

Manatee County Public Schools

State College Of Florida Collegiate School



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	8
Needs Assessment	10
Planning for Improvement	16
Title I Requirements	17
Budget to Support Goals	0

State College Of Florida Collegiate School

5840 26TH ST W, Bradenton, FL 34207

[no web address on file]

Demographics

Principal: Kelly Monod

Start Date for this Principal: 11/29/2010

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	37%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students White Students
School Grades History	2018-19: A (76%) 2017-18: A (78%) 2016-17: A (76%) 2015-16: A (74%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Table of Contents

Purpose and Outline of the SIP	4
School Information	8
Needs Assessment	10
Planning for Improvement	16
Title I Requirements	17
Budget to Support Goals	0

State College Of Florida Collegiate School

5840 26TH ST W, Bradenton, FL 34207

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>High School 6-12</p>	<p>2018-19 Title I School</p> <p>No</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>37%</p>
---	--	--

<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>Yes</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>48%</p>
--	---	--

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	A

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and

using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

State College of Florida Collegiate School's mission is to guide and mentor student achievement by equipping them to attain a high school diploma and an Associate in Arts Degree concurrently upon graduation. Beginning in 6th grade, SCFCS students' progress in a rigorous academic environment, permeated by technology. The program utilizes demanding and innovative initiatives to establish a system that encourages independent learning, preparing students for success in a full-time college schedule beginning their junior year.

Provide the school's vision statement

The following tenets guide the operation of the SCF Collegiate School:

- Pursue innovation in teaching and learning.
- Engage in continuous assessment to measure success for positive change.
- Partner with other schools and institutions locally, nationally and internationally.
- Infuse curriculum with characteristics necessary to build student awareness of the international community, and their role as global citizens.
- Instill a 'going to college' culture at an early age, specifically for students who are first generation college students.
- Educate families and the community about the benefits of a college education, and the importance of early preparation.
- Eliminate transitions in education with a continuum from sixth grade to college, while providing academic advising for college at SCF and beyond.
- Using technology to increase interest, and to teach and learn with relevant tools needed for today's "digital natives".
- Increase rigor and curricular relevance, with enrichment utilizing college resources.
- Create a home base for accelerated college students enrolled in SCFCS.

Innovative teaching and creative leadership will accomplish this mission. Each student is encouraged to learn to work independently, with other students, and with instructors to meet their goals.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
------	-------	---------------------------------

Monod, Kelly	Principal	The School Leadership Team is comprised of the following members:
		SCFCS Senior Head of School
		SCFCS Academic Administrator
		SCFCS Certified School Counselor
		SCFCS College Advisor
		SCFCS School Resource Officer
		SCFCS ESE Coordinator
		SCF Executive Vice President and Provost

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	68	68	70	77	66	91	82	522
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	7	2	2	2	2	0	0	15
Course failure in ELA or Math	0	0	0	0	0	0	3	4	5	10	2	7	5	36
Level 1 on statewide assessment	0	0	0	0	0	0	9	7	5	5	0	0	0	26

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	5	1	1	1	0	0	0	8

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FTE units allocated to school (total number of teacher units)

20

Date this data was collected or last updated

Friday 5/31/2019

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	6	1	5	2	0	0	0	14
Course failure in ELA or Math	0	0	0	0	0	0	3	2	5	12	2	4	0	28
Level 1 on statewide assessment	0	0	0	0	0	0	9	5	8	0	0	0	0	22

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	3	0	2	2	0	0	0	7

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	6	1	5	2	0	0	0	14
Course failure in ELA or Math	0	0	0	0	0	0	3	2	5	12	2	4	0	28
Level 1 on statewide assessment	0	0	0	0	0	0	9	5	8	0	0	0	0	22

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	3	0	2	2	0	0	0	7

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	78%	49%	56%	83%	50%	56%
ELA Learning Gains	64%	47%	51%	69%	51%	53%
ELA Lowest 25th Percentile	54%	37%	42%	58%	45%	44%
Math Achievement	92%	51%	51%	89%	51%	51%
Math Learning Gains	71%	47%	48%	75%	49%	48%
Math Lowest 25th Percentile	64%	45%	45%	61%	49%	45%
Science Achievement	75%	67%	68%	90%	71%	67%
Social Studies Achievement	96%	69%	73%	93%	69%	71%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Number of students enrolled	68 (0)	68 (0)	70 (0)	77 (0)	66 (0)	91 (0)	82 (0)	522 (0)
Attendance below 90 percent	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
One or more suspensions	7 (6)	2 (1)	2 (5)	2 (2)	2 (0)	0 (0)	0 (0)	15 (14)
Course failure in ELA or Math	3 (3)	4 (2)	5 (5)	10 (12)	2 (2)	7 (4)	5 (0)	36 (28)
Level 1 on statewide assessment	9 (9)	7 (5)	5 (8)	5 (0)	0 (0)	0 (0)	0 (0)	26 (22)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	64%	52%	12%	54%	10%
	2018	73%	47%	26%	52%	21%
Same Grade Comparison		-9%				
Cohort Comparison						
07	2019	79%	48%	31%	52%	27%
	2018	81%	48%	33%	51%	30%
Same Grade Comparison		-2%				
Cohort Comparison		6%				
08	2019	77%	54%	23%	56%	21%
	2018	78%	55%	23%	58%	20%
Same Grade Comparison		-1%				
Cohort Comparison		-4%				
09	2019	84%	53%	31%	55%	29%
	2018	90%	52%	38%	53%	37%
Same Grade Comparison		-6%				
Cohort Comparison		6%				
10	2019	88%	49%	39%	53%	35%
	2018	91%	52%	39%	53%	38%
Same Grade Comparison		-3%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	77%	57%	20%	55%	22%
	2018	79%	52%	27%	52%	27%
Same Grade Comparison		-2%				
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2019	94%	57%	37%	54%	40%
	2018	83%	54%	29%	54%	29%
Same Grade Comparison		11%				
Cohort Comparison		15%				
08	2019	96%	41%	55%	46%	50%
	2018	84%	41%	43%	45%	39%
Same Grade Comparison		12%				
Cohort Comparison		13%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	79%	45%	34%	48%	31%
	2018	80%	45%	35%	50%	30%
Same Grade Comparison		-1%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	70%	69%	1%	67%	3%
2018	100%	72%	28%	65%	35%
Compare		-30%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	96%	77%	19%	71%	25%
2018	93%	78%	15%	71%	22%
Compare		3%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	98%	65%	33%	61%	37%
2018	97%	65%	32%	62%	35%
Compare		1%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	93%	61%	32%	57%	36%
2018	96%	56%	40%	56%	40%
Compare		-3%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
ELL	35	41	42	74	59	61	36	83			
ASN	84	65		100	87						
BLK	73	63	64	90	68	60	42				
HSP	65	63	55	88	67	64	67	90	38	100	100
MUL	91	64									
WHT	87	64	33	93	72	65	87	97	50	98	100
FRL	69	66	60	89	68	65	74	95	39	100	100

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
ELL	25	45	38	58	50	38					
ASN	95	71		100	82		100				
BLK	70	63	45	77	77		85				
HSP	70	60	50	85	71	58	80	85	46	100	100
MUL	91	50		100							
WHT	92	78	77	92	77	63	95	97	41	98	100
FRL	72	61	50	84	70	61	81	89	35	93	100

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index - All Students	78
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	94
Total Points Earned for the Federal Index	932
Total Components for the Federal Index	12
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	58
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	84
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	66
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	74
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	78
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	77
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	76
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year’s low performance and discuss any trends

Student performance in English Language Arts (ELA) was down slightly from the year previous as a whole, with the lowest 25% of ELA as the lowest score. This score represents the lowest reading students, with 54% passing the FSA in 2019. Most of the academically lowest students are in 6th grade and were not testing on level when enrolled in the school. Overall, 6th and 9th grade saw a decline in performance in ELA from the same grade level as last year. However 9th grade did show learning gains as a cohort.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

The Biology EOC showed the lowest performance with a 30% decline. The science classes did have some adjustment in the past two years. The school added an additional science course, physical science, to the course offerings, which skewed the 2018 scores. The 2019 scores are a readjustment to this course offering. This class was determined to be less effective to prepare for students to prepare for the rigor of the college campus and was removed from the course offerings. The school leadership expects the EOC scores to reflect previous outcomes in 2020.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

There is not an area where the school is below the state average.

Which data component showed the most improvement? What new actions did your school take in this area?

The greatest improvements were in 7th and 8th grade math. The teacher schedule was such that the courses were taught as a team. The math teachers worked together to identify, plan and meet specific course and student learning goals.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The highest area of concern is incoming 6th graders regarding academics and behavior.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. School culture - values and goals identified and disseminated
2. Focus on 6th grade specifically, and middle school generally, regarding academics and behavior.
3. Meeting legislative requirements for safety, mental health education, drugs/alcohol prevention and an anti-bullying campaign.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Focus on school culture
Rationale	To ensure that the school culture is reflecting an attitude of professionalism, kindness, high academic expectations and the importance of individual student improvement goals as they advance through each grade. A focus on school culture reiterates values and assesses and addresses student needs.
State the measurable outcome the school plans to achieve	Outcomes include: Staff alignment of values Identifying tools for staff to communicate values, goals and expectations Student understanding and exemplifying their personal goals, while modeling school goals
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	Strategy for improving school culture has many steps, and begins with working with teachers and staff to understand values and goals, taking ownership as a collective, understanding what that looks like in the classroom for each teacher through self-reflection and collaborative conversation, and then communicating it to the student, parent, and all school stakeholders. Reflection and analysis should link the process to circle around and continue forward momentum for improvement.
Rationale for Evidence-based Strategy	A fragmented school culture is inconsistent and will not help an institution continuously improve. All stakeholders should be working towards the same goals.
Action Step	
Description	<ol style="list-style-type: none"> 1. Focused teacher professional development regarding how school culture is reflected in curriculum and assessments in their subject area. 2. Focused teacher professional development regarding different types of assessments and best practices. 3. Focused conversation regarding the role and responsibilities of academic coaching. 4. Specific behavior and expectations for students clearly communicated by staff and teachers.
Person Responsible	[no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

All school initiative:

- Parents are included in student conferences at least two times per year. Students may lead conferences and discuss goal setting and achievements or coaches may address grade levels at one time for common questions.
- Instructors are also academic coaches, assigned 22-25 students, so parents can have a go-to person for increased communication .
- Students email parents academic updates weekly.
- Administration emails parents newsletter every week.
- Volunteer opportunities at school and field trips.
- Academic events sponsored by student clubs.
- PTO and SAC every month.
- Efforts to welcome Spanish speaking parents with translator available for conferences and Diversity Club events. SCFCS offers an information session presented in Spanish. Spanish speaking volunteers and staff are available, and important documents are often translated.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

All students have a go-to academic coach to as the first person to assist with ANY issue the student may have.

The SCFCS coaching course threads social-emotional strands from the guidance standards into the curriculum. The coaching curriculum for 10-12th grades has a greater focus on college success with the instructors as mentors. The coaching class is meant to provide a proactive curriculum. Instructors have the ability to address specific situations as they occur.

SCFCS has a certified counselor to speak with students when needed.

SCFCS participates with contracted mental health agencies for continued professional therapy and referrals, with a new contract in process to meet legislative requirements of the Marjory Stoneman Douglas Public Safety Act.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

SCFCS has grades 6-12, thus transition is predictable as students move from one grade to another. Academic coaching classes assist students who are transitioning to the college

campus, and new students enrolling from the district.

SCFCS has a special orientation for rising 6th graders, and also brings in new 7th-10th students to acclimate to the school before the year begins. There is also a special junior orientation for the Dual Enrollment Program, and a senior night. The biggest transition for students is the environment in building 19 to fully dual enrolled on the campus campus in their junior year. However, the school is also on the college campus, and the 6-10th grade are in the same building, thus transitions are aided by familiarity and knowledge of expectations at the next level.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

SCFCS works with SCF for administrative and facility support, including the office of business services, IT and finance departments, human resources, legal counsel, public safety, facilities and grounds maintenance, and improvements.

SCFCS leadership has the role of the head of school, responsible for county and state monitoring and legislative and reporting requirements, as well as a department chair for the college, participating in administrative, student care and safety management committees. The head of school meets with individual committees and groups normally on a monthly basis.

At SCFCS leadership is shared. Decisions are made in committees relevant to the issue. The head of school monitors instruction and student progress with each grade level, academic department and coaching groups, and works with parents for SAC and PTO, as well as individuals. The student services meetings and school leadership meetings are held weekly to discuss student support. There are also weekly meetings with SCFCS-IT department to ensure the technology piece of the program is running smoothly, while there is an opportunity to ensure students are fluent on their devices. Teachers meet independently and with administration in grade level academic coaching groups and curriculum groups, similar to small learning communities.

Additionally, there is always an opportunity for outside collaboration with other SCF departments such as the science and art departments, the music and theater programs, the library and tutoring resources. There are also district collaboration opportunities within student areas such as Drug-Free Manatee, or administrative areas such as the Food and Nutrition and Transportation departments.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

The SCFCS program is designed to promote collage readiness and awareness. Career awareness is part of the coaching curriculum, with My Career Shines as a central component. As a small school, course selections in 6-10th grade are limited to middle and high school required credits to ensure students are academically prepared to succeed on campus in the Dual Enrollment Program, grades 11-12. Once the student is in the program, the college advisor/coaching instructor and certified guidance counselor work with students individually and as a group to bridge to a four year college/university, or to the career opportunities of their choice. Students have a SLS career planning class once enrolled on the college campus full time. Junior and senior leadership and seminar courses incorporate guest panels focusing on different careers.

Students also participate in Key Club, Builder's Club, FBLA, HOSA and NJHS and NHS. They apply to volunteer in the summer programs at the local hospitals, a local school, LECOM, Manatee Junior Leadership or shadow in other local institutions. They have opportunities in their dual enrolled college classes to participate in courses that compete in Model United Nations or PBL or be part of a research program spearheaded by the science department. Dual enrolled students performing at the honors level will be invited to Phi Theta Kappa National Honor Society.