

State College Of Florida Collegiate School

5840 26TH ST W, Bradenton, FL 34207

[no web address on file]

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

28%

Alternative/ESE Center

No

Charter School

Yes

Minority

34%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

School Board Approval

This plan is pending approval by the Manatee County School Board.

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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 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 going students
 - Educate families and the communities 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
 - Utilize 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 Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The SCFCS coaching curriculum has a multicultural strand, with curriculum support from the guidance counselor.

Coaching includes CNN student news, or other current event curriculum, which highlights international events for a broader perspective of world news. Coaching also includes an international initiative for each grade.

SCFCS partners with GAPP, the German American Partnership Program. GAPP allows groups of U.S. high school students and German secondary school students to visit a secondary school in the other country. - See more at:

<http://exchanges.state.gov/us/program/german-american-partnership-program#sthash.ODJy2bMV.dpuf>

SCFCS Diversity club has many events that celebrate the many cultures represented at SCFCS, including Hispanic Heritage Night and Holidays Around the World, for example.

Describe how the school creates an environment where students feel safe and respected before, during and after school

SCFCS students have a strong school culture of trust, as facilitated by a 'coaching' course in every grade. All academic coaching courses are assigned to a teacher intended to follow student progress and academic support. The course objectives include:

knowledge of self and others, development of positive attitudes, family relationships, peer pressure, individual responsibility, decision making, problem solving, leadership skills, life management skills, etc. The curriculum is written to be presented in four areas (personal/social, academic, multicultural, college/career readiness) incorporating additional standards from the certified counselor.

SCFCS Anti-bullying club is active on campus to further this mission of trust and respect. The ABC has recently launched an app called the Bully Box, which allows students to provide anonymous reports to the SRO.

SCFCS School Resource Officer/Behavior Specialist (SRO) and SCF security are visible on campus and easily accessible. The SRO is involved in safety presentations and discipline, and is responsible for writing the behavior plan and the drug/alcohol prevention program. The SRO is also a member of the ABC.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Behavior expectations are formed with students and are weaved into the school culture as students strive to be 'collegiate'. The definition of collegiate is detailed, incorporating attitude towards self and others and the role of the student in the program. Students build the definitions as a group as well as with teacher and administrator-led collaboration.

There is a specific protocol for acute situations, as SCFCS follows MCSD Code of Conduct. Students also follow the SCF Student Handbook when appropriate.

SCFCS has specific technology behavior expectations as the school has a 1:1 distribution of iPads. SCFCS is supported by SCF security and its policies and procedures, adopted with k-12 expectations, as needed. SCFCS has a SRO onsite who assists with the behavior policies.

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 help solve 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.

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

SCFCS participates with the SCF contracted mental health agencies of MedPsych for continued professional therapy and referrals.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

SCFCS incorporates the legislative mandate:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school

- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- b.1.
 - i. attendance reflects Q1 2015-16
 - ii. suspensions reflect Q1 2015-16
 - iii. course failures represent Q1 2015-16
 - iv. FSA data reflects 2014-15

Provide the following data related to the school's early warning system

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

Indicator	Grade Level					Total
	6	7	8	9	10	
Attendance below 90 percent	0	0	0	2	0	2
One or more suspensions	0	0	2	0	0	2
Course failure in ELA or Math	2	3	2	11	6	24
Level 1 on statewide assessment	11	7	6	4	2	30

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

Indicator	Grade Level			Total
	6	8	9	
Students exhibiting two or more indicators	2	1	2	5

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Coaching class includes:

- * Goal setting
- * Agendas and reflections; grades sent home weekly
- * Parent and student go-to teacher for increased communication via email, etc.
- * College readiness skills curriculum
- * Parent meetings bi-annually, more if needed.
- * Standards-based curriculum written by guidance/instructor collaboration
- * GPA monitoring more often/ academic probation
- * More frequent monitoring/meetings with coach
- * Academic plan may be initiated

High quality research-based instruction based on guidance strands- personal/social, multi-cultural, academic and career counseling

Periodic screening of all students, academically (quarterly GPA) and behaviorally

- Possible reading plan
- Teacher/student tutoring, extra time, remediation in many classes
- Includes problem solving with RtI team for individual students.
- Includes a contract for students outlining issue and possible collaboratively designed solutions, with parent participation.

Assigned, or opportunity to volunteer, for Academic Academy, offering silent study time with support. Study hall daily before school- 90 minutes.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

All school initiative:

- Parents are included in student conferences two times per year. Students lead conferences and discuss goal setting and then achievements.
- Instructors are also academic coaches, assigned 22-24 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 including Hispanic Heritage Night; SCFCS offers an information session presented in Spanish. Spanish speaking volunteers and on staff.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

For SCFCS, the school community is the SCF community as the charter is located on the college campus. There are many avenues of collaboration:

- SCFCS instructor and SCF professor regarding content areas
- SCFCS administration and SCF departments to participate in events
- SCFCS and SCF facilities to share resources such as additional classrooms, the Academic Resource Center, the library (with librarian support), Neel auditorium and science labs
- Accelerated College Program students have full access to the campus facilities and clubs

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
	Principal

Duties

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

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 and individualized.

Response to Intervention Team/School Leadership Team:

SCFCS: Head of School

Academic Administrator

ESE Coordinator/Reading teacher

School Resource Officer

Student Support Services

Guidance Counselor

Junior/Senior Coach

Student Services Registrar

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 Multi-tiered System of Support

Tier 1: all students grades 6-12:

Coaching class includes:

Goal setting

Agendas and reflections; grades sent home

Parent and student go-to teacher

College readiness

Parent meetings bi-annually

Standards-based curriculum written by guidance/instructor collaboration

High quality research-based instruction

Periodic screening of all students, academically (quarterly GPA) and behaviorally

Grades 6-10

Core instruction, standards based, teacher designed curriculum modeled in steps, including differentiated instruction (noted specific accommodations on shared file) and acceleration.

Data gathered from PERT (9-10), FCAT/FSA/EOC, Achieve 3000, IXL

Tier 2: Students grades 6-12:

Targeted intervention in addition to Tier 1

GPA monitoring more often/ academic probation

More frequent monitoring/meetings with coach

Students 6-10:

Possible reading plan

Teacher/student tutoring, extra time, remediation in many classes

Monthly progress monitoring

Tier 3: students 6-12

Targeted intervention in addition to Tier 1 and 2

Includes problem solving with RtI team for individual students.

Includes a contract for students outlining issue and possible collaboratively designed solutions, with parent participation.

Examples of supplemental services coordinated by SCFCS include:

National Lunch Program offering free and reduced meals and school-wide nutritional and wellness standards, provided by MCSD.

Life skills class hosted by Manatee Glens in the HOPE course
 Florida Studio Theatre reading/writing/performance workshops for drama, design and reading remediation class
 Presentation from community leaders/college advisors,etc. in the classrooms

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Kelly Monod	Principal
Karen Peck	Education Support Employee
Tami Durst	Parent
Mike Smith	Parent
Jennifer Wayman	Parent
Dawn Purdon	Parent
Maura Hatton	Parent
Jill Lowery	Parent
Julia Berger	Student
Tristen Evleth	Student
Laura Whalen	Student
Alexis Whalen	Student
Gracey Wilson	Student
Cali Korman	Education Support Employee
Hannah Cochrane	Teacher
Sandy Schoenhafer	Parent
Ian Weinstein	Student
Tami Akers	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

SAC members were given the draft plan before the SAC meeting to review, with time allotted for discussion and review during the group meeting. Parents had the opportunity to edit and to add school goals.

Development of this school improvement plan

SCFCS administration shared data to review, as well as the template for 2015-16 and the full SIP from 2014-15. The October meeting focused on identifying areas for improvement and working through the 8-step problem solving plan as a means to improve initiatives.

Preparation of the school's annual budget and plan

Final budget works through policies and procedures as outlined from the State College of Florida. SAC members may vote for the dispersement of school recognition funds, if any, and offer suggestions for the school budget for curriculum directives or facility improvement.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Manatee county did not distribute school improvement funds normally designated to district SACs to the Collegiate School.

In 2014-15, SCFCS did receive school recognition funds for the scores and school grade from 2013-14, and members voted on the following distribution: ~30% CS non-recurring computer lab position; \$500 Collegiate School faculty and staff nonrecurring bonuses; any remaining funds for CS science lab kits and resources, benefiting students directly.

For 2015-16, SAC members voted to distribute recognition funds should the Collegiate School receive them for 2014-15 scores and school grade. The distribution shall be as follows: 40% for Collegiate School faculty and staff nonrecurring bonuses; 40% for CS science classroom furniture/lab tables; 20% for CS temporary personnel to assist in student remediation and tutoring.

Guidelines for distribution can be found here:

<http://www.fldoe.org/accountability/accountability-reporting/fl-school-recognition-program>

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Monod, Kelly	Principal
	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

- Utilization of Achieve 3000, with continuous PD and distribution of data.
- Implementation of a writing across the curriculum.
- Focus on specific strategies and criteria for reading and writing in all courses. (RACE format, GPS, SCF)
- Increased ease of utilization of SCF library and electronic check out request system.
- Assist students with access to E-books on iPads.
- Annual poetry slam linked with college instructors and administrators.
- Specific MTSS for level 1/2 FSA in high school.
- Focus on ELA initiative to increase reading application skills for all students.
- Focus on bridge from reading strategies in remediation course to all content courses.
- Overall focus on a literacy rich environment at home and school.
- Team includes: Head of School, Academic Administrator, Reading/ESE teacher and all ELA teachers.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

All teachers have collaboration meetings that are scheduled twice a month and in August before school and often led by administration to review school data findings. For example, data proved to be useful to identify new student Lexile scores, and the LLT worked to increase strategies in all classrooms. LLT team regularly guides core departments through reading strategies, concentrating on skills. Reading specialist assists teachers with strategies and individual plans for all students.

Teachers have a common collaboration area. Open environments and shared spaces, plus shared planning time leads to high collaboration rate.

Teachers often work on cross curricular assignments and projects together, such as the History Day Fair, for example.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

All teachers are highly qualified at SCFCS, defined as passing the subject area exam. Teachers may be OOF if certification requirements are not up to date, however, instructors have a window to complete legislative tasks.

1. Retaining existing teachers with administrative support and attention to needs, includes:

- Teacher collaboration and weekly support meetings led by academic administrator
- Teacher collaboration within subject area
- Admin support for funding class supplies
- Admin support of extracurricular activities that support learning goals
- Admin attention to safeguard time for teacher planning
- Curriculum support and collaboration
- Weekly faculty 'newsletter' for whole school communication, inviting feedback from teachers and staff

2. Recruiting teachers:

- Advertised on SCF website (national), and teachers-teachers.com as maintained by the FLDOE. SCFCS works with SCF HR department to increase visibility of teacher position posts, as the department sends posts to many other job seeking websites.
- Utilizes SCF online application process
- Multi-step process: includes phone interviews, face-to-face interviews, interview with the SCF VP of Strategic Initiatives and detailed reference check.
- hiring committee is comprised of SCFCS head of school, academic administrator, faculty or staff member, SCF equity representative and SCF faculty or staff.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Mentoring program has two central components, curriculum discipline and opportunity for collaboration: Mentoring program is headed by the academic administrator.

This role is defined by:

- quarterly classroom walk-throughs, with feedback
- individual guidance with follow up
- go to person for teachers needing any assistance
- lead curriculum and grade-level meetings every other week
- lead continuous MTSS as a group
- approve teacher led PD opportunity for discipline, as linked to deliberate practice
- lead or outsource specific PD opportunity for school based and/or curriculum based priorities
- ensure and monitor teacher development and policies and procedures
- role is of instructional coach

Teachers are also mentors based on curriculum group:

- veteran teacher provides guidance for new teachers with curriculum alignment and implementation

-veteran teacher works with curriculum team
Teachers work closely together and share best practices.
Curriculum groups work close together to align content.
Grade level groups share MTSS regarding individual student success.
Coaching teams are by grade, with the coaching class co-designed by 3 teachers and school counselor for each grade, 6-10. Coaching teams for 11-12th grades are 2 person teams with coach/college advisor and counselor.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Teachers write curriculum for each course, following state standards closely as they pull curriculum and resources together.

Teachers include standards to Canvas lesson plans.

Teachers subscribe to and attend county, state and in-house PD that reviews standards in content delivery.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Data team reviews data from FCAT/FSA/EOC, Achieve 3000 for reading, IXL for math, student grades and GPA, PERT scores, ACT scores, SAT scores and graduation rate.

Data team analyzes AYP for AMO from FCAT/FSA, when available.

Data team is working on two additional questions:

What does college readiness look like?

What do students need to complete 6-10th grade successfully, to meet criteria for Accelerated College Program? How does curriculum align for SCFCS teachers to meet SCF professors? How Does SCFCS help students gain the maturity needed to succeed on campus?

AYP: annual yearly progress

AMO: annual measurable objectives

FSA: Florida Standards Assessment

EOC: End of Course exams

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 16,200

Opportunity for students to work in a study hall, work with peers, attend the SCF Academic Resource Center and/or work with individual teachers. Some students may work in a smaller group that is more supported and focused, called Academic Academy, and is available twice a week.

Strategy Rationale

Extra time to complete assignments and to schedule homework within the school day.

Strategy Purpose(s)

- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Monod, Kelly, monodk@scf.edu

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

N/A

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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 class assists students who are transitioning to the college campus, and from new students enrolling from the district.

The CS has a special orientation for 6th graders, and also brings in new students in 7th-10th to acclimate to the school. There is also a special junior orientation for the Accelerated College Program.

College and Career Readiness

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

SCFCS partners with SCF to advance college awareness. Career awareness is part of the coaching curriculum, utilizing Kuder Navigator as one of the programs. As a small school, course selections in 6-10th grade are limited to college "prerequisites" 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.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

SCFCS has 60 minutes of academic coaching every day. Guidance works with coaches with Kuder Navigator program, which introduces career paths to students. This course includes awareness and preparation for college and careers. The program at SCFCS is centered on readiness for college as the juniors and seniors participate in the Accelerated College Program, where they are scheduled to complete 60 college credit hours and earn an AA degree upon high school graduation. The coaching class is centered on curriculum that will help students with this transition and beyond. The coaching class in 11/12th grades is more aligned with college success and applications for schools and scholarships.

Industry certifications, CAPE courses, are available to SCFCS students when offered by SCF.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Career education is introduced in the academic coaching course in every grade, with specific curriculum in 7th and 10-12th grades with Kuder Navigator.

Technical education in CAPE certification courses offered by the college for students in the Accelerated College Program.

Technology is a focus at SCFCS in grades 6-10 with electives, including technology in 6th and 8th grade, robot programming in 7th grade and digital design in 10th grade.

Students are encouraged to join the creative engineering club, Odyssey of the Mind and the computer programming club.

Higher/est level math, technology and science courses are offered by the college and accessible to students who meet prerequisites.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Restructure curriculum in college, career readiness and leadership courses.
- G2.** Increase mentoring opportunities for students, with priority to students not on track for the Accelerated College Program in 11th grade, with attention to first generation students.
- G3.** Increase support for parents at SCFCS.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Restructure curriculum in college, career readiness and leadership courses. 1a

G068219

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Teacher collaboration

Targeted Barriers to Achieving the Goal 3

- Implementation across the curriculum

Plan to Monitor Progress Toward G1. 8

The progress is monitored by the Head of School in individual meetings

Person Responsible

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Individual grade level meetings are scheduled to monitor progress, ensure the teachers have roles to uphold accountability of the course curriculum. Teachers share barriers to progress and solutions are decided at group meetings. All meetings are documented in minutes.

G2. Increase mentoring opportunities for students, with priority to students not on track for the Accelerated College Program in 11th grade, with attention to first generation students. 1a

G068220

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- College and parent community

Targeted Barriers to Achieving the Goal 3

- Finding resources to support students

Plan to Monitor Progress Toward G2. 8

The success of the administration to develop a mentoring program will show progress of the goal.

Person Responsible

Kelly Monod

Schedule

Monthly, from 2/2/2015 to 6/5/2015

Evidence of Completion

Students are introduced to and work with mentors in an ongoing basis.

G3. Increase support for parents at SCFCS. 1a

G068221

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Involved parents and administration.

Targeted Barriers to Achieving the Goal 3

- Commitment of parents to be involved in school activities or to engage in student success plans.

Plan to Monitor Progress Toward G3. 8

General feedback from parents, parent survey and reflection of parent educator.

Person Responsible

Kelly Monod

Schedule

Monthly, from 9/17/2015 to 5/19/2016

Evidence of Completion

Review of goal at SAC meetings, monthly.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Restructure curriculum in college, career readiness and leadership courses. **1**

 G068219

G1.B1 Implementation across the curriculum **2**

 B176776

G1.B1.S1 Whole school goal with opportunity for teacher collaboration and development of curriculum.

4

 S188026

Strategy Rationale

Allows time and collaboration for effective implementation.

Action Step 1 **5**

Committee retreat to develop guidelines for new focus

Person Responsible

Kelly Monod

Schedule

Monthly, from 6/15/2015 to 6/16/2015

Evidence of Completion

Retreat completes with an instructional framework in place

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Meetings of committee and all teachers monthly.

Person Responsible

Kelly Monod

Schedule

Monthly, from 8/13/2014 to 6/5/2015

Evidence of Completion

Minutes, outcomes and noted adjustments from feedback and team reflections

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Review of efforts in the classroom with teachers at curriculum and department meetings.

Person Responsible

Kelly Monod

Schedule

Monthly, from 10/6/2014 to 6/5/2015

Evidence of Completion

Meeting minutes and teacher responses of specific questions monitoring effectiveness.

G2. Increase mentoring opportunities for students, with priority to students not on track for the Accelerated College Program in 11th grade, with attention to first generation students. 1

G068220

G2.B1 Finding resources to support students 2

B176777

G2.B1.S1 Contacts outside Collegiate School 4

S188027

Strategy Rationale

Meet up with college personnel to identify issue and possible solutions already on campus.

Action Step 1 5

Administration works to collaborate with the college community to search for resources and parallel programs for guidance.

Person Responsible

Kelly Monod

Schedule

On 10/21/2015

Evidence of Completion

Meeting will reveal brainstorming ideas and possible new collaboration partners.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Continued work with college community to research all leads that would help the cause.

Person Responsible

Kelly Monod

Schedule

Biweekly, from 10/21/2015 to 6/1/2016

Evidence of Completion

Continued progress forward on initiative.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Working in tandem with colleagues to assist the process

Person Responsible

Kelly Monod

Schedule

Monthly, from 2/2/2015 to 6/5/2015

Evidence of Completion

Evidence will be the beginning of a program of mentors for identified students, with continued follow up.

G3. Increase support for parents at SCFCS. 1

 G068221

G3.B1 Commitment of parents to be involved in school activities or to engage in student success plans. 2

 B176779

G3.B1.S1 Offer a variety of events for parents at different times. Send out surveys to try to target subject areas where parents are interested/ in need of information. 4

 S188029

Strategy Rationale

An attempt to make information accessible, timely and available.

Action Step 1 5

Administration works with SAC to organize opportunities for parents on campus, including a coffee hour, IT support, volunteer hours and inviting a parent educator.

Person Responsible

Kelly Monod

Schedule

Monthly, from 9/17/2015 to 5/19/2016

Evidence of Completion

Events will be created for parents to attend, as determined by parents.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

SAC will follow up with parents and administration for monthly reflection.

Person Responsible

Schedule

Evidence of Completion

Minutes from meetings.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Reflection of events in SAC meetings.

Person Responsible

Kelly Monod

Schedule

Evidence of Completion

General remarks, parents surveys and popularity of events.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Committee retreat to develop guidelines for new focus	Monod, Kelly	6/15/2015	Retreat completes with an instructional framework in place	6/16/2015 monthly
G2.B1.S1.A1	Administration works to collaborate with the college community to search for resources and parallel programs for guidance.	Monod, Kelly	10/21/2015	Meeting will reveal brainstorming ideas and possible new collaboration partners.	10/21/2015 one-time
G3.B1.S1.A1	Administration works with SAC to organize opportunities for parents on campus, including a coffee hour, IT support, volunteer hours and inviting a parent educator.	Monod, Kelly	9/17/2015	Events will be created for parents to attend, as determined by parents.	5/19/2016 monthly
G1.MA1	The progress is monitored by the Head of School in individual meetings		8/18/2014	Individual grade level meetings are scheduled to monitor progress, ensure the teachers have roles to uphold accountability of the course curriculum. Teachers share barriers to progress and solutions are decided at group	6/5/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				meetings. All meetings are documented in minutes.	
G1.B1.S1.MA1	Review of efforts in the classroom with teachers at curriculum and department meetings.	Monod, Kelly	10/6/2014	Meeting minutes and teacher responses of specific questions monitoring effectiveness.	6/5/2015 monthly
G1.B1.S1.MA1	Meetings of committee and all teachers monthly.	Monod, Kelly	8/13/2014	Minutes, outcomes and noted adjustments from feedback and team reflections	6/5/2015 monthly
G2.MA1	The success of the administration to develop a mentoring program will show progress of the goal.	Monod, Kelly	2/2/2015	Students are introduced to and work with mentors in an ongoing basis.	6/5/2015 monthly
G2.B1.S1.MA1	Working in tandem with colleagues to assist the process	Monod, Kelly	2/2/2015	Evidence will be the beginning of a program of mentors for identified students, with continued follow up.	6/5/2015 monthly
G2.B1.S1.MA1	Continued work with college community to research all leads that would help the cause.	Monod, Kelly	10/21/2015	Continued progress forward on initiative.	6/1/2016 biweekly
G3.MA1	General feedback from parents, parent survey and reflection of parent educator.	Monod, Kelly	9/17/2015	Review of goal at SAC meetings, monthly.	5/19/2016 monthly
G3.B1.S1.MA1	Reflection of events in SAC meetings.	Monod, Kelly	9/17/2015	General remarks, parents surveys and popularity of events.	monthly
G3.B1.S1.MA1	SAC will follow up with parents and administration for monthly reflection.		9/17/2015	Minutes from meetings.	monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Restructure curriculum in college, career readiness and leadership courses.

G1.B1 Implementation across the curriculum

G1.B1.S1 Whole school goal with opportunity for teacher collaboration and development of curriculum.

PD Opportunity 1

Committee retreat to develop guidelines for new focus

Facilitator

Collaboration with Guidance, Instructors and Administration

Participants

Committee

Schedule

Monthly, from 6/15/2015 to 6/16/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data			
1	G1.B1.S1.A1	Committee retreat to develop guidelines for new focus	\$0.00
2	G2.B1.S1.A1	Administration works to collaborate with the college community to search for resources and parallel programs for guidance.	\$0.00
3	G3.B1.S1.A1	Administration works with SAC to organize opportunities for parents on campus, including a coffee hour, IT support, volunteer hours and inviting a parent educator.	\$0.00
Total:			\$0.00