness. The collaborative continuous improvement plan is a mechanism for strategic system alignment that drives all operations. Using the plan to drive processes provides a foundation for sustainability even through school growth and staffing changes.

Florida Southwestern Collegiate High School students expressed the privilege of being a part of the school. When commenting about returning to the school after graduation, a student was told, "We expect you to come back." The school stakeholders all exhibit a commitment to shared beliefs and actions for developing students' knowledge and skills to be successful and "contribute to the diverse community of life-long learners," as stated in the mission statement. The dedication and diligence of the instructors, guidance counselors, and principal demonstrate an assurance that F.S.W.C.H.S. students "Work to Learn and Learn to Lead." The Engagement Team offers the Accreditation Engagement Review Report's findings for collaborative discussion and informed decisions to support the school's current improvement efforts.

Next Steps

Upon receiving the Accreditation Engagement Review Report, the institution is encouraged to implement the following steps:

- Review and share the findings with stakeholders.
- Develop plans to address the areas for improvement identified by the Engagement Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report.
- Continue the improvement journey.

Team Roster

The Engagement Review Teams are comprised of professionals with varied backgrounds and expertise. To provide knowledge and understanding of the Cognia tools and processes, all Lead Evaluators and Engagement Review Team members are required to complete Cognia training. The following professionals served on the Engagement Review Team:

Team Member Name	Brief Biography
Cheryl Baker, Lead Evaluator	Ms. Cheryl Baker has served as a lead evaluator and team member on both school and system reviews in Florida, as well as other states within the Cognia accreditation system since 2010. She is a retired educator who has worked with education and business stakeholders as a servant leader capable of mobilizing diverse groups and populations to achieve desired outcomes. During her employment with the school district, she led initiatives in career education, curriculum alignment and development, differentiated accountability, assessment, school improvement, district accreditation, strategic planning, and continuous improvement. Some of her focused training includes curriculum design and alignment, assessment literacy, project planning, managing complex change, continuous improvement, and strategic design. Ms. Baker holds an associate degree from Broward Community College, a bachelor's degree from the University of Florida, and a Master of Educational Leadership from Nova Southeastern University.
Debra Pacheco	Debra Pacheco is the assistant principal for Academics at Jesuit High School in Tampa, FL. Her professional career includes the field of education, environmental science, and biotechnology. As an educator, she was a science teacher and department chair before becoming an administrator. As an administrator, she led her school through a curriculum development and review process and developed a comprehensive assessment program. She has presented for the Jesuit School Network on Understanding by Design, PLCs, and data-driven instruction. Debra has served as a team member on two engagement reviews for Cognia. She earned her B.S. in Chemistry from the University of Massachusetts and her M.Ed. in Curriculum and Instruction from the University of South Florida. She is currently working on an Ed.D. in Educational Leadership at Saint Leo University.

Team Member Name	Brief Biography
Michele Floyd-Hatcher	Ms. Floyd-Hatcher is new to the Cognia team this year, having previously participated as a review team member with Cognia (SACS CASI). She joined the Duval County Public Schools in 1998, and currently serves as executive director of the Innovation & School Support (ISI) Region, supervising the most fragile elementary and middle schools within the district. Her experience includes teacher, assistant principal, vice-principal, principal, region superintendent, and executive director. As a principal, she has led at the elementary, middle, and high school levels, where she successfully moved each of her schools to achieve an "A" school rating on the State of Florida School Grading System, utilizing a focus on continuous school improvement. Ms. Floyd-Hatcher has earned degrees from Florida Agricultural and Mechanical University and the University of North Florida.

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