State College Of Fla Collegiate School Venice

2022-23 Schoolwide Improvement Plan

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State College Of Fla Collegiate School Venice

8000 S TAMIAMI TRAIL, Venice, FL 34293

https://scfcs.scf.edu/

Demographics

Principal: Karen Peck   Start Date for this Principal: 1/15/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	38%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (84%) 2018-19: No Grade 2017-18: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
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.

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	38%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	27%

School Grades History

Year	2021-22	2020-21
Grade	A	

School Board Approval

N/A

SIP Authority

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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. 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.

Provide the school's mission statement.
State College of Florida Collegiate School Venice'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 9th grade, SCFCS Venice students' progress in a rigorous academic environment,
supported with 1:1 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.

Provide the school's vision statement.
The following tenets guide the operation of the SCF Collegiate School Venice:
-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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Peck, Karen	Principal	Run the day to day operations of the school, supervise all staff snd teachers. Communication with students, parents, teachers, staff. Ensure student success to graduation with high school diploma and AA degree from SCF.

Demographic Information

Principal start date

Wednesday 1/15/2020, Karen Peck

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Total number of teacher positions allocated to the school

5

Total number of students enrolled at the school

166

Identify the number of instructional staff who left the school during the 2021-22 school year.

1

Identify the number of instructional staff who joined the school during the 2022-23 school year.

6

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	0	75	60	14	17	166
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	1	0	0	1
One or more suspensions	0	0	0	0	0	0	0	0	0	0	3	0	0	3
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	0	0	0	4	3	0	0	7

Using current year data, complete the table below with the number of students identified as being "retained.":

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Sunday 9/25/2022

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	75	0	18	50	143
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	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	5	0	0	0	5
Course failure in Math	0	0	0	0	0	0	0	0	0	6	0	0	0	6
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	12	0	0	0	12
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	75	0	18	50	143
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	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	5	0	0	0	5
Course failure in Math	0	0	0	0	0	0	0	0	0	6	0	0	0	6
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	12	0	0	0	12
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	89%	60%	51%					67%	56%
ELA Learning Gains	62%							53%	51%
ELA Lowest 25th Percentile	73%							46%	42%
Math Achievement	92%	43%	38%					63%	51%
Math Learning Gains	55%							51%	48%
Math Lowest 25th Percentile								48%	45%
Science Achievement	98%	56%	40%					78%	68%
Social Studies Achievement		50%	48%					81%	73%

Grade Level Data Review - State Assessments
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

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
HSP	90						100				
WHT	88	64		94	55		98			100	100
FRL	88	50		100	60		100				
2021 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 2019-20	C & C Accel 2019-20
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 2017-18	C & C Accel 2017-18

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	84
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	
Total Points Earned for the Federal Index	669
Total Components for the Federal Index	8
Percent Tested	99%
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	

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
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	95
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - 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	86
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	80
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

SCFCS Venice began with 9th grade students during the 2021-2022 school year. This was our first year of testing. Our scores from 21-22 were: 86% pass rate for English; 94% pass rate for Algebra EOC, 82% Pass rate for Geometry EOC, and 95% pass rate for Biology EOC.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

SCFCS Venice began with 9th grade students during the 2021-2022 school year. This was our first year of testing.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Factors have many variables from loss of learning during the pandemic, to a change in the lottery population, to the first full year back at school in some time, which saw many issues with behavior that were a newer component to the school. Actions include the continuation of behavior teams and high expectations for students as part of the school culture

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

SCFCS Venice began with 9th grade students during the 2021-2022 school year. This was our first year of testing. All scores were: 86% pass rate for English; 94% pass rate for Algebra EOC, 82% Pass rate for Geometry EOS, and 95% pass rate for Biology EOC.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Hiring a new team of strong teachers, in addition to two teachers from our sister school.

What strategies will need to be implemented in order to accelerate learning?

Continuing to support teachers and hiring paraprofessionals.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

All SCFCS Venice teachers have professional development opportunities through the SCSD. Grant funds will provide additional opportunities for teachers to attend content specific conferences.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional instructional support will be implemented by adding paraprofessional positions to assist teachers in the classroom.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Positive Culture and Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	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. Ensure students feel that school is a safe place.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Specific student goal setting in coaching, with follow up and parent participation, identifies professionalism. Behavior interventions measure overall expectation of kindness and positive problem solving and respect with peers. An overall curriculum in the academic coaching class to discuss and aspire to shared school values, designed by all stakeholders at the school.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	School activities and club participation. Weekly grade reports sent to parents. Content teachers and academic coaches working as a team to ensure student success.
Person responsible for monitoring outcome:	Karen Peck (peckk@scf.edu)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	As we begin our first full year with all grades 9th - 12th, we will continue to focus on supporting our students to ensure all students meet the dual enrollment qualifications to enter the junior/senior program. With the goal of college readiness for full time dual enrollment by the 11th grade, students will benefit with individual and small group supports. The teachers and administration will utilize data-based problem solving processes for the implementation and monitoring of the Multi-Tiered System of Supports (MTSS) to address effectiveness of core instruction, teacher support systems, and small group and individual student needs.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Students GPA and PERT test scores. Using MTSS, the school will formalize a Response to Interventions for students who need support to excel in the rigorous academic environment. Interventions include, reading and math remediation, small group support in class, after school tutoring and homework assistance and supports from the school counselor's office and informal individual academic plans with the coaching teacher, if needed.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Bi-Monthly meetings with academic coaches and school counselor
Person responsible for monitoring outcome:	Karen Peck (peckk@scf.edu)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Academic coaching, MTSS, RTI.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Academic coaches meet with students as a group daily as well as individually once a week. Communication among staff at bi-monthly RTI meetings, while implementing MTSS. Two new instructional paraprofessional have been hired.

Action Steps to Implement List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

Positive Culture & Environment
A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

All school initiative:
-Parents are included in student conferences at least two times per year, and communication with academic coaches is ongoing. Students lead parent/teacher conferences and discuss goal setting and achievements or academic coaches may address grade levels at one time for common questions.
-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.
-Guidance office is working with academic coaches and students to bring in a culture of kindness with positive whole school grade level initiatives.
-Juniors and seniors working with freshman to model social and academic priorities when fully dual enrolled on the Venice campus.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Head of School
School Counselor
Academic Coaches
All Instructional Teachers
Supplemental Instructional Specialist