

Manatee County Public Schools

State College Of Florida Collegiate School



2018-19 Schoolwide Improvement Plan

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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 Grade	2017-18	2016-17	2015-16	2014-15
	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
Monod, Kelly	Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

School Leadership Team:

SCFCS:

Head of School: role directs all areas at SCFCS, with an assigned SCF supervisor; leads MTSS

Academic Administrator: role with teachers' evaluations and curriculum; student support

ESE Coordinator: role to support teachers and ESE students; supports student services

School Resource Officer: role in discipline, transportation, behavior and mentoring

Student Support Services: role of registrar, data keeper, certified counselor support, testing coordinator

Certified Counselor: role to directly assist students, supports academic coaches; graduation reqs

Junior/Senior Coach: role to directly support juniors/seniors on campus and prepare for after graduation

Academic Coaches: role to work with assigned students from 6-10th grade

All teachers and administration contribute to the MTSS (Multi-Tier System of Support)/RtI (Response to Intervention) for their content and coaching students, recording the issue, the intervention, and any follow up.

All students identified for MTSS are discussed in the RtI and grade level meetings every quarter (with a special meeting after the first progress report) with administration and instructors/academic coaches. Decisions regarding each student are collaborative, individualized and involve parent support.

Early Warning Systems

Year 2017-18

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 identified by the system as exhibiting two or more early warning indicators:

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

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
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected
 Saturday 6/30/2018

Year 2016-17 - 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	0	2	1	9	6	0	0	18
Course failure in ELA or Math	0	0	0	0	0	0	2	3	4	15	3	10	5	42
Level 1 on statewide assessment	0	0	0	0	0	0	5	10	6	2	7	0	0	30

The number of students identified by the system as exhibiting two or more early warning indicators:

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

Year 2016-17 - 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	0	2	1	9	6	0	0	18
Course failure in ELA or Math	0	0	0	0	0	0	2	3	4	15	3	10	5	42
Level 1 on statewide assessment	0	0	0	0	0	0	5	10	6	2	7	0	0	30

The number of students identified by the system as exhibiting two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The lowest data point was the FSA pass rate of the lowest 25% in English Language Arts (ELA) (58%). The trend is that the lowest 25% tend to fare worse on the FSA in math (61%) and ELA.

Which data component showed the greatest decline from prior year?

Most areas improved, but the lowest 25% in ELA declined from 61% to 58%.

Which data component had the biggest gap when compared to the state average?

All components are above the state average, but the school scored closest to the state average in the lowest 25% in math and ELA.

Which data component showed the most improvement? Is this a trend?

The most improvement was in social studies, 82%-93% and then in science, from 83% to 92%. The trend is that the scores are typically above the state and the district.

Describe the actions or changes that led to the improvement in this area

A whole school goal for all curriculum areas to focus on specific ELA standards included social studies focusing on vocabulary and science focusing on prefixes and suffixes. Whole school ELA standardization of close reading and writing in every classroom supported growth in the other subject areas.

Another science class was also added this year to support students before biology, which may account for some of the increase in the science score.

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	83%	50%	56%	85%	48%	53%
ELA Learning Gains	69%	51%	53%	69%	45%	49%
ELA Lowest 25th Percentile	58%	45%	44%	61%	35%	41%
Math Achievement	89%	51%	51%	86%	52%	49%
Math Learning Gains	75%	49%	48%	72%	46%	44%
Math Lowest 25th Percentile	61%	49%	45%	59%	38%	39%
Science Achievement	90%	71%	67%	83%	73%	65%
Social Studies Achievement	93%	69%	71%	82%	63%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	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)	0 (0)
One or more suspensions	6 (0)	1 (2)	5 (1)	2 (9)	0 (6)	0 (0)	0 (0)	14 (18)
Course failure in ELA or Math	3 (2)	2 (3)	5 (4)	12 (15)	2 (3)	4 (10)	0 (5)	28 (42)
Level 1 on statewide assessment	9 (5)	5 (10)	8 (6)	0 (2)	0 (7)	0 (0)	0 (0)	22 (30)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	73%	47%	26%	52%	21%
	2017	82%	49%	33%	52%	30%
Same Grade Comparison		-9%				
Cohort Comparison						
07	2018	81%	48%	33%	51%	30%
	2017	78%	50%	28%	52%	26%
Same Grade Comparison		3%				
Cohort Comparison		-1%				
08	2018	78%	55%	23%	58%	20%
	2017	83%	51%	32%	55%	28%
Same Grade Comparison		-5%				
Cohort Comparison		0%				
09	2018	90%	52%	38%	53%	37%
	2017	94%	51%	43%	52%	42%
Same Grade Comparison		-4%				
Cohort Comparison		7%				
10	2018	91%	52%	39%	53%	38%
	2017	85%	48%	37%	50%	35%
Same Grade Comparison		6%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	79%	52%	27%	52%	27%
	2017	79%	50%	29%	51%	28%
Same Grade Comparison		0%				
Cohort Comparison						
07	2018	83%	54%	29%	54%	29%
	2017	80%	56%	24%	53%	27%
Same Grade Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		4%				
08	2018	84%	41%	43%	45%	39%
	2017	86%	52%	34%	46%	40%
Same Grade Comparison		-2%				
Cohort Comparison		4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	80%	45%	35%	50%	30%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	72%	28%	65%	35%
2017	88%	72%	16%	63%	25%
Compare		12%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	93%	78%	15%	71%	22%
2017	81%	66%	15%	69%	12%
Compare		12%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	97%	65%	32%	62%	35%
2017	98%	65%	33%	60%	38%
Compare		-1%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	96%	56%	40%	56%	40%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2017	87%	53%	34%	53%	34%
Compare		9%			

Subgroup Data

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 2016-17	C & C Accel 2016-17
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

2017 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	36	50	45	64	75						
ASN	96	74		100	90		100				
BLK	65	72	40	81	72		80				
HSP	77	65	65	79	66	58	78	68	18		
WHT	90	71	63	90	73	60	83	91	39	100	100
FRL	74	65	54	79	66	58	74	70	18	100	100

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Bridge from 6-10 to 11-12
Rationale	The CS students have a major learning curve when continuing from grade 10 to grade 11. The program changes and they are no longer striving to continue on campus, but managing to be successful as a dual enrolled student. However, the gap between the program difference may be bridged more seamlessly to help students with the transition.
Intended Outcome	Looking to find creative partnership between those who work with 10th grade and 11-12th grade student leaders and advisor.
Point Person	Kelly Monod (monodk@scf.edu)

Action Step	
Description	<ol style="list-style-type: none">1. Student mentoring program template designed with piloted implementation.2. 11-12th grade academic coach and advisor collaboration with 10th grade coaches.3. Possible PBL activities with the 10th grade and 11-12th grade dual enrolled (DE) students.4. Invitation for 9-12th graders to participate in high school clubs.
Person Responsible	Kelly Monod (monodk@scf.edu)

Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none">1. Set up agenda led collaborative meetings that review objectives and an action plan.2. Approve events and activities.3. Reconvene following specific events to determine effectiveness and student response.
Person Responsible	Kelly Monod (monodk@scf.edu)

Activity #2	
Title	Conferences as professional development for teachers
Rationale	Curriculum conferences are an opportunity for teachers to refresh their curriculum and revive their interests in their field. Conferences encourage curriculum and teacher rejuvenation as there is a whole community to network with and look at positive outcomes from colleagues. New ideas are communicated, as well as new teaching methods and resources.
Intended Outcome	<p>Curriculum Conferences Team Goals</p> <ol style="list-style-type: none"> 1. Together time to discuss curriculum focus in each grade 2. Explore break out sessions and new approaches in the classrooms. 3. Share new ideas. 4. Refocus on outcomes in the classrooms. 5. Improve connections/increase networking. <p>Pre-Conference Goal Setting - what are your curriculum goals?</p> <p>Math - teaching to highs and lows in the classroom and Rtl for students from 6-10th grade, continuous data for 5 years</p> <p>ELA - diversity in reading material - focus is student voice; finding texts that are challenging and diverse</p> <p>Science - opportunity to collaborate and look for new vendors</p> <p>SS - geography in the curriculum</p> <p>Health - new student activities with current limited resources</p> <p>Theater - investigating new projects, recycling materials and costumes/stage, and how to appeal to kids who aren't performers.</p> <p>Budget - Funding includes \$5000 from the PTO and roughly \$3600 from the Title II grant.</p>
Point Person	Kelly Monod (monodk@scf.edu)
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers prepare for conferences with whole curriculum goals. 2. Teachers attend conferences with team, and carve out time together to focus on goals. 3. Teachers report back their experiences. 4. Teachers document how they have integrated experiences in the classrooms.
Person Responsible	Kelly Monod (monodk@scf.edu)
Plan to Monitor Effectiveness	
Description	Action steps are shared at each PD session and curriculum meeting throughout the year, normally monthly.
Person Responsible	Kelly Monod (monodk@scf.edu)

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 Pilot SIP 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 Accelerated College 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 Accelerated College 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 that incorporates RoadTrip Nation. 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 hospital, 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.