

U.S. Department of Education
2016 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [X] Charter [] Magnet [] Choice

Name of Principal Ms. Kelly Monod

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name State College of Florida Collegiate School

(As it should appear in the official records)

School Mailing Address 5840 26th Street W.

(If address is P.O. Box, also include street address.)

City Bradenton State FL Zip Code+4 (9 digits total) 34207-3522

County Manatee

Telephone (941) 752-5491 Fax _____

Web site/URL http://scfcs.scf.edu E-mail scfcs@scf.edu

Twitter Handle _____ Facebook Page https://www.facebook.com/scfcs Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Carol Probstfeld President, Stat E-mail probstc@scf.edu

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name State College of Florida, Sarasota-Manatee Tel. (941) 752-5000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson n/a n/a n/a

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 57 Elementary schools (includes K-8)
 - 3 Middle/Junior high schools
 - 6 High schools
 - 2 K-12 schools
- 68 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	32	34	66
7	35	31	66
8	30	35	65
9	24	46	70
10	28	44	72
11	50	59	109
12 or higher	20	30	50
Total Students	219	279	498

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 4 % Asian
 - 6 % Black or African American
 - 21 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 63 % White
 - 5 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 8%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	16
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	25
(3) Total of all transferred students [sum of rows (1) and (2)]	41
(4) Total number of students in the school as of October 1, 2014	498
(5) Total transferred students in row (3) divided by total students in row (4)	0.082
(6) Amount in row (5) multiplied by 100	8

6. English Language Learners (ELL) in the school: 1 %
3 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

Spanish

7. Students eligible for free/reduced-priced meals: 32 %
Total number students who qualify: 157

8. Students receiving special education services: 1 %
18 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|--------------------------------|--|
| <u>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>3</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>8</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>6</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>1</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

9. Number of years the principal has been in her/his position at this school: 6
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	19
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	1
Paraprofessionals	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 22:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	97%	97%	96%	98%	97%
High school graduation rate	100%	100%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

Post-Secondary Status	
Graduating class size	50
Enrolled in a 4-year college or university	90%
Enrolled in a community college	1%
Enrolled in career/technical training program	1%
Found employment	1%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

SCFCS's mission is to guide and mentor student achievement by equipping them to attain a high school diploma and an AA degree concurrently upon graduation.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

SCF Collegiate School is a charter school, and students in grades 6-12 are selected by random drawing. Any student chosen may enroll in grades 6-10 regardless of academic standing; however, the 11th grade Accelerated College Program has a dual enrollment entrance requirement, per state statute FS 1007.271. Selection of additional 11th graders is also by random drawing for qualified applicants should seats be available.

Students who are exempted from the random selection include siblings of enrolled students and children of the State College of Florida, Manatee-Sarasota, full time faculty, staff, and its Board of Trustees.

PART III – SUMMARY

Opening in 2010, State College of Florida Collegiate School (SCFCS) is a 6-12, tuition-free public charter school located on the State College of Florida (SCF) Bradenton Campus, in Manatee County. Implementing an innovative model, SCFCS is influenced by the Swedish international school, Kunskapsskolan, which nurtures motivation and independence and ensures student success while guiding students toward higher education. Every year since its opening, SCFCS has been graded an "A" school by the Florida Department of Education (FDOE) and received the status of a high-achieving charter school from FDOE in 2014.

The purpose of SCFCS is to provide students the opportunity to progress within a continuum of education from middle school, and to follow high academic standards and college readiness curricula, to obtain an Associate in Arts (AA) degree at the completion of a student's high school career. A second purposeful goal is to provide families an avenue to college within a public institution, reducing the overall costs of college to the student, while beginning a conversation of college at home at an early age. About 50% of SCFCS' enrolled students are first generation college-bound. This translates to neither parent having earned a Bachelor of Arts degree or higher. SCFCS is not the only collegiate school in Florida offering an accelerated degree program for public school students, but is the only school to begin the conversation of college in the 6th grade.

The key strategies of SCFCS may be summed up in its guiding tenets:

Pursue innovation in teaching and learning-

Instructors at SCFCS have designed a curriculum delivery model influenced by Kunskapsskolan. SCFCS shares the ideal of Kunskapsskolan's independent student and mirrors the academic coaching element, goal setting, centralized curriculum access, and physical space as modeled in the open classroom concept. Daily at SCFCS, the role of the curriculum teacher changes to an 'academic coach.' The role is split between many duties, from helping to instill social and academic skills to acting as the point person for students and parents.

Engage in continuous assessment to measure success for positive change-

Assessments are traditional and independent at SCFCS. As a public school we participate in state assessment requirements such as the Florida Standards Assessments and utilize reading assessments. Instructors work collaboratively to align their curriculum from 6th to 10th grade to ensure standards are covered, curriculum gaps are eliminated, and college readiness standards are met for the 11th and 12th grade Accelerated College Program.

Partner with other schools and institutions locally, nationally and internationally-

SCFCS collaborates with the many departments of the college, and also works within the community and reaches to international destinations as well. Overall, the teachers work to make connections where opportunities arise to ensure that students are aware of service events and participate in activities outside of the school.

Infuse curriculum with characteristics necessary to build awareness of the international community and their role as global citizens-

As instructors build their curriculum, they offer a perspective outside of our borders when possible. This is especially facilitated in the humanities classrooms, but also incorporated into the academic coaching classroom. For 2015-16, coaches worked together in grade level teams to organize a global citizen initiative. For example, 8th grade raised money for Charity Water, while learning about strained global resources. The 6th grade class worked with the language arts team to publish bilingual books that will be donated to students in Central America, with a focus on world literacy.

Instill a 'going to college' culture at an early age, specifically for students who are first generation college going students-

The school's location on the college campus initially brings the conversation of college to every student's home. Instructors work college readiness into every lesson, increasing rigor and providing opportunities for students to work independently.

Educate families and the communities about the benefits of a college education, and the importance of early preparation-

Students learn to take middle school seriously, and understand it as an important time to learn skills for high school. The conversation of college continues in the coursework and for the parents during coaching meetings.

Eliminate disruptive transitions in education with a seamless transition from sixth grade to college, while providing academic advising for college at SCF and beyond-

Transitions are eliminated as students have support in the same institution, even as their roles from middle school, to high school, to college evolve.

Utilize technology to increase interest and to teach and learn with relevant tools needed for today's digital natives-

All students are assigned an iPad in an effort to have access to digital resources. The entire curriculum for students in grades 6-10 is uploaded to a Learning Management System (LMS), Canvas. Students rely on technology as a tool through which to gain access to academic materials.

Increase rigor and curricular relevance, with enrichment utilizing college resources-

The instructors work at a pace that incorporates college readiness. The expectations are higher academically, as well as socially. Students are guided to learn self-reliance in order to be successful. They are encouraged to seek knowledge, and to move above and beyond the assignments, highlighting a college mentality that requires self-direction as a prerequisite for academic success. Additionally, the opportunity to utilize college resources allows students access that they may not have in a small charter. For example, sophomores take classes with a high school chemistry teacher exclusively in the college labs and classrooms. Students in the drama/dance elective are able to perform a full-length musical in the college auditorium.

Create a home base for accelerated college students enrolled in SCFCS-

The accelerated college students may be academically ready to step out on campus; however, the students are still at the traditional age of high school students. Academic ability is not the only quality needed for students on campus full time. SCFCS continues to support students in the Accelerated College Program, as they are dual enrolled full time, taking 15 credits a semester.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The core curriculum of the State College of Florida Collegiate School (SCFCS) is written by the instructors, following a systematic framework influenced by the Swedish Kunskapsskolan model. The instructors begin constructing courses based on Florida's state standards, and then incorporate more rigorous standards borrowed from other states to supplement student learning. With this system the instructors take ownership of their curriculum, which drives innovation as they have room for creativity in the classroom. Additionally, the needs of the students in the class are met more directly because instructors are not under pressure to maintain an administrative directed pace, and have the opportunity to present materials that fit individualized learning styles in the classroom. Teachers have the flexibility to teach what is needed based on the personalities in their classroom, as opposed to providing a rubber-stamped curriculum that does not meet the needs of every child.

The instructors at SCFCS work together in their curriculum groups, grade level groups, and coaching groups to develop their content curriculum. Instructors work to create an alignment of skills and standards from 6th through 10th grade that infuses elements of college readiness in each grade, pulling needed skills in later grades to the lower grades.

In English language arts (ELA) classrooms, the curriculum is individual and collaborative as all instructors are members of the School Language Literacy Team (SLLT). This team meets monthly to discuss annual priorities, such as high stakes testing, as well as to develop long term reading priorities based on state assessment data and the in-house reading program. In the English courses for all grades, instructors ensure there is a literature rich environment; students are taught to respond to literature by deep, close reading and text analysis.

In math, instructors diagnose students at the beginning of the year, and emphasize mastery of basic skills with scaffolding for application and depth of knowledge. The math instructors focus on real life examples, such as budgeting a vacation or figuring a tip on a restaurant bill. This perspective helps students understand the purpose of math in their lives.

Science instructors work to provide hand-on science in all grades, with a wide variety of experiments and access to the college laboratories. They are offered, and have access to, tools that allow students to experiment with manipulatives and not just rely on text books for information. The SCF science department on campus is dedicated to our students, as there is outreach annually for middle school students. The high school students are able to utilize tools on campus as well as the curriculum as incorporated by the K-12 instructors, who collaborate with the college professors.

Social studies instructors teach the students the why of historical events with a focus on cause and effects and the big picture of social and political movements over time. They focus on student comprehension and analysis of different perspectives between World and American History courses. For example, 6th grade World History students dress up as Romans on the Ides of March, 7th grade Civics students are asked to volunteer in the community as part of their participation grade, to introduce them to civic-duty. The 10th grade Economics class works with real-life learning modules, incorporating an H&R Block budgeting contest, through which two students won thousands of dollars in scholarships in 2015.

Differentiation and remediation are built into the instructor curriculum framework, which provides alternative perspectives and paths for students below grade level to work in the same classroom as students on level. There are additional math and reading programs that meet the student where they are, and continue to increase their academic goals. The access to technology with their iPads offers a continuous source from which to research questions and utilize tutoring websites and apps.

As all students are working towards full time enrollment in the college campus by 11th grade, college readiness in a major component of our curriculum. The instructors collaborate with faculty on campus, in an

effort to pull college curriculum into the high school courses. SCFCS has a history of employing instructors who have also worked as adjuncts on campus such as in the Language and Literature department and the science department. This experience yields a holistic approach as instructors incorporate a college-readiness component in their curriculum.

The State Florida of College campus is also a tremendous supplemental resource as the SCFCS students utilize facilities outside of the SCFCS building 19. The collaboration in the library with ELA instructors has led to a juvenile section for students, as well as another educational partner who instructs on library research techniques, navigating digital resources and annotated bibliographies, for example. The high school students are scheduled in the science department so that the biology and chemistry courses have full use of the classrooms and labs for instruction. High school students may utilize tutoring services through the Academic Resource Center for their courses, or the college courses. The Neel auditorium has hosted many productions for the students from traveling troupes, such as the Asolo, and has offered the stage to our students' own theatrical productions.

2. Other Curriculum Areas:

As a small charter school, the formal electives are limited for students in grades 6-10, and there is not an opportunity for competitive team sports at the school. As a charter, students are permitted by state legislation to play organized sports at their district school. The available electives in 6th-8th grade are dance and drama, or technology and physical education (PE). The dance and drama elective develops a deep level of understanding in the visual and performing arts, while allowing students to create individual scripts and perform them. In each grade, the technology piece occurs during half of the year and changes by grade, with beginning technology for 6th grade, Lego MindStorm robots for 7th grade and a critical thinking science course, incorporating various engineering components, for 8th grade. The other half of the year is PE, which is taught by a K-12 instructor, utilizing green areas of the college campus.

The students in 9th grade must take a mandatory HOPE elective (Health Opportunities for Physical Education) and 10th grade has a digital design elective, which incorporates a yearbook club. An alternative is offered for 10th graders who have already met requirements on campus; these students may enroll in a foreign language or another college course during the day.

Because of the limited opportunities for electives, teachers are flexible to supplement courses by advising student clubs, which are normally active. The school encourages students to join a Diversity Club, Anti-Bullying Club (ABC), Drama Club, Odyssey of the Mind, National (Junior) Honor Society, and, in high school, the Student Leadership Team or Key Club. The Diversity Club has many events for the middle school students throughout the year including participating in the local MLK Day parade or hosting the Hispanic Heritage Festival. The ABC's main goal is to demonstrate kindness and support, through greeting students as they arrive to school or monitoring a "good deed word wall." Other clubs are hosted as students demonstrate interest, such as a computer programming, young inventors or gardening clubs.

Once students are enrolled in college, their academic world expands as they are eligible to participate in all of the college campus clubs, enroll in most electives, including art, theater and music, and apply for the college honor society Phi Theta Kappa. Some students have joined competitive teams and become successful additions to the State College of Florida Brain Bowl team, have won awards for Phi Beta Lambda (PBL) Business Club and have also been celebrated for achievements in the Model United Nations, competing at a national level.

Incorporated as an everyday resource, technology is intended to be available in a manner that allows students to gain fluency with computers and software. All students in 6th-10th grade are assigned an iPad in an effort to provide access to digital resources. The entire curriculum for these students is uploaded to a Learning Management System (LMS) called Canvas. Students utilize the tablet as they would a locker full of notebooks and textbooks. They rely on technology as a tool through which to gain access to academic materials; students also have access to software programs and apps supported by Apple. The expectation is that students be 100% fluent on technology, navigating all of its many quirks and inconsistencies, as well as troubleshooting when technology goes wrong. Students understand they have an opportunity to utilize

technology to spur their creativity, instead of simply being creative because they have technology. Instructors allow students more choices in their curriculum because the technology resources include apps for production and organization, research databases such as iTunesU and presentation software such as GarageBand and iMovie. The many options for students open up an alternative means for instructors to assess progress in the classroom.

3. Instructional Methods and Interventions:

State College of Florida Collegiate School (SCFCS) instructors follow a framework influenced by Kunskapsskolan, where the students' curriculum is presented in Steps, with a Mastery Project at the end of each Step. The goal is to show mastery of a subject, with an opportunity of remediation should the student not reach the intended academic goal. The framework is appropriate for differentiation for both advanced curriculum and remedial, and most teachers have their class divided in groups. The instructors have collaborated every year regarding the skills and content in each Step, so that there is a horizontal and vertical continuum between 6th grade and 10th grade, middle and high school curriculum. Skills that are required for 11th grade are pulled into 6th grade curriculum, so that students understand from day one what is required to be successful on the college campus. The 11th grade students begin the Accelerated College Program, and are full time dual enrolled on the college campus, taking only college courses.

The interventions are vast for students and are designed by the School Leadership Team and the academic coaches collaboratively. The school implements a Multi-Tiered System of Supports (MTSS), which is a three-tiered continuum across which instruction and interventions vary in intensity level. The first tier incorporates the academic coaching class as a course given to all students and includes proactive guidance-based curriculum focusing on academics, career and college readiness, personal/emotional components and multiculturalism. Students are monitored by teachers both academically and socially, and often have conferences with them individually. Coaches are the first point of contact for students, parents and other teachers. Tier one monitoring also looks at individual student data regarding grades and high stakes testing scores, and college readiness scores, if appropriate. If a student in this group has a sudden grade drop, the team would investigate to determine whether this is the result of a personal/emotional issues that may need more guidance support, or an academic issue that may need more specific instruction.

Tiers two and three focus on the individual student, with tier two consisting of more frequent monitoring and parent conferences and tier three consisting of support provided to students by the problem solving team, identifying issues, and setting goals with the student and their family. A college student who failed a course may fit into this group; the team identifies why the failure occurred and how to address the root cause, as well as reworking the student's transcripts to ensure credits are complete for graduation requirements.

Overall, students are in an academically challenging environment, so teachers regularly communicate with students to understand the needs of the learner. There are supports in place as many of our young learners do not yet ask for help.

4. Assessment for Instruction and Learning and Sharing Assessment Results:

State College of Florida Collegiate School's (SCFCS) student progress data, including a school grade (A), is published from FDOE as well as private websites, such as GreatSchools.org. The standardized test results are distributed to families and other stakeholders with individual scores mailed home and whole school scores emailed in the newsletter and distributed at the Student Advisory Council (SAC) meetings. The SAC is composed of parents and any community member who is interested in the school's progress. The charge of the council is to assist with writing the School Improvement Plan and to review school data presented monthly from different sources including standardized tests scores, the school reading program, the college readiness exam, etc.

SCFCS utilizes data within the school in a variety of ways in an effort to increase student performance for middle school grade levels through college. The data team looks at middle and high school student performance, which includes grades and state assessment scores, to ensure they are meeting requirements

from grade to grade. The instructors also use data in their classrooms to target the progress of individual students. Students who do not meet the goal of a mastery project assignment will have an opportunity for remediation. Teachers document any issues that the students may have had during the grading quarter, reflect on previous interventions, and make a note of the new interventions. Students who fail a quarter/semester grade are identified and given an opportunity to change their learning environment with before-school quiet study hall and/or after school tutoring. Grade point average is very important to high school students, as they need an unweighted 3.0 to enroll into dual enrolled courses. Students not meeting this requirement normally implement an intervention plan that is designed with their academic coach. Students who continue to work below 3.0 meet are part of a more targeted agenda with the school leadership team to set up a learning plan and may be offered course recovery during the summer. Additionally, the high school students take college entrance exams in 9th grade to have a baseline score in reading, writing and math. Students and coaches have specific remediation paths to help increase these scores, if needed, to meet the criteria for enrollment.

Achievement gaps are typical at SCFCS because students are randomly selected and, thus, often come from a variety of backgrounds. Teacher differentiation in the classroom, opportunities for remediation and extended study time during the school day are all used to help student success. Technology allows students access to outside software and apps, which helps increase learning gains, and SCFCS subscribes to math and reading programs that are available to all students; such tools provide additional data points that can be used to monitor growth. Teachers also share data points with students, so that they can watch their increases and push harder for growth.

The level of high achievement is maintained as the teachers work together to understand the goal of college readiness and what the students need to be successful on campus. The teachers collaborate with administration and guidance, and all stakeholders take a hands-on approach to provide any interventions that can help students be successful on the difficult path to the Accelerated College Program.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Every student at State College of Florida Collegiate School (SCFCS) is working to achieve the same goal – acceptance into the Accelerated College Program. The benefits of this program are an academically challenging environment, the completion of an Associate in Arts (AA) degree with their high school diploma, full immersion on a college campus during their last two year of high school, and the opportunity to receive an academic scholarship to our partner Florida Gulf Coast University to complete two more years, all without cost to families. Additionally, students who graduate with an AA degree are highly sought after from many colleges and universities. Thus, teachers are always working to engage students into investing in their future. The motivation is apparent as the charter is located on the SCF Bradenton campus, and students take classes in the buildings and utilize its resources.

The tenets of SCFCS highlight the many conditions necessary for student success. Students must have an innovative curriculum that is focused to offer content and skills that meet individual academic needs. Students must have an opportunity to master a concept before moving on to the next as they build their foundational knowledge and competencies. Students must feel that teachers want them to succeed, while learning the very proficiencies that will help them to do just that. Students must have an opportunity to access resources beyond the teacher’s repertoire, while learning how to manage technology to uncover basic knowledge, while spurring critical thought. Students need to have exposure to what lies ahead before they get there, while understanding their shared role in the local and international community. Students must have consistency and support from a human face on an otherwise blank institution. They cannot feel that they are being processed in a machine, but that their leadership at school creates a legacy for those who come after them. Students must experience a school environment that is caring, relevant, and consistent to maintain a culture of excellence. SCFCS connects academic coaches to students to ensure a relationship with at least one teacher, and a system of support and method of teaching social skills as well as academic. SCFCS provides technology and the road map to utilize it. SCFCS offers an opportunity to work in an environment that helps students see their future to better navigate their goals.

SCFCS instructors are valued and supported because they are empowered. They make decisions in their classroom regarding curriculum and what students need to learn and when. They work together and ask each other for help, and always receive it. The administration typically informs them of all events on campus as a courtesy for their planning, and asks them to guide decisions for the school. The administration also protects their planning, and offers them time to complete their work.

Another area of strength is the complete dedication of the SCFCS instructors to the positive and productive culture of the school. As academic coaches, they work to solidify a consistent culture of student success and trust. Instructors also have a collective voice to change policies that are not working, and can work to define a policy that is better suited to work through an issue to bring success to all students. Overall, instructors have the opportunity to make suggestions for improvements at staff meetings. They also have the leadership ability to make suggestions and policies for identified initiatives that would improve the overall school environment.

2. Engaging Families and Community:

For the State College of Florida Collegiate School (SCFCS), the academic coaching component is the most important strategy for working with families. The coaches are always in touch with their parents through email and otherwise, and help promote important school initiatives. SCFCS also opens its doors to parents to design events and fundraisers for the Parent Teacher Organization (PTO) and Student Advisory Council (SAC) and forums through which parents may participate in school improvement.

The school clubs, such as the Diversity Club and Key Club, sponsor events to bring the students into the community. The Diversity Club students have hosted the Hispanic Heritage Night and the Black History Brain Bowl. The Key Club participates in community activities such as Breast Cancer awareness walks and

also volunteers at the large informational nights for prospective students and parents. While SCFCS supports student involvement in the local community, the school also fosters engagement with the global community. Academic coaching teams incorporate a global citizenship element into the curriculum for each grade level. Each grade studies a global issue and dedicates time to developing and implementing a service project around it. For example, the 6th grade class is currently working to self-publish bilingual books and donate them to Central American primary schools. The 7th grade analyzed the elements that contribute to world hunger and then participated in the Mayor's Canned-Food Drive. The 8th grade studied the variables that surround clean water and raised over \$10000.00 for Charity Water as their service project.

SCFCS also has many different bridges to the State College of Florida (SCF) campus and its resources and outreach. There are always the resources that SCFCS students may use, but the school has worked with the college to promote its initiatives as well. For example, SCFCS students participate in MLK Day volunteer events in the community, alongside college representatives. Another example of collaboration, the Language and Literature professor works with the SCFCS English Language Arts team to host an annual Poetry Slam for students.

3. Professional Development:

The State College of Florida Collegiate School (SCFCS) head of school and academic administrator annually design a professional development program for teachers, which is created from data points, specific to annual school goals, and scheduled for the week before school begins. SCFCS teachers spend eight days in professional development before the beginning of each school year. School leadership also works with teachers bi-monthly and on calendared professional development days to address items that may arise during the school year.

Informal practices may include professional development goals set by the school staff; small group teacher meetings occurring daily or weekly; interdisciplinary collaborative lesson planning; regular review and feedback regarding teacher constructed class projects, assignments and assessment tools; regular sharing of samples of student work by teachers seeking feedback from their colleagues; attending local and national conferences, making presentations and bringing back new strategies and information to colleagues; and mentoring by experienced teachers and curriculum services specialist.

The teachers and staff are supported by the School District of Manatee County as necessary for specific services and professional development including sessions focusing on exceptional student education (ESE) and English for speakers of other languages (ESOL) instruction, legislative requirements, training for new testing requirements, Multi-tiered System of Supports (MTSS) and Response to Intervention (RtI) and other common areas where the county offers support.

Teachers and staff are also supported by State College of Florida (SCF), and have participated in college professional development and legislative requirements including, Red Flag Identity Theft training, Prohibitive Harassment training, Everything Speaks Pride in Excellence initiative, SCF Chief of Security school safety updates and Title IX training. Administration has participated in human resources training including Coaching for Peak Performance and Communication for Leadership Success.

Leadership and teachers are expected to also fulfill personal professional development goals, and are supported with funds to attend and participate in conferences of their choice, including the annual charter school conference, subject area conferences, and technology conferences such as the Florida Association of Educational Data Systems (FAEDS) Annual Conference and Future of Education Technology Conference (FETC). Teachers normally participate in local professional development opportunities and/or attend courses on the SCF campus, local colleges and/or online. Examples include teacher participation in Embracing Our Differences, gifted curriculum development/differentiation, ESE strategies, Kagen strategies, coaching strategies with the Power of Productivity, courses to pursue Masters and Doctoral degrees and instruction in the Learning Management System, Canvas.

4. School Leadership:

The State College of Florida Collegiate School (SCFCS) is fortunate that its origins from the State College of Florida (SCF), Manatee-Sarasota, and sponsorship of a charter by Manatee County, allow for a school supported in its community by a variety of stakeholders, including parents and teachers, who all work to ensure it stays true to its mission and continues to improve every day. The SCFCS governing board is also the SCF Board of Trustees, who monitor the charter, which is also an incorporated department of the college. College administrative offices and facilities are a shared resource, thus SCFCS has access to reviewed and accepted rules, policies and procedures in human resources and payroll, the finance offices, business offices, legal counsel, public safety and security. As a charter, the school is also monitored by the county and the state in its reporting, rules and regulations and shares county resources for transportation and food services. Overall, SCFCS is always working in tandem with its community to ensure that the institution is sound and has the capacity to ensure student success.

As SCFCS is supported by many stakeholders, the role of the head of school is to multitask to ensure everything comes together gracefully. The head of school coordinates internal and external assistance and maintains a school in motion, reflects on its current administrative, curricular and technological initiatives and sets new goals, and stays abreast of upcoming topics in education to improve the student experience and path to the campus. This role is supported by an academic administrator who supervises the instructors and ensures that everyday runs smoothly. The technology role is a major component that ensures the students and teachers have the resources needed to utilize the 1:1 iPad initiative, and all of the technology in the classrooms. An additional role is the student services office, which includes the guidance counselor, advisor, and registrar. The guidance counselor works with all students in grades 6-12, and has support from an outside mental health agency, if required. The counselor, along with the advisor, ensure that the students on campus in their junior or senior years have everything needed to successfully graduate.

The SCFCS models its purpose after SCF, which is fully dedicated to each student and their success. The leadership, including both the SCF president and the SCFCS head of school, will always go back to this purpose when making decisions, asking the question, what is best for the students?

Part VI – INDICATORS OF ACADEMIC SUCCESS

The Southern Association of Colleges and Schools (SACS) accreditation report in 2014 said that a Powerful Practice for the State College of Florida Collegiate School (SCFCS) was its academic coaching component. The review team leader wrote: “The Coaching classes are highly regarded by the students, staff, and parents, and ensure that each student in the school has at least one adult on campus to monitor his/her status and well-being. During interview sessions with various stakeholder groups, classroom observations, and a review of survey results, the External Review Team determined that all stakeholder groups were quite satisfied with the Coaching classes. Parents, students, and staff indicated that the connection the students feel to their coaches has been invaluable in enhancing student success. Support for a student's learning and general well-being is an important aspect of student success. Teachers who serve as mentors and facilitators help support the school's mission of a seamless transition for students in grades 6-[12].”

The academic coaching class has different Florida standards and formal names for different grades; however, the intent is the same. The instructors build the class with the help of guidance in an effort to instill intrinsic motivation, to guide a student to be an independent learner and to help translate the necessary skills needed to be a successful student. The teachers work collectively in their grade level to ensure all students are receiving the same message, uniting the grade in a common theme, which adds value and ownership to the program. The benefits from this structure include, consistent and ongoing collaboration with guidance regarding curriculum; accountability for teachers and students regarding school-based coaching initiatives; cohesive curriculum goals for students by grade level; a balance of commitment to the coaching class per teacher as co-teaching relieves pressures of working with the course daily. The message to the students will look different for each grade level, with 6th grade needing more personal and social skills and 10th grade needing more help with college readiness skills. The 11th grade curriculum incorporates skills needed while in college, while 12th grade looks at the next step with university applications and information about student finance/loans, for example.

While our goal for all students is to succeed on the college campus, ultimately coaching is an opportunity to teach each student how to be a better student. The skills of a dedicated student will translate for any academic goal, including finishing high school with two years of college and an Associate in Arts degree.